

What is READING WORKSHOP?

Reading Workshop is a powerful way to teach students strategies for reading and comprehension. Students have the opportunity for extensive, daily reading where they are able to practice reading strategies independently and with guidance. During Reading Workshop, teachers are able to differentiate and meet the needs of all of their students.

Students foster a love for reading by choosing their own books, participating in class and partner discussions and, most importantly, being successful as a reader.

TIPS for helping your child grow as readers:

Choose books that have:

- ❖ Clear beginning, middle, and end of the story.
- ❖ Illustrations that support the text.
- ❖ 2-8 lines of print that may be large or small and possibly carry over to the next page.
- ❖ A full range of punctuation (e.g. question marks, commas, quotation marks).
- ❖ Topics that may or may not be familiar to the child.
- ❖ Sentence patterns may begin to vary and sound more like book/story language.
- ❖ Nonfiction topics as well as fiction topics.

Authors to look for:

- ❖ **Beginning of 1st grade:** P. Adams, Stan and Jan Berenstain, Donald Crews, Philip Eastman, Eric Hill, Margaret Hillert, Syd Hoff, Barbro Lindgren, Bill Martin, Mercer Mayer, Anne Rockwell, Dr. Seuss, Brian Wildsmith, Harriet Ziefert

❖ **Throughout the year (in addition to the above authors):** Frank Asch, Norman Birdwell, Margaret Wise Brown, Allyssa Capucilli, Mem Fox, Kevin Henkes, Eric Hill, Syd Hoff, Pat Hutchins, Arnold Lobel, Jean Marzolla, Margaret Rey, Anne Rockwell, Maurice Sendak

*Please note that these authors may write books at a variety of different levels. Use "Choose books that have" guide (above) to help identify appropriate books for your child.

Read with your child 20 minutes EVERY night.

As you read together:

- At the beginning of the year, point under the words as you read so your child makes a connection between your voice and the print.
- At the beginning of the year, notice letters and familiar words in books. Ask your child to say the letter sounds and words with you.
- When your child is trying to sound out an unfamiliar word, give him or her time to do so. Remind to child to look closely at the first letter or letters of the word.
- Ask them to find and read words they know. If you are reading to them, leave out words that they know and let them read the words.
- When your child makes a mistake, gently point out the letters he or she overlooked or read incorrectly. Many beginning readers will guess wildly at a word based on its first letter.
- Stop and have conversations with your child. Say something like, "Who have we been reading about so far? What are they doing?" or "What is going on so far? Does this remind you of anything that has happened to you?"
- Reread books many times. Rereading helps students read accurately and with expression.
- Connect what your child reads with what happens in life. If reading a book about animals, relate it to your last trip to the zoo.

We learn 3 ways to read a book.

Encourage your child to read in these ways:

1. Read the pictures. Encourage children to use the pictures and details of pictures to tell the story.

- ❖ Reading the pictures is **really** reading! At the beginning stages of reading, children use visual representations (illustrations and pictures) to help make meaning in a story. As the year goes on, encourage your child to continue to use pictures to help support the meaning of the words they are reading.

2. Read the words. Encourage your child to "cross-check" the pictures and the words to make meaning of the story. Help them notice the words they talk about in their pictures.

3. Retell a familiar story. Encourage your child to go through a familiar book page by page and retell with detail. They may use pictures and words to retell the story.

Also, act out the story with your child. Think about how characters might sound and how you can use your voices in different ways (e.g. sad voice or excited voice). This helps children begin to understand character and reading with expression.