

Tips and Tricks to
Assist Literacy
Development at
Home

Alta Loma School District
Parent University
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Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads 20 minutes
each day

Student "B"
reads 5 minutes
each day

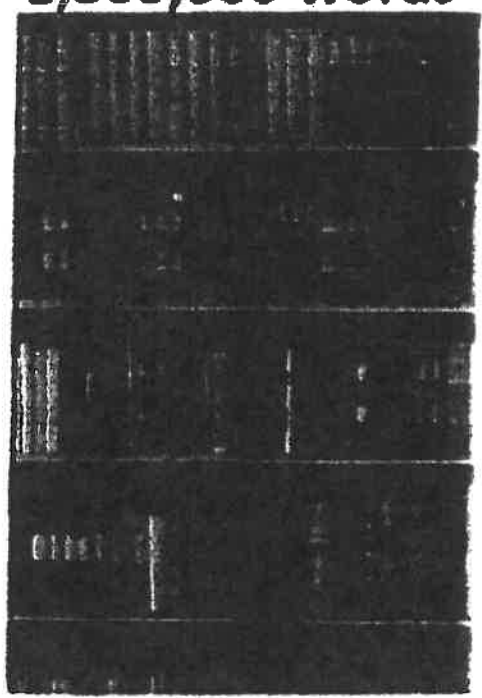
Student "C"
reads 1 minute
each day

3600 minutes in
a school year

900 minutes in
a school year

180 minutes in
a school year

1,800,000 words



90th percentile

282,000 words



50th percentile

8,000 words



10th percentile

By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1967)

BUILDING A Reader At HOME

Explore Books!

Give your child an opportunity to explore books. Visiting a library or bookstore gives your child a chance to find topics and books that interest them.

Pick Good Fit Books!

A book that is a good match for your child should meet the following requirements:

- Purpose for reading
- Interest
- Can they understand what they are reading?
- Can they retell the story?
- Do they know most of the words?

Read, Read, Read!

Make sure to read for at least 30 minutes per day! Children can read independently, aloud to an adult, or back and forth with a partner.

Ask Questions!

- Predictions
- Characters
- Main Idea
- Problem
- Solution
- Retell Story
- Genre
- Moral

For Beginning Readers:

- Point out and read words in natural settings – stores, streets, etc.
- Memorize sight words
- Visualize the story in your head
- Ask questions before, during, and after
- Don't immediately tell an unknown word to your child! Instead, ask them to:
 - Sound out the word
 - Break the word into parts
 - Try a different vowel sound (long/short)
 - Use illustrations for clues
- Skip the word, re-read sentence, and go back – what word would make sense?

Make it Fun!

Reading shouldn't be a chore. Intentionally read with your child/discuss books but also research topics and do book activities together.

Be an Example!

Children learn by example, so let your child see you read whether it be a book, newspaper, cookbook, etc.

For Advanced Readers:

- Notice interesting, new vocabulary words, and make it a challenge to use them in conversation
- Read with expression
- Explore non-fiction books and their text features (diagrams, table of contents, etc.) along with other genres as well
- Compare and contrast books
- Discuss connections to literature
- Think of new titles for books
- Explore multiple books from the same author

25 Literacy Handouts



for Parents

Created By:
Deana Kahlenberg

HELLO.

These handouts were created to be handed out to parents. They can also be used as discussions points with parents to give literacy tips and tricks. I created them to be handed out during a summer reading intervention program for parents and students. I intended on using them as a discussion point for parents to offer help when working with their child at home on reading skills.

I hope these handouts offer great conversation and home practice for your students and parents!



TABLE OF CONTENTS

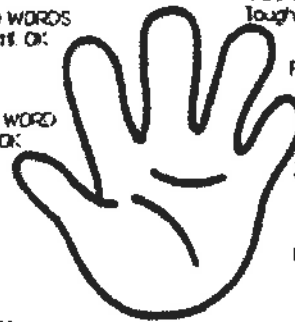
- Choosing the Right books
- How to Read with a beginning reader
- Tracking Print
- Asking the Right Questions
- Sound it Out!
- Why Can't We Skip Reading Tonight?
- Different Ways to Read with your Child
- Non-Fiction vs. Fiction Text
- Parts of a Text
- Reading Isn't Just on Paper
- Building Independent Reading Stamina
- The Importance of Phonological Awareness
- Educational Apps for Kids
- What Are The Five Domains of Reading?
- Creating Reading Routines
- The Power of Sight Words
- Reading Writing & Story Telling
- Reading Aloud Why is it so important?
- Ten Ways to Build Vocabulary
- Repeated and Tiered Reading
- What is Family Literacy?
- Making it "Shut"
- Ten Word Games
- Drive in
- Develop a Love for Reading



CHOOSING THE RIGHT BOOKS

When reading with your child you want to find the 'Goldilocks' of books. You want a book that's not too hard, not too easy but one that is just right. Use these tips to find a book that is just right for your child.

- THREE WORDS
You may need help
- TWO WORDS
SHE OK
- ONE WORD
OK
- FOUR WORDS
Tough to read
- FIVE WORDS
Too hard



The RULE of FIVE

1. Open the book to any page.
2. Read the words on that page.
3. Count the number of words that you cannot read.
4. Use your fingers to help you decide if this a good book to read.

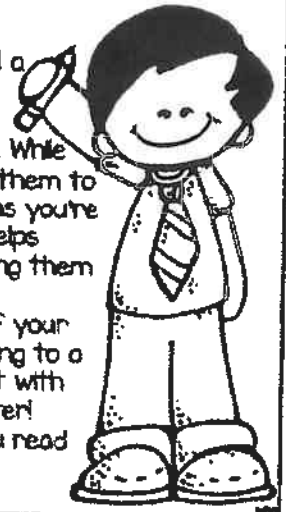
HOW TO READ WITH A BEGINNING READER

- Complete a picture walk BEFORE reading.
- Predict what may happen in the book.
- Model and encourage your child to track print.
- Read a word or sentence and have your child repeat it.
- Take turns reading each page.
- Talk about the story as you read.
 - What do you think will happen next? What does this story remind you of?
- Read the story again! Repeated readings build fluency and confidence!



TRACKING PRINT

Tracking print is an important tool a beginning reader must learn. Tracking print is when you point to each word as you read it aloud. While reading with your child encourage them to track print as you read aloud or as you're reading together. Tracking print helps your child learn new words by seeing them and hearing you read them aloud. Tracking print also lets you know if your child is paying attention while listening to a read aloud. Children can track print with their finger, a pencil or a cool pointer! Modeling how to track print as you read aloud is important too!



ASKING THE RIGHT QUESTIONS

When reading with your child, check for understanding by asking questions. Don't just ask questions at the end, it's important to check for understanding before, during and after reading. Here are some questions to ask!

BEFORE

- What do you think will happen in this story?
- What might be the problem?
- Where may be the setting of the story?
- What do you know about this topic?
- What does this story make you think of?
- What are you wondering?
- What does the title tell you?

DURING

- What do you think will happen next?
- What can you tell me about the story so far?
- How do you feel about the story so far?
- What questions do you have?
- Why do you think the character did that?
- What would you have done?

AFTER

- What was the title?
- What was the problem/solution in the story?
- Why do you think the author wrote this book?
- What was your favorite/least favorite part?
- What would you change about the story?
- What will happen next?

SOUND IT OUT!

As your child learns phonics patterns and becomes more and more familiar with the sounds letters make, we often encourage them to use different strategies when they are faced with a word they have difficulty reading. Often we may say "sound it out" but there are many more ways to help encourage your child to read a difficult word. Here are some ways to "sound it out".



LIPS THE FISH

Say the first few sounds. Read the end of the sentence and say it again.



LISTENING LION

Does the word make sense? If not, try again.



SKIPPY THE FROG

Shuck on the word? Skip it, read the rest of the sentence and hop back!



FLIP THE DOLPHIN

Try the short vowel sound, then try the long vowel sound to sound it out.



EAGLE EYES

Check the pictures for clues to help you.



CHIMNEY MONKEY

Look for little words inside bigger words to help you sound it out.



STRETCHY SNAKE

Stretch the word out slowly. Say the sounds together to say the word.



WHY CAN'T WE SKIP READING TONIGHT?

Student A reads 20 minutes each day. This equals 3600 minutes a school year. Student A will read approximately 1,800,000 words.

Student B reads 5 minutes each day. This equals 900 minutes in a school year. Student B will read approximately 222,000 words.

Student C reads 1 minute each day. This equals 180 minutes a school year. Student C will read approximately 8,000 words.



By the end of the school year, Student A will have read the equivalent of 60 school days! Student B will have read only 12 school days. Which student do you expect to be the better reader? *Boyer & Herman, 1987*

DIFFERENT WAYS TO READ WITH YOUR CHILD

READ ALOUD

- Complete a picture walk before reading.
- Discuss/Predict what will happen.
- Track print as you read.
- Ask questions before, during and after reading.
- Point out details in the illustrations.
- Use different voices for the characters.

ECHO READ

- Complete a picture walk before reading.
- Discuss/Predict what will happen.
- Track print as you read.
- Read a sentence or page. Have your children echo the sentence or page back to you.
- Ask questions as you read.

CHORAL READ

- Complete a picture walk before reading.
- Discuss/Predict what will happen.
- Track print as you read.
- Read the story out loud together at the same time.
- Your child will use your guide if they are stuck on a word.

FOLLOW ME

- Complete a picture walk before reading.
- Discuss/Predict what will happen.
- Track print as you read.
- Begin by reading aloud. Stop in the middle of a sentence.
- Have your child read the next word.
- Continue reading aloud.

NON-FICTION VS. FICTION TEXT

When we are teaching children to read it's important that they are exposed to both fiction and non-fiction text. What differences should we teach or point out for each text? Use the chart to help you!

| NON-FICTION TEXT | FICTION TEXT |
|--|---|
| <ul style="list-style-type: none"> • Teach the non-fiction text features while reading. Point them out and discuss what information they provide to help us better understand the text and information. • Non-Fiction Text Features: Table of Contents, Glossary, Caption, Bold Print, Headings, Diagrams, Charts, Graphs, Labels, Photographs, Illustrations, Text Box, Title Page. | <ul style="list-style-type: none"> • Teach the structure of the story. Discuss the setting, characters, problem, solution, plot and events of the story. • Make connections! Discuss what the story reminds you of or what it makes you think about. • Visualize! Picture the story in your mind, draw what you see. • Discuss why the author wrote the story? Was it written to entertain, to inform or to persuade? |



PARTS OF A TEXT

Pointing out the parts of a text and the information they give us help to build better understanding of the story as a whole. Every time you read ask your child if they can show you the parts of a text!

CAN YOU FIND...

- The front of the book
- The back of the book
- The title
- The author's name
- The illustrator's name
- The spine
- The title page
- A page in the book
- A word on a page
- Where to start reading
- Where to stop reading
- A period or question mark
- A capital letter
- A lowercase letter



READING ISN'T JUST ON PAPER

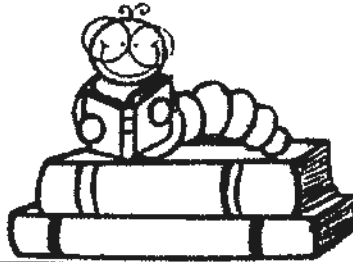
With all the new technology there are more ways to read than ever! Spark your child's interest by introducing them to digital reading using a computer, laptop, tablet or mobile device. Check out these great online resources for digital reading! Please note some of these resources are free and some require a subscription.

FREE RESOURCES

- <http://www.tinyurl.com>
- <http://www.eric.ed.gov>
- <http://www.ck12.org>
- <http://www.khanacademy.org>
- <http://www.khanacademy.org>
- <http://www.khanacademy.org>
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- <http://www.khanacademy.org>
- <http://www.khanacademy.org>

PAID RESOURCES

- <http://www.tandemlearning.com>
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BUILDING INDEPENDENT READING STAMINA

Once your child begins reading independently it's important that they build their reading stamina. Reading stamina is how long your child can actively read while staying engaged in the story. Start slow, have your child choose a book (using the rule of five!) and set them up in a comfy place to read by themselves. Tell your child it's independent reading time. Have them read and tell them to come get you when they feel tired of reading or are having trouble paying attention to the story. Use the chart below to track reading stamina. Encourage your child to graph their stamina each day, for ten days, to see how it builds! Model independent reading challenge yourself to read independently while your child reads, too!

| Day | Day One | Day Two | Day Three | Day Four | Day Five | Day Six | Day Seven | Day Eight | Day Nine | Day Ten |
|------------|---------|---------|-----------|----------|----------|---------|-----------|-----------|----------|---------|
| 10 Minutes | | | | | | | | | | |
| 15 Minutes | | | | | | | | | | |
| 20 Minutes | | | | | | | | | | |
| 25 Minutes | | | | | | | | | | |
| 30 Minutes | | | | | | | | | | |
| 35 Minutes | | | | | | | | | | |
| 40 Minutes | | | | | | | | | | |
| 45 Minutes | | | | | | | | | | |
| 50 Minutes | | | | | | | | | | |
| 55 Minutes | | | | | | | | | | |
| 60 Minutes | | | | | | | | | | |

THE IMPORTANCE OF PHONOLOGICAL AWARENESS

What is phonological awareness?
Phonological awareness is the ability to recognize that words are made up of sounds, understand the phonological structure of words, and manipulate those sounds. Students are expected to develop phonemic awareness skills. Phonemic awareness is more specific, in that it focuses on the just the sound of the phonemes. Phonemic awareness tasks should include pictures or auditory tools, not letters.

Why is phonemic awareness important?
Children with good phonemic awareness skills are better at spelling, decoding and writing.

When should my child master these skills?
The chart to the right outlines the development of phonological awareness skills children ages 5-7 and beyond, when they are mastered.

| Age | Skill | Example |
|-------|---|---|
| 5 | Identifying Rhyme Clapping/Counting Syllables | - Which two words rhyme? "cat" and "bat" (cat/bat) - cat (e) / (a) / (k) / (t) / (s) / (i) / (l) / (l) / (e) |
| 5 1/2 | Blending onset/rhyme Producing a rhyme Matching initial sounds | - "What is the word that rhymes with 'bug' (bug, rug, etc.)" - "Say the first sound in 'top' (t)" |
| 6 | Compound word deletion Blending 2-3 phonemes Phoneme segmentation of 2-3 phonemes | - "Say 'brother' but say it again without 'bro' (ther)" - "A / t / (e) / (t) / (s) / (a) / (t) / (s)" - "Say the word as you move a dot for each sound (t-e-t)" |
| 6 1/2 | Phoneme segmentation of 3-4 phonemes Phoneme substitution | - "Say the word as you move a dot for each sound (t-e-t) (t-e-g)" - "Change as many 't's' as you can in the word 't-e-t' (t-e-g)" |
| 7 | Sound deletion (initial and) | - "Say 'top' but say it again without the 't' (op)" - "Say 'top' but say it again without the 'p' (to)" |

EDUCATIONAL APPS FOR KIDS

The following applications are recommended for kids age 5+. They are broken into categories in which they are best suited; however, many offer activities for several categories. All applications are available in the Apple iTunes store. Please note that most applications cost money and some require subscriptions or in-app purchases.

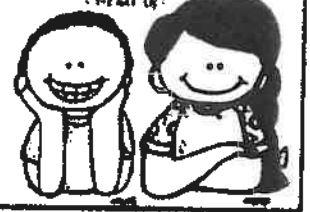
- Soundness (5-6)**
- Toy Hounds Fun Words
 - Toy Hounds Who's My Friend?
 - Giggie Bubbles (songs)
 - Write My Name
 - Bugs and Buttons
 - Endless Alphabet
 - Feet-a-hoo Barr
 - Laugh & Learn Learning Letters Mania

- Early Literacy (5-6)**
- BDE Books (1 and 2)
 - Start of ABC's Learn to Read
 - ABC Mouse
 - ABLYA (Word Binger)
 - Fun with Curious George Books
 - Interactive Alphabet ABC's
 - Endless Reader
 - Read Me Stories
 - Sight Words Flashcards

- Just for Fun (5+)**
- Toy Hounds Towers
 - Brand Of J (subscription required)
 - Hungry Hungry Hippo
 - Toss Bots
 - PBS Kids Voice
 - My PlayHome
 - Let's Create
 - Picture It!
 - Heads Up!

- Endless (5-7)**
- LAZ Readers (bring different books and levels)
 - P AZ Kids (subscription required)
 - Dr. Seuss Interactive Books
 - Little Readers
 - Reading Rainbow

- Early Math Skills (5-7)**
- Toy Hounds Counting Splash Math
 - Start of Numbers
 - ABLYA (Math Binger)
 - Talk, Tell, Counting
 - Tally Tots Counting
 - Endless Numbers



WHAT ARE THE FIVE DOMAINS OF READING?

How can you help your child become a better reader? By exposing them to the five domains of reading! The five domains of reading are five components that all of us must master to become better readers. When reading with your child at home check to see how many of the five domains you are practicing!

- 1. Phonemic Awareness:** The ability to understand that each word is made up of sounds. We can tell how many sounds are in a word, which words rhyme, or even change a word by changing one sound.
- 2. Phonics:** The ability to know which letters make which sounds. We can decode (sound out) words when we read. We can spell words based on phonics patterns.
- 3. Vocabulary:** The ability to understand what a word means. We can give a definition or use the clues in the story to help us determine the meaning. The more words you know the more you will understand the story!
- 4. Fluency:** The ability to read quickly, accurately, and with expression. We can read smoothly, we don't have to sound out each word and we can change our voice for different characters or punctuation.
- 5. Comprehension:** The ability to understand what happened in the story and why. Comprehension makes us dive deep. We analyze the characters, plot, and purpose of the story. We can answer questions before, during and after reading that show we understand the text or a word.



CREATING READING ROUTINES

Studies show that we learn best from repetition. This is true when it comes to reading too! Developing reading routines is a great way to working on learning to read while taking some of the anxiety away from what we are supposed to do before, during and after we read. Below are some routines that would be great to implement every time you read with your child.

- Complete a picture walk before reading.
- Play detective! Find all the parts of a text!
- Ask questions before, during and after reading.
- Set aside independent reading time each day.
- Let your child explore books of their choice at home, the bookstore and the library.
- Track Print.
- Label pictures.
- Count the paragraphs on a page (for longer texts).
- Draw a picture! Read a page aloud without showing your child the illustration. Have them draw the illustration using what they visualize in their mind.
- Read many different forms of print each day (e-books, magazines, newspapers, comic books, apps, picture books, chapter books).



THE POWER OF SIGHT WORDS

Why are sight words so important? Sight words are words that don't typically follow a phonics pattern therefore they can't be "sounded out." Sight words are words we must know from memory. If your child has a large repertoire of sight word knowledge their overall reading fluency will improve, which will in turn improve overall comprehension. There are many different ways to learn sight words, here are a few ideas! If you're looking for a list of appropriate sight words for your child don't hesitate to ask your child's teacher!

- **Fridge Flash:** Use sight words to the refrigerator, read them every time you are in the kitchen!
- **Stomp Them:** Use sidewalk stencils to stamp out sight words. Then read them.
- **Magnetic Letters:** Use magnets letters to spell sight words on the refrigerator or on magnetic surface, then read them.
- **Popstick Words:** Write sight words on popstick sticks. Put sticks out of a can, see how many you can read!
- **Finger Paint:** Use your finger paint on a plate, use your finger (or have your child use theirs) to write the sight word and have your child read it.
- **Snowball Fight:** Crumple sight words cards, put in a bag. Have a snowball fight! Pick up snowballs and see how many you can read!
- **Chalk Words:** Write sight words with chalk on the driveway. Have your student hop from word to word reading them aloud!
- **Word Swat:** Put sight words cards on a table, cut out a word and have your student swat it with a fly swatter or slap it with their hand!



READING, WRITING & STORY TELLING

Picture to Great readers are able to make a movie in their mind of the story. The visualization is what makes reading enjoyable (and often why we are disappointed when our favorite books are turned into movies!) Encourage your child to visualize by working on their own writing and story telling, great writers become great readers!

Ways to Encourage Writing & Story Telling:

- **Model It:** Show your child how important writing is by writing! Keep a journal, make lists, leave notes around the house.
- **Journals and Diaries:** Get your child a journal or diary for them to write and draw in. Remember drawing is just as important as writing!
- **Comic Strips:** Give your child a blank piece of paper and show them how to make a comic strip. Let them do the work, just create a few empty boxes for them to use as a template.
- **Write Letters:** Write your child a letter. Put it in an envelope and leave it somewhere for them to find it. Give them some paper and an envelope so they can write back.
- **Ghost Stories:** Create a fort, hide under the covers with a flashlight, or sit in the closet and tell a spooky story. If your child doesn't like scary stories, make it a mystery. Then have them make one up too!



READING ALOUD: WHY SO IMPORTANT?



When your child becomes a more independent reader, we often let him or her read on their own and stop reading aloud as often. It's understandable since we want them to practice reading aloud and independently but it's important to remember that reading aloud is important for children of all ages. Even adults enjoy listening to books read aloud on tape. Take turns each night deciding who will read. When you read aloud to your child you are giving them time to sit and think about what they are listening to without the pressure of sounding out words or making sure they are reading smoothly. Listening to books read aloud also allows children to hear new words they may have difficulty reading on their own. If you want your child involved while you read aloud, be sure to track print and let them you want to see them watching while you read. Don't forget to ask questions before, during and after reading too!

TEN WAYS TO BUILD VOCABULARY!

- 1. Word of the Day:** Choose a new word each day to be the word of the day. Teach your child what it means. Use it for them throughout the day, and encourage them to use it too.
- 2. Board Games:** Play board games that focus on using words such as Apples to Apples, Taboo, Burt's Bees, Scattergories, or Boggle. Ask your child to use the word in a sentence. If they can't, make it for them.
- 3. Go Digital:** There are many different websites and mobile apps applications (apps) that help practice new vocabulary. Check out these: iRead, Kids First Words, Buzz and Buttons, Endless Alphabet, Read-to-learn from My Playstore.
- 4. Detective:** Find a word in a book that you don't know. Write it down, use the dictionary to look up the meaning. Try using the clue from the story to figure it out before you read the definition.
- 5. The Alphabet Game:** Use your own category (e.g. animals, foods, animals, etc.) Drawing items in the alphabet game. Go back and forth saying a word for each letter of the alphabet. A teacher I know used to play with someone until they ran out of categories.
- 6. Make Your Own Dictionary:** Use a notebook or journal to make your own dictionary. Draw pictures to help you remember what the word means instead of definitions.
- 7. Describe It:** How many words can you use to describe it? What eating track (cat, lunch) or other things your child to describe how the food tastes, feels, smells or sounds using as many adjectives as they can.
- 8. Don't Say It!** While riding in the car or sitting at home designate a "no-no" word that you can't say for the day (for example, mom or go). In the lead of saying the word they must use a synonym.
- 9. Word Jar:** Create a category of word that are tricky when reading at home. Choose one word from the jar each week to learn and use in conversation.
- 10. Cut It Up:** Use a child newspaper or magazine and cut up words that are tricky to read. Use them in a journal or on a piece of paper. Look at the definition and use them in a sentence.

REPEATED AND TIMED READINGS

Read it out loud, read it together, read it independently! When you find a book your kiddo loves, read it and read it again! Kids like to read the same book over and over because once they know the words, they are able to enjoy it in a different way each time. Repeated readings help kids build oral reading fluency and better overall comprehension. Oral reading fluency is typically assessed in school with how many words your child can read in a minute given a grade level appropriate passage. You can practice oral reading fluency at home! Choose a book (using the rule of five) and have your student read it for only one minute, five times in a week. Record fluency below, be sure to subtract errors. An error would occur if a student says the wrong word when reading or repeats a word more than once.

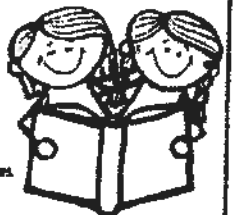
| ORAL READING FLUENCY | | | | | |
|-----------------------------|-------|-------|-------|-------|-------|
| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Words Read Per Minute | | | | | |
| Errors | | | | | |
| Total Words Read Per Minute | | | | | |

How many words should my child be reading in a minute given grade level appropriate text?

End of Kindergarten: N/A
 End of 1st Grade: 47 words
 End of 2nd Grade: 67 words
 End of 3rd Grade: 90 words
 End of 4th Grade: 115 words
 End of 5th grade: 130 words
(The reading fluency should be read with a accuracy rate of 95% or higher)

WHAT IS FAMILY LITERACY?

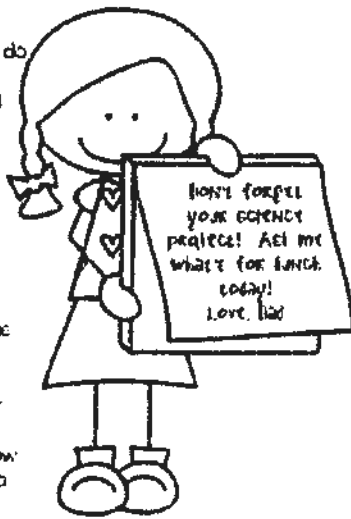
Family literacy is how a family interacts with literacy materials (text, words, illustrations, etc.) Family literacy can be practiced by reading books before bedtime, writing each other letters, playing word games, singing songs, or cooking together with literacy.



- Following are ten ways to increase family literacy:
- 1. Read, read, read!** Read books, magazines, newspapers and digital print!
 - 2. Ask your child about what they're reading.** Ask questions before, during and after reading.
 - 3. Write notes, e-mails, text or letters to each other each day.**
 - 4. Sing songs together.** Make up new songs too! The stiffer the better!
 - 5. Cook together.** Teach your child how to follow a recipe.
 - 6. Tell family jokes.**
 - 7. Play board games and word games together.** Have a family game night!
 - 8. Keep a family calendar.** Make family to-do lists and grocery lists. Write down wishes/goals for each season.
 - 9. Visit the library or bookstores together.** Check your local library for weekly read aloud classes.
 - 10. Create art projects together.** Display family artwork.

MAKING IT "STICK"!

We learn more from seeing than we do from any of our other senses. Use the power of sight to help your child learn many different skills. Stick (tape) word cards, picture cards, artwork or other learning tools in visual places around the house. Use the refrigerator, the bathroom mirror, or your child's door. As your child passes the cards around the house, ask about them. Have them read the words on the fridge, use the word in a sentence, give a word that rhymes or tell you a story using the word. Need your kiddo to remember something important? Write them a note, and stick it somewhere you know they will see it! The note doubles as a reminder and a chance to read.



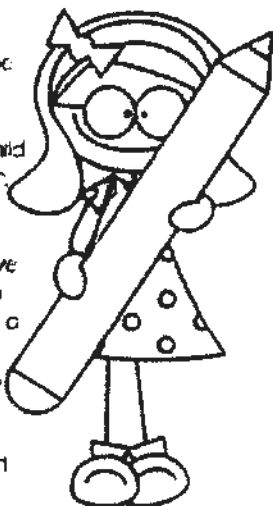
TEN WORD GAMES!

Word games are a great way to practice many different domains of reading. Here are some word games to play at home!

- 1. Guess My Word:** Give your child a card with a word you are thinking of. If they guess wrong, give them a clue. If they guess right, give them a synonym.
- 2. Beach Ball Words:** Write words on a beach ball. Toss it to your child. Have them read the word that is under their right hand. Toss it back and forth.
- 3. Magnetic Letters:** Have words with magnets written on the refrigerator or any magnetic surface. Give your child the letters, tell them the word and see if they can make it.
- 4. Book Game:** Put word cards down on the floor. Have your child stand in the middle. Call out the word and see how quickly they can get on it.
- 5. Dot Game:** Laminated word cards. Draw a red dot on the word, before giving the child a paper to draw a dot on the back of one of the cards. Turn it on your child see which one they can get on the floor or a table. Have your child guess which word is being the dot!
- 6. Shaving Cream:** Put shaving cream (or soap suds) on a plate. Write a word using your finger. Have your child read it.
- 7. Newspaper Words:** Give your child a word. Have them use a highlighter and find it in the newspaper. Highlight it when they've found it. Count how many times they've found it.
- 8. Show and Tell:** Give your child a word. Have them use a marker. Get on a word. Have your child write a picture for it. Have a sentence (choose a different task depending on your child's needs) for it and show you on the whiteboard.
- 9. Tic-Tac-Toe:** Draw a tic-tac-toe board. Write a word in each box. Before each turn, the player must read the word.
- 10. Card Games:** Give or write two sets of word cards. Play a card game with it. Get it or Memory.

PROVE IT!

Every time you read with your child be sure to ask questions before, during and after reading. While asking your AFTER reading questions have your child open the book and prove their answer. Ask them HOW they know the answer they provide. If you are reading something that can be written on, have your child highlight the answer. If you are not able to write on the text, use a post-it note to label the answer. Be aware that there are some questions you may ask that cannot be proven, such as "What does this story remind you of?" Finding the answer in the text is a great skill for readers to master.



DEVELOP A LOVE FOR READING!

Great readers truly love to read. All readers may not love to read novels but that's the great thing about reading, there are so many different kinds of text to read. It is important that your child find something that they love to read. Below are some tips to foster a LOVE of reading!

WE LOVE TO READ!

- Let your child explore all different kinds of text. Expose them to books, magazines, comics, e-books, newspapers and more! Let them choose what they want to read even if it may not be a great fit from time to time.
- Model great reading for your child. Show them how you can gain new information from text.
- Develop reading routines and establish reading times each day. Read aloud to your child.
- Take them to the library or bookstore. Ask your child's teacher for other ways to borrow books.
- Talk to your child about what they're reading. Ask them questions to check for understanding.



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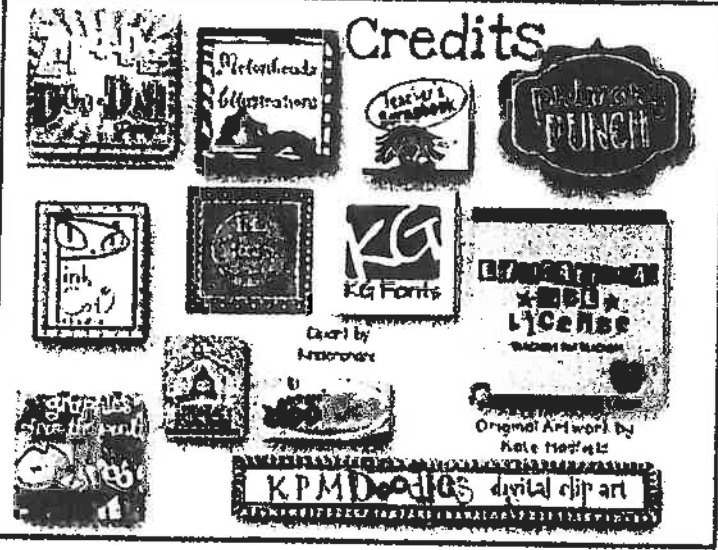
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*This site has been audited and language barriers should not be considered when using a product by a licensed teacher/educator.

Credits



5 things kids need before they can sound it out

Many parents are excited to teach their children to read. When deciding what to teach first, I imagine that many parents start with what they know-sounding it out.

/C/ /a/ /t/. Caaat. CAT.

Sounding out words is a developmental skill. We can introduce it gently, reintroduce it later, and provide opportunities for practice when it's finally "clicked."

But did you know that kids need to know quite a few things about reading before we should teach them to sound out words?

1. Concepts of Print

If yours is a reading house, you may find that your children develop concepts of print without a lot of instruction from you.

- They hold books correctly and turn pages in the right direction.
- They know that each word on a page represents a spoken word.
- They understand that text is read from left to right.

How to develop concepts of print

- Read to your child often.
- Introduce books by their title. Sometimes, draw attention to the author and illustrator.
- Make sure some of the books you read have large bold print, and point to the words as you read.
- Point out signs in your environment (the Cheerios box, and EXIT sign, and the sign at your grocery store). Help your child see that print is all around you.

2. Language and Listening Skills

As you read to your children, they'll develop language and listening skills which they need before they can become readers.

- They can retell a familiar story in their own words.
- They engage with a story as you read to them-asking questions ("Why did he say that?") and making personal connections ("I wish I could have that much ice cream!")
- They can answer simple questions about a story.

How to build language and listening skills

- Ask open ended questions as you read. Ask more "why" and "how" questions than "who" and "what."
- Explain unfamiliar words as you read.
- Encourage your children to play pretend.

3. Letter Knowledge

Obviously, kids need to know their alphabet before they're ready to sound out words.

- They recognize both upper and lower case letters. Obviously if you teach your child to sound out words with capital letters, he doesn't need to know the lowercase alphabet. But since most books are written with both upper and lower case letters, it's helpful if your child can recognize lowercase letters as well.
- They can name each letter's sound.

How to teach the alphabet

- At our house we start with our kids' names.
- We learn the rest of the alphabet by reading alphabet books and by playing a variety of games.
- We also like to explore the alphabet letter by letter in many hands-on ways.

4. Phonological and phonemic awareness

While we're learning the alphabet, we play games and do activities to lay a solid foundation of phonological and phonemic awareness. Sounds like teacher talk, right? Just remember that these are different from phonics because they are about LISTENING, not LOOKING. The following statements are true of children with phonological and phonemic awareness.

- They can count words
- They can count syllables in words.
- They can rhyme.
- They can put sounds together to make a word. If you say these sounds to your child, /f/ and /ish/, can he put them together to make fish? If you stretch a word and say it like this-mooooooooon-does your child know the word is moon?

- They can identify the first and last sound in a word. This is not the same thing as knowing the letter. For example, if you ask your child the first sound in the word *phone*, she should be able to answer /f/.

How to promote phonological and phonemic awareness:

- Give your child a cup with counters. Say a sentence in the normal way and then recite it very slowly. ("The sky is blue.") Can your child give you a counter for each word of the sentence?
- Teach your child to count syllables by starting with his own name. Then move on to other familiar words.
- Read rhyming books.
- Play rhyming games.

5. An interest in learning to read

If you're attempting to teach your child to sound out words and one or both of you are consistently frustrated, it will not end well. It may be that your child simply isn't ready for this skill (see the points), or it may be that it's not on her list of priorities. If children are motivated to learn to read, you can expect the following to be true:

- They enjoy being read to.
- They frequently ask you to read aloud.
- They pretend to read.

How to help children get excited to learn to read

- Let your child see the value of knowing how to read by reading in a variety of ways in her presence. This might mean reading a recipe, your favorite magazine, devotional material, or even your e-mail.
- Let your child choose books he loves when you read to him - but don't feel tied to books you're bored with.

Adapted from [The Measured Mom](#)
 Blog by Anno Geiger

Great Ways to Share a Book!

- ☺ Make a crossword puzzle.
- ☺ Read a book that has been made into a movie, or see a movie and then read the book.
- ☺ Rewrite the story as a picture book. Use simple vocabulary.
- ☺ Suggest some changes which you think the author might make in order to improve the book.
- ☺ Dress up as one of the characters and tell the story from a first person point of view.
- ☺ Make a time line to show the sequence of events.
- ☺ Prepare a short puppet show to tell the story to someone who hasn't read it.
- ☺ Write a letter to the school librarian telling why she or he should recommend the book to other students.
- ☺ Write a letter recommending the book to a friend or relative in another city.
- ☺ Write a book review for the local newspaper.
- ☺ Make a map showing where the story took place.
- ☺ Write a diary form the main character's viewpoint explaining the main points.
- ☺ Make up three different endings to the story.
- ☺ Write a letter to a character in the book. (Ask a question, protest some situation, make a complaint or suggestion...)
- ☺ Make a travel poster inviting tourists to visit the setting of the book.
- ☺ Make a poster advertising the book.
- ☺ Make up a quiz for someone else who has read or is going to read the book.

Reading Games

Refrigerator Magnets- Sentence and vocabulary building (magnets and 3x5 Index Cards.)

ABC Bags- Sound / letter matching (bags, shapes, and letters)

Clothespin Match- Matching game for any skill. Synonyms, antonyms, rhymes, parts of speech (wooden clothespins and heavy paper, 5x8 cards, or cardboard) *

Broken Hearts- Matching game for any skill. Students can self check. Compound word, upper/lower case letters, contractions. (heart shaped paper and scissors) *

Spinners- Practice, drill, and review. Sight words, letter identification and sounds, parts of speech. (sharpened pencil, paperclip, and paper) *

Word Rings- Increase sight word vocabulary. (3x5 cards, hole punch, and rings or yarn) *

Graphic Organizer- Cues to discuss what is happening in a story when reading together to assist with comprehension. (Just about anything to write on. See story map)

Treasure Hunt- Children read clues on Post-it notes to lead them to a surprise. Clues may be written, sequence of events from a story, or even the alphabet. (post-it notes and a surprise!) *

Making Words- Using letters to build words. Helping children find patterns to continue to make new words from. (letter cards)

Word Sorts- Children sort sets of words. This may be as easy as initial sounds or vowels, and continue to parts of speech or prefix/suffix. (3x5 cards and sorting space)

*Also can be great for math facts!

Questions?

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Creating Strategic Readers

Comprehension Strategy: Previewing

Previewing motivates the student to want to read the text. The student is able to get a sense of what the text is about. Readers will be able to relate to what they already know and form several opinions about what they are reading. They will have a better understanding about the text and what they would like to learn, and anticipate what might happen in the text.

Prompts for Previewing:

- *The title makes me think the book will be about...
- *I have read other books about this author. I think this book will be good because...
- *I noticed that the author...
- *What is the significance of the title?
- *Are you familiar with the topic of the selection?
- *What background information do you know about this text?

Comprehension Strategy: Predicting

Predicting is a strategy that helps readers set expectations for reading, connect early with the text for meaning, and decide what they think will happen. Predictions can be based on clues in the title, illustrations, and details within the text. After reading a portion of the text, the reader can confirm if their prediction is accurate and adjust when needed.

Prompts for Predicting:

- *What makes you think ____ is going to happen? Why?
- *What do you think the text is going to tell you about? What makes you think so? What evidence supports your prediction?
- *Try to imagine what is going on in the story.
- *Check your predictions to see if you were right.
- *Which details or clues from the selection did you use to make your prediction?

Comprehension Strategy: Questioning

Questioning is a strategy that helps readers to review content and to relate what they have learned to what they already know. Asking and generating questions also help students construct meaning, identify issues and ideas, enhance understanding, clarify confusion, solve problems and discover new information. Asking questions before reading allows readers to have a purpose for reading and what they want to learn while reading.

Prompts for Questioning:

- *What questions did you have while you were reading this text?
- *Where do you find the answers to your questions?
- *What differences of opinion between (name two characters) did you notice?
- *Before you start reading, ask three questions that you would like to find out about the text.
- *What information do you hope this text will include?
- *How does forming a question about the text help you comprehend it?

Comprehension Strategy: Inferring and Drawing Conclusions

Inferring is a strategy that allows the readers to merge their background knowledge with the text clues and come to a conclusion about an idea or theme. Drawing conclusions helps readers gather more information and ideas and understand the writer's point of view.

Prompts for Inferring and Drawing Conclusions:

- *I wonder...
- *What does the author want you to realize?
- *What clues did the author give that led to your conclusion?
- *What details or evidence supports your conclusion?
- *What is the story beneath the story?
- *Try to read between the lines.
- *How do you know that?
- *How do you think the character feels?
- *How do you combine the clues in the paragraph with what you already know to draw a conclusion?

Comprehension Strategy: Summarizing

Summarizing is a strategy that helps the reader identify and organize the essential information found within a text. Students summarize during reading by putting together information and focusing on the key elements of what they are reading.

Prompts for Summarizing:

- * What was the focus of the reading selection?
- * How could you say this using only a few sentences?
- * What clues are within the text features?
- * What does the author say?
- * What do you think is the main idea of this story? Of this paragraph?
- * Which words helped you describe the gist of the story?

Comprehension Strategy: Determining Importance

Determining Importance is a strategy that requires the reader to distinguish between what is important and what is merely interesting. The reader needs to make decisions as to what parts of a text deserve the most attention, remembering that not all the information presented is of equal value.

Prompts for Determining Importance:

- * What is essential?
- * How did you know these details were more important than other details?
- * What is the author's message?
- * Look carefully at the first and last line of each paragraph.
- * Use the margin to make notes.
- * Highlight only necessary words and phrases.
- * Show in the text what you read that was the most important idea.
- * Tell me about some of the important ideas that struck you.

Looking at Nonfiction

Comprehension Strategy: SQ3R

Survey, Question, Read, Recite, Review (See handout)

This strategy supports the learner's understanding of the structure of nonfiction reading, including text books.

Procedure:

- *Students survey the text for structural clues: titles, summaries, heading, graphs, charts, pictures, bold words.
- *Make a prediction
- *Ask a question corresponding to each structural clue (to help students relate information to what he/she already knows, and to give purpose for the reading)
- *Actually read the text with questions in mind.
- *Look away from the text to answer questions
- *Look back to text to complete or verify questions.

Comprehension Strategy: Understanding Parts of Informational Text

Informational text is not always sequential, and does not always need to be read beginning to end. Students need repeated and guided practice to use these features effectively.

Essential parts:

***Table of Contents-**

Allows readers to map a reading sequence

Overview of selections and sub selections

***Captions-**

Explain content and often draws attention to key information

Provides an example of a point made in the text

***Index-**

Provides quick access to a detailed overview

Enables a cross check of information

***Diagrams and Tables-**

Visual representation of information

Tables usually have a more than one set of information to compare or contrast

Key information emphasized

***Glossary-**

Mini dictionary to understand topics or terms within the author's context

Often has pronunciation guide and provides quick access to difficult words

***Blurb-**

Provides an overview and tempts the reader to dig deeper

Helps the reader set a purpose for reading

Unknown Vocabulary Can Effect Comprehension

Comprehension Strategy: Context Clues, Structural Analysis, Thesaurus (synonyms and antonyms)

Some students are excellent at decoding the words on the page, but academic language can often hinder understanding.

Prompts for determining difficulty:

- *Retell paragraph in your own words.
- *Mark or "tag" unfamiliar words
- *Can you replace that word with a synonym?

Strategies for Assistance:

- *Make "easy" resources available
- *Read other things aloud to you child (He/she is never too old)
- *Determine the importance of the unknown word
- *Mask the unknown word and practice using context clues
- *Mapping ☺

Comprehension Strategy: Visualizing and Sensory Imaging

Visualizing allows readers to make words on the page of a text real and concrete. It is also a springboard for memory recall and retention and it makes reading an active, personal, process.

Prompts for Visualizing:

- *Try to imagine the setting
- *What pictures came to your mind as you read this page?
- *What sensory details did the author use to help you create a picture of the story in your mind?
- *What sounds did you hear as you read?
- *Try to picture in your mind someone who would remind you of a character in the story.
- *Did you create a movie in your mind?
- *I can imagine what it is like to _____

Strategies for Practicing Visualization:

- *Draw a beginning, middle, end, of a read aloud.
- *Create a wordless picture book.
- *Act our visuals in a selection. Have props available.
- *Ask reader to respond to what could be seen, smelled, heard, touched, or tasted.

Resource:



Creating Strategic Readers: Techniques for Developing Competency in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension

By Valerie Ellery

Published by the International Reading Assoc.

SQ̄R

Name _____

Title of Book _____

Date _____

| Survey | Question? <small>when where who what</small> | Read/Recite/Review |
|--|--|--------------------|
| What is the title of the chapter? | 1. | 1. |
| Is there a chapter summary at the beginning or end of the chapter? | 2. | 2. |
| What are the main sub-headings in this chapter? | 3. | 3. |
| Are there any graphs, charts, or pictures? | 4. | 4. |
| Are there bold words or key vocabulary? | 5. | 5. |
| What do you think the chapter will be about? | 6. | 6. |

Adapted from Vacca & Vacca (1989)

name: _____

R

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O

Read a poem to mom or dad.

Listen to mom or dad read a story.

Go to the library with mom or dad and pick out books to read at home.

Read a story and tell mom or dad about the main characters.

Turn out the lights and read a story by flashlight.

Listen to mom or dad tell a story about something they remember about school.

Read a story with mom or dad. Make a connection to a character in the story.

Read a story. Tell mom or dad about the setting.

Select a book. You read a page and mom or dad reads a page. Take turns throughout the book.

Read two pages in a book to mom or dad with great expression!

You read a story. Think of 2 words to describe the story.

Listen to mom or dad make a prediction about a story you are reading.



Read a story together. Decide on a new title for the story.

Read a book with mom or dad. Each tells what they like about the book.

Read a non-fiction story together. Share 2 facts that you learned.

Make up a story when you are riding in the car with mom or dad.

Read a story together. Have mom or dad think of 2 words to describe the story.

Have mom or dad read a newspaper article to you. You tell about the article in your own words.

Read a story by yourself.

Tell mom and dad a prediction about a story before you start to read.

Read a story and tell mom or dad about the main characters.

Read a story. Talk with mom or dad about the illustrations.

Help mom or dad write a grocery list.

Listen to mom or dad tell about something that happened to them. You retell the story in your own words.