

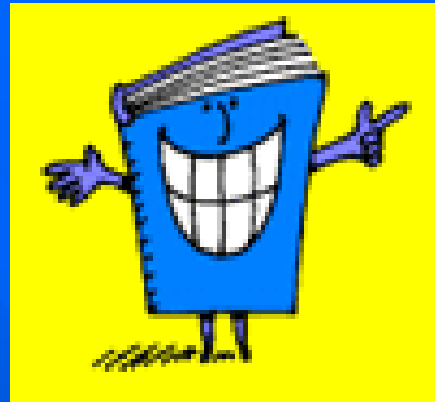
# Reading Success Begins at Home!

By:  
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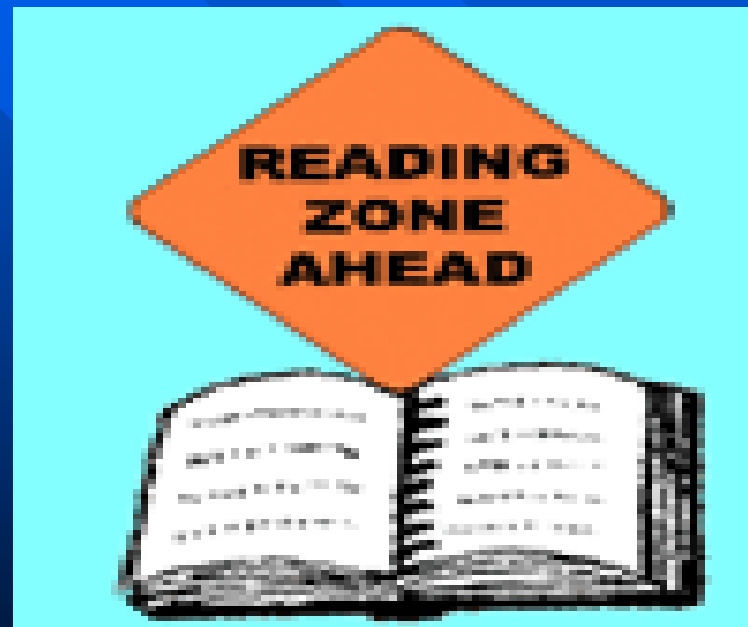
You, as a parent, are your child's first teacher.  
You have the most important job an individual  
will ever undertake - providing for your child's  
emotional, spiritual, physical, and intellectual  
growth .





Because spoken and written language is a basic tool of communication and education, the ability to use it well is one of the most important skills a parent can foster in his or her child.

Reading is a crucial foundation upon which a youngster's language development is built.





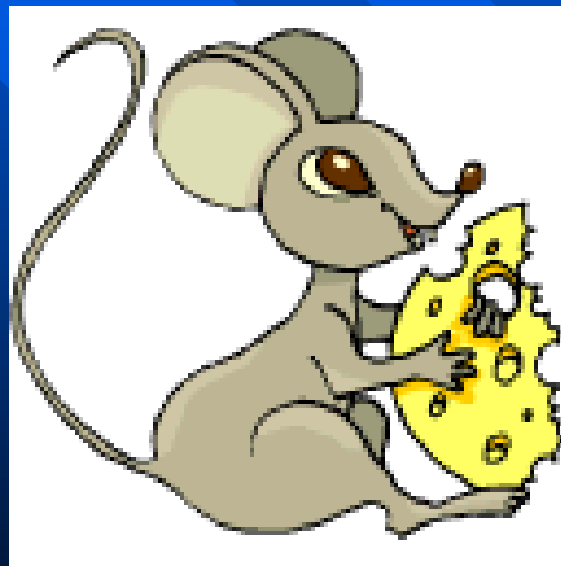
Teachers have known for years that children whose parents spend time reading to them (and with them) at home, do better in school than those whose parents have NOT read to them.

“Whatever their origins, reading and writing difficulties have a large learned component. They limit achievement in school learning. They get worse if untreated and many pupils get further behind their classmates over time even when they receive available treatments.”

Does reading aloud to a child for  
30 minutes per day make a  
difference?

Yes!

Feed me a story!

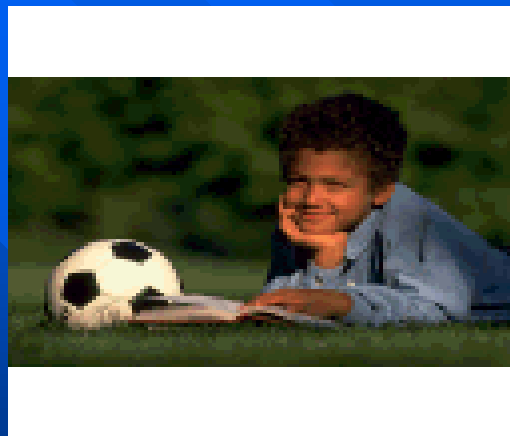


If daily reading begins in infancy, by the time the child is 5 years old, he or she has been fed roughly 900 hours of brain food!



Reduce that experience to just 30 minutes a week and the child's hungry mind loses 770 hours of nursery rhymes, fairytales, and stories.

A kindergarten student who has not been read to could enter school with less than 60 hours of literacy nutrition.



No teacher, no matter how talented, can make up for those lost hours of mental nourishment.

# Why is it so important to read to a child?

Reading to a child fosters:

- oral language
- vocabulary development
- early reading behaviors
- thinking and questioning skills
- bonding with a parent/adult

# The parent/adult reader will model:

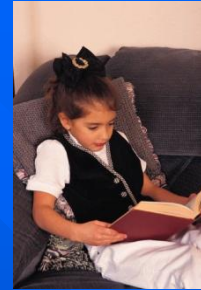
- appropriate reader behaviors
- smooth phrasing and fluency
- good oral expression



What else will children learn from watching and listening to a parent/adult read to them ?



# Early Concepts About Print:



## Book Handling Skills

- locate the front cover of a book
- understand that the print on the page contains the message (not the picture)
- understand the difference between words and pictures

## Directional Behaviors

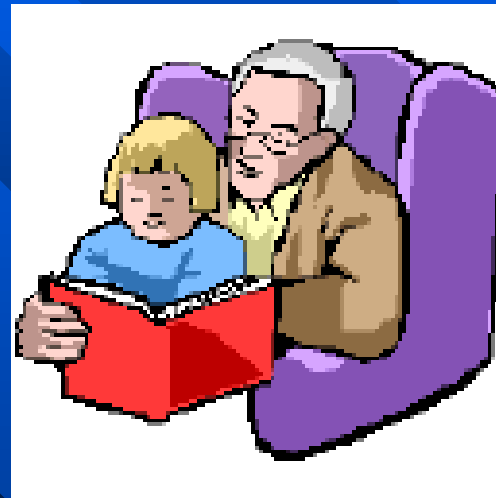
- understand where to start reading on a page
- read the left page before the right page
- read the words left to right
- “return sweep” to the left (if there is more than one line of print on the page)

How do I do a really great job  
of reading to a child?



## BEFORE READING:

- Sit side by side or with the child in the adult's lap, so that the child can easily view the book.



# Cover of the book:

- talk about what the child sees on the cover
- make predictions about what might happen in the story
- read the title to the child - "The title is \_\_\_\_\_."

## Picture Walk:

- look at the pictures in the entire book in sequential order
- discuss what the child sees in the pictures
- make predictions about what might be happening in the story
- reinforce left to right by pointing and looking at the left page, then the right page, etc.

## When Reading to the child:

- Parent/Adult should smoothly track print with one finger as story is read aloud to the child. (Adult will be modeling left to right progression and return sweep of the printed message in the book.)
- Parent/Adult should read with appropriate expression, phrasing, and fluency.

- Share your enthusiasm and excitement about reading
- Read lots of different materials to your child, such as books, magazines, comics, etc.
- Stop and ask questions, think about what might happen next, etc.

# The 5 P's of Tiger Pride


- Prepare
- Pause
- Prompt
- Praise
- Promise

# Handy Helpers

✓ the picture



← Go back  
and get your  
ready.



Look for  
chunks.



??\*!@\*#??  
Does that make  
sense? Would we  
say it that way?



Think about  
the story.

# THE RELATIONSHIP AMONG TIME SPENT READING, READING ACHIEVEMENT, AND VOCABULARY ACQUISITION OF FIFTH GRADERS

Percentile Rank on Standardized Reading Test	Minutes of Independent Reading Outside of School Per Day	Estimated Exposure to the Number of Words Per Year
98	90.7	4,733,000
90	40.4	2,357,000
70	21.7	1,168,000
50	12.9	601,000
20	3.1	134,000
10	1.6	51,000

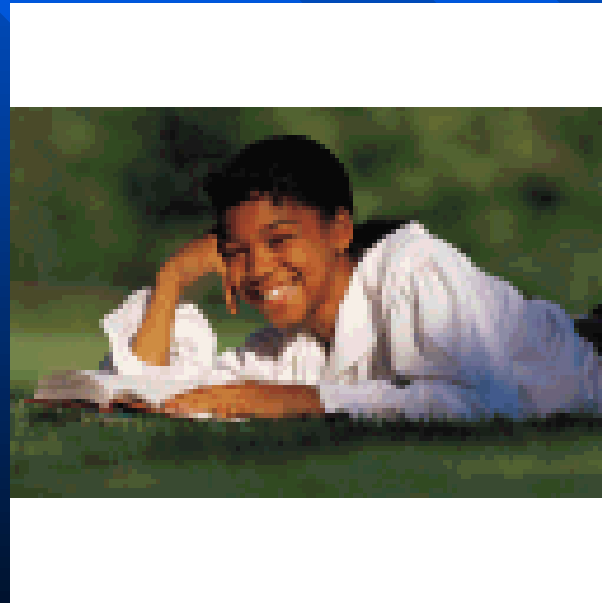
Source:

Anderson, R., Wilson, P., and Fielding, L. (1988). "Growth in Reading and How Children Spend Their Time Outside of School."

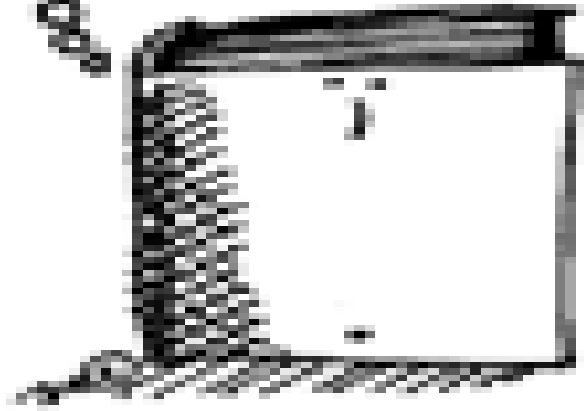
*Reading Research Quarterly*, Vol.23: pg.285-303

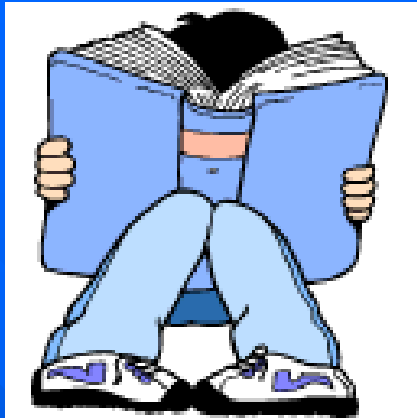
You have the power  
to turn your child  
into a lifelong  
reader!

Reading to your child is a gift.  
As you read, as you discuss,  
you help create an opportunity  
for a better tomorrow.



Thank you for  
being here for  
your child!





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