

Teaching Tips

for Emergent Readers, Levels A and B

LEVELS A AND B 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: *Do you have a teddy bear? I had a soft, fluffy teddy bear when I was little. What is your teddy bear like?* Child might say: *I have a blue teddy bear. My teddy bear is soft, too.*)
- 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.

LEVELS A AND B PRINT AWARENESS FOCUS TEACHING TIPS

- Continue working with letters and sounds. Play games with magnetic letters and alphabet arcs.
- Teach and encourage children to find high-frequency words in books and in the world around them.
- You might give children little pointers (e.g., witch's fingers) to point under each word as they read. Help them monitor to be sure they have enough words or aren't making up too many words. They should develop one-to-one correspondence.
- Help students write sounds they hear as they write.

LEVELS A AND B HIGH-FREQUENCY WORD FOCUS TEACHING TIPS

- Have children look closely at high-frequency words and use the sounds they know to read them quickly.
- Work with high-frequency words that have only two sounds to blend (e.g., *up, at, an, it, am, on, in*). When kids know a few short vowel sounds and some consonant sounds, these two-sound words will be easier for them to remember.