
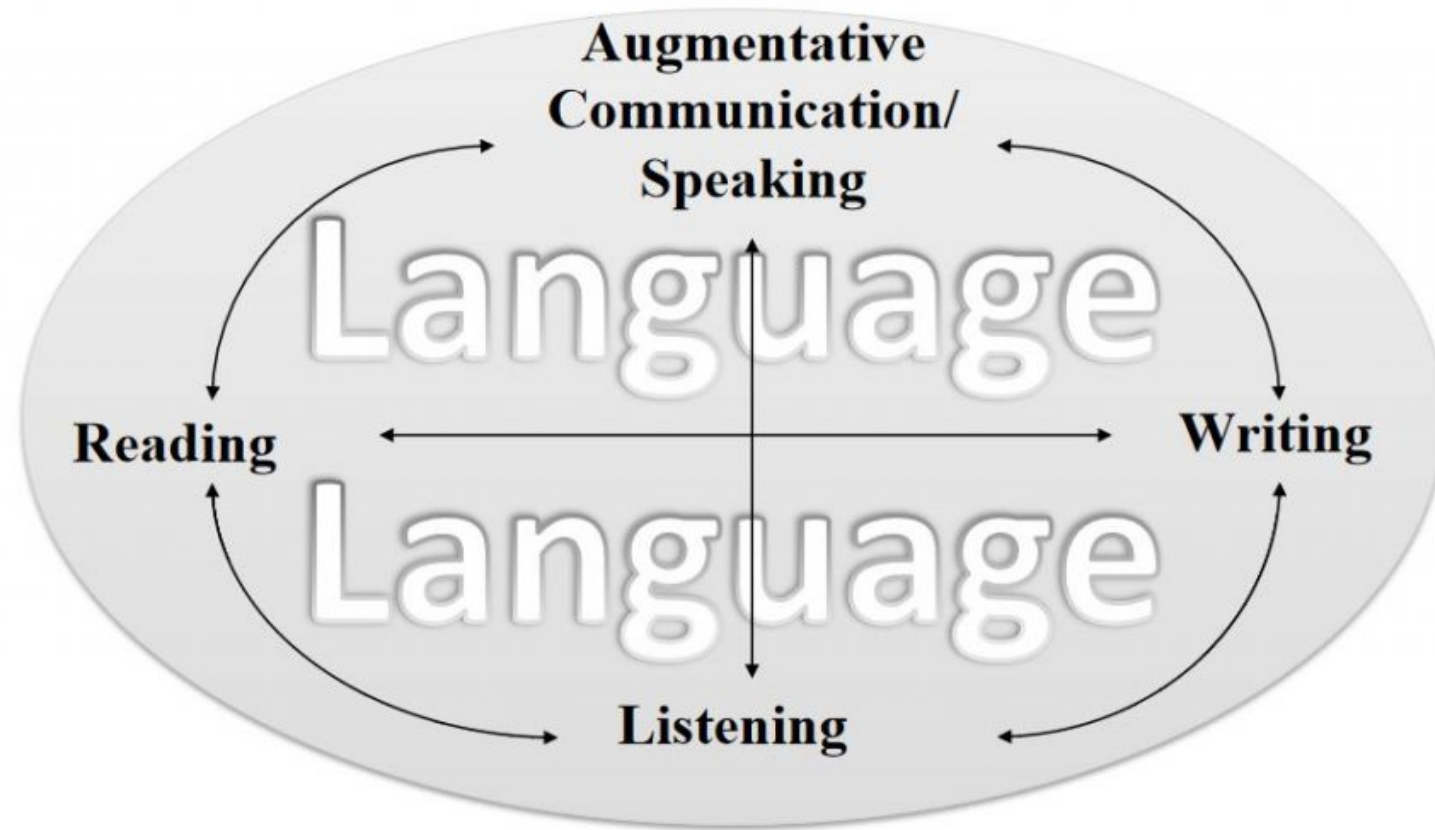




# Tips for Reading with your Children at Home

Rhonda Wizniak, PhD, R. Psych

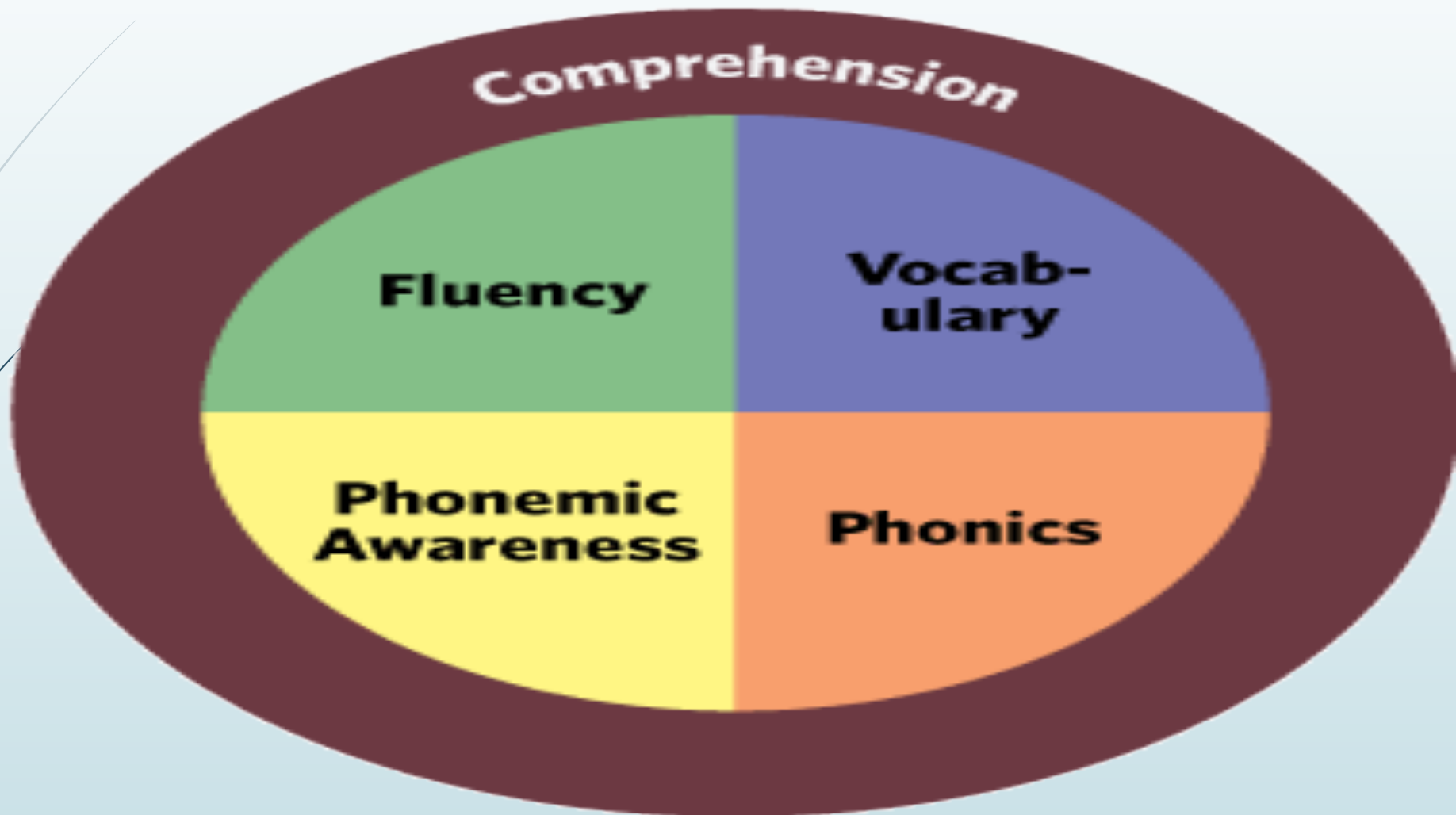
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- ▶ “Meaningful, purposeful communication is at the heart of learning to read and write. Students who learn that they can use reading and writing to investigate areas of interest, share their ideas, thoughts, and feelings, or interact with new people understand that the primary purpose of literacy is communication.” (*Quick-Guides to Inclusion, page 184*)

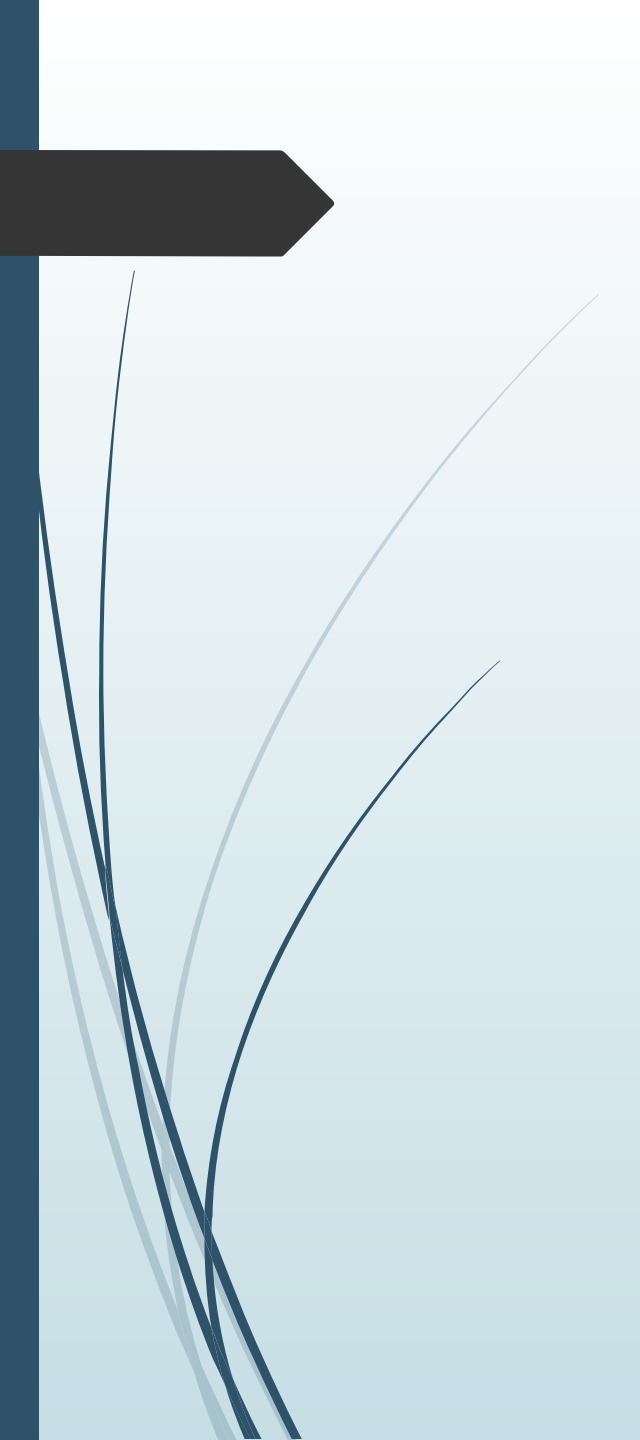


## Oral and Written Language Development In the Common Core

(Koppenhaver, Coleman, Kalman & Yoder, 1991  
adapted from Teale & Sulzby, 1989)

# Essential Components of Reading





Reading  
=  
Thinking

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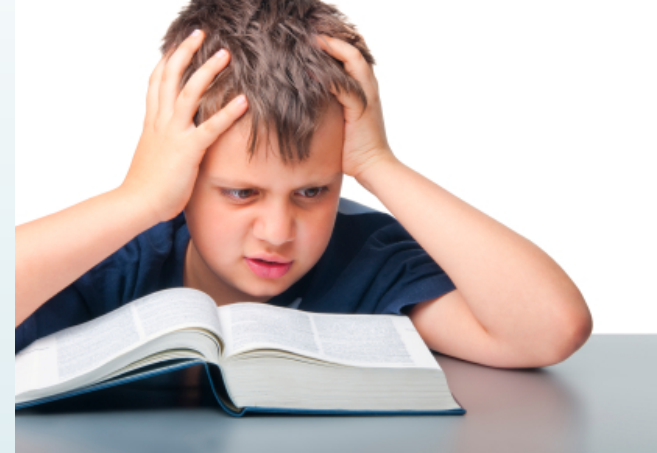
# Phonological Awareness


- ▶ Focus on rhyming
- ▶ Clap out beats in words
- ▶ Guessing games – I Spy, I am wearing something that rhymes with boat
- ▶ Use songs the play with sounds in words (Apples and Bananas)
- ▶ Connect the sounds
- ▶ Break apart words-compound words can be a way to get started (i.e. cowboy....what is the word if we take away boy)
- ▶ Get creative with crafts

# When you come to a word that you don't know.....


- ▶ There are two kinds of errors:
  - ▶ Mistakes that make sense
  - ▶ Mistakes that do not make sense

- ▶ I know that it is hard, but wait until your child gets to the end of the sentence and ask “Does that make sense?”
- ▶ The goal is for children to recognize when they have made an error and self-correct. However, children do not learn how to do this if we correct them as soon as they make a mistake.



- 
- What would make sense in this sentence?
  - Go back to the beginning and start again.
  - Think about what is happening in the story right now.
  - Skip over the word and keep reading the sentence. Now, try it again.
  - Look at the first letter. Let's say the first sound.
  - We've seen that word before. Let's see if we can find it on another page.
  - Let's cover up part of the word and sound out the part we see.
  - Does that sound right to you?
  - You read \_\_\_\_\_. Is that how we usually say that word?



- 
- ▶ If you know that there will be some “tricky words” in a text, pull out the words and read the words to your child. You can talk about what the story may be about before starting the story.
  - ▶ Remember the purpose of reading is comprehension, so be careful not to talk about too many words when reading.
  - ▶ You can give multiple prompts and your child still might not get, so give them the word and move on. Remember that the focus should be on comprehension. It can interrupt the flow of reading.

# Re-Reading

- ▶ Research is very clear that re-reading helps children develop a better understanding of what they read.
- ▶ Re-reading helps to develop greater fluency, allowing them to give more attention to making sense of what they have read.
- ▶ Re-reading helps children develop better accuracy in what they read.



## Ways to Take Action!



### Eagle Eye

Look at the picture.  
Use the beginning letter.



### Lips the Fish

Get your mouth ready.  
Say the first sound.



### Stretchy Snake

Sloooooowly stretch each  
letter sound together.



### Chunky Monkey

Break the word into  
chunks you know.  
m at @ fl at @ spl at ter



### Tryin' Lion

Try to re-read the  
sentence. Think about  
what would make sense.



### Skippy Frog

Skip the tricky word.  
Read to the end.  
Go back & try it again.



### Flippy Dolphin

Flip the vowel sound.  
Try long & short sounds.

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Read aloud with your child everyday.

➤ <https://www.youtube.com/watch?v=korfvEOQb14>

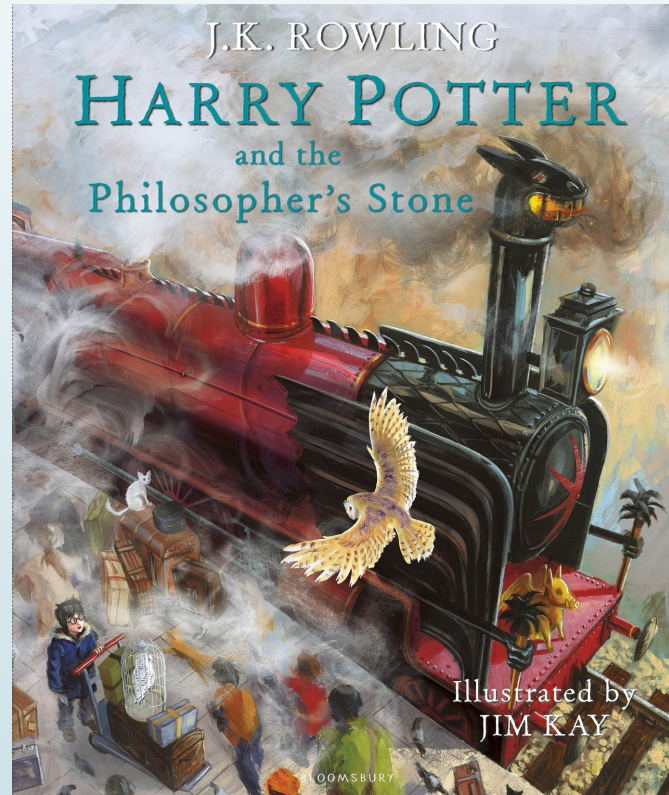
# Paired Reading

- ▶ Handout





Read the same book as your child and discuss it.





# Questions to ask...

- ▶ What is the story about?
- ▶ Who are the important people in the story?
- ▶ Where does the story take place?
- ▶ Why do you think that person made that choice?
- ▶ What do you think will happen next?
- ▶ How did you know about.....?
- ▶ Would you recommend this book to your friends?

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## Remember....

- ▶ The reading process happens
  - ▶ Before reading
  - ▶ During reading
  - ▶ After reading





# Consider the use of audio books.

- ▶ Audiobooks can be used to:
  - ▶ Introduce students to books above their reading level
  - ▶ Teach critical listening
  - ▶ Highlight the humor in books
  - ▶ Introduce new genres that children might not otherwise consider
  - ▶ Introduce new vocabulary or difficult proper names or locales
  - ▶ Provide a read-aloud model
  - ▶ Provide a bridge to important topics of discussion for parents and children who can listen together while commuting to sporting events, music lessons, or on vacations
  - ▶ Recapture "the essence and the delights of hearing stories beautifully told by extraordinarily talented storytellers" (Baskin & Harris, 1995, p. 376)

# Take your child to the library.

- ▶ Encourage children to read materials that they are interested in. This includes magazines, manuals, graphic novels, and sports programs.



# High Frequency Words

- Word wall words
- BINGO
- Scavenger hunt
- Flashcard apps
- Superhero Smash
- Searching for high frequency words in text

**Roll It Read It Phase 3**  
Roll the dice. Chose a word from the row that matches the number rolled. If you can read it cover it up.

	<i>all</i>	<i>are</i>	<i>my</i>	<i>her</i>	<i>you</i>	<i>they</i>
	<i>we</i>	<i>me</i>	<i>be</i>	<i>was</i>	<i>he</i>	<i>she</i>
	<i>they</i>	<i>all</i>	<i>are</i>	<i>my</i>	<i>her</i>	<i>you</i>
	<i>she</i>	<i>we</i>	<i>me</i>	<i>be</i>	<i>was</i>	<i>he</i>
	<i>you</i>	<i>they</i>	<i>all</i>	<i>are</i>	<i>my</i>	<i>her</i>
	<i>he</i>	<i>she</i>	<i>we</i>	<i>me</i>	<i>be</i>	<i>was</i>

# Vocabulary Development

- ▶ Fostering interest in words can become a lifelong habit. Simply commenting on interesting words is a great model.
- ▶ Give brief simple definitions for words.
- ▶ Reading together is a great way to discuss words.
- ▶ Talk about words that are similar or opposites.
- ▶ Look up pictures to match words on family outings.





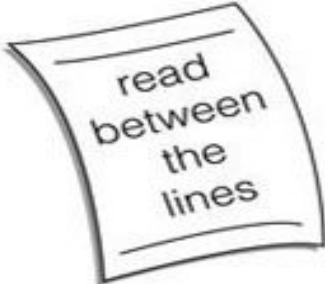



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# Reading and Writing are Reciprocal Processes

- ▶ Provide writing pens and materials
- ▶ Birthday cards
- ▶ E-mails
- ▶ Summer scrapbook
- ▶ Postcards
- ▶ Journals
- ▶ Write letters to your child.

# Reading Comprehension Strategies

<p>Re-read the Text</p> <p><b>more information = more understanding</b></p>	<p>Activate Prior Knowledge</p> 	<p>Use Context Clues</p> 
<p>Infer Meaning</p> 	<p>Think Aloud</p> 	<p>Summarize the Story</p> <ul style="list-style-type: none"><li>Characters</li><li>↳ Setting</li><li>↳ Problem</li><li>↳ Solution</li></ul>

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# Questions to Support Comprehension

- ▶ Summarizing
- ▶ Make predictions
- ▶ Draw connections between ideas in the text
- ▶ Sequence ideas in the text
- ▶ Use visualization
- ▶ Connecting information to background information



# Thinking Strategies of Good Readers

- ▶ Poor readers focus on the facts while good readers try to assimilate details into a larger cognitive pattern
  - ▶ Make educated guesses
  - ▶ Form images
  - ▶ Draw comparisons
  - ▶ Check understanding
  - ▶ Correct gaps in understanding



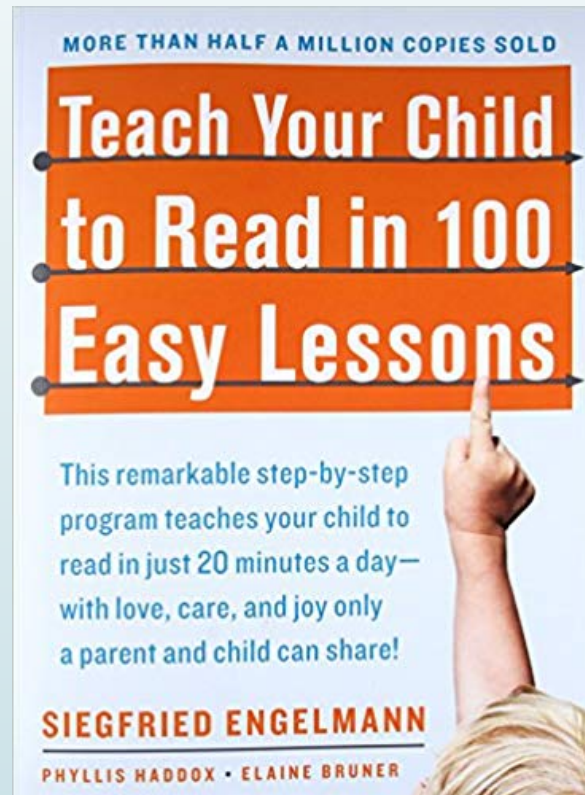



# Reading in Secondary School



- ▶ Source: High Leverage Reading Practices for Junior High Students
  - ▶ Set a purpose for reading (i.e. What is your purpose for reading this?)
  - ▶ Activate background knowledge (i.e. What do you know about this?)
  - ▶ Developing oral language through purposeful talk (i.e. speaking to classmates about what they are learning)
  - ▶ Recognizing text structure
  - ▶ Summarizing (i.e. What are the big ideas?)
  - ▶ Reading in Chunks
  - ▶ Thinking aloud (i.e. As I do this, listen to my thinking)
  - ▶ Building vocabulary
  - ▶ Writing about reading

# Resources



- 
- ▶ Find out about reading programs that are used at school that could also be used at home (i.e. Raz Kids)
  - ▶ FastForward at home
  - ▶ Tarheel Reader
  - ▶ High Interest Low Vocabulary – Orbit books
  - ▶ Epic Readers



# Look up

- ▶ <https://www.youtube.com/watch?v=ZBuT2wdYtpM>

# Celebrate successes!

The MORE  
that you read,  
the MORE things  
you will know.  
The MORE that you  
LEARN,  
the MORE places you'll go.

