

What do you do when they can't read, "no, no, no"?

Presented by

Florence Miyamoto
Spring Branch ISD
Houston, Texas
fl.miyamoto@hotmail.com

Anail points to the capital “A” in her name and in her friend’s name. “You have one like mine,” said Anail. She’s not quite sure what the letter “A” is. She only knows it belongs to her and she knows how to draw it.

It is very difficult to find a simple readable text for a child who has a limited repertoire. What do you do when they can’t read, “no, no, no”? You write books just for them.

Assessment guides instruction and for the hard to teach, assessment is the starting point. Close analysis of their Observation Surveys and notes from observations made during daily lessons are the critical tools that will help you to learn more about each child.

From your conversations, ideas for books will emerge.

The rewarding experience of writing books for a few will help you to understand the cognitive processes of many others.

Marie Clay in *Literacy Lessons Designed for Individuals, Part One* (2005a) suggests starting with:

- * a very easy storybook
- * a very simple story you have read to the child
- * a simple book about an experience the child has had
- * a simple story that you write for the child, keeping to the child's Known vocabulary
- * a simple text the child dictates

Notice the key words - child, easy, and simple. Write with a certain Child in mind, using the child's own experiences, using the child's Own vocabulary. Keep it simple and make it easy. Ask yourself, "What makes it easy for this child?"

Follow the guidelines provided in *Bridges to Literacy: Learning From Reading Recovery* (DeFord, Lyons & Pinnell, 1991)

- * consistent layout of the print
- * strong picture support
- * simple language structures
- * memorable, repetitive language patterns
- * use of known letters or words
- * meaningful content
- * short in length

Objectives for the teacher

- * To become a better observer
- * To teach within the child's zone of proximal development
- * To model "What Good Readers Do"
- * To honor approximations
- * To create a safe learning environment

Objectives for the child

- * To help the child see himself as a reader
- * To help the child attend to print
- * To help the child become actively engaged in learning
- * To establish and secure the early behaviors of reading
- * To know and practice the early concepts about print
- * To develop strategic reading behavior

A “useful initial vocabulary” is the one developed by Marie Clay (Clay, 1993)

Child's name	like	on
I	see	up
a	the	look
is	my	go
in	we	this
am	and	it
to	at	me
come	here	

Predictable Patterns

* (child's name) is _____.

* I like _____.

* I can _____.

* I see _____.

* I am a _____.

* Run, _____, run.

* Look, a _____.

* Here is a _____.

* Jump, _____, jump.

* Go, _____, go.

Books That Teach Beginning Reading Skills

- * Alphabet books
- * Letter books
- * Name books
- * Long books
- * Pop-up books
- * Word books
- * Cut-up sentence books
- * Tracing books
- * Storyboards
- * Read together books

Theme - Based Books

- * Birthday books
- * Bug books
- * Farm books
- * Plant books

Interest Inventory

Child's name _____

Birthday _____

Brothers and sisters _____

Pets _____

Mom and dad _____

Favorites

Color _____

Sport _____

Food _____

Game _____

Animal _____

Book _____

Place _____

School subject _____

Friend _____

Materials

- * construction paper (white and assorted colors)
- * manila paper
- * tag board
- * markers and crayons
- * library pockets
- * index cards
- * sticker collection
- * camera
- * stapler
- * glue
- * scissors
- * paper bags
- * steno books (Reflection Notebook)

Bibliography

Bodrova, E., & Leong, D. (1996), *Tools of the mind: The Vygotskian Approach to early childhood education*. (Englewood Cliffs, NJ: Prentice Hall.

Clay, M. M. (1991). *Becoming literate: The Construction of inner control*. Portsmouth, NH: Heinemann.

_____. (1993). *Reading recovery: A guidebooks for teachers in training*. Portsmouth, NH: Heinemann.

_____. (1998). *By different paths to common outcomes*. York, ME: Stenhouse.

_____. (2001). *Change over time in children's literacy development*. Portsmouth, NH: Heinemann.

_____. (2005a). *Literacy lessons designed for individuals, part one: Why? When? And How?* Portsmouth, NH: Heinemann.

_____. (2005b). *Literacy lessons designed for individuals, part two: Teaching procedures*. Portsmouth, NH: Heinemann.

DeFord, D.E. Lyons, C. & Pinnell, G.S. (Eds.) (1991). *Bridges to literacy: Learning from reading recovery*. Portsmouth, NH. Heinemann.

Dorn, L.J., French C. & Jones, T. (1998). *Apprenticeship in literacy: Transitions across reading and writing*. York, ME: Stenhouse

Frank, C. (1999). *Ethnographic eyes: A teacher's guide to classroom observation*. Portsmouth, NH: Heinemann.

Freeman, D.E. & Freeman, Y.S. (1994) *Between Worlds: Access to second language acquisition*. Portsmouth, NH: Heinemann.

Wink, J. & Putney, L. (2002). *A vision of Vygotsky*. Boston, MA: Allyn & Bacon.