



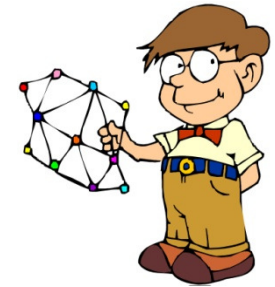
Newstime: Explicit instruction & games for the early grades



Gail Brown & Jann Price
Designed Learning Ferncourt PS



Workshop Overview



1. Observations, thoughts & discussion about Newstime (Show & Tell) in classrooms
2. Research Foundation: Personal Narratives!
3. Assessment issues, teacher & student
4. Explicit instruction: Questioning
5. Games using Prompt Cards, Teacher Prompting & Adjustments
6. Extensions, Classroom links, & Conclusions...



Research Foundations, 3...

- “work on personal narratives will help increase functional communication and literacy potential” of students
- “Future research should incorporate empirical studies of evidence-based practice with personal narratives.”

(McCabe, Bliss, Barra & Bennett, 2008, p.202)



Why "personal narratives"!

(McCabe, Bliss, Barra & Bennett, 2008)

- Easier for some students with special needs...
- Useful for students from a range of cultures
- Very common in conversation (We all like to talk about ourselves!!)
- Parents (already) provide support with early conversations about personal events...
- Part of at least 4 US states statewide testing ~ maybe why it was in NAPLAN?
- Children with TLD are able to produce complete & complex oral narratives by year 1



Newstime Success Intervention Outcomes, 2:

- All students in the class will participate during each week, in both asking and answering questions.
- Possible Extension: For some students, there may be some improvement in story writing



Assessment Issues



- Outcomes to be assessed:
- Talking & Listening - difficulty is the transient nature of talking...
- Teacher Rating of Oral Language and Literacy (T.R.O.L.L.)
<http://www.ciera.org/library/reports/inquiry-3/3-016/3-016.pdf>



Explicit Instruction, 1

- “Explicit instruction does not leave anything to chance”(p.6)
- Demonstration & Modelling
- Guided Practice
- (Collaborative Practice)
- Independent Practice
- Corrective Feedback





Oral Games in classrooms...

Gail's version of the Yes/No Game:

- If you say "yes" or "no", then you lose...
- You must answer orally in a full sentence, or you lose...
- Strategy to "WIN": Use the words from the question to make your answer!!
- Increase skill by asking more fluently - so put a stopwatch on the interactions



Board Games adjustments...

- Jann's Board Games, Bingo Variations:
- Provide individual, paired or small group practice
- Train parents to provide practice
- Reduce number of WH words included - down to 2 or 4 words for students with special needs
- Match to Sample techniques prior to game



Conclusions during "News"...

- Student learning is within your control
- Your actions impact on all students
- Explicit instruction is effective
- Ongoing, formative (assessment for learning) is an effective tool
- Explicit, effective classroom instruction prevents learning difficulties over time ...



Selected References

- Cunningham, J.W., Spadorcia, S.A., Erickson, K.A., Koppenhaver, K.A., Sturm, J. M. & Yoder, D.A. (2005). Investigating the instructional supportiveness of levelled texts, *Reading Research Quarterly*, 40, 4, 410-427.
- McCabe, A., Bliss, L., Barra, G. & Bennett, M. (2008). Comparison of personal versus fictional narratives of children with language impairment, *American Journal of Speech-Language Pathology*, 17, 2, 194-206.



Contact Details

For all questions, please contact Gail Brown:

Phone: (02) 9484 1764

Mobile: 0424 163 624

Email:

gailbrown@designedlearning.com.au