

15th Annual
Hawker Brownlow
**Thinking &
Learning**
Conference

www.hbconf.com.au

DONNA WILSON

SATURDAY 19 MAY

Session 2

**Strategies for Differentiating
Reading Instruction**

MELBOURNE

DR DONNA WILSON

Donna Wilson, PhD, is an educational and school psychologist whose work in cognitive education focuses on areas including cognition in the classroom, metacognition, attention, memory, motivation, and improving teaching and learning. She is an adjunct professor and lead developer of graduate programs with majors in brain-based teaching with Nova Southeastern University and head of academic affairs for the Center for Innovative Education and Prevention.



A message from Hawker Brownlow Education

We hope that you have found these conference papers and the accompanying sessions useful. Please be aware that the contents of these papers are the intellectual property of the speaker and no reproduction for any purpose is authorised. We urge you to take care of this booklet. Replacement copies will not be made available either during or after this conference.

Published in Australia by



This handout was created by Hawker Brownlow Education for the proceedings of the Hawker Brownlow 14th Annual Thinking & Learning Conference. All rights are reserved by Hawker Brownlow Education. It is a violation of copyright law to duplicate or distribute copies of this handout by any means for any purposes without prior permission in writing from Hawker Brownlow Education. Professors and workshop presenters must first secure written permission for any duplication rights. For copyright questions, permission requests, or information regarding professional development contact:

Hawker Brownlow Education
P.O. Box 580, Moorabbin, Victoria 3189, Australia
Phone: (03) 8558 2444 Fax: (03) 8558 2400
Website: www.hbe.com.au
Email: orders@hbe.com.au

© 2018 Hawker Brownlow Education
Printed in Australia

CODE: DWL0202
0518

Strategies for Differentiating Reading Instruction

Each reading brain is distinctive, shaped individually by literacy experiences at home and school. In this workshop, we will learn how current research is providing powerful insights as to how to differentiate reading instruction in ways that help all students make measurable progress. Practical approaches for stimulating or reconnecting students to a love of reading will be discussed, research on how reading occurs in the brain and the use of multimodal types of strategies for designing engaging reading instruction. Most importantly, a toolbox of creative strategies will be modelled to help teachers provide male and female students with novel engaging experiences that use the brain's multiple pathways for comprehending print fluently.

Objectives and Outcomes:

- **The reading brain**
- **Key principles for differentiating reading instruction**
- **Twelve strategies for increasing motivation, comprehension and fluency**

Strategies for Differentiating Reading Instruction



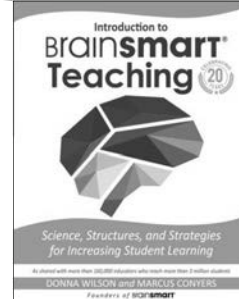
Donna Wilson, PhD

Author of 20 books and over 100 articles and academic blog postings.

Co-developer of the world's first MS and EdS degrees in Brain-Based Teaching and EdD Minor in Brain-Based Leading.

Copyright 2018 BrainSMART, Inc.

Presentation adapted from her book, *Introduction to BrainSMART® Teaching*.



Copyright 2018 BrainSMART, Inc.

Objectives and Outcomes

- * The reading brain
- * Key principles for differentiating reading instruction
- * 12 strategies for increasing motivation, comprehension, and fluency

Copyright 2018 BrainSMART, Inc.

Reading in the Brain

Parieto-temporal area

Inferior frontal gyrus



Occipito-temporal area

- * Inferior frontal gyrus—articulation and word analysis
- * Parieto-temporal—word analysis (components of phonology and morphology)
- * Occipito-temporal—word form area (influences fluent reading)

The Brain is the Engine



It produces all the reading, learning, and behavior.

Copyright 2018 BrainSMART, Inc.

Curriculum is the Road



- * Students start at different points along the road.
- * How far they get up the road is driven by instructional effectiveness.

Copyright 2018 BrainSMART, Inc.

BrainSMART Instruction Aims To Increase L.P.H



- *L.earning
- *P.er
- *H.our

Copyright 2018 BrainSMART, Inc.

**Principle:
Use practical approaches...**



for stimulating or reconnecting students to a love of reading.

Copyright 2018 BrainSMART, Inc.

Strategy 1: Show Your Passion for Reading and Literacy



- * Let students “mirror” your love of reading.
- * Share with students how important reading is to you.

Copyright 2018 BrainSMART, Inc.

Books Make a Difference



After some 40 years, I can still vividly see pictures of my friend, Nancy Drew, always engaged in solving a big mystery.
She became my heroine who was the problem solver I was becoming as the brain of a 10-year-old girl developed.

Donna Wilson

Copyright 2018 BrainSMART, Inc.

Learning From Print Can Make Life Better



A few of the many books that have shaped my life through the years!

- **The New Peoplemaking* by Virginia Satir
- **Instrumental Enrichment*, by Reuven Feuerstein
- **Real Age*, by Michael Roizen
- **The Color Code*, by James Joseph, Daniel Nadeau, & Anne Underwood

Copyright 2018 BrainSMART, Inc.

What is a favorite read of yours?

What is remarkable about your choice of this particular book selection?

Strategy 2: Launch Smart



- * Teacher starts reading print with passion and excitement.
- * Students then read silently by themselves.

Copyright 2018 BrainSMART, Inc.

Launch, Flight, and Landing



- Use explicit structures:
- Pre-reading
 - During reading
 - After reading

Copyright 2018 BrainSMART, Inc.

Examples

- * Pre–Wow! Look at book cover! What do you think this book is about?
- * During–Who is the main character in the story? What exciting things are they doing?
- * After–What happened in the story? How can we use what we learned from this story?

[Motivating Students to Read](#)

Copyright 2018 BrainSMART, Inc.

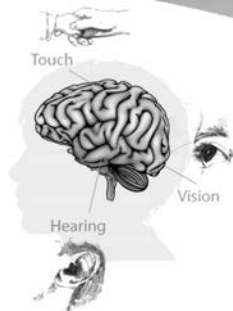
Bonus Strategy: Read-Summarize-Share



- * Read for 10-20 minutes.
- * Write a brief summary about what you read.
- * Share what you read with a partner.

Copyright 2018 BrainSMART, Inc.

Principle: Use multimodal strategies...



- to help students engage with print and stay motivated to read.

Copyright 2018 BrainSMART, Inc.

Strategy 3: Character Smart



- Making meaning with visual and kinesthetic experiences
- * Student selects a character from a book.
 - * They then prepare and perform a short dialogue.

Copyright 2018 BrainSMART, Inc.

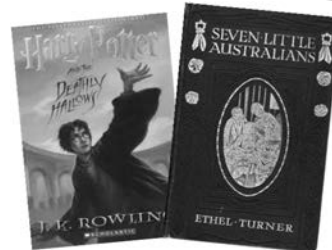
Example Character Smart

Dressed in a long black gown and sporting brown wire rimmed glasses, a sixth-grade boy transformed himself into Harry Potter from *Harry Potter and the Deathly Hallows*.

His brief script began, "I am Harry Potter ..."
He then summarized a few of his various frightening dilemmas in a two-minute performance.

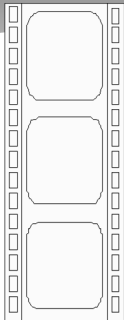
Copyright 2018 BrainSMARTS, Inc.

Students can become characters from one of their favorite books



Copyright 2018 BrainSMARTS, Inc.

Group Chapterscape



- * Act out key elements of a chapter.
- * Use nonlinguistic learning
- * Great way to build elements of a story.
- * Develop plot, characters, and motivation.

Copyright 2018 BrainSMARTS, Inc.

Strategy 4: Sensory Words



- * Read passages to students that have rich sensory language.
- * Assign reading rich in sensory words.

Copyright 2018 BrainSMARTS, Inc.

Bonus Strategy: Reading Eyes Plus

If you find your students are tiring, consider the following...

- * Do a round of "reading eyes." Or...
- * Take a stretch break.
- * Act out what you are reading.

Copyright 2018 BrainSMARTS, Inc.

Strategy 5: Story Scape Building the Connections for Stories



- * Help students learn the structure of stories.
- * Make sense to visual, auditory, and kinesthetic learners
- * Story Scape is a great strategy for writing as well as reading and listening.

Copyright 2018 BrainSMARTS, Inc.

Strategy 6: Make A Movie In Your Mind



- Visualizing the story helps create meaning in the mind.
- Courtney's story
- Fix-up: If your perception is blurred about the meaning of what you are reading, read again and make a movie in your mind. If your reading gets blurry again, pause and start the movie again.

Copyright 2018 BrainSMARTS, Inc.

Practice: Listen and Visualize



- * Find songs that are rich in sensory language.
- * Visualize vivid images.

<https://www.youtube.com/watch?v=AsvCcxgbkrE&list=RDAsvCcxgbkrE&index=44>

Copyright 2018 BrainSMARTS, Inc.

Strategy 7: Talk Show



- * Students pretend to be a character from a book.
- * They are interviewed on a talk show.

Copyright 2018 BrainSMARTS, Inc.

Strategy 8: Think About What You're Reading Aloud



Many students do not know how the process of thinking for reading works. Making it explicit helps students to develop metacognition.

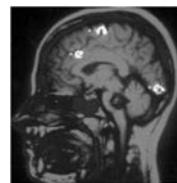
Copyright 2018 BrainSMARTS, Inc.

Principle: Structure class so students can develop expert reading skills over time.



Copyright 2018 BrainSMARTS, Inc.

Strategy 9: The Great 98!



A 98 percent comprehension rate can help readers develop a love of reading with high motivation to read!

http://www.ascd.org/publications/educational_leadership/marr/vol68/num06/What_At-Risk_Readers_Need.aspx

Copyright 2018 BrainSMARTS, Inc.

How Can We Ensure Students are Reading With 98% Comprehension?

Brainstorm ways to ensure that students are reading at a 98% comprehension level.

Copyright 2018 BrainSMARTS, Inc.

Strategy 10: Maximize Time Spent Reading



Copyright 2018 BrainSMARTS, Inc.

Structuring Reading Time

More Effective Teachers...

- * Have students reading for 40 to 45 minutes.
- * Spend 5 to 10 minutes (e.g. Launch Smart) preparing students for the reading material and 5 to 10 minutes following reading.
- * While students were reading the teacher would work with small groups or individual students.

Copyright 2018 BrainSMARTS, Inc.

Principle: Give students opportunities to use the brain's multiple pathways in the reading classroom.



From a Recovering School Psychologist: The Challenge for Males in School



- Learn to read later than girls.
- More likely to be in remedial reading class.
- 95% of students labeled hyperactive are male.

Copyright 2018 BrainSMARTS, Inc.

His Brain



- * Action-oriented
- * As a group, less verbal
- * More specialized
- * Strong spatial skills

Copyright 2018 BrainSMARTS, Inc.

Strategy 11: Use Teaching Tools to Reach His Brain in Schools

- * Actively engage right hemisphere with novelty.
- * Select action packed books.
- * Dynamic presentation.
- * Teach self-management and listening skills.
- * Use lots of visual and kinesthetic strategies to motivate boys to read.

Copyright 2018 BrainSMARTS, Inc.

From a Recovering School Psychologist: The Challenge for Girls in School



- Lose interest in math and science.
- Often do not get chosen to answer questions and contribute to classroom conversation.
- Sometimes do not get services they need.

Copyright 2018 BrainSMARTS, Inc.

Her Brain



- * More verbal
- * More empathic
- * Multi-tasking

Copyright 2018 BrainSMARTS, Inc.

Strategy 12: Use Teaching Tools to Reach Her Brain in Schools

- * Give time for dialogue about print.
- * Keep math and science instruction and reading engaging.
- * Encourage participation in classroom projects and discussion.
- * Use visual and kinesthetic strategies especially to bring math and science to life.

Copyright 2018 BrainSMARTS, Inc.

Learn Their Map of the World



- What do they like to do?
- What do they not like to do?
- What do they want to learn?

Copyright 2018 BrainSMARTS, Inc.

Strategies for Differentiating Reading Instruction

Students travel at different speeds on the road to reading success. Earlier in my career as a teacher and school psychologist, I noticed that even on the first day of kindergarten the gap between the highest and lowest performers on measures of reading readiness and ability could be as much as five or six years. So, differentiating instruction so that all students have the opportunity to use multiple brain pathways in the reading classroom throughout their school years is key to motivating them to read and improve. Effective teachers across all grade levels enjoy incorporating a variety of methods in their lessons to accommodate students with different preferences, processing styles, and strengths.

BrainSMART® Original Strategies
from Dr. Donna Wilson's Workshop

Strategies for Differentiating Reading Instruction

- ◆ **Strategy 1:** Show Your Passion for Reading and Literacy
- ◆ **Strategy 2:** Launch Smart
- ◆ **Strategy 3:** Character Smart
- ◆ **Strategy 4:** Sensory Words
- ◆ **Strategy 5:** Story Scape
- ◆ **Strategy 6:** Make A Movie in Your Mind
- ◆ **Strategy 7:** Talk Show
- ◆ **Strategy 8:** Think About What You're Reading Aloud [Modeling Metacognition]
- ◆ **Strategy 9:** The Great 98%!
- ◆ **Strategy 10:** Maximize Time Spent Reading
- ◆ **Strategy 11:** Use Teaching Tools to Reach His Brain in Schools
- ◆ **Strategy 12:** Use Teaching Tools to Reach Her Brain in Schools

Sample BrainSMART® strategies from Dr. Wilson's Workshop

Con't next page

STRATEGY
Character Smart

Guide students to select a character from a book they're reading. Once they've made their choice, have them create a simple costume or find props that depict the character, and then prepare and deliver a one- to two-minute monologue introducing the character to the class.

A favorite selection a young child might choose is Fern Arable, the little girl in *Charlotte's Web*. Wearing a simple dress with hair pulled back in a loose ponytail, true to her character, young Fern carries on a brief conversation with Charlotte A. Cavatica—with the spider skillfully created from pipe cleaners.

For middle or secondary school students, acting out a character from a favorite *Harry Potter* selection can be an enjoyable learning experience. A simple costume for Harry himself might be a tie, and a stick for a wand. Someone portraying Hermione might sport a family member's loose black shirt, dress, or robe. Her earnest introduction might reveal Hermione's serious concern about expulsion from school.

For secondary students reading *To Kill a Mockingbird*, a serious Atticus Finch might be characterized giving advice to young Scout, encouraging her to see things from another's perspective.

STRATEGY
Story Scope

Purpose: This simple way of teaching students more about story structure can remove much of the fear that they associate with the process of reading and writing stories.

Step 1: Tell your students that today you will all be creating a story together.

Step 2: Ask your students to shout out things they would like you to include in that story.

Step 3: Use the following script and let the students fill in the gaps. NOTE: This exercise works best when you act out the story.

Script

Once upon a time there was a man who was wearing a long brown _____. He was out in the woods looking for _____ when suddenly he heard a loud roar, looked around and saw a huge _____. So, he began to run and the faster he ran the faster the _____ ran. He kept running and running and running until suddenly he came to a very high place. He looked down and he was on the edge of a _____. "Oh my golly," he said. "What am I going to do?" "I'm being chased by this _____ standing on the edge of this gap." Suddenly he looked down and saw a long thin _____ so he jumped off the _____ and started to hang on to the _____. He then looked up and saw the _____ then to his horror he looked

down and heard another noise underneath him that was a _____. He thought to himself, "Well at least I'm safe hanging on to this _____." Then suddenly another little animal came out and started to chew on the _____. It was a _____. Just as he thought his life was over he looked over and saw a beautiful fruit. It was a _____. He reached out and grabbed the _____ and said, "I feel good, yes!" Then he said to the _____ and the _____, "I'm as strong as a bull. I can hang here all day so you might as well go home." So up above the _____ went home and down below the _____ went home and soon he climbed back up the _____, walked back through the _____ and back through the village.

Step 5: Ask students what they remembered about the story. You'll be amazed at the retention and recall that they had.

Step 6: Get students to act out their own stories, so that they begin to understand the structure of story.

Step 7: Having acted out the stories, allow students to create a visual of their stories.

Step 8: Have students write their stories in whatever way is most comfortable for them.

The Story Scope strategy is in Dr. Wilson's book, *Introduction to BrainSMART® Teaching* (page 283).

Sample BrainSMART® strategies from Dr. Wilson's Workshop



STRATEGY

Make A Movie in Your Mind

Visualizing while reading is a strategy that can and should be explicitly taught. The assumption that children are naturally imaginative may not be true for all students, and even those with vivid imaginations may need guidance in applying the active process of making mind movies to improve their understanding of what they read. Follow these steps to introduce mind movies to your students:

1. Select a book, poem, or reading passage with vivid, sensory-rich language to read aloud.
2. Introduce words or concepts that may be new to students before reading, and share photographs, websites, and other images to help set the stage.
3. Ask students to share examples of movies based on books they've read, and lead a discussion about the difference between reading the book and watching the movie. Emphasize that as we read or are read to, our imagination creates its own brain movie.
4. Recommend that as you read the selected passage, students create their own brain movies based on the text by imagining the characters, setting, and action. Suggest that some students may find it easier to visualize if they watch you as you read, close their eyes, or gaze out the window.
5. Read with inflection and emphasis on striking language.
6. When you are done reading, pause to let students finish translating the text into brain movies. Then ask for volunteers to share their favorite imagery or scene.
7. Discuss how students' experiences helped them relate to the story and create their brain movies. How are the characters like them or people they know? How are they different? How is the setting of the story similar to and different from their neighborhoods and places they have visited?
8. Note how many people find that visualizing what they read helps them to understand and remember the subject matter.
9. Encourage students to continue conjuring movies in their minds as they read. Emphasize that creating mind movies requires reading carefully and attentively. And suggest that if they have a hard time visualizing a passage, they should reread it and look up any unfamiliar words.

For more on "Mind Movies" or "Brain Movies" see Dr. Wilson's 2012 article (doi: 10.1002.TRTR01091) in *The Reading Teacher* or in another version on her blog.

The Brain and the Book

By Dr. Marcus Conyers

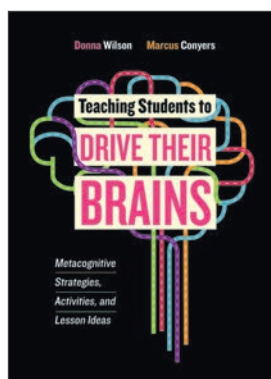
Said the brain to the book, come sail with me.
Over oceans of words to our destiny...
Pearls of wisdom will fall at our feet...
With every chapter we read.
What secrets of science to boggle the mind?...
Oh tasty new recipes,
I'm sure we will find...
Tales of tigers and lions and bears...
Words of wisdom of thoughtful affairs...

Scary stories of dragons and knights...
Heart warming stories for Christmas Eve nights.
And then...
Said the book to the brain
I will sail with you...
Our wonderful journey will last us forever...
Thanks to the teacher that brought us together.

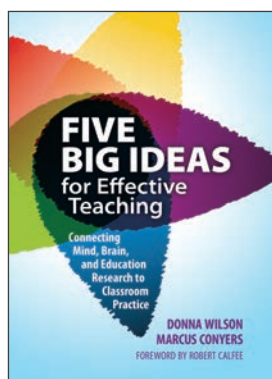
Thank you for all you do for the children of our world!

Available from Hawker Brownlow Education

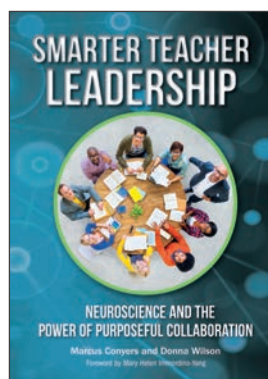
| Qty | Code | Title | Price |
|-------------------------|---------|--|---------|
| | 117002 | Teaching Students to Drive Their Brains: Metacognitive Strategies, Activities, and Lesson Ideas | \$32.95 |
| | TCP0676 | Five Big Ideas for Effective Teaching: Connecting Mind, Brain and Education Research to Classroom Practice | \$32.95 |
| | TCP4179 | Smarter Teacher Leadership: Neuroscience and the Power of Purposeful Collaboration | \$35.95 |
| | HB6623 | Introduction to BrainSMART Teaching: Science, Structures and Strategies for Increasing Student Learning | \$49.95 |
| Total (plus freight) \$ | | | |



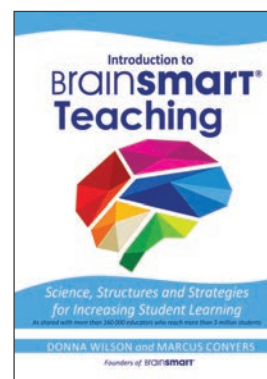
117002 • \$32.95



TCP0676 • \$32.95



TCP4179 • \$35.95



HB6623 • \$49.95

Attention Order Number

Name of School

Address

..... StateP/Code

Country

Email:

Yes, I would like to receive emails from Hawker Brownlow Education about future workshops, conferences and the latest publications.

Terms of Trade

- Prices are quoted in Australian dollars (\$AUD) and include GST
- All prices are subject to change without notice.
- For New Zealand customers, at the time of invoice, we will convert the amount into New Zealand dollars (\$NZD) so that you can pay by cheque or credit card in New Zealand dollars (\$NZD).
- Full money-back guarantee.
- We do realise it is difficult to order sight unseen. To assist you in your selection, please visit our website <www.hbe.com.au>. Go to 'Browse Books' and most titles will give you the option to view the first few pages of the book. Click 'View Contents' on your selected book page.
- We will supply our books on approval, and if they do not suit your requirements we will accept undamaged returns for full credit or refund. Posters are for firm sale only and will not be sent on approval. Please be aware that delivery and return postage is the responsibility of the customer.
- Freight costs are determined at Australia Post rates, with a minimum delivery charge of \$9.50 within Australia and \$15.00 for New Zealand for each order.
- Please provide your street address for delivery purposes.

To place an order or to find out more about our resources visit

www.hbe.com.au

Do you want to know all about the latest professional development events in your area? Be the first to find out about new releases from world-renowned and local authors with the HBE e-newsletter! Upcoming titles will feature authentic assessment and digital media, along with a strong focus on success in mathematics and literacy. Sign up to our FREE e-newsletter at www.hbe.com.au.

Online 'On Account' ordering now available!

If you have a pre-existing account with Hawker Brownlow Education, you can now order online and pay using that account.