



The Trip to Indiana, U.S.A

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英語教師國際短期教育訓練

- (一) 協助本縣教師了解國際教育趨勢及特色，擴展教學視野。
- (二) 進行國際教學交流，經由討論及研商，落實並延續教師教學及學校教育互動。
- (三) 蒐集國際交流學校之教學及教育政策相關資訊(例如活動規劃、作業程序、交流心得、成效評估等資料)，並彙集參訪心得提供本縣研議教育政策參考及推動創新教學方案。



Team Members



Redkey Elementary School

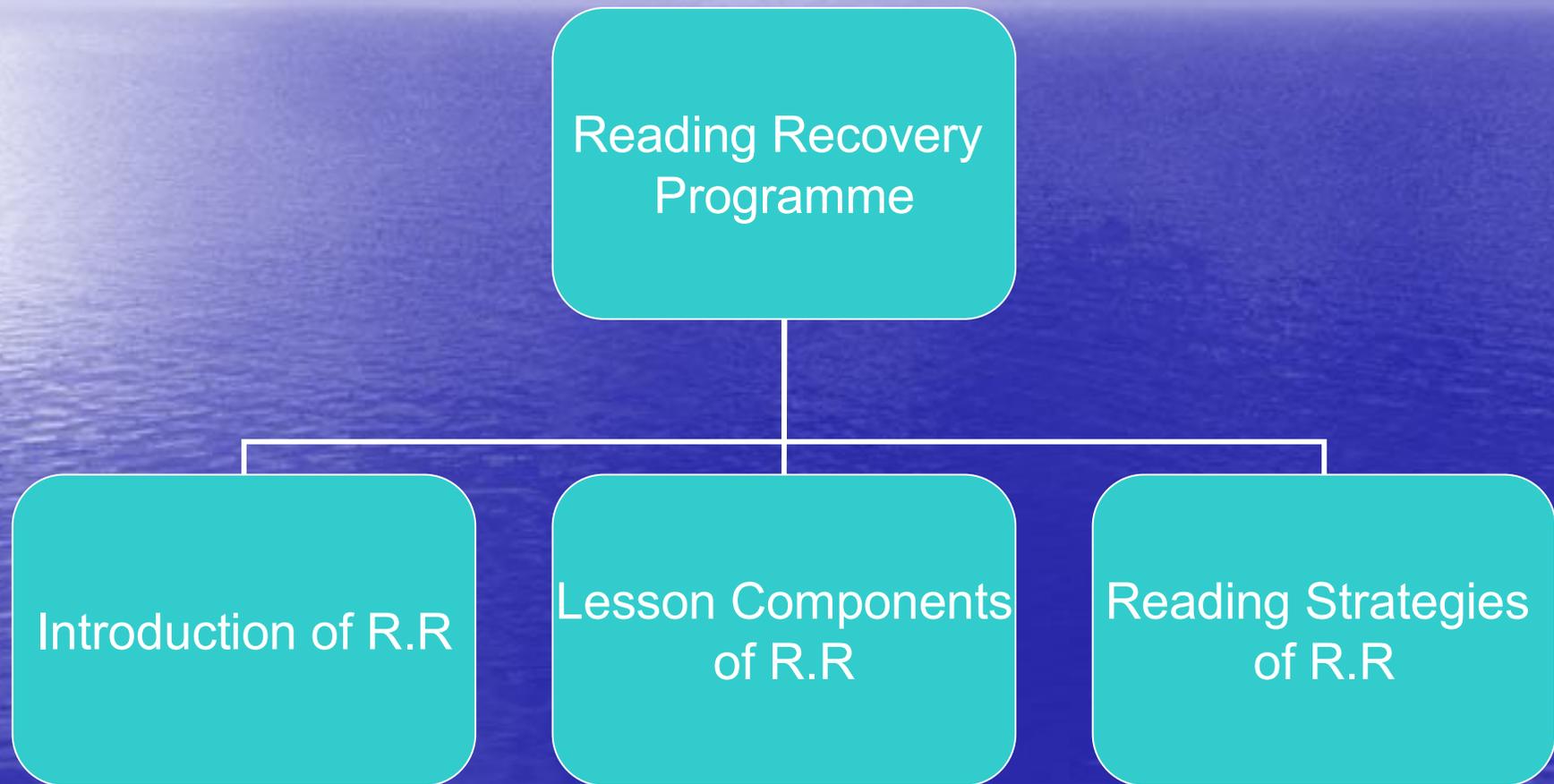
- Located in Jay County, Indiana
- The principle, Tomas



- 209 students
- 2 sections of every grade level 1-5 with one kindergarten.



Organizer



Reading Recovery Program- Introduction

- a research based intervention for reading
- far-behind first graders
- short-term one-to-one tutoring
- 12-20 weeks
- a specially trained Reading Recovery teacher

Reading Recovery Program- Introduction

- *Since 1984 when Reading Recovery began in the United States, approximately 75% of students who complete the full 12 to 20 week intervention can meet grade-level expectation in reading and writing. Follow-up studies indicate that most Reading Recovery students also do well on standardized tests and maintain their gains in later years.
(http://www.readingrecovery.org/reading_recovery/facts/index.asp)*
- 75% students get improved

Reading Recovery Program in Redkey



Teacher

Angela Couch

observation survey

1. 3-4 times a year,
2. beginning of year, beginning of program, end of program, and end of the school year

R.R in Redkey

Databased

1. All results are entered on NDEC site at Ohio State University



- First graders
- Every school day
- 40 mins

Reading Recovery Program

Test Skills

1. Letter Identification

Most students know all upper/lower case letters by 1st grade

2. Word Test

a list of 20 sight words

3. Concepts of Print

What do children know about books

- Book handling skills
- Punctuation
- One to one match
- Reversible words

6 test skills

4. Writing Vocabulary

how many words a child can write in 10 minutes

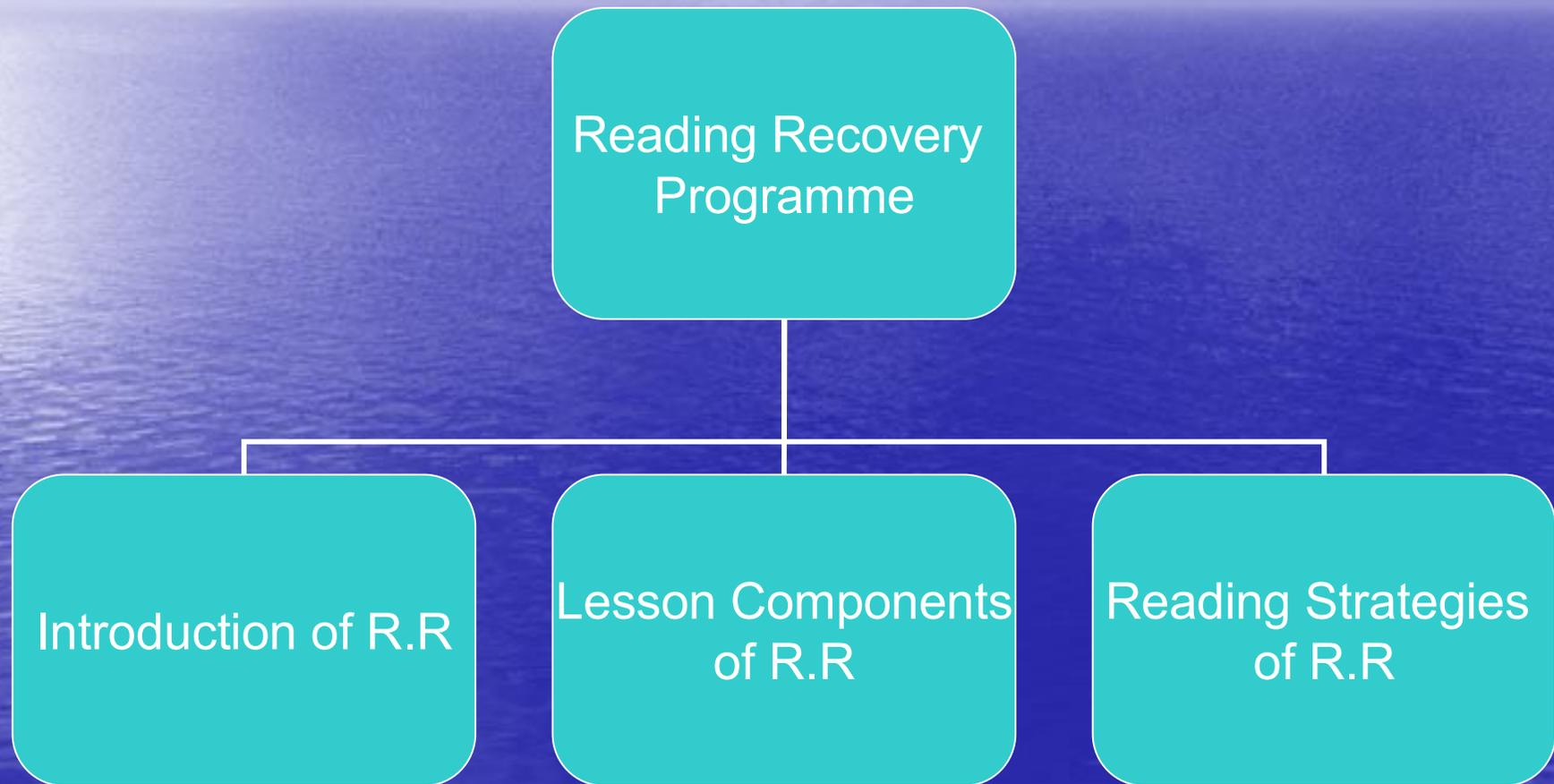
5. Hearing Sounds in Words

- 37 sounds
- I have a big dog at home. Today I am going to take him to school.

6. Level of Reading

- level 1-level 30
- below 90%
- starts teaching at the child's level and goes up
- level 24 by the end of 1st grade

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Reading Recovery Program Lesson Components

Step 1. Fluent Writing

1. the teacher said three-four words the pupil knows and able to write quickly
2. a warm-up or a review.
3. get more familiar with letter sounds and phonics rules.



Reading Recovery Program Lesson Components

Step 2. Fluent Reading

1. the pupil read one-two books which were read through before
2. running record (during reading)
3. checked comprehension
4. briefly summarize the story

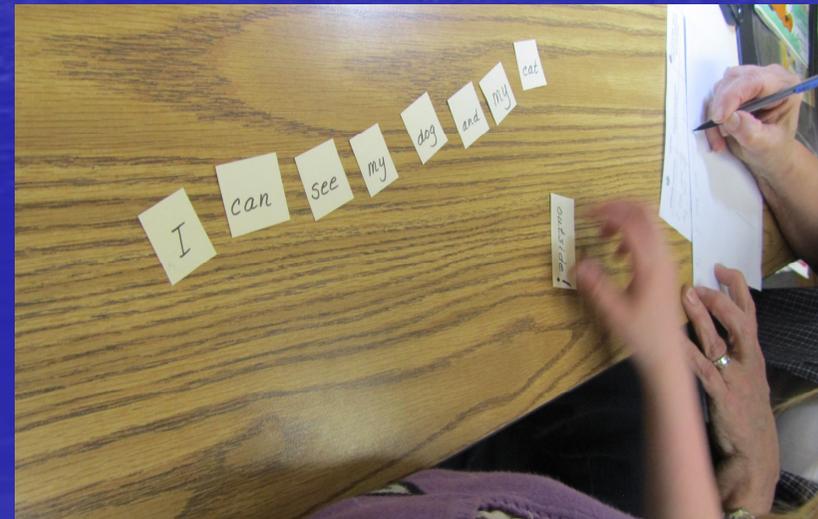
Step 3. Record Book

1. the learner read a new book that assigned as homework yesterday
2. when kids were stocked, the teacher gave prompts and provided strategies to help students solve the problem by themselves first

Reading Recovery Program Lesson Components

Step 4. Writing

1. one sentence to write on the notebook
2. cut into pieces according to word units
3. unscramble and stick them on notebook in order



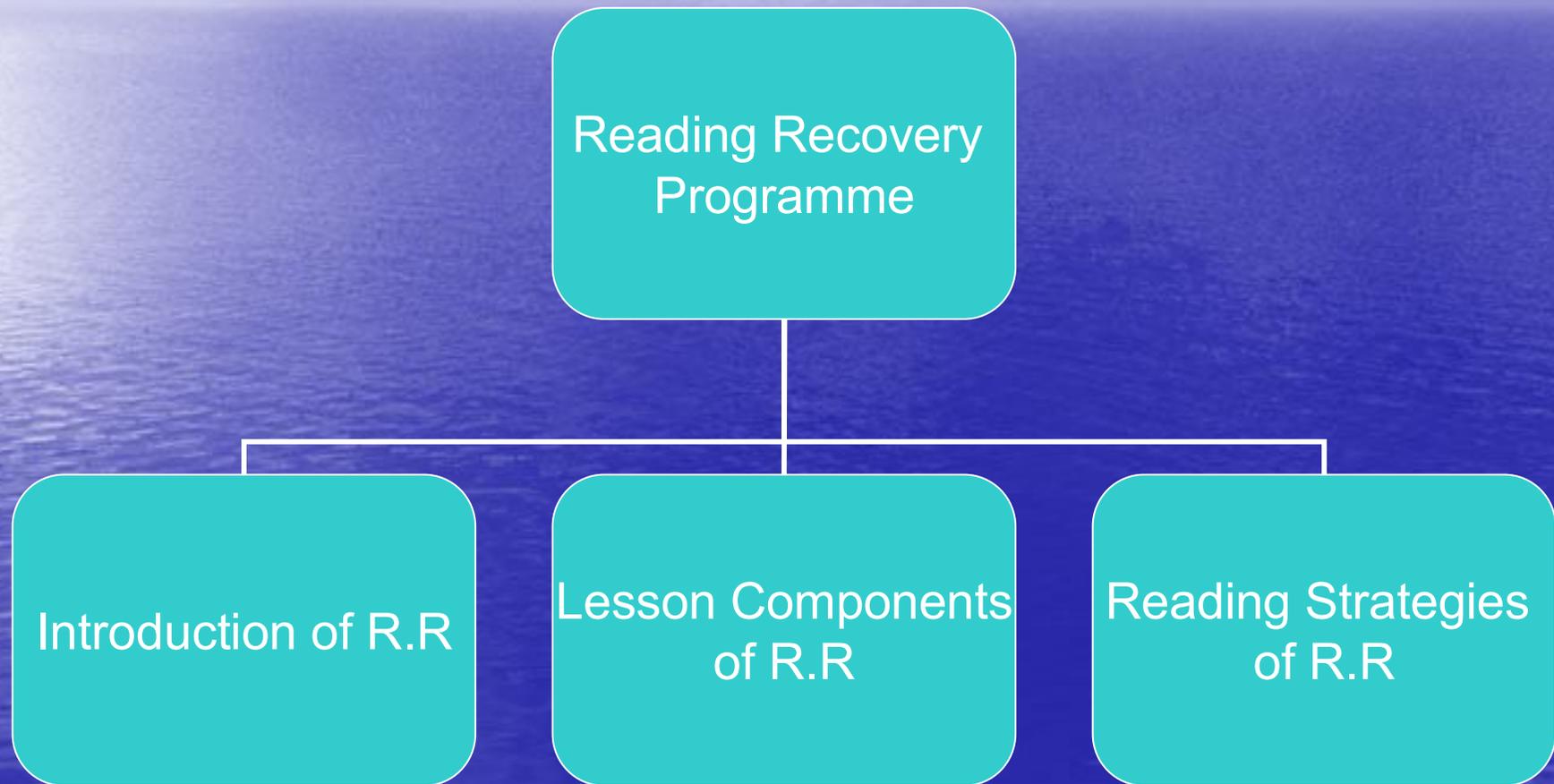
Reading Recovery Program Lesson Components

Step 5. Read New Book

1. The student read a new book every school day
2. preview the story
3. started to read aloud the story



Organizer



Reading Strategies

Think about the story and what is going on.

Activating students' prior knowledge has been proven by much research that shown beneficial and effective.



Reading Strategies

Point to the word and make it match

It helps learners

- aware what they are reading
- strengthen their focus
- left to right across page
- self monitoring
- self correcting



Reading Strategies

Use color tape to cover the silent letters

Blank

- The teacher used a green tape to cover the silent consonant, such as the “k” sound for “knee”, “s” sound for “island”.

- reminder
- helper

- stop reading and give up
- not to stop reading
- use “blank” to replace the unknown word

Reading Strategies

Reread the sentence to see if the word makes sense.

Does it look right?
Does it sound right?
Does it make sense?

Example

- the recognition of letter “b” and letter “d”
- First : “drave”
- After checking “brave” (self correct)

Reading Strategies

Check context if you don't know how to say the word, then you go back to check the word again

- Does that make sense?
- Look at the picture and think what would make sense

Pictures can always help

- pictures are the stimuli to arouse kids' interests
- visual aids to help students search the meanings

Reading Strategies

Look for a chunk you know

- base on what kids know to figure out and build up new words
- *ing, ike, eat, ice, ack, ink*
- put the first sound/cluster with the chunk as you say the word
- tr + eat = treat, or sl + ice = slice, spr + ing = spring

Cross-checking

- The kid can check their predictions by looking at clues in lines
- Check to see if what you read look right and sounds right to you?
- It could be...but look at....
- Student's verbal comment on mismatch, such as "No!" or "That's not right!"

Reading Strategies

Children have to be flexible in using strategies. If one thing they try does not help, they have to try something else until they have meaning.

1. What would make sense?
2. Does it sound right?
3. Are there any chunks I know?
4. Look for clues.
5. Are there any words that just pop out?
6. Backtrack and read it again.
7. Jump over the tricky word.



Host Family

☆ Leslie and Steve ☆





Cultural Experiences

- Amish People
- Baby Shower





☺ Have a Nice Day ☺