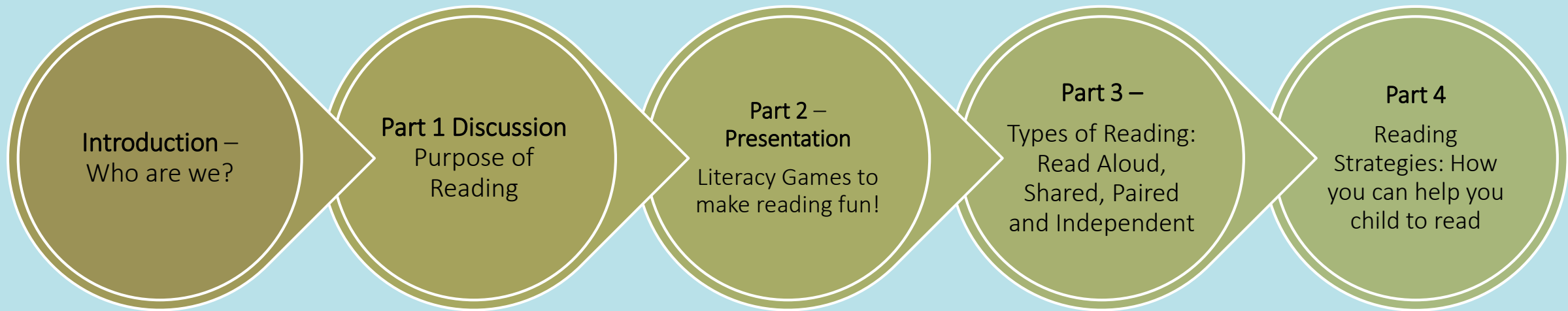


Let's Read!

Literacy Support Team
St Nicholas College



Contents





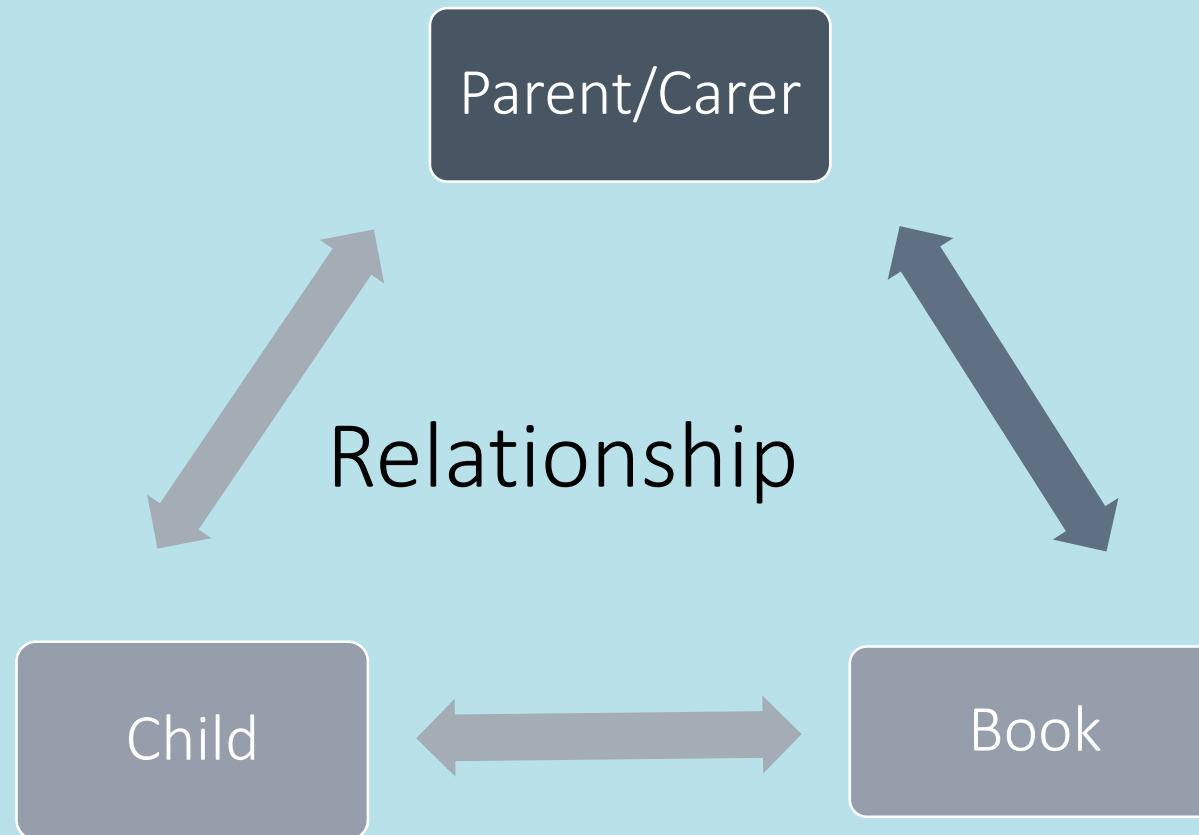
Xalati ta' Kitba



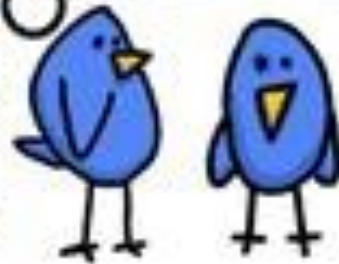
Balanced Literacy



The importance of nourishing the mind and not just the body



Why do we
read?



We read to...

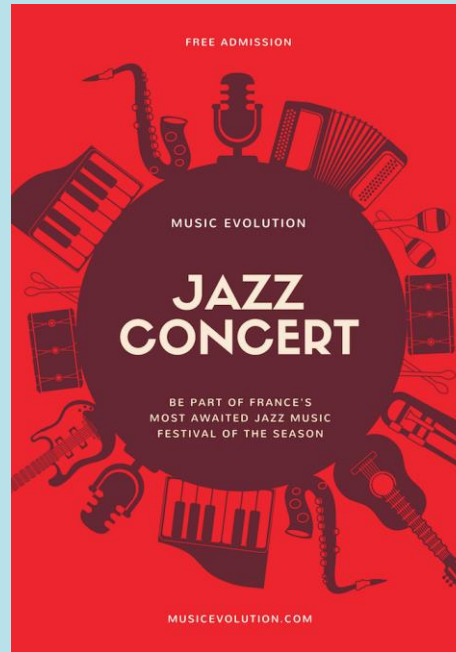
- ✓ To enjoy ourselves and relax.
- ✓ To discover/learn new places/things.
- ✓ To increase our vocabulary.
- ✓ To learn from others' experiences.
- ✓ To acquire information – Weather reports – Newspaper articles – Nutritional Values on products.
- ✓ To be able to do things – Recipes – Manuals – Instructions.



Is reading limited only to books?



Traffic signs



Posters



Cereal boxes

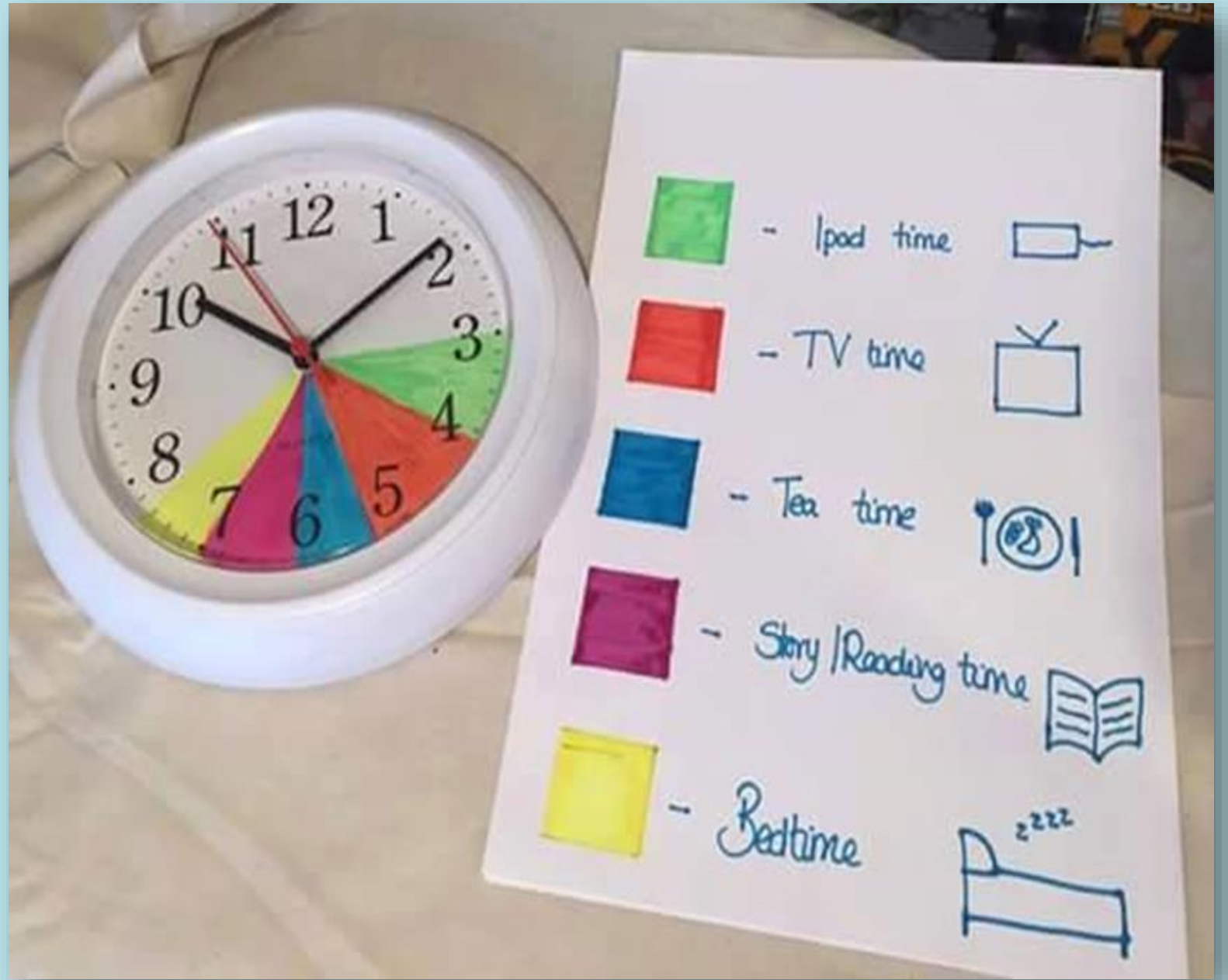


Billboards

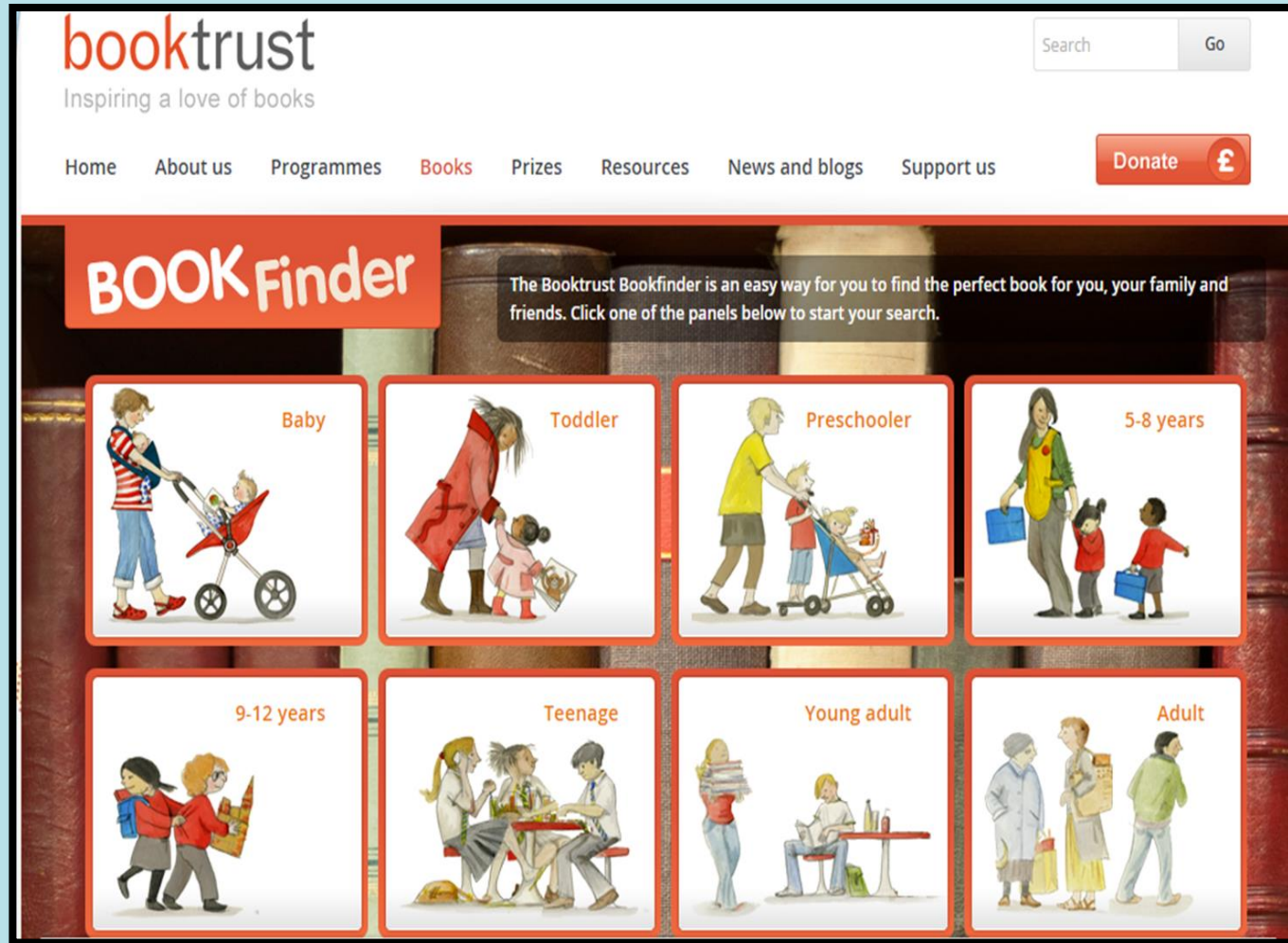
Can we find the
time to read?

HOW?

Let's discuss



Choosing Books



Storyline Online

<https://www.storylineonline.net/>

Oxford Reading Owl

<https://www.oxfordowl.co.uk/>

OxfordOWL

My class loginHelpJoin usLog in

OxfordOWL

Search this websiteQuick book search

Enter keyword...GO

Home

Learning at home

Learning at school

Find a book

Kids' activities

About us

Blog

FREE eBook Library

CoversDetail

Welcome to our free eBooks collection, developed for children aged 3 - 11 years old. Help your young child learn to read with [The Oxford Reading Tree](#) (featuring our much-loved Biff, Chip and Kipper characters), watch your child develop their love of reading with [Project X](#), or simply browse our range of over 200 eBooks for inspiration.

All our free eBooks are tablet-friendly. Just [register](#) or log in above to start reading.

If you'd like to learn more about how to support your child's reading, visit our '[Oxford Reading Tree levels](#)' and '[Phonics made easy](#)' pages.

Browse the library

All AgesAll booksBook typeSeries

Fetch!

The Haircut

The Hedgehog

The Library

The Lost Teddy

The Little Red Hen

Home for a Night

The Right Home

Beast Feasts

The Strange Beast

Floppy Did This!

Floppy's Fun Phonics

In the Sky

Big Feet

Can You See Me?

Kipper's Diary

The Snowman

Top Dog

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page>

Choose a **JUST RIGHT** Book

1

Choose a book that makes you want to read!

2

Use the **5 Finger Rule**:

- Read one page.
- Hold up a finger for each word you can't figure out.

3



5 or more
fingers up



1, 2, 3, or 4
fingers up

OR

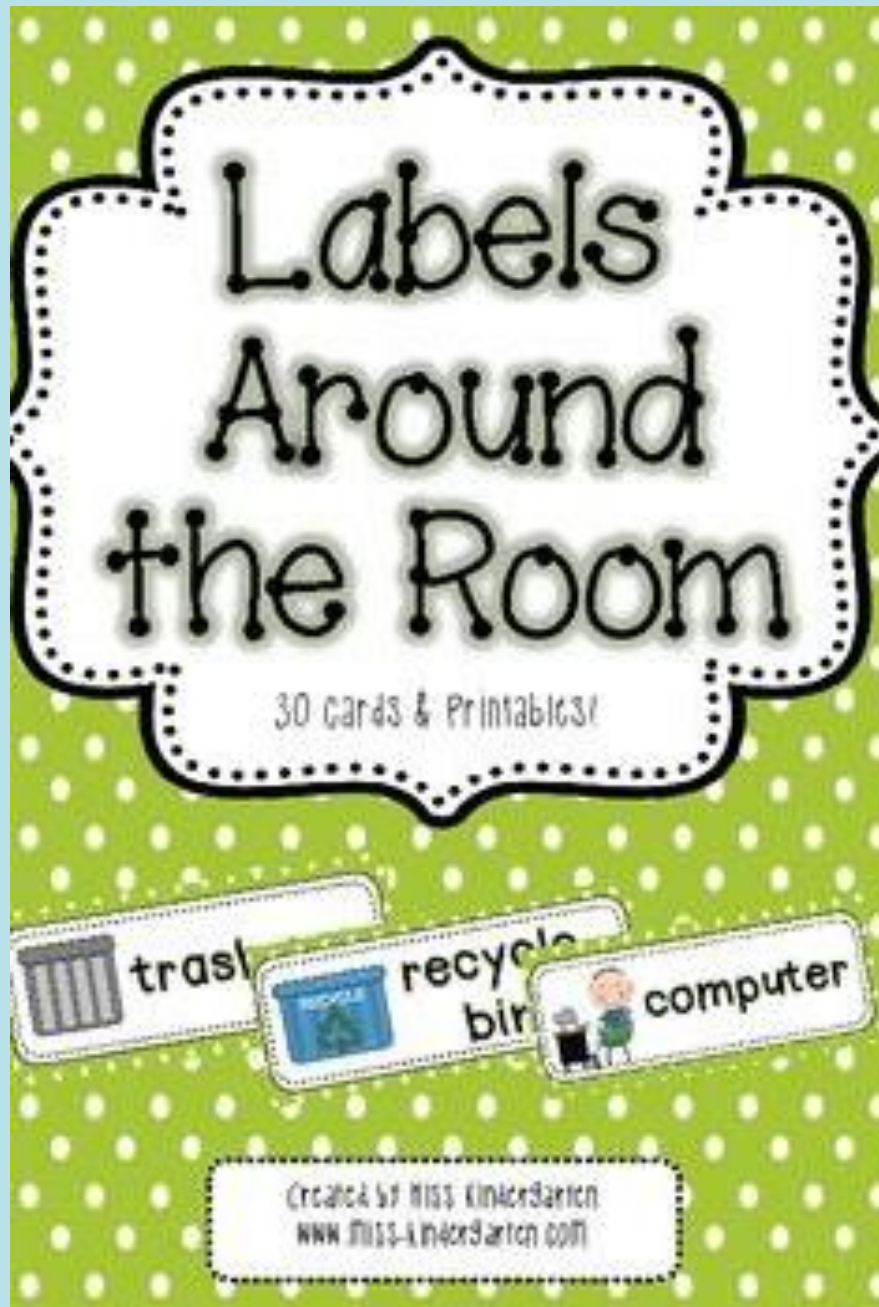
Still need a
Just Right Book

Just Right!
I'm off to read . . .

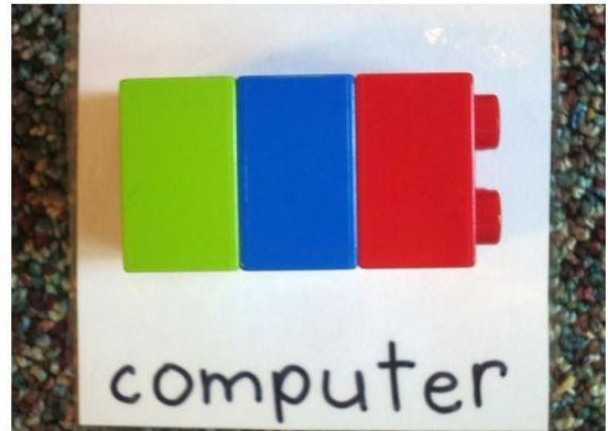
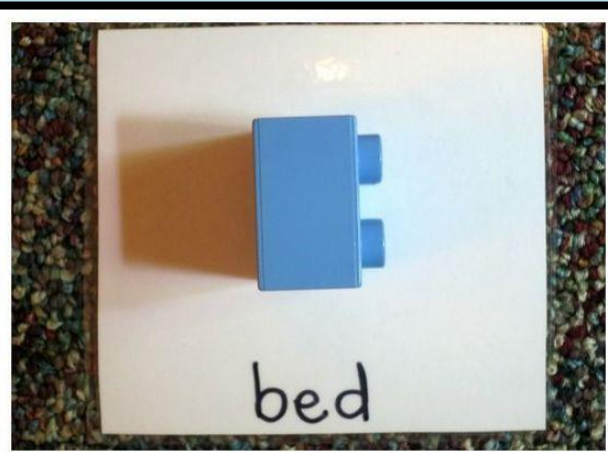
Vocabulary Development

❑ Vocabulary is a set of familiar words within a person's language.

- ★ Reading a wide variety of books is highly correlated with vocabulary size.
- ★ A child needs to encounter a word 12 or more times before s/he is able to know it and understand it.
- ★ Repeated readings can help young children's vocabulary growth.
- ★ Reading aloud to your child.



Word and
Sentence Practice...

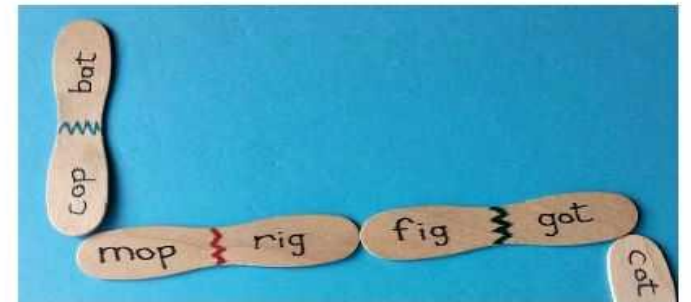


- Syllables
- High Frequency Words / Fast Words
- Word Families



- Compound Words

- Rhyming Games



WORD DOMINOES SPELLING GAME





Syllable Counting Cards



www.thisreadingmama.com

i CAN speed READ

the	he	be	their	them	has
of	for	this	said	then	more
and	was	from	if	she	her
a	on	I	do	many	two
to	are	have	will	some	like
in	as	or	each	so	him
is	with	by	about	these	see
you	his	one	how	would	time
that	they	had	up	other	made
it	at	which	out	into	over

MAGIC SPOON

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The journey of a
Lifetime
starts with
the turning of a
Page.
- Rachel
Anders

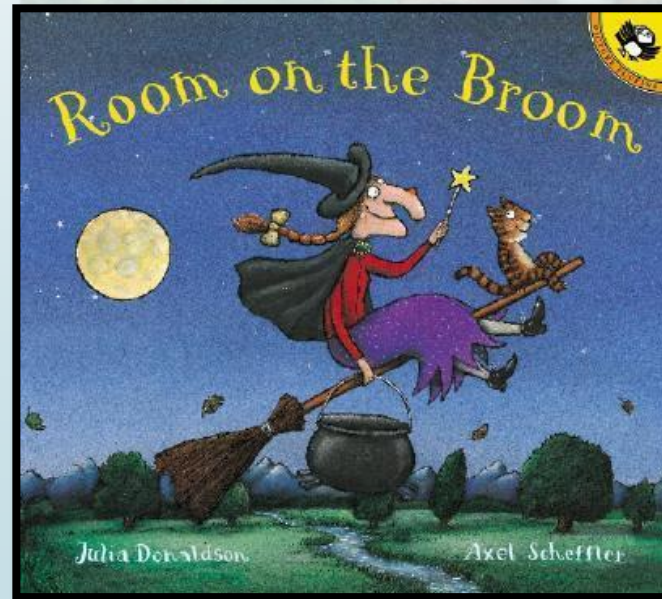
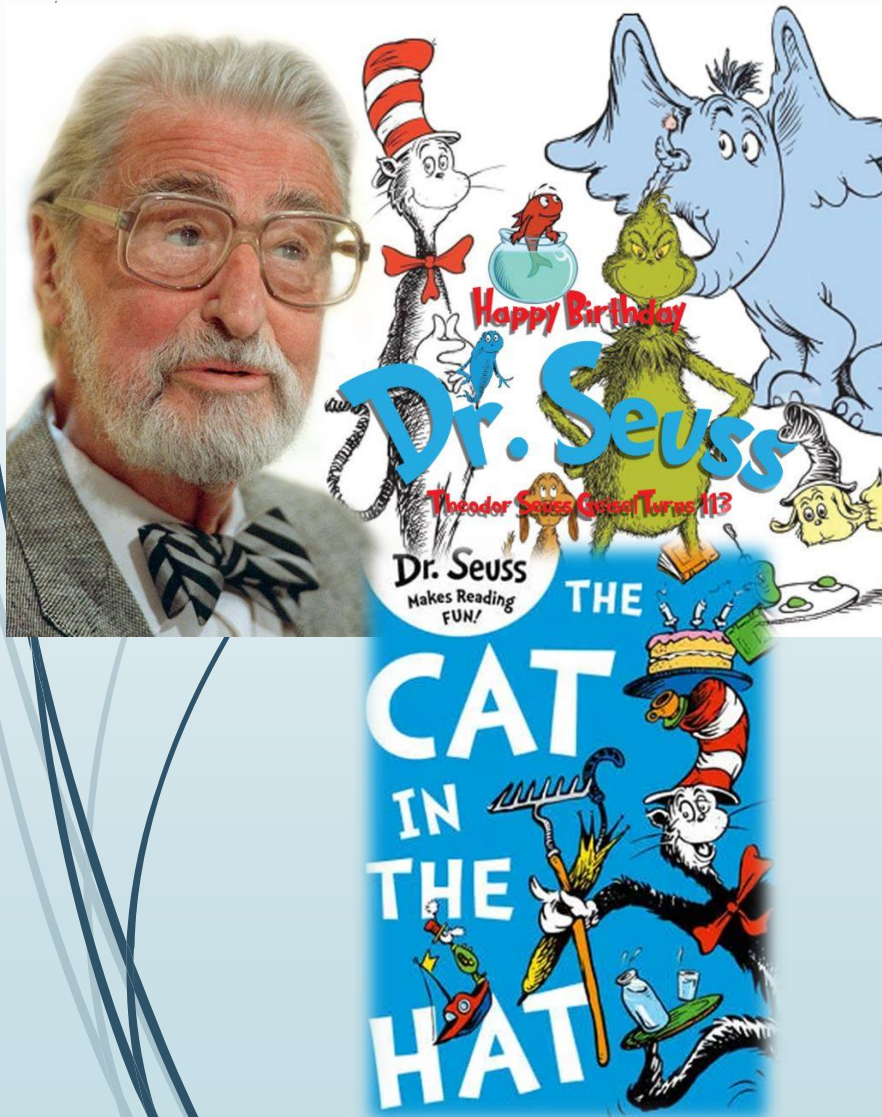
Photo Credit: Horia Varlan (Flickr.com)

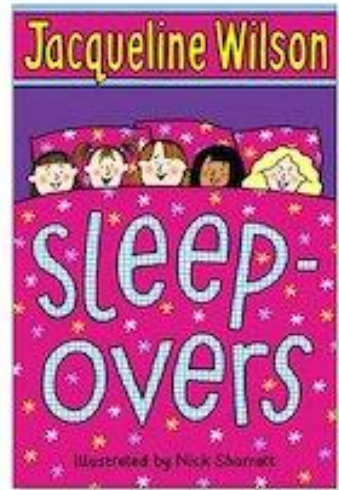
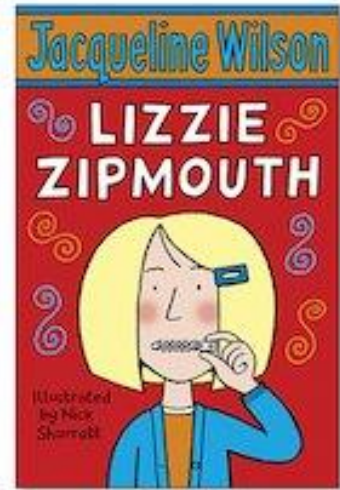
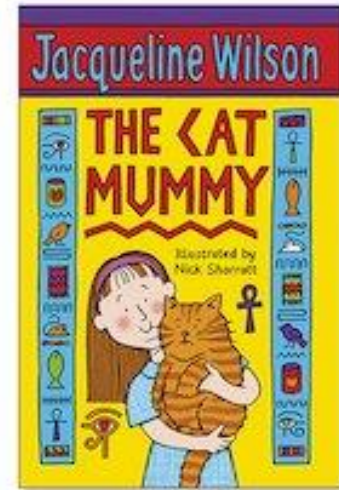
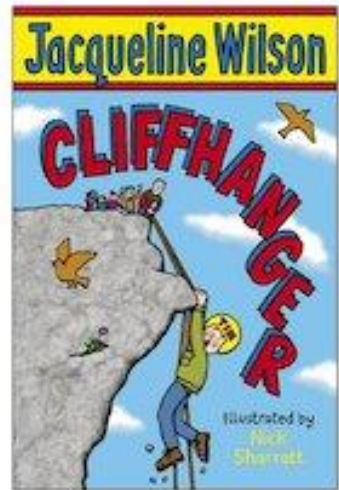
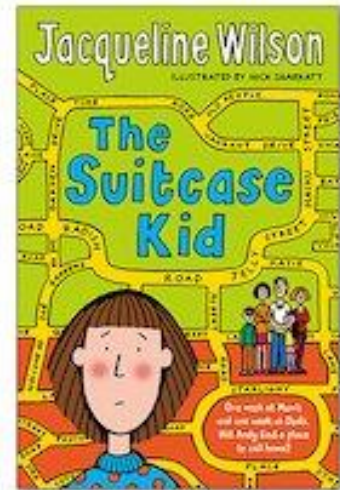
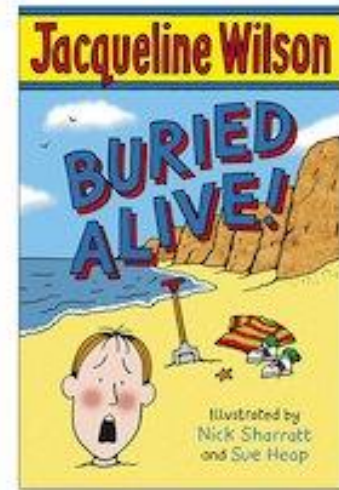
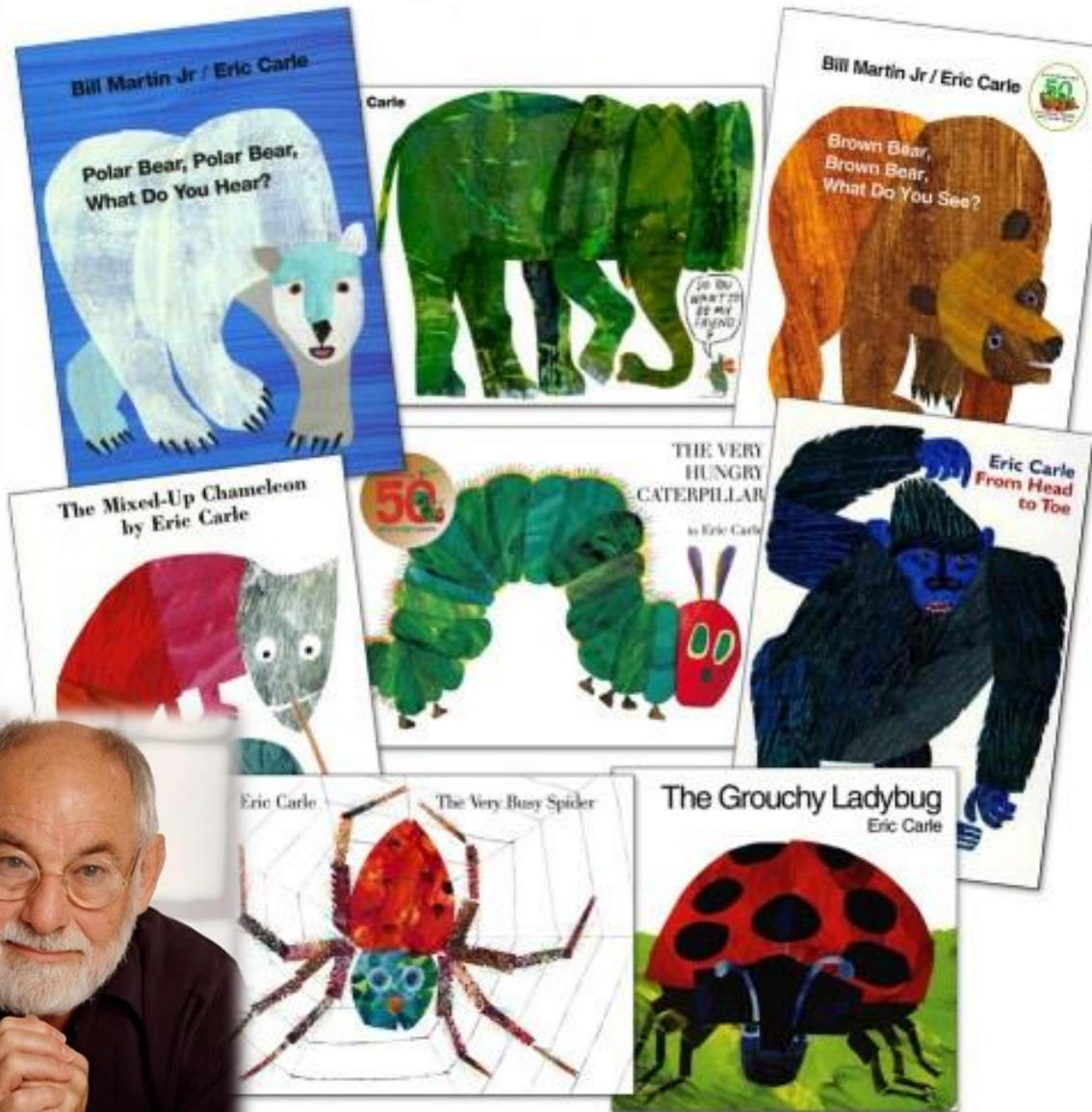
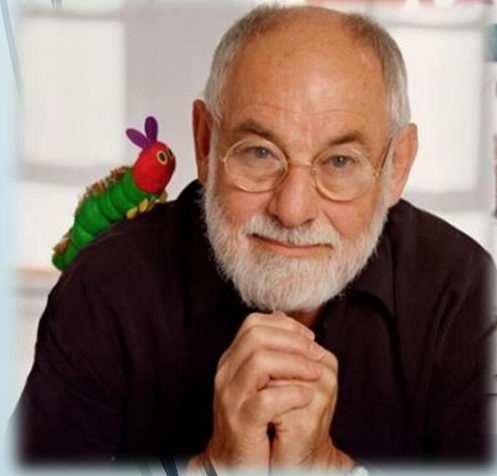
THE SIMPLEST WAY TO MAKE
SURE THAT WE RAISE
LITERATE CHILDREN IS...
TO SHOW THEM THAT READING IS
A PLEASURABLE
ACTIVITY. AND THAT MEANS...
FINDING BOOKS THAT THEY
ENJOY, GIVING THEM
ACCESS
TO THOSE BOOKS, AND LETTING THEM
READ THEM.

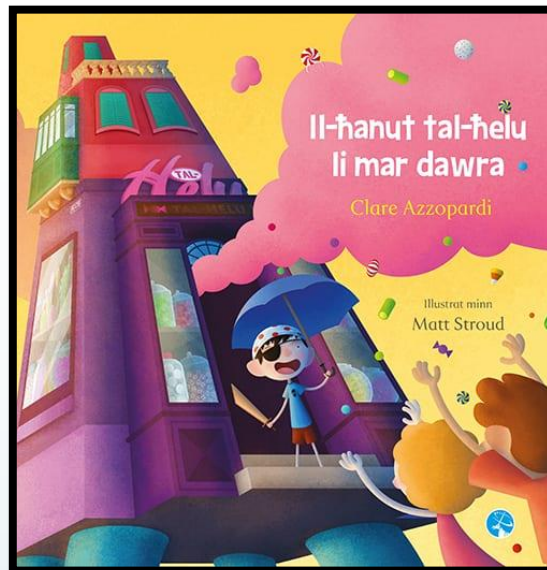
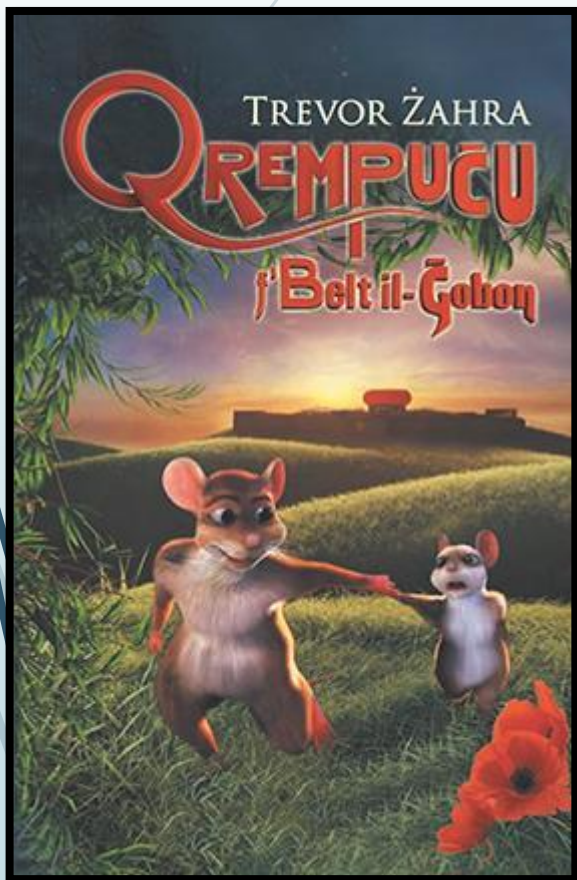
NEIL GAIMAN.



So many authors...so many books!







Different Types of Reading

- Read Aloud
- Shared
- Paired
- Independent



Before, During & After

READING ALOUD

Before Reading:

- * Activate Prior Knowledge
 - Set the purpose for reading
 - Introduce the book
 - Do a picture walk
 - Make connections

During Reading:


- * Respond while reading
 - STOP and model
 - Make connections
 - Ask & answer questions
 - Make inferences
 - Draw conclusions


After Reading

- * Think and discuss
 - Retell key events
 - Identify main idea / events
 - Ask open-ended questions

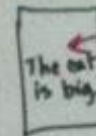
Shared Reading


* Find out about the book

 → look at the book/pictures

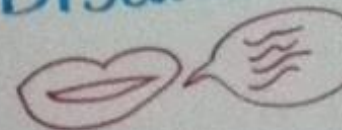
 → look for clues about the story

* Read the book


 teacher reads the story

the  Read the words with the teacher

* Discuss the book

 - talk about the story
- share what ideas you have about the story

* Revisit the book

 Read the story AGAIN!

Paired Reading

1. Read aloud from the book with your student.

2. When your student taps your hand, let the student read alone as you follow along silently.



3. If the student reads a word wrong, skips a word, or doesn't know a word (5-second rule):

- Point to the word
- Tell them the word
- Have them repeat the word
- Join them in reading aloud again





Reading with your Child

<https://www.youtube.com/watch?v=FjJD1UDwVKg>



After Reading With Your Child

When You Think You're Done,
You've Just Begun!

After enjoying a book with your child,
(whether he reads to you, or you read to him)
continue the experience by asking:

- * How did the story make you feel?
- * What did you like or dislike about the story?
- Does the story remind you of any other story?
- * What were you wondering as you read?
- * Does this book make you think of anything else you've read?
- * What was your favorite part?
- * Were there any parts that surprised you?
- * What are you going to read next?

•Adapted from Johnson and Keier,
"Catching Readers Before They Fall"

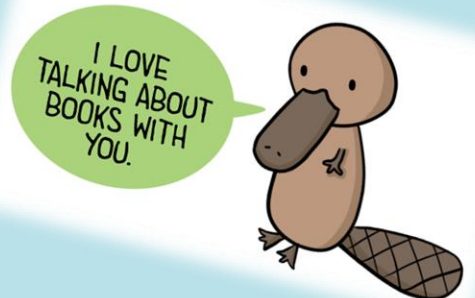
❖ Feelings

❖ Likes / Dislikes

❖ Connections with other stories / experiences

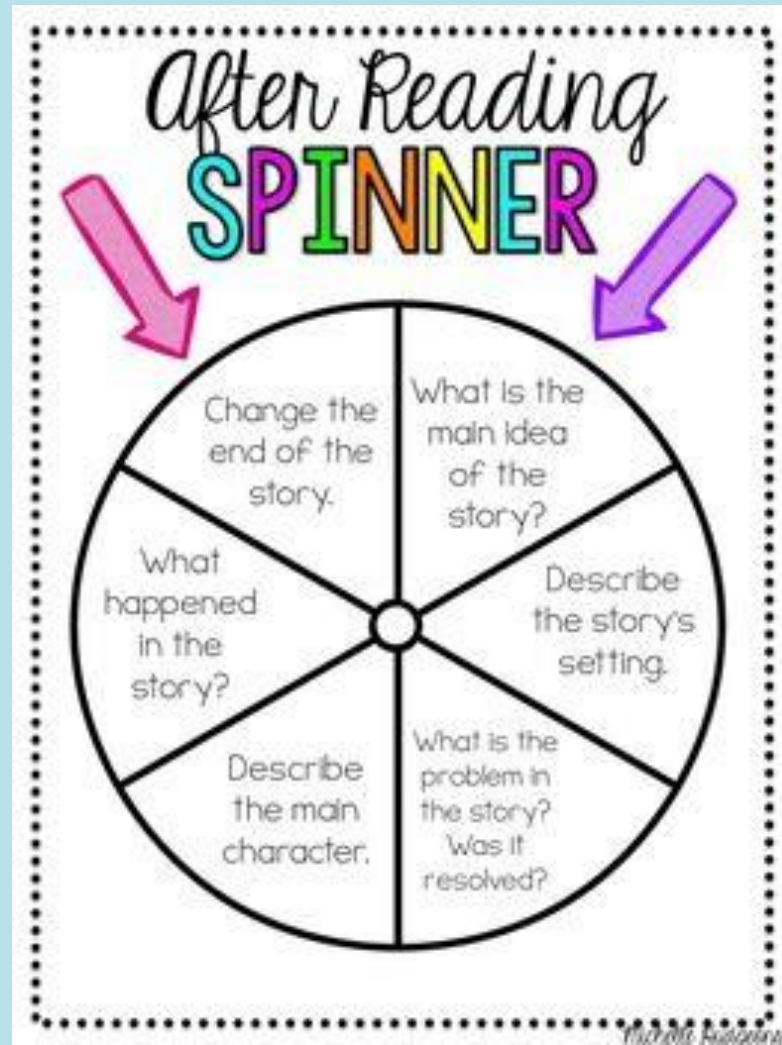
❖ Favourite part/s

❖ What next?





Retell



Discuss

Act out



Literacy: 8 Tips for Parents of a Struggling Reader

L

Locate Strengths and Weaknesses

Knowing where a child is weak in reading is the first step in helping him/her. Talk to a teacher or a reading specialist about having some testing done.

I

Interests... Use them!

Make sure to allow children to read things that interest them as much as possible. Encourage them to find out more about things they like.

T

Time to Read

*Make time to read at home. Schedule it into a routine and stick with it. Make reading time **POSITIVE** not a punishment!*

E

Encourage, Encourage, Encourage!

Give specific feedback on something done well. Say things like, "I like the way you used clues to figure out that word" rather than just "Good job".

R

Resources... What? Where?

Know where to go to find help. Join the local library and visit often. Check out websites like Raz-Kids.com and TeachYourMonstertoRead.com

A

Act it Out!

All children learn differently. Some may understand better when able to act out a story and will be able to get into the character's head.

C

Communication is KEY!

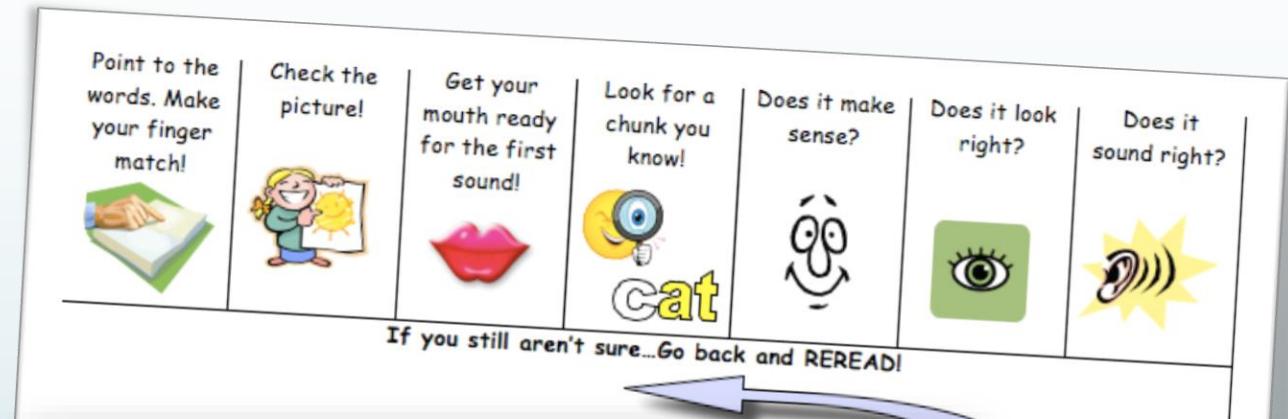
Always stay on top of your child's classroom work, but above all, read and discuss with your child at home. Talk about the books as you read them.

Y

YOU!

More than anyone else, you are your child's number one teacher. Model what good readers do at home. Show how reading is important in life.

Strategies to decode...



What Good Beginning Readers Do

1. Finger point. 

2. Look for patterns.

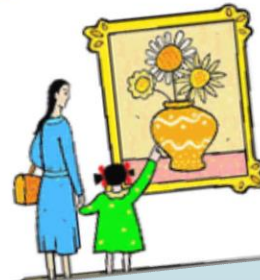
ABABAB



3. Use the first letter.

↓
Apple

4. Look at the pictures.



Do you remember
the day you got
your first library
card?



Let's Watch

<https://www.youtube.com/watch?v=iTPereUFukE>

