

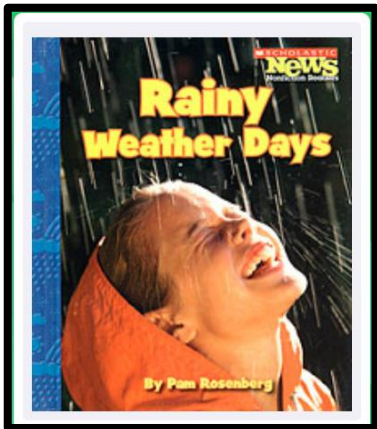


## Activities for Literacy Engagement



- Present two age-appropriate books and have the student choose a book to read
- Does the student hold the book the correct way? If not, model holding the book the correct way and have the student do it (see picture 1)
- Does the student know how to turn pages as they read? If not, model it and have them do it multiple times.
- Ask the student to point to pictures and key words in the story/text
- Ask the student to find the page in book that has their favorite part
- Pair objects to items in the story, e.g. for the book below, you can have the student touch/hold an umbrella every time you come across the word in the story

Examples:



Cover



Page in book

<https://bookflix.digital.scholastic.com/pair/detail/bk0018pr/start?authCtx=U.642726498>

There are many ways to engage your child in books. Take the above pictures of a book cover and a page from a book for example.

General book concepts:

Say: "Touch the book"

If your child needs help or if they get it wrong, you can point to the book and then ask them to do it after you. If they need additional help, put your hand under their wrist and

Created by the Office of Special Education Instruction, Fairfax County Public Schools

move their finger to the book. When they touch the book, say: “Good job touching the book”

Say: “Touch the title”

If your child needs help or if they get it wrong, you can point to the title and then ask them to do it after you. If they need additional help, put your hand under their wrist and move their finger to the title. When they touch the title, say: “Good job touching the title”

Say: “Touch the picture”

If your child needs help or if they get it wrong, you can point to a picture in the book and then ask them to do it after you. If they need additional help, put your hand under their wrist and move their finger to one of the pictures. When they touch the book, say: “Good job touching the picture”

Say: “Open the book”

If your child needs help or if they get it wrong, you can model opening the book and then ask them to do it after you. If they need additional help, put your hand under their wrist and assist in opening the book. When they open the book, say: “Good job opening the book”

Other concepts include:

Touch text (words), touch specific/individual word, touch variety of punctuation (period or question mark), etc.

Colors:

Say: “Point to the yellow umbrella”.

If your child needs help or if they get it wrong, you can point to the yellow umbrella and then ask them to do it after you. If they need additional help, put your hand under their wrist and move their finger to the yellow umbrella.

If they are working on different skills, you can ask your child “What is yellow in this picture?” or “What color is the umbrella?”

Repeat with a different color, such as black boots or blue raincoat.

Action:

Say: “The boy is splashing the water. Point to the boy splashing in the water”

If your child needs help or if they get it wrong, you can point to the boy splashing in the water and then ask them to do it after you. If they need additional help, put your hand under their wrist and move their finger to the boy splashing in the water.

If they are working on different skills, you can ask your child, "What is the boy doing?"

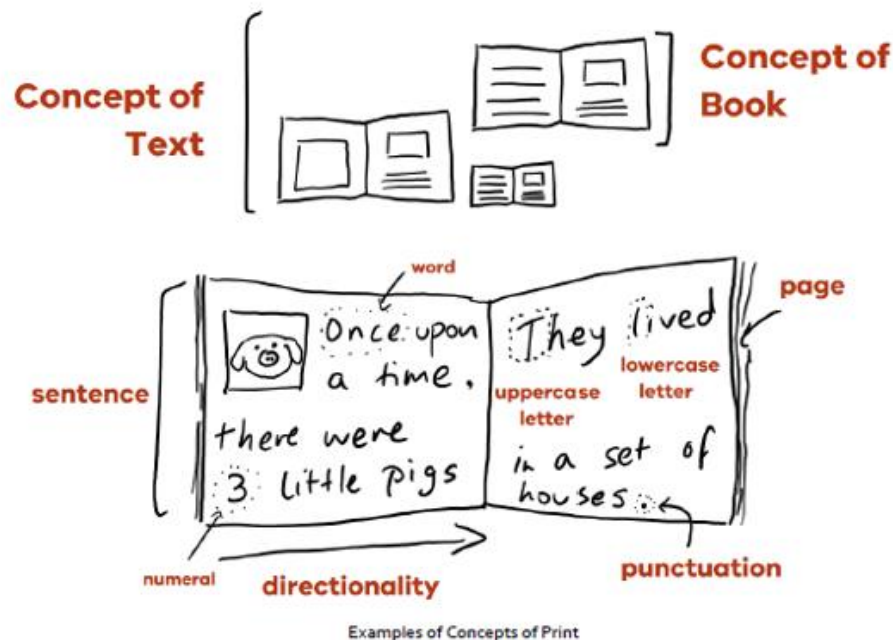
#### Letter Identification:

Point to the letter 'L' and say: This is an 'L'. Can you touch the 'L'?" "Can you say /l/?"

OR

Point to the word 'Look' and ask, "What does this word start with?"

As you are reading a book with your student, you can ask your child to identify the concepts of print shown in the picture. If the student cannot independently identify the features, you can point them out first and then have the student identify them.



(Courtesy of Victoria State Government, Department of Education

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/litfocusconceptsprint.aspx>)