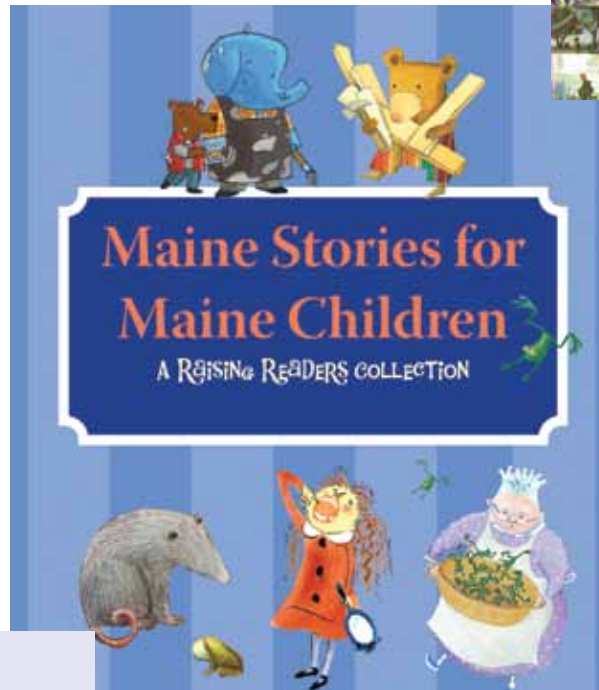


# December 2012 5 years

## Promoting Comprehension

Five-year olds sound very much like adults when they speak. Their vocabularies are always increasing, and so is the syntactic complexity of their language. They have vocabularies of approximately 2,500 words, and they are extremely articulate. They also tend to be creative in using language. When they do not have a word for a particular situation, they supply their own. Five-year old children talk a lot and begin to use language to control situations. Their language reflects their movement from a world of fantasy to that of reality. Supplying five-year old children with a wide range of complex reading material from which to choose (narratives, informational books, poetry, counting books, alphabet and rhyme) will pique their curiosity and hold their interest.

**Parent Tip** Encourage children to participate in activities that involve writing and reading (for example: cooking, writing a grocery list). Play games with your children that involve specific directions (such as 'Simon Says').



### Past 5-year Raising Readers books



### Books in the 2012 Anthology

*Baby Bear's Big Dreams* by Jane Yolen, illustrated by Melissa Sweet

*Too Many Frogs!*  
by Ann and John Hassett

*Cousin Ruth's Tooth*  
by Amy MacDonald, illustrated by Marjorie Priceman

*Possum and Peeper*  
by Anne Hunter

*Hugo & Miles in I've Painted Everything* by Scott Magoon

### Other books to share with this age group

*The Gruffalo* by Julia Donaldson

*Caps for Sale* by Esphyr Slobodkina

*Wemberly Worried* by Kevin Henkes

### RAISING READERS THROUGH THE YEAR



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
November 2012		January 2013				1
	1 2 3	1 2 3 4 5				
4 5 6 7	8 9 10	6 7 8 9 10 11 12				
11 12 13 14	15 16 17	13 14 15 16 17 18 19				
18 19 20 21	22 23 24	20 21 22 23 24 25 26				
25 26 27 28	29 30	27 28 29 30 31				
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Happy  
New  
Year!

*Children want to write. They want to write the first day that they attend school. This is no accident. Before they went to school they marked up walls, pavements, newspapers with crayons, chalk, pens or pencils... anything that makes a mark. The child's marks say, 'I am.'*

—D. Graves, 2003