



Title I Reading

Mrs. Wiggs cwiggs@cartervilleions.com 985 - 8742

“The more that you read, the more things you will know. The more that you learn, the more places you'll go.” — Dr. Seuss, *I Can Read With My Eyes Shut!*

Themes and Vocabulary: Our two main themes have been “Diversity” and “Exploration.” We have learned new vocabulary words and have been practicing the reading strategy of Chunky Monkey (chunk unknown words into smaller parts we recognize).

At Home: If your child comes to a word that they do not know, have them try to “chunk” the word or say the parts of the word they do recognize first.

Word Patterns: Closed Syllables with Short Vowels and Closed Syllables with Long Vowels

- Examples of short vowels: bonnet, gallons, absent, invent - Divide the word between the two consonants to get two syllables. Then for each syllable, since there is only one vowel, it is a short vowel.
- Examples of long vowels: invite, escape, mistake, admire – Divide the word between the two consonants to get two syllables. However, the second syllable has a silent *e* at the end making the vowel have a long vowel sound instead of a short vowel sound.

At Home: Help your child locate example words of each vowel pattern in their library book!

Genre Skills: Fiction verses Nonfiction

Nonfiction books contain real facts, details, and pictures and are written to teach and provide us with *real* information.

Fiction books contain elements that are not real or have not really happened. We have been discussing three types of fiction: historical fiction, realistic fiction, and fantasy fiction.

Historical fiction – A made up story that takes place in a particular time period in the past.

Realistic fiction – A story that takes place in modern times and the characters are involved in events that could really happen.

Fantasy – Fiction that contains elements that are not realistic, such as talking animals and magical powers.

At Home: Ask your child to tell you characteristics of fiction books and nonfiction books. As your child reads his/her reading stories or library books at home, have a discussion about the characteristics of the stories. A good beginning question and discussion starter: Are the events in this story real or not real? Give examples.

Comprehension and Story Elements: We have learned the definitions of the story elements of character, setting, problem, and solution. While reading our stories, we have located the elements and discussed how they change throughout the story.

At Home: Have your child practice using the words character, setting, problem, and solution in a conversation with you about the book they are reading.

Fluency and Expression: We have been developing a faster reading pace and using appropriate expression and intonation. I have monitored the fluency of each student and set individual goals with the students.

At Home: Have your child select his/her favorite page of a book and practice reading it three times to build a faster fluency pace.