

How to Read To and With Your Primary Child

Strategies for selecting books

- Books based in reality
- Books containing stories that relate to your child's life (including their home language if they are multilingual)
- Topics/subjects of interest to your child
- Remember that public libraries are a great resource to have a lot of variety with no cost

Practices for supporting literacy

- Before reading, invite your child to look at the illustrations; ask, "What do you think will happen here?", "What do you think is happening in this picture?"
 - It is less important that they know exactly what is happening and more important that they begin the practice of making predictions.
 - When asking questions, vary the types of questions you ask your child: fact-based (what is...?) vs feeling-based vs (Can you relate/remember?), main ideas vs. details, prediction (what might happen?) vs analysis (what did happen?).
- As you read, ask your child, "What do you think will happen next?"
- If there is something your child does not understand, invite them to try and figure it out based on the rest of the story or the illustration.
- Re-read books with your child.

How to Read To and With Your Elementary Child

Strategies for selecting books

- Topics or subjects your child is interested in
- Books about or in your home language if your child is multilingual
- Books at their reading level

To find out if a book is at your child's level:

1. Your child opens to a page and reads it.
2. They hold up a finger for each word they can't yet read or pronounce.
3. The number of fingers indicates if it's the right level
 - a. 0-1 fingers: too easy.
 - b. 2-3 fingers: just right.
 - c. 4-5 fingers: difficult to read alone

For more information: [Five Finger Rule](#)

Note: Public librarians can also help with book selection

Practices for supporting literacy

- Invite your child to connect the book's content to their experience; "Have you ever seen something like this before? What do you remember from the last time we rode the bus?"
- If there is a word or phrase your child does not yet know, invite them to try and figure it out based on the rest of the sentence or story. Then you can tell them what it means.
- Alternate reading pages- they read a page, you read a page. This allows them to hear your pronunciation and diction.
- Have your child reread books to you while you cook, fold laundry or rest.
- Read aloud to your child from a chapter book as many nights as possible. When doing so, select books above their current independent reading level, and as you read, pause to check for understanding, to help them make connections, and to explain words that they are unfamiliar with.