



Family Reading TIPS

In kindergarten, students are introduced to skills that prepare them for reading. Use the Read Conmigo library to help your child develop an awareness and understanding of both spoken and written language. The tips below offer some fun ways to assist your kindergartener's transition into reading at school. The featured books for this activity are *Mr. Pip and the Only Tree* and *Matilda and her Magic Hat*.

GRADE

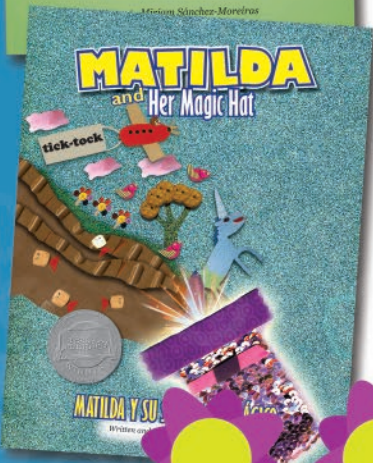
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FEATURING

MR. PIP
AND THE ONLY TREE



EL SEÑOR PIP Y
EL ÚNICO ÁRBOL



TIE READING TO EVERYDAY LIFE.

Read *Mr. Pip and the Only Tree*. Ask your child to think of ways they can help others in need like Mr. Pip did with the animals.

HAVE FUN WHILE LEARNING.

After reading *Mr. Pip*, visit the vocabulary words at the end of the book. Have your child trace each letter or make it fun by having your child use sidewalk chalk to draw out each letter on a paper plate.

USE YOUR CHILD'S NAME.

Use the books to point out the links between letters and sounds. For example, if your child's name is Paul say, "The word 'Pip' begins with the same sound as your name."

PLAY LETTER SOUND GAMES.

Learning the letters of the alphabet and the sounds they make are two very important skills. Open up *Matilda* and point to the page with Matilda's hat. Say, "I'm thinking of a letter that makes the sound 'ha' ... like in hat."

BE A PART OF YOUR CHILD'S LIFE.

"Did you have reading time today?" A great way to build a relationship with your child and teach them the importance of learning is to ask questions about their day.

MAKE A GAME OF SOUNDS.

A great way to help your child learn blending sounds is to play word games. Ask your child if he/she can guess a word as you very slowly sound out "h--a--t."

PAPER BAGS MAKE READING FUN.

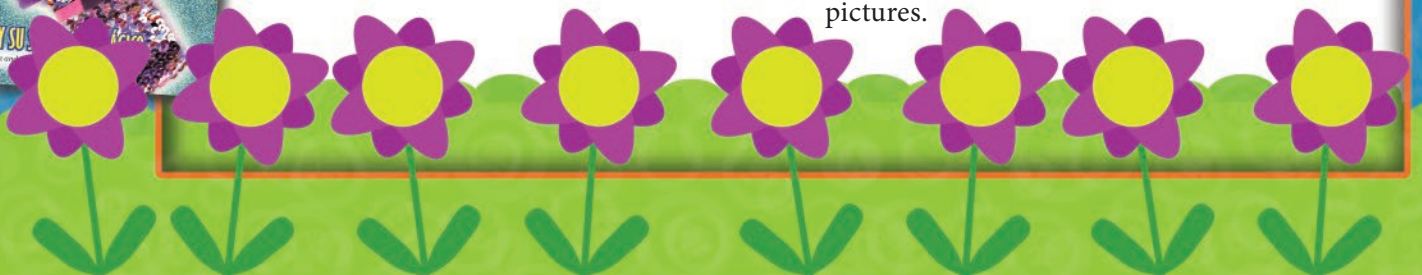
Make paper bag puppets or sock puppets, and use the puppets to act out the story. You can make a puppet to be Matilda in *Matilda and the Magic Hat* and have the puppet act out her character.

SAY IT WITH A RHYME IF YOU HAVE TIME.

Read rhyming books, sing songs, and say silly tongue twisters. These things will help your child become sensitive to the sounds in words. You and your child can create your own tongue twisters based on the stories you read. For example, "Matilda made magic merrily moving over mountains with her imagination."

READ IT AGAIN, PLEEEASE!

As a parent you may tire of reading the same story over again. Your child, however, may want to hear his/her favorite story many times. After reading it several times, ask your child to tell you the story as you point to the pictures.





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Phonemic Awareness is the ability to hear and manipulate individual sounds in words. Children need to understand that words are made up of separate sounds that, when blended together, make words. When they understand this concept, they are able to make sense of the alphabet and its relation to reading and writing. Research shows phonemic awareness and letter knowledge are two predictors of how well a child will learn to read.

WHAT SHOULD MY KINDERGARTENER BE ABLE TO DO?

BY THE END OF KINDERGARTEN YOUR CHILD SHOULD BE ABLE TO:

IDENTIFY WORDS THAT RHYME

By the end of kindergarten your child should be able to tell you if words rhyme (hat, mat, tug, bug). Play the rhyming game to see if your child can do this. "Tell me a word that rhymes with 'sun'."

BLEND SYLLABLES

Your child should be able to blend syllables and clap or count syllables in a 1 to 3 syllable word. They should also be able to identify the sound of the first letter in a word. (Example "What is the beginning sound in Fish?")

GRADE

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Early Child Development

HOW CAN I HELP MY CHILD DEVELOP PHONEMIC AWARENESS SKILLS?

READ

Read books and poems that focus on the rhythm of language and the rhyme. (Example *The Cat in the Hat* by Dr. Seuss.) Play word games like "Guess My Word, I'm thinking of a word that rhymes with _____. Can you guess my word?"

INTERACT

Give your child a noise maker like a whistle. Have your child make a noise if you say two words that rhyme. Ex cat, hat, sit, mitt. Have your child guess a word that you sound out slowly. (Example sssss-uuuuuu-nnnnn [sun]).

PLAY

Play *Head, Shoulders, Knees and Toes* with the sounds. Say a word and have your child touch his/her head for the first sound, shoulders for the second sound, and knees for the third while saying each sound.

VISUALIZE

Give your child 3 - 5 blocks, a small toy car, or other small objects. Have them move the toy for each sound in the word, "Al-li-ga-tor."

