

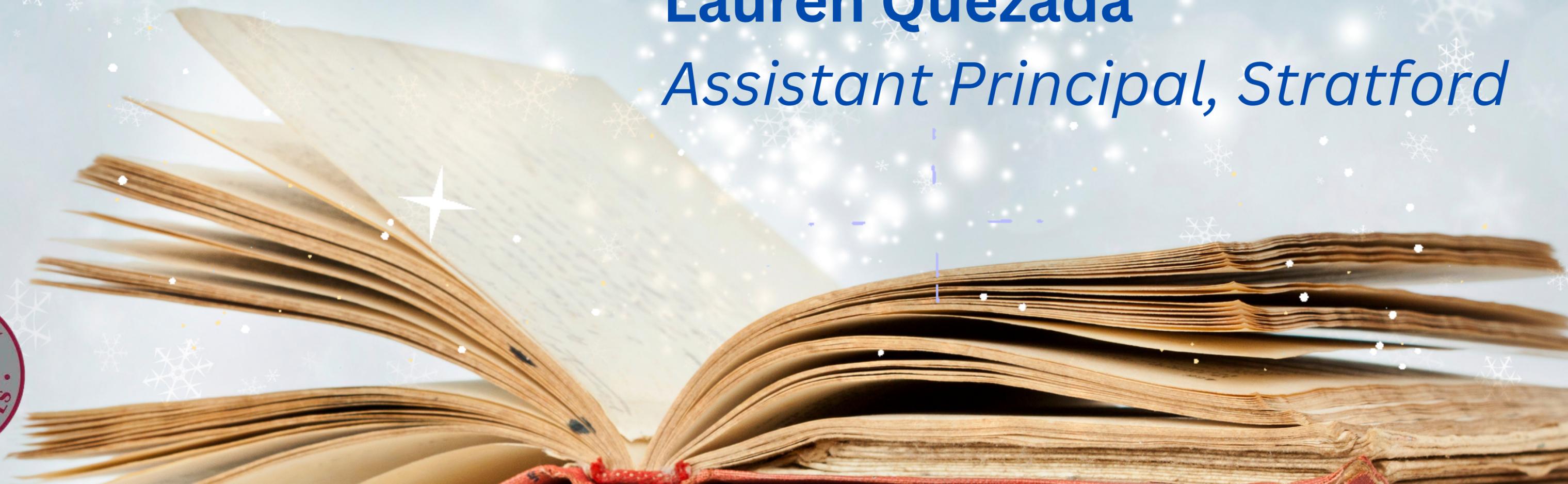
Making Reading Magical

Lauren Kaufman

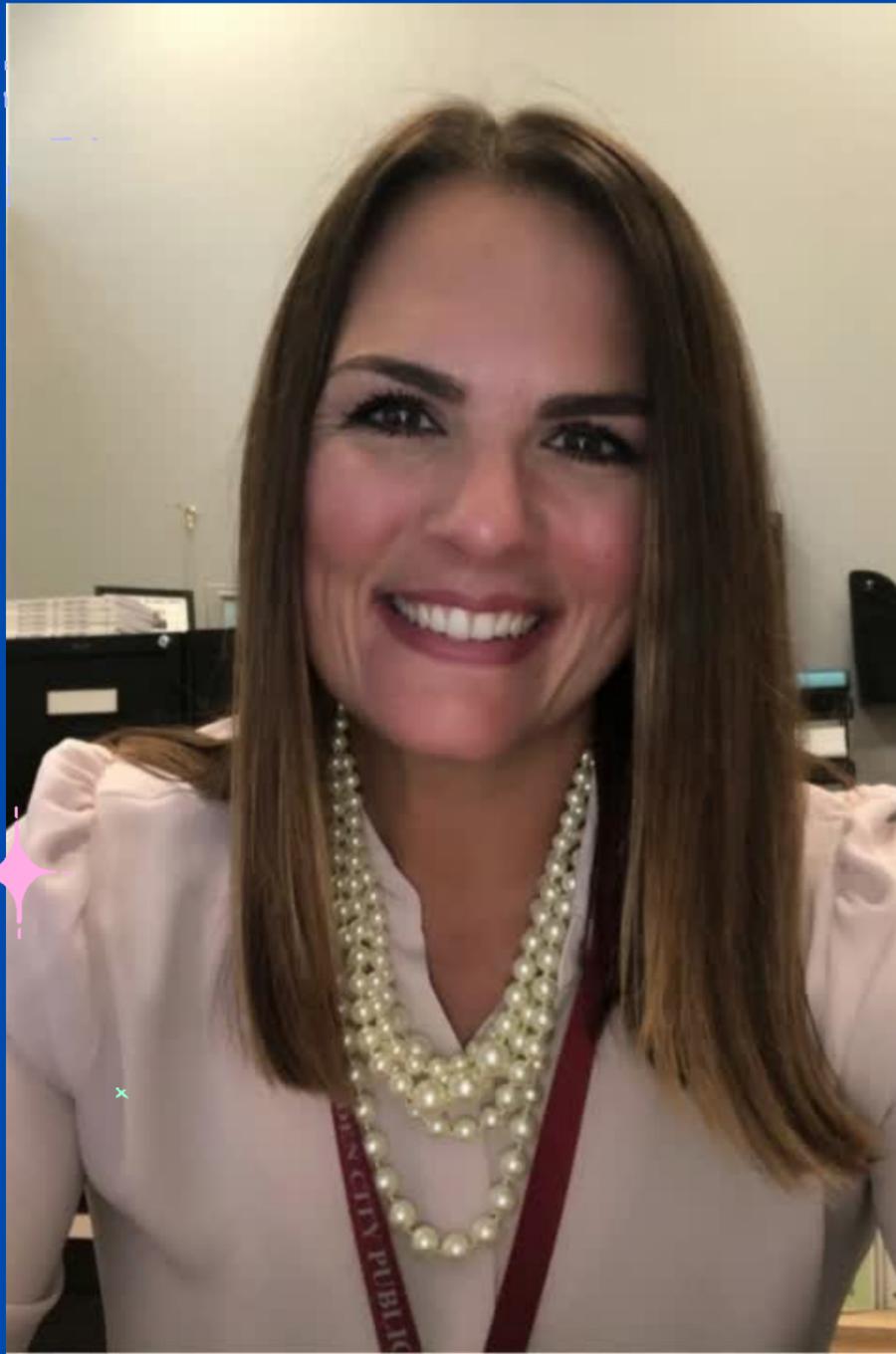
Director of Literacy K-12

Lauren Quezada

Assistant Principal, Stratford



Who are you with today?



*What book turned you
into a reader?*

www.menti.com

Code: 6776 1653



Building a Reading Life!



At School

- *Model & teach early literacy behaviors & concepts about print
- *Systematic explicit phonemic awareness/phonics instruction
- *Strategies to build comprehension
 - *Vocabulary acquisition
- engagement, volume & stamina

INDEPENDENT
READING

STRATEGY
GROUPS

At Home

At home, make reading fun and enjoyable!
Increase the volume through engagement, access and choice.

INTERACTIVE
READ ALOUD

SHARED
READING

Building a Reading Life at HDMU!

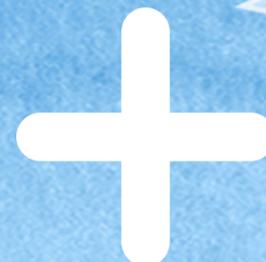
Access

Ensuring the availability to read and talk about books.



Choice

- *Topics
- *Genre
- *Length



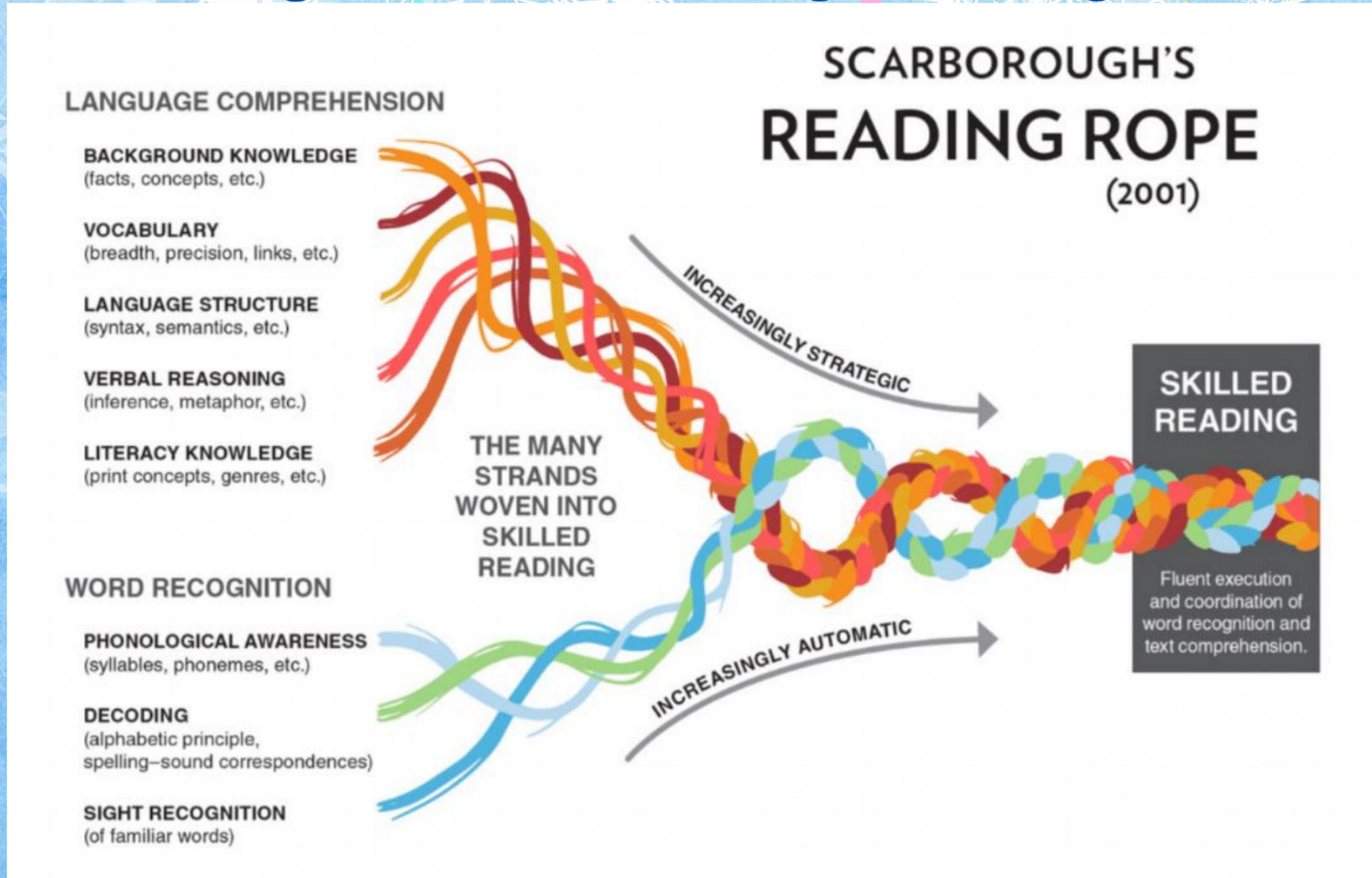
Engagement

Make reading fun!



READING VOLUME!

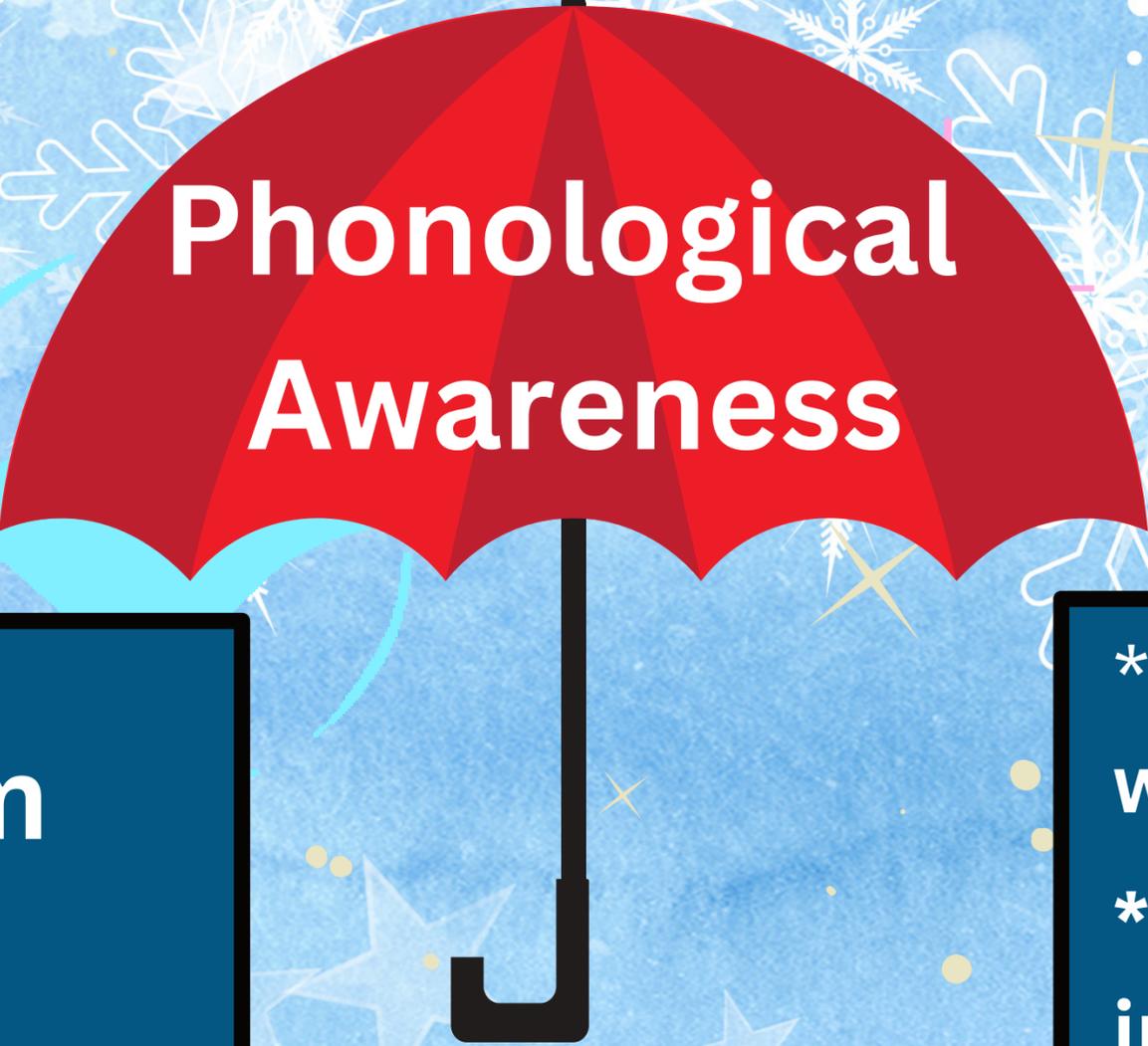
Reading is a complex process



***Fun strategies to integrate
Word Recognition + Language Comprehension***

**Print
Work**

**Making
Meaning**



Phonological Awareness

Umbrella term for any work helping students to notice or manipulate sounds in speech.

- *Identifying how many words are in a sentence.**
- *Clapping the syllables in a word.**
- *Identifying and producing rhyming words.**
- *Segmenting or blending the two components of compound words.**

Phonemic Awareness

Articulate, notice, and manipulate the individual speech sounds (phonemes).

- *Blending separate phonemes together into one cohesive word**
- *Breaking a word apart into individual phonemes**
- *Deleting one phoneme from a word and replacing it with another**

Phonics

Learning the relationship between the sounds (phonemes) in spoken language and symbols (graphemes) that represent them.

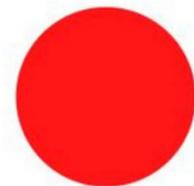
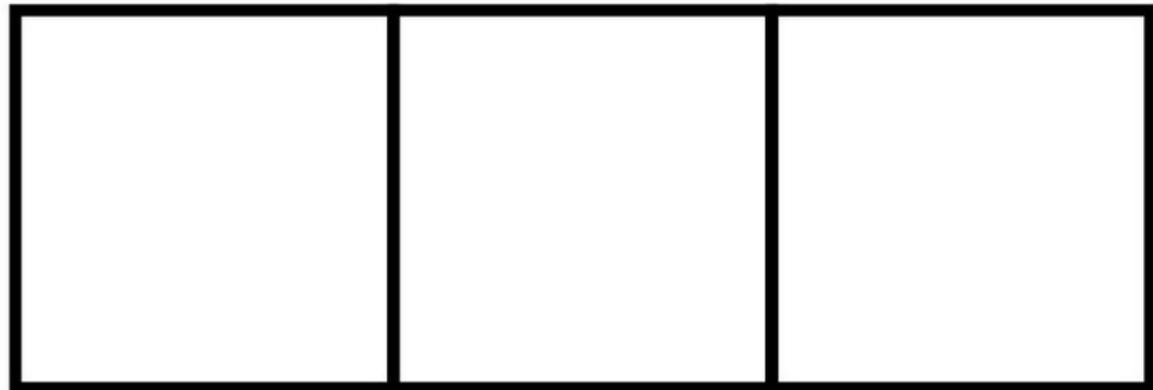
- *Identifying letter names**
- *Identifying letter sounds**
- *Using decoding to unlock written words**
- *Using encoding to translate spoken words into written words**

Elkonin Boxes

Sound Boxes

Phoneme Boxes

**Otherwise
known as:**

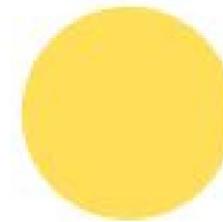
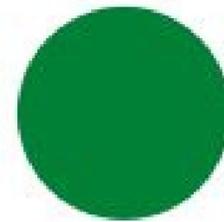


- Visual tool used to teach phonological awareness and segmentation.
- Boxes represent the number of sounds, or phonemes, in a word.
- Helps children learn to identify and manipulate the sounds in words.

3 Phonemes

cat
dog
map
chat
ship
much

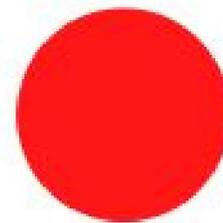
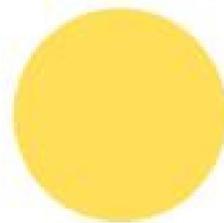
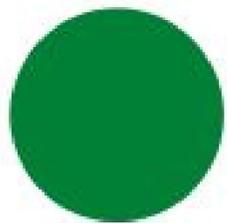
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Silent E

hope
joke
cape
dine
shine
line

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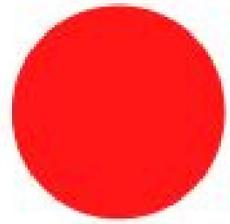
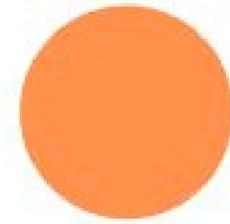
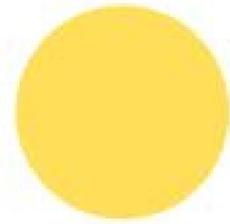
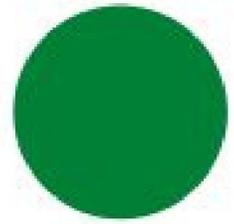


→

4 Phonemes

flag
clock
green
gift
clean
hold

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High Frequency Words

- **Words that show up most frequently in a text.**
- **13 words account for more than 25% of the words in print.**
- **109 words make up half of all words children will encounter while reading.**
- **When equipped with the 1st 109 words + some basic phonics knowledge, children can read 90% of single syllable words they encounter.**

109 Power Words

Jan Burkins and Kari Yates © 2020 TheSixShifts.com

1	*the	21	be	41	which	61	into	81	made	101	get
2	*of	22	this	42	their	62	has	82	over	102	through
3	*and	23	from	43	said	63	more	83	did	103	back
4	*a	24	I	44	if	64	her	84	down	104	much
5	*to	25	have	45	do	65	two	85	only	105	before
6	*in	26	or	46	will	66	like	86	way	106	go
7	*is	27	by	47	each	67	him	87	find	107	good
8	*you	28	one	48	about	68	see	88	use	108	new
9	*that	29	had	49	how	69	time	89	may	109	write
10	*it	30	not	50	up	70	could	90	water		
11	*he	31	but	51	out	71	no	91	long		
12	*for	32	what	52	them	72	make	92	little		
13	*was	33	all	53	then	73	than	93	very		
14	on	34	were	54	she	74	first	94	after		
15	are	35	when	55	many	75	been	95	words		
16	as	36	we	56	some	76	its	96	called		
17	with	37	there	57	so	77	who	97	just		
18	his	38	can	58	these	78	now	98	where		
19	they	39	an	59	would	79	people	99	most		
20	at	40	your	60	other	80	my	100	know		

These 109 words
comprise 50% of
the words found
in children's texts.

*Words 1-13
make up 25% of
the words in
children's texts.

The sum of your training

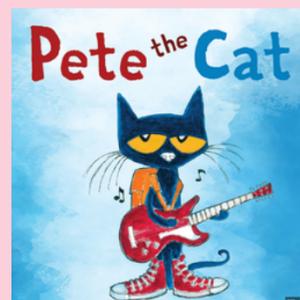
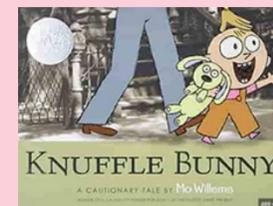
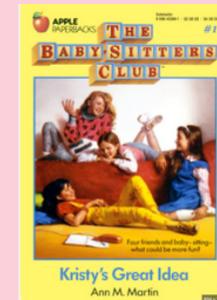
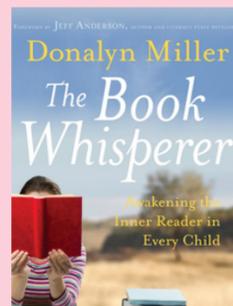
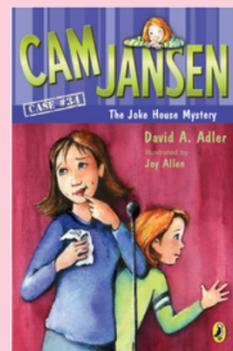
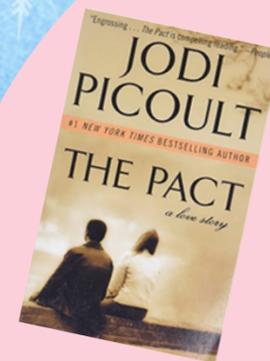
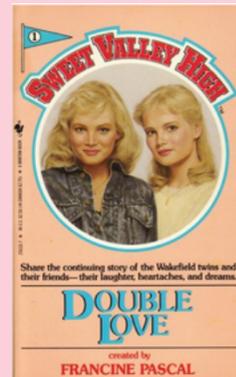
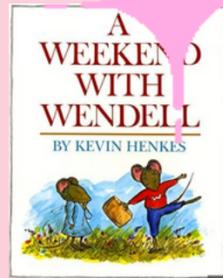


Time spent reading, including reading silently, has consistently correlated strongly with reading achievement.”

(Reutzel & Juth, 2014, p. 29)

Voice & Choice

Consider: Interests, Genres, Length



Capitalizing on Talk & Book Access

How can you
increase
vocabulary and
access to reading?

Down Time

Access

35 minute drive to
grandma's house

Book basket in the
car

Pulmonology
Appointments

Pack a book

Where are there opportunities to capitalize on down time?

Engagement

**MAKE
READING**

FUN

Engaged readers are motivated to read and learn more – which makes reading easier and more enjoyable, and therefore creates constant improvement.

Engagement

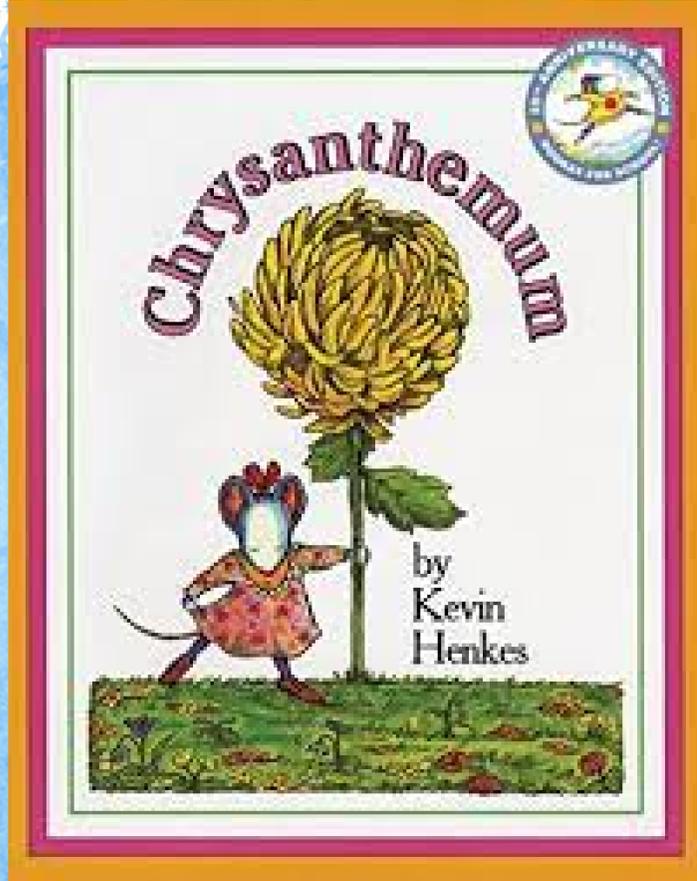


There are more rare words found in children's picture books than in the average conversation between two college educated adults.

Hays and Ahrens (1988)

novel effect™

A library of interactive music and sound effects to enrich your regular storytime routine.



ADDS MUSIC & SOUND EFFECTS AS YOU READ-ALoud

Boom!

BOING!



Conversation

Engage

- What are you thinking about?
- What was your favorite part?

Repeat

- Oh , it was when Chrysanthumum learned to love her name!

Expand

- Yes, that was exciting! How do you think that made her feel?

Literacy Board Games

- Improves language and reading skills
- Develops vocabulary, improves comprehension, & strengthens word recognition, & conversational skills.
- Increases motivation and engagement in reading and language activities.



PRIMARY LITERACY BOARD GAME



ELEMENTARY LITERACY BOARD GAME

The board game is a circular track with 24 question tiles. The tiles are color-coded: red, blue, and yellow. The track starts at a yellow arrow labeled 'START' and ends at a red arrow labeled 'END'. In the center of the board is a white oval containing a red crab and a yellow starfish on a sandy beach. A large blue starburst is on the left and a pink starburst is on the top right.

START

END

Why do you think the author wrote this story?

How do the illustrations provide meaning to the story?

How did the author begin and end the story?

What words created a feeling or picture in your mind? Describe the feeling or picture.

Who tells the story? Is this the best person to tell it? Why or why not?

Where do you believe the author describes something well?

Would you read other books by this author? Why or why not?

What other point of view can the story be told from?

Did the author keep you interested in the story? Why or why not?

What could have happened differently?

What lesson does the story have?

Do any of the characters remind you of someone in real life?

What can you see, feel, hear, taste, and smell as you read the story?

What are you learning from the story?

What is the author's message?

Does the time or place affect the characters or plot of the story?

What surprised you?

What are you learning about the way the different characters feel about each other?

How do you think the character felt when...?

What does the story mean to you?

What could have happened differently in the story?

What character taught you the most? Why?

What decisions did the character have to make? Were they important to the story and why?

Is character change important for the story? Why?

What are the major events in the story?

Would you have ended the story the same way? Why or why not?

What would you like to ask the author?

A few other fun ideas...

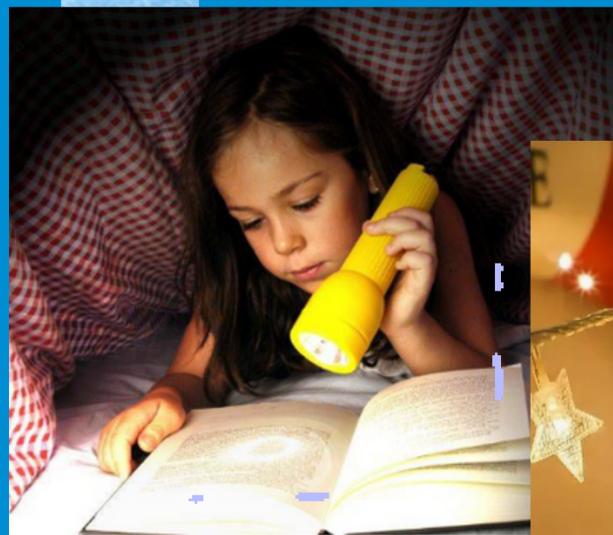


Create a Book Club

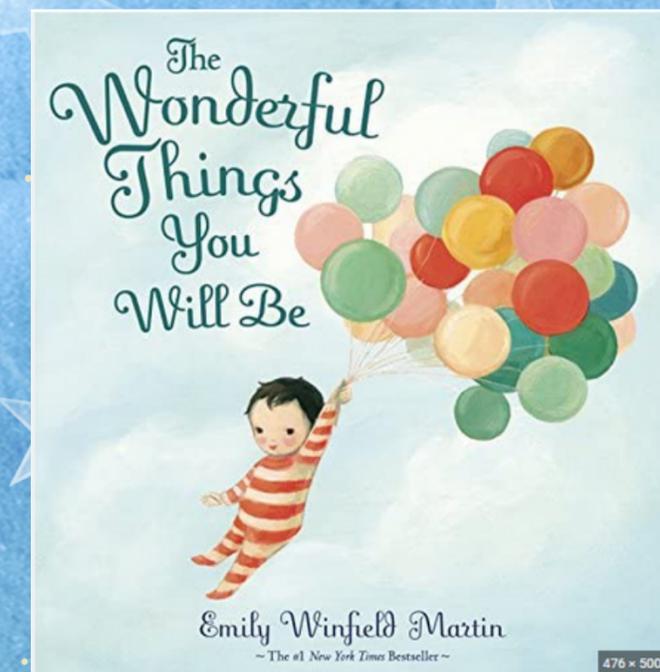
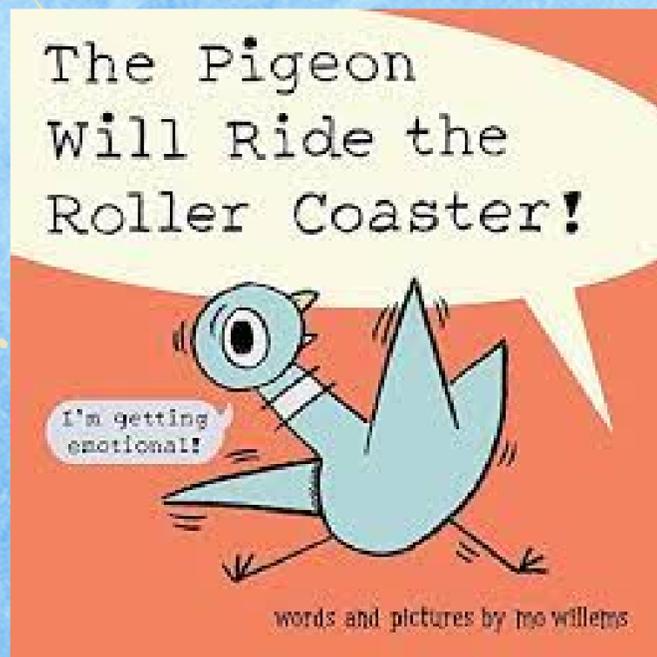
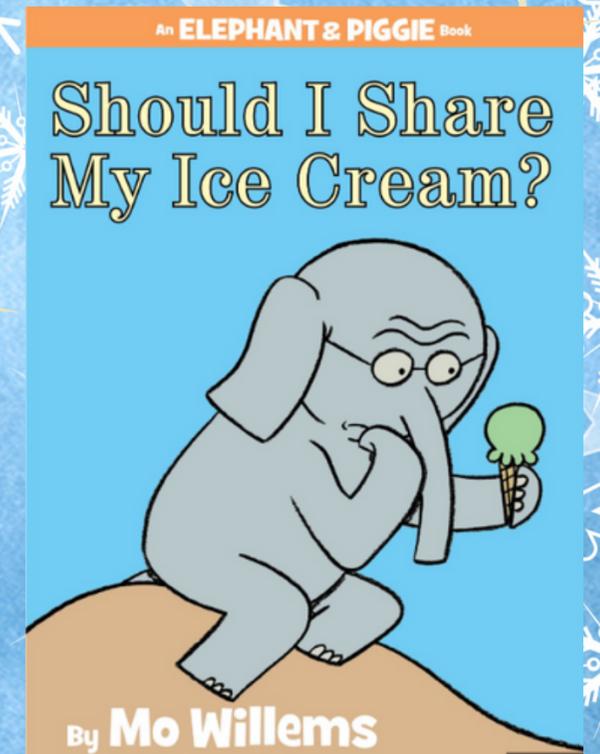
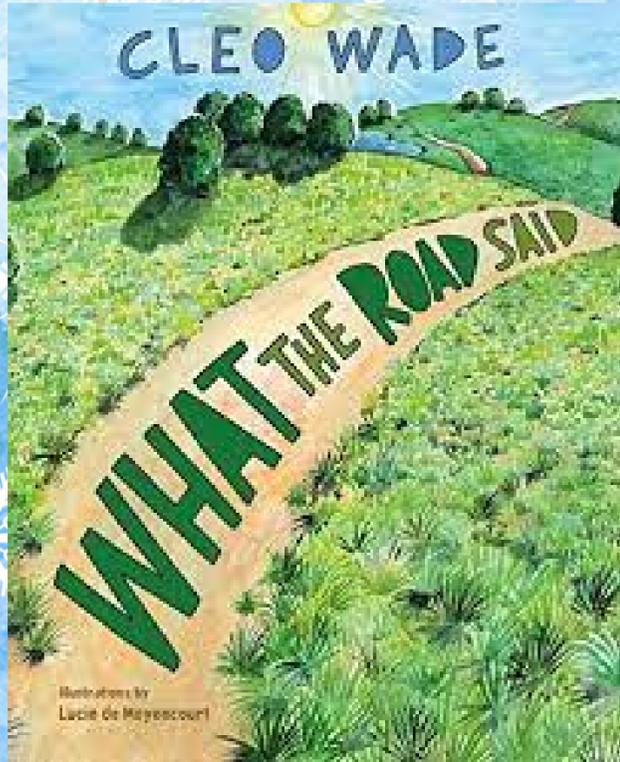
1. Group decides on book.
2. Group decides on how much to read.
3. Pick a meeting date.
Can be a virtual!
4. Talk books!

Create FUN Reading Spaces!

1. Tent
2. LED Lights
3. Flashlight



Raffle Time!



Questions and Contact Information

Lauren Kaufman

DIRECTOR OF LITERACY

KaufmanL@gcufsd.net



@LaurenKaufmanGC

Lauren Quezada

ASSISTANT PRINCIPAL

STRATFORD

quezadal@gcufsd.net



@LaurenQuezadaGC

THANK YOU