BOOK BAGS

A Parent / School Connection For Reading Out Loud

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TABLE OF CONTENTS

About this program 1

Blank Contents List 3

Samples of items to include in bags 4

Samples of Contents Lists and follow-up activities

- Arthur 18
- Clifford 20
- Crocodile 22
- Curious George 25
- Dinosaur 27
- Madeline 30
- The Magic School Bus 33
- Wild Thing Max 35

Samples of newsletter announcements 37

Thoughts to share with parents 39

Resources List 41

Bibliography 42

Spanish Translation of key information for parents..... 44

Adapter Application

ABOUT THE BOOK BAGS PROGRAM

The research about reading development shows that home literature experiences are essential for children to become successful, lifelong readers. Even if parents are aware of this fact and want to provide the benefits that reading aloud to their children gives, they often need the help of teachers and media specialists. The Book Bags program is an easy way to get appropriate materials into the hands of the parents of your students so that they can be more actively involved in raising good readers.

Sturdy bags are filled with books, a doll or puppet, and related materials. The bags are checked out by parents and used at home. When they are returned, the items are checked in, consumable materials are replenished, and the bags are ready to go home with another family. The bags can be plain or fancy, contain 2 or 10 books, have few or many follow-up materials .... just advertise the program and parents and students will reap the benefits! You can begin small and add to it as the year progresses.

I conduct the Book Bags program from the Library Media Center in a PreKindergarten through 5th grade school, but these ideas can be adapted to varying situations. I began by using books that were part of the existing Media Center collection. You probably already have books in your classroom that could be used for this purpose. 5 to 7 books that are related by theme, author, or genre are put in a bag. A doll or puppet or stuffed animal is included that is related to the books.

There is a folder in each bag that has a list of all materials that are to be returned and all materials that are consumable. Monthly, an "advertisement" about the book bags is published in the school newsletter that goes home with every child. Many parents who had never been in a library have become very proficient at finding and using library materials, having been enticed with the Book Bags program.

Included in this Idea Packet is a blank Contents List that can be used as a first step in assembling a Book Bag. Next, there are several pages that can be included for parents to use to think about and talk about the books with their children. Then there are 8 Contents Lists as I have put some bags together and some copyright-free follow-up materials for families to use together at home. Some examples of the items placed in the school newsletter are next in the Idea Packet. A Resource List and a Bibliography are included to help located ideas and materials for you to begin the Book Bag project in you classroom or library media center.

Getting parents involved in early reading experiences with their children will produce countless benefits ... the Book Bags program is an easy and fun way to begin!

Information for the BOOK BAG

Read aloud to your child as often as possible. It is the most important thing you can do to help your child be a good reader. Enjoy together as many of these books and follow-up activities as you want. Please take good care of all of these items so that many other families can use them. Then return this BOOK BAG to the Devon Aire Library Media Center and check out another bag. There are many other books in our Library by the same authors or about the same subjects that you may check out and take home.

Items in this BOOK BAG to be returned:

Items in this BOOK BAG to be used and NOT returned:

Please let us know of any missing or broken items so that we can replace them to keep the BOOK BAGS in good condition for all of our Devon Aire families.

Thoughts and questions to think about and talk about after reading the books aloud:

1. Were there any words that were new to you? Maybe you can find the word and its definition in a dictionary.

2. Did you like the pictures in the book? Did the pictures help you understand the story? On which page is your favorite picture?

3. Is this a true information book or a pretend story? How can you tell?

4. Can you find in the book any information about the author or the illustrator?

5. Can you make some of the characters in the story talk in a different-sounding voice?

6. Please write a comment that you and your child(ren) have about one of these stories on the "Comments about the story" sheet in this book bag.

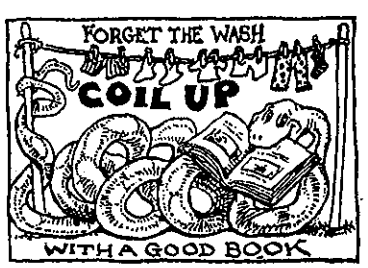
7. When you bring this book bag back to the library media center, maybe you would like to ask Mrs. Worley if there other books written by this same author or illustrator. You can check out any other books to take home and share aloud.

Please share a comment ot two about the books in this Book Bag and sign your name if you like:

Twenty Minutes a Day

Read to your children
Twenty minutes a day.
You have the time
And so do they.
Read while the laundry is in the machine;
Read while dinner cooks;
Take a child in your arms
And reach for the books.
Hide the remote,
Let the computer games cool,
For soon your child will be off to school.
Remedial or gifted? You have the choice.
Let them hear their first tales
In the sound of your voice.
Read in the morning,
Read about noon,
Read by the light of
Goodnight Moon.
Turn the pages together,
Sitting as close as you'll fit,
Until a small voice beside you says,
"Hey, don't quit!".

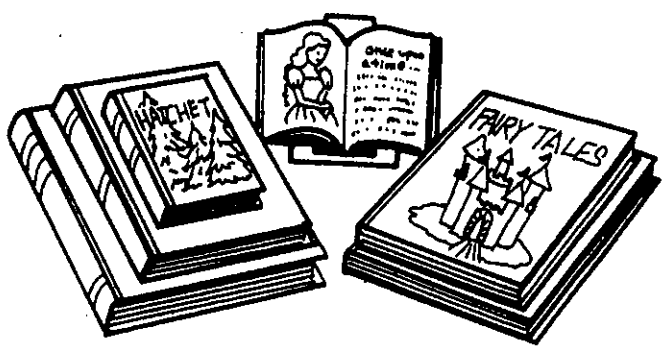
Author and source unknown



Help Your Child Become a Reader

- Read aloud to your child as often as possible. Remember that children of all ages love to hear books read aloud. Keep reading to your child even after he/she learns to read.
- Talk about what you read. Language and th.nking skills develop when children talk.
- Have your child read aloud to you. Keep it fun and enjoyable.
- Get a library card for your child. Make visiting the library a special weekly event.
- Make sure your child owns some books. Encourage relatives to give books as gifts.
- Encourage your child to read to others. Brothers, sisters, grandparents and friends enjoy sharing favorite stories.
- Let your child see you reading a variety of printed material: newspapers, magazines, books, forms, recipes, etc. Parents are the most important role models.
- Provide opportunities to write. Allow your child to make grocery lists, send thank-you letters, write notes to friends and relatives, and even keep a journal.
- Monitor television viewing. Set time limits and make good decisions about which programs are suitable for viewing. Watch television together and discuss program content.
- Become involved with your child's school. If you show an interest, your child will know the home-school connection is important and will appreciate your support.
- Listen to your child. Your attention will build your child's self-esteem while he/she develops oral language confidence.
- Subscribing to any of the following children's magazines will encourage reading at home:

  Sesame Street Magazine (ages 2-6)
  Your Big Backyard (ages 3-8)
  Ranger Rick (ages 4-9)
  Zoobooks (ages 4-12)
  Sports Illustrated for Kids (ages 7-13)
  National Geographic World (ages 8-13)
  Penny Power (ages 8-14)
  3-2-1 Contact (ages 8-14)



Above all, trust your instincts, take time with your child and appreciate your child as a unique individual.

Exercises For Your Child

Read these sentences and think of words for the blanks that make sense. How many different words can you think of?

1. I like to eat _____ .

2. The _____ wrote a letter.

Use the letter clues and think of words that make sense in these sentences.

3. I like to eat f_____ .

4. The _____ n wrote a letter.

Can you use the other words in the sentence to predict the meaning of the word in italics?

5. The ship was at the *quay*. People were standing on the *quay* ready to load the ship. Soon the ship would move away from the *quay* and continue its journey.

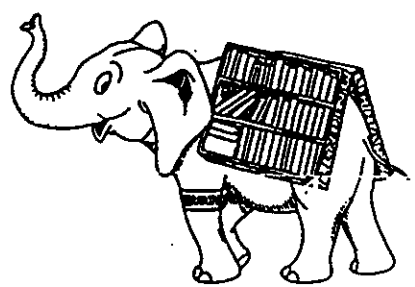
6. I saw a *kinkajou* at the zoo. The *kinkajou* had brown fur and a long tail. The *kinkajou* reminded me of a monkey.

To Find Out More Read...

I LEARN TO READ AND WRITE THE WAY I LEARN TO TALK
by Marlene Barron
available from
Richard C. Owen Publishers Inc.
1-800-262-0787
135 Katonah Avenue
Katonah, NY 10536

HELPING YOUR CHILD LEARN TO READ
by Kathryn Perkinson
available from U.S. Department of Education Consumer Information Center
Pueblo, CO 81009

BECOMING A NATION OF READERS: WHAT PARENTS CAN DO
by Marilyn R. Brinkley
available from
D.C. Heath and Company
1-800-428-8071
2700 North Richardt Avenue
Indianapolis, IN 46219



This brochure is adapted with permission from..."Hey, What's This Word?" Jerry L. Johns, Illinois Reading Council. Bloomington, IL

What's This Word?

Ideas for Parents

Jerry L. Johns
Northern Illinois University

When children read to you, they probably pronounce most words immediately. But sometimes children come to a word they cannot pronounce and want your help.

Read on for what to do.

Raising Readers

FLORIDA Reading ASSOCIATION

How Can You Help Your Child With An Unknown Word?

Depending on the situation, encourage your child to:

1. skip the word and read to the end of the sentence.
2. use other words in the sentence to help figure out or predict a word that would make sense.
3. use the sounds of letter, letter combinations, or familiar word parts to pronounce the word.
4. check a dictionary.
5. ask for help in pronouncing the word.

Let's now consider some situations and offer ways in which you can help your child with unknown words.

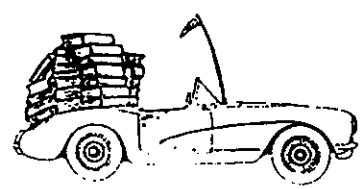
Preschool Years

Most children have favorite books that you have read quite a few times. One day your child will be ready to read the book to you. Usually this book has been memorized because you have read it so often. Your child begins reading and is doing very well. But then the question comes: "What's this word?" Simply tell your child the word. When the story is finished, give lots of praise for the wonderful reading job.

After several more readings over the next few weeks, you can begin to help your child figure out unknown words. For example suppose a sentence in a story is, "Pam opened the door, and the dog came into the house." Your child points to the word **house** and asks what it is. You reread the sentence, leaving out the word **house**. Ask your child for words that make sense. Praise your child if the response is correct. If the response is not correct, "think out loud" and explain how you figure it out. Try putting in wrong words to show how "silly" their meanings are in the sentence. Positive support for your child's effort is very important.

Beginning Reading

In this stage, your child has begun to associate some sounds with letters (**b** as in box) and is reading to you. Your child comes to the sentence, "The dog began to bark," and pauses at **bark**. First, wait for your child to figure out the unknown word. If your child seems stumped, you should ask your child to reread the sentence and think of a word that makes sense, and starts like boy, bat, and baby. If the answer is right, ask why a word like **eat** would not be right. Help your child to understand that although the word **eat** makes sense, it does not begin with the letter **b**.



Later Years

As children grow in reading, there are many words they can pronounce but may not understand. Remember that the goal of reading is to understand the story — not merely to pronounce the words. Consider this sentence: "The yegg entered the house." Ask your child what **yegg** means or look the word up together in a dictionary. The word **yegg** means robber. In the sentence, "The yegg entered the house," **robber** is a word that means the same thing as **yegg**. By substituting **robber** for **yegg**, you can construct meaning for the sentence.

What Else Should You Remember?

All children are different and learn at different rates. There is no step-by-step method that works for every child. As your child grows in reading, he or she will be able to associate sounds with letters and to use the dictionary.

Reading involves making sense out of stories and books. The ability to pronounce words correctly is important, but so are word meanings. When you take time to help your child correctly pronounce a word like **kinkajou**, always remember to talk about what the word means. Children need to understand that meaning is the key to reading. Figuring out new words requires practice and encouragement. You can be there to guide and help.

Teach alphabet letters. It's never too soon to begin teaching a youngster to recognize letters of the alphabet. Point out letters on signs, food cans, cereal boxes, in stories, and in books. For example, when reading ***The Three Bears,*** point out the letter "T" in the story, then ask your child to pick out the letter "T" from alphabet blocks. And all children love to find the letters in their names!

Provide a place to read. Make sure that your child has a comfortable, quiet, well-lighted place to read or play with reading materials.

Materials. Have plenty of paper, pencils, chalkboards, and crayons for your child to use in drawing and writing. Writing helps children learn the relationships between letters and sounds. If the child is too young to write with a pencil, use magnetic boards and letters.

Records and Tapes. You can borrow records and tapes from the library that have follow-along books for young children. They add variety to reading activities.

Television. If your child likes to watch "Sesame Street" or "Mister Rogers" or any other educational TV program, help relate the TV lesson to other situations. For example, if the show focuses on the letter "B," have your child give you examples of other words beginning with "B." Have the child show you a toy which begins with that letter, such as a ball or a bear.

Many parents worry that TV may adversely affect a child's reading skills. Research shows that watching for a reasonable amount of time—no more than 10 hours weekly—is all right and may even help a child learn. In fact, the dramatization of a novel or an animated production of a favorite story may inspire a child to read the book or story.

Computers. Many companies are developing reading programs for home computers. At present, however, there's little solid information about the impact of computers on children's reading. One thing we do know: simply placing children in front of computer terminals with reading software programs won't teach them to read.

Make a scrapbook. Encourage your child to make scrapbooks. This activity can help the child to identify words and letters. Have a pre-schooler make an alphabet scrapbook using an old notebook or sheets of cardboard tied with a shoestring. One day the child could work on "A"-and cut pictures from magazines beginning with "A"—apple, airplane, automobile. The next day the child could work on "B."

An older child may enjoy keeping a scrapbook about a hobby, a favorite singer, or sport.

Help prepare for phonics. Help prepare a young child for learning phonics (the relationship between letters and sounds) as phonics will be an important part of reading lessons in the first and second grades. Label objects in the child's bedroom—clock, dresser, chair, curtain, window, toys, etc., to help the child relate the sound of the word to the written word. Teach the child rhymes and alphabet songs. Encourage scribbling and tracing letters on paper.

Talking About School. You can increase children's reading success by helping them look forward to school as a happy place. Always talk about school in a pleasant, positive way.

Monitor performance. It's important to keep tabs on children's school performance and make sure that they do their homework correctly. Visit teachers and observe classrooms periodically.

Visit the library. Make weekly trips to the library. Show your child the variety of things to read: books on hobbies, animals, crafts, sports, famous people, etc.

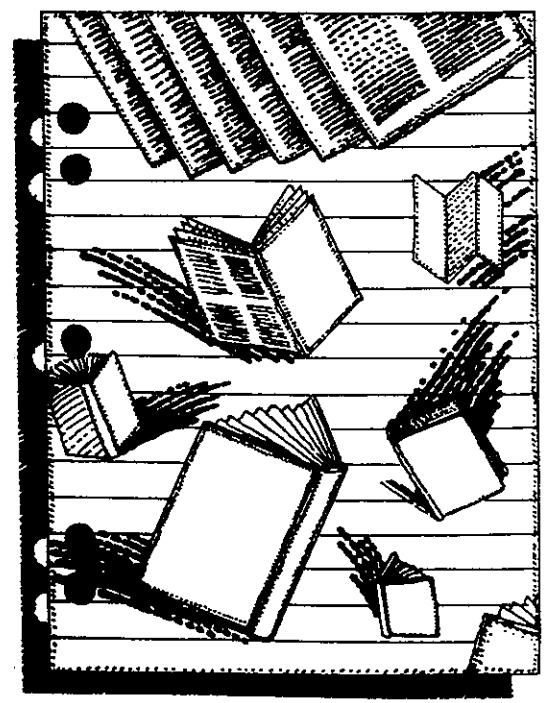
Have a reading hour. Let your child know how important reading is by suggesting reading as a leisure time activity, or setting aside an established "reading hour" every night, perhaps just before bedtime.

Stay involved. Stay interested and involved in your child's growth as a reader. Encourage your child to read to you. Praise the child's progress. Try to give the child a feeling of "can do" confidence. That's what reading is all about!

To order a descriptive list of the best books published in the past year for preschool- through middle-school-age children, send your name, address, and $1.00 to Books for Children, Consumer Information Center, Pueblo, Colorado 81009.

"The single most important predictor of a child's educational achievement . . . is parental involvement."

Help Your Child Become A Good Reader



Office of Educational Research
and Improvement
U.S. Department of Education
Washington, D.C. 20208

YOUR child, like most children, will learn **how** to read. Whether the child **will** read and read fluently depends partly on **you.**

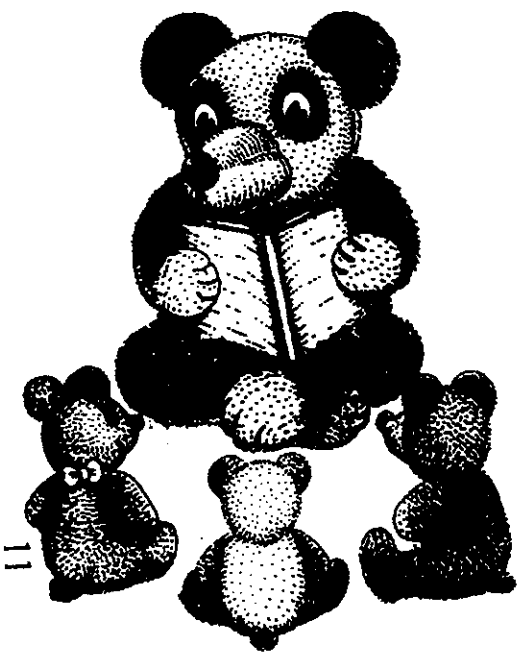
Children who read well come from homes in which there are plenty of books, magazines, and newspapers and in which everyone reads—parents, brothers, and sisters. Their parents encourage reading and make time for it. It's clear that the family enjoys reading.

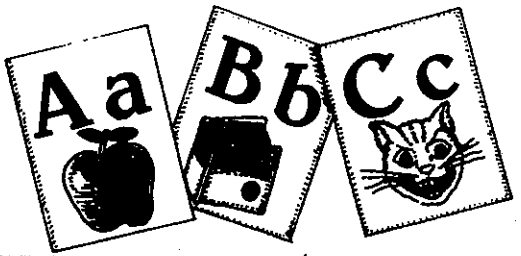
Children who read well have parents who:

- Read aloud to them
- Talk to them about their ideas and experiences
- Take them places
- Let them watch television but limit it
- Take an interest in their reading progress

If you want your child to read well and with understanding—to get "hooked on books"—begin early to lay the right foundation.

You need not be a professional teacher yourself. You do need to **care** and to take **every opportunity** to help your child learn about the written language.





Influences

CERTAIN things influence children's success and interest in reading. They are:

Wide knowledge. The more knowledge children acquire at home the greater their chances to become successful readers. Children who go on trips, walk in parks, and visit museums and zoos get good background knowledge for school reading.

Thoughtful talking. The way in which you talk to your child about things makes a big difference. Talking can increase the child's supply of concepts and vocabulary. It's not enough to ask a question. ("What do you think is under the windshield wiper?") Ask a question that makes the child think. ("Why do you think there's a slip of paper under the windshield wiper?") Thought-provoking questions stimulate the curiosity needed for success in reading.

The content and style of the language you use with your child will influence the child's school achievement in reading.

Talk about events. Encourage children to think about past and future events. Don't allow conversation to focus entirely on ongoing events, for example, the clothes the child is putting on or the food that is being eaten for dinner.

Ask your children to describe something in which you did not participate—for instance, a visit to a friend's home. This gives children a chance to use their memories, reflect on experience, learn to describe people and events, and tell complete stories.

Children who hold lengthy conversations at home learn to reflect on experience and to construct meaning from events. This is part of their learning to read and understanding what they read.

As mentioned earlier in this leaflet, have lots of reading materials around your home. Let your children see you reading and enjoying it.

Things To Do

READ aloud. This is the single most important thing you can do for your children. It's especially important in the pre-school years, **but don't stop reading aloud to children after they learn to read.** Reading aloud forms an important bond between you and your children.

When reading aloud, keep certain things in mind. For instance, pre-schoolers enjoy hearing the same story over and over again. Books that repeat phrases, such as ***This Is The House That Jack Built,*** are special favorites and give very young children an opportunity to participate by reading the repetitive parts with you. This lets children know that they can read and that reading can be fun.

Begin reading to a child when the child is a year old or even younger. Read from simple picture books. Cardboard pages are fairly easy for a toddler to turn and this exercise will help a child learn how to take care of books.

Talk to your children about the stories you read. Help toddlers learn to identify letters and words. Talk about the meaning of words. Talk about your favorite children's books and read them aloud. Ask what your children think about the stories and why they think that.

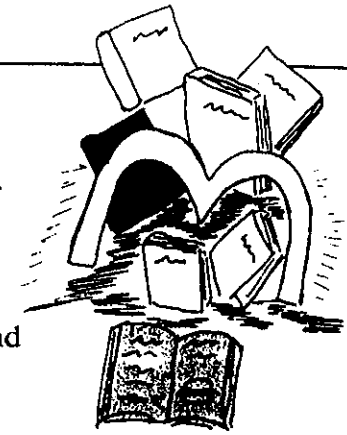
Ask questions about a story that make children think. Avoid asking questions that can be answered with "yes" or "no." For instance, if you're reading your son a story about a dog, don't ask if he likes dogs but which dogs he likes best and why.

Let these questions carry over to other areas of the child's life. Encourage the child to discuss daily activities. If your daughter spent the day with the babysitter, ask what they did and how or why they did it. Always ask questions that require children to use their memories and reflect on their experiences. Talking about experiences helps a child learn about concepts and helps build vocabulary. These abilities help your child to become a good reader.

If you're reading to an older child or to several children, consider wonderful classics like ***The Call of the Wild, The Adventures of Huckleberry Finn,*** and ***The Red Badge of Courage.***

Do relate episodes in stories to real-life events. If you've been reading ***Huckleberry Finn*** to your children, discuss the friendship between Huck and Jim and compare it with your children's friendships.

The Basics



There is no more important activity for preparing your child to succeed as a reader than reading aloud together.

Fill your story times with a variety of books. Be consistent, be patient, and watch the magic work.

Start Young and Stay with It

Children learn to love the sound of language before they even notice the existence of printed words on a page. Reading books aloud to children stimulates their imagination and expands their understanding of the world. It helps them develop language and listening skills and prepares them to understand the written word. When the rhythm and melody of language become a part of a child's life, learning to read will be as natural as learning to walk and talk.

Even after children learn to read by themselves, it's still important for you to read aloud together. By reading stories that are on their interest level, but beyond their reading level, you can stretch young readers' understanding and motivate them to improve their skills.

Remember When You Were Very Young

Between the ages of 4 and 7, many children begin to recognize words on a page. In our society this may begin with recognition of a logo for a fast food chain or the brand name of a favorite cereal. But, before long, that special moment when a child holds a book and starts to decode the mystery of written words is likely to occur.

You can help remove part of the mystery without worrying about a lot of theory. Just read stories and poems and let them work their wonders. There is no better way to prepare your child for that moment when reading starts to "click," even if it's years down the road.

It will help, however, if we open our eyes to some things adult readers tend to take for granted. It's easier to be patient when we remember how much children do not know. Here are a few concepts we adults know so well we forget sometimes we ever learned them.

- There's a difference between words and pictures. Point to the print as you read aloud.
- Words on a page have meaning, and that is what we learn to read.
- Words go across the page from left to right. Follow with your fingers as you read.
- Words on a page are made up of letters and are separated by a space.
- Each letter has at least two forms: one for capital letters and one for small letters.

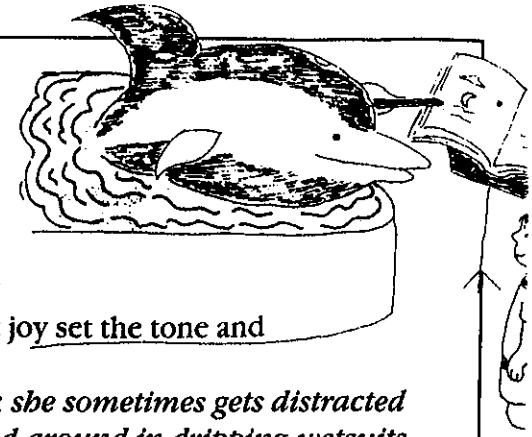
Home Is Where the Heart Is

Children who are read to grow to love books. Over the years, these children will have good memories to treasure. They remember stories that made them laugh and stories that made them cry. They remember sharing these times with someone they love, and they anticipate with joy the time when they will be able to read for themselves.

By reading aloud together, by being examples, and by doing other activities, parents are in a unique position to help children enjoy reading and see the value of it.

It's never too late to begin. **Start today.**

Important Things To Know



It is important to keep fun in your parent-child reading and to let joy set the tone and pace. Here is a story to keep in mind.

Shamu is a performing whale, to the delight of many. However, she sometimes gets distracted and refuses to do her tricks. When that happens, her trainers stand around in dripping wetsuits and wait for her stubbornness to pass. They know that when a 5,000-pound whale decides she doesn't want to flip her tail on cue, there is very little anyone can do about it. But whales like to play, and sooner or later Shamu returns to the game of performing for her audience. Shamu's trainers know this so they're always patient, they're always confident, and they always make performing fun.

Although helping your child become a reader is certainly different from training a whale, the same qualities of patience, confidence, and playfulness in your approach will get results. If, from time to time, your child gets distracted and loses interest, take a break. Children love to learn. Give them a little breathing room, and their interest will always be renewed.

It's Part of Life

Although the life of a parent is often hectic, you should try to read with your child at least once a day at a regularly scheduled time. But don't be discouraged if you skip a day or don't always keep to your schedule. Just read to your child as often as you possibly can.

If you have more than one child, try to spend some time reading alone with each child, especially if they're more than two years apart. However, it's also fine to read to children at different stages and ages at the same time. Most children enjoy listening to many types of stories. When stories are complex, children can still get the idea and can be encouraged to ask questions. When stories are easy or familiar, youngsters enjoy these "old friends" and may even help in the reading. Taking the time to read with your children on a regular basis sends an important message: Reading is worthwhile.

One More Time

You may go through a period when your child favors one book and wants it read night after night. It is not unusual for children to favor a particular story, and this can be boring for parents. Keep in mind, however, that a favorite story may speak to your child's interests or emotional needs. Be patient. Continue to expose your children to a wealth of books and eventually they will be ready for more stories.

Talking About Stories

It's often a good idea to talk about a story you are reading, but you need not feel compelled to talk about every story. Good stories will encourage a love for reading, with or without conversation. And sometimes children need time to think about stories they have read. A day or so later, don't be surprised if your child mentions something from a story you've read together.

The More the Merrier

From time to time, invite other adults or older children to listen in or join in reading aloud. The message is: Reading is for everybody.

(ages 3-7)

R and R: Repetition and Rhyme

Repetition makes books predictable, and young readers love knowing what comes next.

What you'll need

Books with repeated phrases*

Short rhyming poems

*A few favorites are: *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst; *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.; *Horton Hatches the Egg* by Dr. Seuss; and *The Little Engine That Could* by Watty Piper. There are many good booklists that highlight those books with repetitive refrains.

What to do

1. Pick a story with repeated phrases or a poem you and your child like.

2. For example, read:

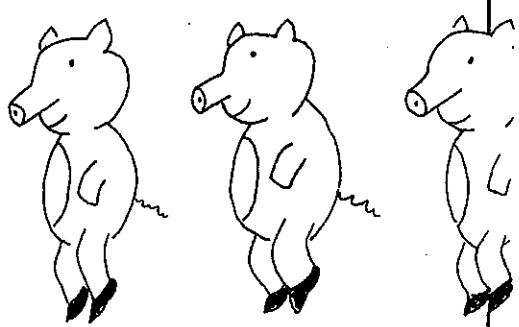
   Wolf Voice: Little pig, little pig, Let me come in.

   Little Pig: Not by the hair on my chinny-chin-chin.

   Wolf Voice: Then I'll huff and I'll puff, And I'll blow your house in!

   After the wolf has blown down the first pig's house, your child will soon join in with the refrain.

3. Read slowly, and with a smile or a nod, let your children know you appreciate their participation.



4. As children grow more familiar with the story, pause and give them the chance to "fill in the blanks."

5. Encourage your children to pretend to read, especially books that contain repetition and rhyme. Most children who enjoy reading will eventually memorize all or parts of a book and imitate your reading.

When youngsters anticipate what's coming next in a story or poem, they have a sense of mastery over books. When children feel power, they have the courage to try. Pretending to read is an important step in the process of learning to read.

(ages 6-10) Family Reading Time

A quiet time for family members to read on their own may be the only chance a busy parent gets to read the paper.

What you'll need

Your own reading materials

Reading materials for your children

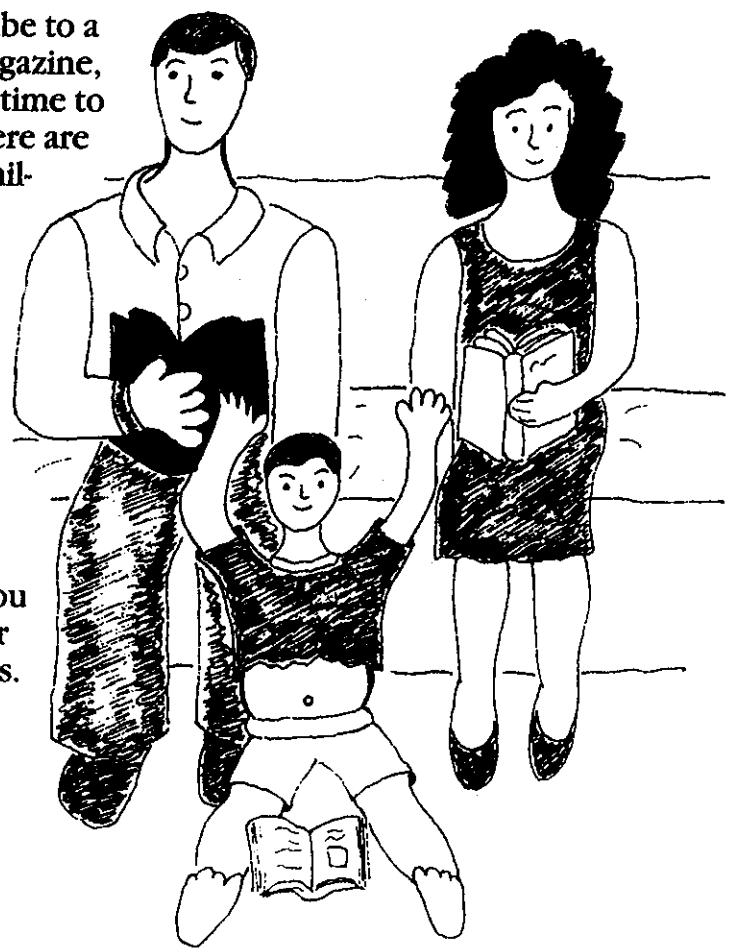
What to do

1. Both you and your child should pick out something to read.

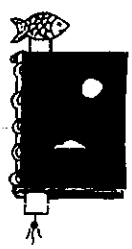
2. Don't be concerned if your beginning readers pick materials that are easier than their school reading books. Practicing with easy books (and the comics) will improve their fluency.

3. If you subscribe to a children's magazine, this is a good time to get it out. There are many good children's magazines, and youngsters often get a special thrill out of receiving their own mail.

4. Relax and enjoy while you each read your own selections.



A family reading time shows that you like to read. Because you value reading, your children will too.



(infant to age 10)

Book Nooks

With very little effort, parents can introduce children to the wide world of books.

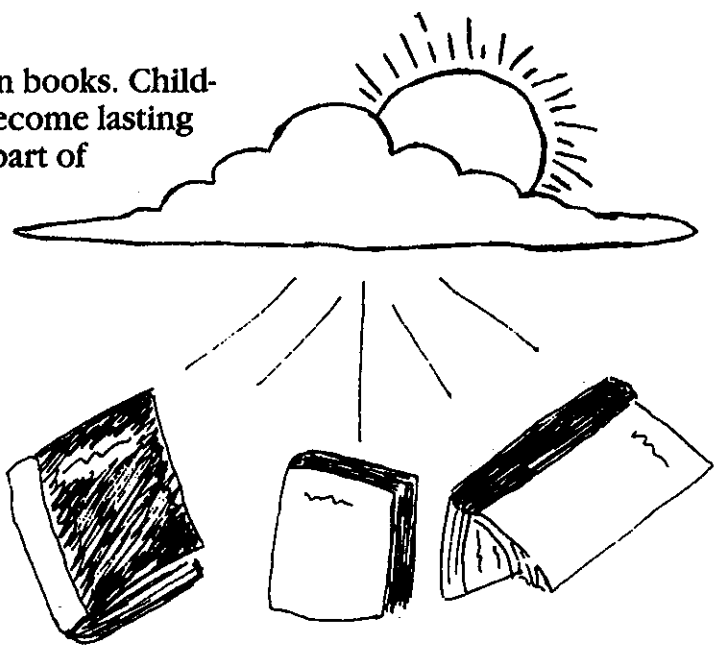
What to do

1. Visit the library. Get a library card in your child's name and one for yourself if you don't have one. Go to the children's section and spend time reading and selecting books to take home. Check out books yourself to show your child everyone can use and enjoy books and the library. Be sure to introduce your child to the librarian, and ask about special programs the library has for children.

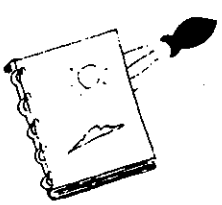
2. Start your own home library. Designate a bookcase or shelf especially for your child. Encourage your child to arrange the books by some method—books about animals, holiday books, favorite books.

3. Keep an eye out for inexpensive books at flea markets, garage sales, used bookstores, and discount tables at bookstores. Many public libraries sell old books once a year. You will find some real bargains!

4. Make your own books. Child-made books become lasting treasures and part of your home library.



When collecting books is an important family activity, parents send the message that books are important and fun.



(ages 6-10) Read to *Me*

It's important to read to your children, but equally important to listen to them read to you. Children thrive on having someone appreciate their developing skills.

What you'll need

Books at your child's reading level

What to do

1. Listen attentively as your child reads.

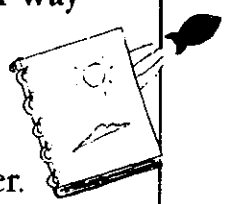
2. Take turns. You read a paragraph and have your child read the next one. As your child becomes more at ease with reading aloud, take turns reading a full page. Keep in mind that your child may be focusing on how to read, and your reading helps to keep the story alive.

3. If your children have trouble reading words, you can help in several ways.

   - Tell them to skip over the word, read the rest of the sentence, and ask what word would make sense in the story.
   - Help them use what they know about letters and sounds.
   - Supply the correct word.

4. Tell children how proud you are of their efforts and skills.

Listening to your children read aloud provides opportunities for you to express appreciation of their new skills and for them to practice their reading. Most important, it's another way to enjoy reading together.



Information for the BOOK BAG
ARTHUR

Read aloud to your child as often as possible. It is the most important thing you can do to help your child be a good reader. Enjoy together as many of these books and follow-up activities as you want. Please take good care of all of these items so that many other families can use them. Then return this BOOK BAG to the Devon Aire Library Media Center and check out another bag. There are many other books in our Library by the same authors or about the same subjects that you may check out and take home to share with your child(ren).

Items in this BOOK BAG to be returned:

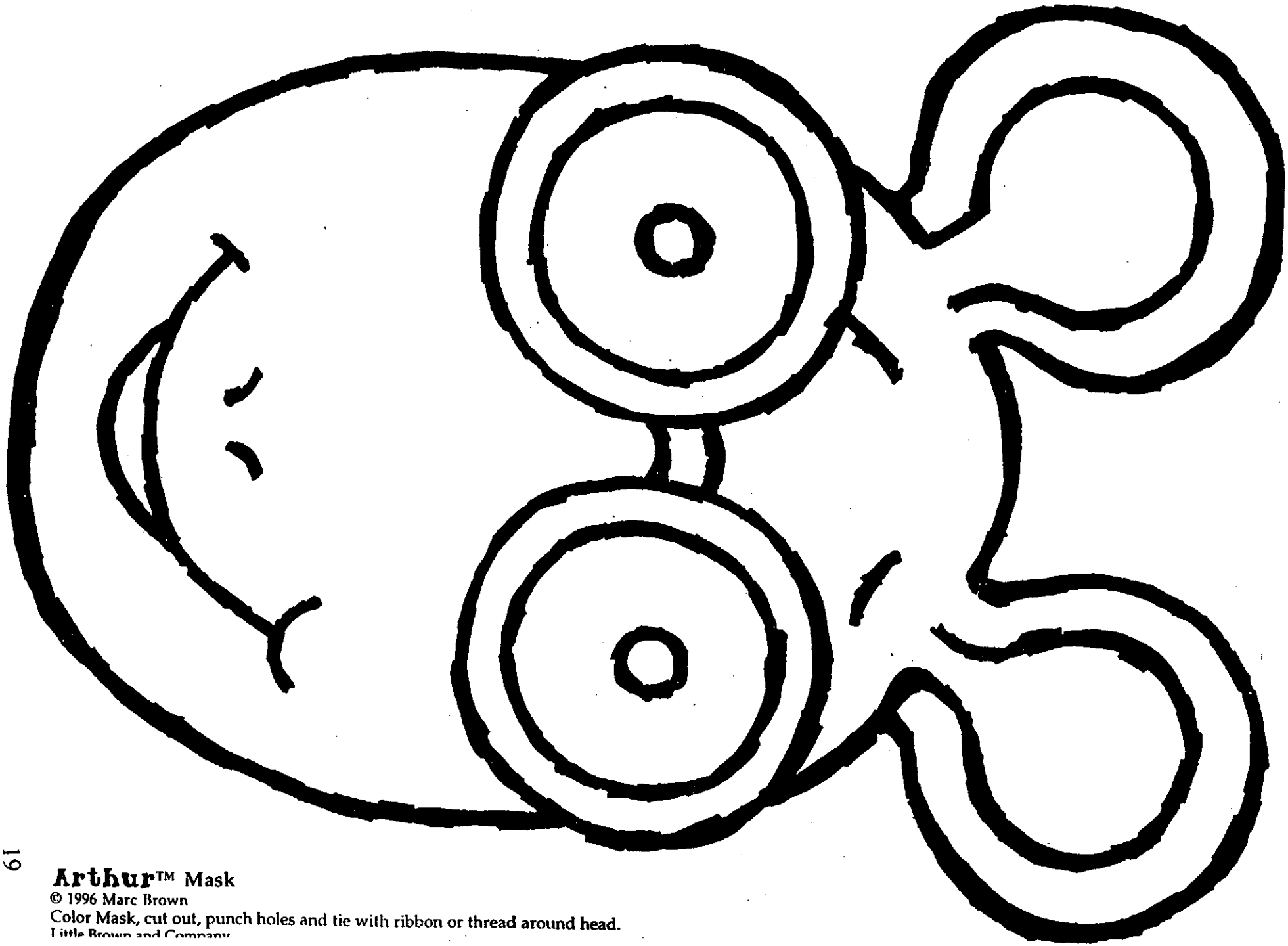
Arthur writes a story
Arthur's Christmas
Arthur's Halloween
Arthur's Thanksgiving
Arthur's Valentine
Feasting and fun: holiday poems

Folder with this contents list
"Thoughts and Questions to think and talk about" sheet
Comments sheet
"Twenty minutes a day" poem
Arthur video
Arthur doll

Items in this BOOK BAG to be used and NOT returned:

"Help your child become a reader" sheet
Arthur to color
costume writing sheet
Valentine rebus
Thanksgiving words
balloon
pencil
bookmark
Arthur glasses

Please let us know of any missing or broken materials so that we can reorder them to keep the BOOK BAGS in good condition for all of our Devon Aire Elementary families.



Arthur™ Mask

© 1996 Marc Brown

Color Mask, cut out, punch holes and tie with ribbon or thread around head.

Little Brown and Company

Information for the BOOK BAG

CLIFFORD

Read aloud to your child as often as possible. It is the most important thing you can do to help your child be a good reader. Enjoy together as many of these books and follow-up activities as you want. Please take good care of all of these items so that many other families can use them. Then return this BOOK BAG to the Devon Aire Library Media Center and check out another bag. There are many other books in our Library by the same authors or about the same subjects that you may check out and take home to share with your child(ren).

Items in this BOOK BAG to be returned:

Clifford and the grouchy neighbor
Clifford the big red dog
Clifford and the small red puppy
Clifford va de viaje
Clifford's pals

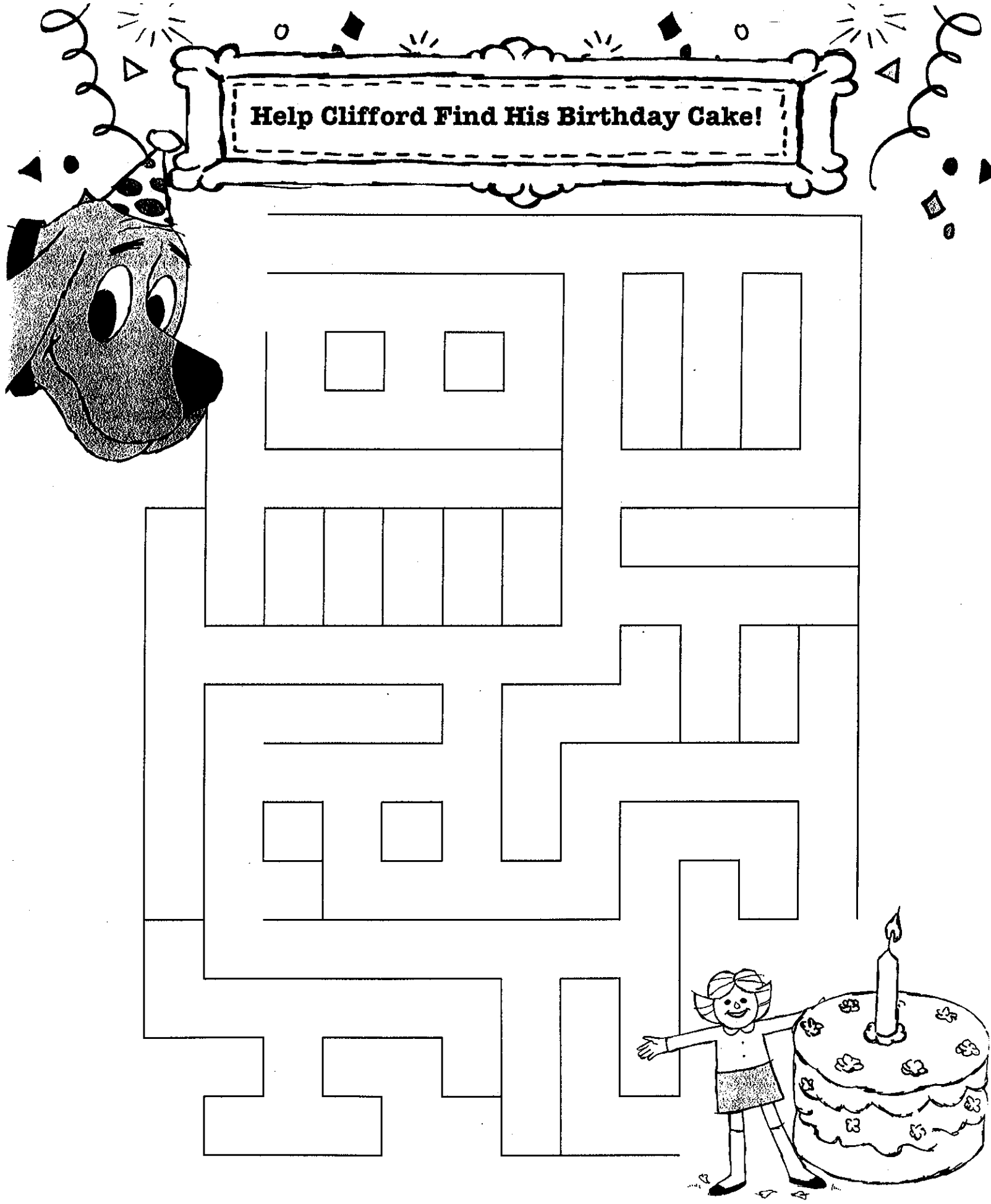
Folder with this contents list
"Thoughts and Questions to think and talk about"
Comments sheet
"Twenty minutes a day" poem
"About the author" card
Clifford puppet

Items in this BOOK BAG to be used and NOT returned:

"Help your child become a reader"
bookmark
balloon
button
birthday cake paper

Please let us know of any missing or broken materials so that we can replace them to keep the BOOK BAGS in good condition for all of our Devon Aire Elementary families.

Help Clifford Find His Birthday Cake!



ISBN:

SCHOLASTIC

CLIFFORD and CLIFFORD THE BIG RED DOG are registered trademarks of Norman Bridwe

Information for the BOOK BAG

CROCODILE

Read aloud to your child as often as possible. It is the most important thing you can do to help your child be a good reader. Enjoy together as many of these books and follow-up activities as you want. Please take good care of all of these items so that many other families can use them. Then return this BOOK BAG to the Devon Aire Library Media Center and check out another bag. There are many other books in our Library by the same authors or about the same subjects that you may check out and take home to share with your child(ren).

Items in this BOOK BAG to be returned:

All about alligators
Amazing crocodiles and reptiles
Funny funny Lyle
Gator or croc?
The lady with the alligator purse
Lyle finds his mother
Lyle Lyle Crocodile

Folder with this contents list
"Thoughts and Questions to think and talk about"
Comments sheet
"Twenty minutes a day" poem
alligator vs. croc information sheet
crocodile poem
Lyle game
Lyle video
crocodile puppet

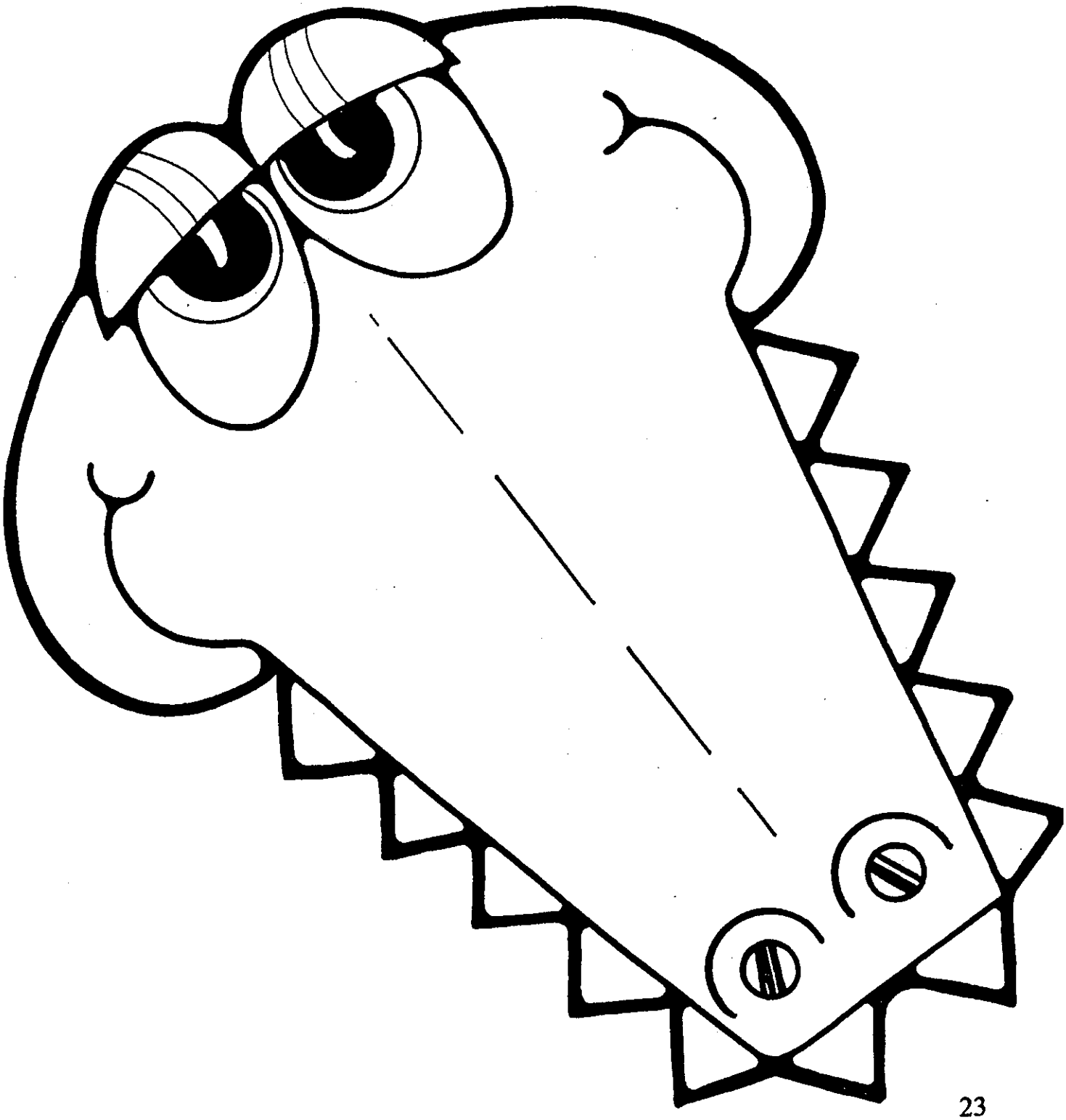
Items in this BOOK BAG to be used and NOT returned:

"Help your child become a reader"
bookmark
Lyle to color
make a bag puppet

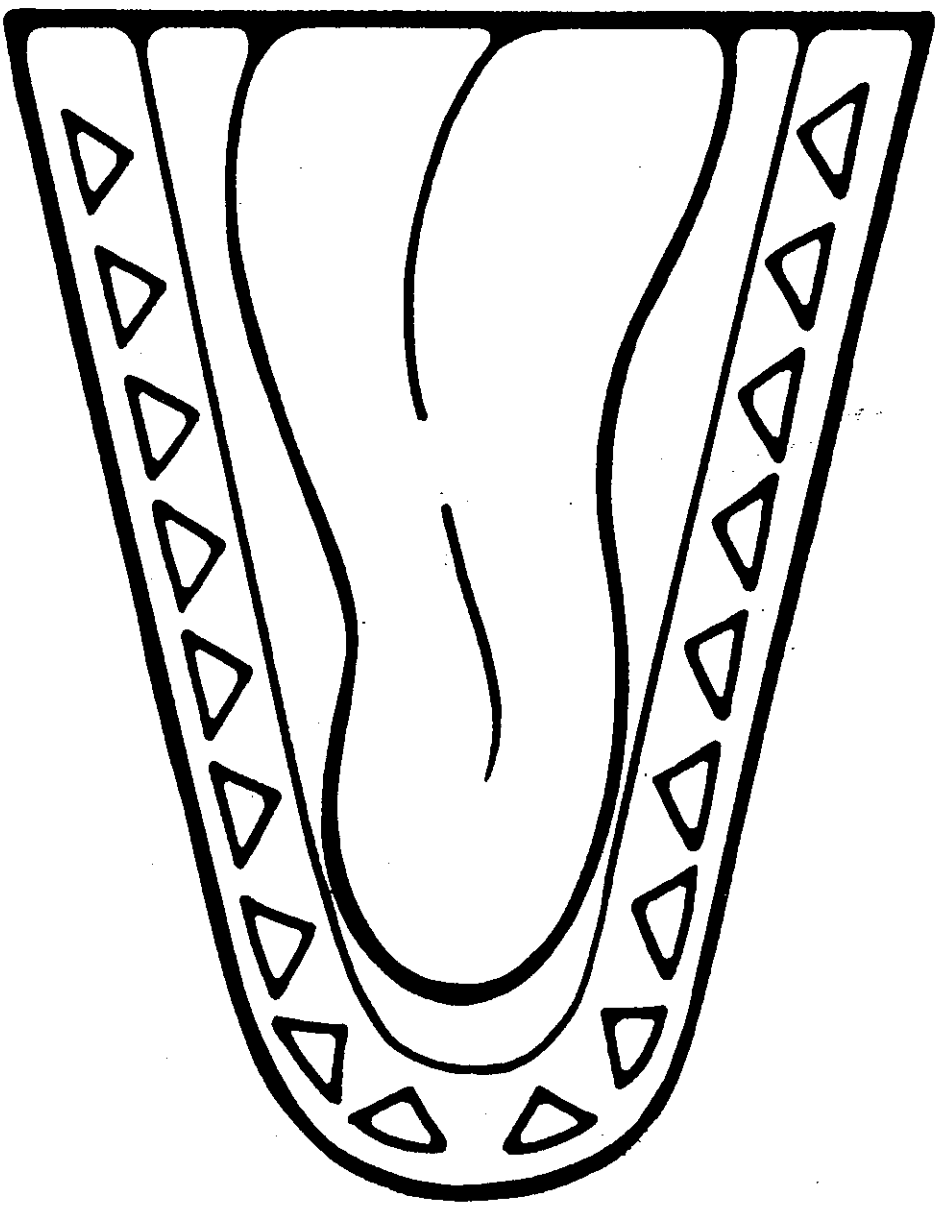
Please let us know of any missing or broken materials so that we can replace them to keep the BOOK BAGS in good condition for all of our Devon Aire Elementary families.

Crocodile Paper Bag Puppet

Color and cut out the two patterns. Glue the pieces to a paper lunch bag. Fold the teeth on the top piece downward. Pretend you are Lovable Lyle the crocodile.



Crocodile Mouth



Information for the BOOK BAG
CURIOUS GEORGE

Read aloud to your child as often as possible. It is the most important thing you can do to help your child be a good reader. Enjoy together as many of these books and follow-up activities as you want. Please take good care of all of these items so that many other families can use them. Then return this BOOK BAG to the Devon Aire Library Media Center and check out another bag. There are many other books in our Library by the same authors or about the same subjects that you may check out and take home to share with your child(ren).

Items in this BOOK BAG to be returned:

Caps for sale
The color box
Curious George
Curious George learns the alphabet
Now I know monkeys

Folder with this contents list
"Thoughts and Questions to think and talk about"
Comments sheet
"Twenty minutes a day" poem
2 author cards
Curious George doll

Items in this BOOK BAG to be used and NOT returned:

"Help your child become a reader"
Caps for sale coloring sheet
Curious George story cards to cut out
bookmark

Please let us know of any missing or broken materials so that we can replace them to keep the BOOK BAGS in good condition for all of our Devon Aire Elementary families.

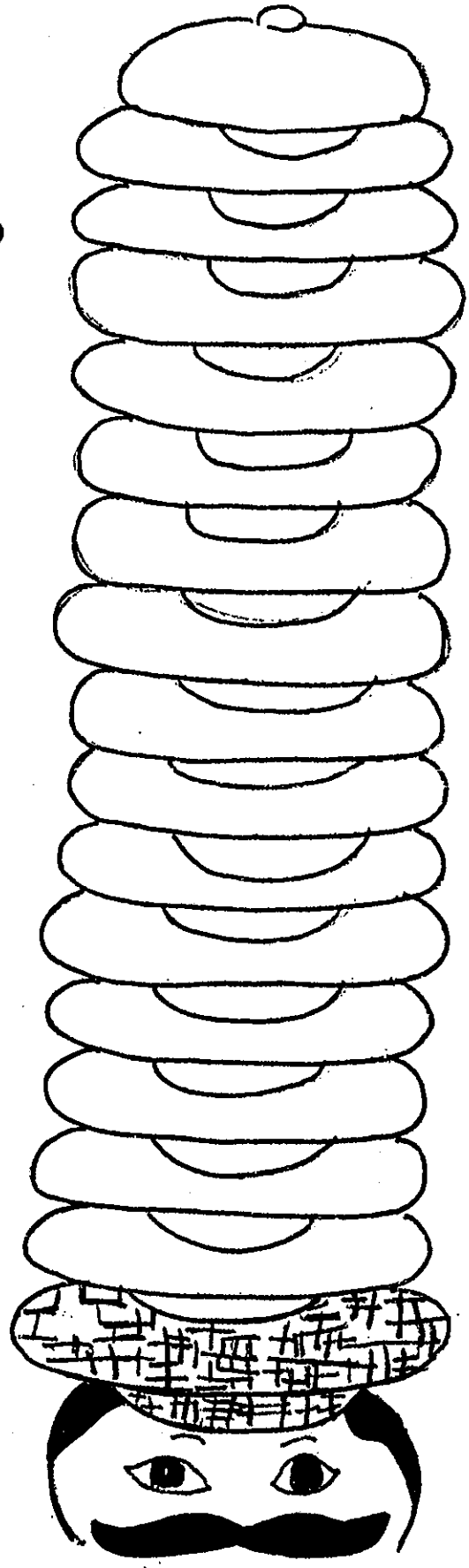
Caps for Sale

4 red caps

4 blue caps

4 brown caps

4 gray caps



CAPS FOR SALE. Story and pictures by Esphyr Slobodkina. Copyright 1940, 1947 Esphyr Slobodkina. Published by Addison-Wesley Press. Used with permission.

Information for the BOOK BAG

DINOSAUR

Read aloud to your child as often as possible. It is the most important thing you can do to help your child be a good reader. Enjoy together as many of these books and follow-up activities as you want. Please take good care of all of these items so that many other families can use them. Then return this BOOK BAG to the Devon Aire Library Media Center and check out another bag. There are many other books in our Library by the same authors or about the same subjects that you may check out and take home to share with your child(ren).

Items in this BOOK BAG to be returned:

Alphabet animals
Amy's dinosaur
Little Grunt and the big egg
Danny and the dinosaur
Dinosaurs
Story of dinosaurs with cassette

Folder with this contents list
"Thoughts and questions to think and talk about" sheet
Comments sheet
"Twenty minutes a day" poem
information sheet
dinosaur puppet

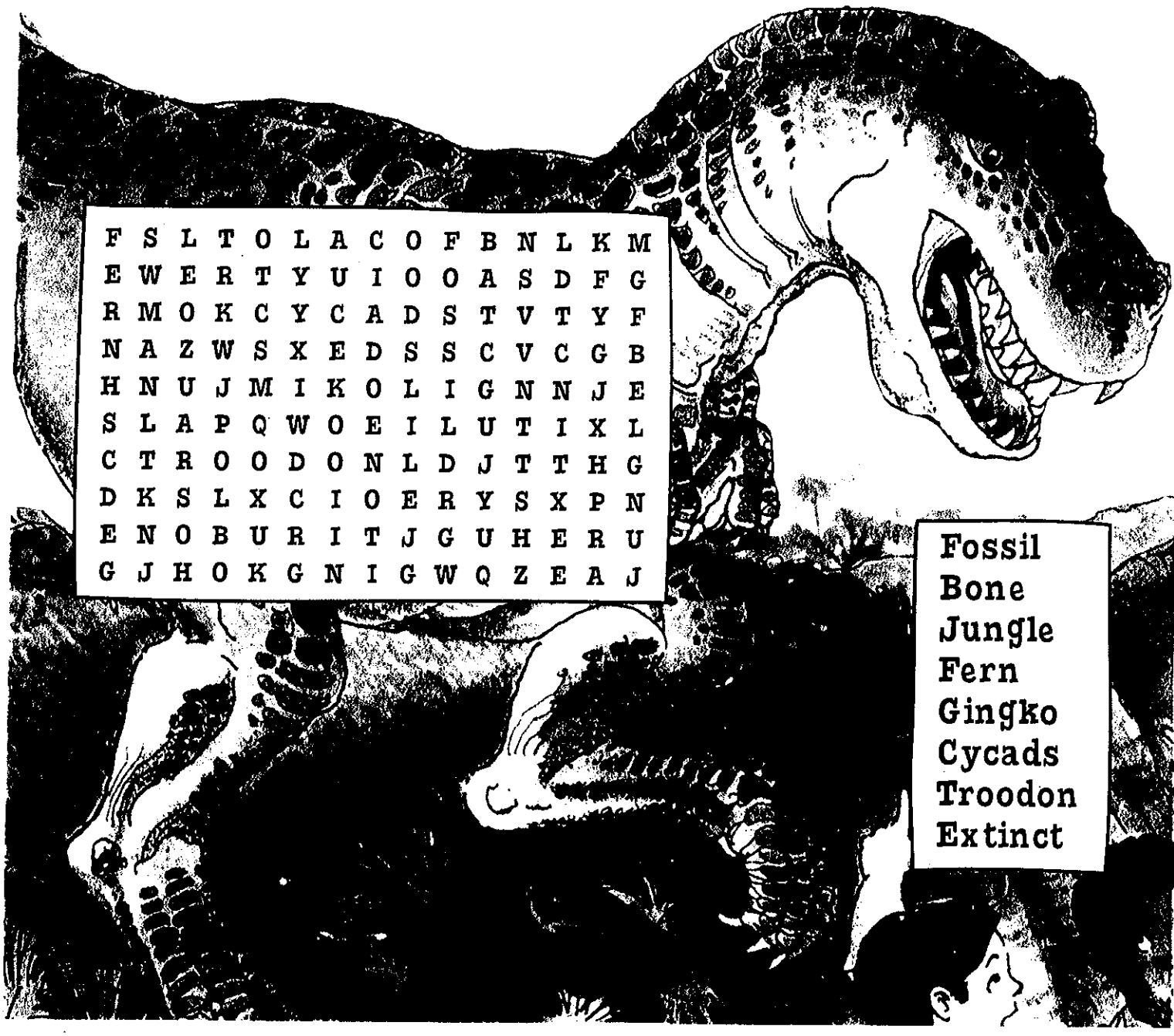
Items in this BOOK BAG to be used and NOT returned:

"Help your child become a reader" sheet
bookmark
dinosaur word search
dinosaur dot-to-dot

Please let us know of any missing or broken materials so that we can replace them to keep the BOOK BAGS in good condition for all of our Devon Aire Elementary families.

DINOSAUR DIG WORD SEARCH

Circle the words from the list below.

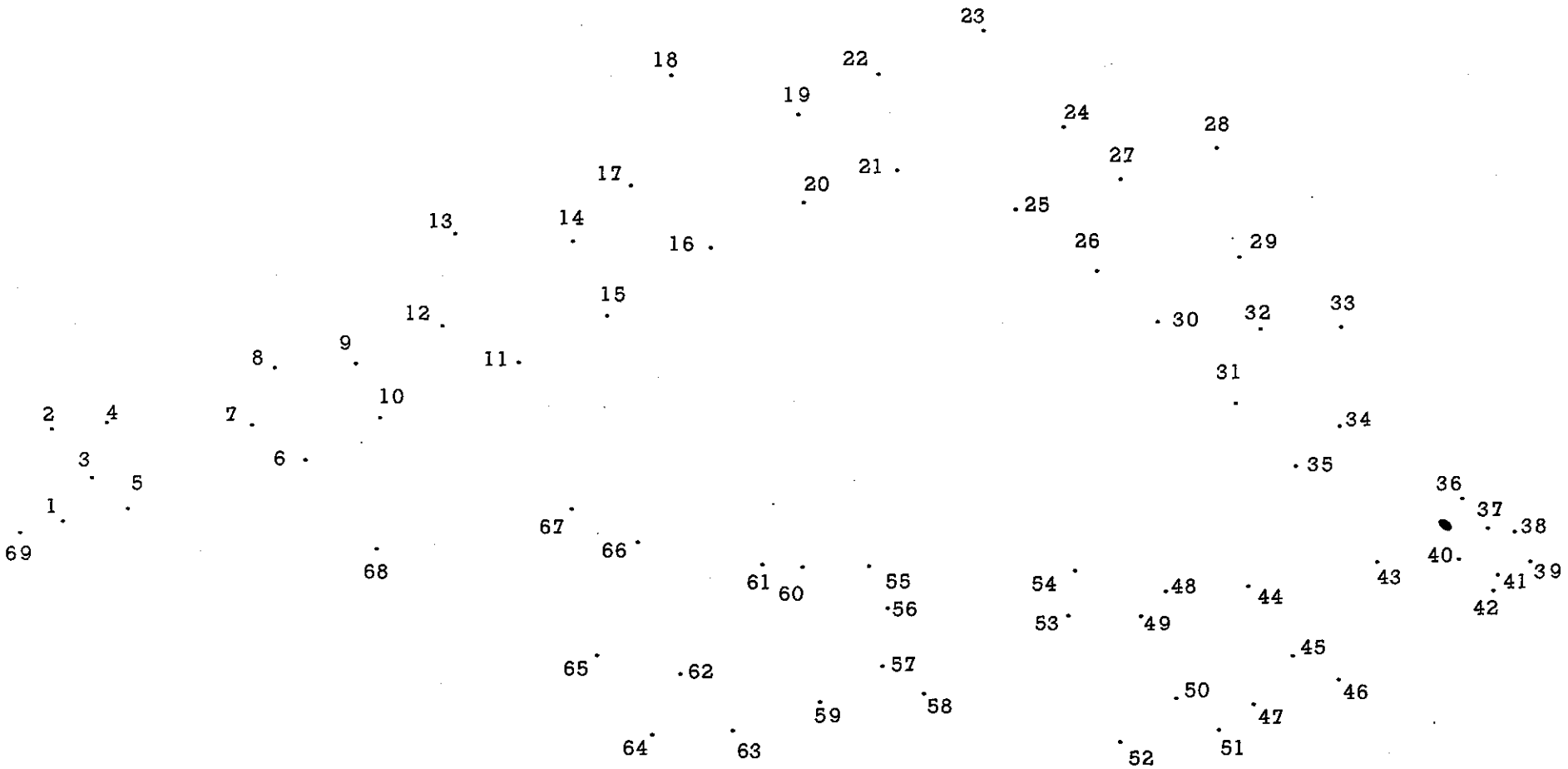


F	S	L	T	O	L	A	C	O	F	B	N	L	K	M
E	W	E	R	T	Y	U	I	O	O	A	S	D	F	G
R	M	O	K	C	Y	C	A	D	S	T	V	T	Y	F
N	A	Z	W	S	X	E	D	S	S	C	V	C	G	B
H	N	U	J	M	I	K	O	L	I	G	N	N	J	E
S	L	A	P	Q	W	O	E	I	L	U	T	I	X	L
C	T	R	O	O	D	O	N	L	D	J	T	T	H	G
D	K	S	L	X	C	I	O	E	R	Y	S	X	P	N
E	N	O	B	U	R	I	T	J	G	U	H	E	R	U
G	J	H	O	K	G	N	I	G	W	Q	Z	E	A	J

Fossil
Bone
Jungle
Fern
Gingko
Cycads
Troodon
Extinct

A JURASSIC MYSTERY

Connect the dots and discover a dinosaur that lived in the Jurassic Period, 213 million years ago! Write the dinosaur's name here:_____. Then, color it in any way you like since no one knows what color dinosaurs actually were.



Information for the BOOK BAG
MADELINE

Read aloud to your child as often as possible. It is the most important thing yo can do to help your child be a good reader. Enjoy together as many of the books and follow-up activities as you want. Please take good care of all of the items so that many other families can use them. Then return this BOOK BAG t the Devon Aire Library Media Center and check out another bag. There ar many other books in our Library by the same authors or about the sam subjects that you may check out and take home to share with your child(ren).

Items in this BOOK BAG to be returned:

Madeline
Madeline and the gypsies
little box with three books

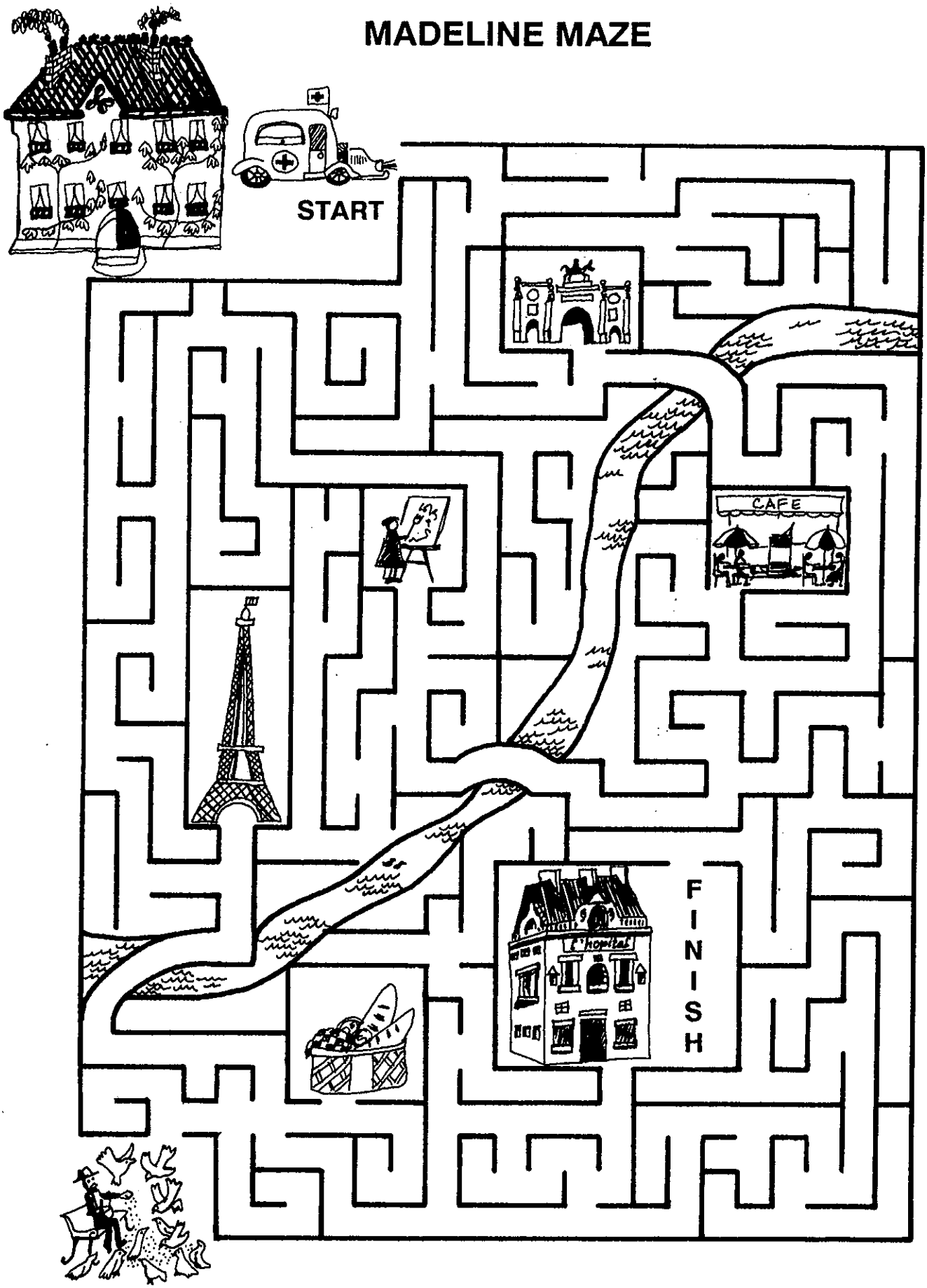
Folder with this contents list
"Thoughts and Questions to think and talk about"
Comments sheet
"Twenty minutes a day" poem

Items in this BOOK BAG to be used and NOT returned:

"Help your child become a reader"
balloon
coloring sheet
maze paper

Please let us know of any missing or broken materials so that we can replace them to keep the BOOK BAGS in good condition for all of our Devon Aire Elementary families.

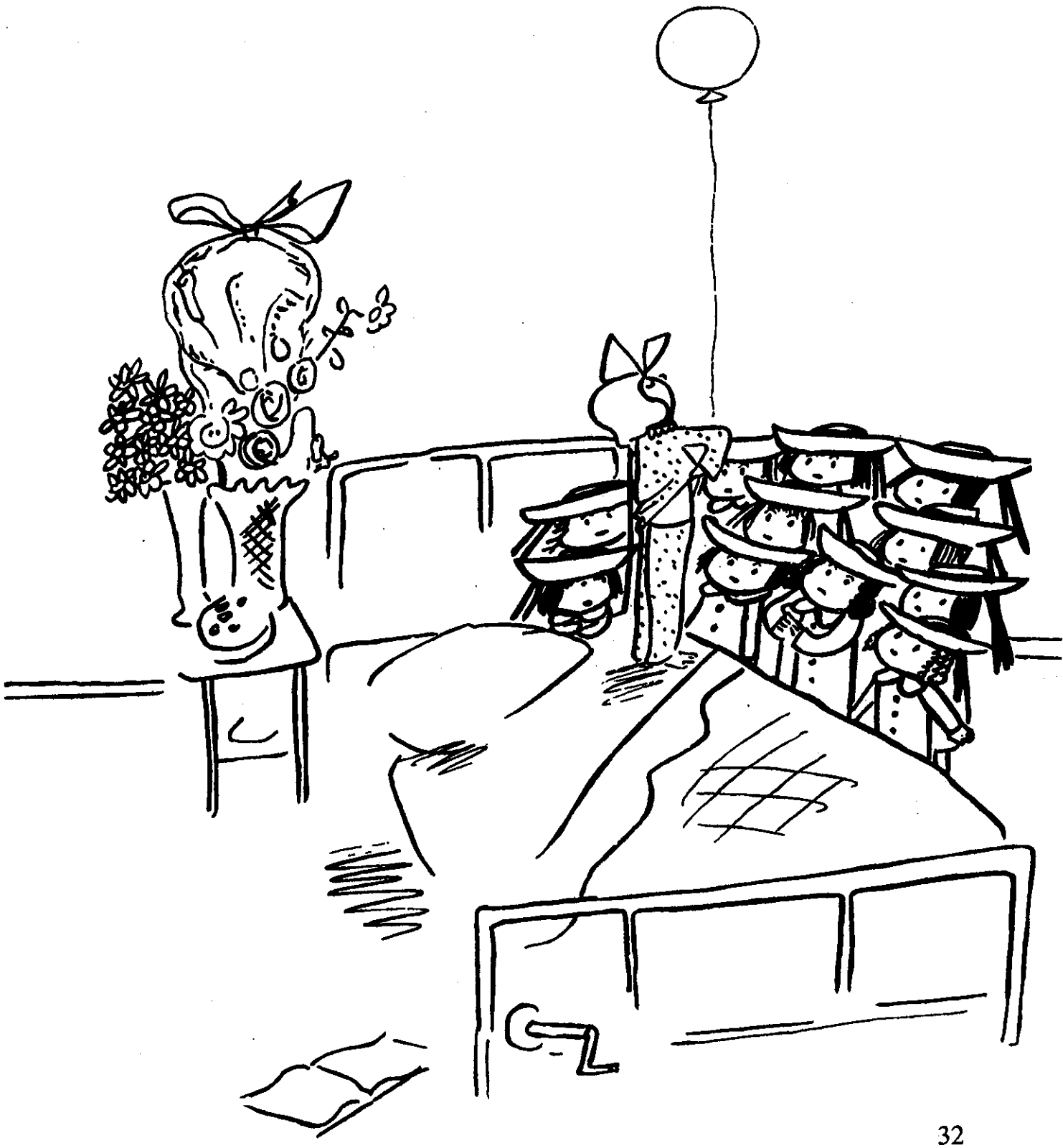
MADELINE MAZE



HELP! Can you help the ambulance find its way through the twisting streets of Paris? Start at the old house covered with vines and see if you can get to the hospital where Madeline will have her operation!

MADELINE

story & pictures by
Ludwig Bemelmans



Information for the BOOK BAG
THE MAGIC SCHOOL BUS

Read aloud to your child as often as possible. It is the most important thing you can do to help your child be a good reader. Enjoy together as many of these books and follow-up activities as you want. Please take good care of all of these items so that many other families can use them. Then return this BOOK BAG to the Devon Aire Library Media Center and check out another bag. There are many other books in our Library by the same authors or about the same subjects that you may check out and take home to share with your child(ren).

Items in this BOOK BAG to be returned:

Gus the bus
The magic school bus inside the earth
The magic school bus lost in the solar system
My place in space
Postcards from Pluto
The solar system
The sun's family of planets
You're aboard spaceship Earth

Folder with this contents list
"Thoughts and Questions to think and talk about"
Comments sheet
"Twenty minutes a day" poem
author information cards
video - Joanna Cole and Bruce Degen

Items in this BOOK BAG to be used and NOT returned:

"Help your child become a reader"
planets writing sheet
balloon
sticker
Ms. Frizzle to color

Please let us know of any missing or broken materials so that we can replace them to keep the BOOK BAGS in good condition for all of our Devon Aire Elementary families.

DESIGN A DRESS AND SHOES FOR MS. FRIZZLE

Illustration by Bruce Deger

Ms. Frizzle has some strange dresses and pairs of shoes. Finish Ms. Frizzle by drawing and coloring a wacky new dress and matching pair of shoes.

Remember: THINK STRANGE! Ms. Frizzle is!

© Copyright 1990 Scholastic Inc.

Information for the BOOK BAG

WILD THING MAX

Read aloud to your child as often as possible. It is the most important thing you can do to help your child be a good reader. Enjoy together as many of these books and follow-up activities as you want. Please take good care of all of these items so that many other families can use them. Then return this BOOK BAG to the Devon Aire Library Media Center and check out another bag. There are many other books in our Library by the same authors or about the same subjects that you may check out and take home to share with your child(ren).

Items in this BOOK BAG to be returned:

Don't wake up Mama!
Hey, Al
Jim meets the thing
Where the wild things are

Folder with this contents list
"Thoughts and Questions to think and talk about"
Comments sheet
"Twenty minutes a day" poem
Max doll

Items in this BOOK BAG to be used and NOT returned:

"Help your child become a reader"
Your name writing sheet
pencil

Please let us know of any missing or broken materials so that we can replace them to keep the BOOK BAGS in good condition for all of our Devon Aire Elementary families.

Your name becomes a poem !

In the book *Where the wild things are* by Maurice Sendak, the main character is Max. Here is a poem about Max, using the letters of his name to start each sentence.

M is for mischievous.
A is for adventurous.
X is for extra good sailor.

Write the letters of your name going down and then write a poem about YOU! Read your poem aloud to your family.

_____

_____

_____

_____

_____

_____

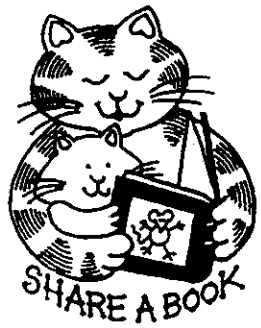
_____

_____

_____

NEWS FROM OUR LIBRARY MEDIA CENTER

Very few children learn to love books by themselves. Someone has to lure them into the wonderful world of the written word; someone has to show them the way. Parents, make that someone YOU! Read aloud to your child often! Many new **BOOK BAGS** are ready to be checked out from the Library. You are the best person to spark the love of reading in your child. Begin today.



examples of newsletter "ads", PTA announcements, etc.

A note from the Library.

Come by our Library Media Center and check out a BOOK BAG, filled with books, a puppet, puzzles, games, and lots of other fun book items!

for PTA newsletter:
Good publication
or reprint

Reading aloud to your child is the single most important thing you can do to make your child a reader. Our Library Media Center has

NEW BOOK BAGS

filled with books, puppets, and many fun activities for parents to check out and share together at home.

Dinosaurs and monkeys, Arthur and D.W., too ...
All are waiting here to go home with you!

So come to the Library Media Center any day from 8:15 a.m. to 3:15 p.m. and get your very own library card. Then begin the family fun of reading aloud good books! Your child will remember these adventures forever!

Mommy, will you read to me?

Mommy, will you read to me?
You know how I love those times
When I can sit upon your lap
And you read those stories and rhymes.

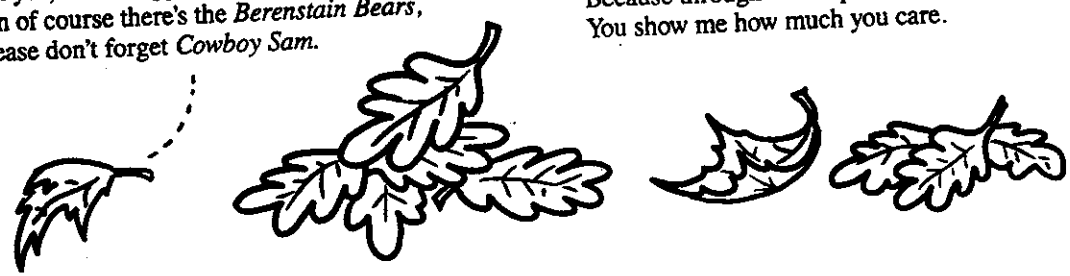
I learn so much from the books that we read,
And some we read over *quite often.*
I just hand you one of my favorite books
And in an instant your heart will soften.

I just love Dr. Seuss's *The Cat in the Hat*
And, oh yes, *Green Eggs and Ham.*
But then of course there's the *Berenstain Bears,*
And please don't forget *Cowboy Sam.*

I know that you are busy at times
And to stop and read is tough.
But no matter how much you read to me,
It just never seems quite enough.

I don't think that you will ever know
How much this means to me.
It's then that I feel so close to you
And your love for me I can see.

I'll remember these times as long as I live,
And the many books that we share.
Because through these special moments we have,
You show me how much you care.



RANDOM THOUGHTS TO SHARE WITH PARENTS

(use these ideas to communicate the importance of reading aloud to children)

Reading aloud:

is fun
opens doors to understanding the world
builds the desire to read more
gives an educational advantage
becomes a part of the family heritage
establishes bonds of love
develops the ability to read alone

Reading aloud to your child is the single most important thing you can do to ensure that your child becomes a successful student.

You can create in your child the desire to read! Take an active role in creating the love of reading! Lure them into the wonderful world of books! Show them the way!

Reading helps develop the child's imagination, to form mental images and "what if's .... things that too much TV takes away!

Children bring real life experiences to help them understand books and they use books to help them understand real life.

Subscribe to magazines devoted to your child's age and interest level. How about for a birthday present that will last all year?

Once you begin this daily experience of reading aloud, it will become one of the best parts of your child's day. And your day, too!

Early story reading is an easy, enjoyable way to:

- stimulate language development and vocabulary
- stimulate curiosity about the world
- understand complex sentence structure
- stretch the attention span
- expand the imagination and build mental pictures
- improve listening comprehension
- nurture emotional development

Telling a story from the pictures is an important step in the learning-to-read process.

Read the story more than once .... Children enjoy hearing and seeing the story over and over again.

Reading aloud enhances the child's emotional and social development.

Reading aloud lays the groundwork for educational success.

Use the school library media center and the public library to check out many books about many subjects.

Children who own books feel a connection with reading . Children need a special place to keep their own books. A bedside reading lamp is one of the best ways to get kids to read. Let them stay up late as long as they are reading.

Parents, let your kids see you reading. Tell them about the book you're reading. Let them see that reading is pleasurable to you.

Reading aloud provides practice in language patterns.

Whether at dinner or bedtime, children look forward to that warm, cozy time of day when Mom, Dad, or another special person reads a great book aloud.

RESOURCES

- For bags and fabric paint
  Joanne's Fabrics or other craft stores

- For book character dolls, puppets, stuffed animals, book marks, pencils

Delta Education Media Treasures		1.800.442.5444
Demco	www.demco.com	1.800.356.1200
Frank Schaffer		1.800.421.5565
Lakeshore		1.800.421.5354
Listening Library Book Mates		1.800.243.4504
Oriental Trading Company		1.800.228.2269
Upstart		1.800.448.4887
World Almanac Educational		1.800.321.1147

- For reproducible do-at-home activities

Frank Schaffer Literature Notes	1.800.421.5565
Story World Activity Guides	1.800.667.6134
Mailbox Magazines (3 levels)	1.800.724.6527
Scholastic Teacher Resources	1.800.724.6527
Schooldays Magazine	1.800.333.3580

BIBLIOGRAPHY OF PROFESSIONAL BOOKS

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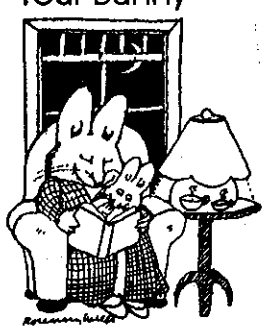
Read to
Your Bunny



Spanish Translation of key information for parents

Dear Parents,

We are pleased to inform you that our school has received a grant for book bags. These book bags will have storybooks in them as well as activities related to the stories that you and your child can complete together.

Your child's teacher has the book bags in the classroom. You will be able to check out the book bags on a weekly basis. The stories are both in English and Spanish.

We want our students to enjoy literature at home as much as they do at school. For this reason we would like for you to read the stories found in the book bags to your children at home, and share wonderful reading experiences. This will create a love of reading and books in your children.

We hope you and your family enjoy this new program.

Estimados padres,

Estamos complacidos en informarle que nuestra escuela ha recibido una donación de bolsas de libros. Estas bolsas de libros tendrán los libros de historias así como las actividades relacionadas con las historias que usted y su niño/a pueden completar juntos.

La maestra de su niño/a tiene las bolsas de libros en su clase. Usted puede obtener una bolsa diferente cada semana. Las historias son en inglés y en español.

Nosotros queremos que nuestros estudiantes disfruten de la lectura de estos libros en su casa tanto como en la escuela. Por esta razón nosotros queremos que usted lea las historias de los libros en unión de su hijo/a y compartan las maravillosas experiencias de lectura que hay en ellas. Esto creará en sus niños el amor por la lectura y por los libros.

Nosotros esperamos que usted y su familia disfruten este nuevo programa.

Atentamente,

Information for the Book Bag

Read aloud to your child as often as possible. It is the most important thing you can do to help your child be a good reader. Enjoy together as many of these books and follow-up activities as you want. Please take good care of all of these items so that many other families can use them. Then return this Book Bag to you child's teacher and check out another bag.

Items in this Book Bag to be returned:

Items in this Book Bag to be used and NOT returned:

Please let us know of any missing or broken items so that we can replace them to keep the Book Bags in good condition for all of our J.W. Johnson families.

Información Sobre El Bolso De Libros

Lea en alta voz a su niño con frecuencia, esto es lo más importante que usted pueda hacer para que su hijo sea un buen lector. Disfruten estos libros y las actividades que se pueden hacer tantas veces como usted pueda. Cuide todo el material para que otras familias puedan usarlo, cuando termine devuelva este bolso de libros a la maestra de su hijo y puede coger otra bolsa de libros de la maestra.

Artículos que han de ser devueltos en esta bolsa de libros:

Artículos usados y no devueltos en esta bolsa de libros:

Por favor háganos saber si se ha perdido o se ha roto algún artículo para poder mantener las bolsas de libros en buenas condiciones para otras familias.

Thoughts and questions to think about and talk about after reading the books aloud:

1. Were there any words that were new to you? Maybe you can find the word and its definition in a dictionary.

2. Did you like the pictures in the book? Did the pictures help you understand the story? On which page is your favorite picture?

3. Is this a true information book or a pretend story? How can you tell?

4. Can you find in the book any information about the author or the illustrator?

5. Can you make some of the characters in the story talk in a different-sounding voice?

6. Please write a comment that you and your child(ren) have about one of these stories on the "Comments about the story" sheet in this book bag.

Pensamientos y Preguntas Para Pensar y Hablar Sobre Un Libro Que Se Ha Leído En Alta Voz

1. Ha encontrado algunas palabras nuevas. Búsquela en el diccionario y lea su definición.

2. ¿Le gustaron las láminas del libro? ¿Le ayudaron las láminas a entender la historia? ¿Cual es su lámina favorita?

3. ¿Es una historia real o una fantasía? Sabes cómo explicarlo?

4. ¿Puede usted encontrar en el libro el nombre de la persona que lo escribió y la que lo ilustró?

5. ¿Puede usted imitar la voz de algunos de los personajes de la historia?

6. Por favor escriba un comentario sobre la historia que usted y su niño han leído. Hágalo en el papel que dice "Comentario sobre la historia" que está en la bolsa de libros.

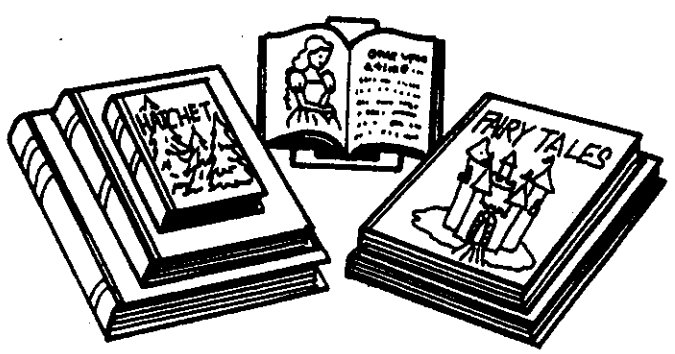
Please share a comment ot two about the books in this Book Bag and sign your name if you like:

Por favor haga un comentario o dos sobre los libros en la bolsa de libros. Fírmelo si quiere.

Help Your Child Become a Reader

- Read aloud to your child as often as possible. Remember that children of all ages love to hear books read aloud. Keep reading to your child even after he/she learns to read.
- Talk about what you read. Language and th.nking skills develop when children talk.
- Have your child read aloud to you. Keep it fun and enjoyable.
- Get a library card for your child. Make visiting the library a special weekly event.
- Make sure your child owns some books. Encourage relatives to give books as gifts.
- Encourage your child to read to others. Brothers, sisters, grandparents and friends enjoy sharing favorite stories.
- Let your child see you reading a variety of printed material: newspapers, magazines, books, forms, recipes, etc. Parents are the most important role models.
- Provide opportunities to write. Allow your child to make grocery lists, send thank-you letters, write notes to friends and relatives, and even keep a journal.
- Monitor television viewing. Set time limits and make good decisions about which programs are suitable for viewing. Watch television together and discuss program content.
- Become involved with your child's school. If you show an interest, your child will know the home-school connection is important and will appreciate your support.
- Listen to your child. Your attention will build your child's self-esteem while he/she develops oral language confidence.
- Subscribing to any of the following children's magazines will encourage reading at home:

  Sesame Street Magazine (ages 2-6)
  Your Big Backyard (ages 3-8)
  Ranger Rick (ages 4-9)
  Zoobooks (ages 4-12)
  Sports Illustrated for Kids (ages 7-13)
  National Geographic World (ages 8-13)
  Penny Power (ages 8-14)
  3-2-1 Contact (ages 8-14)



Above all, trust your instincts, take time with your child and appreciate your child as a unique individual.

Ayudando a su hijo/a a ser un buen lector

• Lea en alta voz tantas veces como sea posible. Acuérdese que a los niños de todas las edades les gusta que les lean en alta voz. Siempre lea a sus hijos aún cuando estos ya sepan leer.

• Hable con sus niños acerca de lo que leen. Las habilidades de pensar y hablar se desarrollan cuando los niños hablan.

• Obtenga una tarjeta en la biblioteca. Por favor asista a los eventos semanales.

• Haga que su niño lea en alta voz. Disfrútelo.

• Esté seguro que su niño tiene algunos libros de su propiedad. Dígale a sus familiares que le regalen a su niño libros en ocasiones expeciales, cumpleaños, etc...

• Estimule a sus niño a leer para otros niños, hermanos, abuelos y amigos compartiendo sus historias favoritas.

• Haga que su niño los vea leyendo diferente material, revistas, periodicos, recetas, etc... Recuerde que usted será el mejor modelo para su hijo.

• Busque momentos en que su niño tenga que escribir. Ayude a su niño a preparar la lista del mercado, enviar notas de agradecimiento. Si es posible, ayúdelo a hacer un diario.

• Controle el tiempo de mirar la television. Haga buenas decisiones acerca de cuales son los mejores programas. Mire la televisión con su niño y comente el contenido de cada programa.

• Participe de la escuela con su hijo. Si usted muestra interés su hijo se dará cuenta de la importancia de la relación Escuela-Hogar y apreciará su apoyo.

• Atienda a su niño. Su atencion ayudará que la estimación de sí mismo sea mejor y desarrollará más confianza en el desenvolvimiento del lenguaje oral.

• Tratar de conseguir la subscripcíon de algunas de estas revistas:

Sesame Street Magazine (edades 2-6)
Your Big Backyard (edades 3-8)
Ranger Rick (edades 4-9)
Zoobooks (edades 4-12)
Sports Illustrated for Kids (edades 7-13)
National Geographic World (edades 8-13)
Penny Power (edades 8-14)
3-2-1 Contact (edades 8-14)

Pero antes que todo confíe en sus instintos, dele tiempo y considere que su hijo es un ser único e individual.

How Can You Help Your Child With An Unknown Word?

Depending on the situation, encourage your child to:

1. skip the word and read to the end of the sentence.
2. use other words in the sentence to help figure out or predict a word that would make sense.
3. use the sounds of letter, letter combinations, or familiar word parts to pronounce the word.
4. check a dictionary.
5. ask for help in pronouncing the word.

Let's now consider some situations and offer ways in which you can help your child with unknown words.

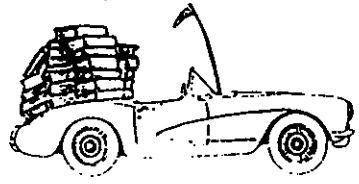
Preschool Years

Most children have favorite books that you have read quite a few times. One day your child will be ready to read the book to you. Usually this book has been memorized because you have read it so often. Your child begins reading and is doing very well. But then the question comes: "What's this word?" Simply tell your child the word. When the story is finished, give lots of praise for the wonderful reading job.

After several more readings over the next few weeks, you can begin to help your child figure out unknown words. For example suppose a sentence in a story is, "Pam opened the door, and the dog came into the house." Your child points to the word **house** and asks what it is. You reread the sentence, leaving out the word **house**. Ask your child for words that make sense. Praise your child if the response is correct. If the response is not correct, "think out loud" and explain how you figure it out. Try putting in wrong words to show how "silly" their meanings are in the sentence. Positive support for your child's effort is very important.

Beginning Reading

In this stage, your child has begun to associate some sounds with letters (**b** as in box) and is reading to you. Your child comes to the sentence, "The dog began to bark," and pauses at **bark**. First, wait for your child to figure out the unknown word. If your child seems stumped, you should ask your child to reread the sentence and think of a word that makes sense, and starts like boy, bat, and baby. If the answer is right, ask why a word like **eat** would not be right. Help your child to understand that although the word **eat** makes sense, it does not begin with the letter **b**.



Later Years

As children grow in reading, there are many words they can pronounce but may not understand. Remember that the goal of reading is to understand the story — not merely to pronounce the words. Consider this sentence: "The yegg entered the house." Ask your child what **yegg** means or look the word up together in a dictionary. The word **yegg** means robber. In the sentence, "The yegg entered the house," **robber** is a word that means the same thing as **yegg**. By substituting **robber** for **yegg**, you can construct meaning for the sentence.

What Else Should You Remember?

All children are different and learn at different rates. There is no step-by-step method that works for every child. As your child grows in reading, he or she will be able to associate sounds with letters and to use the dictionary.

Reading involves making sense out of stories and books. The ability to pronounce words correctly is important, but so are word meanings. When you take time to help your child correctly pronounce a word like **kinkajou**, always remember to talk about what the word means. Children need to understand that meaning is the key to reading. Figuring out new words requires practice and encouragement. You can be there to guide and help.

Como Ayudar a Su Hijo Cuando Esté Leyendo y Encuentre una Palabra Desconocida

Dependiendo de la situación estimule a su niño a:

1. Saltar la palabra y leer el final de la oración.

2. Use otras palabras en la oración para ayudar a encontrar cual palabra se podrá usar que tenga sentido.

3. Use el sonido de las letras, combinación de letras u otra palabra familiar para encontrar la palabra nueva.

4. Busque la palabra en el diccionario.

5. Busque ayuda para pronunciar la palabra.

Háganos saber si usted puede encontrar otras situaciones o medios qué puedan ayudar a su niño con las palabras que no conoce en la lectura.

Años antes de la escuela

La majoría de los niños tienen preferencia por determinados libros. Llegará el momento que su niño este listo para leerles ese libro. Lo más probable es que se lo sepa de memoria. Por lo tanto se lo leerá muy bien. Pero es bueno que usted le pregunte "Cual es esta palabra?" Cuando termine la historia siéntase orgullosa del gran trabajo de lectura que el niño hizo. Después de trabajar un tiempo en la lectura en las siguientes semanas usted empezará a ayudar a su niño con las palabras nuevas. Por ejemplo suponga que una oración en la historia es "Pam abrió la puerta y el perro entró a la casa". El niño señala la palabra casa y pregunta qué quiere decir. Pregunte a su niño por diferentes palabras que tengan sentido y se puedan usar en la oración. Si su niño encuentra la palabra correcta aláguelo. Si la respuesta no es correcta piense en alta voz y trate de encontrar la palabra correcta. Trate de poner palabras equivocadas para que los niños vean lo cómico que lucen en las oraciones. Un apoyo positivo para el esfuerzo de su niño es muy importante.

Empezando a leer

En esta etapa su niño empieza a asociar los sonidos con las letras.

Los años siguientes

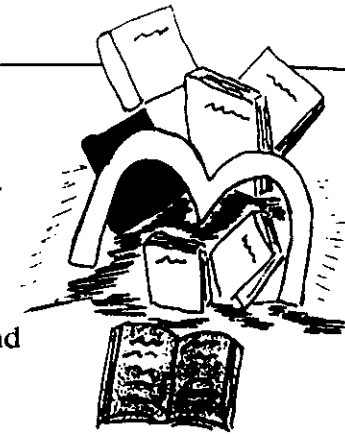
Tal como el niño crece, en la lectura hay muchas palabras que el niño puede pronunciar, pero que no sabe su significado. Acuérdese que la meta en la lectura es entender lo que leen, no necesariamente la pronunciación de las palabras.

Qué mas usted debe recordar

Todos los niños son diferentes y aprenden de diferente manera y a diferente velocidad. No hay un método paso a paso que se pueda seguir y funcione para todos los niños. Al tiempo que su niño crece en la lectura el estará capacitado para asociar sonidos con letras y usar el diccionario.

La lectura abarca encontrar el significado de las historias y de los libros. Es tan importante pronunciar las palabras como saber su significado. Cuando usted se tome tiempo para enseñar al niño a pronunciar una palabra nunca se olvide de decir su significado. Los niños necesitan saber el significado de las palabras porque ésta es la llave para aprender a leer. Enseñe nuevas palabras practíquelos. Usted puede ser el guia y ayudarlos.

The Basics



There is no more important activity for preparing your child to succeed as a reader than reading aloud together.

Fill your story times with a variety of books. Be consistent, be patient, and watch the magic work.

Start Young and Stay with It

Children learn to love the sound of language before they even notice the existence of printed words on a page. Reading books aloud to children stimulates their imagination and expands their understanding of the world. It helps them develop language and listening skills and prepares them to understand the written word. When the rhythm and melody of language become a part of a child's life, learning to read will be as natural as learning to walk and talk.

Even after children learn to read by themselves, it's still important for you to read aloud together. By reading stories that are on their interest level, but beyond their reading level, you can stretch young readers' understanding and motivate them to improve their skills.

Remember When You Were Very Young

Between the ages of 4 and 7, many children begin to recognize words on a page. In our society this may begin with recognition of a logo for a fast food chain or the brand name of a favorite cereal. But, before long, that special moment when a child holds a book and starts to decode the mystery of written words is likely to occur.

You can help remove part of the mystery without worrying about a lot of theory. Just read stories and poems and let them work their wonders. There is no better way to prepare your child for that moment when reading starts to "click," even if it's years down the road.

It will help, however, if we open our eyes to some things adult readers tend to take for granted. It's easier to be patient when we remember how much children do not know. Here are a few concepts we adults know so well we forget sometimes we ever learned them.

- There's a difference between words and pictures. Point to the print as you read aloud.
- Words on a page have meaning, and that is what we learn to read.
- Words go across the page from left to right. Follow with your fingers as you read.
- Words on a page are made up of letters and are separated by a space.
- Each letter has at least two forms: one for capital letters and one for small letters.

Home Is Where the Heart Is

Children who are read to grow to love books. Over the years, these children will have good memories to treasure. They remember stories that made them laugh and stories that made them cry. They remember sharing these times with someone they love, and they anticipate with joy the time when they will be able to read for themselves.

By reading aloud together, by being examples, and by doing other activities, parents are in a unique position to help children enjoy reading and see the value of it.

It's never too late to begin. **Start today.**

Los Mas Básico

No hay actividades más importante para preparar a un niño para la lectura que leer junto con el en alta voz.

Tenga varios libros para sus horas de lectura. Sea consistente, sea paciente y observe la magia del trabajo.

Comience el trabajo de lectura y no lo interumpa

Los niños aprenden a amar el sonido del lenguaje hablado mucho antes de que ellos sepan la existencia de las palabras escritas. Leer libros en alta voz estimula en los niños la imaginación y amplia su entendimiento del mundo, también los ayuda a desarrollar habilidades de lenguaje y hábitos de atender lo cual los prepara a entender el mundo escrito. Cuando el mundo del ritmo y la melodía unido a las palabras empiezan a formar parte de la vida de los niños, aprender a leer será tan natural como caminar y hablar.

Aunque su niño esté listo para leer solo, es importante que usted lea con él en alta voz. Leyendo historias que estén a su nivel de interés y otras un poco más adelantadas, serán de gran ayuda para los lectores jóvenes, ayudando y motivando el mejoramiento de sus habilidades.

Acuérdese cuando usted era niño

Entre las edades de 4 a 7 años muchos niños empiezan a reconocer palabras en las páginas de los libros conocidos de ellos. Tal como los niños conocen el letrero de la "Coca Cola", "MacDonald", y las marcas favoritas de sus galletas y cereales, pero todavía falta un poco para que el niño tome en sus manos un libro e interprete el misterio de las palabras escritas. Usted puede ayudar a remover parte de este misterio sin preocupar al niño con mucha teoría. Lea historias y poemas y dejen que los niños usen la fantasía de su imaginación, éste es el mejor camino para preparar a su niño al momento tan importante de empezar a aprender a leer.

Puede también ayudarlos si abrimos nuestros ojos a algunas cosas que los adultos tomamos por seguras, pero que los niños no saben y tenemos paciencia, para que ellos lo entiendan. Aquí tenemos algunos conceptos que conocemos muy bien pero que debemos tener en cuenta que los niños no lo saben:

- Hay diferencia entre las palabras y los dibujos. Señale el dibujo al mismo tiempo que lee las palabras en alta voz.

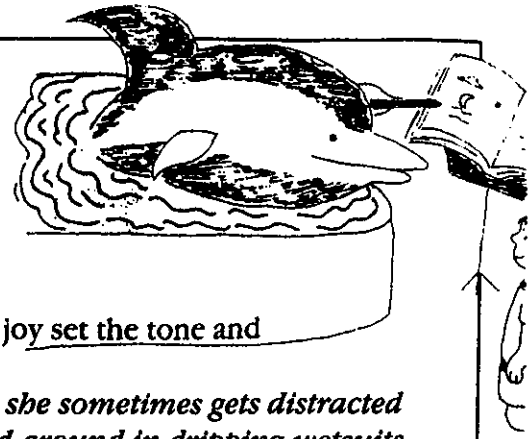
- Las palabras en una página tienen significado y eso es la razón por la cual aprendemos a leer.

- Las palabras se leen de derecha a izquierda. Sigue con los dedos las palabras, sigue las letras.

- Las palabras en una página están hechas de letras las cuales estan separadas entre sí y también separadas entre las palabras.

- Cada letra tiene dos tamaños. Uno para la letra mayúscula y otro para la letra minúscula.

Important Things To Know



It is important to keep fun in your parent-child reading and to let joy set the tone and pace. Here is a story to keep in mind.

Shamu is a performing whale, to the delight of many. However, she sometimes gets distracted and refuses to do her tricks. When that happens, her trainers stand around in dripping wetsuits and wait for her stubbornness to pass. They know that when a 5,000-pound whale decides she doesn't want to flip her tail on cue, there is very little anyone can do about it. But whales like to play, and sooner or later Shamu returns to the game of performing for her audience. Shamu's trainers know this so they're always patient, they're always confident, and they always make performing fun.

Although helping your child become a reader is certainly different from training a whale, the same qualities of patience, confidence, and playfulness in your approach will get results. If, from time to time, your child gets distracted and loses interest, take a break. Children love to learn. Give them a little breathing room, and their interest will always be renewed.

It's Part of Life

Although the life of a parent is often hectic, you should try to read with your child at least once a day at a regularly scheduled time. But don't be discouraged if you skip a day or don't always keep to your schedule. Just read to your child as often as you possibly can.

If you have more than one child, try to spend some time reading alone with each child, especially if they're more than two years apart. However, it's also fine to read to children at different stages and ages at the same time. Most children enjoy listening to many types of stories. When stories are complex, children can still get the idea and can be encouraged to ask questions. When stories are easy or familiar, youngsters enjoy these "old friends" and may even help in the reading. Taking the time to read with your children on a regular basis sends an important message: Reading is worthwhile.

One More Time

You may go through a period when your child favors one book and wants it read night after night. It is not unusual for children to favor a particular story, and this can be boring for parents. Keep in mind, however, that a favorite story may speak to your child's interests or emotional needs. Be patient. Continue to expose your children to a wealth of books and eventually they will be ready for more stories.

Talking About Stories

It's often a good idea to talk about a story you are reading, but you need not feel compelled to talk about every story. Good stories will encourage a love for reading, with or without conversation. And sometimes children need time to think about stories they have read. A day or so later, don't be surprised if your child mentions something from a story you've read together.

The More the Merrier

From time to time, invite other adults or older children to listen in or join in reading aloud. The message is: Reading is for everybody.

Cosas Importantes

Es muy importante mantener divertida la relación padre-niño/a y también mantener la entonación y velocidad requerida para leer. Ayude a su niño/a a ser paciente, tener confianza en sí mismo para alcanzar buenos resultados. Si ellos pierden el interés en leer tome un descanso con los niños. A ellos les encanta aprender, hágalos respirar y estirarse por un momento para que recuperen su interés.

Es parte de la vida

En la vida de los padres se debe separar un tiempo diario para leer con su niño/a. Pero si esto no fuera posible hágalo lo mas frecuente que pueda. Si tiene más de un niño/a dedique el tiempo por separado especialmente si se llevan más de dos años. Cuado se dedica tiempo para leer con nuestro niño/a periodicamente ellos reciben un mensaje que leer es lo más importante.

Si un niño tiene preferencia por un libro determinado no se preocupe, es normal, pero continúe enseñandole otro y pronto querrá leerlo.

Hablando acerca de las historias de los libros

Si el niño/a no quiere hablar sobre la historia no se preocupe, un día que usted no espera él la sorprenderá mencionando la historia que leyeron juntos.

Algunas veces invite a otros adultos o a niños mayores a leer con ustedes. El mensaje es que la lectura es importante para todos.

Lo que usted necesita son libros al nivel de lectura de sus niños.

(ages 6-10) Read to *Me*

It's important to read to your children, but equally important to listen to them read to you. Children thrive on having someone appreciate their developing skills.

What you'll need

Books at your child's reading level

What to do

1. Listen attentively as your child reads.

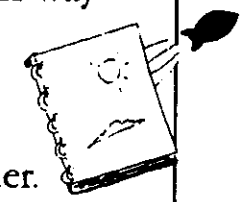
2. Take turns. You read a paragraph and have your child read the next one. As your child becomes more at ease with reading aloud, take turns reading a full page. Keep in mind that your child may be focusing on how to read, and your reading helps to keep the story alive.

3. If your children have trouble reading words, you can help in several ways.

   - Tell them to skip over the word, read the rest of the sentence, and ask what word would make sense in the story.
   - Help them use what they know about letters and sounds.
   - Supply the correct word.

4. Tell children how proud you are of their efforts and skills.

Listening to your children read aloud provides opportunities for you to express appreciation of their new skills and for them to practice their reading. Most important, it's another way to enjoy reading together.



Por favor lee para mi

Es muy importante leerle a los niños/as pero también es importante atenderlos a ellos cuando están leyendo. A los niños les gusta que aprecien cómo desarrollan sus habilidades de lectura.

Que debemos hacer

1. Escuche atentamente cuando su niño lee.

2. Tomen turnos. Su niño lee un párrafo y usted lee el siguiente. Según el va leyendo mejor tomen turnos de una pagina completa cada uno. Mantenga en la mente que el niño está concentrado en su lectura y cuando usted lee con él la lectura se mantiene activa.

3. Si su niño tiene problemas en la lectura de algunas palabras usted puede ayudar en diferentes formas.

- Dígale que salte la palabra y termine de leer la oración. Hágale que trate de encontrar alguna palabra que tenga sentido en la oración.

- Ayúdelo a usar lo que ellos conocen acerca de los sonidos de las letras.

- Dele al niño/a la palabra correcta.

4. Digale a los niños lo orgullosa que usted está por sus esfuerzos y habilidades.