

UNIVERSAL ACCESS:
MEETING INDIVIDUAL NEEDS

ELL Tip

ARTICLES Some English-language learners have no experience with the articles *a*, *an*, and *the* because their languages (for example, Russian) do not use articles. Work with them ahead of time to grasp the use of articles before discussing the high-frequency word *the* with the entire class.



Lesson Models Videocassette
Reading a Pre-Decodable Book

Use the *Lesson Models Videocassette* to preview the lesson on "Reading a Pre-Decodable Book."

**Routine Card**

Refer to Routine 3 for the Reading Pre-Decodable Books procedure.



Teacher Tip WORD BANK You may want to make a word bank of high-frequency words. Add new words to the bank as they are introduced in each *Pre-Decodable Book*.



Reading a Pre-Decodable Book

About *Pre-Decodable Books*

The major purpose of the *Pre-Decodable Books* is to familiarize students with the printed form of a set of *high-frequency* words such as *the*, *and*, *see*, *here*, *said*, *was*, and *have* that are a basic part of all meaningful stories. Although most students have these words in their spoken vocabularies already, learning to identify them in print quickly, accurately, and effortlessly is critical to their development as fluent, independent readers.

The books serve other purposes as well. They are a place for students to practice book handling and to demonstrate their awareness of book conventions such as print directionality, book parts, and the relationships between pictures and text. The books also are a place for students to apply their increasing knowledge of the alphabet by identifying the names and shapes of the letters that they are learning.

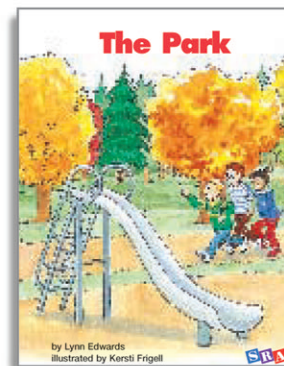
To make the stories coherent, books use rebuses, or little pictures, to represent words that students cannot yet decode. These rebuses appear above the words they represent, allowing students to connect the pictures to the printed form of the words. To make the books engaging to students, the stories also use repetitive text, allowing students many opportunities to see and "read" the words.

For your convenience, the inside back cover of each *Pre-Decodable Book* lists the high-frequency words that are introduced and/or reviewed in the book. The Appendix contains a full description of the procedure for reading *Pre-Decodable Books*.

Book 1: *The Park*

High-Frequency Words

- The high-frequency word introduced in this book is *the*.
- To prepare students for reading the book, take every opportunity to focus their attention on this word in the context of daily *Big Book* reading and in classroom print. Tell students that *the* is a word that they will see often in books and other print.



Pre-Decodable Book 1