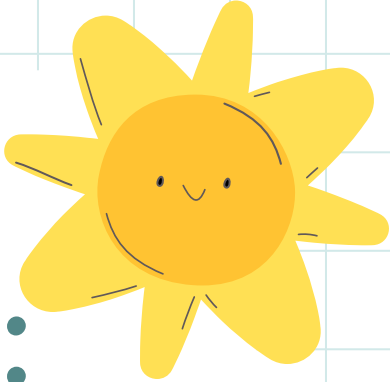
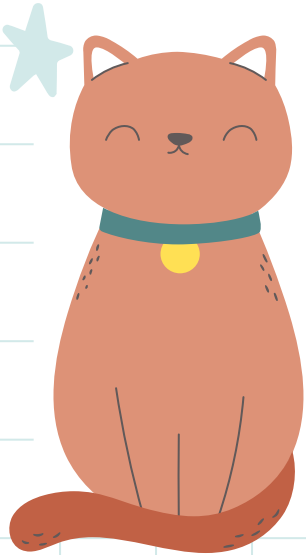




Becoming Readers: Where to start

A Guide for Supporting your Child



-Kim Payne

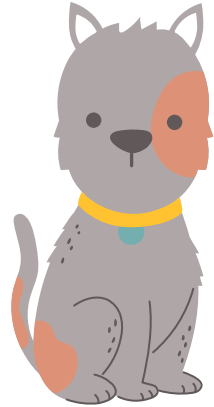


Learning to read is so much more than “sounding it out” [SOURCE](#). Reading is dependent on all of these fundamental skills and so many more. Consider each of the following skills as building blocks to developing a literate child!

01

Phonological Awareness

Rhyming
Syllables
Segmenting
Blending

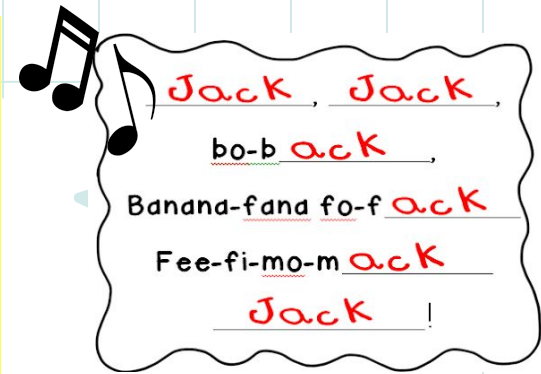
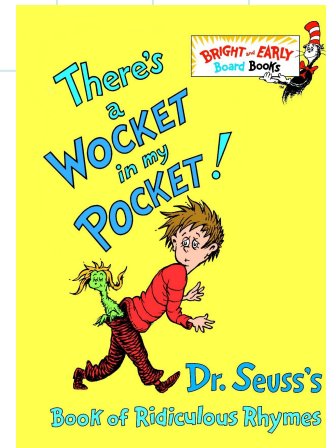


RHYMING → **Identifying** them ("does CAT rhyme with HAT?") and **producing** them ("what rhymes with POCKET"?).

Rhyming Video: [LINK](#)



What a silly animal rhyme, animal rhyme, animal rhyme. What a silly animal rhyme. Look at this... (...Goose on a Moose) or (...Owl in a Towel)



More Rhyming Activities [LINK](#)

SYLLABLES!

ap · ple

SCRATCH
GARDEN



Syllable Video: [LINK](#)



Syllables

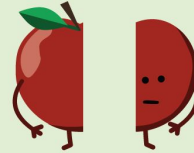
(tune: "Row, Row Your Boat")

Syllables are sounds we hear,
In each and every word.
Clap the parts of/in _____
And tell me what you heard!

dog



apple → ap ple



ladybug → la dy bug

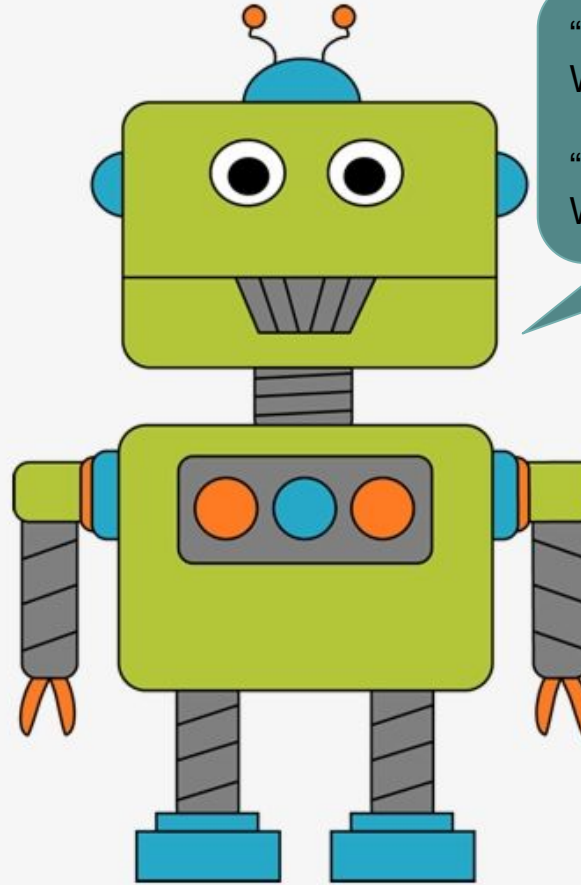
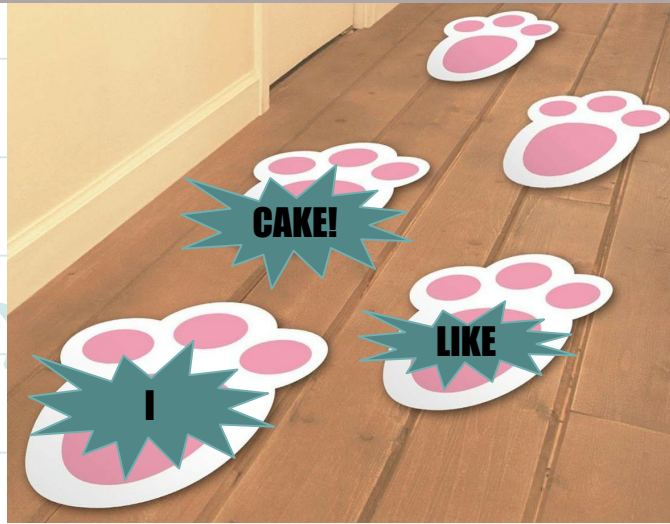


salamander → sal a man der



Fun Way to teach **SEGMENTING** of sentences:

Cut out big footprints and lay out on the floor (I like to call them "Monster Feet"). Then say a sentence and your child gets to dramatically repeat the sentence as they move to a new footprint for each word. At first, only use single syllable word sentences.



"TAE - BULL"
What did I say?

"/k/ /a/ /t/"
What did I say?

Fun way to teach
BLENDING of
compounds or
phonemes:

Challenge your child
to figure out what
you are saying when
you "talk like a
robot".

02★

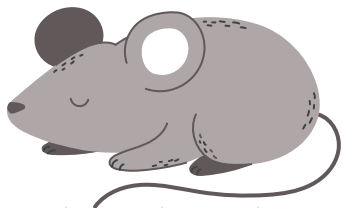
Alphabet Knowledge

Letters vs. Numbers

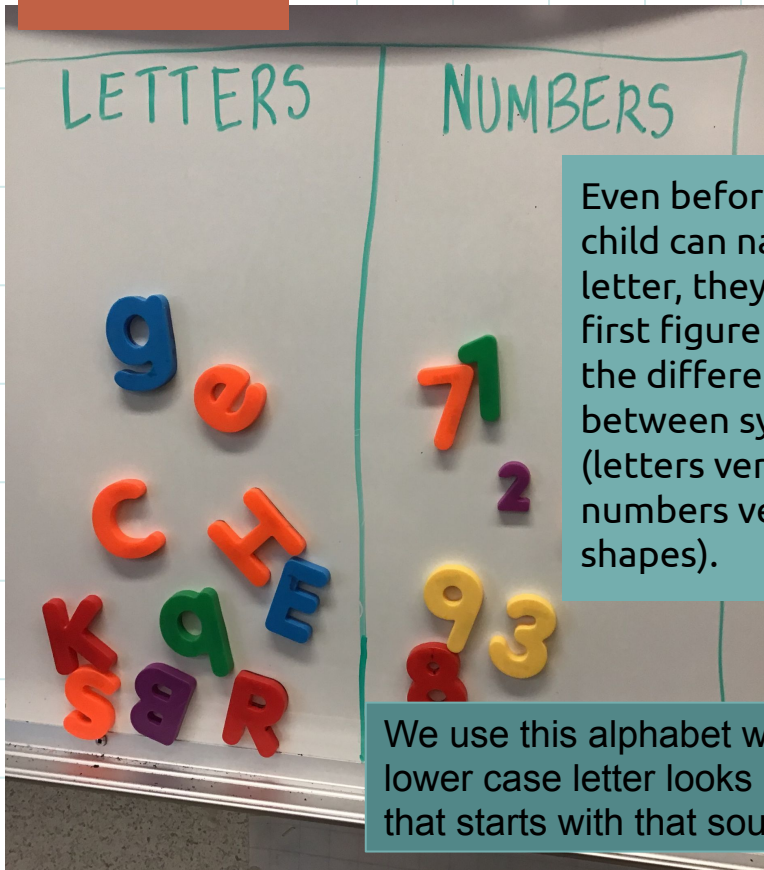
Sounds & Words

Letter Names

Letter Formation



SYMBOLS



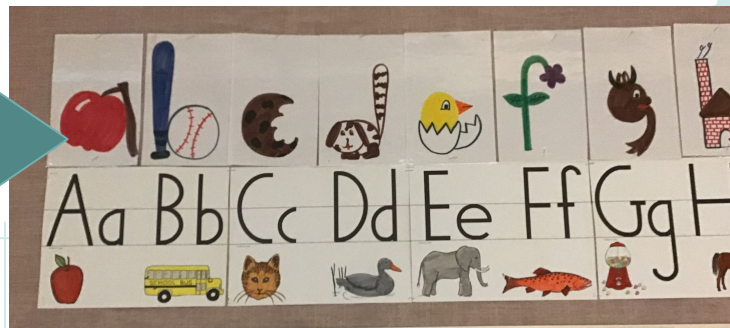
Even before your child can name a letter, they must first figure out the difference between symbols (letters versus numbers versus shapes).

We use this alphabet where each lower case letter looks like an item that starts with that sound.

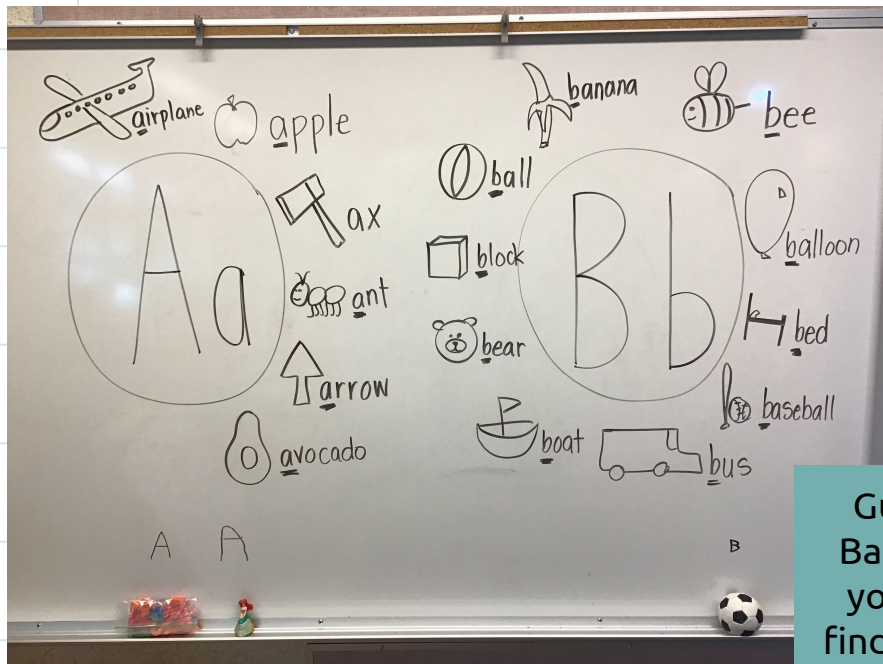
SOUNDS



Our Phonics Song here: [LINK](#)

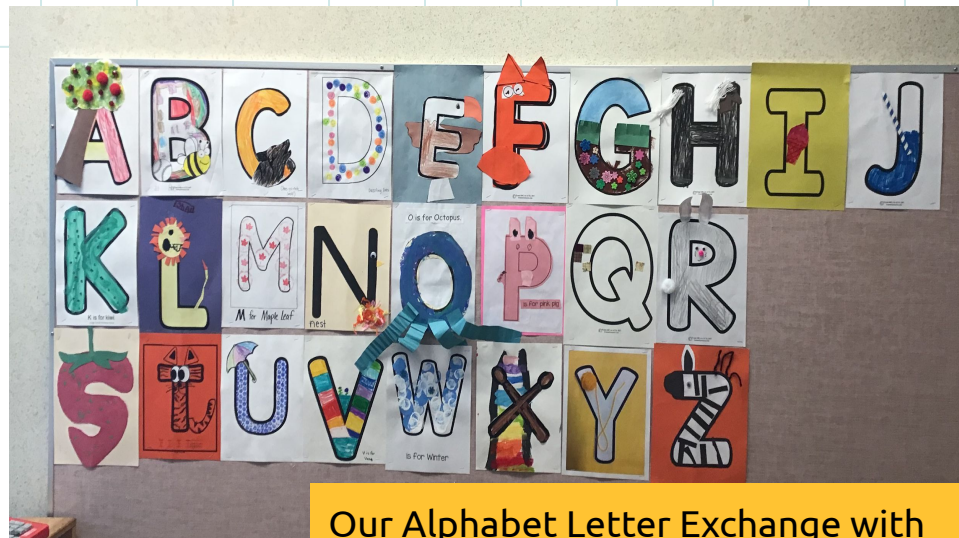


WORDS



Brainstorm with your child all the words you can think of that START with a letter!

Guessing Bags helps your child find items at home that begins with the letter of the day.

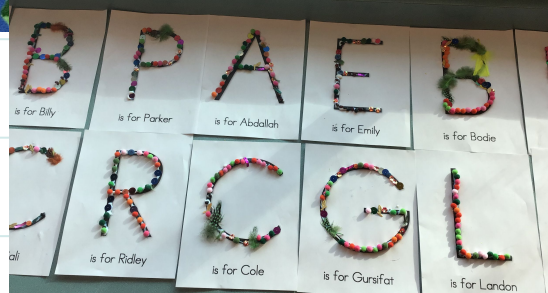


Our Alphabet Letter Exchange with Kindy Classes around BC!
Each day we open a letter containing a kindergarten student's image from another school in BC of a connected word to a letter (ie. Apple Tree for A and Juice for J).

If you would like to create your own alphabet with your child try this [LINK](#).

FORM & LETTER NAMES

Can your child **tell you** the letters in their name? Can they **make** the letters in their name?



In addition to Handwriting Without Tears, we learn to make letters with wood pieces, with playdoh, with art, in the snow, in the sand and so much more.

03★

Concepts of Print



Why Read?

How To

CONCEPTS OF PRINT

Books for kids expose children to 50% more words than regular conversation, TV or radio! [SOURCE](#)

Concepts of print “refers to the awareness of ‘how print works’. This includes the knowledge of the concept of what books, print, and written language are, and how they function.” [SOURCE](#)



These understandings are necessary **before** children can learn to read.

- Knowledge about book orientation and directionality (how to hold a book; look through the book from left to right)
- Distinguish between sentences, words and letters
- Understanding that print conveys a message (the story will always be the same)
- Knowledge of the difference between letters and words.

IDEAS TO TRY AT HOME



Get your child involved in the read alouds. Put your child in charge of pointing to the words (tracking) and you only read what they touch.



Video of me reading with my daughter. [LINK](#)

Use your public library to introduce your child to a large variety of books.



List of 100 books to read before Kindergarten. [LINK](#)



AND SO MUCH MORE...

Help Your Child Become a Better Reader

Read more!

- ❖ *Make reading fun!*
- ❖ *Read together every day.*
- ❖ *Tell your child, "You are a good reader!"*
- ❖ *Let your child see you reading.*

Ask questions before reading:

- ❖ *"What do you think the book will be about?"*
- ❖ *"What do you think will happen to the character on the cover?"*
- ❖ *"What does the title mean?"*
- ❖ *"Why do you think the author chose that title?"*

Ask questions while reading:

- ❖ *"Why does that boy look so sad?"*
- ❖ *"What is that mom looking for?"*
- ❖ *"What does "endangered" mean?"*
- ❖ *"Where is that dog going?"*

Make predictions:

- ❖ *"I think that she will win the race."*
- ❖ *"I think he will find the bunny."*
- ❖ *"I think that George will tell the truth."*
- ❖ *"I think they are going to get lost in there."*

Point to the words:

- ❖ *This will help your child match the words with the print.*
- ❖ *You can point, and encourage your child to point as time goes on.*
- ❖ *Use mainly on short texts with big words or you both will get tired!*

Make connections to your own lives:

- ❖ *"That cat reminds me of Jenny's cat."*
- ❖ *"This reminds me of that time when we drove to Grandma's house."*
- ❖ *"This boy looks like John"*
- ❖ *"This reminds me of dinner at our house."*

Make connections to other books:

- ❖ *"Charlotte the spider is smart and helpful but Anansi the spider is tricky."*
- ❖ *"In Goodnight Moon, I notice a picture of the bunnies from Runaway Bunny."*
- ❖ *The pigeon is funny in both Don't Let the Pigeon Drive the Bus and The Pigeon Finds a Hot Dog.*
- ❖ *The Gingerbread Baby is kind of like the story of The Gingerbread Man because they both have to run away from the fox.*

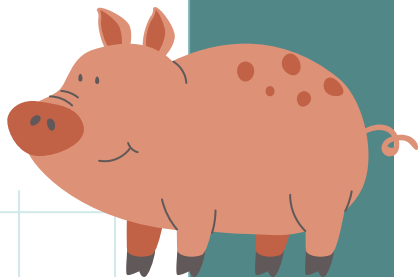
Visualize and create sensory images:

- ❖ *Close your eyes and picture it in your head. Can you see it?*
- ❖ *Imagine it. Can you see all those beautiful colors?*
- ❖ *Can you smell that grass right after it is cut?*
- ❖ *Imagine how loud Clifford's bark is! Can you hear it?*
- ❖ *Can you feel that cool wind on your face?*

Reflect on the book:

- ❖ *Did you like it or not? What makes you say that?*
- ❖ *Retell what happened in the story.*
- ❖ *Who else might like it?*
- ❖ *Should we read more by this author?*

Ideas to extend the conversation about the books you read!



References

Edwards, R. (n.d.). *Help Your Child Become a Better Reader*. Retrieved February 20, 2021, from Raising Happy Readers: <http://www.tlcsonline.com/better-reader/>

Geiger, A. (2014, March 9). *5 Things Kids Need...Before They're Ready To Sound Out Words*. Retrieved from The Measured Mom: <https://www.themeasuredmom.com/reading-skills-kids-need-theyre-ready-sound-out-words/>

Lorimor-Easley, N., & Reed, D. (2019, April 9). *An Explanation of Structured Literacy, and a Comparison to Balanced Literacy*. Retrieved from Iowa Reading Research Center: <https://iowareadingresearch.org/blog/structured-and-balanced-literacy>

Ohio State University. (2019, April 4). *A 'Million Word Gap' for Children Who Aren't Read to At Home: That's How Many Fewer Words Some May Hear By Kindergarten*. Retrieved from Science Daily: <https://www.sciencedaily.com/releases/2019/04/190404074947.htm>

Pool, J. L., & Johnson, E. S. (n.d.). *Screening for Reading Problems in Preschool and Kindergarten: An Overview of Select Measures*. Retrieved February 2, 2021, from RTI Action Network: <http://www.rtinetwork.org/essential/assessment/screening/screening-for-reading-problems-in-preschool-and-kindergarten>

Rief, S. (2020, September 7). *Heads Up, Teachers: Red Flags for Possible LD*. Retrieved from ADDitude: <https://www.additudemag.com/early-signs-of-learning-disabilities-in-preschool-and-kindergarten/>

Spear-Swerling, L. (2019, June). *Here's Why Schools Should Use Structured Literacy*. Retrieved from International Dyslexia Association: <https://dyslexiaida.org/heres-why-schools-should-use-structured-literacy/?fbclid=IwAR2C4HS2qb1xjqQhUok3jOcat6Joa1fS5dzbS3LLKWnRHLNc0wINrewgt58>

The Literacy Project. (n.d.). *30 Key Child Literacy Stats Parents Need to be Aware Of*. Retrieved February 20, 2021, from Literacy Project Foundation: <https://www.literacyprojectfoundation.org/30-key-child-literacy-stats-parents-need-to-be-aware-of/>

Victoria State Government. (2020, June 16). *Literacy Teaching Toolkit Concepts of Print*. Retrieved from State Government of Victoria, Australia: <https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/litfocusconceptsprint.aspx#:~:text=%E2%80%8BC oncepts%20of%20Print%20refers,that%20print%20conveys%20a%20message>



Thanks



CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon** and infographics & images by **Freepik**.