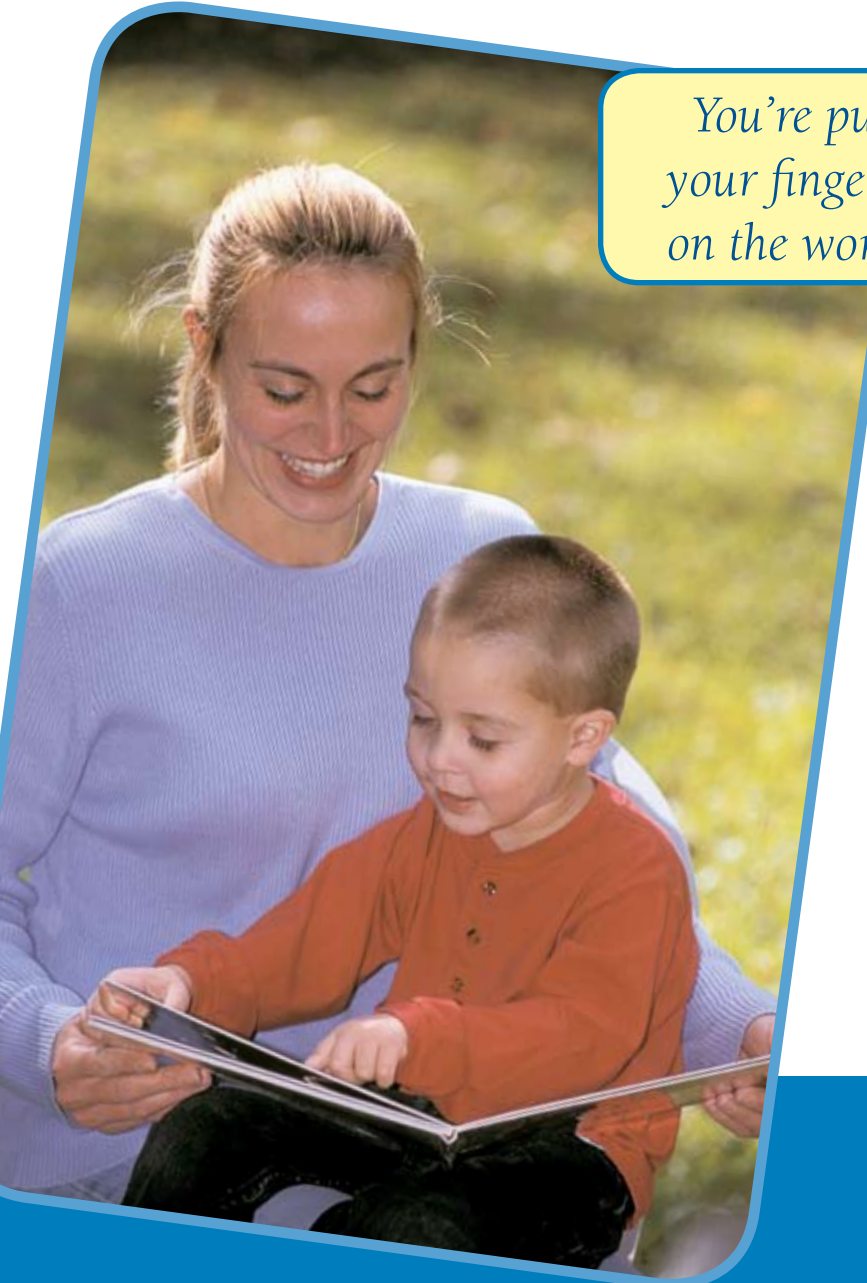


Noticing Words

*You're putting
your finger right
on the word hat.*

Emphasize and point to words that are repeated in books and then encourage your child to say and point to them.

By playing an active role during reading time, your child will begin to notice how repeated words sound and look.





Why this is important

Four-year-olds are typically beginning to show interest in the words as well as the pictures in books. Your child may be learning to recognize a few words by their shape and by the places they are found. Children who live in a home where reading and writing are important activities usually start school with a greater interest in reading. Being a skilled reader is essential to success in school and life. Reading skills also give children lifelong access to entertainment, information, wisdom, humor, and the comfort of books.

What you do

- Choose a book at reading time that contains a simple story and often-repeated words. Read the book with your child.
- Ask questions about the story, pausing and waiting to give him time to respond to your questions: *Where is the cat on this page? What is he holding?*
- Find a familiar word that is repeated often, such as *cat, boy, fish, foot*, etc.
- Draw your child's attention to the word each time it appears by emphasizing the word with your voice. Point to the word as you say it.
- Encourage your child to point to the word when he sees it on another page.
- Vary the game by reading the wrong word such as *hat* instead of *cat*. Congratulate him when he corrects you.

Another idea

Repeatedly draw your child's attention to a particular road sign, say the word to him, and ask him to say it, too. When you see it again, say, *There's a red sign. I think we've seen it before. Do you know what it says? Can you tell me?* Think of other common words that appear throughout his day and use them in this game.

Let's read together!

The Earth and I
by Frank Asch