

Reading Connection

Tips for Reading Success

Beginning Edition

April 2007

Renton School District

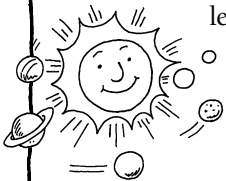
Book Picks



Read-aloud favorites

■ *The Planets in Our Solar System*

How far is it to Saturn? Your youngster will find out in this nonfiction book by Franklyn Branley that compares planets and is filled with fun facts. Your child may be surprised to learn that 1,000 Earths could fit inside Jupiter, or that a year on Mercury lasts only 88 days.



■ *Little Pea*

Little Pea makes faces and complains when his parents insist that he eat candy for dinner. But once he finishes, he is rewarded with his favorite dessert—spinach! Children will get a kick out of Amy Krouse Rosenthal's twist on a familiar dinnertime ritual.



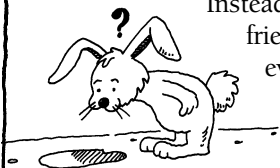
■ *A Gift from Papá Diego/ Un regalo de Papá Diego*

Diego wishes he could visit his grandfather in Mexico. For his birthday, he asks for a superman cape so he can fly there. But Papá Diego has a different gift in mind and surprises his grandson on his special day. A story about family by Benjamin Alire Sáenz. (Contains English and Spanish text.)

■ *Hopper Hunts for Spring*

In this story by Marcus Pfister, Hopper's mother tells him spring is coming. So the little bunny looks in a cave, a hole, and a tree, expecting to find a new friend named Spring.

Instead he meets a friendly bear, and eventually he learns what spring is.



Three ways to read

How many ways are there for a family to read? You can read *to your child*, to introduce her to books. You can read *together*, to build her confidence. And your child can read *alone*, to develop a lifelong reading habit.

Try all three ways with your young reader.



Reading aloud

Choose books your child cannot read by herself yet. For example, get a collection of fairy tales or tall tales, and read a new one each night. When you finish each story, show your youngster the first page of the next one to get her excited about tomorrow's story. *Tip:* Continue reading aloud to your child, even when she can read on her own.

Reading together

Check out two copies of the same book from the library, or take home a second copy of one you already have. Sit down next to your youngster, and read aloud together. *Tip:* If you have to work late or go out of town, take a book with you. Call home, and read over the phone while your child reads along.

Reading alone

Having books scattered around is a great way to encourage reading alone. Keep shoeboxes of books on your youngster's toy

shelf, in the car, and near her bed. At bedtime, ask your child to read a book to you, and then read one to her. *Tip:* Notice which books she picks again and again, and look for more by the same author. ♥

Poetry fun

Make poetry come alive for your youngster with these fun activities.

Poem-in-a-bag. Put a copy of a poem in a paper bag, along with a few items mentioned in the verse. (For Shel Silverstein's *Picture Puzzle Piece*, you could drop in a puzzle piece, a button, and a bean.) Your child will love pulling out the objects as you read.

Rhythm and rhyme. Read a poem, and have your youngster jump rope or clap hands in time to the rhythm. Try *Over in the Meadow*, a rhyme by Ezra Jack Keats. Your child will learn the difference between poems and stories if he can hear and feel the rhythm of poetry. ♥



“Creative” spelling

“The rockt flu in spac.”

If your youngster writes a sentence like this, he’s doing what a beginning speller normally does: using just the sounds he hears. Help move your child from “creative” spelling to proper spelling with these ideas:

- When your youngster is doing homework, point out misspelled words you’re sure he knows. For example, ask him to fix words he has already studied or familiar words such as “they” or “said.” *Idea:* Keep old spelling lists stapled together for him to refer to.
- If your child repeats mistakes, try showing him a new spelling rule. For example, say he writes “makeing” instead of



“making.” Teach him to drop the silent “e” before adding “ing.” You’ll quickly add to the number of words he can spell.

- For school assignments, help your youngster sound out words. But if he’s working in his own journal, don’t worry about spelling. He’ll enjoy writing more if he doesn’t stop to think about each word.

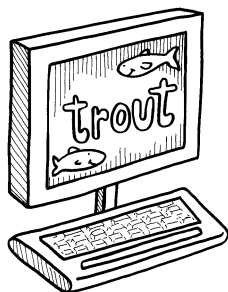
Note: If you feel your child is not making progress, talk to his teacher. ♥



Fun with Words

Word of the week

“Carousel,” “parmesan,” “dahlia”... some words are just fun to see and say. Help your child enjoy new words—and increase her vocabulary—by starting a word-of-the-week club in your house.



Have each person take a turn selecting a word to share. Pick a time to announce the special word (Saturday afternoon, Sunday dinner). The “word person” can

tell what the word means and say where she found it (dictionary, book, recipe).

Make the word a part of your family life that week. Post it on the refrigerator, or even make it the screen saver on the family computer. Encourage everyone to use the word as often as possible. Your family will not only learn new words—you’ll always have new reasons for conversations! ♥

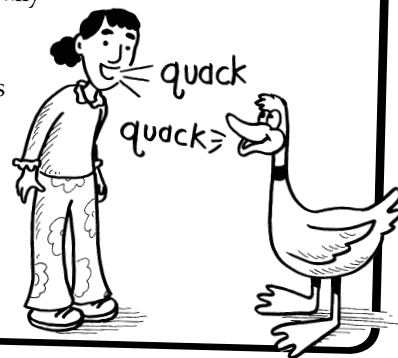
Q&A

Speech vs. language

Q Our daughter Sarah was recently tested by the school speech therapist. We were told her “language” is fine, but she needs therapy for her “speech.” What’s the difference, and how can we help at home?

A Language skills include understanding what is said, using vocabulary, and carrying on conversations. Speech refers to physically making sounds. Your daughter’s therapy will help her make sounds more clearly.

Ask the speech therapist which sounds Sarah is working on, and practice them by singing songs and saying words. If she’s working on *qu*, sing “Old MacDonald” (“with a quack quack here”). For *b* and *v*, ask your daughter to identify pictures of a bear or a vase. Help her cut out pictures of *b* and *v* words and tape them in a notebook. Listen to her “read” her book a few times a day. ♥



Parent to Parent

The morning paper

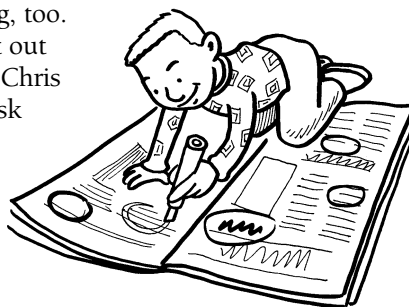
My husband and I like to read the newspaper at breakfast. Our son Chris is too young to read the paper, but we’ve found ways to involve him in our daily ritual—and give him practice with reading and spelling, too.

Each day, we cut out a short article, give Chris a highlighter, and ask him to find words he knows.

We also give him the word

search from the paper. Although he can’t read the long words, he’s building his vocabulary by trying to find them. His favorite section is the comics. We each pick a character and take turns reading our “parts.”

Now all of us look forward to getting the newspaper each morning. We have fun together, and we’re hoping it will help get Chris used to reading the newspaper regularly. ♥



OUR PURPOSE

To provide busy parents with practical ways to promote their children’s reading, writing, and language skills.

Resources for Educators,
a division of Aspen Publishers, Inc.
3035 Valley Avenue, Suite 103, Winchester, VA 22601
540-723-0322 • rfeustomer@wolterskluwer.com
www.rfeonline.com
ISSN 1540-5648