

Tips on Reading Aloud

Reading aloud has a host of educational benefits, but it works best if it isn't approached as an educational exercise. Parents have been known to have children repeat each word after them, as a device to teach reading. Such a tedious approach is more likely to dampen enthusiasm for books than to promote learning. Just enjoy the books together. The increased vocabulary, understanding of story structure, exposure to correct grammar, and other benefits will follow naturally.

- If you haven't read the book already, scan it to get a sense of its content before you start reading aloud.
- Choose books you are excited about or your child is excited about. It is hard to read a book you don't enjoy, especially a long one.
- Read with expression. A monotone is hard to listen to. Children need to hear changes in your voice to indicate when you are reading dialogue. Vary your pace, too. Slow down to build up suspense, and speed up during exciting scenes.
- Create voices for different characters if you enjoy it, but it isn't necessary for a good reading. A story can be read effectively in a straightforward manner as long as you have expression and enthusiasm.
- Read at a moderate pace, not too fast. Listening is a challenge for many children, and you don't want to leave them behind as you speed ahead. Picture-story books require time for enjoying the illustrations.
- Feel free to stop and discuss the book if you and your listener want to. Answer questions as they come up. How much you want to stop and explain new words is up to you. If they can be understood in context, you may want just to keep reading. Stopping too often to explain can undermine the story's impact.
- Keep in mind that children can look bored or restless and still be listening. Some children need to be moving around or fidgeting with something. The real question is, are they following the story? If so, let them squirm or even draw pictures as they listen.
- Sometimes a book will lead to conversations afterward, sometimes not. Play it by ear. Either way is fine.
- If your child wants to read to you sometimes, great. Beginning readers especially enjoy their new skills. You can trade off pages or chapters, or just sit back and listen.
- If your child is not enjoying a book, you are not obliged to finish it. This is most likely to come up with chapter books. You don't want to abandon a book quickly, but if a book has not sparked interest after several sessions, try another one. If this is a pattern, you may want to switch to shorter books and build up to longer ones.
- Try reading just a few poems together at a time. Start with light verse if you are uncomfortable with poetry. You may be surprised as how much fun you and your child can have with poems.

Ways to Help Your Child with Reading at Home

Setting the Atmosphere

- Help your child find a quiet, comfortable place to read.
- Have your child see you as a reading model.
- Read aloud to your child. Reread favorite stories.
- Read with your child.
- Discuss the stories you read together.
- Recognize the value of silent reading.
- Keep reading time enjoyable and relaxed.

Responding to Errors in Reading

Based on the way most of us were taught to read, we have told the child to “sound it out” when he comes to an unknown word. While phonics is an important part of reading, reading for meaning is the primary goal. To produce independent readers who monitor and correct themselves as they read, the following prompts are recommended *before* saying “sound it out.”

- Give your child wait time of 5 to 10 seconds. See what he attempts to do to help himself.
- “What would make sense there?”
- “What do you think that word could be?”
- “Use the picture to help you figure out what it could be.”
- “Go back to the beginning and try that again.”
- “Skip over it and read to the end of the sentence (or paragraph). Now what do you think it is?”
- “Put in a word that would make sense there.”
- “You read that word before on another page. See if you can find it.”
- “Look at how that word begins. Start it out and keep reading.”
- Tell your child the word.

Most important, focus on what your child is doing well and attempting to do. Remain loving and supportive. When your child is having difficulty and trying to work out the trouble spots, comments such as the following are suggested:

- “Good for you. I like the way you tried to work that out.”
- “That was a good try. Yes, that word would make sense there.”
- “I like the way you looked at the picture to help yourself.”
- “I like the way you went back to the beginning of the sentence and tried that again. That’s what good readers do.”
- “You are becoming a good reader. I’m proud of you.”

Help Your Child Become a Better Reader

Read more!

- ❖ *Make reading fun!*
- ❖ *Read together every day.*
- ❖ *Tell your child, "You are a good reader!"*
- ❖ *Let your child see you reading.*

Ask questions before reading:

- ❖ *"What do you think the book will be about?"*
- ❖ *"What do you think will happen to the character on the cover?"*
- ❖ *"What does the title mean?"*
- ❖ *"Why do you think the author chose that title?"*

Ask questions while reading:

- ❖ *"Why does that boy look so sad?"*
- ❖ *"What is that mom looking for?"*
- ❖ *"What does "endangered" mean?"*
- ❖ *"Where is that dog going?"*

Make predictions:

- ❖ *"I think that she will win the race."*
- ❖ *"I think he will find the bunny."*
- ❖ *"I think that George will tell the truth."*
- ❖ *"I think they are going to get lost in there."*

Point to the words:

- ❖ *This will help your child match the words with the print.*
- ❖ *You can point, and encourage your child to point as time goes on.*
- ❖ *Use mainly on short texts with big words or you both will get tired!*

Make connections to your own lives:

- ❖ *"That cat reminds me of Jenny's cat."*
- ❖ *"This reminds me of that time when we drove to Grandma's house."*
- ❖ *"This boy looks like John"*
- ❖ *"This reminds me of dinner at our house."*

Make connections to other books:

- ❖ *"Charlotte the spider is smart and helpful but Anansi the spider is tricky."*
- ❖ *"In Goodnight Moon, I notice a picture of the bunnies from Runaway Bunny."*
- ❖ *The pigeon is funny in both Don't Let the Pigeon Drive the Bus and The Pigeon Finds a Hot Dog.*
- ❖ *The Gingerbread Baby is kind of like the story of The Gingerbread Man because they both have to run away from the fox.*

Visualize and create sensory images:

- ❖ *Close your eyes and picture it in your head. Can you see it?*
- ❖ *Imagine it. Can you see all those beautiful colors?*
- ❖ *Can you smell that grass right after it is cut?*
- ❖ *Imagine how loud Clifford's bark is! Can you hear it?*
- ❖ *Can you feel that cool wind on your face?*

Reflect on the book:

- ❖ *Did you like it or not? What makes you say that?*
- ❖ *Retell what happened in the story.*
- ❖ *Who else might like it?*
- ❖ *Should we read more by this author?*

Word solving strategies

Ways to Take Action & Solve Words

ALWAYS...

- Make Sense
- Sound Right
- Look Right

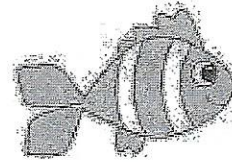
Eagle Eye



Look at the picture

Think "what is in the picture that starts with the beginning letter?"

Lips the Fish



Get your mouth ready!

Say the beginning sound

Stretchy Snake



Slowly stretch each letter sound to make the word

ship = sh || p

Chunky Monkey



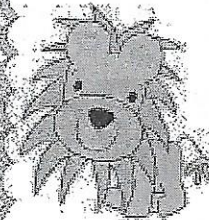
Break the word into chunks you already know

mat

flat

splitter

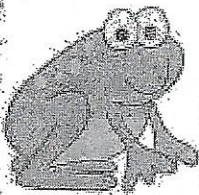
Tryin' Lion



Try to re-read the sentence

Think "what makes sense?"

Skippy Frog



Skip the tricky word

Read to the end

Go back & try it again

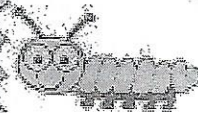
Flippy Dolphin



Flip the vowel sound

Try the long & short sounds

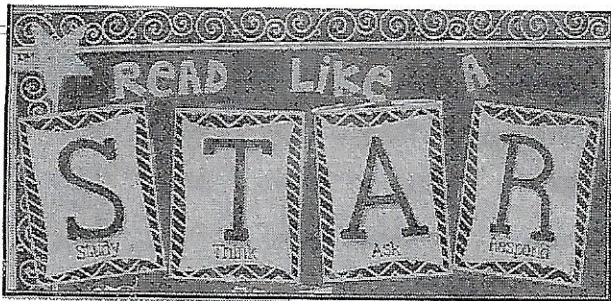
Careful Caterpillar



Carefully read the whole word

Think about all the word parts

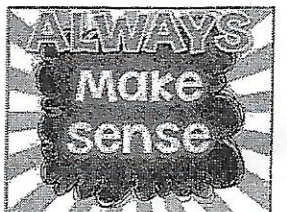
Think about what makes sense



Study Think Ask Respond

Fluent Reading is...

- ☉ phrased like talk
- ☉ full of meaningful expression
- ☉ paused at punctuation
- ☉ not too fast or too slow...pace is JUST RIGHT



Be A Self-Monitor!

Reading at Home

Purpose

To build fluency, comprehension, word-solving and a love for reading in a supportive, loving environment using text at an independent-level.

Guidelines

- ✔ Sit next to your child while s/he reads so you can see the words & illustrations.
- ✔ Expect it to be on the easy side.
- ✔ Make it your child's responsibility to return it to school every single day. (Assist as needed ☺)

Parents, please make a point to...

support & Compliment

Word-Solving

When an error is made **WAIT** to give your child a chance to work on it **independently**.

When you are certain they are going to keep going, stop them saying something like, "Try that again," or "Make it match."

Comprehension

Ask questions that invite recall AND thinking, such as, "Why do you think __ happened?" or "What do you think __ means?" Urge re-reading to build comprehension as needed.

Fluency

Model expressive reading & have your child echo read. Encourage just-right pacing (not too fast, not too slow). Demonstrate how to attend to the punctuation (pausing at the end of sentences, adding expression based on the punctuation mark).

word-solving

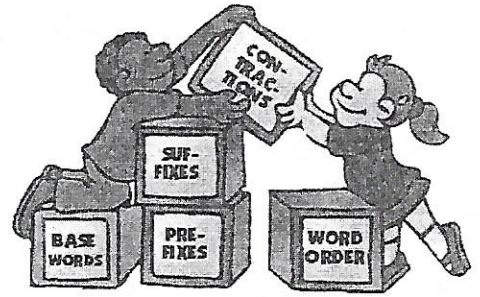
- ✔ You used the first letter & checked the picture!!
- ✔ You tried more than one strategy on your own!!
- ✔ Nice job trying a different vowel sound!!
- ✔ Super work making your eyes go through the beginning, middle & end of that word!
- ✔ Lovely job sticking with it to work on solving!

comprehension

- ✔ You are self-monitoring & working on it when it does not make sense!
- ✔ Your expression is showing that you understand what you're reading.
- ✔ Wonderful job stopping to think about the text instead of reading to just get to the next page!
- ✔ You remember the details beautifully!

fluency

- ✔ You sounded just like the character would sound!
- ✔ I could hear you take a break after the punctuation marks!
- ✔ You are reading in phrases, not word-by-word!
- ✔ Your speed is just right! Not too fast or too slow!



Interactive Websites for English Language Arts

Read Works – Reading Practice Passages and Practice - http://www.readworks.org/rw/k-12-passages-evidence-based-question-sets?utm_source=Email&utm_medium=Email&utm_campaign=4.8.15%20Evidence

Story Elements Videos <http://www.watchknowlearn.org/Category.aspx?CategoryID=5236>

Read Write Think <http://www.readwritethink.org/parent-afterschool-resources/>

Online Stories <http://www.storylineonline.net/>

Online Stories <http://www.cbeebies.com/global/things-to-do#story-time>

Online stories and activities <http://www.turtlediary.com/>

Phonics and Reading Activities <http://www.starfall.com/>

Grammar, Reading, Spelling <http://interactivesites.weebly.com/language-arts.html>

Reading and Sight Words <http://interactivesites.weebly.com/readingsight-words.html>

Assorted Skills <http://www.uen.org/k-2interactives/reading.shtml>

Language Arts Games http://www.sheppardsoftware.com/web_games_vocab.htm

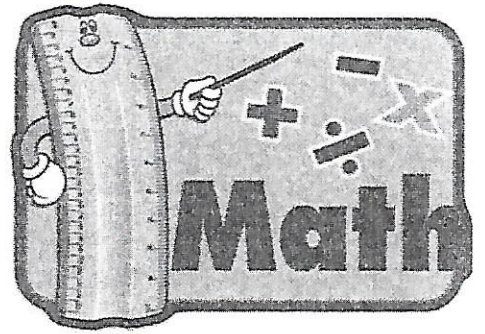
Language and Vocabulary Games <http://www.funenglishgames.com/>

Reading and Phonics Games <http://pbskids.org/games/>

Spelling Practice <http://www.spellingcity.com/>

Assorted Skills practice <http://www.arcademicskillbuilders.com/>

Interactive Math Websites



Common Core and information in different languages

<http://www.ixl.com/math/grade-2>

Brain Pop <http://www.brainpop.com/educators/community/academic-standards/>

Johnnie's Math Page <http://jmathpage.com/>

NRICH Math <http://nrich.maths.org/frontpage>

National Library of Virtual Manipulatives <http://nlvm.usu.edu/>

Illuminations – Algebra <http://illuminations.nctm.org/Search.aspx?view=search&st=a&gr=Pre-K-2>

Illuminations – Number and Operations

<http://illuminations.nctm.org/Search.aspx?view=search&st=n&gr=Pre-K-2>

Kids Math Games <http://www.kidsmathgamesonline.com/>

The Math Learning Center (Scroll Down, select 2nd grade) <http://www.kidsmathgamesonline.com/>

Top Marks Problem Solving <http://www.topmarks.co.uk/maths-games/7-11-years/problem-solving>

Calculation Nation (create a free account) <http://www.topmarks.co.uk/maths-games/7-11-years/problem-solving>

Cool Math 4 Kids <http://www.coolmath4kids.com/>

Maths Dictionary <http://www.amathsdictionaryforkids.com/dictionary.html>

APlus Math Flashcards <http://aplusmath.com/Flashcards/index.html>

APlus Math Games <http://aplusmath.com/Games/index.html>

Math Magician <http://resources.oswego.org/games/mathmagician/cathymath.html>

Tenmarks <https://www.tenmarks.com/login>

Edmodo (Go to Apps) <https://www.edmodo.com/>