



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

SWLSB Pedagogical Services Department | Supporting Reading at home

Thank you for supporting your child's literacy development and love for reading at home.








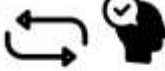
This document will provide you with some suggested ways you can incorporate learning into daily life. It is important that children have many opportunities to practice oral language skills (listening and speaking) as a basis for their foundational literacy. Allowing them to practice skills will help them develop their fluency as they read (so they read aloud smoothly and not robotic). Children benefit from hearing others read aloud fluently (e.g., with a fluent reader at home, in an audio book).

For multilingual learners, it is important to foster literacy skills in a child's home language. Happy Reading!

What do you do when your child is reading and gets stuck on a "tricky" word?

1. Encourage them to look at all of the letters in the word.
2. Have your child point to the letters as they say the sounds and then blend them together to say the word. Continuous voicing can be helpful.
3. Have your child reread the sentence with the word they read to see if it makes sense.

Decoding Prompts:

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| <p>Read From Left to Right</p>  <p>In English, we start reading on the left side of the page and read to the right. Point to the letters and say the sounds to read a word.</p> | <p>Look at the Letters, Say the Sounds</p>  <p>Look at all the letters in the word. Say the sounds the letter or letter strings make.</p> <p>c a t /c/ /a/ /t/ ••••• •••••</p> | <p>Slide Through Each Sound</p>  <p>Slide through each sound.</p> <p>/c/ /a/ /t/ cat</p> |
| <p>Blend the Sounds Together to Say a Word</p>  <p>Blend the sounds together or slide through the sounds to say the word.</p> <p>/g/ /o/ /l/ /d/ gold</p> | <p>Try a Different Sound</p>  <p>Try a different sound (based on phoneme(s)/grapheme(s) that have been taught).</p> <p>"Sk"y → /ski/ (long i) → /ske/ (long e)</p> | <p>Look for Sounds You Know</p>  <p>Look for the sounds or word parts that you already know.</p> <p>sit mash unpack</p> |
| <p>Split the Word into Syllables</p>  <p>Split the word into syllables and say the sound(s) in each syllable. Reread the word.</p> <p>[mon] [key] monkey</p> | | <p>Reread the Sentences</p>  <p>Reread the sentence. Do you understand what you read? Do you need to try another strategy?</p> |





Concepts of Print
An awareness of how language is communicated in print.

Notice print in the community (e.g., Menus, street signs, advertisements) and how this print is communicating information.

Model reading any print from left to right and tracking the sentence to the next line on the page.

Point out that the words we say when we are reading match the number of words that we see printed on the page. (e.g., if you count 6 words in a sentence you should be saying 6 words).

Point out sentences with different punctuation. How would you read a sentence with an exclamation mark versus a period (e.g., with great emotion)?

Oral Language
Oral Language is spoken language and involves speaking and listening.

Walk and Talk - When out in the community talk about what you see, think and wonder.

At the end of the day, talk about the events of the day and ask each other questions.

One Sentence Story - Take turns giving one sentence as you orally share a story. Include characters, setting, problem, solution.

Sing rhyming songs.

Participate in dramatic play, taking on imaginary roles.

Simon Says

Grocery Store Game - Give your child clues about something they need to look for (e.g., find the blue box above your shoulders, find the biggest red apple).





Phonological Awareness

The oral ability to recognize, manipulate and hear words, syllables and sounds (phonemes).

How many words are in a sentence? Say the sentence out loud. Clap out each word.

How many syllables are in a word? Say the word out loud. Clap out each syllable (e.g., computer- com-put-er).

Sort objects by their initial sounds. Collect various objects, have your child sort them by their initial sound (e.g., cow starts with /k/, pig starts with /p/).

Odd word out - Which one doesn't belong? (e.g., weed, bead, pill, seed)

Word Family Fun - Start by giving your child the first word in the word family (e.g., cat). Then have your child give you the next word. Go back and forth and see how many words you can add to the word family.

Scavenger Hunt - Have one person say a word, the other person searches for something that rhymes with that word.

Move Like a Robot - Tell your child a word and have them use one robot arm movement for each sound to segment the sounds in the word (e.g., ship- /sh-i-p/).

Robot Talk - As the robot leader, say this rhyme in a robot voice and have the students respond: "I am a robot. Can you help me? Can you tell me what I see? I see a /c/ /a/ /p/. Encourage the students to repeat the rhyme in "robot talk" and then blend the final word to answer the robot's question (cap).

Adding Phonemes (sounds)/words - Say a word out loud. Have your child repeat it, then ask them to add a word to the end to make a new word (e.g., say "snow", add "ball" to the end. What's the new word? "snowball") or have them add a phoneme to a word (e.g., say "ap", add "/t/" at the beginning and the word is? "tap").

Say sound, not letter name

Deleting Phonemes (sounds)/words - Say a word, have your child repeat it. Then say without * what is left? (e.g., say "baseball", without /ball/, what's left? "base"). Repeat with syllables (e.g., say "neater", without /er/ what's left? "neat") and phonemes (e.g., say "pig", without /p/ what's left? "ig").

Substitution - Say a word. Have your child repeat it, then ask them to change a word/syllable/phoneme to another (e.g., say "colder", change /cold/ to /hot/ and the word is? "hotter").

Phonics

The connection between the sounds of speech (phonemes) and the alphabetic symbols (graphemes).

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Point to a letter or digraph (e.g., sh, ch, th) in a book or letters you write out and have your child say the sound the letter makes.

Say the sound of a letter or digraph and have your child search and find the letter or combination of letters that make the sound. Or, have your child print the letter or letter combinations that match the sounds you say.





Vocabulary

The words that a child knows, understands (receptive) and uses (expressive).

Use a variety of words when speaking with your child. For example, instead of saying “Look at that bird.” you could say “Look up in the sky. I see a large black bird with extremely long wings.”

When reading to your child, listening to text or watching a show, notice any words that are more complex or could have different meanings. Have a conversation about these words and how they might be used. See if your child can come up with a sentence using the “new” word.

Word of the Day - Share a word that your family can try and use throughout the day. Talk about the word: what does it mean? What is the beginning/middle/end sound? What are some rhyming words? How can you use the word in a sentence?

Read the book, *The Word Collector* by Peter Reynolds. See how many words your family can collect or who can collect the most interesting word in a day. Make a list of the words. You could choose one of the words to be a “word of the day” and see how many times you can appropriately use the word throughout the day.

Fluency

When a child reads with expression, appropriate speed and accuracy.

Beat the Timer - Print 10-20 upper- and lower-case letters (e.g., k, L, b, R) and time your child as they read the sounds the letter makes (not the letter name). You can challenge them by adding digraphs (e.g., sh, ch, ph), blends (e.g., bl, cr, sp) or vowel teams (e.g., ee, oa). See if they can beat the timer or read them faster than you.

Repeat After Me - You read a sentence or a paragraph modelling appropriate speed, expression and accuracy. Then your child rereads the sentence or paragraph after you.

Listen to Reading - Have your child listen to someone reading fluently to a book of interest. Audio books are great to listen to while in the car (e.g., Sora or other Audiobook streaming apps).





Comprehension

The process of understanding, reflecting on and learning from spoken or written text.

Whether reading a text on their own or listening to reading, readers are always thinking. In order to support comprehension of what your child is reading here are some prompts that you can ask them while they are reading or after they read. These prompts can also be modified to be asked after watching a show.

- What is your favourite part? Why?
- What happened in the beginning, middle and end?
- What was the problem? How did it get solved?
- What would you do if you were in a similar situation?
- Which character do you like? Why?
- Which character would you want to be friends with? Why?
- Does this remind you of anything?
- What do you think will happen next?
- What do you think the author means when they said...?
- When you read this sentence, what are you picturing in your mind?
- What do you think that character might be thinking?
- Why do you think the author used this word?
- What is something new you learned?
- What did you find interesting?
- What is something you want to read more about?
- Do you agree with what you read?
- Was there a part that confused you?

Created and graciously shared by the Simcoe County District School Board

