

Raise a Reader



Raising a Reader

Young children know a great deal about literacy **before** entering Kindergarten. © Family literacy experiences **before**, **during**, and **after** kindergarten will make a real difference in your child's success in learning to read and write.

In Kindergarten, three major areas of literacy development work together to help your child be successful:

Oral Language

- your child's ability to communicate by:
 - > using sentences
 - > joining group conversations
 - > expressing their ideas and stories
 - using appropriate vocabulary in conversations,
 - > listening to discussions

Phonological Awareness

- your child's ability to play with sounds, such as:
 - > rhyming
 - blending sounds (c-at=cat)
 - > recognizing the first sound in a word (/c/ in cat)
 - recognizing the last sound in a word (/t/ in cat)
 - > clapping syllables in 2-3 syllable words

Print Awareness

- your child's understanding of a book, a letter, and a word
- your child's ability to recognize the letters of the alphabet,
- Your child's ability to begin to match the letter sound with the corresponding letter in print
- your child's ability to print letters of the alphabet, his or her name, and a few other words

Reading With Your Child...

- Try to read daily (10 minutes a day is better than 30 minutes every 3 days)
- Establish a regular reading time (e.g. bedtime, after supper); read also when your child asks ©
- Let your child pick the story often; reread your child's favorite stories
- Make sure that your child can easily see the book; let your child hold the book and turn the pages
- Before you start, read the title, look at the cover, and wonder together what the story
 will be about
- You may point to each word or slide your finger under the text as you read
- Make reading fun use different expressions and character voices
- Spend lots of time talking about the book before, during, and after reading
- Stop when your child indicates that he or she has had enough

When your child is ready to join in...

- Share pointing to the words as you read together
- Echo read-you read one sentence, and then let your child read the same sentence
- Let your child take over when he or she is ready to try it on his or her own
- If your child 'gets stuck' on a word, prompt her or him with one or two of the following:
 - o Check the picture to help predict the word
 - o Reread the sentence/page to help identify the word
 - o Try using the beginning letter(s)/sound(s) to figure out the word
 - Skip the word and read on to at least the end of the sentence. Can your child figure out the word now?
 - Ask what word will make sense?

Do not let your child get **frustrated** by spending a long time trying to figure out the word. If he/she has tried unsuccessfully a couple of times, tell him or her the word. **Praise your** child's reading efforts ©

Literacy on the Run!

Make literacy a part of your busy day - while driving, shopping, walking, cooking, baking...

- Make your name with the letters on the fridge.
- Sort the letters letters with stems, letters with circles, small letters, tall letters...
- Find the "m" on the milk carton, the "m" on the macaroni and cheese box...
- Share nursery rhymes and have your child fill in the missing words e.g. Jack and Jill went up the ____, Humpty Dumpty sat on a wall, Humpty Dumpty had a great ____...
- Can you say a word that rhymes with "hat", "mouse"...
- Write the shopping list together
- Ask what is the first sound in "milk," "butter," "lemons"...
- Play "I Spy" I spy a person whose name starts with...
 I spy a fruit that begins with...

On a walk, look for signs- notice the color of the sign, the shape of the sign, the symbols or words on the sign and discuss what they might mean

Look at the S-T-O-P sign. What does it say?

Who can spot the first license plate with a letter "s"?

Sing the Alphabet Song, listen to children's music cd's, listen for rhymes.

Play with words - "She's a girl with a curl," "He's a boy with a toy," "Robin wore red really rarely!"

Talk with your child - share stories from when you were young, encourage your child to talk to you, try to keep a conversation going at least five turns -

<u>Example:</u> "I like your picnic basket!", "I wonder what might be in it?", "Is that your favorite food?" "I wonder where you will eat with your basket?"

Adapted from Miriam Trehearne, Kindergarten Teacher's Resource Book

Fine Motor Activities

Children develop their fine motor control when they play with a variety of toys and materials that encourage reaching, grasping, cutting and manipulating.

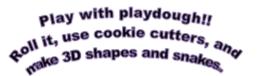
Thread wooden beads onto laces

Play with objects like beads, plastic links, and locking blocks

Paint with broad, skinny and all kinds of brushes!

Let children experiment and have fun!!

Draw on a scribble table tape a large sheet of paper to the top of a child-size table and let your child draw, print and scribble on it



Gross Motor Activities

- Experiment with ways to move Run! Skip! Gallop! Hop!
- Set up an obstacle course and show your child how to use it. It may include a tunnel (cardboard boxes taped together) for crawling, a skipping rope to jump over, a large cushion to crawl over, a hula hoop to jump in/out/crawl around, a slide...
- Play ball start with a large ball and later try a variety of balls. Roll it back and forth,
 catch it, kick it
 - \circ sweep the ball with a broom around the floor, through a hula-hoop, or into a box...
- Play Follow the Leader, encourage your child to imitate you as you run, jump, crawl,
 dance, roll on the floor, wave your arms, walk on tiptoes, and turn around and around!