

Radical Readers



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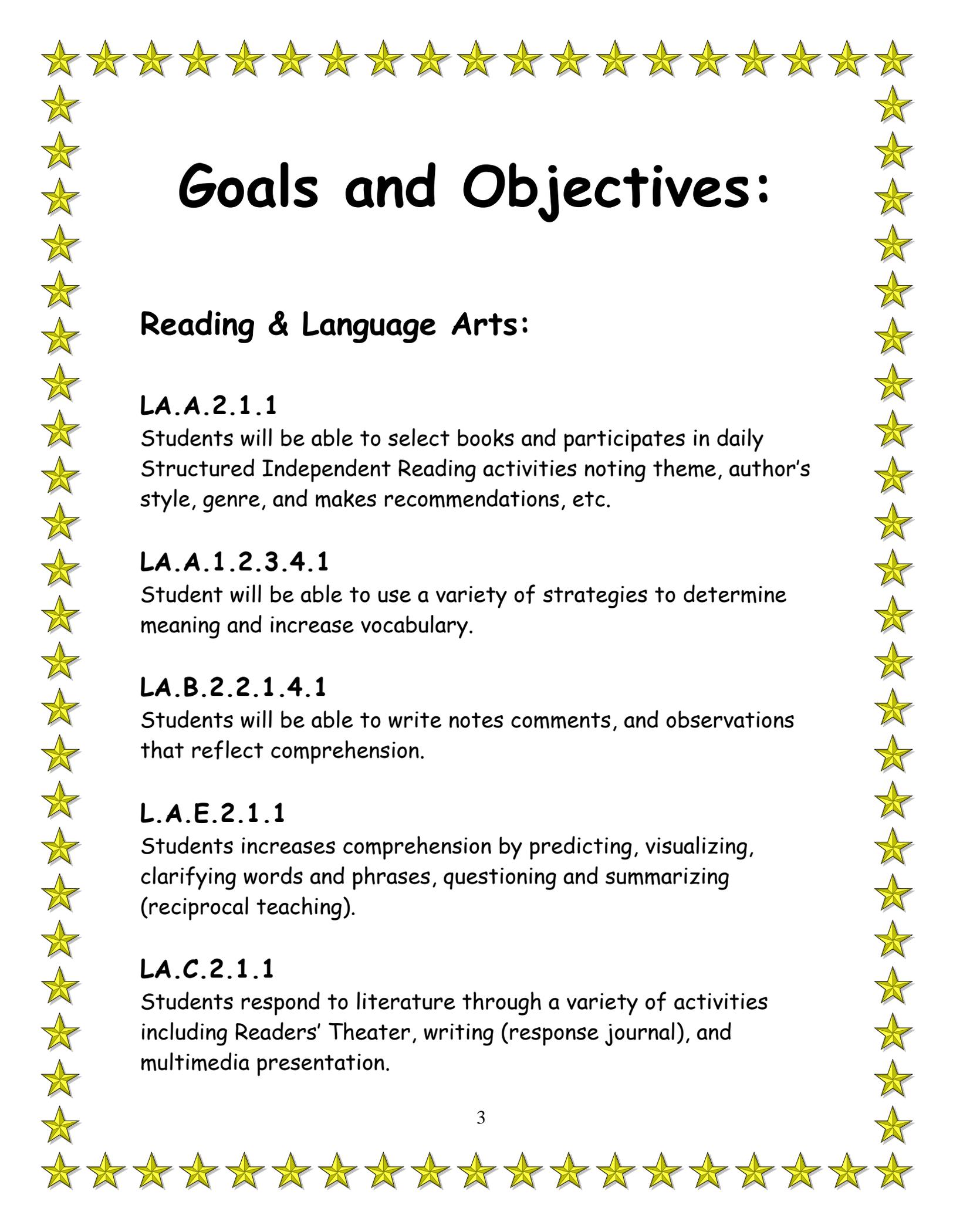
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Goals and Objectives:

Reading & Language Arts:

LA.A.2.1.1

Students will be able to select books and participates in daily Structured Independent Reading activities noting theme, author's style, genre, and makes recommendations, etc.

LA.A.1.2.3.4.1

Student will be able to use a variety of strategies to determine meaning and increase vocabulary.

LA.B.2.2.1.4.1

Students will be able to write notes comments, and observations that reflect comprehension.

L.A.E.2.1.1

Students increases comprehension by predicting, visualizing, clarifying words and phrases, questioning and summarizing (reciprocal teaching).

LA.C.2.1.1

Students respond to literature through a variety of activities including Readers' Theater, writing (response journal), and multimedia presentation.



Reading and Language Arts (cont'd):

L.A.B.1.2.3.

Student uses structural analysis to obtain meaning when reading and writing.

L.A.C.3.1.1.

Student listens to teacher modeled reading, on or above grade level, from a wide variety of genres.

Math:

MA.B.1.2.1

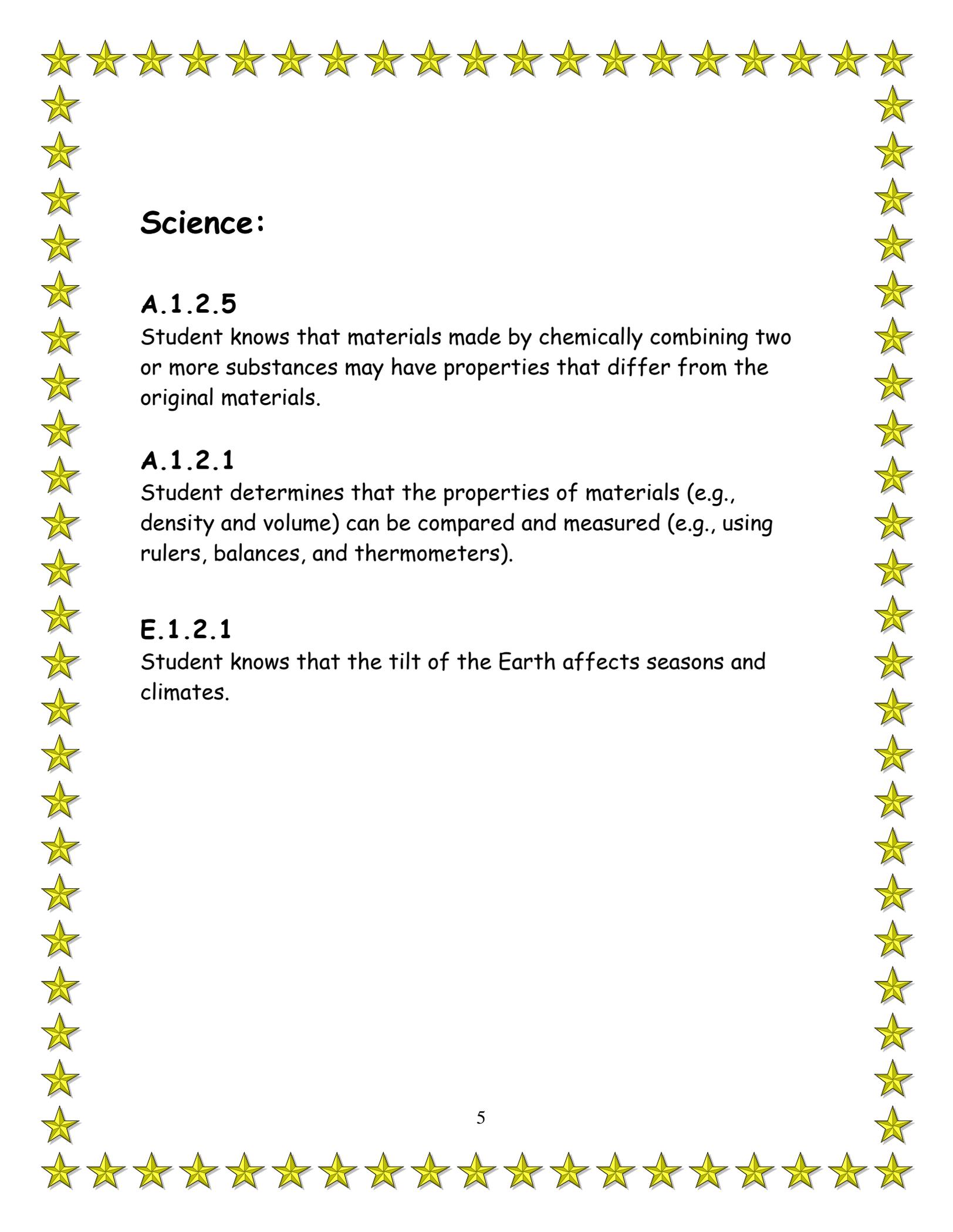
Student knows measurement concepts and uses oral and written language to communicate them.

MA.B.2.2.2

Student knows an appropriate unit of measure (standard or nonstandard) to measure weight, temperature and capacity.

MA.B.4.2.2

Student selects and uses the appropriate tool for situational measures (for example, measuring sticks, scales and balances, thermometers, measuring cups, and gauges).



Science:

A.1.2.5

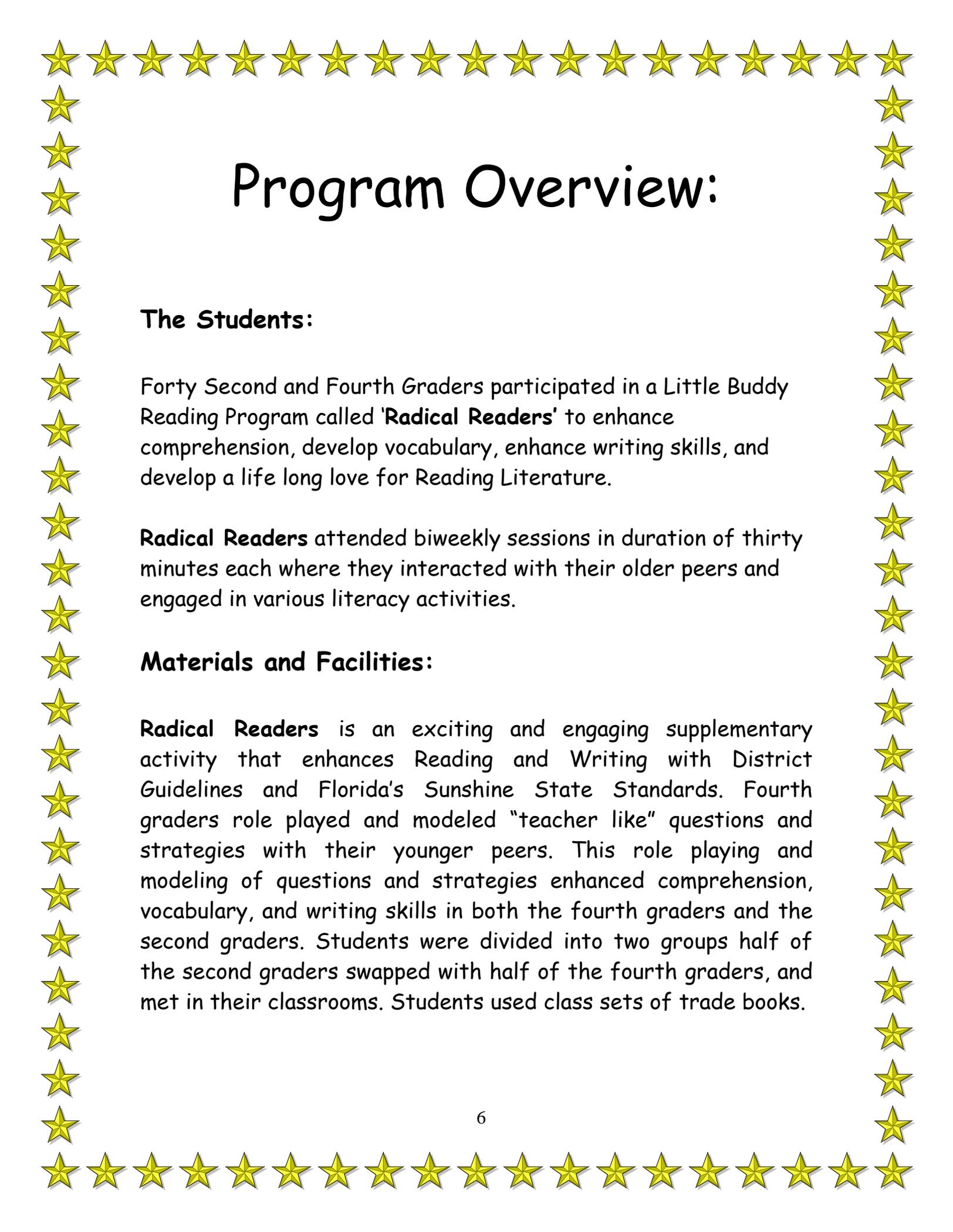
Student knows that materials made by chemically combining two or more substances may have properties that differ from the original materials.

A.1.2.1

Student determines that the properties of materials (e.g., density and volume) can be compared and measured (e.g., using rulers, balances, and thermometers).

E.1.2.1

Student knows that the tilt of the Earth affects seasons and climates.



Program Overview:

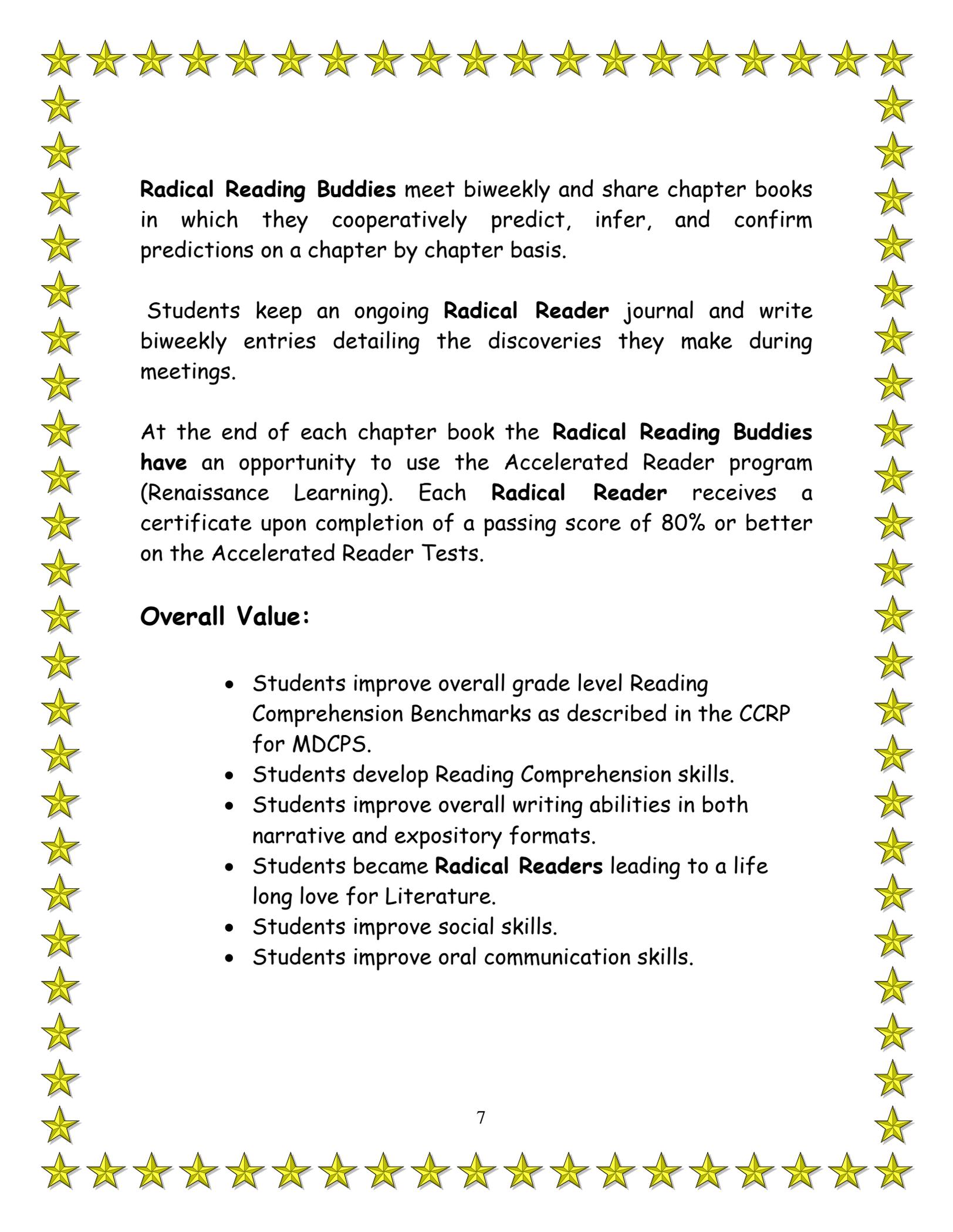
The Students:

Forty Second and Fourth Graders participated in a Little Buddy Reading Program called '**Radical Readers**' to enhance comprehension, develop vocabulary, enhance writing skills, and develop a life long love for Reading Literature.

Radical Readers attended biweekly sessions in duration of thirty minutes each where they interacted with their older peers and engaged in various literacy activities.

Materials and Facilities:

Radical Readers is an exciting and engaging supplementary activity that enhances Reading and Writing with District Guidelines and Florida's Sunshine State Standards. Fourth graders role played and modeled "teacher like" questions and strategies with their younger peers. This role playing and modeling of questions and strategies enhanced comprehension, vocabulary, and writing skills in both the fourth graders and the second graders. Students were divided into two groups half of the second graders swapped with half of the fourth graders, and met in their classrooms. Students used class sets of trade books.



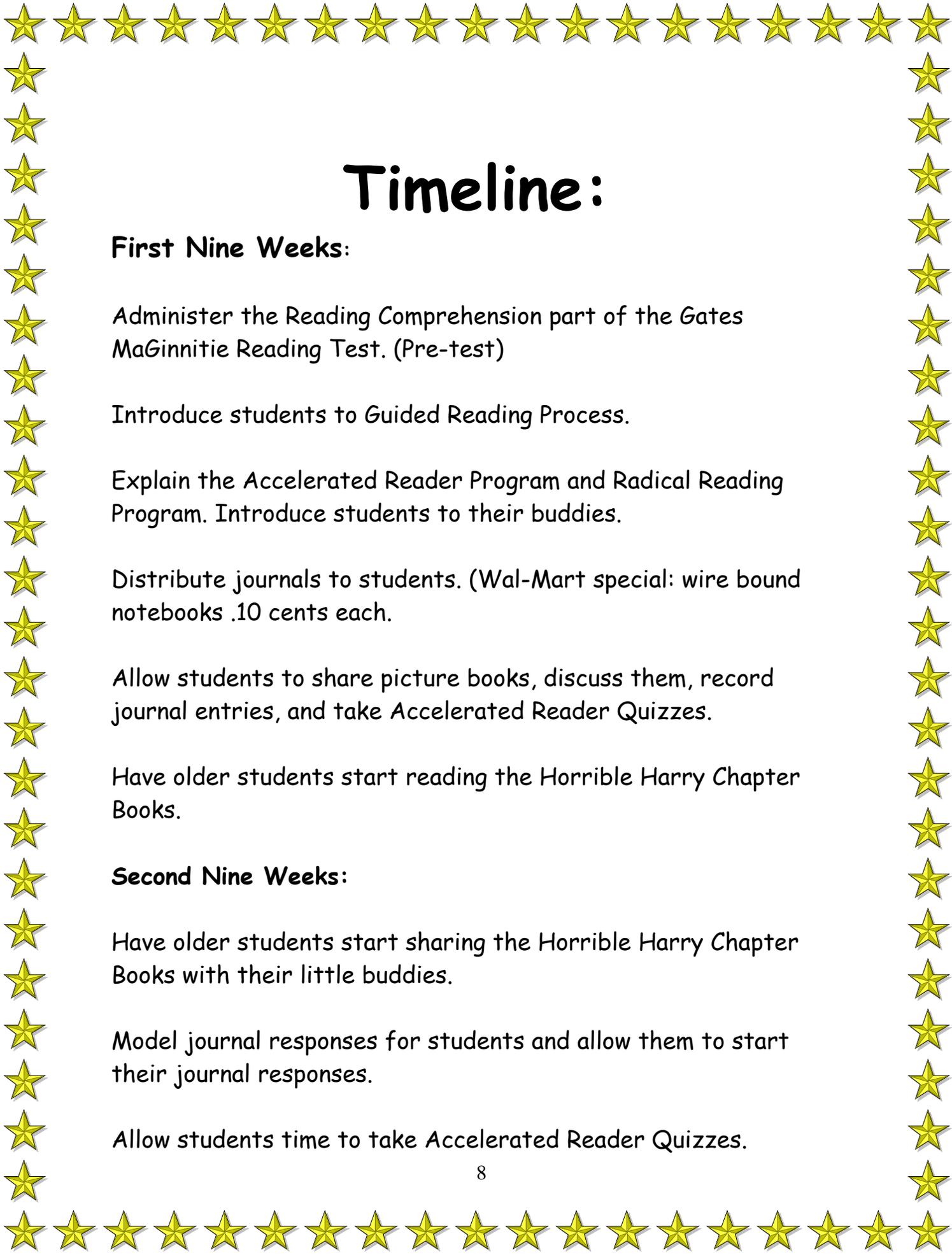
Radical Reading Buddies meet biweekly and share chapter books in which they cooperatively predict, infer, and confirm predictions on a chapter by chapter basis.

Students keep an ongoing **Radical Reader** journal and write biweekly entries detailing the discoveries they make during meetings.

At the end of each chapter book the **Radical Reading Buddies** have an opportunity to use the Accelerated Reader program (Renaissance Learning). Each **Radical Reader** receives a certificate upon completion of a passing score of 80% or better on the Accelerated Reader Tests.

Overall Value:

- Students improve overall grade level Reading Comprehension Benchmarks as described in the CCRP for MDCPS.
- Students develop Reading Comprehension skills.
- Students improve overall writing abilities in both narrative and expository formats.
- Students became **Radical Readers** leading to a life long love for Literature.
- Students improve social skills.
- Students improve oral communication skills.



Timeline:

First Nine Weeks:

Administer the Reading Comprehension part of the Gates MaGinnitie Reading Test. (Pre-test)

Introduce students to *Guided Reading Process*.

Explain the *Accelerated Reader Program* and *Radical Reading Program*. Introduce students to their buddies.

Distribute journals to students. (Wal-Mart special: wire bound notebooks .10 cents each.

Allow students to share picture books, discuss them, record journal entries, and take *Accelerated Reader Quizzes*.

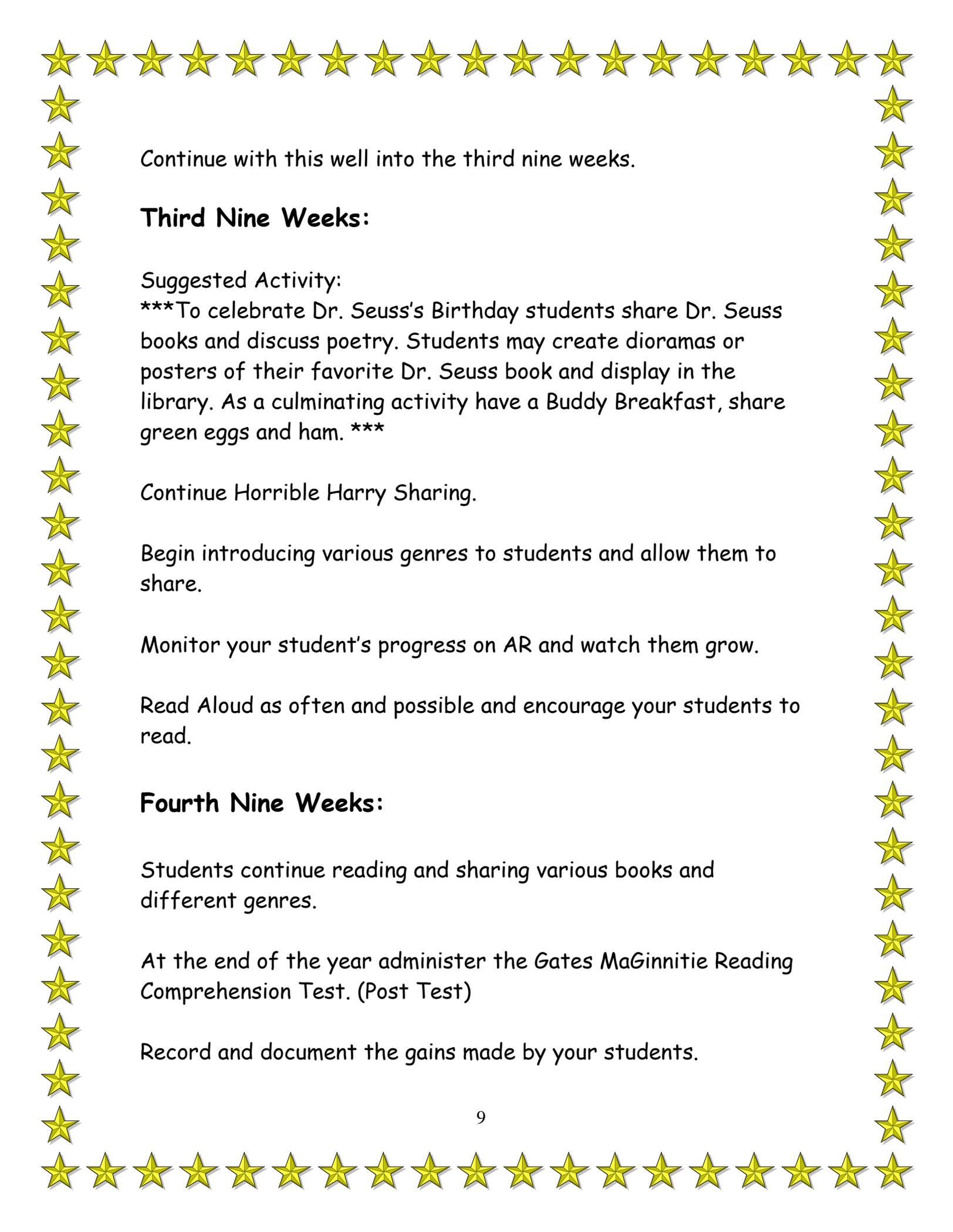
Have older students start reading the *Horrible Harry Chapter Books*.

Second Nine Weeks:

Have older students start sharing the *Horrible Harry Chapter Books* with their little buddies.

Model journal responses for students and allow them to start their journal responses.

Allow students time to take *Accelerated Reader Quizzes*.



Continue with this well into the third nine weeks.

Third Nine Weeks:

Suggested Activity:

***To celebrate Dr. Seuss's Birthday students share Dr. Seuss books and discuss poetry. Students may create dioramas or posters of their favorite Dr. Seuss book and display in the library. As a culminating activity have a Buddy Breakfast, share green eggs and ham. ***

Continue Horrible Harry Sharing.

Begin introducing various genres to students and allow them to share.

Monitor your student's progress on AR and watch them grow.

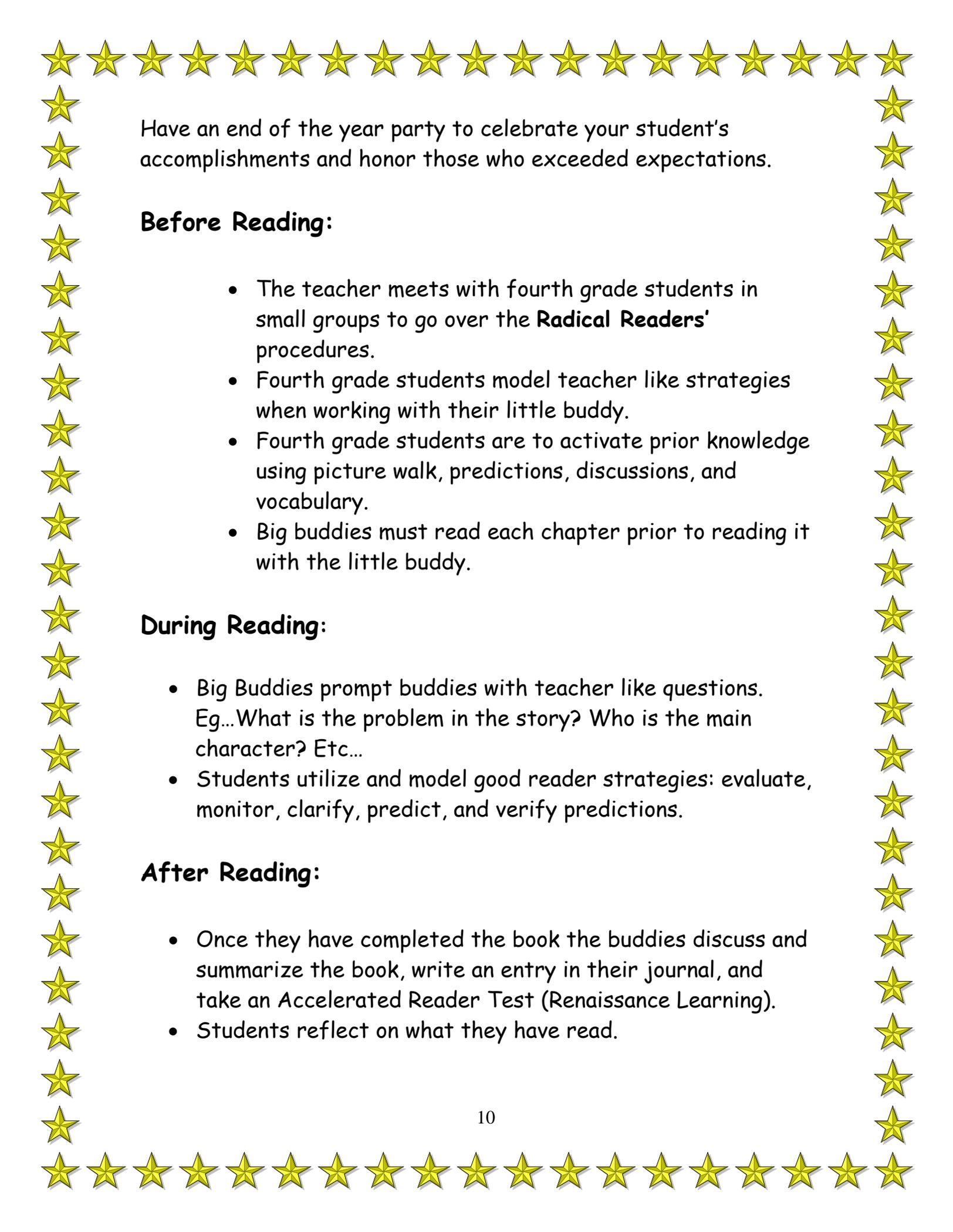
Read Aloud as often and possible and encourage your students to read.

Fourth Nine Weeks:

Students continue reading and sharing various books and different genres.

At the end of the year administer the Gates MaGinnitie Reading Comprehension Test. (Post Test)

Record and document the gains made by your students.



Have an end of the year party to celebrate your student's accomplishments and honor those who exceeded expectations.

Before Reading:

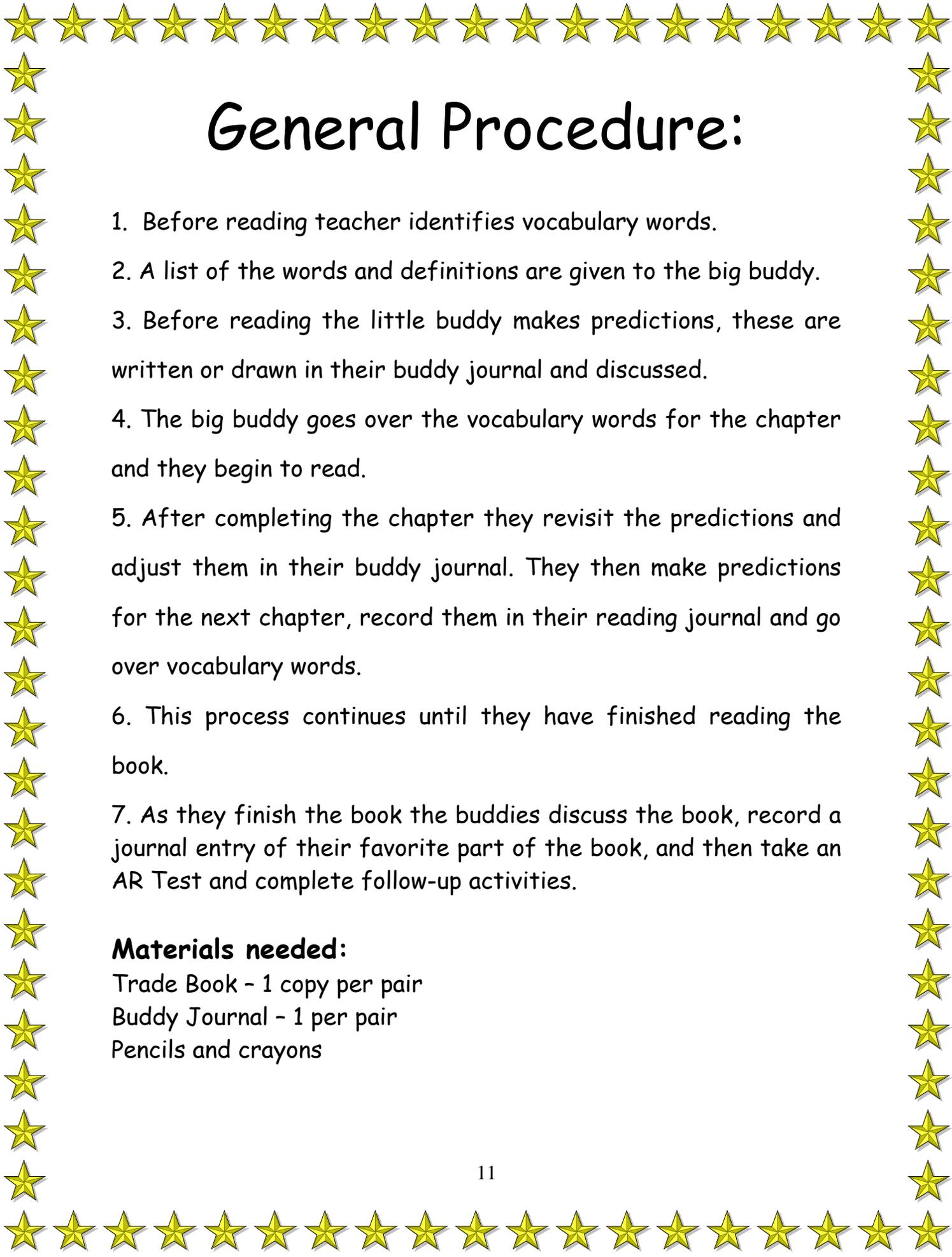
- The teacher meets with fourth grade students in small groups to go over the **Radical Readers'** procedures.
- Fourth grade students model teacher like strategies when working with their little buddy.
- Fourth grade students are to activate prior knowledge using picture walk, predictions, discussions, and vocabulary.
- Big buddies must read each chapter prior to reading it with the little buddy.

During Reading:

- Big Buddies prompt buddies with teacher like questions. Eg...What is the problem in the story? Who is the main character? Etc...
- Students utilize and model good reader strategies: evaluate, monitor, clarify, predict, and verify predictions.

After Reading:

- Once they have completed the book the buddies discuss and summarize the book, write an entry in their journal, and take an Accelerated Reader Test (Renaissance Learning).
- Students reflect on what they have read.



General Procedure:

1. Before reading teacher identifies vocabulary words.
2. A list of the words and definitions are given to the big buddy.
3. Before reading the little buddy makes predictions, these are written or drawn in their buddy journal and discussed.
4. The big buddy goes over the vocabulary words for the chapter and they begin to read.
5. After completing the chapter they revisit the predictions and adjust them in their buddy journal. They then make predictions for the next chapter, record them in their reading journal and go over vocabulary words.
6. This process continues until they have finished reading the book.
7. As they finish the book the buddies discuss the book, record a journal entry of their favorite part of the book, and then take an AR Test and complete follow-up activities.

Materials needed:

Trade Book - 1 copy per pair
Buddy Journal - 1 per pair
Pencils and crayons

Lesson Plans:

Horrible Harry and the Green Slime

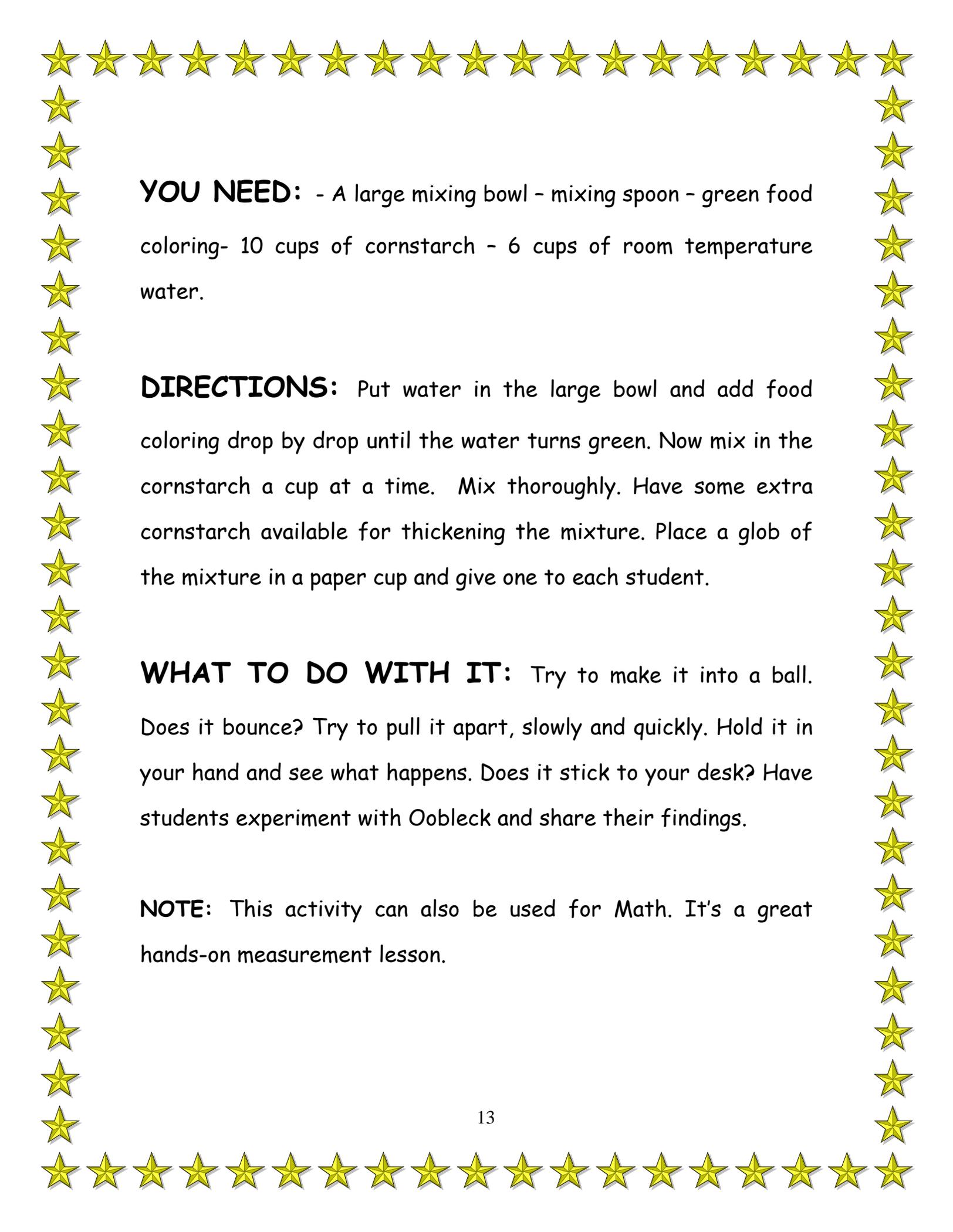
Vocabulary

- learning
- experience
- invasion
- lavatory
- magnum opus
- honorable
- mention
- chomping
- committee
- Groaned
- whimpered
- loom
- cackling
- slime
- hunk

Suggested follow-up activity:

After reading this story a popular thing to do is read Bartholomew and the Oobleck by: Dr. Seuss, make Oobleck and discuss the properties of Oobleck. The students love it!

The recipe makes enough for a class of 30 students.



YOU NEED: - A large mixing bowl - mixing spoon - green food coloring- 10 cups of cornstarch - 6 cups of room temperature water.

DIRECTIONS: Put water in the large bowl and add food coloring drop by drop until the water turns green. Now mix in the cornstarch a cup at a time. Mix thoroughly. Have some extra cornstarch available for thickening the mixture. Place a glob of the mixture in a paper cup and give one to each student.

WHAT TO DO WITH IT: Try to make it into a ball. Does it bounce? Try to pull it apart, slowly and quickly. Hold it in your hand and see what happens. Does it stick to your desk? Have students experiment with Oobleck and share their findings.

NOTE: This activity can also be used for Math. It's a great hands-on measurement lesson.



Horrible Harry and the Green Slime

A N F H U L E F E E X U O I X
Y S H N U M X E P C I O O N M
J M Y R I N T Z E N P X W V G
M Y U L I T K R J E U Y O A W
H L S T I L O O M I E Y H S K
S C E M W S W Y T R X T U I P
N D M A W H I M P E R E D O L
O O Z N R G C Q C P U S K N L
C B G N V N N L J X T V V A D
I Q E D O R I I V E W O V I E
V Z K H B W N N L W U A K A N
G N I P M O H C G K T M B O A
Q K G J G N Y C Y O C J E U O
D A P I G Y L G R I J A E F R
G M R O T K S Y E D X M C K G

CAACKLING
EXPERIENCE
INVASION
LOOM

CHOMPING
GROANED
LAVATORY
SLIME

COMMITTEE
HUNK
LEARNING
WHIMPERED



Horrible Harry and the Dragon War

Vocabulary

- tangerine
- cringed
- mythical
- territory
- exclaimed
- arsenic
- pretend
- ferocious
- fierce
- mouthwash
- moseyed
- ambulance
- exhaled
- papier-mâché
- fortune
- bamboo
- poisonous
- torpedo
- immediately
- handkerchief
- dragons
- magical
- leprechaun
- apologize

Suggested follow-up activity:

The students may visit the Animal Planet's website to explore dragons.

<http://animal.discovery.com/convergence/dragons/explore/>

Horrible Harry and the Dragon War

O C H Z D D U C L E T F T E N
Y T K S A N R R X W Y E E C N
A A A S A I E C X L L I R N J
D P J N N W L T E Y D H R A U
E A O G G A H T E E S C I L M
Y C E L I E A T L R L R T U Y
E D R M O I R A U W P E O B T
S Y E E D G H I O O G K R M H
O D T E I X I X N G M D Y A I
M O M R E F V Z L E O N W R C
X M L R L E P R E C H A U N A
I S U O I C O R E F D H G K L
P O I S O N O U S N O G A R D
C I N E S R A F O R T U N E V
B A M B O O D E P R O T Q V O

AMBULANCE

BAMBOO

EXCLAIMED

FIERCE

IMMEDIATELY

MOUTHWASH

PRETEND

TORPEDO

APOLOGIZE

CRINGED

EXHALED

FORTUNE

LEPRECHAUN

MYTHICAL

TANGERINE

ARSENIC

DRAGONS

FEROCIOUS

HANDKERCHIEF

MOSEYED

POISONOUS

TERRITORY



Horrible Harry and the Mud Gremlins

Vocabulary

- fibber
- crunchy
- ingredients
- cockroaches
- almonds
- slug
- experiment
- mold
- world series
- necklace
- interesting
- hexagonal
- museum
- exchanged
- microscope
- magnifies
- demanded
- mushrooms
- interrupted
- fungi
- detergent
- penicillin
- antibiotics
- salami
- clutching
- yeast
- immediately



Horrible Harry and the Mud Gremlins

L A N O G A X E H L S A T S P
C L U T C H I N G E E N N T E
I D L O M J H B H S I T E N N
E N T S U H B C L D R I M E I
M F T L S L A U X E E B I I C
H U G E H O G R N G S I R D I
I N T E R E S T I N G O E E L
U G Z K O R A C M A A T P R L
A I C W O V U R D H L I X G I
O O Y A M J L P R C M C E N N
C V M U S E U M T X O S K I D
M A G N I F I E S E N Q E Z T
Q W W M Y L E T A I D E M M I
F S A L A M I C R O S C O P E
T N E G R E T E D R E B B I F

ALMONDS
COCKROACHES
EXPERIMENT
HEXAGONAL
INTERESTING
MICROSCOPE
MUSHROOMS
SERIES

ANTIBIOTICS
DETERGENT
FIBBER
IMMEDIATELY
INTERRUPTED
MOLD
PENICILLIN
SLUG

CLUTCHING
EXCHANGED
FUNGI
INGREDIENTS
MAGNIFIES
MUSEUM
SALAMI



Horrible Harry in Room 2B

Vocabulary

- dangled
- revenge
- doom
- invasion
- assistant
- plugged
- mainland
- jerking
- slug
- fertilize
- sowing
- wiggle
- grumbled
- scolded
- aquarium
- sardine
- stung

Suggested follow-up activity:

Have students write a narrative paper on their experiences in second grade. After writing is completed, the buddies will share their papers with the whole class.

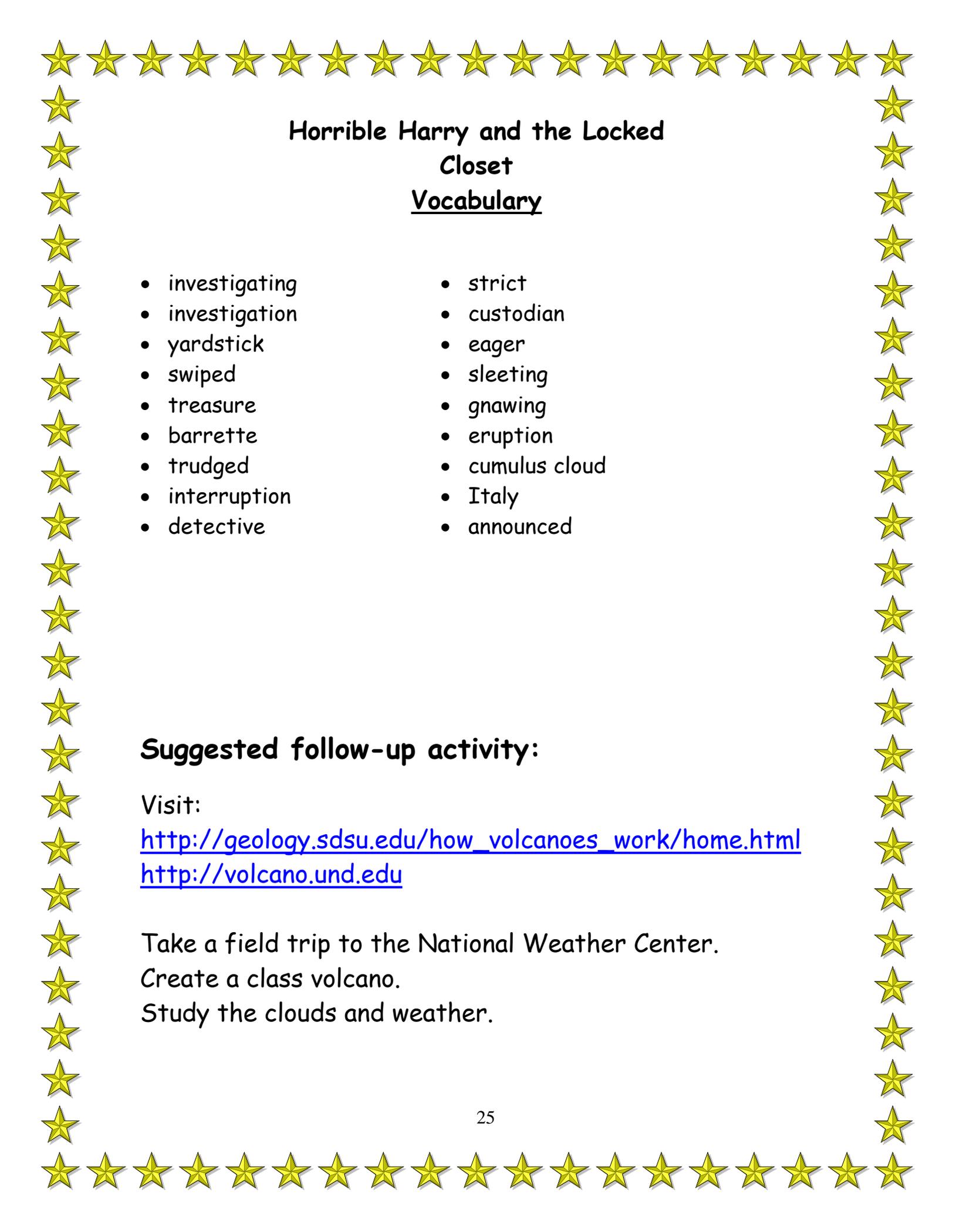
Horrible Harry in Room 2B

S M Q J Z X W L S H B M M T M
C G U Z E G U A H R G O W A V
O F Q I Q R R F S E O R I U C
L H E R R D K E Z D L N J G P
D Z F R I A G I L Z L G E A C
E G W N T N U O N A B X G P N
D P E F E I F Q N G F I D I D
W P L V P H L D A C U N E O W
T Y E Y D G N I W O S V L C R
N R S L U G N H Z K Q A G P E
D E L B M U R G S E A S N G O
S V A S S I S T A N T I A N G
P L U G G E D X Q L J O D U X
Z W C C N X Y V Y A T N F T K
Z E G N E D A Q Y R E F G S Z

AQUARIUM
DOOM
INVASION
PLUGGED
SCOLDED
STUNG

ASSISTANT
FERTILIZE
JERKING
REVENGE
SLUG
WIGGLE

DANGLED
GRUMBLED
MAINLAND
SARDINE
SOWING



**Horrible Harry and the Locked
Closet
Vocabulary**

- investigating
- investigation
- yardstick
- swiped
- treasure
- barrette
- trudged
- interruption
- detective
- strict
- custodian
- eager
- sleeting
- gnawing
- eruption
- cumulus cloud
- Italy
- announced

Suggested follow-up activity:

Visit:

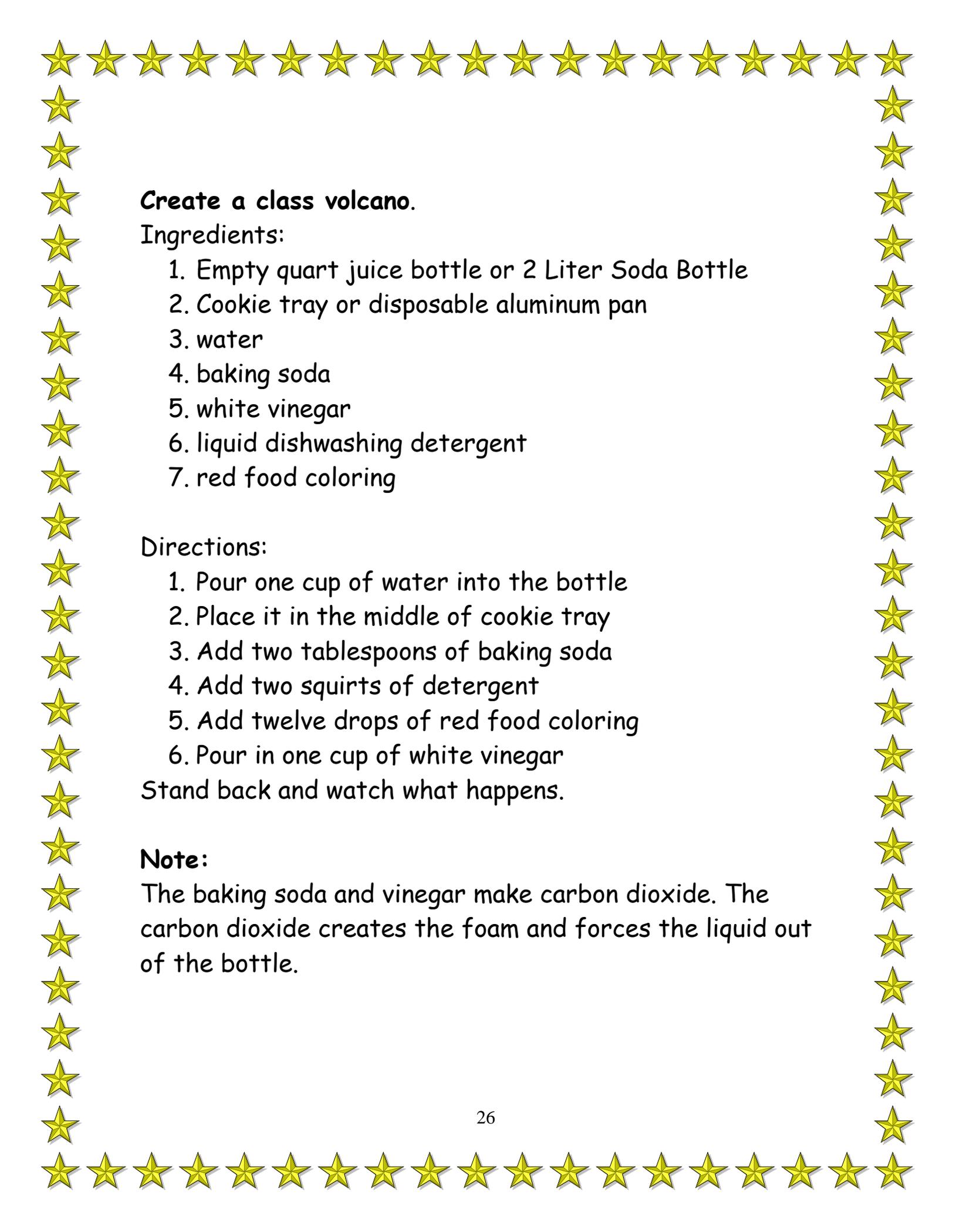
http://geology.sdsu.edu/how_volcanoes_work/home.html

<http://volcano.und.edu>

Take a field trip to the National Weather Center.

Create a class volcano.

Study the clouds and weather.



Create a class volcano.

Ingredients:

1. Empty quart juice bottle or 2 Liter Soda Bottle
2. Cookie tray or disposable aluminum pan
3. water
4. baking soda
5. white vinegar
6. liquid dishwashing detergent
7. red food coloring

Directions:

1. Pour one cup of water into the bottle
2. Place it in the middle of cookie tray
3. Add two tablespoons of baking soda
4. Add two squirts of detergent
5. Add twelve drops of red food coloring
6. Pour in one cup of white vinegar

Stand back and watch what happens.

Note:

The baking soda and vinegar make carbon dioxide. The carbon dioxide creates the foam and forces the liquid out of the bottle.



Horrible Harry and the Locked Closet

H K H D J T T E E B S F I E G
O Y C G E C R V A L B N A R N
T T I I I G I E E G V C V U I
N G A R T T D E A E E J I P W
K T T V C S T U S S J R P T A
U S G E O I D T R U U W D I N
U S T W N J I R T T D R C O G
D E J G N G U C A M E F E N R
D Y I T A L Y R B Y C L M X F
N O I T P U R R E T N I S T F
G F I T X D U N I C U Q A U C
P O K D V O C U S T O D I A N
N E T T E R R A B M N F O I L
A S P Q N G H A G O N Y L Y P
P M J E R E M K M M A U V J Q

ANNOUNCED
DETECTIVE
GNAWING
ITALY
TREASURE

BARRETTE
EAGER
INTERRUPTION
SLEETING
TRUDGED

CUSTODIAN
ERUPTION
INVESTIGATION
STRICT
YARDSTICK



Horrible Harry and the Ant Invasion

Vocabulary

- monitor
- manila envelope
- plastic vial
- refrigerator
- twirl
- revolve
- revenge
- immediately
- temperature
- mercury
- conversation
- dye
- relatives
- sash
- photographer
- Korea
- relieved
- container
- clenched
- bury
- distraction
- Antarctica
- Atlantic
- salami
- waltzed
- romantic
- complained
- potato beetle
- curtsy
- sashayed
- snarls

Suggested follow-up activity:

The classes can create and grow an Ant Farm.

Visit:

<http://www.infowest.com/life/aants.htm>



Horrible Harry and the Ant Invasion

R T O R D S G B X D Y R N F A
R O E D I E H K O R E A O F N
Q V T M S W Y C L H H Z I N T
W M N A P L L A P Q R V T D A
A T Q M R E R A H A D X A Q R
L W S I N E R A U S E T S W T
T H W C C G G A N F A C R R I
Z T H Z O G U I T S P S E O C
E E K T C P K M R U M M V T A
D Q O D E B D A E F R N N I I
F H C I T N A M O R E E O N M
P L R E V O L V E E C R C O A
I M M E D I A T E L Y U C M L
V C Y S T R U C C C Q D R N A
D R Y P R X Y B I D U W Y Y S

ANTARTICA
CURTSY
MERCURY
REFRIGERATOR
SALAMI
TEMPERATURE

CLENCHED
IMMEDIATELY
MONITOR
REVOLVE
SASHAYED
TWIRL

CONVERSATION
KOREA
PHOTOGRAPHER
ROMANTIC
SNARLS
WALTZED



Horrible Harry and the Drop of Doom Vocabulary

- invitation
- waterfall
- amusement park
- victory
- cobwebs
- interrupted
- shriek
- temporarily
- handkerchief
- disappointed
- highway
- Korean
- kimchi
- attendant
- canoe
- cemetery
- epitaphs
- cannonball
- octopus
- confessed
- salamander
- portraits
- trampoline
- soy sauce
- pulgogi
- kalbi

Suggested follow-up activity:

Have a food festival where students bring in dishes from their native country and share with the rest of the class.

You may also order Korean food for students to share.



Horrible Harry and the Drop of Doom

E F I H C M I K K S Y Y S D L
P F E S S V V S O L B Z A E L
I Q P I H G F A I Y X W L T A
T M S F H F B R J R V E A N F
A I D B Z C A F Y B T U M I R
P I N T E R R U P T E D A O E
H O S V O N V E Q Q E S N P T
S S R P I I I M K S W E D P A
D I M T C T M L S D P O E A W
P E B T R S A E O R N N R S M
T W O L I A F T M P B A D I W
E R I S A N I H I R M C H D Y
Y W Y R O K I T V O E A Z Q F
C Z M C S W G J S Y N Q R W X
L L A B N O N N A C N O K T U

CANNONBALL
DISAPPOINTED
INTERRUPTED
KIMCHI
TEMPORARILY
WATERFALL

CANOE
EPITAPHS
INVITATION
PORTRAITS
TRAMPOLINE

CONFESSED
HANDKERCHIEF
KALBI
SALAMANDER
VICTORY



Resource List

Websites:

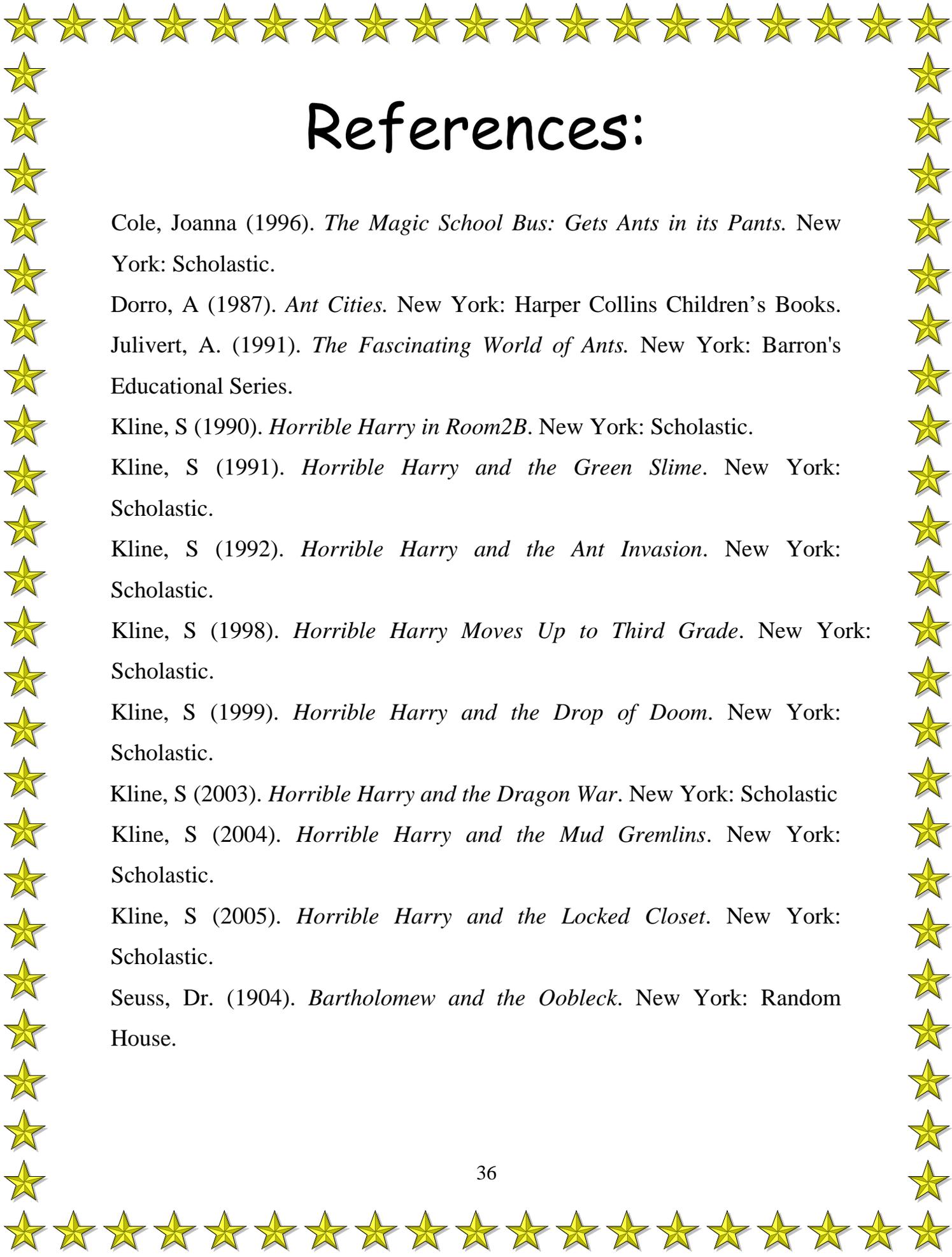
<http://www.infowest.com/life/aants.htm>

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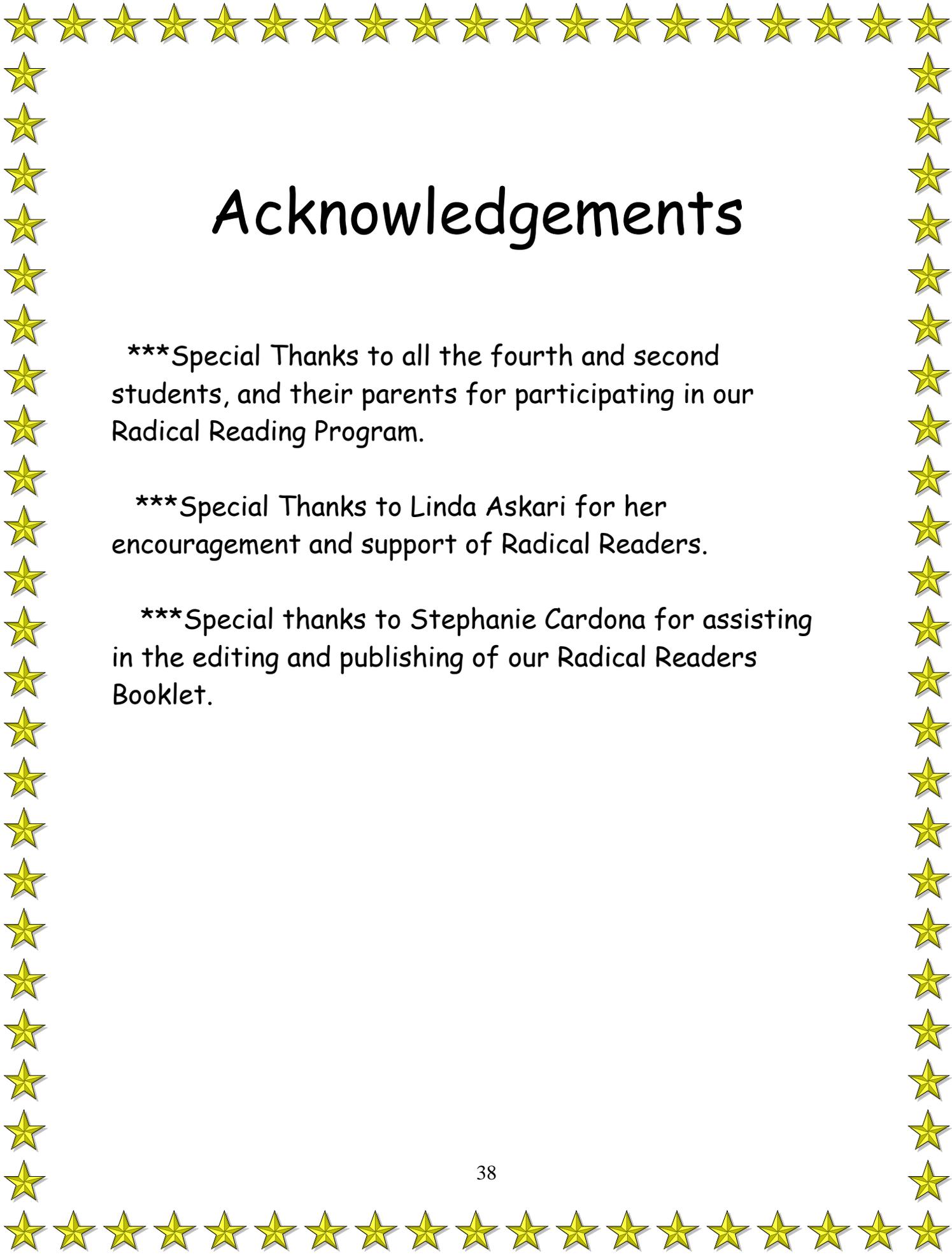
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Acknowledgements

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***Special thanks to Stephanie Cardona for assisting in the editing and publishing of our Radical Readers Booklet.



Reflections:

As we look back at this school year we feel content and satisfied with the accomplishments our students have made. The Radical Reader Program has made an impact on our students and us. We watched our students grow socially and make gains academically. As educators, we have grown professionally by reading more children's books this year than in previous years. We have watched most of our students develop a love for literacy and enjoy sharing literature with other students. We plan to continue implementing this program and continue developing engaging hands on activities to motivate students to read and develop a life long love for literacy.

Cary & Marcia



Adapter Grant

Application