

**Beyond Sound
It Out**
Strategies to Develop
Joyful Readers

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Why Reading?

- It is an essential, life long skill
- For pleasure, communicating, and learning





Proficient readers...

- "... are able to take all those black marks and make sense of them. They are not merely calling word after word correctly, but are actively working to understand what the author has written."



Struggling readers...

"...often wait for someone else to intervene, or substitute words that don't make sense, or do nothing when they come to a tricky word or difficult passage. They don't realize that they have or can develop some strategic actions for solving their own problems." Pat Johnson & Katie Kieier



Encouraging reluctant readers

- Passion/interest
- Make it fun
- Make it doable





Typical reading session

- Read to the child (5-10 minutes)
- Read with child (20-25 minutes)



Reading with a child

- Eyes on print at an instructional level

"In learning to read it is true that, reading practice, just reading, is a powerful contributor to the development of accurate fluent, high comprehension reading"

Allington

Richard



Reading with child

- Warm up with known books
- Introduce new book
 1. Cover, connect with own life
 2. Quick write, 10 sight words
 3. Picture walk, finger framing words
 4. Go back to the beginning, read independently
 5. Return to difficult parts
 6. Retelling/follow up (if time)



Warm up with familiar books

- Use known books to warm up for today's reading
- Book bag, box, or basket
- Develop confidence
- Practice known strategies





1. Introduce new book

- Cover, connect with own life
- Put the story in context, an understanding of the content will help the child make meaning from text
- Develop an idea of possible vocabulary
- Develop an interest and desire to read



2. Sight Word Quick Write

- Choose 8-10 sight words from the book words we want children to read and write immediately
- write each word at least 3 times (white board)
- Say the word, then the letters while writing, okay to copy, cover and try to write it again



3. Picture Walk/Toe Dipping

- The part when the child develops a sense of the story, learns vocabulary specific to the story, and any difficult phrases or expressions
- Teacher plays an important role in scaffolding the reading
- Words that might be hard are finger framed



4. Independent Reading

- Return to the beginning of the book with the child reading independently
- Support the reading so that the child is successful and wants to read more
- Refer to reading strategy bookmark and prompt if child is stuck on a word



Reading Strategies

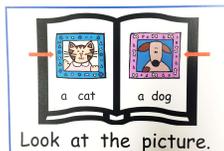
- Strategy used depends on reading ability
- Strategies relate to using visual (letters), meaning, and syntax (does it sound right?)
- Try not to over use phonics, encourage children to rely on meaning and what makes sense



Look at the picture

- This is not cheating!!!
- Best for beginning readers but still can be used when children are still developing fluency

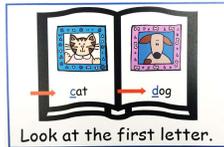
- Prompt with:
What do you see?
What makes sense?





Look at the first letter

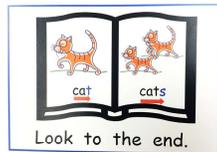
- The most important letter in a word
- Often combined with "look at the picture"
- Prompt with:
Get your mouth ready.
Say the first sound.





Look to the end

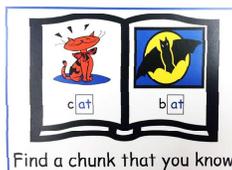
- Child might use the first letter and then guess at the word. Needs to look further.
- Focus is on visual, the letters/ending.
- Prompt with:
Look at the last part.





Find a chunk you know

- Used to figure out short and longer words
- Children can start anywhere in the word
- Prompt with:
Find a part you know
Can you find ____?





Look for a little word in a big word

- Similar to “find a chunk”
- Used for longer words
- Prompt with:
Can you find _____?
(a known word)



Look for a little word in a big word.



Skip and return

- Leave out the unknown word, read to the end, then return to the beginning of the sentence
- Focus is on meaning
- Prompt with:
Try that again and think what would sound right?



Skip and return.



Go back and read again

- If no understanding, reread!!!
- Focus is on meaning
- Prompt with:
Start over
Read it again



Go back and read again.



Does it make sense?

- Focus is on meaning
- Want child to stop when meaning is lost





Does it sound right?

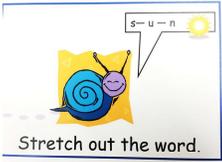
- Focus is on syntax and meaning
- Want child to stop when it doesn't sound right
- Prompt with:
Try again and think
what would sound right





Stretch it out

- This is similar to "sound it out"
- Break word into syllables if possible.
- Prompt with:
Say the first part. Say more.
Now say the ending.





5. Return to difficult parts

- This is when you guide the child back to a part/s of the book that might have been challenging.
- Point out how to correct the word, encouraging the child to use strategies rather than simply looking to you for the right answer.



6. Retelling/follow up

- Oral retelling is one of the best ways for a child to demonstrate understanding
- What is this story about?
- Encourage child to use words such as "first, next, then, finally"



Possible follow-ups

- Cut up sentences to put back together
- Finding words/sounds in the text
- Phonics/word work in context
 - Word families (2 columns)
 - With magnetic letters
 - on white boards



Your turn! With a partner...

- Introduce new book
 1. Cover, connect with own life
 2. Quick write, 10 sight words
 3. Picture walk, finger framing words
 4. Go back to the beginning, read independently
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Reading to children

- to develop a love of reading
- to share topics they are interested in
- to demonstrate reading fluency
- to develop vocabulary



Why read aloud?

- Reading aloud with children is known to be the single most important activity for building the knowledge and skills they will eventually require for learning to read.”

- Marilyn Jager Adams



Read alouds for young readers:

- Predictable pattern books
- Books with rhyme
- Books that have some type of list
- Cumulative stories (ie. Something is added)
- Old favourites
- Books with humour or life issues



For older readers:

- New favourites; many are in the form of comics or graphic novels
 - Geronimo/Thea Stilton, Ricky Ricotta
 - Fly Guy
 - Diary of a Wimpy Kid, Dork Diaries, Nate, Bone
 - Fairy series, Fancy Nancy
 - Mercy Watson, Judy Moody
 - Stick Dog, Binky Series



Sharing the gift of reading

"Few children learn to love books by themselves. Someone has to lure them into the wonderful world of the written word; someone has to show them the way".

Orville Prescott
