

Dear Parent/Guardian,

New PA state standards require each child to participate in a wide range of reading. In order to meet this new requirement, the Central Dauphin School District is implementing the RAH RAH (Read at Home) plan to encourage and support home reading. Numerous research studies have shown that students who read more are better readers.

Students will be challenged to reach weekly goals for home reading based on their grade level. Please note that the goals are the minimum per grade, but students are always encouraged to read beyond the recommendations.

Grade	Goal
Kindergarten-1 st grade	75 minutes a week
2 nd -3 rd grade	100 minutes a week
4 th -5 th grade	125 minutes a week

Home reading looks like, but is not limited to:

- Parent reads to child
- Child reads to parent
- Family reads together
- Child reads independently
- Child reads with siblings, friends, caregivers, etc.

Reading materials can include but are not limited to: books, magazines, reading anthology/Leveled Readers, Library Books, e Readers, anything sent home by the teacher, etc.

* Please note that social media does NOT count.

As a parent, your role is to ensure that children are completing the RAH RAH monthly calendar. Your child's teacher will be supporting you in encouraging students to reach their reading goal. If you feel your child's goal needs to be adjusted please contact his or her teacher. Goals may be adjusted based on your child's needs.

Consult with your child's teacher or with a reading specialist at your school if you have any questions or concerns.

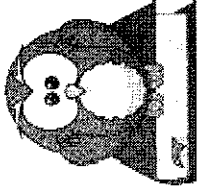
Thank you!

Central Dauphin Elementary Reading Specialists



Name _____

Month _____



RAHI RAHI Calendar (Read - At - Home)

Weekly Reading Goals by Grade:

Kindergarten and 1st minutes = 75+

2nd and 3rd minutes = 100+

4th and 5th minutes = 125+

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Parent Signature
Number of minutes read: _____	Number of minutes read: _____	Number of minutes read: _____	Number of minutes read: _____	Number of minutes read: _____	Number of minutes read: _____	Number of minutes read: _____	Adult signature (please sign weekly)
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*DISCUSS THESE questions with your child.

Guided Reading Goal Questions

Reading Comprehension Questions

Thinking *within* the Text

- Retelling
 - What is the main idea of the story (central message or lesson of the story)?
 - What are some *key* details from the story (2 to 3), ?
 - Retell the story including characters, setting, problem, and solution.
 - How did the story end?
 - What happened before or after _____?
 - Who is telling the story?
- Fluency
 - What punctuation do you notice on page _____?
 - How does this punctuation help you read? (pausing, voice inflection etc.)
 - What are these marks called? (point out quotation marks) Why did the author use them?
 - What did you notice about (a bolded word from the text)? How does the author want you to read that word?

Thinking *beyond* the Text

- Predicting
 - **During Reading** – How do you think the book will end?
 - What else might the characters like or do?
 - After reading the text, predict what might happen next or what the character will like or do. What clues helped you with this prediction?
- Making Connections
 - How are the characters the same as you?
 - What does this story remind you of?
 - Can you think of another book that is similar to this one?
 - How is the (topic, characters, ending) similar to (title of another book)?
 - How is the character the same in this book as in previous books?
 - How are the characters and what happens to them in this story the same or different as in a story that you know?
- Synthesizing
 - **Before Reading** – What do you know about (topic of book or character)?
 - What did you learn about _____ after reading this book? Show where you found this information.
 - What are the characters doing in this picture?
 - What did you notice about all the things the characters were doing?
- Inferring
 - How were the characters feeling in the book? How do you know?
 - What kind of character is _____? How did the author show what this character is like?
 - Why did the character _____? How do you know?
 - What pictures helped you know _____? How did the pictures help you?
 - How did the author show _____?

Guided Reading Goal Questions

- Why do you think _____?

Thinking *about* the Text

- Analyzing
 - What was the same about the _____ in the book?
 - What did you notice was different? (change in pattern, text features, etc.)
 - What was funny in the book? How do you know?
 - What do you notice that made the story funny or surprising?
 - Talk about what happened at the beginning of the story. Then what happened (events). What happened at the end?
 - What did the author do to make the characters or situation interesting?
 - What are the major differences between books that tell stories and books that give information?
 - How do the illustrations and details in a story help to describe its characters, setting, or events?
- Critiquing
 - What did you like/dislike about this (book, beginning, characters, ending)?
 - What did you like/dislike about the illustrations in this book?
 - What did you think about (book, beginning, characters, ending)? Why?

Thinking *within* the Text

- Summarizing
 - What is the main idea of the story (central message, lesson, or moral of the story)?
 - What are some *key* details from the story (2 to 3)?
 - Ask a question about key details in the text that begins with who, what, when, where, how, or why. Answer the question. (Students will develop and answer the questions.)_
 - Summarize the *important* events or episodes from the text in the order that they happened. Tell me more. (This could also be written.)
 - What was the problem in the story?
 - How did the characters solve the problem?
 - How did characters in the story respond to major events or challenges?
 - How did the story end? If applicable, what was the surprise at the end?
 - What new information did you learn about _____?
 - Who is telling the story at different points in the text?

Thinking *beyond* the Text

- Predicting
 - **During Reading** – How do you think the book will end?
 - **During Reading** – How do you think the problem will be solved?
 - Based on what you know, what might happen next?
 - After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?
 - Based on the genre or text structure of this book, predict what might happen next.
 - Has your prediction happened? How do you know?
- Making Connections
 - What does this story remind you of?
 - Can you think of another book that is similar to this one?
 - How is the (topic, characters, ending) similar to (title of another book)?
 - In a book series, how are the characters' attitudes and behaviors the same? How does this help you as a reader?
 - What connection can you make (personal, text, world)?
 - **Before, During, and After Reading** - Based on what you already know about _____, what connections can you make to the text?
 - **Before, During, and After Reading** - How did what you know about the topic help you understand the text?
- Synthesizing
 - What new information has been added to what you already knew about the topic?
 - After reading, has the new information changed your thinking about the topic? (Have the students clarified their knowledge of the topic?)
 - What did you learn about _____ after reading this book? Show where you found this information.
 - How has your thinking changed after reading?

Guided Reading Goal Questions

- Why are _____ important to us?
- Explain _____ in your own words.
- Inferring
 - Talk about how the character felt in the book. How do you know?
 - Look at the dialogue in the text. What does the dialogue tell you about how the characters are feeling or thinking?
 - Why do you think the character felt _____ or acted _____?
 - What is the character like? How do you know that?
 - Why did the character _____? How do you know?
 - How did the author show _____?
 - Why do you think _____?
 - How did the character change from _____ to _____? Why?
 - What happened to cause the character to feel or act _____?
 - What caused the problem or outcome?
 - How did you feel when the character _____? Why did the character feel and act that way?

Thinking *about* the Text

- Analyzing
 - What did the author do to make the characters or situation interesting?
 - What is the *genre* of the book? What are the characteristics of this genre that you noticed? (traditional language, literary language, descriptive language)
 - What types of illustrations are in the book (photographs, drawings, etc.)?
 - What text features did you notice in the book? How did they help you understand the book?
 - Could this story really happen? Why or why not?
 - Why did the author use (juicy word) to describe _____?
 - Show me where the problem was solved in the story. How do you know?
 - Explain the differences between fiction and nonfiction (informational) texts.
 - How was _____ (character, events, items in story) different from the others in the text (character, events, items in story)?
 - Locate the beginning of the text. Locate the series of episodes in the text. Locate the end.
 - What is the text structure of this book? Why did the author choose this? (description, compare and contrast, temporal sequence, problem and solution)
 - What nonfiction text features do you notice? Why did the author choose these features? (photograph, caption, pictures, etc.)
 - How can you show the characters' different points of view when reading aloud? (using a different voice for each character) If applicable, compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- Critiquing
 - What did you like/dislike about this (book, beginning, characters, ending, pictures)?
 - What did you like/dislike about the illustrations?
 - What did you think about (book, beginning, characters, ending)? Why?
 - What was the most important part of the story? Why?
 - Why do you think the author included this information?
 - How does the author use the photographs to give you more information about the topic?
 - How does the author help you learn about _____?
 - Do you agree or disagree with _____? Why or why not?

Sight Word Activities

Choose one or two activities to complete daily:

- Practice your sight words with Jack! Google Jack Hartmann sight word list 1, list 2, etc... Here is an example of the first sight word video:
<https://www.youtube.com/watch?v=0h1Q7SVKGOA>
- Rainbow write (pick 3 known words and 2 unknown words to practice reading, writing and spelling). Pick one color crayon or marker to write the word. Pick two other colors to use to trace over the words.
- Use sight words to write a sentence or story. Pick one word to use in a complete sentence. Pick three words to write and illustrate a story. *Remember, EVERY sentence begins with a capital letter and ends with a punctuation mark.
- Print or make your own sight word cards (2 copies of each word). Choose some known and unknown words. Play memory:
 1. Place the cards face down in rows.
 2. Player 1 turns over two cards and reads the words.
 3. If the words match, player 1 keeps the cards. If the words don't match, player 1 flips them back over.
 4. Next, player 2 takes a turn.

Goal: The player with the most matches at the end wins!
- Play my pile, your pile (2 player game). Use one set of sight word cards (some known, some unknown). Flip one card over at a time. Whoever says the word first keeps the card. The player with the most cards at the end wins.
- Pyramid Sight Words- Choose one sight word to write one letter at a time in the shape of a pyramid. Ex: Play
 - p
 - pl
 - pla
 - play

New Word Wall Word Cards

Print these out on different colored paper. Each week's words will be a different color (this is why they are not in order)

too

Unit 1 Week 1

friend

Unit 1 Week 1

I'll

Unit 5 Week 3

I'm

Unit 5 Week 3

how

Unit 3 Week 1

both

Unit 4 Week 1

why

Unit 3 Week 1

eyes

Unit 4 Week 1

would

Unit 3 Week 1

long

Unit 4 Week 1

boy

Unit 1 Week 2

girl

Unit 1 Week 2

where

Unit 3 Week 2

or

Unit 4 Week 2

what

Unit 3 Week 2

walk

Unit 4 Week 2

should

Unit 3 Week 2

around

Unit 4 Week 2

world

Unit 5 week1

young

Unit 5 week1

follow

Unit 5 week1

animals

Unit 2 Week 1

because

Unit 4 Week 3

won't

Unit 2 Week 1

carry

Unit 4 Week 3

don't

Unit 2 Week 1

think

Unit 4 Week 3

could

Unit 3 Week 3

again

Unit 5 Week 2

hear

Unit 3 Week 3

house

Unit 5 Week 2

every

Unit 3 Week 3

nothing

Unit 5 Week 2

people

Unit 2 Week 2

sure

Unit 4 Week 4

school

Unit 2 Week 2

there

Unit 4 Week 4

first

Unit 2 Week 2

right

Unit 4 Week 4

make

Unit 3 Week 4

together

Unit 5 Week 1

some

Unit 3 Week 4

ready

Unit 5 Week 3

our

Unit 3 Week 4

almost

Unit 5 Week 3

second

Unit 2 Week 3

these

Unit 4 Week 5

teacher

Unit 2 Week 3

done

Unit 4 Week 5

food

Unit 2 Week 3

great

Unit 4 Week 5

eat

Unit 3 Week 5

cover

Unit 5 Week 4

give

Unit 3 Week 5

warm

Unit 5 Week 4

small

Unit 3 Week 5

buy

Unit 5 Week 4

happy

Unit 2 Week 4

laugh

Unit 4 Week 6

good

Unit 2 Week 4

paper

Unit 4 Week 6

funny

Unit 2 Week 4

work

Unit 4 Week 6

far

Unit 3 Week 5

city

Unit 5 Week 5

live

Unit 3 Week 5

family

Unit 5 Week 5

their

Unit 3 Week 6

please

Unit 5 Week 5

find

Unit 2 Week 5

door

Unit 4 Week 7

does

Unit 2 Week 5

more

Unit 4 Week 7

full

Unit 2 Week 5

other

Unit 4 Week 7

been

Unit 3 Week 7

above

Unit 5 Week 6

knew

Unit 3 Week 7

bear

Unit 5 Week 6

out

Unit 3 Week 7

push

Unit 5 Week 6

hold

Unit 2 Week 6

want

Unit 4 Week 8

many

Unit 2 Week 5

noise

Unit 4 Week 8

away

Unit 2 Week 5

beautiful

Unit 4 Week 3

own

Unit 3 Week 3

surprise

Unit 5 Week 7

very

Unit 3 Week 3

different

Unit 5 Week 7

goes

Unit 3 Week 8

enough

Unit 5 Week 7

new

Unit 3 Week 2

idea

Unit 5 Week 1

two

Unit 3 Week 2

field

Unit 5 Week 1

watch

Unit 3 Week 2

everyone

Unit 5 Week 1

once

Unit 5 Week 3

head

Unit 5 Week 3

heard

Unit 5 Week 3

large

Unit 5 Week 7

only

Unit 6 Week 2

caught

Unit 5 Week 7

sorry

Unit 6 Week 2 Unit 6 Week 3

thought

Unit 5 Week 7

First Grade High-Frequency Words Check

6/5/19

Student:

Dates:

the	her	some	please
you	for	happy	house
and	go	funny	our
an	of	sorry	out
can	from	very	down
she	have	many	about
said	little	ready	again
like	see	family	great
is	here	watch	most
was	look	both	find
my	friend	good	child
to	boy	because	hold
will	school	want	new
off	girl	there	food
went	why	their	own
on	when	other	goes
all	what	or	been
am	where	part	laugh
play	how	first	walk
that	has	teacher	
this	does	were	
they	make	words	
with	write	could	
come	right	should	
put	these	would	
your	more	eat	
are	give	each	
TOTAL:			

Home Math Activities

1. Do jumping jacks and skip count by 1s, 2s, 5s, 10s.
2. Pretend you're a teacher and create an addition and subtraction test to give to your parent.
3. Find real life shapes around your house and sort them into 2D and 3D shapes.
4. Use a deck of cards to play place value war. Each person pulls a card and sees who has the bigger place value.
5. Use a deck of cards and pull 5 cards at a time. Put them in order from least to greatest or greatest to least.
6. Use a magazine to cut out pictures and create an addition or subtraction story.
7. Give your student 3 numbers and have them create a fact family.
 - a. For instance 3,4,7
 - i. $3 + 4 = 7$
 - ii. $4 + 3 = 7$
 - iii. $7 - 3 = 4$
 - iv. $7 - 4 = 3$
8. Pick a random number for your student to start from and have them count forward or backward to another number.
9. <https://www.splashlearn.com/math-skills/first-grade>
10. Face off in a dice war – each player rolls a dice, adds up the numbers. The highest sum wins that round.
11. Counting collections – pick a collection of objects in your house and count how many of them there are. Group them based on size, shape, or color.
12. Compare numbers using a deck of cards. Pick two numbers and have them tell which is greater than or less than
13. Use cards to build a two digit number. Then tell whether its odd or even.
14. Create your own hundreds chart on a blank piece of paper.
15. Give your student a number riddle and have them try to figure out what number you are thinking of.
 - a. For example:
 - i. I am a number that has two numbers inside of it. I have 2 tens. I have 3 + 4 ones. What number am I?