



Ten Minutes A Day – A Lifetime of Reading

Read It Again!

Ways to Keep a Story Interesting when You're Reading it for the Ump-teenth Time (Ages 3-5)

1. Talk about the pictures.

Ask the child open ended questions; ones that begin with “who”, “what”, “when”, “why”, “where” and “how”. This will help develop early reading comprehension.

Examples: Who do you think is at the door?

What do you think is going to happen?

When do you think the character will wake up?

Why did the character act a certain way?

Where is the character hiding?

How does the character feel?

Questions that begin with the word “Do” usually just require a “yes or “no” response.

2. I Can Read!

Point to repeated phrases as you read them. Have the child say them with you to make the child aware of the words on the page. The child will discover that written words have a purpose. They will start to recognize words throughout the book and in real life situations, too.

3. What Happens Next?

Ask the child to tell you the story to help build narrative skills.

Ex. How did the story begin? What happened next? How did the story end?

If the child is reluctant, ask them to help you tell the story because you forgot some of the parts. Purposely change or leave out a part and see if the child notices.

4. Book Handling Fun

Help the child become familiar with book handling by acting silly.

- a. Turn the book upside-down and start reading nonsense. See if the child notices. Act like it just occurred to you that something was wrong. Ask the child to show you how to hold it correctly.
- b. Half-way through the book, turn back to the previous page and re-read it. See if the child notices. Make a big deal out of noticing that you turned the page the wrong way. Ask the child to turn the page in the correct direction.

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5. Relate the Story to Real Life

- a. Talk about a time when the child felt like the character in the book.
Ex. Mad at a friend; sad about losing a toy, scared about a monster
- b. Do an activity related to something that happened in the story.
Ex. Going swimming; to the park; out to eat; over to a friend / relatives' house.
- c. Do a craft related to the book. Need ideas? Check out books at the library.

6. Find Related Books

When you visit the library, look for other books by the same author or illustrator. Look for books with similar types of characters or setting.

7. The Word Box

Have the child choose a word or phrase he/she likes from the book. Write it on a sheet of paper and have the child copy it below. Add the words / phrases from books you read throughout the month. At the end of the month, pour them out and play word games:

- a. Put Them Together to Make Silly Sentences
 1. Beginning of the sentence –
Describes the subject (person, place or thing).
Ex. The black cat
 2. Middle of sentence –
Describes an action
Ex. quickly hides
 3. End of sentence –
Describes where, when , how, why, or with whom
the action took place.
Ex. behind a bush.
- b. Word/Phrase Concentration

Use index cards (or pieces of paper). Choose 15 words or phrases. Write out each word or phrase twice on index cards. Turn the cards face down with six cards in each row. Take turns flipping two cards over to find a match. Say the word or phrase out loud. If the cards do not match, turn them back over. Continue to turn two cards over until a match is found. When a match is found remove those cards from the table and take an additional turn.
- c. Create a New Story
 1. Describe the setting of the story and the main character
 2. Describe a problem the main character faces;
 3. How do other characters help the main character?
 4. How does the main character solve the problem?

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8. Make the Child Part of the Story

- a. Substitute the names of a characters with the child's name as you read the story.
- b. Have the child be a character in the book. Give him/her a phrase to say that repeats throughout the story.

9. Rhyming Games

a. Rhyming Word Chain

Read lines from a book that end with words that rhyme.

Ex. "Silly Sally went to town,
walking backwards, upside down." From *Silly Sally* by Audrey Wood

Then say the rhyming words. Ex. Town, down

Ask the child to think of a word that rhymes. Take turns thinking of words.

If the child can not think of a word, you can give him/her a hint.

Ex. A king wears a ...

(Pretend to put an imaginary crown on your head to prompt the child.)

The chain is broken when someone cannot think of a rhyme. Look for more lines that end with words that rhyme and start a new rhyming word chain.

b. Clapping Rhyme Phrases

Read Lines from a book that end with phrases that rhyme.

Ex. "Along came Neddy Buttercup,
"walking forwards, right side up." From *Silly Sally* by Audrey Wood

Clap while saying the word "buttercup" Ex. But-ter-cup (clap-clap-clap)

Clap the phrase "right side up" Ex. right-side-up (clap-clap-clap)

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10. ABC Games

a. The Letter Game

How many “B” words can we find?

Have the child write the uppercase letter “B” and lowercase letter “b” on a piece of paper. If necessary write the letters, then have the child copy them after you. Look at the pictures. Make a list of all the words you find beginning with the letter “b”. Once you think you have found them all, see how many words you can find using another letter.

b. The Alphabet Game

Fold a piece of paper in half. Open it up and write the letters “A” through “M” down the left-hand side of the paper. Write the letters “N” through “Z” down the middle of the paper. Look at the pictures in the book. See if you can find one word for each letter of the alphabet. Use words that describe actions and noises that are taking place in the story, too.

Ex. “Kaboom” (bed breaking), “Zzzzzz” (sleeping), “squeeeak!” (door closing)

11. Search and Discover Activities

a. Go through the book and find words or concepts that the child does not know.

Ex. “Then she got out her oilcan.

She oiled that squeaky door.” From *The Squeaky Door* by Margaret R. McDonald

Here you can take time to show the child where the hinges are on a door. So they know what the Grandma oiled to stop the door from squeaking.

b. There may also be words that you don’t know because they are not common.

Ex. “My little sister hugged a vole,
Who dragged her down its deep, dark hole.”

From *My Little Sister Hugged n Ape* by Bill Grossman

What is a vole?

Look up the word “vole” in a children’s dictionary or the World Book encyclopedia to find out more about it.

12. Act Out the Story with the Child.

You can use just your imagination or add props.

Try playing a different role the next time you act out the story.

Sources: 1. www.zerotothree.org

2. Kaye, Peggy. *Games for Reading: Playful Ways to Help Your Child Read*. Pantheon Books, New York, NY 1984.