

What is a Beginning Readers student working on?



- Blending sounds to make words (m-a-t = mat)
- Identifying short and long vowel sounds (apple vs. take; egg vs. bean igloo vs. like, dog vs. pole)
- Identifying the sounds of initial consonant blends such as 'br' as in 'bring' and 'sm' as in 'smell'
- Identifying combinations of letters that create a new sound (digraphs), for example: 'ch' 'th' 'sh'
- Identifying different long vowel patterns such as 'ai' as in 'maid' or 'ea' as in 'leaf'
- Identifying characters, plot, setting, problem and solution in a story
- Using text features such as photos and labels to learn from a nonfiction text
- Using the glossary to learn key vocabulary words in a nonfiction text

How can I support students?

With blending sounds to make words:

- Have the student guess a word that you sound out slowly (ssssssuuuuunnnnn).
- Use magnetic letters to have the student spell and sound out new words.

With identifying different vowel sounds:

- Write different long and short vowel words on a whiteboard or on strips paper and have the student sort them into the categories: long vowel sound and short vowel sound (example: leg (short), fog (short), leap (long), fine (long), etc.).

With sounding out consonant blends:

- Write several common initial blends (br-, sp-, fl-, cl-, sn-, sm-, sl-, tr-) on index cards and place them upside down on the table. Have the student pick a card up and say the blend. Then, generate several examples of words that begin with this blend.

With learning combinations of letters that make a new sound:

- Write several common digraphs (sh, wh, ch, th) on index cards and place them upside down on the table. Have the student pick a card up and say the sound that these two letters make. Then, generate several examples of words that begin with this sound.

With remembering long vowel patterns:

- Use the rhyme: The first one does the talking, the second does the walking. For example, you only hear the 'e' in the word 'neat'.

With understanding the books they bring home and to reinforce the following skills:

- Identifying characters, plot, setting, problem and solution in a story
- Using text features such as photos and graphs to learn from a nonfiction text
- Using the glossary to learn key vocabulary words in a nonfiction text

BEFORE reading:

- Read the title, author and illustrator.
- Flip through the text and make a prediction about the story or information in the book.
- Set a purpose for reading, for example: Let's read to find out more about ____."
- If there is a glossary, preview key vocabulary terms before reading the book.

DURING reading: Ask lots of questions!

- Who are the main characters?
- What is the setting of the story? Does it change at all throughout the book?
- What is the problem in the story?
- Why do you think the character said/thought [insert quote]?
- What words could you use to describe [character]?
- What do you think the author means by [quote from text]? Share your thoughts.
- What are the most important events in the story?
- For nonfiction: What is the main idea of the text?
- For nonfiction: What are the important supporting details that explain the main idea?
- For nonfiction: How do the photos or captions help you understand the topic?
- For nonfiction: What do the graphs/charts teach you about the topic?

AFTER reading:

- How was the problem solved?
- Retell the main events in the story.
- What did the main character learn in the story?
- For nonfiction: What did the author want you to learn about this topic?
- For nonfiction: What important information did you learn about the topic?
- For nonfiction: What questions do you still have about this topic? What would you like to learn more about?