

# All About Reading

Revised 8/2016



## Today's Plan for All About Reading - 1

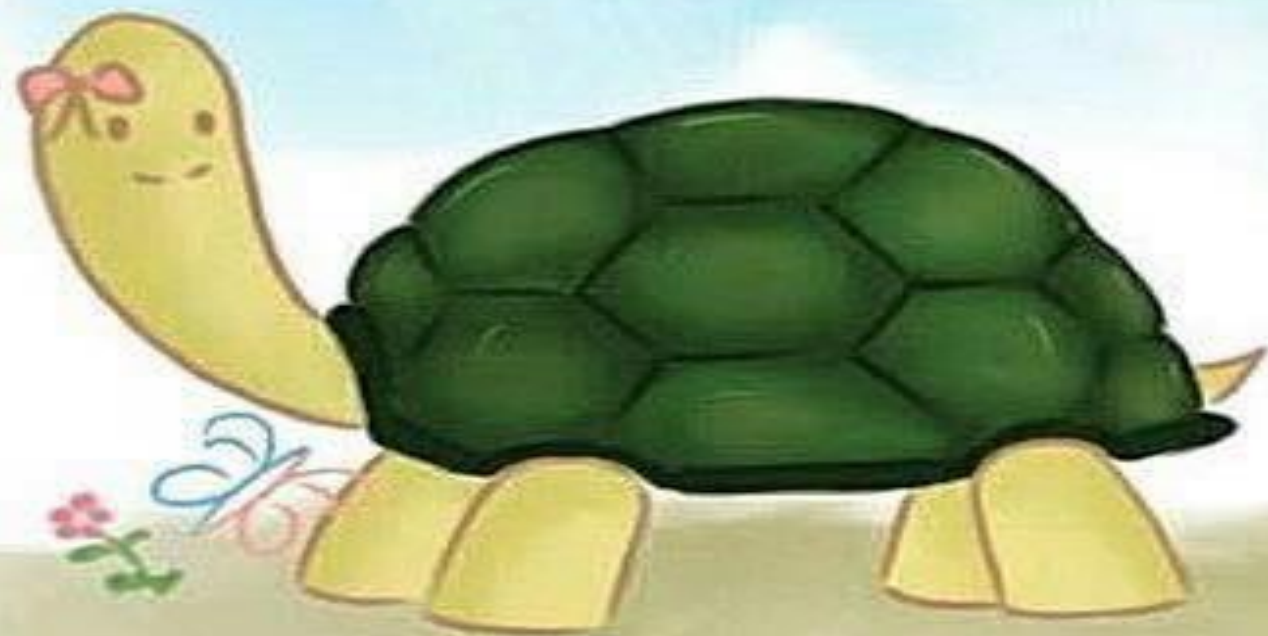
**Goals:** Attendees will gain an understanding and functional knowledge of the foundation of literacy skills.

### **Objectives: Attendees will...**

- learn that reading is a complex process, with many skills that need to be developed at the same time.
- participate in rhyme and rhythm activities, and learn the importance of the rhythm of language.
- see and/or receive books such as Chick Chicka Boom Boom, Miss Susie hand clap book, The Itsy Bitsy Spider, There was a Crooked Man.
- be instructed about the importance of Phoneme Awareness and Phonics.
- see and participate in story telling techniques and dramatic play.
- be given information on how to recognize a child having difficulty with pre-reading and reading skills, and ideas on how to help.

It shouldn't matter how slowly  
a CHILD learns  
as long as we are encouraging them  
not to stop

Robert John Meehan



# Who Stole the Cookie from the Cookie Jar?

Who stole the cookie from the cookie jar?

\_\_\_\_\_stole the cookie from the cookie jar.

Who me? Couldn't be!

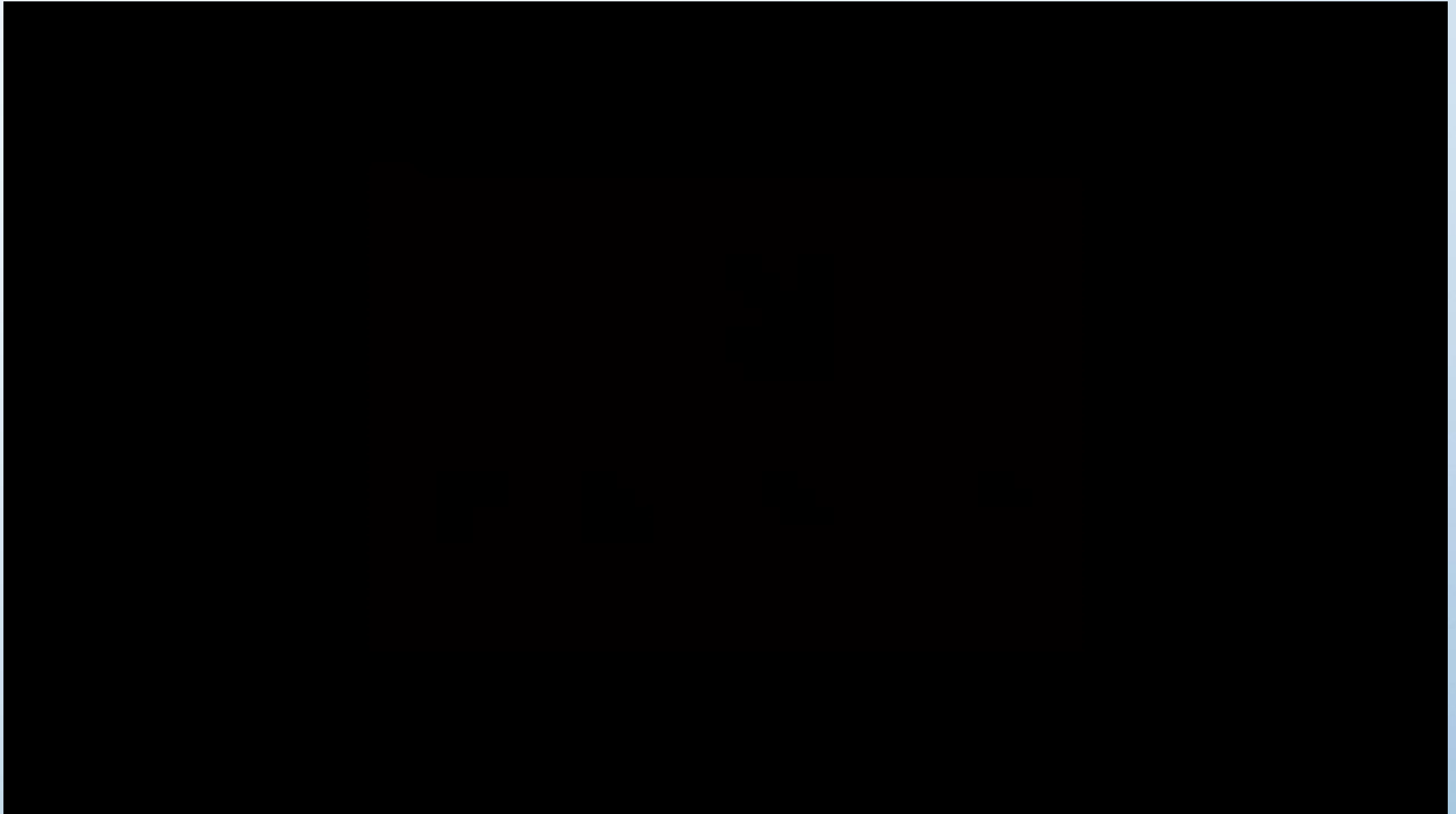
Then...

Who stole the cookie from the cookie jar?

## HAND MOTIONS:

1. Both hands slap knees
2. Bring up and clap hands once
3. Repeat

Who stole the cookies...





# The **MAGIC** of Reading

- Learning to read begins in the very earliest stages of a child's development.
- Current research on the brain has shown that babies learn much more from their environment than we could ever imagine.
- Family engagement in home-based literacy activities, such as interactive book sharing, positively affects children's literacy skills.



*Many people believe that children learn to read and write in kindergarten or first grade.*

*However, the foundation of literacy skills is laid years before children enter school.*

*--American Academy of Pediatrics*

# No one is born knowing how to read...

- New science shows that the first 5 years are when children develop the foundation for all future learning.
- By 1 year of age, the auditory map in a child's brain is formed; so if a child has not been surrounded by language, it is very unlikely that they will be able to distinguish the smallest sounds of speech.
- Exposure to sounds and words must be an on-going process.
- People often think that reading begins with learning to sound out letters.
- Reading is a complex process. It draws upon many skills that need to be developed at the same time.



# Brain Building - vroom.org

1. **Look**: Make eye contact so you and your child are looking at each other.
2. **Chat**: Talk about the things you see, hear and do together, explaining what's happening around you.
3. **Follow**: Take your child's lead by responding to their sounds and actions, even before they are old enough to talk. When they do start talking, ask follow up questions like “What do you think?” or “Why did you like that?”
4. **Stretch**: Make each moment longer by building upon what your child does and says.
5. **Take Turns**: With sounds, words, faces and actions, go back and forth to create a conversation or a game.

# Reading is all about rhythm

The noble Duke of York

He had ten thousand men

He'd march them up a hill

And march them down again.

And when they were up they were up

And when they were down they were down

And when they were only in between

They were neither up nor down.




# Let's talk about ... Reading

- To over 60% of our nation's children, reading is an overwhelming challenge.
- In the United States, education is the surest route to economic and life success.
- By the end of third grade, reading proficiently is critical.
- 33% of American fourth graders read below the "basic" level on the National Assessment of Educational Progress reading test.

# Closing the Word Gap

- Children with an "enriched language environment" hear about 20,000 words a day—22 million words by age 3—while disadvantaged children hear half as many or fewer.
- Research shows overhearing a cell phone conversation or sitting in front of a television program doesn't "cut it" to help build a child's brain.
- A recent study shows that parents, while playing an animal bingo game, engaged in more and better conversations with their children.
- Research finds positive effects when children are read to at least three times per week.

# Steps for Success

**It is important to know and understand the process of reading.  Once we do, we then can assess our child's present level, and assist in building the necessary skills needed to achieve success in reading.**

- **Talking and listening**
- **Will be able to identify objects**
- **Scribble drawings will appear**
- **Will be able to recognize letters and say them**
- **Will be able to summarize what a story was about**
- **Will be able to write simple sentences**

## Not all kids learn at the same rate.

- When a kindergarten child confuses letters, associates the wrong sound with a letter, or cannot distinguish a rhyme, it does not necessarily mean the child has a reading disability. These signs may indicate the child had insufficient preschool preparation.
- Reading levels can be raised with increased and structured instruction and differentiated teaching.
- OCECD offers “All About Reading mentoring to teach parents how to mentor their children who need help with reading.



**Who likes chocolate?**

**Who really likes chocolate?**

**Who LOVES chocolate?**

# Sounds:

- **Babies love to hear their caregivers voices.**
- **First sounds of speech are used to build words and patterns of speech.**
- **Talking and reading to a child from birth on is vital to develop pre-reading skills.**

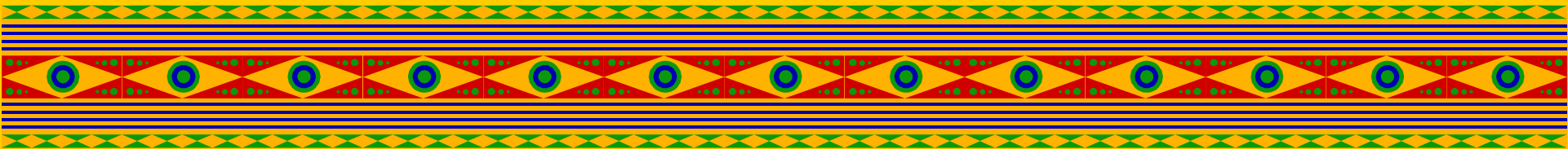
**NURSERY RHYMES AND PEEK-A-BOO GAMES**



Maori stick game... Practice the “moves”.



Ma koo ay,  
ko tay o,  
ay koo ee tah-nah



# Reading and Rhythm

- Talking to children, reciting rhymes, singing, and playing clapping games helps develop a child's ability to hear and understand the rhythm of language.
- “Here today Mrs. Smith is not.” or “Mrs. Smith is not here today.”  
This is the rhythm of speech.
- Children then begin to understand that language is made up of sounds.
- Listening to these sounds will add to a child's ability to read, speak, and write in later years.
- The goal of reading in the early ages of childhood is to have fun with words.

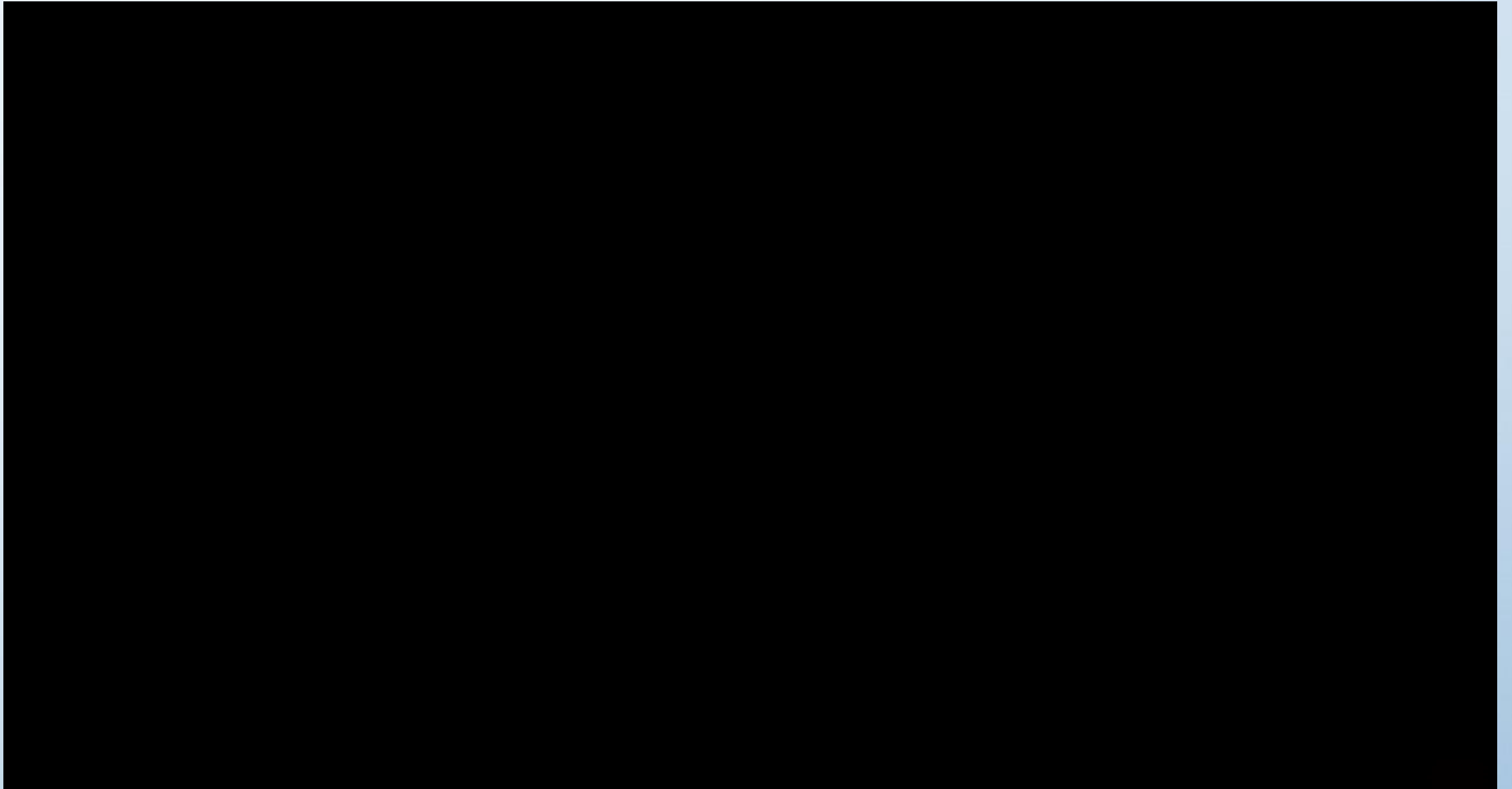
# What can we do?

- **Play rhyming games and sing rhyming songs.**
- **Ask questions like “Where’s your nose?”**
- **Play peek-a-boo and pat-a-cake.**
- **Talk, talk, talk to your children.**
- **Listen, listen, listen to your children.**
- **Play hand-clapping games.**
- **Read nursery rhymes and simple poetry.**

(The Itsy Bitsy Spider, There was a Crooked Man)

- **Again, read books aloud. READ, Read, Read**
- <https://www.youtube.com/watch?v=44UDzffl3so>

There was a crooked man...



# IMITATE READING

- Give your child books to hold, feel, and see.
- Let them feel the covers and turn the pages.
- Help them pretend to read the words and tell stories.
- Most of all let them see you reading.

BEARS IN THE NIGHT  
GOODNIGHT MOON

**Remember the saying,**

**“One picture is worth a thousand words” ?**

**“Reading” pictures will help a child understand that books are not just words, also ideas, feelings, and thoughts.**

**So much more than just print!**

**GOOD DOG CARL and Baby Face**

# What else can we do?

- Expose children to as much print as possible: Newspapers, cereal boxes, magazines, recipes, and menus.
- Understand that print is a part of our life--point to signs.
- Move your finger on the words, left to right, as you read aloud.
- Go to the library, and pick out books together.
- Make pancake letters, pretend to write notes and lists, and use magnetic letters on the refrigerator.



**Words are everywhere!**

# What can we do next?

- **Look through books, touch and feel books**
- **While shopping , “read” the pictures on the product**
- **Make picture books: family, pets, favorite things to do or eat**
- **Sequence pictures of a story or cartoon from beginning to end**
- **Model good reading, and read aloud to the child**

# Toys that Teach:

**Blocks**

**Memory Games**

**Puppets**

**Board Games**

**Musical instruments**

**Stuffed animals and dolls**

**Mirrors**

**Stencils**

**Puzzles**

**Tubes**

**Stuffed animals and dolls**

**Balls**

**Nesting Cups**

**See handout: Ways to Make Learning Fun**



## **Phoneme awareness is hearing the smallest units of sound in a word.**

- First a child needs to distinguish the beginning sound,
- Then the end sound;
- Lastly the medial sound.

**Ex. man has three sounds: Phonemes: mmm aaa nnn**

## **Once children learn to isolate individual sounds:**

- Segmenting = to break the word into syllables. Ex. mon key
- Blending = combining individual sounds to make a word.
- Clap out the syllables of words and the words in a sentence.
- Read Dr. Seuss! Stories are full of nonsense words.

**Phonics** deals with the relationship between sounds and the letters that represent those sounds.

- Help children notice word similarities. Example: hat, sat, cat.
- Write your child's name or other words on cards and hang them on the refrigerator.
- Ask children to spell words.
- Enable writing the letters on paper, in sand, on sand paper, shaving cream...

*Phonics phones amplify the student's voice helping the student to focus and pay attention to the sounds.*

**TRAVEL, ADVENTURE, MYSTERIES, FANTASY...**

**Books can take us to new places.**

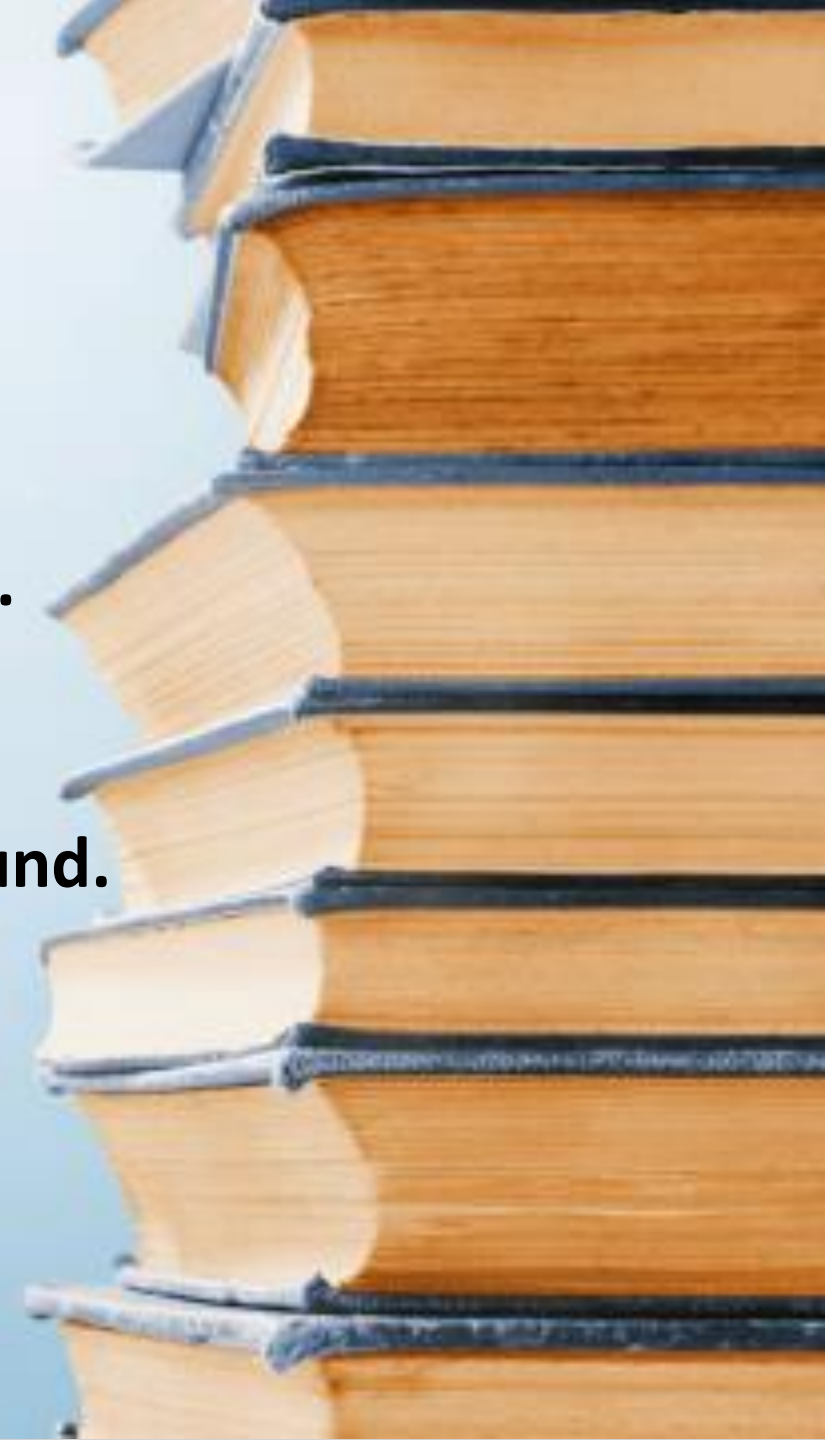
**Books make our imaginations work.**

**Books can create adventures that make our heart pound.**

**Reading opens doors.**

**It is up to us to help words come alive!**

**RIDDLE BOOKS**



*Use dramatic play to tell stories and for listeners to be involved:*

- change voices to match the different characters*
- wear hats, masks, make “faces” for each character*
- dress the part (ex. bow tie, ribbons, taped on mustache...)*
- be over dramatic-vocally and physically*

*“Children’s Theater”*



## **When choosing books for children:**

- The size of the book
- The amount of words in the book
- The child's reading level
- The interest level for the topic of the book

## **How to make books interesting:**

- Have a special place to keep books
- Use dramatic play to tell stories
- Tell your children stories of your family



# WHO HOPS?



**There are many ways to involve children in a story.  
Think beyond what is typical.**

# *Everyone needs to learn to read.*

- **We need to read to be successful.**
- **Reading is an acquired skill.**
- **A parent may be the first person to recognize a reading problem.**
- **Research shows that what families do, makes a difference.**
- **What teachers do, makes a difference.**
- **What community programs do, makes a difference.**



# Confused?

The boy *read* the sign, “Learn to *Read*”.

He could *lead* if he could get the *lead* out.

I did not *object* to the *object*.

Upon seeing the *tear* in the painting, I shed a *tear*.

- **Homographs are words that have the same spelling as another word, but have a different sound and a different meaning.**

I smelled the *rose* as I *rose* from my chair.

I hurt my *back* when I turned *back* around.

I *left* the movie and turned *left* at the corner.

- **Homonyms are words that are both spelled and pronounced the same, but have different meanings.**

## **THE Common rules of language include:**

- **If there is one vowel between two or more consonants, try the short vowel: fat, flat. Exceptions: mind, gold.**
- **If there are two vowels between two or more consonants, try the long vowel sound. Ex. Train, cheat, boat. Exceptions: bread, said, build.**
- **If a one syllable word ends with final e such as in cake, dive, and home, try the long vowel sound first. Exception: have.**
- **If a vowel is followed by the letter r, it doesn't have the long or short sound. Examples: bear, card, bird.**

# What are the clues of a reading disability?

**In preschoolers, look for:**

- **Communication delays**
- **Problems understanding and/or communicating**
- **Poor coordination and uneven motor development**
- **Problems with memory and routine**
- **Delays in socialization including playing and relating with other children**

# What are the clues of a reading disability?

In elementary school, look for:

- Problems learning phonemes (individual sounds) and graphemes (letters, numbers)
- Problems learning how to blend sounds and letters to sound out words
- Problems remembering familiar words by sight.
- Problems forming letters and numbers
- Difficulties learning math skills and doing math calculations
- Difficulty with remembering facts

# What are more clues of a reading disability?

## In elementary school:

- **Difficulty organizing notebook, binder, papers, information, and/or concepts**
- **Not understanding oral instructions and an inability to express oneself verbally**
- **Losing or forgetting materials, or doing work and forgetting to turn it in**
- **An inability to plan out the steps and time lines for completing projects**
- **Difficulty organizing thoughts for written reports or public speaking**

## With help, struggling readers can succeed.

- For 85 to 90 percent of poor readers, prevention and early intervention programs can increase reading skills to average reading levels.
- These programs need to combine instruction in phoneme awareness, phonics, spelling, reading fluency and reading comprehension strategies.
- As many as two-thirds of children with reading disabilities can become average or above-average readers if they are identified early and taught appropriately.
- **All About Reading mentoring:** Parents receive training to use evidence-based reading materials to learn how to mentor their children to become successful readers.





# **Mentoring your child/student with All About Reading mentoring will improve his/her reading.**



**All About Reading-2**

**Check for training dates**

**@ [www.OCECD.org](http://www.OCECD.org)**



# Choosing books at the right reading level

## Follow these simple steps:

- Find out your child's measured reading level. Ask your child's school for his/her reading level.
- Look for books that match that level. Many kids' books list their reading level on the back or spine.
- Do a five-fingers vocabulary check.
- Do a quick comprehension check.

# Questions?

## Thank you!

**Ohio Coalition for the Education of Children with Disabilities**

**165 W. Center St., Ste. 302, Marion, Ohio 43302**

**1-844-382-5452**

**[www.OCECD.org](http://www.OCECD.org)**



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