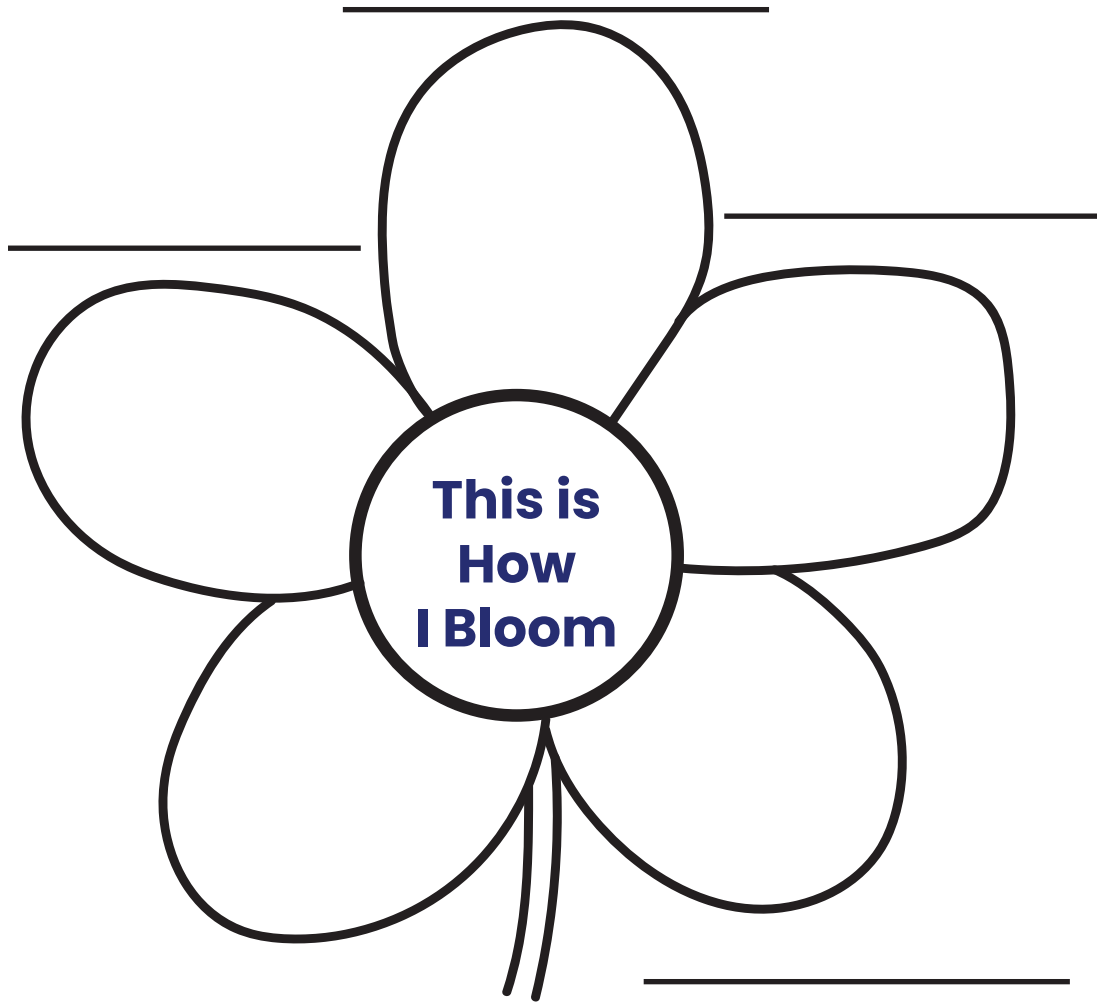


HOW DO YOU BLOOM?

Children are always blooming! Help your child think of some things they can do now that they couldn't do when they were little. Ask them to draw pictures of these things in the petals of the flower. Once they have drawn their pictures, help them to label each one.



**new
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reading**

INTERACTIVE READING GUIDE

Leo the Late Bloomer

by Robert Kraus

Leo, a young tiger, does not do all of the same things that his friends do. His father is concerned, but his mother understands that Leo will do all of these things—when he is ready. And eventually, he does! In this classic story told in rhyme, the message is clear: Like lovable Leo, everyone is unique and does things in their own way and at their own pace.

Create Successful Reading Habits

When you read a book multiple times with your child, they:

- increase vocabulary development
- improve word recognition
- develop fluency

Fluency is the ability to read words and sentences accurately, at a good pace, and with expression.

Research this year from the What Works Clearinghouse shows that children can learn more from books when they are read multiple times. When a teacher reads the same book 2–4 times, children will become familiar with the content and might “read” to themselves or others. Reading books multiple times also allows teachers opportunities to review topics that were taught during the previous readings of the books.

BE A WORD DETECTIVE

Help your child identify the first letter in words. Here is an example of how to do this using the book title. If your child can not identify the first letter in a word, tell them the letter and help them identify it in other words as you read:

Ask your child:

"Do you know the first letter in the word *Leo*?" (Point to the letter L.)

"Can you tell me the first letter in the word *Late*?" (Point to the letter L.)

"Now, what about the word *Bloomer*?" (Point to the letter B.)

You can help your child identify the first letters in words by selecting a few words throughout the story to practice with them. You may repeat letters or point out new letters.

TALK ABOUT NEW AND INTERESTING WORDS

When children encounter unfamiliar words, take a moment to talk about the words using child-friendly explanations or definitions. Here are some interesting words and child-friendly definitions to discuss from the book:

sloppy (p. 10)

If you say someone is **sloppy**, you mean that they make a mess. Leo is a **sloppy** eater and always makes a mess at dinnertime.

patience (p. 18)

If you have **patience**, you are able to stay calm while waiting. Leo's mother says that you have to have **patience** and wait for a bloomer to bloom.

late bloomer (p. 13)

When someone is a **late bloomer**, it means that they might take longer to learn some skills than other kids their age. Leo's mom says that he is a **late bloomer** when he doesn't know how to speak or read yet.

neatly (p. 29)

When someone is **neat**, they don't make a mess. Leo learns not to make a mess and to eat **neatly**.

ASK QUESTIONS AND MAKE CONNECTIONS

Help your child understand what they read by pausing to have conversations before, during, and after they engage with a book. Encourage them to make connections to their lives, other books, and the world around them. Have your child go to the page number listed to help them answer the questions.

Before:

- The title of this story is *Leo the Late Bloomer*. What do you think it means to be a late bloomer?

During:

- Why do you think Leo has a difficult time doing the things his friends can do? (p. 9)
- Why do you think Leo doesn't speak? (p. 11)
- How do you think Leo's father will be able to tell when Leo blooms? (p. 13)
- What makes you think that Leo is a late bloomer?
- Do you think Leo's father is being patient? Why? (p. 18)
- What has Leo learned to do? Do you think that his father is less concerned now? Why? (p. 26)

After:

- What is Leo able to do by the end of the book to show that he had bloomed?
- Who is more concerned about Leo, his mother or father? Why are they concerned about him?
- At the beginning of the story, how does Leo feel about being a late bloomer? How can you tell?
- Imagine you can talk to Leo. What advice would you give him?

FUN ACTIVITY

After reading *Leo the Late Bloomer*, help your child complete the activity on the back page.