



September Themed Homeschool Printables



Read
aloud
and ask
questions

Tell
stories to
your family

Tell others
about your
favorite
book

Visit your
local
library and
bring a
friend

IDEAS TO SPREAD LITERACY

Donate to
books
drives and
libraries

Start a
book club
with your
friends

Add books to
(or start!) a
neighborhood
free little
library

Encourage
reading for
fun, not as
a chore to
complete

READING FLUENCY

CHECK YOUR EARS!!

E

EXPRESSION

Variance of tone, volume and intonation to match a story's characters or mood

A

AUTOMATICITY

Automatic and effortless word recollection

R

RHYTHM & PHRASING

Attendance to punctuation.
Grouping of words together into meaningful phrases.

S

SMOOTHNESS

Accurate word recognition and self correction

Reading Strategy



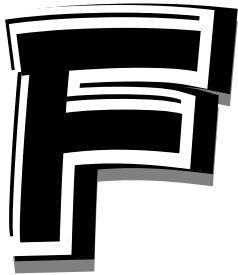
Comprehension

I understand what I read.



Accuracy

I can read the words.



Fluency

I can read accurately with expressions.



Expand Vocabulary

I know, find, and use interesting words.

READING STRATEGIES

ACCURACY STRATEGIES

Reading with accuracy means reading words correctly. When we misread words, it can affect our understanding of the text.



- Sound out unfamiliar words.
- Look for small parts of bigger words that you know.
- Break longer words into smaller parts.

Fluency is reading smoothly and with expression. When we read fluently, we can focus on the meaning of the text instead of stumbling over words.

- Read with a partner and take turns reading aloud.
- Practice reading the same passage multiple times.
- Read books that are at your level.

FLUENCY STRATEGIES



CONTEXT CLUES

Sometimes we may come across unfamiliar words when we read. Using context clues can help us figure out the meaning of these words. They are words and sentences around an unfamiliar word that can help us understand what it means.



- Look for clues before and after the unfamiliar word
- Think about the meaning and what would make sense
- Reread using a different word to see if it makes sense

As a Fluent Reader

I play close attention to Accuracy

- I don't eliminate words/ word endings.
- I don't add words that aren't in the text.

I read with appropriate Expression

- I do not sound like a robot.
- I try to sound like an actor.

I smoothly read using punctuations

- I look for commas, dialogue, and end marks!
- I look for bold or italic words and emphasize them.

I read with natural pace

- I know that it is not a race.
- I sound like I am having a conversation.

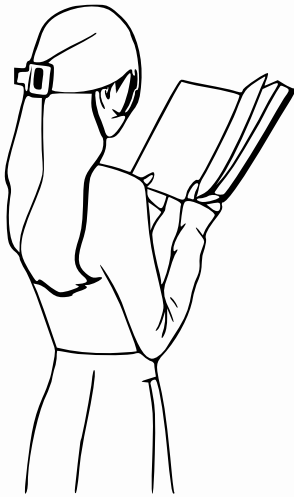
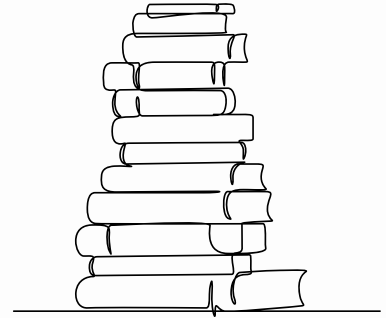
I make sure I always comprehend

- I always check for understanding
- I read with the goal of learning in mind.

READING TIPS FOR BEGINNERS

Find the Right Book

The first step to reading regularly is by reading what you enjoy. It can be novels or short stories, nonfiction or comics. Whatever encourages your desire to read is the right book.



Make a Reading List

Making a reading list is the best thing to do when there are many types of books you want to read later. Look online for reading lists by genre, age, author, etc.

Websites like Goodreads would be a good place to start.

Set Reading Goals

Some seasoned readers say that setting a reading goal is counterproductive – you may read a lot, but do you retain the information? Basically, you're trading quality for quantity. While this may be true later on, for beginners, it helps to set a goal. Make sure it is attainable – don't aim too high and set yourself up for failure. It's better to surpass your goal than fail to meet it.

READING FLUENCY CHECKLIST

Name:

Date:

Age:

E = error SC = self-correcting	E	SC
It was Tom's 7th birthday. He woke up to find his room		
decorated with balloons and a colorful banner. His mom		
greeted him with a big hug and a birthday kiss. His dad had		
planned a special breakfast, with pancakes, sausages, and		
lots of maple syrup. Later that day, his friends came over		
for a party, with games, pizza, and a big chocolate cake.		
Tom blew out the candles and made a wish. He had so		
much fun that he didn't want the party to end. It was		
the best birthday ever!		
Total:		

Fluency:

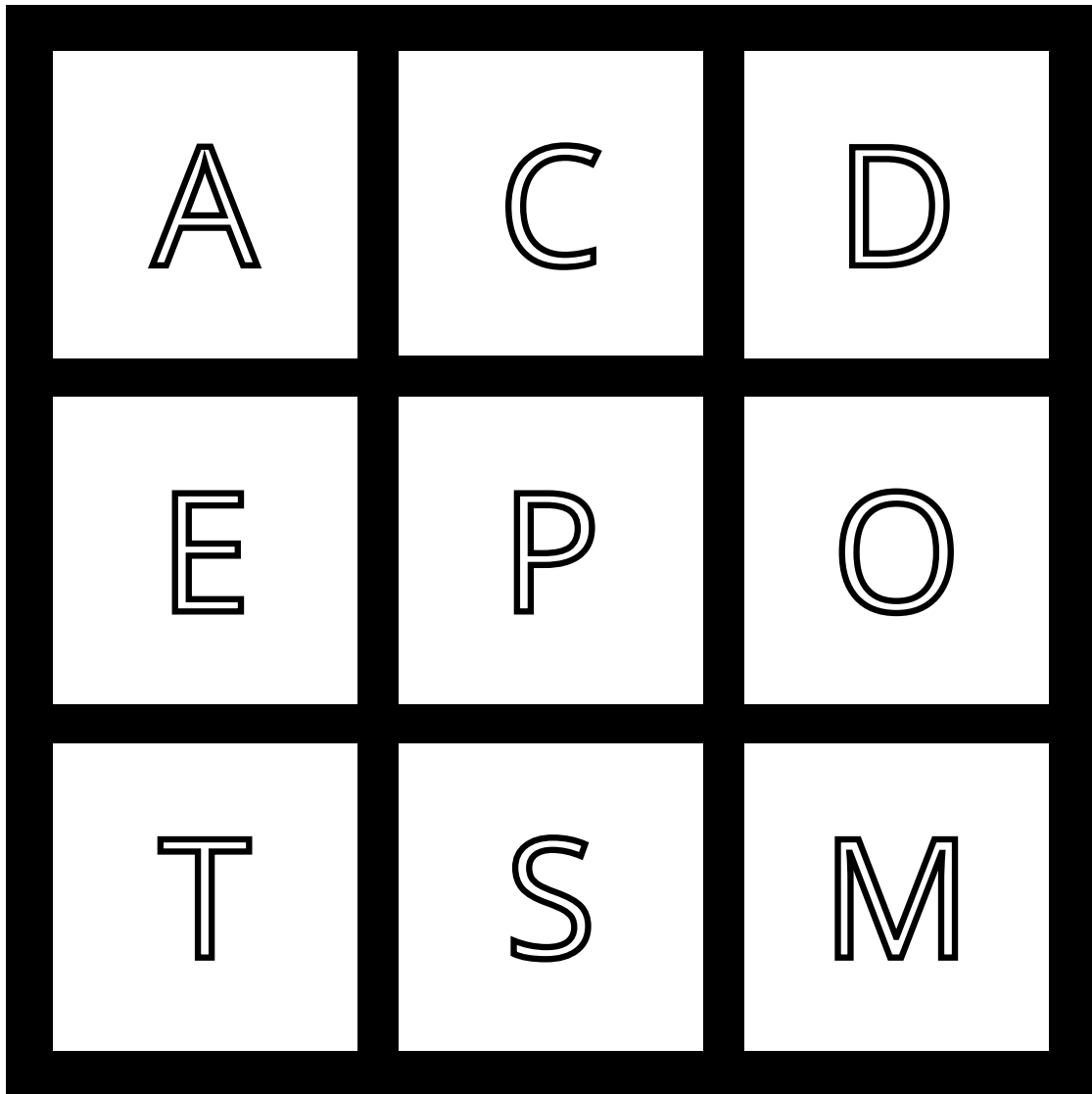
Goals:

Reading Fluency Checklist

Name	Date	Age
Skill	Check	Comment
Applies phonic knowledge to accurately decode unfamiliar words		
Utilises semantic knowledge to comprehend the text		
Applies grammatical knowledge to understand sentence structure and word relationships		
Reads text accurately by pronouncing words correctly and recognising common sight words		
Reads with appropriate pacing, showing expression and intonation		
Demonstrates the ability to adjust reading rate based on the complexity of the text		
Recognises when comprehension breaks down and engages in self-correction strategies		
Seek assistance or clarification when encountering challenging text		
Applies strategies for self-monitoring and improving reading fluency independently		

Name: _____

LITERACY BOGGLE



KINDERGARTEN

How many words can you make from the letters above?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____

LITERACY BOGGLE

F	W	P	S
E	D	A	Y
T	M	C	O
I	R	L	U

GRADE 1

How many words can you make from the letters above?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____

LITERACY BOGGLE

E	R	X	F
O	B	C	K
Q	M	U	H
I	V	L	W

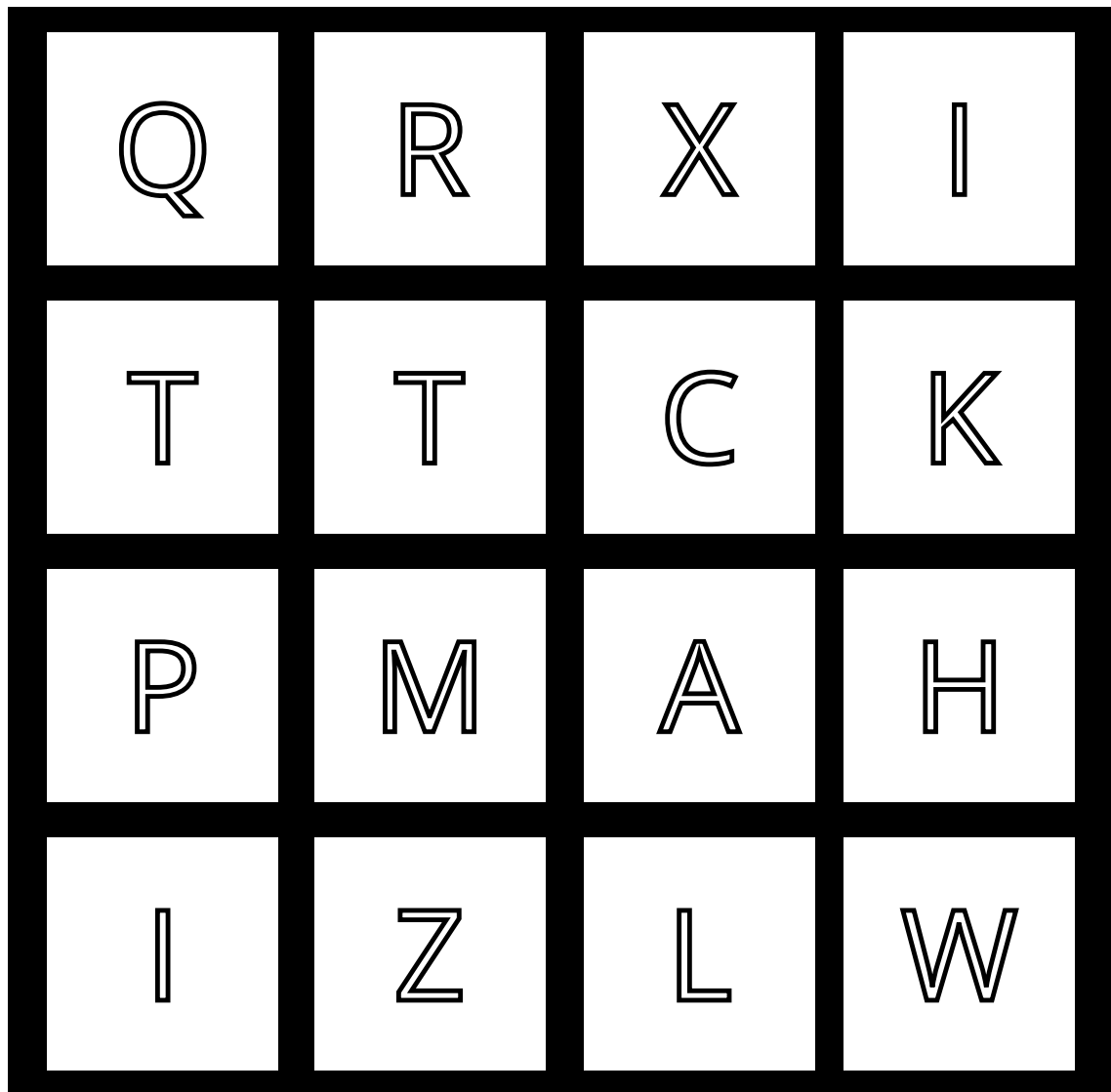
GRADE 2

How many words can you make from the letters above?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____

LITERACY BOGGLE



GRADE 3

How many words can you make from the letters above?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____

LITERACY BOGGLE

S	W	D	A
V	B	N	P
R	E	Y	G
H	T	K	O

GRADE 4

How many words can you make from the letters above?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____

LITERACY BOGGLE

G	W	D	A	V
C	X	N	P	S
Z	E	Y	T	G
H	Y	K	U	P
Q	T	K	I	O

GRADE 5

How many minimum of 5 letter words can you make from the letters above?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____

LITERACY BOGGLE

E	H	B	N	K
A	E	Q	R	Y
Z	O	Y	T	G
H	Y	S	U	P
W	F	D	I	O

GRADE 6

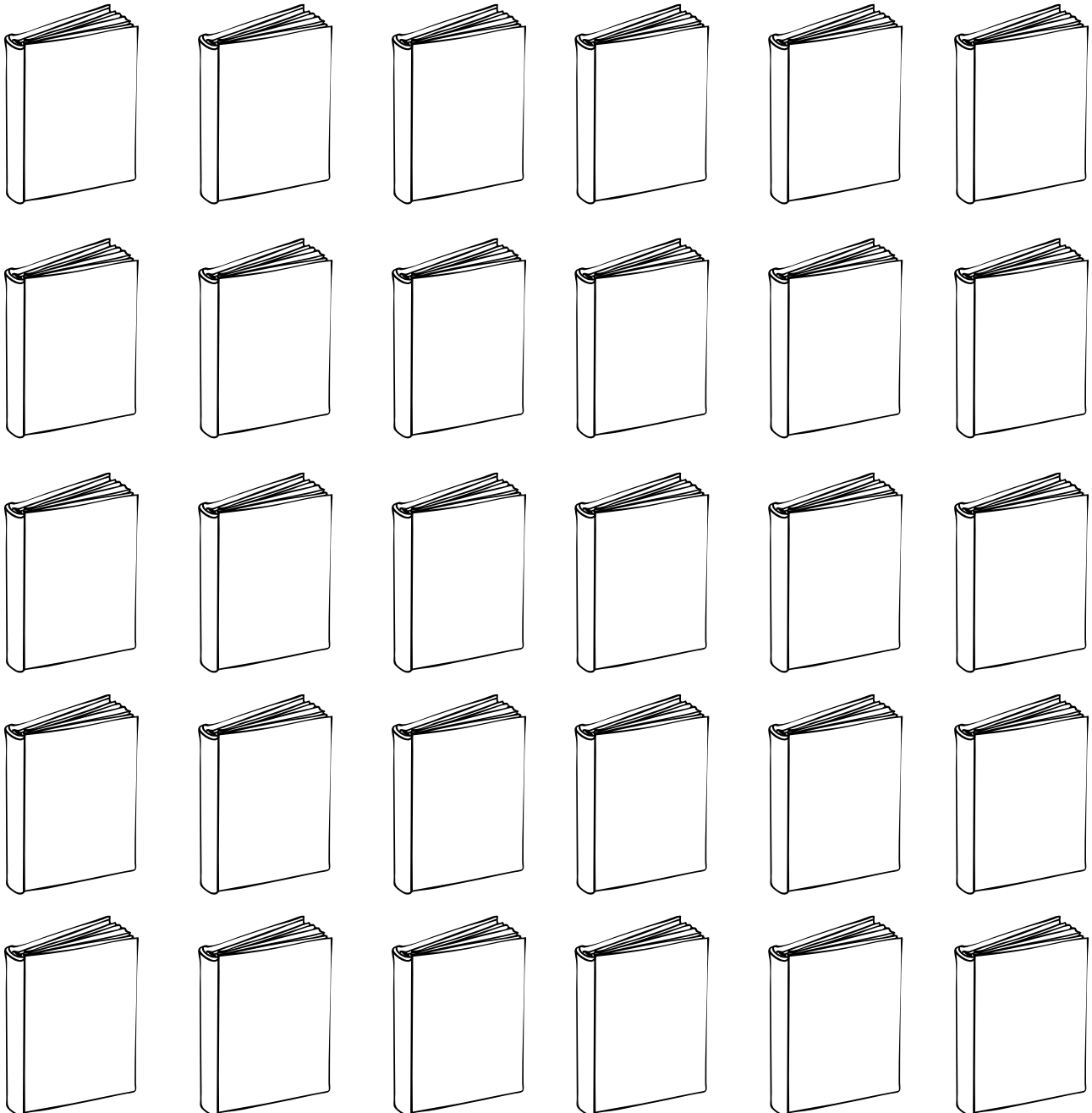
How many minimum of 6 letter words can you make from the letters above?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____

SEPTEMBER READING LOG

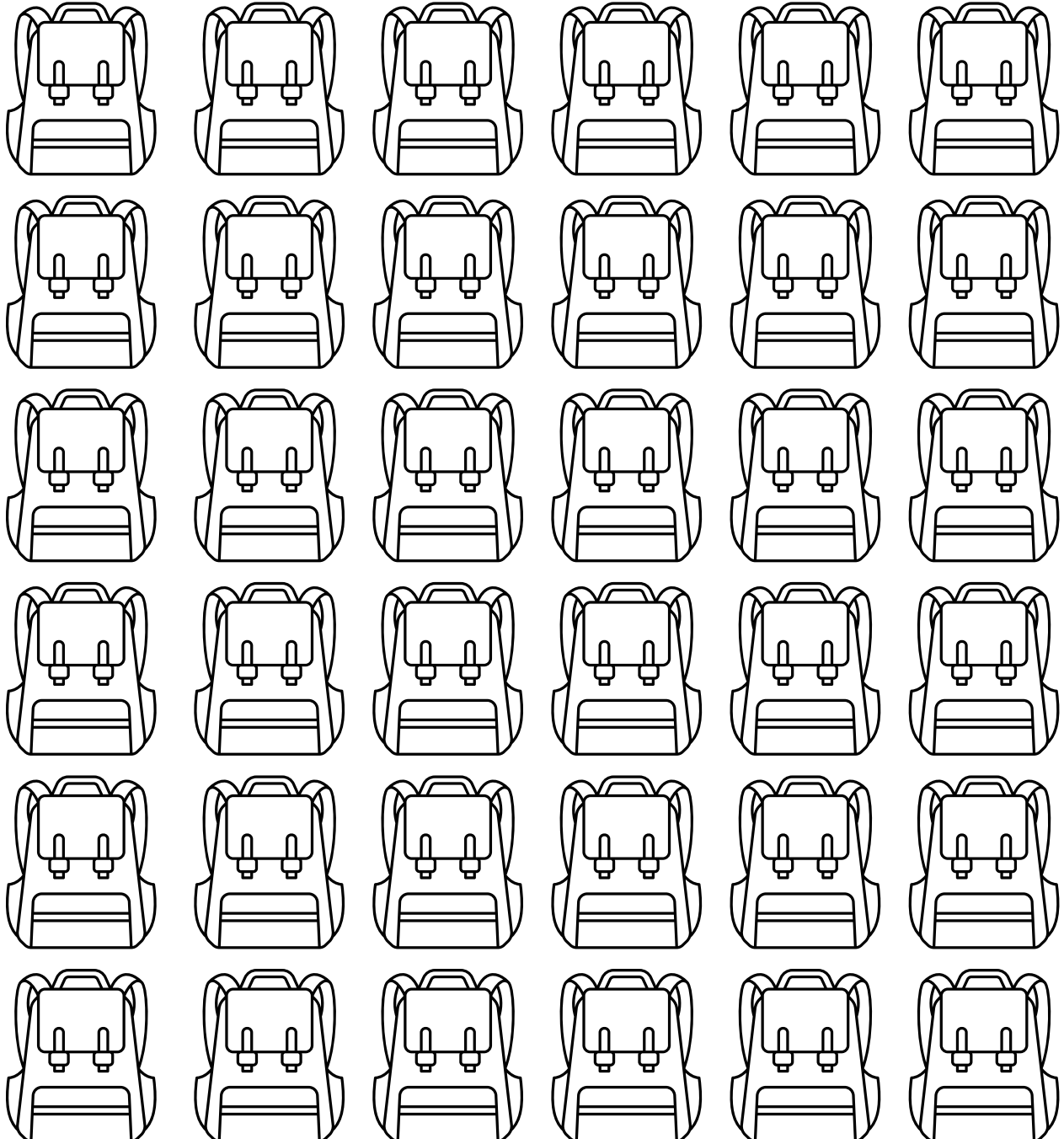
Color 1 book for every 20 minutes of reading this month.



Name: _____

SEPTEMBER READING LOG

Color 1 backpack for every 20 minutes of reading this month.



Name: _____

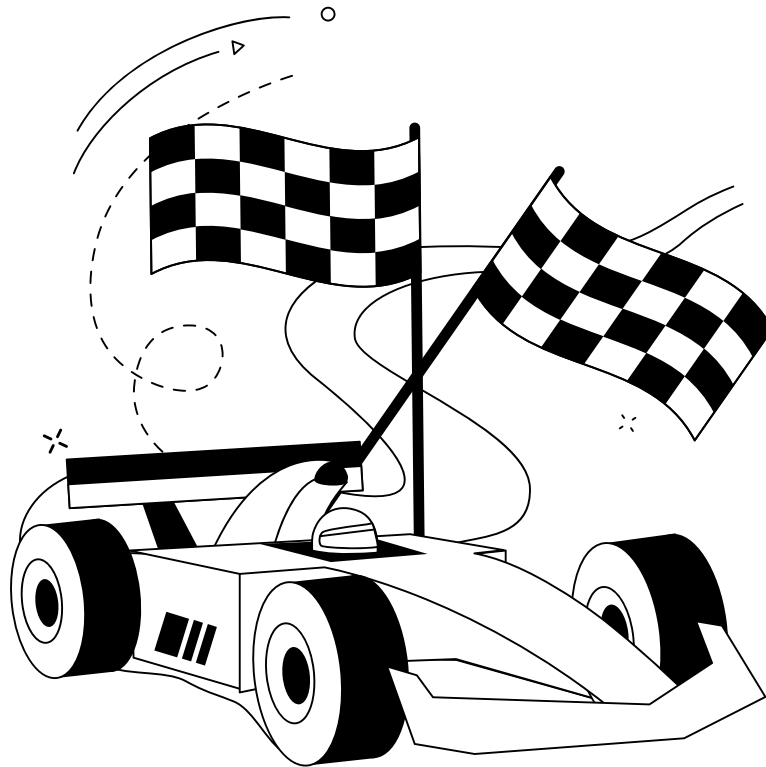
My
READING LOG



Title	Author	Genre	Rating
			☆☆☆☆☆
			☆☆☆☆☆
			☆☆☆☆☆
			☆☆☆☆☆
			☆☆☆☆☆
			☆☆☆☆☆
			☆☆☆☆☆
			☆☆☆☆☆
			☆☆☆☆☆
			☆☆☆☆☆
			☆☆☆☆☆
			☆☆☆☆☆

READING RACE

Before beginning the game, tell your homeschool students that it is important to read words with speed and accuracy. This game will help them to improve their fluency skills, by targeting sight words and nonsense words.



HOW TO PLAY

- Your students will play this game with a partner. (Siblings work great!)
- They will take turns being the reader and the recorder.
- The first student will read as many words/sentences as possible in 30 seconds. (You can choose to increase the time.)
- The other student keeps track of how many words/sentences were read in the allotted time and records the number.
- The students will continue to take turns to improve their reading fluency and accuracy.

Name: _____

READING RACE

Read these nonsense words as quickly as you can. Your partner will record how many words you read.

bep	yeb	nek	yek	zem
vom	fiz	jip	piz	bop
cik	wop	rox	tuv	rik
luf	ruv	lek	rax	nuf
zat	kax	giz	vep	pek
tig	zep	fuv	bum	vix
jem	dum	zeb	zif	jum
pox	bif	kep	sop	zaf
nup	yot	vim	duv	kup
cuf	vug	dop	lek	vob

How many words did you read?

Round 1

Round 2

Round 3



Name: _____

READING RACE

Read these nonsense words as quickly as you can. Your partner will record how many words you read.

grap	daxt	prus	luts	jamp
clob	limk	rolf	guld	milt
blup	wust	bast	brak	drap
frax	jisk	lask	drek	breg
drom	pruk	wesp	prap	bisk
clep	lebs	jask	tesk	tont
dran	zumt	tolf	lonk	bund
sced	hist	hept	mont	yenk
blib	yunk	firk	renk	cips
flot	dant	zant	clup	shuk

How many words did you read?

Round 1

Round 2

Round 3



Name: _____

READING RACE

Read these sight words as quickly as you can. Your partner will record how many words you read.

live	after	put	long	day
of	the	his	first	made
from	may	going	his	on
fly	an	she	him	one
old	any	by	like	way
open	every	that	long	than
just	once	come	other	do
know	as	for	more	time
when	walk	from	now	what
were	round	like	not	has

How many words did you read?

Round 1

Round 2

Round 3



Name: _____

READING RACE

Read these sight words as quickly as you can. Your partner will record how many words you read.

use	write	been	an	from
if	this	a	and	fly
did	way	find	more	know
day	were	he	my	were
had	we	have	many	any
make	you	other	after	take
on	but	two	so	as
of	all	up	one	by
she	her	who	has	could
they	have	am	what	over

How many words did you read?

Round 1

Round 2

Round 3



Name: _____

READING RACE

Read these sentences as quickly as you can. Your partner will record how many words you read.

Can you find it?	I can see it now.
It's time to go.	Write the words.
I see the cake.	Call me now.
They all left.	Some people like it.
One is a number.	I can't do it now.
I made it!	They went out today.
She has no idea.	Where are the parts?
It's not easy.	Did you go there?
Can you write it?	How do you use this?
We could go.	What did you say?

How many sentences did you read?

Round 1	Round 2	Round 3
_____	_____	_____

Name: _____

READING RACE

Read these sentences as quickly as you can. Your partner will record how many words you read.

I will walk today. Want to go home?
Take your time. I have two of them.
I have an old car. Think about it.
You can come in. You can join us now.
Can you ask? The plane will fly.
I saw her before. Let's go to the park.
Let's go home. She needs to rest.
How are you? We will miss you!
We will fly home. I live in a small town.
Give it to me. Thanks for your help.

How many sentences did you read?

Round 1

Round 2

Round 3



My First Book Report

by:

Date:

Grade:

The Author is:

The Illustrator is:

I read the book:

My favorite characters
are:

In the story, they did a lot of
things like:

My favorite part
was when:

I really _____
this book because:



My Favorite Book

Name of student

My favorite book is

It is written by

This is my favorite line from the book:

My favorite part of the book is

This is my favorite character. (Draw below)

These words to describe how I feel about this book (list down 3)



Name: _____

Reading Response

Book: _____

Author: _____

Start Date: _____ End Date: _____

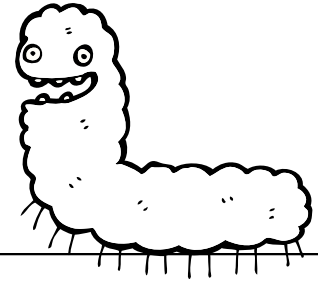
I would rate this book: 

I gave this book _____ stars because:

This book reminded me of:

After reading this book, I learned:

Caterpillar Book Report



BY:

TITLE:

AUTHOR:

RATING:



PLOT SUMMARY:

WHERE IS THE SETTING
OF THE STORY?

WHO ARE THE PROTAGONISTS IN THE STORY?
WHO ARE THE ANTAGONISTS IN THE STORY?

DESCRIBE THE CONFLICT IN THE STORY.

WHAT ARE YOUR THOUGHTS ON THIS BOOK?



A BOOK I'VE READ

Book Title:

Name of the Author:

Name of Student:

Date Submitted:

Summary of the Story

Main Characters:

Point of view of the story:

What I think about the hero of the story:

What I realize towards the end
of the story:

If I were to rewrite the ending
of the story:

I would or would not recommend this
book to my friends because:





BOOK TITLE:

Submitted by:

Date:

AUTHOR

Who is the author of the book? List down their notable works.

BOOK SUMMARY

Write a quick synopsis of the book.

TOPICS COVERED

What topics did the author cover in this book?

INTERESTING FACTS

Write down 5 new facts you learned through this work.

ANALYSIS

Discuss the book's relevance in today's modern world.

OPINION

What do you think about the topics covered in this book?



MY BOOK REPORT



Book Title:

Date Submitted:

Author:

Student's Name:

Publisher:

Year Published:

I. Vocabulary

What are some new words that you have picked up from the book?

II. Characters

Who are the main characters in the story? What are they like?

III. Settings

When and where did the story take place?

IV. Plot Summary

What happened in the story? How did the characters solve the problem?

V. Themes and Life Lessons

What life lessons have you learned from the story?

VI. Recommendation

Would you recommend it to a friend? Why or why not?



BOOK REPORT

WORLD LITERATURE

BOOK TITLE

AUTHOR'S NAME

STUDENT'S NAME

PUBLISHER'S NAME

AUTHOR'S BACKGROUND

CONTEXT OF THE STORY

PLOT OVERVIEW

MAIN AND MINOR CHARACTERS

CONFLICT AND RESOLUTION

THEMES AND ANALYSIS

WEEKLY BOOK REPORT

NAME OF
STUDENT

YEAR &
SECTION

Title of the Book _____

Author _____

Book summary in 5 sentences.

The story's setting

The
protagonist

The
antagonist

The conflict and resolution

Imagery and symbolisms used

Major themes explored

Moral of the story



BIOGRAPHY REPORT

Student's Name

Book Title

Author's Name

Publisher's Name

About the Subject

Opinion on the Book

Early Life

Personal Achievements

Public Life

Opinion on the Subject



Non-Fiction Book Report

Student's Name:

Year level and Section:

Date of Submission:

Book Title:

Author:

What is the author's purpose for writing this essay?

What is the author's purpose for writing this essay?

What are the main ideas and themes found in the story?

What lessons have you learned from the author's story and point of view?

What are the significant events in the story?

NON-FICTION BOOK REPORT

Submitted by:

Published by:

Title:

Date of Publication:

Author:

OVERVIEW

ABOUT THE AUTHOR

Briefly describe the author's life. Is he a credible source or not?

THE SCOPE

What does the book cover?

AUTHOR'S STYLE

Describe the story's tone and structure.

NARRATIVE

What is the main idea of the story? What is the author's purpose for writing it?

LITERARY ANALYSIS

Use literary criticism to explain the text

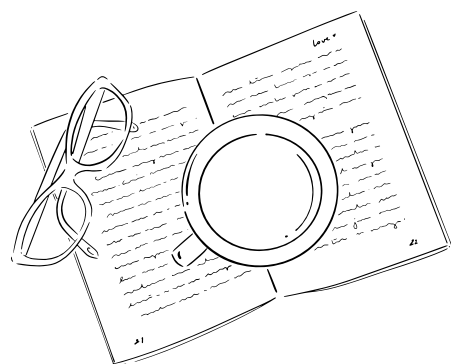
INSIGHTS

Do you have any realizations, suggestions or comments?

Book Lists by Grade

Kindergarten Titles:

- *Do Not Bring Your Dragon to the Library* by Julie Gassman
- *The Crocodile Who Didn't Like Water* by Gemma Merino
- *I am the Rain* by John Paterson
- *Maybe Something Beautiful* by Isabel Campoy and Theresa Howell
- *Bruce's Big Fun Day* by Ryan T. Higgins
- *Cat Likes Red* by Christopher Russo
- *The Very Hungry Caterpillar* by Eric Carle
- *Goodnight Moon* by Margaret Wise Brown
- *Ten on a Twig* by Lo Cole
- *There are Cats in this Book* by Viviane Schwarz



1st Grade Titles:

- *Saffron Ice Cream* by Rashin Kheiriyeh
- *Bowwow Powwow* by Brenda Child
- *At the Beach* National Geographic Reader
- *Pete the Cat- Pete's Day at the Beach* by James Dean
- *If You Give a Mouse a Cookie* by Laura Numeroff
- *Don't Let the Pigeon Drive the Bus* by Mo Willems
- *Love You Forever* by Robert Munsch
- *Ballet Cat* (series) by Bob Shea
- *The Day the Crayons Quit* by Drew Daywalt
- *Dinosaurs Like Cookies* by A.D. Largie



Book Lists by Grade



2nd Grade Titles:

- *Saturday is Swimming Day* by Hyewon Yum
- *Ocean Meets Sky* by Eric Fan and the Fan Brothers
- *The Secret Cat* by Katarina Stromgard
- *Narwhal: Unicorn of the Sea* by Ben Clanton
- *Magic Treehouse* (series) by Mary Pope Osborne
- *Where the Wild Things Are* by Maurice Sendak
- *Harold and the Purple Crayon* by Crockett Johnson
- *Make Way for Ducklings* by Robert McCloskey
- *Lola Levine* (series) by Monica Brown

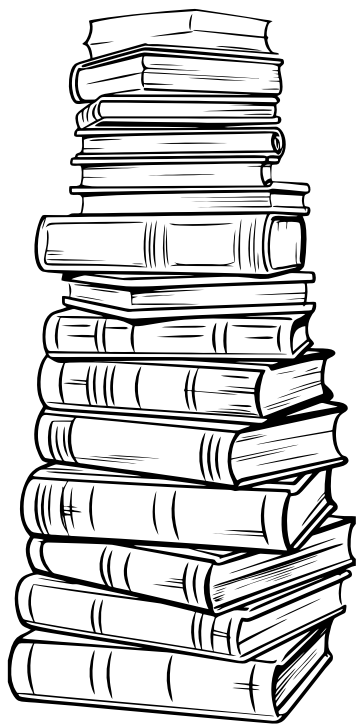
3rd Grade Titles:

- *Happy Paws* by Vicky Fang
- *Mindy Kim and the Yummy Seaweed Business* by Lyla Lee
- *Wolfie Monster and the Big Bad Pizza Battle* by Joey Ellis
- *Zoey and Sassafras* (series) by Asia Citro
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- *Stellaluna* by Janell Cannon
- *Madeline* by Ludwig Bemelmans and John Bemelmans Marciano
- *EllRay Jakes* (series) by Sally Warner

Book Lists by Grade

4th Grade Titles:

- *The Brilliant Deep: Rebuilding the World's Coral Reefs* by Kate Messner
- *If Sharks Disappeared* by Lily Williams
- *A Whale of the Wild* by Roseanne Parry
- *The One and Only Ivan* by K.A. Applegate
- *James and the Giant Peach* by Roald Dahl
- *The True Story of the Three Little Pigs* by Jon Scieszka
- *Tales of a Fourth Grade Nothing* by Judy Blume
- *The Lightning Thief: Percy Jackson and the Olympians* (series) by Rick Riordan
- *You Go First* by Erin Entrada Kelly
- *Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist* by Jess Keating
- *The Giving Tree* by Shel Silverstein
- *Charlotte's Web* by E. B. White



5th Grade Titles

- *Coral Reefs: Cities of the Oceans* by Maris Wicks
- *The Tornado Scientist* by Mary Kay Carson
- *Nature Ninja: Animals with Spectacular Skills* by Rebecca L. Johnson
- *Wonder* by R.J. Palacio
- *Out of My Mind* by Sharon M. Draper
- *Where the Sidewalk Ends* by Shel Silverstein
- *It Wasn't Me* by Dana Alison Levy
- *Hatchet* by Gary Paulsen
- *Flora & Ulysses* by Kate DiCamillo
- *The BFG* by Roald Dahl
- *The Velveteen Rabbit* by Margery Williams

Book Lists by Grade

6th-8th Grade Titles



- *A Place to Hang the Moon* by Kate Albus
- *Small Spaces* by Katherine Arden
- *Anne Frank: The Diary of a Young Girl* by Anne Frank Fonds
- *Holes* by Louis Sachar
- *The Call of the Wild* by Jack London
- *Shadow Children* (series) by Margaret Peterson Haddix
- *The Hobbit* by J.R.R. Tolkien
- *Matilda* by Roald Dahl
- *The Chronicles of Narnia* (series) by C. S. Lewis
- *Half a Chance* by Cynthia Lord
- *Inkheart* by Cornelia Funke
- *The Secret Garden* by Frances Hodgson Burnett

9th-12th Grade Titles

- *Finding Manana* by Mirta Ojito
- *Up From Slavery* by Booker T. Washington
- *Animal Farm* by George Orwell
- *Jane Eyre* by Charlotte Bronte
- *The War of the Worlds* by H. G. Wells
- *The Hunger Games* (series) by Suzanne Collins
- *The Book Thief* by Marcus Zusak
- *Pride and Prejudice* by Jane Austen
- *A Tale of Two Cities* by Charles Dickens
- *The Catcher in the Rye* by J.D. Salinger
- *The Old Man and the Sea* by Ernest Hemingway
- *Little Women* by Louisa May Alcott

