

# BROWSING BOXES



## Student Objective:

BROWSING BOXES are where "familiar texts" are placed after guided reading. We also put our emergent readers that we make in these boxes. Each student has their own browsing box. Browsing boxes also house a word ring (containing classmate names and pictures as well as star words and color and number words).

## Materials and Resources:

- Pointers
- Reading "Glasses" (lenses removed) or Reading Sunglasses
- Whisper Phones
- Browsing Boxes

## When and How to Introduce the Task:

For 1st and 2nd grades, browsing boxes are generally used all year long, so starting at the beginning of the year makes sense. In Kindergarten, however, our Guided Reading and Level Books Take Home Programs begin in January and therefore I introduce and implement Browsing Boxes at that time.

To introduce browsing boxes to the children, I model . . .

- how to get my browsing box from its home,
- how to sit with my browsing box,
- how to select a book from my browsing box,
- how to read the book,
- how to return the book to my browsing box, and
- how to return my browsing box to its home.

## Differentiating the Task:

- have students read to a stuffed animal reading buddy
- have students read with a partner
- have students read using whisper phones

## Storage Solutions:

- Boxes are clearly labeled with student name for easy identification.
- Boxes are checked regularly for odds and ends that sometimes "end up" getting stored in them - - when they shouldn't be (crayons, hair clips, toys...).
- Books in the boxes are consistently being added and removed to reflect each students' current reading level/needs.