UNLOCK THEIR IMAGINATION AND HELP THEM DREAM BIG!

LANSONG SCHOOL DISTRICT PARENTS’ READ-AT-HOME PLAN FOR STUDENT SUCCESS
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Visit us online for more information!
www.lansingschools.net
Dear Family,

Reading with your child is a proven way to promote early literacy. Helping to make sure your child is reading on grade level by third grade is important to prepare them for the future. Reading with your child for 20 minutes per day will have a positive impact. By making a few simple strategies a part of your daily routine, you will support your child’s success in school.

We are happy to provide you with this Read-at-Home Plan, which includes strategies to help your child become a more proficient reader!

Sincerely,

Lansing School District Staff

Our grades 2-3 reading guide includes activities to help your child learn the five (5) components of reading.

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
Read at Home Plan Daily Overview

Make time to read outside of school daily for a minimum of 20 minutes.

- Be creative about ways to find time (riding in the car, in the waiting room for an appointment, while you are cooking, nightly bedtime stories, etc.).
- 20 minutes continuous reading is great! If you are wondering when you might find time for 20 minutes in your schedule, take advantage of smaller chunks of time whenever possible.

Choose one or two quick activities in your child's area(s) of focus.

- These activities are meant to support your child’s reading development and are designed to be used in partnership with daily at home reading.
- These activities are brief, three to five minutes, and can be used on the go.
PHONEMIC AWARENESS

Phonemic awareness is the ability to hear and distinguish sounds. This includes:
- Recognizing sounds, alone and in words
- Adding sounds to words
- Taking apart words and breaking them into their different sounds
- Moving sounds

Access a parent quick tip video on phoneme blending activities:
Phonemic Awareness Activities

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

- Tally 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

Access a parent quick tip video on phonics activities

\[a^2 + b^2 = c^2\]
Phonics Activities

- 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.
  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.
  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 name. Talk about how the beginning sounds of the words are alike.
  Example: John and jump.

- 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. **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).

**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.
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.

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. 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:

- **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. **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.

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

- Play word games that connect sounds with syllables and words. **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.
  **Example:** the long e sound /ē/ for the vowel digraphs ea and ee).

- Play “Memory” or “Go Fish” using consonant and vowel digraphs, trigraphs, and blends.
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

- **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!

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.”

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.

Example: 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 your 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. **Example:** 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 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

☐ **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. **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.

- **Categories** 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. **Example:** 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.
Introducing Palindromes

Palindromes are a fun and silly way to practice a whole host of writing skills. Challenge your child to come up with as many palindromes as she can in this crazy writing activity.

What You Do

1. Start by explaining what palindromes are. They’re not as scary as they sound - a palindrome is a word, phrase, number, or sentence that can be read in either direction and says the same thing both ways. Punctuation is allowed and it does not have to be the same in either direction.
2. Next have your child brainstorm some words that are palindromes: “wow,” “huh,” “madam,” “mom,” and “dad” are great examples. Have her write down the words she thinks of on her paper.
3. After she has come up with some palindrome words, see if she can put those words (along with some non-palindrome words) together to make palindrome phrases or sentences.
4. Then, let her read aloud her completed palindromes, or draw pictures to accompany them to practice skills in art and public speaking.
5. When she’s done, your child can also try to find palindromes while out in town. For Example: in Yreka, California there is a place called “Yreka Bakery”!

What You Need

- Paper
- Pen or pencil
- Dictionary
Vocabulary Game

Improve your child’s vocabulary with this fun game that can be played anywhere, whether you’re waiting at the doctor’s office or sitting on the school bus. Turn wasted time into productive time and have fun along the way. If you play the Vocabulary Game consistently, your child will soon have a superb, admirable, excellent, magnificent, splendid vocabulary!

What You Do

1. Ask your child to describe something he sees. It doesn’t matter what it is, as long as he can see it clearly and describe it easily.
2. Pick out a word from your child’s description and offer synonyms for it. For example, your child describes a tree as big. That big tree might also be described as enormous, large, huge, immense, gigantic or gargantuan. Point out that the words all mean big.
3. Have your child repeat the words you provide. Some of them might seem funny to him!
4. Ask your child if he can think of any other words that mean big.
5. Pick another object and repeat the process.
6. The game can be as short or as long as you like, depending on the time you have and your child’s attention span.
7. When you first begin playing the Vocabulary Game, you may have to provide nearly all of the synonyms. Once you have been playing for a while, your child should be able to make contributions.

Once your child has mastered the Vocabulary Game using synonyms, switch things up and use antonyms!

What You Need

A variety of items that can be described by your child. This activity travels well!
Play Vocabulary Bingo!

Vocabulary development is a key component in upper-elementary reading programs. Students are usually given a list of important words from the reading material and asked to discuss their meanings and relationship to the story. A fun and simple way to review these words and their meanings with your child is to play a kind of reverse bingo that features definitions as bingo cues. It’s an easy twist on the classic game and it will prepare your child for the vocabulary challenges that lie ahead!

What You Do

1. Create bingo cards by using markers to draw four vertical lines and four horizontal lines to form 25 squares. Write “BINGO! “ in the middle square. This is a free space.
2. Each player should fill in his/her bingo card with vocabulary words from the list.
3. Once all cards are filled with words, begin calling out vocabulary clues. However, instead of the actual vocabulary words, call out the definitions. Players must then identify the word being described based on the definition given and find it on their cards.
4. Continue playing until one player fills in five boxes down, across, or diagonally and calls out “Bingo!“.
5. Rotate and reuse cards to play several rounds.

Note: Instead of bingo chips, players can use a pencil to mark boxes with a symbol, for example an “X” or a star. Choose a different symbol for each game.

What You Need

- Paper
- Markers
- Vocabulary list
- Bingo chips (or paper clips, beans, coins or pencils).
Test Your Vocabulary

Muffin tins are good for so much more than cooking. Use their built-in tubs to play a simple, fun and effective vocabulary game that helps kids memorize and use big words in new ways. (And if you and your kid are in the mood for a delicious muffin after the game, no one’s stopping you!)

What You Do

1. To set up the game, pick a number of vocabulary words that match the number of openings in your muffin tin.
2. Have your child cut a sheet of paper into narrow strips. He/she should have at least as many strips as vocabulary words.
3. Write each vocabulary word on one of the strips of paper.
4. Fold each strip of paper and tuck it into its own muffin tin opening.
5. Have your child take the ball and gently toss it into one of the spaces.
6. Let him/her pick the folded paper out of the tin. Which word did he/she pick?
7. Have him/her define the word. If you’re using a vocabulary list from school, prompt your child to get as close as possible to the exact definition on which he’ll/she’ll be tested. Either way, encourage your child to use his/her own words too. Understanding what a vocabulary word is enough to explain it in his/her own words is ultimately more important than the ability to give a memorized definition.

What You Need

- Muffin tin (with at least 12 openings)
- Vocabulary list
- Paper
- Scissors
- Small ball
- Marker

Continued on next page.
8. Remove that word from the muffin tin.
9. Keep letting your child toss the ball and define the words until the muffin tin is empty.
10. Place all the words back in the muffin tin.
11. Have your child take the ball and toss it into one of the spaces just like before.
12. This time have him/her use the vocabulary word in a sentence. Challenge him/her to come up with complex sentences that demonstrate the meaning of that word. Feel free to add some of your own sentences for your child to learn from.
13. Play out the game like before until the tin is empty. Who’s ready to ace his/her vocabulary test now?

While this muffin tin vocabulary game is an effective solo activity, it’s even more fun to play with at least two or more kids. Each player will toss the ball but the word he/she lands on will be defined by the player to his/her left. If he/she misses, the player to his/her left doesn’t have to define a word! Challenging, educational and full of playful competition? Now that’s an afternoon activity you can fully endorse.
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.

Access parent quick tip videos on comprehension activities:

Comprehension Activities

- **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.  
  **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.  
  **Example:** “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?”
Make a Book Square!

If your third grader is having difficulty sequencing events in a story, try creating this book square. It’s a fun way to highlight important story details and put them in a logical order. She can even use the Book Square as a bookmark, and add information to it as she reads!

**What You Do**

1. Cut an 8 1/2” square out of construction or printer paper. Fold the paper in fourths and open it. Then fold in each corner toward the center. Write the numbers one through four on the outside of the flaps. Open the square. In the center, write the title of the book and a sentence describing the main idea of the book.

2. During reading, ask your child to stop at the end of a chapter or an appropriate place where a main idea is shared. One way to sequence is to have her think about the “beginning, middle, and end.” Under flap #1 of the book square, she should write an important event that happens in the beginning of the story. Under flaps #2 and #3, have her write important events that happen in the middle of the story. Under flap #4, have her write important events that happen at the end of the story.

3. Your child did a lot of work creating the Book Square and filling in all the details! Have her share it with someone such as a friend, grandparent, or teacher.

4. What’s going on? This year, students make an important leap from “learning to read” to “reading to learn.” As their books become tougher, they can also have a hard time following key information. The Book Square is a way for your child to keep track of it all, and to get past initial frustrations with difficult text.

**What You Need**

- White paper
- Scissors
- Markers
Play Mood Charades!

Does your kid love to play charades? Mix things up and put a new moody twist on the classic game. Not only is this moods game a fun family activity, but it also helps with identifying emotion – a very important skill when it comes to both social development and reading comprehension!

**What You Do**

1. Tone, mood and emotion are very subjective and hard to explain. Spend some time first just talking with your child about it. Mood is probably the easiest one to figure out. Ask him to describe what a bad mood would look and sound like, and then a good mood. He should be able to give you a pretty good explanation of each. Then move on to more complex moods. Come up with 20 different moods, and write each on a slip of paper. Examples to get you started:

   - Nervous
   - Confused
   - Frustrated
   - Hopeful
   - Excited
   - Stern
   - Uncertain
   - Confident

2. Get family and friends together for a game of mood charades! It’s easy to play, but hard to win. Split into two teams of two or more people. Each team should take turns. In a turn, a team member draws one of the mood slips from a hat or bowl. He/she must act out the mood, without saying a word! Set a time limit on the turn (thirty seconds should be about right), and see if his/her team members can shout out the correct mood! If so, they earn themselves a point, and it’s the other team’s turn. Play until all mood slips have been drawn. The team with the most points wins!

**What You Need**

Nothing – just a kid or two who want to play the game!
Digital Resource Library

**ABCya**  
www.abcya.com

All activities were created or approved by certified school teachers and are modeled from primary grade lessons.

**Book Adventure**  
www.bookadventure.com

A reading motivation program for K-8 students. It offers recommended reading lists by grade level.

**Giggle Poetry**  
www.gigglepoetry.com/poemcategories.aspx

Read hundreds of silly poems and rate them on the Giggle Meter. Poems are categorized by topic.

**MEL (Michigan eLibrary) Storytime**  
www.kids.mel.org/Storytime

Includes non-fiction stories from a variety of collections. Popular collections include BookFlix, Kids InfoBits, World Book Kids.

**ReadWriteThink**  
www.readwritethink.org/parent-afterschool-resources

Includes resources for parents to help encourage their children to read.

**StarFall**  
www.starfall.com

Help children learn to read using this audiovisual interactive site.
**Storybird**  
www.storybird.com  

Get kids excited about reading by having them write their own stories.

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**Story Jumper**  
www.storyjumper.com  

Have kids create, share and read books online!

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**Storyline Online**  
www.storylineonline.net  

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

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**Seussville**  
www.seussville.com  

The official website of all things Dr. Seuss. Includes books, games, and lots of activities to get kids excited about reading.

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**Tumblebooks**  
www.tumblebooklibrary.com  

A digital book collection for students. Books are interactive and read aloud to students.  
Login: remc13, Password: learn13

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**WKAR/PBS Kids**  
https://pbskids.org/  

Includes games and activities for young children. Characters of the games are based on the familiar characters from popular PBS shows. http://grownups.pbskids.org/ Includes ideas and tips for parents and caregivers of young children.

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Content Adopted from the Mississippi Department of Ed.  
www.mde.k12.ms.us/literacy

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