

Superior Central School District



Parent's Read At Home Plan for Student Success

This guide includes:

- **Reading resources you can use at home**
- **Why reading at home is important**
- **Activities to practice Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension**

Reading Resources

Free Online Stories

- Storyline Online www.storylineonline.net
- Libby Reading app
<https://www.overdrive.com/apps/libby> *requires public library card - available for free at Rock River Township Library, Munising Public Library (Alger County Residents) or Peter White Public Library (Marquette County Residents)*
- Epic! <https://www.getepic.com/>
- Michigan E-Library <https://mel.org/welcome>

Free Reading Skills Practice

- ABCya! <https://www.abcya.com/>
- Freckle
<https://global-zone08.renaissance-go.com/welcomeportal/708541> *Requires student log in - ask your child's teacher!*
- Raz Kids <https://www.raz-kids.com/> *Free trials available*

Books for Home

- Superior Central School Library
- Classroom Library
- Rock River Township Library (Alger County Residents)
- Munising Public Library (Alger County Residents)
- Peter White Public Library (Marquette County Residents)

Why Read at home?

STUDENT A READS

- 20 minutes per day
- 3,600 minutes per school year
- 1,800,000 words per year



SCORES IN THE 90TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENT B READS

- 5 minutes per day
- 900 minutes per school year
- 282,000 words per year



SCORES IN THE 50TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENT C READS

- 1 minute per day
- 180 minutes per school year
- 8,000 words per year



SCORES IN THE 10TH
PERCENTILE ON
STANDARDIZED TESTS

If they start reading for 20 minutes per night 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.

WANT TO BE A BETTER READER? SIMPLY READ.

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

Phonemic Awareness Activities Grades K-1

- ☐ Play “I Spy” with your child, but instead of giving a color say, “I spy something that starts with /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/.
- ☐ Read books over and over again containing rhymes
- ☐ Orally provide pairs of words that rhyme and pairs that do not rhyme (EX; pan/man; pat/boy). Ask, “Do ‘pan’ and ‘man’ rhyme? Why? Do ‘pat’ and ‘boy’ rhyme? Why not?”
- ☐ Prompt your child to produce rhymes. Ask, “Can you tell me a word that rhymes with ‘cake’?”
- ☐ Grab a jump rope and play “Jump for Sounds”. Say a word and have your child jump for each sound in the word while saying the sound

Phonemic Awareness Activities Grades 2-3

- ☐ Demonstrate clapping a word into its syllables. Ask your child to clap words into syllables.
- ☐ Make tally marks for the number of syllables in the names of people in your family, favorite foods, etc
- ☐ To help your child segment (separate) sounds in words:
 - ☐ Give your child 4-7 blocks, beads or similar items. Say a word and have your child move an object for each sound in the word.

Phonics

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

Recognizing print patterns that represent sounds

Syllable patterns

Word parts (prefixes, suffixes, and root words)

Common Consonant Digraphs and Blends: 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

Common Consonant Trigraphs: nth, sch, scr, shr, spl, spr, squ, str, thr

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

For proper pronunciation of letter sounds check out this video by Heggerty

Phonemic Awareness: <https://www.youtube.com/watch?v=iM2EJ50xkfU>

Hints for helping your child sound out words

- **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). This is called "sounding it out", and then say the sounds together (sat). This is "blending".
- **Familiar Parts** - When your child 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.

Phonics Activities Grades K-1

- ☐ Make letter-sounds and have your child write the letter or letters that match the sounds.
- ☐ Play word games that connect sounds with syllables and words. (for example, if the letters "p-e-n" spell pen, how do you spell hen?).
- ☐ Write letters on cards. Hold up the cards one at a time and have your child say the sounds (for example, the /d/ sound for the letter d).
- ☐ Point out words that begin with the same letter as your child's names (for example, John and jump). Talk about how the beginning sounds of the words are alike.
- ☐ 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
- ☐ Make alphabet letters out of Play-doh®.

Phonics Activities Grades 2-3

- ☐ Make blend-sounds and have your child write the letters that match the sounds.
- ☐ Play word games that connect sounds with syllables and words (for example, if the letters "l-a-t-e-r" spell later, how do you spell hater? How many syllables are in later?).
- ☐ 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.
- ☐ Hunting for words - Choose a blend and have your child hunt for five items beginning with that sound. As each object is found, help your child write the word on a list. For example, if the target sound is "bl", the child might find and write blanket, blood, blue, blizzard, blast.

Fluency

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

Automatic word recognition

Accurate word recognition

Use of expression

Fluency Activities Grades K-1

- ☐ 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 - 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.

Fluency Activities Grades 2-3

- ☐ Read to different audiences - 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 expressions during dialogue.

Vocabulary

Vocabulary is students' knowledge of and memory for word meanings.

This includes:

Receptive Vocabulary (words we understand when read or spoken to us)

Expressive Vocabulary (words we know well enough to use in speaking or writing)

Vocabulary Activities Grades K-1

- ☐ Read aloud - Continue to read aloud to your child even after he is able to read independently. Choose books above your child's level because they are likely to contain broader vocabulary.
- ☐ Hot potato (version 1) - Play hot potato with synonyms. Choose a word, and then your child has to 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 come up with words like "Freezing" or "Chilly" Try the game again with antonyms (opposites).
- ☐ Use complex vocabulary when talking to your child.

Vocabulary Activities Grades 2-3

- ☐ 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.
- ☐ Word Collecting - Have each family member be on the look out 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/her to the correct meaning. Try to use some of the words in conversation.

Comprehension

Comprehension is the ability to understand and draw meaning from text.

This includes:

- Paying attention to important information
- Interpreting specific meanings in text
- Identifying the main idea
- Verbal responses to questions
- Application of new information gained from reading

Comprehension Activities Grades K-1

- ☐ Sequencing errands - Talk about errands that you will run today. Use sequencing words (sequence, 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."
- ☐ 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.
- ☐ 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.
- ☐ 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?"
- ☐ 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.
- ☐ After reading, ask your child, "What was your favorite part? Show me. Why do you like that part?"

Comprehension Activities Grades 2-3

- ☐ Discuss words related to stories such as characters, problem, and solution. For example, "How did the Wright Brothers find a solution to help their plane fly longer?" If the child does not know, show the picture or reread the page.
- ☐ 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.
- ☐ 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?"
- ☐ 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.
- ☐ 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? What do you still want to know? Where could you find out?"