

CREATING UNDERSTANDING OF WHAT IS READ

Reading time: 15 minutes or until interest is lost. Any quiet time or before bed.

As you or your child read a story, stop periodically and ask your child:

- About the story, the characters, places, events, and other details.
- To identify spelling words that he/she remembers.
- To tell you:
 - How did the story begin?
 - What is the middle of the story? Is there a problem for the character?
 - What is the ending of the story? How was the problem solved?

Let your child:

- Predict what will happen next or what the ending will be.
 - Retell the story in his/her own words.
 - Ask the child to compare (same) or contrast (differences) details, people, stories, etc.
 - Tell what he/she was thinking while you were reading the story.
 - Tell you how the story or characters made him/her feel.
 - Tell what he/she thinks the character was feeling.
 - Tell you if the story relates to something in his/her life.
 - Tell you a familiar story.
 - Be the teacher and tell you what he/she knows about the printed word, stories, or poems.
 - Try to sound out words.
 - Use known words or word parts to figure out new words.
 - Guess what the word is from the sound and look of the word.
 - Guess what the word is by what would make sense in the sentence.
 - Start over or reread a sentence to help with clarity of meaning.
 - Read labels, food boxes, signs, or bill boards.
- Stop at any unfamiliar words and define the meaning. Help the child to look them up in a dictionary. Talk to your child often which will increase their vocabulary (known words).
 - Look at your child's homework or paperwork that he/she brings home from school in Language Arts (English, grammar, writing, spelling, punctuation, sentence structure, word usage– verbs, nouns, adjectives etc.). Use these learning concepts to ask questions about words and sentences as you, or your child, read each page of a story.
 - The more anyone reads or is read to, the more familiar they become with words, story themes, and comprehending printed words.
 - Encourage your child to write about events, stories, or experiences. No grading allowed.
 - Play made-up or purchased word games. Pick a word and name words that rhyme with it or have the same meaning. Pick a word and think of words that begin or end the same.
 - Be a reading role model for children to follow. Limit TV time and require more reading time.
 - Plan visits to the library especially if there are few books in the home.