

A summer TOOLKIT to  
make reading fun  
at home!!



**Dear Parent(s),**

**You've always heard teachers telling you as a parent how important it is for your child to read at home. As this may be obvious to many, where to start is the confusion. Our hope is this packet will give you some tools to use with your child when reading at home this summer and make reading fun!! The number one question you should be asking is, how can I help instill good reading habits in my child? Lucky for you, this packet has some simple solutions.**

**It is important to you as a parent to understand that reading is simple. Any material you pick up to read is acceptable reading material for your child. What you need to know is that there are certain reading strategies that never change. Once your child knows these reading strategies then they can practice implementing these skills within everything they read.**

**After sounding out and decoding words the material is still difficult for your child because they are still practicing saying every word. The goal is to implement strategies to comprehend the material. On the next page are some simple reading strategies for you to become familiar with. Most of these strategies you have learned and have become second nature to you. Our job now as mentors to new readers is to help instill them in their little brains by practicing using the skills. Once the students know the strategies, they will start using them on their own while reading instead of waiting for you to ask them the questions.**

**While flipping through the packet you will find: phonics, fluency, and comprehension games to play. The majority of these games and activities can be used with any text. You will find directions and most supplies needed to play the games. Supplies not included in the packet, are items such as a timer and material that can be found in most households. Remember, this packet is meant to have fun while reading!**

**Happy Summer Reading!**

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# READING STRATEGIES

Reading Strategy	What?
Creating Mental Images	Good readers create a movie in their head of what they are reading. This allows them to become emotionally involved in what they are reading.
Activating Background Knowledge / Making Connections	Good readers should activate their prior knowledge of a topic before reading, during reading and after reading. This will increase their understanding of what they are reading.
Asking questions	Good readers generate questions before, during, and after reading. This will allow them to focus on what's important.
Inferencing	Good readers read between the lines. They see things the author wants them to know without actually telling them. They are drawing conclusions; which deepens understanding of text.
Summarizing	Good readers can organize text and explain what happens in the beginning, middle, and end. They are also able to separate main ideas from details.
Clarifying	Good readers will reread text for clarification. They will apply this strategy whether it be a whole page, word, or sentence.

"The more things that you read, the more things you'll know. The more that you learn, the more places you'll go." –Dr. Seuss



# Interactive Websites for Home



Using word lists from our daily lessons, this site allows students to, learn, play, and then test their spelling ability through games. It teaches the word in the context of an audio sentence.

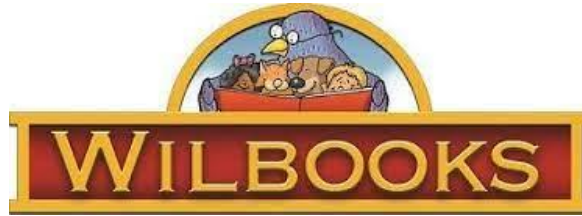


**[heggerty.org/summer](http://heggerty.org/summer)**

Offers video lessons and activities for Pre-K-1st grade. Video lessons support phonemic awareness skills for your young learners over the summer! The activities are free, fun, and offer practice with playing with the sounds we hear in words!



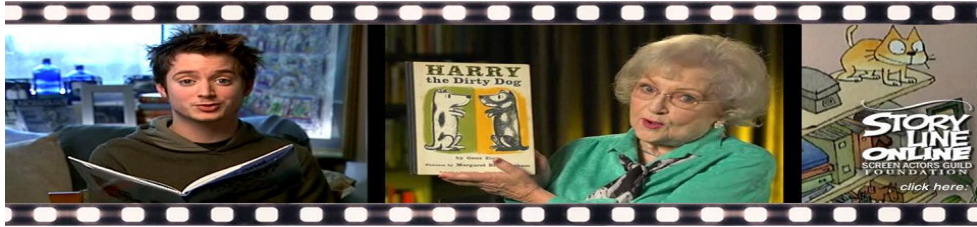
A fun free public service to teach children to read with phonics! Fun-filled games!!!!



<https://www.wilbooks.com/wilbooks-free-resources>

Wilbooks is a children's book educational publishing company. The website offers free books/read alouds for grades Kindergarten-3rd grade!

## Storyline Online



[storylineonline.net](http://storylineonline.net)

Members from the Screen Actors Guild read books to you.  
So basically, celebrities read you children's books!



[www.abcya.com](http://www.abcya.com)

**ABCya!** is a **free** educational games website that's organized by grade level and subject area. With a bit of help from adults, it's easy for kids to access tons of games. ... Games are also available on mobile devices with the subscription.



**[pbskids.org](https://pbskids.org)**

**PBS KIDS Reading Games** are designed to help children practice their reading skills while playing with their favorite **PBS KIDS** friends like Curious George, Clifford, Big Bird, Arthur, and many more.



**[Readingrockets.org](https://readingrockets.org)**

**Reading Rockets** offers a wealth of reading strategies, lessons, and activities designed to help young children learn how to read and read better. Our reading resources assist parents, teachers, and other educators in helping struggling readers build fluency, vocabulary, and comprehension skills.



**<https://www.uniteforliteracy.com/>**

**Unite for Literacy** provides free digital access to picture books, narrated in many languages.

# Phonics Activities

## Detective (insert student name)



### Materials:

Any reading material

-magazine, newspaper, book etc... Something of interest to children!

### Directions:

1. Have child read to you any passage
2. With a magnifying glass pick out a variety of words
  - words with prefixes
  - words with suffixes
  - base words
  - unfamiliar words
  - descriptive verbs
  - WOW words and create synonyms or antonyms
3. Clarify the words together and talk about how the prefixes or suffixes change the words meaning. If you are clarifying a word, grab a dictionary.

(This activity is made for discussion...don't worry about writing. Having a conversation is often what is most important!)

## Prefix Change

### **Materials:**

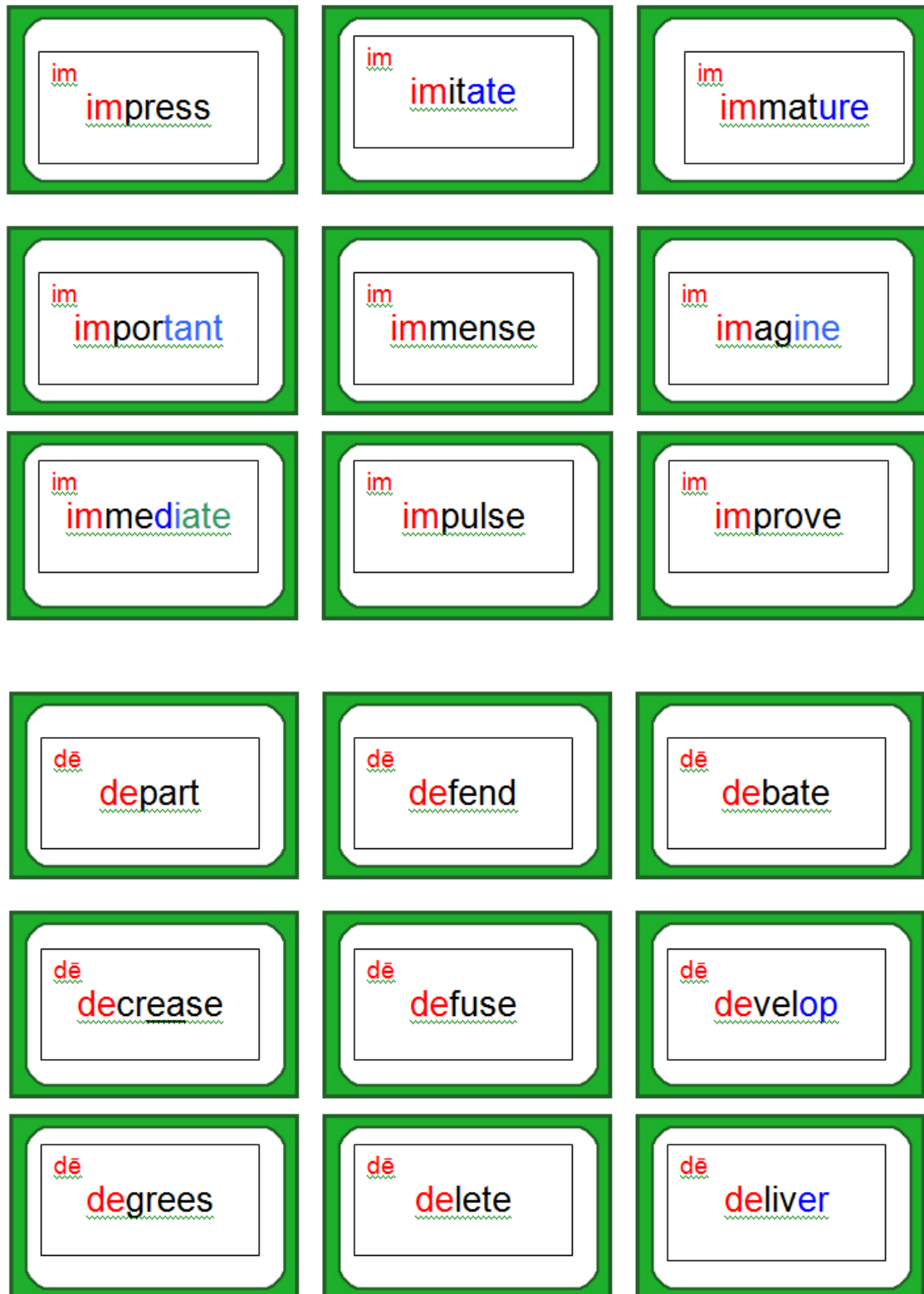
Word Cards Cut Out

### **Directions:**

1. Two, three or four players sit so they are facing each other.
2. Select a dealer to shuffle the cards and give five cards to each member of the group, as well as themselves.
3. Place all the remaining cards in a pile face down in the centre. Next flip one card off the top of this pile and place it face up next to the stack.
4. The dealer reads the card by pronouncing the sound of the letters marked in red and then the word e.g. If the card is 'confuse' the dealer says, ' con like in confuse' or if the card is ' dislike ' the dealer says, ' dis like in dislike '.
5. The children then look at their cards and take their turn moving to the left around the circle. If they have cards with the same sound as the one turned over by the dealer they can place one on top of the pile by saying ' dis like in discover' or ' dis like in disappear '.
6. If they do not have a match in their hand they pick up a card from the facedown pile.  
If the card they pick up is a match they can put it straight down, if not, they place it in their hand and the next player has a turn.
7. If the player does not have a match but has a CHANGE card in their hand they can change the sound being matched i.e. if say they had the cards ' defuse, develop & delete ' they would place down their CHANGE card and say "I'd like to change it to ' de like in develop". All the following players must match for 'de'.
8. The person who is the first to have no cards left is the winner.  
The power of this game as a learning tool comes from having the



children say 'de like in develop' when playing. Please ensure they keep doing it throughout the learning sessions.



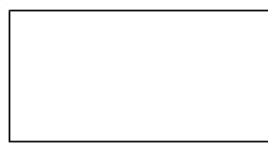
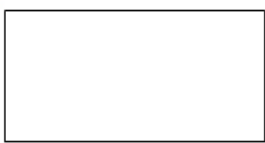
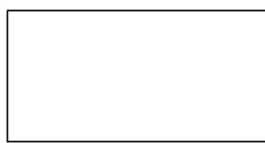
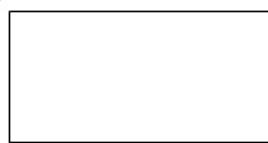
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## Base Word Sort

### Materials:

1. Word Cards
2. Scissors
3. Flat Surface

### Directions:

1. Cut out the words.
2. Scatter word cards face up on a flat surface.
3. Read through the words and find the five base words.
4. Place these five cards in a row.
5. Read the remaining word cards and place them in the appropriate base word column.
6. Reread words when all have been placed in the correct row or column, stating the “base word” and prefix and or suffix.
7. **For a challenge:** Try creating a sentence with each word on a dry erase board or piece of paper to differentiate the meaning.

manageable	reprint	agreed	manager	print
impossible	disagreement	like	disagree	likely
likable	dislike	possibilities	possible	possibility

possibly	manage	agree	printable	unmanageable
printer	agreeing	imprint	management	

## Fluency Activities

### Beat the Clock



#### Materials:

1. Reading passage
2. Timer
3. Pencil

#### Directions:

1. Each week, your child will read the same passage for ONE minute each night.
2. Both child and adult have the same copy of passage in front of them.
3. Set the timer for one minute.
4. The adult reads the passage first so the child hears accuracy and pronunciation. The child will follow along silently. If the adult misreads a word, the child will slash the word on their copy.
5. When the timer is “up”, the adult should stop reading.
6. Together, the adult and child should count the number of words read correctly, then subtracting those read incorrectly.
7. This process then switches so that now the child is reading the passage for one minute while the adult is checking for accuracy.

- 8. Together, the adult and child should count the number of words read correctly, then subtracting those read incorrectly.**
- 9. Both adult and child then graph their results on the chart and acknowledge the improvement both are making each day!**
- 10. Watch your graph skyrocket!**

## Student Fluency Graph

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# Comprehension Activities

## Comprehension Cube

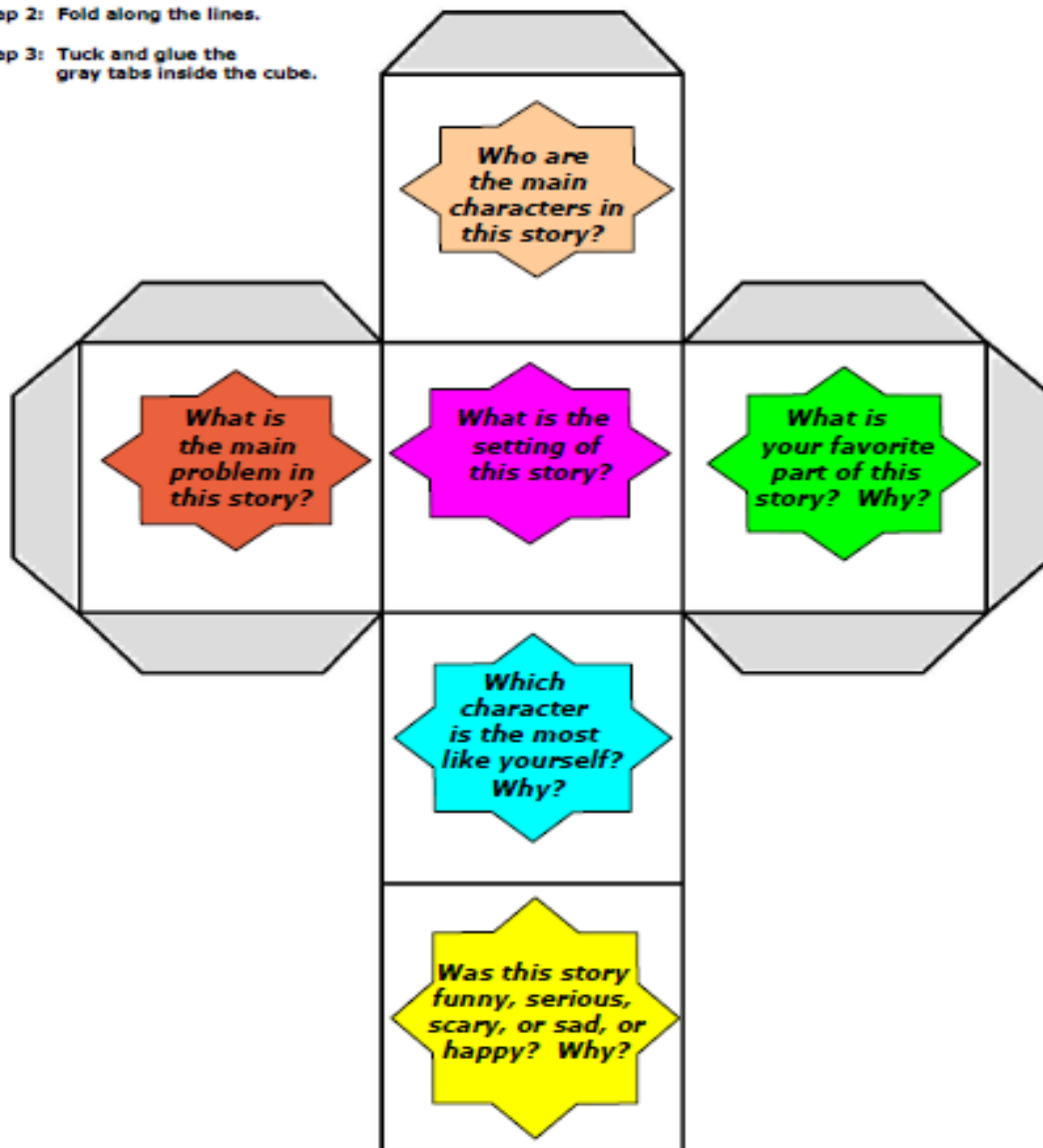
**Materials:** Cut out and fold cube. Roll after reading any story. s

Story Cube

Step 1: Cut out the shape.

Step 2: Fold along the lines.

Step 3: Tuck and glue the gray tabs inside the cube.



## Roll Dice



### Materials:

1. Dice
2. Any reading material

### Directions:

After reading any passage, roll the dice and answer the questions on the game table.

<b>Roll a 2: What is the title and who is the author?</b> <ul style="list-style-type: none"><li>- Is it a good title? Why?</li><li>- What might be an alternate title?</li><li>- What is the author's purpose?</li></ul>
<b>Roll a 3: Who is the main character?</b> <ul style="list-style-type: none"><li>- Do you know anyone like this character? How are they alike?</li><li>- What did the character learn in the story?</li></ul>
<b>Roll a 4: What is the setting?</b> <ul style="list-style-type: none"><li>- What does the setting remind you of?</li><li>- Have you read anything that has a similar setting?</li></ul>
<b>Roll a 5: What happened in the story?</b> <ul style="list-style-type: none"><li>- Beginning, middle, end</li><li>- What are your personal reactions?</li><li>- What would you have done?</li></ul>
<b>Roll a 6: How did the story end?</b> <ul style="list-style-type: none"><li>- What did you learn from the story?</li><li>- What did the main character learn?</li></ul>



## **Book Review**



### **Materials:**

Any reading material

### **Directions:**

1. After completing a book either independently or together fill out a Book Review.
2. Fill out:
  - Title
  - Author
  - Number of Pages
  - Summary
  - Opinion
  - Rating
3. You can compile these in a binder to see how many books as a family you can read.

# Book Review

Title: \_\_\_\_\_

Author: \_\_\_\_\_ Number of pages: \_\_\_\_\_

## Summary

Describe the main events in the story.

## Opinion and Why

Did you like the book? Why or why not?

Excellent = Good = Not- so -good

Give your rating and draw your s below!

## Directions:

1. **Read** only about as much text as can be covered with your hand (no more than a paragraph)
2. **Cover** that part of the text.
3. Take a moment to **remember** what was read by thinking about it. If you can't remember the information, go back and take another look at the text.
4. **Retell** the information you just read to an adult.

Cut out the bookmark to always keep with you! If you attach it to tag board or construction paper it will hold up better!



**Read, Cover,  
Remember, Retell**

**Read** only about as much text as can be covered with your hand

**Cover** that part of the text.

**Remember** what you've just read. It's okay to take another look!

**Retell** what you just read inside your head or to a parent or partner.