

Showing your Child How to Read

- Put your finger under the words you read.
- Show your child how you read from left to right and up to down .
- Ask your child to point to the letters he/she knows. –Like the letters in his or her name.



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Supporting Early Literacy In Natural Environments

Activities for Caregivers and Young Children

Learning how to use Books:

To help your child succeed, you can:

- Let your child feel the books' cover, pages, pictures, and talk about them.
- Use sturdy cardboard books with thick pages so your child can turn the pages.
- Let your child point to pictures in the book.

To make this activity more challenging:

- Show your child how to turn pages from right to left.
- Point to the parts of the book (front, back, pages) and ask what they are.
- Ask your child to point to a picture and a word in the book (e.g., Show me a picture. Show me a word).
- Let your child point to familiar words in the book.

Showing your Child How to Read

- Use a book with a simple sentence on each page.
- Use a book with BIG PRINT.
- Use a book you have read to your child many times.
- Use a book about something your child is really interested in.
- Listen to a book on tape together.
- Have your child point to the words and then read them to him/her.
- Let your child sound out a few words he/she is familiar with.
- Talk about how the words, not the pictures, tells the story.
- Talk about what a letter is and what a number is.

Looking at pictures In a Book

- Use a book with large pictures of things your child likes (baby animals).
- Ask your child simple questions (Is the froggy green?).
- Wait longer for your child to answer your questions. (Yeah, froggy green).
- Make a simple sentence out of what your child said (Yes, the froggy is green).
- Talk about how pictures are different from real things.



Looking at pictures in a book

To Make this activity more challenging :

- Ask your child to make connections to their own experiences (Have you seen a doggie like this before)?
- Ask your child harder, open-ended questions like (Why is Goldilocks breaking Baby Bear's things? Or What is porridge?)
- Add more to what your child says. (She is too big for Baby Bear's things because she probably is older and heavier than he is.)
- Talk about opinions, thoughts and feelings (How do you think Baby Bear feels? Where do you think the bear family went?)

