



### Notes About "Reading"

- Some children will "read" their book independently.
- Some children will have it, memorized.
- Some children will be hesitant.
- If your child is hesitant to get started, encourage him/her by you first reading a page and then have them repeat what you read or read the next page.
- All of the children regardless of ability can benefit from tracking. This means that as the children read they will put their finger under each word as they read it. As they say a new word, they move their finger to that word. It also means that they are pointing to the same word that they are reading. Children must be able to pay attention to print to get this skill.
- If your child shows interest, these books offer great opportunities to talk about phonemic elements, such as initial sounds and rhyming words. I have listed a few sample questions that illustrate ways you might like to ask your child further information about what they are reading.
- "How do you know that word is doll and not baby?"  
(Children should be looking at the beginning sounds as well as picture clues.)
- "Where is the word ball?"  
(Have your child frame the word. In school, what we mean by framing a word is that we have the child, using both index fingers, shows use where the word begins and where the word ends. They are thus framing the word between their fingers.)
- Read several pages and ask your child to identify the rhyming words. Extend this by asking them to make more words that rhyme - nonsense and real.
- **AND MOST OF ALL, ENCOURAGE YOUR CHILD'S EFFORTS AND ENJOY!**