

## The book is in the bag!

Please listen to your child read the book(s) in the bag.  
Use the stories as a springboard for discussion, relating to experiences you have shared, discussing the pictures, etc.

If he/she is a beginning reader, please help him/her to point to each word as it is read. Resist asking your child to “sound it out” and try not to correct every error as it is made. Good readers use MANY strategies to make them good independent readers. They must read for meaning and learn how to self-correct. When your child comes to a word that he/she doesn’t know, encourage the following:

- \* go back to the beginning of the sentence
- \* say the first sound (phonics)
- \* read on to the end of the sentence (context)
- \* read it again

If he/she gets stuck again:

- \* Look at the picture (predicting-visual clue)
- \* what would make sense (predicting for meaning)
- \* does it look right (confirming- visual)
- \* are those sounds in the word (confirming- phonics)
- \* does it sound right (confirming- syntax)
- \* does it make sense (confirming- semantics)

If that doesn’t work, TELL your child the word. Take the “hard” out of learning to read. ENJOY this book! Remember...

“The more I read, the better I get  
The better I get, the more I read!”

Have fun!

(PLEASE RETURN THIS BOOK BAG  
TOMORROW)

## The book is in the bag!

Please listen to your child read the book(s) in the bag.  
Use the stories as a springboard for discussion, relating to experiences you have shared, discussing the pictures, etc.

If he/she is a beginning reader, please help him/her to point to each word as it is read. Resist asking your child to “sound it out” and try not to correct every error as it is made. Good readers use MANY strategies to make them good independent readers. They must read for meaning and learn how to self-correct. When your child comes to a word that he/she doesn’t know, encourage the following:

- \* go back to the beginning of the sentence
- \* say the first sound (phonics)
- \* read on to the end of the sentence (context)
- \* read it again

If he/she gets stuck again:

- \* Look at the picture (predicting-visual clue)
- \* what would make sense (predicting for meaning)
- \* does it look right (confirming- visual)
- \* are those sounds in the word (confirming- phonics)
- \* does it sound right (confirming- syntax)
- \* does it make sense (confirming- semantics)

If that doesn’t work, TELL your child the word. Take the “hard” out of learning to read. ENJOY this book! Remember...

“The more I read, the better I get  
The better I get, the more I read!”

Have fun!

(PLEASE RETURN THIS BOOK BAG  
TOMORROW)