

Games and Activities

Making Reading Fun

Learning to help your child read strategically

- I. Shared reading
 - A. Definition
 - B. Why it is important to read to your child and teach them to read strategically
 - C. Transition to how to do this

- II. Before reading
 - A. Choosing a good book
 - a. Choose a book that is interesting and appealing to young children.
 - b. Try to find one with good pictures
 - c. Try to find one with lively and interesting language and words
 - d. Make sure it is developmentally appropriate with its themes and topics
 - e. Try to find one that the adult finds interesting too, so it can be read enthusiastically for multiple readings
 - f. Might try books about numbers, colors, geometric shapes, and classifications. Your child will comprehend these concepts more easily when encountering them again later.

 - B. Read the book before reading it to your child
 - a. Parents should not be surprised by the content, language, or events in the story they might disapprove.
 - b. This will also help fluency of the reading for being role models as readers.
 - c. It will allow parent to find possible teaching points, themes, words, and pictures of interest (remember, only to focus in on one or two teaching points per day. Keep reading fun!).

 - C. Introduce the book to child
 - a. Title, cover, illustrations/picture walk, setting, characters, problem, solution, plot
 - b. Attempt to excite the child's imagination about what the story is going to be about.

 - D. Make predictions
 - a. Based upon title, cover, illustrations make predictions about the story.
 - b. Make predictions based upon the setting and characters.

- c. Encourage child to use her background knowledge and prior experience to help make predictions about the subject matter.
- d. Be very positive in accepting child's predictions and responses. There are many good things about simply talking about the book together.
- E. Highlight elements in the story to keep in mind
 - a. Settings and characters
 - b. Problem and solution
 - c. Plot and sequencing
- F. Read story—maybe pause in a few places to build excitement, curiosity, and interest by asking for predictions about what will happen next.

III. After reading

- A. Check enjoyment of story/personal reaction
- B. Check to see if initial predictions were accurate

IV. Rereading the story (multiple times)

*Once children are familiar with the story, having heard it once, look closer at the text and illustrations.

- A. Focus on building and extending comprehension
 - a. Use “wh” questions with characters, setting, story).
 - b. Ask questions and discuss the story
 - i. Author's choices—plot, characters, setting, words
 - ii. Illustrator's choices—pictures, colors, etc.
- B. Look for interesting language and vocabulary
 - a. Expand vocabulary
- C. Decoding letters and words
 - a. Find letters and sounds in context of the story
 - b. Will develop word recognition
- D. Concepts of print
 - a. Help child track print (up to down/left to right)
 - b. Point to each word or slide your finger below each word as you read
 - c. Look at spacing, capitalization, and punctuation used
 - d. Children will gain awareness to the functions of print
 - e. Will become familiar with language patterns
 - f. Will see that print is a form of communication
 - g. Come to see that the printed language is related to the oral language they know
- E. Story sequence, action, and purpose
 - a. Point out sequence (beginning, middle, end)
- F. Remind kids that they find reading fun, enjoyable, and a way to learn.

- a. Point out the fun they had
- b. Highlight the things that kids learned

*Each time you read it provides a great opportunity for you to model reading for your child.

*Remember to focus on the enjoyment of the story and try not to draw attention away from the story with too many teaching points or too much attention to detail.

Shared Reading

- Shared reading—A time for sharing a story and reading together.
- Work to encourage early reading enjoyment and success with reading.
- Storybook reading is a critically important factor in young children's reading development.
- Storybook reading done by parents in a home setting is particularly effective.
- For reading look for rich, authentic, interesting literature
- Each time you read provides an opportunity for the parent to model reading for the child.
- Students will gain an awareness of the functions of print, familiarity with language patterns, and word recognition.
- When choosing out a book look for
 - Book is interesting and appealing to young children. Try to find ones with good pictures, is lively with interesting language and words.
 - Developmentally appropriate themes and topics
 - Predictability
 - One that the adult finds interesting and can be read enthusiastically.
- Children need to come to understand that printed language is related to oral language. That print is a form of communication. That print and books are sources of enjoyment and information.
- Shared reading is an interactive reading experience.
- Select books that will be engaging and enjoyable after multiple readings.
- Shared reading can be done with older kids too. It might be ideal to start a novel out this way for a 3rd grader. Do this for the first couple of chapters and then let the child read the rest of the book by him/herself.
- Shared reading allows time to build interest in the story, to build background knowledge, and to highlight possible content.
- If parents can read 20 minutes a day from birth through elementary school, children will learn how to read.
- Schools deliver 85% of the curriculum using printed words in books.
- Reading is the most fundamental skill your child will use during her 12-20 years as a student.
- If you read 20 minutes per day with your child from birth to age 5 this enjoyable activity provides 600 hours of essential pre-literacy preparation before entering school.

Before reading

- Review the elements in the story (setting, characters, problem, solution, plot)
- Predict and infer
- Introduce the book. Have child examine the title, cover, and illustrations and make predictions about what the book will be about.
- From the introduction of the book, excite the child's imagination about what it could be about. Try to relate any prior experience the child or you have had with the subject matter.
- Encourage the child to use their background knowledge to make predictions.
- Be very positive in accepting/encouraging about the child's responses.
- Read the story through without any stops.
- The first step to shared reading is selection of the text.
- The second step is for the parent to read the book thoroughly before reading it to the child. Parents should not be surprised by the content, language, or events of the story they do not approve of. This also helps with fluency as role models for reading. It will also allow for possible teaching points, themes, and word studies. However, only teach what really matters. Perhaps there will be only one new word a day.

During reading

- Use echo reading: children echo the words after the parent reads them.
- Use choral reading: children reading at the same time as the parent.
- Fill in the gaps: Parent reading the majority of the text and then pausing for child to fill in and say rhyming words or other predictable words in the story.
- Have child focus on both the pictures and the text to make predictions and to generate meaning.
- Use a "picture walk" to guide child through a preview of the story. Ask questions to elicit words and phrases that are used in the text.
- Further comprehension of the story takes place through questioning and discussions about the story (author's choice of words and illustrator's pictures).
- Once children are familiar with the story, look closer at the text.
- Help kids track print from left to right and word by word
- Enjoy and participate in reading with a high level of support and guidance
- Build a sense of story
- Expand their vocabulary

- Find letters and sounds in context
- Attend to concepts of print (spacing, capitalization, punctuation)
- Sequence the events of a story
- Throughout time, children should be actively involved in the reading.
- Parent may pause in the reading and ask for predictions as to what will happen next.
- Have child volunteer to read parts of the story.
- During the reading the parent involves the child in reading together by pointing to or sliding below each word in the text.
- Parents model the reading process and strategies used by readers.
- The teacher deliberately draws attention to the print and models early reading behaviors such as moving from left to right and up and down and word-by-word matching.
- Talk about the characters and what they are doing. Nudge comprehension skills by asking simple who, what, when, where, why, and how questions. Emphasize the meaning of the story. This is a good age to use books about numbers, colors, geometric shapes and classifications. Your child will comprehend these concepts more easily when encountering them again later.
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After reading

- Read the story and check to see if predictions were accurate.
- Focus on the story elements (characters, setting, beginning, middle, end)
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ReReading Stories

- Reread stories for different purposes. 1. The first time reading a story reading is for enjoyment, 2. The second time is to focus on building and extending comprehension of the story, 3. The third time might focus attention on the interesting language and vocabulary. 4. The fourth time might focus on decoding letters and words using the text to help.
- Re-Read the story
 - Encourage spontaneous participation in the reading of the story
 - Discuss personal responses to the book
 - Direct child's attention to various aspects of the text and reading strategies.
 - Remember to focus on the enjoyment of the story and try not to draw attention away from the story with too many teaching points or too much attention to detail.
 - Experiment with intonation and expressions, discuss colorful phrases and words.