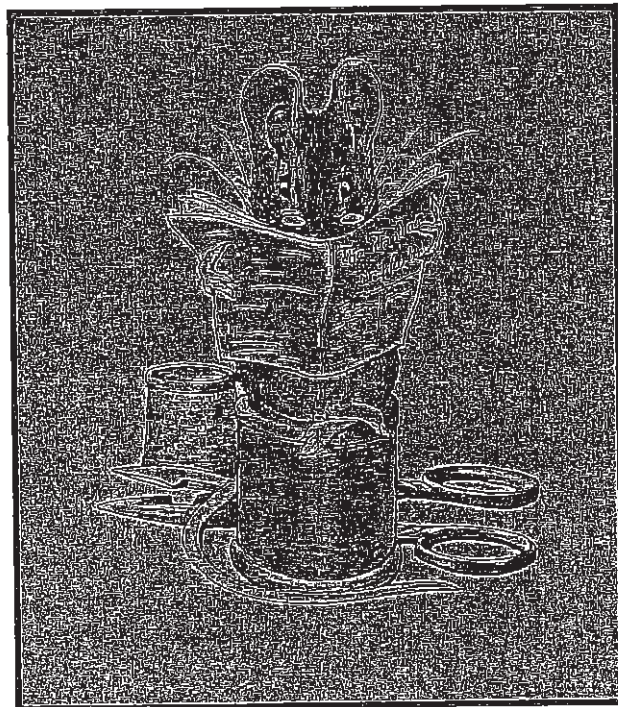


SECTIONS: D

Now That We're
Ready to Read...



A
beginning
reading program
needs to be balanced...

1. phonics and phonemic awareness

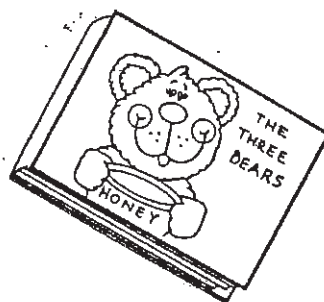


2. literature (experiences & exposure)

a. read to

b. shared

c. independent



3. immersed in a print rich
environment

Labels

logos

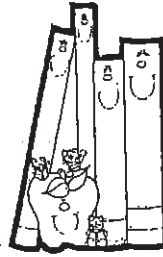
SIGNS

magazines

As you
teach reading,
you need to
make sure you include...

1. A time for your child to be read to...
(bedtime, quiet time, family time...)
2. A time for shared reading...discuss while
you read together...
(sight vocabulary, strategies,
syntax, builds confidence...)
3. A time for reading instruction...
(whatever program you are using to teach
reading...)
4. A time for independent reading...
(appropriate materials available)

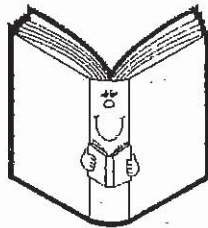
Help your child as a reader...



1. Play sound games and word games, at home or when traveling in the car.
2. Encourage your child to read everything that is printed: signs, posters, cartoons, newspaper headlines, advertisements, menus, words on the TV screen, etc.
3. Have your child read to you regularly and continue to read to your child even when he can read well for himself.
4. Accept the way your child reads with the same pleasure you showed when your child first talked. Don't expect your child to be a perfect reader right away.

When you are reading
with your child, tell your
child to...

1. Talk about the pictures.
2. Look at the words.
3. Keep the story in their head,
4. Check the first letter (get your mouth ready!)
5. Check and see if the words sound right together and make sense.

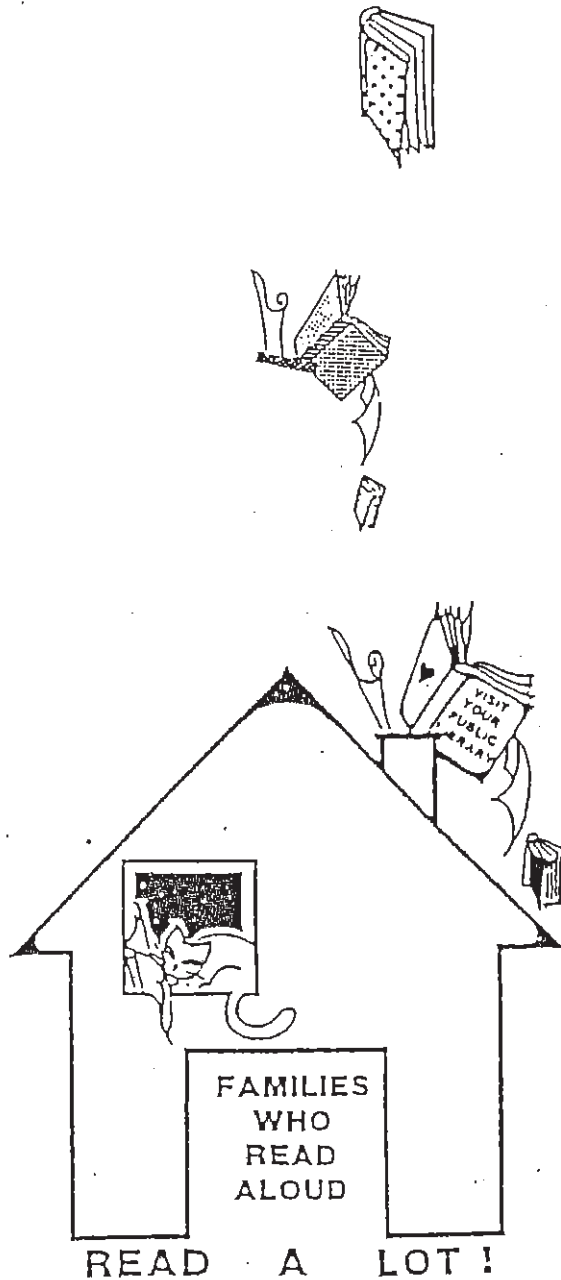


"While we are reading together, what kind of questions should I ask my child?"

Here are some suggestions:

1. What did you like best about the story? Why?
2. What would you like to change about the story? Why?
3. What were the main characters' names? (Who or what was the story about?)
4. What happened to them in the story?
5. How did the story end?
6. What parts of the story might have really happened, and what parts are pretend?
7. What would you have done if you were the main character?
8. Have your child draw the favorite part of the story.
9. Act out the story with Paper bag puppets.
10. Have your child ask you questions about what you read together.

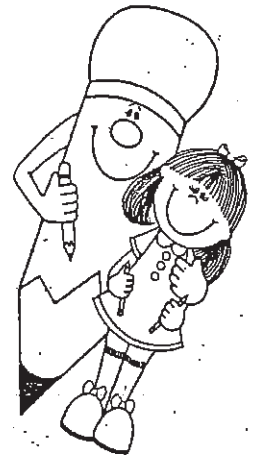
HERE'S AN IDEA THAT CAN STRENGTHEN YOUR FAMILY



Tonight
at the dinner
table, read
something out
loud to your
family.
Tomorrow night,
let another member
read something.
A news story.
A Bible verse.
A Robert Frost poem.
A cereal box panel.
History. Humor.
ANYTHING.
Each night a different
family member can read
a selection.
Imagine the wide range
of subjects your family
will read in 365 days.
What a stimulating way
to have your children
develop good
reading habits.
We have 23 million
illiterate adults
in America.
We wouldn't have ONE,
if each of them had
been served reading
as part of their
nightly diet.
It's non-fattening,
but enriching.
And it doesn't cost
a dime.

A MESSAGE AS PUBLISHED IN THE WALL STREET JOURNAL

Tips to help you...



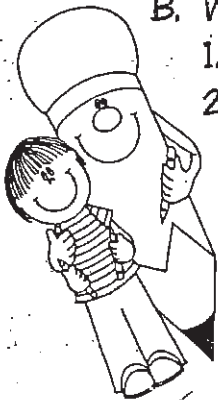
I Language Arts...

A. Reading

1. Many uses for 3 X 5 word cards...
 - a. letter identification
 1. capitals one color, lower case another
 2. consonants one color, vowels another
 3. put cards in stack, face down...draw cards and then tell what it is
 - b. build words
 1. draw from face down pile and make words
 2. make 3 face down piles, consonants, vowels, consonants...draw one from each stack and see what word it makes (real word 5 points, nonsense words 2 points, keep score...)
 3. practice spelling words
 4. build simple sentences
2. Let Loose on Mother Goose
 - a. great resource for learning rhyming and activities
3. Work with word families
 - a. use 3X5 cards
 - b. paper plates (make like a clock with a brad)
 - c. sliders
4. Many homemade books / examples in handouts
5. Your town's library / weekly visit / great resource!
 - a. need info on Thanksgiving? Check out Thanksgiving books
 - b. get into the library habit / check there first!
 1. Poetry...expose by reading poetry often / Silverstein

B. Writing...

1. Use purple 'quickword' (very 1st dictionary)
2. Family letters...give your child an 'audience' to write for...
 - a. Grandpa and Grandma
 - b. fan letters...Barney, Sesame Street, etc.
 - c. pen pals



3. Labeling (with 3X5 index cards)...label everything around the House...sink, TV, light, door, bathroom, etc.
4. Make a variety of books
 - a. alphabet books
 - b. photo records
 - c. pattern books...."I like....." "My favorite is...."
 - d. journaling / dictated stories / shared writing / independent
 - e. 'theme' journals...science, weather, fieldtrips...

II. Literature for themes and to teach basic skills...

(reading, math, writing, art, science, etc.)

A. Choose books such as *Gingerbread Man*, *3 Billy Goats Gruff*, *Little Red Riding Hood*, *Goldilocks and the 3 Bears*...

1. Read many of same title, but different author
2. Make comparisons such as:

What was the bridge like in each *Billy Goat Gruff* story?
Did all the trolls have eyes like saucers and a nose like a poker?

What happened to the wolf?

Or...

Have your child write a different ending.

Make simple graphs...

Which *Billy Goat* did you like best?

Which one was your favorite story?

Or...

After reading "*Little Red Riding Hood*", learn about real wolves, talking to strangers, etc.



“Instant Words”

**These are the most commonly used words
in printed English
ranked in order of frequency.**

**They are the words
beginning readers will read
and beginning writers will write
with the most frequency.**

- **Words 1 - 25**
make up about **33%** of all printed material.
- **Words 1 - 100**
make up about **50%** of all printed material.
- **Words 1 - 300**
make up about **65%** of all written material.

**Is it any wonder that all students must learn to
recognize and spell these words instantly?**

Instant Words

E.G.U.S.D. Curriculum Standards & Benchmarks:

Students will spell correctly in daily writing:

1st Grade: 1-100. 2nd Grade: 101-200

These 300 words are the most commonly used in

English. They make up about

65% of all written material

Words 1-25: 33% Words 1-100: 50%

First Grade 1 - 100	not	him	over	before	move	start	white
the	what	into	new	line	try	city	sea
of	all	time	sound	right	kind	earth	began
and	were	has	take	too	hand	eye	grow
a	we	look	only	mean	picture	light	took
to	when	two	Second Grade 101-200	old	again	thought	river
in	your	more	little	any	change	head	four
is	can	write	work	same	off	under	carry
you	said	go	know	tell	play	story	state
that	there	see	place	boy	spell	saw	once
it	use	number	year	follow	air	left	book
he	an	no	live	came	away	don't	hear
was	each	way	me	want	animal	few	stop
for	which	could	back	show	house	while	without
on	she	people	give	also	point	along	second
are	do	my	most	around	page	might	later
as	how	than	very	form	letter	close	miss
with	their	first	after	three	mother	something	idea
his	if	water	thing	small	answer	seem	enough
they	will	been	our	set	found	next	eat
I	up	call	just	put	study	hard	face
at	other	who	name	end	still	open	watch
be	about	its	good	does	learn	example	far
this	out	now	sentence	another	should	begin	Indian
have	many	find	man	well	America	life	really
from	then	long	think	large	world	always	almost
or	them	down	say	must	high	those	let
one	these	day	great	big	every	both	above
had	so	did	where	even	near	paper	girl
by	some	get	help	such	add	together	sometimes
word	her	come	through	because	food	got	mountain
but	would	made	much	turn	201-300	group	cut
	make	may		here	between	often	young
	like	part		why	own	run	talk
				ask	below	important	soon
				went	country	until	list
				men	plant	children	song
				read	last	side	being
				need	school	feet	leave
				land	father	car	family
				different	keep	mile	it's
				home	tree	night	
				us	never	walk	