

## DURING/AFTER READING - EARLY EMERGENT READERS

### **EARLY EMERGENT READERS 1, Tracie McGovern, Kindergarten Teacher, Springfield Elementary School**

Currently there are two children in this group. One was not here today, so you just got to see T\_\_\_. They both came knowing 0 letters.

Once they got to probably about five letters, I started doing the lesson with them, because that way it gives them a little more meat than just rainbow writing and name puzzles. I chose those two because they were about the same level. They don't know the same letters, but they can learn off each other. That's why they were put together.

I did a concepts of print [assessment] with him a couple of weeks ago, and he's struggling. He knows this is the front, and he knows where to start and things like that, but he's still struggling with the 1-1, making complete sentences. So this way I thought we'd talk about the Dad, and what he does, and we'd talk about the pictures, because I think when the pictures are so strong, that's what we need to do. Later on we'll get to the beginning sounds, but right now I'm just worried about the 1-1 matching and does the sentence make sense with the picture.

S: (looking at the picture – before reading): Dad is sleeping.

T: He is sleeping. He's taking a nap. Dad's taking a nap. All right, let's read it. Ready? (Gives him a pointer.) All right. Busy Dad. All right, let's read together. This is Dad – can – cook. Now you help me.

T&S: Dad can cook. Now make sure you touch each word, really crisp. The very first letter. (He turns page).

S: Dad – is – (points to Dad both times)

T: Oh, ready, let's do it – (guides his hand)

T&S: Dad can sweep. (He turns page)

T: OK, let's do this one. (points to picture). He can build, can't he?

T&S: Dad – can – build.

T: All right. What else can Dad do? (he turns page) Oh, there's his paint, he can paint, can't he?

S: Dad can paint. (teacher only guiding his hand lightly.)

T: Ahh! Oh my goodness. (he turns page). Oh, what's he – he can drive, can't he? All right, let's do it.

S: Dad can (T doesn't guide hand; pointing wobbly in middle of word)

T: Underneath the first letter (guides hand)

T&S: Dad can

S: see

T: What's he doing? (points to picture) He can –

T&S: drive

T: Just try that one again.

T&S: Dad can

S: drive.

T: Good. (child turns page) Oh, he's got to write. He can write.

S; (without guidance) Dad is (pointing under Dad)

T: Uh – wait a minute – ready (holds his hand to guide pointer)

T&S: Dad can write (child is starting "write" with some other letter)

T: Try that one again.

S: (T guides his hand, doesn't talk). Dad can write.

T: Good job. (As he turns page) Oh, what's he doing to do this time?

S: Read

T: Oh, he can read, can't he. OK, let's see – Dad can read, let's do it.

S: Dad can read (points himself under first letter each word).

T: Oh, here he's going to take a nap. Do you like naps? I like naps. Ready?

S: Dad likes

T: can –

T: (articulates nnn) T&S: nap.

**AFTER READING 1, Tracie McGovern, Springfield Elementary School**

T: On this page, can you show me the first letter of the first word?

S: (points to D, then goes to n in nap)

T: The first word.

S: (He comes back to Dad.)

T: Very good. Now let's look here (she frames nap). What's the first letter in nap?

S: (points back and forth to different letters)

T: Can you do it like this for me (demonstrates taking fingers around the word instead of using pointer).

S: (frames a)

T: The first one (takes his fingers to help him). There's the first one. (Takes away her hands.) Good job.

OK, can you show me – let's do show me the period.

S: (puts pointer over period)

T: Can you show me like this (demonstrates framing with 2 hands).

S: frames.

T: Yeah. What's the period tell me to do?

S: Stop.

T: Stop. Where do I begin reading on this page? Can you show me?

S: (Points below D)

T: Very good. What's the last word on this page? The last –

S: (points quickly to nap).

T: That's it. That's the last word.

The reason I did the first letter, is that he's struggling with first and last. He's better with last, but first for some reason is a hard concept for him. I wanted him to make sure that he knew that this was the first word, or this was the first letter. Like I said, when he could do it like this, he knew this was the last letter, but the first one he struggled with. And we've been working on locating different letters in the book (she demonstrates), isolating them. And I just now wanted to make sure that he understood that the period means stop. I wanted to make sure that he was pointing under the first letter, and I want it to be crisp, because I want him to know, there's three words in there: Dad – can – sweep.

Be very consistent. Don't stop. It's going to get frustrating. I get frustrated all the time and I want to pull my hair out. You have to think one step ahead of them. If they get stuck, how am I going to help them, with keeping my mouth shut but letting them figure it out on their own. It's very important that they find mastery, that they find success on their own. But you have to scaffold and help them reach that level on their own without them feeling defeated and without just saying "s". If you tell a child something, they're not going to hold onto it as much as if they figure it out on their own.

## EARLY EMERGENT READERS 2, Emily Garrett, Springfield Elementary School

The two students that I am doing a Pre-A lesson with are students that have more than twenty known letters. So I moved them into the Pre-A so that I could start exposing them to print, to show them how books work as far as reading left to right, scanning across a word left to right, the spacing in between words, that this is a word. We've been doing letters as individuals, so now we're putting those together to make words.

I'm modeling for them, left to right, 1-1, showing them how it works. So I read the book to them, and you notice that I was sitting in between them so that they can see. I like to show them right beside them instead of being in front of them. They would still see left to right, but I like to be right beside them. So it's very helpful to have a smaller group, and to me it's more beneficial to be right beside them. I introduced the book and told them that this baby is going to be doing different things; let's think about what babies do. Then I modeled for them how to read it left to right, and pointed to each word as I read it.

T: He had a busy day, didn't he? That's good thinking, that he's tired.

S: And he's tired.

T: He is. Now I want you to watch how I point to each word as we read this story. Baby.

S: buh

T: It does. Good start, buh, good.

S: buh

T: Now watch how I point. Baby. I'm going to read it. You listen, OK?

T: (points under first letter of each word). Baby is drinking. Baby is eating. Baby is crawling. Baby is playing. Baby is swinging. Baby is laughing. Baby is crying. Baby is sleeping. Did you notice how I pointed to each word as I read it?

S: Yea.

## **AFTER READING 2, Emily Garrett, Springfield Elementary School**

T: Oh, let's open up to this page, the one where he's crawling. T, can you show me the first word on this page? (student points) Yes, that's where I start, isn't it? M, can you show me that first word where I start reading? Where do I start? (student points) Baby, yes. Watch how we can count these words. (frames each word)

T&S: 1..2...3. There are 3 words on this page and I always start with the first word.

S: And they always have a number.

T: Page numbers, we do have page numbers, you're right. See how I have to look at each word as I read it? Very important to look at those words. OK guys, we're going to take one of these pages and we're going to write "Baby is sleeping".

I feel like now, as far as story, and reading books, I still need to model the 1-1, because they don't know how books work yet, and how we read left to right and one word at a time at this level. So I really want to emphasize to them, these are words when we read, when I point to "Baby" that's what I have to read. Now they're just kind of looking at the picture, because it's very supportive, and they're thinking, if I read the picture – they're doing what I'm asking them to do in reading, but now we need to make sure that they know that we read the words, that our eyes need to be attending to the print. So I'm going to model that 1-1, left to right, probably three or four more times, and then I'll give them the book that we've read and have them point as I read and maybe even read it with me as we're pointing together. And then I imagine within the next couple of weeks moving them into where they're taking ownership and reading. It will definitely be a patterned book. It will have support from the picture so that they can still have success and use the pictures, but to have them really start focusing on their pointing and their looking some more in the next couple of weeks by themselves.