UNLOCK THEIR IMAGINATION AND HELP THEM DREAM BIG!
LANSING 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 K-1 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 they 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 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

- 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/ /ŏ/ /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/ /ŏ/ /g/.

- Play the “Silly Name Game.” Replace the first letter of each family member’s name with a different letter. 

- Say a sentence aloud and ask your child to determine how many words were in the sentence.

- To help your child understand rhymes:
  - 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.  

☐ 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 “Twinkle, Twinkle Little Star”.

☐ Give your child a small car (such as a Matchbox car). Write a three-four 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.
Two Syllable = Two Jumps

Three Syllables = Three Jumps

Four Syllables = Four Jumps

JUMP FOR SOUNDS
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

Access a parent quick tip video on phonics activities

$E=MC^2$
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 which hand the letter is in. 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.

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. Example: if the target sound is “m”, the child might find and write mop, mat, Mom, money, and microwave.

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. Example: circles and tall tails, hooks and circles, humps and tall tails, etc.
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.

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

- Discuss how names are similar and different.

- 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

Access a parent quick tip video on fluency activities:

\[ a^2 + b^2 = c^2 \]
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/her 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/her reading and follow along in the book. Oftentimes, he/she will want to record it again and make it even better!
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.

- 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. **Example:** For the story, “The House that Jack Built” your child can recite with you “in the house that Jack built...”

- 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

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

\[ a^2 + b^2 = c^2 \]
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.
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.

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!

Discuss opposites (antonyms).

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.

Example: 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. 
**Example:** 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. 
**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. 
**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 reading a book about a topic, ask him/her to tell you all the words related to it. 
**Example:** 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 they have read. 
**Example:** 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.

Access parent quick tip videos on comprehension activities:
Comprehension Activities

- **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. **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. **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.
- **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**

- 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. **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.
  **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. 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.
TIPS for Parents of Kindergartners

Play with letters, words, and sounds! Having fun with language helps your child learn to crack the code of reading. The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

**Talk to your child.**
Ask your child to talk about his day at school. Encourage him to explain something they did, or a game he played during recess.

**Read it and experience it.**
Connect what your child reads with what happens in life. If reading a book about animals, relate it to your last trip to the zoo.

**Use your child’s name.**
Point out the link between letters and sounds. Say, “John, the word jump begins with the same sound as your name. John, jump. And they both begin with the same letter, J.”

**Say silly tongue twisters.**
Sing songs, read rhyming books, and say silly tongue twisters. These help kids become sensitive to the sounds in words.

**Trace and say letters.**
Have your child use a finger to trace a letter while saying the letter’s sound. Do this on paper, in sand, or on a plate of sugar.

**Play with puppets.**
Play language games with puppets. Have the puppet say, “My name is Mark. I like words that rhyme with my name. Does park rhyme with Mark? Does ball rhyme with Mark?”
Play sound games.
Practice blending sounds into words. Ask “Can you guess what this word is? m - o - p.” Hold each sound longer than normal.

Write it down.
Have paper and pencils available for your child to use for writing. Working together, write a sentence or two about something special.

Encourage your child to use the letters and sounds he or she is learning about in school.

Read it again and again.
Go ahead and read your child’s favorite book for the 100th time! As you read, pause and ask your child about what is going on in the book.

Talk about letters and sounds.
Help your child learn the names of the letters and the sounds the letters make. Turn it into a game! “I’m thinking of a letter and it makes the sound mmmmm.”

Visit www.ReadingRockets.org for more information on how you can launch a child into a bright future through reading.
TIPS for Parents of First Graders

Give your child lots of opportunities to read aloud. Inspire your young reader to practice every day! The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

Don’t leave home without it.
Bring along a book or magazine any time your child has to wait, such as at a doctor’s office. Always try to fit in reading!

Once is not enough.
Encourage your child to re-read favorite books and poems. Re-reading helps kids read more quickly and accurately.

Dig deeper into the story.
Ask your child questions about the story you’ve just read. Say something like, “Why do you think Clifford did that?”

Take control of the television.
It’s difficult for reading to compete with TV and video games. Encourage reading as a free-time activity.

Be patient.
When your child is trying to sound out an unfamiliar word, give him or her time to do so. Remind your child to look closely at the first letter or letters of the word.

Pick books that are at the right difficulty level.
The aim is to give your child lots of successful reading experiences.
Play word games.
Have your child sound out the word as you change it from mat to fat to sat; from sat to sag to sap; and from sap to sip.

I read to you, you read to me.
Take turns reading aloud at bedtime. Kids enjoy this special time with their parents.

Gently correct your young reader.
When your child makes a mistake, gently point out the letters he or she overlooked or read incorrectly. Many beginning readers will guess wildly at a word based on its first letter.

Talk, talk, talk!
Talk with your child every day about school and things going on around the house. Sprinkle some interesting words into the conversation, and build on words you’ve talked about in the past.

Write, write, write!
Ask your child to help you write out the grocery list, a thank you note to Grandma, or to keep a journal of special things that happen at home. When writing, encourage your child to use the letter and sound patterns he or she is learning at school.

Visit www.ReadingRockets.org for more information on how you can launch a child into a bright future through reading.
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.

Story Jumper
www.storyjumper.com
Have kids create, share and read books online!

Storyline Online
www.storylineonline.net
Well known actors read children’s books online to get kids excited about reading!

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.

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

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.

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

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$E=mc^2$

$a^2 + b^2 = c^2$