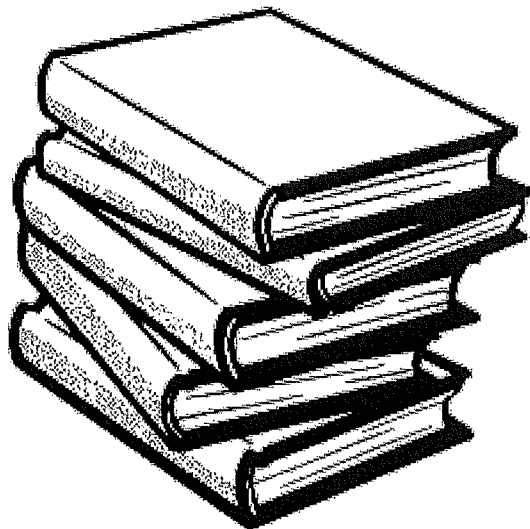


SECTION

C

Reading Readiness



Is Your Child Ready to Read?

Children in K-1 develop reading skills by having many opportunities to explore language through songs, poems, and stories. At this point in their development, children need to learn at their own unique pace beginning at their personal level of readiness.

7 Developmental Skills and Activities that Develop Reading

1. **Coordination**-The ability to move one's body in a controlled manner-walking, hopping, jumping, skipping, balancing.
 - a. Let your child crawl over, under, and around chairs and tables.
 - b. When on walks, ask your child to walk backwards or sideways.
 - c. Face your child, hold hands, and jump together while both of you count to ten.
 - d. With your child, practice walking along a line. Then practice walking it with their eyes closed.
2. **Visual Motor Control**- The ability to control movements of small muscles- cutting, stringing beads, copying shapes and letters, and forming sequences.
 - a. Make collages: pictures made from any kind of materials around your house- beads, beans, yarn, shells.
 - b. Draw a circle, square, and a triangle on a piece of paper.
 - c. Practice playing "drop the clothespin" into a bowl or container with a small opening. Make it a fun game

3. **Visual Perception-** The ability to match colors, shapes, sizes, letter forms and words.
 - a. Place objects on the floor and arrange them by size or color: legos, buttons, blocks.
 - b. Play "I Spy" something. Have your child guess what it is. Use shapes or colors for your child to identify.
 - c. Play "smaller, but larger". Find something smaller than your head, but larger than your hand.
 - d. Make two sets of number or letter cards. Have your child match them. You can use two decks of cards too.
4. **Visual Memory-** The ability to reproduce letters or other objects from memory.
 - a. In the car, have your child look at license plates and try to repeat the numbers and letters on the plate.
 - b. Arrange three shapes in a certain order. Mix them up and have your child arrange them in the original order.
 - c. Have your child name a row of objects from left to right. Then have your child close his eyes and again name the row of objects.
 - d. Play "What's Missing" with a collection of items on a table or tray- pencil, comb, eraser, cup, bottle. Look at the items for 20 seconds. Then take turns closing their eyes and removing an item. Try to guess what was removed.
5. **Auditory Perception-** The ability to identify common sounds, hear the difference between words, match beginning and ending sounds, and make rhyming sounds.
 - a. Listen for sounds. Have your child point out where the sound is coming from.

- b. Have your child cover his eyes. Ask your child to uncover them each time he hears you clap.
- c. Say four words, three of the words with the same beginning sound and one with a different beginning sound. Have your child name the word with a different beginning sound.
- d. Say two words that rhyme and have your child say as many more rhyming words as they can. Nonsense words are great too! For example: pot- hot, got, lot, cot, rot...

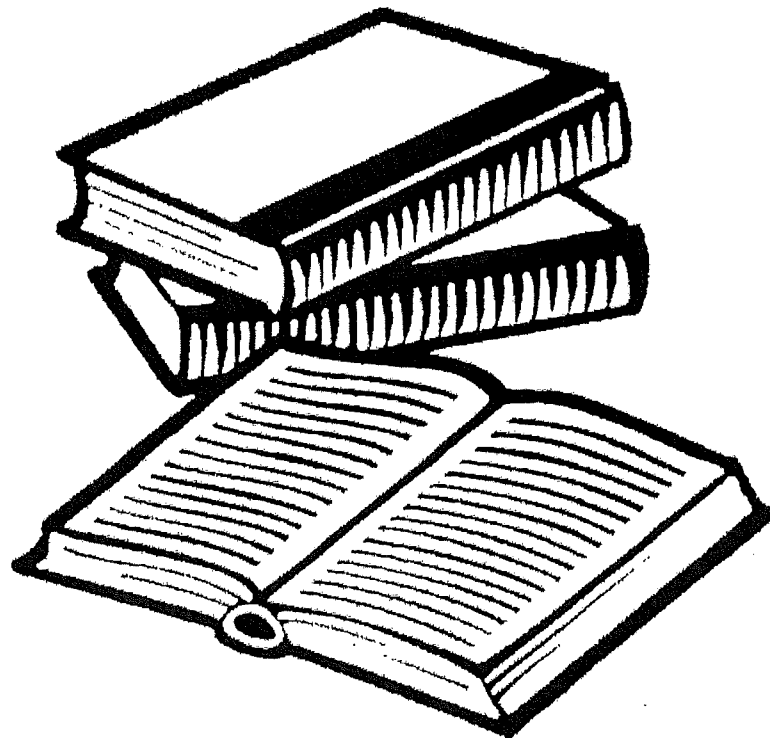
6. Auditory Memory- The ability to hear and recall sounds, and to repeat directions.

- a. Give your child two simple directions to follow. For example: Go to the kitchen and bring me a spoon. Make the directions more complicated each time by adding the items for them to bring back.
- b. Give your child 3 crayons. Call out the colors and have your child arrange them in the order that you call out.
- c. Make up a sentence and have your child repeat it word for word.
- d. Play "I went to New York." You say, "I went to New York and I took a toy." The child needs to repeat what you said and add an item, "I went to New York and I took a toy and a map." Add an item each time the next person repeats the sentence.

7. Oral Language Production- The ability to express oneself verbally.

- a. Ask your child to retell a story you've read together, in their own words.
- b. Use a pretend telephone. Call your child and have a conversation.

- c. Put an object in a non-see through bag. Ask your child to reach in the bag, and then describe it. For example: "It's soft, it's round, and it's big." (a stuffed ball)
- d. After your child has watched a television program or movie, ask them to describe what the program was about. Have them tell you what happened first, next, and last in the program.



Help Your Child Learn to Read...

1. Talking with your child is a key factor. So talk about everything you see and do. Talk a lot about your child's baby days, when you were a child, their grandparents, and your grandparents.
2. Tell your child fairy tales and stories that you make up.
3. Listen to your child and answer his questions, even the silly ones.
4. Read to your child regularly, from a very early age.
5. Don't insist, but make reading time a treat. It is also very important that little boys see Dad reading.
6. Take your child to the library on a weekly basis.
7. Attend a story hour at your local library, and bring lots of books home.
8. Give your child books for gifts that are of interest to them.
9. Read chapter books above their own reading level aloud to them. This practice will develop their vocabulary as well as their critical thinking skills. Ask questions about the chapter and discuss their favorite part of each chapter.