

# 6 by 6: Ready to Read Tip Sheet

## Have Fun With Books



### “print motivation” – building the desire to read

- You don’t have to read an entire book—if reading stops being fun, move on to a song or play time, or even just look at one page and talk about the pictures.
- Have children repeat common phrases with you...but Goldilocks said... “it’s just right!”
- Read books that you and children love. It’s the best way to have fun with reading!

## Talk, Talk, Talk



### “vocabulary” – learning to name things, concepts and ideas

- Add to children’s words. If your child says, “That’s a ball”, say, “Right, that’s a blue ball. It’s big, too! It would be fun to play with.” Young children learn the names of things they can see (ball); as children age, they learn the names of concepts and ideas (blue, big, fun). By adding on to children’s sentences, we can help move them along in that process.
- While reading, don’t skip over unfamiliar words or substitute easier words for difficult ones. Read the book as written, stopping to talk about what the new words mean. Or preview unfamiliar words before you start reading.
- Attach labels to items in the room— “door” “window”, etc. This helps with Talk Talk Talk and Notice Print.

## Take Time to Rhyme, Sing and Play Word Games



### “phonological awareness” – hearing the smaller sounds in words

- Sing and play music often. Music helps kids hear the smaller sounds in words. Sing, sing, sing—even if you can’t carry a tune. Children can’t tell that you’re off key, but singing will help them hear the smaller sounds in words.
- Talk about words that rhyme—if you see a cat, ask, “What rhymes with cat?” If the children are too young to answer you, answer your own question—children can hear and understand rhymes before they can say them on their own.
- Talk about words that start with the same sound, like “chugga chugga choo choo”.
- Use rhymes, songs and fingerplays often.

### Notice Print all Around You



### “print awareness” – recognizing print in the world, knowing it has rules and meaning

- While reading, point to some of the words. This helps kids know you are reading the words, not just the pictures
- Write out to-do or shopping lists with children, and let children see you reading and writing.
- While introducing a book, hold it upside down and see if children tell you to turn it around. If not, point out to them that you need to turn it before you read.
- Do fingerplays! They help with prewriting skills. Also for prewriting, give children lots of chances to trace/draw/scribble.

### Look for Letters Everywhere



### “letter knowledge” – knowing the names of letters and their sounds

- Ask kids if two things are the same or different, and talk about ways they might be the same and ways they might be different.
- Ask age-appropriate questions that lead into learning letter shapes and sounds.
  - *The process of learning letter names and sounds involves: Babies learn ‘same vs. different’; toddlers learn the names of shapes (the building blocks of letters); preschoolers learn the names of letters and eventually their sounds.*

### Tell Stories About Everything



### “narrative skills” – being able to tell/retell a story or sequence of events

- Stories have a beginning, middle and end. Talking about what you’re doing (throughout the day) helps children learn this.
- Retelling stories is key in developing an understanding of beginning/mid/end—retell stories using props, toys, or even by drawing it out.
- Two other key methods for helping children learn this skill are sorting and sequencing – so be sure to give children lots of opportunities to count and to group items by different attributes (like size, shape, color).