

# This Great Reading Log Belongs to

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Grade \_\_\_\_\_



# Grade 3/4 Read At Home Program

Dear Grade 3 and 4 Families:

Starting this week we will be extending our language program with our **Read at Home Program**. Children who are read to regularly at home show more interest in books and becoming better readers themselves. Children who practice their developing skills at home have increased success in learning to read independently. Through the use of a variety of materials, I hope that this program will add to your child's knowledge base as well.

Our goal is to help your child develop his/her independent reading skills, comprehension skills, and to develop a love for reading. As children reach higher levels of reading competency, they begin to see reading as an enjoyable way to spend spare time. We will be using a Reading Log Program and several kinds of books and print materials. Students may use books/print materials that are already at home and they may bring home school and classroom library books for this program.

I ask that you spend 10 to 15 minutes per night reading with your child. Please complete the log record section and return your child's Reading Log to school each day. I encourage you to make a short comment, such as how well your child read or was able to retell, predict or draw conclusions in the **Comment** section.

The following pages will guide you through our program and will provide some hints for reading to and with your child. I appreciate your effort in making this program a success. Please contact me if you have any questions.

Thank You!

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K. Reading

# Reading at Home with Your Primary Grade Student

## Tips on Reading with Your Child

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### Introducing the book: (Pre-Reading)

1. Discuss the **cover** and the **title** of the book. Have your child read the title or you read it to him/her.
2. Look through the **pictures** in the story and discuss what is happening in each one.
3. Ask your child to try to predict what will happen in the story.
4. Clarify the meaning of **unfamiliar words** or **concepts**.

### When you are reading aloud to your child:

1. Read with expression. Raise and lower your voice to build drama and suspense; make up voices to match the characters.
2. Point out the words to your child. Run your finger under the words as you read them.
3. Ask or answer questions about the story. Questions will help your child make a personal connection to the story. There are three types of questions:
  - a) **Checking:** ask about something already known.
  - b) **Guiding:** helps child retell or better understand text.
  - c) **Reflecting:** makes the child wonder. "Why?" "What do you think.....?"
4. After the story is finished, ask your child to retell the story. Focus on the characters, the setting and the plot. If your child gets stuck, refer to the picture clues to help him/her remember.
5. If your child had some difficulty, reread the story a couple of times. The text will become more familiar, and they will be more able to recognize the words. This helps to build their confidence, and develop reading skills.

**A** When your child is reading aloud to you:

**B** Developing readers will come to unknown words and be unsure about what to do. This is an opportunity for you to help and to teach your child some strategies for word recognition.

- C** 1. Check the pictures. Think what word would make sense.
- D** 2. Re-read the beginning of the sentence.
- E** 3. Look at the beginning sound of the word. What word might fit? Try it.
- F** 4. Look for the parts of the word you know. Try to sound it out.
- G** 5. Ask yourself: Does that word make sense? Does it sound right? Does it look right?
- H** 6. Encourage your child to self-correct.
- I** 7. Say "Skip the word and read to the end of the sentence. Now go back and reread. Think about what word would make sense here."
- J** 8. If your child still cannot get the word, ask "Could it be .....?" and provide the correct word. Then ask your child to reread that part before going on.

**K** **Extending the reading experience:**

**L** After your child has read the story, he/she can practice their comprehension skills by:

- M** 1. **Discussing** the story by answering questions: Who? What? Where? When? How?
- N** 2. **Retelling** the story, in proper sequence, in their own words.
- O** 3. **Reflecting** on the story:
  - P** • That story is just like the time .....
  - Q** • My favorite part is where .....
  - R** • One thing I learned in this story is .....
  - S** • If the main character had been a boy/girl, then .....
  - T** • I liked the funny/silly/sad part because ..?
- U** 4. **Illustrating** a favorite part. Many young children can express in pictures what they have read.
- V** 5. **Expanding** by selecting other stories that are similar to be enjoyed.

## Some additional thoughts:

- Make the story fun and alive. Involve your child in the story so that it doesn't seem like work to read.
- Allow for mistakes. That's part of the reading process. Reassure your child, and then show him/her some strategies for word recognition.
- Try to focus on meaning and story elements. Ask about the setting, characters, and plot.
- Relate parts of the story to their own experiences and ask them about the parts they liked best and why.
- Don't worry if your child is reading books that seem "too easy". Reading fluently and having little difficulty with sight vocabulary builds confidence.
- Make reading special. Encourage your child to pick reading as a "free time" activity at home. Visit the public library and book stores. Give books as gifts.
- When selecting books on your own, try to pick books that go along with your family activities. This is also a chance to learn about new things and maybe even start a new hobby.



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<b>Too Easy?</b>	<b>Too Hard?</b>	<b>Just Right!</b>
I know almost every word on every page.	There are more than five words on each page that I don't know and can't figure out.	There are only one or two words on a page that I don't know and I can figure them out.
I have read this story before.	This book is brand new to me.	This book is new to me, but I have read others like it.
I understand this story really well.	I am confused about what this story is telling me.	I understand most about what this story is telling me.
I can retell this story with all the facts.	I can retell a few parts of this story but not all of it.	I can retell most of this story.
My reading is very smooth and has no "bumps".	When I read aloud, it sounds choppy and "bumpy".	When I read aloud, some parts are smooth and some parts are choppy.
I can read this story on my own – no help from anyone.	I will need to ask many times for someone to help me with my reading of this story.	I might need to ask for help now and then to read this story.

# Reading Log Record Sheet

Title of Book:		(Chapter )	
Author:			
This book was read to me	I needed some help to read this book	I read this book by myself	
It was:	<b>Too Easy</b>	<b>Too Hard</b>	<b>Just Right</b>
Comment:			
Date:		Signature:	
Title of Book:		(Chapter )	
Author:			
This book was read to me	I needed some help to read this book	I read this book by myself	
It was:	<b>Too Easy</b>	<b>Too Hard</b>	<b>Just Right</b>
Comment:			
Date:		Signature:	
Title of Book:		(Chapter )	
Author:			
This book was read to me	I needed some help to read this book	I read this book by myself	
It was:	<b>Too Easy</b>	<b>Too Hard</b>	<b>Just Right</b>
Comment:			
Date:		Signature:	
Title of Book:		(Chapter )	
Author:			
This book was read to me	I needed some help to read this book	I read this book by myself	
It was:	<b>Too Easy</b>	<b>Too Hard</b>	<b>Just Right</b>
Comment:			
Date:		Signature:	