

ABSTRACT

Explicit teaching of self-talk/self scripts and the use of guided imagery will improve the reading self-efficacy of Yr 2 students.

Research has shown that the development of reading performance and reading self-perception occurs in response to initial experiences in learning to read within the first year of school. Beliefs of personal competence are derived from the interpretations from the individual's performance, comparison with others' performances, messages from significant others and the physiological states be they positive or negative. Ultimately these self beliefs, one's self efficacy, become habits in thinking and will determine the student's behaviour, the choices made, the levels of effort, persistence and perseverance.

This present study examines two Yr 2 students' self efficacy as readers following participation in a ten session intervention program. This program focuses on the development of reading and listening comprehension through explicit teaching of self talk in the form of self scripts, the use of guided imagery and the development of positive and optimistic self talk.

The findings of this study indicates gains in the reader's self efficacy after the explicit teaching of self talk in the form of self scripts, the use of guided imagery and the development of positive and optimistic self talk. While it was not difficult to measure the effectiveness of self scripts and the use of guided imagery to assist comprehension, and their impact on self efficacy, it was not possible to tease out the impact of positive /optimistic self talk on self efficacy given the limited duration of the intervention and the limited form of assessment available at the time.

To transform a negative self efficacy in reading, a comprehensive approach needs to challenge these inaccurate beliefs with explicit teaching of skills to address a weak knowledge base or inadequate skills, positive and optimistic feedback to the child, use of strategies to reduce the stress or anxiety produced as well as creating the expectation of success with guided imagery.

INTRODUCTION

Learning to read is one of the central learning activities undertaken by students during the first few years of formal schooling and is considered by many to be a fundamental basic to success in school.

Successful motivated readers are able to set and monitor their progress towards realistic goals, use effective strategies, persist longer, work harder and have a positive and optimistic belief that they can overcome reading difficulties when they encounter them. By contrast, poor readers tend to focus on a handful of strategies, which are used regardless of their effectiveness, they are not motivated to read for enjoyment seeking to avoid the reading task, becoming easily discouraged and give up. (Henk & Melnick, 1995, Horner & Shwery 2002, McCabe & Margolis 2001).

In the classroom, these are the students who during any reading task find ways to avoid the task such as searching for the page, fidgeting, making limited eye contact with the teacher, rarely initiating an answer without direct request, and answers with the others coming in several seconds later. These students know that they are not doing as well as their peers and a sense of hopelessness begins to strengthen. The beliefs that students create, develop and believe to be true about themselves are important influences in their success or failure in school.

Social learning theorists define perceived self efficacy as a sense of confidence regarding the performance of specific tasks. Albert Bandura (1993), the most frequently cited theorist defines self efficacy as

“people’s beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self efficacy beliefs determine how people feel, think, motivate themselves and behave” (Page 123).

Chapman & Tunmer (1995) suggest that reading self concept could be defined as comprising three subcomponents:

- a) perceptions of competence : which relates to their beliefs regarding ability and proficiency in reading tasks,

- b) perceptions of difficulty : beliefs that reading activities are hard or problematic, and
- c) attitudes towards reading : feelings towards and affinity for reading.

Research has found that while perceptions of competence and difficulties are two distinct subcomponents, young children can hold a positive self perception of ability while also feeling that reading tasks are difficult. (Nicholls & Miller, 1984 cited in Chapman & Tunmer 1995.) This is possible because prior to age 8 years children do not see the logical relationship between task difficulty and ability.

While the child may not see the relationship between ability and difficulty, the effect of a negative academic self view is evident. Towards the end of the first year and midway during their third year of education, children with a negative academic self concept read lower level books in class and performed at lower levels on measures of word recognition and reading comprehension than others with a positive self concept(Chapman,Tunmer,& Prochnow 2000).

Self efficacy perceptions are formed through the interpretation of information from four key sources:

- the interpretation of one's performance,
- observing the performance of others and the subsequent comparing of own performance against that of others,
- the result of messages from significant others- parents teachers, and
- The physiological states such as stress, anxiety or conversely happiness (Pajares, p. 140 2003).

Teachers can find a number of resources to address the development of fundamental skills to be used before, during and after reading with explicit teaching. However the task of transforming a negative reading self perception into a positive one requires the child to develop a sense of control over skills and to build up a positive inner dialogue or a self script. Having a self script translates into the child learning to self manage themselves, applying skills at the appropriate times (Chapman & Tunmer, 2000).

For this action research, it is the author's contention that this inner dialogue has another important aspect that requires attention, the internal dialogue that individuals say to themselves especially when they meet challenges or unknown situations. Borrowing from the work of Martin Seligman's 'The Optimistic Child' (1995) and Albert Ellis' ABC model and other aspects from Cognitive Therapy, students need to become aware of the helpful and/or unhelpful statements they say to themselves especially during reading tasks. Helping the students search for the evidence that their beliefs are true/false with their positive/improved skill development is also an important aspect.

In creating a raised expectation of success, through self-scripts that focus on skills, use of encouraging/optimistic conversations about self, another technique that can be applied is IMAGERY. This can have a multipurpose function, one in that it provides some stress reduction as well as the creating of a mental picture of the student successfully applying the skills, a skill used extensively in the use of stress management and counselling.

A beneficial offshoot of the use of visualisation/imagery is its application in developing reading comprehension. Bell (1991) suggests that there is encouraging evidence for the efficacy of imagery-based learning to improve language skills, particularly reading comprehension as strong readers are able to create an imagined whole of the details rather than trying to hold onto the many parts separately. (Cited in Rose, Parks, Andros & McMahon, 2000).

The use of direct and explicit instruction is particularly effective in helping students develop appropriate strategies which increase their understanding of what is read (Casteel, Isom & Jordan 2000).

In summary what can be done for the struggling reader? Chapman & Tunmer argue that for remedial reading programs to be successful, they need to include two key elements:-

- a) fundamental skills needed for developing proficiency in reading,
- b) focusing on strategies for improving negative reading and achievement related self-perceptions that develop in response to difficulties in learning to read. (P.16, 2003)

McCabe & Margolis (2001) state that to help the struggling readers become proficient, highly motivated readers, teachers need to continually focus on changing the students “can’t do” attitudes about reading into ‘can do ‘ attitudes – i.e. to improve their self efficacy as readers.

“ Without a self efficacious attitude, students will make only minimal efforts to improve their reading, impeding progress and making learning an objectionable chore for themselves and their teacher” (McCabe & Margolis, p. 45, 2001).

The objective of this present investigation is to examine how reading self efficacy of several Yr 2 students with reading difficulties can be improved through the explicit teaching of self talk/self scripts and the use of guided imagery. The area selected for the application of scripts, and skills is reading and listening comprehension.

Prediction

Explicit teaching of self talk/self scripts and the use of guided imagery will improve the reading self efficacy of Yr 2 students.

METHOD

Design

This study uses a OXO design in which the gain in reader self efficacy following the explicit teaching of self talk and self scripts and the use of guided imagery in reading and listening comprehension is monitored for two Yr. 2 students with reading difficulties.

Participants

The participants are two Yr. 2 students with a history of reading difficulties. Both students are 8 years old and are in the same Yr. 1 / 2 class in a local Catholic primary school in the Western suburbs of Melbourne. These students were designated by their class teacher as less than enthusiastic readers, who have experienced limited success and display poor reading self efficacy.

Student A is a male student who is the middle child in a family of three boys. Both he and his younger brother were diagnosed with Severe Language Disorder in late 2003. **A** has participated in Reading Recovery for the 20 weeks in late 2003-early 2004, being exited at Level 14 but has regressed to the current Level 9. An assessment regarding Auditory Processing Skills in early 2004 indicated major difficulties here – Stanine 1. **A**'s level of participation has slowly declined over the past term, and he speaks of his concern that the younger brother is reading with greater success. His decoding skills are poor and his overall comprehension and recall is very limited. In the literacy block, he avoids eye contact, will not offer a comment unless directly asked and displays little expectation of success.

Student B is a female student who is the elder of two girls. Her teacher has described her as a passive and often reluctant reader. Her participation in many curriculum areas is mood dependent and she has regressed over the year from a Level 16 back to level 13. **B** will rarely ask for assistance directly from the teacher, preferring to ask peers. She is very aware of being 'wrong' and is aware that her younger sister is reading with greater success. Rather than make errors, she will say nothing.

Materials

Formal assessment instruments used:-

- PROBE Test of Comprehension -
- Listening Comprehension Test – J. Munro
- Reader Self Efficacy Survey Parts A & B – devised by J Monaghan.

Other materials used:

- Guided Imagery scripts – devised by J. Monaghan (See Appendix 2)
- Listening Comprehension Tasks (Brigance Comprehensive Inventory of Basic Skills Pub prior to 1990. (Discontinued).
- Drawing Conclusions and Making Predictions – CEO Speech Pathology 2000
- Skills I'm Getting Better At Chart (See Resources Appendix 2)
- Self Talk Chart – (See Resources Appendix 2)
- Skill cards for each student's 'ToolKit'. (See Resources Appendix 2)
- PM Benchmarks Texts – Big Books

The development of the Reader Self Efficacy Survey Parts A & B was devised and modified after consultation of the following instruments:

- Reading Self Concept Scale (RSCS) by Chapman & Tunmer 1992
- Reader Self-Perception Scale (RSPS) by Henk & Melnick 1992
- Reading Questionnaire – CEO & Uni of Melb joint project
- Self Efficacy Scale by Chapman & Tunmer 2002
- Guided Imagery scripts were modified from a sample given at a workshop for developing stress reduction in children attended in 2003. Samples are found in the Resources Section.

Procedure

Each student was given the battery of assessments, which consisted of the PROBE comprehension, Listening Comprehension Test, and the Self Efficacy Survey Parts A & B over several sessions. A running record was also completed so that a current level could be established to assist in appropriate text selection.

The students were withdrawn from their class at a time other than the Literacy Block for 10 intervention sessions of approx. 40 mins duration and over a three-week period.

Each student has experienced a series of eight relaxation sessions with the author earlier in the year and the class teacher has maintained the practice on a weekly basis.

The overview of the sessions was as follows:

Sessions 1,2,3 & 4 - Guided Imagery, Listening Comprehension, Making predictions, Self Talk and Skills to apply before reading.

Sessions 5,6 & 7 – Guided Imagery, Listening and Reading Comprehension, Self Talk, Skills to apply during reading.

Sessions 8,9 & 10 – Guided Imagery, Reading & Listening Comprehension, Self Talk, Skills to apply after reading.
Review of appropriate skills for specific purposes.

Final Session – Post Intervention assessment.

From sessions 3 to 9 informal assessment consisted of anecdotal observations, students completing the “How well can I do this skill?” This was completed at the beginning of the task and then at the end of the session, to enable accurate recording of “SKILLS I’M GETTING BETTER AT” CHART.

See Appendix 3 for detailed outline of each session.

Results

Overall, the data for both students indicate gains in their skills in reading and listening comprehension as well as gains in their self efficacy as readers from both their own perceptions and that of the skills to be applied.

Through the use of creating a detailed mental image, both students made gains in their ability to retell items in the story in the immediate and delayed retell. Student A (given his auditory processing difficulties and Severe Language Disorder) has made much greater gains (double his previous efforts) in the delayed retell as seen in Table 1. Though the gains for Student B are smaller, she has continued to improve the delayed retell of items.

Table 1 Listening Comprehension Test

No of Items Recalled	Student A	Student B
Pre Intervention		
Immediate Retell	8 (40%)	12 (60%)
After 5 Mins Retell	4 (20%)	8 (40%)
Post Intervention		
Immediate Retell	11 (55%)	12.5 (62.5%)
After 5 Mins Retell	10 (50%)	11 (55%)

N = 20 items

Again through the application of creating metal imagery, using the prompting 'Toolkit cards', Student A has shown gains in his ability to locate the information in the text and to infer from the text using prior knowledge about the text as seen in Table 2a.

Table 2a PROBE Reading Comprehension Accuracy – Student A

Comprehension Categories					
	Literal	Inferential	Reorganise	Evaluative	Total
Pre Test					
Birds – Reading Age 5.5-6.5	✓	✓xx	P	❖	33%
The Car – Reading Age 6 –7	✓x	x	✓	xx	41%
Post Test					
Paul's Birthday R.A. 5.5-6.5	❖	✓✓	✓	✓✓	100%
Swimming – R.A.6 – 7	✓✓	✓✓	✓✓	❖	100%

❖ No questions asked

P- Partial

✓ Correct Response

x Incorrect Response

Student B's results on the PROBE reading comprehension test indicate gains across all areas especially in the Inferential and Evaluative Categories as seen in Table 2B.

Table 2b Reading Comprehension Accuracy – Student B

Comprehension Categories					
	Literal	Inferential	Reorganise	Evaluative	Total
Pre Test					
Birds – Reading Age 5.5-6.5	✓	✓✓x	P	❖	41%
The Car – Reading Age 6 –7	P	x	P	xx	33%
Post Test					
Paul's Birthday R.A. 5.5-6.5	❖	✓✓	✓	✓✓	100%
Swimming – R.A.6 – 7	✓✓	✓✓	✓✓	❖	100%

❖ No questions asked P- Partial ✓ Correct Response x Incorrect Response

Both students reported an increase in the perception of their abilities on the Self Report section of the Self Efficacy Survey. Student A's score has almost doubled, while Student B's gains were slightly more modest.

Table 3a Self Efficacy Survey – Part A Self Perception Report

	Student A	Student B
Pre Intervention	24 (44%)	37 (67%)
Post Intervention	40 (73%)	51 (93%)

N = 55 Score 5 – Very Happy 4 – Happy 3 - Unsure 2 – Unhappy 1 – Very Unhappy

Table 3b Self Efficacy Survey – Part B Interview Report

	Student A	Student B
Pre Intervention	8	11
Post Intervention	13	13

Scoring – 1 point of each reasonable and appropriate answer

Table 3b indicates gains in the number of strategies each student feels they have available to them for reading. While Student B made a very slight gain, Student A again showed greater gains in the number of strategies available.

Discussion

Trends for this group indicated that there were gains in the students' self efficacy in reading by having self scripts and a clearer understanding of the skills, 'tools' and a better knowledge as to when to apply these skills as well as being able to create an accurate mental image of the text in the auditory or visual format.

While there were gains noted in self efficacy, it would be unsound to argue that these gains will be maintained after a short series of ten sessions as one's global and situation specific self efficacy takes a considerable time to be developed. Students A & B have had nearly three full years to develop a vulnerable self efficacy and as such will require ongoing support as this intervention has just begun to address their self perceptions.

When completing the self report section of the self efficacy survey, both students indicated that there were some areas of that they did not feel as competent, eg. 'How do you feel you come to a word you don't know?' or 'How do you feel when its time to read to your mum or dad?' yet when asked how they feel about their ability as a reader, both students indicated that they were very happy with their level of reading ability. This is consistent to with the point that young children can hold a positive self perception of ability while also feeling that reading tasks are difficult as stated by Chapman & Tunmer (1995).

From the results on the PROBE Assessment, their level of comprehension (auditory and visual forms) has shown improvement at the deeper levels of text. One of the most successful strategies that the subjects spoke of was that of creating a mental image of the story. Going from the personal experience eg. "Picture yourself sitting in your favourite chair with your favourite book" to forming images or movies of unsighted/unknown stories enabled the students time to perfect the details of the picture. This improvement was supported by the improvement of retention and retelling of details, especially on the Listening Comprehension Test. On one occasion when asked to give the text a title, there was some disagreement between them and it is was interesting to hear one student say "Where is that in the story? No proof!" Once a useful metaphor eg the detective looking for proof/evidence caught their attention, it was continued throughout the sessions.

As McCabe and Margolis (2001) state teachers need to continually focus on changing the students “can’t do” attitudes about reading into ‘can do ‘ attitudes – ie. to improve their self efficacy as readers. In this project two aspects of self-talk were considered, **self scripts** to develop self management and developing some control over the situation, and **positive and optimistic self talk**.

Identifying the use of self scripts as an effective strategy for students to employ was far more visible thus making it easier to assess than to measure the development of positive and optimistic self talk for these subjects. The chart of ‘Helpful and Unhelpful things that we say to ourselves inside our heads’ was slowly added to over the duration of the intervention. A more immediate way of accessing the internal dialogue came from the informal completion before the group focused on the session’s focus skill and then their assessment of how well they could do the skill at the end of the session. The building of positive and optimistic self talk requires time and the development of higher order cognitive skills that Students A & B had started to develop some awareness.

Observations of the students indicated that there were definite changes in their level of engagement. After the pre assessment was concluded, the students’ level of participation was different from that observed in the classroom during the literacy block. Both students were eager to leave whatever they were doing to come to the activities. At times other students asked if they could join the group as Student B had reported that it was ‘lots of fun’.

Student A didn’t say a great deal to his peers but just came back grinning and looking at his merit stickers. On two occasions Student B without any prompting, described several of the skills –What I see, what I think what I wonder and the Who, What, Where etc, for the ‘Toolkit’ they were creating. Both students were engaged and quite active in their discussions, often without more than an initial question being offered. At this stage some method to assess levels of engagement, other than by means of subjective observations would be useful for teachers.

At this stage no transfer of the self scripts and skills have been observed to the classroom but it is planned that Students A & B act as ‘coaches’ and help train their peers during literacy block rotation of activities. It had been hoped that this action research could have used a ‘control group ‘ consisting of a matched pair for Student A and B but it was not possible to find another student with enough of the same key criteria – age, reading level, history of difficulties.

While guided imagery has been used in a number of settings, medical & counselling, a method of assessing the strategy, other than self report, in an educational setting is required. This limitation of the study requires further attention.

The findings of this study indicates that gains in the reader's self efficacy were measured after the explicit teaching of self talk in the form of self scripts, the use of guided imagery and the development of positive and optimistic self talk. While it was not difficult to measure the effectiveness of self scripts and the use of guided imagery to assist comprehension, and their impact on self efficacy, it was not possible to tease out the impact of positive / optimistic self talk on self efficacy given the limited duration of the intervention and the limited form of assessment available at the time.

Teachers can be assisted in developing :

- skills in guided imagery to create a mental image of the story,
- knowledge of means to help the child build up a positive and optimistic inner dialogue as well as self scripts,
- an awareness of how self efficacy needs to be constantly monitored
- knowledge of means to help the child to develop a sense of control over skills, by having a clearer understanding of the skills, and a better knowledge as to when to apply these skills.

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APPENDIX 1
READER SELF PERCEPTION SURVEY – PART A

Name:

Date:

Circle the picture that best describes how you feel.

Example: When you are watching T.V., how do you feel?



How do you feel when....

1. Your teacher reads to you?



2. You are asked to read aloud in class?



3. You read to yourself?



4. You come to a word you don't know?



5. It's time to play word games in the class?



6. It comes to reading in the library corner?



7. Someone gives you a book for a present?



8. It's time to read to your mum or dad?



9. How well do you feel you can work out sounds in words?



10. How do you feel about talking to your teacher about a book that you have just read?



11. How good a reader do you feel you are?



READER SELF PERCEPTION SURVEY – INTERVIEW - PART B

a) Before I begin to read I...
b) Before I begin to read a question I can ask myself....
c) When I am reading and I come to a word I don't know I....
d) When I make a mistake I..
e) When I find words hard to read I ..
f) When I'm reading something that doesn't make sense I...
g) To help me remember what I'm reading I..
h) When I read, these things happen inside my head..
i) I would like some help with my reading in

APPENDIX 2 Resources

1. Sample of Guided Imagery Script.

You are lying down, feel the carpet touching your arms and legs, breathe in and out, you are comfortable, feeling ok and comfortable, breathing in and out. As you are lying here in this place of peace and relaxation, I want you to come for a walk with me in your imagination.

We are going to walk out of this room, down the corridor and out into the playground. As you walk across the playground you can see a white bridge ahead. You walk over the bridge and you are walking along a beautiful forest path. Walking down the path, you hear the sounds of the forest – the birds are calling, the rustling of the breeze through the trees, the trickling of water flowing in the distance. As you continue to walk down the forest path, you can see a large space ahead. There is soft green grass and ... there in front of you is your favourite chair. Go to your favourite chair or perhaps it's a couch. Look at the colours,...the cushions... and see yourself getting into this special chair. Ah it feels so nice to sit here..... Beside the chair you see your favourite book.... Spend some time sitting in your chair looking at your book.... you're reading your favourite page.... You have finished reading your book and it's time to put it down and leave your chair. You walk back through the forest..... across the bridge..... back through the playground and down the corridor and back into this room. Start to bring yourself back into the room... you may want to wriggle your hands and feet... when you are ready open your eyes... and slowly sit up.

2. Skills for the Tool Kit (Placed on laminated cards)

Before Reading

Skim the Cover for ideas.

What do I already know about this topic?

I see.... I think..... I wonder if.... (Visual Literacy Skill)

Eg. I see the whale on the cover. I think this book will tell me about real whales. I wonder if they will catch and hurt the whales.

During Reading

Make a picture in my head of the story as it is told / read. If it's a long one make a movie in my head.

Who, what, where, when, why, colour, size, how in the story.

Use the pictures, the title, the types of words in the story.

Look at the words they use, the way the story is set up, the types of pictures.

Fit in a sensible word to make the story make sense.

After Reading

Remember who the story is about and what happened.

Remember the special parts (think of my movie in my head).

Go back and re-read a bit again if I've forgotten ...

(Some of these skills were appropriate to use during the reading depending on the text.)

3. Self Talk Chart

Helpful things I can say and think about me.	Unhelpful things I can say and think about me.
I'm good at	I'm no good at...
I can try	Yuck ...
I'll ask for help	I can't do...
Maybe	Not me...
When I say or think these things I feel good about me... 😊	When I say or think these things I feel... ☹️
So how do I really want to feel?	

* Comments collected by the group over the Intervention Sessions.

4. Skills I'm Getting Better At Chart.

I am learning to ...	I'm getting better at....	I'm really good at ...
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* The skills for the toolkit cards would be placed in the initial column as introduced and as the sessions progressed students moved their cards into the various columns as they noted their progress.

5. How Well Can I Do This Skill? Cards

Using the five-face scale, the student circles how well they feel they can do the task prior to instruction. At the end of the session, the student can choose from the five-face scale how well they feel they can now do the task. This forms a part of the informal observations and immediate feedback as to them.

APPENDIX 3 Intervention Teaching Unit

Session 1.

Focus:

- Guided Imagery – creating images in head, describing the pictures.
- Positive Self Talk – expectation of success prior and after.
- What might he /she be thinking?

Materials:

- Workbooks
- Helpful and Unhelpful Thinking Chart
- I'm getting better at... chart
- Facial Expressions Cards and Tool Kit Cards (Laminated)
- How do I feel worksheet (two rows of faces – pre/post activities.)

Procedure:

Activity 1 Guided Imagery

- Make a picture in your head of your favourite ice cream, look at the colours, the shape, on a stick, cone, cup, how it tastes.
- Now draw your ice cream in the workbook.
- Give three clues re ice-cream for the group to guess them.

Activity 2 Self Talk

- How well did you think you could do the ice cream picture?
- Things we might say/think if we couldn't / if we could do it.
Add a comment from the group to each of the columns. How does this make us feel when we hear these comments? Discussion.

Activity 3 Imagery

- How well do you think you will do this next game of making pictures in your head? Mark it on the sheet.
- Where am I? game. Give directions to picture themselves in front office. Give directions to a particular section of the school. Now draw where you are.
- Go to the starting location and walk through the directions. Check their pictures. Repeat process.

Introduce tool – Make a picture in your head as you read or listen to the story.

Place this on the 'I'm getting better at...' chart.

Activity 4

- Listen to the story of Max. Instruct group to use tool 1. At the end of the story have the group draw the picture.
Max had a red bike with blue wheels. On his yellow helmet he had a picture of a bird.
Compare the details of the story to see similarities/ differences.
- Complete how well you can make pictures in your head.

Activity 5 What is she/he thinking?

- Make up an idea of what he/she is thinking from facial expressions.

Review what tool we discussed. What each student did well – specific feedback.

Session 2

Focus:

- Guided Imagery – My favourite chair and book.
- Tool Cards – Before Reading Skills – Skim the cover, What do I see, think and wonder?
- What might happen next? – Listening Game Making predictions

Materials:

- Text – Kakadu Jack
- Drawing Conclusions and Making Predictions – CEO Speech Pathology Program
- Workbooks
- Helpful and Unhelpful Thinking Chart
- I'm getting better at... chart

Procedure:

Activity 1

- What skill/tool did we learn last session? Making pictures in our heads.
- Guided Imagery Script – My favourite chair (See Appendix 2). Draw what the chair looked like, and the book you were reading.

Activity 2

- Making Guesses – Will it rain at lunchtime? What information do we use to make these guesses?
- Listening Game (Use Make picture in your head).
I turned on the tap in the bath, put in the plug, then the phone rang. It was my friend so I told her about my weekend. What might happen next? More examples
- Predicting what might happen next using the pictures.- Discuss what is already happening? Each child to draw their predictions and compare.
- Discuss what we do to make guesses – prior information in our heads.

Activity 3 Text Kakadu Jack

- Tool kit Cards Skim the cover & What do I see, think, wonder.
- Ask the group how would we use “Skim the cover” tool card with this book.
Put the Skim card on the I'm getting better chart.
- New Skill/Tool card “ What do I see? What do I think? What do I wonder?
Teacher to model skill using the text using **Think Aloud** strategy.
eg. I see a girl with a basket. I think she is going shopping. I wonder if she'll buy eggs?
Each child to use skill.
- Look through the pictures of story, each child to describe a page. Read through the text, stopping several times to ask what might happen next?
- Check how accurate the I wonder statements at the beginning.

Review what tool we discussed. What each student did well – specific feedback.

At the end of each session:

- **Tools/skills will be placed on the appropriate columns on the I'm getting better at chart.**
- **How well do I feel I can do the skill worksheets – pre and post task.**
- **Adding a comment to the Helpful /Unhelpful Thinking chart.**

Session 3

Focus:

- Guided Imagery – In my favourite chair with new book using the before reading skills to Kakadu Jack.
- Tool Cards –
Before Reading Skills – Skim the cover, What do I see, think and wonder?
What do I already know about the topic?
During Reading Skills – Make a picture in my head. Who, What, When etc.
- What might happen next? Prediction cards using two alternatives.

Materials:

- Texts – Kakadu Jack Catching Butterflies
- Imagery Script– In my favourite chair with new book using the before reading skills to Kakadu Jack.

Procedure:

Activity 1

- Guided Imagery Script - In my favourite chair with new book using the before reading skills to Kakadu Jack.

Activity 2

- Distribute the Cue Cards –Who, What, Where when etc cards for each child to give an answer and to locate the evidence in the text.
- Scan the pictures to gain a sense of how the characters were feeling.

Activity 3 New Text Catching Butterflies

- Recap the Before Reading skills thus far. How helpful are these two skills?
- Introduce the “ What I already know about the topic” tool.
- Make a concept map of the group’s prior knowledge.
- Read to the group the first two pages of text – Make pictures in my head.
- Draw their ideas from mental picture – what did the bag look like? Kind of cap...
- “Predict what you think will happen next” – draw it in the text.
- Discuss vocab in the text eg, to catch - trap to go - to set off etc.

Review what tool we discussed. What each student did well – specific feedback.

At the end of the session:

- **Tools/skills will be placed on the appropriate columns on the I’m getting better at chart.**
- **How well do I feel I can do the skill worksheets – pre and post task.**
- **Adding a comment to the Helpful /Unhelpful Thinking chart.**

Session 4

Focus:

- Listening Comprehension – Creating mental images/ a movie.
- Recall of details from the text Pages 1 –2
- New tools – Choose a sensible word for the story, Go back and re read if I’ve forgotten (during reading skills)

Materials:

- Text – Catching Butterflies

- Tool cards
- Sam's Haircut - Brigance Inventory of Skills Listening Comprehension

Procedure:

Activity 1- Guided Imagery Script –Taking a walk to the school library to select a new book. (Using skills of what I already know about the topic.)

Activity 2 Listening Comprehension Sam's Haircut

- What skills/tools would you use to remember the story I'm about to tell you. "Select the tool cards that would be helpful from your tool kit."
What would you be saying to yourself to help you remember? Check their scripts.
- Ask the comprehension questions literal/inferential? What title would give for this story? Discuss the appropriateness of titles.

Activity 3 Text and the appropriate tools

- Text – Catching butterflies. Read the text together, several sentences at a time to create mental images of action.
- Draw a map of the park on whiteboard from the text.
- Group are directed to go back and re –read the section if they have forgotten.
- Check for accuracy against the text. (Both children left out the shed.)
- Get students to answer the questions using the Who, what, when, where, why cue cards to recall details – then check the text for accuracy.
- Complete the reading of the text and check predictions from previous session.

Activity 4 Choosing a word that would be sensible for the story.

- Find the sensible word to complete the sentence (Using text from Catching Butterflies) Peter went to the park/pack with a net/not to catch a butterfly.

Review what tool we discussed. What each student did well – specific feedback.

At the end of session:

- **Tools/skills will be placed on the appropriate columns on the I'm getting better at chart.**
- **How well do I feel I can do the skill worksheets – pre and post task.**
- **Adding a comment to the Helpful /Unhelpful Thinking chart.**

Session 5

Focus:

- Listening Comprehension – Creating mental images/ a movie.
- Recall of details from the text (Catching A Butterfly)
- New tools – Choose a sensible word for the story, Go back and re read if I've forgotten (during reading skills)

Materials:

- New Text – Why Can't I Walk on Water? and Other Questions About Water.
- Tool cards
- Sam's Surprise - Brigance Inventory of Skills Listening Comprehension
- Previous Text – Catching Butterflies

Procedure:

Activity 1- Guided Imagery Script –Seeing yourself with non-fiction texts. (Using skills of what I already know about the topic and how non-fiction books are arranged.)

Activity 2 Listening Comprehension Sam's Surprise

- What skills/tools would you use to remember the story I'm about to tell you?
"Select the tool cards that would be helpful from your tool kit."
What would you be saying to yourself to help you remember? Check their scripts.
- Ask the comprehension questions literal/inferential? What title would give for this story? Discuss the appropriateness of titles.

Activity 3 Text and the appropriate tools

- Text – Why Can't I Walk on Water. Which of our tools would help us before we begin to read. (Children to sort through the tool cards for the most appropriate.)
- Use the What do I see, think and wonder Strategy. Record their selections to be checked for accuracy at the end of the session.
- Create a concept map of what we already know about the topic.
- Scanning the cover – what type of book do you think this is? Complete the reading of the first two questions.
- Discuss features such as CONTENTS / INDEX.
- Read a question – discuss options – **Tool Go Back** and re read what we don't remember.

Review what tool we discussed. What each student did well – specific feedback.

At the end of each session:

- **Tools/skills will be placed on the appropriate columns on the I'm getting better at chart.**
- **How well do I feel I can do the skill worksheets – pre and post task.**
- **Adding a comment to the Helpful /Unhelpful Thinking chart.**

Session 6

Focus:

- Reading Comprehension – Creating mental images/ a movie to the text.
- Recall of details from the text – Why Can't I walk on Water.
- Guided Imagery Script – Sitting in the classroom with a text in front of you and creating a mental picture of the text with success.
- Tools: Using the Who What Where When etc cards.

Materials:

- Text – Why Can't I Walk On Water
- Tool Cards
- Sam in the Tree – Brigance Inventory – Written Comprehension
- Question Cards from text.

Procedure:

Activity 1 Guided Imagery Script

- Sitting in the classroom with a text in front of you and creating a mental picture of the text with success.

Activity 2 Written Comprehension – Creating a mental picture as we read.

- Using the text – Sam in the Tree, make a picture of the tree. Read first two sentences of the text and create a drawing of the picture so far.

- Adding to the picture with each sentence (mental picture first, then drawing) compare the children's pictures for details.

Activity 3 Recall of Details

- Using the scaffolding cards – Who Why When Where etc each child can select a question for the other to recall and retell their understanding of the answer.
- Cross check answers in the text using the CONTENTS /INDEX sections.

Review what tool we discussed. What each student did well – specific feedback.

At the end of each session:

- **Tools/skills will be placed on the appropriate columns on the I'm getting better at chart.**
- **How well do I feel I can do the skill worksheets – pre and post task.**
- **Adding a comment to the Helpful /Unhelpful Thinking chart.**

Sessions 7 – 10 Main focus to apply skills to unseen texts.

Session 7

Focus:

- Reading Comprehension – Creating mental images/ a movie to the text.
- Recall of details from the texts
- Guided Imagery Script – Sitting in the classroom with a text in front of you and creating a mental picture of the text with success using the before/during and after reading cards.
- Deciding which tools are more appropriate for different texts.
- Vocabulary Development – synonyms, most sensible word.

Materials:

- Texts – Why Can't I Walk On Water.
- Tool Cards
- The Rabbits – Brigance Inventory – Written Comprehension
- Question Cards from texts.
- Probe Test – The Birds (Pre intervention forms) Worksheets.

Procedure:

Activity 1 Guided Imagery Script

Activity 2 Which Tools to Use?

- Using unseen text '**Why Can't I walk on Water?**' decide which tools are most appropriate for this text.
- How to use a Contents and Index.

Activity 3 Reading Comprehension

- Using the Probe Test/other written comprehension texts from Brigance, creating a mental picture as each sentence is read. Then checking the question so that we understand what it is asking?
- Looking for evidence in the text to support our thinking.
- Reading between the lines – what do we think about ... (based on what we already know, what could it be...).

Activity 4 Vocab Development

- Find words to complete the sentences with appropriate meaning in the text.

Review what tool we discussed. What each student did well – specific feedback.

At the end of each session:

- **Tools/skills will be placed on the appropriate columns on the I'm getting better at chart.**
- **How well do I feel I can do the skill worksheets – pre and post task.**
- **Adding a comment to the Helpful /Unhelpful Thinking chart.**

Session 8

Focus:

- Reading Comprehension – Creating mental images/ a movie to the text.
- Recall of details from the texts
- Guided Imagery Script – Sitting in the classroom with a text in front of you and creating a mental picture of the text with success using the before/during and after reading cards.
- Deciding which tools are more appropriate for different texts.
- Vocabulary Development – synonyms, most sensible word.

Materials:

- Texts – Why Can't I Walk On Water, All About Me and Other Poems.
- Tool Cards
- Written Comprehension worksheet from the non-fiction text –Why Can't I walk on water.
- Question and Answer Cards from text
- Probe Test – The Car (Pre intervention forms) Worksheets.

Procedure:

Activity 1 Guided Imagery Script

- After initial relaxation section, the student imagines themselves in the classroom with this non fiction book, going to their toolkit and sorting through the cards for the appropriate ones.

Activity 2 Which Tools to Use?

- Using unseen text decide which tools are most appropriate for each of the texts. Then apply the skills for each text as a review.
- Compare the two texts for contents and index pages.
- How are the texts similar / different? Does that mean the use of different or same tools?

Activity 3 Reading Comprehension

- Using the Probe Test – The Car- creating a mental picture as each sentence is read. Then checking the question so that we understand what it is asking?
- Looking for evidence in the text to support our thinking.
- Reading between the lines – what do we think about ... (based on what we already know, what could it be...).

Activity 4 Recalling Details of Text.

- Using the answer cards from parts of text – Why Can't I Walk On Water – ask what kind of questions would match. Give each child a bundle of five question and answer cards to match up.

Review what tool we discussed. What each student did well – specific feedback

At the end of session:

- **Tools/skills will be placed on the appropriate columns on the I'm getting better at chart.**
- **How well do I feel I can do the skill worksheets – pre and post task.**
- **Adding a comment to the Helpful /Unhelpful Thinking chart.**

Session 9

Focus:

- Reading Comprehension – Creating mental images/ a movie to the text.
- Recall of details from the text.
- Guided Imagery Script – Sitting in the classroom with a text in front of you and creating a mental picture of the text with success using the before/during and after reading cards.
- Deciding which tools are more appropriate for different texts.
- Vocabulary Development – synonyms, most sensible word.

Materials:

- Texts – The Whale Trip
- Tool Cards
- Question Cards from texts.
- Concept Map of Whales – What do I already know?

Procedure:

Activity 1 Guided Imagery Script

- After initial relaxation section, the student imagines themselves in the classroom with this non-fiction book, going to their toolkit and sorting through the cards for the appropriate ones.

Activity 2 Which Tools to Use?

- Using unseen text The Whale Trip- each child is to go through their list of tool cards and select the most appropriate – compare and discuss to decide which tools are most appropriate.
- Concept map – What do I already know about whales. Each child to quickly sketch/draw/write key points of prior knowledge.

Activity 3 Reading Comprehension

- Using the current text, creating a mental picture as each sentence is read. Then checking the question so that we understand what it is asking?
- Looking for evidence in the text to support our thinking.
- Reading between the lines – what do we think about ... (based on what we already know, what could it be...).

Activity 4 Vocab Development

- Find words to complete the sentences with appropriate meaning in the text- using vocab cards.

Review what tool we discussed. What each student did well – specific feedback.

At the end of session:

- **Tools/skills will be placed on the appropriate columns on the I'm getting better at chart.**
- **How well do I feel I can do the skill worksheets – pre and post task.**

- **Adding a comment to the Helpful /Unhelpful Thinking chart.**

Session 10

Focus:

- Reading Comprehension – Creating mental images/ a movie to the text.
- Recall of details from the text
- Guided Imagery Script – Sitting in the classroom with a text in front of you and creating a mental picture of the text with success using the before/during and after reading cards.
- Deciding which tools are more appropriate for different texts.

Materials:

- Texts – The Whale Trip,
- Tool Cards
- The Whale Trip – Written Comprehension worksheet.
- Question Cards from texts.
- Vocabulary cards using text terms.

Procedure:

Activity 1 Guided Imagery Script

- After initial relaxation section, the student imagines themselves in the classroom with this non-fiction book, making a mental movie of the text and recalling the important information so that they can tell their friends about text.

Activity 2 Which Tools to Use?

- Using text decide which tools are most appropriate for each of the texts. Then apply the skills for this text as a review.

Activity 3 Reading Comprehension

- Check our predictions from the “ What I see, What I think, I wonder’ task.
- Looking for evidence in the text to support our thinking.
- Reading between the lines – what do we think about ... (based on what we already know, what could it be...).

Activity 4 Vocab Development

- Find words to complete the sentences with appropriate meaning in the text. Students to select a word for their partner to try and trick.

Review what tool we discussed. What each student did well – specific feedback.

At the end of each session:

- **Tools/skills will be placed on the appropriate columns on the I’m getting better at chart.**
- **How well do I feel I can do the skill worksheets – pre and post task.**
- **Adding a comment to the Helpful /Unhelpful Thinking chart.**

Final Session – Formal Post Assessment

- **Probe Comprehension – Pauls’ Birthday Reading Age 5.5 – 6.5 years**
Swimming R.A. 6 – 7 years
- **Listening Comprehension Test**
- **Reader Self Perception Survey Parts A & B.**

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