

# Introduction to Teaching Reading

Developed by Joan Exley, Columbia Basin Alliance for Literacy

# Today's Time Together

- Remember learning to read
- Keep it student centered and goal oriented
- Explore strategies for tutoring beginning readers
- Discuss active and passive readers
- Explore resources



Photo by [insung yoon](#).



# Remember Learning to Read

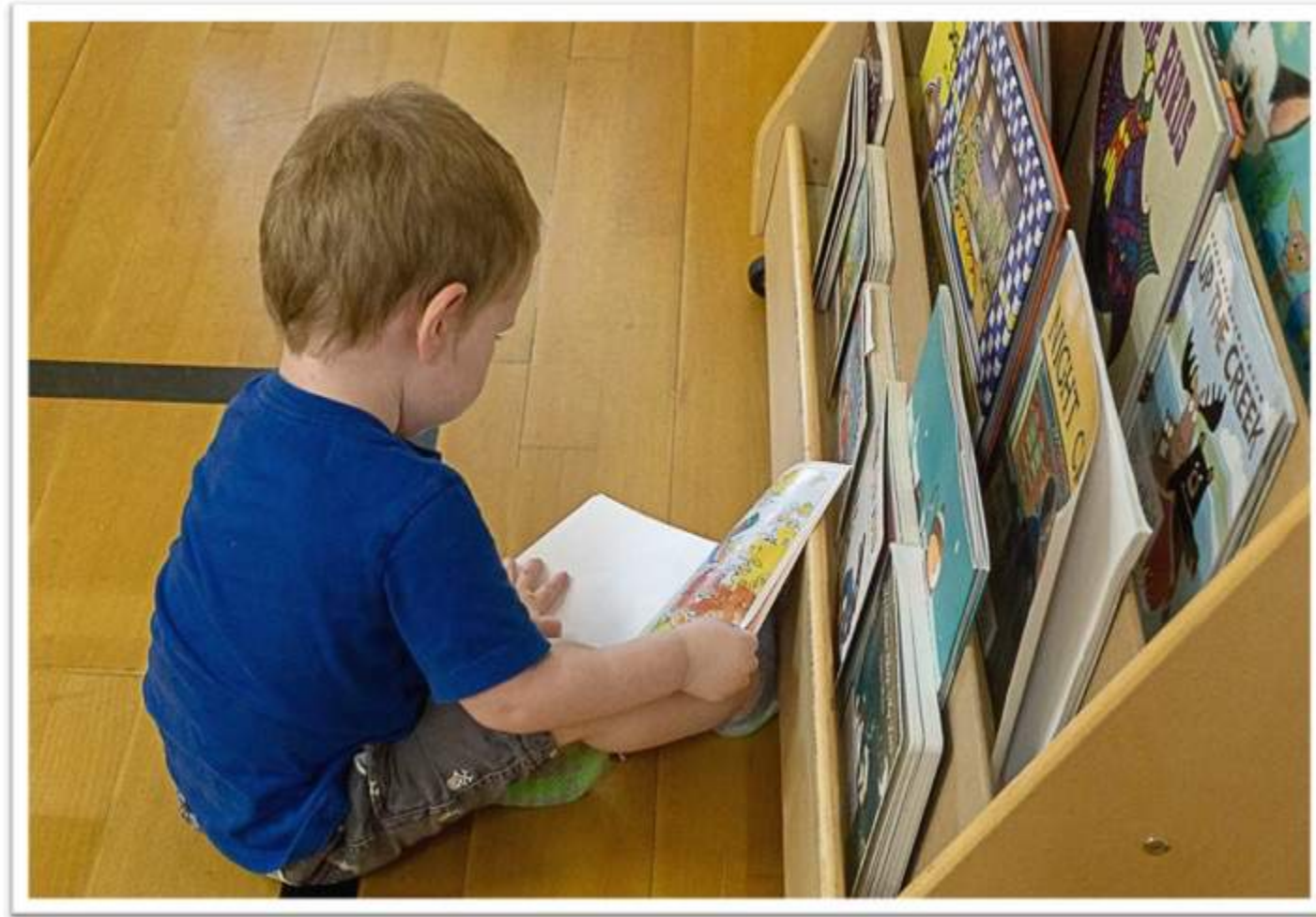
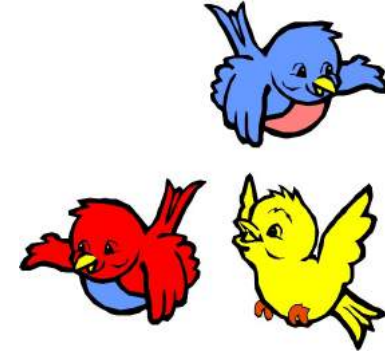


Photo by Joan Exley.

# Let's Read Together

\_\_\_\_\_ upon a time, an \_\_\_\_\_ lady lived all alone in a little \_\_\_\_\_ in the woods. She l\_\_\_\_\_ the animals and \_\_\_\_\_ to them every day. One day she heard a loud b\_\_\_\_\_ and all the \_\_\_\_\_ flew up into the \_\_\_\_\_. The lady knew \_\_\_\_\_ season had begun and she felt \_\_\_\_\_ sad.



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Photo by [Kelly Sikkema](#).

# Keep it learner centred

- Identify clear learner made goals.
- Revisit goals often.
- Use the learner's goals to choose relevant reading material and authentic activities.

# Explore strategies for tutoring beginning readers



Photo by Joan Exley.



Photo by [Jan Kahánek](#).

## Language Experience

- Uses the student's own words and experiences.
- Builds confidence.
- Leads to many other types of reading activities.





### My Usual Day

I get up at four o'clock in the morning and I make myself some tea. I get a shower and then put on my clothes to go to my work. I take the bus at a quarter to five in the early morning and I get to the subway at five. I have to take a next bus and then another one that takes me to another place. From there, I still have to take another bus or I can walk to the place. If it's a nice day, I walk there. At work, I pick orders for a big food store. I work in the freezer section. This is a new job for me. I been there for four months now and I had to pass a test to get in. I like the people there. Them, well they are really nice to me. Now it's only a part-time job, but I hope it to be full-time one day. The pay and the benefits, well, they will be good for me.

Source: From a student enrolled in the Toronto Public Library's Downstream Adult Literacy Program

Campbell, P. (2010). *Teaching beginning readers*. Grass Roots Press. Edmonton, Canada (p. 24).

## Language Experience

1. Talk before you write.
2. Have the learner dictate a story. Write the words exactly. Don't make corrections!
3. Read the story to the learner. Make changes if the learner asks.
4. Do extension activities.

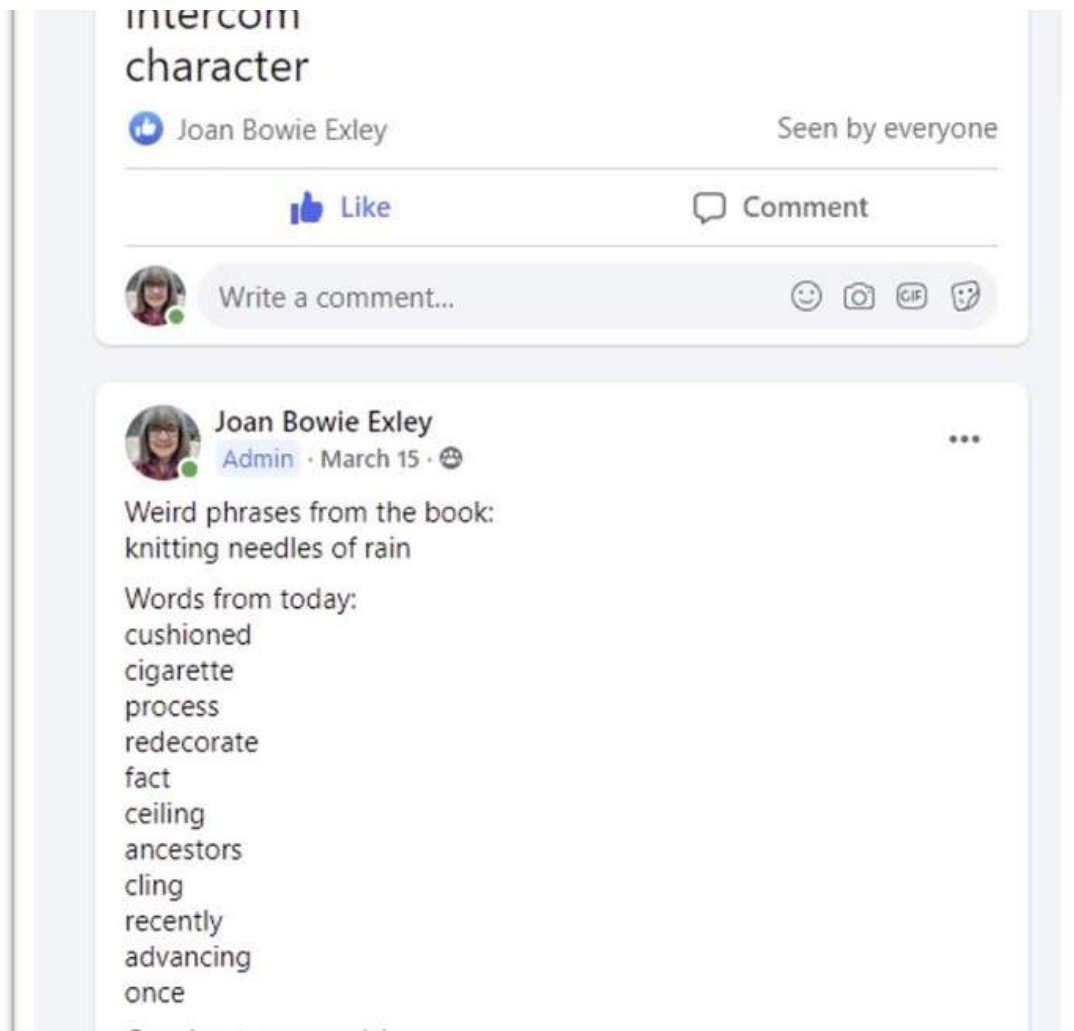


Photo by Joan Exley.

# Sight Words

A personal dictionary and word list allows the learner to:

- choose what words to add
- have a place to save sight words
- use the words to play games or in writing activities

### Mandy's Garage Sale

Mandy needs to pay her bills. She needs to \_\_\_\_\_ some money. She decides to \_\_\_\_\_ a garage sale. Mandy looks for \_\_\_\_\_ to sell. She finds some old dishes. Mandy looks for \_\_\_\_\_ things to sell. She finds some toys. She finds lots of old books. They go into the pile. She looks for more things to sell. She finds an old coat. It is \_\_\_\_\_ small. It goes into the pile. Then Mandy finds an old camera. It cost a lot. But, the flash does not \_\_\_\_\_. It goes into the pile. Mandy sets a date for the sale. It will be on June 21. She puts an \_\_\_\_\_ in the paper. She puts up signs. She puts a price \_\_\_\_\_ on each item. She puts the things on a table. She \_\_\_\_\_ out her change. Then she waits. The \_\_\_\_\_ start to come. A man \_\_\_\_\_ up the camera. "Wow!" he says. "This is a great camera." Mandy smiles. "Yes," she says, "It is." The man \_\_\_\_\_ out his money. "Does it work okay?" he asks. Mandy bites her lip. She really needs the money.

Source: Rogers, S. (2003). *Mandy's garage sale*. Edmonton, AB: Grass Roots Press.

Campbell, P. (2010). *Teaching beginning readers*. Grass Roots Press. Edmonton, Canada (p. 29).

## Cloze (Masking)

- Cover predictable words with paper or white out.
- Have the student read the story and predict words that make sense and sound right in the sentence.

# Know-Wonder-Learn (KWL)

- Promotes active reading through the use of a graphic organizer.
- Activates background knowledge and sets a purpose for reading.
- Builds a feeling of success and accomplishment.

What do I know?	What do I wonder?	What did I learn?

# Reading Together Remotely



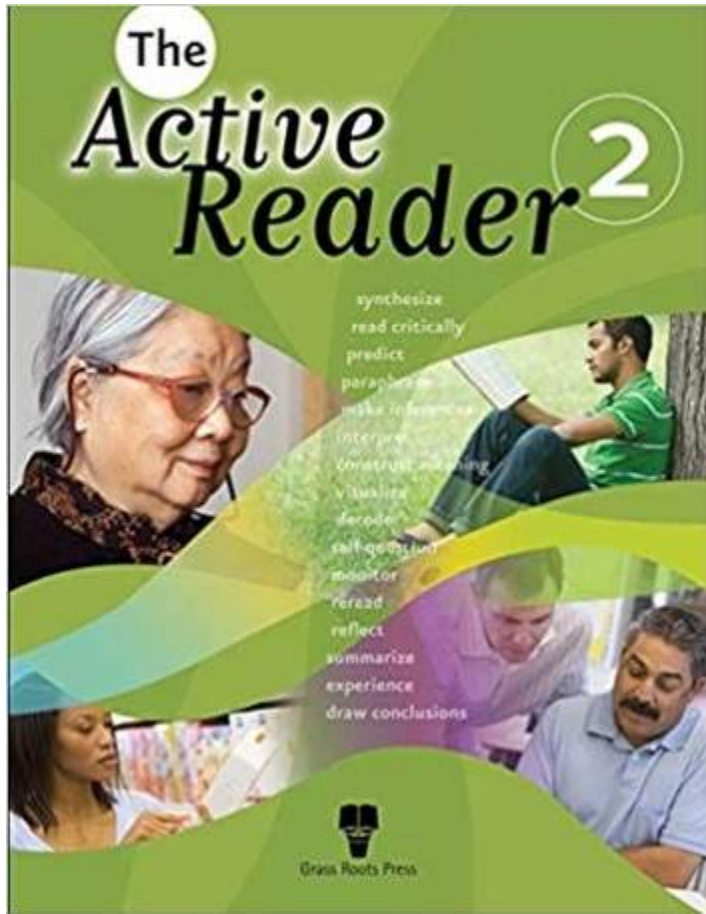
Photo by Joan Exley.

# Active Readers

- are strategic readers
- set goals for their reading – they read with a purpose
- use their background knowledge
- monitor their comprehension and correct it in a variety of ways
- make inferences
- reread
- summarize and reflect on what they've read

# Passive Readers

- read from the start to the finish
- lack decoding skills
- have a limited vocabulary
- read slowly and labour over every word
- have trouble connecting the ideas
- lack background knowledge to figure out meaning or make predictions
- don't reflect on what they have read
- don't read as often or as widely as skilled readers – they don't practice reading



## Becoming an active reader

- pre-reading
- stop and think questions
- post reading activities



# Resources

- [The Active Reader series](#)
- [Amazing Animals series](#)
- [Grass Roots Press Biographies](#)
- [Grass Roots Press Photostories](#)
- [Vocabulary Boosters series](#) [\*The Westcoast Reader\*](#)

