

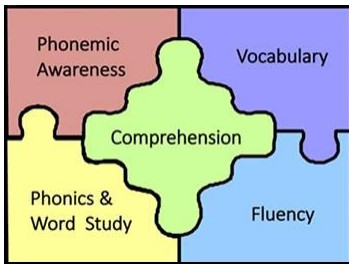
Family Reading Activities Focused on the **FIVE** Big Ideas of Reading



Kansas Parent Information Resource Center

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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.

PHONEMIC AWARENESS

Directions:

1. Use this song as time filler or while waiting in line.

Rachel, Bachel, Fo-Fachel

Banana- Fanana -Fo - Machel

Fe - Fi - Fo - Dachel - Rachel!

Kids love this – they want you to sing about every kid, teacher, pet, etc. Sky’s the limit.

Submitted by: Rachel Kaufman
kaufmanr@usd231.com

Directions:

1. Read a picture book with rhyming words or a Dr. Seuss book to group and have them listen for rhyming words!
2. Have them repeat the rhyming words on the page.
3. Have them generate other rhyming words different from the ones in the story.

Submitted by: Susan Brown
browns@usd231.com

Directions:

1. Stretch out words so kids hear each phoneme.
 - a. Beginning of year – listen for sounds
Scissors, bell, tap of pencil, shut door, clap, snap fingers, stomp feet



Submitted by: Sandy Hampton
hamptons@usd231.com

PHONEMIC AWARENESS: Sound of the day

TEACHER

Directions:

1. Pick a sound of the day and rhyme their name with the sound or use the sound before their name.
(Example: (M) Mamy – Amy, Mev – Bev) Changes their name for the whole day.

Submitted by: Michelle Meyer
meyermi@usd231.com

PHONEMIC AWARENESS: Name game

PARENT/TEACHER

Directions:

1. Sing the name game with all their names – rhyme their name with another name.
2. Rhyming game – match-rhyming pictures together using clips.

Submitted by: Amy Zegers
zegersa@usd231.com

Directions:

1. Throw the puppet, thinking of words that rhyme with it. (Ex: cat, mat, etc.)

Submitted by: Carole Ferrel

ferrelc@usd231.com

Directions:

1. Give students paper that unfolds into 3 parts “sandwich-shaped”.
2. Draw red dot on middle section.
3. Provide letter cards that can combine to make several words:
a, i, t, s, m, n, p, etc.
4. Segment words and have students place correct letter in appropriate part of the sandwich.
5. Have students blend word together – use continuous sound.

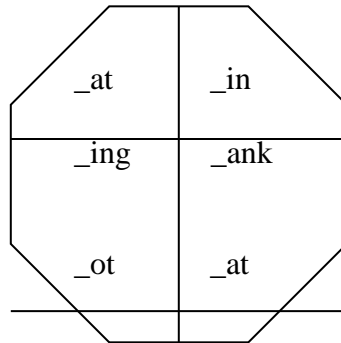


Submitted by: Bev Furlong

furlongb@usd231.com

Directions:

1. Tape post-its on to different color of the ball.
2. Write one-word family onto each post-it.
3. Toss ball. Name color.
4. Think/say word from that word family.
5. Continue.



Submitted by: Kristy Busey
buseyk@usd231.com

Directions:

1. Say a word.
2. Ask the students to use their fingers to tap the sounds as they say it slowly.
3. The students move their finger across the desk from left to right as they tap the sounds in the word.

Submitted by: Liz Long
longe@usd231.com

PHONEMIC AWARENESS: Thumb Up

TEACHER

Directions:

1. If you hear the /e/ sound when I say the word put our thumb up. (Vary vowel sound or make it consonant sounds or blends.)
2. Initial sound – I say /j/ you say /im/ we say /jim/
3. Ending sounds – I say /ji/ you say /m/ we say /Jim/

Submitted by: Shawna Conrad
conrads@usd231.com

PHONEMIC AWARENESS: Point and Touch

TEACHER

Directions:

1. Hold one arm out to your side.
2. When I say a word like 'run', point and touch your outstretched arm one time for every sound you hear. For 'run' you would point and say 'r', 'u', 'n'.
3. Then sweep your hand over the word you just 'wrote' on your arm and say 'run'.



Submitted by: Linda Morgovnik
morgvnikl@usd231.com

Directions:

1. Using basic first letters (m,s,t,a,r). Say words that rhyme such as mat, sat, rat.
2. Introduce each sound separately.

Submitted by: Bonnie Houck
bonnie.houk@greenbush.org

Directions:

1. Isolate the sounds to a simple CVC word and have students blend it together and quickly say the whole word. Teacher: /d/ /o/ /g/ Student: dog
2. Reverse by having the students take turns being the one to say it slow and everyone else listen to the sounds to determine the word.
3. Show the students the word after they have correctly guessed it. Read the word out loud, once slowly and then again blending it together.

Submitted by: PJ Breiner
pjbreiner@cox.net

Directions:

1. Say the beginning sound of a word /b/.
2. Have the student think of a syllable that could finish the word /oat/.
3. Say the whole word together /boat/.
4. Take turns with the student saying the first sound and you finishing the word.

Submitted by: Trish Boshen

Directions:

Students take turns taking home the mystery bag.

1. Put a note inside that asks the parent to help the child find something that begins with the letter we are studying for the week.
2. Parents need to help the student come up with 3 clues to help the kids in the class guess what is in the bag.
3. After the class has guessed what is in the bag, the students can ask questions about the item brought.

Submitted by: Becky Thompson
bthompson@usd262.net

Directions:

1. Have the students collect magazines or catalogs prior to the lesson.
2. Give the beginning sound of a letter and the students need to find an item that begins with that sound.
3. Students can create a collage and write the letter beside the picture.
4. Increase difficulty by using ending sounds.

Submitted by: Mary Overall
mco_overall@yahoo.com

Directions:

1. Sing Tootie Ta, a Tootie Ta, a Tootie Ta Ta (x2).
2. Substitute initial sound with any consonant.
3. As you sing you say thumbs up, the elbows back, feet apart, knees together, bottoms up, tongue out, eyes shut, turn around.

Submitted by: Rhonda Fry
rhonda.fry@usd264.com

PHONEMIC AWARENESS: Build a Tower

PARENTS/TEACHER

Directions:

1. Give students a word such as cat, lake, bell, etc.
2. Have students voice words that rhyme with it. For each rhyming word, stack a block on top of another to make a tall tower.
3. Create a graph indicating the number of blocks used.

| | |
|-----|------|
| hat | make |
| bat | bake |
| cat | lake |

Submitted by: Linda Innes
linnes@usd263.k12.ks.us

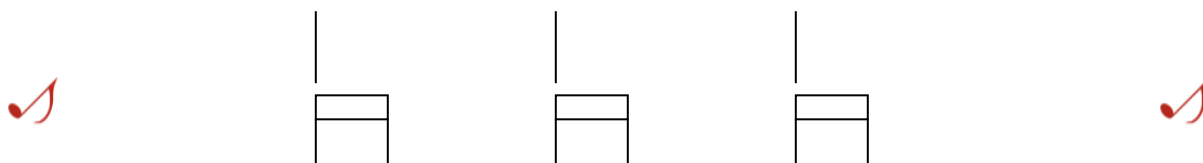
PHONEMIC AWARENESS: Rhyme Musical Chairs

TEACHER

Directions:

Materials: chair for each student, music, and pictures that are easy to rhyme with.

1. Set a picture on each chair (in a circle).
2. Start the music. When the music stops, each child will need to find a seat.
3. The students need to tell you the name of the picture and supply a word that rhymes with it.
4. After you have started and stopped 3–4 times, switch the cards.



Submitted by: Amy Hampton
ahampton@usd415.org

Directions:

Materials: 1 bag and plastic toys, figures, etc. that begin with phonemes you are currently working on.

1. Students take turns reaching into the bag to grab an object.
2. The students must name the object and pronounce the initial sound.

Tip: I collect toys from Happy Meals and buy from dollar stores. Parents have even donated items as they “clean-up” rooms at home.

Submitted by: Brenda Schuetz

bschuetz@usd415.org

Directions:

1. Teacher writes a word on the board.
2. Students sound out and say the word out loud.
3. Teacher then changes 1 sound and students say the new word. Repeat 8–9 times.

Example: land, band, and, ant, fan, man, men, ten, then

Submitted by: Leah Martin

lmartin@atchison.k12.ks.us

PHONEMIC AWARENESS: What's Missing?

TEACHER

Directions:

1. Read a story occasionally leaving out a rhyming word for child to fill in.

Submitted by: Peggy Anderson
panderson@atchison.k12.ks.us

PHONEMIC AWARENESS: Create a Tongue Twister PARENT/TEACHER

Directions:

1. Pick a word – like an animal.
2. Brainstorm words that describe the animal using the same initial sound.
Ex. Lions lick looney lollipops.
3. Challenge the student to create longer tongue twisters.

Submitted by: Peggy Anderson
panderson@atchison.k12.ks.us

Directions:

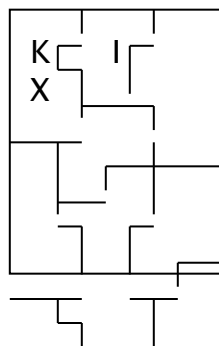
1. Select pictures from a catalog or your own collection of things you want the child to know and be able to name.
2. Add the name of the picture in writing and show the child the picture and word.
3. Show them how to say the word.
4. Play matching games using word name and picture or use beginning sounds.

PHONEMIC AWARENESS: Cereal Box Puzzle

PARENT/TEACHER

Directions:

1. Cut various cereal boxes, keeping front panel.
2. Cut the front panel into puzzle pieces making sure that each piece has a letter on it.
3. Have the child put the puzzle together.
4. As he/she puts the puzzle together, have them say the letters and then sound out the words.



Directions:

1. Distribute phonemic sound cards to students.
2. Say a word containing 2–3 sounds.
3. Students with corresponding sound cards stand in front of the group and arrange their cards in left to right order to form the word.
4. Students in the “audience” agree or disagree on the word correctness.

Submitted by: Michelle Law
mlaw@gckschools.com

Directions:

Materials: Alphabet cards (face up on the table) and pocket chart (optional)

1. Choose a one syllable word (fat) and spell it out on the table or chart.
2. Say the word and then each phoneme separately as you point to the letters.
Repeat the word again.
3. Challenge the student to replace any of the cards to create a new word. Have them say the word and each phoneme separately as they point to the letters. Repeat the whole word again.
4. Continue taking turns until no new words can be created. The last person to successfully change the word picks the next word to begin with.

PHONEMIC AWARENESS: ABC Board

TEACHER

Directions:

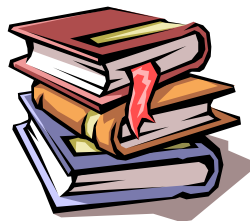
1. Cut 12" x12" squares of bright colored construction paper. (26 total)
2. Add a letter to each square. (Can be Die-cut or written with a marker.)
3. Have students find and cut out pictures for each letter square from magazines or catalogs. (The more the better.)
4. Talk with students as they are choosing pictures. "Why did you choose that picture?" etc.
5. As a group, staple the squares on the bulletin board.

PHONEMIC AWARENESS: Making Books

PARENT/TEACHER

Directions:

1. Have children illustrate their own books.
2. Children should select a theme and adults can assist in a storyline.
3. It can be things such as: favorite food, animals, family or toys.
4. Have children draw, paint or write the story.
5. Have children read their books to the class.



Submitted by: Dirk Schneider
schneiderd@usd215.pld.com

PHONEMIC AWARENESS: Rhyming with the “The Hungry Thing”

PARENT/TEACHER

Directions:

1. Read a book from “The Hungry Thing” series.
2. When the hungry thing says the nonsense rhyming word, have the students guess the actual word.

Submitted by: Debbie Wright
dwrights@mail.olathe.k12.ks.us

PHONEMIC AWARENESS: How Many Sounds?

PARENT/TEACHER

Directions:

1. Parent/Teacher pronounces a single phoneme or a two-phoneme word, holding up one finger for each sound as it is pronounced.
2. Then ask the child to repeat procedure and tell how many sounds were said.

Submitted by: Robin Ludwig
robinludwig@smsd.org

Directions:

1. Put pictures with one-syllable names face down in the center of a circle with the children seated all around.
2. Have one student choose a “secret” picture, not letting others see it.
3. The student sounds out the first phoneme and everyone repeats it.
4. The second sound is done and repeated. Then the third phoneme and fourth phoneme.
5. After the last phoneme, the group or a chosen individual sounds all of the phonemes in sequence and identifies the secret picture.

PHONEMIC AWARENESS: Sentence Game

TEACHER

Directions:

1. Pick a word and have the student(s) build a sentence using the word.
2. Pick one sentence. Write the words for the sentence on small pieces of paper.
3. Give each student the words for the sentence and have them put the words in order to make the sentence.
4. Give “phonemic directions” such as:
 - a. Push up the word that rhymes with cat.
 - b. Push up the word that starts like show.
 - c. Push up the word that has the same vowel sound as cub.
 - d. Push up the word that ends like dog.

Directions:

1. Teach the children the rhyme “One Potato”.
2. Pass around a small beanbag.
3. The child holding the beanbag at the end of the rhyme states a word that begins with /p/. (The first letter in potato.)
4. Repeat the rhyme, replacing the word potato with tomato, zucchini or banana.

Submitted by: Alicia Michel & Molly Finch

Directions:

1. As you ask the students to line up, “break down” the word (l i n u p). so they have to “Say it Fast”.
2. Other examples: “Get out your p a p r.” “Look at m e.”

Submitted by: Ruth Heinrichs
heinricr@usd428.org

Directions:

1. Have all of the students sit in a circle and say "I am thinking of someone's name that begins with /M/.
2. When you say the letter, display the corresponding letter.
3. The children should pronounce the sound of the letter then raise their hand when they have a guess.

Submitted by: Ronda Geddings
Rgedding@usd497.org

Directions:

1. Have a basket of toy animals (or other items).
2. Have a student select one, say its name and create a word that rhymes with it.
3. Example: fish/wish, cat/hat, dog/log, etc.

Submitted by: Amy Berg
aberg@usd348.com

Directions:

1. Have five pictures with a blank response line next to them.
2. Using hand claps to count the syllables with claps.
3. Have the students write the number of syllables on the response lines.

PHONEMIC AWARENESS: Listen Up

Submitted by: Marty Kobza
PARENT/TEACHER

Directions:

1. Select a specific sound for children to listen for, such as long /a/, and then read aloud a list of words.
2. Every time students hear the target sound in a word, they are to clap their hands, repeat the sound, hold up a counter, or choose some other designated way of responding.
3. If they respond after a word that does not contain the sound, ask the students to listen again as you repeat the word, emphasizing the vowel sound by extending it.

Submitted by: Kathleen McGowan
Shawnee Mission Schools

Directions:

1. Write the word rat on the board and then ask:
 - a. What rhymes with rat but starts with /m/?
 - b. What rhymes with mart but starts with /p/?
 - c. What rhymes with fan but starts with /t/?
2. Continue the activity using the following words: fast, late, lime, sunk, etc.
3. Students can do this for several lessons, and they will start rhyming with blends.

Submitted by: Kathleen McGowan
Shawnee Mission Schools

Directions:

1. Give the students the following verse: A bug in a rug with a mug went glug.
2. Have them repeat it several times. Ask them what vowel sound they hear in bug, rug, mug and glug.
3. Ask them to listen to what happens when you change that sound to /a/: A bag in a rag with a mag went glag.
4. Change the other vowels sounds such as /i/ and let the students say the silly verses.

Submitted by: Kathleen McGowan
Shawnee Mission Schools

Directions:

1. Copy a familiar poem, such as “Teddy Bear” on to chart paper, replacing the second word in the rhyming pair with a blank.
2. Using the incomplete poem, have children create a new poem by providing the rhyming words to fill in each blank.
3. Write the words on sticky notes and place them in the poem.
4. Help the class read their newly created poem.

Teddy Bear
Teddy Bear, Teddy Bear
Jump around
Teddy Bear, Teddy Bear,
Touch the _____.
Teddy Bear, Teddy Bear
Open the box
Teddy Bear, Teddy Bear
Pull out the _____.
Teddy Bear, Teddy Bear
Bake a cake
Teddy Bear, Teddy Bear
Swim in the _____.

Submitted by: Kathleen McGowan
Shawnee Mission Schools

PHONEMIC AWARENESS: Going to the Park

PARENT/TEACHER

Directions:

1. Teacher says, "I am going to the park. I'm taking a mat."
2. The first student says, "I am going to the park. I'm taking a mat and a cat."
3. The next students say, "I am going to the park. I'm taking a mat, a cat, and a hat."
4. Continue around the class until the students run out of rhyming words.

Submitted by: Kathleen McGowan
Shawnee Mission Schools

PHONEMIC AWARENESS: Oral Blending

PARENT/TEACHER

Directions:

1. Separate words by syllable onto two index cards.
2. Give half of the cards to one group of students and the other half to another group.
3. Have the 1st group read the first card /pow/ and the 2nd group read the second card /der/.
4. Ask the student what is the word? /powder/.
5. Other words to use: porcu..pine, gir..raffe, pop..corn, tri..cycle, cir..cus, sug..ar, pop..sicle, tri..angle, bump..er, cir..cle, can..dy.

Submitted by: Kathleen McGowan
Shawnee Mission Schools

Directions:

1. Have the students make new words by replacing the initial consonant with a new one.
2. For example: Write matter on the board. Say "Matter begins with /m/.
3. Erase the /m/ and replace it with /b/. What's the new word?
4. Try the following word changes:
/m/ atter /b/ atter /f/ atter
/s/ ound /m/ ound /h/ ound
/h/ arry /b/ arry /m/ arry

Submitted by: Kathleen McGowan
Shawnee Mission Schools

Directions:

1. Tell the students "I am going to say some compound words. Clap one time for each little word that you hear in the compound word." Examples: Classroom
football
2. Tell them "Now I am going to say some words. Clap one time for each syllable that you hear in the word." Examples: rat robot telephone
3. Tell them "Now you say each sound you hear in the word." Examples: bat
/b/a/t rat /r/a/t

Submitted by: Kathleen McGowan
Shawnee Mission Schools

Directions:

1. Help students identify similarities in sounds. Model the following in a “sing-song” manner:
 Ball is a word that starts like boy.
 Boy/ball; boy/ball
 Can you think of a word that starts like boy?
2. When a child responds correctly (for example, Bill) repeat:
 Bill is a word that starts like boy.
 Boy/Bill; boy/Bill
 Can you think of a word that starts like boy?

Submitted by: Kathleen McGowan
Shawnee Mission Schools

Directions:

1. Have the students stand as they listen to you say a three-phoneme word.
2. Say each phoneme separately and ask the students to place their hands on their heads, waists, or toes to indicate whether the sound is at the beginning, middle, or end of the word.
3. Repeat with additional three-phoneme words. Say phonemes faster and faster as the game progresses. Extend the activity to four-phoneme words using head, waist, knees, and toes.

Submitted by: Kathleen McGowan
Shawnee Mission Schools

Directions:

1. Have the students stand in a close circle. Explain that you want them to think of words that start with the sound /t/. Tell them that everyone who says a /t/ word gets “braided” into the circle.
2. Show them that they can make a braid by crossing their arms and taking the hands of the child on either side of them.
 - a. Teacher: Now we will make a T braid. Kathy, tell me a word that will help make the T braid?
Kathy: Tail.
3. Kathy then crosses her arms in front of her and takes the hands of the two students on either side of her.
4. Ask the question again and name another student. When everyone has been braided in, say: “Now we have made a T braid, and now we can unbraid it.”
5. Then have twist around, going under the upper arm to uncross, or unbraid, all of the arms.

Submitted by: Kathleen McGowan
Shawnee Mission Schools

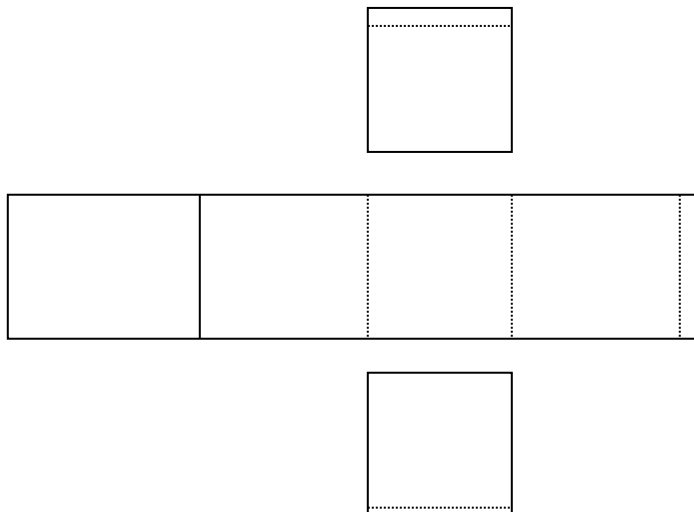
Directions:

1. Have the students practice attending to beginning sounds by asking them to name their favorite hobby or treat. Explain that their “favorite” must begin with the same sound as their first name. (Ex. Patty and peanut butter.)
2. Have the students draw pictures of themselves on connecting paper dolls. Write each child’s “favorite” on the bottom of his or her doll.
3. Invite the students to introduce themselves to the class. For example, “I am Sam and I like soccer and salamanders.”

Submitted by: Kathleen McGowan
Shawnee Mission Schools

Directions:

1. Label four sides of the die with contrasting word families (e.g., -at, -ap, -ag, -all), and then label the remaining two sides with "Lose a Turn" and "Roll Again".
2. Have one student roll the die. If it lands on a word family space, the student must come up with a word for that family and record it on his/her piece of paper or the board. The students must also say the sounds in the word and blend the sounds to make the word.
3. If a player is stumped or lands on "Lose a Turn", the die is passed to the next person. If the student lands on "Roll Again, he/she rolls again and gets another turn. The person who records the most words at the end of the allotted time wins.



Submitted by: Kathleen McGowan
Shawnee Mission Schools

Directions: Sung to the tune of “Old MacDonald Had a Farm”

What’s the sound that starts these words: Chicken, chin and cheek? (Wait for response)

/ch/ is the sound that starts these words: Chicken, chin and cheek

With a /ch/, /ch/ here, and a /ch/ /ch/ there. Here a /ch/, there a /ch/, everywhere a /ch/, /ch/.

/ch/ is the sound that starts these words: Chicken, chin and cheek.

What’s the sound in the middle of these words: Leaf and deep and meat?

/ee/ is the sound in the middle of these words: Leaf and deep and meat.

With a /ee/, /ee/ here, and an /ee/, /ee/ there. Here a /ee/, there a /ee/, everywhere a /ee/, /ee/.

/ee/ is the sound in the middle of these words: Leaf and deep and meat.

What is the sound at the end of these words: Duck and cake and beak?

/k/ is the sound at the end of these words: Duck and cake and beak.

With a /k/, /k/ here, and a /k/ /k/ there. Here a /k/, there a /k/, everywhere a /k/, /k/.

/k/ is the sound at the end of these words: Duck and cake and beak.

Submitted by: Kathleen McGowan
Shawnee Mission Schools

PHONEMIC AWARENESS: Rhyme Away Story 1 – The House

TEACHER/PARENT

Directions:

1. In advance, draw a simple picture on the chalkboard similar to the one shown below. Tell the children they are going to make the picture disappear by erasing it a little at a time – erasing parts that rhyme with words in the clues.
2. Read each rhyme of the Rhyme-Away stories aloud, omitting underlined words. Have children orally fill in the missing words, then invite volunteers to erase parts of the picture that correspond with the answers.



PHONEMIC AWARENESS: Rhyme Away Story 2 – The Boy

TEACHER/PARENT

1. In advance, draw a simple picture on the chalkboard similar to the one shown below. Tell the children they are going to make the picture disappear by erasing it a little at a time – erasing parts that rhyme with words in the clues.
2. Read the Rhyme-Away story aloud, omitting underlined words. Have children orally fill in the missing words, then invite volunteers to erase parts of the picture that correspond with the answers.



Just for fun,
Erase the sun.

A dog can say, "Woof,"
erase the roof.

If you count to three,
Erase the tree.

Climb the tower
Erase the flower.

If you can count to four,
Erase the door.

If you have five cents,
Erase the fence.

So you don't get stung by a bee,
Erase the chimney.

If you see a doe,
Erase another window.

If you can do so,
Erase the window.

You need power,
To erase another flower.

If you see a hound,
Erase the ground.

If you see a mouse,
Erase the house.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

He can't smell a rose,
If you erase his nose.

He'll be a real wreck,
If you erase his neck.

He can't play in a band,
If you erase his hand.

He won't feel heat,
If you erase his feet.

He doesn't wear a tie,
Erase an eye.

It won't hurt,
If you erase his shirt.

He doesn't care,
If you erase his hair.

He can't dance,
If you erase his pants.

Don't ask why,
Erase his other eye.

He can go to bed,
If you erase his head.

Never fear,
Erase an ear.

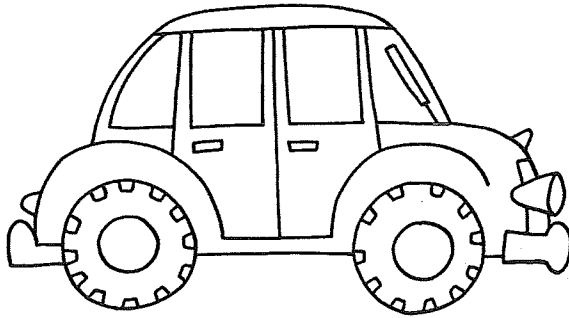
Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

PHONEMIC AWARENESS: Rhyme Away Story 3 – The Car

TEACHER/PARENT

1. In advance, draw a simple picture on the chalkboard similar to the one shown below. Tell the children they are going to make the picture disappear by erasing it a little at a time – erasing parts that rhyme with words in the clues.
2. Read the Rhyme-Away story aloud, omitting words in parenthesis. Have children orally fill in the missing words, then invite volunteers to erase parts of the picture that correspond with the answers.

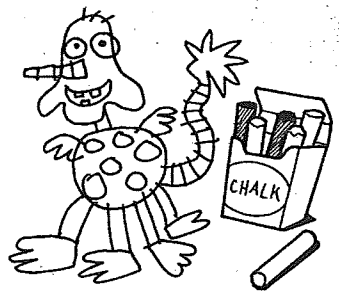
Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.



PHONEMIC AWARENESS: Draw-a-Rhyme Story 1: The Monster TEACHER/PARENT

1. Tell children they are going to draw a chalk picture together. Read each rhyme with the words in parenthesis left out. Have children fill in the blanks (either orally or in writing), then add those parts to the chalkboard drawing.
2. VARIATION: Give each child a piece of paper and coloring tools. As your read through the rhyme together each child can draw his/her own monster!

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.



I don't know how you feel,
But you can erase a ____ (wheel).

He ran to a fire,
Erase a ____ (tire).

I have a friend named Thumper,
You can erase a ____ (bumper).

You can't see at night,
If you erase a ____ (light).

I you can count one, two, three, four,
You can erase a ____ (door).

A baby wears a diaper,
Erase a ____ (wiper).

If you have ten toes,
You can erase the ____ (windows).

A dog says, "Woof, woof,"
Erase the ____ (roof).

It looks a bit shoddy,
So erase the ____ (body).

When you draw a monster, it is said,
You always begin with his ____ (head).

He'll be able to see when he flies,
If we draw two bright ____ (eyes).

To tell which way the cold wind blows,
Our monster will need a great big ____ (nose).

Look to the north and look to the south,
Now we can give our monster a ____ (mouth).

Some up above and some beneath,
Our monster has lots of ____ (teeth).

Now, under his chin, let's just check,
That's where we should put his ____ (neck).

So he won't be tipsy-toddy,
Let's give him a polka-dot ____ (body).

If he really, really begs,
I guess we could give him ____ (legs).

To make our monster nice and neat,
We'll have to teach him to wipe his ____ (feet).

A notice sent by air mail!
We can't forget the monster's ____ (tail).

He isn't fierce, he isn't hairy,
But don't you think he's a little ____ (scary).

PHONEMIC AWARENESS: Sound Bingo

PARENT

Directions:

Draw your child's attention to the sounds of his/her language with silly songs and poems. Driving home from daycare, to and from sports practices, and vacation travel time are all great occasions to "pop in the CD" and enjoy! Include favorites such as:

♫ *Down by the Bay and Shake My Sillies Out*
by Raffi

♫ *If You're Happy and You Know It*
by Nicki Weiss

♫ *Sing Hey Diddle Diddle: 66 Nursery Rhymes with Their Traditional Tunes*
by Beatrice Harrop

♫ *Six Sick Sheep: 101 Tongue Twisters*
by Joanne Cole.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

PHONEMIC AWARENESS: Read Alouds

TEACHER/PARENT

Directions:

Read **and reread** stories that play with language. Nursery rhymes, chants, and Dr. Seuss books usually play a large role in this development. "Only when children realize that words can be changed and how changing a sound changes the word are they able to profit from instruction in letter-sound relationships." (Month by Month Phonics for First Grade, Patricia M. Cunningham and Dorothy P. Hall, 1997, p. 17, Carson-Dellosa)

Some excellent book titles are:

- ☐ Any Dr. Seuss book
- ☐ Good Night Moon by Margaret Wise Brown
- ☐ I Was Walking Down the Road by Sarah Barchas
- ☐ Is Your Mama a Llama? By Deborah Guarino
- ☐ Jessie Bear, What Will You Wear? By Nancy Carlstrom
- ☐ The Lady with the Alligator Purse by Nadine Westcott
- ☐ More Spaghetti, I Say! By Rita Gelman
- ☐ Pickles Have Pimples and Other Silly Statements by Judi Barrett
- ☐ Sheep in a Jeep by Nancy Shaw
- ☐ Sing Hey Diddle Diddle: 66 Nursery Rhymes with Their Traditional Tunes by Beatrice Harrop
- ☐ Tickle Toe Rhymes by Joan Knight
- ☐ Anna Banana: 101 Jump-Rope Rhymes
- ☐ I Know an Old Lady Who Swallowed a Fly by Nadine Westcott
- ☐ Miss Mary Mack by Joanna Cole

Tips: Dramatize your voice as you read! Your child will delight in hearing words "come to life." Take turns reading different parts, or invite your child to act out each role as you share stories aloud.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

PHONEMIC AWARENESS: Getting to Know You

TEACHER/PARENT

Directions:

1. Use this activity at the beginning of the year to help children learn classmates' names. Have children practice phoneme matching by asking a partner to name his or her favorite hobby or treat. Explain that "favorites" must begin with the same sound as the child's name. For example, "Patty and peanut butter.")
VARIATION: Parents, you can use this activity at home by using your child's friends' names!
2. Invite children to introduce partners to the class, telling what he or she likes. For example, *Sam likes soccer and salamanders.*
3. Extend learning by having children draw pictures of their classmates on connect paper dolls. Write each child's favorite on the bottom of his or her doll.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills.* Creative Press.

PHONEMIC AWARENESS: Rhyme Time

PARENT/TEACHER

Directions:

1. Read aloud a rhyming story or poem.
2. Reread the selection, omitting the matching rhyme, and have students "fill in the blank." For example,
See the frog jump over the _____. (log)
3. Invite students to think of new rhyming words to fit each sentence. For example,
See the frog jump over the _____. (dog, hog)
4. Additional rhyming sentences:
 - ☐ Look at that man jump over the _____.
 - ☐ See the frog sit on a _____.
 - ☐ Did you ever see a whale with a polka-dot _____?
 - ☐ Look what I see! A yellow and black _____!
 - ☐ Do you see the fly sitting on the _____?
 - ☐ Can you imagine a bear with purple and green _____.
 - ☐ Watch the cat playing with the _____.
 - ☐ See the bug holding a _____.
 - ☐ Can you imagine pigs wearing _____?
 - ☐ Look up in the sky and see a bird flying _____.
 - ☐ "OK," said dad, "I'm really _____.
 - ☐ The clumsy ox tripped over the _____.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills.* Creative Press.

PHONEMIC AWARENESS: Draw-a-Rhyme Story 2: The Clown

TEACHER/PARENT

1. Tell children they are going to draw a chalk picture together. Read each rhyme with the words in parenthesis left out. Have children fill in the blanks (either orally or in writing), then add those parts to the chalkboard drawing.
2. VARIATION: Give each child a piece of paper and coloring tools. As you read through the rhyme together each child can draw his/her own clown!

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

When making a clown, it is said,
Always start with his big, round ____ (head).

Make it real messy 'cuz clowns don't care.
On the top of his head, give him red curly ____ (hair)

When people laugh, he wants to hear,
So on each side, give him a great big ____ (ear)

Now make him look very wise,
By giving him two wide-open ____ (eyes).

And yes, of course, everyone knows,
Give him a big, fat, rounded ____ (nose).

Now make a line as long as a mile,
And turn it into a great big ____ (smile).

Look at his clothes – the clown suit he's in,
It has a ruffle right under his ____ (chin).

All over his suit are big colored spots,
So give him lots of ____ (polka-dots).

Now look at that, can you believe?
He has purple stripes on each long ____ (sleeve).

He has two hands – one left, one right,
One's painted yellow, and the other ____ (white).

The bottom of his funny suit,
You can see one big, black ____ (book)

And the other foot has not a shoe,
'cuz he just painted his toenails ____ (blue)

Now, if you listened and did everything right,
Your little clown is a funny ____ (sight).

PHONEMIC AWARENESS: Draw-a-Rhyme Story 3: The Alien

TEACHER/PARENT

1. Tell children they are going to draw a chalk picture together. Read each rhyme with the words in parenthesis left out. Have children fill in the blanks (either orally or in writing), then add those parts to the chalkboard drawing.
2. Variation: Have each child draw their own "alien" as the blanks are filled in.

When drawing a Martian, it is said,
Always start by making his ____ (head).

Don't give him hair on tope of his head,
Give him a shiny, round helmet that's ____ (red).

Look at his eyes, so scary and mean,
Since he's from Mars, they must be ____ (green).

Right by his nose his eyeballs hide,
'cuz he just happens to be ____ (cross-eyed).

Just look at his nose, can you imagine that!
It has three holes and it's really ____ (flat).

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

His mouth is crooked with lots of teeth,
Jagged on top and flat ____ (underneath).

Not only is his neck double-jointed,
But look at his ears – they're ____ (pointed).

I'm sure he has a body like you and me,
But a Martian's space suit is all you ____ (see).

Now, remember, Martians are not to be feared,
They're not really dangerous, they just look kind of ____ (weird)!

PHONEMIC AWARENESS: Silly Willy Song

TEACHER

1. Teach the following verse to the tune of "Skip to My Lou." Invite children to sing along, completing the last line using words that rhyme with students' names.
Silly, Willy, who should I choose? (repeat 3x)
I choose _____. (Terri, berry)
2. Continue the song, substituting new student names. Have everyone sing the main verse, and invite volunteers to say the new rhyming names.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

PHONEMIC AWARENESS: Oddball Out

TEACHER/PARENT

1. Ask children to listen carefully as you say three words. Explain that only two of the three words share a common sound. Have children identify the word that does not belong. Example: **dog fog boat** (boat is oddball)
2. Say the words one at a time, then have children hold up one, two, or three fingers to indicate whether the first, second, or third word is the "oddball." Ask a volunteer to repeat the oddball word aloud.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

PHONEMIC AWARENESS: Clap, Snap, or Tap

TEACHER

1. Have a child say his or her first name and clap, snap, or tap the syllables as he or she speaks. Ask the rest of the class to silently count the number of claps, snaps, or taps, then repeat the hand motions while saying the child's name.
2. Continue the activity, inviting each child to choose whether to clap, snap, or tap the syllables in his/her name.
3. Extension: Have children clap, snap, or tap the number of syllables they hear in other multiple-syllable words such as *baseball*, *snowman*, and *under*.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

PHONEMIC AWARENESS: Sing a Song of Sounds

TEACHER

1. Have children sing the following song to the tune of "If You're Happy and You Know It."
If your name begins with /m/, stand up,
If your name begins with /m/, stand up,
If your name begins with /m/, stand up and take a bow,
If your name begins with /m/, stand up.
2. Repeat with different phonemes and movements such as clapping your hands, turning around, touching your toes, or jumping up and down.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

PHONEMIC AWARENESS: Hink Pink

TEACHER/PARENT

1. Explain to children the definition of a hink pink – a pair of rhyming words that answers a riddle. Read aloud the following riddles, and invite children to guess the hink-pink answer.

What do you call a chubby kitty? (a fat cat)

What do you call a crying father? (sad dad)

What do you call a desk that doesn't fall down? (stable table)

What do you call a rabbit who tells jokes? (funny bunny)

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

PHONEMIC AWARENESS: Who Did You Catch?

TEACHER/PARENT

1. Practice blending onsets and rimes (e.g. *p-at* to form *pat*, *sw-ing* to form *swing*), then have children sing the following verse to the tune of "A-Hunting We Will Go."

A-searching we will go, a-searching we will go,

We'll find a /h/ and add a /orse/,

And now we have a horse!

2. Repeat the verse using other onsets and rimes. To begin, use animal names (a more familiar context), then switch to word families such as bat, hat, and mat.

Tip: On onset is the initial consonant(s) in a word

A rime is all letters that come after the initial consonant(s)

Example: frog: the onset is "fr", the rime is "og"

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

PHONEMIC AWARENESS: Bubble Gum Words

TEACHER/PARENT

1. This activity helps children slow down the verbal pronunciation process, enabling them to hear sounds or components that make up words. Begin by saying words one at a time.
2. Have children repeat each word slowly, putting their hands to their mouths and pretending to s-t-r-e-t-c-h bubble gum out in front of them.
3. Invite volunteers to share "bubble gum" words for others to stretch.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

PHONEMIC AWARENESS: Name Chant

TEACHER/PARENT

1. Say the following chant to children:
It begins with /t/,
And it ends with /im/.
Put them together,
And they say _____. (Tim)
2. Have children blend the sounds together and chorus the correct answer
3. Repeat the chant using each student's name. Invite children to stand and bow when their names are spoken.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

PHONEMIC AWARENESS: The Sounds in the Word

TEACHER/PARENT

1. Using two-and three-phoneme words or picture cards, have children sing the following verse to the tune of "The Wheels on the Bus."
The sounds in the word go /c/ /a/ /t/; /c/ /a/ /t/; /c/ /a/ /t/.
The sounds in the word go /c/ /a/ t/,
Can you guess the word?
2. Repeat with other two-and three-phoneme words. Move into written language by writing targeted words on the chalkboard or piece of paper after guessing a word.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

PHONEMIC AWARENESS: What Do You Hear?

TEACHER

1. Teach the following song to the tune of "London Bridge Is Falling Down."
(Teacher Verse)
What's the last sound that you hear?
That you hear, that you hear?
What's the last sound that you hear?
In dog, dog, dog

(Student response)
/g/ is the sound that I hear
That I hear, that I hear.
/g/ is the sound that I hear
at the end of dog.
2. Repeat the song using other words. Modify the verse to identify initial and middle sounds (e.g. What's the **first** sound that you hear? What is the **middle** sound that you hear?) Invite volunteers to choose word and play the teacher' role.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

PHONEMIC AWARENESS: Color-Coded Sounds

TEACHER

1. In advance, draw three horizontal fill-in-the-blank lines on each index card to designate beginning, middle, and ending sound positions of a word. Give a card to each child and have him or her color the first line green, the middle line blue, and the last line red.
2. Designate a target sound. Ask children to listen to a word containing the target sound, then place a counter on the index card to indicate where they hear the sound – on the green line if it's a beginning sound, the blue line if it's a middle sound, or the red line if it's an ending sound. Repeat with other words.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

PHONEMIC AWARENESS: I Spy

TEACHER/PARENT

1. Have children identify “spied” objects by listening to your phoneme clues. Invite them to guess after each clue is given. For example:
 - ☐ I spy an object with three sounds in its name.
 - ☐ I spy an object with three sounds in its name and the first is /b/.
 - ☐ I spy an object with three sounds in its name. The first sound is /b/, the last is /k/.
 - ☐ I spy an object with three sounds in its name. The first sound is /b/, the last is /k/, and it rhymes with look.
2. Repeat with different objects. Invite volunteers to provide “I Spy” clues for their classmates.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

PHONEMIC AWARENESS: Count the Sounds

TEACHER/PARENT

1. Say a word of your own choosing.
2. Have students mentally count the number of phonemes (individual sounds) they hear in the word.
Example: "cat" has 3 phonemes /c/ /a/ /t/, "ship" has 3 phonemes /sh/ /i/ /p/, "frog" has 4 phonemes /f/ /r/ /o/ /g/
3. On the count of three, have students hold up the number of fingers to indicate the number of sounds they hear.

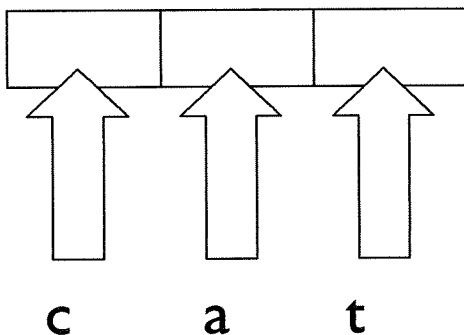
Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

PHONEMIC AWARENESS: Eat Your Words

PARENT/TEACHER

1. Say a word containing two or three sounds. Have children move food pieces to form a horizontal line, one for each sound they hear in the word. Ask them to say the phonemes as they move the food pieces to the line.
2. Have each child "sweep" his or her finger under the food line and blend the sounds together to say the word.
3. Repeat steps 1-2 using other words. When finished, children may eat the food pieces!

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.



PHONEMIC AWARENESS: Zippity – Bippity

PARENT/TEACHER

1. Teach children the following verse to the tune of “Zippity-Do-Dah.”
Bippity-bo-bah, Bippity-bay
My, oh my, what a wonderful day.
Plenty of sunshine coming my way.
Bippity-bo-bah, Bippity-bay.
2. Have children repeat the song several times, substituting the initial sounds in the verse with other sounds.
For example, *mippity-mo-mah, wippity-wo-wah, tippity-to-tah.*

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills.* Creative Press.

PHONEMIC AWARENESS: Animal Fun

TEACHER/PARENT

1. Teach the following verse to the tune of “Mary Had a Little Lamb.”
Freddy Frog had a log,
Had a log,
Had a log,
Freddy Frog had a log,
He stayed and played all day.
2. Repeat the verse using other alliterations, (Henry Hen, friend; Carlos Cat, hat; Polly Pig, twig; Sammy seal, wheel; Frieda Fox, box; Skitter Skunk, trunk).
3. End with the verse, *Poor Charlie Chick, he was sick (repeat).*
He couldn't play all day!
4. Invite children to add their own alliterations to the song.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills.* Creative Press.

PHONEMIC AWARENESS: Drop Off, Add On

TEACHER/PARENT

1. Read words from the list below one at a time. Ask children what sounds needs to be dropped to uncover the "hidden word." For example, *What sound do you drop to change meat to eat?*
2. Increase the difficulty by using words with blends and clusters (sweep to weep, craft to raft, glitter to litter).
3. Vary the activity by having children add letters to given words (e.g. add /c/ to the beginning of row to make ____.)

Sample Word List:

| | | |
|-------|-------|-------|
| WILL | MUST | BUS |
| THEN | CALL | DONE |
| FAST | SLIP | FIT |
| BALL | MEAT | CHILL |
| CANDY | COLD | PINK |
| FIST | WIN | THIS |
| THEN | TENT | LIST |
| THAT | PLANT | HORN |

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

Phonics

Directions:

1. Do appropriate boxes for words in a workbook. (1 letter goes in each box/1 box for each sound.)
2. At the beginning of the year draw boxes in the actual workbook.
3. Later in the year, draw 1 set on the board.



| | | |
|---|---|---|
| C | A | T |
|---|---|---|

1 letter or sound in each box

Submitted by: Paula McDonald
mcdonaldp@usd231.com

Directions:

1. Talk about specific letters and the sounds they make.
2. Compare them to the letter and sounds they are producing in place of the correct sounds.
3. Practice making the correct sounds and talk about how they are produced (where tongue is placed, what the lips do, etc.).
4. When the sound is mastered, the students begin using the sound in words.
5. Have them to look at minimal pairs of words, words that differ by one similar phoneme, and identify which word begins with the letter/sound they are working on. (Ex. "key" & "tea".)

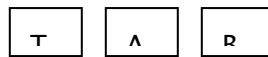
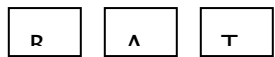
Submitted by: Lori Coughlin, SLP
coughlinl@usd231.com

PHONICS: The cube game

PARENT/TEACHER

Directions:

1. You need 3 letter cubes (2 consonants and 1 vowel)
2. Roll the cubes.
3. Build a 3-letter word.
4. Is it a 'real' word or not?
5. Reverse consonants. Repeat.



Submitted by: Mike Purcell
purcellm@mail.com

PHONICS: Sentence of the day

TEACHER

Directions:

1. Student will write a sentence about what they did last night.
2. Everyone counts out how many words are in the sentence.
3. Draw that many lines on the board.
4. Pass the pen to one student who has to write the 1st word.
5. The whole class sounds out the word.
6. Pass the pen to another student for the next word.
7. Continue until the sentence is complete.

Submitted by: Carole Ferrel
ferrelc@usd231.com

Directions:

1. Sound out words and label every item in every drawing or picture.

Submitted by: Carole Ferrel
ferrelc@usd231.com

Directions:

1. While working on articulation – discuss the letter that makes their sound.
2. Use the letter, kinesthetic movements, and description of how to make the sound.
(Point to throat for “K”, push with the back of your tongue.)

Submitted by: Michelle Huynh
huynhm@usd231.com

PHONICS: Picture cards

PARENT/TEACHER

Directions:

1. Teacher shows picture card and says picture.
2. Student must say the letter that the picture begins with and the letter sound.

Submitted by: Diane Anderson
andersond@usd231.com

PHONICS: Computer Lab

TEACHER

Directions:

1. Working in KidPix or Word/Paint

Text box – K

Easy word families:

Dog

Fog

Hog

Poem: In the misty morning fog, I mistook mother for a _og.

Submitted by: Liz Munroe
monroel@usd231.com

Directions:

1. Build a pattern chart on board. Have students fill in words using patterns.
2. Take words to build into sentences.
3. Bridge phonic lesson to fluency activity by using a decodable text that matches vowel pattern.

| Patterns of O | | | | |
|---------------|------------------|-------------------|------------|---------------|
| O Qo | --- OE Toe | --- OA Boat | OW Snow | O - E Bone |

Submitted by: Mary Carol Keister
keistern@usd231.com

Directions:

1. Think of a 'big' word such as flashlight. This word can have a word family, a specific skill or a theme word.
2. Scatter the letters for it on an overhead. Students will make as many words as they can with these letters.
3. Call on students to come up to the overhead and make one of their words.
4. Active Participation: There are different ways to get students actively involved. You can have kids write the words on whiteboards or journals. Have them cross off the word if someone else thought of it or add it if someone had a word they didn't. They can also use and manipulate letters. Call names from a cup for kids to come up.

Submitted by: Shiloh Harlan
harlans@usd231.com

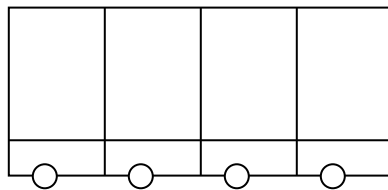
Directions:

1. Students can build words with letter cards.
2. Students use their fist to tap under each letter and say the sound.
3. Then move their fist under the letters in one smooth line to blend and say the word.

Submitted by: Cheryl Schasteen
schasteenc@usd231.com

Directions:

1. Teacher says a word. (3, 4, or 5 letters)
2. Students count the sounds and place counters in each position for the sounds.
3. Students push the sounds (counters) up to the letter spaces.
4. Then with a dry erase marker, write the letter that stands for that sound.
5. Reread the word. Does it match?



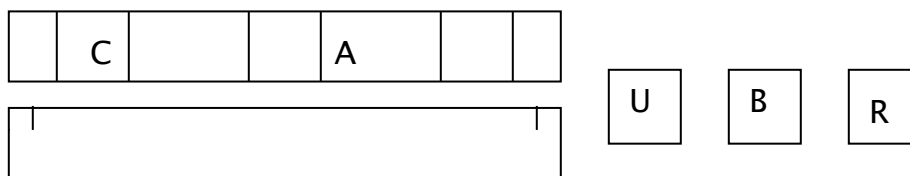
Submitted by: Cheryl Schasteen
schasteenc@usd231.com

Directions:

1. Use a pocket folder that has the open court alphabet and letter cards.
2. Each student has a folder with all the cards.
3. The teacher says a sound and the student finds the card that has the sound and lays it on their desk.
4. The teacher can continue to build a word sound by sound and the student must place the sounds in correct order.

Directions:

1. Make a pocket for letter cards by folding a piece of construction paper the long way and staple the ends.
2. Make little letter cards with several copies of the vowels or vowel combinations. (3x5 index cards, cut in half, work great.)
3. Give the student a word to make and have them use the cards to put the word together.
4. Change just one part of the word and have them find the right card to make the change.



Submitted by: Karen Kukovich
kukovich@girard248.org

Directions:

1. Write the words on sticky notes (one to each note) and place it on a child's back and pair up the student's.
2. Have the student's give their partner phonics clues and sounds to figure out the word and how to spell it correctly.
3. The student's should not give the letters, only sounds and rules of phonics.

Submitted by: Kelli Riddle
kriddle@chetopaschools.org

PHONICS: Letter Sound Hunt

PARENT/TEACHER

Directions:

1. Send a note home asking parents to help child hunt for 5 items beginning with “W” sound.
2. Use the ALS sign language and sound with child as you hunt around the house.
3. The next day at school: Have the children sit in a circle while each student shares 1 item at a time.
4. Have the whole class use “sign” and “sound” to prove it begins with “W”.

Submitted by: Nancy Boore
boore@girard248.org

PHONICS: Swat the Sound

PARENT/TEACHER

Directions:

1. Say a sound, vocabulary word, etc. and have students “swat” the sound.
2. Pair them up and have them try to “out swat” each other.

Submitted by: Terry Lawrence
terry.lawrence@usd359.k12.ks.us

Directions:

1. Name a character. Example: Actress Annie – Are you adding Actress Annie? Baby Baranby – Are you blowing Baby Baranby?
2. Listen to the letter “A”. Say the sound a,a,a.

Submitted by: Donna Huffman
donna.huffman@usd264.com

Directions:

1. Have students join hands to form a circle.
2. The teacher stands in the center and names a vowel as she/he points to a student in this order: A, E, I, O, U. When you get to U, say, “you sit down”. Repeat.
3. The student left standing goes to the center. Repeat.

Submitted by: Lynn Ferguson
fergusol@usd290.org

Directions:

1. In advance: prepare fish cutouts with either an upper or lower case letter on each fish. Place a paper clip at the mouth of each fish. Get a 3-foot long dowel rod and attach a string to 1 end with a magnet at the end of the string.
2. Place fish on floor – letter side up (this is your pond).
3. Students take turns “going fishing” for the upper/lower case letter the teacher asks for.
4. Ask students to name something/find something in the room that begins with that letter.
5. Keep fishing until all of the fish have been caught.



Directions:

1. Students begin by writing a given short vowel word on their paper. (Ex: Hit)
2. Teacher gives directions “change hit” to “hot”, “change hot” to “hat”, “change hat” to “fat”, “change fat” to “fan” and so on.
3. Changing vowels and consonants transforms the word into many different words.

Directions:

3. Name a character. Example: Actress Annie – Are you adding Actress Annie? Baby Baranby – Are you blowing Baby Baranby?
4. Listen to the letter “A”. Say the sound a, a, a.

Submitted by: Donna Huffman
donna.huffman@usd264.com

Directions:

1. Have several books available to the students.
2. Have them look through the books to find words with a specific sound being taught. (For example: words with the short /u/ sound, beginning /sm/ blend, /ou/ sound, etc.)
3. The students write the words on a sound chart to be placed on a word wall. They could also write the words on a piece of paper to make their own “Book of Sounds”.
4. Label the chart or paper with the appropriate letters for the sound.

Submitted by: Kathy Riedel
riedels@ruraltel.net

Directions:

1. Write sight words or words from a particular word family on flashcards. (i.e. fat, cat, mat) or all short /a/ words with different endings (fat, man, cab).
2. In the deck of cards, include a CRASH card about every 5th card.
3. Mix up the cards.
4. Students take turns drawing a card and reading it. Each child continues until he makes a mistake or draws a CRASH card.
5. Play goes on to the next player.
6. Players count their cards at the end of the game.

I like to use Ellison cutter to make the cards different shapes. Short /a/ deck might be blue, short /e/ deck might be red, etc.

Submitted by: Susan Waller
swaller@gclkschools.com

Directions:

1. Make a card with squares. In each square, put a vowel combination.
2. Students work in pairs and have a different color disc.
3. The student says the vowel sound. If it is correct, they put their disk on the box.
4. The object is to get four of your discs in a row.

| | | | |
|----|----|----|----|
| Ai | Ea | Oa | Oo |
| Ee | Oe | Ue | Ay |
| Ay | Oo | Ee | Oa |
| Ow | Ai | Ou | Oe |

Submitted by: Becky Brungardt
beckybrungardt@hotmail.com

Directions:

1. Use magnetic letters to spell a common word ending such as “at” or “all” on the refrigerator.
2. Let your child put different beginning letters to make words.
3. As your child gets the idea, let him/her decide if the words are “real”.

| |
|-----------|
| |
| _at .. |

Submitted by: Ginger Gibson
howardjgibson@netscape.net

Directions:

1. You can provide students with a tic-tac-toe board with letters on it or students can make their own.
2. To play the game the adult asks the students something like “mark the first/last sound in ‘cat’”.
3. The first person with 3 in a row wins.

| | | |
|---|---|---|
| D | F | T |
| G | C | C |
| M | T | M |

Submitted by: Kim Hawkins
khawkinsgs@mail.olathe.k12.ks.us

Directions:

1. Use colored chalk to write 1 vowel /a/ on the board 3 times.
2. The task is to build a separate word around each vowel.
3. Have the student identify the “letter” & the “sound”.
4. Add the same initial consonant /ma/. The student says the sounds together.
5. Add another consonant to the end of each word part (map, man, mad).

Submitted by: Janice A. Plum

DJPLUM101991@JUNO.com

Directions:

1. Select a word family that you want to focus on (i.e. _at).
2. Use each letter of the alphabet and ask if it is a real word when used with the vowel chunk. If it is a real word, have the students write it in their notebook.
3. Continue with blends.

Submitted by: Deanna Hardenburger

dhardenburgerfv@mail.olathe.k12.ks.us

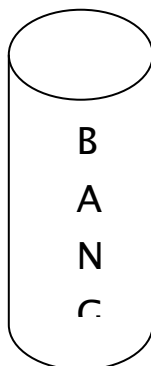
Directions:

1. Have a bag with letters and basic sight words in it and a deck of cards say "letter" and "word".
2. Students draw a card "letter" and have to recognize a letter they know or if they draw a "word" card they need to find a word they know how to read.

Submitted by: Alicia Michel/Molly Finch

Directions:

1. Cut 3x5 cards into fourths (total of 26 needed).
2. Place a letter of the alphabet on each piece until all 26 letters are used. Write BANG on 4 cards.
3. Wrap a Pringles can in red paper with BANG written down the side. Run yarn through plastic lid for the fuse.
4. Place all the cards inside, shake up the can and take turns pulling out letters naming them as they are pulled out.
5. If a BANG is pulled out, all letters collected are put back in the can. Students love shaking the can and passing it to the next student.



Submitted by: Linda L. Janssen
ljanssen@usd327.org

Directions:

1. Pick a letter or a set of letters and search through newspapers or magazines.
2. Highlighters can also be used.
3. Cut out the pictures and paste them to paper.

Submitted by: Diana Boley
Diboley.usd278@ncktc.tec.ks.us

Directions:

1. You need a large alphabet picture card of /a/.
2. Review the name and sound of /a/.
3. The game is as follows with a clap on every syllable: /a/ clap hands on thighs, /a/ clap hands together, /what/ clap hands on thighs, /be/ clap hands together, /gins/ clap hands on thighs, /with/ clap hands together, /a/ clap hands on thighs, /ask/ clap hands together, /an/ clap hands on thighs, /ant/ clap hands together.

Submitted by: Joanna Romito
jromito@usd497.org

Directions:

1. Type a story that the students have read previously omitting every 5th letter.
2. Have the students complete the story by adding missing letters.
3. Then have them read the completed story.
4. Variations: Omit all vowels, omit all initial letters of each word, omit all final letters of each word, or omit all blends.

Submitted by: Carolyn Scott
carolynsc@manhattan.k12.ks.us

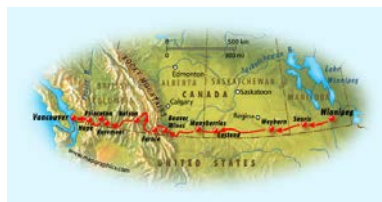
Directions:

1. Divide students into small groups.
2. Each group should read aloud taking turns for 20–30 minutes per day.

Submitted by: Anita Burton
burtona@cheylin

Directions:

1. Give students a map of the places for the scavenger hunt and a sheet of clues for the hunt.
2. Ahead of time the teacher/parent needs to place the answer options around for the scavenger hunt. (For example: The child's map would show the kitchen. Once he/she gets to the kitchen they have to find the answer to the kitchen's clue that is listed on their clue sheet. Could be "Go to the kitchen and find something that rhymes with cat.")
3. Somewhere in the kitchen are three cards /man/ /tap/ /rat/.
4. The student needs to write the correct answer on their clue sheet.
5. Continue throughout the hunt location.



Submitted by: Janell Barnow
jbarnow@hotmail.com

Directions:

1. This is good for a very long car ride.
2. Name letters on license plates.
3. Read nonsense words made of plate letters.
4. Make words for plate letters.

Example: Everyone swims together

EST 681

Submitted by: Deb Ehling-Gwin
dehling-gwin@usd2348.com

Directions:

1. Challenge the students to say, "I spy something in this room that begins with the "f" sound. What is it?"
2. Can vary the challenge to number of syllables, specific category or sound segments.

Submitted by: Paul Maigaard
pmaigaa@usd497.org

PHONICS: Sound Switch**TEACHER****Directions:**

1. Place letters in a pocket chart to form a simple one-syllable word (e.g. cat). Distribute other letters to students.
2. Point to each letter in the pocket chart and have the class say the sound. Ask children to segment and blend the sounds together to form the word.
3. Invite volunteers to create new words by placing their letters over those in the pocket chart, such as placing the letter *m* over the letter *c* to form the word *mat*. Have children blend the new sounds together and decide whether or not the new word makes sense.
4. Place new one-syllable words in the pocket chart and repeat the process.

Source: Cunningham, Patricia M. and Hall, Dorothy P., (1997). *Month-by-month phonics for first grade*. Carson-Dellosa.

PHONICS: Alphabet Song**TEACHER/PARENT****Directions:**

1. Teach and reinforce the traditional "Alphabet Song" that most children enjoy and typically come to school already able to sing. Let them sing it and teach it to everyone else
2. Once the children can sing the song, you may want to point to alphabet cards (usually found above the whiteboard) as they sing.
3. Variation: Children enjoy "being the alphabet" as they line up to go somewhere. Simply pass out laminated alphabet cards – one to each child, leftovers to the teacher – and let the children sing the song slowly as each child lines up. (Be sure to hand out the cards randomly so that no children are repeatedly assigned the A or the Z.)

Source: Cunningham, Patricia M. and Hall, Dorothy P., (1997). *Month-by-month phonics for first grade*. Carson-Dellosa.

PHONICS: Tongue Twisters PARENT/TEACHER

Directions:

1. Tongue twisters are wonderful for review of consonants because they give lots of word examples for particular sounds and are such fun to say.
2. Say the twister and have the students repeat them after you (not while you are saying them.) Have students say them as fast as they can and as slowly as they can.
3. Write tongue twisters on a chart or poster and call attention to the first letter or letter cluster of each word. Have students read the tongue twisters several times.
4. Leave the chart or posters displayed and refer students to them if they forget or become confused about a sound.

Examples:

Initial Consonants:

- ☐ Billy's baby brother bopped Betty.
- ☐ Carol can catch caterpillars.
- ☐ Dottie dawdled during dinner.
- ☐ Gorgeous Gail gets good grades.
- ☐ My mother makes marvelous macaroni
- ☐ Peter Piper picked a peck of picked peppers

Blends:

- ☐ Blondie's blueberries bloomed and blossomed
- ☐ Bruce's brother Brian brought brown bread for breakfast.
- ☐ Crabs, crickets and crocodiles are creepy creatures.
- ☐ Freddie and Fran fry French fries.
- ☐ Stephanie Stegasaurus stepped on Steven's stuff
- ☐ Skinny skunk skipped over a skeleton.

Tongue Twister Books:

- ☐ Alphabet Annie Announces an All-American Album, by Susan Purviance and Marcia O'Shell. (Houghton-Mifflin, 1988.
- ☐ Animalia, by Graeme Base. (Abrams, 1987)
- ☐ The Biggest Tongue Twister Book in the World, by Gyles Brandeth. (Sterling, 1978)
- ☐ Busy Buzzing Bumblebees and other Tongue Twisters, by Alvin Schwartz. (HarperCollins, 1992)
- ☐ Six Sick Sheep, by Jan Cole. (Morrow, 1993)
- ☐ A Twister of Twists, A Tangler of Tongues, by Alvin Schwartz. (Harper-Collins, 1972)

Source: Cunningham, Patricia M. and Hall, Dorothy P., (1997). *Month-by-month phonics for first grade*. Carson-Dellosa.

PHONICS: Guess the Covered Word PARENT/TEACHER

1. Write sentences on the board or chart and cover the word to be guessed with two sticky notes. The first note should cover the first letters of the word up to the first vowel. (onset) The second sticky note will cover the first vowel and all the other letters in the word. (rime)
2. When covering the words, tear or cut your sticky notes so that each is exactly as wide as the letter or letters it covers. By doing so, you will provide students with the additional clue of word length.
3. Show the children the sentences and explain that they will read each sentence and guess the covered word.
4. Allow students to try to guess the covered word of the first sentence. Use a space on your whiteboard or chart paper next to the sentence to record each guess that makes sense. **If a guess does not make sense, explain why, but do not write this guess.** (We are reinforcing that reading must make sense!)
5. When you have written several guesses, remove the paper which covers the first letter. Draw a line through each guess which does not begin with this letter and ask if there are any more guesses which make sense and start with the letter. Write these down. Guesses must make sense and begin with the correct letter.
6. When you have written all guesses that make sense and begin correctly, uncover the word. Let the children see if the word is one they guessed.

Example:

Carl likes to eat c apples
candy
salad

Paula likes to eat corn
cupcakes

Source: Cunningham, Patricia M. and Hall, Dorothy P., (1997). *Month-by-month phonics for first grade*. Carson-Dellosa.

PHONICS: What's in a Name?

TEACHER/PARENT

Use your child's name to develop an interest in the world of print.

What you'll need: Paper, Pencil, crayon, or marker.

Directions:

1. Print the letters of your child's name on paper.
2. Say each letter as you write it, "K...A...T...I...E" or "M...I...K...E."
3. When you finish, say, "That's your name!"
4. Have your child draw a picture.
5. When finished, say, "I have an idea! Let's put your name on your picture." As you write the letters, say them out loud.
6. If you have magnetic letters, spell out your child's name on the refrigerator door.
7. Print your child's name on a card and put it on the door of your child's room or special place.

It's hard to overemphasize the importance of writing and displaying your child's name.

Source: <http://abc-read.com/write2.html>

PHONICS: P.S. I Love You!

TEACHER/PARENT

Something important happens when children receive and write letters. They realize that the printed word has a purpose!

Directions:

1. **What You'll Need:** Paper, Pencil, crayon, or marker.
2. Send your child little notes (by putting them in a pocket or lunch box, for example). When your child shows you the note, read it out loud with expression. Some children will read the notes on their own.
3. When your child expresses a feeling or thought that's related to a person, have your child write a letter. Have your child dictate the words to you if your child doesn't write yet. For example:

Dear Grandma,

I like it when you make ice cream. It's better than the kind we buy at the store.

Your grandson,

Darryl

P.S. I love you.

4. Ask the people who receive these notes to respond. An oral response is fine--a written response is even better.
5. Explain the writing process to your child: "We think of ideas and put them into words; we put the words on paper; people read the words; and people respond."

Language is speaking, listening, reading, and writing. Each element supports and enriches the other. Sending letters will help children become writers, and writing will make them better readers.

Source: <http://abc-read.com/write2.html>

PHONICS: Letter Tracing

PARENT/TEACHER

Directions:

Have children trace letters on multi-sensory surfaces such as cloth, and, pudding. Ask him/her to say the **corresponding sound** as each letter is written. (This part of the activity is crucial as learning letter sounds is a key component in the reading process)

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

PHONICS: Build a Letter

TEACHER/PARENT

Directions: Construct letters using various materials such as macaroni, clay, or pipe cleaners. Have your child say the **corresponding sounds** as he/she feels each letter. (This part of the activity is crucial as learning letter sounds is a key component in the reading process)

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

PHONICS: Refrigerator Words PARENT

Directions: Place magnetic letters on the refrigerator for your child to practice letter names and sounds, form words, and/or create messages.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

PHONICS: Read Alouds PARENT

Directions: Some tips for when your child reads to you:

1. As your child reads aloud, give him/her sufficient time to “sound out” unfamiliar words. Offer hints and suggestions before saying the word. For example, looking at initial and final consonant sounds, trying short vowel sounds before using long ones, looking at other words in the sentence to see what makes sense.
2. As your child reads aloud, be patient and supportive. Allow time for him/her to self-correct and reread mispronounced words. Oftentimes, children will recognize mistakes as they continue to read the rest of the sentence. Give them the opportunity to go back and fix their own mistakes!
3. Break unfamiliar words into syllables so your child can focus on one syllable at a time. Use your hand or a paper strip to cover up extra syllables as your child sounds out each part.

PHONICS: Word Line

PARENT/TEACHER

Directions:

1. Using colored chalk or whiteboard markers, write one vowel on the board three times. (You will be building a separate word around each vowel.) Have children identify the letter name **and sound**.
2. Using another color chalk or whiteboard marker, add the same initial consonant to each vowel – three identical versions. Have children say the letter sounds together.
3. Use different colored chalk or marker to add different ending consonants to each word in the line. (e.g. man, map, mad). Have children read the words.
4. Create more “word lines” on the board (rat, ran, rag; fat, fast, faster). Maintain a fast pace to hold children’s attention.

Example: **map** **man** **mat**

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

PHONICS: Making Words

TEACHER/PARENT

Supplies: Letter cards – consonants on white paper, vowels on red

Directions:

1. Student or teacher chooses 2 consonant cards and one vowel card.
2. Place the letter cards in a consonant, vowel, consonant pattern.

For example,



1. Have child read the word by segmenting each sound, c – a – t, then blending the word together as a whole, “cat.”
2. Repeat steps 1-4 with other letter cards. The goal is for child to read the words quickly, with freedom from letter sound identification problems.
3. Variation: teacher/parent switches the letter cards quickly so that child may concentrate on reading the words. Example: Sat, sap, sop, top, pot, pit, pet... changing one letter at a time.

****Remember:** Nonsense words are great too! Words such as vat, zam, sot are perfectly fine as the reader is working on the **sounds letters make** and increasing his/her speed at letter sound recognition.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

PHONICS: Color Coded Reading **TEACHER**

Directions:

1. Make color-coded word cards – one color for letter combinations that make the same sound (e.g. ow and ou) and another color for all other letters. For example, red for ow and ou in the words cow , and all other letters in black. **c**ow **o**ut
2. Using only one “family”, show a word card (cow), and have children respond by saying only the color-coded sound of the word (/ow/). Once the children understand the process, show other cards in rapid succession.
3. After combinations are identified consistently, show the cards again. Have children read the word after the color-coded sound is identified. For example, ow, cow. Repeat with other words.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

PHONICS: Change That Vowel! **TEACHER**

Directions:

1. Choose a one-syllable word (e.g. big) and place each letter, one by one, in a pocket chart. Have children say each phoneme (sound) separately as you place letters in the chart, then blend the sounds together to form the word.
2. Use other vowel cards to replace the middle sound, creating new words (beg, bag, bog, bug). Discuss whether words created make sense or are “nonsense” words.
3. Repeat with other one-syllable words.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

PHONICS

PARENT-TEACHER

Activity: Hand-Clapping Game for a

1. You need a large alphabet picture card of a
2. Using the large alphabet picture card of the letter a, review the name and sound of a. (Remember, we are using only the short vowel sounds, as in “apple.”).
3. Here is a jingle you can teach the children to help them remember the sound for a:

a a

What begins with a?

Ask an ant and an apple.

What begins with a?

4. The children might enjoy using the jingle with a Hand-Clapping Game. The game is as follows, with a clap on every syllable:

a—clap hand on thighs

a—clap hand together

What—clap hands on

thighs

Be—clap hand together

gins—clap hands on

thighs

with—clap hands together

a?—clap hands on thighs

Ask—clap hands together

an—clap hands on thighs

ant—clap hands together

and—clap hands on thighs

an—clap hands together

ap—clap hands on thighs

ple. —clap hands together
What—clap hands on thighs
be—clap hands together

gins—clap hands on thighs
with—clap hands together
a? —clap hands together

FROM: JOANNA ROMITO September 19, 2003

Source: Road to the Code Lesson 2, Blachman, Wynne Ball, Black, Tangel

PHONICS

PARENT TEACHER

Activity: Scavenger Hunt

Directions: Student needs:

- A map to the places for the scavenger hunt.
- A sheet that gives them the clues for the hunt.

Ahead of time, the teacher/parent needs to place the answer options around for the scavenger hunt. For example: The child's map would show the kitchen. Once he/she gets to the kitchen they have to find the answer to the kitchen's clue which is listed on their clue sheet. The #1 clue may be "Go to the kitchen and find a word that rhymes with cat." Somewhere in the kitchen are three cards man/tap/rat; and the child will get the correct word or write the answer on their clue sheet. The #2 clue may be "To the your bedroom, find a word that rhymes with hot." Somewhere in their bedroom will be 3 cards sat/shot/mom, and so on.

JANELLE BARNOW September 19, 2003

PHONEMIC AWARENESS PARENT TEACHER

Activity: Counting Syllables

Directions: Give five pictures with a blank response line next to it. Count the syllables with claps and have the student write down the number of syllables per word. Demonstrate by saying the words to/for them one time, and then have the child do the five words on their own

MARTY KOBZA

September 19, 2003

PHONICS

PARENT TEACHER

Activity: Missing Letters

Directions: Write a story that the students have read previously. Omit every 5th letter. Have the students complete the story by adding the missing letters. Then have them read the completed story aloud.

Variations:

- Omit all vowels.
- Omit all initial letters of each word.
- Omit all final letters of each word.
- Omit all blends (or digraphs or other targeted letter or groups of letters).

CAROLYN SCOTT

September 19, 2003

PHONEMIC AWARENESS PARENT TEACHER

Activity: Hands on Rhyming

Directions: Have a basket of toy animals (or other items)—a child selects one, says its name, and creates a word that rhymes with it. Example: Fish/Wish; Cat/Hat; Dog/Log, etc.

AMY BERG

September 19, 2003

PHONEMIC AWARENESS PARENTS

Activity: License Plate Game

Directions: Depending upon the reading level of the child/ren

1. Name letters on license plates
2. Read nonsense words made of plate letters
3. Make words for plate letters

DEB EHLING-GWIN September 19, 2003

Source: A very long car ride!

PHONICS

PARENT TEACHER

Activity: I Spy

Directions: Parent or teacher challenges the student, "I spy something in this room that starts with the "f" sound, what is it?"

Variations: Number of syllables, specific category, sound segments.

PAUL MAIGAARD

September 19, 2003

VOCABULARY

PARENTS

Directions: Create a sheet that lists words like—light, soft, hard, square, circle, etc. Find objects in the home that

1. Give off light
2. Are soft
3. Are hard
4. Look like a square shape
5. Look like a circle shape

Younger children could draw pictures of objects while older students could write words.

SHARA STIMITS

September 19, 2003

COMPREHENSION

PARENT TEACHER

Activity: Read Cover Remember Retell

Directions: Have a child read a small chunk of text (a page or paragraph). Cover text with your hand. Think about what it was about. Tell what it was about. (Check back to text if needed).

RHONDA HITCHCOCK September 19, 2003

Source: B.E.R. (Bureau of Educational Research).

PHONEMIC AWARENESS TEACHER

Activity: Guess who?

Directions: After children are familiar with beginning sounds and letters, along with names of children in class, try this activity. Sit in a circle and say "I am thinking of someone's name that begins with (letter-name) when you say this display the corresponding letter. The children pronounce the sound of the letter then raise their hand when they have a guess.

RONDA GEDDINGS September 19, 2003

Source: Phonemic Awareness In Young Children.

FLUENCY

PARENT TEACHER

Activity: Cut-Up Sentences

Directions: Take sentences from current story you are reading and write on sentence strips. Cut apart and store in small Ziploc bags by story. Give each student a sentence to piece back together. Trade sentences and repeat several times. To extend activity, after children put eh sentence together, have them put the sentences in order as a sequencing component.

JANET KELLOGG

September 19, 2003

Directions:

1. Do appropriate boxes for words in a workbook. (1 letter goes in each box/1 box for each sound.)
2. At the beginning of the year draw boxes in the actual workbook.
3. Later in the year, draw 1 set on the board.



| | | |
|---|---|---|
| C | A | T |
|---|---|---|

1 letter or sound in each box

Submitted by: Paula McDonald
mcdonaldp@usd231.com

Directions:

1. Talk about specific letters and the sounds they make.
2. Compare them to the letter and sounds they are producing in place of the correct sounds.
3. Practice making the correct sounds and talk about how they are produced (where tongue is placed, what the lips do, etc.).
4. When the sound is mastered, the students begin using the sound in words.
5. Have them to look at minimal pairs of words, words that differ by one similar phoneme, and identify which word begins with the letter/sound they are working on. (Ex. "key" & "tea".)

Submitted by: Lori Coughlin, SLP
coughlinl@usd231.com

PHONICS: The cube game

PARENT/TEACHER

Directions:

1. You need 3 letter cubes (2 consonants and 1 vowel)
2. Roll the cubes.
3. Build a 3-letter word.
4. Is it a 'real' word or not?
5. Reverse consonants. Repeat.

| | | |
|---|---|---|
| B | A | T |
|---|---|---|

| | | |
|---|---|---|
| T | A | B |
|---|---|---|

Submitted by: Mike Purcell
purcellm@mail.com

PHONICS: Sentence of the day

TEACHER

Directions:

1. Student will write a sentence about what they did last night.
2. Everyone counts out how many words are in the sentence.
3. Draw that many lines on the board.
4. Pass the pen to one student who has to write the 1st word.
5. The whole class sounds out the word.
6. Pass the pen to another student for the next word.
7. Continue until the sentence is complete.

Submitted by: Carole Ferrel
ferrelc@usd231.com

PHONICS: Labeling

PARENT/TEACHER

Directions:

1. Sound out words and label every item in every drawing or picture.

Submitted by: Carole Ferrel
ferrelc@usd231.com

PHONICS: Kinesthetic

TEACHER

Directions:

1. While working on articulation – discuss the letter that makes their sound.
2. Use the letter, kinesthetic movements, and description of how to make the sound. (Point to throat for “K”, push with the back of your tongue.)

Submitted by: Michelle Huynh
huynhm@usd231.com

PHONICS: Picture cards

PARENT/TEACHER

Directions:

1. Teacher shows picture card and says picture.
2. Student must say the letter that the picture begins with and the letter sound.

Submitted by: Diane Anderson
andersond@usd231.com

PHONICS: Computer Lab

TEACHER

Directions:

1. Working in KidPix or Word/Paint

Text box – K

Easy word families:

Dog

Fog

Hog

Poem: In the misty morning fog, I mistook mother for a _og.

Submitted by: Liz Munroe
monroel@usd231.com

Directions:

1. Build a pattern chart on board. Have students fill in words using patterns.
2. Take words to build into sentences.
3. Bridge phonic lesson to fluency activity by using a decodable text that matches vowel pattern.

| Patterns of O | | | | |
|---------------|-----------|------------|------------|---------------|
| O Qo | OE Toe | OA Boat | OW Snow | O – E Bone |

Submitted by: Mary Carol Keister
keisterm@usd231.com

Directions:

1. Think of a 'big' word such as flashlight. This word can have a word family, a specific skill or a theme word.
2. Scatter the letters for it on an overhead. Students will make as many words as they can with these letters.
3. Call on students to come up to the overhead and make one of their words.
4. Active Participation: There are different ways to get students actively involved. You can have kids write the words on whiteboards or journals. Have them cross off the word if someone else thought of it or add it if someone had a word they didn't. They can also use and manipulate letters. Call names from a cup for kids to come up.

Submitted by: Shiloh Harlan
harlans@usd231.com

PHONICS: Tap and Sweep

TEACHER

Directions:

1. Students can build words with letter cards.
2. Students use their fist to tap under each letter and say the sound.
3. Then move their fist under the letters in one smooth line to blend and say the word.

Submitted by: Cheryl Schasteen
schasteenc@usd231.com

PHONICS: Elkonin Boxes

TEACHER

Directions:

1. Teacher says a word. (3, 4, or 5 letters)
2. Students count the sounds and place counters in each position for the sounds.
3. Students push the sounds (counters) up to the letter spaces.
4. Then with a dry erase marker, write the letter that stands for that sound.
5. Reread the word. Does it match?

| | | | |
|---|---|---|---|
| | | | |
| ○ | ○ | ○ | ○ |

Submitted by: Cheryl Schasteen
schasteenc@usd231.com

PHONICS: Open Court Alphabet

TEACHER

Directions:

1. Use a pocket folder that has the open court alphabet and letter cards.
2. Each student has a folder with all the cards.
3. The teacher says a sound and the student finds the card that has the sound and lays it on their desk.
4. The teacher can continue to build a word sound by sound and the student must place the sounds in correct order.

PHONICS: Pocket Words

PARENT/TEACHER

Directions:

1. Make a pocket for letter cards by folding a piece of construction paper the long way and staple the ends.
2. Make little letter cards with several copies of the vowels or vowel combinations. (3x5 index cards, cut in half, work great.)
3. Give the student a word to make and have them use the cards to put the word together.
4. Change just one part of the word and have them find the right card to make the change.

| | | | | | | |
|--|---|--|---|--|---|--|
| | C | | A | | T | |
| | | | | | | |

U

B

R

PHONICS: Guess & Spell the Word

TEACHER

Directions:

1. Write the words on sticky notes (one to each note) and place it on a child's back and pair up the student's.
2. Have the student's give their partner phonics clues and sounds to figure out the word and how to spell it correctly.
3. The student's should not give the letters, only sounds and rules of phonics.

Submitted by: Kelli Riddle
kriddle@chetopaschools.org

PHONICS: Letter Sound Hunt

PARENT/TEACHER

Directions:

1. Send a note home asking parents to help child hunt for 5 items beginning with "W" sound.
2. Use the ALS sign language and sound with child as you hunt around the house.
3. The next day at school: Have the children sit in a circle while each student shares 1 item at a time.
4. Have the whole class use "sign" and "sound" to prove it begins with "W".

Submitted by: Nancy Boore
boore@girard248.org

PHONICS: Swat the Sound

PARENT/TEACHER

Directions:

1. Say a sound, vocabulary word, etc. and have students “swat” the sound.
2. Pair them up and have them try to “out swat” each other.

Submitted by: Terry Lawrence
terry.lawrence@usd359.k12.ks.us

PHONICS: The Character Song

PARENT/TEACHER

Directions:

1. Name a character. Example: Actress Annie – Are you adding Actress Annie? Baby Baranby – Are you blowing Baby Baranby?
2. Listen to the letter “A”. Say the sound a,a,a.

Submitted by: Donna Huffman
donna.huffman@usd264.com

PHONICS: A E I O U – Sit Down

PARENT/TEACHER

Directions:

1. Have students join hands to form a circle.
2. The teacher stands in the center and names a vowel as she/he points to a student in this order: A, E, I, O, U. When you get to U, say, “you sit down”. Repeat.
3. The student left standing goes to the center. Repeat.

Submitted by: Lynn Ferguson
fergusol@usd290.org

PHONICS: Go Fish!

PARENT/TEACHER

Directions:

1. In advance: prepare fish cutouts with either an upper or lower case letter on each fish. Place a paper clip at the mouth of each fish. Get a 3-foot long dowel rod and attach a string to 1 end with a magnet at the end of the string.
2. Place fish on floor – letter side up (this is your pond).
3. Students take turns “going fishing” for the upper/lower case letter the teacher asks for.
4. Ask students to name something/find something in the room that begins with that letter.
5. Keep fishing until all of the fish have been caught.



PHONICS: Quick Change Game

TEACHER

Directions:

1. Students begin by writing a given short vowel word on their paper. (Ex: Hit)
2. Teacher gives directions “change hit” to “hot”, “change hot” to “hat”, “change hat” to “fat”, “change fat” to “fan” and so on.
3. Changing vowels and consonants transforms the word into many different words.

Submitted by: Christine Lahr
ChristineLahr@smsd.org

PHONICS: The Character Song

PARENT/TEACHER

Directions:

3. Name a character. Example: Actress Annie – Are you adding Actress Annie? Baby Baranby – Are you blowing Baby Baranby?
4. Listen to the letter “A”. Say the sound a, a, a.

Submitted by: Donna Huffman
donna.huffman@usd264.com

Directions:

1. Have several books available to the students.
2. Have them look through the books to find words with a specific sound being taught. (For example: words with the short /u/ sound, beginning /sm/ blend, /ou/ sound, etc.)
3. The students write the words on a sound chart to be placed on a word wall. They could also write the words on a piece of paper to make their own "Book of Sounds".
4. Label the chart or paper with the appropriate letters for the sound.

Submitted by: Kathy Riedel
riedels@ruraltel.net

Directions:

1. Write sight words or words from a particular word family on flashcards. (i.e. fat, cat, mat) or all short /a/ words with different endings (fat, man, cab).
2. In the deck of cards, include a CRASH card about every 5th card.
3. Mix up the cards.
4. Students take turns drawing a card and reading it. Each child continues until he makes a mistake or draws a CRASH card.
5. Play goes on to the next player.
6. Players count their cards at the end of the game.

I like to use Ellison cutter to make the cards different shapes. Short /a/ deck might be blue, short /e/ deck might be red, etc.

Submitted by: Susan Waller
swaller@gclkschools.com

Directions:

1. Make a card with squares. In each square, put a vowel combination.
2. Students work in pairs and have a different color disc.
3. The student says the vowel sound. If it is correct, they put their disk on the box.
4. The object is to get four of your discs in a row.

| | | | |
|----|----|----|----|
| Ai | Ea | Oa | Oo |
| Ee | Oe | Ue | Ay |
| Ay | Oo | Ee | Oa |
| Ow | Ai | Ou | Oe |

Submitted by: Becky Brungardt
beckybrungardt@hotmail.com

PHONICS: Refrigerator Rhymes

PARENT

Directions:

1. Use magnetic letters to spell a common word ending such as “at” or “all” on the refrigerator.
2. Let your child put different beginning letters to make words.
3. As your child gets the idea, let him/her decide if the words are “real”.

| |
|---------------------|
| |
| _at _all c m t b |

Submitted by: Ginger Gibson
howardjgibson@netscape.net

PHONICS: Tic-Tac-Toe

PARENT/TEACHER

Directions:

1. You can provide students with a tic-tac-toe board with letters on it or students can make their own.
2. To play the game the adult asks the students something like “mark the first/last sound in ‘cat’”.
3. The first person with 3 in a row wins.

| | | |
|---|---|---|
| D | F | T |
| G | C | C |
| M | T | M |

Submitted by: Kim Hawkins
khawkinsgs@mail.olathe.k12.ks.us

PHONICS: Word Line

PARENT/TEACHER

Directions:

1. Use colored chalk to write 1 vowel /a/ on the board 3 times.
2. The task is to build a separate word around each vowel.
3. Have the student identify the “letter” & the “sound”.
4. Add the same initial consonant /m/. The student says the sounds together.
5. Add another consonant to the end of each word part (map, man, mad).

Submitted by: Janice A. Plum
DJPLUM101991@JUNO.com

PHONICS: How Many Words Can You Make?

TEACHER

Directions:

1. Select a word family that you want to focus on (i.e. _at).
2. Use each letter of the alphabet and ask if it is a real word when used with the vowel chunk. If it is a real word, have the students write it in their notebook.
3. Continue with blends.

Submitted by: Deanna Hardenburger
dhardenburgerfv@mail.olathe.k12.ks.us

PHONICS: Letter/Word Bag Activity

PARENT/TEACHER

Directions:

1. Have a bag with letters and basic sight words in it and a deck of cards say “letter” and “word”.
2. Students draw a card “letter” and have to recognize a letter they know or if they draw a “word” card they need to find a word they know how to read.

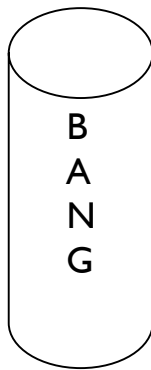
Submitted by: Alicia Michel/Molly Finch

PHONICS: BANG

PARENT/TEACHER

Directions:

1. Cut 3x5 cards into fourths (total of 26 needed).
2. Place a letter of the alphabet on each piece until all 26 letters are used. Write BANG on 4 cards.
3. Wrap a Pringles can in red paper with BANG written down the side. Run yarn through plastic lid for the fuse.
4. Place all the cards inside, shake up the can and take turns pulling out letters naming them as they are pulled out.
5. If a BANG is pulled out, all letters collected are put back in the can. Students love shaking the can and passing it to the next student.



Submitted by: Linda L. Janssen
ljanssen@usd327.org

PHONICS: Letter Search

PARENT

Directions:

1. Pick a letter or a set of letters and search through newspapers or magazines.
2. Highlighters can also be used.
3. Cut out the pictures and paste them to paper.

Submitted by: Diana Boley
Diboley.usd278@ncktc.tec.ks.us

Directions:

1. You need a large alphabet picture card of /a/.
2. Review the name and sound of /a/.
3. The game is as follows with a clap on every syllable: /a/ clap hands on thighs, /a/ clap hands together, /what/ clap hands on thighs, /be/ clap hands together, /gins/ clap hands on thighs, /with/ clap hands together, /a/ clap hands on thighs, /ask/ clap hands together, /an/ clap hands on thighs, /ant/ clap hands together.

Submitted by: Joanna Romito
jromito@usd497.org

Directions:

1. Type a story that the students have read previously omitting every 5th letter.
2. Have the students complete the story by adding missing letters.
3. Then have them read the completed story.
4. Variations: Omit all vowels, omit all initial letters of each word, omit all final letters of each word, or omit all blends.

Submitted by: Carolyn Scott
carolynsc@manhattan.k12.ks.us

Directions:

1. Give students a map of the places for the scavenger hunt and a sheet of clues for the hunt.
2. Ahead of time the teacher/parent needs to place the answer options around for the scavenger hunt.
(For example: The child's map would show the kitchen. Once he/she gets to the kitchen they have to find the answer to the kitchen's clue that is listed on their clue sheet. Could be "Go to the kitchen and find something that rhymes with cat.")
3. Somewhere in the kitchen are three cards /man/ /tap/ /rat/.
4. The student needs to write the correct answer on their clue sheet.
5. Continue throughout the hunt location.



Submitted by: Janell Barnow
jbarnow@hotmail.com

Directions:

1. This is good for a very long car ride.
2. Name letters on license plates.
3. Read nonsense words made of plate letters.
4. Make words for plate letters.

Example: Everyone swims together

EST 681

Submitted by: Deb Ehling-Gwin
dehling-gwin@usd2348.com

PHONICS: I Spy

PARENT/TEACHER

Directions:

1. Challenge the students to say, "I spy something in this room that begins with the "f" sound. What is it?"
2. Can vary the challenge to number of syllables, specific category or sound segments.

Submitted by: Paul Maigaard
pmaigaa@usd497.org

PHONICS: Reading Groups

TEACHER

Directions:

1. Divide students into small groups.
2. Each group should read aloud taking turns for 20-30 minutes per day.

Submitted by: Anita Burton
burtona@cheysin

Fluency

Directions:

1. Give each student a small tape recorder. Have them read a story and record themselves.
2. Have the students listen to themselves (on tape) reading the story. This will help them hear what they really sound like when they read.
3. Optional: Have kids do a self-evaluation.
 - a. Did I read fluently (or did I read the way I would talk)?
 - b. Did I read with expression?
 - c. Did I sound interesting?
 - d. Did I honor ending punctuation?

Submitted by: Cyndi Hail
hailc@usd231.com

Directions:

1. Find stories on grade level; make copies and place in a folder.
2. Partner students according to their fluency.
3. Teach the students how to minute time so they can time each other.
4. After each child reads quietly through the text, until they feel comfortable, they get with their partner to read out loud.
5. Their partner times them for a minute. When done, they place a sticky note where they stopped. Their goal is to continually move that sticky note farther down the page as their fluency improves.



Submitted by: Barb Kirgan
kirganb@usd231.com

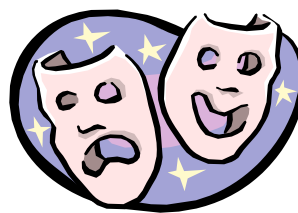
Directions:

1. Read a story with a dialogue.
2. Have the boys read the male lines, the girls read the female lines and the teacher reads the non-speaking lines.
3. Work on fluency and expression.
4. Then trade parts and do it again.

Submitted by: Pat Zahner
zahnerp@usd231.com

Directions:

1. Copy a short 2-person passage onto a transparency.
2. Choose 1 person to read one part and you read the other part. Model fluent oral reading for the rest of the class.
3. Continue by choosing about 3 more good readers and continue modeling.
4. Pass out copies of the passage and pair up the students. Let them go anywhere in the room to practice for about 15 minutes.
5. Let volunteers stand up and read the passage making sure every child gets a turn.



Submitted by: S. Britton
brittons@usd231.com

Directions:

1. Divide a book/passage into sections.
2. Assign the sections to groups of children. Give the children a certain amount of time to practice the passage.
3. Have the groups read their section aloud to the class.
4. The rest of the class will "score" the group on a rubric scale.

1
Rosie
Robot

2

3

4

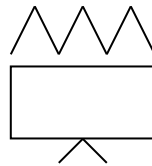
5

Sounds Like Someone
Telling A Story

Submitted by: Mike Purcell
purcellm@usd231.com

Directions:

1. Break the class into three groups.
2. Have one group read orally with the teacher, one group read with a partner and the third group read independently.
3. Groups rotate so students read selection at least once daily for three days.



Submitted by: Angela Bowman
bowmana@usd231.com

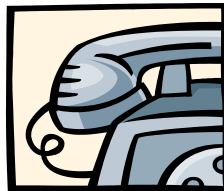
Directions:

1. Fluency formula reads – short nonfiction/fiction passages
 - a. Choral read, teacher led, partner read (x3), read to parents, return with signature.
2. Partner reads/choral reads
3. Tape stories/listen to self-read/read along with a story taped by the teacher.

Submitted by: L. Cawley
cawleyl@usd231.com

Directions:

Child reads out loud (low volume) into the reading phone. This allows him/her to practice the fluency skills of speed, accuracy and inflection, while clearly hearing himself/herself.



Directions:

1. Using a small selection, have the student practice the poem or paragraph. Then tape a reading and have the student listen. Students become more aware of phrasing, stress, intonation and reading punctuation when they are able to hear themselves.



Directions:

1. Find a sentence or short passage at the student's instructional reading level.
2. Draw a line between the phrases that are appropriate together.
3. Have students practice reading the sentence or passage, making sure that they are learning to read the phrases appropriately.

Submitted by: Melissa Keller
kellerm@usd231.com

Directions:

1. This is a way for students to visualize and evaluate their fluency in reading.
2. Imagine that the story you are reading is a pitcher. As you read, the words are pouring out of the pitcher.
3. The goal is to have "syrup reading".
4. Slow, choppy reading is described as "a pitcher of water being knocked over".
5. The teacher should model each kind of reading.
6. The students can evaluate each other and themselves using these analogies.



Submitted by: Paula Naden
nadenp@usd231.com

Directions:

1. Have students assume to “roles” of different characters and read passages as a dialogue.
2. Another student needs to read the parts that are not in quotes as the narrator.

Submitted by: Kathleen Griffith
griffithk@usd231.com

Directions:

1. Listen to a tape of 5 different Shil Silverstein poems.
2. Have the kids pick one to read out loud.
3. Give the students a deadline before they have to read it to the class.
4. By listening to the tape, the way they are supposed to read is modeled for them.
5. You could also do this with partners.

Submitted by: Michelle Deters
mdeters@easton449.org

Directions:

1. The teacher reading the story aloud to them introduces students to a story either, or the teacher briefly describes the story.
2. Teacher reinforces that the students will practice reading only their part to increase fluency and expression.
3. Allow independent reading of parts, then practice as a group so pauses between



Submitted by: L. Clark
clarkl@usd231.com

Directions:

1. Have everyone make predictions about the passage.
2. ERT (Everyone Read to page...) silently.
3. Then we chorally re-read the page together.
4. Does anyone want to change his or her prediction before we "ERT" the next page?

Submitted by: Jenny Sanders
sandersj@usd231.com

Directions:

1. Have 4 sets of poems for the students to read with each one working on a different aspect of oral reading. (Articulation, rate, volume and pronunciation)
2. Some of the poems can be done with choral reading or some in small groups.
3. Always practice a couple of times first before you “present” the poem to the class.

Submitted by: Annette Lane
lanea@usd231.com

Directions:

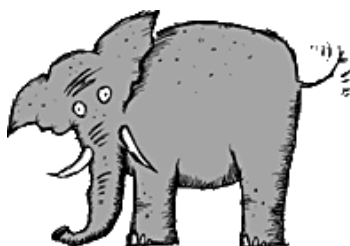
1. Either have students echo read or choral read some of the super silly versions of favorite songs aloud.
2. Once students are very comfortable with the songs they may do a performance in front of the class.



Submitted by: Donna Martin
dmartin@girard248.org

Directions:

1. Place 3 animal pictures on the pocket chart. Two of them should have the same beginning sound. (Ex. Lion, Money, Leopard)
2. Say the name of each animal together. Ask one of the students to come up and take out the animal that does not belong. Have the students say “No Zoo For You” and tell you why the animal does not belong. Highlight the sound match of the two animals that stay in the zoo.
3. Repeat the pattern with other picture cards.



Submitted by: Sheri Allen
sallen@usd449.org

Directions:

1. Option 1 – Write 5 phrases on the board per week for instructional focus.
2. Option 2 – Write on index cards or sentence strips for use in pocket charts or as flash cards.
3. Option 3 – Type in sentences, provide phrase list or cards and highlighter. Have student highlight phrases in written sentences.

Submitted by: Joyce Fee & Jana Elkins
jfeenv@mail.olathe.k12.ks.us
jelkinsce@mail.olathe.k12.ks.us

Directions:

1. Model identification of character, setting, problem, events, solution as you read short selection of passage.
2. Cover what you've read. Remember and retell.

Submitted by: Joyce Fee & Jana Elkins

jfeenv@mail.olathe.k12.ks.us

jelkinsce@mail.olathe.k12.ks.us

Directions:

1. Students must match individual letters.
2. As cards are matched students must pronounce sounds.
3. Could extend to have students think of words that start with that sound.

Submitted by: Janie Medrano

jmedrano@gckschools.com

Directions:

1. On power point slides, type a variety of letters (similar to the letter naming fluency DIBELS).
2. Use the typing, one letter at a time transition for the slide.
3. Another slide could cover nonsense word fluency.
4. Use the right to left fly in, one word at a time.

Submitted by: Sandy Amos
salmos@gckschools.com

Directions:

1. Have student tell adult a sentence.
2. Have the student write the sentence (with help, if needed).
3. After writing the sentence have the student read the sentence out loud.
4. Cut up the sentence between words and scramble the words.
5. Have the student arrange the words to form the sentence again.

Submitted by: Joyce Manning
jmanning@gckschools.com

Directions:

1. Using magnetic letters make a sight word such as “said” or “could”.
2. Say the word and have the students repeat it and spell it.
3. Turn the magnetic board way from the students and remove a letter.
4. Turn the board around and ask, “What letter is missing?”
5. Replace the letter and confirm their answer.
6. Repeat 2–3 more times, removing a different letter each time.
7. Finally, remove all of the letters and have the students write the word independently.

Submitted by: Dee Berry
dberryfv@mail.olathe.k12.ks.us

Directions:

1. Divide students into small groups.
2. Each group reads aloud taking turns for 20–30 minutes per day.

Submitted by: Anita Burton
burtona@cheylin

FLUENCY: Read Alouds

TEACHER/PARENT

Directions:

1. Dramatize your voice as you read. Your child will delight in hearing words “come to life.” Take turns reading different parts, or invite your child to act out each role as you share stories aloud.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

FLUENCY: Readers' Theatre

TEACHER

“This is another very natural and authentic way to promote repeated readings. It does not rely on costumes, movement, props, or scenery to express meaning - just performers and their voices as they face their audience with script in hand.” (The Reading Teacher, October 2000.) These performances are a form of play reading, a dramatic reading that depends largely on voice and gestures to convey meaning.

Directions:

1. A literary text is transformed into a script through teacher/student collaboration. **Published scripts may also be used.**
2. Students are assigned or choose parts. Discussion focuses around exploring characters, and their thoughts, emotions, and actions.
3. Students practice their scripts until they are reading their lines with confidence and fluently (good expression, intonation, flow, smoothly).

On the performance date, students use their scripts to perform, often sitting in a semicircle and simply rising to speak.

FLUENCY: Cold/Hot Reads

PARENT/TEACHER

Directions:

1. Select a passage or story of 50-200 words at an appropriate level of difficulty for the student. You will need 2 copies of the passage :
 - ☐ Original copy: student reads from this
 - ☐ Student copy: adult marks errors on
 2. While child is orally reading the passage, the adult should:
 - ☐ Time the number of seconds required to complete the reading and record this information on the student copy.
 - ☐ Record miscues (errors) by underlining words read incorrectly with the blue pen on the student copy..
 3. Using a bar graph, have the student color in blue the amount of seconds required to read the passage. Record number of errors at the top of the blue line. This is considered the "cold read."
 4. Choose one topic or area of difficulty the child had on the passage and discuss with the student.
 5. Give the child the student copy and have him/her practice the entire passage several times. They may practice with a parent at home, another student, or independently.
 6. At a later date (several days) have the student reread the selection orally to the adult using the original copy again. While child is orally reading the passage, the adult should:
 - ☐ Time the number of seconds required to complete the reading and record this information on the student copy.
 - ☐ Record miscues (errors) by underlining words read incorrectly with the red pen on the student copy..
 7. Using the same bar graph, have the student color in red (beside the blue line) the amount of seconds required to read the passage. Record number of errors at the top of the red line. This is considered the "hot read."
 8. Note improvements with the child.
 9. Repeat the strategy with a new selection.
- VARIATION:** Have the child read a passage while you time him for 1 minute. Record on the graph how many words read per minute.
- NOTE:** The goal is for the fluency rate on the **cold** reads to increase over time.

FLUENCY: Buddy/Partner Reading

TEACHER

Directions:

1. Pair an older struggling reader with a younger struggling reader. The older student will meet with the younger student 3 times per week for 20 minutes and read with him/her a passage appropriate for the younger child.
2. In anticipation of each meeting, the older student needs to practice the assigned passage so that he can read it with accuracy and expression with his partner. This may require 2-5 readings of the passage.

When the partners read, first the older student reads the passage to the younger child, then they read it together once or twice, then if time allows, the younger child reads it while the partner follows along and provides support and encouragement.

FLUENCY: Paired Reading**PARENT****Directions:**

1. Let the child choose the reading material. Parent should show interest in the chosen book. Talk about the title, cover, and find out if the child has any knowledge about the particular topic. Ask your child what he/she expects might happen during the story.
2. Parent and child read all the words out loud together with the parent adjusting for rate so that the language is still fluent and meaningful.
3. The child should say every word correctly. When an error is made, the parent repeats the word and has the child state the word as well.
4. The parent and child then proceed to reading out loud together again.
5. When the reading is easier, the child makes some prearranged nonverbal signal, such as a nudge or a hand squeeze, to indicate to the parent that s/he wishes to read alone.
6. The child continues to read alone out loud until an error is made, then the same correction procedure is applied (parent simply states correct word and child repeats it), and parent/child read together until the child again signals s/he is capable of reading alone without help.
7. Much emphasis throughout is on praise. This is done for correct reading, the child's own self-corrections, and the signals to read alone.

Additional Suggestions for Parents:

- ❑ When a child comes to an unknown word, wait 5 seconds to allow the child to figure it out.
- ❑ Usually you will be able to finish a chapter or a short book each day. Stop at logical points and place a bookmark in the text. The following day, start by talking about what happened in the story thus far.
- ❑ 15-20 minutes per day is the suggested amount of time to spend on this strategy.

FLUENCY: Poetry Performances**PARENT/TEACHER****Directions:**

1. Teacher/Parent selects a day for a poetry party.
2. Several days prior to the event, students (friends) select a poem to learn from one of the poetry books and anthologies in the teacher's personal collection or from the library, or they may compose their own.
3. Over the next several days, students practice reading their poems, usually from a variety of perspectives (different voices, expressions) in preparation for the party.
4. When the party day arrives, the overhead lights in the classroom are dimmed, a lamp on the teacher's desk is turned on, hot apple cider popcorn are served, and students take turns performing their poems for their classmates and other visitors.

FLUENCY: Oral Recitation Lesson**TEACHER****Directions:**

1. The teacher selects a text that lends itself to performance. For example, texts with dialogue or stories that require simple props work well.
2. The teacher models a fluent oral reading.
3. The teacher models a second oral reading. The teacher selects a strategy to further develop the students' understanding of the text. For example, sequencing or summarizing the events of the story, creating a story map, comparing and contrasting the story to another familiar text.
4. The teacher focuses discussion on helping students read the text using language patterns that they would use if they were talking. For example, discussion might include distinguishing between question and statement voices; understanding the character's expressed emotion, such as anger, sadness, joy, or disgust; and reading longer phrases with appropriate pausing.
5. Students practice the text as a group as well as individually.
6. Students read a portion of the text for an audience.

FLUENCY: Echo Reading**TEACHER/PARENT****Directions:**

1. The adult selects a passage and models reading of a small portion fluently. (appropriate speed, smoothness, and expression).
2. On the second reading, child(ren) follow along, reading in a lower voice, hence "echoing" the material.

FLUENCY: Choral Reading**TEACHER**

Directions:

1. Students read a selected passage in unison. The teacher needs to make certain that several fluent readers are part of the group or that his/her own voice leads the way in the choral reading, hence modeling appropriate fluency (appropriate speed, smoothness, and expression).

FLUENCY: Automatic Reading**TEACHER/PARENT**

Directions:

1. The teacher/parent records his/her own voice while reading a text fluently.
2. The student repeatedly listens to the tape while reading along, until he/she is able to “sound like the teacher” without the tape.
3. The student schedules a time to read the practiced text to the teacher or parent.

Variation: Books on tape are readily available at the local library and book stores.

Vocabulary

Directions:

1. Write down the word and use it throughout the week.
2. Change labeling around the room:
 - Door/entrance/exit
 - Floor/ground/carpet
 - Marker board/board/writing surface
 - Wall/frame/surrounding/fence
 - Window/glass/transparent/light

Submitted by: Cheryl White
whitecl@usd231.com

Directions:

1. Before introducing a new text, the teacher gets student to think about what might be involved in the story. (Engage prior knowledge.)
2. Look at the cover and think of what words they may see/read in the story.
3. Write one word on an index card or sticky note. Try to think of one no one else may think of.
4. Put the cards/sticky notes on board or chart.
5. Categorize words – in different areas.
 - Ex: Who has a word that is a synonym for...?
 - How can we group the words...?
 - Write a prediction using the words.

Submitted by: Bev Furlong
furlongb@usd231.com

VOCABULARY: Shared reads

PARENT/TEACHER

Directions:

1. Poems with one or two high level words in it for discussion.
2. Draw a picture around that word to help create understanding.

Submitted by: A. Risko
riskoa@usd231.com

VOCABULARY: Dictionary

PARENT/TEACHER

Directions:

1. Create a dictionary using sight words, color words, weather words, feeling words, months of the year, math words.

Submitted by: A. Risko
riskoa@usd231.com

VOCABULARY: Concentration

PARENT/TEACHER

Directions:

1. Write a word on a card.
2. Draw a picture relating to the word.
3. Build a concentration game.

Submitted by: A. Risko
riskoa@usd231.com

VOCABULARY: Intercom

TEACHER

Directions:

1. Read vocabulary words over the intercom during announcements.

Submitted by: Marlene Gabriel
gabrielm@usd231.org

VOCABULARY: Picture dictionary

PARENT/TEACHER

Directions:

1. Make a picture dictionary to help students with writing vocabulary.
2. Dictionary should include: sight words, color words, number words, days of the week, months of the year, feeling words, opposite words, weather words, position words.

Submitted by: Karen Liu
liuk@usd231.com

VOCABULARY: Note Card Vocabulary

PARENT/TEACHER

Directions:

1. Find words in a story that may be difficult to understand.
2. Write the words on note cards and talk about each word and what it means.
3. Give the cards to different students. As you read the story, have the student with the cards tell what the word means. Make sure everyone has a card.
4. Try to use the words in their writing sometimes throughout the week or make sure you revisit it.

Submitted by: Michelle Meyer
meyermi@usd231.org

VOCABULARY: Shaving Cream Spelling

TEACHER

Directions:

1. Have students write letters with their fingers in shaving cream on their desk. (Also cleans desk off.)
2. Say name of letter and sound.
3. Begin forming words and understanding of letter sound correspondences.
4. Can also work on long vowel sounds with groups of letters.

Submitted by: Tony Kemper
kempert@usd204.ks.us

VOCABULARY: Chunky Words

TEACHER

Directions:

1. Using an index card on a pointer, pull chunks of words out of text on an overhead.

Submitted by: Tony Kemper
kempert@usd204.k12.ks.us

VOCABULARY: Highlight tape

PARENT/TEACHER

Directions:

1. In a book, highlight word parts, prefixes, suffixes, roots and new vocabulary in the story.
2. Ex: when teaching antonyms – highlight them within a story.

Submitted by: Diane Anderson
andersond@usd231.com

VOCABULARY: Linear Story Prediction

TEACHER

Directions:

1. Make index cards with a vocabulary word on each one. (Or write in a vertical line on an overhead.)
2. Place the words one at a time in a pocket chart. (Or uncover a word one at a time on the overhead.)
3. As each word is uncovered/shown, have students predict what they think the story will be about, what will happen, etc.
4. Continue until all words are shown/uncovered.
5. Students read the story (it is fun to watch the kids as they read and say, "Yea, I was right." or "Oh, that's what it is about.")
6. After reading you can go back through the list and do a quick summary of the story with the vocabulary words.

Submitted by: Kim McEntee
mcenteek@usd231.com

VOCABULARY: Memory Game

PARENT/TEACHER

Directions:

1. Make word cards with the vocabulary word on one card and the meaning on another.
2. Have enough sets for groups of 2 to 3 students.
3. You can have the pairs match the word to the definition or let them turn the cards face down and try to match the word to the definition.

Submitted by: Christy Yokley
yokleyc@usd231.com

Directions:

1. Decide on a word to use for that day. Ex: big
2. Teacher starts with a beach ball and tells students the word.
3. Teacher tosses the beach ball to a student. They have to say another word with the same/similar meaning within 3 seconds or they sit down in the circle.
4. Play continues until only one student is standing.
5. Repeat activity to reinforce skill.

Follow-up activity: Create a list of words said on board. Have students create sentences substituting words where appropriate. Ex: The hot air balloon is big.

The hot air balloon is huge.

The hot air balloon is gigantic.

Submitted by: Ashley Arnold
arnolda@usd231.com

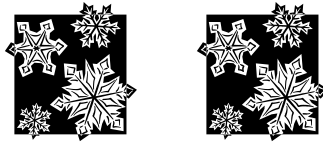
Directions:

1. Have students predict words that might be in the story from cover and pictures.
2. Read story together.
3. Go back and cross off words that weren't used and discuss words that were used.

Submitted by: Meg Weinberg
weinbergm@usd204.k12.ks.us

Directions:

1. Read a winter poem each morning.
2. Have students select words that they do not know the meaning of.
3. Add the word to a snowdrift poster.
4. Discuss the word, meaning and use in sentences.
5. Each morning before introducing a new poem, review the words on the snowdrift poster.



Submitted by: Jenny Fretz
fretzjl@usd231.com

Directions:

1. The students need to have a spiral notebook in their desks to use for vocabulary.
2. Whenever you introduce a new story, put an overhead up with new vocabulary words in a box.
3. As a class, read them aloud, spell them and use letter cards to make them.
4. Write the meaning of the word on the overhead and have them copy it into their spiral notebook.
5. Take turns making sentences with each of the words.

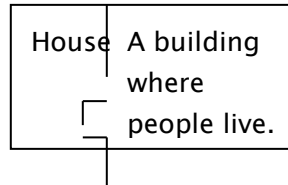
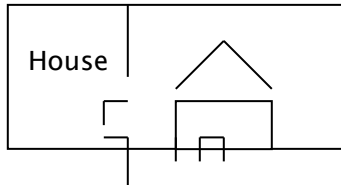
Submitted by: S. Britton
brittons@usd231.com

VOCABULARY: Puzzle Piece Match-up

PARENT/TEACHER

Directions:

1. Create puzzle pieces with the word and a picture on linking pieces.
2. You could also do the word and the meaning.



Submitted by: Susan Gash
gashs@usd204.k12.ks.us

VOCABULARY: Flip Book

TEACHER

Directions:

1. Make a flipbook.
2. Illustrate with pictures of vocabulary words.
3. Caption with sentences utilizing vocabulary in text.

Submitted by: Susan Gash
gashs@usd204.k12.ks.us

Directions:

1. Change the labels throughout the year for all of the items labeled throughout the room.

Ex: What was once the 'door' is now the 'entrance'.

Directions:

1. Divide students into groups of 3. Assign each student one of the following jobs.

Reader – Reads aloud to group a selection of the story.

Re-teller – When the reader completes the reading assignment, the re-teller sums up in their own words what the reader has read to them.

Questioner – Comes up with a question about the selection that was read and asks the reader & re-teller. The two of them work together to answer the question.

2. Rotate jobs until the story/chapter is complete.

VOCABULARY: Attributes Roll the Dice

TEACHER

Directions:

1. Start with a stack of new vocabulary words and dice.
2. Have the child draw a vocabulary card and roll the dice.
3. The child gives number on dice attributes for that vocabulary word.

Example: Vocabulary word – igloo

Child rolls a “3”

Child states

- Made of ice
- Place to live
- Dome-shaped

Submitted by: Katie Laird

lairdk@usd231.com

VOCABULARY: Literature Circles

TEACHER

Directions:

1. Read the text and mark words you don't know, are cool or you think someone in your group might not know with a post-it note.
2. Write the sentence in which the word appears.
3. Define that word (use dictionary).
4. Read your sentence aloud (telling your word 1st).
5. Group members try to guess the definition.
6. Tell the definition.
7. Group then draws/creates a symbol to help remember in the future.

Submitted by: Jim Brockway

brockwayj@usd231.com

VOCABULARY: Handprints

PARENT/TEACHER

Directions:

1. Trace your hand.
2. Write a word in the center.
3. List synonyms on each finger.



Submitted by: Linda Scott
scottl@usd231.com

VOCABULARY: Match Games

PARENT/TEACHER

Directions:

1. Write the word on one card and the definition on another.
2. Give each child one card.
3. The students have to find the card that matches their card.
4. Review matches as a class to check accuracy.

Submitted by: Joyce Jones

Directions:

1. Have the students label each page of a notebook with a letter of the alphabet.
2. Each week, have them write their vocabulary words on the appropriate pages.
3. By the end of the year, they have a notebook full of new words.

Submitted by: Joyce Jones

Directions:

1. Have the student choose a word from the text they are unfamiliar with and write what they think is the definition.
2. Then they use the text, dictionary, etc. to find the actual meaning.
3. They write down the correct meaning, illustrate it, and use it in a good sentence.

| |
|-----------------------------|
| What do I think it means? |
| What is the actual meaning? |
| Picture |
| Use the word in a sentence. |

Submitted by: Sue Speck

specks@usd231.com

Directions:

1. Before reading the story, either choose or have students choose words from the story.
2. Students write the word in the correct letterbox.
3. Activities can be done: ex. Word searches, drawings, body language, etc. to learn the meaning of the words. Words can be added as necessary or needed depending on the student.
4. Before taking the test, key words can be highlighted to help the student focus on preparing.

| | | | |
|---|---|---|-------|
| 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 |

Submitted by: Linda Scott
scottl@usd231.com

Directions:

1. Make set of cards (1 with words and 1 with definitions).
2. Place the cards face down on the table.
3. Students take turns turning over 2 cards. If it is a match, the student keeps the cards.
4. If they do not match, they are returned face down.
5. Continue play until all of the cards have been paired.
 - * Students should read both cards aloud before keeping them or returning them to the table.

Submitted by: Amy Pierce
piercea@usd231.com

Directions:

1. Students should work in groups to act out the vocabulary words using props from the prop box.
2. Students are provided the word on a laminated piece of paper.
3. Students are assessed based on a) student/group rubric and b) teacher rubric.

Rubric should include:

Number of times the word was used

Effectiveness of getting the word across

Cooperation

Use of props

Appropriate use of the social/academic goal set.

Submitted by: Christine Litterick
litterickc@usd231.com

VOCABULARY: Sticky Notes

PARENT/TEACHER

Directions:

1. Using small sticky notes, cover up vocabulary words within the text. (Can be any type of reading).
2. As you read, have the students predict what word would “fit” where the sticky note is.
3. Uncover the word and see if it’s meaning is similar to what the students predicted.

Submitted by: Sheri Long
longs@usd231.com


VOCABULARY: WINK

TEACHER

Directions:

- “W” – What’s the word?
- “I” – Illustrate the word.
- “N” – Name the part of speech
- “K” – Know the word. (Use in a sentence – aligning with parts of speech.)

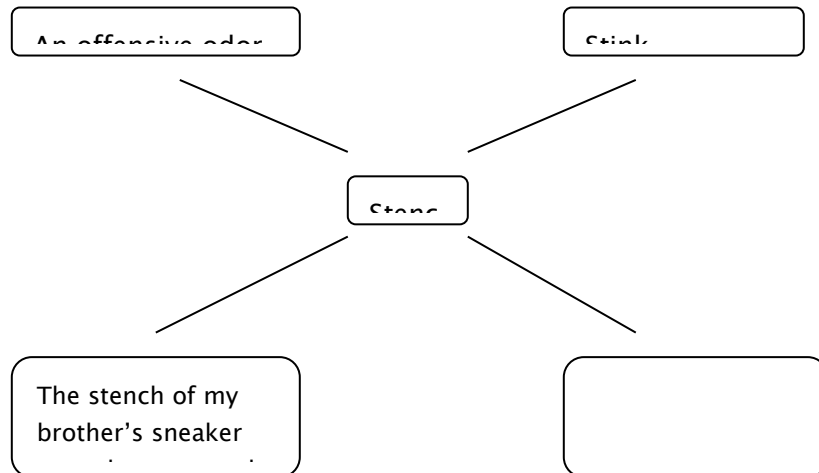
1. Students may use 3x5 or 4x6 note cards.
2. The students may keep the cards in a recipe box or “ring” clip
3. Add words/cards throughout the year.
4. It is important to provide practice in reading text, incorporating words. Not taught in isolation without application and practice.

| W I N K | |
|---------|---|
| Exit |  |
| Verb | The student will <u>exit</u> the room when the bell rings. |

Submitted by: Christine Litterick
litterickc@usd231.com

Directions:

1. Write a new word in the center of the web.
2. On each spoke, write the meaning of the word, a synonym, use the word in a sentence and then draw a picture of the word.



Submitted by: Toni Overman
tjarrett@chetopaschools.org

Directions:

1. Pair up students and supply with a variety of words list.
2. One student should read the list to the other, sounding out the words.
3. Time students. At one minute, mark where they stopped. Repeat the list again and mark where the same student ends in one minute.
4. Work with weaker students to increase sight word vocabulary.
5. Repeat this activity daily (10 min.) using a new word list. Continue on a regular basis returning to some of the earlier lists to see if the student is retaining the ability to pronounce the words.

Submitted by: Carolyn Trimble
cstrimble@chetopaschools.org

Directions:

1. Using vocabulary from literature, put blanks on the board. (1 for each letter)
2. Give the students the page number of where to locate the word and give them phonics clues until they guess the word correctly.
3. Read the book and generate the meaning of the word.

Submitted by: Dave Elliott
delliott@usd234.org

Directions:

1. Have students stand in a line and give them a word studied in phonics. (Store)
2. The 1st student says "S", the next student says, "T", etc.
3. When the 5th student says "E", the next student says the word "store" and uses it in a sentence.
4. If the student uses the word correctly, the next person says "Sparkle" and the next person must sit down. If a student doesn't say the correct letter or use the word correctly in a sentence, they must sit down. The last person standing is the winner and the game is over.

Submitted by: Dave Elliott
delliott@usd234.org

Directions:

1. Prior to leaving the house to run errands, choose 3–5 words that your child will see on a billboard or storefronts.
2. Go over phonemic properties and word recognition properties.
3. Reward your child for recognizing and verbalizing words while driving through town.

Submitted by: Candice Anderson
Shoe_guru@hotmail.com

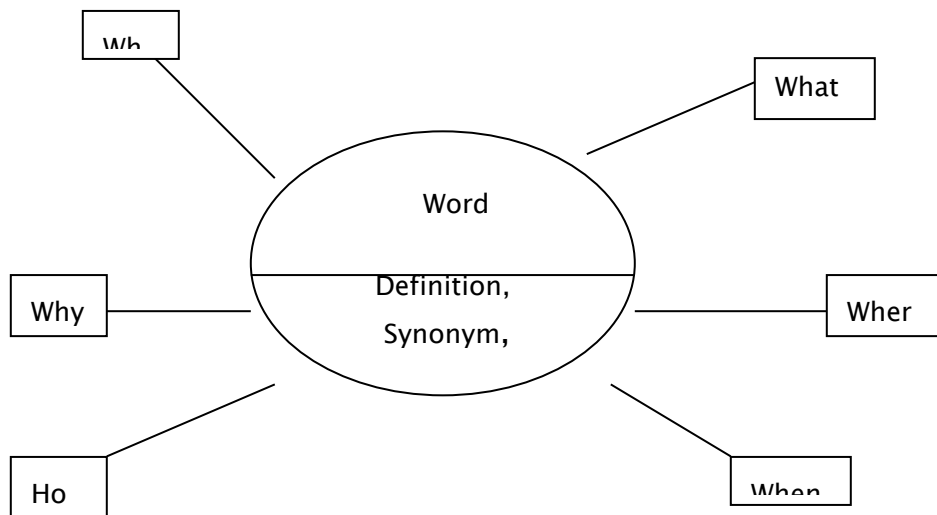
Directions:

1. Using the newspaper – spelling words, reading vocabulary, etc. can be found by looking at articles.
2. Students can circle, hi-light, or cut out and past words on a blank sheet of paper.
3. Can also be adapted for letter recognition or parts of speech (adjectives, adverbs, etc.).

Submitted by: Carol Hadorn
chadorn@usd353.com

Directions:

1. Choose a vocabulary word from context.
2. Define the word; use the word in a sentence with 2–3 of the wwwwhw's and the definition, antonym or synonym so that the meaning of the word is expressed in the sentence.
3. Follow-up: Break it down: Box the word, underline each word or phrase that supports/contributes to the meaning of the word.



Submitted by: Candice Anderson
Shoe_guru@hotmail.com

Directions:

1. Using the newspaper – spelling words, reading vocabulary, etc. can be found by looking at articles.
2. Students can circle, hi-light, or cut out and past words on a blank sheet of paper.
3. Can also be adapted for letter recognition or parts of speech (adjectives, adverbs, etc.).

Submitted by: Carol Hadorn
chadorn@usd353.com

Directions:

Materials: index cards, various colors of crayons, pencil, Dolch sight word list, paper

1. Write word on card – addressing syllables/sounds as the word is written.
2. Allow the students to go over the word 3 times with a different color crayon each time, saying the word as they go over it.
3. Student traces the word with their finger, saying the word.
4. Student looks at the word again, covers it, and writes the word.

Submitted by: Michelle Brenizer
mbrenizerwa@mail.oathe.k12.ks.us

Directions:

1. Students “Read the Room” looking for specific types of words. They write the words on paper.
2. Objectives can be altered depending on need.

| Verbs |
|----------|
| 1. _____ |
| 2. _____ |
| 3. _____ |

| Nouns |
|----------|
| 1. _____ |
| 2. _____ |
| 3. _____ |

| Adjectives |
|------------|
| 1. _____ |
| 2. _____ |
| 3. _____ |

1. _____
2. _____
3. _____

1. _____
2. _____
3. _____

1. _____
2. _____
3. _____

Submitted by: Mary Lou Kanatzar

Directions:

1. Make individual dictionaries for each student with a blank page for each letter.
2. Throughout the year, students “collect” words they have read and add them to their dictionary.
3. As a class, students could add their words to a class word wall.

Submitted by: Beth Krasovec
bkrasovec@gckschools.com

Directions:

1. When you are driving, have your child find as many things that start with a certain letter.
2. Have them say the word and give you a sentence using that word.



Submitted by: Leanor Martinez
lmartines@gckschools.com

Directions:

1. Pass out a vocabulary word to each student.
2. Randomly choose a “hunter”.
3. Name a word for the hunter to find.
4. Once he/she locates it, they say the word, use it in a sentence, put it in the word chart and then sit in that student’s seat.
5. That student is the new “hunter”. Continue until all of the words have been found.

Submitted by: Ann Haug
Ann.haug@usd305.com

Directions:

1. Students are given a vocabulary word.
2. The teacher writes it on the board.
3. Students write it on the board.
4. Teacher draws a picture of what they visualize the word as.
5. Students draw s their picture of the word.
6. You could also use the word in a sentence.

Submitted by: Sherri Thode
thodes@usd308

Directions:

1. Create a sheet that lists words such as: light, soft, hard, square, circle, etc.
2. Have students find objects in the home that 1) give off light, 2) are soft, 3) are hard, 4) look like a square shape, 5) look like a circle shape.
3. Younger children can draw pictures of objects while older students could write the name of the objects.

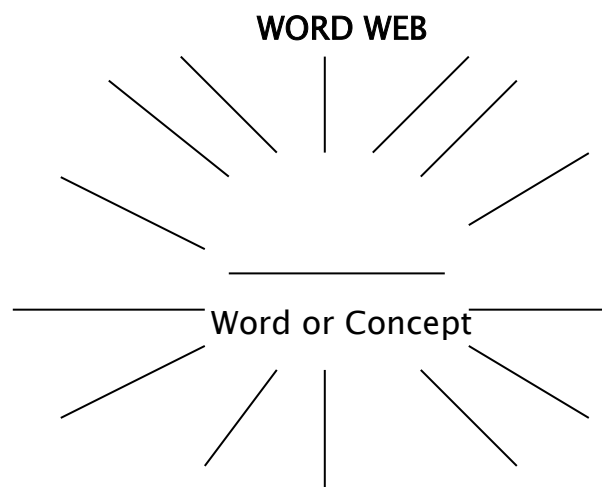
Submitted by: Shara Stimits
sstimits@usd497.org

Directions:

1. Choose a short list of vocabulary words (3–5 words) from the selection that gives an impression of some of the aspects of story grammar: setting, characters, problem/goal, actions, resolution, and feeling. Place the words on index cards. Make a set of cards for each group of students.
2. Give each team a set and ask them to construct a 3-minute skit based on the vocabulary. As they plan, circulate to provide information and clarification as needed.
3. Share the skits. Compare and contrast across student skits to look for similarities and differences.
4. Read the selection to compare the author's choices with students' choices.
5. After reading, refine vocabulary. Go back to the selection to clarify meaning or use reference work.
6. Use the words in further oral or written work.

Directions:

1. Choose a short piece or chapter and model how to create a word web by modeling the following steps – Picture walk and think aloud as you go. Example: “I see a picture of the sea here so I am going to write down the words, sea and ocean on my list of words.” Or “Watch as I read each heading and think of words that may be found in that section.”
2. Encourage students to begin to think of vocabulary that may be in the text and write it down.



Directions:

1. Read a thought-provoking selection to your students (picture book, newspaper article, passage from a resource book, and so on).
2. After reading, ask students to be silent and then to write only two words (not in a phrase) that reflect their thinking about the passage.
3. After selecting their words, students turn to someone close and read their words, tell why they chose them and explain how they relate to the story and/or their personal lives.
4. At this point, it works well to create a class list of words that were chosen by various individuals. As each word is added to the list and the rationale for selection is shared, a rich tapestry of understandings about the story begins to surface.

Taken from: Conversations About Books

Directions:

1. Assign the concept or word being studied.
2. Explain all of the attributes of the Frayer Model to be completed.
3. Using an easy word such as polygon, complete the model with the class.
4. Have students work in pairs and complete their model diagram using the assigned concept or word.
5. Once the diagram is complete, have students share their work.

| | |
|---------------------------|------------------------------|
| Definition (in own words) | Characteristics |
| Example (from own life) | Non-examples (from own life) |

WORD

VOCABULARY: Vocab-O-Gram

TEACHER

Directions:

1. Place the story framework on the board or on a transparency and have each student construct a work copy. Then place the vocabulary words on the board and ask students, working in pairs or groups, to share what they know about the words and to classify the according to their predictions of how the author might use them.

| Vocab-O-Gram | |
|---|---------------------------------|
| Use vocabulary to make predictions about... | |
| The setting | What will the setting be like? |
| The characters | Any ideas about the characters? |
| The problem or goal | What might it be? |
| The actions | What might happen? |
| The resolution | How might it end? |
| What questions do you have? | |
| Mystery words: | |

VOCABULARY: Zip Cloze

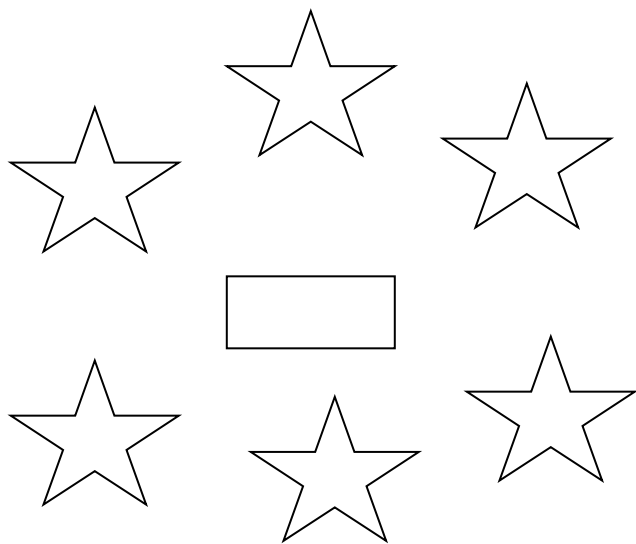
TEACHERS

Directions:

1. Put a story or passage on an overhead transparency. Using masking tape, block out the words that have been chosen for deletion.
2. Have the students supply the masked words one at a time.
3. As each possibility is predicted and discussed, the tape is pulled off (or “zipped”) so that readers receive immediate feedback from the text as well as being given more of the context from which to make further predictions.




Directions:

1. Write a new vocabulary word in the box.
2. In each star, write a word or phrase that tells about the word.



Directions:

1. Write a word in each box.

| | | | | |
|------------------------------|---|---|---|---|
| An action word _____ | A synonym for old _____ | A descriptive word _____ | A noun that has five or more letters _____ |  |
| A weather word _____ |  | A two-syllable word _____ | A feeling _____ | A synonym for said _____ |
| A one-syllable word _____ | A synonym for big _____ | A word used in cooking _____ | A compound word _____ | A homograph _____ |
| A contraction _____ | A noun that has less than five letters _____ |  | A holiday word _____ | A three-syllable word _____ |

Directions:

1. Each day a set of clues is prepared and put on the board. An envelope is taped below for guesses that are discussed at the end of the day.
2. The teacher can choose a word that she/he uses throughout the day. For example, in the morning she might say, "Oh, I had such a bad headache this morning I had to medicate myself. I took two aspirin." Later in the day, discussing the death of Lincoln and its aftermath she will say, "I wonder what Dr. Mudd used to Medicate John Wilkes Booth? I don't think they had aspirin then."
3. At the end of the day, she asks students if they could identify the word of the day and what it meant. Students become keen listeners for new words when this approach is used.

Word of the Day

1. When the doctor gives you a pill, s/he _____s you.
2. This is something Dr. Mudd did to John Wilkes Booth before he fixed his leg.
3. This is on the same page of the dictionary as the word .. .

ANSWERS

VOCABULARY: Brainstorming **TEACHER/PARENT**

This strategy is designed to measure a child's knowledge about a topic by determining what they associate with that topic.

2. Teacher or parent states the vocabulary term.
3. Children simply write down or verbalize as many words as they can think of in association with the key word. They may write or state things, places, events, ideas, or whatever comes to their mind when they see or hear the key word.
4. This process gives the adult some general measure of what the child already knows about the term and how they can best correct or extend the child's knowledge.

VOCABULARY: Word Association **TEACHER/PARENT**

This strategy is particularly helpful when trying to remember a list of vocabulary terms in science or social studies.

1. Take the first letter of each targeted word
2. Try to make a word or words out of the first letter of each word

Example: If your child is trying to remember the five themes of geography:

| | | |
|-------------------------|-----|---------------------|
| M ovement | = M | |
| R egion | = R | |
| L ocation | = L | "Mr. Lip" is the |
| I nterdependence | = I | key to remembering! |
| P opulation | = P | |

VOCABULARY: 4 Square

TEACHER/PARENT

This strategy is very useful for learning new vocabulary terms, particularly in science and social studies (nonfiction) kinds of texts.

4. Divide an index card into 4 squares.

5. Write the targeted word in the top left hand square.

Write the definition in the bottom left hand square.

Write a personal association for the word in the top right hand square. It should be a word that helps you remember the new word.

Draw a picture to help you remember the word.

Example:

| | |
|---------------|-----------------------|
| cottage | Cabin at the lake |
| A small house | (draw a picture here) |

VOCABULARY: Picture Dictionaries

TEACHER/PARENT

Children are instructed to make their own personal "dictionaries."

2. Staple several sheets of white paper together to form a booklet.

3. Direct children to decorate the front cover of their "Personal Dictionary."

4. For each targeted vocabulary word, children are instructed to write the term, definition if appropriate, and draw a picture to complement each word.

VOCABULARY: First Letter Pattern

TEACHER/PARENT

This is a strategy that is particularly helpful when trying to remember a list of vocabulary terms in social studies and science.

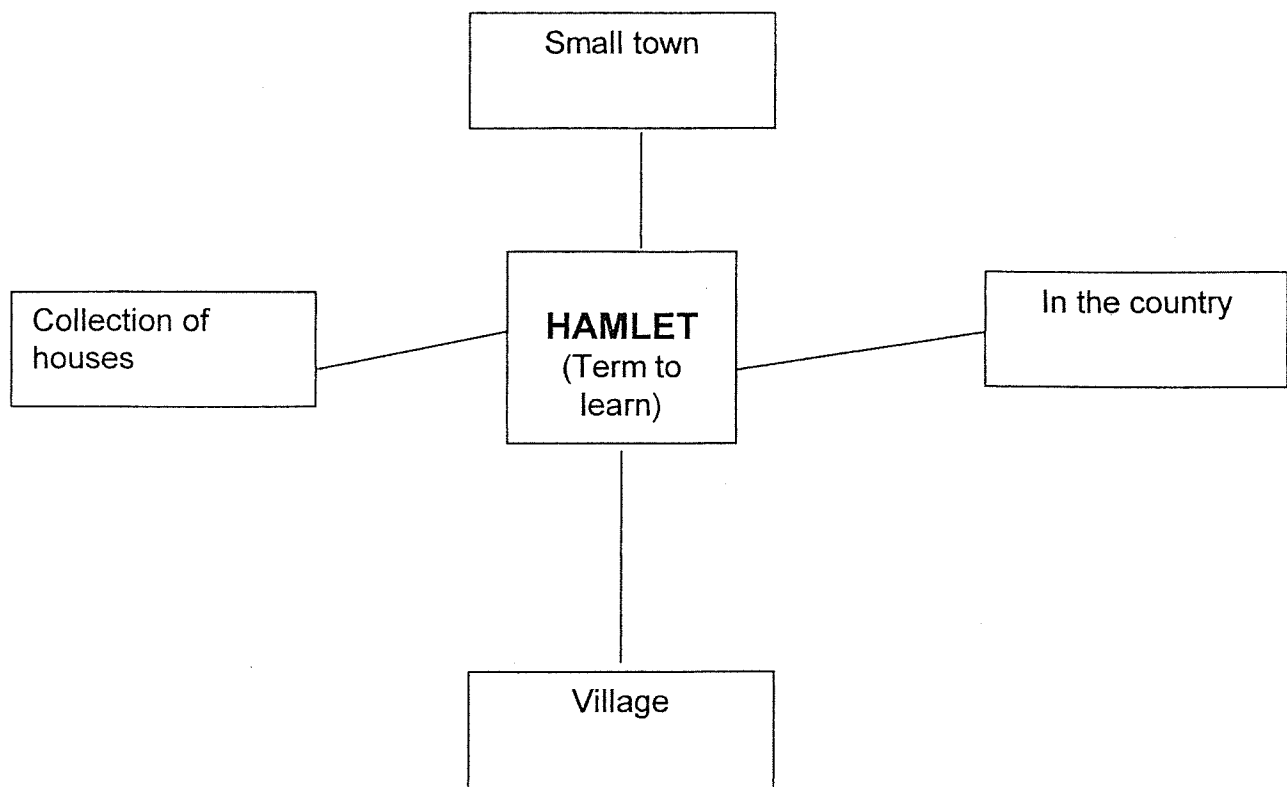
Take the first letter of each targeted word.

Practice remembering the letters in some order that seems to be easiest for you

Example: Four types of landforms – M, H, P, P = mountains, hills, plains, plateaus

VOCABULARY: Concept Map

TEACHER/PARENT



VOCABULARY: Clues and Questions

TEACHER/PARENT

Take a small index card and divide it into 4 sections.

1. On the front side, write the vocabulary term.

2. On the back, side, write a question in which the answer is the vocabulary term.

Example:

Side 1: Plains

Side 2: What are large areas of fairly level or gently rolling land called?

VOCABULARY: Word Map

TEACHER/PARENT

A word map is a visual representation of a definition. It displays three categories of knowledge:

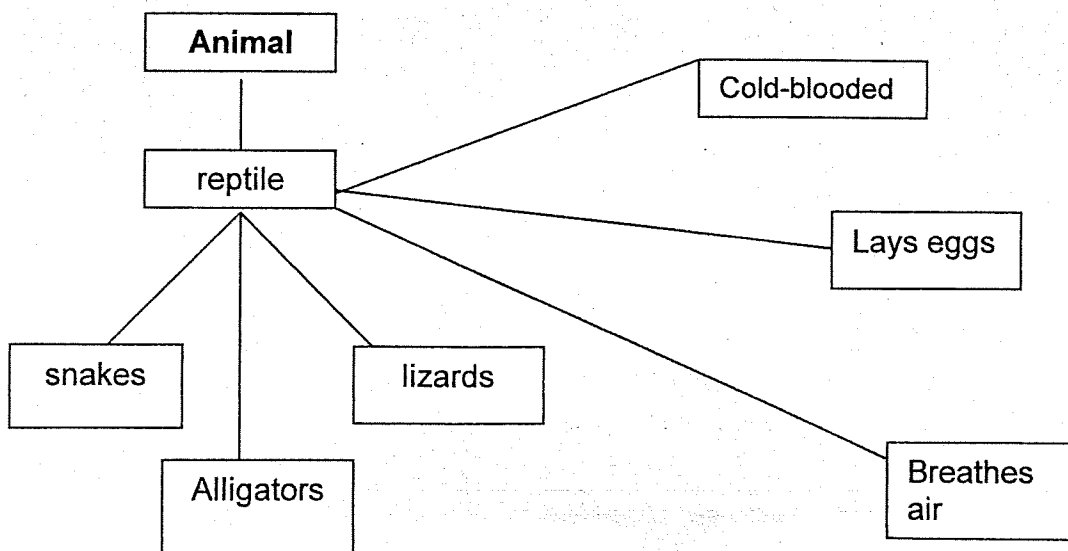
1. General class or category to which the concept belongs
2. The primary properties of the concept and how these properties distinguish it from other members of the class

Examples of the concept

What is it like?

What does it do?

What does it have?



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"Mr. Lip" is the key to remembering!

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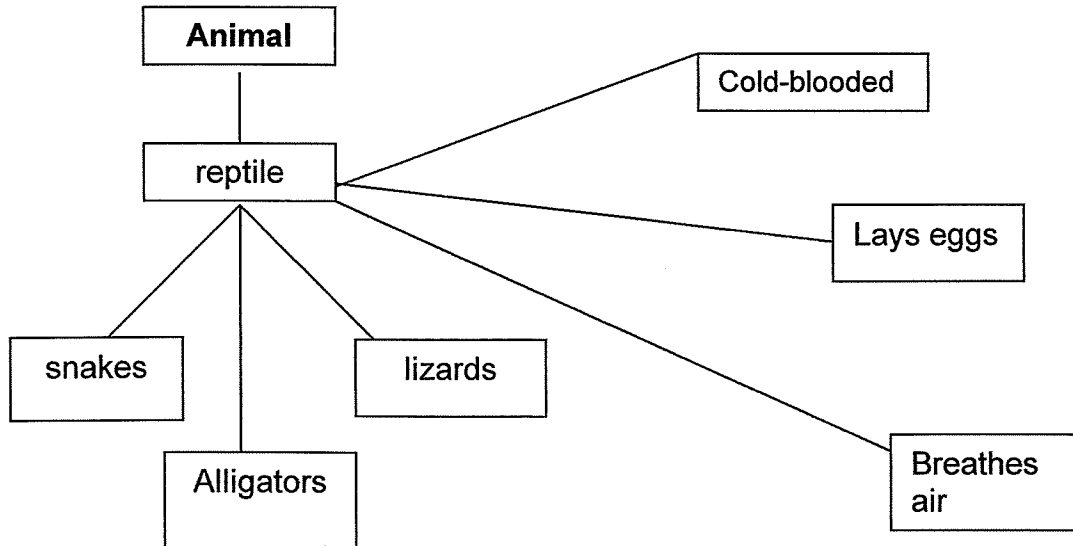
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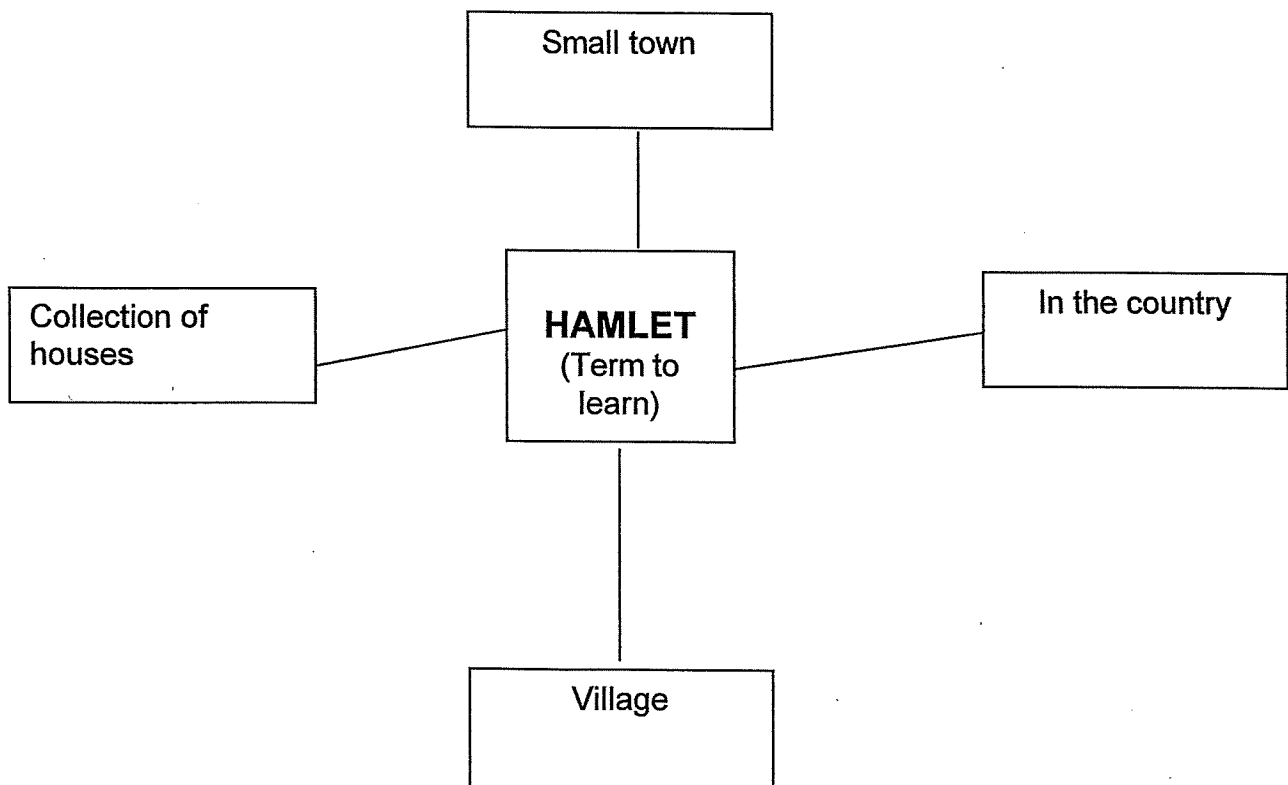
What does it do?

What does it have?



VOCABULARY: Concept Map

TEACHER/PARENT



VOCABULARY

TEACHER

Activity: Vocabulary Across the School Day

Directions: Word of the day by class levels, etc. Explanation and practice in class then as they use it throughout the school day, they get some type of recognition.

DIANE SCHNOEBELEN

October 20, 2003

VOCABULARY

PARENT TEACHER

Activity: Word Hunt

Directions: Pass out a vocabulary word to each student. Randomly choose a “hunter.” Name a word for the hunter to find. Once he locates it, he says the word, uses it in a sentence, puts it in the word chart, and then sits in that child’s desk. That child then becomes the new “hunter.” Continue until all words are found.

ANN HAUG October 20, 2003

PHONICS

TEACHER

Activity: "Clean Desks" Letter Manipulation

Directions: Cover desks with shaving foam. Trace letters into the foam. Write simple words in foam.

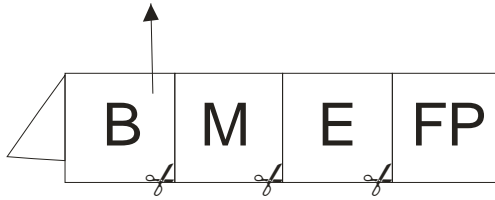
This activity doubles as desk-cleaning when needed!

COMPREHENSION

TEACHER

Activity: Comprehension Flip Books

Directions: Ahead of time the teacher takes a piece of paper (one per student) and folds it in half the hot dog way (long way). Then fold the paper the other way in fourths. Next cut on the fourth folds up to the crease on one side. Label the four sections B, M, E, FP. “B” stands for beginning, “M” stands for middle, “E” stands for end, and “FP” stands for favorite part. Then after the students have read a Guided Reading or other text, they receive one of the pre-made flip books. Inside the first flap (B), the student retells what happened in the beginning with words in the space above the crease and an illustration below the crease. The students continue this on the other three flaps as well. The student’s name goes on the back of the flip book as does the name of the book. The students can then share their comprehension flip books. The flip book segment names can be changed as well to vary the activity to meet other needs.



| | | | |
|-------------------------------|---|---|----|
| Retelling with Words | | | |
| Retelling with Pictures | M | E | FP |

MARY ANNE DONLEY October 20, 2003

PHONICS

PARENT TEACHER

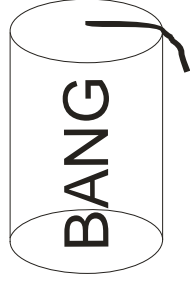
Activity: BANG!

Directions: You will need:

Pringles Can

3X5 Cards cut into fourths

Place letter of alphabet on each piece until all 26 letters are used, four cards will have "BANG" written on them in red. Wrap can in red paper with "BANG" written down the side; through plastic top use yarn for a fuse. Place all cards inside, shake up and take turns pulling out, naming the letter (later giving the sound). If a BANG is pulled out, all the letters are put back in the can. Students love shaking the can and passing it to the next student.



PHONICS

PARENT

Activity: Letter Search

Comprehension

Directions:

1. Give each student the diagram below.
2. Have the student fill the diagram out and refer to it as he/she reads the book.

| Characters | Setting | Problem | Solution |
|------------|---------|---------|----------|
| | | | |

Submitted by: Kelly Long
longk@usd231.com

Directions:

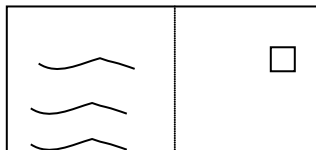
1. Tri-fold a piece of paper and label BME. (See diagram)
2. As you read a story, discuss what happens in sequence.
3. Talk about the main ideas in the beginning, the middle and the end of the story.
4. The students write a sentence or paragraph about each section of the story and illustrate each section. You can tie in plot, characters, main idea, and summarizing.

| | | |
|---|---|---|
| B | M | E |
|---|---|---|

Submitted by: Lorelee Collum
colluml@usd231.com

Directions:

1. Write a postcard to one of the characters asking questions about the story or situation.
2. Illustrate the opposite side, which relates to the story or predicament.



Submitted by: Teri Bahr
bahrt@usd231.com

Directions:

1. Write 5–6 statements about the text the students will be reading. Concentrate on statements that point out or focus on certain vocabulary or main ideas in the text.
2. Have the students mark their predictions true or false prior to reading. Emphasize that they should use their background knowledge to make their prediction.
3. Once they have read the text they need to mark their answers again according to the text.

Example:

Prediction Guide

Before

After

___ 1. Italy is thought to be the home of pasta. ___

Submitted by: Karla Reed
reedkj@usd231.com

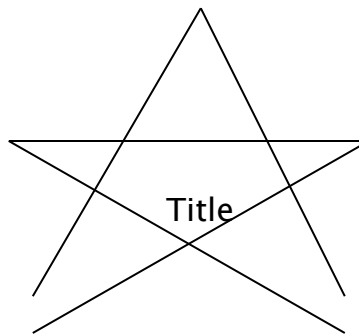
Directions:

1. The teacher asks the students to read certain pages from a text.
2. The students are given a sheet of paper that says, "Read to Find Out..."
3. The teacher gives a certain number of questions the student is to read to find out.
(It could be a "right there" question or "think and search", etc.)
4. Students write their answers down independently.
5. The next day, the students read the text aloud.
6. The teacher reads the responses that were given to the questions and asks the students if they agree with the answer and why or why not.
7. The bottom section of the paper should read, "What we found out". Students write down any information they found out.

Submitted by: Christy Hogan
hoganc@usd231.com

Directions:

1. Provide each student with the star below.
2. In the center of the star the student writes the title of the book.
3. On each point, the student writes a question they want to find the answer to. (For some students, you may want to provide the questions.)
4. As the student reads the story and comes across the answer, they write the answer in the point.
5. You may want the student to retell a summary to the class or neighbor.



Submitted by: Dawn Miller
dawn@nekes.org

Directions:

1. Tell your favorite part of the story.
2. Ask him/her a question about the story or a character.



Submitted by: Allison Bartholomew
bartholomewa@usd231.com

Directions:

1. Have students pick their favorite part of the reading selection and draw a picture of it on the marker board.
2. Have them label the parts and then take turns explaining their picture and telling why it is their favorite part.

Directions:

1. Use Q-matrix cards that show the different types of question words for the following kinds of questions.
2. Practice with certain questions and have students use the cards to decide what kind of question it is.

| Red Card | Yellow Card |
|----------------------------|----------------------|
| Right there question words | Think & Search words |
| Author & You words | On your own words |
| Green Card | Blue Card |

Submitted by: J. Cooper
cooperj@usd231.com

Directions:

1. Using purchased workbooks of “Cloze” activities for your grade level.
2. Do a once-a-week lesson, using first an overhead transparency with ridiculous non-examples.
3. Work through the example together, circling context clues that would show us the underlined word is not a good choice.
4. Discuss several possible words that would be more accurate that would fit in with the text and support comprehension of the selection.
5. Emphasize re-reading entire paragraph to make sure the newly selected word “sounds” right and makes sense.

Submitted by: Sherry Ekstrom
ekstroms@usd231.com

Directions:

1. Ask a question that is coming up in the story.
2. Have the students read until they find out the answer.
3. They can either write it down or tell the teacher or a peer the answer.

Submitted by: Gina Zimmerman
zimmermang@usd231.com

Directions:

1. As the story is being read have each student think about which character he or she would choose to be.
2. At the end, have them share which character they relate to the most and why.

Submitted by: Stacey Burress
buress@usd231.com

Directions:

1. Pre-read text and write 10–12 True/False or Fact/Opinion statements. (Have a variety of statements – literal, inferential, fact or opinion.)
2. Have students answer questions and write their answers before doing any pre-reading activities.
3. Do pre-reading activities.
4. As they read, stop to discuss whether or not the text has answered any of the T/F statements. Have them write the page number where they found the answer.
5. After reading, have students go back and re-write false statements to make them true or factual (if statement is an opinion).

Submitted by: Allison Weaver
weavera@usd231.com

Directions:

1. Create a card that gives them cues on how to answer that type of question.

Example:

Who – tells a character/person

Where – tells a place where action took place

Why – tells the reason something happened (because)

Submitted by: Allison Weaver
weavera@usd231.com

Directions:

1. Have students read the text and generate questions about the story around comprehension strategies.
2. Example: Main idea and details, theme, characterization, point of view, and cause and effect. Use the 5 W's for setting up the framework for questions.

Submitted by: Amber Nichols
nicholsa@usd231.com

Directions:

1. Set up the purpose for reading/discussion groups with discussion starters such as
 - a. I wonder why...
 - b. I'm still confused about...
 - c. My favorite part...
 - d. This reminds me of...

Submitted by: Amber Nichols
nicholsa@usd231.com

Directions:

1. Have the class sit in a circle on the floor.
2. Tell the class they are going to re-tell the story we read.
3. Hand a ball of yarn to one student and ask them to start the sequence web by re-telling the first couple of sentences by memory.
4. The student then throws the ball of yarn to another student to sequence the next event. Make sure students hold onto the string for remainder of the activity.
5. Continue until the story has been told.
6. At the end each student that told an event will be holding a part of the string and you will have a giant yarn web.

Submitted by: Carrie Hubbard
justin_and_carrie@hotmail.com

Directions:

1. Assign each student a job for the chapter.
2. The job of the “connector” is to connect the story to another book, themselves and the world.
3. The student writes 2–3 sentences on how an event in the chapter related to something they have read in another book.
4. The student then writes 2–3 sentences about how the topic/event in the story relates to themselves and then 2–3 sentences on how something in the text relates to events or something in the world.
5. Have students share their connections to see if they relate to anyone else.

| | |
|----------------|----------|
| Word | Picture |
| Part of Speech | Sentence |

Submitted by: Stacey Burress
buress@usd231.com

Directions:

1. Group students by reading and comprehension ability.
2. Have the groups read aloud to each other.
3. At each subtitle, the students stop and discuss/question each other over what they have read.
4. Encourage them to put their information in “regular 4th grade” language.
5. Spend more time with lower level groups and ask lower level comprehension questions. (Higher level questions for higher-level readers.)
6. Before reading, discuss most vocabulary terms and remember to pay attention to captions on pictures, bold print and graphs.

Submitted by: Colleen Wuertz
wuertzc@usd231.com

Directions:

1. Split students into groups to read and learn materials.
2. Put students into different groups and discuss what they learned in the first group.

Submitted by: Nikki Cooper
coopern@usd204.k12.ks.us

Directions:

Have students choose a name and find the answer to these questions.

1. What is the person famous for?
2. When did they live and die?
3. What was their educational background?
4. Where is the person from?
5. What is one unique aspect of this person? (George Washington – wooden teeth)
6. Have the students dress as their person and give a report on them.

Submitted by: Liberty Elementary
snew@usd449.org

Directions:

1. The teacher types sentences that retell the weekly basal story. Cut sentences apart and put sentences, glue stick and paper in a manila envelope.
2. The students take the envelope home & work together with their parents to put the sentences in sequential order.

Submitted by: Gayle Oaks
goaks@powwwer.net

COMPREHENSION: The Comics

PARENT/TEACHER

Directions:

1. Read and look at the Sunday comics with the child.
2. Cut boxes of comic strips apart.
3. Have the child tell the story by putting the strips in sequence.

Submitted by: Jeri Farmer
jerif@tribune

COMPREHENSION: Cornmeal Retelling

PARENT/TEACHER

Directions:

1. Pour cornbread mix into a sheet cake pan.
2. Read a sequential story to students.
3. Draw the events of the story with your finger in the cornmeal.
4. Have the student re-tell the story back and the teacher can choose a student to re-draw in the cornmeal.
5. This activity can be used for spelling words also.

Submitted by: Tammy Huggard
huggardt@usd215.pld.org

Directions:

1. With your child, read a book that is familiar.
2. Have your child ask you questions about the book.
3. Work with the child to ask questions that cannot be answered “yes” or “no”.
4. The child will need to know the answers, to verify if you are answering correctly.

Submitted by: Jeff Green
JCVERDE1@hotmail.com

Directions:

1. Fold an 8 1/2” x 11” sheet of paper lengthwise. Cut the top part into 3 sections.
2. Illustrate “beginning”, “middle”, and “end” of each section and write a short summary underneath each picture flap.

| Beginning | Middle | Ending |
|-----------|--------|--------|
| | | |

Submitted by: Joey Hertzzenberg
jhertzenbergwa@gckschools.com

Directions:

1. Before reading, ask your child about a similar experience they have had in the book to be read.
2. Talk about the book title, look at the pictures and make predictions.
3. After reading, discuss how the story and the prediction were the same or different.

Submitted by: Terri McAlister
tmcalisterwa@mail.olathe.k12.ks.us

Directions:

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2. After the students have read a Guided Reading or other text, give them each a flipbook.
3. Inside the first flap (B) the student retells what happened in the beginning with words in the space above the crease and an illustration below the crease.
4. Continue this on the other three flaps.

| | | | |
|---|---|---|----|
| B | M | E | FP |
|---|---|---|----|

| |
|-------------------|
| Retelling with |
|-------------------|

| | | | |
|-------------------|----------|----------|-----------|
| Retelling With | M | E | ED |
|-------------------|----------|----------|-----------|

Submitted by: Mary Anne Donley
mdonley@usd327.org

Directions:

1. Students write their verses for the strip poems onto paper strips.
2. Put students into groups of 3–4 and have them read their strips and put them together in the order they choose to make a full poem.
3. A variation is to make the strips in a variety of colors, pass the colored strips out to the students and have them get into groups according to color.
4. Sample strip poems may include: I learned that dinosaurs..., Friendship is..., Perseverance is like...

(Title)

Taken from: Lori Oczkus

COMPREHENSION: Think of Three

TEACHER

Directions:

1. The teacher reads aloud a nonfiction selection twice.
2. The first reading the students just listen and concentrate and begin to decide which three important points they will choose.
3. The second reading they listen for the three important points they would like to remember and share with others. They hold up a finger each time they hear a point they will remember.
4. After the read aloud, they quickly jot down their three ideas. The teacher has students share ideas in a “snowball”, “mill the music”, or other partner sharing.
5. The teacher holds a class discussion to see which ideas emerged most often.

Taken from: Lori Oczkus

COMPREHENSION: Stop and Draw

PARENT/TEACHER

Directions:

1. Students should listen and/or follow along while a text is being read.
2. When the reader stops the students draw two quick one-minute sketches, one a summary of what has happened so far and a prediction of what may happen next.
3. The reader may resume readings and choose to stop periodically throughout the text for listeners to stop and draw.

Taken from: Lori Oczkus

COMPREHENSION: Very Important Points Strategy

PARENT/TEACHER

Directions:

1. Have students cut sticky notes so that they are slim strips of paper extended out from the sticky edge, like fringe.
2. As they read, the goal is to place VIPs (Very Important Point markers) in the text to indicate the most important points of interest, points of confusion, or a place where the student remembered a connection.
3. At the end of the reading, students meet in pairs or small groups and discuss VIPs they selected.

Taken from: Lori Oczkus

COMPREHENSION: Sketching

PARENT/TEACHER

Directions:

1. While reading passages have the students stop frequently to think about information they have just read/heard, then make a quick sketch on a chart showing what they have learned.

Taken from: Lori Oczkus

Directions:

1. Have students work in small groups to read short passages, stopping often to generate questions about the text. Their job is to read carefully and then generate questions on the topic that the teacher has to answer.
2. While the students are reading and writing their questions, the teachers also reads the passages, stopping often to write his or her won questions about the text.
3. When the time allocated for reading and questions development has elapsed, the teacher takes a seat at the front of the room and students begin to ask questions about the text.
4. Their goal is to ask a question the teacher can't answer about the assigned reading.
5. Every time the teacher answers a question correctly, the students have to try to answer a teacher question.

Taken from: Lori Oczkus

Directions:

1. Work with a partner or group. Fill in you predictions on the story map prediction chart.
2. After you read, fill in the chart and compare it to your predictions.

| Before We Read Story Map Prediction | After We Read Story Map |
|--|------------------------------------|
| Setting: | Setting: |
| Characters: | Characters: |
| Problem: | Problem: |
| Events: 1. 2. 3. | Events: 1. 2. 3. |
| Resolution: | Resolution: |
| Ending: | Ending: |

Taken from: Lori Oczkus

COMPREHENSION: Predicting**TEACHER/PARENT****Help young children prepare to read by:**

- encouraging them to activate what they already know about situations, events, characters, and ideas in the text. (This can be done by looking at the title and illustrations to gain an idea of what the text might be about.)
- providing important background information relevant to the selection in order to expand their knowledge
- explaining any vocabulary employed by the writer that might be unfamiliar to the child
- helping them set purpose(s) for reading. For example, are you reading an informational book that will teach about a particular topic? Perhaps the book is intended for pure fun and silliness! Some books are written to teach a moral or lesson. Books are written for a variety of purposes and children need to have an understanding of this.

COMPREHENSION: Sequencing Fun**TEACHER/PARENT****Directions:**

1. Read a short story to your child(ren) or have the child read orally to you.
2. In advance type up key events to the story and cut them out into strips.
3. Have the child(ren) read the strips out loud.
4. Have the child(ren) place the strips in correct order and glue on to paper. (comprehension at the text level)

Variation: Take one of the sentence strips and cut each word into its own individual strip. Have the child put the sentence back together in correct order. (Comprehension at the sentence level)

COMPREHENSION: Questioning: 5 W's and an H

TEACHER/PARENT

Directions:

1. After your child/student has completed the reading of a text (fiction or nonfiction) ask questions that will prompt deeper thinking answers. All questions should begin with: **Who, What, Where, When, Why, or How.**

COMPREHENSION: 4 Square

TEACHER/PARENT

Directions:

1. This strategy is very useful for learning new vocabulary terms, particularly in science and social studies (nonfiction) kinds of texts.
 2. Divide an index card into 4 squares.
 3. Write the targeted word in the top left hand square.
Write the definition in the bottom left hand square.
Write a personal association for the word in the top right hand square. It should be a word that helps you remember the new word.
Draw a picture to help you remember the word.
- Example:

| | |
|---------------|-----------------------|
| cottage | Cabin at the lake |
| A small house | (draw a picture here) |

COMPREHENSION: Chunking the Text**TEACHER/PARENT**

Directions:

1. Before reading, adult and child(ren) divide the text up into smaller “chunks”. For example, by paragraphs or by dividing the page into halves or thirds.
2. Child or adult reads the first “chunk” and then stops to summarize what has just been read. This is a great opportunity for the adult to model how to express a good summary, telling only the key points, in correct order, and in his/her own words. Keep this very short!
3. Child or adult reads the second “chunk” and follows with a short summary by the child again.

Variation: Adult writes down the child’s summaries. These are then cut up into strips, mixed up, and the child is directed to put them back in correct order. Child then reads his/her own complete retelling!

COMPREHENSION: Comprehension Levels**TEACHER/PARENT**

Students need to respond to questions from all levels of comprehension: literal, interpretative, inferential, and evaluative. Here are some frames for each type:

RECALL

- What is . . .
- Define . . .
- Identify the . . .
- What happens after . . .

ANALYSIS

- What is the main idea . . .
- What are the parts of . . .

COMPARE/CONTRAST

- What is the difference between . . . and . . .
- . . . and . . . are similar because they both . . .

INFERENCE

- The main conclusion from . . . is . . .
- What would happen if . . .

EVALUATION

- What is your opinion of . . .
- What is the best solution to the problem of . . .
- Defend your opinion about . . .

COMPREHENSION: Preview the Text

TEACHER/PARENT

Directions:

1. Have students compose very short narratives (stories) based upon a list of key words from an upcoming story you plan to read to them. For example, loose tooth, string, pain, baseball game, tie score, and home run. These words might serve as key words for an upcoming story about a girl who has a loose tooth that will not come out but falls out naturally when she is engrossed in a close baseball game.
2. After students have written their short stories:
 - Several students may share their writings
 - The teacher should read the book to the class.
3. After completing the book, discussion will focus on how their stories were like the original and different (compare and contrast).

NOTE: Interestingly, the accuracy of the "prediction" stories prove relatively unimportant in explaining subsequent comprehension of the real stories; apparently, it is the engagement per se that triggers the deeper story comprehension.

Source: www.abc-read.com

COMPREHENSION: Teacher Think Aloud:

TEACHER/PARENT

Teacher think aloud is typically conceived of as a form of teacher modeling. By thinking aloud, teachers demonstrate effective comprehension strategies and, at least as importantly, when and when not to apply them. For example, in this teacher think aloud the teacher demonstrates the use of visualization and prediction strategies:

TEXT: That night Max wore his wolf suit and made mischief of one kind and another . .

ADULT: *Boy, I can really visualize Max. He's in this monster suit and he's chasing after his dog with a fork in his hand. I think he's really starting to act crazy. I wonder what made Max act like that. . . Hm-m-m . . . I bet he was getting a little bored and wanted to go on an adventure. I think that's my prediction.* (Pressley, El-Dinary, Gaskins, Schuder, Bergman, Almasi, & Brown, 1992, p. 518)

Source: www.abc-read.com

COMPREHENSION: Student Think Aloud

TEACHER/PARENT

Instruction that entails students themselves thinking aloud has also proven effective at improving comprehension.

Directions:

1. Have your child read a short piece of text.
2. Prompt the child to verbalize what they are thinking. For example:
 - Do they have any ideas about motives of a character?
 - Are there any pictures being created in their mind about what is happening?
 - Do they have any hunches about what might happen next? If so, what is happening that makes them think this?
 - Are they wondering about anything? Is there anything confusing them? If they cleared up something confusing, how did they do so in their mind?

NOTE: Repeated teacher modeling of the think aloud strategy is crucial before students should be expected to independently use this strategy.

Source: www.abc-read.com

COMPREHENSION: Make a Book

PARENT

Turn your child's writing into a homemade book. The effect will be powerful! Suddenly books become a lot more human and understandable. Making books is a multi-step process from planning to writing to producing a final product.

Directions:

What You'll Need: Construction paper; Yarn or ribbon; Heavy paper or cardboard; Colorful cloth or wrapping paper; Paste; Safety scissors

1. Paste pages of your child's writings onto pieces of construction paper.
2. Discuss the order the writings should go in. Should all the writings about animals go in one section and the writings about holidays in another? Which writings are the most important and where should they be placed in the book?
3. Number the pages.
4. Make a table of contents.
5. Make covers for the book with heavy paper or cardboard. You might want to paste colorful cloth or wrapping paper onto the covers.
6. Punch holes in the pages and the covers.
7. Bind the book together by lacing the yarn or ribbon through the holes. Make knots in the loose ends or tie them in a bow, so that the yarn or ribbon won't slip out.
8. Add pages to this book as more writings are completed or start a new book.

Source: www.abc-read.com

COMPREHENSION: Story Dictations PARENT

All children have stories to tell so use this natural inclination to put their thoughts down on paper!

Directions:

1. Sit down with your child at the computer or with pen and paper. Explain to him/her that you want them to tell you a story and you will write it down. They are going to be an author!
2. As your child dictates the story, you type or write. Remember, this is their story so don't add your words!
3. When the child is finished, you read back their story. Ask them if this is what they wanted to say or if they would like to make any changes.
4. Print off the final copy and encourage your child to draw a picture to compliment the writing. Post it proudly where other family members can read, enjoy, and complement your budding author!

NOTE; Even children as young as three years old can engage in this activity! Make it fun and don't get caught up in expecting perfection!

COMPREHENSION: Flannel Board Stories PARENT/TEACHER

Directions:

1. After reading a story with your child(ren), discuss the following: (This is called a retelling.)
 - ☐ Main characters
 - ☐ Setting (when and where the story took place)
 - ☐ Problem (the main problem of the story)
 - ☐ Key events
 - ☐ Conclusion (what happened in the end to solve the problem)
 - ☐ Lesson Learned (was there a moral to the story?)
2. Using coloring books or your own artistic talent, draw pictures of the main characters, cut them out, and color them.
3. Using a flannel board, have the child retell the story using the cut-out "paper dolls" to assist in the reenactment.

NOTE: Learning to give a good retelling takes time and practice. Lots of teacher or parent modeling of quality retellings is important!