

## **Supporting Your Child In Literacy Development - Session # 3**



Thank you so much for taking the time to view this information. This is Session # 3 of 6 sessions that will be available to you via PDF or video tutorial. Each session will focus on a specific reading comprehension strategy and ways in which you can support your child at home.

This month I will be giving you information on Phase 3 of reading development (Early Reading), how it begins, and what you will notice as your child develops. I will also focus on the specific reading comprehension strategy of visualizing and give you a list of simple practices and discussion prompts that may work for you and your family to support the development of your child. If you have any questions please don't hesitate to contact me via email at [april.zakresky@psd.ca](mailto:april.zakresky@psd.ca) or call Prescott Learning Centre at **780-571-8079**.

### **Phases 3 of Reading Development (These are things you may have noticed as your child reads):**

#### Phase 3 - Early Reading

- Beginning to make meaning from text
- Can retell major contents from visual and printed texts
- Talks about characters in books using picture clues and personal experiences
- Provides detail about characters, setting, and events when retelling a story
- Is able to tell you the pictures being made in their head as they are reading or being read to.

Readers must master 5 fiction reading strategies to be truly competent at understanding what they read. These strategies by Adrienne Gear (Reading Power) include:

- Connecting
- **Visualizing**
- Questioning
- Inferring
- Transforming



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The next 5 sessions will focus on each of these strategies by explaining what they are and how you as parents and guardians can support this development at home alongside teachers in the classroom.

### **Visualizing:**

Visualizing helps readers to comprehend text by forcing their brains to attach images to words. Visualizing comes from the same part of the brain as connecting. It is like a two-way conversation between the reader and the text. Visualizing at the middle school and junior high level goes beyond just using one's imagination. The reader must use their background knowledge and the words of the author in order to make mental pictures. If the author does not give a lot of detailed description then it becomes more difficult to connect the reader's background knowledge to what they are reading. This is why making connections and visualizing are so tied together when reading for understanding. Visualizing is also extremely tied to a student recognizing the setting and mood of a story. The use of descriptive language in writing also helps them to visualize characters' emotions and the location, and time period of a story.

## **So, how can you as parents and guardians help?**

### **Simple practices and prompting statements to encourage connecting while reading at home:**

- If your child is new to visualizing, get them to practice visualizing a familiar object such as a flower or playground and have them describe it to you.
- If you are reading out loud to your child, have them sketch what they think they see on a piece of paper while you are reading to them.
- Your child can also jot down sounds and feelings that they think of on a page as they are reading, this helps them to visualize the mood of the story.
- After your child has read a chapter, get them to describe the setting to you or draw a picture of what they just read. (Does not have to be a work of art lol:)
- Pick 3 colors that you think represent what you just read and why?
- Imagine that you were in charge of making this chapter into a movie, what would the location be? Why?
- Describe 3 images that stuck in your mind as you were reading?

Even if you ask one of these questions or prompts every time your child reads, you are helping to activate their visualizing skills and enhance their reading comprehension skills.

Next month's session will focus on Questioning as a reading for understanding strategy.