

**Dear Parents and Caregivers:**

Let's work together as a team! Title I is a federally funded program that provides your child with extra, enriched language arts, math, and reading instruction. The Title I teachers work with the classroom teachers to create a learning environment to meet the needs of your child.

As a parent, you are your child's NUMBER ONE teacher. We need your help at home. We hope that you will help us by:

- Setting aside a certain time each day to READ and talk about school with your child
- Creating a special time and place for reading, reviewing (i.e. spelling words and math facts), and doing schoolwork at home
- Making sure your child is eating healthy food and getting enough sleep each night
- Checking your child's book bag and/or assignment book each night and talking about the contents.

Celebrate GOOD papers ....  
Work together to understand others.

Our schools welcome parental support.  
Please contact the school to find out how.

As your child's classroom and Title I teachers, we:

- Communicate with you
- Provide a positive place for learning
- Create activities to meet the needs of all learners.

We accomplish great things when we all work together.  
Thank you for taking the time to go over this with your child.

We appreciate your support at home!

- Parent-Teacher Conferences are held annually to discuss student progress.
- Quarterly reports on student progress are provided,
- Parents may contact the school at any time to discuss student progress.

Your child is the most important person on the team! Please talk with your child about their part in becoming the best learner they can be.

You might talk about:

- Accepting responsibility by listening and following directions at home and school
- Completing assignments at home and school
- Asking questions when they don't understand
- Working as hard as they can on whatever task they have at home or school.

# A PARENT'S GUIDE TO READING AT HOME

## Good Readers are made on the lap of a parent!

### WHY IS COMPREHENSION SO IMPORTANT?

Reading is more than just reading the words from beginning to end. To be successful readers, children need to be able to comprehend text.

Research has shown there are some strategies we can share with children as we read that we will help them gain more understanding.

### METACOGNITION

What a cool word! Children love it- even saying it makes you feel smarter! And all it means is being aware of our thinking. Encourage metacognition by sharing your thinking as you read aloud...

- **When I read this part, I was thinking**

### SCHEMA

When readers fit what they already know or have experienced (prior knowledge) they are using schema. As you read to or with your child try...

#### Making Connections

- How can you connect what you read to your own life? (text to self)
- To the reading of other books (text to text)
- To events happening in the world? (text to world)

### VISUALIZING

When a reader can make a mental image in their head using the senses to help them imagine what they might smell, hear, see, taste, or feel as they read. This will help them get deeper into the text.

- **What kinds of things do you imagine hearing? Smelling? Tasting? Feeling?**

### QUESTIONING

When readers question the text before, during, and after they read. Some of the most interesting questions aren't always answered in the story.

#### Before Reading

- What do you think will happen

#### During Reading

- What do you think...?
- I wonder why...?
- How come...?

### After Reading

- What would have happened if...?
- I wonder why the author...?

### INFERRING

More than a simple prediction, inferring happens when readers can take what they know and what is written in the book to answer questions.

#### Schema + Text Clues = Inferring

The ability to infer helps the reader get to "why" of the story.

- I infer...

### DETERMINING IMPORTANCE

Readers need to prioritize as they read. It is identifying the most important ideas or information in the text. It is a critical skill for students to organize or sort information as they encounter textbooks and nonfiction.

### SYNTHESIZING

When a reader uses his/her schema and new information from the text to make a new understanding. How thinking changes as you read the text.

#### Schema + New Information = Synthesizing

- My new thinking is...
- I use to think \_\_\_\_\_, but now I think...

### 20 MINUTES A DAY IS ALL IT TAKES TO BUILD KEY READING SKILLS!

- Create reading routines and read together every day!
- Snuggle up close with a book.
- Talk about the pictures and ask questions.
- Share different kinds of books.
- Read with expression.
- Read your favorite books again and again.
- Record yourself reading and playing it on car trips or as an alternative to television.

