

# Reading Connection

Tips for Reading Success

Beginning Edition

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Moore Public Schools  
Title I Reading

## Book Picks

Read-aloud favorites



### ■ *It's Only Stanley* (Jon Agee)

The Wimbledon family is trying to fall asleep, but every time they do, Stanley the dog wakes them up. First he howls, then there are clanks, buzzes, and other random sounds. What's all the noise about? Stanley is up to something wonderful in this rhyming story.



### ■ *Starring Jules* (As Herself)

(Beth Ain)

Second-grader Jules Bloom is in a panic. She has an audition for a commercial that she's sure will lead to fame. But she's going to need the help of her ex-best friend and a potential new best friend to make it happen. This early chapter book is the first in the Jules series.



### ■ *Little Libraries, Big Heroes*

(Miranda Paul)

How did Little Free Libraries get their start? Readers will find out in this biography about Todd Bol. He created the first Little Free Library to share his mother's love of reading with others. Since then, the movement has spread, turning Todd into a reading hero for people all over the world.

### ■ *I Am Earth* (Rebecca and James McDonald)

Earth itself "narrates" this nonfiction book about gravity, changing seasons, orbits, and more. Information on keeping the planet healthy is woven in, and comic-style illustrations and speech balloons make the book easy to read. (Also available in Spanish.)



## Clever decoding strategies

What goes through your child's head when he's reading and comes to a word he doesn't know? Encourage him to think like a detective by asking himself these questions that will help him "decode" unfamiliar words.



### "Does it remind me of a word I know?"

Once your youngster learns to read a word, he can use it to read other words. For practice, take turns picking a word and saying words it makes you think of. See a stop sign? Your youngster might say *stop* starts like *step* or rhymes with *top*. Now have him use this strategy when he reads. *Example*: "S-t-o-m-p looks like *stop*. But there's an *m* in it. *Stomp!*"

### "Is there a part I recognize?"

Even if your child doesn't know a long word, chances are there are small words inside it that he can read. Choose a long word in a book, and see who can find the most words in it. In *window*, your youngster may see *win* and *wind*. Or maybe he'll notice that *macaroni*

contains *car* and *on*. Putting together the familiar parts can help him read the whole word.

### "Does it have a pattern?"

What do *cake*, *lime*, and *note* have in common? They all follow the pattern consonant / long vowel / consonant / silent e. When you read with your child, encourage him to look for words that fit patterns he is learning in school. Spotting the pattern might help him correctly read *mine* instead of saying *min*, for instance. ♥

## Trace the groundhog's shadow

Will the groundhog see his shadow this Groundhog Day? The groundhog in this activity will—and by tracing the shadow, your youngster will give her "writing muscles" a workout.



● **Sculpt.** Let your child use clay or play dough to make a groundhog. She'll strengthen her fingers as she rolls and shapes the dough.

● **Trace.** Have your youngster trace her groundhog's shadow to work on hand coordination. Lay a sheet of paper under a lamp. She can position the groundhog so the light casts a shadow on the paper. Then, she could use a crayon to trace around the shadow's outline. ♥