



# GRADES 1 - 3 HOME SUPPORT GUIDE

## READING

- Read to your child everyday.
- Have your child read to you then talk about it.
- Ask questions: "What happened at the beginning, in the middle, and at the end?"
- Remind your child to speak and write in complete sentences.
- Let your child see you reading for pleasure and information (newspaper, poetry).
- Encourage your child to complete research projects and reports.
- Play Scrabble or other word games with your child.
- Discuss ads you see on TV and in your neighborhood with your child.

## INSTRUCTIONAL READING LEVELS

**Level A** - Match a picture to a word. Label objects in the home. Use flash cards with sight words to practice.

**Level B** - Simple repeating pattern (This is a boy, this is a girl). Remind your child to touch under each word as they read.

**Level C** - Simple stories with more words in a sentence. Remind your child to sound out words they do know.

**Level D** - Reading with meaning with longer sentences. Listen to your child and talk about stories. Discuss story details (character, events of story).

**Level E** - Reads text with easy-to-understand ideas with support from pictures.

**Level F** - Reads texts with familiar settings like home or school.

**Level G** - Reads texts with amusing or interesting characters.

**Level H** - Reads texts with less familiar settings like the rain forest.

**Level I** - Reads many kinds of texts silently without pointing.

**Level J** - Reads texts with multiple chapters that take place across periods of time.

**Level K** - Reads independent texts silently but oral reading is fluent.

**Level L** - Reads longer texts with universal themes like friendship.

**Level M** - Reads texts with complex themes and understands ideas with fewer illustrations.

**Level N** - Reads texts that may include problems and social issues.

**Level O** - Reads texts with deeper meanings and challenging themes.

**Level P** - Reads texts with new ideas and themes that may include cultural diversity.

**Levels Q-T (FLUENT READERS)**

Fluent readers have successfully learned to read. Their goal now is reading to understand with the intent to make meaning from what they are reading. They read with expression and follow punctuation in order to read smoothly and clearly. Increasing their independent reading will enhance their comprehension skills in order to read challenging reading material.

## MATHEMATICS

- Encourage your child to share what was learned in mathematics each day.
- Play math games at home to reinforce skills and concepts learned in school.
- Share real life math situations, such as, when folding laundry, ask your child, "How many socks are in 12 pairs?" or when shopping, practice estimation and calculate change.
- As your child is completing his/her math homework, ask:
  - What is the problem asking you to do or to find?
  - Describe one idea you have for finding the answer.
  - Can you draw a picture of the problem?
  - Can you use objects (coins, beans, etc.) to act out the problem?

## SCIENCE

- Encourage curiosity and question-asking. Family members can participate in discovery by telling children "I don't know, but let's find out together."
- Discuss how science touches every aspect of our lives, from green energy to climate change.
- Visit science museums, outdoor education areas, zoos, and nature preserves.
- Go out to the backyard or park and talk about the worms, spiders, or birds that are found there.
- Make observations about the world around you.

## SOCIAL STUDIES

- Discuss how individuals, families, and groups are alike and different.
- Read together and discuss facts about diverse cultures.
- Explain to your child the qualities of good citizenship and help him/her identify people in his/her community who make a difference.
- Discuss different cultural groups who live in Philadelphia and visit different neighborhoods.
- Visit historic Philadelphia.

## WRITING

- Write letters to your child and encourage your child to write back.
- Accept and praise all attempts.
- Provide a journal for daily writing at home.
- Write letters or e-mails with your child to provide information to relatives or friends about recent events or celebrations.
- Ask your child to write about his or her day at school.
- Encourage him/her to use words like: 'first', 'next', 'finally', and 'since' when he/she writes.



THE SCHOOL DISTRICT  
OF  
PHILADELPHIA

## HEALTH AND WELLNESS

- Have your child eat a healthy breakfast every morning at home or at school.
- Have your child eat fruits, vegetables, and healthy snacks; limit sweets and fats.
- Participate in physical activity and play; limit TV and video time.
- Talk about feelings and appropriate ways to express them
- Discuss anger and ways to manage it.
- Discuss bullying, strategies to avoid being a target, and how to help someone who is being bullied.
- Talk about fire safety; create a family escape plan from your home.
- Discuss traffic safety, discuss stranger safety, and provide examples of situations that your child can solve.

## ART & MUSIC

- Sing and play a variety of songs representing different styles and cultures.
- Provide a variety of art materials to make drawings, paintings, and sculptures.
- Review art and music vocabulary.

## WORLD LANGUAGE

- Practice the vocabulary phrases learned with your child.
- Play guessing games with your child using the vocabulary learned.

## STAGES OF WRITING - Grade 1 only

### Scribbling Stage

- Provide a variety of writing materials (paper, markers, crayons) and allow your child to practice drawing and writing.
- Draw and write with your child.

### Random Letter Stage

- Encourage and work with your child to make labels with pictures and words for items in the house.
- Work with your child and practice writing names of family members.
- Use Play Dough to form sight words (and, the, was). Ask your child's teacher for a list of sight words.

### Phonetic Stage

- Write letters to your child and encourage your child to write back. Accept and praise all attempts.

### Transitional Stage

- Provide a journal for daily writing at home.

## IN DANGER OF RETENTION

Students who are in danger of being retained will be identified on the report cards during the second and third marking periods. The final report card will indicate whether a student is promoted or assigned to a summer program.

## GRADE 1

Students who receive D's, F's or are missing a mark in Mathematics or Reading are in danger of being retained.

## GRADES 2 - 3

Students who receive D's, F's or are missing a mark in Mathematics, Reading or Science are in danger of being retained.