

Hendry County Schools



Family Read-At-Home Plan Grades K-5

Literacy is a Family Affair



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Letter to Parents



Parents/Guardians,

As your child’s first and most important teacher you play an integral role in your child’s reading success. Reading with your child is a proven way to help promote literacy and encourage a love for learning. By reading with your child for 20 minutes per day you can positively impact your child’s success in school.

Hendry County is committed to providing students the skills needed to be successful in school and life. In order to support language and literacy at home, the District has developed a Family-Read-at-Home Plan. The plan provides parents guidance and resources to help their child reach their fullest potential and become a proficient reader by the third grade. The strategies highlighted in the plan include a multisensory approach that integrates visual, auditory, tactile (touch), and kinesthetic (movement) styles of learning. We encourage you to begin implementing a few simple strategies as a part of your daily routine.

Sincerely,

Lucinda Kelley

*Deputy Superintendent for Continuous Improvement,
Human Resources, and Operations*

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Family-Read-At-Home Plan

Student: _____ Grade: _____

Teacher: _____ Date: _____

Current Intervention: _____

Assessments	Beginning-of-Year	Middle-of-year	End-of-year
<input type="checkbox"/> STAR Reading			
<input type="checkbox"/> STAR EL			
<input type="checkbox"/> iReady			
<input type="checkbox"/> Other			

Identified Deficiencies: Check all areas that apply

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Conference Meetings:

#1 _____
Date Teacher Signature Parent Signature

#2 _____
Date Teacher Signature Parent Signature

#3 _____
Date Teacher Signature Parent Signature

#4 _____
Date Teacher Signature Parent Signature

Multisensory Strategies

A multisensory approach to learning incorporates all the senses including visual, auditory, kinesthetic (movement), tactile (touch), and taste. This approach stimulates different parts of the brain making learning new information more memorable. Several strategies in the Family-Read-at-Home Plan are multisensory in nature and are effective for all types of learners. Below are several examples of multisensory strategies:

Visual

- Use graphic organizers to assist with comprehension strategies
- Build words with plastic letters or paper letter tiles
- Point out environmental print (i.e. road signs, restaurant signs, and billboards)

Auditory

- Tap out sounds
- Sing song lyrics and clap along to the rhythm
- Go on a sound walk and record all the sounds you hear then make a chart
- Listen to audio books

Kinesthetic (movement)

- Write words in shaving cream or sand
- Use body movements for various sounds, tap out sounds
- Write words in the air

Tactile (touch)







- Trace textured letters or stencils over sandpaper
- Spell words with playdough
- Use finger paint to write words

Taste

- Use crackers and write letters on them using cheese wiz then create words
- Use food that begins with the focus sound to reinforce the sounds(/c/ cookies)



Overview of the Components of Reading

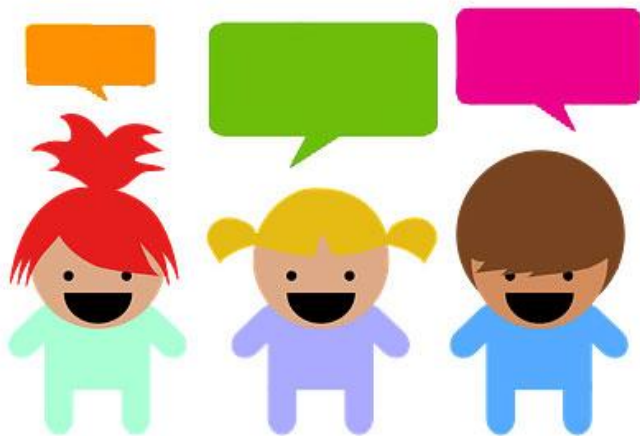
The Six Areas of Reading-“Sensational 6”	
<p>Oral Language</p> 	<p>Oral Language refers to the means in which children communicate their thoughts, ideas and emotions. Children learn how words work through listening to, talking about, and working with them.</p>
<p>Phonological Awareness</p> 	<p>Phonological awareness includes identifying and manipulating parts of oral language such as words, syllables, and onsets and rimes. Singing and playing rhyming games are examples of how to practice phonological awareness.</p>
<p>Phonics</p> 	<p>Phonics is the understanding of how sounds and letters work together in an alphabetic system. This includes recognizing print that represent a sound, syllables, and word parts.</p>
<p>Fluency</p> 	<p>Fluency in reading is the ability to read continuous text with appropriate momentum, phrasing, and intonation. Fluency in word solving is the ability to quickly and accurately solve words.</p>
<p>Vocabulary</p> 	<p>Vocabulary is the knowledge of words used in language and their meaning. As children begin to read more difficult texts, they must learn vocabulary outside of their oral language.</p>
<p>Comprehension</p> 	<p>Comprehension is the ability to process and draw meaning from text(s) on many levels. Students must understand and make meaning of information read in various texts to expand their knowledge of the real world.</p>

Oral Language

Oral Language refers to the means in which children communicate their thoughts, ideas and emotions. Children learn how words work through listening to, talking about, and working with them.

Oral Language Activities Grades K-1

- ❑ Hearing a word over and over helps students develop oral language, so parents should use new vocabulary words frequently until the student has mastered the new word.
- ❑ Hearing words spoken by the important people in their lives such as mom, dad, siblings, and grandparents.
- ❑ Hearing words in a meaningful context during conversation at dinner, in the car, while playing and while reading.
- ❑ "Rephrase and extend your child's words, ask a clarifying question (tell me more about the man you saw), model more complex vocabulary or sentence structure (yes, I see the tall skyscraper you built with lots of windows), and ask open-ended questions," says Susan Hall and Louisa Moats of Straight Talk About Reading.
- ❑ Talk about the things you see in your neighborhood, on trips around town, or on television to help build a child's understanding of her world.
- ❑ When reading, pause to ask questions or comment on the story. Ask, "Why do you think he did that?" or "What do you think is going to happen next?"
- ❑ Use interesting and new words with your child. For example, "This cake is scrumptious! It is really good!" or "I can see you're reluctant to leave, but we can come back tomorrow."
- ❑ Tell your children stories from your own life, or about the day they were born to help develop their personal and cultural identity.



Phonological Awareness

Phonological awareness includes identifying and manipulating parts of oral language such as words, syllables, and onsets and rimes. Singing and playing rhyming games are examples of how to practice phonological awareness.

Phonological Awareness Activities

- ❑ Play "I Spy" with your child and say, "I spy something that starts with /b/." Have your child do the same.
- ❑ Say a sentence aloud and ask your child to determine how many words were in the sentence.
- ❑ 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 'bat'?"
- ❑ Tell your child two words that rhyme (or don't rhyme). For example, say "Hat, bat" and ask your child to give you a 'thumbs up' if the two words rhyme or a 'thumbs down' if they do not. Do several words together.
- ❑ Play/sing Head, Shoulders, Knees, and Toes with sounds of words. Say a word and have your child touch their head for the first sound /b/, shoulders for the second sound /a/, and knees for the third sound /t/ for the word 'bat'.
- ❑ Use a jump rope to play Jump for Sounds. Say a word and have your child jump for each sound in the word while saying the sound.
- ❑ Use clapping to show how many syllables (or parts) are in a word. Ask your child to clap out each syllable. For example: pen (1 clap) cil (1 clap) = pencil (2 claps for pen/cil)



Phonics

Phonics is the understanding of how sounds and letters work together in an alphabetic system. This includes recognizing print that represent a sound, syllables, and word parts.

Phonics Activities Grades K-1

- ❑ Say a sound of a letter one at a time and have your child write the letter(s) to match those sounds. For example, say “I am going to tell you a sound and then write the letter that goes with that sound, /b/.” Do several different letters for more practice.
- ❑ Write letters of the alphabet on cards. Hold up one card at a time and have your child say the sound for that letter. For example, hold up the letter d card and they will say /d/.
- ❑ Teach your child to match the letters of their name with the sounds in their name.
- ❑ While driving or riding in a car, or out on the town, watch for words that begin with the same letter as your child’s name. For example, McDonald’s and Michael, or WalMart and Wendy. Talk about how the beginning sounds are the same.
- ❑ Write letters on small pieces of paper and put them in a paper bag. Let your child reach into the bag and take out a letter. Have your child say the sound of the letter they pulled out of the bag.
- ❑ Tell your child the sound of a letter and have them use shaving cream, icing, sand, cornmeal, etc. (anything like that) and have your child write the letter for a sound that you give them.
- ❑ Take two 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.
- ❑ To build words, have your child use magnetic letters to make words on the refrigerator. For example, you say “Build the word cat.” Your child will use the magnetic letters and place them in order to make the word.
- ❑ After your child can build words (above), have them only change the beginning letter and tell you the word...for example build cat, now change the first letter to h, what word? hat. Next do the same thing with the ending sound. Say, “build cat, now change the ending letter to n, what word? can. Finally you can have them change the middle sound. For example, say “build the word cat, now change the middle sound to u, what word? cut.
- ❑ Have your child make alphabet letters and words out of Play-doh.
- ❑ Play “Memory” or “Go Fish” with alphabet cards.

Phonics cont.

Phonics is the understanding of how sounds and letters work together in an alphabetic system. This includes recognizing print that represent a sound, syllables, and word parts.

Phonics Activities Grades 2-5

- ❑ Writing words – Send your child notes in their backpack or lunchbox, or place notes on their pillow. Have them write back to you. Don’t be concerned about spelling. Instead, have your child sound out the words to the best of their ability.
- ❑ Choose a *blend* like “br” and have your child hunt for three items beginning with that sound. For example, the child might find and write brush, broom, brother, etc.
- ❑ Play “Memory” or “Go Fish” using consonant and vowel digraphs and blends.
- ❑ Have your child use magnetic letters to spell words for household objects, for pets, or items around the yard or neighborhood. For example, have your child spell grass, cloud, etc.
- ❑ Have your child say a word like sat. Have them say each sound separately like /s/-/a/-/t/. This is called “sound it out”, and then say the sounds together “s-a-t, sat”. This is called “blending”.
- ❑ When your child starts reading longer words, have them notice the parts of the word that they already know. For example, in the word “presenting”, your child can find the word “sent” and add the ending ‘ing’, while reading the ‘pre’ at the beginning to later put the full word together.

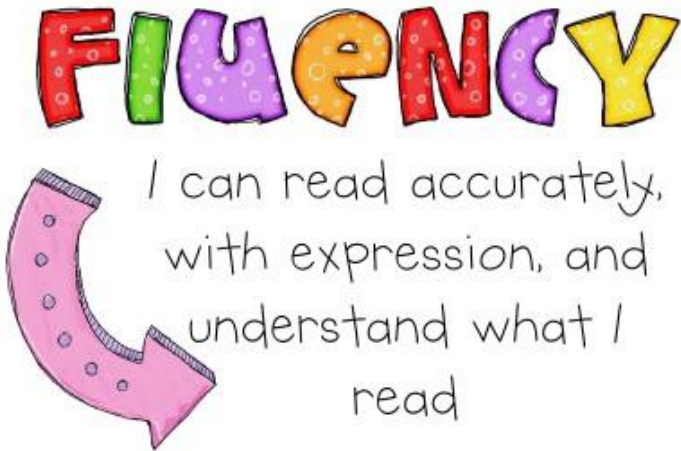


Fluency

Fluency in reading is the ability to read continuous text with appropriate momentum, phrasing, and intonation. Fluency in word solving is the ability to quickly and accurately solve words.

Fluency Activities Grades K-5

- Provide opportunities for your child to read aloud to different audiences.
- While reading have your child use different voices that matches the character, such as pirate or cowboy.
- Record your child reading aloud and then have them listen and follow along with the text.
- Have students read with appropriate expressions to portray the emotions of the character such as angry, excited or sad.
- Recite and read favorite nursery rhymes and poems to build familiar phrases in speech.
- Point out punctuation in text so students will gain an awareness of how punctuation changes expressions while reading. ! = excitement, surprise or command, ? = asking a question, “ ” = someone is speaking so voices may change.
- Encourage your child to sing and read their favorite songs to build confidence.



Vocabulary

Vocabulary is the knowledge of words used in language and their meaning. As children begin to read more difficult texts, they must learn vocabulary outside of their oral language.

Vocabulary Activities Grades K-1

- Read aloud - keep reading out loud to your child even after he or she can read on his/her own. Choose books above your child's level, because you will be teaching your child new words and how they are used in context.
- Positional words - practice using words like beside, below, under, over, etc. Make it a game at dinner to ask your child, for example, "Hold your spoon above your bowl."
- Ordinal words - practice using words like first, last, beginning, middle, etc.
- Talking about feelings and emotions - Show your child different ways to talk about feelings and emotions. For example, if your child says "I'm happy" you could say "I am glad you feel cheerful! You look happy!"
- Similar/different - Talk about how things are different as well as how they are alike/similar. Example: How is a horse different from a cow? How is a cow the same as a horse?
- Talk about everyday places - this helps build your child's vocabulary. For example, at the grocery store, you could say, "I am at the bakery section. I can find bread, cookies, and cakes. What else do you think I can find here?"
- Related words - when you read a book about a topic, ask him/her to tell you all the words related to it. For example, if you read a book about dogs, he or she could say puppy, dog food, leash, and collar. Then suggest other words.
- Categorizing - when you read a book, ask your child to identify categories for related words. If you read a book about flowers, you could put the words flower, leaf, stem, and seeds into the category of "parts of plants."

Vocabulary Activities Grades 2-5

- Read aloud - keep reading out loud to your child even after he or she is able to read on their own. Choose books above your child's reading level, because you will be teaching your child new words and how they are used in context.
- Hot potato with categories - choose a category such as pets, clothes, things with wheels. The person who catches the potato has to come up with a word from the category.
- Word collecting - have each family member be on the lookout for interesting words that they heard that day. At dinnertime 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 or her to the correct meaning. Try to use some of the words in conversation.
- Play categories - Say a topic such as "ecosystem" and ask your child to think of all the words he/she can that are related to that topic. This is a great way to help him/her build vocabulary.

Comprehension

Comprehension is the ability to process and draw meaning from text(s) on many levels. Students must understand and make meaning of information read in various texts to expand their knowledge of the real world.

Comprehension Activities

- ❑ Sequencing errands – Use sequencing words to talk about errands that you will run today such as first, next, last, finally, beginning, middle, and end. *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."*
- ❑ 5 W's and an H question – Talk to your child about his/her day. Then, ask your child who, what, when, where, why, and how questions about an event in his/her day. *For example, if your child visited a friend's house, you could ask, "Who was at home? What did you do? When did you leave? Where did you play? Why did your friend invite you to his/her house? How did your friend enjoy the visit?"* Once your child is comfortable answering these questions about his/ her experiences, try asking these questions about a book you've read together.
- ❑ Thinking 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 with what's going on in the book.
 - What you think will happen next?
 - What did you think about a character's choice?

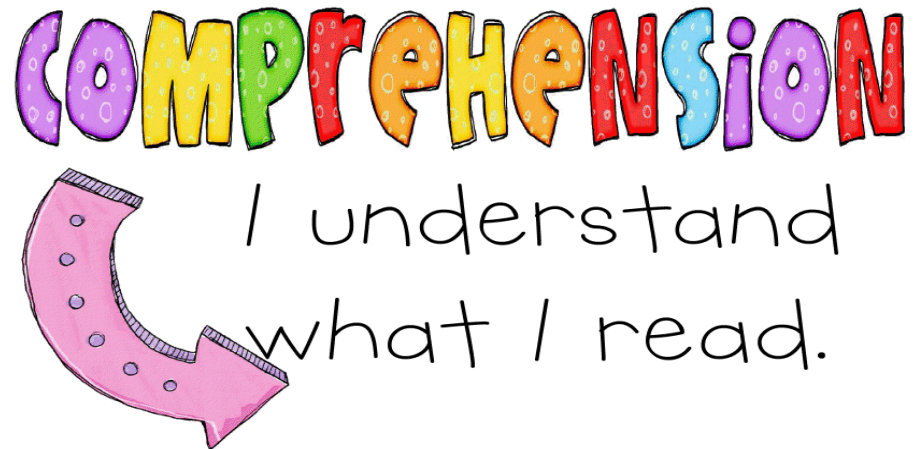
Reading Fiction

- ❑ Before reading – Set the purpose for 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?"
- ❑ During reading - Stop every now and then to ask your child...
 - What has happened so far?
 - What do you predict will happen?
 - In your opinion, do you think the character did the right thing?
 - How do you feel about that choice?
 - Explain any unfamiliar words.
 - Make connections to his/her life experiences. You could say, *"Is there anything you read in the story that reminds you of something? The boy who went to the beach with his family reminds me of when we went to the beach over the summer. What do you think?"*
- ❑ After reading - Ask your child to...
 - Talk about the beginning, middle and end of the story. You will need to model this several times first.

- Discuss the 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.
- Ask questions about character traits. *For 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.
- Tell any opinions they may have about the book such as, "What was your favorite part? Would you recommend this to a friend?"
- Encourage deeper thinking by asking, "If the story kept going, what do you think would happen next?"

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. Also, look at the table of contents. You and your child may choose to read the book cover to cover or go directly to a certain chapter.
- ❑ During reading – Pay close attention to the text features as you read with your child. Look closely at 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?



High Frequency Words

High frequency Sight Words are a small group of words (300-500) that account for a large percentage of the words in print. Sight words are important for young readers because approximately 50% of all reading texts are made up of the same words. In beginning texts, the percentage is higher with up to 75% of words being sight words. Sight word recognition is an essential component in the mastery of reading. Because sight words appear so frequently in texts, it is essential that young children be able to read them automatically.

Kindergarten High Frequency Word List

In	end	into
is	hand	out
it	name	please
to	way	they
the	four	he
for	yes	she
jump	no	there
run	like	our
look	now	have
find	on	ate
play	up	eat
make	down	must
you	away	did
me	here	ear
we	where	this
my	said	that
man	ball	under
men	see	saw
blue	come	say
red	go	get
yellow	funny	ran
one	little	went
two	am	came
three	at	ride
a	are	be
and	was	do
		I
		box
		day
		big
		can
		help



First Grade High Frequency Word List

but	ask	buy
too	had	very
so	has	gave
who	giving	tell
what	could	goes
with	best	wash
brown	fast	work
black	its	call
white	off	sing
new	sit	write
good	sat	made
end	girl	pull
after	well	read
again	will	sleep
round	boy	which
give	book	cold
him	while	been
his	last	both
fly	dear	upon
of	each	why
old	high	first
her	home	five
how	than	set
may	stand	pair
just	more	part
let	year	same
stop	most	always
any	mother	around
as	near	because
by	next	would
from	seem	right
some	should	before
once	color	their
open	such	these
over	sure	those
put	morning	does
take	thing	don't
thank	until	found
them	pretty	use
then	us	an
think	wish	
when	or	

Second Grade High Frequency Word List

bed	today
car	myself
dog	never
fat	yesterday
fall	own
fine	only
door	turn
food	about
coat	better
eyes	together
face	hurt
dress	far
cut	though
hot	town
got	woman
much	school
pick	water
if	order
six	sister
seven	full
eight	anything
ten	fire
second	every
third	didn't
clean	close
draw	along
drink	clothes
grow	small
hold	tall
keep	
laugh	
show	
start	
carry	
done	
bring	
try	
kind	
light	
warm	
long	

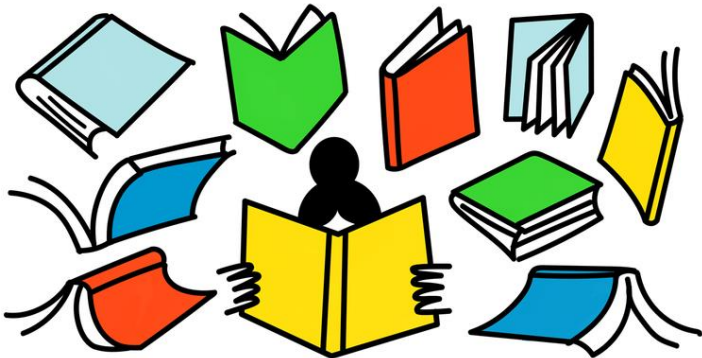
**Sight
Words**

List of Resources

- ~ Florida Center for Reading Research:
<http://www.fcrr.org/curriculum/SCAindex.shtm>
- ~ Florida Department of Education:
 - Just Take 20
<http://www.fldoe.org/academics/standards/just-read-fl/just-take-20/families/>
 - Celebrate Literacy Week
<http://www.fldoe.org/academics/standards/just-read-fl/celebrate-literacy-week>
 - Summer Literacy Adventure
<http://www.fldoe.org/academics/standards/just-read-fl/summer-lit-adventure.stml>
- ~ 50 Activities to Promote Digital Media Literacy in Students
<http://www.fldoe.org/core/fileparse.php/16290/urlt/50APDMLS.pdf>
- ~ Hendry County Libraries
<http://www2.youseemore.com/hendrycountyls/default.asp>
- ~ Reading is Fundamental
<https://www.rif.org/literacy-central/parents>
- ~ Reading Rockets
<http://www.readingrockets.org/article/reading-tips-parents-11-languages>
- ~ Reading Tips for Parents
<http://www.fldoe.org/core/fileparse.php/7539/urlt/Parent-Tips.pdf>

References

- ~ Colorin Colorado!
<http://www.colorincolorado.org/article/talking-counts>
- ~ Put Reading First
<https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>
- ~ Reading is Fundamental
<https://www.rif.org/>
- ~ Reading Rockets
<http://www.readingrockets.org/article/oral-language-expanding-your-childs-vocabulary>
- ~ BCPS Read at Home Plan
<https://www.browardschools1.com/cms/lib/FL01803656/Centricity/Domain/44/17-18%20BCPS%20Read-At-Home%20Plan%20Grades%20K-5%20Condensed.pdf>
- ~ Florida Center for Reading Research
<http://www.fcr.org/curriculum/curriculumForParents.shtm>
- ~ Mississippi Department of Education www.mde.k12.ms.us/literacy



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