

# Teaching Tips

## for Emergent Readers, Level C

### LEVEL C ORAL LANGUAGE FOCUS TEACHING TIPS

- Have children look at the cover and pictures in a book before reading and talk about what they notice.
- Look at specific pictures and use new words kids will need, especially in nonfiction books. Have children use that vocabulary orally before they read (e.g., Teacher says: *This animal is called a chimp. Have you ever seen a chimp? What can you learn about chimps from looking at this picture?* Child might say: *A chimp climbs trees. The little chimp looks afraid.*)
- Teach children to think before reading and tell what they think will happen or what they will learn. As they read, have students check and confirm or change their predictions.
- Have a brief conversation with each child as you listen to them read a bit on their own. Ask them about what they understood in a book so far.
- After reading, be sure to talk about the book. Ask a variety of questions, including at least one higher-level thinking question.

### LEVEL C PRINT AWARENESS FOCUS TEACHING TIPS

- Students should now have high print awareness.
- They may still point under each word to monitor their reading.
- Continue high-frequency word work at this level. There are many words children need to know how to read and write quickly and easily at this level.

### LEVEL C HIGH-FREQUENCY WORD FOCUS TEACHING TIPS

- As you teach CVC (or CCVC or CVCC) words, it will be easy for children to learn high-frequency words with that pattern (e.g., *has, yes, that, this, went, when, with*).
- Many high-frequency words can be decoded easily and work well as flashcards.
- Always look at the books kids will be reading in small group to be sure there are opportunities for them to practice reading the high-frequency words you are teaching.
- Encourage children to use these high-frequency words as they write, too.