

Read With Me

Literacy Program 4 Parent Manual



A program for parents and students
created to enhance early literacy skills



Session 1

Multiple Meaning Words and Vocabulary

Objective: The objective of this session is to introduce activities that help children understand that there are words that have multiple meanings. This will help broaden their vocabulary for better reading comprehension.

Why is this important?

Having a large range of vocabulary helps students, not only, become better readers but, allows them to better understand the context in which words are being used.



Step It Up:

- Use the picture/word cards and have your child create their own sentences for each meaning of the word.
- When reading point out words that can have multiple meanings and discuss the meanings with your child.
- Identify real life connections between words and their use.
 - Ex. Describe people who are friendly or helpful.

Tips:

- Always encourage your child to ask questions about new words they don't understand.
- Help them try to use their reading to help them find the meaning of new words.
- Use academic vocabulary when possible.

McGraw Hill Wonders – Unit 1 – Vocabulary Words – Second Grade

Week 1 Friends Help Friends	Week 2 Families Around the World	Week 3 Pets are our Friends	Week 4 Animals Need Our Care	Week 5 Families Working Together
<p>1. actions – Actions are things someone or something does.</p> <p>2. afraid – When you are afraid, you are scared of something.</p> <p>3. depend – When you depend on someone, you need or count on them.</p> <p>4. nervously – When I act nervously, I act in a fearful or restless way.</p> <p>5. peered – Peered means looked hard or looked closely at something.</p> <p>6. perfectly – When something is perfectly wonderful, it is wonderful in the best possible way.</p> <p>7. rescue – When you rescue something, you save it from danger.</p> <p>8. secret – A secret is something that is private or not known by many people.</p>	<p>1. aside - When things are put aside, they are moved to one side.</p> <p>2. culture – People of the same culture share the same way of life at a certain time in history.</p> <p>3. fair – I am fair when I treat my friends in a just and honest way.</p> <p>4. invited – When people are invited, they are asked in a nice way to do something or to go somewhere.</p> <p>5. language – Language is the way we speak, read, write, or sign.</p> <p>6. plead – When you plead for something, you beg or argue to get what you want.</p> <p>7. scurries – When something scurries, it scampers or runs quickly</p> <p>8. share – When I share, I give part of something I have to someone else.</p>	<p>1. decide – When I decide, I make up my mind.</p> <p>2. different – When things are different, they are not the same size.</p> <p>3. friendship – Friendship means being pals and helping one another.</p> <p>4. glance – Glance means to look at quickly.</p> <p>5. proper – When I am proper, I act in a correct way.</p> <p>6. relationship – When you have a relationship, you have a connection with someone.</p> <p>7. stares – When someone stares, he or she looks at something for a while with eyes wide open.</p> <p>8. trade – When I trade with someone, I give one thing away to get something else.</p>	<p>1. roams – When an animal roams, it moves around freely.</p> <p>2. allowed – When you are not allowed to do something, you do not have permission.</p> <p>3. care – When you care for something, you meet its needs.</p> <p>4. excited – When I am excited, I am all worked up about something that happened.</p> <p>5. needs – A person's or animal's needs are things they must have.</p> <p>6. safe – When I am safe, I am free from harm or danger.</p> <p>7. wandered – During a snowstorm, the animals wandered around looking for shelter.</p> <p>8. wild – The wild is a place in nature where animals live.</p>	<p>1. check – When you check something, you look at it closely to make sure it is in good condition.</p> <p>2. choose – When you choose, you decide on one thing rather than another.</p> <p>3. chores – Your chores are small jobs that you do around the house.</p> <p>4. cost – When you ask about the cost of something, you want to know how much you have to pay for it.</p> <p>5. customers – Customers are people who buy something from a store or company.</p> <p>6. jobs – Jobs are the work that people do to earn money.</p> <p>7. spend – When you spend, you use money to buy or pay for something.</p> <p>8. tools – Tools are equipment used to make or repair things.</p>

McGraw Hill Wonders – Unit 2 – Vocabulary Words – Second Grade

Week 1 Animals and Nature	Week 2 Animals in Stories	Week 3 Animal Habitats	Week 4 Baby Animals	Week 5 Animals in Poems
<p>1. adapt – When something has to adapt to a new place, it must adjust to it.</p> <p>2. climate – The climate of a place is the weather that it usually has.</p> <p>3. eager – When you are eager to do something, you want to do it very much.</p> <p>4. freedom – If you have freedom, you can do what you want and go where you want.</p> <p>5. fresh – When something is fresh, it is new or not spoiled.</p> <p>6. sense – Sense means a feeling you have about something.</p> <p>7. shadows – Shadows are dark shapes that are made when something is in front of a light.</p> <p>8 silence – If there is silence, it is still and quiet.</p>	<p>1. believe – If you believe something, you think this is true.</p> <p>2. delicious – The dogs ate all of their food. When food is delicious, it tastes very good.</p> <p>3. feast – If you feast, you eat a large or fancy meal.</p> <p>4. fond – When you are fond of something, you like it a lot.</p> <p>5. lessons – Lessons are things you can learn ideas or rules from.</p> <p>6. remarkable – If something is remarkable, it is wonderful or outstanding.</p> <p>7. snatch – If you snatch something, you grab it quickly.</p> <p>8. stories – When you tell stories, you tell made-up tales.</p>	<p>1. buried – When something is buried, it is covered up or hidden.</p> <p>2. escape – If you escape something, you get out of it or away from it.</p> <p>3. habitat – A habitat is the place where an animal or plant usually lives or grows.</p> <p>4. journey – A journey is a trip.</p> <p>5. nature – Nature is all the things outdoors not made by people.</p> <p>6. peeks – If a person peeks, they take a quick look.</p> <p>7. restless – If you cannot stay still or quiet, then you are restless.</p> <p>8. spies – If a person spies something, that person watches for something and sees it.</p>	<p>1. adult – An adult is a person or animal that is fully-grown.</p> <p>2. alive – If something is alive, it is living.</p> <p>3. covered – If something is covered, there is something all over it.</p> <p>4. fur – Fur is thick animal hair.</p> <p>5. giant – Something that is giant is very large.</p> <p>6. groom – When animals grooms each other, they clean each other.</p> <p>7. mammal – A mammal is any warm-blooded animal that feeds milk to its babies.</p> <p>8. offspring – Offspring are children or young people or animals.</p>	<p>1. behave – When you behave, you act in a way that is good or correct.</p> <p>2. express – When you express your feelings, you tell or show how you feel about something.</p> <p>3. feathers – Feathers are the soft things that cover a bird's body.</p> <p>4. flapping – If something is flapping, it is moving up and down.</p> <p>5. poem – A poem is a form of writing that express imagination or feelings.</p> <p>6. rhyme – When two words rhyme, they have the same ending sounds.</p> <p>7. rhythm – Rhythm is the repeating accents, or beats, in a poem.</p> <p>8. word choice – Word choice is the use of rich, colorful, exact words.</p>

McGraw Hill Wonders – Unit 3 – Vocabulary Words – Second Grade

Week 1 Earth's Forces	Week 2 Look at the Sky	Week 3 Ways People Help	Week 4 Weather Alert!	Week 5 Express Yourself
<p>1. amazing – When something is amazing, it is very surprising or makes you feel wonder.</p> <p>2. force – A force is a push or a pull that can change how something moves.</p> <p>3. measure – If you measure something, you find the size or amount of it.</p> <p>4. objects – Objects are things that you can see and touch.</p> <p>5. proved – If you proved that something is true, you showed that it is true.</p> <p>6. speed – The speed of something is how fast it moves.</p> <p>7. true – If something is true, it is correct.</p> <p>8. weight – The weight of something is how heavy it is.</p>	<p>1. adventure – If someone likes adventure, they like doing exciting and unusual things.</p> <p>2. delighted – If you feel delighted, you feel very pleased about something.</p> <p>3. dreamed – If you dreamed about something you want to have happen, you imagined it happening.</p> <p>4. enjoyed – If you enjoyed doing something, you liked doing it.</p> <p>5. grumbled – If something grumbled, it made a low rumbling sound.</p> <p>6. moonlight – Moonlight is the moon's glow that you often see at night.</p> <p>7. neighbor – A neighbor is a person who lives near you.</p> <p>8. nighttime – Nighttime is the dark part of the day.</p>	<p>1. across – If people go across something, they go from one side of it to another.</p> <p>2. borrow – If you borrow something, you take it and agree to return it later.</p> <p>3. countryside – The countryside is land that is away from cities or large towns.</p> <p>4. idea – An idea is a thought or a plan you have for something.</p> <p>5. insists – If someone insists on something, they say firmly that it must be done.</p> <p>6. lonely – A lonely place is one that very few people visit.</p> <p>7. solution – A solution is a way to answer a question.</p> <p>8. villages – Villages are very small towns in the country.</p>	<p>1. damage – Damage is injury or harm that happens to something.</p> <p>2. dangerous – If something is dangerous, it is not safe and could harm you.</p> <p>3. destroy – If you destroy something, you break it so it cannot be used anymore.</p> <p>4. event – An event is something that happens.</p> <p>5. harsh – If something is harsh, it is difficult and does not feel good.</p> <p>6. prevent – If you prevent something, you stop it from happening.</p> <p>7. warning – A warning is something that lets people know that something dangerous may happen.</p> <p>8. weather – The weather is what the air is like at a certain place and time.</p>	<p>1. cheered – Cheered means shouted with happiness or praise.</p> <p>2. concert – A concert is a musical performance played by a number of musicians.</p> <p>3. instruments – Musical instruments are tools used to make music.</p> <p>4. movements – Movements are the ways of moving.</p> <p>5. music – Music is the pleasing sounds made by a singer or musical instrument, such as a piano or guitar.</p> <p>6. rhythm – Rhythm is the repeating of sounds or movements to create a beat.</p> <p>7. sounds – Sounds are noises that can be heard.</p> <p>8. understood – when you understood something, you know what it means.</p>

McGraw Hill Wonders – Unit 4 – Vocabulary Words – Second Grade

Week 1 Different Places	Week 2 Earth Changes	Week 3 Culture Makes Us Special	Week 4 Folktales About Nature	Week 5 Poems About Nature
<p>1. eerie – If something is eerie, it is strange in a way that makes you feel afraid or nervous.</p> <p>2. growth – A growth is something that grows or has grown.</p> <p>3. layers – If something has layers, it is made up of different parts or levels sitting on top of one another.</p> <p>4. lively – Something that is lively is active and full of life and energy.</p> <p>5. location – A location is a place.</p> <p>6. region – A region is a large part of the surface of Earth.</p> <p>7. seasons – The seasons are the four parts of the year that each have their own kind of weather.</p> <p>8. temperate – A temperate place is a place that is never very hot or very cold.</p>	<p>1. active – When something is active, it is lively.</p> <p>2. earth – The earth is the ground or land we walk on.</p> <p>3. explode – When things explode, they burst loudly and with a lot of force.</p> <p>4. island – An island is land that has water all around it.</p> <p>5. local – Something that is local is nearby.</p> <p>6. properties – The properties of something are the different ways it looks and acts.</p> <p>7. solid – Something that is solid is firm and hard and keeps its shape.</p> <p>8. steep – Something that is steep has a very sharp slope.</p>	<p>1. common – If something is common to two or more people, it is owned or shared by all of them.</p> <p>2. costume – A costume is clothing you wear to look like something or someone else.</p> <p>3. customs – Customs are ways of acting or events that a group of people has done over and over again.</p> <p>4. favorite – Your favorite thing is something you like the best.</p> <p>5. parades – Parades are large groups of people, including bands, moving through a public place for a special event.</p> <p>6. surrounded – If something is surrounded by something else, the first thing is closed in on all sides by the second thing.</p> <p>7. travels – If something travels over or through a place, it goes over or through there.</p> <p>8. wonder – If you wonder about something, you think about it because you are curious about it.</p>	<p>1. ashamed – If someone feels ashamed, they feel embarrassed or sorry about something.</p> <p>2. boast – If you boast about something, you brag about it.</p> <p>3. dash – If you dash somewhere, you go there quickly and suddenly.</p> <p>4. holler – If you holler, you yell or shout.</p> <p>5. plenty – If there is plenty of something, there is a lot of it so you have enough.</p> <p>6. similarities – If there are similarities between two things, they are much the same in certain ways.</p> <p>7. victory – A victory is winning a contest or game.</p> <p>8. wisdom – Wisdom is knowing what is right and using what you know to make smart choices.</p>	<p>1. pale – Something that is pale is very light color.</p> <p>2. excite – Things that excite make a person feel happy or eager.</p> <p>3. outdoors – When something is outdoors, it is outside and not inside a building.</p> <p>4. drops – Drops are small amounts of liquid that fall in a round shape.</p> <p>5. alliteration – I like to read a poem with alliteration because I like to say the same beginning sound in words.</p> <p>6. free verse – In free verse, the words do not need to rhyme.</p> <p>7. repetition – Poets who repeat words or phrases in a poem are using repetition.</p> <p>8. simile – “Bill was as fast as a cricket” is an example of a simile. It uses the word as to compare two unlike things.</p>

McGraw Hill Wonders – Unit 5 – Vocabulary Words – Second Grade

Week 1 Being a Good Citizen	Week 2 Cooperation Works!	Week 3 Our Heroes	Week 4 Preserving Our Earth	Week 5 Rights and Rules
<p>1. champion – A champion is a person who has won a contest.</p> <p>2. determined – If you determined something, you decided it.</p> <p>3. issues – Issues are important problems or topics that people are talking or arguing about.</p> <p>4. promises – Promises are things you tell people you will definitely do.</p> <p>5. responsibility – If you have a responsibility to do something, it is your duty to do it.</p> <p>6. rights – Your rights are the things the law says you can do or have.</p> <p>7. volunteered – If you volunteered to do something, you offered to do it.</p> <p>8. votes – If something has votes, people chose it over something else.</p>	<p>1. amused – If something amused you, it made you smile or laugh.</p> <p>2. cooperate – If you cooperate with someone, you work together on something.</p> <p>3. describe – If you describe something, you tell about it in words.</p> <p>4. entertained – If something entertained you, it pleased or interested you.</p> <p>5. imagination – Your imagination is your ability to make up ideas and form pictures in your mind.</p> <p>6. interact – When people or things interact, they act on and affect each other.</p> <p>7. patient – When you are patient, you can calmly wait for something.</p> <p>8. peaceful – A peaceful place is calm and quiet.</p>	<p>1. agree – If people agree, they say that something is true or that they will do something.</p> <p>2. challenging – If something is challenging, it is difficult and take effort to do.</p> <p>3. discover – If you discover something, you find it or find out about it.</p> <p>4. heroes– Heroes are people who have done brave things.</p> <p>5. interest– If you have an interest in something, you like it and want to learn more about it.</p> <p>6. perform – When you perform in a play or movie, you act in it.</p> <p>7. study – When you study something, you read, practice, or think about it so that you can learn it.</p> <p>8. succeed – If you succeed in doing something, you do it the way you wanted to.</p>	<p>1. curious- If you are curious about something, you want to learn more about it.</p> <p>2. distance – If something is at a distance from you, it is far away from you.</p> <p>3. earth resources – Earth resources are things found in nature that people can use.</p> <p>4. enormous – Something that is enormous is very large in size or amount.</p> <p>5. gently – If you do something gently, you do it in a way that is light and not rough.</p> <p>6. proudly – If you did something proudly, you did it in a way that showed you were pleased with what you did.</p> <p>7. rarely – If something happens rarely, it does not happen often.</p> <p>8. supply – A supply of something is an amount of it that is ready to use when you need it.</p>	<p>1. exclaimed – If you exclaimed you spoke or shouted suddenly because you were excited or upset.</p> <p>2. finally- If something finally happens, it happens after a long time.</p> <p>3. form – When you form something, you make or shape it.</p> <p>4. history – History is the story of what happened in the past.</p> <p>5. public – If something is public, it is for all people to use or visit.</p> <p>6. rules – Rules are directions that tell how to do something or what is allowed.</p> <p>7. united- When things are united, they are brought or joined together.</p> <p>8. writers- Writers are people who write stories, books, and articles.</p>

McGraw Hill Wonders – Unit 6 – Vocabulary Words – Second Grade

Week 1 Plant Myths and Facts	Week 2 We Need Energy	Week 3 Team Up to Explore	Week 4 Money Matters	Week 5 The World of Ideas
<p>1. appeared – If something appeared, it came into sight.</p> <p>2. crops – Crops are large numbers of plants that are grown for food.</p> <p>3. develop – When things develop, they grow and change.</p> <p>4. edge – The edge of something is the line or border where it ends.</p> <p>5. golden – Something that is golden is bright and yellow like gold.</p> <p>6. rustled – If something rustled, it made a soft crackling sound.</p> <p>7. shining – If something is shining, it is giving out light.</p> <p>8. stages – Stages are steps in a process.</p>	<p>1. electricity – Electricity is the energy that flows through wires and makes light and machines work.</p> <p>2. energy – Energy is power from things, such as electricity or the Sun, that can be used to heat things and make lights and machines work.</p> <p>3. flows – If something flows somewhere, it moves there in a steady stream.</p> <p>4. haul – If you haul something heavy, you carry it.</p> <p>5. power – Power is any kind of energy that can be used to make lights and machines work.</p> <p>6. silent – Something that is silent is totally quiet and makes no sound.</p> <p>7. solar – Something that is called solar is caused by or related to the Sun.</p> <p>8. underground – Something that is underground is beneath the surface of the earth.</p>	<p>1. exploration – Exploration is when people search to learn about new things.</p> <p>2. important – Something that is important matters a lot or is need.</p> <p>3. machine – A machine is a tool made of different parts that is used to do a kind of work.</p> <p>4. prepare – When you prepare yourself for something, you get ready for it.</p> <p>5. repair – If you repair something that is broken, you fix it.</p> <p>6. result – A result is something that happened because of something else that happened.</p> <p>7. scientific – If something is scientific, it has to do with science.</p> <p>8. teamwork – Teamwork is when people work together for a goal.</p>	<p>1. invented – If you invented something, you made something new.</p> <p>2. money – Money is the dollars and cents that you can use to buy things.</p> <p>3. prices – The prices of things are how much you have to pay to buy them.</p> <p>4. purchase – Purchase means to get something by paying money.</p> <p>5. record – If there is a record of something, there are facts written down about it.</p> <p>6. system – A system is a plan or set of rules for doing something.</p> <p>7. value – The value of something is how much it is worth.</p> <p>8. worth – If something is worth a certain amount of money, it costs that much money to buy it.</p>	<p>1. create – When you create something, you make or invent it.</p> <p>2. dazzling – Something that is dazzling is very bright.</p> <p>3. imagination – When you use your imagination, you visualize ideas in your mind.</p> <p>4. seconds – when you measure something in seconds, it is of a minute.</p> <p>5. beats – The beats of a poem are the syllables that make rhythm in a line of poetry.</p> <p>6. message – The poet used the poem to share her message about using your imagination.</p> <p>7. metaphor – “I’m a swan” is a metaphor because it compares two unlike things.</p> <p>8. repeated lines – Sometimes poets use repeated lines. They include the same line at least twice in a poem.</p>

McGraw Hill Wonders – Unit 1 – Spelling Words – Second Grade

Week 1 Friends Help Friends	Week 2 Families Around the World	Week 3 Pets are our Friends	Week 4 Animals Need Our Care	Week 5 Families Working Together
1. has 2. wag 3. bad 4. six 5. will 6. sat 7. had 8. fix 9. him 10. if 11. can 12. hit 13. why 14. for 15. help	1. went 2. tell 3. pet 4. job 5. fog 6. not 7. tug 8. hut 9. tub 10. bun 11. fix 12. has 13. one 14. or 15. see	1. grass 2. trips 3. crack 4. still 5. west 6. mask 7. clap 8. plans 9. milk 10. belt 11. fog 12. tub 13. by 14. he 15. she	1. bag 2. cap 3. ham 4. bake 5. ate 6. mad 7. back 8. cape 9. made 10. rake 11. still 12. belt 13. into 14. done 15. your	1. did 2. fin 3. pick 4. line 5. pipe 6. tip 7. mix 8. five 9. side 10. hike 11. cape 12. made 13. all 14. any 15. says

McGraw Hill Wonders – Unit 2 – Spelling Words – Second Grade

Week 1	Week 2	Week 3	Week 4	Week 5
Animals and Nature	Animals in Stories	Animal Habitats	Baby Animals	Animals in Poems
1. box 2. fox 3. dog 4. lock 5. pot 6. cone 7. home 8. nose 9. poke 10. rope 11. side 12. line 13. have 14. off 15. took	1. mule 2. fuse 3. plum 4. use 5. dug 6. cub 7. hum 8. huge 9. must 10. fun 11. rope 12. nose 13. look 14. yes 15. their	1. place 2. barge 3. trace 4. ice 5. bulge 6. badge 7. space 8. range 9. mice 10. cage 11. mule 12. huge 13. out 14. wash 15. saw	1. chop 2. catch 3. shape 4. trash 5. phone 6. that 7. sting 8. thin 9. bring 10. while 11. place 12. badge 13. seven 14. isn't 15. early	1. scratch 2. scrape 3. spring 4. throne 5. stripe 6. strange 7. shred 8. shrub 9. splash 10. split 11. catch 12. sting 13. far 14. flower 15. until

McGraw Hill Wonders – Unit 3 – Spelling Words – Second Grade

Week 1 Earth's Forces	Week 2 Look at the Sky	Week 3 Ways People Help	Week 4 Weather Alert!	Week 5 Express Yourself
1. nail 2. train 3. main 4. hay 5. stay 6. break 7. steak 8. weigh 9. sleigh 10. prey 11. scrape 12. strange 13. good 14. often 15. two	1. light 2. sight 3. mind 4. cry 5. tie 6. high 7. wild 8. dry 9. try 10. lie 11. hay 12. steak 13. begin 14. those 15. apart	1. told 2. most 3. float 4. coat 5. toast 6. grow 7. mow 8. show 9. Joe 10. toe 11. light 12. mind 13. only 14. our 15. who	1. we 2. bee 3. need 4. queen 5. mean 6. leaf 7. thief 8. chief 9. pony 10. keys 11. grow 12. toe 13. after 14. every 15. special	1. cute 2. cube 3. fumes 4. music 5. unit 6. menu 7. few 8. pew 9. fuel 10. cues 11. pony 12. queen 13. began 14. come 15. give

McGraw Hill Wonders – Unit 4 – Spelling Words – Second Grade

Week 1 Different Places	Week 2 Earth Changes	Week 3 Culture Makes Us Special	Week 4 Folktales About Nature	Week 5 Poems About Nature
1. comb 2. crumb 3. scene 4. scent 5. gnat 6. sign 7. knife 8. know 9. wrist 10. writing 11. cube 12. music 13. don't 14. eat 15. very	1. clerk 2. herd 3. first 4. skirt 5. stir 6. churn 7. hurt 8. burst 9. work 10. worse 11. know 12. wrist 13. found 14. from 15. today	1. port 2. north 3. more 4. store 5. oar 6. roar 7. board 8. part 9. start 10. park 11. first 12. hurt 13. ago 14. carry 15. people	1. deer 2. cheers 3. steer 4. here 5. jeer 6. near 7. ear 8. dear 9. clear 10. spear 11. store 12. north 13. again 14. house 15. inside	1. dare 2. stare 3. fare 4. hair 5. pair 6. chair 7. bear 8. pear 9. where 10. there 11. dear 12. cheers 13. knew 14. never 15. talk

McGraw Hill Wonders – Unit 5 – Spelling Words – Second Grade

Week 1	Week 2	Week 3	Week 4	Week 5
Being a Good Citizen	Cooperation Works!	Our Heroes	Preserving Our Earth	Rights and Rules
1. sound 2. mound 3. cloud 4. shout 5. pound 6. clown 7. brown 8. crown 9. howl 10. growl 11. chair 12. where 13. been 14. myself 15. pushed	1. soil 2. broil 3. moist 4. point 5. tail 6. oil 7. toy 8. joy 9. coin 10. noise 11. crown 12. mound 13. I'll 14. laugh 15. maybe	1. room 2. flu 3. June 4. new 5. glue 6. fruit 7. crook 8. could 9. full 10. push 11. point 12. coin 13. along 14. ever 15. strong	1. ball 2. small 3. paw 4. jaw 5. pause 6. sauce 7. taught 8. chalk 9. walk 10. sought 11. new 12. fruit 13. city 14. own 15. read	1. dead 2. ahead 3. lead 4. thread 5. bread 6. breath 7. touch 8. trouble 9. gym 10. myth 11. small 12. chalk 13. instead 14. whole 15. words

McGraw Hill Wonders – Unit 6 – Spelling Words – Second Grade

Week 1	Week 2	Week 3	Week 4	Week 5
Plant Myths and Facts	We Need Energy	Team Up to Explore	Money Matters	The World of Ideas
1. pencil 2. magnet 3. publish 4. supper 5. letter 6. lady 7. gravy 8. solo 9. open 10. odor 11. lead 12. touch 13. door 14. front 15. someone	1. state 2. replace 3. nine 4. ninety 5. side 6. sidewalk 7. face 8. outside 9. these 10. tadpole 11. letter 12. magnet 13. alone 14. beside 15. round	1. lit 2. little 3. set 4. settle 5. rip 6. ripple 7. pad 8. paddle 9. middle 10. bubble 11. outside 12. replace 13. follow 14. listen 15. something	1. way 2. away 3. root 4. balloon 5. play 6. display 7. reach 8. enjoy 9. explain 10. meadow 11. little 12. middle 13. complete 14. enough 15. river	1. jumper 2. higher 3. star 4. starry 5. garden 6. better 7. dinner 8. doctor 9. market 10. hairy 11. enjoy 12. display 13. afternoon 14. anyone 15. everything

Session 2

Main Idea and Author's Purpose

Objective: The objective of this session is to explain the importance of comprehension and provide ways to teach your child how to look closer at the text to find the main idea and key details, as well as, the author's purpose.

Why is this important?

Comprehension is the key piece to the reading puzzle. As they learn to blend words, master sight words, and gain fluency; they gain understanding of the text. Reading is meaningless without comprehension. The rate at which they read has no meaning if they didn't understand what they read.

PA Core Standards state that children should be reading 50% fictional and 50% non-fictional texts. It can be helpful for your child if you read different types of text at home. Exploring text to find out why an author wrote something or finding the main idea and key details only enhances comprehension.



Step It Up:

- Students will cite evidence in the text to support the author's purpose and main idea.
- Ask and answer questions using specific information from the text to show understanding.
 - Ex. How did the character feel when (fill in with event from the text) happened?

Name _____

Central Idea

Directions: After reading the text, think about the central message.

Write three details to support the central idea

Central Idea

Supporting Detail

Supporting Detail

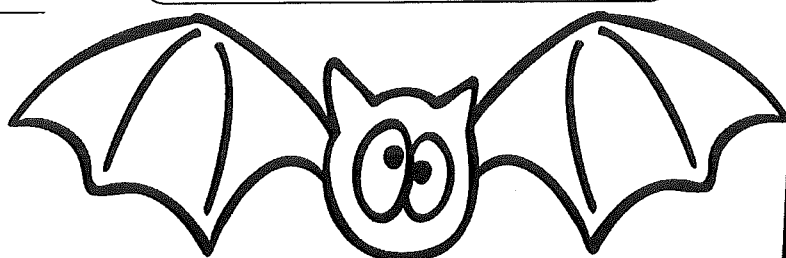
Supporting Detail



Even though bats can see just fine in the daylight, they use echoes to help them locate food and other things in the dark. Bats make high pitched sounds. Echoes are made when sounds hit objects. This is called echolocation!

Name _____

Off the Bat



Some bats can live for 30 years.

Have you ever seen a bat? Bats are hard to spot. They only come out at night. They are agile when they fly. Bats quickly change direction very fast. Bats are special and important to the world.

Bat Living

Bats are found everywhere. They **roost** in caves and trees. They also settle in homes and buildings! Bats never touch the ground and will even sleep upside down!

Bat Bodies

There are many types of bats. Some are as small as a human thumb. But, fruit bats are so big that they grow a few feet long and are also called flying foxes. They look like a fox with wings!

Bat Colonies

Bats live together in a **colony**. Some groups can have just a few bats. A free-tailed Mexican bat colony may have one million bats! Some colonies move their homes every season. Other groups live in the same caves for thousands of years.

Bats Help

Bats help the environment. They eat pounds of pesky insects every night. Some people build bat houses for them to stay to **consume** bugs. Flying foxes help make new plants grow by spreading pollen and seeds.

"Off the bat"

to do something immediately

Bat Pros:

Bats eat insects. Insects can destroy crops. Seeds and pollen get scattered when they get stuck to the hairs on a bat. This helps new plants grow.

Bat Cons:

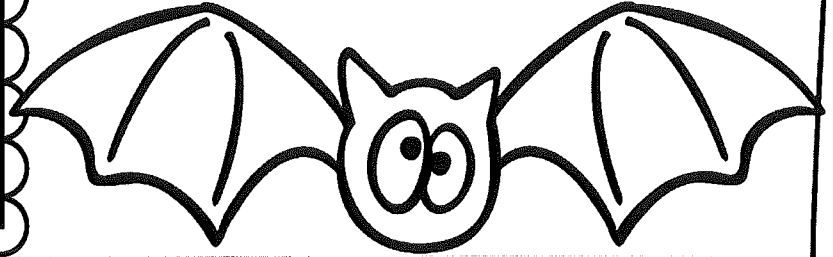
People fear bats because of stories, TV, and movies.

Do you know any sayings with the word bat?

Off the Bat

What is a bat?

Name _____



What time of day do bats come out and how do they fly?

How small can bats be?

How large can their colonies get?

What does "Off the Bat" mean?

What do some people do if they like having bats around and why?

What do bats eat?

Off the Bat

Key Ideas and Details

Name _____

Directions: Answer in complete sentences.

RI.1

1. According to the text, why are bats hard to spot?

RI.1

2. Explain how bats sleep.

RI.2

3. What is the main idea of the passage?

RI.3

4. How do bats affect the environment?

RI.3

5. What are some connections between bats roosting and people?

Restate the question.

Answer in a complete sentence.

Prove with evidence!

Off the Bat

Craft and Structure

Name _____

Directions: Answer in complete sentences.

RI.4

1. Find the word roost. What does it mean as used in the passage?
How does the author help you understand it?

RI.4

2. Find the word consume. What is the meaning of this word? Underline a word that helps you understand it.

RI.4

3. How does the author help you understand the meaning of the word colony?

RI.2.5, RI.3.5, RI.4.1

4. Which paragraph explains what bats eat? Write the heading and tell what bats eat by citing at least two pieces of evidence from the passage.

RI.2.10, RI.3.6, RI.4.6

5. Explain the author's point of view about bats.

Restate the question.

Answer in a complete sentence.

Prove with evidence!

A simple line drawing of a bat with large, spread wings and a friendly face, flying towards the right. The bat has large, round eyes and a small, open mouth. The wings are large and spread out, with a simple outline. The bat is positioned in the upper right corner of the page.

In the passage, the author gave information about bats.
Combine the information from the text with your own thinking
to pretend you are a bat.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Card #1

Once upon a time, there was a beautiful princess named Charlotte. She lived in a beautiful castle with her father and mother. Charlotte was the most beautiful girl in the kingdom.

What is the author's purpose?

Card #2

Frogs are amphibians. They can live on either land or in water. A frog can lay thousands of eggs called frog spawn.

What is the author's purpose?

Is this literary or informational text?

Card #3

There was an old woman who lived in a shoe. She had so many children she didn't know what to do. She gave them some broth without any bread; and whipped them all soundly and put them in bed.

What is the author's purpose?

Card #4

You should eat ice cream because it is so good. You can choose from many flavors. You can eat it in a bowl or in a delicious cone.

What is the author's purpose?

Card #5

You should vote for Peter! Peter would make a great class president. He wants to make snack time 20 minutes instead of 10 minutes. Peter is the best!

What is the author's purpose?

Card #7

Joey looked around the house. He could not find his toy plane anywhere. He searched outside and still could not find it. Joey saw his dog Pal playing with his toy plane in his doghouse.

What is the author's purpose?

Card #6

A tulip is a type of flower. Tulips come in many different colors like red, yellow, purple, white, and pink. Tulips are not grown from seeds but from bulbs buried under soil.

What is the author's purpose?

Card #8

Bubblegum is the best thing in the world. There are so many kinds. You can blow huge bubbles and pop them. It tastes very good. Everyone should chew bubblegum.

What is the author's purpose?

Card #9

Basketball is a team sport. There are five players on each team. Each basket is worth two points. If you are behind the three point line, then your basket is worth 3 points. The team with the most points at the end wins.

What is the author's purpose?

Card #10

There are 5 schools in our town. There are 3 elementary schools and 2 high schools.

What is the author's purpose?
How do you know?

Card #12

Everyone's favorite subject in school should be reading. You will need to know how to read maps, different signs, and other things. Make sure that reading is your favorite subject.

What is the author's purpose?

Card #11

I went to the amusement park this weekend. It was so much fun! I got on different roller coasters. Some were scary and some were really high. I went on one that got my clothes all wet.

What is the author's purpose?

Card #13

A seed holds the secret of new life. New plants grow from seeds. Seeds come in many different sizes and shapes.

What is the author's purpose?

Is this literary or informational text?

Card #15

I went to the zoo with my family. We saw different types of animals. My favorite animals to see were the lions.

What is the author's purpose?

Card #14

Your favorite flower should be a rose. Roses are very pretty and come in different colors. Everyone should love roses.

What is the author's purpose?

Card #16

Crayfish live on every continent except Africa and Antarctica. There are 200 species of crayfish in North America.

What is the author's purpose?

Session 3

Compare and Contrast, Cause and Effect

Objective: The objective of this session is to enhance student skills in comparing and contrasting stories as they relate to text, self, and world. This session will also describe the connection events and their circumstances.

Why is this important?

PA Core Standards state that children should be reading 50% fictional and 50% non-fictional texts. Being able to compare and contrast within text and relating it to themselves will help make reading more meaningful to the students.

Understanding cause and effect allows the students to have a broader sense of how small details can impact the bigger picture.



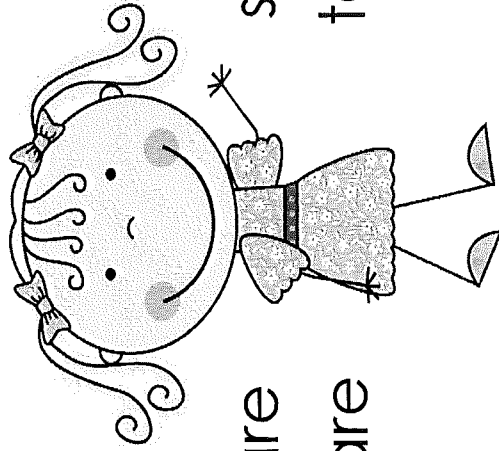
Step It Up:

- Compare and contrast similar stories written by different authors or from different cultures or different cultures.
 - Ex. Aladdin
- Have the student change one event in the story and discuss how that change would affect the end of the story.

Tips:

- Ask open ended questions.
 - Ex.
 - How can you relate to the character?
 - How were the author's stories similar or different?
 - How would the story change if...?

Compare and Contrast



When you

COMPARE

something, you are
telling how they are
similar or alike.

When you

CONTRAST

something, you are
telling how they are
different.

Compare

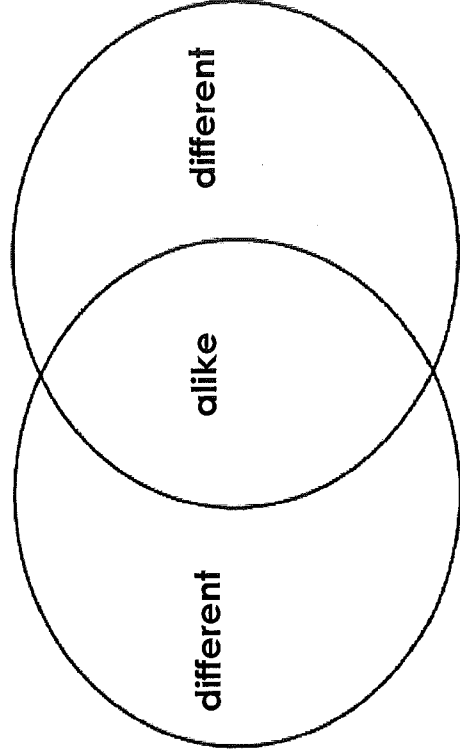
Clue Words

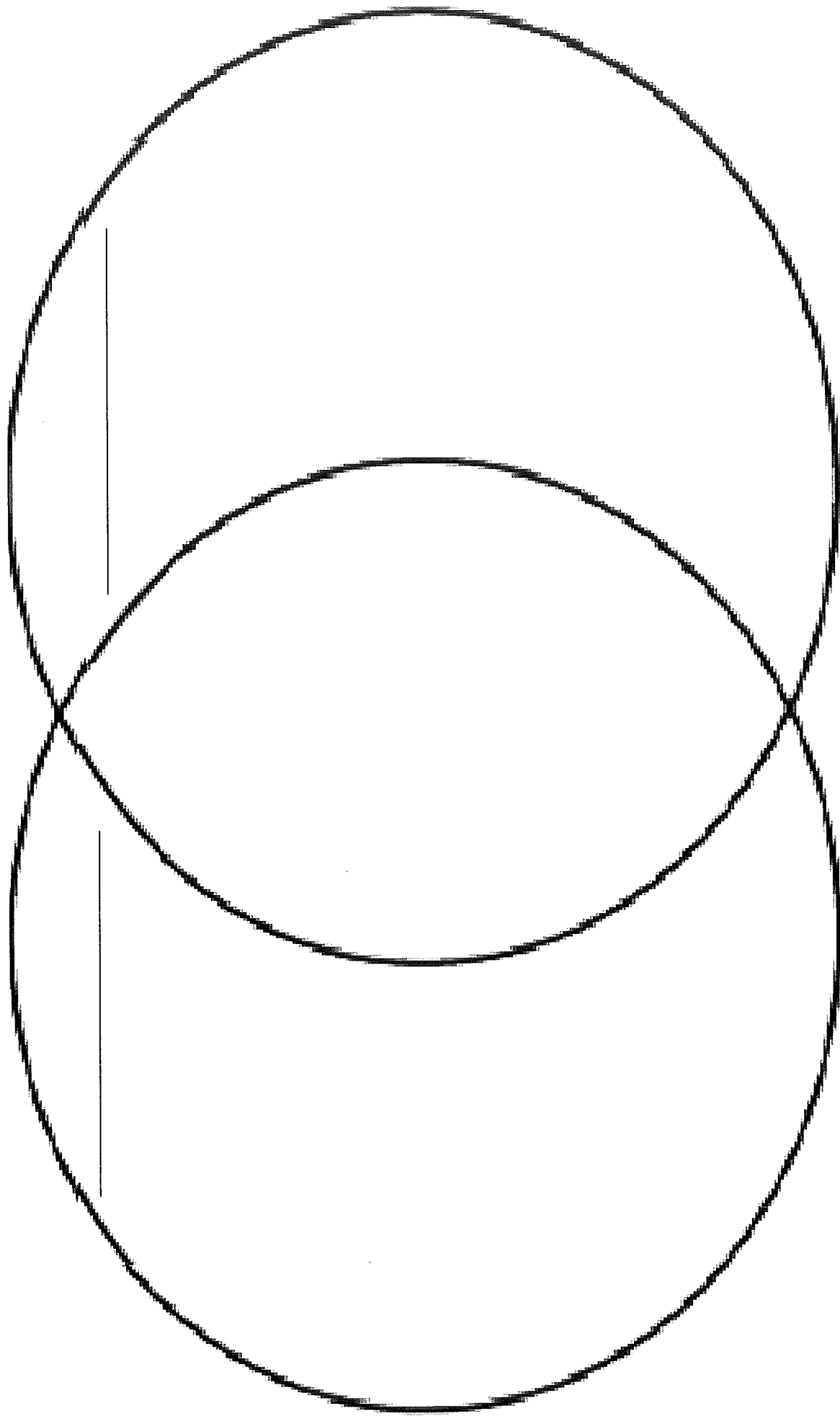
like same
both too
similar alike
also as
as well as
most important
have in common

Contrast

Clue Words

but yet
although unlike
while unless
instead differ
whereas
on the other hand
even though





Name: _____

Title: _____ Author: _____

Name _____

Compare and Contrast!

Directions: After reading 2 versions of a similar story, compare the two text.

How are the
two stories...

Alike?

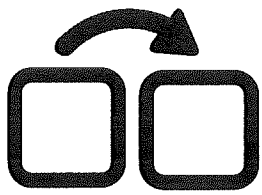
Different?

How are the
two stories ...

Cause and Effect



--	--



Cause and Effect

What is it?

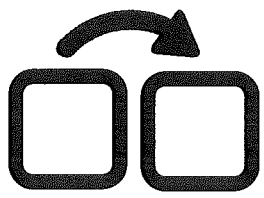
When you read, think about what happens and try to connect the events together. When you are doing this, you are thinking about the cause and effect. A **cause** is why an event happens. The **effect** is what happens because of the cause.

Read the sentences below. Draw a line under each cause and circle each effect.

CAUSE – Why something happened

EFFECT – What happened

1. I woke up late, so I missed the bus to school.
2. Fred had to mop the floor because he spilled his juice.
3. When I walked in the rain, I got wet.
4. Because the power was out for hours, the ice cream in the freezer melted.
5. The door was left unlocked, so the thief broke into the house.
6. I couldn't go out for recess because I forgot my homework.
7. Mia's shoelaces were untied, so she tripped and fell.
8. Greg ate a snack because he was hungry.
9. When it is hot out, African elephants flap their ears to cool themselves off.
10. Amber returned her library book late, so she had to pay a ten cent fine.



Cause and Effect

Finding the Cause and Effect

Fill out the charts. What are some possible causes and effects?

CAUSE

Steve hit the
baseball really far.



EFFECT



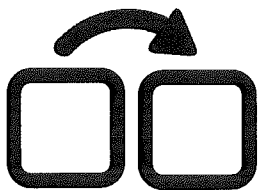
Feathers were
everywhere!

Doug worked very
hard in school.





People got sick.



Cause and Effect Graphic Organizer

Use the graphic organizer to identify the causes and effects in a text.

CAUSE



EFFECT

CAUSE



EFFECT

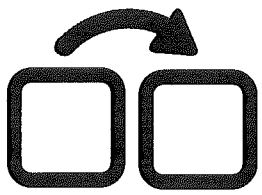
CAUSE



EFFECT



This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Cause and Effect

Gone

"Wait until you see it! I'm really excited that we could come back with you guys," said my dad taking his eyes briefly off the road to grin at my brother and I in the back seat.

"Why did you and mom move away in the first place?" I asked, pressing my head against the window of the car.

Most of the trip had been on the highway's long boring stretches of road, but now there was plenty to look at. The company my dad worked for was having their grand opening in the town he and my mother met and got married in. They insisted we all make the trip down.

"I got transferred to another store, but we enjoyed living here. The people were nice and friendly, and the town was small enough that everyone knew who you were."

My brother, Ben, frowned. "And you liked that? I think I prefer the city."

I pointed to the old movie theatre. "You don't see buildings like that in the city."

"Thank goodness," Ben said.

Mom shut the air conditioning off and rolled down her window. "Breathe in some of the fresh country air. It's good for you."

Ben and I rolled our windows down and pretended to choke when we breathed.

"Very funny, boys. But you won't be laughing when you see the park we got married in. It's a thirty-acre forest with a man-made lake. There are even swans living in it."

I shrugged my shoulders and continued staring out the window. "Where are we going first? The park or the new store?"

Dad continued driving straight out of town. "Both. Apparently the company built the store next to the forest."

A few minutes later, we came to a stop. Mom's gasp of dismay was the first clue something was wrong. Dad's intense shake of his head was the second.

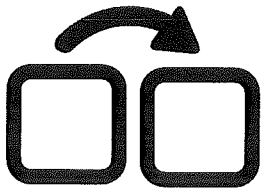
"Alan, look what they did! I can't believe it." Mom opened the door the moment the car came to a stop.

The store was one of the bigger ones I'd seen. It took up a lot of space. The bright neon sign, brick walls, and paved parking lot seemed a little out of place.

"Where's the park?" I looked around for a lake or forest, but all I saw was the store and some empty fields.

"This is where the park was. We're standing where the forest was. Oh Alan, the lake is gone. The swans..." she stopped when tears filled her eyes.

My dad looked just as upset. He walked to the side of the store. Ben and I



Cause and Effect Gone

followed him.

"Right about there was the lake." He pointed to a wet, mucky looking area filled with broken bricks, wires, and random garbage.

Mom came over. She wasn't crying anymore, but she still looked sad. "Remember the turtles?"

I looked back and forth between my parents' grieving faces then asked, "what about the turtles?"

"When your mom and I were in school, we studied the different ecosystems. We volunteered for an entire summer taking care of box turtles, recording their moves, tracking them, and watching over their eggs."

"Why would you do that?" Ben asked looking at the mud like he might see a turtle now.

"The turtles are endangered, which means one day they might be extinct." Dad shook his head again. "I can't believe I work for a company that would do this."

I picked my way through the mud and garbage trying to picture a lake and forest pretty enough that my parents would get married there. It was hard to do. The ugliness of the massive store was difficult to ignore.

"What happened to the turtles?" I asked.

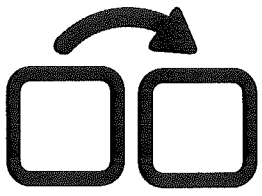
"They likely died."

Mom reached for dad's hand. I looked at Ben who had stared back in horror.

"What?"

"With their home gone, they either had to find a new one, or they died. The turtles aren't the only animals. Think of the birds, the rodents, the fish...so many lost their homes."

We stared at the store for a moment longer before getting back into the car. Dad no longer seemed interested in going inside. Mom talked about her memories of the forest, while Ben pulled out a piece of paper and drew a picture of a turtle. I just looked out the window. I wondered how many more forests would be lost before someone did something.



Cause and Effect Comprehension

1. What happened because the store was built?

2. What caused the narrator's mom to cry?

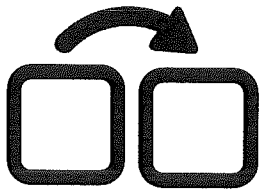
3. What caused the parents to not live in the town they got married in?

4. Why don't animals live in the area anymore?

5. The narrator's father works for a company that put up a store that destroyed an area that brought back good memories of his childhood and getting married. How do you think this might affect the way he feels about his job in the future?

ANSWER KEYS

Answer keys are provided.
Some pages may not be
included because answers
may vary based on book
students read.



Cause and Effect

What is it?

When you read, think about what happens and try to connect the events together. When you are doing this, you are thinking about the cause and effect. A **cause** is why an event happens. The **effect** is what happens because of the cause.

Read the sentences below. Draw a line under each cause and circle each effect.

CAUSE – Why something happened

EFFECT – What happened

1. I woke up late, so I missed the bus to school.
2. Fred had to mop the floor because he spilled his juice.
3. When I walked in the rain, I got wet.
4. Because the power was out for hours, the ice cream in the freezer melted.
5. The door was left unlocked, so the thief broke into the house.
6. I couldn't go out for recess because I forgot my homework.
7. Mia's shoelaces were untied, so she tripped and fell.
8. Greg ate a snack because he was hungry.
9. Because it is hot out, African elephants flap their ears to cool themselves off.
10. Amber returned her library book late, so she had to pay a ten cent fine.

Session 4

The Writing Process

Objective: The objective of this session is to promote your child's development in the writing process.

Why is it important?

Reading and writing share a strong connection. The more someone reads the better writer they become and vice versa. Using the writing process allows ones thoughts to become expressed through writing. Writing also helps to promote creativity.

PA Core Standards state that kindergarten students must be able to write the following pieces: **opinion, narrative, and informational**. They must also be able to use the conventions of writing (A capital letter, spacing, and punctuation).

Tips to Encourage Writing

- Support and encourage your child's efforts
- Accept phonetic spelling (write the sounds they hear)
- Include "grown-up" writing to model conventional spelling.
- Provide opportunities for children to practice all three different types of writing (opinion, narrative, and informational).
- You can give them a topic or allow them to choose their own.
- Remind your child to include a beginning, middle, and end of the story.
- Use "I Love My Sentence" as a visual reminder.
- Make it fun! Never use writing as a consequence or punishment.



Step It Up:

- Continue writing on a regular basis.
- Encourage longer pieces of writing with known sight words spelled correctly, correct use of capitalization, spacing and punctuation.
- Encourage them to stay on topic.
- Incorporate open-ended questions into their writing.
- Example: Write a different ending to a story, change the characters in the story, and/or write about your favorite character and why.

5 Steps in the Writing Process

Prewriting- Getting your thoughts down on paper.

freewrite, brainstorm, outline, notes

Drafting-

Putting your ideas and thoughts together.

sentences and paragraphs

Publishing-

Sharing your work with others.

final copy and presenting

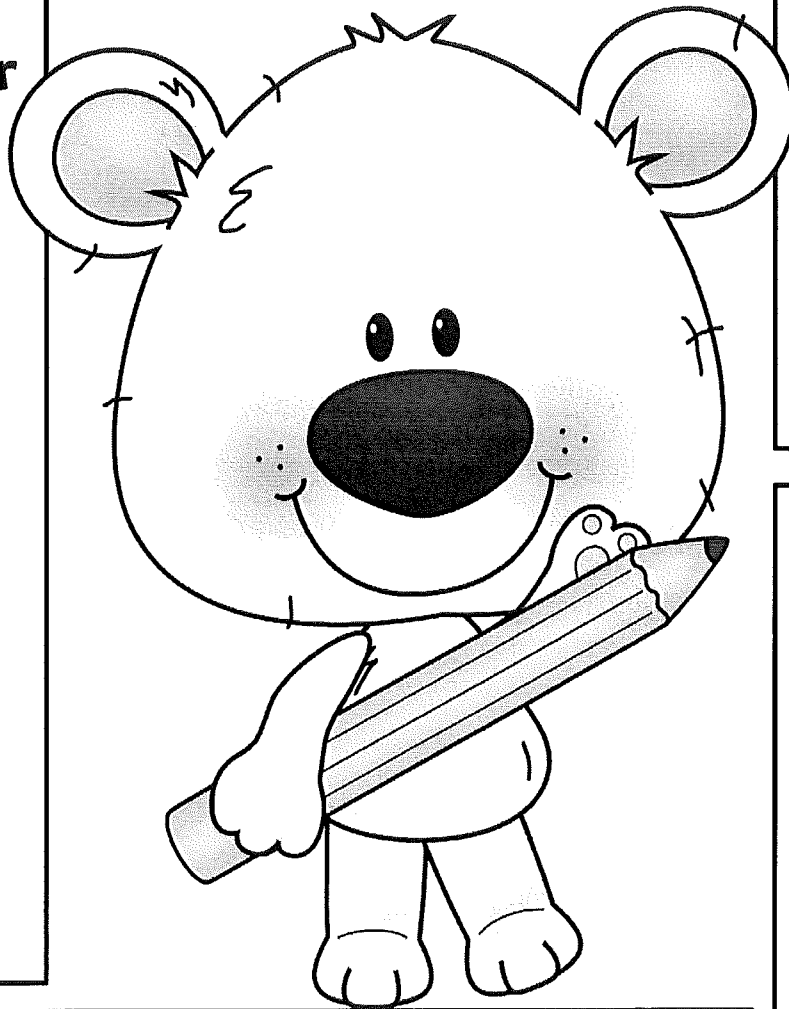
Editing-

Correcting grammar and punctuation.

proofreading symbols

Revising- Rewriting or rearranging sentences to make sense.

Making it all come together.

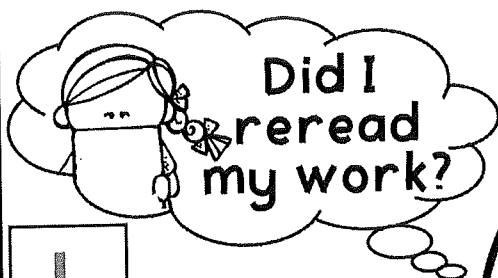


5 Point Check

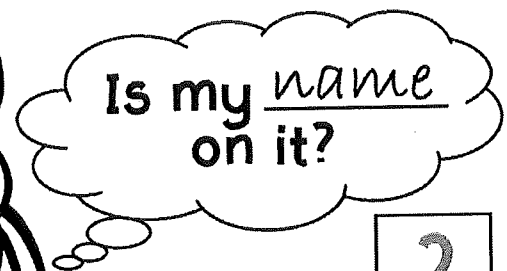
EDITING CHECKLIST FOR PRIMARY STUDENTS

Author:

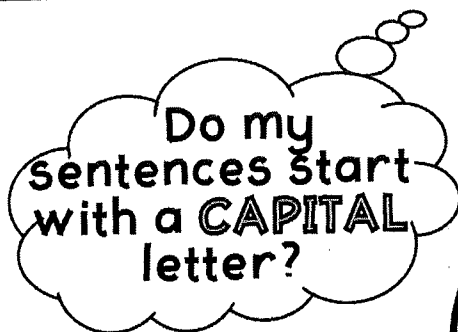
Title:



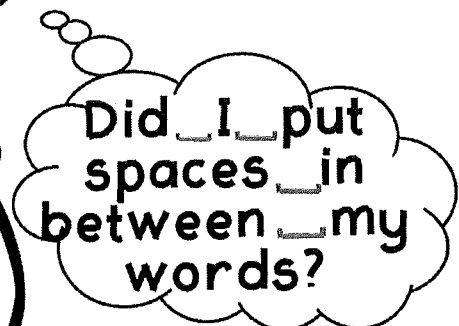
1



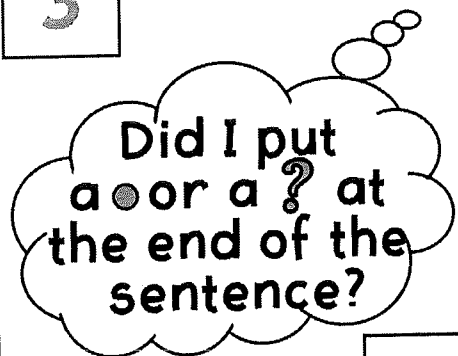
2



3



4



5

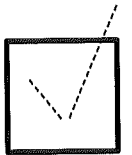


Name: _____ Date: _____

Topic: _____

Prewriting:

- _____ Brainstorm ideas
- _____ Choose a topic
- _____ Talk to a partner
- _____ Make a list or graphic organizer



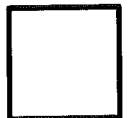
Drafting:

- _____ Organize your ideas
- _____ Write sentences
- _____ Add supporting details



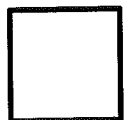
Revising:

- _____ Check for organization
- _____ Improve your word choice
- _____ Fix words/sentences that don't make sense



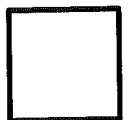
Editing:

- _____ Check your spelling and grammar
- _____ Check for capitalization and punctuation



Publishing:

- _____ Write a final copy
- _____ Use your neatest handwriting



My Nonfiction Notes

Name: _____

Date: _____

Before reading: After reading: _____

My Topic:



My Source:



Something I already know about this topic:



Something I wonder about this topic:



After reading I learned that...



The fact I found most interesting:

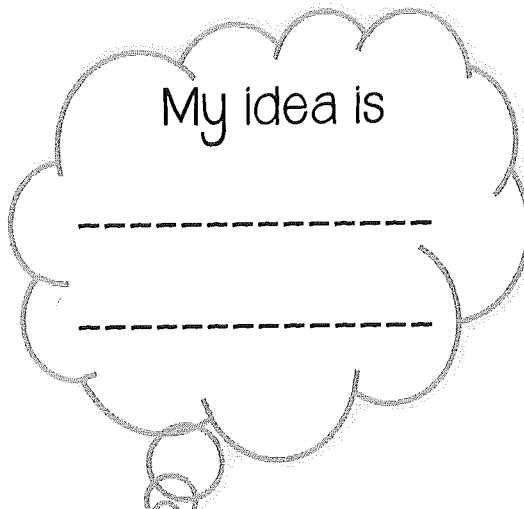


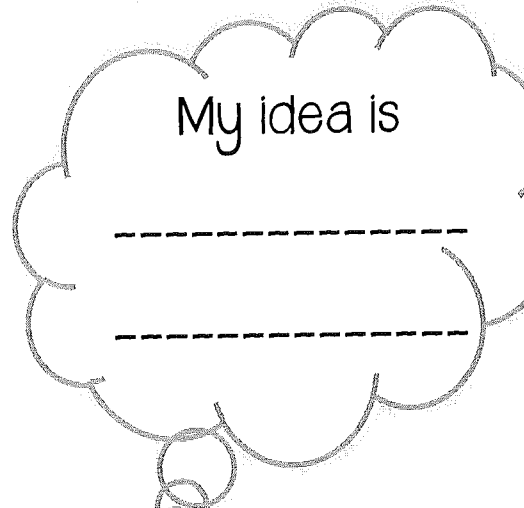
Another fact I want to share:

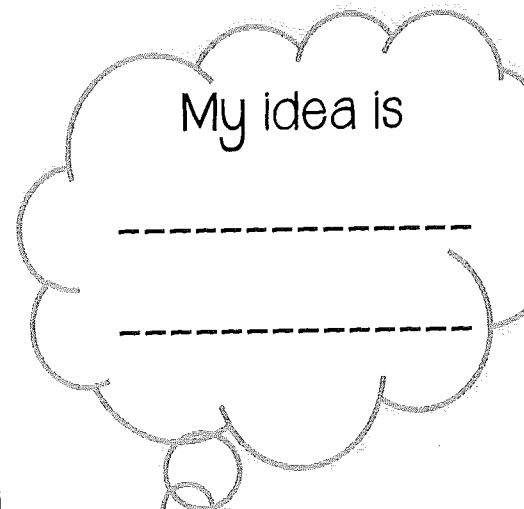


Name: _____

Writing Idea and Details Brainstorming Organizer

	<p>Details about my idea are</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>
---	--

	<p>Details about my idea are</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>
--	--

	<p>Details about my idea are</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>
---	--

Resources

Turtlediary.com

Raz-kids.com

Abcmouse.com

McGraw-Hill Connected (See classroom teacher for login)

Tumblebooks.com (Go through Read With Me website)

Book Flix (Go through Read With Me website)

Apps

Endless Alphabet

Endless Reader

Read Me Stories: Kids Books

Phonics Spelling and Sight Words

Hooked on Phonics

Sight Words Kindergarten – Free

Sight Words for Reading

- Rock n Learn

Kids Learn to Read Rhymes

- Number Minds

Kids Write ABC

Letter Writing

Learn to Write Letters ABC123