

新北市102年度第1梯次國民小學英語教師
短期教育參訪訓練-成果發表會

Teaching Strategies in Reading
閱讀的教學策略

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Teaching Strategies in Reading

1. Introduction
2. Reading in Every Subject
3. Balanced Literacy Model
4. What do We Need to Teach in Reading?
5. Reading Activities in the Classroom
6. Conclusion

Introduction

- “**Reading** is the basis for all learning.”
by George W. Bush
- In American schools, a minimum of **140-minute** is recommended for literacy class.
- What to Read v.s. **How to Read**
- The ultimate goal → **independent reader**

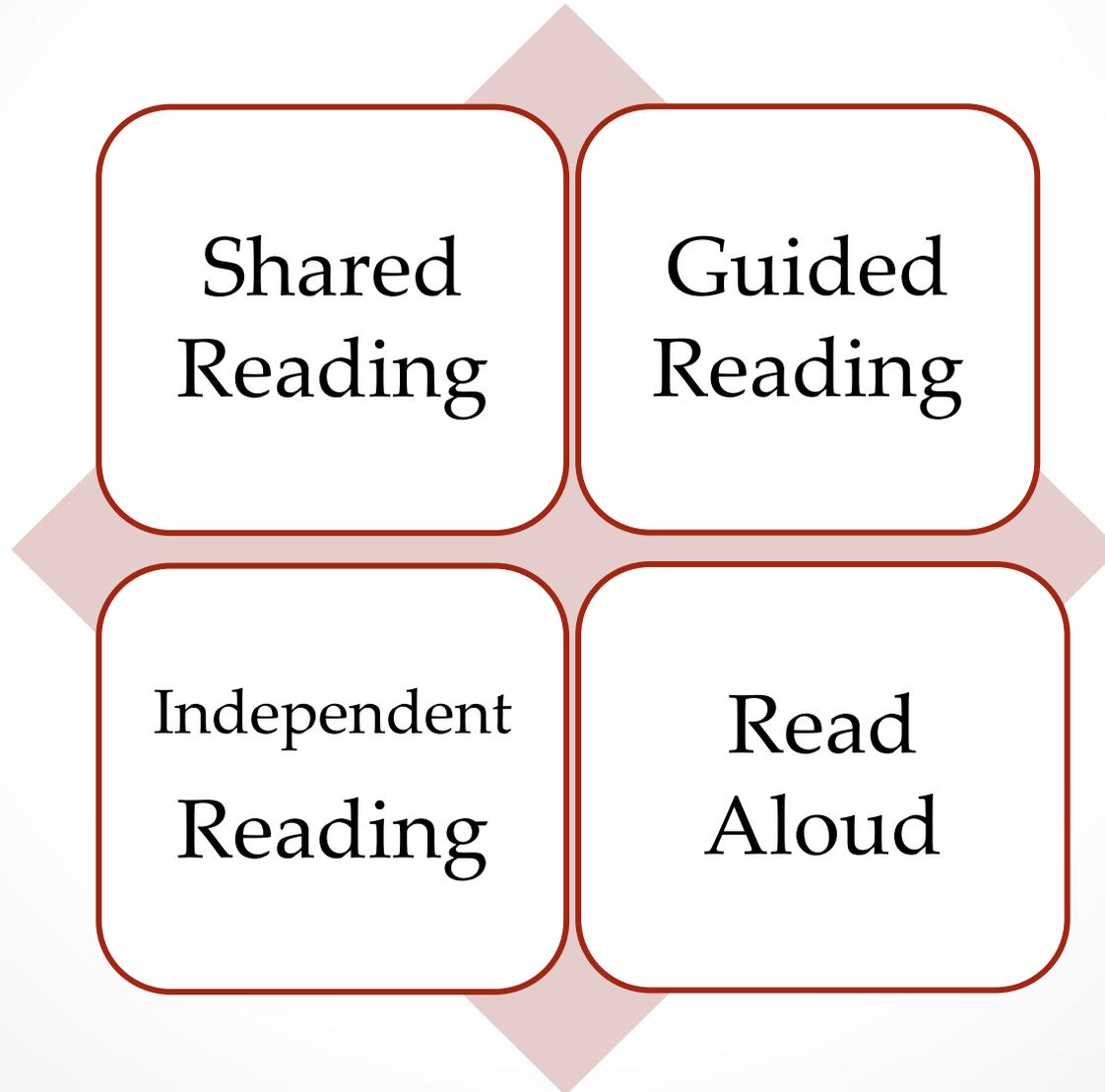
Teach your students **reading strategies**

Reading in Every Subject

- Q: **Who** teaches reading strategies?
- A: **Every teacher** does.
- **In a history class**: summarize each paragraph and articles
- **In a science class**: compare and contrast

Strategies should be applied to different pieces of texts.

Balanced Literacy Model



Shared Reading



- teach in front of the class
- use **the same** text
- show **a specific strategy**

Guided Reading



- teach in a **small group**
- help individual students **independently** employ the strategies to process **increasingly challenging** texts

Independent Reading



- Students **self-select** their books.
- enjoyment and fluency
- **monitor** students' strategy practice

Read Aloud

- Students can hear the **rich language of texts**.
- Enjoy listening, talking about story, sharing ideas, etc.

Balanced Literacy Model

Shared

Guided

- ✓ good academic performance
- ✓ learner-centered classroom
- ✓ more successful experiences while working independently

Independent

Reading

Read

Aloud

What Do We Need to Teach in Reading?

- **genre** (Fiction? Non-fiction?)
- **summary** (question-asking, picture clues, graphic organizer, etc.)
- **compare & contrast**

What Do We Need to Teach in Reading?

- **sequence** (e.g. comic lessons)

Storyboard
Name(s): Parkey Strikes Back Date: _____ Period: 2-3

1 Close up of Cierra & Parkey
Cierra: Oh! Hey Aidan or should I say ~~the~~ The Camo.

2 Extreme close up of the camo's eyes
NO WORDS

3 Splash back of Parkey and the Camo Aidan Cierra
Aidan: I'm sorry it's networking out.
Cierra: Fine leave me, I don't need you.

4 ^{Back to Parkey} With force Parkey captures Cierra The camo
New Page

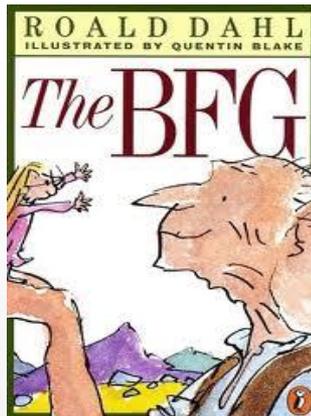
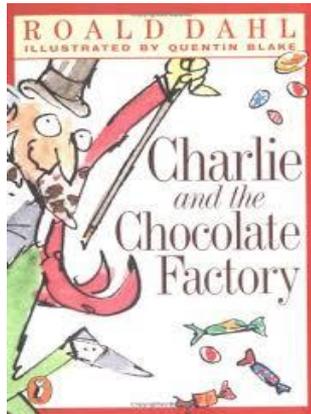
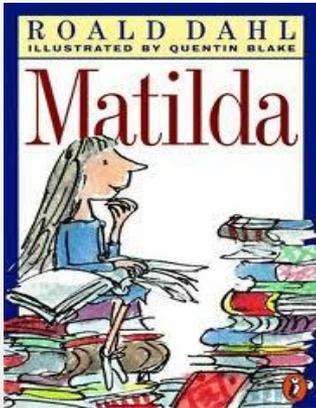
5 Back to Parkey's fort
NO WORDS

6 Back to Zebra girl and The silent fox
Zebra girl: We have to go and save him.
The silent fox: Yeah! What she said.

Storyboard.com - Free Education Resources

What Do We Need to Teach in Reading?

- author's writing style (e.g. Roald Dahl)



Reading Activities

- (A) Turn and Talk
- (B) Working Stations

(A) Turn and Talk

- Students need **time** and **space** to think and talk.
- help construct a **organized talking context**

I infer/predict that...

I agree/disagree because...

Could you explain more about...

Why do you think that?

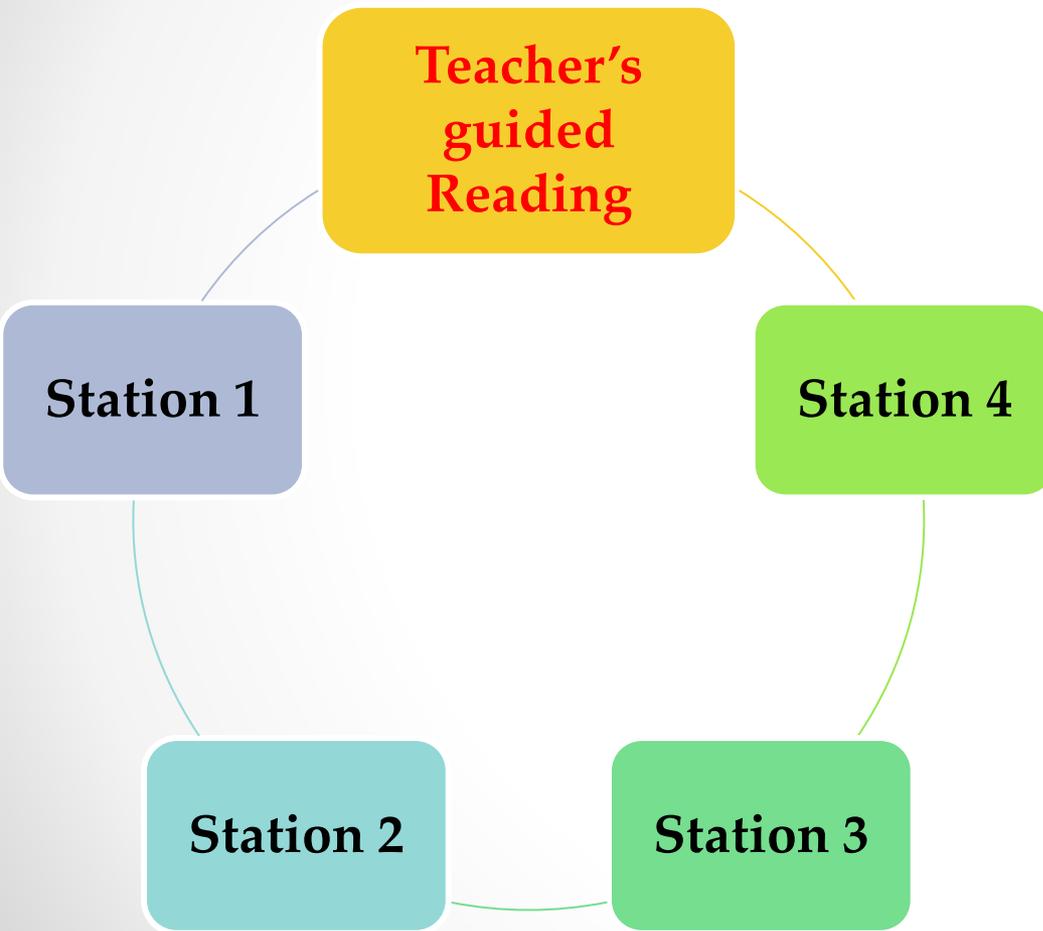
Maybe you are right, but...

If I were in the character, I would...

(B) Working Stations

- As the teacher takes charge of **guided reading** for one group, the other groups are assigned to focus on a **specific task**.
- precise **instructions and demonstrations** for each station

(B) Working Stations



- **teacher's guided reading**
- read to someone
- read to self
- phonics
- listening
- computer
- ...

reading station

read to someone



reading station

read to partners

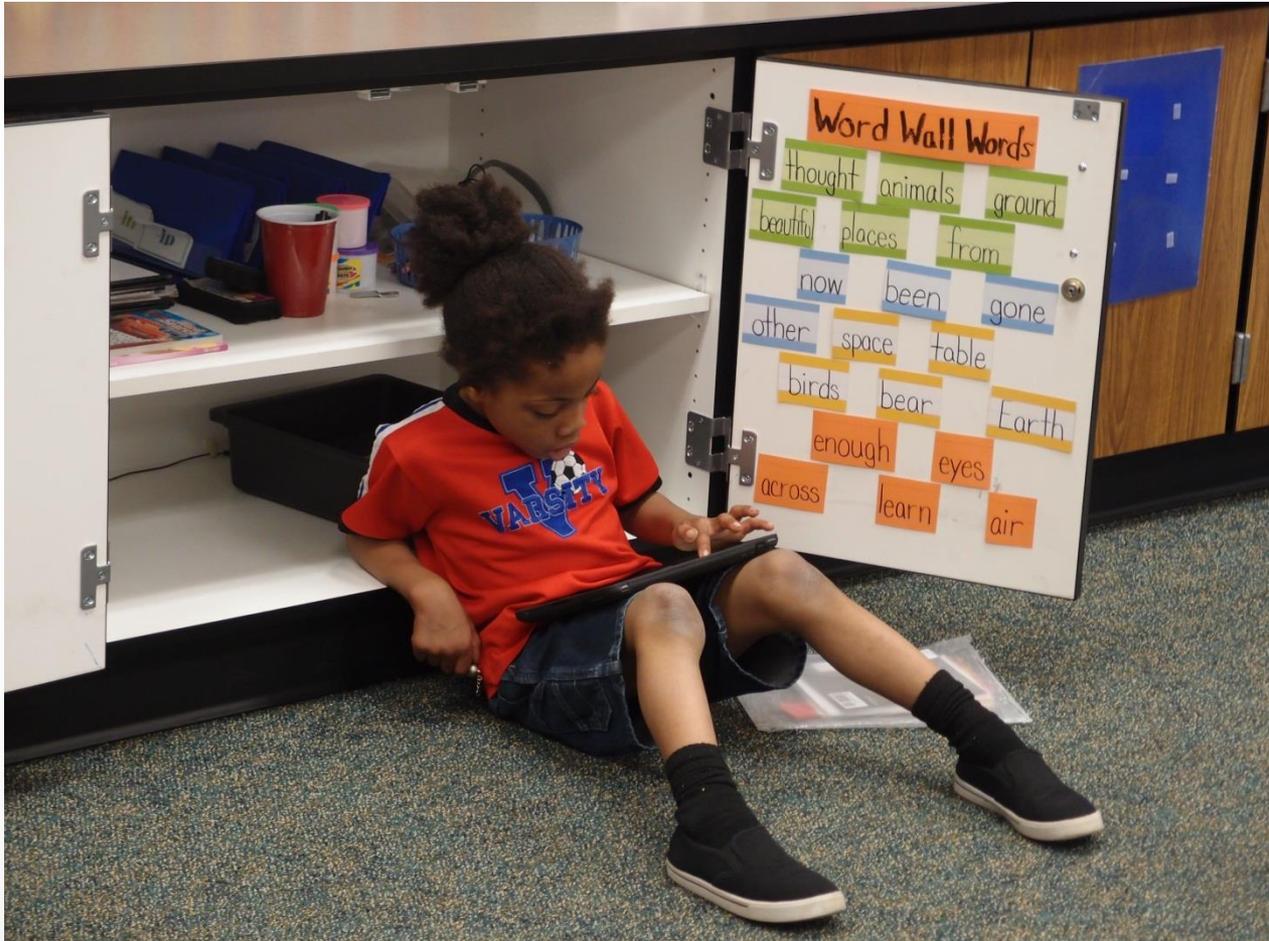


reading station



reading station

read to self



phonics station



listening station



listening station



reading station

word work - testing



computer station



teacher's guided reading



teacher's guided reading



teacher's guided reading



An overview of working stations



(B) Working Stations



(B) Working Stations

My Stations Checklist Anthony

| | | | |
|-----------|---|--|--|
| Monday | Read to Self  ✓ | Read to Someone  ✓ | Listening  |
| Tuesday | Read to Self  ✓ | Read to Someone  ✓ | Listening  |
| Wednesday | Read to Self  | Read to Someone  | Listening  |
| Thursday | | | |

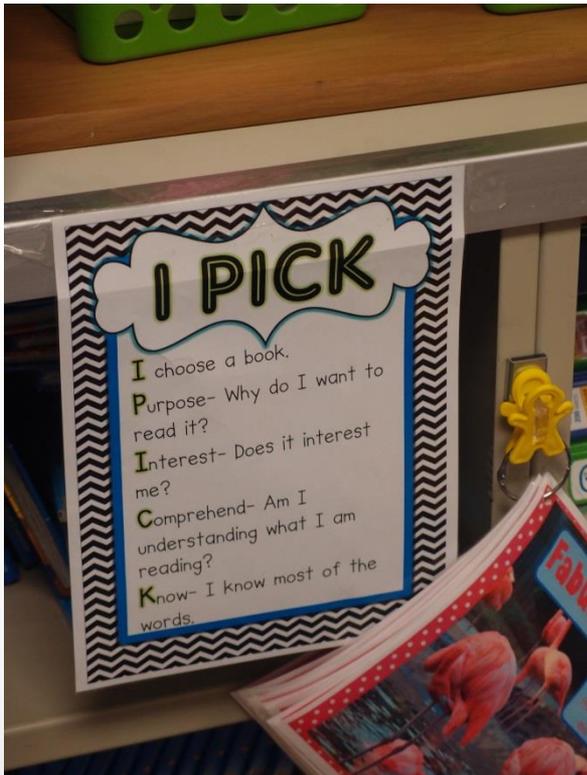
Conclusion

- Teachers, Facilitators
- Reading happens everywhere.



Conclusion

- demonstration
- written language → To **see** it, to do it.



Conclusion

- Difficult, yes. Impossible, no.
- Try it.



Thank you for your attention.