

Support Strategies

Record your group's favourite student support strategies in the left column. Record your group's favourite teacher support strategies in the right column.

Student Support Strategies	Teacher Support Strategies

Five Tips for Reading Aloud

After watching the video titled “How to Read with Your Child,” record the five tips for reading aloud that are explained in the video.

1.

2.

3.

4.

5.

Five Tips for Reading Aloud

Below are the five tips for reading aloud from the video titled “How to Read with Your Child.”

1. Show the child the cover of the book and ask them questions about what they see on the cover. This will help to engage the child in the book and allow them to use their imagination.
2. Test the child’s interest and progress as you read the book. Asking the child questions about the book can help keep their attention and test their predictive skills.
3. Check the child’s newly acquired skills. For example, when challenging vocabulary appears, ask the child to guess the meaning of the word by using clues from the illustrations. You can help the child by breaking down complex sentences and asking simple questions about the sentence.
4. Make the read aloud engaging by using separate voices and reading the lines using different tones. This will help hold the child’s interest and bring the story to life.
5. Ask the child for feedback after completing the read aloud. Ask what they enjoyed or disliked about the book and have them explain the reasons why.

Other Strategies for Read-Alouds

Preview the text. If you have time, preview the text you will be reading to the student or small group of students. Make note of any challenging vocabulary or concepts that you may want to talk to the student or students about before reading, or if there are any parts of the text that you will pause during the reading to discuss with the student or students. Think about how you can read the text expressively.

Break reading into manageable sections. If you are reading a longer text or the student you are reading to has a shorter attention span, break the reading up into parts. If appropriate, read the text in more than one sitting.

Engage the student or groups of students in the text before you begin reading. Have the student or students look at the cover, the title, and if appropriate, some of the illustrations in the text before you begin reading. Encourage the student or students to make predictions about what is going to be in the book. If reading non-fiction, check what background knowledge students have about the topic. All of these will build anticipation and the student's or students' interest in the text.

Pre-teach challenging vocabulary. If there are challenging words or concepts in the text, consider talking and teaching about the words or concepts before beginning to read the book.

Set the purpose for reading. Make sure the student understands why you are reading the text aloud. You may be reading a text aloud for different purposes, including:

- The classroom teacher has asked you to reinforce a particular reading strategy with a student or group of students. Review the reading strategy you will be modelling so that the student knows to look out for it as you read.
- The student needs to read the text as part of a larger project or writing assignment, but the text is above the student's independent reading level. In this case, make sure the student or students understand that what you are reading is important for other work they will be completing. If there are specific questions the student or students will need to answer, for example, preview the questions before reading so the student knows what to listen for.
- To spend time enjoying a text with a reluctant or struggling reader. Modelling reading as an enjoyable and worthwhile activity encourages students who find reading challenging to develop positive attitudes about reading.

Read with expression. Not only does reading with expression model one of the key elements of reading fluently, but it also makes for a much more interesting and engaging read-aloud for the student or group of students.

Use think-alouds. Modelling how to think aloud before, during, and after reading a text to a student or group of students will help the student or students maintain focus and keep them engaged throughout the read-aloud.

Set the student up for success. If there is any follow-up work required by the student after you read (for example, writing a reader response), ensure the student has everything they need to start working right away.

Reading Difficulties

Using the article “Difficulties with Reading,” record the signs of decoding, comprehension, and retention difficulties. Use your own words.

<p>What is decoding?</p> <p>Decoding is the process of breaking down a word into its individual sounds (phonemes) in order to understand and read the word.</p>	<p>Signs of decoding difficulty:</p>
<p>What is comprehension?</p> <p>Comprehension is the ability to understand the meaning of a text.</p>	<p>Signs of comprehension difficulty:</p>
<p>What is retention?</p> <p>A student with good retention can easily remember what was read.</p>	<p>Signs of retention difficulty:</p>
<p>Reading Difficulty I Chose:</p>	<p>Reading Strategy:</p>

