

Things to Remember

- Always praise your child. It may seem redundant at first, but some students may be looking for attention through their actions.
- Maintain a positive attitude toward your SMART time. Remember that you are the model for your students' behavior and they will be influenced by your attitudes.
- Don't be afraid to ask for advice or suggestions. The SMART Site Coordinator is there to help you.
- Finally, remember that you are not solely responsible for the success of your child – there are outside influences that you cannot change. However, you can make a tremendous difference.



SMART is a 501c3 nonprofit.

We envision an Oregon where every child can read and is empowered to succeed.

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Reading with an Active Child

The Active Child

Active, energetic young students are normal and to be expected. Some children find sitting and reading a challenging activity; this is appropriate for their age. Your consistent and caring presence will help your active students develop increased concentration skills, especially as you model and reinforce positive behavior and make your child feel appreciated. As you model excitement for and interest in books, your child will begin to do so as well.

The following are suggestions for working with active students. Do not be discouraged if these tips do not help right away; you can always talk to your SMART Site Coordinator if you need additional help.

Working with Active Children

- Demonstrate patience—you are an important role model.
- Establish a consistent schedule to be followed during each SMART session.
- Break schedule into smaller units, e.g. conversation, book selection, reading.
- Keep instructions short and simple: offer only one instruction at a time.
- If your student has a tendency to talk to other students in the SMART area, have him/her sit away from the source of distraction.
- Believe in the child's successes and be sensitive to the limits inherent in the child's age and abilities.

Choosing and Reading Books

- If your student has trouble selecting a book to read, choose a few that you think s/he will like and then have him/her select one of those to read first.
- If your student becomes fidgety, involve him/her in the story. Pick a book with repetition and have the student listen carefully for one of the repeated words. Every time the word is read, the student can make a thumbs-up sign.
- Read one part of a repeating phrase and then have your student “echo” the following part.
- Create voices for different characters as you read and animate your own inflection. Have the student suggest how the character might sound.