



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:
 - Check the **picture** to help predict the word
 - Reread the **sentence/page** to help identify the word
 - 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 -

Example: "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?"

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**

**Play with playdough!!
Roll it, use cookie cutters, and
make 3D shapes and snakes.**

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**
 - **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!