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ABSTRACT

Noting that parent involvement could be the single most important factor in children's success in school, this book helps parents act as tutors in reading and writing for their kindergarten children. It offers both general guidelines and specific strategies and activities to use for accomplishing specific objectives, such as improving decoding skills and using comprehension strategies. Activity sheets follow many of the lessons. After a word to parents and an introduction, chapters in the book are: (1) Get Ready To Read and Write; (2) Create an Interest in Reading and Writing; and (3) Help Your Child Learn To Read. A 16-item glossary; tips for tutoring; advice for helping children feel good about themselves; and a list of 57 preschool books, 51 read-aloud books and Internet sites, and 38 predictable books are included. (RS)

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FOR PARENTS AND TUTORS

ED 423 517

Tutoring Children in Reading and Writing

A Step-by-Step Guide

- Helps focus learning
- Motivates Children
- Clear explanations
- Easy and effective activities
- Sample worksheets for children
- Phonics, writing, comprehension

CS 013289

**FAMILY
LEARNING
ASSOCIATION**

with Kay Sloan

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BOOK 1:
KINDERGARTEN

Tutoring Children in Reading and Writing

A Step-by-Step Guide

BOOK 1: KINDERGARTEN

**FAMILY
LEARNING**
ASSOCIATION

with Kay Sloan

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Carl B. Smith, Director**

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The Family Learning Association is a not-for-profit organization devoted to providing resources to families and to teachers who encourage a family learning environment.

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A WORD TO PARENTS

Dear Parents,

We are constantly exploring ways to offer practical information that will help you educate your children. That's why we have put these tutoring guidelines on the World Wide Web as well as in a standard book format.

Nothing benefits your children more than the time you spend on early reading and writing activities. Your interest and time will be rewarded by a matching interest in your children and by their accomplishments in the basic skills they need for continued success in all their school work.

This book highlights your relationship during the preschool and kindergarten years.

As your needs for information change, please continue to search our Website and our books. Continue, too, to let us know how we can help you solve the learning problems that you face as your children mature. We will do our best to serve your information needs.

Cordially,



Carl B. Smith, Director
ERIC/REC
www.indiana.edu/~ERIC_REC/

INTRODUCTION: GETTING INVOLVED

Why should you get involved in your child's reading?

The answer is very simple: *Your involvement could be the single most important factor in your child's success in school.*

Every time we pick up a magazine we read about the strong influence a parent can have. You can make a big difference just by reading aloud to your child and creating a home environment that values books. Nothing enhances a child's verbal abilities more.

You can do other things a busy teacher can't. You can give your child the individual attention all children need. You can give her the chance to express her interests and develop her ideas. You can give her the positive feedback that says you care about her success.

You can do this because you know your child better than anyone else does. You are, after all, her first teacher. You know her likes and dislikes, her habits, her personality. What's more your home is the perfect learning institution. It's stocked full of learning possibilities. The things we're talking about here don't require elaborate training. You don't need a lot of fancy terms or teaching apparatus. You just need to use what you already know in a more organized way.

○ What can parents do?

There are several things you can do to help your child develop a positive attitude about learning to read and write.

Read, read, read. Read to your child at least 10 minutes a day; more is better. This doesn't have to be "instructional time." Read for fun. Tell your child any words he doesn't know. Enjoy your time together.

Make all kinds of reading material available to your child. Share newspapers and magazines with them, including the sports page

and comic strips. Encourage them to read directions, recipes, labels, catalogues—anything that's available.

Involve your child in all kinds of writing—grocery lists, messages, letters to relatives, diaries, poems, jokes.

Take your child to the library and take advantage of library programs.

Help your child look things up. Whenever a question arises about something you read together or watch on TV, use reference materials at home or in the library to find out more.

Make reading an active, thinking exercise, not a passive listening activity. Here are some suggestions:

- Talk about what you're reading.
- Ask your child questions. Ask warm-up questions, something to think about as you read a story. Ask follow-up questions about the story afterward.
- Encourage your child to ask questions also. Let children interrupt to ask questions or make comments. It's not rude; in fact, it shows they're listening and thinking.

Praise your child for her efforts. Do this with lots of hugs, stickers, and especially with reading and writing related rewards—a book, a diary, a pencil.

Set a good example by being a reader and writer yourself. Don't wait until after bedtime; let your child see you reading and writing.

GET READY TO READ AND WRITE

Is your child ready to read? If so, how can you tell? What should you as a parent do to give your child the best possible preparation for reading? These are probably the kinds of questions you have been asking yourself.

Actually, your child has been getting ready to read for a long time. She has been "reading" the world around her by responding to expressions on faces and to different voices. She recognizes familiar sights and places—she has probably recognized her favorite hamburger or pizza restaurant for some time.

Is she ready to write? She may not have put them on paper, but she has composed ideas and narratives in her mind. Hasn't your child made up outlandish stories, or burst into the room to tell you a story, or played make-believe games? The urge to share ideas is very strong in children. Encourage them to draw or to write in any way they feel able.

In order to read and write words on a page, children must combine their looking and listening skills and imaginative talents with other prereading skills. For example, they must understand similarities and differences. They must understand that we read from the left to the right and from the top to the bottom of the page. Perhaps most importantly, they must understand that words on a page carry a message that can be understood. This comes from the kind of exposure to language that you can provide your child simply by reading signs and headlines aloud and talking about them.

It's all a continuous process; there is no point at which one ends and the next begins. The items listed on the following pages will make you aware of the kinds of things your child can do before formal reading instruction begins. It should also help you decide where your child stands in the process.

○ Recognize Similarities and Differences









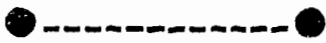





As you and your child go about your daily activities, notice the following things. If your child can do most of these things well, then he is probably ready to begin a more formal reading program.

- Can your child see simple likenesses and differences in shapes, colors, and objects?
- Can your child sort objects by color or shape?
- Can your child group objects by shape and color?
 - Group an assortment of triangles, squares, and circles according to shape.
 - Group the same objects according to color: all red shapes together, all blue shapes together, etc.
- Can your child follow simple direction words? *Draw, circle, first, last*, and so on? (see sample activity pages below)
- Can your child distinguish among words in the following ways?
 - Does she know the difference between letters and numbers?
 - Can he point to the first letter or last letter of a word?
 - Can she repeat the letter order of a word?
 - Does he know that a group of letters forms a word?

Activities

- When you're outside, see if your child can point out cars or other objects that are the same color.
- Make a distinction between hard things, soft things, and smooth things.
- Name utensils; go on a treasure hunt for round things or square things.
- Look for triangular shapes in odd places.
- Clap out a simple rhythm and then have your child clap the same pattern.
- Sort buttons, marbles, beads, coins.

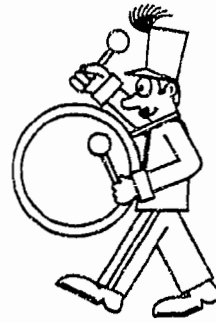
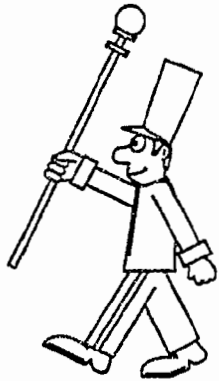
Direction Words

 <p>Circle</p>	<p>Draw a circle.</p> 	<p>Circle the  .</p> 
<p>Circle the  .</p>  	<p>Circle f.</p> <p>f c</p>	<p>Circle fox.</p> <p>fox cat</p>
<p>Line</p> 	<p>Draw a line.</p> 	<p>Draw a line to the  .</p> 
<p>Draw a line to the  . ●</p>  	<p>Draw a line to the c. ●</p> <p>f c</p>	<p>Draw a line to cat. ●</p> <p>fox cat</p>

Direction Words

first

last



Circle the first picture.

Circle the last picture.



Circle the first letter.

Circle the first word.

p p p

pig pig pig

Are they the same? Circle yes or no.

Are they the same? Circle yes or no.



Are they the same? Circle yes or no.

Are they the same? Circle yes or no.



Are they the same? Circle yes or no.

Are they the same? Circle yes or no.



Direction Words

beginning



middle



ending



Circle the **beginning** of the word.

f o x



Circle the **middle** of the word.

c a t



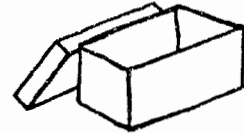
Circle the **ending** of the word.

h a t



Circle the **beginning** of the word.

b o x



Circle the **middle** of the word.

c u p



Circle the **ending** of the word.

s i x



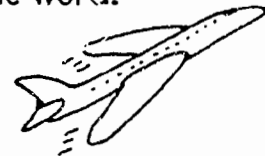
Circle the **beginning** of the word.

b e d



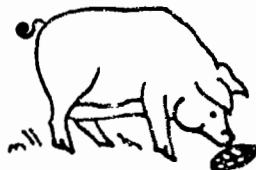
Circle the **middle** of the word.

j e t



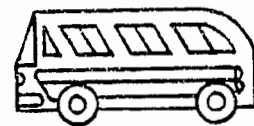
Circle the **ending** of the word.

p i g



Circle the **beginning** of the word.

b u s



Recognizing Letters

Directions: Look at the letters. Are they the same? Circle yes or no.

c c	yes no	b d	yes no
m m	yes no	a a	yes no
f t	yes no	n r	yes no
b b	yes no	f f	yes no
e e	yes no	m n	yes no

○ Hear Similarities and Differences in Words

When a child learns to read, one of the most important things she must do is to discover that particular sounds are represented by particular letters or combinations of letters. Part of learning to read, therefore, involves paying attention to word sounds. This is called *phonemic awareness*. You probably started this process when your child was in the crib by holding a round object and saying, "See the pretty *ball*," or by giving your child a stuffed toy and saying, "Feel the *soft* kitty."

When you did this, you gave your child a lesson in language and also began helping her learn that different objects are represented by different sounds. As you touched your child, you used words that sounded different—*eyes, ears*—and words that sounded somewhat alike—*nose, toes*. Over time your child developed a sophisticated sense of word sounds and language sounds.

In order to help your child pay attention to word sounds, ask her to do things like these:


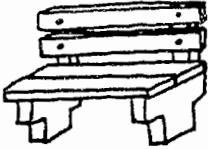
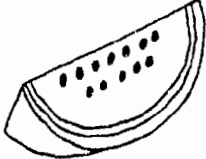


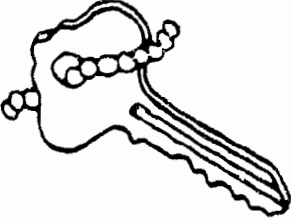

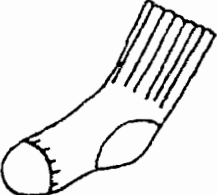



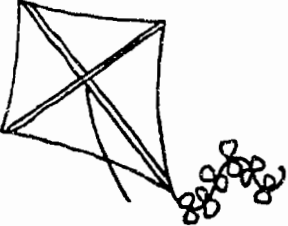

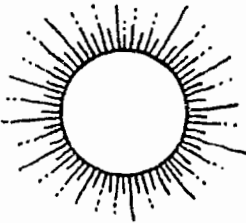




- Know the sounds made by familiar consonants: the **b** in *boy*, the **d** in *dog*, the **t** in *top*, and so on.
- Identify beginning and ending sounds in words.
- Distinguish between two words that are very different. Begin with words such as *cat* and *dog* or *up* and *down* and ask your child if the words in each pair are the same or different. At first, the pairs of words should be clearly contrasted.
- Distinguish between pairs of words that rhyme. Begin with words such as *fat cat* or *big pig* and make sure your child realizes that the initial sound in each word is different even though the endings are the same.
- Distinguish between more than two words. Your child should recognize that words such as *big cat red* are completely different. Then use words such as *bat pat sat* and make sure your child hears the difference in initial sounds even though the words rhyme.

- Finally, focus on small differences between words. We have already mentioned words such as *fat cat*; your child should understand that the initial sound is different even though the ending is the same. Then use words such as *cap can* or *fat fig*; here the initial sound is the same in each pair but the endings are different.

Sample activities follow. Make these as playful as you can. Always expand the activity to objects in your home and neighborhood.


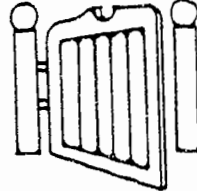
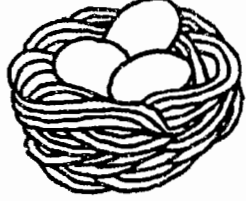
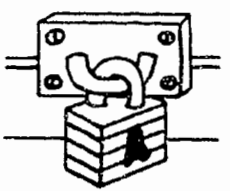
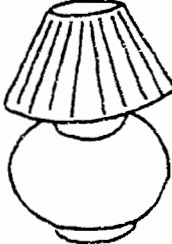

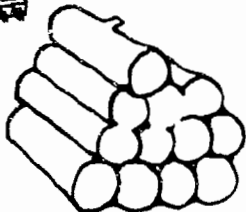



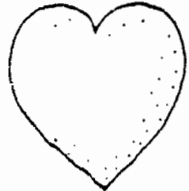
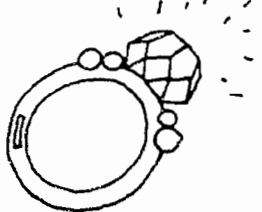
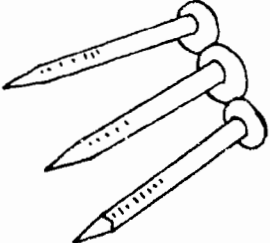
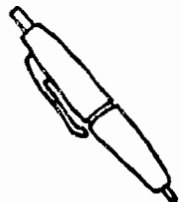
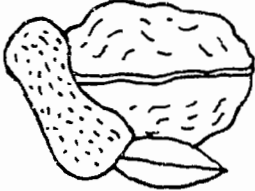
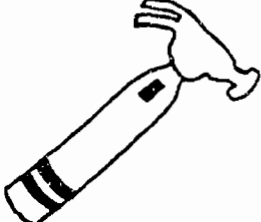
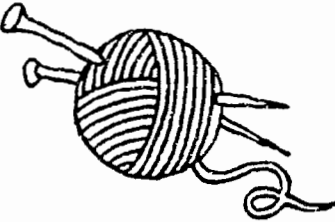
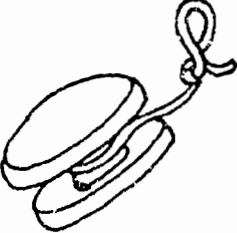



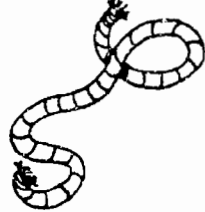
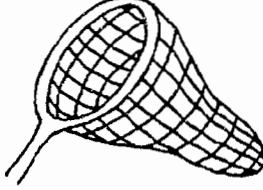

Beginning Consonant Sounds

Direction: Name the first picture in each row. Look at the other two pictures in the same row. Which one has the same **beginning** sound? Circle it.

Beginning Consonant Sounds

Direction: Name the first picture in each row. Look at the other three pictures in the same row. Which one has the same **beginning** sound? Circle it.

○ See Similarities and Differences in Letters and Words

When your child is ready to read, he should be able to do things such as these:

- *Match letters of the alphabet.* Print letters on a card and lay out several letters in a row. Make sure at least one of these letters matches the ones you are going to say or show to your child. For example, if the printed letters are *D G R B E G*, say the letter *R* and have your child find it. Then say the letter *G* and have your child find both of them. Finally, say the letter *F*; your child should realize that it's not in the list.
- *Match short words.* Write several short, familiar words, one word on each card. Make sure one of the words appears on two cards. Ask your child to find the word that appears twice. For example, try these words *fat, cat, ball, run, cat*.
- *As a variation,* write words on cards as in the preceding example. Then say a word or show it on another card and have your child find the matching word.
- *Match rhyming words.* Write several words on cards and lay them out so your child can read them. Two or more of the words should *rhyme*, but don't repeat any words. Ask your child to find the words that rhyme. For example, if the words on the cards are *car hot boy far big*, your child should recognize that *car* and *far* rhyme.
- *As a variation,* give your child several different words on cards. There should be no rhyming words in the group. Then show or say a word that rhymes with one of the words on the cards. If the written words are *fun car hat big red*, you can say or show the word *bat* and have your child match it with the rhyming word *hat*.

○ **Follow Directions**

The ability to do things in a certain order is basic to the learning process.

- Can your child follow simple directions? For example:
 - Go to the closet and get a pencil.
 - Open your book to page ten.

- Can your child follow directions involving two or more steps?
 - Get the blue book and take it to your room.
 - All the boys go to the kitchen, get the juice and cookies, and bring them back here.

- Can your child remember directions over a long period of time?

Activities

- Simon Says.
- Physical activities: jump up and down; touch your nose; bark like a dog.

○ **Demonstrate a Readiness for Reading**

Children who are ready to read usually make this evident in a number of ways.

- Is your child eager for you to read to her? Is she also eager to learn to read?
- Does she like to listen to stories, with or without pictures?
- Does she ask to be read to?
- Can your child listen to stories of various lengths?
- Can she retell a story you've read to her?

Activities

- Have your child retell a story she's already heard. She should do this in her own words.
- Help your child make up a new ending to a familiar story.
- Have your child make up an original story. You might provide a story starter and then let your child's imagination take over. For example: "One day I was walking down the street and a purple frog jumped up and said, 'I want a cookie'."
- Have some fun. Write down your child's story and give it to her as a reward. Read it the next day.

○ **Learn How to Handle Books**

It is important for your child to realize that books must be used in appropriate ways.

- Does your child understand the following things?
 - A book is to be read.
 - He should not tear pages or scribble in the book, even though he may accidentally rip a page.
 - A line of print is read from left to right.

- Does your child know how to find these things?
 - The beginning of a book.
 - The ending of a book.
 - The title of a book.
 - The top of the book.
 - The bottom of the book.

- Does your child know how to do these things?
 - To turn the pages of a book correctly: right to left, one at a time.
 - Observe the relationship between pictures and print.

Activities

Here are some things you can do to help your child become familiar with the printed page.

❖ *Making books*

You can help your child put together his very own book. At first, this may contain pages taken from magazines, with pictures of favorite objects accompanied by their names written by your child. Later on, the pages written by your child can be gathered together, with a cover containing a drawing. These pages can be stapled together or simply held by a paper clip.

❖ *Calendars*

Help your child make a calendar for a single month. The days of the month can be printed at the top, with numbers added in the squares. This helps to emphasize the importance of logical ordering and sequence of names and numbers.

❖ *Scrambled words, names, colors*

Take some short, familiar words and print the letters out of order. Help your child decide what the word should be and then write the correct word below the scrambled version.

ATC
CAT

IBLL
BILL

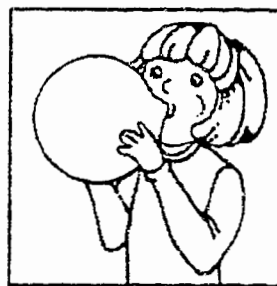
BUEL
BLUE

❖ *Comic-strip cutouts*

Cut a comic strip into individual boxes. Help your child put them back together in the proper order.

Read the story. Then put the pictures in order.

To blow up a balloon, I stretch it at both ends. Then I put the open end to my mouth. I blow into the balloon until it gets bigger. After it is full of air, I tie the open end.



○ **Attempt to Read**

Encourage your child to participate in reading by doing these things:

- Respond to pictures in a book.
- "Read" or tell stories from pictures in a book, whether it is already known or is unfamiliar.
- Pretend to read from a book by telling the story while turning pages.
- Recognize letters, including the names and sounds of capital (upper case) and small (lower case) letters.
- Know some words and point to them on the page.
- Know that he should ask for help in reading when he is stumped.
- Read along whenever he's asked to.
- Ignore interruptions during reading activities.
- Try to help others read.

○ Understand What Is Read

Learning to read involves learning to understand what someone else has to say. Children should not only be able to understand but also *want* to understand.

Here are some of the things your child should be able to do:

- Understand the order of events in stories, TV programs, or throughout the day.
- Cut up comic strips and then put them in order.
- Make plans for the day, for a trip, for an imaginary trip to a new planet, or for survival in a space shuttle.
- Follow recipes.
- Draw pictures of story, order, setting, action
- Draw characters.
- Make predictions: What if . . . ?
- Find the main idea in magazine pictures.
- Tell brief stories that begin with: "If I were a . . ."
- Act out stories.

For additional ideas, look at the
Family Learning Association Website
www.kidscanlearn.com

○ **Attempt to Write**

Writing skills are closely related to reading skills, and teachers often approach the two together. They encourage children to write as well as read, and you should do the same with your child. Writing reinforces the notion that ideas can be expressed in words on paper. Writing also gives children wonderful practice with words, improving their vocabularies, their sense of sequence, and so on. But best of all, it helps them express their ideas.

With this in mind, you should begin to notice when your child shows an interest in writing, even if the marks on the page look like squiggles to you. In the earliest stages, children often make marks that look a bit like these:

7Gxnn8rTZ

This may mean nothing to us, but to a child it can represent a story or a grocery list or anything else. At least the symbols are written in a horizontal line from left to right. The important thing is that this kind of scribbling shows that children are beginning to make sense of written symbols and to relate them to spoken words.

Listed below are some prewriting skills. You may use this as a checklist to prompt and encourage early writing.

- Does your child try to write?
- Does she tell stories and relate ideas?
- Does she know how to hold a pencil, to write from left to right, and to write in lines?
- Does your child ask you to spell some words?
- Does she invent the spelling of words? This is a good sign and should be encouraged; the correct spellings will be learned in time.
- Does she draw pictures to illustrate her efforts? Can she write a story with pictures, in a sequence?
- Does she want to preserve her creations by putting covers on books?
- Does she make up skits, plays, poems?
- Does she want to share her ideas?

2

CREATE AN INTEREST IN READING AND WRITING

Make sure that reading and writing activities are enjoyable and successful. As always, the best thing you can do is to set a good example. You do this when you *show that reading and writing are important to you.*

This is undoubtedly the most positive message you can send to your child. If you show every day that you get information from reading, that you enjoy reading, and that you rely on writing to communicate with others, then you are establishing the right kind of atmosphere.

○ **General Guidelines**

Read to your child with interest and enthusiasm.

Reading to your child does more than anything else to create an interest in reading. You have probably been reading to your child from the time she was able to follow a simple story, but you should be sure to continue doing it even after your child learns to read. Show that you are interested.

Read along with your child.

If your child is just beginning to read or can recognize only a few words, let him chime in whenever possible. The more actively your child is involved, the better.

Talk about the books you are reading.

Feel free to stop and talk about what is happening in a story. Also follow through by talking about a book after you and your child have read it. More suggestions are given in the Specific Activities that follow below.

Have fun, play games, laugh and sing.

Always keep in mind that you are preparing your child and helping him develop an interest in reading; you are not trying to "teach" reading at this point, and you certainly aren't preparing your child for a test. The purpose is always to have enjoyable, positive experiences and to help your child discover things for himself.



Activities

Predict as you read.

One good way to sustain your child's interest is to ask "What do you think will happen next?" Then, as the story unfolds, your child can see that there may be some surprises when things don't turn out exactly as expected. It also prepares the way for interesting open-ended questions: "Why do you suppose they did that?" or "Do you think the ending was as good as the one you predicted?"

Retell the story.

After your child has heard a story or "read along" with you, ask her to tell the story again in her own words. This will show that she has understood the most important points. It also gives a chance for more conversation: "Do you remember what happened when . . . ?" or "Why do you suppose . . . ?"

Tell which parts are best—and why.

Have your child tell you what she liked most about a story, and also ask her *why* she liked it. This makes the story more meaningful because it requires her to focus on specific events and to formulate some conclusions. It also lets your child know that her opinions are worthwhile.

Draw or write your own story.

Your child can make up stories that can be told in pictures, or she can tell the story for you to write down. Then, when you read the story back at a later time, she will see that writing can be used to keep a record of what was said. Some people call this kind of writing an experience story.

○ **Develop an Early Interest in Reading**

Some interests seem to develop naturally, while others may be learned over time. Children may develop such interests by watching those around them; they may admire a person and want to do the things that person does.

Because the ability to read fluently means so much to school work and success on the job, we want our children to see reading as one of their most valuable skills. This is an attitude that can be developed only if we encourage our children to become interested in reading in the first place. We also hope that our children find pleasure and learn about life through reading, and that's another reason to start as early as possible.

Preschool books

By reading to your preschool child from books with colorful pictures, simple stories, and predictable sentences, you can help her develop an early interest in books and the habit of reading along with you. In Appendix C we will list some books that are good for preschool children. Many of them are old favorites, but some of them are more recent. Most will be available in your public library or bookstore.

Read-aloud books

Even after your child learns to read, she will still enjoy hearing you tell a good story. Learn to use your own excitement and interest in stories by reading them aloud. You promote interest through your own fondness for children's stories and through your own enthusiasm. Reading aloud can promote a positive attitude and can increase your child's interest. Some read-aloud books are suggested in Appendix C.

Predictable stories

One good way to help young readers is to read from books with predictable story lines. In a story such as "The House that Jack Built," your child will probably grasp the repetitive "plot" after only a few lines:

This is the house that Jack built.

This is the mat that lay in the house that Jack built.

This is the cat that killed the rat that ate the mat that lay in the house that Jack built. (and so on)

Your child will also enjoy making up similar stories. Just provide an obvious "starter" and let your child make up new lines, the sillier the better.

A mouse was walking through the woods one day.
Suddenly he fell in a mud puddle and couldn't get out.

A rabbit came along and tried to help the mouse. But the rabbit fell in the mud and couldn't get out.

Then a fox came along and tried to help the mouse and the rabbit. But the fox fell in the mud and couldn't get out.

Then an elephant came along . . .

This can go on for some time until a *skunk* comes along.
Now the pattern reverses itself as each animal tries to get away from the skunk.

These predictable, repetitive stories are most effective when accompanied by attractive illustrations. They may also include rhyme or rhythmic language that children can chant. Some predictable books are listed in Appendix C.

○ **Make Reading and Writing Fun**

Reading and writing should never be drudgery. Instead, they should be enjoyable and relaxing for you and your child. Look at working with your child as an extension of parenting. Be natural, be yourself, be supportive and helpful. Share the joy of learning. At the same time, try to look at your child in a new light, as someone you can learn about, as someone who has interesting ideas to share. Here are some suggestions:

- Try to make a special time for just reading together—after dinner, at bedtime. Curl up together in a quiet, comfortable place. Read aloud to your child (even after he's learned to read himself), or take turns reading pages; let him read to you.
- Always keep in mind the **DEAR** approach: **D**rop **E**verything **A**nd **R**ead. This can take the heat off a hot day or the pressure off busy schedules.
- Talk to your child. This is an excellent way to develop your child's imagination as well as her verbal skills.
- Have your child close her eyes and describe what she hears, or have her look out the window, then turn the other way and describe what she saw.
- Ask your child to look at clouds and describe any shapes—animals, faces, trees—she can see.
- Put glue on a sheet of construction paper, then sprinkle seeds (you can also blow a dandelion) over it. Or, put paint on the paper and have your child blow the paint with a straw, or roll a marble through it. Have your child describe what the shape looks like.
- If your child likes to draw or write, suggest he do some simple things: write little stories or books, illustrate them, and begin a book "About Me."
- Write letters to relatives. Write a letter to your child and mail it.

- Leave simple, fun messages for your child—on a blackboard, on the refrigerator, on her pillow, on the bathroom mirror, in her lunch box. (You can use these to congratulate your child on a job well done—they're great confidence builders.)
- If your child likes to play detective, make a coded message (A=1, B=2, C=3) with her then have her make one herself.
- Use play dough to make words; glue cereal like Cheerios to paper to form names or new words.
- Suggest that your child put her least favorite foods in alphabetical order.
- Play some tried-and-true games (store, hospital, etc.) but include reading and writing activities. For example, have your child "check in" patients. These can be family members or friends, or they can be stuffed animals. Make a "chart" for the patient; diagnose his sickness, etc. Have your child make "inventories" for his play store. If he likes creative ideas, encourage him to write or draw "ads" for specials.
- Have your child keep a calendar. Any cheap one will do, as long as there's room to write. She might chart the weather, what foods she ate, or what books she read.

If your child truly enjoys the time spent reading with you, he will want to please you and please himself. This desire to please is great motivation in and of itself, but it may not be enough.

The best motivator may be making the child feel good about his ideas and interests and thereby good about himself. Start by trying to find out what interests your child the most.

Suggestions (younger to older)

Talk with your child. Listen.

Show him pictures and let him pick out the one he likes best and tell you about it.

Line up a few simple toys and have him choose the one he likes best. Have him tell you about it.

If he brings something to you—a bug, a rock, a piece of glass—show interest in it and let him tell you about it.

Tell him a story part way and let him finish it. He can think of an ending to tell you.

Start an "About Me" booklet of your child's stories and drawings. Let your child write by herself, without worrying about spelling and punctuation; you can polish it later if necessary. Or, write down what your child dictates. If you have a tape recorder and your child likes to "perform," let her make an "About Me" tape. Use her "About Me" book or tape to begin a session, conclude, or for a break. It can become a part of your child-made reading materials.

Make family histories with your child. Put pictures in a special album.

Don't forget the best motivators: the hug or the pat on the back. Other rewards might be a star or sticker, a piece of candy. Even better, give reading-related rewards: paper, pencils, books.

○ Help Your Child Succeed

All children like to feel successful. Even something as simple as correctly repeating a word after you can give your child a feeling of success. Below are some simple activities to give your child a "can do" feeling while she practices important skills.

Give your child things to sort, things to color, things to build with, and things to listen to. All these will develop her looking and listening skills and her sense of likenesses and differences.

At the beginning of the day pick a "Word for the day." When your child hears someone use that word, or reads that word, she points it out. She can make a list of words she wants to remember.

Let your child make up endings for stories you tell, or new endings for stories he already knows. (For example, what would have happened if Goldilocks had fallen asleep in the closet instead of in Baby Bear's bed?)

Have your child find the words that go together and the one that doesn't fit in a group of words: hat, coat, boots, apple, mittens; fork, plate, cup, broom, knife.

Play a guessing game: "I'm thinking of an animal that starts with the letter *b*."

Give your child some responsibilities for the sessions: sharpening the pencils, selecting the reading book, etc. Cleaning off the table, getting materials ready.

Here are some more simple steps that will help make sure he succeeds.

- Step 1 Begin by asking your child to do something you feel sure he can do.
- Step 2 Praise your child for his success. Let him know you expected him to succeed by saying, "I knew you could do it."
- Step 3 Move to the next lesson. Make sure it is only a very small move. Do something that is not much harder than the first step.
- Step 4 If your child does that well, praise him and move on; if not, try something easier. If, for example, you show the child the word *there* and he reads it as *that*, you say *there* without telling him he was wrong; then ask him to repeat it. When the child says *there*, praise him and move on.

And remember, always praise the effort your child makes, not just the finished product.

HELP YOUR CHILD LEARN TO READ

Beyond the general suggestions made earlier, there are things you can do to help your child succeed when he begins a formal approach to reading.

○ Learn the alphabet

When your child is ready, help him begin to learn the letters of the alphabet. If your child knows the letters and realizes that they represent sounds, then you can feel confident that early attempts at reading and writing will be successful. You can make the process enjoyable by singing the alphabet song along with your child.

Activities

- Give several letters in a row. The first letter provides the "target;" it should be repeated somewhere later in the row. Ask your child to name the first letter and then draw a circle around that letter when it reappears. You may want to have your child name all the letters and then find the matching pair. You can begin with all capital (uppercase) letters:

B | G T B C

D | F M D Y (and so on)

The same thing can be done to help your child learn small (lowercase) letters:

g | r g z n

k | a p k t

Recognize Capital Letters

Directions: Look at the letters. Are they the same? Circle yes or no.

B E yes no	D D yes no
F F yes no	E E yes no
O D yes no	C O yes no
C C yes no	C G yes no
B B yes no	R R yes no

Recognize Capital Letters

Directions: Look at the single letter in the first box. Then look at the two letters in the following box. Which one is the same? Circle it.

N	M N	G	Q G
T	L T	Y	Y V
V	V W	S	S Z
A	V A	J	L J
H	N H	K	X K
I	L I	U	U V

- Help your child look for individual letters in signs, in advertisements in newspapers and magazines, and in family names. Have your child name each letter as he points to it.
- Play a game: Help your child look through newspapers and magazines and name the initial letter in often-used words such as *car*, *house*, *dog*, and *milk*. You can do the same with familiar trade names that are seen in advertisements. As your child becomes more skilled at this game, have him name the *final* letter in words. For now, stick to words that end with single consonants (the *t* in *cat*, etc.).
- When your child finds letters in words, help him trace over the target letter or draw a circle around that letter in the word.

Exercises

On the following pages you see some examples of exercises that focus your child's attention on specific letters in words. You can make up similar exercises of your own. Keep in mind that you are only looking for examples of individual letters. All you want is to have your child name the letters; you are not trying to deal with all the factors involved when letters are combined in words (as when **th** is used in *then* or **wh** in *what*).

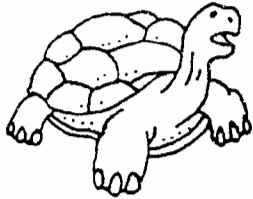
The first exercise emphasizes the initial consonants **b**, **m**, and **t**. After your child says the name of each object, have him draw a circle around the letter that represents the initial sound of each word. Say the letter name. You can find pictures of other objects and have your child identify the letter that represents the initial sound (the **c** in *car*, the **d** in *dog*, etc.).

The second exercise focuses on the final consonants **g** and **n**. After your child says the name of each object, have him trace over the outline of the letter that represents the final sound. Say the letter name. Do the same thing with other pictures you find in magazines and books.

The third exercise gives letters in outline form followed by a word that contains each letter. Your child can trace over each outlined letter and then point to it as he says the word. For reinforcement, you may also ask your child to underline the target letter in each word. You can make up similar exercises by printing familiar words and asking your child to underline a particular letter. As your child becomes more familiar with the alphabet, he can identify letters within words as well (such as the **h** in *the*).

Beginning Sounds and Letters

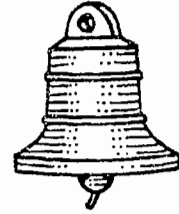
Directions: Name each picture. How does it begin? Circle the letter with the same sound.



b m t



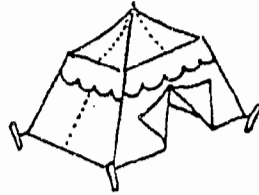
b m t



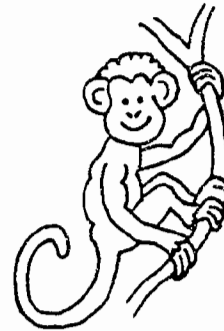
b m t



b m t



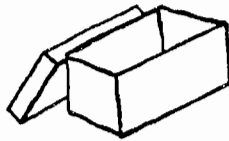
b m t



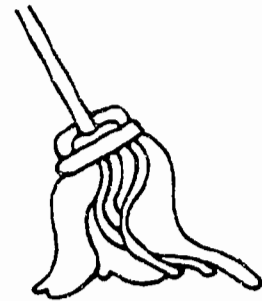
b m t



b m t



b m t



b m t

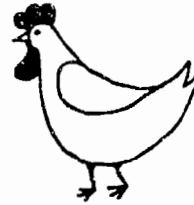
Ending Sounds and Letters

Directions: Name each picture. How does it end? Write the letter with the same sound.



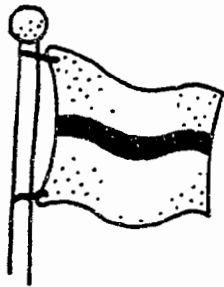
g

n



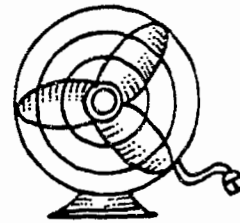
g

n



g

n



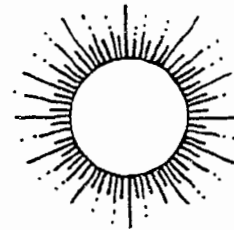
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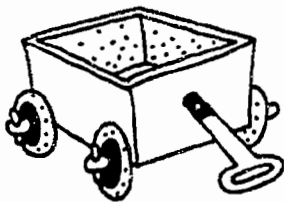
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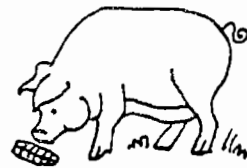
g

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g

n



g

n

Identifying Letters in Words

Directions: Trace the dotted letter. Point to the letter as you say each word.

b boys

h the

n in

t can't

d down

r run

i girls

m man

s jumps

o to

a and

e ride

l girls

p up

○ Learn to Discriminate Sounds

After your child recognizes letters by sight, it is important to match these letters with the sounds they represent. With a few consonants, however, the sound they represent in words is not exactly like the sound of the letter name: the **g** in *get*, the **h** in *hot*, the **w** in *wet*, and so on. Give your child time to get used to the fact that some letters have one sound when they are named in the alphabet but may have different sounds when they are used in words.

Activities

- Sing songs and recite poems that emphasize rhyme sounds. Encourage your child to complete the rhyming words after the poem has been read once or twice. This focuses attention on the small differences in sound between words.

Jack and *Jill* went up the *hill* (etc.)


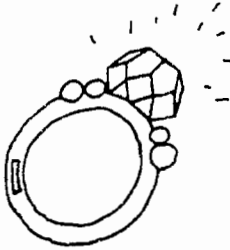

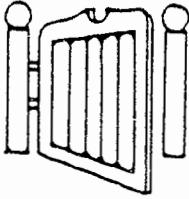

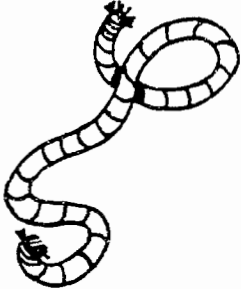
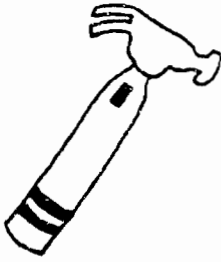
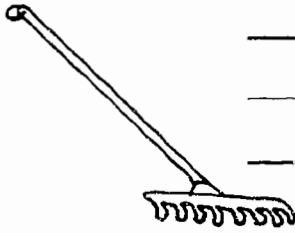



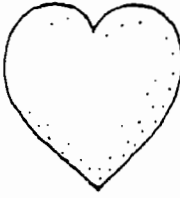

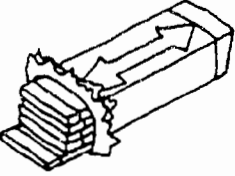

- When your child selects a rhyming word to complete a poem or song, show the two words and the simple difference in the letter that represents the beginning sound: *Jill, hill*.
- Gradually relate the *beginning* sounds in common words to the letter that stands for each sound. Pick words that begin with consonants: **j** in *jump*, **r** in *ride*, **t** in *top*, and so on. As your child becomes more familiar with this activity, focus on the letter that stands for the *final* sound in familiar words: the **g** in *dog*, the **t** in *hit*, and so on. Make sure to pick words that end with consonants.
- Trace over the letter that stands for the beginning sound in each word. Also practice tracing over the letter that stands for the final sound in words. Make sure these are consonants.

Exercises

Sample exercises are given on the following pages. Some of these examples focus on initial consonants in familiar words; others focus on final consonants.


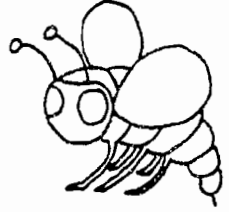


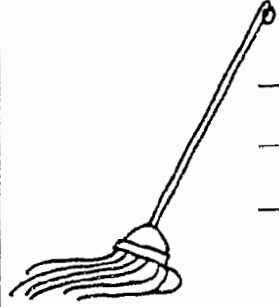




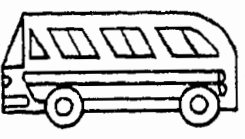

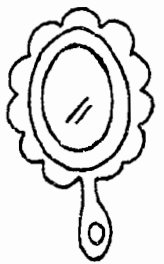

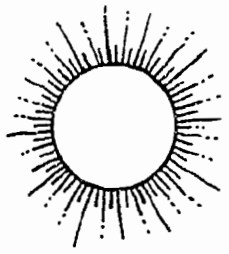

Beginning Consonant Sounds

Directions: Say the name of each picture. Write the letter of the beginning sound of each picture.

 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____

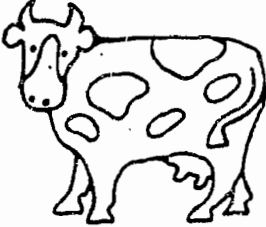


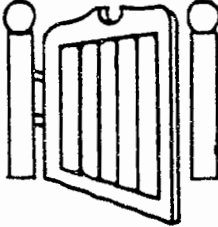

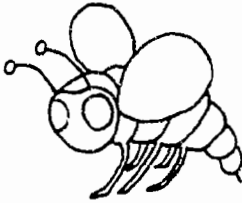
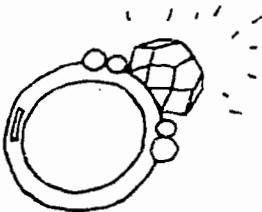

Beginning Consonant Sounds

Directions: Say the name of each picture. Write the letter of the beginning sound of each picture.

 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____

Reviewing Initial Sounds

Directions: **Top** – Trace the name of each picture. **Bottom** – Write the correct word for each blank.

 cow	 hat
 mop	 gate
 duck	 bee
 ring	 jar

1. I _____ read, too.

can man

2. Bob _____ down.

birds jumps

3. The _____ runs up a hill.

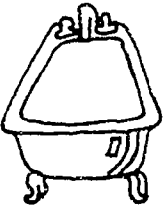
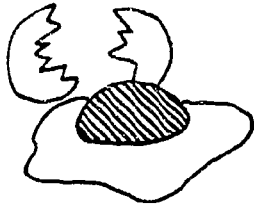

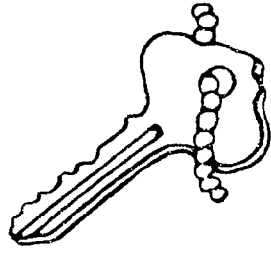
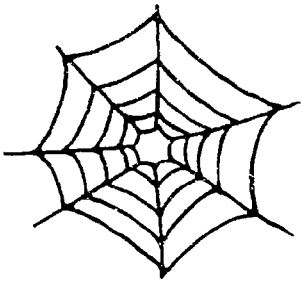
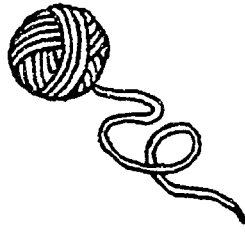


girl call

4. That man _____ the bus.

sits rides

R-viewing Initial Sounds

Directions: Top – Trace the name of each picture. Bottom – Write the correct word for each blank.

 tub	 yolk
 fox	 key
 web	 yarn
 pan	 top

1. I run in the _____.

park bark

2. _____ likes to fish.

Date Kate

3. I can't see _____.

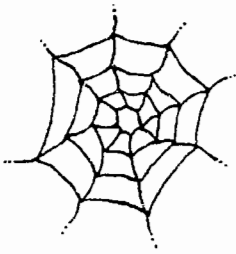
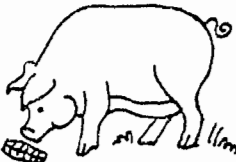

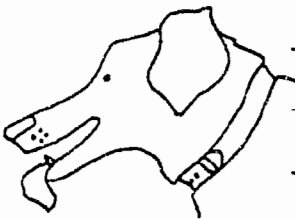

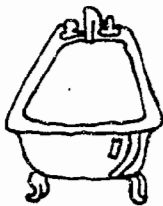
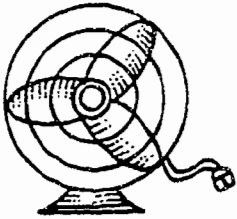

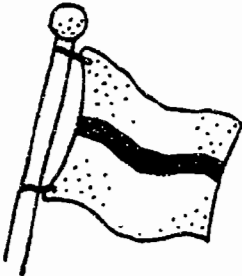

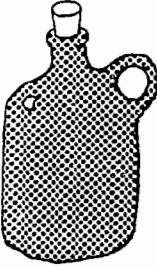


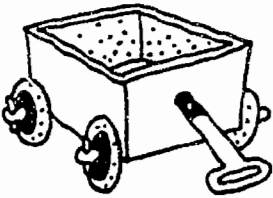

top you

4. He _____ down the street.

walks talks

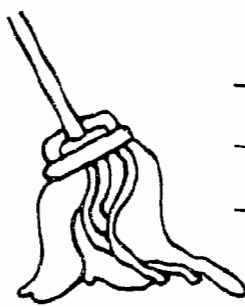
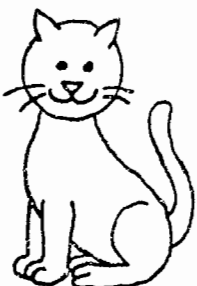


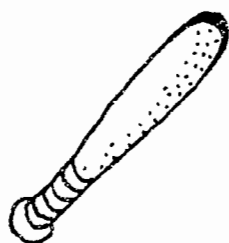


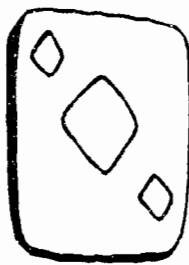



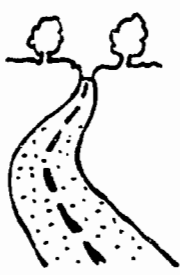


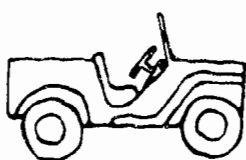
Ending Consonant Sounds

Directions: Say the name of each picture. Write the letter of the ending sound of each picture.

 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____

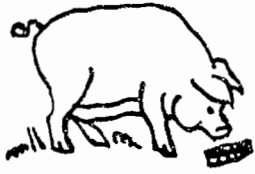
Ending Consonant Sounds

Directions: Say the name of each picture. Write the letter of the ending sound of each picture.

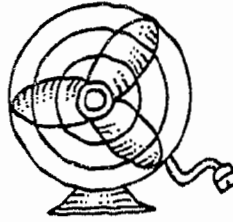
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____

Reviewing Ending Sounds

Directions: Top - Trace the name of each picture. Bottom - Write the correct word for each blank.



pig



fan



bed



cat



flag



feet



cup



web

1. Kim can _____ down.

sit in

2. My _____ is lost.

tab dog

3. Izzy can _____ home.

run red

4. Jay looks _____.

sad sit

○ Identify Words That Are Important to Your Child

One good way to sustain an interest in reading and writing is to let your child work on words that are important to him. As much as possible, let your child identify important personal words such as:

- his own name
- words he wants to use in telling stories
- current interests: pets, toys, etc.

Write (print) these words and ask your child why they are important.

Activities

- Ask your child to dictate sentences in which a couple of important words are used. Write those sentences or stories in which your child places an important word. Then read the sentences together.
- Find activity sheets that use the common words that appear in stories for young children: *girl, boy, run, play*, etc. On the following pages you will find some examples to use as models.

Exercises

The following pages show how you can help your child become familiar with important words. Each short sentence contains words that are outlined. Read each sentence to your child and then help her trace over the outlines while saying each word.

For a kindergarten early reading resource,
see *Phonics Plus, Book A* from the
Family Learning Association and Website
www.kidscanlearn.com

Identifying Words in Sentences

Directions: Trace the words and read the sentences aloud.

I can run.

I can walk.

I can't ride.

I run and walk.

I can jump.

I jump down.

I jump out.

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Identifying Words in Sentences

Directions: Trace the words and read the sentences aloud.

I run to a boy.

I run to a man.

I run to a girl.

The boy walks.

The man rides.

The girl jumps.

Girls jump up.

○ Engage in Book Talk

As you read, hold conversations about the things that you and your child liked in each book or story. Here are some suggestions that will help you get book-sharing conversations started.

Avoid dead-end questions.

If you want to start a conversation with your child, avoid questions that require a “yes” or “no” or a single right answer in response. Ask questions that are open-ended: “*How* did they get out of that tight spot?” or “*Why* do you suppose that happened?” or “*What* would you do in the same situation?” In particular, don’t shy away from questions whose answers you don’t know. Your goal is to talk about what you’ve read and to share ideas with your child, not to give a test.

Repeat and extend your child’s statements.

Often it helps to repeat the last few words of your child’s statement. This can serve as an invitation for her to explain or elaborate on what she has said. You might also pick up on some part of your child’s conversation and expand on it. If he says “My favorite book is *Where the Wild Things Are*,” you might ask, “What happens in the book that makes it your favorite?” When you incorporate your child’s own words into your reaction, you strengthen her confidence in her own verbal skills and let her know that her opinions and ideas have value.

Share your own thoughts and reactions to books.

Children usually take their first cues about how to behave from us. You can encourage your child to express opinions about what you read by voicing your own reactions. For example, if you and your child are discussing a story about someone who was lost in the wilderness, you might express a personal reaction by saying, “I wonder if I could have figured out how to keep warm and find something to eat if I were wandering around in the woods?”

Define and reflect feelings.

If your child hesitates to express reactions to a book or story, you might help to make her feelings more specific by making a guess as to

what they might be. For instance, if your child seems upset by something that happened in a story, you might say, "You look worried. Does this story remind you of something that made you feel uneasy?" This gentle approach is more likely to get a child to talk about feelings than directly asking, "What's wrong?"

Observe cues

Your child will probably give you hints that let you know when she is ready to end a conversation. When she starts staring into space or giving silly responses, it's probably time to stop.

See how to talk about books.

Resource Video

You can see parents using various book sharing techniques on the video, "*Make a Difference - Talk about Books*" from the Family Learning Association.

Glossary

These terms are used in *Tutoring for Reading and Writing*. The brief definitions and examples may help you guide children as they use the sample worksheets.

Comprehension: The word comprehension covers many activities designed to help a reader to understand the text or to build meaning about a subject based on reading: recalling information, finding information, making inferences, evaluating ideas, applying ideas, drawing conclusions, giving personal responses *are all activities that promote comprehension*.

Consonants: Those letters of the alphabet that stand for sounds that interrupt and introduce vowel sounds. In the word *cat*, for instance, the *c* and the *t* are consonants that help us mark off the *a* sound and distinguish the word *cat* from the word *bad*.

Consonant blends: Two or more consonants are used together and each one retains the sound of the original consonant, for instance, **br** in *bread*, **st** in *stop*, **bl** in *blend*.

Consonant digraphs: Two or more consonants are used together, but they represent a sound that is different from the original consonants, for instance, **th** in *through*, **ph** in *photo*.

Double vowels or Vowel digraphs: Two vowels are used together usually indicating the long sound of the first vowel, for instance, **oa** in *boat*, **ea** in *meat*.

Experience story: When a child dictates a story and an adult writes the story, it is referred to as an *experience story*; that is, a story that comes from the experience of a child told in the child's own words. The child and/or parent is able to read the story immediately because the words came directly from the child in a manner that is easy for the child to follow word by word.

Final "e" marks long vowel sound. Some single syllable words with a long vowel sound use an *e* at the end to mark the long sound of the previous vowel, for instance, *gate*, *ride*, *rope*, *tune*.

Locating information: When a child need only find specific information in the text, he or she engages in a "**point and answer**" comprehension activity. Some writers refer to this as text-based answers or text-specific answers. This activity occurs most often when someone asks for *details* or for *the order of events*.

Personal reflections: When a child responds to a story or text by giving personal thoughts, the activity goes beyond the text. *Inferences, conclusions, judgments, and applications* are personal responses: they start with the text then allow individual interpretations or personal ideas about the text. This type of activity is sometimes referred to as *higher order thinking*.

Phonemic awareness: The awareness of the sounds in words that distinguish words and word parts which help children learn to read and to spell. The difference between *bat* and *cat*, for instance, is the difference between the phonemes (distinctive word sounds) /b/ and /c/. Phonemic awareness contributes significantly to children's success in early reading.

Prefix: A prefix is a meaning-bearing syllable placed at the beginning of words, for instance: **un** in *unwise*, **pre** in *predict*, **inter** in *interoffice*.

Read aloud: Reading aloud to one another serves as a way to create interest, to identify reading problems, and to foster the exchange of ideas between you and your child. You can even take turns reading aloud to one another, where that seems to foster a more favorable or constructive environment.

Self-correct: As much as possible, you want your child to take responsibility for correcting reading and writing. When appropriate, ask your child to look at his or her writing or to think about reading. Does it sound right? Does it look right? If not, circle the questionable word or phrase and respell it or say it another way. This approach starts with the learner. It gives you an opportunity to offer advice and to guide your child in avoiding the same mistake in the future.

Suffix: A suffix is a meaning-bearing syllable placed at the end of words, for instance: **ful** in *helpful*, **ment** in *commandment*, **ant** in *attendant*.

Think aloud: In a *think-aloud activity* the reader makes regular comments about what is going on in his or her mind. The need for clarification, questions about the validity of the text, surprise at the use of vocabulary, attempts to follow the logic of the text—all are examples of think-aloud comments. This activity gives you an opportunity to interact with your child over the text.

Vowels: Those letters of the alphabet that stand for the open mouth sounds of a, e, i, o, u, as seen in the short vowel words *bad, bed, bid, bop, bud* and the long vowel words *gate, meet, ride, rope, tune*.

Reminder

If your child needs more help than you are able to give, discuss the situation with a teacher or call the Family Learning Association. The Family Learning Association has a website, books, and pamphlets on reading, phonics, spelling, writing, vocabulary, math, and so on. These products and services may give your child the guidance and the practice that he or she needs to become fluent and effective in all the basic skills.

Website: www.kidscanlearn.com

Call 1-800-759-4723 and ask for the Family Learning Association.

Tips for Tutoring

General Tips

1. Be natural; be yourself.
2. Make tutoring special. Arrange a regular time and a suitable place, and keep to your schedule. If this isn't always possible, let your child know why and set a new time.
3. Give your child your full attention; listen closely and respond to his questions.
4. Let your child know that you are truly interested in him. Ask questions about his interest, his friends, his problems.
5. Let your child know that you are human, too. Don't be afraid to make mistakes, laugh about them, and correct them.
6. Whenever possible, do each exercise with your child: play the game with interest or complete the writing exercises yourself.
7. Set an example by being courteous and respectful.
8. Be prepared; have all your materials ready.
9. Keep the lesson moving. When you notice your child losing interest, change to another activity.
10. Emphasize success. Build your child's self-confidence by letting him know that you think he can do well.
11. Be patient. Progress may seem slow, but after a few months you'll notice gains in skills, in confidence, and in interest.

Reading Tips

1. Begin at the level at which your child can succeed. Move very gradually to more difficult tasks.
2. Give rewards for success. Praise is usually enough, but occasionally it is a good idea to do something special. Make sure the rewards relate to reading: a book, a new pencil or journal, a reading game, or a sticker, for example.
3. Build each lesson around your child's interests.
4. Talk about the stories and let your child express her ideas about them. Make sure your child understands what she's reading.
5. If your child doesn't know the answer to a certain question, don't tell her. Give her time to think and to figure things out, but don't make her feel uncomfortable, frustrated, or "dumb."
6. Help your child learn new words and *use* them. Suggest that she carry a few index cards to practice when she has some free time. Put one new word on each card, with a picture or definition on the other side. Your child can add cards gradually.
7. Help your child find books she likes to read. If she can't read certain books about topics of interest, then read to her.
9. Let your child make up her own stories: She dictates, you write, and then she reads her own creations.
10. Let your child see you reading. Have a variety of reading materials around the house. Encourage your child to "read" newspapers or magazines with you.
11. Make reading fun for your child. Let her know that it is just as important to *enjoy* reading as it is to know how to read.
12. Make your own tutoring materials, and let your child help. Be sure to include some games along with everything else.

13. Show your child how to be a careful listener. The best way to do this is to listen to her with interest and respect.

14. Whenever possible, move around some during the lesson. "Acting Out" stories helps children understand and enjoy them.

15. Do things that help your child learn to read: seeing words, tracing them with an index finger, saying them out loud, and hearing them.

16. Use everything imaginable to teach reading: books, magazines, newspapers, signs, labels, catalogs, cookbooks, etc.

Writing Tips

1. Create a positive environment. Go places and see things with your child and then talk about what you have seen. Good talk provides a strong basis for good writing. Younger children learn to use language more effectively when parents share experiences and talk about them.

2. Let your child see you write—often. You can set an example and be a teacher at the same time. Let your child see you write notes to friends, letters to businesses, and even stories to share with others.

3. From time to time, read aloud what you have written and ask your child's opinion of what you've said. If it could be improved, then so much the better. Making changes in your writing lets your child know that revision is a natural and desirable part of writing.

4. Be as supportive as possible in helping your child write. Talk through her ideas and help her discover what she wants to say. Supply help with spelling or punctuation whenever such help is requested, but don't hasten to correct every error. Your most effective role is as a helper, not a critic.

5. Provide a suitable place in which your child can write. A quiet corner is best—the child's own place, if possible. However, any flat surface with elbow room, a comfortable chair, and good light will do.

6. Give gifts related to writing (and encourage others to do so as well). These can include various kinds of pencils or pens, a desk lamp, pads of paper, and a booklet for a diary or journal. (This should remain your child's

private property, to be shared only when she wants to.) Another good gift is a dictionary that suits your child's age and needs. A dictionary is good for much more than checking spelling: It can also give example sentences, show pronunciation, and provide synonyms and antonyms. Older children will benefit from a thesaurus as they learn to search for just the "right word." A computer will be helpful as well.

7. Encourage your child to write often, but don't demand it. Be patient with reluctance to write. "I have nothing to say" is a perfect excuse. Recognize that the desire to write is a sometime thing. There will be times when your child "burns" to write, and other times when she doesn't. However, frequency of writing is important if the habit of writing is to be established.

8. Praise your child's efforts at writing. Emphasize her successes, and resist the tendency to focus on mechanical errors. For every mistake that is made, there are dozens of things she has done well.

9. Share letters from friends and relatives. Treat such letters as special events. Urge relatives and friends to write notes and letters to your child. Writing is most rewarding when your child gets a response. When thank-you notes are in order, sit down and write your own notes at the same time. Space the work out instead of writing a large number of notes all at once.

10. Be alert for occasions that allow your child to be involved in writing. For example: helping with grocery lists; adding notes at the end of your letters; sending holiday and birthday cards, taking telephone messages; helping to plan trips by writing for information; preparing invitations to family get-togethers.

Writing for real purposes is rewarding, and many daily activities present opportunities for such writing. Involving your child may take some coaxing, but it will be worth the effort. Here are a few examples of the kinds of messages your child can begin to write.

GROCERY LIST

Help your child print the items or trace over letters after you have printed them.

milk

eggs

bread

soup

INVITATION

Give an outline such as the following and help your child fill in the information.

Date _____

To: _____

From: _____

Please come to: _____

When: _____

Where: _____

LETTER

Children often have to (or should) write thank-you notes. You can help your child write a note such as the following.

Dear _____,

Thank you for the book. It has nice pictures. I like it.

Love,

APPENDIX B

Help Your Children Feel Good about Themselves

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Esteem-Building Skill 1: Give lots of praise.

Look for achievement, even in small tasks, and praise your child often. You are more likely to promote the behavior you want when you emphasize the positive, and your praise will help your child have positive feelings.

Esteem-Building Skill 2: Praise effort, not just accomplishment.

Let your child know that he/she does not always have to win. Trying hard and giving one's best effort are noble feats in themselves.

Esteem-Building Skill 3: Help your child set realistic goals.

If either you or your child expect too much, the resulting failure can be a crushing blow. If a child who is an average athlete announces that he plans to become the school quarterback, it might be wise to suggest gently that just making the team would be a wonderful goal and a big honor.

Esteem-Building Skill 4: Don't compare your child's efforts with others.

There will always be other children who are better or worse at sports than your child, more or less intelligent, more or less artistic, etc. Your child needs to realize that a good effort can make you just as proud as a blue ribbon.

Esteem-Building Skill 5: When correcting, criticize the action, not the child.

A thoughtless comment can be devastating to a child. A child still takes an adult's word as law, so parents should notice how they phrase corrections.

Helpful Example: "Climbing that fence was dangerous. You could have been hurt, so don't do it again,"

Hurtful Example: "You shouldn't have climbed that fence. Don't you have any sense?"

Esteem-Building Skill 6: Take responsibility for your own negative feelings.

One constructive way to share your own negative feelings about a situation is to use "I Messages." "I Messages" do not make children feel that they are under attack or that they are intrinsically bad.

Helpful Example: ("I Message"): "Keeping the house neat is important to me. I get upset when you leave your books and clothes in the hall."

Hurtful Example: "You act like a pig sometimes. When will you learn to put things where they belong?"

The "I Message" gives an honest statement of the parent's desire for change, but it also respects your child's feelings.

Esteem-Building Skill 7: Give your child real responsibility.

Children who have regular duties around the house know that they are doing something important to help out. They learn to see themselves as useful and important members of a team. Completing their duties also instills a sense of accomplishment.

Esteem-Building Skill 8: Show your children you love them.

Hugs, kisses, and saying "I love you" help your child feel good about him/herself. Children are never too young or too old to be told that they are loved and highly valued.

In families where parents are divorced, it is helpful if the nonresident parent also expresses love and support for the child. When the parent-child relationship is strong and loving, single-parent families, including those where parents are widowed or unmarried, can give children the same basis for self-esteem as two-parent families.

APPENDIX C

Lists of Books

The books listed on the following pages should be readily available in libraries and bookstores. You will find suggestions for Preschool Books, for Read-along Books, and for Predictable Stories.

Preschool Books

Very young children enjoy hearing these stories and looking at the pictures as you read to them.

- Ahlberg, Janet and Allan. *The Baby's Catalogue*.
Bang, Molly. *Ten, Nine, Eight*.
Barton, Myron. *Airport*.
Brooke, Leslie. *Ring O'Roses*.
Brown, Margaret Wise. *Goodnight, Moon*.
_____. *The Important Book*.
_____. *The Runaway Bunny*.
Burningham, John. *Mr. Gumpy's Outing*.
Burton, Virginia. *Mike Mulligan and His Steam Shovel*.
Carle, Eric. *The Very Hungry Caterpillar*.
Cohen, Miriam. *Will I Have a Friend?*
deAngeli, Marguerite. *Book of Nursery and Mother Goose Rhymes*.
Ets, Marie Hall. *Just Me*.
Feelings, Muriel. *Jambo Means Hello: Swahili Alphabet Book*.
Flack, Marjorie. *Angus and the Ducks*.
Gag, Wanda. *Millions of Cats*.
Galdone, Paul. *The Gingerbread Boy*.
_____. *The Three Bears*.
Grimm, Jakob and Wilhelm. *The Shoemaker and the Elves*.
Hoban, Russell. *Bedtime for Frances*.
_____. *Best Friend for Frances*.
Hurd, Edith. *The Mother Whale*.
Isadora, Rachel. *I Hear*.
_____. *I See*.
Keats, Ezra Jack. *Feter's Chair*.
_____. *Regards to the Man in the Moon*.

_____ . *The Snowy Day*.
 Kunhardt, Dorothy. *Pat the Bunny*.
 Leaf, Munro. *Ferdinand*.
 Long, Earlene. *Gone Fishing*.
 Maestro, Betsy and Guillio. *Traffic: A Book of Opposites*.
 Massie, Diane. *Dazzle*.
 _____ . *Walter Was a Frog*.
 Mayer, Mercer. *Frog Goes to Dinner*.
 Minark, Else. *Little Bear*.
 Munari, Bruno. *Minari's ABC*.
 Numeroff, Laura. *If You Give a Mouse a Cookie*.
 Parish, Peggy. *I Can—Can You?*
 Piper, Wally. *The Little Engine that Could*.
 _____ . *Mother Goose: A Treasury of Best-Loved Rhymes*.
 Potter, Beatrix. *The Tale of Peter Rabbit*.
 Showers, Paul. *The Listening Walk*.
 Singer, Isaac Bashevis. *Why Noah Chose the Dove*.
 Skorpen, Liesel. *Charles*.
 Spier, Peter. *Crash! Bang! Boom!*
 Tafuri, Nancy. *Have You Seen My Duckling?*
 Tresselt, Alvin. *It's Time Now!*
 Udry, Janice. *A Tree Is Nice*.
 Waber, Bernard. *Lyle Finds His Mother*.
 Wells, Rosemary. *Benjamin and Tulip*.
 Wezel, Peter. *The Good Bird*.
 Williams, Garth. *Baby Farm Animals*.
 Williams, Vera B. *A Chair for My Mother*.
 Winter, Jeanette. *Hush Little Baby*.
 Wright, Blanch. *The Real Mother Goose*.
 Yolen, Jan. *Owl Moon*.
 Zolotow, Charlotte. *William's Doll*.

Read-Aloud Books

These books enable you and your child to sit together and explore the story and pictures. They are listed according to broad themes to help you choose books that illustrate something your family finds important.

Sharing with Friends

Ancona, George. *Getting Together*.
Cohen, Miriam. *Will I Have a Friend?*
Gretz, Susanna. *Frog in the Middle*.
Heine, Helme. *Friends*
Johnson, Delores. *What Will Mommy Do When I'm at School?*
Simon, Nora. *I'm Busy, Too*.

Speak and Listen

Aylesworth, Jim. *Country Crossing*.
Hautzig, Ester. *In the Park*.
Kamen, Gloria. *Paddle, Said the Swan*
Keats, Ezra Jack. *Apt. 3*.
Schlein, Miriam. *Big Talk*.
Serfozo, Mary. *Rain Talk*.

Paint and Build

Browne, Anthony. *The Little Bear Book*.
Hoban, Tana. *circle, triangles and squares*.
_____. *Read Signs*.
Hutchins, Pat. *Changes, Changes*.
Jonas, Ann. *Round Trip*.
Serfozo, Mary. *Who Said Red?*

Eat Well

Gross, Ruth Belov. *What's on My Plate?*
Morris, Ann. *Bread, Bread*.
Sharmat, Mitchell. *Gregory, the Terrible Eater*.

Sing and Dance!

Isadora, Rachel. *Max*.
Langstaff, John. *Oh, A-Hunting We Will Go*.
Sage, James. *The Little Band*.

Animal Friends

Allen, Majorie, and Shelley Rotner. *Changes*.
deRegniers, Beatrice. *May I Bring a Friend?*
Domanska, Janina. *Little Red Hen*.
_____. *What Do You See?*
Hutchins, Pat. *Good-Night Owl*.
_____. *Rosie's Walk*.
Keats, Ezra Jack. *Hi, Cat!*
_____. *Kitten for a Day*.
_____. *Pet Show*.
Reeves, Mona Rabun. *I Had a Cat*.

Tales of Wonder

Ancona, G. and M. Beth. *Handtalk Zoo*.
Brown, Marcia. *Stone Soup*.
Dragonwagon, Crescent. *Half a Moon and One Whole Star*.
Greeley, Valerie. *White Is the Moon*.
Jones, Maurice. *I'm Going on a Dragon Hunt*.
Takeshita, Fumiko. *The Park Bench*.

Guidebooks and Journals

Conlon, Alice. *Giving Mrs. Jones a Hand: Making Group Storytime More Pleasurable and Meaningful for Young Children*. EJ441883
<http://uncweb.carl.org/>

Gillespie, John T. and Nade, Corinne J. *Best Books for Children*.

Kimmel, Margaret Mary and Segel, Elizabeth. *For Reading Out Loud! A Guide to Sharing Books with Children*. Revised and Expanded Edition.

Trelease, Jim. *The Read-Aloud Handbook*. Fourth Edition.

Yopp, Hallie Kay. *Read-Aloud Books for Developing Phonemic Awareness: An Annotated Bibliography*. EJ501198
<http://uncweb.carl.org/>

Internet Sites

Children's Literature Web Guide
<http://www.ucalgary.ca/~dkbrown/index.html>

ERIC Clearinghouse on Reading, English, Communication
http://www.indiana.edu/~eric_rec

National Council of Teachers of English
<http://www.ncte.org/>

Oak Park School District
<http://www.math.uic.edu/oakpark/district97/readinglist/readaloud-k.html>

SCORE (Schools of California On-Line Resources for Education)
<http://www.sdcoe.k12.ca.us/score/cla.html>

Predictable Books

These books contain patterns of language and of plot that enable children to participate quickly in the act of reading. After hearing a predictable story once or twice, a young child can pick up the book and revisit alone, telling his own version of the story as prompted by the pictures.

Aliki. *Go Tell Aunt Rhody*.
_____. *Hush Little Baby*.
Asch, Frank. *Monkey Face*.
Beckman, Kaj. *Lisa Cannot Sleep*.
Blake, Quentin. *Mr. Magnolia*.
Bonne, Rose, and Alan Mills. *I Know an Old Lady*.
Brown, Margaret Wise. *Four Fur Feet*.
_____. *Home for a Bunny*.
Carle, Eric. *The Grouchy Ladybug*.
Charlip, Remy. *Fortunately*.
Cook, Bernadine. *The Little Fish that Got Away*.
Duff, Maggie. *Jonny and His Drum*.
Emberley, Barbara. *Simon's Song*.
Ets, Marie Hall. *Elephant in a Well*.
Flack, Marjorie. *Ask Mister Bear*.
Galdone, Paul. *Little Red Hen*.
Horrman, Hilde. *The Green Grass Grows All Around*.
Ivimey, John. *Three Blind Mice*.
Keats, Ezra Jack. *Over in the Meadow*.
Klein, Lenore. *Brave Daniel*.
Koontz, Robin. *This Old Man: The Courting Song*.
Langstaff, John. *Oh, A-Hunting We Will Go*.
_____. *Frog When A-Courtin'*.
Lobel, Anita. *King Rooster, Queen Hen*.
Mack, Stan. *10 Bears in My Bed*.
Martin, Bill. *Fire! Fire! Said Mrs. McGuire*.
Mayer, Mercer. *Just for You*.
Memling, Carl. *Ten Little Animals*.
Peppe, Rodney. *The House that Jack Built*.
Quackenbush, Robert. *Skip to My Lou*.
Raffi. *Five Little Ducks*.
Robart, Rose. *The Cake that Mack Ate*.
Sendak, Maurice. *Where the Wild Things Are*.

Stevens, Harry. *Fat Mouse*.
Vipont, Elfrida. *The Elephant and the Bad Boy*.
Welber, Robert. *Goodbye, Hello*.
Zelinsky, Paul. *The Wheels on the Bus*.
Zolotow, Charlotte. *Do You Know What I'll Do?*

Books for young learners from the *Family Learning Association*

Phonics Plus, Books A, B, C

Book A: Children learn to discriminate sound-symbol correspondences through listening, saying, seeing, and writing the letters of the alphabet. Grades K-1.

Book B: Children learn basic short and long vowel sound-spelling patterns through systematic activities that include writing whole sentences. Grades 1-2.

Book C: Children learn advanced sound-spelling patterns, prefixes, suffixes, and other means for reading and writing accurately. Grades 3-4.

Spelling for Writing, Levels 1, 2, 3

Children learn to spell logically and systematically by using the well-researched spelling pattern approach and through writing words in sentences and paragraphs. By the end of **Spelling for Writing, Level 3**, (third grade) children have a huge repertoire of words and spelling patterns that they can use in their writing. Grades 1-3.

My Galaxy of Memories, Feelings, and Dreams

This delightful journal encourages children to gather family stories as well as their own reflections on their life and learning. Grades 2-6.

Tutoring Children in Reading and Writing, Books K, 1-2, 3-4

Help children with homework and ideas that enable them to keep pace with their classmates. Parents and tutors will find developmental guidelines and many practical activity sheets on word recognition, comprehension, and composition.

The Family Learning Association has a wide variety of products and services for parents and children who are learning together.

**For a catalog or for information call
1-800-759-4723**

For free ideas and lesson activities, visit our website:
www.kidscanlearn.com

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Tutoring Children Is an Ongoing Effort!

- Help children with homework
- Catch up with classmates
- Learn strategies for all subjects
- Read fluently by grade four
- Write well-organized compositions

Our national Goals 2000 calls for millions of tutors to help all children to read and to write on grade level by the end of the third grade. To accomplish this requires parents and volunteer tutors to work with schools to see that children get the guidance and the practice they need to succeed!

The Family Learning Association, a non-profit organization for those who help children with their learning, has utilized the resources of the ERIC system and the experience of teachers in providing **Tutoring Guidebooks** that give guidelines and practical activities for grades K-4.

For information and a catalog of resources, call 1-800-759-4723.

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