

TEACHING STRATEGIES

The intervention procedures were conducted with each student individually. Sessions lasted for approximately 20-25mins and were undertaken during the morning Literacy block within the classroom. Interruptions were kept to a minimum.

In **Session 1** the student was asked to select a few books from the Home Reading boxes that they had read previously, had enjoyed and would like to share with the teacher.

The student then read these books aloud and the teacher recorded observations of the child's reading on the focus sheet. No Running Record was taken at this session.

The prompt chart was introduced to the child and then they were given a wallet to store their chart and books.

Sessions 2-8 followed the procedures outlined below:

SESSION OUTLINE

Activity	Task Description	Time
Prompt chart	Teacher and student discuss prompt chart. Cue student to think about good strategies they already use when reading. <i>"What do you do when you are reading?"</i> Direct student's attention to strategy that will be practiced in today's reading. <i>"What new reading action will you try this time?"</i>	1-2 mins.
Easy familiar reading	Student reads prose aloud: 1) Revisit briefly previous days/ familiar text. 2) Read new text Teacher takes running record of new text. Teacher takes notes of relevant observations on teaching focus sheet. <i>Did the student segment, blend, correct errors, read reversals, repeat, re-run, hesitate, look at the pictures, self-correct?</i>	4-6 mins.

<p>Positive feedback</p>	<p>After reading, teacher provides explicit praise for at least one self-monitoring strategy that has been used effectively. Use positive cues from focus sheet and any other relevant behaviours identified in running record: <i>“ I like the way you...point to the words when you are reading” “ look at the pictures to help you with your reading” “ think about the story before you start reading” “look at the start of the word and make the first sound” “ fix your own mistakes” “ make sure your reading makes sense” “look at the end of the word to check it is right” “ go back to the start of the sentence to get help” “ make your reading sound like talking” “ read with expression” “ think about the story when you are reading”</i></p> <p>Teacher records on the focus sheet which form of praise was explicitly given to the student.</p>	<p>2-3 mins.</p>
<p>Selfmonitoring</p>	<p>Cue student to verbalise what successful strategies they used whilst reading: <i>“As I read I listen to what I say and make a picture in my mind” “As I read I ask myself “Does this make sense?” “As I read I think about what will happen next” “As I read I think about what I will do if I can’t recognize a word” “If I make a mistake, I can re-read”</i></p> <p>Cue the student to tell why the use of the strategy helped.</p>	<p>1-2 mins.</p>
<p>Prompt chart</p>	<p>Teacher cues student to think about the positive actions they are taking while reading: <i>“What reading actions did you take today?” “What did you do when you were reading?” “What are you getting better at?”</i></p> <p>Build positive feelings about the reading. Student record positive actions on prompt chart by using a smiley stamp beside the reading action.</p>	<p>1-2 mins.</p>
<p>Teaching, coaching and modeling the strategies</p>	<p>Draw students attention to one strategy that they may be making consistent errors with or that requires specific attention. Encourage problem-solving. <i>“There was a tricky part on this page. Can you find it? What was it? Does that make sense? Does it sound right? How can we make it sound right?”</i></p> <p>Teacher records on focus sheet the new foci for next session.</p>	<p>1-2 mins.</p>
<p>Orientation to new text</p>	<p>Teacher introduces new text to student. This will be read in the following session. Encourage the student to think about their thinking. Cue the student to think about the front cover, title, what they already know about the topic: <i>“What do think the story will be about? What does the title tell you? What do the illustrations tell you? What do you know about the topic already?”</i></p>	<p>1-2 mins.</p>

	Cue the student to tell what they use to make the predictions.	
Analysis	Teacher analyses Running Record to gain further clarification of strategies being used by the student. Plan instruction and context of next session.	3-5 mins.

Each day in sessions 2-8, teacher selects the new text for the following day, carefully matching it to the teaching focus of the next session.

The teaching focus sheets and daily Running Records provided insight into the reading actions and strategies the student was using. They also portray the improvement in reading ability that occurred as instruction and praise occurred. (see Appendix for focus sheets, observations, and student prompt charts.)

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