

# 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 Library**

**Main Library**

Salem Square

Worcester, MA

\*\*\* Please call the main branch to find locations throughout the city for  
additional Worcester Public Library branches  
508.799.1655

\* Parent guide to children's literature on the Internet  
[www.acs.ucalgary.ca/~dkbrown/](http://www.acs.ucalgary.ca/~dkbrown/)

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Ju lutem telefononi zyren qendrore te shkollës nëse deshironi ta keni këtë dokument të përkthyer në një gjuhë tjetër përveç Anglishtes.  
Xin gọi điện thoại cho văn phòng chính tại trường học nếu quý vị muốn tài liệu này được dịch ra một ngôn ngữ khác ngoài tiếng Anh.

Se wo pe se ye kyere krataa yi ase ko kasa foforo a enye brofo mu a, me se sre fre yen sukuu asuee

الرجاء الاتصال بالمكتب الرئيسي في المدرسة إذا كنتم ترغبون في ترجمة هذه الوثيقة إلى لغة غير اللغة الانكليزية.

WORCESTER PUBLIC SCHOOLS

# 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.

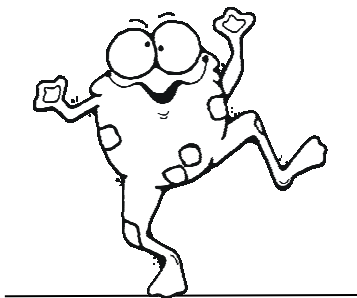
**How you can help.....**

- \* 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.
- \* recite nursery rhymes and sing songs. Rhymes help develop a young child's ear for language.
- \* take toddlers to the library or a bookstore for story time.

**Book Shelf suggestions**

**Select.....**

- \* cloth, vinyl and board books that are durable for babies.
- \* books with familiar objects for naming.
- \* simple stories about a toddler's everyday experiences.
- \* a collection of Mother Goose or other nursery rhymes.



## 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!

**How you can help...**

- \* encourage 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..."
- \* ask 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**

**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 boot?" 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.

**How you can help...**

- \* encourage 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.

**Book Shelf 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.

## 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.

**How you can help...**

- \* let your child gradually share some of the reading aloud. You read a sentence, paragraph or page, and then it's your child's turn. Take over if your beginner seems tired or discouraged so that reading continues to be enjoyable, not just hard work.
- \* if your child can't sound out a word, suggest skipping it, reading the rest of the sentence and deciding what word would make sense.
- \* leave notes for your child to discover and read on the refrigerator, in his/her backpack or on his/her pillow.
- \* take your new reader to the library to sign out new books regularly.

**Book shelf suggestions**

**Select...**

- \* read-aloud books with stronger plots and higher vocabulary.
- \* easy-to-read books your child can read alone.
- \* a variety of genres, including nonfiction and poetry.

