

Reading Connection

INTERMEDIATE EDITION

Working Together for Learning Success

November 2018

Tredyffrin/Easttown School District

Book Picks

■ *Pashmina* (Nidhi Chanani)

This award-winning graphic novel follows Priyanka, a young Indian-American girl trying to understand her past.

Thanks to a magic pashmina (a shawl), Priyanka

suddenly finds herself in the faraway land her family left behind. Will she discover the answers she seeks?



■ *Top Secret* (Paul B. Janeczko)

People have used codes and other secret communication methods throughout history.

With this nonfiction guide, readers will learn about spies and find out how to make and break different kinds of codes, create invisible ink, experiment with cipher systems, and more.



■ *Henry Huggins* (Beverly Cleary)

In this chapter book, third-grader Henry Huggins longs for excitement. One day he meets a stray dog, and his life is no longer boring. With Ribsy by his side, Henry rides in a police car, catches earthworms, and gets covered in green paint. (Also available in Spanish.)

■ *Baking Class: 50 Fun Recipes Kids Will Love to Bake* (Deanna F. Cook)

Encourage your child to read recipes and discover baking with this kid-friendly cookbook. It includes easy-to-follow recipes for biscuits, pie, and more, as well as tips for decorating cookies. Step-by-step photos will guide your youngster's way to delicious treats!



Details make stories sparkle!

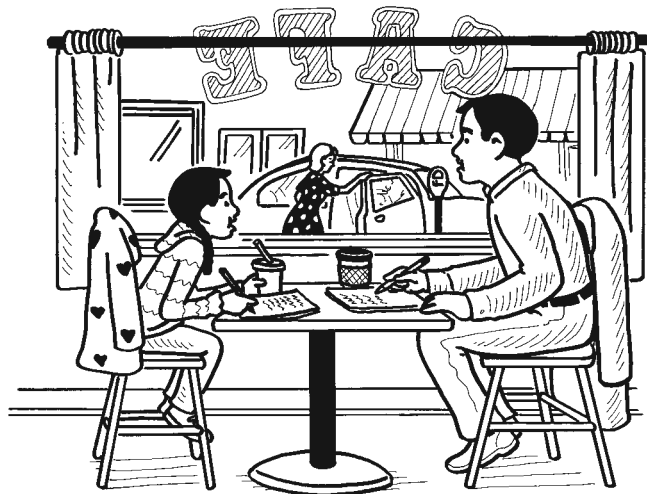
The best stories are full of details that make the reader feel like part of the action. Your child can help readers connect to her writing with these ideas.

How was your day?

Take turns telling each other about your day, and ask questions to get more specific information. If your youngster says, "We played a fun soccer game in PE," you could ask what made it fun. Maybe she'll add, "We learned a 'Catch Me if You Can' drill for dribbling faster." Do this regularly, and she'll get used to including more details—whether she's talking or writing.

Observe a scene

With your child, look out the same window for one minute. Now write what you saw, in as much detail as possible. ("A woman wearing a black-and-white polka-dotted dress and red shoes got into a silver car.") Compare your write-ups.



Your youngster will see that there are many choices when selecting details for a story.

Collect examples

Let your child keep an eye out for interesting details in books. She could jot them in a notebook or on sticky notes and use them to inspire her own writing. For example, she might notice ways an author describes weather ("Cold rain pelted her windbreaker") and characters' feelings ("Her rainbow-striped umbrella matched her sunny mood").

After-school reading

Getting involved in school and community activities is a great way to strengthen your youngster's reading skills. Consider these suggestions.

● **At school.** Encourage your child to try out for a school play. If he lands a speaking part, he'll get plenty of reading practice as he learns his lines. Or suggest that he join the band, orchestra, or chorus—reading music is a kind of reading, too.

● **In the community.** Animals can be great listeners—and your youngster may feel especially comfortable reading to them! Check your library and local animal shelters for programs that allow children to read to dogs or other animals.



What should I read aloud?

Your child is becoming an independent reader—but that doesn't mean you have to stop reading aloud. In fact, older readers reap many benefits from story time. Here's advice for deciding what to read.

Stretch his abilities. Choose something more challenging than what your youngster can read on his own. You'll expose him to more complex plots and harder words. Stop periodically to



check whether he understands what's going on, and keep a dictionary nearby to look up new words. *Idea:* Scan books or read reviews ahead of time to make sure the content isn't too mature.

Show enthusiasm. Pick reading material you and your child will both enjoy. Whether it's a full-length novel or a short article, the pleasure you take in reading it is likely to be contagious. Consider a classic book you loved at your youngster's age or a review of a restaurant the two of you would like to try. 📖

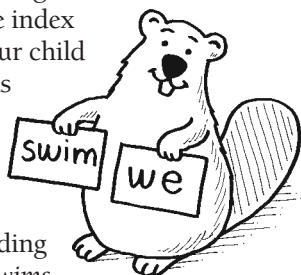
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Fun with Words

Pronouns and verbs that agree

Matching pronouns with verbs will be easier for your youngster after playing this game.

On separate index cards, have your child write pronouns (*I, you, he, she, it, we, and they*). She should write verbs ending with *s* (*runs, swims, skips*) on 10 additional cards and those same verbs without *s* (*run, swim, skip*) on 10 more.



Stack the pronoun and verb cards facedown in separate piles. On your turn, draw one card from each pile, and say the phrase formed (“we swims”). If the verb is correct, or if you can correct it (“we swim”), keep the verb card. (*Note:* The pronouns *I, you, we, and they* go with the verbs that don't end with *s*. The pronouns *he, she, and it* take verbs ending with *s*.)

Return the pronoun to the bottom of its pile. Continue until no verb cards are left—the player with the most verbs wins. 📖



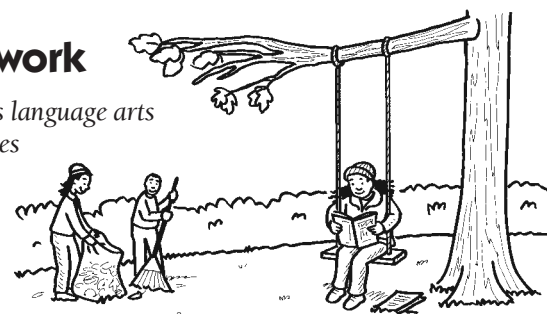
Q&A

Reading homework

Q A lot of my daughter's language arts homework this year involves reading silently. I'm used to looking over her finished homework, but I can't do that for reading. How can I support her?

A Being nearby when your child reads is a great way to offer support. Show interest by asking what she's reading about. If her assignment is a longer book, find out how many pages or chapters she's supposed to read, and help her set aside enough time to complete it.

When she has finished reading, ask what she liked or didn't like about the book. You might also encourage her to read her favorite part aloud to you. If she's supposed to record her reactions in a reading journal or write answers to discussion questions, you could look over her written work to be sure it's complete. 📖



Parent 2 Parent

In my opinion...

My son Ethan recently discovered the letters to the editor page of his favorite magazine. When I explained that the letters were sent in by readers just like him, he wanted to submit one, too.

Because my son has been asking for his own TV, he decided he would respond to an article saying kids shouldn't have TVs in their bedrooms. I told him the editor would be more likely to publish his letter if it mentioned information from the article.

For example, the magazine said kids tend to eat unhealthy snacks in front of the TV, so Ethan wrote that parents could make a rule about no food in bedrooms. The article also said children might see inappropriate shows, and he had a solution for that as well: parental controls.

We're hoping Ethan's letter will be published. Regardless, he got real-life writing practice, and he can always try again. And although I'm still against getting him a TV, now he knows I'm not the only one with that opinion! 📖



OUR PURPOSE

To provide busy parents with practical ways to promote their children's reading, writing, and language skills.

Resources for Educators,
a division of CCH Incorporated
128 N. Royal Avenue • Front Royal, VA 22630
800-394-5052 • rfeustomer@wolterskluwer.com
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