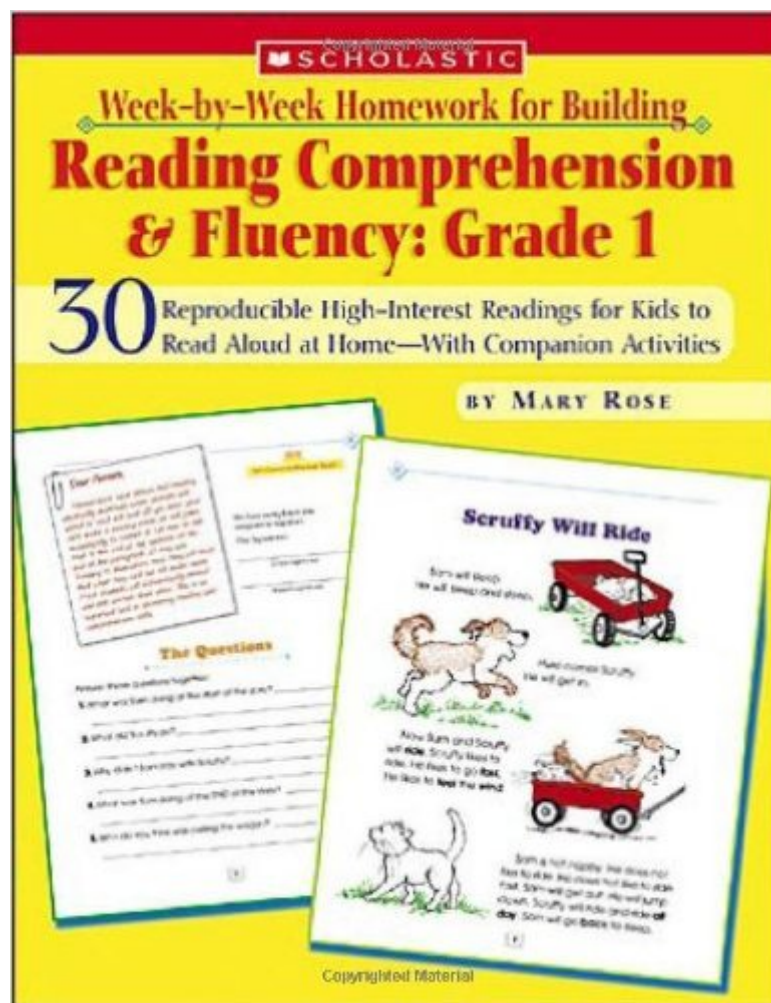


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Week-by-Week Homework For Building Reading Comprehension & Fluency: Grade 1 (Week-by-Week Homework For Building Reading Comprehension And Fluency)



Synopsis

Bestselling author Mary Rose has selected short readings perfect for first graders. Kids take these home with the companion comprehension activity and practice reading with the support of a grown-up. Easy tips for parents help them help their kids learn to read. The results are phenomenal! Teachers, parents, and students alike rave about this simple, effective way to boost reading skills. Great for building the home-school connection! For use with Grade 1.

Book Information

Age Range: 6 and up

Series: Week-by-Week Homework For Building Reading Comprehension and Fluency

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Average Customer Review: 4.5 out of 5 stars Â See all reviews Â (67 customer reviews)

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Customer Reviews

I have studied many reading books for my children. I cannot say enough good things about this one. Everybody seems to know what reading is about. Many parents buy reading materials without much thought. This book is about reading with "intention" and "purpose". It's skill-building drills with clear methods and objectives. It will boost your child's true ability effectively many other books won't do. It benefited my 4th grader so much that I bought another copy for my 2nd grader's future use. Before 3rd grade, I recommend the online weekly drills provided by Beestar ([...] They are common in that reading skill objectives and techniques are meshed into nice informative material. Your child gets both in one run.

This has been a great resource to me as a First Grade Teacher. The book is mostly ready to copy

printables. Each week, you make photocopies for the students of the two pages of homework. One page is a short story with illustrations, and the other page has questions or a quick activity, along with a note to parents. I have found these to be very helpful in building comprehension and fluency skills. I also think that it has been good for the parents of my students because they have more direction, as far as what they can do to help their child read. Each assignment focuses on a different skill (cause and effect, punctuation, sequence of events, etc.), and the parent note really helps to inform and guide parents through the homework as they help their child. I also like that the homework is due at the end of the week, so parents can pick which night is more convenient to help their child with the homework. Overall I am very pleased with this resource.

I am surprised other reviewers have not mentioned inaccuracies and errors in this book. For example, in the first story Mary Rose refers to the Arawak Indians as both the Arawak and the Arawaks. I consider this a big error considering the passage is only a few paragraphs long. The second story on the Pilgrims contains inaccuracies and many of the points she chooses do not support her thesis that parents are strict. Requiring children to stand at the dinner table is an example of parental strictness. Other examples were not at all related to strictness but instead to conditions of poverty. The text is also fraught with typographical errors, some of which could be very confusing to a beginning reader. E.g. : "Then he returned home and happily at his dinner" (p. 32). Obviously this should read "ate" his dinner. Additionally, many stories are overpunctuated. Some stories even have a double exclamation point in the title (e.g. Bananas!!). Slang (improperly used at that) is another troubling element... a story on astronauts' water sources warns "Don't gross out!" There are some inaccurate explanations. Rose's explanation of the use of italics is misleading. She italicizes words of foreign origin the first story. This use is correct, but her explanation of the use of italics does not correspond to the way she uses it. There are positive aspects to this book, however. It clearly states the objectives for each section and has good questions to go with the passages. I also appreciated how the author related the content of the book to standardized assessments.

This book is being used for 1st grade homeschooling. Each lesson has a story that the child reads to the parent. A series of short questions follow that the parent and child discuss. The focus is strictly on building reading comprehension although some questions ask about punctuation as well. The stories become progressively longer and more complex as the child's reading level increases. Some lessons have questions with answer blanks that follow the story. Other lessons

have additional blanks within the story for the child to fill in. Prior to each story is a chart connecting reading text from the story to each skill focus. This is great for homeschoolers or teachers to check off their essential skill list to make sure all standardized skills are being addressed. Just an FYI for homeschoolers, this is a 'reproducible' book. It is meant for teachers to photocopy for each child. If you are homeschooling, you could definitely write in the book if you want. There is no cutting or pasting that would damage the next lesson's text.

This book is excellent for providing "at home" reading practice for your students. Our 4th grade teachers used this by sending one lesson home each week- due back on Friday. It was a great help for parents to understand ways to help their child while also giving students meaningful reading assignments at home. It has a space for parents to sign before the lesson is turned in, which is very helpful. The stories are also extremely engaging, with a variety of genres.

While this book is a great concept, the entire book is filled with errors in grammar and orthography. Many of the questions are vague or entirely inappropriate for the corresponding story and the author apparently is not terribly concerned with the stories being factually accurate. My daughter started bringing home the stories as homework and was experiencing a great deal of frustration with them. This is a 10 year old that loves to curl up with an anatomy book for fun. I didn't understand the frustration until I started reading the stories. In order to get her to read them, I started having her edit them in red ink prior to handing them in to her teacher. The teacher did not appreciate it, but she finally got the message and stopped sending them home. The fact that a book made it to press without being properly edited is disheartening. The fact that teachers are praising it is disturbing. The fact that schools are using such low quality materials enrages me and helps explain the problems with our education system. For the teachers that think this is a great resource, I have a suggestion: Go get an education.

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