

Reading Connection

Working Together for Learning Success

November 2020

Fargo Public Schools

Title I

Book Picks

■ *Liberty Porter, First Daughter* (Julia DeVillers)

Liberty's life changes when her dad is elected president of the United States. Follow along as she gets used to living in the White House, attending a new school, and following all the rules that come with being the president's child. Book 1 in the First Daughter series.



■ *Ostriches* (Rachel Poliquin)

From the Superpower Field Guide series, this nonfiction book is filled with fascinating facts about ostriches. Your child will meet an ostrich named Eno and learn how this grumpy two-toed animal survives in the African savanna,



what special features he has, and much more.

Includes illustrations and a glossary with science terms.

■ *Poetry for Young People: Langston Hughes* (David Roessel and Arnold Rampersad)

Young readers are introduced to a famous African American poet in this illustrated collection. The compilation contains Hughes's poems about hopes and dreams, plus an introduction and a biography of his life.

■ *The Vanishing Coin* (Kate Egan)

When fourth-grader Mike and his new friend Nora discover the local magic shop, owner Mr. Zerlin teaches Mike his first magic trick. From that point on, Mike is hooked! Find out how Mike's life changes—and learn magic tricks—in this first book in the Magic Shop series.



Subject-area writing

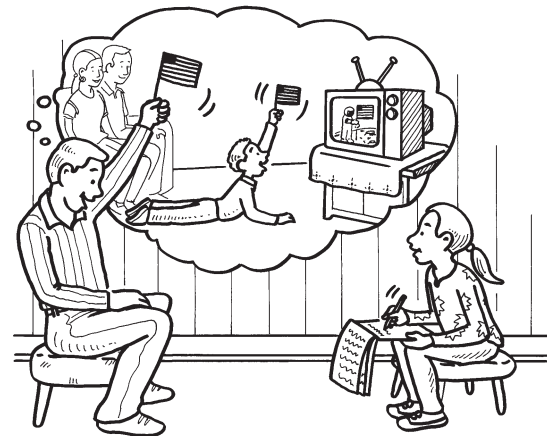
When your youngster answers questions in her social studies book, explains how she solved a math problem, or completes a science lab report, she needs strong writing skills. Encourage her to practice writing with these at-home activities for each subject.

Social studies

Suggest that your child interview a relative or family friend about a historical event she studied in class. A grandparent, an aunt, or an uncle might remember watching the first moon landing or the fall of the Berlin Wall. Your youngster could write about the event through that person's eyes and include details like names, dates, and places.

Math

Hooray! Your child figured out the math problem that had her stumped. Before she moves on to the next one, have her write a step-by-step description of how she did it. She'll practice explaining her math thinking and putting her



thoughts in logical order. Plus, she'll have a handy reference when she needs to solve similar math problems.

Science

Which brand of stain remover or lint roller works best? Ask your youngster to do a science experiment using household products. She can write an explanation of her procedure and record the results, just like she does in science class. *Tip:* Let her post the write-up, complete with photos, on the refrigerator so family members can learn which product "won." ■

Hooked on classic fiction

Spark your child's interest in fiction by steering him toward tales you enjoyed at his age or ones he liked listening to when he was younger. Here are two ideas.

1. Read classics. Suggest books from your childhood. He might like Michael Ende's *The Neverending Story* or Fred Gipson's *Old Yeller*, for instance. Perhaps he'll be inspired to read more classics and find his own favorites.

2. Rediscover fairy tales. Different cultures have their own versions of various fairy tales. Have your youngster type a familiar title (*Cinderella*) into a library database. He may be surprised by the differences in *Yeh-Shen: A Cinderella Story from China* by Ai-Ling Louie or *The Rough-Face Girl*, an Algonquin Indian version by Rafe Martin. ■



A reading checklist

Good readers use many different strategies to help them understand books. Share this checklist with your child. He can monitor his comprehension—and get back on track if things don't make sense.

- Before I begin reading, I ask myself what I already know about the topic. I use this knowledge to help me learn new information in the text.
- When I read difficult material, I stop and think after each paragraph or section to make sure I understand it. I might summarize it in my head or on paper.



- I reread parts that are confusing. If I'm still stuck, I ask a teacher or parent for help.
- I read between the lines to figure out events or information that the author didn't come right out and explain.
- I jot down questions when I read nonfiction. I check to see whether my questions are answered later in the text.

- I predict what's going to happen next in a novel. Then I read on to see whether my prediction was accurate.

Mark it, flag it

A bookmark that's also a tracking tool? We have just the thing! Your youngster can make this simple bookmark and use it to learn and get ideas from what he reads.

First, have him cut a bookmark-size strip from cardboard and decorate it with crayons or markers. Then he could glue a small pad of sticky notes to the top. As he reads, he can use the sticky notes to:



- Write down unfamiliar words to look up later.
- Flag passages to share in class.
- Think of character names or details for a story of his own.
- Mark names of cities or countries he'd like to visit.
- Note a new sport or hobby to try.
- Jot down a personal experience, a movie, or another book that he's reminded of.

Q&A How to give—and get—feedback

Q During “writing workshop,” my daughter’s classmates give each other feedback on their stories. Nicole feels uncomfortable giving and receiving criticism. How can I help?

A Encourage your daughter to think of feedback not as criticism but as making the writing the best it can be. It’s a good idea to start by saying something nice about her classmate’s story, such as, “I really like this plot twist.” Then, if she sees something that could be improved, she might try, “I got confused here” or “I’m not sure what you meant when you said . . .”



Meanwhile, *getting* feedback will show your child how others view her writing. If a classmate says, “I don’t understand why your character would do that,” Nicole may decide to change the character’s action. With time, she’ll get more comfortable giving and getting feedback—and see its value. And this experience will serve her well in the future, since giving and receiving criticism is often part of a job.

Fun with Words Don't make a word!

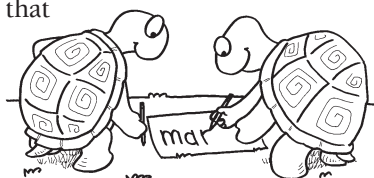
Force your opponent to add the last letter to a word in this game that boosts spelling and vocabulary skills.

To start, think of a word (*moment*), and write the first letter (*m*) on a sheet of paper. Your child should come up with a word that begins with *m* (it will probably be different from yours) and write the second letter of her

word (add *a* to *m* for *match*). On your turn, think of a word that starts with *ma* and add the next letter (*r* for *marble*).

Continue until a player is forced to complete a word that has four or more letters. For example, if your youngster adds *e* to *mar*, she spells *mare* and loses.

Note: A player must have a real word in mind when adding a letter. If someone is challenged, she has to say the word she’s thinking.



OUR PURPOSE

To provide busy parents with practical ways to promote their children's reading, writing, and language skills.

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