

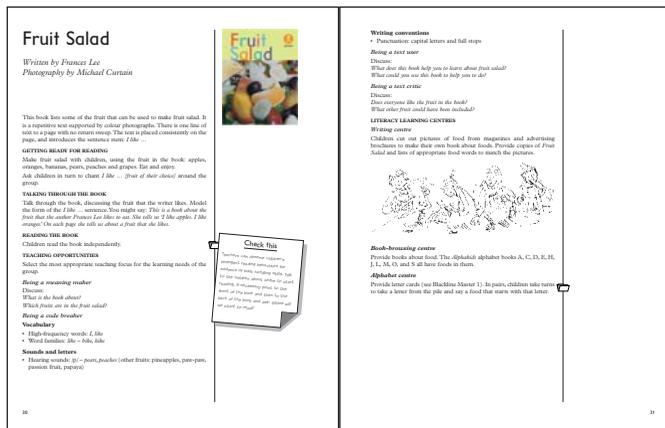
Using the emergent reading books

Each book is supported by teacher's notes to assist in planning and conducting guided reading sessions. It is not intended that children follow the books in order, or that all children will need to read every book at every level. Teachers can choose an appropriate book for each guided reading group

INTRODUCTION

Getting ready for reading

This sets the scene for reading and provides a context for children to think about the book. It is usually a 2 to 3 minute activity but in some cases will involve a longer time. When it is likely that children do not have experiences related to the book, such experiences need to be provided through talking, making things, viewing videos, reading other books or conducting experiments. Such activities are indicated, and may require that the getting ready for reading part of the guided reading lesson be undertaken the day before the lesson.



Talking through the book

This indicates the conversation you might have while guiding children into the book. Aspects of the text that are likely to challenge all children are discussed. You will need to use your knowledge of each child to tailor the conversation to their needs.

READING THE BOOK

As children are reading the text individually, the teacher needs to observe and listen to each child. This is where the teacher decides on ways to combine a teaching focus specific to the book with the needs of the child. Errors are usually observed and used in the teaching session as a focus for careful instruction.

RETURNING TO THE TEXT

This section highlights many of the available teaching opportunities. It is not intended that every teaching opportunity be taken up with every child. Instead, teachers can use this section to tailor the guided reading and teaching session to each child's need, or use the summary of code-breaking features (pp. 105–9) to select books that have teaching opportunities that are relevant for a particular group.

Meaning maker

This section provides a number of discussion points that children can consider and respond to using evidence from the text to support their point of view.

Code breaker

Selecting the most appropriate aspect of code breaking enables teachers to tailor their teaching to the needs of children. Choose from the following:

- the vocabulary used in the text, focusing on high-frequency words and word awareness and word families (choose one aspect to focus on, for example choose a new or known high-frequency word to teach or revise, or choose a word family to explore)
- the sounds and letters used in the text
- the writing conventions focusing on punctuation and grammar

Text user

These questions focus on how and why children might use this book and whether or not they would choose to read it.

Text critic

These questions are designed to enable children to develop and demonstrate their critical thinking skills. They focus on reading like writers. Here children need to refer to the book and to their own experience to justify and explain their answers.

Questions from each section can be posed for the guided reading group to generate discussion, or for individual children. Whichever way the questions are used, children should be encouraged to refer to the book to justify and explain their answers.

LITERACY LEARNING CENTRES – FOLLOW-UP ACTIVITIES

Several learning centres are described for each book. They provide ideas to enable children to practise and consolidate the skills and concepts they have begun to develop in the guided reading session. Providing activities directly related to the book allows children to engage with the same book for a number of lessons.

POSSIBLE ASSESSMENT FOCUS

Assessment opportunities are indicated by a  symbol. They enable teachers to collect writing samples, observe reading and writing behaviours and monitor children's development. All are possible within the guided reading and literacy learning centre activities.

CHECK THIS

These notes provide ideas for observing children's emergent reading behaviours. A range of prompts to assist children when they have difficulties are also indicated. The observations and prompts are not an exhaustive list and are not specific to each book. Teachers need to consider the reading behaviour of each child and respond to the specific behaviour observed. These notes are intended to offer some ideas that can be used to prompt the emergent reader in a range of reading activities.