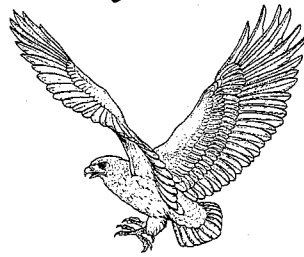


Hall's Prairie Elementary



Name: _____

Reading research shows that students who read on a daily basis show significant gains in reading fluency, vocabulary and comprehension. They also feel better about themselves as readers, and appreciate the tales stories tell.

The best way parents can help their students in their reading development is to simply read with them, and ask them questions about what they read.

On this record sheet fill in the date and initial it. When you have completed this sheet, send it to school with your child.

Students will be presented with their reading ribbons once they have completed each sheet.

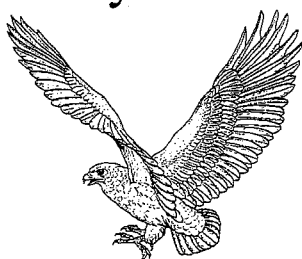
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	Way to Go !!!!

Strategy

As readers, we think about what we are reading and relate it to what we already know. This helps us understand it better, and is called activating "Background Knowledge." There are many ways to help students trigger their background knowledge. The most important thing to remember is to have your children think/talk about what they are reading - both before, during and after reading. Here are some questions to guide your discussions:

1. What does this make you think of?
2. What do you already know about?
3. Tell me about a time when you _____.
4. Where (when) have you learned about this subject before?
5. Can you think of something that is similar?
6. What is the most important thing you remember about what you just read?

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Name: _____

Well done - you are now on part two - nights 26 - 50! Keep reading and you will complete this chart before you know it.

Thanks to all the parents who are helping their children achieve their goal of reading each night.

On this record sheet fill in the date and initial it. When you have completed this sheet, send it to school with your child.

There are seven more reading night charts before you reach the final reading level for this school year.

Keep Reading!!

	Date / Initial
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	Way to Go !!!!

Strategy

As readers, we are able to retell the story in our own words when we have finished reading a story (Primary/Picture books), or tell about the events in the chapters read (Novels).

Activity to Try

After you are done reading, have your children tell you the story (or events in the chapter) as though they are telling it to a friend who has never read the book before. Make sure the sequence of events is correct, prompting your child to include as many details as possible!!

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Name: _____

Well done - you are now on part three - nights 51 - 75! Keep reading and you will complete this chart before you know it.

Establishing a daily routine for home reading will help keep you on track. Every family has their own special time when reading works for them. When you have found that time, stick to it as best you can. Children thrive best when routines are followed - they learn to expect it as a natural part of their day.

The more students experience the "fun" of reading, the more they want to do it. The more they practice the more fluent they get. It is a cycle that only serves to help your child succeed.

Keep Reading!!

	Date / Initial
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	Way to Go !!!!

Strategy

Having a purpose for reading is very important. It not only helps us to determine what is important in the passage, but also to remember and comprehend information better. Many students tend to think that everything in the text is equal in importance, therefore it is too much for them to take in. By having a focus while reading, students learn to filter out extra details in order to pull out the main pieces of information.

Activity to Try

Before you begin reading, pick one thing to focus on, ie. character traits, problems, solutions, descriptions of setting etc. When you have finished reading, ask your child to explain for you what they remember about the focus area.
 Re-ask your child a few days later to see if they still remember!

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Name: _____

Well done - you have reached part three - nights 76 - 100! You are doing an awesome job.

Becoming aware of ourselves as readers is the first step in learning to monitor our reading. We must be aware of when we "got confused" with the text, go back to that point, and try it again. The more we do this, the better we comprehend.

A reflective reader knows which strategy to use when they have lost meaning or are confused. The more we monitor our reading, the less likely it is that we will come to the end of a story/passage without a clue as to what we read!

Keep Reading -you are doing great!!

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	Way to Go !!!!

Strategy

"Say Something" is a strategy to make readers aware that reading is an active process.

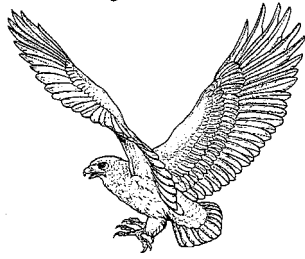
Activity to Try

Working as a partner with your child, read silently (or out loud for younger students) part way through the text. Stop, then each person takes turns to "say something" about what they have read. It might be: a prediction, a question, a key point, an interesting idea, something that confuses them, something new they have learned.

If either person cannot think of something to say - re-read.

This can be done several times during the reading session to ensure comprehension, and help students understand that when they run into difficulty, stopping to sort out thoughts is a good idea.

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Name: _____

Well done - you are rolling along and have reached part four - nights 101 - 125! You are doing an awesome job.

Research shows that helping children learn to love reading will pay off more than nearly anything else parents can do academically to help their children be successful in school.

Daily reading or listening to a story and discussing books with children will increase their reading skills by 23%.

There is a direct correlation between improved reading skills and improved writing skills, speaking skills and self-confidence.

Keep Reading -you are doing great!!

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	Way to Go !!!!

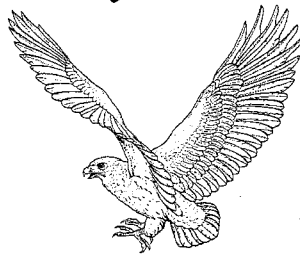
Strategy

"Sticky Lightning" is a way for students to listen to the voices in their heads while they are reading - this focuses their attention on determining what's important.

Activity to Try

This works best with intermediate students, especially with non-fiction text. Have your child answer the question "why am I reading this text" (looking for answers to specific questions, determine main idea, etc.). Then have them quickly skim the entire text once. Then they go back through the text a second time using sticky notes to highlight only the information that answers their first question and recording their thoughts at that point on the sticky note. When they are done, have them briefly summarize the points on their sticky notes.

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Name: _____

Well done -part five - nights 126 - 150! Wow just think of all the new words you know because of all the reading you have been doing.

Reading is like playing basketball. You need both the skills and the strategies to be successful. The more you play (read), the better you become as a player (reader). The more you practice, the easier it gets.

It is hard to learn the "rules" if no one teaches them to you, and you need a coach to help you understand how to make the rules work for you.

The coach (parent or teacher) can help you figure out what you are doing well and find those things that you still need to work on. They are a great help!!!

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	Way to Go !!!!

Strategy

Good readers can locate information within the texts they are reading. They can also answer a variety of thinking questions about the text or story.

Activity to Try

For this reading sheet, stop halfway through the text, chapter, or book and ask yourself any of the five "W" questions: Who, What, When, Where, Why. These questions help you understand better what you are reading.

Who??? What??? Where??? What??? Why???