

READING**ALPHABET FUN**

(EC)

A 20 piece puzzle with lots to discover. Ages 3 – up

AT THE CUTTING EDGE : LEARNING TO READ AND SPELL FOR SUCCESS

Nicholson, T.

428.407 NIC

The book presents a model of all the processes involved in learning to read and write. The model helps to explain the complex ways in which different skills must come together in order that a child can become a good reader and writer. It then looks in detail at one part of the model – phonemic awareness and explains how phonemic awareness can open the door to an understanding of how letters and sounds go together. Testing and teaching phonemic awareness are explained and many ways of teaching phonemic awareness are illustrated.

BOOK WEEK – CLASSROOM FOCUS

028.55 SHE

A resourceful text with variety of information and activities based around the theme of Book Week.

What Is Book Week? The Children's Book Council of Australia (CBCA); The Awards; Outstanding Achievements; Judging CBCA Awards; CBCA and Publishing.

BOOKS ALIVE!

Hill, S

807 HIL

Will inspire teachers who are interested in using literature-based reading programs in their classroom.

BRIDGE READING

Jennings and others

428.007 DEW

The BRIDGE READING KIT is aimed at beginning readers in pre-school and year 1. Can also be used with children with disabilities or with children experiencing difficulties with reading. There is also a video available which includes the programs: WHAT IS BRIDGE READING? and BRIDGE READING AN INTRODUCTORY LESSON.

BRIGHT IDEAS FOR READING ACTIVITIES

Ashton Scholastic

428.4 BRI

Provides a wealth of resources for busy teachers. Practical activities for children aged five to eleven.

A CLOSER LOOK AT GUIDED READING

Hornsby, D.

428.407 HOR

Guided reading is a powerful teaching procedure that assists children to effectively develop their reading skills and strategies, with the aim helping them to become independent readers for life. The author describes clearly and succinctly what guided reading involves and gives practical and authoritative advice on how to incorporate it into a literacy program. The book looks at how children learn to read, guided reading and how to implement a guided reading program, sample lesson plans and classroom organisation.

THE EARLY DETECTION OF READING DIFFICULTIES

Clay, M

428.4 CLA

Contains a set of reading recovery procedures for use in an early intervention program with young children who have difficulty with beginning reading.

FIRST STEPS

A complete list of Ministry of Education "First Steps" publications held in the Resource Centre can be found in the Language Skills and Mathematics sections of this catalogue.

FIVE TO EIGHT*Butler, D*

428.4 BUT

A down to earth guide for parents emphasising the lifelong enjoyment to be gained from books. K-3.

GAMES, GAMES, GAMES

428.4 GAM

Reading, word recognition and listening activities.

HARDER SOUNDS TO SNAP : DOUBLE SOUNDS AND LONG VOWELS

2 sets of 80 laminated cards providing 8 cards for 20 sound families. Instructions are given for the games of snap, fish and concentration.

KID'S STUFF READING AND WRITING READINESS*Farnette, C*

428.4 FAR

Language oriented sequentially presented activities designed to provide specific reading readiness skills. Each activity is coded to facilitate its use in an individualised setting.

LEARNING TO LEARN FROM TEXT*Morris, A.*

428.43 MOR

Using the ERICA model, this book provides teachers with a clear step by step approach to the teaching of effective reading in the content areas which can easily be incorporated into lesson planning and presentation.

LEARNING TO READ*Meek, M*

428.4 MEE

Margaret Meek sets out to help parents understand what is happening when a child is taught to read and explains how parents can help when a child has reading problems. Each chapter deals with a different stage of learning, and has examples of the kind of questions parents ask together with Margaret Meek's answers.

LITERATURE-BASED READING PROGRAMS: AN EASY GUIDE*Bradley, E.*

428.4 BRA

A practical guide to planning and implementing a whole school genre based reading program. The book sets out in detail the program in use at the Albany Creek Primary School.

MONITORING READING PROGRESS*Clay, M.*

428.6 STO

Information and ideas based on research by Marie Clay. It includes blackline masters, for recording general observations and for use with specific "Story Box" and "Story Chest" texts.

MORE MAKING STORIES IS FUN DOMINOES

428.1 MOR

A different story each time the children mix and match the forty colourful dominoes. An ideal reading aid to encourage reluctant readers.

OBSERVING YOUNG READERS*Clay, M*

428.4 CLA

This volume of articles from journals published in New Zealand, Australia, North America and Britain brings together published research upon which Dr Clay's books are based.

PAIRED READING

428.4 TOP

Training pack for parental and peer tutorial programs. Manual plus video.

PARENT HELPER TAPES*Kemp, J.*

649.68 KEM

A set of audiotapes including one on reading. The program discusses how children learn to read and how parents can assist that process, and help children to learn more effectively.

PHONICS ALIVE! 4 : GRAMMAR**428.2076 SPE**

Jump aboard the spaceship Grammatica on a voyage through the fundamentals of English grammar. By helping the various departments of the Grammatica students are introduced to the basic rules and conventions that provide the grammatical structure of the English Language. Students are guided through the 14 modules by a teacher voiceover that encourages students to complete tasks, gives feedback and offers explanations should an incorrect response be made. Primary – lower secondary.

PHONICS PUZZLE CARDS

428.1 PHO

24 self-checking letter cards, each consisting of two interlocking pieces. Match the letter combinations to the pictures to provide practice in letter recognition, word families, beginning letter sounds and spelling. An activity sheet provides suggestions for activities and games.

PRACTICALLY PRIMARY

Vol. 2, June 1997

372.9941 PRA

This edition of the Practically Primary magazine addresses the perennial topic: What's the best way to teach reading? Arranged under the headings: Classroom Practice; Resources for Teachers; Using Texts in the Classroom; Conversations with Teachers; and Classroom Ideas, the articles illustrate the challenge and excitement of teaching reading today, in complex and dynamic classroom contexts where no single method will meet all students' needs.

READ ON: A CONFERENCE APPROACH TO READING*Hornsby, D*

428.4 HOR

A practical guide to implementing a reading program in the classroom.

READ WELL : BOOKS 3-6*Winch, G.*

428.4076 WIN

These four books provide a resource for exploring the literal, inferential and critical/creative levels of reading comprehension. The units in each book are developed around a range of genres, and contain literary and factual texts with carefully sequenced activities that include strategies to help children develop an understanding of those texts. Teacher's notes delineate the purpose of each activity within a unit. Years 4-7.

READERS THEATRE : PERFORMING THE TEXT*Hill, S.*

808.54 HIL

Readers Theatre provides a powerful means of encouraging children to read, through enjoyable shared reading, improvising on a favourite story and performing a text. It encourages children to talk about language, evaluate effective language and to understand how language is used. This book presents and discussed many practical examples of how teachers can develop and adapt stories for performance.

READING*Clay, M*

428.4 CLA

From two research projects, the author describes the children's reading behaviour as they learned to read in a NZ reading program which stressed reading of messages and stories.

READING - A SOURCE BOOK*Drummond, D*

428.4 REA

A comprehensive guide to the teaching of reading and development of reading skills.

READING ALIVE*Gawith, G.*

028.55 GAW

A selection of activities designed to encourage readers of 8-14 years to think about and discuss what they have read.

READING DEVELOPMENTAL CONTINUUM*Rees, D.*

428.407 REA

Prepared for the FIRST STEPS program, the Developmental Continuum identifies the phases in children's reading development from pre-literacy to advanced reading. The book makes explicit links between assessment and teaching strategies and includes check lists and record sheets.

THE READING ENVIRONMENT*Chambers, A.*

028.5344 CHA

A multitude of practical ideas for opening the rewards of thoughtful reading to schoolchildren.

READING MADE EASY: How To Teach Students Experiencing Difficulties with Learning*Byers, Sylvia & Outtrim, Dorothy*

428.42 BYE

A practical, step-by-step guide for teachers on how to teach primary school students experiencing difficulties with learning, using reading as a focal point. A nuts and bolts approach to identifying students at risk, assessing to find areas of strength and need, and developing an individualised teaching plan with the aim of improving educational outcomes of these students.

READING MASTERY I, II, III, IV, V, VI*Engleman/Osborn*

428.6

A direct instruction program. Each level teaches both comprehension and decoding skills at that level and expands on skills taught in preceding levels.

READING PROBLEMS*Edwards, P*

428.407 NIC

The author identifies common causes of reading problems, their symptoms, tests available for their diagnosis and remedy, and suggest materials and additional sources of information.

SIMPLE SENTENCE SNAP!

428.1 SIM

Each of the forty sentences has only one correct corresponding picture card. A reading aid that can be used to play Snap, Fish or Concentration, or match and sort with the two sets of 80 laminated cards.

TAKING A CLOSER LOOK AT LITERATURE BASED PROGRAMS*Nicoll, V.*

428.407 NIC

Basic principles and detailed guidance for planning effective literature based programs.

TEACH YOUR CHILD TO READ IN 100 EASY LESSONS*Engelmann, S. Haddox, P. Bruner, E.*

428.407 ENG

Teach Your Child to Read in 100 Easy Lessons is a complete step by step program that shows parents simply and clearly how to teach their children to read.

TEACHING READING IS.....*Sloan/Latham*

428.4 SLO

Provides the teacher of reading, at all levels of the school, with practical ways of creating better readers.

TELL ME*Chambers, A.*

428.407 CHA

How to get children to talk openly and confidently about their readings of particular books. This book shows how children can be encouraged to share their enthusiasms and difficulties and the connections they have discovered beyond the text.

THERE'S MORE TO READING*Wishart, L.*

428.43 WIS

ENGLISH/READING

Strategies and techniques for secondary students to become better readers. Activities are designed in sequential learning stages. Book plus teacher's notes.

TEXTS: THE HEART OF THE ENGLISH CURRICULUM

DECS

428.007 TEX

15 practical broadsheets to support the selection and use of a broad and balanced range of texts in English programs. Each broadsheet examines an issue in text selection and use, and provides practical classroom examples of ways in which teachers can address the issue in their English programs.

TORCH TESTS OF READING COMPREHENSION

Mossenson, L.

428.2076 MOS

Strategies and materials for evaluation and assessment. Torch consists of; a manual which also contains the score keys, 16 answer sheets, test booklet for years 3-7, test booklet for years 6-10.

WHAT'S YOUR PURPOSE? READING STRATEGIES FOR NON- FICTION TEXTS

Creennaune, T

428.407 CRE

This classroom resource focuses on non-fiction texts, and teaching and learning strategies to help students deal with these texts. Descriptions and worked examples of a number of strategies which have assisted students in becoming more effective and purposeful readers are included, as well as seven units of work, each designed to be adapted by teachers to their students' needs. Useful at all primary levels.

WORDS THAT RHYME BINGO

Self correcting game for up to nine players, designed to reinforce listening and reading skills of students as they match words that rhyme.

THE WRITING ROAD TO READING

Spalding, R.

428.407 SPA

A fully detailed teacher's manual on the Spalding Method of phonics for teaching speech, writing and reading. The Method teaches students to hear, say and write almost simultaneously. In this way, all avenues of the mind reinforce each other and the student naturally progresses from writing to reading within a few months. Useful for remedial and ESL students as well as children in the lower grades.

YES OR NO SNAP

428.4076 YES

Play snap or concentration with these two sets of 80 cards. An ideal game to help increase the confidence and reading fluency of young readers with a basic sight vocabulary.