

Rainbow Reading Newsletter

We would like to take this opportunity to give parent/guardians reading activities to do at home.

The activities are based on skills we are working on in class now or are ideas we feel would be

beneficial for you to do at home to help you child reach the end of the

Rainbow and become a reader.



Kindergarten

Rhyming

Playing with and practicing oral language helps children become better readers. In fact, phonemic awareness - the ability to differentiate and manipulate letter sounds – is critical to beginning reading development.

Rhyming is one of the beginning phonemic awareness skills a child needs to master. Research shows that a child who finds it hard to recognize which words rhyme with each other often have difficulty in learning to read. Here are a few ideas on how to help you child learn to rhyme or practice rhyming.

- Share (read) nursery rhymes, action rhymes and simple poems. Buy CDs with nursery rhymes and play them in the car or for your child to listen to as they go to sleep.
- Odd one out game – say a list of words (3-4), all but one of which rhyme. See if your child can spot the odd one. For example say “like, bike, water, spike”. Ask your child which one doesn’t rhyme.
- Rhyming Clues – You give the rhyming clues and your child has to guess what word you are thinking of. For example you would say I spy with my little eye something that rhymes with “hat”. It says “meow”.
(cat)

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Writing skills

Another skill we feel Kindergarten students need to work is having a proper pencil grip. Students should hold their pencil with their first two fingers and thumb. Keep arm close to your body. When writing, pull pencil toward elbow.

1st Grade

First Grade Success with Sight Words

Sight words such as *there*, *when*, *said*, *are*, and *because* are typical words students encounter frequently in reading and writing. What makes these words more difficult for students to master is that they do not follow the typical phonetic rules students use in their daily reading and writing. Sight words do not represent easy spelling patterns, but they do appear so frequently in all kinds of text that students become familiar with them but may not necessarily retain or apply them in their own reading and writing. In order for students to retain a difficult word, they need many opportunities to experience and manipulate it. A word is considered mastered if it can be read in 2-3 seconds. The following activities can be used with any words your child is working on.

1. Use yarn or string to form your words.
2. Read a story. See how many times you can find your words.
3. Write three or more sentences using each word.
4. Use your favorite snack to shape your words and then eat them.
5. Use colored chalk to write your words on the sidewalk.
6. See how many times you can write your words in one minute.
7. Play Go Fish or Memory with your words.

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2nd Grade

Encouraging Readers to Read is important for second grade. The more a child reads the better he/she becomes at reading. Books should not be too hard for your child. If they miss more than five words on a page it is too hard for him/her to read independently. However, this is a perfect opportunity for you to read the book to your child. Research shows reading books to your child increases vocabulary, verbal fluency and background knowledge. It also shows your child you value reading...setting the example that reading is important.

As you read to your child discuss the stories you read and talk about the author and the illustrations as well as the stories. Ask questions such as “what do you think will happen next?”, or “how do you think the character is feeling right now?” Make sure your child answers in complete sentences. This will help them learn to form good written responses later.

3rd and 4th Grade

Comprehension Skills

One of the major goals of reading instruction is to help children attain high levels of comprehension. Children who understand more of what they read are children who enjoy reading more. Parents can play a vital role in helping their children attain sound comprehension skills. This can occur very naturally during your sharing time together, when you are reading a story together, or even when traveling in the car. Providing your child with opportunities to reflect and appreciate what he or she reads can be an important contribution to his or her reading development.

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1. Before you and your child read a story together, ask your child to formulate a question about the title or initial illustrations. Have your child predict what they think the story will be about. This helps your child develop a reason for reading the story.
2. Talk to your child about what he or she knows about the characters based on title and book cover, as well as opening paragraphs.
3. As you and your child are reading a story together, stop every so often and ask your child to tell you what a significant event was. Upon completion of the story, ask your child if there was a lesson we could learn from the story. Also, what was the most important event and why was that important.
4. If your child is reading a chapter book, have him/her stop at the end of each chapter and summarize the important details. Make sure they include the character's names, setting, and plot.

