

Teaching reading skills

Using co-operative learning methods

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W.A.L.T.

- Useful strategies for teaching higher order reading
- Ways of engaging boys in the learning process
- Introduction to some co-operative learning strategies



What are little boys made of? Slugs? Snails?

“Boys, much more than girls, read and look at a wider range of textual material. Very little of it, comparatively, is fiction. We may have made the mistake of bemoaning the demise of reading amongst.... Boys when what we mean is that they give up reading story books.”

“In teaching methods there are important differences in the ways boys set about completing an essay or producing coursework. Long term targets are just unrealistic, when there are always more interesting ways to pass the time.” Raising Boys` Achievement, Jon Pickering.

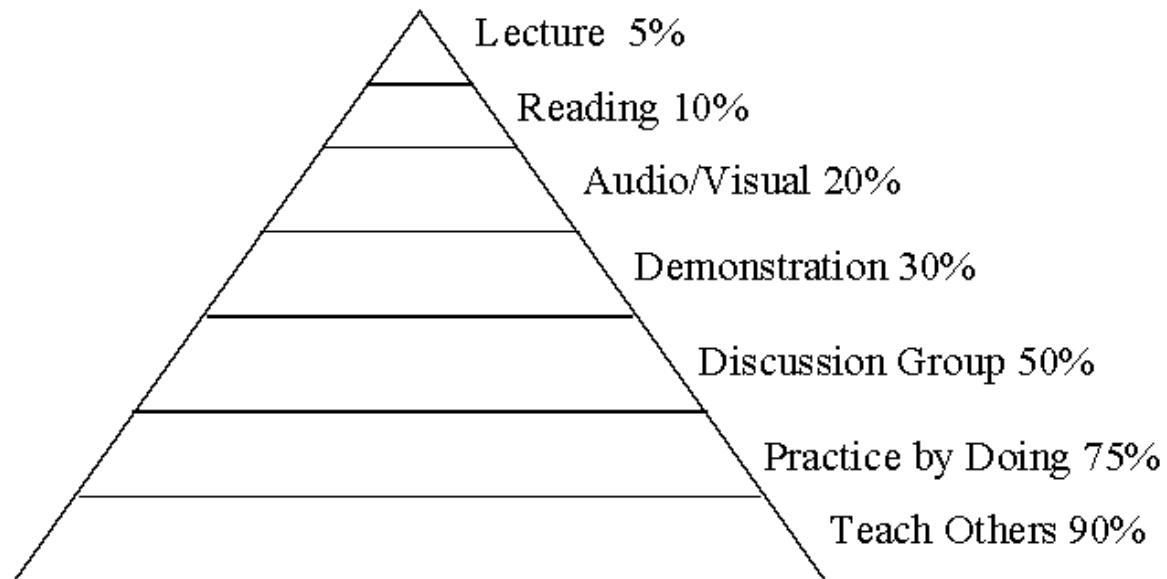
“ The single most significant factor appeared to be the impact of the teacher on their enthusiasm about reading. Boys- and girls- responded to the model of reading which the teacher presented to them, and this seemed to be more important to them in the classroom than what other boys read. Boys indicated also that they are influenced strongly by other models of adult readers, particularly their fathers.”

Raising Boys` Achievement, Jon Pickering.



Pyramid of learning

Pyramid Learning (Avg. Retention Rates)



Jerome S. Bruner - The Process of Learning

What is co-operative learning?

- It promotes “positive interdependence.”
- It embeds social skills, ie PSD in the curriculum.
- It encourages active learning.
- It values “individual accountability.”

2 Skills for today

- I can read material on a topic and explain it to others, answering questions if required. [Academic skill]
- I can encourage others in their reading and explanation. [social skill]

Mission Impossible?

- Working co-operatively on a reading task.
- Everyone in the group understands the task.
- Everyone in the group understands the text selected.
- All are engaged in the learning process.
- Any one person in the group can be asked to summarise and explain to other groups.

Group Formation

Sit down 2 facing 2

Design a badge with the following information:

In the middle, your first name.

Top left corner, a picture of your favourite food.

Top right corner, a picture of favourite holiday.

Bottom right, picture of best group activity.

Group Identity

- Create a name for your group which reflects either;
- An era in History, *or*
- A person or group in History, **and**
- The people in the group.

Group Activity

- **Reader:**

Reads the group's material out loud to the group, carefully and with expression, so that group members can understand and remember it.

- **Encourager:**

Watches to make certain everyone is participating and invites reluctant members to contribute.

- **Checker:**

Checks on the comprehension of group members by asking them to explain or summarise material learned or discussed.

- **Timer:**

Keeps an eye on the clock to make sure the task is completed on time and the group progress through the tasks at a reasonable pace.

Task One

- As a group you have 4 minutes to design a poster which has:
- 1. The name of the Group.
- 2. A symbol or picture which represents the group.

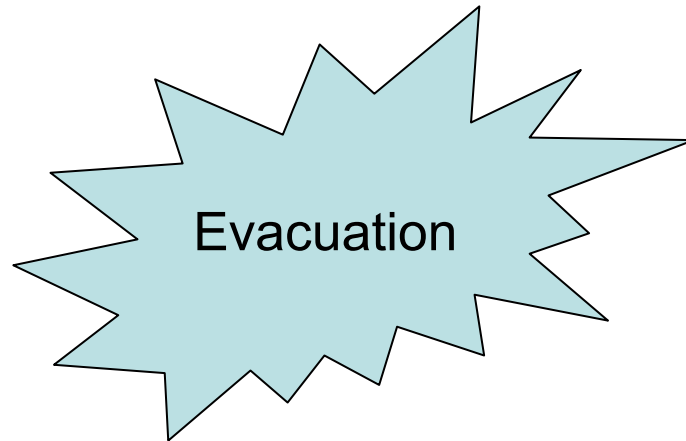
Task Two

- Each group has been given a task on a card.
- The materials handler gets the appropriate resource.
- The reader finds and reads the correct material.
- The task is complete when everyone in the group understands and can explain the material.
- It is the **group's** responsibility to make sure everyone understands the material.

Formative assessment

Constant Review

- As a group, make a mind map of your topic.



Moving On

- All number ones, move on one group.
 - All number twos, move on two groups.
 - All number threes, move on three groups.
 - All number fours, stay where you are.
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- Welcome everyone to your new group.
 - Share with new group the information from your original group.

Sharing

- Go back to your original group.
- As a group write down 3 things you have learned.
- Remember your original roles. This time the reader should be the recorder.

Graffiti Boards

- This activity encourages peer support and Takes account of prior knowledge.
- It also benefits kinaesthetic learners.
- It enables the teacher to identify gaps in learning.

2 Skills for today. How did I do?

- I can read material on a topic and explain it to others, answering questions if required. [Academic skill]
- I can encourage others in their reading and explanation. [social skill]

Group Evaluation

- When you are back in your original group, look at the material written on your sheet.
- As a group list this material. Try to put similar topics together.
- As a group, is there one area where all of you need more input? What would it be?
- How would you access that?

Resources

- www.jigsaw.org
- www.cooperation.org/
- www.kaganonline.com
- Raising Boys Achievement by Jon Pickering
- Bringing or the best in boys, communication strategies for teachers by Neall Scott Partnership
- Formative Assessment in the Secondary Classroom by Shirley Clarke. 2005
- Gender Issues in raising the attainment of boys and girls. Glasgow 2001

Now, do it yourself!

In your groups think about some of the techniques you have practised today.

Plan how you could use these techniques either in an existing lesson or create a new one.