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.s5.sharpschool.com/parents_students/resources](http://wasdwb.es.s5.sharpschool.com/parents_students/resources). If you need assistance accessing this information, please contact your child's teacher.

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<td>and the rest of the syllable that follows (/ag/ in bag). The teacher says “/b/... /ag/” and the student replies &quot;bag&quot;</td>
<td>/t/old – told</td>
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<td>Cat – Can</td>
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<td><strong>Identifying Final Phonemes</strong></td>
<td>- While looking at pictures, the student says the last sound in the word</td>
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<td><strong>Matching Final Phonemes</strong></td>
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<td><strong>Blending Phonemes</strong></td>
<td>- Students listen to a sequence of separately spoken phonemes then combines them</td>
<td>/u/ /p/ → up</td>
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<td>together to form a single word: (/c/ /a/ /t/) → cat</td>
<td>/ch/ /o/ /p/ → chop</td>
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<td>/g/ /l/ /f/ /t/ → gift</td>
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<td><strong>Segmenting Phonemes</strong></td>
<td>- Students break words into their individual sounds, saying each sound separately</td>
<td>Bike → /b/ /l/ /k/</td>
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<td></td>
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<td>as they tap them out or count them.</td>
<td>Ship → /sh/ /l/ /p/</td>
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<td></td>
<td>- Ex: Teacher asks: “What are the sounds in the word desk?” /d/ /e/ /s/ /k/</td>
<td>Hand → /h/ /a/ /n/ /d/</td>
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<td></td>
<td><strong>Letter Names/Letter Sounds</strong></td>
<td>- Students are asked to identify uppercase and lowercase letters and state their</td>
<td>B → /b/</td>
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<td></td>
<td></td>
<td>sounds</td>
<td>h → /h/</td>
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<td></td>
<td><strong>Short Vowels (VC/CVC)</strong></td>
<td>- Students are asked to read and build vowel consonant and consonant vowel consonant pattern words</td>
<td>at, dot, on, cup, as, man</td>
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Compound Word Activities

Clapping Activity. Speak the first word of a compound word aloud. Instruct the child to say the word and clap. Then speak the second word of the compound word aloud. Have the child repeat this word and clap. Then tell the child to say both words together and to clap for each word. For example: apple (clap) + sauce (clap) → apple (clap) sauce (clap). The clapping activity teaches children that compounds consist of multiple words.

Picture Cards. For each compound word make three picture cards. One card should include an image of the compound word while the other two cards should include images of the two words that form the compound. For example, use a picture of a tooth and a picture of a brush for the compound word toothbrush. As an activity, hold up the two cards that make up the compound. Have the child figure out the words and then the compound word. Once the child has figured out the compound word, show them the picture of the compound word. This picture card activity also teaches young children that compounds are formed by combining two or more words. Free pictures can be downloaded from http://thefirstgradeparade.blogspot.com/2011/03/potpourri.html. Go to the website and scroll down to “click to download compound words sorting cards”.

Silly Compounds. For a fun compound word activity have the child think up new and possibly silly compounds. Also have the child describe what their new words mean. For example, cat + shower → catshower (a shower for cats) and monkey + pants → monkeypants (pants for monkeys or pants with a monkey pattern). This activity helps reinforce the idea that compound words are new words that are made up of two other words. Compound words are common words in the English language that consist of two or more words that combine to form a single new word.

Websites
www.spellingcity.com/compound-words.html
www.vocabulary.co.il/compound-words/primary/general-compound-word-match/
https://www.turtlediary.com/game/making-compound-words.html

More Compound Words
airport  goldfish  bathtub
campfire  football  forgive
rainbow  spaceship  cowboy
highway  birthday  blackboard
inside  bedroom  ladybug
footprint  watermelon  homework
weekend  meatball  strawberry
myself  hallway  backpack
grandmother  toolbox  outdoor
popcorn  playground  classroom

Books for Teaching Compound Words
Once There Was A Bull...(Frog) By Rick Walton and Greg Nally
If You Were a Compound Word By Trisha Shaskan and Sara Gray
Flying Butter (Rookie Reader) By Patricia Trattles and Gary Swift
Cloudy With a Chance of Meatballs By Judi and Ron Brett
Two Syllable Words Activities

Clapping / Jumping Activity  Speak the first part of a two syllable word aloud. Instruct the child to say the word and clap. Then speak the second part of the 2 syllable word aloud. Have the child repeat this word and clap. Then tell the child to say both parts together and to clap for each syllable. For example: jack (clap) + et (clap), jack (clap) et (clap) ~ jacket. This can also be done jumping or hopping (playing hopscotch), instead of clapping.

Using a Mirror  Have the child say aloud a series of words of varying lengths as they look in the mirror. Tell them to count the number of times their mouths open when saying the word. This is the number of syllables in the word. An alternative is to have the students cup their jaw and count the number of times it drops when saying the word. This is also a way to count the number of syllables.

Guess the Word  Say words in syllable segments for the child to guess. Practice saying the names of all family members in syllable segments.

Bag it  Use real objects or pictures for this game. Take turns pulling a picture or object from the bag, saying the word, and then tapping out the syllables in the word.

Websites
www.spellingcity.com/syllables-segmenting.html
www.learninggamesforkids.com/vocabulary_games/syllables.html
http://www.bbc.co.uk/skillwise/game/en01soun-game-syllables-factory

More 2 Syllable Words

| pic/nic  | bas/ket |
| mag/net  | nap/kin |
| be/gin   | ba/by  |
| sub/ject | con/tent |
| in/dex   | mu/sic |
| tur/tie  | win/dow |
| num/ber  | mu/fin |
| nor/mcl  | jig/saw |
| thun/der | car/toon |
| en/joy   | com/mon |
| crick/et | plas/tic |
| jug/gle  | or/der |
| cen/ter  | ro/bot |
| cir/cle  | ten/nis |
| sta/ple  | lit/tle |
| pa/per   | per/fect |

Books for Teaching 2 Syllable Words

Dogku  By Andrew Clements
Tap the Dancing on the Roof  By Linda Sue Park
Where Else in the Wild?  By David Schwartz and Yael Schy
Onset/Rime Activities

Going on a Word Hunt. Read the story Going on a Bear Hunt By Michael Rosen (optional). Explain you will be going on a word hunt. Sing song – Going on a word hunt! Going on a word hunt! What’s the word? What’s the word? /m/ (pause) ap (pause), /m/ (pause) ap (pause), mmmmmmmmap, map! Repeat song with single syllable words such as light, six, man, van, no, zoo, fit.

Riddle Game Say, “I’m thinking of the animal Little Bo Peep lost. It’s a /sh/ eep.” “What is the animal?” Child will answer, “sheep”. “I’m thinking of what Jack and Jill went up to fetch a pail of water. It was a /h/ ill.” “What did they go up?” Child will answer, “hill”. “I’m thinking of an animal that likes to roll in mud and is usually pink. It is a /p/ ig.” “What is the animal?” “Pig”. You can also play this game like I Spy. “I spy with my eyes something that we sleep in. It is a /b/ ed.” “What do we sleep in?” “Bed”.

One-Two Punch As you say the onset, punch your right arm straight out in front of you. Then, leaving the right arm where it is, say the rime as you punch your left arm out in front. Then, say the whole word as you push both arms together. The child can follow along until they get the hang of it. Keep adding words from the same word families (p@t, b@t, r@t.)

Rhyme/Rimes Choose a word from a word family to begin this game. Start the game by saying the chant with the word in it, leaving off the final rhyme. The child repeats the chant and adds his or her own rhyming word at the end. Next you say the chant using the first rhyming word and then add a new rhyming word at the end. For example, if the word was car, the child would say: Car, car, the word is car. And car rhymes with ______! [star] Next the child would say: Star, star, the word is star. And star rhymes with _________. Continue taking turns until you and the child cannot think of another word in the family. Continue with a new word family (-ap, -an, -ed, -et, -it, -op, -ack, -in, -ug, -um, -ake, -ip, -am, -ore, etc.)

Interactive Websites
http://www.professorgarfield.org/phonemics/hay_loft/hay_loft.html
http://www.readwritethink.org/classroom-resources/student-interactives/construct-word-30003.html
http://pbskids.org/lions/games/smartydoors.html

More Information
Teaching children about onset and rime helps them recognize common chunks within words. This can help students decode new words when reading and spell words when writing.

- eep word family:
  /sh/ eep – sheep
  /b/ eep- beep
  /j/ eep- jeep
  /w/ eep- weep
  /s/ eep- sleep
  /p/ eep- peep
  /s/ eep- seep
  /d/ eep – deep

Books for Onset/Rime
Cha Cha Chimps By Julia Durango
Clang! Clang! Bleep! Bleep! Listen to the City
By Robert Burleigh
Fox in Socks By Dr. Seuss
A Huge Hog is a Big Pig By Francis McCall
I Can’t Said the Ant By Polly Cameron
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/phonic_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
Lilly’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/.

**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.ictgames.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.kidport.com/GradeK/LanguagesArts/Workbook/LangK_MissingLetter.htm)
- [http://www.softschools.com/language_arts/phonics/games/ending_sounds.jsp](http://www.softschools.com/language_arts/phonics/games/ending_sounds.jsp)
- [http://www.professorgarfield.org/phonics/fishing/fishing.html](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.


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-l-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're 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://pbskids.org/lions/games/blending.html
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.maketake.com/wp-content/uploads/2012/11/Small-Flashcards-Alphabet.pdf


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.
http://www.heidisongs.com/Free_Downloads/assets/CVCpuzzles-at-Worc_Family.pdf

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.utcgames.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/clifford/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  The Bug in the Jug wants a Hug  By Brian Cleary
A Nap for Zap  By Kama Einhorn  Hop on Pop  By Dr. Suess
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
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.

Visit www.blog.maketaketeach.com
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 Kindergartners

Play with letters, words, and sounds! Having fun with language helps your child learn to crack the code of reading. 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.

- **Talk to your child.**
  Ask your child to talk about his day at school. Encourage him to explain something they did, or a game he played during recess.

- **Say silly tongue twisters.**
  Sing songs, read rhyming books, and say silly tongue twisters. These help kids become sensitive to the sounds in words.

- **Read it and experience it.**
  Connect what your child reads with what happens in life. If reading a book about animals, relate it to your last trip to the zoo.

- **Use your child's name.**
  Point out the link between letters and sounds. Say, “John, the word *jump* begins with the same sound as your name. *John, jump.* And they both begin with the same letter, J.”

- **Play with puppets.**
  Play language games with puppets. Have the puppet say, “*My name is Mark.* I like words that rhyme with my name. Does *park* rhyme with *Mark?* Does *ball* rhyme with *Mark?”

- **Trace and say letters.**
  Have your child use a finger to trace a letter while saying the letter's sound. Do this on paper, in sand, or on a plate of sugar.

- **Write it down.**
  Have paper and pencils available for your child to use for writing. Working together, write a sentence or two about something special. Encourage your child to use the letters and sounds he or she is learning about in school.

- **Play sound games.**
  Practice blending sounds into words. Ask “*Can you guess what this word is? m - o - p.*” Hold each sound longer than normal.

- **Read it again and again.**
  Go ahead and read your child’s favorite book for the 100th time! As you read, pause and ask your child about what is going on in the book.

- **Talk about letters and sounds.**
  Help your child learn the names of the letters and the sounds the letters make. Turn it into a game! “I’m thinking of a letter and it makes the sound mmmmmm.”

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—Kindergarten

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 Kindergartener be able to do?
By the end of kindergarten, children should be able to:

- Identify whether words rhyme (hat, mat; sun, bug)
- Provide a word that rhymes with another (“tell me a word that rhymes with ‘sun’”)
- Blend syllables or onset-rimes into a word (cup-cake “cupcake”; /m/ /ap/- “map”)
- Clap or count syllables in a 1 to 3 syllable word
- Provide the first sound in a word (“what is the beginning sound in “fish”? Child: /f/
- Segment sounds in a 2-3 phoneme word (“Tell me the sounds in ‘hat’.” Child: /h/ /a/ /t/)

How can I help my child develop phonemic awareness skills?
To help your child listen to the sound in words:

- Read books and poems that focus on the rhythm of language and rhyme. Books such as “Hop on Pop” or “Sheep in a Jeep” help children pay attention to sounds in words.
- Give your child a noisemaker (such as a whistle). Tell your child to make noise if you say two words that rhyme (cat, cup; sit, mitt)
- Play words games such as “Guess My Word”. “I’m thinking of a word that rhymes with ___. Can you guess my word?”
- Have a sound scavenger hunt. Give your child a bag and ask him/her to find as many things around the house that begin with a certain sound.
- Play “I spy” with beginning sounds of words “I spy something that begins with /t”.

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

- Have your child guess a word that you sound out slowly (ssssuuuuuunnn).
- 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.maketaksteach.com for kindergarten 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.

Visit www.blog.maketaketeach.com
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>
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<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>
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<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>
<tr>
<td>l</td>
<td>/l/</td>
<td>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.</td>
</tr>
<tr>
<td>Letter</td>
<td>Phoneme</td>
<td>Teacher says</td>
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<tr>
<td>m</td>
<td>/m/</td>
<td>When you say /mmm/, your lips come together. Put your lips together and say /mmm/.</td>
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<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>
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<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 /p/, 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>
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<tr>
<td>r</td>
<td>/rr/</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>
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<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>
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<tr>
<td>t</td>
<td>/t/</td>
<td>When you say /t/, the tip of your tongue touches above your top teeth. Say /t/ and feel the tip of your tongue touch above your top teeth.</td>
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<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>
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<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>/xs/</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>
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<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>
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<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>
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/k/ /a/ /t/  Phoneme Segmentation

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.

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<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?

Have a grown-up set a timer and ask you to beat the clock! This activity will help you increase your letter naming fluency.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
<th>i</th>
<th>j</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>P</td>
<td>X</td>
<td>A</td>
<td>Z</td>
<td>X</td>
<td>I</td>
<td>S</td>
<td>G</td>
<td>I</td>
</tr>
<tr>
<td>W</td>
<td>b</td>
<td>H</td>
<td>O</td>
<td>e</td>
<td>K</td>
<td>f</td>
<td>T</td>
<td>j</td>
<td>T</td>
</tr>
<tr>
<td>S</td>
<td>u</td>
<td>R</td>
<td>Z</td>
<td>c</td>
<td>D</td>
<td>f</td>
<td>Y</td>
<td>V</td>
<td>J</td>
</tr>
<tr>
<td>C</td>
<td>u</td>
<td>N</td>
<td>q</td>
<td>u</td>
<td>M</td>
<td>g</td>
<td>w</td>
<td>Q</td>
<td>J</td>
</tr>
</tbody>
</table>

3 minutes
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**
## 20 Vowel Phonemes / Graphemes

Needs to be at least one of these vowel sounds in every word (one per syllable)

<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>Short Vowel Sounds...</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-eau, ou</td>
</tr>
<tr>
<td>/i/</td>
<td>igloo, gym</td>
<td>i</td>
<td>/ou/</td>
<td>house, cow</td>
<td>ou, ow</td>
</tr>
<tr>
<td>/o/</td>
<td>octopus, wash</td>
<td>o</td>
<td>/oi/</td>
<td>coin, boy</td>
<td>oi, oy</td>
</tr>
<tr>
<td>/u/</td>
<td>umbrella, wgn</td>
<td>u</td>
<td>/ar/</td>
<td>star, glass</td>
<td>ar, a</td>
</tr>
<tr>
<td>Long Vowel Sounds...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/æ/</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>/e/</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>/i/</td>
<td>light, kite</td>
<td>lgh, 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, ew, ue, u</td>
<td></td>
<td></td>
<td>'schwa' unstressed vowel close to /u/ as in teacher, the, picture</td>
</tr>
</tbody>
</table>

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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: SEMAPHONETIC
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.

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.

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.

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.
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!
Works Cited


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