

# Handbook for



## Helping at Home (Grades 2-3)

# HANDBOOK FOR HELPING AT HOME

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# **General Reading Tips & Strategies**

## Title I/Reading Support Materials

### What Your Child Should Be Doing at School

Just as musicians and athletes get better by practicing the skills and strategies of their fields, readers get to be better at reading by practicing the skills and strategies involved in reading. In order to ensure that students have daily opportunities to practice and strengthen their “reading muscles,” here is what your child should do with the materials that he/she is using during reading support:

<b>If Your Child Is Using...</b>	<b>Then He/She Should...</b>
ERI	Work on letter naming and beginning sounds in words
Leveled Readers	Read any book and practice clarifying, questioning, predicting, and summarizing
Quickreads	Practice familiar passages for 1 minute
PALS	Practice letter sounds and blending them into words
Phonics for Reading/REWARDS	Look at words and find parts that you know
Read Naturally (in the article section of the notebook)	Practice familiar passages for 1 minute
Soar to Success	Read any book and practice clarifying, questioning, predicting, and summarizing
Sourcebooks	Reread familiar stories and discuss the information learned from the text
Strategic Intervention Kit	Practice assigned vocabulary and read books to increase comprehension
Think-Alongs	Stop and think about what he/she read
Visualizing and Verbalizing	Break text into parts. Your child reads each part and describes (verbalizes) what he/she visualizes while reading.

<b>If Your Child Has...</b>	<b>Then He/She Should...</b>
Phrase Cards	Practice reading them accurately at the rate of 1 card per second
PSSA Terms	Practice reading and defining the terms
Word Sorts	Practice sorting the words quickly and correctly

In addition, your child can strengthen all areas of reading by simply reading MORE!

## What Should I Do If My Child Cannot Figure Out a Word?

Your child is learning to use many strategies when he/she comes to an unfamiliar word. Because one strategy does not always work, it is important that your child knows a variety of ways to solve words. Below is a list of strategies that you can encourage your child to use at home when he/she is reading to you:

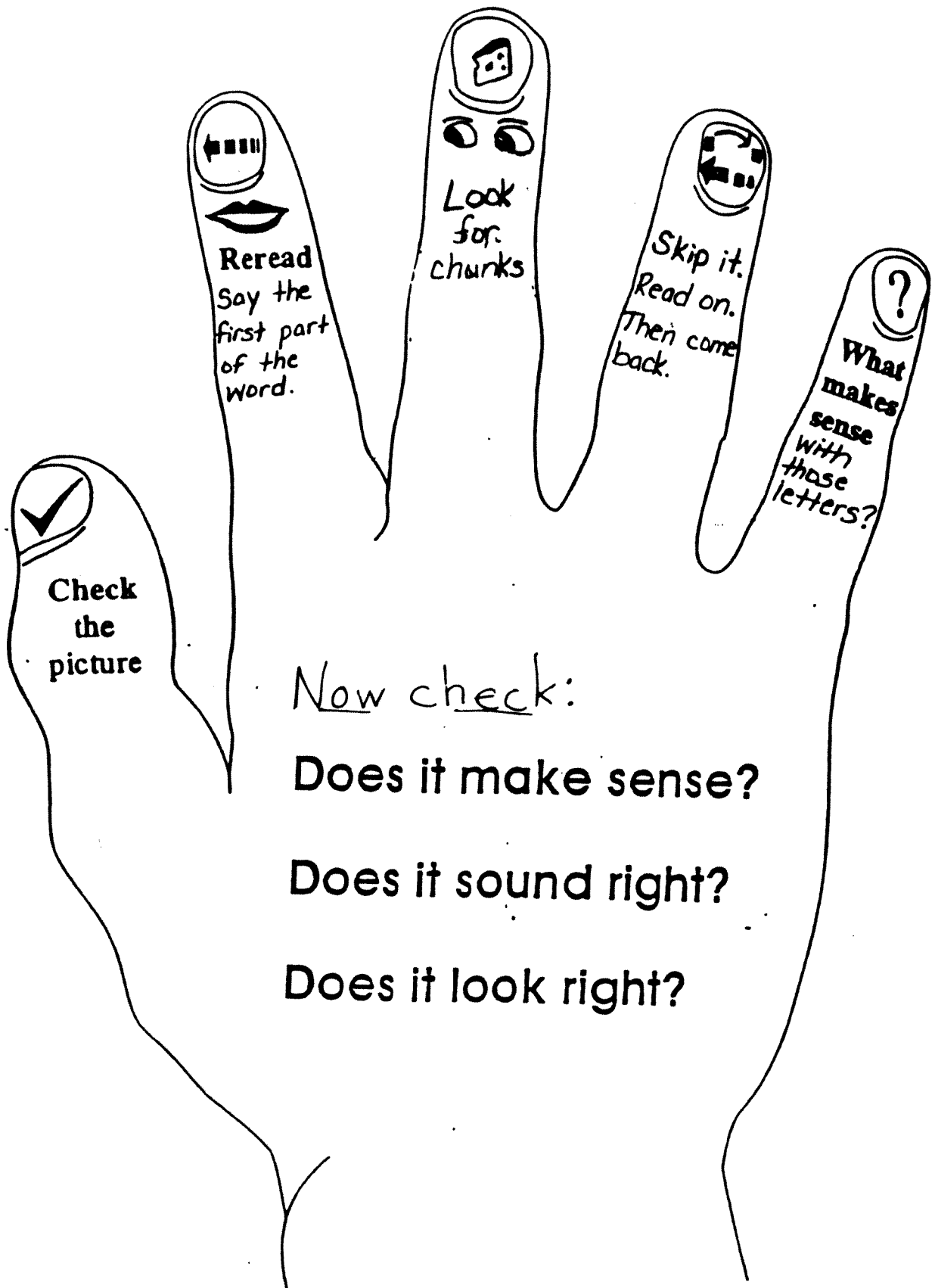
- Look at the picture. Does that help you figure out the tricky word?
- Think about what is happening in the story. Can you think of a word that would make sense?
- Reread the sentence and see if you can think of a word that would sound right.
- Can you use the letter sounds or chunks (ch, sh, ck) to help you read the word? Make sure you say the sounds in order.
- Do you know another word that looks almost the same?

Because the ultimate goal of reading is comprehension, your child is learning how to use meaning first. Looking at the picture, thinking about the story, and rereading the sentence are all strategies that remind the child to think about what makes sense. After trying those strategies, it is a good idea to look through the whole word and see if the letter sounds can help.

If your child is having difficulty with names or sight words in the story, you may tell him/her these words. Sight words cannot often be decoded and the names in the story may be too unfamiliar to your child to read. Before reading, you and your child can look at the pictures to see what is happening in the story. Be sure to mention the characters' names as you take your "picture walk." This will also help your child know names before he/she starts to read.



# The Reading Hand



## Tips for Parents of Second Graders

(The following information was taken from "Reading Rockets: Launching Young Readers," a five-part television series that aired on PBS. See [www.pbs.org/launchingreaders](http://www.pbs.org/launchingreaders) for more info.)

Find ways to read, write, and tell stories together with your child. Always applaud your young reader and beginning storywriter! The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

- Tell family tales  
Children love to hear stories about their family. Talk about a funny thing that happened when you were young.
- Create a writing toolbox  
Fill a box with drawing and writing materials. Find opportunities for your child to write, such as the shopping list, thank-you notes, or birthday cards.
- Be your child's #1 fan  
Ask your child to read aloud what he or she has written for school. Be an enthusiastic listener.
- One more time with feeling  
When your child has sounded out an unfamiliar word, have him or her reread that sentence. Often kids are so busy figuring out a word they lose the meaning of what they've just read.
- Invite an author to class  
Ask an author to talk to your child's class about the writing process. Young children often think they aren't smart enough if they can't sit down and write a perfect story on the first try.
- Create a book together  
Fold pieces of paper in half and staple them to make a book. Ask your child to write sentences on each page and add his or her own illustrations.
- Do storytelling on the go  
Take turns adding to a story the two of you make up while riding in a car or bus. Try making the story funny or spooky.
- Point out the relationship between words  
Explain how related words have similar spellings and meanings. Show how a word like *knowledge*, for example, relates to a word like *know*.
- Use a writing checklist  
Have your child create a writing checklist with reminders such as, "Do all of my sentences start with a capital? Yes/No."
- Quick, quick  
Use new words your child has learned in lively flash card or computer drills. Sometimes these help kids automatically recognize and read words, especially those that are used frequently.



## Tips for Parents of Third Graders

(The following information was taken from "Reading Rockets: Launching Young Readers," a five-part television series that aired on PBS. See [www.pbs.org/launchingreaders](http://www.pbs.org/launchingreaders) for more info.)

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

- Make books special**  
Turn reading into something special. Take your kids to the library, help them get their own library card, read with them, and buy them books as gifts. Have a favorite place for books in your home or, even better, put books everywhere.
- Get them to read another one**  
Find ways to encourage your child to pick up another book. Introduce him or her to a series like *The Boxcar Children* or *Harry Potter* or to a second book by a favorite author, or ask the librarian for additional suggestions.
- Crack open the dictionary**  
Let your child see you use a dictionary. Say, "Hmm, I'm not sure what that word means... I think I'll look it up."
- Talk about what you see and do**  
Talk about everyday activities to build your child's background knowledge, which is crucial to listening and reading comprehension. Keep up a running patter, for example, while cooking together, visiting somewhere new, or after watching a TV show.
- First drafts are rough**  
Encourage your child when writing. Remind him or her that writing involves several steps. No one does it perfectly the first time.
- Different strokes for different folks**  
Read different types of books to expose your child to different types of writing. Some kids, especially boys, prefer nonfiction books.
- Teach your child some "mind tricks"**  
Show your child how to summarize a story in a few sentences or how to make predictions about what might happen next. Both strategies help a child comprehend and remember.
- "Are we there yet?"**  
Use the time spent in the car or bus for wordplay. Talk about how jam means something you put on toast as well as cars stuck in traffic. How many other homonyms can your child think of? When kids are highly familiar with the meaning of a word, they have less difficulty reading it.





## Reading Baseball – Gr. 2-5

How to play with 2 players (for players who understand the base running in baseball):

### Materials needed:

- Baseball diamond game board
- Dice
- Two players (markers)
- Score sheets
- Picture/Question Cards
- Pencil or pen



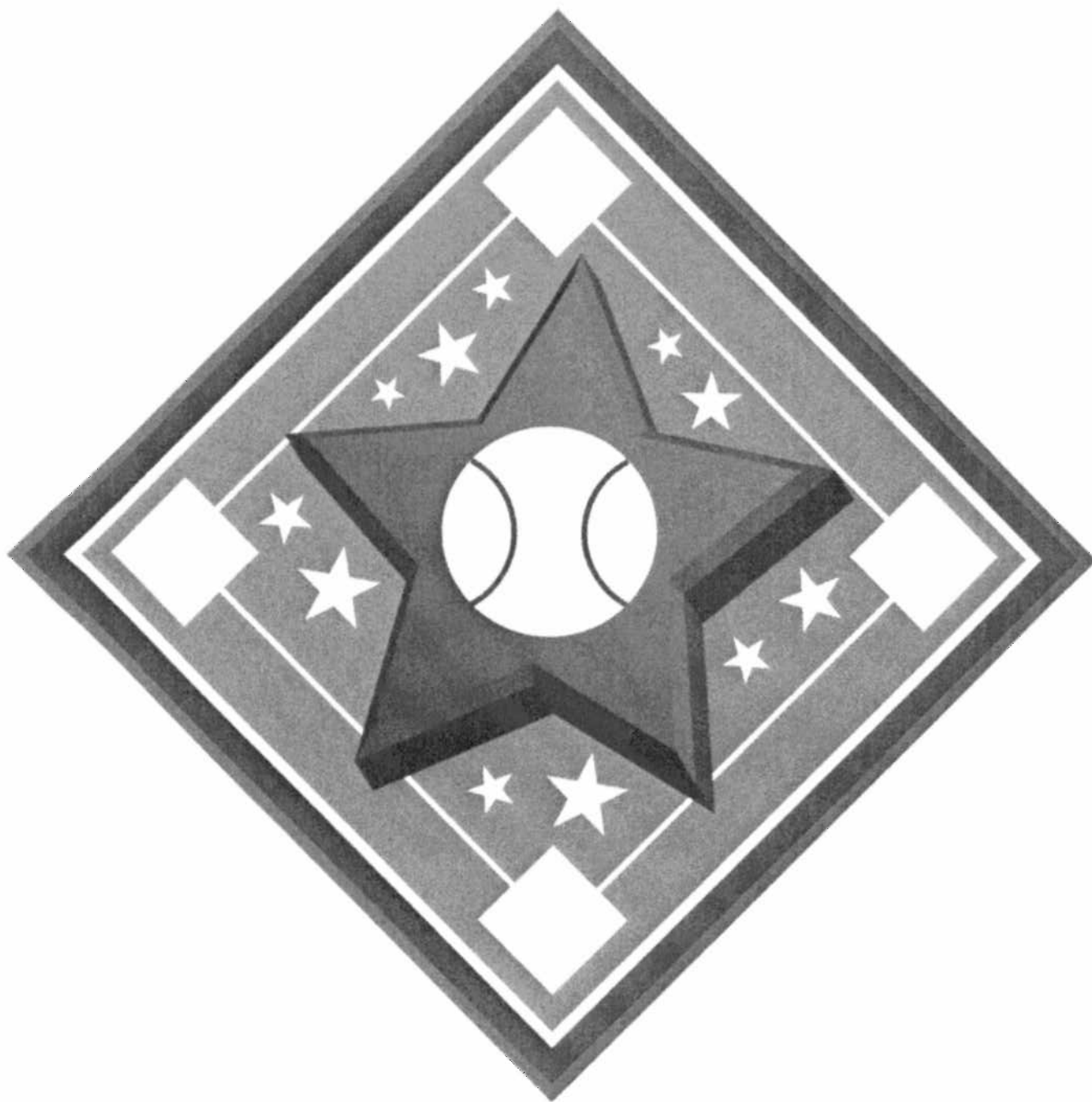
1. One child is the pitcher, and one child is the batter.
2. The pitcher presents the question to the batter.
3. The batter answers the question or performs the task.
  - a. *If the batter answers the question **CORRECTLY**, the batter rolls the dice. The batter then moves his or her piece to the correct base or records an out.*
  - b. *If the batter answers the question or performs the task **INCORRECTLY**, the batter records an out.*
4. Continue steps 1-3 until the batter has recorded 3 total outs. Once the batter has 3 outs, switch roles with the pitcher.
5. Steps 1-3 should be completed until the new batter has recorded 3 outs.
6. Once each person has been the pitcher AND the batter, you then move onto the next inning and give take turns being the pitcher and the batter. Play as many innings as you like.

- If you roll a 1 = Single
- If you roll a 2 = Double
- If you roll a 3 = Triple
- If you roll a 4 = Home run
- If you roll a 5 = Walk
- If you roll a 6 = Out



## **Skills that you can practice by playing baseball:**

1. **First Sound Fluency (FSF)** - Show pictures or just give words and have students identify the first sound in the word.
2. **Letter Naming** – Put down a stack of letter cards and have the student identify the name of the letter that he or she picks. Include capitals and lowercase.
3. **Letter Sounds** – Have the student pick up one letter on his or her turn and give the correct sound for the letter or combination of letters.
4. **Non-Sense Words** - Have students try to read non-sense words as whole words to practice reading “consonant-vowel-consonant” patterns in words (Ex. – *mog, vip*, etc.).
5. **Sight Words** – Have the students practice reading the sight word cards that have been sent home by his or her classroom teacher.
6. **Spelling words** – Have the student practice spelling the word either orally or in writing that the parent or other player reads to him or her.
7. **Vocabulary Words** – Have the student either give the meaning of a chosen word from his or her robust vocabulary list or write the meanings of words on cards and have the student identify the word that matches the meaning.
8. **Antonyms and Synonyms** – Have the student pick a word. Then, have the student give either a synonym or antonym for the given word.



**Player 1**

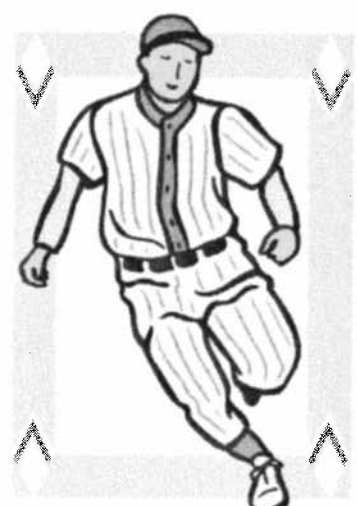
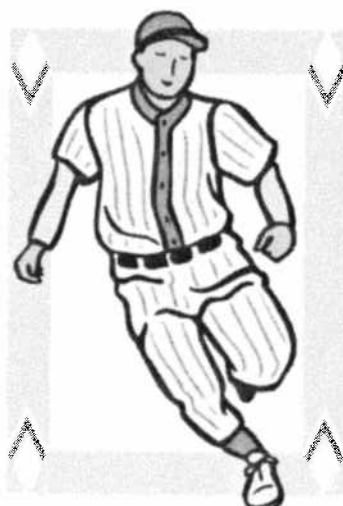
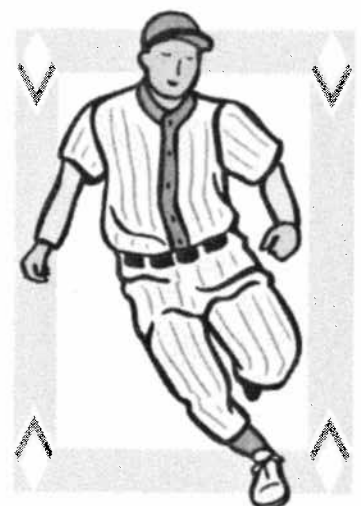
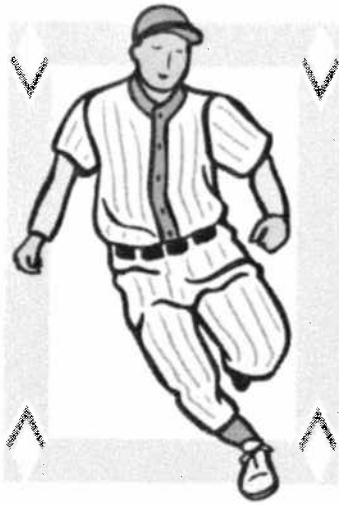
**Outs -**

**Runs -**

**Player 2**

**Outs -**

**Runs -**





Give this picture to the person who is the pitcher. You will switch pictures after 3 outs if you are playing with another player.



Give this picture to the person who is batting.




# Motivating Your Child

# Checklist for a “Reading-Friendly” Home

Ideas from The Parent Institute in Fairfax, VA



1. **Limit TV Viewing**  
The television may be your children’s biggest adversary against becoming good readers. Make sure they do not spend every available moment in front of it. It’s not an accident that today’s children are reading less and weighing more. The TV is the monster in our living rooms and we must tame it.
2. **Take Your Children to the Library**  
This shows them that reading is important to you, and opens a world of reading to them.
3. **Limit After-School Activities**  
Time for sports, videogames, practices and clubs adds up. Make sure there is some time left over for reading.
4. **Set a Time and Place for Reading Each Day**  
Assign a quiet place, free from distractions, where your children can spend some quiet minutes reading. Consider reading with them if you like.
5. **Tell Your Children You Are Proud of Their Reading Skills**  
Be sure to tell your children how proud of their reading skills you are. The secret is to keep reading fun to them. Make sure they have books they are interested in and promote reading as a fun event, not a learning chore. Our attitude means a lot as we sell them on reading.
6. **Let Them See You Read**  
Your example will encourage them to be better readers. A good start would be letting them see you read this paper today.
7. **Keep Reading Materials in the House**  
Make sure there are reading materials around the house: books, magazines, newspapers. Find articles they are interested in and show them to the kids.





## Increasing Motivation: Reading Tips from Kids

Here are a few tried-and-true guidelines from Reading is Fundamental on how to motivate kids to read, with comments and suggestions from kids themselves.

**1. Let kids pick out their own books.**

Book choice is a strong motivation for readers young and old. Let kids pick out books at the library or bookstore. It's almost a sure thing they'll want to read them. If you pick them out, they won't.

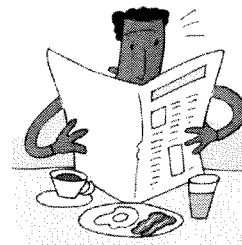
"Let your children pick out whatever interests them. When I was little, I always picked dinosaur books. My dad would read them to me. I got to pick out any book, and he would read it, no matter how hard it was," says Brian.

**2. Set goals and reward reading.**

Reward reading with more reading, we've always said. Stop by the library or bookstore for the next book in your child's favorite series, or let your child shop for it online.

**3. Let your kids see you read.**

Read the newspaper over your morning coffee, take a magazine from the rack in a doctor's office while you wait, and stuff a paperback into your purse, pocket, or briefcase. Your kids will catch on to the fact that reading is something you like to do in your spare time.



"If parents don't read a lot in front of kids, and instead watch lots of electronics – like TV and the computer – then the kids will think that's what they're supposed to do and they might not read as much," says Cameron.

**4. Make reading together fun and memorable.**

Parents can convey important positive impressions about reading by making reading an experience their children will remember and cherish.

Emily says, "My mom really likes to read to me and she makes the books sound funny by using different voices." It's not what you read to your child that counts; it's how. Make a story come alive by changing your voice and pace, or using sound effects and motions.

"For me, it was not just books – it was how my mom read the book that got my attention," says Brittany.

**5. Create loving associations with books and reading.**

Reading together is a time for closeness and cuddling – another way to show your love as a parent, grandparent, or caring adult. "My mom would write magical notes from Santa, from the tooth fairy, and 'discover' and read them with me in the morning. It was the sweetest reward knowing she'd taken the time," says Brittany.

Luis says, "My grandma is coming, and I want her to read to me." For children lucky enough to have parents who read to them, the memory is lasting and their love for books and reading lifelong. "Most of all, do it the old-fashioned way. Hold your child while you read together. One of my fondest memories is having my mom read to me in bed at night and falling asleep in her arms. I slept perfectly those nights," says Taurean.

## Partnering for Success: Getting Your Child to Read

(Taken from the PSSA Classroom Connection)

**Many parents help their children learn to read and work with them to improve reading skills. For children to become strong readers, they need to understand how books are read (from front to back, left to right in English), letter/sound relationships, and critical thinking. Listed below are some helpful tips that parents can use to encourage children to read and to improve their performance.**

1. If possible, read aloud every day, even to older children. Discuss authors and illustrations along with the stories.
2. Take turns reading aloud with your child. But do not insist that your child read aloud if he or she is uncomfortable doing so. Encourage your child to participate in any way.
3. Take your child to the library and obtain a card for him/her. Make frequent visits with your child to the library.
4. Don't be so quick to get your child involved in an expensive reading program. No program is a quick fix, and many commercial programs and most workbooks can bore children and turn them off to reading.
5. Consider obtaining books on tape (book-tape combinations) from the library, a bookstore, or a children's book club. Teach your child how to follow along with the book while listening to a tape.
6. Don't ask your child if a book that he/she has selected is too hard. Even if he/she does not know all the words, it may challenge him/her and give you an opportunity to volunteer to read part of the book to (or with) your child.
7. Set a "go-to-bed-with-a-book" policy. Let your child read for half an hour after going to bed. Take turns reading or rotate nights, whatever encourages your child to read. If there isn't a light near your child's bed, provide a reading light.
8. Avoid rewarding a child for the number of books he/she has read. Reading should bring its own reward and pleasure.
9. Don't punish your child or remove privileges if your child does not read. Reading should be associated with pleasure and enjoyment.
10. Express your love for reading to your child. Allow your child to see you reading. Share what you are reading for pleasure or information.
11. Support your child in active reading by encouraging him/her to read signs, labels, notes, written directions, notices, letters, lists, stories, poems, and road signs.
12. Help your child to read and make alphabet books. Encourage your child to illustrate each letter with a new drawing or have him/her cut out a picture from a magazine.
13. Point to words and letter/sound patterns as part of the shared reading experience.
14. Encourage your child to watch television programs based on children's books. PBS features several programs. Compare them with the books, noting similarities and differences.
15. Use a pick-a-book strategy or story strategy with your child. Take turns choosing reading material. Consciously determine what you would like to share with your children.
16. Help your child make "word cards" of new words or difficult words that he/she is having trouble with and use these cards to review with your child.
17. If you want to help your child learn letter/sound relationships, read books (like Dr. Seuss) together.
18. Don't assume that books put onto a computer program will necessarily help your child read, because some are only slightly interactive. If possible, preview before you invest in these programs.
19. Invite your child to tell you about what he/she is reading, but don't put pressure on your child regarding content. Instead, encourage informal sharing.



# Phonics

## A Crash Course in Phonics

Phonics is the relationship between letters and letter combinations and the sounds they make.

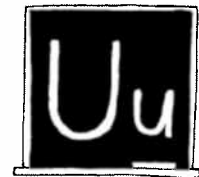
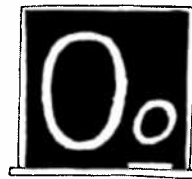
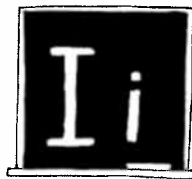
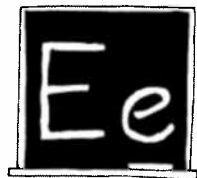
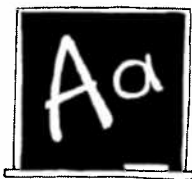
Here are the steps to learning phonics...

### Step 1 – Knowing Consonants & Vowels

The first step in understanding phonics is knowing the difference between **consonants** and **vowels**. If students know that *a, e, i, o, u*, and sometimes *y*, are vowels, then any letter that is NOT on that list is a consonant. It is important to be able to identify the difference between vowels and consonants because certain consonant and vowel patterns determine the kinds of sounds that the letters make.

**So how can we practice knowing the difference between vowels and consonants?**

1. Have your child go on a scavenger word hunt throughout the house. Have your child make a list of words that he/she finds that have only one vowel. Then, search for words that have 2 vowels, etc.
2. Give your child a magazine page, cereal box, or anything else that has writing on it in your house. Have him/her highlight or circle all of the vowels that he/she sees.

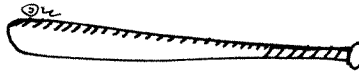


## Step 2 – Understanding The Types Of Syllables

It is important for students to recognize syllables in words. When they are able to say one syllable at a time, spelling becomes much easier. All words have syllables. A word might have one, two, or even more syllables.

### Types of Syllables

1. A closed syllable ends in a consonant. The vowel has a short vowel sound, as in the word bat.



Examples: **rab/bit**, **nap/kin**

2. An open syllable ends in a vowel. The vowel has a long vowel sound.

Examples: **pro/tect**, **ti/ger**

3. A vowel-consonant-e syllable is typically found at the end of a word. The final e is silent and makes the next vowel before it long.

Examples: com/**pete**, po/**lite**

4. A vowel team syllable has two vowels next to each other. The first vowel sound is usually long and the second one is silent.

Examples: ex/**plain**, ea/**gles**

5. A consonant-le syllable is usually found at the end of a word.

Examples: han/**dle**, puz/**zle**

6. An r-controlled syllable contains a vowel followed by the letter r. The r controls the vowel and changes the way it is pronounced.

Examples: **tur**/tle, **car**/pet

7. A diphthong syllable contains two vowels that work together to make a unique sound. There are 5 diphthong sounds:

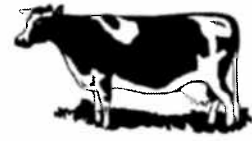
[ow] and [ou] as in cow and mouse

[oi] and [oy] as in oil and boy

[oo] as in boo and look

[au] and [aw] as in fault and paw

[ew], [ui] and [ue] as in new, juice and glue



Examples: ap/**point**, au/**thor**

**Skillful readers' ability to read long words depends on their ability to break the words into syllables. This is true for familiar and unfamiliar words (Adams, 1990).**

Name \_\_\_\_\_ Date \_\_\_\_\_

### Closed-Syllable Speed Drill

Underline the first syllable in each word. This is a closed syllable, which ends in a consonant and has the short vowel sound. Then practice reading the words until you are ready to be timed.

admit	basket	cabin	comet	contact
custom	dentist	exit	fidget	fossil
goblin	habit	hidden	kitten	limit
magnet	mental	mitten	picnic	problem
plastic	publish	pumpkin	random	ribbon
rotten	sadden	satin	signal	sunset
tablet	tennis	tonsil	tunnel	upset
victim	vivid	welcome	witness	zigzag
budget	chicken	jogger	figment	muffin
practice	puppet	crimson	denim	nostril

Name \_\_\_\_\_ Date \_\_\_\_\_

### Open-Syllable Speed Drill

Underline the open syllable in each word. The open syllable ends in a vowel and has the long vowel sound. Then practice reading the words until you are ready to be timed.

baby	bacon	basic	bison	bonus
cedar	cider	cobra	cozy	cradle
crisis	decent	diver	donut	even
fatal	female	focus	frequent	frozen
global	gravy	human	item	label
lady	lazy	lilac	major	minus
moment	music	naval	open	pilot
polo	prefix	program	pupil	rebate
recent	rodent	silent	slogan	table
tidal	tiger	vacant	virus	vocal



Name \_\_\_\_\_ Date \_\_\_\_\_

## Final (silent) –e Syllable Speed Drill

Practice reading the words until you are ready to be timed.

bit	bite	can	cane	cap
cape	cod	code	cub	cube
cut	cute	dim	dime	fad
fade	fat	fate	fin	fine
glob	globe	grad	grade	hat
hate	hid	hide	hop	hope
kit	kite	mad	made	not
note	past	paste	pin	pine
plan	plane	rid	ride	rob
robe	scrap	scrape	slid	slide

Name \_\_\_\_\_ Date \_\_\_\_\_

### Final (silent) –e Syllable Speed Drill

Underline the final–e syllable in each word. The final–e syllable has the long vowel sound. Then practice reading the words until you are ready to be timed.

bake	advice	blame	athlete	cage
confuse	daze	complete	fame	collide
page	delete	place	describe	scrape
female	slide	excite	bike	erase
twice	humane	broke	incline	bone
remote	smoke	profile	slope	notebook
use	reptile	cute	sincere	eve
mistake	nose	translate	smile	tadpole
whale	donate	white	animate	stake
demonstrate	price	estimate	life	coincide

Name \_\_\_\_\_ Date \_\_\_\_\_

### Vowel-Team Syllable Speed Drill

Underline the vowel team in each word. The vowel team appears in the same syllable. Then practice reading the words until you are ready to be timed. Note: Some vowel teams contain a consonant acting as a vowel (for example ow in cow or ay in play).

abound	yellow	about	withdraw	account
window	agree	volunteer	allow	viewpoint
amount	unreal	appear	unclear	appoint
turmoil	approach	trainer	away	textbook
balloon	subway	canteen	seesaw	complain
reveal	chimney	repeat	cuckoo	employ
enjoy	raincoat	exclaim	fellow	holiday
proceed	pillow	halfway	midweek	monkey
obtain	essay	cartoon	classroom	compound
poison	railroad	raccoon	Sunday	release

Name \_\_\_\_\_ Date \_\_\_\_\_

### **r-Controlled Vowel Syllable Speed Drill**

Underline the vowel plus *r* in each word. The vowel plus *r* appears in the same syllable. Then practice reading the words until you are ready to be timed.

slipper	murmur	glimmer	comfort	slender
mortal	color	morning	gerbil	clutter
clover	garnish	monster	skipper	sister
garden	mister	circus	garlic	modern
chorus	winter	silver	galore	whisker
charter	merchant	turtle	further	merit
chapter	forty	servant	vertical	formal
center	finger	margin	scarlet	vapor
carton	expert	liver	litter	tractor
guitar	cursor	stardom	invert	labor

Name \_\_\_\_\_ Date \_\_\_\_\_

### Consonant + le Syllable Speed Drill

Practice reading the syllables until you are ready to be timed.

ble	cle	dle	fle	gle
cle	zle	kle	tle	ple
fle	ble	gle	cle	ple
zle	gle	fle	kle	dle
cle	zle	ble	ple	dle
tle	zle	ble	tle	kle
cle	dle	tle	zle	ple
fle	cle	dle	ble	gle
zle	fle	cle	gle	ple
dle	ble	tle	cle	zle

Name \_\_\_\_\_ Date \_\_\_\_\_

### Consonant + le Syllable Speed Drill

Underline the consonant + le in each word. (The consonant + le appears in the same syllable.)  
Then practice reading the words until you are ready to be timed.

bubble	battle	angle	bridle	apple
ankle	double	bottle	bugle	bundle
circle	crinkle	fable	cattle	eagle
fiddle	maple	dazzle	marble	gentle
giggle	handle	purple	fizzle	noble
kettle	jungle	kindle	sample	muzzle
pebble	little	shingle	middle	simple
puzzle	rumble	mantle	single	needle
steeple	sparkle	stubble	rattle	struggle
puddle	temple	sprinkle	tumble	settle
wiggle	puddle	uncle	wrinkle	title
saddle	vehicle	bubble	double	battle
fable	bottle	angle	title	cattle
eagle	circle	fiddle	bundle	handle
middle	steeple	marble	apple	gentle
rumble	giggle	tumble	maple	kettle
sample	rattle	needle	uncle	pebble
vehicle	purple	jungle	little	bridle
simple	settle	saddle	single	struggle
ankle	stubble	puzzle	wrinkle	wiggle

Name \_\_\_\_\_ Date \_\_\_\_\_

## Diphthong Syllable Speed Drill

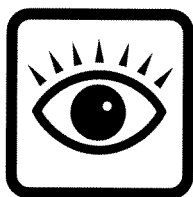
Underline the diphthong in each word. Then practice reading the words until you are ready to be timed.

abound	voices	appoint	textbook	employ
amount	about	turmoil	cartoon	raccoon
poison	classroom	enjoy	cuckoo	balloon
bookworm	withdraw	account	allow	textbook
seesaw	tattoo	spoilage	moonbeam	mushroom
discount	devour	compound	dugout	ballgown
cocoon	baboon	annoy	foiled	about
toiling	mouse	counted	exploit	rawhide
sawhorse	assault	roused	mountain	crowded
mound	pounded	poignant	broiled	decoy



# Sight Words





# Sight Words

Did you know that just a few sight words – about 100, in fact – make up nearly 50% of all reading material? Your child should be able to identify sight words automatically. When sight words are read with ease, your child can focus on new words in the text. Also, sight words need to be memorized because they often cannot be decoded.

Here are some fun ways you can help your child practice sight words:

## Flashcards

Make flashcards by writing words on index cards. Flip through them with your child. Put the known words on one pile and the unknown words on another pile. Practice one unknown word and include it in the known pile. When the unknown word becomes known, add a new unknown word to the pile. Flip through the known cards daily.

## Memory Game

Using the flash cards, play Memory. You will need two sets of the flash cards. (Younger children can only handle a game of 8 cards, but as children learn the game and mature, more cards can be included in each game.) Turn the cards face down. Turn over two cards. Read the words on the cards. If the cards are the same, the player keeps the match. If not, turn the two cards face down again. It is now the next player's turn.

## Go Fish

Using two to four sets of the flash cards, play the traditional game of "Go Fish." Children are trying to collect matches of the same word.



## Word Find

Have your child look through newspapers or magazines. Using a pen or highlighter, have him/her circle or highlight any sight words that are found.

### ❑ **Tic-Tac-Toe**

Place the sight word flash cards on a pile. Choose a word from the top of the pile. Ask your child to write it on a Tic-Tac-Toe grid. If your child has difficulty spelling a word, show it to him/her to copy correctly. The person with three words in a row wins.

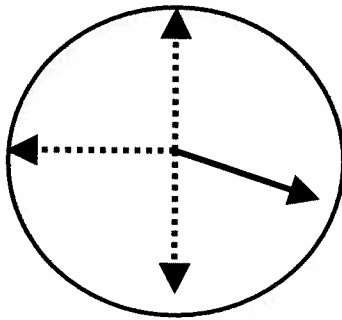


### ❑ **Board Games**

Place sight words in a pile, face down. Have your child roll the die and pick up as many cards as the number rolled. He/she should read the words and may move ahead as many spaces as words read correctly. If he/she picks up a card that is too difficult, you may help him/her read it. That card is then placed on the bottom of the pile.

### ❑ **Spin the Platter**

On a large paper plate or on a piece of cardboard, make a spinner by attaching an arrow with a brass paper fastener. Print words around the outer edge of the circle. Your child spins the arrow and identifies the word to which it is pointing. If correct, he/she gets a point. (This game could also be played with an empty soda bottle.)



### ❑ **Word-O**

Make Bingo cards with several blank spaces. Write words in the boxes. Make sure the words are in different spots on each sheet. The person who calls the words can use the flash cards. Use buttons, coins, or small pieces of paper to cover the spaces. The first person to have five words in a row wins!

### ❑ **Snap!**

Write the word “Snap!” on several index cards. Insert these cards into the pile of word flash cards and shuffle the entire pile. Place the pile, face down, in the center of the table. Each player in turn takes a card, says the word, and keeps the card. If a player draws a card with “Snap!” on it, he/she must return all of his cards to the bottom of the pile and start over. The player with the most cards wins!



### ❑ **Sorry!**

Write the word “Sorry!” on several index cards. Proceed as with the game “Snap!” If a player draws a “Sorry!” card, he/she must give her entire pile of cards to the player on the left. \*\* For extra fun, use both the “Snap!” and the “Sorry!” cards in the same game.

### ❑ **Old Maid**

Using 3x5 index cards cut in half, write the same word at the top of each of two cards. Let your child create an Old Maid’s card (it could be an animal, monster, anything). Play like Old Maid. Deal out all of the cards. The dealer starts by picking a card from the hand of the player to his left. If he/she matches one of the cards in his hand, he puts the pair on the table and says the word. Play continues until all cards are matched. The winner is the person who has the most pairs. The person with the special card is the “Old Maid.”

**These games should be fun for your child. Please be aware of his/her level of interest, and stop when he/she is tired. Use the games as a quick and easy way to involve yourself in your child’s learning.**

## First Hundred

a	can	her	many	see	us
about	come	here	me	she	very
after	day	him	much	so	was
again	did	his	my	some	we
all	do	how	new	take	were
an	down	I	no	that	what
and	eat	if	not	the	when
any	for	in	of	their	which
are	from	is	old	them	who
as	get	it	on	then	will
at	give	just	one	there	with
be	go	know	or	they	work
been	good	like	other	this	would
before	had	little	our	three	you
boy	has	long	out	to	your
but	have	make	put	two	
by	he	man	said	up	

## Second Hundred

also	color	home	must	red	think
am	could	house	name	right	too
another	dear	into	near	run	tree
away	each	kind	never	saw	under
back	ear	last	next	say	until
ball	end	leave	night	school	upon
because	far	left	only	seem	use
best	find	let	open	shall	want
better	first	live	over	should	way
big	five	look	own	soon	where
black	found	made	people	stand	while
book	four	may	play	such	white
both	friend	men	please	sure	wish
box	girl	more	present	tell	why
bring	got	morning	pretty	than	year
call	hand	most	ran	these	
came	high	mother	read	thing	

## Third Hundred

along	didn't	food	keep	sat	though
always	does	full	letter	second	today
anything	dog	funny	longer	set	took
around	don't	gave	love	seven	town
ask	door	goes	might	show	try
ate	dress	green	money	sing	turn
bed	early	grow	myself	sister	walk
brown	eight	hat	now	sit	warm
buy	every	happy	o'clock	six	wash
car	eyes	hard	off	sleep	water
carry	face	head	once	small	woman
clean	fall	hear	order	start	write
close	fast	help	pair	stop	yellow
clothes	fat	hold	part	ten	yes
coat	fine	hope	ride	thank	yesterday
cold	fire	hot	round	third	
cut	fly	jump	same	those	

# DOLCH WORD LIST

Sorted alphabetically by grade level

Pre-primer	Primer	First	Second	Third
a	all	after	always	about
and	am	again	around	better
away	are	an	because	bring
big	at	any	been	carry
blue	ate	as	before	clean
can	be	ask	best	cut
come	black	by	both	done
down	brown	could	buy	draw
find	but	every	call	drink
for	came	fly	cold	eight
funny	did	from	does	fall
go	do	give	don't	far
help	eat	going	fast	full
here	four	had	first	got
I	get	has	five	grow
in	good	her	found	hold
is	have	him	gave	hot
it	he	his	goes	hurt
jump	into	how	green	if
little	like	just	its	keep
look	must	know	made	kind
make	new	let	many	laugh
me	no	live	off	light
my	now	may	or	long
not	on	of	pull	much
one	our	old	read	myself



# Fluency

# Fluency

## Syllable Fluency:

It takes time and brain power to read letter-sound-by-letter-sound through multi-syllabic words. Students who can look at syllables and immediately read them can read more fluently, allowing them to use their brain power to comprehend what they are reading, rather than expending it on decoding. Word Part Race is one way to practice reading syllables fluency.

Word Part Race:

- 1) Have your child cut out the cars and syllable strips. Feed the strips through the cars as your child reads each syllable as quickly as possible. Mark errors on the strips and come back to them again OR make flashcards of the syllables that need more practice. Continue regularly until all syllables are known and can be read fluently.
- 2) Ask your child to tell you or write at least 3 words that include each syllable.
- 3) Have your child find words containing these syllables in magazines, newspapers and/or the books they are reading.

## Phrase Fluency:

Students who can read phrases fluently are more likely to be able to read sentences and text fluently. Being able to read meaningful chunks of words aids tremendously with comprehension of text.



Phrase Speed Practice:

- 1) Have your child read page 1. Mark any phrases read incorrectly and/or word-by-word and return to them later. After a page is mastered, start working on the next one. Remember to return to past pages occasionally.
- 2) You might also place some known and unknown phrases on flashcards for practice.
- 3) After your child can read the phrases correctly, start timing him/her. Graphing each time provides motivation for your child to improve.
- 4) Ask your child to match phrases to make complete sentences and name the type of punctuation that would be used at the end of each sentence.

## Text Fluency

The main goal of all reading is comprehension. Fluent reading enables students to think about the meaning of the story.

- ❖ Books/Magazines:  
Have your child practice reading aloud. The goal is to read smoothly and with expression. If your child's reading doesn't sound like conversation, have him/her reread sections until it does. This is another time when timing for one minute and graphing results can serve as a motivator. Your child may need to read easier text at first to hear what it sounds like to read fluently. Remember that you can find leveled books in the summer book exchange bins in the larger elementary schools.
- ❖ Poetry:  
Reading poetry is a great way to practice fluency. It also provides background for the poetry selections on the state test.



Look for poetry books in the school or local library. Following are a few suggestions:

*Classic Poetry: An Illustrated Collection*, poems selected by Michael Rosen

*The 20<sup>th</sup> Century Children's Poetry Treasury*, poems selected by Jack Prelutzky

*The Random House Book of Poetry for Children*, poems selected by Jack Prelutzky

*Poetry Speaks to Children*, edited by Elise Paschen

*Pieces: A Year in Poems and Quilts* by Anna Grossnickle Hines

*A Child's Calendar* by John Updike

*A Poke in the I* by Paul B. Janeczko

Look for poetry/books by authors Shel Silverstein, Jack Prelutzky, Bruce Lansky.

The following are terrific poetry websites:

<http://www.poetry4kids.com/>

<http://www.gigglepoetry.com/>

<http://www.storyit.com/Classics/JustPoems/classicpoems.htm>

<http://www.angelfire.com/md/bymc/pocket/poetry1.html>

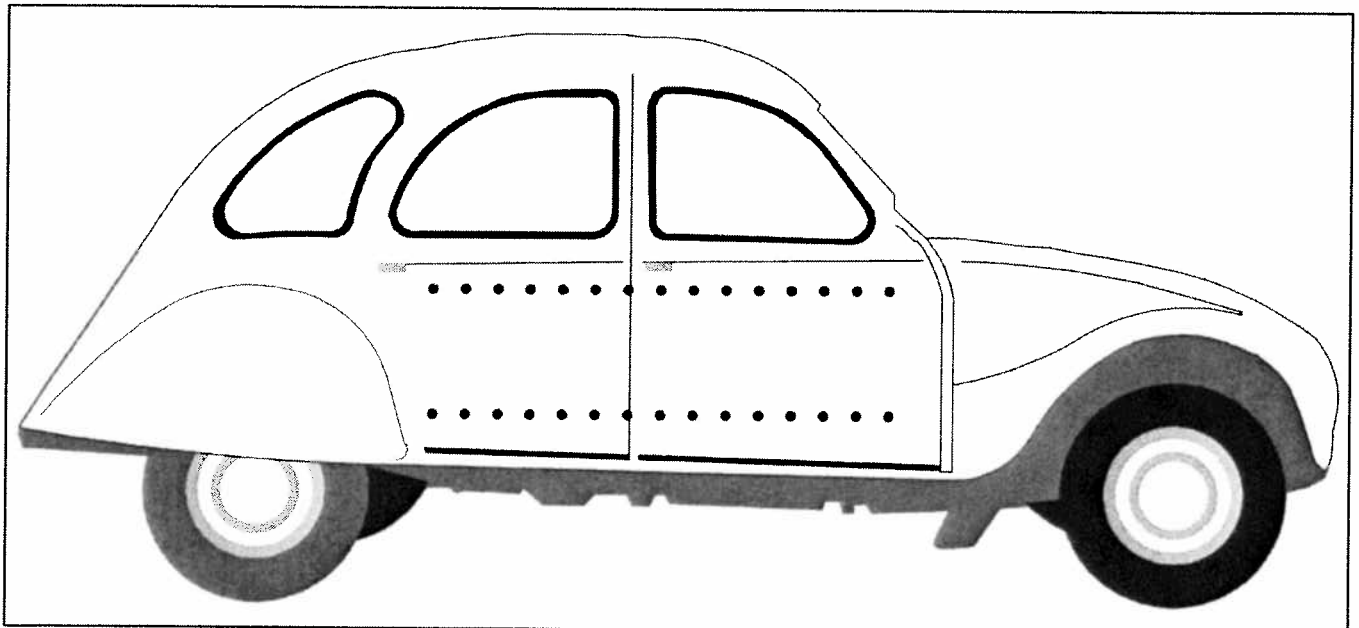
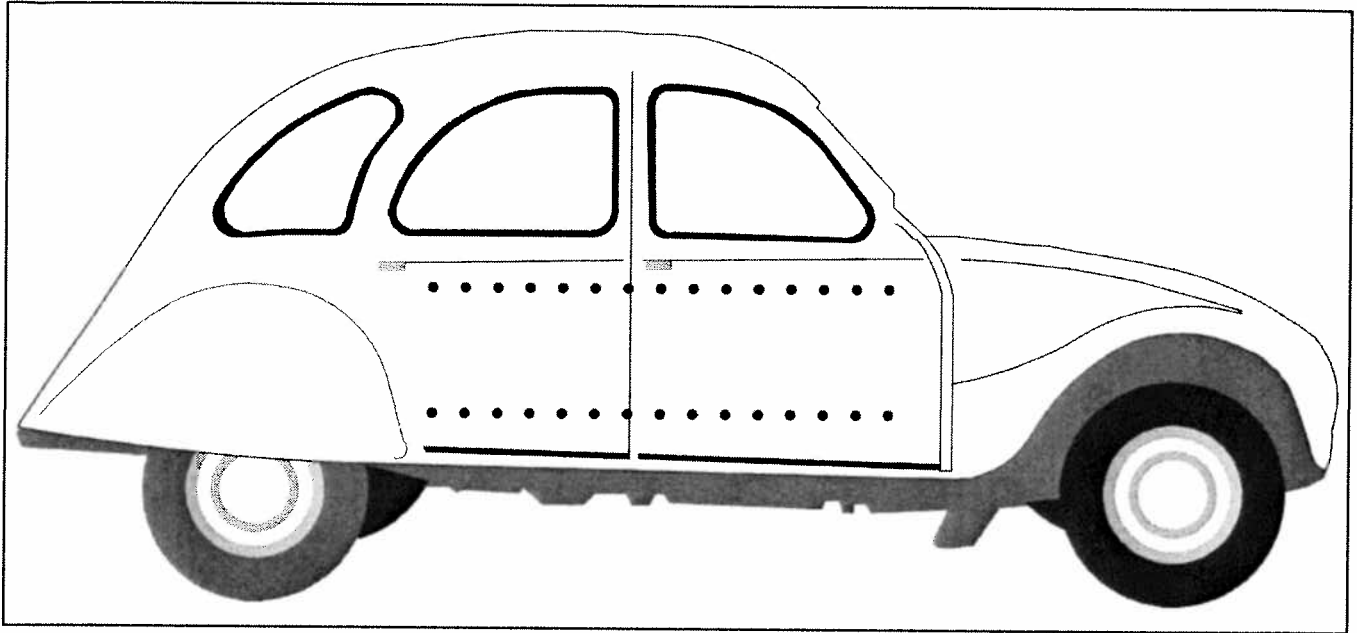
<http://www.poetryarchive.org/childrensarchive/themes.do>



# Fluency

Word Part Race

F.003.AMI



Directions: Cut on dotted lines and thread slide through to show word parts.

ail

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# Fluency

Word Part Race

F.003.AM2b

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# Fluency

Phrase Speed Practice

F.014.AM1a

1. we know that set an example would you please  
what to do most of the people when she goes  
above and below we know that would you please  
which way to go he said that here and there  
where to go they are called study and learn  
most of the people would you please when she goes  
set an example help them to he said that  
above and below what to do where to go  
which way to go study and learn help them to  
here and there they are called would you please

common phrases

2.

help me out

just the same

watch the game

on my side

it never happened

in my head

seemed so good

turn the page

show us around

they did go

one more time

each of us

the same page

there you are

part of the time

you can see

you show us

a good day

one more game

the same day

turn my head

help us see

show it to me

they seemed good

it happened there

you never watch

each day you can

the same game

time of day

the good game

common phrases

# Fluency

Phrase Speed Practice

F.014.AM1c

3.

in the story

all day long

next to the house

it's important to

we thought that

many children are

my name is

just in time

now and then

how will they

there have been

when she goes

think about it

he said that

once in a while

there have been

it's important to

when she goes

my name is

once in a while

now and then

how will they

next to the house

he said that

in the story

we thought that

many children are

think about it

all day long

just in time

common phrases

4.

to the store

next to the couch

during the day

my mom and I

a good time

my brothers and sisters

all the time

at night

you can do it

peas, carrots, and corn

near the school

my sister said

in the water

by the way

and after that

part of the way

my dad and I

to the school

next to the table

a great time

and before that

smart, sweet, and happy

during the night

she can do it

my grandmother said

at home

my aunts and uncles

by the house

in the lake

near the tree

common phrases

## FLUENCY PRACTICE

Use the Progress Graph to help kids increase their fluency.

1. Pick a piece of text for your child to practice reading. Make sure that it is not too difficult or too easy.
2. Set the timer for 1 minute.
3. Have your child read along in the text for one minute.
4. When the timer stops, count up the number of words read correctly in that minute.
5. Color the boxes on the graph that correspond to the number of words read correctly in one minute.
6. Repeat the process two more times with the same piece, seeing if your child can increase their wcpm (words correct per minute) each time.
7. You can have them continue reading the same piece continually until they hit the grade level targets or just have them practice three times with a piece and then move on.

Grade Level Targets:

3<sup>rd</sup> grade = 100 wcpm  
4<sup>th</sup> grade = 115 wcpm  
5<sup>th</sup> grade = 130 wcpm



# Name \_\_\_\_\_

Reading Results

F.016.SS2

## Progress Graph

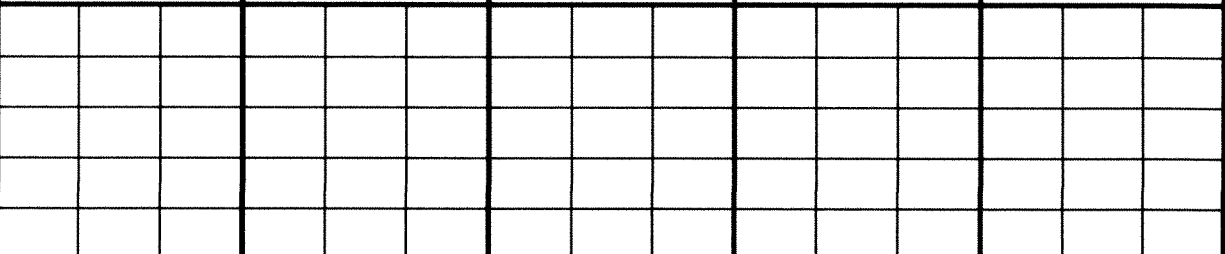
Date: _____	Date: _____	Date: _____	Date: _____	Date: _____
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Title: _____	Title: _____	Title: _____	Title: _____	Title: _____
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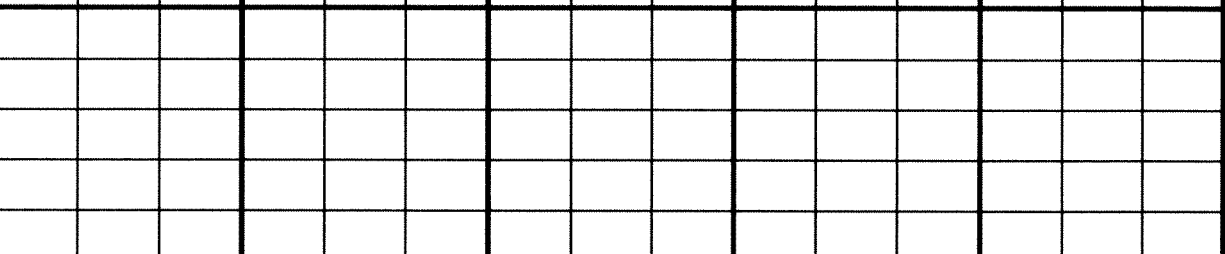
5th grade (130)  
125

4th grade (115)  
110

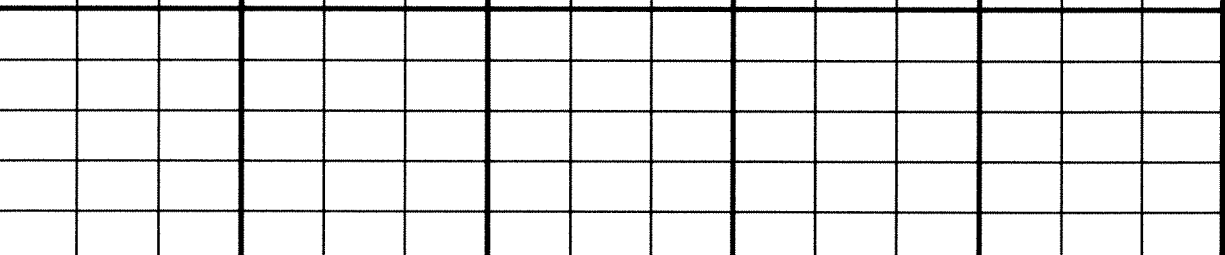
3rd grade (100)  
105



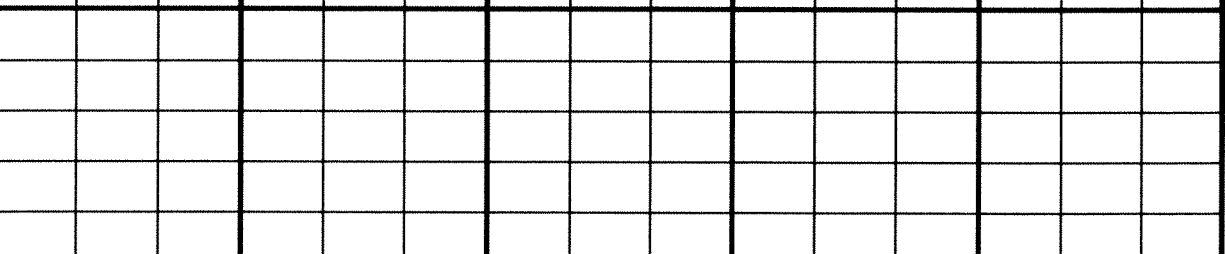
(wcpm)  
95  
90  
85  
80



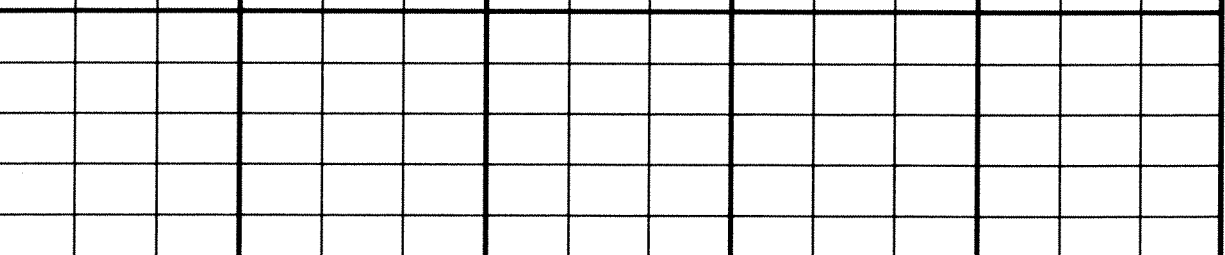
(wcpm)  
70  
65  
60  
55



(wcpm)  
45  
40  
35  
30



(wcpm)  
20  
15  
10  
5



(wcpm)  
words  
correct  
per minute

1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

### Daily Readings

# Name \_\_\_\_\_

Fluent Reflections

F.024.SS2

## Reading Fluency Evaluation

Circle one number for each category (i.e., accuracy, rate, expression, and phrasing).	Date _____	Date _____	Date _____	Date _____	Date _____
<b>ACCURACY</b>					
• I read every word correctly.	3	3	3	3	3
• I read most of the words correctly and corrected my errors.	2	2	2	2	2
• I read a few words correctly, but needed lots of help.	1	1	1	1	1
<b>RATE</b>					
• I read at a steady and good rate.	3	3	3	3	3
• I read at a good rate most of the time, but sometimes read either too fast or too slowly.	2	2	2	2	2
• I read the whole text too fast or too slowly.	1	1	1	1	1
<b>EXPRESSION</b>					
• I read with feeling while changing the tone of my voice.	3	3	3	3	3
• I read with feeling some of the time while changing the tone of my voice.	2	2	2	2	2
• I did not read with feeling or change the tone of my voice.	1	1	1	1	1
<b>PHRASING</b>					
• I read in meaningful phrases and paid attention to punctuation marks.	3	3	3	3	3
• I sometimes read in phrases, but didn't always pay attention to punctuation marks.	2	2	2	2	2
• I read word by word and it sounded choppy. I didn't pay attention to punctuation marks.	1	1	1	1	1
<b>Fluency Total</b>					

What I really liked about my reading this week: \_\_\_\_\_

What I will work on to make my reading more fluent: \_\_\_\_\_

# Vocabulary



# Vocabulary

Vocabulary refers to the words we must know to communicate effectively. Researchers often refer to the following four types of vocabulary:

- 📖 Listening vocabulary - the words we need to know to understand what we hear. For example, your child needs to know what a hamper is before he/she can be expected to go get the clothes in it.
- 📖 Speaking vocabulary – the words we use when we speak
- 📖 Reading vocabulary – the words we need to know to understand what we read. These words are often different than those in our listening or speaking vocabularies. For instance, we don't often use the words, *once upon a time*, unless we are reading fairy tales.
- 📖 Writing vocabulary – the words we use in our writing

Vocabulary is central to understanding what we read. Not knowing the meaning of most of the words in a book inhibits comprehension. Young readers use words they know and use when speaking to make sense of what they read. As readers develop, they encounter new words that are not part of their oral language; a key part of comprehension is being able to quickly understand those words. A typical first-grader learns 3,000-6,000 new words, a number nearly impossible to teach directly. Most of these words are learned through everyday experiences with language, including:

- 📖 Talking to and interacting with adults and other children in familiar and new contexts. Have conversations everywhere you go (grocery store, park, mall, zoo, etc.) and about everything you do (travel, cook, watch TV, etc.).
- 📖 Listening to stories and poems read aloud. Reading books to your child that he/she can't read independently builds listening vocabulary. It is easier for students to learn to read words that are already in their listening and/or speaking vocabularies.
- 📖 Reading and talking about books and stories. It's important to talk about new words and ideas in books, not just read the text.

## Contractions

**A contraction is a shortened form of two words with an apostrophe representing the missing letters.**

**don't = do not**

**I've = I have**

### **Try these activities with contractions:**

1. Print these words in two columns on a piece of paper or use this sheet. Have your child match words to create contractions.

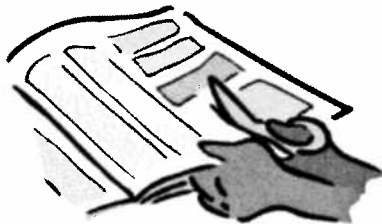
#### Set 1

you are	shouldn't
she will	who'll
have not	let's
should not	you're
who will	haven't
let us	she'll

#### Set 2

who is	you'd
were not	couldn't
they will	who's
could not	they'll
you would	weren't
they are	they're

2. Have your child find contractions in magazines, newspapers or the books he/she is reading.



## Antonyms

Antonyms are words that have opposite meanings. For example, *large* and *small* are antonyms.

Write each of these words on index cards:

different  
same  
lost  
found  
above  
below  
sour  
sweet  
here  
there

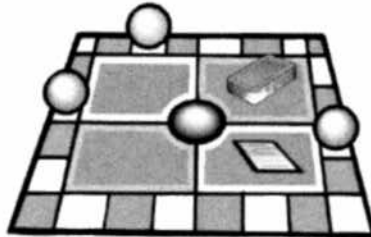
wild  
tame  
awake  
asleep  
always  
never  
pass  
fail  
multiply  
divide

plain  
fancy  
give  
take  
short  
long  
more  
less  
full  
empty

over  
under  
thin  
thick  
cool  
warm  
add  
subtract  
dark  
light

With the word cards:

- Have your child match the opposites.
- Use a game board. Draw a card. If the player can say the opposite of the word, he/she may move as many spaces as the die or spinner indicates.
- Show your child a card. Have him or her tell you the opposite.
- Make a Bingo sheet. Write one word from each set above in a space. Call the other word of the set so that your child has to cover the opposite of the word you say.



## Synonyms

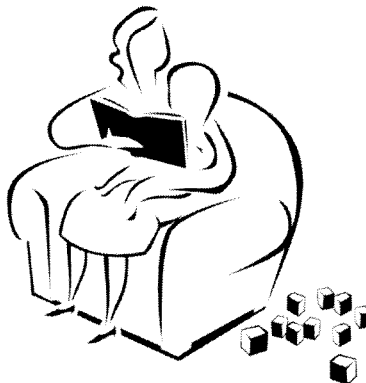
**Synonyms are words that have the same or nearly the same meaning. For example, *fast* and *quick* are synonyms.**

Write each of these words on index cards

happy	finish	thin	hard
glad	complete	slender	difficult
high	below	sum	right
tall	under	total	correct
little	close	error	like
small	shut	mistake	enjoy
all	quick	fix	build
every	speedy	repair	construct

With the word cards:

- Have your child match the synonyms.
- Use a game board. Draw a card. If the player can say a synonym (of the word), he/she may move as many spaces as the die or spinner indicates. There may be other synonyms besides the ones listed above, like gigantic or huge for big. Accept any that make sense.
- As you read together, ask your child to tell you a synonym for a word in the story.



# Homophones & Homographs

**Homophones are words that sound alike but have different spellings and meanings. For example, the following are homophones: *bear/bare* and *know/no***

The following activities can be used to practice homophones:

1. Your family could keep a running list of homophones discovered. How many can you think of, find in text or identify in conversation? Each family member keeps his/her own list, with 1 point for a set of 2 and 2 points, for a set of 3.
2. Complete the Homophone Practice Sheet on the following page.

**Homographs are words that are spelled the same but have different meanings. For instance, you can *clip* the dog's hair, watch a film *clip*, or use a paper *clip* to hold papers together.**

The following activities can be used to practice homographs:

1. Text Review

Have your child read these terms:

Contraction	Abbreviation	Homophone
Homograph	Antonym	Synonym

Now have him/her read the sets of words below and tell you under which heading each set belongs. It is important that your child learns and remembers the meanings of the above terms. Please have him/her state them each time he/she places a word set.

She'd, she would	let, allow	almost, nearly
start, finish	Doctor, Dr.	left = direction, did leave
eye, I	hour, our	he's, he is
stop, end	up, down	they'll, they will
ball = toy that bounces, royal dance	through, threw	wash, clean
saw = a cutting tool, did see	most, least	sea, see

2. Spin Sort

Have your child complete the Spin Sort Sheet by listing examples found in his/her reading or using brainpower to think of them. A mix of the two is good, also! Check to make sure everything is placed in the correct column.



# Name \_\_\_\_\_

Spin Sort

V.008.SS

contraction	abbreviation	antonym	synonym	homophone	homograph

## Homophones Practice

Choose the correct homophone to complete each sentence. Write the word on the corresponding line.

1. Your dinner choices are pizza \_\_\_\_\_ pasta. (oar, or)
2. There is a \_\_\_\_\_ in the rope. (knot, not)
3. What kind of present do you want to get \_\_\_\_\_ him? (four, for)
4. Do you \_\_\_\_\_ how many books you need? (no, know)
5. My house was so dirty so I hired a \_\_\_\_\_ (made, maid)
6. Do you \_\_\_\_\_ with your left or \_\_\_\_\_ hand? (right, write)
7. There are \_\_\_\_\_ people waiting outside. (some, sum)
8. I want to go \_\_\_\_\_ for my birthday dinner. (there, their)
9. I \_\_\_\_\_ one hundred pounds. (weigh, way)
10. I must take \_\_\_\_\_ balls \_\_\_\_\_ the game. (to, two)
11. I can't \_\_\_\_\_ what you are saying. (hear, here)
12. Annie's \_\_\_\_\_ wagged when I came home from school. (tale, tail)



## Morphemic Elements – Sentence Match

Use the next four pages of cards to complete the following activity:

1. Have your child cut out the cards.
2. Place the “un,” “re,” “mis,” “ful,” “er,” and “est” cards face up on the table and the sentence cards in a pile face down on the table.
3. Players take a card, read the sentence, and place the card under the heading that would be used. (For instance, for the sentence, “*I am not certain how to get to your house,*” the sentence card would go under “un.”)
4. The player would then read the sentence again as, “*I am uncertain how to get to your house.*”

Examples:

UN ⇒ uncommon, uncertain, unaware

RE ⇒ redo, remake, rethink

MIS ⇒ misunderstood, misspell, misread

FUL ⇒ grateful, thankful, wishful

ER ⇒ smarter, faster, prettier

EST ⇒ happiest, greatest, quickest

un

header

re

header

mis

header

ful

header

er

header

est

header

header cards



# Vocabulary

Sentence Match

V.013.AM2a

I am not certain how to get to your house.

---

Why was the horse not able to gallop?

---

This food is very good but not common.

---

The directions are not clear.

---

Conika didn't understand the paragraph so she read it again.

---

The storm blew down the trees, so we had to plant them again.

---

We loved the story so much that our teacher will tell it again.

---

The lion got loose, but was soon captured again.

---



# Vocabulary

V.013.AM2b

Sentence Match

She did not correctly  
count the number of  
students.

---

If you do not correctly  
use your toys, they will  
break.

---

He could not find the  
street because he did  
not correctly spell the  
street name.

---

I wore socks that did  
not correctly match.

---

She was full of hope  
that she could win  
the contest.

---

The painting was fun  
to look at because it  
was full of color.

---

The cat was full of  
fear when he saw the  
dog running at him.

---

The engine is full of  
power and will easily  
put the rocket  
into space.

---



# Vocabulary

Sentence Match

V.013.AM2c

One puppy was more lively than the other.

---

Today is hot, but yesterday was more hot.

---

She felt more calm than her brother as they got ready to ride the roller coaster.

---

The cat was big, but the dog was more big.

---

Sam was the most quick and won the race.

---

This movie is the most funny I have ever seen.

---

The big dog was most loud and could be heard over the others.

---

The city was full of tall buildings, but one was above the rest since it was most tall.

---





# Reading Comprehension





## WHEN I READ

### Before I read:

Think: What do I  
already know?

Predict: What do I think  
will happen?

### As I read:

Ask:  
Did I understand  
what I just read?

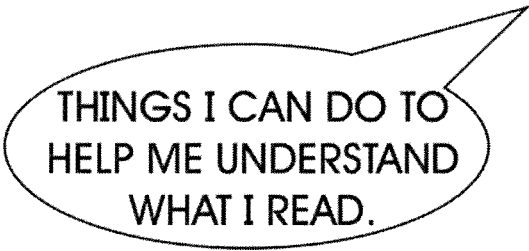
Were there any  
words I didn't  
understand?

Was anything  
confusing?

Can I retell in my  
own words what I  
just read?

### After I read:

Summarize



## THINGS I CAN DO TO HELP ME UNDERSTAND WHAT I READ.

1. Sound out an unknown word.
2. Go back and reread the passage.
3. Look up the meaning of an unknown word.
4. Read ahead and see if it makes sense.
5. Ask a question and try to find the answer.
6. Slow down as I read.
7. Do one or more of these things, or something that I've learned to understand what I read.



## Reading Comprehension

The main goal of any reading is to understand what has been read. Reading and talking about what has been read is essential. The following are some activities that can help your child with various skills and strategies that will enable him/her to better understand what has been read:

### **Narrative Text Structure:**

Write the words; *characters, setting, problem, solution* on index cards or sheets of paper. Have your child cut out the Story Element Sort cards. Have your child read each element and place it under the correct heading. (If your child doesn't know any of these familiar stories, look for them in your school or local library.)

### **Story Element Web:**

Cut this out and glue or tape to make a cube. After you read to your child or he/she reads, roll the cube and answer the question that comes up. You may stick to one roll for each reading or roll again.

Other questions to ask (Select a few each time your child reads if you are not using the cube.):

Who are the important characters in the story?

Who is your favorite character and why?

Which character would you like to be your friend? Why?

Did the character do the right thing in the end? Why or why not?

What is the setting of the story?

What happens in the beginning of the story?

Name three events in the story.

What is the plot of the story?

What is the problem of the story? What is the solution to the problem? What is another way that the problem could have been solved?

Name other stories you know like this one. How are they the same?

Summarize the story in twenty words or less.

### **Compare a Character:**

Ask your child to choose two characters from the same book or from two different books. Have him/her use the provided sheet to fill in the spaces. Your child can make his/her own sheets for more comparison practice.

❑ **Read and Ask:**

It is important for your child to constantly be thinking about what he/she is reading and monitoring for understanding. Following are some questions to ask as he/she reads:



What do you think is going to happen next? Why do you think that?

Did you understand what you just read? If not, how can you fix that?

Are there any words you didn't know how to read or you don't know the meaning of?

What does what you just read make you think about in your own life?

Based on what you just read, what are you curious or interested in knowing more about?

Summarize what you just read.

What is the main idea of what you just read? Give me two details about the main idea.

What conclusions can you make about what you just read?

Compare what you just read with another book you read about the same subject.

Retell in your own words what you just read.

What are you wondering about at this point?

❑ **Just the Facts:**

Expository text informs, explains, describes or defines the author's subject. After reading expository text, your child should state the topic and several details or facts from the text about that topic.

❑ **Sum Summary:**

Use the Narrative and Expository sheets to help your child determine the main ideas in a text and put that information together and condense it to create a summary. You might ask your child to summarize what's been read sometimes, rather than using this organizer.

❑ **Persuade, Inform and Entertain:**

Have your child read these passages and identify if they were written to persuade, inform or entertain:

1. Rules are very important. They help keep things running smoothly. Rules let you know what you can and cannot do whether you are playing a game or explaining how to act in class. You should follow rules; they help people get along.

2. What you learn in school will help you later in life. It will also help you get a job. If you work hard in school and make good grades, you may be able to go to college and have a career.
3. Florida is a state in the southern United States. The capital is Tallahassee. The state flower is the orange blossom. The state bird is the mockingbird. Florida became the 27<sup>th</sup> state in 1845. The state tree is the Sabal Palm.

Bonus: Research to find out all about Pennsylvania's capital, flower, bird and tree.



4. The boys were happy when they woke up to find that it was windy outside. It would be a perfect day to fly a kite. They grabbed their kites and went to the park. They spent the whole day there having kite contests and races. The best part was that no one broke or lost his kite.
5. Volunteering is a very rewarding experience. There are any ways you can volunteer. For example, you can help clean up a playground. Volunteering benefits other people and also will make you feel good about yourself.
6. I walked up to my house when I saw balloons on the front porch. So I walked faster and went inside the house. All of a sudden I heard, "Surprise!," and all my friends jumped out with presents in their hands. My birthday wasn't until next week so I was really surprised and happy.
7. The Food Group Pyramid tells how to eat healthy. It shows how food is divided into six groups. It is important to eat foods that belong to each group every day. The pyramid helps show how much of each you should eat.
8. Do you want to be an artist? Just enroll in "The Awesome Artists" program. Don't let this opportunity or your talent slip away. We guarantee you will be painting like the masters in two weeks for a low cost of \$59.95.
9. Abraham Lincoln was the 16<sup>th</sup> president of the United States. He was born on February 12, 1809 in Kentucky. He was married to Mary Todd and they had four children. One of his famous speeches was the Gettysburg Address.  
Bonus: Research James Buchanan, the only president born in PA. When was he born? Where did he live in PA?
10. Ted was anxious to try out for the basketball team. He had practiced and knew he was ready. Tryouts make him a little nervous, but when he found out he made the team he knew that all the work had paid off.

11. Beth and her mom went to the circus. This was a special day because she had never been to a circus before. They bought peanuts and went to their seats. She saw clowns, jugglers, and people on trapezes. There were elephants, lions and tigers. It was a very exciting day for Beth.
  
12. Animals are divided into categories. They are grouped according to things they have in common. One category is birds. All birds have feathers. They are warm-blooded. Birds lay eggs and they have wings. Most birds fly, but there are some that do not.  
Bonus: Research birds that do not fly. How many can you find?



# Comprehension

C.005.AM2a

Story Element Sort

three pigs

three houses in  
the country

wolf blows  
down two  
houses

the third  
house was  
made of  
bricks

Charlotte  
(spider), Wilbur  
(pig) and other  
farm animals

a barn on  
a farm

Wilbur is in  
danger of  
being killed  
for food

Charlotte uses  
web to write  
wonderful things  
about Wilbur



# Comprehension

Story Element Sort

C.005.AM2b

Snow White  
and the  
seven dwarfs

cottage in  
the forest

Snow White eats  
a poisoned  
apple and  
falls asleep

a prince  
wakes up  
Snow White

Lion  
and  
Mouse

jungle

Lion gets  
caught in a  
trap

Mouse  
frees Lion from  
trap by eating  
the ropes



# Comprehension

C.005.AM3

Story Element Sort

three pigs  
outsmart  
a wolf

a pig avoids  
being killed with  
the help of a  
friend

evil stepmother  
tries to get rid of  
Snow White

Mouse  
saves a lion

smart thinking  
wins over  
physical  
bullying

friendship can  
help to  
overcome  
challenges

love is  
powerful

even the weak  
and small  
can be  
of great help





# Comprehension

## Story Element Web

C.006.AM2

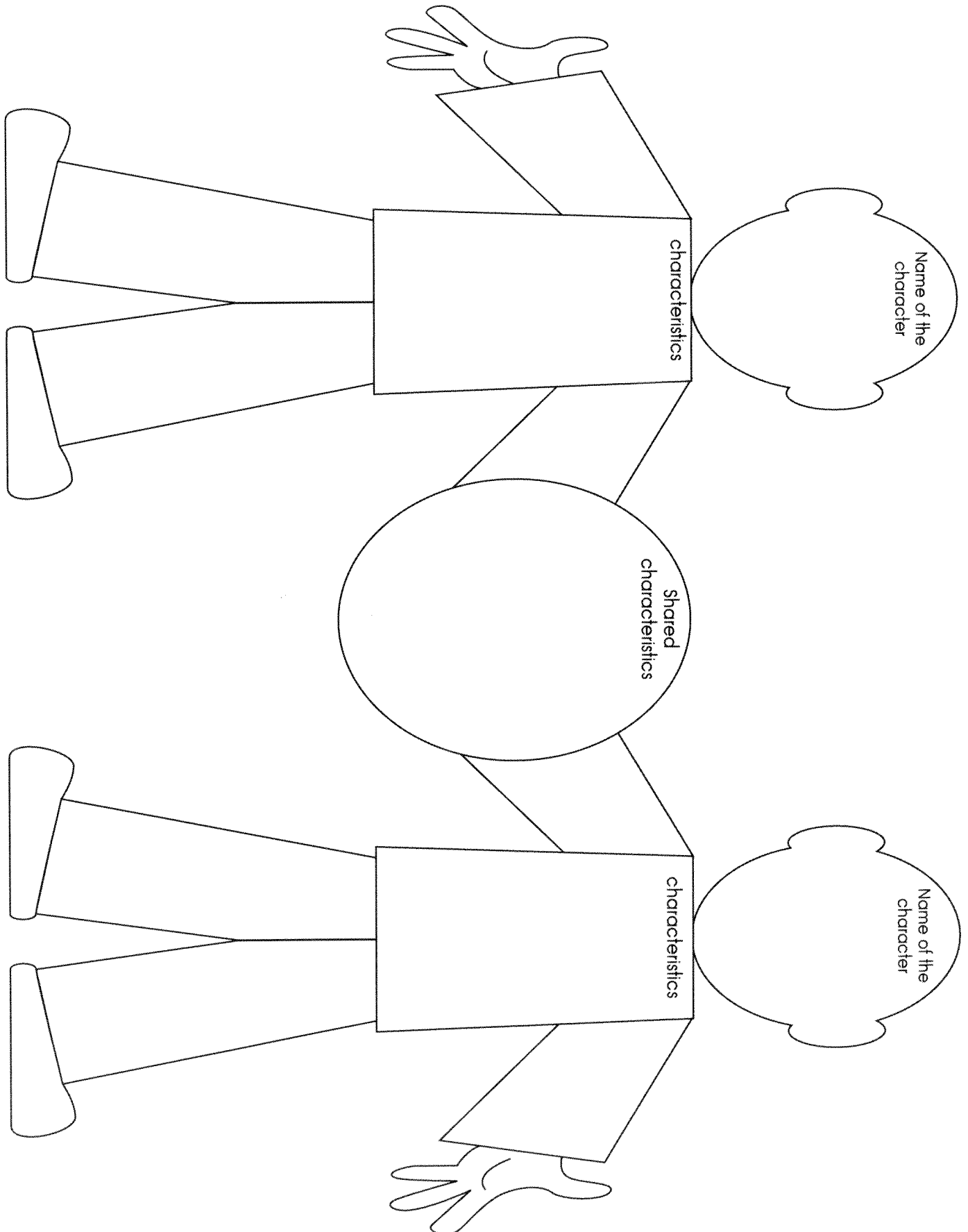
	What happens in the story (beginning, middle, and end)?	
When does the story take place (time)?	How was the problem solved?	Where does the story take place?
	Who are the characters?	
glue	Why did the problem happen?	glue
	glue	



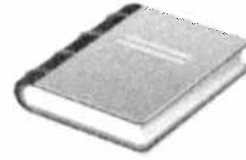
Name \_\_\_\_\_

C.002.SSI

Compare-A-Character



## Information Books/Nonfiction



These texts have different structures than narratives. The following questions (don't use all of them for one book) are good to ask after your child reads an informational book:

- 📖 What is the main topic of this book?
- 📖 Why do you think the author chose to write about this topic?
- 📖 Did you learn anything that surprised you? What was it?
- 📖 What did you like most about this book? What did you not like?
- 📖 What important information did you learn from this book?
- 📖 Did the pictures help you understand what you read? Why or why not?
- 📖 Would you tell a friend to read this book? Why or why not?
- 📖 Tell 3 facts you remember from what you read.

Have your child write the topic of the book read on a sheet of paper and then write 3 or more facts from it.



# Comprehension

Sum Summary!

C.031.AM2a

Who was in the story?

What was the problem?






Narrative Text



Narrative Text

How was it solved?

 +  +  = Summary



# Comprehension

C.03 I.AM2b

Sum Summary!

Details and Main Idea


Details and Main Idea



Expository Text

Expository Text

Details and Main Idea

 = Summary



Expository Text



Expository Text

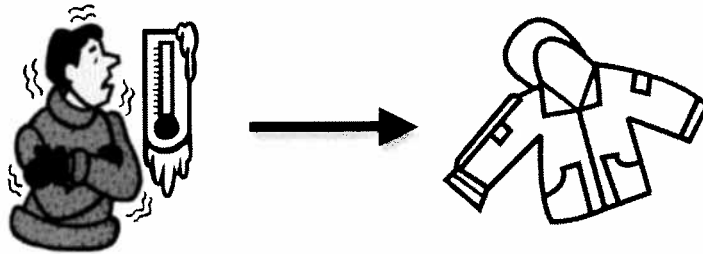


## Cause and Effect

Ask your child to match up the cause with the effect of that cause. Try to think up other causes or effects and ask your child to state its match. Have your child identify causes and effects in text he/she is reading.

### Set 1

- |  |   |
|--|---|
| _____ Billy was hungry.                            | a. She made an A on the test.             |
| _____ It rained for 3 days and nights.             | b. He put on a jacket.                    |
| _____ Julie studied for the test.                  | c. The mother picked up the baby.         |
| _____ The farmer plants the seeds and waters them. | d. He ate a sandwich.                     |
| _____ The baby cried.                              | e. The river overflowed into the streets. |
| _____ The man felt cold.                           | f. Corn and beans grow.                   |



### Set 2

- |  |   |
|--|---|
| _____ The school bell rang.                            | a. She has no cavities.                         |
| _____ He ran fast and tripped on the sidewalk.         | b. The fire alarm sounded.                      |
| _____ She brushes and flosses her teeth every day.     | c. The students lined up at the classroom door. |
| _____ Smoke filled the room.                           | d. He scraped his knee and elbow.               |
| _____ The storm kept my brother awake all night.       | e. He was late to school.                       |
| _____ He left the house late and got stuck in traffic. | f. The next day he was tired and took a nap.    |

## **Making Inferences**

An inference is a conclusion drawn from the available facts or information. For instance, if we read that a boy came in from outside and his clothes were soaking wet, we might infer that it was raining. However, depending on the other information we have, we might infer that he had fallen into a pond or run through a sprinkler. We figure it out by reading and considering the rest of the text.

**The following activities can be used to practice making inferences:**

### **Ask Questions**

To help your child infer, ask any of the following questions as he/she reads. Have your child explain how he/she arrived at the answer. If necessary, model how you would think through the information in order to answer the question.

Is there something in the story you know that wasn't actually said?

Is there a lesson to be learned from this story? What is it?

Do you think this story is true? Why or why not? Even if the story isn't true, are there events in the story that could really have happened?

Does this author like \_\_\_\_\_ (animals, nature, travel, etc.)? Why did you answer that way?

Does the setting of the story make a difference? What if it would take place in a different season, a different time period, a different country, etc.?

### **Incredible Inferences**

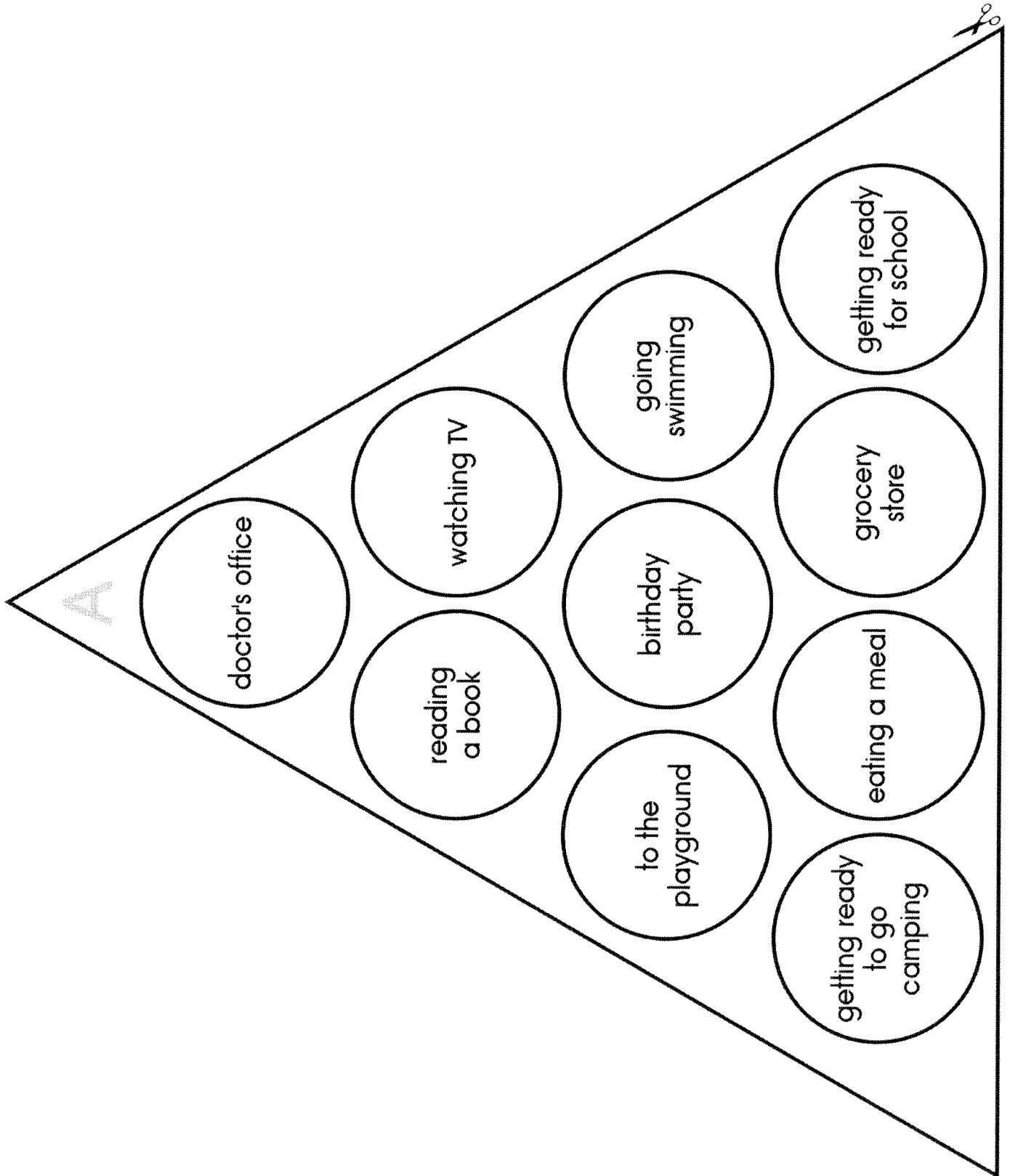
Have your child cut out the Incredible Inference cards. Place them face down on a table. You (or a sibling or friend) and your child each take a triangle. Take turns picking a card, reading it, and marking the circle that answers the question.



# Comprehension

C.022.AM1a

Incredible Inferences





# Comprehension

Incredible Inferences

C.022.AM1b

A large triangle is oriented with its top vertex at the top of the page. Inside the triangle, there are 12 circles arranged in four rows of three. The text inside the circles, from top to bottom, is:

- Row 1: baking cookies
- Row 2: pet dog, at the zoo
- Row 3: library, lost an earring, first baseball game
- Row 4: in the forest, roller coaster, gardening, giving a dog a bath

A large letter 'B' is located at the top vertex of the triangle. A small icon of a pair of scissors is located at the bottom vertex of the triangle.

# Comprehension

C.022.AM2a

Incredible Inferences

<p>A person takes your temperature. Another person listens to your heart and asks how you are feeling.</p> <p>Where are you?</p>	<p>You watch the screen. You see a man telling what the weather will be tomorrow. You switch the channel to watch a cartoon.</p> <p>What are you doing?</p>
<p>The boy looked at the cover and read the title. He looked at the pictures and some of the words. He went back to the beginning and began.</p> <p>What is the boy doing?</p>	<p>The girl changed her clothes. She grabbed a towel and sunscreen. When she got there she walked to the edge, took a deep breath, and jumped in.</p> <p>What is the girl doing?</p>
<p>Mom made a cake, decorated it, and put candles on it. There are lots of balloons. Children came with presents. Everyone played games.</p> <p>What is going on?</p>	<p>My brother woke up early and got dressed. After he ate breakfast, he waited for the bus. He and all the other children arrived as the bell was ringing.</p> <p>What is my brother doing?</p>
<p>Dad put the tent and sleeping bags in the back of the car. Mom put the food in a cooler. The family got in the car and headed for the mountains.</p> <p>What is the family doing?</p>	<p>The family took a cart and pushed it to the first row. They chose vegetables and fruit. Next they picked out meat and tomato sauce. Then they paid for it all and a lady put it in bags.</p> <p>Where did the family go?</p>



# Comprehension

Incredible Inferences

C.022.AM2b

The children lined up at the door. Some took a ball and others took jump ropes. They ran out and began playing games.

Where did the children go?

He put meat, broccoli, and french fries on his plate. He picked up his knife and fork, cut the meat, put it in his mouth and began to chew.

What is he doing?

The children read the directions. They got out a bowl and pans. They put sugar, flour, and butter in a bowl. They rolled it into balls, and put them in the oven.

What are they making?

The family saw many animals. First, they saw the giraffes. Then they went to the bear den. They thought the monkeys were very fun to watch.

Where is this family?

You have to give it plenty of food and water. It needs to go outside and get fresh air and sunshine. You need to pet it and play with it.

What do you have?

It was very quiet when we entered. There were people at tables. Others stood at shelves. We saw many books.

What building were you in?

She cried and cried. She made a poster and offered a reward. She wasn't sure when it had happened. She did not know if it had just fallen off or if she had dropped it when she put it on.

Why is she crying?

It was the night before. He was excited and could not sleep. His uniform lay on the bed. He had practiced with his bat and ball. The coach said this was going to be a great season.

What is happening the next day?



# Comprehension

C.022.AM2c

Incredible Inferences

He heard a sound of twigs breaking. He was startled when an owl hooted. He walked through the trees and came to a creek.

Where is he?

We have tickets. We go to our seat and strap ourselves in. The cars start to move very slowly up the hill. Finally, we are at the top and then we quickly race down.

Where are they?

The man made rows and put one type in each. He covered them and watered the rows every day. Soon he saw sprouts and he was able to pick them.

What is the man doing?

The boy ran the water. He called Skippy. Skippy hopped in and splashed. He got the soap, scrubbed Skippy, and rinsed him off. Skippy barked and shook himself off.

What was happening?





# PSSA Test Preparation

## PSSA Test Preparation

The PSSA (Pennsylvania System of School Assessment) is a very important test given to our third, fourth, and fifth graders. This test helps us to ascertain how well each child is mastering grade level standards identified by the state.

Each year teachers work hard to prepare their students for success on the PSSA. The following are a few ideas you can use to support your child at home in this area.

### PSSA Terms:

The grade level PSSA terms are a list of some of the vocabulary that students may encounter on the test. Review the words and definitions with your child. The idea isn't for your child to be able to verbally define every single term. The objective is to create an awareness of the vocabulary terms and their meanings, so that when students encounter them on the test they can read them with ease and understand what they need to do.

Review the words with your child on a regular basis. Create word cards and play some of the suggested games with the cards.

### Types of Questions:

One helpful strategy for students when taking paper and pencil reading comprehension tests is to think about the questions being asked and what type of question each is.



Questions can be broken down into four types:

1. The **Right There** type is a question in which the answer can be located directly in the text.
2. The **Think and Search** type is one in which the answer is still located in the text, but may be scattered in different places.
3. The **Author and Me** type is one in which the reader needs to use clues and information from the story and add it to what he/she knows and thinks to come up with the answer.
4. The **On My Own** type of question is one in which the student must use his/her own thoughts and knowledge to come up with an answer.

Students are encouraged when taking a multiple choice reading comprehension test to identify the types of questions being asked. Then if the questions are **Right There** or **Think and Search** the students should go back in the text and highlight where they found the answer.

## Answer Know-How

Use the Answer Know-How game to have students practice identifying types of questions. Cut out the header cards and set them out. Then have your son/daughter cut apart the questions that go with each text. Read the text and then have your child put the questions under the header card identifying what type of question it is. Then have your son/daughter work to answer the questions and highlight the **Right There** and **Think and Search** answers in the text.

You can also have your son/daughter read a text and create his/her own questions about the story. Then he/she could categorize his/her very own questions!



**Grade 3**  
**PSSA Words and Definitions**

**Antonyms:** *Antonyms* are words that have opposite meanings.

**Author's Purpose:** The *author's purpose* for writing an essay is to inform you, entertain you, or persuade you.

**Biography:** *Biographies* tell the life story of a real person.

**Cause and Effect:** *Causes* are what make something happen, and *effects* are what happen as a result of the event or action. A writer might begin with the cause and then describe the effects. Or the writer might begin with the effects and then name the cause.

**Characters:** *Characters* are the people or animals that are created by the author. A character can also be called the narrator, speaker, or subject.

**Character actions:** *Actions* are the things the character does.

**Character emotions/feelings:** What the character does and says help the reader determine how the character feels.

**Character motives:** *Motives* are what make the character act in a certain way. They explain why s/he did what s/he did.

**Character traits:** Words that describe a character are considered *character traits* (e.g., nervous, brave, kind).

**Compare:** When you *compare*, you think about ways two things are alike or different.

**Conflict:** The problem in the story can also be called the *conflict*.

**Context Clues:** A word's *context* is the words, phrases, and sentences that surround it. If you look closely at the context of an unknown word, you often get clues about that word's meaning.



**Contrast:** When you *contrast*, you think about ways two things are different.

**Dialogue:** *Dialogue* means “talking together” or “conversation.” The dialogue between characters gives the reader clues about characters, conflict, action, and solution.

**Drama:** *Dramas* are plays that are written so they can be acted out on stage. Plays mostly include dialogue between characters.

**Drawing Conclusions:** The reader uses information from the passage to make a judgment or *draw a conclusion* by putting “two and two together.”

**Event:** An *event* is something that happens in the story or selection.

**Exaggeration:** *Exaggeration* is going beyond, or stretching, the truth. It can also be called “bias.”

**Fact:** A *fact* is a true statement that can be proven.

**Fiction:** *Fiction* is any imaginary story. Characters and events may be based on real life but their form and configuration is a creation of the author.

**Genre:** A *genre* is a certain kind or type of literature (e.g., poetry, drama, informational text).

**Graphics, and Charts:** *Graphics* and *charts* are visual cues on a page of text that offer additional information to guide the reader’s comprehension. Graphics may be photographs, drawings, maps, or any other picture. Charts (and tables or graphs) condense data into a series of rows, lines, or other shortened lists.

**Headings:** *Headings* are visual cues on a page of text that offer additional information to guide the reader’s comprehension. Headings typically are words or phrases in bold print that indicate a topic or the theme of a portion of text.

**Informational Text:** *Informational* writing is intended to provide information and involves real-world reading (e.g., soccer schedule, map, school menu).

**Main Idea:** The *main idea* is the most important idea of a paragraph or work. It is the main point the author wishes to make.

**Making inferences:** When making an *inference*, you use the information in the text and add it to what you already know to figure things out. Understanding is gained by “reading between the lines.”

What I Read + What I already Know = What I Infer.

**Multiple-Meaning Word:** *Multiple-meaning words* have different meanings, depending on how they are used in a passage. (e.g., I can do this. The soup was in a can.)

**Narrative:** *Narrative writing* tells a story or experience.

**Nonfiction:** *Nonfiction* is usually factual. It is designed to explain, argue, or describe rather than entertain.

**Opinion:** An *opinion* is a personal judgment, based on someone’s feelings.

**Personification:** *Personification* is when the writer gives human qualities to an animal or something else that isn’t human. (e.g., “Flowers danced about the lawn.”)

**Poetry:** *Poetry* looks different than other writing because it is often written in short lines and uses patterns of rhythm and rhyme. It says a lot in only a few words, usually in a special way that often stirs your feelings. It can be silly or serious.

**Prefix:** A *prefix* is a group of letters placed before a word to change its meaning (e.g., dis- in “disbelieve” is a prefix).

**Problem and Solution:** When a writer first describes a problem and then gives one or more solutions, the organization of the piece is “*problem and solution*.”

**Question/Answer:** When a writer first presents a question and then gives an answer, the organization of the piece is “*question/answer*.”

**Rhyme:** Identical (or very similar) repeating final sounds in words, usually at the end of lines in a poem, are called *rhymes*.

**Rhythm:** *Rhythm* is the pattern or beat of a poem.

**Root Word:** A *root word* is one to which prefixes and suffixes can be added to form different words. The root word “help,” for example, can be built into “helpful,” “unhelpful,” “helpless,” “helper” and more.

**Sequence:** The order in which events occur is called the *sequence of events*. The order in which directions need to be followed is called the *sequence of steps*.

**Setting:** The *setting* is the time and place in which a story unfolds.

**Solution:** The *solution* is the way in which the conflict or problem in the story is solved.

**Suffix:** *Suffixes* are groups of letters placed after a word to change its meaning or change it into a different word group, from an adjective to an adverb, for example. (e.g. -less is the suffix in helpless.)

**Summarize:** When you *summarize*, you retell the main events or ideas, using your own words. You leave out the smaller details and focus on the main points.

**Supporting Details:** Details in the paragraph that support or explain the author’s main idea are called *supporting details*.

**Syllable:** A *syllable* is a word or part of a word with one vowel sound. (e.g., “fantastic” has three syllables: fan-tas-tic.)

**Synonyms:** *Synonyms* are words that have the same meanings (e.g., sorrow, grief, sadness).

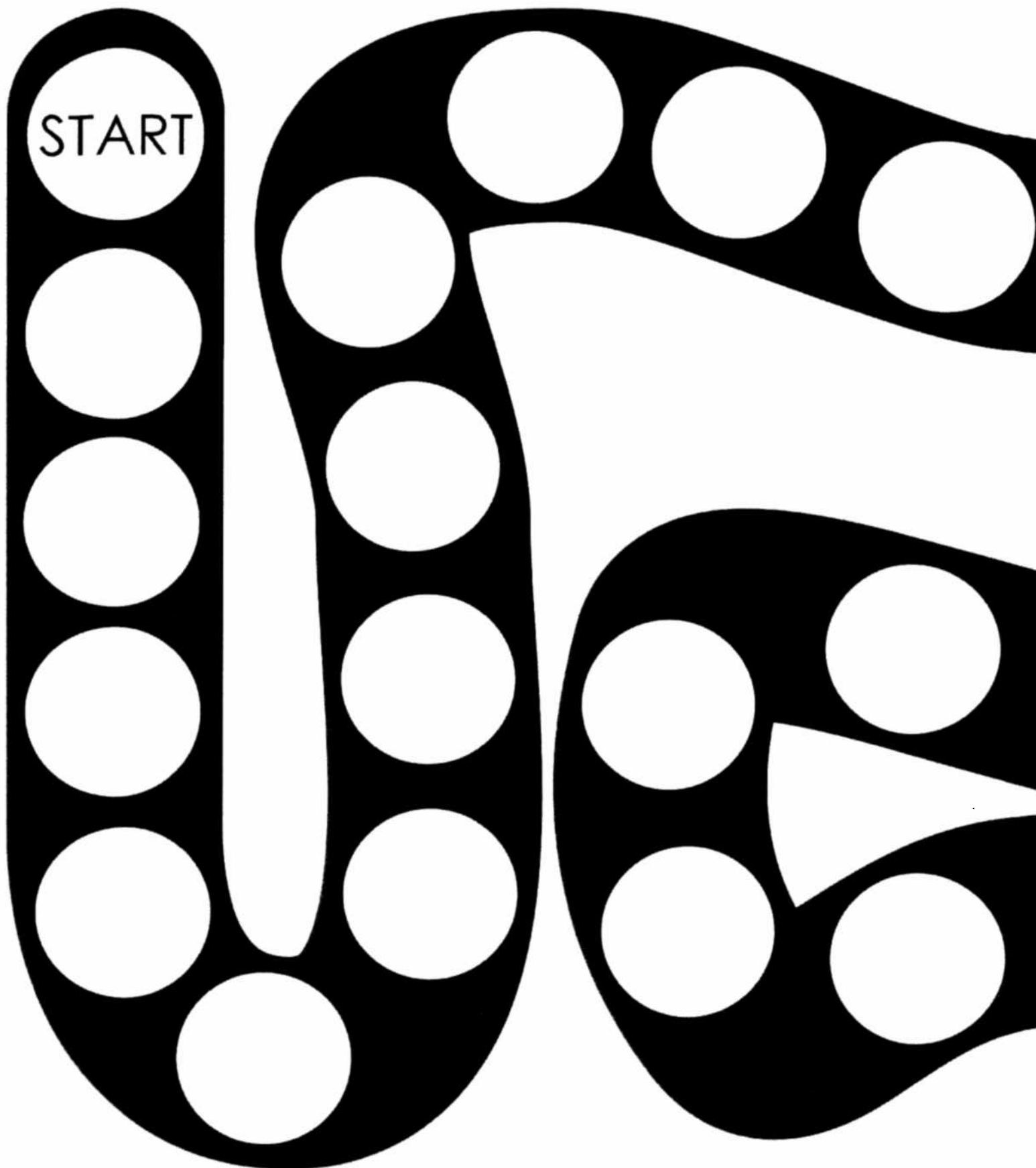
**Text Organization:** Good writers organize the facts and details in a paragraph or essay so that readers can easily understand them. Sequence, Question/Answer, Compare/Contrast, Cause/Effect, or Problem/Solution are some of the ways writers may choose to *organize the text*.

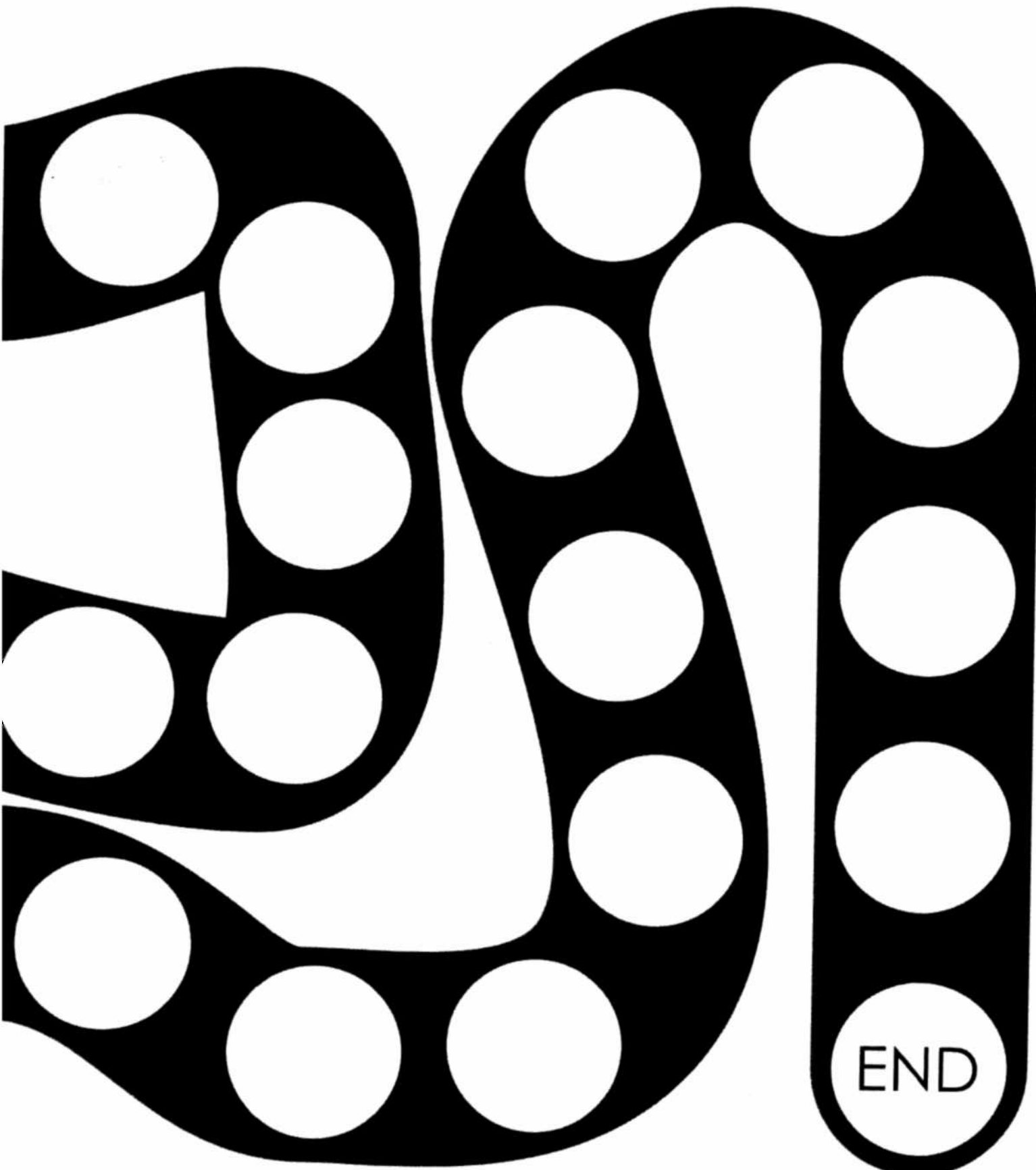


# General Game Board

# General Game Board

\* Can be used with a variety of the activities in this handbook.





END