



Using 100 BOOK CHALLENGE® Skills Cards

A Parent's Guide

The 100 BOOK CHALLENGE Skills Cards travel between school and home daily. They are made to help you, the parent, be a successful Home Reading Coach and help your child make growth in reading. On each card, you will find the skills and strategies for each level. The included Comprehension questions match the higher-order thinking skills required by high-stakes tests. Here we've included some tips to help you make the best use of the Skills Cards.

Responsibilities of a Home Reading Coach

- ☆ Turn off TV, phone, computers, and games. Eliminate distractions.
- ☆ Read with your child, or observe him/her reading, for 30 minutes. (For children in 1Y through 1R, taking breaks may be necessary.)
- ☆ Think and talk about the books afterward. **THIS IS WHEN TO USE THE SKILLS CARD** (see right).
- ☆ Sign 100 BOOK CHALLENGE logsheet. Sign ONE line for each 15-minute Step of reading.
- ☆ Have the student pack up the books for a safe return to school.

The Basics of Coaching

1. Let your child do the work. The 100 BOOK CHALLENGE focuses on INDEPENDENT reading. If your child has selected appropriate books, you should not have to help him at all. He should enjoy the reading, and so should you. Listen all the time. Don't talk unless you absolutely have to. If your child makes a mistake, do this:
 - ▶ WAIT and don't say anything. Give him a chance to work it out on his own.
 - ▶ If your child corrects the mistake, praise him. ("I like the way you fixed that all on your own.")
 - ▶ If your child goes on for a while and does not correct the mistake, try one of these:
 - Ignore it, if it does not change the meaning of the text (Saying *home* instead of *house* doesn't change the basic meaning. Saying *horse* instead of *house* does change the meaning.)
 - Ask if what he read makes sense.
 - Give him the word and keep on going. Don't make a big deal of it.
2. Give your child the coaching he needs, when he needs it. See the back of this letter for suggestions about what to look for and say at each of the color levels.
3. Talk to your child about reading. Reading is thinking. Use a comprehension question from the Skills Card to start a discussion. Or just ask, "What are you thinking?" Explore, don't test. Just as adults enjoy talking to friends about their reading, kids do, too. Make book talk a regular activity in your home--over dinner, in the car, anywhere--so long as it happens!
4. Take 5 minutes to practice your child's Power Goal, the one his teacher asked him to work on. Use flash cards if necessary. When using flash cards, remember the 80/20 rule: Make sure 80% is material that your child knows well, and only 20% is new. Feeling successful means she'll enjoy the practice and stay engaged longer.

Supporting Your Child's Reading

	What to Say and Do	Don't Worry About
1-3Y	<p><u>1Y</u>: "I'll read the first page or two, then you finish it."</p> <p><u>2Y</u>: "Can you point to each word as you say it?"</p> <p><u>3Y</u>: "Let me see your lips ready to make that first letter sound. Now look at the picture. What starts with that sound?"</p> <p><u>Transition to 1G</u>: Use flash cards and games to help transitioning readers memorize consonant sounds and Power Words.</p>	<p>...word substitutions that do not change the meaning of the sentence. (e.g., If student says "I have a cat," when the text says "I have the cat.")</p> <p>...words that don't match the text, but DO match the picture and make sense. (e.g., If the child says "I see the stairs," when the text says "I see the steps.") He got the meaning and the first letter sound. Don't worry about the rest, for now.</p> <p>...trying to "sound out the word." He'll learn that later. Be patient. Enjoy the books together.</p>
1G-2G	<p>"Let me see your lips ready to make that first letter sound. Now look at the picture. What starts with that sound?"</p> <p>When your child's error changes the meaning of the sentence, ask "Did that make sense? Can you reread that part?"</p> <p>Use flash cards and games to help readers memorize sounds and Power Words. For 1G, work on consonant sounds only. For 2G, work on blends (bl, br, cl, cr, etc.) and digraphs (ch, th, sh, wh).</p>	
1B	<p>"Can you use your fingers to find a chunk in the word that you already know?" (e.g., If the unknown word is "ham," your child should cover the letter "h," read "am," then uncover the "h" to read "ham.")</p> <p>When your child's error changes the meaning of the sentence, ask "Did that make sense? Can you reread that part?"</p> <p>Choose a few power chunks from the back of the Skills Card to practice each night. Get your child to use their fingers to decode the words on the card and read across the whole row (if they are able). Have them write some other words that have the same word chunk.</p>	
2B-1R	<p>"Can you use your fingers to find a chunk in the word that you already know?" (e.g., If the unknown word is "hammer," your child should cover the letters "mer," read "ham," then uncover "mer" to read "hammer.")</p> <p>When your child's error changes the meaning of the sentence, ask "Did that make sense? Can you reread that part?"</p> <p>Use a comprehension question from the Skills Card to start a discussion. Explore, don't test.</p>	
2R	<p>"Try a different sound for that letter or chunk."</p> <p>"Try accenting a different syllable. Keep trying until you recognize the word."</p> <p>When your child's error changes the meaning of the sentence, ask "Did that make sense? Can you reread that part?"</p> <p>Use a comprehension question from the Skills Card to start a discussion. Explore, don't test.</p>	
WT-GL	<p>"What word on this page is new for you? What do you think it probably means?"</p> <p>"What genre would you say this book is? How do you know?"</p> <p>Use a comprehension question from the Skills Card to start a discussion. Explore, don't test.</p> <p>Ask your child to choose and explain a few of the Academic Vocabulary words from the back of the card each night.</p>	<p>...helping your child sound out words. Readers at Wt and above should be doing this independently. DO worry if your child has trouble decoding words quickly using chunking. If he is having this problem, he probably needs to read easier books.</p>