

PasadenaLEARNS

OPEN COURT POWER HOUR HANDBOOK

**PasadenaLEARNS
OPEN COURT POWER HOUR**

**Special thanks to the
Open Court Power Hour Committee
for their energy, valuable input,
and their dedication to children.**

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PasadenaLEARNS OPEN COURT POWER HOUR

WHO?

All PasadenaLearns K-6 students participate in Power Hour.

WHAT?

Power Hour was created by LEARNs staff and adapted from the district's Open Court reading program, focusing on reading fluency and vocabulary development.

WHERE?

Power Hour takes place in a classroom environment at the elementary school sites.

WHEN?

Students receive Power Hour instruction in two one-hour sessions each week, totaling 80 instructional hours during the school year.

WHY?

Power Hour was created in order to ensure that all PasadenaLEARNS students receive literacy intervention and support in their after-school program. Power Hour is aligned to the school day curriculum and allows students extra time to "practice" their reading skills, regardless of their fluency level.

Open Court Power Hour

Day 1 (Kindergarten)

- **Write new letters or vocabulary words on board/chart paper and discuss.**
- **Introduce pictures with words and names that start with the week's letter.**
- **Demonstrate how to write the letter and practice with the class.**
- **Students practice writing letters.**

Day 2 (Kindergarten)

- **Instructor reads new story aloud to class and checks for comprehension.**
- **Instructor reviews vocabulary and asks students about any questions regarding vocabulary in context.**
- **Instructor and students do choral reading of story.**
- **Students work on letter recognition activities.**

Day 1 (1st Grade)

- **Write new vocabulary words on board/chart paper and briefly discuss possible meanings.**
- **Instructor reads new story aloud to class, checking for comprehension and discussing vocabulary in context.**
- **Instructor and students do choral reading of story.**
- **Students work on activities in the packet and Toolkit.**
- **(Session 2) Students partner and start timed readings.**

Day 2 (1st Grade)

- **(Session 2) Students complete timed readings.**
- **Students complete activities in the packet and Toolkit.**
- **Students can practice writing their vocabulary words and using them in sentences or a story.**

Timed readings must include two with a partner and one with the instructor.

Open Court Power Hour

Day 1 (Grades 2-6)

- **Students receive passages and Power Hour form.**
- **Instructor reads the title and a few sentences or reads with the class aloud. Then students write their prediction on the Power Hour form.**
- **Visually display the new vocabulary words on board/chart paper and briefly discuss possible meanings.**
- **Students highlight new vocabulary words in the passage.**
- **Instructor reads new story aloud to or with class, checking for comprehension and discussing vocabulary in context.**
- **Students write vocabulary definitions from a dictionary.**
- **Instructor and students do choral reading of story. (2nd & 3rd grades, must do/upper grades, may do)**
- **Students partner and start timed readings.**

Day 2 (Grades 2-6)

- **Students complete timed readings.**
- **Students partner and do buddy readings.**
- **Students complete Power Hour form, including definitions and summary.**
- **Students complete activities in the packet and Toolkit.**
- **Students may work on other activities provided by the instructor.**

Timed readings must include two with a partner and one with the instructor.

PasadenaLEARNS POWER HOUR SCHEDULE

This is a suggested schedule for the one-hour Power Hour sessions.

New vocabulary words/letter should be displayed before Power Hour begins.

5 minutes: Distribute Power Hour folders, packets, and the Power Hour Form.

DAY 1*

5 minutes: Introduction of new vocabulary words/letter.

5 minutes: Prediction of the passage.

10 minutes: Reading of the passage with the class.

20 minutes: Vocabulary words, dictionary definitions, and summary.

10 minutes: Start timed readings with partner.

5 minutes: Closing and clean-up.

Day 2*

5 minutes: Distribute Power Hour materials.

5 minutes: Complete timed readings and do buddy readings.

45 minutes: Complete Power Hour Form/ packet, Toolkit activities, and other activities provided.

5 minutes: Closing and clean-up.

***For grade 1 (Session 2) and grades 2-6.
Please modify for grades K-1.**

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TIPS FOR POWER HOUR

1. Have new vocabulary words already printed on the board or on butcher/chart paper and displayed.
2. Have a Power Hour folder for each student.
3. For K, use a highlighter to write letters, words, and/or sentences on K or lined paper for the students to write on top of with their pencil. You can also use this method to take dictation from the students.
4. Have students highlight vocabulary words in the passage. During oral reading of the passage, pause at each vocabulary word and have all the students say the word.
5. After reading the passage, ask the students questions to check for comprehension. (See "Check for Comprehension" sheet)
6. Utilize some of the worksheets from the Power Hour Toolkit as center activities.
7. Post expectations for Power Hour classes and discuss them the first few weeks of each session.
8. During homework time, have some Power Hour Toolkit activities available for the students after they complete their homework or if they do not have any homework.

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CHECK FOR COMPREHENSION

The following questions may be used to check for comprehension. You may modify or add to these.

1. What do you think the character (name) was planning to do?
2. What do you think the character (name) was thinking at that moment?
3. How do you think the character (name) was feeling after that (incident, situation, etc.) happened? Why?
4. How would you feel if that happened to you?
5. What events/actions/factors do you think contributed to?
6. What choices did the character (name) make and how did the choices affect/influence the story?
7. What do you think are the important events/turning points in the story and why?
8. What might have happened if?
9. What have you learned from the story?
10. How would you write this story differently? How would you have the story end differently?
11. What facts or information do you remember the most and why?

12. Which character made the most impression in your mind and why? (or which character do you remember the most and why?)
13. Who do you know that has similar characteristics to the character (name) and how are they similar?
14. Has anything similar ever happened to you or someone you know? Please explain.
15. What do you think this sentence(s) (quote from the passage) mean(s) and why?
16. What difference would it make if the word,, was changed to
17. What do you think this word (from the passage) means?
18. What other meanings do the vocabulary words have? Please use the words in a sentence.
19. How would you summarize the story?
20. What was your prediction of the story? How was it similar or different from what actually happened?
21. Any additional questions that may apply to the passage.