

DL-TA TEACHING FORMAT

Prior to Teaching

1. Choose a short story that can be read in a class period. You may use “Bus Ride” or “Survival” included with this lesson. Stories could also be used from texts such as Two-Minute Mysteries or Five-Minute Mysteries. Practice reading the story aloud.
2. Identify vocabulary words that may be unknown to students and list them in a teaching overhead and a student handout. See the attached vocabulary lists for each story. (Students can then keep the sheets to refer to as you read the story.)
3. Create thinking and predicting questions for students to answer on paper. Until you ask the questions about the story as you read it, students should not see the questions. See the attached questions for each story. Make an overhead of the questions for student use.

Teaching Process

4. Develop an anticipatory set to get students engaged in the lesson. (An anticipatory set is talking about familiar things that relate to the lesson.) This tells students what they are going to do and learn so that they can make connections to their lives.
5. Give a brief biography of the author if you have access to the information. The World Wide Web and/or your librarian may be very helpful. If students know about an author’s life, they can better view the author as a person.
6. Review vocabulary aloud in a choral reading manner using the vocabulary sheet you made earlier (see step 2). Read each word listed on the vocabulary sheet and overhead yourself, have students read the word, and then read the definition.
7. Distribute the student vocabulary sheet from step 6 and response form. The response form should be a blank numbered paper on which students can record their answers to your questions/instructions (see step 3) as you read.
8. Begin reading, stopping at various points for students to respond to questions. Be sure to tell students not to talk during the reading and not to give the story away.
9. At the end of reading, allow students auditory processing time.
10. Ask students for a written response (e.g., a new ending for the story) as a closing to the assignment.

Source: Stauffer, R.G. (1975). *Directing the reading-thinking process*. New York: Harper & Row.