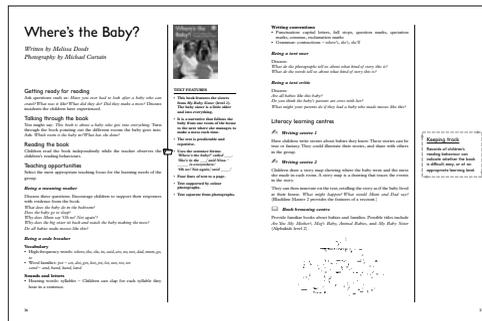


Using the early reading books

Each Alphakids reading book is supported by teacher's notes to assist in planning and conducting guided reading sessions with children.



GETTING READY FOR READING

This sets the scene for the 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 be longer. 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 is undertaken the day before.

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 observes and listens 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. Records of reading behaviour can be taken during this time.

TEACHING OPPORTUNITIES

This section highlights many of the teaching opportunities that are available in every book. It is not intended that each 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 (Appendix 2) to select books that have teaching

opportunities that are relevant for a particular group. For example, for children needing to develop their awareness of the use of quotation marks in writing you might select *The Stubborn Goat* or *Snake's Dinner*.

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. It focuses on reading between the lines and beyond the lines in the pursuit of meaning.

Code breaker

Selecting the most appropriate aspect of code breaking enables teachers to tailor their teaching to the needs of children. This section outlines:

- the vocabulary used in the text, focusing on high-frequency words and word awareness.
- the sounds and letters used in the text
- the writing conventions, focusing on punctuation and grammar

Text user

The questions focus on how and why children might use this book, what they might learn from doing so and whether they would choose to read it.

Text critic

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

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

FURTHER RELATED LEARNING – LITERACY LEARNING CENTRES

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 an  icon. 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.

KEEPING TRACK

These notes provide ideas for observing children's early reading behaviour. A range of assessment strategies and ways of collecting data about children's learning is included. These suggestions are not an exhaustive list and are not specific to each book. Teachers need to consider the data they wish to collect and their purpose for collecting this data when they are selecting assessment strategies and record-keeping procedures.