

TEACHING STRATEGIES

Explicit teaching of self-management strategies to low achieving readers increases their self-efficacy.

Each session was to be of thirty minutes in duration, however on three occasions this went to forty minutes.

The format of each session was as follows:

1. Feed-forward

Making the purpose or teaching goals of the session clear to students

2. Body tapping (see Appendix 2)

To support memorization of 5 “before reading strategies”

3. Coaching/ Modelling

Each of the five strategies was rehearsed with the teacher initially. The teacher had to show and tell the students how and why they were to use the strategy. As students confidence increased, students fulfilled the coaching/mentoring role with the remainder of the group.

4. Practise/Checking

- Students tested the steps by reading of the text to search for clues that support prediction and ticking off each prediction when found. It was hoped that students would learn over time to see the value in the task and that they would make connection that good readers engage in these strategies automatically.
- Teacher used particular prompts to shift responsibility to students and indicate belief in their ability.

5. Feed-back

Teacher used specific feed-back prompts. These were based on Mc Cabe and Margolis(2001) notion of “Can do..” at encouragement by identifying specifically what students were doing well.

6. Game

Students played a “Snap game” to reinforce with memorizing the steps and as a reward for staying on task.

7. Articulation/verbalizing

Students stated the 5 new strategies or any other strategies they knew

8. Extrinsic Motivation

Sticker rewards given.

SESSIONS

It must be stated that there was some deviation to the planned 10 sessions.

See table below:

Session number	Planned focus	Adaptation in teaching focus
	Self-Efficacy Survey Running Records	
1	Identifying Purpose with students (To practise what good readers do before reading)	
2	"	
3	"	
Recording of reading strategies known in reading journal.		
4	To get students and teacher to be responsible for coaching each other and take students through the 5 steps.	In lieu of "5 step Snap game – teaching of meaning of the vocabulary the teacher was using.
5	"	Used new vocabulary in lieu of Snap game
6	"	"
Recording of reading strategies known in reading journal.		
7	To get students only to coach each other through the 5 steps and report back learning to own classmates after session.	
8	"	
9	"	
Recording of reading strategies known in reading journal.		
10		
SELF EFFICACY SURVEY		

Appendix 1 – Self-Efficacy Survey

SELF-EFFICACY SURVEY

I am going to ask you about some things you do in school. This is not a test , and different children will have different answers.

It's important for you to be honest with your answer. Answer how you really fee, not how you think others would like you to feel.

STUDENTS NAME: _____

Year Level: _____

1. How much do you like the following:

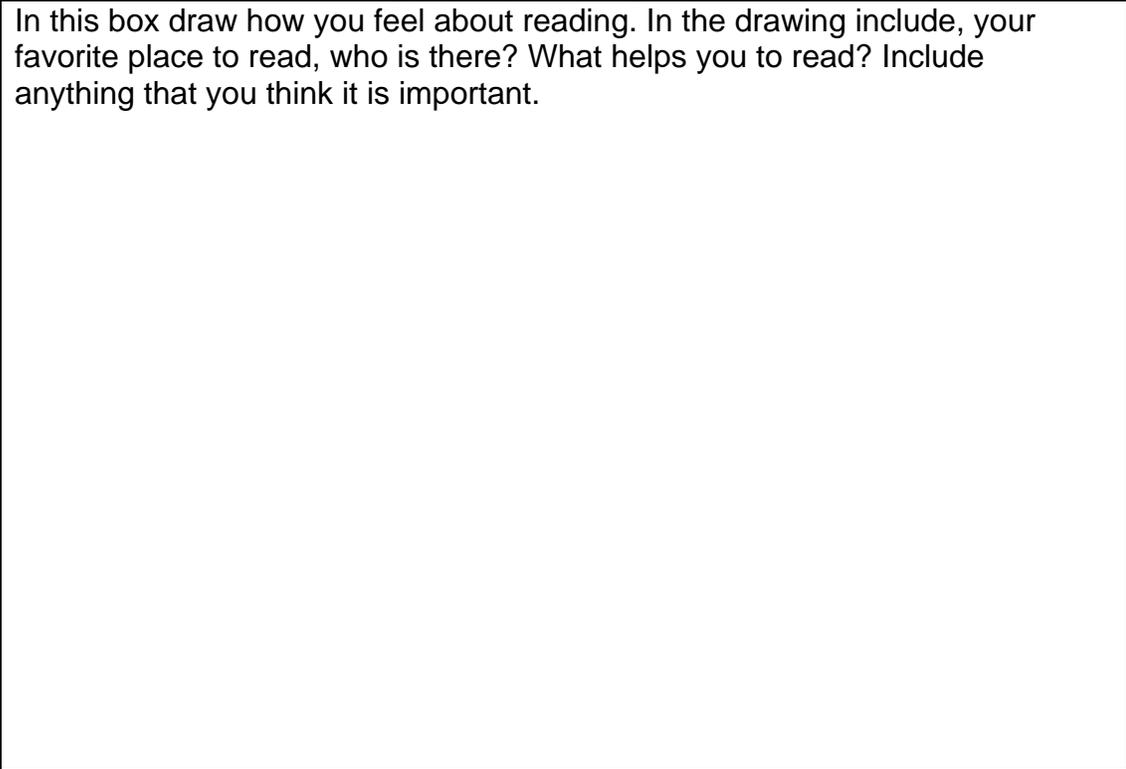
	Not at all	Not much	Sometimes	A lot of the time	Always
I enjoy reading by myself at home.					
I enjoy reading by myself in class.					
I enjoy choosing books for reading.					
I enjoy being read to in class.					
I enjoy visiting the school library.					

2. Things I can do when I read:
(Complete these sentence starters)

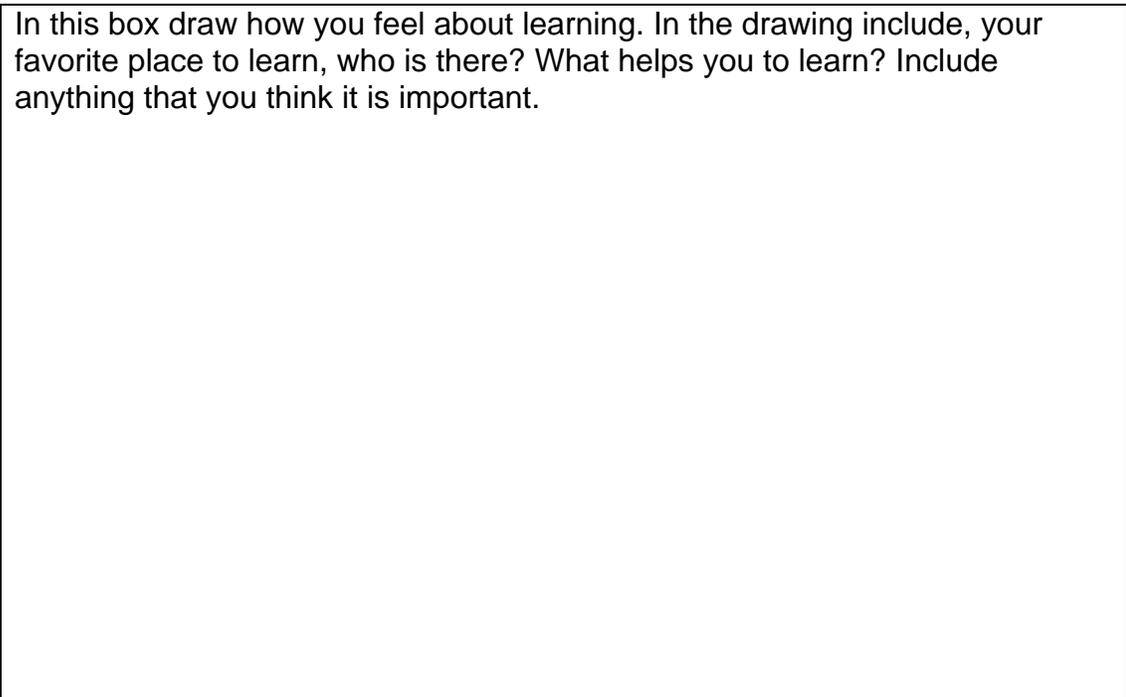
a) Before I begin reading I do the following..
b) Before I begin reading a question I can ask myself is..
c) When I am reading and come to a word I don't know I..
d) When I make mistakes in reading I..
e) When I find words are hard to read I..
f) When I am reading something that doesn't make sense I..

3. How I feel about reading and my learning:

In this box draw how you feel about reading. In the drawing include, your favorite place to read, who is there? What helps you to read? Include anything that you think it is important.



In this box draw how you feel about learning. In the drawing include, your favorite place to learn, who is there? What helps you to learn? Include anything that you think it is important.



Appendix 2 – Body Tapping task

The following actions were taught to the children. Children had to tape the body part that matched the action. Only five actions were chosen as it was felt that these would be sufficient to recall. To further support memory, the actions went from top to bottom.

Action	Language used to link action to strategy
Tap head to indicate thinking.	Think about the topic
Tap eyes to show eyes are used for looking.	Look at the title, picture and blurb
Touch mouth – words come from the mouth.	What words might I find ?
Hands cupped in book shape and then followed by finger shaking.	Is it a story or not ?
Arms extended as though asking a question.	How will I know ?

Appendix 3 – Snap Cards

What do I know about this topic ?	What do I know about this topic ?
Look at the title, picture and blurb.	Look at the title, picture and blurb.
What words will I find in this text?	What words will I find in this text?
What kind of book is it? (Story or not)	What kind of book is it? (Story or not)
How will I know?	How will I know?

narrative	narrative
story	story
fiction	fiction
guess	guess
prediction	prediction
topic	topic
big idea in book	big idea in book

subject	subject
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Appendix 4 – Teaching Script

Teaching Script

1. Feed-forward (Making explicit the teaching goal or strategy with students)

Today we will be focusing onwhat good readers do before they read.

Good readers do this in their head before they begin.

Good readers do this quickly.

Good readers do this to help them make good predictions about what they will read.

2. Modelling/ coaching of strategy

Let me show you..

(As per book orientations)

3. Encouragement during the reading phase that was framed in terms of expectations that the child would succeed whilst reading the text.

- *You know this..*
- *What can you try..*
- *What else can you try..*
- *I know you know how to do x/y/z*

4. Feed-back after the reading

I like the way you were able to...(stretch/re-read/chunk etc)

I really like the way you didn't give up.

I really like the way you had a go.

5. Testing of strategy

Look at all the things you already knew before you began to read.

Look at all the guesses/predictions you made that we were able to check in the book.

6. At end of session – after student verbalized known strategies.

You showed me what good readers do – that's great

It's terrific you remembered what good readers do.

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