

October Read-At-Home Plan

Read to your child for 20 minutes or have them read to you.

If your child reads and encounters a “tricky word” below are some ways to prompt them to help them read the word.

- Point to the letters and ask them to say each sound.
- Slide your finger under the word and say the sounds slowly.
- Check the beginning. Do you see something you know?
- Check the ending. Do you see something you know?
- If they don't know some of the sounds in the word, just tell them the sounds or the whole word.

*Once they have solved the word, always have them go back and reread the sentence from the beginning.

Phonics

- While reading with your child, encourage them to find words with the long vowel - silent e pattern (bike, make, flute, mole, Pete) and words with digraphs th, sh, ch, nk, or ng.
- Use magnetic letters to build words with long and short vowels and digraphs. (You can use the attached letters if you do not have magnetic letters)
Say:
 - Make the word tap.
 - Add an e to the end, what word did you make? (tape)
 - Change tape to grape.
 - Change the p to a d. What word did you make? (grade)
 - Change grade to shade.
 - Change the d and e to an n and a k. What word did you make? (shank)
 - Change shank to thank.
 - Change the a to an i. What word did you make? (think)
 - Add an ing to the end, what word did you make? (thinking)
- Play the board game with your family.

Fluency

- While reading with your child, encourage them to read the words like the characters would sound.
- Reread the book 3 times. Try out different silly voices each time you read; a robot voice, a squeaky mouse voice, a whisper voice, a monster voice, or a singing voice.

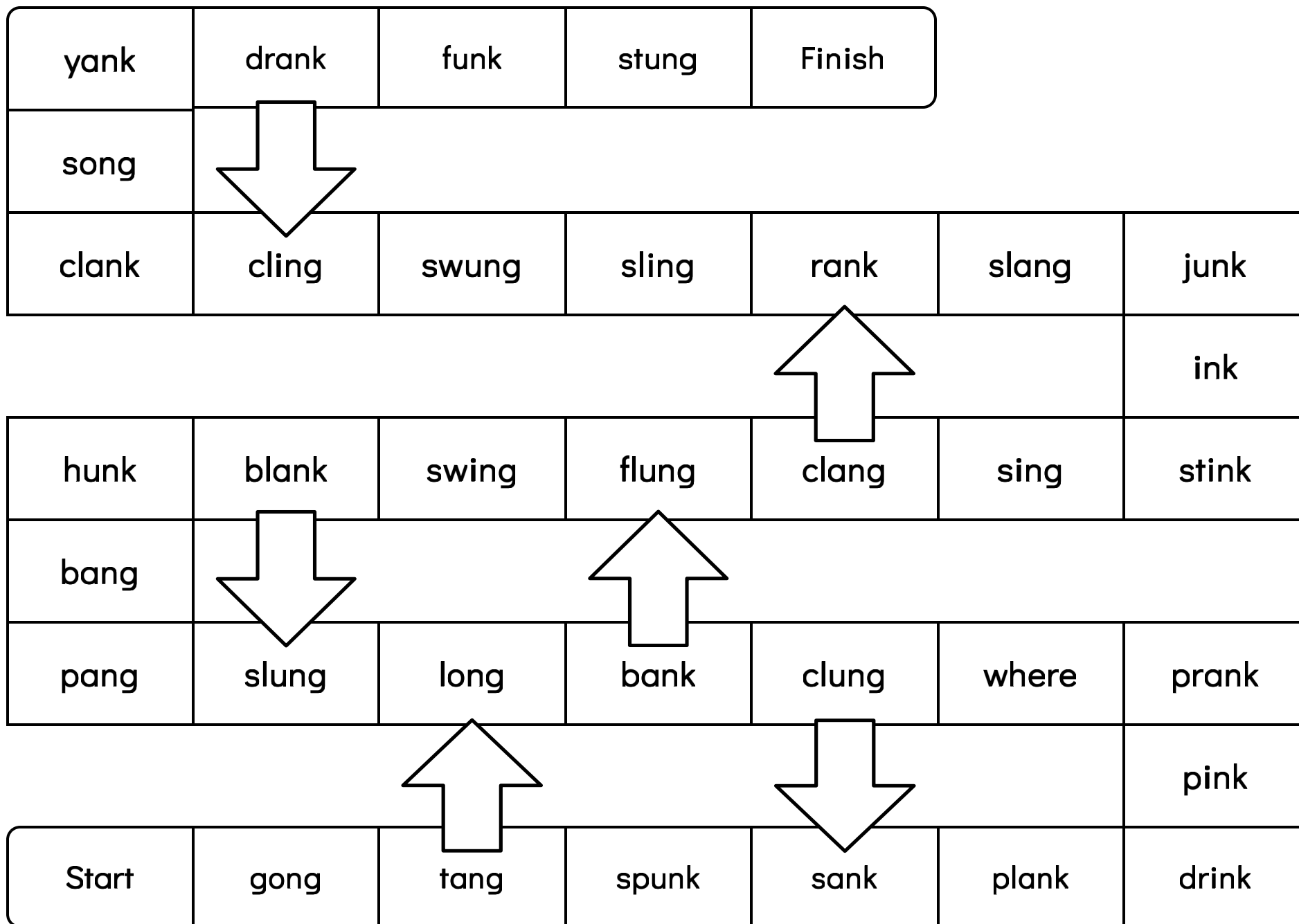
Writing

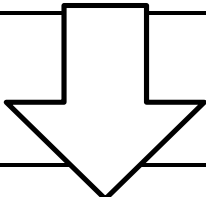
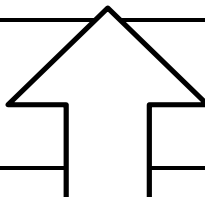
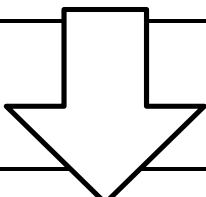
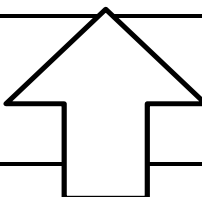
Write a text all about a topic with your child. This could be something your child already knows a lot about or something they have read about in a book.

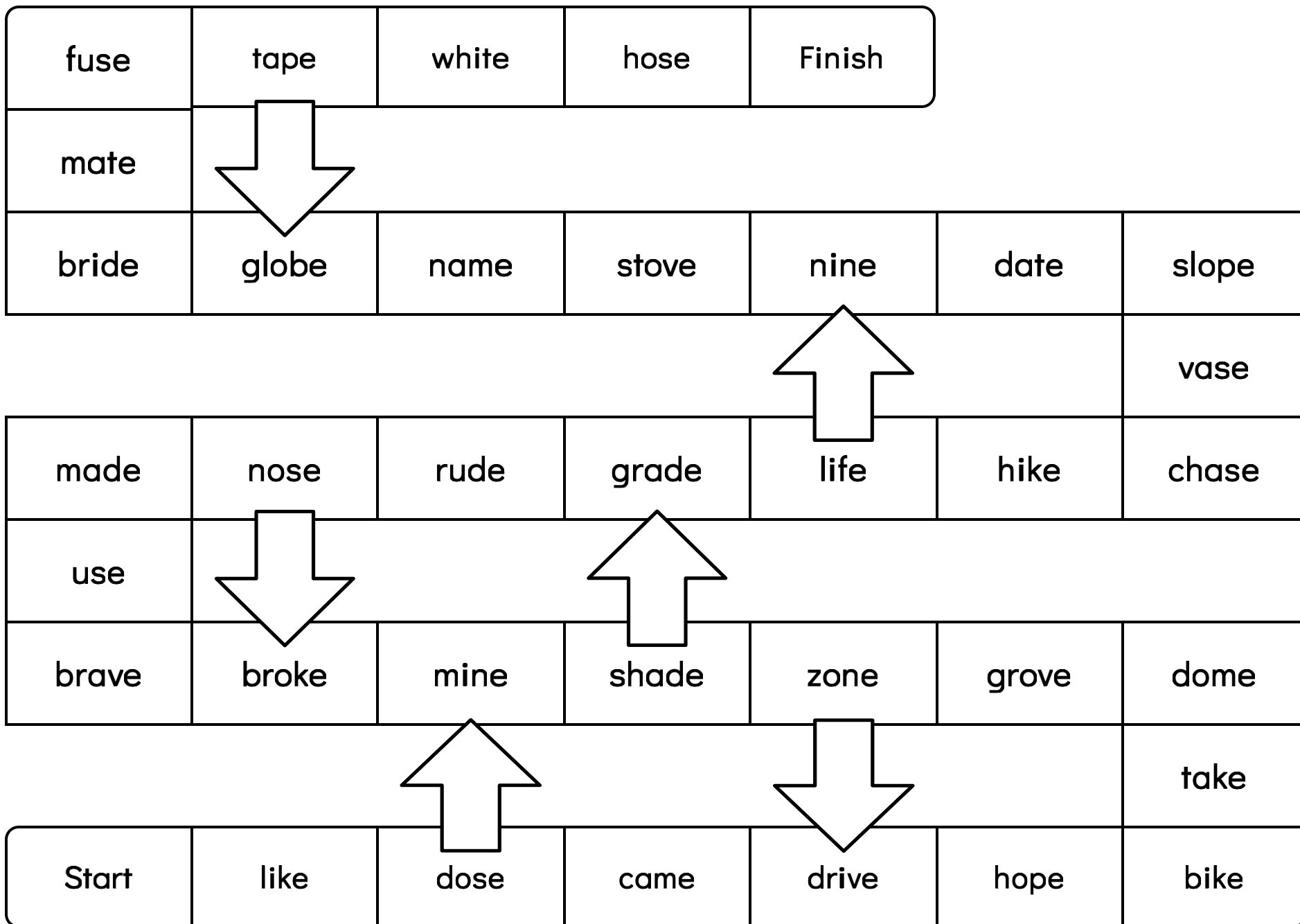
- Encourage your child to think about each detail and how the details should go together with other similar details (ex. where something lives, what something eats, etc.)
- Have your child tell you the sentence they want to write before they write it. Make sure each thought is a complete sentence.
- As your child writes, encourage them to spell words by saying the word slowly and listening to each sound. Then record a letter or letters for each sound they hear. Try not to tell them how to spell unknown words.

Comprehension

- While reading with your child, ask them questions about the characters, the setting and the events that are taking place. If the book is nonfiction, ask them questions about what they are learning as they read.
- Fiction stories:
 - Retell the book to me. What happened first?
 - How is the character feeling in this part?
 - What problem is the character dealing with?
 - How is the character changing?
- Nonfiction
 - Describe what you picture in this part.
 - Point out the text features (headings, illustrations, captions, sidebars, etc.) and ask what the text feature is helping us learn about the topic.
 - What are you learning about this topic?



thick	snack	that	than	Finish		
stuck						
chip	trick	trash	sock	fish	chin	pick
						pack
flash	rush	then	bench	chop	such	click
neck						
dish	ship	thin	wish	bath	crunch	bunch
						then
Start	back	than	this	chin	neck	lunch



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a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z				



a

b

c

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