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learning English



How to implement Guided Reading

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WHAT IS GUIDED READING?

Guided reading is a common differentiated teaching approach used in the classroom to develop learners' reading skills. It aims at helping all learners become confident and effective readers, starting at the level they are at. Guided reading is not a new approach, it has been used for decades in New Zealand, Australia, the UK and the USA but it has become more popular over time as research has shown that continuous silent reading programmes do not help learners develop reading skills.

Guided reading is used to close the gap between shared reading and independent reading. It aims to help learners develop and apply new reading strategies individually, and therefore requires the text to be just above the actual level of the learner, allowing them to develop their current reading ability. This often means that one classroom has four or five different reading groups, reading at a different level using different readers.

"Students need instructional support so they can expand their competence across a greater variety of increasingly challenging texts."

(Fountas and Pinnell, 1996)

Guided reading is considered to be a learner-centred approach because the teacher works with small groups and provides guiding and scaffolding, based on learners' identified needs. It is a way of providing differentiated teaching of reading as learners are working on reading processes and strategies that are right for them. The teacher supports the learners by focusing on explicit teaching strategies which learners have not yet grasped to help develop understanding of texts. Therefore, it is essential to work with small groups of learners of a similar level and focus on developing specific reading strategies or habits which allow them to progress to their next level.

Lower level readers	Higher level readers
Teacher guides groups of 3-5 learners	Teacher guides groups of 4-6 learners
As much as possible (about 20 min)	2/3 times a week (about 20 min)

A guided reading session follows the common pre-, while- and post- reading stages:

- **Pre-reading:** The teacher introduces the text in a meaningful way after which a variety of teaching techniques are used. For example, to show learners how to use 'prior knowledge' to predict the next event in the story.
- **While-reading:** Learners are shown how to read – the implicit is made explicit through thinking aloud. This can help learners' decoding and meaning making skills. This is followed by individual silent reading.
- **Post-reading:** In the follow up stage, learners engage more with the text, for example, re-reading the text or other activities that allow learners to consolidate their understanding and to respond to the text in a more personal way.

"As a teacher I want to instill a love for reading. This means that I need to help students with building vocabulary, making connections, predicting, making inferences and asking themselves questions when they read to see if what they read makes sense! By encouraging them to attend to the details of the text, using the images on the next page and self-correcting their ideas, my students build strategies that make understanding texts easier for them and reading more enjoyable."

Hiba, young learners' teacher in the UAE

WHAT ARE THE BENEFITS AND CHALLENGES OF GUIDED READING?

- Learners are working just above their level of reading comprehension and experience a 'healthy' struggle which is key for learning to take place. If strategies used are too easy or too hard, motivation is lost. Learners should be challenged just enough to stay interested and motivated so that reading can become something to be enjoyed.
- Learners are working in small groups which means all learners get a chance to actively participate and the teacher can closely observe each individual learners' reading performance, to identify strengths and support each learner's individual needs.
- When grouped with readers of a similar level, learners often feel more comfortable asking for clarification or asking questions which can help them progress faster. Also, in small groups, learners can better support each other as they face similar challenges.
- Guided reading gives individual learners an opportunity to self-correct after being encouraged by the teacher. This way, they build confidence in their own abilities to use the strategies themselves in the future. It can be motivating for a learner to achieve success without having been corrected.
- Guided reading also helps learners to further develop phonemic awareness, build decoding skills and increase vocabulary knowledge in order to make meaning of the text.
- Reading programmes such as *Springboard Connect* offer a wide variety of genres and provide meaningful and relevant topics for young learners. Reading widely will not only help build vocabulary knowledge, it will also develop learners' conceptual knowledge.

Although research has highlighted the many benefits of guided reading, there are common challenges teachers experience and these need to be taken into consideration when implementing a guided reading programme in the classroom. Below are some of the challenges of implementing guided reading and tips to tackle these challenges:

CHALLENGES

Some learners might still be working on fluently decoding, which means they do not have enough working memory space available, as Willingham (2006) points out, to apply comprehension-making strategies.

With learners from various language and cultural backgrounds, prior knowledge on some topics might be limited, so it might be harder to find connections to prior knowledge.

Broad vocabulary knowledge is essential when using reading strategies. Some learners might bring limited vocabulary to the text.

In the class there might be a wide range of different reading abilities, but having too many guided reading groups means not much individual teaching can be provided.

There might not be enough time to read one student book in 20 minutes.

One small group of readers is working with the teacher at a time. Keeping the other learners meaningfully engaged is key for guided reading to be successful.

TIPS

Here the focus should be on helping learners become fluent enough in decoding because decoding skills are vital to comprehension.

Here your focus should be on building conceptual knowledge. For example, through using images, items from everyday life or short videos.

Here the focus should be on introducing key vocabulary items and building vocabulary knowledge for the story.

Here the focus should be on creating fewer groups by combining similar levels. Research has not shown this has a negative impact on learners' strategy development as long as learners know 90 to 94% of the words.

Here divide the student book over 2 or 3 sessions; break up the story at natural moments and focus more on the strategies and follow-up activities

Here the focus should be on planning appropriately levelled literacy tasks for the other reading groups. They could re-read an old story with a classmate, do some word-work as a follow-up or draw and write stories related to the text. Ensure tasks are of the right level so learners can complete these independently. This might take some learner training!

The aim of guided reading is to help learners become effective, independent readers who can, over time, make meaning and critically analyse texts.

Effective, independent readers:

- are motivated to read, so select a topic that is meaningful to them
- can decode fluently, so select a level where learners are familiar with the majority of words
- have vocabulary knowledge, so select students books where learners know 90- 94% of the words for guided reading and pre-teach key items if needed
- are active readers - they think and use reading strategies to make meaning of the text.

INTRODUCTION TO SPRINGBOARD CONNECT

Springboard Connect is a levelled-literacy programme that has a strong focus on phonics and developing reading comprehension using factual, inferential and evaluative questions. The series helps guide students in developing their literacy skills by encouraging them to listen to, read, view, speak about, write, create and reflect on a variety of text types.

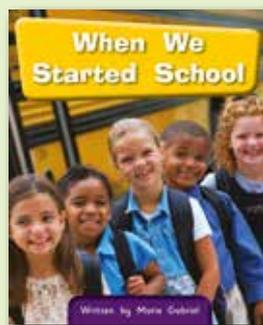
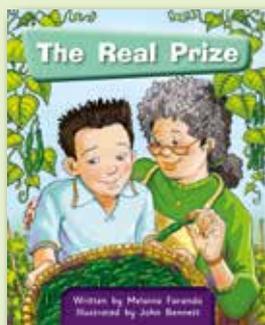
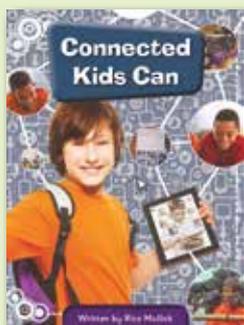
The *Springboard Connect* series enables learners to read at an appropriate level for them and progress their way through the programme.

- 115 student books in 30 different levels (printed or eBooks)
- Literature books (print and digital) to accompany the student books
- Interactive eBook versions of 69 student titles
- Audio CDs for student book titles and worksheets
- Teacher guides (levels 1 - 8, levels 9 - 16, levels 17 - 23 and levels 24 - 30)

The teacher's guide includes guided reading notes for each book and various worksheets that focus on language features (sound and letter knowledge, vocabulary and punctuation) comprehension and writing. Assessment task sheets and records are also provided to monitor students' reading skills development.

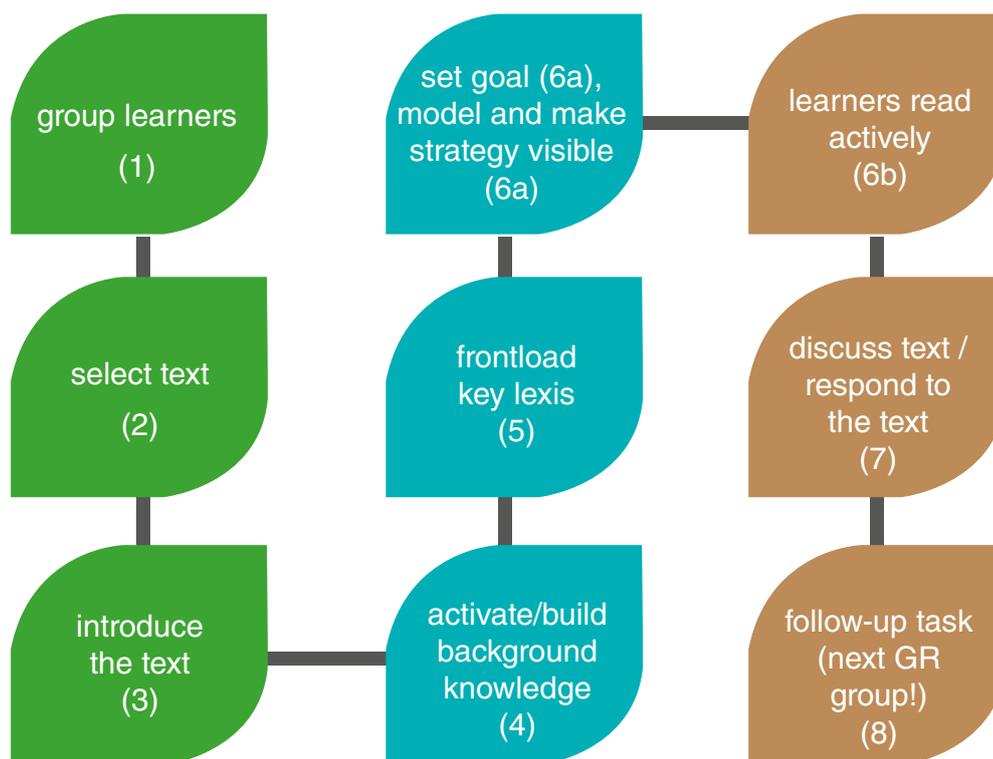


This outstanding series meets the ever-changing needs of students from 4.5 - 9 years of age.



1. PLANNING FOR GUIDED READING SESSIONS

In order to help learners on their reading journey, you need to plan sessions well. The majority of work will be done before actually sitting down and reading with small groups as the step-by-step approach to implementing guided reading shows. Let's look at each step of the guided reading process in more detail:



Step 1: Group learners with similar needs together. The group size is ideally between 3 to 6 students and each session takes approximately 20 minutes.

Step 2: Select a reading text for each group that is of a slightly higher challenge than learners can already read independently. The selected text also needs to support the reading strategy focus of the session. Pre-read the text to identify natural breaks where guiding questions can be asked, create the guiding questions and choose how many pages to get through in one session. Remember, it is not about how much learners read, it's about readers applying reading strategies to make meaning and sharing ideas about the text. (Make sure each learner has a student book).

Various authors and researchers have identified anywhere from 6 to 18 different reading strategies as being important for comprehension (Cameron, 2009). Some key reading comprehension strategies include:

Activating prior knowledge	Making predictions	Creating mental images
Making connections (to self, to the text, to the world)	Making inferences	Self-questioning/ self-monitoring
Sounding-out/reading and recognising sight words*	Using picture cues*	Summarising
Synthesising	Fixing strategies (re-reading, reading on, adjusting reading rate)	Skimming
Scanning	Determining importance of unknown vocabulary/ word-attack strategies	*key for lower level learners who are still working on decoding skills

At the same time, you want to start thinking of the organisation of your classroom. When doing guided-reading it is common to see the other reading groups - which are not reading with you - work in small groups or independently on set literacy tasks at different work stations in the room. Plan and prepare appropriately levelled literacy tasks for these learners to work on without your guidance. For example, one of the 'daily five': read to self, read to someone, word work, listening to reading or writing. It might take a while for young learners to get used to working at their own tables/station without teacher supervision (and without disturbing you), however, allowing learners to develop some independence early on will be beneficial for their future learning.

2. CONDUCTING GUIDED READING SESSIONS

As with any lesson, in order to support students in their reading skills and development, it is good practice to divide reading sessions into pre-, while- and post-stages.

2a) Getting started: activating prior knowledge, encouraging prediction and outlining focus

Step 3: Point out or elicit the author and title and use the cover of the book to elicit what students think the book is about before introducing the story briefly.

Step 4: In order to activate or build students' background knowledge, it is a good idea to start a discussion on the content of the story. Here you can do a picture walk to preview the text and discuss what they see in the pictures or (at higher levels) discuss the type of text - for example, is it a story, a brochure etc?

Step 5: This is also a good time to introduce any new, key vocabulary words you feel learners need and do not yet know the meaning of. However, limit this to 4 or 5 words. Needing to pre-teach more might mean the level of text is too challenging for the learners to enjoy the reading experience. Before learners start reading individually they need to know what the focus of the session is - for example, anticipating meaning by using various clues (such as images) to predict what will happen next.

Step 6a: Explain why the reading strategy chosen is important for successful reading and encourage students to use it when reading individually.

2b) During the reading session: modelling, guiding and interacting, interpreting, analysing and evaluating.

Step 6b: Model the chosen technique and make it visible e.g. by thinking aloud, showing them how you use images to predict what kind of story it might be using the cover. After modelling, get learners to read a page in order to predict what will happen next. Learners read, stop, think and predict themselves before turning to their classmate to share their predictions. Encourage learners to share their predictions and their reasonings with you. You can note this down on a mini-white board to check later, before you direct them to read further and get them to write down their predictions after every page.

Setting clear questions related to the focus of the session and being specific in assigning pages to be read is key because during this stage all learners read the book or a chosen section of the text individually to themselves - aloud or silently. Learners do not take turns reading, they all read the given page(s), at the same time. If learners want to read aloud, it is a good habit to get them into 'whisper reading.' Higher level learners tend to read silently, so if you want to hear them read for assessment purposes give them an agreed signal e.g. touch their book or table.

Step 7: It is important at this stage to be aware of your role as a reading 'guide' or 'coach:' observe learners' reading behaviour and assist where needed. Encourage learners to make meaning of the text themselves using strategies to problem solve, but do not directly provide the word or answer. Respond to students as needed: when you notice a learner struggling, prompt with a guided question e.g. 'What can you do to say the word/make meaning?' (for example, sound it out/ use the pictures/ break up the word etc.), 'What strategy could you use to keep reading?' as well as deciding the importance of the word and using the context for meaning because over time, learners need to become independent users of the different reading strategies highlighted above. Also, listening in to individual readers 'whisper read' provides an opportunity to monitor learners' progress, assess their skills and identify the next step in their reading journey. For formative assessment purposes it is useful to take notes before moving on to guide the next learner.

Step 8: Direct learners to pause where you have planned, maybe based on time or where it is useful to discuss what they have read. Check learners are making meaning from the text by asking them to answer pre-planned comprehension questions (see *Springboard Connect* teacher guide for ideas). Continue with: read, stop, think and discuss, until learners have covered the pages selected for the session or the whole book and then ask some closing questions.

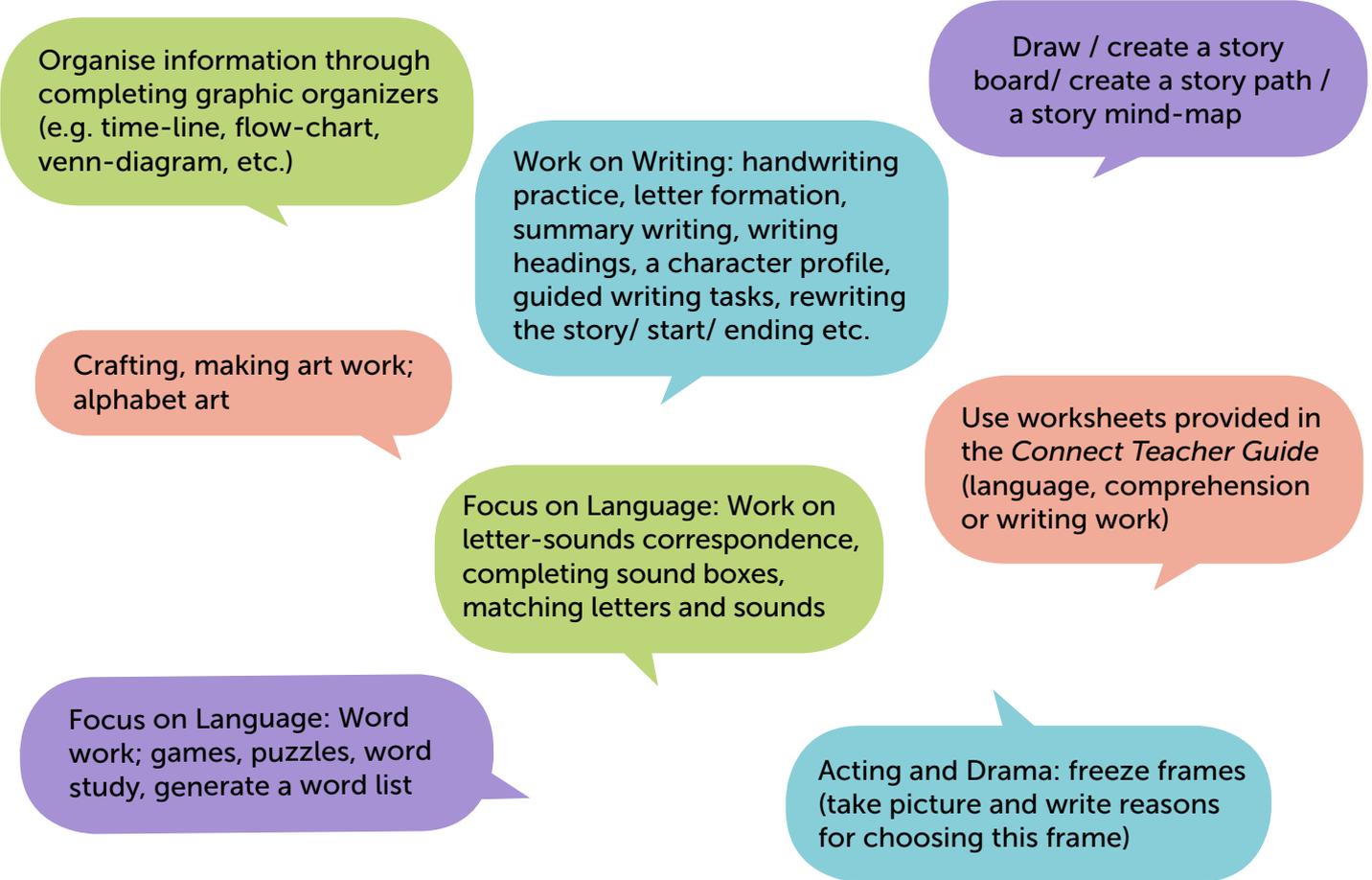
Responding to the text is an important stage to increase students' comprehension and thinking skills. Ensure questions relate to the text and cover a variety of questions, moving from *factual or literal* questions (Where is the Opera house?), to *more inference* questions (How do you think Omar feels?) to *evaluative questions* (Do you think it is a good idea to see a doctor when you feel ill?). Developing critical thinking skills is essential in our modern world, so encourage learners to explain their answers with either evidence in the text (How do you know? What makes you say that? Which word gave you that impression?) or using their own experience and knowledge. Share and discuss responses with others and allow learners to ask questions, before reflecting on the focus of the session and reviewing the main purpose of the reading.

You can use the notes provided for each student book from the *Springboard Connect* teacher guide to find ideas on how to model a reading strategy and possible questions for the text. In the teacher guide you will also find questions for this stage which guide students in identifying language patterns, examining text features and organisation as well as developing learners' letter-sound knowledge.

2c) Putting the learning into practice; small group or independent activities

Step 9: After the reflection, it is time to hand-over to the learners and set them up with an independent follow-up task. In the follow-up stage, learners work individually or in small groups at a different table/station without teacher support. The teacher will now move on to the next guided reading group. This stage is an invaluable opportunity to engage learners in consolidating their ideas/learning from the text and extending their literacy skills whilst responding to the text. The *Springboard Connect* teacher guide provides practice activity ideas and a variety of worksheets for learners to extend their reading, writing, listening, creating, speaking or viewing skills connected to the different readers.

It is good practice to get students to re-read the text independently or in pairs before moving on to follow-up activities. You can encourage pair reading when learners are still developing fluency in decoding or need to work on their use of intonation or interpreting punctuation marks. Below is a list of possible activities that you can set up for after reading. Make sure the activities selected match the developmental level of your learners and make sense in relation to the text read. A good place to start is the meaningful activities suggested for each student book in Putting the Learning into Practice in the *Springboard Connect* teacher guide or you can create your own 'daily five'.



The meaningful activities below are ideal for learners to complete after their guided reading session to consolidate their learning and to engage further with the text or learn more about how language works. A lot of the activities are authentic, open-ended and multi-level which is great if you need to differentiate learning. Varying tasks keeps learners motivated but do check that tasks are suitable in relation to the student book and engage your learners - if they are not engaged they will lose focus quickly! One of the advantages of using these familiar activities or one of the 'daily five' is that these can also be used to engage the learners who are not in guided reading. The other reading groups can work on these activities at their tables/station, responding to the book they are reading or to a story from shared reading. The majority of the above tasks can also be used independently from the student books, e.g., word work can be used in preparation for writing. To keep learners engaged and interested and to develop their learner autonomy, you could give them a 'choice' slot during reading time (see Literacy Menu) in which learners can choose a task from a 'pre-set Literacy Menu'. Developmentally appropriate tasks can be selected and provided as a choice board for students to select one to work on during independent activity time.

An example of a Literacy Menu for learners to choose from during Independent Activity time

Pick any previously read book from the box and re-read it alone, silently.	Select 1 word puzzle sheet, copy it in your notebook and complete the puzzle in your notebook.	Select 4 new words from your student book and draw their meaning.
Listen to the Listening Post CD and Complete worksheet X (computer & headphones).	Draw the main character in your story. Draw a thought bubble and write down what he/she thinks/ feels.	Use the interactive digital book to complete a self-recording (tablet) and complete worksheet Y.
Draw a scene from your book. Write 3 sentences describing what is happening (tablet/computer/paper).	Create a mind-map. Start with the topic of your old/ new book and build it out.	Relay re-read; read 1 page and get your buddy to ask you 1 question about the page. Then your buddy reads and you ask 1 question etc.



GUIDED READING AND ASSESSMENT

The main advantage of guided reading is that it allows the teacher to closely observe each learner's reading performance. This helps gather detailed information on reading strategies used and comprehension made for each individual learner. You can assess learners' understanding of what they read by asking factual and inference questions and assess their decoding skills through monitoring their decoding habits and listening in closely. This information should be recorded and can be used as part of formative assessment for each learner, combined with other classroom observations. Regular formative assessments of young readers during guided reading is key, because young learners all develop at different speeds. Keeping learners at a level which insufficiently challenges them means missing out on opportunities to further develop. Your grouping should be flexible, so you can move individuals to the next reading level/group when they are ready. The *Springboard Connect* Teacher Guide also provides more formal assessment tools in the back of each guide to assess learners' reading abilities in a more formal and structured way. They can be used to check what learners can already decode (diagnostic) and if they have progressed in decoding and word recognition after a while.

IMPLEMENTING GUIDED READING INTO THE CLASSROOM

Ideally, you want to have a maximum of 4 or 5 guided reading groups in one class with a maximum of 6 learners per group. In larger classes, however, you might have to create groups with 8 learners. If possible, keep lower level reading groups at 5, as more individual support will be needed to develop their reading strategies.

Here is a possible structure for a 20-minute guided reading session which covers steps 3-8 mentioned on page 6.

Show cover & warm-up on the topic	2-3 minutes
Introduce book*	1-2 minutes
Introduce key lexis (vocabulary)	2-3 minutes
Reading: set goals; read, stop & think	8-9 minutes
Wrap up questions/discussion	2-3 minutes

**the lower the level of the learners the more time the introduction might need, so it varies from a detailed preview/picture walk, to showing only a few pages, to giving a brief statement.*



Below are two example schedules for guided reading, both using a rotation approach with *Springboard Connect* resources. You might only be able to see two guided-reading groups a day - just use slot 1 and 2 for day one and 3 and 4 for day two etc. Remember, however, the lower your learners' reading proficiency is, the more they benefit from daily reading practice. If you can get a volunteer, teacher assistant or parent to join the class and conduct guided reading with you, you can address two groups in the same slot. This means you reduce the Independent Activity Time slot to only one and still give all learners some individual teaching time. Ensure you rotate groups, so that you - as the expert - get to read regularly with all of your learners.

1) 60 min schedule: 60 min of reading (3 x 20 minutes of Guided Reading).

	The Tigers (GR @ level 5)	The Lions (GR 2 @ level 5)	The Giraffes (GR 3 @ level 6)	The Hippos (GR 4 @ level 8)	The Gazelles (GR 5 @ level 9)
Day 1	Slot 1: GR 20 mins At the market - level 5 (See LP Tigers) Slot 2: Independent Activity Time: Worksheet from TCG focus on the story content (Worksheet 2) Slot 3: Independent Activity Time: Literacy Menu or Daily Five	Slot 1: Independent Activity Time: Literacy Menu or Daily Five Slot 2: GR 20 mins The meerkats' New Home - level 5 (See LP Lions) Slot 3: Independent Activity Time: Listening Post CD & worksheet 1 (Focus on language development; sounds)	Slot 1 Independent Activity Time: Reading to someone Slot 2: Independent Activity Time: Worksheets focus on language development (Worksheet 1) Slot 3: GR 20 mins Tigers - level 6 (See LP giraffes)	Slot 1,2 & 3 Independent Activity Time: 1- Reading to someone 2- Writing 3- Literacy Menu or Daily Five	Slot 1, 2 & 3 Independent Activity Time: 1- Literacy Menu or Daily Five 2- Reading to self 3- Writing
Day 2	Independent Activity Time	GR 20 mins	GR 20 mins	Independent Activity Time	GR 20 mins Being Famous - level 9 (See LP Gazelles)
Day 3	GR 20 mins	GR 20 mins	Independent Activity Time	GR 20 mins A fun Day - level 8 (See LP Hippos)	Independent Activity Time
Day 4	GR 20 mins	Independent Activity Time	GR 20 mins	Independent Activity Time	GR 20 min
Day 5	GR 20 mins	GR 20 mins	Independent Activity Time	GR 20 mins	Independent Activity Time

Alternatively, if you feel learners benefit from more teacher-led stages, the table below might be good to start:

2) 90 min schedule: 60 min of guided reading and 30 min teacher-led literacy work.

Whole Class Work - Interactive Read aloud (literature book / interactive digital book) & Responding (10 minutes) or reading mini-lesson focusing on a strategy / recalling strategy use				
Reading Group A The Tigers (20 mins)	Guided reading with teacher: At the market - level 5 (See LP for the Tigers)	Independent Activity Time: Worksheet from TCG focus on the story content (Worksheet 2 or 3)	Independent Activity Time: Worksheets focus on language development (Worksheet 1)	Independent Activity Time: Literacy Menu
Whole Class Work - Word Work / Spelling / Grammar (5-7 minutes)				
Reading Group B The Lions (20 mins)	Independent Activity Time: Literacy Menu	Guided reading with teacher: The meerkats' New Home - level 5 (See LP for the Lions)	Independent Activity Time: Listening Post CD & worksheet 1 (Focus on language development; sounds)	Independent Activity Time: Worksheet from TCG focus on the story content (Worksheet 2 or 3)
Whole Class work - Handwriting practice / Mini writing lesson (5-7 minutes)				
Reading Group D The Giraffes (20 mins)	Independent Activity Time: Follow-up worksheet page	Independent Activity Time: worksheets focus on language development (Worksheet 1)	Guided reading with teacher: Tigers - level 6 (See LP for the Giraffes)	Independent Activity Time: Literacy Menu
Whole Class Work - Book talk (5 minutes)				

The *Springboard Connect* Teacher Guide has very clear guidance for you on what to do in your sessions. We have included an example below of what a Guided Reading lesson plan using *Springboard Connect* components could look like.

<p>A- Guided Reading Group Group B- The lions Slot 2 (20 min) Book: Springboard Connect Level 5 Book C <i>The Meerkats' new home</i></p>		<ul style="list-style-type: none"> • Fatima • Ahmed • Suleiman • Mohammed • Nadia
<p>B- Lesson Objectives:</p> <ul style="list-style-type: none"> • Content: What are we trying to find out in the story? • Language: What reading strategy will you focus on? Any language areas to focus on? 		<p>C-We are going to find out where meerkats live and why. L-We are learning to predict what the story will be about using visual information/ images L-We are learning about reading sentence in the right order from top to bottom of the page.</p>
<p>C- Resources needed:</p>		<ul style="list-style-type: none"> • The Meerkats' new home- 6 student books • Connect Teacher Guide page 145-146 • 6 copies of Worksheet 2-5c (CTG page 148) and worksheet 3-5c (page 149) • Coloured felt tips for learners in follow-up task • Mini-whiteboard (MWB) & marker for T to collect tricky word • Notebook for taking assessment notes • Set up on Tablet- Listening CD Post
<p>D- Lesson Plan : As a reading guide/ coach ensure you include deliberate acts of teaching & teacher prompts in your plan e.g. modeling, thinking aloud, prompting, questioning, explaining, telling, directing etc.</p>		
<p>Getting started (step 3, 4, 5 & 6a)</p>	<p>Activating prior knowledge</p> <p>Encouraging Prediction</p> <p>Outline the reading focus</p>	<p>Pre-reading warm up: (to engage/ personalize/ warm-up on the topic) use questioning to find out what learners' favourite animal is: -What is your favourite animal? -Where does it live?</p> <p>Direct learners to book, introduce book, show cover tell that we will read today about meerkats (point at image) & where they live. Use questioning to find out if learners know where Meerkats live -Where do you think meerkats live? Respond to answers- with prompting what makes you say that? How do you know?</p> <p>Point at the setting on the cover - elicit/introduce the word: desert Do a picture-walk through - take note of the different back grounds to frontload key lexis:</p> <ul style="list-style-type: none"> • Desert • Hills • Jungle • valley (use MWB to draw hills/valley to further clarify as needed) <p>Highlight content Objective" <i>today we are going to find out where meerkats live & why</i>" Language objective: We are learning to predict what the story will be about using visual information/ images.</p>
<p>During the reading section (steps 6b, 7 & 8)</p>	<p>Modelling</p> <p>Guiding</p> <p>Interacting, interpreting, analyzing and evaluating</p>	<p>Model reading page 2-4: Think aloud "mmm - they are not in the desert anymore, maybe they are lost and can't find their house back. "Ask learners to predict what the meerkats will do next. Tell their elbow buddy quickly, elicit ideas. Record prediction on MWB.</p> <p>Tell learners to read page 6 alone and predict in their head what might happen next before reading page 8 & 10. Learners read alone, silently. Observe reading habits and listen in. Tell learners to stop after page 10. use questioning? -Where your predictions right? -How do you think the meerkats feel in the hills? How do you know? (inference question; prompt by pointing at the images; show worried Meerkat) Point at the 2 sentences on page 10- point out "dad says...." only after they went to the hills.</p> <p>Tell learners to read page 12-16. Learners read alone, silently. Observe reading habits and listen in to one reader at a time while other students are reading & practicing the strategy/skill on their own. Take notes for feedback (positive and constructive) /formative assessment on what the learners are doing well & what to work on.</p> <p>Ask Ss if they know where meerkats like to live (content objective was: We are going to find out where meerkats live and why). Ask why they think meerkats like to live in the desert? Ask learners to point to the word that told them (page 14, sun). Prompt them to find the sun in the picture. Ask learners if the desert is a good place to live? (evaluative question) If not, would they like the jungle/ hills/ valley and why? Tell their elbow buddy</p> <p>Feedback: return to lesson objectives: -We are learning to predict what the story will be about using visual information/ images: did the pictures help you predict what happened next? -Reinforce the importance of reading sentences in the right order.</p>
<p>Putting the learning into practice (Step 9)</p>	<p>Small group/ independent activities</p>	<p>Set learners up for PW/ GW/ independent work:</p> <p>Slot 3 - Have students reread the text independently before moving on to Listening Post CD as a group and shadow read- before completing worksheet 1(20 minutes)</p> <p>Slot 4- Learners complete worksheet 2-5c (CTGp.148) Hand out teacher-made task slip: tell learners to add the dessert to it (2x) Cut out p.148 to paste on an A3 and create a story path of the meerkats Journey Learners complete writing worksheet 3-5c (CTGp.149)</p>

The role of the teacher is to guide learners in their journey from learning to read, to reading to learn. This, we all know, is a highly challenging role, but one of the utmost importance. Macmillan Education International Curriculum hopes that *Springboard Connect* and other series such as *Talk about Texts* and the components that they have to offer will make your job more manageable and enjoyable. And remember - your effort and guidance is crucial but it is where your support can take your learners in their futures that counts the most!

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Springboard into Comprehension

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Interactive eBooks provide spoken, written, digital and multimodal texts across a range of contexts. Students' fluency and oral comprehension skills are fostered using the in-built features of these texts.

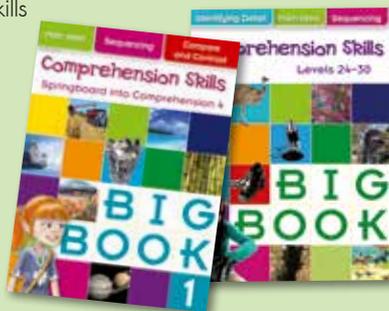
This outstanding series is specifically designed to provide students with multiple opportunities to practise and develop competencies across a wide range of comprehension skills.

AT A GLANCE

COMPREHENSION SKILLS BIG BOOKS

Laminated Big Books allow you to both model comprehension skills and mark up the text.

The text for each Big Book is available in a digital version on the IWB disc.



STUDENT BOOKS

Print & eBook formats

eBook Interactive Disc Video

Fiction and nonfiction texts teach a range of comprehension skills needed to interpret, analyse and evaluate texts.



TEACHER NOTES

Comprehensive Teacher Notes and Worksheets assist you in consolidating students' skill development.



INTERACTIVE WHITEBOARD & ASSESSMENT DISCS

The activities on the Interactive Whiteboard & Assessment disc let teachers model and provide guided practice on specific comprehension skills and strategies.

The interactive cloze activities and Assessment Tests are ideal for measuring individual student progress.

Interactive Disc IWB





NEW



Talk About Texts

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The *Talk About Texts* resources seamlessly integrate a number of oral language instructional strategies to teach the four elements of talk through your guided reading sessions: listening and responding, building vocabulary, having fluent conversations and questioning.

Both Vocabulary for Reading and Vocabulary for Talking are robustly taught and practised throughout the guided reading sessions using a variety of strategies, focused questions, answer frameworks and flashcards.

Talk About Texts' talk-based approach also provides the perfect opportunity to prepare students for writing with opportunities for oral rehearsal followed by quick post-reading activities.

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