

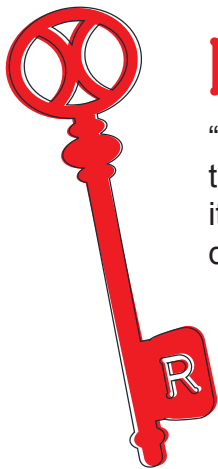
Use the Pictures

Keys to
Accuracy

**Ruby
Reader**

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Use the Pictures



Keys for the Teacher

“Reading the Pictures” helps developing readers make sense of text. It is often the first tool children apply when learning to read. This strategy is crucial because it boosts children’s confidence in their ability to read and supports vocabulary development in young children, especially English Language Learners.

Keys for the Children

Good readers look for clues in the pictures to help figure out words and what they mean.

Lesson

Teaching children that there are “Three Ways to Read a Book” comes directly from the work of Gail Boushey and Joan Moser in their Daily 5 book. The core components are:

1 *Read the Pictures*

2 *Read the Words*

3 *Read the Story*

For beginning readers it can be helpful to split this lesson into three sessions. This division better suits the attention span of young students and puts special emphasis on the Read the Pictures section. This lesson is particularly empowering as students change their thinking from “I can’t read” to “I can read” because of the pictures.

One way to begin to introduce this strategy is by gathering several books with clear, descriptive cover illustrations. Challenge students to read the pictures on the cover, and then talk with an elbow buddy about what they see. As students share their thinking, point out how much they have already discovered about the book just by reading the pictures.

The centerpiece of a Read the Pictures lesson is modeling the strategy with a book. Pick one book with text and use for all three lessons. It is vital for the children to see that even if there are words, you can still accurately tell the story by using the pictures. Look intently at each picture and talk about the details while linking them to the storyline. Use a magnifying glass while “reading” the pictures for an extra bit of fun.

The next day read the words from the same book. Then ask if the story told yesterday, while using the pictures, is close to the same story read with words today. Of course the answer is yes. “What does that tell us about reading the pictures?” Encourage the children to make the connection that it’s possible to understand the story by reading the pictures.

The last lesson in the series focuses on retelling the story. Point out that they can use this strategy when looking at a book again that was read to the class. Begin to retell and encourage the children to join in as well. It’s helpful to refer to the pictures to confirm the details.

Notes...

1

Students need to be aware that adults use pictures when they read, too. Share a selection of books for the children to browse through such as: gardening books, recipe books, car repair, craft books, medical books, electronic manuals and more. Reading pictures is an important skill readers will use throughout their lifetime.

2

Parents need to understand the essential role pictures plays in learning to read. Often well-intentioned parents cover up the pictures to force children to decode. This can destroy budding confidence and enjoyment in reading altogether. Share information at parent night, conferences and send home articles to encourage parents to celebrate any success their child might be making on their reading journey.

3

Reading environmental print is similar to reading the pictures because there are many embedded clues such as color and shape that assist readers in decoding. Children enjoy reading logos and it can help build confidence.

4

Having competent picture reading skills helps prepare students to work with non-fiction.

5

Throughout the year, occasionally pick a read aloud and share it by reading the pictures. This continues to reinforce that picture reading is valid and fun.

