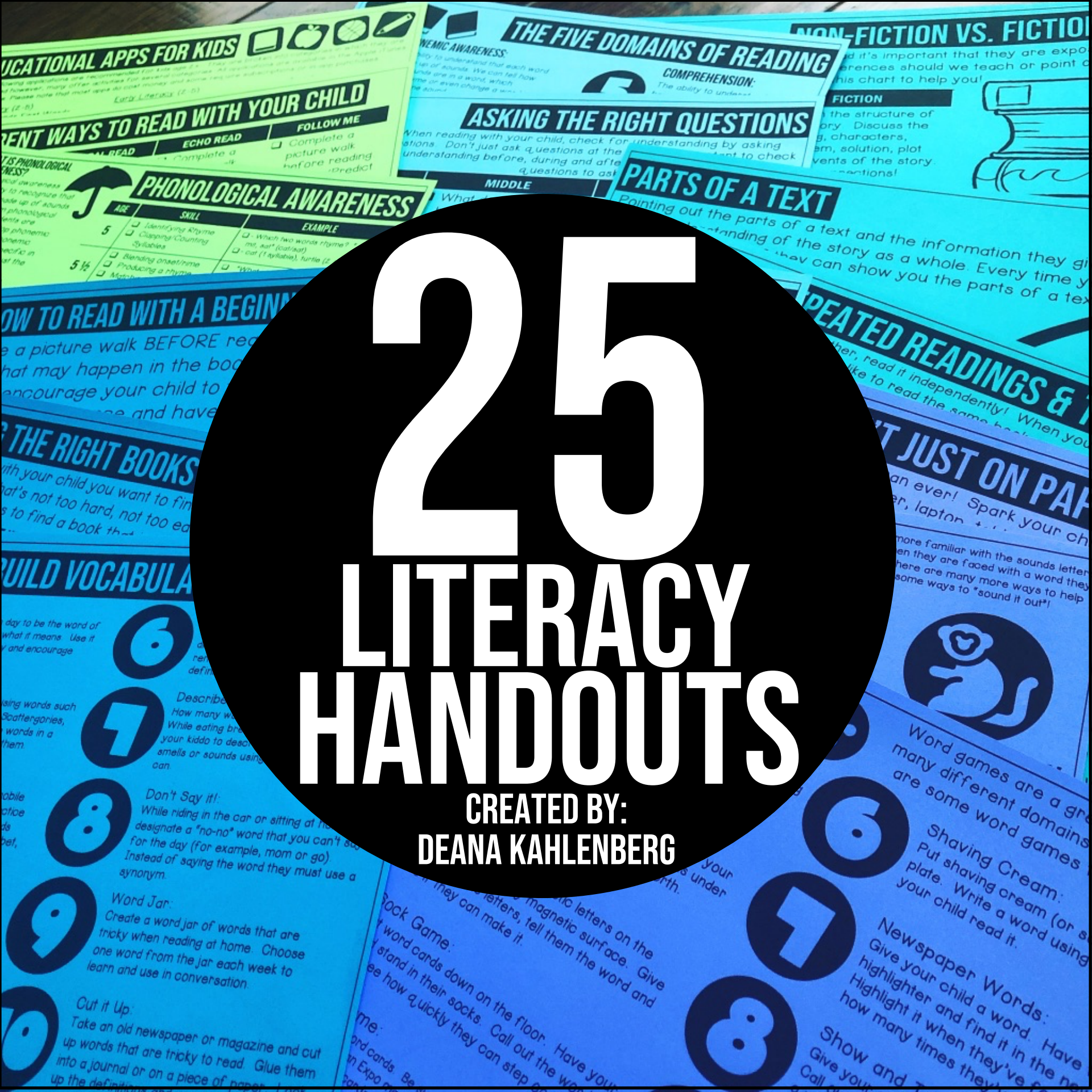


# 25 LITERACY HANDOUTS

CREATED BY:  
DEANA KAHLBERG



### EDUCATIONAL APPS FOR KIDS

... Please note that most apps do cost money and some have advertisements for other products.

AGE	SKILL	EXAMPLE
5	Identifying Rhyme Clapping/Counting Syllables	Which two words rhyme? cat, hat (cat/hat) cat (1 syllable), turtle (2)
5 1/2	Blending onset/rime Producing a rhyme	What...

### THE FIVE DOMAINS OF READING

**PHONIC AWARENESS:**  
The ability to understand that each word is made up of sounds. We can tell how many letters are in a word, which letter is in what position, and even change a word.

**COMPREHENSION:**  
The ability to understand what you have read.

### ASKING THE RIGHT QUESTIONS

When reading with your child, check for understanding by asking questions. Don't just ask questions of the text. Ask questions that require your child to think and answer. Ask questions to check for understanding before, during and after reading.

**MIDDLE**

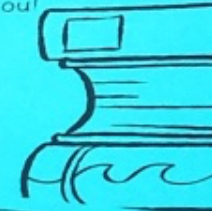
### PARTS OF A TEXT

Pointing out the parts of a text and the information they give. Understanding the story as a whole. Every time you read a story, you can show you the parts of a text.

### NON-FICTION VS. FICTION

It's important that they are exposed to both. References should we teach or point out? This chart to help you!

**FICTION**  
The structure of a story. Discuss the beginning, middle, end, characters, setting, solution, plot, events of the story. Conventional.



### HOW TO READ WITH A BEGINNER

Use a picture walk BEFORE reading. What may happen in the book? Encourage your child to talk about the picture and have a picture walk BEFORE reading.

### THE RIGHT BOOKS

With your child you want to find a book that's not too hard, not too easy. Encourage your child to find a book that interests them.

### REPEATED READINGS & MORE

After you've read a book together, read it independently! When you read a book together, you can show you the parts of a text.

### JUST ON PAGE


an ever! Spark your child's imagination. Laptop...

- ### BUILD VOCABULARY
6. Describe the word. Use it in a sentence. Encourage your child to use the word in a sentence.
  7. Describe the word. How many words can you think of that use the same letters? While eating breakfast, ask your kiddo to describe the smells or sounds using the word.
  8. Don't Say it! While riding in the car or sitting at the table, designate a "no-no" word that you can't say for the day (for example, mom or go). Instead of saying the word they must use a synonym.
  9. Word Jar: Create a word jar of words that are tricky when reading at home. Choose one word from the jar each week to learn and use in conversation.
  10. Cut it Up: Take an old newspaper or magazine and cut up words that are tricky to read. Glue them into a journal or on a piece of paper. Look up the definitions and use the words in a sentence.

### WORD GAMES

Word games are a great way to learn many different domains of language. Here are some word games:

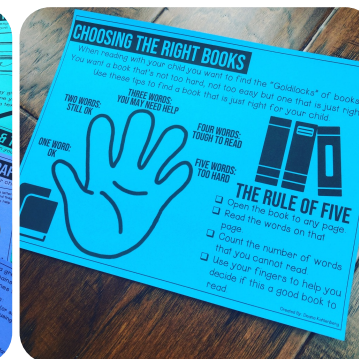
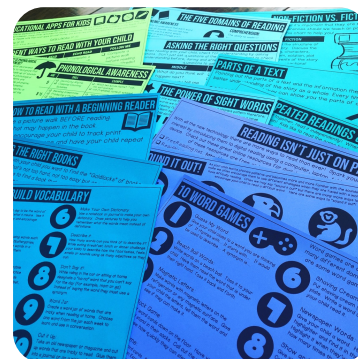
- Shaving Cream: Put shaving cream (or a plate) on a table. Write a word using your child read it.
- Newspaper Words: Give your child a word. Have them highlight and find it in the newspaper. Highlight it when they've found it. How many times they find it.
- Show and Tell: Give your child a word. Call out the word and have them show you the word.



more familiar with the sounds letters when they are faced with a word they here are many more ways to help some ways to "sound it out"!

# TABLE OF CONTENTS

- Choosing the Right Books
- How to Read with a Beginning Reader
- Tracking Print
- Asking the Right Questions
- Sound it Out!
- Why Can't We Skip Reading Tonight?
- Different Ways to Read with your Child
- Non-Fiction Vs. Fiction Text
- Parts of a Text
- Reading Isn't Just on Paper
- Building Independent Reading Stamina
- Phonological Awareness
- Educational Apps for Kids
- The Five Domains of Reading
- Creating Reading Routines
- The Power of Sight Words
- Reading, Writing ≠ Story Telling
- Reading Aloud: Why is it so important?
- Ten Ways to Build Vocabulary
- Repeated and Timed Readings
- What is Family Literacy?
- Making it "Stick"!
- Ten Word Games
- Prove it!
- Develop a Love for Reading



# CHOOSING THE RIGHT BOOKS

When reading with your child you want to find the “Goldilocks” of books. You want a book that’s not too hard, not too easy but one that is just right. Use these tips to find a book that is just right for your child.

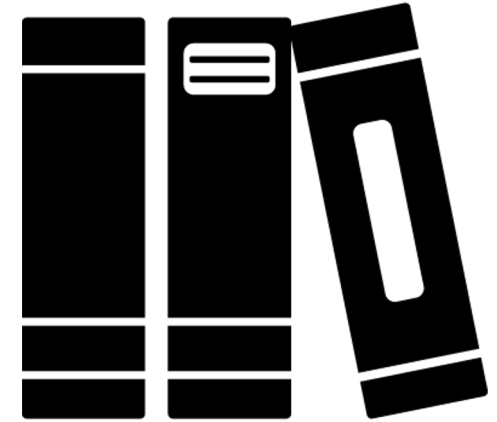
**THREE WORDS:  
YOU MAY NEED HELP**

**TWO WORDS:  
STILL OK**

**FOUR WORDS:  
TOUGH TO READ**

**ONE WORD:  
OK**

**FIVE WORDS:  
TOO HARD**



## THE RULE OF FIVE

- Open the book to any page.
- Read the words on that page.
- Count the number of words that you cannot read.
- Use your fingers to help you decide if this a good book to read.

# HOW TO READ WITH A BEGINNING READER



- Complete a picture walk BEFORE reading.
- Predict what may happen in the book.
- Model and encourage your child to track print.
- Read a word or sentence and have your child repeat it after you.
- Take turns reading each page.
- Talk about the story as you read. (What do you think will happen next? What does this story remind you of?)
- Read the story again! Repeated readings build fluency and confidence!



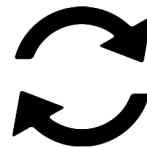
**PICTURE WALK**



**PREDICTIONS**



**TRACK PRINT**



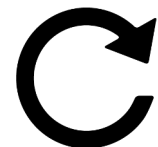
**REPEAT WORDS**



**TURN PAGES**



**TALK**



**READ AGAIN**

# TRACKING PRINT

Tracking print is an important tool a beginning reader must learn. Tracking print is when you point to each word as you read it aloud. While reading with your child encourage them to track print as you read aloud or as you're reading together.

Tracking print helps your child learn new words by seeing them and hearing you read them aloud. Tracking print also lets you know if your child is paying attention while listening to a read aloud. Children can track print with their finger, a pencil or a cool pointer! Modeling how to track print as you read aloud is important too!





# ASKING THE RIGHT QUESTIONS

When reading with your child, check for understanding by asking questions. Don't just ask questions at the end, it's important to check for understanding before, during and after reading. Here are some questions to ask!

## BEGINNING

- What do you think will happen in this story?
- What might be the problem?
- Where may be the setting of the story?
- What do you know about this topic?
- What does this story make you think of?
- What are you wondering?
- What does the title tell you?

## MIDDLE

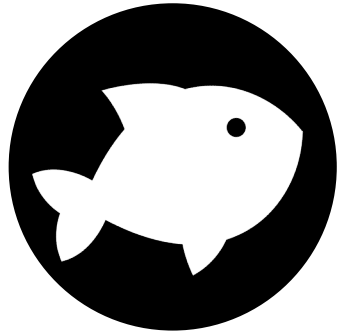
- What do you think will happen next?
- What can you tell me about the story so far?
- How do you feel about the story so far?
- What questions do you have?
- Why do you think the character did that?
- What would you have done?

## END

- What was the title?
- What was the problem/solution in the story?
- Why do you think the author wrote this book?
- What was your favorite/least favorite part?
- What would you change about the story?
- What will happen next?

# SOUND IT OUT!

As your child learns phonics patterns and becomes more and more familiar with the sounds letters make we often encourage them to use different strategies when they are faced with a word they have difficulty reading. Often we may say "sound it out!" but there are many more ways to help encourage your child to read a difficult word. Here are some ways to "sound it out"!



## LIPS THE FISH

Say the first few sounds. Read the end of the sentence and say it again.



## LISTENING LION

Does the word make sense? If not, try again.



## EAGLE EYE

Check the pictures for clues to help you.



## CHUNKY MONKEY

Look for little words inside bigger words to help you sound it out.



## STRETCHY SNAKE

Stretch the word out slowly. Say the sounds together to say the word.



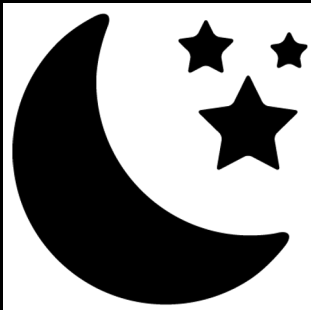
## GO-GO GORILLA

Stuck on the word? Skip it, go on and read the rest of the sentence and hop back!



## FLIPPIN' FLAMINGO

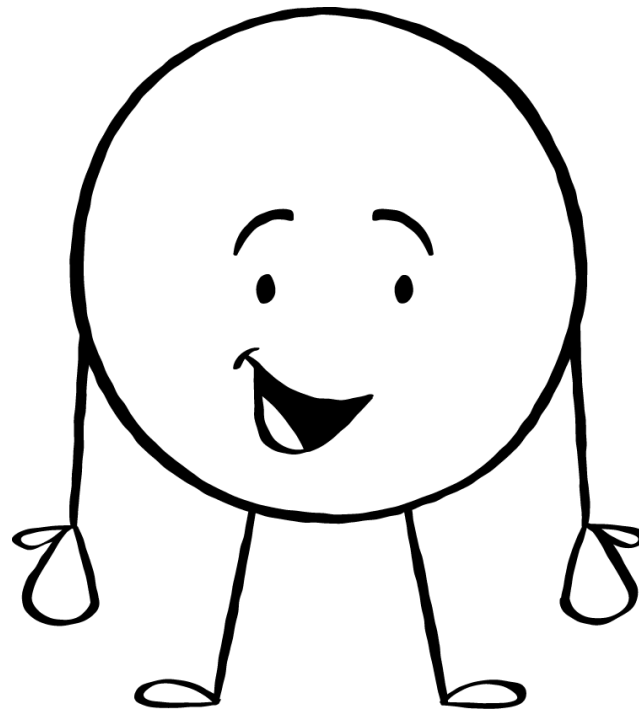
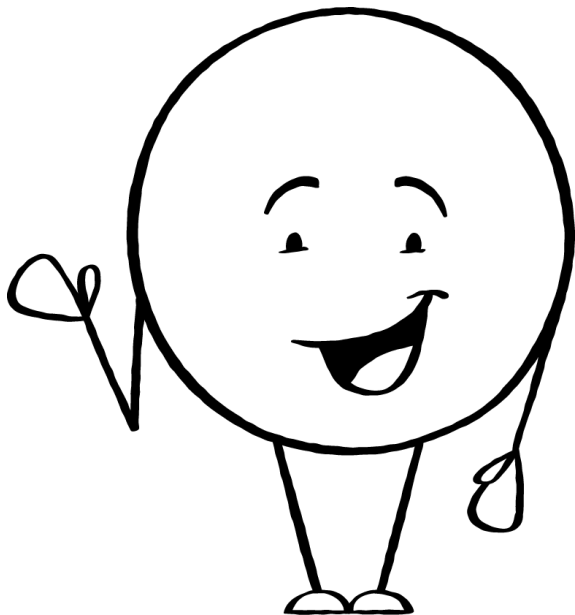
Flip the vowel sounds. Try the short vowel sound, then try the long vowel sound to sound it out.



# WHY CAN'T WE SKIP READING TONIGHT?

Student A reads 20 minutes each day. This equals 3600 minutes a school year.

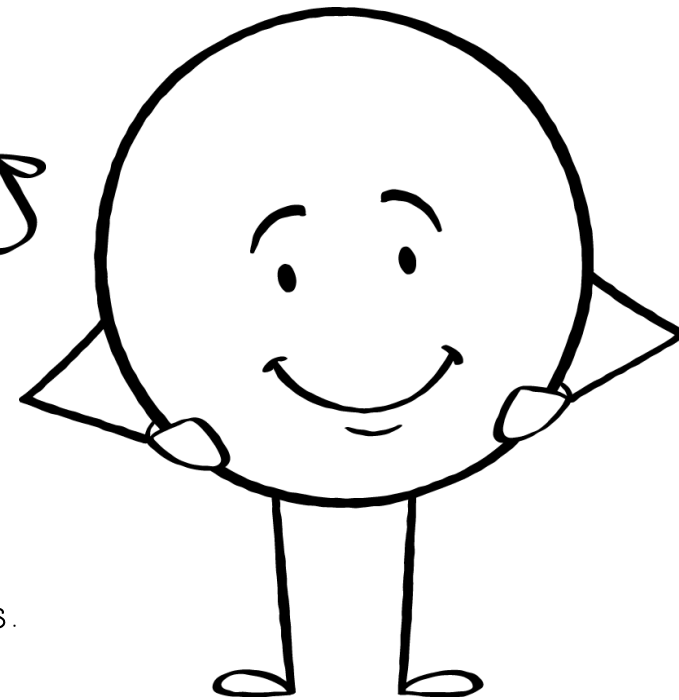
Student A will read approximately 1,800,000 words.



Student B reads 5 minutes each day. This equals 900 minutes in a school year.

Student B will read approximately 282,000 words.

Student C reads 1 minute each day. This equals 180 minutes a school year. Student C will read approximately 8,000 words.



By the end of the school year, Student A will have read the equivalent of 60 school days. Student B will have read only 12 school days. Which student do you expect to be the better reader?

(Nagy & Herman, 1987)



# DIFFERENT WAYS TO READ WITH YOUR CHILD

## READ ALOUD

- Complete a picture walk before reading.
- Discuss/Predict what will happen.
- Track print as you read.
- Ask questions before, during and after reading.
- Point out details in the illustrations.
- Use different voices for the characters.

## CHORAL READ

- Complete a picture walk before reading.
- Discuss/Predict what will happen.
- Track print as you read.
- Read the story out loud together at the same time.
- Your child will use your guide if they are stuck on a word.

## ECHO READ

- Complete a picture walk before reading.
- Discuss/Predict what will happen.
- Track print as you read.
- Read a sentence or page. Have your children echo the sentence or page back to you.
- Ask questions as you read.

## FOLLOW ME

- Complete a picture walk before reading.
- Discuss/Predict what will happen.
- Track print as you read.
- Begin by reading aloud. Stop in the middle of a sentence.
- Have your child read the next word.
- Continue reading aloud.

# NON-FICTION VS. FICTION TEXT

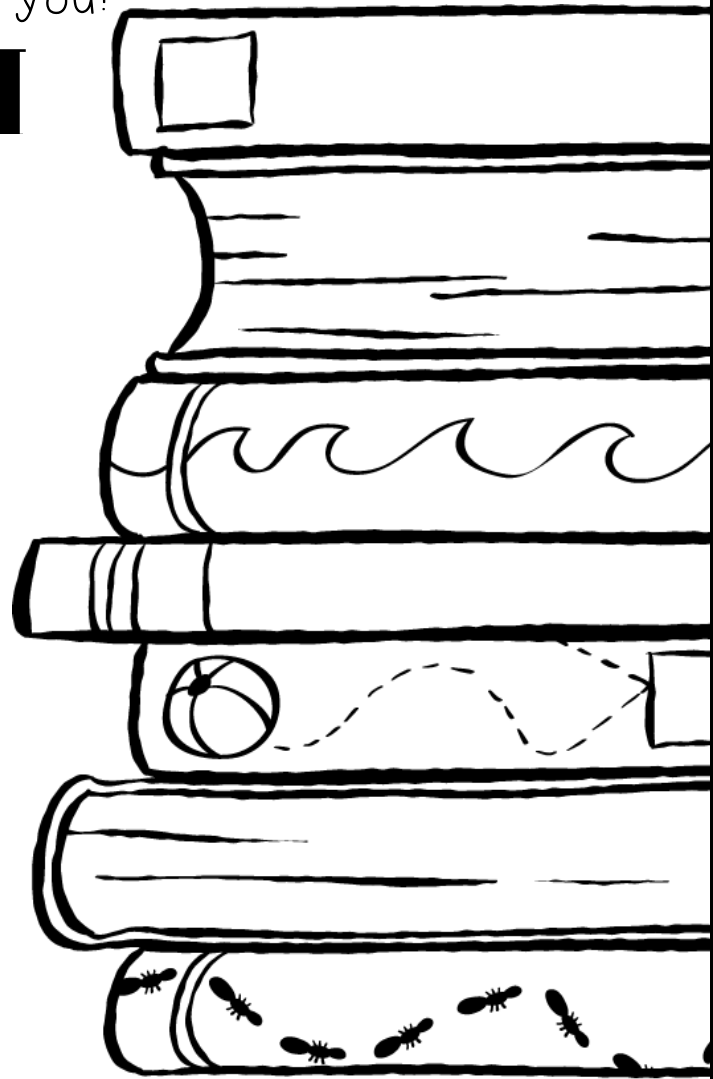
When we are teaching children to read it's important that they are exposed to both fiction and non-fiction text. What differences should we teach or point out for each text? Use this chart to help you!

## NON-FICTION

- ❑ Teach the non-fiction text features while reading. Point them out and discuss what information they provide to help us better understand the text and information.
- ❑ Non-Fiction Text Features: Table of Contents, Glossary, Caption, Bold Print, Headings, Diagrams, Charts, Graphs, Labels, Photographs, Illustrations, Text Box, Title Page

## FICTION

- ❑ Teach the structure of the story. Discuss the setting, characters, problem, solution, plot and events of the story.
- ❑ Make connections! Discuss what the story reminds you of or what it makes you think about.
- ❑ Visualize! Picture the story in your mind, draw what you see.
- ❑ Discuss why the author wrote the story? Was it written to entertain, to inform or to persuade?

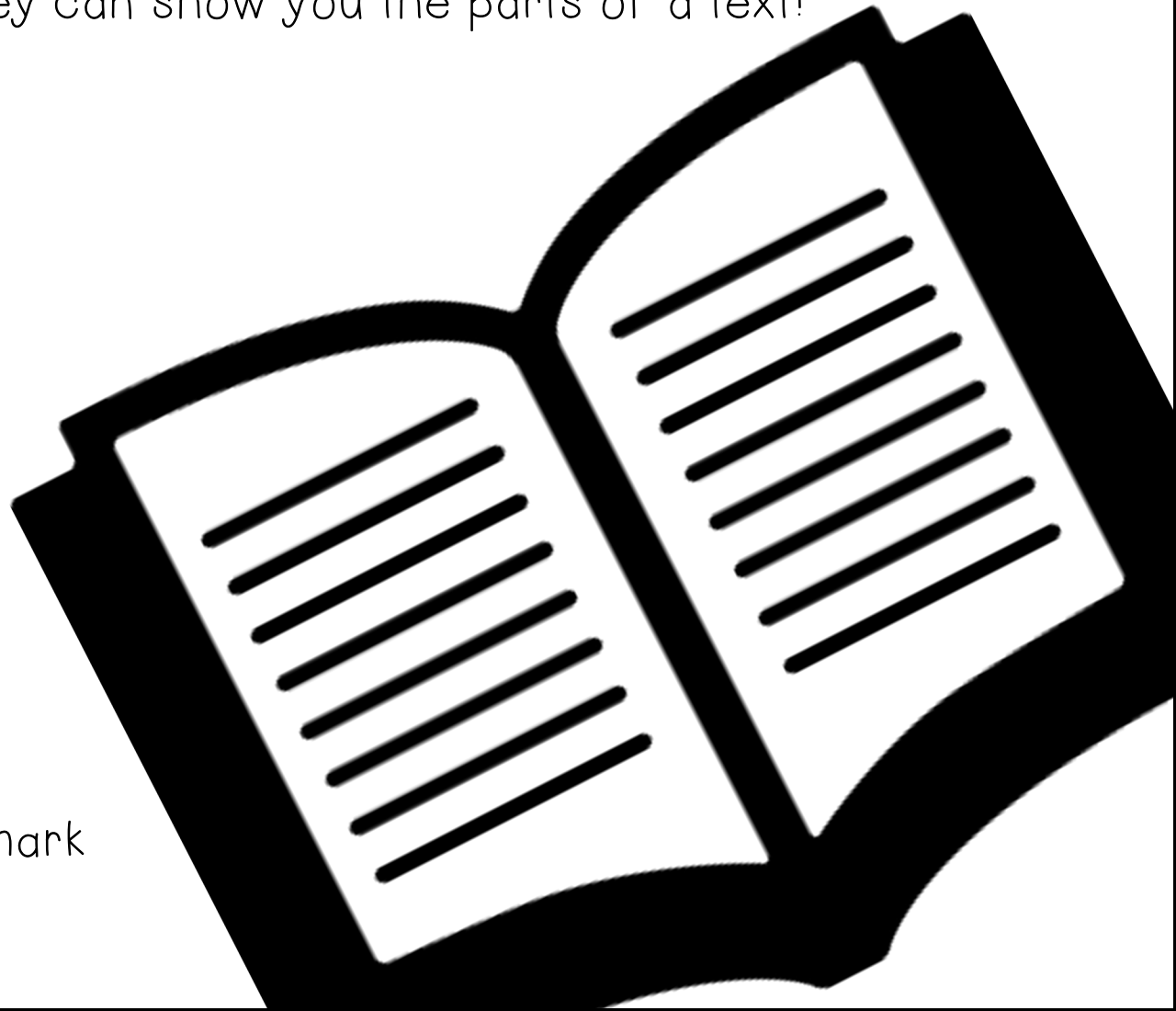


# PARTS OF A TEXT

Pointing out the parts of a text and the information they give us help to build better understanding of the story as a whole. Every time you read ask your child if they can show you the parts of a text!

## CAN YOU FIND...

- The front of the book
- The back of the book
- The title
- The author's name
- The illustrator's name
- The spine
- The title page
- A page in the book
- A word on a page
- Where to start reading
- Where to stop reading
- A period or question mark
- A capital letter
- A lowercase letter



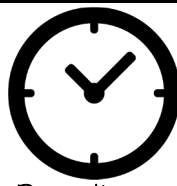
# READING ISN'T JUST ON PAPER!

With all the new technology there are more ways to read than ever! Spark your child's interest by introducing them to digital reading using a computer, laptop, tablet or mobile device. Check out these great online resources for digital reading! Please note some of these resources are free and some require a subscription.

- FreeReading.net: <http://www.freereading.net>
- ReadWorks.org: <https://www.readworks.org>
- Starfall.com: <https://www.starfall.com>
- Epic! Books: <https://www.getepic.com>
- Teach Your Monster to Read: <https://www.teachyourmonstertoread.com>
- Flocabulary: <https://www.flocabulary.com>
- Reading Rockets: <https://www.readingrockets.org>
- Storyline Online: <https://www.storylineonline.net>
- BrainPop: <https://www.brainpop.com>
- BrainPop Jr: <https://jr.brainpop.com>
- Freckle: <https://www.freckle.com>
- Scholastic News: <https://scholasticnews.scholastic.com>
- ABCYa!: <http://www.abcya.com>
- Into the Book: <http://www.ecb.org>
- Fun Brain: <http://www.funbrain.com>
- Vooks: <http://vooks.com>



# BUILDING INDEPENDENT READING STAMINA



Once your child begins reading independently it's important that they build their reading stamina. Reading stamina is how long your child can actively read while staying engaged in the story. Start slow, have your child choose a book (using the rule of five!) and set them up in a comfy place to read by themselves. Tell your child it's independent reading time. Have them read and tell them to come get you when they feel tired of reading or are having trouble paying attention to the story. Use the chart below to track reading stamina. Encourage your child to graph their stamina each day, for ten days to see how it builds! Model independent reading, challenge yourself to read independently while your child reads too!

<b>30 MINUTES</b>										
<b>25 MINUTES</b>										
<b>20 MINUTES</b>										
<b>15 MINUTES</b>										
<b>10 MINUTES</b>										
<b>5 MINUTES</b>										

Created By: Deana Kahlenberg



<b>DAY ONE</b>	<b>DAY TWO</b>	<b>DAY THREE</b>	<b>DAY FOUR</b>	<b>DAY FIVE</b>	<b>DAY SIX</b>	<b>DAY SEVEN</b>	<b>DAY EIGHT</b>	<b>DAY NINE</b>	<b>DAY TEN</b>
----------------	----------------	------------------	-----------------	-----------------	----------------	------------------	------------------	-----------------	----------------

## WHAT IS PHONOLOGICAL AWARENESS?

Phonological awareness is the ability to recognize that words are made up of sounds. Under the term phonological awareness, students are expected to develop phonemic awareness skills. Phonemic awareness is more specific in that it focuses on the just the sound of the phonemes.

Phonemic awareness tasks should include pictures or auditory tasks, not letters.

## WHY IS PHONOLOGICAL AWARENESS IMPORTANT?

Children with good phonemic awareness skills are better at spelling, decoding and writing.

## WHEN SHOULD MY CHILD MASTER THESE SKILLS?

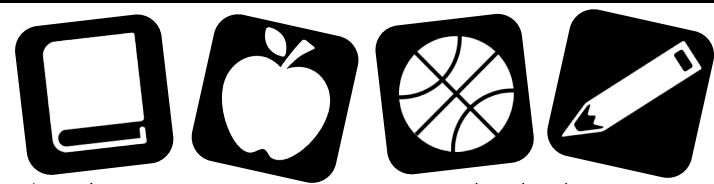
The chart to the right outlines the development of phonological awareness skills children ages 5-7 and typically when they are mastered.



# PHONOLOGICAL AWARENESS

AGE	SKILL	EXAMPLE
5	<ul style="list-style-type: none"><li><input type="checkbox"/> Identifying Rhyme</li><li><input type="checkbox"/> Clapping/Counting Syllables</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> - Which two words rhyme? "cat, mit, sat" (cat/sat)</li><li><input type="checkbox"/> - cat (1 syllable), turtle (2 syllables)</li></ul>
5 1/2	<ul style="list-style-type: none"><li><input type="checkbox"/> Blending onset/rime</li><li><input type="checkbox"/> Producing a rhyme</li><li><input type="checkbox"/> Matching initial sounds</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> "What is the word" c-at, d-og, b-ig</li><li><input type="checkbox"/> "Tell me a word that rhymes with hug" (bug, mug, etc.)</li><li><input type="checkbox"/> "Say the first sound in sock" (/s/)</li></ul>
6	<ul style="list-style-type: none"><li><input type="checkbox"/> Compound word deletion</li><li><input type="checkbox"/> Blending 2-3 phonemes</li><li><input type="checkbox"/> Phoneme segmentation of 2-3 phonemes</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> "Say birdhouse, Say it again without bird." (house).</li><li><input type="checkbox"/> /b/ /i/ (bye), /sh/ /i/ /p/ (ship)</li><li><input type="checkbox"/> "Say the word as you move a chip for each sound" (m-a-n)</li></ul>
6 1/2	<ul style="list-style-type: none"><li><input type="checkbox"/> - Phoneme segmentation of 3-4 phonemes</li><li><input type="checkbox"/> - Phoneme substitution</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> "Say the word as you move a chip for each sound" (s-t-o-p)</li><li><input type="checkbox"/> "Change /d/ in dig to /b/. What is the new word?" (big)</li></ul>
7	<ul style="list-style-type: none"><li><input type="checkbox"/> - Sound deletion (initial/final)</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> "Say seat. Say it again without the /s/". (eat)</li><li><input type="checkbox"/> Say bite. Say it again without the /t/. (bye)</li></ul>

# EDUCATIONAL APPS FOR KIDS



The following applications are recommended for kids age 2+. They are broken into categories in which they are best suited however, many offer activities for several categories. All applications are available in the Apple iTunes store. Please note that most apps do cost money and some require subscriptions or in-app purchases.

## Vocabulary (2-5)

- Tiny Hands First Words
- Tiny Hands What's My Pair?
- Giggle Bellies (songs)
- Write My Name
- Bugs and Buttons
- Endless Alphabet
- Peek-a-boo Barn
- Laugh & Learn Learning
- Letters Monkey

## Early Literacy (2-5)

- BOB Books (1 and 2)
- Starfall (ABC's, Learn to Read)
- ABC Mouse
- ABCya (Word Bingo)
- Fun with Curious George Bundle
- Interactive Alphabet ABC's
- Endless Reader
- Read Me Stories
- Sight Words Flashcards

## Just for Fun (2+)

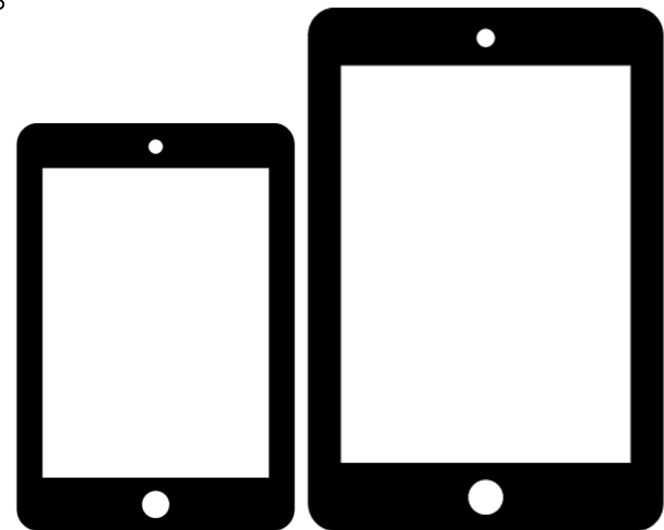
- Tiny Hands Towers
- BrainPOP Jr.
- Hungry Hungry Hippos
- Toca Boca
- PBS Kids Video
- My PlayHome
- Let's Create
- Pictureka
- Heads Up!

## Literacy (5+)

- LAZ Readers (many different titles and levels)
- RAZ Kids (subscription required)
- Dr. Seuss Interactive Books
- HMH Readers
- Reading Rainbow

## Early Math Skills (3+)

- Tiny Hands Sorting
- Splash Math
- Starfall Numbers
- ABCya (Math Bingo)
- TallyTots Counting
- TableTots Teacher
- Endless Numbers



Please note technology changes very quickly and these apps may have changed since the creation of this handout.



# THE FIVE DOMAINS OF READING



## PHONEMIC AWARENESS:

The ability to understand that each word is made up of sounds. We can tell how many sounds are in a word, which words rhyme or even change a word by changing one sound.



## PHONICS:

The ability to know which letters make which sounds. We can decode (sound out) words while we read. We can spell words based on phonics patterns.



## VOCABULARY:

The ability to understand what a word means. We can give a definition or use the clues in the story to help us determine the meaning. The more words you know the more you will understand the story!



## FLUENCY:

The ability to read quickly, accurately and with expression. We can read smoothly, we don't have to sound out each word and we can change our voice for different characters or punctuation.



## COMPREHENSION:

The ability to understand what happened in the story and why. Comprehension makes us dive deep. We analyze the characters, plot, and purpose of the story. We can answer questions before, during and after reading that show we understood the text as a whole.

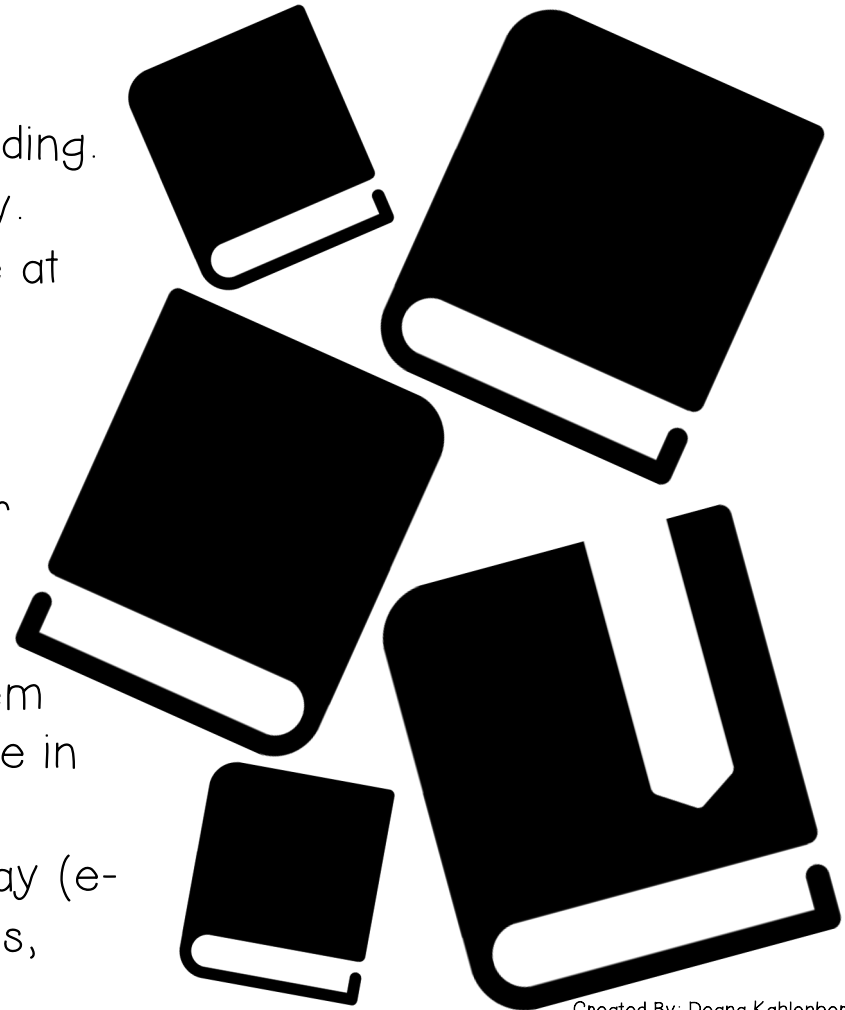


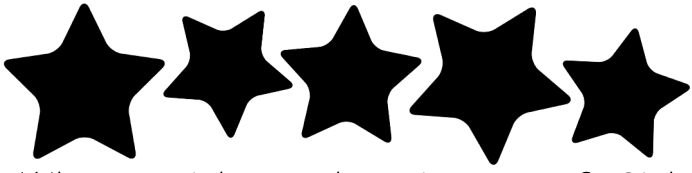


# CREATING READING ROUTINES

Studies show that we learn best from repetition. This is true when it comes to reading too! Developing reading routines is a great way to working on learning to read while taking some of the anxiety away from what we are supposed to do before, during and after we read. Below are some routines that would be great to implement every time you read with your child.

- Complete a picture walk before reading.
- Play detective! Find all the parts of a text!
- Ask questions before, during and after reading.
- Set aside independent reading time each day.
- Let your child explore books of their choice at home, the bookstore and the library.
- Track Print.
- Label pictures.
- Count the paragraphs on a page (for longer texts).
- Draw a picture! Read a page aloud without showing your child the illustration. Have them draw the illustration using what they visualize in their mind.
- Read many different forms of print each day (e-books, magazines, newspapers, comic books, apps, picture books, chapter books).





# THE POWER OF SIGHT WORDS

Why are sight words so important? Sight words are words that don't typically follow a phonics pattern therefore; they can't be "sounded out". Sight words are words we must know from memory. If your child has a large repertoire of sight word knowledge their overall reading fluency will improve, which will in turn improve overall comprehension. There are many different ways to learn sight words, here are a few ideas! If you'd like a list of appropriate sight words for your child don't hesitate to ask your child's teacher.

## STAMPED WORDS

Use alphabet stamps to stamp out sight words, then read them.

## MAGNETIC LETTERS

Use magnetic letters to spell sight words on the refrigerator or any magnetic surface, then read them.

## POPSICLE WORDS

Write sight words on popsicle sticks. Pull sticks out of a can, see how many you can read.

## FINGER PAINT

Pour some finger paint on a plate. Use your finger (or have your child use theirs) to write the sight word and have your child read it.

## FRIDGE FLASH

Tape sight words to the refrigerator, read them every time you are in the kitchen.

## SNOWBALL FIGHT

Crumple sight word cards into a ball. Have a snowball fight! Pick up snowballs and see how many you can read!

## CHALK WORDS

Write sight words with chalk on the driveway. Have your student hop from word to word, reading them aloud.

## WORD SWAT

Put sight word cards on a table, call out a word and have your student swat it with a fly swatter or slap it with their hand.

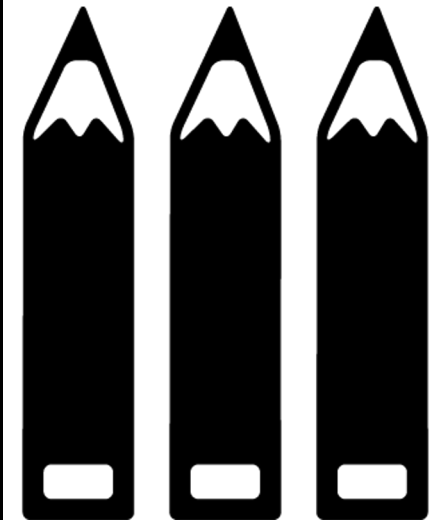
# READING, WRITING & STORYTELLING



Picture it! Great readers are able to make a movie in their mind of the story. This visualization is what makes reading enjoyable (and often why we are disappointed when our favorite books are turned into movies!). Encourage your child to visualize by working on their own writing and story telling, great writers become great readers!

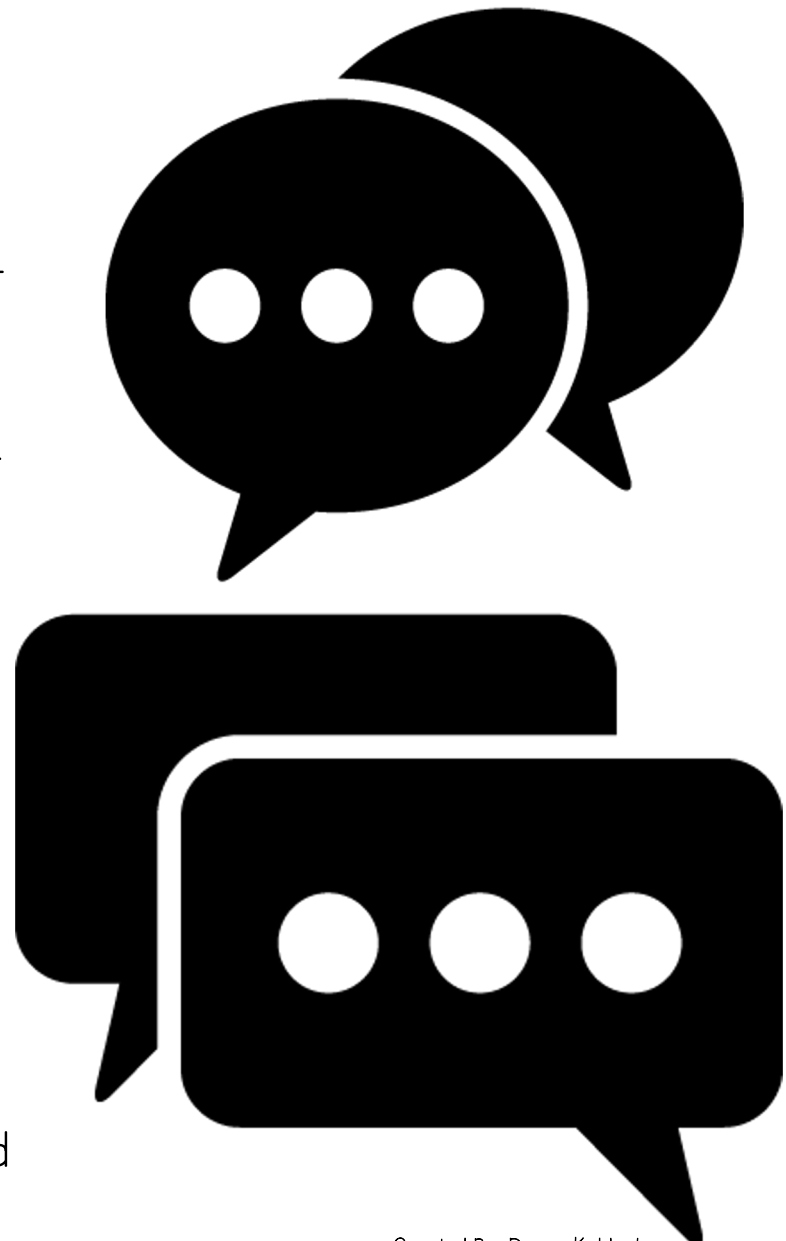
## WAYS TO ENCOURAGE WRITING & STORY TELLING:

- Model It: Show your child how important writing is by writing! Keep a journal, make lists, leave notes around the house.
- Journals and Diaries: Get your child a journal or diary for them to write and draw in. Remember drawing is just as important as writing.
- Comic Strips: Give your child a blank piece of paper and show them how to make a comic strip. Let them do the work, just create a few empty boxes for them to use as a template.
- Write Letters: Write your child a letter. Put it in an envelope and leave it somewhere for them to find it. Give them some paper and an envelope so they can write back.
- Ghost Stories: Create a fort, hide under the covers with a flashlight, or sit in the closet and tell a spooky story. If your child doesn't like scary stories, make it a mystery! Then have them make one up too!



# READ ALOUD: WHY IS IT SO IMPORTANT?

When your child becomes a more independent reader, we often let him or her read on their own and stop reading aloud as often. It's understandable since we want them to practice reading aloud and independently but it's important to remember that reading aloud is important for children of all ages. Even adults enjoy listening to books read aloud on tape. Take turns each night deciding who will read. When you read aloud to your child you are giving them time to sit and think about what they are listening to without the pressure of sounding out words or making sure they are reading smoothly. Listening to books read aloud also allows children to hear new words they may have difficulty reading on their own. If you want your child involved while you read aloud, be sure to track print and tell them you want to see them watching while you read. Don't forget to ask questions before, during and after reading too!



# 10 WAYS TO BUILD VOCABULARY

1

## Word of the Day:

Choose a new word each day to be the word of the day. Teach your child what it means. Use it for them throughout the day and encourage them to use it too!

2

## Board Games:

Play board games that focus on using words such as Apples to Apples, Taboo, Blurt, Scattergories, or Boggle. Ask your child to use the words in a sentence. If they can't, model it for them.

3

## Go Digital:

There are many different websites and mobile device applications (apps) that help kids practice new vocabulary. Check out these: Tiny Hands First Words, Bugs and Buttons, Endless Alphabet, Peek-a-boo Barn, My PlayHome.

4

## Detective:

Find a word in a book that you don't know. Write it down, use the dictionary to look up the meaning. Try using the clues from the story to figure it out before you read the definition.

5

## The Alphabet Game:

Give your child a category (ex. girl's names, foods, animals, etc.). Challenge them to the alphabet game. Go back and forth saying a word for each letter of the alphabet. A-alligator, B-bear, C-cat, D-dog, until someone can't think of anymore.

6

## Make Your Own Dictionary:

Use a notebook or journal to make your own dictionary. Draw pictures to help you remember what the words mean instead of definitions.

7

## Describe it:

How many words can you think of to describe it? While eating breakfast, lunch or dinner challenge your kiddo to describe how the food tastes, feels, smells or sounds using as many adjectives as they can.

8

## Don't Say it!:

While riding in the car or sitting at home designate a "no-no" word that you can't say for the day (for example, mom or go). Instead of saying the word they must use a synonym.

9

## Word Jar:

Create a word jar of words that are tricky when reading at home. Choose one word from the jar each week to learn and use in conversation.

10

## Cut it Up:

Take an old newspaper or magazine and cut up words that are tricky to read. Glue them into a journal or on a piece of paper. Look up the definitions and use them in a sentence.

# REPEATED READINGS & TIMED READINGS

Read it out loud, read it together, read it independently! When you find a book your kiddo loves, read it and read it again! Kids like to read the same book over and over because once they know the words, they are able to enjoy it in a different way each time. Repeated readings help kids build oral reading fluency and better overall comprehension. Oral reading fluency is typically assessed in school with how many words your child can read in a minute given a grade level appropriate passage. You can practice oral reading fluency at home! Choose a book (using the rule of five!) and have your student read it for only one minute, five times in a week. Record fluency below, be sure to subtract errors. An error would occur if a student says the wrong word when reading, or repeats a word more than once.



## ORAL READING FLUENCY

	Day 1	Day 2	Day 3	Day 4	Day 5
Words Read Per Minute					
- Errors					
Total Words Read Per Minute					

### HOW MANY WORDS SHOULD MY CHILD BE READING IN A MINUTE GIVEN GRADE LEVEL APPROPRIATE TEXT?

End of Kindergarten: N/A

End of 1<sup>st</sup> Grade: 47 words

End of 2<sup>nd</sup> Grade: 87 words

End of 3<sup>rd</sup> Grade: 100 words

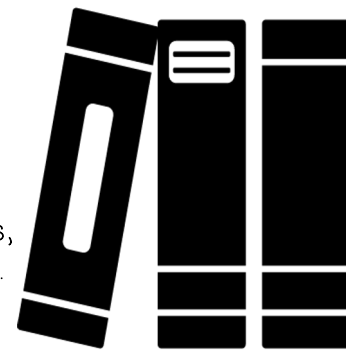
End of 4<sup>th</sup> Grade: 115 words

End of 5<sup>th</sup> grade: 130 words

\*Oral reading fluency should be read with an accuracy rate of 90% or higher\*

Reference: <http://dibels.org/papers/DIBELSNextBenchmarkGoals.pdf>

# WHAT IS FAMILY LITERACY?



Family literacy is how a family interacts with literacy materials (text, words, illustrations, etc.). Family literacy can be practiced by reading books before bedtime, writing each other letters, playing word games, singing songs or cooking together while following a recipe. Below are ten ways to improve family literacy.

1

Read, read, read! Read books, magazines, newspapers and digital print!

2

Ask your child about what they're reading. Ask questions before, during and after reading.

3

Write notes, e-mails, texts or letters to each other each day.

4

Sing songs together. Make up new songs too! The sillier the better!

5

Cook together. Teach your child how to follow a recipe.

6

Tell family jokes.

7

Play board games and word games together. Have a family game night.

8

Keep a family calendar. Make family to-do lists, and grocery lists. Write down wishes/goals for each season.

9

Visit the library or bookstore together. Check your local library for weekly read aloud classes.

10

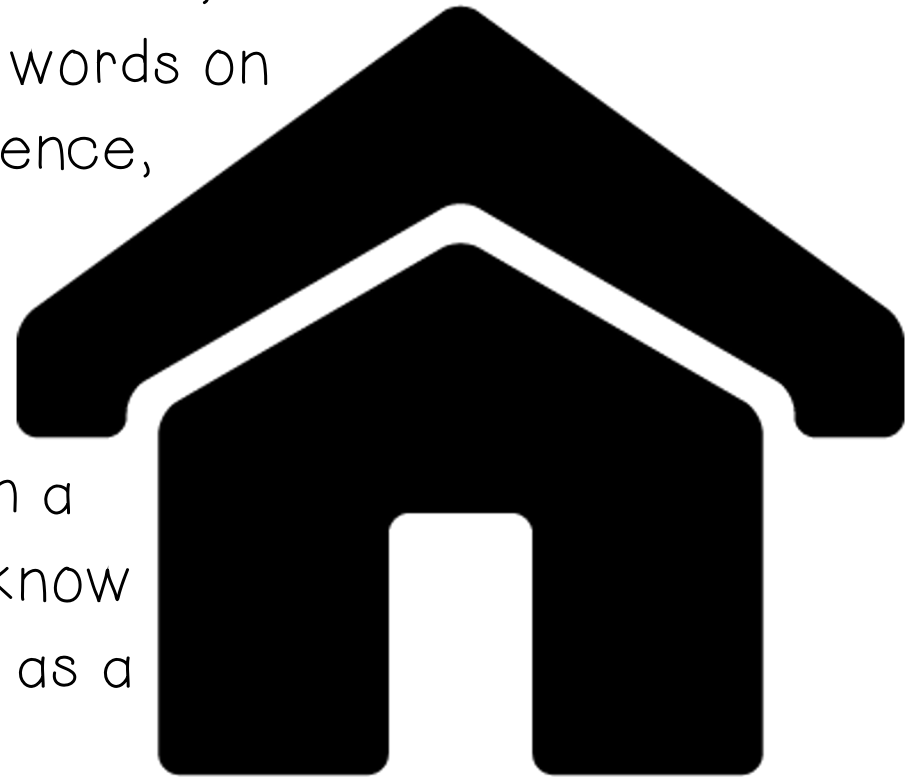
Create art projects together. Display family artwork.

# MAKING IT “STICK”

We learn more from seeing than we do from any of our other senses.

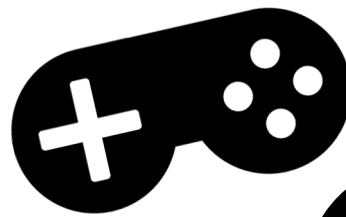
Use the power of sight to help your child learn many different skills. Stick (tape) word cards, picture cards, artwork or other learning tools in visual places around the house. Use the refrigerator, the bathroom mirror, or your child’s door. As your child passes the cards around the house, ask about them. Have them read the words on the fridge, use the word in a sentence, give a word that rhymes or tell you a story using the word.

Need your kiddo to remember something important? Write them a note and stick it somewhere you know they will see it! The note doubles as a reminder and a chance to read!





# 10 WORD GAMES



Word games are a great way to practice many different domains of reading! Here are some word games to play at home!

1

## Guess My Word:

Give your child clues to a word you are thinking of. It rhymes with.... It starts with.... It would be used to describe.... A synonym is....

2

## Beach Ball Words:

Write words on a beach ball. Toss it to your child. Have them read the word that is under their right hand. Toss it back and forth.

3

## Magnetic Letters:

Make words with magnetic letters on the refrigerator or any magnetic surface. Give your child the letters, tell them the word and see if they can make it.

4

## Sock Game:

Put word cards down on the floor. Have your child stand in their socks. Call out the word and see how quickly they can step on it!

5

## Dot Game:

Laminate word cards. Be sure to review words before playing. Use an Expo marker to draw a dot on the back of one of the cards. Don't let your child see which one. Lay cards out on the floor or a table. Have your child guess which word is hiding the dot!

6

## Shaving Cream:

Put shaving cream (or sand/paint) on a plate. Write a word using your finger. Have your child read it.

7

## Newspaper Words:

Give your child a word. Have them use a highlighter and find it in the newspaper. Highlight it when they've found it. Count how many times they've found it.

8

## Show and Tell:

Give your child a whiteboard and a marker. Call out a word. Have your child write it/draw a picture for it/write a sentence (choose a different task depending on your child's needs) for it and show you on the whiteboard.

9

## Tic-Tac-Toe:

Draw a tic-tac-toe board. Write a word in each box. Before each turn the player must read the word.

10

## Card Games:

Copy or write two sets of word cards. Play a card game such as Go Fish or Memory.

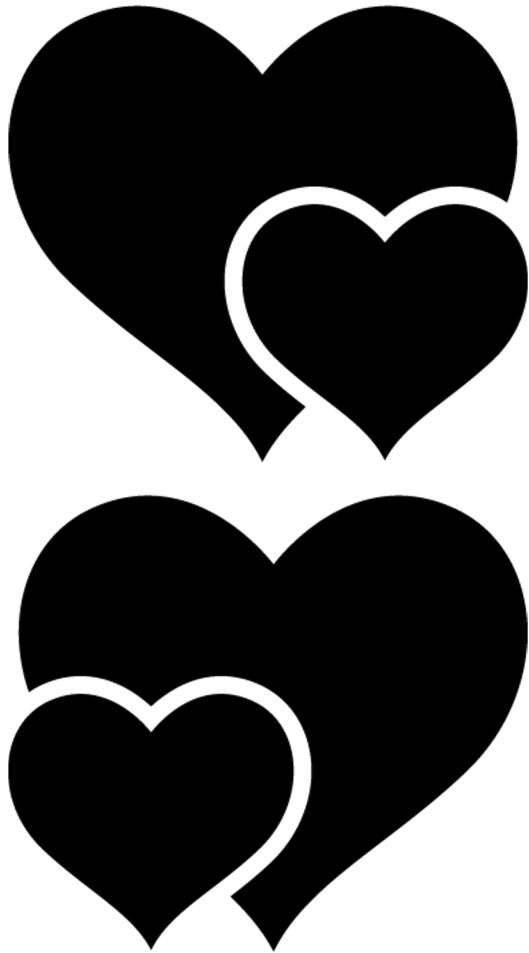
**PROVE IT!**

Every time you read with your child be sure to ask questions before, during and after reading. While asking your AFTER reading questions have your child open the book and prove their answer. Ask them HOW they know the answer they provide. If you are reading something that can be written on, have your child highlight the answer. If you are not able to write on the text, use a post it note to label the answer. Be aware that there are some questions you may ask that cannot be proven, such as "What does this story remind you of?". Finding the answer in the text is a great skill for readers to master.



# DEVELOP A LOVE FOR READING

Great readers truly love to read. All readers may not love to read novels but that's the great thing about reading, there are so many different kinds of text to read! It is important that your child find something that they love to read. Below are some tips to foster a LOVE of reading!



- Let your child explore all different kinds of text. Expose them to books, magazines, comics, e-books, newspapers and more! Let them choose what they want to read even if it may not be a great fit from time to time.
- Model great reading for your child. Show them how you can gain new information from text.
- Develop reading routines and establish reading times each day. Read aloud to your child.
- Take them to the library or bookstore. Ask your child's teacher for other ways to borrow books.
- Talk to your child about what they're reading, ask them questions to check for understanding.

# TERMS OF USE

PRIMARY  
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\*Please note that speech and language therapy should only be conducted with or as advised by a licensed speech-language pathologist.\*