

READING THE SCRIPTURES OUT LOUD IN CLASS

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 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).

- 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)

Habits of Fluent Readers

Pay attention to ACCURACY .	I don't eliminate words.
	I don't add words where they don't belong.
Read with EXPRESSION .	I don't sound like a ROBOT.
	I reign in the drama.
Read SMOOTHLY with careful regard to PUNCTUATION .	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 PACE .	I know it's not a speed reading competition.
	I read like I'm having a natural conversation.
COMPREHEND what is being read.	I self-check for comprehension.
	I read to learn, so I reflect on my learning often.