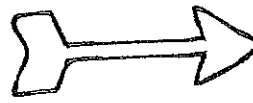


# ASKING THE RIGHT QUESTIONS



When reading with your child, check for understanding by asking questions. Don't just ask questions at the end, it's important to check for understanding before, during and after reading. Here are some questions to ask!

## BEFORE

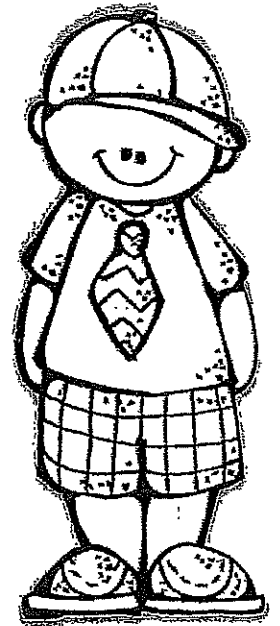
- What do you think will happen in this story?
- What might be the problem?
- Where may be the setting of the story?
- What do you know about this topic?
- What does this story make you think of?
- What are you wondering?
- What does the title tell you?

## DURING

- What do you think will happen next?
- What can you tell me about the story so far?
- How do you feel about the story so far?
- What questions do you have?
- Why do you think the character did that?
- What would you have done?

## AFTER

- What was the title?
- What was the problem/solution in the story?
- Why do you think the author wrote this book?
- What was your favorite/least favorite part?
- What would you change about the story?
- What will happen next?



Created By Dawn Kitching

# DIFFERENT WAYS TO READ WITH YOUR CHILD

## READ ALOUD

- Complete a picture walk before reading.
- Discuss/Predict what will happen.
- Track print as you read.
- Ask questions before, during and after reading.
- Point out details in the illustrations.
- Use different voices for the characters.

## ECHO READ

- Complete a picture walk before reading.
- Discuss/Predict what will happen.
- Track print as you read.
- Read a sentence or page. Have your children echo the sentence or page back to you.
- Ask questions as you read.

## CHORAL READ

- Complete a picture walk before reading.
- Discuss/Predict what will happen.
- Track print as you read.
- Read the story out loud together at the same time.
- Your child will use your guide if they are stuck on a word.

## FOLLOW ME

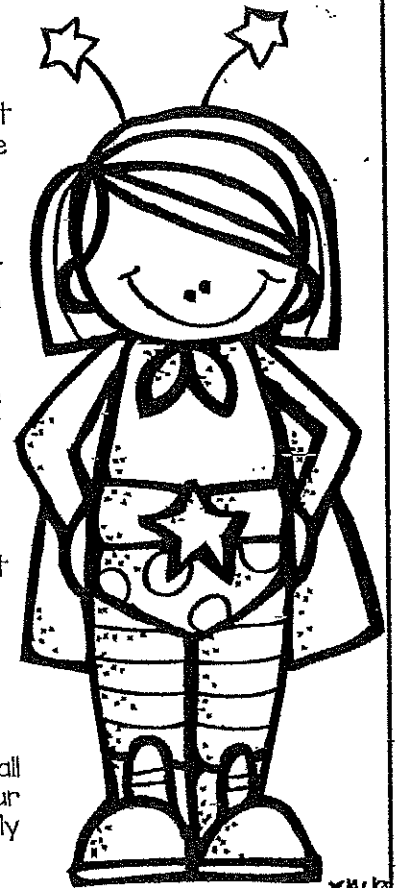
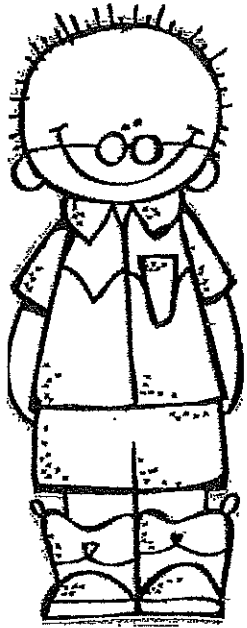
- Complete a picture walk before reading.
- Discuss/Predict what will happen.
- Track print as you read.
- Begin by reading aloud. Stop in the middle of a sentence.
- Have your child read the next word.
- Continue reading aloud.



# THE POWER OF SIGHT WORDS

Why are sight words so important? Sight words are words that don't typically follow a phonics pattern therefore, they can't be "sounded out". Sight words are words we must know from memory. If your child has a large repertoire of sight word knowledge their overall reading fluency will improve, which will in turn improve overall comprehension. There are many different ways to learn sight words, here are a few ideas! If you'd like a list of appropriate sight words for your child don't hesitate to ask your child's teacher.

- **Fridge Flash:** Tape sight words to the refrigerator, read them every time you are in the kitchen.
- **Stamp Them:** Use alphabet stamps to stamp out sight words, then read them.
- **Magnetic Letters:** Use magnetic letters to spell sight words on the refrigerator or any magnetic surface, then read them.
- **Popsicle Words:** Write sight words on popsicle sticks. Pull sticks out of a can, see how many you can read.
- **Finger paint:** Pour some finger paint on a plate. Use your finger (or have your child use theirs) to write the sight word and have your child read it.
- **Snowball Fight:** Crumple sight word cards into a ball. Have a snowball fight! Pick up snowballs and see how many you can read!
- **Chalk Words:** Write sight words with chalk on the driveway. Have your student hop from word to word, reading them aloud.
- **Word Swat:** Put sight word cards on a table, call out a word and have your student swat it with a fly swatter or slap it with their hand.

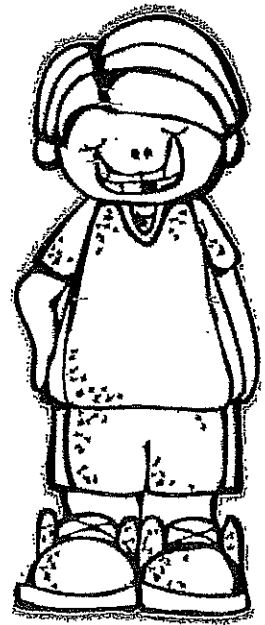


Created by: Diana Kishberg

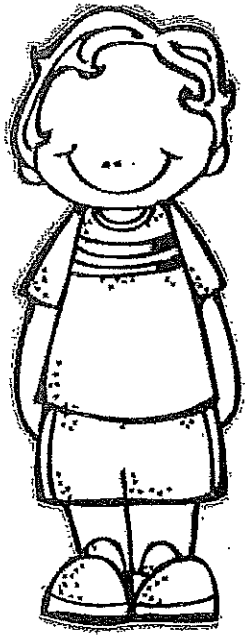
## TEN WORD GAMES!

Word games are a great way to practice many different domains of reading! Here are some word games to play at home!

- 1. Guess My Word:** Give your child clues to a word you are thinking of. It rhymes with... It starts with... It would be used to describe... A synonym is...
- 2. Beach Ball Words:** Write words on a beach ball. Toss it to your child. Have them read the word that is under their right hand. Toss it back and forth.
- 3. Magnetic Letters:** Make words with magnetic letters on the refrigerator or any magnetic surface. Give your child the letters, tell them the word and see if they can make it.
- 4. Sock Game:** Put word cards down on the floor. Have your child stand in their socks. Call out the word and see how quickly they can step on it!
- 5. Dot Game:** Laminate word cards. Be sure to review words before playing. Use an Expo marker to draw a dot on the back of one of the cards. Don't let your child see which one. Lay cards out on the floor or a table. Continue to read words until he/she finds the dot.
- 6. Shaving Cream:** Put shaving cream (or sand/paint) on a plate. Write a word using your finger. Have your child read it.
- 7. Newspaper Words:** Give your child a word. Have them use a highlighter and find it in the newspaper. Highlight it when they've found it. Count how many times they've found it.
- 8. Show and Tell:** Give your child a whiteboard and a marker. Call out a word. Have your child write it/draw a picture for it/write a sentence (choose a different task depending on your child's needs) for it and show you on the whiteboard.
- 9. Tic-Tac-Toe:** Draw a tic-tac-toe board. Write a word in each box. Before each turn the player must read the word.
- 10. Card Games:** Copy or write two sets of word cards. Play a card game such as Go Fish or Memory.

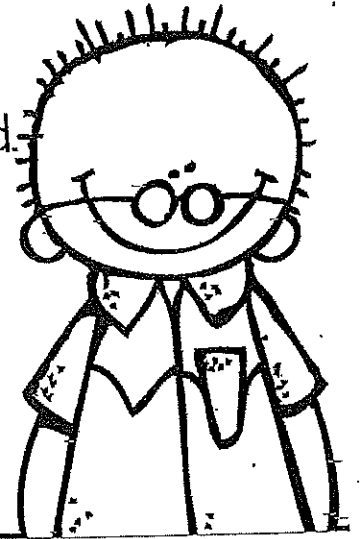


Created by: Diana Kishberg



# HOW TO READ WITH A BEGINNING READER

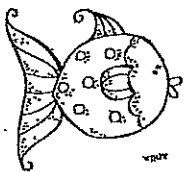
- Complete a picture walk BEFORE reading.
- Predict what may happen in the book.
- Model and encourage your child to track print.
- Read a word or sentence and have your child repeat it.
- Take turns reading each page.
- Talk about the story as you read. What do you think will happen next? What does this story remind you of?
- Read the story again! Repeated readings build fluency and confidence!



Created By: Dana Kollerberg

## SOUND IT OUT!

As your child learns phonics patterns and becomes more and more familiar with the sounds letters make we often encourage them to use different strategies when they are faced with a word they have difficulty reading. Often we may say "sound it out!" but there are many more ways to help encourage your child to read a difficult word. Here are some ways to "sound it out!"



### LIPS THE FISH

Say the first few sounds. Read the end of the sentence and say it again.

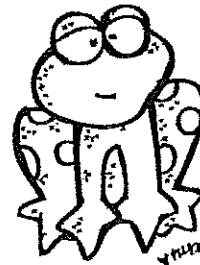
### LISTENING LION

Does the word make sense? If not, try again.



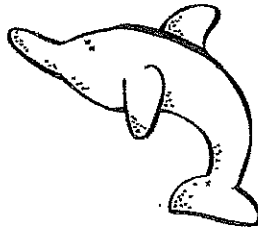
### SKIPPY THE FROG

Stuck on the word? Skip it, read the rest of the sentence and hop back!



### EAGLE EYES

Check the pictures for clues to help you.

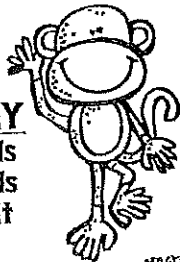


### FLIP THE DOLPHIN

Try the short vowel sound, then try the long vowel sound to sound it out.

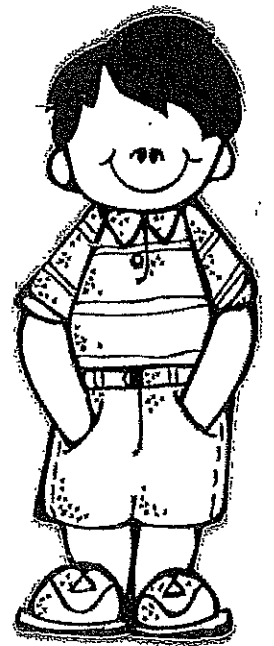
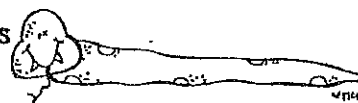
### CHUNKY MONKEY

Look for little words inside bigger words to help you sound it out.



### STRETCHY SNAKE

Stretch the word out slowly. Say the sounds together to say the word.

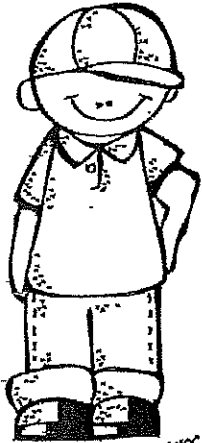


# WHY CAN'T WE SKIP READING TONIGHT?

Student A reads 20 minutes each day. This equals 3600 minutes a school year. Student A will read approximately 1,800,000 words.

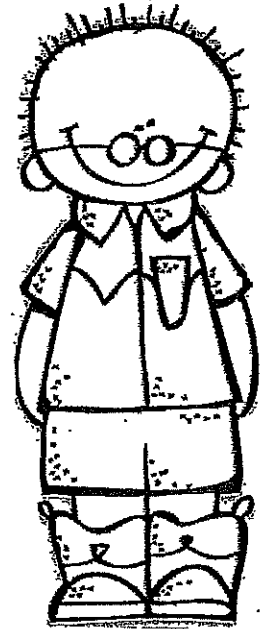
Student B reads 5 minutes each day. This equals 900 minutes in a school year. Student B will read approximately 282,000 words.

Student C reads 1 minute each day. This equals 180 minutes a school year. Student C will read approximately 8,000 words.



By the end of the school year, Student A will have read the equivalent of 60 school days. Student B will have read only 12 school days. Which student do you expect to be the better reader? (Nagy & Herman, 1987)

Credited By Deane K. Harberg



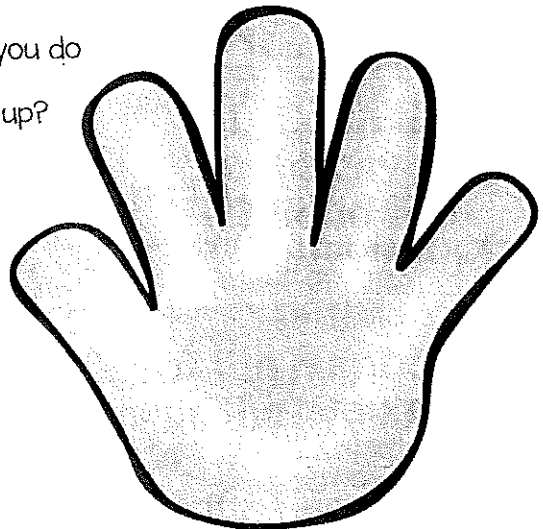
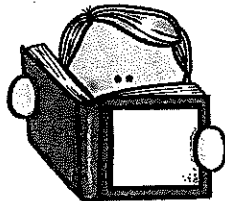
Name: \_\_\_\_\_

## 5 Finger Rule

Find a book you want to read.

Open it up to any page.  
Put one finger up for each word you do not know.

How many fingers do you have up?



- 0-1 fingers: Too easy
- 2-3 fingers: Just right
- 4 fingers: A little hard
- 5 fingers: Too hard

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## Dolch Sight Word Checklist

### Level: Pre-Primer

___ a	___ come	___ help	___ jump	___ not	___ see	___ we
___ and	___ down	___ here	___ little	___ one	___ the	___ where
___ away	___ find	___ I	___ look	___ play	___ three	___ yellow
___ big	___ for	___ in	___ make	___ red	___ to	___ you
___ blue	___ funny	___ is	___ me	___ run	___ two	
___ can	___ go	___ it	___ my	___ said	___ up	

### Level: Primer

___ all	___ but	___ have	___ on	___ say	___ too	___ who
___ am	___ came	___ he	___ our	___ she	___ under	___ will
___ are	___ did	___ into	___ out	___ so	___ want	___ with
___ at	___ do	___ like	___ please	___ soon	___ was	___ yes
___ ate	___ eat	___ must	___ pretty	___ that	___ well	
___ be	___ four	___ new	___ ran	___ there	___ went	
___ black	___ get	___ no	___ ride	___ they	___ what	
___ brown	___ good	___ now	___ saw	___ this	___ white	

### Level: 1

___ after	___ by	___ giving	___ how	___ of	___ round	___ then
___ again	___ could	___ had	___ just	___ old	___ some	___ think
___ an	___ every	___ has	___ know	___ once	___ stop	___ walk
___ any	___ fly	___ her	___ let	___ open	___ take	___ were
___ as	___ from	___ him	___ live	___ over	___ thank	___ when
___ ask	___ give	___ his	___ may	___ put	___ them	

### Level: 2

___ always	___ buy	___ five	___ many	___ sit	___ us	___ work
___ around	___ call	___ found	___ off	___ sleep	___ use	___ would
___ because	___ cold	___ gave	___ or	___ tell	___ very	___ write
___ been	___ does	___ goes	___ pull	___ their	___ wash	___ your
___ before	___ don't	___ green	___ read	___ these	___ which	
___ best	___ fast	___ its	___ right	___ those	___ why	
___ both	___ first	___ made	___ sing	___ upon	___ wish	