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Reading Changed My Life

As your child's first Teacher, celebrate the importance of Reading by sharing how Reading has influenced your life as a person AND a parent.

“How Reading Changed My Life”:

- When I was a child, my favorite books made me feel~
funny, happy, sad, scared, excited, dreamy, curious**
- I have learned new things by reading ~ career tips, home life, some of
life's mysteries, how-to do certain things**
- Reading has answered questions I have about~ nutrition, health, va-
cations, and, yes, parenting**
- Reading has opened doors to ~ other cultures, different recipes, words
to a favorite song, more how-to directions**
- Reading is entertaining ~ laughter, empathy, adventurous, escape**

Reading Out Loud Together

Everyday presents Reading opportunities for you and your child.

Here are a few examples you are probably already doing:

- comic strips in the newspaper**
- the back of the cereal box**
 - recipes**
 - game directions**
 - grocery store items**
 - letters and cards**
 - on line information**
- how-to build something instructions**

Take turns reading with your child. Make predictions together.

Reading at night together just before “lights out” will help relax your child (and, maybe, you, too). Reading a chapter a night of your favorite childhood book is a wonderful way to share.

Effective Reading Strategies

Here are Five Effective Reading Strategies you can use when Reading with your child:

- **PREDICT** ~ Make a guess about what will happen next.
“I think _____ will happen .”
- **CLARIFY** ~ Make sure your child understands what s/he is reading.
“This part is about _____.”
- **CONNECT** ~ Ask what the text makes you child think of.
“When I read this, I just thought about _____.”
- **VISUALIZE** ~ Tell your child to make a picture in his/her mind about the words being read. “As I read I can see _____.”
- **QUESTION** ~ Ask your child what s/he thinks the Author is saying.
“I think the Author’s Purpose for writing the story is _____.”

Reading Strategies When Your Reader Gets "Stuck"

Looking for QUICK CLUES:

- **If there is a picture near the words, ask your child to glance at it for help.**
 - **Ask your child "What would make sense there?"**
 - **Leave the unknown word and finish the sentence. Then, ask again, "What would make sense there?"**
 - **Ask your child to give you the sounds of the beginning, middle and/or end sounds. For example: f-uh err t-uh and says "fort"**
 - **You ask, "Is there a fort in the picture?"**
 - **Look for a word inside f-o-r-e-s-t that is known. Use your fingers to isolate the word: -or- -rest-**
 - **Have your child re-read the sentence again.**
- This step is VERY important because it encourages success and comprehension of the text.**

Comprehension Checklist for Reading Fiction

- **Where and when does the story happen? (Setting)**
- **Who are the Main Characters & what traits do they have?**
 - **Are you similar and/or different to the characters?**
- **What is the Problem in the story? How do you think it will be solved?**
 - **What do you predict will happen next in the story?**
 - **How did the Problem get solved?**
 - **Have the Characters changed during the story?**
 - **What Lesson did the Characters learn?**
- **What is the Author's Purpose? Persuade, Entertain or Inform?**
 - **Could this story happen in Real~Life?**
- **Tell me or write a Summary of the story using these words in Sequence: " Somebody, Wanted, But, So, Then"**
 - **What was your favorite part of the story? Why?**
- **Did you like the Ending? If not, how would you change it?**

Comprehension Checklist for Reading Nonfiction

- **What do you think you will learn from Reading this book/text?**
 - **What do you already know about this topic?**
- **Make sticky notes about Questions you have as you are reading this information?**
 - **What is the Main Idea of the text?**
- **What Text Features (captions, images, headings, charts, diagrams, glossary, index, etc.) were used & did they help your understanding ?**
 - **How did you find the meaning of unknown words?**
 - **What did you learn from Reading this information?**
 - **What Questions do you still have about this topic?**
 - **Where can you find more information about this topic?**
 - **What was the Author's purpose?**
- **Tell and/or write a Summary about what you learned : Main Idea with three to five Important Details.**

Writing to Read

Reading and writing are wonderful partners! When used together, they help your child to not only understand what they read with greater accuracy, but also, encourage your child's creative mind.

Whether expressing thoughts through poetry, plays, songs, factual reports or imaginary stories, your child will amaze you with his/her ability to communicate in writing something that may be more difficult to speak aloud.

Don't allow the rules of grammar to dictate the "creative juices." Those can be edited during the final copy of your child's writing.

DO allow lots of read ~ alouds, idea brainstorming, visual words, and changes. Encourage your child to draw pictures of the words in the writing. This helps to define and understand what s/he is trying to communicate on paper.

When your child is ready for the "final edit" of the writing, help them with those grammar rules: spelling, punctuation, capitalization, as well as the noun/verb agreement.

Family Writing Formats

Here are a few suggestions to encourage your child's writing:

- . PERSONAL JOURNALS**

The “old school” name for this form of writing is the private diary. Make a line-less, personal book full of blank pages for your child to fill up with writings and drawings of daily thoughts about the events in his/her life and her/his feelings about them.

- . INTERACTIVE JOURNALS**

This form of writing is a very effective and exciting way to communicate with your child in a very interpersonal and non-intrusive manner. Asking each other questions through writing encourages reflection, imagination and cooperation.

- . READING RESPONSE JOURNALS**

- . POETRY COLLECTIONS**

Make a notebook of all the poems your child has written.

- . FAMILY STORIES**

Record your family events and history in a scrapbook.

Writing Plans

As your child “plans” to write, ask him/her to think about:

WHAT IS YOUR PURPOSE FOR WRITING ?

- . Tell a real story.**
- . Create a made-up story.**
- . Describe a person, place, or thing,**
- . Explain how-to do something.**
 - . Find out something.**
 - . Give an opinion.**
 - . Ask about something.**
 - . Express other topics.**

WHO IS YOUR AUDIENCE ?

- . What do they know about your topic ?**
- . What do I want them to learn about my topic ?**
- . What part of my topic will be the most interesting to them ?**
 - . How will I keep their attention / interest ?**

From Sloppy Copy to Final Copy

~ An Editing Checklist ~

- My sentences are complete and make sense when I re-read them.**
- Each complete sentence ends with a period, exclamation point, or question mark.**
 - Each sentence begins with a capital letter.**
 - Each word that needs a capital letter has one.**
- Sentences with someone talking begin and end with quotation marks.**
- Misspelled words are circled and checked using a dictionary and/or thesaurus.**
- Enough details have been included to make the writing accurate.**
 - Descriptive language is used to make the writing interesting.**