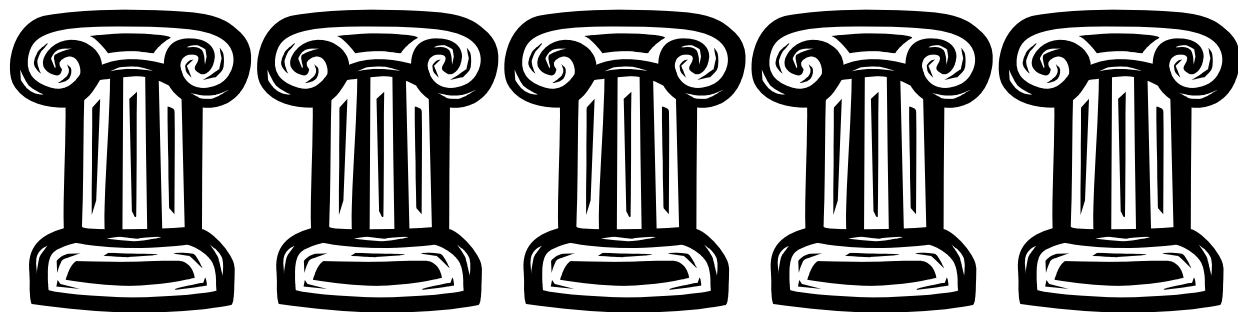


Your journey is beginning! Your child is developing as a reader and writer every day. Reading skills begin developing through talk and communication with you. Conversation is the first literacy lesson! Read to your child EVERY day to provide a strong foundation. Limit screen time and increase “lap time” and dinner conversation. Here are the five pillars of that foundation...

Five Pillars of Reading Instruction

Phonemic Awareness
Phonics and Concepts about Print
Fluency
Vocabulary
Comprehension



Each component is important. No component is more important than the other. If one of the pillars is weaker or lacking, then the reader will not be as effective. All components need to be strong in order for solid reading skills to develop. Quality teaching consists of all of the components taught every day.

Five Pillars of Reading

The five pillars were determined by the National Reading Panel after a two-year study of all the scientifically based reading research. The NRP reviewed hundreds of pieces of research and determined the following to be the key component of quality reading programs:

Phonemic Awareness

- This oral manipulation of sounds, syllables, rhymes, words and sentences.
- The best way to describe this is it can be done “in the dark”. Students don’t need to see print or letters in order to do this.
- There is a “window of opportunity” for this skill. It needs to be firmly in place by the end of second grade. Many kids who lack it have great difficulty “catching up”.

Phonics and Concepts about Print

- Phonics is the sound/symbol relationship of letters and the combination of letters to make particular sounds.
- Phonics is important to be taught sequentially and in a developmentally appropriate manner.
- Concepts about Print deals with “book knowledge”. Students need to know directionality, print contains the message, where to begin on the page and much more!

Fluency

- Fluency is the ability to read with proper phrasing and expression.
- Research shows that fluent readers are GENERALLY better readers. Also, it affects comprehension.

Vocabulary

- Vocabulary is important in being able to understand the words that have been decoded or “sounded out”. If you can read the word but don’t understand it’s meaning, you have a meaningless word!

Comprehension

- Comprehension is the ability to understand the story or text read. Also, students must be able to make connections, infer, predict, and analyze what they read.

Here’s a link to the report: <http://www.nationalreadingpanel.org/>

Phonics

Activities to try at home

- Teach your child to recognize the letters in his or her name.
- Use magnetic letters to spell words on the refrigerator or spell names of family members and friends.
- Discuss how names are similar and different. Sort letters by stick, rounded, and both. Recognizing shapes is the beginning of recognizing the features of letters and objects.
- Ask your child to name stores, restaurants, and other places that have signs. This is called environmental print.
- Ask your child to look through ads to point out things he/she recognizes. Ask if they know any of the letters on the page.
- Use stores as an opportunity for learning! Ask questions like, "Can you find something that has a letter C? Can you find a word that begins with an M? Can you find something with 4 letters?" Praise all efforts and keep it like a game.
- Make alphabet letters out of Play-doh®.
- Write letters with your finger on your child's back. Have your child do the same to you.
- Play 'Memory' or 'Go Fish' using alphabet cards.
- Read alphabet books to your child and eventually ask him/her to name the items on the page that you know he/she can successfully tell you.
- Leapfrog® makes excellent learning products for sounds and letters such as The Letter Factory and Word Whammer.
- Make an alphabet book together about a topic of your child's choosing.
- Play alphabet hopscotch using sidewalk chalk.
- Sing the ABC's.

Concepts About Print

Activities to try at home

- Ask your child to identify the front of the book
- Discuss the pictures and make predictions
- 'Frame' a letter and then ask your child to frame one
- Discuss the meaning of 'the first letter'
- Explain that a word is made up of letters and that there are spaces between words
- Frame a word and then ask your child to frame one
- Ask your child, "How do you know where this word ends?"
- Demonstrate where to start reading on a page
- Explain that a sentence is made up of words and that there are periods, question marks, and exclamation (excited) marks that indicate the end of a sentence
- Frame a sentence and then ask your child to frame one
- Ask your child, "How do you know where this sentence ends?"
- Point to the words on a page as you read
- Ask your child to point as you read
- Ask your child to point as he or she reads a familiar story

Phonemic Awareness

Activities to try at home

- Play “I Spy” with your child, but instead of giving a color say, “I spy something that starts with /b/.” or “I spy something with these sounds, /d/ /õ/ /g/.” Have your child do the same.
- Play a game in which you say a word and your child has to segment all the sounds. You ask your child to stretch out a word like dog and he/she can pretend to stretch a word with a rubber band. Your child should say /d/ /õ/ /g/
- Play the “Silly Name Game”. Replace the first letter of each family member’s name with a different letter. For example, ‘Tob’ for ‘Bob’, ‘Watt’ for ‘Matt’, etc.
- Say a sentence aloud and ask your child to determine how many words were in the sentence.
- Demonstrate clapping a word into its syllables. Ask your child to clap words into syllables. Make tally marks for the number of syllables of names of people in your family, favorite foods, etc.
- Explain that rhymes are words that sound the same at the end.
- Read books over and over again that contain rhymes. Even if it makes you crazy!
- As you read, have your child complete the rhyming word at the end of each line.
- Orally provide pairs of words that rhyme and pairs that do not rhyme (EX: pan/man; pat/boy). Ask, “Do ‘pan’ and ‘man’ rhyme? Why? Do ‘pat’ and ‘boy’ rhyme? Why not?”
- Prompt your child to produce rhymes. Ask, “Can you tell me a word that rhymes with ‘cake?’”
- Sing rhyming songs like “Row, Row, Row Your Boat” or “Twinkle, Twinkle Little Star”

Vocabulary

Activities to try at home

- Introduce your child to a variety of experiences to help build background knowledge he/she can use while making sense of print
- Play “categories” with your child. Name a topic such as “farms” and ask your child to think of all the words he/she can related to that topic. A great way to build word knowledge!
- Discuss opposites
- Discuss positional words such as beside, below, under, over, etc. Make it into a game at dinner by asking your child to place his/her fork in different places in relation to his/her plate. Ex: Put your fork above your plate.
- Use the language of books such as author, title, illustrator, title page, etc.
- Discuss ordinal words such as first, last, beginning, middle, etc.
- Talk about how things are similar/alike as well as how things are different. Ex: How is a dog like a cat? How is a dog different from a cat?
- Use a variety of words to describe feelings and emotions. For example, if your child says he is happy. You can validate that by saying, “I’m so glad you are so joyful today! You sure look happy!”
- Trips to everyday places build vocabulary. Discuss what you are doing and seeing as you are going through the store, for example. “I’m here in the bakery. I can find donuts, cookies, and bread.” Ask your child, “What else do you think I could find here?”
- When you read a book about a topic, ask him/her to tell you all the words related to it. Ex: If you read a book about a dog, he she might say dog, puppies, toy, food, play, leash. Add other words to help expand upon what he/she says.
- When you read a book, ask your child to identify categories for words he/she has read. Ex: If you read a book about pumpkins, you could put the words pumpkin, leaf, stem, and seeds into a category about the parts of a plant. The words carve, face, and candle would have to do with a jack-o’lantern.

Fluency

Activities to try at home

- Recite nursery rhymes and poems to build familiar phrases in speech.
- In a repetitive text, ask your child to repeat the familiar phrase with you. Ex: For the story, “The House that Jack Built” your child can recite with you “ in the house that Jack built.”
- When you read a story, use appropriate expression during dialogue. Encourage your child to mimic your expression. Talk with him/her about what that expression means. Ex: If the character is excited about going to the park, he/she should sound like that in his/her voice. Encourage your child to repeat key phrases or dialogue.
- Point out punctuation marks that aid in expression such as question marks, exclamation points and quotation marks. Demonstrate how your voice changes as you read for each. Only focus on one during a book. Remember it is important to enjoy it first and foremost.
- Encourage children to sing favorite songs and repeat favorite lines of songs.
- Make your own books of favorite songs for children to practice “reading”. This builds confidence and helps your child identify him/herself as a reader.
- Say a sentence to your child and ask him to repeat it to you. Challenge your child to increase the number of words he/she can repeat. As you say it, put it in meaningful phrases. Ex: The boy went/ to the store /with his mother.
- Alternate repeating the favorite lines of a poem or nursery rhyme with your child. He/she will mimic your phrasing and expression.

Comprehension

Activities to try at home

- Before your child reads a story, read the title and look at the cover. Ask, “What do you think will happen in the story?”
- Take a quick “book look” and encourage your child to talk about what he/she thinks about what might happen in this story.
- As your child reads, ask questions that start with who, what, where, when, why, and how. If your child does not answer with an appropriate response, redirect by saying, “I think you mean a person because it was a “who” question” then restate the question.
- After you read a few pages, ask “What do you think will happen next?”
- Ask your child to talk about the beginning, middle and end of the story. You will need to model this several times first.
- Discuss words related to stories such as characters, problem, and solution. For example, “How did characters of the Three Bears solve the problem of the porridge being too hot?” If the child does not know, show the picture or reread the page.
- After reading, ask your child, “What was your favorite part? Show me. Why do you like that part?”
- Ask questions about character traits. Ex: “Which character do you think was kind? Which character was bossy? How do you know?” If your child doesn’t know, give your answer. You may need to do this many times before your child can do it. He/she may also “mimic” your answer. Encourage your child’s attempts.
- Encourage deeper thinking by asking, “If the story kept going, what do you think would happen next?”
- Help your child make connections as he/she reads to his/her life experience. You could say, “Is there anything you read in the story that reminds you of something? The boy who went to the zoo with his family reminds me of when we went to the zoo over the summer. What do you think?”
- As you are reading, think out loud to your child. Ask questions such as “I wonder why the boy is crying in the picture? Will he find his lost toy?” This demonstrates that reading and comprehension is an active process, not passive.
- Make puppets to help your child retell a favorite story or use stuffed animals as props to retell a story or part of a favorite story.

Literacy Lesson Plan

Title of Book: _____

Phonemic Awareness:

Phonics/Concepts about Print:

Fluency:

Comprehension:

Vocabulary:

Outline

- I. Introduction
- II. Discuss my experience
- III. Discuss my children and their differences—relate to Developmentally Appropriate Practice
- IV. Introduce the Five Pillars of Reading Instruction
- V. Discuss each of the five components
- VI. Take a few minutes for parents in groups to review each of the five components for about 3-4 minutes. Provide highlighters for parents to highlight the activities they would like to try. Share ideas with the whole group.
- VII. Get out the Literacy Bags. Ask parents to take the ideas you've heard today and make your own "lesson plan" for one of the books in your bag. Come up with an activity for each of the five pillars. You may choose one of those listed or come up with one on your own!
- VIII. Share with your group at the end.
- IX. Q and A