

YELLOW IRLA Level Summer Reading Support

June 2020

Dear PS 354 Families,

- ★ As you know, we are closing out the school year in an unprecedented way and now more than ever, our collaborative efforts must continue in order to support our students during the summer months.
- ★ To support you and your child this summer, we have compiled this document for students who are reading at the **YELLOW** level in IRLA in order to support them with targeted practice in the skills required at this level.
- ★ This document may include skills cards, activities, games, and more to support your child at their level.

Summer Work:

1. Have your child read a minimum of 30 minutes per day at least 5x a week. (15 minutes=1 step)
 2. Have your child log their steps on the attached summer reading log.
 3. Summer logs will be reviewed in the fall.
 4. Use the provided resources at least 5x per week.
- ★ In addition to the reading logs, *attached you may find word lists to study and practice with your child over the summer.* Learning these words now will aid your child with advancing through reading levels over the following school year.
 - ★ Be creative and come up with ideas for safe outdoor reading fun!

Have a wonderful summer!

The PS 354 Staff

1-3Y



1-3Y: Skills Card

Reader: _____ Room: _____

Active Reading Habits

Listen to books read aloud.
"Read" by myself.
Read at home every night.
Tell someone what the book was about.

1Y Listen to and remember the pattern in Yellow books. Use the pattern and pictures to read the rest of the book.

2Y Point to each word as I read. Use the spaces to separate words.
Try again if what I say doesn't match the number of words.

3Y Make the sound of the first letter of the new word on the page, check the picture, then say something that matches both.

I can get my mouth ready for:

b	c	d
f	g	h
j	k	l
m	n	p
r	s	t
v	w	z



1-3Y Tarjeta de destrezas

Traducción
al español

Lector/a: _____ Salón: _____

Hábitos de lectura activa

Escuchar libros leídos en voz alta.
"Leer" por mi cuenta.
Leer en casa cada noche.
Contarle a alguien de qué se trata el libro.

1Y Escuchar y recordar el patrón en los libros Amarillo. Usar el patrón y los dibujos para leer el resto del libro.

2Y Señalar cada palabra a la vez que la leo. Usar los espacios en blanco para separar las palabras.
Intentar de nuevo cuando lo que digo no encaja con el número de palabras en la página.

3Y Producir el sonido de la primera letra de la palabra nueva de cada página, comprobar el dibujo y luego decir algo que encaja con ambos.

Puedo preparar mi boca para decir:

b	c	d
f	g	h
j	k	l
m	n	p
r	s	t
v	w	z



1Y Learning Focus

Active Reading Strategies: Sentence Pattern and Picture Reading

Training Wheels

Yellow readers do not actually read any words. Across the Yellow levels, readers use the repeated sentence stem, like training wheels, to learn to triangulate data, considering phonics, syntax, and meaning as they read. They learn to read Yellow books proficiently and fluently, sustaining concentration, monitoring comprehension, and when useful, re-reading, before actually having to read any individual words.

As 1Y readers use the sentence pattern and pictures to "read," they are developing the active reading/thinking habits essential to proficient reading at all levels.

Example video:

<https://www.youtube.com/watch?v=Z5FGoEGPtPE>

Use the materials below to practice the following goals.

1. **Power Goal:** Pattern/Picture
Integration

After reading the first two sentences, student's should remember the pattern and use the pictures to "read (it is okay if some of the words are not exactly correct)" the rest of the book so that it makes sense.

2. **Power Goal:** Print Concepts

Follow words from left to right, top to bottom, and page by page.

Other important goals:

1. Picking out a book independently
 2. Talking about the pictures in the story
 3. Actively engage in the story. For example, laughing at funny parts
-

Materials you can use to master the goals:



Cats



See my bowl.



See my fish.



See my mouse.



See my butterfly.



See my car.



See my dog.

Dogs



This is my hat.



This is my sweater.



This is my scarf.



This is my cup.



This is my food.



This is my bird.

Zoo Animals



I see a lion.



I see a monkey.



I see a turtle.



I see a bear.



I see a giraffe.



I see a snake.

Cars

Here is the red car.



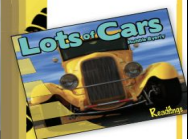
Here is the blue car.



Here is the yellow car.



Here is the black car.





2Y Learning Focus

Active Reading Strategies: Tracking/One-to-One Correspondence

In 2Y, the students learn to point to one word on the page for each word they say. This is a huge step for many children. From what has been a fluid river of oral language, they must realize that there are individual words. As they say the sentence, they learn to use the spaces to point to one word at a time. 2Y readers are not processing the actual words. They are using the spaces to figure out where the words start and stop. They are still not actually decoding any words or using letter sounds. Children who can't use one-to-one correspondence to count objects will not be ready to track words as they read and should continue working at the RTM or 1Y level.

2Y readers read fluently, using meaning, syntax, pictures, and the number of words on the page. They are developing the active reading/thinking habits essential to proficient reading at all levels.

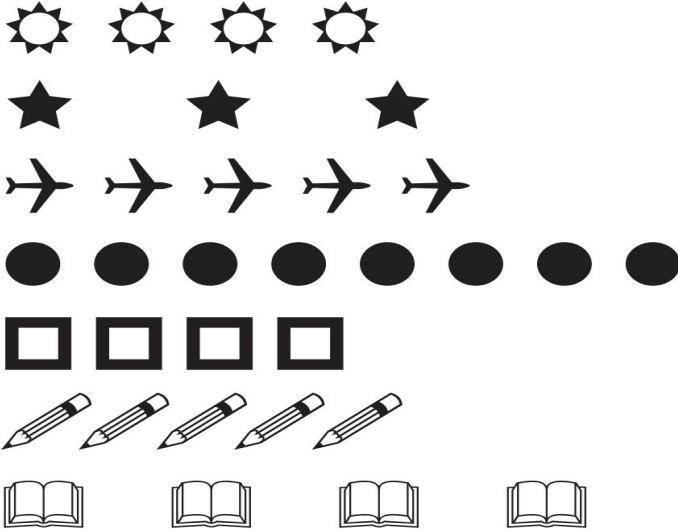
Example video:

<https://www.youtube.com/watch?v=Z5FGoEGPtPE>

1. **Power Goal:** *Understand the Relationship Between Numbers and Quantities*

When counting objects, point to each object while saying the next number. Be able to do this consistently

How Many?











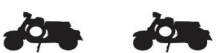

How Many?

Name: _____

Date: _____

Directions: Count how many objects are in each row. Write the number in the box.

0 1 2 3 4 5 6 7 8 9 10

	How many?		How many?
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>

Other options: Count objects around the house

2. Power Goal: Concept of Word

Understand that words are separated by spaces in print. Student Identifies (points to) "letters" and "words" accurately

Example video:

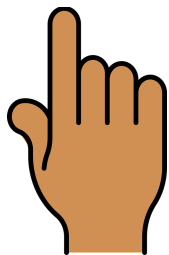
<https://www.youtube.com/watch?v=6SJPNrqyzp0&index=6&list=PLB719C1310D420123>

3. Power Goal: Tracking

Use a finger to point to each word while reading, jumping over the spaces between words.

4. Power Goal: Self-Correcting

Say one word for each word on the page. Parents Re-read to correct one-to-one correspondence



I Can Point and Read!				
<small>Directions: The student will touch and point to each dot as he or she reads the words in each sentence.</small>				
That	is	a	big	cat.
●	●	●	●	●

Materials you can use to master the goals listed above:

I Can Point and Read!

Directions: The student will touch and point to each dot as he or she reads the words in each sentence.

That	is	a	big	cat.
------	----	---	-----	------



It	is	on	my	lap.
----	----	----	----	------



Will	you	pet	the	cat?
------	-----	-----	-----	------



Put	it	on	the	mat.
-----	----	----	-----	------



The	big	cat	will	nap.
-----	-----	-----	------	------



I Can Point and Read!

Directions: The student will touch and point to each dot as he or she reads the words in each sentence.

This	is	my	dog,	Bill.
------	----	----	------	-------



He	can	run	and	hop.
----	-----	-----	-----	------



He	can	skip	and	jump.
----	-----	------	-----	-------



Do	you	like	my	dog?
----	-----	------	----	------



Bill	is	a	fun	pet!
------	----	---	-----	------



I Can Point and Read!

Directions: The student will touch and point to each dot as he or she reads the words in each sentence.

Sam	is	tall	and	thin.
-----	----	------	-----	-------



Sam	and	I	are	pals.
-----	-----	---	-----	-------



We	like	to	play	ball.
----	------	----	------	-------



We	like	to	play	tag.
----	------	----	------	------



Sam	is	my	best	pal!
-----	----	----	------	------



Other important goals:

1. Engagement and Independence: Students will concentrate when reading independently for at least 30 minutes every day
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3Y Learning Focus

Active Reading Strategies: Initial Consonants

In 3Y students learn to use the first letter sound of the new word on each page to cross-check their picture reading. When 3Y students come to the one new word on each page, they must self-prompt using the first letter sound before they scan the picture for clues. You should see their lips in the “launch position” for the sound, or hear the letter sound, if possible, and then see them look at the picture for a main idea that starts with that sound. Now they are beginning to decode using the letters.

3Y readers read fluently, using meaning, syntax, and phonics (first letter sound only). They are developing the active reading/thinking habits essential to proficient reading at all levels. Introducing the complexity of vowel sounds at this stage disrupts and slows down the process. As students move through the levels, they will gradually and rapidly integrate the other phonics clues, but always within a context of fluency and meaning-making.

1. Power Goal: Phonics Recognition

Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for most consonants.

I can get my mouth ready for:









b	c	d
f	g	h
j	k	l
m	n	p
r	s	t
v	w	z

2. Power Goal: Self-Correcting

Say a word that matches both the picture and the beginning sound without reminders or other help. Re-read to correct, when necessary.

Materials you can use to master the goals below:



8 Starter Consonants			
b d j k p t v z			
 _us	 _ent	 _olphin	 _am
 _ey	 _aint	 _an	 _oo

7 Ender Consonants

f l m n r s x



_an



_eaf



_ouse



_ail



_abbit



_ock



_-ray

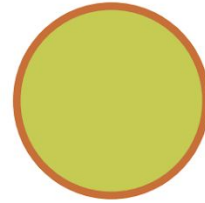
2-Sound Tricky Consonants

c

g



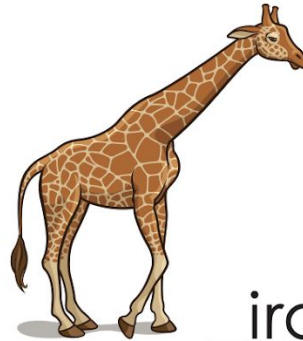
_arrot



_ircle



_lass



_iraffe

Remaining Consonants: H,Q,W,Y

h q w y



_ammer



_ueen



_indow



_ellow



I see the bat.



I see the wings.



I see the teeth.



I see the bird.



I see the grasshopper.



I see the fruit.



I see the bat.



I see the wings.



I see the teeth.



I see the bird.



I see the grasshopper.



I see the fruit.



You can see the wolf.



You can see the eyes.



You can see the teeth.



You can see the paws.



You can see the tongue.



You can see the babies.



You can see the wolf.



eyes

You can see the eyes.



teeth

You can see the teeth.



paws

You can see the paws.



tongue

You can see the tongue.



babies

You can see the babies.