

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

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The students were withdrawn from their class at a time other than the Literacy Block for 10 intervention sessions of approx. 40 mins duration and over a three-week period.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

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.

This document was created with Win2PDF available at <http://www.daneprairie.com>.
The unregistered version of Win2PDF is for evaluation or non-commercial use only.