

Super Readers!

Growing your child's skills one book at a time

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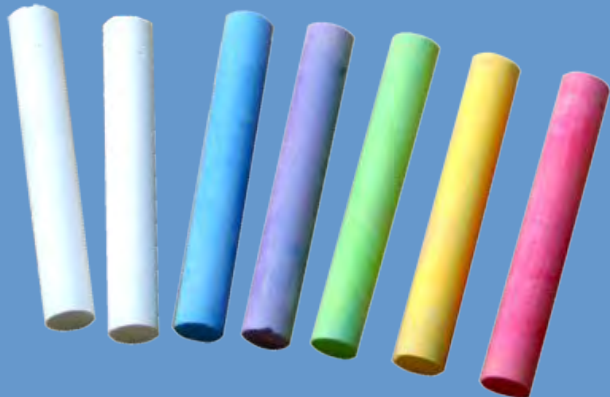
Make It
Fun!



Speaking -> Writing-> Reading

Research:

**If you can say it, you
can write it. If you can
write it, you can read it.**



Thinking to Reading Cycle



• Think It!

• Say It!



• Write It!

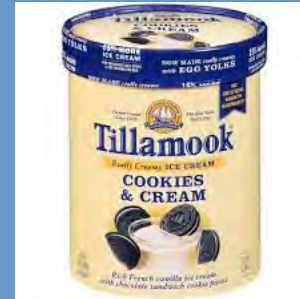


• Read It!



Print All Around Us!

Ask your child, “Do you prefer to eat _____ or _____?”
Tell me 2-3 reasons.



- Read the labels
- Spell the words
- Alphabetize the products



alamy stock photo



When driving identify...



Letters on license plates and names.



Read signs and names on businesses



Play Doh!

Make Spelling Fun!



Sugar Free Jell-O powder

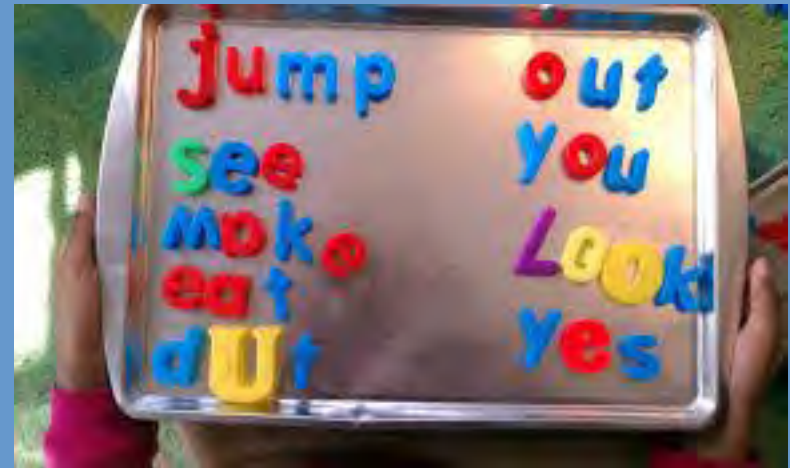
If they get the word right, they get to lick their finger.



<http://totschool.shannons.org>

Magnetic Letters

Make words on
the fridge



Or use a cookie
sheet!

Shaving Cream!



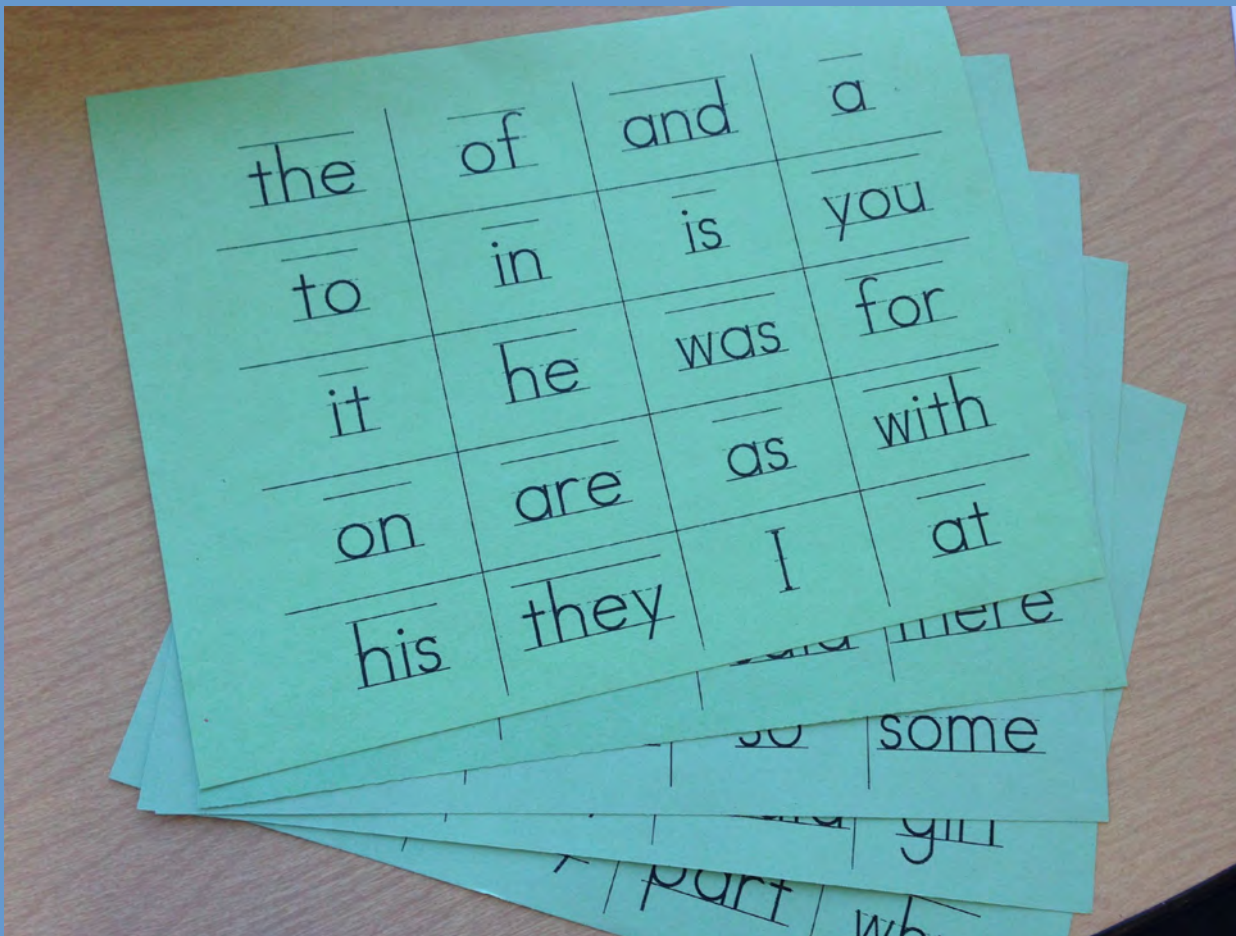
Sand or Salt Trays

Make words in the
sandbox at the
park!



HFW Flashcards

Cut out and
play games!



Clap, stomp, chant and spell

- Clap out words ... M-o-m-m-y
- Stomp out words using both feet
e.g. Left foot “L”. Right foot “o”.
Right foot “o” Left foot “k” **Look**
- Chant out words, names



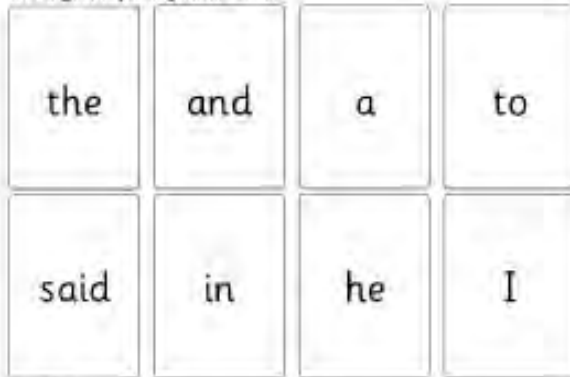
Big G, little i, little r, little a, little
r, little d, little i

Stepping on ...

- Write letters or words on a large piece of paper or cardboard.
- Child jumps from letter to letter saying letter and/or sound as (s)he jumps. Parent can play, too!

Or...Write on sidewalk with chalk!

100 high-frequency word cards



© 2000 by Linda Ward Beech, Scholastic Teaching Resources

Spelling Hopscotch!

Hop on the
letters to spell
the word!



Playing with words

Take any name and count the letters and syllable, list the vowels and consonants. Then have fun making as many words as you can!



Patricia

Letters: 8. Syllables: 3

Vowels: a i

Consonants : p, t, r, c

Words: a, I, at, pat, cat, rat, it, pit, rap, tap, cap, trap, tip, rip, tar, car, carp, tarp, tapa, Tricia, cart, part,

Concentration/Matching Games

Play letter or word matching games with your child.

- Make two copies of each word or letter.
- Place words face side down.
- Turn over two cards, one card at a time.
- If two cards match, put in a pile.
- If they do not match, return cards to the table face



- The player with the most matches win.
- Can also be played matching words to definitions, pictures to words.

Reading Buddies!



Read to a stuffed animal buddy!

Older child reads to younger child.

Beginning readers: “Learning to read”

Emergent Reader

Birth – 4 - 5 years

- Enjoyable and enriching experiences with books
- Recognizing letters, words and language patterns
- Begin shaping letter-sound relationships
- “Sharing” books

Early Reader

4 - 9 Years

- Use strategies to predict a word
- Can talk about the story after reading
- Begins to take risks and predict what might happen
- Relates personal events to stories



Advanced Readers: “Reading to learn”

Transitional Readers

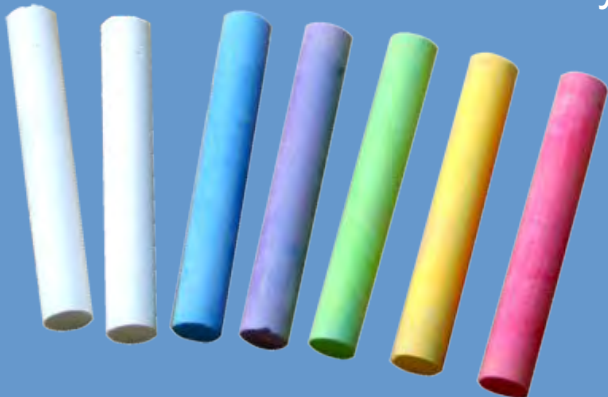
- Building their comprehension
- Begin to seek books in a series
- Reads at a good pace, using punctuation
- Uses self-correction
- Engages in silent reading

Extending Readers

- Selects texts they can read as well as more challenging texts
- Reads a wide range, matching text to purpose
- Appropriate rate and attention to phrasing
- Mostly reads silently

6-11 years

8- adult



How to read with a beginning reader

- Read for 20 minutes everyday, broken into smaller segments
- Sit together so you can both see the book.
- Read that book again (and again, and again)
- Encourage your child to help on some words such as rhyming words



- Let your child free explore books sometimes, the library is great for this!



How to read with your child

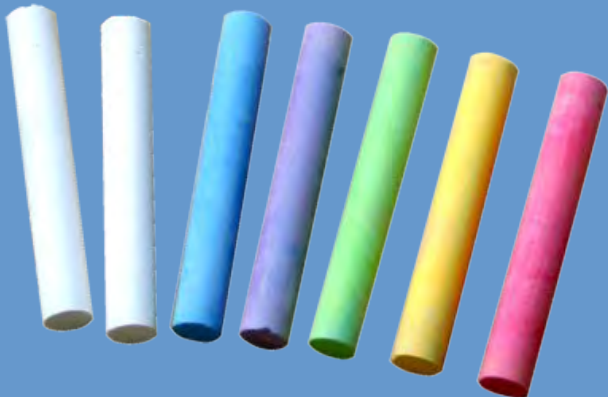
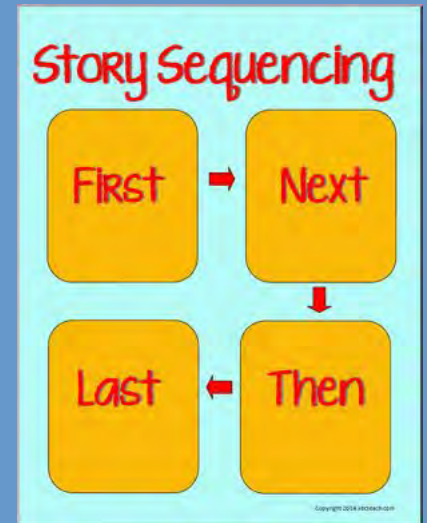
- Find a non-fiction text you both enjoy and explore it, pointing out the charts, diagrams, and table of contents
- Keep books in the car for reading
- Allow your child to read in bed before lights out
- Talk about the story after you read it; ask your child questions about what you read. Have them ask you questions.



Beginning Comprehension

A good reader can:

- Talk about what they read.
- Tell the sequence of events.
- Make a connection to another book, an event, or a personal feeling
- Offer an opinion about the story or information

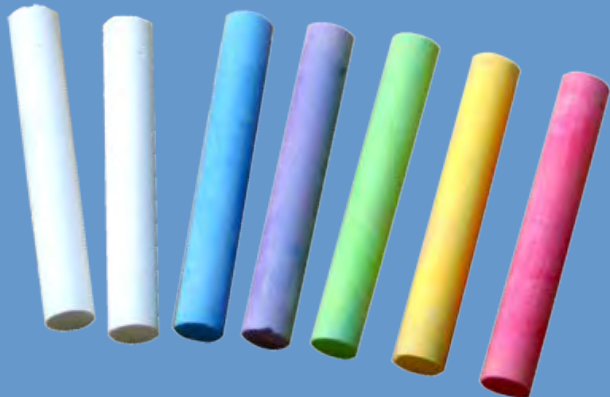


Decoding versus Reading

Reading is making meaning of the words and understanding what is read... Can your child answer a question about a story or more importantly ask you a question about the text just read?

Literal questions such as:

- What happened to Little Red Riding Hood when she got to grandma's house?
- When did Little Red Riding Hood take in the basket to her grandmother's house?



Questions

- Why did she go to her grandmother's house?
- How did the story end?

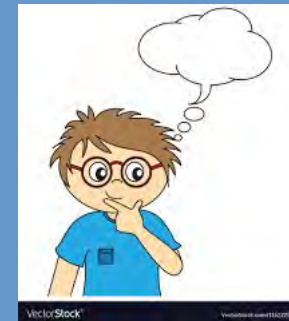
Literal Questions come straight from the book.



Inferential questions such as:

- Why did Little Red Riding Hood ask so many questions when she saw her grandmother (supposedly) in bed?

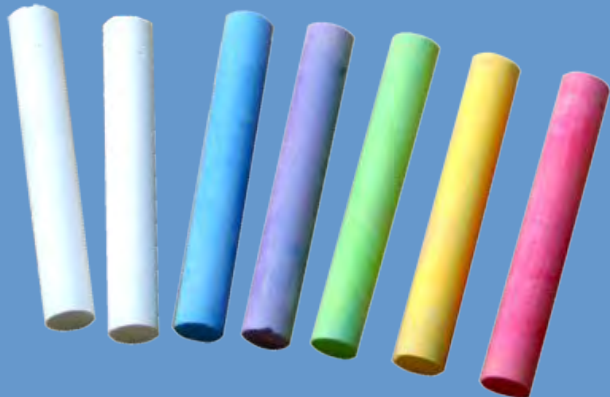
Inferential questions require thinking.



Questioning during and after reading a text

When reading aloud to or with your child, after a page or two in a picture book, or a passage, prompt your child to ask you a question about what you just read.

If your child can pose the question, answer it for him/her and then continue reading, or you may ask him/her a question before moving on. **If (s)he is unable to ask /think of a question, reread the passage aloud to him/her. Then ask him/her again to ask you a question.**



Comprehension for older readers

- Visualize: creating mental pictures or sensory images. The reader becomes emotionally involved as they read.
- Use background knowledge: use what you know to make connections
- Ask questions: constantly ask questions before, during, and after reading to understand what you are reading.



Focus on six main areas

Focus on six main areas

- Make inferences: use background knowledge and the text to make predictions, answer questions, and draw conclusions.
- Determine importance: find the main ideas and themes as you are reading. Set your purpose to help you determine what's important.
- Synthesize information: keep track of your thoughts as you read.



Synthesizing is the process of bringing together background knowledge and understanding of a text by forming opinions, thoughts and conclusions to create a complete understanding of the book.

Reading Aloud



Read aloud daily with your child and talk about the books you read together.
(Even with/especially with older children.)



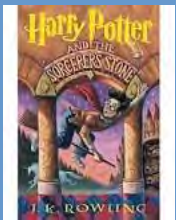
Not only will you build connections to books, but you are building lifelong memories for your child.



Books and Movies

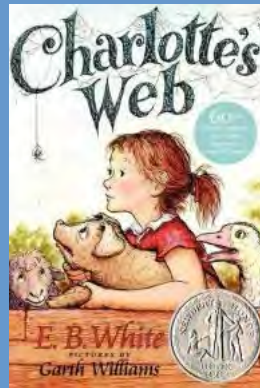
Netflix, the library

- Read a book that's been made into a movie together and compare the two



The Book

The Movie



The Book



The Movie



The Movie



The Book

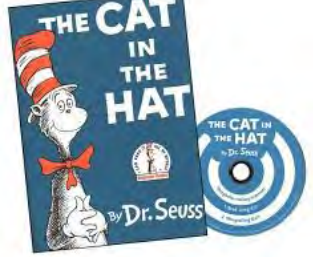


The Book



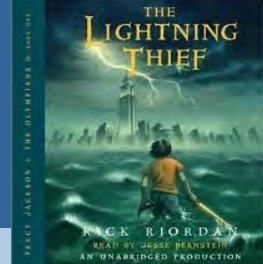
The Movie



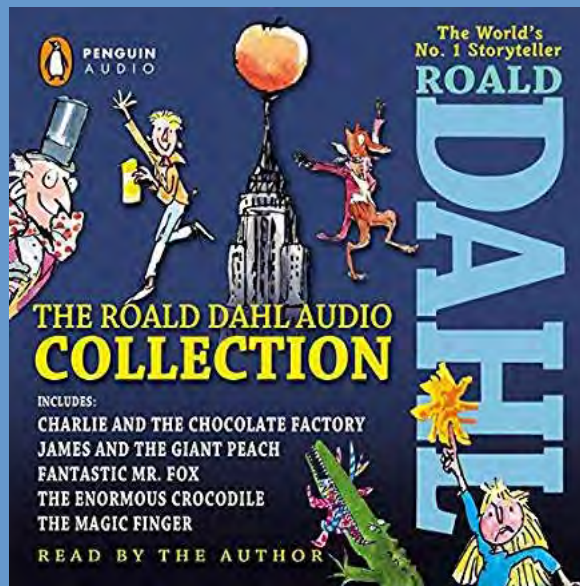
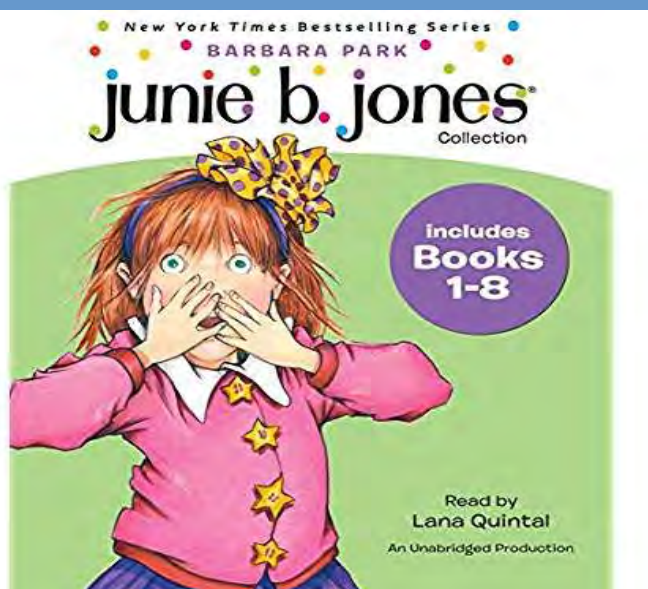
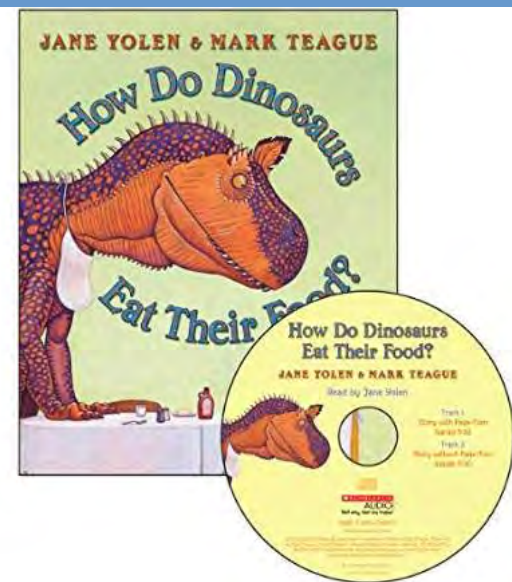


Audio Books

Listen in the car...



- Supports comprehension
- Expands vocabulary
- Exposes child to modeled reading from other readers
- Provides access to books above the child's reading level
- Introduces new genres that students might not otherwise consider
- Teaches critical listening



- Have young child track and turn pages when they hear the "beep".

Expose your child to a variety of books

- Let your child see you read!
- Share book titles you remember from childhood
- Have a variety of reading materials in your house
- Try a book from a new genre (fantasy, mystery, historical fiction, biographies & autobiographies, science fiction, fairytale and folktales, adventure)

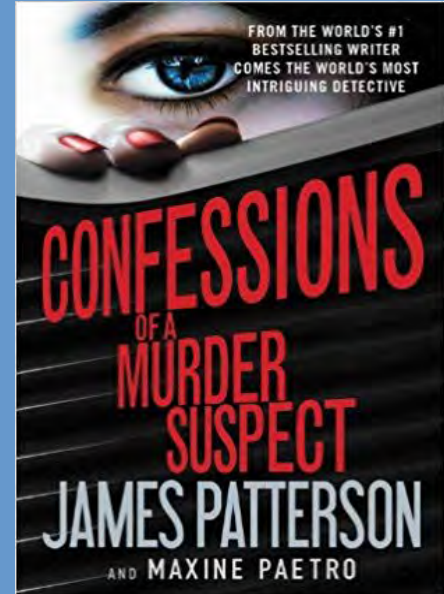
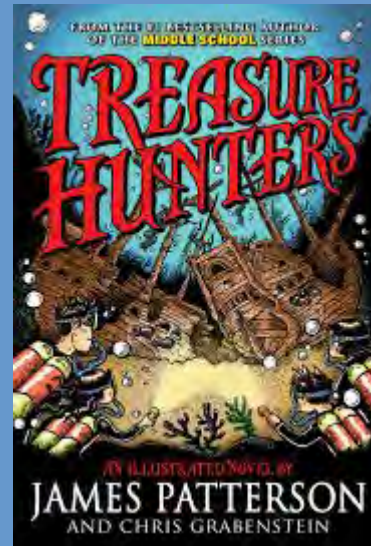


Encourage them to read other books by the same author

Jan Brett

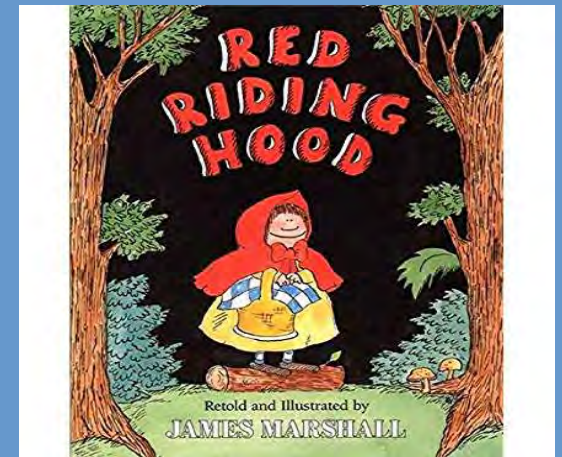
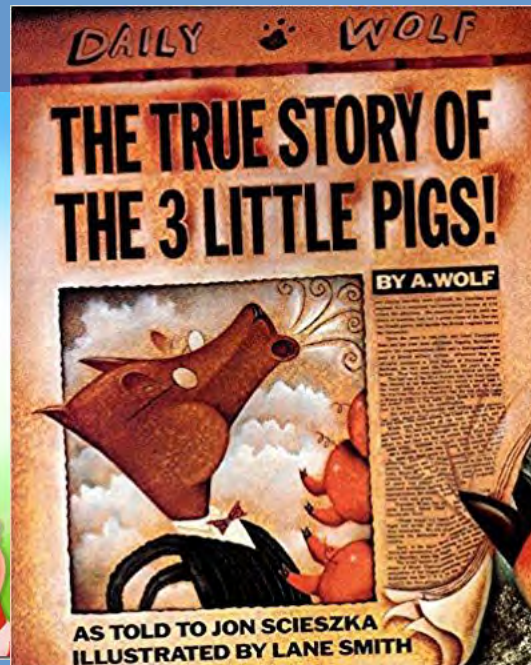
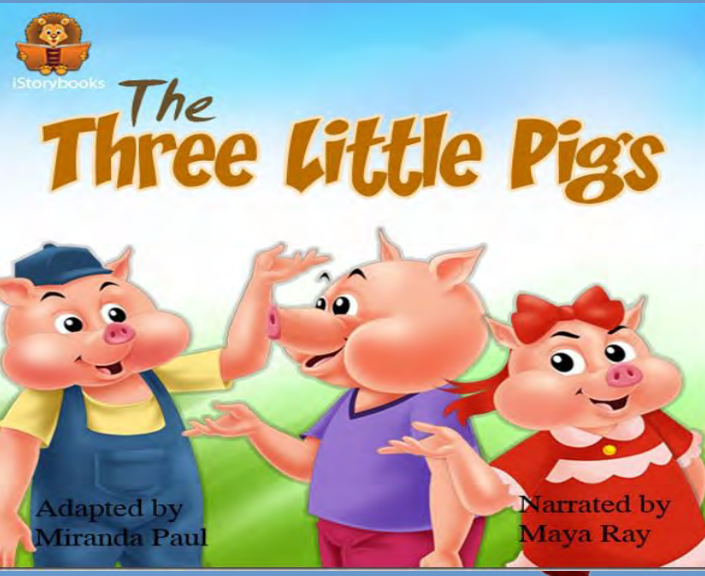


James Patterson



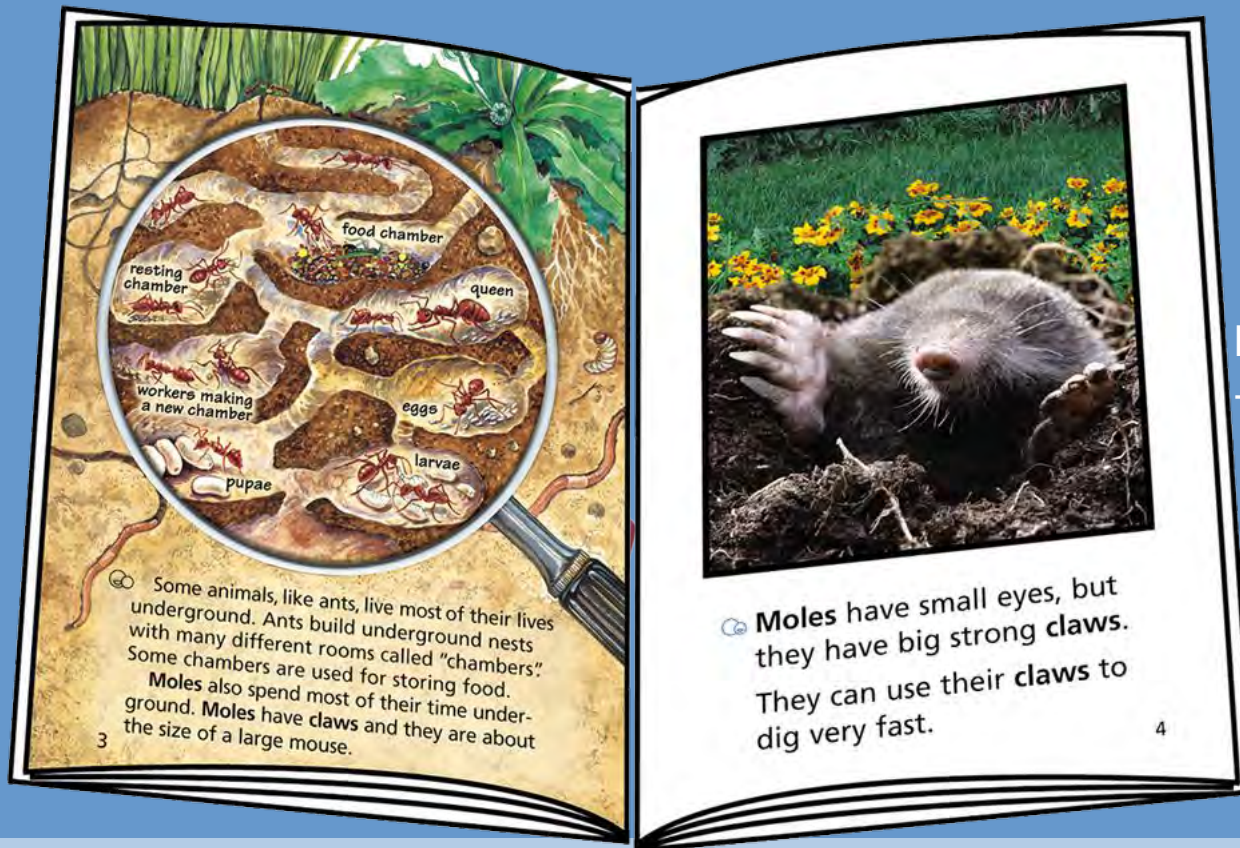
Compare different versions of books

- Discuss with your child why they prefer one version over another.



We Both Read Books

- Side by side pages for parent and child to read together
- Child practices reading at his/her reading level
- More complex text read to child, modeling fluency by adult



<https://treasurebaybooks.com/we-both-read/>

Record your child reading

- Record your child reading a paragraph, a page, a short book on an iphone, ipad, boombox.
- Re-record after repeated readings – have child hear improvement

Or...

- Keep ongoing recordings so you and your child can see growth over the months.
- Record books together.



Make Spelling FUN! – Correct or Challenge

- Write child's spelling or high frequency words on slips of paper. Any level of words can be used for this game. Different word can be used for different aged children so families can play together.
- Choose three words to spell out loud.
- Spell words. (e.g. like - l l k e, see – see, my – mi.)
- Ask, Correct or challenge? If child says challenge (“my” is spelled incorrectly), then ask child how to spell it correctly. If (s)he spells it correctly, (s)he gets a point.
- Play for about ten minutes



Developed
by the
University of
Oregon

- Develops auditory skills
- Improves spelling (no writing words over and over.)
- Kids love the game

Types of Writing

Read all three types of writing to and with your children.

- Narrative (Real and Imaginative)
Telling a personal/true story or creative story
- Informative/Explanatory
Writing that provides information or explains about something
- Opinion/ Argumentation
Expresses an opinion, presents an argument



How to support your child with CCSS writing

Opinion/Argumentation

Ask your child, “Do you prefer eating at McDonald’s or Wendy’s?”

Then ask the child to give you two or three reasons.

Would you rather go on a field trip by bus or car?
Why? 2-3 reasons.



Informative/Explanatory

Read a text with your child . For example a book about sharks, volcanoes, the holocaust, or any topic your child is interested in learning about.

After reading the text, have your child tell you three important facts (s)he learned about from what (s)he read.



A child can summarize what they have read by stating/writing three key facts from an informational text or three events from a narrative. eg. Sharks are fascinating animals that live in the ocean. They can hear fish swimming close to them. Sharks can smell even a drop of blood.

Narrative

Personal narrative is the hardest to write for children. A child often does not have enough to say about something, even about a birthday party or a trip to the park.

What to do? Ask probing questions such as When we went to the park, tell me three things that you did.... My friends and I played soccer. I ran really fast. Then I ate hot dogs.

Imaginative narrative is creative writing. A child has to think about what to write about before (s)he can start.



Ask your child to use all five of your senses to describe the setting, characters, and the plot of your **story**.

Writing with your child

Why is writing Important?

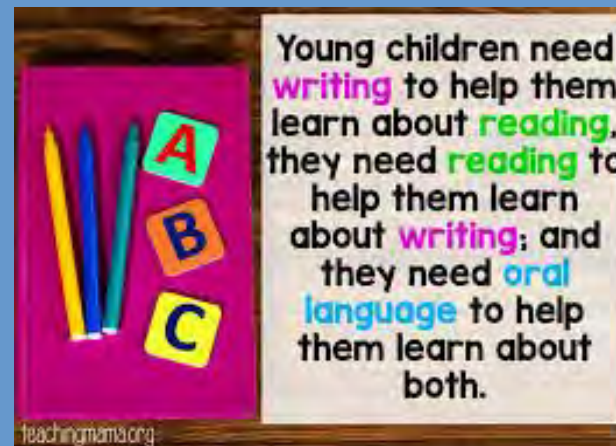


- It's practical: we write everyday, whether it's to jot a note, fill out a form, or create a list.
- Writing is an important form of communication: we write emails, status updates, tweets, and texts. Putting it in writing leaves no room for doubt.
- Writing can be an outlet, whether creative or therapeutic.

Write-→ Read-→Talk-→Think-→
Read-→Talk-→ Think-→Write

**Tell me, I'll forget.
Show me, I'll
remember.
Let me write, and I'll
understand!**

You learn to *write*
better by *reading*.
You learn to *read*
better by *writing*.
Reading and writing *work*
together to improve your
ability to *think*!



Writing at home should be fun...

- Write cards or letters to family and friends, or to soldiers or to veterans at the VA hospital.

- Keep a journal. Write about things you read or things that you do.

- Play word games like Hangman or MadLibs.

<https://www.youtube.com/watch?v=j-pBzBvJVKc>

- Encourage your child to plan out their writing before they start.

- Display your child's writing in a prominent place.



Tools and tricks of a writer

- Grab a box and fill it with writer's tools:

- Pencils and ballpoint and gel pens
- Crayons and markers
- Paper (the more variety the better!)
- Pencil sharpener
- Eraser
- Sticky notes

- Find a solid surface that can serve as a writing area, or make many of them!
- A clipboard or sturdy book can serve as a mobile writing spot
- Make sure you have enough light to write by
- Consider having a designated folder to hold your child's writing to keep it safe.



Using high frequency words to write

- Use words to create sentences with your child.
- Select words you will use from list.
- Provide support vocabulary.

I like _____ (pizza, ice cream, dogs)
My mom (dad, sister) likes _____.
Samantha see the _____ (ball, car, girls).
Carlos can _____. (hop, jump, play, run).

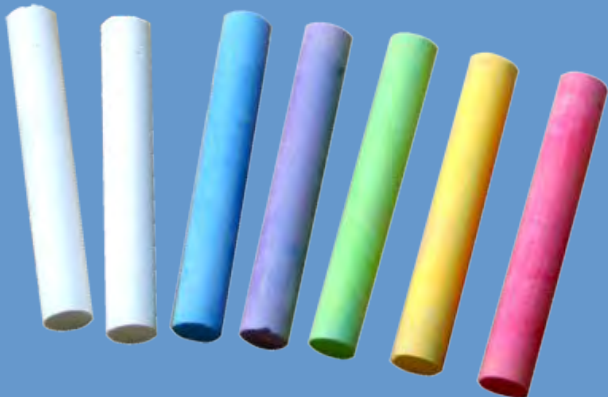


a	for	is	said
at	go	it	see
an	has	like	she
and	have	look	so
am	he	me	the
are	here	my	to
can	in	no	up
do	I	play	we



How to support writing

- Have your child talk out his/her thoughts
- What are the big ideas?
- Make a plan WHY??
 - * Planning builds confidence for your child (S)he knows he is a writer
 - * Planning makes writing easier
 - * Planning provides a roadmap for organized writing
 - * Planning makes writing better



Think about it!
They have to
say it before
they can write
it!



How to create a plan with your child




 **Topic:** *Favorite school lunches*


 *1 Pizza*


 *1 Burritos*

 *1 Spaghetti*

 **Conclusion:** Favorite School Lunches

 2 Crust
Pepperoni
Crispy

 2 Cheesy
Eat with hands
Filling

 2 Long noodles
Tasty sauce
Meatballs



Big Ideas (yellow)

Tell Me More (supporting details)

The CCSS uses the terminology
“supporting details”

Simple structure from paragraph to essay



Title

Topic Sentence

Big Idea (transition)

Supporting details

Big Idea (transition)

Supporting details

Big Idea (transition)

Supporting details

Conclusion

Smoking's Health Toll and Price Tag

Fifth Grade

Although smoking may seem cool, it is very unhealthy and expensive. Many people die from smoking related problems such as cancer, heart disease etc. every year. According to World Book Encyclopedia during the mid-1980s smoking contributed to 30 percent of all deaths from cancer and heart disease in the United States of America. Furthermore, cigarette smoking was associated with 85 percent of all cases of lung cancer. Secondly, smoking is very expensive. If someone smoked one pack of cigarettes every day that cost \$3.00 for 50 years it would cost them \$54,750.00 which is enough money to buy an expensive and luxurious car. On the contrary, if someone put \$3.00 a day into a bank or investment institution they would be making hundreds of dollars in only a few years just because of the interest they are collecting. Clearly smoking is very unhealthy and expensive too, so don't start smoking until you have considered all of the negative effects!



Technology

<https://www.techlearning.com/tl-advvisor-blog/8574>

Younger children

4th-8th grade

STARFALL

<http://www.starfall.com>

READING RAVEN

<https://itunes.apple.com/us/app/reading-raven-hd/id496586135?mt=8>

WRITE TO READ

<https://www.igeeksblog.com/write-to-read-app-for-ipad/>



WONDEROPOLIS

<https://wonderopolis.org>

TWEEN TRIBUNE

<https://www.tweentribune.com/category/teen/>

CNN Student News - Now called CNN 10

<https://www.cnn.com/cnn10>

Bookopolis

<https://bookopolis.com/#/>

Common Sense Media

<https://www.common Sense Media.org/book-reviews>

Have fun as you...



• Think It!

• Say It!



• Write It!



• Read It!

