

Student's name: _____

Six-digit family number: _____

PROGRAM 3

PARENT GUIDE AND CLASS WORKBOOK

How to reach us

Please call 800-964-2030 and listen to the menu choices to reach customer service or to leave a message for the teacher. Have your family number ready.

Teacher's Name: _____ Mailbox #: _____

Make-up Lessons

If your child misses a lesson, it is sometimes possible to schedule a make-up lesson at a nearby location. Please call customer service (not the teacher) to find out about make-up lessons.

Class Materials

Please be sure you have all of these:

1. This *Parent Guide and Class Workbook*.
2. Phonics workbook: *Pole and Vole and the Quest for the Book of Language*, with accompanying CDs
3. Booklist: *Recommended Reading for You and Your Child*

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INTRODUCTION

Welcome to your reading program. This program will teach your child to develop strong phonics, reading, and comprehension skills while fostering a love of books and the habit of reading for pleasure. In order for your child to develop strong reading skills over the next few years, he or she must become excited and confident about reading books. For this reason, all of the activities and materials in our program have been designed to engage your child's imagination, build confidence, and stimulate a love of reading. A confident, skilled reader is soon a pleasure reader.

This parent guide provides an overview of the program. Use your parent guide during the program to clarify home practice activities. After the program has ended, you will want to continue these activities to help your child build upon the confidence and skills gained during the program.

PARENT INVOLVEMENT

Your parental support is crucial in helping your child to benefit fully from this program. The best way to ensure that your child becomes an excited and skillful reader is for you to get involved both in and out of class. We recommend that you:

1. ***Complete the weekly home practice with your child.*** Children will become excited about books when reading is a part of their everyday lives. Our home practice is designed to help you turn the skills and activities learned in class into lifelong habits.
2. ***Bring your child to class prepared and on time each week.*** It is important that your child arrive on time for each lesson. This will ensure that your child receives all of the instruction, and will prevent disruptions of class for your child's teacher and classmates. We also recommend having your child use the restroom before coming to class. **Please be sure that your child brings the following items to class each week: this Class Workbook, the *Pole and Vole* phonics workbook (it is not necessary to bring the CDs), and a pencil.**
3. ***Attend the last 15 minutes of each class.*** During the last 15 minutes of the first lesson, your child's teacher will conduct an introductory meeting for parents to review program goals, explain parent involvement, and explain the home practice. Each week, your child's teacher will also ask you to attend the last 15 minutes of class for a review of the home practice assignment and any new skills covered that day. During the last 15 minutes of the last class your child's teacher will have another parent meeting in order to recommend ways students and parents can continue to build on the progress they have made in class.
4. ***Attend one or more entire class sessions with your child.*** We invite and encourage you to stay through all or part of any class with your child. You may attend as many classes as you like. This is a great opportunity for you to become more familiar with the skills and activities modeled by the teacher. By participating in class, you will be certain that you understand how to support your child during and after the program.

5. ***Communicate with your child's teacher.*** If you are concerned about any aspect of your child's participation in the program, you should speak to the teacher directly. You may leave a voice mail message at the number listed on the first page of this guide, and the teacher will return your call as soon as possible. Our teachers are valuable resources for parents and are happy to answer any questions or concerns you have. On occasion, your child's teacher may also contact you about your child.
6. ***Praise your child sincerely and enthusiastically for his or her efforts and accomplishments.*** Success builds on itself, and a child who feels a sense of accomplishment is more likely to take on other challenges with confidence and excitement.
7. ***Continue home practice sessions beyond the end of the program.*** The best way for your child to develop strong reading skills is to read a lot at home, over and above the reading that is required for school. You can encourage your child's interest in reading for pleasure by adopting the home practice structure as a regular part of your family life.

It is our responsibility to teach your child the necessary skills. We don't want you to feel responsible to be a "reading teacher in the home." Enjoy yourself. Enjoy your child. In all the activities we describe, our hope is that you and your child are relaxed, happy, and playful.

COMPREHENSION SKILLS

Comprehension is the ability to understand a story. Skillful readers use visualization to create mental pictures of the story. They identify with characters to understand the similarities and differences between themselves and the characters. They think about why things happen and anticipate what might happen next.

Children who understand stories enjoy reading. In class each week, your child's teacher will teach comprehension skills using a particular work of children's literature. At home, you and your child will practice the skills taught in class.

Discussions about Books

Discussions introduce children to important comprehension skills. Talking about books encourages students to identify with characters in stories and relate books to their own lives. Book discussions foster a deeper involvement with books and enhance children's love of reading. Additionally, participating in discussions permits children to gain confidence in their opinions and their ability to express them.

In class: Your child's teacher will conduct discussions with the children about the book they're reading that day. These discussions take place before starting the book, during the reading of the book, and after the book is finished. Your child will be encouraged to share his or her thoughts about the characters, events, and themes of the books read in class.

At home: Any reading that students do should have a conversational component to it before, during, and after reading the book or story. We encourage you to make such discussions a part of your weekly home practice sessions. Talk about the story, the pictures, the characters, or anything you or your child finds interesting.

HOME PRACTICE - WEEK ONE

The home practice each week is divided into four parts. To begin, your child should spend a period of time reading silently or aloud to you, with tellbacks, in a book he or she chooses (consult your booklist for advice). You should be available during this time to listen to tellbacks, help with difficult words, and talk about the story. This is a great time to do some assisted reading and reading with expression. Feel free to change the order of the activities below, although the workbook pages should be completed before the phonics game.

Please fill out the form below and write down what worked and what questions you have.

Week 1, Part 1

Day: _____ **Title of Book:** _____

- ☐ 30 minutes: Independent or assisted reading with discussions and tellbacks.
- ☐ 15 minutes: Complete the Arthur and You activities on page 10.

Week 1, Part 2

Day: _____ **Title of Book:** _____

- ☐ 25 minutes: Assisted reading and practice expression with discussions and tellbacks.
- ☐ 20 minutes: *Quest* CD1, tracks 1-5 and workbook, pages 1-4. (Finish **only** pages 1-8 this week.)

Week 1, Part 3

Day: _____ **Title of Book:** _____

- ☐ 30 minutes: Independent or assisted reading with discussions and tellbacks.
- ☐ 15 minutes: Play the License Plate Game on page 11.

Week 1, Part 4

Day: _____ **Title of Book:** _____

- ☐ 15 minutes: Assisted reading and practice expression with discussions and tellbacks.
- ☐ 20 minutes: *Quest* CD1, tracks 6-9, pages 5-8. (Don't go past page 8.)
- ☐ 10 minutes: Story dictation on page 12.

What activities did your child enjoy? _____

Do you have any questions? _____

We have an open-door policy for parents to attend class. Please join us!

ARTHUR AND YOU

Arthur's mom says that Arthur is a kind, helpful, understanding, well-behaved, sensible, orderly, responsible, loving, lovable, altogether wonderful son.

What are some words that describe *your* good qualities? Write three of them below.

I am _____, _____, and _____.

Draw a picture of yourself.

In the story we read in class, "Sometimes Arthur doesn't understand," Arthur makes up the words 'blion,' 'swhale,' 'melephant,' and brabbit.' The animal names 'lion,' 'whale,' 'elephant,' and 'rabbit' are hidden in Arthur's made-up words. Can you find the animal names hidden in these made-up words?

sturtle animal: _____

toctopus animal: _____

ralligator animal: _____

Make up your own word by adding a letter to the name of another animal.

Your word: _____

THE LICENSE PLATE GAME

This is a wonderful game to play on long car trips, but it can also be played at home by drawing a license plate on a piece of paper. Use the license plates below to come up with as many words as you can that contain two or three of the letters in the license plate. The letters can be anywhere in the word and in any order.

276 - STE

Words that include two letters:

S and T
stamp

S and E
easy

T and E
eat

Words that include
all three letters:

S, T, and E
tears

139 - ARG

Words that include two letters:

A and R

A and G

R and G

Words that include
all three letters:

A, R, and G