Read to Your Child!

Read to your child often
It’s twenty minutes of fun
It’s twenty minutes of moonlight
And twenty minutes of sun
Twenty old-fashioned minutes
Twenty minutes brand new
Read to your child often
AND...
Your child will read to you!

(adapted from Read to Your Bunny by Rosemary Wells)

Worcester Public Libraries;
Main Library
Salem Square
508.799.1655

Great Brook Valley Branch
87 Tacoma Street
508.799.1729

Greendale Branch
470 W. Boylston Street
508.799.1687

Parent guide to children’s literature on the Internet
www.acs.ucalgary.ca/~dkbrown/

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Please call the main office at the school if you would like this document translated into a language other than English.

Ju lutem telefononi zyren qendrore te shkolles ne se deshironi ta kini kete dokument te perkthyer ne nje gjuhe tjeter per vec Anglishtes.

Por favor, contate a secretaria central da escola caso deseje que este documento seja traduzido para portugues.

Xin lỗi nếu bạn muốn chuyển bản ngữ này sang một ngôn ngữ khác, hãy liên hệ với quan chức ngôn ngữ khác.

WORCESTER PUBLIC SCHOOLS
PLANTING SEEDS OF KNOWLEDGE

Reading Tips for Families

READING

PLANTING SEEDS OF KNOWLEDGE
Babies and Toddlers

Newborns to 2 years

It’s never too soon to begin reading to your child. Babies enjoy hearing a parent’s voice, even if they can’t understand the words. They soak up the language and attention.

Not to worry! It’s okay if your child...

- teething on books or handles them roughly at first. Babies treat books like toys.
- quickly loses interest or is easily distracted when you read. Skip to a favorite page.
- wants to read the same story over and over again. Children learn through repetition.
- shows little interest in reading. Put the book down and let your child choose another.
- read aloud to a young baby for only a few minutes at a time. Read a little longer if your older baby or toddler is willing to listen.
- point to things in picture books and name them. As your child learns to talk, ask him/her to ‘point and say’.
- set aside time each day for reading and make it part of your child’s bedtime routine.
- retell a story in more detail, and may use book-like language, such as “Once upon a time”.
- teethes on books or handles them roughly at first. Babies treat books like toys.
- seems to be in this “almost reading” stage for quite a while.
- quickly loses interest or is easily distracted when you read. Skip to a favorite page.
- writes letters or words you can’t decipher. Ask your child to read them to you.
- wants to read the same story over and over again. Children learn through repetition.
- mixes up letters that look alike.
- writes letters or words backwards. Preschoolers are still getting oriented.
- reads without expression. When your child can get past the words and focus on meaning, expression will follow.
- makes logical spelling mistakes. Beginners spell words the way they hear them.
- encourages your child to join in while you read. Pause to let him/her fill in a rhyming word or repeating line: "I’ll huff and I’ll puff…"
- asks open-ended questions, such as, “What do you think is going to happen next?” or “Why do you think he did that?”
- ask questions that encourage your child to think. “How do you think you can make it better?”
- move your fingers under the words as you read aloud. This is called Tracking.
- move your fingers under the words as you read aloud. This is called Tracking.
- tracking helps preschoolers connect printed words to spoken words.
- if your child is interested in learning the letters of the alphabet, have him/her point to the letters he/she knows.

Bookshelf suggestions

Select...

- concept books, such as counting books and A-B-C books.
- “pattern books” with rhymes and repetition.
- simple stories with predictable plots.
- information picture books.

Soon-to-Be-Readers

Pre-kindergarten through grade 1

Children are “soon-to-be readers” when they know most of the letters of the alphabet and some of their sounds. They may ask, “Does this say boat?” and point to a word on the page that starts with ‘b’.

They can retell a story in more detail, and may use book-like language, such as “Once upon a time”.

Not to worry! It’s okay if your child...

- seems to be in this “almost reading” stage for quite a while.
- writes letters or words you can’t decipher. Ask your child to read them to you.
- mixes up letters that look alike.
- encourages your “soon-to-be reader” without pressuring or pushing by allowing him/her to choose the reading materials.
- playfully reinforce letter names and sounds. Play “I spy something that starts with the ‘p’ sound…” or make a list together of words your child knows that begin with an /m/ sound.
- go places and do things with your “soon-to-be reader”. Knowledge and experiences help children understand words they’ll soon be reading.
- have plenty of paper, crayons and pencils readily available for your child to use and a place to display his/her pictures and writing.
- if your child is printing his/her name, go to the library to get his/her own library card.

Bookshelf suggestions

Select...

- picture books with more sophisticated story lines.
- poetry and rhyming books to reinforce word patterns.
- easy to read books with words your child can recognize and read.
- information picture books or magazines to add to your child’s knowledge.

Preschoolers

Ages 3 to 5

Preschoolers are aware of print in the world around them and on the page. They may pretend to read favorite books. This ‘pretend reading’ helps set the stage for real reading and helps children begin to think of themselves as readers.

Not to worry! It’s okay if your child...

- asks a lot of questions while you read. Children learn through talking about books.
- can’t sit still for a story. Some children listen better while drawing or playing with a toy.
- writes letters or words backwards. Preschoolers are still getting oriented.
- prefers information to storybooks. Some children do!
- asks open-ended questions, such as, “What do you think is going to happen next?” or “Why do you think he did that?”
- move your fingers under the words as you read aloud. This is called Tracking.
- tracking helps preschoolers connect printed words to spoken words.
- if your child is interested in learning the letters of the alphabet, have him/her point to the letters he/she knows.

Bookshelf suggestions

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- “pattern books” with rhymes and repetition.
- simple stories with predictable plots.
- information picture books.

Beginning Readers

Kindergarten through grade 2

Beginners stumble over words they don’t know, sounding them out or guessing, from their use in the sentence. Children in this first stage of reading development need to see progress and often learn best through repetition.

After rereading a sentence or simple book, they’ll recognize more of the words and read more smoothly.

Not to worry! It’s okay if your child...

- doesn’t notice or correct all mistakes.
- reads without expression. When your child can get past the words and focus on meaning, expression will follow.
- makes logical spelling mistakes. Beginners spell words the way they hear them.
- encourages your child to join in while you read. Pause to let him/her fill in a rhyming word or repeating line: "I’ll huff and I’ll puff…"
- asks open-ended questions, such as, “What do you think is going to happen next?” or “Why do you think he did that?”
- move your fingers under the words as you read aloud. This is called Tracking.
- tracking helps preschoolers connect printed words to spoken words.
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Bookshelf suggestions

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- “pattern books” with rhymes and repetition.
- simple stories with predictable plots.
- information picture books.