Teaching Grade Two students who are accurate text decoders but have difficulties in comprehension, to use ‘repeated reading to increase their fluency and comprehension.

Teaching Sessions

Session 1

- Tr reads “The Three Billy Goats Gruff” PM Level 16, the story to the group and the chn follow with their own text.
- Tr instructs the chn to listen to the story as they will need to answer questions after the tr has read the story to them.
- After listening to the story the chn are given a piece of paper to answer five questions.
  
  Who are the main characters?
  Where did the story take place?
  When did the story take place?
  What did the main character/s do?
  How did the story end?

- Chn share the answers with each other and the Tr fills in more information or corrects their answers
- Tr introduces the script and allows the chn to choose their parts.
- Chn read their parts in the play as the play is read through.
- Chn read their parts aloud but to themselves.
- Chn read the play again together.
- Chn take home the play and read their part through at least 3 times.

Session 2

- Chn read through the play each reading their part
- Tr asks the chn what do we need to do to make this play ready to perform to other classes?
- Tr and chn brainstorm all the reading behaviours that would enhance the play; e.g read so we sound like we are talking: use loud voices and lots of expression to make it sound interesting and meaningful
- Tr focus on the reader’s fluency and expression
- Chn reread with stronger voices and more confidence and fluency
- Tr gets out some props and as they are laid out, the five comprehension questions are reasked and the props are put down to represent the answers. E.g where did the story take place? On the hillside. What can we use to show the audience this? green material.
- What else was in the story? A bridge and water. What can we do to show the audience these things? Blue material for water and the gold material for the bridge.
- Using the props, the play was read again with some actions and more expression and volume.
- Tr giving directions to use the props and movements and modelling volume and expression.
- Reread the play without any directions from the Tr.
Session 3

- Chn read through the play again using all the props and instructions.
- Read the play again as the final practise before the performances
- Performed the play four times for the junior classes

Session 4

- Tr reads “Stone Soup” PM level 17 the story to the chn while they follow with their own text.
- Tr instructs the chn to listen to the story as they will need to answer questions after the tr has read the story to them.
- After listening to the story the chn are given a piece of paper to answer five questions.
  - Who are the main characters?
  - Where did the story take place?
  - When did the story take place?
  - What did the main character/s do?
  - How did the story end?
- Chn share the answers with each other and the Tr fills in more information or corrects their answers
- Tr introduces the script and allows the chn to choose their parts.
- Tr asks the chn “What do we need to do to get this play ready to perform?”
- Chn answer to read the play lots of times: read so we sound like we are talking: use loud voices and lots of expression to make it sound interesting and meaningful
- Chn read their parts in the play as the play is read through.
- Chn read their parts aloud but to themselves.
- Chn read the play again together.
- Chn take home the play and read their part through at least 3 times.

Session 5

- Chn read through the play each reading their part
- Tr focus on the reader’s fluency and expression
- Chn reread with stronger voices and more confidence and fluency
- Introducing some props, the play was read again with some actions and more expression and volume.
- Tr giving directions to use the props and movements and modelling volume and expression.
- Reread the play without any directions from the Tr.

Session 6

- Chn read through the play again using all the props and instructions.
- Read the play again as the final practise before the performances
- Performed the play four times for the junior classes
Session 7

- Teacher asked the chn to remind her of what they need to do while she is reading the new story to them.
- She reminds them that she will be asking questions after the story and they will need to write the answers.
- Tr reads “The Brave Little Tailor” PM level 19 to the chn.
- After listening to the story the chn are given a piece of paper to answer the 5 questions.
  
  Who are the main characters?
  Where did the story take place?
  When did the story take place?
  What did the main character/s do?
  How did the story end?

- The chn are given less support in explaining the questions and the chn are encouraged to use the text to check or find their answers.
- Tr asked chn to explain some of the vocabulary in the text.
  e.g. What does a tailor do?
  What is a wild boar?
  Was the tailor brave?

- Chn share their answers with the group and the teacher encourages the participants to help expand the answers a little more. The questions are corrected.
- Tr introduces the script and allows the chn to choose their parts. This is a harder text and also longer the chn need to choose 2 characters to read and perform.
- Chn read through their parts as the play is read as a cast.
- Chn read their parts aloud but to themselves
- Chn read the play again together
- Chn take home the play and read through their part at least 3 times

Session 8

- Tr ask chn why do we keep reading the play over and over?
- Tr and chn remind each other of all the reading behaviours that are required to perform a play to an audience.
- Chn read through the play concentrating on fluency, expression and volume
- Tr and chn decide on the props that will be required for this play
- Chn read the play again and are directed on the use of the props and the positions they need to be in for the audience to see them and to perform two roles each.
- Read the play again using all the props and directions
- Re read the play again without any directions from the Tr
Session 9

- Chn read through the play again using the props and the directions and using fluency, expression and good volume.
- Re-read the play again as a final rehearsal before going to the junior classes to perform.
- Perform the play 4 times in front of four different junior classes.

Session 10

- Discuss with the chn what ‘repeated reading’ means.
- Discuss how we can use this strategy in the classroom to improve our comprehension.
- Tr suggests that the chn read a text 3 times before they answer any questions
  - Eg. 1st read decode tricky words
  - 2nd read understand what the story is about
  - 3rd read fluency and expression to help with understanding what the story is about
- Chn given a passage from CARS Series 11A to read.
- Chn then practised reading the passage three times.
- After the 1st read talk about any tricky words.
- After the 2nd read asked the chn the 5 questions, answers are given orally.
- After the 3rd read where the chn read the passage aloud but to themselves Tr asked if they were all ready to answer some questions.
- Chn given the comprehension sheet to fill in.
- Together, answer the questions comparing each student's answer and ask why they answered accordingly.