

### Reading Recommendations

- Give each student a copy of the book. Explain that you will read the book together.
- Hold up your book. Read the title aloud, then have the students read it with you. Point to and read the author's name and explain that this is the name of the person who wrote the book. Then point to and read the illustrator's name and explain that this is the name of the person who drew the pictures in the book.
- Allow students to page through the book, commenting on what they see in the pictures and making predictions about what they think the book will tell them.
- Help students find page 3. Hold up your copy of the book and sweep your hand under each line of text. Then read each line, pointing to each word or rebus as you say it. Encourage students to move their hands from left to right across the text as you read together.
- Continue through the book, following the same procedure.
- Reread the book, this time pointing to the picture on each page and asking students to tell what is happening in the picture.
- Invite students to discuss the book as a group.
- Provide many opportunities for students to partner-read.

### Responding

- Invite students to tell what they like best about the story. Encourage them to tell about their own visits to parks. Have them describe the parks they know, then compare them to the park in the story.
- Write the high-frequency word *the* on the board, point to, and say it. Tell students to look for *the* in their books and to put a finger on the word when they find it. Call on volunteers to read the word and show it to the class. Next, have students look around the room to see if they can find the word *the* in other print—calendars, posters, and so forth. Have them raise their hands when they see the word. Call on volunteers to tell where the word is and read it to the class.
- During Workshop, encourage partners to take turns rereading pages in the book.
- If you choose, make copies of the story for the students to take home. A black-and-white version of the story is available in *Pre-Decodable Takehome Books*.

### Research in Action

#### Pre-Decodable Books

These books play an important role in students' early literacy development by providing them with meaningful "reading" experiences before they are actually reading on their own and by expanding their awareness of the forms and uses of print.

When used with a solid program of instruction in sounds and letters, the books provide students with opportunities to apply their growing knowledge of print concepts, letter names and sounds, and to become familiar with individual words.

Through retelling the story in a *Pre-Decodable Book*, predicting or wondering about what will happen, and asking and responding to questions about the book, students not only learn about the relationship between spoken and written language, they learn to think about what they have read and begin to use reading strategies.  
(—Jan Hirshberg)



#### Informal Assessment

**Reading a Pre-Decodable** Meet with individual students. Have them read the *Pre-Decodable Book*. Observe the students' ability to "read" the book fluently. Note whether they recognize the high-frequency word *the* and whether they are able to "read" the rebus pictures.