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Guided reading activity 6- 2 history

There are three basic elements in controlled reading, they are before reading, during reading, and after reading. Here we take a look at teacher and student roles during each element, along with several activities for each, as well as compare traditional reading groups with dynamic controlled reading groups. This when the teacher introduces the text and takes the opportunity to teach students before starting reading. Teacher role: Select the appropriate text for the group. Prepare an introduction to the story to be read. Briefly present the story to the students. To leave a few unanswered questions that can be answered throughout the story. Student role: Engage in conversation with a story group. To raise questions about the story to be read. Build expectations about the text. To note the information in the text. Activity you can try: Sort words. Choose a few words from the text that can be difficult for students or words that tell what the story is about. Then the students sort the words into categories. During this time, when students read, the teacher provides any assistance that is needed, as well as records of all observations. The role of the teacher: Listen to the students while they read. Follow the behavior of each reader to use the strategy. Communicate with students and assist when needed. Observe and take notes about individual students. Student role: Read the text for yourself quietly or quietly. To ask for help if necessary. Try the activity: Important notes. While reading students write everything they want on sticky notes. It may be something that interests them, a word that will help them, or a question or comment that may have, nothing at all. Then share as a group after reading the story. After reading the teacher talks to students about what they have just read and the strategies they use, and leads the students through a discussion about the book. Teacher role: talk and discuss what has just been read. Invite students to respond or add details. Go back to the text for learning options such as finding answers to questions. You'll be understanding the students. Expand text by providing activities such as writing or drawing. The role of the student: to talk about what he had just read. Check the predictions and respond to the story. Match the text and answer questions that your teacher will ask you. Re-read the story with your partner or group. Engage in other activities to expand learning about the story. Activity you can try: Draw a map of the story. After reading it, students have to draw a story map of what the story was about. Here we take a look at traditional reading groups versus dynamic controlled reading groups. Here's how they compare: Traditional groups focus on the lesson, not the student - while controlled reading focuses on the student, not the lesson that will actually help the student learn and understand the lesson plan more quickly. Traditional is grouped according to general ability determination - while the lines are grouped by assessment of strengths appropriate level of text. Traditional group teacher follows the prepared scenario - while in leadership the teacher actively deals with text and students. Traditional reading groups focus on decoding words, while controlled reading groups focus on understanding meaning. In traditional reading groups, words are taught and skills practiced in workbooks - while in a controlled reading group, the teacher builds meaning, and language and skills are incorporated into reading, not workbooks. Traditional reading group students are tested on their skills - while in dynamic controlled reading groups students' assessments are ongoing and throughout teaching. Looking for more reading strategies to incorporate into your class? Check out our article on 10 reading strategies and activities for primary school pupils. Updated on September 17th, 2020 Hero Images/Getty Images While your preschooler probably isn't reading yet, there are some older kids (in the four- to five-year-old age group) who are probably very interested in books and how to read them. Signs of readiness for reading in children include: Pretend to readTries to read books or other words by starting to sound outTaking interest in the words around them on signs, logos, etc. Understanding the relationship between letters and their sounds After hearing the book read aloud, can tell a story in your own wordsInkily reads from left to rightCan write your own nameMay have strong active and passive vocabulariesWe have some books by heart and recites them exactly page for page for pagels about five years or older (although some begin earlier) Once your child begins to display these symptoms, you can start practicing reading, working to look at words, and some of the reading activities for preschoolers listed below. It is important to pay attention to the stimuli that your preschooler gives you. Learning to read while ultimately rewarding can be a frustrating, time-consuming process. If you find that your child is tired or grumpy, take a break and try again the next day. Read books that offer many repeated lines and phrases. Repetition helps your child remember what's next and allows them to participate actively in reading aloud. As you read, let your child fill in some blanks. After a while, your child will probably get acquainted with the story. When a child is able to recite a book (or most of one) word for word, it builds their confidence. It takes courage to learn to read and use books that offer repetition is a great way to make your child feel good about what they are doing. As you read a new book, pause every so often and ask your child what they think will happen next. Getting your child to think critically about a book, beyond what they have read on the page, is a great skill to help them comprehend down the line. When you talk about a story with your child, you help them build their vocabulary and help them sense of what's going on. Draw attention to the words your preschooler sees every day. Whenever you see a word, whether it's in the car on a passing sign or just walking around, point it out and read it to your preschool age. Create a shopping list? Let your pre-teen help by writing words as you dictate letters. Ask your pre-student to tell you a story. Write it down (clearly) so you can read back to your preschool later. Point to every word as you say it. If you can, insert it into a book format with pictures. Pull out a bunch of old magazines and safety scissors. Along with your preschooler, cut out the words you will find. See if you can find a picture that matches. Alternatively, you can cut out individual letters to make words. Let your preschooler know that everything has a word associated with it, by having labels in your house. Take index cards and tape and make a note of everything - couch, bath, fridge, etc. Finally, your preschooler will absorb these words and be able to recognize them out of context in books, on signs, etc. ask friends or relatives to send their preschool cards and letters that you can read together. Make sure that the handwriting is clear and legible and that the words are easy to understand. Once you're done reading, it will help your preschooler write back to your new pen buddy. Thanks for your feedback! What are your concerns? A reported speech or reported discussion is when an individual verbally recalls information from something they have heard or read. It can be either directly cited or indirectly mediated and is an important aspect of communication. Using reported speech in interviews shows listening skills and allows the individual to relate to others. Read this short excerpt about the humorous incident in the park. When you're done, answer your comprehension reading questions and finish your reported speech. Guess who I ran into? Tim wandered down the road thinking out loud: If I continue this diet I should lose twenty pounds by the end... when BOOM! crashed into another city dweller for a day of walking in the park. I'm so sorry, I apologized, I was so caught up in my thoughts, I didn't see you! he managed to stutter. Smiling, Sheila replied: It's OK. Nothing is broken ... No, I'm not following my step either. Suddenly, they both stopped making excuses and staring at each other. I don't know you from somewhere? asked Tim while Sheila exclaimed, 'You're Tim, Jack's brother, right?!' The two started laughing when they met a week earlier at a party Jack gave. Still laughing, Tim suggested: Why don't we have a cup of coffee and doughnuts? to which Sheila replied: I thought you wanted to continue your diet! They were both still laughing by the time they got into the Swimming Donut cafe. Comprehension Questions Questions Questions one to five test your understanding. The remaining questions test the reported speech. Fill in the blanks with the reported using the above text. Above.