



Read at Home Plan

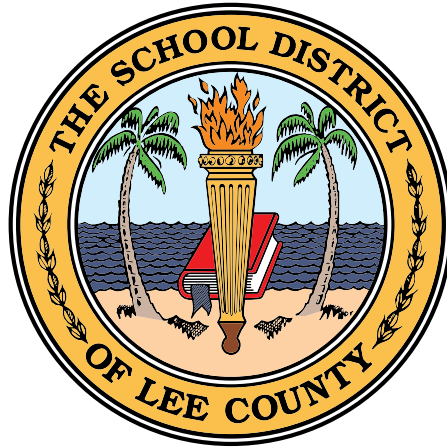
School District of Lee County



Table of Contents

Letter to the Parents and Guardians	3
Supporting Data	4
How can I help my child?	5
Essential Elements of Reading	6
Phonological Awareness	7
Phonics	9
Fluency	11
Vocabulary	13
Comprehension	15
Resources Available to my Family	17





Letter to Parents and Guardians

Dear Parents and Guardians,

Thank you for being your child's first teacher. We appreciate and support your desire to further enhance the reading success of your student. Including 20 minutes a day of reading in your home routine can make a drastic impact on their ability to read and speak proficiently by improving all aspects of their oral and written language development. By simply incorporating a few new activities, you will create a positive relationship with books for your child, and enjoy time together as a family.

The purpose of the Read-At-Home Plan is to provide you with guidance and helpful resources. The multisensory activities in this plan will increase your child's ability to learn and remember new information through movement, listening, visual aids, and touch. In the end, we are all working toward the same goal-fostering successful readers through the process of language acquisition.

Thank you for all you do,
The Lee County School District



Why read 20 minutes at home everyday?



Student "A" Reads

Student "B" Reads

Student "C" 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

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

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

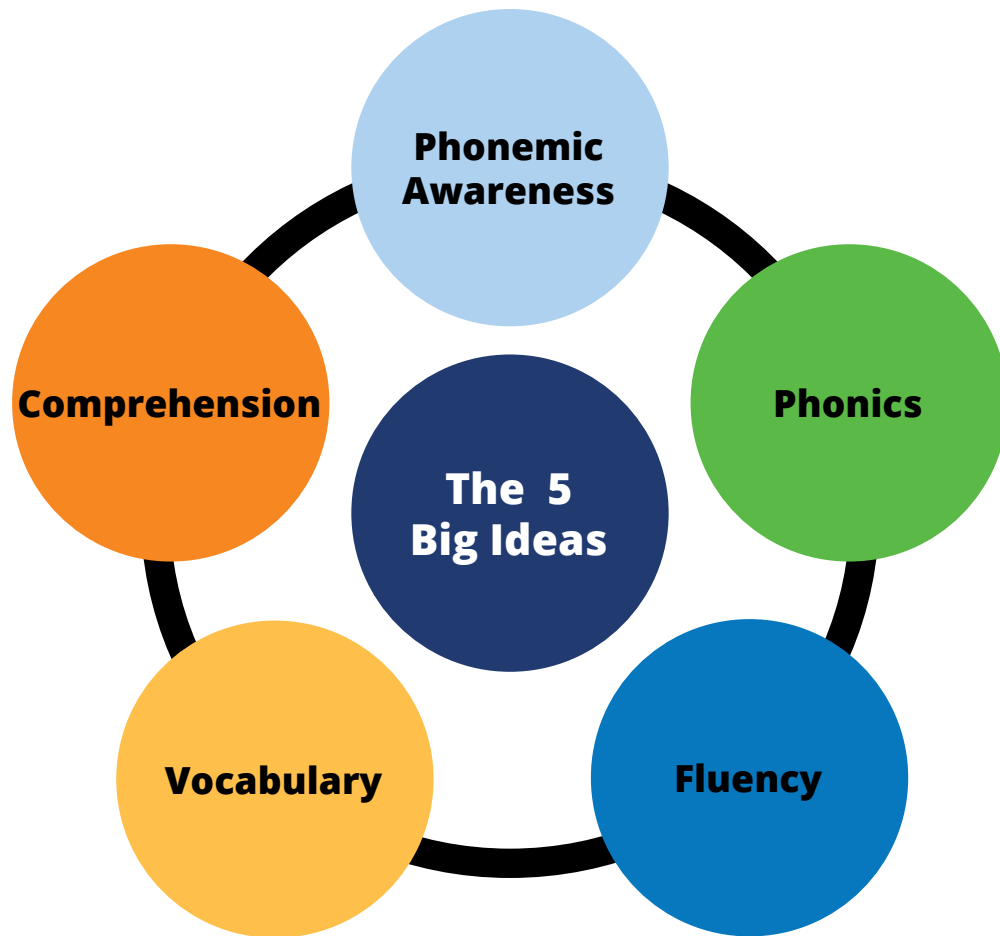


How can I support my child?

Your child will love the time you spend reading with them. That alone will make reading a positive experience. When reading together at home, you can follow these steps in order to increase the impact your quality time has on their reading.

Before You Begin	During Your Reading	After You Finish
Discuss the purpose of the reading.	Ask questions as you read. Talk about how you would find the answer to model good reading.	Summarize the text by only including the important details.
Introduce the title, author, and cover.	Paraphrase parts of the text, or rephrassome of it in your own words.	Discuss their favorite and least favorite parts.
Make predictions by looking at the images or visuals within the text.	Draw conclusions about the events in the text Example: "I think the author included this part to show..."	Discuss to find if they would recommend the book to a friend. Why, or why not.
Make a connection to *Book to Book *Book to Self *Book to World	Make predictions about how the book will end	Ask the student to make suggestions that would change the book.

Essential Elements of Reading



Phonological Awareness - being able to hear and manipulate the sounds that letters make

Phonics - understanding each letter has a sound(s) and how they work together in written/ spoken language

Fluency - accurate and on pace reading of a text

Vocabulary - using a variety of words to listen, speak, read, and write

Comprehension - understanding what is being read by actively engaging in the text to make sense.

Phonological Awareness

Phonological awareness focuses on the spoken part of our language. A student with strong phonological awareness can:

- ❑ identify words that rhyme (bat and cat)
- ❑ identify alliteration (repeating starting sounds)
- ❑ break apart a sentence into words
- ❑ identify the syllables in a word



This skill eventually morphs into phonemic awareness allowing the student to begin blending sounds to make words, or even deleting and changing sounds in to create new words.

For example:

“Say the word match”

“Now, say that word, but replace the m with a p sound”

“Patch”



Phonological Awareness Activities

Wordset Activities:

1. First person says a sentence. Then, take turns switching one word at a time in the sentence.
2. Child can use tally marks or beads to count the number of words in a sentence.
3. Read a sentence aloud. Then, have the child hop to show you the number of words in a sentence.



Syllable Activities:

1. Clapping syllables is an easy way to increase phonemic awareness. Start with the child's name, and then progress to other words they are familiar with. For example, Joanna is a three-clap name.
2. Using the song, "Head, Shoulders, Knees, and Toes" 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.
3. Gather pictures of familiar objects. Have the student say the word and write a line for each syllable in the word.

Rhyming Activities:

1. First person says a word. Then, toss a ball or beanbag to another person who must generate a rhyming word.
2. Children choose a card with a word or picture from a bag. They must generate a rhyming word or put the card back in. Add a few cards that say "Bounce". When a child draws a "bounce" card, he or she must put all cards back in the container.

Phonics

Phonics is connecting the sounds that letters make to the actual spelling of words. This will allow students to begin decoding, or sounding out, words. Phonics is crucial to developing successful readers. A student with strong phonics skills can:

- ❑ Sound out unfamiliar words
- ❑ Attend to each word in a sentence
- ❑ Identify words more efficiently
- ❑ Spell new words by applying phonics lessons



When children master the phonics building blocks, they are then able to decode words quickly. As a result, the child can read more fluently, which is better for their comprehension of the entire text.

Ultimately, mastering phonics is what builds more confident readers.

There are some words that don't follow the phonics rules. These words should be treated as sight words, and can be mastered through repetition. An example of this would be through the use of flashcards.



Phonics Activities

1. With a blank sheet of paper, choose a beginning sound to focus on, Take turns drawing things that begin with that sound.
2. Using an old newspaper or magazine, search and find words that have a certain sound. For example, finding words with /oo/ or /ee/.
3. Using an empty box, ask the child to fill the box with an item from the house that begins with a specific phoneme. For example, "I need to fill the box with something that starts with a /b/ sound."
4. Have a family member or friend send a note to your child. When your child receives a note, have him/her write back. Don't correct the spelling. Focus on having your child sound out the words to the best of his/her ability.



Fluency

Fluency is the ability to read with speed, accuracy, and the proper inflection/ expression. This can be practiced when reading alone or reading aloud. A fluent reader can:

- Read a text out loud in a smooth way
- Put forth minimal effort when decoding unfamiliar words
- Acknowledge punctuation and react appropriately
- Summarize what was read to show basic comprehension



Choosing the “right” book is key to developing fluency. A student should be able to read approximately 95% of text correctly. If they struggle to do that, the book may be too difficult, which could result in frustration for the student. An easy way to assess a book to see if it is a good fit for your student is to have them read the first page to you. Your student should be able to do this with almost complete accuracy.

When fluency becomes natural to a student, they are able to transfer their focus to comprehending the text on a deeper level versus focusing on pronouncing each word. This allows for the student to become more automatic while engaging in a text, thus encouraging their mind to explore the author’s point of view, theme, and other more complex skills.

Most fluency practice is simply done by providing the student with a new piece of text to read out loud, and then timing them for one minute. When finished, the reader should review the errors made and count the number of words they were able to read completely.

Again, remember this skill is all about speed, accuracy, and proper expression.

Fluency Activities

1. Audio books are a great way for students to hear quality fluency. When possible, pair the audio book with a physical copy of the book for students to follow along with.
2. When reading together, use a variety of voices for each character. Discuss the events and how a character would sound if they were in that situation.
3. Allow your student to record themselves reading a book. Encourage them to read it a few more times, then record again. They will be able to hear themselves improve!
4. Playing “Repeat After Me” where the student repeats what was read in the same way it was presented to them. This will allow the reader to model quality reading and giving the student a chance to practice.
5. Let your student become a performer by reading to different audiences. Younger students could begin by reading to stuffed animals or even their pets. Older students can transition to reading with a family member or friend on the phone.



Vocabulary

Vocabulary is the students' ever growing knowledge and memory of words and their meaning. There are two basic types of vocabulary including:

- ❑ Receptive vocabulary: words your student will understand when they are read or spoken to.
- ❑ Expressive vocabulary: words your student knows well enough to include in their speech and writing.



There are many strategies that can be used to help your student increase their vocabulary. However, the best ones are based in exposure. When a child hears a word being used, discovers the meaning, makes a connection, and then attempts to use the word for themselves they are able to build their vocabulary. In order to be able to find the meaning of an unfamiliar word, a student must understand the majority of the text it is being used in.

It is during this time that reading along with your student becomes extremely important. Choosing books above their level and working through them together will provide solid support with all vocabulary.



Vocabulary Activities

1. Hot Potato Vocabulary can be played by choosing a topic (i.e. pets, transportation, colors, etc). One person starts with the ball and names something in that topic, then passes the ball to the next person who would say a different word in the same topic. For example, if the topic were outer space one person could say, “planets” followed by “galaxy”. The game continues until the group runs out of answers.
2. Hot Potato Synonyms and Antonyms can be played in the same way, except the players will choose to name words that mean the same or opposite of the original word. For example, synonyms for “cold” would be “chilly, frigid, freezing”.
3. Before you read a story with your student, preview the book and find 2-3 words that you think are interesting. Explain what the words are and what they mean. As you read, your student will actively listen for the words to be mentioned.
4. Make an obstacle course at your home. Using directional words such as over, under, next, beside is a great way to build vocabulary. This game enhances word usage, physical movement, and following directions.
5. Before reading a story with your student, introduce the topic and set a timer for one minute. In that one minute your student will try to name as many words as possible that are related to the topic. For example, if the book is about a farm, they might mention cows, chickens, goats, horses, etc.
6. Host a Word Collecting contest at your dinner table. Remind each member of your family to be on the lookout for new and exciting words. At the end of the day each person will share the words they found and what they think they mean. Encourage your student to try to use their new word in a conversation.
7. Choose a new word to explore with your family. After finding the meaning of the word, use old newspapers, magazines, or advertisements to create word collages. Let that word become a “word of the week” in your home.



Comprehension

Comprehension is the final stage of reading, or the end goal. It means that a student can truly understand and draw meaning from a text. Students who do not struggle with comprehension are more likely to enjoy the reading process, and more likely to read for pleasure. A student who has strong comprehension can:

- Focus attention on important information
- Identify the main idea
- Verbally respond to questions
- Apply the new information gained through reading



Learning to comprehend a text is not a skill that is only taught in elementary school. These skills are taught, redefined, and practiced continually throughout life. Practicing comprehension can occur in its most basic form by reading a story with your student, and discussing what you read.

Reading comprehension is important because without it, reading the words does not provide student with any gained information.



Comprehension Activities

Fiction (story) Comprehension	Non-Fiction (facts) Comprehension
<p>Create or find a comic that consists of a few pictures squares. Cut the squares apart, and give them to your student. Ask them to put the pictures in order from the beginning to the end.</p>	<p>Ask your students W questions- Who, What, When, Where, and Why about their day.</p>
<p>While reading, ask questions like, "Do you feel like the character made the right decision?" or "Why do you think that happened?"</p>	<p>While reading, draw attention to any headings, bold words, or pictures. Ask questions such as, "How does that picture help you understand the text?"</p>
<p>Make connections between characters the student is familiar with and themselves or other family members.</p>	<p>When looking through family albums, have you student create captions to explain what is happening in the pictures.</p>
<p>Together with your student, draw a picture of your favorite part of the story. Talk about the events and explain why you liked this part of the story.</p>	<p>Talk about which part of the text was confusing. Help draw a visual aid that might support the text.</p>

Resources Available to my Family

These resources are approved and utilized throughout our school district. Your child will be able to recognize many of them, as they are used every day in their school. Please be sure to have their log-in and password in order to gain full access.



I-Ready has a pre-created learning path for your student to help them become better readers!

Sora - Overdrive is an online library with access to 1,000 of titles/ e-books in all different levels.



Accelerated Reader puts students in the driver's seat while engaging in quizzes and activities help hone students' reading skills with authentic practice—encouraging growth.

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Launching young readers!

Reading Rockets



readwritethink

