

Kindergarten Reading Activities

May News Letter

If you can: Read with your child for 20 minutes per day and make a few simple strategies a part of your daily routine. The following strategies cover each of the five components of reading. Just a little each day makes a big difference.

Phonemic Awareness

- ☐ **Sing rhyming songs** - 'Row, Row, Row Your Boat', 'Twinkly, Twinkle Little Star', 'Down By the Bay, or 'Miss Mary Mack'.
- ☐ **Play Head, Shoulders, Knees and Toes with Syllables** - Say a word and have your child touch his/her head for the first syllable, shoulders for the second syllable, and knees for the third while saying each syllable. (Depending on how many syllables the word has you might only do head, head/shoulders, or head/shoulders/knees)
- ☐ **To help your child segment (separate) sounds in words** - Give your child 3-5 blocks, beads, bingo chips, or similar items. Say a word and have your child move an object for each sound in the word.

Phonics

- ☐ **Hunting for words** - Choose a letter and have your child hunt for five items beginning with that letter sound. As each object is found, help your child write the word on a list. For example, if the target sound is "m", the child might find and write mop, mat, Mom, money, and microwave.
- ☐ **Make alphabet letters out of Play-doh®, yarn, or pipe cleaners.**

Fluency

- ☐ **Say a sentence to your child and ask him/her 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.**
- ☐ **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 your child to sing favorite songs and repeat favorite lines of songs.**

Vocabulary

- ☐ **Read aloud** - Continue to read aloud to your child even after he is able to read independently. Choose books above your child's level because they are likely to contain broader vocabulary. This way, you are actually teaching him/her new words and how they are used in context.
- ☐ **Word Collecting** - Have each family member be on the look out for interesting words that they heard that day. At dinner or bedtime, have everyone share the word they collected and tell what they think it means. If the child shares an incorrect meaning, guide him/her to the correct meaning. Try to use some of the words in conversation.

☐

Comprehension:

Your child can complete these graphic organizers orally after you have read them a story.

Fiction Graphic Organizer



Nonfiction Graphic Organizer

