

# CHERRY BLOSSOM PRESS

## TEACHER GUIDELINES



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Cherry Blossom Press books are specifically written for beginning and emergent readers. The simple text and repeating language patterns provide strong support for early readers. Concepts in each book were selected to reflect vocabulary familiar to the reader. There is also support from easily identified illustrations. A word list at the end of the book helps with word study and fluency. Here are some suggestions to help guide the developing reader.

### PICTURE WALK

Begin by taking a walk through the book with the reader. Point to the cover and ask the reader if there are clues to the content of the book. Go through the book, stopping every few pages to ask the reader to identify the illustrations. End by asking the reader to predict what he or she will learn from the book.

### PREVIEW

At the end of the book, there is a list of every word in the book. You may want to take a moment to review the sight words. This will help to support the reader through the first reading. Some teachers may want to review all the words. Others may choose to have the reader sound out the short vowel words.

### READ

Careful thought went into making sure that most words are repeated, giving the reader a chance to practice new words. Many of the words are repeated in other books as well. The teacher may ask students to read each page on their own. Another method would be buddy reading where readers take turns reading the pages. Readers at this level may use a finger to follow the text and help to focus on the words. Give the reader time to sound out an unfamiliar word. Point out words that are used multiple times. Many of the pages follow patterns that, once mastered, will help give the reader more fluency. Encourage the reader to say the word before using the illustration as a clue.

### COMPREHENSION

At the end of the book, ask the reader if his or her prediction was similar to the story. Do not make this a right or wrong answer. A prediction is simply a guess to help with comprehension. Try to avoid direct questions such as “What color was the flower?” Rather, ask questions that promote comprehension. “What do you think it would be like to be in a car going through a carwash?”

## WORD STUDY

The short vowel words are listed according to the short vowel sound. Not every short vowel will be in each book, but an effort was made to ensure that there are at least two short vowels with enough words to provide word study activities. 1. Write each short vowel word on a small card. Draw two columns on a sheet of paper. Ask the reader to write a vowel at the top of each column – for example, an /a/ and an /o/. Now instruct the student to read each word and place it in the correct column. More experienced readers will be able to do this with three or more columns. 2. Instruct the reader to take the stack of cards and go through the book, matching the short vowel word to the same word in the text. 3. Instruct the student to write (or dictate) a simple sentence using one or two of the short vowels words.

## FLUENCY

The entire text is also in the back of the book. Once the reader has had an opportunity to read the book many times, it will be possible to do a timed reading test for fluency. The number of words is included to help the teacher determine the speed.

### LEVEL A BOOKS

Words chosen for the Level A books are primarily short vowel/single syllable words. Sight words were selected from Fry's K-1 sight word lists. Content words are also in sight words. Level A books have lots of repetition to give the reader practice in learning new sounds.

### LEVEL B BOOKS

Level B books build on vowel patterns learned in Level A. Level B books include the addition of blends, digraphs, long vowel patterns, and added endings. Words in the back of book are listed by feature to give the teacher a quick reference when selecting what focus will be for the lesson.

## HIGH LOW BOOKS

These books are designed for older readers struggling with basic skills. The words are primarily short vowel/single syllable. There are some blends and digraphs.

The books are divided into two chapters to give the older reader a feeling they are passed the “baby” books. There is a carry over from the story in Chapter One to Chapter Two to assist with comprehension.