



Helping with Research

- This means guiding, advising, and talking things through.
- Ensure that the final product reflects your child's individual effort and design.
- If you feel tempted to do the research yourself– ask, “Will this help my child to learn?”
- Remember, it's not your homework!



What Can You Do?

- Suggest topics or focus.
- Help with locating information– library, book stores, family outing to museum, emailing someone, browsing the web and downloading.
- Have your child discuss the topic and jot down ideas or questions before he/she starts researching.
- Discuss whether the information found is relevant to the child's study.
- Help your child group and organize information.
- Encourage your child to use the following procedure when taking notes:

Short Notes– jot down key words and phrases with the reference material open

Long Notes– close the reference material and use the short note to make sentences

How to Support Your Child

- Read to or with your child regularly or let him/her read to you.
- Expose your child to a wide variety of texts and give encouragement to read new material.
- Encourage your child to talk about how characters or people are presented in texts, and make comparisons with real life.
- Talk about plots, settings, characters, events, information.
- Encourage your child to express and justify his/her reactions to the texts he/she read.
- Point out and discuss words that you think your child will not understand.
- Talk about how to find information in different texts, eg., using the index, looking for headings.



Good Choice!, Tony Stead
Stenhouse Publishers, 2009

Reading at Home

A Guide for Parents

Grades 3-6



Working Together to Support Our Students

Reading with Your Child

Your children may prefer to read texts by themselves. However, if they still enjoy being read to continue doing this. Continue to vary the type of texts that you read to them, eg. Science fiction, mystery, and nonfiction.

When reading to your child, consider any of the following:

- Allow your child to select the text and discuss the reasons for the selection.
- Discuss what you both think the text is about.
- If you are reading the text as a serial, talk about what has happened so far.
- Throughout the reading sometimes stop and ask questions.
- Allow your child to raise questions even if it interrupts the reading.
- Put aside a text if your child has lost interest.

During or After Reading

- Discuss characters, plot, setting, and events.
- Discuss what was learned from informational text.
- Compare characters and events in the texts with real-life people.
- Compare the texts with other texts read.
- Catch your child's attention by reading a small part of a text or the first chapter then allowing the child to finish reading the book independently.
- Whenever there is time available, discuss what is being read and what is being enjoyed.
- Read some books that you enjoy so they see that you also love reading.
- Provide sticky notes for your child to flag areas they would like to discuss after the reading.

Types of Texts

- Library books
- Books from school
- Books that are now films or videos
- Newspapers
- Recipe books
- Magazines and comics
- Dictionaries
- Favourite authors
- CD-ROMs and information from websites

Supporting Comprehension

Different types of questions and involvement in discussions will allow your child to respond to texts, build concepts, clarify meaning, explore issues, share perspectives, form opinions, and refine thinking.