

## Reading Age 2 Summary


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### Why Reading?

As a parent or someone in a parenting role, you play an essential role in your child's success. There are intentional ways to grow a healthy parent-child relationship from the start, and supporting your child's development now in ways that will help them read when they are older is a great way to do it.

**STEP 1**  **GET INPUT** **Get Your Child Thinking by Getting Their Input**

- Language development and relationship development set the stage for later reading success. Each time there is an opportunity, ask your child questions and help with prompts as needed so they can be successful.
  - *"What do you notice? I notice..."*
  - *"How do you feel? I feel..."*
  - *"I wonder if the other person feels sad because their head is down. How do you think they might feel?"*
  - *"What are you wondering? I am wondering what happens next."*
- Help your child notice and name their cues to develop self-awareness and learn to trust their feelings.
- For a two-year-old, you might ask them what they notice when you sing a song full of words that start with the letter "M." Exaggerate the "M" sound and ask your child what happens when they press their lips together for each of these words. After you have paused and given them plenty of time to speak, you might share what you notice.

**STEP 2**  **TEACH** **Teach New Skills**

- If your child is looking at their name written on a piece of paper, you might trace the first letter with your finger to draw attention to it and say, *"I notice that you are looking at the first letter. That is your letter 'S.' It is the tallest letter in your name and wiggles back and*

forth like this (tracing it again). Would you like to put your finger on it and see how it wiggles?”

- Check out storytimes or other activities for children at your local library.
- Read and “pretend play” together. Read books together during the day, as part of your bedtime routine, or when pretending to be a librarian and leading a storytime for all of your child’s stuffed animals.
- Make your thinking and emotions explicit. Talk about what you notice, how you feel, why you feel it, and what signs you are giving. *“I have so much fun singing songs together with you. Sometimes, you pick them, and sometimes I pick them. My favorite times are when we dance while we are singing!”*
- Talk aloud about how you respond to your big feelings: *“That story made me feel a little bit sad, but then you gave me a hug, and I felt a lot better.”*
- Cultivate a love of playing with language and stories. This might include sharing funny poems and making silly faces every time you make a rhyme.

STEP  
**3**



### Practice to Grow Skills and Develop Habits

- Keep books within reach so your child can enjoy them when they choose.
- Use books, songs, rhymes, and games at home that allow children to hear examples of language and sounds around them. With a voice recorder, for example, they can record themselves and their loved ones and then listen to the recording again.
- Use your child’s dolls or stuffed animals to act out moments of enjoying language and reading. *“Does the doll like reading together? I wonder if the doll wants to take a turn sitting in the reading chair.”*
- Notice and acknowledge when your child recognizes logos, signs, symbols, letters, and numbers when you are out and about. You can play the traffic sign game, where your child points out traffic signs as you drive.
- Provide opportunities for your child to use language and words in a way that is just a bit more challenging than what they have done before. If they have already heard you read a favorite book to them many times, ask them if they would like to turn the pages when you read. Since they have so much experience with the book, they will not need to read the words to know when to turn the pages. Make sure it is a well-known book so this can feel like a successful experience.

STEP  
**4**



### Support Your Child’s Development and Success

- Recognize effort using “I notice...” statements like: *“I noticed that you opened the new book from the library and looked at the pictures. I love seeing that.”*
- On days with extra challenges, when you can see your child is not interested in talking or reading as much, that’s OK. Don’t let reading become a chore.

- Actively reflect on your child's feelings when playing with language and words. You can offer reflections like:
  - *"I notice you make the Mmm sound every time the M comes up in the song. That is my favorite part, too, because it is so silly."*
  - Build reading and songs into your daily routines and comment on how important those parts of your routine are. *"I noticed you feel much more relaxed for bedtime after reading two books together. Reading books together feels good to me, too."*

<b>STEP</b> <b>5</b>	 <b>RECOGNIZE</b>	<b>Recognize Efforts</b>
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- Notice even small successes: *"I noticed that even though you sat outside the circle at the last storytime, you sat closer to the librarian this time. Did it feel different here today?"*
- Recognize small steps along the way.
- Notice when your child tries something new.
- Build celebrations into your everyday routines. Promote joy and happiness by laughing, singing, dancing, hugging, and snuggling to appreciate one another.

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