

K-1 Reading Activities

Week of 3/30

The following activities are not required

If you can: Read with your child for 20 minutes per day and make a few simple strategies a part of your daily routine. The following strategies cover each of the five components of reading. Just a little each day makes a big difference.

Phonemic Awareness

- 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/ /õ/ /g/." Have your child do the same.
- 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. [Video example](#)

Phonics

- 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.
- Make letter-sounds and have your child write the letter or letters that match the sounds.

Fluency

- Read aloud to your child to model fluent reading. Help them notice how smooth you sound as you read. Share with your child that reading should sound like talking, not choppy or like a robot.
- Record your child reading - After your child has practiced a passage, have him/her record it on a device. Once recorded, your child can listen to his reading and follow along in the book. Often, he/she will want to record it again and make it even better! You could have your child self-reflect using [this form](#).
- Use 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 do repeated reading, and it adds some fun to reading practice.

Vocabulary

- Read aloud - Continue to read aloud to your child even after he 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 to or 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. [Video example](#)

Comprehension

When reading fiction books:

- 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 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?"

Additional Resources: *Raz-Kids* - You can check in with your child's Title I teacher if you need login information.
MyON - Log in through clever. Check the [remote learning](#) site for upcoming webinars.

Phonemic Awareness: the ability to hear and distinguish sounds

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

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

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

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