**Take-Home Readers**

Dear Parents,

When your child is beginning to read on his/her own he will be bringing home a new book (take home reader) each week in his/her reading folder.

Here are some suggested steps to support your child’s reading at home:

1. Picture walk: This is when he talks about the picture. For example, “I see a bird over the barn. Now there is a pig in the barn.” Picture walks are important because they help your child review words orally before he sees them in print. You can also point some things out to your child that might trip him up as he reads. For example if there is a picture of a stove, you might say, “Oh, I see a stove.” This will help your child to know that the word will be “stove” and not “oven.”
2. Reading: Have your child use his smart finger to point to each word. This will develop 1-1 matching for written/spoken words. It is important that your child strongly develop this skill at the lower levels of guided reading to prevent overlooking small words at higher levels. Once your child reaches an independent level of 7-8 then we will encourage him to stop using his finger to touch each word. Some children “read” the pages quickly without looking at each word and they get into the habit of missing smaller words. Please let’s prevent this if we can!
3. Troubleshooting: Your child will sometimes misread a word. If your child notices as he reads the word that it is not correct and appeals for your help here are some tips on what to do.
	1. Say, “Check the picture.”
	2. Say, “Start the word with your lips.”
	3. Ask, “What would make sense?”
	4. Ask, “Does it look like a word you know?” (i.e. pig and big)
	5. Ask, “Do you see a chunk in that word?” (i.e. “can” in the word “candy”

If your child still doesn’t know the word, please refrain from saying “sound it out” and just tell him the word.

1. Troubleshooting: If your child makes an error and doesn’t notice let him finish the page. Then:
	1. *Misreading a word* (i.e. “barn” for “house”)Pointing to each word say, “You just said ‘the cat went into the barn.’ Could that word be ‘barn,’ it starts with an ‘h’?”
	2. *Omitting or Inserting a Word:*  (i.e. reading, “She looks at the book” for the text “She likes to look at a book”) Pointing to each word say, ‘You just said ‘She looks at the book.’ Does that match? Did I use all the words?”
2. Retelling: It is important that your child is able to retell what he read. Your child should be able to tell you at least 3 things from the story in sequence without looking back through the story. If this is difficult you could draw quick sketches of what happened and ask your child to put them in the correct order.