

The Home Reading Program is an initiative of the
SSDEC Literacy Project Committee.

The books purchased for this program were funded through the
Student Success Initiative

The books were ordered from:

SCHOLASTIC CANADA
175 HILLMOUNT RD
MARKHAM, ONTARIO
L6C 1Z7
TEL: 1 - 800 - 887 - 1131
FAX: 1 - 905 - 268 – 3848

For information regarding this program or the Literacy Project please contact:

***Program Coordinator
South Slave Divisional Education Council
P.O. Box 819
Fort Smith, NT
X0E 0P0
Tel: 867-872-5701
FAX: 867-872-2150***

www.ssdec.nt.ca/literacy



Contents

What is a Home Reading Program.....Page 4

Parent Involvement Resources.....Page 6

- **Parent Involvement Ideas.....Page 7**
- **Sample Parent Letter.....Page 8**
- **Parent Information Handouts.....Page 9**

Keeping Track of Student Progress.....Page 12

- **Grid Assessment Form.....Page 13**
- **Checklist Assessment Form.....Page 22**

Evaluation of the Home Reading Program...Page 28

What is a Home Reading Program?

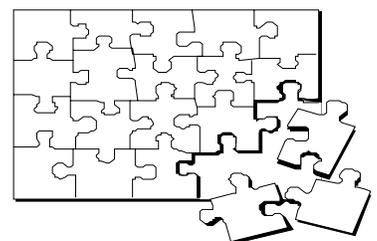
A Home Reading Program is widely used in many classrooms throughout Canada. The idea behind it is that parents are children's first and most important teachers. The Home Reading Program also fosters the partnership between the home and the school - a partnership that brings success for all students.

Through the Home Reading Program books will travel between the school and the home. We are suggesting that books go home Monday-Thursday. We have included ideas on how to involve parents with a sample letter and handouts that outline how parents can help their children at home.

Even though we understand that it is hard to hear each child read individually we are recommending it. When the books are returned on a daily basis, we are suggesting that time is incorporated in the schedule to allow you to listen to each child read their book to you. Some ideas to help are:

- Ask your Program Support Teacher to assist you during this time so that you can hear children read.
- See if there is a CA/SNA available to help you during this time.
- If you have parent volunteers, this is a great time to hear the students read.

These books are intended to be used for a Home Reading Program in all grade four, five and six classes in the South Slave Region. The books that have been selected are the **Momentum Series** by Scholastic Canada. **Momentum** provides an enjoyable yet structured framework for the steady acquisition of reading, writing, and word skills- which allows students to sustain momentum on their journey to literacy.



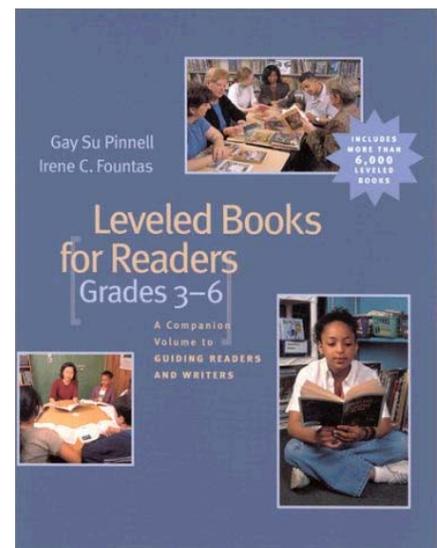
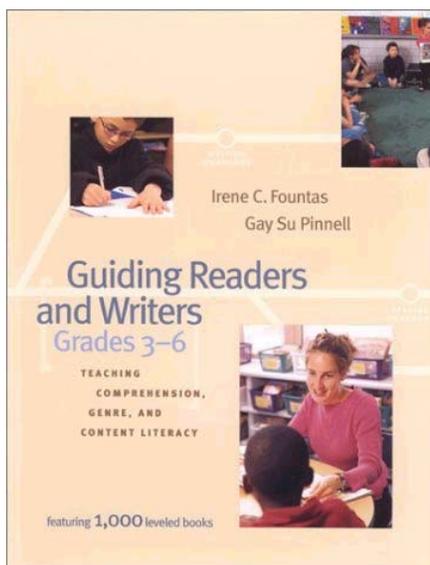
These books are leveled from Levels P - Z. Home reading needs to occur at a child's independent reading level, which will be lower than the level they are working at with their teachers in the classroom during Guided Reading. The reasons for sending independent leveled books home include to:

- Build reading fluency
- Enhance & support high comprehension
- Ensure reading success, thus building confidence
- Promote children viewing themselves as "readers"
-

Student Books...

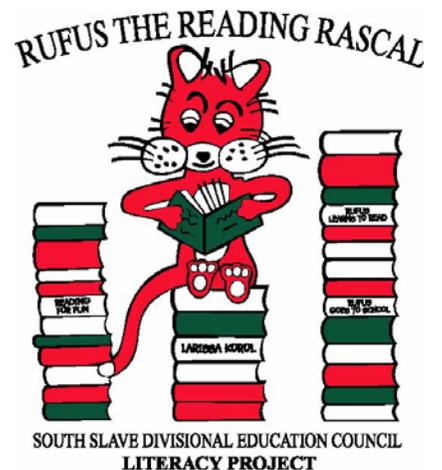
- carefully leveled texts
- a variety of text types including narrative, recount, report, persuasive, explanation, and procedure
- 50% non-fiction and 50% fiction
- content and visuals are age and interest-level appropriate
- topics take children beyond the familiar and increase their world knowledge

*These books are leveled in a variety of ways including the Fountas/Pinnell criteria. (Fountas/Pinnell are authors of *Leveled Books for Readers Grades 3-6* and *Guiding Readers and Writers Grades 3-6* - these resources have been purchased for your schools by the SSDEC Literacy Project)



Parent Involvement Resources

To be included with a parent letter or to use in a parent workshop.



PARENT INVOLVEMENT IDEAS

1. Send a letter home letting them know what the ***Home Reading Program*** is about. (See sample letter)
2. In the letter you may wish to consider having the parent sign a permission slip indicating that they wish to participate in a home reading program.
3. You may also wish to collect a \$5.00 fee in case books are lost or damaged. The \$5.00 can be collected before the program begins or as books become lost or damaged. Just remember to include this in the letter that goes home if this is what you plan to do. You should also check with administration on any school policies regarding this.
4. The following sheets might be included with your letter or presented during a parent night:
 - Sharing Stories with Your Child - How To Do It
 - What Will Your Child Learn As You Read Together
 - Reading Tips

Remember: Communicating with parents and getting them involved will help students be successful.

SAMPLE PARENT LETTER

School Letterhead

Date

Dear Parent:

We will be starting a Home Reading Program in our class starting on _____. Home Reading Programs are widely used in classrooms throughout Canada. The idea behind it is that parents are children's first and foremost teachers. Home Reading Programs also foster the partnership between the home and the school - a partnership that brings success for all students. We are very excited about this program and need your support for it to be successful.

I suggest that a new book goes home nightly (Mon.-Thurs.) however if you feel your child needs more time keep it for an extra night. Reading at home will help your child become a successful reader. Below is a list of strategies that you can use when reading with your child:

- ◆ If just starting out, read to the child first. Use your finger to track as you read so that your child can use you as a role model.
- ◆ If you feel that your child would like to start - encourage them to do so!
- ◆ Another suggestion is for your child to read one page and then you read a page.
- ◆ Try to have your child read the story to you. Have your child use their finger for tracking purposes when reading.
- ◆ If your child comes to a word that they don't know...
 - use the pictures to help them
 - suggest they sound it out
 - have them skip it or use the context of the sentence to try and figure it out

I thank you ahead of time for the support you are giving your child and the school. If you have any questions or concerns please contact me.

Sincerely,

Sharing Stories with Your Children

How to do it

1. Pick a book to read together. Read it slowly and spend time looking at the pictures and asking about the story.
2. Before you start to read, tell your child the name of the book and what it is about
3. Sit in a cozy place during story sharing. Ask your child to touch the book and help turn the pages
4. Use your finger to follow the words as you read. This will teach your child how reading works. Point to pictures in the book that show your child who is speaking and what is happening in the story
5. Get creative! Change your voice to talk like different characters in the book. Act it out! If you are reading about a character flying, you and your child can flap your arms. You may feel silly but your child will love it!
6. Take your time. Don't rush through the book - enjoy it! (Try not to think of the 101 things you have to get done!)
7. Encourage your child to say important words or phrases and to make comments about the story.
8. Talk about the story when you finish reading it. This will help your child remember characters and what happened.
9. Talk about other books that you have read together that have similar actions, characters, or themes. For example, "The wolf in this book reminds me of the wolf in the Three Little Pigs."
10. Keep your child involved. Ask your child to name the things he/she sees in the book or predict what might happen next.

(Adapted from Homespun, 1992)





What Will Your Child Learn As You Read Together?

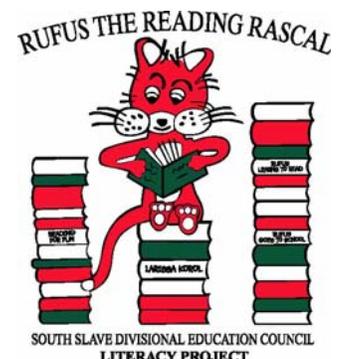
- Reading is fun!
- That you value reading
- How books work
- New words
- That you respect their ideas and opinions
- Family ideas, attitudes and values
- That you like spending time alone with them
- A sense of what reading is all about

Family Reading Tips

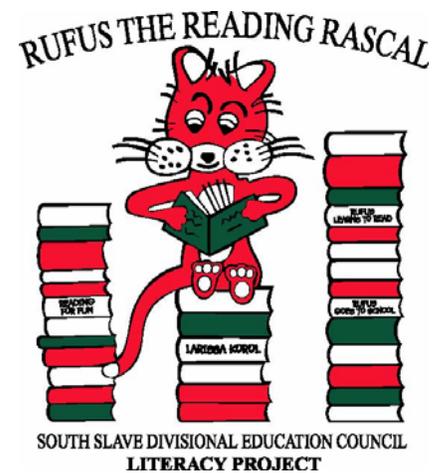
- Read to your child everyday for at least 15 minutes.
- Let your children help turn the pages.
- Encourage your children to read with you.
- Let your children see you reading.
- Have your children guess the ending.
- Ask lots of questions about the book.
- Look at the pictures and talk about them.
- Act out the book.

READING TIPS

1. Begin to read to your child as soon as possible. Even newborns will enjoy the sound of your voice.
2. Try to set aside a family time for reading every day. Start small. Even 10 or 15 minutes a day is worthwhile.
3. Share books that you and your child enjoy.
4. If your child loses interest during a story, it's okay to put it away. **YOU DON'T HAVE TO FINISH EVERYTHING YOU START!**
5. Find somewhere comfortable to read. Make sure you can both see the pictures.
6. Let your child interrupt the story to ask questions. Asking questions is an important part of learning.
7. Take the time to talk about what you see in the pictures and read in the story. Ask your child what he/she thought or felt while listening.



Keeping Track of Student Progress



GRID ASSESSMENT FORM

Attached is one type of student tracking that can be used for educators who like to keep anecdotal records of how their students are doing. Each "set" of books is placed in a grid format where the educator can write the date and make a few comments about the individual student.

Ideas for storing these grids are...

- Photocopy a set of the grids for each student and place in a class binder or separate duo tang for each student. This makes it easy to pull out and share when meeting with parents.

An example of what to write in each box under the title of the book:

Snakes Alive!

September 17, 2003

Sally memorizes the text. She does not look at individual words. She can tell about the story in her own words.

Level P

I Don't Want to go to Thailand	The Moon Above Us	People Like Us	
---------------------------------------	--------------------------	-----------------------	--

Level Q

Animals that Burrow	Double Take	Georgie Fills the Gap	The Haggler's Den
I Can't Go Back to Sleep	Kangaroos	The Mammoth Hunters	Morsel Makes a Run for It
Nature's Fireworks	Razzle Dazzle	Snakes Alive!	Space Junk
Three Bears			

Level R

Animal Fathers	From Caves to Castles	Gabby's Glider	Honeybees at Work
Jet Engines	Kallie, the Wizard's Apprentice	Making Pictures	Mystery Monsters or Real Animals
Princess Petunia/ Monster	A Spider Spins	A Sticky Picture	Time for Clocks
The Tournament	The Twelve Months	Watching the Corn	

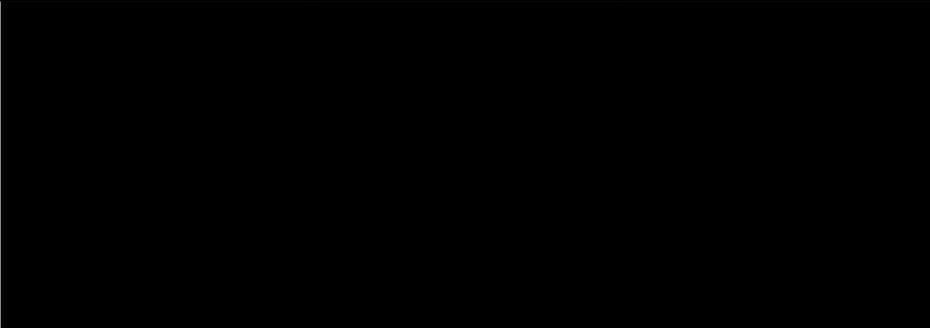
Level S

The Last Thing I Do	What Happened to the Dinosaurs?	
----------------------------	--	--

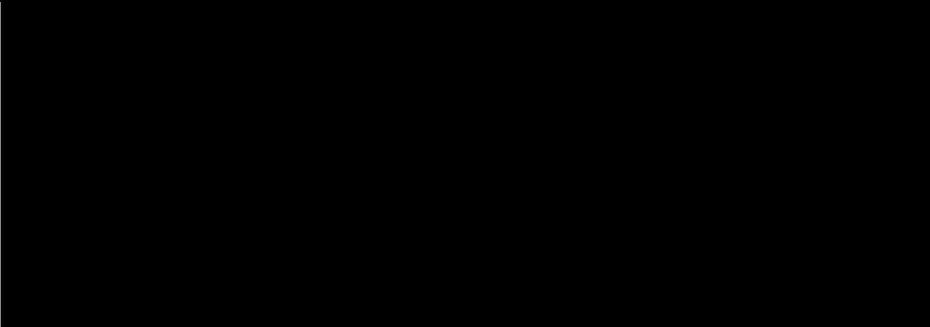
Level T

Bobby-Gobs! Just Add Water	Dog Detectives/ with Special Skills	Don't Look Down	Move Over, Leonardo
Pandora's Gift and Other Tales	Special and Strange! Unusual Plants	Sticky Fingers	Stingers and Fangs
Twisters, Tornadoes/ Wild Weather			

Level U

A Roman Day to Remember	The Samurai and His Daughter	A Trip on the Nile	All Aboard!
Missing			

Level V

Creeping Sands			
-----------------------	--	--	--

Level W

The Big Story	EGO Central	From Stone Wheels to Skateboards	On the Move! Changing Landscapes
Rockfall!	Stanely	A Vet's Day	Working Like a Dog
What a Disaster!	Behind the Scenes at the Zoo	Bats Have Hands	

Level X

EEEE- Mail!	Monster Mini-Beasts	The Olympic Games	Giant Clams and Algae
Making Sense of It	The Skeet Street Skate Repair Shop	Jiro's New Year	Vasili and the Nightingale
The Big Five	The Tunnel		

Level Y

A-Z of Science Fiction	A Long Journey for a Princess	Make It Real	Ouch!
The Pelican	Raffina	The Secret Weapon	Under Cover of Darkness
Hidden Treasure	Jason Jackson, Super Surfer	Where in the Universe?	Champions in the Making
Famous Fake Photographs	How to Write a Horror Story	Mask and Make-Up/ Performances	

Level Z

Around the World in a Flash	Dad and Me and the Road Ahead	Gavin Squared	Light in the Night
Looking Ahead	The Quest for the Golden Fleece	Smart Robots	Time Tangle
Alex and Lily	Big Amy	Fire on the Beach	Rhiannon and Pwyll

CHECKLIST ASSESSMENT FORM

Attached is one type of student tracking that can be used for educators who like to have a checklist to keep track of books signed out, returned and read out loud to the teacher. A date is written in each box to show that this has taken place.

Ideas for storing these checklists are:

- Photocopy a set of the checklists for each student and have a duotang set up for each student or a class binder. This makes it easy to pull out and share when meeting with parents.

An example of what the checklist might look like:

Level R	Date Taken Home	Date Returned	Read to teacher
A Spider Spins	Sept. 13	Sept. 20	Sept. 20

Level P	Date Taken Home	Date Returned	Read to teacher
I Don't Want to go Thailand			
The Moon Above Us			
People Like Us			

Level Q	Date Taken Home	Date Returned	Read to teacher
Animals that Burrows			
Double Take			
George Fills the Gap			
The Haggler's Den			
I Can't Go Back to Sleep			
Kangaroos			
The Mammoth Hunters			
Morsel Makes a Run for It			
Nature's Fireworks			
Razzle Dazzle			
Snakes Alive!			
Space Junk			
Three Bears			

Level R	Date Taken Home	Date Returned	Read to teacher
Animal Fathers			
From Caves to Castles			
Gabby's Glider			
Honeybees at Work			
Jet Engines			
Kallie, the Wizard's Apprentice			
Making Pictures			
Mystery Monsters or Real Animals			
Princess Petunia/Monster			
A Spider Spins			
A Sticky Picture			
Time for Clocks			
The Tournament			
The Twelve Months			
Watching the Corn			

Level S	Date Taken Home	Date Returned	Read to teacher
The Last Thing I Do			
What Happened to Dinosaurs?			

Level T	Date Taken Home	Date Returned	Read to teacher
Bobby-Gobs! Just Add Water			
Dog Detectives with Special Skills			
Don't Look Down			
Move Over, Leonardo			
Pandora's Gift and Other Tales			
Special and Strange! Unusual Plants			
Sticky Fingers			
Stingers and Fangs			
Twisters, Tornadoes/ Wild Weather			

Level U	Date Taken Home	Date Returned	Read to teacher
A Roman Day to Remember			
The Samurai and his Daughter			
A Trip on the Nile			
All Aboard!			
Missing			

Level V	Date Taken Home	Date Returned	Read to teacher
Creeping Sands			

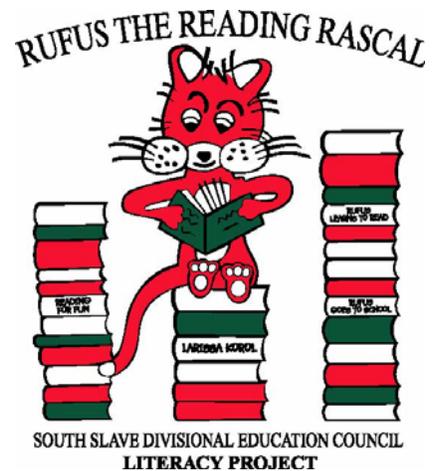
Level W	Date Taken Home	Date Returned	Read to teacher
The Big Story			
EGO Central			
From Stone Wheels to Skateboards			
On the Move! Changing Landscapes			
Rockfall!			
Stanley			
A Vet's Day			
Working Like a Dog			
What a Disaster!			
Behind the Scenes at the Zoo			
Bats Have Hands			

Level X	Date Taken Home	Date Returned	Read to teacher
EEEEEE – Mail!			
Monster Mini-Beasts			
The Olympic Games			
Giant Clams and Algae			
Making Sense of It			
The Skeet Street Skate Repair Shop			
Jiro's New Year			
Vasili and the Night			
The Big Five			
The Tunnel			

Level Y	Date Taken Home	Date Returned	Read to teacher
A-Z of Science Fiction			
A Long Journey for a Princess			
Make it Real			
Ouch!			
The Pelican			
Raffina			
The Secret Weapon			
Under the Cover of Darkness			
Hidden Treasure			
Jason Jackson, Super Surfer			
Where in the Universe?			
Champions in the Making			
Famous Fake Photographs			
How to Write a Horror Story			

Level Z	Date Taken Home	Date Returned	Read to teacher
Around the World in a Flash			
Dad and Me and the Road Ahead			
Gavin Squared			
Light in the Night			
Looking Ahead			
The Quest for the Golden Fleece			
Smart Robots			
Time Tangle			
Alex and Lily			
Big Amy			
Fire on the Beach			
Rhiannon and Pwyll			

Evaluation of the Home Reading Program



Evaluation of the Home Reading Program

1 - Did you already have a *Home Reading Program* in place?

YES NO

2 - If you did or if you now do, is it successful?

If yes why? If no why?

3 - Did receiving these books help your program?

4 - Is the guidebook useful?

5 - Do you have any suggestions for improvement?

Thank you for filling this evaluation out.

Please fax to 867 872 2150 or mail to P.O. Box 819, Fort Smith, NT X0E 0P0.

RETURN BY JUNE 15, 20__.