

Here are some useful strategies to help your child read tricky words:

| | | |
|---|------------------|--|
|  | Eagle Eye | Look at the pictures for cues. |
|  | Lips the Fish | Get your lips ready to say the first sound. Read to the end of the sentence, say it again. |
|  | Stretchy Snake | Stretch the word out slowly then put the sounds together. |
|  | Chunky Monkey | Break the words into chunks . Look for a chunk that you already know. |
|  | Skippy Kangaroo | Skip the word, read on and then hop back. |
|  | Flip the Dolphin | Flip the vowel. Try the long and the short sound. |
|  | Trying Lion | Try it again. Reread the word or try a word that makes sense. |
|  | Helpful Hippo | Ask for help after you have used all of the strategies! |



Sky Rocket into Reading!



“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”

Dr Seuss

White and Lime Book



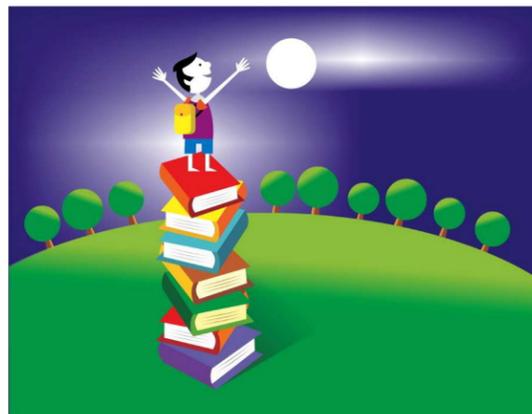
White and Lime Book Bands

White and Lime books contain longer and more complex stories. Often the stories stretch out over a number of chapters so that you will have to remember what they have previously read. The characters' thoughts, feelings and ideas will be developed over the whole text and more than one point of view may be expressed. Some information and actions may not be made clear so your child will have to use clues to make meaning.



These are the reading skills that your child will learn:

- * Read aloud confidently using expression.
- * Comment on the way the book is written and presented.
- * Make suggestions about their ideas for different endings or events to what has been written.
- * Say how they feel about the main characters in the text.
- * Use knowledge of the alphabet to locate information in an index and glossary.
- * Search for information.
- * Read longer texts over time returning to them until they are finished.
- * Offer their own ideas and interpretations of the text.



To help your child here are some things that you can enjoy together:

- * Ask your child to compare their book to others that they have read: think about the storyline, layout, characters and vocabulary choices.
- * Draw a map of the story.
- * Retell the story with a different ending that they have created.
- * Identify what is special about the text type. (For example: a newspaper has headlines, photographs and reports events.)
- * Look up new vocabulary in a dictionary using their knowledge of the alphabet.
- * Skim and scan through the text without reading it thoroughly to find information.
- * Ask your child to identify what they want to find out from the text before they start reading.

