



Getting Started with We Both Read

Tips for Parents

Dear Class Parents,

Reading together is one of the most important things you can do to help your child become a successful and happy reader. To support this activity, I am happy to let you know that we have acquired a series of books, called We Both Read. These books are specifically designed for you to read together with your child. There is a short “Parent’s Introduction” at the beginning of each of these books, but I also wanted to send this note to introduce you to the books and provide some helpful tips on using them.

Each We Both Read book alternates between pages for you to read aloud to your child and pages for your child to read aloud to you. The series features a wide range of reading levels for the child’s pages, so if the text seems too easy or too difficult for your child, then a different level might be appropriate. A little bit of struggle in reading is okay, but too much frustration is not. The primary goal should be to make reading together with your child as fun and enjoyable as possible.

Beginning Tips

- Find a place that is comfortable and quiet. Make sure both you and your child can see the book clearly.
- When you are reading, do your best to model how to read well. Pause at commas and periods. Emphasize rhymes. Show excitement in your voice. Enjoy the story; your enthusiasm will be contagious and will help your child to read better. It may be helpful for you to read the entire book aloud the first time, then invite your child to participate the second time.
- Be ready to prompt when it’s your child’s turn to read. See if it is helpful for your child to run a finger under the words while reading.
- If your child comes across an unknown word, wait five seconds, then say the word. If asked for help with a word, say the word and move on. If your child might be able to sound out a word or starts to sound one out, provide encouragement. If your child misreads a word, and the new word doesn’t make sense, simply say the correct word. Consider suggesting your child reread a difficult sentence.
- In some We Both Read books, a challenging word on the child’s pages may first be introduced in **bold lettering** on the parent’s page. Pointing out and discussing these words can help build your child’s reading vocabulary.
- Praise your child’s efforts. Praise and encouragement go a long way toward a positive attitude.
- Know when to take over reading or end the session. If you see signs of stress, such as yawning or a lot of fidgeting, invite your child to listen while you read. You may want to use easier books for a while.
- Be willing to read books several times. Most children enjoy reading the same book again and again. They often notice something new during each additional session.

Advanced Tips

- Before reading a new book, look at the title, the cover, and the pictures inside. Talk about what the book might be about. Let your child do most of the talking, and listen carefully.
- Encourage your child to look at the pictures when reading. The pictures will help with understanding the story. Help your child to use the pictures or context to figure out unknown words.
- Stop occasionally and talk about the meaning of the text. If your child stops to ask a question, answer it. Also, stop to discuss new vocabulary words.
- After reading, have a short discussion about the story to reinforce comprehension and make connections. It is helpful to ask open-ended questions. For example: What did you like best about this book? What was the problem that had to be solved? Can you think of another book like this one?

To learn more about We Both Read books, you can visit their website at www.WeBothRead.com