MAKING THE MOST OF OPPORTUNITIES: SELECTING THE CLEAREST MOST MEMORABLE EXAMPLES

CHILDREN NEED TO LEARN TO

• Actively process information
• To find and relate information from different sources
• Bring it together
• Make a decision
• Monitor the effectiveness of that decisions

"Acceleration depends upon how well the teacher selects the clearest, easiest, most memorable examples with which to establish a new response, skill, principle or procedure. Productive examples are those that lead to further reading or writing control..

Clay, Literacy Lessons, Part 1, p.23

An expert teacher will help the child leap appropriately: she will not walk the child through a sequence of learning step by step."

Clay, Literacy Lessons, Pt. 1, p.23
THE TASK AND THE CHILD

If there is any description of progressions in literacy learning it belongs not in activities, not in a curriculum sequence, but in the heads of teachers, and it guides their every interaction with a learner...

Clay, Literacy Lessons, Pt 1, p 47

CHOICE OF BOOK - THE GOAL IS SUCCESSFUL READING

The task must be fine-tuned by the teacher to increase the competencies of the child

Clay, Literacy Lessons, Pt 2, p92

If there is any description of progressions in literacy learning it belongs not in activities, not in a curriculum sequence, but in the heads of teachers, and it guides their every interaction with a learner...

Clay, Literacy Lessons, Pt 1, p 47

Strengths and challenges for this child in the text - is it within the child’s control?
Think about:
• structures
• known words
• story
• vocabulary

Clay, GB, p12

“The teacher... is trying to help her students to gain the same competencies as the successful children, and needs to know how successful children behave.”

Clay, GB, p12

• And critically - opportunities for learning
ORIENTATION TO THE NEW STORY

• "Take the 'bugs' out of the text before he tries to read it."
• "The teacher must plan to have the ideas and the language he needs to complete the reading."

However the generative process only operates when the reading is 'good', that is, successful enough to free attention to pick up new information at the point of problem-solving.

Clay, Becoming Literate, p128

74% of reading errors of low progress children attended to, 31% of high progress readers errors. Both groups were reading with high accuracy.
(Allington, 1980)

LUCKY GOES TO DOG SCHOOL

MY PHD

• All children in all groups read at or above 90% accuracy
• The high children had to stop and process only every 10–15 words
• The low children had to stop and work about every 3 words

THE TEACHER, THE TASK AND THE CHILD
INDIVIDUALLY DESIGNED

• Not set teaching sequence

• We teach in response to some prior behavior

Clay, Guidebook, p14

“IT ONLY WORKS WELL IF THE CHILD’S OWN CAPACITIES DETERMINE THE PROGRAMME”

RUNNING RECORDS

• Used daily to guide instruction

• Carefully analyzed and interpreted

• Provides a way to observe “how the reader works on text, what the reader is noticing, what is easy, what is confusing and what needs the teacher’s attention” p46

LESSON RECORDS

• Are you getting enough information in your records to be able to reflect on the child, the teaching and the task?

• Are you looking for change over time—reviewing your records weekly and writing a summary of where the child is now?

Change Over time, p2
Lesson records

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We need to be looking for change in processing systems occurring daily

"...the teacher finds and seizes the "teachable moments" within the context of what the student is doing at a particular moment in time. What makes teachers more expert is their ability to create and act during those teachable moments."

Lyons, Teaching Struggling Readers, p.154

MEMORABLE EXAMPLES

• "Teachers need to make a facilitating response to the half-right, half-wrong response of the child."

Clay, Literacy Lessons, Pt. 1, p.46

"constructive children guided by observant, flexible and tentative teachers...."

Change Over time, p.6

A glimmer of recognition in either reading or writing is a beginning out of which knowledge of the word can emerge through many contacts in different settings

Clay Guidebook, p.27
Teach not only on errors but on successful solving.

Extend the knowledge, build on the known.

PROMPTING THE CHILD

What is the next most helpful thing this child could do?

Prompts should be short, clear and direct.
It is imperative to prompt clearly.

SUMMARY

• Understand the ways in which average children learn - the task.
• Observe the child carefully know this child’s strengths and what he/she is just learning.
• Use the half-right, the glimmers.