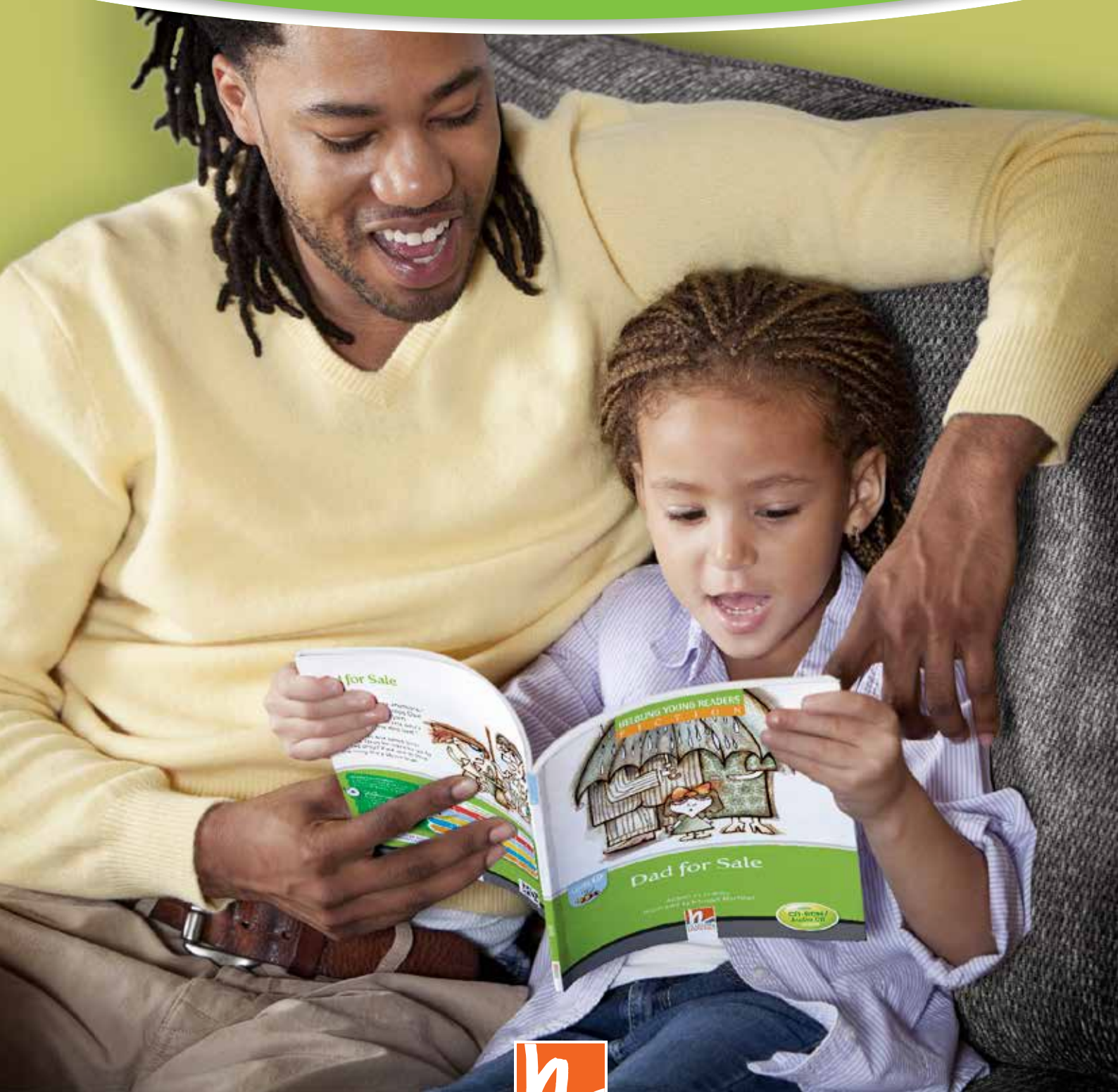


# How to help your child read in English

Frances Mariani and Louise Potter



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# Stories and reading

In ancient times, before writing existed, the only way to acknowledge what was happening in faraway lands was to listen to stories, told by travellers. Stories were passed down from generation to generation. They reflected the wisdom and **values** of different tribes. The storyteller was always very respected as he told stories of important events that happened, or natural disasters which were often explained as works of the gods. Much of our literary heritage today has developed from the tradition of storytelling.

Stories today can also be used in many different ways. They can help us portray **reality**, thereby shaping behaviours, cultural norms and values. Specific stories can help pinpoint behavioral attitudes or situations therefore preparing children for situations or people they might encounter in their school or domestic life. They are a safe way to prepare for hypothetical future events. On the other hand, stories also take us into the wonderful world of the **imagination**. Children can meet fantastic new characters, live their lives, have their super powers and escape into unknown and exciting worlds. They are the ideal place for children to dream and play with possible scenarios thereby preparing themselves for real-life situations.

As well as developing children's creative side and widening their horizons and perceptions of reality, reading stories also develops their **verbal abilities**. When children read or are read to they come across a wide range of vocabulary, which helps them express themselves in a better way; they predict; question; use background knowledge; synthesize and infer. All these strategies will be needed throughout their lives both inside and outside of the academic world.

Stories and reading are an invaluable tool in children's education.

Stories and reading enable parents to express and teach children moral and educational values, allow them to escape into a world of fantasy, enhance their creativity and help them develop critical thinking. Reading stories is also an important way to enjoy precious moments of 'together' time with children. There are many books from the **Helbling Young Readers** series for you to choose from, to guide you through this priceless experience with your child.



# Reading in English with your child

Reading in English with your child can be challenging. But remember, both your child and the Helbling Reader you are reading together will be able to help you.

## Benefits of reading in English with your child

- To acquire a second language, children must be exposed to the language.
- The more children are exposed to a language, the easier they will acquire it.
- Reading in a second language expands children's culture and understanding of the world.
- Children use innate language-learning strategies to acquire their mother tongue. They tend to use these same strategies to pick up a second language.
- As children read more in the language, so their vocabulary and language skill expands. This in turn makes them better readers, so the more they read, the better they become.
- Children learn the language by interacting with adults.
- Learning a second language at a young age increases brain activity.
- When children learn a second language at a young age, they tend to find it easier to learn a third and fourth language.
- Helbling Young Readers will guide your child through the reading process making it a fun, memorable and meaningful experience.

## Tips for reading Helbling Young Readers with your child

If you are not fluent in the language, you will probably find it difficult to read with your child in English. Don't be discouraged, talk and ask questions about the story in your native language but Helbling Young Readers help you to read in English with your child by supplying:

- a full recording of the story (Audio CD);
- guided activities in Play Stations (Audio CD);
- language games (CD-ROM);
- karaoke chants (CD-ROM);
- story sequencing (CD-ROM);
- an audio visual dictionary (CD-ROM).

Firstly encourage your child and guide him/her through the **before reading activities** (Play Station 1, see page 7 for further information).

Then move on to the **story**. Have your child listen to the story on the audio CD/CD-ROM while looking at the **illustrations** (see page 6 for further information) and the story in the book. Ask him/her to read to you, or sit down with him/her and read the story together. Ask your child to explain what some words in the book mean. Use the **picture dictionary** on the inside flaps of the cover to help you (see page 9 for further information).

Next encourage your child and guide him/her through the **after reading activities** (Play Station 2, see page 7 for further information). Encourage your child to play the **games** on the CD-ROM (see page 8 for further information). Ask him/her to explain them to you. Play with him/her.

Your child will need more guided help at the beginning but once children get used to reading in English, they will soon become independent readers.



# How to choose a Helbling Young Reader






Helbling Young Readers include both original stories and specially retold classics. Choosing the right reader for your child is easy and fun with the carefully graded level and topic system. Each level has its own mascot which gradually get bigger as the child gets older and moves through the levels.

## The topic/book/level:

- cannot be too difficult;
- should at times challenge without posing difficulties;
- should be a relevant topic of interest.

Helbling Young Readers topics/books/levels are all carefully chosen, according to age and level. On the inside flaps of each book, you can see at a glance the topics and language structures contained in each book.



Level	Vocabulary Sets	Structures	Functions
<b>LEVEL a</b>  YLE STARTERS	<ul style="list-style-type: none"> <li>• Alphabet</li> <li>• Beach</li> <li>• Colours</li> <li>• Countries</li> <li>• Faces</li> <li>• Greetings</li> <li>• Numbers</li> <li>• Pets</li> <li>• School things</li> <li>• Snacks</li> <li>• Toys</li> <li>• Wild animals</li> </ul>	<ul style="list-style-type: none"> <li>• A/an</li> <li>• Adjectives</li> <li>• Can (permission)</li> <li>• It's a....</li> <li>• Please</li> <li>• Plurals</li> <li>• Simple imperatives</li> <li>• Thank you</li> <li>• The</li> <li>• There is / there are</li> <li>• To be</li> <li>• What's this?</li> <li>• Who? / What?</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for permission and thanking.</li> <li>• Describing basic physical states.</li> <li>• Describing yourself and other people and things.</li> <li>• Giving and following simple instructions.</li> </ul>
<b>LEVEL b</b>  YLE STARTERS	<ul style="list-style-type: none"> <li>• Clothes</li> <li>• Family 1</li> <li>• Games</li> <li>• Garden</li> <li>• Houses</li> <li>• Nature</li> <li>• Parties</li> <li>• Seasons</li> <li>• Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Can</li> <li>• Have got Have a...</li> <li>• Here you are!</li> <li>• I like / I don't like</li> <li>• I love / I don't love</li> <li>• I want / I don't want</li> <li>• Let / Don't let (permission)</li> <li>• Let's...</li> <li>• Prepositions of place</li> <li>• Present continuous</li> <li>• This / that</li> <li>• What's the weather like?</li> <li>• Where?</li> </ul>	<ul style="list-style-type: none"> <li>• Describing your house and talking about where things are.</li> <li>• Playing games.</li> <li>• Saying what you are doing.</li> <li>• Saying what you've got.</li> <li>• Talking about birthdays.</li> <li>• Talking about the weather and making suggestions about what you can do.</li> </ul>
<b>LEVEL c</b>  YLE STARTERS	<ul style="list-style-type: none"> <li>• Ecology 1</li> <li>• Farm animals</li> <li>• Helping at home</li> <li>• Hobbies 1</li> <li>• Jobs</li> <li>• Places</li> <li>• Pocket money</li> <li>• Sports</li> <li>• Town 1</li> </ul>	<ul style="list-style-type: none"> <li>• 's for possessives</li> <li>• How much / many</li> <li>• How / where</li> <li>• I'd like to be a ...</li> <li>• Irregular plurals</li> <li>• Now here too</li> <li>• Possessive adjectives</li> <li>• Present simple</li> <li>• Uncountables / some / any</li> </ul>	<ul style="list-style-type: none"> <li>• Shopping / paying for things.</li> <li>• Simple calculations.</li> <li>• Talking about what people do.</li> <li>• Talking about what you want to be when you grown up.</li> <li>• Talking about your interests/hobbies.</li> </ul>
<b>LEVEL d</b>  YLE MOVERS	<ul style="list-style-type: none"> <li>• Bodies</li> <li>• Directions / Town 2</li> <li>• Emotions 1</li> <li>• Family 2</li> <li>• Health</li> <li>• Months</li> <li>• Routines</li> <li>• Transport</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs</li> <li>• Age</li> <li>• Comparative (adj and adv)</li> <li>• Present simple v. present continuous</li> <li>• Superlative (adj and adv)</li> <li>• Telling the time (prepositions of time)</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing yourself to other people.</li> <li>• Giving and following directions.</li> <li>• Talking about how old you are.</li> <li>• Talking about how you are</li> <li>• Telling the time.</li> </ul>
<b>LEVEL e</b>  YLE MOVERS	<ul style="list-style-type: none"> <li>• Dreams</li> <li>• Ecology 2</li> <li>• Emotions 2</li> <li>• Fashion</li> <li>• Hobbies 2</li> <li>• Holidays</li> <li>• Music</li> <li>• TV</li> </ul>	<ul style="list-style-type: none"> <li>• Have to / must / need</li> <li>• It looks like...</li> <li>• It's made of</li> <li>• Past Simple</li> <li>• What are you scared of....?</li> <li>• When?</li> <li>• Why? / because</li> </ul>	<ul style="list-style-type: none"> <li>• Describing how you feel (emotions) and giving reasons.</li> <li>• Saying what you have to do.</li> <li>• Talking about style etc.</li> <li>• Talking about what happened.</li> </ul>

There are five levels for you to choose from, according to your child's age and language proficiency. Choose a level which you think will work for your child and look for a topic that will interest him/her.

Remember: choose an easy level at the beginning to boost your child's confidence. Once your child is confident at that level you can move on to the next one.

# The importance of exploring illustrations

Helbling Young Readers are bright and colourful and will appeal to all learners.

Children's visual literacy is highly developed from a very young age. Children see and recognise things before they can speak or read. They enjoy exploring pictures, looking for details in illustrations and comparing images.

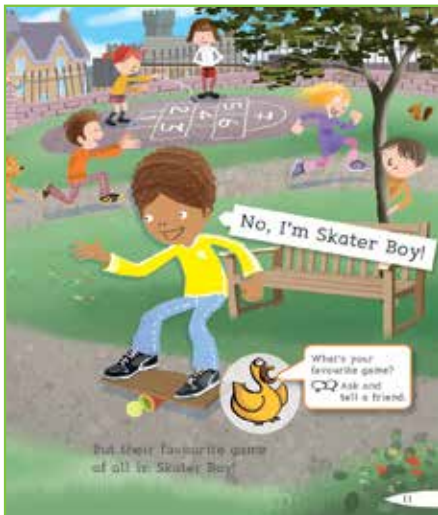
Illustrations offer contexts which we often cannot provide verbally because of the children's lack of language skills. When looking at a picture book, children use their individual decoding skills to understand what is happening and they transfer knowledge from their native language to English. Learning new words within the context of an illustration offers a powerful trigger when one or more of the words is recalled.

One good point to remember is that children do not get bored with reading the same book over and over again and will often ask you to retell a story umpteen times. When they read a picture book for the second and third time they interact with the story in a different way and more language is picked up. The first time the book is read, children look at the illustrations as a whole, then, as they read the book again and again, details appear that were not noticed before.

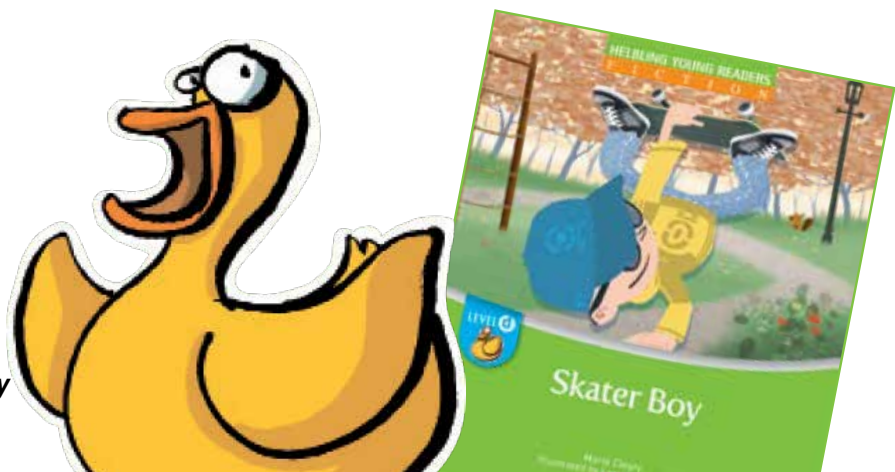
Different artwork in books are also an interesting point that can develop children's visual literacy, increasing their creativity and their ability to appreciate different styles of illustrations and preparing them for today's sophisticated visual world.

## How to use the illustrations in Helbling Young Readers

- Begin by looking at the **cover** of the book and try to start a conversation with your child about what they think the book might be about.
- Turn the pages slowly with your child and **'read'** the illustrations with them. (You can do this in your native language if you are not confident enough in English, asking your child to tell you any words they know in English).
- Point out the **mascot** on each page and get your child to carry out the short activity. This feature is very important. It helps you explore the context of each page and can help immediate comprehension of the story (see example opposite).
- Ask your child to **guess** what is happening (in this way, the child will already begin to connect pictures he/she sees on the page to the words in the text that he/she will read later).



**Skater Boy**  
level d



# Play Stations

The Play Station sections are carefully graded activity pages which give your child the background information and vocabulary he/she needs to enjoy the story and help develop your child's reading, listening, writing and speaking skills.

## How to use Play Station 1

- **Play Station 1** can be used **before reading** the story, to introduce the characters, explore the topic of the story, refer to your child's previous knowledge about the topic and to introduce a language structure or vocabulary used in the story.
- Explore the icons in the book with your child and make sure they understand the meaning of each one.
- Ask your child to read the instructions for each activity before doing the task to make sure he/she understands what is to be done.
- If it is a listening activity, look at the illustrations or sentences with him/her before listening to the CD and ask him/her if he/she knows what he/she has to do. Ask him/her to read the instructions to you and then play the CD.
- The audios are all available on the CD.



**Can I Play?**  
level a

## How to use Play Station 2

- **Play Station 2** develops your child's sequencing skills and creates links to related topics.
- The activities are related to the story and the tasks work on the **vocabulary** and **structures** used throughout the book.
- Ask your child to read the instructions for each activity before doing the task to make sure he/she understands what is to be done.
- If it is a listening activity, look at the illustrations or sentences with him/her before listening to the CD and ask him/her if he/she knows what he/she has to do. Ask him/her to read the instructions to you and then play the CD.
- The audios are all available on the CD.



**Freddy the Frog Prince**  
level c





# How to use the CD-ROM



## The CD-ROM is divided into four parts

- **Games** – eight interactive games to practise, develop and revise vocabulary and structures. It generally works best to use this section after reading the book but you could do some of the games to take a break from reading the story if you see your child is getting distracted or finding it difficult.
- **Story & chant** – to listen to while you read along, enjoy some interactive tasks and have fun chanting.
- **About** – presents structures and vocabulary of each book.
- **Dictionary** – presents vocabulary used in each book and an interactive task. Use this section as a revision of vocabulary.

## How to use the CD-ROM

- After you have read the story with your child, as a review of the storyline and review of vocabulary and structures.
- During the reading sessions, to promote engagement and motivation by using the games and interactive tasks.
- To check vocabulary in the dictionary section.

# Beyond reading

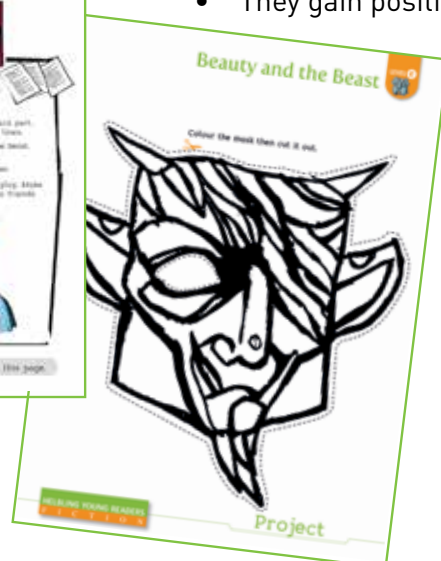
## How to use Helbling Young Readers beyond reading: Play Station Project

Projects and crafts are very important in language acquisition.

- They extend the child's thinking across multiple patterns of intelligence.
- They increase their language output.
- They provide contexts for collaborative and group learning.
- They develop their higher thinking skills.
- They help build their self-esteem.
- They gain positive emotional responses to learning.



**Beauty and the Beast**  
level e



At the end of each **Helbling Young Reader**, there is a project to be developed.

- It is directly linked to the subject matter of the book.
- It is a fun way to revise and remind your child what he/she learned.
- It revises the **vocabulary** and **structures**.
- Some necessary material is available to download on the Helbling Young Readers website:  
[www.helblingyoungreaders.com](http://www.helblingyoungreaders.com)

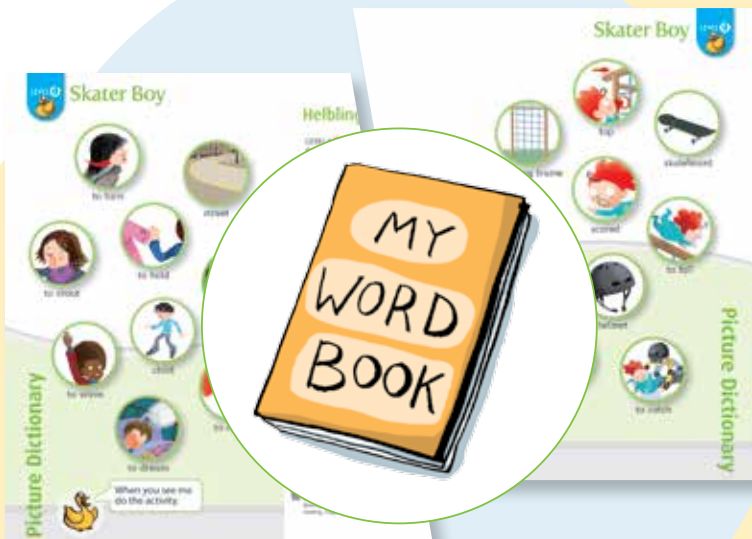


## Word books

### What is a word book?

- A small book to keep track of new words learnt while reading.
- It is a good way to build up your child's vocabulary.

### How can we make a word book?



Use the picture dictionary flaps to help your child make their word book.

- Have your child write down the new words.
- Have him/her illustrate them.
- Ask him/her to provide a simple definition for the new word if they can:  
*beach - you can swim and play here.*
- Ask them to provide a simple example that makes sense within their daily life:  
*I like going swimming at the beach.*
- Help them remember and reuse these newly acquired words.

## Flashcards

Download Flashcards for each reader and the Helbling Young Readers Guide, How to Use your Helbling Young Readers Flashcards, from the Helbling Young Readers website. There are lots of ideas for playing fun card games with your child.



## Worksheets

Worksheets are quick ways to revise the book. On the following pages there are some worksheets that can be used with any of the books. Specific worksheets for each individual reader are available to download on the Helbling Young Readers website: [www.helblingyoungreaders.com](http://www.helblingyoungreaders.com)

My name is .....

The book is .....

## The 5 Ws + 'How'

**Write questions about the book, using the question words below.**

WHO?

.....  
.....

WHERE?

.....  
.....

WHY?

.....  
.....

WHEN?

.....  
.....

WHAT?

.....  
.....

HOW?

.....  
.....

**Here are some ideas for questions:**

*Who are the characters?*

*Where are they? Where do they ..... ?*

*Why are they ..... [skateboarding, fighting, playing, etc.]?*

*When do they play/fight/skateboard? When are they ..... ?*

*What are they doing? What language are they speaking?*

*How do they react? How do they answer? How many people are there?*

My name is .....

The book is .....

# Numbers

**Write.**

1 One character I like

.....

2 Two things from the book that I have got too

.....

.....

3 Three things I like

.....

.....

.....

4 Four new words I know

.....

.....

.....

.....

5 Five friends I can share with

.....

.....

.....

.....

.....

My name is .....

The book is .....

# Something beginning with...

Find words that begin with:

B

.....  
.....  
.....  
.....

C

.....  
.....  
.....  
.....

D

.....  
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H

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L

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M

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O

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P

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S

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My name is .....

The book is .....

# Reading Log

Complete with books you read.

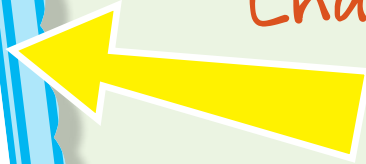
Date	Book	Level	I like/don't like the book because...

My name is .....

The book is .....

# My Book Gallery

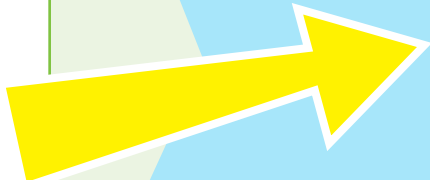
My favourite character



My favourite scene



ME!



## Using the worksheets

It's important to help your child with the worksheets, too. Here are some ideas and suggestions.

### The 5 Ws + 'How'

Asking and answering questions is a key skill in language learning and this worksheet is a fun way to think about and construct questions. If you have read the book with your child, encourage them to ask you the questions. Keep a record of these worksheets and look over the questions with them every so often.

### Numbers

Young children like collecting and cataloging, and this allows them to bring together different types of information from the book in a fun way which still challenges them. They can complete the worksheet in whatever order they like. The topics encourage them to think about the book, make comparisons with their own experiences and extend it to their group of friends.

### Something beginning with...

This is a good way to have your child practise the English alphabet. Looking for words beginning with the letters indicated will have them leafing through the book again, scanning and skimming for words, and developing reading skills they will use throughout their school life.

You can develop this by playing *I spy* with your child.

Open the book and look at one of the pictures. Find something in the picture and say to your child:

*I spy with my little eye, something beginning with...* (giving the letter the thing begins with, 'B' if it is a bed, 'S' if it is skateboard).

### Reading Log

A reading log is a good way for you and your child to keep track of their reading. Have your child write down all the books he/she reads and keep track of the levels they are reading. It is encouraging for them to look back and see how they are progressing.

### My Book Gallery

Drawing pictures from the story helps your child make choices about his/her favourite moments of the book, personalising them in a way that will make the book more memorable. Hang up the pictures at home, in a shared living area.

# How to help your child read in English

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**How to help your child read in English** includes:

- The benefits of stories and reading
- Tips on reading in English with your child
- A detailed guide of how to use Helbling Young Readers
- Fun extra ideas and worksheets

Helbling Young Readers Guides also available:

- How to Use your Helbling Young Readers Flashcards
- How to Use your Helbling Young Readers Big Books

For more information on Helbling Young Readers and a full list of titles and support material available see:

[www.helblingyoungreaders.com](http://www.helblingyoungreaders.com)

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