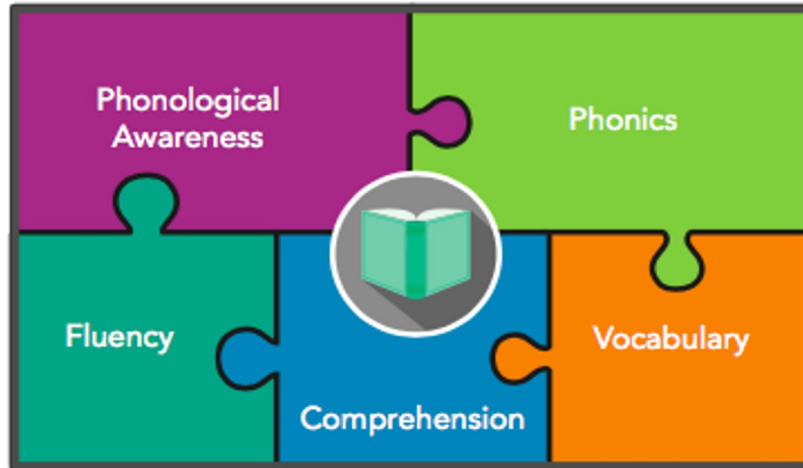


EARLY Literacy: An Activity Guide for Families

The Essential Components of Reading



STAGE 2

Early Literacy: An Activity Guide for Families

Symbols Used in This Guide:



Activity



Extension Activity



Additional Information or Explanation



An Essential Component of Reading –
What is it? Why is it important?



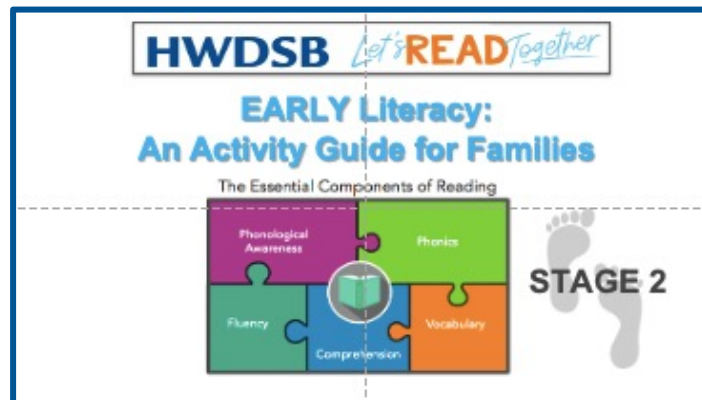
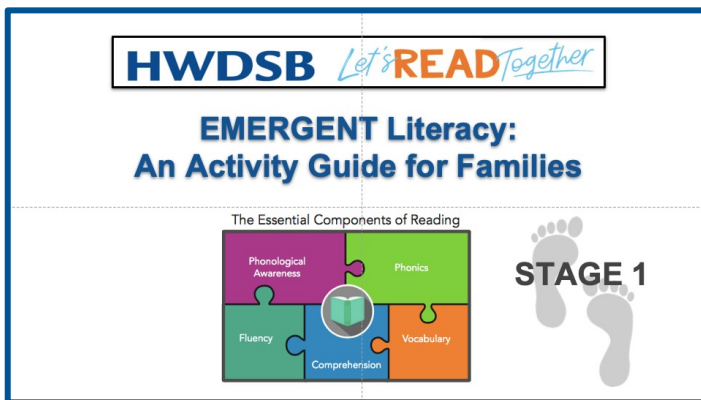
Outdoor opportunity

Early Literacy: An Activity Guide for Families



Emergent Literacy: An Activity Guide for Families is designed to help support children in the very earliest stages of literacy development.

Early Literacy: An Activity Guide for Families is the next step for supporting children on their literacy journey.



*See the next page for more information on the Stages of Reading Development.

Early Literacy: An Activity Guide for Families



The Stages of Reading

STAGE 1: Emergent Readers may act out reading behaviours and pretend to read. They are developing concepts about print (e.g., left to right directionality, the concept of a word vs. a letter). They begin to understand that some words rhyme, some words start with the same sound and some words end with the same sound. They are working on simple comprehension skills such as sharing their personal opinion of a text they have listened to.

STAGE 2: Early Readers begin to understand how the 44 sounds in the English language can be represented by letters or groups of letters. They learn how to break words into individual sounds and to manipulate words by removing or substituting sounds. They begin to recognize some words by sight, including high frequency words (e.g., the, and, etc.) and familiar words (e.g., in books they've read or signs they see). Early readers are working on comprehension skills such as making predictions and retelling a story.

STAGE 3: Fluent Readers read with more automaticity. They have an ever-expanding bank of high frequency words. They are learning more complex phonics patterns and rules such as plural endings and less common spelling choices (e.g. -igh, -tch). Fluent readers are starting to practice more advanced comprehension strategies such as inferring and identifying point of view in texts.



Source: A Guide to Effective Instruction in Reading (K-3)

Early Literacy: An Activity Guide for Families



What is the purpose of *Early Literacy: An Activity Guide for Families*?

So much of a child's early learning takes place in the presence of the caring adults in the home. Learning happens in the everyday moments shared with a child. Together, with a strong home-school connection, we can support the development of early literacy skills and set children up for future success.

This guide is intended to be a springboard of sample activities. If a child finds an activity too challenging, then simply modify it or consider returning to it at a later time. Caregivers are encouraged to have fun with children and be creative.

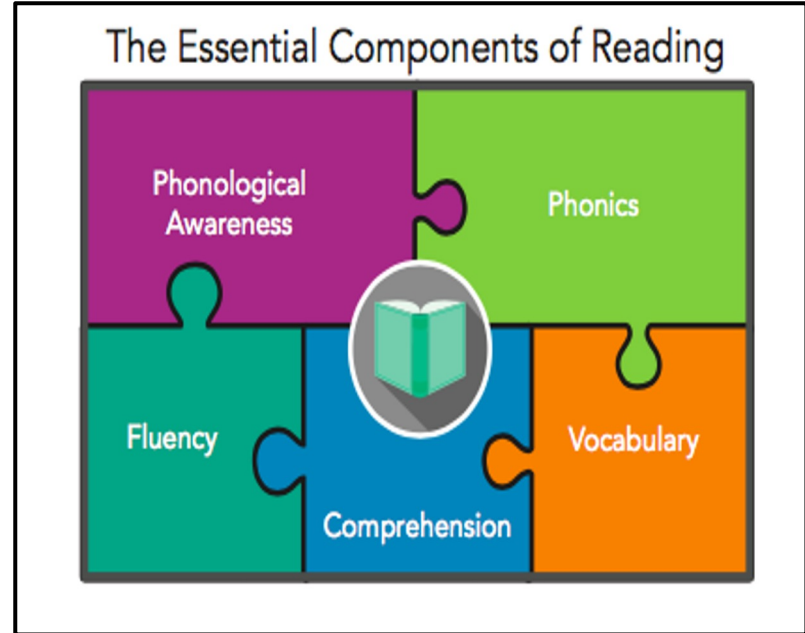
***In this guide, the word *caregiver* refers to parents, guardians, and other family members who support the development of early literacy skills.**

Early Literacy: An Activity Guide for Families



How is *Early Literacy: An Activity Guide for Families* organized?

Early Literacy: An Activity Guide for Families is organized around **The 5 Essential Components of Reading** which are the foundation to becoming a capable, confident and fluent reader.



Early Literacy: An Activity Guide for Families



What are the 5 Essential Components of Reading?

Phonological Awareness is an **oral skill** that refers to the ability to recognize, manipulate and hear words, syllables and sounds.

Phonics is the rules of how letter combinations go together to represent different sounds **in print**.

Vocabulary refers to the words children know. It includes both understanding words and using words.

Fluency is the ability to read text accurately, with expression, automaticity, phrasing and pausing.

Comprehension is the process of understanding, reflecting on and learning from what is read (e.g., books, magazines, recipes, games, invitations).

Early Literacy: An Activity Guide for Families



Tips For Supporting Children With Early Literacy

- ✓ Make library visits part of your family routine or access books online through the [Hamilton Public Library](#).
- ✓ Make reading together a special time and part of your daily routine. Ask children questions before, during and after reading in English or your home language (e.g., Why do you think the character did that? What do you think might happen next?)
- ✓ Be a reading role model. Children learn by example, so let children see you read and share your enthusiasm for reading. Show children that reading is fun and important.

Early Literacy: An Activity Guide for Families



Continued...

- ✓ Tune into children's interests. Children might enjoy reading different kinds of texts such as: fiction, non-fiction, poetry, magazines, comics or graphic novels.
- ✓ Reading and writing are interconnected. Encouraging children to write (e.g., grocery lists, thank you notes, labels on drawings) will help strengthen their reading skills.
- ✓ Choose diverse books where children see themselves and others represented. Diverse books help prepare children for life in our diverse world.
- ✓ Play word games together. The activities in this guide are a great starting-point!

Early Literacy: An Activity Guide for Families



Multi-Language Families

Caregivers are **strongly** encouraged to enjoy the activities in this guide, using children's home language. Reading stories, singing songs, writing and playing games with children in their home language will help to support English learning. Skills learned in one language transfer to other languages.

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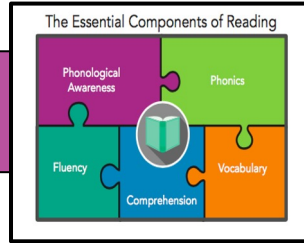
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Phonological Awareness





What is Phonological Awareness?

Phonological awareness is an **oral skill** that refers to the ability to recognize, manipulate and hear words, syllables and sounds. Developing phonological awareness includes exposure to rhyme, syllables, blending and segmenting as well as identifying the beginning, middle and ending sounds in words.

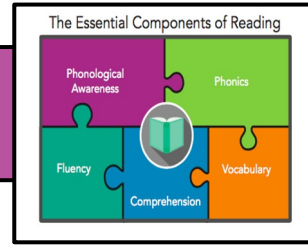
Why is it important?

As children develop phonological awareness, they begin to hear individual sounds in words. This skill paired with letter knowledge is a strong predictor of success in learning to read and write.

 *For these activities, focus on the SOUND, not the letter name, or the proper spelling of the word.*

 *The number of sounds in a word does not necessarily correspond to the number of letters. For example, the word sh-o-p has 4 letters but only 3 sounds.*

Phonological Awareness



What Can Early Readers Do?

- ✓ Early readers can hear the syllables in a word and can orally play with words by leaving a syllable out.
- ✓ Early readers can hear rhyme, though this can be tricky for some and lots of practice is helpful. Once they can hear rhyme, they can start to suggest words that rhyme.
- ✓ Early readers start to be able to hear the individual sounds in words up to 4-5 sounds and can hear how they blend together when you say them sound by sound (blending) or pull them apart (segmenting) when you say a word.
- ✓ Early readers can orally play with words by changing beginning, middle or ending sounds.

Phonological Awareness - Syllables



Syllable Stomp

Practice stomping, clapping, jumping or tapping 3, 4 and 5 syllable words.



Challenge: Look around your yard or in your community and try to spot objects that are 3, 4, or 5 syllables.

Possible Word

List:

cat-er-pill-ar

grass-hop-per

daff-o-dil

dan-de-li-on

but-ter-fly

a-part-ment

i-ci-cle

um-brel-la

Phonological Awareness - Rhyme



Volley-Rhyme

Use a ball, a balloon or some rolled up socks depending on what's available and build some phonological awareness into a game of catch or volleyball!

The caregiver starts by saying a simple word and throwing the ball. The child must catch and return (or volley depending on skills) the ball back while calling out a rhyming word. Play continues until someone cannot think of another rhyme for the word. At that point the other person starts off the new round of toss and chooses the next word. Variation: Decide ahead of time if nonsense words will be accepted.



Play outside with a bouncy ball, rustle up a few other players and either bounce, roll or volley depending on age and skills of participants.

Phonological Awareness – Manipulating Vowels



“Apples and Bananas” a very silly song!

You can sing or chant the following song:

I like to eat, eat, eat apples and bananas.

I like to eat, eat, eat apples and bananas.

Now, repeat the song but each time change to a new long vowel sound; “a”, then “e”, then “i” then “o” then “u”.

For example: “I like to ate, ate, ate, ay-ples and ba-nay-nays”

Or “I like to eat, eat, eat eeples and ba-nee-nees...”

Or “I like to ite, ite, ite i-ples and ba-nigh-nighs...”

Apples and Bananas / Super Simple Songs



Phonological Awareness – Manipulating Sounds



Take Away a Part

Build on earlier skills by inviting the child to hear how words change when dropping beginning or final sounds.

For example:

Caregiver: Say 'monkey'

Child: monkey

Caregiver: Say 'monkey' but don't say 'mmm'

Child: 'onkey'

Add a Part

At the end:

Caregiver: Say 'bay'

Child: bay

Caregiver: Say 'bay' and add '/k/' on the end

Child: bay-k (bake!)

At the beginning:

Caregiver: Say 'ee'

Child: ee

Caregiver: Say 'ee' but add "happ" on the front

Child: happ-ee (happy!)

Phonological Awareness – Middle Sounds



I Hear With My Little Ear – Middle Sounds

Play **I Hear** with common objects in your home and in the community. Take turns guessing the objects.

For Example:

*Caregiver: I hear something that has /a/ (**say the sound, not the name of the letter**) in the middle and you wear it on your head.*

Child: hat

Caregiver: I hear something that has /oo/ in the middle and I eat my soup with it

Child: spoon

Phonological Awareness - Blending



Simon Says

Play the game **Simon Says**. When giving directions, segment target words into sounds and invite the child to guess your word. Focus on 4 and 5 sound words.

For example: *Simon says j-u-m-p*

Possible Word List:

j-u-m-p

s-n-ee-ze

c-r-aw-l

s-k-a-te

s-l-ee-p

wh-i-s-tle

s-t-a-n-d

c-y-c-le

s-k-i-p

d-a-n-ce

c-l-a-p

s-t-r-e-tch



Blending is the ability to join the individual sounds in a word. For example, c - a - t makes 'cat' and sh-o-p makes 'shop.' The caregiver breaks the word apart by saying each sound separately and the child puts the sounds back together to form a word. An early reader will be working toward blending 4-5 sounds.



Phonological Awareness - Segmenting

Step and Say

Say a word and invite the child to take a step for each sound in the word. Children can step on objects such as carpet squares or squares drawn with chalk. Be creative!

Possible Word List:

s-t-o-p

s-t-i-ck

t-r-a-p

p-l-a-n-t

c-r-a-b

s-l-i-p

c-l-a-p

b-r-oo-m

r-o-pe-s

s-n-a-ke-s

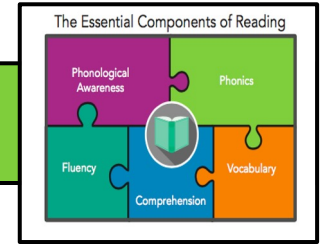
t-a-c-o

p-a-n-c-a-ke



Segmenting is the ability to break a word apart into each individual sound (e.g., cat is c-a-t, shop is sh-o-p). The caregiver says the word and the child breaks it apart, saying each sound they hear. Early readers are working on hearing and segmenting up to 4 and 5 sounds.

Phonics



What is Phonics?

Phonics refers to the rules of how letter combinations go together to represent different sounds.

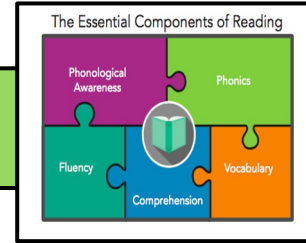
Why is it important?

Phonics is the link between what readers hear and see in print. After children learn letter-sound relationships and phonological awareness, the next step is making the print connection which is known as phonics (e.g., I **hear** the sounds S-A-T in the word *sat* so I can **read** and **write** the letters S, A, T).



Most of these phonics games can be adapted depending on the child's skill level. Start with letters, then 3, 4 and 5 sounds, digraphs, blends and finally vowel teams.

Phonics



What Can Early Readers Do?

- ✓ Early readers start to understand that **vowels are special** in that they each have 2 sounds and every word must have at least one vowel. In fact, each syllable must have at least one vowel. Early readers learn to be flexible when decoding vowels and try out both sounds (vowel sound/short sound and vowel name/long sound) and see which one makes sense.
- ✓ Early readers start to recognize that an 'e' at the end of a word is often silent, but it still does a job; we say “**pushy 'e' plays a game, it makes the vowel say its name.**” (e.g., fad vs fade)
- ✓ Early readers begin to encounter **vowel teams** in their books (i.e., 2 vowels working together to make one sound, such as oa in boat). There are patterns for many of these vowel teams, but also exceptions, and it takes time to learn the rules. Again, flexibility and knowing both sounds the vowels make, coupled with knowing **2 letters can work together to make one sound** is helpful as early readers build their phonics skills.
- ✓ Early readers start to encounter many more sounds in words including **blends** (2 or 3 consonants side by side where each individual sound can be heard; st, sl, cl, cr, str, etc.) and **digraphs** (2 consonants side by side that work together to make one sound; ch, sh, th).
- ✓ Early readers learn to use known words or **spelling patterns** to read and decode unknown words. **Word Families** can be a helpful way to build a child's bank of known words (e.g., If I can spell CAT I can spell HAT, MAT, PAT and RAT by using the same spelling pattern).

Phonics



Hopscotch with Letter Sounds/Blends/Digraphs

Create a hopscotch game with letters, blends and digraphs. When the child lands on a square, invite them to say the corresponding sound or sounds. Start with letter sounds, then work toward blends and digraphs.



Invite children to throw a beanbag or stuffed animal and say the sound that those letters make.



*A consonant **blend** is when two or more consonants are blended together, but each sound may be heard in the blend. Common beginning consonant blends include: bl, br, cl, cr, dr, fr, tr, fl, gl, gr, pl, pr, sl, sm, sp and st.*



*A consonant **digraph** is when two consonants together produce a single sound. Common consonant digraphs include: ch, sh, th and ph.*

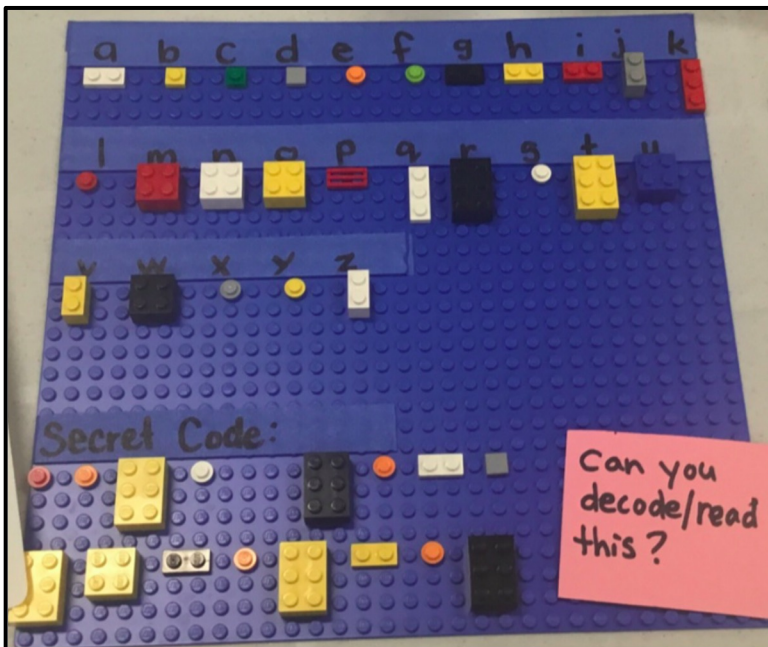


Phonics



Coding With Phonics

Create your own “coding board” by matching Lego ® to different letters and have the child solve the secret code word or sentence.



Phonics



Build a Word

Find household items like bottle lids or pieces of paper. Use a permanent marker to label each one with a different letter of the alphabet (use a different colour for the vowels). Use them to make real and nonsense 3, 4 and 5 sound words.

Examples of 3 sound real or nonsense words:

sat pine note set tup

Examples of 4 sound real or nonsense words:

stop lups flap shapes smell nest

Examples of 5 sound real or nonsense words:

stomp stripe grucks plant splat spend



Vowels are: **a e i o u** and (sometimes) **y**

Consonants are: **b c d f g h j k l m n p q r s t v w x y z**

Phonics



Tic Tac Toe

Draw a tic tac toe board. Once the child is skilled at letter/sound recognition, fill in a Tic Tac Toe board with blends and digraphs. Have the child say the letter sound, blend or digraph before they mark it off with an X or an O.



Invite the child to tell you a word that begins with that letter sound, blend or digraph.

st	pl	sl
br	cr	dr
sp	tr	gl

Phonics



Water the Words

Using chalk, write words that *are* and *are not* part of a word family. Invite the child to find words that *do not* belong to the word family by reading them and then pouring water on them from a bucket.



Use other materials such as a dry erase board and markers.

Possible CVC (Consonant-Vowel-Consonant) Word Family Patterns:

-ad	-ed	-in	-ag
-en	-ip	-am	-et
-og	-ap	-id	-ot
-at	-ig	-ug	-an

Possible CVCe Word Family Patterns:

-ace	-ice	-oke	-ade
-ise	-ube	-ame	-ite
-ute	-ake	-obe	-use



Phonics

Trash or Treasure

Decide on a sorting rule. Write words on that *do* and *do not* follow the rule. Invite the child to sort the words. Words that follow the rule go in the *treasure* bin and words that do not follow the rule go in the trash *bin*.

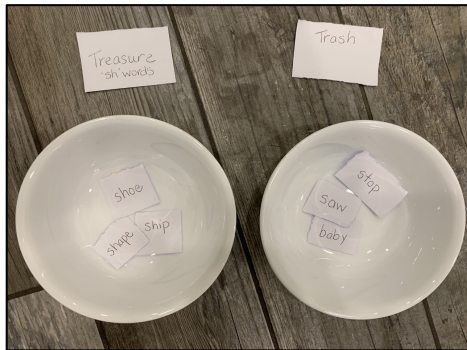
Sample Rules:

- three syllable words
- words with a selected digraph (e.g., ch, th, sh)
- words that have blends (e.g., bl, cl, fl, pl, sl, br, cr, dr, fr, sc, sk, sl, sm)

***This game can be used to practice any phonics skill.**

Ideas for Bins:

lunch containers
mixing bowls
shoe boxes



Digraphs are groups of letters that make one sound such as th, ch, sh, and ph.

Phonics



Silly Me, I Need A Pushy 'E'!

Quickly review short vowel sounds. Next, let the child know that the vowels are special! **Each vowel can make 2 sounds!** A vowel can make its 'vowel' (or short) sound and it can also say its 'name' (long sound) (e.g., map/make, hen/here, pin/pine, hop/hope, cut/cute).

Help children learn that **"Pushy 'e' plays a game, it makes the vowel say its name."**

Often, when a word has a pushy 'e' on the end, we can't hear the 'e' but it still does a job... it changes the sound of the vowel before it, from its short sound to its 'name' sound. Now you can play: **"Silly Me, I Need a Pushy 'E'!"**

Make up silly sentences and intentionally mispronounce a word with a long vowel sound, see if your child can offer the correct word with the long vowel sound instead.

Example 1

Caregiver: "Look at that child riding the **bik**."

Child: "**Bike!** He's riding a **bike!**"

Caregiver: "Silly me, I need a pushy 'e'! Look at that child riding a **bike**."

Example 2

Caregiver: "Mmmm, delicious! I really like **cak**"

Child: "**Cake!** You like **cake!**"

Caregiver: "Silly me, I need a pushy 'e'! I really like **cake**."

Silly me,
I need a
pushy e!

Phonics



Going on a Picnic

This is a challenging rule-guessing game. The leader decides on a phonics rule or pattern and says what they are bringing based on the rule. The players try to figure out the rule and say what they will bring. If they are correct, the leader says, “You can come!” If they are incorrect, the leader says, “Try Again!”

Examples: *I’m going on a picnic, and I am bringing...*

- Apples, avocados, aluminum foil and asparagus but no bananas (Rule: Words that start with the sound /a/)
- Beets, beans, eagles, fleas, wheat but no games (Rule: Words with the long e sound).
- Rice, dice, mice, nice but no lime (Rule: Words in the –ice family)

Add additional words that follow and/or don’t follow your rule if needed.



Switch roles.

Phonics



Cereal Spot It!

Look at boxes of cereal. (If you don't have cereal boxes, you can look at any food labels or text around your home.) Invite the child to spot phonics rules and patterns such as vowel teams (ee, ai, oa), digraphs, and blends.



The child can search for known words, letter sounds, words with silent letters and little words within bigger words.



Phonics: Map my Word



Sample High Frequency WORD LIST

after	have	than
again	her	their
all	how	them
any	into	then
are	I'm	there
away	know	they
because	little	today
behind	looked	under
came	looking	use
can't	looks	want
city	love	were
come	make	what
could	new	when
don't	of	where
down	one	who
eat	our	why
for	over	will
friend	play	with
from	she	very
going	some	you
good	take	your

Map the words in the list in sound boxes. Each **sound** gets its own box... sometimes 2 letters make 1 sound and will go in a box together. Talk about the "surprising" sounds where the letter is not making the sound you'd expect.

from

f	r	o	m	
---	---	---	---	--

have

h	a	ve		
---	---	----	--	--

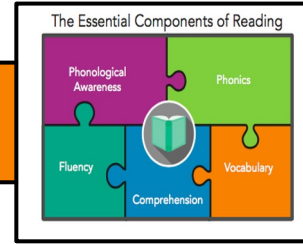
friend

f	r	ie	n	d
---	---	----	---	---

you

y	ou			
---	----	--	--	--

Vocabulary



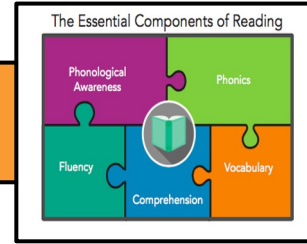
What is Vocabulary?

Vocabulary refers to the words children know in conversation and in print. It includes both **understanding** words (hearing) and **using** words appropriately (saying).

Why is it Important?

If a child knows a word and can say the word, they are more likely able to read the word. Knowing the meaning of a word helps students understand what they are reading. Developing a large bank of *high frequency words* (i.e., words that occur most often in print) is an important part of vocabulary development.

Vocabulary



What Can Early Readers Do?

- ✓ Early readers use a variety of words when speaking and can recognize familiar words when they see them (e.g., number words, days of the week, signs around their neighbourhood, family members, etc.).
- ✓ Early readers can read and understand many common words that show up frequently in texts (sometimes called High Frequency, Popcorn, Balloon or Sight words).
- ✓ Early readers are learning to predict the meaning of unfamiliar words. They may relate the unfamiliar word to a word they already know (e.g., *I know the words 'day' and 'dream' so I can predict what the word 'daydream' means*) or use context clues (e.g., *The sentence is 'Calvin is a new student. Jayden helps him navigate his way to class'. I can predict that 'navigate' means 'find the way'*).

Vocabulary



a	he	on
am	here	said
an	him	see
and	his	so
at	I	that
be	in	the
big	is	to
can	it	up
do	like	was
get	look	we
go	me	went
got	my	yes
had	no	

Sample High Frequency WORD LISTS

Early readers build a large bank of common words they can confidently read and write. Most are regular words which follow the rules and patterns of the English language. Some do not follow the rules and patterns so extra time and practice may be needed to learn them.

after	have	than
again	her	their
all	how	them
any	into	then
are	I'm	there
away	know	they
because	little	today
behind	looked	under
came	looking	use
can't	looks	want
city	love	were
come	make	what
could	new	when
don't	of	where
down	one	who
eat	our	why
for	over	will
friend	play	with
from	she	very
going	some	you
good	take	your

Vocabulary



High Frequency Word Games

Preparation:

Write high frequency words on cards. Use the list on the previous page to help. You will need two sets of words.

Concentration:

Place cards face down on a table (start with a small # of words and increase slowly). Each player turns over two words and reads them. If a match is made the player keeps the cards and gets another turn. Play until all the cards have been collected.

Go Fish:

Deal 4 cards to each player. The remaining cards are placed face down in the middle of the table. Player 1 asks another player if they have a word. If they have it, they give it to the player, if not they say, "Go Fish!" and the player selects a card from the middle. If a match is made the player continues with their turn. The game finishes when one player has found a match for all of their cards.

Vocabulary



Explore Your Neighbourhood



Invite the child to go for a walk around your neighbourhood, or visit a local library, museum or park. Look for words on signs and posters. Bring a piece of paper and a pencil and encourage the child to write down new words that they see or take a picture of the new words you find.



Talk about what the words mean and how they help us everyday.



Vocabulary



Non-Fiction Fun

Read a variety of non-fiction (real) texts.

Look for a glossary (often found at the back of the book).

Spend some time talking about the words that you see and what they mean. As you read the book, point out the words that you found in the glossary.



Look for the new words in other books you read.



Use the new words in a sentence or conversation.

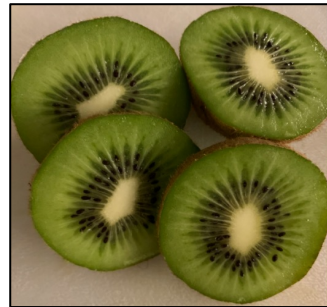
Vocabulary



Grocery Store Fun

Invite children to find interesting words all around. Look to the grocery store for inspiration. Words like **kiwi**, **rhubarb** and **pickle** are fun to say!

Ask children to describe how each food looks, feels, tastes and smells (e.g., *This kiwi is brown and fuzzy on the outside. What do you think it looks like inside? Let's cut it open and find out!*)



Vocabulary



Which One Doesn't Belong?

Think of 3 words-2 words that might go together and 1 that does not. Say or write the 3 words. Invite the child to identify which words go together and which one doesn't belong.

Possible Word List

1. pumpkin, carrot, celery

4. apple, grapes, broccoli

7. eyes, nose, fingers

2. run, jump, swim

5. red, square, blue

8. warm, cool, chilly

3. sandwich, milk, water

6. milk, sky, clouds

9. cat, rabbit, bird



Ask the child to explain why the words go together.

Vocabulary



Million Dollar Words

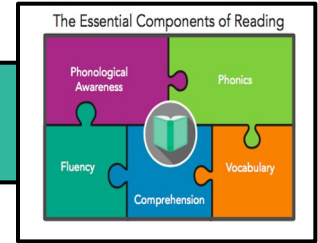
A million dollar word is a word children may not use regularly or might not know the meaning of (e.g., gigantic instead of big). Talking about these big words increases their vocabulary. They love to use these big words in their own play!

While reading a book to the child find a “million dollar word” and have a conversation with the child about the meaning of this word. Use the “million dollar word” over and over again so it becomes part of the child’s word bank.

If the child’s home language is not English, translate the word together and use it in a sentence. Keep a personal dictionary of all the million dollar words you learn in English and your home language.

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Fluency



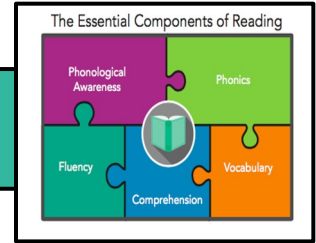
What is Fluency?

Fluency is the ability to read like you speak. It involves reading text (in any language) accurately, with expression (changing tone of voice), automaticity (know a word by sight), phrasing (grouping words together) and pausing (paying attention to punctuation).

Why is it important?

When children read with fluency they are able to use their energy to comprehend what they are reading.

Fluency



What Can Early Readers Do?

- ✓ Early Readers can quickly name all the letters in the alphabet and know each letter's sound.
- ✓ Early Readers read grade level books smoothly and accurately, at a good pace.
- ✓ Early Readers catch some of their own errors and fix their own mistakes by rereading.
- ✓ Early Readers pay attention to punctuation in their books and adjust their phrasing or expression.

Fluency

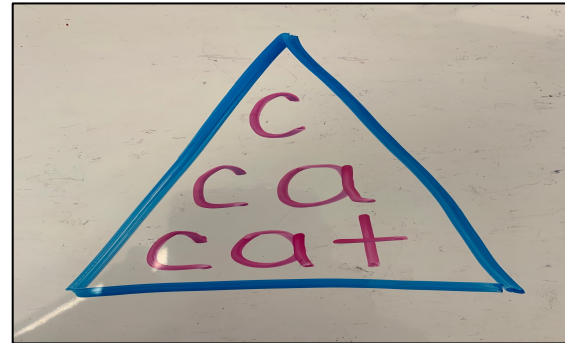


Word Triangles

Build word triangles with children. Start with the first letter. Then, underneath write the first and second letter. Continue moving down each row until you have all of the letters in the word. Have the child sound out each part of the word as they move down the triangle.



How big of a word can you make by adding one letter at a time?



Fluency



Tongue Twisters

Share some silly rhymes or tongue twisters. Have the child read the words slowly at first. Set a timer and cheer the child on as they read faster!

A tongue twister to try:

She sells seashells

Down by the seashore.

A silly rhyme to try:

A fat cat sat on a flat mat.



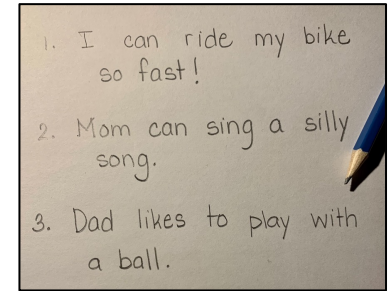
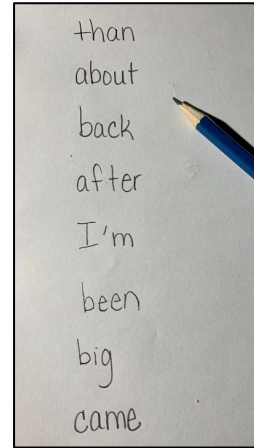
Make up your own tongue twisters or silly rhymes!


Fluency



Word Reading Fluency

Arrange a selection of **High Frequency Words** the child has been practicing (on flash cards or write them out on a paper), then invite the child to read each word. With repetition over time the child's "fluency" will improve (i.e., reading accurately, at a reasonable pace). At that point you can introduce a new list or add on.



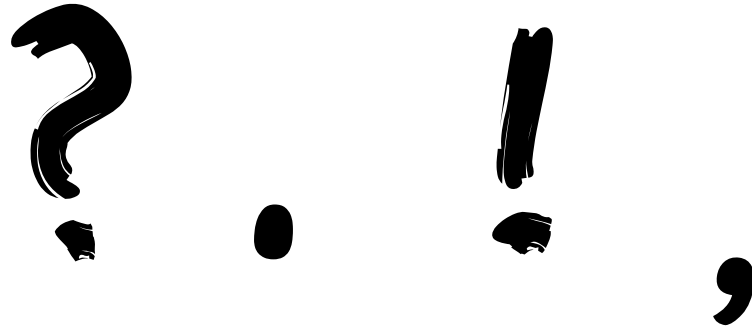
 After the child has mastered reading lists of words, work on fluent reading of sentences by using a book at the child's reading level, or by creating sentences with familiar words. **Rereading** books is not only acceptable, but preferable for developing fluency, allowing the child to practice until they can read smoothly and accurately.

Fluency



Punctuation Pals

Draw the child's attention to punctuation when you are reading together by inviting the child to play Punctuation Pals. When you read the punctuation correctly, everyone cheers. When your voice doesn't match the punctuation, the child can make a funny buzzer sound.



Trade roles! Try to read the punctuation wrong on purpose.

Fluency



Hear! Here!

Audiobooks can be found at your local library and online through the [Hamilton Public Library](#). Listening to audiobooks helps the child build fluency by hearing how fluent reading sounds. There are also lots of books to listen to through the HUB in the Virtual Library. If you don't already know your child's user name and password ask your child's teacher how they can log in.




Fluency




Robot Reading

Reading stories to children helps them hear what a fluent reader sounds like. First, read a passage in a “robot voice” (i.e., slowly with no expression).

Next, read a passage with fluency (i.e., a reasonable pace, with expression and attention to punctuation). Which sounds better?

 Inviting children to read in unison or echo read (I read, you read) with you is another way to help build fluency.

 Practice fluency in your home language too!



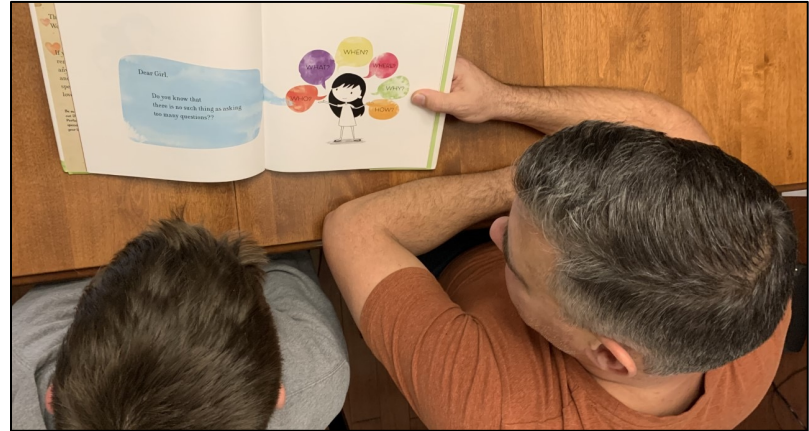
Fluency



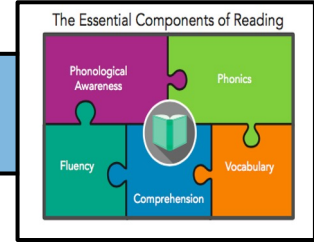
Echo Buddies

Have the child choose a book that they can read independently. Take turns reading and rereading the same page - you first, then the child.

When you read, model reading with expression, changes in your voice and pauses. Try exaggerating your voice. Have the child mimic you, reading the same page and using the same expression and pauses.



Comprehension



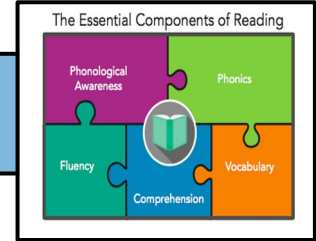
What is Comprehension?

Comprehension involves thinking about, reflecting on and understanding what is read. We apply comprehension skills before, during and after we read.

Why is it important?

Comprehension is important because it influences the enjoyment and the effectiveness of reading. To be strong readers, children need to understand, reflect on and think critically about what they are reading.

Comprehension



What Can Early Readers Do?

- ✓ Early readers can make predictions about what might happen next in a story.
- ✓ Early readers make decisions about what is important and ask questions about what they've read.
- ✓ Early readers connect their own knowledge, personal experiences, and other things they've read to what they're reading.
- ✓ Early readers share their thoughts and opinions about the text.
- ✓ Early readers can retell stories and identify the main idea of what they've read.

Comprehension



Book Talk: Fiction

Using a fiction book (i.e., imaginary story), choose a question from each section to ask before, during and after reading. Talk about the book in English or your home language.

BEFORE READING:

Look at the cover and title:

- *What might this story be about?*
- *Have we read any stories like this before?*

DURING READING:

Stop part of the way through the book and wonder aloud:

- *What might happen next in the story?*
- *How do you think (character) might be feeling?*

AFTER READING:

Close the book and ask:

- *What does this story remind you of?*
- *What did you think of the story?*



Comprehension



Book Talk: Non-Fiction

Using a non-fiction book (i.e., based on facts), choose a question from each section to ask before, during and after reading. Talk about the book in English or your home language.

BEFORE READING:

Look at the cover and title:

- *What are you wondering?*
- *What do you already know about...?*

DURING READING:

Stop part of the way through the book and wonder aloud:

- *What have you learned so far?*
- *What surprised you?*

AFTER READING:

Close the book and ask:

- *What questions do you still have?*
- *What did you think of the book?*



Comprehension



3-2-1 Blast Off!

After reading a non-fiction text, take turns sharing:

Three things you learned.

Two things that surprised you.

One question you still have.



Comprehension



Hands Off!

Invite the child to read a short passage of a non-fiction or fiction text. Cover that part with your hand and have them retell what they read.



Source: Mrs. McNosh Hangs Up Her Wash
Author: Sarah Weeks Illustrator: Nadine Bernard Westcott

Comprehension



Toy Stories

Invite the child to retell (i.e., characters, setting, beginning, middle, end) a favourite story using stuffed animals, drawings, puppets, or figurines. The child could even act the story out.



If your family has access to technology, consider creating a mini-movie to retell a story.

Comprehension



Games Night

Play board games together. Board games that require reading instructions can help strengthen comprehension skills. Game ideas: Clue, Monopoly, Jumangi



Play a new card game by looking up Instructions to read online.

If your child likes video games, you can read the instructions. Or watch them play and read any speech bubbles that pop up.



Comprehension



Be a Detective



When you are out the community, focus in on a scene and make some inferences (i.e., thinking guesses) about the situation (e.g., What might you infer about two kids walking with backpacks on in the morning?).



Inferencing is a higher level comprehension skill so it can be challenging for children. It involves reading between the lines and thinking about what has not been directly stated. Inferencing questions to ask when reading together might be: *Why? Why did the character do that? What might the character be thinking/feeling? What might that word mean?*

HWDSB

Let's **READ** *Together*

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