**Helping Your Child to Read**

This is a lot of information. However this is very important and will play a critical part in your child learning to read. Please read this carefully. If you have any questions about helping your child to read or how to use our reading strategies please let me know. I have also included our reading strategies for you to keep at home. There is a book mark with our reading strategies in your child’s nightly reading bag.

Your child is beginning to read more. As your child brings books home to read at night now, it is important that you reinforce what your child is learning here at school.

First you have the student to read the title of the book and look at the picture on the front of the book. Ask your child what they think the book will be about.

Before your child reads a book have your child do a “picture walk/picture talk” through the book. This means your child will look at the pictures throughout the book so they will know what the story is about. Have your child talk to you about what he/she thinks the book is about.

Next, have your child begin reading the book. When your child comes to a word they do not know **do not tell them the word.** Help them use our reading strategies to figure out the word.

**Reading Strategies if your child does not know a word:**

First, have your child to look at the picture for clues of what the word is. Have them to say the first sound of the word (Lips the Fish). Student should stretch out the word (Stretchy Snake). If they still don’t know the word, have them to look for chunks in the word (Chunky Monkey). Sometimes words need to flip the vowel sounds to get the word correct (Flippy Dolphin). If students still are not sure of the word, have them to skip over the word and read to the end of the sentence (Skippy Frog). Student should think about what word would make sense in the sentence. They will then reread the sentence and try a word that makes sense (Tryin’ Lion).

\*Do not tell your child the word until they have tried all of the reading strategies. Telling your child the words will only make them dependent on others instead of teaching them how to figure out words on their own.

\*If they read a word incorrectly, do not correct them immediately. Let them finish the page and then ask them if what they read made sense. Help them learn that their reading must make sense. Also, if they read a word incorrectly but it still makes sense in the story, let the child finish reading the story. For example: reading the word “bunny” for “rabbit”. Afterward, take them back to the miscalled word. Explain to them that they read “\_\_\_\_\_” (“bunny”) and that was correct because it makes sense, but the author chose to use another word. Ask your child what word they think the author chose instead of the word they chose.

The purpose of reading is not to be able to “read the words.” It is to understand what the story is about.

After your child reads the book, have them to retell the story to you. Their retell should be in the order that it occurred in the book and should have details. Also, ask your child questions about the story to be sure they understood what they read. Last, have your child to make a personal connection to the story. This means, have your child to tell you what this reminded them of-it could be something that has happened to them, another book they have read or heard, or a movie they have seen. Have them to explain why it reminds them of the book they read.

\*Use the “Word Detective” reading strategies at home to reinforce unfamiliar words. We will be using these in the class as well.