

Reading Strategies

G1

Parent Coffee Meeting

Monday 9th March 2020

Confidence and Motivation

...

Reading can be hard, but kids who love to read know there's a payoff to sticking with it. Without a love of reading, the struggle is too frustrating.

Foster the love of reading!

PREVIEW

- ★ Read the front cover.
- ★ Read the back cover.
- ★ Scan the pages to look at any pictures.
- ★ Look to see how the book is organized.

INFER

- Use clues to figure out what the author hasn't told you, such as
- ★ What the setting looks like
 - ★ How the character feels
 - ★ Why a character acted in a certain way

VISUALIZE

- Make a movie in your mind as you read! Picture
- ★ The character's actions
 - ★ The characters' facial expressions
 - ★ Where the characters are

MAKE CONNECTIONS

- Consider how the story is similar to or different from
- ★ People and events in your life or in the world
 - ★ Feelings you have experienced
 - ★ Other stories you've read

ASK QUESTIONS

- ★ What is going on in the story?
- ★ How does this fit in with the rest of the story?
- ★ Does what I'm reading make sense?

SUMMARIZE

- ★ Think about the most important people in the book.
- ★ Retell the events in order.

PREDICT

- ★ Think about what you already know.
- ★ Guess what will happen next.

RESPOND

- Write about or discuss
- ★ Which parts of the book you did or did not like and why
 - ★ Whether or not you would recommend the book to a friend

WHAT GOOD READERS DO

Ways to Take Action & Solve Words

ALWAYS...

- Make Sense
- Sound Right
- Look Right

Stretchy Snake



Slowly stretch
each letter
sound to make
the word.

ship = sh || p

Eagle Eye



Look at the
picture.

Think "What is in
the picture that
starts with the
beginning letter?"

Lips the Fish



Get your
mouth
ready!

Say the
beginning
sound.

Stretchy Snake



Slowly stretch
each letter
sound to make
the word.

ship = sh || p

Ghunky Monkey



Break the word
into chunks you
already know.

ma t

fl at

spl at ter

Tryin' Lion



Try to re-read
the sentence.

Think "What
makes sense?"

Skippy Frog



Skip the tricky
word.

Read to the end

Go back & try it
again.

Flippy Dolphin



Flip the vowel
sound.

Try the long &
short sounds.

Careful G caterpillar



Carefully read the
whole word.

Think about all the
word parts.

Think about what
makes sense.

Name _____

Word Count: 102

The Laughing Lady

There once was a lady who never stopped laughing.

Someone looking at a book would make her chuckle.

She would see the farmer in his field and giggle.

Even when someone cried, she would keep laughing.

When something was really funny, she laughed more and more.

People started to become angry with the lady.

They thought she was laughing at them.

One day, they asked her why she laughed all the time.

The lady said that laughing was the way she showed love.

Because she loved everyone so much, she couldn't stop laughing.

The people felt better and they all laughed together.

1. Why did people get angry with the lady?
Ⓑ because they thought the lady was laughing at them *Cause and Effect*
2. What is the main problem in the story?
Ⓒ The lady laughed at everything. *Problem and Solution*
3. What did the lady do when she saw someone cry?
Ⓑ She laughed. *Story Elements*
4. At the end of the story, what did the people learn about the lady?
Ⓐ why she laughed *Main Idea and Details*
5. The lady would **chuckle** and **giggle**. What do these words mean?
Ⓐ laugh *Vocabulary*



Supporting Oral Reading at Home

If your child makes a mistake and corrects the error ...	If your child comes to a word they don't know and pauses ...	If your child makes a mistake which does not make sense ...	If your child makes a mistake which does make sense ...
<ul style="list-style-type: none">• Offer praise or support for making the correction.	<ul style="list-style-type: none">• Wait and give them time to work it out.• If they're successful, encourage them to read on to maintain meaning.• If they are likely to know the word, ask them to go back to the beginning of the sentence and have another go at it.• Ask them to guess a word which begins with the same letter and would make sense.• Ask a question which will give a clue to the meaning, e.g. <i>"How do you think Johnny feels? Angry?"</i>• If they are unlikely to know the word, say it quickly and encourage them to keep reading to maintain fluency and avoid loss of meaning.	<ul style="list-style-type: none">• Wait to see if they work it out for themselves and offer praise if they do.• If they don't correct the word themselves ask, <i>"Does that make sense?"</i>• Ask a question which will give a clue to what the word is, e.g. <i>"Where will he go to catch the train?"</i>• If they are unlikely to know the word, say it quickly and encourage the child to read on. Later, when the whole text has been read, go back to unknown words and help your child use other word-identification strategies such as:<ul style="list-style-type: none">– sounding out individual sounds in a word– sounding out chunks of words, e.g. <i>base</i> or <i>root of the word, prefixes and suffixes</i>– looking at the words around it.	<ul style="list-style-type: none">• Do nothing until the child has finished.• When they have finished, go back to the word and say <i>"You said this word was _____; it made sense but it begins (or ends) with the letter __ so what do you think it could be?"</i>• You may wish to discuss the letters of the word with your child and see if they can think of any other words with similar letters.

This is
shared
on the G1
Blog.

KIS Reading Conversion Chart

Approx Age	Grade	ORT	PM	Lexile	A-Z	DRA	Fountas & Pinnell
4 to 5	EY2	1	N/A	BR-70	N/A	N/A	N/A
4 to 5	EY2	1	N/A	BR-70	N/A	N/A	N/A
4 to 5	EY2	1	N/A	BR-70	N/A	N/A	N/A
4 to 6	KG	1+	1	BR-70	aa	A-1	A
4 to 6	KG	1+	1	BR-70	A	A-1	A
4 to 6	KG	1+-2	2	BR-70	B	2	B
4 to 6	KG	1+-2	3 to 4	BR-70	C	3 to 4	C
4 to 7	1	2	5 to 6	80-450	D	6	D
6 to 7	1	3	7 to 8	80-450	E	8	E
6 to 7	1	4	9 to 10	80-450	F	10	F
6 to 7	1	4	11 to 12	80-450	G	12	G
6 to 7	1	5	13 to 14	80-450	H	14	H
6 to 7	1	6	15 to 16	80-450	I	16	I
6 to 8	1	7	15 to 16	451-500	J	18	J
7 to 8	2	7	17 to 18	451-500	K	18	J
7 to 8	2	7	19 to 20	501-550	L	20	K
7 to 8	2	8	21	551-600	M	24	L