



**Grades: Kindergarten - 3rd**

# **Family At-Home Reading Guide for Student Success**

**THIS GUIDE INCLUDES  
ACTIVITIES TO HELP YOUR CHILD LEARN THE  
5 COMPONENTS OF READING**

**PHONEMIC AWARENESS**

**PHONICS**

**FLUENCY**

**VOCABULARY**

**COMPREHENSION**

## Family At-Home Reading Guide for

# Student Success

Kindergarten - 3rd Grade Activities



**Family,**

**You are your student's first teacher, and reading with your student is a proven way to promote early literacy. Helping to make sure your student is reading on grade level by third grade is one of the most important things you can do to prepare him/her for the future. By reading with your student for 20 minutes per day and adding a few simple strategies as a part of your daily routine, you can make a positive impact on your student's success in school.**

**We are happy to provide you with this Family At-Home Reading Guide, which includes strategies to help your student become a more proficient reader!**

**Sincerely,**

**Nassau County School District**



# 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
- Your student does not need to be looking at words to practice Phonemic Awareness

# Phonemic Awareness Activities–K-1



- **Play “I Spy”** with your student, but instead of giving a color say, “I spy something that starts with the sound /b/.” or “I spy something with these sounds, /d/ /õ/ /g/.” Have your student do the same.
- **Play a game in which you say a word and your child has to break apart all the sounds.** Ask your student to stretch out a word like dog and he/she can pretend to stretch a word with a rubber band. Your student should make the sounds /d/ /õ/ /g/.



- **Play the “Silly Name Game”.** Replace the first letter of each family member’s name with a different letter. For example, ‘Tob’ for ‘Bob’, ‘Watt’ for ‘Matt’, etc.
- **Say a sentence aloud** and ask your student to determine how many words were in the sentence.
- **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 student complete the rhyming word at the end of each line.
- **Orally provide pairs of words that rhyme** and pairs that do not rhyme (EX; pan/man; pat/boy). Ask, “Do ‘pan’ and ‘man’ rhyme? Why? Do ‘pat’ and ‘boy’ rhyme? Why not?”
- **Prompt your student to produce rhymes.** Ask, “Can you tell me a word that rhymes with ‘cake’?”
- **Sing rhyming songs** like “Row, Row, Row Your Boat” or “Twinkly, Twinkle Little Star”.



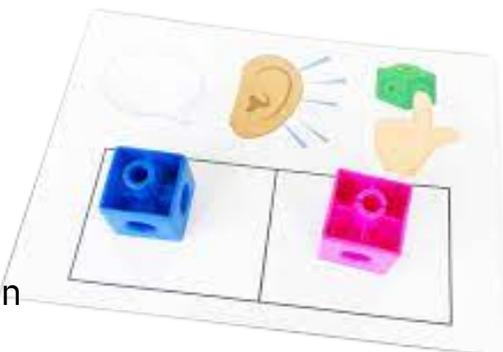
# Phonemic Awareness Activities—K-1

- **Give your student a small car.** Write 3-4 letter words on a piece of paper with the letters spaced apart. Have your student drive the car over each letter saying the letter sound. Have your student begin driving the car slowly over the letters and then drive over them again faster. Continue until the word is said at a good rate.



- **To help your student segment (separate) sounds** in words:

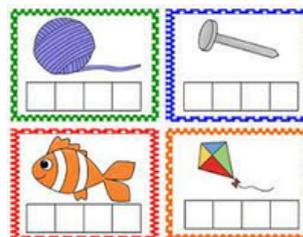
- **Give your student 3-5 blocks, beads, bingo chips, or similar items.** Say a word and have your student move an object for each sound in the word.
- **Play Head, Shoulders, Knees and Toes with sounds.** Say a word and have your student touch his/her head for the first sound, shoulders for the second sound, and knees for the third while saying each sound.



- **Jump for sounds.** Say a word, for each sound have your student jump.

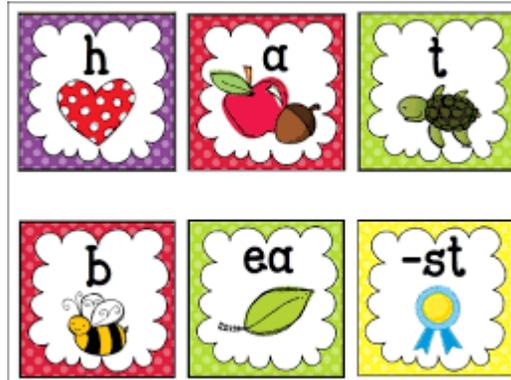


# Phonemic Awareness Activities–2-3



- **Demonstrate clapping a word into its syllables.** Ask your student to clap words into syllables.
- **Make tally marks** for the number of syllables in the names of people in your family, favorite foods, etc.
- **Give your student 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 student drive the car over each letter saying the letter sound. Have your student 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 student segment (separate) sounds in words:**
  - **Give your student 4-7 blocks, beads, bingo chips or similar items.** Say a word and have your student move an object for each sound in the word.
  - **Play Head, Shoulders, Knees and Toes with sounds.** Say a word and have your student 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 student 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:

nth, sch, scr, shr, spl, spr, squ, str, thr

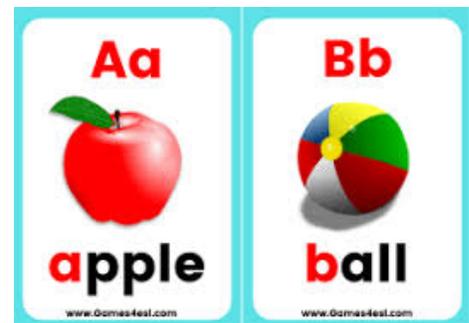
## Common Vowel Digraphs:

ai, au, aw, ay, ea, ee, ei, eu, ew, ey, ie, oi, oo, ou,  
ow, oy

Consonant Digraphs			
ph-	photo fotoh	-tch	watch wotCH
kn-	knife nif	-ng	ring rING
qu-	queen kwEEN	-ll	ball bOl
wr-	wrench wRENCH	-gh	laugh lAf

# Phonics Activities—K-1

- **Make letter sounds** and have your student write the letter or letters that match the sounds.
- **Play word games that connect sounds with syllables and words**, (for 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 student say the sounds (for example, the /d/ sound for the letter d)
- **Teach your student 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 student's name** (for example: John and Jump). Talk about how the beginning sounds of the words are alike.
- **Use alphabet books and guessing games to give your student 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 student reach into the bag and take out letters. Have your student say the sounds that match the letters.
- **Take a letter and hide it in your hand.** Let your student guess in which hand is the letter. Then show the letter and have your student say that letter name and make the sound (for example, the letter *m* matches the /m/ sound as in *man*).
- **Make a letter-sounds and ask your student to draw the matching letters in salt, sand, shaving cream, etc.**



- **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 student 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 student 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).

# Phonics Activities—K-1

- **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 student pull one letter from the first bag.



That will be the first letter of their word. Then have your student 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 student 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 consonants left.

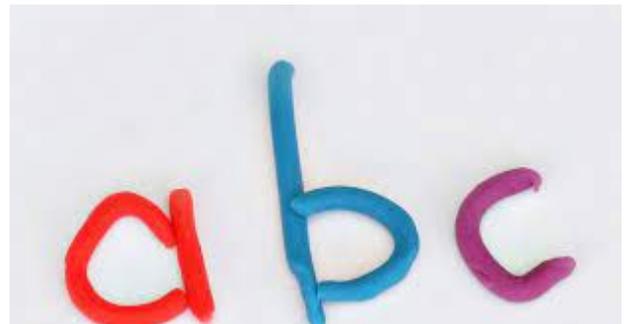
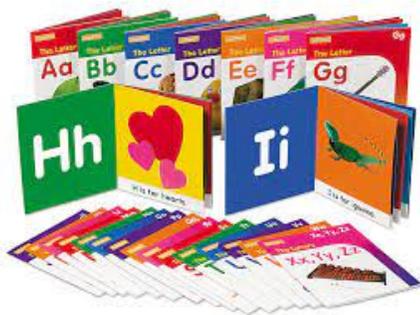


- **Labeling words** - When reading with your student, keep Post-it notes handy. Every so often, have your student choose one object in the picture and write the word on a post-it. Put the note in the book to read each time you come to that page.

- **Practicing words with pictures** - Choose pictures from a magazine or catalog. Say the name of the picture, have your student say the sound that the picture begins with and the name of that letter.
- **Hunting for words** - Choose a letter and have your student hunt for five items beginning with that letter sound. As each object is found, help your student write the word on a list. For example, if the target sound is /m/, the student might find and write mop, mat, Mom, money, and microwave.
- **Hints for helping your child sound out words**
  - **Sound and Blend** - Have your student 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 student starts reading longer words, have him/her notice the parts of the word that he/she already knows. For example, in a word such as "presenting", your student may already know the prefix pre-, the word "sent," and the word ending -ing.
  - **Use the illustration(s)/photograph(s)** to check your reading.
- **Teach your student to recognize the letters in his or her name.**

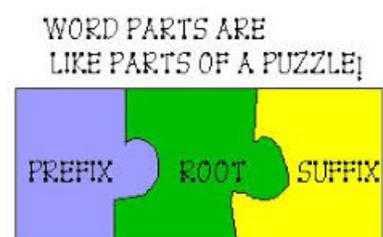
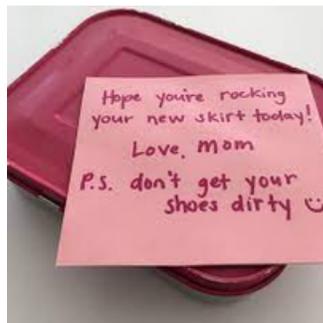
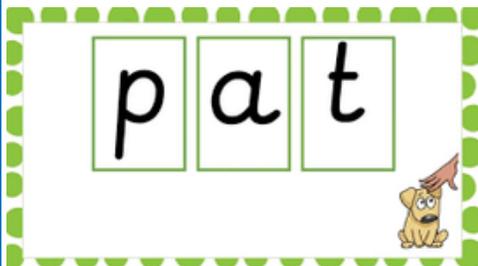
# Phonics Activities—K-1

- **Use magnetic letters** to spell words on the refrigerator or spell names of family members and friends.
- **Discuss how names are similar and different.**
- **Recognizing shapes is the beginning of recognizing the features of letters.** Have your student sort letters by tall tails, short tails, hooks, humps, and circles. Your student can continue to sort by feature combinations as well (Ex: circles and tall tails, hooks and circles, humps and tall tails, etc.)
- **Ask your student to name stores, restaurants, and other places that have signs.** This is called environmental print. Have your student 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 student to look through ads to point out things he/she recognizes.**
  - Ask if they know any of the letters on the page.
  - 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 student’s back and have them guess the letter.**
  - Have your student do the same to you.
- **Play “Memory” or “Go Fish” using alphabet cards.**
- **Read alphabet books** to your student and eventually ask him/her to name the items on the page that you know he/she can successfully tell you.



## Phonics Activities—2-3

- **Make blend sounds-** have your student write the letters that match the sounds they hear when you say the blend sound. (for example: /bl/ the student write b and l)
- **Play word games that connect sounds with syllables and words-** for example, if the letters "l-a-t-e-r" spell *later*, how do you spell *cater*? 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 student say the sounds (for example, the long e sound /ē/ for the vowel digraphs ea and ee).
- **Writing words** - Many students love to send and receive notes, and writing is a great way to reinforce phonics skills. Send your student notes in his/her backpack or place notes on the pillow. Have a relative or friend send a letter or email to your student. Whenever your student receives a note, have him/her write back. Don't be concerned about spelling. Instead, have your student sound out the words to the best of his/her ability.
- **Hunting for words** - Choose a blend and have your student hunt for five items beginning with that sound. As each object is found, help your student write the word on a list. For example, if the target sound is "bl", the student might find and write blanket, blood, blue, blizzard, blast.
- **Hints for helping your child sound out words**
  - **First Sound** - Have your student say the first sound in the word and utilize the picture or surrounding words. Double-check the printed word to see if it matches.
  - **Sound and Blend** - Have your student 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 student starts reading longer words, have him notice the parts of the word that he already knows. For example, in a word such as "presenting", your student may already know the prefix pre-, the word "sent," and the word ending -ing.
- **Play "Memory" or "Go Fish"** using consonant and vowel digraphs, trigraphs, and blends.



# Fluency



FOCUS ON  
FLUENCY

## Accuracy

Think about what you are reading. If it doesn't make sense, go back and reread it.



FOCUS ON  
FLUENCY

## Rate

Do not read too fast or too slow. Read like you talk.



FOCUS ON  
FLUENCY

## Expression

Pay attention to the characters' feelings and show it in your voice!

**Fluency is the ability to read with sufficient accuracy, rate and prosody to support understanding. This includes:**

- Automatic word recognition
- Accurate word recognition
- Use of expression



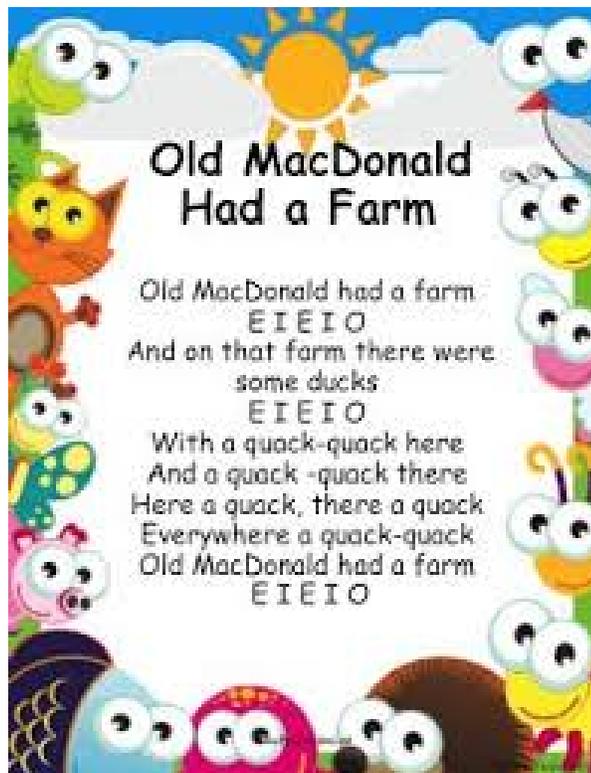
# Fluency Activities—K-1

- **Repeated reading** - Choose a passage that will not be very difficult for your student. Read the passage aloud to your student, and then read it together, helping your student figure out any tricky words. Next, have your student read the passage to you with a focus on accuracy. Finally, have your student 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 student 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 student to read to an audience. Your student 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 student has practiced a passage, have him/her record it with a tablet or phone. Once recorded, your student 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!
- **When you read a story, use appropriate expression during dialogue.** Encourage your student to mimic your expression. Talk with him/her about what that expression means. Ex: If the character is excited about going to the park, he/she should sound like that in his/her voice. Encourage your student to repeat key phrases or dialogue.
- **Recite nursery rhymes and poems** to build familiar phrases in speech.
- **In a repetitive text, ask your student to repeat the familiar phrase with you.** Ex: For the story, “The House that Jack Built” your student can recite with you “ in the house that Jack built.”



# Fluency Activities—K-1

- **When you read a story, use appropriate expression during the speaking parts (dialogue).** Encourage your student to copy your expression. Talk with him/her about what that expression means. Ex: If the character is excited about going to the park, he/she should sound like that in his/her voice. Encourage your student to repeat key phrases of 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 student to sing favorite songs and repeat favorite lines of songs.
- **Make your own books of favorite songs for your student to practice “reading”.** This builds confidence and helps your student identify him/herself as a reader.
- **Say a sentence to your student and ask him/her to repeat it to you.** Challenge your student to increase the number of words he/she can repeat. As you say it, put it in meaningful phrases. Ex: The boy went/ to the store/ with his mother. Alternate repeating the favorite part of a poem or nursery rhyme with your child. He or she will mimic your phrasing and expression.



# Fluency Activities—2-3

- **Repeated reading** - Choose a passage that will not be very difficult for your student. Read the passage aloud to your student, and then read it together, helping your student figure out any tricky words. Next, have your student read the passage to you with a focus on accuracy. Finally, have your student read the passage to you again, paying attention to fluency and expression. The goal is to sound smooth and natural.



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- **Record the reading** - After your student has practiced a passage, have him/her record it using a tablet or cell phone. Once recorded, your student 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!



- **When you read a story, use appropriate expression during dialogue.** Encourage your student to mimic your expression. Talk with him/her about what that expression means. Ex: If the character is excited about going to the park, he/she should sound like that in his/her voice.

- **Encourage your student to repeat key phrases or dialogue.**

- **Make your own books of favorite songs for student to practice "Reading".** This builds confidence and helps your child identify him/herself as a reader.

- **Alternate repeating the favorite lines of a poem with your student.** He/she will mimic your phrasing and expression.



# Vocabulary Activities—K-1

- **Read aloud** - Continue to read aloud to your student even after he/she is able to read independently. Choose books above your student's level because they are likely to contain broader vocabulary. This way, you are actually teaching him/her new words and how they are used in context.
- **Preview words** - Before reading to or with your student, scan through the book, choose two words that you think might be interesting or unfamiliar to your student. Tell your student what the words are and what they mean. As you read the book, have your student listen for those words.
- **Hot potato (version 1)** - Play hot potato with synonyms. Choose a word, and then your student has to think of another word that means the same thing. Take turns until neither player can think of another word. For example, you may say, "Cold," and your student 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 categories. For younger student, the categories can be simple: pets, clothes, family members. For older students, 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 student shares an incorrect meaning, guide him/her to the correct meaning. Try to use some of the words in conversation.
- **Introduce your student 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.
- **Play “categories” with your student.** Name a topic such as “farms” and ask your student to think of all the words he/she can relate to that topic. This is a great way to build word knowledge!
- **Discuss antonyms** (words that mean the opposite) **and synonyms** (words that mean the same) .



# Vocabulary Activities—K-1

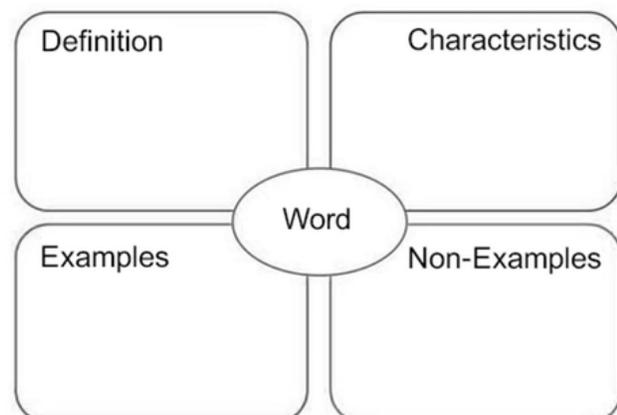
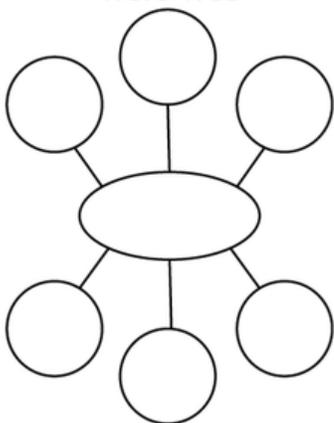


- **Discuss positional words such as beside, below, under, over, etc.** Make it into a game at dinner by asking your student to place his/her fork in different places in relation to his/her plate. Ex: Put your fork above your plate.
- **Use the language of books** such as author, title, illustrator, 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.** Ex: 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.** For example, your student 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, for example. “I’m here in the bakery. I can find donuts, cookies, and bread.” Ask your student, “What else do you think I could find here?”
  - **When you read a book about a topic, ask him/her to tell you all the words related to it.** Ex: 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 student to identify categories for words he/she has read.** Ex: 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.

# Vocabulary Activities—2-3

- **Read aloud** - Continue to read aloud to your student even after he is able to read independently. Choose books above your student's level because they are likely to contain broader vocabulary. This way, you are actually teaching him/her new words and how they are used in context.
- **Preview words** - Before reading to or with your student, scan through the book, choose two words that you think might be interesting or unfamiliar to your student. Tell your student what the words are and what they mean. As you read the book, have your student listen for those words.
- **Hot potato (version 1)** - Play hot potato with synonyms (words with similar meanings).
- **Choose a word, and then your student has to think of another word that means the same thing.** Take turns until neither player can think of another word. For example, you may say, "Cold," and your student 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 student shares an incorrect meaning, guide him/her to the correct meaning. Try to use some of the words in conversation.
- **Play “categories” with your student.** Name a topic such as “ecosystems” and ask your student 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. Ex: 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.

Word Web



# Comprehension



 Summarizing
Predicting 
? Asking Questions ? ?

COMPREHENSION  
I understand  
what I read.



**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 topic/central idea
- Verbal responses to questions
- Application of new information gained through reading

# Comprehension Activities—K-1

- **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. 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."
- **Every day comprehension** - Ask your student who, what, when, where, why, how questions about an event in his/her day. For example, if your student 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 student 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 student, talk about what you are thinking. It is your opportunity to show your student 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 student set purpose for reading.
- **During reading** - Stop every now and then to ask your student to tell you what has happened so far or what he/she predicts will happen. You might also ask for your student'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 student 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 student consider what he/she already knows about the topic. Look at the table of contents. You and your student may choose to read the book cover to cover or go directly to a certain chapter. (continued on the next page)

# Comprehension Activities—K-1



- **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 student, "What was it mostly about? What do you still want to know? Where could you look to find out?"

## Other Ideas

- **Before your student reads a story**, read the title and look at the cover. Ask, "What do you think will happen in the story?"
- **Take a quick "picture walk"** and encourage your student to talk about what he/she thinks about what might happen in the story.
- **As your student reads**, ask questions that start with who, what, where, when, why, and how. If your student 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 just happened?" "What do you think will happen next?"
- **Ask your student to retell the story** by describing 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. For example, "How did characters of the Three Bears solve the problem of the porridge being too hot?" If the student does not know, show the picture or reread the page.
- **After reading**, ask your student, "What was your favorite part? Show me. Why do you like that part?"
- **Ask questions about character traits.** Ex: "Which character do you think was kind? Which character was bossy? How do you know?" If your student doesn't know, give your answer. You may need to do this many times before your student can do it. He/she may also "mimic" your answer. Encourage your student's attempts.
- **Encourage deeper thinking by asking**, "If the story kept going, what do you think would happen next?"
- **Help your student 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 student.** 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.



# Comprehension Activities-2-3

- **Sequencing comics** - Choose a comic strip from the Sunday paper. Cut out each square and mix the squares up. Have your student put them in order and describe what is happening. Encourage your student to use words like first, second, next, finally, etc.



- **Every day comprehension** - Ask your student who, what, when, where, why, how questions about an event in his/her day. Once your student 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 student set purpose for reading.
- **During reading** - Stop every now and then to ask your student to tell you what has happened so far or what he/she predicts will happen. You might also ask for your student'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 student 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 student 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 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 student, "What was it mostly about? What do you still want to know? Where could you find out?"

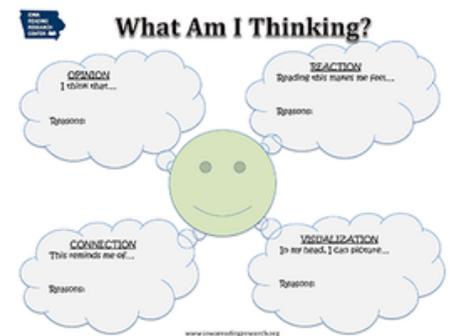
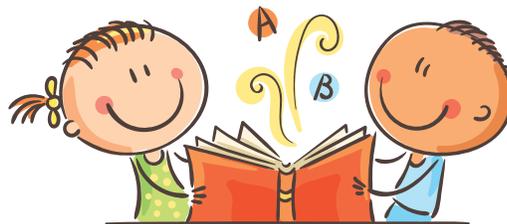
Questions I have <u>BEFORE</u> reading:	Questions I have <u>DURING</u> reading:	Questions I have <u>AFTER</u> reading:

## Other Ideas

- **Discuss words related to stories-** such as characters, problem, and solution. For example, "How did the Wright Brothers find a solution to help their plane fly longer?" If the student does not know, show the picture or reread the page.
- **Ask questions about character traits.** Ex: "Which character do you think was kind? Which character was bossy? How do you know?" If your student doesn't know, give your answer. You may need to do this many times before your child can do it

o **Encourage deeper thinking by asking,** "If the story kept going, what do you think would happen next?"

o **Help your student 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?"





# Help Your Child Succeed in School: Build the Habit of Good Attendance Early

School success goes hand in hand with good attendance!

## DID YOU KNOW?

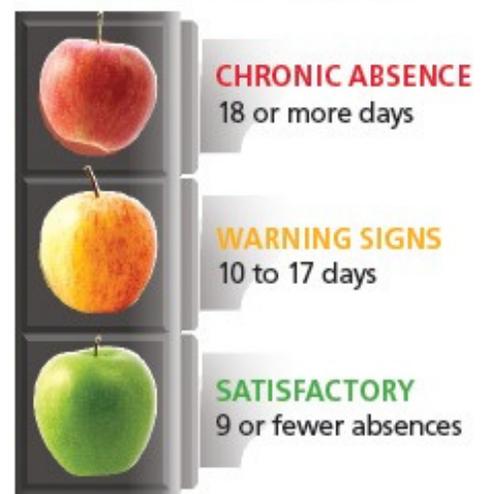
- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.

## WHAT YOU CAN DO

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your child to her teachers and classmates before school starts to help her transition.
- Don't let your child stay home unless she is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make her feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.

## When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.

For more on school readiness, visit [attendanceworks.org](http://attendanceworks.org) and [reachoutandread.org](http://reachoutandread.org)



## Ayude a su hijo a tener éxito en la escuela: Creando el hábito de buena asistencia a temprana edad ¡El éxito escolar va de mano a mano con una buena asistencia escolar!

### ¿SABÍA QUE...?

- Empezando en el kínder, muchas ausencias pueden causar que los niños se atrasen en la escuela.
- Faltar el 10% (más o menos faltar 18 días en el kínder) puede bajar el rendimiento en el primer grado y hacer que cueste más aprender a leer.
- Los estudiantes se pueden seguir atrasando aunque sólo falten uno o dos días durante varias semanas.
- Las llegadas tarde en los primeros grados pueden predecir que el estudiante tendrá mala asistencia en los años siguientes.
- La falta de asistencia a la escuela puede afectar a todos en la clase, ya que el maestro tiene que disminuir el aprendizaje para ayudar a los niños a ponerse al día.
- Las escuelas pueden perder dinero para programas educacionales porque frecuentemente la asistencia es la base para la asignación de los fondos.

**Asistir regularmente a la escuela, ayuda a los niños a sentirse mejor en la escuela—y consigo mismos. Empezar a crear este hábito en la edad preescolar, los hará aprender rápidamente la importancia de ir a la escuela a la hora indicada y todos los días. La buena asistencia ayudará a los niños a tener éxito en la preparatoria, la universidad y en el trabajo.**

### COMO AYUDAR A SU HIJO

- Establezca una hora consistente para acostarse y la rutina de cada mañana.
- Prepare la ropa y las mochilas la noche anterior.
- Averigüe el día en que empieza la escuela y asegúrese que su hijo tenga las vacunas requeridas.
- Presente a su hijo a sus maestros y compañeros de clase antes que la escuela empiece, para ayudarlo con la transición a la escuela.
- Sólo deje que su niño se quede en casa si está realmente enfermo. Tenga en mente que las quejas de un dolor de estómago o de cabeza pueden ser señal de ansiedad y no una razón para quedarse en casa.
- Si su hijo parece ansioso por ir a la escuela, hable con los maestros, consejeros u otros padres para que le aconsejen sobre cómo hacerlo sentir cómodo y motivado a asistir a la escuela.
- Prepare opciones para llegar a la escuela si algo inesperado sucede. Contacte con anterioridad un familiar, un vecino u otro padre para que le ayude en esos días.
- Evite citas médicas y viajes prolongados durante el tiempo de escuela.
- Contacte al personal de la escuela u oficiales de la comunidad para encontrar ayuda sobre transportación, vivienda, empleo o problemas de salud.

### ¿Cuándo las ausencias se vuelven en problema?



Nota: Números asumen un año escolar de 180 días

**Para más información sobre cómo preparar a su hijo para la escuela, visite [attendanceworks.org](http://attendanceworks.org) y [reachoutandread.org/esp](http://reachoutandread.org/esp)**

# RESOURCES



## **Nassau County School District**

[nassau.k12.fl.us](http://nassau.k12.fl.us)

## **Florida Department of Education- Curriculum and Instruction**

<https://www.fldoe.org/academics/standards/index.shtml>

## **Florida B.E.S.T. Standards**

[https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx)

## **New Worlds Reading**

<https://www.newworldsreading.com/fl/en/home.html>

## **FCRR**

<https://fcrr.org/families>

FCRR activities- <https://fcrr.org/student-center-activities>

## **Ferst Readers**

<https://ferstreaders.org/about-us/participating-communities>

## **Strategies for Teaching Reading**

<http://www.scholastic.com/teachers/article/strategies-teaching-english-language-learners>

## **Parent Tips: Help Your Child Have a Good School Year**

<http://www.colorincolorado.org/article/33152/>



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