



## Building Blocks Basics

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## Reading with

- Book or text should be an enlarged format
- Book must be predictable by pictures or repetitive print.
- Book should be enjoyable and appealing to the children.
- The book must be able to “take students someplace” conceptually. Most teachers spend several days rereading the story

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## Reading with

Enlarged format and shared reading :

- experience print
- take notice of what print is doing
- experience words
- experience pictures
- talk about relationships between pictures and print
- experience reading with expression

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## Before

- Teacher chooses a nursery rhyme, traditional song or poem, or a predictable big book
- Gather the class
- Talks about title, author, cover, illustrator
- Builds prior knowledge, connects to text
- Picture walk

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## During

- Teacher reads story (poem, song) aloud
- Children read the text ( second and subsequent readings) using shared, echo, or choral reading

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## After

- Teacher discusses the story with the students
- Teacher may work briefly on comprehension
  - story map
  - "doing the book"
  - drawing the story
- Teacher may work on sentences, words, or letter sounds
  - sentence builders
  - finding rhyming words
  - finding familiar (high frequency) words
- Lesson lasts as long as the students

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## Shared Reading



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## Shared Reading

The Giraffe  
Made Her Laugh

Before: picture walk

During: shared reading, echo reading, choral reading

After: doing the book

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## Echo and Choral Reading

"Read after me"... "Read with me"

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Rosie's Walk  
by Pat Hutchins

predictable by pictures  
and print

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The Perfect Day

Before:  
Take a picture walk  
Work on vocabulary

During:  
Shared reading

After:  
Act it out

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Zoo-Looking

Before: Picture Walk  
Discuss zoo animals  
(vocabulary)

During: Shared Reading

After: Finding Rhyming Words; Act  
it out

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## Souvenirs

The Crayon Box That Talked  
a Crayon  
Spider's Web  
a traced spider  
Round and Round the Money Goes  
a penny  
Arthur's Glasses  
brown pipe cleaner glasses

[www.teachers.net/fourblocks/article34](http://www.teachers.net/fourblocks/article34)

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## Souvenirs

• Making "souvenirs" of the stories you read with your class.

Examples:

• A washtub for Mrs. Wishy-Washy

• A bear with a book for Moonbear Likes Books

• A Caterpillar out of an egg carton for The Hungry Caterpillar

(p.39)

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## How Reading with Children is Multi-level

- Those who are ready further their reading
- Those with no print experience learn what reading is
- All develop the desire to learn to read and write
- They also learn letter names, language and print concepts, phonemic awareness, and some interesting to them words

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