

Hooray for Summer Reading!



# K - 5 Summer Reading Packet Southfield Public Schools

2017 - 2018 Prevent Summer Slide Resources



Dear Parents,

Studies show that children who do not read or have access to books during the summer lose up to 2 months of reading performance. Those losses accumulate during the elementary school years so that by the time a child enters middle school he/she may be 2 ½ years behind! **The good news is “summer slide” can be prevented if children are provided with summer reading opportunities.** Here are a few ideas that can support reading development during the off months of school:

<b>1</b>	<b>Visit your local library!</b> Help your child find “right fit” books. Right fit books are books that are of high interest to your child and are not beyond their reading level. You can use the <b>FIVE FINGER RULE</b> to make sure the reading is not too difficult. Open the book to a page with many words. Have your child begin reading the text. Hold up a finger for each word he/she does not know. If you have 4 or 5 fingers up, the text may be too difficult for your child to read independently. Feel free to still check out the book as it may be a book you want to read with your child!
<b>2</b>	<b>Be sure your child reads at least 20 minutes a day.</b> A child who does so increases their reading word bank up to 1,800,000 words by the time they reach sixth grade. That's a lot of words!
<b>3</b>	<b>Set a good example.</b> When your child sees you enjoying reading they receive the message that reading is important and valuable.
<b>4</b>	<b>Read to your child.</b> When you read to your child, he/she hears the rhythm of language. Be sure to read with expression! Changing your voice for different characters and increasing your volume during exciting parts are only a few ways to keep children engaged.
<b>5</b>	<b>Read with your child.</b> Explore different types of reading such as poetry. Poetry is a great way to improve phonemic awareness skills for younger children and a great way to improve fluency for older children!
<b>6</b>	<b>Read for different purposes.</b> Reading directions for a recipe or directions for assembling a toy are fun ways to make sure reading is a part of everyday activities.
<b>7</b>	<b>Play games with words.</b> Visit online resources that support building vocabulary such as: <a href="http://vocabulary.com">http://vocabulary.com</a> , <a href="http://www.confusingwords.com">http://www.confusingwords.com</a> , or <a href="http://www.wordia.com">http://www.wordia.com</a> .
<b>8</b>	<b>If you have access to an iPad there are tons of interactive books and apps that address phonics and early reading skills.</b> There are also many websites that offer free reading related games. See our recommended list in the resource section of this packet.

**Have a happy and healthy summer! Be sure to read, read, and read some more! Not only can we prevent the summer slide, we can accelerate reading growth!**

Des études ont montré que les enfants qui ne lisent pas ou n'ont pas accès aux livres au cours de l'été perdent jusqu'à 2 mois de performance de lecture. Ces pertes s'accumulent au cours des années durant l'école élémentaire jusqu'à ce que l'enfant aille au collège peuvent lui faire perdre deux ans et demi de lacunes ! **Est la bonne nouvelle est que ces lacunes peuvent être évitées si l'enfant se voit fournir des possibilités de lecture durant l'été** ». Voici quelques idées qui peuvent aider à développer voire stimuler le niveau intellectuel de l'enfant durant la période des vacances :

1	Visiter votre bibliothèque locale ! Aider votre enfant à trouver le livre qui correspond à son niveau et de son choix. Vous pouvez utiliser la technique des cinq doigts pour s'assurer que la lecture n'est pas difficile pour l'enfant. Veuillez ouvrir la page du livre où vous avez le maximum de mots de vocabulaire. Commencer à faire lire le livre à l'enfant. Veuillez insister sur les mots que l'enfant ne connaît pas. Ayez la latitude de choisir le livre que vous voulez lire avec votre enfant.
2	N'oubliez pas de faire lire votre enfant au moins 20 minutes par jour. Ceci aide à accroître le niveau de vocabulaire de votre enfant jusqu'à ce que l'enfant puisse assimiler 1.800.000 mots au moment où il est au CM2.
3	Donner le bon exemple. Quand votre enfant vous voit cultiver le goût de la lecture, il perçoit automatiquement la valeur et l'importance de la lecture.
4	Lire à votre enfant. Lorsque vous lisez à votre enfant, il/elle entend le rythme de la langue. N'oubliez pas de lire avec expression ! Changer votre voix au gré des différents personnages du livre. Ceci peut aider l'enfant à s'intéresser davantage à la lecture.
5	Lisez avec votre enfant. Veuillez explorer différents types de lecture tels que la poésie. La poésie est une excellente façon d'améliorer les compétences de prise de conscience phonémique pour les jeunes enfants et un excellent moyen d'améliorer la fluidité pour les enfants plus âgés !
6	Lire à différentes fins. Mode de lecture d'une recette ou les instructions pour assembler un jouet sont amusants moyens pour s'assurer que la lecture est une partie des activités quotidiennes.
7	Veuillez utiliser les jeux de mots. Visiter les ressources en ligne qui prennent en charge le lexique tels que : <a href="http://Vocabulary.com">http://Vocabulary.com</a> , <a href="http://www.confusingwords.com">http://www.confusingwords.com</a> , ou <a href="http://www.wordia.com">http://www.wordia.com</a> .
8	Si vous avez accès à un iPad, il y a beaucoup de livres interactifs et d'applications de phonétique et des aptitudes de lecture. Il y a aussi beaucoup de sites Web qui offrent la lecture gratuite jeux connexes. Consultez notre liste recommandée dans la section ressources de ce paquet.

Passez un été heureux et en santé ! N'oubliez pas de lire, lire et lire encore plus ! Non seulement peut-on prévenir le toboggan d'été,  
Nous pouvons accélérer la croissance de lecture !

## الآباء الأعزاء،

وتظهر الدراسات أن الأطفال الذين لا يقرؤون أو لا يستطيعون الوصول إلى الكتب خلال فصل الصيف يفقدون شهرين من أداء القراءة. وذلك الفقدان يتراكم خلال سنوات المدرسة في الابتدائية حيث قبل أن يدخل الطفل مرحلة الإعدادية سوف يكون متأخر سنتين ونصف الخبر السار يمكن منع هذا التأخر بتزويد وتوفير الأطفال فرص القراءة في الصيف. وإليك بعض الأفكار التي يمكن أن تدعم تنمية القراءة أثناء الأشهر خارج المدرسة:

1	زيارة المكتبة المحلية : ساعد طفلك باختيار الكتب التي تناسب مستواه ورغبته وتكون ذات الفائدة العالية لطفلك . استخدم قاعدة الخمسة أصابع للتأكد من القراءة ليست صعبة لطفلك. أرفع أصبع واحد لكل كلمة خطأ في القراءة إذا كان لديك 4-5 أصابع مرفوعة معناه الكتاب صعب وغير ملائم لمستوى الطفل. حاول أخذ الكتب الملائمة لمستوى طفلك والاعتماد على نفسه بالقراءة.
2	تأكد من أن يقرأ طفلك على الأقل 20 دقيقة يوميا - الطفل الذي يفعل ذلك يزداد رصيد قراءة الكلمات يصل إلى 1,800,000 كلمة قبل أن يصل إلى الصف السادس. وهذا هو الكثير من الكلمات!
3	كن مثالا جيدا . عندما يرى طفلك بإمكانك الاستمتاع بالقراءة سوف يعرف ويفتخرون بأن القراءة هامة وقيمة.
4	قراءة لطفلك . عندما تقرأ لطفلك، سوف يسمع إيقاع اللغة. وحاول أن تقرأ مع التعبير وتغيير صوتك لشخصيات مختلفة وزيادة ورفع حجم الصوت أثناء أجزاء مثيرة . وهي عدد قليل من الطرق للحفاظ على انتباه الأطفال للقراءة -
5	اقرأ مع طفلك . استكشف أنواع مختلفة من القراءة مثل الشعر . الشعر هو وسيلة رائعة لتحسين مهارات الوعي للفظ الاحرف للأطفال الأصغر سنا وطريقة رائعة لتحسين الطلاقة بالنسبة للأطفال الأكبر سنا!
6	قراءة لغايات مختلفة . اتجاهات القراءة عن وصفه أو توجيهات لتجميع أجزاء لعبة هي متعة كبيرة للتأكد من القراءة جزء من الأنشطة اليومية.
7	اللعبة مع الكلمات . زيارة على شبكة الإنترنت التي تدعم بناء المفردات مثل <a href="http://vocabulary.com">http://vocabulary.com</a> : <a href="http://www.confusingwords.com">http://www.confusingwords.com</a> ، أو <a href="http://www.wordia.com">http://www.wordia.com</a> .
8	إذا كان لديك حق الوصول إلى (أي باد) هناك أطنان من الكتب التفاعلية وتطبيقات هذا العنوان سماع الصوت ومهارات القراءة في وقت مبكر . وهناك أيضا العديد من المواقع التي تقدم قراءة الألعاب مجانا ذات الصلة . انظر على القائمة المدرجة في هذه الصفحة لكل الموارد .

نتمنى لكم صيف سعيد وصحي! الرجاء ان تكثر من القراءة، القراءة، والقراءة المكثفة لنمنع فقدان ونسيان الكثير من الأمور والمعلومات! وسوف نحتفل بالتقدم دائما!



Queridos padres,

Los estudios demuestran que los niños que no leen o tienen acceso a libros durante el verano pierden hasta 2 meses de rendimiento de lectura. Esas pérdidas se acumulan durante los años de la escuela primaria, de modo que cuando el niño ingresa a la escuela secundaria ¡puede estar 2 años y medio atrás! **La buena noticia es “slide verano” puede ser prevenido si a los niños se les proporcionan oportunidades de lectura durante el verano.** Aquí hay algunas ideas que pueden apoyar el desarrollo de la lectura durante los meses libres de la escuela:

**1 Visite su biblioteca local!** Ayude a su hijo a encontrar libros “sistema más adecuado”. Los libros correctos son libros que son de gran interés para su hijo y no están más allá de su nivel de lectura. Puede utilizar los **CINCO REGLA DE FINGER** para asegurarse de que la lectura no sea demasiado difícil. Abra el libro en una página con muchas palabras. Haga que su hijo comience a leer el texto. Levante un dedo por cada palabra que él / ella no sabe. Si tiene 4 o 5 dedos hacia arriba, el texto puede ser demasiado difícil para que su hijo lea de forma independiente. Sensación ¡libre para revisar el libro, ya que puede ser un libro que quiera leer con su hijo!

**2 Asegúrese de que su hijo lea por lo menos 20 minutos al día.** Un niño que lo hace aumenta su banco de palabras de lectura hasta 1,800,000 palabras para cuando alcanzan el sexto grado. Eso es ¡un montón de palabras!

**3 Dé un buen ejemplo.** Cuando su niño le ve disfrutando de la lectura que reciben el mensaje de que leer es importante y valioso.

**4 Lea a su hijo.** Cuando se lee a su hijo, él / ella escucha el ritmo del lenguaje. Ser ¡seguro de leer con expresión! Cambiando tu voz para diferentes personajes y aumentando tu volumen durante partes emocionantes son solo algunas formas de mantener a los niños involucrados.

**5 Lea con su hijo.** Explora diferentes tipos de lectura, como la poesía. La poesía es genial forma de mejorar las habilidades de conciencia fonémica para los niños más pequeños y una excelente manera de mejorar la fluidez para niños mayores!

**6 Leer para diferentes propósitos.** Leer las instrucciones de una receta o instrucciones para armar un juguete son formas divertidas de asegurarse de que la lectura sea parte de las actividades cotidianas.

**7 juegos de jugar con las palabras** Visite recursos en línea que apoyan la construcción de vocabulario, tales como: <http://vocabulary.com> , <http://www.confusingwords.com> O <http://www.wordia.com> .

**8 Si tiene acceso a un iPad, hay toneladas de libros interactivos** y aplicaciones que se ocupan de la fonética y habilidades de lectura temprana. También hay muchos sitios web que ofrecen juegos relacionados con la lectura gratuita. Vea nuestra lista recomendada en el recurso sección de este paquete. ¡Que tengas un verano feliz y saludable! Asegúrese de leer, leer y leer algunos ¡Más! No solo podemos evitar el deslizamiento de verano, ¡podemos acelerar el crecimiento de la lectura!

# Summer Reading List

## BIRTH-PRESCHOOL

**Around the World: A Follow-the-Trail Book**  
by Katie Haworth, illustrated by Craig Shuttlewood  
Little Bee Books, 2015, ISBN: 9781499800753

Use your fingers to trace the path and help the animals find their way.

**Baa, Baa, Black Sheep**  
by Jane Cabrera  
Holiday House, 2015, ISBN: 9809234333889

This playful take on the old nursery rhyme shows what happens to the wool the sheep gives out, as it is made into mittens, a vest, and more.

**Beach Baby**  
by Laurie Elmquist, illustrated by Elly Mackay  
Orca Book Publishers, 2016, ISBN: 9781459809543

From sand dollars to sandpipers, a baby's blissful day at the beach is recalled in lyrical verse and simple pastel-hued illustrations.

**Beep! Beep! Go to Sleep!**  
by Todd Tarpley, illustrated by John Rocco  
Little, Brown, 2015, ISBN: 9780316254434

A boy and his three rambunctious robots get ready for bed.

**Canticos: Elefantitos / Canticos: Little Elephants**  
by Susie Jaramillo  
Encantos Media Studios, 2016, ISBN: 9780996995917

This traditional Mexican counting song is perfect for putting youngsters to sleep, in English and Spanish.

**City Shapes**  
by Diana Murray, illustrated by Bryan Collier  
Little, Brown, 2016, ISBN: 9780316370929

Through the eyes of a young girl, shapes rise, shift, and compose the cityscape from the shimmering squares of a skyscraper to the circles in the sunglasses of a cop.

**Cockatoo, Too**  
by Bethanie Deeney Murguia  
Little Bee Books, 2016, ISBN: 9781499801026

Enter the jungle, where you'll meet many cockatoos and toucans, and have fun reading this lively story filled with wordplay.

**Cricket Song**  
by Anne Hunter  
Houghton Mifflin Harcourt, 2016, ISBN: 9780544582590  
Describing the sounds and smells two children experience while falling asleep, the reader becomes aware of the interconnectedness found throughout the world in this charming bedtime story.

**My Heart Fills with Happiness**  
by Monique Gray Smith, illustrated by Julie Flett  
Orca Book Publishers, 2016, ISBN: 9781459809574

A celebration of moments in life to reflect on and cherish. When the fourth egg hatches—surprise! It is an alligator that is looking for a friend.

**I Hear a Pickle (and Smell, See, Touch, and Taste It, Too!)**  
by Rachel Isadora  
Penguin/Nancy Paulsen Books, 2016, ISBN: 9780399160493

A group of children describe many things in their world that they can sense in this early nonfiction title.

**The Lending Zoo**  
by Frank Asch  
Aladdin, 2016, ISBN: 9781442486784

When a tiger goes missing, Miss Perkins, the zookeeper, and Molly search through ponds, streets, and beaches, only to be led back to where they started.

**Let's Play!**  
by Hervé Tullet  
Chronicle Books, 2016, ISBN: 9781452154770

Play your way through this interactive and humorous book!

**Looking for Bongo**  
by Eric Velasquez  
Holiday House, 2016, ISBN: 9780823435654

A boy's stuffed dog is missing: can advice from his abuela and a bit of detective work help him find his beloved toy?

**Steam Train, Dream Train 1-2-3**  
by Sherri Duskey Rinker, illustrated by Tom Lichtenheld  
Chronicle Books, 2016, ISBN: 9781452149141

"Three rabbits hopping as they ride . . ." Count along in this board book as the cars of *Steam Train, Dream Train* pass by with the turn of each page.

**Thank You and Good Night**  
by Patrick McDonnell  
Little, Brown, 2015, ISBN: 9780316338011

Three friends at a sleepover enjoy life's simple pleasures in this, the perfect bedtime story.

**Tree: A Peek-Through Picture Book**  
by Britta Teckentrup  
Doubleday Books, 2016, ISBN: 9781101932421

Learn about colors and seasons and meet the animals who make a tree their home.

**Twenty Yawns**  
by Jane Smiley, illustrated by Lauren Castillo  
Two Lions, 2016, ISBN: 9781477826355

After a long, full day at the beach, everyone in the family falls asleep early except young Lucy and her stuffed animals.

**The Whale in My Swimming Pool**  
by Joyce Wan  
Farrar, Straus and Giroux, 2015, ISBN: 9780374300371

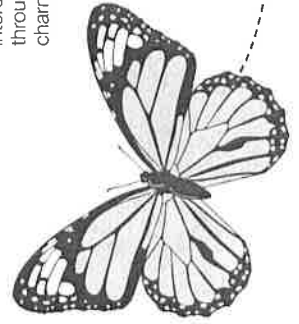
A boy goes out to swim, only to find a whale in his swimming pool. He tries everything he can think of to get him out before coming to the perfect solution.

**The Wheels on the Tuk Tuk**  
by Kabir Sehgal and Surishtha Sehgal, illustrated by Jess Golden  
Beach Lane Books, 2016, ISBN: 9781481448314

"The Wheels on the Bus" has never been so fun in this modern update to the traditional song—this time set in India.

**When Green Becomes Tomatoes: Poems for All Seasons**  
by Julie Fogliano, illustrated by Julie Morstad  
Roaring Brook Press, 2016, ISBN: 9781596438521

Beginning with the start of spring, poetic journal entries celebrate the sights and feelings evoked by the seasons.



# Summer Reading List

GRADES K-2

**Ballet Cat: Dance! Dance! Underpants!**  
by Bob Shea

Disney-Hyperion, 2016, ISBN: 9781484713792

Ballet Cat is simply manic for ballet and tries to get her friend Butter Bear to join in the dance.

**Seastly Verse**  
Illustrated by JooHee Yoon

Enchanted Lion Books, 2015, ISBN: 9781592701667

Text and art are interwoven to bring to life sixteen animal-related poems in this award-winning anthology.

**Cookie Fiasco**  
by Mo Willems and Dan Santat

Disney-Hyperion, 2016, ISBN: 9781484726365

From the new Elephant & Piggie Like Reading! series, a hippo, crocodile, squirrel with pigtails, and squirrel with glasses have to divide three cookies evenly between them.

**Drum Dream Girl: How One Girl's Courage**  
Changed Music

by Margarita Engle, illustrated by Rafael López  
Houghton Mifflin Harcourt, 2015, ISBN: 9780544102293

Based on the childhood of Millo Castro Zaldarriaga, one of Cuba's first female drummers, this picture-book

biography inspires us all to follow our dreams.

**Duck, Duck, Dinosaur**  
by Katie George, illustrated by Oriol Vidal

HarperCollins, 2016, ISBN: 9780062333085

Just when the game was getting to be fun, in came trouble—in this twist on the child's game.

**Flowers Are Calling**  
by Rita Gray, illustrated by Kenard Pak

Houghton Mifflin Harcourt, 2015, ISBN: 9780544340121  
Playful rhyming text alternates with factual callouts that describe flowers and the pollination process. The watercolor illustrations are gorgeous and sure to inspire young naturalists everywhere!

**Fly Guy Presents: Castles**  
by Tedd Arnold

Scholastic, 2017, ISBN: 9780545971384

Fly Guy and Buzz learn about what it is like to have lived in a castle in this nonfiction reader.

**Freedom in Congo Square**  
by Carole Boston Weatherford, illustrated by R. Gregory Christie

little bee books, 2016, ISBN: 9781499801033

Slaves are forced to work hard all week long, so they look forward to Sunday, when they can gather in New Orleans' Congo Square to dance, sing,

and enjoy an afternoon of freedom.

**Get a Hit, Mo!**  
by David A. Adler, illustrated by Sam Ricks

Penguin, 2016, ISBN: 9780670016327

Mo is used to striking out, but when the bases are loaded, he may just finally hit a home run.

**Hank's Big Day: The Story of a Bug**  
by Evan Kuhlman, illustrated by Chuck Groenink

Schwartz & Wade, 2016, ISBN: 9780553511505

Pill bug Hank and his human pal Amelia spend a marvelous day exploring the outdoors in a sweet story of friendship and imagination.

**Ice Cream Summer**  
by Peter Sis

Scholastic, 2015, ISBN: 9780545731614

Get the scoop on some fun history, math, and new vocabulary, and much more in this entertaining book all about ice cream.

**Little Elliot, Big Fun**  
by Mike Curato

Henry Holt, 2016, ISBN: 9780805098273

A big amusement park brings more fear than fun until a mouse friend helps Little Elliot find the rides that are just right for him.

**The Night Gardener**  
by Terry Fan and Eric Fan

Simon & Schuster, 2016, ISBN: 9781481439787

William and an elderly gardener help transform their town by creating anonymous toptary artwork.

**Olinguito, de la A a la Z! Descubriendo el bosque nublado / Olinguito, from A to Z! Unveiling the Cloud Forest**

by Lulu Delacre  
Children's Book Press, 2016, ISBN: 9780892393275

Explore the cloud forest of the Andes in Ecuador in this bilingual alphabetical book in verse.

**The Quickest Kid in Clarksville**  
by Pat Zietlow Miller, illustrated by Frank Morrison

Chronicle Books, 2016, ISBN: 9781452129365

In 1960, on her way to meet Olympic track star Wilma Rudolph at the hometown parade, Alta discovers that it is not shoes that make her fast.

**Strictly No Elephants**  
by Lisa Mantchev, illustrated by Tae Eun Yoo

Simon & Schuster/Paula Wiseman Books, 2015, ISBN: 9781481416474

Pets—and friends—come in all shapes and sizes.

**Surf's Up**  
by Kwame Alexander, illustrated by Daniel Miyares

NorthSouth Books, 2016, ISBN: 9780735942205

Frog friends Bro and Dude hilariously debate whether surfing or reading is a better way to spend a day at the beach.

**They All Saw a Cat**  
by Brendan Wenzel

Chronicle Books, 2016, ISBN: 9781452150130

Difference in perspective is clearly demonstrated in this book as many animals all look at the same cat.

**Treat**  
by Mary Sullivan

Houghton Mifflin Harcourt, 2016, ISBN: 9780544472709  
Learn the many things this dog does in order to get a treat to eat in this light tale filled with humor.

**Urgency Emergency! Itsy Bitsy Spider**  
by Dosh Archer

Albert Whitman, 2015, ISBN: 9780807583609

In this funny early reader, Doctor Glenda and Nurse Percy rush to work when the penguin paramedics bring in a very small spider who has fallen down a waterspout.

**Waiting for High Tide**  
by Nikki McClure

Abrams, 2016, ISBN: 9781419716560

While the tide is out, a young boy and his family find treasures of all kinds in the muddy shoreline; stunning cut-paper illustrations make this a visual treat.

**We Are Growing!**  
by Mo Willems and Laurie Keller

Disney-Hyperion, 2016, ISBN: 9781484726358

While all of the other blades of grass find something at which they are the "—est" Walt, an ordinary blade, feels a bit left out in this Elephant & Piggie Like Reading! series title. But, wait, what is that sound? Is that the . . . lawn mower?

**We Found a Hat**  
by Jon Klassen  
Candlewick Press, 2016, ISBN: 9780763656003

The final book in the hat trilogy, this one offers another unique twist to resolve who gets the hat.

**What Do You Do with a Problem?**  
by Kobi Yamada, illustrated by Mae Besom

Compendium Books, 2016, ISBN: 9781943200009  
A child experiences an unexpected problem, worrying and wrestling it through until he realizes it's not really a problem after all—it's an opportunity.

**Where Are You Going, Baby Lincoln?**  
by Kate DiCamillo, illustrated by Chris Van Dusen

Candlewick Press, 2016, ISBN: 9780763673116

To get away from her older sister, Eugenia, Baby Lincoln packs her suitcase for an adventure, discovering that there's no place like home.



ALSC  
American Library Society

# Summer Reading List

GRADES 3-5

*Ape and Armadillo Take Over the World*

by James Sturm

TOON Books, 2016, ISBN: 9781943145096

Ape and Armadillo learn that achieving world domination is a lot less fun without your best friend at your side.

*The Book That Fractured Truth, and Harlem's Greatest Bookstore*

by Vaunda Micheaux Nelson, illustrated by R. Gregory Christie

Carolrhoda Books, 2015, ISBN: 9780761339434

The story of the National Memorial African Bookstore, a testament to the power of words and reading and a celebration of culture during some turbulent years.

*A Dragon's Guide to the Care and Feeding of Humans*

by Laurence Yep and Joanne Ryder, illustrated by Mary GrandPré

Crown Books, 2015, ISBN: 9780385392280

A story about dragons with a twist: Miss Drake (the dragon) has a new human pet!

*Fable Comics*

Edited by Chris Duffy

First Second, 2015, ISBN: 9781626721074

Twenty-eight fables from different countries are retold

with the help of prominent children's book illustrators.

*Flying Lessons & Other Stories*

Edited by Ellen Oh

Crown Books, 2017, ISBN: 9781101934593

Ten authors celebrate diversity through tales of Bigfoot, basketball, girl pirates, and more in a highly readable, relatable short-story collection.

*Fort*

by Cynthia DeFelice

Farrar, Straus and Giroux, 2015, ISBN: 9780374324278

Friends Wyatt and Augie spend an unplugged summer in the woods, building a fort and protecting a disabled boy from bullies.

*Freedom over Me: Eleven Slaves, Their Lives and Dreams Brought to Life*

by Ashley Bryan

Athenaeum/Caitlyn Dlouhy Books, 2016, ISBN: 9781481456906

Bryan breathes life into eleven slaves (listed as property on a document from 1828 that he purchased in an estate sale) through his exquisite portraits and narrative poetry.

*Full of Beans*

by Jennifer L. Holm

Random House, 2016, ISBN: 9780535310362

In Depression era Key West, Beans Curry and his barefoot gang of friends try various

*The Jumbies*

by Tracey Baptiste

Algonquin, 2015, ISBN: 9781616204143

Eleven-year-old Corinne must call on her courage and an ancient magic to stop an evil spirit and save her island home.

*The Last Kids on Earth*

by Max Brallier, illustrated by Douglas Holgate

Viking, 2015, ISBN: 9780670016617

Described as *Diary of a Wimpy Kid* meets *The Walking Dead*, this postapocalyptic graphic novel is sure to delight summer readers as Jack Sullivan holes up in his tree house for as long as he can.

*Lola Levine Is Not Mean!*

by Monica Brown, illustrated by Angela Dominguez

Little, Brown, 2015, ISBN: 9780316258364

Sports-loving Lola accidentally injures a classmate during a recess soccer game and resolves to win back her spot on the field—and her friends—by demonstrating what good sportsmanship is all about.

*Makoons*

by Louise Erdrich

HarperCollins, 2016, ISBN: 9780060577933

Twin brothers Makoons and Chickadee travel across the plains in search of buffalo with their family in the 1860s.

*Juana and Lucas*

by Juana Medina

Candlewick Press, 2016, ISBN: 9780763672089

A little girl growing up in Bogotá is determined to learn English before her trip to the U.S. and her visit to Spaceland.

*Mojo*

by Sharon Creech

HarperCollins, 2016, ISBN: 9780062415240

When Reena found out she was moving to Maine, she pictured lighthouses and lobsters, not a neighbor with a zany cow named Zora.

*Narwhal: Unicorn of the Sea*

by Ben Clanton

Tundra Books, 2016, ISBN: 9781101918715

A narwhal and a jellyfish strike up an unlikely friendship and have adventures under the sea.

*Nothing but Trouble*

by Jacqueline Davies

HarperCollins/Katherine Tegen Books, 2016, ISBN: 9780062369888

Maggie, aspiring scientist and hacker, and Lena, a talented artist, team up to add a little mystery and mischief to the last days of Odawahaka Middle School.

*Oona Finds an Egg*

by Adele Griffin, illustrated by Mike Wu

Scholastic, 2016, ISBN: 9780545732796

Follow Oona Oodlehunk on her adventures in prehistoric times as she tries to find the perfect pet.

*Pax*

by Sara Pennypacker, illustrated by Jon Klassen

Balzer + Bray, 2016, ISBN: 9780062377012

Peter leaves home to reunite with his beloved pet fox, Pax.

*Raymie Nightingale*

by Kate DiCamillo

Candlewick Press, 2016, ISBN: 9780763681173

Raymie prepares for a local beauty pageant in the hopes of getting the attention of her father and becomes friends with her quirky competitors.

*Two Naomis*

by Olugbemisola Rhuday-Perkovich and Audrey Vernick

Balzer + Bray, 2016, ISBN: 9780062414250

Two girls who are both named Naomi find themselves at odds when their parents begin to date.

*Unusual Chickens for the Exceptional Poultry Farmer*

by Kelly Jones, illustrated by Katie Kath

Knopf Books, 2015, ISBN: 9780385755528

When she and her family move to a farm, Sophie discovers some unique chickens that need more than just care and feeding.

*Wet Cement: A Mix of Concrete Poems*

by Bob Raczka

Roaring Brook Press, 2016, ISBN: 9781626722361

Raczka offers a collection of twenty-one concrete poems that are a surefire way to draw the attention of young readers and inspire readers.



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American Library Society

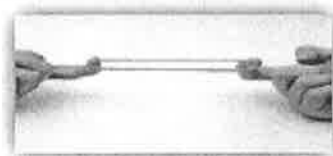


## Phonemic Awareness Activities—K-1



☐ 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/ /ö/ /g/.” Have your child do the same.

☐ 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 dog and he/she can pretend to stretch a word with a rubber band. Your child should say /d/ /ö/ /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 over and over again containing rhymes.

☐ 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 (EX; pan/man; pat/boy). Ask, “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 “Twinkly, Twinkle Little Star”.

## **Phonemic Awareness Activities—K-1**

☐ Give your child a small car (such as a Matchbox car). Write a 3-4 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.

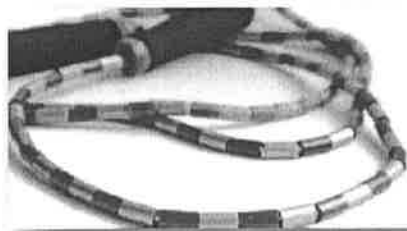
☐ To help your child segment (separate) sounds in words:

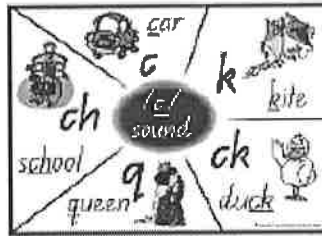
○ Give your child 3-5 blocks, beads, bingo chips, or similar items. Say a word and have your child move an object for each sound in the word.



○ 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

**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—K-1

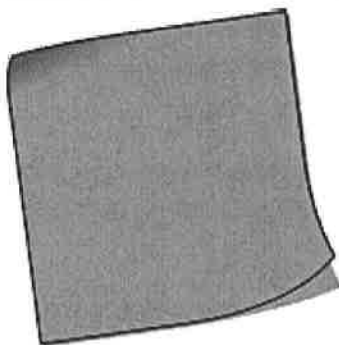
- ☐ Make letter-sounds and have your child write the letter or letters that match the sounds.
- ☐ Play word games that connect sounds with syllables and words. (for example, if the letters “p-e-n” spell *pen*, how do you spell *hen*?).
- ☐ Write letters on cards. Hold up the cards one at a time and have your child say the sounds (for example, the /d/ sound for the letter *d*).
- ☐ 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 names (for example, *John* and *jump*). Talk about how the beginning sounds of the words are alike.
- ☐ 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 in which hand is the letter. Then show the letter and have your child say the letter name and make the sound (for example, the letter *m* matches the /m/ sound as in *man*).
- ☐ Make letter-sounds and ask your child to draw the matching letters in cornmeal or sand.



- ☐ Take egg cartons and put a paper letter in each slot until you have all the letters of the alphabet in order. Say letter-sounds and ask your child to pick out the letters that match those sounds.
- ☐ Building words - Using magnetic letters, make a three letter word on the refrigerator (cat). 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, hat, sat, mat, rat, pat). Then change only the ending letter (pat, pal, pad, pan). Finally, change only the middle letter (pan, pen, pin, pun).

## Phonics Activities—K-1

- ☐ **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 their 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 is a real word or a non-sense word. Take turns, 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**

**O 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.

**O Sound and Blend** - Have your child say each sound separately (sss aaa t). This is called "sounding it out", and then say the sounds together (sat). This is "blending".

**O 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 the letters in his or her name.**

## Phonics Activities—K-1

☐ Use magnetic letters to spell words on the refrigerator or spell names of family members and friends.

☐ Discuss how names are similar and different.

☐ Recognizing shapes is the beginning of recognizing the features of letters. Have your child sort letters by tall tails, short tails, hooks, humps, and circles. Your child can continue to sort by feature combinations as well (Ex: circles and tall tails, hooks and circles, humps and tall tails, etc.)

☐ Ask your child to name stores, restaurants, and other places that have signs. This is called environmental print. Have your child cut the images of these signs from bags, take-out containers, and fliers and post them somewhere to make an Environmental Print Word Wall.

☐ Ask your child to look through ads to point out things he/she recognizes. Ask if they know any of the letters on the page.



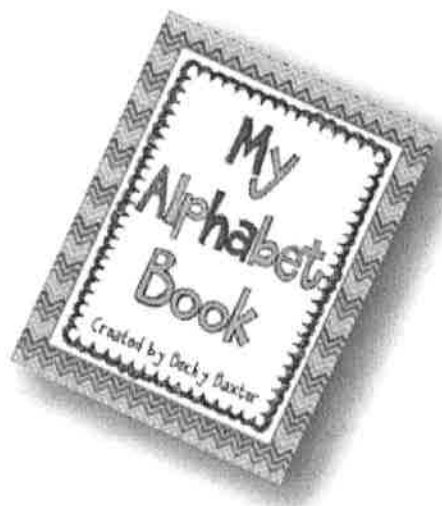
☐ Use stores as an opportunity for learning! Ask questions like, "Can you find something that has a letter C? Can you find a word that begins with an M? Can you find something with 4 letters?" Praise all efforts and keep it like a game.

☐ Make alphabet letters out of Play-doh®.

☐ Write letters with your finger on your child's back and have them guess the letter. Have your child do the same to you.

☐ Play "Memory" or "Go Fish" using alphabet cards.

☐ Read alphabet books to your child and eventually ask him/her to name the items on the page that you know he/she can successfully tell you.



# 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—K-1

☐ **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, 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.

☐ **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.

☐ **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 stuffed animals, pets, siblings, neighbors, grandparents - 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 it with a tape player or MP3 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!

☐ **When you read a story, use appropriate expression during dialogue.** Encourage your child to mimic your expression. Talk with him/her about what that expression means. Ex: 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, ask your child to repeat the familiar phrase with you.** Ex: For the story, "The House that Jack Built" your child can recite with you "in the house that Jack built."



## Fluency Activities—K-1

☐ When you read a story, use appropriate expression during the speaking parts (dialogue). Encourage your child to copy your expression. Talk with him/her about what that expression means. Ex: 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.

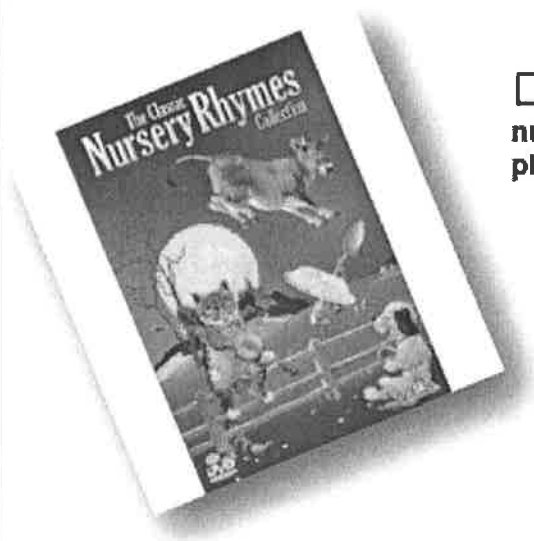
☐ Point out punctuation marks that aid in expression such as question marks, exclamation points and quotation marks. Demonstrate how your voice changes as you read for each. Only focus on one during a book. Remember it is important to enjoy it first and foremost.

☐ Encourage child to sing favorite songs and repeat favorite lines of songs.



☐ Make your own books of favorite songs for 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 in meaningful phrases. Ex: 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**

**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

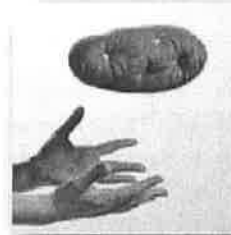
## Vocabulary Activities—K-1

☐ **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 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.

☐ **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 look out 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 them 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 that topic. This is a great way to build word knowledge!

☐ **Discuss opposites (antonyms).**

## Vocabulary Activities—K-1

☐ 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.

☐ Use the language of books such as author, title, illustrator, title page, etc.

☐ Discuss ordinal words such as first, last, beginning, middle, etc.

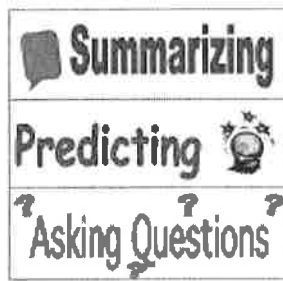
☐ Talk about how things are similar/alike as well as how things are different. Ex: How is a dog like a cat? How is a dog different from a cat?

☐ Use a variety of words to describe feelings and emotions. For example, your child says he/she is happy. You can validate that by saying, "I'm so glad you are so joyful today! You sure look happy!"

☐ 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?"

☐ When you read a book about a topic, ask him/her to tell you all the words related to it. Ex: If you read a book about a dog, he/she might say dog, puppies, toy, food, play, 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. Ex: 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.



## 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—K-1

☐ **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."



☐ **Every day comprehension** - Ask your child who, what, when, where, why, 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? How did the birthday child like the presents?" Once your child is comfortable answering these questions about his/ her experiences, 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. 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.

### 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 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'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.

## Comprehension Activities—K-1

- ☐ 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?"

### 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 about what 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" 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 of 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. Ex: "Which character do you think was kind? Which character was bossy? How do you know?" If your child doesn't know, give 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, not passive.
- ☐ Make puppets to help your child retell a favorite story or use stuffed animals as props to retell a story or part of a favorite story.

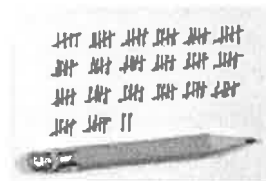


## Phonemic Awareness Activities—2-3



- ☐ Demonstrate clapping a word into its syllables. Ask your child to clap words into syllables.

- ☐ Make tally marks for the number of syllables in the names of people in your family, favorite foods, etc.



- ☐ Give your child a small car (such as a Matchbox car). Write a 5+ 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.



- ☐ To help your child segment (separate) sounds in words:

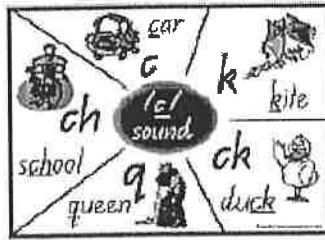


- ☐ Give your child 4-7 blocks, beads, bingo chips or similar items. Say a word and have your child move an object for each sound in the word.

- ☐ 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

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

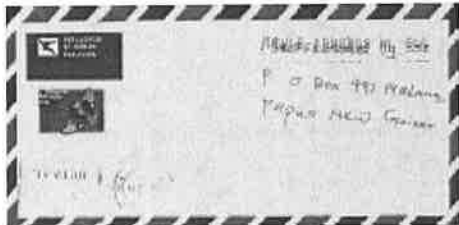
## Phonics Activities—2-3

☐ Make blend-sounds and have your child write the letters that match the sounds.

☐ Play word games that connect sounds with syllables and words (for example, if the letters "l-a-t-e-r" spell *later*, how do you spell *hater*? How many syllables are in *later*?).

☐ Write vowel and consonant digraphs, trigraphs, and blends on cards. Hold up the cards one at a time and have your child say the sounds (for example, the long e sound /ē/ for the vowel digraphs ea and ee).

☐ Writing words - Many children love to send and receive notes, and writing is a great way to reinforce phonics skills. Send your child notes in his/her backpack or place notes on the pillow. Have a relative or friend send a letter or email to your child. Whenever your child receives a note, have him/her write back. Don't be concerned about spelling. Instead, have your child sound out the words to the best of his/her ability.



☐ Hunting for words - Choose a blend and have your child hunt for five items beginning with that sound. As each object is found, help your child write the word on a list. For example, if the target sound is "bl", the child might find and write blanket, blood, blue, blizzard, blast.

☐ Hints for helping your child sound out words

O 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.

O Sound and Blend - Have your child say each sound separately (sss aaa t). This is called "sounding it out", and then say the sounds together (sat). This is "blending".

O 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.

☐ Play "Memory" or "Go Fish" using consonant and vowel digraphs, trigraphs, and blends.



# 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—2-3

☐ **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, 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.



☐ **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.

☐ **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 stuffed animals, pets, siblings, neighbors, grandparents - 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 it with a tape player, cell phone, or MP3 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!

☐ **When you read a story, use appropriate expression during dialogue.** Encourage your child to mimic your expression. Talk with him/her about what that expression means. Ex: 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.

☐ **Make your own books of favorite songs for child to practice “reading”.** This builds confidence and helps your child identify him/herself as a reader.

☐ **Alternate repeating the favorite lines of a poem with your child.** He/ she will mimic your phrasing and expression.



## 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—2-3

☐ **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 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.

☐ **Hot potato (version 1)** - Play hot potato with synonyms (words with similar meanings). 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 prefixes or suffixes. The prefixes dis-, ex-, mis-, non-, pre-, re-, and un- are common. Common suffixes include -able/-ible, -ed, -er, -est, -ful, -ish, -less, -ly, -ment, and -ness.

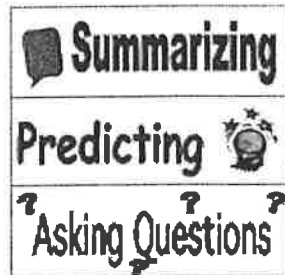
☐ **Hot potato (version 3)** - Play hot potato with categories. For younger children, the categories can be simple: pets, clothes, family members. For older children, the categories can be quite complex: The Revolutionary War, astronomy, math terms.

☐ **Word Collecting** - Have each family member be on the look out 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.



☐ **Play "categories"** with your child. Name a topic such as "ecosystems" and ask your child to think of all the words he/she can related to that topic. This is a great way to build word knowledge!

☐ **When you read a book about a topic**, ask him/her to tell you all the words related to it. Ex: If you read a book about dinosaurs, he/she might say Tyrannosaurus Rex, paleontologist, herbivore, carnivore, fossil. Add other words to help expand upon what he/she says.



## 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—2-3

☐ **Sequencing comics** - Choose a comic strip from the Sunday paper. Cut out each square and mix the squares up. Have your child put them in order and describe what is happening. Encourage your child to use words like first, second, next, finally, etc.



☐ **Every day comprehension** - Ask your child who, what, when, where, why, 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.

### 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 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'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.

☐ **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?"

### Other Ideas

☐ Discuss words related to stories such as characters, problem, and solution. For example, "How did the Wright Brothers find a solution to help their plane fly longer?" If the child does not know, show the picture or reread the page.

☐ Ask questions about character traits. Ex: "Which character do you think was kind? Which character was bossy? How do you know?" If your child doesn't know, give your answer. You may need to do this many times before your child can do it.

☐ 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?"



# 10 FREE LEARNING WEBSITES {FOR KIDS}

Here's a list of some fun, educational, and safe websites for your child to visit and explore on those hot summer days!

<p><b>Switcheroo Zoo</b> <a href="http://www.switcheroozoo.com">www.switcheroozoo.com</a> Watch, listen and play games to learn all about amazing animals!</p>	<p><b>Fun Brain</b> <a href="http://www.funbrain.com">www.funbrain.com</a> Play games while practicing math and reading skills.</p>
<p><b>Nat Geo for Kids</b> <a href="http://www.kids.nationalgeographic.com">www.kids.nationalgeographic.com</a> Learn all about geography and fascinating animals.</p>	<p><b>PBS Kids</b> <a href="http://www.pbskids.org">www.pbskids.org</a> Hang out with your favorite characters all while learning!</p>
<p><b>Into the Book</b> <a href="http://www.reading.ecb.org">www.reading.ecb.org</a> Go "into the book" to play games that practice reading strategies.</p>	<p><b>Star Fall</b> <a href="http://www.starfall.com">www.starfall.com</a> Practice your phonics skills with these read-along stories.</p>
<p><b>Seussville</b> <a href="http://www.seussville.com">www.seussville.com</a> Read, play games, and hang out with Dr. Seuss and his friends.</p>	<p><b>Storyline Online</b> <a href="http://www.storylineonline.net">www.storylineonline.net</a> Have some of your favorite stories read to you by movie stars!</p>
<p><b>ABC YA</b> <a href="http://www.abcy.com">www.abcy.com</a> Practice math and reading skills all while playing fun games!</p>	<p><b>Highlights Kids</b> <a href="http://www.highlightskids.com">www.highlightskids.com</a> Read, play games, and conduct cool science experiments!</p>



# Online Resources for Parents

## **SIGHT WORD LISTS AND GAMES**

<http://www.sightwords.com>

## **INFORMATION ON PHONICS**

<http://www.scholastic.com/parents/resources/article/developing-reading-skills/teach-phonics-home>

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

<http://www.icanteachmychild.com/10-steps-to-teaching-your-child-to-read/>

<http://pbs.org/parents/education/reading-language/reading-tips/phonics-basics/>

<http://reallygoodstuff.com/community/11-free-reading-websites-for-kids/>

## **KINDERGARTEN ONLINE GAMES**

<http://funbrainjr.com/games/>

<http://pbskids.org/daniel/stories/>

<http://www.greensburgsaalem.org/Page/137>

[http://abcy.com/kindergarten\\_computers.htm#letters-cat](http://abcy.com/kindergarten_computers.htm#letters-cat)

<http://www.readingresource.net/websitesforkids.html>

## **FIRST GRADE ONLINE GAMES**

[http://www.abcy.com/first\\_gradecomputers.htm](http://www.abcy.com/first_gradecomputers.htm)

<http://readingresource.net/websitesforkids.html>

<http://reallygoodstuff.com/community/11-free-reading-websites-for-kids/>

## **SECOND GRADE ONLINE GAMES**

[http://www.abcy.com/second\\_gradecomputers.htm](http://www.abcy.com/second_gradecomputers.htm)

<http://readingresource.net/websitesforkids.html>

<http://smartygames.com/reading.php>

<http://reallygoodstuff.com/community/11-free-reading-websites-for-kids/>

<https://wehavekids.com/education/elementary-reading-websites-for-kids>

## Additional K - 3 Literacy Resources

### Storyline Online

<http://www.storylineonline.net>

Well known actors read children's books online to get kids excited about reading!

### Smithsonian Tween Tribute Junior

<http://tweentribute.com/category/junior>

Get kids excited about reading nonfiction 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. Author biographies are available.

### KidsReads

<http://www.kidsreads.com>

Great resource for finding information about new books, favorite authors, series, and so much more!

### Robert Munsch

<http://robermunsch.com>

This popular author reads all 50 of his stories with enthusiasm and excitement. The audio can be listened to or downloaded.

### Starfall

<http://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://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 encourage their children to read.

## MeL (Michigan eLibrary)

<http://kids.mel.org>

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

**BookFlix**

Grades Pre-Kindergarten - Third Grade: An interactive experience that allows beginning readers to explore fiction and nonfiction designed to increase understanding and fluency. Increase comprehension and have fun at the same time!

**Britannica Learning Zone**

Grades Pre-Kindergarten - Second Grade: School code is mel5. 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-Kindergarten - Fifth Grade: Contains nine content categories: Pictures and Videos, World of Animals, Activities, Maps and More, Games, Important People, Compare Places, Science Projects, and Dictionary.

**Kids Infobits**

Grades Pre-Kindergarten - Fifth Grade: Full text. Especially for beginning researches 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-Kindergarten - 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:**

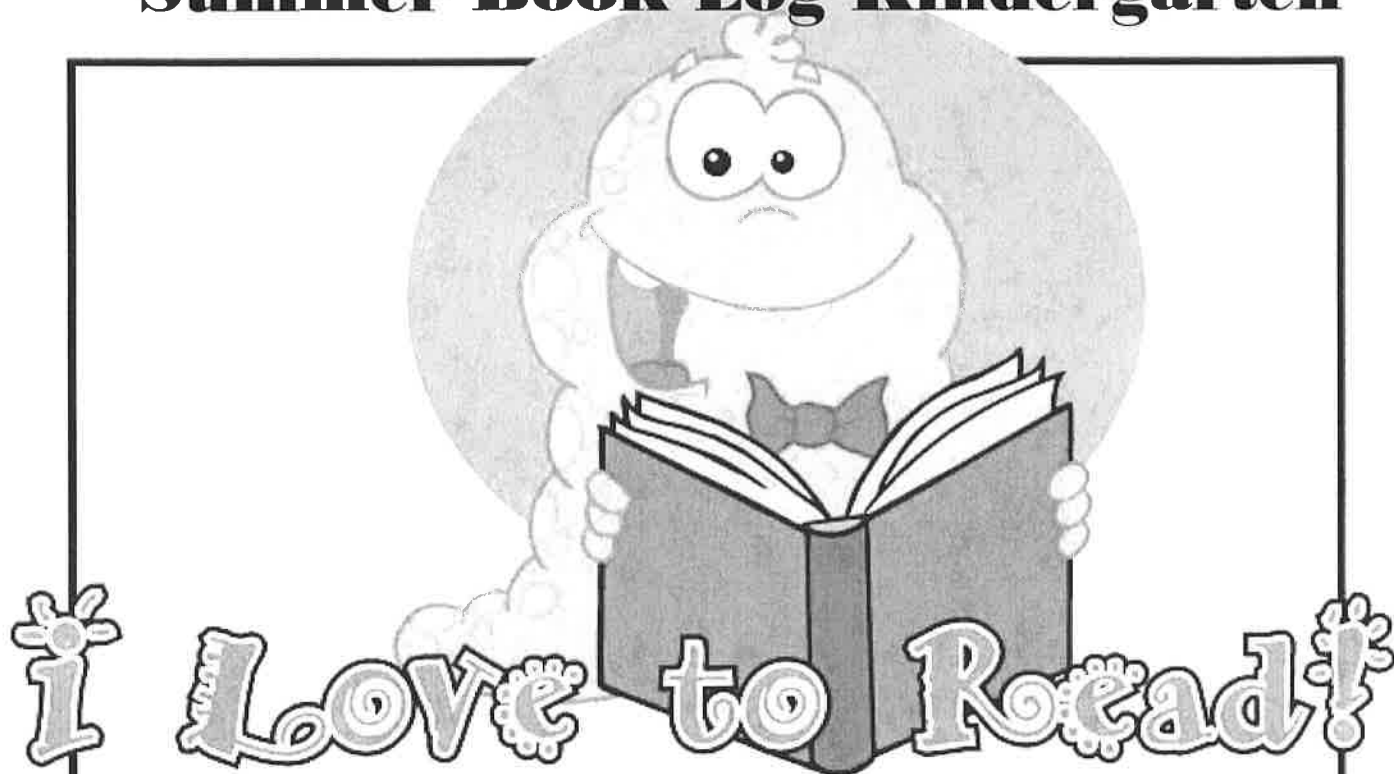
<http://www.pta.org/parentsguides>

# Children's Summer Reading Challenge

This reading challenge contains thirty books. Readers can choose a number of books to read — whether it's five or all thirty — and check them off the list as they read a book that corresponds to the descriptions below. Try to find books from different genres that fit the descriptions.

- ☐ A chapter book with illustrations
- ☐ A book with a one-word title
- ☐ A book with a seven-word title
- ☐ A book with “Blue” in the title
- ☐ A book title with two words that rhyme
- ☐ A book with a dragon on the cover
- ☐ A book with a female main character
- ☐ A book title with a character's name
- ☐ A book with a yellow cover
- ☐ A book between 90 and 120 pages
- ☐ A book with more than 200 pages
- ☐ A book recommended by a parent
- ☐ A book chosen by a sibling or friend
- ☐ A book with an animal as the main character
- ☐ A new release from the library
- ☐ A Newbery Medal winner
- ☐ A Caldecott Award winner
- ☐ A book written by an author with the same first or last name as you
- ☐ A book with a main character who is a minority
- ☐ A book published the year you were born
- ☐ A book you borrow from someone
- ☐ A book set in a different country
- ☐ A book you've seen the movie version for but haven't read
- ☐ A book in a series you haven't read
- ☐ A book set in a different century
- ☐ A book from a bottom library shelf
- ☐ A graphic novel
- ☐ A nonfiction book
- ☐ A book by Roald Dahl
- ☐ A book with a mystery

# Summer Book Log Kindergarten



1.	_____	Minutes Read	<input type="text"/>
2.	_____	Minutes Read	<input type="text"/>
3.	_____	Minutes Read	<input type="text"/>
4.	_____	Minutes Read	<input type="text"/>
5.	_____	Minutes Read	<input type="text"/>
6.	_____	Minutes Read	<input type="text"/>
7.	_____	Minutes Read	<input type="text"/>
8.	_____	Minutes Read	<input type="text"/>

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Reading is fun! Take time to read with someone and record your minutes here!

Name: \_\_\_\_\_ Date: \_\_\_\_\_



# Daily Reading Log

Please read for 20 minutes every night.  
Record the title, author, and the number of minutes.  
Have a parent initial each night.

DAY OF THE WEEK	BOOK TITLE	AUTHOR	# OF MINUTES	PARENT INITIALS
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				

# Reading Bingo

Read a joke book	Read to a parent	Read in a comfy chair	Read a fairytale	Read while eating a snack
Read and memorize a poem	Read a picture book	Read a book mom picks	Read out loud	Read a silly book
Read your favorite book	Take turns reading a page with someone	Free	Read with a flashlight	Read in the bathtub
Read in your pajamas	Read to a sibling	Have someone read to you	Read outside	Read a chapter book
Read a non-fiction book	Read a book about animals	Read in a fort	Read a magazine	Read for 40 minutes

The Cozy Red Cottage