TEACHING PROCEDURES /PLAN FOR RESEARCH.

Initial discussion and creating a non-threatening environment with student.

1. Discussion of fables and their structure so that the student is familiar with this text type.
2. Discussion of the coda so the student is able to predict that this will occur in every fable.

Base line. (For pre-intervention statistics.)

1. **Session One**: Child reads passage “The Council of Mice”.
   Teacher asks child to retell the story in own words.
   Using the checklist, teacher checks literal and inferential ideas retold.
   Teacher does a running record on this book noting reading behaviours.

2. **Session Two**: Child reads passage “The Fox and the Stork”.
   Teacher asks child to retell the story in own words.
   Using the checklist, teacher checks literal and inferential ideas retold.

3. **Session Three**: Child reads passage “The Two Friends and the Bear”.
   Teacher asks child to retell the story in own words.
   Using the checklist, teacher checks literal and inferential ideas retold.

Average Spontaneous Oral Retell.


Maximum time of sessions: 30 minutes.

This first story was selected because it would be familiar to the student and the aim of the first session is to introduce the R.I.D.E.R. Strategy.

1. **Session Four**: Reread together “The Two Friends and the Bear”.
   This will give the student reading practice and cue her into the text type.
   Identify the strategy to be taught – text type.
   Discuss the reasons why it is being taught.
   Explain the steps of the strategy using the R.I.D.E.R. cue cards.
   Practise using this strategy on “The Hare and the Tortoise”.
   Use the R.I.D.E.R. strategy after these sections:
   - Title.
   - First sentence. (Possible vocabulary to be discussed: jeering)
   - Second section – to the word: “try”
   - Third section - “The tortoise” to “quick legs”. (Possible vocabulary to be discussed: trundled)
   - Fourth section – “I’ve plenty” to “sleep”.
   - Fifth section – “Meanwhile” to “walking on”.
   - Sixth section – Last paragraph. (Possible vocabulary to be discussed: whirlwind).

   Teacher asks child to retell the story in own words using the Retell Question Prompt cards.

   Using the checklist, teacher checks literal and inferential ideas retold.
   Reflect with the student what was done and why.
   Feedback on progress made to student
This is a more challenging text. Gradually the student will be asked to use the R.I.D.E.R. strategy after longer sections of text during this session.

2. **Session Five:** Reread together “The Hare and the Tortoise”.
   Revisit the strategy R.I.D.E.R., review stages using the R.I.D.E.R. cue cards
   Practise using this strategy on “The Fox that Ate Too Much”.
   Use the R.I.D.E.R. strategy after these sections:
   - Title.
   - After the first sentence.
   - After the second sentence.
   - After the third sentence. (Possible vocabulary to be discussed: hollow.)
   - After the fourth sentence.
   - After the second paragraph.
   - After the third paragraph.
   - From “The fox” to “miserable”.
   - From “Another fox” to “get out of it?”
   - From “As far as I can see” to “The you’ll easily get out”.
   - After the last sentence.
   Teacher asks child to retell the story in own words using the Retell Question Prompt cards.
   Using the checklist, teacher checks literal and inferential ideas retold.
   Reflect with the student what was done and why.
   Feedback on progress made to student

   **Consolidating the use of the strategy on a shorter text.**

3. **Session Six:** Reread together “The Fox that Ate Too Much”.
   Revisit the strategy R.I.D.E.R., review stages using the R.I.D.E.R. cue cards
   Practise using this strategy on “The Elephant and His Son”.
   Use the R.I.D.E.R. strategy after these sections:
   - Title.
   - First paragraph.
   - Second paragraph.
   - From “Why not?” to “Father Elephant”.
   - From “Elephant Son” to “went on reading’.
   - From “After a while” to “left foot”.
   - From “But my boy” to “certainly is”.
   - Last paragraph.
   Teacher asks child to retell the story in own words using the Retell Question Prompt cards.
   Using the checklist, teacher checks literal and inferential ideas retold.
   Reflect with the student what was done and why.
   Feedback on progress made to student
Consolidation on this text.

3. **Session Seven**: Reread together: “The Elephant and His Son”
   Practice using the R.I.D.E.R. on: **The Fox and the Raven**.
   Use the R.I.D.E.R strategy after these sections:
   - Title.
   - First paragraph.
   - Second paragraph.
   - Third paragraph.
   - Last paragraph.
   Teacher asks child to retell the story in own words using the Retell Question Prompt cards.
   Using the checklist, teacher checks literal and inferential ideas retold.
   Reflect with the student what was done and why.
   Feedback on progress made to student


1. **Session Eight**: Child reads passage “The Art of Reading”.
   Use the R.I.D.E.R. strategy after these sections:
   - Title.
   - First paragraph.
   - From “Let’s go” to “art of reading”.
   - From “Well, I’ve never” to “and writing”.
   - From “The horse raised” to “said the horse”.
   - From “The wolf” to “down dead”.
   - Last paragraph.
   Teacher asks child to retell the story in own words using the Retell Question Prompt cards.
   Using the checklist, teacher checks literal and inferential ideas retold.
   Feedback on progress made to student

2. **Session Nine**: Child reads passage “The Young Rooster”.
   Use the R.I.D.E.R. strategy after these sections:
   - Title.
   - From “A young Rooster” to “slipped away”.
   - From “Early the next morning” to “to make”.
   - From “The sun” to “to the Rooster”.
   - From “This is a disaster” to “hear you?”
   - From “Very early” to “with a start.”
   - From “What a noise” to end.
   Teacher asks child to retell the story in own words using the Retell Question Prompt cards.
   Using the checklist, teacher checks literal and inferential ideas retold.
   Feedback on progress made to student
Teacher does a running record on this book noting reading behaviours.
R.I.D.E.R. Thinking in Ideas/Events Organizer

Beginning

1.

Middle

3.

2.

Ending

4.

5.