

# LOVING BOOKS

## *Print Motivation*

Being interested in and enjoying books. Plays with books, pretends to write, and asks to be read to.

**Children who enjoy books are more likely to want to learn to read, and to keep trying even when it is hard.**

### **Ways to implement Print Motivation at home**

- Read often and make it enjoyable.
- Make book-sharing a special time between you and your child.
- Let children pick out books they want to read or have read to them.
- Visit the Library Often.
- Give children the opportunity to explore books.
- Scatter books throughout your house, not just in your child's bedroom. If books are handy, they are more likely to be picked up.
- Let your child see you reading and enjoying reading.
- Keep reading activities brief and fun.
- Use Interactive books and books that have textures.
- Change your voice as you read aloud. Keeping books fun will keep your kids coming back for more.
- Talk to your child about how we use reading and/or writing almost every minute of the day.

# USING BOOKS

## *Print Awareness*

Noticing print, how to handle a book, how to follow words on a page. A child's ability to point to the words on the page of a book.

Holds the book right side up, turns pages one at a time, reads left to right, read/write top to bottom. Knowing that print has meaning.

**The greater a child's awareness of print, the more quickly and easily he/she can learn to read.**

### **Ways to implement Print Awareness at home**

- Use your finger to point out or trace words as you read them.
- Point out print that is different sizes or colors and change your voice to match.
- Read books with patterns and predictable events.
- Label objects in your house and point them out as you move throughout the day.
- Point out and read words to your child everywhere you see them: on signs, advertisements, labels, stores, candies, products, and other print in your environment.
- With your child (as young as an infant,) read a simple book and point out pictures. If you can, find an actual object that looks like the picture and talk about them both. This will help your child begin to understand that pictures represent real things.
- As your child gets older, point out not just words on a page, but punctuation as well. Point out a question mark and an exclamation mark and talk about why we read these sentences differently.

# WORDS

## *Vocabulary*

Knowing the names of things. Teach the names of all the objects in your child's world and help develop your child's vocabulary by reading and rereading a variety of books (fiction and nonfiction)

**The most important skill for children to have when learning to read.**

Most kids enter school knowing between 3,000-5,000 words.

### **Ways to implement Vocabulary at home**

- Talk with your child about what is going on around you. Use descriptive words
- Use words your child may not be familiar with when you talk. Add synonyms to exchange new words for familiar words.
- Read together and discuss the stories and pictures.
- Read and speak in the language most comfortable for you.
- Help develop your child's vocabulary by reading and rereading a variety of books (fiction and nonfiction)
- Take time before or during the reading of a book to explain an unfamiliar word  
(do not replace unfamiliar words).
- Read non-fiction books too. They have different vocabulary from storybooks.
- Use words for things that happened in the past and will happen in the future.
- For preschoolers, explain differences in words with similar meanings.
- Show real items when possible (moss, mango); for babies and toddlers, point to and name objects.

# STORYTELLING

## *Narrative Skills*

Being able to describe things and events and tell stories and to tell about sequenced events in a logical order.

Being able to talk about and explain what happens in a story helps a child understand the meaning of what he or she is reading.

**Good narrative skills lead to good reading comprehension.**

### **Ways to implement Narrative Skills at home**

- Tell your child stories.
- Read favorite books again and again and ask your child to “read “ the story to you.
- Ask opened ended questions, ones that require more than a just yes/ no answer.
- Talk about the pictures in books, encourage your child to describe what is happening on the page, even if it is not in the story.
- Have your child identify the beginning, middle and end of a story.
- Ask your child about their day, and about certain routines that may involve a regular sequence of events; getting ready for the day etc.
- Have your child draw pictures and ask her to tell you about it.
- Encourage imaginative play - pretend play allows children the freedom to create stories on their own.

# ABC's

## *Letter Knowledge*

Knowing letters are different from each other, knowing their names and sounds.

**Children who go to kindergarten already knowing the shapes and names of the letters of the alphabet and how to write them, have an easier time learning how to read.**

### **Ways to implement Letter Knowledge at home**

- Teach the child how to write the letters in his/her name (one letter at a time) when he/she begins using a crayon to draw or “write”.
- Write words that interest your child using crayons or magnetic letters.
- When your child is writing, encourage her to spell words by using what she knows about sounds and letters.
- Talk about and play with shapes! Learning about shapes is the first stage of recognizing letters for babies.
- Sing the alphabet song together and play with rhymes.
- Read alphabet books together. As they get older, you can make an alphabet book with them.
- Play with Letters - keep foam letters in the bathtub and magnetic letters on the fridge. Draw letters with sidewalk chalk or make them out of play dough!
- Play “I Spy” with letters in the car. Older children can find the letters in order from A to Z in license plates and signs.

# SOUNDS

## *Phonological Awareness*

Understanding of hearing and manipulating sounds in words.

Ability to hear and create rhymes (bat, cat, gnat, hat, mat, and sat), say words with sounds left out (bat without b is at), and put two word chunks together to make a word (fl + at = flat).

**Phonological awareness is one of the final steps in preparing children for actual reading instruction that begins in kindergarten.**

### **Ways to implement Phonological Awareness at home**

- Starting at birth, share nursery rhymes with your child.
- Read to your child. Even though your child may be too young to understand the content of what you are reading, he will hear the sounds and the rhythm of what you are saying.
- Sing a lot of songs! Songs are one of the easiest and best ways to build phonological awareness. Many songs have rhyming words. Plus, in music, most segments of words have a different musical note, so it trains your child's ear to hear smaller pieces of words.
- Clap out syllables (hit a switch to mark syllables)
- Read books with rhymes.
- Make up silly words by changing the first sound in a word: milk, nilk, pilk, rilik, filk. These words aren't going to make sense, but it shows your child that you can change words and manipulate them!
- Say words with a pause between the syllables ("rab" and "it") and have your child guess what word you are saying.