

READING TIPS FOR PARENTS and FAMILIES



**Guidelines
for
Reading To and Reading With
Your Child**

Before Reading:

- **Choose reading materials that are at your child's reading level or slightly higher.**
- **Take a “walk” through the book (preview). Talk about the cover illustrations, title, author, headings, chapter titles, captions, pictures, etc.**
- **Use predictions to draw on what your child already knows and to allow your child to use the information gathered during the preview.**

**Ask questions: What do you think this book (article, story, etc.) might be about?
(Answers should be based on what he or she already knows about a topic and also on what they learned from the preview.)**
- **Make real life connections. Draw your child into the book.**

During Reading:

- **When reading to your child, make sure he or she can see the book or has a copy.**
- **Pause at appropriate times and discuss the books or story as you read.**
- **Pause and discuss interesting or keywords without disrupting the flow or meaning.**
- **When your child is having difficulty with words, silently count to ten before prompting, and encourage him or her to:**
 - **Sound it out.**
 - **Look at the part of the word they know (called ‘*chunking*’).**
 - **Back up and try again.**
 - **Put in something that makes sense.**
 - **Continue reading to see if he/she can tell what it means from the rest of the sentence.**
 - **Give information and discuss it.**

After Reading:

- **Ask your child to retell the story.**
- **Talk with him/her about:**
 - **the story to clarify meaning;**
 - **the characters ~ Which did you like? Why?**
 - **similar events in their lives and experiences (prior knowledge, background experience).**
- **Identify new words or difficult words**
 - **discuss or act out words, concepts, or events.**
- **Ask how he/she might behave or react to a similar situation.**
- ***Give praise during and after reading.***
- **Discuss what was learned from the book/story and what he or she might like to learn more about.**

Reading and Language Games and Activities

Alphabet Game

Materials: pencil and paper

This can be a game or it can be a book you make together. The idea is to find something that starts with each letter of the alphabet.

Examples: A = acorn; B = ball; C = cat

Rhyming Games

Materials: none

Rhyming helps children become aware of sounds. You can make up your own rhymes, such as: “The old gray cat just caught a _____.”

Have your child fill in the blank. You can sometimes fill in the blank with sensible answers (like “rat”); at other times use silly answers (like “mat”). Other examples:

- My old, old dog just swallowed a _____.
- Give me a break, don't touch that _____.

Story Making Games:

Materials: none, unless you find a story so wonderful that you have to write it down.

Take a traditional story beginning such as “Once upon a time there was a little girl.” Discuss with your child all the different ways the story could be told. For example, the little girl could be poor, wealthy, smart, talented, or just like you. What kinds of experiences would it be possible for her to have? Talk with your child and help him or her to develop a creative imagination. If you discover a story you really like, write it down and let your child illustrate it.

More Reading and Language Games and Activities

Grandmother's Trunk:

Materials: none (a game for memory and/or sounds)

Player one starts with: In my grandmother's trunk I packed a pineapple.

Player two: In my grandmother's trunk I packed a pineapple and a tea bag.

Player three: In my grandmother's trunk I packed a pineapple, a tea bag, and a spider web.

To use the game to work on sounds, make a rule before starting that all items must begin with the same sound. Or decide that all items must be things that go together (such as clothes, or all school things, etc.)

Matches and Opposites:

Materials: none (a game to develop vocabulary)

Player one says a word and **Player two** tries to think of a matching word (synonym). Then **player two** starts and **player one** has to think of a matching word.

Examples: small – little; big – huge; sad – unhappy; silly – funny.

Or, the game can be played with opposites.

Examples: out – in; up – down; over – under.

Part of the game is that if children don't know a word, they can ask you about it.

Picture Memory:

Materials: magazine pictures or photo albums

Show your child a picture from a family album, book, or magazine.

After she/he studies it for a minute or two, take it back and ask him/her to answer questions about details in the picture.

Examples: What color blouse is Aunt Martha wearing? How many people are in the picture?

Give credit for all answers, then look at the picture again to see how good their memory is. However, avoid making it a test. It should always sound and feel like a fun game. Reverse roles so that your child will know that none of us always remembers all the details.

