

# Reading Activities For You To Do At Home

“Literacy Big 5”  
Phonemic Awareness  
Phonic  
Fluency  
Vocabulary  
Comprehension

## Phonemic Awareness

### Blending Sounds into Words

- We're going to play a say-the-word game. I'll say the sounds. You say the word.
- Listen. aaaaaammmmmm
- What word? am
- (Repeat with other words. man, sat, ship, trap)

### Segmenting Words into Sounds-Smooth Segmenting

- Put your fists together.
- Get ready to stretch the word.
- The word is fin. What word? Fin
- Stretch it. fffffffiiiiinnnnn
- Shrink it. fin
- (Repeat with other words. sit, list, fish, trip)

### Segmenting Words into Sounds- Separate Segmenting

- We're going to say the sounds in a word.
- Fist in the air. Put up one finger for each sound.
- The word is sat. What word? sat
- First sound? /sss/ Next sound? /aaa/ Last sound? /t/
- (Repeat with other words. fan, fast, shop, with

## Phonics

### Sound by Sound Blending

Sounding out VC, CVC, CVCC, CCVC words

**at**                    **top**                    **fast**                    **stem**                    **shop**

- (Write the first letter on a paper.) Ask, "What sound?"
- (Write the second letter on a paper.) Ask, "What sound?"
- (Move your hand under the two letters.) Say, "Blend it."
- (Write the third letter.) Ask, "What sound?"
- (Move your hand under the letters.) Say, "Blend the sounds."
- What word?

\*sh as in "shop" is 1 sound

### Sounding Out Words with Letter Combinations (pre-correction)

**rain**                    **train**                    **paint**                    **sail**                    **seal**

- (Point to the underlined letters.) Ask, "What sound?"
- (Point to the word.) Ask, "What word?"
- (Have the child read the word without the pre-correction)

### Decoding Strategy for Long Words

**in struc tion**                    **comm it ment**

- Say the parts.
- Say the parts fast.
- Say the word.
- Ask  
Is it a real word?

### Decoding of Multisyllabic Words-Strategy

**prearrange**                    **uncommon**                    **dampen**                    **thankful**

- Circle the prefixes.
- Circle the suffixes.
- Underline the vowels.
- Say the parts of the words.
- Say the whole word.
- Make it a real word.

# Fluency

## Choral Reading

- Read part of a book to your child.  
Read at a moderate rate. (not too slow, not too fast)
- Now, read the same part of the book together.
- Tell your child, "Keep your voice with mine."

## Echo Reading

- Adult reads a word, phrase, or sentence.
- Child "echo" reads the word, phrase, or sentence.
- (This is useful for building fluency and expression.)

## Cloze Reading

- Adult reads a selection.
- Adult will pause on "meaningful" words.
- Have the child read the deleted "meaningful" words.

## Repeated Reading

- Have your child read a part of a book to you.
- Start a stopwatch when your child reads the first word. (If your child hesitates when reading for more than 3 seconds, read the word aloud and have your child repeat the word correctly.)
- Record the time it took your child to read the selection.
- Record the number of errors your child made while reading.
- **Repeat** Have your child read the same selection 3-5 times. Record date, time to read the passage, and number of errors made

# Vocabulary

## Selecting Appropriate Vocabulary

- Select words that are unknown
- Select words that are important to understanding a passage or unit
- Select words that students will hear, read, write and say in the future
- Select words that are difficult to learn and need interpretation

## Explicit Vocabulary Instructional Routine

- Step 1: Introduce the word
  - Tell students the pronunciation of the word or guide them in decoding the word
  - Model the pronunciation and have students repeat it several times
- Step 2: Introduce the meaning of the word
  - Option 1: Provide a student-friendly explanation
  - Option 2: Guide students in analyzing the meaningful parts of the word (prefixes, root word, suffixes)
- Step 3: Illustrate with examples
  - Illustrate the concept of the word with multiple concrete, visual or verbal examples
- Step 4: Check students' understanding
  - Option 1: Have students distinguish between examples and non-examples and explain why or why not that is an example of this word's definition
  - Option 2: Ask students to generate their own examples of the word
  - Option 3: Ask students questions that require deep processing of the word's meaning beyond mimicking the definition

## Word Families

- Step 1: List the target word and its relatives (ex. apology, apologize, apologetic, apologized, apologizing, etc.)
- Step 2: Model the pronunciation of each word and have the student repeat the words
- Step 3: Introduce the meaning of the words by creating a story containing the word and its relatives. Then remove some of the words and ask students to choose the correct word when you point to the missing word.

## Comprehension

Before, during, and after reading a "just right" text with your child, use the following prompts and tips to guide comprehension of the text.

### Before Reading

- Teach the pronunciation of difficult words
- Teach the meaning of critical, unknown vocabulary words
- Teach or activate any necessary background knowledge
- Preview the text

### During Reading Strategies

- Ask appropriate questions during passage reading
- Have students generate questions
- Monitor how well you understand what you are reading. If it doesn't make sense, use a fix-up strategy:
  - Reread. Look back. Read ahead. Restate in your own words. Connect to what you already know.
- Expository strategies:
  - Name the most important "who" or "what" of the paragraph.
  - Tell the most important thing about the "who" or "what."
  - Say the main idea in 10 words or less.

### After Reading Strategies

- Have students compete or generate graphic organizers that summarize critical information
- Lead students in a discussion of the text material
- Have students write a summary of the passage
- Have students complete assignments that promote review, rehearsal, and/or reflection
- Have students retell the passage content using their notes or a graphic organizer

### Prompts to Promote Comprehension

- What are you thinking about right now?
- What do you predict will happen next?
- How do you think this character feels?
- Can you make a connection to what is happening? Does it remind you of something you know?
- What can you picture in your head when you read this?
- Who is your favorite character, and why?
- Why do you think the author made that part happen?
- What questions do you have?
- What is something you're wondering about this text?

### Comprehension Tips

- Stop after every couple paragraphs and ask yourself, "What was that mostly about?"
- Go back and reread parts that you didn't understand
- Keep reading to look for more information to help you understand
- Ask someone else for help understanding

#### Comprehension Skills & Strategies

- Author's Purpose
- Compare and Contrast
- Main Ideas & Details
- Sequence
- Literary Elements: Character, Setting, Plot, Theme
- Fact and Opinion
- Cause and Effect
- Draw Conclusions
- Generalize
- Graphic Sources