

## Teaching Units

**To teach self talk to use the re-reading strategy to help the student re-read to gain meaning and improve reading accuracy.**

### Outcomes:

- ♦ improve self efficacy in reading
- ♦ enhance self-management and control skills and strategies
- ♦ improve comprehension at sentence level
- ♦ improve independent reading rate
- ♦ improve self-correction rate

### Format

Grade level: Grade 4

Grouping: individual

Sessions: 8

Time: 30 minutes

### Session 1

#### Focus:

Recognition of sentences that are logical and sensible and relate to the picture

Explicit demonstration and explanation of rereading strategy

Model self talk

#### Materials:

Reading with Strategies Posters. Stage 2. Celebration Press.

Rereading can help me become a better reader poster

### Procedure

#### Shared reading

- ♦ Discuss with the student some of the difficulties he has with reading. Tell him that he is going to learn about a strategy that will help him with his reading. It is a strategy that he knows about but the way he is going to learn to use it will help him understand more of what he read and also help him when he finds reading difficult.
  - ♦ Introduce a Reading with Strategies poster to student. Ask student to describe / discuss the poster.
  - ♦ Explain that you are going to make some statements about the poster and that he is to listen carefully and decide if the statement sounds right or makes sense.
  - ♦ After each statement, ask the student “does that sound right?” “ did that make sense?”
  - ♦ When the student identifies statements that did not make sense or sound right, ask the student to explain why it didn’t make sense and to suggest how to change the statement so that it did make sense
  - ♦ Introduce Helping Hand

Good readers need to make sure that what they read sounds right and makes sense. To help you decide if what you are reading makes sense or sounds right, you need to

    - ♦ look at the pictures and predict about the story
    - ♦ listen to yourself as you read
    - ♦ ask yourself does it make sense? does it sound right?
    - ♦ and when it doesn’t make sense or sound right
    - ♦ STOP
    - ♦ Reread.
- ♦ Explicit modeling of the strategy using a shared text

## Guided reading

- Cued practice Text: Popcorn Fun Level 13
  - Before reading
    - introduce book, discuss with student and invite predictions about the text
    - Remind student about rereading.
    - Ask him to say what he is going to do, what he is going to tell himself to do
  - During reading
    - If the students hesitates, ask why
    - Constantly ask the student what they are doing and why
    - If meaning is lost, ask does that make sense? Does that sound right?
    - Remind to reread, model where to go back to (where meaning was lost)
  - After reading
    - How did you feel about your reading
    - What did you do while you were reading
    - Why did you reread that part?
    - What did you learn?
- Running record: record word - accuracy, errors, rereading, errors corrected

## Session 2

### Focus

Developing self-management at sentence level

### Materials

Cards for sentence manipulation – copy attached

### Procedure

#### Shared Reading

- Review Helping Hand and Rereading strategies poster.
- Students says what he will do and say to himself before and during reading and why.
- Student sequences cards to make sentences related to posters. Cue student to frequently reread to help clarify / gain meaning
- Model strategy explicitly on a shared text. Stop after each sentence. Model self-talk- Did that make sense? Did it sound right? Model self-talk to reread to regain meaning

#### Guided reading

Cued practice procedure as for session 1

New text – Mrs. Spider's Beautiful Web Level 13

Running record

## Session 3

### Focus:

Reading for meaning

Self talk

Student articulating what he does before, during and after reading

### Materials:

Reading with Strategies Posters

Prepared sentences for "Which word makes sense?" activity - attached

### Procedure:

#### Shared reading

- Revise Helping Hand strategies from previous session
  - Introduce poster - Rereading can help me become a better reader
    - Rereading helps you when you've tried other strategies and you are still stuck on a word. Make the first sound(s) of the word and reread to help you predict the correct word.
    - Sometimes when you work hard on a tricky word, you forget what the sentence is about. Rereading helps you remember.
    - Rereading also helps you check that what you've read looks right

- Student says the strategies he learnt and articulates what he does when he is reading and what he says to himself as he reads
  - Which word makes sense? /sound right activity
    - Show student individual posters and sentences
    - Model the activity - reread using either words and asking yourself questions/using the Helping Hand strategies
- Student reads each sentence and chooses the appropriate word e.g.  
 This yellow dump/dark truck is unloading dirt to fill a huge house/hole.  
 When the student is unable to read the words, ask opening questions e.g. where would you put the dirt?  
 Cue the students to say what he will do to help him choose the suitable word and the questions he will ask himself.  
 Ask –did your reading make sense? What do you do when it doesn't make sense?  
 How can you check if it does make sense?

### Guided Reading

Cued practice: – procedure as in session 1  
 New text – Robert and the Dinosaur Level 13  
 Running record

## Session 4

### Focus

Student guided to apply the self-talk and rereading strategies

### Procedure

#### Shared Reading

Before reading activity

Brainstorming - First Steps Reading Resource Pg. 91

#### Guided reading

Guided practice – Cue student before reading, less intervention by the teacher during reading, after reading discussion as session 1

After reading activity – confirm / reject predictions

New text – Ben's Tooth Level 13

Running record

## Session 5

### Goal

Student guided to apply the self-talk and rereading strategies

### Procedure

#### Guided reading

Guided practice – Cue student before reading, less intervention by the teacher during reading, after reading discussion as session 1

After reading – oral retelling

New text – The Tortoise and the Hare Level 13

Running record

## Session 6

### Focus

Student guided to apply the self-talk and rereading strategies

### Procedure

#### Shared Reading

Before reading activity

Draw prediction

Read text – confirm reject predictions

### Guided reading

Guided practice – Cue student before reading, less intervention by the teacher during reading.

After reading discussion as session 1

New text – The Tree House Level 14

Running record

### Session 7

#### Goal

The student practices the strategies independently

#### Procedure

#### Shared Reading

Before reading activity – Set the Scene - First Steps Reading Resource

Pg. 90

#### Guided reading

The student practices the strategy independently.

After reading discussion as session 1

New text –The Cross Country Race Level 14

Running record

### Session 8

#### Goal

The student practices the strategies independently

#### Procedure

#### Guided reading

The student practices the strategy independently.

After reading discussion as session 1

Ask student to evaluate his reading and discuss how he sees himself as a reader

New text –After the Flood Level 14

Running record

## Bibliography

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## **Rereading can help me become a better reader**

- **Rereading helps you when you've tried other strategies and you are still stuck on a word.**
- **Make the first sound(s) of the word and reread to help you predict the correct word.**
- **Sometimes when you work hard on a tricky word, you forget what the sentence is about. Rereading helps you remember.**
- **Rereading also helps you check that what you've read makes sense and sounds right**
- **I can remind myself to reread**

Session 2

Which word makes sense?

**This yellow dump/dark truck is unloading dirt to fill a huge house/hole.**

The mother bird is kept busy finding worms/warm to feed her hungry/happy babies.

A tiny/trying lizard is climbing/coming down.

Two fluffy/funny rabbits are tasting/ taking the delicious yellow flower

The Eskimo hunter is liking/looking for seals/snow.

These/three trees go up so high/hit they look like they touch the blue sky.

Mother grizzly bear led her cubs across /around the log and there/ through the forest.

The baby giraffe can camouflage himself against the pattern/picture of the last/larger giraffe.

These boys and girls must walk/work together to be a team/try.

If I wanted/were a fish I could swim under/over water all day long.

Session 3

**Sentence manipulation**

The	boy	lost	his	tooth	this	morning
while	he	was	eating	his	breakfast	

Our	class	played	sport	in	the	playground
after	lunch					

It	was	raining	so	the	children	made
popcorn	with	their	mother			

Robert	walked	into	the	forest	and	saw
a	huge	dinosaur	looking	at	him	

When	I	went	shopping	with	my	Father
he	bought	me	a	computer	game	

This	morning	it	was	raining	so	we
did	not	go	outside	to	play	

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