

ERS Parent Council

Literacy Information Night

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



90th percentile

Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



50th percentile

Student "C"
reads **1 minute**
each day

180 minutes in
a school year

8,000 words



10th percentile

By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)

20 is plenty!

Children who read for
20 minutes a day...



Will have a world of
imagination & creativity
opened to them



Will have better
general knowledge



Will be exposed to 1.8
million words a year



Will improve critical
thinking skills



Will improve their
communication skills



Will have a broad
vocabulary



Will have reduced
stress levels



Will learn how to
develop empathy



Will improve their test
results

Learning to read is not easy for everyone.

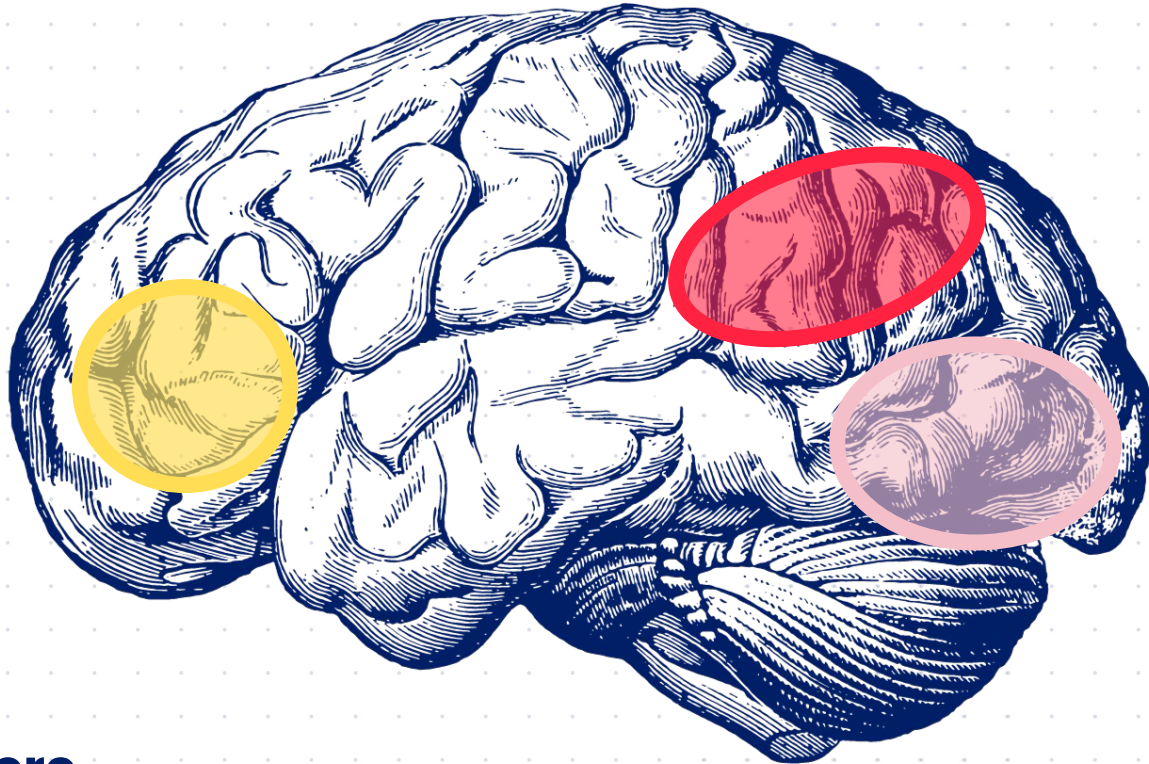
Dyslexia





**Learning to read
isn't natural**

The Reading Brain



**Inferior
frontal
gyrus**

**Parieto-
temporal
region**

**Occipito-
temporal
region**

Left hemisphere



Building Pathways

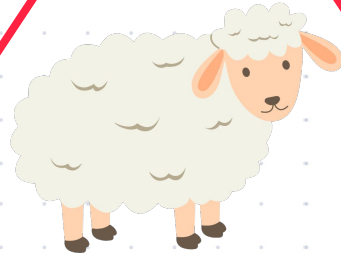
Sounds

**Purposeful
instruction and
practice linking
a word's...**

Meaning

Letters

**3 sounds:
/sh/ /ē/ /p/**



**White
fluffy
animal**

"sheep"

**5 letters:
s, h, e, e, p**

Simple View of Reading





How Parents & Caregivers Can Help

- Oral Language & Vocabulary
- Phonemic Awareness
- Phonics
- Read-Alouds
- Fine Motor Skills
- Provide Opportunities & Encouragement
- Communicate With & Support School

General Support

- Vision & hearing testing, investigate speech issues
- Oral language at home - lots of talking & interactions (conversational turns)
- Embrace and celebrate home language(s)
- Build vocabulary and real-world knowledge when at home, out in neighbourhood, on trips, etc.

Fine motor activities

- Drawing, colouring & writing with proper grip
- But also play dough, squeeze toys in bath, beading, tweezers, etc.

Read Alouds

What they **can** do:

- positive associations
- print concepts
- vocabulary and knowledge
- story structure
- prosody

What they **can't** do:

- magically teach kids to read words themselves

You can do everything “right” at home and child may still struggle to learn to read – it’s not your fault!

Continue read-alouds even when child is reading independently!

Benefits of Reading Aloud to Your Children

- Helps children build social-emotional skills
- Helps develop literacy skills
- Helps develop background knowledge
- Nurtures a love of reading
- Can strengthen family relationships

Phonological & Phonemic Awareness

What is phonemic awareness?

You can help by:

- Kindergarten: syllables, rhyme, tongue twisters, alliteration
- School age: phonemes (individual sounds): first sound fluency, segmenting, blending, adding, deleting, substituting
- Note: clip “uh” off letter sounds (e.g., “p” is not “puh”)
- A large number of students who struggle with reading have deficits in phonemic awareness so we want to make sure these skills are solid



Phonics

What is phonics?

You can help by:

- At home: letter names, sounds, sounding out words
- Heart words – look at sound patterns (e.g., said, were)
- Decodable texts – support those sent home, ask at library, find free online
- Printing: instill good habits!
- Spelling: spell correctly what they've learned, “estimated spelling” for what they haven't learned



Make Literacy Fun!

- The better kids can read, the more they love it!
- Access to reading materials of interest
- Visit local library
- Authentic opportunities: penpal letters/emails with relatives, holiday wish lists, meal menus, grocery list
- Enlist siblings to read with/to each other
- Make technology work for you
- Model: necessity and enjoyment of literacy (put the phone down)

Home/School Connection

- Communicate importance of school & literacy
- Make reading a daily routine
(consistent time/place if possible)
- Talk to child's teacher as first step with any concerns.
- Ask the right questions:
 - What reading/writing skills has my child mastered?
 - Are they where they should be?
 - What do they need to work on?
 - How can I help?

Games to play with reluctant readers

I spy

Read a book and watch the movie

Echo reading

Reading in funny voices (Elephant and Piggie)





Act out the story using stuffies/toys

Write a grocery list, find the items at the store

While walking/driving point out signs/maps

Instead of reading sight words, play games with them

Play I spy

Read a text with your partner.	
Get ready to play the "I Spy" game. Each person should take a helper card.	
Open the book. Take turns describing and guessing words, using different choices from your helper card.	
If you finish, read another text.	

I SPY HELPER CARD



I spy a word that starts with
the letter ____.

word

I spy a word that ends with
the letter ____.

dword

I spy a word that has ____
letters.

1 2 3

I spy a word that rhymes
with _____.











SAFARI CHECKLIST:

Text Features

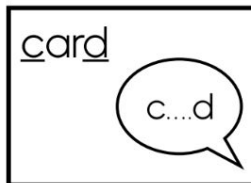


Name: _____

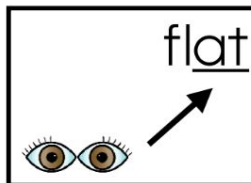
Book Title: _____

TEXT FEATURE	FOUND IT?	PAGE NUMBER(S)
Table of Contents 	<input type="checkbox"/>	
Heading 	<input type="checkbox"/>	
Caption 	<input type="checkbox"/>	
Label 	<input type="checkbox"/>	
Map 	<input type="checkbox"/>	
Glossary 	<input type="checkbox"/>	

Try these strategies with a tricky word!



Say the first and last sounds.

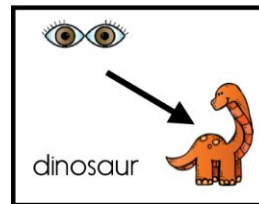


Look for part of the word that you know.



Try a word that would make sense.

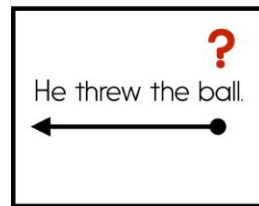
Try these strategies with a tricky word!



Look at the picture.



Say the first sound.



Back up and try it again!

Simple tips and tricks when reading with your child

Before reading

Predict what the book might be about

Preview the pictures

Look for words that repeat in the text

Review reading strategies when students aren't flustered

Check out the text features

What are you wondering about?

During reading

Use the words and pictures to figure out how the character feels

Read with expression that matches how the character is feeling

Before you read a page look quickly for words you already know

Pause at commas, stop at periods

Make a prediction about what will happen next in the story

Record yourself reading and play it back when you're done

Find the "talking parts"- dialogue

Model thinking aloud

After reading

Use the pictures to retell the story

Think about how this book is like another book you have read

Tell a new fact you learned (non-fiction)

What was the moral/lesson?

What would you have done differently if you were the main character?

What to do when we come to a tricky word...

1. Look at the Sounds

As you read, look at each sound-spelling pattern in the word, from left to right.

2. Say Each Sound

Say each sound out loud. Eventually, the goal is that students will sound out the word in their mind. Some letters will work together to make one sound.

Examples:

ch, sh, th, wh, ai, ay, ea, ee

3. Blend the Sounds Together

Blend the sounds together. Start with the first two sounds. Blend the first two sounds together, then add one sound at a time, blending as you go. We call this successive blending.

Example:

First, blend the s and t /st/.

Next, blend the s, t, and o /sto/ together.

Last, blend all sounds /stop/ to read the word.

4. Look for Affixes

Affixes are prefixes and suffixes. They are word parts that are added onto base words.

Common prefixes: un-, pre-, de-, dis-, re-, in

Common suffixes: -ed, -ing, -s, -es, -ion, -ment

5. Cover Part of the Word

Look for parts of the word you know and parts that you do not know right away. Cover up part of the word and read the sounds in each part. Then, uncover the rest of the word and blend the parts together to read the whole word.

6. Break the Word Apart

Break the word into parts that you know. Look for parts that go together like digraphs, beginning and ending blends, vowel teams, etc. Then blend the sounds together.

7. Rhyming Words

Do you know a word that looks almost the same as the unfamiliar word? Does it have the same letters or sounds? Use that word to help you sound out the unfamiliar word.

8. Syllables

Look for syllables in words. Break apart the word into syllables. Sound out each syllable and blend together.

Common syllable types: closed, open, vowel consonant e, vowel teams, r controlled, and consonant le.

9. Vowel Sounds

Look at the vowels in the words. Are there vowel teams? Is there a vowel-consonant- e? Are there r-controlled vowels? Does the letter make the short vowel sound or does it make the long vowel sound?

10. Ask for Help

Did you forget a sound-spelling pattern we learned or did you come across a sound-spelling pattern you have not learned yet? If you have tried all these strategies and you are still stuck, ask an adult for help sounding out a word.

Here are a few effective reading strategies to help your child sound out and read an unfamiliar word in a text.

Other useful strategies:

Skip the tricky word,

Ask yourself if you have read this word before,

Go back and re-read.

Let's play!