

*You may have tangible wealth untold:
Caskets of jewels and coffers of gold.
Richer than I you can never be—
I had a mother who read to me.*

*~Strickland Gillian
"The Reading Mother"*

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Born to Read (and Write)

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"I bring to the table the working parent's guilt of never participating in school activities. The Brown Bag it gave me a sense of freedom from that guilt since I could slide out on my lunch hour in order to attend. For the very little amount of time I taken from work, I felt good about being able to contribute something to my daughter's day. All the kids in the reading groups were extremely happy to have an adult guide them for that hour and were always happy to talk. It was also nice to see the progress in their reading skills throughout the school year."~ Mrs. Redondo, parent

The Born To Read (and Write) Project

The Born to Read Project involves ongoing activities that put "books/reading first" in a child's life and make reading and writing a "celebration." It weaves reading and writing into every day life both inside and outside of the classroom. It also allows teachers to make parents an integral part of the school program.

On a child's birthday he/she receives a book (that he/she chooses), a homemade bookmark and a Born to Read certificate from the teacher. Along with the certificate the child takes home a sheet with "reading/literacy tips for parents and a list of suggested "gift books." The child's parent(s) are invited in to the classroom to read a story aloud to the class (and share a birthday snack if they wish). The following day the child writes and mails a "thank you note" to his/her parent(s) to thank them for coming in to read to the class. The teacher may want to send along a homemade bookmark to the child's parents as well as an addition "thank you."

For home learning the child is tasked with writing a "thank you note" to the teacher (for the book) and asked to share his/her favorite part of the story in order to evidence reading.

In addition, one day each month parents are invited to come to school to "celebrate reading" via Brown Bag It With A Book. Children bring in two books, a beach towel and lunch on Brown Bag It Day. The activity takes place in a quiet spot outside and lasts about an hour. When parents arrive children are broken up into groups with the parents as facilitators. The children who have birthdays that month are invited to chose the books they would like to have "read aloud" first. The rest of time can be spent with children reading independently, round robin reading, buddy reading or with parents reading more books aloud. After a half hour of reading and sharing books children and parents enjoy a picnic lunch together while discussing what was read.

If possible, once during the school year Brown Bag It With A Book should take place at a local park. One of my favorite local parks is Greynold's Park in North Miami where students and parents can travel together by bus for a day of reading activities held out doors.

To further reinforce writing skills you may wish to have students write and decorate invitations to take home for Brown Bag It With A Book each month and/or write thank you notes to parents for taking the time to attend. You can try a different "invitation design" and writing technique each month.

Goal, Objectives and Standards for the Born to Read (and Write) Project

“I brought brownies and came to read Baby Polar Bear Finds A Friend for my son’s birthday, and the experience was very rewarding for both of us. I loved being able to share my own love of reading with the class. And I will never forget how I asked some questions to check for comprehension while reading and one of the kids used the word “tenacity.” What a great way to build, model and use rich vocabulary. And did I mention how much I loved getting a “thank you” note in the mail from my son. I took it to work and showed everyone. They were so impressed and I was surprised and delighted.”~ Mrs. Herrero, parent

Overall Value

Children learn from example. If we “celebrate reading and writing” in a variety of ways and students witness all or us—parents and teachers—making reading and writing relevant and fun they will get caught up in it as well. There are so many “elements” in the Born to Read Program that there is something that every teacher can incorporate into his/her program to make reading and writing an every day “celebration” for his/her students and involve parents in the process as well.

Sunshine State Standards Addressed

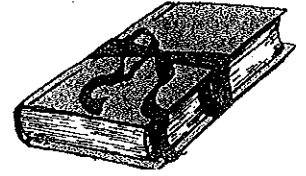
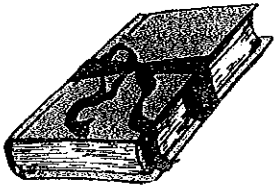
Increases comprehension by re-reading, re-telling and discussion (L.A.A.1.14)

Selects material to read for pleasure (L.A.A.2.1 2)

Understands connections between characters and events in literature and people, events and experiences in real life: L.A.E.2.1 1

Writes for a specific occasion, audience and purpose: L.A.B.2.1 2

Uses strategies to support ideas in writing and shows an awareness of topic and audience: L.A.B.1.1 2, L.A.C.1.1 2, and L.A.C.1.1 3



Born to Read

When you read to a child, when you put a book in a child's hands, you are bringing that child news of the infinitely varied nature of life. You are an awakener. ~ Paula Fox

Greetings Parents!

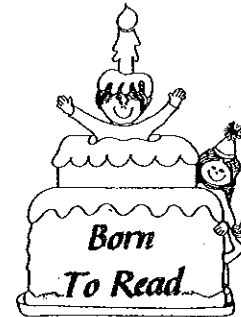
In honor of your child's birthday on _____ we would like to invite you to come in and read a story to our class on _____.

I will provide the book or you can bring in a "read aloud" of your own. You may also bring a small birthday snack (cupcakes, cookies, doughnuts, granola bars, fruit roll ups, ice cream sandwiches, bags of chips...) and a drink (drink box or pouch) if you wish.

There are _____ students in our class.

Please circle the time that is best for you to come in, sign below and return this form to me via your child by _____.

- 9:45-10:15
- 12:00-12:30
- 1:00-1:30
- 1:30-2:00
- 2:00-2:30



If you have any questions, please don't hesitate to contact me. We are looking forward to seeing you.

Ms. Ottaviani and class

If it is not convenient for you to come in on this date and time, please check here. _____ Perhaps we can set up a date for you to come in and read to our class later in the school year.

Child's Name

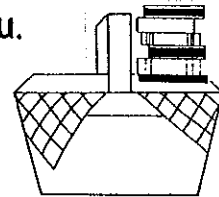
Parent's Signature

" There is more treasure in books than in all the pirates' loot on Treasure Island...and best of all, you can enjoy these riches everyday of your life."~ Walt Disney

Dear Parents,

We would like to invite you to join our class for a "celebration of reading" via Brown Bag It With A Book on _____
from _____.

Your child should bring two books, a beach towel and lunch on that day. Please join us if you can. We look forward to seeing you.



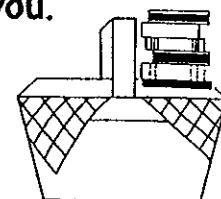
Thank you,
X. Ottaviani & Class

" There is more treasure in books than in all the pirates' loot on Treasure Island...and best of all, you can enjoy these riches everyday of your life."~ Walt Disney

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We would like to invite you to join our class for a "celebration of reading" via Brown Bag It With A Book on _____
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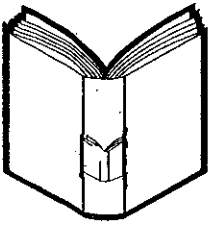


Born to Read

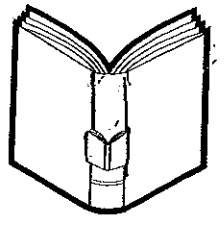
Parent READ ALOUD sign up sheet

9:45-10:10 or 2:15 to 2:45

Birth Date	Time	Child's First Name	Parent's Name	Phone Number



Born to Read Parent Sign In Sheet



Child's Name	Birthdate	Parent's Signature	Book Read

Thank you for coming!

This is a list of books that lend themselves well to being “read aloud.” To compile this list I went to my own bookshelf and took down copies of books that we loved to hear read out loud. There are many others. This is simply a “suggested” list you may use to help guide parents with their choice of “read-aloud” since not all books lend themselves well to being read aloud. You may also want to use this list to build your own “read-aloud” library. Be sure to add your own favorites.

<i>Where the Wild Things Are</i>	Maurice Sendak
<i>Leo the Late Bloomer</i>	Robert Kraus
<i>Millions of Cats</i>	Wanda Gag
<i>Old Black Fly</i>	Jim Aylesworth
<i>Happy Birthday, Moon</i>	Frank Asch
<i>Tikki Tikki Tembo</i>	Arlene Mosel
<i>Just Dog</i>	Hiawyn Oram
<i>Duck on a Bike</i>	David Shannon
<i>Mooncake</i>	Frank Asch
<i>How Do Dinosaurs Say Goodnight?</i>	Jane Yolen and Mark Teague
<i>Is Your Mama a Llama?</i>	Deborah Guarino
<i>Wish Come True Cat</i>	Ragnhild Scamell
<i>If You Give a Moose a Muffin</i>	Laura Jaffe Numeroff
<i>Why Mosquitoes Buzz in People’s Ears</i>	Verna Aardema
<i>Caps for Sale</i>	Esphyr Slobodkina
<i>Imogene’s Antlers</i>	David Small
<i>Strega Nona</i>	Tomie dePaulo
<i>A Fine, Fine School</i>	Sharon Creech
<i>Whoever You Are</i>	Mem Fox
<i>Corduroy</i>	Don Freeman
<i>Harry the Dirty Dog</i>	Gene Zion
<i>Little Polar Bear Finds a Friend</i>	Hans deBeer
<i>The Doorbell Rang (serve cookies with this one)</i>	Pat Hutchins
<i>Dandelion</i>	Don Freeman
<i>The Paper Party</i>	Don Freeman
<i>Alexander and the Terrible, Horrible, No Good Very Bad Day</i>	Judith Viorst
<i>A House for a Hermit Crab</i>	Eric Carle
<i>Anansi and the Moss Covered Rock</i>	retold by Eric A. Kimmel
<i>Chicken Soup with Rice</i>	Maurice Sendak
<i>Goodnight Gorilla</i>	Peggy Rathmann
<i>The Teeny Tiny Woman</i>	Barbara Seuling
<i>Are You My Mother?</i>	PD Eastman
<i>Ira Sleeps Over</i>	Bernard Waber
<i>Lilly’s Purple Plastic Purse</i>	Kevin Henkes
<i>Miss Nelson is Missing</i>	Harry Allard
<i>The Napping House</i>	Audrey Wood
<i>The Very Hungry Caterpillar</i>	Eric Carle
<i>Thunder Cake</i>	Patricia Polacco
<i>Miss Rumphius</i>	Barbara Cooney
<i>The Henry and Mudge Series</i>	Cynthia Rylant
<i>The Olivia Series</i>	Ian Falconer
<i>The Froggy Series</i>	Jonathan London
Almost anything by Dr. Seuss (age appropriate)	Dr. Seuss



Children's Choices for 2006

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GRADES K-2

- THE BAKE SHOP GHOST.** Jacqueline K. Ogburn. Marjorie Priceman, Ill. Houghton Mifflin.
BELINDA IN PARIS. Amy Young. Viking.
THE BIG, BLUE LUMP. Yetti Frenkel. Snow Tree.
BRAND-NEW PENCILS, BRAND-NEW BOOKS. Diane deGroat. HarperCollins.
THE BRAVEST OF THE BRAVE. Shutta Crum. Tim Bowers, Ill. Random House.
***CLICK, CLACK, QUACKITY-QUACK: AN ALPHABETICAL ADVENTURE.** Doreen Cronin. Betsy Lewin, Ill. Atheneum.
CORNELIUS P. MUD, ARE YOU READY FOR BED? Barney Saltzberg. Candlewick.
***DAD, ARE YOU THE TOOTH FAIRY?** Jason Alexander. Ron Spears, Ill. Orchard.
DOUGAL THE GARBAGE DUMP BEAR. Matt Dray. Kane/Miller.
EDDIE'S KINGDOM. D.B. Johnson. Houghton Mifflin.
THE FIRST DAY OF WINTER. Denise Fleming. Henry Holt.
***THE GIANT HUG.** Sandra Horning. Valeri Gorbachev, Ill. Random House.
GOOD DOG. Maya Gottfried. Robert Rahway Zakanitch, Ill. Random House.
A GRAND OLD TREE. Mary Newell DePalma. Scholastic Press.
HOT AIR: THE (MOSTLY) TRUE STORY OF THE FIRST HOT-AIR BALLOON RIDE. Marjorie Priceman. Atheneum.
***HOW DO DINOSAURS EAT THEIR FOOD?** Jane Yolen. Mark Teague, Ill. Blue Sky.
***I'M NOT AFRAID OF THIS HAUNTED HOUSE.** Laurie Friedman. Teresa Murfin, Ill. Lerner.
***I'M A PIG.** Sarah Weeks. Holly Berry, Ill. HarperCollins.
THE LITTLE ENGINE THAT COULD. Watty Piper. Loren Long, Ill. Philomel.
LITTLE PEA. Amy Krouse Rosenthal. Jen Corace, Ill. Chronicle.
LITTLE SPOTTED CAT. Alyssa Satin Capucilli. Dan Andreasen, Ill. Dial.
LIZETTE'S GREEN SOCK. Catharina Valekx. Clarion.
MAGNUS AT THE FIRE. Jennifer Armstrong. Owen Smith, Ill. Simon & Schuster.
MCGILLYCUDDY COULDI Pamela Duncan Edwards. Sue Porter, Ill. HarperCollins.
MINNIE AND MOO: THE CASE OF THE MISSING JELLY DONUT. Denys Cazet. HarperCollins.
***MOUSE WENT OUT TO GET A SNACK.** Lyn Rossiter McFarland. Jim McFarland, Ill. Farrar, Straus and Giroux.
NEVER CRY WOOF! A DOG-U-DRAMA. Jane Wattenberg. Scholastic Press.
NOT NORMAN: A GOLDFISH STORY. Kelly Bennett. Noah Z. Jones, Ill. Candlewick.
THE NUMBERS DANCE: A COUNTING COMEDY. Josephine Nobisso. Dasha Ziborova, Ill. Gingerbread.
OH, NO! WHERE ARE MY PANTS? AND OTHER DISASTERS. Lee Bennett Hopkins. Wolf Erlbach, Ill. HarperCollins.
OSCAR'S HALF BIRTHDAY. Bob Graham. Candlewick.
PICASSO AND MINOU. P.I. Maltbie. Pau Estrada, Ill. Charlesbridge.
PIGGY AND DAD GO FISHING. David Martin. Frank Renkiewicz, Ill. Candlewick.
***A PIPKIN OF PEPPER.** Helen Cooper. Farrar, Straus and Giroux.
RUSSELL THE SHEEP. Rob Scotton. HarperCollins.
SANTA CLAUS: THE WORLD'S NUMBER ONE TOY EXPERT. Maria Frazee. Harcourt.
SLEEP TIGHT, LITTLE BEAR. Martin Waddell. Barbara Firth. Candlewick.
***SO, WHAT'S IT LIKE TO BE A CAT?** Karla Kuskin. Betsy Lewin, Ill. Atheneum.
SOMEDAY IS NOT A DAY OF THE WEEK. Denise Brennan-Nelson. Kevin O'Malley, Ill. Sleeping Bear.
SPACE STATION MARS. Daniel San Souci. Tricycle.
THE SUBWAY MOUSE. Barbara Reid. Scholastic Press.
THREE ABOUT THURSTON. Susan Milford. Houghton Mifflin.
TIME FOR KIDS: SNAKES! Editors of TIME for Kids. HarperCollins.
TRACTION MAN IS HERE! Mini Grey. Random House.
TUMBLE BUNNIES. Kathryn Lasky. Marilyn Hafner, Ill. Candlewick.
THE UGLY PUMPKIN. Dave Horowitz. G.P. Putnam's Sons.
WALTER WAS WORRIED. Laura Vaccaro Seeger. Roaring Brook.
WISH YOU WERE HERE. Holly Hobbie. Little, Brown.

GRADES 3-4

- AMELIA TO ZORA: TWENTY-SIX WOMEN WHO CHANGED THE WORLD.** Cynthia Chin-Lee. Megan Halsey and Sean Addy, Ill. Charlesbridge.
ARMY ANTS. Sandra Markle. Lerner.
***BABE RUTH.** Matt Christopher. Little, Brown.

- *THE BOOK OF BOYS (FOR GIRLS) AND THE BOOK OF GIRLS (FOR BOYS).** David T. Greenburg. Joy Allen, Ill. Little, Brown.
***CHIP! CHIPS, SMALL SHELLS OF THE SEA/CHIP! CHIPS! CARACOLITOS DEL MAR.** Irania Macias Patterson. Catherine Courtlandt-McElvane, Ill. CPCC Press.
***CRYOBIOLOGY.** Cherie Winner. Lerner.
***DZANI YAZHI NAAZBAA: LITTLE WOMAN WARRIOR WHO CAME HOME.** Evangeline Parsons Yazzie. Irving Toddy, Ill. Salina.
GAME DAY. Tiki and Ronde Barber, with Robert Burleigh. Barry Root, Ill. Simon & Schuster.
THE GRUESOME GUIDE TO WORLD MONSTERS. Judy Sierra. Henrik Drescher, Ill. Candlewick.
JUDY MOODY DECLARES INDEPENDENCE. Megan McDonald. Peter H. Reynolds, Ill. Candlewick.
THE LIBERATION OF GABRIEL KING. K.L. Going. G.P. Putnam's Sons.
***MALLORY VS. MAX.** Laurie Friedman. Tamara Schmitz, Ill. Lerner.
MERCY WATSON TO THE RESCUE. Kate DiCamillo. Chris Van Dusen, Ill. Candlewick.
THE MISTMANTLE CHRONICLES: BOOK ONE: URCHIN OF THE RIDING STARS. M.I. McAllister. Omar Ryann, Ill. Hyperion.
MORGY COAST TO COAST. Maggie Lewis. Michael Chesworth, Ill. Houghton Mifflin.
ONCE UPON A COOL MOTORCYCLE DUDE. Kevin O'Malley. Kevin O'Malley, Carol Heyer, Scott Goto, Ill. Walker & Company.
PAINT ME A POEM: POEMS INSPIRED BY MASTERPIECES OF ART. Justine Rowden. Boyds Mills.
POLICE DOGS. Frances E. Ruffin. Bearport.
***RUNNY BABBIT.** Shel Silverstein. HarperCollins.
THANKSGIVING DAY CRAFTS. Arlene and Herbert Erbach. Enslow.
THREE OF DIAMONDS (DIAMOND BROTHER MYSTERIES). Anthony Horowitz. Puffin.
TIME FOR KIDS: JACKIE ROBINSON: STRONG INSIDE AND OUT. Editors of TIME for Kids. HarperCollins.
VERY FUNNY, ELIZABETH! Valerie Tripp. Dan Andreasen, Ill. Pleasant Company.
WALTER THE GIANT STORYTELLER'S GIANT BOOK OF GIANT STORIES. Walter M. Mayes. Kevin O'Malley, Ill. Walker & Company.
WALTER, THE STORY OF A RAT. Barbara Wersba. Donna Diamond, Ill. Front Street.

GRADES 5-6

- ABNER & ME.** Dan Gutman. HarperCollins.
BONE #1: OUT OF BONEVILLE. Jeff Smith. Scholastic Press.
CAPT. HOOK: THE ADVENTURES OF A NOTORIOUS YOUTH. J.V. Hart. Brett Helquist, Ill. HarperCollins.
CLARICE BEAN SPELLS TROUBLE. Lauren Child. Candlewick.
CLEMENCY POGUE: FAIRY KILLER. J.T. Petty. Will Davis, Ill. Simon & Schuster.
***CONFESSIONS OF A CLOSET CATHOLIC.** Sara Darer Littman. Dutton.
DALE EARNHARDT JR.: BORN TO RACE. Ken Garfield. Enslow.
EACH LITTLE BIRD THAT SINGS. Deborah Wiles. Harcourt.
EGYPTIAN DIARY: THE JOURNAL OF NAKHT. Richard Platt. David Parkins, Ill. Candlewick.
THE EMERALD WAND OF OZ. Sherwood Smith. William Stout, Ill. HarperCollins.
***HIGH RHULAIN.** Brian Jacques. Philomel.
MAY BIRD AND THE EVER AFTER: BOOK ONE. Jodi Lynn Anderson. Leonid Gore, Ill. Atheneum.
MOLLY MOON'S HYPNOTIC TIME TRAVEL ADVENTURE. Georgia Byng. Mark Zug, Ill. HarperCollins.
***PRINCESS FROM ANOTHER PLANET.** Mindy Schanback. Holiday House.
THE RANGER'S APPRENTICE: BOOK ONE: THE RUINS OF GORLAN. John Flanagan. Philomel.
THE SCARECROW AND HIS SERVANT. Philip Pullman. Peter Bailey, Ill. Random House.
SEPTIMUS HEAP: BOOK ONE: MAGYK. Angie Sage. Mark Zug, Ill. HarperCollins.
THE SILENT STRANGER: A KAYA MYSTERY. Janet Shaw. Jean-Paul Tibbles, Ill. Pleasant Company.
THE SILVER SPOON OF SOLOMON SNOW. Kaye Umansky. Candlewick.
***SPY FORCE: MISSION: IN SEARCH OF THE TIME AND SPACE MACHINE.** Deborah Abela. George O'Connor, Ill. Simon & Schuster.
TOAD HEAVEN. Morris Gleitzman. Random House.
***WILD DOGS: PAST AND PRESENT.** Kelly Milner Halls. Darby Creek.
WIZARDOLOGY: THE BOOK OF THE SECRETS OF MERLIN. Dugald A. Steer. Anne Yvonne Gilbert, John Howe, Helen Ward, Tomislav Tomic, Et Nghiem Ta, Ill. Candlewick.

*Books that received the highest Children's Choices Team votes

Children's Choices, a joint project of the International Reading Association (IRA) and the Children's Book Council (CBC), is an annual list of favorite new books chosen by 10,000 schoolchildren. An annotated version of the list appears in the October issue of the IRA publication *The Reading Teacher*. Copies of the annotated list are available from IRA in November each year at www.reading.org/resources/tools/choices.html, or for single copies, send a 9" x 12" self-addressed envelope plus \$1 for postage and handling to: Department EG, International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139.

INTERNATIONAL
Reading Association
www.reading.org



www.cbcbooks.org

You can find suggested book lists on the International Reading Association Web Site. Here is a sample of one of their book lists. Perhaps your media specialist has book lists as well. However, I like to find out my students' interests/abilities and then make up my own "book wish list" for my students. I like to include books in a series—Henry and Mudge, Froggy, The Magic Treehouse and the like so that once their appetite is whet they will crave more books from that series—as well as "the classics."

BORN TO READ

Happy Birthday,

_____!

🐾 The Bob Graham Education Center Family 🐾

Natasha Neque
Student Representative

Teacher

Mary Benages
P.T.A. President

Paul Behrens Ed.D.
Principal

BORN TO READ

Happy Birthday,

!

Here's to a year of love and learning and fun!

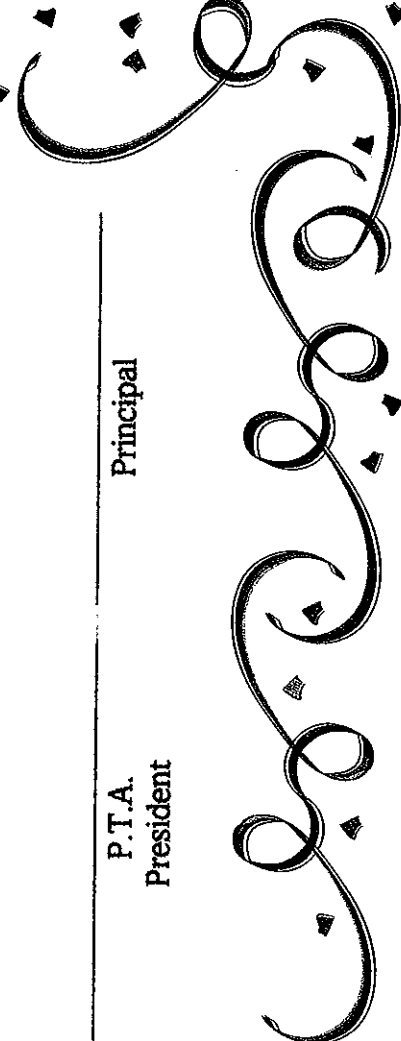
🐾 The Bob Graham Education Center Family 🐾

Student
Representative

Teacher

P.T.A.
President

Principal



BORN TO READ

Happy Birthday,

_____!

🐾🐾 The Bob Graham Education Center Family 🐾🐾

Student
Representative

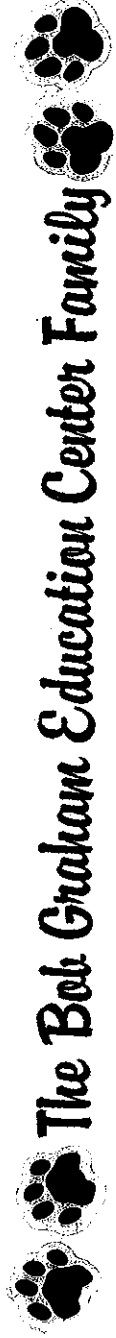
Teacher

P.T.A.
President

Principal

Born to Read

Happy Birthday,



Student Council
President

Teacher

P.T.A.
President

Principal

Get Ready to Read!



Tips for PARENTS of Young Children

From the beginning

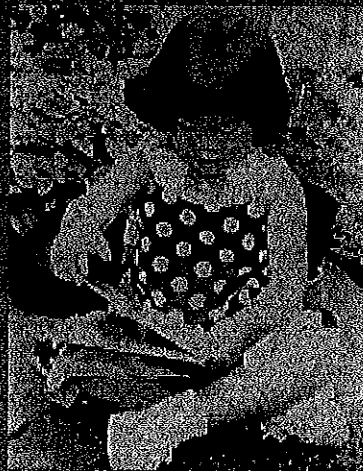
The building blocks of reading and writing are assembled long before a child enters school. From the moment a baby is born, he or she is constantly learning. It's a fact: children learn more in their first five years than during any other period of their lives.

Because these years are so critical to your child's intellectual development, you, the parent or caregiver, play a vital role in influencing the growth of your child as a confident reader, writer, and lifelong learner.

Your child's world is his (or her) home.

By encouraging, supporting, and nurturing a young child's development, you can make his or her first learning experiences pleasant and fruitful.

As the child's most important teacher, you can help your child make a smooth transition from home to school.



Make reading a learning adventure

Being considered your child's first teacher of reading may sometimes seem overwhelming to many parents and caregivers. But remember, you have many advantages. Your young child naturally loves and trusts you, and (sometimes!) is an attentive audience that you can work with one-on-one. In many instances, you will be able to give your child individualized attention, even if you care for several children at the same time. Trust your instincts, be patient, and provide plenty of encouragement, and you can make learning to read adventurous and fun!



Be a reading role model. So, what is the key to helping your child become a reader? In one word—READING! Why? Because research shows that the most important thing parents and caregivers can do to help their children succeed in school is read aloud to them every day. Reading aloud to children also helps them

- expand their vocabulary
- appreciate the value of books and reading
- understand new ideas and concepts
- learn about the world around them

Explore reading with your child

The warmth and security of your home can provide many wonderful reading opportunities for your preschool child. Children are by nature inquisitive and curious and are always looking for something to occupy their busy minds. You do not need to spend a lot of money on fancy books or reading programs to start your child on the path of reading. Here are some suggestions for exploring reading:

- Keep books, magazines, and newspapers in your home to give your child constant exposure to reading possibilities.
- Tape label names on objects in your home—such as bed, doll, table, or chair. This can help your child begin to recognize letters and words.
- Help your child see how people use reading and writing through daily events such as reading a recipe while preparing a meal, reading aloud cards and letters, and writing lists or checks.
- Work on your home computer. This can show your child a variety of information in many different forms.
- Outside the home, point out signs, labels, and logos to your child. This can encourage early attempts at reading. Even the youngest child will quickly begin to identify familiar signs and places.
- Visit libraries, bookstores, newsstands, and other places where books and other reading materials are found. Ask for help in choosing books your child will like.

The time for books is ALL the time

Most importantly—read, read, read books to your child. Set aside some time every day to read to your child. Many parents choose to read before bedtime, but any time of day is a good time for reading. Here are some suggestions for making reading a vital part of your child's day:

- Keep a library in your child's room to teach him or her that books are an important part of your home environment. If possible, include colorful picture books, interactive books with exciting features, nursery rhymes and fairy tales, joke or riddle books, or homemade books.
- Select a special reading place like a rocking chair, a soft rug, or a comfortable couch to create a warm and inviting reading environment. Whenever possible, hold your child in your lap as you read. Let him or her hold the book and turn the pages.
- Familiarize yourself with the book before reading it. This will make you a better storyteller. You can make the reading experience special for your child by taking time to ask and answer questions, reading slowly and clearly, holding the book so your child can see the pictures and words, and making the story interesting with different character voices and sounds.

It does not matter where, how, or what you read to your child—the important thing is that you fit reading into your schedule every day. Even 15 minutes a day will go a long way to foster a lifelong love of reading.

Get ready to read!

Reading is an activity that all parents and caregivers can help foster in children, building a foundation for future success in school and in life. Reading aloud to your young child, exploring books, and reading together are the most important gifts you can give. So get ready to read—and enjoy the adventure of learning!

Other brochures in this series include:

- *Explore the Playground of Books: Tips for Parents of Beginning Readers
- *Summer Reading Adventure! Tips for Parents of Young Readers
- *Making the Most of Television: Tips for Parents of Young Viewers
- *See the World on the Internet: Tips for Parents of Young Readers—and "Surfers"

*Also available in Spanish.

This brochure may be purchased from the International Reading Association in quantities of 100, prepaid only. (Please contact the Association for pricing information.) Single copies are free upon request by sending a self-addressed, stamped envelope. Requests from outside the U.S. should include an envelope, but postage is not required.

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Brochure text written by Kathleen A. Travaline.

INTERNATIONAL
Reading Association
800 Barksdale Road, PO Box 8139
Newark, Delaware 19714-8139, USA
Phone: 302-731-1600
Fax: 302-731-1057
Web site: www.reading.org

1017 11/98

Explore the Playground of Books



Tips for PARENTS of Beginning Readers

Get Involved

To a young child just learning to read, the world of books and stories is like a big playground waiting to be explored. To learn new things, children need the help of people they trust, and parents and caregivers play a very important role. Think about children playing on the swings. When they are very young, they need you to stand behind them and give them a push. As they grow older, they learn to swing all by themselves, with you watching from the sidelines, of course!

Reading aloud and encouraging your child's early attempts at reading help give your child the same kind of support, and will help him or her grow as a reader. Children who are surrounded by books learn to love books. You and your child can discover a whole playground of books to enjoy together. As your child grows you can continue to read aloud, while your child takes the first steps toward reading independently.

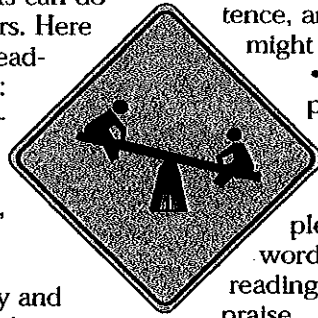


Sliding into reading

Children between the ages of four and six usually start to recognize some words on a page. Your child has grown from the toddler who could recognize the logo on a favorite cereal box to a child who can hold a book and begin to understand the mystery of the written word.

There are many things that parents can do to help their children grow as readers. Here are some tips to build your child's reading confidence as you read together:

- Follow the words with your finger from left to right as you read them.
- Read books your child chooses, even if you have read them many times before!
- Point out key words in the story and explain words that children may not know.
- Ask a lot of questions like, "What's happening now?" "What do you think will happen next?" "Where did he go?" "What is she doing?"
- Answer your child's questions, even if they interrupt the story.
- Encourage your child to look at the pictures for clues to the story.
- Put aside a book if your child isn't interested, and pick another one.
- Allow time after reading to talk about the book, and invite your child to re-read parts of the story with you.



- Reading is hard! Encourage your child to try, even if it's not right every time.
- Practice letter sounds together. Practice writing and reading letters and words.
- When you get to a word your child doesn't know, look together for clues in the pictures that might provide the answer.
- If your child has trouble reading a word, skip over it, read the rest of the sentence, and try to determine what word might make sense.
- Choose books that rhyme, that repeat familiar phrases, or that have a predictable story.
- Applaud your child's efforts! Don't dwell on mistakes, and give plenty of encouragement. Every new word your child learns is a step toward reading and deserves your attention and praise.

A jungle gym for the imagination

Books can be a place where children learn new things about the world around them, and you can help by choosing good quality books that also are fun to read. Children like all kinds of books. They like books about things they do and places they go every day, and they also like books about new places and things.

For young children just learning to read, you can help choose simple books children can read on their own and some harder books you can read together. Here are some suggestions for selecting good books for your preschooler:

- Ask friends, relatives, neighbors, and teachers to share titles of favorite books.
- Look for lists of award-winning or recommended books for children.
- Check the book review sections of newspapers and magazines for new children's books.
- Choose books on subjects you know your child is interested in.

The merry-go-round of books

Most children have one or two favorite stories that they want to hear again and again. They will hear them so many times that they will know them by heart and may want to "read" them to you. This is an important step in a child's reading. As a parent, you can support your child's learning by being patient, praising your child's efforts, and suggesting that you read new books together, too. Here are some more tips for encouraging a child's first attempts at reading:

- Choose books that have a strong story and an ending that is easy for a child to guess.
- Introduce books with poems, songs, and rhythm.
- Experiment with different kinds of books and offer variety (but keep old favorites around as well).

The best playground in town

Where is the best place to find books for children of all ages, absolutely free? Your public library! Libraries are places for children and parents to explore together. The library has many books, resources, and activities just for children.

Yet, parents and caregivers may take one look at the thousands of children's books and say, "Where do I begin?" Your librarian can help you make good book choices for your young child, so don't be afraid to ask. It's easy to make your library a favorite place for you and your child to explore. Here are some ideas:

- Make library visits a regular activity that your child can look forward to.
- Get a library card for yourself and your child (even a three- or four-year-old). Children love the feeling of having their own card.
- Attend library story times (including evening story hours for working parents).
- Guide your child in choosing books, but remember that children should be allowed to choose books, too.
- Use the card catalog or computer with your child to look up book titles, authors, and favorite topics.
- Set a good example by taking good care of books and returning them on time.

Books in your own backyard

Even in today's fast-paced world of video games, television, and computers, there is an important place for books in a young child's life. As a parent or caregiver, you can begin to build a library of books for your whole family to enjoy. All children enjoy having books that are their very own.

Trips to bookstores (including second-hand bookstores, garage sales, and thrift shops) can be a positive reinforcement for your young reader. In addition to your library visits, occasional bookstore trips will excite children to pick out books to add to their collection. Giving a book as a birthday gift, a reward, or for other special occasions shows children that you care personally about them, their interests, and their future.

Read, write, and explore!

The world of books and reading is waiting for you and your child to explore together. With your help, your child can take the first steps toward reading independently. By reading aloud together and encouraging early attempts to read and write, parents can help build young children's confidence. So read, write, and explore the playground of books together—the fun is just beginning!

Other brochures in this series include:

- *Get Ready to Read! Tips for Parents of Young Children
- *Explore the Playground of Books: Tips for Parents of Beginning Readers
- Summer Reading Adventure! Tips for Parents of Young Readers

*Also available in Spanish.

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1019 2/98

Make the Reading-Writing Connection



Tips for PARENTS of Young Learners

Making the connection

As a parent, you may ask, "What can I do to help my child become a better reader?" You know that reading aloud to your child each day is an important activity, but helping her connect writing with reading will also help her learn to read well and with enthusiasm.

Your daily read-aloud sessions will help increase vocabulary, which is important to both reading and writing development. Reading leads to writing, and writing leads to reading. Reading aloud also promotes the idea that reading is pleasurable.

You have helped your child learn since infancy, and you can play an important role in helping her to make the reading-writing connection.



Your child wants to write

You don't have to create a classroom setting and formally teach to promote literacy at home. Parents and other caregivers can create opportunities for reading and writing in daily life to help their children connect written words with meaning.

You will notice that your preschool child loves to scribble on paper with crayons, markers, pencils, or anything available. It's important to realize that these scribbles are a form of expression. They might represent a story your child wants to tell. Encourage him to look at the scribbles and tell you the story in his own words the story they represent. If you don't understand some parts of the story, ask him to explain the story to you. As your child tells you the story, write down what he says next to the scribbles, then read the story back to him.

Making space for literacy

Set aside a special place in your home for reading and writing.

- Be sure to have writing materials such as pencils, markers, crayons, and both ruled and unruled paper available.
- Put magnetic letters on the refrigerator or a chalkboard.
- Designate a bookcase or shelf for your child's own library.

Encourage early efforts

When your child starts to read, encourage her to write words and sentences on paper, make them into a story, and then read the story to you and other family members. Be sure to offer enthusiastic praise for her effort.

Find ways to preserve and display your child's writing by placing it in a picture album, posting it on the refrigerator or bulletin board, or making a homemade book. Making a homemade book is fun and the finished product can be added to your child's library. All you'll need is some construction paper, a hole punch, and yarn or ribbon for binding. A collection of the books he's written himself will delight him and show you his progress.

Activities for every family

- Read your child a fable, fairy tale, or other short story slowly and dramatically. Then ask your child to illustrate a part of the story he liked best or to imagine a different ending for the story. Have him dictate or write a few sentences that tell about what he is imagining. You might start a book journal in which you and your child can write and draw pictures about the books you've read, and put a star next to the favorites.

- Creating a personal word dictionary is a long-term project that's fun for rainy or snowy days. Help your child write a letter of the alphabet at the top of every page in a notebook or on separate sheets of paper. Ask her to write down new words she's learned recently on pages with the corresponding letters. Have her write the meanings of the words and perhaps a sentence using the words. Some or all of these sentences can be used as the basis for a creative story. Have her read this story to you and other family members.

- Send your child little notes (they can be put in a pocket, under a pillow, or in a lunch box, for example). If your child isn't reading yet, he'll probably show you the note. Read it out loud with expression. When he expresses a feeling or thought related to a friend or family member, encourage him to write a similar type of note or letter to that person. He can dictate to you if he isn't writing yet. Ask the people who receive the notes to respond with notes and letters of their own. Your child's letters can be illustrated with pictures he draws or cuts out from magazines.

- Help your child start a journal. Explain what it is and give examples of what types of things she might write about, such as making a new friend or something exciting that happened at school. Encourage her to make other suggestions. Keep a journal yourself and compare notes at the end of a week. You and your child can read aloud parts of your journals that you are willing to share.

Everyday literacy

Include your child in household activities that include elements of reading and writing.

- As you write your grocery shopping list, give your child a sheet of paper and dictate the items to him. If spelling help is requested, write the words correctly for him to copy, or spell the words orally as your child writes them. If you use coupons, ask your child to look through them and select the ones you can use. Take him to the supermarket and ask him to read each item from the list as you shop.

- When planning a vacation, let your child see the road map and help you plan the route. Discuss the starting point and your destination, and let her follow the route between these two points. Encourage your child to write to the chamber of commerce of your travel destination for brochures that note particular points of interest. When you get home, you can make a book with her about your adventures on the road.

Technology can help

Many Internet sites include lists of outstanding and award-winning books, stories to read online (or to print and read off-line), and access to popular authors' Web sites. Your child may be interested in writing an e-mail message to one of her favorite authors. Other sites have interactive storytelling and book-making activities. If you don't have a computer with Internet access, check with your local library for availability. Start by looking at these popular Web sites:

- www.ctw.org/sesame/
- www.crayola.com
- www.bbc.co.uk/education/teletubbies/

Children enjoy corresponding with online penpals. Several sites include penpal features. Try these:

- www.ks-connection.org
- www.nationalgeographic.com/kids/
- www.cyberkids.com

If your child enjoys seeing her story or drawing posted on the refrigerator, encourage her to sub-

mit a story to one of the many online magazines written for and by children.

- www.kids-space.org
- www.kidsnews.com
- www.stonesoup.com
- www.cyberkids.com
- www.cs.bilkent.edu

Literacy everywhere

If you pay attention, you will see opportunities everywhere to encourage your child to read and write. Give him lots of chances to write stories, messages, letters, notes, and postcards. Because the skills for reading and writing reinforce one another, your child's skills and proficiency will be strengthened if you help him make the reading-writing connection.

Other brochures in this series include:

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- Summer Reading Adventure! Tips for Parents of Young Readers
- Making the Most of Television: Tips for Parents of Young Viewers
- See the World on the Internet: Tips for Parents of Young Readers—and "Surfers"
- Library Safari: Tips for Parents of Young Readers and Explorers

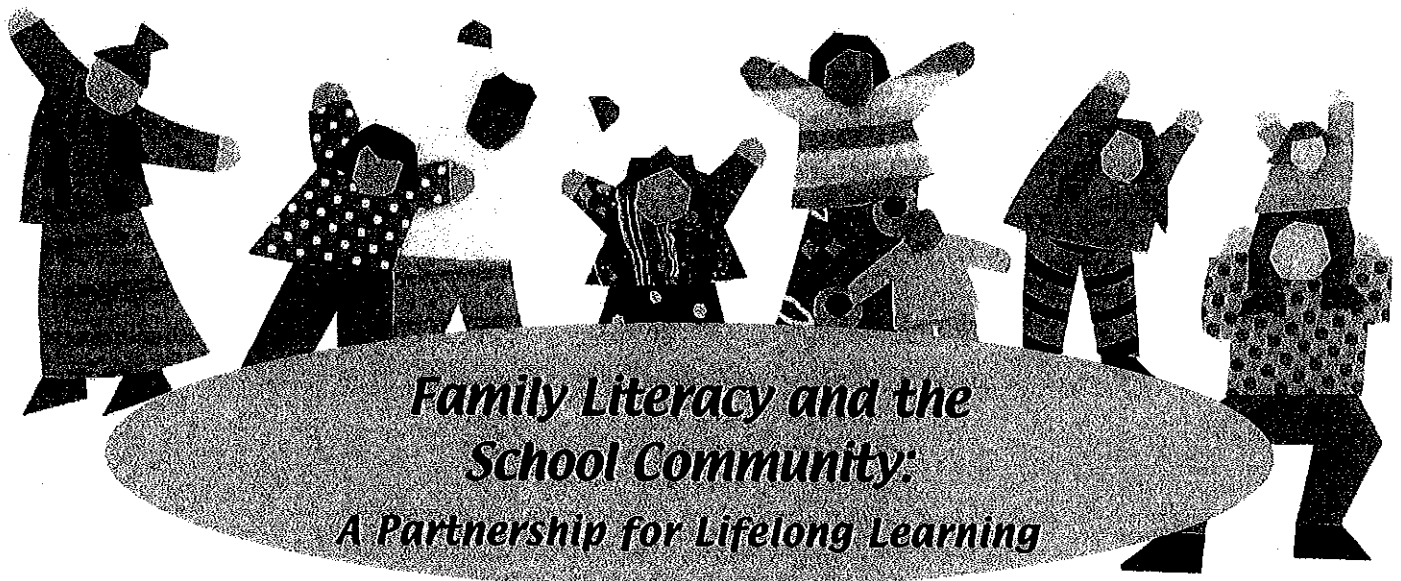
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Family literacy encompasses the ways parents, children, and extended family members use literacy at home and in the community. Schools, administrators, and teachers can play a vital role in initiating activities that focus on families and the development of literacy skills. The school can be instrumental in assisting families in understanding the importance of literacy in their lives, while at the same time helping their children to value reading. Administrators and teachers can become leaders in creating family literacy programs that provide events and activities designed to assist and involve parents.

What Makes a Family Literacy Program Successful?

For a family literacy program to be successful, educators, parents, and children must work together to share ideas, interests, and concerns. The activities used in projects must seek to improve the quality and range of parent-child interactions with reading and writing. The family literacy program should provide the venue for all participants to share their successes and gain help in areas that are problematic.

What Is the Role of the School District in Family Literacy?

As a school district begins to assist families in becoming involved in literacy projects, there are several things the district should do:

1. Plan for a variety of ways to involve families.
2. Establish ownership of the program for all involved.
3. Help the community to feel ownership of this voluntary program.

The first step is to develop a family literacy advisory council, which should consist of parents; children representing various grade levels; members of the community outside the school, such as senior citizens and adults without children attending school; and university faculty.

Second, at advisory council meetings, it is important that the parents and community volunteers feel comfortable expressing their views, ideas, feelings, and concerns about the program. Likewise, the school district personnel should not feel threatened or defensive as a result of comments made by the other members of the council. In order to build an environment of respect and trust, the participants need to develop rapport at several informal sessions where they can get to know each other while discussing ideas for the family literacy project.

Third, collaboration by the members of the advisory council is essential when establishing the initial procedures. Use parent volunteers to pilot the program and to assist other parents as they start the program in their homes. Hold parent-teacher conferences to introduce the program to parents. Provide workshops to help families implement the literacy activities in the home, and include information on how teachers can help with the process. Develop support groups composed of parents and school district personnel to assist with the implementation and continuation of the project.

Once the family literacy program has started, it is important that the school district provide support through literacy activities for the entire family. Possible activities that the school district may sponsor include the following:

Author Study Group—Form an author study group to study particular writers for children, adolescents, or adults. This group could read several of the author's works and gather information about the author's life from books, articles, or Web sites. The group could correspond with the author and arrange a visit to the school district for an author's luncheon, or they could arrange a conference call between the author and the group. If this is not possible, the group could schedule a book review session in which all participants share the books they have read by the author.

Overnight Read-In—This activity can take place at school starting on a Friday evening and concluding on Saturday morning. Parents and teachers serve as chaperones and participants in the literacy activities during

the overnight event. Schedule reading, literature, writing, listening, and speaking activities for every half-hour. Activities might include storytelling, puppetry, reading games, or creative drama. Between each activity, silent reading should take place for a few minutes. Provide nutritious snacks and drinks periodically throughout the evening. The final night activity of the read-in could be a closed-captioned movie—a movie to read, hear, and see—followed by “lights out.” The next morning, teachers and parents may prepare breakfast for all the participants while children read.

Game Night—Entire families can gather at the school to play educational games such as *Scrabble*, *Boggle*, *Concentration*, *Trivial Pursuit*, and *Jeopardy*. The Parent-Teacher Association or local merchants may donate books, videotapes, software, and pencils as prizes.

What Is the Role of the Teacher in Family Literacy?

As the teacher, you will have to assume many roles if the family literacy program is going to be a success. You will be facilitator, counselor, communicator, program director, interpreter, resource developer, and friend. You may play several of the roles simultaneously, depending on what families need.

There are many ways for you to take an active role in developing family literacy in your classroom. Consider the following suggestions that will help you take a leadership role:

Newsletter—Send a monthly newsletter to all participants. The newsletter should contain book reviews of interesting new and classic books, literacy activities for the entire family, suggestions about television specials to watch together, and software reviews. Book reviews and activity suggestions written by students or their families also could be included.

Calendar—Develop and distribute a monthly calendar that contains literacy activities or information for each day. Mention interesting television programs, special events that will take place at the public library or local bookstore, and authors’ Web sites that the family might enjoy.

Suggested Reading List—Create a reading list highlighting books such as Caldecott Award books, Newbery Award books, and Orbis Pictus Award for Nonfiction books that families can read together. As families become involved in reading at home, ask them to suggest books to add to the list; children like to read books that their classmates also have read. You also may want to include Web sites that feature favorite authors. (See the list of Web sites in this brochure.)

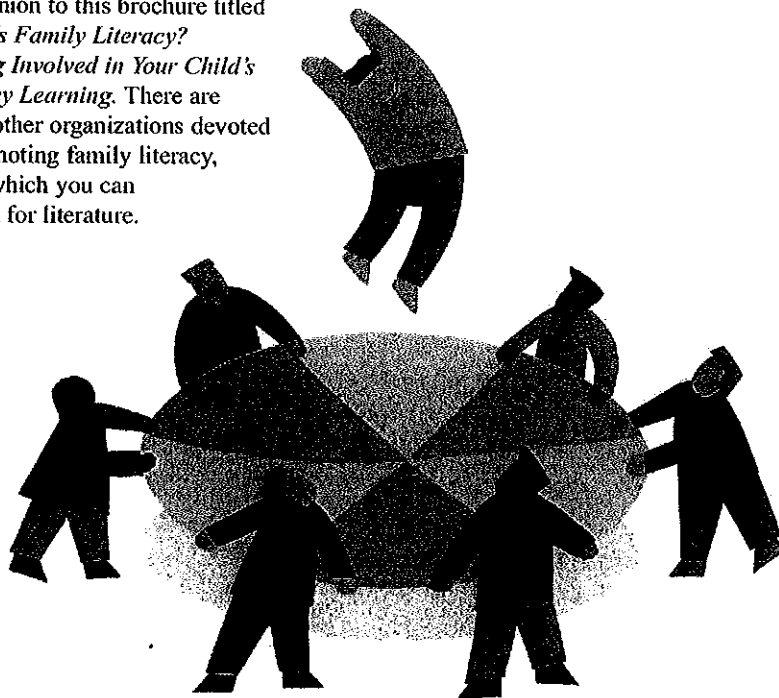
Book Exchange—In your classroom, establish a book shelf that contains a variety of literary works, including books, pamphlets, and magazines, that span all genres of children’s and adolescent literature. Allow students to check out, take home, and share these materials with the family. Once a family has read the book, pamphlet, or magazine, the child can return it to school and exchange it for another. As this exchange continues,

allow families to contribute pieces to the book exchange shelf.

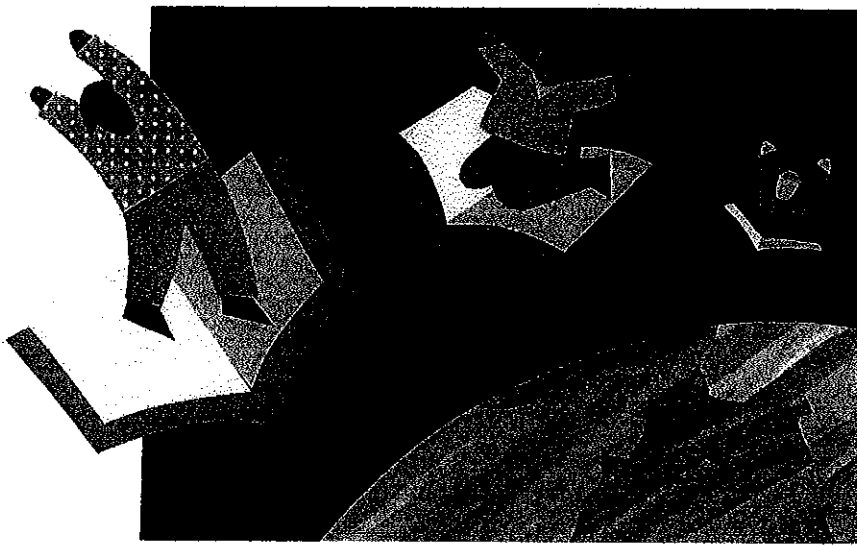
Classroom Family Night—Specify an evening to involve students in a variety of activities, and invite parents to observe their children “in action.” Students could perform a class play, teach mothers and fathers a reading game on the computer, or construct puppets and put on a short puppet show. For a variation of this evening, ask the parents to teach the children. For instance, one parent could tell stories, while another teaches the children how to illustrate a story they have written. Parents also could share their favorite childhood books.

Family Play—Select a play and invite students and members of their families to audition for roles. Hold rehearsals at a time when all the cast members can attend. Ask students and family members who are not part of the cast to serve on support committees that handle publicity, refreshments, set design and construction, and costuming. Every child and family member should have the opportunity to participate in some way to help make the production a success.

Brochures—Obtain brochures about helping children to develop strong literacy skills, and distribute them to parents. The International Reading Association and other organizations publish many resources that are interesting and useful to parents, including a companion to this brochure titled *What Is Family Literacy? Getting Involved in Your Child’s Literacy Learning*. There are many other organizations devoted to promoting family literacy, all of which you can contact for literature.



The family is the strongest element in shaping children’s lives, but a child’s school and teachers are also essential. It is important to remember that school district personnel and parents are partners in children’s literacy development. All the ideas and activities that have been described in this brochure have one goal: to assist school personnel in helping children and families to become lifelong readers and learners.



Family Literacy Web Sites

American Library Association: www.ala.org
 Family Literacy Foundation: www.read2kids.org
 National Center for Family Literacy: www.familylit.org
 National Even Start Association: www.evenstart.org
 Barbara Bush Foundation for Family Literacy:
www.barbarabushfoundation.com

Author Web Sites

Jan Brett's Home Page: www.janbrett.com
 The Official Eric Carle Web Site: www.eric-carle.com
 Gary Paulsen's Homepage:
www.randomhouse.com/features/garypaulsen
 Patricia Polacco's Homepage: www.patriciapolacco.com
 The Definitive Laura Ingalls Wilder Pages: vuv.com/~jonslegg

Additional Resources From IRA

Books

Thomas, A., Fazio, L., & Stiefelmeyer, B.L. (1999).
Families at School: A Guide for Educators
 Thomas, A., Fazio, L., & Stiefelmeyer, B.L. (1999).
Families at School: A Handbook for Parents.
 Morrow, L.M. (1995). *Family Literacy Connections in
 Schools and Communities.*

Parent Booklets

*Beginning Literacy and Your Child: A Guide to Helping
 Your Baby or Preschooler Become a Reader*
*I Can Read and Write! How to Encourage Your School-Age
 Child's Literacy Development*
*"Books Are Cool!" Keeping Your Middle School
 Student Reading*
Parents, Teens, and Reading: A Winning Combination

Parent Brochures

Get Ready to Read! Tips for Parents of Young Children
*Explore the Playground of Books: Tips for Parents of
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*Making the Most of Television: Tips for Parents of
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*Library Safari: Tips for Parents of Young Readers
 and Explorers*
Understanding Your Child's Learning Differences
*Making the Reading-Writing Connection: Tips for Parents
 of Young Learners*
*What Is Family Literacy? Getting Involved in Your Child's
 Literacy Learning.*

Videos

Read to Me
Becoming a Family of Readers

Brochure text written by IRA's
 Family Literacy Committee.

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#1045

ADDITIONAL PARENT/TEACHER
 RESOURCES CAN BE EASILY
 DOWNLOADED AT THE IRA WEBSITE
WWW.READING.ORG

Quotes about Reading/Books

Use for bookmarks for students or parents or to send home on parent hand-outs or with reading activities to reinforce the "need to read."

Writing and reading is to me synonymous with existing. ~ Gertrude Stein

When you read with your child, you show them that reading is important, but you also show them they're important—that they are so important to you that you will spend 20 minutes a day with your arm around them. ~ Laura Bush

I would be most content if my children grew up to be the kind of people who think decorating consists mostly of building enough bookshelves. ~ Anna Quinlan

Research shows us that children who are read to from a very early age are more likely to begin reading themselves at an early age. They're more likely to excel in school. They're more likely to graduate secondary school and go to college. ~ Laura Bush

When you give a child a book, you don't give her just paper, ink, and glue. You give her the possibility of a whole new life. ~ Christopher Morley

There are many little ways to enlarge your child's world. Love of books is the best of all. ~ Jacqueline Kennedy Onassis

Books, to the reading child, are so much more than books—they are dreams and knowledge, they are a future, and a past. ~ Esther Meynell

Through the use of books, I have the whole world at my feet, could travel anywhere, meet anyone, and do anything. ~ Benjamin Carson

Every person who knows how to read has it in their power to magnify themselves, to multiply the ways in which they exist, to make life full, significant, and interesting. ~ Aldous Huxley

It's such a wonderful feeling to watch a child discover that reading is a marvelous adventure rather than a chore. ~ Zilpha Keatley Snyder

There is more treasure in books than in all the pirates' loot on Treasure Island...and best of all, you can enjoy these riches everyday of your life. ~ Walt Disney

When I was about 8, I decided that the most wonderful thing, next to a human being was a book. ~ Margaret Walker

Today a reader—tomorrow a leader. ~ W. Fusselman

o

*A book
is a gift
you can
open
again
and
again.*

~Garrison Keillor

*A good
book
is the
best of
friends,
the same
today
and forever.*

~Martin Tupper

*A book
is like
a garden
carried
in the
pocket.*

~Chinese Proverb

*A room
without
books
is like
a body
without
a soul.*

~Cicero

Write

to be

understood,

speak

to be heard,

read

to grow.

~ Lawrence Lowell

All mankind

has done,

thought

or been:

it is lying

as in

magic

preservation

in the

pages of

books.

~ Thomas Carlyle

E

heluhelu

kakou.

Let's Read Together.

~ Hawaiian Proverb

**From
candlelight**

to

early

bedtime,

I read.

~ Thomas Jefferson

Did you know that
March 20 is Smile Day?

Sept. 5, 2006

From **Maria + class**

AND MS. OTTOVINO, TDO
BOB GRAHAM EDUCATION CENTER
15901 NW 79th AVENUE
MIAMI LAKES, FL 33016



Dear Mom,
Thanks for reading us
The Pokey Little Puppy.
It's so funny when the
puppies dig holes and the
owner puts up a sign that
says "No Digging Holes." We know
puppies can't read! You are the
best mom ever for bringing
the cupcakes and drinks, too.
Love,
Maria

To Mrs. [unclear]
14 [unclear] Ct.
Miami Lakes FL 33015

PART OF ADDRESS/NAME "WHITED OUT" TO PROTECT PRIVACY!

Did you know that
May 7 is Family Day? 9/7/06

Dear Mami,
Thank you for
coming in to our class
to read us a Henry
and Mudge book. I
loved the part when
Henry and Mudge
sleep together.
Everybody loved the
whole story and the
snacks, too. We hope
you can come back
again. Love, Adrianna

From **Adrianna + Class**

AND MS. OTTOVINO, TDO
BOB GRAHAM EDUCATION CENTER
15901 NW 79th AVENUE
MIAMI LAKES, FL 33016

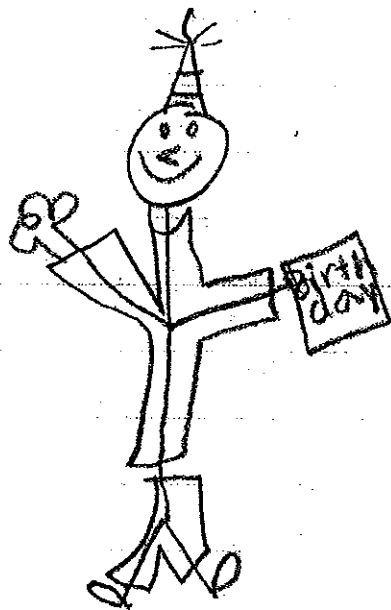


To Mrs. [unclear]
86 [unclear] Terr.
Miami Lakes FL 33016

Aug. 28

Dear Ms. Ottaviani,

Thank you for the birthday book and for letting my mom come in and give us icecream sand whiches in our room and to read to us. This was my best birthday so far. I started reading my book and it's interesting and exciting to read. My mom said she might get me more magic tree house books if I can read this one. I wonder if this book is AR. I'll tell you my favorite part after I finish the whole book. It won't take me long because I like reading it.



Your student,
Randy

Sample of journal entry with "inventive spelling":

Marcy T. Sept. 20

Brown Bag with a Book

On Thursday we had Brown Bag with a Book. We all went outside and read and had lunch in small groups with parents. My favorite book was Chika chika Boom boom because at the end was funny and it is such a funny book. But the funniest was No David! That is the funniest book I ever heard in my life that is such a good book ever. Thank you God to make such a funny book ever. I ate ricecrispiest and little hotdogs. My mom read us

"My child's attitude toward reading has completely changed thanks to the Born to Read Activities. Actually, our whole families' attitude has changed. Reading in our house is more of a "celebration" and we read together more often. I try to do a "read aloud" every day even if it's a short one. My child used to be a reluctant reader and an even more reluctant writer. Now books are always at the top of his "wish list." And he is a pro at writing thank you notes for everything and anything." ~Mrs. Espana, parent

Teacher Resources

99 Ways to Get Kids to Love Reading and 100 Books They'll Love, Mary Leonhardt, Three Rivers Press, 1997

Also by Mary Leonhardt: *Parents Who Love Reading, Kids Who Don't Keeping Kids Reading*

Reading Magic, Why Reading Aloud to Our Children will Change their Lives, Mem Fox, Harcourt, Inc, 2001

Raising A Reader, Simple and Fun Activities for Parents to Foster Reading Success, Bonnie D. Schwartz, Scarecrow Education, 2003

The Read-Aloud Handbook, Jim Trelease, Penguin Books, 1979

How to Get Your Child to Love Reading, Esme Raji Codell, Algonquin books of Chapel Hill, 2003

National Reading Association Website: <http://www.reading.org/>

The National Institute for Literacy

The National Institute for Literacy, an independent federal organization, supports the development of high-quality state, regional, and national literacy services so that all Americans can develop the literacy skills they need to succeed at work, at home, and in the community. The National Institute for Literacy administers The Partnership for Reading and other programs that promote child and adult literacy. For more information about NIFL and reading, visit www.nifl.gov.

To obtain the full copy of *Teaching Children to Read*, the 2000 report of the National Reading Panel, which serves as the basis for the information in this brochure, visit www.nationalreadingpanel.org.

For additional copies of this brochure, contact the National Institute for Literacy at ED Pubs, PO Box 1398, Jessup, MD 20794-1398. 1-800-228-8813. Fax 301-470-1244.

Email edpubs@inet.ed.gov. Or download the document at www.nifl.gov.

"What I know for sure is that reading opens you up. It exposes you and gives you access to anything your mind can hold. What I love most about reading: It gives you the ability to reach higher ground. A world of possibilities awaits you. Keep turning the page."

~Oprah Winfrey