



December 10, 2009

Dear Parents,

The department of Academic Services has created Winter Holiday Student Activity packets in Reading for students in grades 3-5. The packet contains activities that were created to support a reading connection between the classroom and home using fun and enjoyable student and family activities.

We have provided a calendar of suggested grade-level appropriate activities with supporting materials to keep your child actively learning during this year's Winter Break.

Happy Holidays,

*The Reading and Language Arts Department*

# DCPS Winter Holiday Break Tips for Parents Developing the Desire to Be a Lifelong Reader

## Initial Book Activities

One of the easiest ways to begin telling the story of a book is through the use of illustrations. Most books for young children are illustrated in great detail, and noting important details related to the characters, plot, and setting will provide a wholesome first literacy activity.

- Set aside a regular time and place for books so that reading books becomes as natural as eating and sleeping.
- Browse through books to help the child become familiar with books and how they are handled.
- Read the story while the child points to the pictures. Adult and child can repeat interesting sounds, repetitive word patterns, and distinctive word features to the delight of both.
- Have the child tell the story using the illustrations, while the adult reinforces the telling. The two can predict outcomes, discuss how the characters feel, and relate the events to their own experiences.
- Read the book to the child and enjoy it together. Retell the story together and talk about the characters, setting, plot, and life experiences.
- Compare the similarities and differences of children's books available as video productions.
- Have children make responses to the books read through art reproductions such as drawings or by using clay, papier-mâché, dioramas, or finger paints.
- Make regular trips to the library and attend storytelling sessions. Visit bookstores together to begin a personal library for a child.

## Beginning Reading-Level Activities

Children at this level should be encouraged to browse through books and pretend to read the story, an initial step toward becoming an independent reader. Children may tell the story to themselves or attempt to read frequently highlighted words.

- Read the story as the child points to the pictures on each page.
- Let the child pretend to read the story as the adult points to the pictures.
- Read alternate pages, ask each other questions, and discuss the story. The adult models what he or she thinks of when reading the page so the child gets a variety of perspectives on the ways words have different meanings.
- Use computer programs to expand a child's interest in specific topics and to provide valuable information for later curriculum study.
- Compare and contrast video adaptations of children's books for this and more advanced literacy levels.



## Primary-Grade Book Activities

- Continue to spend time reading with the child; set aside a specific time and place.
- Be familiar with Children's Choices books and other high-quality children's literature.
- Become aware of the interests of your children and of books that extend life experiences so they know what happens in the world around them.
- Encourage children to share books read in school with parents and caregivers at home. Parents and caregivers should encourage children to share books they've read at home with their teachers and schoolmates.

## Independent Reader Activities

- Challenge readers to compare and contrast books.
- Encourage children to develop an interest in a variety of genres, such as biography, historical fiction, and poetry.
- Encourage children to read books related to beginning career and vocational choices.
- Seek a balance between school book activities; home and school literature activities; and familiarity with newspapers, magazines, and other text media that address contemporary social, cultural, and civic issues.

## Develop the Desire to be a Lifelong Reader

- Have students bring what is read to bear on what is viewed on film, television, and computer and other media technologies.
- View technology in the reflection of the literature.
- Keep in mind that the most memorable conversations are often filled with anecdotes from literature.
- Relate what has been read to the solution of problems. By internalizing what has been read, we use knowledge and wisdom to solve personal problems, to make significant decisions related to career choices, to find solutions to community and social problems, and to develop healthy attitudes toward a positive world environment.



# DECEMBER

Duval County Public Schools  
 Dept. of Reading/Lang, Arts  
 WINTER HOLIDAY  
 Brain Boosting  
 Student Activities

<p><b>Sunday 13</b></p> <p><b>Reading &amp; Writing</b>  <b>3-5</b>          Encourage your child to read daily for 20-30 minutes</p>	<p><b>Monday 14</b></p>  <p><b>School Day</b></p>	<p><b>Tuesday 15</b></p>  <p><b>School Day</b></p>	<p><b>Wednesday 16</b></p>  <p><b>School Day</b></p>	<p><b>Thursday 17</b>  <b>Weather Day</b></p> <p>At your local library, find a book or magazine article that describes a holiday tradition. Discuss the book/article with your child.</p> <p>Make a list of the traditions you have in your family.</p>	<p><b>Friday 18</b>  <b>Weather Day</b></p> <p>What traditions from your family's past do you keep alive? Talk with your child about why such traditions get passed down through the generations.</p> <p>Write about a holiday tradition you have in your family.</p>	<p><b>Saturday 19</b></p> <p>Talk with your child about the stories or keepsake objects that surround a tradition in your family.</p> <p>Write about how you feel about one of the traditions your family shares.</p>
<p>20</p> <p><b>Fun Fact</b>  <b>Did you know?</b>          The world's tallest snowman was built in Bethel, Maine in 1999? The Snowman was over 113 Feet tall.</p> 	<p><b>Weather Day 21</b></p> <p>Play Charades</p> <p>Take turns acting out the sequence of steps for the various traditions shared in your family. While one of you acts, the other guesses the activity. Then switch roles.</p>	<p><b>Weather Day 22</b></p> <p>Many traditions are associated with certain foods. What kinds of foods are related to your family traditions?</p> <p>Using a t-chart, list the tradition on the left side of the chart and the food associated to the tradition on the right side.</p>	<p>23</p> <p>Locate the lyrics of a holiday song. With your child, talk about what the words mean and how they capture the spirit of the holiday. Sing the song together.</p> <p>Write a poem about your favorite holiday.</p>	<p>24</p> <p>With your child, read an account of a musician in a book or magazine. Find out how that musician got his or her start. What does it take to become a successful musician?</p> <p>Written response: If you could learn to play an instrument which one would you want to play? Why?</p>	<p>25</p> 	<p>26</p> <p>Read a concert or musical review with your child. Based on the review, decide how the music critic felt about the performance.</p> <p>Write down the words and/or phrases which confirms your opinion.</p>
<p>27</p> <p><b>Fun Fact</b>  <b>Did you know?</b>          Snow fell in Dade County on January 20<sup>th</sup>, 1977</p> 	<p>28</p> <p>Being a musician means you might have to play your instrument in front of many people. Talk with your child about how they might feel about performing for others.</p> <p>Make a list of things you can do to make yourself feel less uneasy.</p>	<p>29</p> <p>Talk about how weather affects people in different ways. Together watch a weather report that includes weather across the U.S. and discuss how it differs from one location to another.</p> <p>Track the weather across three different regions in the U.S.</p>	<p>30</p> <p>During the winter we get a lot of rain. How can you measure how much rain we got in the month of December?</p> <p>Go to the library and find out how to make a rain gauge. Make one to measure the rain.</p>	<p><b>JANUARY 2010</b></p> <p>In the new year, people make resolutions to change something in their life. What would you like to do better in the new year?</p> <p>Write a new year's resolution to do something to help the earth.</p>		

Note: The above activities were designed for families to use with their child to support reading and thinking skills.

Additional support materials can be found at the following websites: <http://www.eduplace.com/kids> and [www.activityvillage.co.uk](http://www.activityvillage.co.uk)









**Dec. 26<sup>th</sup>:** Write down the words and/or phrases which confirms your opinion.





**Dec. 29<sup>th</sup>:** Begin a weather journal. Track the weather across three different regions in the U.S.

Record the weather for each region for five days. You might want to use a newspaper, the weather channel or the internet to get the weather report daily.

Region:	Region:	Region:
Day 1	Day 1	Day 1
Day 2	Day 2	Day 2
Day 3	Day 3	Day 3
Day 4	Day 4	Day 4
Day 5	Day 5	Day 5

**Notes and Observations:**

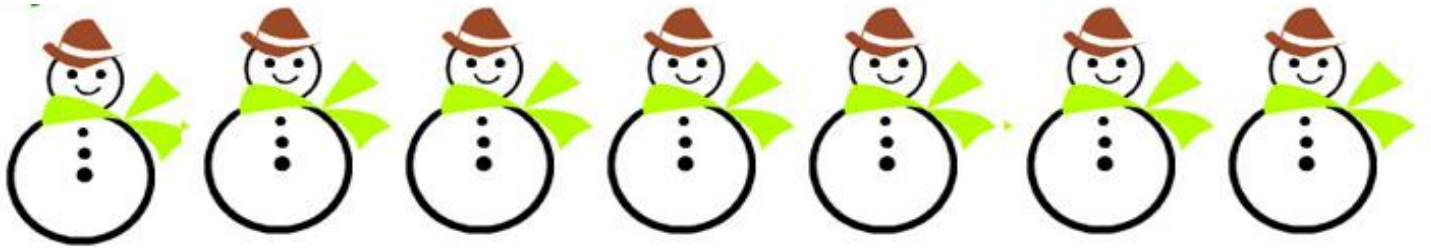
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Jan. 1<sup>st</sup>: Write a new year's resolution to do something to help the earth.



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<http://prek-8.com>

