

Session Two: Improving Reading Fluency

Session Two: Improving Reading Fluency

Welcome	Welcome and review agenda
Review	Review last week Review group agreements
Warm-up Activity	Alphabet search
Group Discussion	How do children learn? How does your child or learner learn?
Reading Strategies	Model, shared, repeat reading Paired reading Directed reading thinking activity (DRTA) Guided reading
Craft Activity	Cloth books
Closing	Weekly action plan Evaluation



Overview of Session

This session gives participants some techniques to help improve their learner's reading fluency. Ask participants to role play the different techniques. People learn better when they actually do it. The group discussion is about how children learn. Participants fill in a questionnaire about their learner's learning style. This will help them support their learner.


Goals

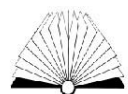
- To give participants some useful reading strategies to use with their learners.
- To give information about learning styles.
- To have fun making cloth books.

Time

You will have to choose from the activities in this session. The interests of the participants and the amount of time you have for your program will determine the number of activities you can do. You can make this session into two sessions if you would like to do all the activities.

You need

- Participant and door prize forms
- Agenda
- Handouts
- Flipchart paper
- Book kit
- Free books
- Prizes
- Workshop supplies  – markers, paper, pencils, name tags, post it notes, craft supplies



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The day before the session

Call each participant to remind him or her about the session. Ask them if they need transportation to the meeting. Talk with the participants about the program or other issues.

Before the session

The facilitator should arrive at least 45 minutes before the session to set up the room, organize equipment and supplies, and make coffee and snacks.

Workshop preparation

- Review the facilitation section.
- Review the background information.
- Review the session and decide what activities you want to do.
- Research information for discussion topics not included in the manual.
- Change the agenda if needed.
- Photocopy handouts.
- Prepare craft materials.
- Ask community businesses to donate prizes for the program. Some suggestions for prizes are:
 - Adult and children books
 - Gift certificates for the local grocery store, gift shop etc.,
 - Gift baskets
 - Bath stuff
 - Candles



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There are detailed facilitator notes for each activity

- Welcome and Introductions
- Review
- Warm-up Activity
- Group Discussion
- Reading Strategy
- Craft Activity
- Closing

The following pages give background information, facilitator notes and handouts for each activity in the session.

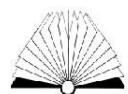
We use this symbol for background information.



We use this symbol for facilitator notes. Facilitator notes give detailed information on how to do the activities.



We use this symbol for handouts. Handouts are pages you need to copy for participants to use during the session. Some activities have no handouts. Some have several.





Background Information

The term 'reading fluency' refers to how smoothly a person reads. There are many ways to improve reading fluency. New readers often have trouble figuring out words or stumble over hard words. Some new readers are very stiff when they read. They work so hard to identify the words that they don't get the phrasing right and don't understand what they are reading. Sometimes new readers do not respond to punctuation marks and do not stop at the end of a sentence. To help fluency, tell new readers that punctuation marks are like 'traffic signs' and must be obeyed. When they read aloud, tell them to drop their voice and say STOP when they come to a period, until they learn to do it automatically.

To demonstrate fluency read a passage without stopping at punctuation and without expression. Ask the learner how it sounds. Then read the passage with expression and stop at the right places and see if he can tell you what you did differently. This is called modeling and is covered in this section.

Other ways to help new readers with their fluency and comprehension are:

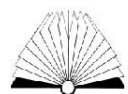
- **DEAR – Drop everything and read.** Children need to practice reading for it to become automatic. When children do not read often, they usually spend more time figuring out words rather than making sense of what they are reading. Everyone in the family needs to take time to read. Many schools support reading time for the whole school. Do this at home too!
- **Shared reading.** Shared reading is for fun. Choose a book that has lots of repetition and read the book to your learner. When you come to the repetition parts fade your voice away and encourage the child to chime in



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the words. Point to the words as you read them. Children often start reading this way.

- **Repeat reading.** Read a sentence or passage aloud to provide a model, and then ask the child to read it aloud. Do this periodically as you read. Your learner will eventually be able to read the text themselves.
- **Paired reading.** This strategy helps learners hear the relationship between oral and written language. Paired reading is recommended for children in mid grade one and up. Research shows a significant gain in reading comprehension and word recognition using this strategy. The handout in the reading strategies section shows the steps a parent or tutor needs to follow for paired reading. Anyone can do it!
- **Directed reading thinking activity (DRTA).** The DRTA is a prediction strategy that helps children understand the story. Prediction means guessing what will happen before you read the story. The strategy helps learners develop connections for meaning. The handout in the reading strategies section shows the steps a parent or tutor needs to follow for DRTA.
- **Guided reading.** The tutor or parent can facilitate independent reading. Set the scene and discuss the book cover and chapter headings to help the child get into the story. After the child has read the book or passage the parent or tutor asks questions about the book to ensure that the child understands the story.



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It is important that children work at their own pace and level. Children become frustrated if they do not understand the story or make too many mistakes.

Note. Point to the words when you read them or the learner reads them. This helps learners recognize words and keep track of them. If the learner makes a mistake, tap the word to make them aware of their mistake. This is much better than saying aloud she made a mistake. ¹

¹ Adapted from Tutoring for Mastery – Bob Parvin <http://www.sfo.com/~parvin/part1.html>



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Welcome

Time 5 minutes

Handouts 1, 2

Agenda

Post the agenda on the wall and give the agenda handout to participants. Go over the agenda with participants. Ask for any changes.

Meet and greet

As participants arrive, introduce yourself to new people and welcome participants from last week. Ask them to write their name on a name tag and ask new people to fill out the participant form, handout 2. Invite participants to enter their name for the door prize.

Note: Offer to help them fill out the participant form. This gives you a chance to informally assess the group's literacy skills.

Introduction of facilitators and participants

Sit in a circle where everyone can easily see each other. You may have new participants for this session. Ask people to use these questions to introduce themselves.

- What is their name?
- Are you a parent or a volunteer tutor?
- What is the age of the child you are working with?
- Why did they decide to come to the program?
- What do you look forward to in this session?





1 **Session Two Agenda - Improving Reading Skills**

Welcome	Welcome and review the agenda
Review	Review last week's topics Review group agreements
Warm-up Activity	Alphabet search
Group Discussion	How do children learn? How does your child learn?
Reading Strategy	Shared, paired, repeat reading Paired reading Directed reading thinking activity (DRTA)
Craft Activity	Cloth books
Closing	Weekly action plan Evaluation





2

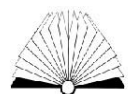
Participant Form

Name:

Address:

Phone #:

Learners' names and ages:



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Review

Time 20 minutes

Handouts none

Review

- Review group agreements. Ask participants if they would like to add or delete any.
- Review last week's session. Ask participants if they used the tips they learned last week. Go around the circle and encourage everyone to share.

Use these questions:

- How did it go?
- Does anyone have any suggestions for the group?
- Did anyone use the reading tickets?
- Are you reading each day with your learner?
- Did the reading tips help?





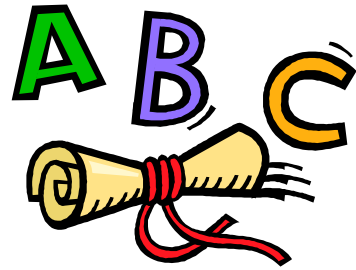
Warm Up Activity – Alphabet Search

Time 15 minutes

Handouts none

Alphabet Search

Participants find things in the room that begin with the letters of the alphabet.



Instructions

- Ask the group to work in pairs.
- Start with 'A' and find an object or text that begins with it.
- Do all the letters in the alphabet.
- Write them down on a sheet of paper.
- The pair that finishes first wins.

Variation

Give participants 10 minutes to search the room for objects and text that start with each letter of the alphabet. The pair that completes the most letters wins.

Example

A - apple

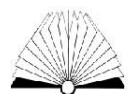
B - bulletin board

C- carpet

D- door

E- exit

F- fire extinguisher



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Group Discussion – Learning Styles

Time 30 minutes

Handouts 3, 4, 5, 6, 7, 8, 9

How do people learn?

Give participants handout 3 and read it together.

We learn new things in five steps :

- We take in information with our eyes, ears, nose and touch.
- We try to figure out what the information means.
- We file the information into our memory.
- When we needed the information, we remember it.
- We speak and write the information. We tell others about the information.

Brainstorm

Ask the question: “What can we do to help a child learn?” Write down their responses on flipchart paper. Give participants handout 4 and compare their responses to the list. Give participants handout 5 and read it together. We all have a certain way we like learn things. Consider these three kinds of learners: visual, auditory, and kinesthetic.

Learning style quiz

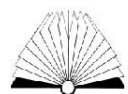
Ask participants to fill out handout 6, the learning styles quiz. They can fill it out for themselves as well as for their child or learner.



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Brainstorm

Divide participants into three small groups and brainstorm ways to make learning easier. Each group takes one learning style. Ask each group to report back to the larger group. Give participants handouts 7, 8 and 9 so they can fill them in when groups report back.



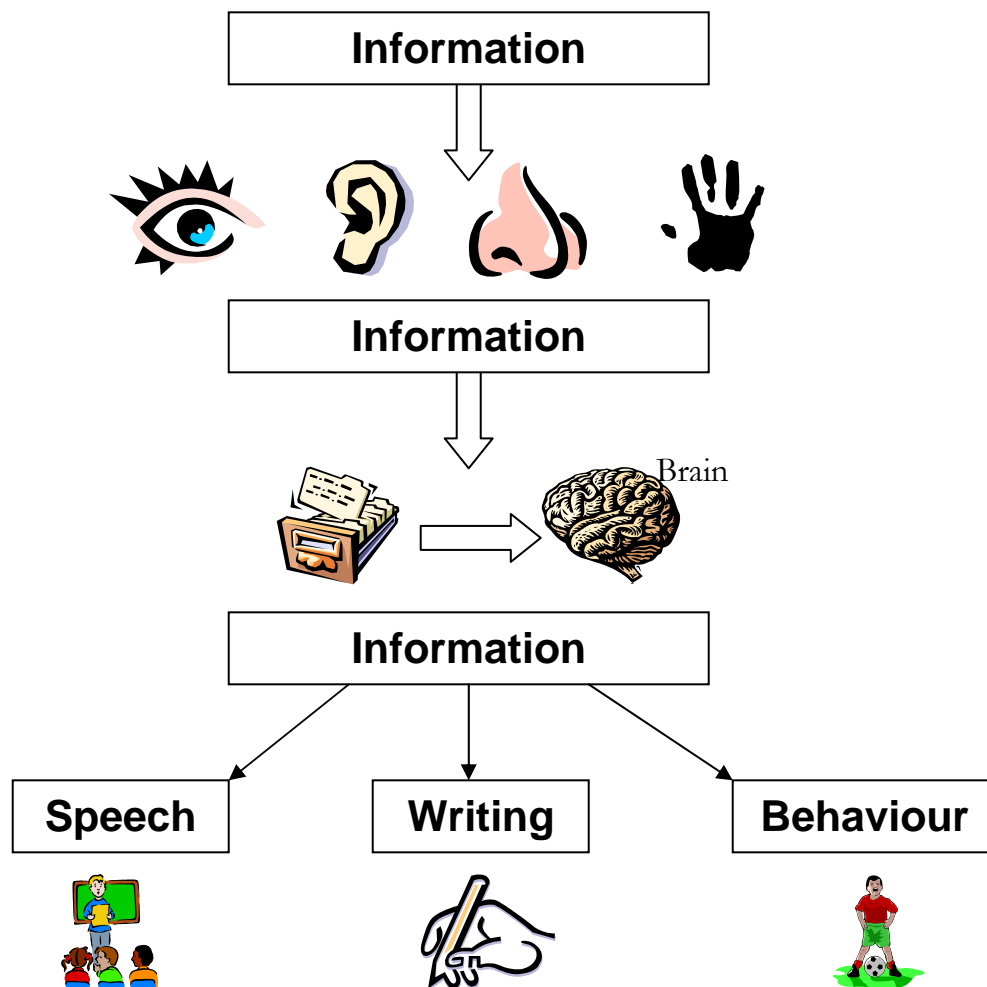


3

How We Learn Things

We learn new things with five basic steps:

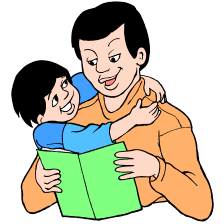
1. We take in information with our eyes, ears, nose and touch.
2. We try to figure out what the information means.
3. We file the information into our memory.
4. When we need the information, we take it out of memory and remember it.
5. We speak and writing about the information. And we change our behavior.



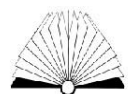


4 How can we help our children learn?

- Listen to them and pay attention to their problems.
- Read with them.
- Tell family stories.
- Limit their television watching.
- Have books and other reading materials in the house.
- Look up words in the dictionary with them.
- Encourage them to use reference materials.
- Share favourite legends, stories, songs, and poems with them.
- Take them to the library and get them their own library cards.
- Discuss the daily news with them.
- Go exploring with them and learn about plants, animals, and local geography.
- Find a quiet place for them to read and look at picture books.
- Write them notes to go in their lunch or leave them on their pillow.
- Make a list and go grocery shopping.
- Read the labels on the food you buy.
- Review their homework.
- Meet with their teachers.²



² Adapted from *Families First: A Northern Parenting and Learning Program*, NWT Literacy Council





5

Three Main Ways of Learning

We all have certain ways we like to learn. What kind of a learner are you?
What kind of a learner is your child?



Visual Learner

The Reader

- Learns from reading words and stories
- Figures out symbols and signs



The Observer

- Looks around for detail
- Reads body language
- Looks for color, shape, and design



Auditory Learner

The Listener

- Knows and understands sounds and messages

The Talker

- Talks and discusses things with others
- Communicates orally



Tactile or Kinesthetic Learner

The Toucher

- Handles, touches and, feels things



The Doer

- Always moving and doing things



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6 What Kind of Learner is Your Child?

Read each sentence and put a check next to the ones that best describes what your learner usually does and how your learner usually acts. Add up the number of check marks in each section.

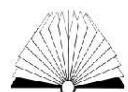
- If you have the most checks in section A, your child has visual strengths and learns best by seeing things.
- If you have the most checks in section B, your child has auditory strengths and learns best by hearing or saying things.
- If you have the most checks in section C, your child has kinesthetic strengths and learns best by doing things..
- If two sections are almost equal, your child may have a blend of learning styles.

A. Visual Strengths

- ☐ Puts things together easily when using printed or pictured directions.
- ☐ Closes eyes when memorizing or remembering.
- ☐ Notices things around them.
- ☐ Solves jigsaw puzzles easily.
- ☐ Prefers to watch television or a movie or play a video game, in spare time
- ☐ Likes to see what he or she is learning.
- ☐ Has a great imagination.
- ☐ Looks neat and wears color-coordinated clothing.
- ☐ Understands things by reading about them more than by listening.
- ☐ Is quiet; rarely volunteers answers.
- ☐ Thinks the best way to remember something is to picture it in his or her mind.
- ☐ Takes many notes in school.



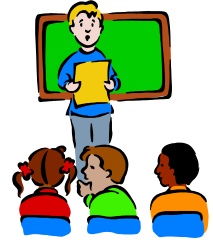
Total for section A



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B. Auditory Strengths

- ☐ Loves to communicate; talks a lot.
- ☐ Enjoys listening to CDs, tapes, or the radio in spare time.
- ☐ Remembers television commercials, jingles, and songs after hearing them only once or twice.
- ☐ Uses rhyming words to remember names or facts.
- ☐ Talks aloud when working on a math problem.
- ☐ Hears spoken directions and follows them easily.
- ☐ Does better in academic subjects by listening to lectures and tapes and discussing material than just reading about it.
- ☐ Reads aloud or mumbles when reading.
- ☐ Has difficulty reading diagrams or maps unless someone explains them to him or her.
- ☐ Talks a lot and expresses feelings verbally.
- ☐ Picks out sounds easily.
- ☐ Likes to use free time to talk to others in person or on the phone.



Total for section B



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C. Kinesthetic Strengths (Active Doer)

- ☐ Likes stories full of action.
- ☐ Attention can wander especially when reading.
- ☐ Likes sports, active games, building things, playing outside.
- ☐ Has lots of energy; rarely sits still.
- ☐ Likes to feel textures of things. As a young child, tried to touch everything he or she saw.
- ☐ Moves with music.
- ☐ Shows feelings more with body language when angry or upset, reacts physically, like stomping out of room.
- ☐ Learns best what they can do something.
- ☐ Has a hard time sitting and listening for long periods.
- ☐ Uses fingers to count off items or write in the air.
- ☐ Tends to rumple clothing from activities.
- ☐ Has difficulty following and remembering spoken directions.



Total for Section C

Adapted from *Families First: A Northern Parenting and Learning Program*, NWT Literacy Council





7

Ways to help Visual Learners

- Give demonstrations
- Use visual aides like flashcards, charts, posters, number lines
- Remove clutter



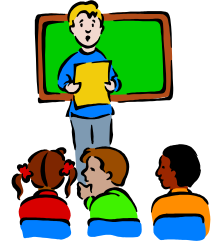
Others



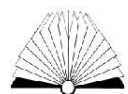


8 Ways to Help Auditory Learners

- Work in a quiet spot
- Read out loud. Point to the words as you read them.
- Say the instructions.



Others





9 Ways to Help Kinesthetic Learners

- Use concrete materials.
- Role play activities.
- Use educational games.



Others





Reading Strategy – Ways to Practice Reading

Time 40 minutes

Handouts 10, 11, 12

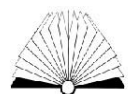
Read the background information before you plan this session. Give a copy of the background information to participants or read it to them.

The session has information on seven reading strategies:

1. DEAR – Drop Everything and Read.
2. Model reading
3. Paired reading
4. Shared reading
5. Repeat reading
6. Directed reading thinking activity (DRTA)
7. Guided reading

Role playing

Review the reading strategies with participants on handouts 10, 11 and 12. Model the different strategies. Ask participants to practice the reading strategies with each other. Make sure that everyone has a chance to be the learner and the tutor. Role playing is a great way to learn new things. When people have actually done it once, they will more likely use the strategy with their learner. Have a variety of books to choose from.



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Bring the group together after everyone practices the strategies. Ask these questions:

- What strategies did you like best?
- What strategies do you think you will use at home?
- What problems did you have?

Tip

Remind participants to choose appropriate reading material for their learner. Learners work best with material that is at the instructional level. If learners work with material that is too hard they become frustrated. If learners work with material that is too easy they become bored.





10 How to Improve Reading Fluency

Drop Everything and Read (DEAR) (for all ages)

Make a special time in your house or at school to Drop Everything and Read for at least 15 minutes. This shows your child or learner that you value reading. Talk about what you read.



Modelling (ages 6 – 9)

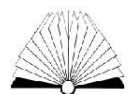
Read the book with expression and pause in the right places. Ask the learner to read along silently. Ask them to read it with you to practice their reading. Choose a book that is at their reading level.

Shared Reading (ages 5 – 7)

Choose a repetitive book that your learner likes. Read the book with expression. When the repetitive parts come, fade your voice away and let your child or learner chant the words. This is good practice for reading. Point to the words as you read them.

Repeat Reading (ages 5 -7)

After you read, encourage your learner to repeat each line after you. Point to the words as you read. If the learner stumbles on a word, give them a few seconds to sound it out. If they can not figure it out after 5 seconds tell them the word. You can also record the story on tape so they can practice on their own.



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Guided Reading (ages 6 and up)

Facilitate reading by helping the reader get into a story. Discuss the cover of the book and chapter headings, and ask prediction questions. After the learner reads the book or passage, ask questions about the book to find out if the learner understands the story.

Independent Reading

When your learner can read independently, help find interesting stories that she can read easily. When she starts a new book, listen to her read a few passages aloud to see if the book is too hard. If she makes more than four mistakes in 50 words, the story is probably too hard.

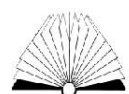


Tips for reading



- Point to the words as you read them to help the learner recognize words. Point to the words when the learner reads to help them keep track of the words. If she makes a mistake tap the word to make her aware of the mistake.
- Sometimes new readers do not respond to punctuation marks and do not stop at the end of a sentence. To help fluency, tell new readers that punctuation marks are like 'traffic signs' and must be obeyed. When they read aloud, tell them to drop their voice and say STOP when they come to a period until they learn to do it automatically.
- If your learner makes more than four mistakes per 75 words, the reading material is too hard for them. Find material that is at their instructional level, not too hard and not too easy.

- Quotation marks
- Periods
- Commas
- Exclamation marks





11

Paired Reading

Parents and tutors can use paired reading to improve their learner's reading fluency. This method helps learners hear the relationship between oral and written language.



How does it work?

You and your learner read at the same time. Practice paired reading for 10 to 15 minutes a day, 5 days a week, for at least 2 -3 months to be most effective. Use the same technique each time.

To begin

1. Your learner chooses what he wants to read.
2. Sit together in a quiet, comfortable spot.
3. Hold the reading material so you can both see it.
4. Talk a little about the book - the front cover, what the books is about, the back of the book, the author. Become familiar with the book.

Reading together

1. Decide how to start. Create a signal to begin reading out loud together, such as a tap on the arm or 1, 2, 3 go.
2. Read at your learner's pace. If you are not reading together, stop and begin again.
3. Point to the words as you read them. Take turns doing this.
4. Create a signal the learner uses to show he wants to read alone.
5. Say things like good reading, or that was a difficult word to encourage him.

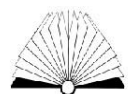


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6. Point to the word and say the word, if your learner takes longer than 4 seconds to figure out a word.
7. Ask your learner to repeat the word with you.
8. Start reading together until your learner wants to read on their own.³



³ Adapted from *Paired reading: positive reading practice: a training videotape with accompanying manual*. Brailsfor, Anne, Edmonton: Northern Alberta Reading Specialists' Council





12 Directed Reading Thinking Activity - DRTA

Parents and tutors can use this strategy to help children predict and understand what they read. It helps learners to develop connections for understanding print.



To begin

1. Choose an interesting book.
2. Find a quiet, comfortable place to work.
3. Explain to your learner that this activity helps them read and better understand what they read.

Together

1. Look at the cover of the book and talk about what you see and predict what might happen in the book.
2. Read the first section of the book out loud. Discuss what you thought would happen.
3. Predict what will happen next based on what you have read so far.
4. Read the next section. Again discuss what you thought would happen.
5. Continue doing this for each part of the book or story.
6. When you finish the book, talk about what you liked or disliked about it and why.





Craft Activity

Time 30 minutes

Handouts 13, 14

Simple Cloth Book

Show participants how they can easily make a simple cloth book with envelopes as pages. You can put special things in the envelopes like flashcards, labels, report cards etc.

You need

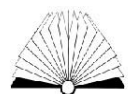
- Handout 13
- Cardboard
- Envelopes
- Glue
- Scissors
- Material

Cloth Binder

Cloth binders are fun and easy to make. Participants can make them for their learner.

You need

- Handout 14
- Binders
- Material
- Glue guns
- Scissors
- Cardboard
- Batting



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Tutors can use these cloth books for

- Picture story books
- Flashcards
- Photos
- Family books
- Scrap books

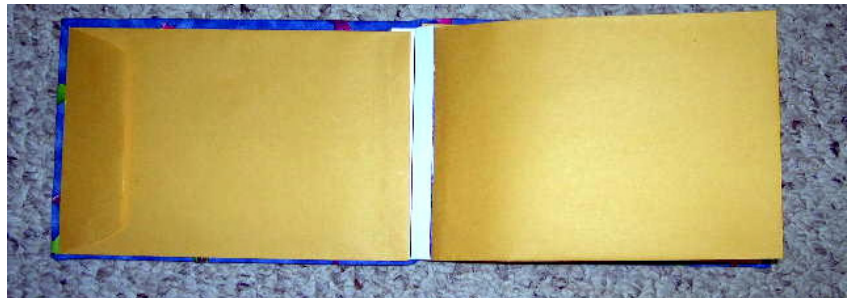




Easy Cloth Books

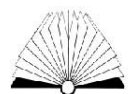
What you need:

- Lightweight cardboard such as a large cereal box
- 8 or 9 envelopes size 14.9 x24.4 cm or 5 7/8 x 9 5/8 inches
- Paper the same size as the envelopes
- Cloth
- Cardstock
- Glue, scissors, ruler



Directions:

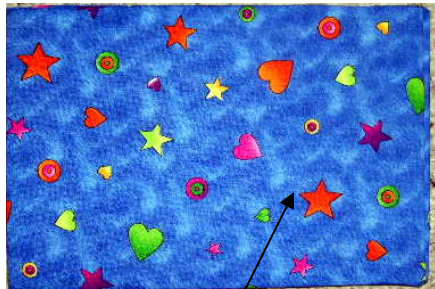
1. Cut 2 rectangular pieces of cardboard. Make them a little longer and wider than the envelopes.
2. Place the 2 pieces of cardboard horizontally on the cloth with about 1 cm of space between them. Cut the cloth around the outside of the 2 pieces of cardboard. Make the cut 2 to 3 cm bigger than the cardboard.
3. Put glue on 1 side of the cardboard and glue the 2 pieces down to the cloth. Remember to leave 1 cm between them. Put glue around the outside edges of the cardboard pieces and turn the cloth in to cover



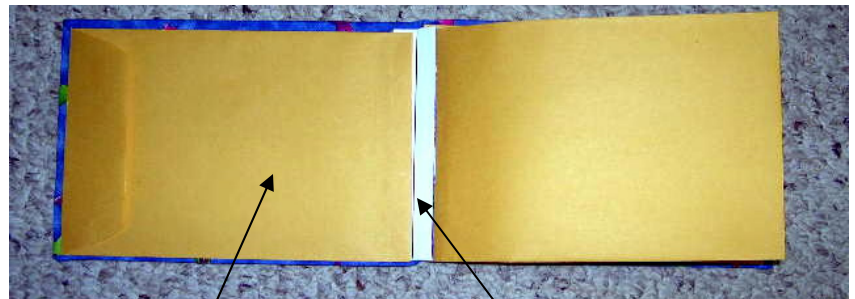
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the edges. Make corners as neat as possible. This is the cover for the book. You might need a little extra glue.

4. Make the cardstock 11 inches or by the shortest dimension of the cloth-covered cardboard. Make accordion folds of about 2cm. This is the spine of the book.
5. Glue the folded cardstock to the inside edges of the cardboard to make the spine of the booklet. Make sure the cardstock lays flat where it meets the cardboard.
6. Glue an envelope to each piece of cardboard to cover the raw edges.
7. Glue the remaining envelopes to the folds of the cardstock spine so that they look like pages in a book. Put glue on the end of the envelope. Face the envelopes the same way.
8. The end project should look like a booklet with envelopes as pages.



cover



envelope

spine





14

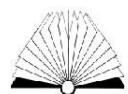
Cloth Binders

What you need:

- Binders
- Material
- Glue guns
- Scissors
- Cardboard
- Batting

Directions:

1. Cut out material about 2 inches larger on each side than the binder when it is opened up.
2. Cut two pieces of cardboard the size of the closed binder.
3. Cut out 2 pieces of material about 1 inch larger than the size of the cardboard.
4. Cut out batting the same size as the binder when it is open.
5. Place the larger material on a table. Centre the batting on the material and put the binder on the batting.
6. Glue the material to the inside of the binder with a glue gun. You have to glue the material one side at a time.
7. Put the other pieces of material on a table. Put the cardboard pieces on top of the material and glue the material around the cardboard edges.
8. Glue the material covered cardboard to the inside of the binder. Be sure to cover up the edges of the material. You are done!



Session Two: Improving Reading Fluency



Closing

Time 10 minutes

Handouts 15, 16,

Session Review

Review the session with participants. Ask participants to try out the reading strategies from this week with their learners.

Closing activity

Ask participants to fill out the weekly action plan on handout 15.

Review plans for next week

- Language experience
- Flashcards
- Word bank
- Language games

Evaluation

Ask participants to fill out the evaluation. Tell them it helps you plan the next session

Door prize and free books

Draw for the door prize after everyone completes the evaluation form. Give out free books.





15

Weekly Action Plan

Mark what you plan to do with your learner this week. Put a check mark beside the activities you complete.

Monday	Tuesday	Wednesday	Thursday	Friday
__ read together	__ read together	__ read together	__ read together	__ read together
__ learner reads	__ learner reads	__ learner reads	__ learner reads	__ learner reads
__ repeat reading	__ repeat reading	__ repeat reading	__ repeat reading	__ repeat reading
__ paired reading	__ paired reading	__ paired reading	__ paired reading	__ paired reading
__ shared reading	__ shared reading	__ shared reading	__ shared reading	__ shared reading
__ bookmaking	__ bookmaking	__ bookmaking	__ bookmaking	__ bookmaking
__ discussion/	__ discussion/	__ discussion/	__ discussion/	__ discussion/
interaction time	interaction time	interaction time	interaction time	interaction time
__ writing time	__ writing time	__ writing time	__ writing time	__ writing time
__ library visit	__ library visit	__ library visit	__ library visit	__ library visit
__ model reading	__ model reading	__ model reading	__ model reading	__ model reading
__ literacy game	__ literacy game	__ literacy game	__ literacy game	__ literacy game





16: Family Tutoring - Session Evaluation

Session # ____ Topic: _____

1. What did you think of the topic we talked about in this session?



Excellent



Pretty good



Needs a little work



Not so hot



Should be canned

2. What did you like most about the session?

3. What did you like least about the session?

4. What could we do to improve this session for next time?

5. Other comments



Session Two: Improving Reading Fluency

