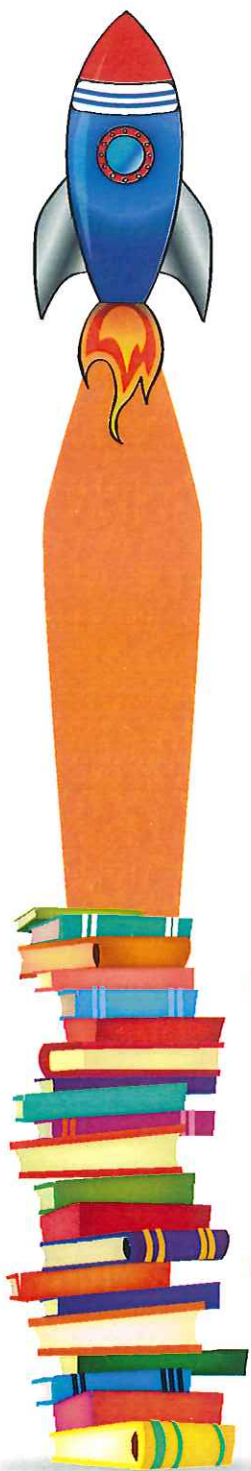


# READING TIPS

## FOR PARENTS OF Third Graders



Read about it, talk about it, and think about it! Find ways for your child to build understanding, the ultimate goal of learning how to read. The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

### ■ **Make books special**

Turn reading into something special. Take your kids to the library, help them get their own library card, read with them, and buy them books as gifts. Have a favorite place for books in your home or, even better, put books everywhere.

### ■ **Get them to read another one**

Find ways to encourage your child to pick up another book. Introduce him or her to a series like *The Boxcar Children* or *Harry Potter* or to a second book by a favorite author, or ask the librarian for additional suggestions.

### ■ **Crack open the dictionary**

Let your child see you use a dictionary. Say, "Hmm, I'm not sure what that word means... I think I'll look it up."

### ■ **Talk about what you see and do**

Talk about everyday activities to build your child's background knowledge, which is crucial to listening and reading comprehension. Keep up a running patter, for example, while cooking together, visiting somewhere new, or after watching a TV show.

### ■ **First drafts are rough**

Encourage your child when writing. Remind him or her that writing involves several steps. No one does it perfectly the first time.

### ■ **Different strokes for different folks**

Read different types of books to expose your child to different types of writing. Some kids, especially boys, prefer nonfiction books.

### ■ **Teach your child some "mind tricks"**

Show your child how to summarize a story in a few sentences or how to make predictions about what might happen next. Both strategies help a child comprehend and remember.

### ■ **"Are we there yet?"**

Use the time spent in the car or bus for wordplay. Talk about how *jam* means something you put on toast as well as cars stuck in traffic. How many other homonyms can your child think of? When kids are highly familiar with the meaning of a word, they have less difficulty reading it.

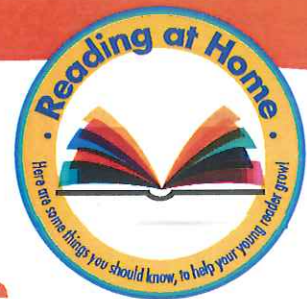


Visit [www.ReadingRockets.org](http://www.ReadingRockets.org) for more information on how you can launch a child into a bright future through reading.

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Board of Education: James S. Beri • Mary E. Blackmon • Danielle Funderburg • Lynda S. Jackson • James Petrie  
Randy A. Llepa, Ph.D., Superintendent

# Phonemic Awareness Activities



GRADES  
**2-3**

## Reading Activities for the Home

- Demonstrate clapping a word into its syllables. Ask your child to clap words into syllables.
- Make tally marks for the number of syllables in the names of people in your family, favorite foods, etc.
- Give your child a small car (such as a Matchbox car). Write a five plus 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.
- 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.
  - **Jump for Sounds:** Say a word and have your child jump for each sound in the word while saying the sound.



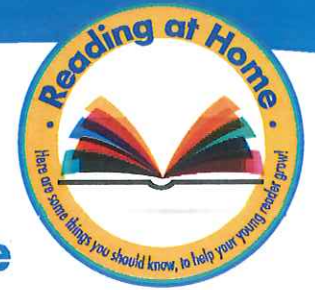
Adopted from the  
Mississippi Department of Education  
[www.mde.k12.ms.us/literacy](http://www.mde.k12.ms.us/literacy)

# Phonics Activities

GRADES

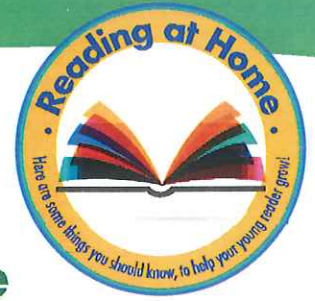
2-3

## Reading Activities for the Home



- Make blend sounds and have your child write the letters that match the sounds.
- Play word games that connect sounds with syllables and words. (For example, "If the letters "l-a-t-e-r" spell *later*, how do you spell *hater*?" How many syllables are in *later*?)
- Write vowel and consonant digraphs, trigraphs, and blends on cards. Hold up the cards one at a time and have your child say the sounds. (For example, the long e sound /ē/ for the vowel digraphs *ea* and *ee*)
- Writing Words:** Many children love to send and receive notes, and writing is a great way to reinforce phonics skills. Send your child notes in his/her backpack or place notes on his/her pillow. Have a relative or friend send a letter or email to your child. Whenever your child receives a note, have him/her write back. Don't be concerned about spelling. Instead, have your child sound out words to the best of his/her ability.
- Hunting for Words:** Choose a blend and have your child hunt for five items beginning with that sound. As each object is found, help your child write the word on a list. For example, if the target sound is *bl*, the child might find and write *blanket, blood, blue, blizzard, and blast*.
- Hints for helping your child sound out words:
  - **First Sound:** Have your child say the first sound in the word and make a guess based on the picture or surrounding words. Double check the printed word to see if it matches the child's guess.
  - **Sound and Blend:** Have your child say each sound separately (*sss, aaa, t*) This is called sounding it out. Then say the sounds together (*sat*). This is "blending".
  - **Familiar Parts:** When your child starts reading longer words, have him notice the parts of the word that he already knows. For example in a word such as *presenting*, your child may already know the prefix *pre-*, the word *sent*, and the word ending *-ing*.
- Play "**Memory**" or "**Go Fish**" using consonant and vowel digraphs, trigraphs, and blends.

# Fluency Activities



GRADES  
2-3

## Reading Activities for the Home

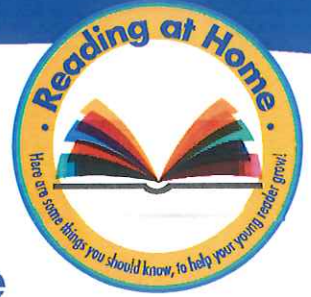


- Repeated Reading:** Choose a passage that will not be very difficult for your child. Read the passage aloud to your child, and then read it together, helping your child figure out any tricky words. Next, have your child read the passage to you with a focus on accuracy. Finally, have your child read the passage to you again, paying attention to fluency and expression. The goal is to sound smooth and natural.
- Using 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 his/her reading. 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!
- When you read a story, use appropriate expression during dialogue. Encourage your child to mimic your expression. Talk with him/her about what expression means. For example, 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.
- Alternate repeating the favorite lines of a poem or nursery rhyme with your child. He/she will mimic your phrasing and expression.

# Vocabulary Activities



## Reading Activities for the Home



- 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 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*.
- Hot Potato (Version 3):** 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 look out 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 "ecosystems" 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!
- When you read a book about a topic, ask him/her to tell you all the words related to it. For example, if you read a book about dinosaurs, he/she might say Tyrannosaurus Rex, paleontologist, herbivore, carnivore, or fossil. Add other words to help expand upon what he/she says.

# Comprehension Activities

GRADES  
2-3

## Reading Activities for the Home



- Sequencing Comics:** Chose a comic strip from the Sunday paper. Cut out each square and mix up the squares. Have your child put them in order and describe what is happening. Encourage your child to use words like *first, second, next, finally*, etc.
- Every Day Comprehension:** Ask your child who, what, when, where, why, how questions about an event in his/her day. Once your child is comfortable answering these questions about his/her experiences, try asking these question about a book you've read together.

### READING FICTION

- Before Reading:** Point out the title and author. Look at the picture on the cover and ask, "What do you think is going to happen in this story? Why?" This will help your child set a purpose for reading.
- During Reading:** Stop every now and then to ask your child to tell you what has happened so far or what he/she predicts will happen. You might also ask for your child's opinion: "Do you think the character did the right thing? How do you feel about that choice?" Explain any unfamiliar words.
- After Reading:** Ask your child to retell the story from the beginning, and ask for opinions, too: "What was your favorite part? Would you recommend this to a friend?"



### READING NONFICTION

- Before Reading:** Point out the title and author. Look at the picture on the cover and ask, "What do you think you will learn about in this book? Why?" This will help your child consider what he already knows about the topic. Look at the table of contents.
- During Reading:** Don't forget the captions, headings, sidebars, or any other information on the page. Young readers tend to overlook these, so it's a good idea to show that the author includes a lot of information in these "extras".
- After Reading:** Ask your child, "What was it mostly about? What do you still want to know? Where could you find it out?"

### OTHER IDEAS

- Discuss words related to stories such as characters, problem, and solution. For example, "How did the Wright Brothers find a solution to help their plane fly longer?" If the child does not know, show the picture or reread the page.
- Ask questions about character traits. For example, "Which character do you think was kind? Which character was bossy? How do you know?" If your child doesn't know, give your answer. You may need to do this several times before your child can do it.
- Encourage deeper thinking by asking, "If the story kept going, what do you think would happen next?"
- Help your child make connections to his/her life experience while reading. You could say, "Is there anything you read in the story that reminds you of something?"



# Online Resources for Parents

## SIGHT WORD LISTS AND GAMES

- <http://www.sightwords.com/>

## INFORMATION ON PHONICS

- <http://www.scholastic.com/parents/resources/article/developing-reading-skills/teach-phonics-home>
- <http://www.readingrockets.org/audience/parents>
- <http://www.icanteachmychild.com/10-steps-to-teaching-your-child-to-read/>
- <http://www.pbs.org/parents/education/reading-language/reading-tips/phonics-basics/>
- <http://www.reallygoodstuff.com/community/11-free-reading-websites-for-kids/>

## KINDERGARTEN ONLINE GAMES

- <http://www.funbrainjr.com/games/>
- <http://pbskids.org/daniel/stories/>
- <http://www.greensburgsaalem.org/Page/137>
- [http://www.abcya.com/kindergarten\\_computers.htm#letters-cat](http://www.abcya.com/kindergarten_computers.htm#letters-cat)
- <http://www.readingresource.net/websitesforkids.html>

## FIRST GRADE ONLINE GAMES

- [http://www.abcya.com/first\\_grade\\_computers.htm](http://www.abcya.com/first_grade_computers.htm)
- <http://www.readingresource.net/websitesforkids.html>
- <http://www.reallygoodstuff.com/community/11-free-reading-websites-for-kids/>

## SECOND GRADE ONLINE GAMES

- [http://www.abcya.com/second\\_grade\\_computers.htm](http://www.abcya.com/second_grade_computers.htm)
- <http://www.smartygames.com/reading.php>
- <http://www.readingresource.net/websitesforkids.html>
- <http://www.reallygoodstuff.com/community/11-free-reading-websites-for-kids/>
- <https://wehavekids.com/education/elementary-reading-websites-for-kids>



# MeL (Michigan eLibrary)

<http://kids.mel.org>

All of the resources below can be accessed through the Kids portal on MeL by clicking on the Homework Helpers button.

■ **BookFlix**

**Grades Pre-Kindergarten – Third Grade:** An interactive experience that allows beginning readers to explore fiction and non-fiction designed to increase understanding and fluency. Increase comprehension and have fun at the same time!

■ **Britannica Learning Zone**

**Grades Pre-Kindergarten - Second Grade:** School code is mel5. Activity-centered learning to explore, play, read, and build technology skills. Letters, numbers, geography, shapes and much more are included.

■ **World Book Kids**

**Grades Pre-Kindergarten – Fifth Grade:** Contains nine content categories: Pictures and Videos, World of Animals, Activities, Maps and More, Games, Important People, Compare Places, Science Projects, and Dictionary.

■ **Kids Infobits**

**Grades Pre-Kindergarten – Fifth Grade:** Full text. Especially for beginning researchers in Kindergarten through Grade Five. Covers geography, current events, the arts, science, health, people, government, history, sports and more. Curriculum-related and age appropriate content is from the best elementary reference sources and magazines.

■ **World Book Early World of Learning**

**Grades Pre-Kindergarten – Third Grade:** Follow Trek and Taffy the cat around the world learning about colors, numbers and other fun things. Strengthen reading foundations with stories, activities and videos. Explore the Know It encyclopedia designed especially for early readers.

■ **PTA Parent Guides for Student Success**

<http://www.pta.org/parentsguides>





# Additional K-3 Literacy Resources

- **Storyline Online**  
<http://www.storylineonline.net>  
Well known actors read children's books online to get kids excited about reading!
- **Smithsonian Tween Tribune Junior**  
<http://tweentribune.com/category/junior>  
Get kids excited about reading non-fiction with these current and high interest articles.
- **Giggle Poetry**  
<http://www.gigglepoetry.com/poemcategories.aspx>  
Read hundreds of silly poems and rate them on the Giggle Meter. Poems are categorized by topic. Author biographies are available.
- **KidsReads**  
<http://www.kidsreads.com>  
Great resource for finding information about new books, your favorite authors, series and so much more!
- **Robert Munsch**  
<http://robertmunsch.com>  
This popular author reads *all* 50 of his stories with enthusiasm and excitement. The audio can be listened to online or downloaded.
- **Starfall**  
<http://www.starfall.com>  
Help children learn to read using this audiovisual interactive site.
- **Seussville**  
<http://www.seussville.com>  
The official website of all things Dr. Seuss. Includes books, games, and lots of activities to get kids excited about reading!
- **Storybird**  
<http://storybird.com>  
Get kids excited about reading by having them write their own stories!
- **Story Jumper**  
<https://www.storyjumper.com>  
Have kids create, share and read books online!
- **Book Adventure**  
<http://www.bookadventure.com>  
A reading motivation program for children in grades K-8. It offers recommended reading lists by grade level along with rewards for reading accomplishments.
- **ReadWriteThink**  
<http://www.readwritethink.org/parent-afterschool-resources>  
Includes lots of resources for parents to help encourage their children to read.



## Resources for Parents

[www.colorincolorado.org](http://www.colorincolorado.org)  
Great resources! Also for English Language Learners  
<http://www.readingsource.net/websitesforkids.html>  
Games that support all the components of reading  
[www.readingrockets.org](http://www.readingrockets.org)  
<http://www.pbs.org/parents/education>  
<http://www.pta.org/parentsguides>



*Literacy is at the root of a person's ability to succeed and the family is at the heart.*

—Lind, 1999

**Any questions or concerns?  
The Literacy Team at**

[Insert District Name]

**is here to support you as you continue to work with your child at home.**

## Important Literacy Legislation



In 2016, the Michigan Legislature passed the **Third Grade Retention Law** to ensure that students exit Third Grade reading at or above grade level. This legislation will affect 2016-2017 Kindergarten students by the time they are in Third Grade.

In accordance with this law, and as a means of better informing classroom instruction, districts will be providing K-3 assessments to students across the state. These assessments will identify students who are reading below grade level and in need of intensive reading intervention. They will also provide useful information to help teachers tailor instruction to meet individual student needs, and parents to help work with their child at home.

## 5 Essential Components of Reading

1 Comprehension

2 Phonemic Awareness

3 Phonics

4 Vocabulary

5 Fluency

**Readers are Leaders at:**

[Insert District/School Name]



**You are your child's first and most important teacher! Studies show that it's vitally important for children to do at home is what will help your child become a successful, confident reader!**

# Helping Your Child Become a Successful, Confident, Reader!



## Read with your child every day!

Reading every day is crucial for beginning readers! This means during breaks and over the summer, too. Summer Learning Loss is really hard on children. They lose nine weeks or one quarter of progress by not reading in the summer.

### Follow the 20-minute rule:

**A beginning reader should spend at least 20 minutes a day reading to or with someone.**



## What if my child gets stuck on words?

Be patient. Don't just tell your child a word that he/she doesn't know. Here are some cues we use in the classroom and during reading interventions. You can remind your child to:

- Look at the pictures for a clue.
- Get your lips ready for the first sound. Don't forget the last sound, too!
- Look for familiar chunks to help figure out the word.
- Can we flip that vowel sound? For example, change from a short "a" sound to a long "a".
- Have your child skip the word and read ahead for clues. Then go back and think about the word again.
- If it's a difficult word, and these strategies don't help, simply supply the word and go on.



## What if my child keeps reading words incorrectly?

- Ask your child, "Does that sound right?", "Does that look right?", "Does that make sense?" Then try again!



## How can I help my child understand when he/she is reading?

To help your child with **comprehension**, make sure you always talk about the text before, during, and after reading.

### Try this before you read:

- Talk about the title and cover. Make predictions about the text.
- Look through the book together. Talk about how the book is organized. Is it fiction or non-fiction? Is there a table of contents or a glossary to read? Are there any challenging words you already notice and could talk about?

### Try this while you read:

- Stop every few pages to ask your child to retell you what they have read so far and to make predictions about what the author may write about next.
- Occasionally, have your child stop and write about what they have read. This will build connections for not only comprehending what they read, but also sounding out words, and creating meaningful sentences and ideas in print.

### Try this after you read:

- Have your child compare his/her predictions with what really happened.
- Retell the story, or the fact that they read about.
- Help your child **make connections**. Did the book remind them of any other book they read, something that happened to them, or something else in the world?

- Were there any new vocabulary words in the book? Discuss what they mean.

- Were there any pictures, graphs, headings, diagrams, etc. that were in the book? Discuss what they show you.

- Discuss what lessons or new ideas this book could teach someone.

- Discuss why the author wrote this book.

## How can I help my child read fluently?

To help your child with **fluency**, remind them that reading aloud should sound like you are talking. It should have flow and expression. Reading with fluency helps the reader bring the book "to life" and to reach deeper meaning.

### Try this:

- Pay attention to punctuation. Pause at certain spots (phrasing), and have your voice go up or down (intonation), depending on the end mark.
- Read with expression. If there are quotation marks in this story, have your child practice using different voices. Also, think about how the character is feeling, and make your voice show that.
- Echo read with your child. You read/model a couple of sentences and your child echoes back the sentences. Then switch roles!
- Help your child **make connections**. Did the book remind them of any other book they read, something that happened to them, or something else in the world?
- Reread! Rereading increases fluency and also deepens comprehension.

**So... Read, Read, and Read again with your child every day!**