Grades: Kindergarten - 3rd

Parents' Read-At-Home Plan for Student Success

STRONG READERS = STRONG LEADERS
MISSISSIPPI

THIS GUIDE INCLUDES
Activities to help your child learn the 5 components of reading

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Read-At-Home Plan

Student_____ Grade_____ Teacher_____

Date_____ Current Intervention _____

_____ Completed by _____

Assessments	Beginning-of-Year (BOY)	Middle-of-Year (MOY)	End-of-Year (EOY)
☐ STAR Reading			
☐ STAR Early Literacy			
☐ DIBELS			
☐ MAP			
☐ Other			

Identified Deficiencies: Check all areas that apply

☐ Phonemic Awareness

☐ Phonics

☐ Fluency

☐ Vocabulary

☐ Comprehension

Parents' Read-At-Home Plan for

Student Success

Kindergarten - 3rd Grade Activities

Parents,

You are your child's first teacher, and reading with your child is a proven way to promote early literacy. Helping to make sure your child is reading on grade level by third grade is one of the most important things you can do to prepare him/her for the future. By reading with your child for 20 minutes per day and making a few simple strategies a part of your daily routine, you can make a positive impact on your child's success in school.

We are happy to provide you with this Read-at-Home Plan, which includes strategies to help your child become a more proficient reader!

Sincerely,

The Office of Elementary Education and Reading

Phonemic Awareness

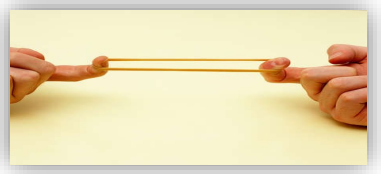
Phonemic awareness is the ability to hear and distinguish sounds. This includes:

- **Recognizing sounds, alone and in words**
- **Adding sounds to words**
- **Taking apart words and breaking them into their different sounds**
- **Moving sounds**

Phonemic Awareness Activities—K-1

☐ Play "I Spy" with your child, but instead of giving a color say, "I spy something that starts with /b/." or "I spy something with these sounds, /d/ /ŏ/ /g/." Have your child do the same.

☐ Play a game in which you say a word and your child has to break apart all the sounds. Ask your child to stretch out a word like dog and he/she can pretend to stretch a word with a rubber band. Your child should say /d/ /ŏ/ /g/.



☐ Play the "Silly Name Game". Replace the first letter of each family member's name with a different letter. For example, 'Tob' for 'Bob', 'Watt' for 'Matt', etc.

☐ Say a sentence aloud and ask your child to determine how many words were in the sentence.

☐ Explain that rhymes are words that sound the same at the end.

☐ Read books over and over again containing rhymes.

☐ As you read, have your child complete the rhyming word at the end of each line.

☐ Orally provide pairs of words that rhyme and pairs that do not rhyme (EX; pan/man; pat/boy). Ask, "Do 'pan' and 'man' rhyme? Why? Do 'pat' and 'boy' rhyme? Why not?"

☐ Prompt your child to produce rhymes. Ask, "Can you tell me a word that rhymes with 'cake'?"

☐ Sing rhyming songs like "Row, Row, Row Your Boat" or "Twinkly, Twinkle Little Star".

Phonemic Awareness Activities—K-1

☐ **Give your child a small car (such as a Matchbox car). Write a 3-4 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 3-5 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.**

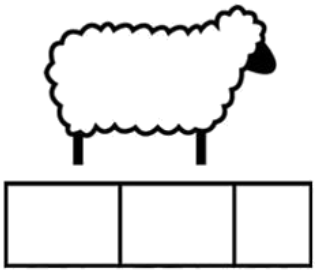
- **Jump for Sounds. Say a word and have your child jump for each sound in the word while saying the sound.**

Phonemic Awareness Activities—2-3

☐ **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 5+ 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.**

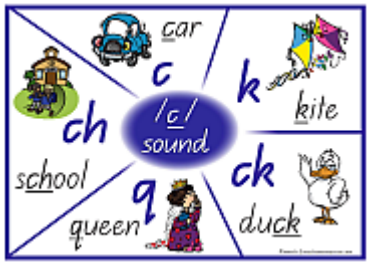


☐ **To help your child segment (separate) sounds in words:**

- **Give your child 4-7 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.**



Phonics

Phonics is the ability to understand the relationship between letters and the sounds they represent. This includes:

- **Recognizing print patterns that represent sounds**
- **Syllable patterns**
- **Word parts (prefixes, suffixes, and root words)**

Common Consonant Digraphs and Blends:

bl, br, ch, ck, cl, cr, dr, fl, fr, gh, gl, gr, ng, ph, pl, pr, qu, sc, sh, sk, sl, sm, sn, sp, st, sw, th, tr, tw, wh, wr

Common Consonant Trigraphs:

nth, sch, scr, shr, spl, spr, squ, str, thr

Common Vowel Digraphs:

ai, au, aw, ay, ea, ee, ei, eu, ew, ey, ie, oi, oo, ou, ow, oy

Phonics Activities—K-1

☐ **Make letter-sounds and have your child write the letter or letters that match the sounds.**

☐ **Play word games that connect sounds with syllables and words. (for example, if the letters "p-e-n" spell *pen*, how do you spell *hen*?).**

☐ **Write letters on cards. Hold up the cards one at a time and have your child say the sounds (for example, the /d/ sound for the letter *d*).**

☐ **Teach your child to match the letters in his/her name with the sounds in his/her name.**

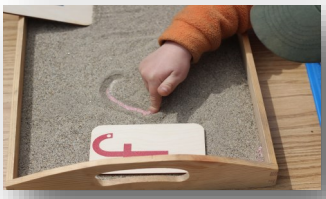
☐ **Point out words that begin with the same letter as your child's names (for example, *John* and *jump*). Talk about how the beginning sounds of the words are alike.**

☐ **Use alphabet books and guessing games to give your child practice in matching letters and sounds. A good example is the game, "I am thinking of something that starts with /t/.**

☐ **Write letters on pieces of paper and put them in a paper bag. Let your child reach into the bag and take out letters. Have your child say the sounds that match the letters.**

☐ **Take a letter and hide it in your hand. Let your child guess in which hand is the letter. Then show the letter and have your child say the letter name and make the sound (for example, the letter *m* matches the /m/ sound as in *man*).**

☐ **Make letter-sounds and ask your child to draw the matching letters in cornmeal or sand.**



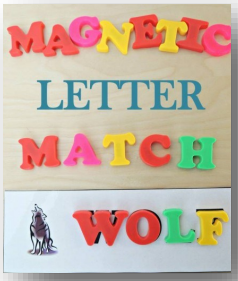
☐ **Take egg cartons and put a paper letter in each slot until you have all the letters of the alphabet in order. Say letter-sounds and ask your child to pick out the letters that match those sounds.**

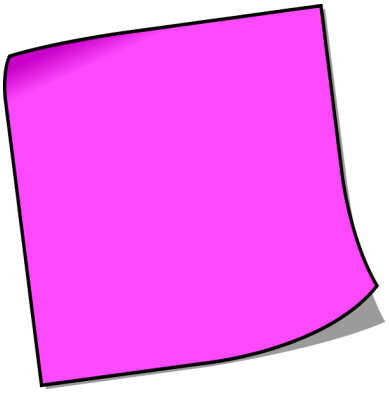
☐ **Building words - Using magnetic letters, make a three letter word on the refrigerator (cat). Have your child read the word and use it in a sentence. Every day, change one letter to make a new word. Start by changing only the beginning letter (cat, bat, hat, sat, mat, rat, pat). Then change only the ending letter (pat, pal, pad, pan). Finally, change only the middle letter (pan, pen, pin, pun).**

Phonics Activities—K-1

Phonics

☐ Making words - For this game, you will need magnetic letters and three bags. Put half of the consonants into the first bag. Put the vowels into the middle bag, and put the remaining consonants into the last bag. Have your child pull one letter from the first bag. That will be the first letter of their word. Then have your child pull from the vowel bag for the second letter of the word and from the other consonant bag for the third letter of the word. Next, the child will read the word and decide if it is a real word or a non-sense word. Take turns, replacing the vowels as needed until there are no more consonants left.

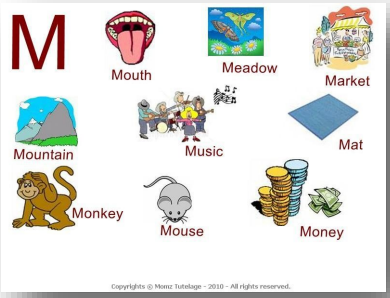




☐ Labeling words - When reading with your child, keep Post-it notes handy. Every so often, have your child choose one object in the picture and write the word on a Post-it. Put the note in the book to read each time you come to that page.

☐ Practicing words with pictures - Choose pictures from a magazine or catalog. Say the name of the picture, have your child say the sound that the picture begins with and the name of that letter.

☐ Hunting for words - Choose a letter and have your child hunt for five items beginning with that letter sound. As each object is found, help your child write the word on a list. For example, if the target sound is "m", the child might find and write mop, mat, Mom, money, and microwave.

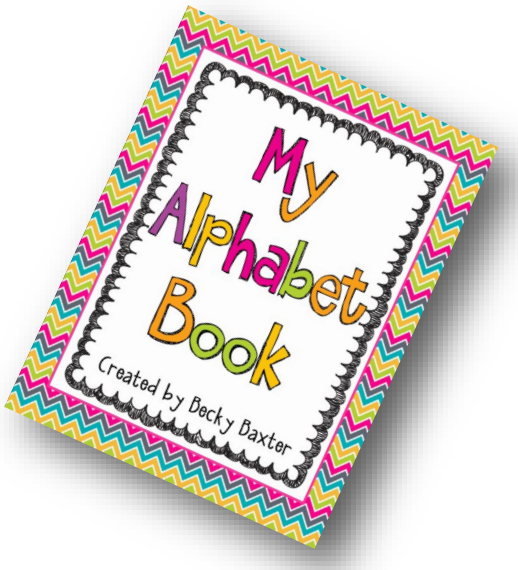


☐ Hints for helping your child sound out words

- 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", and 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.

☐ Teach your child to recognize the letters in his or her name.

Phonics Activities—K-1



☐ Use magnetic letters to spell words on the refrigerator or spell names of family members and friends.

☐ Discuss how names are similar and different.

☐ Recognizing shapes is the beginning of recognizing the features of letters. Have your child sort letters by tall tails, short tails, hooks, humps, and circles. Your child can continue to sort by feature combinations as well (Ex: circles and tall tails, hooks and circles, humps and tall tails, etc.)

☐ Ask your child to name stores, restaurants, and other places that have signs. This is called environmental print. Have your child cut the images of these signs from bags, take-out containers, and fliers and post them somewhere to make an Environmental Print Word Wall.

☐ Ask your child to look through ads to point out things he/she recognizes. Ask if they know any of the letters on the page.

☐ Use stores as an opportunity for learning! Ask questions like, "Can you find something that has a letter C? Can you find a word that begins with an M? Can you find something with 4 letters?" Praise all efforts and keep it like a game.

☐ Make alphabet letters out of Play-doh®.

☐ Write letters with your finger on your child's back and have them guess the letter. Have your child do the same to you.

☐ Play "Memory" or "Go Fish" using alphabet cards.

☐ Read alphabet books to your child and eventually ask him/her to name the items on the page that you know he/she can successfully tell you.

Phonics Activities—2-3

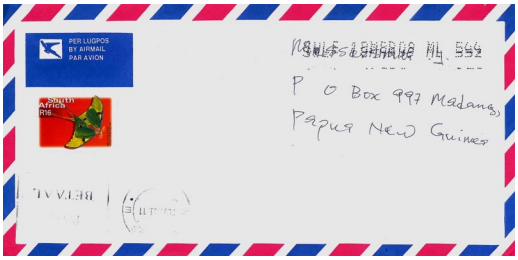
Phonics

☐ 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 the 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 the 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, 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.
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- 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

Fluency is the ability to read with sufficient speed to support understanding. This includes:

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

Fluency Activities—K-1

☐ Repeated reading - Choose a passage that will not be very difficult for your child. Read the passage aloud to your child, and then read it together, helping your child figure out any tricky words. Next, have your child read the passage to you with a focus on accuracy. Finally, have your child read the passage to you again, paying attention to fluency and expression. The goal is to sound smooth and natural.

☐ Use different voices - When reading a familiar story or passage, try having your child use different voices. Read the story in a mouse voice, cowboy voice, or a princess voice. This is another way to do repeated reading, and it adds some fun to reading practice.

☐ Read to different audiences - Reading aloud is a way to communicate to an audience. When a reader keeps the audience in mind, he/she knows that his reading must be fluent and expressive. Provide a variety of opportunities for your child to read to an audience. Your child can read to stuffed animals, pets, siblings, neighbors, grandparents - anyone who is willing to listen. This is a good way to show off what was practiced with repeated reading.

☐ Record the reading - After your child has practiced a passage, have him/her record it with a tape player or MP3 device. Once recorded, your child can listen to his reading and follow along in the book. Often, he/she will want to record it again and make it even better!

☐ When you read a story, use appropriate expression during dialogue. Encourage your child to mimic your expression. Talk with him/her about what that expression means. Ex: If the character is excited about going to the park, he/she should sound like that in his/her voice. Encourage your child to repeat key phrases or dialogue.

☐ Recite nursery rhymes and poems to build familiar phrases in speech.

☐ In a repetitive text, ask your child to repeat the familiar phrase with you. Ex: For the story, “The House that Jack Built” your child can recite with you “ in the house that Jack built.”

Fluency Activities—K-1

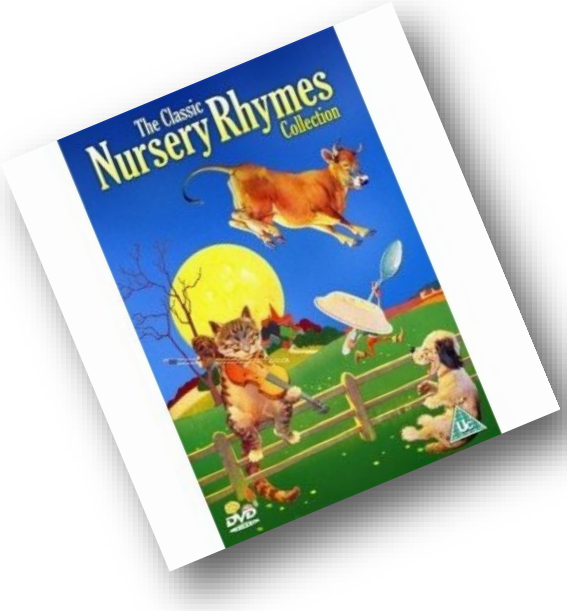
☐ When you read a story, use appropriate expression during the speaking parts (dialogue). Encourage your child to copy your expression. Talk with him/her about what that expression means. Ex: If the character is excited about going to the park, he/she should sound like that in his/her voice. Encourage your child to repeat key phrases or dialogue.

☐ Point out punctuation marks that aid in expression such as question marks, exclamation points and quotation marks. Demonstrate how your voice changes as you read for each. Only focus on one during a book. Remember it is important to enjoy it first and foremost.

☐ Encourage child to sing favorite songs and repeat favorite lines of songs.

☐ Make your own books of favorite songs for child to practice "reading". This builds confidence and helps your child identify him/herself as a reader.

☐ Say a sentence to your child and ask him/her to repeat it to you. Challenge your child to increase the number of words he/she can repeat. As you say it, put it in meaningful phrases. Ex: The boy went/ to the store /with his mother.



☐ Alternate repeating the favorite lines of a poem or nursery rhyme with your child. He/ she will mimic your phrasing and expression.

Fluency

Fluency Activities—2-3

☐ Repeated reading - Choose a passage that will not be very difficult for your child. Read the passage aloud to your child, and then read it together, helping your child figure out any tricky words. Next, have your child read the passage to you with a focus on accuracy. Finally, have your child read the passage to you again, paying attention to fluency and expression. The goal is to sound smooth and natural.

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☐ Make your own books of favorite songs for child to practice “reading”. This builds confidence and helps your child identify him/herself as a reader.

☐ Alternate repeating the favorite lines of a poem with your child. He/ she will mimic your phrasing and expression.

Vocabulary

Vocabulary is students' knowledge of and memory for word meanings. This includes:

- Receptive Vocabulary

- **Words we understand when read or spoken to us**

- Expressive vocabulary

- **Words we know well enough to use in speaking and writing**

Vocabulary Activities—K-1

☐ Read aloud - Continue to read aloud to your child even after he 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.

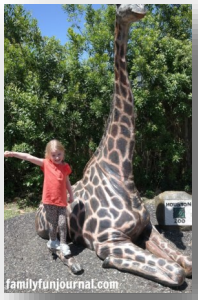
☐ Preview words - Before reading to or with your child, scan through the book, choose two words that you think might be interesting or unfamiliar to your child. Tell your child what the words are and what they mean. As you read the book, have your child listen for those words.

☐ 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 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.

☐ Introduce your child to a variety of experiences to help build background knowledge he/she can use while making sense of print by taking them to the park, museums, the zoo, etc.



☐ Play “categories” with your child. Name a topic such as “farms” and ask your child to think of all the words he/she can related to that topic. This is a great way to build word knowledge!

☐ Discuss opposites (antonyms).

Vocabulary Activities—K-1

☐ Discuss positional words such as beside, below, under, over, etc. Make it into a game at dinner by asking your child to place his/her fork in different places in relation to his/her plate. Ex: Put your fork above your plate.

☐ Use the language of books such as author, title, illustrator, title page, etc.

☐ Discuss ordinal words such as first, last, beginning, middle, etc.

☐ Talk about how things are similar/alike as well as how things are different. Ex: How is a dog like a cat? How is a dog different from a cat?

☐ Use a variety of words to describe feelings and emotions. For example, your child says he/she is happy. You can validate that by saying, "I'm so glad you are so joyful today! You sure look happy!"

☐ Trips to everyday places build vocabulary. Discuss what you are doing and seeing as you are going through the store, for example. "I'm here in the bakery. I can find donuts, cookies, and bread." Ask your child, "What else do you think I could find here?"

☐ When you read a book about a topic, ask him/her to tell you all the words related to it. Ex: If you read a book about a dog, he/she might say dog, puppies, toy, food, play, leash. Add other words to help expand upon what he/she says.

☐ When you read a book, ask your child to identify categories for words he/she has read. Ex: If you read a book about pumpkins, you could put the words pumpkin, leaf, stem, and seeds into a category about the parts of a plant.

Vocabulary Activities—2-3

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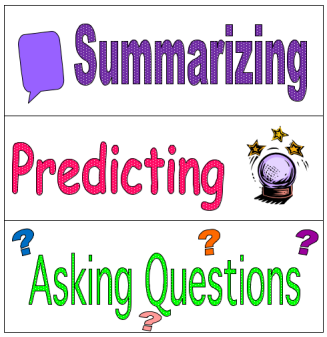
☐ Hot potato (version 2) - Play hot potato with prefixes or suffixes. The prefixes dis-, ex-, mis-, non-, pre-, re-, and un- are common. Common suffixes include -able/-ible, -ed, -er, -est, -ful, -ish, -less, -ly, -ment, and -ness.

☐ 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 related to that topic. This is a great way to build word knowledge!

☐ When you read a book about a topic, ask him/her to tell you all the words related to it. Ex: If you read a book about dinosaurs, he/she might say Tyrannosaurus Rex, paleontologist, herbivore, carnivore, fossil. Add other words to help expand upon what he/she says.



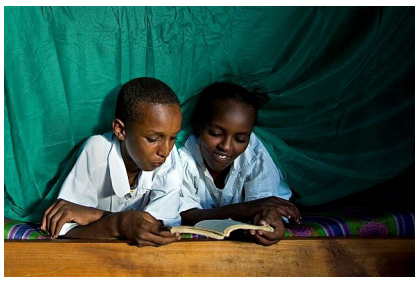
Comprehension

Comprehension is the ability to understand and draw meaning from text. This includes:

- **Paying attention to important information**
- **Interpreting specific meanings in text**
- **Identifying the main idea**
- **Verbal responses to questions**
- **Application of new information gained through reading**

Comprehension Activities—K-1

☐ Sequencing errands - Talk about errands that you will run today. Use sequencing words (sequence, first, next, last, finally, beginning, middle, end) when describing your trip. For example, you might say, "We are going to make three stops. First, we will go to the gas station. Next, we will go to the bank. Finally, we will go to the grocery store."



☐ Every day comprehension - Ask your child who, what, when, where, why, how questions about an event in his/her day. For example, if your child attended a party, you could ask, "Who was there? What did you do? When did you have cake? Where did you go? Why did the invitation have dogs on it? How did the birthday child like the presents?" Once your child is comfortable answering these questions about his/ her experiences, try asking these questions about a book you've read together.

☐ Think aloud - When you read aloud to your child, talk about what you are thinking. It is your opportunity to show your child that reading is a lot more than just figuring out the words. Describe how you feel about what's going on in the book, what you think will happen next, or what you thought about a character's choice.

<u>Reading Fiction</u>

☐ 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 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?"

<u>Reading Nonfiction</u>

☐ Before reading - Point out the title and author. Look at the picture on the cover and ask, "What do you think you'll learn about in this book? Why?" This helps your child consider what he already knows about the topic. Look at the table of contents. You and your child may choose to read the book cover to cover or go directly to a certain chapter.

Comprehension Activities—K-1

☐ 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 lots 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 out?"

Other Ideas

☐ Before your child reads a story, read the title and look at the cover. Ask, “What do you think will happen in the story?”

☐ Take a quick “book look” and encourage your child to talk about what he/she thinks about what might happen in the story.

☐ As your child reads, ask questions that start with who, what, where, when, why, and how. If your child does not answer with an appropriate response, redirect by saying, “I think you mean a person because it was a “who” question” then restate the question.

☐ After you read a few pages, ask “What do you think will happen next?’

☐ Ask your child to talk about the beginning, middle and end of the story. You will need to model this several times first.

☐ Discuss words related to stories such as characters, problem, and solution. For example, “How did characters of the Three Bears solve the problem of the porridge being too hot?” If the child does not know, show the picture or reread the page.

☐ After reading, ask your child, “What was your favorite part? Show me. Why do you like that part?”

☐ Ask questions about character traits. Ex: “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 many times before your child can do it. He/she may also “mimic” your answer. Encourage your child’s attempts.

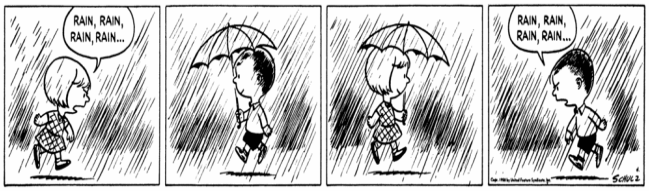
☐ Encourage deeper thinking by asking, “If the story kept going, what do you think would happen next?”

☐ 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? The boy who went to the zoo with his family reminds me of when we went to the zoo over the summer. What do you think?”

☐ As you are reading, think out loud to your child. Ask questions such as “I wonder why the boy is crying in the picture? Will he find his lost toy?” This demonstrates that reading and comprehension is an active process, not passive.

·· Make puppets to help your child retell a favorite story or use stuffed animals as props to retell a story or part of a favorite story.

Comprehension Activities—2-3



☐ Sequencing comics - Choose a comic strip from the Sunday paper. Cut out each square and mix the squares up. Have your child put them in order and describe what is happening. Encourage your child to use words like first, second, next, finally, etc.

☐ 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 questions 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 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'll learn about in this book? Why?" This helps 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 lots 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 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. Ex: “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 many 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?”

Help Your Child Succeed in School:
Build the Habit of Good Attendance Early

School success goes hand in hand with good attendance!

DID YOU KNOW?

- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.

WHAT YOU CAN DO

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your child to her teachers and classmates before school starts to help her transition.
- Don't let your child stay home unless she is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make her feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.

When Do Absences Become a Problem?

CHRONIC ABSENCE
18 or more days

WARNING SIGNS
10 to 17 days

SATISFACTORY
9 or fewer absences

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

For more on school readiness, visit **attendanceworks.org** and **reachoutandread.org**

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Reach Out and Read

Attendance Works

Ayude a su hijo a tener éxito en la escuela:
Creando el hábito de buena asistencia a temprana edad
¡El éxito escolar va de mano a mano con una buena asistencia escolar!

¿SABÍA QUE...?

- Empezando en el kínder, muchas ausencias pueden causar que los niños se atrasen en la escuela.
- Faltar el 10% (más o menos faltar 18 días en el kínder) puede bajar el rendimiento en el primer grado y hacer que cueste más aprender a leer.
- Los estudiantes se pueden seguir atrasando aunque sólo falten uno o dos días durante varias semanas.
- Las llegadas tarde en los primeros grados pueden predecir que el estudiante tendrá mala asistencia en los años siguientes.
- La falta de asistencia a la escuela puede afectar a todos en la clase, ya que el maestro tiene que disminuir el aprendizaje para ayudar a los niños a ponerse al día.
- Las escuelas pueden perder dinero para programas educacionales porque frecuentemente la asistencia es la base para la asignación de los fondos.

Asistir regularmente a la escuela, ayuda a los niños a sentirse mejor en la escuela—y consigo mismos. Empezar a crear este hábito en la edad preescolar, los hará aprender rápidamente la importancia de ir a la escuela a la hora indicada y todos los días. La buena asistencia ayudará a los niños a tener éxito en la preparatoria, la universidad y en el trabajo.

COMO AYUDAR A SU HIJO

- Establezca una hora consistente para acostarse y la rutina de cada mañana.
- Prepare la ropa y las mochilas la noche anterior.
- Averigüe el día en que empieza la escuela y asegúrese que su hijo tenga las vacunas requeridas.
- Presente a su hijo a sus maestros y compañeros de clase antes que la escuela empiece, para ayudarle con la transición a la escuela.
- Sólo deje que su niño se quede en casa si está realmente enfermo. Tenga en mente que las quejas de un dolor de estómago o de cabeza pueden ser seña de ansiedad y no una razón para quedarse en casa.
- Si su hijo parece ansioso por ir a la escuela, hable con los maestros, consejeros u otros padres para que le aconsejen sobre cómo hacerlo sentir cómodo y motivado a asistir a la escuela.
- Prepare opciones para llegar a la escuela si algo inesperado sucede. Contacte con anterioridad un familiar, un vecino u otro padre para que le ayude en esos días.
- Evite citas médicas y viajes prolongados durante el tiempo de escuela.
- Contacte al personal de la escuela u oficiales de la comunidad para encontrar ayuda sobre transportación, vivienda, empleo o problemas de salud.

¿Cuándo las ausencias se vuelven en problema?

Nota: Números asumen un año escolar de 180 días

Para más información sobre cómo preparar a su hijo para la escuela, visite attendanceworks.org y reachoutandread.org/esp

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RESOURCES

Mississippi Department of Education
www.mdek12.org/literacy

Everyday Learning Opportunities for Children
http://storytimeoregon.com/

Activities for the 5 Components of Reading
http://www.fcrr.org/for-educators/sca.asp

Put Reading First:
Helping Your Child Learn to Read – A Parent Guide(K-3)
http://www.centeroninstruction.org/files/PutReadingFirst_ParentGuide.pdf

Strategies for Teaching English Language Learners
http://www.scholastic.com/teachers/article/strategies-teaching-english-language-learners

Parent Tips: Help Your Child Have a Good School Year
http://www.colorincolorado.org/article/33152/

This plan was adapted and written for Mississippi from plans developed by Conewago Valley School District, PA; Downers Grove Grade School District 58, IL; and Blue Valley School District, KS.

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