

At Home Reading Strategies

1.

Phonemic Awareness



Sound Play

- ❏ Read books with rhymes.
- ❏ Teach your child rhymes, short poems, and songs.
- ❏ Help your child separate the sounds in words, listen for beginning and ending sounds, and put separate sounds together.
- ❏ Show how many sounds are in a word using their fingers (cat = c-a-t = 3 sounds).
- ❏ Play simple word games.

2.

Phonics



Letter Sounds



- ❏ Practice the alphabet by pointing out letters wherever you see them and by reading alphabet books.
- ❏ Point out the letter sound relationship your child is learning on labels, boxes, newspapers, magazines, and signs.
- ❏ Practice letter sound flashcards.

3.

Vocabulary



Increase Vocabulary



- ❏ Share conversations with your child over mealtimes and other times you are together. Children learn what words mean more easily when they hear them spoken often.
- ❏ Introduce new and interesting words at every opportunity.

4.

Fluency



Fluency

- ❑ Fluency is reading smoothly, at appropriate rate, and with expression.
- ❑ Have your child re-read familiar books. Children need practice in reading comfortably and with expression using books they know.
- ❑ As your child reads aloud, point out words he or she missed and help him or her read words correctly. If you stop to focus on a word, have your child re-read the whole sentence to be sure he or she understood the meaning.
- ❑ Timed readings are important to build reading fluency.

Fluency Resource

Texas Fluency Folder

www.ectorcountysd.org › lib › Domain › 1st-g-eng-ff

First Grade

10

Fluency Phrases
(Fry Phrases Level 1)
List 2

| | | |
|-------------------|-----------------|----------------|
| he is it | her green hat | here and there |
| I can go | say and do | from my mother |
| they are here | when they come | a nice day |
| one by one | so I went | all around |
| good and wet | my little house | would you like |
| came with me | very good girl | any good book |
| about a dog | have you been | some good cake |
| had a hat | we are out | up and down |
| three little dogs | | |

5.

Comprehension

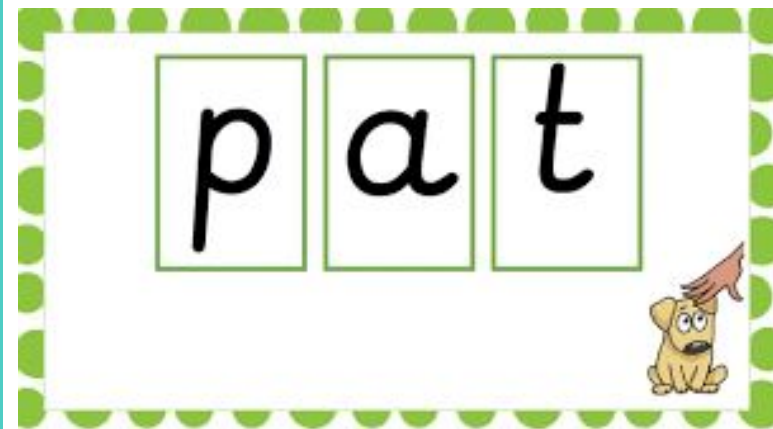


Comprehension



- ❑ Talk with your child about what he or she is reading.
- ❑ Talk about new words.
- ❑ Talk about what happened in a story. Ask about the characters, places, and events that took place.
- ❑ Ask your child what he or she thinks will happen next.
- ❑ Ask what new information your child has learned from the book.
- ❑ Have your child retell the story in his or her own words.

Helpful Hints



Strategies for unknown words



- **Don't** say “just skip it”
- **Do** ask if the word is a sight word (arm spelling)
- **Do** ask “what is the first sound, middle sound, ending?” and blend sounds together (if not a sight word)
- **Do** ask if there is part of the word that your child knows
- Consider previewing non-phonetic vocabulary words before reading
- If these don't help, tell your child the unknown word and have your child re-read the whole sentence to be sure he or she understood the meaning.

In Just 20 Minutes

**Student A reads 20 minutes five nights of every week;
Student B reads only 4 minutes a night...or not at all!**

**Step 1: Multiply minutes a night x 5 times each week.
Student A reads 20 min. x 5 times a week = 100 mins./week
Student B reads 4 minutes x 5 times a week = 20 minutes**

**Step 2: Multiply minutes a week x 4 weeks each month.
Student A reads 400 minutes a month.
Student B reads 80 minutes a month.**

**Step 3: Multiply minutes a month x 9 months/school year
Student A reads 3600 min. in a school year.
Student B reads 720 min. in a school year.**

**Student A practices reading the equivalent of ten whole school days a year.
Student B gets the equivalent of only two school days of reading practice.**



In Just 20 Minutes



By the end of 6th grade if Student A and Student B maintain these same reading habits,
Student A will have read the equivalent of 60 whole school days
Student B will have read the equivalent of only 12 school days.
One would expect the gap of information retained will have widened considerably and so, undoubtedly, will school performance. How do you think Student B will feel about him/herself as a student?

Some questions to ponder:

Which student would you expect to read better?

Which student would you expect to know more?

Which student would you expect to write better?

Which student would you expect to have a better vocabulary?

Which student would you expect to be more successful in school....and in life?

Wonders



My Big Universe

Phonics and Word Work games

Grammar games

Fluency

Resources



www.scholastic.com

www.bookadventure.com

www.strongreadersms.com

Thanks!

Any questions?

