

# Reading at Home

# Agenda

*Coaching Your Reader*  
*Reading Aloud*  
*Final Thoughts*



# **1. Coaching Your Reader**

## **Why are the books my child brings home easy?**

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- ◆ When students read accurately, they solidify their word-recognition, decoding, and word-analysis skills. It supports fluent reading.
- ◆ They are likely to understand what they read and, as a result, to enjoy reading.

## Reading with your child

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- ◆ Purpose: to open up the process of reading to slow down and make apparent our strategies for reading so that a young reader can join in the activity easily and comfortably
- ◆ Stay one tiny step behind

## Supporting early readers

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Children often “pretend” their way through reading

- ◆ “Let’s read the cover first” Either read the title aloud or let him/her pretend read it
- ◆ Begin to surmise ideas about the book, including information about the topic of the book
- ◆ “Let’s study the pictures first, that’s what I like to do”
- ◆ On each page, look first at the picture, encourage the child to guess at what the words say

## When your reader gets stuck

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- ◆ “Take a guess. What might it say?” or “Let’s look at the picture again, sometimes that helps me.”
- ◆ “Let’s read on for a minute. I do that a lot, don’t you?”
- ◆ “Let’s back up and try that sentence again and see if we can figure out what the word *could* be?”
- ◆ “That makes sense, let’s take a look at the first letter

# Talking about the book

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## Pre Reading

- ◆ Begin to surmise ideas about the book, including information about the topic of the book.

## During Reading

- ◆ Connect
- ◆ Predict
- ◆ Comment on characters
- ◆ Notice obvious print conventions
- ◆ Lingering questions

## After Reading

- ◆ Retell
- ◆ Talk about favorite/surprising part
- ◆ Lessons
- ◆ What advice would you give the character?
- ◆ Lingering questions



## In search of your next great read?

|  |  |
|--|--|
| If the book is part of a series... →                   | Then choose another title from the series                  |
| If the author has written other books... →             | Then, select another book by the same author               |
| If a different author is recommending that book... →   | Then give <u>that</u> author a try                         |
| If other readers in the class have read that book... → | Then, ask them for recommendations                         |
| If you have access to the internet... →                | Then, research 'readers who read this book also bought...' |
| If you are looking for current authors/books... →      | Check out your local bookstore & library                   |

**2.**

**Reading Aloud:**

**Falling In Love With Books**

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*“Listening to an adult model fluent reading increases students' own fluency and comprehension skills” (Trelease, 2001),*

*“as well as expanding their vocabulary, background knowledge, sense of story, awareness of genre and text structure, and comprehension of the texts read” (Wu & Samuels, 2004).*

## Setting the mood.

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- ◆ Make it feel special
- ◆ Create predictable opportunities for reading everyday
- ◆ Reading times are comfortable,intimate & warm occasions

## Choosing texts

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- ◆ Pursue your family's tastes
- ◆ Consider finding time to read poems & fairy tales, historical fiction, magazine articles, reference books, riddles, letters, comics
- ◆ Consider reading biography, science fiction, nonfiction, fantasy, and historical fiction
- ◆ If it is hard to get yourself involved in picture books, consider chapter books

## Transitional chapter books

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- ◆ *Stuart Little* (E.B. White)
- ◆ *Catwings and Catwings Returns* (Ursula Le Guin)
- ◆ *Fantastic Mr. Fox and George's Marvelous Medicine* (Roald Dahl)
- ◆ *The Hundred Dresses* (Eleanor Estes)
- ◆ *Harry's Mad* and other books by Dick King-Smith
- ◆ *Matthew and the Sea Singer* (Jill Patton Walsh)
- ◆ *Chocolate Fever* (Robert K. Smith)
- ◆ *A Lion to Guard Us* (Robert Clyde Bulla)
- ◆ *Owls in the Family* (Farley Mowat)
- ◆ *The Dragoning* (Florence Koller)

# Well-regarded authors found in our classrooms

|                     |                   |                  |                   |                     |
|---------------------|-------------------|------------------|-------------------|---------------------|
| Frank Asch          | Donald Crews      | Bill Martin      | James Stevenson   | Frank Asch          |
| Byron Barton        | Tomie dePaola     | Else Minarik     | Cynthia Voight    | Byron Barton        |
| Byrd Baylor         | Mem Fox           | Robert Muncsh    | Bernard Waber     | Byrd Baylor         |
| Marc Brown          | Paul Galdone      | Felice Numeroff  | Rosemary Wells    | ames Marshall       |
| Margaret Wise Brown | Eloise Greenfield | Bill Peet        | Vera Williams     | Margaret Wise Brown |
| Eve Bunting         | Pat Hutchins      | Patricia Polacco | Jane Yolen        | Eve Bunting         |
| Eric Carle          | Ezra Jack Keats   | Cynthia Rylant   | Zolotow Charlotte | Eric Carle          |
| Donald Carrick      | Steven Kellogg    | Maurice Sendak   | William Steig     | Donald Carrick      |
| Joy Cowley          | J                 |                  |                   |                     |




## Tips for talking about books

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- ◆ Talk about how we would feel had the story happened to us
- ◆ Trust what we do as readers: pay close attention to your own thinking and making this thinking public.
- ◆ Nudge: “Join me in wondering what will happen next in a story”
- ◆ Have a book talk if you think your child has lost their grip of the story: Start reading with a recap



# WHY READ 20 MINUTES AT HOME?

| Student A Reads   | Student B Reads  | Student C Reads   |
|---|--|---|
| ❖ 20 minutes per day.   | ❖ 5 minutes per day.   | ❖ 1 minute per day  |
| ❖ 3,600 minutes per school year.  | ❖ 900 minutes per school year.   | ❖ 180 minutes per school year.  |
| ❖ 1,800,000 words per year.   | ❖ 282,000 words per year.  | ❖ 8,000 words per year.   |
|  |  |  |
| ❖ Scores in the 90 <sup>th</sup> percentile on standardized tests.                | ❖ Scores in the 50 <sup>th</sup> percentile on standardized tests.                 | ❖ Scores in the 10 <sup>th</sup> percentile on standardized tests.                  |

If they start reading for 20 minutes per night in Kindergarten, by the end of 6<sup>th</sup> grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

(Nancy and Elvira, 2007)

**WANT TO BE A BETTER READER? SIMPLY READ.**

# THANKS!

**Any questions?**

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