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Echo Reading Reflection

My partner and I's reading strategy presentation concerned the topic of echo reading. I believe that we did an exemplary job; however, there were a few things that I would change for future implementations. To begin, I knew that we were well-prepared, but rarely do presentations, given by untrained specialists, go without need for improvement. Nevertheless, we tried our best and I believe that our audience walked away with another reading strategy to file in their tool box.

Firstly, we began our presentation with an engaging question, that way we were able to see what prior knowledge the students had concerning reading limitations. We had hoped that one group would write "rereading," mainly because echo reading is classified as a rereading strategy. Luckily, the response of "rereading" was wrote on the whiteboard, so that helped me transition into the definition. From there, I explained the significance of echo reading, in which there are numerous benefits. For instance, echoing a skilled reader helps students to learn sight words, practice proper phrasing and expression, develop fluency, and read material that might be too difficult for them to read independently.

Next, I clarified the importance of pointing to the text while reading, for it will help ensure that a reader is looking at the words. To help emphasize this point, I made little hand pointers. I got this idea from my first grade cooperating teacher because she has a big pointer she uses during the morning meeting everyday. Since resources will be limited in

some schools, students could use their fingers, but for our presentation we thought it would help to capture their attention. Later, when I finally passed out the pointers, some students exclaimed with joy, for they were going to be interacting with the text in a new and exciting way.

To help our audience gain a better understanding our echo reading, we first modeled it for them. My partner was the teacher, in which she first read the text and I imitated her. One issue that I found with this part of the presentation was that my partner did not read with much enthusiasm, so that took away from the whole idea that a skilled reader reads with expression. In turn, I was not able to echo her with the proper phrasing, but our audience still got the point of the whole modeling scenario. If we were to implement this presentation again, I think that my partner and I would switch roles during the model phase. Another change that I would make to our presentation would relate to the reading in pairs. In order to have the students practice the strategy in small groups, we had them finish the rest of the book, *Quick as a Cricket*. When students were reading this book aloud, it was very loud and chaotic in the classroom; therefore, I would place the groups in various positions within the classroom, so as to cut down on the noise level.

Overall, I think that our presentation was a success. I consider it an achievement on our part because the students were actively engaged and they were able to fulfill our performance objective. Consequently, the students wrote the following things in their graphic organizers: “encourages students to read with enthusiasm,” “following along the text with your finger,” “increase fluency and comprehension,” and so much more. From their responses, it is evident that they gained an understanding of what echo reading is and how it can help improve students’ reading levels.