

TEACHING UNIT

Using Repeated Reading to improve word accuracy and prose reading in students with reading difficulties and functional auditory processing difficulties.

Format:

Grade level:	Grade 5
Grouping:	8 session individual, 1 group session
Sessions:	9
Time (average):	30 minutes

Materials:

Text: Bad Bart by Rose Interra, Heinemann Library
ISBN 174070002-3

Stop watch

Session 1:

Focus: Explanation of repeated reading strategy
Reflection on reading behaviour

Procedure:

Explain to students that this is a new reading strategy that will assist them when reading on their own.

Explain that they will read a text aloud four times. During the first and second reading no support will be given. After the second reading they can ask for help with decoding and the meaning of words. They then have to read the text again a third and fourth time.

All text readings will be timed.

Students read the text four times with a break between the second and third reading when they can ask questions in regards to decoding words and meaning of unknown words.

Students will then be given feedback in regards to reading rate, errors, and self corrections.

Errors will be examined in regards to context. Could the author have used the word you misread and would it still make sense?

After the fourth reading students will reflect and express on what they noticed about their reading (decoding, comprehension, reading rate).

The session finishes with a discussion in regards to when they could use repeated reading in their daily lives.

Sessions 2 to 8 (individual sessions):

Focus: Empowering students to cope when they find it difficult to read an unseen text.

1. Talk about when and where they used repeated reading and how useful it was.
2. Students retell previous chapter from *Bad Bart* by Rose Inerra.
- 3 Students read following chapter twice, unaided.
4. Students are encouraged to ask for assistance with word reading and meaning of words.
5. Students repeat reading for third and fourth time. Teacher times all readings and takes running records.
6. Teachers gives feedback to student (reading rate improvement, errors and self corrections, and examines errors together with students) Teacher praises students for their efforts.
7. Students are encouraged to reflect on how their reading has changed with the re-peated reading sessions (decoding, comprehension, context).
- 8 Students are encouraged to think where and when they can use repeated reading in their daily lives. They are also encouraged to discuss this new strategy with their families.

Session 9 (group session):

Focus: Reflection and group support

Teacher congratulates students on having finished a chapter book.

Teacher then starts the discussion by asking all students:

“Please tell us, what you have learnt in the last eight sessions”.

Brainstorming, answers put on butcher paper.

(Teacher may need to prompt students with asking them about decoding, comprehension and reading rate.)

Discuss use of strategy: *“You have learnt a new strategy to assist you with your reading.*

Are there other times -outside these sessions- when you have started using this repeated reading strategy? What have you found it helpful with?

Brainstorming, again answers put on butcher paper.

Students then are encouraged to tell some of their peers in class what they have done in the withdrawal lessons. *“You have learnt that repeated reading is a useful strategy when you find it difficult to understand what you have read. It might be useful for other students, too. Would you like to talk about your experience with some of your peers? What could you tell them?”* Teacher gives each student the opportunity to practise what they would like to say and facilitates students to talk to one other student or to a small group of friends.

Butcher paper displayed in classroom

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