

TITLE I QUARTERLY NEWSLETTER

December 2018

Keep Skills Sharp During Winter Break:

- ✓ Write thank-you notes
- ✓ Have a family game night
- ✓ Have students help with grocery lists
- ✓ Make the most out of car rides
- ✓ Let kids help with shopping, online or in the store
- ✓ Cook up an easy lesson
- ✓ READ for pleasure

THE IMPORTANCE OF READING

Reading is essential for a child's success. Learning to read is a sequential process; each new skill builds on the mastery of previously learned skills. Early on, for example, children learn to break down words into their most basic sounds in a process called decoding. It is important to read to and with your child daily. This daily reading will help them become fluent, confident readers that are able to comprehend text.

When reading with your child, talk about what they are reading. Discuss the book/text and ask questions. Here are some ideas of questions to ask:

Who is the main character? What is the problem in the story and how was it solved? What do you think will happen next in the story? Which part of the story was the most exciting? Did you like the end of the story? Why or Why not? Which parts of the story could really happen? Which parts in the story could not really happen? What is the main idea of the story? What did you learn? What new words did you learn?



"The more that you read, the more things you will know. The more that you learn, the more places you'll go" – Dr. Seuss





WHAT DOES A TYPICAL TITLE I READING SESSION LOOK LIKE?

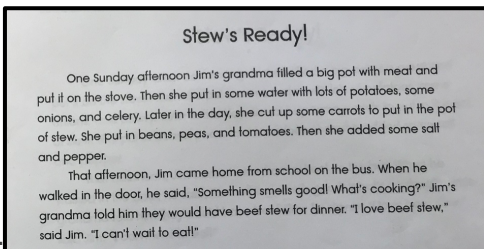
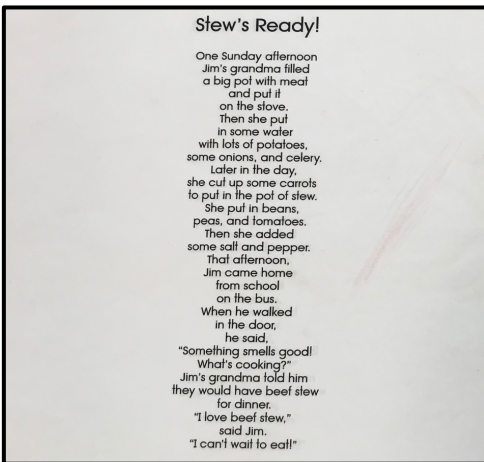
We begin most lessons with a review of phonics. This means we may go over hunks and chunks or consonant and vowel sounds. We then often go over vocabulary or sight words for the week. Next, we will introduce the focus of the lesson. This could be a phonics concept like short or long e or it may be a comprehension skill like author's purpose or drawing conclusions. We then read some material it could be sentences, a small passage, or leveled books. This year we have a great new leveled learning intervention book series. The students have found these stories to be very engaging. Many times on Fridays we play a "learning game" using the week's phonics, comprehension, or vocabulary focus. Appropriate reading instruction should involve the elements of: phonemic awareness, phonics, vocabulary, comprehension, and fluency. We put a little of each element into our daily reading intervention program.

LET IT FLOW

In this intervention, each student is provided a copy of the chunked passage (top left picture) and the whole passage (bottom left picture). Taking turns, one student reads all the lines of the text from the chunked passage and then reads the unaltered passage while another student reads along silently. Then, the roles are reversed.

Chunking helps students increase fluency by seeing sentences broken down into smaller pieces. When connected text is divided into meaningful phrases it can help enhance fluency and comprehension. This can be done at home with any leveled reading text. You can also use lines or slashes to divide the passage into meaningful phrases if you don't have the time to chunk it like it is in the pictures.

Happy Chunking!



If you have any questions or suggestions for the Title I program, please contact a Title I teacher; Jill Anderson janderson@pdys.org, Regina Babcock at rbabcock@pdys.org, or Kristi Bettinger at kbettinger@pdys.org.

You can also contact Angie Belcher, student services at abelcher@pdys.org.