



# *FUNdamentals*

for Summer Learning

## **School-Home Literacy Connections**

*Activities for students moving from  
Grade 2 to Grade 3*



**PILOT, May 2003**



*In support of the State Board of Education's Commitment  
to Improving Academic Achievement for All Students*

# Final Literacy 2

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## *What does it take to become a reader*

### **Phonological awareness**

*Phonological awareness* is the understanding that language we speak and hear is composed of units of sound called phonemes. These sounds may be a single syllable sound as in the word “full.” Or they may be a single syllable sound in words with many syllables, like the words /ham/-/mer or /but/-/ter/-/cup. *Phonemic awareness*, a part of phonological awareness, is the understanding that these syllables are made up of even smaller sounds or *phonemes*. For example the word “pie” has two sounds; the word “stop” has four sounds.

#### *Why does my child need this skill?*

Children need to be able to hear the separate sounds that make up words before they try to read or write them. In fact, there are three kinds of phonological and phonemic awareness:

**Rhyming**— Children need to hear and make rhymes so they can make new words from words they already know. For example: If a child knows the word “fun,” then s/he can make the word “run.”

**Blending**— Phoneme blending helps children connect sounds in words.

**Segmentation**— Segmentation helps children learn to separate sentences into words and words into sounds. This will help a child to write the words s/he hears.

### **Phonics**

Although related to phonological awareness, phonics is different. *Phonics* activities can help a child connect the sounds s/he hears to the printed words s/he sees. These activities include recognizing letters and the sounds they make; hearing and writing down the sounds buried within words; and developing strategies to “decode” unfamiliar words.

#### *Why does my child need this skill?*

Children need to be taught the sounds individual printed letters and groups of letters make. Knowing the relationships between letters and sounds helps children to recognize familiar words accurately and automatically, and “decode” new words.

### **Comprehension**

*Comprehension* strategies help children understand, remember and communicate what they read. They also help children to link what they are reading to what they already know.

#### *Why does my child need this skill?*

To become independent readers and thinkers, children need lots of practice at predicting what is coming next, and then checking to see if s/he was right. They need to think about ideas and information, ask questions, and solve problems. Children need to know the steps good readers use to make sure they understand text. Students who are in control of their own reading comprehension become more purposeful, active readers.

## Fluency

*Reading fluency* is the ability to read text accurately and quickly. Several skills help children read fluently: paying attention to punctuation, grouping words into meaningful chunks, and using expression. Fluency also requires children to use strategies to figure out unfamiliar words and to know a lot of sight words that can't be "sounded out."

### **Why does my child need this skill?**

Children who read words smoothly and accurately are more likely to enjoy reading and to understand what they read. When fluent readers read silently, they recognize words automatically. When fluent readers read aloud, they read effortlessly and with expression. Readers who are weak in fluency read slowly, word by word, focusing on decoding words instead of understanding the meaning of what they read.

## Vocabulary

*Vocabulary* development is learning to use and understand many words, and to use them correctly in sentences.

### **Why does my child need this skill?**

Children will read and write better when they actively build and expand their knowledge of written and spoken words, what they mean and how they are used.

## *Sources*

*"Reading Tips for Parents," U.S. Department of Education, June 2002. To request a copy, call 877-4ED-PUBS; or go to [www.ed.gov/pubs/edpubs.html](http://www.ed.gov/pubs/edpubs.html).*

*"Family FUNdamentals for Literacy," Michigan Department of Education, Wayne RESA, Partnership For Learning, 2003. [www.michigan.gov/mde](http://www.michigan.gov/mde)*

## *Lifestyle Literacy Learning*

Helping your child learn to read and write doesn't have to take a lot of extra time or money. Here are some easy ways to build literacy skills, at home, in the sun, or on the run.

### **At home**

- Talk about what you read and write so your child can hear. Say: "I don't have time to look through this whole book for the recipe I need. I'll check the table of contents." "I'm not sure I spelled this word right. I'd better check the dictionary." "I'm asking Dad a question in this note, so I'd better use a question mark." (Comprehension; Attitudes)
- Create a quiet, special place in your home for your child to read, write and draw. Keep books and other reading materials where your child can easily reach them. (Sets stage for success.)
- Post a large sheet of paper or wipe-off board on your refrigerator. Whenever your child finds or hears a compound word (word made up of two smaller words) write it down. See how many you can find before school starts in the fall. (Vocabulary; fluency)
- Leave little messages around the house for your child to read. Make sure you ask questions so they will write back. (Writing; Fluency; Comprehension)

### **In the sun**

- Lie on the ground and describe the shapes of the clouds. (Oral language & Vocabulary)
- When you hike through the woods or park, take an empty shoe box and let your kids collect things they find. Also take paper, pencils and crayons so they can draw pictures or write descriptions of things they can't take home. Talk about how these things are the same; how they are different. Encourage your child to describe what s/he collects. (Vocabulary)
- Have kids "paint" word families or sentences with water on a hot sidewalk, then watch the letters disappear! Have kids guess how long it takes for their words to evaporate, then time it. Have children record all guesses and results, (Vocabulary; phonics)
- Read aloud books with outdoor or adventure themes. When you play outdoors, compare the scenes in the book with the kind of community and climate you live in. Read books in the great outdoors for variety and to show that reading can be done anytime, anywhere! (Comprehension)

### **On the run**

- Got a reluctant reader? Keep joke or riddle books handy in the car. When running errands, pull the book out and ask your child to ask you some riddles or tell you some jokes. This should get your reluctant reader going.
- Encourage your child to write to the Chamber of Commerce for brochures about places you plan to visit this summer. Not going anywhere special? Get brochures from your own hometown to see what you could explore close to home!
- Keep a writer's notebook in your car or backpack. Invite your child to be on the lookout for story ideas at the places you visit. S/he might write down interesting topics in books, favorite parts of a song, things s/he sees along the road, memories of places you visit or people you meet, lists of things s/he sees, or questions s/he wonders about. (Writing; Vocabulary; Comprehension)
- Bring along a children's tape recorder, microphone and some favorite books on tape. The child can read along to the tape, or record his or her own story on a blank tape.

## Resources for more ideas

### Workbooks to boost math skills

- **Summer Bridge Activities.** Various authors, Rainbow Bridge Publishing Available for all elementary school transitions. Lots of colorful worksheets, but may be boring for students who are already working at grade level. Better for the child who has struggled during the school year or a child who has not yet mastered basic skills.
- **Summer Smarts : Activities and Skills to Prepare Your Child for \_\_\_\_\_.** Various authors, Houghton Mifflin Co. Available for all elementary school transitions. Less repetition of skills and more focus on reading real books.

### Books for parents

Ask for the following books in your local library:

- Calkins, L.M. (1997). **Raising Lifelong Learners.** Reading, MA: Addison-Wesley.
- Copperman, P. (1986). **Taking Books to Heart: How to develop a love of reading in your child.** Reading, MA: Addison-Wesley.
- Cullinan, B.E. (1992). **Read To Me: Raising kids who love to read.** New York, NY: Scholastic.
- Freeman, J. (1995). **More Books Kids Will Sit Still For: A read aloud guide.** New Providence, NJ: R.R. Bowker.
- Gross, J. (1986). **Make Your Child a Lifelong Reader: A parent-guided program for children of all ages who can't, won't or haven't yet started to read.** Los Angeles, CA: Jeremy P. Tarcher.
- Hearne, B. (1990). **Choosing Books for Children: A common sense guide.** New York, NY: Dell Publishing.
- Hunt, G. (1989). **Honey For a Child's Heart: The imaginative use of books in family life.** Grand Rapids, MI: Zondervan Publishing House.
- Hydrick, J. (1996). **Parent's Guide to Literacy for the 21st Century.** Urbana, IL: National Council of Teachers of English.
- Kimmel, M.M., & Segel, E. (1983). **For Reading Out Loud! A guide to sharing books with children.** New York, NY: Delacorte Press.
- Kropp, P. (1993, 1996). **Raising a Reader: Make your child a reader for life.** New York, NY: Doubleday.
- Lamme, L.L. (1995). **Growing Up Reading: Sharing with your children the joys of reading.** Washington, DC: Acropolis Books Ltd.
- O'Connor, K. (1995). **How to Hook Your Kids on Books: Create a love for reading that will last a lifetime.** Nashville, TN: Thomas Nelson Publishers.
- Trelease, J. (1995). **The Read Aloud Handbook.** New York, NY: Penguin Books.
- White, V. (1994). **Choosing Your Children's Books: Preparing readers 2-5 years old.** Atlanta, GA: Bayley & Musgrave. (Also for readers ages five to eight and eight to 12 years).

## Web sites with information and free literacy activities

### Education Place

[www.eduplace.com](http://www.eduplace.com)

A wealth of worksheets and online activities

### PBS Teacher Source and PBS Kids

[www.pbs.org](http://www.pbs.org)

Resources for teachers, kids and parents, connected to your child's favorite PBS shows.

### Reading Is Fundamental (RIF) Reading Planet

[www.rifreadingplanet.org/rif/](http://www.rifreadingplanet.org/rif/)

Games, articles, booklists and activities to keep you busy all summer.

### U.S. Department of Education, Office of Educational Research and Improvement

[www.ed.gov/pubs/parents](http://www.ed.gov/pubs/parents)

### Print and Learn for Kids

[www.brobstsystems.com/kids/](http://www.brobstsystems.com/kids/)

Offers downloadable and printable worksheets, sorted by grade level.

### Learning Disabilities Online

[www.ldonline.org](http://www.ldonline.org)

Many resources for parents whose children struggle with learning or learning disabilities. Search with keyword, "reading."

### Reading Adventure

[www.bookadventure.com/](http://www.bookadventure.com/)

A free reading motivation program for children in grades K-8.

### Get Ready To Read

[www.getreadytoread.org/](http://www.getreadytoread.org/)

Information and resources on early child literacy, including a screening tool and skill-building activities for children.

# A Time to Rhyme

**A** Goal:

To help your child hear and make up a rhyme  
Cut-Apart Stories..... 21

**B** What You Will Need:

- Pencil

**C** Let's Go!

1. Point to each word and say it out loud.
2. Say a word that rhymes.
3. Write the rhyming word on the line.
4. Read the rhyming pair out loud.



rat \_\_\_\_\_

ball \_\_\_\_\_

fish \_\_\_\_\_

dog \_\_\_\_\_

cake \_\_\_\_\_

**D** Let's Go On!

Continue the activity, finding more rhymes for each word, as long as your child enjoys it.

Adapted from the School-Home Links Reading Kit with permission from the U.S. Department of Education

MCF-ELA 7:1--HA / IL

**Quick Tip for Literacy:** Read books, poems or tongue-twisters that have "alliteration" (repeated consonant sounds, like "Peter Piper picked a peck of pickled peppers." This is a great way to emphasize initial sounds in words.

Choose books with "assonance" (repeated vowel sounds, like "The proud cow howled out loud") to emphasize the middle sounds in words.

Your teacher may have provided you a book list with this packet, or you can ask your local library staff.

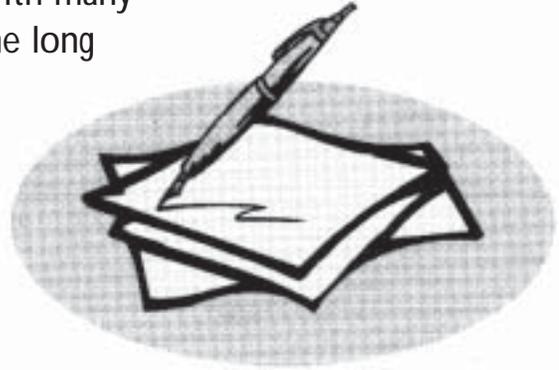
# The Prefix Part

## A Goal:

To help your child learn to read words with many syllables by looking at the beginning of the long word

## B What You Will Need:

- Pencil or pen
- Paper or notebook



## C Let's Go!

1. To read a new word, look at its parts.

Remember, the root word is the main part. The prefix is the part in front of the root word.

2. Let your child read the list below:

im • perfect

bio • graphy

micro • phone

il • legal

tele • phone

auto • mobile

## Let's Go On!

3. What other words begin with the prefix auto? Try making lists on other paper or in a notebook for each prefix used above.

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**Quick Tip for Literacy:** Keep a journal handy for kids to record favorite words, funny phrases or names of books they want to read.

Let each child

create a

*Wonderful Words*

book

When they're bored, play a brainstorming game. Ask them to list as many words as they can that:

- end in the same way (with a suffix you choose)
- begin the same way (with a prefix you choose)
- are made up of two words (compound words, like base/ball)
- use your imagination!

# A Mind Reader

## A Goal:

To help your child use words in a sentence that make sense and to break words apart to look for features like blends or vowel teams (two vowels together).

## B What You Will Need:

- Pencil or pen
- Piece of paper that has the “magic word” on it



## C

### Let's Go!

1. Tell your child that s/he is going to be a mind reader.
2. Think of a sentence in your head. Say the sentence out loud, leaving out one word. Write the missing word on a piece of paper. Flip it over and don't show it to your child.
3. Say your sentence out loud: “It was so cold outside that my body was \_\_\_\_\_.”
4. Have your child give you words that would fit in the sentence (example: freezing, cold, shaking, etc.).
5. Give some clues by saying, “My word starts with a blend.” Or “The word I'm thinking of has two vowels together.” This would toss out the word “shaking,” leaving the answer: freezing.
6. Have your child flip the paper over and see your word (freezing).
7. Watch that smile and amazement on his/her face!

MCF-ELA 1:4--HA / TA / GL / QT  
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**Quick Tip for Literacy:** You can give your child all kinds of hints, using what s/he knows about letter sounds. Here are some literacy terms and concepts that may help as you do this activity:

**Consonant**--a letter that is not a vowel, usually used at the beginning and ends of words. Example: *b, c, d, f, g, h, j, k, l*, etc.

**Vowel**--*a, e, i, o, u* (*y*). These sounds are usually found in the middle of words.

**Digraph**--two vowels blended to make one sound. Example: *ae, ou, ei, ea*.

**Blend**--two consonants that blend to make one sound. Example: *bl, br, sh, ch, dr, gl, gr, tr*.

# Mystery Words

## A Goal:

To help your child practice building words and word families

## B What You Will Need:

- Jar or other covered container
- Word sort cards (see appendix )
- A few minutes with your child

## C Let's Go!

1. Cut the word clues into strips.
2. Fold and put into a large container.
3. Once or twice a day – or whenever you have a spare moment – have your child choose one clue.
4. Ask your child to solve the mystery given by the clue.

## D Let's Go On!

5. Write those words. Save them in another jar or folder. These are your word treasures!



MCF-ELA 1:4--HA / GL / QT

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**Quick Tip for Literacy:** Encourage your child to keep a “writer’s journal” this summer. Purchase an inexpensive notebook or staple pages together with a construction-paper cover.

In this journal, your child can “collect” many kinds of story starters:

- new or interesting words s/he hears
- titles of favorite books, or books s/he wants to read
- questions to think about
- ideas for stories s/he would like to write

**A** Goal:

To help your child \_\_\_\_\_

**B** What You Will Need:

- 
- 
- 

**C** Let's Go!

- 1.

**D** Let's Go On!

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Quick Tip for Literacy:

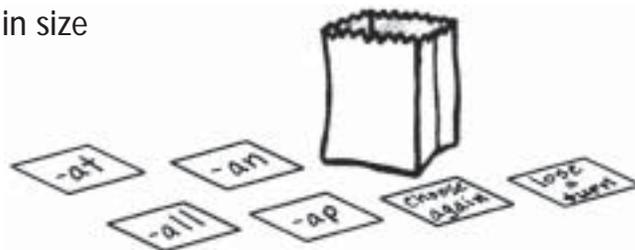
# Grab Bag

## A Goal:

To help your child hear individual sounds within word families

## B What You Will Need:

- Six small pieces of paper about 2"x2" in size
- Small paper bag or bowl
- Paper and pencil for recording score
- List of word families (see appendix)



## C Let's Go!

1. On four of the small pieces of paper write down four word families, such as -at, -an, -all, and -ap. On one of the other small pieces of paper write "Lose a Turn," and on the other one write "Choose Again." Put the six pieces of paper into the small paper bag or bowl.
2. Shake up the bag and take out one piece of paper. Have your child read what the paper says. If it is a word family, your child needs to come up with a word for that family and write it on a piece of paper.  
Example: For -at, your child could write "cat."
3. Now you take a turn. If you or your child cannot think of a word or if you pick "Lose a Turn," the small piece of paper is placed back in the bag and then it is the next person's turn.
4. If you or your child pick "Choose Again," you get another try.
5. When all the word family cards are gone, the game is over. The person who records the most words at the end of the game is the winner.
6. Put all the papers back in the bag and play again.

## D Let's Go On!

7. Instead of using word families, you can use vowel patterns, beginning sounds, or blends. Ask your teacher for ideas.

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## Quick Tip for Literacy: Play "\_\_\_\_\_ Unplugged" (fill in your child's name).

At least once this summer, take a family pledge to not watch TV for a week. Then have each child record his or her unplugged activities—books read, letters written, and other activity during the usual TV time.

At the end of the week, have a celebration, ask children which alternative they liked best, and discuss future cutbacks on viewing.

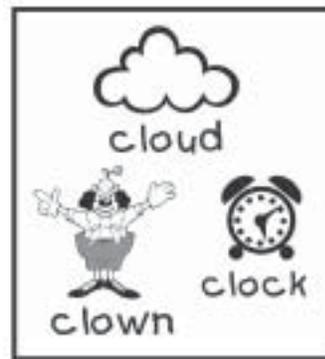
# Sorting Picture Blends

## A Goal:

To help your child hear blends or digraphs in the beginning of words

## B What You Will Need:

- Scissors
- Magazines that your child can cut up
- Pieces of paper
- Pencil or pen and glue



## C Let's Go!

1. Depending on the blend that your child is working on, have her/him say the blend out loud and then have her/him go through the magazine and cut out anything that starts with that blend. For a young child, you and your child can go through the magazine together, state the name of the objects and have your child tell you if it starts with the blend s/he is working on. Then have your child glue all the pictures on a piece of paper. Have your child state the name of the objects. Have her/him go back and write the word of the object below the picture.

## A List of Some Blends and Digraphs

sheep, shirt, shoe, shark  
 chair, chain, chin, cherries  
 block, blouse  
 glass, globe, glove  
 plane, plant, plate  
 sweep, swim, swan  
 smoke, smile  
 grass, grapes  
 bread, brush, bridge  
 frame, frog, fruit

thumb, think, thirteen  
 whale, whiskers, wheel, whisper  
 clock, clown, clouds, closet  
 flag, flower, flashlight  
 slipper, sled, slide  
 stamp, star, stump  
 train, truck, tree  
 present, prize, pray  
 crayon, cracker, crib  
 etc.

Quick Tip for Literacy: **Digraph**—two vowels blended to make one sound. Example: *ae, ou, ei, ea.*

THE LANGUAGE OF  
LEARNING  
Literacy terms you  
should know

**Blend**—two consonants that blend to make one sound.  
Example: *bl, br, sh, ch, dr, gl, gr, tr.*

**Assonance**—The same vowel sounds within words in a sentence. For example, the vowel sounds in *The brown cow went around the loud sound.*

# Sound Bingo

## A Goal:

To help your child hear individual sounds in words

## B What You Will Need:

- Bingo cards (see appendix) with nine blocks labeled with the sounds that your child is working on at school. The sounds could be beginning sounds, blends, vowels, etc.
- Pennies, buttons or slips of small pieces of paper
- Picture cards to match the sounds

**"BI N GO!"**

## C Let's Go!

1. Choose a bingo card. Review the picture cards together. Shuffle the picture cards.
2. Take turns picking picture cards and calling out the picture. Cover the blocks on the bingo card according to the correct sounds. Continue to play until someone gets a bingo by covering all the squares in one row, up and down, or corner-to-corner.

Other variations:

Let your child label the bingo cards. Look at the picture cards and then write in one square the sound that your child is working on.

Example: If you choose a picture of a truck, you might write "tr" in your square.

## D Let's Go On!

3. Once you begin to play, have your child write down the name of each picture.

---

**Quick Tip for Literacy:** It's easy to make picture cards from color books or magazines. Picture cards are also available at teacher supply stores, or even in literacy workbooks you can find at your local bookstore or supermarket.

You can also order picture cards and other helpful learning tools at [www.englishraven.com](http://www.englishraven.com).

# Breaking Words into Syllables

## A Goal:

To help your child learn to read new words by breaking them into syllables

## B What You Will Need:

- Time with your child

## C Let's Go!

- One way to help you read a word you don't know is to divide it into parts called syllables. Every syllable has a vowel sound.

Example: num • ber

Number has two vowel sounds and two syllables. You can sound out num and ber to make number.

- Say these words. Clap once for each part of the word to tell how many syllables are in the word. Write the number of syllables on the line in front of each word.

  2   num • ber

  1   bird

     pup • py

     sun • shine

     tur • key

     cat

     birth • day

     eye • brow

## D Let's Go On!

- Say the names of two friends. Break the names into syllables. Then clap each time you hear a syllable.

MCF-ELA 1:4--HA / TA / GL / QT

**Quick Tip for Literacy:** This is a fun and easy activity to try whenever your children find it hard to wait: in the car, standing in line, waiting for appointments.

Just say a word, and ask your children to clap for each syllable. Be sure to vary the number of syllables in words to keep them on their toes.

# Reading Compound Words

## A Goal:

To help your child learn that two words can be put together to make a compound word like “football”

## B What You Will Need:

- Pencil or pen

## C Let’s Go!

1. Sometimes two words are put together to make a new word, such as base + ball, which makes baseball. We call these words compound words.
2. Read the words below.
3. Then draw a line that separates the compound word into two small words.

base / ball	bedroom
hallway	railroad
sailboat	raincoat

## D Let’s Go On!

4. Look for compound words in books you read. Record as many as you can find in a week. Write two compound words below:

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MCF-ELA 1:4--HA / TA / GL / QT

Adapted from the School-Home Links Reading Kit with permission from the U.S. Department of Education

**Quick Tip for Literacy:** You can do this same kind of activity using prefixes (word beginnings that change the meaning of a word) or suffixes (word endings).

Examples of prefixes: un-, dis-, anti-, re-, pre-, co- (undress, discover, antiwar, reorder, preview, cooperate). Examples of suffixes: -ful, -ty, -less, -er, ly (helpful, sporty, clueless, waiter, slowly)

Go on a word hunt. Offer a prize to the person who can “collect” the most words with prefixes or suffixes in a week.

# "Hangman"

## A Goal:

To help your child decode and spell longer words

## B What You Will Need:

- Pencil or pen
- A piece of paper
- Something small for prizes (cookies, pennies, etc.)
- More than two people to play

## C Let's Go!

1. Write a sentence on the paper, using only blank lines for each letter of an important big word.
2. Have your child guess "Is there a \_\_\_\_\_?" (choose a letter)
3. If s/he guesses a correct letter, fill it in. If s/he guesses an incorrect word, write it down on the side of the paper, so s/he can see what has already been guessed.
4. Give a penny or other small prize for every letter your child guesses correctly.
5. Point out different word patterns, and use the meaning of the sentence to make sense.

Example: While traveling to Florida, we came upon the most terrible  
 \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ . (hurricane)

## D Let's Go On!

6. Ask another family member or friend to play. Take turns guessing.

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MCF-ELA 1:4--HA / GL / AT

## Quick Tip for Literacy:

National studies show a decline in achievement when kids watch TV more than 10-15 hours per week. Students earn higher test scores when they read more and watch TV less.

But few children can regulate themselves when it comes to TV—most spend as much time with TV in one day as they spend reading for fun in a week!

*Did you  
know?*

**A** Goal:

To help your child \_\_\_\_\_

**B** What You Will Need:

- 
- 
- 

**C** Let's Go!

1.

**D** Let's Go On!

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Quick Tip for Literacy:

# Cut-Apart Stories

## A Goal:

To help your child build comprehension skills by arranging lines of text to form a story

## B What You Will Need:

- Paper
- Pencil or pen
- Scissors

Mother butterfly lays her eggs.

Caterpillars come out of the eggs.

Each caterpillar spins a chrysalis.

A butterfly comes out.



## C Let's Go!

1. Write a short story with your child and copy it onto a sheet of paper. Or rewrite a story you have read. Make sure your story has a beginning, middle, and an end.
2. Draw a picture that goes with the story and attach it to the back.
3. Cut the lines of the story apart.
4. Place them into a large envelope or resealable plastic storage bag.
5. Have your child take out the pieces and read them.
6. Ask your child to arrange the lines of text to retell the story in the right order.
7. Reread the story to check for accuracy. Turn the pieces over. They should make a picture if pieces are placed in the right order.

Example:

The mother butterfly  
lays her eggs on a leaf.  
Caterpillars come out of  
the eggs. Soon each caterpillar  
spins a chrysalis. A butterfly  
comes out.

MCF-ELA 3:1--HA / GL / OT

**Quick Tip for Literacy:** The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.

When you choose books to read aloud, try reading books that are *just a little* beyond your child's understanding. This will encourage questions and cause your child to think.

# Outguess The Author

## **A** Goal:

To help your child predict missing words

## **B** What You Will Need:

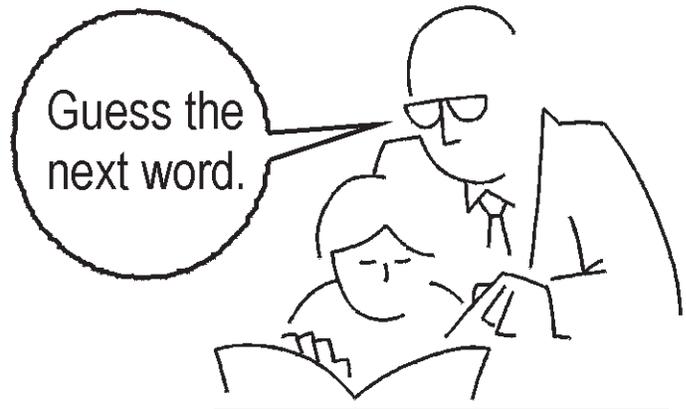
- Book or story

## **C** Let's Go!

1. Read the story with your child. Once in a while stop in the middle of a sentence and ask your child to guess what word comes next.

Or: Cover up words with small sticky notes or use your finger. Ask your child to guess the word based on his/her understanding of the words in the sentence.

2. Finish reading the sentence.
3. Go back and reread the sentence, using the word the child guessed.
4. Ask, "Does that word make sense?"
5. Show the beginning letter only and ask, "Does that word make sense and begin with this letter?"
6. Show the whole word and ask, "Does that word look right?"
7. Repeat with new sentences.



MCF-ELA 7:1--HA / IL / QT

**Quick Tip for Literacy:** Play reading tag by choosing a book with many words that your child knows. Each time you want your child to read a word, tap him or her on the shoulder.

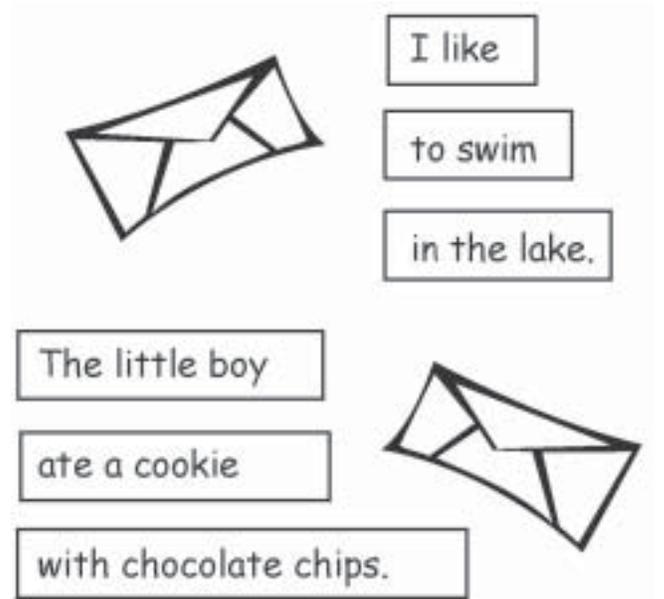
# Sentence Puzzle

## A Goal:

To help your child predict a missing word or phrase

## B What You Will Need:

- Paper cut into long strips
- Pencil or markers
- Scissors



## C Let's Go!

1. Write sentences, each containing several phrases, on strips of paper.
2. Cut each sentence into phrases.
3. Put the phrases for each sentence into separate envelopes or sandwich bag.
4. Give your child one envelope.
5. Ask her/him to take out the pieces and read them.
6. Now, arrange them to make a complete sentence.
7. Repeat with the additional sentence puzzles.

Examples:

The first pig	built a house	of straw
Mary went	to the store	for mother.
I like	to go	to school.
Jack went	to the show	with Bill.

MCF-ELA 7:1--HA / IL / QT

**Quick Tip for Literacy:** Clip out an interesting news story and cut the paragraphs apart. Ask your child to read the paragraphs and put them in order.

# Predictions

## A Goal:

To help your child learn to guess what will happen in the book before reading and check after reading

## B What You Will Need:

- A book
- Pencil or pen

## C Let's Go!

1. Choose a book with your family. Write the title and author below.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

You are going to make predictions about your book. A prediction is a good guess about what will happen.

2. Look through the first chapter of your book before you read it with your family. Then draw two columns on the back of this paper.
3. On the left side of the page, write the heading **Predictions**. Before you read the chapter, write what you think will happen in the chapter(s) in the **Predictions** column.
4. On the right side of the page, write the heading **Reactions**. After you finish reading the chapter(s), write what actually happened in the chapter(s) and what you thought of it in the **Reactions** column.
5. How did making predictions help you understand the chapter(s) better?

MCF-ELA 7:1--HA / GL / QT

**Quick Tip for Literacy:** Only 30 percent of adults with very low literacy skills have full-time jobs. Some have part-time jobs, but over half of these adults no longer look for work. Many of these poor readers were already struggling by 3rd grade.

**Did you Know?**

There's hope! 90–95 percent of poor readers can greatly increase reading skills to average reading levels through prevention and early intervention programs that combine these five components: phonemic awareness, phonics, fluency development, and reading comprehension.

# Drawing Conclusions

## A Goal:

To help your child learn to draw conclusions about a book or article

## B What You Will Need:

- A book
- Pencil or pen

## C Let's Go!

1. Read a book with your family. Write the title, author and chapters below.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Chapter(s): \_\_\_\_\_

2. What important information did the author tell you in the chapter(s)?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Given this information, what do you think will happen in the rest of the book?

\_\_\_\_\_

\_\_\_\_\_

4. What makes you think so?

\_\_\_\_\_

MCF-ELA 7:1--HA / GL / QT

### Quick Tip for Literacy:



Help your child see the story from the character's point of view. After reading a story or book with your child, just ask a few simple questions:

Which character is most like you? How?

Which character is least like you? How?

What happens in the story that you wish could happen to you? Why?

If your child can write, ask her/him to write the answers.

# Scary Stories

## A Goal:

To help your child learn to write a story

## B What You Will Need:

- Pencil or pen

## C Let's Go!

1. Write a story about something scary that happened to you.
2. Write an opening sentence that will get the reader interested in your story.



3. Now write down several events you are going to include in your story.

4. Number the events and put them in order that will lead to an interesting ending.
5. Write an ending sentence that repeats what you said in the beginning or saying the same thing in a different way.

6. Rewrite the story on a separate piece of paper.
7. Read your story out loud to your family. Ask your family to help you think of a good title for your story.

MCF-ELA 2:4--HA

**Quick Tip for Literacy:** If at any age your child seems “turned off” by reading, don’t make an issue of it. Casually leave “irresistible” books around--books on whatever the child’s current interests are. For example, in your kitchen, leave a few children’s recipe books. In the TV room, scatter a few comic books. If you plan to camp or hike, leave some children’s books about nature or travel.

Whatever you do as a parent, don’t use reading as a punishment. Make sure that reading is considered a pleasure. Reading is FUN. Avoid saying, “Go to your room and read! No more TV!”

**A** Goal:

To help your child \_\_\_\_\_

**B** What You Will Need:

- 
- 
- 

**C** Let's Go!

1.

**D** Let's Go On!

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Quick Tip for Literacy:

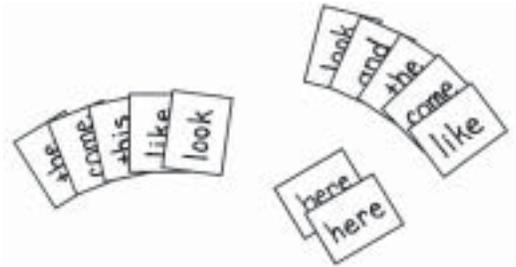
# Word Card Game

## A Goal:

To help your child build known word vocabulary

## B What You Will Need:

- 3"x5" cards or pieces of paper
- OR 2 sets of word cards (see appendix)



## C Let's Go!

1. Make a set of word cards using 3"x5" cards or pieces of paper. Begin with a set of about 20 to 30 words, including words that the child knows (see Basic Word List below). Gradually add new words to the known words. Write each word on two separate cards.
2. Play card games using the words:

### GO FISH

Give each player six cards and put the remaining cards in a drawing pile. Ask your child, "Do you have the word '\_\_\_\_\_?'" (Read one word card in your hand.) If s/he has a matching card, you may take it. If not, you can "go fish" in the pile of remaining cards. Now it's your child's turn! Repeat until one player matches all his or her cards.

### MEMORY

Shuffle the cards and place them in rows with the words facing down. Take turns turning over two cards at a time. When a player finds a match, that player keeps the pair. Keep playing until all the pairs are matched. The player with the most pairs wins.

### MY PILE, YOUR PILE

Shuffle the word cards. Stack them up. Turn over one card at a time. The first player to correctly read each card gets to keep the card. Keep playing until all cards are used. The player with the most cards wins!

MCF-ELA 1:4--HA / GL

## Quick Tip for Literacy:

It's easy to make a set of word cards by using colored index cards.

If you have access to a computer and the Internet, you can find free, easy-to-download word cards and other literacy games at [www.englishraven.com](http://www.englishraven.com).

# Five Finger Book Selection

## **A** Goal:

To help your child choose books s/he can read more fluently

## **B** What You Will Need:

- A book
- Your child's hand

## **C** Let's Go!

Trying to read a book that's too hard for your child can be a very frustrating experience. That's why it's important to make sure the books your child tries to read are matched to her/his skill level. Here's one way to tell if your child is trying to read a book that is too hard.

1. Choose any page in your book.
2. Have your child begin reading.
3. Each time s/he comes to a word that s/he does not recognize, teach her/him to bend one finger or put it down on the table.
4. If s/he puts five fingers down before the end of the page, this book is too hard for independent reading.
5. Put it away and choose another book, or use the harder book to read together with your child. Your support and shared reading will help your child meet the challenge of unfamiliar words.
6. Teach your children to do this on her/his own, so s/he won't get discouraged by too-hard texts.

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**Quick Tip for Literacy:** Choose a variety of books to read with your children. Try reading fiction, biography, informational books, poetry, nursery rhymes, fantasy...the selections are endless!

Ask your local library staff for ideas.

# Record a Story

## **A** Goal:

To help your child read more fluently and with expression

## **B** What You Will Need:

- Story or short book
- Tape recorder
- Your best reading voice

## **C** Let's Go!

1. Read your story together.
2. Help your child practice reading the story alone, using her/his best reading voice. Be sure to add expression and sound effects!
3. Help your child tape her/his reading on cassette.
4. Share it with another child.



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**Quick Tip for Literacy:** Plan a vacation where there are no televisions; brings lots of reading material. Why? Many children won't consider reading as a source of entertainment unless there is nothing else to do.

Students have said that they started reading when traveling or when they were at a remote camp or vacation house. By the time they were able to watch television again, many found themselves bored by it and continued reading.

# Ask These Questions

## A Goal:

To help your child learn to read new words by asking, **“Does this word make sense here?”** and **“Does it sound right?”**

## B What You Will Need:

- Time with your child

## C Let’s Go!

1. Sometimes, you can figure out a new word from the other words in a sentence. You can ask yourself, **“Does the word make sense?”** **“Does it sound right?”** and **“Does it look right?”**

Example: The weather is cold, wet, and foggy.

You already know the words **the, is, cold, wet, and,** and **foggy.** You can guess **weather.**

Remember to ask:

**“Does the word make sense here?”** Yes

**“Does it sound right?”** Yes

**“Does it look right?”** Yes

2. Ask your child these questions as s/he reads the following sentences:

The square has four sides.

A rainbow had red, yellow, and blue colors in it.

The ball is bouncing.

The sun is shining bright.



**Quick Tip for Literacy:** **Create cozy spots for reading.** Take a look at the different areas in and around your home. Are there little nooks or corners that would make good reading spots?



All you need is good lighting, a few pillows, maybe some stuffed friends and, of course, something to read. Consider a secluded corner in the family room, that awkward spot under the stairs, or even the playhouse in the backyard.

# Homophones

## A Goal:

To help your child learn about words that sound the same but are spelled differently

## B What You Will Need:

- Pencil
- Time with your child

## C Let's Go!

1. Some words sound the same but are spelled differently. These words are called **homophones**.

2. Have your child read the homophones below.

**eye — I**

**hear — here**

**no — know**

**new — knew**

**one — won**

**right — write**

3. Then ask your child to read the sentence and write in the correct homophone.

- My friend and \_\_\_\_\_ like to play ball.
- Do you \_\_\_\_\_ the answer to the question?
- Our team \_\_\_\_\_ the game last night.
- Did you \_\_\_\_\_ what he said?
- I got a \_\_\_\_\_ bike for my birthday.
- I got the \_\_\_\_\_ answer to that question.
- The batter must keep his \_\_\_\_\_ on the ball.
- Put the box over \_\_\_\_\_ on the table.

**Quick Tip for Literacy:** Challenge your child to find as many homophones as s/he can during the summer.

Write them in a writer's notebook or journal. At the end of the summer, count them up and see if s/he can use them in a sentence.

For each pair of homophones s/he finds, offer a small reward: a quarter, a jelly bean; or 5 minutes of time alone with someone special.

# Figure It Out

## A Goal:

To help your child learn to add to the number of words s/he knows through reading

## B What You Will Need:

- Pencil or pen



## C Let's Go!

1. Think about something you read at home or in school.
2. What did you do when you came to a word you didn't know?  
\_\_\_\_\_
3. Did you sound it out to see if you knew part of it? \_\_\_\_\_
4. Did you notice parts of the word that were like other words you know? \_\_\_\_\_
5. Did you ask help from a grown-up? \_\_\_\_\_
6. Did you use the other words in the sentence to help you? \_\_\_\_\_
7. Did you use a dictionary? \_\_\_\_\_
8. Which way worked best for you? \_\_\_\_\_
9. How do you make sense of what you're reading when there are words you don't know? \_\_\_\_\_
10. Reread a book or story that had words you didn't know when you read it the first time.
11. Why is it easier to read the words the second time? \_\_\_\_\_  
\_\_\_\_\_

MCF-ELA 1:1--HA / IL / QT

**Quick Tip for Literacy:** Just like adults, children enjoy a variety of reading materials. There are many different magazines out there targeted to school-age children.

The Children's Television Workshop publishes a variety of educational magazines including *Sesame Street Magazine*, *Kid City*, and *3-2-1 Contact*.

The National Wildlife Federation publishes *My Big Backyard* and *Ranger Rick*. Others of interest include *American Girl* and *Highlights*.

**A** Goal:

To help your child \_\_\_\_\_

**B** What You Will Need:

- 
- 
- 

**C** Let's Go!

1.

**D** Let's Go On!

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Quick Tip for Literacy:

# Crossword Puzzle

## A Goal:

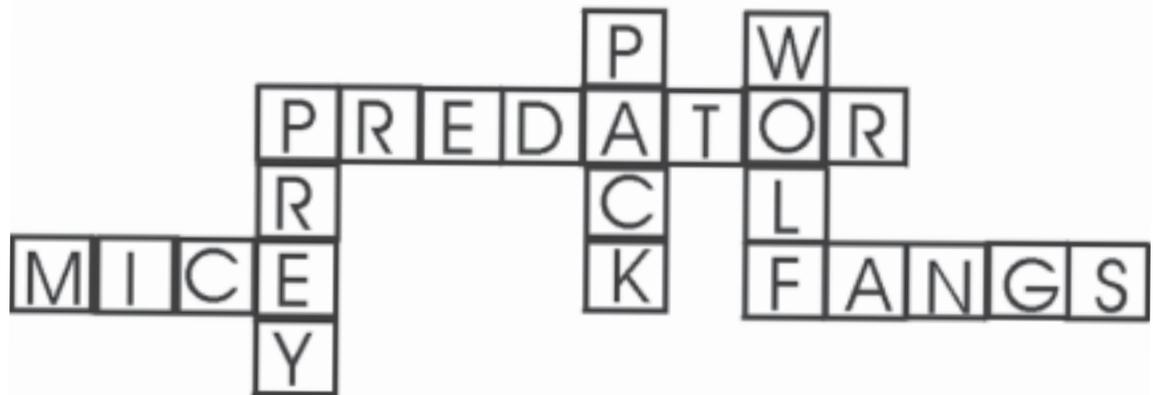
To help your child build vocabulary. Good readers use the context of the other words to define words they don't know

## B What You Will Need:

- Book or story
- Paper and pencil or pen

## C Let's Go!

1. Read the book or story alone or with family or friends.
2. Make a list of important words in the story. (Hint: Many times in informational books important words are printed in bold letters.)
3. Make a crossword puzzle of these words. Use their definitions as clues.
4. Challenge someone to complete it.



**Quick Tip for Literacy:** What kind of conversations can you start from the TV shows you are watching?

For instance, ask "Why are those people in the program so unkind to each other?" Or ask your child how he would have written the end to the story.

# Letter Block Scramble

## A Goal:

To help your child build new words

## B What You Will Need:

- Nine wooden cubes
- Thin-tip marker
- Can
- Writing paper



## C Let's Go!

1. On each side of nine wooden cubes (found in craft stores) write a letter of the alphabet. Write the alphabet twice. Write the letters "t" and "r" three times. (May use word cubes from games like Junior Boggle or Junior Yahtzee.)
2. Place the cubes in a can.
3. Have your child shake the can and dump out the cubes.
4. Together, look at the letters facing up and use them in different combinations to create as many new words as possible.
5. Help your child write the words. How many did you make?

MCF-ELA 1:4--HA

**Quick Tip for Literacy:** Get in the habit of notewriting by leaving notes for your child to read. Be sure you ask questions, so they will write back to you. Example: "Sara, way to go on your swimming lessons. What special thing would you like to do?"



This practice will help your child write words easily and automatically and to become an effective communicator.

# Journal or Diary Writing

## A Goal:

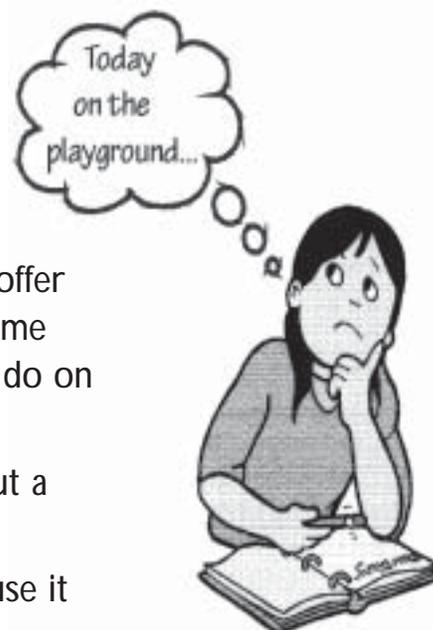
To help your child write words easily and automatically and to become an effective communicator

## B What You Will Need:

- A special notebook, paper, etc.
- Pencil, pens, markers, etc.

## C Let's Go!

1. Give your child a special notebook and encourage her/him to keep a journal of everyday happenings, a special event, vacation, etc. Don't forget to write the date!
2. If your child doesn't know what to write about, offer some ideas, like "How about writing about the time we went to Uncle Bill's farm," or "What did you do on the playground today?"
3. Your child can also use the journal to write about a make-believe event.
4. If you take turns writing in the journal, you can use it to "talk."



MCF-ELA 2:1---HA / IL

**Quick Tip for Literacy:** Help your child remember and write words they know by playing the "What Goes Together" game when you get a moment together. Say a noun, such as "flower." Next have your child say or write three to five words that tell about the word. For example, for flower they might say: pretty, blue, tiny, tall, smelly.



For an action word, such as "jump," ask your child to tell you three to five things that can jump: child, rabbit, kangaroo. If you have pencil and paper handy, have the child try to write the words.

# Restaurant Play

## A Goal:

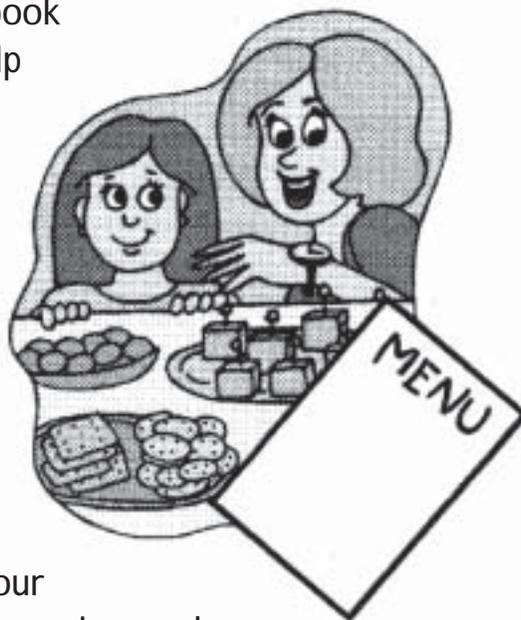
To help your child write words easily and automatically and to become an effective communicator

## B What You Will Need:

- Pen, pencil, note pads for taking notes
- Paper, tag board made into blank menus
- Play money and cash register
- Paper to make open and close signs, business hours, etc.
- Placemats

## C Let's Go!

1. Visit a restaurant with your child, read a book about people eating in a restaurant, or help your child remember all the things in a restaurant. Together list as many as possible.
2. Provide materials and props and let your child set up a restaurant.
3. Have your child write the menus and signs.
4. Become a customer and order and "eat" at their restaurant. Bon Appetite!
5. Make up other situations, depending on your child's interest: fire station, department store, pizza parlor.



MCF-ELA 1:2--HA / TA / SA / AT

**Quick Tip for Literacy:** Plan a backyard camping trip with a friend. List all the things you will need to survive.

Think about what books you'd like to take on your camping trip to read aloud to each other.

# Summer Memory Book

## A Goal:

To give your child practice with writing, to build vocabulary, and to record memories of a summer vacation

## B What You Will Need:

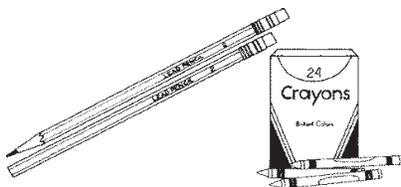
- Time with your child
- Picture postcards from places you visit during your travels
- Pencils, pens, postage stamps
- Metal or plastic rings

## C Let's Go!

1. Buy one or more postcards from each city or landmark you visit this summer. Let your children choose their favorites.
2. Help them write on the back side anything they wish to remember. Pre-writers can dictate the story to you while you write. Encourage early writers to write the words themselves, using phonetic spelling. Older writers should try to use "book" spelling.
3. At the end of your trip, punch a hole in the corner of the postcards. Then put them on a ring so your child will have a record of special memories, written in his or her own words.



**Quick Tip for Literacy:** Encourage your child to write words the way that s/he hears them.



For example, s/he might write *haf* for *have*, *frn* and *friend*, and *Frd* for *Fred*. Ask her to read her writing to you.

Don't be concerned with correct spelling. S/he will learn that later.

# Mail Call

**A** Goal:

To help your child learn to write letters

**B** What You Will Need:

- Pencil or pen

**C** Let's Go!

1. Spend five or ten minutes with your family talking about three things you would like to do next week.
2. Write a letter to your family describing your plans.

\_\_\_\_\_  
 (Date)

Dear Family,

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---



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With love,

MCF-ELA 10:2; 6:2; 4:5; 3:1; 2:1    HA / IL / QT

**Quick Tip for Literacy:** Summer is a great time to write cards and letters to friends and loved ones. There's vacation news to tell, and time to think about people we care about. Plus, the practice will help your child write words easily and automatically and to become an effective communicator.



Pre-writers can use "phonetic" spelling, or dictate their letters to an older family member.

# Wonderful New Words

**A** Goal:

To help your child learn to use new words in writing

**B** What You Will Need:

- Pencil or pen
- Newspaper, magazine or book



**C** Let's Go!

1. Read something from a newspaper, a magazine, or a book.
2. List some new, unusual, or interesting words you found in your reading.

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3. How can you figure out the meanings of these words?

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4. When you feel you understand what they mean, think about which ones you would like to use in your own writing.
5. On the back of this paper or on a separate paper, use the words to write about something that happened to you.
6. Read what you wrote out loud to your family.

**Quick Tip for Literacy:** Use the slower-paced summer days to reconnect with your child. Watch for signs of stress in your child and help your child learn how to deal with stress.

Too much stress can prevent your child's brain from learning. And teenagers say stress is one of the reasons they start using drugs.

**A** Goal:

To help your child \_\_\_\_\_

**B** What You Will Need:

- 
- 
- 

**C** Let's Go!

1.

**D** Let's Go On!

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Quick Tip for Literacy: