

SECTION

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Now That We're
Ready to Read



Now That We're Ready to Read...

A beginning to read program needs to be balanced including the following:

1. Phonics and Phonemic Awareness activities
2. Literature- Fiction and Nonfiction
 - a. Read to your child
 - b. Shared reading activities
 - c. Independent Reading
3. Immersed in a print rich environment
 - a. Labels
 - b. Signs
 - c. Magazines

As you teach reading, make sure to include:

1. A time for your child to be read to: bedtime, quiet time, family time, listening to a book on CD or online, a podcast with stories to listen to, or reading after dinner time...
2. A time for shared reading where you can discuss while you read together. Discuss some of the following:
 - a. Key vocabulary words
 - b. Strategies
 - c. Syntax
 - d. Build their confidence with lots of praise.
3. A time for reading instruction
 - a. Teaching from your reading program: *Ti and Mo*, *All About Reading*, *How to Read in 100 Easy Lessons*, *Pathways...*
4. A time for independent reading
 - a. Books from the library
 - b. Bob Books
 - c. Leveled reading books
 - d. Reading along with a book on CD

Encourage Your Child as a Reader

1. Play sound or word games at home or in the car.
2. Encourage your child to read everything that is printed: signs, posters, cartoons, newspaper headlines, advertisements, menus, words on the TV, ect.
3. Have your child read to you regularly and continue to read to your child even when they can read well for themselves.
4. Accept the way your child reads with the same pleasure you showed your child when they first learned to talk. Don't expect your child to be a perfect reader right away.
5. When you are reading with your child, encourage them to notice the pictures on each page of the book, look at the words as you read a story to them, check the first letter and get their mouth ready to read the sound, and finally check to see if the words sound right together and make sense!

While reading together, ask these types of questions:

1. What did you like best about the story? Why?
2. What would you like to change about the story? Why?
3. What were the main characters' names?
4. What happened to them in the story?
5. How did the story end?
6. What parts of the story might have really happened and what parts are pretend?
7. What would you have done if you were the main character?
8. Have your child draw their favorite part of the story.
9. Act out the story with puppets or stuffed animals.
10. Have your child ask you these questions when you read together.

*Reading should
not be presented
to children as a
chore, or a duty.
It should be
offered as a gift.*

-Katie DiCamillo

Resources for Teaching Reading

1. Language Arts

a. Reading

i. The Many Uses of 3x5 Cards

1. Letter identification

- a. Write capital letters in one color and lowercase letters in another color
- b. Write consonants in one color and vowels in another color
- c. Tape the cards to a wall with a long hallway, call out the letter/word for your child to run and SLAP! Then call out another.
- d. Play Memory with the cards.

2. Build Words

- a. With a stack of letter cards turned upside down, draw from the cards to make a real word or a nonsense word.
- b. Make 3 piles of cards, two stacks of cards with consonants, and one with vowels. Try and make words, real and nonsense. The goal is to read the 3 letter word.
- c. Use the 3x5 cards to build sentences.
When your child is ready, have your child

write the sentence you built with the cards.

3. **Read books with a rhyming pattern** or with nursery rhymes or poetry: Dr. Seuss, Let Loose on Mother Goose, Shel Silverstein, Robert Frost poems for children, Poems by A.A. Milne. Notice the rhyming words and patterns.
4. **Visit your local library** and check out books with a theme that are fiction and nonfiction. Your librarian can help with this. Here are some themes: farm animals, ocean animals, birds, space, seasons, friends...

b. Writing

- i. **Make books from their favorite books.** Using newsprint paper, with a blank space for your child's illustrations, and lines at the bottom for your child to copy a sentence from the story or write their own sentence, or write one word from the story on each page. Look for short books so your child can make a book with a beginning, middle, and end.
- ii. **Write letters** to family and friends or find a penpal!
- iii. **Label everything** in your house using sticky notes or 3x5 cards: door, refrigerator, tv, bathroom, kitchen...

- iv. **Make more books:** alphabet book, photo books with friends and family or a trip, my favorite things, journals, dictated stories, shared writing, or themes about science, weather, field trips

c. Thematic Literature

- i. **Read fairy tales** like the *Gingerbread Man*, *3 Billy Goats Gruff*, *Little Red Riding Hood*, *Goldilocks and the 3 Bears*, *Cinderella*
 - 1. Read as many books with the same title. Most have been written with a variation or a different ending.
 - 2. Compare and contrast with differences or similarities with each story of the same title.
 - a. For example, what happened to the wolf at the end of the *Gingerbread Man*? Or the troll at the end of *3 Billy Goats Gruff*?
 - b. Have your child write a different ending to these stories.
 - c. Take the story a little further and research a character or setting from the stories: learn about real wolves, learn about the habitat of a forest, learn about real goats...

Instant Words:

Below is a list of the most common written words used in the English Language. These words are found in beginning readers and are written most frequently. Beginning on the left, use each column to teach these instant words.

The	Not	Would	Day	Think	Well	Animal	City
Of	What	Make	Did	Say	Large	House	Earth
And	All	Like	Get	Great	Must	Point	Eye
A	Were	Him	Come	Where	Big	Page	Light
To	We	Into	Made	Help	Even	Letter	Thought
In	When	Time	May	Through	Such	Mother	Head
Is	Your	Has	Part	Much	Because	Answer	Under
You	Can	Look	Over	Before	Turn	Found	Story
That	Said	Two	New	Line	Here	Study	Saw
It	There	More	Sound	Right	Why	Still	Left
He	Use	Write	Take	Too	Ask	Learn	Don't
For	An	Go	Only	Mean	Went	Should	Few
Was	Each	See	Little	Old	Men	America	While
On	Which	Number	Work	Any	Read	World	Along
Are	She	No	Know	Same	Need	High	Might
As	Do	Way	Place	Tell	Land	Every	Close
With	How	Could	Year	Boy	Different	Near	Something
His	Their	People	Live	Follow	Home	Add	Seem
They	If	My	Me	Came	Us	Food	Next
I	will	Than	Back	Want	Move	Between	Hard
At	Up	First	Give	Show	Try	Own	Open
Be	Other	Water	Most	Also	Kind	Below	Example
This	About	Been	Very	Around	Hand	Country	Begin
Have	Out	Call	After	Form	Picture	Plant	Life
From	Many	Who	Thing	Three	Again	Last	Always
Or	Them	Its	Our	Small	Change	School	Those
One	Then	Now	Just	Set	Off	Father	Both
Had	These	Find	Name	Put	Play	Keep	Paper
By	So	Long	Good	end	Spell	Tree	Together
Word	Some	Down	Sentence	Does	Air	Never	Got
But	Her		Man	Another	Away	start	group