

## Learning Activities that Foster Reading Development

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### Revision: Reading Skills

- Oral Language
- Vocabulary
- Interest in Reading
- Phonemic awareness
- Print awareness
- Phonics
- Reading Fluency
- Comprehension

### Interest in Reading

- Read at least ONE interesting and engaging book to children each day
- Allow children to look through colorful picture books every day
  - Board books are useful before children have developed book handling skills
- Model reading for children

### Shared Storybook Reading

- **Shared Storybook Reading:** Adult and child reading a storybook together
- Adult helps the children get actively involved in “reading” the story even if a child cannot yet read the words
- Also called *Dialogic Reading* because storybook reading can be like a dialogue by asking the child questions while reading

## Benefits of Shared Storybook Reading

- “Even as very young children, the more they can engage with print as readers and writers, the more likely they are to experience academic and economic success” (Justice & Sofka, 2010).
- Shared storybook reading has the following advantages:
  - Improves each of the eight reading skills
  - Encourages interest and motivation in reading
  - Teaches knowledge of the world
  - It is fun!

## Scaffolding in Storybook Reading

- How much text the child reads depends on the reading level of the child:
  - If the child has good reading skills, they read whole story while the adult asks questions
  - If the child has average reading skills, alternate the reader by allowing the child to read one page, and the adult reading the next
  - If the child cannot read, the adult should read but ask the child questions related to the story

## Discussion in Shared Storybook Reading

- After reading every page, ask at least 1 question
  - Print:** Name letters, words, or where to start reading
  - Vocabulary:** Discuss an unknown word
  - Pictures:** What is happening in the picture?
  - Understanding:** What just happened in the story?
  - Thoughts/Emotions:** What do you think the character is thinking/feeling?
  - Motivation:** Why do you think this character behaved as they did?
  - Prediction:** What do you think will happen next?
  - Connection:** Ask a question that makes a connection between the story and the children's lives, e.g., “What would you do if...”
- If it is helpful to the child, discuss the story in both English and local language

## Phonemic Awareness

- Teachers should include 10 minutes of phonemic awareness instruction each day
- Phonemic Awareness is best taught by short, playful, informal classroom discussions
  - What is the first/middle/last sound in the word *rat*?
  - What word do you get when you combine the sounds /r/ - /a/ - /g/?
  - What other words can you come up with that start with the same first sound in *hat*?
  - Break this word into syllables: *mango*.
  - **Manipulating phonemes:**
    - If you take the word *bat* and remove the /b/ sound, what word do you get?
    - If you take the word *bat*, remove the /b/ sound and add the /k/ sound, what word do you get?
  - **Rhyming activities**
    - What words rhyme with *low*?

## Phonemic Awareness Games

- **Letter tennis:** One person says a word. Next person says a word that starts with the same first sound
- **Bippity Boppity Bumble Bee**
  - "Bippity Boppity Bumble Bee. Will you say your name for me?"
  - *Child says name*
  - "Let's all say it." Clap once per syllable
  - "Let's all whisper it." Clap once per syllable
  - "Bippity Boppity Bumble Bee. Thank you for saying your name for me!"
- **Odd Word Out:** Give three words, two words that rhyme and one that does not. Ask, "Which word does not belong?"
- **Slow Mo Talk:** Say words in "slow motion."
- **Sound Scavenger Hunt:** Ask children to identify things in the classroom that start with a sound

## Phonemic Awareness

- Other good activities that foster phonemic awareness
  - Singing
  - Rhymes
  - Poems
  - Use words in a read aloud as the basis of phonemic awareness questions
- For other phonemic awareness activities, google phonemic awareness games or phonemic awareness activities

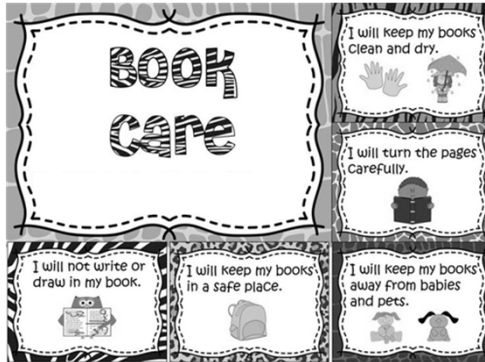
## Print Awareness: Rules of Text

- As you are reading a storybook, point out the rules of text and/or ask children to help you with the rules of the text
  - Text is read
  - Hold a book properly
  - Read from left to right, top to bottom
  - Read a book from the front to the back
  - Recognize important parts of the book, such as the title and author

## Print Awareness: Alphabet/Letters

- Select a letter of the week. Discuss the letter during circle time and highlight the letter as often as possible throughout the week
- Have children identify letters in the environment
- Draw letters in trays of sand/dirt/rice/ground maize
- Make letters out of "loose parts," e.g., bottle caps, stones, leaves
- Provide magnetic letters, letter blocks, letter mats, etc. in a Literacy Centre
- Make letters out of body and/or with a partner
- Write letters in the air
- Play letter "Memory" game with two sets of flash cards. All cards are turned over. When children find two of the same letter, they get to keep the cards. The player with the most cards wins.

## Print Awareness: Book Handling Skills



## Phonics

- Systematic phonics programs developed by literacy experts are the most effective
- 15 minutes of phonics instruction per day is enough
- **Warning:** Depending only on phonics instruction for teaching reading is likely to be ineffective, particularly for children whose second language is English
- Four steps in each phonics lesson
  1. Review previously taught letter-sound combinations
  2. Teacher model the new letter-sound combination (*I do*)
  3. Child application (*We do*)
  4. Independent practice (*You do*)

## Example Phonics Lesson: *Letter B*

1. Review previous letters with flashcards (*t* and *a*)
2. Introduce letter *b* using the word *ball* (*I do*)
3. Children practice making the *b* sound (*We do*)
4. Call on children to make the *b* sound (*You do*)
5. Blend sounds from previously reviewed letters to make words
6. Play a phonics game: Make the letter *b* with a partner
7. Follow up practice with children independently during free choice time

## Reading Fluency

- Two primary teaching strategies to foster reading fluency
  - Guided Oral Reading
    - Small groups of 4 to 7 children are gathered around a table and given the same text
    - Children take turns reading out loud and the teacher gives feedback as the child reads
  - Direct instruction in high frequency words

## Reading Fluency

- Steps in Guided Oral Reading

- Before
  - Introduce the book's author and title
  - Activate prior knowledge about the topic of the book with Q&A
  - Explain 2 or 3 vocabulary words from the book
- During
  - Children take turns reading out loud while the teacher provides feedback and help decoding (sounding out words)
- After
  - Discussion to promote understanding

## Reading Fluency

- Direct Instruction in High Frequency Words

- Introduce 3 to 5 words each week from Primary 1
  - Include many activities with the high frequency words throughout the week
- Create a Word Wall with high frequency words

## Strategies to teach comprehension skills

- Indirect instruction by discussing a story/text that is read together
- Model comprehension strategies while reading out loud to the class
- Direct instruction of comprehension strategies
  - Describe the strategy
  - Model the strategy
  - Guided practice in the strategy
  - Independent practice in the strategy

## Comprehension

- Steps in direct instruction of comprehension strategy

- Describe the strategy
- Model the strategy
- Guide children as they practice the strategy together
- Independent practice in the strategy

## Literacy Learning Centre

- Literacy Centre is designed to engage children's interest in books
  - The Literacy Centre should be attractive to draw children's attention
  - Display books neatly on shelves so children can see them at eye level
- Activities in the Literacy Learning Centre
  - Read/Listen to books (or look at the pictures)
  - Dramatize or draw pictures of what is read
  - Play games with letters/High frequency words

## Literacy Centre Materials

- **Developmentally appropriate and interesting books\*\***
- Developmentally appropriate and interesting magazines
- Books written and produced by the teacher, parents, pupils, or entire class
- Mats, cushions, comfortable chairs
- Art materials (for pictures of a book which can be hung on the wall)
- Engaging posters on the wall
- Small props (dramatize a book that has been read)
- Games with the alphabet or words
- Flash cards with letters
- Letters in any form: Magnetic, wooden, foam, blocks, etc