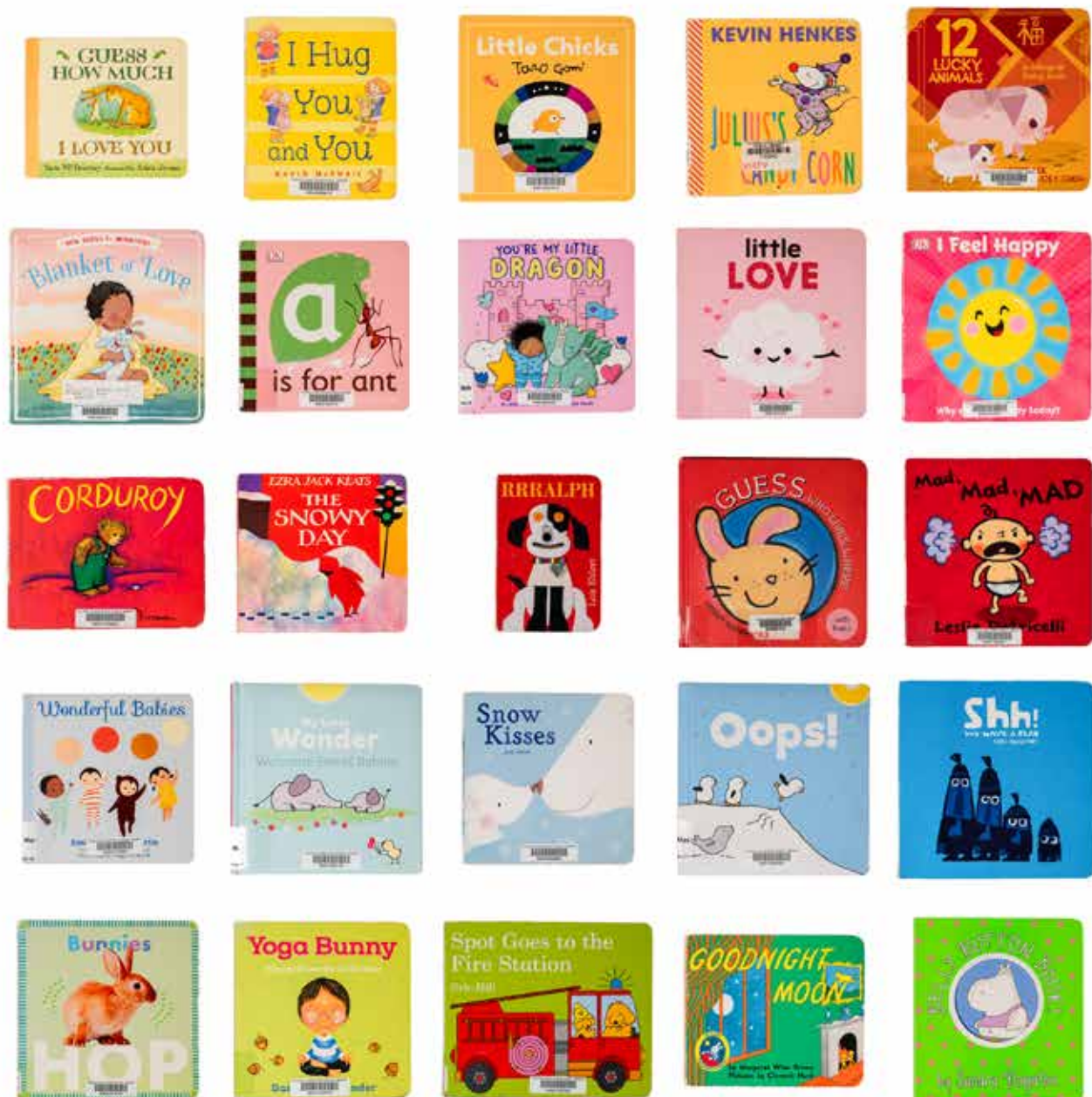


Off the SHELF

Fall 2023

THIS ISSUE:
Learning to read with the Library!

The Toledo Lucas County
Public Library Magazine 



Off the Shelf is a publication of the Toledo Lucas County Public Library, a national IMLS medal winner.

325 Michigan Street
Toledo, OH 43604
toledolibrary.org
419.259.5200

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IF YOU HAVE LITTLE ONES WHO
AREN'T READING YET ...

USE the activities in this magazine to learn important (and fun!) ways to get them ready to read.
(page 6)

IF YOU HAVE A CHILD WHO
HAS OR WILL SOON **ENTER**
KINDERGARTEN

CHECK to make sure they are ready with important skills. (page 12)

IF YOU HAVE A **BEGINNING**
READER ...

FOLLOW the science-based reading skills in this magazine to help them **DECODE** and **UNDERSTAND WORDS** and **SENTENCES**. (page 14)

IF YOU KNOW A FRIEND,
NEIGHBOR, OR RELATIVE
WITH **A CHILD ...**

SHARE this magazine to help all of our kids **BECOME GREAT READERS!**



WHAT WE KNOW:

Too many kids are struggling to read.

The Ohio Department of Education reports that forty percent of third-grade students in Ohio do not read at grade level. In some Lucas County districts that rate is as high as 60 percent.

HOW DID THIS HAPPEN?

Disruptions to school due to the pandemic have definitely hurt some students. However, signs of declining reading achievement were building before the pandemic. We are learning that the way many students have been taught to read over the past 20 years is proving to be unsuccessful.

WHY DOES IT MATTER?

Without strong reading skills, students are more likely to struggle both academically and socially. Students who struggle to read are more likely to have discipline

Help kids become better readers
Reading is not a natural skill, it must be taught.

40%
Of third-grade students in Ohio do not read at grade level.



issues and be chronically absent and less likely to meet important outcomes such as high school graduation. Knowing the link between reading and future achievement, we must do everything we can to help kids become great readers.

WHAT CAN WE DO?

The good news is that we have a body of scientific research about how kids learn to read. The research shows there are important skills that all kids need to learn to become good readers. The two main skills are:

- Decoding (also called phonics, or sounding out words)
- Language comprehension

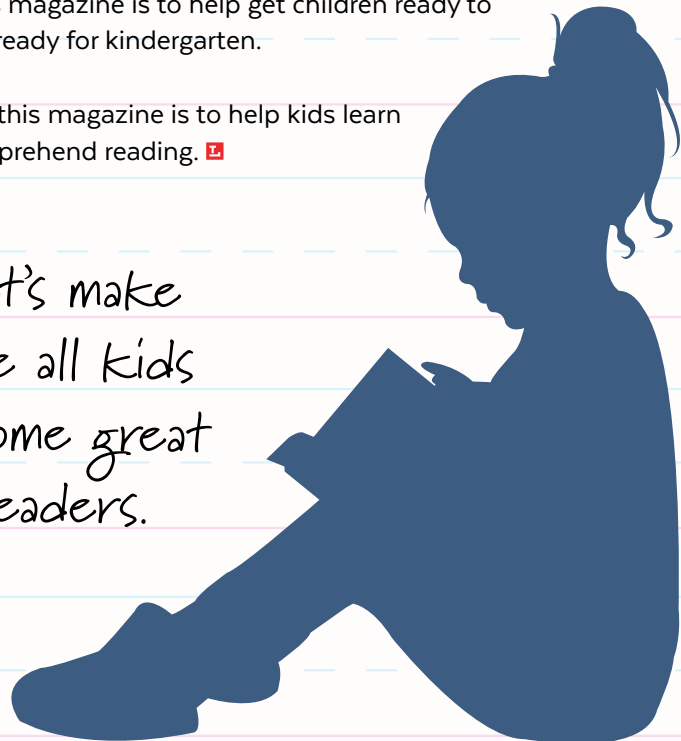
It's important to know that reading is not a natural skill; it must be taught, and learning is hard work! Parents and caregivers are children's first teachers, and the Library is here to support you.

The first part of this magazine is to help get children ready to read and get them ready for kindergarten.

The second part of this magazine is to help kids learn to decode and comprehend reading.

Parents and caregivers are children's first teachers.

Let's make sure all kids become great readers.



WE CAN DO THIS!

The Library has provided reading help to thousands of families using scientifically-proven methods. Our work in this vital area was a big part of winning the National Medal for Museum and Library Services, the nation's highest honor for libraries that make significant and exceptional contributions to their communities.



We've included many tools in this magazine to get you started. There are more resources at the QR code below. You can also contact the Ready to Read team to schedule an individual session at 419.259.5253 or at readytoread@toledolibrary.org.





READY TO READ

FIVE ACTIVITIES TO GET STARTED

Early Literacy (Birth - 5)

Early literacy is everything children know about reading and writing before they can actually read and write. Learning to read begins before children start school through simple and intentional activities. You are your child's first teacher!

Five early literacy practices to help your child get **READY TO READ** are:

1 TALKING

Talking with children helps them learn new words and also stimulates brain development which encourages learning. Talking with your child is one of the best ways to help develop language and other early reading skills. **Talk:** during morning routines, in the car, waiting in line, before a nap, during meals, doing household chores, at the store, out on a walk, during bath times, and before bedtime.

2 SINGING

Singing, which also includes rhyming, increases children's ability to hear different sounds within words. This helps prepare children to decode, or sound out, written words. Singing stimulates a child's creativity, reinforces rhyming and letter sounds, and helps strengthen word knowledge. Sing with your children often to build their skills. **Things to sing about:** clean up, bath time, diaper changes, reading time, daily tasks, and classic nursery songs.

3 PLAYING

Playing is one of the main ways young children learn about the world. Overall knowledge is an important literacy skill that helps children understand books and stories once they begin

to read. Playing is one of the many ways children learn to express themselves, relate to others, and learn new words. **Things needed for play:** a little space and simple props like large boxes, old clothes, empty food containers, and empty paper towel rolls. Using props helps spark your child's imagination!

4 WRITING

Writing and reading go together! Writing helps children learn that letters and words stand for sounds and that print has meaning. Writing activities help children learn letter names, how to sound out new words, and develop small motor skills. Make it easy for your child to write throughout the day. **Things needed for writing:** keep pencils, crayons, markers, and scrap paper to practice writing and drawing. Even scribbling sets the stage for more advanced writing.

5 READING

Reading together (shared reading) remains the single most important way to help children become skilled, lifelong readers. **Make reading fun and engaging** by asking your child to make up new stories based on book pictures, adding to stories, or singing or reading in a silly voice. Don't make reading a chore or stressful. 📖

Ready to Read is funded in part by The Library Legacy Foundation.



Get started with the activities on the following pages!

READY TO READ

TALKING

Early Literacy (Birth - 5)

Nursery rhymes provide bite-sized learning opportunities for young children as they listen to you talk. Rhyme and rhythm highlight the sounds and syllables in words. And understanding sounds and syllables helps kids learn to read! Try these and other nursery rhymes as you talk with your child:

Hey Diddle Diddle

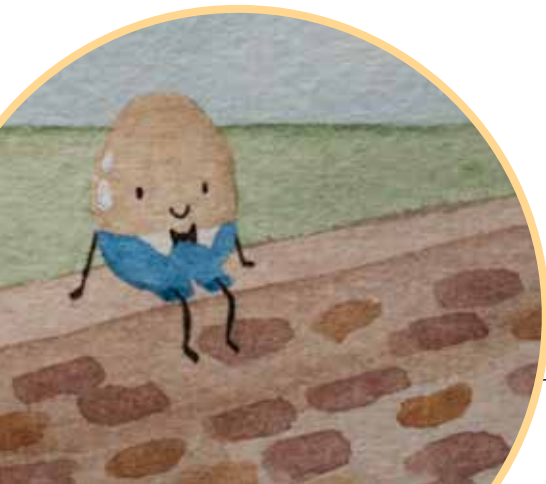
Hey diddle diddle the cat and the fiddle, the cow jumped over the moon. The little dog laughed To see such a sight, and the dish ran away with the spoon.

Hickory Dickory Dock

Hickory dickory dock, the mouse ran up the clock. The clock struck one, the mouse ran down. Hickory dickory dock.

Humpty Dumpty

Humpty Dumpty sat on a wall, Humpty Dumpty had a great fall.



All the King's horses and all the King's men couldn't put Humpty together again.

Little Bo-Peep

Little Bo-Peep has lost her sheep, and can't tell where to find them. Leave them alone, and they'll come home, wagging their tails behind them.

Mary, Mary

Mary, Mary, quite contrary how does your garden grow? With silver bells and cockle shells and pretty maids in a row.

One, Two, Buckle My Shoe

One, two, buckle my shoe. Three, four, shut the door. Five, six, pick up sticks. Seven, eight, lay them straight. Nine, ten, a big fat hen!

Pat-A-Cake

Pat-a-cake, pat-a-cake, baker's man! Bake me a cake, as fast as you can. Roll it, and pat it, and mark it with B, and toss it in the oven for baby and me.

Pease Porridge Hot

Pease porridge hot, pease porridge cold, pease porridge in the pot nine days old. Some like it hot, some like it cold, some like it in the pot, nine days old.



READY TO READ

SINGING AND PLAYING

Early Literacy (Birth - 5)

Singing helps children hear the smaller sounds in words and builds their vocabulary. Singing slows down the sounds that words make. Being able to hear and recognize the beginning, middle, and ending sounds that make up words helps children sound out words when they begin to read. And the songs below include playing as you act out the motions together with your child.

ABCs

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z.

Now I know my ABCs.

Next time won't you sing with me?

Head, Shoulders, Knees and Toes

Head, shoulders, knees and toes, knees and toes. Head, shoulders, knees and toes, knees and toes. Eyes and ears and mouth and nose. Head, shoulders, knees and toes knees and toes. (Point to each body part as you sing)

If You're Happy and You Know it

If you're happy and you know it, clap your hands. (Clap twice)

If you're happy and you know it, clap your hands. (Clap twice) If you're happy and you know it, then your face will surely show it, (Point to your face and smile) If you're happy and you know it, clap your hands. (Clap twice) (Repeat with stomp your feet, shout hurray, do all three)

I'm a Little Teapot

I'm a little teapot (Bend knees in rhythm) short and stout. Here is my handle, (Put hand on hip like a handle) here is my spout. (Put other arm out like a "spout") when I get all steamed up, hear me shout. Just tip me over and pour me out! (Lean over sideways on "spout" side)

Rock-a-bye, Baby

Rock-a-bye, baby on the tree top. When the wind blows, the cradle will rock. When the bough breaks, the cradle will fall. Down will come baby, cradle and all.

Row, Row, Row, Your Boat

Row, row, row, your boat, gently down the stream. Merrily, merrily, merrily, merrily, life is but a dream.



READY TO READ

WRITING

Early Literacy (Birth - 5)

Writing takes lots of practice! Have your child try the writing activities below and look for other opportunities during your day for writing practice.

Help each animal find the right home. Trace the line.



dog



dog house



fish



fish bowl



squirrel



tree



cow



barn

READY TO READ

READING

Early Literacy (Birth - 5)

Sounds are the building blocks of words and reading. Help your child learn about sounds with the beginning sound activity below.

Circle the pictures with the same beginning sound in each row.



deer



duck



butterfly



donut



cheese



cherry



banana



chair



wheel



wagon



hat



watermelon



cat



cup



goat



corn

Early Learning (Ages 5 - 6)

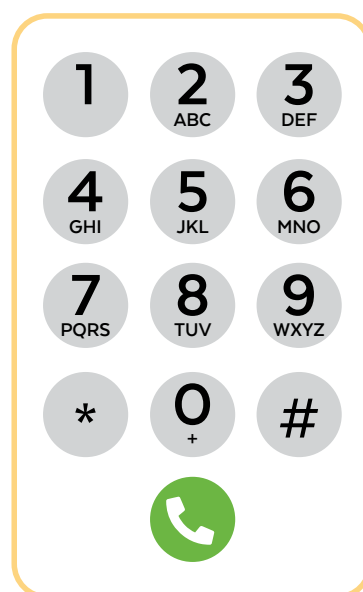
(First and last - no nicknames)

- - - - -

- - - - -

My birthday is...

I am _____ years old.



My phone number is...

I live with...

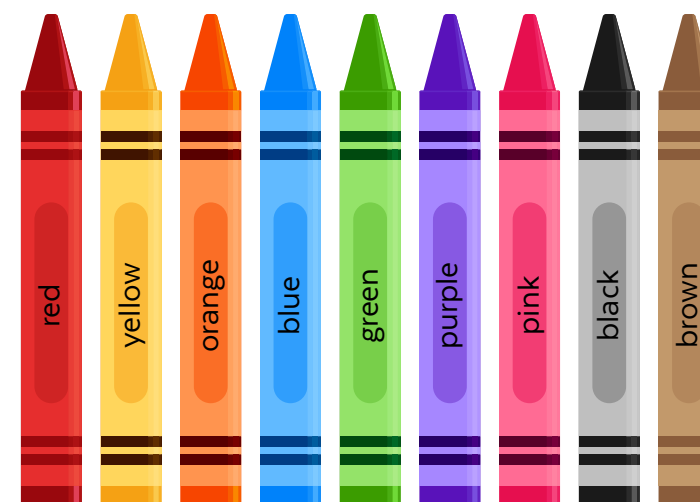


My address is...

[illegible]


I know my colors!

- ☐ red
 - ☐ yellow
 - ☐ orange
 - ☐ blue
 - ☐ green
 - ☐ purple
 - ☐ pink
 - ☐ black
 - ☐ brown

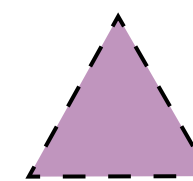


I can write the numbers 1-10! I can count to 20.

I can write the lowercase and uppercase letters



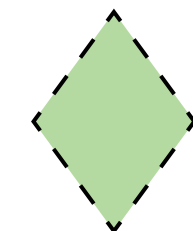
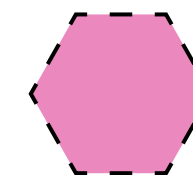
Circle



Triangle



Square

Rhombus/
Diamond

Hexagon



Oval



Rectangle

DEVELOPING READERS

DECODING

Building Skills (Ages 6 - 10 and up)

HELP CHILDREN WITH DECODING

Decoding is the skill of breaking apart words into sounds and syllables, then using those sounds to form words. Here are some great ways to build decoding skills:

1

MAKE THE LETTER SOUNDS AS YOU WRITE THE LETTER:

"M" says mmm. Trace the letter in a shallow dish of sand, sugar, or flour, making the letter sounds.

2

PLAY WORD GAMES:

Think of words that start/end with specific sounds.

Take turns changing sounds/letters. (cat, mat, map, tap)
How long can you make your word chain?

Sound out simple nonsense words.

3

DEVELOP ACTION CUES TO REMEMBER SOUNDS:

For example, take an imaginary apple bite to remember "a" for "apple." Point up to remember the "u" sound in "up."



DEVELOPING READERS

DECODING

Building Skills (Ages 6 - 10 and up)

4

PRACTICE THESE STRONG READER TIPS AS YOUR CHILD READS:

Check beginning, middle, and end sounds. Are there prefixes or suffixes? What sounds do you know?

Look for small words (smart) or letter combinations (sh, ch, ph, ee, oo.)

Stretch the letter sounds slowly and then try saying again a little faster.

Locate the vowels. Are there clues about the vowel sound? Swap the long/short sound if the word doesn't seem right.

Reread the sentence and ask your child, "Does that make sense?"



Library resource: Children learning to decode need regular practice with new materials. Visit your nearest Library to check out the expanding selection of decodables and leveled reading books. Here are a few to get you started: *Bob Books*, *The Adventures of Otto*, *Hog on a Log*, *Save the Cake*.

DEVELOPING READERS

READING COMPREHENSION

Building Skills (Ages 6 - 10 and up)

HELP CHILDREN WITH READING COMPREHENSION

Language comprehension is the ability to understand spoken language. Children build their bank of words from birth by listening and observing the world around them. They use what they know about the world to make connections and understand what they read.

The following pages have ways you can help your child understand what they are reading.

1 FLUENCY CHECKLIST

Fluency is the bridge between decoding words and understanding what those words mean. Fluent reading is smooth, seamless, and full of expression.

To become a fluent reader, help your child:

- Start with a “Just Right” book. (There is a bookmark you can cut out on page 23.)
- Read all the way to the end of the sentence.
- Pause at commas and stop at the end of the sentence.
- Change tone when asking a question or making an exclamation.
- If decoding a tricky word breaks up the flow of a sentence, return to the start of the sentence to read it completely through.
- Practice a poem or section of a story a few times to build reading speed, accuracy, and tone.
- Use clues in the text to read with a matching character voice (whisper/shout) or emotion (sad/excited.)

Library resource: Help your child develop fluency by taking reading with you, wherever you go. Download the Libby app to your smartphone or tablet. Enjoy hundreds of free children’s audiobooks.



DEVELOPING READERS

READING COMPREHENSION

Building Skills (Ages 6 - 10 and up)

2 ACTIVATE VOCABULARY

Building vocabulary is an essential reading skill and takes lots of practice. To make the most of your reading time together, try some of these talking points before reading:

- What do you remember about the time we _____ (went to the park, visited grandma, played a game, shopped at the store?)
- Do you remember the book we read? Do you remember that show we watched? This story reminds me of that because _____.
- This story is about _____. What do you know about _____? What do you think we might read about?

3 VOCABULARY: WHAT DOES THAT WORD MEAN?

Children with greater vocabularies more readily understand the words they read. Even as your child learns to read, it is important to continue reading to your child to help them learn new words.

Is your child having trouble understanding a word? Try these tips for vocabulary detectives:

- Search for clues by rereading the sentence or skimming the page.
- Are there pictures that might help?
- Is there a definition in the sentence or glossary at the end of the book?
- Can you think of a synonym that might work in place of the new word?
- Does the prefix, suffix, or root word give you any hints?
- Who else could you ask or where else could you look to learn this word?

Library resource: Picture books offer great opportunities to hear new vocabulary. Check out Wonderbooks which contain an audiobook so kids can read along, hearing more complex words.



DEVELOPING READERS

ACTIVE READING

Building Skills (Ages 6 - 10 and up)

What do
you like
about this
book?

What will
happen?

What
does this
word
mean?

What do
you see?



What is
the story
about?

Who is your
favorite
character?

1 COMPREHENSION: ACTIVE READING

Active reading is the difference between simply turning pages and talking about what’s happening on the book’s pages. The idea is to use the book as a tool to talk with your child, asking questions, teaching new words, and getting your child thinking and talking about the book.

It’s as easy as ABC:

A sk questions:

- What do you think is going to happen?
- Who is your favorite character?
- What is happening on this page?
- What would you do if this happened to you?
- When did you like the story the best?

B uild vocabulary:

- Identify new words by asking what the words in the book mean.
- Ask about a word in the book and then connect it with ones they already know.
- Demonstrate words by using facial expressions, sound effects, and movements. Don’t just read “whisper,” actually whisper as you read it.

C onnect to your child’s world:

- Relate the book to things your child already knows.
- If you are reading a book that talks about the weather, compare it to the current weather.
- If the book mentions a trip to the store, recall a memory your child might have of a store.

DEVELOPING READERS

ACTIVE READING

Building Skills (Ages 6 - 10 and up)

2 COMPREHENSION: CURIOUS READERS WONDER, WHAT WILL HAPPEN?

Curious readers are motivated readers. Before reading, look at the cover and flip through the pages.

Ask your child these questions to spark their curiosity:

- What do you see?
- What do the places look like?
- Who do you think the story is about?
- What do you think might happen?

3 COMPREHENSION CHECK

Talking with your child about what they have read will improve their understanding and give them the skills they need to be a stronger reader.

Try asking your child a few of these comprehension questions to start the conversation:

- Who was the story about? How would you describe the characters? Would you want to be friends with this character?
- Setting: Where did the story take place? When?
- What happened in the beginning, middle, and end of the story?
- What problem did the characters face? How did they solve their problem?
- What did you like, or not like, about this book?



Developing readers need lots of books! All children in Lucas County can get one free book per month mailed to their home until the age of 5 with Dolly Parton’s Imagination Library. Use the QR code or come to any Library location to sign up today!



Thank you to our generous sponsors!



DEVELOPING READERS

CRITICAL THINKING

Building Skills (Ages 6 - 10 and up)



RATE A STORY

Your child gets a chance to be a book critic. Sharing their opinions about what they have read encourages children to be active readers and think critically.

- Preparation:**
After reading a book with your child, use the activity sheet on the next page.
1. Write the book title on the line provided.
 2. Talk with your child about facts and opinions. Explain that opinions are statements about how a person thinks or feels. Unlike facts, opinions cannot be proven false or true. You may want to provide some “facts” from the story—statements from the story that could be true or false.
 3. Now have your child “rate the story” you read by circling one of the faces, based on how well your child liked or did not like the story. Point out that their rating is an opinion of the book.
 4. Next, have your child explain why the story earned that rating.
 5. Invite your child to retell their favorite or least favorite part of the story. Remind your child to explain why.

Extra Practice:
Write a review of the book. Include a short summary of the story as well as your opinion. Be careful not to give away the ending.

For more fun, share your review in a short video clip you can send to family members.

DEVELOPING READERS

CRITICAL THINKING

Building Skills (Ages 6 - 10 and up)

RATE A STORY

Choose a story you read recently. How did you like it? Rate it by circling one of the faces below. On the lines, answer the questions to support your rating.

Title: _____



Why did you give this rating?

What was your favorite or least favorite part? Why?



Write a review of the book! Include a topic sentence, a summary, and your opinion. But don't give away the ending!

Adapted from “Rate a Story (Leveled-Reading K/L): Guided Reading Response” available through Scholastic Teachables. Access Scholastic Teachables at toledolibrary.org.

DEVELOPING READERS

GROWTH MINDSET

Building Skills (Ages 6 - 10 and up)

Positive language makes a difference. Instead of saying the phrase in the box, coach your child to say the phrase with the star.

I am still learning. I will keep trying.

I can't do this.

This will get easier with practice.

This is too hard.

What can I do to get better?

I'm not good at this.

I can try a different way.

I give up.

I will learn how.

I don't know how.

I am becoming a stronger reader one word at a time.

I am not a good reader.

Mistakes help me learn and get better.

I am afraid of making mistakes.



DEVELOPING READERS

PUTTING IT ALL TOGETHER

Building Skills (Ages 6 - 10 and up)

YOU ARE YOUR CHILD’S BEST TEACHER:

- Talk with your child about what you are reading or watching together.
- Read aloud to your child.
- Make reading part of your daily routine.

MAKE READING FUN

- Pick books that interest your child. Let them choose as often as possible.
- Read in a pillow fort, by flashlight, or at a park.
- Have them read to your pet, a younger sibling, or friend.

ALL READING COUNTS:

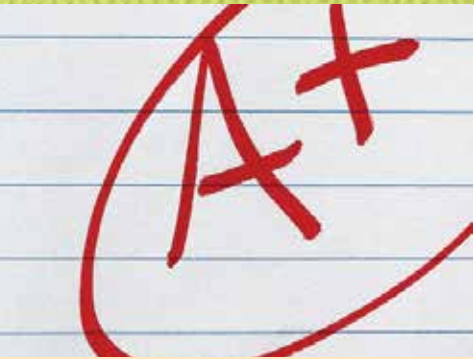
- Try audiobooks, comic books, Wonderbooks, or Bookflix.
- Kids who are learning to read need lots of books! Visit the Library often. Library cards are free for all Ohio residents, and we don’t have fees for late book returns.
- Read while waiting at the doctor’s office or when in store lines.

LEARNING SOMETHING NEW IS HARD:

- Sit beside your child as they read. They will know you are on their side!
- It’s okay to take breaks.
- Pick books that are “just right” using the bookmark on this page.
- Use growth mindset phrases to be encouraging (see page 22.)





There are more resources at the QR code. You can also contact the Ready to Read team to schedule an individual session at 419.259.5253 or at readytoread@toledolibrary.org.





FIND A “JUST RIGHT” BOOK


with the FIVE FINGER RULE!

- 

Choose a book and read the first page or two.
- 

Put one finger up for every word you don’t know.
- 

If five of your fingers go up while reading, choose an easier book.
- 

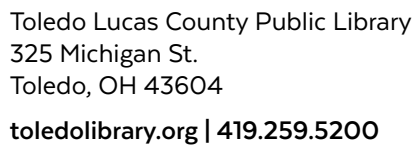
If only two or three fingers go up, you’ve found a “just right” book.
- 

If no fingers go up, you might want to choose a harder book.

HAPPY READING!

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Can you find these items in the magazine?



KEY: Robot p. 15 | Letter R p. 6 | Frog p. 9 | C.A.T. p. 14 | Cherry p. 11 | Chick cover | Question mark p. 18 | Fish bowl p. 10 | Medal p. 5 | Three fingers p. 23 | Cake p. 8 | Letter a cover