



HOW TO **en**i♥**y** YOUR BOX OF
USE AND BITE-SIZED IDEAS FOR

joyful reading!



When trying the Lit Kit activities remember this model of teaching, which is also known as the “gradual release of responsibility” model. It is meant to show children how to perform a task, and give them a chance to test it out with support, before they do the work themselves.

Letter from the **Lit Kit Curator**

You've always been your child's first teacher. Your home provided your child's first exposure to books, the alphabet and the joy of reading.

At Calgary Reads, we value the role you play in your child's development and learning. When the pandemic occurred, we wanted to support you—as parents.

For 20 years we have trained volunteers to be tutors within schools to help struggling readers in grades one and two. So, we modeled our Lit Kit after our classroom Tutor Tubs of resources.

A Lit Kit helps your child open the door to a lifetime of reading

Take a peek inside. The Lit Kit is packed with fun activities and books sure to get your child excited about building their reading skills.

The Lit Kit can also help you to build a regular family reading routine as you engage your child in literacy-building games and reading.

With practice, your child will become a more proficient reader and experience the pleasure of reading!

The Lit Kit is full of ideas and easy to use. Let's get started!

Learning to read is complex. It's all about cracking the reading code. Phonics instruction teaches children how to map sounds onto letters and spellings. The more phonics skills children learn the better able they are to decode, or sound out, words. The more opportunities children have to decode words the stronger their word recognition skills become. When they get repeated exposure to the same words they improve their reading fluency (speed and accuracy) and they don't need to use as much mental energy to work through words. As sentences become longer and more complex, children need to read words fast enough to make meaning of what they are reading. WOW! That is a lot to think about and strive for – and, with this kit you can learn to help your child “crack the code!”

You are not expected to teach your child to read. Your child's teacher is leading this skill development at school. You help through your family reading time at home: reading aloud to your child, playing word games together and having your child read to you.

You inspire your child, too, when they see you reading for pleasure and purpose. They believe they will also grow up to be an adult who chooses to read to learn and enjoy life.

It may take a while for your child to master reading. Keep an optimistic spirit, a growth mindset and provide encouragement. If any part of the Lit Kit seems overwhelming, come back to it another time.

The Lit Kit will help you share in the excitement and joy as reading comes alive for your child!

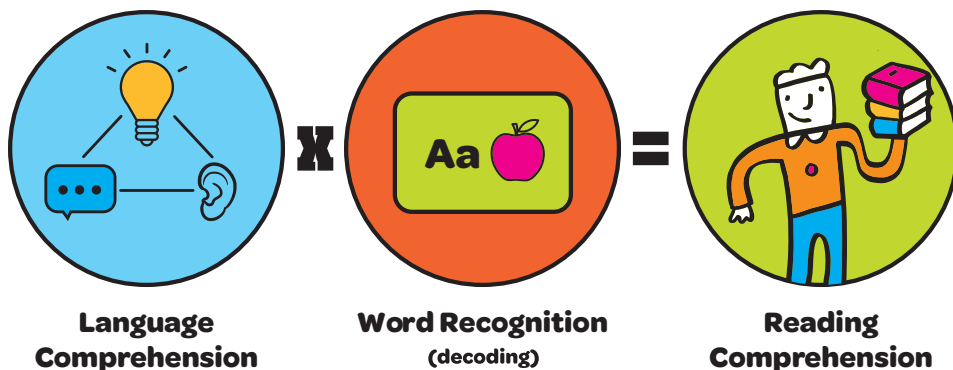
If you have literacy-building questions check in with your child's teacher, and if you have comments about the Lit Kit, please email me.

Happy Reading!
Stacey Pinney (Collyer), CEO, Calgary Reads
steacy@calgaryreads.com

“Children are made readers on the laps of their parents.”

– Emilie Buchwald, award-winning children's author

Simple View of Reading¹



Learning to read is complex. Children learn many skills at the same time.

Language Comprehension:
Ability to extract and construct meaning from spoken word

Word Recognition (Decoding):
Ability to read words accurately and quickly

Reading Comprehension:
Ability to extract and construct meaning from text

Scarborough's Reading Rope²



“The science of reading is inextricably linked to the love of reading. To teach and inspire the next generation, we simply can’t have one without the other.”

– Louisa Moats



Use this QR code to watch our video and learn more about the **Science of Reading**.

Family Reading Routine

Adult Reading



Word Play



Child Reading



When you do something over and over for awhile - long enough that it becomes second nature - a habit is born! A regular reading routine can become easy, enjoyable, automatic and something you won't want to miss. Make a promise to yourself and your child to do all three - adult reading, word play and child reading - if not every day, then whenever you can. You can do them in any order. Just promise to be there for each other and never give up!

Adult Reading



Reading aloud with your child is a wonderful daily activity to help build your child's brain and readiness for reading.

Even when your child can read themselves, this time together introduces new vocabulary, stimulates conversation and critical-thinking and builds a lifelong love of reading and books.

We've included several books in your Lit Kit from among thousands that are wonderful to read aloud with your child. The book selection in your Lit Kit may vary.

Charlotte's Web by *E.B. White*

As your child gets older, read aloud simple chapter books. This classic is a tender novel of friendship, love, life and death.

Did You Take the B from My _ook? by *Beck & Matt Stanton*

We chose this book because it has fun playing with words and helps kids understand language.

I Don't Want to Read This Book by *Max Greenfield*

This is a book with a good sense of humour and it introduces kids to the parts of a book. Hopefully it encourages your child to like reading and they will read it again!

My Book with No Pictures by *B.J. Novak*

First: watch the YouTube video online of the author reading this book. Next: together with your child, fill in the blanks and use the included stickers to "write" your own version of this funny and engaging book.

We Are in a Book! by *Mo Willems*

This "Elephant & Piggie" book is one in a series featuring these popular characters. It helps children understand dialogue by using speech bubbles. Children often find joy in collecting a series of books as they build their own home library.

Who Would Win? Rhino vs. Hippo by *Jerry Pallotta*

We include this as an example of a nonfiction book – meaning a book about real life things. Whether your child is interested in animals, space, princesses or how things work, include nonfiction books when you read aloud; they help children learn cool things about the world around them. Nonfiction can even be a story about a real person (e.g., a biography or autobiography).





Tips for reading aloud with your children

- Sit close together and be sure everyone can see the book
- Do a **Book Walk**. Look at the cover and pictures and wonder together what the book is about
- Read the story joyfully and with expression
- Point out awesome words and amazing pictures
- Take time to stop and talk about the book – during and after reading
- Pay attention to the pictures because they often give extra clues about the story

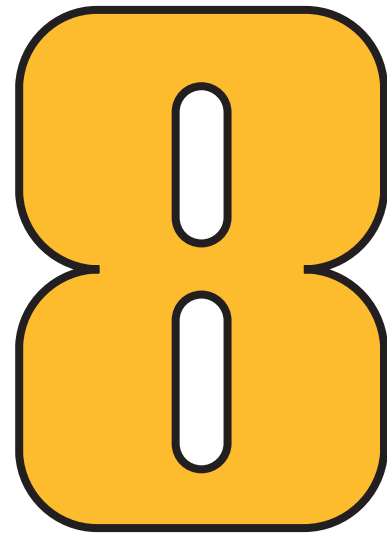
Rereading favourite books is encouraged! It helps your child develop their confidence and love of reading and books.

Take frequent pauses so positive things can happen. When talking and reading aloud with children, research shows that giving three to 10 seconds of “wait time” after a question has positive outcomes:

- ✓ The child is likely to engage more in conversation
- ✓ The length of their responses increases
- ✓ The number of “I don’t know” answers declines

Sometimes it helps to count quietly to 10 in one’s head to allow for wait time.

50 Books to Read before you are



After the Fall • Alexander and the Terrible, Horrible, No Good, Very Bad Day • Alligator Pie • Bear’s Loose Tooth • Bob and Otto • Caps for Sale • Cat in the Hat • Charlotte’s Web • Chicka Chicka Boom Boom • Chrysanthemum • Corduroy • Elephant & Piggie • Ferdinand • Harold and the Purple Crayon • How to Catch a Star • If You Give a Moose a Muffin • I Know an Old Lady Who Swallowed a Fly • Imagine a Day • Interrupting Chicken • It’s a Book • Jillian Jiggs • Last Stop on Market Street • Matilda • Megabat • Mortimer • Not a Box • Pete the Cat • Purple, Green and Yellow • Rainbow Fish • Ramona Quimby • Sam and Dave Dig a Hole • Scaredy Squirrel • Stellaluna • Stone Soup • Sylvester and the Magic Pebble • The Change Your Name Store • The Dot • The Giving Tree • The Grouchy Ladybug • The Gruffalo • The Little Engine That Could • The Little Red Hen • The Mitten • The Paperbag Princess • The Snowy Day • The Three Questions • The True Story of the 3 Little Pigs • Unplugged • Where the Sidewalk Ends • Where the Wild Things Are

Helpful questions

These questions are just suggestions if you need a bit of help. Try a few and let the conversation go where it will.

What do you think might happen in the story? What can you find in this picture? What is that person doing? What is happening in this picture? Where do you think they are going? Why do you think he did that? Have you ever done that? How do you think she feels? Have you ever felt like that? What do you think will happen next? What would you do if that happened to you? If you could change one thing about the book what would it be? What part of the book did you like best? What questions do you have after reading the book?



Book list for parents

How to Raise a Reader

by Pamela Paul
& Maria Russo

The Enchanted Hour

by Meghan Cox Gurdon

The Read Aloud Handbook

(7th edition) by Jim Trelease

The Power of Habits

by Charles Duhigg

The Reading Promise

**- My Father and the
Books We Shared**

by Alice Ozma

A Fresh Look at Phonics: Common Causes of Failure and 7 Ingredients for Success

by Wiley Blevins

Uncovering the Logic of English: A Common-sense Approach to Reading, Spelling, and Literacy

by Denise Eide

Know Better, Do Better: Teaching the Foundations So Every Child Can Read

by David Liben
& Meredith Liben

Why we read together

Children need attention. When you read aloud, whatever else may be going on in the world, you are concentrating all your attention on your child, the book, and the story. Your child will understand that they matter and feel reassured.

Children need physical contact and affection. Take your child on your lap or lean against one another – make reading time also a moment for cuddling. The combination of your voice and your embrace will help your child feel loved and secure.

Children need to feel loved and cared for. Reading aloud is a way to show your child every day how much you care and how important it is to you to spend time together. It's a way to hold your child close and help your child feel loved and protected.

Children need routine. Read a story at bedtime, naptime, or mealtime – it will help your child know what to expect and they will feel that their day has a predictable schedule, even in unpredictable times. Routines give your child something to look forward to and help them feel more safe and secure.

Dialogue reading tips



Reading picture books to children is a good thing to do but simply reading the words on the page to your child is not enough. There is a better way to approach story sharing and it is backed by scientific evidence. It is called dialogic reading – a fancy word that just means an adult will read and start a conversation at a time and in an environment where the child feels safe enough to open up and start to tell their personal story. Always follow the child's interest, attention and needs. Discuss the story openly and seek to understand where the child's feelings, questions and comments are coming from and why.

Open-ended prompts: Focus on books with rich, detailed illustrations. While looking at a page you could say, "Tell me what's happening in this picture." This type of prompt helps increase a child's vocabulary and attention to detail.

"Wh" questions: Ask a few "what, where, when, why and how" questions. They help begin important "back-and-forth, give-and-take" conversations. Don't make the questions feel like a test.

Recall: Ask the child what happened at the end of a book. Help them understand the story's key message. Read it again.

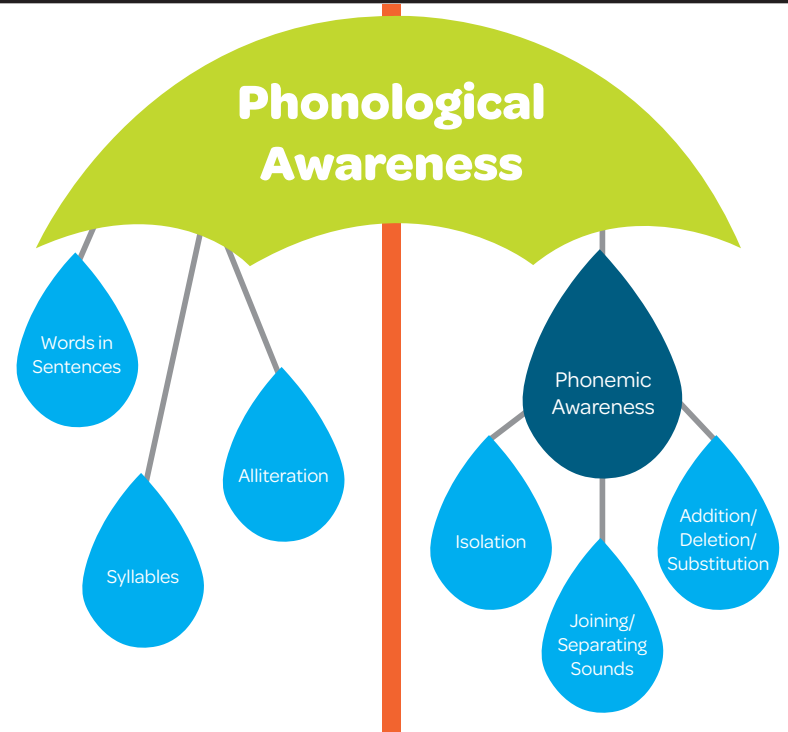
Distancing (more challenging): Ask the child to relate the pictures or words in the book to their experiences outside the book. Stories have the ability to act as "mirrors" to reflect a child's own experiences and as "windows" to allow them to see experiences that are different from their own. This builds empathy for others.

Word Play



Your Lit Kit includes games, gameboards, decks of various cards, dice, alphabet letters, resources and supplies. Everything is chosen to spark fun and learning as you help your child build their language and reading skills.

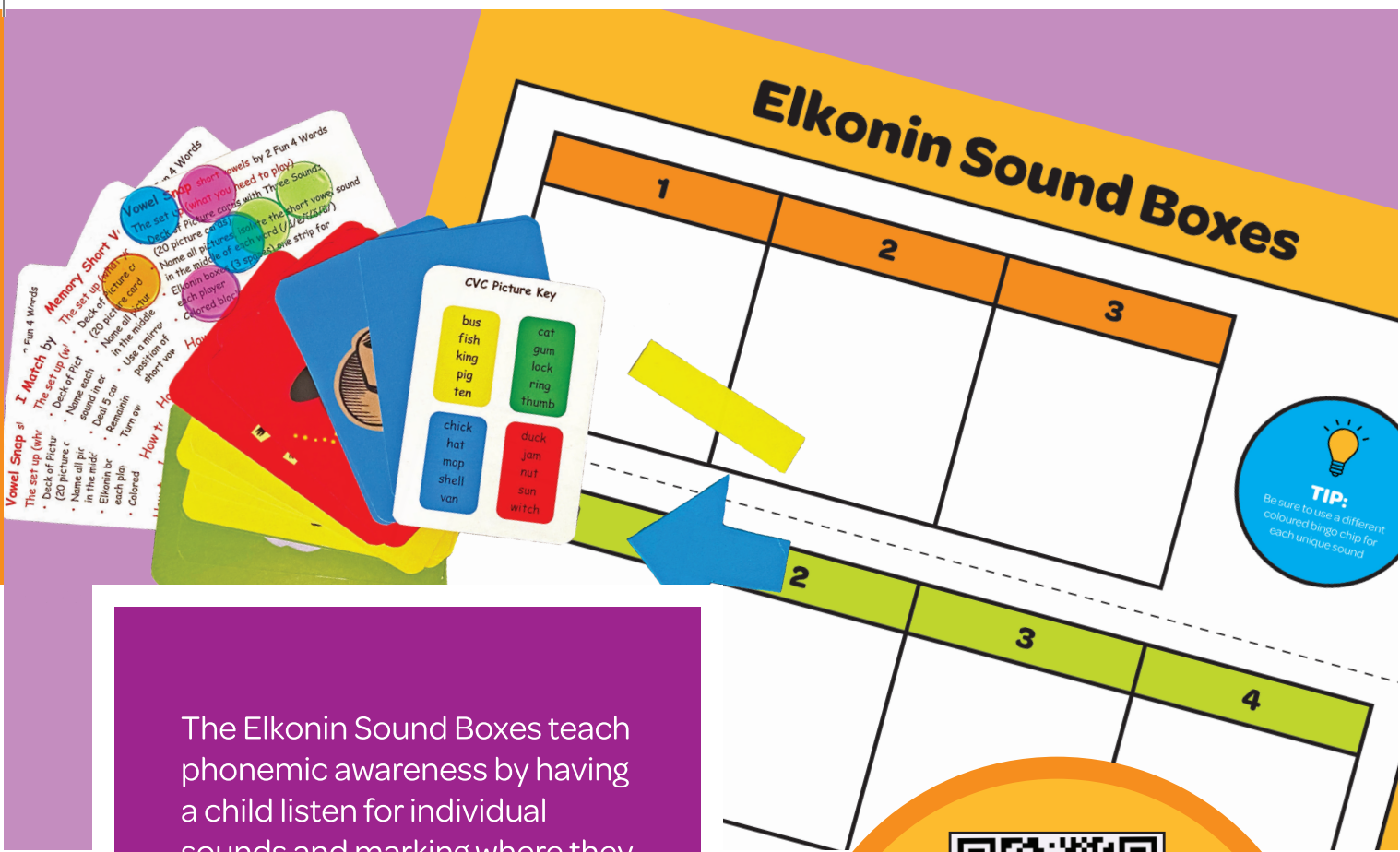
Phonological awareness is about being aware of the sounds in speech. It is concerned with the sounds we hear in spoken language, not the way we write those words. Phonological awareness is an “umbrella term” because it covers different aspects of awareness of the sound system in a language. **Phonemic awareness** is a specific part of phonological awareness. It is the ability to recognize individual sounds within words and to manipulate these sounds.



Phonological Awareness Stages

(See the Glossary at the back of the magazine.)





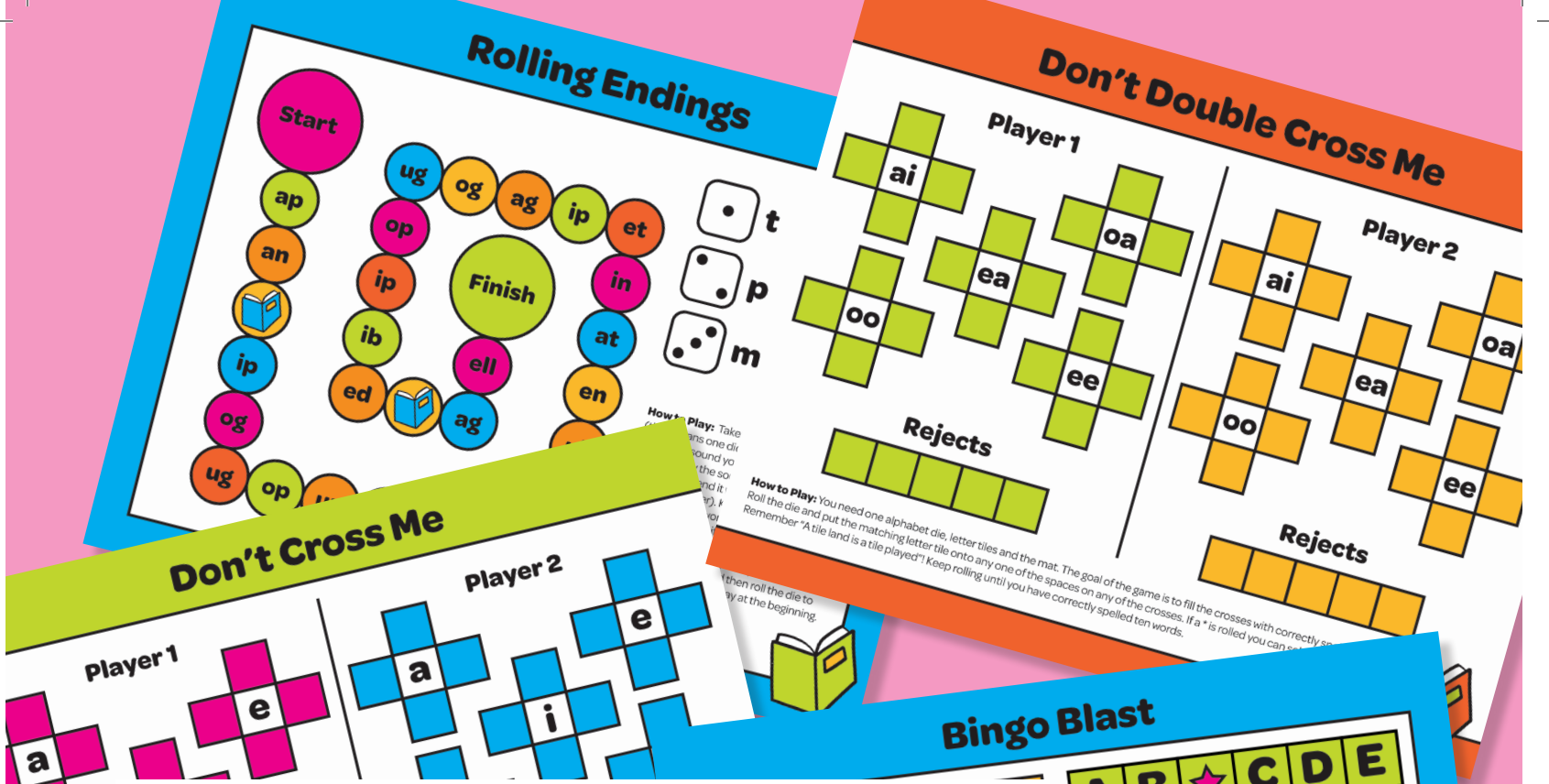
The Elkonin Sound Boxes teach phonemic awareness by having a child listen for individual sounds and marking where they hear them in the boxes. Each box represents one phoneme, or sound. Segmenting words is a difficult skill for children to acquire but it is worth working at as it is one of the best predictors of future success in reading.



Use the QR Code to watch our online videos. They explain how to use the Elkonin Sound Boxes with your child.

There are 26 letters in English. There are 44 speech sounds (depending on dialect). We combine 26 letters in more than 200 ways to represent speech sounds. Once children learn the basic patterns they can read 90% of the words in children's books.

* See the Spelling Code chart in your Lit Kit.



Follow the instructions printed on each gameboard. You'll find any needed dice or alphabet letter tiles in your Lit Kit. The yellow strip of letters can be punched out and kept in a baggie. Have fun!



Take turns placing a named picture card in the Red Word Maker. Have your child identify the item and say its name. Then help your child to find the corresponding white letter tiles that make the word and place the tiles on the Red Word Maker. Say the word together. Sound out the letters. Add letters to create new words together. E.g., I-N-K can become S-I-N-K or P-I-N-K.



< joy >

joy + ful → joyful

joy + ful + ly → joyfully

en + joy → enjoy

en + joy + ing → enjoying

over + joy + ed → overjoyed

joy + ful + ness → joyfulness

en + joy + able → enjoyable

un + en + joy + able → unenjoyable

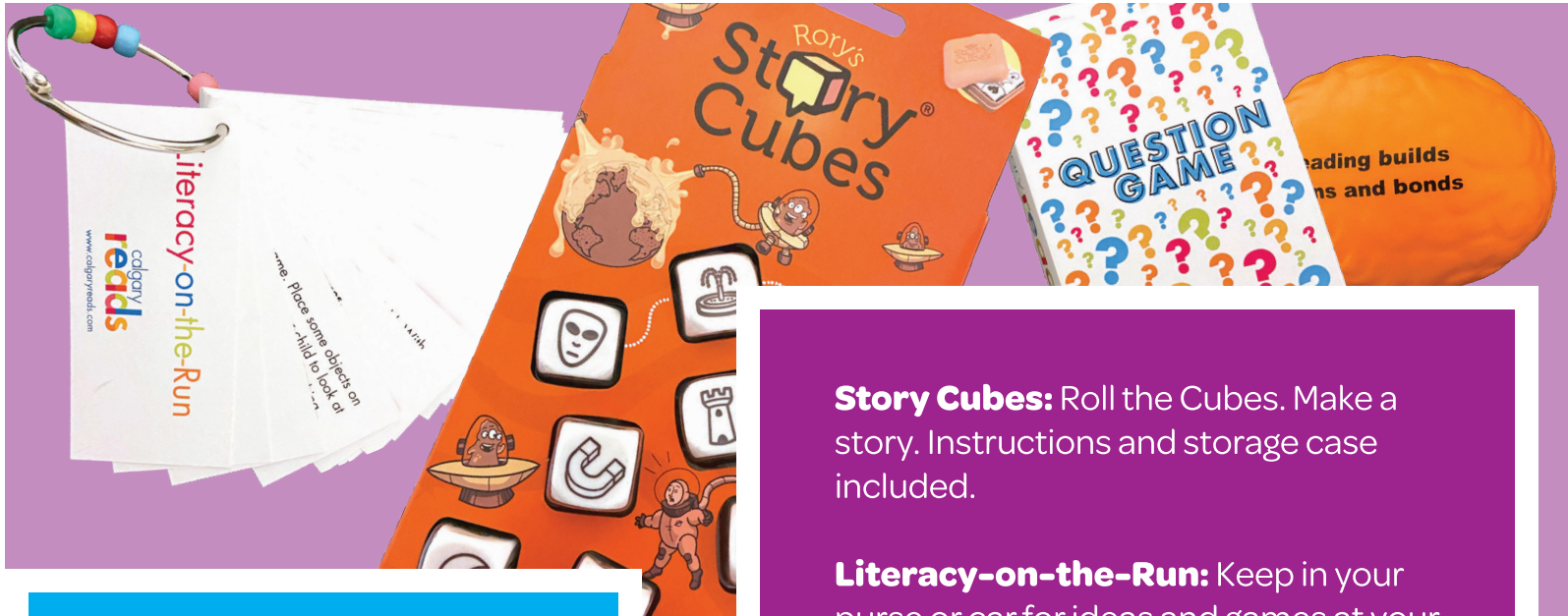
Simple things families can do to help their child become a reader:

Help your child see that reading is important • Set up a reading area in your home • Ask your children to describe events in their lives • Keep track of your child's progress in school • Let children choose the books you read aloud to them and the books they will later read for pleasure themselves.



Source: Adapted from RIF.org

PLAY ON!



You'll find many types of dice in your Lit Kit to use with various games.

Story Cubes: Roll the Cubes. Make a story. Instructions and storage case included.

Literacy-on-the-Run: Keep in your purse or car for ideas and games at your fingertips.

Question Game: Pick a card and play together at meal times or while driving.

The **Brain** toy is a great fidget gizmo for your child to hold while playing word games or reading with you.



More Games to Play with Dice and Letters



Each player needs a complete set of letter tiles A-Z.

Each player secretly thinks of a word for the other player to unscramble. You might want to choose a topic or a theme (ie: animals, space, four letter word...) to make it easier. Select the tiles you need to spell the word. Don't let your partner see until you have scrambled the letters. The first player to choose the word the fastest wins the game.

I'm thinking of a word...

Parent says...

Use a letter tile or magnet to write the first letter on the white board.

I'm thinking of a word and it starts with C. (pick any letter)

The white board is magnetic. You can use it with both erasable markers and the blue magnetic letters. Make words with your child and then take turns to change them up: C-A-T P-A-T S-A-T.

Write messages to each other.

In the Lit Kit you will find the white tile letters are all upper case (big letters). The blue magnetic letters are lower case (little letters). Have your child pair the upper and lower case of each letter.



We play on the swings

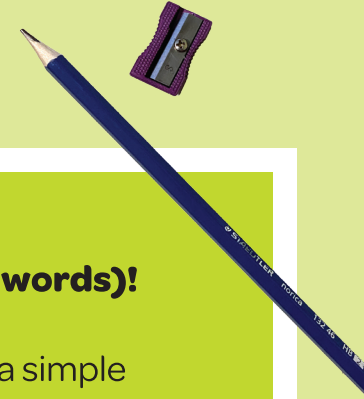
bike



Scrambled sentences (and words)!

On a white strip of paper write a simple sentence and read it with your child. Then cut the sentence apart into separate words. Help your child piece the sentence back together and read it again. Write other sentences on strips with different coloured pens and repeat the game. Try to create new sentences by using words from previous sentences. Use paper you have at home to make more strips.

Write single words on the blank recipe cards. Read together. Cut out the individual letters and help your child piece words back together, or create new ones!



Child Reading







Have your child read to you each day. It's ideal as the third part of your home reading activity: 10 minutes of adult reading with your child; 10 minutes of word play; and 10 minutes of your child reading to you.

Your child's teacher is likely sending home books at a suitable reading level for your child. You can ask for more and find others at the library.

"Just right" books





Remember Goldilocks and the Three Bears? She liked the "just right" porridge, chair and bed, just as your child will enjoy reading "just right" books.

Too hard

-  Too many words I do not know
-  I don't understand what I'm reading
-  I read the book word by word
-  I am not enjoying the book







Too easy

-  I know almost every word
-  I read the book quickly
-  The book does not challenge me
-  I've read the book too many times



Just right

-  I know most of the words
-  I understand what is happening
-  I can remember the story
-  I read the book smoothly



Choosing books

- 1. Early readers** (especially kindergarten and grade 1) should not read books that are harder than their ability, especially when reading is mostly about decoding words - your child's teacher will send them home with a book that they can read to you. You can read other books to your child.
- 2. Emerging and developing readers**
 - let them choose their own books
 - encourage them to follow their interests
 - some might be too easy and some might be too hard; that is ok. Feel free to talk about it with your child and it is ok to abandon a book that ends up being too hard
 - respect your child as a reader - their interests and the level they choose
- 3. Advanced readers**
 - read widely



Ask your
child's teacher for
a decodable book
recommendation
for your child's
level.

If your child gets stuck on a word, or misreads a word:

PAUSE for several seconds to let your child try to solve the problem. If your child is still unsuccessful:

PROMPT by saying...
“Let’s read that again” or by encouraging your child to use one of the *Stuck-On-A-Word Strategies*.

PROVIDE the word if your child is unable to read the word after two tries.

Always **PRAISE** your child for:

- realizing that something was not right
- attempting to self-correct
- re-reading
- self-correcting after being prompted

Try phrases such as:

“I like the way you went back and fixed it up.”

“That’s good because... it started with the sss sound.”

“It looks like that word.”

“How did you know that word was _____?”

THE FOUR P S

Reading strategies

When you get stuck on a word, try...

Lefty Larry

Start on the left side of the word.

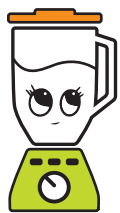


Grapheme Grasshopper

Hop to each grapheme (left to right) and say each sound.



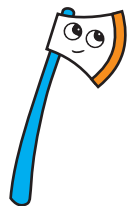
r a i n



Blendy Wendy

Blend the sounds together to read the word.

r a i n



Syllable Sam

Chop the word into syllables.

rab bit

*V C

V C

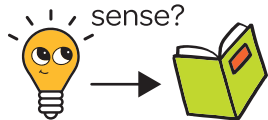
Chase the Base

Separate the base from the prefix or suffix.



Lucy Lightbulb

Reread the sentence. Does it make sense?



*V = vowel, C = consonant

What is a sight word?

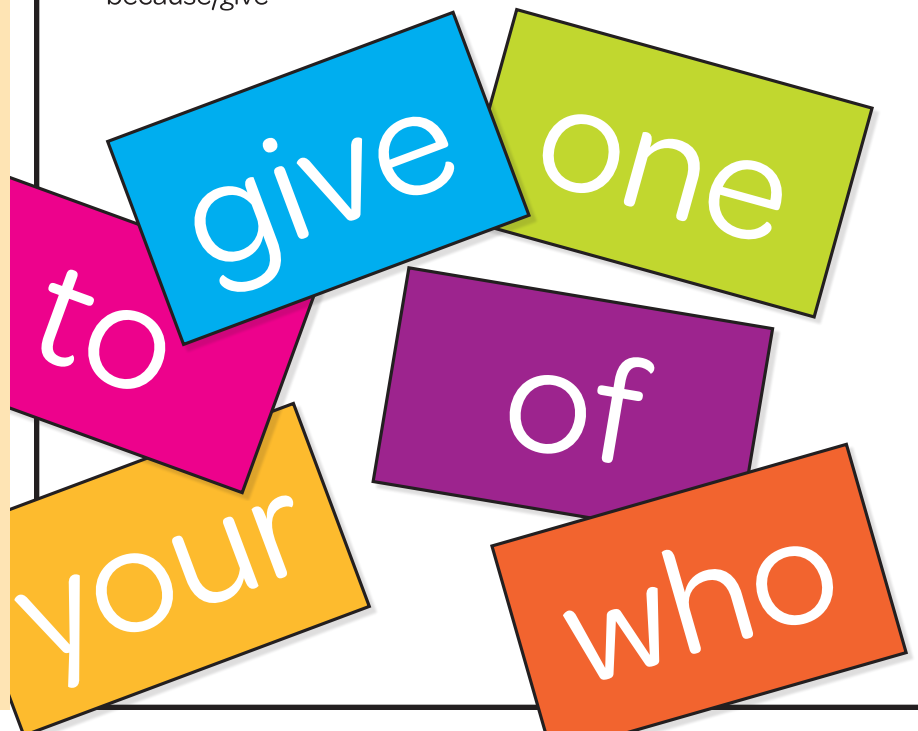
A sight word is any word that is recognized instantly and effortlessly, by sight, whether it is spelled regularly or irregularly.

For years, children have been memorizing lists of high frequency words. However, using whole-word memorization is not an efficient way to learn new sight words. Many of the words in these lists are easily decodable. A child needs to see a word 20 times to memorize it but only 4 if they learn the sounds. With just the 5 short vowels and 3 consonant sounds, a child can sound out 60 words. Once they can sound out the 5 short vowels and 7 consonants, there are now 840 possibilities (160 are real words). By learning just 12 of the approximately 44 sounds, the child can now read 160 real words. This would take a lot longer to memorize. Please read Stephen Parker's book "Parker Reading Instruction and Phonics," available free online if you would like more information at <https://www.parkerphonics.com/books>.

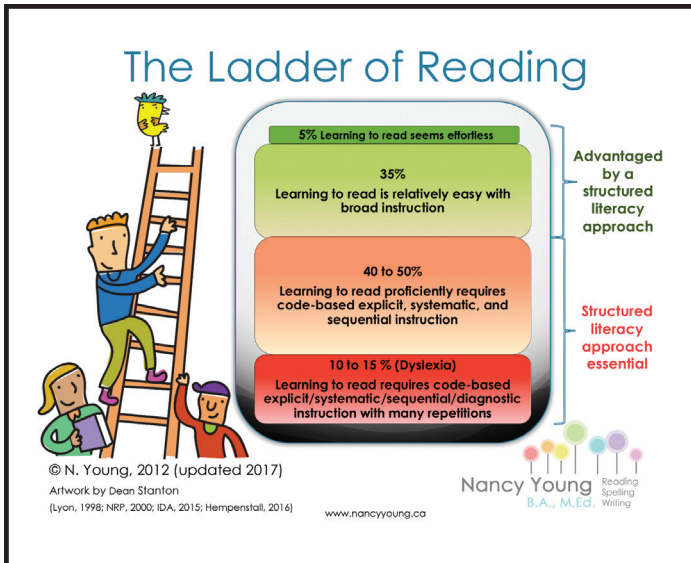
We advocate for the extremely limited use of sight words for very early readers to get started. After that, we would prefer kids to learn that they will achieve reading more quickly and efficiently by learning the letters and sounds so they can learn many, many more words than they can possibly memorize.

Here is a list of words considered slightly irregular, and worth learning by heart:

To/of/have/you/do/from/they/one/would/there/their/
what/who/people/your/some/could/only/come/two/want/
because/give



Simple view of reading: **beginning readers**



6 REASONS WHY KIDS MIGHT STRUGGLE WITH READING

1. Difficulty recognizing the individual sounds in spoken words (phonemes). The ability to recognize and play with speech sounds is called phonemic awareness.
2. Difficulty sounding out written words (decoding) and recognizing familiar word parts.
3. Difficulty understanding what is being read. Limited vocabulary and background knowledge contribute to lower levels of reading comprehension.
4. Limited English language skills.
5. Limited experience with print and books.
6. Instruction that doesn't meet an individual child's needs. For example, a child with dyslexia may need additional explicit (step-by-step) instruction, provided in a carefully planned sequence.

Being at risk doesn't mean that a child is destined to struggle with reading, but it does indicate that they may need especially close monitoring and early intervention to prevent ongoing reading difficulties. That's where involved parents and good teachers come in!

Source: readingrockets.org

HELPING RELUCTANT READERS*

There are four general reasons why children may be reluctant readers and – fortunately – many ways to help.

Too boring: The reading level may be too hard or your child hasn't found the right book or subject that hooks them. Find out what your child is passionate about (dinosaurs, space ships, ponies or princesses) and share books, magazines and websites on the topic together.

Too blurry: Vision, learning difficulties, and the ability (or inability) to pay attention all powerfully affect learning. Have appropriate health check-ups and consider products and other resources that might help.

Too tricky: Sometimes we forget that reading is one of the hardest things our child will learn to do. Seek help from their teacher and/or explore simple assessments.

Too "sitty:" Sitting still doesn't appeal to many children. Be creative about when reading can occur; audio books can be used while on the move and read to your child during meals.

*Reluctant readers are different than struggling readers.

Stages of Reading Development

by Jeanne S. Chall

“Learning to read is NOT a natural process. It is a process that requires the mastering of a series of developmental stages in response to environmental input, starting with language processing in utero (before a child is born) and ending with proficient reading years later.” - Chall, 1983

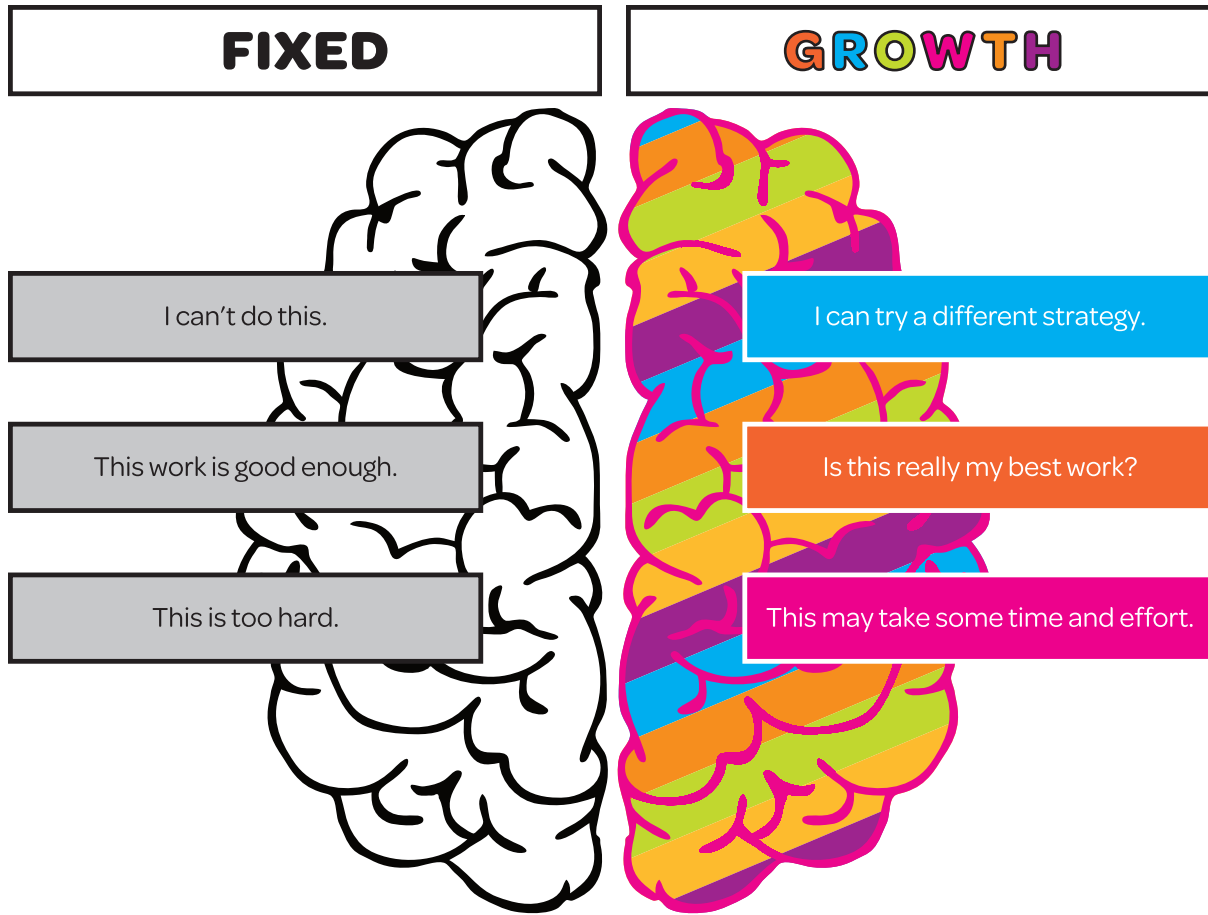


The **BIG FIVE** in reading

1. Phonemic Awareness
2. Phonics
3. Vocabulary
4. Fluency
5. Comprehension

Unlike speaking, reading does not come naturally. It must be taught in a systematic, ordered way. Research tells us children must be taught these five things.

Change your **WORDS**



Change your **MINDSET**

WHAT IS A GROWTH MINDSET?

A growth mindset is the belief that one's skills and qualities can be cultivated through effort, good strategies, and support from others as opposed to a fixed mindset that supposes them to be determined at birth.

According to the theory, a person with a growth mindset is more likely to embrace challenges and learn from setbacks to reach greater levels of achievement than a person with a fixed mindset who avoids challenges and mostly seeks approval.

Instilling a growth mindset includes not just praising effort but rewarding progress and the processes that lead to greater learning.

THE POWER OF **YET!**

- I can't do this**YET**
- I'm not good at this**YET**
- I don't understand this**YET**
- It doesn't work**YET**
- This doesn't make sense**YET**

Glossary

Alliteration: Using the same sound, especially consonant sounds, at the beginning of several words that are close together. Tongue twisters are an example of alliteration and are fun to say together... “Peter Piper picked a peck of pickled peppers.” “She sells seashells by the sea shore.”

Alphabet Recognition: English is an alphabetic language. To read in English children need to understand the alphabetic principle that our letters stand for sounds and they need to recognize letters in various contexts and forms, e.g., uppercase (big), lowercase (small), manuscript, cursive, different fonts.

Blends: Each letter in a blend keeps its own individual sound (brag.../b/r/a/g). Blends are sometimes called consonant clusters because they can be made up of two or three letters. There are a lot of blends! Children do not need to memorize all the blends. They just need to know how to blend sounds together.

Compound Words: Two or more smaller words that are grouped together to create a new word that has its own meaning (i.e., snow + man = snowman).

Comprehension: Children need to be able to “hold on to” the words they are reading long enough to see how they work together to make meaning. Reading to understand means making connections to things they already know and thinking critically about the text to form their own opinions or ideas.

Consonants: There are 21 letters of the alphabet that are speech sounds that are not a vowel. They are pronounced by stopping the air from flowing easily through the mouth by closing the lips or touching the teeth with the tongue.

Decoding: Written language is a code. It uses symbols (letters) to represent sounds. To decode a word you need to know:

- Which sound or sounds each letter makes, like a *g* sounds in goose and how it sounds in gel
- How to take apart the sounds in a word and blend them. For example with jam, the first sound is /j/, the next sound is /a/, and the last sound is /m/. Then slowly blend them in “jjaaamm”
- How groups of letters can work together to make a single sound, like *sh* in fish. Learning these kinds of letter patterns is part of studying phonics
- Some words just can’t be decoded

Diagraphs: Two letters that work together to make one sound. There are vowel diagraphs ee/oo/ai/ea/oy... and consonant digraphs sh/ch/th/wh/ph...

Elkonin (Sound) Boxes: These can be used to teach phonemic awareness by having children listen for individual sounds and marking with bingo chips, coloured blocks, pompoms... where they hear the sounds in the boxes. Each box represents one phoneme, or sound. (e.g., the word sheep is spelled with five letters but only has three phonemes: /sh/ ee/p/.) Scan the QR code inside the little bag of cards to see how to use Elkonin Boxes.

Fluency: Being able to read accurately at a good pace and with the right expression or intonation. Reading speed is part of fluency.

Onset and Rime: The “onset” is the initial phonological (sound) unit of any word (e.g., *c* in cat) and the term “rime” refers to the string of letters that follow, usually a vowel and final consonants (e.g., *at* in cat). Teaching children about onset and rime helps them recognize common chunks within words. This can help students decode new words when reading and spell words when writing. You can make real and nonsense words using the onset + rime mat.

Orthographic Mapping: When we have seen and read a word many times, it is stored in long-term memory as a unique letter string and can be read almost instantly. It is not the same as learning words by sight or memorization.

Phonics: The knowledge of letter sounds to decode printed words. The association of sounds and symbols.

Phoneme: The smallest unit of sound in speech.

Phonological Awareness: This is the umbrella category for the ability to understand sounds in spoken language. You can learn phonological awareness with your eyes shut! It includes word awareness, rhyme awareness, syllable awareness and phonemic awareness. Poor phonological awareness is the most common cause of poor reading, especially for beginning readers.

Phonemic Awareness: This is a skill that is part of Phonological Awareness; it is the ability to hear, identify and manipulate sounds (phonemes) in spoken words. Activities to build Phonemic Awareness are in this magazine on pages 14-15.

Rhyme: To end with the same sounds (i.e., “bug rhymes with rug”). Repeat nursery rhymes with your child and let them chime in on rhyming words. Play Hink Pink – say out loud pairs of rhyming words and then say one word so your child can add the rhyme.

Syllables: These are sometimes referred to as the “beats” of a word that form its rhythm and breaking a word into syllables can help with phonetic spelling. Syllables are a single unbroken vowel sound within a spoken word. They typically contain a vowel (or two if one is silent) and perhaps one or more accompanying consonants. So syllables are always A, E, I, O, U or sometimes Y when it makes a vowel sound. All words are made up of at least one syllable.

How to count syllables: counting and recognizing syllables helps children split and decode words for spelling and pronunciation. They are the building blocks that make up speech. Children can learn how to count them by clapping along to the beats of spoken words. Say the word and clap each time you hear a vowel as a separate sound. The number of claps is the number of syllables.

Text: A book, or other written or printed work (noun). Not to be confused with the verb “to text.”

Vowels: In English these are A E I O U: a speech sound when the breath flows out through the mouth without being blocked by the teeth, tongue or lips.

Word Awareness: Tracking the words in sentences or the parts of a word.

Recommended websites

littleredreading.house

calgarylibrary.ca – *Tumblebook Library*

learn.khanacademy.org

nytimes.com – *How to Raise a Reader Guide*

pbskids.org/games/reading

readingrockets.org/booklists/imagine-think-and-play

scholastic.com/parents/books-and-reading

starfall.com

understood.org

Slow down

Read more books

Share stories

Reduce screen time



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