

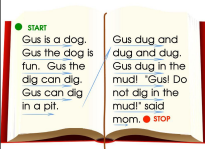
Reading Prompts

What do I do if my child is reading and gets stuck on a “tricky word”?

1. Encourage them to look at all the letters in the word.
2. Have your child point to the letters as they say the sounds and then blend them together to read the word.
3. Have your child reread the sentence with the word they just read to see if it makes sense.

Reading Prompts:

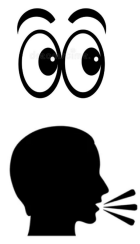
Read From Left to Right



In English, we start reading on the left side of the page and read to the right. We also start at the top of the page and work our way down.

Point to the letters and say the sounds to read each word.

Look at the Letters, Say the Sounds




Look at all the letters in the word.

c a t
cc cc cc

Say the sounds the letter or letter strings make.

/c/ /a/ /t/
cc cc cc


Slide Through Each Sound



Blend the sounds together or slide through the sounds to say the word.

/c/ /a/ /t/
cat


Try a Different Sound



Try a different sound (based on letters and sounds that have been taught).

sky
/ski/ (long i)
/ske/ (long e)

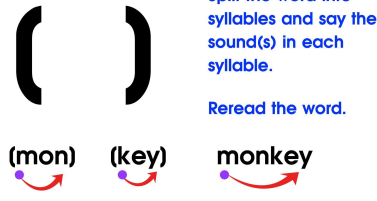
Look for Sounds You Know



Look for the sounds or word parts you know already.

sit mash
sit mash
unpack unpack unpack

Split the Word into Syllables




Split the word into syllables and say the sound(s) in each syllable.

Reread the word.

(mon) (key) monkey


Reread the Sentence



Reread the sentence.

Do you understand what you read?

Do you need to try another strategy?



Concepts of Print

An awareness of how language is communicated in print.

Notice the print in the community (eg. menus, street signs, advertisements) and how this print is communicating information.

Model reading any print from left to right and tracking the sentences to the next line on the page.

Point out that the words we say when we are reading match the number of words that we see printed on the page. (e.g., if you count 6 words in a sentence you should be saying 6 words).

Point out sentences with different punctuation. How would you read a sentence with an exclamation mark versus a period (e.g., with great emotion).

Oral Language

Oral language is spoken language and involves speaking and listening.

Walk and Talk - When out in the community talk about what you see, think and wonder.

At the end of the day, talk about the events of the day and ask each other questions.

One sentence Story - Take turns giving one sentence as you orally share a story. Include characters, setting, problem, solution.

Sing rhyming songs.

Participate in dramatic play, taking on imaginary roles.

Play 'Simon Says'.

Grocery Store Game - Give your child clues about something they need to look for (e.g., find the blue box above your shoulders, find the biggest red apple).

Phonological Awareness

The oral ability to recognize, manipulate and hear words, syllables and sounds (phonemes).

How many words are in a sentence? Say the sentence out loud. Clap out each word.

How many syllables are in a word? Say the word out loud. Clap out each syllable (e.g., computer- com-put-er).

Sort objects by their initial sounds. Collect various objects, have your child sort them by their initial sound (e.g., cow starts with /k/, pig starts with /p/).

Odd word out- Which one doesn't belong? (e.e., *weed*, *bead*, *pill*, *seed*).

Word Family Fun - Start by giving your child the first word in the word family (e.g., cat). Then have your child give you the next word. Go back and forth and see how many words you can add to the word family.

Scavenger Hunt- Have one person say a word, the other person searches for something that rhymes with that word.

Move Like a Robot - Tell your child a word and have them use one robot arm movement for each sound to segment the sounds in the word (e.g., ship- /sh-i-p/).

Robot Talk- As the robot leader, say this rhyme in a robot voice and have the students respond: "I am a robot. Can you help me? Can you tell me what I see? I see a /c/ /a/ /p/. Encourage the students to repeat the rhyme in "robot talk" and then blend the final word to answer the robot's question (cap).

Adding Phonemes(sounds)/words- Say a word out loud. Have your child repeat it, then ask them to add a word to the end to make a new word (e.g., say "snow", add "ball" to the end. What's the new word? "snowball") or have them add a phoneme to a word (e.g., say "ap", add "/t/"* at the beginning and the word is? "tap").

Say sound, not letter name

Deleting Phonemes(sounds)/words - Say a word, have your child repeat it. Then say without * what is left? (e.g., say "baseball", without /ball/, what's left? "base"). Repeat with syllables (e.g., say "neater", without /er/ what's left? "neat") and phonemes (e.g., say "pig", without /p/ what's left? "ig").

Substitution - Say a word. Have your child repeat it, then ask them to change a word/syllable/phoneme to another (e.g., say "colder", change /cold/ to /hot/ and the word is? "hotter").

Phonics

The connection between the sounds of speech (phonemes) and the alphabetic symbols (graphemes).

Point to a letter or digraph (e.g., sh, ch, th) or blend (e.g., br, sl, pr) (could be in a book or letters you write out) and have your child say the sound the letter makes.

Say the sound of a letter, digraph or blend and have your child search and find the letter or letter combinations that make the sound. Or, have your child print the letter or letter combinations to the sounds you say.

Use magnetic letters to sound out and spell familiar words.

Visit [The Florida Center for Reading Research](https://www.floridacenterforreadingresearch.org/) online to explore a variety of activities and resources.

Vocabulary

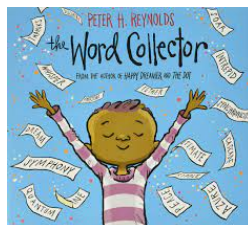
The words that a child knows, understands (receptive) and uses (expressive).

Use a variety of words when speaking with your child. For example, instead of saying “Look at that bird.” you could say “Look up in the sky. I see a large black bird with extremely long wings.”

When reading to your child, listening to text or watching a show, notice any words that are more complex or could have different meanings. Have a conversation about these words and how they might be used. See if your child can come up with a sentence using the “new” word.

Word of the Day - Share a word that your family can try and use throughout the day. Talk about the word: what does it mean? What is the beginning/middle/end sound? What are some rhyming words? How can you use the word in a sentence?

Read the book, “The Word Collector”, by Peter Reynolds. See how many words your family can collect or who can collect the most interesting word in a day. Make a list of the words. You could choose one of the words to be a “word of the day” and see how many times you can appropriately use the word throughout the day.



Fluency

When a child reads with expression, appropriate speed and accuracy.

Beat the Timer - Print 10-20 letters (e.g., k, L, b, R) and time your child as they read the sounds the letter makes (not the letter name). You can challenge them by adding digraphs (e.g., sh, ch, ph), blends (e.g., bl, cr, sp) or vowel teams (e.g., ee, oa). See if they can beat the timer or read them faster than you.

Repeat After Me - You read a sentence from the text showing appropriate speed, expression and accuracy. Then your child repeats the sentence after you.

Listen to Reading - Have your child listen to someone reading fluently to a book of interest. Audio books are great to listen to while in the car (e.g., Sora or other Audiobook streaming apps).

Comprehension

The process of understanding, reflecting on and learning from spoken or written text.

Whether reading a text on their own or listening to reading, readers are always thinking. In order to support comprehension of what your child is reading here are some prompts that you can ask them while they are reading or after they read. These prompts can also be modified to be asked after watching a show.

- What is your favourite part? Why?
- What happened in the beginning, middle and end?
- What was the problem? How did it get solved?
- What would you do if you were in a similar situation?
- Which character do you like? Why?
- Which character would you want to be friends with? Why?
- Does this remind you of anything?
- What do you think will happen next?
- What do you think the author means when they said...?
- When you read this sentence, what are you picturing in your mind?
- What do you think that character might be thinking?
- Why do you think the author used this word?
- What is something new you learned?
- What did you find interesting?
- What is something you want to read more about?
- Do you agree with what you read?
- Was there a part that confused you?

Reading Strategies Bookmark for Your Child

**Lefty
Lizard**



left

Start on the left
side of the word.

**Grapheme
Grasshopper**

hop



Hop to each
grapheme from
left to right and
say each sound.



**Blendy
Wendy**

hop



Blend the sounds
together to read
the word.



**Syllable
Sam**

rab - bit

Chop the word
into syllables.



**Larry
Lightbulb**



Reread the
sentence. Does
it make sense?

