



## Listen to books and read aloud

Reading a book with your child actively participating helps them learn new words, learn more about the world, learn about written language, and see the connection between words that are spoken and words that are written. **Reading to your child 15 minutes at day increases their vocabulary by 1000 words a year!**

### Strategies to support reading skills for the first 5 years:

- Read every day to your children for at least 15 minutes.
  - Be a role model for reading. Let your children see you reading.
  - Encourage your child to participate in reading the book. Ask questions about the characters in the book; ask what could happen next.
  - Choose books that relate to your child's life. Read books about upcoming events in your family, like going to grandmas or a doctor appointment; starting school or walking to the park.
- Read a variety of books over and over.

## Alphabet Knowledge

Singing the alphabet song is not only a fun activity, it is also a learning activity.

### Strategies to support alphabet knowledge for the first 5 years:

- Name at least 10 letters of the alphabet
- Put magnetic letters on the fridge and name them with your child.
- Sing the alphabet song
- Read alphabet books
- Point out letters of the alphabet on signs, billboards, boxes, magazines, mail and books

## Washington State Standards

### • Understands and uses different skills and strategies to read

- Distinguishes between letters, numbers, and graphics
- Identifies all lower case and upper case letters
- Matches letter names to corresponding sounds
- Hears different sounds in words and differentiates between beginning and ending sounds

### Identifies rhyming words

- Matches spoken word to written word
- Recognizes high frequency words in different contexts

### Shows how a book is held and read

### • Understands the meaning of what is read

- Determines if there is a problem
- Recalls specific events, ideas, or information to explain meaning or react to the text
- Distinguishes between the features of fiction and nonfiction

### Uses picture and context clues to understand text

### Connects story characters with actions

### • Reads different materials for a variety of purposes

- Finds information needed to fulfill a personal need
- Reads and follows simple directions and symbols
- Reads labels and captions around the classroom
- Participates in the reading of stories, poems, and songs

### Explores new books, including nonfiction

### • Sets goals and evaluates progress to improve reading

### Sees him/herself as a reader

### Talks about books he or she would like to read

### Chooses reading materials with guidance

### Makes time to “read” for pleasure

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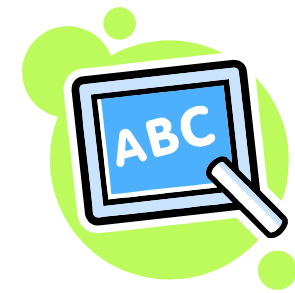
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# A PARENT'S GUIDE TO

## KINDERGARTEN READING READINESS



## BRIARCREST ELEMENTARY SCHOOL AND PARENTS WORKING TOGETHER FOR STUDENT ACHIEVEMENT



# BUILDING BLOCKS FOR READING READINESS

## Talking and Listening

The importance of spoken language is often underestimated when thinking about reading success. Simply talking to your baby, toddler or preschooler plays a large part in acquiring language and literacy, or the ability to read and write. Children who hear a lot of rich, meaningful language have better vocabulary and word skills which help them do better in school.

### **In their first 5 years most children:**

- Frequently use new words when speaking.
- Take part in conversations with familiar adults and children.
- Ask and answer questions.
- Listen attentively when books are read aloud.
- Understand and follow simple directions.
- Identify sounds in the environment.

### **Home strategies to support language skills:**

- Use color and size words, comparison (bigger, faster) and position words (behind, next to, over, under etc.) Talk about objects being the 'same or 'different
- Help your child learn to follow directions by using short, clear sentences to tell him what you want him to do, for example, "Please take off your shoes." Listening to children's music or books on tape also increase listening skills.
- Expand on your child's language - when he says, "look at the fish," respond with, "It is a great big whale, as big as a truck. It lives in the ocean." Identify new words and explain their meaning.
- Use open-ended questions to encourage more than a simple yes or no reply, for example, "What book did you read at day care today? Instead of asking, Did you read a book today?"
- Encourage your child to tell stories through imaginative play using books, pictures, puppets, dolls or action figures. Be a good listener.

## Sounds in Spoken Language

Phonological Awareness (or sound awareness) is the ability to recognize words that rhyme ( fat /cat) words that begin with the same sound (bird, ball, baby) and words that have syllables or individual parts (ta-ble / com-pu-ter). Research has confirmed that children who show awareness of the sounds used in words are better equipped to learn to read.

### **In their first 5 years most children:**

- Recognize the sounds of rhyming words and play rhyming games.
- Recognize the beginning sounds of words.
- Hear syllables within words.

### **Home strategies to support phonological or sound awareness:**

- Read books with rhyming words. In a familiar book, point to the rhyming word as you read, pause and let the child fill-in-the-blank.
- Rhyme nonsense words – sat, fat, gat, hat, wat...
- Play with the sounds of words...bubble gum, bubble-bum, Humpty Dumpty, Bumpty Lumpty.
- Play games with rhymes like "I say run, you say \_\_\_\_ (fun), I say fun, you say \_\_\_\_ (sun), I say sun... and so on.
- Have fun with tongue twisters like "Peter Piper picked a peck of pickled peppers."
- Group words by the sounds they begin with (ball, baby, bounce, big, boy). Add a word with a different sound and see if they can pick it out.
- Draw attention to syllables in a word by clapping as you say each syllable: ta – ble (2), mag-a-zine (3), Jess-i-ca-Ma-rie (5), and so on.

## Print Awareness and Writing

Print awareness is the understanding that written words are related to spoken words and that speech can be written down. Print awareness is an important part of knowing how to read and write.

### **In the first 5 years, most children:**

- Recognize print.
- Learn that print and words are read left to right, and top to bottom.
- Learn that writing has many different purposes.
- Learn that spoken words are represented by writing.
- Demonstrate the ability to communicate a message either by drawing or writing.
- Experiment with writing tools.
- Attempt to write their own first name and/or letters of the alphabet.

### **Home strategies for print awareness and writing:**

- Have your child hold the book, find the first page and occasionally turn a page as you read. Point out the authors name and title of the book.
- Point out the beginning and end of the story.
- Provide paper with markers, pencils and crayons; encourage your child to write and draw.
- Point out words and letters wherever you can—magazines, menus, maps, instruction manuals and so on. Read street and traffic signs, billboards, store and restaurant signs.
- Run your fingers under a line of print as you read so the listener can follow along the lines of print. Point out individual words and letters.