Chapter Summaries

Name

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Chapter One

Teachers should create methods that inspire students to read books and other forms of printed materials so that they can obtain tangible rewards. There is optimism that as reading transforms into a more fulfilling and enjoyable experience, intrinsic motivation will replace extrinsic motivation to engage in reading (4). Some students failed to reach their capacity for learning because their teachers were not completely aware of the delineations that existed between different students. Current educators should utilize this understanding in developing approaches that provide an opportunity for every learner to succeed.

Students with negative attitudes towards reading are frequently unable to read. There are also some that experience significant difficulty with reading but have a positive attitude towards the activity (18). Still, most learners tend to have a negative stance when the event seems arduous to them. There is also a group of students that do not possess a positive attitude towards reading because they lacked an early introduction to the pleasant experience of the activity.

There are cases where a student does not like to read, not because they are not motivated to do so but because they have a negative attitude towards it. Therefore, there is a difference between motivation and attitude. For illustration, some students perform well in their studies but do not at the slightest have a liking for learning activities (18). In contrast, some students do not perform that well in school but have a positive attitude towards learning. That being the case, teachers should employ their observation skills and create solutions that can assist students to have positive attitudes towards reading.

Furthermore, teachers should know that the ability to create relationships between phonemic awareness (PA), print, and letters is crucial for acquiring spelling and reading skills

(76). An understanding of this can assist educators to help emergent or struggling readers to have a gradual grasp of learning.

Chapter Two

It is important for teachers to nurture oral expression in students because it is the foundation of reading comprehension. This is the reason why learners lacking an abundant language background find it hard to comprehend text. Some activities can help a student to realize that reading implies making sense from print. This includes simple activities that they all can participate in such as displaying a book with stories that they can relate to or help them to put the stories they have in memory into text.

What is more, there are methods that a teacher can use to enrich alphabet knowledge in a student and they include teaching them to write their names, revealing the similarities/differences between letters, and playing songs that spell out words (78). Incidentally, instructors should enable their students to know the differences between words and sounds. However, before this begins, the learners must be taught to recognize the idea of different and same. Sounds can be trained by using recording or the piano to assist them to distinguish sounds.

Some tactics can be used to teach the concepts of 'pointing out words, ' and they include instructing them to write their two names to show the space between the names or explaining to them that words consist of more than one letter.

A teacher can help a student to comprehend rhyming by conducting recitals that facilitate their ability to generate their rhymes. These strategies may consist of listening to rhyming books, reading rhymes to the students, reciting poems, and singing rhyming songs (106). If a teacher successfully nurtures a student's understanding of syllables, he/she can prepare them to develop

phonemic awareness. This is because a grasp of PA is strongly related to having good reading skills.

Educators can help students comprehend the fundamental principle of the alphabetic system by using strategies such as providing them with pictures of letters and sticking cards with the alphabet on the classroom walls (117). Students should be taught about onsets and rimes only after they can divide words into syllables.

To enable struggling students to have the capacity to differentiate between letters and words, instructors should begin by teaching them to distinguish other visual objects. Indeed, teaching students the left-to-right procedure of reading is possible by directly teaching them to know between left and right (141). Students can slowly possess a comprehension of a story by being instructed on the principal elements of a story (characters, conflict, and resolution).

Chapter Three

Teachers can help their learners to understand phonic consonants by applying strategies such as explicit phonics, ear to eye phonics, utilizing alphabet books and whole text (158). Phonics assist students to create relationships between sounds and letters thereby helping them to pronounce words that are new to them.

If a teacher realizes that he/she has wasted a lot of time instructing on vowel sounds such that reading is compromised, he/she could balance the time spent teaching phonics with the time students require to absorb printed text.

One way that students can be taught to read unfamiliar words is through helping them to see the patterns that exist between words. However, this analogy is not a remedy because there are words that do not have familiar word patterns.

Teachers can teach their students how to pronounce long words by applying the background knowledge that the students have on structural analysis and utilizing it in a new reading situation (177). Nonetheless, daily practice is required if the students are to be proficient in this area.

If a teacher is aware of the pace with which his/her students learn words, this makes it easier for him/her to instruct them on high-frequency words. Moreover, students should be taught about high-frequency words in the early stages of learning (kindergarten and first grade).

Teachers should take note that when choosing words to guide as sight vocabulary, it is important that the word is repeated as many times as possible so that it fuses into the student's sight vocabulary. Most students require multiple repetitions before they have an instinctive recognition of a word (201). Context clues can be used to assist learners to phonate strange words. Prior knowledge about a phrase helps the student to figure out missing words in incomplete sentences.

Chapter Four

Readers that lack fluency in reading are categorized into emergent readers and older readers (234). Teachers can help these types of students by applying approaches that develop their word identification strategies and sight vocabularies. It is hoped that as these students understand more reading methods, they will increase their sight vocabularies, read different texts, and become better readers.

Weak expression and phrasing are caused by a lack of fluency, poor reading habits, and an overdependence on phonics (243). A teacher may need to postulate why his/her student applies inappropriate phrasing to be able to craft a strategy that could be used in the situation.

Activities that can help include reading pattern books with the learner, requesting the student to read out loud, and highlighting common phrases.

Some students are unable to employ punctuation, and this leads to errors in their reading. A teacher can help such a student by gradually teaching him/her the basic rules of punctuation and their role in sentences. The teacher can begin with simpler punctuation marks (comma) and then move to advanced forms of punctuation (semicolon, colon).

A student that repeats phrases and words when reading can be helped in various ways. In the case that the printed material is complicated for the student, the teacher can provide text that is easier to read. Additionally, repetitions that are exhibited in the form of pauses or avoidance of the next words can be fixed by instructing the student on how to anticipate words (249). The teacher should commend the student each time he/she repeats a phrase to revise a mistake. Nevertheless, many repetitions of this kind are detrimental to the student's reading rate.

Chapter Five

Teachers should encourage their students to consider the context when trying to determine the meaning of unfamiliar words. These clues assist the students in knowing the meaning of words that they are not yet able to pronounce (278). These unusual words are usually found in sentences that are descriptions, appositive phrases, and linked synonyms.

Prefixes and suffixes can be used by students to decipher the meaning of new words (284). Teaching methods that can help learners to apply affixes in guessing the meaning of words include providing students with examples of affixes and encourage them to propose phrases of each kind.

If a teacher concentrates on teaching about root words, the number of roots words they student recognizes increases. A student can know the meaning of an unknown word if they have

an understanding of the meaning of its root words. Teaching Latin and Greek root words can help a student to comprehend root words.

For students to understand how to utilize a dictionary to confirm the meaning of words, teachers need to provide instruction that will impart them with the necessary skills. These skills comprise understanding the alphabetical order and knowing how to locate words in the dictionary.

Figurative language is an essential part of a student's reading experience. Figurative language includes idioms and similes (308). It is important that students can read and comprehend symbolic words. One way a teacher can help a student understand expressions is by discussing their meanings and applications.

If students know the meaning of a word and how it can be used in different contexts, the teacher can provide instruction on the slight differences of the word by discussing the antonyms and synonyms that are related to it. This assists the students to distinguish between definitions and choosing the proper meaning for a situation.

References