



Read at Home Plan

This guide includes reading activities
you can use at home for continued support and learning



MARTIN COUNTY
SCHOOL DISTRICT

M|C|S|D

Suggested At-Home Activities

Phonemic Awareness is the understanding that a spoken word is made up of different parts and that each of these parts makes a sound. Phonemic Awareness is an important building block for Phonics. Readers need to be able to distinguish, or make out, the individual sounds in spoken words before they can fully master matching sounds to letters.

- Make a name chart of the names of people in your family, favorite foods, places you've travelled, etc. Make tally marks for the number of syllables in each word.
- Demonstrate clapping a word into its syllables; ask your child to clap words into syllables.
- Write a word on a piece of paper with the letters spaced apart. Have your child drive a toy car over each letter saying the letter sound aloud. Continue doing this at increasingly faster speeds until your child can say the word fluently.
- Explain that rhymes are words that sound the same at the end. Make a list of rhyming words and keep them in a highly visible place, such as the bathroom mirror so your child can practice them often. Sing rhyming word songs such as, "Row, Row, Row Your Boat" or "Twinkle, Twinkle Little Star."
- Ask your child to make rhymes. "Can you tell me a word that rhymes with 'cake'?"
- Read rhyming books aloud to your child. As you read, have your child complete the rhyming word at the end of each line.
- Orally provide examples and non-examples of rhyming words. "Which words rhyme; cat and bat, or cat and dog?"
- Play a game in which you say a word and your child has to break apart the word into segmented sounds.
- Ask your child to stretch out the sounds in a word as if they are stretching a rubber band. For example, /b/ /a/ /t/.
- Say a sentence aloud and ask your child to count how many words are in the sentence.
- Play "I Spy" with your child, but instead of giving a color, use letter or letter sound indicators. Say "I spy something that starts with the letter c." Take turns being "it."
- Play the "Name Game." Replace the first letter of each family member's name with a different letter. For example, "Cake" for "Jake" or "Tevin or Kevin."
- Use alliteration to create sentences with words that start with the same letter. For example, Michael makes meatballs in March.
- Jump for sounds- Say a word and have your child jump for each sound in the word while saying the sound.

Phonics instruction teaches children how to connect the sounds they hear in spoken words to the letters they see in written words.

- Make letter sounds and have your child write the letter or letters that match the sounds.
- Point out words that begin with the same letter as your child's name. Discuss how the beginning sounds are the same. For example, *Jake* and *jump*.
- Make letter sounds and ask your child to draw the matching letters in sugar or sand or shaving cream.
- Use alphabet books and guessing games to give your child practice matching letters and sounds.
- Use flashcards to create a matching game to pair letters with letter-sounds.
- Write letters on pieces of paper or flashcards and put them in a paper bag. Let your child pick a letter and say the sound that matches the letter.
- Using letter tiles or letters written on pieces of paper hide a letter in your hand and let your child guess in which hand is the letter. If your child guesses the correct hand, they must say the letter name and sound in order to keep the letter. See how many letters your child can collect.
- Play word games that connect sounds with syllables and words (for example, if the letters "p-e-n" spell *pen*, how you spell *hen*?)

- Play “Go Fish” using alphabet cards.
- Read alphabet books to your child and ask him/her to name the items on each page that you know he/she can name successfully.
- Teach your child to match the letters in his/her name with the sounds in his/her name.
- Using letter flashcards hold up the cards one at a time and have your child say the sounds for each letter.
- Put a paper letter in each slot of an egg carton until you have all the letters of the alphabet in order. Say letter-sounds and ask your child to pick out the letters that match those sounds.
- Building Words: Use magnetic letters to make a three-letter word on the refrigerator. Have your child read the word and use it in a sentence. Every day, change one letter to make a new word. Start by changing only the beginning letter (cat, bat, hat, sat, etc.), then change only the ending letter (pat, pal, pad, pan). Finally, change only the middle letter (pan, pen, pin, and pun).
- Hunt for Words: Choose a letter and 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. Keep the list in a highly visible spot so that your child has repeated exposure to those words.
- Labeling Words: When reading with your child, keep Post-it notes handy. Have your child choose objects throughout the book and write the word on a Post-it. Put the note in the book to read each time you come to that page.
- Writing Words: Send your child notes in his/her backpack or lunchbox, place a note on his/her 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 overly concerned about spelling. Instead, help your child sound out the words to the best of his/her ability.
- Practicing Words with Pictures: Choose pictures from a catalog or magazine. Say the name of the picture and have your child say the sound that the picture begins with and the name of that letter.
- Making Words: For this game, you will need magnetic letters and three bags. Put half of the consonants into the first bag. Put the vowels into the middle bag, and put the remaining consonants into the last bag. Have your child pull one letter from each bag. Next, he/she will read the word and decide if it is a real word or a nonsense word. Take turns, replacing the vowels as needed until there are no more consonants left.
- Teach your child to recognize the letters in his or her name.
- Look through newspaper ads with your child. Point out things that he/she recognizes and ask if they know what letter the object starts with.
- Hunt through newspapers or magazines for letters and sounds that your child knows.
- Write letters with your finger on your child’s back. Switch.
- Make alphabet letters out of Play-doh or clay.
- Ask your child to read environmental print (signs with names of stores, restaurants, etc.)
- Discuss how names are similar and different.
- Make letters or words out of pipe cleaners. Practice saying the sounds aloud.
- Hints for sounding out words:
 - Initial Sound – 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 – Say each sound separately /s/ /a/ /d/. After your child can “sound it out”, then ask them to say it together, or “blend” the sounds (sad).
 - Familiar Parts – When your child starts reading longer words, have him or her notice the parts of the word that he/she already knows.

High-Frequency Words are the words that appear most often in what children read. Learning to recognize these words automatically helps students read more quickly and easily, which gives them a better opportunity to understand what they are reading. **Fluency** is the ability to read a text accurately, quickly, and with expression. It is important because it provides a bridge between word recognition and comprehension.

- Recite nursery rhymes and poems to build familiar phrases in speech.
- When you read a story, use appropriate expression during dialogue. Encourage your child to mimic your expressive reading.
- Show your child how to appropriately read punctuation, such as question marks and exclamation points.
- Sing your child's favorite songs. Have them repeat their favorite lines of the song.
- Use different voices for the characters in a story. Model how to change your voice while reading to your child and then have them try it with a different character.
- Record what you read. After practicing a passage several times, record your child as he/she reads. Once recorded, your child can listen to the reading and follow along in the book. Many times, he or she will want to go back and record it again to make it better!
- Make your own books of favorite songs for your child to practice reading.
- Read to different audiences. When a reader keeps the audience in mind, he/she knows that the reading must be fluent and expressive. Your child can read to pets, siblings, neighbors, and stuffed animals.
- Make high frequency word flashcards. Practice these words in the car, at the dinner table, or while waiting at the doctor's office.
- Choose a passage or book that is not too difficult for your child. Read the passage aloud to your child, and then read it together, helping him/her to figure out any tricky words. Next challenge your child to read it alone, focusing on accuracy. Reread the passage frequently until he/she can read it fluently and with expression.
- Listen to books on tape.
- Point out high frequency words in texts that you read with your child.
- In a repetitive text, ask your child to repeat the familiar phrases with you. When he/she is comfortable with this phrase, ask him/her to read that phrase whenever it comes up in the text.
- Focus on specific high frequency words that may be confusing or have multiple meanings. For example- there, their, they're.

Vocabulary is the name for the words a student knows. The more words a student knows, the easier it is to understand what he or she reads. Students grow their vocabularies by hearing and reading new words, talking about words, and being taught specific words.

- Before you read to or with your child, preview the text. Scan through the book and choose a few words that you think might be interesting or unfamiliar to your child. Tell your child what the words are as well as what they mean. As you read the book, have your child listen for those words.
- Play "Hot Potato" with words. Depending on your child's age or reading ability, you can play using categories (ex: colors, holidays), prefixes/suffixes, or synonyms/antonyms. If the child shares an incorrect meaning, guide him/her to the correct meaning.
- Introduce your child to a variety of experiences to help build background knowledge he/she can use while making sense of print.
- Use a variety of words to describe feelings and emotions. Offer synonyms for commonly used words, such as "happy" or "sad."
- Use the language of books that your child will experience in school such as author, title, illustrator, title page, etc.

- Read aloud to your child even after he/she can read independently. Choose books above your child's level because they are likely to contain challenging vocabulary. This teaches children new words and how they are used in context.
- Be word collectors! Have each family member be on the lookout for new and interesting words each day. At the end of the day, have everyone share their words and what they mean. Challenge your family members to use these words in future conversations.
- Discuss transition words such as first, last, beginning, middle, etc.
- Before reading a book, ask your child to make a list of words about the topic of the book. After reading, extend the list using new words from the book.
- When you read a book, ask your child to identify categories for words he/she has read.
- Discuss positional words such as beside, below, under, over, etc. Make it into a game at dinner by asking your child to place his/her fork in different places in relation to his/her plate.
- Play "categories" with your child. Name a topic such as "farms" and ask your child to think of all of the words he/she can relate to that topic. This is a great way to build word knowledge.
- Discuss opposites.

Comprehension: Literature describes a student's ability to understand types of writing that are usually made up, or fictional. Stories are the literary texts that students read most often, but plays and poems are also examples of literary texts.

- Before reading:
 - Point out the title and author of a book. Discuss other books your child may have read by the same author.
 - Look at the picture on the cover and make predictions by asking, "What do you think is going to happen in the story? Why?" This will set a purpose for reading.
 - Scan the pages looking for some unfamiliar words.
- During reading:
 - Stop every now and then to ask your child to tell you what has happened so far.
 - Ask your child to predict what he/she thinks will happen next.
 - Describe the characters throughout the story. Have your child support their findings with details from the text. "Did the character(s) change? How do you know?"
 - Ask for your child's opinion. "Do you think the character did the right (or wrong) thing? How do you feel about that choice?"
 - Explain unfamiliar words using context clues, pictures, and background knowledge.
- After reading:
 - Ask your child to retell the story from the beginning.
 - Share your opinions with each other. "What was your favorite part? Why?"

Comprehension: Informational Text describes a student's ability to understand types of writing that are usually true. Books about science or history are examples of informational text, as are newspaper articles or magazine articles.

- Before reading:
 - Point out the title and author.
 - Look at the picture on the front cover and ask, "What do you think you'll learn in this book?" This will help your child consider what he/she already knows about the topic.
 - Explore the table of contents. You may decide to read the book from cover to cover, or go directly to a specific section.
- During reading:
 - Pay attention to captions, headings, sidebars, or any other information on the page. Readers often tend to overlook these parts of a text, so it is a good idea to show that the author includes information in these "extra" parts.
 - Identify any new vocabulary.

- After reading:
 - Ask, “What was the book mostly about? What else do you still want to know?”

Monitoring comprehension is a process in which students determine whether they understand what they are reading. If they realize that they cannot articulate the main idea of the passage, they can take steps to repair their **comprehension** before continuing to read.

Some other ways to ensure that your child comprehends a text can include:

- Ask your child who, what, when, where, why, and how questions about an event in his/her day. The more your child practices describing every day events, the easier it will transfer to his/her reading habits. Once your child is comfortable answering these questions about his/her experiences, try asking these questions about a book you’ve read together.
- When you read aloud to your child, talk about what you are thinking. It is your chance to show your child that reading is much more than just putting together words in a sentence. Communicate your feelings about the book, what you think will happen next, or your opinion about a choice a character made.
- Choose a comic strip from the newspaper. Cut out each square and mix them up. Have your child put them in order and describe what is happening. Encourage the use of transition words such as first, next, then, last, etc. If your child is not able to read the comic, read it aloud and ask them to identify the beginning, middle, and end of the comic.
- Sequence errands or activities in your day by discussing what you will do today. Use sequencing words (first, next, last, finally, beginning) when describing your trip.
- While reading a book, discuss child how the pictures match the words on the page. Are they examples of vocabulary words in a nonfiction text? Do they describe the setting or an event that is happening in a literary text? Does the picture show the character’s emotion?
- Help your child make connections between what he/she is reading and his/her own real-life experiences. You might ask, “Is there anything you read that reminds you of something that has happened to you?”
- Make puppets or use stuffed animals to help retell important parts of the book.
- While reading, pause to discuss deeper meaning thoughts such as cause and effect relationships. You may also make inferences based on a character’s actions.
- Write information or events from the text on flash cards. Have your child sequence them by beginning, middle, and end or group them based on topic.
- Discuss heading and subheadings or the names of chapters. What information might you find in each section?
- Ask questions about character traits. “Was your character bossy? Which character do you think was kind? What did they do to show you this?”

Helpful Websites

ABCya!: Offers educational games for grades K – 5.

<http://www.abcya.com/>

Flocabulary: Flocabulary is a learning program for all grades that uses educational music to engage students and increase achievement across the curriculum.

www.flocabulary.com

Imagination Soup: Reading lists and book recommendations for children in grades 1st – 8th.

<https://imaginationsoup.net/2015/05/03/summer-reading-list-for-kids/>

i-Ready: Students in grades K-5 use this online diagnostic and instruction program. Home Connections is a resource page for parents on their i-Ready Central webpage.

<http://i-readycentral.com/home-connections/>

Martin County School District: The school district’s approved instructional materials page outlines the English Language Arts Curriculum K-12.

http://www.martinschools.org/pages/Martin_County_School_District/Instructional_Services/7050392929957238116

Newsela: This website offers articles related to current events as well as nonfiction articles searchable by category or keyword.

<https://newsela.com/>

Reading Rockets: This website offers ideas to keep students and families engaged in literacy throughout the summer months.

<http://www.readingrockets.org/article/get-ready-summer-ideas-teachers-share-families#online>

Start with a Book: Free, engaging, research-based ideas build on what young children already like — dinosaurs, building, animals, sports, superheroes, music, and more — so that parents can have fun and interact meaningfully with children while helping to strengthen their reading skills.

<http://www.startwithabook.org/>

Read-Write-Think: A reading and language arts resource to introduce and encourage literacy through age-appropriate activities.

<http://www.readwritethink.org/parent-afterschool-resources/>

Starfall: An online program that teaches children to read through phonics instruction.

<http://www.starfall.com/>

Storyline Online: Offers read alouds of popular children's books to model fluency and expressive reading.

<http://www.storylineonline.net/about-us/>

RAZ Kids: Offers leveled eBooks for student reading.

<https://www.raz-kids.com/>