Family Literacy Routines

Support your child's language and literacy learning in just 5 minutes a day using these suggested routines. Use the reflection box to let us know how it went and what you learned about your child.

K-2

Icons at the bottom of each routine indicate:

- ENG — Use English
- A — Use your home language
- Hi! 嗨 Hola! — Use English and your Home Language(s)

Tell us how we did!

Daily Care Routines

- As you get ready for the day, talk with your child about the shapes of various objects (e.g., cereal box is a rectangle, plate is a circle).
- Ask your child what shapes they see as they get ready for the day.

Homework Routines

- If homework is about math problems, ask your child to read the problem or read with them once and answer what the problem is about. Then, ask your child to read the problem again and this time ask what the problem is asking them to find out
- Use these starters to help them start solving the problem: The problem is about... I need to find out...

Mealtime Routines

- During meals, take turns identifying what you like most and least.
- Take turns trying to convince family members why your favorite food item should be everyone's favorite food item to practice creating a convincing argument.

Play and Leisure Routines

- Explore digital apps made for children's learning: Prodigy Math, PBSkids, Duolingo, Epic!, Starfall ABCs.
- Children learn best from digital apps when adults co-participate in the activities. Be sure to enjoy the apps together with your child

Outside Routines

- Create a weather journal with your child where they write about the weather and the things they will do outside.
- Ask your child to read or explain their entry to you and talk about it together.

Walking, Driving & Bus Routines

- As you walk, drive, or ride the bus, discuss the different directions and stops you are making (e.g., headed north, south, east west, turn left, stopping at the store).
- Invite your child to summarize your trip and write about 1 of the places you saw during your trip.

Anytime!

- Identify various types of matter that you encounter around the house (e.g., solid, liquid) each day.
- Create a sentence starter to practice identifying solids (e.g., "A solid is..." or "Examples of solids are....") and liquids (e.g., "A liquid is...and examples are....")..

Reflection: After trying out the routines this week, answer the following questions:

What went well with the activities you tried this week with your child?

_____

What did you learn about your child?

_____

ALLOhio

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Daily Care Routines

- Estimate how much time it will take to do daily care routines (e.g., bath, drying hair, brushing teeth).
- Help your child time themselves to see how close they were to their "estimation" and find the "difference."

Homework Routines

- Compare and contrast different items (e.g., people in your family, places you enjoy going as a family, objects in your home).
- Create a chart to identify how these items are the same and different.

Mealtime Routines

- Invite your child to write a few recipes for their favorite meals to place in a "recipe journal" or "recipe book". Pick items that they are familiar with like a peanut butter sandwich or crackers.
- Use the recipe journal or book to read the ingredients, directions, and make meals together.

Play and Leisure Routines

- Take turns with your child playing a math game where you write down different math problems to solve (e.g., addition, subtraction, word problems). For example, the sum of 3 and 5 equals 8.
- Encourage your child to create pictures, solve the problems, and describe what you are doing together.

Outside Routines

- Engage your child in making predictions by creating different scenarios outside (e.g., which item will go down the slide fastest, which person will swing the highest, which person will jump the furthest).
- Test your predictions and discuss with your child why they were correct or incorrect.

Walking, Driving & Bus Routines

- As you walk, drive, or ride the bus, use this time to focus on teaching your child new words that they might not yet use.
- You might describe different things you see (e.g., humungous buildings) or how you are moving (e.g., walking swiftly). Invite your child to share what they see.

Anytime!

- Do a mad libs with your child by asking for different kinds of words like words that are people or places (mom, house), words that describe things (tall, short) or words that are things we do like jumping or running (www.madlibs.com/printables/)
- Once you finish talk invite your child to read or read and discuss the sotry you created together.

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What did you learn about your child?

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Daily Care Routines

- Ask your child questions related to the objects and items you use during daily care routines (e.g., water, soap, toothpaste)
- You might ask why the water does not stay hot forever or why do they think the water is cold before it gets hot.

Homework Routines

- Engage with your child as they complete their homework.
- As they complete tasks (e.g., answer math problems or answer questions about what they read), ask them how they came up with the answer they selected. Give them time to respond and discuss their responses together.

Mealtime Routines

- As you eat meals together point out things you notice (e.g., ice melting in drinks, steam coming from food).
- Ask your child to explain why they think what you are observing has occurred.

Play and Leisure Routines

- Pick an experiment from the Good Housingkeeping website https://shorturl.at/iKOUX
- Read the instructions together. Ask your child to gather the materials to do the experiment. Ask questions such as "Why do you think that happened?

Outside Routines

- Notice things that are taking place (e.g., dew on the grass, leaves changing color, stars, moon).
- Point out your observations and ask questions about why they think these things are happening (e.g., "Why do you think the leaves are changing color?"). Ask your child to point out what they observe and discuss together.

Walking, Driving & Bus Routines

- Discuss the errands you need to run. Describe the order you will take care of your errands (e.g., "First we will go to the library then we will go to the grocery store.").
- Ask your child to explain why they think you will do your errands in this order (e.g., "So the food does not sit in the car..").

Anytime!

- Pick a topic your child is interested in (e.g., animals, sports) and ask questions (e.g., "Why do you think a kangaroo has a pouch?").
- As they answer, ask them to tell you more about their response (e.g., "To hold the baby..." "Tell me more about why they would hold their baby in a pouch.").

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Daily Care Routines

- Invite your child to pick and read an article from https://www.newsinlevels.com/. Pick level 1.
- Ask questions about the article (e.g., "What was the problem?"). Ask your child to summarize the article using their own words.

Homework Routines

- Read an article from https://www.timeforkids.com/k1/?age=child
- Invite your child to write a follow up interview to whoever is involved. Help them write questions they would ask based on what they read.

Mealtime Routines

- Ask your child to tell you stories about what happened in school today or any topic of their interest.
- While your child is sharing, ask questions such as: Can you say more about that? Why do you think that? What makes you think that? What if_____ ?

Play and Leisure Routines

- When reading a story or watching a movie together, talk about **the main idea** (what the story/movie is mostly about).
- Are there any details in the story/movie that can help you find the main idea?

Outside Routines

- Read an article from https://www.timeforkids.com/k1/
- Invite your child to create a scene outside related to the article they read (e.g., habitat for an animal, place within the article).

Walking, Driving & Bus Routines

- Invite your child to have a follow up conversation about one of the articles you recently read or listened to that they were most interested.
- Ask your child follow up questions related to the article as you walk, drive or ride the bus (e.g., "Why do you think that happened?" "What would you do the same or differently?").

Anytime!

- Pick a current event in your city, town or neighborhood. Attend the event, if you can. Read about the event together.
- Invite your child to write an article based on the research they do and share it with your family.

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Daily Care Routines

- Check PBS kids youtube channel (https://shorturl.at/finW1). Show your child the playlist and let them choose one read-aloud to listen before bed.
- Invite your child to retell the story, sharing information about the characters, where the story took place, a problem and solution.

Homework Routines

- Engage in homework with your child. Invite your child to identify any unfamiliar words they come across.
- Pause and discuss what they mean. Talk about the clues to the meaning of the word (if any). Look up the meaning of the word to check if your guess was right.

Mealtime Routines

- During mealtime, have conversations about eating habits in your culture.
- Discuss similarities or differences with eating habits around the world.

Play and Leisure Routines

- Watch a movie or read a book with your child with your child. Pause and ask them to write down unfamiliar words every time they appear in the show.
- Create a dictionary by looking up the words and inviting your child to write the definition and use the word in a sentence.

Outside Routines

- Hide pictures of items or household objects outside.
- Create or say clues to find the items (e.g., this item is something we use to keep from burning ourselves [oven mitt] when we cook and can be found somewhere you love to go high to the sky [swing]) and find the items. When they find each item talk about what they are used for.

Walking, Driving & Bus Routines

- On your route, use sequence words (first, then, next, last) to talk about the way you are going.
- Sequence words help your child organize and remember events and things that happen in stories.

Anytime!

- Watch an informational show related to your child's interest (e.g., cooking show).
- Invite them to to write down key words or phrases from the show (e.g., the steps to make the recipe from a cooking show).

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