

Reading Connection

Tips for Reading Success

Beginning Edition

November 2014

Michigan Center School District

Book Picks

Read-aloud favorites

■ *Big Red Lollipop*

(Rukhsana Khan)

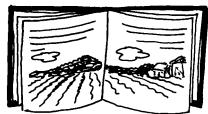
Rubina is excited about going to a birthday party.

But then her mother insists that her little sister Sana tag along, and Sana eats Rubina's party favor! Later when Sana is invited to a party, she makes it up to Rubina. Based on a true story from the author's childhood.



■ *My Mexico/México mío*

(Tony Johnston)



These poems, printed in both English and Spanish, will help your youngster picture the beautiful fields and villages of Mexico. She'll also get a taste of daily life there and learn a little about the country's history.

■ *Bones and the Big Yellow*

Mystery (David A. Adler)

A school bus is missing, and young detective Jeffrey Bones is going to help the driver find it. You and your child can put together the clues and try to solve the mystery. The first book in the Bones series.

■ *Dear Deer: A Book of*

Homophones (Gene Barretta)

Your youngster will laugh out loud while he learns about homophones—words that sound alike but have different spellings and meanings. The zoo in this story is full of homophones, from the horse that's hoarse to the hare with no hair to the moose who ate eight bowls of mousse.



Predicting what comes next

When your child reads, he can strengthen his comprehension by thinking about what might happen later in the story. Encourage him to make predictions with these suggestions.

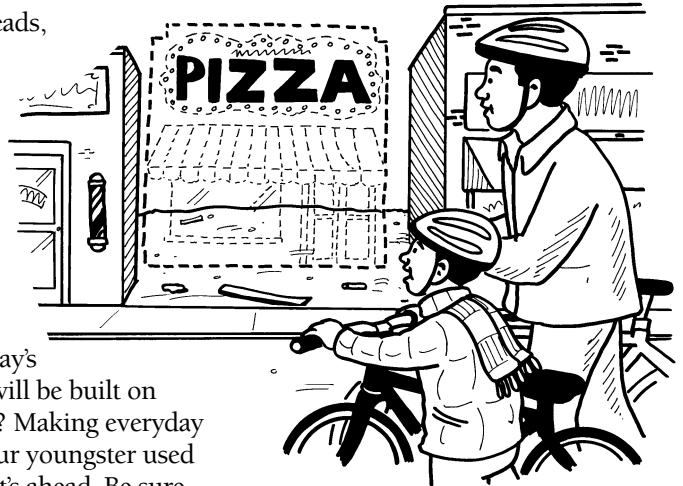
In real life

Who will win Sunday's football game? What will be built on your street's empty lot? Making everyday predictions can get your youngster used to thinking about what's ahead. Be sure to have him back up his guesses. For example, maybe one team has a better record than the other, or perhaps your town could use a pizza parlor.

Your child is allowed to change his prediction at any time! If the team's star quarterback gets hurt, he might decide that he thinks the other team will win. *Tip:* Ask him to find the real outcome. Was his prediction accurate?

In books

While reading, your youngster may make predictions based on evidence in



the book, his own experiences—or both. As you read to him, let him hear you predict what might happen (“I bet a bear is going to eat their food”) and why (“The book said the campground is full of hungry bears,” or “When we went camping, the ranger told us food attracts bears”).

Then, have your child share his predictions and his reasoning. He could let you know if his ideas change as you continue reading. After you finish, let him compare his predictions to what really happened.♥

Car conversations

What's that outside of the car window? A conversation starter! Turn driving time into talking time to improve your youngster's thinking and language skills. Consider these ideas:

- If you pass something interesting (say, an unusual truck or tree), ask questions that will spark a conversation. *Examples:* “What do you think that truck is used for?” “Where have we seen a tree like that before?”
- Have your child search outside for something she is learning about in school. She may notice leaves changing color or your state flag, for example. Encourage her to tell you what she knows, and use questions to keep the conversation going. (“What does the star on the flag stand for?”)♥



Fun lists to write

Making a list is an ideal writing opportunity for a beginning writer. Lists let your little one practice spelling, vocabulary, handwriting, and organizing her thoughts. Here are five she might enjoy.

1. Stuffed animals. Suggest that your youngster list her animals and the names she has given them (“Ellie the Elephant,” “Snappy the Crocodile”).

2. My favorite things. Encourage your child to make her own Top 10 list. She could write down the 10 books, foods, or songs she likes best, for instance.



Have her write down as many as possible. Then, she can add to her list as she discovers new characters.

5. Ice cream flavors. Your youngster could probably come up with a lot of flavors, which means a lot of writing practice. Her mouth-watering list might include mint chocolate chip, strawberry swirl, and butter pecan.♥

3. Rainy-day activities. This list helps your youngster plan ahead so she always has something fun to do. *Examples:* “Make up a dance,” “Build a fort.” Post her list so she can use it when it rains.

4. Storybook characters. Frog and Toad, Clifford, Peter Pan... how many book characters will your child think of?



Hands-on vocabulary

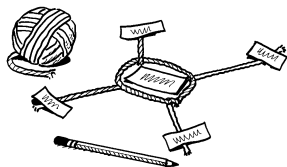
When your youngster brings home vocabulary words, have him use activities like these to learn them.

Illustrated words

Suggest that your child draw a picture to represent a word. The images will stick in his mind and help him remember what the words mean. For example, to illustrate social studies words like *consumer* and *producer*, he might draw a person buying corn at a farm market.

Word web

It's easier to learn new words if your youngster can link them to ones he already knows. Have him write a word he's learning (*cocoon*) on a slip of paper. Then, help him brainstorm related words (*caterpillar*, *butterfly*) and write each one on a separate slip. He could put them in a ring around the main word, talk about how they connect, and lay down pieces of yarn to join the words. Save his web by letting him take a photo of it.♥



Q&A Read it again?

Q My son likes to read the same books over and over. How can I get him to try new ones?

A Reading the same book repeatedly is actually good for your son. Each time, he'll notice new things about it. For example, a word he didn't know the first time might become clear on the second reading. Or a part he didn't understand before may make sense when he reads the book again.

At the same time, reading new books will expose him to different genres, authors, and information. Try helping him find books that are similar to those he already likes. If he can't get enough of *Click, Clack, Moo* (Doreen Cronin), look for other funny animal stories, such as *Bark, George* (Jules Feiffer) or *Don't Let the Pigeon Drive the Bus!* (Mo Willems). He may find new favorites that he likes just as much as the ones he reads now.♥



Parent to Parent A reading volunteer

After I went back to work this year, I really missed volunteering to read aloud in my daughter's class. I mentioned this to her teacher, and she thought of a way I could still “read” to the kids.

Mrs. Ross wants to build a classroom collection of audio books, so she is sending home books with my daughter, along with an MP3 player and a microphone. My job is to record myself reading each one. It doesn't

take me any extra time because I make the recordings while I'm reading the books to my child at bedtime.

I like helping my daughter's school—and I love knowing that she gets to hear my voice reading aloud when she's in class.

Now she has asked me to make recordings of her own books so she can listen to them at home, too!♥



OUR PURPOSE

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

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