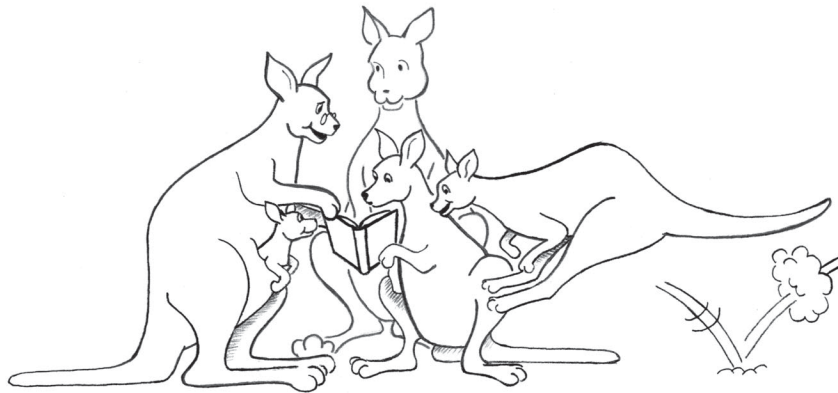


FAMILY
FUNdamentals
for Summer Learning

School-Home Literacy Connections

Activities for students moving from
Grade 1 to Grade 2



PILOT, May 2003

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What does it take to become a reader

Phonological awareness

Phonological awareness is the understanding that language we speak and hear is composed of units of sound called phonemes. These sounds may be a single syllable sound as in the word “full.” Or they may be a single syllable sound in words with many syllables, like the words /ham/-/mer or /but/-/ter/-/cup. *Phonemic awareness*, a part of phonological awareness, is the understanding that these syllables are made up of even smaller sounds or *phonemes*. For example the word “pie” has two sounds; the word “stop” has four sounds.

Why does my child need this skill?

Children need to be able to hear the separate sounds that make up words before they try to read or write them. In fact, there are three kinds of phonological and phonemic awareness:

Rhyming— Children need to hear and make rhymes so they can make new words from words they already know. For example: If a child knows the word “fun,” then s/he can make the word “run.”

Blending— Phoneme blending helps children connect sounds in words.

Segmentation— Segmentation helps children learn to separate sentences into words and words into sounds. This will help a child to write the words s/he hears.

Phonics

Although related to phonological awareness, phonics is different. *Phonics* activities can help a child connect the sounds s/he hears to the printed words s/he sees. These activities include recognizing letters and the sounds they make; hearing and writing down the sounds buried within words; and developing strategies to “decode” unfamiliar words.

Why does my child need this skill?

Children need to be taught the sounds individual printed letters and groups of letters make. Knowing the relationships between letters and sounds helps children to recognize familiar words accurately and automatically, and “decode” new words.

Comprehension

Comprehension strategies help children understand, remember and communicate what they read. They also help children to link what they are reading to what they already know.

Why does my child need this skill?

To become independent readers and thinkers, children need lots of practice at predicting what is coming next, and then checking to see if s/he was right. They need to think about ideas and information, ask questions, and solve problems. Children need to know the steps good readers use to make sure they understand text. Students who are in control of their own reading comprehension become more purposeful, active readers.

Fluency

Reading fluency is the ability to read text accurately and quickly. Several skills help children read fluently: paying attention to punctuation, grouping words into meaningful chunks, and using expression. Fluency also requires children to use strategies to figure out unfamiliar words and to know a lot of sight words that can't be "sounded out."

Why does my child need this skill?

Children who read words smoothly and accurately are more likely to enjoy reading and to understand what they read. When fluent readers read silently, they recognize words automatically. When fluent readers read aloud, they read effortlessly and with expression. Readers who are weak in fluency read slowly, word by word, focusing on decoding words instead of understanding the meaning of what they read.

Vocabulary

Vocabulary development is learning to use and understand many words, and to use them correctly in sentences.

Why does my child need this skill?

Children will read and write better when they actively build and expand their knowledge of written and spoken words, what they mean and how they are used.

Sources

"Reading Tips for Parents," U.S. Department of Education, June 2002. To request a copy, call 877-4ED-PUBS; or go to www.ed.gov/pubs/edpubs.html.

"Family FUNDamentals for Literacy," Michigan Department of Education, Wayne RESA, Partnership For Learning, 2003. www.michigan.gov/mde

Lifestyle Literacy Learning

Helping your child learn to read and write doesn't have to take a lot of extra time or money. Here are some easy ways to build literacy skills, at home, in the sun, or on the run.

At home

- Make sure your child sees you reading and writing as you go through your day. Talk about what you read and write so your child can hear. Say: "I have to use a capital letter at the beginning of this sentence." "I'm not sure how to spell this word. I'll say it slowly and listen for the sounds I hear." "I'm asking Dad a question in this note, so I'd better use a question mark."
- Create a quiet, special place in your home for your child to read, write and draw. Keep books and other reading materials where your child can easily reach them. (Sets the stage for success.)
- Help your child learn to use more interesting words when speaking and writing. When s/he uses a common word like "nice" or "big," challenge him or her to think of some other words that mean the same thing. Ask, "What other words could you use instead of 'nice' when you are talking about something you like?" (Vocabulary)
- Go through your house with your child and label everyday objects. For example, table, chair, sink, window, bookshelf and so on. Read the labels with your child. Each day, add a few more labels around the house. After awhile, copy the labels to a sheet of paper and ask your child to read them with you. Then go on a word hunt and find the items throughout the house. (Vocabulary; fluency)

In the sun

- Lie on the ground and describe the shapes of the clouds.
(Oral language & Vocabulary skills)
- Use sidewalk chalk to write messages to your neighbors, such as "Have a nice day!" (Comprehension; Phonics; Writing)
- Pick something in nature to observe over the summer and talk about its changes. At the beginning of summer, write down what your child predicts will happen. ("I think the grass will get greener." Or "I think the cat will lose some fur.") Compare the changes you see throughout the summer with what you predicted. (Comprehension; writing)
- When hiking in nature or walking through your neighborhood, ask your child to describe what s/he sees. Can s/he tell you a story about it? Listen carefully, and ask questions to extend the story. "But how did the kitty get there?" "What could have left a footprint like that?" (Vocabulary)

On the run

- Take children's books and writing materials with you whenever you leave home. This gives your child fun activities to entertain and occupy him while traveling and going to appointments.
- Send your child on a word scavenger hunt. Have your child think of a common word. Search for the word (a, the, in, on, etc.) in a newspaper column or food package, highlighting the word each time s/he finds it. (Fluency)
- When you travel, bring along a cookie sheet and set of magnetic letters. Your children can sound out words, copy billboards and bumper stickers or make word families. (Phonics; Fluency)
- Ask your child to help you write a grocery list. At the store, have him or her watch for the items on the list and match the words on the label to the words on the list.

Resources for more ideas

Workbooks to boost math skills

- ***Summer Bridge Activities.*** Various authors, Rainbow Bridge Publishing Available for all elementary school transitions. Lots of colorful worksheets, but may be boring for students who are already working at grade level. Better for the child who has struggled during the school year or a child who has not yet mastered basic skills.
- ***Summer Smarts : Activities and Skills to Prepare Your Child for _____.*** Various authors, Houghton Mifflin Co. Available for all elementary school transitions. Less repetition of skills and more focus on reading real books.

Books for parents

Ask for the following books in your local library:

- Calkins, L.M. (1997). ***Raising Lifelong Learners. Reading***, MA: Addison-Wesley.
- Copperman, P. (1986). ***Taking Books to Heart: How to develop a love of reading in your child.*** Reading, MA: Addison-Wesley.
- Cullinan, B.E. (1992). ***Read To Me: Raising kids who love to read.*** New York, NY: Scholastic.
- Freeman, J. (1995). ***More Books Kids Will Sit Still For: A read aloud guide.*** New Providence, NJ: R.R. Bowker.
- Gross, J. (1986). ***Make Your Child a Lifelong Reader: A parent-guided program for children of all ages who can't, won't or haven't yet started to read.*** Los Angeles, CA: Jeremy P. Tarcher.
- Hearne, B. (1990). ***Choosing Books for Children: A common sense guide.*** New York, NY: Dell Publishing.
- Hunt, G. (1989). ***Honey For a Child's Heart: The imaginative use of books in family life.*** Grand Rapids, MI: Zondervan Publishing House.
- Hydrick, J. (1996). ***Parent's Guide to Literacy for the 21st Century.*** Urbana, IL: National Council of Teachers of English.
- Kimmel, M.M., & Segel, E. (1983). ***For Reading Out Loud! A guide to sharing books with children.*** New York, NY: Delacorte Press.
- Kropp, P. (1993, 1996). ***Raising a Reader: Make your child a reader for life.*** New York, NY: Doubleday.
- Lamme, L.L. (1995). ***Growing Up Reading: Sharing with your children the joys of reading.*** Washington, DC: Acropolis Books Ltd.
- O'Connor, K. (1995). ***How to Hook Your Kids on Books: Create a love for reading that will last a lifetime.*** Nashville, TN: Thomas Nelson Publishers.
- Trelease, J. (1995). ***The Read Aloud Handbook.*** New York, NY: Penguin Books.
- White, V. (1994). ***Choosing Your Children's Books: Preparing readers 2-5 years old.*** Atlanta, GA: Bayley & Musgrave. (Also for readers ages five to eight and eight to 12 years).

Web sites with information and free literacy activities

Education Place

www.eduplace.com

A wealth of worksheets and online activities

PBS Teacher Source and PBS Kids

www.pbs.org

Resources for teachers, kids and parents, connected to your child's favorite PBS shows.

Reading Is Fundamental (RIF) Reading Planet

www.rifreadingplanet.org/rif/

Games, articles, booklists and activities to keep you busy all summer.

U.S. Department of Education, Office of Educational Research and Improvement

www.ed.gov/pubs/parents

Print and Learn for Kids

www.brobstsystems.com/kids/

Offers downloadable and printable worksheets, sorted by grade level.

Learning Disabilities Online

www.ldonline.org

Many resources for parents whose children struggle with learning or learning disabilities. Search with keyword, "reading."

Reading Adventure

www.bookadventure.com/

A free reading motivation program for children in grades K-8.

Get Ready To Read

www.getreadytoread.org/

Information and resources on early child literacy, including a screening tool and skill-building activities for children.

Rhyming Treasure Hunt

A Goal:

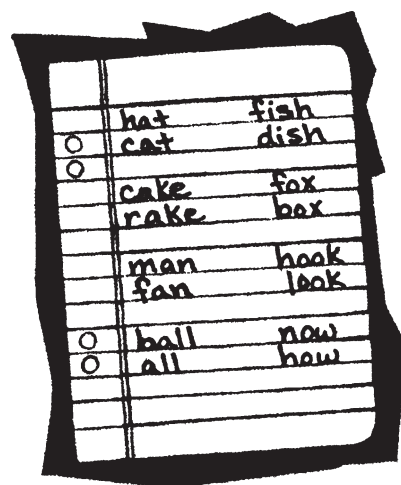
To help your child recognize that rhyming words end with the same middle and ending sounds

B What You Will Need:

- A book of children's poems, such as *Chicken Socks* by Brod Bagert
- Other books of children's poems suggested by your child's teacher or library helpers.

C Let's Go!

1. Sit close to your child, and read a rhyming poem out loud.
2. Then reread the poem, leaving off the last word of the line. Invite your child to supply the missing rhyming word.
3. Then make a list or "collection" of the rhyming words used in the book.
4. Finally, encourage your child to tell you other words that rhyme with the words on the list. Made-up "nonsense" words are okay here, as long as they rhyme. Look at and read these "treasures" whenever you have a few minutes together.



MCF-ELA 7:1--HA / IL

Quick Tip for Literacy: Read books, poems or tongue-twisters that have "alliteration" (repeated consonant sounds, like "Peter Piper picked a peck of pickled peppers." This is a great way to emphasize initial sounds in words.

Choose books with "assonance" (repeated vowel sounds, like "The proud cow howled out loud") to emphasize the middle sounds in words.

Your teacher may have provided you a book list with this packet, or you can ask your local library staff.

"I'm Going on Vacation"

A Goal:

To help your child hear differences between sounds in speech and to produce words that rhyme with each other

B What You Will Need:

- Time with your child

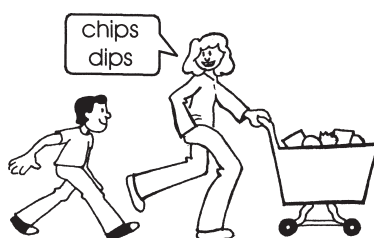
C Let's Go!

1. Begin the game by saying, "I'm going on vacation, and I'm going to bring my hat. What will you bring?"
2. Your child should say, "I'm going on vacation, and I'm going to bring my hat and my cat (or any other object with a name that rhymes with your word). What will you bring?"
3. You will say, "I'm going on vacation, and I'm going to bring my hat, my cat, and my mat. What will you bring?"
4. Each person who takes a turn has to repeat the items that have already been said. New items must rhyme with the other items.



MCF-ELA 7:1--TA / GL

Quick Tip for Literacy: Next time you are grocery shopping with your child, practice phonemic awareness skills. How?



As you put items in your shopping cart, say a rhyming word for each product. The rhymes do not have to be real rhyming words such as "chips," "dips." They can be nonsense rhymes such as "chips," "mips."

Invite your child to think of other rhymes.

Guess The Picture

A Goal:

To help your child blend together sounds in words

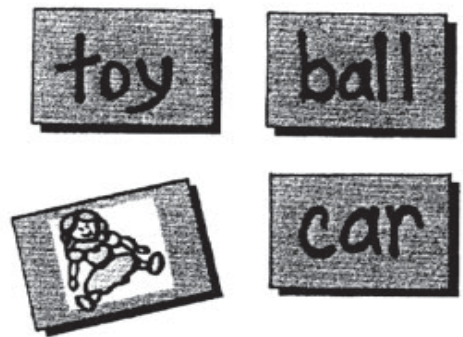
Example: If your child sees the word “sat,” your child will be able to connect the sounds in ssaat making the new word “sat.”

B What You Will Need:

- A catalog or magazine with pictures of familiar objects that are one-syllable words, such as toy, car, ball, doll, etc.
- Glue and pen or pencil
- Construction paper

C Let's Go!

1. Cut out and glue the pictures on construction paper cards. Write the names of the picture on the back of the card.
2. Place three or four cards face down on the floor or on a table.
3. Tell your child you are going to say the name of the picture on the first card by stretching out the sounds in the name.
4. Ask your child to squeeze together the sounds s/he heard you make and guess what is in the picture.
5. After your child has guessed, invite her/him to turn the card over to see if s/he is right.
6. Stretch out the sounds of one of the picture cards, but don't tell the child which one you are “reading.” See if s/he can name the object as before. Then see if s/he can find the right card by reading the word just spoken.



D Let's Go On!

7. You can also do this while looking at magazines or naming objects around the house.

Quick Tip for Literacy:

As you work around the house, play “I Spy.” Look around the room and say, “I spy something that starts with [s] (say the sound, not the letter name). What is it?” If you like, add clues such as “We use it to cook our food.” (stove) “It’s where we wash the dishes.” (sink)

You can also play this game by asking your child to listen for middle and ending sounds in words.

Example: “I spy something that rhymes with [now] (cow).”

Same Sound

A Goal:

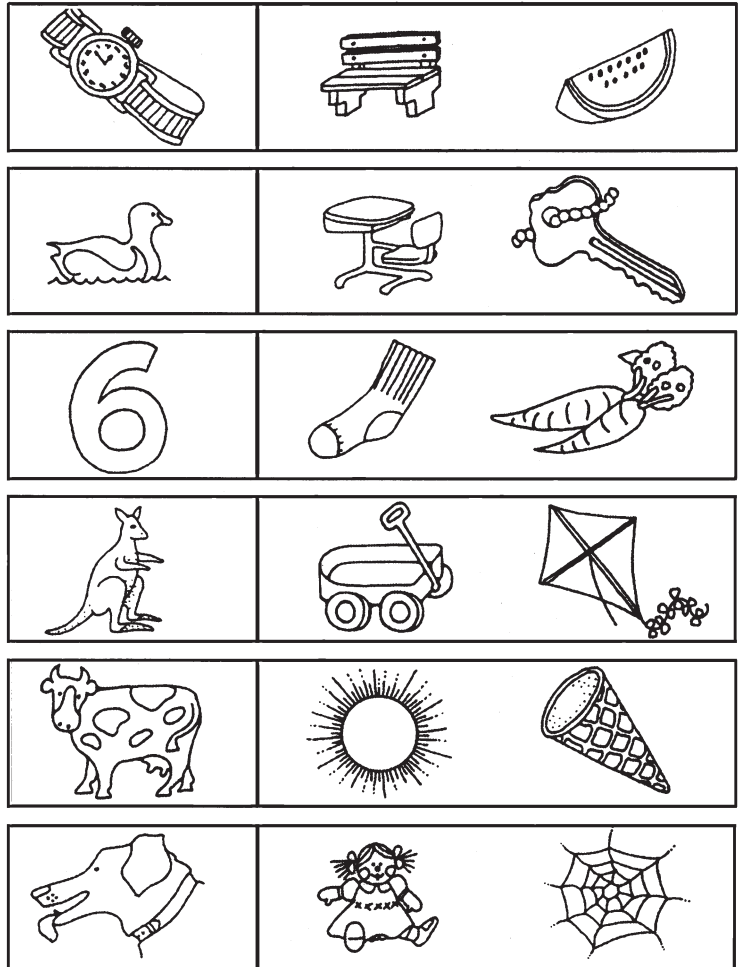
To help your child learn that several words can begin with the same sound

What You Will Need:

- B** ■ Pencil or pen

Let's Go!

- C**
1. Name the first picture in each row.
 2. Look at the other two pictures in the same row. Which one has the same beginning sound? Circle it.



D Let's Go On!

3. Place plastic letters (w, d, s, k, and d) on a table. Cut apart the pictures and have your child sort them under the correct letter.

MCF-ELA 7:1--IL

Adapted from the School-Home Links Reading Kit with permission from the U.S. Department of Education

Quick Tip for Literacy:

Read books, poems or tongue-twisters that have “alliteration” (repeated consonant sounds, like “Peter Piper picked a peck of pickled pepperas.” This is a great way to emphasize initial sounds in words.

Choose books with “assonance” (repeated vowel sounds, like “The proud cow howled out loud”) to emphasize the middle sounds in words.

Your teacher may have provided you a book list with this packet, or you can ask your local library staff.

A Goal:

To help your child _____

B What You Will Need:

-
-
-

C Let's Go!

I.

D Let's Go On!

Adapted from the School-Home Links Reading Kit with permission from the U.S. Department of Education

Quick Tip for Literacy:

Matching Beginnings and Ends

A Goal:

To help your child hear and match beginning and ending sounds in words

B What You Will Need:

- Pencil or pen and paper
- A stack of picture cards (see appendix)

C Let's Go!

1. Say the name of what is on each picture card with your child. Make sure s/he can find the beginning and ending sounds of each picture.
2. Then show your child how to match the pictures, using the beginning sound of one picture, and the ending sound of another.
Example: "[b]ook" matches "tu[b]", and "[p]ig" matches "to[p]."
3. Now have your child match all the pictures this way. When s/he is done, help your child write out the words in each pair and read them back to you.

Some beginning and ending matches:

bat/crib	doll/road	duck/sled	dog/lid	desk/bed	game/bug
girl/log	goat/rug	hat/fish	key/brick	kite/stick	king/sock
tire/boat	milk/ham	nut/pen	nest/sun	pie/map	pin/mop
moon/rim	sock/grapes	soap/lips	toes/cat	tie/hat	mouse/gum

D Let's Go On!

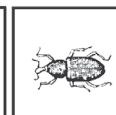
4. Have your child make up some of his/her own pictures for you or a friend to match. Help her/him write the names of the picture on the back of the card.



dog/bed



nut/sun



girl/bug



milk/gum

MCF-ELA 1:4--HA

Quick Tip for Literacy: Children love outings and the library is the perfect place to go and explore. If your library sponsors a summer reading program, sign your child up. Children can earn prizes by reading a certain number of books.

If your child is eligible, get her a library card. In this way, your child will develop a sense of ownership and will want to return to the library again.

Picture Draw

A Goal:

To help your child hear individual sounds, blends and/or digraphs at the beginning of words

B What You Will Need:

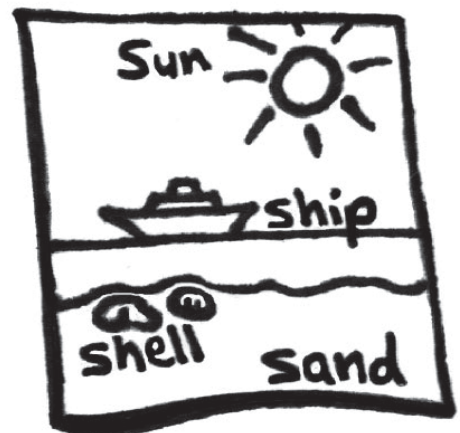
- Paper
- Colored pencils, crayons and/or markers
- Pictures of objects

C Let's Go!

1. Show pictures of various objects that begin with those sounds.
2. Go through the pictures together and find the objects beginning with the sounds s/ he is learning.
3. Next, name a familiar place for your child. For example, the beach, a park, the mall, the woods, etc. With your child, list the things found there that begin with the letter sound or blends that you are working on.

Example: Name all the things that begin with the letter [s] and [sh] that you could find at the beach.

4. Next, have your child draw a picture of that place. Include all the objects that you both named. Share the picture with another family member or friend and say the names of the objects out loud.



D Let's Go On!

5. Ask your child to write the names of the objects s/he drew. (Phonetic spelling is OK here.) Then read them to someone in the family.

Quick Tip for Literacy: **Digraph**—two vowels blended to make one sound. Example: ae, ou, ei, ea.

**THE LANGUAGE OF
LEARNING**
Literacy terms you
should know

Blend—two consonants that blend to make one sound.
Example: bl, br, sh, ch, dr, gl, gr, tr.

Assonance—The same vowel sounds within words in a sentence. For example, the vowel sounds in *The brown cow went around the loud sound.*

Word Chunks

A Goal:

To help your child learn to read words that use short vowels and have the same ending

B What You Will Need:

- Pencil or pen

C Let's Go!

1. Read the words in the box below.

rat	sing	hat	wing
king	sat	mat	thing

2. Look at the endings of the words.
3. Write the words that rhyme with cat and ring on the lines below.

c-at



r-ing



D Let's Go On!

MCF-ELA 1:4--HA

4. Create new activities like this by using other words that have the same ending.

Quick Tip for Literacy: Whatever you do as a parent, don't use reading as a punishment. Make sure that reading is considered a pleasure. Reading is FUN. Avoid saying, "Go to your room and read! No more TV!"

Dinner Menu

A Goal:

To help your child recognize letters and letter sounds

B What You Will Need:

- Writing paper
- Colorful markers



C Let's Go!

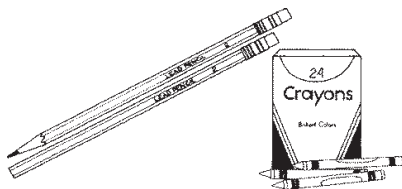
1. Ask your child to write a menu for the family dinner.
2. Say each dinner item slowly, stretching the sounds in the word so that each sound can be heard clearly.
Example: "milk" would be "mmmmiiiiIIIIkkkk"
3. Ask your child to say the word with you: "mmmmiiiiIIIIkkkk"
Say: "What sound do you hear first?"
Response: "mmm"
Say: "Do you know a letter that stands for that sound?"
Response: "m" (If your child doesn't know, tell her/him that "m" stands for that sound.)
Say: "Good, write that letter."
Repeat the word "mmmmiiiiIIIIkkkk"
Say: "What sound do you hear next?"
Repeat for each letter until the whole word is written.
Say: "Good, now you have the whole word! Let's read it together! "mmmmiiiiIIIIkkkk"
4. If your child has the patience to continue, write more items. If not stop, take a break and come back to it another time.
5. Place the dinner menu on the table so that all family members can praise your child!

MCF-ELA 4:4--HA / QT

Quick Tip for Literacy: Encourage your child to write words the way that s/he hears them.

For example, s/he might write *haf* for *have*, *frn* and *friend*, and *Frd* for *Fred*. Ask her to read her writing to you.

Don't be concerned with correct spelling. S/he will learn that later.



Sound Out and Read

A Goal:

To help your child learn how to sound out letters in order to read words

B What You Will Need:

- Pencil or pen

C Let's Go!

1. Remind your child that a letter or a group of letters makes a sound.
2. Say each sound slowly.
3. Read the word.

[sk] [i] [p] —————> skip

[sl] [i] [p] —————> slip

[tr] [a] [p] —————> trap

[pl] [a] [y] —————> play

[tw] [i] [g] —————> twig

D Let's Go On!

4. Ask your child to write as many words beginning with the letters [tr] that s/he can think of. Repeat with other letter combinations, as long as your child stays interested.

MCF-ELA 1:4--HA / TA / GL / QT

Adapted from the School-Home Links Reading Kit with permission from the U.S. Department of Education

Quick Tip for Literacy: Plan what children watch TV Limit your TV time. Experts say that 1 hour per day is enough.

Then do more. Tell your child, "The program you choose today has to be something I approve of, and you need to write about it later" (or tell about it, using whole sentences). You might even ask your child to act out a scene from the program you watch. Using language correctly enhances reading skills as well as interest in books.

Making New Words

A Goal:

To help your child decode one-syllable words and learn how words work

B What You Will Need:

- A list of most common spelling patterns (see word chart below)
- Magnetic letters or blocks (ABC) or letter cards
- Option: A whiteboard or piece of paper and pencil can be used

C Let's Go!

1. Choose a spelling pattern (i.e., -ack).
2. Have your child make new words out of these patterns, using magnetic letters or cards (i.e., sack, tack).
3. Allow your child to read the new words.
4. Prompt with "I'm thinking of a word that is the opposite of front."

Most Common Phonograms (Spelling Patterns)

Here are the 37 most useful spelling patterns that are found in hundreds of words children read and write: (Wylie & Durrell, 1970)

ack	ap	est	ing	ot
ail	ash	ice	ink	uck
ain	at	ick	ip	ug
ake	ate	ide	it	ump
ale	aw	ight	ock	unk
ame	ay	ill	oke	
an	eat	in	op	
ank	ell	ine	ore	

Adapted from the School-Home Links Reading Kit with permission from the U.S. Department of Education

MCF-ELA 1:4--HA / TA / GL / QT

Quick Tip for Literacy: Read with your children every chance you get—even if it's just part of a newspaper article at the breakfast table, and turn off the TV when you do it.

A Goal:

To help your child

B What You Will Need:

-
-
-

C Let's Go!

I.

D Let's Go On!

Quick Tip for Literacy:

What's The Plot?

A Goal:

To help your child learn to tell the order of events in a story

B What You Will Need:

- Book or story
- Paper
- Pencil or pen

C Let's Go!

1. Read together a book or story.
2. Tell the events that took place in the story.
3. Record the events in order.
4. Find specific words like then, after, while and next that help us learn the order of events.

First Adam got ready
to go on a hike

Then Aaron came to get
him and they started out

While they were hiking,
Adam lost some things

After Adam went the
wrong way, he couldn't
find Aaron

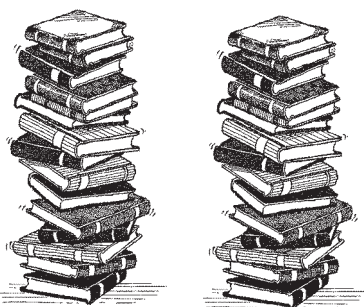
Next he called for help

Then Aaron found him

MCF-ELA 8:2--HA / IL / QT

Quick Tip for Literacy: Each quarter, the International Reading Association posts a list of recommended reading for kids of all ages and reading levels. Check out the books for summer at **www.IRA.org**.

When your child reads any of these books, encourage them to complete a quiz related to the book at **www.bookadventure.org**.



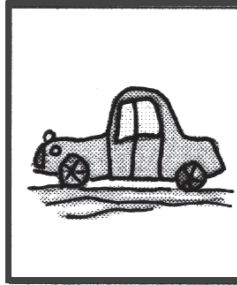
Thinking About What We Read

A Goal:

To help your child think about what s/he reads

B What You Will Need:

- Book or story
- Paper
- Drawing tools
- Pencil or pen



C Let's Go!

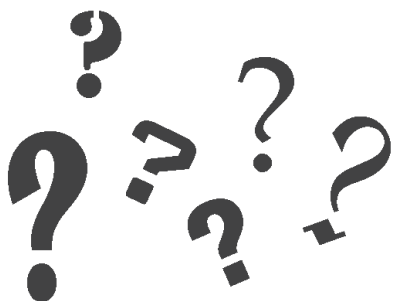
1. Read a story or book with your child.
2. Discuss what the story was about.
3. Discuss where and when the story took place.
4. Discuss who the story was about.
5. Discuss the problems and solutions in the story.
6. Discuss the events in the story. What happened at the beginning, middle and end?

D Let's Go On!

7. Draw three pictures that show what happened in the beginning, middle and end.

MCF-ELA 8:2--HA / IL / QT

Quick Tip for Literacy: Play "10 Questions" with your child after reading favorite stories to help her learn to ask questions about characters when she reads.



Read a book or story with your child. Think of a character in the story. Invite your child to ask you questions that can only be answered with a yes or no. When s/he has enough clues, s/he may guess the character. If s/he can't guess by the tenth question, give the answer and start again. This time, switch places and let your child think of the character.

Making Sentences

A Goal:

To help your child predict missing words

B What You Will Need:

- Paper
- Pencil or markers
- Scissors

C Let's Go!

1. Write sentences on paper.
2. Cut each sentence into words.
3. Put the words for each sentence into separate envelopes or plastic bags.
4. Give your child one envelope.
5. Ask her/him to take out the pieces and read them.
6. Ask her/him to arrange them to make a complete sentence, using all the words. Read the sentence.
7. Repeat with the other sentences.

Examples:

The tree is by the house.

The boys are playing football.

A rabbit likes to eat apples.

The tree is by the house.

The sun is hot.

The boys are playing football



MCF-ELA 7:I--HA / IL / QT

Quick Tip for Literacy: Get out the TV Guide or TV section of your local newspaper. Have your child select their shows for the day. Then have them give them reasons why they should be permitted to watch that show.

This will allow you know what they are watching, and will help them become better thinkers and communicators.

Alike or Different?

A Goal:

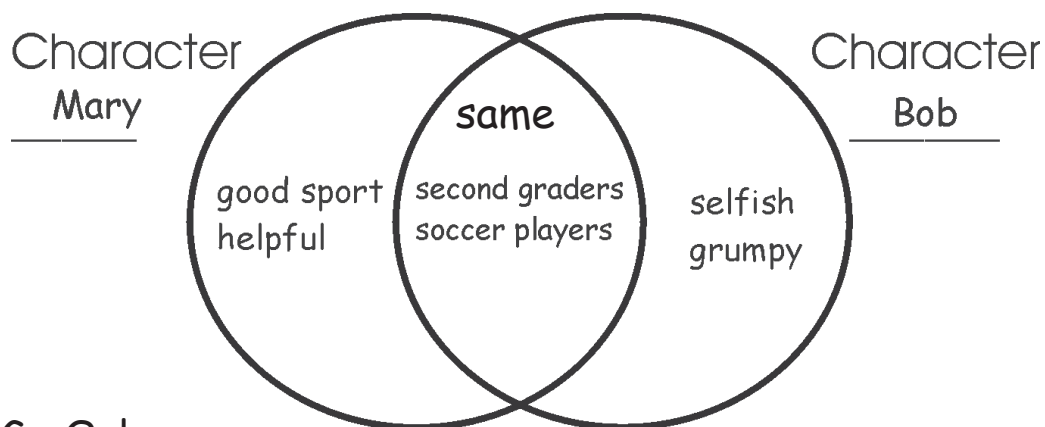
To help your child find how characters in a story are alike and how they are different

B What You Will Need:

- Book or story

C Let's Go!

1. Read a book or story with your child.
2. Name the characters.
3. Ask, "How were they alike?"
4. Ask, "How were they different?"



D Let's Go On!

4. Ask, "Do you think the characters in the story were like you?" "Why?"

Draw another set of circles comparing you and any character in the book. At other times, use this activity to compare other story elements as well: plot, settings, problems, solutions.

MCF-ELA 8:2--HA / IL / QT

Quick Tip for Literacy: Teaching literacy skills can be as easy as playing a game. That's because games teach children to focus on details and sharpen their memory. Don't know where to start? You'll find lots of ideas in ***The Kids Summer Games Book*** by Jane Drake and Ann Love, Illustrated by Heather Collins, Kids Can Press, \$10.95.

- Literacy games for age 5+: Aquarius; Continuo; Kern Animal Alphabet Cards
- Literacy games for age 6+: Scrabble; The Ungame
- Literacy games for age 7+: Blink; LETRAS; My Word! Junior

What's The Story About?

A Goal:

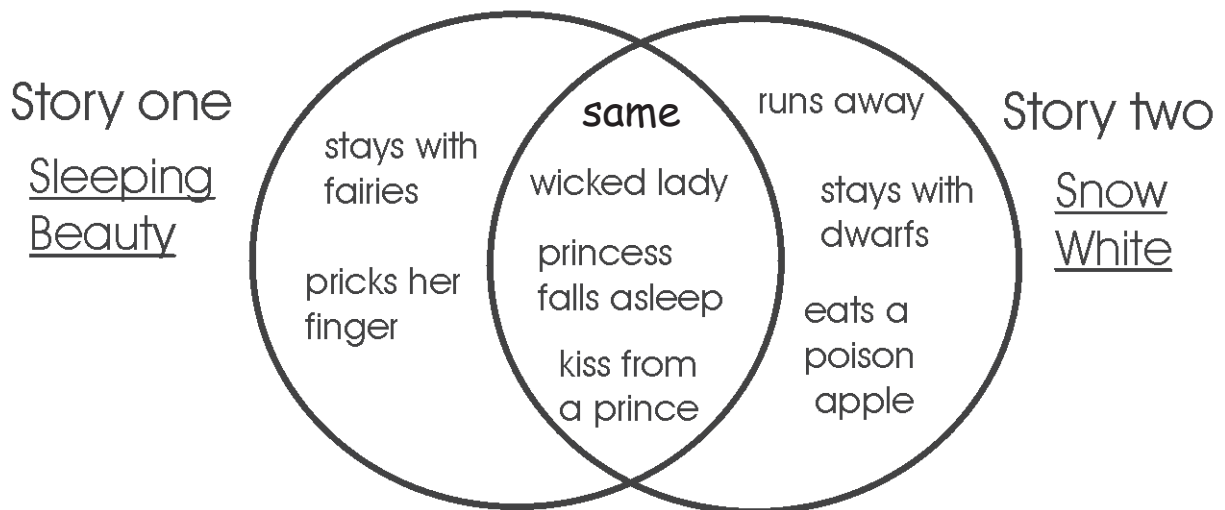
To help your child compare the plot of two or more stories

B What You Will Need:

- Two or more stories or books

C Let's Go!

1. Read at least two stories.
2. Name the characters, setting, problem and solution in each story.
3. Compare the characters in each story. Were they alike or different?
4. Compare the problem and solution in each story. Were they alike or different?



MCF-ELA 7:I--HA / IL / AT

Quick Tip for Literacy: Plan a vacation where there are no televisions; brings lots of reading material. Why? Many children won't consider reading as a source of entertainment unless there is nothing else to do. Students have said that they started reading when traveling or when they were at a remote camp or vacation house. By the time they were able to watch television again, many found themselves bored by it and continued reading.



Be sure to bring some chapter books adults can read out loud. That way, your children can enjoy some new stories or classic tales that are still beyond their own reading level. Plus, it's an activity the whole family can enjoy together.

About Us

A Goal:

To help your child learn to answer questions about some information they hear

B What You Will Need:

- Pencil or pen

C Let's Go!

1. Write down three questions you have about one of your relatives.

2. Ask a member of your family to tell you about that relative. Listen carefully.
3. Then ask your family for the answers to your questions.
4. What did you learn?

MCF-ELA 3:2--HA / GL / AT

Quick Tip for Literacy: Everyone can be a storyteller. Beat travel boredom by taking turns telling stories.

Be open to the many stories your child might tell you as you're traveling, such as the time he hurt his finger or what she saw on the way to the family reunion.

Ask questions to help her expand on her story. Ask, "How did that feel?" or "Where do you suppose that dog came from?"

Family Summer Calendar

A Goal:

To teach your child organizational skills and to use writing in everyday activities

B What You Will Need:

- Pen, pencil, crayons and/or markers
- Piece of paper or preprinted calendar
- Ruler
- Optional — A computer with a program that allows children to make calendars

C Let's Go!

1. Use your ruler to draw a simple calendar, with seven columns and five rows. Sit down with your child and pull out your calendar. Talk about the activities and events that will happen that month (i.e., July – Independence Day). Talk about the days of the week.
2. Talk about vacations, camps or visits you have planned for summer. Write these events on your calendar. If that event requires planning or packing, note on the calendar when each family member needs to begin each step.
3. Extension Activity: If money is involved for some events, talk about how many dollars s/he would need to save for the event.
4. Post this “Family Calendar” on the refrigerator. Look at it daily to read together what is going on that day.

Family Calendar Jan 2000

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4 Back to School	5	6	7	8
9	10	11	12	13	14 Skating Party	15
16	17 Book Fair	18	19	20	21	22
23	24	25	26	27 Field Trip	28	29
30	31					

MCF-ELA 1:1--HA / QT

Quick Tip for Literacy: Don't worry about packing every summer day with activity or lessons. Leave enough free time for children to daydream and explore.

Free time allows a child to develop new interests and create his or her own play..

Word Hop

A Goal:

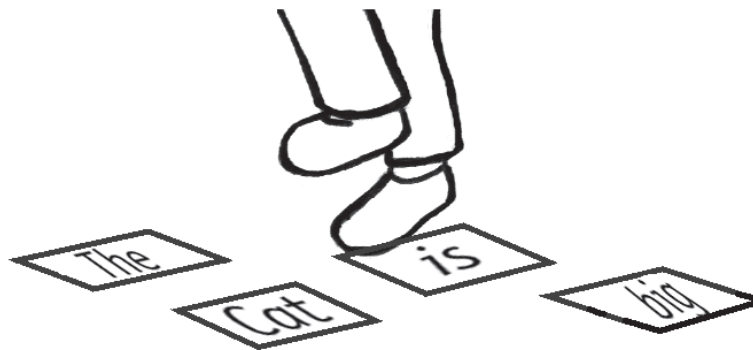
To help your child find words in print

B What You Will Need:

- Three to five word sentences printed on strips of paper
- Simple storybooks with large print

C Let's Go!

1. Print a simple three to five word sentence on a long strip of paper. Leave extra space between words. Write the words in GREEN and color the spaces in RED.
2. Cut a sentence apart and read the green words out in order (exaggerate spacing but don't use red spaces). Have child PULL the words down as you read the sentence. Let child repeat this process as s/he reads the sentence to you.
3. Now spread out the words on the floor and have your child hop from one word to another as you read the sentence.



MCF-ELA 1:3--HA / IL / QT

Quick Tip for Literacy: Post a family message center in your kitchen or family room. Write messages to your children. Occasionally pin up cartoons and short magazine articles you think your child will enjoy.

Is This A Sentence?

A Goal:

To help your child learn what letters, words, and sentences are

B What You Will Need:

- Time with your child

C Let's Go!

1. As you read each line below, tell whether each item is a letter, a word, or a sentence. Circle the answer.

A. The bus is here. letter word sentence

B. cat letter word sentence

C. b letter word sentence

D. It is my hat! letter word sentence

D Let's Go On!

2. Pick any book and find letters, words, and sentences in it.

3. Use old newspaper ads, and ask your child to cut out sentences, words and letters. Sort them using a simple chart.

letter	word	sentence

4. Ask your child to find different types of punctuation marks. Use different color markers to color each type.

MCF-ELA 1:1; 1:4--HA / IL / QT

Quick Tip for Literacy: Look for TV programs that will stimulate your child's interests and encourage reading. For example, look for shows taken from children's stories, wildlife adventures, history and science.

A Goal:

To help your child _____

B What You Will Need:

-
-
-

C Let's Go!

I.

D Let's Go On!

Quick Tip for Literacy:

Word Memory

A Goal:

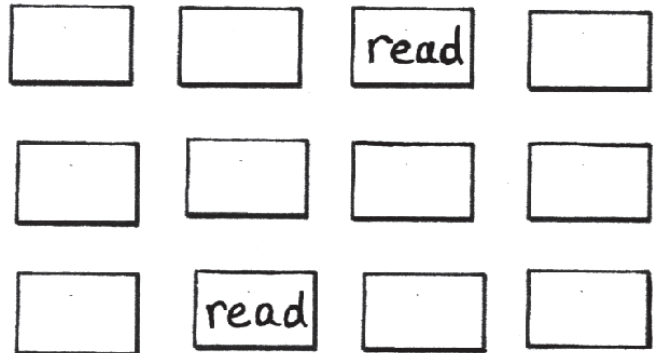
To help your child build vocabulary and read more fluently

B What You Will Need:

- Words written two times on separate cards (two sets of cards with same words). Make sure you can't see the word through the card.
I cover the back of mine with contact paper.

C Let's Go!

- Shuffle cards and lay them face down on table.
- Turn two cards over and read each card.
- If cards match, the player can keep them.
- If the cards do not match, turn them over and let the next player take a turn.



D Let's Go On!

- Use the same cards to play Go-Fish. Each player can draw five cards to start. Then ask other players for matching words. If no one is holding the word called "go fish" in the pile.

MCF-ELA 1:4--HA / GL / AT

Quick Tip for Literacy:

It's easy to make a set of word cards by using colored index cards.

If you have access to a computer and the Internet, you can find free, easy-to-download word cards and other literacy games at www.englishraven.com.

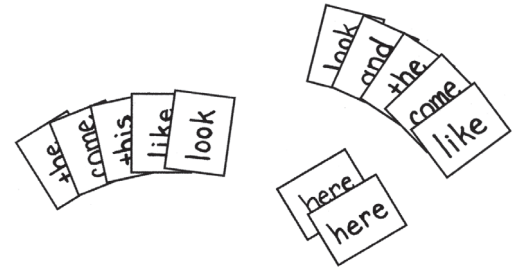
Word Card Game

A Goal:

To help your child build known word vocabulary

B What You Will Need:

- 3"x5" cards or pieces of paper
- OR 2 sets of word cards (see appendix)



C Let's Go!

1. Make a set of word cards using 3"x5" cards or pieces of paper. Begin with a set of about 20 to 30 words, including words that the child knows (see Basic Word List below). Gradually add new words to the known words. Write each word on two separate cards.
2. Play card games using the words:

GO FISH

Give each player six cards and put the remaining cards in a drawing pile. Ask your child, "Do you have the word '_____?'" (Read one word card in your hand.) If s/he has a matching card, you may take it. If not, you can "go fish" in the pile of remaining cards. Now it's your child's turn! Repeat until one player matches all his or her cards.

MEMORY

Shuffle the cards and place them in rows with the words facing down. Take turns turning over two cards at a time. When a player finds a match, that player keeps the pair. Keep playing until all the pairs are matched. The player with the most pairs wins.

MY PILE, YOUR PILE

Shuffle the word cards. Stack them up. Turn over one card at a time. The first player to correctly read each card gets to keep the card. Keep playing until all cards are used. The player with the most cards wins!

MCF-ELA 1:4--HA / GL

Quick Tip for Literacy: Children love outings and the library is the perfect place to go and explore. If your library sponsors a summer reading program, sign your child up. Children can earn prizes by reading a certain number of books.

If your child is eligible, get her a library card. In this way, your child will develop a sense of ownership and will want to return to the library again.

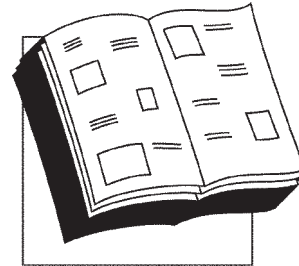
Five Finger Book Selection

A Goal:

To help your child choose books s/he can read more fluently

B What You Will Need:

- A book
- Your child's hand



C Let's Go!

Trying to read a book that's too hard for your child can be a very frustrating experience. That's why it's important to make sure the books your child tries to read are matched to her/his skill level. Here's one way to tell if your child is trying to read a book that is too hard.

1. Choose any page in your book.
2. Have your child begin reading.
3. Each time s/he comes to a word that s/he does not recognize, teach her/him to bend one finger or put it down on the table.
4. If s/he puts five fingers down before the end of the page, this book is too hard for independent reading.
5. Put it away and choose another book, or use the harder book to read together with your child. Your support and shared reading will help your child meet the challenge of unfamiliar words.
6. Teach your children to do this on her/his own, so s/he won't get discouraged by too-hard texts.

Quick Tip for Literacy: Choose a variety of books to read with your children. Try reading fiction, biography, informational books, poetry, nursery rhymes, fantasy...the selections are endless!

Ask your local library staff for ideas.

Introducing Books to the Beginning Reader

PILOT



A Goal:

To help your child read more fluently

B What You Will Need:

- A little book or story that your child will be able to read successfully

C Let's Go!

1. Tell your child the main idea of the story.
2. Encourage your child to look through the book and talk about what s/he thinks will happen in the story.
3. Allow your child to read the story as independently as possible.
4. Help your child become a strategic problem solver. Ask a few strategic questions at appropriate times as your child reads. (Only ask a few questions as needed so you don't interrupt fluent reading.)
 - Check the picture to see what happened in the story when...
 - Does that make sense?
 - Does that look right?
 - Is this the way we would say it?
 - Try that again.
 - Allow time for self-correction.
5. Have your child reread the story with you several times so that "it sounds like people talking."



Quick Tip for Literacy: **Create cozy spots for reading.** Take a look at the different areas in and around your home. Are there little nooks or corners that would make good reading spots?

All you need is good lighting, a few pillows, maybe some stuffed friends and, of course, something to read. Consider a secluded corner in the family room, that awkward spot under the stairs, or even the playhouse in the backyard.

Record a Story

A Goal:

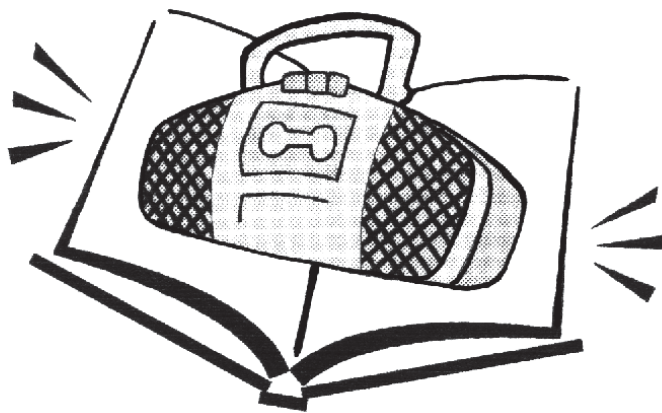
To help your child read more fluently and with expression

B What You Will Need:

- Story or short book
- Tape recorder
- Your best reading voice

C Let's Go!

1. Read your story together.
2. Help your child practice reading the story alone, using her/his best reading voice. Be sure to add expression and sound effects!
3. Help your child tape her/his reading on cassette.
4. Share it with another child.



Quick Tip for Literacy: Plan a vacation where there are no televisions; brings lots of reading material. Why? Many children won't consider reading as a source of entertainment unless there is nothing else to do.

Students have said that they started reading when traveling or when they were at a remote camp or vacation house. By the time they were able to watch television again, many found themselves bored by it and continued reading!

Wordo

A Goal:

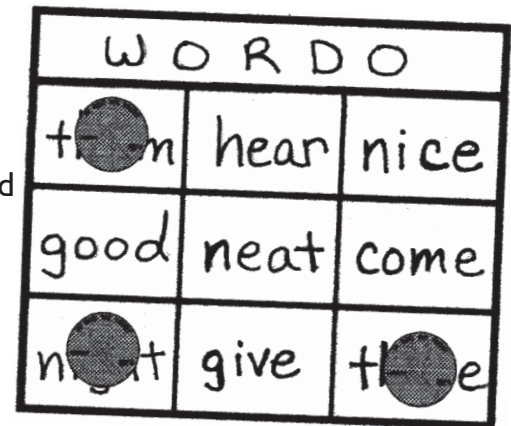
To help your child build vocabulary and read more fluently

B What You Will Need:

- A sheet of paper with either nine or 25 blocks drawn in (Use fewer blocks for younger children and use more for older children.)
- Pennies, buttons or small pieces of paper
- Index cards or small sheets of paper
- A list of words that your child needs to learn or practice

C Let's Go!

1. This game is similar to Bingo. Give each player a sheet with the blocks drawn as shown. (Don't forget one for yourself!) You might want to photocopy your blank block sheets so that you have extra on hand.
2. Have one player look at the list of words and choose a word to use.
3. Have all players write the word in one of their blank blocks on their Wordo sheet. (Be sure to have each player use different squares. All the Wordo cards should be different!) Then write it on an index card.
4. Repeat until each player has filled up her/his sheets with the nine or 25 words that were chosen.
5. Now let's play!
 - a. Shuffle the index cards and call the words out one at a time.
 - b. Each player will then spell the word out loud and then cover up the word on her/his sheet.
 - c. The first player to cover a row wins the game.
 - d. Have the winner read the words back to you.



Quick Tip for Literacy: Does your child have some favorite books or stories s/he likes to read over and over? Keep reading them! In fact, now is the time to encourage her/him to read old favorites to you. Reading those stories s/he has heard over and over will help build fluency.

Don't forget to explore some new books as well. If your child does not yet have a library card, take some time this summer to get one from your local branch. While you're there, see what summer reading programs may be available.

A Goal:

To help your child _____

B What You Will Need:

-
-
-

C Let's Go!

I.

D Let's Go On!

Quick Tip for Literacy:

Memory Adventure

A Goal:

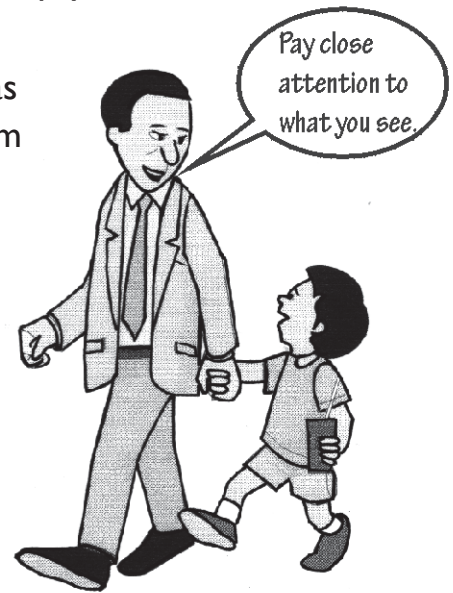
To help your child write words easily and automatically and to become an effective communicator

B What You Will Need:

- Paper
- Pencil or pen

C Let's Go!

1. Go on an adventure with your child to the park, your backyard, library, grocery store, doctor's office, etc. Ask her/him to pay close attention to all the things you see.
2. When you get back home, have your child list as many things s/he can remember. Remind her/him of a few things or ask questions that help her/him remember. Phonetic spelling is okay but encourage "book" spelling for common words. Ask your child to read the list back to you.



D Let's Go On!

3. Invite your child to illustrate what s/he saw or act it out after s/he has read their list to you.

MCF-ELA 2:1--TA / GL / AT

Quick Tip for Literacy:

Invite your child to tell you stories. If s/he needs help, start out with lines like, "Once there was a greedy tiger..." or "When I was a baby,...."

Ask questions now and then to extend the story. Ask, "How did that feel?" or "Why do you think the tiger did that?"

Word Game

A Goal:

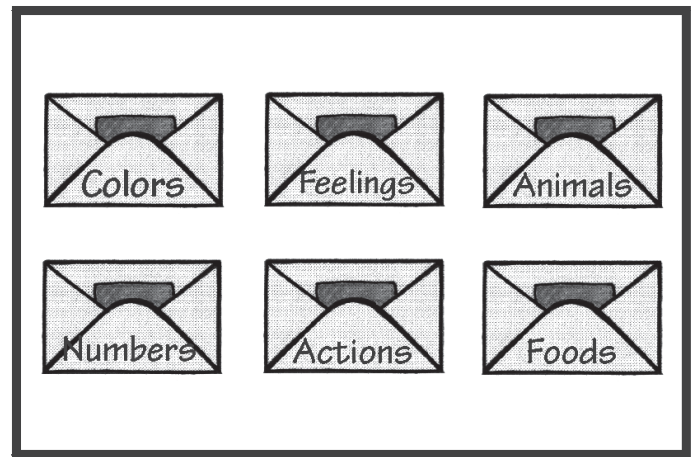
To help your child build vocabulary and sort words that are alike in some way

B What You Will Need:

- Shoe bag with clear pockets or staple envelopes or plastic food bags to a large posterboard
- Small slips of paper

C Let's Go!

1. Print or glue labels on the top of each pocket.
Example: Colors, Furniture, Animals, Feelings, Foods, Numbers
2. As you discover new words in books or on signs, help your child decide in which pocket the new word belongs.
3. Write the word on a piece of paper and put it in the right pocket.
4. Read these words together now and then. Ask, "Can you remember any of the words in this pocket without looking at them?"



MCF-ELA --HA

Quick Tip for Literacy: Summer is a great time to write cards and letters to friends and loved ones. There's vacation news to tell, and time to send their love. Plus, the practice will help your child write words easily and automatically and to become an effective communicator.



Restaurant Play

A Goal:

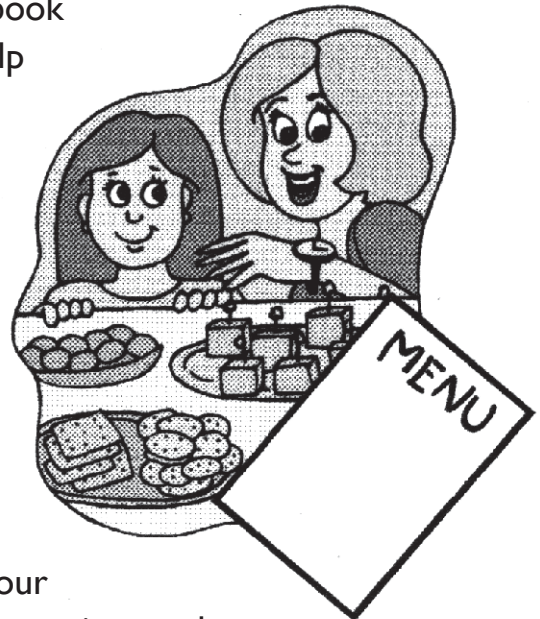
To help your child write words easily and automatically and to become an effective communicator

B What You Will Need:

- Pen, pencil, note pads for taking notes
- Paper, tag board made into blank menus
- Play money and cash register
- Paper to make open and close signs, business hours, etc.
- Placemats

C Let's Go!

1. Visit a restaurant with your child, read a book about people eating in a restaurant, or help your child remember all the things in a restaurant. Together list as many as possible.
2. Provide materials and props and let your child set up a restaurant.
3. Have your child write the menus and signs.
4. Become a customer and order and “eat” at their restaurant. Bon Appetite!
5. Make up other situations, depending on your child's interest: fire station, department store, pizza parlor.



MCF-ELA 1:2--HA / TA / SA / AT

Quick Tip for Literacy: Play “_____ Unplugged” (fill in your child's name). At least once this summer, take a family pledge to not watch TV for a week. Then have each child record his or her unplugged activities—books read, letters written, and other activity during the usual TV time.

At the end of the week, have a celebration, ask children which alternative they liked best, and discuss future cutbacks on viewing.

Summer Memory Book

A Goal:

To give your child practice with writing, to build vocabulary, and to record memories of a summer vacation

B What You Will Need:

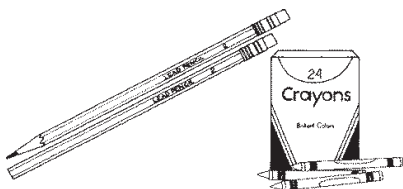
- Time with your child
- Picture postcards from places you visit during your travels
- Pencils, pens, postage stamps
- Metal or plastic rings

C Let's Go!

1. Buy one or more postcards from each city or landmark you visit this summer. Let your children choose their favorites.
2. Help them write on the back side anything they wish to remember. Pre-writers can dictate the story to you while you write. Encourage early writers to write the words themselves, using phonetic spelling. Older writers should try to use "book" spelling.
3. At the end of your trip, punch a hole in the corner of the postcards. Then put them on a ring so your child will have a record of special memories, written in his or her own words.



Quick Tip for Literacy: Encourage your child to write words the way that s/he hears them.



For example, s/he might write *haf* for *have*, *frn* and *friend*, and *Frd* for *Fred*. Ask her to read her writing to you.

Don't be concerned with correct spelling. S/he will learn that later.

Chart It

A Goal:

To help your child learn how to use a simple chart

B What You Will Need:

- A book

C Let's Go!

1. Read a book with your family. Write the title and author below.

Title: _____

Author: _____

2. Ask your family to help you make a chart of all the new words you learned this week. Write your new words down each day.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

3. How many new words did you learn this week? _____

4. On which day did you learn the most words? _____

MCF-ELA 7:3--HA / IL / AT

Quick Tip for Literacy: What kind of conversations can you start from the TV shows you are watching? For instance, ask “Why are those people in the program so unkind to each other?” Or ask your child how he would have written the end to the story.

A Goal:

To help your child _____

B What You Will Need:

-
-
-

C Let's Go!

I .

D Let's Go On!

Quick Tip for Literacy: