

Explicit teaching of self-scripts to cue strategy use to grade two students with reading difficulties (reading at a level lower than grade level expectations) and low self-efficacy improves reading accuracy and self-efficacy for reading.

LESSON OUTLINE FOR ACTION RESEARCH

1. Rereading of an easy text (3 mins)

Choose an easy text for the child to build confidence and to use a small number of strategies efficiently.

2. Review of previous self script from reading card (2mins).

Ask child if they used strategy/strategies in reread. Add reward/s to reading card for any independent use.

Say self-scripts once after teacher.

3. Verbalisation of self-script. Student repeats after teacher 3 times (3 mins).

Introduce new self-script or review yesterday's self-script. Student repeats after teacher in decreasing volume (to encourage subvocalisation) three times.

4. Add self-script to child's reading card (2 mins).

Add self-script to reading card.

5. Teacher models use of self-script using yesterday's new book (3mins).

Teacher reads story vocalising use of the self-script introduced today (or previous day) as well as one example of previously introduced self-scripts.

6. Verbalisation of self-script. Student repeats after teacher 3 times (1 min).

Student repeats after teacher in decreasing volume (to encourage subvocalisation) three times.

7. Student reads new book from yesterday (5 mins).

Student reads yesterday's new book independently.

8. Reflection on use of self-script during reading (2 mins).

Discuss with student when they used the strategy/ies described in the self-scripts. Add reward/s for any independent use.

9. Verbalisation of self-script. Student repeats after teacher 3 times (1 min).

Student repeats after teacher in decreasing volume (to encourage subvocalisation) three times.

10. Self-preparation of new text (3 mins).

Introduce new book. Utilise self-scripts previously introduced during introduction.

11. Child reads new text and teacher takes running record (5 mins).

Take a running record on the new text as the child reads (150 words).

Add any final rewards to reading card.

LESSON OUTLINE FOR TEACHING SELF-SCRIPTS

Name	Age	Grade
DOB	Lesson No.	Date

1. Rereading of an easy text (3 mins)
2. Review of previous self script from reading card (2mins).
3. Verbalisation of self-script. Student repeats after teacher 3 times (3 mins).
4. Add self-script to child's reading card (2 mins).
5. Teacher models use of self-script using yesterdays book. (3mins).
6. Verbalisation of self-script. Student repeats after teacher 3 times (1 min).
7. Student completes new book from yesterday (5 mins).
8. Reflection on use of self-script during reading (2 mins).
9. Verbalisation of self-script. Student repeats after teacher 3 times (1 min).
10. Self-preparation of new text (3 mins).
11. Child reads new text and teacher takes running record (5 mins).

Comments



READING ACTION CARD



Name _____

I will look at the front cover and pictures before I read a new story.

I will look at the pictures as I read.

I will re-read when my reading stops, slows down or doesn't make sense.

I will look for things I know before I chunk and blend.

I will make a picture in my head before I turn the page.

To be cut and pasted onto Reading Action Card

Looking at the front cover and the pictures of a new story will help me to know what the story is going to be about.

**I will look at
the front
cover and
pictures
before I read
a new story.**

*Looking at the pictures as I read
helps me to know what is happening
in the story.*

**I will look at
the pictures
as I read.**

Re-reading helps me to remember what has happened and to have a try at new and hard words.

**I will
re-read when
my reading
stops, slows
down or
doesn't make
sense.**

*Looking for things I know before I
chunk and blend sounds helps me to
work out new words.*

**I will look
for things I
know before
I chunk and
blend.**

*Making a picture in my head before
I turn the page helps me to keep the
story in my mind.*

**I will make a
picture in my
head before I
turn the
page.**

**When the
story
doesn't
sound right
I will stop
and do
something.**

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