

# The Scriptures Out Loud:



We invite you to view the the entire presentation and download additional copies of the handout at [ldsteach.org](http://ldsteach.org) on the TRAINING page and on our SlideShare site: [www.slideshare.net/ldsteach](http://www.slideshare.net/ldsteach)

## IN-CLASS TIPS

### A. Best Practices

- Make eye contact
- Use silence
- Give "look for" assignments
  - "Watch for how so-and-so does..."
  - "How many different ways do we see..."
  - "Count the verbs/adjectives/people/mistakes..."
  - "Key word is \_\_\_\_\_. How is that connected to this verse?"
  - "As we read this verse, think about how important it is to an understanding of the doctrine of \_\_\_\_\_."
- Post reading with verses & page numbers clearly
- Have extra scriptures on hand
- Encourage preparation (ldsteach) by sharing a teaser at the end of the lesson
- Avoid round robin reading
- Reflect

### B. Embrace the Brain

- Read no more than 3 verses without discussion
- Follow 3-2-1 rule: 3 verses, 2 questions, 1 connection to particular gospel principle
- Create microlessons that begin and end often
- Give "listen-fors"
- Give the backstory (previous use, different perspective, the Paul Harvey "rest of the story")
- Find the emotion and the story
- Don't be afraid to be a little bit funny
- Encourage memorizing

### C. Strategies

- Prepare question stems that tap into emotion, experience, or connection
  - Have I or has someone I know ever been in a similar situation?
  - How did the person in the story feel? Have I ever felt that way?
  - What lesson can I learn from the story? What should this person have learned?
- Look up etymology
- Use the footnotes & other study helps (maps especially)
- Use guided silent reading.
  - just one verse
  - annotate
- Use/create scripture chains.
  - The younger the class, the more concrete the chain should be.
  - Don't always give away the connection; play "find my rule"
- Use glue-ins (including pictures). See "Technopalooza" session for post-it idea on this.
- Think, pair, share
  - Ask specific question about the text and give a few seconds of **thinking** time (10 or so)
  - Each class member **pairs** to another class member or two to discuss
  - Teacher facilitates **sharing** of the thinking with whole group.
- Build bridges ahead of time to skip over verses
- Listen to the commentaries

### IMPROVING ORAL READING SKILLS

- The keys to effective oral reading are:
  - understand what you're reading
  - read to punctuation
  - scan for unfamiliar words
- To improve oral reading skills
  - practice reading differently
  - same verse, over and over, emphasizing a different word each time
  - read as if you are tired, super excited, selling something, or very formally
  - record yourself and listen
- Tab the pronunciation guide
- Different vocabularies
  - listening vocabulary
  - speaking
  - reading
  - writing

### FOR YOUNG/STRUGGLING READERS

- Give bookmarks with box cut out the width of column for reading
- Assign reading ahead of time
- Give specific scavenger hunt tasks - find verbs, colors, adjectives
- Bounce to teacher every other verse
- Use rebus or other pictures
- Use marking tools, post its, colored pencils, reading charts
- Circle verses read and use charts (avoid rewards)

- Specific practice techniques
  - read phrase by phrase, with them repeating
  - read aloud while they follow along silently (you may pause every now and then for them to say the next work)
  - read aloud together, adjusting your speed and volume (if the reader is doing well, speak more softly; if she is struggling, read more loudly)
  - if a reader struggles with a word, make sure that if you correct the pronunciation the reader says it correctly before moving on; do this quickly and simply - no lessons
  - give reader a signal to share that he/she wants to continue along (follow silently to be ready to help)
  - have readers listen to audio recordings of the text
  - use variety (echo, choral, alone in short segments)

<b>Habits of Fluent Readers</b>	
Pay attention to <b>ACCURACY.</b>	I don't eliminate words.
	I don't add words where they don't belong.
Read with <b>EXPRESSION.</b>	I don't sound like a ROBOT.
	I rein in the drama.
Read <b>SMOOTHLY</b> with careful regard to <b>PUNCTUATION.</b>	I look for commas, dialogue, and emotion.
	I look for italics or words to be emphasized.
	I read to the punctuation, not the end of the line.
Read at a natural <b>PACE.</b>	I know it's not a speed reading competition.
	I read like I'm having a natural conversation.
<b>COMPREHEND</b> what is being read.	I self-check for comprehension.
	I read to learn, so I reflect on my learning often.

