

# Workshop Sample Pages



This PDF provides you with sample pages of Treasure Bay's workshop "Helping Your Child Get Ready to Read." This workshop is designed to motivate parents to get more involved in reading with their children and to teach parents skills they can use to maximize the benefits of reading together.

If you purchase this workshop, it will come on a CD-ROM, which includes everything you need for the workshop. Included on the CD-ROM are three versions of the workshop, a mini-workshop (45-60 minutes) focusing on Reading Together, a mini-workshop focusing on the We Both Read books (45-60 minutes) and a full workshop that combines information from both mini-workshops. The sample pages in this document are from the full workshop.

The CD-ROM for the workshop includes the Presentations in two formats: PowerPoint for slides and PDFs for overheads. Also included on the CD-ROM are Handouts for the workshop participants and a Presenter Guide, which includes all the information you need to prepare a great workshop experience for everyone.

There are three sections in this PDF document of sample pages. To go to each section you can click on the appropriate bookmark on the left, or go to the PDF page number noted. The entire Presenter Guide is included, but only some of the pages of the other two sections are included in this document.

1. Sample pages of the Presenter Guide start on page 2 of this document.
2. Sample pages of the presentation Slides and Notes start on page 13 of this document. The "Notes" provide "talking points" on most slides for the presenter. The actual Slides are available in both PowerPoint and PDF formats on the CD-ROM.
3. Sample pages of the participant Handouts start on page 36 of this document.

# Presenter Guide

Helping Your Child  
Get Ready to Read



# Contents

<b>ABOUT THE WORKSHOPS.....</b>	<b>3</b>
CD-ROM Contents .....	3
Materials .....	4
Recommended Equipment .....	4
Additional Reading .....	5
<b>PREPARING FOR THE WORKSHOP.....</b>	<b>6</b>
<b>What to Do Now .....</b>	<b>6</b>
Review and Possibly Customize the Presentation.....	6
Make a Presenter Handbook.....	6
Print Workshop Materials .....	7
Rehearse .....	7
Collect the Materials .....	7
<b>Before Workshop Day .....</b>	<b>7</b>
Equipment.....	7
Materials .....	7
Calming the Nerves .....	7
Remember Your Audience.....	8
<b>WORKSHOP DAY.....</b>	<b>9</b>
<b>Setup .....</b>	<b>9</b>
<b>Conducting the Workshop .....</b>	<b>9</b>
<b>AFTER THE WORKSHOP.....</b>	<b>10</b>

## About the Workshops

Thank you for purchasing this workshop CD-ROM about getting your child ready to read.

This CD-ROM contains a workshop designed to last just under an hour. If you wish to include time to practice the skills and activities, the workshop may be split into two presentations also just under an hour each.

The primary focus of the workshop is on teaching parents easy and effective ways to get their children ready to read. Information includes the importance of reading to a child, phonemic awareness skills, phonics skills, and reading *with* a child.

The workshops are most appropriate for parents of children from preschool to kindergarten. The ideal number of participants is between 10 and 25. If you're concerned about parents attending even a short workshop, consider holding workshops when parents are already setting aside the time to come to school, such as during registration, on a parent-teacher night, or during an open house. Consider providing snacks or a light dinner. If children are going to accompany their parents, perhaps reading assistants or babysitters can provide some fun reading games and other activities to keep the children safe and entertained.

These workshops can be delivered either using the PowerPoint presentation with a computer and projector or using transparencies with an overhead projector. If you have PowerPoint, the slides or transparencies can be customized for different timeframes and tailored to your audience.

## CD-ROM Contents

The documents you'll find on the CD-ROM are described below. More details on how to use these materials are included later in this guide. The files are in Microsoft Word, PowerPoint, and PDF formats. If you don't have Word or PowerPoint, the PDF-formatted documents are all you need. However, please note that customizing the workshop is much easier using Word and PowerPoint.

You may want to save the appropriate files listed below to your computer, and you may want to save the files using a different name. While you may copy the files to one or more computers, license for use is limited to use within one school.

**Presenter Guide.** We recommend you print this document for easy reference:

PDF file:	Presenter Guide
or Word file:	Presenter Guide

**Slides and Notes Pages.** The slides and notes ("script") for the workshop can be customized if you have PowerPoint. To revise the notes, open the PowerPoint document and select Notes Page from the View menu. To print the notes, go to Print Preview and select Notes under Print What. If you are using overheads, either print the slides from the PowerPoint presentation or from the PDF file noted below.

PowerPoint file: Get Ready to Read Workshop  
or PDF files: Get Ready to Read Slides *and*  
Get Ready to Read Notes

**Handouts.** These handouts are for the packets you will distribute to each participant at the beginning of the workshop. The material coincides with the slide presentation. You may also choose to print out particular pages and use them as separate handouts.

Word file: Get Ready to Read Handouts  
or PDF file: Get Ready to Read Handouts

## Materials

If you split the presentations to allow time for practice of the skills and activities, we recommend that you collect books to demonstrate techniques and for practice. The options are limitless, and if you have favorites, we recommend that you use those. For your convenience, we've provided a few suggestions.

### Suggested Books for Demonstration (Reading Together)

#### Echo Reading:

- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.
- *Dirty Dog Boogie*, by Loris Lesynski
- We Both Read books from your collection

#### Shared or Paired Reading:

- *Are You Ready to Play Outside?*, by Mo Willems
- *Frog and Toad Together*, by Arnold Lobel
- We Both Read books from your collection

### Additional Materials

- Tent cards, if desired, so participants can put their names on their cards

## Recommended Equipment

We recommend using a computer with the PowerPoint presentation to offer a better quality presentation; however, making overheads from a printout of the slides for use with an overhead projector is an option as well.

## **Additional Reading**

Here are a few excellent books on beginning reading, which include more in-depth information. You may want to look at these books before the workshop. They are also good recommendations for attendees who ask about additional reading material.

- *The Read-Aloud Handbook* (sixth edition), by Jim Trelease
- *How to Get Your Child to Love Reading*, by Esme Raji Codell
- *Involving Parents in Their Children's Reading Development: A Guide for Teachers*, by Bruce Johnson

# **Preparing for the Workshop**

## **What to Do Now**

Before it gets too close to the day of the workshop, become comfortable with the materials and organize what you can in advance. This will help minimize your stress level as the day approaches.

## **Review and Possibly Customize the Presentation**

If you have software for Word and/or PowerPoint, you can customize the workshop materials to suit your needs. You may want to add your own content, ideas, and anecdotes, or you may want to delete certain slides or content, depending on your audience and the time available for the workshop. You may also want to add your contact information, such as name, title, and phone or e-mail address on the cover page of the handout.

Be sure to review the notes pages of all the slides. You may want to make your own notes. However, you can use the notes provided to help during your presentation, particularly the text in italics, which can be used as a partial “script” for your presentation.

An agenda for the workshops is included in the slides. This can be easily tailored to suit the format of your workshop. The handouts do not include an agenda, but if desired, this can be added or distributed separately.

If you are not familiar with the read-together formats covered in the workshop, it will be very helpful for you to practice them with your students or with other educators. This will help make you more comfortable when talking about the formats during the workshop.

## **Make a Presenter Handbook**

Print the following documents from the CD-ROM and put them in a three-ring notebook with dividers for easy accessibility:

- a. This presenter guide.
- b. Note pages. If you have PowerPoint, open the presentation for the workshop and select File > Print > Print Preview, then Notes under Print What *or* print the Notes PDF document for the workshop.
- c. Handouts for the workshop.
- d. Blank paper so you can record notes and ideas during the workshop.
- e. If using overhead transparencies, include these in your handbook.

## **Print Workshop Materials**

Print handouts from the CD-ROM for all the participants. If you plan to use overhead transparencies, print those from the PowerPoint file or the PDF file.

## **Rehearse**

Walk through the presentation to become comfortable presenting the material. Time yourself. Remember to allow enough time for participant interaction. The more you practice, the better the presentation will be. For the first presentation, don't worry if you don't do everything correctly or miss something. You're the expert. Participants will still learn a lot from the workshop.

## **Collect the Materials**

If you will include time for practice, make sure you have the materials you (see Materials section above).

## **Before Workshop Day**

At least one day prior to the workshop, arrange for any equipment that will need to be provided. Gather and prepare the materials you will need to take to the workshop.

## **Equipment**

### **For PowerPoint presentation:**

1. Computer projector
2. Computer or laptop with PowerPoint software
3. Extension cord

### **For overhead presentation:**

1. Overhead projector
2. Overhead sheets (copied from slides provided)
3. Extension cord

## **Materials**

If you have not done so already, print the handout file and copy enough sets of handouts for each participant. Gather all other materials for the workshop and put them in one place.

## **Calming the Nerves**

It is common for presenters to be a bit nervous during their first few workshop presentations. Starting a workshop with a smile can help to calm the presenter and the participants.



Participants attend these workshops because they want to learn from your expertise. They expect the presenter to share information, be the authority, and be prepared. They are looking forward to a positive experience and want you to succeed.

## **Remember Your Audience**

Participants are likely to have a lot of questions. Ask for questions periodically throughout the workshop. Spark a discussion and encourage participants to share their successful methods.

# Workshop Day

## Setup

1. **Room setup.** If possible, set up the room in a horseshoe fashion so that all participants can see and talk with each other.
2. **Equipment setup.** Set up the equipment:  
  
    **If using a computer projector,** open the PowerPoint presentation and become comfortable with the remote control.  
  
    **If using an overhead projector,** be sure to check how the slides will project and adjust the focus.
3. **Handouts.** Have the handouts ready when participants arrive.
4. **Materials.** Have your books ready for the demonstrations and practice.

## Conducting the Workshop

1. **Use the notes as your guide.** Face the audience. The slide on the top half of the page lets you look at your notes without turning your back to the audience to see the slide. The notes on the bottom of the page are there to remind you of any additional details to cover on that slide. As you discuss each slide, elaborate on anything in the handout that needs clarification. The text in italics on the notes pages of the slides can be used as a partial "script."
2. **Let the participants guide you.** Cover as much or as little as necessary, depending on the needs and experiences of the participants.
3. **Audience participation.** Ask for audience responses whenever appropriate. Answer questions as they come up.
4. **Keep an eye on the time.** Don't stress too much about the time, but try to keep the workshop moving so that you can cover everything in the presentation and still have some time for the demonstration and practice sessions. After you have led the workshop once or twice you will have a much better feel for how much time you can spend on each slide and practice session.

Some parents are nervous about attending a workshop like this. For some parents this will be a new experience. Make sure the parents feel welcome and comfortable. Break the ice by introducing yourself and talking a little about their children or making small talk about a comfortable topic.

## After the Workshop

1. **Review your notes** and new activity ideas suggested by the participants. Update your slides, notes, and handout files with any of these ideas that you would like to include in the next workshop.
2. **Send us feedback.** Please send us your comments and ideas for improving the workshop. We'd like to hear from you. You can send e-mails to [customerservice@webothread.com](mailto:customerservice@webothread.com) and reference this workshop.

Samples of the Slides and Notes begin here.



Suggested introduction (make changes as appropriate for your workshop and participants):

*Greetings! Welcome to the workshop. Tonight we'll be talking about what you can do as a parent that will help prepare your child for reading.*

Introduce yourself.

# Overview

- Reading *to* your child
- Phonemic awareness—the building blocks
- Beginning phonics—letter names and sounds
- Reading *with* your child

TREASURE BAY WORKSHOPS

2

Go over the overview. Mention that you encourage participation (if you do) and that participants should feel free to ask questions throughout the workshop. Here are some things (in italics) that you might say:

*Tonight, we'll be talking about reading to your child and how you can use that opportunity to begin to foster interest in reading.*

*We'll also discuss phonemic awareness and some fun activities you can do with your child to help them better understand the basic building blocks of our spoken language.*

*And we will talk just a little about phonics, including some fun activities you can do with your child to help them learn the names of the letters in the alphabet, as well as the sounds the letters make.*

*And finally we'll discuss the benefits of reading together and how you can introduce this activity to children even before they are really beginning to read.*

## Benefits of Reading to Your Child

1. Develops listening and language skills
2. Helps increase attention span
3. Stimulates imagination and helps develop curiosity and creativity
4. Expands vocabulary
5. Develops an understanding of the printed word
6. Sparks interest in books, stories, and reading

TREASURE BAY WORKSHOPS

3

*The most important thing you can do to help prepare your child for reading is to read books to your child. The benefits of reading to your child are tremendous.*

*(expanded #1) As you read, it helps develop your child's listening and language skills....*

## Benefits of Reading to Your Child

*"Children who are read to from an early age are more successful at learning to read."*

Teale, W. (1988). Emergent Literacy as a Perspective for Examining How Young Children Become Readers and Writers," *Emergent Literacy*, Norwood.

TREASURE BAY WORKSHOPS

4

*Research has shown again and again how much reading to your child will help...*

## Benefits of Reading to Your Child

*"Children whose parents read to them tend to become better readers and perform better in school."*

Snow, C.E., Burns, M.S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington D.C.: National Academy Press.



## When to Read to Your Child

- Starting from infancy . . . and on, but it's never too late to start
- At least once a day
- 20 to 30 minutes a day
- At a regularly scheduled time

If you have to skip a day once in a while, don't worry.

# How to Read to Your Child

1. Sit together in a comfortable, well-lit place.
2. Hold the book so your child can easily see the pictures and words.
3. Before reading, look at the picture and title on the cover and discuss what the book might be about.
4. Read with expression to make the story come alive.



## After Reading

1. Have a short discussion about the story.
2. Ask open-ended questions about the story or subject of the book.
3. Help your child make connections to her world.
4. Be willing to read the same book multiple times.



TREASURE BAY WORKSHOPS

8

(Expanded #1 & 2)

*Try to keep the discussion and questions fun. Don't make it seem like a test. You will know when you've asked too many questions if your child's interest has dwindled. Open-ended questions invite more than just a one word answer. For example, rather than asking "Where did John go?" ask "Why do you think John wanted to go to the park?"*

(Expanded #3)

*Help your child make connections to her world or another story or book. For example, "Do you remember when something like that happened to you?"*

# Phonemic Awareness

- The ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken words
- The knowledge that spoken words can be broken into smaller segments of sounds (phonemes)

Ask for some participant responses here.  
Elaborate as appropriate for the participants.

## Why Phonemic Awareness?

- It provides a foundation for the learning of letter-sound relationships and phonics.
- It will make the process of learning to read faster and easier for your child.

# Phonemic Skills

- Counting
  - Rhyming
    - Beginning and ending sounds
      - Blending
        - Segmenting

TREASURE BAY WORKSHOPS

11

*Let's look at some of the most important phonemic awareness skills.*

*Next we are going to look at each of these in more detail.*

For workshops where you are setting aside time to practice, the activities on the following slides are included in the notes in blue (and in the handouts). If you are splitting this workshop into two evenings, the suggested stopping point is after slide 16. If you are doing this workshop in one evening, you may need to breeze through some of these slides and ask participants to refer to their handouts later for more information on some of the activities.

## Activities to Practice Phonemic Skills

- You can do simple and fun activities with your child to help support each skill.
- It doesn't take any extra time during your day.
- You can do most of these activities anytime and anywhere.
- For example: while helping your child to get dressed, walking the dog, driving the car. . .

TREASURE BAY WORKSHOPS

12

(Expanded #1)

*I'll briefly explain each skill and talk about some simple and fun activities you can do with your child to help develop and support the skills...*

(Expanded #2)

*The good news is it doesn't have to take any extra time during your day*

# Counting

**Skill:** The ability to clap the number of words in a sentence, or syllables or sounds in a word

**Activities:**

- Sentences
- Syllables
- Sounds



TREASURE BAY WORKSHOPS

13

*Instructions for the activities on this and subsequent slides are in your handouts.*

**Activities:**

**For a sentence.** Count the number of words in a sentence, clap while saying them, and then count them again. For example, say “Sentences are made up of words. Here is a sentence: *Boys jump*. This sentence has two words. *Boys* [clap one time] and *jump* [clap one time]. *Boys jump* is two words.” Now say a few short sentences, two to five words long, and then expand to longer sentences of six to ten words. Then expand to sentences with multisyllabic words. Remember to clap one time for each word and then count the words.

**For syllables.** Count the number of syllables in a word, clap while saying them, and then count them again. For example, say “Words are made up of parts. Here is a word with one part: *moose* [clap one time while saying the word]. One. Here is a word with two parts: *cowboy* [clap once while saying each syllable]. Two.” Some teachers like to count syllables on their arm, tapping their wrist for the first syllable, the inside of their elbow for the second syllable, and their shoulder for the third syllable.

**For sounds.** Count the number of sounds in a one-syllable word. For example, say “Words are made up of sounds. The word *me* has two sounds.” Repeat the word and stretch the sounds as in *mmmm eeee*. Lift one finger for each sound, first raising a finger for the /m/ sound, and then raising the second finger for the /e/ sound. Then say the number two. Continue with words that have two, three, and four sounds.

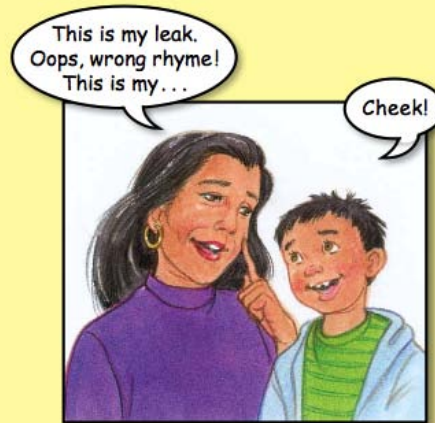


# Rhyming

**Skill:** The ability to create word families with rhyming words

**Activities:**

- Thumbs Up
- Rhyming Oops! Wrong Rhyme
- Rhyming Stand Up!



TREASURE BAY WORKSHOPS

14

## Activities:

**Thumbs Up.** Say "Put up your thumb if these two words rhyme." Say *ball* and *call* and look for thumbs up. Say *ball* and *soccer* and look for thumbs down.

**Rhyming Oops! Wrong Rhyme.** Show your hand and say "This is my *sand*. Oops! Wrong rhyme! This is my \_\_\_\_." Children offer the word *hand*.

**Rhyming Stand Up!** Create rhyming prompts to complete actions. First, ask the children to say a particular word. Then, provide an action prompt for a word that rhymes with that word (without saying the rhyming word). Children perform the action and say the rhyming word. For example, you say "Say *pup*." Children say the word *pup*. Then you say "Now stand \_\_\_\_." Children stand up and say the word *up*. Another example: "Say *band* (*band*). Now raise your...(*hand*). Or, "Say *south* (*south*). Now point to your \_\_\_\_" (*mouth*). Or, "Say *low* (*low*). Now find your (*toe*). Continue with similar prompts for actions or other parts of the body.

# Beginning and Ending Sounds

**Skill:** The ability to determine if two words begin or end with the same sound

**Activities:**

- I Spy!
- I Am Thinking
- Creating tongue twisters



TREASURE BAY WORKSHOPS

15

**Activities:**

**I Spy!** "I spy something in this room that begins with the /w/ sound (*window*). I spy something in this room that begins with the /p/ sound (*pencil*)."

**I Am Thinking.** "I am thinking of something that begins with the /m/ sound (*mouth*). I am thinking of something that begins with the /t/ sound (*teeth*)."

Sometimes you may have to give additional clues. For example, "I am thinking of something that begins with the /t/ sound, something you might have to brush in the morning before going to school and at night before going to bed." (*teeth*)

**Creating tongue twisters.** Provide silly sentence-starter prompts that emphasize a beginning sound. The students say one or more words to end the sentence. For example, say "Sally's silly shoe sank slowly in the \_\_\_\_\_ (*slime, snow, sap*)."

# Blending

Skill: The ability to blend adjacent sounds together

Activities:

- I Spy!
- I Am Thinking
- Creating sentences



*Practice can be  
anywhere and anytime!*

TREASURE BAY WORKSHOPS

16

You may wish to place special emphasis on this slide, mentioning that all successful readers must be able to blend letters together to make words.

## Activities:

**I Spy!** Say "I spy something in this room that begins with the /r/ sound, then the short /u/ sound, and then the /g/ sound. What is it?" *Rug.*

**I Am Thinking.** Say "I am thinking of something that begins with the /m/ sound, then the short /a/ sound, and then the /p/ sound. What am I thinking of?" If necessary, repeat the sounds /m/, /a/, and /p/. Stretch the sounds, then slowly blend the sounds together, and then blend the word.

**Create some sentences with words that need to be blended.** For example, say a sentence, but just say the sounds of one of the words: "The boy reads a /b/ /oo/ /k/." Then ask "What does the boy read?" Answer: A book.

# Segmenting

**Skill:** The ability to verbally isolate the syllables or sounds in a word



**Activities:**

- Head, Waist, and Knees
- First I Heard

TREASURE BAY WORKSHOPS

17

Even if you're not giving demonstrations of each activity, this may be a nice time to let parents get out of their chairs and try the "Head, Waist, and Toes" activity for a brief stretch.

## Activities:

**First I Heard.** Choose a simple three-sound word. Say "Here is the word *fin*. First I heard /f/, then I heard the short /i/, and then I heard /n/." If necessary, stick out three fingers and point to the first finger when you say the first sound, the second finger when you say the second sound, and the third finger when you say the third sound. Ask for the children to say the separate sounds. (Other example words: *lip*, *men*, *nap*, *rod*, *sun*.) This activity can also be made into a game by providing the individual sounds in order and then asking what the word is.

**Head, Waist, and Knees.** Stand up facing the children. Choose a simple three-sound word, like *lip*. Everyone should touch their head and say the /l/ sound, touch their waist and say the /i/ sound, and touch their knees and say the /p/ sound. Repeat with other three-sound words.

## From Phonemic Awareness to Phonics

- **Phonemic awareness:** An *understanding* of the *spoken* language  
Child can tell that *bat* and *bird* start with the same sound, and that *bat* and *rat* rhyme.
- **Phonics:** The *relationship* between *letters* and *sounds*  
Child knows that the sounds of the letters /b/, /a/, and /t/ blend together to say *bat*.

TREASURE BAY WORKSHOPS

18

Ask for participant responses.

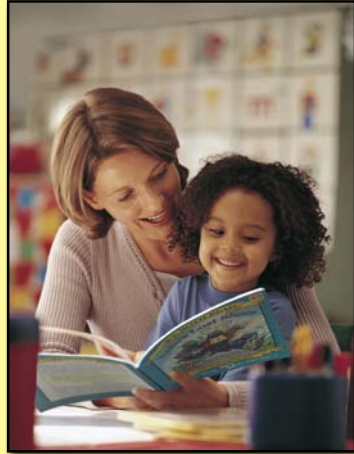
Make sure participants understand the difference between phonemic awareness and phonics.

**Phonemic awareness** relates to the sounds and patterns of the language.

**Phonics** is about connecting the sounds with the words on a printed page.

Elaborate as appropriate for the participants.

# How Important Is Phonics?



*"Phonics may be just one ingredient in a properly balanced reading program, but it is a 'gateway' skill: if you don't crack the alphabetic code, you can't read."*

—Stephen Zemelman, Harvey Daniel, and  
Arthur Hyde, "Best Practice: Today's Standards  
for Teaching and Learning in America's Schools"

## Beginning Phonics – Letter Names

**Skill:** Knowing the shapes, names, and sounds of letters, progressing from letter names and shapes to letter sounds

**Activities:**

- Alphabet song
- Memory game
- Tic-Tac-Toe



TREASURE BAY WORKSHOPS

20

*It's also important for your child to learn the alphabet in preparation for learning to read.*

**Skill:** *Alphabetic knowledge, also known as alphabetic recognition, involves knowing the shapes, names, and sounds of letters, and progresses from letter names to shapes to sounds.*

**Activities:**

**Sing the alphabet song.** Point to the letters while singing.

**Memory game.** Write each letter on two plain three-by-five-inch cards (only one letter on each card), so you have two sets of 26 cards. Shuffle all the cards together, and place them face down. The first player turns over one card and says the letter, then turns over a second card and says the letter. If the cards match, the player takes those cards and continues to play. If they don't match, both cards are turned over, and it's the next player's turn.

**Tic-Tac-Toe.** Play the traditional game, but use other letters instead of "X" and "O."

# Beginning Phonics – Letter Sounds

Skill: Understanding the relationship between letters and sounds

Activities:

- Letter sounds
- Memory game
- Writing names
- Alphabet Soup



TREASURE BAY WORKSHOPS

21

**Skill:** *The alphabetic principle refers to the systematic relationship between letters and sounds. Children who understand that the (sequence of) letters in written words represents the (sequence of) sounds in spoken words and who know letter-sound correspondences can use this knowledge to decode both familiar and unfamiliar regular words.*

**Activities:**

**Introducing letter sounds.** Start with /s/, /t/, /m/, /p/, /h/, /a/, and /i/. These letter sounds can be used to create many different words. Teach these letters and sounds first.

**Memory game.** Play the Memory game (see Alphabetic Knowledge), but players say the sound of the letter as well as the letter name. In addition to letters, consider playing with letter combinations and short phonetically decodable words. (It is also a good game for practicing sight words.)

**Writing names.** Teach children how to spell their names. Write the names on pieces of paper. Ask children to trace over their name, first with a finger and then with a pencil or crayon, and then to copy their name onto another piece of paper. Remind children to say the letter sounds as they trace or copy.

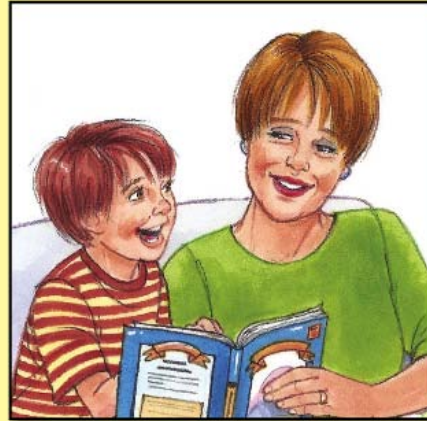
**Alphabet Soup.** Cut two-by-two-inch squares from paper or cardboard. Give each child squares equal to the number of letters in his or her name. Children write the letters of their name, with one letter on each square. Place the letters into a pretend pot of soup and stir the soup. Children take turns taking a letter out of the pot. If the letter is in the child's name, that child keeps the letter. If not, he puts the letter back into the pot. Stir again. Play continues until everyone can make their names.



## Transition to Reading with Your Child

Reading to your child is one of the most important things you can do to help your child become a good reader . . .

. . . and reading *with* your child is the next step.



TREASURE BAY WORKSHOPS

22

Explain the importance of both reading **to** and reading **with** a child.

After reading the text on the slide, here is some suggested additional script (but feel free to expand on this):

*Earlier we discussed the importance of reading **to** your child. It can help your child develop a love of reading, help him see that reading is important, and even help your child **want** to learn to read. It also contributes to vocabulary and oral language skills, while creating a wonderful bonding experience.*

*Reading **with** your child is the next step—a transition from you doing all the reading to your child joining you in the reading and then progressing to become a successful independent reader. The same principles of reading to your child apply here, but there are additional things you can do to help your child take this next step.*

# What Is Reading Together?

Three elements:

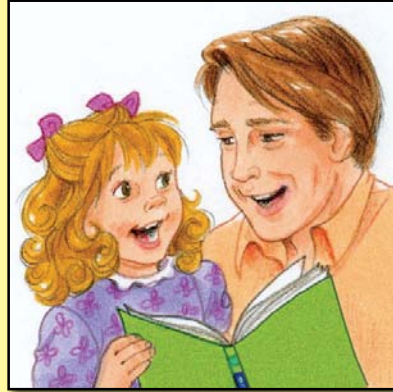
1. You read aloud to your child.
2. Your child reads aloud to you (though when you start, your child may not really be “reading”).
3. You talk about what you are reading.



## When to Start

You can start when your child:

- Knows letter sounds
- Is starting to sound out words or guess words from picture clues
- Can recite from memory some words or phrases in favorite book



## Why Read Together?

1. Opportunity for practice and supportive feedback
2. Enjoyable experience, fostering a love of reading
3. Accelerates development of vocabulary, comprehension, and fluency
4. Transition from reading to your child to independent reading

Bottom line: It will help your child to read sooner and better—and help develop a love of reading.

TREASURE BAY WORKSHOPS

25

(Expanded bullets)

1. *Reading with your child provides an opportunity for your child to practice and for you to provide helpful, supportive feedback.*
  2. *Reading with your child can provide an enjoyable, bonding experience, helping to foster a love of reading. Many children do not view reading as enjoyable; in fact, some find it unpleasant and frustrating. Others feel fearful or insecure about reading. You can change that and create a reading experience that is enjoyable and fun for your child.*
  3. *As you read together, you will accelerate your child's development in three key areas of reading: vocabulary, comprehension, and fluency.*
    - *Vocabulary: You have the opportunity to talk about new vocabulary words that you or your child reads.*
    - *Comprehension: When you read, you have the opportunity to help your child better comprehend the story or nonfiction material. This increase in comprehension helps your child, as he reads, to connect better with the meaning of what is being read.*
    - *Fluency: As you model reading fluently and with expression, your child will become a more fluent and expressive reader.*
  4. *Reading with your child provides an excellent transition to independent reading.*
- The bottom line is that reading together will help your child to read sooner and better—and help develop a love of reading.*

Sample Handout Pages begin here.

# Helping Your Child Get Ready to Read



# Reading to Your Child

## Benefits of Reading to Your Child

1. Develops listening and language skills
2. Helps increase attention span
3. Stimulates imagination and helps develop curiosity and creativity
4. Expands vocabulary
5. Develops an understanding of the printed word
6. Sparks interest in books, stories, and reading



## When to Start Reading to Your Child

- Starting from infancy . . . and on, but it's never too late
- At least once a day
- 20 to 30 minutes a day
- At a regularly scheduled time

If you have to skip a day once in a while, don't worry.

## How to Read to Your Child

1. Sit together in a comfortable, well-lit place.
2. Hold the book so your child can easily see the pictures and words.
3. Before reading, talk about the topic and what the book might be about.
4. Read with expression to make the story come alive.



## After Reading

1. Have a short discussion about the story.
2. Ask open-ended questions about the story or subject of the book. For example, rather than asking something like "Where did John go?" ask "Why do you think John wanted to go to the park?" And rather than "Do you think John was excited to go to the park?" ask "How do you think John felt about going to the park?"
3. Help your child make connections to her world or another story or book. For example, "Do you remember when something like that happened to you?"
4. Be willing to read the same book multiple times.



# **Phonemic Awareness**

## **What Is Phonemic Awareness?**

- The ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken words
- The knowledge that spoken words can be broken into smaller segments of sounds (phonemes)

## **Why Phonemic Awareness?**

- It provides the foundation for the learning of letter-sound relationships and phonics.
- It will make the process of learning to read faster and easier for your child.

## **Phonemic Skills**

1. Counting
2. Rhyming
3. Beginning and ending sounds
4. Blending
5. Segmenting

## **Activities to Practice Phonemic Skills**

- You can do simple and fun activities with your child to help support each skill.
- It doesn't take any extra time during your day .
- You can do most of these activities anytime and anywhere.
- For example: while helping your child to get dressed, walking the dog, driving the car...



## Counting

### Skill:

The ability to clap the correct number of words in a sentence, syllables in a two-syllable word (*cowboy*, *carrot*), or sounds in a one-syllable word (*me*, *jump*).

### Activities:

**For a sentence.** Count the number of words in a sentence, clap while saying them, and then count them again. For example, say "Sentences are made up of words. Here is a sentence: *Boys jump*. This sentence has two words. *Boys* [clap one time] and *jump* [clap one time]. *Boys jump* is two words." Now say a few short sentences, two to five words long, and then expand to longer sentences of six to ten words. Then expand to sentences with multisyllabic words. Remember to clap one time for each word and then count the words.

**For syllables.** Count the number of syllables in a word, clap while saying them, and then count them again. For example, say "Words are made up of parts. Here is a word with one part: *moose* [clap one time while saying the word]. One. Here is a word with two parts: *cowboy* [clap once while saying each syllable]. Two."

**For sounds.** Count the number of sounds in a one-syllable word. For example, say "Words are made up of sounds. The word *me* has two sounds." Repeat the word and stretch the sounds as in *mmmm eeee*. Lift one finger for each sound, so raise one finger for the /m/ sound, and raise the second finger for the /e/ sound. Then say the number two. Continue with words with two, three, and four sounds.

## Rhyming

### Skill:

The ability to create word families with rhyming words, e.g., *all*, *call*, *fall*, *ball*.

### Activities:

**Thumbs Up.** Say "Put up your thumb if these two words rhyme." Say *ball* and *call* and look for thumbs up. Say *ball* and *soccer* and look for thumbs down.

**Rhyming Oops! Wrong Rhyme.** Show your hand and say "This is my *sand*. Oops! Wrong rhyme! This is my \_\_\_\_." Your child offers the word *hand*.

**Rhyming Stand Up!** Create rhyming prompts to complete actions. First, ask your child to say a particular word. Then, provide an action prompt for a word that rhymes with that word (without saying the rhyming word). Your child performs the action and says the rhyming word. For example, you say "Say *pup*." Your child says the word *pup*. Then you say "Now stand \_\_\_\_." Your child stands up and says the word *up*. Another example: "Say *band* (*band*). Now raise your...(hand)." Or, "Say *south* (*south*). Now point to your \_\_\_\_" (*mouth*). Or, "Say *low* (*low*). Now find your (*toe*)." Continue with similar prompts for actions or other parts of the body.

## Beginning and Ending Sounds

### Skill:

The ability to determine if two words begin or end with the same sound.

### Activities:

**I Spy!** "I spy something in this room that begins with the /w/ sound (*window*). I spy something in this room that begins with the /p/ sound (*pencil*)."

**I Am Thinking.** "I am thinking of something that begins with the /m/ sound (*mouth*). I am thinking of something that begins with the /t/ sound (*teeth*).\" Sometimes you may have to give additional clues. For example, \"I am thinking of something that begins with the /t/ sound, something you might have to brush in the morning before going to school and at night before going to bed.\" (*teeth*)

**Creating tongue twisters.** Provide silly sentence-starter prompts that emphasize a beginning sound. Your child says one or more words to end the sentence. For example, say \"Sally's silly shoe sank slowly in the \_\_\_\_\_ (*slime, snow, sap*).\"



## Blending

### Skill:

The ability to blend adjacent sounds together.

### Activities:

**I Spy!** Say "I spy something in this room that begins with the /r/ sound, then the short /u/ sound, and then the /g/ sound. What is it?" *Rug.*

**I Am Thinking.** Say "I am thinking of something that begins with the /m/ sound, then the short /a/ sound, and then the /p/ sound. What am I thinking of?" If necessary, repeat the sounds /m/, /a/, and /p/. Stretch the sounds, then slowly blend the sounds together, and then blend the word.

**Create some sentences with words that need to be blended.** For example, say a sentence, but just say the sounds of one of the words: "The boy reads a /b/ /oo/ /k/." Then ask "What does the boy read?" Answer: A book.

## Segmenting

### Skill:

The ability to verbally isolate the syllables or sounds in a word.

### Activities:

**First I Heard.** Choose a simple three-sound word. Say "Here is the word *fin*. First I heard /f/, then I heard the short /i/, and then I heard /n/." If necessary, stick out three fingers and point to the first finger when you say the first sound, the second finger when you say the second sound, and the third finger when you say the third sound. Ask your child to say the separate sounds. (Other example words: *lip, men, nap, rod, sun*.) This activity can also be made into a game by providing the individual sounds in order and then asking what the word is.

**Head, Waist, and Knees.** Stand up facing your child. Choose a simple three-sound word, like *lip*. You and your child should touch your heads and say the /l/ sound, touch your waists and say the /i/ sound, and touch your knees and say the /p/ sound. Repeat with other three-sound words.



## From Phonemic Awareness to Phonics

**Phonemic awareness** is an *understanding* of the sounds and patterns in ***spoken*** language. Children who are phonemically aware can tell that *bat* and *bird* start with the same sound, and that *bat* and *rat* rhyme.

**Phonics** is instruction in the *relationship* between ***letters and their respective sounds***. Children who have been taught to read using phonics instruction know that when they sound out and blend together the written letters “b,” “a,” and “t,” they can read the word *bat*.

### Beginning Phonics—Letter Names

#### **Skill:**

Alphabetic knowledge, also known as alphabet recognition, involves knowing the shapes, names, and sounds of letters, and progresses from letter names to shapes to sounds.

#### **Methods:**

**Sing the alphabet song.** Point to the letters while singing.

**Memory game.** Write each letter on two plain three-by-five-inch cards (only one letter on each card), so you have two sets of 26 cards. Shuffle all the cards together, and place them face down. The first player turns over one card and says the letter, then turns over a second card and says the letter. If the cards match, the player takes those cards and continues to play. If they don’t match, both cards are turned over, and it’s the next player’s turn.

**Tic-Tac-Toe.** Play the traditional game, but use other letters instead of “X” and “O.”

## Beginning Phonics—Letter Sounds

### Skill:

The alphabetic principle refers to the systematic relationship between letters and sounds. Children who understand that the (sequence of) letters in written words represents the (sequence of) sounds in spoken words and who know letter-sound correspondences can use this knowledge to decode both familiar and unfamiliar regular words.

### Methods:

**Introducing letter sounds.** Start with /s/, /t/, /m/, /p/, /h/, /a/, and /i/. These letter sounds can be used to create many different words. Teach these letters and sounds first.

**Memory game.** Play the Memory game (see Alphabetic Knowledge), but players say the sound of the letter as well as the letter name. In addition to letters, consider playing with letter combinations and short phonetically decodable words. (It is also a good game for practicing sight words.)

**Writing names.** Teach children how to spell their names. Write the names on pieces of paper. Ask children to trace over their name, first with a finger and then with a pencil or crayon, and then to copy their name onto another piece of paper. Remind children to say the letter sounds as they trace or copy.

**Alphabet Soup.** Cut two-by-two-inch squares from paper or cardboard. Give each child squares equal to the number of letters in his or her name. Children write the letters of their name, with one letter on each square. Place the letters into a pretend pot of soup and stir the soup. Children take turns taking a letter out of the pot. If the letter is in the child's name, that child keeps the letter. If not, he puts the letter back into the pot. Stir again. Play continues until everyone can make their names.

# Reading With Your Child

## What Is Reading Together?

1. You read aloud to your child.
2. Your child reads aloud to you (though when you start, your child may not really be "reading").
3. You talk about what you are reading.



## When to Start Reading Together?

You can start when your child:

1. Knows letter sounds
2. Is starting to sound out words or guess words from picture clues
3. Can recite from memory some words or phrases in his favorite book

## Why Read Together?

1. **Opportunity for practice and supportive feedback.**

Reading with your child provides an opportunity for your child to practice and for you to provide helpful, supportive feedback.

2. **Enjoyable experience, fostering a love of reading.**

Reading with your child can provide an enjoyable, bonding experience, helping to foster a love of reading. Many children do not view reading as enjoyable; in fact, some find it unpleasant and frustrating. Others feel fearful or insecure about reading. You can change that and create a reading experience that is enjoyable and fun for your child.

3. **Accelerates development of vocabulary, comprehension, and fluency.**

As you read together, you will accelerate your child's development in three key areas of reading: vocabulary, comprehension, and fluency.

- **Vocabulary:** You have the opportunity to talk about new vocabulary words that you or your child reads.
- **Comprehension:** When you read, you have the opportunity to help your child better comprehend the story or nonfiction material. This increase in comprehension helps your child, as he reads, to connect better with the meaning of what is being read.
- **Fluency:** As you model reading fluently and with expression, your child will become a more fluent and expressive reader.

4. **Transition to independent reading.**

Reading with your child provides an excellent transition to independent reading.

**The bottom line:** Reading together will help your child to read sooner and better—and help develop a love of reading.