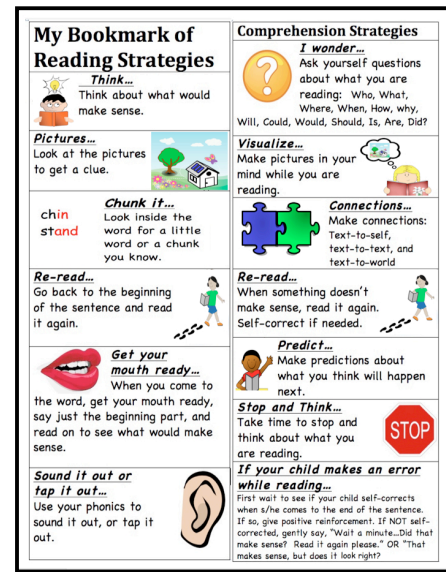


# Reading Bookmarks...

Dear Families,

Your child is bringing home a reading bookmark today. Some children will be able to use it more independently than others. The bookmark explains strategies that will become more automatic and more fully integrated as the reading process develops. It is also for your reference as you read with your child. It is so important that the same strategies are being



reinforced at home as well as in school. There are pictures to symbolize each strategy.

One side has helpful strategies for figuring out unknown words. The other side has strategies that help your child with reading comprehension. At the bottom of that side, you will also find some helpful hints for what to say and do if your child makes an error while reading.

You may keep this bookmark at home. I hope you and your child will always keep it handy while reading, even during the summer. We have the same bookmarks to keep in school as well. I am so pleased with the children's growth as readers! Keep up the good work! Remember, always make reading an enjoyable time. We want children to love reading so much that they choose to read. If your child is tired, take over, and read aloud to your child. In fact, don't forget the importance of continuing to read aloud, even when your child has become a fluent reader. It's a great way to model and reinforce how fluent reading should sound. It also helps your child to hear how reading sounds at more complex levels. It's so important!



Thanks again for your continued support.

# My Bookmark of Reading Strategies



## Think...

Think about what would make sense.

## Pictures...

Look at the pictures to get a clue.



chin  
stand

## Chunk it...

Look inside the word for a little word or a chunk you know.

## Re-read...

Go back to the beginning of the sentence and read it again.



## Get your mouth ready...

When you come to the word, get your mouth ready, say just the beginning part, and read on to see what would make sense.

## Sound it out or tap it out...

Use your phonics to sound it out, or tap it out.



# Comprehension Strategies

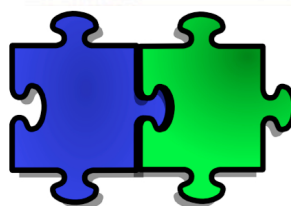


## I wonder...

Ask yourself questions about what you are reading: Who, What, Where, When, How, why, Will, Could, Would, Should, Is, Are, Did?

## Visualize...

Make pictures in your mind while you are reading.



## Connections...

Make connections: Text-to-self, text-to-text, and text-to-world

## Re-read...

When something doesn't make sense, read it again. Self-correct if needed.



## Predict...

Make predictions about what you think will happen next.

## Stop and Think...

Take time to stop and think about what you are reading.



## If your child makes an error while reading...

First wait to see if your child self-corrects when s/he comes to the end of the sentence. If so, give positive reinforcement. If NOT self-corrected, gently say, "Wait a minute...Did that make sense? Read it again please." OR "That makes sense, but does it look right?"

# Writing

## Materials...

Box or basket of markers, colored pencils, letter stamps, pens, pencils, different types and colors of paper, stapler, etc.



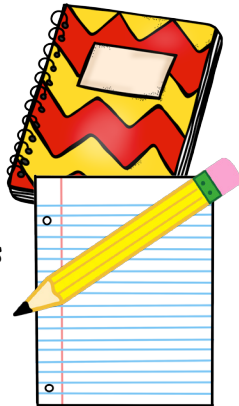
## Opportunities for Writing...

Find the time that is best for your child: before school, after school, while you're getting supper ready, night time, in the car with a clipboard.

## Choices... What to Write

### About...

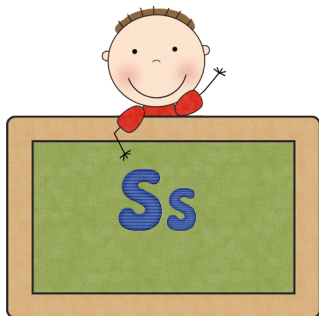
Drawings, labels, captions, lists (grocery, birthday), experiences, places your child has visited, diary or journal entries, poems, letters to friends or relatives, thank you notes, stories, TV shows, new endings for favorite stories.



## Letter Formation...

### Capitals and Lower Case Letters

Practice letters that are difficult for your child in fun ways such as wipe off boards, chalk, water colors, painting with water on a chalkboard, tracing in sand or salt on a cookie sheet, writing in pudding or finger paint.



## Stretching (Slow Articulation)...

Help your child learn how to s-t-r-e-t-ch out the words:

- In the early stages, you stretch the word slowly as your child records the sounds s/he hears.
4. As your child progresses, stretch the words together as your child records the sounds s/he hears.
  5. Eventually your child will be able to stretch independently and record the sounds s/he hears.



Praise your child for the sounds s/he is able to hear and record rather than insisting on conventional spelling at this early stage.

## Connecting to the Known...

When your child is just beginning to hear sounds in words, help him or her to connect to things s/he knows.

- "Dog" begins just like your name, David.
- What word do you know that begins like \_\_\_\_\_?
- If you can spell \_\_\_\_\_, you can spell \_\_\_\_\_. Ex. "If you can spell cat, you can spell hat."



## Reacting to Writing...

- Ask your child to read back what has been written as you listen without interrupting. Enjoy the content together.
- Notice a few positive things that your child has done.
- Rather than insisting on perfection, focus on one or two things to improve each time.

