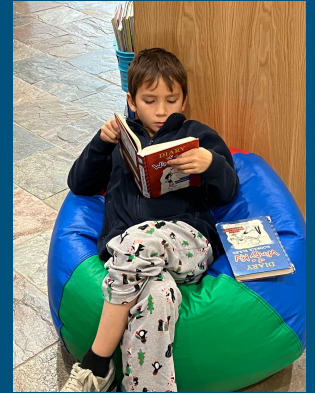
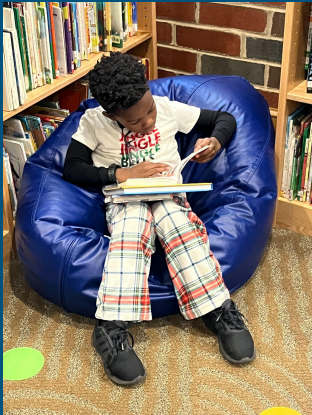




Early Literacy Skills




Teaching your child to read





Introductions

Who are we?
Who are you?



What will you learn and how will this help?



Making Reading Fun

- Books, books, books- have a variety of books available- fiction, non fiction
- Let your child pick the books- what interests them
- Read everyday AND let your child read to you (even if it is a picture walk)
- Create a reading space- make a reading tent, a reading basket, a reading fort
- Talk about what you are reading
- Take turns- I read then you read (model using your finger to point to the words- that's called tracking)
- Read with a pet, a stuffed animal
- Play school and your child is the teacher reading you a book
- And yes- repeat the favorite books...and repeat, and repeat!

Early readers- 3-4 years (Pre K)

- Model how to read
 - Show how to hold the book
 - Read the title and the author
 - “I’m starting at page 1.”
- Read with inflection
 - Use different tones of voices
 - Be purposeful in stopping at periods and use rising inflection at the end of a question
- Make connections while reading
 - This house looks like our house!” or “We went apple picking too!”
- Point out the pictures while reading- “Look at that green balloon!” or “That truck is called a dump truck.”
- Point out letters that are in your child’s name
- Point out environmental print: STOP on a STOP sign, the word produce in a store

Emerging Readers- 4, 5, 6 years (Pre K-1st)

- Do all the things you just learned for 3 and 4 year olds PLUS this:
- Model tracking- use your finger to read- very important in brain development
- Model how to sound out words..."Oh here is a longer word- it starts with the "f" sound- "f" "i" "sh"- "fish".
- After a few pages, pause and asked what has happened so far, make predictions for what is going to happen- this builds comprehension.
- When finished reading, review what happened at the beginning, middle, and end was there a moral (lesson) to the story or was there a character change EX; a child was mean to a friend at the beginning and by the end he/she was nice

During reading...

- Focus on segmenting a word- this is “phonemic awareness”
 - Ex: child struggles with the word under- then you say- what are the sounds- u-n-d-er
- Do not tire your child out.
- If frustration sets in- stop what you are doing- make it fun again!
- Reversals of letters are OK.

What else can you be doing?

- Play word games- I say bell, you say well, I say cat, you say ____
 - Word families- pet, wet, jet, let, met
 - Then extend the game to writing the words
- I spy letters, or I spy words
- Sight words- make flash cards/games (Dolch Sight Word List in your packets)
- Label things in your child's room with the words, you can do pictures and words too!

The Science of Reading

- What is this?

The Science of Reading is a comprehensive body of research that encompasses years of scientific knowledge, spans across many languages, and shares the contributions of experts from relevant disciplines such as education, special education, literacy, psychology, neurology, and more

- Phonological awareness- ability to manipulate sounds with words or phonemes
- Phonics and word recognition
- Fluency
- Vocabulary and oral language comprehension
- Text comprehension

Let's learn!

- ABC sounds:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

- Focus on the letter sound and then the letter name
- Incorporate phonics
- Difference between sight words that can be sounded out (phonics) and sight words that cannot be sounded out:
 - ex: "did" sounded out is d-i-d = did AND "from" is not f-r-o-m, it is a non-decodable

Progression of Phonics:

Letter naming

Letter sounds

Beginning letter sounds, ending letter sounds

Short vowels

Blends and digraphs

Bossy r sounds- ar, ir, or, ur

Long vowels- cvce

Long vowel teams- common long vowel teams

Diphthongs- oi, oy

You are now expert Parent Reading Teachers!

QUESTIONS?