



Kindergarten – 3rd Grade

Parents' Read-At-Home-Plan for **Student Success**



**Genesee Intermediate
School District**

This guide includes activities to help your child practice 6 components of literacy.

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Writing

Updated Fall 2018

PARENTS' READ-AT-HOME-PLAN FOR







Student Success

KINDERGARTEN – 3RD GRADE

Dear Parent,

You are your child's first teacher, and reading with your child is a proven way to promote early literacy. Helping to make sure your child is reading on grade level by third grade is one of the most important things you can do to prepare him or her for the future. By reading with your child for 20 minutes per day and making a few simple strategies a part of your daily home routine, you can make a positive impact on your child's success in school.

This guide includes activities to help your child practice 6 components of literacy:

-  Phonemic Awareness
-  Phonics
-  Fluency
-  Vocabulary
-  Comprehension
-  Writing

We are happy to provide you with this Read-at-Home Plan, which includes strategies to help your child become a proficient reader! Please focus on the specific strategies discussed during your child's Individual Reading Improvement Plan (IRIP) meeting.

READY BY GRADE 3

A Parent Guide to Public Act 306

1 What Is The Law All About ?

- ▶ In an effort to boost reading achievement, Michigan lawmakers passed Public Act 306 in October 2016.
- ▶ To help more students be proficient by the end of 3rd grade, the law requires extra support for K-3 students who are not reading at grade level.
- ▶ The law also states that a child may be retained in 3rd grade if they are one or more grade levels behind in reading at the end of 3rd grade.

2 What Do I Need To Know As Parent?

- ▶ Your child's reading progress will be closely monitored beginning in kindergarten.
- ▶ If your child is not reading where expected, a plan to improve reading will be created.



This means your child's teacher and school will work with your child to find where your child needs support in his reading development and create a plan to support him. This plan includes:

- ▶ Extra instruction or support in areas of need.
 - ▶ Ongoing checks on reading progress
 - ▶ A read at home plan that encourages you and your child to read and write outside of the school day.
 - ▶ Your child may be encouraged to participate in summer reading programs.
- ▶ The extra supports in your child's reading improvement plan will occur in small groups during the school day. Your child will not miss regular reading instruction.
 - ▶ Starting in 2019-2020 school year, in order to be promoted 3rd to 4th grade your child must score less than one year behind on the state reading assessment, or demonstrate a 3rd grade reading level through an alternate test or portfolio of student work.
 - ▶ If you are notified your child may be retained, you have the right to meet with school officials and to request, within 30 days, an exemption if in the best interest of your child. The district superintendent will make the final decision.

3 What Can I Do To Support My Child?

Read at home with your child daily with books they enjoy- even in the summer. Some ways to do this:



- ▶ Read out loud to your child.
- ▶ Listen to your child read.
- ▶ Echo read (You read a line, then they repeat).
- ▶ Read together at the same time.
- ▶ Reread or retell favorite stories.
- ▶ Talk to your child about the reading.

Contact your building principal for further information and support for your child.

Watch this reading activity and try it at home with your child:
Echo Reading:

<http://bit.ly/2dUEDPI>



As you read:

- ▶ Ask your child to share what they remember.
 - ▶ Ask questions about the reading.
 - ▶ Talk about your favorite parts, what you've learned, or who is in the book and what they do.
 - ▶ Talk about the pictures in the book how they connect to the words on the page.
 - ▶ Help connect the stories to your child's life or other books you've read
- ▶ Talk to and with your kids a lot- knowing more words helps kids to understand the words they read better.
 - ▶ Encourage writing- Let children write the sounds they hear, spelling is developmental and a work in progress.
 - ▶ Be involved in your child's education and support the reading plan if your child has one.



Did you know?

**30
million**

Children from professional families have heard **30 million** more words by the time they are three years old than those from families in poverty.

4x

Students who are not proficient readers by 3rd grade are **4 times** more likely to drop out of high school.

85-90%

For **85-90% of poor readers**, intervention and support programs implemented before third grade can increase reading skills to average grade levels.

In Michigan, **less than 1/2** of third graders are not proficient on the 3rd-grade state ELA assessment.

1/2

Children spend 15% of their lives from age 5 to 16 in school and **85% with families**, parents, and communities.

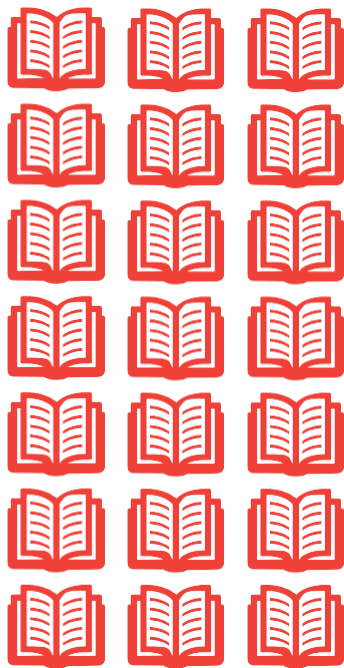
85%

Why read 20 minutes at home every day?



Student "A" reads:

- 🕒 20 min. per day
- = 3,600 min. per school year
- = 1,800,000 words per year
- ✓ Scores in the 90th percentile on standardized tests



Student "B" reads:

- 🕒 5 min. per day
- = 900 min. per school year
- = 282,000 words per year
- ✓ Scores in the 50th percentile on standardized tests



Student "C" reads:

- 🕒 1 min. per day
- = 180 min. per school year
- = 8,000 words per year
- ✓ Scores in the 10th percentile on standardized tests



If a student starts reading 20 minutes per night at home in kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3 school days. This gap in reading experience and resulting vocabulary knowledge adds up over time.

Want to be a better reader? Just





Online resources

Ready4K

3 text messages a week with facts, tips, and growth ideas. Other grades coming.

ready4k.parentpowered.com

Michigan eLibrary

MeL is the Michigan eLibrary, a 24/7 online library for Michigan residents.

kids.mel.org

Starfall

Starfall helps children learn to read with phonics through interactive audiovisual activities.

starfall.com

StorylineOnline

The site streams imaginatively produced videos featuring celebrated actors reading children's books alongside creatively produced illustrations.

storylineonline.net

Activities for the 5 Components of Reading

Includes student-centered activities and a teacher resource guide for kindergarten through 5th grade students.

fcrr.org/for-educators/sca.asp

Parents' Guide to Student Success (National PTA)

Provides clear, consistent expectations for what students should be learning at each grade in order to be prepared for college and career.

pta.org/parentsguides

Put Reading First: Helping Your Child Learn to Read—A Parent Guide (K-3)

This parent guide provides research and practical solutions for helping your child learn to read.

centeroninstruction.org/files/PutReadingFirst_ParentGuide.pdf

Kids and Family Reading Report

Learn what U.S. parents and children have to say about their attitudes and behaviors around reading books for fun.

scholastic.com/readingreport/

Michigan Department of Education—Early Literacy Initiative

This webpage provides an overview of the state's Early Literacy Initiative legislation.

michigan.gov/mde/0,4615,7-140-28753_74161--,00.html

Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade

This practice guide offers specific, evidence-based recommendations for teaching foundational reading skills to students.

ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_070516.pdf



Help Your Child Succeed in School: Build the Habit of Good Attendance Early

School success goes hand in hand with good attendance!

DID YOU KNOW?

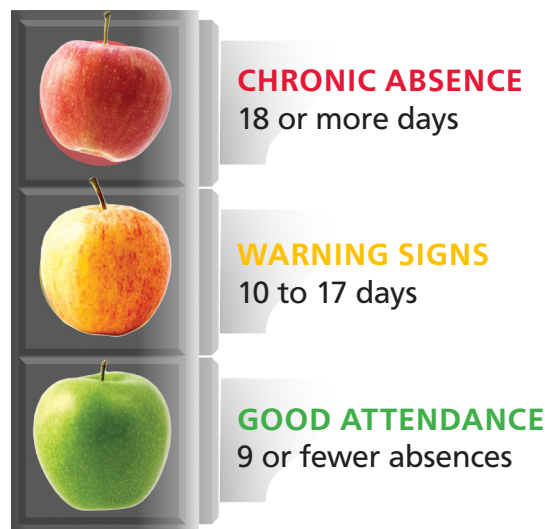
- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.

WHAT YOU CAN DO

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your child to her teachers and classmates before school starts to help her transition.
- Don't let your child stay home unless she is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make her feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.

When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.

For more on school readiness, visit attendanceworks.org and reachoutandread.org



Ayude a su hijo a tener éxito en la escuela: Creando el hábito de buena asistencia a temprana edad ¡El éxito escolar va de la mano con una buena asistencia escolar!

¿SABÍA USTED QUE...?

- Empezando en el kínder, muchas ausencias pueden causar que los niños se atrasen en la escuela.
- Faltar el 10% (más o menos faltar 18 días en el kínder) puede bajar el rendimiento en el primer grado y hacer que cueste más aprender a leer.
- Los estudiantes se pueden seguir atrasando aunque sólo falten uno o dos días durante varias semanas.
- Las llegadas tarde en los primeros grados pueden predecir que el estudiante tendrá mala asistencia en los años siguientes.
- La falta de asistencia a la escuela puede afectar a todos en la clase, ya que el maestro tiene que disminuir el aprendizaje para ayudar a los niños a ponerse al día.
- Las escuelas pueden perder dinero para programas educacionales porque frecuentemente la asistencia es la base para la asignación de los fondos.

Asistir regularmente a la escuela, ayuda a los niños a sentirse mejor en la escuela—y consigo mismos. Empezar a crear este hábito en la edad preescolar, los hará aprender rápidamente la importancia de ir a la escuela a la hora indicada y todos los días. La buena asistencia ayudará a los niños a tener éxito en la preparatoria, la universidad y en el trabajo.

QUÉ PUEDE USTED HACER

- Establezca una hora consistente para acostarse y la rutina de cada mañana.
- Prepare la ropa y las mochilas la noche anterior.
- Averigüe el día en que empieza la escuela y asegúrese que su hijo tenga las vacunas requeridas.
- Presente a su hijo a sus maestros y compañeros de clase antes que la escuela empiece, para ayudarlo con la transición a la escuela.
- Sólo deje que su niño se quede en casa si está realmente enfermo. Tenga en mente que las quejas de un dolor de estómago o de cabeza pueden ser señal de ansiedad y no una razón para quedarse en casa.
- Si su hijo parece ansioso por ir a la escuela, hable con los maestros, consejeros u otros padres para que le aconsejen sobre cómo hacerlo sentir cómodo y motivado a asistir a la escuela.
- Prepare opciones para llegar a la escuela si algo inesperado sucede. Contacte con anterioridad un familiar, un vecino u otro padre para que le ayude en esos días.
- Evite citas médicas y viajes prolongados durante el tiempo de escuela.
- Contacte al personal de la escuela u oficiales de la comunidad para encontrar ayuda sobre transportación, vivienda, empleo o problemas de salud.

¿Cuándo las ausencias se vuelven problema?



Nota: Números asumen un año escolar de 180 días

Para más información sobre cómo preparar a su hijo para la escuela, visite attendanceworks.org y reachoutandread.org/esp

Phonemic Awareness

Phonemic awareness is the ability to hear and distinguish sounds. This includes:

- Recognizing sounds, alone and in words
- Adding sounds to words
- Taking apart words and breaking them into their different sounds
- Moving sounds



To receive weekly messages with strategies you can use at home, you can sign up by texting this class code: @pas123, to the phone number 81010 or visit Remind.com to create an account and join this class. You will receive messages via text or email.

Phonemic Awareness Activities

Each QR code links to a video example of the activity. Download a QR reader or use your phone camera.

- Play “I Spy” with your child, but instead of naming a color say, “I spy something that starts with a /b/” or “I spy something with these sounds, /d/ /ö/ /g/.” Have your child do the same.



- Play a game in which you say a word and your child has to break apart all the sounds. Ask your child to stretch out a word like dog and he/she can pretend to stretch a word with a rubber band. Your child should say /d/ /ö/ /g/. Say, “Tell me the sounds you hear in dog.”



- Play the “Silly Name Game.” Replace the first letter of each family member’s name with a different letter. For example, “Tob’ for ‘Bob’, ‘Watt’ for ‘Matt’, etc.



- Read story books or poems containing rhymes, over and over again. As you read, have your child complete the rhyming word at the end of each line.



- Orally provide pairs of words that rhyme and pairs that do not rhyme (EX: pan/man; pat/boy). Say, “Tell me if these words rhyme ‘pan’ and ‘man’. Why? Tell me if these words rhyme ‘pat’ and ‘boy’. Why not?”



- Prompt your child to produce rhymes. Say, “Tell me a word that rhymes with ‘cake’, ‘bat’, ‘hop’?”



- Sing or listen to rhyming songs like, “Row, Row, Row Your Boat” or “Twinkle, Twinkle Little Star.”



- Give your child a small car (such as a Matchbox car). Draw 3 boxes . Give your child a three letter word like ‘hat’. Stretch out all the sounds with your child as they drive the car over each box to present each sound heard in the three letter word, /h/ /a/ /t/. Then have your child begin to drive the car a little faster blending the letters sounds together. Continue until the word is said at a good rate.



- Make tally marks for the number of syllables in the names of people in your family, favorite foods, etc.



Phonemic Awareness Activities

Each QR code links to a video example of the activity. Download a QR reader or use your phone camera.

- To help your child segment (separate) sounds in words:
 - Give your child 3-5 blocks, beads, pennies, or similar items. Say a word like 'cat' and have your child move an object for each sound they hear in the word (example /c/ /a/ /t/ 3 moves).



- Play Head, Shoulders, Knees and Toes with sounds. Say a word and have your child touch his/her head for the first sound, shoulders for the second sound, and knees for the third while saying each sound.



- Jump for Sounds. Say a word and have your child jump for each sound in the word while saying the sound.



-
- Explain that rhymes are words that sound the same at the end. Have your child identify if words rhyme by giving a thumbs up or down. Example: "Tell me if these words rhyme." Example: 'cat' 'bat'; or 'cat' 'mug'. Avoid words starting with the same beginning sound.



- Demonstrate clapping a word into its syllables. Ask your child to clap words into syllables.

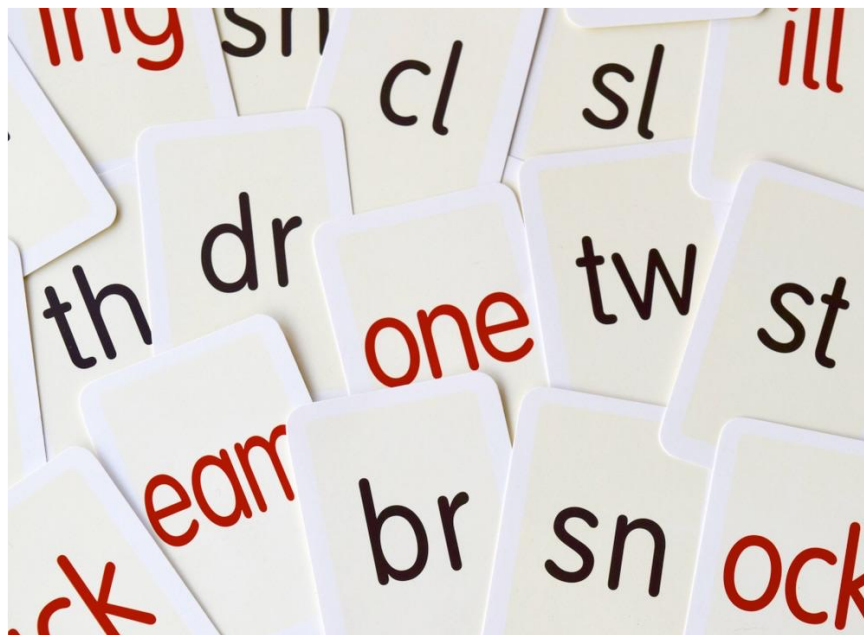


-
- Say a sentence aloud and ask your child to determine how many words are in the sentence. Your child can count the words by showing a finger for each word.



Phonics

Phonics is the ability to understand the relationship between letters and the sounds they represent.



To receive weekly messages with strategies you can use at home, you can sign up by texting this class code: @phcs123, to the phone number 81010 or visit Remind.com to create an account and join this class. You will receive messages via text or email.

Letter-Sound Relationships

Each QR code links to a video example of the activity. Download a QR reader or use your phone camera.

- Make Letter-sounds and have your child:
 - Point to the correct letter and picture on the ABC Chart.
 - Write the letter or letters that match the sound(s)



- Write each letter of the alphabet individually on 2 index cards to create 2 sets. Hold up the cards one at a time and have your child say the letter name and sound.
 - You can also play Memory and Go Fish with the cards.



- Point out words that begin with the same letter as your child's name (for example, John and jump). Talk about how the beginning sounds of the words are alike. Try words your child can act out.



- Riddles with Alphabet Books
 - Use alphabet books and guessing games to give your child practice in matching letters and sounds.
 - A good example is the game, "I am thinking of something that starts with the /t/ sound." Your child can guess the word you are thinking about.



- Letter Bag Mystery
 - Write letters on pieces of paper and put them in a paper bag.
 - Let your child reach into the bag and take out a letter.
 - Have your child say the sound that match the letters.
 - Try using mystery sight words as your child masters their letters and sounds.



- Mystery Hand
 - Take a letter and hide it in your hand.
 - Let your child guess in which hand is the letter.
 - Show the letter and have your child say the letter name and make the sound.
 - Try using mystery sight words as your child masters their letters and sounds.



- Egg Carton Letter Sound-Match
 - Put a paper letter in each slot until you have all the letters of the alphabet in order.
 - Say a letter-sound and ask your child to pick out the letter that makes that sound.



- Have your child write his name. Show your child how to match the letters in his name with the sounds in his name. Point to each letter and have him name the letter and the sound it represents.



Letter-Sound Relationships

Each QR code links to a video example of the activity. Download a QR reader or use your phone camera.

- Fun with Letters
 - Make letter-sounds and ask your child to draw the matching letters in sugar, shaving cream, sand, Play-doh, on your palm, think, in the air with a finger and finally to writing.



- Practicing words with pictures
 - Choose pictures from a magazine or catalog.
 - Say the name of the picture, have your child say the sound that the picture begins with and the name of that letter.



- Flash Card Game for Older Readers
 - Write a consonant or vowel team individually on index cards 2 times.
 - Hold up the cards one at a time and have your child say the letter name and sound.
 - You can also play Memory and Go Fish with the cards.

Consonant Teams:

bl, br, ch, ck, cl, cr, dr, fl, fr, gh, gl, gr, ng, ph, pl, pr, qu, sc, sh, sk, sl, sm, sn, sp, st, sw, th, tr, tw, wh, wr

Vowel Teams:

ai, au, aw, ay, ea, ee, ei, eu, ew, ey, ie, oi, oo, ou, ow, oy

Reading and Writing Words Activities

Each QR code links to a video example of the activity. Download a QR reader or use your phone camera.

- Hunting for words
 - Choose a letter (or a letter team).
 - Have your child hunt for five items beginning with that letter sound.
 - As each object is found, help your child write the word on a list.
 - If the target sound is /m/, the child might find and write mop, mat, Mom, money, and microwave.
 - If the target sound is /b/ the child might find blanket, blind, and black.



- Building Words
 - Using magnetic letters, make a three-letter word on the refrigerator (cat).
 - Have your child read the word and use it in a sentence.
 - Change one letter to make a new word. Start by changing only the **beginning** letter (cat, bat, hat, sat, mat, rat, pat).
 - Then change only the **ending** letter (pat, pal, pad, pan).
 - Finally, change only the **middle** letter (pan, pen, pin, pun).
 - Advanced: build from three to four, five and six letter words.



Beginning Letter Ending Letter Middle Letter Sentences

Reading and Writing Words Activities

Each QR code links to a video example of the activity. Download a QR reader or use your phone camera.

- Use magnetic letters to spell words on the refrigerator or spell names of family members and friends. Discuss how names are similar and different.



- Making Words
 - You will need magnetic letters (or letters on cards) and three cups or separate piles.
 - Put half of the consonants in the first cups.
 - Put the vowels into the middle cup and put the remaining consonants into the last cup.
 - Have your child pull one letter from the first cup. That will be the first letter of their word. Then have your child pull from the vowel cup for the second letter of the word and from the other consonant cup for the third letter of the word.
 - Take turns, replacing the vowels as needed until there are no more consonants left.



- Connect New Words to Known Words
 - For younger readers, if the child knows “go”, show them how to get these words by changing the first letter:
go, no, so
 - For older readers, if the child knows “jump” show them how to get to these words by changing the first letter:
jump, bump, hump, stump

- Race Car Blending
 - Give your child a small car (such as a Matchbox car).
 - Write a 3-4 letter word on a piece of paper with the letters spaced apart.
 - Have your child drive the car over each letter saying the letter sound.
 - Have your child begin driving the car slowly over the letters and then drive over the again slightly faster.
 - Continue until the word is said at a good rate.
 - Advanced: Use a word with letter teams and/or a longer word. You can also, use words ending in -ing, -ed, -est, etc.

- Encourage your child to write:
 - Stories
 - Recipes
 - Grocery lists
 - Letters for family or friends
 - In a journal

*Do not worry about correct spelling. Have child listen for the sounds in a word and write what they hear.

- Writing Words – Many children love to send and receive notes, and writing is a great way to reinforce phonics skills.
 - Send your child notes in his/her backpack or place notes on the pillow.
 - Have a relative or friend send a letter or email to your child.
 - Whenever your child receives a note, have him/her write back.
 - Don’t be concerned about spelling.
 - Instead, have your child sound out the words to the best of his/her ability.

Reading and Writing Words Activities

Each QR code links to a video example of the activity. Download a QR reader or use your phone camera.

- Sticky Note Labeling
 - When reading with your child, keep Post-It notes handy.
 - Every so often, have your child choose one object in the picture and write the word on a Post-It.
 - Put the note in the book to read each time you come to that page.
 - You can also label objects around the house or pictures they draw.
-

- Out and About

When at the grocery store, in the car, at the laundromat, doctor's office or the park, ask questions like:

 - Can you find something that has a letter "c"?
 - Can you find a word that begins with an "m"?
 - Can you find something with 4 letters?

*Praise all efforts and keep it like a game. Search through magazines if available too!



- Environmental Print
 - Ask your child to name stores, restaurants, and other places that have signs.
 - Have your child cut the images of these signs from bags, take-out containers, and fliers and post them somewhere to make an Environmental Print Word Wall.
 - Ask your child to look through ads to print out things he/she recognizes.
 - Ask if they know any of the letters on the page.

Hints for Reading Words

Each QR code links to a video example of the activity. Download a QR reader or use your phone camera.

- First Sound
 - Have your child say the first sound in the word and make a guess based on the picture or surrounding words.
 - Double-check the printed word to see if it matches the child's guess.




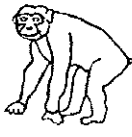


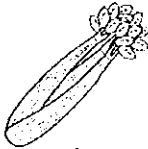
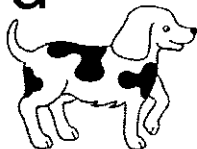
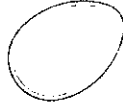

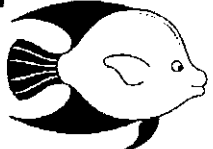
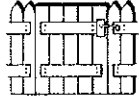




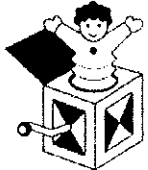
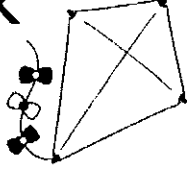

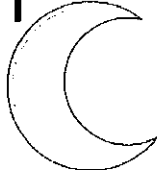



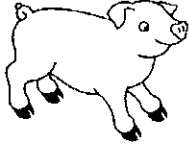

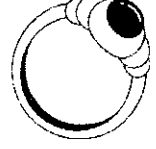
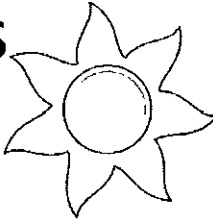



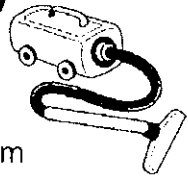
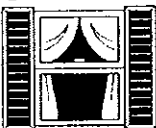
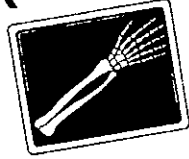


- Sound and Blend
 - Have your child say each sound separately (sss aaa t).
 - Then say the sounds together (sat).
 - More advanced-use letter teams (sh, ch, ai, oi, ea, oo, etc.).

*Helpful Hints: Try writing one letter at a time or magnetic letters.



- Familiar Parts
 - When your starts reading longer words, have him notice the parts of the word that he already knows.
 - For example, in a word such as "presenting", your child may already know the prefix pre-, the word "sent," and the word ending -ing.



<h1>Alphabet Linking Chart</h1> <p>abcd efg hijk lmnop qrst uv wx yz</p>		<h2>A a</h2>   <p>apple ape</p>	<h2>B b</h2>  <p>bear</p>
<h2>C c</h2>   <p>cat celery</p>	<h2>D d</h2>  <p>dog</p>	<h2>E e</h2>   <p>egg ear</p>	<h2>F f</h2>  <p>fish</p>
<h2>G g</h2>   <p>gate giraffe</p>	<h2>H h</h2>  <p>hat</p>	<h2>I i</h2>   <p>iguana ice cream</p>	<h2>J j</h2>  <p>jack-in-the-box</p>
<h2>K k</h2>  <p>kite</p>	<h2>L l</h2>  <p>leaf</p>	<h2>M m</h2>  <p>moon</p>	<h2>N n</h2>  <p>nest</p>
<h2>O o</h2>   <p>octopus ocean</p>	<h2>P p</h2>  <p>pig</p>	<h2>Q q</h2>  <p>queen</p>	<h2>R r</h2>  <p>ring</p>
<h2>S s</h2>  <p>sun</p>	<h2>T t</h2>  <p>turtle</p>	<h2>U u</h2>   <p>umbrella unicorn</p>	<h2>V v</h2>  <p>vacuum</p>
<h2>W w</h2>  <p>window</p>	<h2>X x</h2>  <p>x-ray</p>	<h2>Y y</h2>  <p>yo-yo</p>	<h2>Z z</h2>  <p>zipper</p>

Fluency

Fluency is the ability to read with sufficient speed to support understanding. This includes:

- Automatic word recognition
- Accurate word recognition
- Use of expression



To receive weekly messages with strategies you can use at home, you can sign up by texting this class code: @fluency123, to the phone number 81010 or visit Remind.com to create an account and join this class. You will receive messages via text or email.

Fluency Activities, K-1

Each QR code links to a video example of the activity.
Download a QR reader or use your phone camera.

□ Repeated Reading

- Choose a passage that is easy for your child. Read the passage aloud to your child.
- Then read it together helping your child figure out any tricky words.
- Next, have your child read the passage to you with reading the words correctly.
- Finally, have your child read the passage to you again. The goal is to sound smooth and natural.



□ Use Different Voices

- When reading a familiar story or passage, try having your child use different voices. Read the story in a mouse voice, cowboy voice, or a princess voice.
- This is another way to do repeated reading, and it adds some fun to reading practice.



□ Read to Different Audiences

- Reading aloud is a way to communicate to an audience. When a reader keeps the audience in mind, he/she knows that his reading must be fluent and expressive.
- Provide a variety of opportunities for your child to read to an audience.
- Your child can read to stuffed animals, pets, siblings, neighbors, grandparents – anyone who is willing to listen.
- This is a good way to show off what was practiced with repeated reading.



□ Record the Reading

- After your child has practiced a passage, have him/her record it with a tape player or MP3 device.
- Once recorded, your child can listen to his reading and follow along in the book.
- Often, he/she will want to record it again and make it even better.



□ When you read a story, use appropriate expression during dialogue.

- Encourage your child to mimic (copy) your expression.
- Talk with him/her about what that expression means.
- It should sound like talking. Ex: If the character is excited about going to the park, he/she should sound like that in his/her voice.
- Encourage your child to repeat key phrases or dialogue.



□ Recite nursery rhymes and poems to build familiar phrases in speech.

□ In a repetitive text, ask your child to repeat the familiar phrase with you.

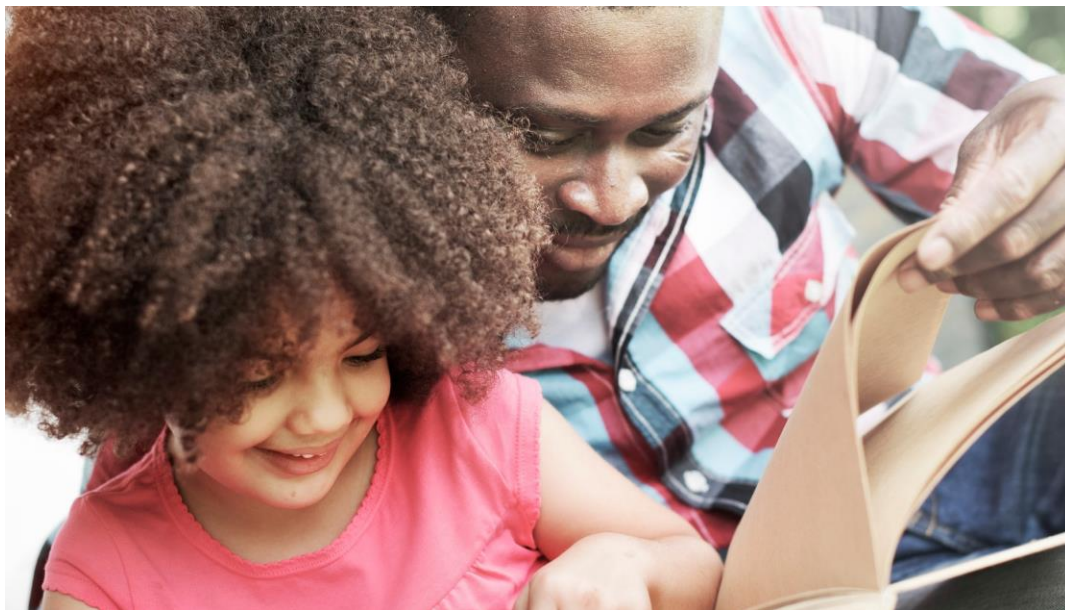
- Ex: For the story, “The House that Jack Built” your child can recite with you, “in the house that Jack built.”



□ Encourage your child to sing favorite songs and repeat favorite lines of songs.

Fluency Activities, K-1

Each QR code links to a video example of the activity. Download a QR reader or use your phone camera.



- Point out Punctuation marks that aid in expression such as question marks, exclamation points and quotation marks.
 - Demonstrate how your voice changes as you read for each.
 - Only focus on one during a book.
 - Remember it is important to enjoy it first and foremost.



-
- Make your own books of favorite songs for your child to practice “reading.”
 - This builds confidence and helps your child identify him/herself as a reader.



- Say a sentence to your child and ask him/her to repeat it to you.
 - Challenge your child to increase the number of words he/she can repeat.
 - As you say it, put it in meaningful phrases. Ex: The boy went/to the store/with his mother.



-
- Alternate repeating the favorite lines of a poem or nursery rhyme with your child.
 - He/she will mimic (copy) your phrasing and expression.



Fluency Activities, 2-3

Each QR code links to a video example of the activity. Download a QR reader or use your phone camera.

□ Repeated Reading

- Choose a passage that will not be very difficult for your child. Read the passage aloud to your child, and then read it together, helping your child figure out any tricky words.
- Next, have your child read the passage to you with a focus on accuracy.
- Finally, have your child read the passage to you again, paying attention to fluency and expression.
- The goal is to sound smooth and natural.



□ Use Different Voices

- When reading a familiar story or passage, try having your child use different voices.
- Read the story in a mouse voice, cowboy voice, or a princess voice.
- This is another way to do repeated reading, and it adds some fun to reading practice.



□ Read to Different Audiences

- Reading aloud is a way to communicate to an audience. When a reader keeps the audience in mind, he/she knows that his reading must be fluent and expressive.
- Provide a variety of opportunities for your child to read to an audience.
- Your child can read to stuffed animals, pets, siblings, neighbors, grandparents – anyone who is willing to listen.
- This is a good way to show off what was practiced with repeated reading.



□ Record the Reading

- After your child has practiced a passage, have him/her record it with a tape player, cell phone, or MP3 device.
- Once recorded, your child can listen to his reading and follow along in the book. Often, he/she will want to record it again and make it even better!



□ When you read a story, use appropriate expression during dialogue.

- Encourage your child to mimic your expression.
- Talk to him/her about what that expression means. Ex: If the character is excited about going to the park, he/she should sound like that in his/her voice.
- Encourage your child to repeat key phrases or dialogue.



□ Make your own books of favorite songs for your child to practice “reading.”

- This builds confidence and helps your child identify him/herself as a reader.



□ Alternate repeating the favorite lines of a poem with your child.

- He/she will mimic your phrasing and expression.



Vocabulary

Vocabulary = Word Meaning

- Words we understand when we hear them
- Words we understand when we read them
- Words we can use when we speak them
- Words we can use when we write them



To receive weekly messages with strategies you can use at home, you can sign up by texting this class code: @vocs123, to the phone number 81010 or visit Remind.com to create an account and join this class. You will receive messages via text or email.

Vocabulary Activities

Each QR code links to a video example of the activity. Download a QR reader or use your phone camera.

□ Conversation

- Use conversations and questions about interesting words you encounter to create opportunities to get new words into everyday talk.
- Discuss words with the same meaning (**synonyms**) and words that are opposites (**antonyms**).
- Discuss **positional words** such as beside, below, under, over, etc. Make it into a game at dinner by asking your child to place his fork in different places in relation to his plate. Ex: Put your fork above your plate.



- Discuss words related to order (**ordinal words**) such as first, last, beginning, middle, etc.



- Talk about how things are **alike and different**. Ex: How is a dog like a cat? How is a dog different from a cat?



- Use a variety of words to describe **feelings and emotions**. For example, your child says he is happy. You can say, "I'm so glad you are joyful today! You sure look happy!"



□ Read Aloud

- Read aloud to your child even after she is able to read independently. Choose books above your child's level because they are likely to contain broader vocabulary. This teaches your child new words and how they are used.



- Use the language of books such as author, title, illustrator, title page, etc.



- When you read a book about a topic, ask your child to tell you all the words related to that topic.
 - Ex: If you read a book about a dog, he/she might say dog, puppies, toy, food, play, and leash.
 - Ex: If you read a book about dinosaurs, he/she might say Tyrannosaurus Rex, paleontologist, herbivore, carnivore, and fossil.
 - Add other words to help expand upon what he/she says.



- When you read a book, ask your child to identify categories for words he/she has read.
 - Ex: If you read a book about pumpkins, you could put the words pumpkin, leaf, stem, and seeds into a category about the parts of a plant.



Vocabulary Activities

Each QR code links to a video example of the activity. Download a QR reader or use your phone camera.

□ Preview Words

- Before reading to or with your child, look through the book, and choose two words that you think might be interesting or unfamiliar to your child.
- Tell your child what the words are and what they mean.
- As you read the book, have your child listen for those words.



□ Hot Potato (Version 1)

- Play hot potato with words that mean the same.
- Choose a word, and have your child think of another word that means the same thing.
- Take turns until neither player can think of another word.
- For example, you may say, “Cold,” and your child might say, “Freezing.” Then you could say, “Chilly,” and so on.
- Try the game again with opposites.



□ Hot Potato (Version 2)

- Play hot potato with categories
- For younger children, the categories can be simple: pets, clothes, family members.
- For older children, the categories can be quite complex: The Revolutionary War, astronomy, math terms, etc.



□ Hot Potato (Version 3)

- Play hot potato with prefixes or suffixes.
- Common Prefixes include: dis-, ex-, mis-, non-, pre-, re-, and un-.
- Common Suffixes include: -able/-ible, -ed, -er, -est, -ful, -les, -ly, -ment, and -ness.

□ Word Collecting

- Have each family member be on the lookout for interesting words that they heard that day.
- At dinner or bedtime, have everyone share the word they collected and tell what they think it means.
- If the child shares an incorrect meaning, guide him to the correct meaning.
- Try to use some of the words in conversation.



□ Experiences

- Introduce your child to a variety of experiences to help build background knowledge.
- Trips to the park, museums, the zoo, everyday places, etc. build vocabulary.
- Discuss what you are doing and seeing as you are going through the store.
- For example, “I’m here in the bakery. I can find donuts, cookies, and bread.” Ask your child, “What else do you think I could find here?”



□ Categories

- Name a topic such as “farms” and ask your child to think of all the words related to the topic.
- This is a great way to build word knowledge.



Comprehension

Comprehension is the ability to understand and draw meaning from a book or printed work. This includes:

- Paying attention to important information
- Identifying the main idea
- Answering questions
- Retelling the story
- Using information learned from reading



To receive weekly messages with strategies you can use at home, you can sign up by texting this class code: @comps123, to the phone number 81010 or visit [Remind.com](https://www.Remind.com) to create an account and join this class. You will receive messages via text or email.

Comprehension Activities

Each QR code links to a video example of the activity. Download a QR reader or use your phone camera.

□ Everyday Comprehension

- Ask your child who, what, when, where, why, how questions about an event in his day.
- For example, if your child attended a party, you could ask, “**Who** was there? **What** did you do? **When** did you have cake? **Where** did you go? **Why** did the invitation have dogs on it? **How** did the birthday child like the presents?”
- Once your child is comfortable answering these questions about his day, try asking these questions about a book you’ve read together.



□ Sequencing Errands

- Talk about errands that you need to run.
- Use sequencing words (first, next, last, finally, beginning, middle, end) when describing your trip.
- For example, you might say,
 - “We are going to make three stops.
 - First, we will go to the gas station.
 - Next, we will go to the bank.
 - Finally, we will go to the grocery store.”



□ Sequencing Comics

- Choose a comic strip from the Sunday paper.
- Cut out each square and mix the squares up.
- Have your child put them in order and describe what is happening.
- Encourage your child to use words like first, second, next, finally (first, next, last).

□ Think Aloud

- When you read aloud to your child, talk about what you are thinking. It is your opportunity to show your child that reading is a lot more than just figuring out the words.
- Describe how you feel about what’s going on in the book, what you think will happen next, or what you thought about a character’s choice.



□ Re-reading

- Say to your child,
 - “One important habit readers have is re-reading. I love this story or informational book so much and every time I read it again, I notice even MORE and I think even MORE.” “Let’s reread to see what else we can discover.”

Comprehension Activities

Reading Fiction

Each QR code links to a video example of the activity. Download a QR reader or use your phone camera.

□ Before Reading

- Point out the title and author.
- Look at the picture on the cover and ask, “What do you think is going to happen in this story? Why?” This will help your child set a purpose for reading.
- Take a quick “book look” and encourage your child to talk about what he/she thinks about what might happen in this story.



Before



Predict



Book Look

□ During Reading

- Stop every now and then to ask your child to tell you what has happened so far or what he/she predicts will happen.
- You might also ask for your child’s opinion. “Do you think the character did the right thing? How do you feel about that choice?” Explain any unfamiliar words.
- As your child reads, ask questions that start with who, what, where, when, why, and how. If your child does not answer with an appropriate response, redirect by saying, “I think you mean a person because it was a ‘who’ question,” then restate the question.
- After you read a few pages ask, “What do you think will happen next?”



During



Ask Questions



What will happen next?

□ After Reading

- Ask your child to retell the story from the beginning, and ask for opinions too. “What was your favorite part? Would you recommend this to a friend?”



- Ask your child to talk about the beginning, middle and end of the story. You will need to model this several times first.



- Discuss words related to stories such as characters, problem, and solution. For example, “How did characters of the Three Bears solve the problem of the porridge being too hot?” If the child does not know, show the picture or reread the page.



- Make puppets or use stuffed animals to help your child retell a favorite story or part of a favorite story.



- Ask questions about character traits. Ex: “Which character do you think was kind? Which character was bossy? How do you know?” If your child doesn’t know, give your answer. You may need to do this many times before your child can do it. He/she may also “mimic” your answer. Encourage your child’s attempts.



Comprehension Activities Reading Fiction

Each QR code links to a video example of the activity.
Download a QR reader or use your phone camera.

□ After Reading

- Encourage deeper thinking by asking, “If the story kept going, what do you think would happen next?”



- Help your child make connections to his/her life experience while reading. You could say, “Is there anything you read in the story that reminds you of something? The boy who went to the zoo with his family reminds me of when we went to the zoo over the summer. What do you think?”



- As you are reading, think out loud to your child. Ask questions such as “I wonder why the boy is crying in the picture? Will he find his lost toy?” This demonstrates that reading and comprehension is an active process, not passive.



Activities Reading Nonfiction

Each QR code links to a video example of the activity.
Download a QR reader or use your phone camera.

□ Before Reading

- Point out the title and author.
- Look at the picture on the cover and ask, “What do you think you’ll learn about in this book? Why?” This helps your child consider what he already knows about the topic.
- Look at the table of contents. You and your child may choose to read the book cover to cover or go directly to a certain chapter.



□ During reading

- Don’t forget the captions, headings, sidebars, or any other information on the page.
- Young readers tend to overlook these, so it’s a good idea to show that the author includes lots of information in these “extras.”



□ After Reading

- Ask your child, “What was it mostly about? Have your child show you where (evidence) in the book that is? What do you still want to know? Where could you find out?”



Writing

Writing is putting ideas on paper. This includes

- Making Lists
- Writing Stories
- Journaling
- Practicing Letter Formation
- Practicing Spelling
- ***Children work to do their best...not to be perfect.***



To receive weekly messages with strategies you can use at home, you can sign up by texting this class code: @wrs123, to the phone number 81010 or visit Remind.com to create an account and join this class. You will receive messages via text or email.

How Parents Can Encourage Young Writers

Each QR code links to a video example of the activity. Download a QR reader or use your phone camera.

- Parents can encourage their children to write so they will enjoy putting their thoughts and ideas on paper.

- Understand that handwriting is a work in progress.

- Understand that invented spelling is normal for young writers and praise children for their invented spelling efforts.
 - For example: a child may write “of,” “uv” relying heavily on their knowledge of letter sounds.
 - Children might also leave out vowels during the early stages of writing development.
 - For example: “ct” to write “cat,” “v” for “van.”
 - Here is a sample of developmentally appropriate invented spelling (*Picture Courtesy of Dr. Laura Tortorelli, Asst. Professor – Michigan State University).



- Encourage children to stretch out the words as they are writing them.
 - “Stretchy the word snake” is a great strategy to help young children.



- Create a special writing place
 - Where should it be?
 - The kitchen counter
 - Your kitchen or dining room table
 - A quiet corner
 - Anywhere your child is comfortable writing
 - What should it have?
 - Pens of several kinds
 - Pencils of appropriate size and hardness
 - Pads of paper, stationery, envelopes – even stamps
 - Booklet for a diary or daily journal (Make sure that the booklet is the child’s private property; when children want to share, they will)
 - Dictionary appropriate to the child’s age and needs
 - Thesaurus for older children

- Assemble a Writing Bag
 - What should it have?
 - Pencils (colored pencils, mechanical pencils, mini pencils, etc.)
 - Pens (felt tip, ballpoint, gel, etc.)
 - Crayons
 - Markers
 - Pads of paper, stationery, envelopes -- even stamps)
 - Booklet for a diary or daily journal
 - Dictionary appropriate to the child’s age and needs
 - Thesaurus for older children
 - Books!

*Take the bag with you or leave it at your in-home writing center.

How Parents Can Encourage Young Writers

Each QR code links to a video example of the activity. Download a QR reader or use your phone camera.

- Have conversations with your child
 - The basis of writing is talk
 - Tell stories about your childhood and encourage your child to tell their own stories.
 - Use pictures to prompt the storytelling.
 - Have the storytelling lead into writing.
 - Engage in conversation at meals or in the car. There's no wrong time to talk to your child.



Conversation Resource

- Conversation Starters
 - If you had just one wish, and it couldn't be for more wishes, what would you wish for and why?
 - If you couldn't watch TV or go online for a month, how would you spend that time?
 - If you had \$100 to spend to help people, how would you spend the money?
 - If you could be a famous person for a week, who would you be and why?
 - If you could choose a new name for yourself, what would it be?
 - If you could have any superpower, which would you choose?
 - If you could be the principal of your school for a week, what changes would you make?
 - If you could trade places with someone you know would you do it? Who would it be and why?

- Conversation Starters
 - If the house were on fire and you only had five minutes to get out, what would you grab to take with you?
 - What is your favorite day to relax?
 - How can you tell someone you love them without using words/
 - Do you have any fears? How would your life be different if you overcame that fear?
 - If you could eat just one food, every day, for a month, and nothing else – what would it be?
 - If you could talk to your whole school all at once, what would you say?
 - If you could look into a crystal ball and see your future in ten years, what would you want it to look like?
 - If you could trade places with your parents for a day, how would you do things differently?
 - If your parents went on a month-long vacation and you could live with anyone you wanted while they were gone, who would want to live with?
 - Who have you learned the most from so far?
 - If you could have one dream come true, which dream would it be?



Tools to Help Your Younger Writer

Each QR code links to a video example of the activity. Download a QR reader or use your phone camera.

- How to Write Alphabet Letters
 - Print and cursive letter formation guides



- Often used words organized by student's grade



- List of 100 most common written words in English Language



- Remind your child that writing is another way to tell stories, talk about our day, and share our thinking. Encourage and help your child create handwritten notes to friends and family for a variety of purposes.

- Letters
 - Thank You
 - Get Well Soon
 - Birthday
 - Thinking of You
 - Pen Pals
 - Address Envelopes



- Create Lists
 - Groceries
 - Birthday Presents
 - Books to Read
 - Movies to Watch
 - Places to Visit



- More ways to Share our Thinking

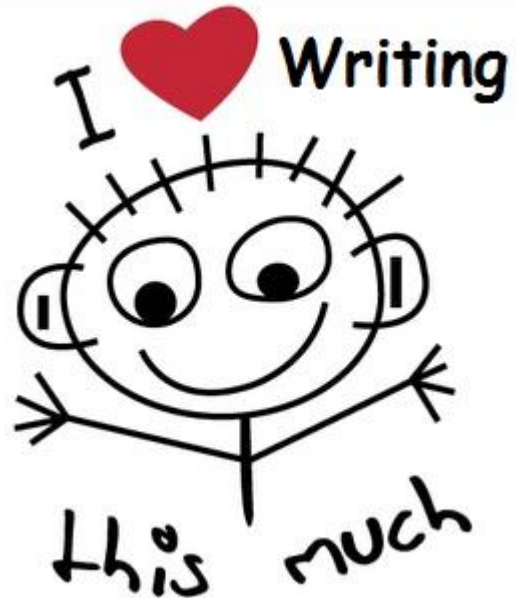
- Stories
- Journals
- Diaries
- Blogs



Stories
Journals



Blogs



What to Do If Your Child is “Stuck”

Each QR code links to a video example of the activity. Download a QR reader or use your phone camera.



- When your child is stuck, try a sentence frame. It’s *okay* to help them get started.
 - I like _____.
 - I like to _____ and _____.
 - My _____ is _____.
 - When I _____, I like to _____.
 - She didn’t go to _____ because _____.

- Helpful Websites for Helping Your Child Develop Their Writing Skills



Writing Topics



Story Starters



Wild Self



Dr. Steve Tunnickliff, Superintendent

2413 West Maple Avenue
Flint, Michigan 48507-3493
(810) 591-4400
TDD (810) 591-4545

GISD Board of Education

Richard E. Hill, President

Larry P. Ford, Vice President

Janis D. Bugbee, Secretary

The Honorable John L. Conover, Treasurer

DesRae A. Joubran, Trustee