Think Aloud

(Striking a balance : comprehensive approach to early literacy)

This reading strategy has the teacher write a sentence on a white board and then read the sentence aloud to the whole class. The teacher selects a word from the sentence as if she does not know what the word is. Aloud the teacher walks through the process of determining the word’s meaning from contextual information. The teacher then provides other unknown words in context and asks the students to aloud walk through the same process. This strategy builds vocabulary and reading confidence.

**How to use**

1. **Strategy Preparation**

Prepare several sentences with unknown words to use and prepare to present your process for determining an unknown word.

2. **Pair Up**

None

1. **Materials and Equipment**

White board

**When to use**

* At the beginning of the school year to evaluate student’s vocabulary.
* For enhancing vocabulary growth.
* To improve students’ analytical skills
* Using the strategy to identify meaning with unknown words with context.
* Part of enhancing independent vocabulary growth.

**Variations**

* The teacher could break the student into groups after the 1st demonstration.
* Provide a sentence with a word that does not have enough contextual information to determine the meaning. This could be an opportunity for making informed guesses.
* Once the whole class and teams have completed the exercises, the teacher could have a vocabulary quiz using the same words.

Word Aerobics

(Striking a balance : comprehensive approach to early literacy)

This reading strategy has students look at a sentence with only a subject and a simple verb (The man ran.) The teacher reads the sentence and asks the students to repeat the sentence. The teacher asks the class what else we could add to the sentence to make it more interesting. The teacher asks questions like, “Why did the man run? From the questions the students start to add to the sentence. The teacher asks the students to come up with their own additions to the sentence to share with the class. The strategy increases students word morphology, word appreciation and confidence in speaking in front of the class.

**How to use**

**1. Strategy Preparation**

None

2. **Pair Up**

None

**3. Materials and Equipment**

White board

**When to use**

* At the beginning of the school year to evaluate student’s vocabulary.
* For enhancing vocabulary growth.
* To have fun with words.
* Can be used as a student energizer.
* Using the strategy to develop context.

**Variations**

* The teacher could emphasis adding silly things to the sentence.
* The teacher could ask the students to come-up with their own sentence for the class to add to.
* The initial sentence could come from something in the classroom or something in the environment the students would recognize.

Divide and Conquer

(Rasinski ET AL., 2011)

This cooperative reading strategy has students look at a list of words with the same prefix on a white board while the teacher reads the words out loud. After the teacher has read the words, the students are asked to guess what the words mean. Then asked about the affix’s meaning.

The students discuss parts of the words and breaks them into their prefix and root. Once completed as a whole class, the student’s break-up into groups with another set of words and complete the exercise themselves. The strategy increases independent vocabulary growth and collaborative relationships amongst peers.

**How to use**

1. **Strategy Preparation**

Prior to the presenting the strategy, the teacher prepares words for the white board with the same prefix and five to ten words with another prefix on a flash card to distribute to the groups.

2. **Pair Up**

Students should pair up after the whole class instruction in team of four.

1. **Materials and Equipment**

White board and one large flash card per group.

**When to use**

* At the beginning of the school year to evaluate student’s vocabulary.
* Lessons for vocabulary development
* Developing appreciation for words.
* Opportunity for students to work in groups.
* To teach word structure.

**Variations**

* The teacher could use both prefixes and suffixes in the strategy.
* The teacher could introduce suffixes another time and skip the whole class instruction.
* Depending on the literacy level of the students, the teacher could increase the whole class instruction.

I Read, We Read, You Read

<https://topnotchteaching.com/literacy/reading-fluency-strategies>

This literacy strategy has students reading a text silently while pointing to each word with a chop stick while the teacher reads aloud. Next, the students and the teacher read aloud together and the students continuing to point at each word with their chop stick. Finally, the students read aloud independently continuing to use their chop stick. The steps help the students hear and practice fluent and expressive reading sounds, increases independent reading, and confidence reading aloud with others.

**How to use**

**1. Reading Materials**

The teacher and the students read from the same text.

2. **Grouping**

The entire class.

**3. Materials and Equipment**

One chop stick and text for each student

**When to use**

* To provide the teacher an ongoing assessment.
* At the beginning of the school year to establish a baseline.
* When learning new vocabulary words.
* Teaching students how to work together.
* When introducing independent expressive reading.

**Variations**

* The students can put green tape on their pointer finger instead of a chop stick.
* Two groups with one working independently.
* Use a new text for the literacy strategy.

Short and Speed Up

<https://topnotchteaching.com/literacy/reading-fluency-strategies>

Primary National Strategy (2006)

This cooperative-learning literacy strategy has students reading a short 100 to 200-word text out loud to other students repeatedly, but no more than three times until they reach a 10% increase is speed from their first reading. This strategy increases reading fluency, confidence reading out loud to others, and engagement in the assignment.

**How to use**

**1. Create Reading Materials**

Prior to using this strategy, the teacher requires each student to bring a magazine, a printed book, or an online story on their tablets that they enjoy reading. The teacher can provide reading materials as needed. The reading material must be at least 100 words, but no matter how long the text is, the student should read no more than 200 words.

2. **Pair Up**

Students should pair up teams of two from different tables with one student sitting in their same seat.

**3. Materials and Equipment**

Each student should have their reading text with them. Students may use their wrist watches, smart phones, or use the class wall clock for timing. Students can use calculators or calculate percentages by pencil.

**When to use**

Use Short and Speed Up when addressing reading accurately, quickly and expressively.

* Improve presentation skills.
* Improve student interactions with other.
* Improve mutual support between students
* Practice reading fluency
* Teacher can assess reading skills.

**Variations**

* The teacher can provide the reading material based on each student’s reading level.
* Groups can be larger depending on the students reading ability. Students reading below the class reading level may not want to read out loud to a large group.
* Allow students to use the same reading text within their groups.