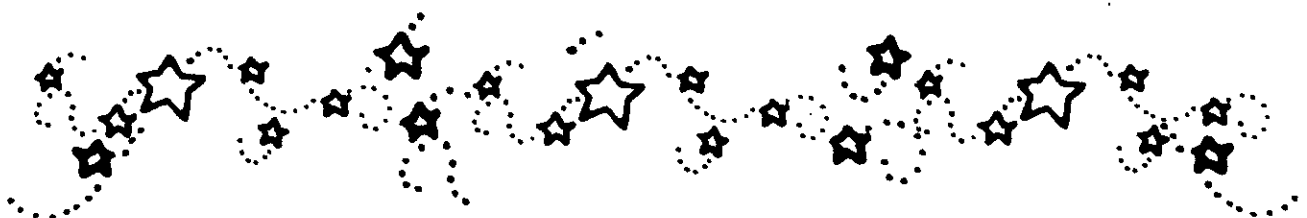




## How to Build Comprehension When Reading with Your Child

- ☺ Increase your child's vocabulary by learning the meaning of new words.
- ☺ Decoding words is not enough. There is a message behind the words. Talk about prefixes, suffixes and blends added to words.
- ☺ Your child needs to read at least 15 minutes every night.
- ☺ As you read the story, ask your child about the story:
  - \* Who are the characters in the story?
  - \* Where did this story take place?
  - \* What is the problem in the story?
  - \* How was the problem solved in the story?
  - \* Is there a lesson to this story?
- ☺ After the story is finished, have your child retell the story in exact sequence, including the title.
- ☺ Don't forget to sit and enjoy the book with your child. Don't be rushed-sit back, relax and enjoy!





## Reading with Your Child

- ☺ EXPRESSION: Change your voice for different characters. Let your voice get soft and loud. Use emotion and put some "life" into your reading.
- ☺ PATIENCE: Take time to answer your children's questions. The questions mean you have their attention.
- ☺ PACE: Don't race while reading. Slow down. If time is a problem, pick a shorter book to read.
- ☺ CHALLENGE: Choose books that challenge your child's mind and interests. Read non-fiction books for interesting facts and knowledge.
- ☺ FUN: Sharing stories and a love for reading is so important for your child. Show them that reading is fun. Make your reading time cozy and loving. You can bet that your child will want to read everyday!
- ☺ MODEL: Show your child what a good reader does, by reading your own book, magazine or newspaper. Let your child see you reading and they will model what you do. Read street signs, store names, instructions and directions out loud for your child to hear.





*Any grade!*

# Reading Tips for Parents of Third Graders

By: Reading Rockets (2006)

Read about it, talk about it, and think about it! Find ways for your child to build understanding, the ultimate goal of learning how to read. The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

## **Make books special**

Turn reading into something special. Take your kids to the library, help them get their own library card, read with them, and buy them books as gifts. Have a favorite place for books in your home or, even better, put books everywhere.

## **Get them to read another one**

Find ways to encourage your child to pick up another book. Introduce him or her to a series like The Boxcar Children or Harry Potter or to a second book by a favorite author, or ask the librarian for additional suggestions.

## **Crack open the dictionary**

Let your child see you use a dictionary. Say, "Hmm, I'm not sure what that word means... I think I'll look it up."

## **Talk about what you see and do**

Talk about everyday activities to build your child's background knowledge, which is crucial to listening and reading comprehension. Keep up a running patter, for example, while cooking together, visiting somewhere new, or after watching a TV show.

## **First drafts are rough**

Encourage your child when writing. Remind him or her that writing involves several steps. No one does it perfectly the first time.

## **Different strokes for different folks**

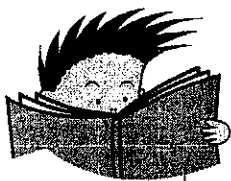
Read different types of books to expose your child to different types of writing. Some kids, especially boys, prefer nonfiction books.

## **Teach your child some "mind tricks"**

Show your child how to summarize a story in a few sentences or how to make predictions about what might happen next. Both strategies help a child comprehend and remember.

## **"Are we there yet?"**

Use the time spent in the car or bus for wordplay. Talk about how jam means something you put on toast as well as cars stuck in traffic. How many other homonyms can your child think of? When kids are highly familiar with the meaning of a word, they have less difficulty reading it.



## CONSEJOS de niños en para padres el tercer año de primaria

Lea, hable y piense acerca de las formas en que sus hijos puedan mejorar su comprensión, pues es la meta fundamental de aprender a leer. Los siguientes consejos le ofrecen maneras divertidas para ayudar a que sus hijos se conviertan en lectores seguros y contentos. Intente diferentes consejos cada semana y vea cuales funcionan mejor.

### ■ Haga de los libros algo especial

Convierta a la lectura en algo especial. Lleve a sus hijos a la biblioteca, ayúdelos a que obtengan su propia credencial, lea con ellos y regádeles libros. Escoja un lugar favorito para poner los libros en su casa, o mejor aún, ponga libros por todos lados.

### ■ Consiga que lea otro libro

Encuentre la manera de que sus hijos lean otro libro. Introdúzcalo a series como *Harry Potter*, *Las Crónicas de Narnia*, u otro libro de su autor favorito. Pídale a su bibliotecario alguna sugerencia.

### ■ Consulte un diccionario

Permita que sus hijos lo vean consultar el diccionario. Diga, "Hmm, no estoy muy seguro de lo que quiere decir esta palabra...creo que la buscaré en el diccionario."

### ■ Hable acerca de lo que ve y hace

Hable de actividades cotidianas para mejorar el conocimiento contextual de su hijo o hija, lo cual es crucial para comprender lo que se lee y se escucha. Por ejemplo, mantenga una conversación ávida mientras cocinan juntos, visitan algún lugar nuevo o ven un programa en la televisión.

### ■ Las primeras veces son difíciles

Motive a sus hijos cuando escriban. Recuérdele que el escribir consiste de varios pasos. Nadie lo hace bien a la primera.

### ■ Diferentes estilos para diferentes personas

Lea diferentes tipos de libros para exponer a su hijo a diferentes estilos de escritura. Algunos niños, en especial los varones, prefieren los libros que no son de ficción.

### ■ Enseñe a su hijo "trucos mentales"

Muéstrele cómo resumir una historia en tan solo unos enunciados o cómo predecir lo que va pasar. Ambas estrategias pueden ayudar al niño o niña a comprender y recordar lo que lee.

### ■ "¿Ya casi llegamos?"

Use el tiempo que pasan en el auto o en el autobús para juegos de palabras. Hable de cómo *sobre* significa encima de algo, pero también es donde se ponen las cartas antes de enviarlas por correo. Cuando los niños están muy familiarizados con el significado de una palabra, tienen menos dificultad al leerla.

[www.ColorinColorado.org](http://www.ColorinColorado.org)

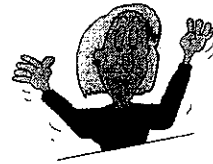
Información práctica, actividades, y asesoría sobre la lectura ¡en español!



National Institute for Literacy  
The Partnership for Reading



# 1. Parent Involvement



You don't have to volunteer in the classroom to be involved in your child's education. You can help at home!

*You, the parents are your child's first and most important teacher.*

*You know your child better than anyone else. Your involvement in your child's reading program can make a difference in developing their reading ability. Many studies have shown that you play an important part in the improvement of your child's reading growth and attitudes. When you increase your involvement in your child's reading you will build his/her understanding of reading, develop a positive attitude towards reading and expand their knowledge of many different subjects.*

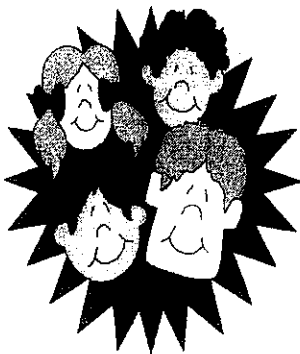
**You are your child's most important reading model!**

*Children need the 4 "A's" as well as the 3 "R's"*

**Appreciation Attention Affection Acceptance**

*This handbook is designed to give you some useful ideas and activities that you can do at home with your child to improve their reading skills using the 4 "A's".*

## SIMPLE GUIDELINES TO FOLLOW



- ⇒ Read aloud to your child
- ⇒ Listen to your child read to you
- ⇒ Motivate your child to read
- ⇒ Assist your child as they read
- ⇒ Be a reading model  
(let your child see you read books, newspapers, magazines, etc.)

*Your child will benefit the most from our formal reading program when you increase your involvement at home!*

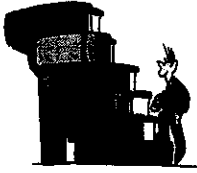
## READ FOR MEANING AND MAKING SENSE

*Most of us learned how to read by "sounding out" each letter and putting those sounds together to form a word. Although this is certainly one way to learn to read, it is not the only way and may not necessarily be the best way.*

- ⇒ When a child reads a word by looking at the pictures, he/she is reading.
- ⇒ When a child makes a good guess at what a word might mean in the context of a sentence, he/she is reading.



**ACCEPT and CELEBRATE all the steps on the path to literacy!**



## 2. Reading Do's and Don'ts

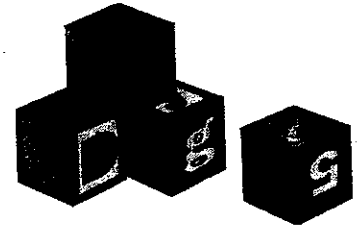


Build your child's self-esteem.  
Children need to believe in themselves.

*There are some things parents can do that will help make learning easier. Energy is needed to pay attention listen and work. Parents can make sure their child eats good foods in the morning before school, at lunch, and at night so there is energy for learning. They can also make sure children get enough sleep at night to keep them wide awake in school. Tired, sleepy children do not have the energy to pay attention, listen and work.*

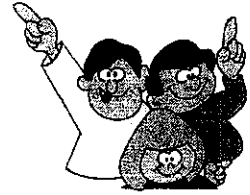
### THE DO'S OF READING

- ⇒ Be patient, supportive and encouraging.
- ⇒ Begin reading to your child as soon as possible.
- ⇒ Have a variety and lots of reading material available in the home.  
Books, newspapers, magazines, etc.
- ⇒ Be a role model.  
Show your child that you enjoy reading often.
- ⇒ Spend time talking to and with your child.
- ⇒ Read and talk about signs while driving in the car.  
Talk about the letters/sounds/words you see.
- ⇒ Build upon your child's interests in the area of reading.
- ⇒ Supplement their reading experiences with trips to the library.  
Introduce your child to the wonders of the local library.  
Get library cards.
- ⇒ Go to places your child will eventually read about like the supermarket, department stores and parks.  
Talk about their experiences.  
Read the signs - it will increase their knowledge and vocabulary.
- ⇒ Read and reread predictable books with repetitive patterns of words.  
Start with nursery rhymes.
- ⇒ Read aloud to your child daily.  
This allows your young child to hear your voice, learn patterns of language, expressions, and provides wonderful social emotional bonding opportunities.



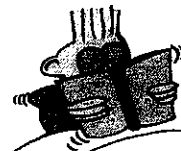
## **THE DO'S OF READING**

- ⇒ Listen to your child read daily.  
Make it convenient and at the same time every day.
- ⇒ Know your child's class reading homework assignments.
- ⇒ Relax, make reading at home pleasurable.  
Enjoy the experience. It should not mirror reading at school.  
Allow your child to choose the book he/she wants to read.
- ⇒ Talk to your child before, during and after reading a book .
- ⇒ Talk together with your child's teacher if you see your child is struggling with reading.
- ⇒ Take breaks. If a child gets too frustrated or hits a point where he/she can no longer concentrate, take a break.
- ⇒ Make your child aware of their improvement. Let them know you are proud of them.
- ⇒ Become acquainted with reading techniques and home centered activities that you can use to help promote your child's reading.



## **THE DON'TS OF READING**

- ⇒ Don't drill your child about what is being read.
- ⇒ Don't read stories that you don't enjoy yourself.
- ⇒ Don't continue reading a book once it is obvious that it was a poor choice.  
Admit the mistake and choose another. Make sure, however, that you've given the book a fair chance to get rolling.
- ⇒ Don't get too comfortable while reading.  
A reclining or slouching position is most apt to bring on drowsiness.
- ⇒ Don't try to compete with television.  
If you say, "Which do you want, a story or TV" they will usually choose the latter. Since you are the adult, you choose. Don't let books appear to be responsible for depriving the child of viewing time.



## **MORE DON'TS OF READING**



- ⇒ **Don't use the book as a threat.**  
"If you don't pick up your room, no story tonight!" As soon as your child sees that you've turned the book into a weapon, they'll turn their attitude about books from positive to negative.
- ⇒ **Don't be bothered by questions during reading.**  
Answer their questions patiently. Don't put them off. Don't rush your answer.
- ⇒ **Don't impose your interpretations of a story upon your child.**  
A story can be just plain enjoyable, no reason necessary.  
But encourage conversation about the reading.
- ⇒ **Don't put undo pressure on a reluctant reader.**  
Help them uncover the joy of words & books through you.
- ⇒ **Don't force reading on your child.**  
Start in small doses, for maybe 5 minutes at a time. Work up to 20 minutes a day.  
Don't do it in one sitting. Find time to read before mealtime
- ⇒ **Don't show your disappointment if they don't do as well as you would like.**  
Avoid criticizing and look for their strengths.
- ⇒ **Don't compare your child with a brother or sister or with other children.**  
Since children learn at different rates and are good at different subjects, sports, or activities, comparing them is unfair.
- ⇒ **Don't discuss any problems that you have with the teacher in front of your child.**  
Have a positive attitude toward school. Emphasize the importance of regular attendance and listening carefully in school. If there is a problem, make an appointment to speak privately with the teacher.





# 3. Reading Recipes



Read aloud to your child daily!  
It will expand their knowledge and improve their reading.

## Recipe for reading to your child. # 1

### Ingredients

- Picture books, storybooks and novels
- Daily routine time to read
- Comfortable, quiet and well lit area
- Willingness, patience and time to help your child learn to read

### Directions

- ⇒ Always read author, title and illustrator no matter how many times you have read the book.
- ⇒ You can read the same book more than one time. Children love favorite books being read over and over.
  - \*Stop at key phrases or words to allow the listener (child) to participate in reading the words, instead of you.
- ⇒ Point out pictures and have your child talk about what they think the story is about. We call this activity a "picture walk".
- ⇒ When reading point to the words as you say each word. Show them how the words move from left to right and down the page.
- ⇒ Point out and talk about capital letters and punctuation marks.
- ⇒ Read slowly so your listener can build a mental picture of what they hear you reading.
- ⇒ Use expression! Change your tone of voice to fit the dialogue.
- ⇒ Don't hesitate to shorten long descriptive passages. Pre-reading the book helps to locate these passages.
- ⇒ As you read, stop occasionally and ask questions like:
  - "Who is your favorite character?"
  - "What part of the book did you like best?"
  - "Can you think of new/different ending?"
  - "Does it remind you of another book we've read?"
  - "What do you think will happen next?"
  - "How do you rate the book?" (Thumbs up or down)

**These questions help  
your child to predict and  
understand the meaning  
of the story.**

*Be careful not to turn the questions into a quiz and insist on prying answers from your child!*

- ⇒ For unusually active children who can't sit still and listen - provide them with paper, crayons and pencils to allow them to keep their hands busy while listening to you read.

**This recipe should make your child want to become a reader that can enjoy, explore, and experience books.**



Provide frequent opportunities for your child to read aloud to a willing listener.



## **Recipe for listening to your child read. # 1**

### **Ingredients**

- Appropriate level books
- Daily routine time to read
- Comfortable, quiet and well lit area
- Willingness, patience and time to listen to your child read
- Know reading techniques to help your child read

Help your child feel confident in selecting reading material that meets their interests and needs

### **Directions**

#### **How to GET STARTED!**

- ⇒ Relax and enjoy the reading experience.
- ⇒ Become familiar with and participate successfully with Wellwood's Book-it program.
  - \*Read 15-20 minutes daily.
  - \*Read and return books provided from class daily.
  - \*Record title, author and time spent reading in the record book provided.
- ⇒ Help your child select appropriate level books.
  - \*Get your child's reading level from the teacher.
  - \*Find out what your child likes to read.
  - \*Use the "rule of thumb practice"

#### **"Rule Of Thumb Practice"**

Have your child read a passage in a book and for each unknown word hold up a finger. When the child comes to the 5th finger, the book is too difficult.

- ⇒ Use book list in this handbook to request books at the library or book store.

### **THINGS TO DO BEFORE YOU START READING WITH YOUR CHILD**

- ⇒ Take a "Picture Walk".
  - \*Talk about the pictures in the book.
  - \*Have your child tell what they think is happening in the pictures before reading the words.
  - \*Have your child relate similar experiences of his/her own with the pictures in the book.



## 4. Fun at Home



Playing games is a great way to learn!

This section is full of games and activities that you and your child can play to improve reading skills.

### **Activity 1**

Poems, songs, and nursery rhymes offer your child fun and much more! Silly subjects and rhyming words make poems, songs and nursery rhymes perfect reading tools for beginning and advanced readers. Try the following poetic activity with your learning reader. He or she will beg to do it again and again!

- Write each word of a familiar poem, song, or nursery rhyme on a separate paper strip.
- Lay the strips on a table, making a new row for each new line.
- Read the lines aloud twice, and have your child point to each word as it is read.
- Have your child close his/her eyes.
- Mix up the words in the first line.
- Invite your child to put the words in order.
- Move down each line, mixing up words and having your child arrange them.
- For a final round, mix up the entire poem, song, or nursery rhyme, shifting words into other lines.

Challenge your child to put all the words in order.

### **Activity 2**

The best teachers have known it for years—when you take the work out of reading “hard words,” children don’t think of them as hard. When reading is seen as fun instead of work, even the most reluctant reader becomes enthusiastic. Help your child enjoy learning “hard words” by trying a variation of an all-time favorite—checkers.

- ⇒ Write new or hard words on several small sticky notes.
- ⇒ Place the sticky notes on the red spaces of a checkerboard.
- ⇒ Make another set of sticky notes with easy words (words your child can read), and cover the black spaces with these words.
- ⇒ When playing checkers, have your child read a sticky-note word before landing on that space. If your child needs help, read the word with him/her by helping to sound out the letters.
- ⇒ Take turns reading and moving checkers until someone wins the game.

### **Activity 3**

When you encourage your child to play with words by inventing and saying sentences, you help him/her develop a larger vocabulary and become a better speaker, listener, reader, and writer. Play Saying Silly Sentences with your child—once you see how fun and easy it is, you and your child will quickly create sentence activities on your own!

- Find old greeting cards, magazines, postcards, coloring books, catalogs, or calendars with pictures that show only one item.
- Cut out the pictures and mount them on large index cards. Label each card with the picture's name.
- Shuffle the cards and place them in a pile, picture-side down.
- Draw the top three cards and turn them face up.
- Try to make up and say a complete sentence using the three words. If you are successful, keep the cards. If not, invite your child to try.
- If neither you nor your child can make a sentence, put the cards in a discard pile to be reshuffled when the original pile is gone.
- Have your child take a turn drawing cards and making up sentences. Take turns until all cards are gone.

### **Activity 4**

Dr. Seuss ( Author of many children's books) knew how to get children to read. Make the words rhyme! Children love reading rhymes, but rhymes are more than fun. They help children pay attention to, see and hear sounds in words. When children know sounds, they are better able to put them together to read. Help your child become a better reader by playing the following rhyming game.

- ⇒ Play this game anywhere—in the car, when doing chores, or when taking a walk.
- ⇒ Suggest a word such as bear, and invite your child to name a word that rhymes with it such as hair, care or dare.
- ⇒ Take turns naming words until you cannot think of any more.
- ⇒ Choose another word and play the game again.
- ⇒ To vary the game, make up a verse from two rhyming words, such as I saw a bear with purple hair. Give two or three examples and then ask your child to think of a verse.
- ⇒ Help your child write the verse on drawing paper, and invite him or her to illustrate it.

### **Activity 5**

You can make the "whole-wide world" seem a little smaller and a little more real to your child. Whenever possible, discuss the news—especially events that take place outside of your community. Help your child gain a greater understanding of the world by discussing how countries depend on each other for food and supplies. A great way to begin is to use Today's News—soon your child will have the world at his/her fingertips.

- Read a daily newspaper, or listen to or watch a news report with your child.
- Choose a foreign country featured in a report and point it out on a map.
- Help your child understand how far away the country is by discussing how you could travel there and how long it would take. If you wish, consult an atlas or encyclopedia to calculate the exact distance.
- Ask your child if he or she thinks the news event will affect your country in any way discuss possible connections with your country.

## **Activity 6**

Holidays from school provide opportunities for family outings which can be turned into terrific reading adventures. For example, if you take your child to see a dinosaur exhibit at the Museum of Natural History (San Diego or Los Angeles), he/she will want to know more about dinosaurs—time to visit the library or stock your shelves with dinosaur books!

Children love to read about anything that interests them, so whet their reading appetites with a family field trip.

- Plan field trips in advance. Consider trips to museums, historical sites, musical performances, theater, amusement parks or zoos.
- Go on the field trip. After touring, ask your child his/her favorite part of the trip, you could even keep a scrap book and have your child write about their experience.
- Collect books about a subject from the trip your child found most interesting. Read the books aloud to your child. If questions arise, search for answers as you read.

## **Activity 7**

- Choose a book that you and your child will enjoy.
- Read the title and discuss the cover illustration. Have your child guess what the book will be about by looking at the cover.
- Read the book aloud. As you read, discuss pictures and interesting events.
- Before reading the end of the story, invite your child to predict what will happen.
- After reading, ask him/her to name a main character, event, problem or solution in the story.
- Invite your child to find and share his/her favorite part of the story. Reread that part. a loud.

## **Activity 8**

Your child will be more motivated to read if he/she is reading something written by you! Children love to receive mail, and who better to send it than family members. Whether it's an "I'm so proud of you" letter for an advanced reader or a short surprise note for a beginning reader, your child will be excited to read.

- ♥ Each week, post two or three messages to your child in unusual but hard-to-miss places. Try the following ideas to get started.
- ♥ Set an empty plate on the table with a note saying, *Look on the shelf by the window. Find the box and look inside. There is a surprises waiting for you!*
- ♥ Place two treats in your child's coat pocket. With the treats, place a note that says, *Here's something for you and a friend.* Pin a note on your child's coat that says, *Look in your pocket.*
- ♥ Pin a note on a stray sock that says, *My twin is lost. If you find it, you will receive a reward.*
- ♥ In your child's lunch box, place a note that says, *Congratulations! I'm so proud you got a 100 on your spelling test. I love you!*

## Activity 9

How a word is shaped is a clue to how a word is spelled. Some words have tall letters (such as tall), some have short letters (such as cream), and some have letters with tails (such as yesterday). Each word's unique shape can be your child's reminder of its pronunciation and spelling. When you teach your child to notice and remember how words look, you've given him/her one more way to learn to read. Try the following activity to help your child get new words "into shape.."

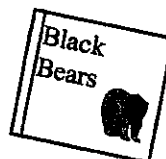
- Choose a few words your child needs to practice and write them on lined paper.
- Invite your child to choose a word and trace around the letters to make an oddly-shaped box.
- Encourage your child to notice which letters are tall, short and have tails.
- Ask your child to describe the letter shapes, telling which are round, slanted, have dots, or only straight lines.
- Repeat the activity with the other words.
- To vary the activity, choose words that are objects, such as cake or tree. Have your child draw the objects around the words after he/she writes inside your shapes.

jump

## Activity 10

Picture and chapter books aren't the only books your child likes to read. Most children love to read informational books about real things and people such as dinosaurs, airplanes, inventors, holidays, or different countries. The key to getting your child to read informational books is to find subjects in which he or she is interested. Use the following activity to help your child become interested in reading nonfiction.

- Note your child's favorites such as favorite animals, food, clothing, or places. List his/her favorites on paper or a computer. Include all subjects, even unusual ones such as bicycles or sharks.
- On your next visit to the library, bring the list and have your child look for books on one of the listed topics.
- Update the list on a regular basis. (As your child discovers the list's purpose, he/she will be anxious to add to it.)



## Activity 11

Whenever a learning reader reads, he/she stumbles over, misreads, asks about and has trouble remembering "hard words." Hard words are usually words that cannot be "sounded out" easily, such as recipe or bouquet. To help your learning reader make "hard words" easy, try the following activity.

- ♣ Each time your child reads to you, write down one or two "hard words" on the left side of a sheet of paper. Title that side of the paper "Words I Want To Learn." Title the right side of the paper "Now I Know It!"
- ♣ Once a week, invite your child to try to read each word on the *words I want to learn* side.
- ♣ Have him/her talk about each word by answering one or more of the following questions: "What does each word look like?" What letter does each word begin with? What are some other words that begin that way? What are the sounds that make up each word? What are some rhyming words for that word?
- ♣ Help your child think of clues to remember the words. For example, tell him/her the word *why* can be remembered by saying the name of its last letter.
- ♣ When your child reads a word without help, invite him/her to cross it off the *words I want to learn* side and write on the *Now I Know It* side.

## Activity 12

With a few clues and little encouragement, most children can "sound out" and read new or difficult words. There are several easy ways to give your child clues rather than reading a word for him/her. Try the following clue suggestions as you read with your child — soon you will be creating your own clues.

Listen to your child read. When he/she hesitates or stops at an unknown word, give one or more of the following clues:

- 👉 Use beginning-sound clues such as *This word begins like picnic.*
- 👉 Use rhyming-word clues such as *This word sounds like bear, but it begins with a p sound.*
- 👉 Cover the end of the word with your finger or a popsicle stick and give clues such as *I made part of the word disappear. What letters are left? What sounds do they make?*
- 👉 Cover the beginning of the word with your finger or a popsicle stick and give clues such as *I made the rest of the word disappear. What sounds do those letters make? (Remove your finger or popsicle stick) Now, let's put the sounds together. What does the whole word say?*

## Activity 13

Your child builds his/her vocabulary by hearing new words on a regular basis. When your child hears new words often, they lose their "newness" and become comfortable for him/her to say, write, and read. A fun way to help your child learn new words is to have your family play Big Word of the Week. Try it—in a (big) word, it's fantastic!



Help your child think of a word he/she uses several times a day, such as *tired*, *thirsty*, *bored*, *fun*, *hungry*.



Think of a "big word" that means the same thing as the word your child chose, such as *famished* for *hungry*.



Write the original word on a large piece of paper and draw an X through it. Next to the original word, write the new word. Post the paper on a refrigerator or door.



Inform the family that, for a week, no one is allowed to say the original word (*hungry*). Instead, they must replace it with the new word (*famished*).



Have family members try to catch each other saying the banned word and then remind the rule-breaker of the new word.



Invite you child to pick a new word each week.

## Activity 14

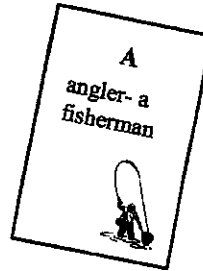
Sometimes it's easier for a child to play games to learn spelling rather than rely on rote memorization. Play a variation of Scrabble to help your child practice spelling and word-building skills. You don't need a purchased game—a homemade version is explained below!

- ♦ Cut out at least 50 small paper squares. On each, have your child write a letter of the alphabet, (the letter Q should be paired with U. Make duplicates of vowels and common consonants such as M, N, S, T, R, and L.)
- ♦ Decide in advance whether to allow proper nouns (those that begin with capital letters, such as Louise or Boston.)
- ♦ Place the letters in a small paper bag and shake it to mix them up. Pull six letters from the bag.
- ♦ With these letters, you have five minutes to make as many words as possible. (For example, a pick of E, B, N, D, O, and S could lead to the words bend, bond, bonds, bone, bones, done, sun, do, doe, does, so, snob, bed, beds, be, end, ends, send, sob, and sod).
- ♦ Write down each word after you make it.
- ♦ After your turn, return the letters to the bag for your child's turn. Help him/her make words, if needed.
- ♦ Take turns and play three or four rounds. The winner is the p[layer who builds the most words.

## Activity 15

Your child will remember words that are important to him/her. For example, your child is more likely to correctly spell words he/she speaks, reads and writes every day. A great way to help your child remember how to spell his/her own favorite words is to create a personal dictionary. Help your child make his/her own dictionary by trying the following activity.

- ⇒ Have your child choose a special interest or hobby as the subject of his/her dictionary, such as basketball, model building, dancing or sewing.
- ⇒ Invite your child to use art supplies (such as paint, pens, puffy paint, felt, sequins and glue) to decorate the cover of a three-ring binder.
- ⇒ Place 26 pieces of loose-leaf notebook paper in the binder. Have your child label each page with a letter of the alphabet.
- ⇒ The first time your child uses his/her dictionary, ask him/her to think of the words related to the chosen interest or hobby.
- ⇒ Help your child write each word on its corresponding notebook page, write a definition next to the word, and illustrate an example of it.
- ⇒ Each time your child finishes an interest or hobby for the day invite him/her to add newwords to the dictionary.



## Activity 16

Encouraging your child to make up and tell stories helps him/her think creatively, develop speaking skills, and understand the link between speaking and listening. Turn your child into a first-class storyteller by playing the following imagination game. You can play it any time or anywhere—in a car, a waiting room, at home, or any place you and your child can talk together.

- Think of a sentence that begins a story, such as *One bright, sunny morning, Cooper and Tonya went out to play in the park.* Be sure to include two characters and the setting in the first sentence.
- Invite your child to think of and say a sentence to add to the story. For example, your child might add, *Cooper and Tonya were on the slide when they looked down and saw a little purple man running under it.*
- Take turns adding sentences to the story until it comes to a natural ending.

## QUICK EVERYDAY READING ACTIVITIES



*In the kitchen...*while baking cookies lay out all the ingredients that are labeled. Have your child find the ingredients as you add them

*In the car...*challenge your child to find a license plate that begins with every letter of the alphabet.

*On the road...*find an item on a billboard or road sign that rhymes with a word of your choice.

*At home...*have your child help you write the grocery list-copy word from package or spell the word for your child.

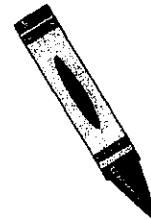
*At the supermarket...*tell your child what items are needed and let them find the items on the shelf.

*Before supper...*give your child the mail and ask them to distribute letters to the other members of the family.

*In the newspaper...*read the comics together.

*Write letters in...*salt trays, powdered Jell-O and shaving cream.

*Go on a letter hunt...*in a book, on a cereal box, in magazines, etc.



## ACTIVITIES FOR LEARNING LETTERS AND WORDS

**Air write:** have your child stand up and use his/her hand, write the letters using the large arm muscles in the air, while spelling the word aloud. Do this 5 times with eyes open and 5 times with closed eyes.

**Flashlight writing:** Have your child use a flashlight to write the words on the wall or ceiling with the lights out. Have the child spell the word while writing with the flashlight.

**Tactile letters:** Use cut out letters, letter tiles, foam, or plastic letters and have the child spell the word patterns with them. Have the child copy on paper all the words he/she made.

**Art words:** Have the child practice the words by painting the words with a paintbrush or finger paints, or draw them in rainbow colors with crayons or markers. Let them practice the letters or words by making a picture with the words.

## ACTIVITIES FOR USING THE WORD LISTS

Recognizing sight words helps children become better and faster readers. The following activities can be done using the sight word lists provided or your child's weekly spelling words.

**Basketball toss:** Mount the words on a large sheet of paper and tape it to the wall. For each word your child reads correctly, have them throw a foos ball or light foam ball into a waste paper basket or basketball hoop. Give the child a point for each word the child reads correctly and one bonus point for each basket made. Add up the points. Decide on a certain number of points to give the child a prize or special privilege at home.

**Make flashcards...** and go over them daily with your child.

**Write words on index cards...** twice for each word. Turn cards face down on the table. Turn over two cards, if they match, keep the cards. If there is no match, turn the cards back over and try again.

**Write a sentence...**using one of the words on the list. Then cut words apart, mix them up and put them back together.

a	done	here	me	she	who
all	down	him	more	side	why
also	each	his	most	so	yet
an	end	how	my	some	you
and	even	I	new	take	your
any	far	if	no	that	
are	feet	in	not	the	
as	find	into	now	thing	
at	for	is	of	this	
away	get	it	off	time	
be	give	its	old	to	
best	go	just	on	took	
big	got	kind	or	up	
but	had	let	out	us	
by	has	like	put	was	
can	have	look	same	way	
come	he	made	saw	we	
did	help	make	say	well	
do	her	may	see	will	

## Word Families Word Cards

These are word family words. Have your child focus on common spelling patterns in words( ack, an, aw, etc). Good readers do not sound out words letter by letter, they read words in "chunks" or spelling patterns.

<b>-ack</b> back pack sack	<b>-an</b> can pan ran	<b>-aw</b> jaw law saw	<b>-ick</b> kick lick sick	<b>-ing</b> king ring wing	<b>-op</b> hop pop
<b>-ail</b> jail pail tail	<b>-ank</b> bank sank tank	<b>-ay</b> day say way	<b>-ide</b> ride side wide	<b>-ink</b> pink sink wink	<b>-ore</b> more sore
<b>-ain</b> gain pain rain	<b>-ap</b> lap nap tap	<b>-eat</b> heat seat meat	<b>-ight</b> light night sight	<b>-ip</b> hip lip	<b>-ot</b> dot jot
<b>-ake</b> cake make take	<b>-ash</b> cash dash mash	<b>-ell</b> bell tell well	<b>-ill</b> bill fill sill	<b>-it</b> bit sit	<b>-uck</b> buck duck
<b>-ale</b> bale male sale	<b>-at</b> cat mat vat	<b>-est</b> best nest zest	<b>-in</b> bin pin win	<b>-ock</b> dock lock	<b>-ug</b> dug rug
<b>-ame</b> came name same	<b>-ate</b> date late mate	<b>-ice</b> mice nice rice	<b>-ine</b> fine line mine	<b>-oke</b> joke woke	<b>-ump</b> bump jump
					<b>-unk</b> dunk

The following is a game you can play with these word chunks.

Use empty boxes for cubes. Paste light color construction paper squares on the sides of the cubes. Use seven cubes for this activity. Write the thirty-seven word chunks on squares. Since there are forty-two sides and only thirty-seven common chunks, simply repeat five of the chunks so you have a word chunk on each side of each cube. Roll the cubes one at a time and have your child call out words in the word families.



Use this time to strengthen the bond between  
you and your child!



## Recipe for listening to your child read. # 2

### AS YOUR CHILD BEGINS TO READ

⇒ When your child comes to an unknown word **"Do not tell them the word!"**

\*Encourage them to use the following techniques to discover the word.

**Pause:** Wait 5 seconds, or until the end of the sentence before you offer any help to see if your child can figure out the word themselves.

**Prompt:** When a reading error needs to be corrected, prompts, rather than corrections are desirable. Prompts are clues that assists the reader to guess accurately the words in a sentence being read.

#### What to do before giving the word to the reader.

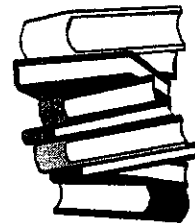
1. Praise for stopping. Say, "You noticed something wrong, Great!"
2. Check the picture, think about the story, look at the first letter of the word.
3. Think about what would make sense and get the word started.
4. Go back and read it again to make a good guess.
5. Check to see if your guess looks right and sounds right.
6. If they still are incorrect/struggling then tell them the word.

**Praise:** It is particularly important for praise to be given for self-correcting responses and correct responses following prompts.

⇒ Periodically ask questions to see if the student remembers details or understands what is happening.

Questions like:

- "Who is your favorite character?"
- "What do you think will happen next?"
- "What part of the book did you like the best?"
- "Can you think of a different ending?"
- "Does it remind you of another book we've read?"
- "How do you rate the book?" "Thumbs up or down?"



**This should be a relaxed discussion. The ultimate goal of this reading practice is to help your child learn how to enjoy using independent reading strategies successfully.**



# Make reading Fun!



## Recipe for listening to your child read. # 3

### AFTER READING

⇒ Check to see if your child understood what he/she read by one of the following:

- \*Retell the story in their own words.
- \*Write about the story.
- \*Draw a picture about the story.
- \*Go back and review difficult words.
- \*Review problem solving techniques.

**This recipe should help your child enjoy reading and become an independent reader by successfully using problem solving strategies.**

You have just entered  
into the magical world  
of reading!

