

La deuxième année
2Jf, 2Sf et 2PRf
Mlle Josey, Mme Shillington, Mme Palfy et Mme Rivest
September 2016

French Home Reading Program
Le club de lecture

Students are ready to start this year's take home reading program! Beginning **Monday, September 12, 2016**, your child will be responsible for bringing home a book of their choice to read with you or another adult (grandma, grandpa, aunt, uncle); big sisters and brothers are great for this tool. To keep track of this **daily independent reading** in the duotang sent home, each time your child reads a book please indicate the name of the book, the date, initial it, and include a little comment about how it went. The home reading log and book should be returned every day so your child can pick a new book to take home for that evening.

Books may be from a variety of sources (i.e. our classroom library, the school library or your child's own books). They must, however, be French books (English books will be read for the English Home Reading program). Please remember **they are to read out loud to you!**

When your child has completed 10 books, he or she will be given one sticker to paste on a chart. After 10 stickers have been collected (100 books read), your child will earn a free book of his or her choice! If your child should complete all the pages before the end of the year, other pages will be added to their duo-tang and he or she will be able to earn more free books.

You may be nervous about reading with your child in French. Don't worry! **Your daily participation is key.** Please see the attached bookmark for strategy suggestions when reading. Give your child 3 seconds to attack the unread word, and then invite them to use a strategy (do NOT read the word for them)!

While there are many differences between the sounds of vowels between the two languages, the consonants are basically the same.

-h is always silent in French

- s at the end of a word (plural form) is silent (sometimes x)
- qu sound like "k"
- th is pronounced "t"
- ch is pronounced "sh"
- i is pronounced like the long e (ex: he)
- ou always sounds like the "ou" in group, (not the "ou" in out)
- oi sounds like "wa"
- ez, et, and er at the end of a word has the "long a" sound (ex: hay)

The ultimate goal is the independent use of strategies. Encourage your child to use them when needed and remark on which strategies they use correctly to encourage further use. If your child encounters difficulty, praise his or her attempts.

When you are finished reading a page or the book, it is time to ask comprehension questions. This can be done in English. It is just a way to verify that the child has understood what they have read. **Who, what, where, why, when,** and **how** questions are a great place to start.

- Ex: **Who were the characters in this story?**
Why was the little boy happy?
How did the dog solve the problem?

Children learn to read for understanding. Even if your child is unable to read fluently at this time, BE PATIENT! Reading is a complex process that takes time and practice. Focus on what your child knows and encourage those efforts.

****Even though your child is or is becoming an independent reader, children still love a bedtime story. Sharing a story with your child is a valuable experience for both parent and child. Having a love for books will be a priceless gift that your child will have for the rest of his or her life. **Enjoy and Happy Reading!***

If you have any questions or concerns, please let me know!

Merci!

Mlle Sarah Josey, Mme Shillington, Mme Kylie Palfy et Mme Rivest