

# Reading Horizons Supplemental Decodable Book Activities

Decodable books aligned with your direct instruction can be used as both an assessment and instructional tool. If you have access to *Reading Horizons Discovery*®, you can use the Reading Records and the corresponding *Reading Horizons Discovery*® *Little Books*. You can also use the Reading Horizons *Little Books* or any decodable book with your whole class, small groups, or teacher-led centers to ensure students get the opportunity to transfer the Decoding Skills they are learning into context. Below is a list of several activities that can be done before, during, and after reading any decodable book.

## Pre-Reading

Before reading the decodable book aligned with the lesson you are teaching, choose one or more of the following activities to complete with your students.

### 1. Set up reading by activating students' schema in the following ways:

- a. Facilitate dictation practice with students by choosing a few skill-based words from the book for students to prove on whiteboards.
- b. Facilitate a discussion about the text with one of the following examples:
  - i. Focus on the title of the text.
  - ii. Examine a specific sentence or page from the text (chosen by the teacher).
  - iii. Discuss student connections to the text.
  - iv. Show and talk about a short video clip on the same topic of the decodable book.
- c. Use questioning for students to access prior knowledge.
  - i. What clues do you get from the title?
  - ii. What clues do you get from the image on the cover?
  - iii. What do you know about this topic?
  - iv. Why do you think the author chose to write the story or about this topic?
- d. Facilitate a brainstorming session with one of the following examples:
  - i. Write "Topic/Title" on the board. Have students share what they know about the topic to create a web of ideas (teacher writes ideas around the topic/title).

- ii. Complete a “What I Think I Know, What I Want to Know, and What I Learned” (KWL) chart. Note: “What I Learned” will be completed as an after-reading activity.
  - iii. Write a list of key words from the text on the board. Allow students to guess the topic or what the story will be about.
- e. Facilitate a preview of the text with one or more of the following examples:
- i. Look at the title, book cover, images inside, etc., to provide context for the topic of the text.
  - ii. Complete a picture walk.
  - iii. Pre-teach challenge words (personal glossary).
  - iv. Look at key vocabulary (you could use a word journal or four corners to support vocabulary development).
  - v. Preview comprehension questions.
  - vi. Play Detective Game (found in the *Reading Horizons Games Supplement*).
  - vii. Play a game of Pictionary with key words chosen from the text.

**2. Have students make predictions about the text based on the following:**

- a. Use the image and title on the cover.
- b. Use images throughout the text. (Note: This could be done during a picture walk, or show specific pictures from the text and ask students to predict what the text is about before introducing the title/text.)
- c. Use a specific sentence from the text chosen by the teacher.

**3. Focus on concepts of print:**

- a. Explain the purpose of different parts of the book (i.e., front, title, and back).
- b. Explain the organization of books (i.e., where you should begin reading, reading left to right, and reading top to bottom).
- c. Explain phoneme/grapheme level skills of the text (i.e., letter name and sound, capital letters, and lowercase letters).
- d. Explain word level skills of the text (i.e., one-to-one correspondence, the first and last word on the page, and spaces between words).

- e. Explain sentence level skills of the text (i.e., identify the first word of a sentence, the last word of a sentence, and punctuation marks and their purpose).

## DURING READING

- 1. Prompt students to use decoding strategies when they get to unknown words as they read.**  
(Students using Reading Horizons can use a whiteboard or a separate sheet of paper while reading to [prove and read unknown words](#).)
- 2. Have students time themselves or a partner to support fluency.**
- 3. Have students focus on smoothness and phrasing by reading to the end of each sentence.**
- 4. Have students practice using good expression while reading.**
- 5. Have students highlight/identify information as they read, such as the following:**
  - a. Highlight or identify topic sentences/the main idea in the text.
  - b. Identify general vs. specific ideas from the text.
  - c. Highlight/identify linking words from the text.
  - d. Identify figurative vs. literal language in the text.
  - e. Highlight/identify unfamiliar words from the text.
- 6. Pause to have discussions and check on predictions.**
  - a. Facilitate a Think/Pair/Share based on what is happening in the text.
  - b. Stop and think about meanings of words from the text (use context clues).
  - c. Facilitate questioning and answering about a particular sentence/paragraph from the text.
  - d. Stop and discuss thoughts and check predictions throughout the text.
  - e. Have students complete a quick draw (quickly sketch a picture) about what a specific page, paragraph, or sentence is about.
  - f. Have students visualize and describe what is happening at a certain point in the text.
  - g. Have students write a one-word summary for each paragraph or page.
  - h. Have students stop and respond at a certain point in the text. This can be done verbally or by writing the options on a whiteboard or having separate cards with response options (i.e., agree/disagree, true/false, yes/no, multiple-choice options, or common emotions).

## AFTER READING

After reading the decodable book, choose one or more of the following activities to complete:

- 1. Have students complete an oral or written response to the text using the following examples:**
  - a. Students write or share a brief summary of what they read (1–2 sentences).
  - b. Students complete a graphic organizer consistent with the organization of the text.
  - c. Students write or share the sequence of events or information that take place in the text.
  - d. Students write or share a 3-2-1 (3 facts, 2 questions, and 1 opinion) from the text.
  - e. Students create a commercial about the text.
  - f. Students come up with questions for the author about the text.
  - g. Students complete Cloze Reading sentences from the text. (These are available in the *Reading Horizons Discovery*® *Spelling Supplement* resources.)
- 2. Have students explore whether the text is fiction or nonfiction based on evidence from the text.**
- 3. Have students answer comprehension questions that follow the text.**
- 4. Review answers to comprehension questions, and encourage students to refer back to evidence in the text to support their answers.**
- 5. Refer back to skill words in the passage so students see that the phonics skills they are learning transfer to text.**