TEACHING STRATEGIES
Improvement in self-management strategies, particularly re-reading strategies, will help students with visual perception problems bring their strengths to the text.

LESSON 1
Focus: Self-management strategies to promote re-reading at sentence level.
Method: Introduction to HELPING HAND

1. STORY “HELPING” (pm..Giggling Gerties)
   - Who did the little girl help in the story? mother, sister,aunt etc
   - How did she help them?
   - What did she do to help herself at the end of the story?
   - What do you do to help yourself? How do you learn new things?
     (teaching from someone, practice by me.)
   - We call the things we do to help us learn …. “Strategies” 
     (Build up chart of things they have helped themselves to learn)
   - How do you help yourself to learn to read? (oral responses)
   - Why do we read…

   … to get meaning and know what the story is about?
   … you need to listen to what you are reading…

   “so you don’t keep going like it doesn’t matter if it
   doesn’t sound right.”
   
   How do you help yourself to learn to read? (oral responses)

2. We are going to put some clues on each finger of the “helping hand” to help you to remember what to do to help yourself to be a good reader.
   
   They will be … Reading Strategies … to use to help you help yourself to read..

   - When you are reading you must listen to yourself and stop if it doesn’t sound right.. put on first finger of HELPING hand.

   DOES IT SOUND RIGHT?

   - If it doesn’t sound right you must go back to the start of the sentence ….. Put on second finger….. RE-READ

   - As you re-read you must look closer at each word.
     Put on third finger……LOOK CLOSER

   - As you are looking closer you must think about fixing it
     So you say WHAT ELSE COULD IT BE?
     …………Put on fourth finger.

   - Now you can have another go at the sentence and if you’ve had
     A good look and a good think you might….. SELF-CORRECT
     …………Put on fifth finger.

   If you self-correct when you are reading that’s the best thing.
You can do to help yourself.

Now I’ve done some teaching so you can do some practicing…

Get your “Helping Hand ready” (practice reciting prompts as each finger is held up)

After turn-taking etc. take Velcro fingers off main Helping Hand and distribute have children come up in correct sequence and place the finger on the hand as they recite the prompt.

3. Time to begin to use helping hand strategies.

Reading with Strategies kit… Pictures with a sentence children take turns at reading a sentence and praise is given for the use of the Helping Hand Strategies.

Pathway…tomorrow we are going to learn another Helping Hand that tells us what to try as we are….. Looking Closer

For six lessons after that we will be reading a little Chapter book and practicing all our “Helping Hand Strategies” so that you will always remember how to help yourself to be a good reader.

Conclusion: Each child will recite the strategies using their own hand before they leave the room. Student A will recite first.

LESSON TWO

Focus: Self management strategies

Method: Recite General Helping Hand for re-reading,

Introduce “Looking Closer” Helping Hand to use for closer visual checking strategies when needed…

For examples… use Reading with Strategies kit as oral cloze (see photo’s in appendix)

Point to the words…. look at the first letter of blend …. get your mouth ready for that sound…. look for chunks…. you’re a star.

( This helping hand it is really for further teaching to help achieve working out word strategies if found to be necessary)

Give children the components they need to build their own Velcro helping hands. (photo)

Say “ As we read we are listening and sometimes we need to stop and say … Does that sound right? … Find it and put it on your hand.

If the answer is “no” we need to re-read…. find that finger and put it on your helping hand.

Continue to do this process for all strategies on the helping hands.

3. Guided Reading teaching strategy for Sparklers title

“Spaced out” Level 15-18 band Reading Recovery level.

Chapters 1 and 2.

Follow teacher resource book for questioning and during the
Child’s working individually on the text assist by prompting them to use the helping hand strategies.

A running record of approximately 100 words will be taken on student A before he is prompted to use strategies.

**LESSONS 3, 4, & 5** will follow the same procedure as lesson two but the guided reading will be for chapters 3, 4, 5 and 6. (WORD INSPECTOR GAME..key words….matching, CHUNKING GAME WITH KEY WORDS)

**LESSONS 6, 7 & 8**

Focus: to assist the children to self-monitor the use of the helping hand strategies i.e. give them the responsibility to put what they have been learning into action.

Method: Practice time to re-read the guided reading book from lessons 2-5 and time to tape-record their reading so that a group chart of their strategy use can be plotted. It will be a group effort.

**ASSESSMENT: RUNNING RECORDS**

At the end of each session the assessment chart will be filled in for student A. During sessions 2-5 a running record will be taken on Sparklers title “Spaced Out” so the readers will have prior knowledge to bring to the text.

During sessions 6, 7 & 8 an unseen running record will be taken on the next Red level Sparklers book …..You Can’t Catch Me, (for Student A and the other students to a lesser degree). The reason for the change to a completely unseen text is to scaffold the use of the strategies to independent reading i.e…. to assess and note changes.

Four year two students. Focus teaching time during the reading hour. Work area used for groups just outside their classroom.

Naturalistic approach…group activity because three of the children have had withdrawal for Reading Recovery.