



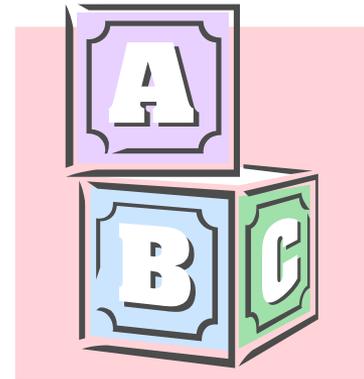
Growing Readers at Goosehill Primary School

Parents and Teachers Working Together



What are some of the essential skills and behaviors our children need to develop as readers?

- ▶ Phonemic awareness
 - ▶ Letter-sound knowledge
 - ▶ Fluency
 - ▶ Comprehension Strategies
 - ▶ Vocabulary and background knowledge
 - ▶ Positive reading habits
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Phonemic Awareness

- ▶ the ability to hear and manipulate the sounds in spoken words
- ▶ essential to learning to read because letters represent sounds (phonemes). Without phonemic awareness, phonics doesn't make sense.
- ▶ If a child cannot hear that "man" and "moon" begin with the same sound or cannot blend the sounds /rrrrrruuuuunnnn/ into the word "run", he or she may have great difficulty connecting sounds with letters or blending sounds to make a word.
- ▶ a strong predictor of early reading success.



What parents can do to support the development of phonemic awareness and letter-sound knowledge:

▶ Read nursery rhymes.

▶ Read poetry.

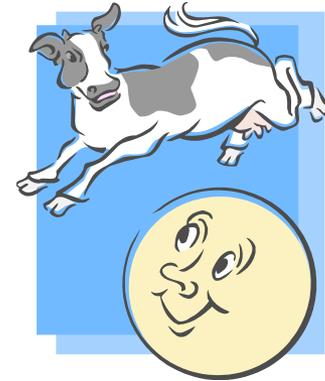
▶ Play games:

-*Guess my word: j-u-m-p*

-*Clap the syllables. What word has (any number) claps?*

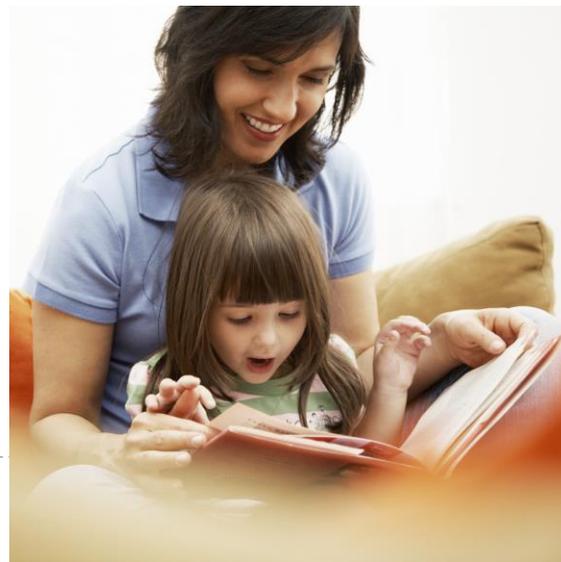
-*What starts like Bat. (or ends like cuP?)*

-*What rhymes with...?*



READ ALOUD!

- ▶ **Poetry and nursery rhymes**- over and over to develop fluency, appreciation for the sounds of language, visual imagery, sense of rhyme (let them fill in the words!)
- ▶ **Joke and riddle books**- laughter is immediate gratification! Develops sense of timing, humor, word play



What teachers do:

- ▶ Shared Reading
 - ▶ Letter-sound instruction-
Foundations
 - ▶ Letter/word sorts
 - ▶ Sight Word Development
 - ▶ Reading and Writing Workshop
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“Just-Right Books”



- It is essential that children read books (independently) at an appropriate word accuracy level (95-100%)
 - Very little “brain space” should be taken up by decoding. (-doesn’t mean “easy”!)
 - Comprehension is the goal.
- “Does that make sense? What are you thinking? What do you think will happen? What are you learning? Why do you think ---- happened?”*
-



What teachers do:

Assess readers three times a year to confirm reading level and learn what specific skills are needed.

Read with similarly-abled students in small groups to address needs.

Make sure students read just-right books and focus on comprehension.



Decoding

1. Get your mouth ready for the first sound/ first consonants/blend/digraph

2. Tap out the sounds. (first chunk)

3. Use the picture (meaning)

4. Check- does it match what you said?

5. Pull in another letter/chunk.

6. Flip the vowel

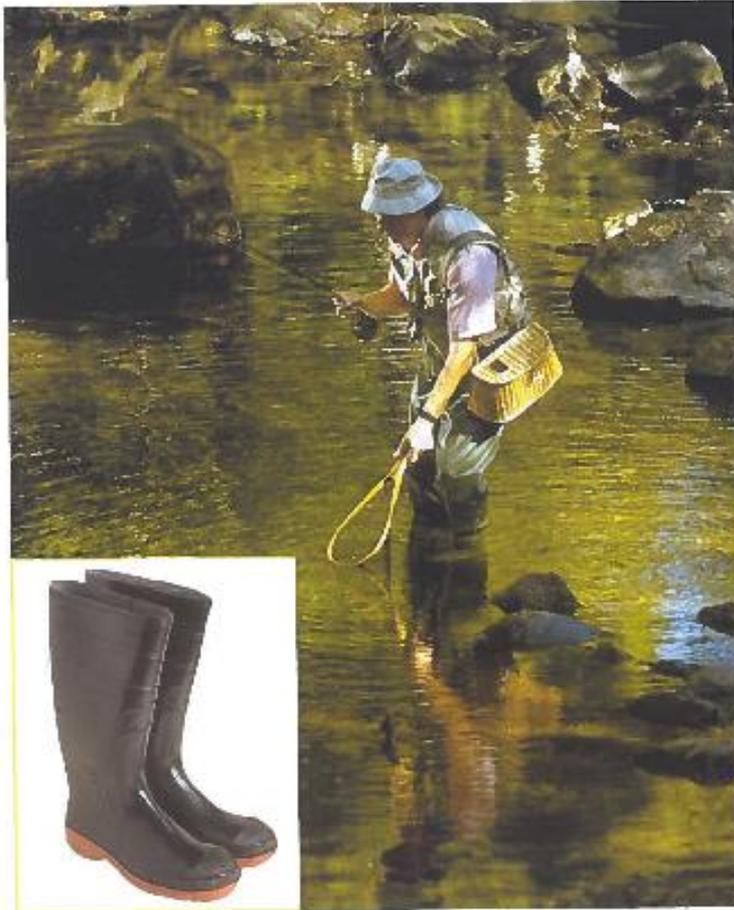
7. Check- does it match what you said?

8. Other options: cover prefix, suffix

9. Is there a part you know?

10. Check- does it match what you said?





- Some boots are made for
- fishing in the river.





Some boots are made for climbing mountains.

Maybe Piggie
does not like
this flavor!





Mom helped Jim pack
for the party.

“Here are your pajamas
and your toothbrush,” said Mom.

What to say instead of correcting
or over-assisting:

Tap it out!



You're using the picture—how smart of you!

Does that sound right? (don't jump in to correct!)

That sounds right, doesn't it?

Does that make sense?

That makes sense, doesn't it?

▶ *Do the letters match the word you said?*

Practice Sight Words Regularly

- ▶ Automaticity
- ▶ Confidence
- ▶ March Benchmarks K= 18-25 Grade 1= 90-100
- ▶ Make it Fun! Memory, Bingo, Go Fish
 - ▶ Apps
 - ▶ Trace, write in shaving cream, on carpet



Comprehension- Model Getting Ready to Read



At the beginning of a book:

Look at the cover and read the book jacket summary. Tell your child what you think the book's going to be about.

Figure out who's telling the story (narrator) and where and when it takes place. (setting)

Identify the main characters.



Model Word Work

- If you come to a big word, slow down and show your child how you sound it out.
croc-o-dile chrys-an-the-mum
 - If you come to an interesting word, stop and talk about its meaning. Show your child how to use clues from the sentences and pictures.
 - *Jack outwitted the giant. Sylvester was weary...*
 - Use the new words you “learned” together.
-



Model the thinking readers do

- Talk about what the words are making you picture in your mind .
 - Talk about what the words are making you feel.
 - Tell your child when you're surprised, confused, wondering something, predicting something will happen...
 - Compare the book to others you've read.
 - Encourage your child to share his thinking
-
- ▶ with you.

Build vocabulary & background knowledge

- ▶ Read nonfiction picture books.
- ▶ Watch educational television.
- ▶ Visit museums and historic sites.
- ▶ Subscribe to an informational magazine.
- ▶ Talk about what you observe and learn.



The Developmental Nature of Reading

- Readers develop at different rates.
- Concepts “click in” at different times for different children.
- Comparisons among children are not productive.
- There will be bursts of growth and times where growth levels off.
- All reading instruction is differentiated.
- Teachers provide interventions in a variety of ways.
- Parental input is valued.



Essential ideas:

It is possible for young readers to read smoothly, quickly, and not comprehend a word. **Focus on meaning.**

Reading should be pleasurable. People choose activities that make them feel good. Value joke book, magazines, comic books...(choice!)

Daily **practice** is essential for the development of any skill.

Readers need to feel competent. Show your child you're confident in his/her ability. **Marvel at his/her EFFORT and thinking!**

Children need parents who limit screen time.

It is important to SLOW DOWN and **make time** for what's important.



Goals for parents:

- ▶ Read to your children.
- ▶ Be a reading role model.
- ▶ Honor and encourage EFFORT over achievement.
- ▶ Help build vocabulary and background knowledge.
- ▶ Communicate with your child's teacher.
- ▶ Attend workshops and school events!

