



Working with Non-Readers

Agenda:

Words from Liz

Introduction

Lesson Components

Strategies/Tips for the At-Risk Reader

Picture Walk-Setting the Child Up for Success

Picture Walk with Biscuit Goes to School (My First I Can Read Book)

Read the Book with Errors and Prompts

Lesson Components

Sight Word Bank (Fry Words)

Interactive Reading (familiar re-reading)

Word Study – how words work

Guided Reading – picture walk

Just for Fun/Fluency

Strategies/tips for the AT-RISK readers in STAIR

- Start your lesson with familiar re-reading
- Have the child hold the book
- Don't focus on too many errors
- Use reading finger and point under first letter in word
(be careful with this)
- Work on building up their sight words (Fry First 100)
- Quick write 3x for mastery
- Have phonics chart and/or blends chart available to use
if needed (to teach vowel sounds, blends/digraphs)
- Have white board available for teaching points
- Word Work-go from known to unknown



Picture Walk

Setting the child up for success

- Choose book at appropriate level that is not too challenging
- Read title to child
- Give a short (1 to 2 sentence) summary of the book
- Tell them character names as you come upon them
- Point out special words-woof, pond (things they may not have in their background information)
- Don't talk about every page but look at every page.

- Let child read whole page with the error and take child back to the error. (“You said school/park-did that look right?” “Slide your finger under the word.” “What else could that be?” “Get your mouth ready (make the sound) for that “p” and think what would make sense.”)
- If the child stops and appeals to you then tell him “you try it” instead of tutor telling child.

Notes
