

Family Read-At-Home Plan

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 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.

Five Areas of 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

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

Fluency

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

This includes:

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

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

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



Kindergarten DRA Scores					1st Grade DRA Scores						2nd Grade DRA Scores				3rd Grade DRA Scores		
1	2	3	4	6	6-8	10	12	14	16	18	18	20	24	30	30	34	38
Emergent Readers					Early Readers						Transitional Readers				Extending Readers		

Emergent Readers

(DRA 1-6)

Students at this level:

- Read from left to right
- Use meaning and beginning sounds
- Reread for understanding
- Read and write 30 words
- Discuss stories after reading
- Write simple messages

Phonemic Awareness

- 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 h/she can pretend to stretch a word with a rubber band.
 - our child should say /d/ /o/ /g/.
- Play "I Spy" but instead of giving a color, say "I spy something that starts with /b/" or I spy something that with has these sounds, /d/o/g/." Have your child do the same.
- Read books over and over again containing rhymes. As you read, have your child complete the rhyming word at the end of each line.
- Prompt your child to produce rhymes. Ask, "Can you tell me a word that rhymes with 'cake'?", and sing rhyming songs like "Twinkle, Twinkle Little Star".

Phonics Activities

- Teach your child to recognize the letters in his or her name.
- Write letters on cards. Hold up the cards one at a time and have your child say the letter name and sound.
- 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, takeout containers, and fliers and post them somewhere to make an Environmental Print Word Wall.
- Write letters with your finger on your child's back and have them guess the letter.

Vocabulary Activities

- Play "categories" with your child. Name a topic such as "farms" and ask your child to think of all the words he/she can relate to that topic. This is a great way to build word knowledge.
- 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?
- 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?"
- 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.

Fluency Activities

- 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.
- Speak in complete sentences "pizza", "I want pizza."
- Using a favorite book, have your child tell the story in their own words using the pictures to help them.
- 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.

Comprehension Activities

- Before reading, take a quick “book look” and encourage your child to talk about what he or she thinks about what might happen in the story.
- During reading, 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.
- When you read aloud to your child, talk about what you are thinking. It is your opportunity to show your child that reading is much more than just figuring out the words.
- After reading, ask your child, “What was your favorite part? Show me. Why do you like that part?”

**Kindergarten
High Frequency Words**

a	am	an	and
at	can	come	do
go	he	I	in
is	it	like	me
my	no	see	so
the	to	up	we
you			

Visit your local library to enjoy books at the emergent level!

Level 1

Count and See; Hoban, Tana
Do - ou Want to be My Friend?; Carle, Eric
Great Cat Chase; Mayer, Mercer
My Book; Maris, Ron
My Very First Book of Colors; Carle, Eric
Now We Can Go; Jonas, Cann

Level 2

Cat on the Mat; Wildsmith, Brian
Chicken Soup; Fitros, Pamela
Grizzwold; Hoff, Syd
Have - ou Seen My Cat?; Carle, Eric
Have - ou Seen My Duckling?; Tafuri, Nancy
I'm Hungry; Fitros, Pamela

Level 4

Bears in the Night; Berenstain, Stan
Bears on Wheels; Berenstain, Stan
Fast Draw Freddie; Hamsa, Bobbie
Ice is...Wheel!; Greene, Carol
Mary Wore Her Red Dress; Peek, Merle
Mud; Lewison, Wendy
My Dream; Wildsmith, Brian
Oops!; Mayer, Mercer
Roll Over!; Peek, Merle
School Bus; Crews, Donald
Snow Joe; Greene, Carol
Spots, Feathers, and Curly Tails; Tafuri, Nancy
The Chick and Duckling; Ginsurg, Mirra
Too Many Balloons; Matthias, Catherine
Toot, Toot; Wildsmith, Brian
What's for Lunch?; Carle, Eric
Where is It?; Lillegard, Dee

Early Readers

DRA 6-18

Students at this level:

- Know their letters and sounds
- Are learning to read and write high frequency words
- Read for meaning
- Read with expression
- Use phonics skills to solve unknown words
- Reread when necessary to clarify reading

Phonemic Awareness Activities

- 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 h/she can pretend to stretch a word with a rubber band.
 - our child should say /d/ /o/ /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.
- Demonstrate clapping a word into its syllables. Ask your child to clap words into syllables.

Phonics Activities

- 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.
- 1st 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 it matches the child's guess.
- 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.

Fluency Activities

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

Vocabulary Activities

- 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, and 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.
- Play "categories" with your child. Name a topic such as "farms" and ask your child to think of all the words he/she can relate to that topic. This is a great way to build word knowledge.

High Frequency Words Grade 1				Comprehension Activities
all	as	did	now	<ul style="list-style-type: none"> - 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 much 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. - 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?” - “Which character was bossy? How do you know?” If your child doesn’t know, give your answer. - ou many need to do this many times before your child can do it. He/she may also “mimic” your answer. Encourage your child’s attempts.
by	can	here	she	
has	he	man	went	
into	look	said	been	
or	play	very	going	
this	up	be	how	
will	your	from	of	
are	away	him	that	
came	come	not	what	
have	her	saw	but	
little	make	was	had	
out	put	because	if	
two	us	get	one	
with	back	his	they	
			who	
<p>Visit your local library to enjoy books at the emergent level!</p> <p>Level 6 <i>Where's Al?;</i> Barton, Byron <i>Footprints in the Snow;</i> Benjamin, Cynthia <i>Things I Like;</i> Browne, Anthony <i>Sid and Sam;</i> Buck, Nola <i>How Many Bugs in a Box?;</i> Carter, David <i>Wheels;</i> Cobb, Annie <i>Happy Birthday, Danny and the Dinosaur;</i> Hoff, Syd <i>My Messy Room;</i> Packard, Mary <i>Mary Wore Her Red Dress;</i> Peek, Merle <i>It's Game Day;</i> Salem, Lynn & Stewart, J. <i>I Love Mud and Mud Loves Me;</i> Stephens, Vicki <i>Wake Up, Wake Up!;</i> Wildsmith, B. & R. <i>Sleepy Dog;</i> Ziefert, Harriet</p> <p>Level 8 <i>Sunshine, Moonshine;</i> Armstrong, Jennifer <i>Henry's Busy Day;</i> Campbell, Rod <i>Go Dog Go;</i> Eastman, Philip D. <i>Tortillas;</i> Gonzalez-Jensen <i>Gum on the Drum;</i> Gregorich, Barbara <i>Traffic Jam;</i> Harper, Leslie <i>Where's Spot?;</i> Hill, Eric <i>Oh a Hunting We Will Go;</i> Langstaff, John <i>All By Myself;</i> Mayer, Mercer <i>Ear Book;</i> Perkins, Al</p>				

Paper Bag Trail; Schreiber, Anne & Doughty, A.
It Looked Like Spilt Milk; Shaw, Charles
Nickels and Pennies; Williams, Deborah

Level 14

Buzz, Buzz, Buzz; Byron Barton
Goodnight, Moon; Brown, Margaret Wise
George Shrinks; Joyce, William
Oliver; Kraus, Robert
Put Me in the Zoo; Lopshire, Robert
Great Big Enormous Turnip; Tolstoy, Aleksey
Mama Do - ou Love Me?; Barbara Joose
Picture for Harold's Room; Crockett Johnson
Sammy the Seal; Syd Hoff
Time to Sleep; Denise Fleming
Whose Mouse Are - ou?; Robert Kaus
- ou Can't Smell a Flower With - our Ear; Joanna Cole

Curious George ; Rey, H.A
Sheep in a Jeep; Shaw, Nancy

Level 16

Town Mouse and Country Mouse, The;
Aesop Three Billy Goats Gruff, The;
Brown, Marcia *Liar, Liar Pants on Fire*;
Cohen, Miriam *Angus and the Cat*; Flack,
Marjorie
Hattie and the Fox; Fox,
Mem *Little Toot*; Gramatky,
Hardie *Reflections*; Jonas,
Ann
We Just Moved!; Krensky, Stephen
Let's Go Froggy; London, Jonathan
Father Bear Comes Home; Minarik, Else H.
Dragon's Fat Cat; Pilkey, Dav
The Little Engine That Could; Piper, Walter
Benny Bakes a Cake; Rice, Eve
We're Going on a Bear Hunt; Rosen, Michael
Noisy Nora; Wells, Rosemary
Napping House, The; Wood, Don & Audrey

Transitional Readers

DRA 18-30

Students at this level are working on:

- Decoding
- Fluency
- Retelling
- Words with multiple syllables
- More complex text

Phonemic Awareness Activities

- 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.
- 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 whilsaying each sound.

Phonics Activities

- 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 our 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.

Fluency Activities

- 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.
- Record the reading – After your child has practiced a few paragraphs, have him/her record it with a tape player, cell phone, 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?

Vocabulary Activities

- 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. Take time to discuss new words and how they are used in the story.
- Hot potato – Play hot potato with synonyms (words with similar meanings). 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).

Comprehension Activities

- V.I.P Fiction- After reading a fiction story, ask your child:
 1. What is the most important thing the character did?
 2. What is the most important feeling the character had?
- Non-fiction Key Words- After reading a non-fiction book or article ask you child:
 1. What are the 3 most important words about this topic?
 2. Why are these words important to the topic?

Visit your local library to enjoy books at the emergent level!

Level 18

Amazing Grace; Hoffman Mary
Bear Shadow; Asch Frank
Bringing the Rain to Kapiti Plain; Aardema Verna
Danny and the Dinosaur; Hoff Syd
Days With Frog and Toad; Lobel Arnold
Froggy Learns to Swim; London Jonathan
Green Eggs and Ham; Seuss Dr.
Harry and the Lady Next Door; Zion Gene
Henry and Mudge, The First Book; Rylant Cynthia
I Was So Mad; Maer Mercer
Little Bear; Minarik Else
Nate the Great; Sharmat Marjorie
Stone Soup; McGovern Ann
The Snowy Day; Keats Ezra
There's a Hippopotamus Under My Bed; Thaler Mike
Very Hungry Caterpillar, The; Carle, Eric
Where the Wild Things Are; Sendak MauriceDigital

Level 20

Amelia Bedelia; Parish Peggy
Arthur Babysits; Brown Marc
Caps For Sale; Slobodkina Esphyr
Case of the Cat's Meow; Bonsall Crosby
Chester's Way; Henkes Kevin
Chicka, Chicka, Boom, Boom; Martin Bill
Click Clack Moo, Cows That Type; Cronin Doreen
Clifford the Big Red Dog; Bridwell Norman
Corduroy; Freeman Don
Franklin Goes to School; Bourgeois Paulette
Harold and the Purple Crayon; Johnson Crockett
If - ou Give a Mouse a Cookie; Numeroff Laura
Ruby the Copycat; Rathmann Peggy
Snowshoe Thompson; Levinson Nancy
The Day Jimmy's Boa Ate the Wash; Noble Trinka
The Wolf's Chicken Stew; Kasza Keiko
Three by the Sea; Marshall Edward

Level 24

Baby Sister for Frances; Russell Bad,
Bad Bunnies; Delton Judy
Bedtime for Frances; Hoban, Russell
Chickens Aren't the Only Ones; Heller, Ruth
Gregory, the Terrible Eater; Sharmat Marjorie
Horrible Harry (series); Kline Suzy
Hungry, Hungry Sharks; Cole Joanna
Is - our Mama a Llama?; Guarino Deborah
Judy Moody; McDonald Megan
Junie B. Jones and the Stupid Smelly Bus; Park Barbara
Katy and the Big Snow; Burton Virginia
Lionel at Large; Krensky, Stephen
Madeline; Bemelmans, Ludwig
Make Way for Ducklings; McCloskey Robert
The Littles; Peterson John
The Tale of Peter Rabbit; Potter Beatrix
Tikki Tikki Tembo; Mosel Arlene

Level 28

"I Can't" Said the Ant; Cameron Polly;
Cloudy With a Chance of Meatballs; Barrett Judi
Doctor De Soto; Steig William
Freckle Juice; Blume Judy
Goldilicious; Kann Victoria
Gregory, the Terrible Eater; Sharmat, M. Weinman
How to Eat Fried Worms; Rockwell Thomas
Ira Sleeps Over; Waber Bernard
Miss Rumphius; Cooney Barbara
Tales of Amanda Pig; Van Leeuwen, Jean
The Mitten; Brett Jan
The Patchwork Quilt; Flournoy Valerie
The Story of Ferdinand; Leaf Munro
Through Grandpa's Eyes; MacLachlan, Patricia
Thunder Cake; Polacco Patricia
Too Many Tamales; Soto Gary

Grade 2
High Frequency Words

able	stop	inside	find	car	walk	pick	funn	each	begin
behind	togethe	must	game	eat	world	secon	y	first	catc
dad	r wall	place	grow	fish	almost	d	grew	gave	h end
even	worn	seen	just	girl	betwee	story	jump	happy	five
food	any	street	night	help	n	too	name	last	give
goes	books	top	read	let	dark	want	rain	our	hide
hill	deep	watch	sleep	outside	every	year	sky	right	light
live	fast	yes	teach	room	four	anything	take	snow	pape
part	frien	ask	under	something	good	both	try	than	r
say	d got	boy	week	things	home	dog	way	until	same
stay	house	door	ball	use	love	father	bad	why	start
today	much	feel	can't	winter	party	fun	bus	because	time
					school	great	dow		wait
							n		work

Fraser Public Library

<http://www.fraserpubliclibrary.org/>

Address:16330 E 14 Mile Rd, Fraser, MI 48026

Phone:(586) 293-2055

Hours

Monday-Thursday: 10:00am-8:00pm

Friday-Saturday: 10:00am-5:00pm

Sunday: Closed

Come to the library for one of the many interesting, entertaining, and informative programs the Fraser Public Library will be holding. Programs include events for children, teens, and adults that are both fun and educational. Some of the programs we offer may interest you or members of your family. Be sure to check our [calendar](#) for dates and times or call at 586-293-2055 if you want to suggest an event yourself.