

# Reading Connection

Tips for Reading Success

Beginning Edition

May 2010

Odenville Elementary  
Christa Urban, Principal

## Book Picks

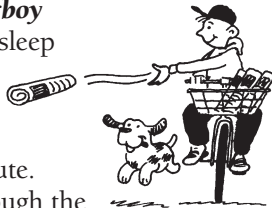


### Read-aloud favorites

#### ■ *The Paperboy*

Everyone is asleep when the newspaper delivery boy begins his route.

He bikes through the cold, dark neighborhood with his dog trotting along. Paintings show dawn breaking as he finishes the job and climbs back into bed. A Caldecott Honor book by Dav Pilkey.



#### ■ *Freckleface Strawberry*

Kids tease seven-year-old Freckleface Strawberry about her freckles. At first, she decides that she'll try to get rid of them. But then she discovers that her freckles are part of what makes her special. A story about differences by Julianne Moore.

#### ■ *Loud and Quiet*



This nonfiction book by Lisa Bullard features photographs of the world's noisiest and quietest animals. Your

child may be surprised to learn that whales sing loudly when they swim, and bats make noises that people can't hear. (Also available in Spanish.)

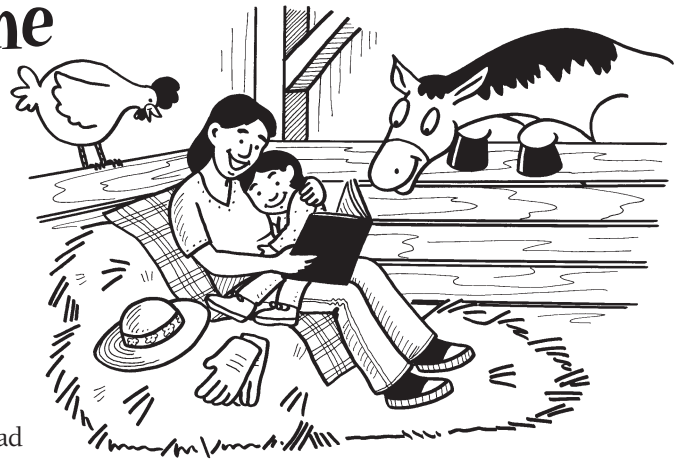
#### ■ *Tooth Fairy*

Jessica is jealous because the tooth fairy is coming to visit her older brother. She wishes the fairy would bring her a treasure in exchange for a tooth, too. Find out what happens when Jessica decides to trick the tooth fairy in this story by Audrey Wood.



## Story time

Want your child to become a better reader? Read aloud to her regularly! Reading aloud is a great way to spend time together, build reading skills, and help your youngster learn to love books. Here are some suggestions.



**Read regularly.** Try to read to your child every day. You might aim for 10–15 minutes of bedtime reading for a peaceful end to the day. Tuck read-alouds into the time when dinner is in the oven. Or curl up together with a book when you get home from work.

**Take turns choosing books.** Your youngster may want to hear old favorites again and again. Use your turn for new titles and variety (nonfiction, poetry).

**Encourage participation.** Ask your child to turn the pages while you read. Also, let her finish sentences that rhyme or fill in

words she knows. Go slowly so she has time to understand the story and look at the illustrations. She'll enjoy read-aloud time more if she plays an active role.

**Be playful.** You can use different voices for different characters (a high, squeaky voice for a chicken or a deep, booming voice for a horse). Substitute your youngster's name for the main character's name, and use family members' names for other characters. *Note:* You don't have to be an expert reader—your child will love it when you read aloud because it's *you*. ♥

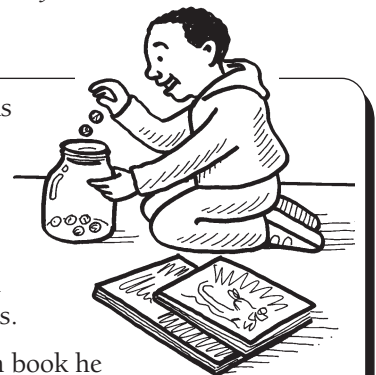
## Keep track of reading

Encourage your youngster to keep a record of his reading—seeing his success will make him proud and inspire him to read more. Try these ideas.

● **Time line.** Your child can write the title and author of each book, along with the date he finished it, on an index card. String yarn across a wall of his room, and use clothespins to attach the cards.

● **Marble jar.** Let him put a marble in a jar for each book he reads. Every Sunday, he can count the marbles to see how many he has read so far.

● **Bookmarks.** Cut poster board into strips (2 inches by 6 inches), and have your youngster decorate one each time he finishes a book. He can number the bookmarks to keep a running total. ♥



# Writing walk

When the weather warms up, consider moving the learning outdoors with a family walk. Your child can practice observing and writing with these ideas:

1. Stroll around your neighborhood, or walk through a nature trail. Have your youngster take along a notebook so he can record what catches his eye.
2. Suggest that your child sketch pictures of how it feels outside (a sun to show it's hot), what he hears (birds singing), or what he smells (a backyard grill for the scent of barbecue). Also, encourage



him to draw interesting things he sees. He might notice flowers peeking through rocks or spot an animal-shaped cloud.

3. At home, let your youngster use his pictures to write a story about your walk. He can use his drawings and notes to add details. *Examples:*

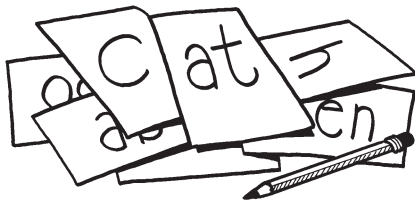
“We saw a poodle in the clouds.” “I found yellow flowers next to rocks.” Let him dictate to you, write the words he knows, or write the whole story. When he’s finished, you can read his story together.♥

## Fun with Words

### C + at = cat!

Combine letters to build words in this card game. You’ll help your youngster become familiar with common word endings.

First, give your child 18 index cards and ask her to write a different consonant on each (skip q, x, and z). Then, help her write these word endings on 18 other cards: ab, an, ap, at, ed, en, et, id, im, in, ip, it, og, on, ot, un, up, ut.



Shuffle each set of cards separately, and put them facedown in two piles. Take turns drawing one card from each pile and trying to combine them into a word (h + og = hog). If a player can’t form a word (h + et), she keeps them in her hand. On the rest of her turns, she can combine a new card with one already in her hand.

Keep going until every card has been drawn. How many words can each person make?♥

### OUR PURPOSE

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

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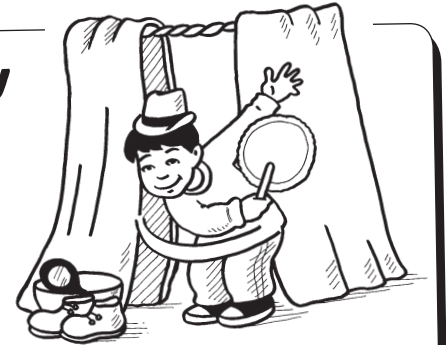
## Parent to Parent

### Put on a play

When our son Nathan was in the school play, it was all he could talk about. He wanted to put on shows at home, so I asked his teacher for ideas.

Mrs. Frye said we could turn almost any story into a play. She recommended that we choose a book with just a few characters. Each family member could pick a part and memorize that character’s lines. She said my husband or I could be the narrator and read the rest of the story. For more fun, Mrs. Frye suggested that we make masks. We drew characters’ faces on paper plates and glued on craft sticks to hold them.

Nathan chose *George and Martha* by James Marshall and played George. We used our masks and added props—a bowl, a pair of shoes, and a mirror. Nathan had so much fun, he’s already planning our next show!♥



## Q&A

### A growing vocabulary

**Q** How can I keep my daughter’s vocabulary strong while school’s out?

**A** Tell your daughter that you and she will be on a “word hunt” this summer. Suggest that she search for new words everywhere. She might find them on clothing labels (*cotton*), at an amusement park (*admission*), or in stores (*clearance*). Remind her to listen for new words,

too. She could hear them in songs (*distant*) or on the news (*humidity*).

Tell each other every time you see or hear a word you don’t know. You might jot them in a notebook so you can look them up together in the dictionary when you get home.

Also, try to use the new words frequently in conversation (“This skirt is made of cotton”). You will help your child remember the words, and she’ll go back to school in the fall with a bigger vocabulary.♥

