

# Reading Readiness



Strategies for Teaching



The Early Literacy Center for Southern Arizona

[makewayforbooks.org](http://makewayforbooks.org)

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As children reach preschool age, they begin to pick up on a number of pre-reading skills. These skills fall into the six areas of reading readiness below.

Children who demonstrate proficiency in each of these areas will be more ready to learn how to read on their own once they reach kindergarten and 1st grade.

In this packet are some ideas about how to further develop these skills and better prepare them for kindergarten.

- **Print Awareness**

The child knows that written words have meaning.

- **Book Handling**

The child knows how books "work" and how to take care of them.

- **Phonological Awareness**

The child hears and understands different sounds in spoken language.

- **Letter Knowledge**

The child demonstrates knowledge of the alphabet.

- **Vocabulary Development**

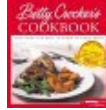
The child begins to understand more words and use more complex vocabulary.

- **Comprehension**

The child shows interest in books and is able to understand stories that they hear read aloud.

PRINT AWARENESS Teaching Strategies  
(The child knows that print carries meaning.)

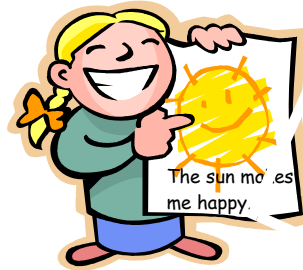
1. Have a variety of printed materials in the classroom (signs, letters, telephone books, storybooks, cook books, magazines, empty food cartons, etc.)



2. Run your finger under the words as you read storybooks aloud.



3. Ask children to dictate descriptions of their artwork. Read each word out loud as you write it down.



4. Place names of children on their cubbies and other appropriate places.

Betty

Johnny

Marie

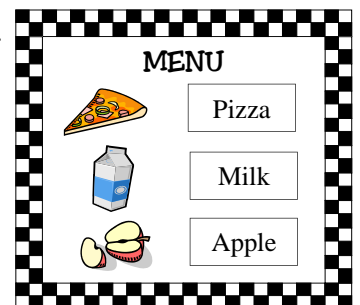
5. Place name cards in a basket and ask children to find their own names.



6. Make puzzles out of food containers that are familiar to children. After children put together the puzzle, ask them to say the word or words.



7. Help children make menus with pictures of food (cut out ahead of time) on one side and the words (written on index cards) on the other.



## BOOK HANDLING SKILLS Teaching Strategies

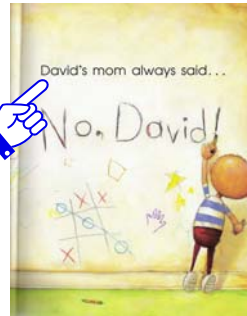
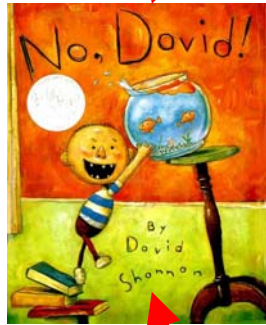
*(The child knows how books "work" and how to care for them.)*

1. Use a puppet to ask children how to hold a book, where the title is, where to begin, how to turn pages, etc.



How do I hold this book the right way?

2. Always point out the title and author of the book.



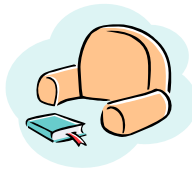
Run your finger along words as you read so children begin to learn left to right.

3. Pretend that books have feelings.



"I feel happy when \_\_\_\_\_."  
("My pages are turned carefully, etc.")

4. Provide book-handling opportunities often. Make the library center or book nook cozy and inviting.



5. Place appropriate books or other print materials in all learning centers.

6. If children write in books, give them paper to make their own books.



7. Give children old magazines to practice page turning.



**PHONOLOGICAL AWARENESS Teaching Strategies**  
(The child hears and understands the different sounds of spoken language.)

1. Play a listening game. Say several words that begin with the same sounds. Ask children to listen to see if the words begin with the same sound heard at the beginning of their names. (Ex. "If your name begins like telephone and turkey, line up to go outside.")

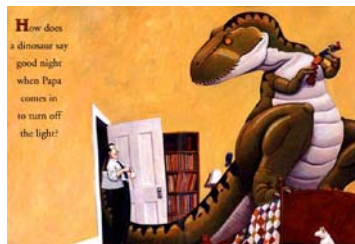


2. Choose a settle down poem to use every day before storytime.

Sometimes my hands are at my side  
And then behind my back they hide.  
Sometimes my fingers wiggle so.  
I shake them fast, I shake them slow.

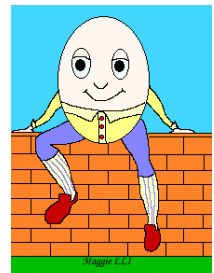
Sometimes my hands go clap, clap, clap  
And then I place them in my lap.  
But now they're quiet as can be  
Because it's storytime you see.

3. When reading books that rhyme, encourage children to fill in the missing word at the end of the sentence.

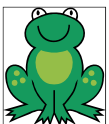


Ex. How do dinosaurs say  
goodnight when papa  
comes in to turn out the  
\_\_\_\_\_ ? (light)

4. Teach nursery rhymes and repeat them often.

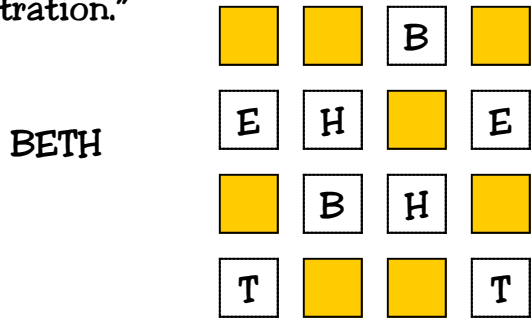


5. Play games with pictures of rhyming word pairs.

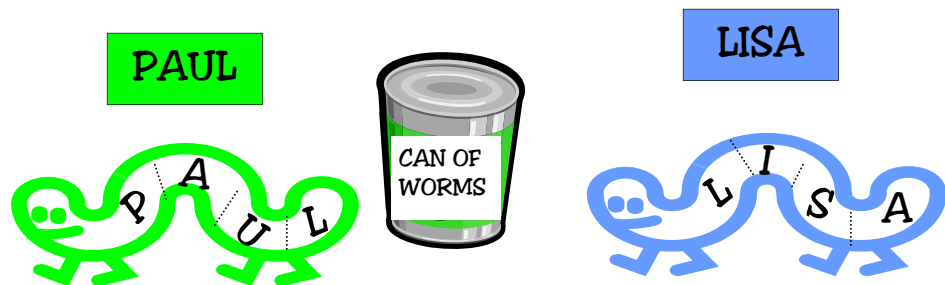


LETTER KNOWLEDGE Teaching Strategies  
(The child demonstrates knowledge of the alphabet.)

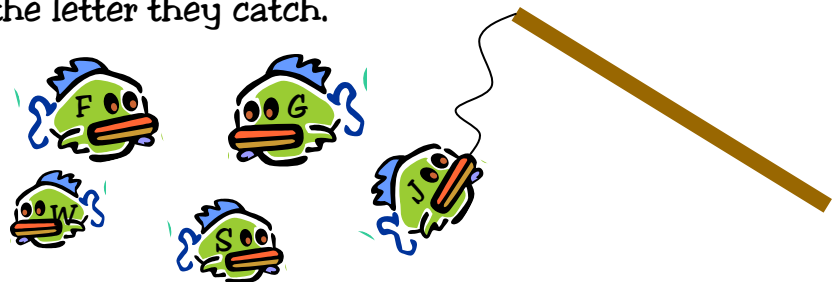
1. Teach the letters of the alphabet in **meaningful** ways.
2. Start with the letters in a child's name. Make a pair of each letter and play "Concentration."



3. Make a "name worm" for each child. First draw a worm with a face on colored heavy card stock (different colors for each child). Write the child's name leaving enough space between each letter to cut out. Laminate or use contact paper to make it more sturdy. Cut the letters apart. Place them in a "Can of Worms" and have children pick out their colored pieces. Also make name cards for each child on the same color as their worms. These can be used by the children as a reference to put their worm puzzles together.



4. Make a fishing game with 26 fish - one for each letter of the alphabet. Put a paper clip on each fish. Make a fishing pole with string and a magnet. Children take turns fishing. They name the letter they catch.



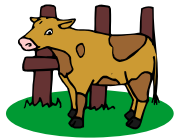
5. Sing the Alphabet Song!



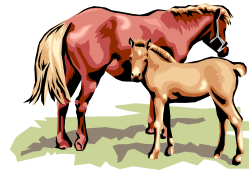
# VOCABULARY DEVELOPMENT Teaching Strategies

(The child understands and increasingly uses complex vocabulary.)

1. Explain new words to children to foster vocabulary development.



"A calf is a baby cow."



"A foal is a baby horse."

2. Repeat and reinforce new words. (Ex. Read a *Curious George* book and explain what "curious" means. Later in a different context, ask children who is curious about what they will have for snack. Tell them you are curious about different things.)

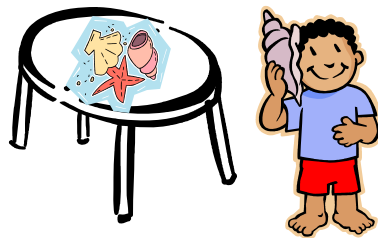


3. Talk frequently with children. Listen to what they have to say and encourage higher-level thinking.

How did Baby Bear feel when he found Goldilocks in his bed? What would you do if you found her in your bed?



4. Bring in interesting things such as natural items. Provide experiences that encourage curiosity.



5. Sing songs, say rhymes, and do fingerplays throughout the day. These are fun ways to introduce new words.



Jack be nimble, Jack be quick.  
Jack jump over the candlestick.  
Jill be nimble, jump it, too.  
If Jack can do it, so can you!

*Father Gander by Doug Larche*



## COMPREHENSION Teaching Strategies

(The child shows an interest in books and comprehends stories read aloud.)

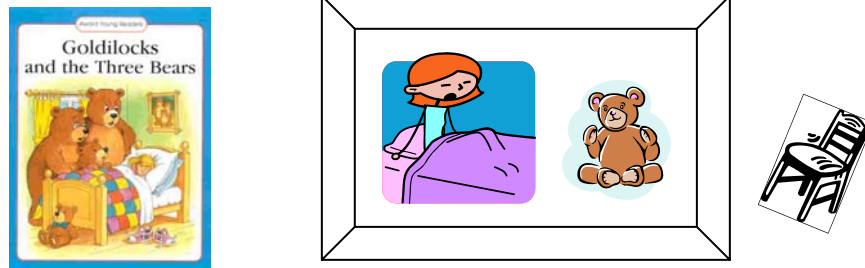
1. Help children relate stories to their own life experiences.



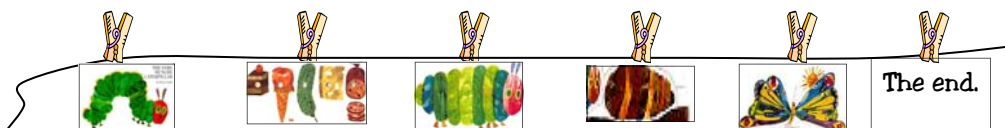
2. Give children opportunities to retell and act out stories. Use puppets and props.



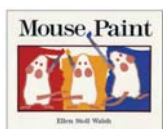
3. Provide sequencing practice with feltboards and other manipulatives.



4. Clothesline storytelling - make simple drawings or photocopy pages that show four or five main events in a story. Include a picture and words for the title. Make another page that says, "The end." Laminate pictures or use contact paper. First retell the story, asking the children to help put the pictures in the correct order. Then have the materials ready in your Library Center so children can use them during choice time.



5. Ask children questions about details in stories.



At the end of the story, why did the mice leave some of the paper white because of the cat?