

Broward County Public Schools

Read-at-Home Plan Grades K-1



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Letter to Parents

Parents/Guardians,

You are your child's first and most important teacher, playing an integral role in your child's academic success. Reading with your child, even for just 20 minutes a day, is a proven way to promote early language and literacy. We encourage you to implement a few simple strategies at home daily to make a positive impact on your child's success in school.

Broward County Public schools is dedicated to helping children reach their maximum potential as lifelong learners and proficient readers by third grade. To support language and literacy acquisition at home, the District has developed a Read-at-Home Plan. The purpose of the read at home plan is to provide parents/guardians with guidance and resources needed to help ensure their child is successful in school. This Read-at-Home Plan includes reading and multi-sensory strategies you can implement at home as part of your daily routine or on-the-go to make a positive impact on your child's success in school. Multisensory strategies that integrate visual, auditory, tactile (touch), and kinesthetic (movement) learning are included to assist students with understanding new information, learning ways to remember the information, and having more ways to recall it later on.

We encourage you to speak with your child's teacher and visit the BCPS Literacy Field Guide at <http://www.bcps-literacyguide.com/> for additional information and strategies.

Sincerely,
BCPS Office of Academics



Collaborating with Parents/Guardians

Research suggests reading at home helps your child learn to use spoken language, build vocabulary, enhance listening skills, and improve critical thinking. Becoming a proficient reader requires practice. Studies show the more time a child spends reading, the more he/she will achieve in school.

How Parents Can Help

The table below provides some simple suggestions you can implement when reading with your child at home to support your child in becoming a proficient reader.

Before You Read	While You Read	After You Read
Draw your child's attention to the title.	Point out specific words in a text.	Ask your child to share what they remember.
Discuss what the text might be about.	Draw your child's attention to the print.	Talk about your favorite parts.
Look through the text and discuss the pictures.	Read out loud to your child.	Talk about what you have learned from the reading.
Find a warm comfortable spot to read together.	Echo read (you read a line, and they repeat).	Help connect the reading to your child's life or other books they've read.
Open the book wide to show the pictures.	Read together at the same time.	Have your child retell the story.
Make predictions about the text.	Talk to your child about the reading.	Discuss with your child how the story could be extended.

How Schools Can Help

The classroom teacher will determine if a child is struggling in reading. He or she will consult with the parent/guardian to implement a progress monitoring plan (PMP). The PMP is designed to provide the child with appropriate interventions that meet the child's specific need(s). A copy of the plan is sent home with the child to ensure parents/guardians are aware of the intervention(s) their child is receiving.

We encourage you to schedule a time to visit your child's teacher to further discuss the identified needs as well as the plan to address his/her deficiencies. Your child's teacher will also share strategies you can use to support your child at home. Our goal is to work in collaboration to ensure that your child reaches his/her full academic potential.

Suggestions to Help Build Your Child's Reading Skills

Kindergarten

- Read predictable books to your child. Teach him to hear and say repeating words, such as names for colors, numbers, letters and animals. Predictable books help children to understand how stories progress. A child easily learns familiar phrases and repeats them, pretending to read.
- Practice the sounds of language by reading books with rhymes and playing simple word games (i.e. *How many words can you make up that sound like the word "bat"?*)

First Grade

- Point out the letter-sound relationships your child is learning on labels, boxes, newspapers and magazines.
- Listen to your child read words and books from school. Be patient and listen as he practices. Let him know you are proud of his reading.

Second & Third Grade

- Build reading accuracy by having your child read aloud and point out words she missed and help her read words correctly. If you stop to focus on a word, have your child reread the whole sentence to be sure she understands the meaning.

**Taken from the U.S. Department of Education "Helping Your Child Become A Reader" and The Partnership for Reading "Put Reading First" publications.*



Multisensory Strategies to Support Reading

Multisensory strategies integrate visual, auditory, tactile (touch), and kinesthetic (movement) learning to assist students with understanding new information, learning ways to remember the information, and having more ways to recall it later on. At times, taste may also be used. These different methods of learning stimulate different parts of the brain. This helps students discover their unique learning style and which techniques work best for their learning. Multisensory strategies are effective for all learners and help break down barriers to learning. Several strategies through the Read-at-Home plan incorporate multisensory strategies. Here are a few more for each different method of learning below.

Visual

- Use painting, posters, video, creative visual design elements, and visual aids.
- Play tic-tac-toe with words.
- Create word flip books.
- Point out letters and words in real life situations and the environment.
- Use graphic organizers to assist with comprehension and retelling stories.

Auditory

- Use music, singing, rhymes, audio tones, lyrics, clapping, and conversations.
- Integrate rhyming into your daily routines.
- Read poetry and rhyming books.
- Play around with Tongue Twisters.
- Read out loud. Repeat readings. Recording your child's reading.
- Model reading with expression.
- Listening to books on CD or an iPod.
- Go on a sound walk and record all the sounds that you hear.

Tactile (touch)

- Use letter tiles, coins, dominoes, sand, raised line paper, textures, and finger paints.
- Write letters and words in shaving cream, oatmeal, or cornmeal.
- Spell and stamp words with/in playdough.
- Use sandpaper, chalk, and Legos to create letters/words.

Kinesthetic (movement)

- Use air and sand writing.
- Write letters with your finger on your child's back and have them guess the letter.
- Use body movements such as jumping rope for sounds and clapping in rhythm.
- Manipulate letters and/or words with blocks, beads, bingo chips, magnetic letters, letter tiles, stamps, or puffy paint.
- Act out a story after listening to it.
- Use puppets to re-enact the story or a scene to build fluency.
- Create a comprehension ball with a beach ball. Write Who, What, When, Where, Why, and How on the ball. Throw it to your child and have your child answer questions one at a time.
- Play Head, Shoulders, Knees, and Toes with sounds. Say a word and have your child touch his/her head for the first sound, shoulders for the second sound, and knees for the third while saying each sound.

Taste (Caution: Please consider any allergies your child may have.)

- Use scented play-doh, markers, bubble bath to draw or create letters/words.
- Find food that starts with particular letters of the alphabet you're working on. For example: *m* is for mango, muffin, macaroni, mushrooms, and milk.
- Use crackers and write letters on them using cheese whiz. Combine them to spell names, sight words, and phonics patterns.



Meeting the Needs of All Learners

English Language Learners (ELLs)

For ELLs to advance in becoming literate in English at a normal rate, they need instruction that is different in focus and intensity from the instruction provided for native English speakers. ELLs require much more oral language development with a focus on listening and speaking. ELLs require instruction that provides ample opportunities for them to hear and discriminate the words and sounds of English, to increase their vocabulary, and to practice their oral English skills. English language learners need opportunities to build background knowledge. Pre-reading activities can be used to identify gaps in students' knowledge and to introduce new concepts and vocabulary. There needs to be a focus on the development of formal or academic English as a key instructional goal for English learners, beginning in the primary grades.

Please visit the links below for more information to support your child.

- **Helping English Language Learners Develop Reading Skills**
<http://www.browardesolparents.com/flip/DevelopingReading/flip.htm>
- **Reading Activities for Parents and English Language Learners: Keys to Working Together to Achieve Success**
<https://www.browardschools1.com/cms/lib/FL01803656/Centricity/Domain/11106/Reading%20Activitiies%20final.pdf>
- **Online Resources for English Language Learners**
<https://www.browardschools1.com/Page/29073>

Students with Disabilities







Mastering the ability to read, spell, and write is fundamental to achieving academic success. Students with a variety of learning disabilities, including dyslexia, dyscalculia and dysgraphia, struggle with those skills despite receiving the same classroom instruction that benefits most students. Broward County Public Schools is committed to providing students identified with learning disorders with instruction that is effective and personalized in order to improve student outcomes. In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts), their instruction must incorporate supports and accommodations.

Please visit the links below for more information and strategies on how to support your child. We encourage you to speak with your child's teacher(s) to ensure strategies are aligned with your child's individual education plan (IEP).

- **Literacy Considerations Guide for Students with Disabilities**
<http://www.bcps-literacyguide.com/downloads/ApplicationforStudentswithDisabilities-LiteracyPlan%20with%20formatting%20revisions.pdf>
- **Accommodations**
<https://padlet.com/esebrowardcountypublicschools/AccommodationsSWD>
- **Intervention Resources**
<https://padlet.com/esebrowardcountypublicschools/InterventionResourcesSWD>
- **Access Points Instruction**
<https://padlet.com/esebcps/AccessPointsLiteracyResources>
- **Intervention Resources for Exceptional Student Education (ESE)**
http://www.bcps-literacyguide.com/downloads/ESEInterven_Tech.pdf



Overview of the Components of Reading

The Six Areas of Reading - "Sensational Six"	
<p>Oral Language</p> 	<p>Oral Language is the means in which children communicate their thoughts, ideas and emotions. It is a child's most powerful learning tool. Children internalize new knowledge through discussion with their peers. They learn how words work through listening to, talking about, and working with them.</p>
<p>Phonemic / Phonological Awareness</p> 	<ul style="list-style-type: none"> • Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds in spoken words. Hearing individual sounds within a word allows the learner to connect letters to sounds. • Phonological awareness includes identifying and manipulating parts of oral language such as words, syllables, and onsets and rimes. Rhymes, repetitions, and songs are all examples of how a child can practice phonological awareness.
<p>Phonics</p> 	<p>Phonics is the understanding of how sounds correlate with letters in an alphabetic system. This includes recognizing print that represent a sound, syllables, and word parts.</p>
<p>Fluency</p> 	<p>Fluency in reading is the ability to read continuous text with appropriate momentum, phrasing, attention to conventions, and stress. Fluency in word solving is the ability to quickly and accurately solve words.</p>
<p>Vocabulary</p> 	<p>Vocabulary is the knowledge of words used in language and their meaning. As children begin to read more difficult texts, they must learn vocabulary outside of their oral language.</p>
<p>Comprehension</p> 	<p>The ability to process and draw meaning from text(s) on many levels. Students must understand and make meaning of information read in various texts to expand their knowledge of the real world.</p>



Oral Language

Oral Language is the means in which children communicate their thoughts, ideas and emotions. It is a child's most powerful learning tool. Children internalize new knowledge through discussion with their peers. They learn how words work through listening to, talking about, and working with them.



Oral Language Activities (K-1)

- Practice using proper speech that is simple and clear for your child to model.
- Build vocabulary by introducing a new word and discuss its definition. Practice using the word in a sentence that is easily understood. For example, you could say "I think I will drive the *vehicle* to the store. I am too tired to walk."
- Talk about spatial relationships (first, middle, and last; right and left) and opposites (up and down; on and off).
- Offer a description or clues, and have your child identify what you are describing. For example, say "We use it to sweep the floor" (a broom), "It is cold, sweet, and good for dessert. I like strawberry ____" (ice cream).
- Help your child follow two- and three-step directions like, "Go to your room, and bring me your book."
- Encourage your child to give directions. Follow his or her directions as she/he explains how to build a tower of blocks.
- Practice naming everyday items. For example, you can name utensils while in the kitchen.
- Talk about the characters in a story. Are they happy or sad?
- Act out a scene of a story together, and make up a different ending.

Phonemic/Phonological Awareness

Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds in spoken words. Hearing individual sounds within a word allows the learner to connect letters to sounds. Phonological awareness includes identifying and manipulating parts of oral language such as words, syllables, and onsets and rimes. Rhymes, repetitions, and songs are all examples of how a child can practice phonological awareness.



Phonemic/Phonological Awareness Activities Grades K-1

- Practice the alphabet by pointing out upper- and lower-case letters wherever you see them and by reading alphabet books.
- Help your child think of a number of words that start with any specific sound. For example, words that start with the /m/ or /p/ sound (*mat, paper*).
- Make up silly sentences with words that begin with the same initial sound. For example, you could say "Nobody was nice to Nancy's neighbor."
- Play simple rhyming or blending games with your child, such as taking turns coming up with words that rhyme (*go – no*) or blending simple words (/d/, /o/, /g/ - *dog*).
- Use clapping games with names of family members, common objects found around the house, or places you are going or have been.
- Find any opportunity to sing to and with your child. You can do this in the car on a long trip, or even on the way to school. Create songs on the spur of the moment about wherever you are going. For example,



**Kick-ing
Mon-ster**



to the rhythm of the song “*This is the way we wash our hands*” you can sing “This is the way we go to school”.

- Encourage word play using poems, rhymes, or songs. You might begin by saying “What rhymes with Matt?” Make up silly rhymes, such as, “Did Matt sit on the cat?” Or try working together to tell a little story about a cat chasing a fat rat.
- Seek out high quality rhyming books.
- Play word games that connect sounds with syllables and words. For example, you could ask “If the letters p-e-n spell *pen*, then how can you spell *hen*?”

Phonics

Phonics is the understanding of how sounds correlate with letters in an alphabetic system. This includes recognizing print that represent a sound, syllables, and word parts.



Phonics Activities Grades K - 1

- Use sand or playdough to create letters and match their sounds.
- Teach your child to match the sounds to his/her name.
- Write letters on cards. Hold the cards up and have your child practice saying the sounds.
- Use alphabet books to play games. For example, say “I am thinking of something that starts with the letter “t”.
- Have your child find objects around the house with the same initial sounds. For example, have your child find items that begin with /b/.
- Use magnetic letters or letter cards to build words.
- Teach your child to recognize the letters in his/her name.
- While at the grocery store, ask questions like “Can you find something that starts with the letter C?”
- Have your child identify and cut out letters he/she recognizes from magazines or newspapers.
- Talk about the difference between upper- and lower-case letters.
- Have your child practice categorizing letters by its feature. For example, list all the letters with a curve such as *b, c, a*, etc.

Fluency

Fluency in reading is the ability to read continuous text with appropriate momentum, phrasing, attention to conventions, and stress. Fluency in word solving is the ability to quickly and accurately solve words.



Fluency Activities Grades K-1

- Read aloud to your child to provide an example of how fluent reading sounds.
- Read aloud and have your child match his voice to yours.
- Have your child practice reading the same list of words, phrases, or short passages several times.
- Point out punctuation marks/conventions (commas, periods, exclamation points). Demonstrate how our voice changes as you read for each.
- Model reading with expression.
- Use different voices when reading familiar stories.
- Invite your child to read along with you during familiar parts of a story.



- Engage in repeated readings. Read a familiar passage several times, inviting your child to read along with you to figure out any tricky words.
- Give your child books with predictable vocabulary and clear rhythmic patterns so your child can "hear" the sound of fluent reading as he or she reads the book aloud.
- Use recorded books and have your child follow along in a print copy or on a digital screen.

Vocabulary

Vocabulary is the knowledge of words used in language and their meaning. As children begin to read more difficult texts, they must learn vocabulary outside of their oral language.



Vocabulary Activities Grades K - 1

- Select a new word each week to learn and use in every-day language. Create a point system with family members on who uses the word the most in a given week.
- Post vocabulary words all over the house (bathroom mirror, fridge, doors).
- Before reading, preview the book and discuss words you think are interesting or potentially confusing.
- Play *Hot Potato* with synonyms. Choose a word and a family member has to think of another word that means the same thing. Take turns until no one can think of another word. Try the same game with antonyms (opposites).
- Act out a word and have other family members try to guess what the word is. Take turns acting out a new word. For example, if the word is *pensive* act like you are in deep thought by sitting down and putting your hands on your head.

Comprehension

The ability to process and draw meaning from text(s) on many levels. Students must understand and make meaning of information read in various texts to expand their knowledge of the real world.



Comprehension Activities Grades K - 1

- Hold a conversation and discuss what your child has read. Ask probing questions and connect the events to his or her own life.
- Ask your child who, what, when, where, why and how.
- Help your child make connections between what was read to similar life experiences and events that occurred in another book.
- Help your child monitor his or her understanding by asking if he/she understands what was just read.
- Help your child go back to the text to support his or her answers.
- Discuss the meanings of unknown words, both read and heard in story.

Reading Fiction:

- Ask your child to summarize the beginning, middle and end of a story.
- As you are reading, stop every once in a while, to ask questions about a story's character, problem and solution.
- Have your child share their favorite part of the story and why.
- Encourage deeper thinking by asking "If you could write the ending of the story, how would you change it?"



- Ask your child’s opinion about the events/characters in a story. Ask questions like “Do you think the character did the right thing?” “What would you have done differently if you were the character?”

Reading Nonfiction:

- Read material in short sections, making sure your child understands each step of the way.
- Before reading, preview the title and flip through the book. Ask your child “What do you think you will learn about in this book?” “What do you already know about (topic)?”
- Discuss what your child has learned from reading informational text.
- Practice looking at the text features (table of contents, captions, charts, diagrams) to learn about the topic.
- After reading, ask your child “What do you still want to know about this topic?”



Importance of Attendance

Important Information:

Students that attend school regularly beginning in kindergarten can be 5 times more likely to have grade level proficiency in 3rd grade than students that miss just 2 days per month in the first two years of school.

Chronic Absenteeism: Missing 10% of school days in a school year. This can be as little as 1 or 2 days per month.



64%

of kids with good attendance in K and 1st
(missed 9 or fewer days both years)



43%

of kids with at-risk attendance
(missed more than 9 days both years)



41%

of kids chronically absent in K or 1st
(missed 18 or more days one year)



17%

of kids chronically absent in K and 1st
(missed 18 or more days both years)

Who Can Read on Grade Level After 3rd Grade?

Less than 1 in 5 students with chronic absenteeism in kindergarten and first grade were reading at, or above, their grade level.

SOURCE: Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes, Applied Survey Research. May 2011.

Strategies for Good Attendance

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before school.
- Don't let your child stay home unless they are truly sick. (Temperature higher than 100.4 °F, throwing up or having diarrhea, eyes are pink and crusty)
- If your child seems anxious about school, talk to teachers, school counselors, school social workers, or other parents for advice on how to make them feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.



Resources

Reading Begins at Home

Strong parental involvement is a key component of the **Just Read, Florida!** initiative. Other than helping your children to grow up happy and healthy, the most important thing that you can do for them is help them develop their reading skills. Here are some sources to get you started:

- **Florida Department of Education** - www.fl DOE.org
 - Just Read, Florida! - <http://www.fl DOE.org/academics/standards/just-read-fl/>
 - Celebrate Literacy Week - <http://fl DOE.org/academics/standards/just-read-fl/celebrate-literacy-week/>
 - Parent Resources - <http://www.fl DOE.org/academics/standards/just-read-fl/parents.shtml>
 - Read to Learn - <http://www.fl DOE.org/core/fileparse.php/7539/urlt/readtolearn.pdf>
 - Summer Literacy Adventure - <http://www.fl DOE.org/academics/standards/just-read-fl/summer-lit-adventure.shtml>
- **Clifford Reading Tips for Parents** - <http://www.fl DOE.org/core/fileparse.php/7539/urlt/clifford.pdf>
Clifford the Big Red Dog has some great tips for parents about the five essential components of reading. Thanks to our partnership with Scholastic, we are happy to share these with you.
- **Reading Intervention Curriculum** - <http://www.fl DOE.org/core/fileparse.php/7539/urlt/manual.pdf>
Whether reading mentors or classroom teachers, this curriculum is a great guide that includes an overview of current reading research and weekly lessons for intermediate struggling readers.
- **Parent Tips** – Reading suggestions and tips for parents of school age students.
<http://www.fl DOE.org/core/fileparse.php/7539/urlt/Parent-Tips.pdf>
- **Helping your Child Become a Reader** - A guidebook on how to promote reading at home.
<https://www2.ed.gov/parents/academic/help/reader/part3.html#note>
- **Summer Reading Activities Kit** - Great tips for reading over the summer!
<http://www.fl DOE.org/core/fileparse.php/7539/urlt/kit.pdf>
- **Tips and Resources - The Partnership**
<https://www2.ed.gov/parents/academic/help/partnership-tips.html>
- **Florida Public Libraries** - <http://www.publiclibraries.com/florida.htm>
- **Florida Reading Association: Family Literacy** – Suggested websites for family literacy-related resources. <http://www.flreads.org/Family-Literacy/links.htm>
- **50 Activities to Promote Digital Media Literacy** -
<http://www.fl DOE.org/core/fileparse.php/16290/urlt/50APDMLS.pdf>
- **Keyboarding to Support Active Reading Strategies** – Students can type information into word processing documents or editable pdfs for the following reading activities:
Note-Taking: Summarizing, Skeletal Notes, Cornel Notes, Double-Entry Journal
Comprehension: Charting the Text, Charting Verbs List, Cite Textual Evidence, Story Elements, Text Features/Structures, SQ3R, Graphic Organizers
<http://edtech.canyonsdistrict.org/keyboarding-and-literacy.html>

Literacy Resources for Grades K-2

The Grocery Store: Have your child help create and monitor your shopping list or match coupons to the products in each aisle.

ABCya: Practice keyboarding and other skills in a game-based environment. <http://www.abcya.com/>



American Speech-Language-Hearing Association: Suggestions for parents by grade level to support listening speaking, reading, and writing. <http://www.asha.org/public/speech/development/suggestions/>

Barnes & Noble: See website for free events at a store near you.

<http://stores.barnesandnoble.com/stores?searchText=33301&view=list&storeFilter=all>

BCPS Library: Find your school and log in for access to multiple resources.

<http://destiny.browardschools.com/common/welcome.jsp>

BCPS Literacy Field Guide: Designed to support the goal of high-quality literacy instruction.

<http://www.bcps-literacyguide.com/>

BCPS Mobile App: Allows parents and families to stay connected in real time with information on students' academic performance, account balances, bus pick-up and drop-off times and so much more.

<http://browardschools.com/MobileApp>

BCPS Parent Resources: Find access to information on student safety, monitoring your student's school grades, curriculum resources, and much more.

<http://browardschools.com/Parents-Students/Parents>

Broward County Library: See website for free weekly events at your branch of the library.

<http://www.broward.org/library>

Broward County Library "WOW!" Without Walls: Download eBooks, audiobooks, and stream video to your device at no charge. You will need a library account, which is free for all Broward residents.

<http://broward.lib.overdrive.com/ECDFAFB0-6310-4EA4-924D-55592BB74E05/10/50/en/Default.htm>

Broward County Parks and Nature Centers: See websites for a variety of educational opportunities.

<http://www.broward.org/parks/Pages/Default.aspx>

www.broward.org/Parks/FindNature/Pages/NatureCenters.aspx

Colorin' Colorado!: Easy ways for parents to help kids become successful readers in eleven languages.

<http://www.colorincolorado.org/reading-tip-sheets-parents>

Florida Center for Reading Research

http://www.fcrr.org/resources/resources_sca.html

<http://www.fcrr.org/curriculum/curriculumForParents.shtm>

Florida Standards: Student and Parent Resources provided by the Florida Department of Education.

<http://www.fldoe.org/academics/standards/florida-standards/student-family-resources.stm>

Just Take 20: The Florida Department of Education campaign to provide K-12 Florida families with practical, easy-to-implement reading activities that establish literacy as a lifelong value. www.justtake20.org

PBS Kids: Play reading games with your favorite characters. <http://pbskids.org/games/reading/>

Poetry Sites: Find your inner poet. <http://www.poetryfoundation.org/>

Poetry 4 Kids: Play along with children's poet Ken Nesbitt. <http://www.poetry4kids.com/>

Reading is Fundamental: Activities to learn and play.

<http://www.rif.org/books-activities/activities/by-topic/age-1/>

Reading Rockets: Reading related videos and parent resources.

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

<http://www.readingrockets.org/reading-topics/reading-aloud>

South Florida Parenting: Tips for parenting and information on different local events for children.

<http://www.sun-sentinel.com/features/south-florida-parenting/>

Spelling City: Use an existing list or practice your own words on this online platform.

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

Storytelling: Build a foundation for your child's future with stories of your past.

<http://www.scholastic.com/parents/blogs/scholastic-parents-learning-toolkit/storytelling-children>



Starfall: Free site to teach the basics of reading. Features interactive books and phonics games.

www.starfall.com

ThinkReadWrite: A collaboration of the International Literacy Association and the National Council of Teachers of English. Check out their dedicated “parent” page.

<http://www.readwritethink.org/parent-afterschool-resources/>

Tumble Books: Get the Broward password from your school’s Media Specialist.

www.tumblebooklibrary.com

Wonderopolis: An interactive site for all of those who ‘wonder’. Opportunities to get the whole family involved. <http://wonderopolis.org/>

References

Resources from the following organizations and websites were used to develop this Read-at-Home Plan.

American Speech-Language-Hearing Association: Activities to Encourage Speech and Language

<http://www.asha.org/public/speech/development/Parent-Stim-Activities/>

Colorin Colorado!

<http://www.colorincolorado.org/reading-tip-sheets-parents>

Florida Center for Reading Research

<http://www.fcrr.org/curriculum/curriculumForParents.shtm>

Get Ready to Read

<http://www.getreadytoread.org>

Put Reading First

<https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

Reading Partners

<http://readingpartners.org/blog/5-easy-ways-parents-can-increase-their-childs-reading-fluency>

Reading Rockets

<http://www.readingrockets.org/audience/parents>

Scholastic

<http://www.scholastic.com/parents/resources/article/more-reading-resources/reading-tips-parents>



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Learning Division

Dr. Nicole M. Mancini, Director, Elementary Learning Department

Victoria Saldala, Director, ESOL/Bilingual Department

Early Learning and Language Acquisition Division

Dr. Lori Canning, Executive Director, Early Learning and Language Acquisition

Mildred Grimaldo, Director, Literacy Department

Exceptional Student Learning Support (ESLS) Division

Dr. Antoine Hickman, Executive Director, Exceptional Student Learning Support (ESLS)

Jennifer Bigos, Director, Exceptional Student Learning Support (ESLS) Pre-K/Elementary

Student Support Initiatives Division

Michaëlle Pope, Executive Director, Student Support Initiatives

Dr. Laurel Thompson, Director, Student Services Department

For additional information, please contact the Elementary Learning Department at 754-321-1850.

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