

Building a Love of Reading

There are many ways to encourage your child to be a reader and for them to develop a love of reading. Try any of the following suggestions.

- Give books as presents.
- Give books as a treat, e.g. *after school instead of buying an ice cream.*
- Teach songs and action rhymes. Encourage your child to sing and say these by him or herself. Be prepared to offer help where needed.
- Have a selection of reading materials such as comics, magazines or books available at all times, e.g. *when travelling, when waiting for an appointment or when visiting friends.*
- Have a special place where books are kept.
- Set aside a time for reading.
- Encourage all family members and visitors to the house to participate in reading or being read to.
- Encourage children to select their own books.
- Have a family subscription to a magazine, e.g. *National Geographic.*
- Encourage your child to exchange books with friends.
- Talk about books whenever possible.
- Display your own collection of books.



Supporting Comprehension

Talking to your child about what you have been reading together is a wonderful opportunity to make connections with his or her life, in order to develop understanding of the text. Asking questions is one way for your child to respond to texts. Different types of questions will provide more information about your child's understanding of the text.

'Right There' Questions

'Right there' questions focus on what the author said. The answer is often 'right there' in the text or pictures. They usually begin with *who*, *when*, *where* or *what*. It is helpful to follow up these types of questions with a further question that asks the child to clarify their answer, e.g. "Can you show/read me the part that says that in the book?"

'Think and Search' Questions

The answers to these questions can be found in the text but not necessarily in the one place. The child has to 'put the answer together' from various sections or sentences in the text, e.g. *How are and alike?* These questions are sometimes the *how* and *why* questions.

'Author and Me' Questions

These questions require the child to base the answer on the text but also draw on their own previous experiences to reach an answer. The answers are not wild guesses; they should be probable, not just possible, e.g. "I wonder why ..." "Are princesses always beautiful?"

'On My Own' Questions

These questions ask for the child's own opinions or judgements. The answers are not found in the text at all, e.g. "Did anything happen in the story that has ever happened to you? Tell me about it." "How have you acted when you were ... (happy or scared)?"

It is not necessary to ask each type of question every time a story is read. Sometimes your child will stop and ask you questions, and other times you may ask the questions and direct your child's attention to specific aspects of the story. This should always be a fun way to explore the story or information further, not a time when the child feels 'tested'.



Using Computers

Computers can't replace reading but they can support what your child is learning.

Many computer programs (also called software) offer activities that can both grab your child's interest and teach good lessons. Children have fun using some of the colourful, action-filled programs. It is also valuable if you spend time with your child while they are using the computer.

By using computer reading programs your child can:

- hear stories
- read along and interact with what's on the computer screen
- play with objects and characters on the screen to learn about letters and sounds, rhyming words, repetitive phrases, and other skills important in learning to read
- command the computer with their voice, record and play back the recording so that they can hear themselves reading
- write simple stories
- add pictures and characters to stories and have them read back
- make and print their own books
- gain praise and see improvement in language abilities.

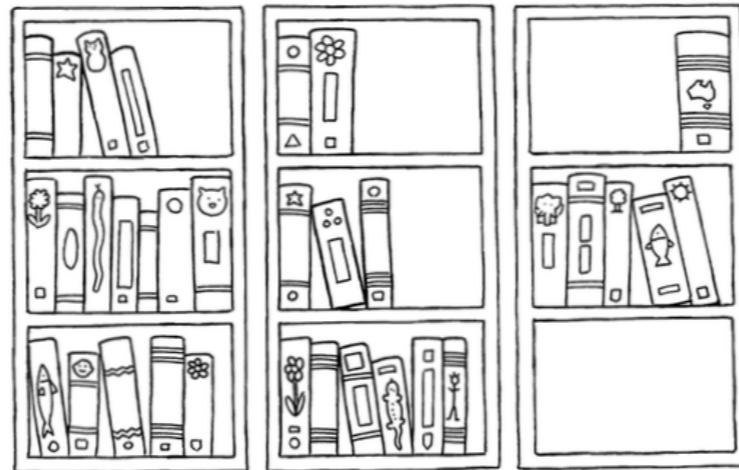
Note: By searching the Web, you can find sites that have free interactive books and activities that your child might enjoy.



Using the Library

Visiting the library is a great way to encourage your child's imagination and learning as well as providing an opportunity for you to show your child that you value books and reading.

- Make library visits a regular activity.
- Introduce your child to the librarian. Let your child know that the librarian is there to help.
- Get a library card for yourself and your child.
- Use the card catalogue or computer with your child to look up book titles and favourite topics.
- Ask the librarian to help you both find interesting books that your child can read.
- Look through the books with your child.
- Have your child choose the books to take home.
- Encourage your child to attend library storytelling time, 'summer' reading programs and 'special holiday' activities.



Games



Supporting Phonemic Awareness and Graphophonic Knowledge Through Games

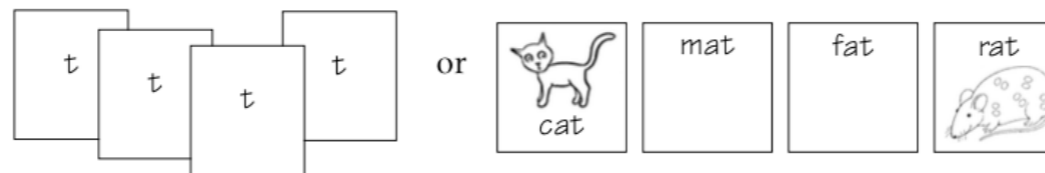
'I Spy ...'

- Begin by saying "I spy with my little eye something that ...", and continue by adding "begins with t", or "rhymes with bear", or "ends with at".
- Invite your child to guess the word.

Snap

Use the format of a traditional Snap game.

- Make up a set of cards that match in some way, e.g.



- Deal out all the cards to the players.
- In turns, each player overturns one card from his or her hand and places it face up on the table, forming a central pile.
- When an overturned card matches the one on top of the central pile, that player places his or her hand on the central pile, says SNAP, and gives the category for the Snap. The player then takes all of the cards to add to his or her hand.
- Play continues in this way until one player has all the cards.

Concentration

Concentration is a game that invites players to exercise concentration and memory to locate matches from a given selection of cards placed face down. The cards used for Snap can also be used for Concentration.

- Make a set of cards with letters, words or pictures. The cards could include:
 - Words that begin with the same sound, e.g. *ship, shop, shoe*
 - Words that rhyme, e.g. *bear, tear, wear*
 - Words that have the /e/ sound spelt the same way, e.g. *leaf, beach*.
- Place all cards in the pack face down on the table.
- In turns, each player overturns two cards (one at a time), attempting to match them in some way, e.g. *they rhyme, start with the same letter*.
- If there is a match, the player states what that is, keeps the cards and has another turn. If there is no match, the cards are replaced exactly where they were, face down.
- The game continues in this way until all the cards are matched. The winner is the player with the most matched pairs.



Supporting Phonemic Awareness and Graphophonic Knowledge Through Games

Snap and Clap

Snap and Clap makes use of rhythm and repetition to encourage your child to focus on rhyming words. The focus of the game is on providing a rhyming word, not on maintaining a complicated clapping and snapping pattern.

- Begin with a simple snap, clap rhythm and then say a word. Challenge your child to repeat the snap, clap rhythm and provide a rhyming word at the end.

For example, snap, snap, clap (you say) *light*

 snap, snap, clap (your child says) *right*

 snap, snap, clap (you say) *might*

Continue until you run out of rhyming words. The focus should always be on the rhyming words, not following a complicated clapping pattern.

A Trip to the Moon

- Begin the game by saying “We’re going on a trip to the moon. You can come if you bring *something*.” The ‘something’ will depend on the category you choose, e.g.

syllables – “You need to bring something that has two parts to its name, e.g. *rocket, ticket, burger*”

rhymes – “You need to bring something that rhymes with honey, e.g. *funny, sunny, money*”

matching – “You need to bring something that starts with *sh*, e.g. *ship, shoe*”

- Have the players take turns to say “I will bring a ...”
- Continue the game for a specified length of time or until the choices have run out.

What Could It Be?

What Could It Be? involves the creation of clues, presented orally, for your child to solve. Create riddles for your child to solve. For example, you might start by saying, “*I’m thinking of something in the room whose name has two parts. It is made of glass and you can see through it. What is it?*”

What Could It Be? clues can be:

– rhyming words, e.g. “*I’m thinking of an animal. The animal’s name rhymes with ‘pear’.*
What could it be?”

– beginning sounds, e.g. “*I’m thinking of an animal that’s name begins with /b/.*
What could it be?”

Hunting for Words

Challenge your child to go ‘hunting’ for words/objects/pictures at home that have something in common, e.g. *words beginning with /tr/, ending with /ing/ or rhyming with ‘lake’.* Children often enjoy this sort of challenge and may like to take their discoveries to school to share with the teacher.



Supporting Phonemic Awareness and Graphophonic Knowledge Through Games

Odd One Out

Odd One Out assists your child to identify words or parts of words that vary. A series of four words is presented. Three of the words have something in common. The fourth will be the 'odd one out'. Your child needs to select the odd one and suggest why it does not fit.

Depending on the words chosen, this activity can be used to develop an understanding of:

syllables – “Listen while I say four words: *monkey, lion, elephant, zebra*. Tell me which has more parts to its name.”

rhymes – “Listen while I say four words: *coat, boat, goat, balloon*. Tell me which one doesn't rhyme.”

matching Sounds – “Listen while I say four words: *beach, boat, seal, bean*. Tell me which one has a different middle sound.”

As an extension of this activity, do not give the criteria and ask your child to pick the odd one out. For example, “Listen while I say four words: *window, water, apple, wardrobe*. Which does not belong?” When you first begin this activity, make sure the words differ in only one aspect as this makes it easier for your child to identify the difference.

Tic Tac Toe

Tic Tac Toe is played in the same way as Noughts and Crosses. However, specified letters, patterns or words are used to create a sequence of three diagonally, up or down, instead of noughts and crosses. For example, you may write words that begin with 'st' and your child may have to write words beginning with the letter 't'.

tap	tap	stick
stop	star	tip
top		

If your child is having difficulty thinking of words to add, you could both make a list of words prior to beginning Tic Tac Toe.

Alternatively, have cards with pictures and/or words on them and have your child place their word onto a space while saying what it is.



Name: _____ Date: _____

Favourite Texts — Informational

Text: _____

Author: _____

Diagrams poor good very good

Glossary poor good very good

Information poor good very good

_____ poor good very good

_____ poor good very good

_____ poor good very good

Recommendation:

OK

Good

Fantastic

Reading for Success



Name: _____ Date: _____

Favourite Texts — Literary

Text: _____

Author: _____

Illustrations poor good very good

Plot poor good very good

Characters poor good very good

_____ poor good very good

_____ poor good very good

_____ poor good very good

Recommendation:

OK

Good

Fantastic

Page

Heading for Success



Name: _____ Date: _____

Facts and Falsehoods

Statements

Text: _____

fact/falsehood

fact/falsehood

fact/falsehood

fact/falsehood

fact/falsehood



Comprehension Skills

Questions to help readers to effectively understand the text. These questions can be asked as you are sharing a text with children.

Who are the main characters?

What happened when or during?

What caused...?

What happened to..?

Look at the illustrations and retell the story..?

Find /tell me the words and phrases which describe the Characters?



Comprehension Skills

Questions to help readers to effectively understand the text.

These questions can be asked as you are sharing a text with a child.

Why was....so determined?

What was the purpose of?

What was it necessary to...?

What is the result of....?

What kind of person is...?

What is meant by...?

Do you like this character? Why?

Why was it wrong for?

What would you do if you were?

How does...make you feel?How did the author express the idea of



Inferencing

How to improve comprehension skills.

Questions to ask:

Did he she realise...?

Do you think?

What is the main idea of this...?

Discuss the significance/importance of...?



