

1st Reading Activities

Week of 4/6

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

- ☐ Say a sentence and ask your child to determine how many words are in it. You can take sentences from books or make your own! [Video](#)
- ☐ Find a book that has a lot of rhyming words to read with your child. Every time you say words that rhyme, have your child put their thumb up. You can even have your child provide the rhyming word for you if they can!!

Phonics

- ☐ Point out words that begin with the same sounds as your child's name. Try to make a list of words with the same sound. You can do this for other family members too!!
- ☐ Write some letter names on small pieces of paper. Put one piece in one of your hands and have your child guess what hand it is in. When they guess it, have them tell you the sound and a word that starts with that sound. You can try some blends too for an added challenge. [Video](#)

Fluency

- ☐ Read aloud to different audiences. Have your child call a friend or family member or read a story to their favorite stuffed animal! This helps them practice reading with good expression. The goal is to sound like they are talking, not like a robot.
- ☐ Recite nursery rhymes or silly poems to help your child read in phrases.
- ☐ Have your child look for the punctuation in the story you are reading together. If it ends with a question mark, have their voice go up like they are asking a question. If there is an exclamation point, make sure they sound excited or scared!

Vocabulary

- ☐ Hot Potato (version I). 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).
- ☐ 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. Ex: Put your fork above your plate.

Comprehension

When reading non-fiction books:

- ☐ **Before reading** - Point out the title and author. Look at the picture on the cover and ask, "What do you think you'll learn about in this book? Why?" This helps your child consider what he 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?"

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.