Resource Handbook for Parents

First Grade
Dear Families,

The Wilson Area School District is committed to helping our students become successful readers. As part of this commitment, we administer the DIBELS Next assessment to collect data on our students' reading skills.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Next assesses five skills necessary for becoming successful readers. These skills include:

- **Phonemic Awareness** – the ability to hear and manipulate individual sounds in words
- **Alphabetic Principle (Phonics)** – the principle that letters represent individual phonemes (sounds) in the spoken word
- **Fluency** – to read quickly and easily to support sufficient understanding of text
- **Vocabulary** – the ability to understand and use a variety of words to acquire and convey meaning
- **Comprehension** – the ability to understand what is being read or spoken

We utilize this data to determine instructional needs. Students are placed in skill specific intervention groups based on the data obtained from their DIBELS assessment and additional skill inventories. A student receives small group instruction on his or her targeted skill until they demonstrate mastery.

The intervention page identifies which skill group(s) your child is currently in. This page can be found in your child’s folder or agenda book. For skill-specific information and activities visit:

1. [www.wilsonareasd.org](http://www.wilsonareasd.org)
2. Click on Schools → Wilson Elementary
3. Click on Parents & Students → Resources

The resources and activities provided are only suggestions – please see your child’s classroom teacher for any additional recommendations, or if you need assistance accessing the information.

Through the combination of instruction at school and your additional help at home, we hope to reach our goal of ensuring all Wilson Area School District students become successful readers.

Thank you for your continued support.
is currently receiving reading intervention in one of the following skill areas checked below. Resources and activities for this skill can be found at [http://wasdwb.es.sbs.sharpschool.com/parents/students/resources](http://wasdwb.es.sbs.sharpschool.com/parents/students/resources). If you need assistance accessing this information, please contact your child’s teacher.

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| ✓ | Identifying Initial Phonemes | - While looking at pictures, the student says the first sound in the word | Soup - /s/  
Toy - /t/ |
| | Matching Initial Phonemes | - The student identifies two pictures that have the same beginning sound | Moon - Mouse  
Cat - Can |
| | Identifying Final Phonemes | - While looking at pictures, the student says the last sound in the word | Cat - /t/  
Pan - /n/ |
| | Matching Final Phonemes | - The student identifies two pictures that have the same ending sound | Frog - pig  
Hat - sit |
| | Blending Phonemes | - The student listens to a sequence of separately spoken phonemes then combines them together to form a single word: (/c/ /a/ /t/) → cat | /u/ /p/ → up  
/ch/ /o/ /p/ → chool  
/g/ /l/ /t/ /i/ → gift |
| | Segmenting Phonemes | - The student breaks words into their individual sounds, saying each sound separately as they tap them out or count them.  
- Ex: Teacher asks: “What are the sounds in the word desk?” | Bike → /b/ /i/ /k/  
Ship → /sh/ /i/ /p/  
Hand → /h/ /a/ /n/ /d/ |
| | Letter Names/Letter Sounds | - Student names uppercase and lowercase letters and states their sounds | B → /b/  
h → /h/ |
| | Short Vowels (VC/CVC) | - The student reads and builds vowel consonant and consonant vowel consonant pattern words | at, dot, on, cup, as, man |
| | Common Beginning and Ending Consonant Digraphs | - A pair of consonant letters representing a single speech sound – ch, sh, th, wh, ck, ng | tack, sing, that  
shut, whom, chin |
| | Blends | - Two or more consonant letters that are together in a word and each sound is heard (bl, sl, nd, cr, sp, nt, sm, mp) | send, plot, step, crab  
glad, cramp, just |
| | Silent e | - A silent e at the end of a word makes the preceding vowel says its name | bike, cute, late, hope |
| | R-Controlled Vowels | - When a vowel is followed by the letter r, the vowel is controlled by the r. Together they make a new sound. | fur, bird, fork, star, her |
| | Advanced Consonant Sounds/Silent Consonants/Consonant Digraphs | - Hard/soft c and g.  
- C makes the /k/ (hard) sound when followed by a, o, u. C makes the /s/ (soft) sound when followed by e, i, or y.  
- G makes the /g/ (hard) sound when followed by a, o, u. G makes the /f/ sound when followed by e, i, or y.  
- Silent consonants are words with kn, wr, and gn  
- Advanced consonant digraphs are words with -tch, -dge, ph, and gh | Hard C - cob, cube  
Soft C - city, mice  
Hard G - gap, good  
Soft G - gem, cage  
know, wrist, ditch, bridge, phone |
| | Vowel Digraphs and Diphthongs (Vowel Teams) | - Vowel digraphs have two vowels that make one sound.  
- Diphthongs have two vowel sounds in one syllable | seat, rain, booklet  
cow, about, soil, joy |
Identifying Initial Phonemes Activities

When driving in a car point to objects and have the child tell you what sound the item begins with. For example, tree - /t/, bus - /b/, house - /h/. If he/she can also name which letter matches the sound that would be wonderful. This activity can also be done in the house, at the park, while watching a sibling’s baseball game, etc.

Initial Sound Change. Play a game where the child makes new/different words by changing the beginning sounds. Look around the room for words or use your own, (for example, if you are changing all words to begin with /k/, chair would be care, table would become cable).

Sticky Notes. Give the child a sticky note with a letter on it. Discuss the sound the letter makes. Have the child stick it to something that begins with that sound.

Can you say the first sound. To the tune of Mary Wore Her Red Dress:
Mary wore her red dress, red dress, red dress. Mary wore her red dress, all day long.
Use the tune to this song to encourage the child to think about beginning sounds in words. After you sing the new lyrics below, pause at the end to say a word the child knows, and have him/her identify the beginning sound heard. You may wish to begin with words such as red, day, Mary, or choose words of your own.
Can you say the first sound, first sound, first sound. Can you say the first sound in this word: __________?

Interactive Websites
http://www.kidport.com/GradeK/LanguagesArts/Workbook/LangK_LetterPictures.htm
http://www.ictgames.com/phonics_fighter4.html
http://pbskids.org/lions/games/

Books for Teaching Initial Phonemes
Aster Aardvark's Alphabet Adventures By S. Kellogg
The Hungry Thing By J. Slepian
Eating the Alphabet from A to Z By L. Ehler
TongueTwisters to Teach Phonemic Awareness and Phonics: Beginning
Consonants and Vowels By Joyce Kohfeldt A Cat Called Kite By Mem Fox
Lily’s Purple Plastic Purse By Kevin Henkes Watch William Walk By Ann Jonas

Free Printable Worksheets for Initial Sound Practice
http://www.kidzone.ws/kindergarten/learning-letters/
http://www.kidslearningstation.com/phonics/
http://www.k5learning.com/free-preschool-kindergarten-worksheets/beginning-sounds
Matching Initial Phonemes Activities

Sound Matching: (Sung to “Jimmy Cracked Corn and I Don’t Care”) *say the phoneme sounds, not the letter names*
Do you have a /d/ word to share with me? Do you have a /d/ word to share with me?
Do you have a /d/ word to share with me? It must start with the /d/ sound!
Dog is the word that starts with /d/. Dog is the word that starts with /d/. Dog is the word that starts with /d/. Dog starts with the /d/ sound.

Scavenger Hunt: Give the child a bag with a letter on it. Go over the sound of the letter. Have him/her go around the house to collect items that begin with the same sound. For example, if the bag has the letter P written on it he/she may find a pencil, pen, and paper to put it their bag. B – book, block, baseball, bag, M – money, mat, muffin, marble, meat, milk, etc.

Silly Sentences: Pick a letter sound and have the child make up a silly sentence with as many words as they can beginning with the same sound. For example: /M/ - My Mom makes many meatballs. /D/ – Did Dad do the dirty dishes?

Add Art: Give the child a letter sound and have him/her draw all the pictures he/she can think of that begin with that same sound. You can label the pictures he/she drew together.

Sound Collages: Search through magazines junk mail, newspapers, or any advertisements looking for pictures that begin with the same sound. Cut them out and glue to make a collage.

Interactive Websites
http://teacher.scholastic.com/clifford1/flash/phonics/index.htm
http://www.readwritethink.org/files/resources/interactives/picturematch/
http://www.jctgames.com/letterlifter.html
http://pbskids.org/lions/games/smartydoors.html

Apps
Dr. Seuss’s ABC
abc PocketPhonics

Books for Teaching Initial Phonemes

Alison’s Zinnias By Anita Lobel
Four fur feet By M.W. Brown
My Name is Alice By J. Bayer
Dr. Seuss’s ABC By Dr. Seuss
Zoophabets By R. Tallon
The Z was Zapped By C. Van Allsburg
Alphabears By K. Hague
Identifying Final Phonemes Activities

End Sounds. Say each word to the child—jam, foot, hill, map, fox, bed—Ask your child to tell you the sound each word ends with. Choose five words from a book you are reading. Say each word. Have the child say the sound he/she hears at the end of each word.

Where's That Sound? Place three sticky notes on a piece of paper in a straight line. The first one stands for the beginning sound in a word, the second for the middle sound in a given word, and the last one for the final sound in a word. The child is then asked to identify where a sound appears in a word by pointing to the beginning or end sticky note. This activity is a good review for beginning sounds, as well as practicing ending sounds. Do not ask for a middle sound in any of the words.

Ending to Beginning. Begin by providing a word, for example dot. Have the child isolate the ending sound of the word dot /t/ and think of a word that begins with that sound (for example, tap). Then you isolate the last sound in tap /p/ and think of a new word that begins with /p/ (for example, park). Continue the pattern.

Tick Tock Sound. Go to the website below and print page 16. Four tic-tac-toe picture game boards are provided on that page. Cut the boards apart. The game is played just like tic-tac-toe; however, before anyone can place an X or an O on a space, he or she needs to identify the final sound of the picture word correctly. The winner must get three in a row.

I'm Going on a Trip. Select a sound, for example /t/. Choose a word ending with that sound and say, "I'm going on a trip and I'm packing a hat." The next person must repeat the first item and add another item with the /t/ ending sound. For example, "I'm going on a trip and I'm packing a hat and a suit." Keep going until no one is able to come up with anymore /t/ ending sound words to pack. Then you can change the end sound.

Interactive Websites
http://www.kidport.com/GradeK/LanguagesArts/Workbook/LangK_MissingLetter.htm
http://www.softschools.com/language_arts/phonics/games/ending_sounds.jsp
http://www.professorgarfield.org/phonics/fishing/fishing.html

Books for Teaching Final Phonemes
Barnyard Song By R. Gowler
Green Eggs and Ham By Dr. Seuss
Monkey Do By A. Ahlberg
How Rocket Learned to Read By Tad Hills
Matching Final Phonemes Activities

Last Sound Concept. Have the child listen to the following words and tell if they are the same or different - mat and mad. Why are they different? The last sound is different. What words have the same last sound as mat? (sat, rat, that, cat, etc.) What words have the same last sound as mad? (dad, had, bad, sad, etc.) Then continue with other words- can, cap – had, has – ban, bag – tab, tan – etc.)

Clap for the Same Sound. Tell the child an ending sound to listen for, such as /f/. Say a list of words (staff, hill, half, fast, calf, crab, etc.). Have the child clap each time he/she hears a word with an ending sound /f/. Continue changing the sound and words.

Final Sound Printable Games Click on the link for the PDF file below and print the final sound games on pages 40-49.

More Printable Games
http://thisreadingmama.com/ending-sounds-games-print-play/

Websites
http://www.education.com/game/ending-sounds-hopper/
http://www.education.com/slideshow/practice-ending-sounds/ending-sounds-1-kindergarten/#

Apps
Dr. Seuss's ABC
abc PocketPhonics

Books for Teaching Final Phonemes
Jan and Stan  By Samantha Berger
Scott and Dot  By Maxwell Higgins
The Bug in the Jug Wants a Hug  By Brian Cleary
Ted in a Red Bed  By Phil Roxbee Cox
Big Pig on a Dig  By Phil Roxbee Cox
Blending Phonemes Activities

**Robot Talk**  As the robot leader, say this rhyme in a robot voice and have the child respond: “I am a robot. Can you help me? Can you tell me what I see? I see a /c/ /a/ /p/.” Encourage the child to repeat the rhyme in “robot talk” and then blend the word to answer the robot’s question. Continue with another object.

**Secret Code**  Turn an illustrated word face down and name it in phonemes, e.g., /h/ /a/ /t/. When the child blends the phonemes and guesses the word, show the picture. This game also works well with riddles, which don’t require pictures. For example, say, “I’m thinking of the animal Bo Peep lost. It’s a /sh/ /ee/ /p/.”

**Sound Blending Using Songs**  The following activity is to the tune of “If You’re Happy and You Know It, Clap Your Hands.”

- If you think you know this word, shout it out!
- If you think you know this word, shout it out!
- If you think you know this word,
  Then tell me what you’ve heard,
- If you think you know this word, shout it out!
After singing, say a segmented word such as /k/ /a/ /t/ and have the child provide the blended word “cat.”

**Old MacDonald**  Explain that you will sing a verse of “Old MacDonald,” but you will say an animal name in a special way. Have the child guess what animal name you are saying by blending the separate sounds together. For example, you will sing, “Old MacDonald had a farm, E-i-E-i-O. And on that farm he had a /d/ /u/ /k/.” The child guesses what animal you are sounding out. Some of the animal names can be silly – animals you wouldn’t ever find on the farm, such as seal, lion, bear, etc. This is a fun opportunity to laugh.

**Blend Baseball**  Get the whole family/neighborhood involved! Divide the family into two teams. As the “pitcher,” you say aloud a word in parts, such as /s/ /a/ /t/. If the child who is “at bat” can successfully blend the word, he or she goes to first base. Proceed just as in baseball, with each team earning a point when a child makes it to home plate (adapt as needed to fit number of “players”).

**Interactive Websites**
- http://www.tvokids.com/games/letterella
- http://www.professorgarfield.org/Phonemics/pig_waller/pig_waller.html

**Books for Teaching Final Phonemes**
- I’m Number One By Michael Rosen  
- Snow Music By Lynne Rae Perkins
Segmenting Phonemes Activities

Jump Along with Phonemes  Mark the floor or sidewalk with a series of 12 lines (number of lines is changeable). The child will begin by standing along the first line. Call out a word like "top". Then say "go". The child jumps forward the number of phonemes in the word. If the child is correct (in this case, he/she has jumped forward 3 rows), he/she keeps his/her place. If incorrect, he/she moves back to the beginning line. The game ends when the child has passed the 12th line.

Blocks Teach the child how to stretch words, saying them slowly, so he/she can hear the sounds that make up a word. Demonstrate the process. Invite the child to say the word slowly as they listen for the individual phonemes. You may want to have the child "stretch" a rubber band as they say the word. Be sure the child is actually saying the words. After the child has learned how to say the words slowly, use small colored blocks to mark the different phonemes. Example: Say "go"—"g...o" and use two different colored blocks to represent the sounds. Later, ask the child to tell how many blocks he/she will need to represent the sounds in other words.

Fast/Slow  Say a word and tell the child that this is the fast way to say the word. Then give an example of the slow way. For example, sat (fast way) and s-a-t (slow way). Give the child another word (for example: bed) and ask if he/she can say it the slow way (b-e-d).

Ball Toss Give the child a ball and have him/her toss the ball up in the air for each sound in the word. Have him/her say the sound as the ball is tossed. A small foam ball from any dollar store works well.

Segmentation Cheer Each time you say the cheer, change the words in the second line (change Sun! Sun! Sun! to Ten! Ten! Ten!, etc.). Have the child segment each word sound by sound. Begin with words that have three phonemes, such as ten, rat, cat, dog, soap, read, and fish. Listen to my cheer. Then shout the sounds you hear. Sun! Sun! Sun! Let's take apart the word sun. Give me the beginning sound. (Children respond with /s/.) Give me the middle sound. (Children respond with /u/.) Give me the ending sound. (Children respond with /n/.) That's right! /s/ /u/ /n/—Sun! Sun! Sun!

App abc PocketPhonics

Getting into Books and Real Stories Since the goal is to improve the child's reading skills, we need to get him/her into books. Choose four words from a short reading selection (one page of a book) and say each word in parts to the child. Ask him/her to put the parts together. Now help him/her find those words on the page and make a connection between the words he/she put together and what they look like in print.
Letter Names/Letter Sounds Activities

Cooked Spaghetti Letters Give the child some cooked spaghetti. Show him/her how to use the spaghetti to form the letters. Say a sound and have the child make the corresponding letter.

Play Dough Letters Show the child how to make long ropes out of play dough. Then fashion the ropes into given letters. Try including the letter sounds.

Letter Formation Fun Write letters in sand, flour, shaving cream, etc. Go over the sounds the letters make.

Mama and Me Make copies of the picture cards from the PDF below. Have the children match the Mama animal to their baby. They will be matching upper-case mothers with their lower-case babies. Name the sounds of the letters. https://pals.virginia.edu/pdfs/activities/alphabet-rec/mamaandme.pdf

Letter Find Have the child look for letters on road signs, in books, in the newspaper, in magazines, in junk mail - anywhere in print. Have him/her say the sound the letter makes.

Alphabet Order Game The child should be able and ready to play this game if they know how to sing the alphabet and appear to have an interest in letters. To play this game you will need a set of alphabet cards. A free site to get these cards is listed below. Place all the cards in a big pile and mix them up. Sing the alphabet song with the child and ask him/her what the first letter of the alphabet is (repeat the song if needed until he/she figures out that Aa is the first letter). Let him/her find the letter Aa. If they are struggling, provide hints until they find it – Ex: the capital or upper case Aa looks like a triangle and has a pointy top, etc. Show them the letter Aa in a book or some other form of print as an example if needed). Go on to the next letter. Repeat the song and hints until all the letters are found and placed in the correct order. To extend this activity, try including letter sounds. If your child loses interest, don’t push it. Just leave the activity and pick it up another time when they are interested again! http://blog.maketaketeach.com/wp-content/uploads/2012/11/Small-Flashcards-Alphabet.pdf

Interactive Websites-
http://pbskids.org/lions/games/abcd.html
http://pbskids.org/lions/games/theospuzzles.html
http://pbskids.org/lions/games/ears.html
http://pbskids.org/lions/games/stacker.html
http://pbskids.org/lions/games/monkeymatch.html
http://teacher.scholastic.com/activities/bll/leo/game.htm?scene=home

Apps:
abc PocketPhonics
Dr. Seuss’ ABC
Books for Teaching Letter Names/Letter Sounds
ABC: A Child’s First Alphabet By Allison Jay
Chicka Chicka Boom Boom By Bill Martin Jr. and John Archambault
Kipper’s A to Z: An Alphabet Adventure By Nick Inkpen
Farm Alphabet Book By Jane Miller
Short Vowels  
(Vowel/Consonant (VC) / Consonant/Vowel/Consonant (CVC)) Activities

Word Puzzles  Download the pdf below for directions and printable materials for making CVC puzzles.  

CVC Boxes  Download the pdf below and print the CVC Word Skill Sheets. Have the child fill in the boxes with the letters to make the word that matches the picture.  

Nonsense/Real Word Sort  Print CVC words on index cards (box, not, red, sep, ham, jad, win, tis, cut, guk). Have the child read the words and decide whether is a real or nonsense word. Sort the words into two piles.

CVC Word Families  Go to the website listed below, scroll down, click on any of the activities in red, and print. This website has a wealth of free CVC printables.  
http://www.3dinosaurs.com/printables/learningtoread/wordfamily.php

CVC Rules  Write CVC words on index cards or paper (some examples- cap, hot, sun, wig, leg, dog, fan, mug, did, fed, hat, top, sub, win, pet) Have the child look at one word at a time and ask how many vowels (a, e, i, o, u) do you see? “One.” Where is the vowel? “The vowel is in the middle.” What is the word rule? “One vowel followed by one or more consonants in a word or syllable is usually short.” Then identify the short sound of the vowel, say all the sounds, and read the whole word.

CVC Search  As you are reading a book with the child, write down all the CVC and VC (as, us, up, at, if, in, on, etc) words. After reading the book, practice reading the words on your list.

Interactive Websites-  
http://www.ictgames.com/machine.html  
http://pbskids.org/lions/games/pounce.html  
http://www.galacticphonics.com/cvc/interactive/cvcspell/cvcspell.htm  
http://www.galacticphonics.com/cvc/interactive/memory/memory.htm  
http://teacher.scholastic.com/clifford1/flash/vowels/  
http://www.starfall.com/n/level-a/learn-to-read/load.htm?f  
http://pbskids.org/lions/games/dubcubs.html

Books for Teaching Short Vowels-  
A Bat Named Pat By Betsy Franco  
A Nap for Zap By Karna Einhorn  
Kip Gets Fit By Suzanne Barchers  
Can You Fix It? By Jane Wilson  
Word Bird Makes Words With Hen By Jane Moncure  
How the Short Vowel Club Got Started By Marian Burmeff  
Little Pigs, Big Pigs: Learning the Short I Sound By Shelby Braidich
Common Beginning and Ending Consonant Digraphs Activities

**Digraph Bingo**  Go to the pdf link below. Scroll down to “Letter-Sound Correspondence-Digraph Bingo” (page 15-23). Print the bingo cards and digraph picture cards. Follow the directions to play the game.


**Digraph Garden**  You will need construction paper, a marker, glue, and scissors. Cut out circles for the center of the flowers and write th on one, sh on another, ch on a third one, ck and wh on the last two. Cut out several petals to go around the center piece for each digraph. On each petal, write a word that matches each digraph. Continue writing about six or seven words for each digraph. Underline the digraph in each word. Try to include words with the digraph at the beginning and the end of words (for example, the sh flower petals might include the words shell, fish, rush, shut, shop, shin, dash- ch might include such, chin, chop, chug, rich, inch, bunch, etc.). Glue the petals to the correct digraph, add a stem, and practice reading the beautiful digraph garden.

**Digraph Songs**

http://www.youtube.com/watch?v=bFQ2q_AZW4c
http://www.schooltube.com/video/6e7b1c72c394492532c7/CH%20SH%20TH%20WH%20Song

**Go Fish**  Use a stack of index cards to create your own version of Go Fish. Write a word with a consonant digraph on the top and the bottom of a vertical card. If including one set of each word, the child would have to request simply the consonant digraph within each word. For example, if the child has the word “chair” it could be matched with “chop.” Another version could be only matching digraphs in the beginning of a word or only in the end of a word. For simply pronunciation practice, make two sets of cards so that the child has to match them by word. (Examples of words to use- path, thin, ring, whip, lack, ship, mesh, chap, itch, when, with, song, bang, chick, push, wham)

**Videos**

http://www.onlinemathlearning.com/consonant-digraph-2.html
http://www.onlinemathlearning.com/consonant-digraph.html

**Websites**

http://rbeaudoin333.homestead.com/files/digraphs_consonant/digraphs_conmixed begin_end_1.html
http://www.kizphonics.com/phonics/digraph-ch-phonics-game/
http://www.starfall.com/n/level-g/learn-to-read/load.htm?f

Click on the sh, wh, th, or ch under skills to play the games. Click on the book title to the left of the digraphs to hear the stories read aloud.

http://www.softschools.com/language_arts/phonics/games/ch_sh_wh_th_sounds.jsp

**Apps**

Touch and Write Phonics
Books for Teaching Digraphs
The Thing on the Wing Can Sing  By Brian Cleary
Choo Choo  By Virginia Lee Burton
Fish and Chips  By Robert O' Brien
Where the Wild Things Are  By Maurice Sendak
Duck! Rabbit!  By Amy Krouse Rosenthal
You Are My Wish  By Maryann Cusimano Love
Dogs Don’t Brush Their Teeth  By Diane deGroat
Blends Activities

Consonant Blends Songs
https://www.youtube.com/watch?v=sYmwStHMezc
https://www.youtube.com/watch?v=mykregB14j8
https://www.youtube.com/watch?v=s5v-W69kEU
https://www.youtube.com/watch?v=RBqfo55RqLM

Blends Lists Fold a piece of paper into four columns. At the top of the columns write bl, cl, fl, sl. Under each column, write words that begin with the blend. Then try br, cr, fr, and tr on a different paper. Write words beginning with sn, st, sp, sw on another. Add words that end with st and sp. Try writing words that end with the blends nt, nd, ft, and mp. Keep lists and continue to add to them and practice reading.

Scavenger Blend Hunt On index cards write the two letter blends. Make sure each consonant blend is written on its own card. Do not write the words. They are for your reference. (br – brown, brick, broom, bright, bread, cl – clothes, cloth, clock, clip, cleaner, dr – drawer, drink, drop, drain, fl – floor, flat, flip, flake, gr – green, grass, grade, gross, pl – plastic, play, plush, Pluto, sc – scam, scope, scar, Scott, sl – sled, slide, slipper, slim, sm – small, smear, smooth, smart, sn – snake, snack, snap, sp – spot, sport, splatter, spoon, spatula, st – star, stump, stick, dust, sting, stamp, stone, sw – sweater, sweet, swing, tr – tree, tray, truck, trunk, trash, treat, bl – blue, black, blender, blazer) Hand a card to the child and ask what sounds the blend makes. Practice the sounds on each card. Put the index cards in a basket. Give the child the basket and tell him/her to pick a blend and find as many items as he/she can that start with the blend on the card. Happy Hunting!

Websites
http://www.firstschoolyears.com/literacy/word/phonics/clusters/interactive/initial/initial.htm
http://www.firstschoolyears.com/literacy/word/phonics/clusters/interactive/final/final.htm
http://www.softschools.com/language_arts/words/games/word_search218.html

Books for Teaching Blends
Where is Spot? By Eric Hill
The Giving Tree By Shel Silverstein
The Very Busy Spider By Eric Carle
I Broke My Trunk By Mo Willems
The Snowy Day By Ezra Jack Keats
Stop, Drop, and Flop in the Slop By Brian Cleary
It Looked Like Spilt Milk By Charles G. Shaw
Silent e Activities

Silent e Songs
http://www.learninggamesforkids.com/educational_videos/educational_videos_silent_e_song.html
http://www.onlinemathlearning.com/silent-e.html

Real or Nonsense  Go to the website below. Print the two pages. Have the child add an e to the end of each word, read the new word and put in the real words or nonsense words box.
https://docs.google.com/file/d/0B6zC45cAimWuMiRIZWlzNzUzTDg5Ni00ZjjiLWEzXGEtMWM1MDMzYigxQTNI/edit?usp=drive_web&pli=1

Short Vowel/Long Vowel  Write the word pan and have the child read the word. Add an e to the end to make the word pane. Now have the child read the word. Discuss what the e does to the first vowel. Add other examples- Sam-same, can-cane, pal-pale, man-mane, sit-site, mat-mate, cut-cute, hop-hope, pet-Pete, hug-huge, rid-ride, tub-tube, cod-code, Jan-Jane, fat-fate, rat-rate, shin-shine, slid-slide, sham-shame, kit-kite, etc.

Silent e Writing  Challenge the child to make a list of silent e words. Then, have him/her write a story or sentences using the silent e words. For an extension to this activity, have him/her erase the silent e word from the story or sentences and have you fill in the blank with the appropriate silent e word.

Interactive Websites
http://www.starfall.com/n/picture-hunt/long-a/load.htm?
http://www.starfall.com/n/matching/long-vowels/load.htm?
http://www.fun4thebrain.com/English/magice.html
http://www.softschools.com/language_arts/phonics/games/magic_e_sounds.js
http://www.starfall.com/n/make-a-word/silent-e/load.htm?

Books for Teaching Silent e
Here Comes Silent e!  By Anna Jane Hays
Porcupine Pete  By Maria Fleming
The Tree House- A Silent E Book  By Jane Wilson
Dave and Jane’s Band  By Margaret Allen
The Nice Mice in the Rice  By Brian Cleary
Vowels: Long sounds, Short sounds  By Deirdrie LoVerso
Cute!: The Sound of Long U  By Robert Noyed
Jake Bakes Cakes  By Gerald Hawksley
R-Controlled Vowels Activities

R-Controlled Vowels Songs
https://www.youtube.com/watch?v=JY8bR9sRARQ
https://www.youtube.com/watch?v=Q1bpT3YNN50

The “er” song  Teach the child this song to the tune of “The Farmer in the Dell”
‘er’ sounds like /er/, ‘ir’ sounds like /ir/, ‘ur’ makes the /er/ sound, too
They all sound like /er/.
Flower has an ‘er’, so does her and verb, tiger has an /er/ sound too
They all sound like /er/.
Shirt has an ‘ir’ so does girl and first, stir has an /er/ sound, too
They all sound like /er/.
Turtle has an ‘ur’, so does fur and hurt, purple has an /er/ sound too
They all sound like /er/.

Park the Car  Click on the link below. Print the game board and cards. Have the
child decide which bossy r sounds he or she hears in the word and park the car
in the parking spot that matches the sound card.
https://docs.google.com/file/d/0B-
PcW4qAf47GMTE2OGQ4NTtNmFhMC00NmVkJThmOTY1NDIkJOWQ3MDU1Mzcz/edit?hl=en_US&pli=1

R-Controlled Vowels Memory  Using index cards write the following words, each
on two different cards – born, girl, hurt, star, bird, corn, part, farm, north, curl,
sister, term, fern. Turn the cards face down. Flip over two cards at a time. Read
the words. If you find two cards that match, put them in your pile. If they do not
match, flip them back over. Continue playing until all matches are found. The
winner is the first person who has the most matches.

Interactive Websites
http://www.starfall.com/n/sorting/r-controlled/load.htm
http://www.starfall.com/n/control-r/load.htm?f
http://www.starfall.com/n/control-ar/ar/load.htm?f
http://www.starfall.com/n/control-or/or/load.htm?f

Books for Teaching Silent e
Yertle the Turtle By Dr. Seuss
Ralph Tells a Story  By Abigail Hanlon
Star Wars  By Simon Beecroft
Dirt on Their Skirts  By Doreen rappaport
Sharks!  By Ginger L. Clarke
Class Worms  By Barry Gott
Snarked!  By Roger Langridge
Advanced Consonant Sounds/ Silent Consonants / Consonant Digraphs Activities

Rules and Word Lists of hard/soft c and g (advanced consonant sounds)
http://rbeaudoin333.homestead.com/files/hardSoft_c_g/hard_soft_c_1.html
http://rbeaudoin333.homestead.com/files/hardSoft_c_g/hard_soft_g_1.html
http://rbeaudoin333.homestead.com/files/hardSoft_c_g/hard_c_2.pdf
http://rbeaudoin333.homestead.com/files/hardSoft_c_g/hard_g_2.pdf
http://rbeaudoin333.homestead.com/files/hardSoft_c_g/hard_c_2.pdf
http://rbeaudoin333.homestead.com/files/hardSoft_c_g/hard_g_2.pdf
http://rbeaudoin333.homestead.com/files/hardSoft_c_g/soft_c_2.pdf
http://rbeaudoin333.homestead.com/files/hardSoft_c_g/soft_g_2.pdf

The Tower Game  You get two dominoes to start. Every time you read a word right, you get another domino from the adult. See how tall you can make your tower and don’t let the adult win! (sample words- age, edge, huge, face, badge, ginger, mice, ridge, gym, page, lace, dodge, rice, judge, cyclone, cage, cider, germ, city, race)

Spelling Rules!
We spell with letters and letter combinations – graphemes!
Consonant Grapheme Types
1) Single letter (including blends) as in trap, spend
2) Digraphs (one sound/two letters) as in phone, ghost
3) Trigraphs (one sound/three letters) as in edge, switch, stitch, bridge
4) Silent Letter Combinations as in knot, wrong, wrap, know

Silent Letter Crossword  Go to the pdf below, copy, and work with the child to complete this activity.

Interactive Websites
http://rbeaudoin333.homestead.com/files/hardSoft_c_g/hard_soft_g_7.html
http://www.superteacherworks.com/jeopardy/usergames/Apr201015/game1271184696.php
http://www.funtrivia.com/playquiz/quiz91441a7a400.html - Silent letters trivia game

Books for Teaching Advance Consonant Sounds/Silent Consonants/Consonant Digraphs
Silent Letters Loud and Clear  By Robin Puliver
City Mouse and Country Mouse  By Rozanne Lanczak Williams
Giraffes Can't Dance  By Giles Andreae
Pop's Bridge  By C. F. Payne
Miffy the Ghost  By Dick Bruna
Vowel Digraphs and Diphthongs Activities

When two vowels are beside each other and make one sound they are called vowel digraphs. Vowel Diphthongs are two vowel sounds in one syllable.

| ai (long a) | rain, pain |
| ay (long a) | hay, pay |
| ea (long e) | pleat, read |
| ie (long i) | pie, tie |
| oo (long o) | road, toast |
| pause, fraud |
| aw | saw, hawk |
| ew | few, chew |
| ey | they, whey |
| oi | spoil, oil |
| oy | toy, boy |
| ou | loud, trout |
| ow | cow, brown |

When teaching the child both digraphs and diphthongs:
Say the words sound by sound and have him/her tell you the different sounds he/she hears. Isolate the sound using slashes.

\[ r/\text{ai}/n \text{ (digraph)} \quad \text{br}/\text{ow}/n \text{ (diphthong)} \]

Let the child blend the word parts together while putting added stress on the parts of the word that contains the digraph or the diphthong.

1. Ask the child to tell you other words that have the vowel digraph or diphthong you are doing.
2. List them and let the child copy the list, saying each word as he/she writes it.
3. Make flashcards with the digraphs and diphthongs.
4. Hold them up and let the child say the sounds.
5. On flashcards put the part of the word with the digraph or diphthong in a different color.

\[ r/\text{ai}/n \]

After using flashcards, make the child match digraphs or diphthongs that rhyme.

rain pain (digraphs) brown frown (diphthongs)

Interactive Websites
http://www.s`arfall.com/n/make-a-word/two-vowels/load.htm?

Books for Teaching Vowel Digraphs and Diphthongs
The Peaches on the Beaches  By Brian Cleary
Goodnight Moon  By Margaret Wise Brown
The Rainbow Fish  By Marcus Pfister Herbert
Growing Vegetable Soup  By Lois Ehlert
The Boy Who Loved Words  By Roni Schotter
Chew, Chew, Gulp!  By Lauren Thompson
Accuracy Intervention Groups

Background: The purpose of reading is to comprehend text. Two important skills are needed to be a successful reader: fluency and accuracy. Research states that fluent readers create more brain space to comprehend. Reading with accuracy is imperative as well because the misreading of words can distort the meaning of the story or passage.

Ways to Improve Accuracy

High Frequency Word Flashcards The links below provide flashcards for many of the Dolch High Frequency Words. The link has hyperlinks to preschool, kindergarten, 1st, and 2nd grade high frequency words.

- http://www.kidzone.ws/dolch/
  o Practice these flashcards with your child at home. Keep track of words they have mastered on either a chart or graph.
  o Encourage your child to identify or “hunt” these words when out in public.

Passage Reading Give your child a reading passage. Allow your child unlimited time to read the passage but keep track of errors.

- Practice the same passage each week
  o http://terpconnect.umd.edu/~dispeece/cbmreading/studentmat/grade2/index.html
- Highlight errors and review words
- Highlight high frequency words
- Track the amount of errors read each day to see if there is a decrease
Definitions

Consonant – A speech sound that is not a vowel.

Consonant Blend – A sequence of two or three consonants

Consonant Digraph – Two consonants together that represent one sound (sh, ch, th, ph, wh, gh)

Vowel–a, e, i, o, u, and sometimes letter y

Vowel Digraph – Two vowels together that make one sound

Diphthong – Phoneme where the mouth glides from one vowel sound directly into another in the same syllable. Ex: oi, oy, ow, ou

Phoneme – smallest unit of sound Ex: /s/, /b/, /f/

Grapheme –smallest unit of written language (a letter or a symbol) – s, b, f
Five Big Ideas In Reading Instruction

In 1997, Congress asked the National Institute of Child Health and Human Development and the US Department of Education to form a panel of experts to review the research on teaching reading. In 2000, the panel, known as the National Reading Panel (NRP) issued their findings in the report “Teaching Children to Read”. The panel published a list of five essential components of reading instruction. These components are now known as the “Five Big Ideas in Reading Instruction.”

Phonemic Awareness
Phonemic awareness is the ability to hear and manipulate the individual sounds in words. Before children can effectively learn to read print, they need to understand that words are made up of speech sounds, or phonemes, and that can be broken apart and put back together to form words. Research indicates that phonemic awareness is one of the best predictors of a child’s ability to read in the first few years of school. Children who cannot perceive the separate sounds within words have difficulty when it is time to match sounds with letters when learning to read.

Phonics
Phonics instruction involves teaching students how the written letters correspond to the sounds of speech and how to use this knowledge in reading and spelling. This includes teaching the letter sounds, how complex spelling patterns are pronounced, and how to use this information to sound out words. The NRP concluded that kindergarten and first grade children who receive systematic phonics instruction are better at reading and spelling than children who do not receive systematic instruction. Systematic instruction is the direct teaching letter-sound relationships in a logical sequence.

Fluency
Fluency is the ability to read text aloud with accuracy, speed, and proper expression. When students struggle with the mechanics of reading there is no mental energy left to devote to understanding what they are reading. Oral reading fluency is important because there is a strong correlation between a student’s ability to read grade level text orally and the ability to comprehend text.

Vocabulary
Vocabulary refers to word meanings. Oral vocabulary refers to the words used when speaking while reading vocabulary refers to the words recognized in print. The NRP found that both implicit and explicit approaches to teaching vocabulary were effective across the grades. Explicit instruction includes teaching students the meanings of words, techniques to determine word meanings from context, and the meanings of roots and affixes. The Panel concluded that vocabulary instruction resulted in improved reading achievement as measured by reading comprehension tests.

Comprehension
Reading comprehension refers to the act of understanding and interpreting information from text. It is the reason for reading. Comprehension strategies are intentional actions that a reader can take to increase the chances of understanding or remembering the information that is read. Teaching students specific strategies to improve comprehension has been supported by research. The NRP conclude that there are 7 strategies with sufficient evidence supporting their use in reading instruction: asking questions, monitoring, summarization, question answering, story mapping, graphic organizers, and cooperative grouping.
10 Things You Can Do to Raise a Reader

1. Read from day one. Start a reading routine in those very first days with a newborn. Even very young babies respond to the warmth of a lap and the soothing sound of a book being read aloud.

2. Share books every day. Read with your child every day, even after he becomes an independent reader.

3. Reread favorites. Most children love to hear their favorite stories over and over again. Rereading books provides an opportunity to hear or see something that may have been missed the first time, and provides another chance to hear a favorite part.

4. Send positive messages about the joys of literacy. Your own interest and excitement about books will be contagious!

5. Visit the library early and often. Public libraries are great resources for books, helpful advice about authors and illustrators, story times, and more. Make visiting the library part of your family’s routine.

6. Find the reading and writing in everyday things. Take the time to show your child ways that adults use reading and writing every day. Grocery lists, notes to the teacher, maps, and cooking all involve important reading and writing skills.

7. Give your reader something to think and talk about. There are many different types of books available to readers. Vary the types of books you check out from the library, and seek out new subjects that give you and your reader something to think and talk about.

8. Talk, talk, talk. A child’s vocabulary grows through rich conversations with others. No matter your child’s age, narrate what you’re doing, talk in full sentences, and sprinkle your conversations with interesting words.

9. Know your stuff. Parents don’t need to be reading specialists, but it is important to understand the basics about learning to read.

10. Speak up if something doesn’t feel right. Parents are often the first ones to recognize a problem. If you have concerns about your child’s development, speak with your child’s teacher and your pediatrician. It’s never too early to check in with an expert.

Look for new books and authors that your child may enjoy.
Organize an area dedicated to reading and writing tools, including paper and writing utensils
Visit the library for story time and book recommendations
Encourage your child to talk about what he’s read

Talk to your child, and sprinkle interesting words into your conversation.
Offer a variety of books to read.

Read with your child every day.
Expand your home library to include magazines and nonfiction
Ask questions if you’re concerned about your child’s development.
Decide to raise a reader!
TIPS for parents of First Graders

Give your child lots of opportunities to read aloud. Inspire your young reader to practice every day! The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

- **Don't leave home without it.**
  Bring along a book or magazine any time your child has to wait, such as at a doctor's office. Always try to fit in reading!

- **Once is not enough.**
  Encourage your child to re-read favorite books and poems. Re-reading helps kids read more quickly and accurately.

- **Dig deeper into the story.**
  Ask your child questions about the story you've just read. Say something like, "Why do you think Clifford did that?"

- **Take control of the television.**
  It's difficult for reading to compete with TV and video games. Encourage reading as a free-time activity.

- **Be patient.**
  When your child is trying to sound out an unfamiliar word, give him or her time to do so. Remind your child to look closely at the first letter or letters of the word.

- **Pick books that are at the right level.**
  Help your child pick books that are not too difficult. The aim is to give your child lots of successful reading experiences.

- **Play word games.**
  Have your child sound out the word as you change it from *mat* to *fat* to *sat*; from *sat* to *sag* to *sap*; and from *sap* to *sip*.

- **I read to you, you read to me.**
  Take turns reading aloud at bedtime. Kids enjoy this special time with their parents.

- **Gently correct your young reader.**
  When your child makes a mistake, gently point out the letters he or she overlooked or read incorrectly. Many beginning readers will guess wildly at a word based on its first letter.

- **Talk, talk, talk!**
  Talk with your child every day about school and things going on around the house. Sprinkle some interesting words into the conversation, and build on words you've talked about in the past.

- **Write, write, write!**
  Ask your child to help you write out the grocery list, a thank you note to Grandma, or to keep a journal of special things that happen at home. When writing, encourage your child to use the letter and sound patterns he or she is learning at school.

Visit [www.ReadingRockets.org](http://www.ReadingRockets.org) for more information on how you can launch a child into a bright future through reading.
Phonemic Awareness
Parent Handout– First Grade

What is Phonemic Awareness?
Phonemic awareness is the ability to hear and manipulate individual sounds in words. Children must first understand that words are made up of separate speech sounds that can be blended together to make words before they can make sense of using the alphabet to read and write. Research has identified phonemic awareness and letter knowledge as the best two predictors of how well a child will learn to read during the first two years of school (National Reading Panel, 2000). Children who develop strong phonemic awareness skills at an early age are more likely to become fluent readers and better spellers than children who do not.

What should my first grader be able to do?
By the middle of first grade, children should be able to:

- Identify the beginning, middle and ending sounds in words (“What is the last sound in the word ‘cat’?” Child: /t/)
- Blend 3-4 phonemes (sounds) into a whole word (/s/ /a/ /m/, Child: “sam”)
- Segment 3-4 phonemes in a one-syllable word (“map”, Child: /m/ /a/ /p/)

By the end of first grade/beginning of second grade, children should be able to:

- Substitute a sound in a word (“Sat. What word do we get when we change the /s/ to /p/?” Child: “pat”)
- Delete a sound in a word (“Frog. What word do we get when we take away the /r/?” Child: “fog”)
- Add a sound to a word (“What word do we get when we add /b/ to the beginning of ‘rake’?” Child: “brake”)

How can I help my child develop phonemic awareness skills?
To help your child blend sounds to make words:

- Have your child guess a word that you sound out slowly (ssssssuuuuuuuunn).
- Give your child a small car (such as a Matchbox car). Write a 3-4 letter word on a piece of paper with the letters spaced apart. Have your child drive the car over each letter saying the letter sound. Have your child begin driving the car slowly over the letters and then drive over them again slightly faster. Continue until the word is said at a good rate.

To help your child segment (separate) sounds in words:

- Give your child 3-5 blocks, beads, bingo chips or similar items. Say a word and have your child move an object for each sound in the word.
- Play Head, Shoulders, Knees and Toes with sounds. Say a word and have your child touch his/her head for the first sound, shoulders for the second sound, and knees for the third while saying each sound.
- Jump for Sounds. Say a word and have your child jump for each sound in the word while saying the sound.

Visit www.blog.maketaketeach.com for first grade reading activities!
Learning Sight Words

The Dolch Sight Word list is a list of 220 words that make up between 50-70% of the words we encounter in text. Most of these words are "service words" that must be quickly recognized in order to read fluently. Many of the Dolch sight words cannot be "sounded out" and they need to learned by "sight". Because recognizing these words is so important during reading, using a variety of activities to teach, practice and memorize the words is critical in teaching children to read. Try using these activities to help your child learn and practice sight words:

Multi-sensory ways to learn and practice sight words:
- Have your child write sight words with glitter glue
- Have your child write sight words with wikki stix
- Have your child write sight words with playdoh
- Have your child write sight words with puffy paint
- Put craft sand on a paper plate. Have your child practice tracing sight words in the sand.
- Put hair gel in a zip lock baggie. Seal the baggie. Have your child write the letters of the sight word in the gel.
- Squirt shaving cream on a plate or table. Spread the cream. Have your child write the sight words in the shaving cream.
- Jump, hop, clap, tap out the letters of the sight word (t-h-e “the”).

Sight word games:
- Make sight word flashcards on 3 x 5 index cards and place them on a ring. Short and frequent practice with naming the words works better than longer sessions. Try reviewing the cards during commercial breaks.
- Draw a star on the back of a 3 x 5 index card. Place this card and the flashcards face down on the table. Take turns turning over a card and reading the words. Try to be the player who finds the card with a star.
- Play “Slap Jack” with the sight word and star cards. When the star card is turned over, the first player to slap it wins.
- Make duplicates of the sight word cards and play the memory game.
- Make several 5 x 5 grids and put sight words in the squares. Make your own chips with the words written on them. Play bingo.
- Write the sight words on sticky notes and place them on a wall. Turn down the lights and give your child a flashlight. Have your child shine the light on the words and read each word.
What is Oral Reading Fluency?
Reading fluency is the ability to read quickly and easily. It means that a child can recognize and decode words accurately and automatically and understand the words as they are being read. Children who do not read fluently (choppy readers) have to work hard on the mechanics of reading that there's no mental energy left to think about the meaning of what they are reading.

How do I know if my child is reading fluently?
A simple way to know if your child is reading fluently is to listen to him/her read grade level text aloud. Have your child read a paragraph from his/her social studies, science or reading book. As your child reads consider the following:

- How many words does he/she struggle with?
- How easily is he/she sounding out an unknown word?
- Is he/she reading with expression? (for example, pausing at commas, periods, etc.)
- Can he/she retell the story or summarize what the paragraph/story was about?

Many schools test students’ oral reading fluency skills as a way to screen for possible reading difficulties. Your child may be asked to read a grade level passage for one minute. The teacher will then calculate the “words correct per minute” (wcpm). Children who have strong word recognition skills and can quickly use word attack strategies when coming upon an unknown word are able to read grade level text at an appropriate rate for that grade.

How can I help my child read fluently?
To help your child develop reading fluency:

- Model fluent reading. Provide opportunities when your child can hear you read aloud. Be sure to read with expression pausing appropriately at punctuation marks and changing voice for characters.
- Teach your child high frequency sight words. High frequency sight words are words that readers are encouraged to recognize without having to sound them out. It is estimated that the first 100 sight words account for approximately 50% of what we read. Words such as “the”, “and” and “he” are considered high frequency sight words. These words can be practiced on flashcards. As you and your child read, point out the sight words in the story. Some children are able to identify the words on flashcards; however, this skill does not transfer to reading. Pointing them out as you read helps in transferring to reading the words in books.
- When having your child practice reading aloud, help your child choose books at his/her independent reading level. Use the 5-finger rule as a guide. This means that a child shouldn’t struggle with more than 5 words on a page.
- Repeated reading has proven to be one of the best strategies for developing reading fluency. Children should be provided with many opportunities to read the same passage (or story) orally several times. It is best if the adult reads the passage (paragraph, story) first and then has the child read and re-read the same text. Typically reading the text 4 times is suggested when focusing on improving fluency skills.
• Paired reading is another strategy to improve oral reading fluency. Using this strategy, you and your child read the words aloud together. Be sure to read at your child's speed reading every word. Make sure your child is looking at each word as one of you points to the words. If your child reads the word incorrectly, say the word and then have your child immediately repeat the word.

• Having your child listen to a taped recording of a book while following along in the story is another good strategy to improve oral reading fluency. Children benefit from listening to fluent readers read while following along in the book. Encourage your child to point to the words on the page while listening to the story as this helps to strengthen word recognition skills.

• When listening to your child read, when he/she comes to an unknown word, wait 5 seconds to allow him/her to use word attack strategy skills to figure out the word. If you have to provide the word for your child, be sure to have him/her repeat the word aloud while pointing to the word in text.

• There are several computer programs available for home use to improve oral reading fluency skills using the repeated reading strategy. The One Minute Reader produced by Read Naturally (www.readnaturally.com) and Raz-Kids interactive books (www.raz-kids.com) are two programs that you can order or download from the internet.

• Whether your child reads to you or you read to your child, be sure to talk about what was read. Asking open ended questions such as, “What did you think of….? How would you feel if …..? What do you think might happen if….?“ is better than asking questions which require a simple one word answer.

• When possible, help your child make a real life connection to the story. For example, after reading a story share an experience that the story made you think of from your childhood. Encourage your child to share his/her thinking or experiences. Having such discussions with your child sends the message that the purpose of reading is to understand and think about the text rather than just read words.

First 100 high frequency sight words

the to and he a l you it of in was said his that she for on they but had at him with up all look is her there some out as be have go we am then little down do can could when did what so see not were get them like one this my would me will yes big went are come if now long no came ask very an over your its ride into just blue red from good any about around want don't how know right put too got take where every pretty jump green four
Reading Comprehension
Parent Handout

What is Reading Comprehension?
Reading comprehension is the ability to understand what is being read. Children must be able to read the words in the text and combine it with what they already know to “think” about what the author is trying to say. Reading comprehension is NOT just finding answers in the text. Children must be able to interact with the text, think deeper, analyze, predict and be able to summarize what is written.

How can I help my child with reading comprehension?

- Before reading, look through the book and find words that your child may not know the meaning. Talk about the words with your child—discuss the meaning of the word and give examples. For example, “I was looking through the book and found this word, ‘ecstatic’. Ecstatic means very, very happy and excited. I was ecstatic on the day you were born. Can you think of a time when you were ecstatic?”

- Before reading a story with your child, look at the cover. Read the title and look at the picture if there is one. Talk about what you already know about the topic and try to make a connection with what your child already knows. For example, before reading a book on “Desert Animals”, you can talk about what your child already knows about the desert and animals that live in different areas. Activating this “prior knowledge” helps with reading comprehension.

- While reading, help your child make connections with the text. When you ask your child a question such as “how would you feel if that happened to you?” or “does this part of the story remind you of our vacation on the beach?” you are having your child make a “text-to-self” connection.

- Encourage your child to make predictions while reading. (“What do you think will happen next?” “Let’s keep reading and see”).

- Model thoughtful question asking while reading. Stay away from yes/no questions. Questions such as “Why do you think the boy was afraid?” is preferable to “Was the boy afraid?”

- Model what good readers do when they don’t understand what they are reading. “Think-aloud”, or verbalize, what you are doing. For example, “I’m not quite sure I what this means, I’m going to go back and re-read this part.”

- During and after reading, have your child retell or summarize the text.

- Encourage your child to “make a movie in his/her head” while reading. This strategy is known as mental imagery and helps with reading comprehension. If reading a chapter book with limited pictures on the pages, stop periodically in the story and share with your child how you are picturing the scene and ask him/her to share with you.

- Read aloud to your child and read with your child everyday!
<table>
<thead>
<tr>
<th>Letter</th>
<th>Phoneme</th>
<th>Teacher says</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>/a/</td>
<td>When you say /aaa/, your jaw and tongue are down. Say /aaa/ and feel your jaw and tongue go down.</td>
</tr>
<tr>
<td>b</td>
<td>/b/</td>
<td>When you say /b/, your lips start out together. Then they open and a tiny puff of air comes out of your mouth. Put your lips together and say /b/. Feel the tiny puff of air. Feel your voice box on when you say /b/.</td>
</tr>
<tr>
<td>c</td>
<td>/k/</td>
<td>When you say /k/, the back of your tongue is humped and in the back of your mouth. Say /k/ and feel that the back of your tongue is humped and in the back of your mouth.</td>
</tr>
<tr>
<td>d</td>
<td>/d/</td>
<td>When you say /d/, the tip of your tongue touches above your top teeth. Say /d/ and feel the tip of your tongue touch above your top teeth. Put your hand on your throat and see if your voice box is on when you say /d/. Yes, your throat moves when you say /d/ because your voice box is on.</td>
</tr>
<tr>
<td>e</td>
<td>/e/</td>
<td>When you say /eee/, your mouth is open and your tongue is behind your bottom teeth. Say /eee/. Did your mouth open? Yes, your mouth is open and your tongue is behind your bottom teeth. Say /eee/.</td>
</tr>
<tr>
<td>f</td>
<td>/f/</td>
<td>When you say /fff/, your top teeth touch your bottom lip. Say /fff/ and feel your top teeth touch your bottom lip.</td>
</tr>
<tr>
<td>g</td>
<td>/g/</td>
<td>When you say /g/, your mouth is open and your tongue is humped at the back of your mouth. Put your hand on your throat and see if your voice box is on. Yes, your throat moves when you say /g/ because your voice box is on.</td>
</tr>
<tr>
<td>h</td>
<td>/h/</td>
<td>When you say /h/, some air comes out of your mouth. Put your hand in front of your mouth. Say /h/ and feel the air. Say /h/.</td>
</tr>
<tr>
<td>i</td>
<td>/i/</td>
<td>When you say /iii/, your mouth is open and your tongue is slightly lowered. Say /iii/. Is your mouth open and is your tongue slightly lowered? Yes, your mouth is open and your tongue is slightly lowered. Say /iii/.</td>
</tr>
<tr>
<td>j</td>
<td>/j/</td>
<td>When you say /j/, your tongue is up and your lips are open. Watch, /j/. Open your lips and say /j/.</td>
</tr>
<tr>
<td>k</td>
<td>/k/</td>
<td>When you say /k/, the back of your tongue is humped and in the back of your mouth. Say /k/ and feel that the back of your tongue is humped and in the back of your mouth.</td>
</tr>
</tbody>
</table>
| l      | /l/    | When you say /lll/, the tip of your tongue touches above your top teeth and stays there. Say /lll/ and feel the tip of your tongue touch above your top teeth and stay there.
<table>
<thead>
<tr>
<th>Letter</th>
<th>Phoneme</th>
<th>Teacher says</th>
</tr>
</thead>
<tbody>
<tr>
<td>m</td>
<td>/m/</td>
<td>When you say /mmm/, your lips come together. Put your lips together and say /mmm/.</td>
</tr>
<tr>
<td>n</td>
<td>/n/</td>
<td>When you say /nnn/, your tongue is behind your top teeth and a little air comes out your nose. Say /nnn/. Was your tongue behind your top teeth and did a little air come out your nose? Yes, your tongue was behind your top teeth and a little air came out your nose. Say /nnn/.</td>
</tr>
<tr>
<td>o</td>
<td>/o/</td>
<td>When you say /ooo/, your mouth is open and your jaw drops. Put your hand under your chin and say /ooo/. See, your mouth opened and your jaw dropped.</td>
</tr>
<tr>
<td>p</td>
<td>/p/</td>
<td>When you say /pl/, your lips start out together. Then they open, and a puff of air comes out of your mouth. Put your lips together and say /p/. Feel the puff of air that comes out of your mouth.</td>
</tr>
<tr>
<td>q</td>
<td>/kw/</td>
<td>When you say /kw/, the back of your tongue is humped and in the back of your mouth. Then your lips make a circle. Say /kw/.</td>
</tr>
<tr>
<td>r</td>
<td>/r/</td>
<td>When you say /rrr/, your voice box is turned on and the tip of your tongue goes up and toward the roof of your mouth. Say /rrr/ and feel the tip of your tongue go up and toward the roof of your mouth. Put your hand on your throat and see if your voice box is on when you say /rrr/; /rrr/. Yes, your voice box is on when you say /rrr/.</td>
</tr>
<tr>
<td>s</td>
<td>/s/</td>
<td>When you say /sss/, the tip of your tongue touches above your top teeth. It makes a snake sound. Say /sss/ and hear the snake sound.</td>
</tr>
<tr>
<td>t</td>
<td>/t/</td>
<td>When you say /tt/, the tip of your tongue touches above your top teeth. Say /tt/ and feel the tip of your tongue touch above your top teeth.</td>
</tr>
<tr>
<td>u</td>
<td>/u/</td>
<td>When you say /uuu/, your mouth is open and your tongue is down. Was your mouth open and tongue down?</td>
</tr>
<tr>
<td>v</td>
<td>/v/</td>
<td>When you say /vvv/, your top teeth touch your bottom lip and your throat moves a little. Say /vvv/ and feel your teeth touch your bottom lip.</td>
</tr>
<tr>
<td>w</td>
<td>/w/</td>
<td>When you say /www/, your lips make a circle. Say /www/ and feel your lips make a circle.</td>
</tr>
<tr>
<td>x</td>
<td>/ks/</td>
<td>When you say /ks/, it begins with the back of your tongue humped and in the back of your mouth. Then it makes a snake sound. Say /ks/.</td>
</tr>
<tr>
<td>y</td>
<td>/y/</td>
<td>When you say /yyy/, your tongue is behind your lower teeth and your mouth is open. Say /yyy/ and feel your tongue behind your lower teeth.</td>
</tr>
<tr>
<td>z</td>
<td>/z/</td>
<td>When you say /zzz/, the tip of your tongue touches above your top teeth and your voice box is on. Put your hand on your throat and see if your voice box is on when you say /zzz/; /zzz/. Yes, your voice box is on when you say /zzz/.</td>
</tr>
</tbody>
</table>
Phoneme segmentation = big words meaning your child’s ability to hear the sounds in words, separate them, and repeat each sound individually. Please use the following words to practice this skill at home. After each word you will find the number of sounds and the phonetic spelling of the word. How quickly can your child hear the sounds in a given word and repeat them? Set the timer for one minute!

Directions: Tell your child you’re going to say a word and then all the sounds in the same word. Ask your child to repeat and practice a few times before setting the timer.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>soap</td>
<td>3</td>
<td>/s/</td>
<td>/oa/</td>
<td>/p/</td>
</tr>
<tr>
<td>van</td>
<td>3</td>
<td>/v/</td>
<td>/a/</td>
<td>/n/</td>
</tr>
<tr>
<td>fur</td>
<td>2</td>
<td>/f/</td>
<td>/ir/</td>
<td></td>
</tr>
<tr>
<td>pin</td>
<td>3</td>
<td>/p/</td>
<td>/i/</td>
<td>/n/</td>
</tr>
<tr>
<td>gift</td>
<td>4</td>
<td>/g/</td>
<td>/i/</td>
<td>/f/</td>
</tr>
<tr>
<td>seed</td>
<td>4</td>
<td>/s/</td>
<td>/ea/</td>
<td>/d/</td>
</tr>
<tr>
<td>hit</td>
<td>3</td>
<td>/h/</td>
<td>/i/</td>
<td>/t/</td>
</tr>
<tr>
<td>wish</td>
<td>3</td>
<td>/w/</td>
<td>/i/</td>
<td>/sh/</td>
</tr>
<tr>
<td>ham</td>
<td>3</td>
<td>/h/</td>
<td>/a/</td>
<td>/m/</td>
</tr>
<tr>
<td>start</td>
<td>4</td>
<td>/s/</td>
<td>/t/</td>
<td>/ar/</td>
</tr>
<tr>
<td>wrote</td>
<td>3</td>
<td>/r/</td>
<td>/oa/</td>
<td>/t/</td>
</tr>
<tr>
<td>wood</td>
<td>3</td>
<td>/w/</td>
<td>/oo/</td>
<td>/d/</td>
</tr>
<tr>
<td>watch</td>
<td>3</td>
<td>/w/</td>
<td>/o/</td>
<td>/ch/</td>
</tr>
<tr>
<td>stick</td>
<td>4</td>
<td>/s/</td>
<td>/t/</td>
<td>/i/</td>
</tr>
<tr>
<td>boots</td>
<td>4</td>
<td>/b/</td>
<td>/oo/</td>
<td>/t/</td>
</tr>
<tr>
<td>share</td>
<td>3</td>
<td>/sh/</td>
<td>/ai/</td>
<td>/r/</td>
</tr>
</tbody>
</table>
Nonsense Words!

How many sounds or nonsense words can you name in 1 minute? Start by asking a grown-up to set a timer for 1 minute and either read the words or give the sounds for each letter. Don’t forget to use the short sounds for the vowels a, e, i, o, and u. This activity will help you increase your fluency and ability to match sounds to letters and blend sounds into words. Can you do it? Can you beat the clock?

<table>
<thead>
<tr>
<th>wox</th>
<th>bij</th>
<th>dav</th>
<th>zal</th>
<th>nus</th>
</tr>
</thead>
<tbody>
<tr>
<td>fip</td>
<td>joz</td>
<td>gid</td>
<td>wom</td>
<td>bup</td>
</tr>
<tr>
<td>vax</td>
<td>pim</td>
<td>yut</td>
<td>rab</td>
<td>gol</td>
</tr>
<tr>
<td>kov</td>
<td>sig</td>
<td>sen</td>
<td>lig</td>
<td>hup</td>
</tr>
<tr>
<td>ziv</td>
<td>tep</td>
<td>bot</td>
<td>wec</td>
<td>mux</td>
</tr>
<tr>
<td>yis</td>
<td>joz</td>
<td>zan</td>
<td>pol</td>
<td>sep</td>
</tr>
<tr>
<td>pab</td>
<td>ren</td>
<td>fuj</td>
<td>zid</td>
<td>ril</td>
</tr>
<tr>
<td>taf</td>
<td>hox</td>
<td>rop</td>
<td>niz</td>
<td>jub</td>
</tr>
<tr>
<td>wot</td>
<td>lut</td>
<td>fon</td>
<td>paz</td>
<td>luk</td>
</tr>
</tbody>
</table>
How many can you name in 1 minute?

Ask you to beat the clock! This activity will help you increase your letter naming fluency!

L a E d W i S C k O

B m w P x A z X r l

v N u b H o e I s G

h F n R Z c K f T j

M g q U Y D t Y p V

Q J
Here are examples of how to write each letter of the alphabet "the Kindergarten Way!" When you practice with your child or when your child writes, please be sure to start each letter at the top! Don't forget those elevators up and down!

**Capitals, Numbers, and Lowercase Letters**

```
A   B   C   D   E   F   G   H   I   J   K   L   M   N   O   P   Q   R   S   T   U   V   W   X   Y   Z
```

```
1 2
3
```

```
    a    b    c    d    e    f    g    h    i
    1 2
    1 2
```

```
    j    k    l    m    n    o    p    q    r
    1 2
    1 2
```

```
    s    t    u    v    w    x    y    z
    1 2
    1 2
```

Dear Parents and Caregivers,
Do you remember how excited you were when your child began to talk? You celebrated your child's cooing and baby talk; listened to, accepted, and praised your child's early attempts at speaking; and spoke to your child so that he or she could hear the correct pronunciation of words. In those ways, you joyfully taught your child to speak.

You can support your child's written language development in much the same way that you supported his or her oral language development, naturally, meaningfully, and joyfully. You can model writing for authentic purposes. Tell your child what you are doing and why when writing shopping lists, letters, and reminder notes. Praise your child's early attempts at writing. Learning to write should be as free of risk as learning to talk.

Your child went through several necessary stages in the development of oral language: cooing, babbling, and playing with sounds. Similarly, written language development follows predictable stages. These are the stages your child will probably go through as he or she becomes a competent writer.

**Level 1: Emerging/Scribble**
This is the beginning level at which your child scribbles. You may not be able to tell what the picture is about, but it's important to praise your child's beginning drawing.

**Level 2: Pictorial**
At this level, your child begins to draw a somewhat recognizable picture and may tell about it. He or she may also imitate writing.

**Level 3: Precommunicative**
Your child may now be printing his or her own name or an occasional known word and may be writing strings of letterlike forms or a series of random letters. Sometimes he or she may attempt to read the message back, but you probably can't read it.
Level 4: Semiphonetic

At this level, your child begins to use some letters to match sounds, often using one beginning letter to write a word. He or she usually writes from left to right but may reverse some letters.

I have a goldfish called Arielle.

Level 5: Phonetic

Now your child writes most words using beginning and ending consonant sounds and spells some frequently used words correctly. He or she may begin to add vowel sounds, but they are often not the correct ones. At this level, your child may begin to leave spaces between words. It’s getting easier to read your child’s writing.

I found a lamp and a genie came out.

Level 6: Transitional

At this level, your child is writing words the way they sound, representing most syllables in words. He or she may sometimes be adding an extra silent e at the end of a word or doubling letters when they’re not needed while trying visually to remember how spelling works. Now your child usually leaves spaces between words and is spelling many words correctly as he or she writes more than one sentence.

Once upon a time, there was (were) four butterflies. They went on an adventure in the woods.

Level 7: Conventional

At this level, your child spells most words correctly, although he or she may use phonics-based spelling for advanced words. Remember, we can only expect children to correctly spell words they have already learned! Now your child is usually using capital and lowercase letters and periods and question marks correctly.

Dear Blue Ranger,

Why do you fight? I see you on TV. You are the best. Why do you go to the command center? Why are you on Fox Kids? I like your show. Are you my friend? Love, Alex
Level 8: Advanced

Advanced writers use a rich, varied body of written vocabulary. They may still use phonics-based spelling for advanced words but have mastered the spelling of commonly used words. At this level, your child uses quotation marks, commas, and apostrophes correctly and usually organizes writing into appropriate paragraphs.

My goal is for each child to enjoy writing and to begin little by little to understand how to become a better writer. Remember, your child learned to speak gradually, and you celebrated each attempt. Together, let's celebrate your child's attempts and gradual growth as a beginning writer! If you have any questions about how you might help at home, please see me.

Sincerely,
How can you help at home?

Before reading a book:
1. Look at the cover and read the title together.
   😊 “What do you think the story will be about?”
2. Flip through the pages of the story together.
3. Discuss the pictures.

While reading a book:
1. Encourage your child to point to each word while it is being read to them.
2. Ask questions about the beginning sounds of words:
   😊 “Look at the beginning of the word. What sound does that letter make?”
   😊 Have them find sight words from their word rings.

After reading a book:
1. Talk about the story:
   😊 “What was your favorite part?”
   😊 “Who were the people or animals in the story?”
2. Have your child retell the story to you in their own words!
## 20 Vowel Phonemes / Graphemes

<table>
<thead>
<tr>
<th>Phoneme (sound)</th>
<th>Examples</th>
<th>Graphemes (written patterns)</th>
<th>Phoneme (sound)</th>
<th>Examples</th>
<th>Graphemes (written patterns)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short Vowel Sounds...</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/a/</td>
<td>apple</td>
<td>a</td>
<td>/oo/</td>
<td>moon, screw</td>
<td>oo, ue, ou, ew, u-e</td>
</tr>
<tr>
<td>/e/</td>
<td>elephant, bread</td>
<td>e, ea</td>
<td>/oo/</td>
<td>book, could</td>
<td>oo, u, eu</td>
</tr>
<tr>
<td>/i/</td>
<td>igloo, gym</td>
<td>i, y</td>
<td>/ou/</td>
<td>house, cow</td>
<td>ou, ow</td>
</tr>
<tr>
<td>/o/</td>
<td>octopus, wash</td>
<td>o, a</td>
<td>/oi/</td>
<td>coin, boy</td>
<td>o, oy</td>
</tr>
<tr>
<td>/u/</td>
<td>umbrella, won</td>
<td>u, o</td>
<td>/ar/</td>
<td>vowels...</td>
<td>ar, a</td>
</tr>
<tr>
<td><strong>Long Vowel Sounds...</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ae/</td>
<td>rain, tray</td>
<td>ai, ay, a-e, a</td>
<td>/or/</td>
<td>fork, board</td>
<td>or, aw, a, au, ore, oar, oor</td>
</tr>
<tr>
<td>/ee/</td>
<td>tree, me</td>
<td>ee, ea, ie, y, e, ey</td>
<td>/er/</td>
<td>herb, nurse</td>
<td>er, ir, ur, ear, or</td>
</tr>
<tr>
<td>/ie/</td>
<td>light, kite</td>
<td>igh, i-e, y, i,ie</td>
<td>/air/</td>
<td>chair, pear</td>
<td>air, ear, are</td>
</tr>
<tr>
<td>/oa/</td>
<td>boat, bow</td>
<td>oa, ow, o, o-e</td>
<td>/ear/</td>
<td>spear, deer</td>
<td>ear, eer, ere</td>
</tr>
<tr>
<td>/ue/</td>
<td>tube, emu</td>
<td>u-e, eu, ow, oe, u</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

'**schwa**' unstressed vowel close to /u/ as in teacher, the, picture
# PHONICS TO MASTER

Key Short Vowel Picture Words

<table>
<thead>
<tr>
<th>Vowel</th>
<th>Picture</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>/a/</td>
<td>apple</td>
<td>/a/ - apple</td>
<td>cap, pig, gem, fox, hut</td>
</tr>
<tr>
<td>/e/</td>
<td>echo</td>
<td>/e/- echo</td>
<td>sell, miss, buzz, cuff</td>
</tr>
<tr>
<td>/i/</td>
<td>itch</td>
<td>/i/- itch</td>
<td>path, ship, chin, whip, sing, ugh, duck, pho-nics,</td>
</tr>
<tr>
<td>/o/</td>
<td>octopus</td>
<td>/o/- octopus</td>
<td>stop, milk, best, blot, crab, hand, gift, clap, grab, camp, ask, help, bank, belt</td>
</tr>
<tr>
<td>/u/</td>
<td>up</td>
<td>/u/- up</td>
<td>make, Pete, ride, joke, cute</td>
</tr>
</tbody>
</table>

## (CVC) CONSONANT VOWEL CONSONANT

One vowel followed by a consonant - the vowel is short

## DOUBLETS
The “FLOSS RULE” (ff, ll, ss, zz)

Two of the same letters together that make one sound

## DIGRAPHS
(th, sh, ch, wh, ph, ng, gh, ck)

Two letters that make one sound

## CONSONANT BLENDS
(st, nd, bl, cl, sp, sk, mp, ft, lk, cr, lp, nk, lt, gr)

Two consonants next to each other each making a sound 2 sounds; 2 letters

## SILENT E

A magic e at the end of a word makes the vowel before it say its name
# Advanced Phonics Skills to Master

## R-Controlled Vowels
- **(ar, er, ir, ur, or)**
  - When an r is **after a vowel** the two letters make one sound together
  - **jar, hurt, for, girl, fern**

## Trigraphs
- **(tch /ch/, dge /j/)***
  - Three letters that make one sound
  - **watch, dodge**

## Soft g and c
- When g or c has e, i, or y after it, try /j/ first, if it doesn't work, try /g/.
  - **giraffe, gym, Cindy, cement**

## Vowel Teams
- **(ai, ay, ea, ee, igh, oa, ew, ue, ou, oi, oy, au, aw, augh, ow, oo, ough)**
  - More than one letter together makes one vowel sound.
  - **day, bee, light, glue, toy, rough, moon, boat, hawk, new, snow, laugh**

---

**Y**

- **as a vowel:**
- When the letter **y** is at the end of a short word, the y will have a **long i** sound. *(by, my, fly, cry)*
- When **y** is at the end of a longer word, it will usually have a **long e** sound. *(happy, bunny, pony, crazy)*
# 6 Syllable Types

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed</td>
<td>One vowel</td>
<td>in, map, jump, rab bit</td>
</tr>
<tr>
<td></td>
<td>Ends in a consonant</td>
<td></td>
</tr>
<tr>
<td>Silent e</td>
<td>(vce) Vowel consonant –e</td>
<td>snake, gene, complete, invite, wire</td>
</tr>
<tr>
<td></td>
<td>Silent e makes previous single vowel long</td>
<td></td>
</tr>
<tr>
<td>Open</td>
<td>Syllable ends in a single vowel</td>
<td>open, men, future, io dine</td>
</tr>
<tr>
<td></td>
<td>Vowel is long</td>
<td></td>
</tr>
<tr>
<td>Vowel team</td>
<td>Two or more vowels or vowel + consonant combo representing one sound</td>
<td>rain, eight, out, boil, head</td>
</tr>
<tr>
<td></td>
<td>Long, short, or diphthong (ou/ow and oi/oy)</td>
<td></td>
</tr>
<tr>
<td>Consonant -le</td>
<td>Final stable syllable</td>
<td>sta ble, vis i ble, gig gle, mar ble</td>
</tr>
<tr>
<td></td>
<td>Consonant + le</td>
<td></td>
</tr>
<tr>
<td>R controlled</td>
<td>Any vowel followed by an “r”</td>
<td>car pet, go pher, stir rup, for ward, mur mur</td>
</tr>
<tr>
<td></td>
<td>Syllable with er, ir, or, ur, ar</td>
<td></td>
</tr>
</tbody>
</table>

*Schwa* | Often an unaccented final syllable with a lazy vowel sound | *About, furniture* |
<table>
<thead>
<tr>
<th></th>
<th>closed</th>
<th>short sound</th>
<th>Vowel closed-in</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>open</td>
<td>cvc</td>
<td>cat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>vc/cv</td>
<td>nap/kin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>rab/bit</td>
</tr>
<tr>
<td>2</td>
<td>r-controlled</td>
<td>long sound</td>
<td>Vowel open</td>
</tr>
<tr>
<td></td>
<td></td>
<td>v/c</td>
<td>ti/ger</td>
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<td></td>
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<td></td>
<td>fo/cus</td>
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<td>3</td>
<td>bossy R</td>
<td></td>
<td>ar-er-ir-or-ur</td>
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<td></td>
<td></td>
<td></td>
<td>tur/nip</td>
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<td></td>
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<td></td>
<td>car/rot</td>
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<tr>
<td>4</td>
<td>vowel team</td>
<td>ai, ay, ee, ea, ie, ue</td>
<td>They appear in the same syllable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>oa, oo, oi, oy, ow, ou</td>
<td>bea/ten</td>
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<td></td>
<td></td>
<td></td>
<td>goo/gle</td>
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<td></td>
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<td></td>
<td>boy/ish</td>
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<tr>
<td>5</td>
<td>vowel silent e</td>
<td>long sound</td>
<td>cake</td>
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<tr>
<td></td>
<td></td>
<td>vce</td>
<td>flute</td>
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<tr>
<td>6</td>
<td>consonant - ie</td>
<td>le appears at the end with a consonant</td>
<td>bub/ble</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>cir/cle</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>cas/tle</td>
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# SIX SYLLABLE TYPES

<table>
<thead>
<tr>
<th></th>
<th>C</th>
<th>L</th>
<th>O</th>
<th>V</th>
<th>E</th>
<th>R</th>
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<tbody>
<tr>
<td><strong>syllable type</strong></td>
<td>Closed</td>
<td>consonant-L-e</td>
<td>Open</td>
<td>Vowel team</td>
<td>magic E</td>
<td>R-controlled</td>
</tr>
<tr>
<td><strong>characteristics</strong></td>
<td>ends in one or more consonants; vowel sound is short</td>
<td>a consonant followed by an &quot;l-e&quot;; must connect to another syllable type</td>
<td>ends in a single vowel; vowel makes long sound</td>
<td>a group of vowels working together to make a single sound</td>
<td>vowel-consonant-e pattern; vowel sound is long</td>
<td>r follows a vowel and distorts the sound</td>
</tr>
<tr>
<td><strong>examples</strong></td>
<td>pat, crunch</td>
<td>gigGLE, taBLE</td>
<td>hi, MUsic</td>
<td>food, STEAMer</td>
<td>rake, clove</td>
<td>cork, PARty</td>
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</tbody>
</table>
Works Cited


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