

Read at Home Plan Grades K-1



Provided By: Lawton Elementary

Adopted from: www.mde.k.12.ms.us/literacy

Phonemic Awareness Activities K-1



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

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

Activities

- 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/, /o/, /g/.” Have your child do the same.
- Play a game in which you say a word, and your child has to break apart all of 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/ /o/ /g/.
- Play the “**Silly Name Game.**” Replace the first letter of each family member’s name with a different letter. For example: *Tob* for *Bob*, *Watt* for *Matt*, etc.
- Say a sentence aloud and ask your child to determine how many words were in the sentence.
- Explain that rhymes are words that sound the same at the end.
- Read books containing rhymes over and over again.
- As you read, have your child complete the rhyming word at the end of each line.
- Orally provide pairs of words that rhyme and pairs that do not rhyme. For example: “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*?”
- Sing rhyming songs like “*Row, Row, Row Your Boat*” or “*Twinkle, Twinkle, Little Star.*”
- To help your child segment (separate) sounds in words:
 - Give your child three to five blocks, beads, bingo chips, or similar items. Say a word, and have your child move an object for each sound in the word.
 - Play *Head, Shoulders, Knees, and Toes* with sounds. Say a word and have your child touch his/her head for the first sound, shoulders for the second sound, and knees for the third, while saying each sound.
 - Jump for Sounds: Say a word, and have your child jump for each sound in the word while saying the sound.



Phonics Activities K-1

Letters and Sounds

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, sh, 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

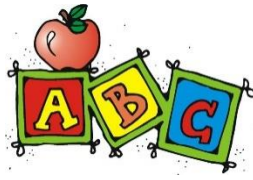




Activities

- **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 the first bag. That will be the first letter of his/her word. Then have your child pull from the vowel bag for the second letter of the word and from the other consonant bag for the third letter of the word. Next, the child will read the word and decide if it's a real word or a nonsense word. Take turns by replacing the vowels as needed until there are no more consonants left.
- **Labeling Words:** When reading with your child, keep Post-It notes handy. Every so often, have your child choose one object in the picture and write the word on a Post-It. Put the note in the book to read each time you come to that page.
- **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.
- **Hunting 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. For example, if the target sound is /m/, the child might find and write *mop*, *mat*, *mom*, *money*, and *microwave*.
- 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 (/s/, /a/, /t/). This is called sounding it out. 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*.
- Teach your child to recognize letters in his or her name.
- 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. Example: If the letters "p-e-n" spell *pen*, how do you spell *hen*?



Phonics K-1 (continued)



- Write letters on cards. Hold up the cards one at a time, and have your child say the sound.
- Teach your child to match the letters in his/her name with the sounds in his/her name.
- Point out words that begin with the same letter as your child's name (Example: John & jump).
- Use alphabet books and guessing games to give your child practice in matching letters and sounds. A good example is the game, "I am thinking of something that starts with /t/."
- Write letters on pieces of paper and put them in a paper bag. Let your child reach into the bag and take out letters. Have your child say the sounds that match the letters.
- Take a letter and hide it in your hand. Let your child guess the hand that your letter is in. Then show the letter, and have your child say the name and make the letter sound.
- Make letter sounds and ask your child to draw the matching letters in cornmeal or sand. 
- Make alphabet letters out of Play-doh. 
- Take egg cartons and put paper letters in each slot until you have all of the letters in the alphabet in order. Give your child a letter sound, and have your child pick out the letter that matches the sound.
- **Building Words:** Using magnetic letters or letter tiles, make a three-letter word. 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, sat, hat, mat). Then change only the ending letter (pal, pat, pan). Finally, change only the middle letter (pan, pen, pin, pun).
- Give your child a small car (such as a Matchbox car). Write a three to four letter word on a piece of paper with the letters spaced apart. Have your child drive the car over each letter saying the letter sound. Have your child begin driving the car slowly over the letters, and then drive over them again slightly faster. Continue until the word is said at a good rate.



Fluency Activities K-1

Fluency is the ability to read at a sufficient rate to support understanding. This includes:

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



Activities

- **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 to help 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 aloud again paying attention to fluency and expression. The goal is to sound smooth and natural.
- **Using 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 add variety to repeated readings.
- **Read to Different Audiences:** Reading aloud is a way to communicate to an audience. When a reader keeps the audience in mind, he/she knows that his reading must be fluent and expressive. Provide a variety of opportunities for your child to read to an audience. Your child can read to a stuffed animal, pet, sibling, neighbor, grandparent, or 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 his/her reading. Once recorded, your child can listen to his/her 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, model appropriate expression during dialogue. Encourage your child to mimic your expression. Talk with him/her about what expression means. For example, if the character is excited about going to the park, he/she should sound like that in his/her voice. Encourage your child to repeat key phrases or dialogue.
- Recite nursery rhymes and poems to build familiar phrases in speech.
- In a repetitive text/story, ask your child to repeat the familiar phrase with you. For example, in the story, "The House that Jack Built," your child can recite with you the phrase "in the house that Jack built."
- Point out punctuation marks that aid expression such as question marks, exclamation points and quotation marks. Demonstrate how your voice changes as you read for each. Only focus on one during a book. Remember, it is most important to enjoy the story.
- Encourage your child to sing a favorite song and repeat their favorite lines of the song.
- **Make your own books of favorite songs for your child to practice reading.** This builds confidence and helps your child identify him/herself as a reader.
- Say a sentence to your child, and ask him/her to repeat it to you. Challenge your child to increase the number of words he/she can repeat. As you say it, put it into meaningful phrases. For example: *The boy went/ to the store/ with his mother.*
- Alternate repeating the favorite lines of a poem or nursery rhyme with your child. He/she will mimic your phrasing and expression.



Vocabulary Activities K-1



Vocabulary is a student's knowledge of and memory for word meanings. This include:

- **Receptive Vocabulary** (words we understand when read or spoken to us)
- **Expressive Vocabulary** (words we know well enough to use in speaking and writing).

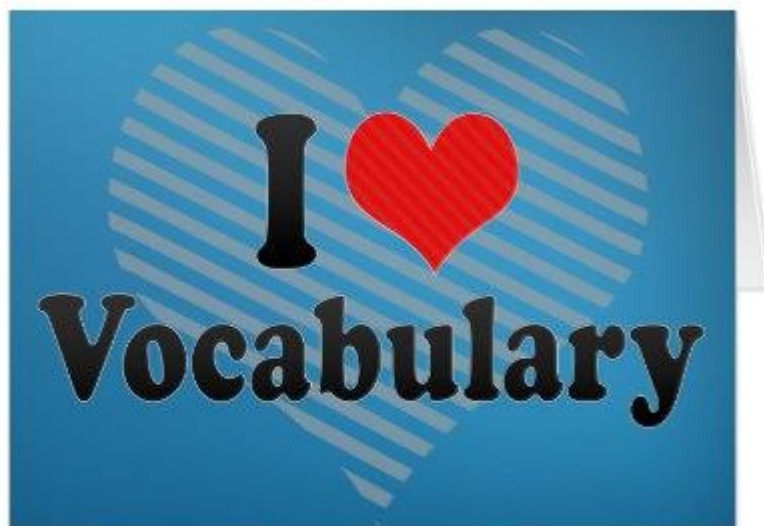
Activities

- **Read Aloud:** Continue to read aloud to your child even after he/she is able to read independently. Choose books above your child's level, because they are likely to contain broader vocabulary. This way, you are actually teaching him/her new words and how they are used in context.
- **Preview Words:** Before reading with your child, scan through the book. Choose two words that you think might be interesting or unfamiliar to your child. Tell your child what the words are and what they mean. As you read the book, have your child listen for those words.
- **Hot Potato (Version 1):** Play Hot Potato with 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 your child might say, *freezing*. Then you could say, *chilly*, and so on. Try the game again with antonyms (opposites).
- **Hot Potato (Version 2):** Play Hot Potato with categories. For younger children, the categories can be simple (pets, clothes, family members). For older children, the categories can be quite complex (the Revolutionary War, astronomy, math terms).
- **Word Collecting:** Have each family member be on the lookout for interesting words that they heard that day. At dinner or bedtime, have everyone share the word they collected and tell what they think it means. If the child shares an incorrect meaning, guide him/her to the correct meaning. Try to use some of the words in conversation.
- Introduce your child to a variety of experiences to help build background knowledge he/she can use while making sense of print by taking him/her to the park, museums, the zoo, etc.
- Play "categories" with your child. Name a topic such as "farms" and ask your child to think of all the words he/she can related to the topic.
- Discuss opposites (antonyms).
- Discuss positional words such as beside, below, under, over, etc. Make it into a game at dinner by asking your child to place his/her fork in different places in relation to his/her plate. For example, "Put your fork above your plate."
- Use the language of books such as author, title, illustrator, title page, etc.
- Discuss ordinal words such as *first*, *last*, *beginning*, *middle*, etc.
- Talk about how things are similar/alike as well as how things are different. For example: How is a dog like a cat? How is a dog different from a cat?"
- Use a variety of words to describe feelings and emotions. For example, you might talk about the way your child feels when he/she is happy. You can validate his/her feelings by saying, "I'm so glad you're joyful today! You sure look happy."



Vocabulary Activities K-1 (continued)

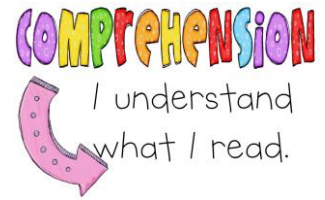
- When you read a book about a topic, ask him/her to tell you all the words related to it. For example, if you read a book about a dog, he/she might say dog, puppies, toy, food, play, or leash. Add other words to help expand upon what he/she says.
- When you read a book, ask your child to identify categories for words he/she has read. For example, if you read a book about pumpkins, you could put the words pumpkin, leaf, stem, and seeds into a category about the parts of a plant.
- Trips to everyday places build vocabulary. Discuss what you are doing and seeing as you are going through the store. For example, "I'm here in the bakery. I can find donuts, cookies, and bread." Ask your child, "What else do you think I can find here?"



Comprehension Activities K-1

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 through reading.



Activities

- **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.”
- **Everyday Comprehension:** Ask your child who, what, when, where, why, and how questions about an event in his/her day. For example, if your child attended a party, you could ask, “Who was there? What did you do? When did you have cake? Where did you go? Why did the invitation have dogs on it?” Once your child is comfortable answering these questions about his/her experience, try asking these questions about a book you’ve read together.
- **Think Aloud:** When you read aloud to your child, talk about what you are thinking. This is an opportunity to show your child that reading is more than just figuring out the words. Describe how you feel about what’s going on in the book, what you think will happen next, or what you thought about a character’s choice.

Reading Fiction

- **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 the 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?”

Reading Nonfiction

- **Before Reading:** Point out the title and author. Look at the picture on the cover and ask, “What do you think you will learn about in this book? Why?” This will help your child consider what he/she already knows about the topic. Look at the table of contents. You and your child may choose to read the book cover to cover or go directly to a certain chapter.
- **During Reading:** Don’t forget the captions, headings, sidebars, or any other information on the page. Young readers tend to overlook these, so it’s a good idea to show that the author includes lots of information in these “extras.”
- **After Reading:** Ask your child, “What was it mostly about? What do you still want to know? Where could you find out?”



Comprehension Activities K-1 (continued)



Other Ideas

- Before your child reads a story, read the title and look at the cover. Ask, “What do you think will happen in the story?”
- Take a quick “book look” and encourage your child to talk about what he/she thinks might happen in the story.
- As your child reads, ask questions that start with who, what, where, when, why, and how. If your child does not answer with an appropriate response, redirect by saying, “I think you mean a person because it was a “who” question,” and then restate the question. After you read a few pages, ask “What do you think will happen next?”
- Ask your child to talk about the beginning, middle, and end of the story. You will need to model this several times first.
- Discuss words related to stories such as characters, problem, and solution. For example, “How did characters in 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?”
- Ask questions about character traits. For example, “Which character do you think was kind? Which character was bossy? How do you know?” If your child doesn’t know, share your answer. You may need to do this many times before your child can do it. He/she may also “mimic” your answer. Encourage your child’s attempts.
- Encourage deeper thinking by asking, “If the story kept going, what do you think would happen next?”
- Help your child make connections to his/her life experience while reading. You could say, “Is there anything you read in the story that reminds you of something? The boy who went to the zoo with his family reminds me of when we went to the zoo over the summer. What do you think?”
- As you are reading, think out loud to your child. Ask questions such as “I wonder why the boy is crying in the picture? Will he find his lost toy?” This demonstrates that reading and comprehension is an active process.
- Make puppets to help your child retell a favorite story or use stuffed animals as props to retell a story or a part of a favorite story.



Online Resources K-1

Sight Word Lists and Games

- <http://www.sightwords.com/>

Information on Phonics

- <http://www.scholastic.com/parents/resources/article/developing-reading-skills/teach>
- <http://www.readingrockets.org/audience/parents>
- <https://www.icanteachmychild.com/10-audio-books-perfect-for-road-trips/>
- <http://www.pbs.org/parents/education/reading-language/reading-tips/phonics-basics/>
- <http://www.reallygoodstuff.com/community/11>

Kindergarten Online Games

- http://www.abcya.com/first_grade_computers.htm
- <http://pbskids.org/daniel/stories>
- <http://www.greensburgsaalem.org/Page/137>
- http://www.abcya.com/kindergarten_computers.htm
- <http://www.readingresource.net/websitesforkids.html>

First Grade Online Games

- http://www.abcya.com/first_grade_computers.htm
- <http://www.readingresource.net/websitesforkids.html>
- <http://www.reallygoodstuff.com/community/11>

Second & Third Grade Online Games

- http://www.abcya.com/second_grade_computers.htm
- <http://www.smartygames.com/reading.php>
- <http://www.readingresource.net/websitesforkids.html>
- <http://www.reallygoodstuff.com/community/11>
- <https://wehavekids.com/education/elementary>



MeL (Michigan eLibrary)

<http://kids.mel.org>

All of the resources listed below can be accessed through the Kids portal on MeL by clicking on the Homework Helpers button.

- **BookFlix**
Grades Pre K- Third Grade: An interactive experience that allows beginning readers to explore fiction and nonfiction designed to increase understanding and fluency. Increases comprehension while having fun at the same time.
- **Britannica Learning Zone**
Grades Pre K- Second Grade: Activity-centered learning to explore, play, read, and build technology skills. Letters, numbers, geography, shapes and much more are included.
- **World Book Kids**
Grades Pre K- Fifth Grade: Contains nine content categories: Pictures and Videos, World of Animals, Activities, Maps, Games, Important People, Compare Places, Science Projects, and Dictionary.
- **Kids Infobits**
Grades Pre K- Fifth Grade: Full text. Especially for beginning researchers in kindergarten through grade five. Covers geography, current events, the arts, science, health, people, government, history, sports and more. Curriculum related and age appropriate content is from the best elementary reference sources and magazines.
- **World Book Early World of Learning**
Grades Pre K- Third Grade: Follow Trek and Taffy the cat around the world learning about colors, numbers and other fun things. Strengthen reading foundations with stories, activities, and videos. Explore the Know It encyclopedia designed especially for early readers.
- PTA Parent Guides for Student Success
<http://www.pta.org/parentsguides>

Additional K-3 Literacy Resources

- **Story Online**
<http://www.storylineonline.net/>
Well known actors read children's books online to get kids excited about reading!
- **Smithsonian Tween Tribute Junior**
<http://tweentribune.com/category/junior>
Get kids excited about reading non-fiction with these current and high interest articles.
- **Giggle Poetry**
<http://www.gigglepoetry.com/poemcategories.aspx>
Read hundreds of silly poems and rate them on the Giggle Meter. Poems are categorized by topic.

- **KidsReads**
<http://www.kidsreads.com/>
Great resource for finding information about new books, your favorite authors, series, and so much more!
- **Robert Munsch**
<http://robertmunsch.com/>
This popular author reads all 50 of his stories with enthusiasm and excitement. The audio can be listened to online or downloaded.
- **Starfall**
<http://www.starfall.com/>
Help children learn to read using this audiovisual interactive site.
- **Seussville**
<http://www.seussville.com/>
The official website of all things Dr. Seuss. Includes books, games, and lots of activities to get kids excited about reading.
- **Storybird**
<http://storybird.com/>
Get kids excited about reading by having them write their own stories.
- **Story Jumper**
<https://www.storyjumper.com/>
Have kids create, share and read books online.
- **Book Adventure**
<http://www.bookadventure.com/>
A reading motivation program for children in grades K-8. It offers recommended reading lists by grade level along with rewards for reading accomplishments.
- **ReadWriteThink**
<http://www.readwritethink.org/parent-afterschool-resources>
Includes lots of resources for parents to help encourage their children to read.
- **Epic**
<https://www.getepic.com/>
Digital library of books to read online.

