

Suggestions for Parents To Promote Literacy

COMPREHENSION INSTRUCTIONAL STRATEGIES

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| <ol style="list-style-type: none">1. While driving, turn off the radio and ask your child to retell a favorite story.2. Play games with your child where you say a sentence, but leave a word out. Let your child guess the word. Give him/her clues until they guess the word. Make it fun! Say the sentence more than once so your child will keep thinking about a word that best fits the sentence.3. During TV commercials, have children predict what will happen next.4. When reading to your child, stop at an exciting part and have him/her predict what will happen.5. Write, tell or draw about a TV show they just watched.6. After reading to your child, go back into the book and have them find specific information.7. Talk to your child about books and magazines you like to read.8. Talk to your child about what you do when you are having difficulty understanding what you are reading.9. Read a familiar story together and talk about an alternate ending for the story. Encourage the child to draw or write an additional page for the story.10. Praise your child when your child asks to have a book read to him/her. | <ol style="list-style-type: none">11. Read together the directions for assembling a product the family purchased, then lay out the components in the order needed to complete the project.12. Praise your child when you discover him or her reading.13. Join your child in conversations about books, movies, and television shows.14. Allow your child to reread a favorite book.15. Encourage your child to read the repeated phrases aloud with you.16. Talk about why characters do the things they do in the story.17. Ask your child to explain why a character did what the character did in the story. For example, why did the pig build his house of bricks?18. While watching a television show or movie, ask your child what he/she thinks will happen next when the story comes to a dramatic event.19. Read to your child daily.20. Talk about special events in the story. Talk about how it makes you feel; For example, this makes me feel sad or this is really funny.21. Let your child choose the book he/she wants you to read.22. During a lull in your daily routine, sit with your child and ask him/her to tell (retell) a favorite story. Let your child hold the favorite book and use the pictures to help retell the story. |
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CONCEPTS OF PRINT INSTRUCTIONAL STRATEGIES

1. Read books to your child on a daily basis. Make it a pleasurable experience.
2. Sit beside your child or hold him/her on your lap. Hold the book yourself or ask your child to hold the book so he/she can learn how to properly handle a book. Occasionally, you may want to preview the book by holding it closed and discussing the front cover. Refer to it as "the front cover." Ask your child to discuss the picture and make predictions about the story. Turn the book to the back cover and discuss it. Refer to it as "the back cover." Turn back to the front cover and read the title. Refer to it as "the title" and move your finger under each word as you read the title.
3. When you see your child looking through a book occasionally you may want to ask him/her to show you the cover, point to the title, talk about the book as he/she pages through it, and finally, show you the back cover.
4. Point to words when reading with your child to show that print carries a message.
5. Point to words when reading with your child to show left to right movement.
6. Periodically ask your child to show you where to begin reading on a page.
7. Have your child follow along with his/her finger as you read a story.
8. Point to words on a sign at a store as you read the sign.
9. On occasion, have your child point to first/last word or letters in a story you are reading.
10. When your child has learned to recognize words such as "dog," "the," "friend," the name of your city, etc., make a game out of looking for that word in a newspaper or magazine.
11. Read alphabet books to your child.
12. Make alphabet cookies and refer to them by name as they get eaten.
13. When eating alphabet shaped cereal or soup, point out the letters you eat, particularly the letters in the child's name.
14. Make or purchase alphabet letters and encourage children to play with them.
15. Occasionally have your child find examples of specific punctuation marks in a newspaper, magazine, or story.
16. Model using punctuation marks in your writing. For instance, when you are writing a note to leave for someone, say something like, "I should put a question mark at the end of that word." Read your note to your child and point to the words and punctuation.



LITERACY ATTITUDE STRATEGIES

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| <ol style="list-style-type: none">1. Make sure you have books that your child can read in your home and car.2. Give your child books and writing materials for presents.3. Read in front of your child, model reading for fun and information.4. Talk to your child about books he/she has read.5. Invite your child to read to you.6. Visit a library often with your child. | <ol style="list-style-type: none">7. Talk to your children about how you use literacy skills as you work, i.e. recipe reading, newspaper coupons and advertisements.8. Read labels and manuals aloud to model everyday use of literacy.9. Talk to your child about books you have read.10. Partner read books with your child. |
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ORAL READING STRATEGIES

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| <ol style="list-style-type: none">1. Encourage your children to read their favorite books to you. Let them read the same book as often as they choose. | <ol style="list-style-type: none">2. Model reading with expression. Have fun using different voices for different characters. |
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PHONEMIC AWARENESS STRATEGIES

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| <ol style="list-style-type: none">1. Read stories and talk about words and sounds.2. Occasionally, play with sounds by exaggerating them. For example, "I'm sssso proud of you. I want to give you a h-h-h-u-u-u-g-g-g." | <ol style="list-style-type: none">3. Read stories and talk about words and sounds. Dr. Seuss books are good sources of interesting language.4. Play the missing sound game. Choose a sound such as the "c" sound in cake. Say "ake" instead of "cake." Make up sentences where you say "cake" and other words that begin like "cake" without the "c" sound. For example, I like to eat "ake" and drink "oke." |
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RETELLING STRATEGIES

1. Ask your child to retell a favorite television show you missed. It should be a television show that the child saw recently.
2. After watching a television show with your child, ask him/her about the big idea or lesson in the story.

3. Have your child retell a favorite story after they have read it, or listened to it.



HEARING AND RECORDING SOUNDS STRATEGIES

1. Encourage children to write and draw frequently. Take time to let them read their messages to you and then post them in a place where others can see them (refrigerator or bulletin board).
2. Co-author a book with your child. Talk about ideas and then write a story together. You write one page and then let your child write the next. Leave room on the page to illustrate the story.

3. Keep a double journal with your child. You write on the even pages and your child writes on the odd pages. Draw pictures to illustrate your ideas when appropriate. Keep the journal out on a table where visitors can share it.



ORAL LANGUAGE STRATEGIES

1. Read aloud favorite books many times and encourage children to help.
2. Use words to describe your feelings and what you are doing.
3. Talk regularly with children in the car, meal time, etc.

4. Ask children questions and encourage them to talk about their experiences.
5. Give children lots of opportunities to talk with you and each other. Respond to them in ways that provide correct models and expand upon their own language levels.

KNOWN WORD STRATEGIES

1. Encourage children to write greeting cards and notes. Let them use phonetic spelling. Let them write the sounds they hear. Ask your child to read the card or note to you.
2. Co-write notes with your child. You begin the message and then let your child add an idea. Let him/her write the sounds he/she hears.
3. Let your child make a list of all the words he/she knows how to write.
4. Encourage your children to keep a writing journal. Encourage them to write about special events.
5. Model writing for your children. Let them see you writing lists, letters, and notes.



LETTER/SOUND IDENTIFICATION STRATEGIES

1. Play “find something that starts with” (letter or sound) with your child.
2. Sing the alphabet song.
3. Read alphabet books to your child.
4. Create alphabet cards by cutting out pictures of items, pasting them on to a card or index cards, and writing the first letter of the item (in both upper and lower case form) on back of the card.



SIGHT WORD AND DECODABLE WORD LIST STRATEGIES

1. Write what your child says (a sentence). Have your child reread – use those words to develop a basic sight word list.
2. Use refrigerator magnets to make words.
3. Make a list of basic words your child knows – post for him/her to see.

SPELLING STRATEGIES

1. Have family spelling games. Use the context of the family activity (food words, nature words.)
2. When appropriate tell origin of word.
3. Practice word families: When they rhyme are they spelled the same?
kite / might; hen / pen
4. Spelling bees are family fun. All members can join. Young children can partner with an older person.
5. Play guessing games with words, i.e. I am thinking of a word that begins with "H" - it is a name...



WRITING STRATEGIES

1. Have your child write notes – i.e. thank you notes, birthday cards, other holiday cards.
2. Children can write their own “to do” list – i.e. shopping lists, TV shows they want to watch, birthday presents they would like.
3. Encourage your child to keep a journal.
4. Ask your child to leave written messages for other family members.
5. Keep paper, pens and markers available to encourage writing at home and “on the go.”
6. Encourage your child to write letters or E-MAIL friends and relatives.

