

Learning About Print - Pre-Reading

Preschool - Kindergarten
Three to Four Days a Week at Minimum

Parent Tutoring Lesson Instructions:

1. **Comprehension** (Vocabulary and Strategy Instruction): 10 + minutes

Read to your child: All types of books: Picture Books (both narrative and informational); Alphabet Books; Rhyming Books (Mother Goose, Poetry, Dr. Seuss) – can re-read favorites many times.

- **Before Reading:** (1 minute) **Warm-Up** – Activate Background Knowledge (text type and features) – tell them good readers do this first (preview, think about what we know); *ALWAYS read and talk about Title, Author and Illustrator; set Purpose for reading; look at pictures, charts, graphs; talk about unfamiliar words and concepts; make predictions and ask questions. Talk about the way books work (concept of print) – read front to back, top to bottom, left to right; talk about different comprehension strategies on different days.
- **During Reading:** (8 minutes +) **Read** and enjoy each page with your child (take as much or as little time as you would like). Talk about the pictures and the words on the page, make predictions and check them for accuracy, model finger-pointing (I read and point, you read and point), ask questions, count objects, talk about story structure and information structure, talk about unfamiliar words or concepts; look at first letter of words, etc. Can do games and activities for Phonemic Awareness and Phonics.
- **After Reading:** (1 minute) **Ask** about favorite parts, characters and/or favorite facts or new information learned; ask about what happened in the beginning, middle, and end (story structure); play some Phonemic Awareness and Phonics games and activities with the book.

* If child has heard a book many times, they may want to “pretend” read it to you or to themselves: enjoy watching and hearing them practice being a great reader!

2. **Phonemic Awareness Instruction:** Play games and do activities to foster child’s ability to hear the sounds in words. Start with Phonological Awareness games (one or two per lesson, not all of them) – “What word rhymes with “ _____?” (ex. If “map” can say tap, lap, sap, rap, nap, etc. – can use words from book just read). Clap the syllables in words (ex. If name is Andrew, clap 2 times: an drew – can use words from book just read). Then play with the individual sounds of words (ex. What sound is at the beginning of “bat”? BBB – What other words start with the BBB sound? – do ending sounds, too). Ask how many sounds are in a word and sound it out sound by sound – “sit” = s, i, t, (segmenting) then put sounds together – what word is c, a, t ? = cat (blending).

*See more games and activities for Phonemic Awareness in **Put Reading First** , **A Child Becomes a Reader** and **Star Reading Booklets** - on website at www.hawthornacademy.org

3. **Phonics Instruction:** Play games and do activities to foster child’s letter recognition and letter sound knowledge. (Teach these letters first: (B, M, R); (S, T,G); (N, P,C); (H, F, D); (L, K, J); (W, Y, Z); (V,Q) then A,I,E,O,U). Examples: Sing the alphabet song; point out letters and sounds when see them (books, advertisements, restaurants, stores); match letters and sounds with picture cards; if child’s name starts with a “B”, eat all the B’s, find all the B’s, trace letters with finger, etc.

*See more games and activities for Phonics Instruction in **Put Reading First** , **A Child Becomes a Reader** and **Shining Stars Reading Booklets** .

Breaking the Code - Levels A - E

Kindergarten to Mid - First Grade
Three to Four Days a Week at Minimum

Parent Tutoring Lesson Instructions: Goal is to provide extra reading practice support - Child does **ALL** the work.

1. **Comprehension** (Vocabulary and Strategy Instruction): 10 + minutes

Day One: Child Reads Aloud to Parent – (Three New Little Books - Decodable, Predictable Pattern, Sight Words) **OR** (New Book at an Easy (Independent) Level - independent level is two to three levels below instructional level).

- **Before Reading: Warm-Up and Introduction** (30 seconds for each little book; 1 minute or less for easy book). Activate Background Knowledge (Preview book(s) and think about what is already known – tell child good readers always do this first): Read and Discuss Title, Author, and Illustrator; discuss text type and features (whether it is narrative or informational); look at pictures, charts, graphs (ask child what they think book will be about); talk about unfamiliar words and concepts; set Purpose for reading - make predictions and ask questions; talk about different comprehension strategies on different days, use graphic organizers . If needed: talk about the way books work (concept of print) – read front to back, top to bottom, left to right.
- **During Reading**: (8 minutes +) **Have child choose first book to read**. Parent reads the title, author and illustrator names and then has child read them. **Parent then reads first sentence/paragraph out loud**. Have the child read THE SAME SENTENCE /PARAGRAPH out loud, copying parent. This is called “echo reading”. This helps child start out feeling successful. Parent is modeling fluent, expressive, accurate reading. **Continue reading** first couple of pages (Parent reads, modeling fluent reading and finger-point matching word to word (at beginning) then child reads and finger-points, “echoing” you). Teach comprehension strategies.
****If they get stuck on a word**, have them look at first letter and tell you first sound, or attempt to blend, then tell them word, they say it, and keep reading. Help child monitor his/her understanding of text: if make a mistake, wait until end of sentence and then say, “Something tricked you, try this sentence again”, or “You said this (repeat what they said). Does that make sense? Try this sentence again.” **Always praise a good effort**.
- **After Reading**: Ask child about his/her favorite parts of the book, favorite characters and/or favorite facts or new information learned from the book; ask about what happened in the beginning, middle, and end of the story (story map/structure); refer to graphic organizers and talk about how ideas in the book fit in them; play some Phonemic Awareness and Phonics games and activities with the book(s) if needed.

2. **Fluency**: (Child Reads Aloud to Parent) 10 + minutes

Days Two through Four: (Child **Re-Reads** the Three Little Books or Easy Read Book Out Loud):

Have child **re-read** the three little books or re-read the Easy Read book. (By Day Three or Four, should have read each little book **three times each**, re-reading all three once each day; re-read Easy Read once, then start a new Easy Book next tutoring session or do the three little books).

1. **Before:** Parent asks child what he/she remembers about each book or what each book was about; Parent reads title, author, and illustrator again and child echo reads title, author and illustrator .
 2. **During:** Echo read first page or so (at beginning as necessary) and support good finger to word matching; praise recall and memory.
 3. **After:** Talk about which books child likes and why; can continue to play Phonemic Awareness and Phonics games and activities
3. **Vocabulary** (Parent Reads Aloud to Child): 5 + minutes
- Read out loud to child to build vocabulary and background knowledge.
 - Read all types of books: Picture Books (both narrative and informational); Alphabet Books; Rhyming Books (Mother Goose, Poetry, Dr. Suess), Informational Books – can re-read favorites many times.
4. **Phonics**: 5 minutes
- **Games and Activities:** Continue playing Phonics games and activities as needed or necessary. (See **Learning About Print** lesson for more ideas)
 - **Sight Words: (Fry or Dolch List** - These are high frequency words that need to be known on sight). *Have child read one of the above lists. If child wasn't quick and automatic reading some words, highlight them. Choose two or three highlighted words each lesson to put on index cards and have student read through ALL words in stack. (Once students can read 25 words in stack automatically, retire those words and celebrate with child). Keep adding words.
 - **Common Word Families:** See **Common Word Families sheet** and follow directions. Start with letter/sound matching activities then move to chunks. Teach one chunk each lesson. Write word family chunk on white board (can also use magnetic letters) and have child keep writing letters in front of chunk to see how many new words can be generated with one word family chunk.
 - **Writing:** Have child generate a sentence they would like to write verbally; then child writes sentence down, carefully attending to each of the sounds in the chosen words, matching them with a letter, and writing it down. (Parent should model how they would do this activity). Talk about punctuation, grammar, etc. (If A - C levels, Parent rewrites Child's sentence correctly on a 3x5 card, cut each word apart and have them put the sentence back together and read it to you.)
5. **Phonemic Awareness**: 5 minutes
- Continue playing Phonemic Awareness games and activities as needed or necessary. (See **Learning About Print** lesson for more ideas)

Going For Fluency and Reading to Learn and for Enjoyment – Levels F – Z

Middle to End of First Grade through Eighth Grade +

Two Days a Week at Minimum

Parent Tutoring Lesson Instructions: Goal is to provide extra reading practice support – Child does **ALL** the work.

1. **Comprehension** (Vocabulary and Strategy Instruction): 10 + minutes

Child reads new book or continues to read the unfinished book aloud to Parent.

- **Before Reading: Warm-Up and Introduction** (1 – 2 minutes). Activate Background Knowledge: **Preview** book (Title, Summaries, Text Type, pictures) and think about what is already known about subject or topic **OR Recall** events or information from last reading. If child struggles with recalling previously read material, have him/her skim or re-read text from the previous tutoring session; talk about unfamiliar words and concepts; ask child what they think book will be about; set Purpose for reading - make predictions and ask questions. Talk about different comprehension strategies on different days; use graphic organizers to help determine what is important in the text.
- **During Reading:** (10 – 15 minutes) Parent reads the first paragraph out loud. Then Child reads THE SAME PARAGRAPH out loud, copying Parent (this is called “echo reading” - helps Child start out feeling successful). Parent models fluent, expressive, accurate reading. **Praise a good effort** (3 seconds or less). Have student **CONTINUE READING** out loud. At the end of **EVERY** page ask them a brief comprehension question - “**What just happened?**” or similar – (refer to story map sequence graphic organizer or informational text graphic organizers for ideas). If they can’t answer satisfactorily, point out some clues on the page, have them reread, or just clarify for them and move on. Keep this **SHORT!** Praise a good effort (3 seconds or less). Teach comprehension strategies. Then do a **Rate and Accuracy Check** (see below).

****If student makes a mistake while reading:** If the student gets stuck on a word or doesn’t know a word, have them **attempt** it (look at first letter and tell you the sound, look for familiar chunks, context clues), then if still doesn’t get it, give it to them and **KEEP READING. Praise a good effort.** If student makes a mistake reading such as mis-reads, skips or flips a word(s), let them continue reading to the **END OF THE SENTENCE.** They should catch themselves and self-correct. If they don’t, quickly say, “**SOMETHING TRICKED YOU - TRY THE SENTENCE AGAIN; or YOU SAID THIS....DOES THAT MAKE SENSE? TRY THE SENTENCE AGAIN.**” They should quickly re-read the sentence and fix the word(s). **Praise a good effort.** If they don’t fix it, tell them what the error was and move on - **STUDENT KEEPS READING!**

Rate and Accuracy Check: (1 minute) After student has read at least **two** pages and answered two “what just happened” questions, **TIME THEM** for **1 minute** as they continue reading (use a stopwatch, second hand, timer, etc.). Keep track of **errors** they make reading, then after they read for 1 minute, **count** how many words they read, and **put number of errors and number of words read on the chart below.** Praise a good effort, then **KEEP READING** for the rest of the 10-15 minutes. ***DO NOT HELP THEM WITH READING DURING THE TIMING** (except if they don’t know a word, give it to them so they can continue reading, and you count it as an error).

- **After Reading:** (1 – 2 minutes) After reading, talk about the book - what child liked, didn’t like, what he/she remembers, etc. **Narrative Text:** Ask child about his/her favorite parts of the book, favorite characters, what the problem was, ask about what happened in the beginning, middle, and end, etc. **Informational Text:** Ask child about his/her favorite facts or new information learned from the book; refer to graphic organizers and talk about how ideas in the book fit in them.

2. **Fluency (Re-Reading/Fluency Training)** (2 Minutes)

- **RE-READING #1** (1 minute): Have child find paragraph you (parent) read at the beginning of session. Student begins **re-reading** from that point as much as he/she can in **1 minute** (TIME him/her). Write down how many words they re-read in one minute on chart under **Fluency, Timing 1**, on chart below. Praise a good effort (3 seconds or less).
- Repeat process for **RE-READING #2** and write down how many words they re-read in one minute on chart below under **Fluency, Timing 2**.

3. **Vocabulary** (Parent Reads Aloud to Child): 5 – 10 + minutes

- Read out loud to child to build vocabulary and background knowledge.
- Read all types of books: Picture Books (both narrative and informational); Alphabet Books;

<u>Date:</u>	<u>Name:</u>	<u># Reading Errors</u>	<u># Words Read</u>	<u>Book Title / Author and/or Level:</u>	<u>Fluency Timing 1</u> # words ex. 67	<u>Fluency Timing 2</u> # words ex. 78
10/21/09		ex. 4	ex. 53			

Rhyming Books (Mother Goose, Poetry, Dr. Suess), Informational Books – can re-read favorites many times.

4. **Phonics:** 5 minutes

- **Games and Activities:** Continue playing Phonics games and activities as needed or necessary. (See **Learning About Print** lesson for more ideas)
- **Sight Words: (Fry or Dolch List** - These are high frequency words that need to be known on sight). *Have child read one of the above lists. If child wasn't quick and automatic reading some words, highlight them. Choose two or three highlighted words each lesson to put on index cards and have student read through ALL words in stack. (Once students can read 25 words in stack automatically, retire those words and celebrate with child). Keep adding words.
- **Common Word Families:** See **Common Word Families sheet** and follow directions. Start with letter/sound matching activities then move to chunks. Teach one chunk each lesson. Write word family chunk on white board (can also use magnetic letters) and have child keep writing letters in front of chunk to see how many new words can be generated with one word family chunk.
- **Writing:** Have child generate a sentence they would like to write verbally; then child writes sentence down, carefully attending to each of the sounds in the chosen words, matching them with a letter, and writing it down. (Parent should model how they would do this activity). Talk about punctuation, grammar, etc. (If A - C levels, Parent rewrites Child's sentence correctly on a 3x5 card, cut each word apart and have them put the sentence back together and read it to you.)

Prompts from USOE STAR Tutoring Program

Prompting: If a student gets stuck on a word use these prompts:

1. "Look at the word and say the letter sounds in the word."
2. "Blend the sounds together in sequence."
3. "Does the word make sense in the sentence?"
4. "If the word doesn't make sense, think about the word chunks you know to decode the word."
5. After multiple prompts, tell the student the word.