



# *Buddy Reading*

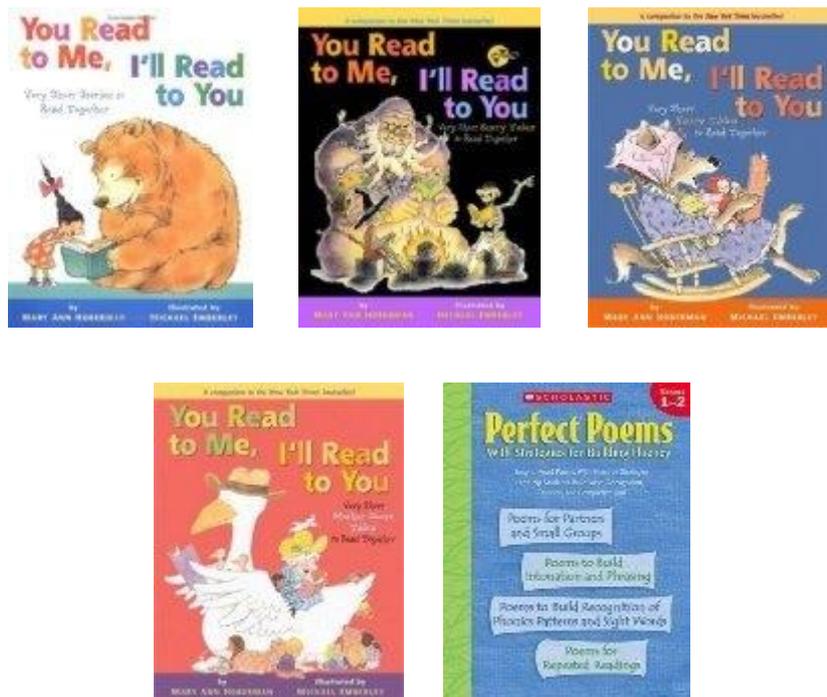
*Discussion Cards, Prompts,  
Bookmarks and Posters*



Buddy Reading is great fun! It is my students' favourite/favorite Daily 5 element (although these resources can be used with or without using the Daily 5). They most commonly choose to read their own books one-at-a-time to their partner BUT they also love reading together poems that I have printed and laminated and added to our Poetry Box.

Read to Someone allows students to practice using strategies, to work on fluency, check for understanding, hear their own voice and discuss books with their partner. No wonder they love it!

I have purchased some books from Amazon designed specifically for partner reading which are quite popular:



Readers Theatre scripts are also great Read to Someone material.

# Decoding Strategy Book Mark

This is a bookmark for each partner to use when Buddy Reading to focus on using accuracy strategies.

Before using this bookmark, students will need to have been introduced to all Accuracy strategies and shown on the book mark how to use it to coach their reading partners in how to decode unknown words.

When one of my students are stuck on a word, their partner has to wait 5 seconds before intervening in any way. After that, first they ask what word would makes sense (using context clues) and use cross checking to see if their prediction makes sense.

If that doesn't work, the partner can prompt the reader with other strategies before giving the word.

## To prepare:

- print, cut out, laminate and cut out again (with a small boarder of laminate) for durability. This will prevent them from peeling after extensive use.

Two of these book marks are included, the only difference being the example of 'chunking'. The first demonstrates chunking as breaking words into syllables (quick-ly), and the second demonstrates chunking as breaking the word into known parts (qu/ick/ly). Print only the one you need.

## Buddy Reading



My partner is stuck on a word.  
What will I do?

- Count to 5.
- Say "Do you need more time or coaching?"



- What word makes sense?
- **Cross Check:** Does it look right? Sound right? Make sense?



- Go back and reread. Get your lips ready for the first sound.
- Stretch out the word slowly.
- Chunk sounds together. Say quick/ly.
- Do the pictures have clues?
- Flip the sounds.
- Does it look like a word you know?
- Skip the word and come back.

"I will sound out the word with you"  
"I will tell you the word."

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# Check Marks

One of the first strategies I teach my class is to check for understanding. After modelling during read-alouds, I have these check marks available for students to use when they do Buddy Reading.

At the end of each sentence, paragraph or page the partner shows the check mark and asks the student to say in his own words what he just read. There are prompts on the back of the checkmarks to help students form questions (second page - photocopy onto the back of the checkmark).

If the student has missed out information, they are asked what they will do. My students know they can choose to reread, listen to their partner read the page or add more details to what they've said.

## To prepare:

- print or photocopy back-to-back, cut out, laminate and cut out again (with a small boarder of laminate) for durability. This will prevent them from peeling after extensive use.
- a black and white copy is also included so you can print or photocopy back-to-back on color/colour paper to save on ink!



# Check for Understanding

- Who did you just read about?
- What just happened?
- What feelings are being shown?
- What can you tell from the pictures?
- Why?

**If details are left out or your partner can not remember ask**

- What will you do now?

**If your partner has a good understanding, you might also ask:**

- What do you think will happen next?

**Well done! Keep up the great reading!**

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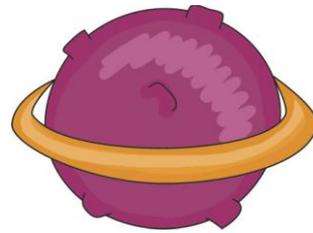
## Check for Understanding

• Who?



• What?

• Where?



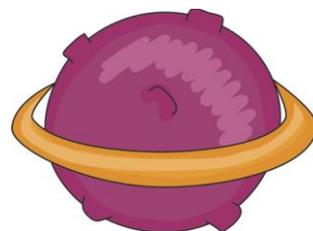
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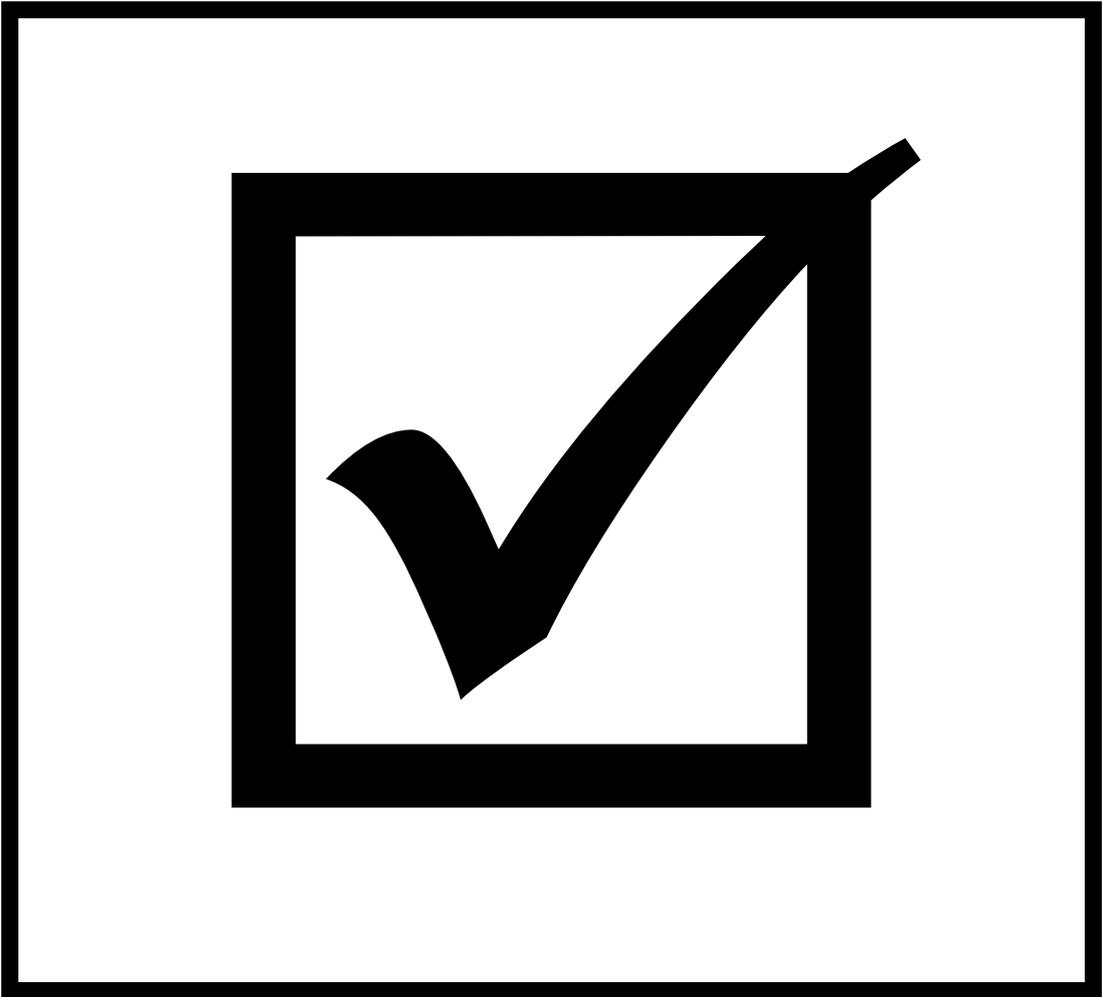
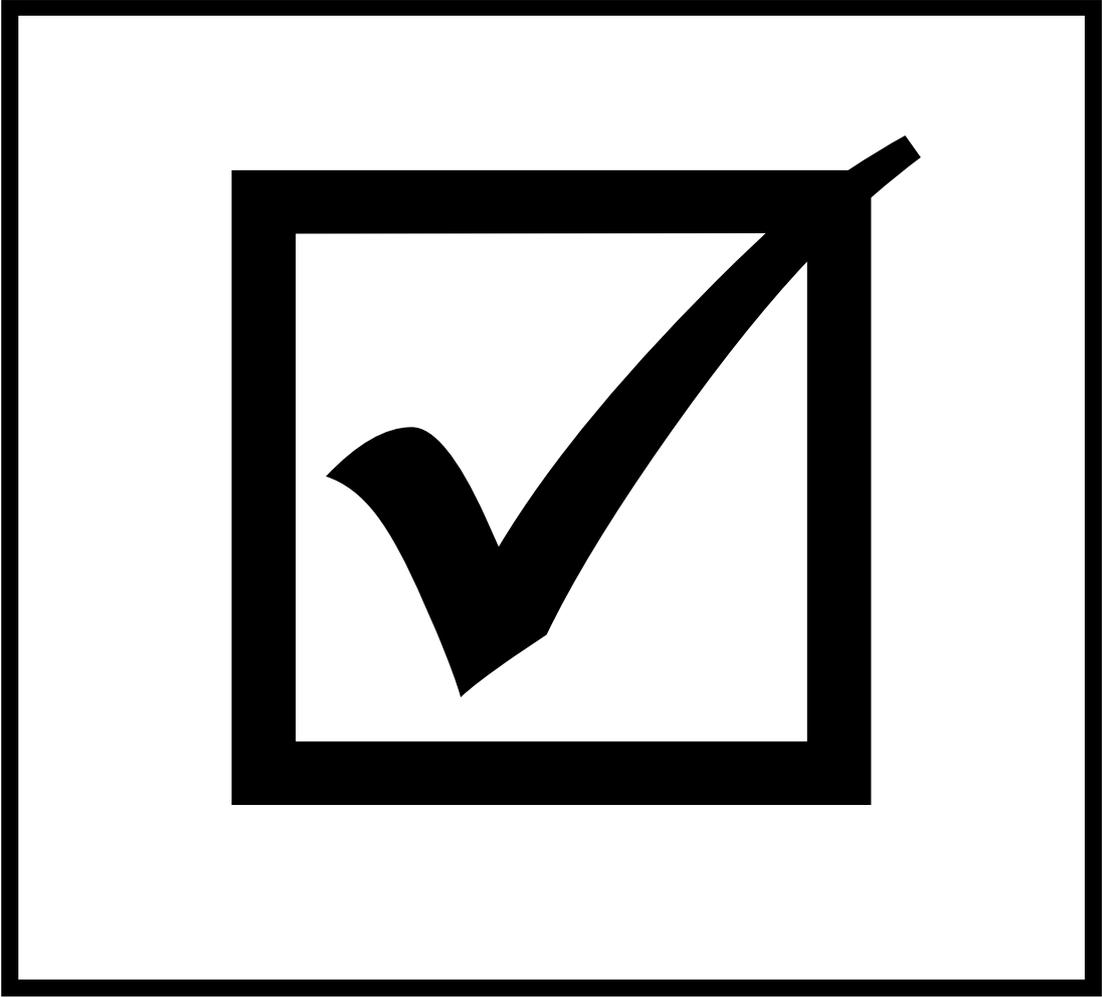
• Who?



• What?

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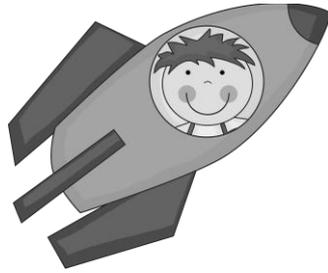
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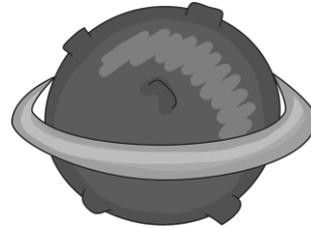
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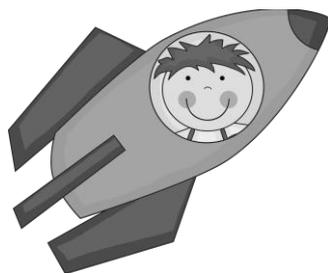
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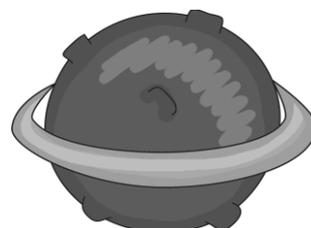
## Check for Understanding

- Who?



- What?

- Where?



# Fluency Check

I always have some students who read word-by-word, even with Good Fit Books. To help them focus on fluency when doing Buddy Reading, I provide their reading partner with one of the following checklists.

The first one is more involved while the second one can be used by a partner or during Independent Reading for students to self-assess how their fluency is developing (they can use whisper phones to listen to themselves reading).

## To prepare:

- print or photocopy and cut out

## Fluency Feedback Form

My name: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ listened to me read 3 times.

I read: \_\_\_\_\_

1. Read to your partner.
2. Give this form to your partner to give you feedback on your next 2 readings.

### Reading 2: This is how my partner thinks my reading got better:

- I knew more words      ✓ ✓ ✓      😊 😐 😞
- I read more smoothly            😊 😐 😞
- I sounded like talking            😊 😐 😞
- I used the punctuation      . ? ! , ""      😊 😐 😞

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My goal is to: \_\_\_\_\_

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\_\_\_\_\_

Quick Fluency Check: \_\_\_\_\_

On my second reading:

- I knew more words ✓✓✓ 😊 😐 😞
- I read more smoothly  😊 😐 😞
- I sounded like talking  😊 😐 😞
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## *Buddy Reading*

Would you like to read more about this topic? What else would you like to know?

Tell your partner.



## *Buddy Reading*

If you could give the book a new title, what would it be?



## *Buddy Reading*

Was the text fiction or non-fiction?

How do you know?



## *Buddy Reading*

What was the setting of your story?  
How is it the same or different to your partner's book?



## *Buddy Reading*

Read the charts, diagrams, tables and maps in your book with your partner. Discuss what you learned from each.



## *Buddy Reading*

What did the author say in the text that made you want to keep reading?



## *Buddy Reading*

Did the text make you think of something from your real life? Tell your partner about it.



## *Buddy Reading*

Did the text make you think about another text? Tell your partner how they are alike.



## *Buddy Reading*

If the characters in the story were sitting next to you, what would you ask them?



## *Buddy Reading*

Who is the main character? How are you alike? How are you different?



## *Buddy Reading*

Did the setting of the story remind you of a place you have been? Explain your thinking.



## *Buddy Reading*

If you were writing the story, what changes would you make?



## *Buddy Reading*

Share 3 facts that you learned from the book with your partner.



## *Buddy Reading*

Name one place in the text where you made an inference.



## *Buddy Reading*

After your partner reads to you, tell them what happened in the beginning, middle and end of the story.



## *Buddy Reading*

What is your most vivid image from the text? What juicy words can you use to describe it?



## *Buddy Reading*

What problems did the characters face in the story? How did they resolve their problems?



## *Buddy Reading*

After your partner reads to you, ask 5 questions. Swap roles.



## *Buddy Reading*

Name three events from the story.



## *Buddy Reading*

Did any character do anything that you thought was wrong? Explain.



## *Buddy Reading*

Identify new or unusual words with your partner. Discuss what you think they mean and check using a dictionary.



## *Buddy Reading*

After reading your books, decide which one is better. Explain why you made that choice.



## *Buddy Reading*

What is the genre of the book?



## *Buddy Reading*

Would you recommend this book to others? Explain why or why not.



## *Buddy Reading*

If the story was to continue, what do you think would happen next?



## *Buddy Reading*

What special words did the author use to help you **SEE** things in the story?



## *Buddy Reading*

Did the story take place long ago, now or in the future? How do you know?



## *Buddy Reading*

What special words did the author use to help you **FEEL** things in the story?



*Buddy Reading*



*Buddy Reading*



*Buddy Reading*



*Buddy Reading*



**Australian** spelling of cards for the word favorite/ favourite and summarize/summarise.

## *Buddy Reading*

Tell your partner about your favourite part of the text. Why was it your favourite?



## *Buddy Reading*

Tell your partner about your least favourite part of the text. Why didn't you like it?



## *Buddy Reading*

Who was your favourite character and why?



## *Buddy Reading*

Summarise your book in three sentences without revealing the ending.



**American** spelling of cards for the word favorite/favourite and summarize/summarise.

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Summarize your book in three sentences without revealing the ending.



## Buddy Reading

### Starter Phrases

- *This was a 'Good Fit' book for me because....*
- *One thing the pictures reminded me of was....*
- *That reminded me of....*
- *I wonder why....*
- *What would have happened if....*
- *I liked the part in which....*
- *I didn't like the part in which....*
- *I was surprised when....*
- *It wasn't fair when....*
- *My thinking changed when....*
- *This part confused me because....*
- *I like how the author....*



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### Discussion Prompts

- *I agree with what you're saying because....*
- *What you just said matches what I was thinking because....*
- *What made you say that?  
Show me how you got your idea.*
- *Could you say more about that?*
- *Could you give me an example?*
- *Could you say that in another way to make it clearer for me to understand?*
- *I can see what you are saying but have you thought about...*
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# Buddy Reading



E.E.K.K.



Elbow to Elbow,

Knee to Knee.

How to

# Buddy Read

## Read the Same Book

- I read a page, you read a page
- I read a page, you read the same page
- Read each page together



## Read Different Books

- I read a part of my book, you read a part of your book
- I read my book, you read your book

### Remember to:

Use your reading strategies

Check for understanding

Read with fluency and expression



# Buddy Reading Stamina Graph



How many minutes can we read for?

20																				
19																				
18																				
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16																				
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14																				
13																				
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7																				
6																				
5																				
4																				
3																				
2																				
1																				
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14	Day 15	Day 16	Day 17	Day 18	Day 19	Day 20

Thank you so much for purchasing one of my products  
- I really do appreciate your business! I hope you and  
your little friends enjoy these activities.

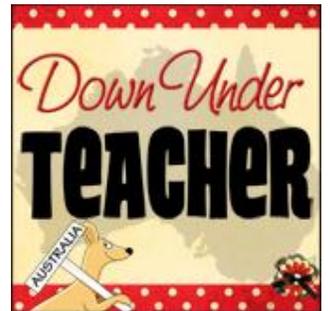
Please consider leaving feedback once you have tried it  
out. You can also email me any questions or comments at  
[downunderteacherblog@gmail.com](mailto:downunderteacherblog@gmail.com)

For lots of freebies and ideas, you can visit my blog at  
Visit me at my blog for ideas, activities and free  
printables:

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Thanks again

 Kylie



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