

Explicitly teaching a repeated reading strategy improves comprehension and self-efficacy for Grade One students.

Teaching Unit : Repeated Reading and Self - Efficacy

Explicitly teaching a repeated reading strategy improves comprehension and self – efficacy for Grade One students.

Session One

Text: Camp Fire

Introduction of the strategy:

We are going to do some reading together. We are going to read the book a number of times. Reading the book more than once will help you to remember the story and the words, and will help you to read in a way that sounds like talking.

Why are we doing this?

Before we begin reading though, we are going to think about and record the things that ‘good’ readers do when they are reading.

Students give responses, and teacher records them on a piece of paper (this is kept and referred to, and added upon in all sessions.)

Teacher reviews student responses:

Let us look at the ideas that you have come up with about what ‘good’ readers do when they are reading. Read list, and talk about how these actions help the reader to read well. Are there any other thoughts or questions?

We are going to try to do these things when we read too.

Initial Reading of the Text

Look at the front cover of the book. Are there any words you recognize? Can anyone read the title?

Students give their thoughts. Teacher guides students to the correct title. Teacher directs students to 1:1 matching of words in the title as it is read.

Students Practise:

Let's practise pointing to the words as we read the title on the title page.

Students read title of book on the title page, pointing to the words.

Reading the Text:

Now we are going to read the book together. We are going to point to the words as we read, and the teacher will read the words this time, but you can say each word as you point to it.

Students read the text with the teacher.

The text is re read by students and teacher, with the teacher gradually becoming less vocal in the reading (3-4 reads).

Now you are going to read the book with a partner. You need to do this 3-4 times.

Teacher listens to reading checking for 1:1 matching and fluency.

Now you need to read the book by yourself, keep doing this until you are asked to stop.

Teacher listens to each student reading, taking a running record, and anecdotal notes.

Teacher records student responses to the self – efficacy questionnaire, regarding their reading of the text.

Students Review their Actions:

Let's retell what happened in the story. We will record it on this chart.

What were some of the things that you were doing when you were reading today?

Is there anything else you would like to add to our chart about what ‘good’ readers do?

Students retell the events of the story and they are recorded by the teacher on the chart.

Students articulate their thoughts.

Additional thoughts about ‘good’ readers are added to the chart.

Sessions Two –Ten

All sessions followed the format below:

Repeated Reading and Self – Efficacy

Activity	Task Description
<u>Orientation</u>	Revisit the chart about ‘good’ readers. Add any new thoughts/ideas.
<u>Known Text Reading</u> Shared Reading Strategy	Students and teacher re – read the text from previous session. Teacher cues students to use strategies from the ‘good’ readers chart
<u>New Text Reading</u> New text – Repeated Reading Strategy	New text is oriented, via the cover and title. The text is read using the repeated reading strategy. Teacher gradually allows students to take ownership of the reading. Students move into pairs and re read the text.
<u>Retelling the Story</u>	As a group retell the events of the story, and record these on a chart. The chart remains for students to refer back to.
<u>Individual Reading</u>	Each student reads the text to the teacher, who takes a running record of the reading.
<u>Self - Efficacy</u>	Students are asked to respond to the self-efficacy questionnaire. Responses are recorded by the teacher.
<u>Reflection</u>	Students revisit the ‘good’ readers chart, and add any new learnings/thoughts.

**** Each session was recorded on video so that it could be reviewed and analysed in more depth after the teaching was completed.****

Texts Used

Session	Title of Text	Genre	Reading Level	Series	Pages read
1	Camp Fire	Fiction	1	Reading Discovery	1-16
2	My Sandcastle	Fiction	2	PM Plus	1-16
3	Jack and the Giant	Fiction	3	Sunshine Books	1-24
4	Grandpa and I	Fiction	4	Insights	1-8
5	Feeding the Baby	Fiction	4	Insights	1-8
6	Reading is Everywhere	Fiction	5	Sunshine Books	1-16
7	The Hungry Lion	Fiction	5	Sunshine Books	1-24
8	Billy is Hiding	Fiction	5	PM Plus	1-16
9	How to Get to the Giant's House	Fiction	6	Connections	1-16
10	Why Can't I?	Fiction	6	Insights	1-16

‘Good’ Readers...

Sit up straight.

Look at the book.

Listen to the words.

Look at the words.

Point to the words.

Look at the pictures.

Sound out words when they don’t know the word.

Think about their reading.

Remember the story.

Read in a loud voice so people can hear.

Keep trying.

Concentrate.

Like to read.

Read the book a few times.

Know all the words.

Can read to other people.

Read it again if they make a mistake.

Double check the words in case they leave one out.

Take their time.

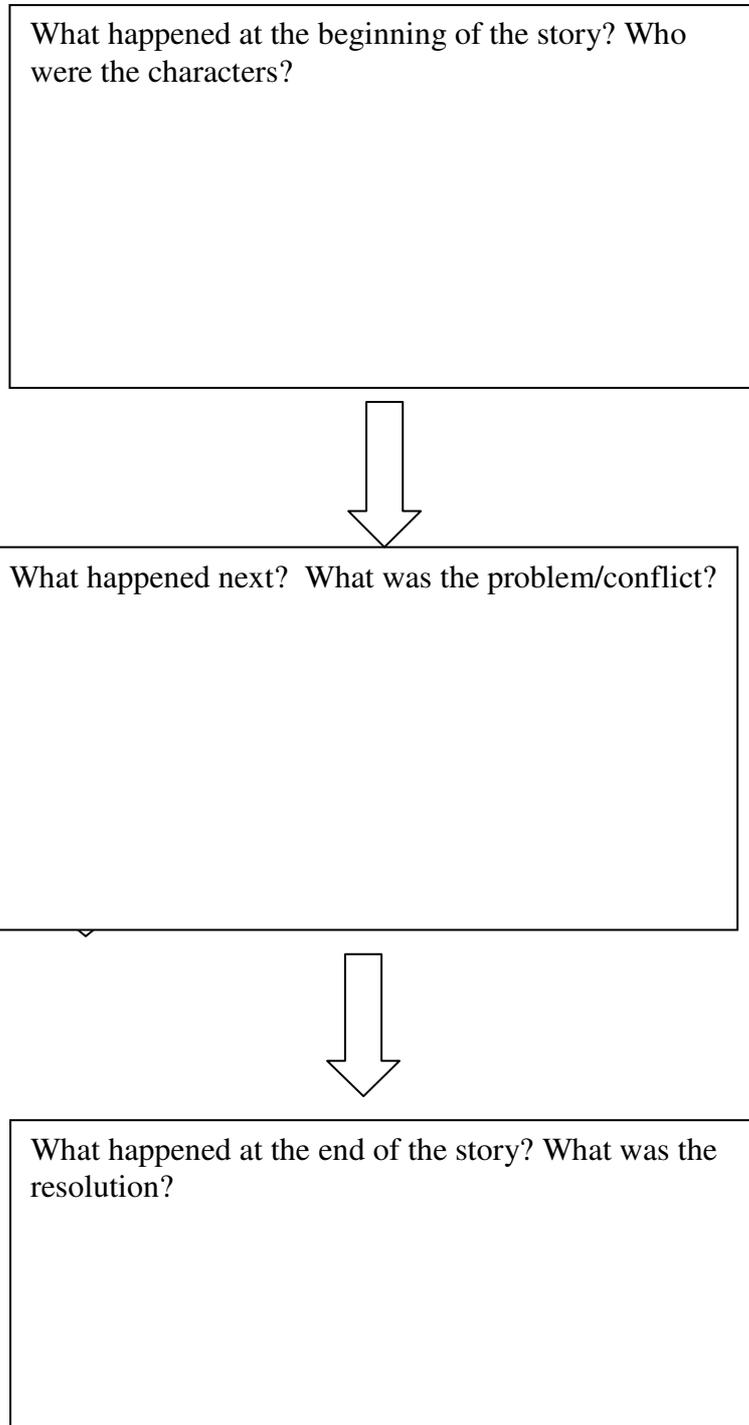
Practise their reading.

Go back and re read when they make a mistake.

****Compiled from sessions with teaching Group 2008****

Some responses were given a number of times in different forms; only one response has been recorded on this list.

Retelling the Story



This chart was used in all sessions for students to retell the story. It was adapted to be longer/shorter to fit the events of the story, Questions in the boxes are indicative of the types of questions asked by the teacher to get student responses.