

Reading Recovery Inservice Course

Moving into instruction 2: Teaching procedures

Teacher Guidesheet

Literacy Lessons Designed for Individuals, 2nd ed. contains details of the teaching procedures. Those you will draw on are located in three parts: *Reading continuous texts, whole stories and information books*; *Writing continuous texts, stories and messages*; and *Learning to look at print*. Refer to them as you work within each of the Lesson activities, returning to them as the children's behaviours change. Begin with

Reading books (p.111)

In each session provide a new little book for the child. Sometimes this will be a book at the same level of difficulty and sometimes the child will be ready for an increase in difficulty. Selecting the new book is a daily task that needs to be carefully considered prior to each lesson.

- Always prepare the child for reading the book by introducing it (refer to *Introducing the new book*)
- Have the child read the book, providing support as required (refer to *First reading of the book with help* p.117 and *Teaching during the first reading* p.117)
- The next day take a Running Record on this book (refer to *A second reading of the book next day* p.120 and *Teaching after the second reading* p.121)
- Return to this and other books read at the beginning of each lesson (refer to *Familiar reading* p.111). Look carefully at teaching for *Phrasing in fast and fluent reading* (p.121).

Learning to compose and write messages (p.78)

The aim is to have the child to produce his or her own story to write. He or she is going from ideas, to spoken words, to printed messages

- Talk with the child and have them compose a message (refer to *Teaching how to compose* p.80)
- Early on the child writes only what he or she knows and the teacher writes in the rest, sometimes writing some of the simple words to be copied. Shift gradually to having the child do more. (Note the use of the working page and message page p.82) refer to *Ways of solving words for writing* p. 96 and *Extending writing vocabulary* p.88 and
- Have the child remake the story you have cut up (refer to *Assembling cut-up stories* p.106).

Expanding knowledge of print (p.59)

To help the child expand his or her knowledge of print spend a little time on letter learning and expanding reading vocabulary on text. Refer to *Extending letter knowledge* p.62 and *Teaching a new word reading* p.70.

What does it mean to read and write text early on? (p.76) will be very helpful in assisting you think about how the child is making different processes work together even though he or she knows little about reading. Read this section carefully to assist with all the reading and writing activities above.