

English

3: Strategies for teaching reading

Main ideas:

- types of reading activities
- high frequency words /sight vocabulary
- reading games
- reading for fluency

Outcomes:

At the completion of this session teachers will:

- be able to implement activities that will assist the beginner reader.
- devise and use activities that will encourage fluent reading.
- use a variety of games for developing reading skills.

Content:

1. Beginning reading: aspects of the learning process

Awareness of words

Children beginning reading need to see that text is made up of words and spaces. The first step is to get them to be able to point to words as a sentence is read. They do not need to know what the words say in the early stage. The child can use counters to place on each word as the sentence is read. Five year-olds can start to learn the meaning of a 'sentence' – an idea. After they have drawn a picture, ask them to tell you about the picture. Write a sentence under the picture, using their own words. Get them to 'read' the sentence by pointing to the words as they 'read'.

Use signs around the classroom and draw attention to these.

Draw attention to visual print in the environment, e.g. street signs, school signs, commercial signs

Awareness of syllables

Say the word. Ask the child to repeat the word and clap on each syllable.

Awareness of alliteration

e.g. Betty bought a bit of butter.

Use a variety of speech rhymes.

Awareness of rhyme

Use rhyming word activities.

e.g. A cat in a _____

Learn rhymes and songs.

Breaking up words into sounds – c/a/t

Sound out words when reading.

Give practice in making 3 letter words from cardboard letters

2. The teacher's role

In the early years the teacher would use the following strategies: modeling; sharing and guiding; encouraging independence in reading

a) Shared reading with a big book

This is usually a whole group activity. The teacher models reading by reading aloud. The children can join in with the teacher, where there is repetition, e.g. a refrain. The book may be chosen because it is an old favourite and has lots of repetition, or it could be a new book. The texts in shared reading can be above the children's independent reading level because there is group support. The big books used in shared reading make it possible for children to see the print and illustrations. The teacher focuses on meaning and enjoyment, but increasingly draws children's attention to the print and how it works by using a pointer beneath the words being read.

A shared book experience usually takes about 15 minutes.

Format for using a shared book:

1. Look at the cover and ask the children think the book might be about.
2. Teacher reads and involves the children.
3. Teacher revisits the book, taking opportunities to explore vocabulary, phonics, comprehension, fluency or punctuation, e.g. point out the commas, full stops and question marks.
4. If available, children can read a smaller version of the book with a reading helper or as a take-home book.

Revisiting shared books will improve fluency.

Innovation on literary structure

e.g. read the Big Book "Brown Bear".

Text:

"Brown Bear, Brown bear, what to you see?
I see a yellow bird looking at me."

Write this on the board deleting the adjectives.

"_____ Bear, _____ Bear, what do you see?
I see a _____ bird looking at me."

Children replace the adjectives, e.g.

"Huge bear, Huge bear, what to your see?
I see a tiny bird looking at me."

Now try replacing the verbs.

Group work

Choose 4 lines of text from a story book and work out an innovation on the text.

b) Guided reading

These are small group sessions where the teacher works with about 4-6 children, each child having a copy of the same reading book.

Format for guided reading:

1. Select an appropriate text, at the children's level.
2. Get the children ready for reading. The topic of the book, or the title are discussed. The teacher connects the book with the children's prior experiences or makes connections to other books read. Don't spend too much time talking at this stage.
3. Talk through the book, looking at the illustration. Ask questions.
4. Allow the children to read the book individually. The teacher moves from child to child hearing small sections of the text read aloud. The teacher observes the children's reading behaviours. The teacher can offer prompts where needed. The teacher assesses the children's reading progress and notes children having particular difficulty.
5. After reading, select one or two main teaching points, such as phonics, e.g. if the book was about a fish, discuss the 'sh' in fish, and think of rhyming words.

c) Independent reading

This occurs when a child selects a book at his/her level that can be read independently. The purpose is to build fluency and motivation for reading. The child is encouraged to read on their own for a sustained period of time.

3. The language experience approach

This is the reading of texts made by the children, composed from their own oral language.

Language experience comes from the experience of the child, their homes and their communities.

e.g. a book can be made after an excursion, or when a child brings something interesting into the classroom, such as tadpoles.

The teacher can ask questions to generate ideas, e.g.

"What did we see?" "What did you like best?" "What was the most exciting?"

After some discussion the teacher can write down what the children say on a large chart or whiteboard, Write down quickly and legibly, so that the children can use the information in their own writing. Write their name at the end, e.g. "I saw a tug boat pulling a container ship." – Dan

After several sentences have been written, the chart is read by the teacher, then the children read it together with the teacher. Sometimes children can read the sentences they contributed. A pointer can be used to show the children left-right directionality. The sentences can be copied into a class book, (one sentence per page), and children can provide the illustrations. This can become a Big Book for shared reading.

Activity: Group work

Make a list of experiences that could be used as a basis for creating a Big Book in the Junior Primary classroom.

4. Fluency

Fluency is reading words correctly, without hesitation and with expression

Three elements required:

- Speed
- Comprehension
- Expression

Why phonics alone is not enough

Children's reading will be halted if they have to sound out every letter.

Children need to be taught 'cues', e.g. the initial sound, the meaning

Children need to be able to predict what might come next.

Strategies to develop fluency

- Re-reading familiar texts
- Echo reading – children repeat after a fluent reader. Use rhymes or traditional tales with repeated lines.
- Listening while reading (audio books, or following the text while the teacher reads).
- Practicing a known text for expression.
- Class-wide tutoring – students of different levels are paired to help one another
- sight word lists for memorization
- sight word flashcard games
- reading Big Books (including home-made) together as a whole class
- reading signs, charts, wall stories around the room
- guided reading: small groups where each child has the same text
- reading with a reading helper/parent/teacher, one-on-one
- following words to songs and rhymes (made by teacher as 'Big Books')
- Sentence flashcards (made by teacher)
- Reading sentences backwards
- making classroom books: retelling a story; retelling an experience
- Cloze procedure – every 7th word deleted

Activity: Group work

Choose a text of about 20 words. Work out some activities that you could do to improve fluency, using this text. Include a Cloze procedure. State the age-group you are teaching.

Assessment task

On Practicum

1. Conduct a shared reading session.
2. Conduct a guided reading session.
3. Try out three reading games from the following appendix, or other reading games of your choice. Describe how you played the games with the children and the response.

Appendix of Reading games and practical activities

a) Games and activities for sounds and letters

1. Guess what I am thinking: I am thinking of something that starts withe.g. 'p'

2. Concentration

Place 6 pairs of letter cards face down on floor or table in a grid pattern (4 across and 3 down). Child 1 takes a turn and turns over 2 cards. If they match he gets to keep the cards. Child 2 does the same and so on.

3. Comparing beginning sounds

e.g. find all the words that start with 'b'

4. Comparing ending sounds

e.g. find all the words that end in 't' (use 3-letter words only).

5. Comparing middle sounds

e.g. find all the words whose middle sound is 'e' as in 'hen'

6. Picture sorting – beginning sounds and ending sounds

A picture pocket chart is good for this.

7. Footprints: write letters of the alphabet a-z on separate footprints. Place in a path for children to follow and say the sounds as they go.

8. Making words from letter cards

Use an egg-timer. How many words can you make in a minute?

9. Phonic strips: the middle vowel in 3-letter words is fixed. e.g. be d; ge t; fe d.

For word making, consonants appear on the left and right of the chart, with a constant vowel down the centre strip.

10. Word wheels e.g. 'op' in centre – other letters around the circumference to make hop, pop, hop, top etc.

or

one vowel in the centre and consonants around the outside.

11. Throw the box

A letter is placed on each face of a small box. The child throws the box into the air. When it lands, the child says the sound on the side facing upwards, and finds another word or picture to go with it.

c) Games and activities for high frequency words

See appendix for lists of high frequency words. These need to be transcribed on to flashcards ready for games and activities.

1. Stepping stones

Set out flash-cards like stepping stones across a river. If the child can say all the words correctly, he gets to the other side without falling in the water.

2. Bingo

This game is ideal for 2 to 4 players

Make two sets of word cards – about 20 pairs of words.

One set remains in a pile in the middle, face down.

The other cards are shared out between the players. (All players must have the same number of cards. It doesn't matter if you don't use up all the cards).

Players set their cards out, face up, in front of them.

Each person has a turn of taking the top card from the pile in the middle and reading it. If he/she has the same card in front of them, that card gets removed from in front of them.

The first person to have no cards left is the winner – “Bingo”.

3. Reach the treasure

Set out flash cards in steps, and place a treasure at the end. e.g. coloured glass jewels or buttons. Each time the child gets to the end of the line of flash cards, reading all words correctly, he or she may collect a jewel.

4. Spin the knife

Set out flash-cards in a circle, surrounding a table knife. Spin the table knife and say the word that the knife is pointing to when it stops spinning.

5. Throw the bean bag

Set out flash cards on the floor at random. Ask the child to throw the bean bag on to specific words.

6. In my hand a fan I hold

Arrange cards in your hand like a fan. Say the rhyme:

In my hand a fan I hold

One little card to *Sophie* I sold. (*child's name*)

All the little cards, in a row,

Sophie says 'dog' so 'dog' must go. (*Child chooses a card from your hand and reads the word.*)

7. Pass the card

This is a game for four or more players. The children sit in a circle. Give out sight-word flash cards – one to every second child in the circle. Sing this song to the tune of *Row Row Row Your Boat*, at the same time passing the cards around the circle, in a clockwise direction.

Song:

“Pass, pass, pass the card; pass it round and round,

Pass, pass, pass the card. Put it on the ground.”

On the word 'ground', each child who has a card turns it over. Going around the circle, each child with a card reads their word.

8. Sentence dominoes

Make some flash cards containing a mixture of words and phrases, that can be put together to make a sentence.

e.g. (Each line is a 'set')

- *Here is a ...pot, tape, rug*
- *Here are some... pigs, dogs, cats*
- *In the house I saw a... a cat with six kittens; a wet mop; a hot pot*
- *Behind the tree... I can see a fox; I can see two ducks*
- *I ran...to the door; to the chair; to the bed; to the table*
- *I like...red bikes; yellow bananas; blue hats; green socks*
- *I can...jump; run; walk; hop; dig*
- *We went to the...shop; zoo; park; beach*
- *Look at...the tree; the bird; the dog; the sun*
- *It is...hot; wet; sunny; cold*
- *We have...fun; pets; good food; friends*
- *I want to...eat; go home; make something*

Child chooses cards and places them end to end to make sentences of their choice.

Tip: Print each set on a different coloured paper, so that sets are easily identified.

9. Postman

Place flash cards in a 'postman's bag' and ask one child to be the postman, delivering flash cards as letters. (A 'postman bag' can be an old handbag or small shopping bag.)

As an extension of this, ask children to write their own short sentences, composed from the *Sentence domino* cards. Messages are delivered and children read their messages aloud.

10. What am I?

Some 'What am I' riddles are written on cards. The child has to read and guess the answer.

e.g. I am small. My fur is grey. I have a long tail. I do not like cats.

11. Sentence jigsaws

Write a sentence on a long flashcard. Cut up the sentence into individual words. Ask the child to put the sentence back together again.

12. Concentration

Place 6 pairs of word cards face down on floor or table in a grid pattern (4 across and 3 down). Child 1 takes a turn and turns over 2 cards. If they match he gets to keep the cards. Child 2 does the same and so on.

13. Using sentence stems

e.g.

I like...

Here is a

This is a

I can ...
We are going to the
I went to the
My dog like to
I can see ...
I am

14. Sentence making:

Child dictates a sentence. Teacher writes it then cuts up the words and asks the child to put the words back together.

15. Making words from letter cards

16. Jigsaw sentences

Cut up sentence into individual words and put back together.

17. Speed reading cards

'Dolch words in sentences'. These sentences contain high frequency words - See www.beaconmedia.com.au – Primary Literacy, Teacher's Tool Box
Stick the sentences on card to make flash cards. Cycle through the flashcards, asking the children to read each sentence as fast as they can. They will enjoy this 'speed reading' activity

c) Activities for developing phonetic spelling – middle and upper primary

Use 'word family' groups for the basis of games. (See 'word family' groups in *Teacher's toolbox* on this website.)

Throw the box – a game for 2-6 players

Make a cube-shaped box and cover it with white paper. Using double-sided sticky tape, stick a word on each face of the box, ((6 faces). e.g. choose words that all have the long 'a' sounds – snake, made, snail, train, day, lady

On the table, have a random scattered collection of word-cards that have the long 'a'.

Now one child is chosen to throw the box.

When the box lands on the table, the children look at the word on the top of the box. They scramble to collect as many words from the table that go with that word.

e.g. if 'train' is the word on the top of the box, then they can collect – rain, snail, chain etc.

See who can collect the most cards.

The following games can be played using the same principle as 'throw the box':

Spin the knife

Word families board game – throw the dice. Counters move along a path with squares. On some of the squares there will be target words. e.g. When

you land on a long 'a' word you have to select word cards from the table to go with it.

Riddle game for identifying word family groups

Work in pairs. One person asks the riddle. The other person guesses the word, using the key words from the *Progressive Phonics* picture chart. (Key words are in italics)

It is wet. It goes with *train*. (rain)

**It can go on with a brush. It goes with *train*.
(paint)**

It is slow and slippery. It goes with *train*. (snail)

**Bread is made from this. It goes with *train*.
(grain)**

It is wet. It goes with *snake*. (lake)

It can is sticky. It goes with *snake*. (tape)

**You can go there to get out of the sun. It goes
with *snake*. (shade)**

**It goes around a picture. It goes with *snake*.
(frame)**

**This is what you were when you were just born.
It goes with *lady*. (baby)**

**This is someone who does not like to work. It
goes with *lady*. (lazy)**

A pie has this. It goes with *lady*. (pastry)

This is someone who is silly. It goes with *lady*. (crazy)

Cows eat this. It goes with *pray*. (hay)

You like to do this. It goes with *pray*. (play)

There is a new one every time you wake up. It goes with *pray*. (day)

It swims in the sea and it can sting. It goes with *pray*. (ray)

d) Activity for developing awareness of common mistakes – middle and upper primary

The Error Game

1. Print out the sentences and cut them up into strips.
2. Turn them face down on the table.
3. Select 10 strips.
4. How many mistakes can you find in a minute? (see next page)

We saw there new car.

Do you here me?

He had two apple in his lunch box.

Yesterday we arrive at the bus stop too late.

September have thirty days.

It is six week until Christmas.

The cow jump over the moon.

She jumping over the stick.

The boy ring the bell.

They are four bananas left.

We come home last night.

We was going to the shops on our bikes.

I hope you can come to.

Because he didn't bring his homework.

they ran as fast as they could.

I am hopping Mum will buy me a new watch.

We went shoping to buy a present for Dad.

Were is my red pen?

We went their last holidays.

Mum is macking a cake.

We couldn't see though the black smoke.

I went swimming even through it was cold.

There are many brids in the sky.

Thank you for comming.

I don't know what to where.

This is the boy how lost his jacket.

Thay like to eat at MacDonalds.

Look at the elephant over their.

Wich one is correct?

he likes chocolate.

I like ridng my bick.

We asked the sick man who he was feeling.

Here come Sarah.

That joke was very funy.

I hope I get these all rite.

Because I got up late.

Thats too much porridge.

The dog lost it's collar.

I got ten fingers.

Where have you bean?

He road his bike to school.

I had better wach that program.

He forget to say please.

I must cleen my room.

I wish I new the answer.

e) High-frequency word lists

See <http://www.dolchsightwords.org/> for graded lists of Dolch words

First 11 high-frequency words (Dolch)

I	here	is	like	has
this	my	and	a	the

First 50 high-frequency words (Dolch)

am	all	are	were	went
was	us	up	we	not
to	that	they	no	my
the	she	see	me	at
said	saw	play	make	look
our	on	of	like	with
in	it	here	out	can
her	he	have	for	big
one	go	get	and	see
from	you	some	come	had

First 70 words – (Dolch)

here	it
is	are
I	like
can	come
see	with
go	make
the	made
a	up
this	down
look	me
and	went
am	yes

no	to
run	big
walk	little
sit	small
jump	came
play	with
help	some
not	our
want	for
said	get
will	them
do	us

went	nine
you	ten
put	red
out	blue
one	yellow
two	green
three	black
four	white
five	
six	
seven	
eight	

Dolch 200 sight vocabulary

(Teachers add the nouns familiar to the child)

a	cold	grow	may	said	try
about	come	had	me	saw	two
after	could	has	much	say	under
again	cut	have	must	see	up
all	did	he	my	seven	upon
always	do	help	myself	she	us
am	does	her	never	show	use
an	done	here	new	sing	very
and	don't	him	no	sit	walk
any	down	his	not	six	want
are	draw	hold	now	sleep	warm
around	drink	hot	of	small	was
as	eat	how	off	so	wash
ask	eight	hurt	old	some	we
at	every	I	on	soon	well
ate	fall	if	once	start	went
away	far	in	one	stop	were
be	fast	into	only	take	what
because	find	is	open	tell	when
been	first	it	or	ten	where
before	five	its	our	thank	which
best	fly	jump	out	that	white
better	for	just	over	the	who
big	found	keep	own	their	why
black	four	kind	pick	them	will
blue	from	know	play	then	wish
both	full	laugh	please	there	with
bring	funny	let	pretty	these	work
brown	gave	light	pull	they	would
but	get	like	put	think	write
buy	give	little	ran	this	yellow
by	go	live	read	those	yes
call	goes	long	red	three	you
came	going	look	ride	to	your
can	good	made	right	today	
carry	got	make	round	together	
clean	green	many	run	too	

**High Frequency words in sentences
for speed reading and dictation
(based on Dolch sight vocabulary list)**

Here is the man who went to the shop.

Look what I have made!

I would like to go there again.

I always sit on the small chair.

I would like to buy a better book.

I don't like this very much.

**He hurt his leg going down the slide.
Do you know how far it is to the moon?**

My mother made me some lunch.

You may walk over there.

We will sing the other song now.

They always go to the shops together.

Once upon a time there lived three little kittens.

It is kind of you to let me use your pen.

He came in a red car.

Come and sit beside me.

Do you own this pencil?

Why did you give it to him?

The little black dog sat under the table.

I will try to ride my new bike.

I can make the cake by myself.

Which one of these is better?

Where does she keep her new game?

It is much too cold to play outside.

How well can you read this book?

Look at their funny pink pig.

No one shall open the lid.

She will help him if he falls.

There are about four of those white ones left.

She said she saw seven small birds.

We ran after the brown ball.

I like to play with new toys.

Can you help me pull out this big weed?

I always like to read a good book.

You must never eat these again.

This is my best work.

I wish I could read this story.

Go along to the shops and buy some milk.

Can you tell us all about it?

The dog cut its foot on a stone.

If you live a long time, then you will be old.

You must stop when you see a red light.

Do you have some things to show us?

You must go up the steps to get over the wall.

I can jump as far as you can.

I could not do up my shoes when I was little.

Do you want to wash in warm water?

He is going to take both rabbits.

Please take four of our boys with you.

The man let us take two pretty flowers.

I don't think I would like a green drink.

Did you see the big fish that got away?

Dad gave me those pens to keep.

I would like to draw that again.

Did you ask Mum for some yellow paper?

Open your book to the right place.

I think it is about time to start.

I ate all of my food.

I only have a blue and white hat.

Bring your own drink because it is hot today.

Please write your name on this paper.

I don't think I could eat eight apples.

Don't laugh at my work!

I am going to buy myself a new toy.

Please hold this for me.

I know a boy who likes to sleep all day.

Do you know how to use a fork?

I wish I could go all the way around the world.

Where is your house?

Would you say yes or no?

I have never been down there.

This is too much for me to eat.

Try to keep your socks clean, or I will have to wash them.

Thank you for going with me today.

Call me when you have done all your work.

I would like to fly over the moon.

Just put it on the top.

How many cakes do you have now?

Dad went down the steps as fast as he could.