



# Read-At-Home Plan for Student Success

**Intended for Grades:  
Kindergarten – 3rd**

**MENOMINEE  
COUNTY**   
Intermediate School District



**Uplift Michigan**  
Online School

## **THIS GUIDE INCLUDES**

Activities based on Science of Reading Practices to support your child in learning:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

# Read-At-Home Plan for Student Success

Dear Parents,

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

We are happy to provide you with this Read-At-Home Plan, which includes strategies and resources to help your child become a more proficient reader!

Sincerely,

Menominee County ISD



# Phonemic Awareness

Phonemic awareness is the ability to hear and distinguish sounds. This includes:

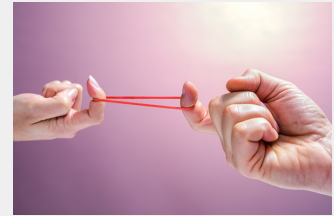
- Recognizing sounds, alone and in words
- Adding sounds to words
- Taking apart words and breaking them into their different sounds
- Moving sounds



# Phonemic Awareness Activities



(Grades K - 1)



- Play "I Spy" with your child, but instead of giving a color say, "I spy something that starts with /b/." or "I spy something with these sounds /d/ /õ/ /g/." Have your child do the same.
- Play a game in which you say a words and your child has to break apart all the sounds. Ask your child to stretch out a word like dog and they can pretend to stretch a word with a rubber band. Your child should say /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 child 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 child complete the rhyming word at the end of each line.
- Orally provide pairs of words that rhyme and pairs that do not rhyme (Examples: pan/man; pat/boy). Ask, "Do 'pan' and 'man' rhyme? Why? Do 'pat' and 'boy' rhyme? Why not?"
- Prompt your child to produce rhymes. Ask, "Can you tell me a word that rhymes with 'cake'?"
- Sing rhyming songs like "Row, Row, Row Your Boat" or "Twinkle, Twinkle Little Star."

# Phonemic Awareness Activities

(continued Grades K - 1)



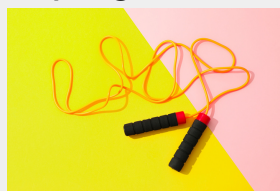
- Give your child a small car (such as a matchbox car). Write a 3-4 letter word on a piece of paper with the letters spaced apart. Have your child drive the car over each letter saying the letter sound. Have your child begin driving the car slowly over the letters and then drive over them again slightly faster. Continue until the word is said at a good rate.
- To help your child segment (separate) sounds into words:
  - Give your child 3-5 blocks, beads, bingo chips, or similar items. Say a word and have your child move an object for each sound in the word.



- Play Head, Shoulders, Knees and Toes with sounds. Say a word and have your child touch their 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 child jump for each sound in the word while saying the sound.



# Phonemic Awareness Activities

(Grades 2 - 3)

- Demonstrate clapping a word into its syllables. Ask your child 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 child 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 child drive the car over each letter saying the letter sound. Have your child 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 child segment (separate) sounds into words:

Give your child 4-7 blocks, beads, bingo chips, or similar items. Say a word and have your child move an object for each sound in the word.



- Play Head, Shoulders, Knees and Toes with sounds. Say a word and have your child touch their 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 child 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

# Phonics Activities

(Grades K - 1)

- Make letter-sounds and have your child write the letter or letters that match the sounds.
- Play word games that connect sounds with syllables and words. (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 child say the sounds. (Example: The /d/ sound for the letter d.)
- Teach your child to match the letters in their name with the sounds in their name.
- Point out words that begin with the same letter as your child's name (Example: John and jump). Talk about how the beginning sounds of the words are alike.
- Use alphabet books and guessing games to give your child practice in matching letters and sounds. (Example: "I'm thinking of something that starts with /t/.")
- Write letters on pieces of paper and put them in a paper bag. Let your child reach into the bag and take out letters. Have your child say the sounds that match the letters.
- Take a letter and hide it in your hand. Let your child guess in which hand is the letter. Then show the letter and have your child say the letter name and make the sound. (Example: The letter *m* matches the /m/ sound as in *man*.)
- Make letter-sounds and ask your child to draw the matching letters in cornmeal, sand or shaving cream.
- 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 child 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 child 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

(continued Grades 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 child pull one letter from the first bag. That will be the first letter of their word. Then have your child 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 child 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 more consonants left.
- Labeling words - When reading with your child, keep Post-it notes handy. Every so often, have your child 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 child say the sound that the picture begins with and the name of that letter.
- Hunting for words - Choose a letter and have your child hunt for five items beginning with that letter sound. As each object is found, help your child write the word on a list. (Example: If the target sound is "m", the child might find and write mop, mat, Mom, money, and microwave.)
- Hints for helping your child sound out words:
  - First Sound - Have your child say the first sound in the word and make a guess based on the picture or surrounding words. Double-check the printed word to see if it matches the child's guess.
  - Sound and Blend - Have your child 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 child starts reading longer words, have them notice the parts of the word that they already know. (Example: in a word such as "presenting", your child may already know the prefix pre-, the word "sent," and the word ending -ing.)
- Teach your child to recognize the letters in their name.

# Phonics Activities

(continued Grades 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 the beginning of recognizing the features of letters. Have your child sort letters by tall tails, short tails, hooks, humps, and circles. Your child can continue to sort by feature combinations as well. (Example: circles and tall tails, short tails, hooks, humps, and circles, humps and tall tails, etc.)
- Ask your child to name stores, restaurants, and other places that have signs. This is called environmental print. Have your child cut the places of these signs from bags, take out containers, and fliers and post them somewhere to make an Environmental Print Word Wall.
- Ask your child to look through ads to point out things they recognize. Ask if they know any of the letters on the page.
- Use stores as an opportunity for learning! Ask questions like, "Can you find something that has the 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 child's back and have them guess the letter. Have your child to the same to you.
- Play "Memory" or "Go Fish" using alphabet cards.
- Read alphabet books to your child and eventually ask them name the items on the page that you know and they can successfully tell you.



# Phonics Activities

(Grades 2 - 3)



- Make blend-sounds and have your child write the letters that match the sounds.
- Play word games that connect sounds with syllables and words. (Example: If the letters "l-a-t-e-r" spell *later*, how do you spell *hater*? 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 child say the sounds. (Example: The long e sound /ē/ for the vowel digraphs ea and ee.)
- Writing words - Many children love to send and receive notes, and writing is a great way to reinforce phonics skills. Send your child notes in their backpack or place notes on their pillow. Have a relative or friend send a letter or email to your child. Whenever your child receives a note, have them write back. Don't be concerned about spelling. Instead, have your child sound out words to the best of their ability.
- Hunting for words - Choose a blend and have your child hunt for five items beginning with that sound. As each object is found, help your child write the word on a list. (Example: If the target sound is "bl," the child might find and write blanket, blood, blue, blizzard, blast.)
- Hints for helping your child sound out words:
  - First Sound - Have your child say the first sound in the word and make a guess based on the picture or surrounding words. Double-check the printed word to see if it matches the child's guess.
  - Sound and Blend - Have your child 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 child starts reading longer words, have them notice the parts of the word that they already know. (Example: in a word such as "presenting", your child 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

Fluency is the ability to read with sufficient speed to support understanding. This includes:

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



## What is fluency?

*Fluency is reading with appropriate speed, accuracy and expression.*



Think PEAR ...

Pnctuation: Am stopping and pausing at the right places?

Expression: Am I changing my voice to show the right feeling?

Accuracy: Am I reading most of the words correctly?

Rate: Am I reading at just the right speed?

# Fluency Activities

(Grades K - 1)



- Repeated reading - Choose a passage that will not be very difficult for your child. Read the passage aloud to your child, and then read it together, helping your child figure out any challenging words. Next, have your child read the passage to you with a focus on accuracy. Finally, have your child read the passage to your again, paying attention to fluency and expressions. The goal is ot sound smooth and natural.
- Use different voices - When reading a familiar story or passage, try having your child use different voices. Read the story in a mouse voice, cowboy voice, or a princess voice, etc. This is another way to do arepeated 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, they know that their reading must be fluent and expressive. Provide a variety of opportunities for your child to read to an audience. Your child 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 child has practiced a passage, have them record it. Once recorded, your child can listen to his reading and follow along in the book. Often, they will want to record it again and make it even better.
- When you read a story, use appropriate expression during dialogue. Encourage your child to mimic your expression. Talk with them about what the expression means. (Example: If the character is excited about going to the park, they should sound like that in their voice.) Encourage your child to repeat key phrases or dialogue.
- Recite nursery rhymes and poems to build familiar phrases in speech.
- In a repetitive text, ask your child to repeat the familiar phrase with you. (Example: For the story, "The House that Jack Built" your child can recite with you "in the house that Jack built.")

# Fluency Activities

(continued Grades K - 1)



- 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 your child to sing favorite songs and repeat favorite lines of songs.
- Make your own books of favorite songs for your child to practice "reading." This builds confidence and helps your child identify themselves as a reader.
- Say a sentence to your child and ask them to repeat it to you. Challenge your child to increase the number of words they can repeat. As you say it, put it in meaningful phrases. (Example: The boy went/to the store/with his mother.)
- Alternate repeating the favorite lines of a poem or nursery rhyme with you child. They will mimic your phrasing and expression.





# Fluency Activities

(Grades 2 - 3)



- Repeated reading - Choose a passage that will not be very difficult for your child. Read the passage aloud to your child, and then read it together, helping your child figure out any challenging words. Next, have your child read the passage to you with a focus on accuracy. Finally, have your child read the passage to you again, paying attention to fluency and expressions. The goal is to sound smooth and natural.
- Use different voices - When reading a familiar story or passage, try having your child use different voices. Read the story in a mouse voice, cowboy voice, or a princess voice, etc. This is another way to do a 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, they know that their reading must be fluent and expressive. Provide a variety of opportunities for your child to read to an audience. Your child 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 child has practiced a passage, have them record it. Once recorded, your child can listen to his reading and follow along in the book. Often, they will want to record it again and make it even better.
- When you read a story, use appropriate expression during dialogue. Encourage your child to mimic your expression. Talk with them about what the expression means. (Example: If the character is excited about going to the park, they should sound like that in their voice.) Encourage your child to repeat key phrases or dialogue.
- Make your own books of favorite songs for your child to practice "reading." This builds confidence and helps your child identify themselves as a reader.
- Alternate repeating the favorite lines of a poem with your child. They will mimic your phrasing and expression.

# Vocabulary

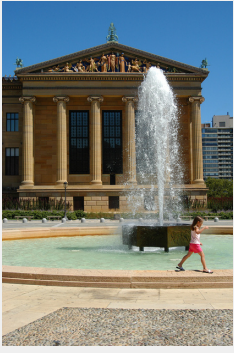
Vocabulary is students' knowledge of and memory for word meanings.

This includes:

- Receptive Vocabulary
  - Words we understand when read or spoken to us
- Expressive Vocabulary
  - Words we know well enough to use in speaking and writing







# Vocabulary Activities

(Grades K - 1)

- Read aloud - Continue to read aloud to your child even after they are able to read independently. Choose books above your child's level because they are likely to contain broader vocabulary. This way, you are actually teaching them new words and how they are used in context.
- Preview words - Before reading with your child, scan through the book, choose two words that you think might be interesting or unfamiliar to your child. Tell your child what the words are and what they mean. As you read the book, have your child listen for those words.
- Hot potato - (Version 1) - Play hot potato with synonyms. Choose a word, and then ask your child to think of another word that means the same thing. Take turns until neither player can think of another word. (Example: You may say, "Cold," and your child might say, "Freezing." Then, you could say, "Chilly," and so on.) Try the game with antonyms (opposites).
- Hot potato - (Version 2) - Play hot potato with categories. For younger children, the categories can be simple: pets, clothes, family members, etc. For older children, the categories can be quite complex: The Revolutionary War, astronomy, math terms, etc.
- 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 your child shares an incorrect meaning, guide them to the correct meaning. Try to use some of the words in conversation.
- Introduce your child to a variety of experiences to help build background knowledge they can use while making sense of print by taking them to the park, museums, the zoo, etc.
- Play "categories" with your child. Name a topic such as "farms" and ask your child to think of all the words they can related to that topic. This is a great way to build word knowledge!
- Discuss antonyms (opposites).

# Vocabulary Activities

(continued Grades K - 1)

- Discuss positional words such as beside, below, under, over, etc. Make it into a game at dinner by asking your child to place their fork in different places in relation to their plate. (Example: 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. (Example: 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. (Example: Your child says they are 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. (Example: "I'm here in the bakery. I can find donuts, cookies, and bread. " Ask your child, "What else do you think I could find here?"
- When you read a book about a topic, ask your child to tell you all the words related to it. (Example: If you read a book about a dog, they might say dog, puppies, toy, food, and leash. Add other words to help expand upon what they say.
- When you read a book, ask your child to identify categories for words they have read. (Example: If you read a book about pumpkins, you could put the word pumpkin, leaf, stem, and seeds into a category about the parts of a plant.





# Vocabulary Activities

(Grades 2 - 3)

- Read aloud - Continue to read aloud to your child even after they are able to read independently. Choose books above your child's level because they are likely to contain broader vocabulary. This way, you are actually teaching them new words and how they are used in context.
- Preview words - Before reading with your child, scan through the book, choose two words that you think might be interesting or unfamiliar to your child. Tell you child what the words are and what they mean. As you read the book, have your child listen for those words.
- Hot potato - (Version 1) - Play hot potato with synonyms. Choose a word, and then ask your child to think of another word that means the same thing. Take turns until neither player can think of another word. (Example: You may say, "Cold," and your child might say, "Freezing." Then, you could say, "Chilly," and so on.) Try the game 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 -ed, -er, -est, -ful, -ish, -less, -ly, -ment, and -able/-ible.
- Hot potato - (Version 3) - Play hot potato with categories. For younger children, the categories can be simple: pets, clothes, family members, etc. For older children, the categories can be quite complex: The Revolutionary War, astronomy, math terms, etc.
- 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 your child shares an incorrect meaning, guide them to the correct meaning. Try to use some of the words in conversation.
- Play "categories" with your child. Name a topic such as "ecosystems" and ask your child to think of all the words they can related to that topic. This is a great way to build word knowledge!
- When you read a book about a topic, ask your child to tell you all the words related to it. (Example: If you read a book about dinosaurs, they might say Tyrannosaurus Rex, paleontologist, herbivore, carnivore, fossil. Add other words to help expand upon what they say.

# Comprehension

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 idea
- Verbal responses to questions
- Application of new information gained through reading



# Comprehension Activities



(Grades K - 1)



- Sequencing errands - Talk about errands that you will run throughout the day. Use sequencing words (sequence, first, next, last, finally, beginning, middle, end) when describing your trip. (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 child who, what, when, where, why, how questions about an event in their day. (Example: If your child 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 child is comfortable answering these questions about their experiences, try asking these questions about a book you've read together.
- Think aloud - When you read aloud to your child, talk about what you are thinking. It is your opportunity to show your child that reading is a lot more than just figuring out the words. Describe how you feel 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 child set a purpose for reading.
- During reading - Stop every now and then to ask your child to tell you what has happened so far or what they predict will happen. You might ask for your child'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 child to retell the story from the beginning, and ask for opinions, too. "What was your favorite part? Would you recommend this to a friend?"

# Comprehension Activities

(continued Grades K - 1)



## Reading Nonfiction

- Before reading - Point out the title and author. Look at the picture on the cover and ask, "What do you think you'll learn about in this book? Why?" This helps your child consider what they already know about the topic. Look at the table of contents. You and your child may choose to read the book cover to cover or go directly to a certain chapter.
- During reading - 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 a lot of information in these features.
- After reading - Ask your child, "What was it mostly about? What do you still want to know? Where could you find out?"

## Other Ideas

- Before your child reads a story, read the title and look at the cover. Ask, "What do you think will happen in the story?"
- Take a quick "book look" and encourage your child to talk about what they think might happen in the story.
- As your child reads, ask questions that start with who, what, where, when, why, and how. If your child 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 do you think will happen next?"
- Ask your child to talk about 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. (Example: "How did the characters of the Three Bears solve the problem of the porridge being too hot?" If your child does not know, show the picture or reread the page.)
- After reading, ask your child, "What was your favorite part? Show me. Why do you like that part?"

# Comprehension Activities

(continued Grades K - 1)



- Ask questions about character traits. (Example: "Which character do you think was kind? Which character was bossy? How do you know?") If your child doesn't know, give your answer. You may need to do this many times before your child can do it. They may also "mimic" your answer. Encourage your child's attempts.
- Encourage deeper thinking by asking, "If the story kept going, what do you think would happen next?"
- Help your child make connections to their own 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. 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 a passive one.
- Make puppets to help your child retell a favorite story or use stuffed animals as props to retell a story or part of a favorite story.



# Comprehension Activities

(Grades 2 - 3)



- Sequencing comics - Choose a comic strip that can be printed out or clipped from a newspaper. Cut out each square and mix the squares up. Have your child put them in order and describe what is happening. Encourage your child to use words like first, second, next, finally, etc.
- Every day comprehension - Ask your child who, what, when, where, why, how questions about an event in their day. Once your child is comfortable answering these questions about their 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 child set a purpose for reading.
- During reading - Stop every now and then to ask your child to tell you what has happened so far or what they predict will happen. You might ask for your child'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 child 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 child consider what they already know about the topic. Look at the table of contents. You and your child may choose to read the book cover to cover or go directly to a certain chapter.
- During reading - 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 a lot of information in these features.
- After reading - Ask your child, "What was it mostly about? What do you still want to know? Where could you find out?"



# Comprehension Activities

(continued Grades 2 - 3)

## Other Ideas

- Discuss words related to stories such as characters, problem and solution. (Example: "How did the Write Brothers find a solution to help their plan fly longer?") If your child does not know, show the picture and/or reread the page.
- Ask questions about character traits. (Example: "Which character do you think was kind? Which character was bossy?") How do you know? If your child doesn't know, give your answer. You may need to do this many times before your child can do it. They may also "mimic" your answer. Encourage your child's attempts.
- Encourage deeper thinking by asking, "If the story kept going, what do you think would happen next?"
- Help your child make connections to their own life experience while reading. You could say, "Is there anything you read in the story that reminds you of something?"



# Additional Resources



Ready4K

<https://ready4k.parentpowered.com/>

Michigan Electronic Library

<https://shorturl.at/afjAO>

Activities for the 5 Components of Reading

<http://www.fcrr.org/for-educators/sca.asp>

Parents' Guide to Student Success (National PTA)

<http://www.pta.org/parentsguides>

Put Reading First: Helping Your Child Learn to Read – A Parent Guide (K-3)

[http://www.centeroninstruction.org/files/PutReadingFirst\\_ParentGuide.pdf](http://www.centeroninstruction.org/files/PutReadingFirst_ParentGuide.pdf)

Kids and Family Reading Report

<http://www.scholastic.com/readingreport/>

Michigan Department of Education – Early Literacy Initiative

[http://www.michigan.gov/mde/0,4615,7-140-28753\\_74161---,00.html](http://www.michigan.gov/mde/0,4615,7-140-28753_74161---,00.html)

Library of Congress

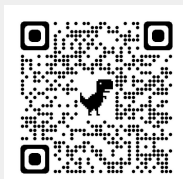
<http://www.read.gov/kids>

PBS Parents:

<https://www.pbs.org>

Supporting Your Child's  
Reading At Home (Family  
videos and activities by  
grades (K-3)

Developing Language  
Linking Sounds to Letters  
Blending Letters, Recognizing, and Reading Words  
Practice Reading for Understanding





*Helping Schools Ensure that all Students Succeed*

MENOMINEE COUNTY ISD  
1201 41st Avenue  
Menominee, MI 49858  
(906) 863-5665



**Uplift Michigan**  
Online School

*\*Plan adapted and developed for Menominee ISD based on plans developed by Mississippi Department of Education and others.*