

# Connections

K-1

For the family of \_\_\_\_\_

## Read, Read, Read

Of all the things you can do to help your child be successful in school, reading to him might be the most important. Reading children's books and stories to him can also be one of the most enjoyable things you do together. While sitting beside you, on your left side so he can see how the words go from left to right, top to bottom, he can feel your warmth and closeness. Point to the words as you read. Let him help turn the pages. Pause to answer his questions. Call attention to rhymes and words that begin with the same sound. Ask him to retell simple stories after you read them.

It is also very important to let him see you reading in the home. Read aloud from things that catch your interest: newspaper articles, letters, magazines, the back of a cereal box.

Help him participate in all the reading and writing you do at home. Let him add something to your grocery list. If he isn't printing yet, he can tell you what to write. Let him watch as you add to the list. When you look up a telephone number, show him what you are doing. These things help him see how we need written language all the time.

Let him choose books at the library. His reasons for selecting certain books can give you lots to talk about together. Appealing pictures can inspire him to make up a new story, or to add to the story in the book.

Buy books for him as often as you can. Books of his own, that he can read again and again, become real treasures. If he sees that you think books are special gifts, he will value them, too.



Helping families and schools work together for the benefit of young children

# Books to Enjoy Together

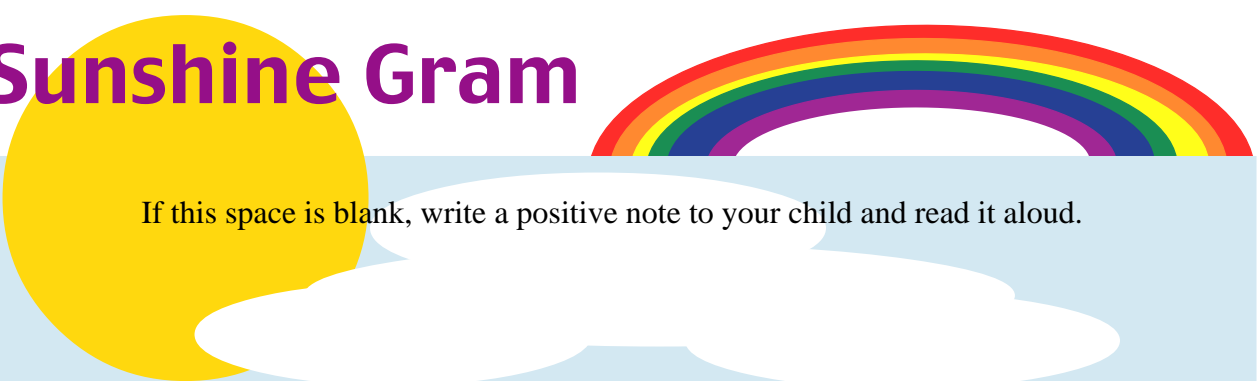
Here are some books that kindergarten teachers recommend for youngsters in your child's age group. Your local librarian can suggest many others. Ask the librarian to recommend different kinds of books: alphabet books, rhyming books, predictable books that repeat certain words or patterns, or chapter books for your child's age and grade level.



*Bringing the Rain to Kapiti Plain*  
*The Paper Crane*  
*The Man Who Could Call Down Owls*  
*Growing Vegetable Soup*  
*Ask Mister Bear*  
*I Can Add Upside Down*  
*Chickens Aren't the Only Ones*  
*Look! I Can Read!*  
*Dear Mr. Blueberry*  
*Harold and the Purple Crayon*  
*Leo the Late Bloomer*  
*David's Father*  
*Nina, Nina, and the Copycat Ballerina*  
*Viking Ships at Sunrise*  
*Potluck*  
*Timothy Goes to School*  
*The Three Pigs*

Verna Aardema  
Molly Bang  
Eve Bunting  
Lois Elbert  
Marjorie Flack  
Linda Hayward  
Ruth Heller  
Susan Hood  
Simon James  
Crockett Johnson  
Robert Kraus  
Robert Munsch  
James O'Connor  
Mary Pope Osborne  
Anne Shelby  
Rosemary Wells  
David Wisener

## A Sunshine Gram



If this space is blank, write a positive note to your child and read it aloud.

# Veggie-Dip Snack

Raw vegetables make great snacks. They taste good. They are healthful. They are good for your child's teeth.

You probably give your family carrot and celery sticks often. Have you tried these other vegetables raw? Cauliflower pieces, broccoli flowerets, cucumber slices, green pepper rings, turnip slices, zucchini sticks—all are tasty.

Offer them to your child one or two at a time.

You can encourage taste tests by offering a dip with the vegetables. Let your youngster mix the dip. Use one cup plain low-fat yogurt, 2 tablespoons orange juice concentrate, and 1/4 teaspoon cinnamon.

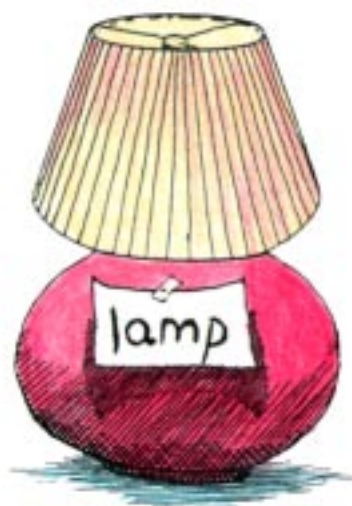
Enjoy the snack together as you talk about what happened at school today.



## Put a Name on It

As your child is starting to read, it helps to have labels on things all around the house. Together, make signs: table, chair, lamp, couch, door—you can do dozens. As you print the labels, use lowercase letters and name the letters aloud to your child: “l, a, m, p—that spells lamp.”

You can tape the signs to solid objects. Pin them on upholstered chairs. Spell out and say the words as you work together to put up the signs. Make more signs as your young student learns to read the first ones. If you have some old magazines or catalogs, cutting out pictures to put on the signs is fun.



Ask your child, “How many candles are lit? How many blue ones are lit? Green? Red?”

# Learning to Read with Read-Alouds

## Blue Tuesdays for Belinda

On Mondays, Belinda was **yellow**.  
On Tuesdays, she was **blue**.  
For breakfast she ate sky muffins;  
For lunch she had blueberry stew.

She used the same **blue** crayon  
To color the sky and the trees.  
When the teacher offered **green** crayons,  
Belinda said, "No, thank you, please."

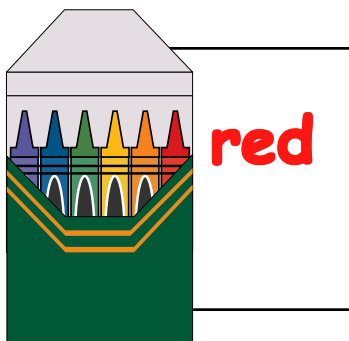
On Wednesdays, Belinda was **orange**,  
On Thursdays, she wanted **greens**.  
But on Tuesdays she ate **blue** Jell-O,  
And put on her favorite jeans.

*Carla Thomas McClure*



## Read Me a Color

Have your child sit beside you, to your left. Say, "Whenever I pause, it's your turn to read the color word." Read the poem again. Point to each word as you read it. When you come to a color word, wait for your child to say the color. You might need to offer a clue: "What color is the word I'm pointing to?"



## Play with the Days

Ask your child, "What foods would Belinda eat on Mondays?" Point to the word "yellow" to give a clue. See how many yellow foods he can name (for example, lemon pie). Do the same for the other days of the week. Make a game of it by taking turns naming foods. You could also get a box of crayons, then ask your child to pick a color for Belinda to use on Fridays. Use the crayon to write the color word anywhere on this page. (For example, if he chooses a red crayon, use it to write the word "red.")

Vol. II, No. 3 © 1993, 1996, 2003 by AEL

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This publication was developed under contract RP91002002 and revised under contracts ED-01-CO-0016, Institute of Education Sciences, and S283A950018-02C, Office of Elementary and Secondary Education, U.S. Department of Education. Its contents do not necessarily reflect the views of the Department or any other U.S. government agency.

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