



FOR MISSION FAMILIES

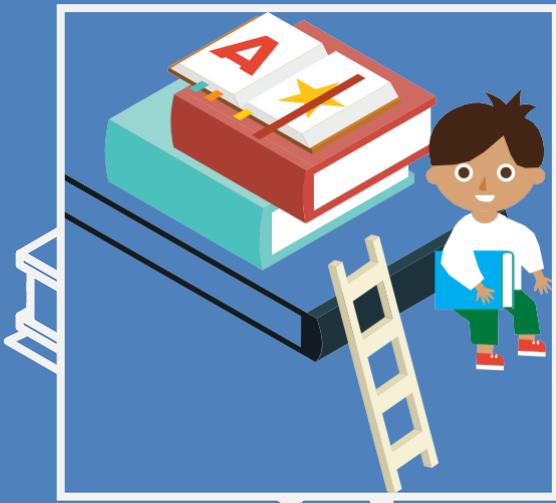


Our

Family Reading

Program

Five Days a Week
All Summer Long!



Student's Name

Family Name

Our Family Reading Program

K to Grade 2

Dear Mission Families;

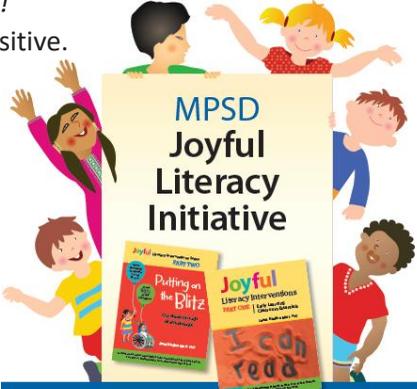
Our children are reading so well! We are all proud of them.

In the summer all children forget many of the reading skills they have learned. We don't want that to happen in Mission schools. **Family Reading can make a difference.**

We are asking you – family members – to be **Lucky Listeners**. It can be mom, dad, grandpa, grandma, sisters, brothers, other family members or just friends. Work with your child for 15 minutes a day for five days of each week.

1. In this package you will find reading resources to help your child maintain their literacy skills over the summer.
2. In this booklet you will find many ideas for **how to read happily with your child**; lists of ideas **for fun games to practice the words they know**; and **ideas for practicing the alphabet**. You can also read other books they have at home.
3. You will find a chart at the back of this book for **recording each time you read** with your child and some colourful stickers. There is a sticker for each day. Ask your child to stick one on at the end of each session. **They can bring it back to school in September** so we can celebrate their summer work. Write your name on this chart along with any comments like *Great!* Or *Terrific!* Or *Well Done!* It is so important to be really positive.

Have a safe and happy summer. See you in September!



MPSD
Joyful
Literacy
Initiative

92% of ALL students can and are achieving grade level success in diverse classrooms.

Reading Books with Your Children

Tips for Families

Listen to your children read the same books over and over! This will help them become fluent and confident readers. It will also help them remember their alphabet and sight words. You can show how proud you are of them by celebrating their learning as they practice.

Create Spaces to Read

- Make it fun! Reading with family should be a wonderful experience.
- Pick a favourite place to read in your home – in a comfy chair, while outdoors, while getting ready for bed – and don't forget to cuddle!
- Modeling is important! If you read to them you can still give them a sticker for the day, especially if you have them point out the words they know.
- Take them to the library to get more books: get an ice cream on the way home.

Make Connections

- In your home have them find words they can read on food containers in the cupboard or on the table or in the fridge.
- When you are out, have them read words they see on the street.
- Have them summarize the story when you finish. Ask them if the story reminds them of anything in their own lives.
- Before they turn the page ask them what will happen next.

Ask Questions

- Ask questions: predict what will happen. Talk about the main characters.
- Have them re-read a page using expression.
- Have them close their eyes. Ask them: What just happened? Why did **X** behave that way?

What did they like best about the characters?
What did they look like?

- Use one of your magazines. Ask them to name parts of all of the pictures to build their vocabulary – *black shoes, sparkly bracelet, fluffy dog, giant truck, scaly fish, high tide, grumpy bear, stack of books, bowl of fruit, leather chair*. Use as many descriptors as possible.

Re-read over and over

- Read a page yourself then have your child read the next page. Take turns.
- Ask them to retell the story to see if they understand it.
- Let them use their finger in the beginning but as they begin reading the book smoothly, encourage them to read without finger-pointing.
- Have them find words from the book in a newspaper: then have them circle the words in the newspaper.

Getting stuck

- If they get stuck on one word read the sentence for them then have them read the whole sentence after you.
- If they get stuck on a word, don't tell them the word right away: have them sound out the word or break the word into parts.
- Read back and forth with a partner.
- Create new sentences using the word.

I Know My ABC's: Watch Me Practice!

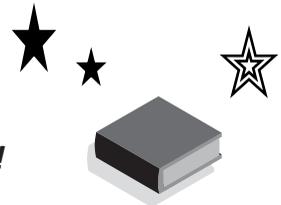
If your child needs to practice alphabet letters they will be in your Family Package. We expect children to have learned all of the alphabet in Kindergarten. We have included a set of alphabet letters in your package if your child needs practice. If they are **NOT** in your package it means your child has already mastered the alphabet and you can move on to sight words as the next step. (Extra practice is always welcome if you want to play alphabet games with your children. This is a good time to just celebrate learning with your child.)

Try these fun activities with letters and sight words:

- Sing the alphabet over and over and over. Next, have them line up the alphabet letters in a row – just a few at a time. Don't overwhelm them!
- Use an old spray bottle with water. Help your child spray the shape of the letter outside. Draw it in the sand or somewhere outside. Spray shaving cream on the sidewalk or a table and have them print the letters.
- Find the shape of letters outside – in buildings, in trees and in branch shapes.
- Throw the letters on the floor. Work together to turn them over. Ask your child to find the letters in their name.
- Make a monster out of stuff in your house. Have your child find the letter/word you call out and put it in the monster's mouth.
- Find an old newspaper or magazine: have them find and circle all the letters/words they recognize and can identify for you.
- Make or find letters from things around your home – spaghetti, sticks, strips of snacks, leaves put together, painting with water on the sidewalk, arranging soup beans etc.
- Hide letters/words in a room and have them race to find them.
- Play "I Spy". (I spy with my little eye a letter that is in your name or I spy with my little eye the letter "c" on the cereal box or I spy with my little eye the letter "s" on the TV set (Sony). You are showing that letters are important for communicating.
- Build letters/words from anything!
- Lay out the letters/words: shout out a letter and have them run and find it.
- Find an old computer keyboard and have them find letters.
- If you are baking have them help you bake shapes of letters.



***Whatever you do keep it a celebration.
Excitement and celebration wins the day!***



Practicing Sight Word Phrases

It is really important that children practice their sight words, but it is equally important that they learn those words when they are put together in phrases. As well as practicing their sight words, you can practice these sight word phrases. Remember to give them a sticker on their reading chart.

Instructions

- **The lists below are for Kindergarten to Grade Two, so many children will not make it all the way through them. Don't worry! We can work on them next year.**
- Put a check mark in the boxes beside each phrase that your child can read.
- Once they cannot get 5 in a row please stop. (We don't want them to become frustrated or unhappy. They need your approval.)
- Pick one or two they have trouble with and practice them over and over until they get them.
- End the practice by having them read the ones they know so you can end on a cheerful note!



Words Belong Together! And I can learn to read them!

- | | |
|---|-------------------------------------|
| <input type="checkbox"/> a big horse | <input type="checkbox"/> about him |
| <input type="checkbox"/> a big house | <input type="checkbox"/> about it |
| <input type="checkbox"/> a new book | <input type="checkbox"/> all day |
| <input type="checkbox"/> a new hat | <input type="checkbox"/> all night |
| <input type="checkbox"/> a pretty home | <input type="checkbox"/> as he did |
| <input type="checkbox"/> a pretty picture | <input type="checkbox"/> as he said |

Words Belong together! And I can learn to read them!

- | | |
|--|--|
| <input type="checkbox"/> as I do | <input type="checkbox"/> down the street |
| <input type="checkbox"/> as I said | <input type="checkbox"/> down there |
| <input type="checkbox"/> at home | <input type="checkbox"/> for him |
| <input type="checkbox"/> at once | <input type="checkbox"/> for the baby |
| <input type="checkbox"/> at school | <input type="checkbox"/> for the girl |
| <input type="checkbox"/> at three | <input type="checkbox"/> for them |
| <input type="checkbox"/> by the house | <input type="checkbox"/> from home |
| <input type="checkbox"/> by the tree | <input type="checkbox"/> from the farm |
| <input type="checkbox"/> can fly | <input type="checkbox"/> from the tree |
| <input type="checkbox"/> can live | <input type="checkbox"/> has come back |
| <input type="checkbox"/> can play | <input type="checkbox"/> has found |
| <input type="checkbox"/> can run | <input type="checkbox"/> has made |
| <input type="checkbox"/> could eat | <input type="checkbox"/> has run away |
| <input type="checkbox"/> could make | <input type="checkbox"/> he is |
| <input type="checkbox"/> did not fall | <input type="checkbox"/> he was |
| <input type="checkbox"/> did not go | <input type="checkbox"/> he would do |
| <input type="checkbox"/> down here | <input type="checkbox"/> he would try |
| <input type="checkbox"/> down the hill | <input type="checkbox"/> her father |

Words Belong together! And I can learn to read them!

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> her mother | <input type="checkbox"/> in the garden |
| <input type="checkbox"/> his brother | <input type="checkbox"/> in the grass |
| <input type="checkbox"/> his sister | <input type="checkbox"/> in the water |
| <input type="checkbox"/> I am | <input type="checkbox"/> in the window |
| <input type="checkbox"/> I may get | <input type="checkbox"/> is coming |
| <input type="checkbox"/> I may go | <input type="checkbox"/> is going |
| <input type="checkbox"/> I was | <input type="checkbox"/> it is |
| <input type="checkbox"/> I will come | <input type="checkbox"/> it was |
| <input type="checkbox"/> I will go | <input type="checkbox"/> must be |
| <input type="checkbox"/> I will fall | <input type="checkbox"/> must go |
| <input type="checkbox"/> if I could | <input type="checkbox"/> my brother |
| <input type="checkbox"/> if I may | <input type="checkbox"/> my father |
| <input type="checkbox"/> if I might | <input type="checkbox"/> on the chair |
| <input type="checkbox"/> if I must | <input type="checkbox"/> on the floor |
| <input type="checkbox"/> if you can | <input type="checkbox"/> so long |
| <input type="checkbox"/> if you wish | <input type="checkbox"/> so much |
| <input type="checkbox"/> in the barn | <input type="checkbox"/> some bread |
| <input type="checkbox"/> in the box | <input type="checkbox"/> some cake |

Words Belong together! And I can learn to read them!

- | | |
|--|---|
| <input type="checkbox"/> the black bird | <input type="checkbox"/> the yellowball |
| <input type="checkbox"/> the black horse | <input type="checkbox"/> the yellow cat |
| <input type="checkbox"/> the funny man | <input type="checkbox"/> then he came |
| <input type="checkbox"/> the funny rabbit | <input type="checkbox"/> then he said |
| <input type="checkbox"/> the little chicken | <input type="checkbox"/> they are |
| <input type="checkbox"/> the little children | <input type="checkbox"/> they were |
| <input type="checkbox"/> the little dog | <input type="checkbox"/> to go |
| <input type="checkbox"/> the little pig | <input type="checkbox"/> to stop |
| <input type="checkbox"/> the new coat | <input type="checkbox"/> to the barn |
| <input type="checkbox"/> the new doll | <input type="checkbox"/> to the house |
| <input type="checkbox"/> the old man | <input type="checkbox"/> to the farm |
| <input type="checkbox"/> the old men | <input type="checkbox"/> to the nest |
| <input type="checkbox"/> the red apple | <input type="checkbox"/> to the school |
| <input type="checkbox"/> the red cow | <input type="checkbox"/> too little |
| <input type="checkbox"/> the small boat | <input type="checkbox"/> too soon |
| <input type="checkbox"/> the small boy | <input type="checkbox"/> up here |
| <input type="checkbox"/> the white duck | <input type="checkbox"/> up there |
| <input type="checkbox"/> the white sheep | <input type="checkbox"/> was found |

Words Belong together! And I can learn to read them!

- | | |
|--|--|
| <input type="checkbox"/> was made | <input type="checkbox"/> with mother |
| <input type="checkbox"/> we are | <input type="checkbox"/> with the dog |
| <input type="checkbox"/> we were | <input type="checkbox"/> with us |
| <input type="checkbox"/> went away | <input type="checkbox"/> would like |
| <input type="checkbox"/> went down | <input type="checkbox"/> would want |
| <input type="checkbox"/> what I say | <input type="checkbox"/> you are |
| <input type="checkbox"/> what I want | <input type="checkbox"/> you were |
| <input type="checkbox"/> when I can | <input type="checkbox"/> you will do |
| <input type="checkbox"/> when I wish | <input type="checkbox"/> you will like |
| <input type="checkbox"/> when you come | <input type="checkbox"/> your father |
| <input type="checkbox"/> when you know | <input type="checkbox"/> your mother |
| <input type="checkbox"/> will buy | <input type="checkbox"/> your sister |
| <input type="checkbox"/> will go | |
| <input type="checkbox"/> will look | |
| <input type="checkbox"/> will read | |
| <input type="checkbox"/> will think | |
| <input type="checkbox"/> will walk | |
| <input type="checkbox"/> with brother | |

Reading Week	Lucky Listener Name	Comments	Sticker
--------------	---------------------	----------	---------

June 30 - July 6

Day 1			
Day 2			
Day 3			
Day 4			
Day 5			

July 7-13

Day 1			
Day 2			
Day 3			
Day 4			
Day 5			

Reading Week	Lucky Listener Name	Comments	Sticker
--------------	---------------------	----------	---------

July 14-20

Day 1			
Day 2			
Day 3			
Day 4			
Day 5			

July 21-27

Day 1			
Day 2			
Day 3			
Day 4			
Day 5			

Reading Week	Lucky Listener Name	Comments	Sticker
--------------	---------------------	----------	---------

July 28-August 3

Day 1			
Day 2			
Day 3			
Day 4			
Day 5			

August 4-10

Day 1			
Day 2			
Day 3			
Day 4			
Day 5			

Reading Week	Lucky Listener Name	Comments	Sticker
--------------	---------------------	----------	---------

August 11-17

Day 1			
Day 2			
Day 3			
Day 4			
Day 5			

August 18-24

Day 1			
Day 2			
Day 3			
Day 4			
Day 5			

Reading Week	Lucky Listener Name	Comments	Sticker
--------------	---------------------	----------	---------

August 25-August 31

Day 1			
Day 2			
Day 3			
Day 4			
Day 5			

SD 75 Virtual Learning Commons

<https://sd75vlc.com/>

Digital resources for learning literacy skills

School District 75 Elementary Virtual Learning Commons

WELCOME BLOG SCHOOLS BOOKS RESEARCH TECH TOOLS CURRICULUM

Learning for the 21st Century

Mission

TUMBLEBOOK OF THE DAY

WONDER OF THE DAY

EVENT NATIONAL INDIGENOUS PEOPLES DAY

EVENT FVRL 2018 SUMMER READING CLUB

EVENT MISSION CHILDREN'S FESTIVAL



New **Tumblebook** every day!

See the Books Section for:

Free eBook resources! Indigenous stories, multilanguage stories, animated stories and more!

Literacy Games! Alphabet, sight words and more.

Tech Tools Section: Go to **Reading Tools** and **Storytelling tools** for early learning stories, interactive reading game links and more.





We are proud of our
Mission Readers!
Happy Reading!