Hooray for Summer Reading!

Avoid SUMMER Slide

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:

| 1 | Visit your local library! 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 FIVE FINGER RULE 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! |
| 2 | Be sure your child reads at least 20 minutes a day. 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! |
| 3 | Set a good example. When your child sees you enjoying reading they receive the message that reading is important and valuable. |
| 4 | Read to your child. 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. |
| 5 | Read with your child. 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! |
| 6 | Read for different purposes. Reading directions for a recipe or directions for assembling a toy are fun ways to make sure reading is a part of everyday activities. |
| 8 | If you have access to an iPad there are tons of interactive books and apps that address phonics and early reading skills. 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 et à stimuler le niveau intellectuel de l’enfant durant la période des vacances :

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<td>1</td>
<td><strong>Visiter votre bibliothèque locale !</strong> 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 ou 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.</td>
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<td>2</td>
<td><strong>N’oubliez pas de faire lire votre enfant au moins 20 minutes par jour.</strong> 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.</td>
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<td>3</td>
<td><strong>Donner le bon exemple.</strong> Quand votre enfant vous voit cultiver le gout de la lecture il perçoit automatiquement la valeur et l’importance de la lecture.</td>
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<td>4</td>
<td><strong>Lire à votre enfant.</strong> 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’interesser davantage à la lecture.</td>
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<td>5</td>
<td><strong>Lisez avec votre enfant.</strong> 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 !</td>
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<td>6</td>
<td><strong>Lire à différentes fins.</strong> 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.</td>
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<td>8</td>
<td><strong>Si vous avez accès à un iPad il y a beaucoup de livres interactifs et d’ Applications de phonétique et les aptitudes de lecture.</strong> 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.</td>
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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 !
وتظهر الدراسات أن الأطفال الذين لا يتركون أو لا يستطيعون الوصول إلى الكتب خلال فصل الصيف يفقدون شهرين من أداء القراءة.

ولذلك القندان يترك جلسات المدرسة في الإبتدائية حيث قبل أن يدخل الطفل مرحلة الإعدادية سوف يكون متأخراً ستين ونصف.

الخبر السار يمكن معه هذا التأخر بتوسيع وتوفر الأطفال فرص القراءة في الصيف. وأليك بعض الأفكار التي يمكن أن تدعم ت définiاء القراءة أثناء الأشهر خارج المدرسة:

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| زيارة المكتبة المحلية: ساعد طفلك باختيار الكتب التي تناسب مستوى ورغبته و تكون ذات الفادة العالية لطفلك.

استخدم قائمة الأهداف الصغيرة للفصل المدرسي في القراءة ليست صعبة لطفلك. أرفع عدد واحد لكل كلمة خطأ في القراءة إذا كان لديك
4-5 أصبع مفرودات معهد الكتاب صعب وغير ملائم لمستوى الطفل. حاول أخذ الكتب الملاحظة لمستوى طفلك والاعتماد على
نفسه بالقراءة.

تأكد من أن يقرأ طفلك على الأقل 20 دقيقة يوميا - الطفل الذي يفعل ذلك يكون مصداً قراءة الكلاس يصل إلى 1,800 كلمه قبل أن يصل إلى الصف السادس. وهذا هو الكثير من الكتب!

كن مثالاً جيداً: عندما يرى طفلك بأذكاك الاستمتاع بالقراءة سوف يعرف ويفهم بأن القراءة هامة وقيمة.

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| قراءة لطفلك: عندما تقرأ لطفلك، سوف يسمع إيقاع اللغة. وحاول أن تقرأ مع التعبير وتغيير صوتك لشخصيات مختلفة.

زيارة ورفع حجم الصوت أثناء أجزاء مثيرة، وهي وسيلة رائعة لتحسين مهارات الكتابة للقاص لأولئك الأصغر سنًا، وطريقة رائعة لتحسين القراءة بالنسبة للأطفال الأكبر سنًا.

إقرأ مع طفلك. استمتع بقراءة أجزاء مختلفة من القصص مثل الشعر، الشعر، الشعر، الشعر، الشعر، الشعر، الشعر.

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| قراءة لغات مختلفة: اتجاهات القراءة عن وصف أو توجيهات لتجميع أجزاء لعبة هي مثمرة كبيرة للتأكد من القراءة جزء من الأنشطة اليومية.

لعب مع الكلمات. زيارة على شبكة الإنترنت التي تدرب بناء المفردات مثل،

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| إذا كان لديك حق الوصول إلى (أي باد) هناك أطمان من الكتب التفاعلية وتطبيقات هذا العنوان سماح
الصوت ومهارات القراءة في وقت مبكر. وكذلك يوجد العديد من المواد التي تقدم قراءة الأدعية مجاناً ذات الصلة.

انظر إلى القائمة المدرجة في هذه الصفحة لكل الموارد.

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نتمنى لك صيف سعيد وصحي! الرجاء أن تكون من القراءة، القراءة، القراءة المكتبة لتنمي فقدان ونسيان الكثير من الأمور والمعلومات! وسوف نحتفل بالتقدم دائماً!
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.


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: 9781498980558
Use your fingers to trace the path and help the animals find their way.

Baa, Baa, Black Sheep by Jane Cabrera
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 Elkin, illustrated by Elly MacKay
From sand dollars to sandpipers, a baby’s blissful day at the beach is recalled in lyrical verse and simple pastel-hue illustrations.

Beep! Beep! Go to Sleep! by Todd Tarpley, illustrated by John Polio
A boy and his three rambunctious robots get ready for bed.

Canticos: Elefantitos / Canticos: Little Elephants by Susie Jaramillo
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
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: 9781498601026
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
Describing the sounds and smells two children on different continents experience while falling asleep, the reader becomes aware of the interconnectedness found throughout the world in this charming bedtime story.

Egg by Kevin Henkes
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
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
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
Play your way through this interactive and humorous book!

Looking for Bongo by Eric Velasquez
A boy’s stuffed dog is missing: can advice from his abuela and a bit of detective work help him find his beloved toy?

My Heart Fills with Happiness by Monique Gray Smith, illustrated by Julie Flett
A celebration of moments in life to reflect on and cherish.

Old MacDonald Had a Truck by Steve Goetz, illustrated by Eda Kaban
Toddlers will love to sing along with this new version of an old favorite, featuring heavy farm machinery.

Puddle by Hyewon Yum
A rainy day doesn’t stop a boy and his mother from having creative fun both inside and out.

Puddles!!! by Kevin Attarberry
Declan the monster loves to walk in the rain and splash in puddles. Will his bunny friends enjoy this as much as he does?

Sidewalk Flowers by JonArno Lawson, illustrated by Sydney Smith
A young girl living in the city shares wildflowers she finds while walking, transforming the lives of all she meets.

Steam Train, Dream Train 1-2-3 by Sherri Duskey Rinker, illustrated by Tom Lichtenheld
“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
Three friends at a slumber party enjoy life’s simple pleasures in this, the perfect bedtime story.

The Wheels on the Tuk Tuk by Kabir Sehgal and Surishtha Sehgal, illustrated by Jess Golden
Beach Lane Books, 2016, ISBN: 9781481414834
“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
Beginning with the start of spring, poetic journal entries celebrate the sights and feelings evoked by the seasons.
Ballet Cat: Dance! Dance! Underpants! by Bob Shea
Ballet Cat is simply manic for ballet and tries to get her friend Batter Bear to join in the dance.

Beastly Verse Illustrated by JooHee Yoon
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
From the new Elephant & Piggie Like Reading! series, a hippo, crocodile, squid, with pigtails, and square 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 Lopera
Based on the childhood of Millo Castro Zaldinaga, one of Cuba’s first female drummers, this picture book biography inspires us all to follow our dreams.

Duck, Duck, Dinosaur
by Kallie George, illustrated by Orlol Vidal
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
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
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
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
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
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, new vocabulary, and much more in this entertaining book all about ice cream.

Little Elliot, Big Fun
by Mike Curato
A big amusement park brings more 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
William and an elderly gardener help transform their town by creating anonymous topiary artwork.

¡Olinguito, de la A a la Z! Descubriendo el bosque nublado / Olinguito, from A to Z: Unveiling the Cloud Forest
by LuLu Delacre
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
In 1960, on her way to meet Olympic track star Wilma Rudolph at the hometown parade, Alia discovers that it is not shoes that make her fast.

Strictly No Elephants
by Lisa Mantchev, illustrated by Taeun Yoo
Pets—and friends—come in all shapes and sizes.

Surf’s Up
by Kwame Alexander, illustrated by Daniel Miyares
Frog friends Bro and Dude hilariously debate whether surfing or reading is a better way to spend a day at the beach.

Treat
by Mary Sullivan
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 wasp’s nest.

Waiting for High Tide
by Nikki Grulce
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
While all of the other blades of grass find something at which they are the “best,” 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
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 Mac Barnett
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
To get away from her older sister, Eugenia, Baby Lincoln packs her suitcase for an adventure, discovering that there’s no place like home.
Ape and Armadillo Take Over the World
by James Sturm
Ape and Armadillo learn that achieving world domination is a lot less fun without your best friend at your side.

The Book That Is Freedom, Truth, and Harlem's Great Writers
by Vaunda Micheaux Nelson, illustrated by R. Gregory Christie
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
A story about dragons with a twist: Miss Drake (the dragon) has a new human pet.

Fables Comics
Edited by Chris Duffy
First Second, 2015, ISBN: 97816207721074
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
Ten authors celebrate diversity through tales of Bigfoot, basketball, girl pirates, and more in a highly readable, relatable short-story collection.

Farm
by Cynthia DeFelice
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
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 Light
by Jennifer L. Holm
In Depression-era Key West, Beanie Curry and his barefoot gang of friends try various schemes to make easy money in this laugh-out-loud historical novel.

Garvey's Choice
by Nikki Grimes
Overweight sci-fi nerd Garvey knows he can never be the athlete his father wants him to be, but maybe—just maybe—he might be able to find his own path when he joins the school chorus.

Hiawatha and the Peacemaker
by Robbie Robertson,
A powerful introduction to the story of Hiawatha, the Mohawk who translated the message of unity from the Peacemaker, unifying the five nations of Iroquois.

Jazz Day: The Making of a Famous Photograph
by Roxane Orgill, illustrated by Frances Vallejo
This collection of poetry focuses on the process art designer Art Kane went through in order to photograph what was to become the iconic 1958 photo of American jazz greats on a stoop in Harlem.

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

The Jumblers
by Tracey Baptiste
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
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.

Maori: Music of the Taniwha
by Louise Erdrich
Margie, aspiring scientist and hacker, and Lena, a talented artist, team up to add a little mystery and mischief to the last days of Owadahaka Middle School.

Oona Flies on Eagles
by Adele Griffin, illustrated by Mike Wu
Scholastic, 2016, ISBN: 9780545725786
Follow Oona Godthunh on her adventures in prehistoric times as she tries to find the perfect pet.

Phone
by Sara Pennypacker, illustrated by Jon Klassen
Peter leaves home to reunite with his beloved pet fox, Pax.

Raymie Nightingale
by Kate DiCamillo
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 Olgugemisi Rhudy-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
When she and her family move to a farm, Sophie discovers some unique chickens that need more than just care and feeding.

Whet Cement: A Mix Of Cameos Poems
by Bob Raczka
Raczka offers a collection of twenty-one concrete poems that are a surefire way to draw the attention of young readers and inspire readers.
Phonemic Awareness Activities—K-1

☐ Play “I Spy” with your child, but instead of giving a color say, “I spy something that starts with /bl/” or “I spy something with these sounds, /dl/ /lÔ/ /gl/.” 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 /dl/ /lÔ/ /gl/.

☐ 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.


☐ 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 nonsense 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

  - 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 sound separately (sss aaa t). This is called "sounding it out", and then say the sounds together (sat). This is "blending".

  - 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 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:
th, 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
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 /eɪ/ 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.

Hints for helping 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 sound separately (sss aaa t). This is called "sounding it out", and then say the sounds together (sat). This is "blending".

- 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.

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☐ 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
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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!

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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.greensburgalem.org/Page/137
http://abcya.com/kindergarten_computers.htm#letters-cat
http://www.readingresource.net/websitesforkids.html

FIRST GRADE ONLINE GAMES
http://www.abcya.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.abcya.com/second_gradecomputers.htm
http://readingresource.net/websitesforkids.html
http://smartygames.com/reading.php
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 Tribune 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 researchers 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 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

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

<table>
<thead>
<tr>
<th>DAY OF THE WEEK</th>
<th>BOOK TITLE</th>
<th>AUTHOR</th>
<th># OF MINUTES</th>
<th>PARENT INITIALS</th>
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</thead>
<tbody>
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<td>Reading Bingo</td>
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<tr>
<td>Read a joke book</td>
<td>Read to a parent</td>
<td>Read in a comfy chair</td>
<td>Read a fairytale</td>
<td>Read while eating a snack</td>
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<tr>
<td>Read and memorize a poem</td>
<td>Read a picture book</td>
<td>Read a book mom picks</td>
<td>Read out loud</td>
<td>Read a silly book</td>
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<tr>
<td>Read your favorite book</td>
<td>Take turns reading a page with someone</td>
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<td>Read in the bathtub</td>
</tr>
<tr>
<td>Read in your pajamas</td>
<td>Read to a sibling</td>
<td>Have someone read to you</td>
<td>Read outside</td>
<td>Read a chapter book</td>
</tr>
<tr>
<td>Read a non-fiction book</td>
<td>Read a book about animals</td>
<td>Read in a fort</td>
<td>Read a magazine</td>
<td>Read for 40 minutes</td>
</tr>
</tbody>
</table>

The Cozy Red Cottage