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FAMILY LITERACY GUIDES & ACTIVITIES

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Hello Families,

We're so excited to partner with you as your child learns to read!

Learning to read is one of the most important skills your child will ever build. It helps them succeed in school and in life. **Reading is a step-by-step journey, and you're your child's first and most important teacher.**

This packet is filled with simple, fun activities you can do at home using materials you already have. Our goal is to make learning feel like play. When children read, write, talk, and play, they grow stronger every day.

You may already be doing many of these things and that's wonderful! These guides will give you even more ideas to keep the fun going.

At the beginning of each grade section, you'll see a guide that shares what students are learning in school. This helps us all work toward the same goals. After the guide, you'll find easy activities to try at home. As you do them, remember to talk with your child. Ask questions. Let them explain their thinking. Sometimes, let your child be the teacher!

You'll also see teacher tips and the learning standards connected to each activity. This shows how your fun time together is building important skills.

Most of all, enjoy this time. Laugh, play, and learn together. When reading feels joyful, children grow into confident readers.

Please visit ReadWithMeNV.com or follow us @ReadWithMeNV on Instagram and Facebook for more helpful resources and fun learning ideas. You can also scan the QR code for quick access.

We're so glad to be on this journey with you!

With gratitude,
L3 Coalition





FIRST GRADE GUIDE & ACTIVITIES



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FAMILY LITERACY GUIDE



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First Grade

What should my child know and be able to do by the end of 1st grade?

LANGUAGE

- Use new words that they learn from reading and discussion. Connect new words to real-life experiences.
- In conversations with adults and peers, stay on a topic, express their ideas, and respond to what others say.

LEARNING TO READ

- Read one-syllable words with long and short vowels (e.g. flat, ship, rope)
- Read simple two syllable words (e.g. picnic, tunnel, upset)
- Accurately read grade-level texts at a comfortable pace and with expression.

READING TOGETHER

1st graders mostly show these skills with books that are read to them by an adult.

- Retell stories, including important details, and explain the main message or lesson.
- Name the main topic of an informational book and retell details learned from the book.

WRITING

- Write paragraphs for different purposes, including telling a story, sharing an opinion, or giving information.
- Write in complete sentences starting with a capital letter and ending with punctuation.
- Spell words using spelling patterns that they have learned. For example, after they learn about "ee," they use it to spell words like keep, sleep, and feel. *It is normal for 1st graders to make up spelling that they haven't learned yet.*

Explore more activities to support your child at [ReadwithMeNV.com!](http://ReadwithMeNV.com)



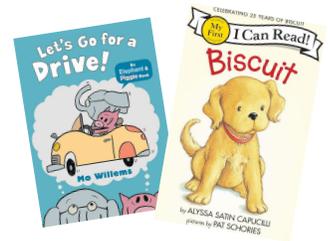
How can I support my child's literacy learning?

All literacy activities can be done in your home language!

Talk with your child using big words, sentences, and ideas. Engage in conversations as much as you can.

Read 20 minutes per day, and talk about what you read. 1st graders should BOTH listen to stories read by an adult AND practice reading simple texts.

"Early reader" picture and chapter books are great for 1st graders learning to read.



Read more challenging picture or chapter books together.

Provide opportunities for your child to **draw and write** at their own level.

The Best Pet

Which kind of pet is best, a cat or a dog?

I used to have a dog and I think a dog is best. A dog becas its cute and it likes to Play and its snuggly and it likes to choo bones. A dog is best because of these reasons.

Source: Student Achievement Partners

Encourage your child to add onto their ideas and write multiple sentences. Spelling does not need to be perfect!

STORY RETELLING ACTIVITY

Read a story together and then talk about it.

Grade Range: Kindergarten - 2nd Grade

Time Required: 10-30 minutes



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OVERVIEW:

By reading a story then discussing what happened first, next, and last—and by talking about characters and problems—your child is practicing important skills that help with reading comprehension, speaking clearly, and understanding stories.

MATERIALS:

- A storybook (from home or the library), or a made-up story
- A quiet place to sit together
- Optional: paper or crayons/markers for drawing

STEP-BY-STEP INSTRUCTIONS:

1. Choose a story.

Borrow a free book from the library or use a book from home. You could also make up a simple story.

2. Read the story together.

- Sit next to your child so they can see the pictures.
- Read the story with expression. You can use different voices.
- Pause to point at pictures and name what you see.
 - *It is ok if your child wiggles and asks questions.

3. Talk about the story.

Have a short conversation about what happened in the story. You can talk about the characters and/or the problem and solution.

4. Guide the retelling.

Help your child retell the story by using words like: First, Next, Last.

5. Optional: Drawing activity.

Encourage your child to draw their favorite part or their favorite character.



Learning Goals (Standards Aligned)

- Listen to a story, identify key details and characters.
- Retell events in order using their own words.

Why This Helps

Reading and talking about a story together gives children practice understanding what they hear, remembering important parts, and clearly explaining their ideas.

Tips For Families

If you don't have a book, you can make up a story. Tell a simple story about animals or superheroes.

DESCRIBE AND DISCOVER

Use a few household items and create a story.

Grade Range: Kindergarten - 2nd Grade

Time Required: 10-30 minutes



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OVERVIEW:

Your child will choose 3-5 household items and you will help them describe those items using different words like color, size, and feel. Then, use one item to create a short story.

MATERIALS:

- 3-5 objects from around the house

STEP-BY-STEP INSTRUCTIONS:

1. Choose 3-5 items from around the house.

Example: A spoon, a sock, a toy car, and a book.

2. Ask your child to describe each item.

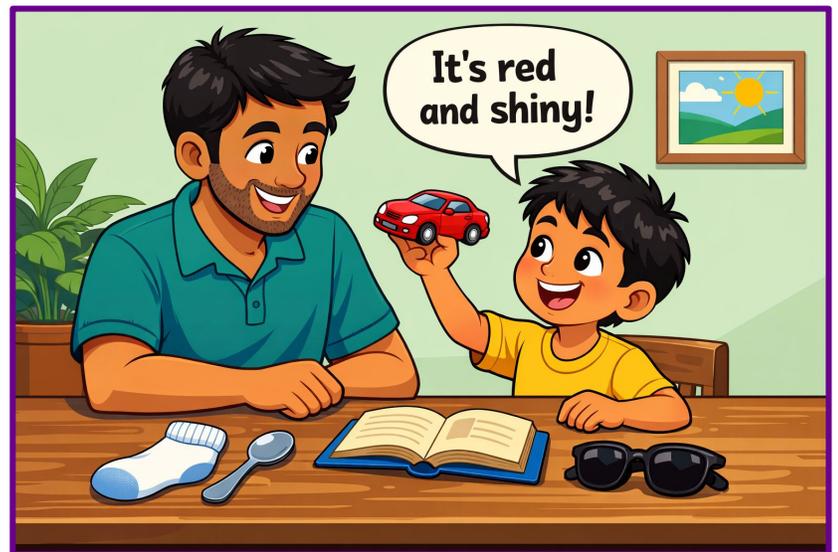
Example: “What color is it?” “Is it big or small?” “Is it soft or hard?”

3. Help your child use different describing words.

Example: “Yes, it’s red. Is it also shiny or dull?”

4. Pick one item and make up a short story together.

Example: “Let’s pretend the sock went on an adventure. Where could it go?”



Learning Goals (Standards Aligned)

- Build vocabulary using descriptive words.
- Tell simple stories.

Why This Helps

By describing everyday items and creating a story, children practice using new describing words and develop early storytelling and language skills.

Tips For Families

- Give your child time to think before helping them.
- It’s okay to be silly!
- Repeat and expand on what your child says to model new words.

BOOK IN A BAG

Recreate a story with household items.

Grade Range: Kindergarten - 2nd Grade

Time Required: 15-20 minutes



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OVERVIEW:

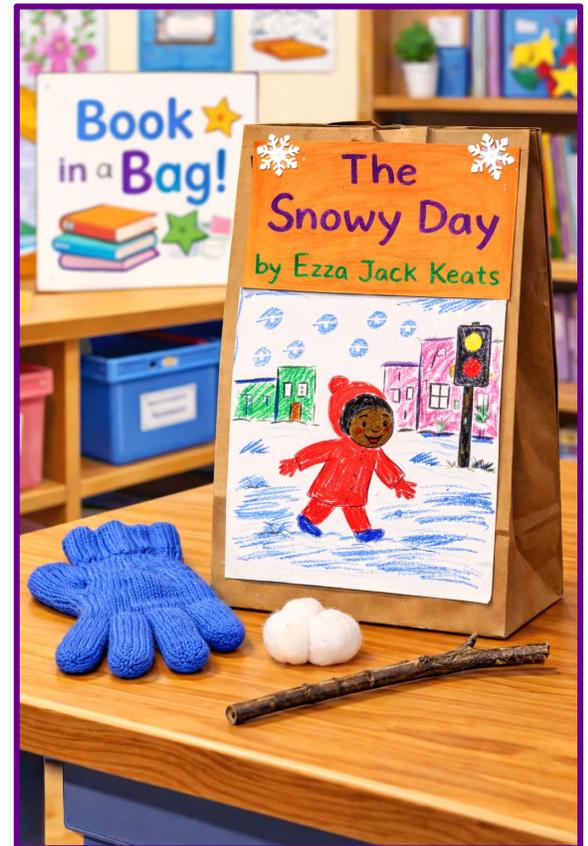
Create a bag (or box) that represents a favorite book by finding items around the house that connect to the characters and setting.

MATERIALS:

- Paper bag or cardboard box
- Coloring materials
- Household items or existing toys

STEP-BY-STEP INSTRUCTIONS:

- 1. Select a book of interest.**
- 2. Read the story together.**
Ask questions to help your child notice the characters and setting.
- 3. Decorate the bag/box.**
Have your child color and draw pictures of the characters or scenes from the story.
- 4. Collect items.**
Find items that represent the the setting or characters in the book. For example:
 - What a character was wearing (glove)
 - Something representing the setting (cotton for snow)
- 5. Explain the items.**
 - Talk about why each item was selected.
 - **Extra Challenge:** Write sentences to explain each item.



Learning Goals (Standards Aligned)

- Identify characters and setting in stories.
- Retell stories.

Why This Helps

This is a low pressure activity which can get your child thinking about a story and encourage: self-confidence, recall, and presentation skills.

Tips For Families

Get creative! This activity is about making connections to the story and explaining your thinking, not finding the exact right items.

RHYMING LISTS

How many rhymes can you think of?

Grade Range: Kindergarten - 2nd Grade

Time Required: 5-10 minutes



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OVERVIEW:

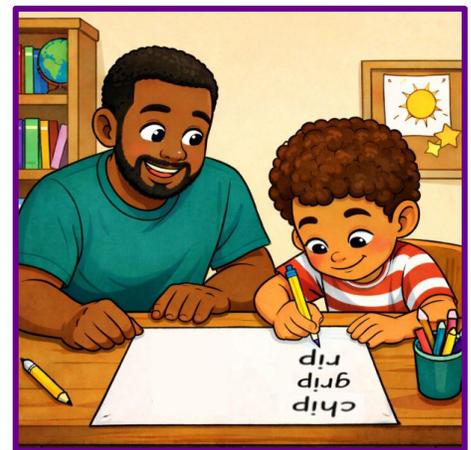
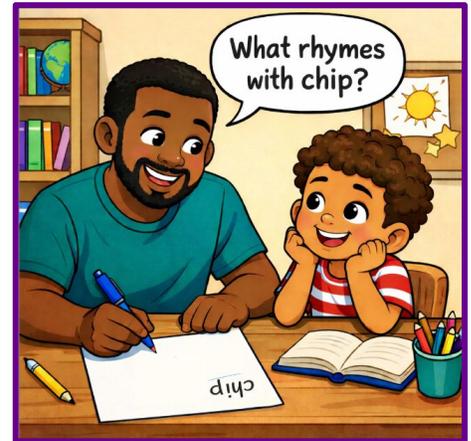
Work with your child to make a list of as many rhyming words as you can.

MATERIALS:

- Paper and pencil (or any writing surface and writing utensil)

STEP-BY-STEP INSTRUCTIONS:

- 1. Write a simple word on the paper.**
- 2. Think of a word that rhymes, and add it to the paper.**
Point out the shared spelling between the words.
- 3. Invite your child to add a word.**
Help them with spelling if needed by pointing out that the beginning changes, but the end stays the same.
- 4. Take turns rhyming.**
Think of as many words as you can. You can even add made up words if you want!
- 5. Read your list of words.**
Make it fun and silly by reading the words faster and faster!



Learning Goals (Standards Aligned)

- Read and spell words with common spelling patterns.

Why This Helps

When your child practices a spelling pattern with many words, it helps them be able to read and spell the words automatically.

Tips For Families

Ask your child's teacher what words they are learning in school so you can practice the same ones at home.

EXPANDING SENTENCES

Create complex sentences by adding detail.

Grade Range: Pre-K - 3rd Grade

Time Required: 5-10 minutes



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OVERVIEW:

You will start with a simple sentence and make the sentence longer and longer by asking questions and adding details.

MATERIALS:

- Paper and pencil (or any writing surface and writing utensil)

STEP-BY-STEP INSTRUCTIONS:

1. Write a simple 2-3 word sentence.

Example: The dog ran.

2. Ask a question about the sentence.

Examples:

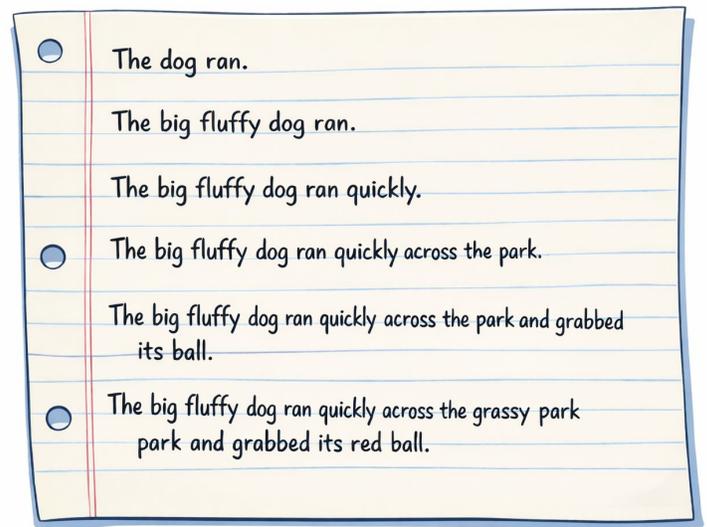
- What did the dog look like?
- How did the dog run?
- Where was the dog?
- When did the dog run?
- What happened next?

3. After each question, add details to write a longer version of the sentence.

Your child can just give ideas verbally or they can help you write some of the words in the sentences.

4. Repeat asking a question and writing a new, longer sentence.

What other details could you add? Try to make the sentence as long as you can!



Learning Goals (Standards Aligned)

- Use complete sentences applying standard grammar.
- Answer questions to add information.

Why This Helps

Exploring longer sentences will help your child understand their reading and add more detail to their writing.

Tips For Families

You can do this same activity verbally (without writing the sentences) as a fun way to pass time when waiting or in the car.



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