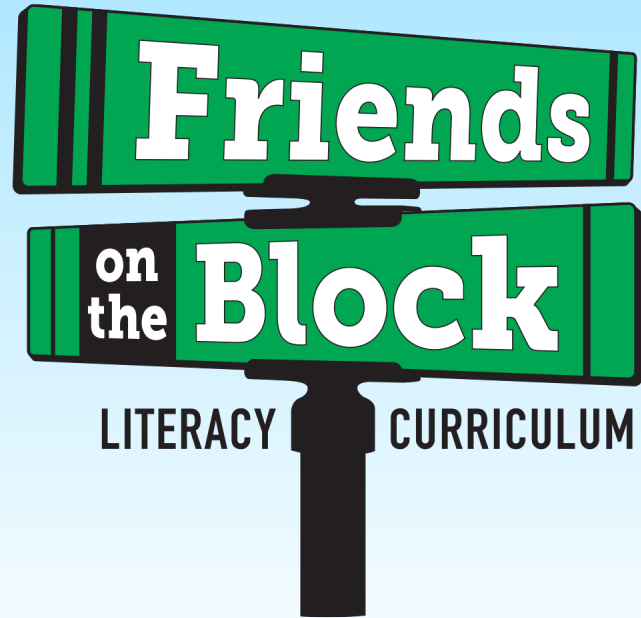


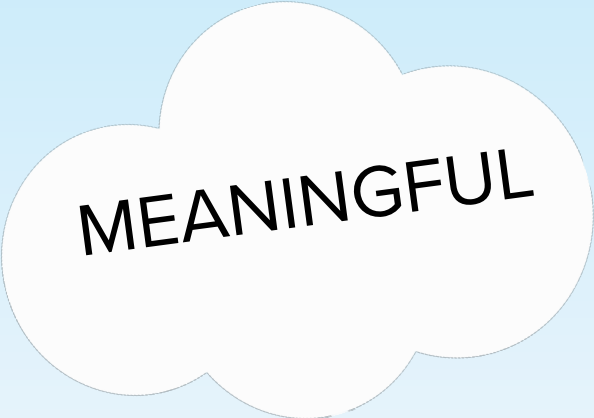


Early Book Reading and Comprehension: How to Teach Anyone to Read and Have Fun While Doing It

Book Reading and Comprehension in Levels 1-3



Our goal is to help ensure that
EVERYONE,
regardless of disability or circumstance,
learns to read.



MEANINGFUL



EFFICIENT
and
EFFECTIVE



FRIENDLY

The Big Picture

Preparing to Decode

- **Letter Sounds**
- **Blending Sounds and Segmenting Words (phonemic awareness)**
- **High-frequency Irregular Words**
- **Print Awareness**
- **Vocabulary, Comprehension, and Oral Expression**
- **Retelling Fiction and Nonfiction**

Early Book Reading



A Brief Reminder: High-Frequency Irregular Words

- common words that do not follow common phonics patterns (e.g., *friend*, *was*)
- at this early stage students do not have the skills to use phonics patterns to figure out words
- therefore, at this stage, all words are treated as irregular words

(see previous blog)

do

not

Objectives

The student will...

- read words in text with **gradually increasing** accuracy, speed, and expression
- make predictions and discuss a book to develop vocabulary, comprehension, and oral expression
- retell a simple book with support
- demonstrate print awareness during book reading



Print Awareness

- print carries meaning
- print corresponds to speech, word for word
- printed words are made up of letters
- printed words are separated by spaces
- books have titles, authors, pages, and a sequence
- etc.



Basic Steps:

read words, pointing to each word as it is read

Option 1: Student reads and the teacher corrects errors.

Point to each word
as it is read!

Option 2: Echo Reading

- 1. Teacher reads a sentence.**
- 2. Student reads the same sentence.**
(repeat with next sentence)

STOP echo reading as
soon as they do not
need that support



Basic Steps

Option 1: Correcting

I: Listen. Read the word for the students.

We: Read it with me. Students read the word with you.

You: Your turn. Students read the word independently.

Repeat: Read the sentence again. Students begin the sentence again.

(Another option: echo read just the sentence in which the student made the error)

If they get tired, frustrated, or miss more than about 2 words per sentence, echo read for a while.

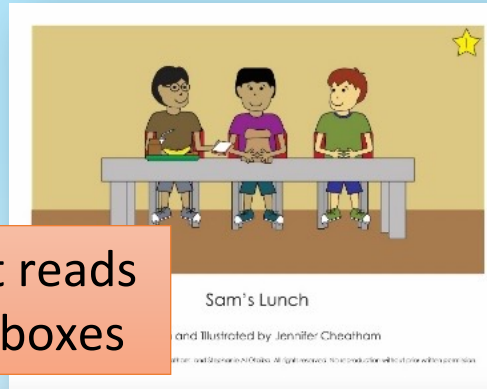
Selecting Books: Friends on the Block

Level 1	Level 2	Level 3
a	dad	are
do	here	at
I	is	happy
like	look	in
not	mom	no
want	see	she
	the	yes
	where	you

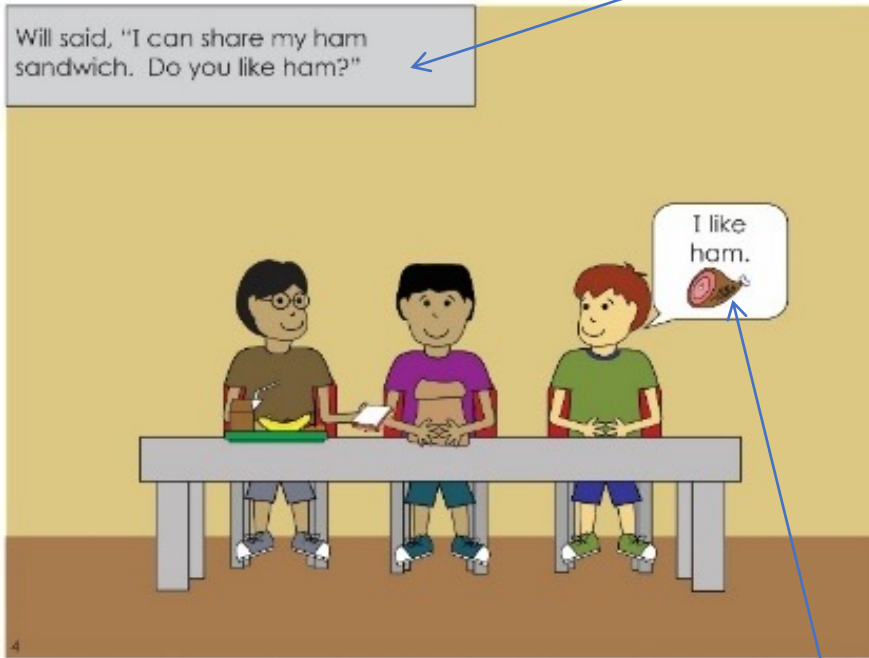


Sample Pages from Level 1 Book

Teacher/tutor/parent reads
“helper text” in gray boxes

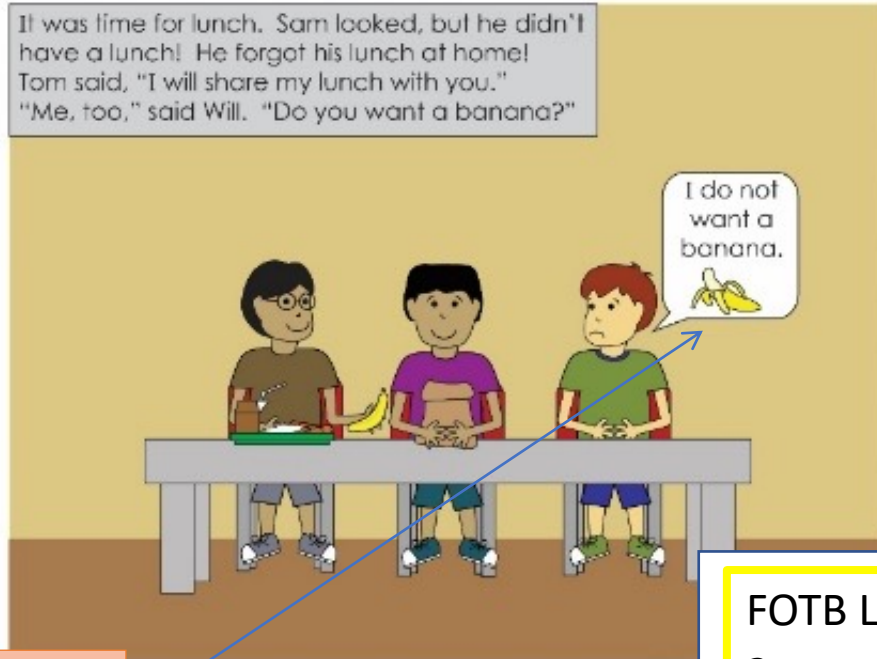


Will said, "I can share my ham sandwich. Do you like ham?"



Student reads text in white
(e.g., bubbles)

It was time for lunch. Sam looked, but he didn't have a lunch! He forgot his lunch at home! Tom said, "I will share my lunch with you." "Me, too," said Will. "Do you want a banana?"



FOTB Level 1 Words:

a like
do not
I want





Book Reading – Word List in FOTB Books

- Read the lists and story starter to the students. Be sure the students know what the pictures are for the Picture Words.

Read It					
a	do	I	like	not	want
Picture Words					
apples	banana	cake			
					
cookies	ham	muffin			
					
Story Starter					
This is a story about when Sam forgot to take his lunch to school.					





Important Tips

Selecting Books

- choose books that include high-frequency irregular (sight) words your students needs to practice
- ideally, books would follow a sequence
- you can also write sentences for your students to read that are made up of the sight words they are learning

Make your own “helper” and “student” text

- Choose a favorite read-aloud book
- Write sentences for the student to read made up of words the student is working on
- Example
 - Words working on: a, do, I, like, not, want
 - Read-Aloud: Green Eggs and Ham
 - Write the following sentence on a large post-it:
I do not like eggs.



Lesson Routine

Book Reading

Part 1 Warm Up (1 to 5 minutes)

Part 2 Book Reading (5 to 15 minutes)

- choose books with the words you want to practice
- provide help very quickly

Part 3 Game or Fun Learning Activity (5 to 15 minutes)

TOTAL TIME: 10 to 30 minutes



Talk! Talk! Talk!

- Ask questions to promote a discussion
- You do want to check for understanding, but questions should not be a quiz
- Briefly explain the meanings of words you think the students may not know
- Use any new words in conversations
- Follow the student's lead
- Talking about things related to the book is also good
- Can be before, during, or after reading



Retell with Guided Discussions

- what happened first, next, and last in a book
- for fiction, discuss the setting, characters, and events in the book (story grammar or story elements)
- for nonfiction, discuss the main idea and/or details (what did you learn from the book)



Remember... Habits, Help, Happy

- get into a routine
- keep the pace brisk and lively, but don't rush
- provide help quickly (within 2-4 seconds)
- model and have the student repeat (I, We, You)
- smile and praise frequently



Research and Reason: Dialogic Reading

- What is it: Children and adults having a conversation about a book; responding to and expanding upon their language
- see ReadingRockets.org article
- Extensive and strong body of research supports that dialogic reading results in advanced language development over traditional book reading for wide variety of students. (Whitehurst, 2002; What Works Clearinghouse, 2010)
- Usually used with Read-Alouds



The Big Picture

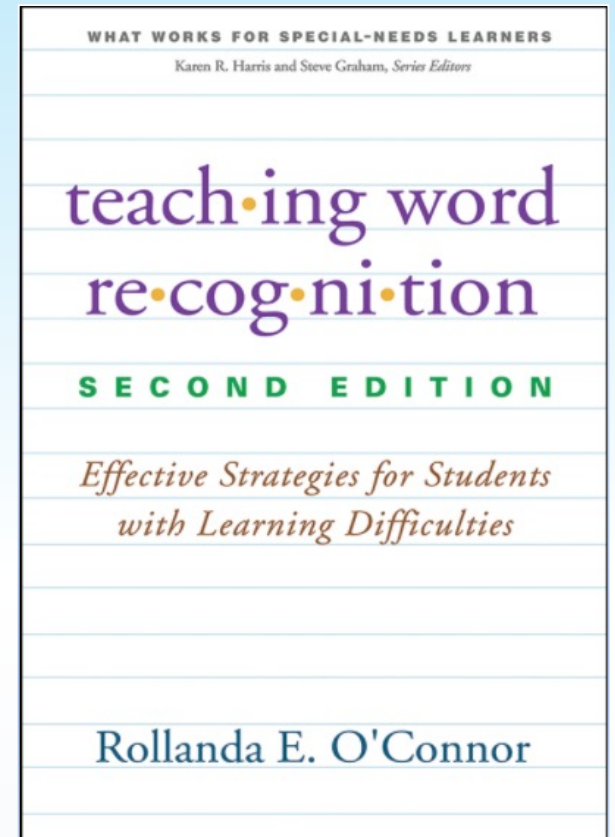
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Research and Reason

- ReadingRockets.org
- Rollanda O'Connor's book provides practical guidance and brief explanations of research support
- Tim Shanahan's Blog



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