



Grades K-1 Independent Reading Support

Student At-Home Activity Packet 3

This At-Home Activity packet includes two supports for independent reading. These supports can be used alongside any reading the student does.

The **Word Learning Routine Bookmark** provides a reminder of concrete steps to discover the meaning of unknown words and phrases.

The **Reading BINGO** card offers a set of activities to support independent reading. The activities encourage the student to share reading with others, write in response to reading, and build curiosity about words and topics from their reading. Each time the student reads, they can choose one activity and mark the square. Once they mark five in a row they will get B-I-N-G-O!

Looking for reading materials? Here are some websites that offer fun, free, high-quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.stornory.com

www.freekidsbooks.org

en.childrenslibrary.org

Flip to see the Grades K-1
Independent Reading Supports
included in this packet!





READING

B I N G O



Directions: Complete the activities below independently or with an adult. Do five in a row to get B-I-N-G-O!

B

Read someplace new, like outside.

I

Search through a book to look for letters. Can you find all the letters in the alphabet?

N

Use a whisper voice while you read. If an adult is reading to you, repeat what they read in a whisper voice.

G

Look at the cover of a book and write two questions you have before reading.

O

Read a book you've never read before.

Make yourself a reading tent using sheets or blankets and cuddle up to a book inside.

Find one word you don't know the meaning of and ask someone what it means.

Read a fiction story using different voices for each character.

Write or draw two details about the main character in a fiction story.

Re-read your favorite book.

Call a friend or family member and read to them. Ask them to read a story to you, too!

Pick a word from a book and tell or write two words that rhyme with it.

Free Space

Draw your favorite part of a book.

Read a nonfiction book.

Read to someone who is older than you.

Search through a book and find question words: who, what, where, when, why, how.

Read to your favorite toys or stuffed animals.

Write or tell two questions you have after reading a book.

Read a book that someone in your home picks out for you.

Read to someone who is younger than you.

Search through a book to find any words that have these blends at the beginning of a word: br, cr, dr.

While you read aloud, pay attention to punctuation at the end of sentences.

Use your favorite page of a book to practice handwriting. Rewrite the sentences from one page.

Find things to read in your home that aren't books—mail, labels on food, directions, or other things.

Word Learning Routine



1 Say the Word or Phrase Aloud

- Circle the word or phrase that you find confusing.
- Read the sentence aloud.



2 Look Inside the Word or Phrase

- Try breaking the word into smaller parts.
- Look for familiar word parts, such as prefixes, suffixes, and root words.
- Can you figure out a meaning from the word parts you know?



3 Look Around the Word or Phrase

- Look in nearby words or sentences for clues about meaning.
- Think about the word or phrase in the context of the paragraph.



4 Look Beyond the Word or Phrase

- Look for the meaning in a dictionary, glossary, or thesaurus.



5 Check the Meaning

- Ask yourself, "Does this meaning make sense in the sentence?"



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 **Ready | Reading**

Word Learning Routine Bookmark

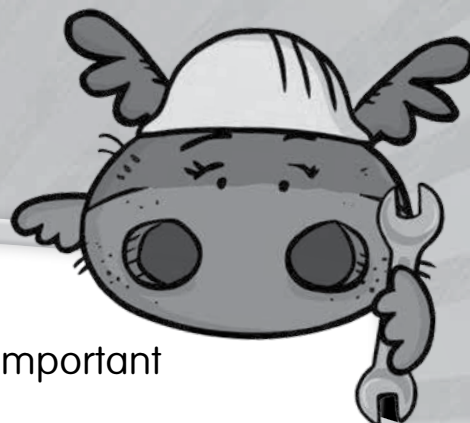
Help your student learn new words while reading!

As the student reads with you or independently, they will likely encounter unknown words or phrases. Pausing to focus on these words can support comprehension and expands the student's vocabulary.

- Use the Word Learning Routine to give the student concrete ways to determine how to find the meanings of unknown words and phrases.
- Encourage the student to record new words they encounter on the back of the bookmark.
- Celebrate all the new words the student discovers!

Listen and Learn

Asking Questions



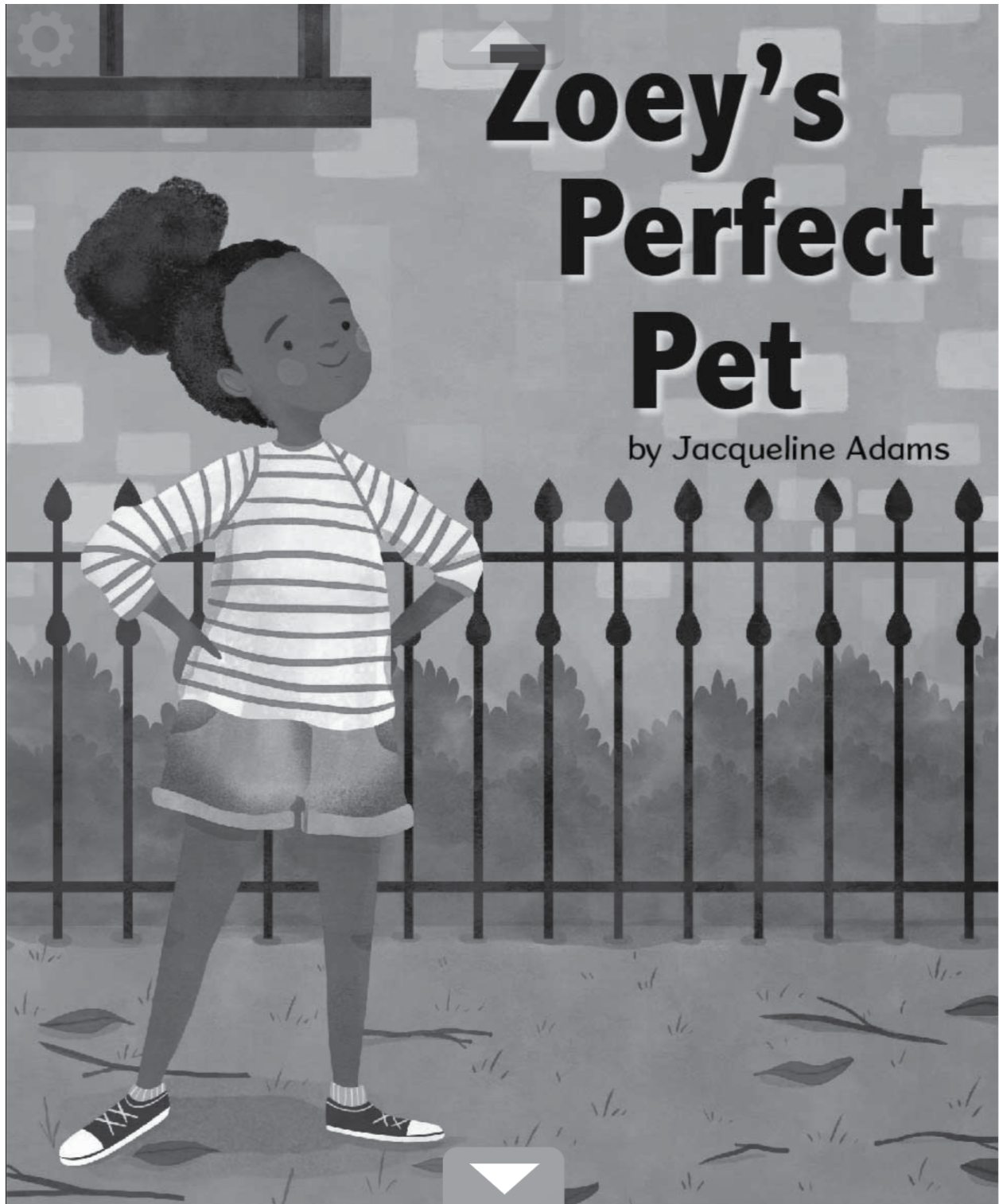
Asking questions helps you understand important information in a story.

When you are reading or listening to a story, you should ask questions. Begin each question with one of these words:

Who**Where****What****When****Why****How**

Finding answers to your questions helps you understand the story.

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“I want a **monkey**,” Zoey told her big sister.

Sibyl sighed. “Monkeys need to climb, Zoey. We do not have a place for a monkey.”

“Well, I can fix that,” Zoey said.

Zoey grabbed some sticks and took them into the house.





Zoey used a bunch of Sibyl's hair bands to hold the sticks together. It was a climbing tree!

Sibyl stomped in. "What did you do?"

"A monkey needs to climb," Zoey said.

"Get this mess out of here!" Sibyl ordered. "And forget the monkey!"





Zoey dragged the sticks outside. But she did not give up.

“A pig would be a good pet,” Zoey declared. “A pig needs mud.”

Zoey could not find any mud. “I can fix that,” she said.





Zoey dug a hole in the yard. She added water. Mud!

Sibyl walked outside. Sploosh! Splat! Mud was all over Sibyl.

“Zoey!” Sibyl yelled.

So Zoey filled in the hole. But she did not give up.





Zoey said, “Maybe I do not want a pig.
What pet can I try now? A bird? A rat?”

Something rubbed against Zoey’s leg.

“Oh, a cat!” Zoey picked up the scruffy,
skinny kitty and ran inside. “I want a cat!”
she told Sibyl.





Sibyl opened her mouth to speak. Zoey stopped her. “A cat does not need sticks or mud,” she said. “That means no more messes.”

“But that cat is a mess!” Sibyl said.

Zoey smiled. “We can fix that.”

And they did.



After-Reading Questions

Question 1 (from p. 1 of passage)

What does Zoey want? Circle the picture that shows what she wants.

a.



b.



c.



Question 2 (from p. 2 of passage)

What does Sibyl tell Zoey to do about the monkey?

- a. Make a bigger tree for the monkey.
- b. Get the monkey out of the house.
- c. Forget about a monkey.

Question 3 (from p. 3 of passage)

What does Zoey want now?

- a. She wants mud for a pig.
- b. She wants sticks for a pile.
- c. She wants a pet for her sister.

Question 4 (from p. 4 of passage)

What does Sibyl do?

- a. Sibyl gets mad at Zoey.
- b. Sibyl digs a hole.
- c. Sibyl cleans up the mud.

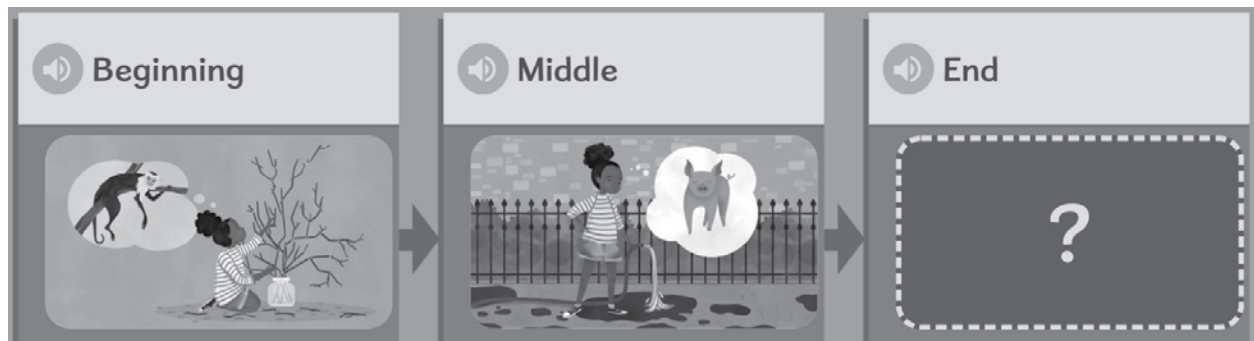
Question 5 (from p. 5 of passage)

What does Zoey want now?

- a. Zoey wants a bird.
- b. Zoey wants a rat.
- c. Zoey wants a cat.

Question 6 (from p. 6 of passage)

Look at the chart. What happens at the end of the story? Choose the correct picture.





b.



c.

Journal Entry 20

We all need help from others. Think about your time at home. Who or what has really helped you? Write a letter to that person or thing thanking them for helping you.

Dear _____,

Your friend,

Writing Checklist—I have checked my writing for:

☐ Neat Handwriting

☐ Spaces Between Words

☐ Capital Letters

☐ Punctuation