



# Supporting Your Child's Reading at Home

(PK-3)

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# The TOP FIVE Essentials of Early Reading Success



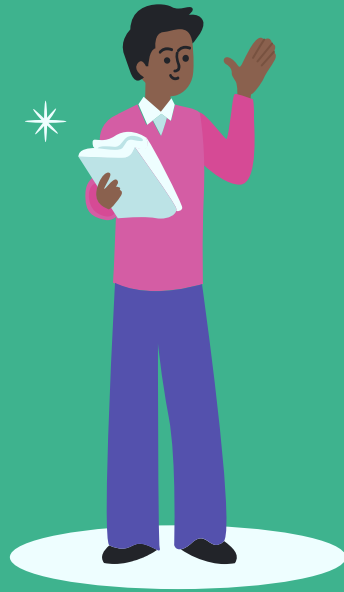
**Q: What is the Science of Reading?**



**A:** The science of reading includes a body of substantial integrative research (including developmental psychology, educational psychology, cognitive science, and cognitive neuroscience).

It outlines the methods that best help children learn to read.

# A (Very Brief) Overview of the Science of Reading





**Q:** What are the top FIVE most important habits to foster when supporting a young reader?

**#1**

# Know the Code: Focusing on the Alphabet and Phonemic Awareness





“If a child memorizes ten words, then the child can read ten words. But, if the child can learn the sounds of ten letters, the child can read...

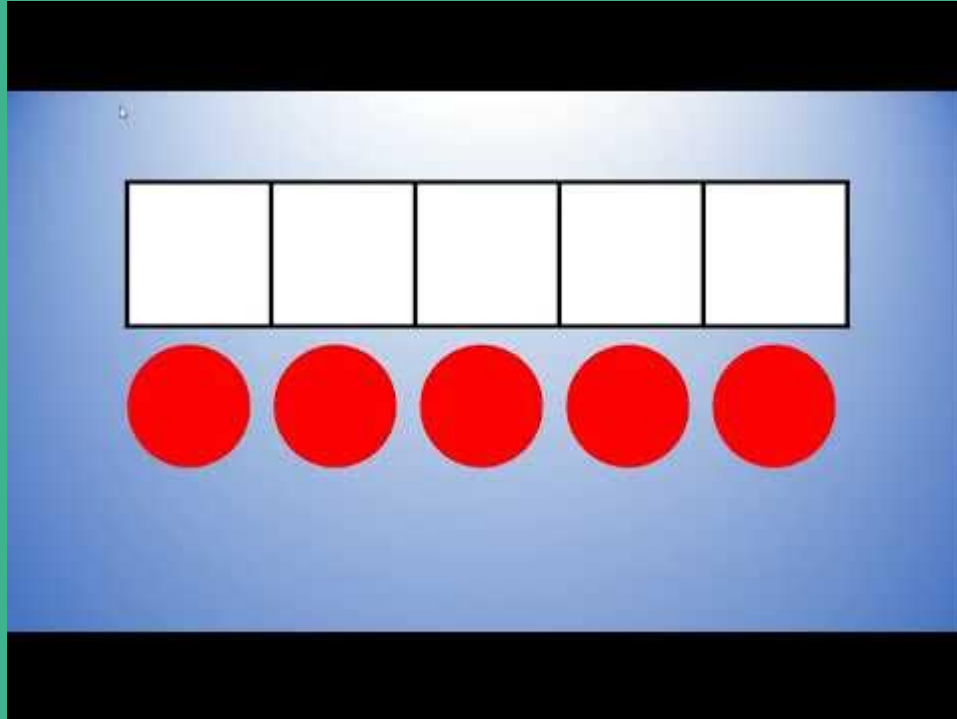
350 three-sound words,  
4,320 four-sound words, and  
21,650 five-sound words.”

(IMSE, 1/14/2021)





# Elkonin Boxes 101



#2



Help children learn how to  
break sentences into  
words.



## Breaking Sentences Into Words (Sample Discussions)

**Adult:** I will say a sentence. Tell me how many words there are in the sentence. "There is a small blue bird."

**Child:** There is a small blue bird...4 words.

**Adult:** Say a sentence and tell me how many words there are in the sentence.

**Child:** (e.g., The dog is cute. 4!)



#3

Help children sound out words smoothly.



# + Word Games: Bonding, Learning, and \* Fun... All Rolled Into One!

- \* ● Play Roly
- Reading Bear
- Phonemic Awareness Game with Legos
- Rime House
- Phoneme Dominoes
- Picture Slide
- Stretch and Shorten
- Rhyming Games



#4



Model reading fluently by  
reading together with your  
child.



#5

Think while you read.



# An Example of Mindful (and Fun!) Reading Time







Comprehension strategies refer to the repeatable things we do while reading that allow us to understand a text:

***Simply Put...***

***Good Comprehension = READING MINDFULLY!***



# Summarizing/Monitoring (PK-3)



- So, what's happened so far is...
- The important things that happened so far are...
- The characters in the story are...
- I am (or am not!) able to remember what happened...Let me go back and read.
- I read a lot. Let me stop and name what happened so far.
- Some important words I learned are...



# Self-Questioning (PK-3)



- Can I tell what happened so far?
- What is most important about what I just read?
- What words did I learn that are important to this topic?
- Did I learn anything new or important? If so, can I tell it to another person? If not, what should I do?
- Did I look at all the parts of the book (words, pictures, captions)?





# Visualizing (Grades 2+)

- Mid-grade 2 and up
- Start as a guided visualization process
  - Read a chunk of text
  - **Prompt:** make a picture in your head of the setting (child describes aloud).
  - Read another chunk of text
  - **Prompt:** now, close your eyes and see the characters in your setting.
  - Read another chunk of text
  - **Prompt:** now, close your eyes and see the characters' problem.
  - Continue with attempt to solve problem, solution, and lessons learned.

**Libraries (and Librarians)  
are Your **LIFELINE!****





# LIVINGSTON PUBLIC LIBRARY

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# Livingston Public Schools Library/ Media Centers

## Burnet Hill

Media Specialist: Jill Mills

## Collins

Media Specialist: Sheila Stafford

## Harrison

Media Specialist: Coleen Caulfield

## Hillside

Media Specialist: Colleen Donnelly

## Mount Pleasant

Media Specialist: Lenore Piccoli

## Riker Hill

Media Specialist: Christy Caruso





Mind Full, or Mindful?



# Thank You for Your Partnership!

Please reach out if you have any questions.



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# Appendix:

## Your Questions... Answered!





**Q:** My child only reads one type/genre of books. How do I help them diversify their reading repertoire?





**A:** While it is beneficial to support a child's exposure to diverse genres and text formats, it is MOST important that a child loves reading.

If they love a certain kind of book, celebrate that. Bring new genres and text formats into your shared reading time. Model curiosity and interact with the text as if it is a new treasure. Even calling it “New” or “Uncovered” Treasure can bring a positive tone to the interaction.

The key--how YOU react matters. Be sincere in what you find interesting or compelling about whatever you read!







**Q:** Can you suggest some resources (apps, book recommendations, websites) to support reading at home?

# Apps/Websites



- [Make Beliefs Comix](#) (Create Your OWN Graphic Novels!) 
- [United for Literacy](#) (Digital Picture Books for Children)
- [Story Place](#) (A Children's Digital Learning Library)
- [Dolch Word List](#) (The 220 Most Frequently-Used Sight Words In the English Language) 



# Book Recommendations/Lists



- Scholastic Parents
- Imagination Soup
- Reading Rockets' Reluctant Reader/High-Interest Book List
- Books for Reluctant Readers in Grades 3-5 (Reading above-level texts with and for your children is ALWAYS a good idea!)



**Q:** What about audio books?  
Graphic novels?





## A: Yes and yes!

And...hooray if your child “reads” any of the following on an almost-daily basis:

Magazines Joke/Riddle Books Gaming Manuals  
Digital Books Playaways Brochures Menus  
Recipes Food Labels/Containers  
Pictures/Art Music Virtual Tours  
Books Above/On/Below Level Singing Songs  
Poems/Nursery Rhymes Series Books Maps  
Outdoor Signs Newspapers Sports Stats  
Podcasts Advertisements Online articles





**Q:** How do I foster my child's love of reading?



## Parent LifeHack 1:

Model the reading behaviors you want to see.



## Parent LifeHack 2:

Let's Talk About the Upside  
of Downtime  
(for kids AND grownups!)





## Parent LifeHack 3:

Be a cheerleader. Avoid  
being a literature judge.





**Q:** How do I support reading if English is not my first language? Also, how do I support my multilingual child in reading books in more than one language?



**A:** Reading, speaking, storytelling, reciting poems, and singing songs is beneficial in all languages! Do so in the language (or languages) of your choice/at your comfort level.



**Q:** Is it more beneficial for young readers to read a book over and over or to read a variety of books?



**Q:** My child has said that she/he/they hate reading? What can I do?



**A**

Make Reading Fun

**B**

Focus on the Foundations

**C**

Talk A LOT!