

# KIDZ BOOK HUB NEWSLETTER

## What's new at Kidz Book Hub

MAY 2020



## Home learning: ideas for learners

### STRATEGIES FOR READING

#### 3-5 YEARS

- Put labels/stick it notes on key household items eg oven, toaster, washing machine, fridge.
- Put labels on people – Dad, Mum, brother, sister.
- Practise reading the labels every day (until it gets boring)
- When shopping get your child to read notices and labels in shops.
- Read signs in general eg traffic signs, street names.
- Read a book a day and discuss book features – cover, title page, demonstrate how each page is a new sentence or idea, indicate illustrations and how these explain the text.
- When reading run your finger under the text so that the child associates the voice and story line with the words in the text
- Have an alphabet 'letter of the day'
- Write a sign that shows the day of the week and put it on the refrigerator eg Thursday
- Do the same with numbers. Today is the 6<sup>th</sup> or 26<sup>th</sup>.
- Nursery rhymes and songs. Write up the text and point to the words as you sing along.



#### 5-6 YEARS

- Continue with the strategies above but at a more difficult level eg you might label the cooking utensils or tools in the shed or recreational items such as bicycle or treadmill.
- Read a book a day using the strategies outlined above but encourage the child to read the simple words themselves.
- Encourage the child to take over the role of reader from you.

*Continued overleaf*



## Home learning: ideas for learners

- Don't pounce on a mistake. Encourage skipping words that are difficult to ensure that the flow of reading is maintained.
- Encourage the child to make predictions about difficult words. Use context, pictures, first letter of the word to ask - what could it be, what would make sense?
- Sound out words if you want to assist the reader - make sure that these are phonetically regular words e.g dog, cat, run, stop.
- Phonetically irregular words have to be recognized by the reader as they cannot be sounded out eg the, though, thorough, when, where. These are known as sight words meaning that the reader has to learn them by sight based on their graphophonic structure.

### 6-7 YEARS

- Encourage your child to read multiple books each day.
- Try and identify topics that are interesting to the reader or funny or quirky.
- Be there to help but try and leave the reading and the decoding of the text to the child.
- The best way to assist is to talk about the book before reading, indicating the likely content and identifying difficult words or concepts and explaining these before the child reads it.
- Read different types of texts with your child e.g. recipes, instructions, explanations.



### STRATEGIES FOR WRITING (jointly or independently)

#### 3-5 YEARS

- Encourage simple writing tasks e.g. shopping lists.
- Write simple instructions to be pasted around the house. Eg wash your hands
- Write labels for common household items e.g jars in the pantry
- Encourage all writing even if it is gobbledegook.
- Always ask the child to read their own writing and talk about it - what is its purpose?
- Encourage explanatory writing on pictures i.e. label all drawings with names or simple descriptions

#### 5-6 YEARS

- Write letters or emails e.g. to Grandma/pa or to a friend.
- Write instructions for having a birthday party or a meal.
- Write a description of an event for a friend.
- Write and illustrate a wall story. Keep it short - say 5 or 6 pages.

*Continued overleaf*



## Home learning: ideas for learners

### 6-7 YEARS

- Write a review of a television program or video game.
- Write a wall story – write a simple text (one or two sentences) on a separate page to create a story. Illustrate the text. Remember stories have a beginning, middle and end. Paste them up in sequence on the wall so that others can read them.
- Use stories on kidzbookhub as models for your child's own experiences/stories.
- Write 'How to' texts e.g. how to clean your teeth, how to play soccer, how to swim.
- Write "How things work" texts. Eg a bicycle, a skateboard, a computer, the internet.
- Write about 'My Family' – who are they? what do they do? What are they like?
- Write about 'My friends' – what are they good at? What do they look like? Why do you like them?
- Remember to encourage/explore cultural diversity in all reflections.
- Think about researching an aspect of your country's culture on the internet and then writing about it as if writing for a visitor or new migrant.

SEE FURTHER PARENT GUIDE MATERIALS ON PAGES 5-6

## Fiona Murray joins [www.kidzbookhub.com](http://www.kidzbookhub.com) with her series *Carlos and Friends*

*in both English and Chinese.*

### Rationale

The Carlos and Friends bilingual book series has been specifically written for parents and early literacy educators to help 3-8 year old children get ready to read in a fun, relaxed way. These 5 books have been written to be read aloud by a parent or early educator. The children can then remember the books and read along or recite the books. They have been deliberately written as short, sweet and engaging texts so that children can have fun being read to by introducing new characters and vocabulary in both languages.

The text has been printed in both Mandarin and English so that the parent or educator can read aloud in either language. These books will particularly work well in international schools in China or in English speaking countries wishing to teach Mandarin to young children.

Reading aloud to young children in any language is a wonderful way to move them from oral language to written language.







## Carlos and Friends series

### Individual Book Descriptions

#### *Carlos the Caterpillar*

16 pp plus cover printed both sides

Carlos is a green caterpillar who loves to eat! He goes out every day to eat lovely green leaves. One day, after meeting Andrea the Ant, he bites off a bit more than he can chew!

#### *Andrea the Ant*

16 pp plus cover printed both sides

Andrea is an ant who loves to find aphids on plants so she can feast on their honeydew. She meets Benita the Bee who wants to find honey goo too! Benita flies off to find flowers. Meanwhile Andrea has not quite found the honeydew of her dreams.

#### *Benita the Bee*

20 pp plus cover printed both sides

Benita has turned into a silly bee. She doesn't like honey or pollen anymore. Instead she likes to use flowers as musical instruments. Izzy the Lizard has to show Benita how she can be a real bee and enjoy music too.

#### *Izzy the Lizard*

20 pp plus cover printed both sides

Izzy the Lizard has lots of fun in her gorgeous garden. Gertie the Garden Gnome is her friend and looks after Izzy. Watch out when Puss E Cat goes funny!

#### *Sammy the Slug*

16 pp plus cover printed both sides

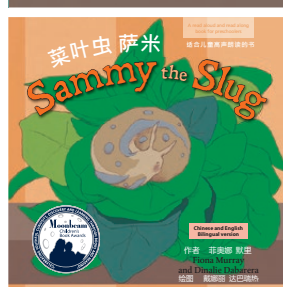
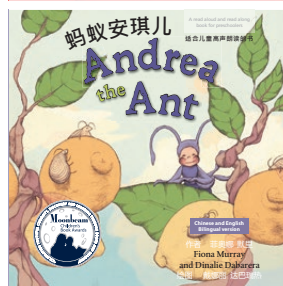
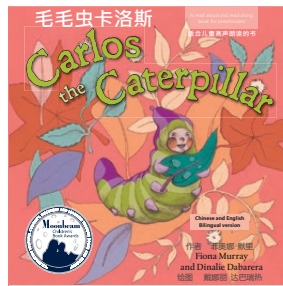
Sammy is a sleepy slug in a bunch of spinach in the fruit shop. Join him on his travels to Pat's house when she buys the spinach! Oh no! Is Sammy going to end up in a stew?

### Specifications

Full colour throughout, 215mm square, Saddle stitched

Gloss laminated cover: cover 300gsm, text pages 115gsm

The 5 book series is available with a cute carry bag.



### Biography of author and translators

菲奥娜莫里

Fiona Murray

教育学硕士 (读写教育)

*M Ed (Literacy Education)*

菲奥娜莫里是 澳大利亚阅读教育的专家, 她曾在悉尼公立和私立学校1-6年级任教, 担任学前早期教育的老师。她曾为 新南威尔士教育部工作, 是早期干预和特殊儿童教育 师资咨询专家。

《毛毛虫卡洛斯和他的朋友们》(5本小丛书)于2013 年获得美国《月光儿童读物优秀奖》。

Taught in both public and private primary schools (K-6), Fiona Murray is a specialist literacy teacher in Sydney, Australia. She has also worked for the NSW Department of Education as a Regional Consultant for Early Intervention and Integration (assisting teachers to support children with a disability in a mainstream classroom). Additionally, she has worked in preschools and crèches as an Early Learning Teacher and a Support Teacher for children with a disability.

*Carlos the Caterpillar and Friends* (5 books) have received a **Moonbeam Children's Book Award** from the United States for 2013!

中文翻译 Chinese Translation

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## Parent Guide Materials

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### How you can help your child as a reader

- Before beginning to read, turn off the TV and computer and settle in somewhere comfortable.
- Read to and with your child as often as you can and encourage her/him to join in. Vary the type of books, for example, short stories, poems, and longer stories read in chapters.
- Build up a collection of favorites – your child will want to revisit them over and over. Include fiction and nonfiction books. Help your child make a collection of books by his/her favorite author.
- Draw the child's attention to, and discuss, the illustrations, photos, captions, and headings in the books you are reading with her/him. When reading picture books help the child tell the story from the pictures on each page. Help your child make connections between what he/she reads and his/her life.
- Let your child read to you and anyone else who is willing to be read to. Accept and praise your child's attempts to read.
- Allow "wait-time" when your child is reading to you. She/he needs time to reread and self correct.
- If your child inserts a word while reading and it makes sense, don't interfere. If a word he/she reads doesn't make sense wait until the end of the sentence or paragraph and say, " You said..., does that make sense?"
- Enroll your child in the local library, and browse with your child at the local bookstore.
- Encourage your child to bring a book home from school every day.
- Use instructions to make things together, for example, cooking or planting seeds.
- Give your child books as presents on special occasions, and encourage him/her to give books as gifts to friends and family.



## Parent Guide Materials

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### How you can help your child as a writer

- Show your child how you use writing: write the shopping list, reminders, telephone messages, greeting cards, and e-mails in front of them.
- If your child asks about letters, call them by NAME, not sound.
- Buy your child some magnetic letters so he/she can make words, and put them on the refrigerator door.
- Make a family message board and encourage the child to write her/his own messages.
- Encourage your child's attempts at spelling, telling him/her to try it on his/her own.
- Write messages to your child such as "please feed the dog," and encourage her/him to write replies.
- Make a special place where your child can write. Make sure there are pencils and paper there.
- Encourage your child to make and send greeting cards for special occasions.
- Encourage your child to write and send letters and e-mails.
- Write a letter to your child and send it by mail.
- Start a family diary to record special days and events.
- If your child asks you to fix his/her writing, check with the school to see if there is an agreed editing checklist and get a copy.
- Work with your child so that she/he is making the corrections, not you.
- Don't use a red pen to correct children's writing.
- Make sure your child has access to a dictionary and thesaurus that he/she can use. There are simple picture and junior dictionaries at bookstores and libraries.



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## **CONTACT**

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literacy product!