

Room 119 Reading Weekend Take Home Packet

Name of your child: _____

Your child's reading level _____ Their Goal _____

A. How to read this book with your child:

1. Find a comfortable place where you are sitting elbow-to-elbow, and knee-to-knee.
2. Read the book to your child, the first time.
3. While you read, discuss the text features:
 - a. pg. 15 – pictures and captions (a caption are facts and information about a picture. Captions are a text feature under pictures).
 - b. Pg. 3 – Table of Contents. Each section is a subject that divides the book into parts with the pages listed on where to find the subtopics.
 - c. Subheadings with boldface words are throughout this book- the subheadings divide the topic into parts.
 - d. Pg. 16 – Index. Alphabetically categorized. Reason – it helps a reader locate information fast and tells the page to find it.
4. Then have your child read to you. If your child has a mistake on a word – count: one thousand 1, one thousand 2, one thousand 3, and tell your child the word. Continue to have your child read. GO BACK and then use the strategy on page 1, for the word in isolation.
5. The second page of this packet has your child's reading strategy and a short explanation of how to use to help your child.
6. Enclosed is a trifold for your child to finish after reading with you. This is due on Monday.

The reading strategy your child is working is highlighted below.

This means- ONLY DO THESE STEPS after your child has read. These are re-read strategies.

<u>Re-reading</u>	<u>Chunking</u>	<u>Fluency</u>
<p>If they have difficulty reading a word out loud to you on a page – these are the steps you should take to help them:</p> <ol style="list-style-type: none">1. Record the word on the enclosed sheet.2. Break the word up for your child in isolation.3. Next, reread the paragraph or page for your child.4. On the second read, have them read with you.5. On the third read, have them do the reading alone.6. Have your child tell you what this word means – ask them what they visualize.	<p>If they have difficulty with a word – these are the steps that you should do:</p> <ol style="list-style-type: none">1. Write the word on a piece of paper – only this word alone – no other words.2. Help your child to “see” the words within the word.3. Go back to the word in the passage. Help your child to re-say the word.4. Have your child re-read the paragraph or sentence with the word.5. Have your child tell you what this word means – ask them what they visualize.	<p>Your child will be working on their speed of the words in the paragraph or sentence COMBINED with paying attention to the punctuation at the end of the sentences.</p> <ol style="list-style-type: none">1. Periods – 2 sec. breath.2. Commas, breath.3. Question – high pitched voice.4. Exclamation – Excited voice.5. Quotation marks – taking on voice of character. <p>Model the reading expected and have your child try out a second time.</p>

Name _____

Date _____

Title _____

Words my child struggled with that we worked on

**Number of minutes we spent
working on this book:**

[illegible]