

K-2 MODULE 8 DOWNLOADS

The Fundamentals of Teaching Reading



Meaning, Structure & Visual Cues

Margaret Menner

www.advanceteachertraining.com.au

1

The Three Reading Cue Systems

- Prior Knowledge
- Illustrations
- Story sense
- The message

Meaning

Semantic Cue System

Does it make sense?

Sounds & Symbols

- Print conventions:
 - words/spaces
 - letters
 - beginnings/endings of words
 - punctuation
 - directionality

Visual details within the print

Structure

Syntactic Cues System

Does it sound right?

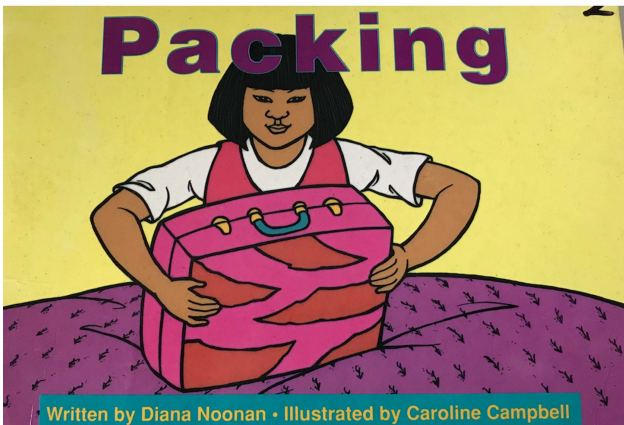
- Grammatical patterns and language structure
- Knowledge of English
- Natural language
- The structure of the sentence

Visual

Graphophonic Cue System

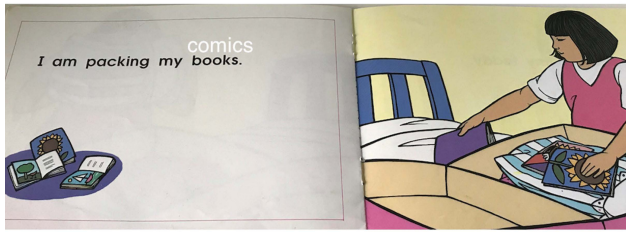
Does it look right?

2

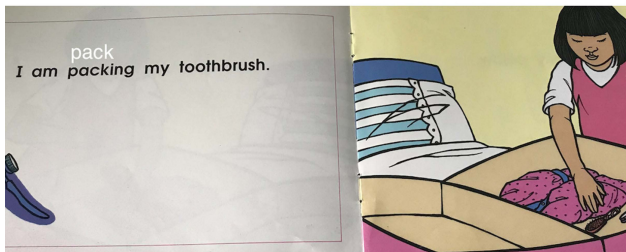


3

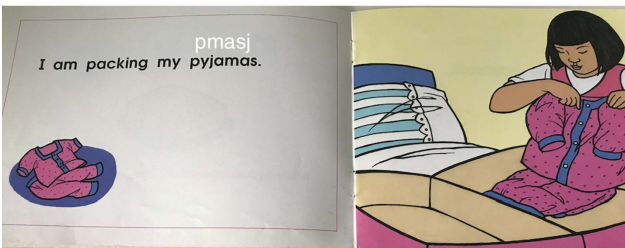
1



4



5



6



7



Meaning

○ Does it make sense?



8



Structure

- Does it sound right?
- Can we say it that way in English?



9



Visual

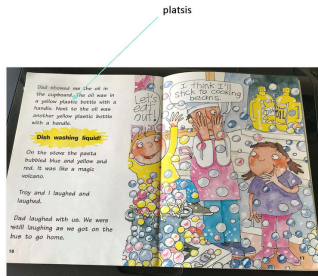
- Does it look right?
- Is there anything in the print that led to that guess?



10

Are you asking too many questions or prompting too much?

- What does it start with?
- What's happening in the picture
- Can you see the bottle on the shelf?
- Break it into parts
- What sound does 'plas' make?
- What sound does 'tic' make?
- What are your bottles made of at home?



11



Prompting Tips

- Wait until the end of the line or sentence
- Prompt once, at the point of need and then tell the word
- Does it sound right? – in books it sounds this way
- Try being focused in our prompting with MSV prompts
- Avoid 'yada, yada, yada'



12



Prompting Tips

- At first you may point to where the error occurred
- Gradually withdraw support so the student is finding where the error occurred
- After one prompt, tell the student the word
- Think about who is doing the work when a student is reading to you...



13



Next Steps:

- When you hear a child read practice 'just right' prompts
- Does it make sense?
- Does it sound right?
- Does it look right?



14

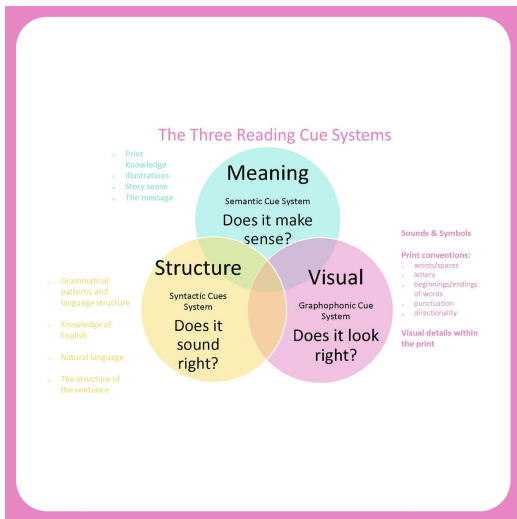


Teaching Phonics

Margaret Menner

www.advanceteachertraining.com.au

15



16

Phonics

Phonemic Awareness
[phonological awareness]

- the ability to hear and manipulate sounds in words

Phonics

- An understanding of the relationships between patterns of letters and patterns of sounds

17

Phonics

- In written English, the relationships between patterns of letters and patterns of sounds is complex
- One letter may represent different sounds
- One sound may be represented by different letters or letter clusters

18

Phonics



- Phonics is best taught in the context of reading and writing meaningful text

19

Phonological Awareness



Rhyme	Recognising rhyme and able to produce rhymes
Word Awareness	Knowing what a word is, what a letter is, what a picture is
Syllabification	Recognising syllables and able to produce syllables
Initial sounds	Recognising and able to hear and produce initial sounds
Final Sounds	Recognising and able to hear and produce final sounds
Blending	Putting together all the phonemes or sounds to form a word
Phonemic Segmentation	Decomposing a word into its phonemes or sounds
Phonemic Manipulation	Deletion or additions of an initial sound or phoneme

20

Reading Strategies



Word Analogy	Using the pattern in known words to get to unknown words: "Do I know a word like that?"
Sight Words	Recognising a growing bank of sight words that can be read quickly and accurately
Chunking	Using the first parts of a word to guess the rest of the word: gr, thr, str
Onset and Rime	Breaking words into natural parts to read the word quickly: c at str eet f ish This is faster and more efficient than sounding out each individual phoneme
Sliding	Using the finger to slide through a word using the onset and rime
Syllabification	Breaking large words into parts yes-ter-day

21

Things to do:

Planning

- Choose a big book for Shared Reading and plan out a lesson with a focus on phonics

Teaching Shared Reading

- Have your class sit on the floor in front of the big book stand or the SMART board
- Ensure they have a turn and talk buddy
- Teach Phonics inviting students to contribute and giving time for 'turn and talk'

22

Shared Reading Planning Sheet

Text: Grandpa, Grandpa – Joy Cowley Date: _____

Monday		Strategy	
Tuesday		Strategy	
Wednesday		Strategy	
Thursday			
Strategy: Phonics – Onset and rime			
We are going to learn about onset and rime: the word we are studying is 'get'. Write 'get' on whiteboard. A rime always starts with a vowel.	Onset = g Rime = et Clap each time you see or hear the word 'get'	Make the word get out of magnetic letters turn and talk – what other words do you know like that?	Make a list of other words with the rime 'et' met bet let wet Show how to change the onset with magnetic letters.
Friday		Strategy	

www.sharethelearning.com.au

23

Shared Reading Planning Sheet

Text: Aliens in Underpants Save the World: Claire Freedman & Ben Cort Date: _____

Monday		Strategy											
Tuesday		Strategy											
Wednesday		Strategy											
Thursday													
Strategy: Phonics – long 'oo' sound [u:]													
As I read record one word per paper that you hear the long 'oo' sound in	Search through other books and see if you can find any other words with the long 'oo' sound in groups of 4 try to sort your words – open sort	Now as a whole class we will sort them – what categories could we use: universe, true, zoomed, through, Ooah huge rescue zoomed huge	The 'oo' sound can be represented by many different patterns. Which pattern did you find to be most common? <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr> <td>oo</td><td>ou</td><td>oo</td><td>oo</td><td>oo</td> </tr> <tr> <td>oo</td><td>oo</td><td>oo</td><td>oo</td><td>oo</td> </tr> </table>	oo	ou	oo	oo	oo	oo	oo	oo	oo	oo
oo	ou	oo	oo	oo									
oo	oo	oo	oo	oo									
Friday		Strategy											

www.sharethelearning.com.au

24

Shared Reading Planning Sheet

Text: _____ Date: _____

Monday	Strategy			
Tuesday	Strategy			
Wednesday	Strategy			
Thursday	Strategy			
Friday	Strategy			

www.advanceteachertraining.com.au 31

25

Teaching Grammar

Margaret Menner

www.advanceteachertraining.com.au

www.advanceteachertraining.com.au 31

26

Structure [Syntactic]

- relating to the grammatical arrangement of words in a sentence
- The set of rules that govern the structure of sentences

27



Structure [Syntactic]

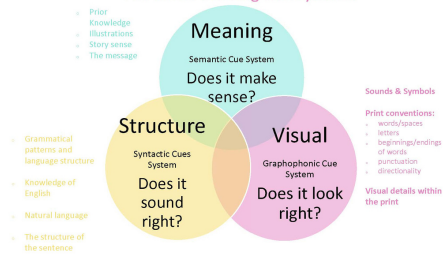


An easy way to teach this is to ask students:

- Does that sound right?
- Can we say it that way in school?
- Can we say it that way in books?

28

The Three Reading Cue Systems



29

Structure [Syntactic] Tips



When students first learn about structure the first stage is hearing what sounds right:

- Give students two examples and ask them what sounds right
- Repeat giving two examples on each error until you think they are ready to contribute
- The final stage is when they can monitor what is grammatically incorrect in a sentence and 'fix it up'

30

Structure
[Syntactic] Tips



If you ask a student 'Does that sound right?' and they say yes even if it is grammatically incorrect, respond with: 'In books we say it this way'

31

Seeshell

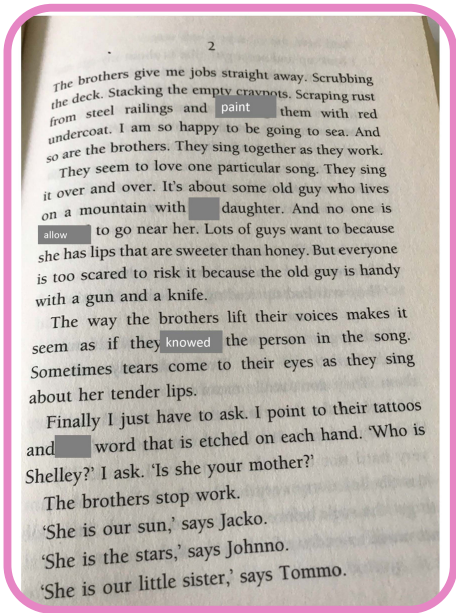
'The way I see it,' says Jacko.
'You're pretty small,' says Johnno.
'For a boy of fifteen,' says Tommo.
I look up at the three brothers. They are all wearing the same checked shirts. They all have the same tattoo on the backs of their hands. They are all real big guys. And they are right - I am small for my age.
'Geez,' I think to myself. 'I can hardly tell them apart. They even look like each other.'
I am very nervous. This is my first job ever and I want to do well. All my life I have **dream** about working on a fishing boat like this one. All my life I have **want** to get away and sail out on the open sea. It is only a holiday job but it is my big chance. If I do well the brothers might **keep** me on for good.
'Come aboard the Oracle,' says Jacko.

32

UNSEEN

'And see if you like it,' says Johnno.
'Living on a cray boat,' says Tommo.
I follow the brothers up the gangplank and onto the deck. I breathe in deep. I take in the smell of the salt air and the coiled ropes and the scrubbed decks. 'Ah,' I **say** out loud. 'Excellent.'
The brothers grin.
'That is a very good sign, Alan,' says Jacko.
'That you are going to do much better ...' says Johnno.
'Than the last boy,' says Tommo.
I stare up at them. 'What happened to him?' I say.
The three brothers look down into the dark, still water. The smiles fall from their faces. They all speak together. 'He is **feed** the fishes,' they say with one angry voice.
I suddenly **feel** cold all over. A picture comes into my mind. A picture of a silent body lying still on the bottom of the ocean. Fishes nibbling at its toes.
I want to ask, 'What **happen**? Did he fall overboard?'. But I look into the brothers' brooding

33



34

Things to do:

Planning

K-2 Teachers

- Choose a big book for Shared Reading and plan lesson on structure

Teaching Shared Reading

- Have your class sit on the floor in front of the big book stand or the SMART board
- Ensure they have a turn and talk buddy
- Teach the structure lesson and start with giving two examples and asking students to determine what 'sounds right'
- Invite students to contribute and give time for 'turn and talk'

35

Shared Reading Planning Sheet

Text: Unseen – Paul Jennings - Seeshell Date: _____

Monday		Strategy		
Tuesday		Strategy: Structure		
1. Cover some words in a text	2. Write grammatically incorrect words over the covered words	3. Think of grammatically mistakes student make and try to repeat those types of errors	4. Ensure some of the replaced words are correct so students don't assume it is incorrect because it is covered	5. Also, try covering up words and leaving it blank so students can learn how missing out words changes the grammar
dream/dreamed	want/wanted	keep/keep	feed/feeding	feed/feet
happen/happened	paint/painting	---his	allow/allowed	knowed/know
Wednesday		Strategy		
Thursday		Strategy		
Friday		Strategy		

www.allaboutsharedreading.com.au 35

36

Shared Reading Planning Sheet

Text: The Fun Bus – Jill Eggleton

Date:

Monday				
Tuesday				
1. Cover some words in a text		Strategy: Structure: Does it sound right?		
2. Write grammatically incorrect words over the covered words	3. Think of grammatically mistakes student make and try to repeat those types of errors	4. Ensure some of the replaced words are correct so students don't assume it is incorrect because it is covered	5. Also, try covering up words and leaving it blank so students can learn how missing out words changes the grammar	
4. get/got	5. sayed/said	6. peoples/people	7. taked/take	8. / /is
9. opened/open	10. singe-d/sang	11. said/said	12. flied/flew	13. me/my
17. - / a				
Wednesday				
Thursday				
Friday				

37

Shared Reading Planning Sheet

Text:

Date:

Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

38

Grammar Definition List

Abstract Noun	A feeling or concept that you can't touch such as happiness or education
Adjective	A word that modifies a noun. It describes the quantity, state or action that the noun refers to: <ul style="list-style-type: none"> A huge dog. A red apple. A fantastic, encouraging, smart teacher.
Adjectival Phrase	A group of words that modify a noun. It describes the quantity, state or action that the noun refers to: <ul style="list-style-type: none"> A fantastic, beautiful, smart teacher.
Adverb	An adverb modifies a verb, adjective or another adverb. It tells you more about the verb. In English, many adverbs are formed by adding -ly <ul style="list-style-type: none"> rapidly, quickly, really

Some words can be either adverbs or adjectives depending on what they do in the sentence:
 Adjectives will answer the question: What is it like?
 Adverbs will answer the questions: How? When? Why? or Where
 School is hard. [Adjective] The Teacher works hard. [Adverb]
 We took the early class at school. [Adjective]
 The student was early for school. [Adverb]

39

Grammar Definition List

Article	A determiner that introduces a noun phrase as definite or indefinite: the: definite a/an/some: indefinite
Adverbial Phrase	A group of words beginning with a preposition to tell more about the verb such as: how, why, where, when, & with whom: The teacher was shouting very loudly .
Clause	A group of words that contain a verb or verb group and a subject: Roger bought some new shoes.
Complex Sentence	A complex sentence contains an independent clause and one or more dependent clauses: We stood in the shallow water to keep cool. We stood in the shallow water [Independent clause] to keep cool. [Dependent clause]
Compound Sentence	Two or more independent clauses joined by conjunction or connective.
Conjunction	A word which connects words, phrases and clauses: because, although, and, but, so, therefore, or, so

40

Grammar Definition List

Noun	A naming word for things, animals, people, places, concepts and feelings: Noun: Teacher Proper noun: Mrs Brown Collective noun: Staff
Phrase	A small group of words that doesn't contain a verb.
Preposition	A word that links nouns, pronouns or phrases to other words in a sentence. It usually gives information about time, place and direction: The cat is <u>under</u> the table. The cat is <u>behind</u> the table. after, across, inside, to, into, by, before, below
Preposition Phrases	A small group of words that does not contain a word: at the end, on the bed, by chance, at one time
Pronoun	A word which can replace a noun. I, you, she, they, me, them, we, us, something, nothing, anything, everything, someone

41

Grammar Definition List

Quantifier	A word that indicates the quantity: some, many, all
Relative Adverb	An adverb that introduces a relative clause: where, when, wherever, whenever
Relative Clause	A clause that modifies the noun in a sentence: The university, where my sister goes to school, is in Sydney. where my sister goes to school: relative clause
Relative Pronoun	Relate groups of words to nouns or other pronouns: Who, whom, whose, which, that
Simple Sentence	Contains a subject and a verb and expresses a complete thought: She wants to be a dentist. My cat runs very fast.
Subject	The subject of a sentence is the main noun about which something is said.: <u>Mary</u> is beautiful.
Superlative & Superlative Adjective	Adjectives or adverbs that describe the extreme degree of something: happily, quickly
Syntax [Structure]	A knowledge of the grammatical structure of sentences

42



Grammar Definition List

Tense	The form of the verb that shows when the action or state happens [past, present, future]
Verb	A word, or group of words, that tells what a person or thing is doing: jump, kiss, teach, clean, write, adore, want, stop

43



Punctuation Definitions

Apostrophe '	To signal a contraction: Can not = can't To signal singular possessive: This is Mary's dog. To signal the plural possessive: This is the children's dog.
Brackets [Parenthesis]	To show additional explanation or information.
Bullet Points [Dot Points] ▪	A way of listing information in points ▪ red ▪ blue ▪ yellow
Capital Letter	Used to denote the beginning of a sentence or a proper noun [name of place, thing or people] Mary, Adelaide, Poodle
Colon :	To signal that something is about to follow in a sentence. I want three things from the bakery: a pie, a bun and a drink.
Comma ,	To indicate a short break in a sentence. To separate items on a list. To define clauses. Before introducing direct speech.
Ellipsis ...	Three dots that show missing words, create suspense or to create a pause effect. 'So...is he hot?'

44



Punctuation Definitions

Exclamation Mark !	Used at the end of a statement, command or exclamation to show something has been said with emotion.
Full Stop/Period .	A punctuation mark to denote the end of a sentence.
Hyphen - Dash	To set information apart: My girlfriends – Mary, Jo and Sam – are great tennis players.
Inverted Comma Speech Marks Quotation Marks ‘ ’ “ ”	To indicate direct speech. To indicate a quote. To indicate a certain meaning to a word or phrase.
Question Mark ?	To show a question and the question mark comes at the end of a sentence in the place of a full stop.
Semi-colon ;	To link separate sentences that are closely related. The parents arrived home from Europe; they had been away 2 months.

45

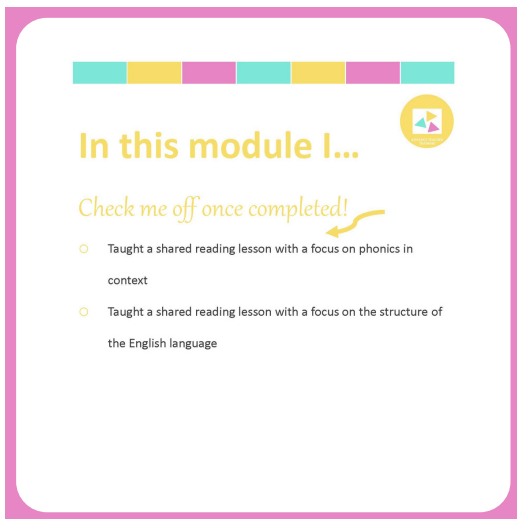
A pink-bordered slide with a white background. At the top right is a circular logo with a colorful triangle. The word "Exit" is written in a large, teal, sans-serif font. Below it, the name "Margaret Menner" is written in a smaller, black, sans-serif font. At the bottom, the website address "www.advanceteachertraining.com.au" is written in a small, black, sans-serif font. A decorative bar at the bottom consists of several colored squares: teal, yellow, pink, teal, yellow, pink, teal.

Exit

Margaret Menner

www.advanceteachertraining.com.au

46

A pink-bordered slide with a white background. At the top left is a decorative bar with colored squares: teal, yellow, pink, teal, yellow, pink, teal. At the top right is a circular logo with a colorful triangle. The text "In this module I..." is written in a bold, orange, sans-serif font. Below it, the phrase "Check me off once completed!" is written in a smaller, orange, sans-serif font, with a yellow arrow pointing to the right. Below this are two bullet points, each starting with a small orange circle. The first bullet point reads "Taught a shared reading lesson with a focus on phonics in context" and the second reads "Taught a shared reading lesson with a focus on the structure of the English language".

In this module I...

Check me off once completed!

- Taught a shared reading lesson with a focus on phonics in context
- Taught a shared reading lesson with a focus on the structure of the English language

47
