

Welcome

January Parent Engagement

—Session



Prayer



How to support your
French child in reading.

What is reading

- Reading requires children to make meaning out of print.
- They need to know the different sounds in spoken language and be able to connect those sounds to written letters in order to decipher words.
- They need deep background and vocabulary knowledge so that they understand the words they read.
- Eventually, they need to be able to recognize most words automatically and read connected text fluently, attending to grammar, punctuation, and sentence structure.

Help with reading

There is nothing more important that you can do for your child than to establish a love of books and an appreciation of the written word.

Expose your child to English and French reading material as often as possible. Use a variety of genres (i.e. newspapers, comic books, fiction, and non-fiction).

Model reading to show that books can be a form of entertainment as well as a source of information.

Studies have shown that reading strategies and skills may be transferred from one language to another.

Is reading a natural process?

- Our brains are not wired for reading, we use a part of our brain that is meant to recognize faces and objects to read.
 - That is why it is important to make the learning process as easy as possible.
 - Reading is built on the spoken language network. (phonemic processing)
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Linnea Ehri's stages of reading


Consolidated Phase

 Children decode in chunks rather than individual phonemes. Children automatically recall sounds, syllables, words, morphemes, families and analogies for fluent reading.


Later Alphabetic Phase (Full Alphabetic)

 Early sight word learning begins. Children have complete phonemic awareness and handle every letter in a word. Children can match phonemes (sounds) with graphemes (letters).

Early Alphabetic Phase (Partial Alphabetic)

 Children demonstrate emerging use of grapheme, phoneme, or letter-sound connections.

Pre-Alphabetic Phase

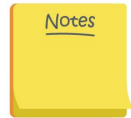
 Children have little or no alphabetic knowledge and, instead, use other cues or symbols to figure out words.



Reflection slide

What are you currently doing in your home to support reading development?

Write your answer on a sticky and come place it on the whiteboard.



Controlled environmental factors of reading

- Create a quiet, special place in your home for your child to read, write and draw.
- Keep books and magazines on shelves they can reach in their favorite hangouts around the home. Make these shelves inviting and keep them organized.
- Help your child see that reading is important. Set a good example for your child by reading books, newspapers and magazines.
- Give your child an opportunity to explore books. Visiting a library or a bookstore gives your child a chance to find topics and books that interest them.
- Create a habit by setting a specific reading time each day. You can do this by inviting your child to read everyday.
- Put a basket full of books and magazines next to their favorite places to sit.

How to read with a child in the partial alphabetic phase(Gr.1)

- When reading a book where the print is large, point word by word as you read. This will help the child learn that reading goes from left to right and understand that the word he or she says is the word he or she sees.
- Read a child's favorite book over and over again.
- Read many stories with rhyming words and lines that repeat. Invite the child to join in on these parts. Point, word by word, as he or she reads along with you.
- Discuss new words. For example, "This big house is called a palace. Who do you think lives in a palace?"
- Sing nursery rhymes aloud together.
- Stop and ask about the pictures and about what is happening in the story.
- Read from a variety of children's books, including fairy tales, songbooks, poems and information books.

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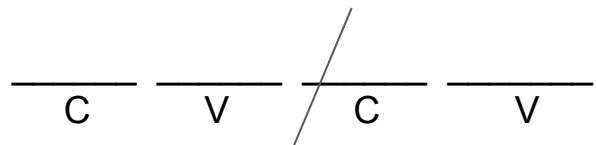
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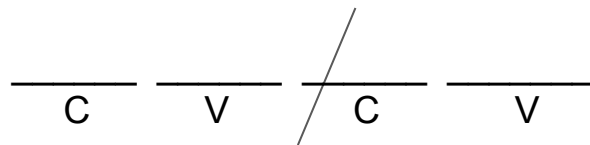
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How to read with a child in the full alphabetic phase (Gr.2-3)

- Read from a variety of children's books, including fairy tales, graphic novels, poems and information books and small chapter books.
- Play word games ([click here for word game examples](#))
- Start a word of the day routine to develop vocabulary. ([click for word of the day app](#), [click for mot du jour app](#))
- Discuss word meanings as they arise
- Point out interesting or unfamiliar words
- Ask questions before, during and after reading. Ex. Who?, What?, When?, Where?, How?
- Help your child break sentences into words and words into syllables

Link for Tips for supporting reading skills at home: <https://ies.ed.gov/ncee/wwc/practiceguide/tips.pdf>

How to read with a child in the consolidated phase(Gr.3, 4 and beyond)

- Talk about learning and connect reading to subjects learned in school. (more non fiction books)
- Make a short list of words your child may need pre teaching to comprehend.
- Work on fluency and show them what fluent reading sounds like.

Link for more details on Partner reading :

https://meadowscenter.org/ParentFlyer_PartnerReading1.pdf

- **Preparing for partner reading with your child**
 1. Select a text that is interesting, but isn't too long. (extra points if it support topics learned at school)
 2. Decide when you will pause to ask questions. Ex. before a new section of the article or after a paragraph.
 3. Develop questions that support the comprehension of the text. Ex. Who, What, When, Where, How?
 4. Take turns reading the text (parent begins)



Differences in reading in French vs English

- consonants are essentially the same;
- there are significant differences between the sounds of the vowels;
- h is always silent in French;
- an s at the end of a word, to indicate the plural, often is silent;
- qu sounds like k (not kw as quiet);
- th is pronounced t;
- ch is pronounced like the English sh;
- i is pronounced like the long English e (see);
- ou in French always sounds like troop (not out);
- oi sounds like wa (wash)
- au and eau have the long o sound (go);

Differences in reading in French vs English Con't...

- ez has the long a sound (say);
- accents change the sounds of vowels;
 - è sounds like the short English e (peck);
 - ê sounds like the short English e (peck);
 - é sounds like the long a sound (say);
- ç sounds like the s sound (sand);
- stress falls on the last sounded syllable (tapi sounds like tap-ee);
- when a word begins with a vowel (or silent h), it is usually joined with the last consonant of the preceding word – it will sound as though your child is reading one word instead of two (l'homme).

Questions?
Thank you !