TOOL KIT FOR TEACHERS

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MELODY

METHODS FOR LEARNING
DISORDERS IN YOUTH

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Theoretical contextualizaton

The DL nº54 / 2018, July 6, requires a reflection of the entire teaching-learning process, at a time when the Student Profile by the end of Compulsory Schooling (SAP)[1] and the Project for Autonomy and Curriculum Flexibility (PACF) are being implemented in schools, influencing educational practices and models of education.

There is no doubt that it is important for School to be truly inclusive, as the decree law states; it is fundamental that students find answers that enable them, when leaving compulsory education, to get a level of education and training that will facilitate their social inclusion.

Following the guidelines of this decree law, the target public of this work proposal is integrated, in accordance to the multilevel approach, in level 3 measures, known as "additional measures". These students require more frequent and intensive interventions, tailored to their needs and potential, implemented individually or in small groups, and usually for longer periods of time (students with Specific Learning Disorders (SLD)[2].

According to *Snow* (2002) reading is one of the main skills taught in schools. Its acquisition has a great influence on the learning of the other areas and is determinant for the future and for the inclusion of adults in the societies where the written language has a predominant place.

We believe that a method of reading should be enriched through tasks based on writing free texts, research, etc. Therefore, although we have opted for some methods, and the activities are chosen by the students, they take into account the students' competences, their interests, their needs, and the development of their emotional intelligence. Since the students are already attending secondary education, it is fundamental to adapt the methodology to the student profile, as the analysed methodological proposals focus almost exclusively on the years of compulsory school attendance. Thus, based on consulted literature, we chose to use the PALS[3] method (Peer Assisted Learning Strategy) developed at Vanderbilt University in the USA and to studies dedicated to emotional intelligence. We argue that students will be more successful if their training is not only limited to cognitive development, but also

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[1] The Profile of Students Exiting Compulsory Schooling, homologated by Order No. 6478/2017, July 26, constitutes the "common matrix for all schools and educational offerings in the scope of compulsory schooling, namely at the curricular level, in the planning, in the internal and external assessment and in the assessment of the teaching and learning process".

[2] The implementation of this model "aims to promote better learning that promotes the development of higher-level skills, taking the centrality of schools, their students and teachers, and allowing the management of the curriculum in a flexible and contextualized way, recognizing that the effective exercise of autonomy in education is only fully guaranteed if the object of this autonomy is the curriculum."

[3] When students are not prepared for the implementation of PALS there are worksheets that are implemented in kindergarten (but can be adapted to any level of education) and can be used with a pair, called *What Word* and are proposed by Fuchs and Fuchs (2003), cited by Paulsen (2007).

social and emotional development. School should maximize the potential of each young person, if he/she is to succeed in his/her personal and professional life (Elias et al., 1997; Fernández-Berrocal & Ruiz, 2008; Zins, Weissberg, Wang, & Walberg, 2001).

The PALS method is based on mediation of pairs for reading and mathematics. Regarding the former, it develops strategies that researchers have shown to be important for reading learning, such as: phonological awareness, decoding, word recognition, fluency and comprehension (we will focus our practice on the fluency and comprehension of the text). The activities require that peers develop frequent interactions, in which the roles of tutor and tutee alternate, and there is immediate correction and feedback. A technique recommended by Fuchs and Fuchs (2007) will be used: MBC-MAZE (Curriculum-Based Monitoring) to assess students' level of reading. The test will be repeated at the end of the work proposal presented here, to gauge the evolution of the student. The technique of reading with a pair proposed by Linan-Thomson and Vaughn (2007) (Martins, 2008) will be applied, which permits the development of the learner, both in reading and in fluency; in predicting and in comprehension of students with SLD (Martins, 2008). Like PALS, *Read with a pair* promotes activities in which students interact.

Following current trends, which argue that it is the responsibility of School to explicitly promote the social and emotional aspects of the development of children and adolescents, and not only the family, we integrate activities that develop social and emotional learning, as it promotes the development of the student's ability to integrate thought, emotion and behaviour to achieve and accomplish important social tasks. Therefore, they will develop skills that will enable them to recognize, express and manage emotions, build healthy relationships, establish positive goals, and respond to personal and social needs (Zaber et al., 2000) …, 2001). The students who we devised the project for have not developed their cognitive skills sufficiently to allow them to succeed in the society they are integrated in. It is critical for them (more than any other student) to succeed in life.

Finally, this work proposal is the result of several readings, which have been the guidelines for its development. However, given the lack of materials and strategies for adolescents with SLD (as mentioned above), we consider it fundamental to adapt the methods presented to the profile of a student with SLD attending secondary school level, where, at a cognitive level, he/she is far behind the development of other adolescents of his/her age. Daily contact with these youngsters shows us that they have the same yearnings and desires as their peers and are also making the transition to the job market that demands a sense of responsibility and knowing how to behave in society. We hope, therefore, to contribute to a more complete growth of these young adolescents who wish to have an active participation in society.

Additional information

The Kit presented here contemplates two work proposals that can be applied to any group of students with special learning disorders. The number of sessions and times indicated per session are mere proposals, so they should be adapted to the group you are working with.

Keywords: specific learning difficulties, reading comprehension, emotional intelligence, reading literacy, school library, environment

EVALUATION OF THE STUDENT IN READING

Curriculum-based monitoring (MBC-MAZE)

MBC is an objective continuous measurement method designed to explain student outcomes and improve instructional planning (Deno, 1985, quoted by Fuchs, Fuchs, & Douglas, 1993). It also implies that monitoring is repeated frequently over time, through a standardized measurement system. The registration of this information is used to monitor student development and to determine when and how to adjust classroom practices to improve student achievement (Fuchs et al., 1993). MBC can be used to assess student's progress in reading, writing and mathematics. In the field of reading, there are two different tests: one which assesses proficiency in oral reading of texts (i.e., counts the number of words read per minute); another which assesses reading comprehension by counting the number of correct words that a student is able to select from three, two of which are incorrect. (Fuchs et al., 1993).

The assessment of the degree of fluency follows Shawytz's proposal (2008), which establishes the number of correctly read words per minute, according to the degree of schooling. Considering the diversity of students with SLD, a proposal for the fourth and subsequent years was followed in this case.

TABLE 1	
Assessment table for reading fluency evaluation (Shawytz, 2008)	
Grade	Words read correctly per minute
4th year and following	120 a 180

Assessment of reading fluency

Steps to follow in assessing reading fluency

- The student reads the text at the appropriate level;

- The student reads aloud as quickly as possible, while maintaining reading accuracy for one minute. Then the total number of words read is counted.

- The teacher should have a copy of the text being read to mark the words read incorrectly, omitted or hesitated on for more than three seconds. Then adds the detected errors and subtracts them from the total number of words.

Assessment of reading comprehension

MBC MAZE Fluency can be given to a group of students simultaneously. The examiner presents a text whose spaces (gaps) must present three alternatives.

Steps to follow in assessing reading comprehension

- The first sentence is left intact.

- Afterwards, each seventh word is replaced by a gap with three possible substitutions. Only one replacement is semantically correct.

- Students take 2.5 minutes to read the passage and circle the correct word for each blank space.

- The teacher monitors students during the 2.5 minutes.

Scoring

- when the student gives three consecutive errors, the score is interrupted (no further counting is necessary).

- spaces left unanswered (no circles) are counted as errors.

- the score results from counting the number of correct substitutions circled in 2.5 minutes.

- to determine the correct understanding percentage, it is necessary to:

    i. Count the number of correct answers.

    ii. Multiply the number of correct answers by twenty.

1. **Determination of total acuity level. (TABLE 2)**

- Add the reading percentage to the comprehension percentage.

- Divide the total by two.

TABLE 2							
EVALUATION GRID FOR READING LEVEL							
120 a 180 words per minute							
Nº	Name of student	Number of words	Number of errors	Number of correct words	Percentage of correct reading	Percentage of comprehension	Level of acuity
1.							
2.							
3.							
...							

Implementation of PALS

1. After assessing each student's level of reading (performed with the monitoring support based on the curriculum recommended by Fuchs and Fuchs (2007)), proceed to:

   - Placing students in the correct order according to reading levels.
   - Division of the class into two groups (A and B) by placing students in pairs.
   - Verification of compatibility (socialization, gender, etc.).
   - Peer maintenance for four weeks.

2. The explanation of the work procedure of the sessions, based on the guidelines referred to in point 1, will follow. Thus, according to Fulk and King, (2001) cited by Martins (2008), the teacher will begin by:

   - Exemplifying the objectives and the technique;
   - Showing the timetable (TABLE 3) that each student will fill, with the score, throughout the sessions;
   - Explaining that this technique will increase the opportunity to practice reading;
   - Highlighting the importance of collaborative work;

- Clarifying that each student will assume the role of tutor and tutee (rotating with the student of group A - with the best classification in the evaluation of the level of reading) stating that as tutor, he will be responsible for:
  - the correction of incorrect answers;
  - the explanation of vocabulary;
  - the explanation of ideas of the text / activity to be developed;
  - asking the teacher's help when the correct answer is not known.
- Explain that each student will score points according to the performance of his/her tasks:
  - the student will have one point for each correct / well-read sentence (the tutor corrects the tutee whenever he/she reads a word incorrectly, asks him/her to repeat the word in question when he/she rereads it;
  - in the comprehension of the text, the student will score 5 points for each correctly answered question.
- Tell each pair they will have a spread sheet to record their score, which will be added at the end of each 90-minute session;
- Inform that the teacher can announce the winning team, having the right to see their names on the honour board (Smith, 2007; Fuchs & Fuchs, 2003, quoted by Martins, 2008);
- To report that, every 4 sessions, a new reorganization of the groups is carried out;
- Note that, at the end of each stage of the work project, the pairs will reverse roles (it is up to the teacher to monitor the process);

The following proposed activities are based on the PALS method. However, its stages will run throughout the process, complemented by the development of other proposals, taking into consideration:
  - the age group of the students is respected (14-18 years);
  - motor skills are developed;
  - activities work the sensations and/or emotions;

o activities start from reading but are appropriate to the theme to be developed, associated with citizenship education;

o emotional intelligence is developed as a motivation for learning.

The strategies developed in this second proposal are the POISA (Predict, Organize, Investigate. Summarize, Evaluate)

This methodology begins with a task called **Predict**:

o Before reading the text, and after reading the title, the students will predict what will happen and will try to remember some details of the story.

The second task is called **Organize**:

o The students will now organize their ideas. After seeing the title of the text, predicting it, it's time to put the ideas into categories.

o Then, students are asked to read the text.

After reading, you will proceed to the next task, called **Investigate**.

- The students compare what has already been written with what the text says. The next step is for the student to know how to summarize.

- The students write the main idea (I think the main idea is…. My question about the main idea…).

Finally, it is time to **Evaluate**, that is, the student should check if the predictions were correct (Englert and

Mariage 1991, cited by Martins, 2008).

The technique to use is presented in the table below.

POISA Cards for an activity using the strategy, adapted from Martins (2008)

1º PREDICT I predict that… I remember that…	2º ORGANIZE in categories: I think one of the categories may be…
3º INVESTIGATE (Let's check in the text if it corresponds to the previous point): I think the various categories are…	4º SUMMARIZE I think the main idea is…
5º EVALUATE I think we made a prediction…	

The adopted **strategy** for the exploration of the text **aims to develop reading comprehension and success,** will consider the following points:

- What we already know;

- What we want to know;

- What we think we know;

- What we learned.

For this, students will be given the table below, where they will record what they know /learned about

the text under analysis (Englert and Mariage, 1991, cited by Martins, 2008).

what we know	what we want to know	what we think we know	what we learned

These activities begin with **brainstorming** on:

- What students know about the topic;

- What students want to know about the text;

- And predict what they think they know. Students should then be told to **read the text**. Together, one will proceed to:

- Analysing the read text;

- Recording in the last column of the table what you have learned.

Finally:

- Discuss what was written in the four columns of the table.

GENERAL OBJECTIVES

It is intended that the student be able to:

- Relate concepts;

- Work fine motor skills;

- Work sensations and / or emotions;

- Be proficient in looking for new vocabulary;

- Know how to use a dictionary;

- Brainstorming from the cards;

- Understand the main ideas of a text;

- Know how to retell a story;

- Perform simple research according to the Big 6 model;

- Select the information that best meets the given guidelines;

- Sort and record the information, structuring it according to a logical sequence;

- Know how to retell a story;

- Recognize folk tales;

- Recognize that you should use your own words. Transcribe, paraphrase, summarize small texts;

- Select the information that best meets the given guidelines;

- Reflect together on the best format for presentation of the final product - written or visual;

- Develop interdisciplinary work;

- Apply the concept of carousel book with the story studied.

ORGANISATION

WORK PROPOSAL I

SESSION 1: 45mins

Objective:
- Assessment reading fluency.

Resources:
- Worksheet 1: Reading fluency assessment ("MOTHER TREE");
- Table 2.

Session development:
- The teacher gives a copy of the text to each student;
- Students have 2mins to read, in a low voice, the given text;
- The teacher starts the exercise, counting each reading and recording the results in table 1.

SESSION 2: 45mins

Objective:
- Assessment of reading comprehension.

Resources:
- Worksheet 2: Reading comprehension assessment ("MOTHER TREE");
- Worksheet 3: full text "MOTHER TREE";

Session development:
- The teacher distributes the worksheet to the students who should read the text and carry out the proposed exercise, which should be completed in 2.5mins.
- Students are told what is expected of the exercise and the time it has to be completed in.
- At the end of the exercise, the teacher collects the worksheet to correct it.

SESSION 3: 45mins

Objective:
- Implementation of PALS.

Resources:
- Hand out of worksheet 2: Reading comprehension assessment ("MOTHER TREE");

Session development:
- Description to the class of the work process to be followed throughout the sessions.

Organization
- Individual work / peer work;
- The teacher of the subject and the library teacher;

- The work tables should be placed slightly apart from each other to allow greater concentration on the task assigned;
- 19 sessions of 45 mins, with the students, two sessions per week.

Interdisciplinary work
- Before beginning these sessions, which will focus on the book, the teacher of the subject will gather some colleagues who will work on the environmental theme with the students. Students are expected to work on this module in other subjects that are part of their curriculum: English; Information and Communication Technologies (ICT); teacher of Special Education; support of an Arts teacher and library teacher as collaborators.
- The intervention of these professionals will be defined by each of them, considering the specificity of the activities to be developed and the proposals that may arise in the meeting.
- The exploitation of the module does not necessarily imply collaborative work. However, we believe that this work contributes to the development of the student, enriching him/her as a citizen who intends to be active in an inclusive school.

SESSIONS 4/5/6 : 45mins + 45mins + 45mins

Objectives :
- Introduce the theme of the work proposal (task): protection of the environment.
- Explore sensations.

Resources:
- Image of planet Earth; (Image 1)
- Kit with: drawing of an image with green spaces, characters of the story, trees, birds, to cut (Image 2);
- Scissors;
- Glue;
- Coloured pencils;
- Cards game.

Session development:
- The teacher will explore an image of planet Earth to introduce the theme of the work project (task), trying to get the students to identify the four elements, by appealing to the knowledge they already have (air, water, earth, fire).
- If the students do not mention one of the elements "fire", it will be up to the teacher to introduce it. This is an oral activity, which aims at preparing the presentation of the characters of the work project (task) and what they represent. (Ask students about who inhabits the planet, who cares for it, how it does, …).

Session 7: **45mins**

Objective:

− Know how to look up words in the dictionary.

Resources:

− Computer;

− Multimedia projector;

− English language dictionaries;

− Worksheet 7: " How to look up words in the dictionary ";

− Worksheet 8.

Session development:

− The teacher explains the importance of knowing how to look up words in the dictionary.

− The exercise will be based on the vocabulary of the book "Little Green Hearts".

− An information sheet ("How to look up words in the dictionary") will be distributed, which will be projected on the board so that students can better follow the explanation given by the teacher.

− Students follow the explanation by using the dictionary that each one has with him/her.

− Next is the key of worksheet 8, where the students, in pairs, should find the definition of the word that corresponds to one of the photos contained in the worksheet.

This will take place as follows:

- Groups are advised which photo to describe.
- Groups will have 3 minutes to explore the photo and find the setting that corresponds to it.
- After the time has elapsed, the spokesperson will be asked to present the photo to colleagues (the picture may be projected on the board to facilitate viewing) as well as the definition found. Students should write the definition given by colleagues and put it next to the photo that is on the worksheet.
- For each correct match, the student will score 5 points.

SESSIONS 8/9: 45mins + 45mins

Objective:

- Increase fluency and comprehension in reading (Read and retell)

Resources:
- Book: "Small green hearts".
- Card 1: Questionnaire.

Development of sessions:
- At first, the teacher will read the text aloud (since "Once upon a time ... with roots in the land that belongs to us all").
- Each student reads out loud the same text for 5 minutes;
  - The first reading is carried out by the tutor, followed by the tutee (the reading made by the most competent student restricts possible decoding errors by the one who revealed the most difficulties). The tutor should draw the attention of the tutee, who should re-read the sentence where the expression is read incorrectly. If, in the second reading, the error is repeated, the tutor says how to read the word and the tutee repeats.
  - The corrected word should, at the end of the reading, be recorded in the student's notebook.
  - After the first reading, tutor and tutee will exchange roles.
  - The teacher monitors the activity.
  - For each corrected sentence, the tutor gains five points.
- After the reading, the tutors will recount:
  - The tutor poses questions that guide the comprehension of the read text.
  - Considering the degree of difficulty of the students in interaction, the teacher provides some guiding questions for the comprehension of the text read.
- It is up to the teacher to monitor the proposed activities and the intervention whenever requested by the students.

SESSIONS 10/11/12/13: 4x45mins

Objective:
- Learn how to do research.

Resources:
- Big 6 model;
- Computer;
- Cardboards;
- Daily notebook;
- Glue;
- Scissors.

Development of sessions
- In the library, students will learn how to do research. This stage is guided by the library teacher, counting on the presence of the teacher of the class.

- The following model will be the BIG6, adopted by Schools for students from 8 to 14 years old.
- In pairs, students research on the Internet different types of pollution (atmospheric pollution, water pollution, soil pollution), coping the research found online to a word text, which the teacher will print so that the students can read and select the information found.
- Then check the work they are reading and select images to illustrate the work (students may choose images from the Internet). It is important, at this stage, the collaboration of the ICT teacher (Information and Communication Techniques).
- In the next phase, each group decides how it will present its work:
  o preparation of a digital or cardboard poster, using the glue technique (in the latter option).

SESSIONS 14/15: 45mins + 45min

Objective:
- Improve the ability to summarize and identify the main idea.

Resources:
- Book: "Little green hearts".

Description of sessions:
- The reading starts from: "On that day, Martha discovered that Helena was a dreamer (page 9) and ends at:" to the future and to all hopes and all flights "(p. 11).
- Each student reads different paragraphs and identifies the subject (The tutor asks the tutee to identify the subject of the 1st paragraph, then the students reverse the roles and go to the next paragraph.).
- Highlight Marta, the character who cares about Nature and will meet Helena, our character who dreams of a better world.
- Once again, as in Session 7, students take on the role of tutor and tutee and proceed to explore the book as follows:
  o As in the reading exercise, the tutor will correct his/her pair if the ideas are not correct;
  o When the tutor and tutee agree, they will, at the end of each paragraph, make their summary (1/3 of the source text);
  o the activity will last 50 minutes.
- Sharing the ideas presented by the groups.
- Individual writing of a diary page about their dreams, using Helena's dreams as a source, and illustrating their diary page. (30mins to prepare the text).
- Reading to the class of written texts (later, posted in the classroom).

SESSIONS 16/17: 45mins + 45mins

Objective:
- Improve reading comprehension and make students more active in the task.

Resources:
- Book "Little green hearts".

- Worksheet 10;
- Worksheet 11.
- Worksheet 12.
- Worksheet 13.

Description of sessions:
- Students, in pairs, will try to anticipate what will happen next.
- A copy will be distributed to each student, with the first part to be read.
- When handing out the first part of the text, the teacher guides the groups in predicting the following events, questioning them about what they think will happen in the second part of the text.
- After recording the students' predictions in the table, the teacher gives the second part of the text and asks a student to read it.
- After reading, under the guidance of the teacher, students will check whether their predictions were matched or not.
- The teacher hands out the last part of the story, in which the three characters decide to create a movement to save nature.
  - o The decoding of this part of the text will be done by the teacher, so that the students can now write a letter, following the model of this last part.
- In pairs, students will then write a letter to the group leader suggesting some actions they can take at their school to raise awareness in the school community about pollution issues.
- In the end, the students will read their letter to their classmates. (30mins)

SESSIONS 18/19: 45mins + 45mins

Objective:
- Develop students' creative spirit.

Resources:
- Worksheet 15.

Development of sessions:
- The teacher will deliver the lyrics of a song written by João Manuel Ribeiro, author of the work studied.
- Students, in pairs, will choose the development of an activity, between the following two proposals:
  - o Imagine a song to accompany the lyrics (rap for example);
  - o Dramatize the text.
- Whatever the option, students will have to present their proposals to their classmates.

Session development:
- The teacher distributes the worksheet to the students who should read the text and carry out the proposed exercise, which should be completed in 2.5mins.
- Students are told what is expected of the exercise and the time it has to be completed in.

– At the end of the exercise, the teacher collects the worksheet to correct it.

WORK PROPOSAL II

Session 1: 45 minutes

Objective:

–Assessment of reading fluency.

Resources:

–Worksheet 1: Assessment of reading fluency ("The enchanted shoes")

–Table 2.

Session development:

–The teacher gives a copy of the text to each student;

–Students have 2 minutes to read, in a low voice, the given text;

–The teacher starts the exercise, counting each reading and recording the results on table 2.

SESSION 2: 45 MINUTES

Objectives:

– Assessment of reading comprehension.

Resources:

– **Worksheet 2:** Reading comprehension assessment ("The enchanted shoes)

– **Worksheet 3: full text** "The enchanted shoes"

Session development:

– The teacher hands the worksheets out to the students who should read the text and carry out the proposed exercise. It should be completed in 2.5 minutes.

– Students are told what is expected of the exercise and the time it has to be completed in.

– At the end of the exercise the teacher collects the worksheets to correct them.

SESSION 3: 45 minutes

Objective:

– Implementation of PALS.

Resources:

– Hand out of worksheet 2: Reading comprehension assessment ("MOTHER TREE");

Session development:

– Description to the class of the work process to be followed throughout the sessions.

SESSIONS 4/5 – 45 minutes + 45 minutes

Objectives:

– Recognize folk tales;

– Brainstorming from the cards;

– Remember some details of the story.

Resources:

– Card 1, with images from Robert Southey's short story "The Three Bears";

– Worksheet 4: Memory Game / "Who's Who?"

– Worksheet Correction 4.

Session Development:

– The teacher will start with a Memory Game as the first approach to storytelling.

– He will then seek to lead the student to the recognition of folk tales through a card game containing characters from various tales.

– Besides the student identifying a character from the card and the story to which it belongs, he/she will need to tell a little of that same story.

– The student will anticipate the story to explore from its title (Worksheet 5).

SESSIONS 6/7 – 45 minutes + 45 minutes

Objectives

– Read the text exploring "The Little Red Riding Hood";

– Rebuild part of the story read;

– Retell the story.

Resources:

– Worksheet 7: First part of the tale "The Little Red Riding Hood";

– Worksheet 8 - "Did you listen to my story?"

Session Development:

– Folk tales are an inexhaustible source of imagination and creativity. The tale "The Red Teddy Bear" appears as a variant to "The Little Red Riding Hood", combining the classic fairy tale by Charles Perrault, and later rewritten by the Brothers Grimm (the best-known version), with the Portuguese popular culture.

– The teacher makes an echo reading (echo reading: the teacher reads a paragraph and then the student continues), followed by the reading done by the mentoring students. (5 minutes).

– After reading the excerpt from the short story, the main ideas will be discussed with the students. The table will be filled at the same time, favouring the resolution of the exercise interactively and dynamically.

– At the end of this exercise, the texts are collected by the teacher to move on to the following exercise entitled "Did you listen to my story?" (Game)

– The student will have to explain the reason for choosing the cards and describe the emotions revealed by the expressions of the characters.

SESSIONS 8/9/10 – 45 minutes + 45 minutes + 45 minutes

Objectives:

– Read the second segment of the story: "The Little Red Riding Hood";

- Explore emotions from the read text to facilitate dramatization of the excerpt with puppets;

- Complete worksheet 10.

Resources:

- Excerpt from the tale "The Little Red Riding Hood" (worksheet 9)

- Worksheet 10;

- Puppets.

Sessions Development:

- Before starting the session, the teacher makes the students wonder what will happen.

- Then, handing over text 2, he reads it aloud and asks students to check if their predictions were true.

- Recorded the conclusions, the students, in pairs, read the text for 3 minutes. (Pair reading - one student is the tutor, the other is the tutored. Then the second reads a paragraph and the first makes the necessary corrections).

- Then worksheet 10 will be explored and from the excerpt under analysis emotions will be explored too.

- Since this excerpt has several moments of dialogue, a roleplay will take place. The pairs formed at the beginning of the reading session will now prepare their presentation. The teacher will bring puppets (wolf; girl; fairy) to the students to assume their role.

- Interventions will be recorded so that, in the end, students can make a critical assessment of their work.

- Following is the viewing of the recordings and the analysis of the reading.

SESSIONS 11/12 – 45 minutes + 45 minutes

Objectives:

- Develop team spirit;

- Know how to work in group;

- Create an ending to the tale;

- Read the text to the class;

- Compare to the end of the story you are studying.

Resources:

- Worksheet 12 ("THE RED CHAPEL GIRL");

- Daily notebook.

Session Development:

- Students will join in pairs to create the text (30 minutes);

- They will then share the text with the class;

- Finally, they will compare their ending with the ending of the original tale, noting the

conclusions in the story sheet.

SESSIONS 13/14/15: 45 minutes + 45 minutes + 45 minutes

Objectives:

- Develop fine motor skills;

- Develop the creative spirit;

- Strengthen collaborative work;

- Build a carousel book.

– Improve art sensitivity.

Resources:

– cardboards of different sizes (thickness and colours);

– coloured pencils;

– scissors;

– Glue;

– Paper box.

Sessions Development:

– These sessions will be entirely practical and will be held in collaboration with an art teacher who will guide them.

– Students will build a carousel book, inspired by the story studied.

Monitorização do progresso do aluno na identificação de risco na leitura

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