

TEAM TOOL 6.4

Identifying Routines and Scaffolds Note Taker

PURPOSE

Team members take a few minutes to review *Reading for Understanding*, marking with a sticky note any routines or scaffolds they may want to consider as they plan their first weeks of instruction.

PROCEDURE

In advance: Ask team members to bring their copies of *Reading for Understanding* and the texts they plan to use in the first four weeks of their course. Have pads of small sticky notes on hand.

- Ask team members to spend about ten minutes finding and flagging routines and scaffolds in *Reading for Understanding* that may be useful in their planning for the first few weeks in which they introduce students to Reading Apprenticeship.
- Have pairs follow these directions:
 - Take turns sharing routines and scaffolds you identified and their location.
 - Discuss what the routines and scaffolds support students to do.
 - Borrow ideas for your own list.

Routine or Scaffold	What This Scaffold Supports	Page