

There are many skills that help develop children into readers.

How can you help at home?

- First and foremost, read, read, read to your child. Model what a good reader sounds like (rate: speed at which you read- not too fast, not too slow)- and prosody (pitch, loudness, tempo, rhythm)
- Stop and “think out loud” as you read. (i.e. I wonder what will happen next? -Make a prediction or invite your child to make predictions. Talk about the setting and characters. Ask and answer questions together throughout your reading.
- Let your child read to you, to a sibling, to a pet to a stuffed animal.
- Read alongside your child
- Make reading a family activity.

Here are some important skills	Activities to at home
Foundational reading skills	
Letter Sounds	
<p>Letter matching/Letter identification Alphabet/ ABC order</p> <p>*This is a good activity for <u>all</u> students. The idea is that students should know the ABCs without “singing the song” and that they should know if a letter falls in the beginning, middle, or end of the alphabet. ABC order is a skill used all through life.</p>	<p>Alphabet Knowledge Free printable</p> <p>Interactive Alphabet Arc UPPERCASE</p> <p>Interactive Alphabet Arc lowercase</p> <p>How fast can you put the letters in order? Can you name the letters as you put them in order? Can you put them in order without singing the song? Can you put them in order by matching the letters? Can you put them in order using only the A MN Z as a guide? Which letters come near the beginning of the alphabet? Which letters are near the middle? Which letters come at the end?</p>
Sounding out/ Blending Sounds	<p>Practice breaking words into sounds and putting them back together.</p> <p>Sounding out words</p>
Sight Words/ Word Reading	

Read environmental print	Praise your child when they read words they see around the world- STOP, restaurant names, EXIT, words on packages, etc.
<p>Sight Words</p> <ul style="list-style-type: none"> Students should learn to read and write common sight words. 	<p>Fry Sight Words (The First 100)</p> <ul style="list-style-type: none"> Help your child learn the sight words of the week. Write them on flashcards. “Paint them with water” on the sidewalk. Write them in shaving cream on the shower wall. Practice reading them. Post them around the house and practice reading them when you see them. Go on a sight word “hunt”. Look for the sight words of the week in books or magazines.
<p style="text-align: center;">Comprehension Skills</p> <p style="text-align: center;">Below are some ideas for comprehension, but <u>oral discussion is always great!</u></p>	
<p>Background Knowledge-</p> <ul style="list-style-type: none"> Background knowledge helps readers make connections and further understanding of new texts. Discuss what your child already knows about a subject they are reading about. What vocabulary words might need to be introduced? 	<p>Discuss what your child already knows about a subject.</p> <p>Background Knowledge (ABCs Background Knowledge CHALLENGE ACTIVITY)</p>
<p>Inferencing</p> <ul style="list-style-type: none"> Using what you know and what you read. <p>What I read + What I know = What I can infer</p>	<ul style="list-style-type: none"> Use examples in everyday life. Ex. You are going to need a coat and hat tomorrow. What does that tell you about the temperature? When reading, discuss that the author doesn’t always “tell” you everything. Find instances in a story where your child can make inferences. <p>Inferencing</p>
<p>Setting</p> <p>Where and when does the story take place?</p>	<ul style="list-style-type: none"> Discuss where and when the story takes place. Sometimes this has to be inferred if the author gives clues but doesn’t tell the reader directly.

<p>Character Analysis Learning about characters helps a reader better understand the character and what they think and why they do things in a story. It helps them make connections to better understand a story.</p>	<ul style="list-style-type: none"> • Discuss the characters in a story. What are they like? Why do they act the way they do? Are they like anyone you know? How are 2 characters the same/different in this story or in this story and one that was read previously. <p>Comprehension: Comparing Characters</p>
<p>Retelling a Story This shows that a child understands what was read to them (listening comprehension) or what they read on their own (reading comprehension).</p>	<p>Retelling a story can be done orally.</p> <ul style="list-style-type: none"> • Can your child tell you what the story is about? • What happened in the beginning, middle, end? <p>5 Finger Retelling.pdf</p> <p>Retelling a Story Using Transition Words</p> <p>Beginning Middle End</p>
<p>Expository Text Informational text (or non fiction text) teaches children about many topics.</p>	<ul style="list-style-type: none"> • Discuss: What is the topic? What are the details in the story? (What did we learn?) What is the main idea of the story? <p>Expository Exploration (A Challenge Activity)</p>
<p>Making Connections Children can better understand a story when they can make connections.</p>	<p>Text to Self: I can make a connection with this story to myself. This makes me think of a time ____.</p> <p>Text to Text: I can make a connection to another text. This story reminds me of the story ____.</p> <p>Text to World: I can make a connection to the world. This reminds me of ____.</p>