

## Selecting a book

Some questions to consider:

- ◆ Who will be the reader?
- ◆ Will my child be interested in this topic?
- ◆ What attracts me to this book?
- ◆ Do I know this author's work?
- ◆ Does this book's design encourage reading?
- ◆ Is this book well written?
- ◆ Is the vocabulary appropriate?
- ◆ Do the illustrations enhance the text?
- ◆ Would you and your child enjoy reading this book again and again?
- ◆ How much richer is the reader in experience for having read this book?



Provide a reading time each day and a quiet setting for reading/homework.

## Important Websites:

[www.tdsb.on.ca/parents/](http://www.tdsb.on.ca/parents/)  
[www.edu.gov.on.ca/abc123](http://www.edu.gov.on.ca/abc123)  
[www.tpl.toronto.on.ca/abclifeliteracy.ca](http://www.tpl.toronto.on.ca/abclifeliteracy.ca)  
[www.frontiercollege.ca](http://www.frontiercollege.ca)  
[www.parenteducationsask.ca](http://www.parenteducationsask.ca)  
[www.familyfun.go.com](http://www.familyfun.go.com)  
[www.janbrett.com](http://www.janbrett.com)  
[www.memfox.com](http://www.memfox.com)  
[www.robertmunsch.com](http://www.robertmunsch.com)  
[www.accessola.com/ola/bins/index.asp](http://www.accessola.com/ola/bins/index.asp)  
[www.linktolearning.com](http://www.linktolearning.com)  
[www.thestar.com/news/global voices](http://www.thestar.com/news/global%20voices)  
[www.bookcentre.ca](http://www.bookcentre.ca)  
[www.cbcbooks.org](http://www.cbcbooks.org)



Reading is a basic tool in the living of a good life.

**SE2 Family of Schools**

# Keep SE2 Reading



**SE2 Family of Schools**

"The more that you read, the more things you will know. The more that you learn, the more places you will go."  
Dr. Seuss

# Read for enjoyment, information, learning and meaning



## Before reading:

- Talk about the title, the characters, and the pictures
- Predict what will happen in the story

## While reading:

- Encourage your child to use the strategies of:
  - ⇒ guessing
  - ⇒ skipping
  - ⇒ reading ahead for more information
  - ⇒ re-reading
  - ⇒ sounding out
  - ⇒ looking for known parts in the words
  - ⇒ thinking about meaning
  - ⇒ using the pictures, diagrams...
- Point and follow along
- Tell the word which gives difficulty
- Echo read (paragraph, poem, line)
- Fill in the missing word
- Take turns reading
- Make connections, ask questions, make inferences...



## After reading:

**Retell:** what happened in the story... your favourite part...something you noticed...

**Relate:** this reminds me of... I remember when... it makes me think of...

**Reflect:** I wonder... now I want to know... what do you think about...

## Ways to support literacy on the run

### Write:

- Child's name
- Letters
- Lists
- Notes
- Labels
- Stories

**Remember to  
always have fun!**

### Talk about:

- Books
- Television programs
- Fun time at school
- What I learned

### Sing a Song or Rhyme:

- Alphabet song
- "One, Two, Buckle My Shoe"
- "Humpty Dumpty"

### Recognize Letters:

- On signs
- In a book
- On license plates
- In something we wrote

### Tell stories:

- At bedtime
- At mealtime
- While walking, driving, on the bus...

### Visit:

- A library
- A bookstore
- A park
- A zoo

## What to read?

- \* Picture books
- \* Novels
- \* Magazines
- \* Newspapers
- \* Informational texts— about a subject your child is interested in (dinosaurs, cars, space, airplanes, animals...)
- \* Comic books
- \* Graphic novels
- \* Cookbooks
- \* Manuals
- \* Atlases and dictionaries
- \* Schedules
- \* Maps
- \* Instructions
- \* Brochures
- \* Letters
- \* Email messages

**REMEMBER,  
READING MUST MAKE SENSE!**



Do everything in  
your power to  
develop your child's  
self-confidence.

