













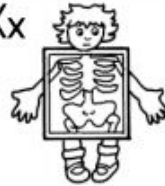
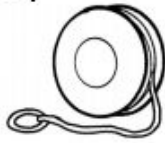



|   |   |  |   |   |
|---|---|--|---|---|
| Aa<br><br>apple      | Bb<br><br>bear               | Cc<br><br>cat       | Dd<br><br>duck      | Ee<br><br>egg      |
| Ff<br><br>fish       | Gg<br><br>goat               | Hh<br><br>hand      | Ii<br><br>igloo     | Jj<br><br>jar      |
| Kk<br><br>kite       | Ll<br><br>lion               | Mm<br><br>monkey    | Nn<br><br>newspaper | Oo<br><br>octopus  |
| Pp<br><br>pig      | Qq<br><br>question<br>mark | Rr<br><br>rainbow | Ss<br><br>sun     | Tt<br><br>turtle |
| Uu<br><br>umbrella | Vv<br><br>violin           | Ww<br><br>watch   | Xx<br><br>x-ray   | Yy<br><br>yo-yo  |
| Zz<br><br>zebra    | <h1>Alphabet Chart</h1>   |  |   |   |

# Helping New Readers

## WHAT CAN I SAY WHEN...

### *My child does not know a word?*

- Nothing. (Give your child a few seconds to give it a try first)
- Use the picture to help.
- Re-read the sentence up to the word and try those sounds.
- “What would make sense?”
- Skip it and read on. (Return to the word at the end of the sentence)
- “Could it be \_\_\_\_\_?” Check to see if it is right.

### *My child misreads a word?*

- “Did that make sense?”
- “Did that sound right?”
- “Do those letters match with the word you said?”
- “Try that again.”
- “Could it be \_\_\_\_\_?”
- Check to see if it is right.

# Opinion Writing: OREO

Name: \_\_\_\_\_



Opinion:



Reason #1:

Example:



Reason #2:

Example:



Reason #3:

Example:

Opinion:

## Common Reading Mistakes

|                    |   |
|--------------------|---|
| Reading Flub       | <i>Trouble staying on the correct line</i>            |
| Reading Fabulously | Use a paper marker, straight edge or finger to track. |
|                    | For long passages only show one paragraph at a time.  |

|                    |  |
|--------------------|--|
| Reading Flub       | <i>Skips small words (of, and, to, etc.)</i>   |
| Reading Fabulously | Pre-read all of the two and three letter words.  |
|                    | Review High Frequency word list (in this binder).  |
|                    | Make a game out of it.   |
|                    | Explain that everyone misses a word occasionally, but you really don't want to skip words because the meaning gets lost. |
|                    | Put out pennies or colored markers (3 count) and take one away one for each missed word.                                 |

|                    |   |
|--------------------|---|
| Reading Flub       | <i>Guesses words based on first and last letters</i>  |
| Reading Fabulously | Read the sentence back to them just as they read it and ask, "Does that make sense?" "Which word sounds wrong?" |
|                    | Write out the two words they are confusing and see if the child can read them in isolation.                     |

|                    |  |
|--------------------|--|
| Reading Flub       | <i>Your reader won't even try longer words</i>   |
| Reading Fabulously | Require the student to make the first sound before asking for help.                        |
|                    | Older students can often find the root word, pre-fix, suffix.<br>Ex: apartment a-part-ment |
|                    | Help them "chunk" the word. Ex: some/thing sen/ten/ce                                      |

## First One Hundred High Frequency Words

|             |              |               |               |
|-------------|--------------|---------------|---------------|
| <b>the</b>  | <b>one</b>   | <b>other</b>  | <b>could</b>  |
| <b>of</b>   | <b>had</b>   | <b>about</b>  | <b>people</b> |
| <b>and</b>  | <b>by</b>    | <b>out</b>    | <b>my</b>     |
| <b>a</b>    | <b>word</b>  | <b>many</b>   | <b>than</b>   |
| <b>to</b>   | <b>but</b>   | <b>then</b>   | <b>first</b>  |
| <b>in</b>   | <b>not</b>   | <b>them</b>   | <b>been</b>   |
| <b>is</b>   | <b>what</b>  | <b>so</b>     | <b>call</b>   |
| <b>you</b>  | <b>were</b>  | <b>some</b>   | <b>who</b>    |
| <b>it</b>   | <b>we</b>    | <b>her</b>    | <b>oil</b>    |
| <b>he</b>   | <b>when</b>  | <b>would</b>  | <b>its</b>    |
| <b>was</b>  | <b>your</b>  | <b>make</b>   | <b>now</b>    |
| <b>for</b>  | <b>can</b>   | <b>like</b>   | <b>find</b>   |
| <b>on</b>   | <b>said</b>  | <b>him</b>    | <b>long</b>   |
| <b>are</b>  | <b>there</b> | <b>into</b>   | <b>down</b>   |
| <b>as</b>   | <b>use</b>   | <b>time</b>   | <b>day</b>    |
| <b>with</b> | <b>an</b>    | <b>has</b>    | <b>did</b>    |
| <b>his</b>  | <b>each</b>  | <b>look</b>   | <b>get</b>    |
| <b>they</b> | <b>which</b> | <b>two</b>    | <b>come</b>   |
| <b>I</b>    | <b>she</b>   | <b>more</b>   | <b>made</b>   |
| <b>at</b>   | <b>do</b>    | <b>write</b>  | <b>may</b>    |
| <b>be</b>   | <b>how</b>   | <b>go</b>     | <b>part</b>   |
| <b>this</b> | <b>their</b> | <b>see</b>    | <b>use</b>    |
| <b>have</b> | <b>if</b>    | <b>number</b> | <b>words</b>  |
| <b>from</b> | <b>will</b>  | <b>no</b>     | <b>called</b> |
| <b>or</b>   | <b>up</b>    | <b>way</b>    | <b>where</b>  |

## Second One Hundred High Frequency Words

|                 |                |                  |                |
|-----------------|----------------|------------------|----------------|
| <b>over</b>     | <b>say</b>     | <b>put</b>       | <b>picture</b> |
| <b>new</b>      | <b>great</b>   | <b>does</b>      | <b>again</b>   |
| <b>sound</b>    | <b>help</b>    | <b>another</b>   | <b>change</b>  |
| <b>take</b>     | <b>through</b> | <b>well</b>      | <b>off</b>     |
| <b>only</b>     | <b>much</b>    | <b>large</b>     | <b>play</b>    |
| <b>little</b>   | <b>before</b>  | <b>must</b>      | <b>spell</b>   |
| <b>work</b>     | <b>line</b>    | <b>big</b>       | <b>air</b>     |
| <b>know</b>     | <b>right</b>   | <b>even</b>      | <b>away</b>    |
| <b>place</b>    | <b>too</b>     | <b>such</b>      | <b>animal</b>  |
| <b>year</b>     | <b>mean</b>    | <b>because</b>   | <b>house</b>   |
| <b>live</b>     | <b>old</b>     | <b>turn</b>      | <b>point</b>   |
| <b>me</b>       | <b>any</b>     | <b>here</b>      | <b>page</b>    |
| <b>back</b>     | <b>same</b>    | <b>why</b>       | <b>letter</b>  |
| <b>give</b>     | <b>tell</b>    | <b>ask</b>       | <b>mother</b>  |
| <b>most</b>     | <b>boy</b>     | <b>went</b>      | <b>answer</b>  |
| <b>very</b>     | <b>follow</b>  | <b>men</b>       | <b>found</b>   |
| <b>after</b>    | <b>came</b>    | <b>read</b>      | <b>study</b>   |
| <b>thing</b>    | <b>want</b>    | <b>need</b>      | <b>still</b>   |
| <b>our</b>      | <b>show</b>    | <b>land</b>      | <b>learn</b>   |
| <b>just</b>     | <b>also</b>    | <b>different</b> | <b>should</b>  |
| <b>name</b>     | <b>around</b>  | <b>home</b>      | <b>America</b> |
| <b>good</b>     | <b>form</b>    | <b>us</b>        | <b>world</b>   |
| <b>sentence</b> | <b>three</b>   | <b>move</b>      | <b>also</b>    |
| <b>man</b>      | <b>small</b>   | <b>try</b>       | <b>along</b>   |
| <b>think</b>    | <b>set</b>     | <b>kind</b>      | <b>always</b>  |

# Say Something!

This sheet will help you be prepared to share your thinking about the text you are reading. When the teacher says, "Say Something!" you'll have these prompts to help you.

|  |   |
|--|---|
| <p><b><u>Make A Prediction</u></b></p> <ul style="list-style-type: none"><li>● I predict that...</li><li>● I bet that...</li><li>● I think that...</li><li>● Since {this} happened, then I bet the next thing to happen will be...</li><li>● Reading this part makes me think that {this} is about to happen.</li><li>● I wonder if...</li></ul>   | <p><b><u>Ask a Question</u></b></p> <ul style="list-style-type: none"><li>● Why did...</li><li>● What's this part about?</li><li>● How is {this} like {this}</li><li>● What would happen if...</li><li>● Why...</li><li>● Who is...</li><li>● What does {this} section mean?</li><li>● Do you think that...</li><li>● I don't get this part here...</li></ul> |
| <p><b><u>Make a Comment</u></b></p> <ul style="list-style-type: none"><li>● This is good because...</li><li>● This is hard because...</li><li>● This is confusing because...</li><li>● I like the part where...</li><li>● I don't like this part because...</li><li>● My favorite part so far is...</li><li>● I think that...</li></ul>  | <p><b><u>Clarify Something</u></b></p> <ul style="list-style-type: none"><li>● Oh, I get it...</li><li>● Now I understand...</li><li>● This makes sense now...</li><li>● No, think that means...</li><li>● I agree with you. This means...</li><li>● At first I thought... but now I think...</li><li>● This part is really saying...</li></ul>               |
| <p><b><u>Make a Connection</u></b></p> <ul style="list-style-type: none"><li>● This reminds me of...</li><li>● This part is like...</li><li>● {This} character is like {this person} because...</li><li>● This is similar to...</li><li>● The differences are...</li><li>● I also...</li><li>● I never...</li><li>● This character makes me think of...</li><li>● The setting reminds me of...</li></ul> | <p><b><u>Summarize</u></b></p> <ul style="list-style-type: none"><li>● I learned...</li><li>● The setting is...</li><li>● The conflict is...</li><li>● Somebody, Wanted, But, So, Then</li></ul>  |

## ***How Do I Help My Student Become a Better Reader***

### **If they are reading a FICTION book ask them...**

- Who are the main characters and what traits can you infer about them?
- How have the characters changed during the book?
- What questions do you have as you are reading?
- Is the story written in first or third person point of view?
- What is the author's purpose? Persuade, Inform or Entertain?
- What is the problem in the story? How do you think it will be solved?
- What do you predict will happen next?
- Could the story happen in real life?
- How are you similar to the characters? How are you different?
- What is the theme of the book? What lesson did the characters learn?
- Write a summary of the story using Somebody, Wanted, But, So, Then...
- What was your favorite part and why?
- Did you like the ending? If not, how would you change it? Write your own ending.

### **If they are reading a NON-FICTION book ask them...**

- What do you think you will learn from this book?
- What do you already know about this topic?
- What questions do you have as you are reading?
- What is the main idea of the text?
- What is the author's purpose? Persuade, Inform or Entertain?
- What text features were used in this text? How did they help your understanding?
- What did you learn from this text?
- Do you have any questions after reading this?
- Were there any unknown words in this text? How did you find out their meaning?
- Where could you find more information on this topic?
- Write a summary of this text - remember to include the main idea and supporting details.

***Help your student become a better writer by encouraging them to write about what they read!***



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# ★ My Reading Log ★

|     | <b>Title</b> | <b>Author</b> | <b># of Pages</b> |
|-----|--------------|---------------|-------------------|
| 1.  | _____        | _____         | _____             |
| 2.  | _____        | _____         | _____             |
| 3.  | _____        | _____         | _____             |
| 4.  | _____        | _____         | _____             |
| 5.  | _____        | _____         | _____             |
| 6.  | _____        | _____         | _____             |
| 7.  | _____        | _____         | _____             |
| 8.  | _____        | _____         | _____             |
| 9.  | _____        | _____         | _____             |
| 10. | _____        | _____         | _____             |
| 11. | _____        | _____         | _____             |
| 12. | _____        | _____         | _____             |
| 13. | _____        | _____         | _____             |
| 14. | _____        | _____         | _____             |
| 15. | _____        | _____         | _____             |



**Anything can happen....  
when you open a book!**





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| <b>new</b>      | <b>great</b>   | <b>does</b>      | <b>again</b>   |
| <b>sound</b>    | <b>help</b>    | <b>another</b>   | <b>change</b>  |
| <b>take</b>     | <b>through</b> | <b>well</b>      | <b>off</b>     |
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| <b>work</b>     | <b>line</b>    | <b>big</b>       | <b>air</b>     |
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| <b>after</b>    | <b>came</b>    | <b>read</b>      | <b>study</b>   |
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