



## Feed Me a Story

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What difference can reading aloud to a child for 30 minutes a day make?

If daily reading begins in infancy, by the time the child is 5 years old, he or she has been fed roughly 900 hours of brain food!

Reduce that experience to just 30 minutes a week, and the child's hungry mind loses 770 hours of nursery rhymes, fairy tales, and stories.

A kindergarten student who has not been read to could enter school with less than 60 hours of literacy nutrition. No teacher, no matter how talented, can make up for those lost hours of mental nourishment.

### Hours of Reading Books by Age 5

If you read 30 minutes daily, the child has 900 hours by age 5. If

you read 30 minutes weekly, the child has 130 hours by age 5.

If you read less than 30 minutes weekly, the child has 60 hours by age 5.

### What Children Need From You

- The sense that they are valuable
- That what they say is worth hearing
- That somebody cares about them
- That it is secure enough for them to explore
- That the world is a fun place

**Reading Log on the next page to keep up with how many books were read over the summer. Keep a list and bring to the first day of Jump Start for a prize!!!!**

## LITERACY



### Rhyme With Me—

### It's Fun, You See!

The number-one predictor for successful reading is a child's knowledge of the alphabet. The second best predictor of early success in reading has to do in part with the child's ability to identify rhyming words. Rhyming helps children connect letters with the sounds they make.

Here are some fun rhyming activities to do with your child.

- Read nursery rhymes and other rhymes with your child.
- When reading a familiar rhymes, stop before a rhyming word and encourage your child to fill in the rhyme. When he or she does, praise him or her.
- Listen for rhymes in songs you know or hear on the radio, on TV, or at family gatherings, and sing them with your child.
- Encourage your child to play rhyming games on a computer.
- As you librarian to help you select rhyming books to read to your child.

Rhyme  
Time

# Tips on How to Read Aloud With Your Child

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Read to your child every day. Make reading part of your bedtime routine. Be sure to cuddle with your child and make reading together enjoyable for both of you.

While reading to your child, ask your child questions about the story, the pictures, and what he or she thinks will happen next. Talk about the events in the story. If there are people, places, or events in the story that relate to your everyday experiences, talk about these connections. For example, when reading *The Very Hungry Caterpillar*, talk about the story as well as those times that you have seen caterpillars outside or have eaten similar foods.

Provide your child with a wide variety of books. Take him or her to the library to choose different types of books and stories.

Use books-on-tape as a way to read stories in a different way. Typically, you can check these out from the library. Help your child learn to use the book and tape, and follow the instructions.

Encourage your child to read to you. Ask your child to look at the pictures and tell you the story.

After you have read a story, act it out with your child, with each of you playing different roles. Talk about the events in the story with your child, and do art activities together that illustrate events in the story.

Read yourself. Children are more likely to read if they see their family members and caregivers reading the newspaper, magazines, and books.

Talk to your child about the letters of the alphabet, but make it fun! Use alphabet books, puzzles, or just the letters in your child's name. Talk about the letters that you see in your environment on signs, books, and notes that you write.

Have fun rhyming with your child. Sing rhyming songs and read rhyming books together.

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"Building a Strong Foundation for School Success: The Kentucky Early Childhood Standards.  
Parent Guide for Children ages Three to Four." Frankfort, KY: Author.



## Sounds, Sounds All Around

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Successful readers need to hear the sounds in words and associate those sounds with the letters they represent. A fun way to help young children hear beginning sounds is to read them tongue twisters. Enjoy reading these tongue twisters to your child. Once you've both learned them, see how fast you can say them. Make up some of your own.

Peter Piper picked a peck of pickled peppers. A  
peck of pickled peppers Peter Piper picked. If  
Peter Piper picked a peck of pickled peppers,  
Where's the peck of pickled peppers Peter Piper picked?

How much wood would a woodchuck chuck if a woodchuck  
could chuck wood?

Look for some of these titles in your local library:

- *A, My Name is Alice* by J. Bayer and Steven Kellogg
- *More Bugs in Boxes* by D. Carter
- *Six Sick Sheep* by Joanna Cole
- *The Z was Zapped* by Chris Van Allsburg

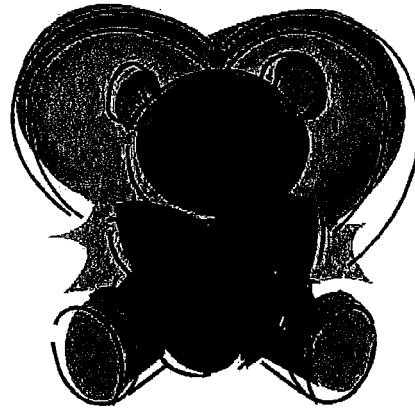
## Rhymes You Can Teach Your Child

### Humpty Dumpty Humpty

Dumpty sat on a wall,  
Humpty Dumpty had a great fall.  
All the king's horses,  
And all the king's men,  
Couldn't put Humpty together again.

### Jack and Jill

Jack and Jill went up the hill  
To fetch a pail of water;  
Jack fell down and broke his crown,  
And Jill came tumbling after.  
Then up Jack got, and home did trot,  
As fast as he could caper,  
They put him to bed and plaster'd his head  
With vinegar and brown paper.



### Teddy Bear, Teddy Bear

Teddy bear, teddy bear,  
Touch the ground.  
Teddy bear, teddy bear,  
Show your shoe.  
Teddy bear, teddy bear,  
That will do.  
Teddy bear, teddy bear,  
Say your prayers.  
Teddy bear, teddy bear,  
Blow out the light.  
Teddy bear, Teddy bear,  
Say good night.



**Listen. Respond. Ask questions. Show interest.  
You will make a difference.**

# Children and Conversation

Treat children as if they are conversationalists, even if they are not yet talking. Children learn very early about how conversations work (taking turns, looking attentively, using facial expressions with conversing adults). Did you know that having conversations with your child on a regular basis will influence his or her success in reading?

Research shows that parents who provide a language-rich home environment using interesting words and explanations and who spend time listening to their children have an awesome impact on their children's school achievements.



## Conversation

- Encourage your child to draw to depict his or her experiences.
- Respond to your child's gestures or movements.
- Have conversations with your child throughout the day. Be sure to listen and respond to his or her statements and questions. Introduce new words when appropriate. Ask what, when, where, why, and how questions.
- Patiently answer your child's questions even if you have answered them many times before.
- Ask your child about his or her feelings. Provide words if he or she doesn't have the vocabulary needed to express emotions. In addition to words like happy and sad, use words like frustrated, relieved, and angry.
- Ask your child questions about his or her environment. "Why do you think that happened?" or "What do you think will happen next?"
- Model correct grammar when you talk with your child. Although your child will make grammatical errors, you do not need to correct him or her directly but rather model the appropriate grammar.
- Ask your child questions about what he or she sees around him or her.
- Provide new experiences for your child to observe and learn new words, like a trip to the airport or the children's museum.
- Let your child help with simple chores. Encourage him or her to explain what he or she is doing.
- Talk to your child as you work around the house. "I am going to put the clothes in the washing machine. Can you help me put them in?"
- Use your child's real name (name he or she is most likely to hear at school) in some of your conversations.

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