

**L.I.F.T.**

LITERACY INSTRUCTION FOR TEACHERS –  
Facilitators' Workshops

January 2005

SUPPORTED READING

PARTICIPANTS' HANDBOOK

MODULE **5**







> GUIDING QUESTIONS

View and discuss the video clips on *Gorilla*. 

1. What kinds of interaction did you observe in the reading session?

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2. What are some of the ways in which the teacher offers support to children?

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3. What are some of the ways that the teacher encourages his pupils' reading development?

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> 5.7 STEPS IN CONDUCTING SUPPORTED READING:  
INTRODUCING THE TEXT

**STEPS IN CONDUCTING SUPPORTED READING: INTRODUCING THE TEXT**

**Purpose: To motivate the pupils to want to read the book**

*Orientating the pupils to want to read the book should take no more than ten minutes.*

**The teacher:**

- > discusses the book cover and title and encourages the pupils to predict the content;
- > activates background knowledge and experience;
- > discusses relevant text features;
- > discusses any unfamiliar vocabulary;
- > shares the purpose for the reading; and
- > sets the reading task, e.g. "Read to the end of this section and find out ..."



**You can Make a Happy Cake  
(Primary 5)**

> NOTES

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> GUIDING QUESTIONS

View and discuss the video clips on *You can Make a Happy Cake*.



What does the teacher do in the four steps?

Step 1

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Step 2

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Step 3

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Step 4

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> 5.10 STEPS IN CONDUCTING SUPPORTED READING: FOLLOW-UP

<p><b>STEPS IN CONDUCTING SUPPORTED READING: FOLLOW-UP</b></p> <p><b>Follow-up activities are integral to the successful implementation of a supported reading programme.</b></p> <p><b>Follow-up activities may include:</b></p> <ul style="list-style-type: none"><li>&gt; undertaking a shared writing lesson around the theme of the text;</li><li>&gt; sharing books, big books, poems and/or song cards related to the text;</li><li>&gt; using a listening centre to read/listen to the text again;</li><li>&gt; playing spelling or alphabet games related to the text;</li><li>&gt; playing an oral language game related to the text;</li><li>&gt; acting out the text as a play in small groups;</li><li>&gt; using pocket charts and sentence strips to reconstruct the text;</li><li>&gt; writing a review of the text; and</li><li>&gt; completing a word search or crossword activity related to the text.</li></ul> <p>Follow-up activities might be undertaken by pupils as a whole class or in groups. They may work on the same or different activities.</p>
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> NOTES

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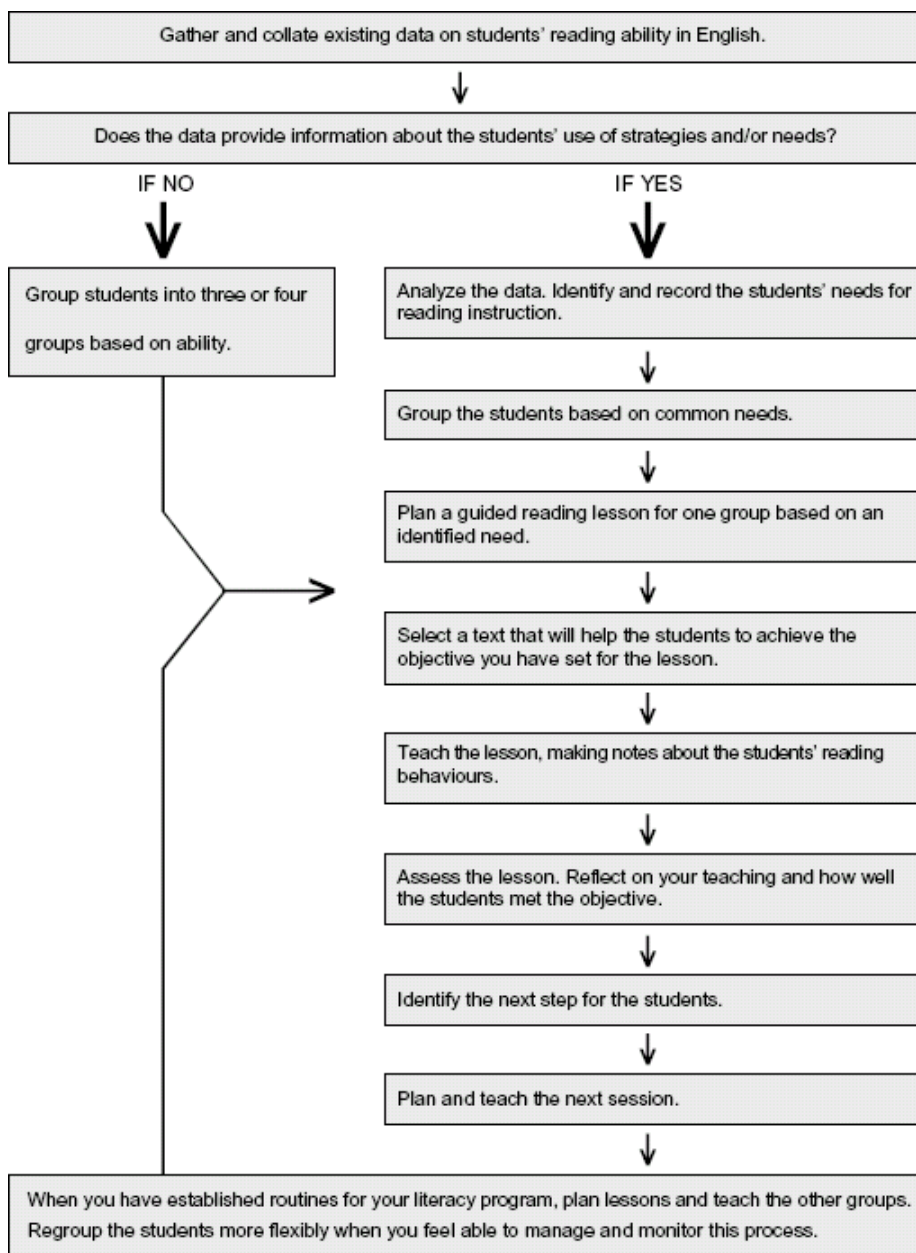
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> 5.12 GETTING STARTED WITH GUIDED READING GROUPS

**Getting Started**



> NOTES

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