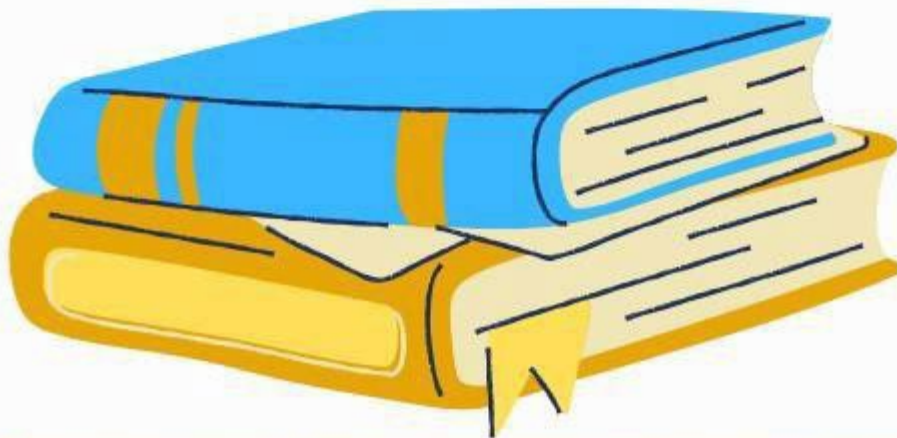

THE SCHOOL DISTRICT OF
MANATEE COUNTY

Read At Home Plan



2024-2025

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Letter to Families

Dear Families,

You are your child's first and most important teacher. You play an integral role in your child's academic success. Research has shown that reading with your child, even for just 20 minutes a day, is a proven way to promote early language and literacy. We encourage you to implement a few simple strategies at home daily to make a positive impact on your child's success in school. The School District of Manatee County is committed to helping children reach their maximum potential as lifelong learners and proficient readers by third grade. To support language and literacy acquisition at home, the School District has developed a Read-at-Home Plan. This guide includes activities to help your child practice the essential components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing.

The purpose of the Read-at-Home Plan is to provide families with guidance and resources needed to help ensure their child is successful in school. This Read-at-Home Plan includes reading and multisensory strategies you can implement at home as part of your daily routine or on-the-go to make a positive impact on your child's success in school. Multisensory strategies that integrate visual, auditory, tactile (touch), and kinesthetic (movement) learning are included to assist students with understanding new information, learning ways to remember the information, and recalling it later. We encourage you to speak with your child's teacher for additional information and strategies.

Sincerely,

The Curriculum and Instruction Department
School District of Manatee County



Family Read-at-Home Plan

Use this page to gather information to assist your child in becoming a stronger reader.

Teacher _____ Grade _____

Teacher Contact Info _____

VPK Assessment	Beginning of Year	Middle of Year	End of Year
<input type="checkbox"/> FAST State Assessment			
<input type="checkbox"/> Other			

K-3 Assessments	Beginning of Year	Middle of Year	End of Year
<input type="checkbox"/> FAST State Assessment			
<input type="checkbox"/> Lexia			
<input type="checkbox"/> Unit Assessments			
<input type="checkbox"/> Other			

Identified Areas for Growth:

- ☐ Print Knowledge
- ☐ Oral Language
- ☐ Phonological Awareness
- ☐ Phonics
- ☐ Fluency
- ☐ Vocabulary
- ☐ Comprehension

Conference Meetings

Conference	Date	Teacher Signature	Parent Signature	Notes
#1				
#2				
#3				

Multisensory Strategies



A way of teaching that engages more than one sense at a time. Multisensory strategies include using sight, hearing, touch, and movement to learn.

- Sand or shaving cream writing: children spread out sand or shaving cream and use their finger to write a letter or word in it. As they write, they say the sound each letter makes. They then blend the sounds together to read the word aloud.
- Air writing: children use fingers to write letters into the air. They say the sounds of the letters as they write them.
- Sandpaper letters: children trace the letters in sandpaper. As they trace the letters, they say the sound of the letters.
- Magnetic tiles: children can build words with magnetic tiles using different colors to represent vowels and consonants. Have students read it out loud and then write the word.



Retrieved from:

<https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/8-multisensory-techniques-for-teaching-reading>

Oral Language



Oral Language is the means in which children communicate their thoughts, ideas and emotions. It is a child's most powerful learning tool.

- ☐ Anywhere you may be whether it is sitting on the sofa, stuck in traffic, waiting in line-- anywhere is a great place to have a conversation. To encourage dialogue, ask a leading question such as, "What do you think of ...?" or "Why do you think that happened?" Avoid questions that require a yes or no answer. Encourage elaboration!
- ☐ Rephrase and extend your child's words, ask a clarifying question (tell me more about the car you saw).
- ☐ Model more complex vocabulary or sentence structure when you are talking with your child. Instead of saying, you built a tall house out of blocks. You might say, you constructed a tall skyscraper out of blocks.
- ☐ Ask open-ended questions that don't have just one answer to encourage your child to generate ideas on their own. Why do you think the ball is rolling that way? Where do you think that family is going? Why do you think that?
- ☐ Build vocabulary by introducing a new word and discuss its definition. Practice using the word in a sentence that is easily understood. For example, you could say "I think I will drive the vehicle to the store. I am too tired to walk."
- ☐ Have your child practice using first, middle, and last; right and left and opposites (up and down; on and off).
- ☐ Play Simon Says with your child so they can learn how to follow and give directions. Allow your child to be Simon and you follow his or her directions.
- ☐ Encourage your child to name everyday items. For example, you can have your child name the items they see in the kitchen.
- ☐ As you read stories with your child ask them about the characters in a story. For example, you might ask how the character is feeling and how they can tell?
- ☐ Have your child create new endings to stories. Have your child tell stories using the pictures in the book or from their imagination.
- ☐ Encourage your child to express themselves when they want or need something. When your child is having different emotions, have them use their words to tell you how they are feeling.

Phonological Awareness

Phonological Awareness is the ability to work with sounds in spoken language. This includes identifying and producing rhyming words, recognizing sounds alone and in words, adding sounds to words, taking apart words, and moving sounds.

Activities for Pre-K:

- ☐ Say a short silly sentence with your child and have them repeat it while counting the words together with your fingers. "I see a yellow zebra!" "I (one) see (two) a (three) yellow (four) zebra (five). That sentence had 5 words!"
- ☐ Play a game where you say the parts of a compound word separately and have your child combine it. "Back (long pause) pack- what word did I say? Right! Backpack!"
- ☐ Play a game where you stretch out a word with 2 or more syllables and have your child figure out the word. "I want to take this to the moon. A **roc** (long pause) **ket**. What is it? Yes! Rocket!"
- ☐ See if your child can delete a part of a 2-syllable word. "If I say **picnic** without **nic**, what is left? Yes! Pic!"
- ☐ Say a short word by separating the first sound from the rest and have your child guess the word. "D....og- what word did I say?" You can support this skill by using it as an I spy game- "I see a h. ...ouse" so that children also have visual support and reinforcement as they learn this skill.

Activities for Grades K-1:

- ☐ Play "I'm thinking of a word" where you say, "I'm thinking of a word that rhymes with the word....." For example, "I am thinking of a word that rhymes with dog."
- ☐ Play a game in which you say a compound word and your child breaks apart the words. For example, you say football and ask your child for the first part in football, which is foot.
- ☐ Read books over and over again containing rhymes. Have your child fill in the rhyming word.
- ☐ Sing rhyming songs like "Row, Row, Row Your Boat" or "Twinkle, Twinkle Little Star." Sing nursery rhymes and other child-friendly songs together and discuss the rhymes you hear.
- ☐ Play "I am thinking". Say, "I am thinking of something that begins with the /w/ sound (window). I am thinking of something that begins with the /t/ sound. You will find them in your mouth (teeth)."



Phonological Awareness

Activities for Grades K-I (Continued):

- To help your child segment (separate) sounds in words:
 - Give your child three to five 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 his/her head for the first sound, shoulders for the second sound, and knees for the third while saying each sound.
 - Play “Jump for Sounds.” Say a word and have your child jump for each sound in the word while saying the sound.
- Say words out loud to your child. Ask your child to listen carefully and when two words rhyme touch his or her ear. Follow the same directions for the second list to give your child practice identifying words that start with the same sound.
- Ask your child to clap and count the syllables in his or her own name. Don't forget last names, too! It is easy to continue clapping other words and to count the syllables in each. If a name has many syllables, you may need to let children count the syllables as they are clapping. Your child may count the syllables on their fingers as he/she claps.
- Have your child practice taking away sounds. To give your child an example, say "f-f-f-ear," stretching the initial sound, and have your child repeat. Then say "ear," and have your child repeat. Ask your child if he/she can determine which sound has been taken away and repeat the words for them (i.e., f-f-f-f-ear – ear – f-f-f-f-ear – ear).
- Have your child practice adding sounds to words. Tell your child that sometimes a new word can be made by adding a sound to a word. As an example, say "ox," and have the child repeat it. Then ask what will happen if they add a new sound to the beginning of the word such as f-f-f-f-f: "f-f-f-f-f...ox, f-f-f-f-f...ox, f-f-f-f-f-ox." Your child would say, "fox!" You should then explain, "We put a new sound on the beginning, and we have a new word!" Then try other words using other parts for example, at, it, an, on, ing, etc.
- Play “What’s the first sound?”. Using important people’s names or objects, ask your child, “What’s the first sound you hear in dad or mom?”.
- Give your child a small car or object like a penny or bean. Write a three to four 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.

Phonics

Phonics is the understanding of how sounds and letters work together in an alphabetic system. This includes recognizing print that represent a sound, syllables, and word parts.

Activities for Pre-K:

- ☐ Have your child point out words in public places or while looking at a book. Have discussions detailing the differences between words and pictures. "Which is a picture? Where is the word?"
- ☐ When working with letter manipulatives like magnetic letters or big print in text, say the name of a letter and have your child find it. "Can you show me the letter K?"
- ☐ Make letters with your child in shaving cream or playdoh and have your child name the letter. "What letter did you make? What letter did I make?"
- ☐ Place a few magnetic letters out while working with your child and say the sound of one of those letters. Have your child find the letter for the sound you made.
Letter Sound Video: <https://www.youtube.com/watch?v=-g35OvINu-A>

Activities for Grades K-I:

- ☐ Say a sound of a letter, one at a time, and have your child write the letter(s) to match those sounds. For example, say "I am going to tell you a sound and then write the letter that goes with that sound, /b/." Do several different letters for more practice.
- ☐ Write letters of the alphabet on cards. Hold up one card at a time and have your child say the sound for that letter. For example, hold up the letter d card and they will say /d/.
- ☐ Teach your child to match the letters of their name with the sounds in their name.
- ☐ Play word games that connect sounds with syllables and words (for example, if the letters "p-e-n" spell *pen*, how do you spell *hen*?).
- ☐ Use alphabet books and guessing games to give your children practice in matching letters and sounds. A good example is the game, "I am thinking of something that starts with /t/."
- ☐ Point out words that begin with the same letter as your children's names (for example, *John* and *jump*). Talk about how the beginning sounds of the words are alike.

Phonics

Activities for Grades K-I (Continued):

- Write letters on pieces of paper and put them in a paper bag. Let your children reach into the bag and take out letters. Have them say the sounds that match the letters.
- Take a letter and hide it in your hand. Let your children guess in which hand is the letter. Then show the letter and have your children say the letter name and make the sound (for example, the letter *m* matches the /m/ sound as in *man*).
- Give your child a small car. Write a three to four 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.

Activities for Grades 2-3:

- Writing words – Write notes back and forth with your child. Encourage them to write about what interests them.
- Word hunts - Choose a blend like “br” and have your child hunt for three items beginning with that sound. For example, the child might find and write brush, broom, brother, etc.
- Play the game “Memory” or “Go Fish” using consonant and vowel digraphs (i.e. “ch” and “ee”) and blends (i.e. “bl”).
- Have your child use magnetic letters to spell words for household objects, for pets, or items around the yard or neighborhood. For example, have your child spell grass, cloud, etc.
- Have your child say a word like sat. Have them say each sound separately like /s/-/a/-/t/. This is called “sound it out”, and then say the sounds together “sa-t, sat”. This is called “blending”.
- When your child starts reading longer words, have them notice the parts of the word that they already know. For example, in the word “presenting”, your child can find the word “sent” and add the ending ‘ing’, while reading the ‘pre’ at the beginning to later put the full word together.



Fluency

Fluency is the ability to read with sufficient speed, accuracy, tone, and phrasing to support understanding. This includes:

- **Automatic letter and word recognition**
- **Accurate letter and word recognition**
- **Use of expression**

Activities for Pre-K:

- ☐ When you read a story, use appropriate expression. Encourage your child to mimic your expression. Talk with him/her about what that expression means. (ex: If the character is excited about going to the park, he/she should sound like that in his/her voice.) A kid friendly way of defining expression is to tell them we read like we talk. Try having your child 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. (ex: For the story, “The House that Jack Built,” your child can recite with you “in the house that Jack built.”)
- ☐ Read the same book multiple times.
- ☐ Encourage your child to sing favorite songs and repeat favorite lines of songs.
- ☐ Say a sentence to your child and ask him/her to repeat it to you. Challenge your child to increase the number of words he/she can repeat. As you say it, put it in meaningful chunks. (ex: The boy went/ to the store /with his mother.)
- ☐ Alternate repeating the favorite lines of a poem or nursery rhyme with your child. He/she will mimic your phrasing and expression.

Fluency

Activities for Grades K-I:

- ☐ When you read a story, use appropriate expression during the speaking parts (dialogue). Encourage your child to copy your expression. Talk with him/her about what that expression means. (ex: If the character is excited about going to the park, he/she should sound like that in his/her voice.) A kid friendly way of defining expression is to tell them we read like we talk. Encourage your child to repeat key phrases or dialogue.
- ☐ 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 the book 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 him/herself as a reader.
- ☐ Say a sentence to your child and ask him/her to repeat it to you. Challenge your child to increase the number of words he/she can repeat. As you say it, put it in meaningful phrases. (ex: The boy went/ to the store /with his mother.)
- ☐ Alternate repeating the favorite lines of a poem or nursery rhyme with your child. He/she will mimic your phrasing and expression.



Fluency

Activities for Grades K-I (Continued):

- ☐ **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 tricky 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 expression. The goal is to sound smooth and natural like the way they talk.
- ☐ **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. This is another way to do 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, he/she knows that his 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 him/her record it with a cell phone or computer. Once recorded, your child can listen to his/her reading and follow along in the book. Often, he/she will want to record it again and make it even better!
- ☐ **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.** (ex: For the story, “The House that Jack Built,” your child can recite with you “in the house that Jack built.”)



Fluency

Activities for 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 tricky 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 expression. 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. This is another way to do 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, he/she knows that his 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 him/her record it with a cell phone or computer. Once recorded, your child can listen to his reading and follow along in the book. Often, he/she 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 him/her about what that expression means. (ex: If the character is excited about going to the park, he/she should sound like that in his/her 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 him/herself as a reader.
- ☐ **Alternate repeating the favorite lines of a poem with your child.** He/ she will mimic your phrasing and expression.

Vocabulary

Vocabulary is a student's 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**

Activities for Grades Pre-K:

- ☐ Read aloud: Read aloud to your child, daily. Choose books above your child's level because they are likely to contain broader vocabulary. This way, you are teaching him/her new words and how they are used in context.
- ☐ Preview words: Before reading to or 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.
- ☐ Introduce your child to a variety of experiences to help build background knowledge he/she 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 "space" and ask your child to think of all the words he/she can relate to that topic. This is a great way to build word knowledge!

"Children are made *readers* on the laps of their parents."

–Emilie Buchwald

Vocabulary

Activities for Grades K-I:

- Read aloud: Continue to read aloud to your child even after he/she can read independently. Choose books above your child's level because they are likely to contain broader vocabulary. This way, you are teaching him/her new words and how they are used in context.
- Preview words: Before reading to or 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 your child has to think of another word that means the same thing. Take turns until neither player can think of another word. For example, you may say, "Cold," and your child might say, "Freezing." Then you could say, "Chilly," and so on. Try the game again with antonyms (opposites).
- Hot potato (version 2): Play hot potato with categories. For younger children, the categories can be simple: pets, clothes, family members. For older children, the categories can be quite complex: The Revolutionary War, astronomy, math terms.
- Word collecting: Have each family member be on the lookout 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 the child shares an incorrect meaning, guide him/her to the correct meaning. Try to use some of the words in conversation.
- Talking about feelings and emotions: Show your child different ways to talk about feelings and emotions. For example, if your child says "I'm happy" you could say "I am glad you feel cheerful! You look happy!"

Vocabulary

Activities for Grades K-I (Continued):

- ☐ Introduce your child to a variety of experiences to help build background knowledge he/she 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 he/she can relate to that topic. This is a great way to build word knowledge!
- ☐ Discuss opposites (antonyms). Then practice by giving words and having your child provide the antonym. For example: hot, cold.
- ☐ Discuss and show your child positional words such as: beside, below, under, over, etc. Make it into a game at dinner by asking your child to place his/her fork in different places in relation to his/her plate. (ex: 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. (ex: 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. For example, your child says he/she is 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. For example. “I’m here in the produce section. I can find apples, bananas, and oranges.” Ask your child, “What else do you think I could find here?”
- ☐ When you read a book about a topic, ask him/her to tell you all the words related to it. (ex: If you read a book about a dog, he/she might say dog, puppies, toy, food, play, leash.) Add other words to help expand upon what he/she says.

Vocabulary



Activities for Grades 2-3:

- ☐ Read aloud: Continue to read aloud to your child even after he/she is 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 him/her new words and how they are used in context.
- ☐ Preview words: Before reading to or 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 your child has to think of another word that means the same thing. Take turns until neither player can think of another word. For example, you may say, "Cold," and your child might say, "Freezing." Then you could say, "Chilly," and so on. Try the game again 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 -able/-ible, -ed, -er, -est, -ful, -ish, -less, -ly, -ment, and -ness.
- ☐ Word collecting: Have each family member be on the lookout 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 the child shares an incorrect meaning, guide him/her to the correct meaning. Try to use some of the words in conversation.
- ☐ Play "categories" with your child. Name a topic such as "habitats" and ask your child to think of all the words he/she can related to that topic. This is a great way to build word knowledge!
- ☐ When you read a book about a topic, ask him/her to tell you all the words related to it. (ex: If you read a book about dinosaurs, he/she might say Tyrannosaurus Rex, paleontologist, herbivore, carnivore, fossil.) Add other words to help expand upon what he/she says.

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

Building Background Knowledge: the more children know about a topic, the easier it will be for them to read, understand, and retain information on the subject.

- **Teach words in categories-** Say the following words, “strawberries, bananas, apples, pineapples. They all are a type of... (fruit).” Teaching words in categories is an important part of language development.

Making Connections: if children identify how this new information fits with the knowledge they currently have, they are more apt to hold it in their long-term memory.

- **Model Connection language with your child-** “this part reminds me of” “something similar happened to me when”, or “this book reminds me of (another book) because”.

Think Aloud: children need to think while they are reading. As families, we can model strategies that good readers use to help children think while they are reading to build their comprehension.

What is non-fiction?

Writing that is based on facts, real events, and real people, such as biography or history

What is fiction?

stories that describe imaginary events and people

What are text-features?

Text features are all of the parts of a story or article that are not the main text. They include the table of contents, index, glossary, headings, bold words, sidebars, pictures, captions, and labeled diagrams.

Questions to Ask After Reading:

Who do you think is the most important character in this story? Why?

What do you think is the most important thing the author wanted you to know about _____?

What is one fact you learned from this text?

What clues in the pictures showed you how the character was feeling?

Did you like this book? Why or why not?

Good readers:

Use background knowledge as they read

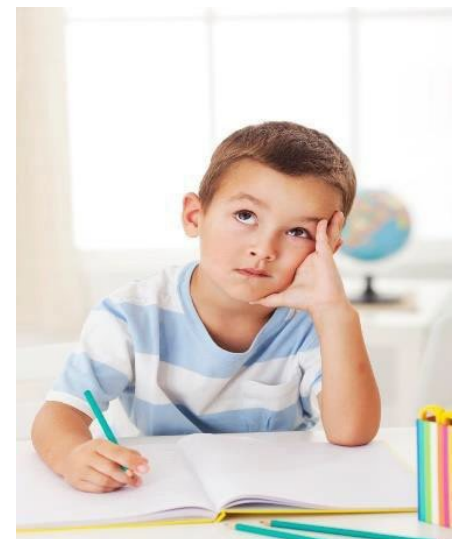
Make predictions as they read

Visualize the events of a text as they read

Recognize confusion as they read

Recognize a text's organization as they read

Identify a purpose for reading



Comprehension Activities at Home

You can provide reading opportunities and extra guidance at home by simply implementing the simple activities and tips you find on this page. They are sure to help your child with **reading comprehension** regardless of what skill level they are currently at. Equally important, they will help foster a love for reading.

- **5 W's and an H question** – Talk to your child about his/her day. Then, ask your child who, what, when, where, why, and how questions about an event in his/her day. *For example, if your child visited a friend's house, you could ask, "Who was at home? What did you do? When did you leave? Where did you play? Why did your friend invite you to his/her house? How did your friend enjoy the visit?"* Once your child is comfortable answering these questions about his/ her experiences, try asking these questions about a book you've read together.
- **Sequencing errands:** Talk about errands that you will run today. Use sequencing words (first, next, last, finally, beginning, middle, end) when describing your trip. For 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."
- **Sequencing comics:** Choose a comic strip. 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.
- **Writing connection:** Ask your child to write a letter to the main character in a book you have read together. Have your child write about his/her favorite part of the book and include any questions he/she might still have after reading.
- **Book review:** Ask your child to give a book review to the family about a book that you have read together. What did they like about the book, was there anything they didn't like, and would they recommend that book to other great readers?



Build the Habit of Good Attendance

Did You Know?

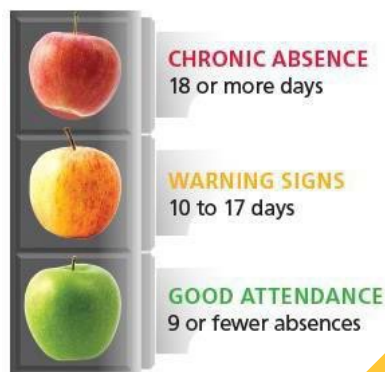
- Too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Attendance is an important life skill that will help your child graduate from college and keep a job.



How Can you Promote Good Attendance for your child?

- Set a regular bedtime and morning routine.
- Lay out clothes and pack your backpack the night before.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make her 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.
- Stay on top of academic progress and seek help from teachers if necessary. Make sure teachers know how to contact you.

When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.

Literacy Resources PreK-3

- Reading aloud to children has been shown to improve reading, writing and communication skills. Storyline Online®, streams videos featuring celebrated actors reading children's books.
<https://storylineonline.net/>
- Is your home literacy friendly? This checklist helps parents find out how well they are doing in creating a literacy-rich environment in their home, and what more they can do to enrich their child's exposure to books and reading.
<https://www.readingrockets.org/article/home-literacy-environment-checklist>
- Book Finder is a tool to create your own customized list of fiction and nonfiction books. You can filter by age, topic, genre, format, and country. You can then purchase the book online or find it at your local library.
<https://www.readingrockets.org/bookfinder>
- There are 44 sounds in the American English language and this video shows them all. Use this phonics video to teach children in pre-k, Kindergarten, first grade, and anyone learning English.
<https://www.youtube.com/watch?v=-g35OvINu-A>
- Reading Rockets: Reading Tips for Parents in Multiple Languages- a one-page tip sheet for families to help their children develop a love for reading.
<https://www.readingrockets.org/article/reading-tips-parents-multiple-languages>
- Florida Department of Education's Just Take 20 Program: Studies show that it only takes 20 minutes per day to vastly improve a child's reading ability. This link will take you to many resources for incorporating literacy at home.
<https://www.fldoe.org/core/fileparse.php/7539/urlt/Parent-Tips.pdf>
- Manatee County Library System: it's free to get a library card in our county, and there are no longer any fines!
https://www.mymanatee.org/departments/manatee_county_public_library_system
- Florida Center for Reading Research: Research-based practice activities to help students grow skills in the five areas of reading.
<https://fcrr.org/>
- Florida Early Learning: <http://fibt5.floridaearlylearning.com/families.html>



References

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<https://www.readingrockets.org/article/using-think-alouds-improve-reading-comprehension>

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<http://www.fldoe.org/academics/standards/just-read-fl/just-take-20/families/k-2/k2-reading.shtml>

<https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/8-multisensory-techniques-for-teaching-reading>

<https://www.fldoe.org/core/fileparse.php/7539/urlt/Read-at-HomePlanRes.pdf> (FL Department of Education Read at Home Plan- English)

<https://www.fldoe.org/core/fileparse.php/7539/urlt/Read-at-Home-Plan-Spanish.pdf> (FL Department of Education Read at Home Plan- Spanish)

*Adapted from Pasco County

<http://pes.pasco.k12.fl.us/wp-content/uploads/pes/2018/09/Read-At-Home-Plan.pdf>

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