

Beginning Readers

Parents can help their child learn about print. Here are some activities to do at home while reading.

- ▶ Can you show me the title of the book?
- ▶ What's happening in the picture?
- ▶ Can you show me where to start reading? Where do I go next?
- ▶ Let's point to the words as we read.
- ▶ Can you find the first word on the page we are going to read?
- ▶ Can you find the last word on the page we are going to read?
- ▶ Can you find a word that starts with the letter ___?
- ▶ Can you find a word that ends with the letter ___?
- ▶ Let's read the punctuation.
- ▶ Can you find an uppercase/lowercase ___?
- ▶ Can you find a letter that is in your name?
- ▶ Did that match? (Pointing as to the words as they read.)
- ▶ Read it with your finger.



Things to say besides "SOUND IT OUT"

- ▶ Do you see any chunks in this word that you know?
- ▶ It could be . . . but look at . . .
- ▶ Check it. Does it look right and sound right to you? Does it make sense?
- ▶ Look at the picture.
- ▶ Read the rest of the sentence and think about what would make sense.
- ▶ If child shows uncertainty, hesitation, frowning, etc.
SAY: Was that OK?
OR SAY: Why did you stop?
OR SAY: What did you notice?
- ▶ After two unsuccessful attempts, give your child the word to avoid frustration and to keep the experience positive.

Parent Partners

Primary Reading Strategies



"You are the most important teacher your child has!"

How Parents Can Help With . . .

Fluency

Fluency is reading like we talk, NOT like a robot. Fluency is the ability to read with accuracy, expression, phrasing and appropriate rate.

▶ **REREREAD FAMILIAR BOOKS:** *Many experts believe that repeated reading of familiar texts is the BEST way to improve fluency.*

▶ **MODEL READ:** Continue to read aloud to your child throughout the elementary school years.

▶ **ECHO READ:** You read the first short sentence or phrase aloud and then have your child echo you.

▶ **PARTNER READ:** Share reading parts of the book: by page, paragraph, or sentence.

Prompts:

- Listen to me read a little faster. Now you try. (RATE)
- Listen to me read. Can you hear me pause @ the comma? Can you hear my voice go up at the question mark? (Down at a period.) Now you try. (EXPRESSION)
- Can you make it sound like this? (EXPRESSION, PHRASING, RATE)
- These words make sense together. Let's try reading them together. (PHRASING)
- Watch me check it. Yes, that makes sense in this story (or No, that doesn't make sense in this story.) (ACCURACY-If they misread.)
- You said, " ____." See if you can find what's wrong. (ACCURACY)

Comprehension

Have a discussion with your child about the book. It's not a test, have fun. Use the following questions to guide the conversation.

You might ask:

- What is the story mostly about?
- What is the main problem in the story?
- What is the solution?
- How does ____ (character) feel after/before ____ happened?
- How do you know ____ (character) feels ____ (upset, excited, anxious)?
- What does the word ____ mean in this story?
- What will probably happen next?
- What caused ____ to happen?
- Does this story remind you of anything?
- What lesson do you think the author was trying to teach us?
- What was your favorite part? Why?



Websites

▶ Literacy ideas created by Leander ISD SRP Team:
<http://goo.gl/V76mWp>

▶ www.starfall.com

▶ www.pbs.org/parents/readlanguage

▶ www.professorgarfield.org/pgf_ReadingRing.html

▶ Videos and games:
pbskids.org/electriccompany/

▶ Make your own comics!
www.professorgarfield.org/co



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