



Ready, Set, Read

with

Susan Williamson
& Linda O'Reilly

February 26, 2011

Hosted by
One to One Literacy Society

Write something that you are good at.

Write something that is important to you.

build model cars

mom and dad

Jumpy Joseph

Write an alliterative nickname for yourself.

pizza

skateboarding

Write the name of your favourite food.

Write something you want to learn today.

- Motivation provides a source of energy that is responsible for *why* learners decide to make an effort, *how long* they are willing to sustain an activity, *how hard* they are going to pursue it, and how *connected* they feel to the activity.

Michael Rost

Effects from lack of motivation

- Avoidance
- Negative attitude
- Frustration

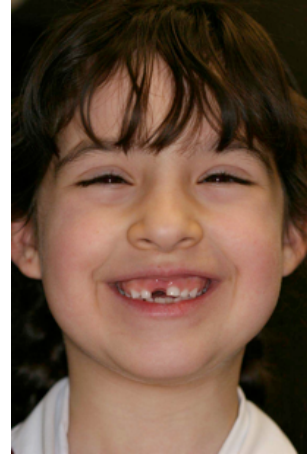
This is what I need to feel confident and motivated to read.

How can I best support you?



*“I need to know what
comes next.”*

Please give me
advance notice of
what is coming up in
the tutor session.



“I’m stuck!”

If the road is blocked, I need to know the detours! *Prompt* the student to use one of the fix-up strategies.

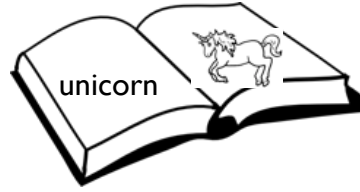


Skip and read on.



The puppy chased the ball. →

Look at the picture clues.



unicorn

Reread the sentence.



← The puppy chased the ball.

Stretch out the word.



r... o... ck... et

Look for little words in big words/



cat er pill er

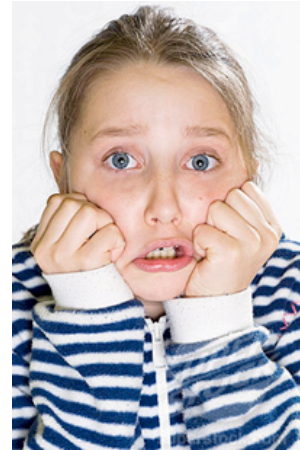
Guess the word using the first letter.



dig

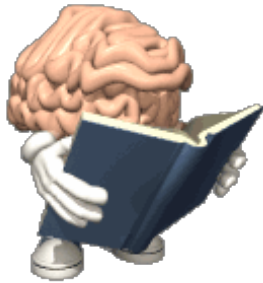
“Is it right?
I need to know.”

Please give me
feedback on how I’m
doing.



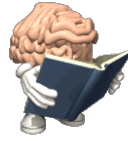
Praise vs Praise+

- Praise: Gives a value judgment. (*“Good job.”*
“Nice reading.”)
- Praise+: Acknowledges a specific reading behaviour. (*“I noticed that you reread the sentence.”* *“I noticed that you used a self-correction.”*)



Reading Brain Book Marks

- Helps to show improvement in reading and can 'banish' the times when a student feels frustrated.



reread the sentence
self-corrected
skipped and read on

“Wait for me, I’m still thinking.”

Allow me to go at my own pace. If I’m rushed I get confused and upset.



Wait Time

- 5-7 second wait time
- Allows for students to process information before responding
- *“I’ll pause; you think.”*

“Help me to focus.”

I like it when you say,
“Focus.” or *“Eyes on
the print.”* It helps me
to stay on task.



- Decide together on a code that you can use to remind the student to be on task.
 - Hold up one finger
 - Touch the word/page with your finger

- Give directions in simple, concrete terms
- Have the student complete one step before introducing the second step

Lively Conversation Starters

- What do you think about...?
- What character in the book changes the most?
- Which character is most like you?
- Which character would you like to invite to dinner?
Why?
- Is there something you didn't understand in the story?
- Does a character remind you of anyone in your life?
- What surprised you in the story?