

Supporting Literacy at Home

Practical Suggestions for Grades K-6

Alameda County Reading Association

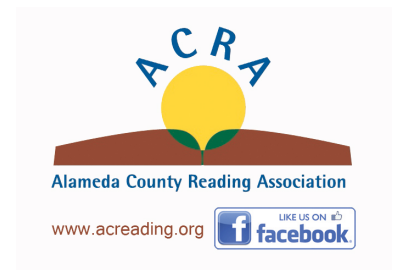
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Bee Medders

www.alamedareading.org



Learning

EXPECTATIONS



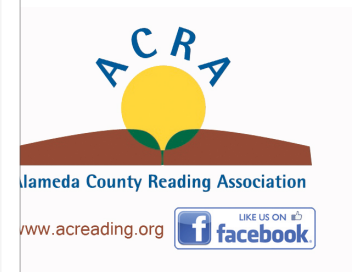
**BE ON TIME
AND
PREPARED**

**FIND A
QUIET PLACE**



**BE RESPECTFUL
AND TRY
YOUR BEST**

and please, no pets on camera



Distance Learning

VIRTUAL CLASSROOM RULES



Find a quiet place free of distractions (tv, parents, toys, pets, siblings, etc.).



Show up in time for class and wait to be admitted into it if needed.



Be respectful at all time when your video is on. No inappropriate language or no hand gestures.



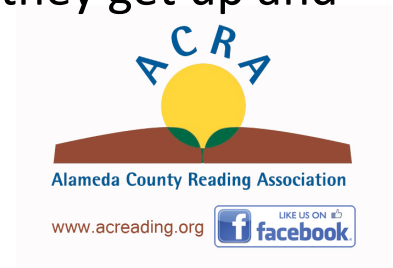
Stay on mute. Click the raise hand button if you have a question or something to share.



Stay on task and focused so you don't miss anything the speaker says.

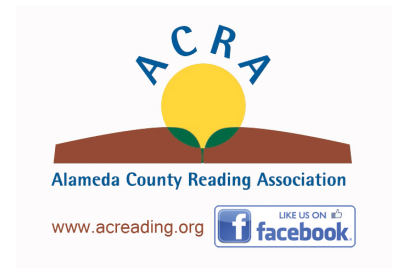
Environment tips during distance learning

- Setting up a learning environment is important for students, whether at home or school.
- Have a designated space for your child to work. A table and chair is ideal, as proper posture and seating helps with focus.
- Establish and follow a schedule or routine.
 - Have designated times for independent work (asynchronous work) and check in with your child on what they did today.
- Allow for breaks and opportunities to get up and move around.
 - It is important that students have breakfast and lunch. Some may need a snack in between Zoom sessions. It is important that they get up and do a non-screen activity for periods of the day.



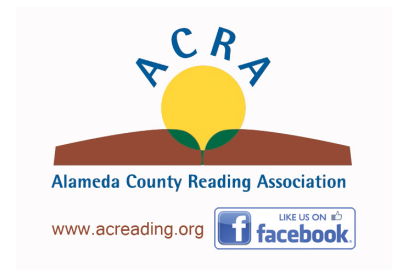
Resources: Focus

- Concern: My child is having a hard time focus during Zoom meetings.
 - Using a stress ball/squeeze ball in hand
 - Drinking water during zoom meetings (have a water bottle at hand)
- My child is having a hard time completing all his/her assignments.
 - Take breaks between tasks (10-15 mins.)
 - Work on preferred subjects first
 - Set visual timers when working (use chromebook or smartphone to time, and gradually increase work time little by little each week)
 - Set specific goals to meet in between breaks (ie. complete even problems, write 4 sentences, etc)
 - Turn in what is done within an appropriate amount of time (no more than 30 minutes per task)
 - Working for an incentive (ie. time with parent, 15 mins of tv, youtube)
 - Talk to your child's teacher about making modifications to assignments as appropriate



Resources: Communication

- Concern: My child is shy and doesn't feel comfortable sharing in Zoom meetings.
 - Share ideas/thoughts in the chat box
 - Practice zooming at home with family members
- Concern: **Sometimes it is hard for students to be heard in Zoom meetings.**
 - It could be an audio issue, so encourage or remind your child to speak close to the microphone.
 - Use the chat feature in Zoom.
 - Contact the teacher and/or the school office.



Resources:



Social Emotional Support

Concern: My child misses his/her friends.

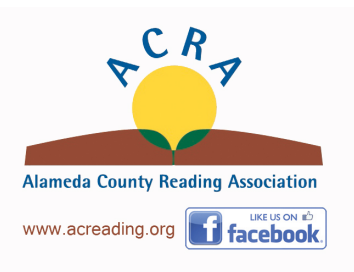
Possible solution/suggestion: Participate in socially distanced local events.

Concern: As a family, are there activities that we can do together?

30 Days of Social & Emotional Learning
and emotional
 MAKE SOCIAL ^ LEARNING STICK TODAY

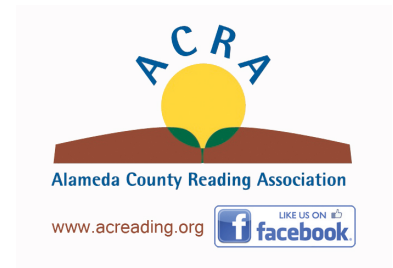
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Ask your child to notice things that are funny during the day and tell you at the end of the day.	Go for walk together, notice each foot on the ground.	Tell a story about a fun past event.	Make a special handshake to use with your child.	Schedule one-on-one time together.	Show appreciation with words and gestures.	Do something fun and laugh out loud together.	
Validate your child's feelings, "I see you are upset."	Listen fully, without judgement.	Check in with your child to see how they are feeling during the day.	Learn a new breathing tool.	Collaborate, brainstorm, and involve your child in problem solving.	Acknowledge the effort your child puts into something.	Help your child come up with a new and fun idea or invention.	
Follow your child's lead and do what they want to do.	Make a collage of family photos and events.	Play freeze dance.	Discuss how other people feel in various situations, books, or movies.	Encourage your child to shake and move their body.	Determine a few things to look forward to.	Practice breathing and movement strategies, even when your child is calm.	
Take a few sensory breaks with your child today.	Practice daily affirmations and positive self-talk.	Talk about a mistake you learned from.	Ask your child how to turn a negative situation into a positive one.	When reading books together, point out the facial expressions and emotions.	Notice something that your child did well.	Start a family gratitude journal.	
Model talking about your feelings during the day.	Before bed, write down three things that went well.	<i>Notes & Ideas:</i>				 	

(C) MakeSocialLearningStick.com



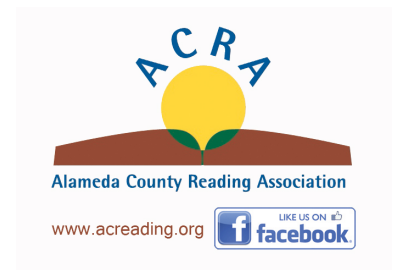
Resources: Homework help

- Concern: Independent work is too hard for my child and we are spending so much time on it.
 - Talk with your child's teacher. Independent work/asynchronous work should take approximately no more than the following time to complete:
 - Tk/K: 1 hour
 - Grades 1-3: 2 hours
 - Grades 4-5: 2 hours and 15 minutes
- Concern: Library/Book Resources
- Alameda County Library
 - aclibrary.org
 - Libby App, Overdrive App, Kindle App and No Contact Checkout
 - Library link for virtual read
 - <https://events.aclibrary.org/calendar/online/?cid=12820&t=d&d=0000-00-00&cal=12820&inc=0#>
- Scholastic Classroom Sales
- Gifts



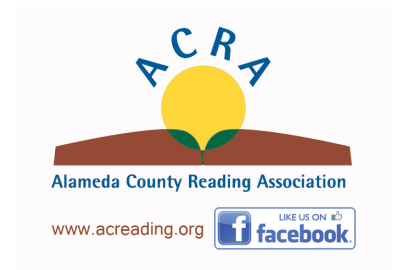
Book Lists

- California Young Reader Medals
 - www.californiayoungreadermedal.org
- Eureka Awards –nonfiction books
 - [2020 Eureka Honorees](#)
- California Department of Education
 - www.cde.ca.gov/ci/cr/rl
- Like on Facebook
 - We Need Diverse Books
 - A Mighty Girl



eBook Resources

- Epic: www.getepic.com
- Storyline online:
 - <https://www.storylineonline.net/library/>,
- newsELA: www.newsela.com
- National Geographic for kids:
 - <https://kids.nationalgeographic.com/>

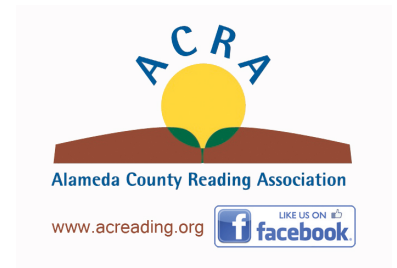


Genres

- Nonfiction
 - Biography
 - How Tos
- Fiction
 - Fantasy
 - Humor
 - Mystery
 - Poetry

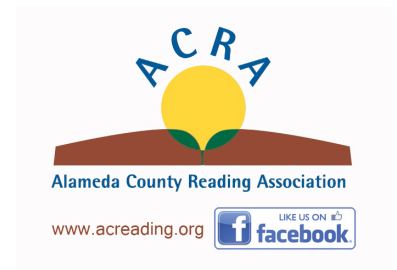
Formats

- Picture Books
- Graphic Novels
- Chapter Books
- Text books
- Magazines
- e books



Instill a Love of Reading

- At least 20 minutes per day
 - Something they **CAN** and **WANT** to read
 - [Five Finger Rule](#)
- Talk about the reading
 - [Book Mark](#)
 - [Strategies Questions Chart](#)
- Model a love of reading



The Five Finger Rule

(Choosing books at your child's reading level)

1. Turn to a page near the middle of the book.



2. Hold up one hand (in a fist).



-
3. While the child reads from the top of the page, s/he holds up one finger each time an unknown word is encountered.



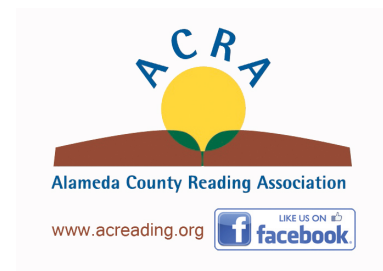
4. All 5 fingers up: book too difficult
Four fingers up: book may be too difficult
Three or less fingers up: book about right



















Note:

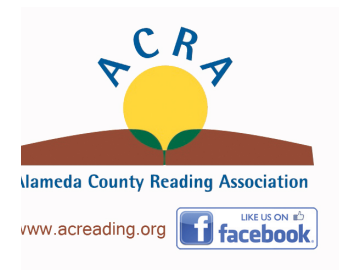
If a book is too difficult, suggest that you read the book aloud to your child.
S/he may wish to try reading it on his/her own after it is read aloud.

Teacher/Parent Reading Workshop 25



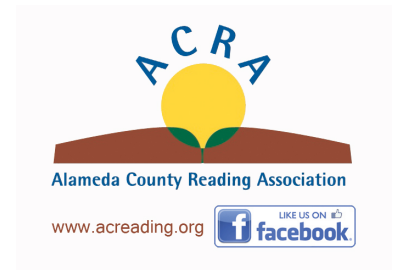
Comprehension Strategy Bookmark	
<p>Make Connections</p> <p>I think I already know ___ because ____.</p> <p>This reminds me of ___ because ____.</p>	
<p>Predict</p> <p>I think I will learn ___ because ____.</p> <p>I think ___ will happen next because ____.</p>	
<p>Question</p> <p>I see ____ and I wonder ____.</p> <p>Who? What? Where? When? Why? How?</p> <p>Why do you think ____?</p>	
<p>Monitor</p> <p>I didn't get the ____ (word, part, sentence, paragraph, chapter) so I ____.</p>	
<p>Infer</p> <p>I can tell that ____ because ____.</p> <p>Book clues ____ My clues ____</p>	
<p>Summarize</p> <p>This is about ____.</p> <p>First, ____.</p> <p>Next, ____.</p> <p>Then, ____.</p> <p>Finally, ____.</p>	
<p>Synthesize</p> <p>I now think ____.</p> <p>My "ahh" is ____ because ____.</p>	
<p>Evaluate</p> <p>I rate ____ because ____.</p> <p>I agree/disagree with ____ because ____.</p>	

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Using Reading Strategies

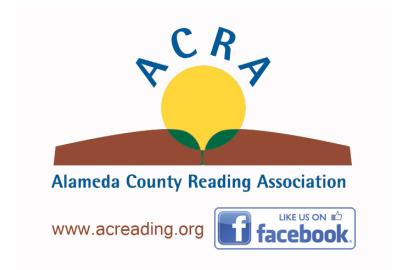
Super Six Strategy	Ask Yourself:	Sentence Starters
Connecting	What does this remind me of? What do I know about the topic? Have I read other books like this or by the same author? If so, how does it help me with this reading?	This reminds me of ... Remembering this helps me with the reading because...
Predicting/Inferring	What text and/or picture clues or background knowledge help me make an inference or below the surface prediction? What will happen? What is the text about? What will I learn? Were my predictions and inferences correct? How did making the prediction or inference help me with this reading?	I predict ... because... I infer ... because My prediction/inference was right/wrong because... My prediction/inference helped me by ...
Questioning	What am I wondering? What questions do I have? What would I like to ask the author? What questions might a teacher ask?	I wonder... I would like to ask the author... Questions words: Who, What, Where, When, Why, How
Monitoring/Clarifying	Is anything confusing to me so far? Are there any confusing words or parts? Am I getting a movie in my head (visualizing)? What Fix It Strategies did I try? Did they help?	I don't get the part...so I ... I don't know the word ... so I ... When the author wrote ... it gave me a great picture in my head.
Summarizing/Synthesizing	What important has happened so far? What are the main ideas? What have I learned so far? What is the theme or moral? Has this text changed what I think?	The important thing(s) that happened in this part... So far I have learned ... One of the themes is ... I use to think ... but now I think ...
Evaluating	What important ideas can I agree or disagree with? Do I agree with the characters' actions? How did I like the text?	I agree/disagree with ... because... I think this text is ... because ...



Ways to Read

- Independent Reading
- Adult Reads to Child
- Child and Adult Read Together

Always Be Positive



When A Child Needs Help

- Give her a few seconds. Praise her if she figures it out. Say, “You figured it out!”

- **Prompt**

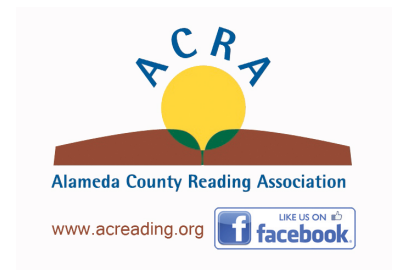
Say, “Think what would make sense?”

- **Give her one or two clues:**

Say, “What's the first letter sound?”

“Do you see a part of the word you know?”

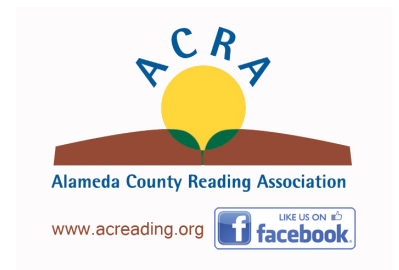
- If that doesn't work, ***tell her the word.***



When A Child Needs Help

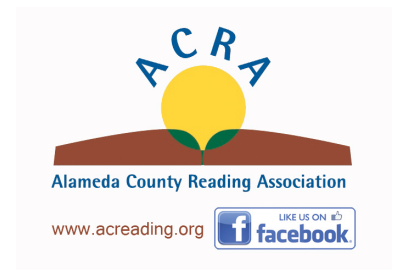
- If she doesn't realize she makes a mistake
 - Ask if it makes sense
 - Ask her to reread

Perfection is NOT the goal
Make it FUN



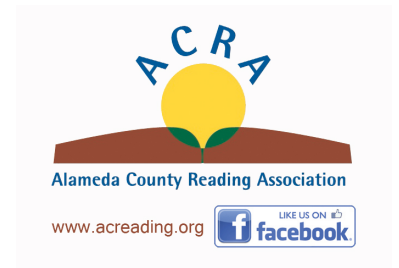
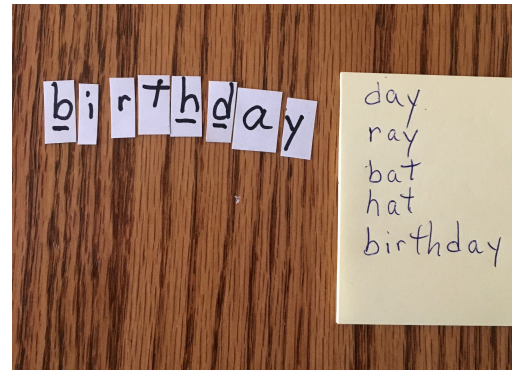
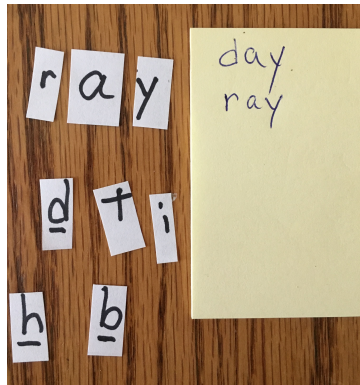
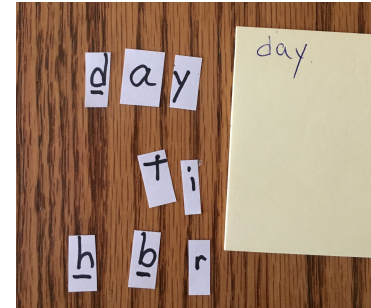
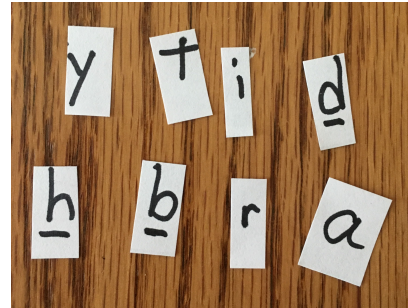
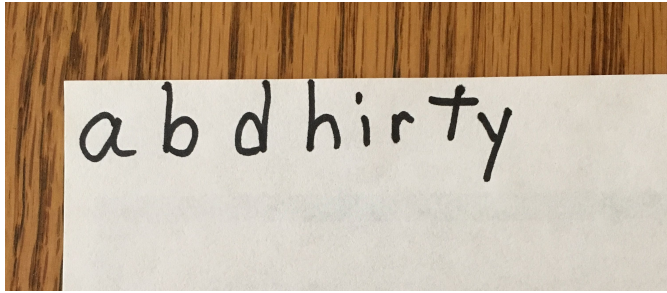
Reading Writing Connection

- Say it–Write it-Read it
- Read it-Talk about it-Write it
- Ways to Practice Writing
 - Timed Writing
 - Write a sentence and pass the paper
- Handwriting
 - Shape Size Spacing
 - Dictation Recording Typing



Spelling and Vocabulary

Making Words



Fluency

- Fluency Game

- High

Frequency

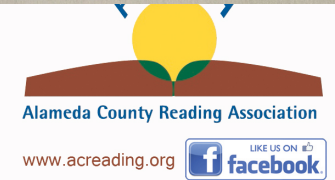
Words

Reading Rates

The Pet Shop

Maria really wanted a little dog. One day she went with her parents to the pet shop. They looked at the fish, turtles, parrots, and many kinds of dogs. Maria and her parents saw one nice puppy that acted very lively. It looked like a small bouncing black ball of fur. The puppy was a fluffy black poodle. It jumped around in its cage. When Maria petted the puppy, it sat up and begged. Maria and her parents laughed because the poodle looked so cute. They decided to buy the poodle. After all, who could resist such a nice dog.

46
- 6
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40 CWPM



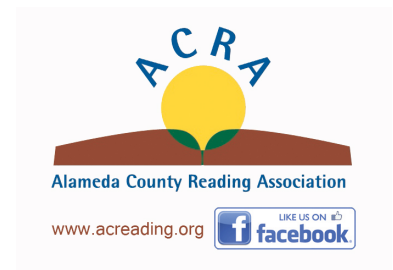
Revised Dolch List

a	could	he	might	same	told
about	cut	heard	more	saw	too
across	did	help	most	say	took
after	didn't	her	much	see	toward
again	do	here	must	she	try
all	does	high	my	short	turn
always	done	him	near	should	two
am	don't	his	need	show	under
an	down	hold	never	six	up
and	draw	hot	next	small	upon
another	eat	how	new	so	us
any	enough	I	no	some	use
are	even	I'm	not	soon	very
around	every	if	now	start	walk
as	far	in	of	still	want
ask	fast	into	off	stop	warm
at	find	is	oh	take	was
away	first	it	old	tell	we
be	five	its	on	ten	well
because	for	just	once	than	went
been	found	keep	one	that	were
before	four	kind	only	the	what
began	from	know	open	their	when
best	full	last	or	them	where
better	gave	leave	other	then	which
big	get	left	our	there	while
black	give	let	out	these	white
blue	go	light	over	they	who
both	going	like	own	think	why
bring	gone	little	play	this	will
but	good	long	put	those	with
by	got	look	ran	thought	work
call	green	made	read	three	would
came	grow	make	red	through	yes
can	had	many	right	to	yet
close	hard	may	round	today	you
cold	has	me	run	together	your
come	have	mean	said		

The rationale and research for this list are described in Johns, J.L. (1981). The development of the revised Dolch list. *Illinois School Research and Development*, 17(3), 15-24.

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W-86



**Rasinski Words Correct Per Minute Target Rates*
Words Per Minute (WPM)**

Grade	Fall	Winter	Spring
1	0-10	10-50	30-90
2	30-80	50-100	70-130
3	50-110	70-120	80-140
4	70-120	80-130	90-140
5	80-130	90-140	100-150
6	90-140	100-150	110-160

*Rasinski, T. & Padak, N. (2005). *3-Minute Reading Assessments*. New York, NY: Scholastic Inc.

