

Lessons for The First 10 Days of Reading Workshop in 1st Grade

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Day 1: Introducing Reading Workshop



Key Concepts:

- Reading Workshop is a daily curricular structure with three main components: crafting, composing, and reflection.
- Strong readers read every day.
- Readers use what they know about words, letters, and pictures to help themselves read independently.



Materials:

- Baskets of books containing:
 - some leveled books
 - some “old favorites” the children may be familiar with (*Brown Bear, Brown Bear, What Do You See?*)
 - some alphabet books
 - some poems or books of poetry

Crafting:

Connection:

“First graders, I’ve got something very exciting to tell you. In this classroom this year, you are going to have a special time to read by yourselves every day! Strong readers read every day and because we’re all getting stronger and stronger at reading, we’re going to read every day during a time called Reading Workshop.”

“Our Reading Workshop is going to have three parts. The first part is called crafting and it will usually happen here on the rug. In the crafting part of our Reading Workshop, I’m going to teach you to do something that will help you get stronger as a reader.”

“The second part of Reading Workshop is called composing. Composing is the time when you get to read by yourselves and practice what I’ve taught you. In a couple weeks you’ll also get to read with me in a small group for part of that time.”

“The third part of Reading Workshop is called reflection. Reflection is a time when some of you will share your learning with us.”

“Today we are going to have our very first Reading Workshop!”

Teaching Point:

“Today I want to teach you that readers use everything they know about pictures, letters, and words to help them read.”

“Some of you know a lot about pictures and when you go off to read today, you may choose a book that has a lot of pictures.” (Show an “old favorite” or a wordless picture book.) “If you’re the kind of reader who knows a lot about pictures, you’re going to use the pictures to tell yourself the story.” (Quickly demonstrate how this might look and sound.)

“Some of you know a lot about letters and when you go off to read today, you may choose an alphabet book.” (Show an alphabet book.) “If you’re the kind of reader who knows a lot about letters, you’re going to read the letters and there may be some words that you see and can read.” (Quickly demonstrate how this might look and sound.)

“Some of you know a lot about reading words and when you go off to read today, you may choose a book that has a lot of words, like this one.” (Show a leveled book.) “If you’re the kind of reader who knows a lot about words, you’re going to read the words and use the pictures and other strategies you know to help you with words you don’t know.” (Quickly demonstrate how this might look and sound.)

Link:

“Before you go off to do your reading, I want to be sure that you know exactly what you need to do. I’m going to write it for you so that in case you forget, you can look up here. It’s called ‘What I’m Looking For’ or WILF. Today’s WILF is: I will read quietly using what I know about pictures, letters, and words.”

Composing:

As children read, circulate and encourage positive reading behaviors, make note of strategies you see children using, remind students of safe and careful book handling, and remind students to use “library voices” if they are sub-vocalizing while reading or quickly sharing something with a neighbor. During this time, choose three children who are taking different approaches to reading (words, letters, and pictures) and invite them to share during the reflection.

Reflection:

Help each child to share the strategy they used for reading. Emphasize the importance of listening carefully and quietly to the children who share.

Day 2: Practicing Reading Workshop with an Emphasis on What Went Well & What We Need To Do Better



Key Concepts:

These are some of the possibilities. Choose based on what you noticed in Day 1.

- Readers use what they know about words, letters, and pictures to help themselves read independently.
- Readers take good care of books and turn pages carefully.
- Readers use “library voices” so that everyone can concentrate on reading.
- Readers stay in their seats and read as much as they can.



Materials:

- Baskets of books containing:
 - some leveled books
 - some “old favorites” the children may be familiar with (*Brown Bear, Brown Bear, What Do You See?*)
 - some alphabet books
 - some poems or books of poetry

Crafting:

Connection:

“Readers, yesterday we had our very first Reading Workshop. I noticed you doing so many of the things that good readers do.” (Discuss some of the behaviors you noticed using specific examples.)

Teaching Point:

“Today I want to remind you that good readers... (Choose one or two.)

- use what they know about words, letters, and pictures to help themselves read independently.”
- take good care of books and turn pages carefully.”
- use “library voices” so that everyone can concentrate on reading.”
- stay in their seats and read as much as they can.”

(Demonstrate what these behaviors look and sound like.)

Link:

(Restate the teaching point and post the WILF. “Today’s WILF is: [use wording from above, depending on the teaching point].”)

Composing:

As children read, circulate and encourage positive reading behaviors and implementation of the teaching point and make note of strategies you see children using.

During this time, choose two or three children who successfully implemented the teaching point to share about how they did this and what it did for their reading.

Reflection:

Help each child to share about how they implemented the teaching point. Emphasize the importance of listening carefully and quietly to the children who share.

Day 3: Introducing Buddy Reading – “I read. You listen.”



Key Concepts:

- Good readers learn from each other.
- Good readers listen to each other.
- Good readers talk about the books they've read or heard.



Materials:

- Baskets of books containing:
 - some leveled books
 - some “old favorites” the children may be familiar with (*Brown Bear, Brown Bear, What Do You See?*)
 - some alphabet books
 - some poems or books of poetry
- Anchor chart for buddy reading
- Optional: camera to take pictures for anchor chart (***If you use a digital camera and send Kim the pictures, she will print them out for you and get them to you in time for Day 5's lesson.***)

Crafting:

Connection:

“Readers, as you’ve been reading for the past two days, you’ve worked hard at reading by yourselves. Sometimes readers read alone, or independently; other times they read to someone or listen to someone read.”

Teaching Point:

“Today I want to show you one way that you can read with a buddy after you finish your independent reading. You’re going to read by yourself for about 10 minutes or until I see that everyone is doing their best work at reading today. When you hear the chime, you’re going to read with your buddy. Let me show you how this will work.” (Before this lesson you should choose a child to help you demonstrate buddy reading. Alternatively, if you have another teacher in the room, she can model this with you.)

Note: You may choose to post a list of buddies and send them to sit together at the end of the crafting session or you may choose to have students buddy read with a child who sits next to them.

“Today we’re going to try out a kind of buddy reading called, ‘I read. You listen.’ When we do this kind of buddy reading, one buddy reads their book quietly to their partner while their partner listens closely. Then you can talk quietly about the book for a minute or two.”

(Model moving shoulder to shoulder with your buddy, deciding who will read first, reading quietly, talking about the book, and switching. As you do this, refer to the anchor chart.)

“What did you notice about what my buddy and I did?” (You moved together, shoulder to shoulder. You talked politely about who would read first. You read quietly, but loud enough for your buddy to hear you. You shared the pictures with your buddy. After you read, the two of you talked about **the book**. Your buddy listened quietly while you read.)

“Now my buddy is going to read to me. Let’s see if we can do just as good of a job this time.” (Buddy reads.)

“How did we do this time?” (Review positive behaviors once more.)

Link:

“In a minute I’m going to send you off to do your independent reading, using everything you know about what good readers do. Once everyone has been reading independently for a good amount of time, you’ll hear the chime. I’ll remind you what to do when I ring the chime, but that will be your signal to get shoulder to shoulder with your buddy and decide who will read first. So your WILF for today is: After independent reading, I will quietly and kindly read with my buddy.”

Composing:

As children read, circulate and encourage positive reading behaviors and make note of strategies you see children using.

After about ten minutes or once everyone has been reading diligently for a while, ring the chime. Reread the WILF and guide children, as a group, through getting side by side. As children buddy read, circulate to reinforce the following buddy reading behaviors:

- Talking politely about who will read first
- Reading quietly, but loud enough for a buddy to hear
- Sharing the pictures with a buddy
- Talking about **the book** after reading
- Listening quietly while a buddy reads

Choose one or two pairs of children who followed all or most of the directions for buddy reading and invite them to share about what went well.

Reflection:

Help each pair to share about how buddy reading worked for them. Emphasize the importance of listening carefully and quietly to the children who share.

Day 4: Review of Buddy Reading & Introduction to Talking About Books



Key Concepts:

- Good readers learn from each other.
- Good readers listen to each other.
- Good readers think and notice things as they read and talk about these things.
 - Readers are sometimes reminded of their own lives as they read.
 - Readers sometimes learn something new as they read.
 - Readers have reactions as they read.



Materials:

- Baskets of books containing:
 - some leveled books
 - some “old favorites” the children may be familiar with (*Brown Bear, Brown Bear, What Do You See?*)
 - some alphabet books
 - some poems or books of poetry
- Anchor chart for buddy reading
- Anchor chart for talking about books

Crafting:

Connection:

“Readers, yesterday you learned one way to buddy read. Who can remind us how we did our buddy reading yesterday and what important things we need to remember when we read with a buddy?” (Refer children to anchor chart if they’ve forgotten.)

Teaching Point:

“Today I want to talk to you about how good readers think about what they’re reading so they can understand it better and talk about it with a buddy. When I’m reading I have lots of thoughts and I notice different things – I’m sure you do this, too. Sometimes as I’m reading, something happens in the book that reminds me of something that has happened to me. Put your thumb up if that ever happens to you as you’re reading or listening to a story.” (Refer to anchor chart.)

“Other times as I’m reading, something happens in the story that just makes me laugh or think to myself, ‘I can’t believe that happened!’ Thumbs up if that ever happens to you.” (Refer to anchor chart.)

“When I’m reading nonfiction, sometimes I learn something new as I’m reading. Thumbs up if that ever happens to you.” (Refer to anchor chart.)

“As a good reader, when one of those things happens – either you’re reminded of something, something makes you laugh, or you learn something new – you should stop for a quick second and think about that. It’s going to help you understand the story better. It’s also going to give you something to talk to your buddy about.”

“Let me show you what I mean.” (Choose a book where you can demonstrate at least two of the skills from above.)

“Today as you read, I want you to notice places where you stop and think. When you’re done reading and it’s time to talk to your buddy, I want you to tell him or her about what you were thinking. So today’s WILF is, ‘I will stop and think as I read to my buddy and share my thinking with my buddy.’”

Composing:

As children read, circulate and encourage children to talk about their thinking about the book by referring back to the anchor chart.

During this time, choose two pairs of children who successfully thought and talked about their reading to share about how they did this and what they talked about.

Reflection:

Help each pair to share about how they thought and talked about their reading. Emphasize the importance of listening carefully and quietly to the children who share.

Day 5: Review of Workshop Procedures and Buddy Reading



Key Concepts:

- Good readers read every day.
- Good readers learn from each other.
- Good readers listen to each other.
- Good readers talk about the books they've read or heard.



Materials:

- Baskets of books containing:
 - some leveled books
 - some “old favorites” the children may be familiar with (*Brown Bear, Brown Bear, What Do You See?*)
 - some alphabet books
 - some poems or books of poetry
- Anchor charts for buddy reading and talking about books
- Pictures of children buddy reading

Crafting:

Connection:

“Readers, last week was our first week of reading workshop and I am so excited about all the good reading work you’ve done so far. Last week you learned about the three important parts of reading workshop. Can anyone remind us what they are? We also learned about buddy reading and thinking and talking about our reading.”

Teaching Point:

“Let’s remind ourselves of how we buddy read by looking at some of the pictures I took of you last week.” (Show a picture of students getting shoulder to shoulder.) “Who thinks they can tell us what part of buddy reading our two friends _____ and _____ are doing in this picture?” (Once a child responds correctly, place the picture next to the sentence that says, “Sit shoulder to shoulder.” Repeat this process with the rest of the pictures.)

Link:

“In a minute I’m going to send you off to do your independent reading, using everything you know about what good readers do. Once everyone has been reading independently for a good amount of time, you’ll hear the chime. I’ll remind you what to do when I ring the chime, but that will be your signal to get shoulder to shoulder with your buddy and do your reading and thinking so that you can talk about the book. (Use chart to remind children about what they might think and talk about.) So today’s WILF is, ‘I will stop and think as I read to my buddy and share my thinking with my buddy.’”

Composing:

As children read, circulate and encourage positive reading behaviors and make note of strategies you see children using.

After about ten minutes or once everyone has been reading diligently for a while, ring the chime. Reread the WILF and guide children, as a group, through getting side by side. As children buddy

read, circulate to reinforce positive buddy reading behaviors and thinking and talking about the books they've read.

Choose one or two pairs of children who followed the directions for buddy reading and talked about their reading and invite them to share about what went well.

Reflection:

Help each pair to share about how buddy reading worked for them. Emphasize the importance of listening carefully and quietly to the children who share.

Day 6: Opening the Classroom Library and Shopping for Books



Key Concepts:

- Readers choose books by looking at the cover, reading a couple pages, and deciding if the book is one they are interested in and can read.
- Readers treat classroom library books with care and put them back where they were found.



Materials:

- Well-stocked and organized classroom library
- Bags for children to store books in
- Baskets of books containing:
 - some leveled books
 - some “old favorites” the children may be familiar with (*Brown Bear, Brown Bear, What Do You See?*)
 - some alphabet books
 - some poems or books of poetry

Crafting:

Connection:

“Readers, so far this year, you’ve been reading books from the baskets on your tables. You’ve been doing such a good job reading and caring for these books that today I think you’re ready to open the classroom library and learn to shop for books. This year you’re going to get to keep some books from the classroom library in a special bag of books. You’ll be able to read these books during independent reading and every week you’ll return your old books and get new books.”

Teaching Point:

“Raise your hand if you had a library in your classroom last year. What did you have to remember when you were using the library?” (Hopefully, children will offer the following ideas, if not, suggest them yourself:)

- Take good care of the books – turn pages carefully
- Put books back where they belong (you may have to introduce whatever system you use for keeping your library in order)
- Use quiet voices

“I just know that you’re all going to take good care of our books, put them away nicely, and use quiet voices. But I’m wondering, how will you know when you’ve found a book that you’d like to keep in your bag of books and practice reading for awhile?” (Take any ideas that students have.)

“When I go to a library or a bookstore and I’m looking for a book, one of the first things I do is look at the cover and read the title. That usually gives me a good idea of whether I might be interested in reading it. If the title sounds interesting or if the cover has really neat pictures or illustrations, the next thing I usually do is open up and read a couple pages. When I’m reading, I think about two things: ‘Can I read this book or is it too challenging for me?’ and ‘Is this book a book that I’d like to hang on to for awhile and read?’ Let me show you what I mean.”

(Demonstrate choosing a book, looking at the cover and thinking aloud about the title and illustrations, opening the book up and reading a bit, and deciding if the book is a good one for you.)

Active Engagement:

You may want to have a couple children try out the process in front of the whole group.

Link:

“Today half of you are going to come to the classroom library in a small group when I call you over. The rest of you will get to shop for books tomorrow. (You may want to post a list of children who will shop the first and second days of opening the classroom library so that children know when they will get to shop for books.) If you’re not in the classroom library, you should be reading independently and when the timer goes off you can read with a buddy. Remember that we handle books carefully and make decisions on which books we’d like to try out by looking at the cover and reading a couple pages. Today you’ll get to choose three books from the classroom library and you’ll keep those books in a bag with your name on it. Here is your WILF: I will handle books in the library carefully. I will choose three books that are interesting to me and that I can read and put them in my bag.”

Composing:

As children choose books in the library, remind them of the expected behaviors. Monitor the children reading independently and let them know when it is time to switch to reading with a buddy. Choose two children who chose appropriate books to share.

Reflection:

Have students share about how they chose their books.

Day 7: Opening the Classroom Library and Shopping for Books Continued



Key Concepts:

- Readers choose books by looking at the cover, reading a couple pages, and deciding if the book is one they are interested in and can read.
- Readers treat classroom library books with care and put them back where they were found.



Materials:

- Well-stocked and organized classroom library
- Bags for children to store books in

Crafting:

Connection:

“Readers, yesterday we opened our classroom library and some of you had a chance to shop for books for the very first time. I noticed you doing so many of the things that good readers do when they’re shopping for books.” (Discuss some of the behaviors you noticed using specific examples.)

Teaching Point:

“Today I want to remind you that good readers... (Choose one or two.)

- take good care of the books – turn pages carefully.”
- choose books carefully, but quickly.”
- put books back where they belong.”
- use quiet voices in the library.”
- do a good job reading even when they’re not shopping for new books.”

(Demonstrate what these behaviors look and sound like.)

Link:

“Today those of you who didn’t get to come to the classroom library yesterday will come over to shop for books in a small group when I call you over. If you’re not in the classroom library, you should be reading independently and when the timer goes off you can read with a buddy. Remember that we handle books carefully and make decisions on which books we’d like to try out by looking at the cover and reading a couple pages, but that we do this quickly. Today you’ll get to choose three books from the classroom library and you’ll keep those books in a bag with your name on it. Here is your WILF: I will handle books in the library carefully. I will choose three books that are interesting to me and that I can read and put them in my bag.”

Composing:

As children choose books in the library, remind them of the expected behaviors. Monitor the children reading independently and let them know when it is time to switch to reading with a buddy. Choose two children who chose appropriate books to share.

Reflection:

Have students share about how they chose their books.

Day 8: Introducing Reading Groups



Key Concepts:

- Readers meet in small groups with the teacher so that they can become better readers.
- When the teacher is working with a group, good readers read independently and with a buddy and do not interrupt the teacher unless there is an emergency.



Materials:

- Bag of books for each child
- Work Board if you use one
- Books or other materials for guided reading group(s)

Crafting:

Connection:

“Readers, so far in Reading Workshop you’ve been reading independently or with a buddy. Sometimes in Reading Workshop you’ll also read with me and a small group. Readers meet in small groups with the teacher so that they can become better readers. When readers aren’t meeting in a group with the teacher, they read independently and with a buddy and do not interrupt the teacher unless there is an emergency.”

Teaching Point:

“When you meet with me and a small group, I’ll show you something you can do to become an even better reader and then you’ll get to practice. Almost every time you meet with me for a reading group, you’ll get a new book for your bag of books. When reading group time is over, you’ll go back to your seat and practice reading the books from your bag of books. If I don’t meet with your reading group first, you’ll be reading from your bag of books until I call you over.” (If you’re going to use a Work Board for organization, introduce it now.)

“It’s very important that while I’m working with a reading group, no one interrupts the reading group. Reading group time is very important and you wouldn’t want your reading group to have to stop, so let’s think of some things you can do if you need help when I’m working with a group.”

(Help students brainstorm a list of things they can do including: quietly ask a friend for help; if you’re having trouble reading a word, do your best, skip it, and ask for help later.) “Once I finish working with a reading group, I’ll come around and check in with anyone who needs my help before I meet with a new group.”

Link:

“The first group I’m going to meet with today is (name students). When you come to reading group, you need to bring your bag of books. The rest of you who aren’t in reading group need to read quietly. Remember, do not interrupt a reading group unless you have a real emergency. Your WILF for today is: I will read quietly and respect the reading group by not interrupting.”

Composing:

Children may have a difficult time not interrupting at first. Take the time to stop the class and remind them of what they can do if they have a problem. Because you may be stopping frequently, don’t plan for a traditional guided reading group. Learn what you can about the children as readers, but don’t expect to get too much teaching in yet. You will need to let the children know when it is time to switch

from independent to buddy reading. At the end of composing, ask the children if any of them were able to solve a problem on their own or with the help of a classmate instead of interrupting the reading group. If a few children were able to do this, invite them to share what they did.

Reflection:

Help children to share about what they did to solve their problem without interrupting a reading group. If a child thought of a new way to solve a problem, add it to the list.

Day 9: Practicing Reading Groups with an Emphasis on What Went Well & What We Need To Do Better



Key Concepts:

- Readers meet in small groups with the teacher so that they can become better readers.
- When the teacher is working with a group, good readers read independently and with a buddy and do not interrupt the teacher unless there is an emergency.



Materials:

- Bag of books for each child
- Work Board if you use one
- Books or other materials for guided reading group(s)

Crafting:

Connection:

“Readers, yesterday some of you met in reading groups for the first time this year. I noticed you doing so many of the things that good readers do in reading groups. I also noticed that many of you who weren’t working in a reading group yesterday did your job of reading independently and you solved problems on your own or with the help of a friend so that you didn’t have to interrupt the reading group.” *Discuss some of the behaviors you noticed using specific examples.*

Teaching Point:

“Today I want to remind you that good readers... *(Choose one or two.)*

- do their job of reading independently even when they’re not meeting with a reading group.”
- solve problems on their own or with a friend so they don’t interrupt reading groups.”
- bring their bag of books to reading group and come ready to learn and work.”

Link:

Restate what it is you want the children to work on today and post the WILF. “Today’s WILF is: (use wording from above, depending on the teaching point.)”

Composing:

Children may have a difficult time not interrupting at first. Take the time to stop the class and remind them of what they can do if they have a problem. Because you may be stopping frequently, don’t plan for a traditional guided reading group. Learn what you can about the children as readers, but don’t expect to get too much teaching in yet. You will need to let the children know when it is time to switch from independent to buddy reading. At the end of composing, ask the children if any of them were able to solve a problem on their own or with the help of a classmate instead of interrupting the reading group. If a few children were able to do this, invite them to share what they did.

Reflection:

Help children to share about what they did to solve their problem without interrupting a reading group. If a child thought of a new way to solve a problem, add it to the list.

Day 10: Keeping a List of the Books You've Read



Key Concepts:

- Good readers keep lists of the books they've read.



Materials:

- Bag of books for each child
- Reading Record Sheet for each child
- Reading Record Sheet drawn on chart paper for demonstration
- Reading Folder for each child
- Work Board if you use one
- Books and other materials for guided reading group(s)

Crafting:

Connection:

"Readers, you have been doing such a good job reading the books that you chose from the classroom library. Because some of you will put those books back in the library tomorrow and choose new books, I think you're ready to learn about something that many good readers do before they choose new books."

Teaching Point:

"When readers work as hard at reading as you've been doing, sometimes they like to keep a list of the books they've read before they return those books to the library."

"Today each one of you will be getting your very own Reading Folder. In your Reading Folder, you'll find a Reading Record Sheet that will look just like this." (Show the chart paper.) On this sheet, you're going to write the title and author of the books you've read, the date, and in this box, you're going to write an F if the book was fiction, a story, an N if the book was nonfiction, or gave you information, and a P if you read a poem."

"Let me show you what I mean."

(Demonstrate the process for each type of text.)

Link:

Today, after you've finished independent reading and buddy reading, I'm going to give you your Reading Folders and some time to record the books you've read. I'll let you know when it's time to record your books and I'll be walking around to help you. Your WILF for today is: At the end of independent and buddy reading, I will record the titles, authors, and genres of the books I've read."

Composing:

You may still need to be reminding children about not interrupting guided reading groups and correct procedures for reading independently and with a buddy during this lesson. You will also need to let children know when it is time to switch from independent to buddy reading. However, children need to learn that this will be a regular routine and that eventually they will have even greater responsibilities during independent reading. Once children have had the opportunity to read independently and with a buddy, hand out the Reading Record Sheets and Reading Folders and guide students through the process of recording their books. Children may need help locating the author's name and deciding on the genre of the book.

Reflection:

Choose two children who read books from a variety of genres to share the books they recorded on their sheet. Draw children's attention to the variety of genres and let children know that we're going to be thinking more about this tomorrow.

Day 11: Shopping for a Variety of Books



Key Concepts:

- Good readers keep lists of the books they've read.
- Good readers notice the kinds of books they usually read and make plans to try to read different kinds of books.



Materials:

- Bag of books for each child
- Reading Record Sheet for each child
- Reading Record Sheet drawn on chart paper for demonstration
- Reading Folder for each child
- Work Board if you use one
- Books for guided reading group(s)

Crafting:

Connection:

Day 3: Good Readers Read Different Kinds of Text



Key Concepts:

- Good readers keep track of the reading they've done.
- Good readers read many different kinds of texts (fiction, nonfiction, poetry, etc.)



Materials:

- Baskets of books containing:
 - some leveled books
 - some "old favorites" the children may be familiar with (*Brown Bear, Brown Bear, What Do You See?*)
 - some alphabet books
 - some wordless picture books
 - some poems or books of poetry
- Reading folders and reading record sheets
- *Optional: a collection of texts of different types/genres that you are reading or that you typically read – for example: a newspaper, a novel, a magazine or catalog, a letter from a family member or friend, a text book, etc.*

Crafting:

Connection:

"Readers, as you've been reading for the past two days, I've noticed that many of you already do something that good readers often do. You don't stick with just one kind of book; you might read a

poem, a book with information (a nonfiction book), and then an alphabet book. Good readers read all kinds of different texts.”

Teaching Point:

Optional: “Today I want to show you some of the different kinds of texts that I read and I want you to think about the different kinds of texts that you read or that you’d like to read.”

(Share collection of texts and when possible provide an example of that kind of text from a basket of books.)

I also want to show you how...

“Today I want to show you some of the different kinds of text that you can read in this classroom. Let’s look through this basket and see if we can identify some different kinds of text.” (Go through the basket with students to have students try to identify some of the different text types. At this point, don’t be too concerned about making sure that children can identify texts using the terms fiction and nonfiction. Use whatever words they come up with and rephrase using technical terms when possible and appropriate.)