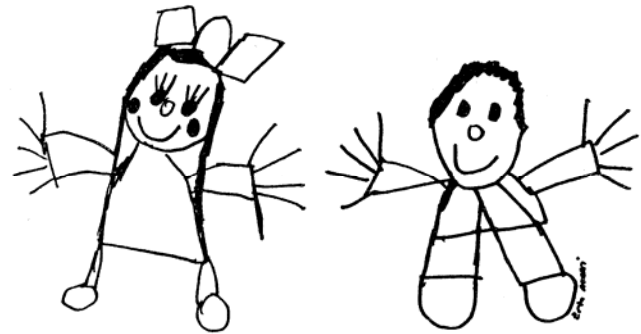


# Steps to Reading





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Revised March 2006

- ❑ Look for words on a page that start or end the same.
- ❑ Look at the picture in the story and try to guess what the story is about before reading it.
- ❑ Don't be concerned if your child uses a finger to point to words as he reads. It will stop when that help isn't needed any longer.
- ❑ Encourage your child to write her own stories.
- ❑ Let your child see you reading often. Imitation is a strong teacher.

## Introduction

Before actual reading takes place, a child should have mastered a number of reading readiness skills. If these skills are developed as a child becomes ready to learn them, the opportunity to become a good reader is greatly increased.

The purpose of this booklet is to acquaint parents with the many important steps a child goes through in the process of learning to read. It contains activities which can be carried out at home with a minimum of materials or preparation.

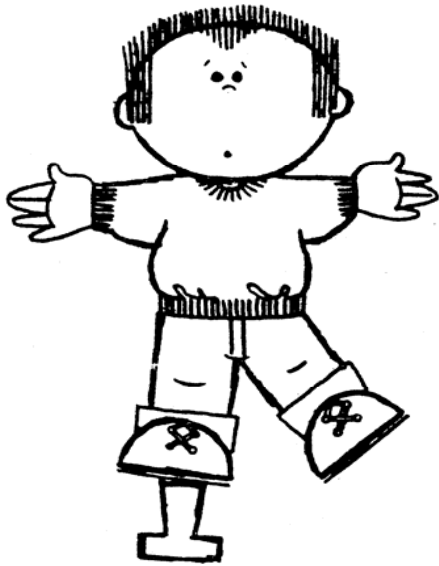
The activities are designed for pre-school through second grade children. They should be carried out without criticism of the child's effort. If the activity seems too difficult or frustrating for the child, then one should be chosen which seems easier.

The time spent should be rewarding and enjoyable to parent and child alike.

— Kaye Foremaster

# Coordination

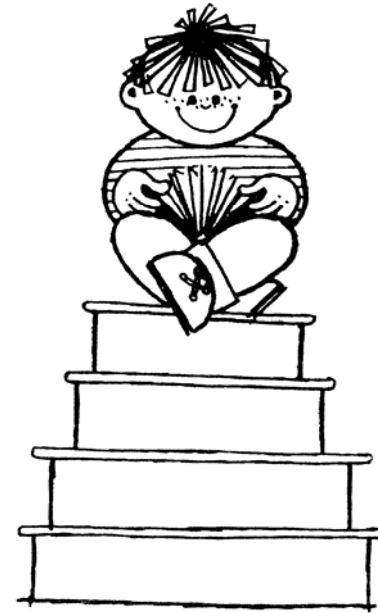
The ability to move one's body in a controlled manner—walking, hopping, skipping, balancing.



- Let your child crawl over, under, and around chairs or tables.
- Play “Mother May I.” Use running, hopping, crawling and jumping skills in the game.

# After your child starts to read,

there are still many things you can do to help ...



- When your child is reading to you and misses a word, just tell what it is and go right on so that concentration isn't lost.
- After your child reads a page, ask questions about what was read.

- Play word games. “I am thinking of a word that tells how you feel when you are hurt.”
- Read a poem to your child. Ask him to repeat the words that rhyme.
- Ask “what if” questions. “What if we lived on the moon?”
- Pantomime some action and then have your child describe it in words.
- After watching a television program, ask your child to describe what happened in it.
- Read stories without pictures to your child. It will develop his imagination.

- When going for walks, ask your child to walk backwards or sideways.
- Have your child run in place to music or while you count to 10.
- Face your child and hold hands. Jump together while counting to 10.
- Jump forward and backward, over a line or crack.
- Do jumping jack exercises.
- Lay a rope on the floor. Have your child walk along it without falling off.
- Run on tiptoes. Stand on tiptoes and count to 10.
- Play “Simon Says.” Use directions which include the terms “left” and “right.”
- Practice naming the parts of the body.
- Sort left and right gloves or left and right shoes.
- Bounce a ball to your child and have him catch and bounce it back.
- Give a series of directions such as, “hop on one foot 3 times and then turn around.”
- Hop over a rope as it swings back and forth.

- Practice walking along a line. Then walk along the same line with eyes closed.
- Teach skipping by having the child jump forward on the right foot and then bring the left foot up to the right.
- Skip in patterns such as circles or figure eights.
- Practice bouncing a ball. How many times will it bounce in 15 seconds.
- Throw a beanbag to your child. If she catches it, give her a direction such as “jump 3 times.”
- Use a 2x4 as a balance beam. Have the child walk along it with arms out or clasped behind the body.
- On balance beam, walk to center, kneel on one knee, rise and walk to the end.

- Name an animal and tell your child to describe it.
- Staple some papers together and let your child dictate a story to you. He can illustrate the pages himself. Talk about letters and words that are the same as you write the story.
- Your child is learning the names of many things. Make collections and label them (rocks, leaves, animal pictures).
- Make a paper bag puppet and let your child make up things for it to say.
- Practice saying tongue twisters.
- Using a play telephone, call your child and “chat” with her.
- Ask your child information about himself and have him answer in complete sentences.
- Show your child a number of objects. Have her tell three things to describe each of them.
- Put something in a sack. Have your child reach in and feel it and describe what he feels.
- Choose a category such as toys. Have your child name as many things as she can that would fit into that category.

# Language

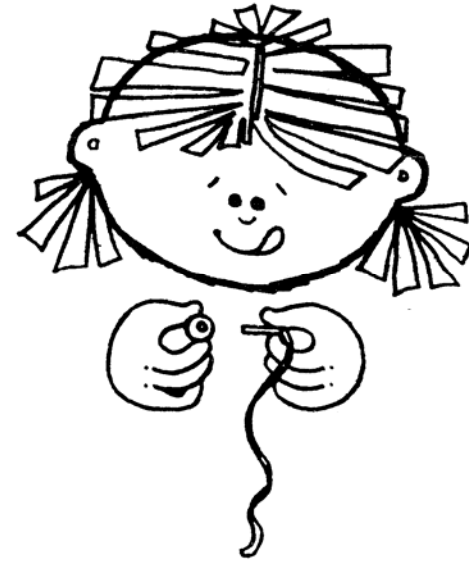
The ability to express oneself verbally.



- After reading a story, act out the parts.
- Ask your child to retell a story in his own words.

# Visual Motor

The ability to control movements of small muscles: cutting, stringing beads, copying shapes, letters and sentences.



- Make scrap pictures from material, string, shells, or anything lying around.
- Cut out pictures from old magazines. Cut them into many shapes and have your child put them together and glue them down.

- ❑ When reading to your child, have him practice finding things at the top, bottom, left, right, and middle of the page.
- ❑ Practice turning pages. Have your child show you which direction to turn the page.
- ❑ Tracking is an important skill. While your child sits in one place, name objects in the room. Have your child look at each object and then back to you.
- ❑ Say, “look at the clock while I count to 5.” Continue this with other objects and times.
- ❑ Draw a line pattern on a piece of paper while your child follows the pattern with her finger.
- ❑ Hold left and right thumbs up. Have child look from one to the other while you give directions, “left” - “right.”
- ❑ Hold a ball with palms flat on one side of the ball. Your child takes the other side and moves with you as you move the ball in various directions.
- ❑ Let your child use macaroni and string it like beads.
- ❑ Draw a circle, square and triangle on a piece of paper. Have your child copy the shapes with a pencil or with a piece of string.
- ❑ Play “Add an Object”: “I went to New York and I took a doll and ....” Each time you add something else.
- ❑ Whisper a message to your child and have him repeat it.
- ❑ Have your child listen to a story and act out or tell the sequence of the story.



- ❑ Give your child three crayons. Call out the colors and have her arrange the crayons in that order.
- ❑ Say a series of three numbers and have the child repeat them. Increase the amount to four and then five numbers.
- ❑ Name three parts of the body and have your child touch them in that order.
- ❑ Teach your child Nursery Rhymes.
- ❑ Tell your child a very short story and then ask him questions about it.
- ❑ Make up a sentence and have your child repeat it verbatim.
- ❑ While child's back is turned, bounce a ball a number of times. Then have her repeat the sound.
- ❑ Tap out a sequence with a pencil. Have your child repeat the sound.
- ❑ Teach your child his telephone number and address.
- ❑ Say three letters forward. Have your child repeat them forwards and then backwards.
- ❑ Have your child draw a picture about a story she has listened to.

- ❑ Fold a piece of paper into many parts. Open it up and have your child draw along the fold lines.
- ❑ Draw zigzag lines and curves on a piece of paper. Have your child practice cutting along these lines.
- ❑ Practice tying knots and bows in shoes or pieces of string.
- ❑ Put some cornmeal or sand in a tray and have your child practice drawing shapes or letters.
- ❑ Write your child's name and have him trace over it with a crayon.
- ❑ Use felt pens or crayons for writing because they slide better.
- ❑ Write letters with dots and have your child trace over them.
- ❑ Have your child imitate pretend movements such as eating, or blowing, or catching a ball.
- ❑ Play drop the clothes pin into a milk bottle.

# Visual Perception

The ability to match colors, shapes, sizes, letter forms and words.



- Place some objects such as buttons or blocks on the floor. Have your child arrange them according to size or color.
- Play “smaller but larger.” Find something smaller than your head but larger than your hand.

# Auditory Memory

The ability to hear and respond to directions.



- Begin by giving your child two simple directions to follow. Then increase the complexity of the directions.
- When giving your child directions, have him repeat them back to you.

- ❑ Make a series of sounds (snap fingers, clap, whistle). Have your child repeat the sounds in the same sequence.
- ❑ Make an animal sound and have your child identify or mimic the sound.
- ❑ While your child closes her eyes, move to a corner of the room and say something. Have your child locate the direction of the sound.
- ❑ Clap a pattern of sounds and have your child repeat it.
- ❑ Play a game where a certain number of claps mean the child is to do something. One clap for hopping, two for crawling, etc.

- ❑ Play size games while riding in the car or walking. “I see a tree, can you find something taller?”
- ❑ As your child selects clothes to wear, talk about the blue shirt or red dress.
- ❑ Look at colored pictures in magazines. Talk about the colors.
- ❑ Play “I spy something yellow.” Have your child guess what it is.
- ❑ Match pairs of socks when helping with the laundry.
- ❑ Separate teaspoons from tablespoons.
- ❑ Make games from food labels by saving those frequently used and stacking those that are alike together.
- ❑ Let your child measure the size of furniture, paper, rooms, etc.
- ❑ Give your child a length of string and have her find 5 things shorter and 5 things longer than the string.
- ❑ Measure amounts of water. Use different size containers and pour back and forth.
- ❑ Cook together. Let your child measure the ingredients.

- Point out traffic signs. Look for those that are the same.
- Give your child material scraps to sort according to size, color or design.
- Using a newspaper, match uppercase and lowercase letters.
- Place a pencil, clip, pen, stick and nail on a table. Give your child another pencil and ask him to point to the other one that looks the same.
- Have your child sort play dishes or beads by size or shape.
- Make two sets of numbers on cards. Have your child match the numbers.
- Draw arrows going in different directions. Give your child a card with an arrow on it and have her match it to the others.
- Write three simple words on paper. Write one of the same words on a card and have your child match it to one of the three.

- Work on concepts of loud and soft. Have your child walk noisily and then on tiptoe.
- Hide a loud ticking clock and have your child locate it by the sound.
- Say several words that start with the same sound. Have your child repeat the sound she heard at the beginning of the word.
- Say three words, two of the same sound and one different. Have your child name the different one.
- Say two words which rhyme and have your child say as many more as he can. Nonsense words are acceptable.
- Say three words that end the same. Have your child name the ending sound she hears.
- Have your child cut pictures from magazines of things that start or end with the same sounds.
- Make a book for letters of the alphabet. Have your child draw a picture for each page.
- While your child is sitting, ring a bell on one side of him. Have him turn in the direction of the sounds.
- Talk in a high or a low voice. Have your child imitate the sound or indicate which is which.

# Auditory Perception

The ability to identify common sounds, hear the difference between words, match beginning and ending sounds, and match rhyming sounds.



- Listen for sounds. Have your child point out the source of the sound.
- Make water glass chimes. Fill glasses that are the same size with different amounts of water. Strike the rims with a knife and listen to the tones.
- Have your child cover his eyes. Ask him to uncover them each time he hears you clap.

# Visual Memory

The ability to reproduce letters or other objects from memory.



- Using a newspaper, have your child circle all of the words beginning with a certain letter.
- Play "What's Missing," with a collection of things on the floor. Take turns closing your eyes while one person removes something. Tell what is taken away.

- Play “What’s Missing” with letters of the alphabet...then with words.
- When looking at a book with your child, have him close his eyes and tell what is on the page.
- Give your child a magazine and have her cut out as many items that are similar as she can find.
- When riding in the car, have your child close his eyes and tell what he just saw out the window.
- Touch several objects on a table. Have your child try to touch the same objects in the same order.
- Arrange three shapes in a certain sequence. Mix them up and have your child arrange them in the same sequence.
- Arrange letters in a sequence and have the child repeat the sequence.
- Have your child name a row of objects from left to right. Then close her eyes and do the same.
- When in the car, have your child look at license plates and try to repeat the letters or numbers on them.
- Open a story book to a certain page. Let your child look at it for a moment and then close the book and see if he can find the same page again.

- Write three numbers and quickly cover them. Ask your child to write what she saw.
- Make a design with small blocks and have your child repeat it.
- Use a group of letters. Let the child look at it for a moment and then find it on a piece of paper with several similar groups of letters.
- Prepare a list of words. Have your child match it with another list of the same words, drawing a line between the identical words.
- Draw two houses. Put a door on one. Cover the picture and have your child draw a door in the same place on the other. Continue with windows, chimneys, etc.