



# Dennis-Yarmouth Title I

From the Title I Coordinator

Volume 1, Issue v

January 2017

I hope that you all had a wonderful Holiday Season, and welcome to 2017!

Now is the time for some real hard work for the Title I children. Holidays are out of the way, and we now have a large block of time to use to get all the children onto the right track.

I would hope that you as parents are reading with your children for at least 1/2 hour each evening, and working on their mathematics facts for at least 20 minutes per day. Establishing a homework time is a wonderful way to accomplish this. If you establish this time when your children are young, you will save yourself a lot of problems when they become teenagers. The time you establish should always be the homework time. If your child comes home and says, "I have no homework," then you simply tell them to read a book, or write in a journal. By doing this, you establish this time as sacred homework time. When they become teenagers, they will be in the habit of doing homework at the established time, and your life will be much easier.



## THE READING-WRITING CONNECTION

The writing your child does now will help prepare him/her for producing longer and more sophisticated pieces. Here are some ideas to help you help your child with writing:

### Use writing for family communication.

Keep a family message board.

Leave daily notes for each other.

### Give your child a notebook

Encourage your child to use it as a journal. Assure your child that no one will read it without permission

### Encourage social writing

If your child has just started school, have him sign his name to birthday cards and thank you notes. If older, encourage him to write notes with his signature

### Ask for a story

Tell your child that your would like nothing better on a birthday or holiday than a story he has written

### Be a model

Nothing will teach your child the value of writing as much as seeing you write every day.



**Reminder: Schools will be closed and Monday, January 16th for Martin Luther King Day .**

As always, for further information, or answers to your questions, please contact me, **Cookie Stewart** at 508-778-7599 or [stewartv@dy-regional.k12.ma.us](mailto:stewartv@dy-regional.k12.ma.us)  
Or at MES  
440 Higgins Crowell Rd.  
West Yarmouth, MA  
02673



# Home & School

## Working Together for School Success

### CONNECTION®

January 2017

Dennis Yarmouth Title I Program



#### SHORT NOTES

##### Is my child over-scheduled?

Take a moment to review your youngster's after-school schedule together. While there's no magic number of activities that's right for every child, consider whether she has enough time to do homework and enjoy downtime. If one or more days each week are jam-packed, think about having her drop an activity.

##### School supply inventory

The year is halfway over! Your youngster's school supplies may be running low, so check if he needs more pencils, paper, or calculator batteries. You might also ask his teacher about shared items like tissues or glue. *Note:* Contact the school counselor if you need assistance in getting supplies for your child.

##### Good handwriting matters

Although your youngster will type more of her work as she gets older, it's still important for her written assignments to be legible. Also, she will be less apt to make math mistakes if she writes numbers clearly. Encourage her to take pride in completing her work neatly.

##### Worth quoting

"I know nothing in the world that has as much power as a word. Sometimes I write one, and I look at it until it begins to shine." *Emily Dickinson*

#### JUST FOR FUN

**Q:** What do you call a boomerang that doesn't work?

**A:** Lost.



## Motivated to learn

What's the best way to keep your child inspired to learn? Help him learn to motivate himself! Raise a self-motivated youngster with this advice.

##### Point to the future

Your youngster may feel more motivated to learn something if he understands how it will be important later. Tell him about ways you use school subjects like math and writing at work. You might explain how you count the money in your cash register and compare it to sales receipts when your shift ends. Or show him advertisements that you helped to write or design.

##### Move on from mistakes

There are two ways to react to mistakes: Feel discouraged, or get motivated. Encourage your child to look at a mistake as an opportunity to succeed next time. If he made careless errors on a report, for example, he could proofread papers more

carefully in the future (take a break before proofing, read backward).

##### Celebrate hard work

Have your youngster find natural motivators when he is faced with a big job. For instance, he may plan to read a new mystery he's been looking forward to after finishing a challenging book for school. Or you might let him organize a fun family activity that's related to his science project—perhaps a visit to a cavern if his experiment involves minerals.♥



## Winter workouts

No matter what the weather, your family can stay active this winter. Try these ideas.

**Sticky catch.** Use gloves for more than keeping warm. Get Velcro circles with sticky backs (available at craft stores), a Wiffle ball, and a pair of knit gloves. Stick Velcro pieces all over the Wiffle ball. Each person wears one glove, leaving one hand free to throw. Go outside for a game of catch!

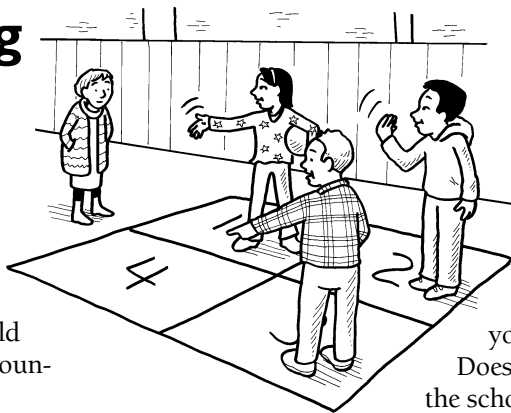
**Fitness hunt.** Ask each family member to draw and label pictures of physical activities (making snow angels, doing forward rolls). Hide the drawings, and race around trying to find them. When you spot one, do the activity five times. Then, hide that picture for someone else to find.♥



## Speak out about bullying

It can take courage for your youngster to ask for help when she or a classmate is bullied. Here are ways to reassure her that it's okay to speak up.

**To start a conversation...** "What have you heard in school about bullying?" Simply opening the lines of communication may make your child feel comfortable coming to you if she witnesses bullying or is a victim of it herself. If she doesn't have much to say, you could talk about what you've heard or relate situations you encountered as a youngster.



### If she is bullied...

"I'm glad you told me. Let's decide how I can support you." Children who are bullied may feel helpless. Discuss options so your youngster feels more in control.

Would she be okay with your talking to her teacher?

Does she want to meet with the school counselor?

**When a classmate is bullied...** "What could you do to help?" Together, brainstorm ideas. Have her think about where the bullying takes place. She might ask the child to play with her at recess or sit with her on the bus or at lunch. Or she could walk with her classmate to tell an adult about what happened.♥

### ACTIVITY CORNER

### Think like a historian

Does your child know that history isn't just something that happened a long time ago? In fact, history is made every day. Let him be a historian with this activity.

#### Find and document

Have him pay attention to history-making events like "firsts" (his little brother's first steps), unusual occurrences (the decade's biggest snow-fall), or significant changes (moving to a new house). Encourage him to document each event by writing about it or making audio or video recordings.



#### Analyze and predict

Like a historian, he should analyze why the event is important and what we might learn from it. He might say, "We normally get a dusting of snow in our state, but this week we got six inches," and "Now we know how snow drifts when the wind blows."

**Idea:** Let your youngster share his historical "document" with your family by reading aloud what he wrote or playing his recording.♥

### PARENT TO PARENT

### Teach me!

My son recently had what I thought was an unusual homework assignment. He had to study for a science quiz by teaching me the material, and I was supposed to write a sentence about what I learned.

It turned out to be interesting and helpful for both of us. I learned something new—about how sound travels better through solid objects than through liquids or gases—and my son earned a good grade on his quiz. We realized that talking it through in his own words was a good way for him to study. Also, I think it boosted his confidence to be able to teach me something I didn't know.

Now instead of asking what he learned in school, I sometimes have him teach it to me. If he struggles to explain it, that's a clue for him to go back and study more, then try again.♥



### Q & A

### Resolve to find family time

**Q:** Our New Year's resolution is to spend more time together as a family. Do you have any suggestions for getting our daughters on board?

**A:** Try letting each girl pick one special event a month for your family to do, such as a winter nature walk or a kite-flying festival. She could plan the activity and be in charge for the day. For ideas, look at calendars from the library or the parks and recreation department.



Also, look for ways to carve out small amounts of time. If you know you won't be able to eat dinner as a family, pick a different meal to eat together that day. Do errands cooperatively, and try to add an element of fun. For example, divide your grocery list in half, break into teams at the store, and see who can get their items first.

Finally, post family plans ("Pancake breakfast on Sunday," "Craft night at the library") to get your daughters excited about what's ahead.♥

### OUR PURPOSE

To provide busy parents with practical ideas that promote school success, parent involvement, and more effective parenting.

Resources for Educators,  
a division of CCH Incorporated

128 N. Royal Avenue • Front Royal, VA 22630  
540-636-4280 • rfeustomer@wolterskluwer.com  
www.rfeonline.com

ISSN 1540-5621

# Math+Science Connection

Beginning Edition

Building Excitement and Success for Young Children

January 2017

Dennis Yarmouth Title I Program



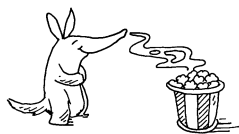
## TOOLS & TIDBITS

### Assorted sorting

Sorting helps your child develop math skills as he matches and organizes objects. Let him cut out pictures from old magazines and group them into a collage. He might classify pictures of toys or furniture by color or number, for example. Ask him how he organized his pictures—and how else he could sort them.

### Fun with senses

Your youngster can practice using her senses with this game. Pair each sense to a number on a die: 1 = sight, 2 = hearing, 3 = taste, 4 = touch, 5 = smell, 6 = your choice. Then, take turns rolling and calling out examples. Say she rolls a 5. What does she smell? Maybe it's popcorn in the microwave, or her cat's litter box!



### Book picks

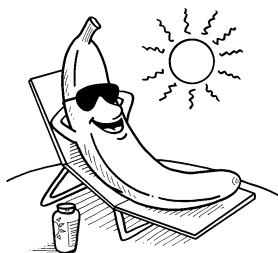
Learn about the incredible talents of a math whiz in this picture book biography, *The Boy Who Loved Math: The Improbable Life of Paul Erdős* (Deborah Heiligman).

The rhyming story *Amy's Light* (Robert Nutt) explains how a little girl's encounter with fireflies helps her learn about nature and overcome her fear of the dark.

## Just for fun

**Q:** Why do bananas use sunscreen?

**A:** Because they peel.



## Find the missing number

On pirate maps,  $x$  marks the spot for treasure. In math,  $x$  marks the spot for a missing number. Guide your child toward finding the missing numbers with these early algebra ideas.

### Equal or not

At the playground, talk about *equal* and *not equal*. For example, you might say, "Two children are on the swings, and 3 children are on the monkey bars. Is that an equal number of kids?" Then, ask, "What would make the numbers equal?" (Add 1 child on the swings because  $3 = 3$ , or take away 1 child from the monkey bars since  $2 = 2$ .)

### Paper-plate math

Have your youngster draw lines on a paper plate to make one large section and two smaller ones. She could put some pennies in each small section (say, 4 pennies in one section and 5 in the other). In the large section, let your child supply the "missing number" that they add up



to (9 pennies, since  $4 + 5 = 9$ ). Or place 6 pennies in the big section and 4 pennies in a small one. How many pennies would go into the other small section to make  $4 + x = 6$ ? ( $x = 2$  pennies)

### Block tower

Suggest that your youngster build a block tower using two different colors. Now, ask a missing-number question like "I see 9 blocks in your tower. Three are red, and the others are blue. How many blocks are blue?" She can count the blue blocks to find the unknown number (6) and tell you the subtraction sentence:  $9 - 3 = 6$ .

## Poetry rocks

Let your youngster turn a pile of rocks into a poem! Here's how.

**Take a rock walk.** Get started by having your child gather various rocks. Encourage him to choose ones that are different colors, sizes, textures, and shapes.

**Discuss your finds.** Ask questions to help your youngster describe his rocks. How do

they feel when you touch them (smooth, rough)? What colors are they (gray, white)? Help him jot down the words he uses.

**Write a poem.** Now he can turn his words into a poem about his rocks. *Example:*

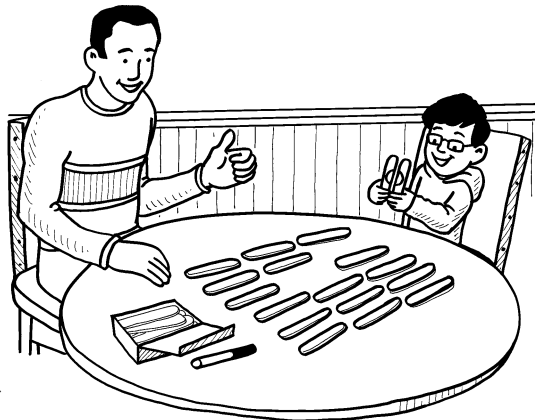
My rock is gray  
Like a rainy day.  
But that one is white.  
It's smooth and bright.



# Let's make some shapes


Circles, squares, rectangles... with these hands-on activities, your child can enjoy making, building, and finding these shapes and more.

**Split in two.** Together, make a shape-matching game. Lay two craft sticks side by side, and draw half of a shape on each one. Repeat with more pairs of sticks. Then, place them all facedown. Take turns picking two at a time. If they match, keep them. If not, flip them back over. Make the most matches to win the game.



Your youngster will see that shapes may be divided in half and put back together again.

**Build up.** Ask your child to cut out four squares and four triangles from construction paper. Can he use them to create larger shapes? For instance, he might line up four squares to make a rectangle or form a square from two triangles. He'll start to understand how small shapes will create bigger shapes.

**Give clues.** Help your youngster draw shapes like a circle, a square, and a pentagon on separate pieces of paper. Let him place them around your family room. Then, have him give you clues to pick the right one. He might say, "Find the shape that has four equal sides and four corners" (a square). Can you find them all? Now, switch places, and give him clues. 

## SCIENCE LAB

### Ice on a string


This experiment will show your youngster how to lift an ice cube with only a piece of string—right before her very eyes.

**You'll need:** glass, water, ice cubes, string, salt, timer, measuring spoon

**Here's how:** Help your child fill a glass  $\frac{3}{4}$  full with water and add three ice cubes. Across the top of the glass, have her lay a length of string that touches one cube. Then, she should sprinkle 1 tsp. salt on top of that cube. After one minute, let her pick up the string by both ends.



**What happens?** The ice cube lifts along with the string!

**Why?** The string froze into the ice cube. That's because the salt—which lowers the freezing point—melted the cube a little, and the string settled into the small puddle created. During the minute she waited, the other cubes and water stayed cold enough to refreeze the melted part, and the string was sealed inside. 

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## Q & A


### One to one

**Q:** During math night at our school, my daughter Sammie loved the one-to-one-correspondence table.

What could we do at home to play with this more?

**A:** One-to-one correspondence is about partnering each number with an object—practicing it helps children understand that counting has meaning by connecting a number to the item counted.

Try these everyday suggestions:

- While taking a walk, have your child count each sidewalk crack as she steps or jumps on it.
- As you're doing paperwork, let her count a pile of paper clips out loud, saying one number for each paper clip.
- When she sets the dinner table, your youngster could count the number of forks, spoons, or salad bowls she puts down for each person. She'll be learning—and helping around the house. 



## MATH CORNER

### Comparing edible dominoes

With these number comparison activities, your child can have his math and eat it, too!


First, let him make his own edible dominoes. Have him break apart graham crackers into four rectangles each. Help him add a thin line of icing or cream cheese down the middle and then dab 0–6 dots of icing or cream cheese on each half. Now try these ideas.

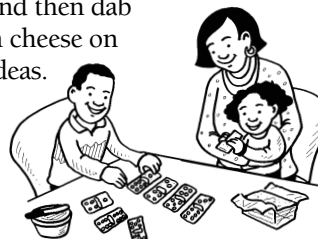
#### Less on the left

If there are 2 dots on one side and 5 on the other, which side has the

smaller number? Ask him to line up his dominoes so the smaller numbers are on the left.

#### Greater gets the win

Your youngster deals the same number of dominoes to each of you. Then, you each pick one and turn it into an addition problem to solve. For instance, a domino with 3 dots and 4 dots would be  $3 + 4 = 7$ . Compare your sums. Whoever has the greater number gets to keep (or eat) both. 



# Reading Connection

Tips for Reading Success

Beginning Edition

January 2017

Dennis Yarmouth Title I Program

## Book Picks

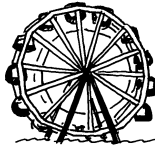


### Read-aloud favorites

#### ■ **Mr. Ferris and His Wheel**

(Kathryn Gibbs Davis)

This is the true story of how an American engineer invented the Ferris wheel.



George Ferris designed an enormous steel wheel with fancy cars that fair-goers could ride in, and it became one of the most popular carnival attractions of all time.

#### ■ **Henry and Mudge: The First Book**

(Cynthia Rylant)

Henry's new puppy, Mudge, quickly grows into a 180-pound dog who walks Henry to school, sleeps in Henry's bed, and occasionally gets into trouble. The boy and his dog learn a valuable lesson when Mudge gets lost. Book 1 in the Henry and Mudge series. (Also available in Spanish.)

#### ■ **Before After** (Anne-Margot Ramstein and Matthias Arégui)

In this wordless book, pairs of pictures show "before" and "after"—a caterpillar and a butterfly, a pumpkin and a carriage, a snowy winter scene and a lush spring one. Can your child explain how each pair is related?



#### ■ **I Had a Favorite Dress**

(Boni Ashburn)

A little girl wears her favorite dress every week until she starts to outgrow it. She asks her mom to turn it into a shirt—which she wears every week until it's too small. But that's not the end of it! What will her mom turn it into next?



## Plan for creative writing

Youngsters are naturally creative, whether they're doing art projects or playing with toys. Let your child use his creativity to plan the stories he writes. Here are playful ideas.

### Sculpt a character

Who will star in your youngster's story? Encourage him to create a main character out of play dough. It could be a person, an animal, or an imaginary creature. Suggest that his character perch nearby as he writes about it—he might write its name and its age, describe its personality (silly, serious), and tell what it likes to do for fun.



write a detailed story: "My best friend and I sit at the same round table in class."

### Plan a plot

What problem does your youngster's character face? He could flesh out his plot by using small toys (action figures, bouncy balls, blocks) to act out scenes. "Seeing" the action will help make his writing more vivid and specific. For instance, he might describe exactly how a basketball player sank the winning shot or how the dragon toppled the tower. ♥

### Sketch a setting

Where will your child's story take place? Have him draw or paint the setting (a classroom, a playground, a castle), and ask questions that will inspire him to add details. For example, are there tables or desks in the classroom? Does the castle have a moat and a drawbridge? He can refer to his picture while you help him

## Everyone reads!

Show your youngster the importance of reading by talking about books on a regular basis. Consider these everyday tips.

● **"Today I read..."** Tell your child what you read at work or in your spare time. You could describe the dishes on the new menu at your restaurant or mention a suspenseful mystery that's keeping you on the edge of your seat. Ask her to tell you what she's reading, too.

● **"I know who'd enjoy this book..."** Point out what relatives or friends might like to read. While looking at the "new arrivals" shelf at the library, you could say, "Uncle Rick loves science fiction. Let's tell him about this book." Then, encourage your youngster to be on the lookout for other books to recommend. ♥



# Super sight-word activities

Being able to recognize common words automatically is an important step toward fluent reading. Try these activities to help your youngster learn to read frequently used words like *said* and *went*.

**Note:** Use a list of sight words that your child's teacher sends home, or find a list online (try [lincs.ed.gov/readingprofiles/Dolch\\_Basic.pdf](http://lincs.ed.gov/readingprofiles/Dolch_Basic.pdf)).



**Slide and find.** Your youngster can reveal sight words hidden in rice. First, cut a sheet of construction paper to fit inside a plastic zipper bag. Write 15–20 sight words in random places on one side of the paper, slide it into the bag, and have your child add scoops of dry rice until the page is covered. Seal the bag, and lay it flat on the table. She

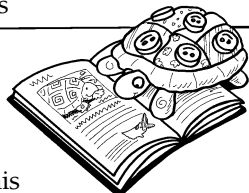
should use her finger to slide the rice around through the plastic and say each word as she uncovers it.

**Park and read.** Let your youngster draw a parking lot for her toy cars on poster board or construction paper. In each parking space, have her write a sight word (*was*, *they*, *because*). As she parks each car, she reads the word in its spot. Or call out any word in the lot, and she has to park a car in the space labeled with that word.♥

## Stuffed animal research

What would your child's stuffed squirrel like to eat? What kind of home does his turtle need? He can practice reading nonfiction and build early research skills as he finds out!

**1.** Together, find library materials that would answer his questions. You might try information books, picture book biographies, children's encyclopedias, or kids' science and nature magazines.



**2.** Help him read the table of contents and the glossary to see which pages contain the facts he wants. For instance, he could look for pages that mention *diet* or *habitat*.

**3.** Now it's time to use what he learned to "take care of" his animals. He might "serve" acorns to his squirrel. Or he can create a pond for his turtle using blue construction paper. He'll discover that doing research to learn new things is fun and useful!♥

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ISSN 1540-5648

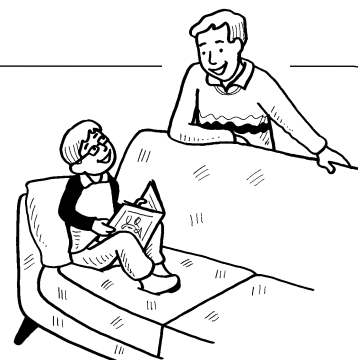
## Q&A Reading silently

**Q** My son recently started reading silently. Since I can't hear him read, how can I check on how he's doing?

**A** Silent reading is typically—but not always—a sign that a child is reading automatically and efficiently.

To make sure your youngster understands what he reads silently, invite him to tell you about it when he's finished. Browse through the book as he talks so you can see how well he understood it. Ask him to show you any hard words he figured out—or any he couldn't get. Also, tell him that he can come to you or an older sibling for help when he reads.

And remember, just because your son *can* read silently doesn't mean he has to do it all the time. Let him read aloud to you, and you'll be able to hear his progress.♥



## Parent to Parent

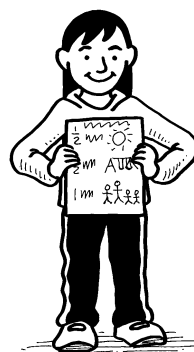
### A recipe for writing fun

In school, my daughter Sara had to write a recipe for something other than food. Sara decided that her recipe would be for friendship, and it called for "ingredients" like 1 cup loyalty and a pinch of laughter.

She enjoyed the assignment, so I suggested that she write recipes for other things. In her recipe for a perfect day, her instructions included mixing together

$\frac{1}{2}$  cup sunshine,  $\frac{1}{2}$  cup playground fun, and 1 cup family. Sara has also written recipes for her ideal sleepover, soccer game, and school field trip.

This has been a great way to encourage my daughter to practice writing. Now, she's compiling her recipes into a "cook-book" to keep on our bookshelf for everyone to read.♥





# BUILDING READERS®

How Families Can Help Children Get Ready to Read

Dennis-Yarmouth Regional School District  
Title 1

## Play a game to strengthen your child's listening and language skills

Talking with your child is a terrific way to help her improve her language-learning skills, because it exposes her both to words and to the “feel” of conversation. In addition to regular conversations, play fun games such as Listen and Name to sharpen her listening and thinking skills.

To play, ask your child to name things that:

- **Roll.**
- **Gallop.**
- **Swim.**
- **Melt.**
- **Climb.**

Can she name something that fits into several of these categories? As she gets used to the game and becomes more creative, challenge her with trickier descriptions. Can she name something that sparkles?



**Source:** J.R. Oberlander, *Slow and Steady, Get Me Ready*, Xulon Press.

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

—Garrison Keillor

## Fine motor skills prepare kids to write

Helping your child build fine motor skills gets him ready to write by strengthening the small muscles he'll use when gripping a pencil or crayon. Here are a few enjoyable ways to boost your child's critical motor skills:

- **Break out the play dough.** Give your child plenty of opportunities to squish, mold and roll it.
- **Tear paper.** Have your child rip up small pieces of construction paper. He can glue them onto another piece of paper to create a unique craft.
- **Stack and build.** Encourage your child to play with blocks.
- **Get out the paint.** Have your child experiment by painting with his fingers, big and small brushes, or cotton swabs.

**Source:** A. Ranson, “40 Fine Motor Skills Activities,” The Imagination Tree, [nswc.com/fine\\_motor\\_activities](http://nswc.com/fine_motor_activities).

## Phonemic awareness is essential in reading development

*Phonemic awareness* is the understanding that letters make particular sounds and that words are made up of these sounds. With developed phonemic awareness, your child will be able to:

- **Figure out** the sounds that letters make.
- **Connect** a group of sounds with words.
- **Learn** to spell.



**Source:** “What Is Phonemic Awareness?” Begin to Read, [nswc.com/phonetic\\_awareness\\_basics](http://nswc.com/phonetic_awareness_basics).

## Put cookbooks on your child's reading list

Cookbooks aren't just full of recipes—they're also full of words and pictures. So encourage your child to browse your kitchen bookshelf. It's one more way to fill her day with language.



## Songs reinforce language skills

Listening to music is a great way to help prepare your child for reading. Hearing lyrics in the song is just like listening to poetry. To expose your child to music, you can:

- **Introduce your child** to new words by pointing out interesting lyrics.
- **Identify rhymes** in the lyrics.
- **Play background music** while your child is playing.





## Foster a love of learning to build your child's desire to read

To read well, your child shouldn't just be learning about letters and words. She should be learning about everything! Why? Because the sharper her overall learning skills, the better prepared she'll be to read. And the more excited she is about learning, the more she'll want to read!



To engage your preschooler's brainpower every day:

- **Encourage friendships.** When your child plays with friends, she builds communication skills and learns concepts like sharing.
- **Promote creativity.** Ask her to invent a story, paint a picture or make something with clay.
- **Give her items** to count or measure.
- **Encourage her passions.** Does she love bugs, stars or airplanes? Help her explore those interests.

**Source:** "Helping Your Preschool Child," U.S. Department of Education, [nswc.com/learning\\_development](http://nswc.com/learning_development).

## Reuse old magazines for reading inspiration

Those old magazines that you may have around the house can liven up your child's reading routine. Use them to invent new and unique stories! You can:

- **Write a book.** Make a booklet by stapling sheets of paper together. Help your child glue a cut-out image from an old magazine onto each page. Together, think up a story to go with the pictures.
- **Fill a story-starter box.** Clip snippets of text and interesting pictures from old magazines. Store them in a shoebox. The next time your child asks you to tell a story, choose something from the box for instant inspiration.



**Q:** My preschooler can already identify the letters of the alphabet. What skill should we work on next?

**A:** Teach her about the sounds letters make. "I'm thinking of a letter that makes a *ddd* sound. Do you know what it is?" Also, point out letter sounds when you read. "That word starts with an *mmm* sound, just like *milk* does!"

Do you have a question about reading? Email [readingadvisor@parent-institute.com](mailto:readingadvisor@parent-institute.com).

## Roll the dice and make a rhyme

Make rhyming dice by covering two square boxes with paper. Cut 12 pictures from a magazine and glue one onto each surface of the boxes. Try to find pictures of objects that your child will recognize and that are easy to rhyme (like *house* or *cat*). Have your child roll one die at a time. See if she can name a rhyme for whichever picture she rolls.



**Source:** K. Cox, "Rhyming Dice," PreKinders, [nswc.com/rhyming\\_dice](http://nswc.com/rhyming_dice).

## Books to delight your early reader

- ***If You Give a Dog a Donut*** by Laura Numeroff (Balzer + Bray). If you give a dog a donut, he's going to ask you for some juice. Your child will never guess what this dog thinks that he needs next!
- ***Little Miss, Big Sis*** by Amy Krouse Rosenthal (HarperCollins). Little Miss can't wait to be a big sister! She waits and waits ... until the new baby comes. Then, she realizes how life changes with a new baby in the house.
- ***The Story Book Knight*** by Helen Docherty (Sourcebooks Jabberwocky). Leo is a knight who loves to sit and read his favorite books. So when he must go fight a dragon, he brings them along with him.



### Building Readers®

How Families Can Help Children Get Ready to Read

Publisher: L. Andrew McLaughlin.  
Publisher Emeritus: John H. Wherry, Ed.D.  
Editor: Stacey Marin.

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(a division of PaperClip Media, Inc.)  
P.O. Box 7474, Fairfax Station, VA 22039-7474  
1-800-756-5525, ISSN: 1533-3299  
[www.parent-institute.com](http://www.parent-institute.com)

# Reading Connection

Working Together for Learning Success

January 2017

Dennis Yarmouth Title I Program



## Book Picks

### ■ *The Last Fifth Grade of Emerson Elementary* (Laura Shovan)

Emerson Elementary is closing at the end of the year, and the 18 fifth-graders in Ms. Hill's class want to keep it open. This novel, told in poems from the students' journals, shares their daily struggles with family, friendship, and fitting in, along with their attempts to save their school.

### ■ *The Future Architect's Handbook* (Barbara Beck)

Readers will follow a fictional architect who draws plans for a house.

Detailed illustrations lead aspiring young architects through the process—and may even encourage them to come up with their own designs.



### ■ *White Fang* (Jack London)

Your child will see the world through the eyes of White Fang, a wild wolf-dog, in this classic novel. Can the



wolf-dog leave his wild life behind and learn to love a human?

Read along as White Fang becomes a sled dog and a fighting dog before finally finding a home. (Also available in Spanish.)

### ■ *How to Turn \$100 into \$1,000,000: Earn! Invest! Save!* (James McKenna and Jeannine Glista)

You don't have to win the lottery to become a millionaire. This guide, designed to teach youngsters to be financially smart, offers tips for earning money, setting financial goals, creating budgets, and investing.



## The power of predictions

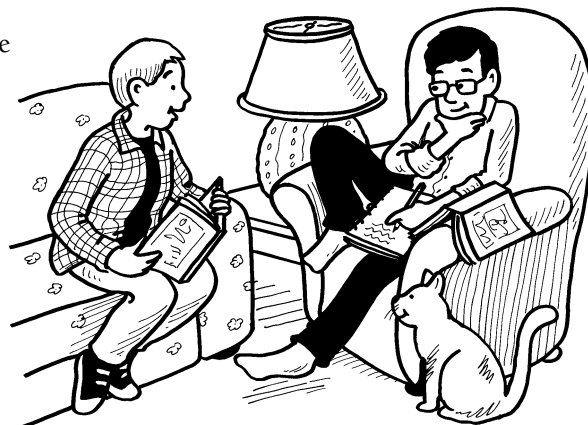
What will happen next in the book your child is reading? Encourage him to combine clues from the text with what he already knows to make predictions—a powerful strategy for building reading comprehension. Try these steps.

### 1. Predict

Have your youngster pause after each chapter and make a prediction about the following one. Let him use a notebook to jot down his forecast, along with evidence from the book to back it up. For example, he might write, "I predict the prince will get in trouble because he invited a stranger into the castle, and the king forbids that."

### 2. Revise

As your child continues reading, he could gather more evidence and consider whether the new clues make him want to change his prediction. If so, he should note what he has learned and



how his thinking changed. For instance, after he reads that the king's advisor has called a council, he might add, "Now that I know about the council, I expect the prince will stand trial."

### 3. Confirm

When he finishes the book, he will find out if his predictions came true. Since books may contain twists and surprises, some of your youngster's forecasts may not happen as he expected. If so, suggest that he go back and reread for clues he overlooked or that could be interpreted in a different way. ■

## Write like a scientist

Your youngster may not realize it, but doing science involves a lot of writing. Have her imitate real scientists by documenting her own science experiments at home.

● **Before.** Your child could write an "If/then" statement giving a hypothesis about the outcome. *Example:* "If a plant is left in sunlight rather than artificial light, then it will grow faster."

● **During.** Remind your youngster that scientists write reports so others can repeat their experiments. She'll need to include each step along with her observations. "Day 3: The plant receiving sunlight has more new leaves than the one getting artificial light."

● **After.** Now your child will describe what happened. "The plant grown in artificial light is smaller than the plant exposed to sun." ■

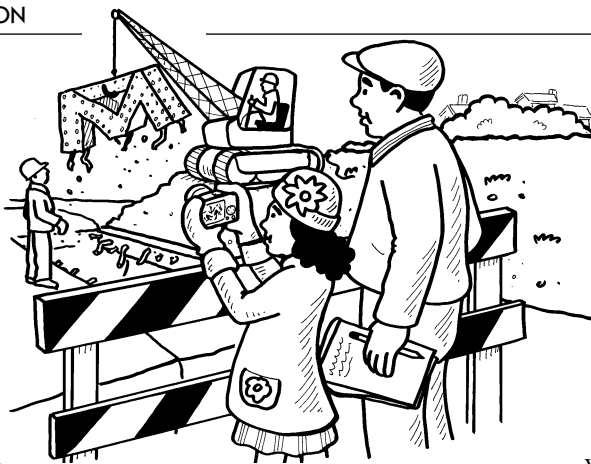


## Writing for the future

One hundred years from now, who will tell people what it was like to live in 2017? Your youngster, of course! Inspire her to practice writing with that audience in mind as she creates a record for readers of the future.

**Share the latest fads.** Hula hoops and yo-yos were once crazes. What toys or activities does your child love today? Encourage her to write about them in a notebook. She might provide instructions for a popular game and explain why she enjoys it.

**Explore current events.** Today's news is tomorrow's history. Ask your youngster to create news articles about interesting



events like a baby panda born at the zoo or the opening of a new park. Remind her to answer the six questions crucial to information gathering: who, what, where, when, why, and how.

**Think local.** In 2117, your hometown will probably look different. Let your child keep a record

of things that change. If a bridge is being replaced, she could compare and contrast the old and the new to put things in context for future readers. "The historic bridge had only two lanes, and the town needed a bigger one to support more traffic." Suggest that she snap photos to add to her record. ■

### Fun with Words

### Name my "whatsit"

Figuring out unfamiliar words from context clues is a key part of reading comprehension—and a skill that gets a workout with this fun activity.

Let your child write a sentence or pick one from a book or magazine, replacing one word with *whatsit*. For instance, "The bandage has *whatsit* that sticks to skin but not the wound."



Use clues from the sentence to determine the word your youngster replaced. Talk out your thinking as you go. "I think *whatsit* is *adhesive* because it's the sticky part of bandages."

If you need more clues, ask your child to write another sentence using the word. "This *whatsit* holds wood together better than white glue."

Once you guess his word, trade roles, and replace a word in a sentence with *whatsit* for your youngster to guess. ■

#### OUR PURPOSE

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

Resources for Educators,  
a division of CCH Incorporated  
128 N. Royal Avenue • Front Royal, VA 22630  
540-636-4280 • rfeustomer@wolterskluwer.com  
www.rfeonline.com  
ISSN 1540-5583

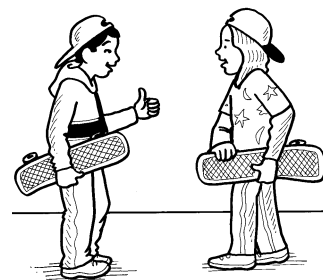


## Strike up a conversation

Good conversation skills prepare your child for group discussions at school. These ideas can help him start and continue conversations.

### Similarities

To get a conversation rolling, suggest that your youngster talk about shared interests. "I see you're wearing a Colts jersey. I love that team! How do you think they're playing this year?"



### Compliments

Is there something your child admires about the person? Paying a compliment creates a natural opening for more talk. "That's a cool trick you did on your skateboard. Will you teach me how to do it?"

### Advice

People love to share their opinions, so asking others what they think is a simple way to start or add to a conversation. "I need to pick out a birthday gift for my cousin in college. What do you think would make a good present?" ■

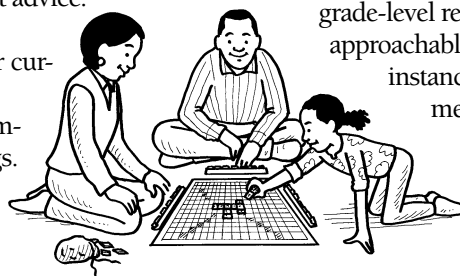


## How to help your struggling reader

**Q** My daughter reads below grade level. She meets with a reading specialist once a week, and I'd like to help her at home, too. Any suggestions?

**A** Start by working closely with your child's teacher and reading specialist—they can give you great advice.

Then, encourage your daughter to read at her current skill level for fun, whether it's books, comics, magazines, or blogs. This can help her develop confidence and a love of reading.



Also, use reading and reading-related activities for entertainment. Word games like hangman and Scrabble increase vocabulary and improve word recognition. Reading trivia questions aloud builds fluency.

Ask her teacher for ways to make grade-level reading materials more approachable for your child. For

instance, she may recommend that your daughter listen to an audio version of a novel while she follows along in the book. ■

# BUILDING READERS®

How Families Can Help Children Become Better Readers

Dennis-Yarmouth Regional School District  
Title 1

## Create a regular family reading time

One of the best ways to entice your child to read is to make sure the whole family reads together. This doesn't mean reading aloud to your child—it means establishing a time when *everyone* in the family reads. Sometimes that may mean that you're reading your newspaper while your child is reading a book on her own. Anything goes—as long as you're together and reading!

All you need is:

- **Something for each person** to read.
- **About a half hour**, or longer, if you wish!
- **A comfy spot** for everyone to relax and read together.

When your child sees you reading—and that you enjoy it—she will want to read, too.



*"Books are lighthouses erected in the great sea of time."*

—Edwin Percy Whipple

## Encourage thinking by discussing books

Your child has just finished a book, and you want him to think about what he read and share what he's learned. Instead of asking him to write a formal report, do something simple and natural: Have a conversation. You can:

- **Discuss the book one-on-one.** Ask your child what the best parts of the book were. What did he think of the main character? Is there anything he'd change about the book if he were the author?
- **Have a family discussion.** Suggest that everyone read the book. Gather to share your views.

If your child enjoys talking about what he's read, encourage him to start a book club. He can ask friends to join, and together they can choose what to read. Then, they can meet regularly to discuss their selections.

Source: J. Trelease, *The Read-Aloud Handbook*, Penguin Books.

## Reading mistakes are opportunities for learning

When your child reads aloud, you may notice that he reads the wrong word or pronounces a word incorrectly. Don't immediately correct him.

Let him continue reading so he has the chance to realize the word doesn't "fit." If he continues without realizing his error, point it out to him. When your child learns to notice when something doesn't make sense, he will be able to correct mistakes and move on.



## Go to the library—online!

If you haven't visited your local library's website lately, take a look! You might be surprised by what's there.

Many libraries offer amazing (and free) online services. You may find book lists, information on upcoming events and more!



## Use old magazines and newspapers to create new poetry

To encourage your child to have fun with poetry, challenge her to create a collage poem. Help her cut out a variety of words and phrases from old newspapers and magazines.

Then, have her arrange the words into a poem and glue them onto a separate piece of paper. Remind her that her poem does not need to rhyme. Ask her why she chose to arrange the words and phrases as she did.



Source: S. Izarek, "Playing with Poetry," Scholastic, [nswc.com/collage\\_poem](http://nswc.com/collage_poem).



## Teach your child the SQ3R method for reading and understanding textbooks

Reading textbook chapters might be overwhelming for your child. But the SQ3R method can make it easier. Teach your child to:

- **Survey.** Your child should take a quick look at the material. What stands out? What are the headings? What words or phrases are in italics or boldface?
- **Question.** After surveying the reading, your child should ask herself what questions she might find answers for in the reading.
- **Read.** She should read the assignment one part at a time, taking breaks if needed.
- **Restate.** Talk about what she read. Teaching information to someone else reinforces learning.
- **Review.** What were the main points? What information was surprising? How does this new information relate to your child's life?



Source: "SQ3R," Reading Educator, [niswc.com/sq3r](http://niswc.com/sq3r).

## Encourage the writing process step by step

When authors write a story, they rarely finish their work in one sitting. Good writing involves a process. Suggest that your child:

1. **Brainstorm.** It can be fun to think of things to write about. Sit down with your child and listen to his ideas.
2. **Draft.** At first, your child can just write, without focusing on mistakes. Cheer him on while he works.
3. **Revise.** Show interest when your child reads his story aloud. Ask questions if you're confused so your child can fix his writing.
4. **Edit.** Have your child check for spelling and punctuation errors. Read the final product together and celebrate his success!



Source: Dr. W.D. Lance, "Teaching Writing: The Elementary Years," Global TCK Care & Education, [niswc.com/writing\\_process\\_steps](http://niswc.com/writing_process_steps).



**Q:** My fifth grader enjoys listening to me read aloud. Is she too old for this?

**A:** Definitely not! Children of all ages benefit when they are read to. You can select books and stories slightly above your child's reading level. As you read with feeling, she'll learn new concepts and words. Talk about the story and explain anything confusing. Most importantly, enjoy the time together!

Do you have a question about reading? Email [readingadvisor@parent-institute.com](mailto:readingadvisor@parent-institute.com).

## Silly sayings can simplify spelling

If your child is having trouble spelling a tricky word, make up a funny phrase using each of the word's letters.

For example, for *because*, say "Big elephants can't always understand small elephants." Memorizing the phrase will make spelling that word easier!

Challenge your child to come up with creative sentences that will help her remember spelling words.



## For lower elementary readers:

- ***Tía Isa Wants a Car*** by Meg Medina (Candlewick Press). Tía Isa decides that she wants a car—but that doesn't fit into the family's priorities. One family member works to help her aunt achieve her dream.



- ***The Everything Machine*** by Matt Novak (CreateSpace Independent Publishing). The residents of Planet Quirk are tired of taking care of themselves, so they delight in a new invention: the Everything Machine, which does everything!

## For upper elementary readers:

- ***Girl Wonder: A Baseball Story in Nine Innings*** by Deborah Hopkinson (Aladdin). Talented Alta Weiss was determined to play baseball, even though all of the teams were all-male.
- ***Full of Beans*** by Jennifer L. Holm (Random House Books for Young Readers). During the Great Depression, Beans is determined to make some money for his family.

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How Families Can Help Children Become Better Readers

Publisher: L. Andrew McLaughlin.  
Publisher Emeritus: John H. Wherry, Ed.D.  
Editor: Stacey Marin.

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(a division of PaperClip Media, Inc.)  
P.O. Box 7474, Fairfax Station, VA 22039-7474  
1-800-756-5525, ISSN: 1533-3302  
[www.parent-institute.com](http://www.parent-institute.com)

# Recipes for Success

Practical Activities to Help Your Child Succeed

JANUARY 2017

## Refrigerator Poster

Just hang your *Recipes* poster on the refrigerator and sneak in an activity when you have a few minutes. These fun activities will help develop school success and positive behavior. Check off each box as you complete the "recipe."

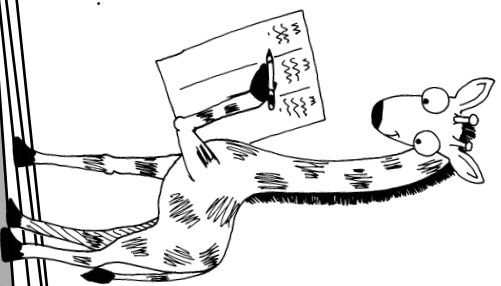
### READING

#### Clue me in

Learning to *infer*, or read between the lines, will boost your youngster's reading comprehension.

**Ingredients:** paper, pen or pencil, book  
Have your child make three columns on paper and label them: "What happened," "The book says," and "I think."

As he reads, he can list story events in the first column ("The boy is nervous about going to a party"). In the second, he should add details from the book about those events ("He's the new kid in school and doesn't know a lot of people"). Finally, he could write his inferences in the third column ("He's afraid he won't fit in at the party").



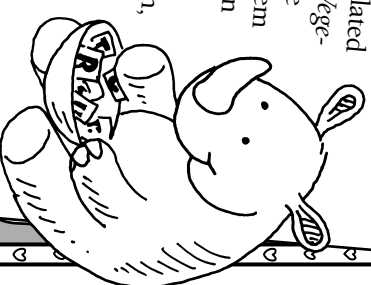
### SPELLING

#### Word scramble

This hands-on idea can help your youngster become a better speller.

**Ingredients:** dictionary, newspapers or magazines, scissors, bowl, paper, glue  
Name a category like food or animals, and secretly pick a related word from the dictionary for your child to spell. *Examples:* Vegetable for food, elephant for animals. Cut out each letter of the word from a newspaper or magazine headline. Then, mix them up in a bowl. Have her pull out one at a time and put them in order to spell the word she thinks you chose.

If she's right, she can glue the letters on a piece of paper. Then, she picks a word and cuts out headline letters for you to arrange and glue.



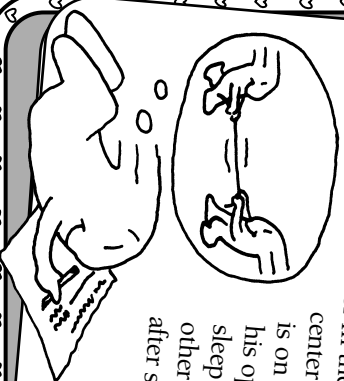
### LOGIC

#### Push-and-pull thinking

Play mental "tug of war" to strengthen your child's critical thinking skills.  
**Ingredients:** paper, pen or pencil

This simple game lets your youngster practice identifying opposite sides of an argument. Ask him to write an opinion statement at the top of his paper, such as, "School should start later in the morning." He can draw a jump rope across the center of the page and imagine that a tug-of-war team is on each side. He should write statements in favor of his opinion on one side of the rope ("Students could sleep later") and arguments against his stance on the other ("They'd have less time for homework and play after school").

Then, have him read all the statements and decide whether he stands by his opinion.



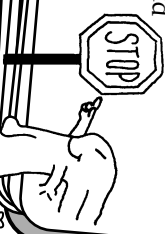
### MEMORY

Sharpen your youngster's memory with this alphabet game. Say, "I packed my backpack with an \_\_\_\_\_," plugging in a word that starts with A (*alligator*). Your child repeats your sentence and adds a B word. ("I packed my backpack with an *alligator* and a *book*.") How long can you make your sentence before someone forgets an item?



### GEOMETRY

Encourage your child to hunt for angles at home or when you're out. Have her look for right angles (90 degrees like the corner of a door), acute (less than 90 degrees, such as a pointed roof), and obtuse (greater than 90 degrees like on a stop sign). Which can she find the most of? She could take photos or draw pictures of examples.





# Recipes for Success

Practical Activities to Help Your Child Succeed

JANUARY 2017

## ASTRONOMY

Creating his own constellation can make your child's interest in astronomy shine.

Together, look up constellations in books or online, and search for them in the night sky. Then, he could find and name his own pattern of stars ("Big Baseball Diamond").



## Character Corner

### MANNERS

Hold a family "dinner party" to practice manners. Have everyone dress up for dinner tonight. Then, divide into "guests" and "hosts." Talk about how each group could use good manners. *Examples:* Hosts can greet guests politely. Guests should thank hosts for the meal.



### INDEPENDENCE

To teach your youngster to do more for herself, brainstorm jobs she's ready to handle. Let her pick one (say, giving the dog a bath), and show her how to do it. She can stick with it until it's a habit. Then, give her another (making her bed).



### POSITIVE ATTITUDE

Help your child find the good in a situation when things don't go his way. Have him draw a rainbow and list something positive on each stripe. For instance, if his team loses a basketball game, he could write "I had fun" on red and "I tried my best" on blue.



## ART

Let your youngster make a flower to brighten a winter day. Have her flatten a coffee filter and cut along the creases almost all the way to the round center. She might color the strips with markers or drip food coloring on them to watch the colors combine.



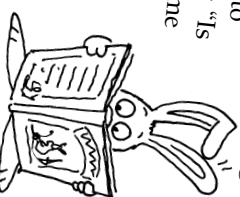
## LISTENING

Stand back-to-back with your child, about a foot apart. Make a silly pose, and give him directions to copy you. You might say, "Put your left toe on your right knee. Raise your left arm. Turn your head to the right. Smile!" He'll need to listen carefully to match your pose. Turn around to check.



## READING

To build word recognition, secretly choose any word from one of your youngster's books. She asks for clues to guess the word. *Examples:* "Is it on page 7?" "Does it come after is?" When she thinks she knows, she can guess. Next, she picks a word for you to figure out.



## DIVISION

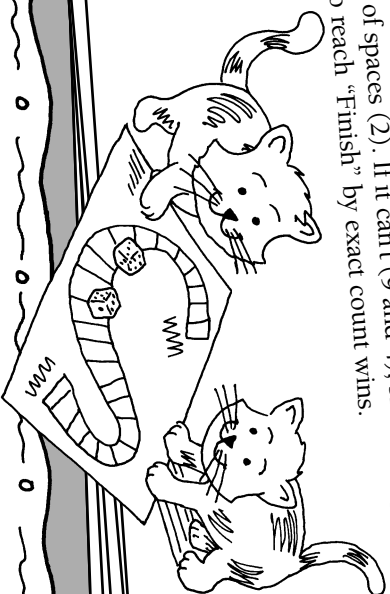
### Let's race!

See how quickly your child can cross the finish line while she practices division.

**Ingredients:** construction paper, markers, two dice, two tokens (coins, buttons, board game pawns)

Have your youngster make a game board by drawing an S-shaped path on construction paper. Then, she should draw horizontal lines to create 24 spaces on the path. Let her label the first space "Start" and the last one "Finish."

To play, the first person rolls two dice and adds them together, then rolls one die by itself. If the first number (6) can be divided evenly by the second (3), she should solve the problem and move that number of spaces (2). If it can't (9 and 4), she rolls again. The first player to reach "Finish" by exact count wins.



## Congratulations!

We finished \_\_\_\_\_ activities together on this poster.

Signed (parent or adult family member)

Signed (child)