

THE GOOD READER
Teaching Reading From Birth On
JESSIE WISE

I. THE STORY

II. HOW A CHILD LEARNS TO READ

- A. He hears speech sounds.
- B. He learns the letters that represent these speech sounds.
- C. He learns that these letters, when joined together, make real words.
- D. He learns that words are combined to form sentences.

III. PRE-READING INSTRUCTION AND ACTIVITIES

- A. Have him frequently hear adult spoken language
 - 1. Talk and sing
 - 2. Repeat same words, phrases, rhymes, songs, stories
- B. Read aloud to the child
 - 1. When you read aloud, often running your finger under words, you show the child that
 - a. we read books right-side-up
 - b. we read *printed words*, not just pictures
 - c. we turn pages right to left as we go through a book
 - d. we read sentences from left to right
 - 2. Reading aloud
 - a. develops advanced vocabulary
 - b. develops ability to use words in meaningful context
 - c. develops love of reading
 - 3. Supplement reading aloud by using books on tape

C. Teach him to recognize alphabet letters

1. Learn alphabet song
2. Learn to say alphabet in order
3. Learn to put alphabet letters in order
4. Learn to match upper- and lower-case letters

Resources:

“Lauri” A-Z lowercase puzzle

learningforallages.com.

Item Number LR2306 A-Z ; \$9.99.

Upper-case/lowercase matching puzzle letters

abcstuff.com

Search for “26 Alphabet UC & LC puzzles”; \$9.99.

Black and white manuscript chart with both upper- and lower-case letters

teachersparadise.com

Search for “Manuscript Alphabet Chart”

Item Number FS-2398 and is \$1.99.

D. Teach him the sounds these letters represent

1. Run your finger under print as you read
2. Point out and read print on products and signs
3. Teach the names and short sounds of vowels
 - a** as in “apple”
 - e** as in “egg”
 - i** as in “igloo”
 - o** as in “octopus”
 - u** as in “umbrella”
4. Do exaggerated mirror play
5. Play letter-sound games

E. Formal Phonics Instruction for Fours, Fives, & Some Threes

1. Limit TV and videos
2. Teach systematic phonics
3. Start with 10 minutes a day gradually extend to 30 minutes
4. Train attention span
5. Don't panic about reversals
 - cover & uncover word letter-sound by letter sound
 - “b”-“d” and “p”-“q” trick

IV. TEACHING READING, WRITING, AND SPELLING

- A. Teach *just* reading when beginning phonics instruction.
- B. *Do not* tie reading instruction to the ability of the child to write and spell. This method hinders reading progress in many children.

V. REMEDIAL READING WITH AN OLDER CHILD

- A. Begin NOW.
- B. Faulty methods of teaching reading can cause some children to be misdiagnosed with a disability later on.
- C. The fourth-grade slump is common.
- D. Begin at the beginning of a systematic phonics program.
- E. Listen to child read aloud.
- F. Watch the child's eye movements when he is reading.
- G. Children may be called "disabled" when the only special education they need is to be taught a successful method of learning how to read.
- H. Even true dyslexics need to be taught phonics.
- I. Read TO the child while he is learning a new way to read.
- J. Don't be discouraged at the length of time it will take. This is a skill for *life*.

VI. GENERAL SUGGESTIONS FOR THE PHONICS LESSON

- A. Be patient.
- B. Be frequent.
- C. Be consistent.
- D. Review, review, review.
- E. Don't be hasty to assume speech therapy is necessary.
- F. Know that reversals are not *necessarily* a sign of dyslexia.
- G. Train the child's eyes to move left to right when reading words and sentences.
 - 1. Cover the word; uncover it as it is sounded out.
 - 2. Allow the child to use his finger to keep his place.
 - 3. As necessary, allow child to use plain piece of folded paper under line to keep on the correct line. Move down page line-by-line as he reads.

Two common "bumps" in the road for young readers:

- 1. When beginning to sound out three-letter words. (cat, bed).
- 2. When moving from three-letter, short-vowel words to long-vowel words with silent e (tap-tape, pin-pine, cut-cute).

VII. MANAGING THE READING SESSION

- A. Minimize distractions.
- B. Be consistent.
- C. Be aware of low blood sugar and thirst
- D. Expect hills and plateaus
- E. Do some form of reading each day
- F. Gently prod child to exert mental effort
- G. Do not allow bad attitudes
- H. Be sensitive to level of child's frustration

VIII. ORAL READING AND FLUENCY

- A. Instructor models fluency.
- B. Student reads same passage four times as instructor offers guidance.
- C. Engage in other activities.
 - 1. Student may read aloud along with a taped book.
 - 2. Student and instructor may read some passages in unison.

IX. COMPREHENSION

- A. Teach phonics first; teach comprehension later.
- B. Talk to child first about the meanings of new words.
- C. Ask comprehension questions to beginning readers about material you read TO him.
- D. Use narration (student's retelling in his own words) to practice comprehension.
- E. Evaluate comprehension at the optimum time—when he can read the passage independently.

X. ENCOURAGING A CHILD TO READ

- A. Engage child in 3 different levels of reading:
 - 1. Below Level (Easy)
 - a. Increases enjoyment of reading because he is not struggling.
 - b. Increases speed.
 - c. Increases confidence.
 - d. Builds vocabulary.
 - 2. On Level
 - 3. Instructional Level

- B. Encourage child to develop a habit of reading for fun. [
1. Visit the library often.
 2. Read *to* the child—lots.
 3. Read a portion of interesting book; then give book to child to finish.
 4. At some period of the day (afternoon rest time or bedtime), make reading the only activity allowed.
 5. Severely limit TV and videos.
 6. Read yourself and let your child see you love to read.
 7. Encourage selection of different kinds of books:
 - a. Science
 - b. History
 - c. Art or Music Appreciation
 - d. Practical (craft, hobby, “how-to”)
 - e. Biography/Autobiography
 - f. Classic Novel (or adaptation suited to age)
 - g. Imaginative Storybook
 - h. Poetry
 - i. Religious Book

Books for Beginning Readers

(1) Phonetic or Decodable Readers

These readers contain no or very few sight words. Most of the words in the text can be sounded out.

Bob Books (available at any bookstore)

Little Books and Little Owl Bowls (ABeka.com)

Modern Curriculum Press Phonics Practice Readers
(Pearson Learning Group pearsonlearning.com)

Books to Remember series
(Flyleaf Publishing—flyleafpublishing.com)

J & J Language Readers, Levels 1, 2, & 3.
(Sopris West, sopriswest.com.)

(2) “Partly phonetic” easy readers

These have lots of repetition and only a few words on a page. Some of these use non-phonetic sight words repeatedly. (*The Carrot Seed*—“It won’t come up.” and *Fox Trot*—“What’s that?”)

(3) “Easy Readers”

This category is confusing because most of these books are geared to whole language teaching and not to phonetic instruction.

They have just a few words on the page, but a beginning reader cannot read some of these books unless they memorize whole words. If there are many sight words or words the child has not yet encountered in his phonics instruction, I suggest you either read these books TO your child, pointing to the pictures OR wait until the child has been taught to read phonetically.

Some of these series are:

Road to Reading. Mile 1, Mile 2, etc. (Golden Books)

Early Step into Reading (Random House)

Dr. Seuss and P. D. Eastman books

Hello Reader. Level 1, Level 2, etc. (Scholastic)

An I Can Read Book. Level 1, Level 2, etc. (Harper Trophy division of Harper Collins)

You will notice that many of these “early-reading” library books use non-phonetic sight words to make the story line flow. After your child has the habit of sounding out phonetically regular words, you can point out to your child which words to sound out and which words just have to be known by sight. When you are reading together, just tell the child the sight

words, and then have him continue reading the story sounding out the phonetically regular words.

(4) Books that are not too difficult for the student who has finished a phonics program.

I'll put up a list of some of these books at the end of my speech.

(From *Straight Talk About Reading* by Louisa Moats)

First Stage-Beginning Reader

Rex and Lilly

Go, Dog Go!

Cat Games

Harry Goes to Fun Land

A New House for Mole and Mouse

Second Stage-Beginning Reader

Who's Afraid of the Dark?

Ice-Cold Birthday

Five Silly Fishermen

What a Hungry Puppy

Danny and the Dinosaur

Sammy and the Seal

Be Ready at Eight

The Cat in the Hat

Green Eggs and Ham

One Fish, Two Fish, Red Fish, Blue Fish

The Sunset Pond

Frank the Fish Gets His Wish

Third Stage-Beginning Reader

The Case of the Hungry Stranger

The Toady and Dr. Miracle

Bedtime for Frances

Down on the Funny Farm

Nate the Great

Harry and the Lady Next Door

Miss Nelson is Missing

The Doorbell Rang

Curious George

Sheep in a Jeep (all of the Sheep books)

Ira Sleeps Over

(These suggestions from Reading Reflex)

Aesop's Fables

Kipling's Just So Stories

American Tall Tales

(5) Books for Older Students Reading Below Grade-Level

Catalog: "SUNDANCE: The Best Paperbacks for Grades K-6"

(6) Books of Books (For the Instructor)

Books Children Love by Elizabeth L. Wilson

Books to Build On by E. D. Hirsch, Jr.

Books That Build Character: A Guide to Teaching Your Child Moral Values through Stories
by W. Kilpatrick

Tending the Heart of Virtue: How Classic Stories Awaken A Child's Moral Imagination
by Vigen Guroian

Short Outline

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- III. Pre-reading instruction and activities
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 4. Teach him the sounds these letters represent
- IV. Teaching Reading, Writing, and Spelling Together
- V. Remedial Reading with an Older Child
- VI. General Suggestions for the Phonics Lesson
- VII. Managing the Reading Session
- VIII. Oral Reading and Fluency
- IX. Comprehension
- X. Encouraging a Child to Read