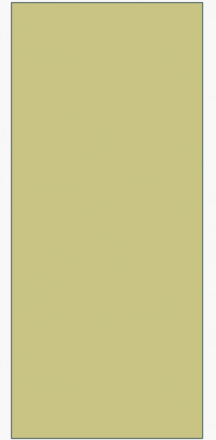


PARENT AS COACH K-1

WITH KATE SCHROEDER



HOW?

- Set an example
- Promote literate environments
- Read aloud
- Make it fun!



WHAT TO DO AND SAY

- Talk about the book
- Coach with a strategy
- Praise
- Encourage fluency



TALK ABOUT THE BOOK

Conversations about Books



Before reading and while looking at the cover:

Have you ever...
I wonder what that's about...
I wonder why...
Something's confusing me about...
What makes you think that ...
Tell me what you're thinking about...

During the reading...

What might happen next? Why do you think so?
How are the characters feeling?
Use any one of the conversation starters from above.

After reading:

Did you like the story? Why/why not?
How are the characters feeling?
Where and when did this story happen?
Was there a problem in the story?
Solution? How was it solved?
Did this story remind you of anything?

Ideas from Mary Fritz



COACH WITH A STRATEGY

Things you can do when young readers get stuck:

1. Give them “wait time” to work it out.
2. Say, “Try that again.” (rereading)
3. Say, “Look at the picture.”
4. Say, “Think about what word would make sense.”
5. Say, “Try that again and say the beginning of the sound of the tricky word.”
6. Say, “Do you see a chunk or part you know in the tricky word?”
7. Say, “Could it be _____?” (the actual word) Does ____ make sense?


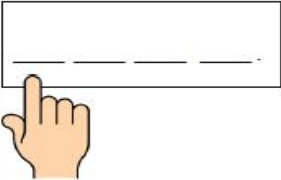




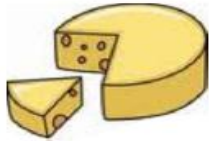


Say, “Could it be _____ or _____?” Give the actual word and another word which would make sense in the story.

Things to do when young readers make a mistake:

1. If it makes sense, let it go.
2. If the mistake doesn't make sense, wait to see if the reader will fix it.
3. Say, “Try that again.”
4. Say, “Did that makes sense?”
5. Say, “Did what you read look right and sound right to you?”
6. Say, “Could it be _____?” (the actual word) Does ____ makes sense and look right?

K5 STRATEGY CHART

Readers...

<p>Look at the pictures</p> 	<p>Did that match?</p> 	<p>Get your mouth ready to make the first sound</p> 
<p>Does it look right?</p> 	<p>Think hmm...what would make sense?</p> 	<p>Does it sound right?</p> 
<p>Look for 'chunks' you know</p> 	<p>Try the other sound</p> 	<p>Does it look like another word you know?</p> 

FIRST GRADE STRATEGY POSTER

Readers...

Look at the pictures



Skip hard words and then go back



Get your mouth ready to make the first sound



Does it look right?



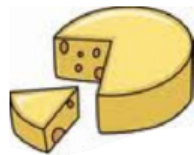
Think hmm...what would make sense?



Does it sound right?



Look for 'chunks' you know



Try the other sound



Does it look like another word you know?



PRAISE

PRAISE a reader when he/she:

- Uses pictures to unlock meaning of the words/story
- Uses letters or sounds to unlock a tricky word
- Notices a mistake
- Rereads
- Fixes a mistake
- Maintains the meaning of the story
- Reads smoothly with expression

Praise Points

Praise needs to be specific. This ensures the desired behavior will be repeated again and again.

Consider the difference between saying “Good for you,” and saying “Good, you used the picture to help figure out that tricky word.” This type of specific praise will get results. The reader will know what he/she is doing correctly and will want to repeat these reading behaviors. Praising a child for successful problem-solving can be a great boost.

Praise the reader, not the reading!

ENCOURAGE FLUENCY

Fluency is:

- ...reading automatically in phrases and with expression
- ...meaning-filled and sounds like spoken language
- ...a smooth, automatic and efficient process

How to encourage fluent reading:

1. Read aloud to your child often. You are the model of what good reading sounds like.
2. Provide daily opportunities for your child to read familiar books. Familiar books are those which are read over and over again.
3. Be sure materials your child is reading at the appropriate level (not too difficult.)
4. Vary reading practice; read alternate pages with your child, you read to the middle part of the story and your child reads the rest, after your child reads a book ask him/her to read his/her favorite part to you, read with your child (soften your voice), or echo reading.
5. Discourage your child from pointing to words on familiar or easy books. A pointing finger can be used in a difficult portion of the text or at a difficult word (flexible finger.)

WHY?

Achievement percentile	Minutes of reading per day	Words per year
90th	40.4	2,357,000
50th	12.9	601,000
10th	1.6	51,000
Reading volume of Fifth-grade Students of Different Levels of Achievement	(Adapted from Anderson, Wilson, and Fielding, 1988)	

QUESTIONS????