

Handouts for Activities

Session 3



“Promoting Your Child’s Reading Skills”

Session #3

Home Activities for the Week



To Do:

- **READ** for at least 10 minutes a day with a book your child picks to read. This can be a book with or without words. Talk about the pictures and use the CARE interactive reading strategies. Follow your child’s lead for what he wants to read himself or let you read. Praise his efforts.
- **ASK** your child’s teacher what books your child likes in the classroom.
- **KEEP TRACK** of your reading times during the week on your record sheet. Try to determine a regular schedule for this reading time.

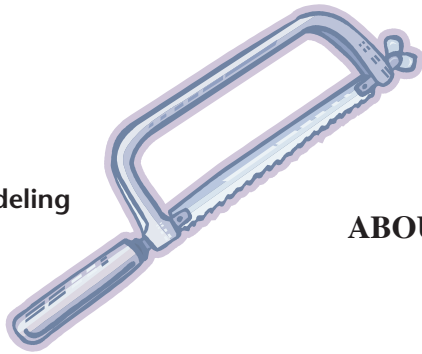


To Read:

- Handouts and Chapter 3: Problem 15 from the *Incredible Years* book

REMEMBER TO KEEP PLAYING TOO!

Modeling



REFRIGERATOR NOTES ABOUT PARENT READING TOOLS

- Ask open-ended questions—questions that ask children to predict “what comes next?”
- Avoid commands and corrections when children are reading.
- Create opportunities for children to retell stories that they have memorized.
- Allow children to reread stories as often as they wish.
- Encourage children to write their own stories or to dictate them to you.
- Read to children often and allow them to see you reading.
- Encourage children to make up stories and act them out.
- Share your own positive memories about learning to read as a child.
- Start reading books to children when they are toddlers.
- Offer a variety of types of books—such as folk tales, poems, informational books, fantasy, fables, and adventure stories.
- Relate aspects of stories to personal experiences.
- Tell them stories about your childhood experiences.

REFRIGERATOR NOTES

Building Blocks for Reading With CARE



- C** **Comment, use descriptive commenting to describe pictures.**
Take turns interacting, and let your child be the storyteller by encouraging him/her to talk about the pictures.
- A** **Ask open-ended questions.**
“What do you see on this page?” (observing and reporting)
“What’s happening here?” (storytelling)
“What is that a picture of?” (promoting academic skills)
“How is she feeling now?” (exploring feelings)
“What is going to happen next?” (predicting)
- R** **Respond with praise and encouragement to your child’s thinking and responses.**
“That’s right!”
“You are really thinking about that.”
“Wow, you know a lot about that.”
- E** **Expand on what your child says.**
“Yes, I think he’s feeling excited, too, and he might be a little scared as well.”
“Yes, it is a horse; it’s also called a mare.”
“Yes, that boy is going to the park. Do you remember going to the park?”



FIELD ASSIGNMENT!

A. Some time in the next three weeks please do at least one of the following activities:

- **Go to your local library with your child.** Talk to the librarian about books that would be interesting for your child and ask your child to choose several books.

AND/OR

- **Play with your child in the classroom during choice time.** Talk with your child's teacher about how your child is doing. Offer to read or help out in class (or go on a field trip). Familiarize yourself with your child's curriculum and routine.



Home Activities



RECORD SHEET: READING TIMES

Record times you spent reading with your child and any reaction you noticed in yourself or your child.

Date	Time Spent	Book	Child's Response	Parent's Reaction

“Strengthening Reading Skills”
Session #4

Home Activities for the Week



To Do:

- **CONTINUE TO READ DAILY**
- **SHARE** a positive memory with your child about learning to read when you were a child or a book you enjoyed as a child.
- **WRITE DOWN** a story that your child tells you (or dictates).
- **GO TO THE LIBRARY** with your child and see what books s/he chooses to read.
- **KEEP TRACK** of your reading times during the week on your record sheet.



To Read:

- Handouts and Chapter 15 from the *Incredible Years* book

REMEMBER TO KEEP PLAYING DAILY!