



Raising Readers Newsletter November, 2013

Check out this newsletter for some great reading tips and resources!

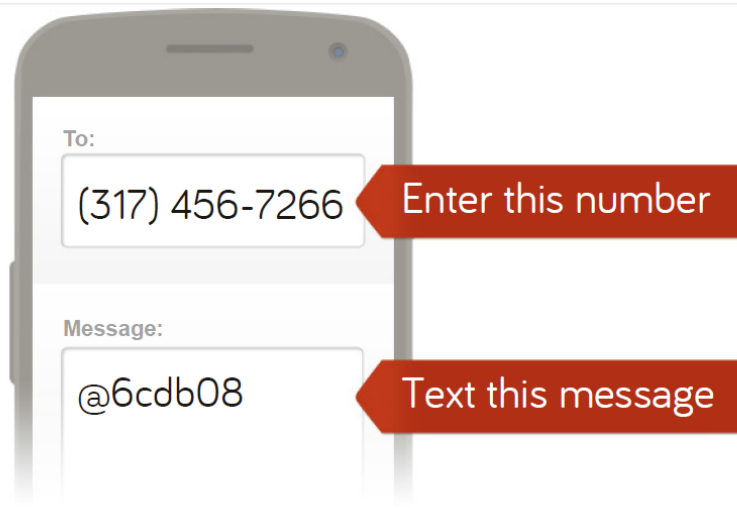
Reading Tips Sent to Your Phone or E-mail

WHAT IS REMIND101 AND WHY IS IT SAFE?

Remind101 is a one-way text messaging and email system. With Remind101, all personal information remains completely confidential. Teachers will never see your phone number, nor will you ever see theirs.

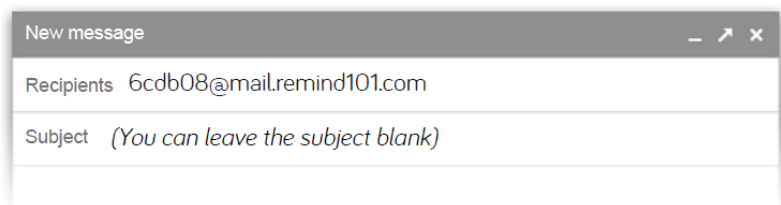
Visit www.remind101.com to learn more.

To receive messages via text, text @6cdb08 to (317) 456-7266. You can opt-out of messages at anytime by replying, 'unsubscribe @6cdb08'.



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Or to receive messages via email, send an email to 6cdb08@mail.remind101.com. To unsubscribe, reply with 'unsubscribe' in the subject line.



Notes: 2-3 reading tips will be sent out each week. If you ever want to unsubscribe, follow the instructions listed in the pictures above. **Standard text message rates apply!**

Focus on the Super 7: Monitoring for Meaning

A different comprehension strategy will be focused upon each month. This month the focus will be on Monitoring for Meaning. Here is a link to an overview of all of the Super 7 Comprehension Strategies that will be focused upon in the upcoming months.

https://docs.google.com/file/d/0B5fzT_9S7dvZWDhDVWIGY0YyWEU/edit

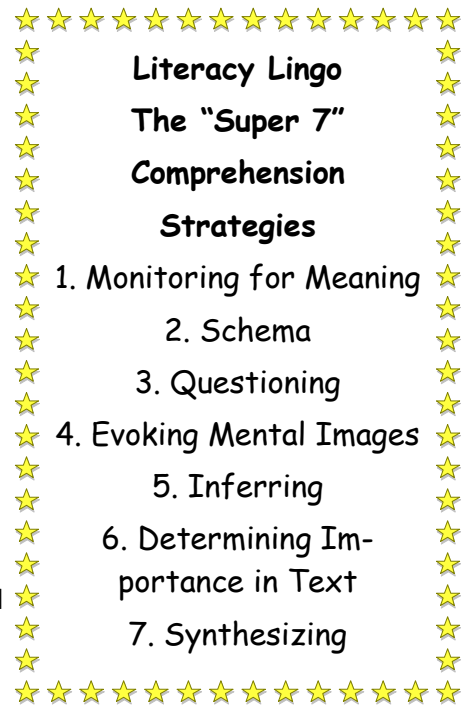
Readers sometimes get stuck when they read, not understanding a word or losing the train of thought. The difference between a good and a poor reader is that the good reader realizes that comprehension has broken down, and knows what strategy to use to fix it. Many students do not realize they are not understanding what they read, so teachers and parents must help them become so engaged in the text that when they veer off course, they realize it and immediately know how to correct it.

When children get stuck on words, we say they need to use a fix-up strategy. Try suggesting some options from the list below. Tell your child: "Try 2 or 3 (strategies) before me." For example, you might suggest she (1) sounds out the word and then tries (2) skipping, reading on and coming back to the word before she asks you to tell her the word.

Fix-up strategies

- **Sound It Out!** If it's a short word, say. "Sound it out. Look at the letters. Match the letters with their sound. Read through the whole word."
- **Divide and Conquer!** Divide big words into small parts. If the word has a short vowel, divide after the consonant: win-ter, ses-sion, af-ter. If the word has a long vowel, divide after the vowel: ho-tel, tu-tor, mo-tion. Use what you learned to take apart fantastic, tonsillitis (fan-tas-tic, ton-sil-li-tis)
- **Reread!** Reread the sentence and see if the word comes to mind.
- **Stop and Think!** Say, "What would make sense there?" By looking at the pictures or thinking about what she has read so far AND looking at the letter clues, the word may come to mind.
- **Skip Along!** Try skipping the word and reading a little bit farther. Then come back to the word and see if she can figure it out.
- **Find The Root!** Older children can be encouraged to figure out what words are within the word or related to the word that could give clues to what the word means. Combined with the context clues, the reader may just figure out what the word means. For example, memorial relates to memory. How might knowing what memory means help the reader figure out memorial?
- **Use Context Clues!** Read around the words and figure out the unknown word.
- **Go Slowly!** Sometimes just reading more slowly helps a reader figure out a word. Using a pointing finger or an index card to keep their place is recommended for children who are having difficulty.
- **Look It Up?** Children need to figure out what words to look up or ask about, and what words to do the best they can with. If the child figures out that the story just isn't making sense, she needs to look up the word or ask someone. On the other hand, readers need to know that they can't sit and puzzle over every single word. Names, for example, are words they can do the best they can with and just keep reading.

-www.liketoread.com



Focus on the Big 5: Vocabulary

A different essential component of reading will be focused upon each month. This month will focus on vocabulary. Here is a link that includes an overview of the Big 5 essential components of reading instruction that will be focused upon in the upcoming months.

https://docs.google.com/file/d/0B5fzT_9S7dvZZ2l2V2R6Q1Z5c0E/edit

Children who acquire a substantial vocabulary are often able to think more deeply, express themselves better, and learn new things more quickly. They are also very likely to be successful not only learning to read, but also in reading at or above grade level throughout their school years. Research shows that children who reach school age with smaller vocabularies, less depth in prior knowledge and background experiences, and fewer experiences with hearing stories and exploring with print are more likely to have significant problems in learning to read. We know now that if we boost children's language and literacy experiences early in life, later difficulties can be alleviated or even avoided.

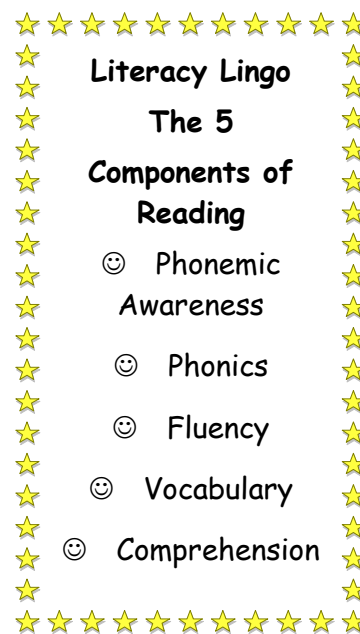
-www.scholastic.com

Vocabulary Boosters

Whether you are talking to your child about a new word, helping her write a letter, or reading a story out loud, your interaction will maximize your child's language understanding. Keep in mind the following vocabulary boosters as you go about your daily activities; even a few minutes each day will translate into measurable differences in your child's long-term language growth.

- **Change the language of your daily routines.** Rather than say, "It's time to clean up" every day, try to introduce other rich words that help describe this routine, such as "organize," "collate," and "arrange."
- **Bond with your child through language.** In our busy world, several minutes of "real" conversation are incredibly valuable. A car ride chat that focuses on where you are going or things you see along the way, a bath that explores things that float or sink, or a bump or a bruise that elicits talk about feelings and healing are all terrific opportunities.
- **Use writing and drawings.** Repeat what your child says as she shows you her artwork and then build on and extend it. For example, if your child has created a drawing and written, with invented spelling or otherwise, "I like rain," you might say, "I like rain. Oh, yes. I see all of your raindrops here and a puddle. What is it about rain that you like? This puddle looks like it would be fun to splash in."
- **Read aloud.** Put as much expression as possible into your reading. When you come to a word that is sophisticated, draw it out. Take the word "scrumptious," for example. Say it slowly as part of the sentence and then add a comment like, "Scrumptious. Hmm, that means really, really good. Look at that apple pie. It sure looks scrumptious to me." You can also look for instances in which a challenging word is repeated in a story. Call your child's attention to it each time it appears. Use the pictures to help build a deepening understanding of the word's meaning.
- **Share your own stories.** Talk to your child about your own day: what you did, different people you encountered, funny things that happened, anything interesting that you might have seen. Find ways to use memorable words in your daily conversations. This way, your child will hear them in a different context and outside of a book.

-www.scholastic.com



Activities to Promote Reading and Writing

Doing activities with your children allows you to promote their reading and writing skills while having fun at the same time. The website listed below contains activities for pre-readers, beginning readers, and older readers includes what you need and what to do for each one. These activities have been developed by national reading experts for you to use with children, ages birth to Grade 6. The activities are meant to be used in addition to reading with children every day. In using these activities, your main goal will be to develop great enthusiasm in the reader for reading and writing. You are the child's cheerleader. It is less important for the reader to get every word exactly right. It is more important for the child to learn to love reading itself. If the reader finishes one book and asks for another, you know you are succeeding! If your reader writes even once a week and comes back for more, you know you have accomplished your beginning goals.

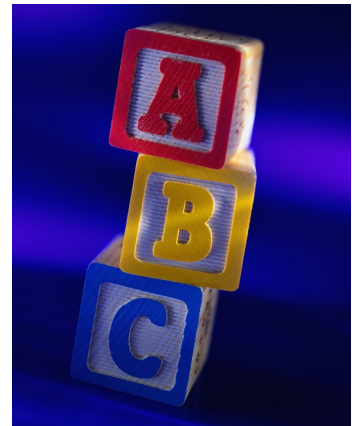
Here is the website that contains wonderful ideas! I will highlight a few of the activities below!

<http://www.readingrockets.org/article/392/>

World of Words

What you'll need:

- Paper
- Pencils, crayons, markers
- Glue
- Newspapers, magazines
- Safety scissors



What to do:

- Hang posters of the alphabet on the bedroom walls or make an alphabet poster with your child. Print the letters in large type. Capital letters are usually easier for young children to learn first.
- Label the things in your child's pictures. If your child draws a picture of a house, label it with "This is a house." and put it on the refrigerator.
- Have your child watch you write when you make a shopping list or a "what to do" list. Say the words aloud and carefully print each letter.
- Let your child make lists, too. Help your child form the letters and spell the words.
- Look at newspapers and magazines with your child. Find an interesting picture and show it to your child as you read the caption aloud.
- Create a scrapbook. Cut out pictures of people and places and label them.

By exposing your child to words and letters often, your child will begin to recognize the shapes of letters. The world of words will become friendly.



Activities to Promote Reading and Writing (Cont'd)

Using Television to Stimulate Reading

What child doesn't enjoy watching TV? Capitalize on this form of entertainment and use TV to help rather than hinder your child's learning. Some important ideas to consider before turning on the TV: Limit in some way the amount of TV your child watches so as to leave time for reading and other activities. Decide how much time should be set aside for watching TV each day. Serve as an example by limiting the amount of TV you yourself watch. Have time when the TV set is off and the entire family reads something. You may want to watch TV only for special shows. Before the TV set is turned on, encourage your child to select the programs he or she wishes to watch. Ask your child to give you the reason for the choices made. In addition, watch some of the same TV programs your child watches. This helps you as a parent share in some of your child's daily activities.

What you'll need:

- A TV
- A TV selection guide
- Colored highlighters
- A calendar page for each month
- Paper and pencils



What to do:

- Ask your child to tell you about favorite TV characters using different kinds of words.
- As your child watches commercials on television, ask him or her to invent a product and write slogans or an ad for it.
- Encourage your child to watch such programs as *Reading Rainbow*. Urge older children to watch such programs as *60 Minutes* and selected documentaries. These programs are informative. Discuss interesting ideas covered in the programs and direct your child to maps, encyclopedias, fiction, or popular children's magazines for more information.
- Have your child name 10 of his or her favorite shows. Ask your child to put them into categories according to the type of show they are, such as family shows, cartoons, situation comedies, sports, science fiction, or news and information. If you find the selection is not varied enough, you might suggest a few others that would broaden experiences.
- Prepare a monthly calendar with symbols such as a picture of the sun to represent an outdoor activity or a picture of a book to represent reading. Each time your child engages in a daily free time activity, encourage him or her to paste a symbol on the correct calendar date. This will give you an idea of how your child spends his or her free time. It also encourages a varied schedule.
- Ask each child in your family to pick a different color. Using the TV listing, have each child use this color to circle one TV program that he or she wants to watch each day. Alternate who gets first choice. This serves two purposes. It limits the amount of time watching TV and it encourages discriminating viewing.
- Devise a rating scale from 1 to 5. Ask your child to give a number to a certain TV program and to explain why such a rating was given.
- Have your child keep a weekly TV log and write down five unfamiliar words heard or seen each week. Encourage your child to look up the meanings of these words in the dictionary or talk about them with you.

Resources

TumbleBook Library is an online collection of TumbleBooks – animated, talking picture books which teach kids the joy of reading in a format they'll love. TumbleBooks are created by adding animation, sound, music and narration to existing picture books in order to produce an electronic picture book which you can read or have read to you.

www.tumblebooks.com

Username– ivps

Password- books

After reaching 2 million students with her Fall 2010 Live Webcast, "Read Now with Taylor Swift," one of the world's most successful singer-songwriters returned to Scholastic.com in a LIVE Webcast about the power of literacy. In this new 30-minute online classroom event, hosted by national radio personality Trey Morgan, Taylor Swift shared "where reading can take you" and how great literature has inspired her writing. Taylor also answered questions from students and performed a song from her new CD, Red.

<http://www.scholastic.com/readeveryday/taylor-swift-live-webcast.htm>



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