

Reading Lunch and Learn

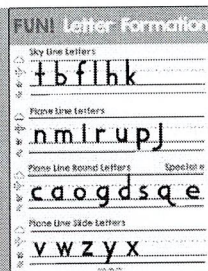
Kindergarten
2022-2023

Agenda

- Welcome
- FUNdations letters/sounds
- Reading Components Explained
- Specific Reading Activities
- Questions?
- Thank you

FUNdation Letters/Sounds

- Letter-keyword-sound
- Letter formation
 - Always start at the top
 - Not picking up your pencil unless necessary
 - Using the lines correctly



Phoneme Segmentation

- Breaking down words to hear their individual sounds.

WHAT IS PHONEME SEGMENTATION?

Phoneme segmentation is the ability to break a word down into its individual sounds.

EXAMPLES:

cat
/k/ /a/ /t/

she - /sh/ /ee/
hope - /h/ /o/ /p/
blue - /b/ /u/ /oo/
clack - /k/ /l/ /a/ /k/
swing - /s/ /w/ /ee/ /ng/

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Nonsense Word Fluency

- Letter sounds-Being able to read the individual letter sounds.
- Decoding-Being able to take those individual sounds and blend them back together to read a word.

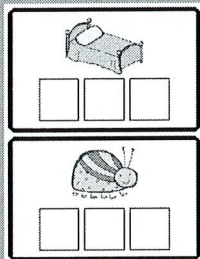
huf	jok	nul	pik
woz	det	bof	fup
gez	kav	mup	ret
viz	yuj	oos	jep
bak	cug	dep	fik
gom	haf	jun	kip
laf	muv	nop	pud
ret	sal	tiv	wug

Word Reading

- These are sight/heart words. We have recently learned to teach them a little differently recently and wanted to share.
 - There are different types of heart words.
 - Permanent heart words- was, said, the, etc.
 - Semi-permanent heart words- they, with, see, me, my, etc.
 - Regular heart words- but, is, not, run, etc.

Phoneme Segmentation Activities

- Say a word and have them tell you the sounds they hear.
- Show them a picture and have them move objects to represent the sound.
- Say a word have them say the sounds and then write the letter that go with that sound. This is a more advanced skill at this point in the year.



Nonsense Word Fluency

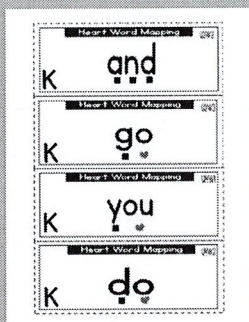
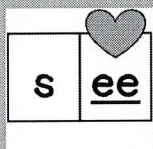
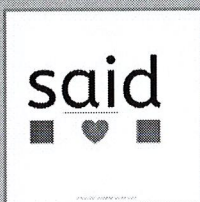
- We will send home words that you will be able to sound out and then blend together.
 - It is important that once they can tell you the sounds to begin blending them back together.

huf	jak	nul	pik
waz	det	bof	fup
gez	kav	mup	ret
viz	yul	cos	jep

bak	cug	dep	fik
gom	haf	jun	kip
laf	muv	nop	pud
ret	sal	tiv	wug

Word Reading

- Sounds we know we say
- Sounds we don't know we have to remember the rule



Questions and Thank You

- Does anyone have any questions?
- Thank you for coming and enjoying our lunch and learn.



Reading Fluency First Grade: Lunch and Learn

- Introduce the importance of reading fluency
 - Students move from word recall, to fluently reading text, so that they can comprehend what they are reading and connect to their own background knowledge
 - Share the NCDPI video
- Allow parents and students to read a fluency passage together, time students for one minute, then parents read for one minute.
 - Choose one of the activities- echo, choral, repeated from a book in their book box
- Share resources from NCDPI First Grade Fluency Site:
<https://www.dpi.nc.gov/students-families/parents-corner/literacy-home-digital-childrens-reading-initiative/1st-grade/fluency-1st-grade>

2nd Grade Agenda

Welcome to Lunch and Learn

November 10th, 2022

Fry Words- Instant Words are the most common words used in English, listed in order of frequency, and include all parts of speech. Also known as Fry sight words.

Nonsense Words- Nonsense words are made-up words that follow phonetic rules and can be pronounced, yet have no dictionary definition or meaning.

Fluency- Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to *read fluently* whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression.

What is Oral Reading Fluency?

Fluency is the ability to read accurately with reasonable speed and expression while understanding what is read.

In third grade, readers can read aloud text improving their reading rate, accuracy, and expression with each attempt. They can monitor their own comprehension and recognize when re-reading is necessary.

How do I know if my child is reading fluently? A simple way to know if your child is reading fluently is to listen to him/her read grade level text aloud. Have your child read a paragraph from his/her book. As your child reads, consider the following: How many words does he/she struggle with? How easily is he/she sounding out an unknown word? Is he/she reading with expression? (for example, pausing at commas, periods, etc.) Can he/she retell the story or summarize what the paragraph/story was about? Many schools test students' oral reading fluency skills as a way to screen for possible reading difficulties. Your child may be asked to read a grade level passage for one minute. The teacher will then calculate the "words correct per minute" (wcpm). Children who have strong word recognition skills and can quickly use word attack strategies when coming upon an unknown word are able to read grade level text at an appropriate rate for that grade.

How can I help my child read fluently? To help your child develop reading fluency: Model fluent reading. Provide opportunities when your child can hear you read aloud. Be sure to read with expression pausing appropriately at punctuation marks and changing voice for characters. Teach your child high frequency sight words. High frequency sight words are words that readers are encouraged to recognize without having to sound them out. It is estimated that the first 100 sight words account for approximately 50% of what we read. Words such as "the", "and" and "he" are considered high frequency sight words. These words can be practiced on flashcards. As you and your child read, point out the sight words in the story. Some children are able to identify the words on flashcards; however, this skill does not transfer to reading. Pointing them out as you read helps in transferring to reading the words in books. When having your child practice reading aloud, help your child choose books at his/her independent reading level. Use the 5-finger rule as a guide. This means that a child shouldn't struggle with more than 5 words on a page. Repeated reading has proven to

Practice Activities

Choral Reading: Practice reading the same text aloud chorally (together and in unison) with the child.

Echo Reading: Model expression while reading to the child. Then, have the child read the same sentence or phrase fluently. Watch Echo Reading.

Let's Get Cooking: Select a recipe to make together. Request that the child reads the directions for each of you as you complete each step of the recipe. Take notice if the child misses a word, correct, and have the child re-read the sentence.

Challenging Word Challenge: Read together. As the child misses a word, write it down on a piece of paper. After you are finished reading, review each of the missed words and help the child figure them out by breaking them down, looking for the smaller word, and/or sounding out. Use the words in a variety of games such as: trying to beat a time limit to read all words quickly, making duplicates and playing memory, or finding words that have things in common such as "ends in ing". Repetition with the unknown words can help your child more readily recognize them in the future.

Model Reading Fluency: Use the following tips for Reading With Expression:

- Read expressively: talk the way the story's characters would talk; make sound effects and funny faces; and vary the pitch of your voice throughout the story to make it more interesting.
- Expressively reread when you notice words like "shouted", "cried" or "laughed".
- Expressively reread when you notice the punctuation such as ! and ?.
- Enjoy the time reading together! Do not rush.
- See reading with expression here.

mCLASS Home Connect: Access Accurate and Fluent Reading activities to practice reading at home or on the go [here](#).

Go to: <https://www.dpi.nc.gov/>

Click on Students & Families

Click on Parent's Corner

Choose Literacy at Home

Then 3rd grade

Fluency

You may also want to check out the other pages on phonological awareness, phonics, vocabulary, comprehension, and oral language depending on your child's needs.

Thank you for attending Lunch and Learn!

Fluidez es la capacidad de leer con precisión con una velocidad y expresión razonables mientras se comprende lo que se lee.

En tercer grado, los lectores pueden leer en voz alta el texto mejorando su ritmo de lectura, precisión y expresión con cada intento. Pueden controlar su propia comprensión y reconocer cuándo es necesario volver a leer.

¿Cómo sé si mi hijo lee con fluidez? Una forma sencilla de saber si su hijo está leyendo con fluidez es escucharlo leer en voz alta el texto del nivel de grado. Haga que su hijo lea un párrafo de su libro. Mientras su hijo lee, considere lo siguiente: ¿Con cuántas palabras tiene dificultad? ¿Con qué facilidad pronuncia una palabra desconocida? ¿Está leyendo con expresión? (por ejemplo, hacer una pausa en las comas, puntos, etc.) ¿Puede volver a contar la historia o resumir de qué trata el párrafo/la historia? Muchas escuelas evalúan las habilidades de fluidez de lectura oral de los estudiantes como una forma de detectar posibles dificultades de lectura. Se le puede pedir a su hijo que lea un pasaje de nivel de grado durante un minuto. Luego, el maestro calculará las "palabras correctas por minuto" (wcpm). Los niños que tienen habilidades sólidas de reconocimiento de palabras y pueden usar rápidamente estrategias de ataque de palabras cuando se encuentran con una palabra desconocida pueden leer textos de nivel de grado a un ritmo apropiado para ese grado.

¿Cómo puedo ayudar a mi hijo a leer con fluidez? Para ayudar a su hijo a desarrollar fluidez en la lectura: Modele la lectura fluida. Brinde oportunidades cuando su hijo pueda escucharlo leer en voz alta. Asegúrese de leer con expresión haciendo pausas apropiadas en los signos de puntuación y cambiando la voz de los caracteres. Enséñele a su hijo palabras reconocibles a la vista de alta frecuencia. Las palabras visuales de alta frecuencia son palabras que se anima a los lectores a reconocer sin tener que pronunciarlas. Se estima que las primeras 100 palabras de vista representan aproximadamente el 50% de lo que leemos. Palabras como "el", "y" y "él" se consideran palabras de uso frecuente. Estas palabras se pueden practicar en flashcards. Mientras usted y su hijo leen, señale las palabras de uso frecuente en la historia. Algunos niños pueden identificar las palabras en tarjetas didácticas; sin embargo, esta habilidad no se transfiere a la lectura. Señalarlos mientras lee ayuda a transferir a leer las palabras en los libros. Cuando su hijo practique la lectura en voz alta, ayúdalo a elegir libros a su nivel de lectura independiente. Usa la regla de los 5 dedos como guía. Esto significa que un niño no debería tener problemas con más de 5 palabras en una página. La lectura repetida ha demostrado ser una de las mejores estrategias para desarrollar la fluidez lectora. Los niños deben tener muchas oportunidades para leer el mismo pasaje (o historia) oralmente varias veces. Es mejor si el adulto lee primero el pasaje (párrafo, historia) y luego hace que el niño lea y vuelva a leer el mismo texto. Por lo general, se sugiere leer el texto 4 veces cuando se enfoca en mejorar las habilidades de fluidez.

- La lectura en pareja es otra estrategia para mejorar la fluidez de la lectura oral. Con esta estrategia, usted y su hijo leen juntos las palabras en voz alta. Asegúrese de leer a la velocidad de su hijo leyendo cada palabra. Asegúrese de que su hijo mire cada palabra mientras uno de ustedes señala las palabras. Si su hijo lee la palabra incorrectamente, dígala y luego pídale que la repita inmediatamente.
- Hacer que su hijo escuche una grabación de un libro mientras sigue la historia es otra buena estrategia para mejorar la fluidez de la lectura oral. Los niños se benefician al escuchar a los lectores fluidos leer mientras siguen el libro. Anime a su hijo a señalar las palabras en la página mientras escucha la historia, ya que esto ayuda a fortalecer las habilidades de reconocimiento de palabras.
- Cuando escuche a su hijo leer, cuando llegue a una palabra desconocida, espere 5 segundos para permitirle usar habilidades de estrategia de ataque de palabras (dividir la palabra en sílabas) para descifrar la palabra. Si tiene que proporcionarle la palabra a su hijo, asegúrese de que la repita en voz alta mientras señala la palabra en el texto.
- Hay varios programas de computadora disponibles para uso doméstico para mejorar las habilidades de fluidez en la lectura oral utilizando la estrategia de lectura repetida. One Minute Reader producido por Read Naturally (www.readnaturally.com) y los libros interactivos Raz-Kids (www.raz-kids.com) son dos programas

Actividades de práctica

Si no tiene una impresora, la escuela de su hijo las imprimirá por usted .

Pasajes gruesos: practique la lectura de texto en fragmentos significativos, luego vuelva a leerlo con fluidez sin separación. Chunky Passages

Fast Phrases: Apila tarjetas con frases impresas boca abajo. Con una hoja de frases correctas por minuto, registre cuántas frases se leen correctamente con el objetivo de aumentar la velocidad y la precisión. rápida de frases

para comprender: utilice la información del marcador proporcionado para conocer estrategias para aumentar la fluidez durante la lectura en voz alta, incluida la lectura alternada y la lectura conjunta. Puedes ver Leer para comprender. Leer para comprender

el teatro del lector: asigne partes de los guiones del teatro del lector a familiares y amigos o haga que el niño lea las líneas de cada personaje con expresión. Reader's Theatre

Online Activities

Modelos de lectura fluida: este recurso brinda oportunidades para ver ilustraciones y escuchar libros leídos con fluidez.

Lectura con eco: este recurso proporciona libros para practicar la lectura con eco con su hijo para desarrollar la fluidez. Cada libro tiene un símbolo de altavoz en la parte inferior de la página. Empuje el altavoz para que el niño escuche la página leída en voz alta. Luego, haga que el niño haga eco de la lectura para practicar la lectura con expresión como si estuviera hablando con alguien.

Say What: este juego brinda un espacio para que los niños creen sus propias historias tontas, eligiendo ciegamente entre sustantivos, verbos, adjetivos y adverbios. Leer la historia creada y volver a leer para aumentar la fluidez.

Vaya a: <https://www.dpi.nc.gov/>
Haga clic en Students & Families
Haga clic en Parent's Corner
Elija alfabetización en el hogar
el 3er grado
fluidez

También puede consultar las otras páginas sobre conciencia fonológica, fonética, vocabulario, comprensión y lenguaje oral según las necesidades de su hijo.

¡Gracias por asistir a Almuerzo y Aprendizaje!

3rd - Burris

Welcome to
Lunch and Learn

COMPREHENSION

What is **Comprehension**?

Reading comprehension refers to the ability to understand what one reads. It is the ultimate goal of reading instruction.

So what does comprehension look like in third grade?

In third grade, readers...

- answer questions, citing evidence from the text
- identify the central message or moral of a text
- describe characters and their role in the story
- distinguish their own point of view from another's point of view (for example, the narrator's or the character's)
- can explain how the illustrations contribute to the text
- use text features to locate information
- compare and/or contrast features of texts by the same author
- compare and/or contrast two texts written on the same topic

Is your third grader building knowledge from reading?

Does your reader understand all that is read?

What does it look like?

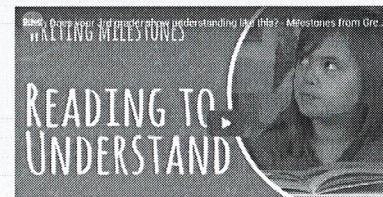


<https://youtu.be/XpQeCHlzcS0>



Does your third grader show understanding like this?

<https://youtu.be/XpQeCHlzcS0>



What can you do at home to help your child with comprehension?

Practice Activities

Before, During, and After:

Engage before reading a book to the child by making a prediction about the book, reading the blurb on the back, or connecting the topic of the book to something familiar to the child.

During reading, make personal connections, predict what will happen next, or discuss characters and/or emotions.

After reading, talk about favorite parts of the story and your opinions.

Practice Activities

Check-Ins:

Stop every few pages to "check-in" while the child is reading or as you are reading together. This is one way to know if the child is understanding what is being read or heard. Use open-ended questions to gauge their understanding (e.g., "What are your thoughts about this part of the story?", "How do you know?", "What do you think might happen next?"). You can vary how frequently you check-in based on how well your child is understanding the text. For more challenging texts, check-in more frequently.

Access Comprehension activities to practice reading at home by visiting mCLASS Home Connect.

<https://mclass.amplify.com/homeconnect/>

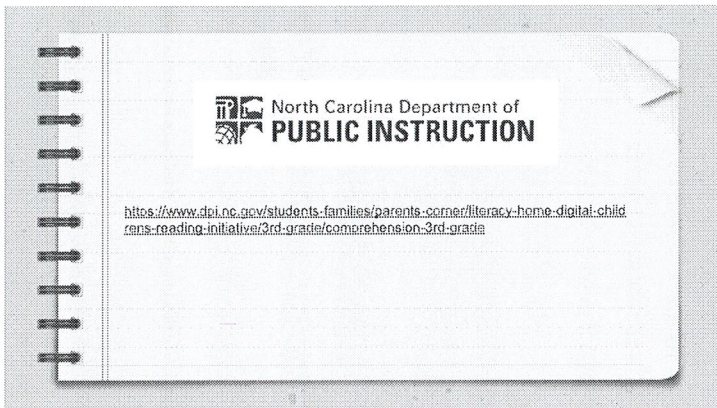
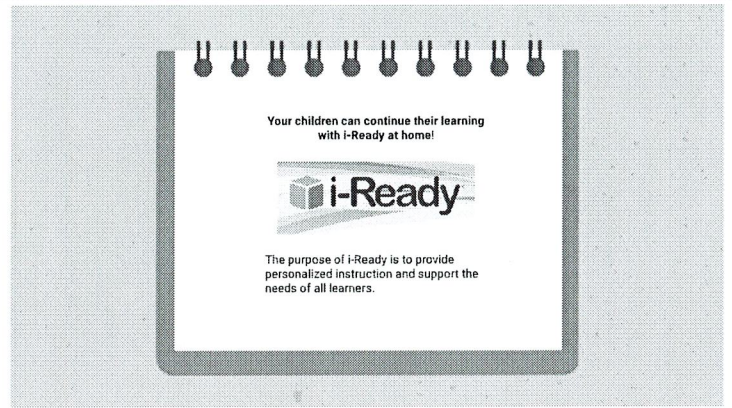
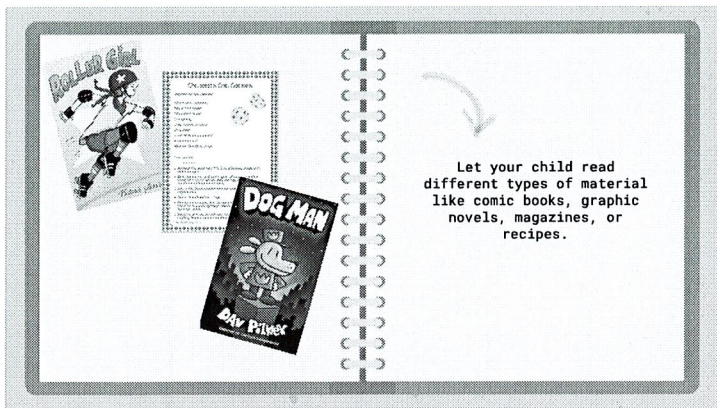
mCLASS® Home Connect®

What else can you do at home to help your child?

Let your child listen to books on tape as they follow along in their book.



Read to your child. Just because your child is older, it doesn't mean you have to stop sharing stories.



Lunch & Learn

Reader's Theatre Hosted by
Reading Rockets
3rd Grade

3rd Grade

Fluency

Fluency

Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read *fluently* whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression.

---Reading Rockets

Students who read
fluently should read
ON GRADE LEVEL TEXT
with at least 90 words
per minute.

Let's Practice!

1. Student reads and parents can help with words students struggle with. Mark the time on text after 1 minute.
2. Student reads and parents help text. Parents can even wait until the minute is up then go back to the missed word with their child. Mark the time on text after 1 minute.
3. Student reads alone and parents mark final time. Student sets a goal for the next time they read the text. Discuss the text with your child now. What was it tricky about? What did the

1:00

Lunch

12:30

Talent Show

1:00

Talent Show

- Emmanuel-Artwork
- Elife-Read Aloud "Santa Comes to the Great Smoky Mountains"
- Luke-Singing, "Sea Shanty"
- Emily-Jokes
- Mleigh-Artwork
- Easton Allison-Guitar
- Easton S.-Whistling
- Devon-Comedy

Thank You!

Please take a look at your
child's work in the hall!

3rd-Duckett

