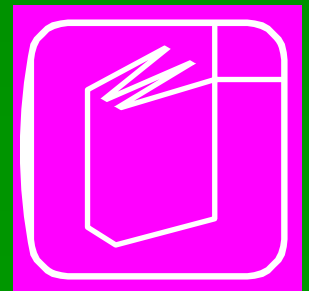


Pre-Reading and Reading Activities for Preschoolers

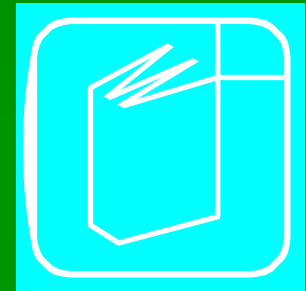


Presentation courtesy of WCESC Preschool

Read to your child. This is the most powerful thing you can do to prepare your child to become a reader.



Read a story to your child. When you are close to the end of the story, stop reading and ask your child how he would complete the story. Let your child dictate his ending to you. Then, finish reading the story. Discuss the differences between your child's ending and the story's.



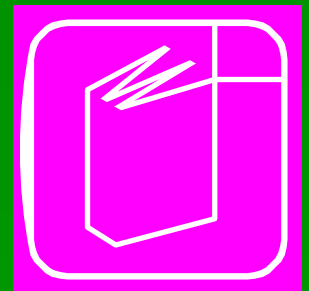
Teach your child the sounds that different animals make. Once they are familiar with those sounds, show your child that letters make sounds, too, and teach them the sounds that individual letters make.



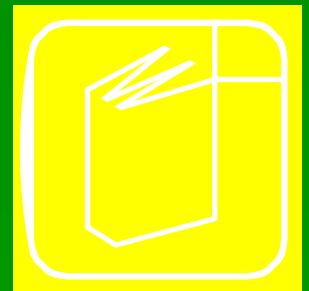
Ask your child to help you cut out magazine pictures of objects with names that start with the various letters of the alphabet. Glue each picture onto a large index card and write on the card the capital letter that corresponds with the picture. Keep the index cards of letters in a box for your child to look at.

When your child has learned the letters, you can do the same activity, but write the name of the object on the card, instead of just the beginning letter.

Read a rhyming story (such as a nursery rhyme) to your child. Then, re-read the story, leaving out the last word of every other line of the rhyme. Let your child fill in the last word that goes in the rhyme.



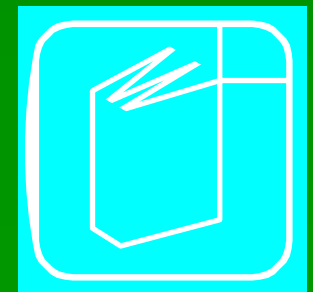
Read stories out loud and ask your child to think about what is being read. Ask questions about the characters and the story. Ask what happened first, next, and last in the story.



Tell your child you're going to say a word and then leave off part of the word for them to fill in. For example, "Let's say sunshine without the sun. What part is left?"



Have your child choose a magazine or catalog. Invite your child to go on a make-believe shopping trip. Tell your child you will make-believe you are shopping for things in the magazine. Have your child close her eyes and point to an object on the page. Then, have your child open her eyes and ask her what she's going to "buy." Ask her what letter or sound the object starts with.



Sit beside your child. Put three containers for letter cards in front of you. Place vowels in the middle container. Put consonants in the first and last containers.

Tell your child, "We're going to make words using these letters. Some will be words you've heard, and some will be silly words. I'll show you how to make a word."

Pick a letter from the first container and say its sound (for example, **t**). Pick a letter from the next container (for example, **i**). Pick a letter from the last container (for example, **g**).

Now, I'll put the sounds together, **tttiiig**. The word is **tig**." Ask your child, "Is that a word you've heard or is that a silly word?"

Praise your child for a correct answer. Now have your child select a letter from each container and make a new word.

Put pictures of familiar objects from magazines or newspapers. The names of the objects should have three sounds (such as **s-u-n**, **m-a-n**, **d-o-g**, **c-a-t**, **p-i-g**, and **c-o-w**). Tell your child, "You pick a picture." Name the picture, for example, "**sun**."

Say, "When I hold up one finger, you say the first sound of the word describing the picture. When I hold up two fingers, tell me the middle sound. When I hold up three fingers, tell me the last sound." Hold up one finger and have your child say **sss**. Hold up two fingers for **uh**. Hold up three fingers for **n**. "The sounds in **sun** are **s-u-n**." Be sure to take turns.

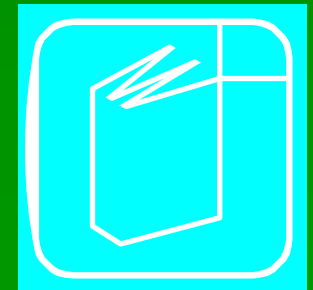
Play “Go Fish,” “Old Maid,”
“Memory,” or other
matching games using
homemade letter cards.



Pick a page in the newspaper. Go through the page, circling or highlighting words your child can read. Tell your child, “Today, we’re going to find words so that you can make your own newspaper of words.” Have your child read each word you’ve marked, then cut them out and glue them on a blank piece of paper. Add more words each day. Soon, your child will have a full page of words they know.



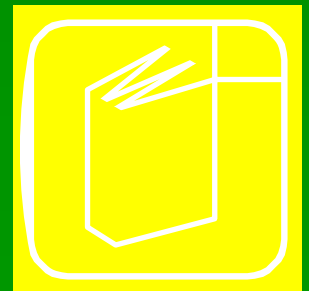
Using an easy-to-read story, tell your child that you will read some of the words and he will read some of the words. When it's his turn to read, you will tap his shoulder. Start reading, and as you come to a word that your child can read, tap his shoulder. He can then tap your shoulder when he gets to an unfamiliar word. Continue taking turns.



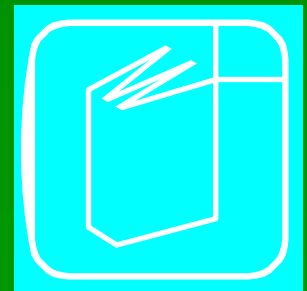
Tell your child you are going to have her read the same story two times. Each time it is read, she should try to read more words correctly. At the end of the first reading, help your child with any words that she missed or took a long time to figure out. Then ask your child to read the story again. Finally, have your child tell what the story was about to make sure they understood what they read.



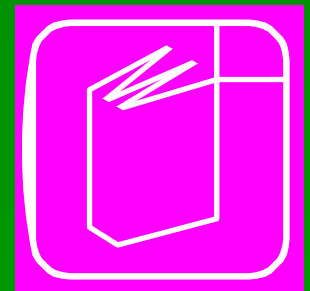
Read a story with your child and make a recording of it. To make it more interesting to your child, read the story yourself and, at certain points in the book, your child can read a line. Have a copy of the recording and the book on hand so they can listen to the tape/CD and read along by themselves.



Take pictures of street signs. Show children how S-T-O-P means "Stop." Street signs teach them words such as "bridge," "school," "slow" and "turn." While they're outside or riding in a car, they'll see the signs and remember these words. They'll later associate those words when they see them in books.



Teach your child some words in sign language. Show them how to make the sign while you say the word. Young children pick up sign language rather quickly. When you're reading a story and see the word that you've taught, act the word out in sign as you read it. Check out the American Sign Language Browser at <http://aslbrowser.commtechlab.msu.edu/> for videos of signs/words.



Understand that reading begins at home. Children read their environments, so make your home a print-rich environment. Label different parts of your home at your child's eye level.



- **R**ead yourself! Don't expect reading to be important to your children if they see that it's not important to you.
- **I**nvite your child to read to you. If he is a pre-reader, he'll often interpret his own story using illustrations and his imagination.
- **R**ead aloud to your child every day.