

# Reading Connection

Tips for Reading Success

Beginning Edition

April 2011

School District of Osceola County  
Title I Program

## Book Picks



### Read-aloud favorites

#### ■ *The Snail and the Whale*

How in the world can a tiny snail



help a stuck humpback whale? This rhyming story by Julia Donaldson tells how the whale gives his tiny pal a ride around the world. Then, the snail returns the favor when his friend needs to be rescued.

#### ■ *Ron's Big Mission*

When *Challenger* astronaut Ron McNair was little, he wanted to check out library books. At that time, only white customers could take books home—and he was African American. However, Ron stood his ground until the librarian gave in. Written by Rose Blue and Corinne J. Naden, this book is based on a true story.



#### ■ *Miss Nelson Is Missing!*

In Harry Allard's classic tale, the students in room 207 learn a lesson. Miss Nelson disappears, and a "substitute" who seems to be the complete opposite of their sweet teacher takes over the class. Desperate to get Miss Nelson back, the children hire a detective. (Also available in Spanish.)

#### ■ *The Princess and the Pizza*

To marry the prince, Paulina must pass three tests: detect a pea beneath her mattress, fit into a glass slipper, and make a delicious pizza. But after she wins the prince's hand, she decides she'd rather open her own business—a pizza parlor. A new fairy tale by Mary Jane and Herm Auch.



## Story clues

When your child spots an unfamiliar word in a story, what does he do? One strategy is to use *context clues*—hints that can help him read the tricky word. Here are some fun ways to practice.

**Look at pictures.** Illustrations in books often act as context clues. For example, the sentence "The boy saw a green frog" might be under a picture of a green frog.

Your child can practice using illustrations by making his own *rebus*—a story in which pictures or symbols replace some of the words ("We listened to ♪"). Take turns adding sentences to your story, making sure that each line includes at least one drawing.

**Guess the word.** Secretly choose a sentence from a book and write each word on a separate index card. Line up the cards in order, but turn one card over and write only the first letter of that word. (Example: The children ride a s \_\_\_\_ bus.) Have your child read the



sentence, and ask questions to help him figure out the hidden word. "What kind of bus can children ride?" (school, yellow, city) "Which one starts with an s?"

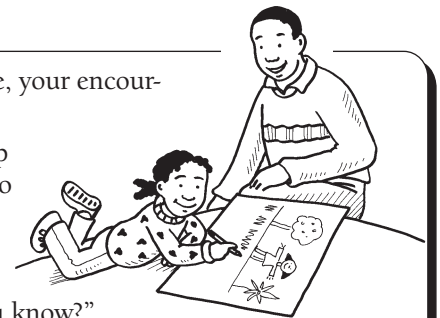
**Talk it through.** Let your youngster hear you think out loud as you read. For example, while reading a newspaper, you might say, "It says the county used *funds* to buy computers for your school. Hmm, *funds* can buy something—that must mean money." Then, when your child stumbles on a word while reading, ask, "Can you talk it through?" ♥

## Words of encouragement

As your youngster begins to read and write, your encouragement can inspire her. Try these tips:

● Pre-readers might hold a book and make up a story while turning the pages. You can say to your child, "That sounds like a good story. Can I listen?" When she's finished, help her take the next step toward actual reading by asking her, "Can you show me any words you know?"

● If your child adds letters to a picture or writes a sentence, ask, "Will you read it to me?" Encourage her to write more by saying, "I can't wait to find out what happens next!" She'll probably add to her writing if she knows she'll get to share it with you. ♥



# Dear diary

Writing a little each day can keep your child's imagination sharp. Try giving her a notebook to use as a journal. She can record activities, books, and even dreams with ideas like these.

## Activity journal

Does your youngster like to jump rope, roller-skate, or play soccer? Have her write about the time she spends being active. She might draw and describe her T-ball game, playing hopscotch at recess, or a family bike ride. Consider special outings (hiking on a trail, doing a half-mile fun run) to give her a variety of activities to include.



## Reading journal

Writing and drawing after she reads can help your child think more deeply about books. Help her make a list of writing prompts and staple it to the inside of her notebook. *Examples:* "A character I'd like to be friends with is...", "If this story took place on the moon..."

## Dream journal

Encourage your youngster to keep her notebook beside her bed where she can write down her dreams. She can also draw scenes from them. If she wakes up before a dream ends, that's okay—she can practice creative writing by coming up with her own ending!♥

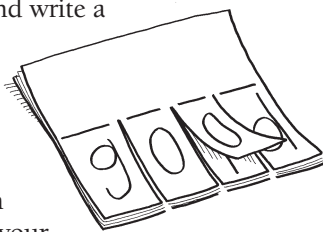


## Flip book

Turn *good* into *golf* with this activity that can help your youngster become a better speller.

First, have him layer four sheets of paper and fold the stack in half horizontally. Then, help him unfold the stack and make three vertical cuts from the bottom of the papers to the fold. This will form four vertical flaps.

Refold, and write a word with four letters (*good*), one letter on each strip. Now the fun begins! Ask your youngster to read the word, lift any flap, and think of a letter that could make a new word.



Take turns creating new words. *Examples:* Write "l" under the second "o" to make *gold*, and then "f" under the "d" to make *golf*. When you can't create any more words, fold more pages to start a new flip book!♥

## Library scavenger hunt

This adventure can encourage your child to become more familiar with the public library.

Before you head to the library, work together to list items to find. Pick topics that interest your youngster, and be sure to include materials from different areas (fiction, biography, magazines). *Examples:* a story about the beach, a biography of a famous athlete, a magazine article that features an animal.

At the library, you can either play as a family or divide into teams. See how quickly you can find everything on the list. Players can use the database, ask the librarian, or just browse through the shelves.

When you find everything, take the materials to a table and enjoy reading them together.♥



## Q&A Good grammar

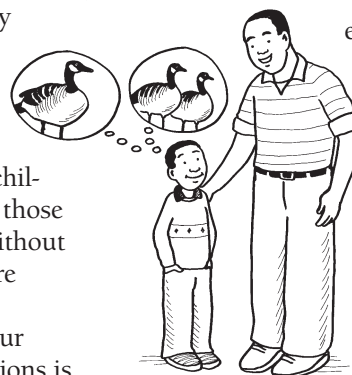
**Q** My son still says things like "I goed" and "two mouses." Should I correct him?

**A** When your son talks that way, he is showing that he understands grammar rules. He knows we say "ed" at the end of a word to show past tense, and we add "s" to mean more than one. However, young children sometimes apply those rules to every word, without understanding there are exceptions.

One way to help your youngster learn exceptions is

by rephrasing his words. For example, if he says, "I seed a rainbow," you can ask, "Where was the rainbow you saw?" or "Oh, you saw a rainbow?"

You might point out unusual exceptions by saying, "This is silly...are you ready? Instead of 'two geese,' we say 'two geese!'" Chances are, calling his attention to these examples will help them stick in his memory. And as your son hears correct grammar over time, he will make errors less frequently.♥



### OUR PURPOSE

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

Resources for Educators,  
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