Dear Parents-

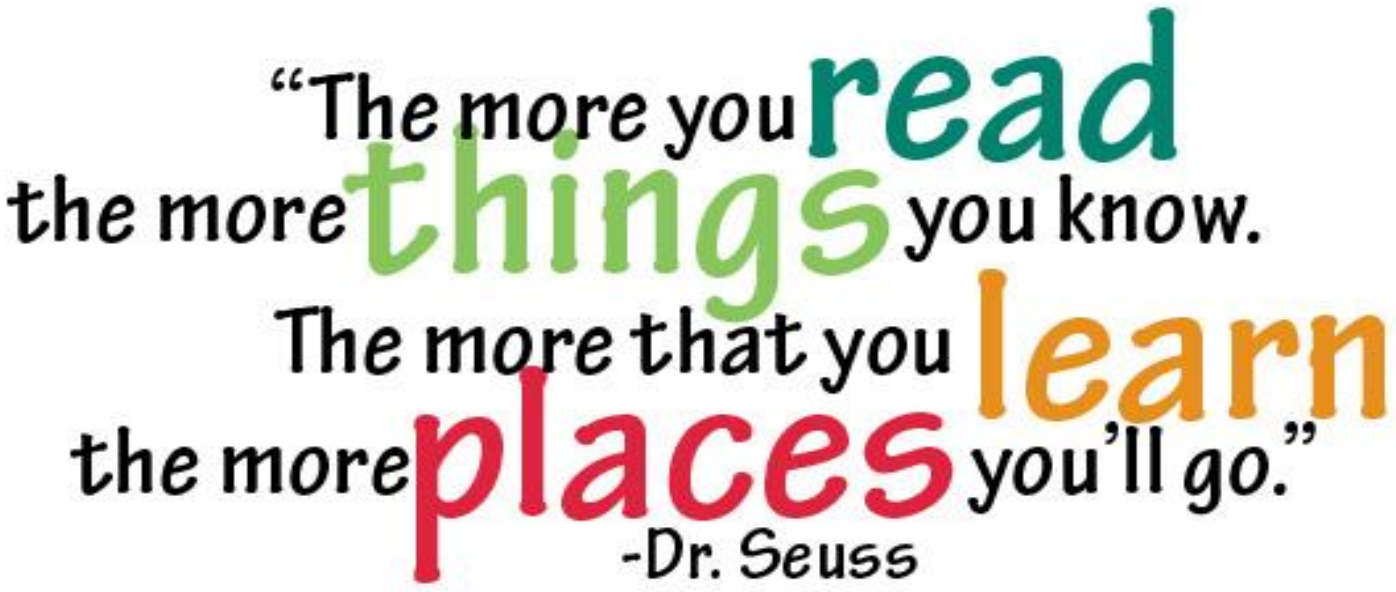
As your child's first teacher, it is important to establish a routine of reading for enjoyment at home. Beginning of the year assessments indicate that your child may need support in the area(s) of:

- ❑ Phonemic Awareness
- ❑ Phonics
- ❑ Fluency
- ❑ Vocabulary
- ❑ Comprehension

Please set aside 20 minutes a night to read together and do a few of the reading strategies noted in this plan. Just 20 minutes of reading a day can positively impact your child's future.

Sincerely,

Manistee Teachers and Staff



Phonemic Awareness

Phonemic awareness is the ability to hear and distinguish sounds. This includes:

- **Recognizing sounds, alone and in words**
- **Adding sounds to words**
- **Taking apart words and breaking them into their different sounds**
- **Moving sounds**

Phonemic Awareness Activities

GRADES K-1

Reading Activities for the Home

- ☐ Play **"I Spy"** with your child, but instead of giving a color, say, "I spy something that starts with /b/" or "I spy something with these sounds /d/, /ô/, /g/." Have your child do the same.
- ☐ Play a game in which you say a word and your child has to break apart all of the sounds. Ask your child to stretch out a word like dog and he/she can pretend to stretch a word with a rubber band. You child should say /d/ /ô/ /g/.
- ☐ Play the **"Silly Name Game"**. Replace the first letter of each family member's name with a different letter. For example: *To* for *Bob*, *Watt* for *Matt*, etc.
- ☐ Say a sentence aloud and ask your child to determine how many words were in the sentence.
- ☐ Explain that rhymes are words that sound the same at the end.



- ☐ Read books containing rhymes over and over again.
- ☐ As you read, have your child complete the rhyming word at the end of each line.
- ☐ Orally provide pairs of words that rhyme and pairs that do not rhyme (for example: pan/man, pat/boy). Ask, "Do *pan* and *man* rhyme? Why? Do *pat* and *boy* rhyme? Why not?"
- ☐ Prompt your child to produce rhymes. Ask, "Can you tell me a word that rhymes with *cake*?"
- ☐ Sing rhyming songs like "Row, Row, Row Your Boat" or "Twinkle, Twinkle, Little Star".

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Phonemic Awareness Activities—continued

GRADES K-1

Reading at Home · Here are some things you should know, to help your young reader grow!

☐ Give your child a small car (such as a Matchbox car). Write a three to four letter word on a piece of paper with the letter spaced apart. Have your child drive the car over each letter saying the letter sound. Have your child begin driving the car slowly over the letters and then drive over them again slightly faster. Continue until the word is said at a good rate.

☐ To help your child segment (separate) sounds in words:

- Give your child three to five blocks, beads, bingo chips, or similar items. Say a word and have your child move an object for each sound in the word.



- Play **Head, Shoulders, Knees, and Toes** with sounds. Say a word and have your child touch his/her head for the first sound, shoulders for the second sound, and knees for the third, while saying each sound.
- **Jump for Sounds:** Say a word and have your child jump for each sound in the word while saying the sound.

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Phonemic Awareness Activities

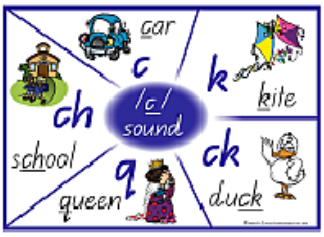
GRADES 2-3

Reading Activities for the Home

- ☐ Demonstrate clapping a word into its syllables. Ask your child to clap words into syllables.
- ☐ Make tally marks for the number of syllables in the names of people in your family, favorite foods, etc.
- ☐ Give your child a small car (such as a Matchbox car). Write a five plus letter word on a piece of paper with the letters spaced apart. Have your child drive the car over each letter saying the letter sound. Have your child begin driving the car slowly over the letters and then drive over them again slightly faster. Continue until the word is said at a good rate.
- ☐ To help your child segment (separate) sounds in words:
  - Give your child three to five blocks, beads, bingo chips, or similar items. Say a word and have your child move an object for each sound in the word.
  - Play **Head, Shoulders, Knees, and Toes** with sounds. Say a word and have your child touch his/her head for the first sound, shoulders for the second sound, and knees for the third, while saying each sound.
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Phonics

Phonics is the ability to understand the relationship between letters and the sounds they represent. This includes:

- **Recognizing print patterns that represent sounds**
- **Syllable patterns**
- **Word parts (prefixes, suffixes, and root words)**

Common Consonant Digraphs and Blends:

bl, br, ch, ck, cl, cr, dr, fl, fr, gh, gl, gr, ng, ph, pl, pr, qu, sc, sh, sk, sl, sm, sn, sp, st, sw, th, tr, tw, wh, wr

Common Consonant Trigraphs:

nth, sch, scr, shr, spl, spr, squ, str, thr

Common Vowel Digraphs:

ai, au, aw, ay, ea, ee, ei, eu, ew, ey, ie, oi, oo, ou, ow, oy

Phonics Activities

GRADES K-1

Reading Activities for the Home



- ☐ Make letter sounds and have your child write the letter or letters that match the sounds.
- ☐ Play word games that connect sounds with syllables and words. (For example, "If the letters 'p-e-n' spell *pen*, how do you spell *hen*?")
- ☐ Write letters on cards. Hold up the cards one at a time and have your child say the sounds. (For example, the /d/ sound for the letter *d*)
- ☐ Teach your child to match the letters in his/her name with the sounds in his/her name.
- ☐ Point out words that begin with the same letter as your child's name. (For example, *John* and *jump*) Talk about how the beginning sounds of the words are alike.
- ☐ Use alphabet books and guessing games to give your child practice in matching letters and sounds. A good example is the game, "I am thinking of something that starts with /t/."
- ☐ Write letters on pieces of paper and put them in a paper bag. Let your child reach into the bag and take out letters. Have your child say the sounds that match the letters.
- ☐ Take a letter and hide it in your hand. Let your child guess in which hand is the letter. Then show the letter and have your child say the letter name and make the sound. (For example, the letter *m* matches the /m/ sound as in *man*.)
- ☐ Make letter sounds and ask your child to draw the matching letters in cornmeal or sand.
- ☐ Take egg cartons and put a paper letter in each slot until you have all of the letters in the alphabet in order. Say letter sounds and ask your child to pick out the letters that match those sounds.
- ☐ Building words: Using magnetic letters, make a three-letter word on the refrigerator (cat). Have your child read the word and use it in a sentence. Every day, change one letter to make a new word. Start by changing only the beginning letter (cat, bat, hat, sat, mat, rat, pat). Then change only the ending letter (pat, pal, pad, pan). Finally, change only the middle letter (pan, pen, pin, pun).

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Phonics Activities– continued

GRADES K-1



Reading Home

Here are some things you should know, to help your young reader grow!

- [ ] **Making Words:** For this game, you will need magnetic letters and three bags. Put half of the consonants into the first bag. Put the vowels into the middle bag, and put the remaining consonants into the last bag. Have your child pull one letter from the first bag. That will be the first letter of his/her word. Then have your child pull from the vowel bag for the second letter of the word and from the other consonant bag for the third letter of the word. Next, the child will read the word and decide if it is a real word or a nonsense word. Take turns, replacing the vowels as needed until there are no more consonants left.

- [ ] **Labeling Words:** When reading with your child, keep Post-It® notes handy. Every so often, have your child choose one object in the picture and write the word on a Post-It®. Put the note in the book to read each time you come to that page.

- [ ] **Practicing Words with Pictures:** Choose pictures from a magazine or catalog. Say the name of the picture; have your child say the sound that the picture begins with and the name of that letter.

- [ ] **Hunting for Words:** Choose a letter and have your child hunt for five items beginning with that letter sound. As each object is found, help your child write the word on a list. For example, if the target sound is *m*, the child might find and write *mop*, mat, *Mom*, *money*, and *microwave*.

- [ ] Hints for helping your child sound out words:

  - **First Sound:** Have your child say the first sound in the word and make a guess based on the picture or surrounding words. Double-check the printed word to see if it matches the child's guess.

  - **Sound and Blend:** Have your child say each sound separately (*sss*, *aaa*, *t*) This is called sounding it out. Then say the sounds together (*sat*). This is "blending".

  - **Familiar Parts:** When your child starts reading longer words, have him notice the parts of the word that he already knows. For example in a word such as *presenting*, your child may already know the prefix *pre-*, the word *sent*, and the word ending *-ing*.

- [ ] Teach your child to recognize the letters in his or her name.

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Phonics Activities—continued

GRADES K-1

Reading at Home
Here are some things you should know, to help your young reader grow!



- ☐ Use magnetic letters to spell words on the refrigerator or to spell names of family members or friends.
- ☐ Discuss how names are similar and different.
- ☐ Recognizing shapes is the beginning of recognizing the features of letters. Have your child sort letters by tall tails, short tails, hooks, humps, and circles. Your child can continue to sort by feature combinations as well (For example: circle and tall tails, hooks and circles, humps and tall tails, etc.)
- ☐ Ask your child to name stores, restaurants, and other places that have signs. This is called environmental print. Have your child cut the images of these signs from bags, take-out containers, and fliers and post them somewhere to make an Environmental Print Word Wall.
- ☐ Ask your child to look through ads to point out things he/she recognizes. Ask if they know any of the letters on the page.
- ☐ Use stores as an opportunity for learning! Ask questions like, "Can you find something that has a letter *c*? Can you find a word that begins with an *m*? Can you find something with four letters?" Praise all efforts and keep it like a game.
- ☐ Make alphabet letters out of Play-doh®.
- ☐ Write letters with your finger on your child's back and have him or her guess the letter. Have your child do the same to you.
- ☐ Play **"Memory"** or **"Go Fish"** using alphabet cards.
- ☐ Read alphabet books to your child and eventually ask him/her to name the items on the page that you know he/she can successfully tell you.

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Phonics Activities

GRADES 2-3

Reading Activities for the Home



- [ ] Make blend sounds and have your child write the letters that match the sounds.
- [ ] Play word games that connect sounds with syllables and words. (For example, "If the letters "l-a-t-e-r" spell *later*, how do you spell *hater*?" How many syllables are in *later*?)
- [ ] Write vowel and consonant digraphs, trigraphs, and blends on cards. Hold up the cards one at a time and have your child say the sounds. (For example, the long *e* sound /ē/ for the vowel digraphs *ea* and *ee*)

- [ ] **Writing Words:** Many children love to send and receive notes, and writing is a great way to reinforce phonics skills. Send your child notes in his/her backpack or place notes on his/her pillow. Have a relative or friend send a letter or email to your child. Whenever your child receives a note, have him/her write back. Don't be concerned about spelling. Instead, have your child sound out words to the best of his/her ability.

- [ ] **Hunting for Words:** Choose a blend and have your child hunt for five items beginning with that sound. As each object is found, help your child write the word on a list. For example, if the target sound is *bl*, the child might find and write *blanket*, *blood*, *blue*, *blizzard*, *and blast*.

- [ ] Hints for helping your child sound out words:

  - **First Sound:** Have your child say the first sound in the word and make a guess based on the picture or surrounding words. Double check the printed word to see if it matches the child's guess.
  - **Sound and Blend:** Have your child say each sound separately (*sss*, *aaa*, *t*) This is called sounding it out. Then say the sounds together (*sat*). This is "blending".
  - **Familiar Parts:** When your child starts reading longer words, have him notice the parts of the word that he already knows. For example in a word such as *presenting*, your child may already know the prefix *pre-*, the word *sent*, and the word ending *-ing*.

- [ ] Play **"Memory"** or **"Go Fish"** using consonant and vowel digraphs, trigraphs, and blends.

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Fluency

Fluency is the ability to read with sufficient speed to support understanding. This includes:

- Automatic word recognition
- Accurate word recognition
- Use of expression



Fluency Activities

GRADES K-1

Reading Activities for the Home



- [ ] **Repeated Reading:** Choose a passage that will not be very difficult for your child. Read the passage aloud to your child, and then read it together, helping your child figure out any tricky words. Next, have your child read the passage to you with a focus on accuracy. Finally, have your child read the passage to you again, paying attention to fluency and expression. The goal is to sound smooth and natural.

- [ ] **Using Different Voices:** When reading a familiar story or passage, try having your child use different voices. Read the story in a mouse voice, cowboy voice, or a princess voice. This is another way to do repeated reading, and it adds some fun to reading practice.

- [ ] **Read to Different Audiences:** Reading aloud is a way to communicate to an audience. When a reader keeps the audience in mind, he/she knows that his reading must be fluent and expressive. Provide a variety of opportunities for your child to read to an audience. Your child can read to stuffed animals, pets, siblings, neighbors, grandparents—anyone who is willing to listen. This is a good way to show off what was practiced with repeated reading.

- [ ] **Record the Reading:** After your child has practiced a passage, have him/her record his/her reading. Once recorded, your child can listen to his/her reading and follow along in the book. Often, he/she will want to record it again and make it even better!

- [ ] When you read a story, use appropriate expression during dialogue. Encourage your child to mimic your expression. Talk with him/her about what expression means. For example, if the character is excited about going to the park, he/she should sound like that in his/her voice. Encourage your child to repeat key phrases or dialogue.

- [ ] Recite nursery rhymes and poems to build familiar phrases in speech.

- [ ] In a repetitive text, ask your child to repeat the familiar phrase with you. For example: For the story, "The House that Jack Built", your child can recite with you "in the house that Jack built."

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Fluency Activities– continued

GRADES K-1

Reading at Home · Here are some things you should know, to help your young reader grow!

- [ ] Point out punctuation marks that aid expression such as question marks, exclamation points and quotation marks. Demonstrate how your voice changes as you read for each. Only focus on one during a book. Remember it is important to enjoy it first and foremost.
- [ ] Encourage your child to sing favorite songs and repeat favorite lines of songs.
- [ ] Make your own books of favorite songs for your child to practice "reading". This builds confidence and helps your child identify him/herself as a reader.
- [ ] Say a sentence to your child and ask him/her to repeat it to you. Challenge your child to increase the number of words he/she can repeat. As you say it, put it into meaningful phrases. For example, *The boy went/ to the store/ with his mother*.
- [ ] Alternate repeating the favorite lines of a poem or nursery rhyme with your child. He/she will mimic your phrasing and expression.



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Fluency Activities

GRADES 2-3

Reading Activities for the Home



- **Repeated Reading:** Choose a passage that will not be very difficult for your child. Read the passage aloud to your child, and then read it together, helping your child figure out any tricky words. Next, have your child read the passage to you with a focus on accuracy. Finally, have your child read the passage to you again, paying attention to fluency and expression. The goal is to sound smooth and natural.
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Vocabulary

Vocabulary is students' knowledge of and memory for word meanings. This includes:

- Receptive Vocabulary

- **Words we understand when read or spoken to us**

- Expressive vocabulary

- **Words we know well enough to use in speaking and writing**

Vocabulary Activities

GRADES K-1

Reading Activities for the Home



- ☐ **Read Aloud:** Continue to read aloud to your child even after he/she is able to read independently. Choose books above your child's level because they are likely to contain broader vocabulary. This way, you are actually teaching him/her new words and how they are used in context.
- ☐ **Preview Words:** Before reading to or with your child, scan through the book, choose two words that you think might be interesting or unfamiliar to your child. Tell your child what the words are and what they mean. As you read the book, have your child listen for those words.
- ☐ **Hot Potato (Version 1):** Play Hot Potato with synonyms. Choose a word, and then your child has to think of another word that means the same thing. Take turns until neither player can think of another word. For example, you may say, *cold*, and your child might say, *freezing*. Then you could say, *chilly*, and so on. Try the game again with antonyms (opposites).
- ☐ **Hot Potato (Version 2):** Play Hot Potato with categories. For younger children, the categories can be simple: pets, clothes, family members. For older children, the categories can be quite complex: the Revolutionary War, astronomy, math terms.
- ☐ **Word Collecting:** Have each family member be on the look out for interesting words that they heard that day. At dinner or bedtime, have everyone share the word they collected and tell what they think it means. If the child shares an incorrect meaning, guide him/her to the correct meaning. Try to use some of the words in conversation.
- ☐ Introduce your child to a variety of experiences to help build background knowledge he/she can use while making sense of print by taking him/her to the park, museums, the zoo, etc.
- ☐ Discuss opposites (antonyms).

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Vocabulary Activities– continued

GRADES K-1

Reading Activities for the Home

- ☐ Discuss positional words such as beside, below, under, over, etc. Make it into a game at dinner by asking your child to place his/her fork in different places in relation to his/her plate. For example, "Put your fork above your plate."
- ☐ Use the language of books such as author, title, illustrator, title page, etc.
- ☐ Discuss ordinal words such as *first*, *last*, *beginning*, *middle*, etc.
- ☐ Talk about how things are similar/alike as well as how things are different. For example, "How is a dog like a cat? How is a dog different from a cat?"
- ☐ Use a variety of words to describe feelings and emotions. For example, the way your child feels when he/she is happy. You can validate his/her feelings by saying, "I'm so glad you're joyful today! You sure look happy!"
- ☐ Trips to everyday places build vocabulary. Discuss what you are doing and seeing as you are going through the store. For example, "I'm here in the bakery. I can find donuts, cookies, and bread."



- ☐ When you read a book about a topic, ask him/her to tell you all the words related to it. For example, if you read a book about a dog, he/she might say dog, puppies, toy, food, play, or leash. Add other words to help expand upon what he/she says.
- ☐ When you read a book, ask your child to identify categories for words he/she has read. For example, if you read a book about pumpkins, you could put the words pumpkin, leaf, stem, and seeds into a category about the parts of a plant.

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Vocabulary Activities

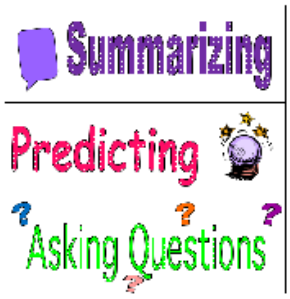
GRADES 2-3

Reading Activities for the Home

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- ☐ **Preview Words:** Before reading to or with your child, scan through the book, choose two words that you think might be interesting or unfamiliar to your child. Tell your child what the words are and what they mean. As you read the book, have your child listen for those words.
- ☐ **Hot Potato (Version 1):** Play Hot Potato with synonyms. Choose a word, and then your child has to think of another word that means the same thing. Take turns until neither player can think of another word. For example, you may say, *cold*, and your child might say, *freezing*. Then you could say, *chilly*, and so on. Try the game again with antonyms (opposites).
- ☐ **Hot Potato (Version 2):** Play Hot Potato with prefixes or suffixes. The prefixes *dis-*, *ex-*, *mis-*, *non-*, *pre-*, *re-*, *and un-* are common. Common suffixes include *-able/-ible*, *-ed*, *-er*, *-est*, *-ful*, *-ish*, *-less*, *-ly*, *-ment*, *and -ness*.
- ☐ **Hot Potato (Version 3):** Play Hot Potato with categories. For younger children, the categories can be simple: pets, clothes, family members. For older children, the categories can be quite complex: the Revolutionary War, astronomy, math terms.
- ☐ **Word Collecting:** Have each family member be on the look out for interesting words that they heard that day. At dinner or bedtime, have everyone share the word they collected and tell what they think it means. If the child shares an incorrect meaning, guide him/her to the correct meaning. Try to use some of the words in conversation.
- ☐ Play "categories" with your child. Name a topic such as "ecosystems" and ask your child to think of all the words he/she can relate to that topic. This is a great way to build word knowledge!
- ☐ When you read a book about a topic, ask him/her to tell you all the words related to it. For example, if you read a book about dinosaurs, he/she might say Tyrannosaurus Rex, paleontologist, herbivore, carnivore, or fossil. Add other words to help expand upon what he/she says.

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Comprehension

Comprehension is the ability to understand and draw meaning from text. This includes:

- Paying attention to important information
- Interpreting specific meanings in text
- Identifying the main idea
- Verbal responses to questions
- Application of new information gained through reading

Comprehension Activities

GRADES K-1

Reading Activities for the Home



- [ ] **Sequencing Errands:** Talk about errands that you will run today. Use sequencing words (sequence, first, next, last, finally, beginning, middle, end) when describing your trip. For example, you might say, "We are going to make three stops. First we will go to the gas station. Next we will go to the bank. Finally, we will go to the grocery store."

- [ ] **Every Day Comprehension:** Ask your child who, what, when, where, why, how questions about an event in his/her day. For example, if your child attended a party, you could ask, "Who was there? What did you do? When did you have cake? Where did you go? Why did the invitation have dogs on it?" Once your child is comfortable answering these questions about his/her experiences, try asking these question about a book you've read together.

- [ ] **Think Aloud:** When you read aloud to your child, talk about what you are thinking. It is your opportunity to show your child that reading is more than just figuring out the words. Describe how you feel about what's going on in the book, what you think will happen next, or what you thought about a character's choice.

READING FICTION

- [ ] **Before Reading:** Point out the title and author. Look at the picture on the cover and ask, "What do you think is going to happen in this story? Why?" This will help your child set a purpose for reading.

- [ ] **During Reading:** Stop every now and then to ask your child to tell you what has happened so far or what he/she predicts will happen. You might also ask for your child's opinion: "Do you think the character did the right thing? How do you feel about that choice?" Explain any unfamiliar words.

- [ ] **After Reading:** Ask your child to retell the story from the beginning, and ask for opinions, too: "What was your favorite part? Would you recommend this to a friend?"

READING NONFICTION

- [ ] **Before Reading:** Point out the title and author. Look at the picture on the cover and ask, "What do you think you will learn about in this book? Why?" This will help your child consider what he/she already knows about the topic. Look at the table of contents. You and your child may choose to read the book cover to cover or go directly to a certain chapter.

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Comprehension Activities

GRADES K-1

Reading at Home
Here are some things you should know, to help your young reader grow!

- [ ] **During Reading:** Don't forget the captions, headings, sidebars, or any other information on the page. Young readers tend to overlook these, so it's a good idea to show that the author includes lots of information in these "extras".

- [ ] **After Reading:** Ask your child, "What was it mostly about? What do you still want to know? Where could you find out?"

OTHER IDEAS

- [ ] Before your child reads a story, read the title and look at the cover. Ask, "What do you think will happen in the story?"

- [ ] Take a quick "book look" and encourage your child to talk about what he/she thinks about what might happen in the story.

- [ ] As your child reads, ask questions that start with who, what, where, when, why, and how. If your child does not answer with an appropriate response, redirect by saying, "I think you mean a person because it was a "who" question then restate the question. After you read a few pages, ask "What do you think will happen next?"

- [ ] Ask your child to talk about the beginning, middle and end of the story. You will need to model this several times first.

- [ ] Discuss words related to stories such as characters, problem, and solution. For example, "How did characters of the Three Bears solve the problem of the porridge being too hot?" If the child does not know, show the picture or reread the page.

- [ ] After reading, ask your child, "What was your favorite part? Show me. Why do you like that part?"

- [ ] Ask questions about character traits. Ex: "Which character do you think was kind? Which character was bossy? How do you know?" If your child doesn't know, give your answer. You may need to do these many times before your child can do it. He/she may also "mimic" your answer. Encourage your child's attempts.

- [ ] Encourage deeper thinking by asking, "If the story kept going, what do you think would happen next?"

- [ ] Help your child make connections to his/her life experience while reading. You could say, "Is there anything you read in the story that reminds you of something? The boy who went to the zoo with his family reminds me of when we went to the zoo over the summer. What do you think?"



- [ ] As you are reading, think out loud to your child. Ask questions such as "I wonder why the boy is crying in the picture? Will he find his lost toy? This demonstrates that reading and comprehension is an active process, not passive.

- [ ] Make puppets to help your child retell a favorite story or use stuffed animals as props to retell a story or part of a favorite story.

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Comprehension Activities

GRADES 2-3

Reading Activities for the Home



- [ ] **Sequencing Comics:** Chose a comic strip from the Sunday paper. Cut out each square and mix up the squares. Have your child put them in order and describe what is happening. Encourage your child to use words like *first*, *second*, *next*, *finally*, etc.
- [ ] **Every Day Comprehension:** Ask your child who, what, when, where, why, how questions about an event in his/her day. Once your child is comfortable answering these questions about his/her experiences, try asking these question about a book you've read together.

READING FICTION

- [ ] **Before Reading:** Point out the title and author. Look at the picture on the cover and ask, "What do you think is going to happen in this story? Why?" This will help your child set a purpose for reading.
- [ ] **During Reading:** Stop every now and then to ask your child to tell you what has happened so far or what he/she predicts will happen. You might also ask for your child's opinion: "Do you think the character did the right thing? How do you feel about that choice?" Explain any unfamiliar words.
- [ ] **After Reading:** Ask your child to retell the story from the beginning, and ask for opinions, too: "What was your favorite part? Would you recommend this to a friend?"

READING NONFICTION

- [ ] **Before Reading:** Point out the title and author. Look at the picture on the cover and ask, "What do you think you will learn about in this book? Why?" This will help your child consider what he already knows about the topic. Look at the table of contents.
- [ ] **During Reading:** Don't forget the captions, headings, sidebars, or any other information on the page. Young readers tend to overlook these, so it's a good idea to show that the author includes a lot of information in these "extras".
- [ ] **After Reading:** Ask your child, "What was it mostly about? What do you still want to know? Where could you find it out?

OTHER IDEAS

- [ ] Discuss words related to stories such as characters, problem, and solution. For example, "How did the Wright Brothers find a solution to help their plane fly longer?" If the child does not know, show the picture or reread the page.
- [ ] Ask questions about character traits. For example, "Which character do you think was kind? Which character was bossy? How do you know?" If your child doesn't know, give your answer. You may need to do this several times before your child can do it.
- [ ] Encourage deeper thinking by asking, "If the story kept going, what do you think would happen next?"
- [ ] Help your child make connections to his/her life experience while reading. You could say, "Is there anything you read in the story that reminds you of something?"

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