



Reading Groups



This week, we will also be starting our reading groups. Your child needs to read this book to you. Inside the bag, you will also find a reading log. Write the title of the book on the reading log after your child has read the book to you. You only need to write the title of the book once on the reading log, but you can put tally marks next to the title each time your child reads the book to you. This way, I am able to see how many times your child practiced reading each book. Return the reading log with the book inside the bag the next day. Once the bags are returned and I have met with the reading group, the bag will come home with another book in it. Please keep track of the books coming home and do **NOT** let your child write or color in them. Many times, I will keep the books that we have already read in your child's baggie for extra practice. Please be sure to practice reading with your child nightly.

At school, we are focusing on using strategies when we come to a word we don't know. At this age, students tend to appeal for help without using the knowledge they already have. Our goal is to give your child the tools that he or she needs to help figure out words. Here are 4 strategies that we encourage students to use. First, use the pictures. Many times the illustrators give clues about the word. Second, sound out the word. Please have your child do this **out loud**. We say to have them "let their ears help them." Third, have your child look for "hidden words" or chunks in the word. This helps them not have to sound out each individual sound but to apply rules they have learned. For example, if the word is *make*, we want them to notice that there is a "sneaky e" at the end that would pinch the vowel. Tell them to try all the possible sounds each letter makes. Finally, they skip the word to see what the rest of the sentence is and then come back to it. It helps if they read the whole sentence and when they come to the unknown word, just sound out the beginning and ending sounds and create possible words that would make sense in the sentence. After all of those strategies are tried and if your child still can't figure out a word, THEN you may tell them what the word is. We also believe that it is important to go back and re-read the whole sentence after sounding out a word. This help with comprehension.

Also, after you finish reading the book with your child, ask questions about the book. Here are some examples:

- Start at the beginning and tell me what happened in this book.
(See if your child can recall the sequence of events from memory.)
- Who were the characters in this book?
- What was the setting (when & where) in this book?

Thanks so much for all your help at home!

Happy Reading,

The Kindergarten Teachers

