

# Hernando County School District Read-at-Home Plan Grades K-3



# Letter to Parents

Parents/Guardians,

You are your child's first and most important teacher. Reading on grade level by third grade is a top priority to all of us.

We are happy to provide you with this *Read-at-Home Plan*. This *Read-at-Home Plan* contains multisensory strategies for reading, the six components of reading along with activities for each component, and grade level reading tips for your child. The six components of reading include: oral language, phonemic/phonological awareness, phonics, fluency, vocabulary, and comprehension.

We want to inspire you to make every moment with your child meaningful. Try the multisensory reading strategies because we believe that you know how your child learns best. Multisensory strategies integrate visual, auditory, tactile (touch), and kinesthetic (movement) learning to assist students with understanding new information, learning ways to remember the information, and having more ways to recall it later on.

Reading at home is critical to your child's success in life. Experts suggest that reading with your child 20 minutes per day in the home is valuable to student achievement. Along with reading 20 minutes a day, use the strategies provided in this *Read-at-Home Plan* as part of your daily routine.

As always, you are encouraged to contact your child's teacher for specific reading strengths and needs of your child.

Sincerely,  
Hernando County School District Office of Academic Services



# Multisensory Strategies to Support Reading

## Visual

- Use painting, posters, video, creative visual design elements, and visual aids.
- Play tic-tac-toe with words.
- Point out letters and words in real life situations and the environment.
- Use graphic organizers to assist with comprehension and retelling stories.

## Auditory

- Use music, singing, rhymes, audio tones, lyrics, clapping, and conversations.
- Integrate rhyming into your daily routines.
- Read poetry and rhyming books.
- Read out loud. Repeat readings. Recording your child's reading.
- Model reading with expression.
- Listen to downloaded books.

## Tactile (Touch)

- Use letter tiles, coins, dominoes, sand, raised line paper, textures, and finger paints.
- Write letters and words in shaving cream, oatmeal, rice, or cornmeal.
- Spell and stamp words with/in playdough.

## Kinesthetic (Movement)

- Use air and sand writing.
- Write letters with your finger on your child's back and have them guess the letter.
- Use body movements such as jumping rope for sounds and clapping in rhythm.
- Manipulate letters and/or words with blocks, beads, bingo chips, magnetic letters, letter tiles, stamps, or puffy paint.
- Act out a story after listening to it.
- Create a comprehension ball with a beach ball. Write Who, What, When, Where, Why, and How on the ball. Throw it to your child and have your child answer questions one at a time.

*Adapted from Broward County Public Schools Read-at-Home Plan.*

## Reading Component #1: Oral Language



### What is Oral Language?

Oral Language is the means in which children communicate their thoughts, ideas, and emotions. It is a child's most powerful learning tool. Children internalize new knowledge through discussion with their peers. They learn how words work through listening to, talking about, and working with them.

## Oral Language Activities to Try at Home

- ◇ Practice reciting short poems and songs with your child.
- ◇ Have your child practice using language from stories and informational texts when retelling or making a prediction.
- ◇ Practice using descriptive words to describe a character or setting of a story.
- ◇ Help your child perform plays using puppets.
- ◇ Play games with your child such as “house”. Exchange roles in the family, with you pretending to be the child.
- ◇ Build vocabulary by introducing a new word and offer its definition, or use it in a context that is easily understood. For example say, “I think I will drive the vehicle to the store. I am too tired to walk.”
- ◇ While shopping for groceries, discuss what you will buy, how many you will need, and what you will make. Discuss the size, shape, and weight of the packages.
- ◇ Discuss the foods on a menu; their color, texture, and taste.
- ◇ Use descriptive words when talking about different rooms and furnishings in the house.

## Reading Component #2: Phonemic/ Phonological Awareness



### What Is Phonemic/Phonological Awareness?

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

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

## Phonemic/Phonological Awareness Activities to Try at Home

- ◇ Play a game in which you say a word and your child has to break apart all the sounds. Ask your child to stretch out a word like cat and she/he can pretend to stretch a word with a rubber band. Your child should say /c/ /a/ /t/.
- ◇ Jump for sounds. Say a word and have your child jump for each sound in the word while saying the sound.
- ◇ Explain that rhymes are words that sound the same at the end.
- ◇ Read books over and over again containing rhymes.
- ◇ As you read, have your child complete the rhyming word at the end of each line.
- ◇ Buy or make flashcards with letters on them so your child can practice making words.
- ◇ Demonstrate clapping a word into syllables (parts). Ask your child to clap words into syllables.
- ◇ Use computer software programs that focuses on developing phonological and phonemic awareness skills. You will discover that the combination of colorful graphics and animation will keep your child both motivated and engaged.
- ◇ Play the “Silly Nilly Game”. Replace the first letter of each family member’s name with a different letter. For example, ‘May’ for ‘Ray’, ‘Batt’ for ‘Matt’, etc.



## Reading Component #3: Phonics



### What Is Phonics?

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

- ⇒ Recognizing print patterns that represent sounds
- ⇒ Syllable patterns
- ⇒ Word parts (prefixes, suffixes, and root words)

Common Consonant Digraphs and Blends:

bl, br, ch, ck, cl, cr, dr, fl, fr, gh, gl, gr, ng, ph, pl, pr, qu, sc, sh, sk, sl, sm, sn, sp, st, sw, th, tr, tw, wh, wr

Common Consonant Trigraphs:

nth, sch, scr, shr, spl, spr, squ, str, thr

Common Vowel Digraphs:

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



# Phonics Activities to Try at Home

- ◇ Play word games that connect sounds with syllables and words. For example, if the letters h-a-t spell hat, how do you spell cat?
- ◇ Make letter-sounds and ask your child to draw the matching letters in whipped cream, rice, corn-meal, or sand.
- ◇ Have your child find objects in the house that begin with a digraph (ch, th, sh) such as chair, thermos, or shoe. Help your child write a list of objects found and underline the digraph.
- ◇ When reading with your child, keep Post-it notes handy. Let them label everyday objects around the house. When reading books, let them label an object in the pictures.
- ◇ Choose pictures from a magazine, the Internet, or catalog and let them say the sound the picture begins with and name the letter.
- ◇ Make blend-sounds and have your child write letters that match the sounds.
- ◇ Go on a word hunt around the house! Choose a blend and have your child hunt for five items beginning with that sound. After each item is found, help your child write the word on a list and circle the blend. For example, if the blend sound is “bl”, your child might find and write blanket, blocks, blue, picture of a blizzard, and blender.
- ◇ Write letters with your finger on your child’s back and then have them guess the letter. Have your child do the same to you.
- ◇ Help 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 word separately (sss aaa t). This is called “sounding it out”, and then say the words together (sat). This is called “blending”.
  - ⇒ Familiar Parts- When your child starts reading longer words, have her/him notice the parts of the word that he/she 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.

## Reading Component #4: Fluency



### What Is Fluency?

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

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

## Fluency Activities to Try at Home

- ◇ When reading to your child, remember to model fluency by using appropriate expression, speed, and accuracy so your child knows what fluent reading sounds like.
- ◇ Encourage your child to sing favorite songs and repeat favorite lines of songs.
- ◇ In a repetitive text, 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 “in the house that Jack built.”
- ◇ Recite nursery rhymes and poems to build familiar phrases in speech.
- ◇ Alternate repeating the favorite lines of a poem or nursery rhyme with your child. He/she will mimic your phrasing and expression.
- ◇ Try the repeated reading strategy. Choose a passage that will not be very difficult for your child. Read the passage aloud to your child, then read it together, helping your child figure out any tricky words. Next, have your child read the passage to you with a focus on accuracy. Finally, have your child read the passage to you again, paying attention to fluency and expression. The goal is to sound smooth and natural.



## Reading Component #5: Vocabulary



### What Is Vocabulary?

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

⇒ Receptive Vocabulary

Words we understand when read or spoken to us.

⇒ Expressive vocabulary

Words we know well enough to use in speaking and writing.

# Vocabulary Activities to Try at Home

- ◇ Use the language of books such as author, title, illustrator, and title page.
- ◇ Discuss opposites (antonyms).
- ◇ Discuss ordinal words such as first, last, beginning, and middle.
- ◇ 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 below your plate.”
- ◇ 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 new words and how they are used in context.
- ◇ Before reading, preview the book and discuss words you think are interesting or potentially confusing.
- ◇ 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 dinosaurs, he/she might say Tyrannosaurus Rex, paleontologist, herbivore, carnivore, and fossil. Add other words to help expand upon what he/she says.
- ◇ Play “categories” with your child. Name a topic such as “sports” or “shopping” and ask your child to think of all the words he/she can related to the topic. This is a great way to build word knowledge!
- ◇ 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 could find here?”



## Reading Component #6: Comprehension



### What Is Comprehension?

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

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

# Comprehension Activities to Try at Home

- ◇ Think aloud with your child. When you read aloud to your child, talk about what you are thinking. It is your opportunity to show your child that reading is a lot 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.
- ◇ Ask your child who, what, where, why and how questions about an event in his/her day. Once your child is comfortable answering these questions about his/her experiences, try asking these questions about a book you've read together.
- ◇ When answering questions, help your child go back to the text to support his/her answers.
- ◇ Take a quick "book look" and encourage your child to talk about what he/she thinks about what might happen in the story.
- ◇ Ask your child to talk about the beginning, middle, and end of story. You will need to model this several times first.
- ◇ 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 park over the summer reminds me of when we went to the park this summer. What do you think?"
- ◇ Encourage deeper thinking by asking, "If the story kept going, what do you think would happen next?"

## 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 this story? Why?" This will help your child set a purpose for reading.
- ⇒ During reading- Stop every now and then to ask your child to tell you what has happened so far or what he/she predicts will happen. You might also ask your child's opinion. "Do you think the character did the right thing? How do you feel about that choice?" Explain any unfamiliar words. Ask questions about a story's character, problem, and solution.
- ⇒ 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'll learn from this book? Why?" This helps 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- Read material in short sections, making sure your child understands every step of the way. 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 the author includes lots of information in these "extras".
- ⇒ After reading- Ask your child, "What is it mostly about? What do you still want to know? Where could you find out more information?"





## TIPS | for parents of Kindergartners

Play with letters, words, and sounds! Having fun with language helps your child learn to crack the code of reading. The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

■ **Talk to your child.**

Ask your child to talk about his day at school. Encourage him to explain something they did, or a game he played during recess.

■ **Say silly tongue twisters.**

Sing songs, read rhyming books, and say silly tongue twisters. These help kids become sensitive to the sounds in words.

■ **Read it and experience it.**

Connect what your child reads with what happens in life. If reading a book about animals, relate it to your last trip to the zoo.

■ **Use your child's name.**

Point out the link between letters and sounds. Say, "John, the word *jump* begins with the same sound as your name. *John, jump*. And they both begin with the same letter, J."

■ **Play with puppets.**

Play language games with puppets. Have the puppet say, "My name is *Mark*. I like words that rhyme with my name. Does *park* rhyme with *Mark*? Does *ball* rhyme with *Mark*?"

■ **Trace and say letters.**

Have your child use a finger to trace a letter while saying the letter's sound. Do this on paper, in sand, or on a plate of sugar.

■ **Write it down.**

Have paper and pencils available for your child to use for writing. Working together, write a sentence or two about something special. Encourage your child to use the letters and sounds he or she is learning about in school.

■ **Play sound games.**

Practice blending sounds into words. Ask "Can you guess what this word is? *m - o - p*." Hold each sound longer than normal.

■ **Read it again and again.**

Go ahead and read your child's favorite book for the 100th time! As you read, pause and ask your child about what is going on in the book.

■ **Talk about letters and sounds.**

Help your child learn the names of the letters and the sounds the letters make. Turn it into a game! "I'm thinking of a letter and it makes the sound mmmmmmm."

Visit [www.ReadingRockets.org](http://www.ReadingRockets.org) for more information on how you can launch a child into a bright future through reading.

Reading Rockets is a project of public television station WETA, and is funded by the U.S. Department of Education, Office of Special Education Programs.



## TIPS | for parents of First Graders

Give your child lots of opportunities to read aloud. Inspire your young reader to practice every day! The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

■ **Don't leave home without it.**

Bring along a book or magazine any time your child has to wait, such as at a doctor's office. Always try to fit in reading!

■ **Once is not enough.**

Encourage your child to re-read favorite books and poems. Re-reading helps kids read more quickly and accurately.

■ **Dig deeper into the story.**

Ask your child questions about the story you've just read. Say something like, "Why do you think Clifford did that?"

■ **Take control of the television.**

It's difficult for reading to compete with TV and video games. Encourage reading as a free-time activity.

■ **Be patient.**

When your child is trying to sound out an unfamiliar word, give him or her time to do so. Remind your child to look closely at the first letter or letters of the word.

■ **Pick books that are at the right level.**

Help your child pick books that are not too difficult. The aim is to give your child lots of successful reading experiences.

■ **Play word games.**

Have your child sound out the word as you change it from *mat* to *fat* to *sat*; from *sat* to *sag* to *sap*; and from *sap* to *sip*.

■ **I read to you, you read to me.**

Take turns reading aloud at bedtime. Kids enjoy this special time with their parents.

■ **Gently correct your young reader.**

When your child makes a mistake, gently point out the letters he or she overlooked or read incorrectly. Many beginning readers will guess wildly at a word based on its first letter.

■ **Talk, talk, talk!**

Talk with your child every day about school and things going on around the house. Sprinkle some interesting words into the conversation, and build on words you've talked about in the past.

■ **Write, write, write!**

Ask your child to help you write out the grocery list, a thank you note to Grandma, or to keep a journal of special things that happen at home. When writing, encourage your child to use the letter and sound patterns he or she is learning at school.

Visit [www.ReadingRockets.org](http://www.ReadingRockets.org) for more information on how you can launch a child into a bright future through reading.



## TIPS | for parents of Second Graders

Find ways to read, write, and tell stories together with your child. Always applaud your young reader and beginning story writer! The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

■ **Tell family tales.**

Children love to hear stories about their family. Talk about a funny thing that happened when you were young.

■ **Create a writing toolbox.**

Fill a box with drawing and writing materials. Find opportunities for your child to write, such as the shopping list, thank you notes, or birthday cards.

■ **Be your child's #1 fan.**

Ask your child to read aloud what he or she has written for school. Be an enthusiastic listener.

■ **One more time with feeling.**

When your child has sounded out an unfamiliar word, have him or her re-read that sentence. Often kids are so busy figuring out a word they lose the meaning of what they've just read.

■ **Invite an author to class.**

Ask an author to talk to your child's class about the writing process. Young children often think they aren't smart enough if they can't sit down and write a perfect story on the first try.

■ **Create a book together.**

Fold pieces of paper in half and staple them to make a book. Ask your child to write sentences on each page and add his or her own illustrations.

■ **Do storytelling on the go.**

Take turns adding to a story the two of you make up while riding in a car or bus. Try making the story funny or spooky.

■ **Point out the relationship between words.**

Explain how related words have similar spellings and meanings. Show how a word like *knowledge*, for example, relates to a word like *know*.

■ **Use a writing checklist.**

Have your child create a writing checklist with reminders such as, "Do all of my sentences start with a capital? Yes/No."

■ **Quick, quick.**

Use new words your child has learned in lively flash card or computer drills. Sometimes these help kids automatically recognize and read words, especially those that are used frequently.

Visit [www.ReadingRockets.org](http://www.ReadingRockets.org) for more information on how you can launch a child into a bright future through reading.



## TIPS | for parents of Third Graders

Read about it, talk about it, and think about it! Find ways for your child to build understanding, the ultimate goal of learning how to read. The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

■ **Make books special.**

Turn reading into something special. Take your kids to the library, help them get their own library card, read with them, and buy them books as gifts. Have a favorite place for books in your home or, even better, put books everywhere.

■ **Get them to read another one.**

Find ways to encourage your child to pick up another book. Introduce him or her to a series like *The Boxcar Children* or *The Magic Tree House* or to a second book by a favorite author, or ask the librarian for additional suggestions.

■ **Crack open the dictionary.**

Let your child see you use a dictionary. Say, "Hmm, I'm not sure what that word means... I think I'll look it up."

■ **Talk about what you see and do.**

Talk about everyday activities to build your child's background knowledge, which is crucial to listening and reading comprehension. Keep up a running patter, for example, while cooking together, visiting somewhere new, or after watching a TV show.

■ **First drafts are rough.**

Encourage your child when writing. Remind him or her that writing involves several steps. No one does it perfectly the first time.

■ **Different strokes for different folks.**

Read different types of books to expose your child to different types of writing. Some kids, especially boys, prefer nonfiction books.

■ **Teach your child some "mind tricks".**

Show your child how to summarize a story in a few sentences or how to make predictions about what might happen next. Both strategies help a child comprehend and remember.

■ **"Are we there yet?"**

Use the time spent in the car or bus for wordplay. Talk about how jam means something you put on toast as well as cars stuck in traffic. How many other homonyms can your child think of? When kids are highly familiar with the meaning of a word, they have less difficulty reading it.

Visit [www.ReadingRockets.org](http://www.ReadingRockets.org) for more information on how you can launch a child into a bright future through reading.



# Importance of Attendance

## Important Information:

Students that attend school regularly beginning in kindergarten can be 5 times more likely to have grade level proficiency in 3rd grade than students that miss just 2 days per month in the first two years of school.

Chronic Absenteeism: Missing 10% of school days in a school year. This can be as little as 1 or 2 days per month.



## Strategies for Good Attendance

- ⇒ Set a regular bed time and morning routine.
- ⇒ Lay out clothes and pack backpacks the night before school.
- ⇒ Don't let your child stay home unless they are truly sick. (Temperature higher than 100.4 °F, throwing up or having diarrhea, eyes are pink and crusty)
- ⇒ If your child seems anxious about school, talk to teachers, school counselors, school social workers, or other parents for advice on how to make them feel comfortable and excited about learning.
- ⇒ Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- ⇒ Avoid medical appointments and extended trips when school is in session.

SOURCE: Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes, Applied Survey Research. May 2011.

# Resources

Florida Department of Education

[www.fl DOE.org](http://www.fl DOE.org)

⇒ Just Read, Florida! <http://www.fl DOE.org/academics/standards/just-read-fl/>

⇒ Parent Resources <http://www.fl DOE.org/academics/standards/just-read-fl/parents.stml>

Florida Center for Reading Research

[http://www.fcrr.org/resources/resources\\_sca.html](http://www.fcrr.org/resources/resources_sca.html)

<http://www.fcrr.org/curriculum/curriculumForParents.shtm>

Florida Standards:

<http://www.fl DOE.org/academics/standards/florida-standards/student-family-resources.stml>

Hernando County Schools

[hernandoschools.org](http://hernandoschools.org)

Parent Academy Website (K-8 Resources by Subject and Grade Level)

⇒ Kindergarten <https://goo.gl/Z.50LbC>

⇒ 1<sup>st</sup> Grade <https://goo.gl/4qO209>

⇒ 2<sup>nd</sup> Grade <https://goo.gl/v4Klgd>

⇒ 3<sup>rd</sup> Grade <https://goo.gl/TxvyqD>

Reading Rockets

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

<http://www.readingrockets.org/reading-topics/reading-aloud>

Starfall

[www.starfall.com](http://www.starfall.com)

Read Write Think

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

Wonderopolis

<http://wonderopolis.org/>

# References

*Resources from the following organizations and websites were used to develop this Read-at-Home Plan. For additional reading tips, strategies, and resources, contact your child's teacher.*

Broward County Public Schools  
<http://www.browardschools.com>

Florida Center for Reading Research  
<http://www.fcrr.org/curriculum/curriculumForParents.shtm>

Florida Department of Education  
<http://www.fldoe.org/>

Forest Hills Public Schools  
<http://www.fhps.net/>

Get Ready to Read  
<http://www.getreadytoread.org>

Miami-Dade County Public Schools  
<http://www.dadeschools.net/>

Put Reading First  
<https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

Reading Partners  
<http://readingpartners.org/blog/5-easy-ways-parents-can-increase-their-childs-reading-fluency>

Reading Rockets  
<http://www.readingrockets.org/audience/parents>

Scholastic  
<http://www.scholastic.com/parents/resources/article/more-reading-resources/reading-tips-parents>

St. Clair County Regional Educational Service Agency  
<http://www.sccresa.org/>