

Suggestions to Help Build Your Child's Reading Skills in First Grade

- Talk often with your child to build listening and talking skills.
- Read to and with your child-often. Talk about the words and ideas in books.
- Ask your child's teacher how you can help your child practice at home what he is learning at school.

Support what your child is learning in school about relationships between letters and sounds

- Listen to your child read books from school. Be patient as your child practices. Let him know you are proud of his reading.
- Say the sounds of letters and ask your child to write the letter or letters that represent the sound.
- Ask your child to point out the letter-sound relationships he is learning in all of the things you are reading together--books, calendars, labels, magazines, and newspapers.
- Play word games. On cards, write words that contain the letter-sound relationships he is learning at school. Take turns choosing a card and blending the sounds to make the word. Then use the word in a sentence.

Encourage your child to spell and write

- Say a word your child knows and have him repeat the word. Then help him write the word the way he hears it.
- Write a word on paper and cut the letters apart (or use plastic or foam letters). Mix the letters and have your child spell a word by putting the letters in order.
- As you are reading with your child, point out words that have similar spellings, such as *hop* and *pop*. Ask him to write similar words, for example, *top*, *mop*, and *cop*.
- Encourage your child to write often--for example, letters and thank-you notes, simple stories, and grocery lists.

Help your child build vocabulary, world knowledge, and comprehension

- When you read together, stop now and then to talk about the meaning of the book. Help her make connections between what's happening in the book and her own life and experiences, or to other books you've read together. Ask her questions so that she talks about the information in a nonfiction book, or about the characters or events of a fiction book. Encourage your child to ask questions. Ask her to explain what the book was about, in her own words.
- Before you come to the end of a story, ask your child to predict what might happen next or how the story will end.
- Talk about new words and ideas that your child has read or heard. Ask her to make up sentences with the new words or use the words in other situations. Help her to find out more about new ideas by using appropriate websites.
- Read magazines and newspapers together. Get him interested in what's happening in

other parts of the world.

Overview of the Components of Reading

The Six Areas of Reading

Oral Language	Oral Language is the means in which children communicate their thoughts, ideas and emotions. It lays the foundation for reading comprehension. In order to understand language at a text level, they must understand language at an oral level. Children internalize new knowledge through discussion with others. They learn how words work through listening to, talking about, and working with them.
Phonemic/Phonological Awareness	<ul style="list-style-type: none">● Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds in spoken words. Hearing individual sounds within a word allows the learner to connect letters to sounds. Acquiring phonemic awareness is important because it is the foundation for spelling and word● Phonological awareness includes identifying and manipulating parts of oral language such as words, syllables, and onsets and rimes. Rhymes, repetitions, and songs are all examples of how a child can practice phonological awareness.
Phonics	Phonics is the understanding of how sounds correlate with letters in an alphabetic system. This includes recognizing print that represent a sound, syllables, and word parts.
Fluency	Fluency in reading is the ability to read continuous text with appropriate momentum, phrasing, attention to conventions, and stress. Fluency in word solving is the ability to quickly and accurately solve words.
Vocabulary	Vocabulary is the knowledge of words used in language and their meaning. As children begin to read more difficult texts, they must learn vocabulary outside of their oral language.

Comprehension

Comprehension is the ability to process and make meaning from text. Students must understand and make meaning of information read in various texts to expand their knowledge of the real world.

Oral Language Activities for Home:

- Practice naming everyday items. For example, you can name utensils while in the kitchen.
- Help your child follow two- and three-step directions like, “Go to your room, and bring me your book.”
- Encourage your child to give directions. Follow his or her directions as he/she explains how to build a tower of blocks.
- Talk about spatial relationships (first, middle, and last; right and left) and opposites (up and down; on and off).
- Talk about characters in a book. Are they happy or sad?
- Offer a description or clue, and have your child identify what you are describing. For example, say “We use it to sweep the floor.” (a broom).

Phonemic/Phonological Awareness Activities for Home:

- Read and teach your child *Mother Goose’s Nursery Rhymes*
- Read rhyming books to your child.
- Play simple rhyming games with your child, take turns coming up with words like (*cat-hat*)
- Ask your child to talk like a robot in a slow manner. For example, ask them to say the word map like a robot. Their response should be “m/a/p” with a pause between each sound.
- Use a clapping game when saying common objects found around the house like
“ta-ble” - 2 claps; “cook-ie” - 2 claps; “dog” - 1 clap

Phonics Activities for Home:

- Teach your child to match the sounds to his/her name.
- Teach your child to recognize the letters in his/her name.
- Use alphabet books to play games. For example, say “I am thinking of something that starts with the letter “b”.
- Have your child find objects around the house with the same initial sounds. For example, have your child find items that begin with /d/. (*door, donut, dog*)
- Write letters on cards. Hold the cards up and have your child practice saying the sounds.
- Use sand or playdough to create letters and match their sounds.
- Have your child practice categorizing letters by its features. For example, list all the letters with curve such as *a, d, c, e*
- Talk about the difference between uppercase and lowercase letters.

Fluency Activities for Home:

- Read aloud to your child to provide an example of how fluent reading sounds.
- Point our punctuation to your child (periods, commas,etc) and show her how your voice must change as you read for different marks.
- Read with expression and use different voices with familiar stories.
- Have your child read along with you in familiar parts of a story.
- Practice High Frequency Words

<p>HIGH FREQUENCY WORDS</p> <p><i>The first 10 words of the list make up about 24% of all written material, according to Dr. Edward Fry. The Fry list was created as an updated list from Dolch based on the changes in language and is made up of 1000 of the most commonly used words in the English language. It is ordered by frequency so all of the Dolch words are embedded in this list.</i></p> <p>👉 First 25 words make up 1/3 of all items published</p> <p>👉 First 100 words make up 1/2 of all words found in publications</p> <p>👉 First 300 words make up 65% of all written materials</p> <p><i>Practicing these high frequency words helps students increase fluency.</i></p>	<p>Fry's First 100 Words</p> <table border="0"> <tr><td>1. the</td><td>21. at</td><td>41. there</td><td>61. some</td></tr> <tr><td>2. of</td><td>22. be</td><td>42. use</td><td>62. her</td></tr> <tr><td>3. and</td><td>23. this</td><td>43. an</td><td>63. would</td></tr> <tr><td>4. a</td><td>24. have</td><td>44. each</td><td>64. make</td></tr> <tr><td>5. to</td><td>25. from</td><td>45. which</td><td>65. like</td></tr> <tr><td>6. in</td><td>26. or</td><td>46. she</td><td>66. him</td></tr> <tr><td>7. is</td><td>27. one</td><td>47. do</td><td>67. into</td></tr> <tr><td>8. you</td><td>28. had</td><td>48. how</td><td>68. time</td></tr> <tr><td>9. that</td><td>29. by</td><td>49. their</td><td>69. has</td></tr> <tr><td>10. it</td><td>30. words</td><td>50. if</td><td>70. look</td></tr> <tr><td>11. he</td><td>31. but</td><td>51. will</td><td>71. two</td></tr> <tr><td>12. was</td><td>32. not</td><td>52. up</td><td>72. more</td></tr> <tr><td>13. for</td><td>33. what</td><td>53. other</td><td>73. write</td></tr> <tr><td>14. on</td><td>34. all</td><td>54. about</td><td>74. go</td></tr> <tr><td>15. are</td><td>35. were</td><td>55. out</td><td>75. see</td></tr> <tr><td>16. as</td><td>36. we</td><td>56. many</td><td>76. number</td></tr> <tr><td>17. with</td><td>37. when</td><td>57. then</td><td>77. no</td></tr> <tr><td>18. his</td><td>38. your</td><td>58. them</td><td>78. way</td></tr> <tr><td>19. they</td><td>39. can</td><td>59. these</td><td>79. could</td></tr> <tr><td>20. I</td><td>40. said</td><td>60. so</td><td>80. people</td></tr> </table>	1. the	21. at	41. there	61. some	2. of	22. be	42. use	62. her	3. and	23. this	43. an	63. would	4. a	24. have	44. each	64. make	5. to	25. from	45. which	65. like	6. in	26. or	46. she	66. him	7. is	27. one	47. do	67. into	8. you	28. had	48. how	68. time	9. that	29. by	49. their	69. has	10. it	30. words	50. if	70. look	11. he	31. but	51. will	71. two	12. was	32. not	52. up	72. more	13. for	33. what	53. other	73. write	14. on	34. all	54. about	74. go	15. are	35. were	55. out	75. see	16. as	36. we	56. many	76. number	17. with	37. when	57. then	77. no	18. his	38. your	58. them	78. way	19. they	39. can	59. these	79. could	20. I	40. said	60. so	80. people
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Vocabulary Activities for Home:

- Before reading, preview the book and discuss words you think are interesting or potentially confusing.
- After reading, have a conversation about the book. It helps children to learn new words and concepts and to relate them to their prior knowledge and experience.
- When at the grocery store, discuss items you see as you go through the store. For example, you can say, "We are in the produce department. This is where we can find grapes, apples, and potatoes."
- Select a new word each week to learn and use in every-day language.
- Post vocabulary words all over the house (mirror, fridge, doors, table)
- Act out a word and have the other family members try to guess what the word is. Take turns acting out a new word. For example, if the word is *agitated* act like you are nervous and walk around in circles, wringing your hands.

Comprehension Activities for Home:

Fiction Text

- With prompting and support, have your child summarize the *beginning, middle, and end* of a story.
- While reading, stop and ask your child about the story's *character(s)* and the *problem and solution*.

Nonfiction Text

- Before reading, preview the title and look through the book. Ask your child, "What do you think you will learn from reading this book?"
- Point out text features such as *table of contents, captions, charts, diagrams* to help learn about the topic.

Importance of Attendance

School Attendance is essential to academic success. Students that attend school regularly beginning in kindergarten can be 5 times more likely to have grade level proficiency in 3rd grade than students that miss just 2 days per month in the first two years of school.

Chronic Absenteeism: Missing 10% or more of school days in a school year. This can be as little as 1 or 2 days per month.

Strategies for Good Attendance

- Set a regular bedtime and morning routine.
Lay out clothes and pack backpacks the night before school.
- Don't let your child stay home unless they are truly sick. (Temperature higher than 100.4 oF, throwing up or having diarrhea, eyes are pink and crusty)
- If your child seems anxious about school, talk to teachers, school counselors, school social workers, or other parents for advice on how to make them feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent
- Avoid medical appointments and extended trips when school is in session.

Resources for Literacy at home:

General Resources:

Alachua County Library District

<https://www.aclib.us/services>

Children's Choice 2019 (from International Literacy Association)

<https://www.literacyworldwide.org/docs/default-source/reading-lists/childrens-choices/childrens-choices-reading-list-2019.pdf>

Just Take 20 For Families

<http://www.fldoe.org/academics/standards/just-read-fl/just-take-20/families/>

Just Take 20 For Families Kindergarten through Second Grade

<http://www.fldoe.org/academics/standards/just-read-fl/just-take-20/families/k-2/>

Just Take 20 For Families Third Grade through Fifth Grade

<http://www.fldoe.org/academics/standards/just-read-fl/just-take-20/families/3-5/>

PBS Kids

<https://pbskids.org/>

PBS Parents

<https://www.pbs.org/parents>

Readwritethink

<http://www.readwritethink.org/parent-afterschool-resources/>

Teachers' Choice 2019 (from International Literacy Association)

<https://www.literacyworldwide.org/docs/default-source/reading-lists/teachers-choices/teachers-choices-reading-list-2019.pdf>

Kindergarten to 2nd Grade Resources:

FCRR for Kindergarten and First Grade

https://www.fcr.org/curriculum/pdf/GK-1/TRG_Final_Part1.pdf

FCRR for Second Grade and Third Grade

https://www.fcr.org/curriculum/PDF/G2-3/2-3TRG_1.pdf

Mother Goose's Nursery Rhymes

<https://www.poetryfoundation.org/poets/mother-goose>

Phonemic Awareness Activities from Reading Rocket

<http://www.readingrockets.org/article/phonemic-awareness-young-children>

Phonics Instruction from Reading Rocket

<http://www.readingrockets.org/teaching/reading101-course/modules/phonics/in-depth>

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