



Colchester Elementary School

News from the Nest

January 2, 2019

CES Families,

As we welcome our Cardinals back from the winter break, we are excited to continue our journey in learning. At this time of the year we often see our young learners making connections and using the strategies they have learned in both reading and math.

Children use a variety of strategies to make meaning while they read. Reading is putting it all together to make meaning and comprehend the text. Children need to read a wide variety of interesting materials that include multiple genres. You may have noticed that your child's reading expression, fluency, and comprehension generally improve when they read familiar texts. Along with experts, we have found the practice of repeated re-readings significantly enhances learner's confidence, fluency, and comprehension.

You may hear your child talk about his/her "Super Powers". Children use their powers, such as "Picture Power" and or "Sound Power", to help them figure out words that are tricky. They also look for "snap words", which are sight words, that are seen the most in print and often cannot be sounded out. Words like *the*, *was*, *and*, *me*, etc. Even in these early grades, children can make predictions about what they are about to read, self-correct, reread, and ask question if necessary. Teachers often ask readers these three questions:

1. Does that make sense?
2. Does it sound right?
3. Does it look right?

Children also need time for independent practice. Each day in readers workshop they are given time to enjoy the self-selected books in their book boxes. They participate in a mini lesson that focuses on a certain skill to practice as they read. They also read with partners to reinforce the skills they are learning.

As you read with your child at home each night, it is our hope that you will see these strategies in action. We have attached some helpful hints. We value our partnership with you and know that family and school connections are so important to the growth of each child. Thank you for all that you do!

Your Partners in Education,

Judy O'Meara
Principal

Linda Rhodes
Assistant Principal

A Community of Enthusiastic Learners

Upcoming Events

January 8, 2019
BOE Meeting, 7 PM at
WJMS

January 10, 2019
PTO Meeting, 6:45 PM

January 21, 2019
Martin Luther King, Jr Day
No School



Our School Rules

Take Care of Yourself
Take Care of Each Other
Take Care of Our School

HELPFUL HINTS FOR FAMILIES:



Sit next to your child while he/she reads so that you can see the words, illustrations, and/or captions, enjoying the book together and discussing the events, unusual words or phrases, and character traits or new information learned in non-fiction texts



When your child brings home a familiar story from his/her classroom to read, expect the reading to be easier since he/she has likely read the book multiple times in the classroom. These books should be read without much difficulty and should “sound like talking,” with good phrasing by reading in three- or four-word phrase groups, pausing at punctuation, fluency, expression, and changing voices when a character speaks



Young beginning readers should be encouraged to point to each word as they read, but pointing often stops when conventional reading becomes more automatic, at text levels D-E. Your child can put his/her tracking finger back into a higher level text at any point of difficulty. A tracking finger can be used to break a word into smaller parts for a multi-syllable word or when reading suffix endings. Fluent readers will track a text using their eyes which helps more expression and fluency.



While your child is reading and you notice that an error is made, **WAIT** to give your child a chance to work on it independently, before jumping in to help or point out an error. Often young readers will self-correct an error when they read on in a sentence. Young readers often look to the adult for help, but wait a moment, and then say, “*That didn’t sound quite right. Try that sentence again.*” Then your child should go back and reread the sentence to correct the error on his/her own. Then, say to your child, “*That’s what readers do, they go back and reread to make sure the word makes sense, sounds right and looks right.*” We teach readers to monitor their own reading and to self-correct errors, building an independent habit.



Discuss your child’s understanding of the text by asking:

- What ideas do you have about the character?
- What is the most important idea you learned from this Informational text? What do you think is important to the author?
- How is the character feeling in this part?
- Retell the book (chapter) or important parts - What happened first, next, then, and finally...?
- What problem is the character dealing with?
- Describe what you picture in your mind, in this part.
- Can you explain what the word or phrase _____ mean?
- What is a lesson, message, or social issues you can learn from this book?



If your child is having difficulty with a particular word, you could say:

- Check the picture
- Try It
- Look at the first letter in the word or look through to the ending of the word
- Try that again and make it match your finger (Readers at Levels A - D only)
- Does that make sense? (using meaning and comprehension)
- Does that sound right? (using sentence structure, book language)
- Does that look right? (using visual information)
- Do you see a part of the word that you know (**and** in the word **stand**)?
- Give your child a choice of words by asking, “Could it be **went** or **with**?”
- Read that again so that you sound like a storyteller, paying attention to the punctuation or read it like you’re a teacher for a non-fiction text
- Something wasn’t quite right, go back to see if you can fix it.
- Think about what is happening in the story right now? How does this word fit into this part of the story?

