

Leon County Schools—  
Read-at-Home Plan  
K-5

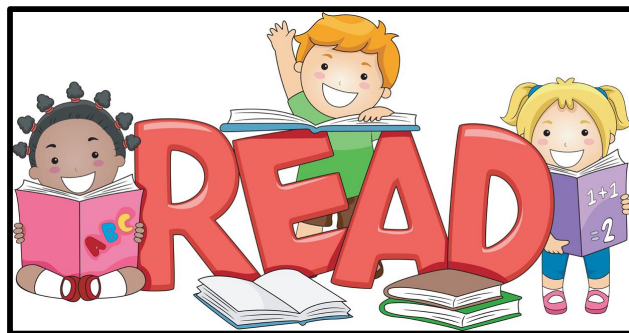


Dear Families,

In an effort to strengthen the partnership between school and home, we have prepared a Read-at-Home Plan to support early literacy. This plan will provide you with activities and a list of online resources you can use with your child.

Additionally, each of the recommended activities includes choices that support multisensory strategies. Multisensory strategies stimulate learning and engage children. These strategies use the five senses to help with learning: listening, speaking, touching, smelling, and tasting. When we use more than one sense at a time, we increase the engagement of children. Multisensory strategies provide more ways for children to understand new information.

We are dedicated to walking alongside our families as we strive together to develop lifelong learners and lovers of reading.



# Working on reading at home—

Activities to support phonics, phonemic awareness, fluency, vocabulary, and comprehension...choosing even just a couple of these activities can make a big difference!

## Working on phonemic awareness at home—

- Play with sound patterns by rhyming words, singing, repeating sounds, or chanting.
- Talk, talk, talk! The more sounds your child hears, the more words they learn, the easier it is to develop phonemic awareness.
- Read (and reread and reread) books with rhymes.
- Make a game out of it! Choose a letter, make its sound, and then play “I spy” (Ex. “I spy something that starts with /sssssss/...”).
- Choose a letter, give your child old magazines or pictures, and let them cut out things that start with that letter.
- Talk about the different sounds in words! Try: “Do we hear the sound /mmmmm/ in mom? Do we hear the sound /mmmmm/ in cake?” –or– “Where do you hear the /ffffff/ sound in farm—at the beginning, middle, or end of the word?”.

## Working on phonics at home—

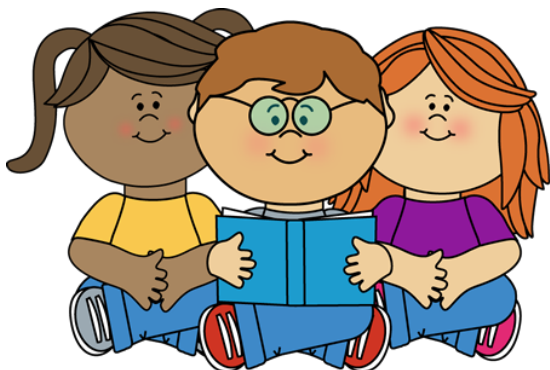
- Practice naming the letters of the alphabet.
- Practice making the sound of the letters of the alphabet.
- While you are out and about, make real-world connections by asking your child to identify letters, and letter sounds.
- Make letters and letter sounds in a fun way such as using magnetic letters, paints, and clay, or writing in sand.
- Say a letter, make the letter sound, and ask your child to come up with a word that starts with that same sound.
- Send your child on a “letter hunt”; pick a letter and have the child find things around the house that begin with that letter
- Read with your child often

## Working on fluency at home—

- Read often with your child. Reading and rereading favorite books is a good way to practice!
- Have your child read along with you so that they can match their voice to yours
- Read out loud to your child to demonstrate fluent reading.
- Review basic sight words often using flash cards or online sight word games.
- Encourage your child to independently read each night about a favorite topic.
- Use technology and allow your child to listen to the audio text while they read along.

## Working on spelling at home—

- Encourage more writing at home such as adding to the grocery list, emailing family/friends, and writing reminder notes or old fashioned letters to family/friends.
- Remember that daily reading exposes children to words and helps with spelling. The more often we see the words, the better we remember them.
- Use index cards/post-it-notes to label household items which increases the amount of print your child sees.
- Play games that involve spelling such as Scrabble, Boggle, and Scattergories.
- Use magnetic letters, paint, or clay to make spelling fun.
- Remember that beginning spellers may need to spell phonetically first. Then, you can review the word together and discuss the changes which need to be made.
- Use flash cards for repeated exposure.



## Working on comprehension at home—

Comprehension is our ability to understand what we read. Thinking about what we read helps us with our comprehension. Below are questions that you can ask your child to encourage them to think about what they have read by talking with you. Included is also a section of “Words to Know” that will help you understand the terms used often when talking about reading.

Remember:

1. Mistakes are a part of the process. Stay positive!
2. Make it fun; games are your friend!
3. Read, read, read!!!! Talk, .....

### **Character, Setting, and Plot**

- Use a picture to describe the characters, setting, or events in the story
- Describe \_\_\_\_\_’s role in the story.
- How would the plot be different if \_\_\_\_\_ didn’t happen/wasn’t in the story?
- Where was the story set and how does the setting affect the story? How would the story change if the setting was different?
- Find words/phrases the author uses to describe characters and/or the setting.
- Describe how the main character(s) solves the problem.
- Describe how the main character(s) responded to the problem.
- Describe how the main character(s) changes throughout the story.
- What is the setting?
- What happens in the beginning? In the middle? In the end?

### **Main Idea, Theme, and Key Details**

- What is the main idea of the story?
- Summarize the story in sequence.
- What is the theme/message/moral/central lesson of the story? What parts of the story told you this?
- What key details from the pictures/illustrations/text prove that \_\_\_\_\_ is the main idea?
- What key details from the pictures/illustration/text prove that \_\_\_\_\_ is the theme of the story?

## **Point of View**

- Explain how a picture/illustration/text feature helps you understand the point of view of a character in the story.
- Who is the narrator of the story? What part(s) of the text could prove your thinking?
- Explain how the author shows a character's thoughts and feelings to reveal the point of view of the character. Use the text to support your thinking.

## **Compare and Contrast**

- Compare and/or contrast yourself to a main character. Give details and use the text to support your thinking.
- Compare and/or contrast the main character with the main character of another familiar story. Give details and use the text to support your thinking.
- How do the pictures/illustrations/text features help you understand the story? Explain.
- Compare the beginning of the story to the end of the story. Give details and use the text to support your thinking.
- If you were the main character would you have solved the problem the same way? Explain.

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## **Extra Questions for Non-Fiction Books**

- After looking at the cover and previewing the first page(s) what are some questions you have about the topic? After reading the text, can you answer your own questions?
- What is the main idea of the text and what are three details to support your thinking?

- How did pictures/charts/tables/captions/etc help you better understand the topic? Explain.
- Have you ever read a book (or watched a show) about this topic? How does the information in this text compare to what you've previously read or watched?
- Can you tell the author's point of view on the topic? If so, how? Use the text to support your thinking?
- What is the author trying to explain/describe/answer in the text?
- What is a fact(s) from the story that interests you and why?
- What is the meaning of \_\_\_\_\_? What part of the text helps you understand the meaning of this word?

## **Working on vocabulary at home—**

Learning new words can happen two ways: learning definitions and/or using clues in the text to help you make a guess about what the word means. Kids come across new/unfamiliar words every time they read. Learning to use the text as a clue for meaning is a very important skill. As often as possible work, alongside your child to help them use the text to make reasonable guesses about the meaning of words. When you are modeling this process for your child, do your thinking out loud so they can better understand. Below are some strategies you can use to work on vocabulary at home.

## **Use them or Lose them—Remembering words—**

- Whenever you are talking with your child, use new and interesting words in conversation and discuss their meaning.
- Whenever reading with your child, make time to discuss new and interesting words.
- When discussing new and interesting words, use real-world references and then ask your child to use their own words to repeat what they told you.
- Have fun!!!! Act it out, draw it out, or sculpt it with clay.
- MOST IMPORTANTLY...after you and your child learn a new word together, use it repeatedly so it sticks ☺

## **Use the clues—Discovering meaning—**

- Help your child look for words or phrases around the word that can help them figure out the meaning of any unknown words (context clues).

- Help your child break the word into smaller parts and see if they recognize a word or word part (root/base word, suffix, prefix).
- Many of our words come from the Greek and Latin languages. Helping your child learn some of these common roots in new/unfamiliar words can be beneficial.
- Some words have more than one meaning. Use context clues (clues found in the text) to decide which definition of the word fits!
- Help your child develop the habit of looking “inside, outside, and around” unfamiliar words.... this means: first look inside the word for familiar word parts that can reveal the meaning, then look right outside the word to see if the phrases before or after offer clues as to what the word means, and finally you can go back and read sections of text just before and just after the word to see if the meaning becomes more clear.



## “It’s Raining Cats and Dogs”— Figurative Language

Sometimes words don’t mean exactly what they say!  
Children can use most of the same strategies for discovering the meaning of figurative language phrases as they do when using the clues to discover the meaning of new/unfamiliar words.

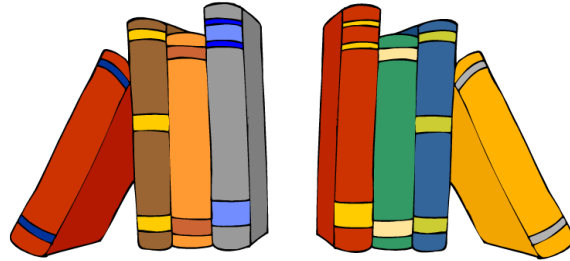
### Common types of figurative language—

- ❖ Simile—a comparison of two different things using the words “like” or “as”
  - “As flat as a pancake”
  - “As quiet as a church mouse”
  - “As strong as an ox”
- ❖ Metaphor—a comparison of two different things (does not rely on the words “like” or “as”)
  - “The stars are bright diamonds”
  - “The ocean was a raging bull”
  - “Her tears were rivers flowing down her cheeks”
- ❖ Idiom—words or phrases that have completely different meanings than the real meanings of the words
  - “Cat got your tongue?”
  - “I’m going to pig out”
  - “It’s going to cost an arm and a leg”



❖ **Personification**—applying human characteristics/qualities/feelings to non-human things (including animals and objects)

- “The last piece of pie was calling my name”
- “Time was really flying”
- “My alarm clock began to scream at exactly 6:30 a.m.”



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**Words to know**—the following represent terms common in our curriculum. Knowing these words will make it easier to speak with your child about reading.

**Comprehension Strategies**—The things good readers do while reading.

Using one or more of the strategies below helps students demonstrate mastery of comprehension skills.

- **Visualize**—using words and illustrations to form vivid images in your mind
- **Making Predictions**—Using clues in text or illustrations to make predictions, or guesses, about what might appear next in the story
- **Reread**—As you read, you may come across difficult words/phrases/passages and find it necessary to reread a portion of text to increase understanding
- **Summarize**—using your own words to retell a story, or part of a story with only the most important details included
- **Ask and Answer Questions**—similar to making predictions but used with informational text; a reader may ask questions about a topic and continue reading to seek the answer to their own question

**Comprehension Skills**—The ways good readers show what they know.

The skills below are the most commonly assessed comprehension skills and allow readers to demonstrate that text has been understood and that they can work independently.

- **Main Idea/Topic**— the main idea is what the selection is mostly about
- **Key Detail**— those details most directly tied to the main idea; essential to the selection
- **Point of View**—the thoughts/feelings/perspective of a character(s)
- **Author's Point of View**—the thoughts/feelings/perspective of the author of an informational text related to the main idea/topic
- **Text Structures**—while more than one of the following can often be found in a selection, authors often build their stories with one structure more prominent than others; characters, setting, or plot will usually be the focus of text structures
  - **Sequence**—often either chronological (told by using times and/or dates) or sequential (told in the order the event occurred)
  - **Compare/Contrast**—to look at similarities and/or differences between characters, events, texts, etc.
  - **Cause/Effect**—the relationship between an event/occurrence and those things that happen as a direct result
  - **Problem/Solution**—the problem(s) characters confront and the actions they take to resolve the problem
- **Theme**—the message(s) of a text/moral in the story/lesson

Whether reading for school assignments or for pleasure, it is important that your child has everything they need.



## Setting the Scene...

- ❖ A well-lit space with few distractions
- ❖ A "tool caddy" to keep their supplies organized
  - ❖ Plenty of notebook paper and drawing paper
- ❖ Pens, pencils, crayons, colored pencils, pencil sharpener, highlighter
  - ❖ Ruler
  - ❖ Glue
  - ❖ Scissors
- ❖ Small Stapler
- ❖ Paper Clips
- ❖ Index Cards
- ❖ Post-it-Notes
- ❖ Dictionary & Thesaurus
  - ❖ Clipboard

\*\*\*As a rule of thumb, the homework caddy should not be used for any other household purpose.\*\*\*



## Parent Resources

- ❖ **Multisensory Activities to Teaching Reading-** This link provides a downloadable document for parents explaining what multisensory strategies are, how they are useful, and activity ideas for each method of learning.

[https://mnliteracy.org/sites/default/files/multisensory\\_techniques\\_to\\_teach\\_reading\\_skills.pdf](https://mnliteracy.org/sites/default/files/multisensory_techniques_to_teach_reading_skills.pdf)

- ❖ **8 Multisensory Techniques for Teaching Reading-** This link provides parents with multisensory techniques for teaching reading.

<https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/8-multisensory-techniques-for-teaching-reading>

- ❖ **Multisensory Parenting Tips-** This link provides multisensory parenting tips for parents and guardians.

<http://www.readingrockets.org/article/multisensory-parenting-tips>

- ❖ **Reading Tips for Parents (in Multiple Languages)-** This link provides access to a downloadable document of reading tips for parents and guardians. (Available in 11 languages)

<http://www.readingrockets.org/article/reading-tips-parents-multiple-languages#english>

- ❖ **Reading Adventure Packs-** Reading Adventure Packs encourage hands-on fun and learning, centered around paired fiction and nonfiction books.

<http://www.readingrockets.org/article/reading-adventure-packs-families>

- ❖ **Reading Tips for Parents of Children with Disabilities-** This link provides access to reading tips for parents and guardians of children with disabilities. (Speech and Language, ADHD, Autism Spectrum Disorder, Hearing Loss or Deafness, Low Vision or Blindness, Intellectual Disabilities, and Cerebral Palsy)

<http://www.readingrockets.org/article/reading-tips-parents-multiple-languages#disabilities>

- ❖ **25 Activities for Reading and Writing Fun-** This link provides parents and guardians enjoyable activities that support reading and writing at home.

<http://www.readingrockets.org/article/25-activities-reading-and-writing-fun>



## Student Literacy Resources

- ❖ **ABCya** - Educational games to support elementary literacy  
<http://www.abcya.com/>
- ❖ **E-Learning for Kids**- Educational games to support elementary literacy  
<http://www.e-learningforkids.org/language-arts/>
- ❖ **Flash Card Maker**- Create and print flashcards for sight words, vocabulary words, etc.  
<http://www.scholastic.com/parents/resources/game/tools/flash-card-maker>
- ❖ **International Children's Digital Library**- An digital library that hosts high-quality books in more than 50 languages  
<http://en.childrenslibrary.org/>
- ❖ **NewsELA** - Access to content and activities to support elementary literacy  
<https://newsela.com/>
- ❖ **PBS Kids**- Educational games to support elementary literacy  
<http://pbskids.org/>
- ❖ **ReadWorks**- Access to content to support elementary literacy=  
<https://www.readworks.org/>
- ❖ **Spelling City**- Educational games to support literacy in the areas of spelling and vocabulary  
<https://www.spellingcity.com/>
- ❖ **Starfall**- Educational games to support literacy in phonics  
<http://www.starfall.com/>
- ❖ **Story Place**- A digital library for children. Library materials include free online books, online activities, take-home activities, and reading lists for preschool and elementary students  
<https://www.storyplace.org/>