



Reading PowerUp

Awesome Activities to Improve Kids' Reading Skills

Materials for families and educators who would like to strengthen the literacy development of children and adolescents





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Section 1

Overview and structure of the Reading PowerUp materials

Children who are successful in reading and writing feel more confident and do better in school. Although schools go a long way in building strong literacy skills, parents can also play a big role. They can share simple literacy-enhancing activities at home with their children and teenagers.

Reading PowerUp was created for families and educators who would like to strengthen the literacy development of children and adolescents. This curriculum provides several tip sheets and companion videos designed to strengthen parents' skills in providing literacy enrichment in their homes that complement what teachers are doing in the classroom. The tip sheets include specific, fun and easy-to-do literacy activities parents and children can do together. The materials are based on principles from research on literacy development, family literacy and parent engagement.

Background

There has been much concern in recent years about children's lagging literacy abilities. Poor literacy skills have severe consequences for children, such as grade retention, school failure and dropout, delinquency, and unemployment or underemployment as adults. Struggling readers can often benefit from spending time at home practicing so they have the greatest opportunity for success. Parent involvement in their children's education has been shown to promote positive academic outcomes for children, such as higher literacy performance, grades, competence and achievement test scores.

In 2012, the Washoe County School District was one of four Nevada school districts to receive a federal pass-through Striving Readers grant to develop a comprehensive effort to improve literacy outcomes for children birth to 18 years old. Striving Readers is a comprehensive integrated approach to addressing student literacy achievement for students at risk of academic failure. The overall project had multiple goals, one of which was to strengthen engagement with families to improve literacy for all children birth through 12th grade. As part of the grant, University of Nevada Cooperative Extension was tasked with developing and implementing a family engagement component, which included English and Spanish parent-child do-at-home literacy lessons.

This curriculum guide contains the parent tip sheets developed as part of that project. This guide is divided into five sections. Section One includes this overview of the program and materials. Sections Two through Five contain the specific family literacy materials by age group, including: 1) a brief overview of skills targeted for each grade level and rationale; 2) information on how the tips sheets are organized; and 3) the tip sheets in English and Spanish, including links to companion videos.

Program Goals

The goal of *Reading PowerUp* is to give parents the tools to provide literacy enrichment in their homes. By doing this, parents can help their children increase their literacy skills and scores.

Targeted Audience

Although all families can benefit from the do-at-home enrichment activities, the materials were originally designed for parents with children who were struggling and are below their reading grade level. Families who had children in at-risk schools or who lived in neighborhoods surrounding those schools were targeted.

Major Features

Reading PowerUp includes parent tip sheets and links to companion videos designed to help parents understand the essential skills their children need to be strong readers. These materials are easy to understand and use because they come in both print and video format. The tip sheets were written in a straightforward way to support good practice of basic literacy skills, provide activities for skills practice at home, and supply the materials needed to do the activities. Each tip sheet focuses on one specific literacy skill and includes four to six activities that parents can do to strengthen those skills in their children. The videos reinforce the information and show parents doing the activities with children.

The materials are organized in grade-level blocks—kindergarten and first grade, grades two and three, and grades four and five. For middle and high school students, the curriculum includes two tip sheets and related activities on internet literacy rather than reading literacy. Here is a list of the tips sheets in both English and Spanish.

	English	Spanish
Kindergarten and first grade	Concepts About Print Hearing and Recording Sounds in Words Letter Identification Phonemic Awareness Reading Skills Rhyming Sight Reading Symbol to Sound Identification Writing Vocabulary	Conceptos de escritura Escuchando y registrando sonidos en las palabras Identificación de letras Tener conciencia fonémica Habilidades de lectura Rimas Lectura a primera vista Símbolos de identificación del sonido Vocabulario escrito
Grades two and three	Phonemic Awareness The Two Best Cakes: Reading Fluency 1 How Many Elephants: Reading Fluency 2 My Favorite Stray Cat: Reading Fluency 3 Sight Reading	Tener conciencia fonémica Los dos mejores pasteles ¿Cuántos elefantes cabrían en un autobús escolar? Mi gato callejero favorito Lectura a primera vista
Grades four and five	Reading Comprehension Text Features Word Analysis Word Meaning	Comprensión de la lectura Características del texto Análisis de palabras El significado de las palabras
Middle and High School	Digital Footprints Internet Awareness	Huellas digitales Conocimiento del uso de Internet

Suggestions on how to use

The materials can be used in multiple ways. As part of the local Striving Readers project, the tip sheets and videos were distributed to families at targeted elementary schools. Teachers and literacy specialists identified specific children at risk in their literacy and language development based on test scores and class performance. School staff then provided a tip sheet and activities for parents on a specific skill the child was lacking and a web link to the companion video demonstrating how to do the activities with their children. The tip sheets also were used during parent-teacher conferences with parents of identified struggling readers. Some teachers used the activities with children in their classrooms. It might be possible for educators to use the materials in conjunction with social media, parent newsletters, or newspaper and radio efforts. The materials are versatile and can be used creatively in a number of ways.

Suggested Readings

For further reading on literacy development, check out the following sources.

Diane M. Barone & Marla H. Mallette. (2013). *Best Practices in Early Literacy Instruction*. Guilford Press.

Virginia Bower. (2014). *Developing Early Literacy 0-8: From Theory to Practice*. Sage.

Leslie Mandel Morrow. (2011). *Literacy Development in the Early Years: Helping Children Read and Write* (7th Edition). Pearson.

Susan B. Neuman & David K. Dickinson (2011). *Handbook of Early Literacy Research* (Vol 3.). Guilford.

Hilary White. (2005). *Developing Literacy Skills in the Early Years: A Practical Guide*. Sage.

Section 2

Reading PowerUp Tip Sheets— Kindergarten and first grade

Literacy and reading skills in kindergarten and first grade

During kindergarten and first grade, children learn to identify and write the alphabet letters. After they are comfortable with letter recognition, children begin to match letters to their sound and begin forming different sounds by putting a few letters together. Children will sound out simple words, start to match consonant sounds with sound patterns, and begin to figure out simple words, such as "cat." They often enjoy rhyming games to practice matching sounds in words.

Aside from beginning to sound out words, kindergartners and first graders learn simple sight words. Sight words are common words that may be more difficult to sound out, but that students will see often as they begin to read, such as *the*, *a*, *is* and *to*.

As they gain more experience, children in kindergarten and first grade begin to recognize the features of a sentence, such as first words, capitalization, and ending punctuation. They also gain a better understanding of the basic format and purpose of books.

In kindergarten, children learn to spell and write their first names. Often children of this age prefer to write in capital letters. Most of the writing done in kindergarten is simply to master the skill of grasping a pencil and making legible letters. However, students will begin writing words based on sound and copying words written by the teacher. By first grade, they will be expected to write simple, common words and short sentences. Inventive spelling is common as children begin to spell unfamiliar words by making an educated guess as to the correct spelling based on their existing phonetic knowledge.

Organization of the tip sheets in this section

The tip sheets in this section are designed for parents to help children with these basic skills. Several tip sheets target letter recognition, sounds of letters and words, and rhyming. Children are also introduced to basic concepts about print and general reading skills. A number of the tip sheets provide children an opportunity to practice beginning writing skills.

Each tip sheet includes several fun games for parents and children to play together to practice specific skills. The tip sheets also include any worksheets and materials needed to play the games.

English Tip Sheets

Concepts About Print

➤ **Tip Sheet**

As children begin to read, they need to know how books work. They need to learn how to hold a book so it is right side up, where a book begins, and how to turn the pages. They also must understand that the words on a page have meaning and that in English we start at the top of the page and read the words from left to right and from top to bottom. As children get more experienced, they learn what a period or a question mark at the end of a sentence means. Teachers call these skills Concepts About Print.

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/K-1-Tip-Sheet-Concepts-About-Print.pdf>

➤ **Worksheets and materials**

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/K-1-Activities-Concepts-About-Print.pdf>

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=OtP3iISvMQU>

Hearing and Recording Sounds in Words

➤ **Tip Sheet**

To learn how to write, children have to listen for sounds and then write the letters that make those sounds. It helps if they already know the sound that each letter of the alphabet makes. When they hear a word, they have to listen for the sounds of all the letters and write them down. Teachers call this Hearing and Recording Sounds in Words.

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/08/K-1-Tip-Sheet-Hearing-and-Recording-Sounds-in-Words.pdf>

➤ **Worksheets and materials**

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/K-1-Activities-Hearing-and-Recording-Sounds-in-Words.pdf>

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=ZyzO8-m6nns>

Letter Identification

➤ **Tip Sheet**

Children need to know the letters of the alphabet before they can learn to read. Knowing the alphabet means that children can name both the capital and lower case letters when she sees them. Teachers call this letter identification.

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/K-1-Tip-Sheet-Letter-Identification.pdf>

➤ **Worksheets and materials**

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/K-1-Activities-Letter-Identification.pdf>

➤ **Link to YouTube video**

https://www.youtube.com/watch?v=__sqqmxXWEo

Phonemic Awareness

➤ **Tip Sheet**

When children are learning about words, they need to be able to hear all the sounds in a word and figure out what letters make those sounds. Then they need to learn what order the sounds are in. This means that they need to say the sounds of each letter in the word and then blend those sounds together to read the word. Taking words apart and putting them back together helps children learn how to read and write. Teachers call this Phonemic Awareness.

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/K-1-Tip-Sheet-Phonemic-Awareness.pdf>

➤ **Worksheets and materials**

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/K-1-Activities-Phonemic-Awareness-1.pdf>

➤ **Link to YouTube video**

https://www.youtube.com/watch?v=_EG9XRBbFIA

Reading Skills

➤ **Tip Sheet**

Doing well in school depends on being able to read, write, talk, and listen. Learning to read takes a lot of time and practice for young children. Children have to learn that the lines and circles in letters go together to make words, and that the words have meaning. They have to learn that books have stories or give information.

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/K-1-Tip-Sheet-Reading-Skills-1.pdf>

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=16dsNsZeo5M>

Rhyming

➤ **Tip Sheet**

Words rhyme when they end with the same sound. For example, cat rhymes with hat because they both end with the “at” sound. Cat also rhymes with rat, pat, and sat. The word run rhymes with fun, sun, bun, and nun because they all end with the “un” sound.

Rhyming is important because children need to be able to hear the separate sounds that make up words before they try to read or write them. Rhyming helps children pay attention to how words sound.

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/K-1-Tip-Sheet-Rhyming-1.pdf>

➤ **Worksheets and materials**

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/K-1-Activities-Rhyming-1.pdf>

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=F4GjoC0b5rg>

Sight Reading

➤ **Tip Sheet**

When your child reads books, there are some words that he will see over and over again. Some of these common words are the, a, is, and to. Teachers call these words Sight Words or High Frequency Words. Because these words appear so often, it is important for children to recognize and read them. This will help them read more easily and quickly.

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/K-1-Tip-Sheet-Sight-Reading-1.pdf>

➤ **Worksheets and materials**

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/K-1-Activities-Sight-Reading-1.pdf>

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=bmVcbLFURg8>

Symbol to Sound Identification

➤ **Tip Sheet**

Children need to learn the sounds that letters make. For example, they need to know that “m” sounds like “mmm” as in man. Teachers call learning the sounds that letters make Symbol to Sound Identification. The letter is a symbol. Letters just look like lines and circles until children learn that they stand for sounds. It helps if children already know the alphabet—the symbols—before they try to learn the sounds. Knowing the sounds that letters make helps children learn to read by sounding out words.

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/K-1-Tip-Sheet-Symbol-to-Sound-1.pdf>

➤ **Worksheets and materials**

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/K-1-Activities-Symbol-to-Sound-1.pdf>

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=15gxRPiuGYc>

Writing Vocabulary

➤ **Tip Sheet**

Children need to learn how to write words. This may sound simple but young children need to first learn how to write the individual letters, including which direction the letters go. For example, some children may write letters backwards. They may confuse “b” with “d” or “p” with “q.”

Once children can write the individual letters, they need to learn how to put letters together from left to right to make words. The number of words a child can write is what teachers call their Writing Vocabulary.

Writing vocabulary is important because children need to learn how to write letters and words before they can learn how to write sentences and stories.

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/K-1-Tip-Sheet-Writing-Vocabulary-1.pdf>

➤ **Worksheets and materials**

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/K-1-Activities-Writing-Vocabulary-1.pdf>

➤ **Link to YouTube video**

https://www.youtube.com/watch?v=G4SeG6_xNd0

Spanish Tip Sheets

Conceptos de escritura

➤ **Tip Sheet**

Cuando los niños empiezan a leer, lo que necesitan saber es cómo funcionan los libros. Necesitan aprender cómo sostener un libro de manera que esté en posición recta, saber dónde comienza un libro, y cómo dar vuelta las páginas. También deben entender que las palabras de una página tienen significado y que en el idioma inglés y el español iniciamos la lectura en la parte superior de la página y leemos las palabras de izquierda a derecha y de arriba a abajo. A medida que los niños obtienen más experiencia, ellos aprenden lo que es un punto aparte o un signo de interrogación al final de una oración. Los maestros llaman a estas habilidades “conceptos de escritura”.

Sin la comprensión de cómo las palabras, las frases y los libros funcionan, los niños pueden tener dificultad al aprender a leer y escribir. Usted puede ayudarle a su niño a aprender sobre los libros.

➤ **Worksheets and materials**

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=4OO35oyYXKg>

Escuchando y registrando sonidos en las palabras

➤ **Tip Sheet**

Para aprender a escribir, los niños tienen que escuchar los sonidos y luego tienen que escribir las letras que hacen esos sonidos. Es una gran ayuda si ya conocen el sonido que hace cada letra del alfabeto. Cuando oyen una palabra, tienen que escuchar los sonidos de todas las letras y escribirlas. Los maestros llaman a esto escuchar y registrar los sonidos en las palabras.

Cuando están aprendiendo, los niños pueden cometer errores porque algunas letras tienen sonidos diferentes. Por ejemplo, cuando un niño oye la palabra "casa" podría escribir "kasa." Tomará tiempo para que aprenda cómo se escribe correctamente. La lectura de libros en voz alta con su niño, para que él o ella vea y oiga las palabras al mismo tiempo, le ayudará a aprender que las palabras escritas tienen sonidos. El hecho de ayudarlo a escribir los sonidos que escucha en las palabras es una buena manera de enseñarle a escribir.

➤ **Worksheets and materials**

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=81rOs9rV1f4>

Identificación de letras

➤ **Tip Sheet**

Los niños necesitan saber las letras del alfabeto antes de que puedan aprender a leer. El hecho de aprender el alfabeto significa que su niño puede decir cuales son las letras mayúsculas y cuales son las letras minúsculas cuando las vea. Los maestros le llaman a esto "identificación de letras".

➤ **Worksheets and materials**

➤ **Link to YouTube video**

https://www.youtube.com/watch?v=Y_6a3NI6Hlk

Tener conciencia fonémica

➤ **Tip Sheet**

Cuando los niños están aprendiendo palabras tienen que ser capaces de escuchar todos los sonidos en una palabra y decidir cuáles son las letras que hacen esos sonidos. Entonces ellos tienen que aprender el orden de los sonidos. Esto significa que tienen que decir los sonidos de cada letra de la palabra y luego combinar todos esos sonidos juntos para leer la palabra. Los maestros llaman a esto, tener conciencia fonémica.

Separando las palabras y volviéndolas a poner todas juntas les ayuda a los niños a que aprendan a leer y a escribir. A menudo los niños necesitan practicar estas habilidades una y otra vez antes de llegar a ser buenos lectores.

➤ **Worksheets and materials**

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=xihSv8Tmt5U>

Habilidades de la lectura

➤ **Tip Sheet**

El buen desempeño en la escuela depende de la capacidad de leer, escribir, hablar y escuchar. El aprender a leer requiere mucho tiempo y práctica por parte de los niños pequeños. Los niños tienen que aprender que las líneas y los círculos en las letras van juntos y forman palabras, y que esas palabras tienen un significado. Ellos tienen que aprender que los libros tienen historias o proporcionan información.

➤ **Worksheets and materials**

➤ **Link to YouTube video**

https://www.youtube.com/watch?v=UZ_o--6OIQk

Rimas

➤ Tip Sheet

Las palabras riman cuando terminan con el mismo sonido. Por ejemplo, la palabra gato rima con la palabra pato, porque ambas terminan con el sonido "ato." Gato también rima con plato, zapato y pato. La palabra grillo rima con las palabras zorrillo, amarillo y cepillo, porque todos terminan con el sonido "illo".

La rima es importante porque los niños tienen que ser capaces de escuchar los sonidos separados que hacen las palabras antes de intentar leerlas o escribirlas. Las rimas ayudan a los niños a prestar atención a cómo suenan las palabras.

➤ Worksheets and materials

➤ Link to YouTube video

<https://www.youtube.com/watch?v=9lNBrAZHSew>

Lectura a primera vista

➤ **Tip Sheet**

Cuando su niño lee libros, hay algunas palabras que él o ella verá una y otra vez. Algunas de estas palabras comunes son el, un, es y a. Los maestros llaman a estas palabras “palabras a primera vista” (Sight Words) o “palabras de alta frecuencia” (High Frequency Words). Debido a que estas palabras aparecen con tanta frecuencia, es importante que su niño aprenda a reconocerlas y leerlas. Esto le ayudará a él o ella a leer con mayor facilidad y rapidez.

Una de las maneras en que puede aumentar las habilidades de lectura de su niño es ayudarlo a que aprenda estas 35 palabras comunes en español.

➤ **Worksheets and materials**

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=su0zaV5RSy8>

Símbolos de identificación del sonido

➤ Tip Sheet

Los niños necesitan aprender los sonidos de las letras. Por ejemplo, tienen que saber que la "m" suena como "mmm", como en la palabra mano. Los maestros le llaman al aprendizaje de los sonidos de las letras "símbolos de identificación del sonido". La letra es un símbolo. Las letras aparecen como líneas y círculos hasta que los niños aprenden que ellas representan los sonidos. Es de gran ayuda si los niños ya saben el alfabeto—o sea los símbolos—antes de tratar de aprender los sonidos.

El conocimiento de los sonidos que hacen las letras ayuda a los niños a que aprendan a leer pronunciando las palabras.

➤ Worksheets and materials

➤ Link to YouTube video

<https://www.youtube.com/watch?v=HOk6Z1F0eC0>

Vocabulario escrito

➤ Tip Sheet

Los niños tienen que aprender a escribir palabras. Esto puede sonar simple, pero los niños pequeños tienen que aprender primero a escribir letras individuales, incluyendo la dirección en que las letras van. Por ejemplo, algunos niños pueden escribir las letras en posición opuesta. Pueden confundir la "b" con la "d" o la "p" con la "q".

Una vez que los niños pueden escribir las letras individualmente, tienen que aprender a poner las letras juntas de izquierda a derecha para formar palabras. El número de palabras que un niño puede escribir es lo que los maestros llaman "vocabulario escrito".

El vocabulario escrito es importante porque los niños tienen que aprender a escribir letras y palabras antes de que puedan aprender a escribir oraciones y cuentos.

➤ Worksheets and materials

➤ Link to YouTube video

<https://www.youtube.com/watch?v=9hSp6-HHU-U>

Section 3

Reading PowerUp Tip Sheets— Second and third grade

Literacy and reading skills in second and third grades

By second and third grade, most children can read and write at a basic level. Children need to be able to read words effortlessly before they really comprehend what they read. They tackle longer and more complex texts as they work to become fast and accurate readers. Teachers now put an emphasis on fluent reading—reading without stopping to figure out words. During these grades, children have a better handle on what to do when they don't understand a word or passage, such as looking at pictures in a book for clues.

At this stage, children also become better story writers as they learn to write basic sentences and short narratives about an event or a character. Children's handwriting often becomes more compact and neat, and the cursive alphabet may be introduced. They spell words correctly more often and use punctuation more regularly.

Organization of the tip sheets in this section

The tip sheets in this section are designed for parents to help children with common literacy skills for second- and third-graders. The tip sheets introduce more advanced phonemic awareness skills and sight reading words. Several of them help children read more fluently.

Each tip sheet includes several fun games for parents and children to play together to practice specific skills. The tip sheets also provide any worksheets and materials needed to play the games.

English Tip Sheets

Phonemic Awareness

➤ **Tip Sheet**

When children are learning about words, they need to be able to hear all the sounds in a word and figure out what letters make those sounds. Then they need to learn what order the sounds are in. This means that they need to hear the sounds of letters in the word and then blend those sounds together to read the word. Teachers call this Phonemic Awareness. Taking words apart and putting them back together helps children learn how to read and write.

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/Gr-2-3-Tip-Sheet-Phonemic-Awareness.pdf>

➤ **Worksheets and materials**

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/Gr-2-3-Activities-Phonemic-Awareness.pdf>

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=IWIFXGhIDsQ>

The Two Best Cakes: Reading Fluency 1

➤ **Tip Sheet**

As children begin to read on their own, they need lots of practice to get better. They need to be able to read words accurately, with expression, and at a good speed. They need to feel comfortable reading so that they don't just read the words, but also understand the meaning. Teachers call this fluency.

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/Gr-2-3-Tip-Sheet-Reading-Fluency-1.pdf>

➤ **Worksheets and materials**

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/Gr-2-3-Activities-Reading-Fluency-1-The-Two-Best-Cakes.pdf>

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=aJmYtqJo8ec>

How Many Elephants?: Reading Fluency 2

➤ **Tip Sheet**

To become fluent readers, children should be able to read all types of stories and informational text. They need to read accurately, smoothly, and at a good speed. They need to understand the meaning of the stories and books. Workbook pages, stories, or books that contain facts are called informational text. How Many Elephants Would Fit in a School Bus? is an example of informational text because it gives children facts about elephants.

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/Gr-2-3-Tip-Sheet-Reading-Fluency-2.pdf>

➤ **Worksheets and materials**

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/Gr-2-3-Activities-Reading-Fluency-2-How-Many-Elephants.pdf>

➤ **Link to YouTube video**

https://www.youtube.com/watch?v=WbD_c6kg5co

My Favorite Stray Cat: Reading Fluency 3

➤ **Tip Sheet**

To increase fluency, this tip sheet encourages parents to follow these three steps. First, before reading the story, ask questions to help children focus on it. Second, read the story to children and then help them read the story to you. Third, after reading the story, ask children questions about it.

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/Gr-2-3-Tip-Sheet-Reading-Fluency-3.pdf>

➤ **Worksheets and materials**

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/Gr-2-3-Activities-Reading-Fluency-3-My-Favorite-Stray-Cat.pdf>

➤ **Link to YouTube video**

https://www.youtube.com/watch?v=_g66ucYyp_Y

Sight Reading

➤ **Tip Sheet**

When children read books, there are some words that they will see over and over again. Some of these common words are has, been, write, and light. Teachers call these words Sight Words or High Frequency Words. Because these words appear so often, it is important for your child to recognize and read them. This will help them read more easily and quickly.

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/Gr-2-3-Tip-Sheet-Sight-Reading.pdf>

➤ **Worksheets and materials**

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/Gr-2-3-Activities-Sight-Reading.pdf>

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=hF3Z77VnURk>

Spanish Tip Sheets

Tener conciencia fonémica

➤ **Tip Sheet**

Cuando los niños están aprendiendo palabras, ellos tienen que ser capaces de escuchar todos los sonidos en una palabra e identificar cuáles son las letras que hacen esos sonidos. Luego tienen que aprender el orden en que se encuentran esos sonidos. Esto significa que tienen que escuchar los sonidos de las letras que se encuentran en la palabra, y luego combinarlos para leer la palabra. Los maestros llaman a esto tener conciencia fonémica.

El hecho de separar las palabras y volver a ponerlas juntas le ayuda a los niños a aprender a leer y a escribir. Los niños a menudo necesitan practicar estas habilidades una y otra vez antes de llegar a dominarlas.

➤ **Worksheets and materials**

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=N3fv8YGXZog>

Los dos mejores pasteles

➤ **Tip Sheet**

Cuando los niños comienzan a leer por si mismos, ellos necesitan mucha práctica para poder mejorar la habilidad de leer. Tienen que ser capaces de leer palabras con precisión, poner énfasis en las expresiones, y leer a una buena velocidad. Necesitan sentirse cómodos con la lectura, de modo que no solo lean las palabras, sino que también puedan entender el significado. Los maestros llaman a esto fluidez en la lectura.

Si su niño tiene dificultades al leer en voz alta manteniendo una buena velocidad, o si su niño lee las palabras pero no entiende lo que ha leído, a continuación le presentamos algunas ideas que le ayudarán al niño a mejorar. Para aumentar la fluidez, siga estos tres pasos. Primero, antes de leer, haga preguntas para ayudarle a su niño a enfocarse en el cuento. Segundo, lea el cuento a su niño y luego ayúdele a que el niño le lea el cuento a usted. Tercero, después de leer el cuento, hágale preguntas al respecto.

➤ **Worksheets and materials**

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=ocqanOoGw6k>

¿Cuántos elefantes cabrían en un autobús escolar?

➤ **Tip Sheet**

En la escuela, los niños aprenden a leer y a comprender todo tipo de información nueva. A través de la lectura ellos aprenden historia, ciencias y otras materias escolares. Las páginas de un libro, cuentos o libros que contienen hechos se llaman textos informativos. ¿Cuántos elefantes cabrían en un autobús escolar? es un ejemplo de texto informativo, ya que les da a los niños hechos sobre los elefantes.

Para llegar a ser buenos lectores, los niños deben ser capaces de leer todo tipo de cuentos y textos informativos. Tienen que leer con precisión, sin problemas, y a una buena velocidad. Ellos necesitan entender el significado de los cuentos y los libros.

➤ **Worksheets and materials**

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=dIHWszzkB10>

Mi gato callejero favorito

➤ **Tip Sheet**

Cuando los niños empiezan a leer por si mismos, ellos necesitan mucha práctica para mejorar la habilidad de leer. Tienen que ser capaces de leer palabras con precisión, poner énfasis en las expresiones, y leer a una buena velocidad. A veces los padres piensan que los niños deben entender y recordar lo relacionado a un cuento la primera vez que lo leen. Sin embargo, los niños necesitan hablar sobre un cuento o leerlo varias veces para realmente entenderlo.

Para aumentar la fluidez, siga estos tres pasos: Primero, antes de leer, haga preguntas que le ayuden a su niño a enfocarse en el cuento. Segundo, lea el cuento a su niño y luego ayúdele al niño mientras él le lee el cuento a usted. Tercero, después de leer el cuento, hágale preguntas al respecto.

➤ **Worksheets and materials**

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=uaX4EcaKLFw>

Lectura a primera vista

➤ **Tip Sheet**

Cuando su niño lee libros, hay algunas palabras que él o ella verá una y otra vez. Algunas de estas palabras comunes son: he, es, ayudar, y luz. Los maestros las llaman “Palabras a primera vista” o “Palabras de alta frecuencia”. Debido a que estas palabras aparecen con tanta frecuencia, es importante que su niño aprenda a reconocerlas y leerlas. Esto le ayudará a él o ella a leer con mayor facilidad y rapidez. Una de las maneras en que usted puede aumentar las habilidades de lectura de su niño es ayudándole a que aprenda estas palabras comunes.

➤ **Worksheets and materials**

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=XAZW5Ot2tZU>

Section 4

Reading PowerUp Tip Sheets— Fourth and fifth grade

Literacy and reading skills in fourth and fifth grades

During fourth and fifth grade, teachers spend more time helping children understand and talk about what they read. Teachers will introduce new words, but children can use root words (words that are the basis for other words, such as “act” in “action”), context clues (clues in the surrounding text and pictures in the story), and word endings (such as “ness” in “kindness”) to figure out new words.

Fourth-graders relate characters and other story elements to their own lives, and empathize with the characters most like them. They’ll learn to analyze characters, plot and settings, as well as to recognize an author’s purpose for writing and her/his organizational strategies. They start to learn to organize their own writing into paragraphs, essays, projects and presentations that help them integrate their learning.

By the time they finish fifth grade, children usually have become more accomplished writers with their own individual styles. They produce and present research projects, and write more complex narratives and creative stories. They are asked to edit their writing using what they have learned about the rules of grammar, spelling and punctuation.

Organization of the tip sheets in this section

The tip sheets in this section are designed for parents to help children with common literacy skills for fourth- and fifth-graders. During these years, teachers introduce more advanced words and texts for children to read. The tip sheets are designed to help children figure out and comprehend the more advanced materials they are reading.

Each tip sheet includes several fun games for parents and children to play together to practice specific skills. The tip sheets also provide any worksheets and materials needed to play the games.

English Tip Sheets

Reading Comprehension

➤ **Tip Sheet**

When children reach 4th and 5th grades, they need to be able to read words accurately, with expression, and at a good speed. Teachers call this fluency.

Also, as they read, children are asked to tell the difference between facts and opinions in what they read, to separate causes and effects, and to make inferences about what they read. Teachers call this reading comprehension.

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/Gr-4-5-Tip-Sheet-Reading-Comprehension.pdf>

➤ **Worksheets and materials**

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/Gr-4-5-Activities-Reading-Comprehension.pdf>

➤ **Link to YouTube video**

https://www.youtube.com/watch?v=MNxpjRu_wgY

Text Features

➤ **Tip Sheet**

In the 4th and 5th grades, children need to read and understand information in books and passages for their subjects in school, such as science and geography. Text features help them notice what is important, learn more about what they have read, and go back to find information. Children need to learn what these text features are and how to use them to get the most out of the text they are reading.

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/Gr-4-5-Tip-Sheet-Text-Features.pdf>

➤ **Worksheets and materials**

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/Gr-4-5-Activities-Text-Features.pdf>

➤ **Link to YouTube video**

https://www.youtube.com/watch?v=xjgHIaCVV_s

Word Analysis

➤ **Tip Sheet**

As children get older, they run into new and more difficult words as they read. Being able to break these words into smaller parts, called syllables, can help them pronounce and understand the words. This tip sheet introduces the idea of syllables, including those that come at the beginning of a word (prefixes) and those that come at the end (suffixes).

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/Gr-4-5-Tip-Sheet-Word-Analysis.pdf>

➤ **Worksheets and materials**

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/Gr-4-5-Activities-Word-Analysis.pdf>

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=ajsg8dsswpU>

Word Meaning

➤ **Tip Sheet**

As children begin to read more difficult stories and passages, they can come across words they don't understand. Sometimes they can figure out what a word means by using the rest of the sentence to understand an unknown word. Teachers call this skill understanding words in context. Context clues are hints in a sentence or passage that can help children define a word they don't know. Teachers also ask children to think of words that have the same (synonyms) or opposite (antonyms) meaning.

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/Gr-4-5-Tip-Sheet-Word-Meaning.pdf>

➤ **Worksheets and materials**

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/Gr-4-5-Activities-Word-Meaning.pdf>

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=QXmHfgX30N4>

Spanish Tip Sheets

Comprensión de la lectura

➤ **Tip Sheet**

Cuando los niños llegan al 4to y 5to grado, pasan más tiempo leyendo independientemente pero aún necesitan mucha práctica y la ayuda de sus padres para seguir mejorando. Ellos tienen que ser capaces de leer palabras con precisión, con expresión, y a una buena velocidad. Los maestros llaman a esto fluidez en la lectura. A veces los padres piensan que los niños deben entender y recordar todo lo que se les presenta en un texto la primera vez que lo leen. Sin embargo los niños necesitan a menudo hablar sobre el texto o leerlo varias veces para realmente entenderlo.

Además, durante la lectura, los maestros le pedirán a los niños que lean "más allá de las palabras." A esta edad, a los niños se les pide que puedan notar la diferencia que existe entre los hechos y las opiniones de lo que están leyendo, puedan separar causas y efectos, y hacer inferencias acerca de lo que ellos leen. Los maestros llaman a esto comprensión de la lectura.

➤ **Worksheets and materials**

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=zjS--08-wCg>

Características del texto

➤ **Tip Sheet**

En el cuarto y quinto grado los niños necesitan leer y entender la información que proporcionan los libros y los pasajes de textos de sus materias escolares, como ciencias y geografía. Las características del texto ayudan a que un estudiante se dé cuenta lo que es más importante, cómo puede aprender mucho más de lo leído, y cómo puede volver al pasaje para encontrar la información que requiere. Los niños necesitan aprender cuáles son las características del texto y cómo las pueden utilizar para adquirir el máximo provecho del texto que estén leyendo.

➤ **Worksheets and materials**

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=Ebzlmz6ux4A>

Análisis de palabras

➤ **Tip Sheet**

A medida que los niños crecen, ellos encuentran palabras nuevas y más difíciles durante la lectura. Ser capaz de separar estas palabras en partes más pequeñas, llamadas sílabas, puede ayudarles a que ellos pronuncien y entiendan las palabras. Esta hoja de consejos introduce la idea de sílabas, incluyendo aquellas que van al principio de una palabra (llamados prefijos) y las que van al final (llamados sufijos).

➤ **Worksheets and materials**

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=pC-brhXpsXs>

El significado de las palabras

➤ **Tip Sheet**

Cuando los niños empiezan a leer textos y pasajes más difíciles, pueden encontrarse con palabras que no entienden. A veces pueden adivinar el significado de una palabra utilizando el resto de la oración para entender una palabra desconocida. Los maestros llaman a esta habilidad “entendiendo palabras en contexto.” Las claves de contexto son pistas en una oración o pasaje que pueden ayudar a los niños a definir una palabra que no saben. Los maestros también les piden a los niños que piensen en palabras que tienen el mismo significado (sinónimos) y en palabras con significado opuesto (antónimos).

➤ **Worksheets and materials**

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=r3ajBWQ8XTc>

Section 5

Reading PowerUp Tip Sheets— Middle and High School

Literacy and reading skills in middle and high school

By the time children reach middle and high school, many of their reading skills are in place. Although teachers will introduce more advanced vocabulary, older children will spend most of their time on more complex and involved reading and writing assignments.

Much of their school work and private time will involve the internet. Middle and high schoolers are often asked to complete assignments using the internet, and to do so safely and ethically.

Also, many students will be interacting socially through digital media. They need to be aware of the risks, responsibilities and consequences of their digital footprints.

Organization of the tip sheets in this section

Because so much of their time is spent on the internet during these years, the two tip sheets in this section address issues related to the risks and responsibilities of using the internet, as well as understanding the effects of one's digital footprints on the internet.

Each tip sheet includes several activities for parents and adolescents to do together to practice specific skills. The tip sheets also provide any worksheets and materials needed to play the games.

English Tip Sheets

Digital Footprints

➤ **Tip Sheet**

What is a digital footprint? A digital footprint is the expression used to describe the trail or traces ("footprints") that people leave as a result of their online activities and communications. It is the information that an internet user has left behind. Everything your teen does online creates a footprint that can stay there for years to come. It becomes his online reputation. This includes what he does online with computers, tablets, and even smart phones.

Something sent on the spur of the moment—a funny picture, an angry post—can resurface years later. And if he isn't careful, his reputation can be harmed. Your teen may think he just sent something to a friend, but that friend can send it to a friend's friend, who can send it to his or her friends' friends, and so on. That's how information—good and bad—spreads so fast and furiously over the internet. Your teen's deepest secrets can be shared with thousands of people he has never even met.

It is becoming common for companies, employers, and colleges to look at these digital footprints when deciding who to hire or who to let into their colleges. Your teen's ability to get a job or get into college may be affected by his digital footprint. It might be a good time to sit down with your teen to see what his digital footprint and online reputation look like.

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/H.S.-Tip-Sheet-Digital-Footprints.pdf>

➤ **Worksheets and materials**

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/H.S.-Activities-Digital-Footprints.pdf>

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=vBXS8SWh1TQ>

Internet Awareness

➤ **Tip Sheet**

Our teens are online, mobile, and technological—technology is just part of life for them. They use computers to do homework, socialize, stream video, and create movies and songs. And they can connect and communicate anytime of the day.

We want our teens to make good decisions so they can take advantage of the powerful technology that fills their lives. They need to judge the trustworthiness of what they find online. They need to know how to protect their privacy and how to avoid getting into trouble for copying the work of others without giving them credit (known as plagiarism). Parents can help teach their teens the skills they need to use technology wisely and safely.

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/M.S.-Tip-Sheet-Internet-Awareness-1.pdf>

➤ **Worksheets and materials**

<http://www.schoolsuccesslibrary.com/wp-content/uploads/2018/06/M.S.-Activities-Internet-Awareness-1.pdf>

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=ZbsJJHbokDY>

Spanish Tip Sheets

Huellas digitales

➤ Tip Sheet

¿Qué es una huella digital? Una huella digital es una expresión que se usa para describir el rastro o las pistas ("huellas") que la gente deja como resultado de sus actividades y comunicaciones por Internet. Es la información que un usuario de Internet ha dejado atrás. Todo lo que su joven adolescente llegue a hacer en la red crea una huella que podría permanecer allí durante muchos años y se convierte en su reputación Internet. Esto incluye lo que él haga por Internet con las computadoras, tabletas, e incluso los teléfonos inteligentes.

Algo que una persona envía por impulso del momento, como por ejemplo una imagen que considera graciosa, o una publicación en un momento de enojo; puede resurgir años después. Si esta persona no tiene cuidado, su reputación podría dañarse. Su joven adolescente podría pensar que sólo envió la foto o publicación a un amigo, pero ese amigo puede enviarla al amigo de un amigo, quien a su vez puede enviarla a los amigos de sus amigos, y así sucesivamente. Así es como se propaga información – buena o mala - rápida e intensamente a través de Internet. Los secretos más profundos de su adolescente podrían compartirse con miles de personas que ni siquiera le conocen.

Cada vez es más común que las empresas, los empleadores y las universidades revisen estas huellas digitales al momento de decidir a quién emplear o a quién admitir a la universidad. La posibilidad de que su joven adolescente obtenga un empleo o ingrese a la universidad podría verse afectada por esa huella digital. No sería mala idea sentarse con su joven adolescente y examinar juntos lo que contiene su huella digital para revisar su reputación en Internet.

➤ Worksheets and materials

➤ Link to YouTube video

<https://www.youtube.com/watch?v=HEKmhP8BR0Q>

Conocimiento del uso de Internet

➤ **Tip Sheet**

Nuestros hijos están en línea (online), usan el teléfono celular y los dispositivos tecnológicos – la tecnología es parte su vida. Usan las computadoras para hacer sus tareas, socializarse con los demás, para acceder vídeos, crear películas y canciones. Ellos pueden conectarse y comunicarse en cualquier momento del día.

Queremos que nuestros hijos tomen buenas decisiones para que puedan aprovechar el uso de la tecnología de gran alcance que llena sus vidas. Ellos deben juzgar la confiabilidad de lo que encuentran en línea. Necesitan saber cómo proteger su privacidad y la forma de evitar meterse en problemas al copiar el trabajo de otras personas al no darles el crédito merecido (esto se conoce como plagio). Los padres pueden ayudar a enseñar a sus hijos a desarrollar las habilidades que necesitan para utilizar la tecnología de manera prudente y segura.

➤ **Worksheets and materials**

➤ **Link to YouTube video**

<https://www.youtube.com/watch?v=iUbZVLgD46U>