Welcome to Literacy Night, and welcome to our session on reading to your child.

Many parents ask us, "If my child is a good reader, do I still need to read to my child? The answer is YES! Reading to your child opens up the opportunity to connect with them, on so many levels, and teach them the behaviors of great readers. With all of the focus, especially in the early years, on reading level, we tend to forget that great readers are that way not because they can read every word, but because they are able to use these strategies to comprehend and connect with the text.

In this session your going to hear Ms. Bryson model a read aloud of a picture book, where she will highlight the various strategies we teach when we are teaching reading. You will then have the opportunity to read a book with your child, focusing on one of the 9 reading strategies.

Reading to a Child and Asking Questions

Why should we read to kids? Shouldn't they read on their own? *When we read to our children, it is an amazing opportunity to connect with them on so many levels. We bond with each other through laughter, through shared experiences, and even through sad and sometimes difficult conversations. It is also a chance to take advantage of so many "teachable" moments.*

Why are reading strategies important for kids? *By teaching reading strategies, we are showing students how good readers think.   Reading strategies also help boost comprehension. Without this skill, it is difficult to understand the full meaning of texts and is, therefore, harder to fully engage with reading and grow to love it.*

Below is a list of reading strategies that all teachers use in their classrooms when teaching reading. They can be used prior to reading, during reading, and after reading as well.

| **Making Connections**

Description

Learners make personal connections from the text with:
● Something in their own life (text to self)
● Another text (text to text)
● Something occurring in the world (text to world). | **Example questions/statements**

The story reminds me of a holiday to my grandparents cottage;

The character has the same problem that I read/saw/heard in another text;

I saw a program on television that presented things described in this text;

Does this remind you of something?

Has something like this ever happened to you?

Example teaching idea
My Book and Me: Students create two columns with the headings *Book/Me.* Prior to and during reading students add details about the connections between the book and their lives. |

Predicting	**Example questions/statements**
Description	What do you think will happen next?
Learners use information from graphics, texts and experiences to anticipate what will be read/viewed/heard, and to actively adjust comprehension while reading/viewing/listening.	What words/images do you expect to see or hear in this text? What might happen next? Why do you think that? What helped you make that prediction? Were our predictions accurate? How did you confirm your predictions? Have you read/seen/heard about this topic anywhere else? **Example teaching idea** _Before and after chart_: Students list predictions before and during reading. As they read students either confirm or reject their predictions.
Questioning	**Example questions/statements**
Description	What in the text helped you know that?
Learners pose and answer questions that clarify meaning and promote deeper understanding of the text. Questions can be generated by the learner, a peer, or the teacher.	How is this text making you feel? Why is that? What did the author of the text mean by . . .? Whose point of view is this? What points of view are missing? **Example teaching idea** _Wonderings_: Using post-it notes, student list all the questions they have about the text. As they read, students continue to write questions. When an answer is found the wondering students remove the post-it-note.

Visualizing

Description

Learners create a mental image from a text read/viewed/heard. Visualizing brings the text to life, engages the imagination and uses all of the senses.

Example questions/statements

What are the pictures you have in your mind as you read/listen to this text?
Can you describe the picture or image you made while you read/heard that part?
How did the pictures in your mind help you to understand the text?

Example teaching idea
Sketch to stretch: As a passage/story is read students sketch their visualisation. Students then share their sketches and discuss reasons for their interpretation.

Monitoring

Description

Learners stop and think about the text and know what to do when meaning is disrupted.
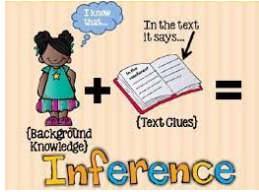
Example questions/statements

Is this making sense?

What have you learned?

Should I/you slow down? Do I need to re-read that part?

What does this word mean?

What can you use to help you understand what you're reading?

Example teaching idea
Thumbs up: Thumbs up/down/to the side at the end of each page/section to confirm comprehension

Inferring **Description** When the answers are not "right there" in the text, learners draw conclusions based on background knowledge and clues in the text	**Example questions/statements** Questions will be specific to the book read: For example, The characters are wearing coats. What does that tell you about the weather, or the time of year? (It's cold; It's Fall) Are there any other clues that make you think you are right? (In the picture, there are leaves on the ground.) **Example teaching idea** *Write the Next Chapter:* Students must predict what will happen next, if there were another chapter/book that continued the story. Students must give justification for their answer based on various clues/ events from the story.
Summarizing **Description** Learners identify and accumulate the most important ideas and restate them in their own words.	**Example questions/statements** If you were to tell another person about the text in a few sentences, what would you tell them? **Example teaching idea** *Key words*: Students highlight words they believe are key to understanding the passage. These words are written on post-it notes and placed on the page. After reading the students close the book and arrange the key words in an order that supports a cohesive summary.