

## Suggestions to Help Build Your Child's Reading Skills in Kindergarten

### Show your child how books and print work

As you read with your child have him;

- point out such things as front and back covers and the title
- point out the names of authors and illustrators and tell what those people do show you where you should start reading on a page
- make connections between print and pictures as you read
- find details in the pictures

### Focus your child's attention on the sounds of spoken language

- Sing or say nursery rhymes and songs
- Play word games. *"How many words can you say that rhyme with fox? With bill?"*
- Read a story or poem and ask your child to listen for words that begin with the same sound. Have her say the words. Then have her say another word that begins with that sound.
- As you read, stop and say a simple word. Have your child say the sounds in the word, write the letters for the sounds, and then read what he wrote.

### Have your child identify and name the letters of the alphabet

- Point out letters and have your child name them.
- Make an alphabet book with your child. Have him draw pictures or cut pictures from magazines or use old photos. Paste each picture into the book. With your child, write the first letter of the word that stands for the object or person in the picture (for example, B for bird, M for milk, and so on).

### Support what your child is learning in school about the relationship between letters and sounds

- Point out labels, boxes, newspapers, magazines, and signs that display words with letter-sound relationships that your child is learning
- Listen to your child read words and books from school. Be patient and listen as your child practices. Let your child know you are proud of what he is learning.

### Encourage your child to spell and write

- When your child is writing, encourage him to spell words by using what he knows about sounds and letters.
- Encourage your child to write notes, e-mails, and letters to family members and friends. You may have your child tell you the message for you to write and include with her original work.
- Have your child create his own picture book made with his own drawings or with pictures that he cuts from magazines. Help him to label the pictures. Include pictures that illustrate the new words he is learning.
- As you read aloud, pause from time to time to ask him about the meaning of the book. Help him make connections between his life and what's happening in the book. Ask him to retell the story in his own words.

## Overview of the Components of Reading

### The Six Areas of Reading

<b>Oral Language</b>	<b>Oral Language</b> is the means in which children communicate their thoughts, ideas and emotions. It lays the foundation for reading comprehension. In order to understand language at a text level, they must understand language at an oral level. Children internalize new knowledge through discussion with others. They learn how words work through listening to, talking about, and working with them.
<b>Phonemic/Phonological Awareness</b>	<ul style="list-style-type: none"><li>● <b>Phonemic awareness</b> refers to the specific ability to focus on and manipulate individual sounds in spoken words. Hearing individual sounds within a word allows the learner to connect letters to sounds. Acquiring phonemic awareness is important because it is the foundation for spelling and word</li><li>● <b>Phonological awareness</b> includes identifying and manipulating parts of oral language such as words, syllables, and onsets and rimes. Rhymes, repetitions, and songs are all examples of how a child can practice phonological awareness.</li></ul>
<b>Phonics</b>	<b>Phonics</b> is the understanding of how sounds correlate with letters in an alphabetic system. This includes recognizing print that represent a sound, syllables, and word parts.
<b>Fluency</b>	<b>Fluency</b> in reading is the ability to read continuous text with appropriate momentum, phrasing, attention to conventions, and stress. Fluency in word solving is the ability to quickly and accurately solve words.
<b>Vocabulary</b>	<b>Vocabulary</b> is the knowledge of words used in language and their meaning. As children begin to read more difficult texts, they must learn vocabulary outside of their oral language.
<b>Comprehension</b>	<b>Comprehension</b> is the ability to process and make meaning from text. Students must understand and make meaning of information read in various

### Oral Language Activities for Home:

- Practice naming everyday items. For example, you can name utensils while in the kitchen.
- Help your child follow two- and three-step directions like, “Go to your room, and bring me your book.”
- Encourage your child to give directions. Follow his or her directions as he/she explains how to build a tower of blocks.
- Talk about spatial relationships (first, middle, and last; right and left) and opposites (up and down; on and off).
- Talk about characters in a book. Are they happy or sad?
- Offer a description or clue, and have your child identify what you are describing. For example, say “We use it to sweep the floor.” (a broom).

### Phonemic/Phonological Awareness Activities for Home:

- Read and teach your child *Mother Goose’s Nursery Rhymes*
- Read rhyming books to your child.
- Play simple rhyming games with your child, take turns coming up with words like (*cat-hat*)
- Ask your child to talk like a robot in a slow manner. For example, ask them to say the word map like a robot. Their response should be “m/a/p” with a pause between each sound.
- Use a clapping game when saying common objects found around the house like  
  
“ta-ble” - 2 claps; “cook-ie” - 2 claps; “dog” - 1 clap

### Phonics Activities for Home:

- Teach your child to match the sounds to his/her name.
- Teach your child to recognize the letters in his/her name.
- Use alphabet books to play games. For example, say “I am thinking of something that starts with the letter “b”.”
- Have your child find objects around the house with the same initial sounds. For example, have your child find items that begin with /d/. (*door, donut, dog*)
- Write letters on cards. Hold the cards up and have your child practice saying the sounds.
- Use sand or playdough to create letters and match their sounds.
- Have your child practice categorizing letters by its features. For example, list all the letters with curve such as *a, d, c, e*
- Talk about the difference between uppercase and lowercase letters.

### Fluency Activities for Home:

- Read aloud to your child to provide an example of how fluent reading sounds.
- Point out punctuation to your child (periods, commas, etc) and show her how your voice

must change as you read for different marks.

- Read with expression and use different voices with familiar stories.
- Have your child read along with you in familiar parts of a story.
- Practice High Frequency Words

## HIGH FREQUENCY WORDS

*The first 10 words of the list make up about 24% of all written material, according to Dr. Edward Fry. The Fry list was created as an updated list from Dolch based on the changes in language and is made up of 1000 of the most commonly used words in the English language. It is ordered by frequency so all of the Dolch words are embedded in this list.*

👉 First 25 words make up 1/3 of all items published

👉 First 100 words make up 1/2 of all words found in publications

👉 First 300 words make up 65% of all written materials

*Practicing these high frequency words helps students increase fluency.*

## Fry's First 100 Words

1. the	21. at	41. there	61. some
2. of	22. be	42. use	62. her
3. and	23. this	43. an	63. would
4. a	24. have	44. each	64. make
5. to	25. from	45. which	65. like
6. in	26. or	46. she	66. him
7. is	27. one	47. do	67. into
8. you	28. had	48. how	68. time
9. that	29. by	49. their	69. has
10. it	30. words	50. if	70. look
11. he	31. but	51. will	71. two
12. was	32. not	52. up	72. more
13. for	33. what	53. other	73. write
14. on	34. all	54. about	74. go
15. are	35. were	55. out	75. see
16. as	36. we	56. many	76. number
17. with	37. when	57. then	77. no
18. his	38. your	58. them	78. way
19. they	39. can	59. these	79. could
20. I	40. said	60. so	80. people

## Vocabulary Activities for Home:

- Before reading, preview the book and discuss words you think are interesting or potentially confusing.
- After reading, have a conversation about the book. It helps children to learn new words and concepts and to relate them to their prior knowledge and experience.
- When at the grocery store, discuss items you see as you go through the store. For example, you can say, "We are in the produce department. This is where we can find grapes, apples, and potatoes."
- Select a new word each week to learn and use in every-day language.
- Post vocabulary words all over the house (mirror, fridge, doors, table)
- Act out a word and have the other family members try to guess what the word is. Take turns acting out a new word. For example, if the word is *agitated* act like you are nervous and walk around in circles, wringing your hands.

## Comprehension Activities for Home:

### Fiction Text

Credit to Broward Schools and Alachua County Public Schools for information provided.

- With prompting and support, have your child summarize the *beginning, middle, and end* of a story.
- While reading, stop and ask your child about the story's *character(s)* and the *problem and solution*.

### **Nonfiction Text**

- Before reading, preview the title and look through the book. Ask your child, "What do you think you will learn from reading this book?"
- Point out text features such as *table of contents, captions, charts, diagrams* to help learn about the topic.

## **Importance of Attendance**

**School Attendance is essential to academic success. Students that attend school regularly beginning in kindergarten can be 5 times more likely to have grade level proficiency in 3<sup>rd</sup> grade than students that miss just 2 days per month in the first two years of school.**

**Chronic Absenteeism: Missing 10% or more of school days in a school year. This can be as little as 1 or 2 days per month.**

## **Strategies for Good Attendance**

- **Set a regular bedtime and morning routine.**  
Lay out clothes and pack backpacks the night before school.
- **Don't let your child stay home unless they are truly sick. (Temperature higher than 100.4 oF, throwing up or having diarrhea, eyes are pink and crusty)**
- **If your child seems anxious about school, talk to teachers, school counselors, school social workers, or other parents for advice on how to make them feel comfortable and excited about learning.**
- **Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent**
- **Avoid medical appointments and extended trips when school is in session.**

**Resources for Literacy at home:**

### **General Resources:**

Alachua County Library District

<https://www.aclib.us/services>

Children's Choice 2019 (from International Literacy Association)

<https://www.literacyworldwide.org/docs/default-source/reading-lists/childrens-choices/childrens-choices-reading-list-2019.pdf>

Just Take 20 For Families

<http://www.fldoe.org/academics/standards/just-read-fl/just-take-20/families/>

Just Take 20 For Families Kindergarten through Second Grade

<http://www.fldoe.org/academics/standards/just-read-fl/just-take-20/families/k-2/>

Just Take 20 For Families Third Grade through Fifth Grade

<http://www.fldoe.org/academics/standards/just-read-fl/just-take-20/families/3-5/>

PBS Kids

<https://pbskids.org/>

PBS Parents

<https://www.pbs.org/parents>

Readwritethink

<http://www.readwritethink.org/parent-afterschool-resources/>

Teachers' Choice 2019 (from International Literacy Association)

<https://www.literacyworldwide.org/docs/default-source/reading-lists/teachers-choices/teachers-choices-reading-list-2019.pdf>

### **Kindergarten to 2nd Grade Resources:**

FCRR for Kindergarten and First Grade

[https://www.fcrr.org/curriculum/pdf/GK-1/TRG\\_Final\\_Part1.pdf](https://www.fcrr.org/curriculum/pdf/GK-1/TRG_Final_Part1.pdf)

FCRR for Second Grade and Third Grade

[https://www.fcrr.org/curriculum/PDF/G2-3/2-3TRG\\_1.pdf](https://www.fcrr.org/curriculum/PDF/G2-3/2-3TRG_1.pdf)

Mother Goose's Nursery Rhymes

<https://www.poetryfoundation.org/poets/mother-goose>

Phonemic Awareness Activities from Reading Rocket

<http://www.readingrockets.org/article/phonemic-awareness-young-children>

Phonics Instruction from Reading Rocket

<http://www.readingrockets.org/teaching/reading101-course/modules/phonics/in-depth>







