

# Blue Readers

1B & 2B



# What does “Blue” mean? (1B)

At this level your child will begin to decode (or figure out) unfamiliar words using common one-syllable word families and vowel patterns.

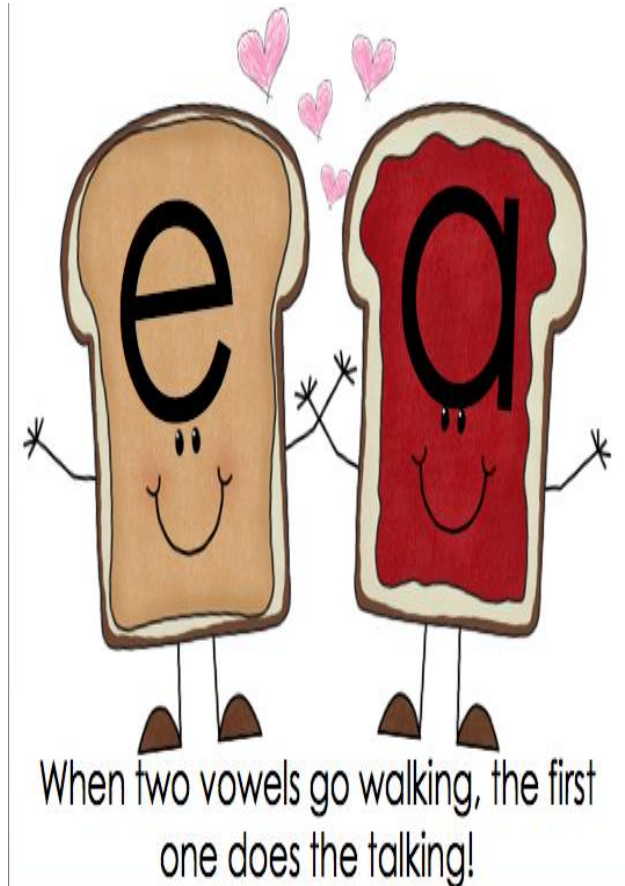
- They will use **chunking** (breaking words into chunks) to find words they already know to help figure out words they doesn't know (e.g., they will use “at” to figure out the word “mat”).
- They will also use **rhyming** to help figure out unfamiliar words (e.g., if they know the word “take”, they can figure out the words “bake” and “shake”).

# What does “Blue” mean? (2B)

- The reader will look for known words inside unknown words
- They put their fingers on the text to cover up beginnings and endings of unknown words looking for familiar chunks and vowel patterns.
- The books they are reading are beginning to have simple plots.
- Read words with inflectional endings (*-ed, -er, -ing, -es, -y, -le, -est*)

# What are they working on? (1B)

- Long vowel words that end in **silent -e**
- **Long Vowel teams:**  
ai, ay, ea, oa, ee, ue
- **Tricky vowels:**  
oo (too), oo (look),  
ow (know), ow (down)



# What are they working on? (2B)

- Inflected endings  
(*-ed, -er, -ing, -es, -y, -le, -est*)
- Compound words
- R controlled vowels  
(ar, ir, ur, or)



# How can you help at home?

- Read to your child **30-45 minutes** a day. You can break it up in segments and even between caregivers and siblings.
- Make reading a **fun time!** Under a blanket, to a family pet, with a flashlight, with a snack, etc.
- Keep books all over the house and in the car so there is always access.
- Re-read favorite books so your child begins to hear rhyming words and fill words in.
- Lead by example! Invite your child to sit next to you and read to themselves as you read to yourself.
- Call grandma or grandpa to boast about reading on their own.



# How can you help?

- Blue books tend to be longer than what they were used to. Take turns reading pages to prevent tiring.
- Begin using bookmarks and chunk out their reading time.
- Since your child will put a lot of their energy and emphasis on figuring out words, the meaning of the book will be lost. Ask them questions about what is happening. If they cannot tell, you show them how to go back and reread.

# How can you help?

- Encourage these strategies when they are trying to figure out an unknown word:

1 ) Stop if something doesn't look right, sound right, or make sense. 2 ) Look at the picture. 3 ) Say the first letter sound. 4 ) Blend: Say the first two letter sounds. 5 ) Re-read: Go back and try again. 6 ) Cover part of the word. 7 ) Chunk: Look for parts you know. 8 ) Think of a word that looks the same and rhymes. 9 ) Say "Blank," for the unknown word and come back. 10 ) Try a different sound for the vowel: a e i o u.



# What books should they be reading? (1B)



My New Boy  
by Joan Phillips  
Random House

Many kids come.



This one pulls my tail.

This one kisses too much.



They are not for me.

Here is another kid.  
He says hello.  
He pats my head.  
Woof! Woof!  
This is the boy for me!



What books should they be reading?

(1B)

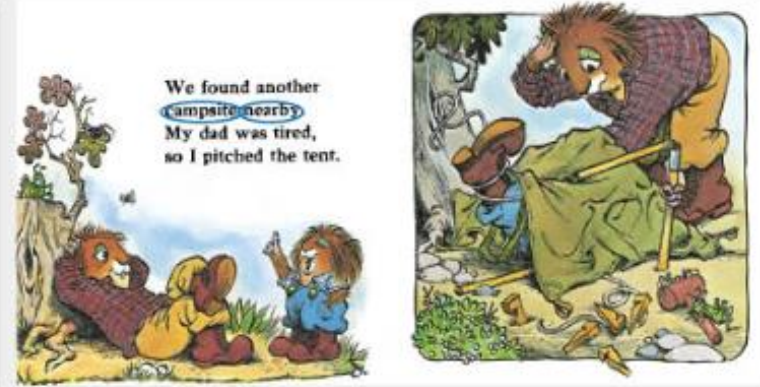
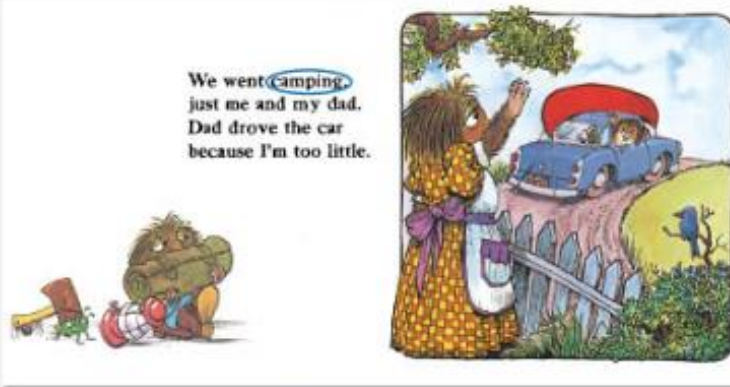
**Biscuit** (by Alyssa Capucilli)

**Harry** (by Harriet Ziefert)

**Spot** (by Eric Hill)

**Little Bear** (by Else Minarik)

# What books should they be reading? (2B)



*Just Me and My Dad*  
by Mercer Mayer  
Random House

# What books should they be reading? (2B)

- **Clifford** (by Norman Bridwell)
- **Elephant & Piggie** (by Mo Willems)
- **Fly Guy** (by Tedd Arnold)
- **Amanda Pig** (by Jean Van Leeuwen)
- **Little Critter** (by Mercer Mayer)

# Bookshelf

- Bookshelf can be accessed in any modern web browser at <http://www.schoolpace.com/bookshelf/>.
- You can also download the Bookshelf app for iPhone, iPod Touch, or iPad. You can search for “American Reading Bookshelf” in the [App Store](#).
- Your child’s teacher may have already sent home the log in and password. If not just send them an email requesting it.

# What comes next?

PreK	Kindergarten	1		2		3	4	5	6	7	8	9 & 10	11 & 12 <sup>®</sup>		
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

1R or 1 Red is the next step after Blue. In 1R they are working on:

- Sit for 30 minutes to enjoy a long picture book
- Picture book sin series (Amelia Bedelia, Berenstain Bears)
  - More vowel teams: (*ew, oy, oi, ought*).
- Words with common suffixes (*-y, -ly, -ier, -iest*)

# Questions

## Questions or concerns?

If you have multiple children, don't forget to pick up more materials from the levels that you missed! They are located at tables outside of building 2 near the stairs.