

Power Hour for Positive Results in Reading



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First Grade

Fort White Elementary

Dilemma

- Struggling readers often receive less practice outside the classroom when compared to on-grade level students.



Research

- “Many studies have found a strong relationship between reading ability and how much a student reads.” (*Put Reading First, The Research Building Blocks for Teaching Children to Read, 2003*)
- “...most poor readers never catch up on their reading skills.” (*Francis et al. 1996*)
- “...word recognition skills at the end of the first grade were strongly related to reading proficiency at the end of the fourth grade. (*Juel 1998*)



More Research

- “The majority of reading problems faced by today’s adolescents and adults are the result of problems that might have been avoided or resolved in their early childhood years. It is imperative that steps be taken to ensure that children overcome these obstacles during the primary grades.” *(Preventing Reading Difficulties in Young Children, 1998)*



My Wondering

- How will grade level collaboration and increased small group instruction in phonics skills improve students' reading performance?
- Where in the busy schedule of first grade can I find additional times to work with struggling readers and their deficits?



Thoughts for Consideration

- Who needs to be included in the collaboration to prepare for the increased instruction time?
- How do we determine which specific skills will be addressed during the additional practice time?
- What activities will be most beneficial to improve the targeted phonics skills?
- What measures will be used to determine which students will be included in the additional practice time?



Implementation.....

- Administrative approval
- Shared with special area teachers
- Collaborated with grade level team
 - Chose students
 - DIBELS data, teacher judgment
 - Determined skills needed to reinforce
 - What games/activities will we use
 - Boom, Phonogram Bingo, Making Words, Around the World, Nonsense Words game
 - Mix students up to create groups by needs
- Created a schedule



The Fun Began....

- Each Tuesday, we kept the students in the Power Hour group for an additional 45 minutes of reading instruction during their special area time.

Teacher	Week 1	Week 2	Week 3	Week 4
A	Grp 1	Grp 2	Grp 3	Grp 4
B	Grp 2	Grp 3	Grp 4	Grp 1
C	Grp 3	Grp 4	Grp 1	Grp 2
D	Grp 4	Grp 1	Grp 2	Grp 3

Why this strategy?

- Students chosen for Power Hour are often pulled for iiii or other remediation groups, but those groups are done during other classroom instruction time.
- Students who didn't qualify for other programs are given the opportunity to receive additional reading practice.
- We were looking for time that was above and beyond the regular classroom time.

Data Collection

- Anecdotal
- Observations
- Student artifacts
- Feedback survey from other teachers



Data Analysis...

- Student Feedback
 - Students were disappointed when “Power Hour” had to be cancelled.
 - Students would remind me that it was Tuesday...“Power Hour” day!
 - Students who weren’t in “Power Hour” wanted to know when they got to participate.



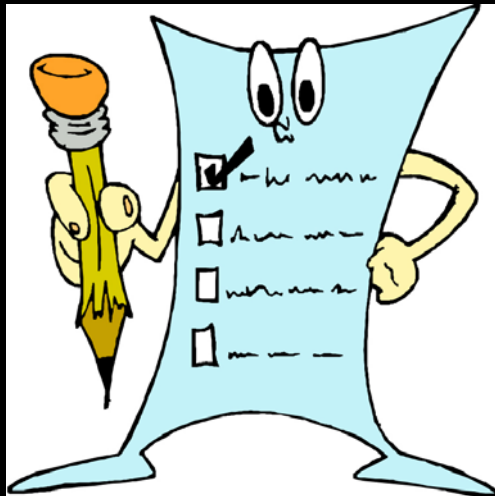
Data Analysis....

- Observations
 - Students were working with students at their own levels leading to...
 - Increase in student confidence with academic activities
 - Students demonstrated successes that they hadn't experienced before
 - Enjoyed the different games/activities



Data Analysis....

- Teacher Feedback
 - Periodic meetings to assess effectiveness and plan future games/activities
 - One teacher take all the students for the first 15 minutes to give other teachers a short break. (Different teacher each week)



Now What?....

- Continue program next year?
- Find other ways of providing this extra time to students?
- Develop other games/activity ideas?

