



PHONOLOGICAL AWARENESS

Begin with activities that allow your child to: see the difference in sounds (**phonemes**), work with the ending part of the word (**rhyme**), work with the initial sound of a word (**onset**) and hear the different elements within a sentence or word (**sentence and syllable segmenting**). You can also work on separating a word into its individual sounds (**segmenting**), combining individual sounds together to make a word (**blending**), and playing with each sound in a word by adding, taking away sounds, or changing the sound (**manipulating**).

EXAMPLE FOR ONSET, RHYME, AND DISCRIMINATING: When driving in the car to or from places you could play eye spy by having your child look at their surroundings and choosing the objects that begin with a sound of your choosing. Remember to pick sounds based on the developmental chart in your resource guide. This would work for the onset of the word as well as the rime.

EXAMPLE FOR SENTENCE AND SYLLABLE SEGMENTING: When your child is making a request for something, make it a game to clap out the syllables in the object they are requesting. (e.g., Choc-o-late-milk; four claps)

Example activity: purposefully change the words that your child knows to strike their attention. (e.g., if your child has a favorite character of a movie, change a sound in their name so that your child has the opportunity to correct you).

EXAMPLE FOR SEGMENTING AND BLENDING: For each individual sound in a word, make the distinction of each sound. You can do this in the car, while cooking dinner, while interacting during play and in many different scenarios with your child (e.g. Cup- C...U...P...).

PHONICS AND WORD STUDY

As kindergarten approaches, you could begin introducing letters and sounds that allow a child to form VC (e.g., vowel consonant words: at, as, it, is) and CVC (e.g., consonant, vowel, consonant words: cat, mat, for) words as opposed to introducing them in alphabetical order. In first grade, choose reading material that contains those letter-sound associations as well as sight words that a child can recognize.

EXAMPLE FOR KINDERGARTEN: At night, you could read a book to your child. Talk about the title, the author, and point to the words as you read them. Have them help you flip the pages, and help them point while you read the book.

EXAMPLE FOR 1ST GRADE: Print labels and place them on objects that are used daily (e.g., cup, cabinet, water, etc.), while your child may not realize they are making the association

between the sight word and object they are doing as while also learning more about print concepts as well.

FLUENCY

(Your child's ability to read easily and accurately)

This skill is not typically worked on until the later stages of first grade, but when the skill begins to be targeted, the instruction should occur daily for a recommended 20 minutes. This includes repeated readings of the same text again and again as a way to improve fluency. Some exercises that could be included in working on this skill include: choral reading, tape-recording readings, reading performances (have your child read to you; this is usually familiar texts that the child knows well), and partner reading.

EXAMPLE: At night while working on homework, take a few minutes to read a book together with your child. Have timed readings (e.g., one or two minutes timed) and choral readings where you read in sync with your child.

VOCABULARY

The best way to increase a child's vocabulary is reading age-appropriate materials.

EXAMPLE: Go to the library or local book store and have your child pick out a book they are interested in. Encourage your child to get books that are different and that will encourage broadening their vocabulary.

COMPREHENSION

This active process obtains meaning from text and relies on previous knowledge and experiences, visualizing, questioning, monitoring, making inferences and drawing conclusions.

EXAMPLE: Start by asking your child what they think the book will be about based on the cover and title and continue asking them while reading the book (e.g., after page one ask if they think they were right about the book was about, why and how they know that) Then before the ending of the book ask what they think is going to happen based on what has already happened.

