



**CARLUCCI AMERICAN INTERNATIONAL SCHOOL OF LISBON**



# How Children Learn to Read

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# Reading

Is it:

a) A skill

or

b) A source of entertainment?

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There is no doubt that Reading is a skill, with a very specific set of competences to be mastered from EC3 right through 12<sup>th</sup> grade and beyond.

However, from Early Childhood through University research shows that reading for pleasure is closely correlated to academic success at every level of education.

Our ultimate goal is to nurture a love of reading in our children.

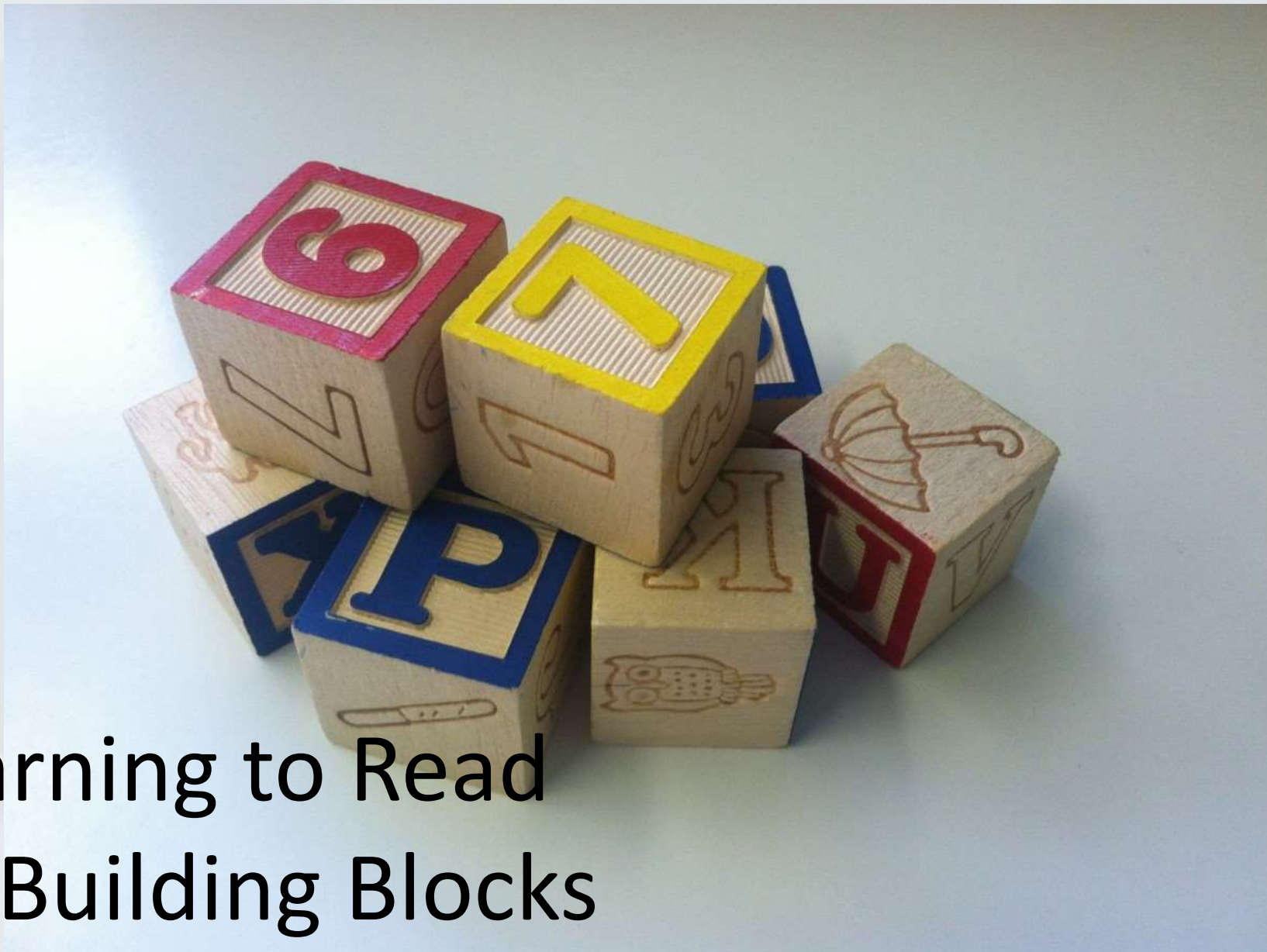
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Between the ages of four and nine, children will:

- Learn and master over 100 phonic rules
- Recognize around 3,000 words – at a glance
- Develop a reading speed of around 100 words per minute
- Combine words with a variety of punctuation devices to make sense of what they read.

- Paul Kropp, 1996



# Learning to Read The Building Blocks

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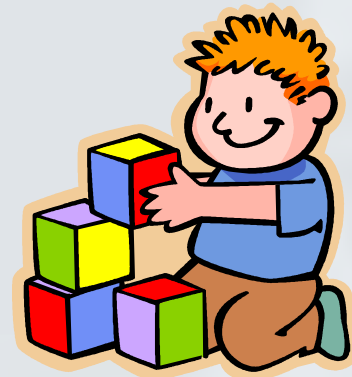
## The building blocks of Reading:-

1. Phonics – letter sounds and strings

2. Vocabulary

3. Context

4. Comprehension





## IN EC3/4

Students listen to a variety of literature, becoming more familiar with English vocabulary.

Students are read to on a daily basis and given the opportunity to engage in class discussions.

They are able to enhance their oral skills through the memorization of rhymes, songs and poems.

Students continue to practice the alphabet and recognize letters in their environment.

They begin to understand the importance of the written word.

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We live in a print-rich environment.



**Words are EVERYWHERE!**

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## Name recognition

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**Joana**

**Tomás**

**Bernardo**

**Sara**

**Alex**

**Nicole**

**Lee**

**Margarida**

**Bruna**

**Amy**

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## Word wall

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Letters and their sounds:

A  
is for  
apple



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# How to Help your EC Child

- Read with them!
- Read the Library books – multiple times!
- Sing the songs!
- Do the silly voices.
- Follow the text with your finger.
- Try to guess what's going to happen next
- Talk about the characters and the pictures
- Make storytime a special time with your child
- Join in Show & Tell for the letter of the week!

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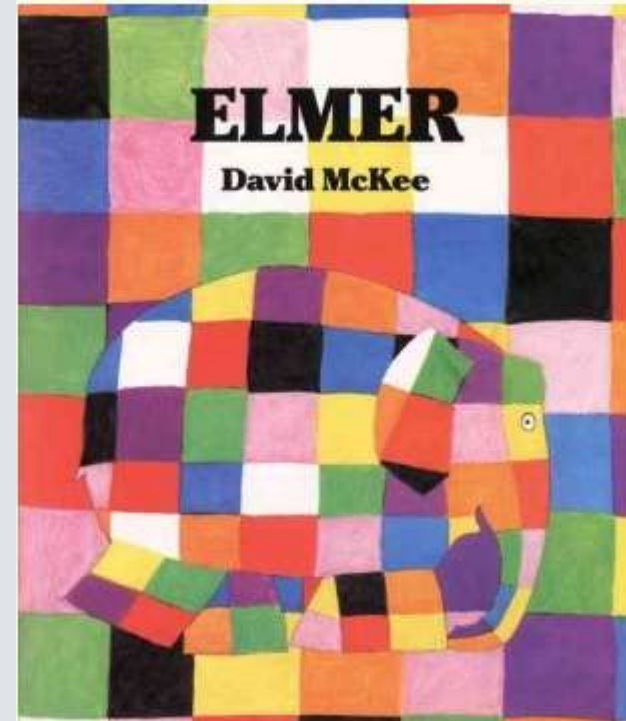
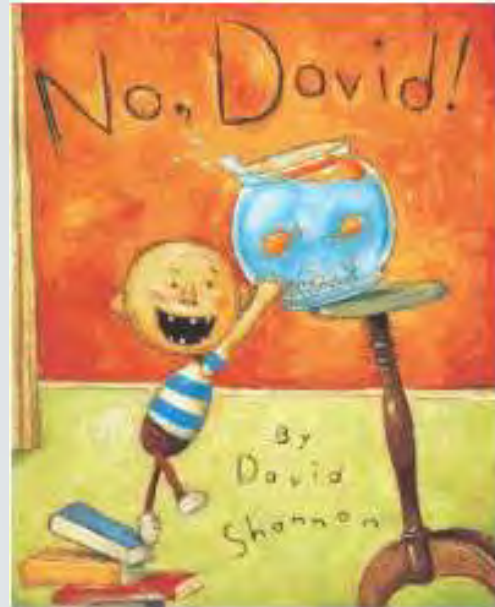


# Favorite Books for Early Childhood

*We're Going on a Bear Hunt*  
Michael Rosen    Helen Oxenbury



National Bestseller—More Than One Million Copies Sold!



*GUESS HOW MUCH*  
I LOVE YOU



Sam McBratney illustrated by Anita Jeram

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# In Kindergarten

Reading skills are taught through themes, letters of the week, and leveled books with sight words. Letter names and sounds are taught so that the children are able to use a phonemic approach to reading.

Students are read to on a daily basis. With prompting and support, they ask and answer questions about key details in a text, retell familiar stories, and identify characters, settings, and major events in a story.

Students actively engage in group reading activities with purpose and understanding.

They participate in conversations about kindergarten topics and texts in small and larger groups.

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# Building Words with Letter Sounds

coat

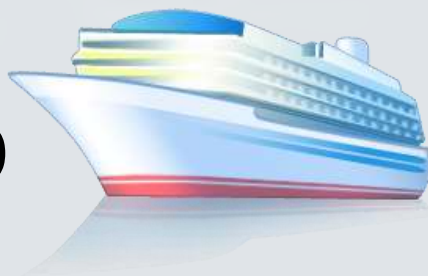


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# Building words with consonant blends:

sh as in ship



ch as in chick



th as in thin





Until pretty soon they read words like:



diplodocus

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# Dolch Words

<b><u>here</u></b>	<b><u>were</u></b>	<b><u>there</u></b>
<b>to</b>	<b>two</b>	<b>too</b>

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Children will quickly begin to recognize words around them, based on the length, number of letters and shape. However, the SHAPE of a word can sometimes cause confusion.....

**Bona**

**Bruna**





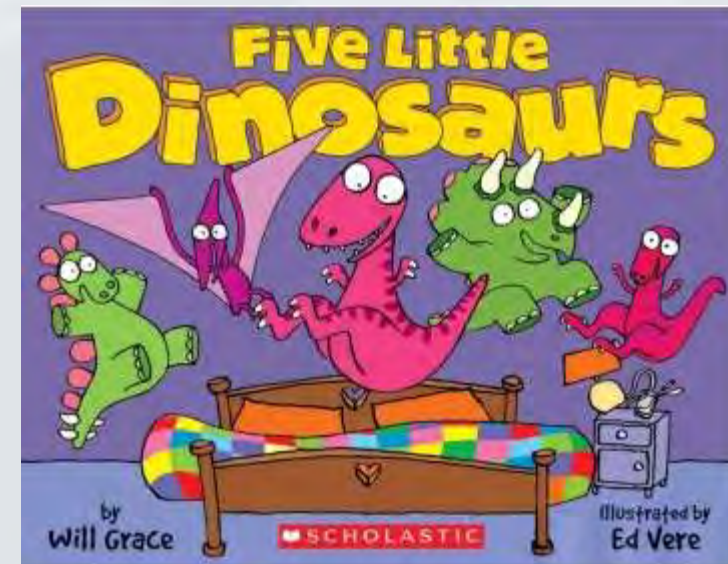
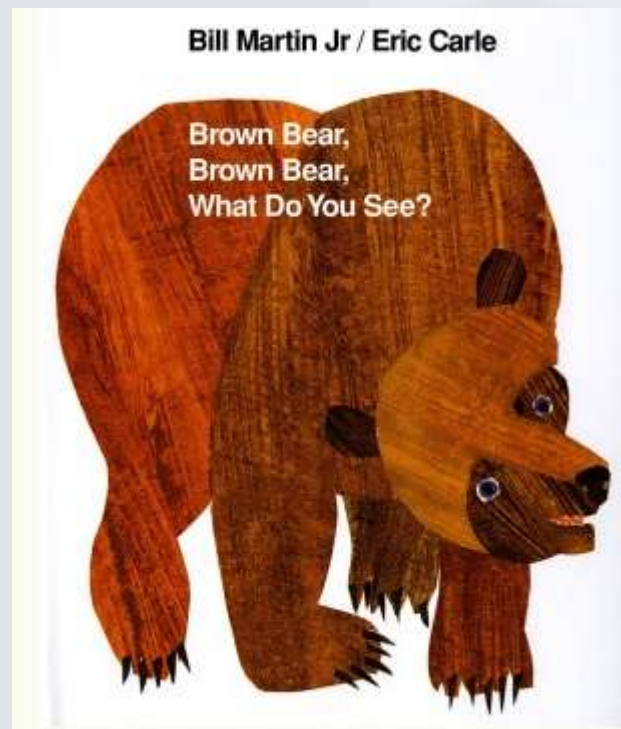
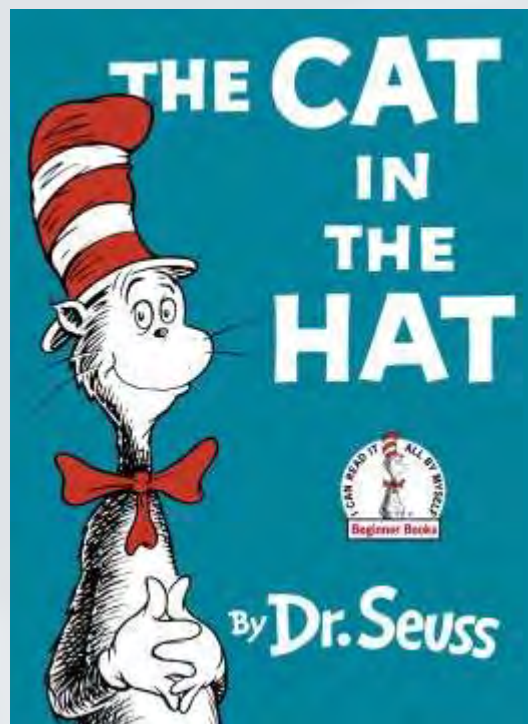
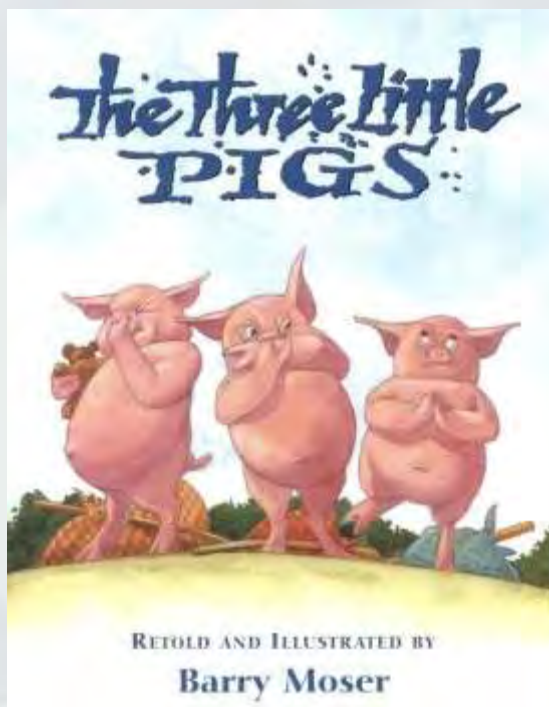
# How to Help your Kindergarten Child

- Read with your child each day – in English or any language
- Read and re-read the books that come home from school each Friday
- See if your child can retell the story in their own words
- Have your child help you with writing tasks – shopping lists etc.
- Model reading and writing for them
- Play games together as a family
- Make a “memory game” of the Dolch words/sight words (you can find them on Moodle!)
- Make sure reading is a fun activity

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# Favorite Books for Kindergarten



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# In Grade 1

First grade students read at their own developmental level in carefully assigned reading groups.

They are exposed to a rich variety of fiction and non-fiction, as well as specific phonics-based texts.

Students learn to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly while retelling the stories.

First graders learn how to ask and answer questions in order to gather additional information or clarify something that is not understood.

Students also ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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# More phonics

## Consonant blends

bl as in black



br as in brown



## Vowel blends

oo as in moon



ee as in bee



## Letter strings

ight as in light





# More Dolch words

again

every

could

once

thank



# Expanding vocabulary

moon

reptile

survive

air

solar system

matter

gas

mammal

oxygen

solid

planet

food

water

liquid

amphibian

space

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# Nightly Reading...

First graders read with a teacher at least four times a week, in levelled reading groups.

They bring home the books they read.

We would like them to share these books with parents too.



# Punctuation

The tiny marks that make so much difference to what is read.



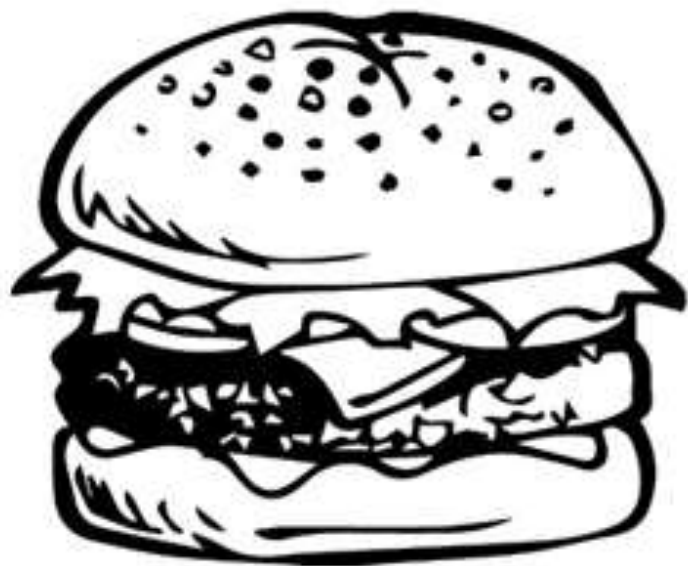
[www.digitalsynopsis.com](http://www.digitalsynopsis.com)

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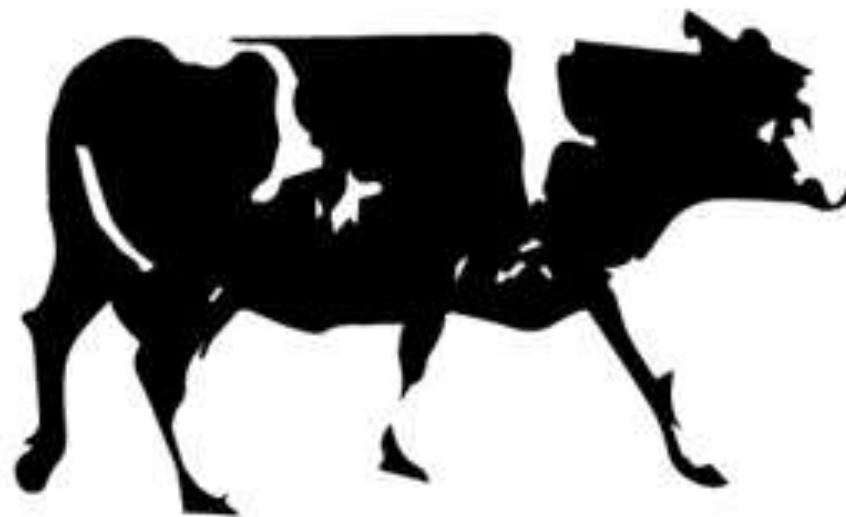


# Punctuation

Eat your dinner!



Eat. You're dinner!



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# It's hard to remember...

A time when we couldn't read.

Sometimes we feel frustrated that a child doesn't recognize a word they read on the page before, or the book they read yesterday.

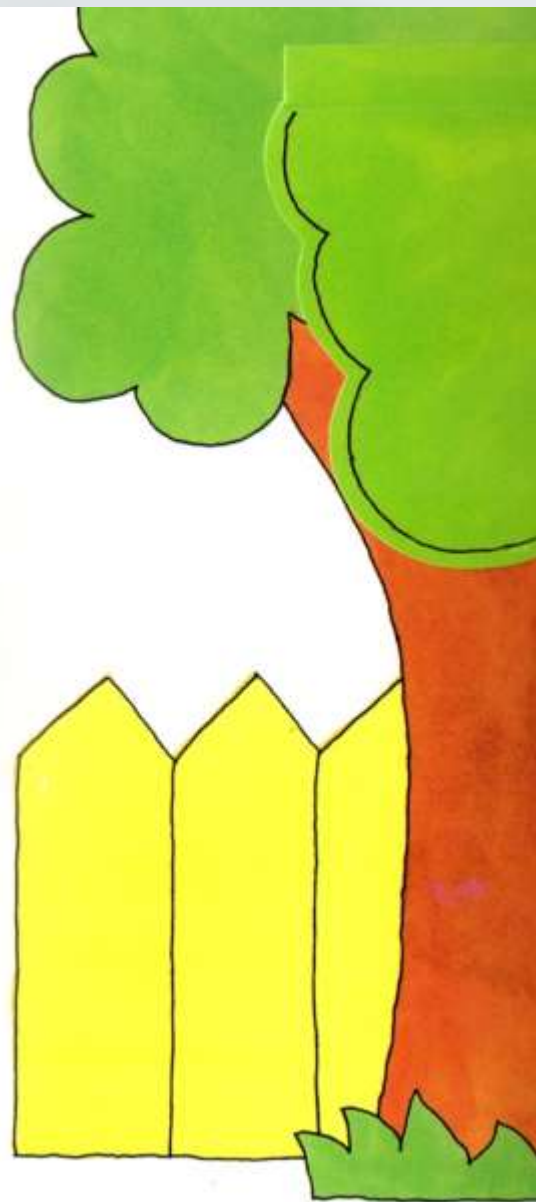
So let's go back to the beginning...

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啾，啾！

谁在树上？



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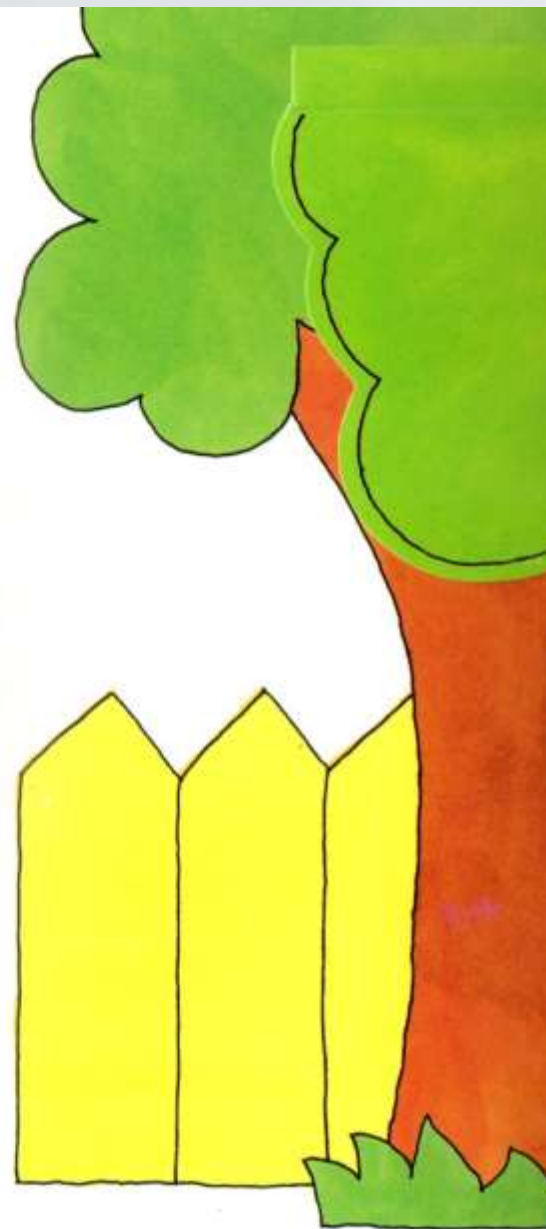


啾，啾！

**Tweet, tweet!**

谁在树上？

**Who is in the tree?**



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咚，咚！

Dong, dong

*(Knock, knock)*

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啾，啾！

Choo, choo

*(Tweet, tweet)*

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丁零零，丁零零！

Ding ling ling, ding ling ling

*(Ding, ding)*

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哈哈，哈哈！

Ha ha, ha ha!

*(Giggle, giggle)*

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呱，呱！

Gwaa, gwaa

*(Croak, croak)*

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喵， 喵！

Meow, meow

*(Meow, meow)*

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吱， 吱！

Zhi, zhi

*(Squeak, squeak)*

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# How to Help your First Grader

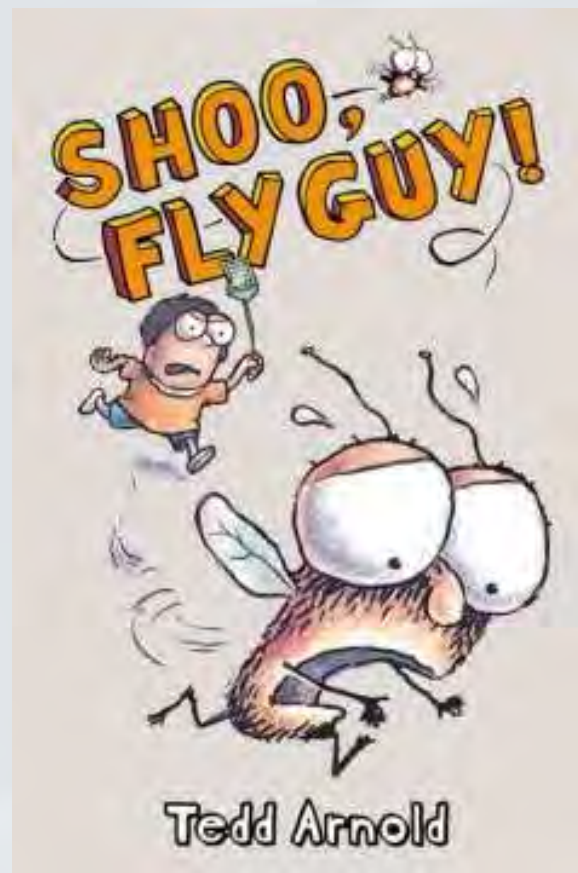
- Read every day
- Ask questions about the story to check understanding
- Make connections from the story to your child's daily life
- They can listen to stories above their reading level
- Older siblings can read with them
- Encourage activities that require reading – recipes, directions, etc
- Continue to be a good role model – let them see you read!
- Let mistakes go as long as they don't change the meaning of the story. If the sentence is, "She ran up the hill," and the child reads, "She is running up the hill," don't correct it. If she reads, "She rain up the hill," ask if it makes sense. When correcting, do it gently.

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# Favorite Books for 1st Graders



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Now I have the building blocks...

Is it easy?

No! Based on national research in the United States:

Only 5% of children learn to read effortlessly

60% of children face significant challenges in learning to read

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**(Click here for the video link)**

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How are you doing on those  
phonics we learned?

呱，呱！

Gwaa, gwaa!

(Croak, croak!)

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哈哈，哈哈！

Ha ha, ha ha!

(Giggle, giggle!)

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Thank you for coming.

Happy reading!

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