

INTRODUCTION: STOP WHINING AND JUST READ WITH ME ALREADY!

Materials Needed: Imagination and quality time discussing creative ideas with your child

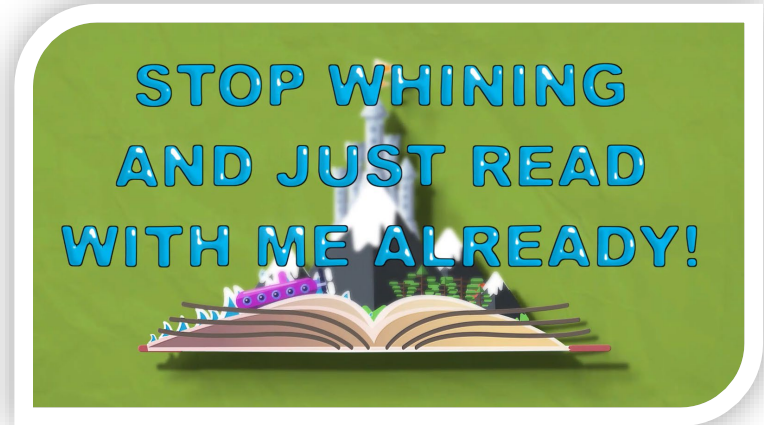
Process:

Step 1: Sit down with your child and brainstorm all the creative ways you can read together.

Step 2: Join our closed Facebook group: Stop Whining And Just Read With Me Already!

Step 3: Share your creative ideas, photos and videos on our Facebook group.

Step 4: Have FUN reading in new and creative ways!





CAMP OUT



Materials Needed: Reading material, tent and sheets, pillows and blankets, construction mindset and optional S'mores

Process:

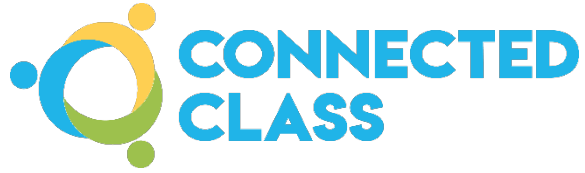
Step 1: Set up a tent or create a tent using sheets.

Step 2: Grab pillows and blankets to create a comfortable reading space.

Step 3: Select reading material and begin reading in your tent.

Step 4: Talk about your favorite part of the reading.

Step 5: Share the details of your experience on the Stop Whining and Just Read with Me Already! Facebook group.



FAMOUSLY FLUENT

Materials Needed: Reading material and recording device

Process:

Step 1: Give your child new reading material that is in their comprehension sweet spot - from 50 Lexile measures above their reading level to 100 Lexile measures below it.

Step 2: Record their first time reading through the text for one minute.

Step 3: Play the recording back for them and give suggestions on how to improve.

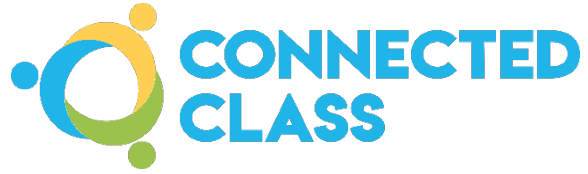
Step 4: Ask them what they comprehended from their first time reading.

Step 5: Record their second time reading the text. Play it back for them and give feedback again making sure to tell them where they improved.

Step 6: Read the text up to four times providing feedback each time. If the student masters the text before the fourth time, stop.

Step 7: Listen to the first and last recordings with your child. Discuss the improvements from the first time to the last time.





LEARN AND EARN



Materials Needed: Determination, reading list, reward list, optional library card and consistency

Process:

Step 1: Create a reading list that includes the key concepts you want your child to learn.

Step 2: Create a reward list that the child can choose from after completing a book.

Step 3: Determine how you want your child to demonstrate what they learned from the book they read.

Examples: act out the story, illustrate a favorite part or write a brief summary



LIGHTS, CAMERA, ACTION

Materials Needed: A play or script to read, reading partner, costumes, recording device and optional props

Process:

Step 1: Locate a play or a script for your child to read.

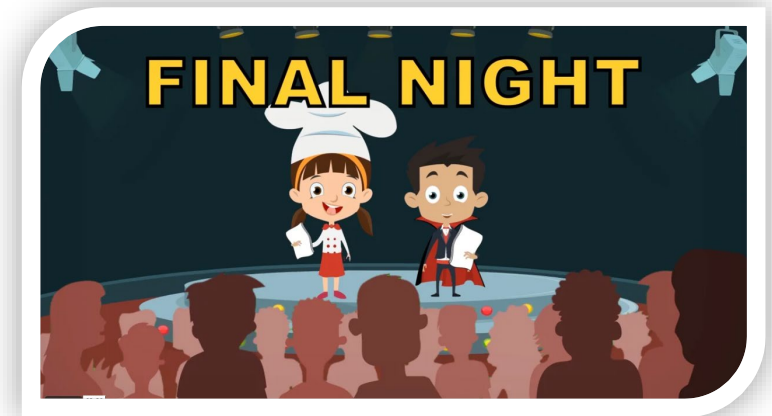
Step 2: On the first night have your child read through the script with a reading partner and decide which character or which characters they would like to be. Start thinking about props and costumes as well.

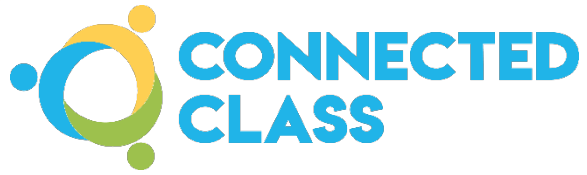
Step 3: On the second night have both reading partners practice reading the script to each other.

Step 4: On the third night have your child and reading partner dress up in costumes with their props when reading the script again.

Step 5: The fourth night is a dress rehearsal. Record the performance and have your child watch the video to see where they can improve.

Step 6: The fifth night is the final performance. Invite the whole family and record the performance again. Your child can watch the final performance video and see how they improved from the fourth night.





NONFICTION NUGGETS

Materials Needed: Informational text, Post-It Notes, pencil

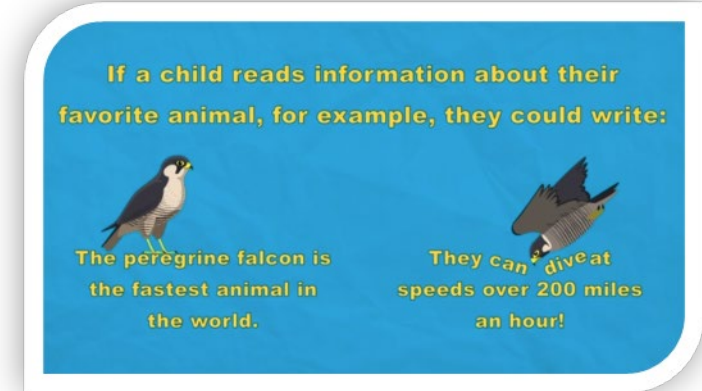
Process:

Step 1: Choose an informational text about a topic that is interesting to your child.

Step 2: Read it together. Pause throughout the reading to discuss the topic and check for comprehension.

Step 3: Write down interesting or important facts on Post-It Notes to share with others after reading.

Step 4: When your child finishes reading, take the Post-It Notes and read them to another family member or friend to share what has been learned. The child could also post the information in creative locations around the house.





PJ'S AND POEMS

Materials Needed: Favorite pair of pajamas, poem

Process:

Step 1: Put on your favorite pajamas.

Step 2: Choose a poem.

Step 3: Have your child read the poem out loud. Make sure to listen for expression.

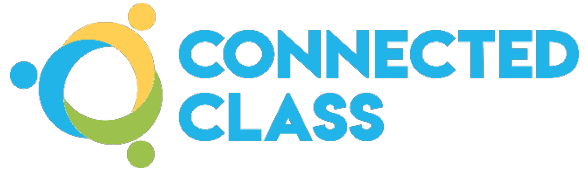
Step 4: After reading the poem, ask your child what they think it is about. Ask them what feelings the poem produces inside of them.

Step 5: Next, model for them how to read the poem with expression.

Step 6: Have your child read the poem again with more feeling.

Step 7: After practicing, invite other people to listen to a session of Pj's and Poems. Your scholar can always stand on the bed to pretend it is Open Mic Poetry Night.





READING IN A FLASH



Materials Needed: Reading material and a flashlight

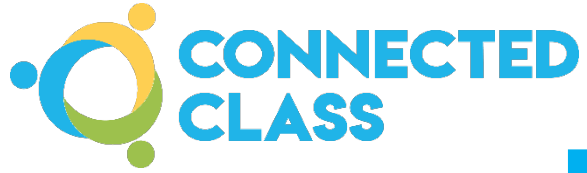
Process:

Step 1: Before bedtime grab a flashlight and a story.

Step 2: Snuggle up together, and take turns holding the flashlight and reading.

Step 3: Talk about your favorite part about the reading.

Step 4: Share the details of your experience on the Stop Whining and Just Read with Me Already! Facebook group.



ROLL OUT THE “READ” CARPET



Materials Needed: Book that was made into a movie, access to the movie, optional popcorn and treats

Process:

Step 1: Sit down with your child with a list of books that have been made into movies. Choose a book to read.

Step 2: Discuss a plan for reading it such as one chapter per night.

Step 3: After completing the book, select a special time where you can watch the movie together.

Step 4: After you watch the movie, take time to talk about it. Ask questions: Did you like the book or the movie better? Why?



SILLY SNAPCHAT

Materials Needed: Reading material, smartphone or tablet, parent Snapchat account and a sense of humor

Process:

Step 1: Set up a parent Snapchat account.

Step 2: Before you use it with your child, review the Safety Center under Settings.

Step 3: Select reading material.

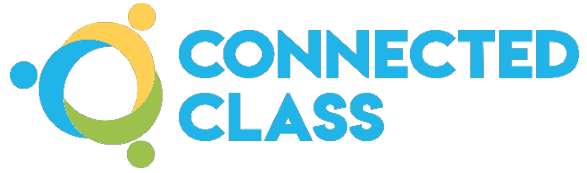
Step 4: Open the Snapchat app, and select the filter you want to read with.

Step 5: Record yourselves reading.

Step 6: Watch yourselves being silly as you read.

Step 7: Share with friends and family by texting the video or posting to Snapchat. (Optional)





STORIES WITH SOMEONE SPECIAL



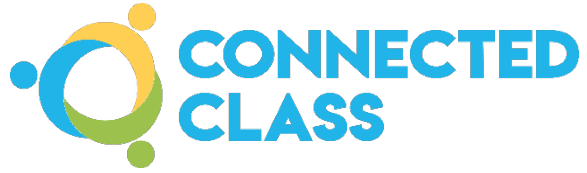
Materials Needed: Reading material, someone special and an optional smartphone or tablet

Process:

Step 1: Have your child make a list of all the special people they would like to read to or with.

Step 2: Contact those people to see if they would like to read together in person or use technology.

Step 3: Read!



FAIRY TALE TEA PARTY



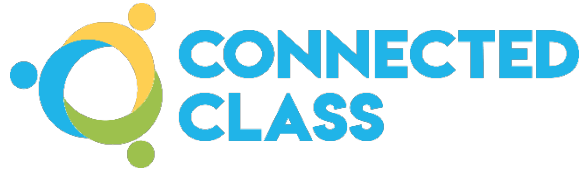
Materials Needed: Favorite fairy tale, tea set, yummy treats, your imagination

Process:

Step 1: Create a unique space for a surprise tea party with your child. Locate any household items that will make your child feel special, such as their most loved stuffed animals, teapot cups, yummy treats, and a fairy tale. If you think it will be more motivating for your child to help decorate the space, do it together.

Step 2: Decide who reads the fairy tale or take turns.

Step 3: To increase comprehension and understanding of the text, ask your child questions such as: Who was the main character? What was something the main character wanted or needed? Describe the challenge the main character faced and how the problem was resolved.



LETTER SOUND SHOWCASE



Materials Needed: 26 paper plates, marker, a sense of adventure

Process:

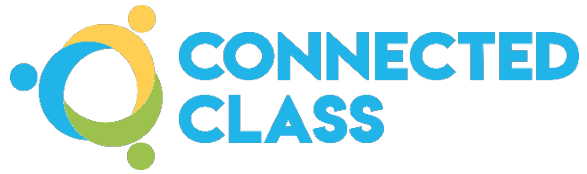
Step 1: The first time you do the activity, write an upper and lowercase letter on each paper plate for the whole alphabet. Have the child name the letters and practice the sounds they make.

Step 2: Each time you do the activity, select one to two letters to practice.

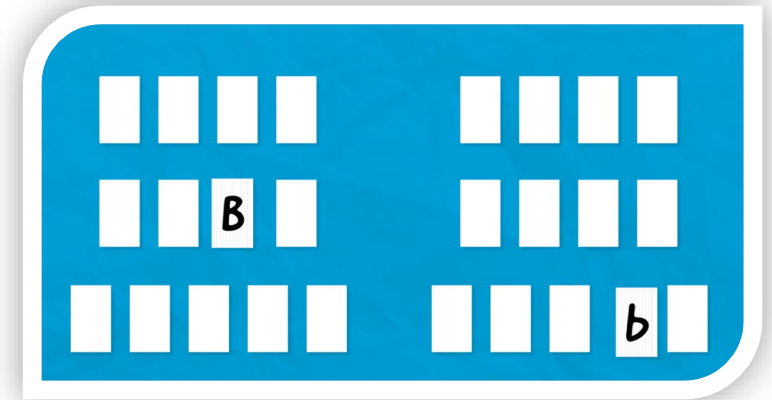
Step 3: Have your child identify each letter and the sound or sounds it makes.

Step 4: Send your child on a scavenger hunt around the house to find items that begin with each letter sound. When they find an object, they will place it on the paper plate.

Step 5: Your child can continue to add to the showcase and share it with family and friends. If you do not have paper plates, you can use plastic bags or paper to display the items.



LETTER MATCH



Materials Needed: Index cards, marker, opponent

Process:

Step 1: The game will be divided into two rounds. Begin by using the first 13 letters of the alphabet.

Step 2: Write the first 13 uppercase letters on separate index cards. Shuffle them and place the cards in rows on the left side of the table.

Step 3: Then write the 13 matching lowercase letters on index cards. Shuffle them and place them in rows on the right side of the table.

Step 4: Take turns flipping over one card from each group and naming the letters. If the uppercase and lowercase letters match, keep the set and take another turn.

Step 5: If they do not match, it is the next player's turn. Continue playing until all the cards are matched. The player with the most pairs at the end of the game wins. Then play again with the second half of the alphabet.



MYSTERY LETTER BAG



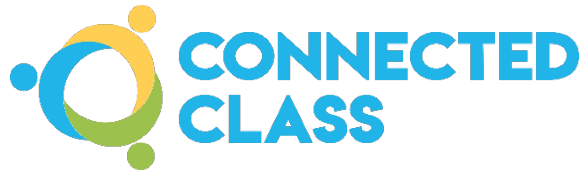
Materials Needed: Bag, a few items that begin with the target letter

Process:

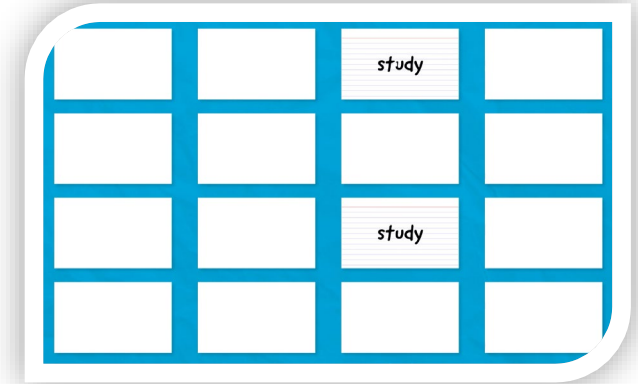
Step 1: Place several items that begin with the same letter sound in a bag. If you have trouble finding items that begin with a letter, you can print or cut out pictures.

Step 2: Have your child pick items out of the bag one at a time. They should say the name of each item and the sound they hear at the beginning of the word.

Step 3: Once all the items are out of the bag, have your child identify the mystery letter.



MEMORY MATCH



Materials Needed: List of sight words, index cards, marker, an opponent

Process:

Step 1: Select eight to ten sight words you want to create playing cards for.

Step 2: Create two cards for each word.

Step 3: Mix the cards up. Then place them face down on the table in rows.

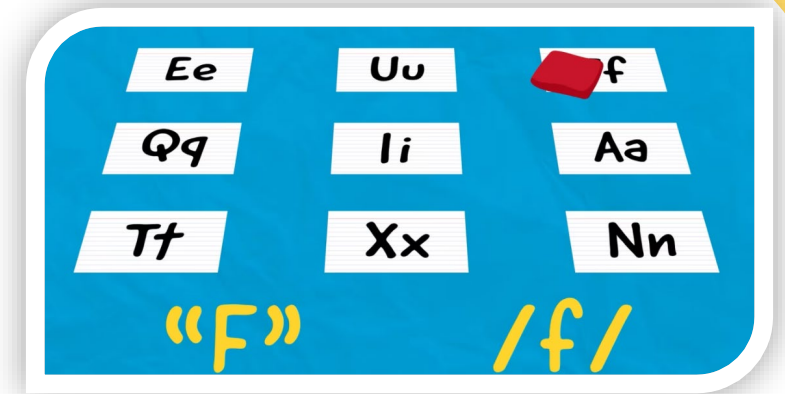
Step 4: Take turns flipping over two cards at a time and reading the sight word on each card.

Step 5: If the cards match, keep them and take another turn. If they do not match, it is the other player's turn.

Step 6: Continue until all the cards are matched. Once your child has mastered the words, create a new set of cards.



TOSS AND SOUND



Materials Needed: Index cards, marker, bean bag

Process:

Step 1: First write the uppercase and lowercase letters on each index card. Place the cards face up on the ground in rows.

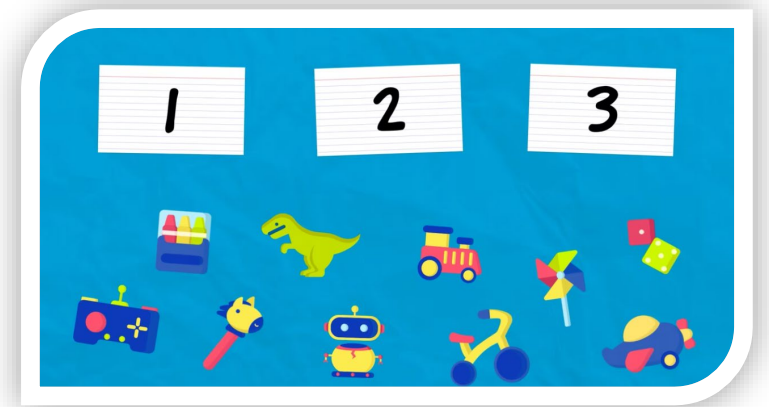
Step 2: Have your child toss the bean bag onto a letter and name the letter and the sound or sounds it makes. If you do not have a bean bag, you can fill a plastic bag with small beans, beads, or other small items.

Step 3: If the child names the correct letter and letter sound or sounds, they get to take the card. If the child does not name the correct letter and letter sound or sounds, the card stays on the ground, and they try again.

Step 4: Continue until all the letters have been picked up.



SYLLABLE SORT



Materials Needed: Three index cards, ten items, marker

Process:

Step 1: Have the child collect ten items.

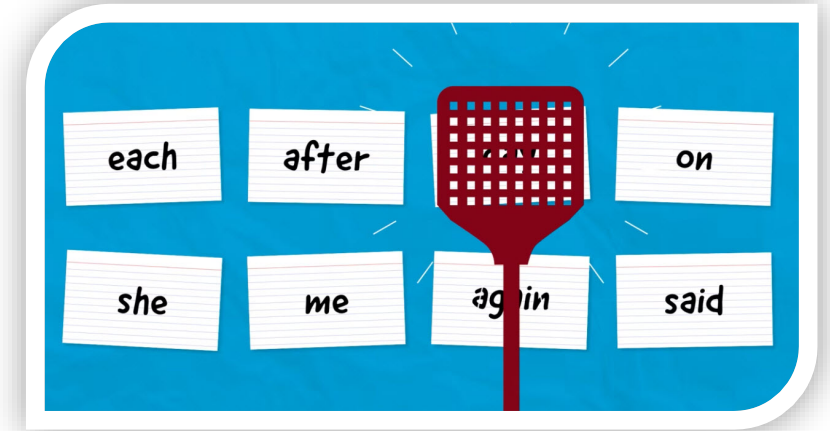
Step 2: Write the numbers one, two, and three on individual index cards, and lay them out on the table.

Step 3: Have the child say the name of each item one at a time while clapping out the syllables.

Step 4: The child will place the item under the number that corresponds with the number of syllables.

Step 5: Review the item placement and make any necessary corrections.

WHACK A WORD



Materials Needed: List of sight words, index cards, marker, fly swatter, optional opponent

Process:

Step 1: Write eight to ten sight words on index cards and place the cards face up on the table.

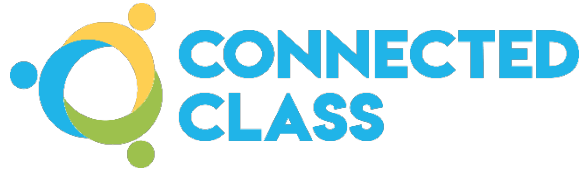
Step 2: Call out a sight word. The child will find the word and whack it with the fly swatter.

Step 3: If the child swats the correct word, they get to take the card. If the child whacks the incorrect word, the card stays on the table, and they try again.

Step 4: Continue playing until all the words have been collected. Once the child has mastered the words, play with a new set of words.

Step 5: To make the activity into a game, play with an opponent. Each person will have a fly swatter.

When the word is called out, the first one to whack the word gets to keep the card. The person with the most cards at the end of the game wins.



BOUNCING BASICS

Materials Needed: Beach ball, reading material, permanent marker

Process:

Step 1: Read the book with your child.

Step 2: Write the following topics on their own section of the beach ball: title, author, illustrator, beginning, middle, and end with your permanent marker.

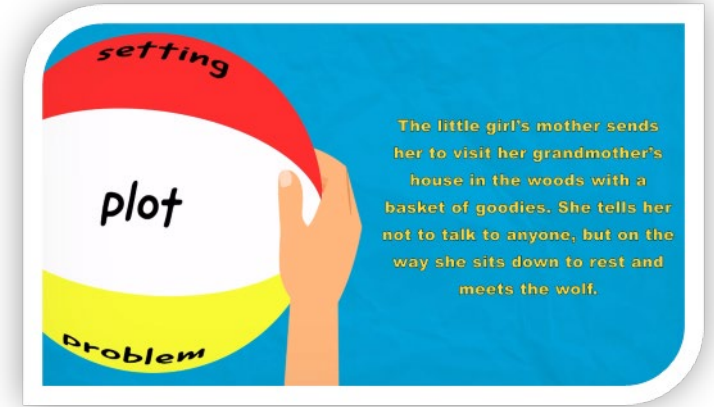
Step 3: Toss your child the ball and ask them about the skill their right thumb lands on.

Step 4: Continue tossing the ball back and forth until your child has covered all the topics.





CATCHING CONNECTIONS



Materials Needed: Beach ball, reading material, permanent marker

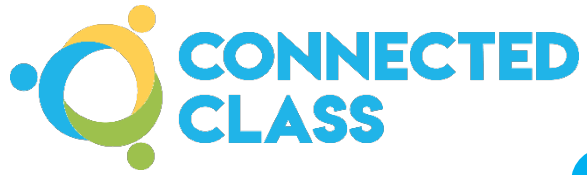
Process:

Step 1: Read the book with your child.

Step 2: Write the following topics on their own section of the beach ball: characters, setting, plot, problem, and solution with your permanent marker. If there is an extra panel on your beach ball, you can ask your child their favorite part of the story.

Step 3: Toss your child the ball and ask them about the skill their right thumb lands on.

Step 4: Continue tossing the ball back and forth until your child has covered all the topics.



CHARACTER FEELING TIMELINE

Materials Needed: Fiction book, paper and a pencil

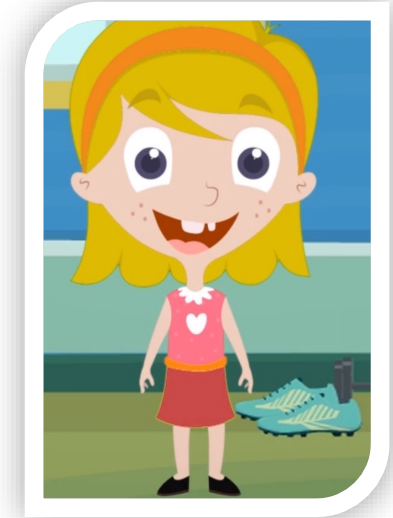
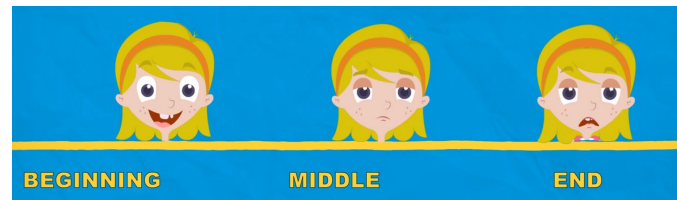
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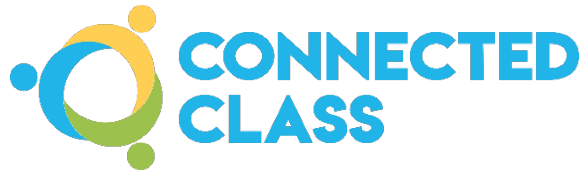
Step 1: Create a horizontal timeline by labeling it beginning, middle, and end.



Step 2: As you read the text aloud to your child (or your child reads independently), ask them to stop periodically to talk about a character's feelings.

Step 3: Have your child describe how the character is feeling and sketch a picture at the appropriate place on the timeline. Have your child add sketches to the timeline as the character's feelings change throughout the story. Have your child talk about what caused the character's feelings to change.





DOODLE THINK

Materials Needed: Article and a pencil

Process:

Step 1: Locate an article and print it off.

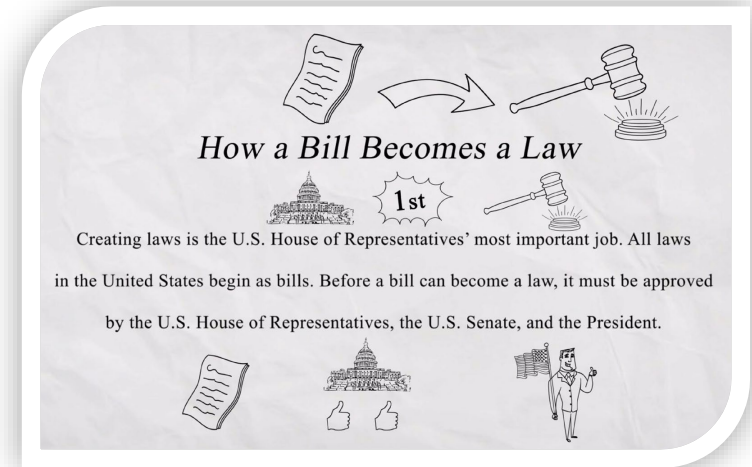
- Check out Newsela.com and ReadWorks.org

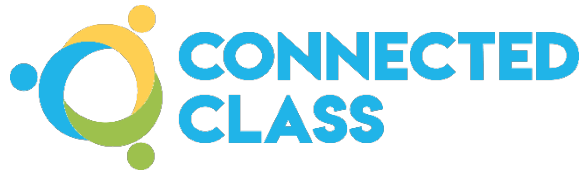
Step 2: Read the article and doodle your thinking in the margins while reading.

- Drawings are quick representations/summaries of what is being read.

Step 3: The doodler will retell the article from their drawings.

- The simple sketches will help jog the doodler's memory and foster discussion about the text that was read.





HATS OFF TO CAUSE AND EFFECT

Materials Needed: Index cards, hat, markers, timer

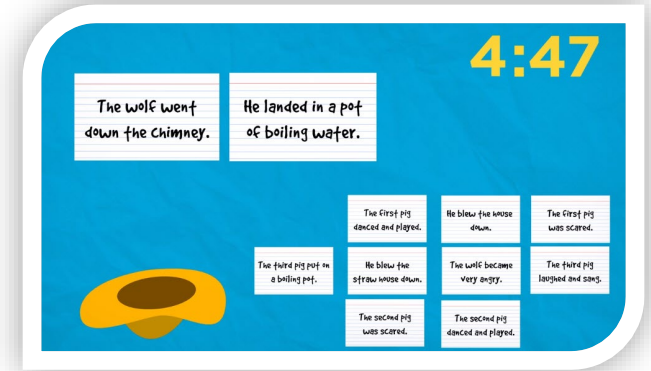
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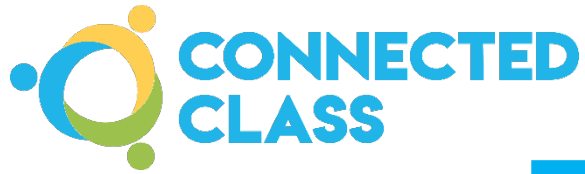
Step 1: Write your own cause-and-effect scenarios making sure to put the cause on one card and the effect on another one. Also include two cards that say hats off.

Step 2: Place all the cause cards in a hat along with the hats off cards. Give the pile of effect cards to the child to spread out on the table faceup.

Step 3: Set the timer for five minutes.

Step 4: The parent will draw a card from the hat and read it. Ask the child to find the correct effect on the table. When a cause/effect pair is made, the child gets one point. If the child draws the card that says hats off, all the cards go back in the hat, and the child starts over with no points. Once a hats off card has been drawn, it remains out of play. The goal is to get as many points as possible before the timer runs out.





FINDING PROOF

Materials Needed: Book or article, Post-It Note, pencil, and a partner

Process:

Step 1: Select reading material.

Step 2: Read the story together.

- For example: adult reads a page/child reads a page

Step 3: Each reader writes an inference from the story onto a Post-It Note.

- **Inference** is a conclusion made based on textual evidence. (reading between the lines)

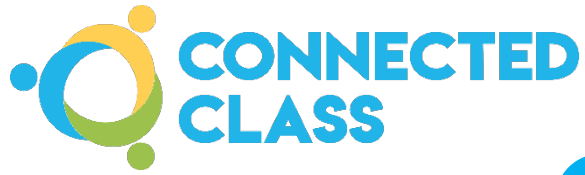
Step 4: Trade inferences with each other.

Step 5: Each reader then has to search through the story and find proof that supports their partner's inference.

Step 6: Once evidence proving an inference has been discovered, write it down on the back of the Post-It Note.

Step 7: Discuss the inference, evidence, and reasoning that support the evidence with your partner.





GIVE ME FIVE

Materials Needed: Reading material, timer, pencil, and paper

Process:

Step 1: Choose level appropriate reading material. It can be text selected by you or the child. You can even use a content area textbook from school. For example: A Science or Social Studies textbook.

Step 2: For one minute, child reads a selection silently.

Step 3: For one minute, child writes down what they remember about what they read.

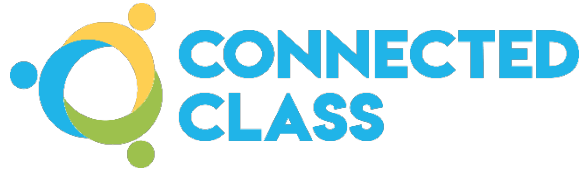
Step 4: For one minute, child rereads the same selection.

Step 5: For one minute, child writes for another minute about any new information they remember from the selection.

Step 6: For one minute, child discusses what they learned from the overall reading exercise.

Fourth Minute
Write additional
information gained
from the second
reading of the text.





SUPERIOR COMIC SEQUENCING

Materials Needed: Comic strip and scissors

Process:

Step 1: Choose a comic strip from the Sunday paper or online at www.gocomics.com. You can create your own comic strip at www.storyboardthat.com.

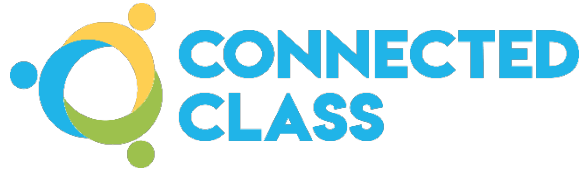
Step 2: Cut out each square/scene.

Step 3: Mix the squares/scenes up.

Step 4: Have the child put the squares/scenes back in order.

Step 5: Have the child write or tell a story about the pictures using transitions words. For example: first, second, next and last.





TOSS AND TELL

Materials Needed: Beach ball, reading material, permanent marker

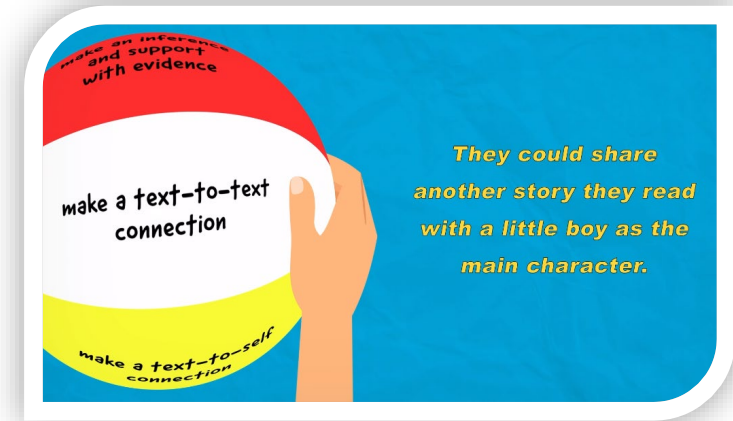
Process:

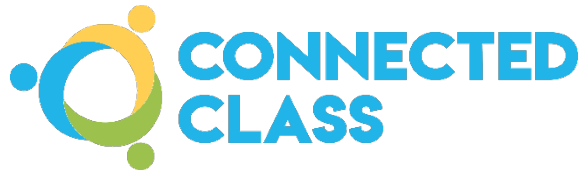
Step 1: Read the book with your child.

Step 2: Write the following topics on their own section of the beach ball: inference, summary, text-to-text connection, text-to-self connection, and text-to-world connection with your permanent marker.

Step 3: Toss your child the ball and ask them about the skill their right thumb lands on.

Step 4: Continue tossing the ball back and forth until your child has covered all the topics.





ANTONYM ANTICS

Materials Needed: Fly swatter, antonym cards, markers, antonym list

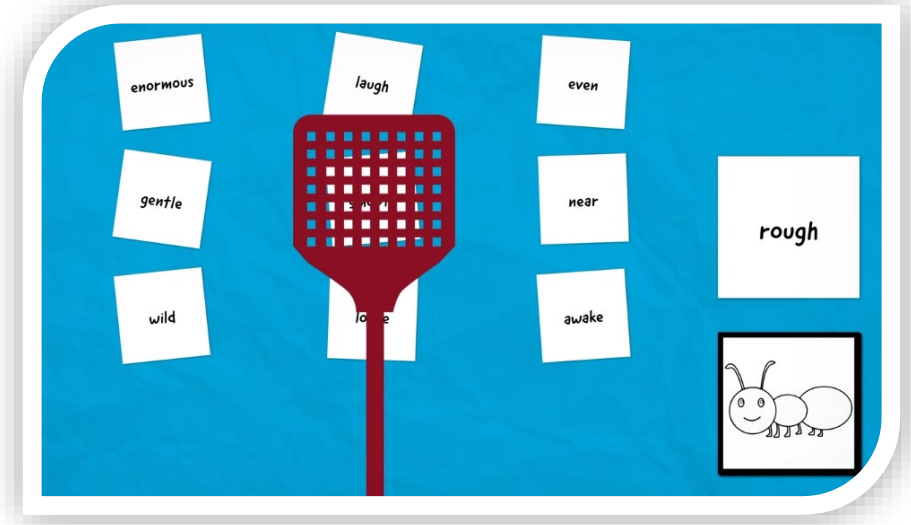
Process:

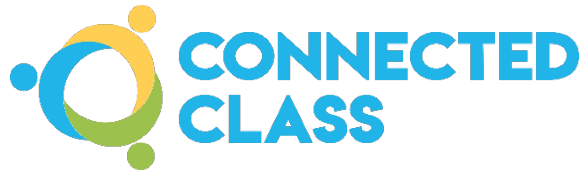
Step 1: Write each set of antonyms on cards and place them in two piles.

Step 2: Keep one pile to call out the words to your child and place the other cards face-up on the table.

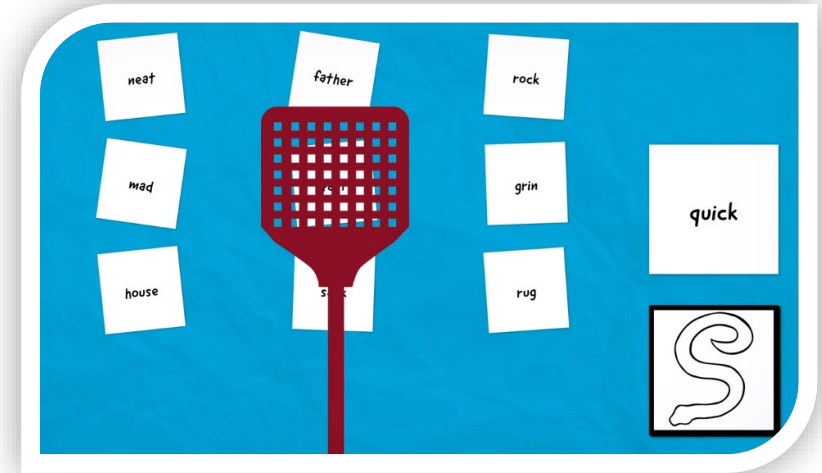
Step 3: Call out a word to your child. Ask them to swat the matching antonym.

Step 4: Continue calling out words until your child finds all the antonym pairs.





SLITHERING SYNONYMS



Materials Needed: Word list of synonyms, downloadable playing cards or index cards, markers, fly swatter, optional opponent

Process:

Step 1: Write each set of synonyms on cards and place them in two piles.

Step 2: Keep one pile to call out the words to your child and place the other cards face-up on the table.

Step 3: Call out a word to your child. Ask them to swat the matching synonym.

Step 4: Continue calling out words until your child finds all the synonym pairs.



RHYMING TABLE TOSS



Materials Needed: Set of rhyming words, plastic cups, small strips of paper, small bouncy ball, markers

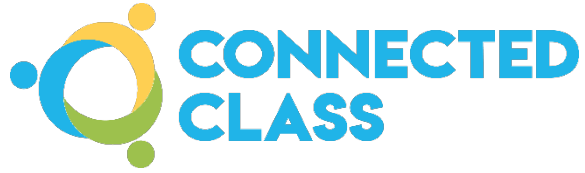
Process:

Step 1: Write a set of rhyming words, one on each plastic cup

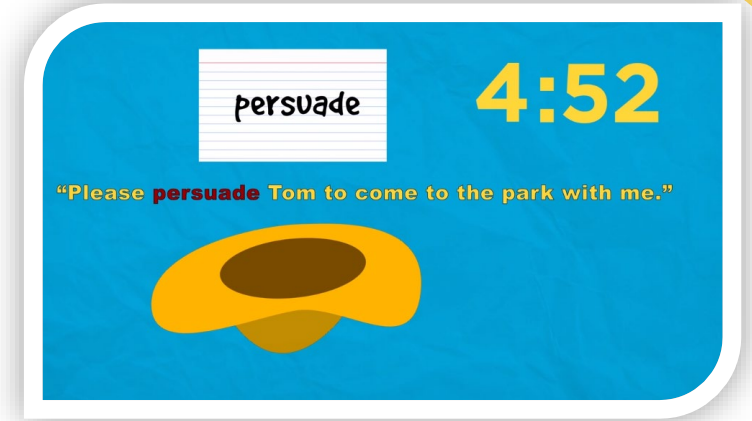
Step 2: Set the cups up in a triangle at the end of a table

Step 3: Tell child that they are going to toss or bounce the ball and try to get it inside a cup

Step 4: You will say the word and they will need to give you a correct rhyming word. Each correct word removes the cup from play. To win the game they must remove all the cups



HATS OFF TO WORDS



Materials Needed: Vocabulary list, index cards, hat ,markers, timer

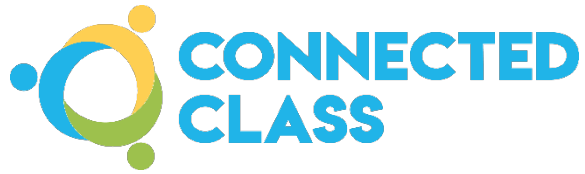
Process:

Step 1: Write all your child's vocabulary words on note cards, including two cards that say hats off.

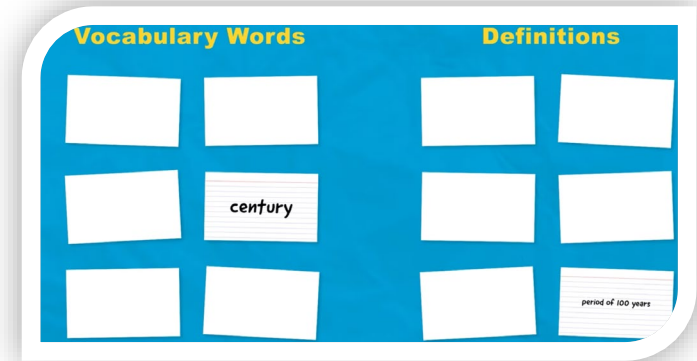
Step 2: Place all the cards in a hat.

Step 3: Set the timer for five minutes.

Step 4: Have your child choose a card and give the definition and use the word correctly in a sentence. Each correct card is worth one point. If the child draws the card that says hats off, all the cards go back in the hat, and the child starts over with no points. Once a hats off card has been drawn, it remains out of play. The goal is to get as many points as possible before the timer runs out.



MEANING MATCH



Materials Needed: Vocabulary word list, index cards, marker, opponent

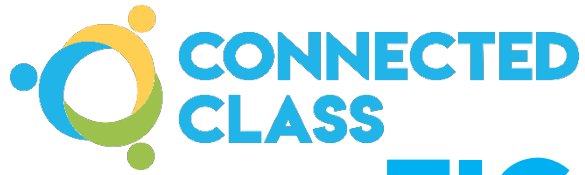
Process:

Step 1: Write each vocabulary word on an index card, shuffle the cards, and place them face down on the left side of the table.

Step 2: Write the definitions of each word on cards, shuffle them, and place them face down on the right side of the table.

Step 3: You are trying to match the vocabulary card on the left with its definition card on the right. The first person flips over two cards. If they are a pair, the player can go again. If not, it is the other person's turn.

Step 4: The person with the most pairs at the end wins the game.



TIC TAC VOCAB

Materials Needed: Vocabulary list , index cards, markers, partner

Process:

Step 1: Create a set of index cards from the vocabulary list. Put the vocabulary word on one side and the definition on the other side.

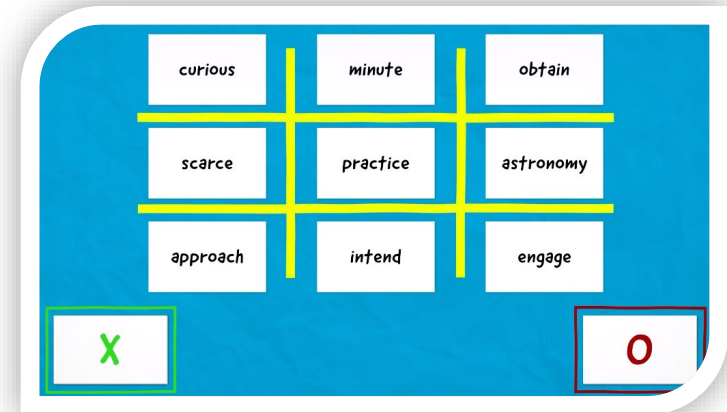
Step 2: Each player will make five index cards with either an “X” or an “O”. They will use these cards to take the place of the vocabulary word if they get the definition correct.

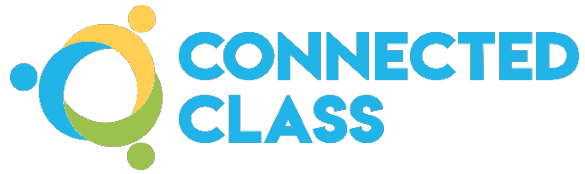
Step 3: Players will lay the vocabulary index cards out in a three-by-three array, so it looks like a Tic-Tac-Toe board. The vocabulary words will be face up with the definitions face down.

Step 4: The youngest player will go first. They will select a word and tell the other player the definition.

Step 5: The other player will check their answer by using the definition on the back of the index card.

Step 6: If they get it correct then they exchange the vocabulary index card for their “X” or “O” playing card. Play





VOCABULARY Pictionary



Materials Needed: Vocabulary word list, paper, pencil, partner or partners

Process:

Step 1: Write the vocabulary words on pieces of paper.

Step 2: Fold them and put them in a pile.

Step 3: The first person picks out a word and draws it.

Step 4: The other player tries to guess the word while it is being drawn.

Step 5: When the person guesses the word, they get a point.

Step 6: If a correct definition is also provided, they can get an extra point.

Step 7: Play until all the words have been used. The person with the most points at the end wins.



VOCABULARY SWAT

Materials Needed: Fly swatter, vocabulary list, markers, index cards, timer

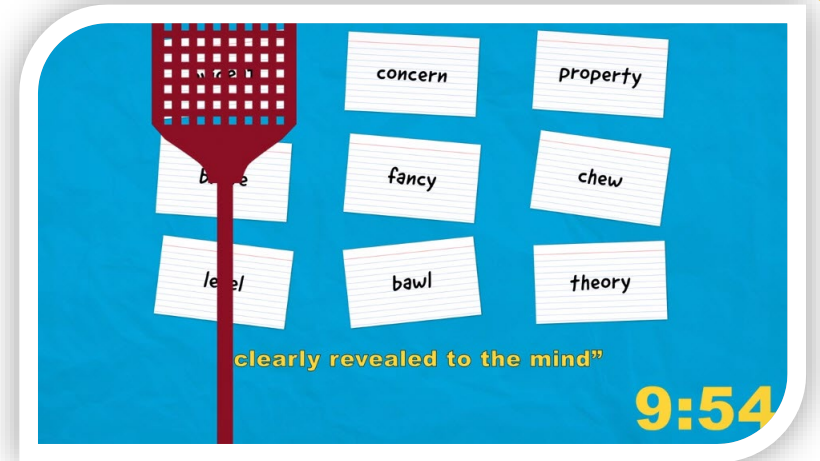
Process:

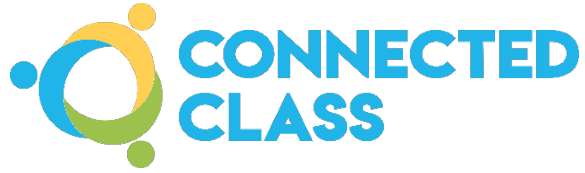
Step 1: Write each vocabulary word on an index card and spread them out on the table.

Step 2: Set the timer for ten minutes.

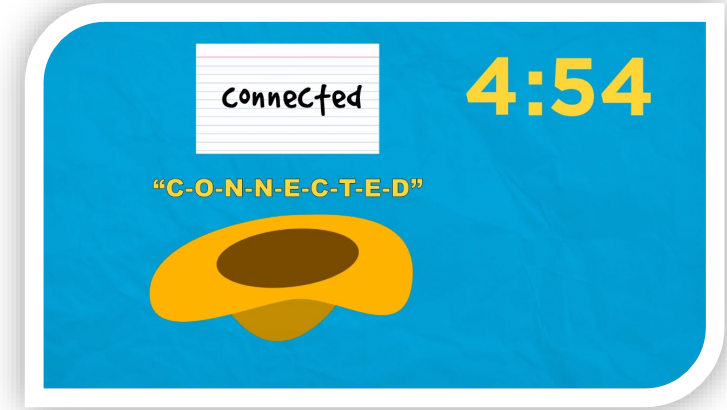
Step 3: Call out a vocabulary word definition from the list. Ask the child to swat the correct vocabulary word.

Step 4: If the child gets the word correct, they receive a point. If the child gets the word incorrect, the word remains on the table. Continue calling out vocabulary definitions until the timer runs out.





HATS OFF TO SPELLING



Materials Needed: Child's weekly spelling list, index cards, hat ,markers, timer

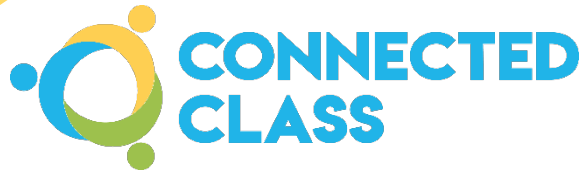
Process:

Step 1: Write all your child's spelling words on index cards, including two cards that say hats off.

Step 2: Place all the cards in a hat.

Step 3: Set the timer for five minutes.

Step 4: The parent will draw a card from the hat. Read the word, and have the child spell the word correctly. Each correct card is worth one point. If the child draws the card that says hats off, all the cards go back in the hat, and the child starts over with no points. Once a hats off card has been drawn, it remains out of play. The goal is to get as many points as possible before the timer runs out.



SPELLING SWAT



Materials Needed: Spelling list, downloadable cards or index cards, fly swatter, markers, and a timer

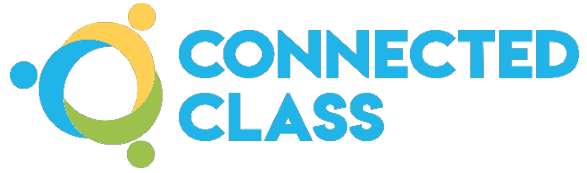
Process:

Step 1: Write each spelling word on one of the cards and place them facedown on the table.

Step 2: Set the timer for ten minutes and press start.

Step 3: The child will swat a card, and the adult will read the word on the card. If the child spells the word correctly, they get one point. If they spell it incorrectly, the card goes back on the table.

Step 4: Try to earn as many points as possible before the time runs out.



SPELLING TABLE TOSS



Materials Needed: Set of spelling words, plastic cups, small strips of paper, small bouncy ball, marker

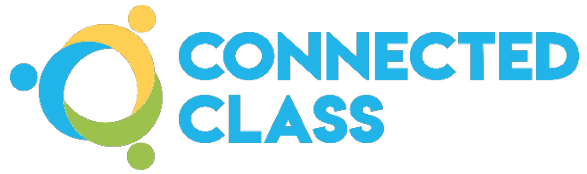
Process:

Step 1: Write a set of spelling words, one on each plastic cup.

Step 2: Set the cups up in a triangle at the end of a table.

Step 3: Tell child that they are going to toss or bounce the ball and try to get it inside a cup.

Step 4: When the ball lands inside the cup, you will say the word, and they will need to give you the correct spelling of the word. Each correct word removes the cup from play. To win the game, they must remove all the cups.



TIC TAC SPELL

Materials Needed: Spelling list , index cards, markers, partner

Process:

Step 1: Create a set of index cards from the spelling list.

Step 2: Players will lay the spelling index cards out face down in a three-by-three array, so it looks like a Tic-Tac-Toe board.

Step 3: The youngest player will go first. They will select a spot, and the older player will say the word without showing the card.

Step 4: The older player will check their answer by using the correct spelling on the index card.

Step 5: If the younger player gets it correct then they exchange the spelling index card for their “X” or “O” playing card. Play continues until someone wins or there is a tie.

