

Picture

Looking at the picture is a natural behavior for most children and an easy place for them to begin their problem solving. This helps them to become active participants in the learning process immediately. Nouns, adjectives, action verbs, some adverbs, and prepositions that show position can all be figured out by looking at the picture. By observing as the students read orally as well as examining running records, the teacher can determine how often the students are successful when using the picture for problem solving. Often children are looking at the picture, but do not have the label for what they are seeing. The students must understand that reading always has to make sense. At this point it must make sense with what they see in the picture. If they select a synonym for what they see in the picture, that is acceptable at this point.

LESSON NOTES

Once looking at the picture is established as the objective, the teacher allows the students to practice on familiar stories. It is important to comment on story meaning and the way in which looking at the picture helped the students read the words.

When the new book is introduced, the teacher states the main idea of the story. It is important that the problem solving is not destroyed for the students by heavily discussing each picture. The children should be encouraged to look at all the pictures, but discussion is directed more toward the pictures for which the teacher is relatively certain that the children do not have labels.

When a label must be given, it is helpful to say it several times and then get one of the students to say it also. It is very hard to remember a new word if it is only heard once.

Picture Prompts

Look at the picture. What is he doing?

What do you see in the picture that could help you?

Where could you look to help yourself?

What else do you see in the picture?

Check the picture.

Look at the picture.

Do you see a _____ in the picture? Try that.

Do you know what that's called?

What color is it?

Where is he?

Did the picture help you?

How did the picture help you figure out that tricky part?

(When the student appeals after making an attempt.) Does _____ match what you see in the picture? Then keep going.

Point to what you see in the picture.

High Frequency Words

Students must have a large core of high frequency words under their control. These words minimize the amount of problem solving necessary. They also help the students monitor their own reading by acting as stepping stones across the lines of print.

The teacher's goal is (1) to develop a large core of high frequency words, and (2) to help the child understand the sounds and chunks within these words as a preparation for chunking and analogies.

The teacher observes through running records and high frequency word tests the number of breakdowns caused by a lack of high frequency words. This category must be verified by assessment.

LESSON NOTES

Objective: Today's stories will have a lot of words in them that we've seen in other stories. That will make these stories easy for us to read. We'll also use those words that we know so well to help us know if we are right or if we have more reading work to do on the page.

The teacher might wish to demonstrate for children how to monitor their own reading with sight words by using an enlarged page of print, such as a big book page, to show the children incorrect reading using a very familiar sight word as an anchor.

Highlighter tape works well to magnify certain words on the page. The children use these words as anchors. If they are saying the word and seeing the same word, they can go forward with the reading. There is more reading work to be done if they are saying one word, but seeing a different word.

High Frequency Prompts

You said _____. Does this word look like _____?

Do you think it is _____ or _____?

Could that word be _____?

What do you hear at the beginning (end) of _____? What letter(s) would you expect to see?

You know _____. Where is it?

Did you say _____ when you were pointing to _____?

Do you think it looks like _____?

Can you find _____?

Where is the tricky word? (Student might be using the for a.)

Yes, you found _____. It's going to be in a lot of stories so you have to look for it.

(Teacher points to a high frequency word the student missed. You said _____. Was that right?)

You decide (Instead of answering an appeal.)

You know that word. Write it. (This prompt only works well if you have taught a child to articulate sounds as he writes, instead of naming the letters.)

Background Knowledge and Common Sense

It is amazing how much problem-solving children can do if we just ask them to use their common sense and background knowledge. In this category, we will help children:

- (1) *Understand that reading always has to make sense.* Children must use their common sense to align what they say with what they observe in the picture.
- (2) *Develop vocabulary and alternate labels for the language.* The publishers are using very sophisticated vocabulary in the books. We must strive to help children develop extensive vocabularies.
- (3) *Use the size of words to make choices.* Children can discern whether a word is hippo or hippopotamus simply by the number of letters in the word if we draw it to their attention.
- (4) *Use language structures to anticipate the author's words and grammar structures.* All good readers have learned to use a feed-forward system that anticipates the author's words. Effective readers tend to rely on meaning and language structure as their dominant cueing systems with graphophonic (visual) information as the back-up system. Ineffective readers tend to use graphophonic information as their dominant cueing system, and attempt to use additional visual information as the back up.
- (5) *Understanding text format* can help them anticipate a page of print that has speech bubbles, quotation marks, exclamation marks or bold print.

1-to-1 Prompts

Were there enough words on the page?

Did you run out of words?

Are there too many words on the page?

I'm going to repeat what you said. You count the words. . . (auditory activity, not visual!) Now, count the words on the page . . . (visual activity) Does it match?

How many words did you say? How many words are on this page?
Does it match?

Were you right?

How else could she say it?

Is there a way she can say it with more (fewer) words?

Read it with your finger. Something doesn't look right.

Why did you stop? What did you notice?

You point and I'll read that part again. . . See if you can see something that's not quite right.

You read and I'll point. . . What did you notice?

You're saying, "did not." How did the author say it? (didn't)

Show me the word _____. You have to keep your finger there until you say the whole word.

Reread Prompts

Try that again and slow down.

Try that again and make sure it makes sense.

Try that again and check to see if it makes sense and sounds right.

Start here and see if you can find the tricky part.

Read it again and think what would make sense.

Try again and listen. Something doesn't sound right.

You're nearly right. Try again. Make sure everything makes sense, sounds right, and looks right.

Did you understand what you just read? No? Then go back and read it again.

That's a tricky part. Use your finger & try again.

Find _____. (A word the child missed.) Now read it again and make sure you are looking at _____ when you are saying _____.

Multiple Attempts Prompts

What could you try? What else could you try?

What have you tried so far?

I like the way you worked that out by trying several things. What did you try?

That's two ways to check. You looked at the picture and you checked to see if your story made sense.

Does it (1) look right? (2) sound right? (3) make sense? Then keep going.