

# Reading Connection

Tips for Reading Success

Beginning Edition

September 2019

East Tate Elementary School  
Stephanie Franklin, Principal

## Book Picks

Read-aloud favorites



### ■ *The Day You Begin*

(Jacqueline Woodson)

The students in this story feel alone for different reasons, whether it's because of what they look like, how they talk, or what they eat. But the children discover that when they share their differences, they begin to see just how well they *do* fit in. (Also available in Spanish.)

### ■ *Night Night, Groot*

(Brendan Deneen)

In this bedtime comic book, Baby Groot is ready for bed after a long day. But his friend Rocket Raccoon has other ideas. He snatches Groot out of bed, and the two zoom across the universe with their superhero friends. Will Groot ever get to sleep?



### ■ *Tigers & Tea with Toppy* (Barbara Kerley and Rhoda Knight Kalt)

To Rhoda, her grandfather is "Toppy."



To everyone else, he's the famous wildlife artist Charles R. Knight.

This biography tells the story of a weekend adventure Rhoda and Toppy enjoy together. Tag along to the museum and the zoo to see many of the artist's drawings and paintings.

### ■ *The Cloud Book* (Tomie dePaola)

Can your youngster predict the weather by looking at the clouds?

Has she ever thought that a

cloud was shaped like an animal? This nonfiction book teaches readers about common cloud types and the weather they typically bring.



## Fill your home with words

Your child learned to talk by hearing many words every day. Now that she's learning to read, *seeing* lots of words will make them familiar to her when she comes across them in books. Use these ideas to surround your youngster with words.

### Label

On sticky notes, help your child label furniture, toys, and appliances with their names. She could put each note on the correct item, then walk around the house and see how many words she can read. *Idea:* Let her create a nameplate for each person's door—and even put one on the dog's food bowl or the fish tank.

### Post

Use colorful tape to mark off a "bulletin board" on the refrigerator. Your youngster can post all kinds of things to read. *Examples:* The school cafeteria menu, notes from you, a joke. Then, make time daily to read the board. For instance, before



school, help her check the menu to find out what's for lunch.

### Collect

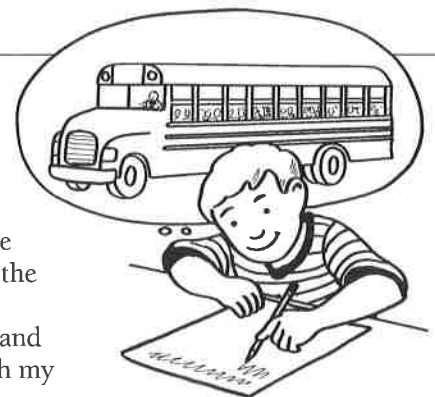
Cut construction paper into fourths and staple the pieces together to create word books. Your child might title one "Food Words," then cut words like *cereal* and *rice* from food packages and glue them all over the pages. She could put her books on a shelf or on the coffee table to pull out and read whenever she likes. ♥

## My school story

"What did you do in school today?" Instead of having your child *tell* you, encourage him to write it down. He'll work on putting events in order, and you'll learn all about his day.

Ask your youngster to write a sentence about what he did first. *Example:* "I rode the school bus." Then ask, "What happened next?" He might write: "We had reading and writing time. I went to lunch and ate with my friends. We did math."

*Tip:* If your child isn't writing yet, let him dictate his story to you. ♥



# Books and the great outdoors

Reading can be a quiet indoor pastime for your youngster—or a playful outdoor adventure! In your backyard or at the park, read stories that take place outside. Then, try these suggestions for helping your child make connections between books and his world.

**Recreate a picture.** Let your youngster choose an illustration from a book and use props to make his own real-life version of it. If the picture shows a pond with



the sidewalk after a rainstorm to see how they wriggle. Or after reading about a windy day, he may want to make a colorful wind sock to see which way the wind is blowing. ♥

lily pads, he could float leaves on a puddle. Or if there's an illustration of a bear in a cave, maybe he'll use sticks and rocks to build a miniature hideaway for his teddy bear.

**Explore science.** Do a science activity related to a book. Say the main character in a story is an earthworm. Your child might observe worms on

## Fun with Words



## A back-to-school recipe

Your youngster can practice writing instructions as she whips up a recipe for a great school year!

Together, read recipes for favorite dishes so she sees how they include an ingredients list and step-by-step instructions. Then, suggest that your child write her own list of ingredients for a great school year. *Example:* "1 friendly teacher, ½ cup reading, a dash of recess."

1. Combine 1 friendly teacher with ½ cup reading.
2. Sprinkle in a dash of recess.
3. Add ½ cup math games.



Next, she should write a step for each ingredient. Encourage her to use cooking words like those in the recipes she read (*stir, combine, blend*).

Finally, listen while your youngster reads her finished recipe to you. ♥

### OUR PURPOSE

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

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## Q&A Read-alouds for new readers

**Q** My son loves it when I read to him. Now that he's learning to read on his own, what should I do differently at story time?

**A** Simply continuing to read aloud to your son is one of the best ways to support his reading. Kids who have pleasant experiences with books tend to become better readers.

Try following your child's lead at story time. If he points out words he knows, offer encouragement. ("You're right, that word is *blue*.") Or if he asks what a word means, give a quick kid-friendly explanation. ("*Locomotive* is a big word for *train*.")

Also, share your reactions to the book, and let your son do the same. *Example:* "I was really hoping the train would make it up the hill. Did you think it would?" You'll find that talking about stories is a natural way to boost his comprehension. ♥



## Parent to Parent Let's do research!

My daughter Kara asks a lot of questions. During a recent trip to the library, we read a non-fiction book that answered her most recent one: "Why do we get the hiccups?"

Now Kara keeps a list of questions she thinks of. When we visit the library, we look up the answers. Our research is turning out to be far more educational—and more fun—than asking

my phone to answer Kara's questions. For instance, I help her type her topic into the library database, and we look at the list of suggested books. Then the librarian points us toward the section where we can find what we need.

Kara is learning her way around the library, and she's even learning to use a book's index to locate the information she's looking for. ♥

