A Kindergarten Teacher’s Guide to
SUPPORTING FAMILY INVOLVEMENT IN
FOUNDATIONAL READING SKILLS

Developed by
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Introduction

A Guide to Help You Support Families

This guide provides you with information on how to support families as they practice foundational reading skills at home. Learning to read begins at home through everyday parent–child interactions, long before children attend school. Parents’ continuing support of literacy development throughout elementary school positively affects their children’s reading ability.

To assist you in helping families support literacy, the Georgia Department of Education partnered with the Regional Educational Laboratory Southeast to create this Teacher’s Guide. It serves as a companion to the What Works Clearinghouse (WWC) Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade for teachers and administrators. Both guides present four research-based recommendations and how-to steps: the WWC guide is for teaching children at school, and this guide is to help you support families in practicing foundational reading skills at home.

Background on the Companion WWC Practice Guide

The WWC practice guide on Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade provides a systematic review of the past 20 years of reading research and supports teachers in developing students’ foundational reading skills. The WWC practice guide focuses on the skills that enable students to read words, relate those words to their oral language, and read books with sufficient accuracy and fluency to understand what they read.

The practice guide describes four research-based recommendations that educators can use to improve foundational reading skills in the early grades. Each recommendation includes how-to steps that provide examples for implementing the recommendations with students. The recommendations and how-to steps are outlined in Table 1.

---

## Table 1: Four Recommendations to Improve Foundational Reading Skills

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>How-to Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommendation 1</strong>&lt;br&gt;Teach students academic language skills, including the use of inferential and narrative language, and word knowledge.</td>
<td>1. Engage students in conversations that support the use and comprehension of inferential language. 2. Explicitly engage students in developing narrative language skills. 3. Teach academic vocabulary in the context of other reading activities.</td>
</tr>
<tr>
<td><strong>Recommendation 2</strong>&lt;br&gt;Develop awareness of the segments of sound in speech and how they link to letters.</td>
<td>1. Teach students to recognize and manipulate segments of sounds in speech. 2. Teach students letter-sound relations. 3. Use word building and other activities to link students’ knowledge of letter-sound relations with phonemic awareness.</td>
</tr>
<tr>
<td><strong>Recommendation 3</strong>&lt;br&gt;Teach students to decode words, analyze word parts, and write and recognize words.</td>
<td>1. Teach students to blend letter-sound and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation. 2. Instruct students in common sound-spelling patterns. 3. Teach students to recognize common word parts. 4. Have students read decodable words in isolation and in text. 5. Teach regular and irregular high-frequency words so that students can recognize them efficiently. 6. Introduce nondecodable words that are essential to the meaning of the text as whole words.</td>
</tr>
<tr>
<td><strong>Recommendation 4</strong>&lt;br&gt;Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</td>
<td>1. As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification. 2. Teach students to self-monitor their understanding of the text and to self-correct word-reading errors. 3. Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.</td>
</tr>
</tbody>
</table>
Overview of the K–3 Suite of Resources

The Teacher’s Guide to Supporting Family Involvement in K–3 Foundational Reading Skills is a suite of grade-specific resources that you can use with families to encourage and facilitate literacy support for children at home. The information in each grade-specific Teacher’s Guide is designed to assist you in supporting home literacy activities that are:

- Aligned to classroom instruction.
- Informed by student need.
- Grounded in evidence-based practices (the WWC foundational reading skills practice guide).
- Facilitated by ongoing parent–teacher communication.

Each grade-specific Teacher’s Guide provides a framework for literacy-support activities that you can present during your school’s family literacy nights and parent–teacher conferences. Each Teacher’s Guide includes the following free resources that can be located online:

- Recommendation Reminders and How-to Steps.
- Teacher Scaffolds that include Glossaries, Family Literacy Videos, and Family Resources.
- Appendices with Teacher Text Messages to Families, Video Links, Books to Share, and Teacher Resources.

Description and Use of this Kindergarten Teacher’s Guide

This guide is organized according to the typical developmental progression through which students learn to read. Although you may use this guide sequentially, the resources are designed to be used flexibly. Therefore, you can select appropriate resources to share with families based on each student’s instructional needs. Some language is repeated throughout a few of the Teacher Scaffolds to ensure ready access to all necessary information and materials.

When selecting resources to use for parent–teacher conferences, use student data and your observations to determine which resources will best fit a student’s instructional needs. The resources that you share with families should include content that you have already taught the student so that the resources enable families to provide extra practice.

Because of the diversity of kindergarten students’ academic skills, relevant resources from all four recommendations are included in this guide. When selecting resources to share with families, you should determine each student’s abilities and instructional needs. It may also be helpful to consider the general timeline for skill development for kindergarten students. Table 2 represents the general timeline for using the kindergarten resources across a school year.

Table 2: Timeline for Using Kindergarten Resources

<table>
<thead>
<tr>
<th>Beginning of Year</th>
<th>Middle of Year</th>
<th>End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Language (Recommendation 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonological Awareness and Letter-Sound Relations (Recommendation 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decoding, Analyzing, Writing, and Recognizing Words (Recommendation 3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy, Fluency, and Comprehension (Recommendation 4)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Academic Language (Recommendation 1) activities span the entire year of kindergarten.

• Phonological Awareness and Letter-Sound Relationships (Recommendation 2) activities span the entire year of kindergarten.

• Some Decoding, Analyzing, Writing, and Recognizing Words activities (Recommendation 3) may appear in the second half of kindergarten.

• Some Accuracy, Fluency, and Comprehension (Recommendation 4) activities may appear in the second half of the kindergarten year.

The calendar in Table 3 illustrates one way to include resources from this guide at a family literacy night if, for example, you facilitate two family literacy nights a year.

**Table 3: Example Calendar for Family Literacy Nights**

<table>
<thead>
<tr>
<th>Fall Family Literacy Night</th>
<th>Spring Family Literacy Night</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommendation 1: Academic Language</strong></td>
<td><strong>Recommendation 2: Letter-Sound Relations</strong></td>
</tr>
<tr>
<td>• Teacher Scaffold for How-to Steps 1 and 2: Talking While You Read</td>
<td>• Teacher Scaffold for How-to Step 2: Letter Names and Letter Sounds</td>
</tr>
<tr>
<td>• Family Resource: Talking While You Read Bookmark</td>
<td>• Family Resource: Letter-Sound Writing</td>
</tr>
<tr>
<td>Show one or both videos:</td>
<td>• Video 2.2 Letter-Sound Writing (“Humpty Dumpty”) <a href="https://youtu.be/jkl7Pm834">https://youtu.be/jkl7Pm834</a> (3:08)</td>
</tr>
<tr>
<td>• Video 1.1 Talking While You Read (Bear Says Thanks) <a href="https://youtu.be/OEz4Z7w85Tw">https://youtu.be/OEz4Z7w85Tw</a> (4:44)</td>
<td></td>
</tr>
<tr>
<td>• Video 1.1 Talking While You Read (Llama Llama and the Bully Goat) <a href="https://youtu.be/HtVdIH8pyM">https://youtu.be/HtVdIH8pyM</a> (7:11)</td>
<td></td>
</tr>
</tbody>
</table>

This Kindergarten Teacher’s Guide is organized to present information for your knowledge, information for you to present to families, and resources to give to families. Specifically, the Teacher’s Guide includes these resources:

**Recommendation Reminder:** This is for your information. It is a brief overview of each kindergarten recommendation and How-to Step from the WWC practice guide. It is not intended to be read to or shared with parents. A glossary is included for you in each Recommendation Reminder but is not necessary for the families’ implementation of the activities. Each Recommendation Reminder has a purple border along the edge of the page.

**Teacher Scaffold:** This models the language you can use during family literacy nights and parent–teacher conferences to explain to families how to engage their child in an activity that supports a How-to Step. Use the Teacher Scaffold to describe a specific skill, explain why it is important in learning to read, and show the family how to support that skill.

The Teacher Scaffolds use family-friendly language because families may need positive interactions and reassurance from you as they may be unsure about how to help their child with foundational reading skills. Using family-friendly language helps cultivate relationships that encourage you and the child’s family to work as a team to support and enhance each child’s foundational reading skills.
Review the Teacher Scaffold prior to meeting with families so that you can be familiar with the kind of family-friendly language to use, prepare any needed materials, and cue up the family videos. Each Teacher Scaffold begins with a Preparation Box that lists what to prepare and print prior to a parent–teacher conference or family literacy night. Make any needed adaptations according to your school’s context. For example, if books from the school library are not sent home with students, then you can adapt that part of the Teacher Scaffold to inform families where they may be able to borrow books. Each Teacher Scaffold includes how to access and key points about the Family Literacy Videos.

**Family Resources:** Family Resources contain evidence-based literacy activities that you explain and share with families during family literacy nights and parent–teacher conferences. The Family Resources include easy-to-follow plans to help families support their child’s foundational reading skills at home. Materials needed for each Family Resource, such as letter cards, are included. When you share Family Resources, explain that the activities should be completed with the child, frequently and with patience and positive feedback. Emphasize that using the resources at home will be a fun way to spend family time together!

**Family Literacy Videos:** The Family Literacy Videos show families engaging their child in activities related to the skill you just explained and modeled. Show and discuss the videos using the key points about the videos found in each associated Teacher Scaffold. Explain to families how they can access the videos free online if they would like to view them again: [https://www.youtube.com/playlist?list=PLVHqsnePfULgzbnu1BZf50y7HFqGNZp6v](https://www.youtube.com/playlist?list=PLVHqsnePfULgzbnu1BZf50y7HFqGNZp6v).

Table 4 lists all of the kindergarten Family Literacy Video titles and links that you can share with families.
### Table 4: Videos for Kindergarten Family Involvement in Foundational Reading Skills

#### Recommendation 1: Academic Language

<table>
<thead>
<tr>
<th>Video Title (book title/nursery rhyme in parentheses)</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Talking While You Read (<em>Bear Says Thanks</em>)</td>
<td><a href="https://youtu.be/OEz427w85Tw">https://youtu.be/OEz427w85Tw</a></td>
</tr>
<tr>
<td>1.1 Talking While You Read (<em>Llama Llama and the Bully Goat</em>)</td>
<td><a href="https://youtu.be/HtVd1HBjyM">https://youtu.be/HtVd1HBjyM</a></td>
</tr>
<tr>
<td>1.3 Cooking Conversations</td>
<td><a href="https://youtu.be/yZhEltfFyEM">https://youtu.be/yZhEltfFyEM</a></td>
</tr>
<tr>
<td>1.3 Dinner Table Talk</td>
<td><a href="https://youtu.be/dt151JoXzk">https://youtu.be/dt151JoXzk</a></td>
</tr>
</tbody>
</table>

#### Recommendation 2: Phonological Awareness and Letter Sound Relations

<table>
<thead>
<tr>
<th>Video Title</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Syllable Sort</td>
<td><a href="https://youtu.be/pc2DCoR-NsY">https://youtu.be/pc2DCoR-NsY</a></td>
</tr>
<tr>
<td>2.1 Read Aloud and Syllable Practice (<em>Silly Sally</em>)</td>
<td><a href="https://youtu.be/n1C4L8y95kM">https://youtu.be/n1C4L8y95kM</a></td>
</tr>
<tr>
<td>2.1 Rhyme Time</td>
<td><a href="https://youtu.be/Bx1Wb86XMfg">https://youtu.be/Bx1Wb86XMfg</a></td>
</tr>
<tr>
<td>2.1 Read Aloud and Rhyme Practice (<em>Green Eggs and Ham</em>)</td>
<td><a href="https://youtu.be/hYK2vymuU0s">https://youtu.be/hYK2vymuU0s</a></td>
</tr>
<tr>
<td>2.1 Add a Sound to Make a New Word</td>
<td><a href="https://youtu.be/RPlxbrFS2rM">https://youtu.be/RPlxbrFS2rM</a></td>
</tr>
<tr>
<td>2.1 Saying Individual Sounds in Words</td>
<td><a href="https://youtu.be/SPKR_uXcVs">https://youtu.be/SPKR_uXcVs</a></td>
</tr>
<tr>
<td>2.1 Read Aloud and Individual Sounds in Words (<em>There’s a Wocket in My Pocket</em>)</td>
<td><a href="https://youtu.be/NjP0k9p0MpE">https://youtu.be/NjP0k9p0MpE</a></td>
</tr>
<tr>
<td>2.2 Letter Naming Using a Letter Arc</td>
<td><a href="https://youtu.be/QvN70v1QRHI">https://youtu.be/QvN70v1QRHI</a></td>
</tr>
<tr>
<td>2.2 Letter Sound Practice Using a Letter Arc</td>
<td><a href="https://youtu.be/EGfZl9eALg">https://youtu.be/EGfZl9eALg</a></td>
</tr>
<tr>
<td>2.2 Short Vowel Practice</td>
<td><a href="https://youtu.be/MP26KAC9k">https://youtu.be/MP26KAC9k</a></td>
</tr>
<tr>
<td>2.2 Letter Sound Writing (“Humpty Dumpty”)</td>
<td><a href="https://youtu.be/-jkL7P8k34">https://youtu.be/-jkL7P8k34</a></td>
</tr>
<tr>
<td>2.3 Step Up to Spelling Words</td>
<td><a href="https://youtu.be/N0lvYs0N8v">https://youtu.be/N0lvYs0N8v</a></td>
</tr>
<tr>
<td>2.3 Step Up to Writing Words</td>
<td><a href="https://youtu.be/8_8DJo0aPQ">https://youtu.be/8_8DJo0aPQ</a></td>
</tr>
</tbody>
</table>

#### Recommendation 3: Decode, Analyze, Write, and Recognize Words

<table>
<thead>
<tr>
<th>Video Title</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Letter Puzzles</td>
<td><a href="https://youtu.be/ADzTD_z-6yM">https://youtu.be/ADzTD_z-6yM</a></td>
</tr>
<tr>
<td>3.2 Word Family Fun</td>
<td><a href="https://youtu.be/SK6WicXVYG">https://youtu.be/SK6WicXVYG</a></td>
</tr>
<tr>
<td>3.4 Let’s Read Words and Sentences</td>
<td><a href="https://youtu.be/QS-Av4oAxp">https://youtu.be/QS-Av4oAxp</a></td>
</tr>
<tr>
<td>3.5 Memory Using High-Frequency Words</td>
<td><a href="https://youtu.be/3W0bBRd04">https://youtu.be/3W0bBRd04</a></td>
</tr>
<tr>
<td>3.6 Challenging and Important Words (<em>I Want to be a Vet</em>)</td>
<td><a href="https://youtu.be/Fh6xPV98Y">https://youtu.be/Fh6xPV98Y</a></td>
</tr>
</tbody>
</table>

#### Recommendation 4: Fluency and Comprehension

<table>
<thead>
<tr>
<th>Video Title</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 When I Read to You (<em>Bear Snores On</em>)</td>
<td><a href="https://youtu.be/i12X8A5giF0">https://youtu.be/i12X8A5giF0</a></td>
</tr>
<tr>
<td>4.1 When I Read to You (<em>Book</em>)</td>
<td><a href="https://youtu.be/4lkPh%EF%BF%BD90C1U">https://youtu.be/4lkPh�90C1U</a></td>
</tr>
<tr>
<td>4.1 When You Read to Me (<em>Cat Traps</em>)</td>
<td><a href="https://youtu.be/L0uQWjwY">https://youtu.be/L0uQWjwY</a></td>
</tr>
<tr>
<td>4.1 When You Read to Me (<em>This is a Peach</em>)</td>
<td><a href="https://youtu.be/pxrdffKwy">https://youtu.be/pxrdffKwy</a></td>
</tr>
<tr>
<td>4.3 Echo Reading (<em>Little Blue Truck</em>)</td>
<td><a href="https://youtu.be/v1Twhs8KiA">https://youtu.be/v1Twhs8KiA</a></td>
</tr>
<tr>
<td>4.3 Reading Together (<em>Buzz Said the Bee</em>)</td>
<td><a href="https://youtu.be/kCFFqKABStE">https://youtu.be/kCFFqKABStE</a></td>
</tr>
</tbody>
</table>
Seven Steps for Teachers

Once you have selected an appropriate Family Resource to share with families, follow these seven steps.

Before you meet with families:

1. Read the Recommendation Reminder for your background knowledge.

2. Read the Teacher Scaffold, adapt it to your school context, and use it as a guide to communicate with families at family literacy nights and parent–teacher conferences. The text in the Teacher Scaffold that you say or paraphrase to families is reflected in a regular font. Italicized text in the Teacher Scaffold indicates a direction to you and is not part of what you say to families. The titles of the Family Videos, Family Resources, and key words, letters, and letter sounds are in bold.

   Refer to the Preparation Box at the beginning of each Teacher Scaffold and print the appropriate number of copies of the Family Resources, check that you can access the videos, and cue up the appropriate video(s).

3. Refer to the Appendix for text messages, video information, books to share, and teacher resources. Gather any of these resources that you plan to share with families.

During your meetings with families:

4. Use the Teacher Scaffold as a guide to explain the skill and its importance in learning how to read.

5. Explain and model examples from the Family Resources that you have prepared to send home with families to use with their child. Involve family members in the model, either the whole family or members who volunteer.

6. Show and discuss the Family Literacy Video(s). Emphasize the key points about each video and answer family questions.

7. Provide the Family Resources to families. Emphasize that using the resources is a fun way to spend time together and that it is important for family members to express how proud they are of the child for practicing reading. Ask families if they’d like you to text them some tips about helping their children at home. Select and send text messages found in the Appendix that match the children’s instructional needs.
Common Challenges and Approaches to Overcome Them

Table 5 describes common challenges you may encounter when using this guide to support family involvement in literacy. It also includes approaches you might consider for overcoming those challenges.

### Table 5: Common Challenges and Approaches to Overcome Them

<table>
<thead>
<tr>
<th>Common Challenge</th>
<th>Approaches to Overcome Challenges</th>
</tr>
</thead>
</table>
| Families don’t attend family literacy nights or parent–teacher conferences. | • Strategize with your principal about how to provide child care or food at a family literacy night.  
• Schedule parent–teacher conferences on a variety of days and times in an effort to provide convenient times for families. |  
| Families might not feel comfortable attending a school function.     | • Establish a positive relationship with families by sharing information about what to expect at the family literacy night or parent–teacher conference.  
• Provide a welcoming and encouraging environment in your classroom. Provide families with a tour of your classroom and describe a "school day in the life" of their child.  
• Provide snacks during family literacy nights and parent–teacher conferences.  
• Consider partnering with community-based organizations that might already have built trust relationships with parents to encourage attendance. |  
| Families lack time to engage in the activities with their children.  | • Provide families with all the materials needed to complete the activities you send home.  
• If an activity requires a book, lend families a book from your classroom or school library so they don’t have to spend time searching.  
• Suggest times for engaging in the activities, such as during dinner preparation or on weekends.  
• Suggest who could engage the child in the activities. It could be an older sibling, an aunt or uncle, or grandparents, as well as parents. |  
| Families may not have internet access or may have a hard time accessing the internet. | • Internet access is not a requirement to engage in the activities. You can show families relevant videos during parent–teacher conferences and family literacy nights.  
• You may need to show families how to access the videos on a smartphone, tablet, or computer. If families do not have internet access, share ways to access the videos at a public library or perhaps in your school library or classroom. |
## Recommendation 1 Reminder: Academic Language

<table>
<thead>
<tr>
<th>Recommendation 1</th>
<th>How-to Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach students academic language skills, including the use of inferential and narrative language, and word knowledge.</td>
<td>Engage students in conversations that support the use and comprehension of inferential language.</td>
</tr>
<tr>
<td></td>
<td>Explicitly engage students in developing narrative language skills.</td>
</tr>
<tr>
<td></td>
<td>Teach academic vocabulary in the context of other reading activities.</td>
</tr>
</tbody>
</table>

### Glossary

**Academic language** is the formal language that is common in books and at school.

**Inferential language** is used to predict, reason, and solve problems. It helps students think analytically and understand information that connects ideas.

**Narrative language** is used to discuss a story, an informational text, or an experience. Narrative language skills include being able to connect events of a story, an experience, or pieces of information from informational books.

**Oral language** is the system we use to communicate with others through speaking and listening.

**Vocabulary** includes knowledge about the meanings of words, how words are used, and how to pronounce, or say, words.

Recommendation 1 from the practice guide describes the importance of teaching **academic language**, which is the formal language that is common in books and at school. It includes words and structures that are common across academic subjects and also unique to individual subjects. By stimulating the development of oral and written academic language skills, you will help students improve their listening and reading comprehension across all grades, K–3 and beyond. Academic language skills include the following:

- Inferential language skills.
- Narrative language skills.
- Vocabulary knowledge.
Inferential language helps students think analytically and understand text that connects ideas from multiple contexts. Inferential language requires students to discuss topics beyond their immediate context by engaging in predicting, reasoning, problem-solving, hypothesizing, and contrasting.

To engage students in conversations that support the use and comprehension of inferential language, you can facilitate discussions focused on informational or narrative text before, during, and after reading the text. Asking students increasingly challenging, open-ended questions about the text will encourage them to think critically and use inferential language.

Narrative language skills can be used to discuss a story, an informational text, or an experience. Narrative language skills include being able to connect events of a story, an experience, or pieces of information from informational text.

Explicitly engaging students in developing narrative language skills requires you to model, teach, and encourage the use of complex grammatical structures (for example, compound sentences) and elements of linguistic structure (for example, connectives and pronoun references). Classroom activities that help students develop narrative language include predicting and summarizing a text.

Vocabulary refers to knowledge about the meanings, uses, and pronunciation of words. Academic vocabulary (for example, estimate, contrast, select) is specific to words that students encounter in formal settings, such as school and texts they are expected to read at school. Academic vocabulary is often heard and read in classroom instructions for assignments across subject areas but may not be encountered in everyday conversations.

One strategy to teach academic vocabulary is for grade-level teams to develop a common set of vocabulary words that align with reading selections and curriculum standards. Words on the list should occur frequently in a variety of contexts but should otherwise be unfamiliar to most students. Each week, a small group of those words can be taught explicitly by providing a clear definition, a meaningful example, and supportive sentences that include the word in multiple contexts. Following that, extended opportunities can be provided for students to use the word in their reading, writing, and discussions.

Dialogic reading is an activity that can help families address Recommendation 1. The term means that parents have a conversation, or dialogue, when reading with their child. The Teacher Scaffold explains this activity in plain language for families. Although it is important that educators be familiar with the term “dialogic reading,” families only need to understand that interacting with their children when reading with them is important; therefore, the term “dialogic reading” is not referenced in the Teacher Scaffold.
RECOMMENDATION 1: ACADEMIC LANGUAGE

How-to Step 1: Inferential Language
How-to Step 2: Narrative Language

Teacher Scaffold for How-to Steps 1 and 2: Talking While You Read

Why is Talking While You Read Important?

Having conversations about books will help your child become a better reader, so it is important to talk with your child when you read together. Having a conversation about a book will develop your child’s vocabulary and knowledge about the topic of that book. Whether you are reading a fairy tale, a picture book, an informational book, or any other text, you can engage in a discussion as you enjoy reading together.

How Do We Talk While We Read?

When you and your child sit down to read a new book, first read the entire book to your child. For some children, particularly younger children, starting the conversation after reading each page may be more appropriate. Next, read the book again but stop on every page or every other page to have a conversation. Finally, after you have talked about the book as you read it together, ask your child to re-tell part or all of the story to you or explain the information that is shared in the book.

The best books to use have detailed pictures and are about topics that are interesting to your child. You can use books from your home or borrow a book from your child’s classroom library, school library, or the public library. Also, keep in mind that you can access books on laptop computers, tablets, digital reading devices, and smartphones. Websites such as Project Gutenberg provide free access to books and mobile formats especially for smartphones. Don’t forget to look through your phone’s app store for free apps containing books for children.

Use a Cool Tool to Talk While You Read

To engage your child in conversation, you can use a tool called PEER:

Prompt, Evaluate, Expand, and Repeat. First, prompt your child by asking a question about the book. Next, evaluate your child’s answer either by confirming that it is correct or by telling your child the correct answer. Expand your child’s response by adding more information. Finally, repeat the original prompt to see if your child expands the original answer. Use this sequence on every page or every other page. Use wh questions for your prompts. Wh prompts usually begin with w or h (who, what, where, when, why, and how). A conversation might go like this:

Preparation Box

Cue Up Selected Videos

- 1.1 Talking While You Read (Bear Says Thanks)
  https://youtu.be/0Ez4Z7w85Tw (4:44)
- 1.1 Talking While You Read (Llama Llama and the Bully Goat)
  https://youtu.be/HTViHBPjyIM (7:11)

Print Selected Family Resources

- Talking While You Read Trifold
- Talking While You Read Bookmark
RECOMMENDATION 1: ACADEMIC LANGUAGE
How-to Step 1: Inferential Language
How-to Step 2: Narrative Language

Prompt your child to say something about the book. “How did you know the bear was sick?” Your child might respond, “Sneeze.”

Evaluate your child’s response. “That’s right.”

Expand your child’s response by rephrasing and adding information to it. “The bear sneezed. Can you say, ‘The bear sneezed?’”

Repeat the prompt to make sure your child has learned from the expansion. “How did you know the bear was sick?” If your child doesn’t say, “The bear sneezed,” then you say it and ask your child to repeat it. Notice how you expanded the child’s original response and modeled how to say it in a complete sentence.

Now, let’s watch a video of a mom and son engaging in Talking While You Read as they read a book together. You’ll notice that the mom has the Talking While You Read Bookmark in her hand, to remind her about the kinds of questions to ask. I will provide this bookmark to each of you today. Review key points before or after the video. Answer family questions about the video.

1.1 Talking While You Read
(Bear Says Thanks)

https://youtu.be/OEz4Z7w85Tw (4:44)

- Mom uses some of the important words, like bare, from the book to ask questions and talk about the book.
- Mom has the Talking While You Read Bookmark in her hand to remind her about the kinds of questions to ask.
- Mom encourages her son to answer questions in complete sentences by modeling how to do so.
- Mom rereads the relevant part of the story if her son doesn’t know the answer to a question.

Here’s a video of a mom and daughter engaging in Talking While You Read.

1.1 Talking While You Read
(Llama Llama and the Bully Goat)

https://youtu.be/HtVdlHBpyM (7:11)

- Mom asks several “wh” questions (who, what, where, when, why, and how) to provide opportunities to engage in a conversation about the book.
- Mom relates the activities in the book to her daughter’s life.
- Mom and daughter discuss words and their meanings (“equation”, “bully”).
RECOMMENDATION 1: ACADEMIC LANGUAGE
How-to Step 1: Inferential Language
How-to Step 2: Narrative Language

Family Resources for How-to Steps 1 and 2: Talking While You Read

The Talking While You Read trifold includes an overview of how to use PEER. There is also a story with questions placed where they are most helpful to prompt your child. Remember to read the story through one time first with your child. On the second read, use PEER as you ask each question.

This trifold is printed one-sided, so it is blank on the back. Give this to families after you have taught them the Talking While You Read process and have shown the accompanying video.

You can use the Talking While You Read Bookmark to engage your child in conversation while reading any book.

Print one-sided, laminate (optional), cut along outside edge and fold on dotted lines, and give to families to use with their child as they read books.

Answer questions about the Family Resources.

Remember to enjoy the conversations with your child! Provide a lot of positive praise and feedback about how your child is learning about both the topic from the book and specific new words. If you are enjoying yourself while reading and talking, so will your child.
**Talking While You Read**

When you read together, talk with your child about the book. Talking develops your child's vocabulary and understanding of the book.

Choose a book with detailed pictures and of interest to your child. First, read the entire book to your child. Next, read the book again, stopping on every page or every other page to have a conversation using PEER:


**Evaluate** your child's response.

**Expand** your child's response by rephrasing and adding information to it.

**Repeat** the prompt.

---

**The Tale of Peter Rabbit**

*Excerpt from Beatrix Potter with example prompts.*

Once upon a time there were four little rabbits, and their names were Flopsy, Mopsy, Cotton-tail and Peter. They lived with their mother in a sand-bank, underneath the root of a very big fir tree.

_Why do you think the rabbits lived under a big tree?_

"Now, my dears," said old Mrs. Rabbit one morning, "You may go into the fields or down the lane, but don't go into Mr. McGregor's garden. Your father had an accident there; he was put in a pie by Mrs. McGregor. Now run along and don't get into mischief. I am going out."

_What does mischief mean? Why did Mrs. Rabbit tell her bunnies not to get into trouble?_

Then old Mrs. Rabbit took a basket and her umbrella and went through the wood to the baker's. Flopsy, Mopsy and Cotton-tail who were good little bunnies went down the lane together to gather blackberries.

_What does gather mean? Which bunny did not pick, or collect, blackberries?_

But Peter who was very naughty, ran straight away to Mr. McGregor's garden and squeezed under the gate! First, he ate some lettuces and some French beans and then he ate some radishes. And then, feeling rather sick, he went to look for some parsley. But round the end of a cucumber frame, who should he meet but Mr. McGregor!

_Why do you think Peter felt sick? How do you think Peter Rabbit felt when he saw Mr. McGregor?_

Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out “Stop thief!” Peter was most dreadfully frightened; he rushed all over the garden, for he had forgotten the way back to the gate. He rushed into a toolshed and jumped into a can.

_Why did Mr. McGregor call Peter a thief? What do you think will happen to Peter next?_
Talking While You Read
Using PEER

Choose a book with detailed pictures and of interest to your child. First, read the entire book to your child. Next, read the book again and stop on every page or every other page to have a conversation using PEER and wh questions (who, what, where, when, why, how).

Prompt your child to say something about the book. “How did you know the bear was sick?” Child responds, “Sneeze.”

Evaluate your child’s response. “That’s right.”

Expand your child’s response by rephrasing and adding information to it. “The bear sneezed. Can you say, ‘The bear sneezed’?”

Repeat the prompt. “How did you know the bear was sick?” If your child doesn’t say, “The bear sneezed,” then you say it and ask your child to repeat it.

Example wh Questions
- What is the name of this? (point to an object)
- What is ______ used for?
- Where does this story take place?
- When did…?
- Why did…?
- Why is he/she smiling?
- How do you think he/she feels?

Talking While You Read
Using PEER

Choose a book with detailed pictures and of interest to your child. First, read the entire book to your child. Next, read the book again and stop on every page or every other page to have a conversation using PEER and wh questions (who, what, where, when, why, how).

Prompt your child to say something about the book. “How did you know the bear was sick?” Child responds, “Sneeze.”

Evaluate your child’s response. “That’s right.”

Expand your child’s response by rephrasing and adding information to it. “The bear sneezed. Can you say, ‘The bear sneezed’?”

Repeat the prompt. “How did you know the bear was sick?” If your child doesn’t say, “The bear sneezed,” then you say it and ask your child to repeat it.

Example wh Questions
- What is the name of this? (point to an object)
- What is ______ used for?
- Where does this story take place?
- When did…?
- Why did…?
- Why is he/she smiling?
- How do you think he/she feels?
RECOMMENDATION 1: ACADEMIC LANGUAGE
How-to Step 3: Academic Vocabulary

Teacher Scaffold for How-to Step 3: Supporting Oral Language and Vocabulary

What is Oral Language and Vocabulary?

Oral language is the way we communicate with others through speaking and listening. We are using oral language right now as I speak to you and you listen to me. Vocabulary knowledge is a crucial part of oral language and includes understanding the meaning of words, how to use them, and how to pronounce them. Speaking and listening to your child every day about books and his or her experiences will help your child practice oral language. And we all know the more you practice something, the better you become at it!

Oral language practice will help your child expand his or her vocabulary. Children with strong oral language skills and larger vocabularies typically become better readers. The best ways to give your child a strong foundation for learning to read are to read to, talk to, and listen to your child every day.

How Can Families Support Oral Language and Vocabulary Development?

Read! Talk! Listen! Take every opportunity to talk with and listen to your child. Talk about people you know, places you go, and experiences you have together. Writing with your child also helps with oral language development.

• Ask questions that require more than a yes or no answer. For example, instead of asking, “Did you have a good day?” ask, “What was your favorite part of school today?” Continue to ask questions about your child’s response. If the answer was “Recess,” ask, “Who did you play with?” “What did you do?” “How do you play that game?”

• When you speak with your child, model speaking in complete sentences and provide details. For example, if your child points to a butterfly and says, “Butterfly!” say, “Yes, that is a monarch butterfly! Aren’t her colorful wings beautiful?”

• Get excited if your child asks what a word means! Tell your child that it is great to ask questions about unknown words. Explain what the word means and use it in a sentence using a context he or she understands. For example, combine means put together. “I combine milk with chocolate powder to make chocolate milk.” “Let’s combine this load of dirty clothes with this load of dirty clothes so we only have to do one load of laundry today!”

Now, let’s watch a video called Cooking Conversations. In this video, a caretaker supports the oral language and vocabulary development of two children as they bake cupcakes together.
RECOMMENDATION 1: ACADEMIC LANGUAGE

How-to Step 3: Academic Vocabulary

1.3 Cooking Conversations


- Children have fun baking cupcakes and talking about what they are doing.
- Caretaker fully involves the children in reading the recipe, gathering ingredients, and making the cupcakes while talking about what they are doing.
- Caretaker asks several questions and encourages both children to engage in the conversation.

Here is another video called Dinner Table Talk. Let’s watch and listen as the adults in the family help the children build their oral language.

1.3 Dinner Table Talk

https://youtu.be/dt1151JiXzk (4:50)

- Adults listen and ask open-ended questions to extend the conversation.
- Adults correct children, as needed, and encourage complete sentences.
- Adults ask children to read notes written on napkins to engage them in understanding written messages.

Family Resources for How-to Step 3: Supporting Oral Language and Vocabulary

Let’s look at the Family Resources Talking and Writing in the Kitchen and Grocery Shop Talk that you will take home and have fun speaking, listening, and writing in the kitchen and at the grocery store!

Answer questions about the Family Resources.

Print this one-sided resource for families to post on their refrigerator.

Print this two-sided resource and give to families for writing a grocery list and asking questions during shopping.
Dinner Table Talk

Engage in extended conversations at the dinner table. Share stories about your day. After you ask your child a question, follow up with more questions to encourage your child to provide details.

Examples:

• What ingredients did we use to make this meal? How did you help me make this? What did we do first? Then what?
• What was your favorite part of school today?
• What was hard for you today at school?
• Tell me about your daily routine at school. What do you do first? Then what do you do?

Cooking Conversations

• Show your child the recipe and explain that the ingredients are always listed first. What you do with the ingredients is described in the order in which you need to do them.
• Talk about what you are making using cooking terms (for example, one-half cup, two teaspoons) and explain what you are doing while you do it.
• Describe how you measure ingredients using measuring cups and spoons.
• Your child will have many questions. Answer them in complete sentences and provide details.

Writing in the Kitchen

• Make a grocery list. Plan meals together for the next week and write down what you will need from the grocery store to make them.
• Make to-do lists for errands you need to run or chores you do around the house.
• Make labels for food containers.
• Create a list of important phone numbers and put them on the refrigerator.
• Draw and write birthday cards, invitations, thank you notes, and “just because” notes to neighbors, friends, and loved ones.
• Write your own recipes!
Grocery Shop Talk

• We are in the fresh produce section. Vegetables and fruit are here.
• Please pick out three large carrots. Do you know how carrots grow?
• What is your favorite fruit? Why?
• Can you find three apples that are bigger than this one?
• Now we are in the dairy section.
  • We need one dozen eggs. How many are in a dozen?
  • We need one gallon of milk. Where does milk come from?
• We also need orange juice. How do you think orange juice is made?
• Is this a healthy food or unhealthy food? Why?
• What is the smallest item in the cart? The largest item?

Grocery List
APPENDIX 1

Teacher Text Messages to Families

Ask families if they’d like you to text them some tips to help them with their children at home. Send the text messages below at appropriate times to those families who request them.


- Make a to-do list of errands with your child. As you complete each errand, have your child cross it off the list.

- Talk with and listen to children at the dinner table. Ask about their favorite color, shape, song, or animal and encourage and model how to answer in a complete sentence (My favorite color is blue.). Share your favorites, too.

Videos

<table>
<thead>
<tr>
<th>Video</th>
<th>Books Used</th>
<th>URL</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1: Talking While You Read</td>
<td><em>Bear Says Thanks</em> by Karma Wilson</td>
<td><a href="https://youtu.be/OEz4Z7w85Tw">https://youtu.be/OEz4Z7w85Tw</a></td>
<td>4:45</td>
</tr>
<tr>
<td>1.1: Talking While You Read</td>
<td><em>Llama Llama and the Bully Goat</em> by Anna Dewdney</td>
<td><a href="https://youtu.be/HtVdIHBpjyM">https://youtu.be/HtVdIHBpjyM</a></td>
<td>7:11</td>
</tr>
<tr>
<td>1.3: Cooking Conversations</td>
<td></td>
<td><a href="https://youtu.be/y2uElffyfM">https://youtu.be/y2uElffyfM</a></td>
<td>5:07</td>
</tr>
<tr>
<td>1.3: Dinner Table Talk</td>
<td></td>
<td><a href="https://youtu.be/dt11S1JiXzk">https://youtu.be/dt11S1JiXzk</a></td>
<td>4:50</td>
</tr>
</tbody>
</table>
Recommendation 2 Reminder: Phonological Awareness and Letter-Sound Relations

<table>
<thead>
<tr>
<th>Recommendation 2</th>
<th>How-to Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Develop awareness of the segments of sound in speech and how they link to letters.</strong></td>
<td><strong>1</strong> Teach students to recognize and manipulate segments of sounds in speech.</td>
</tr>
<tr>
<td></td>
<td><strong>2</strong> Teach students letter-sound relations.</td>
</tr>
<tr>
<td></td>
<td><strong>3</strong> Use word building and other activities to link students’ knowledge of letter-sound relations with phonemic awareness.</td>
</tr>
</tbody>
</table>

**Glossary**

**Alphabetic principle** is the understanding that letters or combinations of letters represent individual sounds. For example, the letter *s* represents the sound /s/ and the letter combination *sh* represents the sound /sh/.

**Letter name knowledge** is the ability to recognize and name letters.

**Letter sound knowledge** is the ability to look at a letter in print and say the sound it represents.

**Phoneme** is the smallest unit of sound. For example, there are two phonemes, or sounds, in the word *me*: /m/ /ē/. There are three phonemes or sounds in the word *fish*: /f/ /ĭ/ /sh/.

**Phonological awareness** is an awareness of sounds in spoken words. For example, understanding that there are three words in the spoken sentence I like candy or that the word *computer* has three parts or syllables: com-pu-ter. Children eventually understand that words are made up of individual sounds and that those sounds can be moved around to make new words. For example, *cat* has three sounds, /k/ /ă/ /t/. If we change the beginning sound /k/ to a /b/, the word becomes *bat*.

**Rhyme** means words share the same ending sound: *cat* and *rat* rhyme; *spoon* and *moon* rhyme.

**Syllable** is a larger unit of sound within a word. For example, the word *folder* has two syllables, or units: fold-er. The word Saturday has three syllables or units: Sat-ur-day.

The main idea of Recommendation 2 from the practice guide is to teach students the alphabetic principle. The **alphabetic principle** is the concept that letters and letter combinations represent individual sounds (phonemes) in written words. Recommendation 2 explains how to teach students to recognize and manipulate the segments of sounds in speech (phonological awareness), link those sounds to letters, and combine this knowledge to begin to read and spell single-syllable words.
Phonological Awareness Continuum

Table 6 illustrates phonological awareness skills listed from easier to more complex. The goal of phonological awareness instruction is to help students segment and blend individual phonemes in spoken words to prepare them to learn the individual sounds that letters represent.

Table 6: Sequence of Phonological Awareness Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Example</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Segment sentences into words.</td>
<td>The moon shines brightly (four words)</td>
<td>Teach during a class discussion using students' sentences.</td>
</tr>
<tr>
<td>Segment compound words into smaller words.</td>
<td>cupcake = cup-cake</td>
<td>Use pictures (for example, bird and house, foot and ball, butter and fly).</td>
</tr>
<tr>
<td>Segment words into syllables.</td>
<td>engine = en-gine</td>
<td>Clap for each syllable in a spoken word or picture.</td>
</tr>
<tr>
<td></td>
<td>microwave = mi-cro-wave</td>
<td></td>
</tr>
<tr>
<td>Segment words into onsets (initial consonant or consonant blend) and rimes (vowel and final consonants).</td>
<td>book = /b/ and /ook/ sleep = /sl/ and /eep/</td>
<td>Select one-syllable words from a book previously read and ask students to say the onset and the rime.</td>
</tr>
<tr>
<td>Segment and blend individual phonemes in words.</td>
<td>fan = /f/ /ă/ /n/ /s/ /ĭ/ /t/ = sit</td>
<td>Use Elkonin sound boxes and markers to identify individual sounds in spoken words.</td>
</tr>
</tbody>
</table>

A Sequence for Instruction

When students can isolate phonemes in spoken words, teach them letter names and their corresponding sounds, working with a few at a time and using the following sequence:

- Consonants and short vowel sounds represented by a single letter.

- Consonant blends (for example, **fl, sm, st**) and two-letter consonant digraphs (for example, **sh, th, ch**).

- Long vowels with silent **e**.

- Two-letter vowel teams (for example, **ea, oa, ai**).

When letters or letter combinations correspond to multiple sounds, start with the most common sound each letter represents. Teach phonemes one at a time by introducing the letter name and letter sound in both uppercase and lowercase form. Show a picture with a regular word containing that phoneme (for example, **duck** for **d**), and tell the students a story about the picture that incorporates the target sound frequently. Ensure that students have multiple opportunities to practice the target letter sound along with other letter sounds that they have previously learned. Include opportunities to write that letter in meaningful contexts, such as writing familiar names or words.

The final step in understanding the alphabetic principle is to help students connect their phonemic awareness (the ability to recognize individual sounds in words) with the knowledge of letter-sound relationships through word building and other activities. As soon as students have learned a few letter sounds, they can begin to spell and decode words using Elkonin sound boxes with letter tiles, for example. Begin with commonly spelled consonant-vowel-consonant (CVC) words and gradually include more advanced words: consonant-vowel-consonant-silent e (CVCe), CCVC, and CVCC. Always begin by modeling the activity, and scaffold as students practice.
RECOMMENDATION 2: PHONOLOGICAL AWARENESS AND LETTER-SOUND RELATIONS

HOW-TO STEP 1: SEGMENTS OF SOUNDS IN SPEECH

Teacher Scaffold for How-to Step 1: Phonological Awareness: Syllables

Sounds in Words

Although speaking and listening may not seem related to learning to read, being aware of sounds in words is very important to reading. This awareness allows children to break apart words orally and use sounds to learn to read and write words. Children first need to become aware of sounds in words without relating those sounds to print. They demonstrate their knowledge using their speaking and listening skills.

You can help your child develop an awareness of sounds in spoken words. Singing silly songs and making up silly words or poems are ways to enhance your child’s awareness of sounds. These skills are fun to practice because most children love to play with sounds in words. You can make up silly sentences where most of the words begin with the same sound: **Leo the lion liked to lick a lot of lollipops!**

There are many types of different sounds in words. For example, one skill is being able to separate words into **syllables**, or parts, like knowing that the word **folder** has two syllables, or parts: **fold-er**. And the word **computer** has three syllables or parts: **com-pu-ter**. Being able to separate words into syllables will help children break a word into parts in order to read or spell the word.

Family Resources for How-to Step 1: Phonological Awareness: Syllables

Review the Family Resource activities you have chosen (organized from easier to more difficult). You may introduce the resources using the information below. Model at least one example for each activity. Include family members in the model, either the whole family or members who volunteer.

Let’s review the Family Resource **Clap Word Parts**, to help your child identify syllables. Say a word in parts and clap for each part (**el-e-phant**). Ask your child to say the whole word (**elephant**). Once confident in this activity, have your child clap and say a word in parts (**go-ril-la**) and you say the word (**gorilla**). Model.

Let’s review the Family Resource **Syllable Sort**, to help your child recognize the number of syllables in words. Cut out the numbers 1, 2, and 3 and spread them out on the floor. Ask your child to select an object, say its name, count the number of syllables, and place it below the corresponding number. So, **fork** gets sorted under number 1, **cookie** gets sorted under number 2, and **cereal** gets sorted under number 3. Model.

Let’s review the Family Resource **Books to Share**, a list of suggested books that you can read to your child. Select some words from the book and have your child determine how many syllables are in those words. You could use any book for this activity. Model.
RECOMMENDATION 2: PHONOLOGICAL AWARENESS AND LETTER-SOUND RELATIONS
HOW-TO STEP 1: SEGMENTS OF SOUNDS IN SPEECH

Now, let’s watch a video of a family playing Syllable Sort. Review key points before or after the video. Answer family questions about the video.

2.1 Syllable Sort


- Mom explains that a syllable is a word part and provides an example.
- Mom shows her son how to play the game by providing examples.
- Mom encourages her son to clap the word parts when he isn’t sure of how many syllables are in the word banana.

Key Points About the Video

Here is another video called Read Aloud and Syllable Practice. Review key points before or after the video. Answer family questions about the video.

2.1 Read Aloud and Syllable Practice

(Silly Sally)

https://youtu.be/n1C4L8y95kM (2:57)

- Mom selects a word and asks her son to clap the parts, or syllables, of the word.
- Mom selects words with different numbers of syllables, such as two or three, to give her son several times to practice counting syllables.
- A few times, Mom asks her son to describe what a word means and repeats his answer in a complete sentence to help build oral language skills.
- Mom is enthusiastic, so sharing the book is enjoyable.

Key Points About the Video

Take the Family Resources home and have fun with word parts!
Clap Word Parts (Syllables)

Use the names of things you see while driving in the car, shopping at the grocery store, playing at the park, or engaging in activities at home. Use names of family members, friends, and animals.

<p>| Say a word in parts and clap for each part (<em>ba-nan-a</em>). Ask your child to say the whole word (<em>banana</em>). |</p>
<table>
<thead>
<tr>
<th>Family Member Says and Claps</th>
<th>Child Says</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ba-nan-a</em></td>
<td><em>banana</em></td>
</tr>
<tr>
<td><em>pa-per</em></td>
<td><em>paper</em></td>
</tr>
<tr>
<td><em>cam-per</em></td>
<td><em>camper</em></td>
</tr>
<tr>
<td><em>di-no-saur</em></td>
<td><em>dinosaur</em></td>
</tr>
<tr>
<td><em>bi-cy-cle</em></td>
<td><em>bicycle</em></td>
</tr>
<tr>
<td><em>pump-kin</em></td>
<td><em>pumpkin</em></td>
</tr>
</tbody>
</table>

<p>| Say a word (<em>paper</em>). Ask your child to clap for and say each part in the word (<em>pa-per</em>). |</p>
<table>
<thead>
<tr>
<th>Family Member Says</th>
<th>Child Says and Claps</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>streetlight</em></td>
<td><em>street-light</em></td>
</tr>
<tr>
<td><em>hamburger</em></td>
<td><em>ham-bur-ger</em></td>
</tr>
<tr>
<td><em>soccer</em></td>
<td><em>socc-er</em></td>
</tr>
<tr>
<td><em>pencil</em></td>
<td><em>pen-cil</em></td>
</tr>
</tbody>
</table>
Syllable Sort

Cut out the numbers (1, 2, 3) and place them far apart from each other on a table or floor. Ask your child to:

1. Gather several small objects from the house (see ideas below).
2. Say the name of the object (apple).
3. Say and count each syllable in the name of the object (app-le, two syllables).
4. Sort the object below its proper number of syllables.

Examples of household items to use:

- **One syllable words**: fork, soap, shoe, book.
- **Two syllable words**: cookie, pretzel, pencil, paper.
- **Three syllable words**: cereal, spaghetti, banana, telephone, spatula.

Books to Share

<table>
<thead>
<tr>
<th>Suggested Books for Syllable (word parts) Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Silly Sally</strong> by Audrey Wood</td>
</tr>
<tr>
<td><strong>We're Going on a Bear Hunt</strong> by Michael Rosen</td>
</tr>
<tr>
<td><strong>Chicka Chicka Boom Boom</strong> by Bill Martin, Jr. and John Archambault</td>
</tr>
</tbody>
</table>
RECOMMENDATION 2: PHONOLOGICAL AWARENESS AND LETTER-SOUND RELATIONS

How-to Step 1: Segments of Sounds in Speech

Teacher Scaffold for How-to Step 1: Phonological Awareness: Rhyme

Sounds in Words

Although speaking and listening may not seem related to learning to read, being aware of sounds in words is very important to reading. This awareness allows children to break apart words orally and use sounds to learn to read and write words. Children first need to become aware of sounds in words without relating those sounds to print. They demonstrate their knowledge using their speaking and listening skills.

You can help your child develop an awareness of sounds in spoken words. Singing silly songs and making up silly words or poems are ways to enhance your preschool and kindergarten child’s awareness of sounds. These skills are fun to practice because most children love to play with sounds in words.

There are many different types of sounds in words. For example, rhyming words represent a type of sound relationship between words. Children need to have the ability to recognize when words rhyme. Words rhyme when they have the same ending sound. For example, blue and shoe rhyme and moon and spoon rhyme. When children recognize words that rhyme and can say a word that rhymes with a word they are given, they can use known words to read new words—for example, they can use the known word fall to help read the unfamiliar word wall.

Family Resources for How-to Step 1: Phonological Awareness: Rhyme

Review the Family Resource activities you have chosen (organized from easier to more difficult). You may introduce the activities using the information below. Model at least one example for each activity. Include family members in the model, either the whole family or members who volunteer.

Let’s review the Family Resource Nursery Rhyme Time, which helps your child practice rhyming. During Nursery Rhyme Time, you sing or recite nursery rhymes together and emphasize the words that rhyme. After your child knows some nursery rhymes well, recite part of one that rhymes and have your child say the missing word. For example, you say, “Jack and Jill went up the ________, “ and then your child says, “Hill!” You can use the nursery rhymes provided, look them up on YouTube, or borrow nursery rhyme books. Model at least one example from the Family Resource. Print this one-sided resource for families to take home.

Let’s review the Family Resource Rhyme Time, which helps your child match rhyming words. Cut apart the six sets of picture cards provided for Rhyme Time. You will play with just one numbered set at a time. Be sure your child knows each picture before playing. Place one set
RECOMMENDATION 2: PHONOLOGICAL AWARENESS AND LETTER-SOUND RELATIONS

How-to Step 1: Segments of Sounds in Speech

of six cards face up in two rows—a Rhyme card row and a Time card row—and do not match the rhymes in your setup. Explain that you want to find rhyming pairs by taking a card from each row. Your child selects any card from the top row and says each word in the bottom row until the rhyme is heard. If the two words rhyme, your child says, "Rhyme Time!" and collects the pair. Continue until three pairs are made and collected. Play with the next numbered set or two sets together. Model how to take a turn in Rhyme Time. You may also play a memory match game by placing a set in random order face down and turning over two cards per turn to find rhymes.

Print the cards one-sided for families to practice rhymes at home.

Now, let's watch a video of a family engaging in a version of Rhyme Time. Review key points before or after the video. Answer family questions about the video.

2.1 Rhyme Time

• At the beginning, Mom describes what a rhyme is and shows her son how to play the game.
• Throughout the game, Mom describes the meanings of words, like random and pot.
• Mom explains why words rhyme or don't rhyme.

Key Points About the Video

Let's review the Family Resource Books to Share, a list of suggested books that you can read to your child. Identify rhyming words from the book or ask your child to put a thumb up each time he or she hears a rhyme. Model by reading a few pages from a rhyming book and hold up your thumb each time you read rhyming words. Answer questions about the Family Resource.

Now, let's watch a mom and her son sharing a book that has a lot of rhyming words. Review key points before or after the video. Answer family questions about the video.

2.1 Read Aloud and Rhyme
(Green Eggs and Ham)
https://youtu.be/hYKzgymUoJs (2:18)

• Mom pauses at the end of sentences and encourages her son to say the rhyming word.
• Mom reads with expression to model good reading.
• Mom uses the word persistent and describes what it means to help build vocabulary.

Key Points About the Video

Take the Family Resources home and have fun with words that rhyme!
## Nursery Rhyme Time

**Sing and read nursery rhymes together. Examples are below. You can also look them up on YouTube or YouTube Kids or borrow a nursery rhyme book. YouTube Kids is a free app and includes parental controls.**

<table>
<thead>
<tr>
<th>Nursery Rhyme</th>
<th>Lyrics</th>
</tr>
</thead>
</table>
| **Jack and Jill** | Jack and Jill went up the hill  
To fetch a pail of water.  
Jack fell down and broke his crown,  
And Jill came tumbling after. |
| **It's Raining, It's Pouring** | It's raining. It's pouring.  
The old man is snoring.  
He went to bed  
And he bumped his head  
And couldn't get up in the morning. |
| **Twinkle, Twinkle Little Star** | Twinkle, twinkle, little star,  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky.  
Twinkle, twinkle, little star,  
How I wonder what you are. |
| **Hey Diddle, Diddle** | Hey diddle, diddle,  
The cat and the fiddle,  
The cow jumped over the moon.  
The little dog laughed  
To see such a sport,  
And the dish ran away with the spoon. |
| **Humpty Dumpty** | Humpty Dumpty sat on a wall.  
Humpty Dumpty had a great fall.  
All the king's horses and all the king's men  
Couldn't put Humpty together again. |
| **Star Light, Star Bright** | Star light, star bright,  
First star I see tonight,  
I wish I may, I wish I might,  
Have the wish I wish tonight. |

### Say these sentences out loud and have your child say the word that is missing.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Words Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack and Jill went up the ______. To fetch a pail of water. Jack fell down and broke his ______.</td>
<td></td>
</tr>
<tr>
<td>It's raining. It's pouring. The old man is ______. He went to bed and he bumped his ______.</td>
<td></td>
</tr>
<tr>
<td>Hey diddle, diddle, The cat and the ______, The cow jumped over the moon. And the dish ran away with the ______.</td>
<td></td>
</tr>
<tr>
<td>Humpty Dumpty sat on a wall. Humpty Dumpty had a great ______. All the king's horses and all the king's men Couldn't put Humpty together ______.</td>
<td></td>
</tr>
<tr>
<td>Twinkle, twinkle, little star. How I wonder what you ______! Up above the world so high, Like a diamond in the ______.</td>
<td></td>
</tr>
<tr>
<td>Star light, star ______, First star I see ______.</td>
<td></td>
</tr>
</tbody>
</table>
Rhyme Time

Play a game to match rhyming picture cards (provided):

1. Cut apart the picture cards and organize them by pairs of words that rhyme (for example, fox and box). Play with a set of six words at a time.
2. Place the Rhyme cards in the top row and the Time cards in the bottom row, in random order.
3. Ask your child to name each picture. Provide picture names when needed.
4. Have your child select any top-row card and try to find its rhyming match in the bottom row. If the words rhyme, your child says, "Rhyme Time!" and keeps the pair. If the words do not rhyme, help your child say each word to listen for the rhyme.
5. Your child continues until three rhyming pairs are collected.
6. Continue playing with another set of six cards.

"Yes, fox and box rhyme! Rhyme Time!"

"No, dog and hat do not rhyme!"

Rhyme Time Key

| cook, hook | car, jar | goat, boat | fox, box | dog, frog | mouse, house |
| snake, cake | train, chain | run, sun | pan, fan | slide, hide | hop, mop |
| chick, stick | duck, truck | bug, rug | tree, bee | tail, whale | cat, hat |

Books to Share

<table>
<thead>
<tr>
<th>Suggested Books to Read and Talk about Words that Rhyme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify rhyming words from the book or ask your child to put a thumb up each time he or she hears a rhyme.</td>
</tr>
<tr>
<td>Most Dr. Seuss books (for example, Hop on Pop, Happy Birthday to You!)</td>
</tr>
<tr>
<td>Is Your Mama a Llama? by Deborah Guarino</td>
</tr>
<tr>
<td>Room on the Broom by Julie Donaldson</td>
</tr>
<tr>
<td>The Donut Chef by Bob Staake</td>
</tr>
<tr>
<td>Shiver Me Letters: A Pirate ABC by June Sobel</td>
</tr>
<tr>
<td>The Flea’s Sneeze by Lynn Downey</td>
</tr>
<tr>
<td>Where the Sidewalk Ends by Shel Silverstein</td>
</tr>
<tr>
<td>The Neighborhood Mother Goose by Nina Crews</td>
</tr>
</tbody>
</table>
Phonological Awareness

K-1 Student Center Activities: Phonological Awareness ©2005 The Florida Center for Reading Research (Revised, 2008)

rhyme

and time picture cards: hook, jar, boat, cook, car, goat

PA.002.AM1a Matching Rhyme Time

time

Matching Rhyme Time

time

time

time

time

time

time

time

time

time

time
rhyme and time picture cards: cake, chain, sun, snake, train, run

PA.002.AM1c  Matching Rhyme Time
Phonological Awareness

Matching Rhyme Time
PA.002.AM1d

rhyme and time picture cards: fan, hide, mop, pan, slide, hop
Phonological Awareness

K-1 Student Center Activities: Phonological Awareness©2005 The Florida Center for Reading Research (Revised, 2008)

Matching Rhyme Time PA.002.AM1f

rhyme and time picture cards: bee, whale, hat, tree, tail, cat
**RECOMMENDATION 2: PHONOLOGICAL AWARENESS AND LETTER-SOUND RELATIONS**

How-to Step 1: Segments of Sounds in Speech

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**Teacher Scaffold for How-to Step 1: Phonemic Awareness**

**Sounds in Words**

Although speaking and listening may not seem related to learning to read, being aware of sounds in words is very important to reading. This awareness allows children to break apart words orally and use sounds to learn to read and write words. Children first need to become aware of sounds in words without relating those sounds to print. They demonstrate their knowledge using their speaking and listening skills.

You can help your child develop an awareness of sounds in spoken words. Singing silly songs and making up silly words or poems are ways to enhance your child’s awareness of sounds. These skills are fun to practice because most children love to play with sounds in words.

There are many types of phonological awareness skills. One type is called phonemic awareness, which is the ability to recognize individual sounds in words. Phonemic awareness is the most important skill for learning to read that is related to sound awareness. An example is knowing that the word *cat* has three separate sounds (/k/ /ă/ /t/) and that the first sound in *cat* is /k/ and the last sound in *cat* is /t/. Recognizing individual sounds in a word that is spoken will eventually help children “sound out” a word when they begin to learn to read simple words. For example, a child who can hear three separate sounds in *sat*, /s/ /ă/ /t/, can then link a letter to each sound, *s a t*, and read the word *sat*.

It is also helpful if children can identify beginning and ending sounds in a word. For example, in the word *cat*, the beginning sound is /k/ and the ending sound is /ăt/.

In school, we may talk about word families. Word families are groups of words that have the same endings. For example, *bat*, *cat*, and *sat* are all in the same word family.

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**Preparation Box**

**Cue Up Selected Videos**

- 2.1 Add a Sound to Make a New Word
  https://youtu.be/RPhbRFS5zX0 (1:30)
- 2.1 Saying Individual Sounds in Words
  https://youtu.be/SPKRN_sXkVs (2:04)
- 2.1 Read Aloud and Individual Sounds in Words (There’s a Wocket in My Pocket)
  https://youtu.be/NjP0k9pOMeE (3:06)

**Print Selected Family Resources**

- What’s the First Sound? Song
- Add a Sound to Make a New Word
- Saying Individual Sounds in Words
- Books to Share

---

**Family Resources for How-to Step 1: Phonemic Awareness**

Review the Family Resource activities you have chosen (organized from easier to more difficult). You may introduce the activities using the information below. Model at least one example for each activity. Include family members in the model, either the whole family or members who volunteer.

Let’s review the Family Resource **What’s the First Sound? Song**, which helps your child practice listening for the first sound in a word. What’s the First Sound Song uses the tune of “Old McDonald Had a Farm.” After you sing the verses provided, make up your own! *Model with emphasis on sound not letter name.*
RECOMMENDATION 2: PHONOLOGICAL AWARENESS AND LETTER-SOUND RELATIONS

How-to Step 1: Segments of Sounds in Speech

Let’s review the Family Resource **Add a Sound to Make a New Word**, which helps your child practice adding a sound to a word to create a new word. Use the provided words, and then choose your own words. Remember to discuss the meaning of the words and use them in sentences that are easy for your child to understand. **Demonstrate two examples from the Family Resource. Both of these resources are on one page for you to print and give to families to take home.**

Now, let’s watch a video of a family changing the first sound in a word to make a new word. **Review key points before or after the video. Answer family questions about the video.**

### 2.1 Add a Sound to Make a New Word

**https://youtu.be/RPlxbRF52rM (1:30)**

- Mom explains how to play the game and is enthusiastic.
- Since this is a listening game, Mom makes sure her son doesn’t look at the paper.
- When her son does not say *string*, Mom helps by saying each part, */st/ /ring/*, and then he is able to say *string*.

Let’s review the Family Resource **Saying Individual Sounds in Words**, which helps your child practice identifying the first, last, and middle sounds in words. Begin with the first sound and once your child does that well, practice with the last sound in words. Finally, work on the middle sound of words that have three sounds. When a letter is between forward slashes (/m/), say the sound the letter makes. **Demonstrate how this is done using two examples from the Family Resource. You may print this resource (with Books to Share at the bottom) for families to practice phonemes at home.**

This video shows a child saying the individual sounds he hears in spoken words.

### 2.1 Saying Individual Sounds in Words

**https://youtu.be/SPKRN_sXcVs (2:04)**

- Mom explains how to play the game and is enthusiastic.
- This is a listening activity, so her son does not look at any letters or words.
- When her son says the letter name, *C*, instead of the letter sound, */k/*, Mom tells him that he would be right if he were spelling the word, but for now, they are just listening to the sounds in words.

Let’s review the Family Resource, **Books to Share**, a list of suggested books that you can read to your child. As you read, ask your child to identify the first, last, and middle sounds of selected words. You could use any book for this activity. **Model. Answer questions about the Family Resource.**

Here’s a video of a mom and her son sharing a book and talking about changing sounds in words to make new words.
2.1 Read Aloud and Individual Sounds in Words (There’s a Wocket in My Pocket)

https://youtu.be/NjP0k9p0MpE (3:06)

- Mom explains that the author changed the first sound in words to make up nonsense, or silly, words.
- Mom knows her son isn’t familiar with the word sofa, so they talk about what it means.
- Mom has her son repeat some of the words like shelf/zelf and bottle/yottle. This allows him to focus on the first sound that was changed so he not only hears the sounds but says them, too.

Key Points About the Video

Take home the Family Resources and have fun with individual sounds in words!
## What’s the First Sound? Song

**Sing to the Tune of "Old McDonald Had a Farm"**

Remember, when a letter is shown like this, /t/, say the sound the letter makes. Sing the verses below and then make up your own.

<table>
<thead>
<tr>
<th>What’s the sound that starts these words:</th>
<th>What’s the sound that starts these words:</th>
<th>What’s the sound that starts these words:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>table</em>*, <strong>toe</strong>, and <strong>ten</strong>*? (Child responds, /t/).</td>
<td><em>apple</em>*, <strong>ant</strong>, and <strong>ask</strong>*? (Child responds, /ă/).</td>
<td><em>insect</em>*, <strong>itch</strong>, and <strong>if</strong>*? (Child responds, /ī/).</td>
</tr>
<tr>
<td>With a /t/, /t/, here and a /t/, /t/ there.</td>
<td>With a /ă/, /ă/, here and a /ă/, /ă/ there.</td>
<td>With a /ī/, /ī/, here and a /ī/, /ī/ there.</td>
</tr>
<tr>
<td>Here a /t/, there a /t/, everywhere a /t/, /t/.</td>
<td>Here a /ă/, there a /ă/, everywhere a /ă/, /ă/.</td>
<td>Here a /ī/, there a /ī/, everywhere a /ī/, /ī/.</td>
</tr>
<tr>
<td>/t/ is the sound that starts these words:</td>
<td>/ă/ is the sound that starts these words:</td>
<td>/ī/ is the sound that starts these words:</td>
</tr>
<tr>
<td><strong>table</strong>, <strong>toe</strong>, and <strong>ten</strong>*.</td>
<td><strong>apple</strong>, <strong>ant</strong>, and <strong>ask</strong>.</td>
<td><strong>insect</strong>, <strong>itch</strong>, and <strong>if</strong>.</td>
</tr>
</tbody>
</table>

### Add a Sound to Make a New Word

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>You: Add /f/ to ox. What word does it make?</td>
<td>You: Add /m/ to ice. What word does it make?</td>
<td>You: Add /h/ to am. What word does it make?</td>
</tr>
<tr>
<td>You: Yes! We put a new sound on the beginning and made a new word!</td>
<td>You: Yes! We put a new sound on the beginning and made a new word!</td>
<td>You: Yes! We put a new sound on the beginning and made a new word!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>You: Yes! We put a new sound on the beginning and made a new word!</td>
<td>You: Yes! We put two new sounds on the beginning and made a new word!</td>
<td>You: Yes! We put a new sound on the beginning and made a new word!</td>
</tr>
</tbody>
</table>
Saying Individual Sounds in Words

Point to an object and ask your child to name it (cup). Then ask what the first sound is in that word (/k/). Play the same game but ask your child the last sound in the word (/p/). When your child can do first and last sounds well, ask your child to identify the middle sound in a word (make sure the word has only three sounds). This game can be played almost anywhere.

### Words at Home

<table>
<thead>
<tr>
<th>Word</th>
<th>First Sound</th>
<th>Middle Sound</th>
<th>Last Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>chair</td>
<td>/ch/</td>
<td>/a/</td>
<td>/r/</td>
</tr>
<tr>
<td>pen</td>
<td>/p/</td>
<td>/ë/</td>
<td>/n/</td>
</tr>
<tr>
<td>cup</td>
<td>/c/</td>
<td>/û/</td>
<td>/p/</td>
</tr>
<tr>
<td>book</td>
<td>/b/</td>
<td>/ôo/</td>
<td>/k/</td>
</tr>
<tr>
<td>coat</td>
<td>/k/</td>
<td>/ô/</td>
<td>/t/</td>
</tr>
</tbody>
</table>

### Words in the Car

<table>
<thead>
<tr>
<th>Word</th>
<th>First Sound</th>
<th>Middle Sound</th>
<th>Last Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>road</td>
<td>/r/</td>
<td>/ô/</td>
<td>/d/</td>
</tr>
<tr>
<td>sign</td>
<td>/s/</td>
<td>/ï/</td>
<td>/n/</td>
</tr>
<tr>
<td>light</td>
<td>/l/</td>
<td>/ï/</td>
<td>/t/</td>
</tr>
<tr>
<td>truck</td>
<td>/t/</td>
<td>no middle sound</td>
<td>/k/</td>
</tr>
<tr>
<td>sky</td>
<td>/s/</td>
<td>/k/</td>
<td>/ï/</td>
</tr>
</tbody>
</table>

### Books to Share

**Suggested Books for Saying One Sound in a Word**

As you read, ask your child to identify the first sound/last sound/middle sound of selected words.

- *There’s a Wocket in My Pocket* by Dr. Seuss
- *Cock-A-Doodle-Moo!* by Bernard Most
- *Llama Llama Red Pajama* by A. Dewdney
- *Runny Babbit* by Shel Silverstein
What is Letter-Name and Letter-Sound Knowledge?

It is important for children to know letter names and letter sounds. Letter-name knowledge is recognizing and naming letters. An example of recognizing letters is when you show a child the letters N, A, and S and ask which letter is S, the child points to the S. An example of naming letters is when a child looks at the letter M and orally names that letter. Letter-sound knowledge is demonstrated when a child can look at a letter in print and tell you the sound it represents. For example, if you point to the letter F and ask, “What sound does this letter make?” the child will say, “/f/.”

How Can Families Support Learning Letter Names and Letter Sounds?

There are many ways to support your child’s knowledge of letter names and letter sounds. For example, you can look for a specific letter in a book or in a newspaper. You can point out letters on signs while driving. You can sing the alphabet song while getting ready for school. Once your child knows letter names, you can ask about the sound a letter makes after your child identifies a letter. I can let you know which letters I have taught in class so that you can practice with those letters. I can also tell you which letters your child has already mastered and which ones your child still needs to work on. See the Teacher Resource in the Appendix for Recommendation 2.

Family Resources for How-to Step 2: Letter Names and Letter Sounds

Review the Family Resource activities you have chosen (organized from easier to more difficult). You may introduce the activities using the information below. Model at least one example for each activity. Include family members in the model, either the whole family or members who volunteer.

Let’s review the Family Resource Letter-Name Practice, which helps your child practice naming letters. For this activity, use the provided letter arc and letters. Select a few letters and place them under the arc. Ask your child to select a letter and name it. Then have him or her place it on the corresponding letter on the arc. Model this using a few examples. Answer any questions about the Family Resource.

Now, let’s watch a video of a family engaging in a letter-name and letter-sound activity.
RECOMMENDATION 2: PHONOLICAL AWARENESS AND LETTER-SOUND RELATIONS
How-to Step 2: Letter-Sound Relations

2.2 Letter-Naming Practice Using a Letter Arc
https://youtu.be/QvN70v1QRHI (1:32)

- Dad explains the game and does the first one as an example.
- After his son identifies the letter, Dad makes it a bit harder by asking for a word that begins with that letter.
- When his son does not find it right away on the letter arc, Dad helps by saying, “E, F,…”

Let’s review the Family Resource Letter-Sound Practice, which helps your child practice letter sounds. For this activity, use the provided letter arc and letters. Select a few letters and place them under the arc. Ask your child to select a letter and say its sound. Then have him or her place it on the corresponding letter on the arc. Model. Answer any questions about the Family Resource.

Now let’s watch a video of a family practicing letter sounds using a letter arc.

2.2 Letter-Sound Practice Using a Letter Arc
https://youtu.be/_MPZ6KAKC9k (1:08)

- Dad explains the game and does the first one as an example.
- After his son identifies the letter sound, Dad asks him to say a word that begins with that letter sound.
- Dad hugs his son when his son says hug begins with /h/.

Let’s review the Family Resource Short-Vowel Practice, which helps your child practice short-vowel sounds. For this activity, cut apart the provided vowel cards (a, e, i, o, u) and picture cards. Place the vowel cards in a row, shuffle the picture cards, and place them in a stack face down. Ask your child to select the top picture card, name it, say the middle sound, and place it under the vowel that makes that sound. Model. Answer any questions about the Family Resource.

Now let’s watch a video of a family practicing short-vowel sounds.

2.2 Short-Vowel Practice
https://youtu.be/EGf2IL9eALg (4:09)

- Mom explains the game and does the first one as an example.
- Mom reminds her son that it sometimes helps to say each sound in the word to find the middle sound.
- When her son thinks the middle sound in doll is represented by a, Mom reminds him that a says /â/ and asks which letter says /â/.

Let’s review the Family Resource Letter-Sound Writing, which helps your child practice letter sounds and writing letters. To use this activity, first read and discuss the provided nursery rhymes
RECOMMENDATION 2: PHONOLOGICAL AWARENESS AND LETTER-SOUND RELATIONS

How-to Step 2: Letter-Sound Relations

with your child. Ask your child to circle specific letters in a nursery rhyme (I can tell you which letters). As each letter is circled, your child should say its sound and then practice writing the letters that were circled. Model. Answer any questions about the Family Resource.

Here is a video of a family practicing letter sound writing.

2.2 Letter-Sound Writing
("Humpty Dumpty")

https://youtu.be/-jkl7P1x834 (3:08)

- This activity can be done with any type of print media—even a newspaper, a magazine, or junk mail!
- Mom points to a sentence and says, “Check this sentence!” after her son misses circling a target letter.
- Her son practices writing the uppercase and lowercase letter that he circled.
- Mom gives her son a high five and tells him how hard he worked!

Review key points before or after the video. Answer family questions about the video.

Let’s review the Family Resource Books to Share, a list of suggested books that you can read to your child. As you share the book with your child, ask him or her to say the letter names and letter sounds. Model. Answer any questions about the Family Resource.

Take the Family Resources home and have fun with practicing letter names and letter sounds!
Letter-Name Practice

Match letters to the letter arc:

1. Cut out the provided letters and use the provided letter arc.
2. Place letters under the arc (use the letters your child’s teacher has already taught).
3. Ask your child to choose a letter, say the letter name, and place it on the matching letter on the letter arc.

"This is the letter, P!"

Letter-Sound Practice

Match letters to the letter arc and say the letter’s sound:

1. Cut out the provided letters and use the provided letter arc.
2. Place letters under the arc (use the letter sounds your child’s teacher has already taught).
3. Ask your child to choose a letter, say the letter name and its sound, and place it on the matching letter on the letter arc.

"P says /p/!"
Short-Vowel Practice (a, e, i, o, u)

Match the middle sound in a word to its letter:

1. Cut apart the provided vowel letter cards (a, e, i, o, u) and picture cards.
2. Place the vowel letter cards in a row on a table or floor. Shuffle the picture cards and place them in a stack face down.
3. Ask your child to name each picture. Provide picture names when needed.
4. Ask your child to pick up the top picture card from the stack, name the picture (for example, hat), and say its middle sound (/ă/).
5. Ask your child to place the picture card under the vowel that makes that sound (a).

### Key

Here are the words that are shown on the picture cards for Short Vowel Practice. These words are meant for family members to use to identify each picture.

<table>
<thead>
<tr>
<th>a</th>
<th>e</th>
<th>i</th>
<th>o</th>
<th>u</th>
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<td>sun</td>
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<td>ham</td>
<td>bed</td>
<td>chick</td>
<td>dog</td>
<td>duck</td>
</tr>
</tbody>
</table>
medial sound picture cards: mop, sock, dog, pot, doll
medial sound picture cards: mug, gum, duck, sun, rug
Letter-Sound Writing

Circle specific letters in nursery rhymes to practice identifying and saying letter sounds. Then, practice writing letters.

1. Use the provided nursery rhymes. Read and discuss them with your child.
2. Ask your child to circle specific letters in a nursery rhyme (use the letter sounds your child’s teacher has already taught). As each letter is circled, your child should say its sound.
3. Ask your child to practice writing the circled letters.

Humpty Dumpty

Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the king's horses
And all the king's men
Couldn't put Humpty together again.

Books to Share

**Suggested Books to Practice Letter Names and Letter Sounds**

As you share the book, periodically point to a letter and ask your child to tell you the letter name and the letter sound.

- *Farm Alphabet Book* by Jane Miller
- *Kipper’s A to Z: An Alphabet Adventure* by Nick Inkpen
- *Dr. Seuss’ A, B, C* by Dr. Seuss
- *Miss Bindergarten Gets Ready for Kindergarten* by Joseph Slate
- *Chicka Chicka Boom Boom* by Bill Martin, Jr. and John Archambault
Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall. All the king's horses and all the king's men couldn't put Humpty together again.
The eency weency spider
Climbed up the water spout.
Down came the rain
And washed the spider out.
Out came the sun
And dried up all the rain.
And the eency
Weency spider
Climbed up the spout again.
London Bridge

London Bridge is falling down, Falling down, falling down. London Bridge is falling down, My fair lady.

Build it up with wood and clay, Wood and clay, wood and clay. Build it up with wood and clay, My fair lady.
Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.
Five Little Speckled Frogs

Five little speckled frogs,
Sitting on a hollow log,
Eating some most delicious bugs,
Yum, yum.
One frog jumped in the pool,
Where it was nice and cool,
Now there are four
Speckled frogs,
Glub, glub.
Jack and Jill

Jack and Jill went up a hill
To fetch a pail of water.
Jack fell down and broke his crown
And Jill came tumbling after.

Up Jack got and home did trot
As fast as he could caper.
Went to bed and bound his head
With vinegar and brown paper.
Jack Be Nimble

Jack be nimble,
Jack be quick,
Jack jump over the candlestick.
Star Light, Star Bright

Star light, star bright,
First star I see tonight,
I wish I may, I wish I might,
Have the wish I wish tonight.
Hey Diddle, Diddle

Hey diddle, diddle, 
The cat and the fiddle, 
The cow jumped over the moon. 
The little dog laughed to see such sport, 
And the dish ran away with the spoon.
Little Boy Blue,
come blow your horn,
The sheep’s in the meadow,
the cow’s in the corn.
Where is the boy who looks after the sheep?
He’s under the haystack, fast asleep.
Teacher Scaffold for How-to Step 3: Activities to Link Letter-Sound Relations with Phonemic Awareness

How Can Families Support Word-Building Activities?

An important step in learning to read is being able to connect how words are separated into individual sounds with knowledge of how letters relate to sounds. For example, being able to hear the individual sounds in the word *sat*, /s/ /ă/ /t/, and knowing that *s* represents /s/, *a* represents /ă/, and *t* represents /t/. Word-building activities can be used to support your child’s learning to read and spell. I can let you know which letters I have taught in class so that you can practice those letters with your child. I can also tell you which letters your child has already mastered and which ones your child still needs to work on. See the Teacher Resource in the Appendix for Recommendation 2.

Family Resources for How-to Step 3: Activities to Link Letter-Sound Relations with Phonemic Awareness

Review the Family Resource activities you have chosen (organized from easier to more difficult). You may introduce the activities using the information below. Model at least one example for each activity. Include family members in the model, either the whole family or members who volunteer.

Let’s review the Family Resource **Write Words**, which helps your child practice saying each sound in a word and writing that word. *Demonstrate at least two examples from Write Words.*

Let’s review the Family Resource **Write Words with Silent e**. Most of the time when there is an *e* at the end of a word, the vowel before it says its name. For example, when an *e* is added to the word *kit*, the vowel before the *e* says its name, and the word changes from *kit* to *kite*. This activity will help your child practice saying each sound in a word, writing it, and determining whether the vowel says its name or not. *Demonstrate at least two examples from Write Words With Silent e.*

Let’s review the Family Resource **Step up to Writing Words**, which helps your child practice saying each sound in a word, reading words, changing one letter in a word to make a new word, and writing words. *Review short- and long-vowel sounds. Model. Print these one-sided for families to cut out letters and build words.*

*Answer questions about the Family Resources.*

Now, let’s watch a video of a family engaging in a word-building activity. *Review key points before or after the video. Answer family questions about the video.*
RECOMMENDATION 2: PHONOLOGICAL AWARENESS AND LETTER-SOUND RELATIONS
How-to Step 3: Activities to Link Letter-Sound Relations with Phonemic Awareness

Here is a video of a family spelling words.

2.3 Step Up to Spelling Words
https://youtu.be/N0lvwxoNV8g (6:26)

- Mom uses a word in a sentence to help her daughter understand the meaning of the word.
- When her daughter mixes up b and d, Mom helps her use a strategy of making a b and a d with her hands in the shape of a bed.
- Mom consistently makes positive comments ("You are so smart!") and gestures (high fives) to encourage her daughter.

Key Points About the Video

2.3 Step Up to Writing Words
https://youtu.be/j_8DJLn0aPQ (3:42)

- Mom asks her son to say each sound as he writes the words.
- When her son reads Pete for pet, Mom points to each letter beginning with P and says each sound with him.
- Mom asks her son to explain how he changed bet to set.
- Mom tells her son how proud she is of him for building words, reading words, and writing words.

Key Points About the Video

Take the Family Resources home and have fun with activities that link letters and sounds! Remind your child how proud you are of him or her for spelling words and practicing letter sounds!
**Write Words**

Ask your child to:

1. Look at the picture and say the word: **bat**. Provide picture names when needed.
2. Say each sound you hear in the word: **/b/ /ă/ /t/**.
3. Write a letter in each box to spell the word: **b, a, t**.
4. Point to each letter as you say each sound: **/b/ /ă/ /t/**.
5. Read the word: **bat**.

---

**Key**

- bat
- map
- tag
- hat
- pan
- jet
- ten
- leg
- net
- bed
- pig
- rip
- lip
- pin
- dot
- mop
- cot
- hot
- Mom
- gum
- bug
- sun
- bus
- tub
Write Words with Silent e

Ask your child to:

1. Look at the picture and say the word: **cat**. Provide picture names when needed.
2. Say each sound you hear in the word: **/k/ /a/ /t/**.
3. Write a letter in each box to spell the word: **c, a, t**.
4. Write **e** in the Silent e column if needed.
5. Write the whole word.
6. If the word has a silent **e**, write which vowel says its name.

<table>
<thead>
<tr>
<th>Picture</th>
<th>First Letter-Sound</th>
<th>Middle Letter-Sound</th>
<th>Last Letter-Sound</th>
<th>Silent e?</th>
<th>Write the Word</th>
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Key

- cat
- cane
- jam
- fan
- leg
- yes
- pen
- dig
- fin
- six
- pot
- mop
- box
- nut
- run
- mud
- mug
- tape
- cane
- wave
- rake
- game
- time
- kite
- bite
- lime
- five
- note
- cone
- rose
- home
- bone
- cute
- tube
- cube
- mule
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<td>Middle Letter Sound</td>
<td>Last Letter Sound</td>
<td>Silent e?</td>
<td>Write the Word</td>
<td>If the word has a silent e, which vowel (a, e, i, o, u) says its name?</td>
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<td><img src="image4" alt="Picture" /></td>
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</tbody>
</table>
Step Up to Writing Words

Remind your child that you can create a new word by changing only one letter of a word. For example, you can change the word map to tap by replacing the m with t. Help your child make new words by changing one letter at a time. Begin by changing the first letter. As your child gains confidence, encourage him or her to change the middle or last letter. Use the provided materials and ask your child to:

1. Cut out the letters at the bottom of the staircase and place the letters in a row.
2. Select the letters and make the word on the bottom step.
3. Say the sound of each letter (/t/ /i/ /p/) and read the word (tip).
4. Exchange one of the letters to make a new real word.
5. Say each sound in the new word and then read it (/d/ /i/ /p/, dip).
6. Write the new word on the next step.
7. Repeat steps 4–6 until all steps are filled.

Help your child create new words if needed. Talk about the meanings of the words. (For nonsense words, have your child acknowledge it doesn’t sound like a real word.) Use each word in a sentence that is related to something in your child’s life.
A Kindergarten Teacher's Guide to Supporting Family Involvement in Foundational Reading Skills

K-1 Student Center Activities: Phonics ©2005 The Florida Center for Reading Research (Revised, 2008)

Word Steps

tip

t i p d n s a
mop
cat

cat

cat

cat

cat

p
m
b
i
RECOMMENDATION 2: PHONOLOGICAL AWARENESS AND LETTER-SOUND RELATIONS

APPENDIX 2

Teacher Text Messages to Families

Ask families if they’d like you to text them some tips to help them with their children at home. Send the text messages below at appropriate times to those families who request them.

- Say a sentence and ask your child to tell you how many words are in the sentence.

- Clap for every syllable (word part) you hear in a spoken word. Use the names of things you see while driving in the car (tractor, tractor), in the grocery store (watermelon, wa-ter-mel-on), at the park, or at home.

- Say two words and ask your child to hold a thumb up if they rhyme and thumb down if they don’t rhyme.

- Say the beginning sounds in a word and then say the vowel and the rest of the sounds: /k/ /ât/. Ask your child to say the whole word: cat.

- Ask your child to say each sound in a word in the order he or she hears it. If you say, “cat,” your child will say, “/k/ /â/ /t/.” Use the following words: bed, bug, goat, hand, mask, pie, mop, bell, ten, fish, moon.

- Ask your child to find specific letters. You can use any text you see: a newspaper, a menu, signs in a store, and posters in a doctor’s office.

- Point to a letter and ask your child what sound the letter makes. You can do this anywhere: a newspaper, a menu, signs you see while waiting in line, or posters at the doctor’s office.
<table>
<thead>
<tr>
<th>Video</th>
<th>Books Used</th>
<th>URL</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>2.1: Syllable Sort</td>
<td></td>
<td><a href="https://youtu.be/pbTDCoR-hsY">https://youtu.be/pbTDCoR-hsY</a></td>
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<td>2.1: Read Aloud and Syllable Practice</td>
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<td><a href="https://youtu.be/n1C4L8y95kM">https://youtu.be/n1C4L8y95kM</a></td>
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<td>2.1: Read Aloud and Rhyme</td>
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<td>2.1: Add a Sound to Make a New Word</td>
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<td>1:30</td>
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<tr>
<td>2.1: Saying Individual Sounds in Words</td>
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<td><a href="https://youtu.be/SPkRN_sXcVs">https://youtu.be/SPkRN_sXcVs</a></td>
<td>2:04</td>
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<tr>
<td>2.1: Read Aloud and Individual Sounds in Words</td>
<td><em>There's a Wocket in My Pocket</em> by Dr. Seuss</td>
<td><a href="https://youtu.be/NjP0k9p0MPe">https://youtu.be/NjP0k9p0MPe</a></td>
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<td>2.2: Letter Sound Practice Using a Letter Arc</td>
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<td>1:08</td>
</tr>
<tr>
<td>2.2: Short Vowel Practice</td>
<td></td>
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<td>4:09</td>
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<td>2.2: Letter Sound Writing</td>
<td>&quot;Humpty Dumpty&quot;</td>
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<td>How-to Step</td>
<td>Activity</td>
<td>Title and Author</td>
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<td>-------------</td>
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</table>
| 1: Segments of Sounds in Speech | **Syllable (word parts) Practice**  
While you read, select words and ask your child to count how many syllables are in each word you select. | *Silly Sally* by Audrey Wood  
*We're Going on a Bear Hunt* by Michael Rosen  
*Chicka Chicka Boom Boom* by Bill Martin, Jr. and John Archambault |
| 1: Segments of Sounds in Speech | **Read and Talk About Words that Rhyme**  
Identify rhyming words from the book or ask your child to put a thumb up each time he or she hears a rhyme. | *Most Dr. Seuss books* (for example, *Hop on Pop*, *Happy Birthday to You!*  
*Is Your Mama a Llama?* by Deborah Guarino  
*Room on the Broom* by Julie Donaldson  
*The Donut Chef* by Bob Staake  
*Shiver Me Letters: A Pirates ABC* by June Sobel  
*The Flea's Sneeze* by Lynn Downey  
*The Where the Sidewalk Ends* by Shel Silverstein  
*The Neighborhood Mother Goose* by Nina Crews |
| 1: Segments of Sounds in Speech | **Saying One Sound in a Word**  
As you read, ask your child to identify the first sound/last sound/middle sound of selected words. | *There's a Wocket in My Pocket* by Dr. Seuss  
*Cock-A-Doodle-Moo!* by Bernard Most  
*Llama Llama Red Pajama* by A. Dewdney  
*Runny Babbit* by Shel Silverstein |
| 2: Letter-Sound Relations | **Practice Letter Names and Letter Sounds**  
As you share the book with your child, ask him or her to say the letter names and letter sounds. | *Farm Alphabet Book* by Jane Miller  
*Kipper's A to Z: An Alphabet Adventure* by Nick Inkpen  
*Dr. Seuss' A, B, C* by Dr. Seuss  
*Miss Bindergarten Gets Ready for Kindergarten* by Joseph Slate  
*Chicka Chicka Boom Boom* by Bill Martin, Jr. and John Archambault |
Teacher Resources

Teacher Resource for Parent–Teacher Conferences

Number of Name

Student ___________________________ Date ___________________________

Green = I know

Yellow = Still learning. Please help me practice.

Blue = Not yet taught

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<th>Letter Sound</th>
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Recommendation 3 Reminder: Decode, Analyze, Write, and Recognize Words

Please note that aspects of Recommendation 3 may be applicable for late in the kindergarten school year or for students working above grade level.

<table>
<thead>
<tr>
<th>Recommendation 3</th>
<th>How-to Steps</th>
</tr>
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<tbody>
<tr>
<td><strong>Teach students to decode words, analyze word parts, and write and recognize</strong></td>
<td><strong>1</strong> Teach students to blend letter-sound and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.</td>
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<td>words.</td>
<td><strong>2</strong> Instruct students in common sound-spelling patterns.</td>
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<td><strong>3</strong> Teach students to recognize common word parts.</td>
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<td><strong>4</strong> Have students read decodable words in isolation and in text.</td>
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<td><strong>5</strong> Teach regular and irregular high-frequency words so that students can recognize them efficiently.</td>
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<tr>
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<td><strong>6</strong> Introduce nondecodable words that are essential to the meaning of the text as whole words.</td>
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</table>
Blending** is the ability to put sounds together to say or read a word. To read a word, students must know the sounds the letters represent in the word and be able to blend those sounds to come up with the correct word. When they see the word fan, they are able to say, “/f/ /ă/ /n/, fan.”

**High-frequency words** are words that appear frequently in books. Examples of high-frequency words are the, was, very, up.

**Irregular high-frequency words** have irregular sound-spelling patterns—for example, the, friend, have.

**Nondecodable words** are challenging to read because students cannot yet decode them. Nondecodable words are made up of irregular sound-spelling patterns (for example, of) or sound-spelling patterns that students have not yet learned (for example, sweater).

**Regular high-frequency words** have regular sound-spelling patterns—for example, in, did, then.

**Schwa** is the sound “uh” and should not be added when saying an individual sound—for example, T says /t/; not /tuh/.

**Sound-spelling pattern** refers to the connection between a sound and the way it is written. Some sounds correspond to a single letter (for example, /s/ corresponds to s) but other sounds may correspond to multiple letters (for example, long /ă/ can be spelled in various ways as in the words bait, bake, baby, great, vein). Letters can also be combined to form a single sound (for example, ph represents /f/, kn represents /n/, and dge represents /j/).

Recommendation 3 describes the importance of teaching students a blending strategy, common sound-spelling patterns, how to recognize common word parts (morphology), high-frequency words, and nondecodable words. **Blending** is reading a word from left to right by combining each successive letter or combination of letters into one sound. When teaching a blending strategy, it is important to start with familiar consonant-vowel-consonant words made up of letter sounds students already know. As students become proficient using a blending strategy, you can gradually progress to longer words and words that are new to students. Pocket charts with letter tiles, magnetic letters, and Elkonin sound boxes can be used to teach a blending strategy. Ensure that students do not add a schwa sound (“uh”) after stop sounds (for example, incorrectly pronouncing /t/ as /tuh/) because that can affect the ability to blend sounds into a recognizable word.

**Sound-Spelling Patterns**

Sound-spelling patterns are letters that are combined to form unique sounds that appear in multiple words (for example, -dge). (See Appendix 3 for a consonant, vowel, and syllable-construction patterns chart.) Teach students common sound-spelling patterns one at a time with plenty of examples, familiar words, and ample opportunities to practice with teacher feedback. Begin with initial consonant patterns and then move to vowel patterns and syllable-construction patterns. When students recognize these patterns, they can identify more complex words by pronouncing smaller parts of the word as they read.
Teach students how to break down a word into smaller, meaningful word parts (morphemes) to help them read more challenging words. Teach students about suffixes, contractions, prefixes, and basic roots and how to combine them—by writing words or manipulating word cards, for example—to create words. Explicitly teach students a word analysis strategy to help them decode complex words.

Have students read decodable words in isolation and in text. For example, when teaching ea and ee, have students practice reading ea and ee in isolation; in a list of words that contain ea and ee; and in decodable, connected text that has many words with ea and ee.

Being able to quickly recognize high-frequency words will speed up students' reading so that they can focus on the meaning of text. Teach students regular and irregular high-frequency words. Because irregular words do not have consistent sound-spelling patterns, they should be taught in a "say, spell/write, then say again" fashion, where the student says the word, spells and writes the word, and then says the word again. Students can apply their letter sound skills to read regular high-frequency words. Flashcards and word walls are examples of activities that can be used to teach high-frequency words.

Nondecodable words are made up of irregular sound-spelling patterns or sound-spelling patterns that students have not yet learned. Before introducing a new text, teach a few nondecodable words that are essential to the meaning of the text.
Teacher Scaffold for How-to Step 1: Blending Words

What is Blending?

Before describing blending, write the word **fan** where family members can see it.

Blending is the ability to put sounds together to read a word. To read a word, children must know the sounds the letters represent in the word and be able to blend those sounds to come up with the correct word. For example, after children know the letter sounds (point to the letters as you say each sound) /f/ for f, /â/ for a, and /n/ for n, they learn to blend those sounds together to read the whole word. When they see the word **fan**, they are able to say (model blending by pointing to the letters as you say each sound and holding the sounds), “/f/, /â/, /n/, **fan**.” We call this, blending words.

Family Resources for How-to Step 1: Blending Words (Levels 1–3)

This Family Resource includes three activities, organized from easier to more difficult. Select the one appropriate for the instructional level of the child. Level 1 includes consonant-vowel-consonant (CVC) words that begin with a continuous sound. Level 2 includes CVC words that begin with a stop sound. Level 3 includes CVCC words that begin with a continuous sound. Continuous sounds are letter sounds that are not distorted if you hold the sound (for example, /m/, /n/, /f/), so they are easier to blend. Stop sounds are letter sounds that need to be said quickly so they will not be distorted (for example, /k/, /p/, /t/). It is important not to add the schwa sound, (“uh”) to stop sounds because that will interfere with blending. The schwa sound is made when you add /uh/ to the end of a letter sound; for example, a child might say /suh/ instead of /s/. Say /m/ /â/ /t/, not /muh//â/ /tuh/.

Let’s review the Family Resource Blending with Letter Puzzles (levels 1–3). You will cut apart the letter puzzles, just one page at a time, and scramble the letter puzzle pieces face up. Your child will complete each puzzle, saying each letter sound as he or she puts the word together. Next, your child will read the whole word. Model at least one example. Include family members in the model, either the whole family or members who volunteer. To make sure that your child understands the meaning of each word, you may ask him or her to use the word in a sentence. Or you can explain what the word means and use it in a sentence to help your child learn its meaning. Print the one-sided letter puzzles for cutting and building words.

The Family Resource also includes recommended books that you can read with your child. These books are made up of simple words that your child can practice blending with your help. Maybe take turns reading a page to each other! Add appropriate books that families can borrow from your classroom library, the school library, the public library, or any other relevant source.

Answer questions about the Family Resource and the recommended books.
RECOMMENDATION 3: DECODE, ANALYZE, WRITE, AND RECOGNIZE WORDS

How-to Step 1: Blending Words

Now, let's watch a video of a family playing a Letter Puzzle game. To model blending for certain words, the family member will say each sound in the word and then blend the sounds together to read the word. Review key points before or after the video. Answer family questions about the video.

3.1 Letter Puzzles

https://youtu.be/A0zTD_z-6yM (1:33)

- Dad encourages his son to say each sound as he puts the puzzle together and then blends the sounds to read the word.
- Dad has a positive attitude and tells his son that he is doing a good job.

Take the Family Resource home and have fun with blending words! Let your child know you are proud of him or her for practicing blending sounds to read words.
Blending with Letter Puzzles (Level 1)

1. Cut apart the provided letter puzzles, and work with just one page at a time.
2. Scramble letter puzzle pieces face up.
3. Ask your child to complete the puzzle by matching the puzzle pieces. As your child connects each puzzle piece, he or she will blend the sounds together.
4. Ask your child to read the word.
5. To be sure your child knows the meaning of the word, you may ask him or her to use the word in a sentence. Or explain what the word means and use it in a sentence.

Books to Share

<table>
<thead>
<tr>
<th>Suggested Books for Blending Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>While your child reads, support him or her in blending when needed. Remember, to blend, say each letter sound in the word in the order it appears and then read the whole word, for example, /m/, /ă/, /n/, man.</td>
</tr>
<tr>
<td><em>Go, Dog. Go!</em> by P.D. Eastma</td>
</tr>
<tr>
<td><em>Green Eggs and Ham</em> by Dr. Seuss</td>
</tr>
<tr>
<td>Bob Books: <a href="https://www.bobbooks.com">https://www.bobbooks.com</a></td>
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<td>Starfall Books: <a href="http://more2.starfall.com/n/level-a/learn-to-read/load.htm">http://more2.starfall.com/n/level-a/learn-to-read/load.htm</a></td>
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<td>fan</td>
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<td>fat</td>
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<td>lap</td>
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<tr>
<td>mad</td>
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<tr>
<td>man</td>
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</tbody>
</table>
Blending with Letter Puzzles (Level 2)

1. Cut apart the provided letter puzzles, and work with just one page at a time.
2. Scramble letter puzzle pieces face up.
3. Ask your child to complete the puzzle by matching the puzzle pieces. As your child connects each puzzle piece, he or she will blend the sounds together.
4. Ask your child to read the word.
5. To be sure your child knows the meaning of the word, you may ask him or her to use the word in a sentence. Or explain what the word means and use it in a sentence.

Books to Share

**Suggested Books for Blending Practice**

While your child reads, support him or her in blending when needed. Remember, to blend, say each letter sound in the word in the order it appears and then read the whole word, for example, /m/, /ă/, /n/, man.

- *Go, Dog. Go!* by P.D. Eastma
- *Green Eggs and Ham* by Dr. Seuss
- Bob Books: https://www.bobbooks.com
- Starfall Books: http://more2.starfall.com/n/level-a/learn-to-read/load.htm
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Blending with Letter Puzzles (Level 3)

1. Cut apart the provided letter puzzles, and work with just one page at a time.
2. Scramble letter puzzle pieces face up.
3. Ask your child to complete the puzzle by matching the puzzle pieces. As each puzzle piece is connected, your child will blend the sounds together.
4. Ask your child to read the word.
5. To be sure your child knows the meaning of the word, you may ask him or her to use the word in a sentence. Or explain what the word means and use it in a sentence.

Books to Share

Suggested Books for Blending Practice

While your child reads, support him or her in blending when needed. Remember, to blend, say each letter sound in the word in the order it appears and then read the whole word, for example, /m/, /ã/, /n/, man.

- Go, Dog. Go! by P.D. Eastman
- Green Eggs and Ham by Dr. Seuss
- Bob Books: https://www.bobbooks.com
- Starfall Books: http://more2.starfall.com/n/level-a/learn-to-read/load.htm
mist
must
lump
RECOMMENDATION 3: DECODE, ANALYZE, WRITE, AND RECOGNIZE WORDS
How-to Step 2: Common Sound Spelling Patterns
How-to Step 3: Common Word Parts

Teacher Scaffold for How-to Steps 2 and 3: Word Families

What is a Word Family?

Write the following three lists of words where family members can see them. As you explain word families, underline the rime (that is, -at, -an, -ig) in each word.

<table>
<thead>
<tr>
<th>-at</th>
<th>-an</th>
<th>-ig</th>
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</thead>
<tbody>
<tr>
<td>cat</td>
<td>can</td>
<td>pig</td>
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<tr>
<td>sat</td>
<td>ran</td>
<td>wig</td>
</tr>
<tr>
<td>bat</td>
<td>man</td>
<td>dig</td>
</tr>
<tr>
<td>rat</td>
<td>fan</td>
<td>big</td>
</tr>
<tr>
<td>mat</td>
<td>pan</td>
<td>rig</td>
</tr>
</tbody>
</table>

Each list of words is a word family. A word family is a group of words that share the same letter pattern. Let’s look at the first list. Notice how each word has the same letter pattern, -at at the end of it? Read the list and underline -at as you read each word.

Understanding word families can help children read and spell many words. By learning just one letter pattern, like -at, your child can learn many words at the same time!

Let’s look at the -an word family. Notice how each word has the same letter pattern, -an at the end of it? Read the list and underline -an as you read each word.

Let’s look at the -ig word family. Notice how each word has the same letter pattern, -ig at the end of it? Read the list and underline -ig as you read each word.

Family Resources for How-to Steps 2 and 3: Word Families

Let’s review the Family Resource Word Family Fun. Review each step on the Family Resource. Model at least one example. Include family members in the model, either the whole family or members who volunteer. Print the letter cards one-sided for families.

Now, let’s watch a video of a family engaging in a word family activity. Review key points before or after the video. Answer family questions about the video.
RECOMMENDATION 3: DECODE, ANALYZE, WRITE, AND RECOGNIZE WORDS
How-to Step 2: Common Sound Spelling Patterns
How-to Step 3: Common Word Parts

3.2 Word Family Fun

https://youtu.be/5K6WicXvYGs (1:20)

- Dad makes sure that his son reads the word family -ig, before beginning the game.
- Dad encourages his son to use each word in a sentence to make sure that his son understands what it means.

Key Points About the Video

Let’s review the Family Resource Books to Share, a list of suggested books that you can read with your child. These books include word families. As you read, you can point out the words that have the same letter patterns and talk about how the words rhyme. You can read to your child or take turns reading each page to each other! Model. Add appropriate books that families can borrow from your classroom library, the school library, the public library, or any other appropriate source.

Answer questions about the Family Resource.

Take the Family Resource home and have fun with word families!
Word Family Fun

1. Cut apart the word family cards (5) and the first sound cards (14).
2. Select a word family card.
3. Select a first sound card and add it to the beginning of the word family card to make a real word.
4. Read the word.
5. Write the word and draw a picture of it on the activity sheet.
6. Build a new word by replacing the first sound card with a new first sound card.
7. Continue to build each word, write each word, and draw a picture for each word for each word family.

Books to Share

Suggested Books for Word Family Practice

These books include word families. Word families are groups of words that share the same letter patterns. An example of a word family is cat, bat, sat, rat, mat. As you read, you can point out the words that have the same letter patterns and talk about how the words rhyme. You can read to your child or take turns reading a page to each other!

The Cat in the Hat by Dr. Seuss
Now I’m Reading by Nora Gaydos (Level 1)
Fox in Socks by Dr. Seuss
Word Family Tales (a series) by Liza Charlesworth
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<th>h</th>
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<td>r</td>
<td>s</td>
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<td>f</td>
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</table>
## Word Family Fun

### Activity Sheet

<table>
<thead>
<tr>
<th>-at Word Family</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat</td>
<td><img src="image" alt="Cat" /></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>-et Word Family</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Word Family Fun

**Activity Sheet**

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<tr>
<th>-ig Word Family</th>
<th>Picture</th>
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<tr>
<th>-og Word Family</th>
<th>Picture</th>
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</tr>
</tbody>
</table>
# Word Family Fun

## Activity Sheet

<table>
<thead>
<tr>
<th>-ug Word Family</th>
<th>Picture</th>
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<tbody>
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</tbody>
</table>
RECOMMENDATION 3: DECODE, ANALYZE, WRITE, AND RECOGNIZE WORDS
How-to Step 4: Decodable Words

Teacher Scaffold for How-to Step 4: Reading Decodable Words

Reading Decodable Words

Write the word sun where family members can see it.

Once children know letter sounds, such as the letter s says /s/, and how to blend, they can read many words!

Blending is the ability to put sounds together to read a word. Model blending by pointing to the letters as you say each sound and holding the sounds. For example, when children see the word sun, they are able to say, “/s/, /u/, /n/, sun.”

There are many ways to support your child in reading words. For example, provide opportunities for your child to practice reading words in a list or on flashcards. It is also important for children to practice reading words in sentences and stories.

Family Resources for How-to Step 4: Reading Decodable Words

Let’s review the Family Resource Let’s Read Words and Sentences. For this activity, ask your child to read each word in the list and then read the silly sentences. The sentences include the words from the word lists. Remember to laugh at the silly sentences! Encourage your child to point to the words while reading. If needed, help your child say the sounds in the word and then blend them together to read the word. If your child needs more support, demonstrate reading each word or sentence first and then have your child read what you read. Model at least one example. Include family members in the model, either the whole family or members who volunteer.

Keep in mind that the purpose of reading the word lists and sentences is to provide your child with practice in using the letter-sound knowledge and blending strategy that he or she has learned. The more your child practices, the better and the more confident he or she will be in reading.

Answer questions about the Family Resource.

Now, let’s watch a video of a family engaging in reading words in lists and in sentences. Review key points before or after the video. Answer family questions about the video.

3.4 Let’s Read Words and Sentences

https://youtu.be/Qs4Yu0AxrsI (1:04)

• Dad encourages his son to point to the words as his son reads them.
• Dad and son have fun and laugh at the silly sentences.

Preparation Box

Cue Up Video

• 3.4 Let’s Read Words and Sentences
  https://youtu.be/Qs4Yu0AxrsI (1:04)

Print Selected Family Resources

• Let’s Read Words and Sentences
Take the Family Resource home and have fun practicing reading word lists and sentences! Tell your child how proud you are of him or her for practicing reading.

**Let’s Read Words and Sentences**

Encourage your child to point to the words while reading. If needed, help your child say the sounds in the word and then blend them together to read the word. If more support is needed, model reading each word or sentence first and then have your child read what you just read.

1. Ask your child to read the word list.
2. Ask your child to read the sentences.
3. Have fun and laugh at the silly sentences!

<table>
<thead>
<tr>
<th>Word List</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>bat</td>
<td>The cat sat on the mat.</td>
</tr>
<tr>
<td>cat</td>
<td>The cat had on a hat.</td>
</tr>
<tr>
<td>hat</td>
<td>The cat ran at the rat and the bat.</td>
</tr>
<tr>
<td>mat</td>
<td>The cat sat back on the mat.</td>
</tr>
<tr>
<td>rat</td>
<td></td>
</tr>
<tr>
<td>sat</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word List</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>jet</td>
<td>The jet was wet.</td>
</tr>
<tr>
<td>net</td>
<td>The net was wet.</td>
</tr>
<tr>
<td>vet</td>
<td>The vet had a net.</td>
</tr>
<tr>
<td>wet</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word List</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>The pig is big.</td>
</tr>
<tr>
<td>dig</td>
<td>The pig can dig.</td>
</tr>
<tr>
<td>jig</td>
<td>The pig can jig.</td>
</tr>
<tr>
<td>pig</td>
<td>The pig had on a wig.</td>
</tr>
<tr>
<td>wig</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word List</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>dog</td>
<td>The dog can jog.</td>
</tr>
<tr>
<td>fog</td>
<td>The dog sat on a log.</td>
</tr>
<tr>
<td>hog</td>
<td>The dog ran in the fog.</td>
</tr>
<tr>
<td>jog</td>
<td>The hog can jog.</td>
</tr>
<tr>
<td>log</td>
<td>The hog sat on a log.</td>
</tr>
<tr>
<td></td>
<td>The hog ran in the fog.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word List</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>bug</td>
<td>The bug sat on the rug.</td>
</tr>
<tr>
<td>hug</td>
<td>The bug will tug on the rug.</td>
</tr>
<tr>
<td>jug</td>
<td>The bug will hug.</td>
</tr>
<tr>
<td>mug</td>
<td>The mug and jug sat on the rug.</td>
</tr>
</tbody>
</table>
RECOMMENDATION 3: DECODE, ANALYZE, WRITE, AND RECOGNIZE WORDS
How-to Step 5: High-Frequency Words

Teacher Scaffold for How-to Step 5: High-Frequency Words

What are High-Frequency Words?

High-frequency words are words that appear frequently in books. Examples of high-frequency words are the, was, very, up. It is important that children learn to read high-frequency words automatically. When a child doesn’t hesitate in reading a word and pronounces it correctly, then he or she knows the word automatically. To become good readers, children must be able to read high-frequency words automatically.

There are many activities that families can do to help their children read high-frequency words automatically. For example, use the provided high-frequency word cards as flash cards and time your child as he or she reads a stack of them. You can place words that were challenging for your child in a separate pile so you know which words need more practice. The goal is to read more words correctly in less time each time you engage in the activity. Demonstrate the flashcard activity just described. Practice is the key. The more your child reads and writes high-frequency words, the better he or she will get at reading them automatically.

Family Resources for How-to Step 5: High-Frequency Words

Let’s review the Family Resource High-Frequency Words Memory Game. Review the set up and play instructions for the memory game. Model at least one example. Include family members in the model, either the whole family or members who volunteer. Print the two-page matchable sets of one-sided cards.

Answer questions about the Family Resource.

Now, let’s watch a video of a family engaging in memory games using high-frequency words. Review key points before or after the video. Answer family questions about the video.
RECOMMENDATION 3: DECODE, ANALYZE, WRITE, AND RECOGNIZE WORDS
How-to Step 5: High-Frequency Words

3.5 Memory Using High-Frequency Words

https://youtu.be/3W0bBRRdp04 (5:24)

- Mom explains the game first and encourages her son to read each word as he turns over the card.
- Mom uses high-frequency words in sentences to help build vocabulary.
- Mom explains the meanings of two and to and where and wear.
- Mom asks her son to read the words even when it is her turn.
- Mom uses the memory cards as flashcards to give her son more practice.

Key Points About the Video

Take the Family Resource home and have fun with high-frequency words!
High-Frequency Words Memory Game

Use the provided high-frequency word cards to play a memory game with your child.

Set up

1. Cut apart the high-frequency word cards. There are two matching sets of cards: one has a symbol on each word card (a star) and one does not.
2. Select nine high-frequency words. Use both word cards for each word you select, for a total of 18 cards. For example, if you select the word is, use the two is word cards, one with the star and one without it.
3. Place the selected cards face down in rows.

Play

1. Take turns. Turn over two cards, read each card out loud, and determine whether the same word is on each card.
2. If the cards match (for example, play, play), place to the side. If the cards do not match (for example, one, what), turn the cards back over in their original places.
3. Continue until all cards are matched.
jump
little
look
make
me
my
not
one
play
<table>
<thead>
<tr>
<th>red</th>
<th>run</th>
<th>said</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>the</td>
<td>three</td>
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<td>to</td>
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<td>up</td>
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<td>must</td>
<td>new</td>
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</tbody>
</table>
now  on  our
out  please  pretty
ran  ride  saw
say  
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so  
soon  
that  
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under
want
was
well

went
what
white

who
will
with
Yes
a  and  away

big  blue  can

come  down  find
<table>
<thead>
<tr>
<th>for</th>
<th>funny</th>
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<tr>
<td>help</td>
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<td>white</td>
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<td>who</td>
<td>will</td>
<td>with</td>
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RECOMMENDATION 3: DECODE, ANALYZE, WRITE, AND RECOGNIZE WORDS

How-to Step 6: Reading Nondecodable Words

Teacher Scaffold for How-to Step 6: Challenging and Important Words

What are Challenging and Important Words?

Sometimes children want to read books that have words that are challenging to read but that are important for understanding what they read. For example, many children love to learn about dinosaurs but would have a hard time reading about dinosaurs because the words are too challenging. *Tyrannosaurus rex* would be considered challenging to read but are important words in a book about dinosaurs. These words may be challenging because the child either has not learned the sound-spelling pattern contained in the word or the word contains irregular sound-spelling patterns as in the words *pigeon* or *villain*.

Family Resources for How-to Step 6: Challenging and Important Words

Before reading a book with your child, skim it to see if there are any challenging and important words. Select three such words that appear most frequently in the book. Introduce the words to your child before you read the book. Point to each word in the book and tell your child how to pronounce it and what it means. Ask your child to point to the word and say it. *Model using a science book from your classroom library. Include family members in the model, either the whole family or members who volunteer.*

Let’s review the Family Resource **Challenging and Important Words**. You can use this resource as a bookmark to remind you of the steps for discussing challenging and important words with your child as you read informational books. *Print one-sided, laminate (optional), cut along outside edge and fold on dotted lines, and give to families to use with their child as they read books.* There are also examples of interesting science books under **Books to Share**. Add your suggested books to this list and let families know where they may be able to borrow those books—for example, from your classroom library, the school library, or the public library.

It’s important to share books about topics your child loves—like space, ocean life, butterflies, and transportation. The more interested your child is in the topic of the book, the more excited and motivated he or she will be to share it with you!

*Answer questions about the Family Resource.*

Now, let’s watch a video of a family practicing challenging and important words. *Review key points before or after the video. Answer family questions about the video.*
RECOMMENDATION 3: DECODE, ANALYZE, WRITE, AND RECOGNIZE WORDS
How-to Step 6: Reading Nondecodable Words

3.6 Challenging and Important Words
(I Want to be a Vet)

https://youtu.be/F1h6xPV98JY (5:19)

- Mom points at the word veterinarian and asks her son to repeat it. They talk about the meaning of veterinarian.
- Mom selects three challenging words, examined, injured, and clever, to discuss with her son before they read the book. She shows him each word in the book, asks him to say it, and explains its meaning.
- Mom points out the challenging words and reviews their meanings while she reads to her son.

Key Points About the Video

Take the Family Resource home and have fun with talking about and reading challenging, important words!
Challenging and Important Words Bookmark

Share books with your child that have words that are challenging to read but important to understand such as *Tyrannosaurus rex*, *precipitation*, and *rotation*. When you read together:

1. Skim the book to find three challenging and important words that appear often.
2. Point to each word in the book and read it to your child.
3. Have your child look at the word and repeat it.
4. Explain what the word means and why it is important to understand the word for this book.
5. As you read the book, stop at the challenging and important word to talk about it.
6. Point to the word again and ask your child to read it and explain what it means.
### Books to Share

<table>
<thead>
<tr>
<th>Suggested Science Books</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Here are examples of science books to read with your child. Use the provided bookmark as a reminder to talk about challenging and important words that appear often in the books.</strong></td>
</tr>
<tr>
<td><em>Chameleon, Chameleon</em> by Joy Cowley</td>
</tr>
<tr>
<td><em>On Earth</em> by Brian Karas</td>
</tr>
<tr>
<td><em>Tyrannosaurus Rex</em> by A.L. Wegwerth</td>
</tr>
<tr>
<td><em>About Fish: A Guide for Children</em> by Cathryn Sill</td>
</tr>
<tr>
<td><em>The Water Cycle</em> by Rebecca Olien</td>
</tr>
</tbody>
</table>
APPENDIX 3

Teacher Text Messages to Families

Ask families if they’d like you to text them some tips to help them with their children at home. Send the text messages below at appropriate times to those families who request them.

• Text message 1 of 2: While reading, point to two- and three-letter words, show how you say each sound in the word, and then blend the sounds together to read the word. For example, /s/, /i/, /t/, sit.

Text message 2 of 2: Ask your child to practice blending simple words with you: beg, leg, peg, can, ran, pan, sit, fit, pit, hog, log, jog, sun, run, fun.

• A word family is a group of words that share the same letter pattern such as cat, sat, mat, rat. As you read simple rhyming books with your child, point out word families and talk about what is the same in each word (for example, –at).

• Text message 1 of 2: Blending means putting sounds together to read a word, like /s/ /i/ /n/, sun. Help your child read simple sentences so that blending becomes easier and faster. Borrow books from your child’s classroom or the public library.

Text message 2 of 2: Here are some simple silly sentences to practice:

- The cat sat on the mat.
- The rat ran on the mat.
- The bug sat on the rug in the mud.
- Bugs tug on rugs.
- Jam is on the top of the mop!
- Ted sat on the red bed.
- Sam had jam on his ham.

• High-frequency words are words that appear frequently in books, like the, was, very, up. It is important that children learn how to read high-frequency words quickly and correctly. Ask me for a list of high-frequency words your child should practice.

• As you read to your child, explain challenging and important words.
### Videos

<table>
<thead>
<tr>
<th>Video</th>
<th>Books Used</th>
<th>URL</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Letter Puzzles</td>
<td></td>
<td><a href="https://youtu.be/AOzTD_z-6yM">https://youtu.be/AOzTD_z-6yM</a></td>
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</tr>
<tr>
<td>3.2 Word Family Fun</td>
<td></td>
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<td>1:20</td>
</tr>
<tr>
<td>3.4 Let’s Read Words and Sentences</td>
<td></td>
<td><a href="https://youtu.be/Qs4YuoAxrsl">https://youtu.be/Qs4YuoAxrsl</a></td>
<td>1:04</td>
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<tr>
<td>3.5 Memory Using High-Frequency Words</td>
<td></td>
<td><a href="https://youtu.be/3W0bBRRdp04">https://youtu.be/3W0bBRRdp04</a></td>
<td>5:24</td>
</tr>
<tr>
<td>3.6 Challenging and Important Words</td>
<td>I Want to be a Vet by Dan Liebman</td>
<td><a href="https://youtu.be/F1h6xPV98JY">https://youtu.be/F1h6xPV98JY</a></td>
<td>5:19</td>
</tr>
</tbody>
</table>

### Books to Share

<table>
<thead>
<tr>
<th>How-to Step</th>
<th>Activity</th>
<th>Title and Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Blending</td>
<td><strong>Blending Practice</strong></td>
<td><em>Go, Dog, Go!</em> by P.D. Eastman</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Green Eggs and Ham</em> by Dr. Seuss</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bob Books: <a href="https://www.bobbooks.com">https://www.bobbooks.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Starfall Books: <a href="http://more2.starfall.com/n/level-a/learn-to-read/load.htm">http://more2.starfall.com/n/level-a/learn-to-read/load.htm</a></td>
</tr>
<tr>
<td>3: Common Word Parts</td>
<td><strong>Word Family Practice</strong></td>
<td><em>The Cat in the Hat</em> by Dr. Seuss</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Now I’m Reading</em> by Nora Gaydos (Level 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Fox in Socks</em> by Dr. Seuss</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Word Family Tales</em> (a series) by Liza Charlesworth</td>
</tr>
<tr>
<td>6: Nondecodable Words</td>
<td><strong>Science Books</strong></td>
<td><em>Chameleon, Chameleon</em> by Joy Cowley</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>On Earth</em> by Brian Karas</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Tyrannosaurus Rex</em> by A.L. Wegwerth</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>About Fish: A Guide for Children</em> by Cathryn Sill</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>The Water Cycle</em> by Rebecca Olien</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Chicka Chicka Boom Boom</em> by Bill Martin, Jr. and John Archambault</td>
</tr>
</tbody>
</table>
### Teacher Resources

**Example 3.3. Common Word Parts: Consonant, vowel, and syllable-construction patterns**

<table>
<thead>
<tr>
<th>Category</th>
<th>Pattern</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consonant patterns</strong></td>
<td><strong>Consonant digraphs</strong> and <strong>trigraphs</strong> (multiletter combinations that stand for one phoneme)</td>
<td>th, sh, ch, ph, ng, tch, dge</td>
</tr>
<tr>
<td></td>
<td><strong>Blends</strong> (two or more consecutive consonants that retain their individual sounds)</td>
<td>scr, st, cl, ft</td>
</tr>
<tr>
<td></td>
<td><strong>Silent-letter combinations</strong> (two letters; one represents the phoneme, and the other is not pronounced)</td>
<td>kn, wr, gn, rh, mb</td>
</tr>
<tr>
<td><strong>Vowel patterns</strong></td>
<td><strong>Vowel teams</strong> (combination of two, three, or four letters standing for a single vowel sound)</td>
<td>ea, oo, oa, igh, eigh</td>
</tr>
<tr>
<td></td>
<td><strong>Vowel diphthongs</strong> (complex speech sounds or glides that begin with one vowel and gradually change to another vowel within the same syllable)</td>
<td>oi, ou</td>
</tr>
<tr>
<td></td>
<td><strong>R-controlled vowels or bossy r’s</strong> (vowels making a unique sound when followed by r)</td>
<td>r, er, ir, or, ur</td>
</tr>
<tr>
<td></td>
<td><strong>Long e</strong></td>
<td>ee, ie, ea, <em>e</em>, ey, ei, y, ea</td>
</tr>
<tr>
<td></td>
<td><strong>Long a</strong></td>
<td>a_e, ai, ay, a_y, ei, ea, ey</td>
</tr>
<tr>
<td><strong>Syllable-construction patterns</strong></td>
<td><strong>Closed syllables</strong> (short vowel spelled with a single vowel letter and ending in one or more consonants)</td>
<td>in-sect, stu-dent</td>
</tr>
<tr>
<td></td>
<td><strong>Vowel-consonant-silent e</strong> (long vowel spelled with one vowel + one consonant + silent e)</td>
<td>com-pete, base-ball</td>
</tr>
<tr>
<td></td>
<td><strong>Open syllables</strong> (ending with a long vowel sound, spelled with a single vowel letter)</td>
<td>pro-gram, tor-na-do</td>
</tr>
<tr>
<td></td>
<td><strong>Vowel team</strong> (multiple letters spelling the vowel)</td>
<td>train-er, neigh-bor-hood</td>
</tr>
<tr>
<td></td>
<td><strong>Vowel-r</strong> (vowel pronunciation changing before /r/)</td>
<td>char-ter, cir-cus</td>
</tr>
<tr>
<td></td>
<td><strong>Consonant-le</strong> (unaccented final syllable containing a consonant before I followed by a silent e)</td>
<td>drib-ble, puz-zle</td>
</tr>
</tbody>
</table>

Foorman et al., 2016
Recommendation 4 Reminder: Accuracy, Fluency, and Comprehension

Please note that aspects of Recommendation 4 may be applicable for late in the kindergarten school year and for students working above grade level.

<table>
<thead>
<tr>
<th>Recommendation 4</th>
<th>How-to Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</strong></td>
<td><strong>1</strong> As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification.</td>
</tr>
<tr>
<td></td>
<td><strong>2</strong> Teach students to self-monitor their understanding of the text and to self-correct word-reading errors.</td>
</tr>
<tr>
<td></td>
<td><strong>3</strong> Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.</td>
</tr>
</tbody>
</table>

**Glossary**

- **Accuracy** means reading words correctly.
- **Choral reading** is when students read the same text at the same time out loud at a set pace.
- **Comprehension** means understanding what you read.
- **Echo reading** is when a more proficient reader reads a sentence or paragraph as the child follows along with his or her finger and then the child reads the same sentence or paragraph.
- **Fluency** means reading words correctly, quickly (at a conversational pace), and with expression.
- **Model** means showing your child the behavior you expect him or her to do.
- **Reading together or partner reading** is when the child and a more proficient reader read the same thing at the same time.
- **Self-correct** occurs when you realize that you misread a word and you go back and correct it on your own.

Recommendation 4 reminds us to ensure that each student reads connected text every day to support reading **accuracy**, **fluency**, and **comprehension**. As students read orally, model and scaffold instruction to support accurate and efficient word identification. Activities in which students receive support from a more proficient reader can aid in word identification. This support can be from you in small groups or from an assistant, another family member, or even a peer.

Model effective **word identification** strategies and provide scaffolded support to the student when a challenging word is encountered.
Instructional-level text is used so that students can practice recently taught sound-spelling patterns. Students should be able to read at least 90% of the words accurately in instructional-level text. When students encounter a challenging word, remind them of the decoding strategy they have learned. If the word is not decodable or is irregular, tell them the word and have them repeat it. As students become more proficient in reading, gradually release more responsibility to them to determine difficult words, providing support when students encounter more challenging words.

Reading Accurately and Fluently

Teach students how to monitor their understanding of the text and how to correct their word-reading errors. Also, introduce reading activities that integrate reading words accurately and fluently. When a student misreads a word that he or she should be able to read, pause to allow the student opportunity to self-correct the error and then have the student correctly reread the sentence that contained the misread word. If the student is unable to identify the word correctly, read the sentence exactly as the student read it and ask the student if it made sense. As students begin to self-correct and self-monitor, these kinds of scaffolds can be used less frequently.

Reading with Expression

Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression. Model how to read in meaningful phrases as opposed to word by word, and teach students how to interpret punctuation marks. Decrease support for expressive reading as students begin to read text in longer phrases. Model how to read accurately and fluently using familiar texts. Gradually move to more challenging texts as students’ reading rate and accuracy progress. When students practice fluency reading on their own, they should read independent-level text. Independent-level text means that a student can read at least 95% of the words accurately. When students read orally with support from a more proficient reader, they should read text at their instructional level. Frustration-level text is text that is difficult for students to read accurately. Students should not read text at their frustration level without teacher instruction and support.

Activities to practice reading fluently include partner reading, echo reading, and choral reading. In partner reading, two students work together to read an assigned text. In echo reading, a more proficient reader such as the teacher reads a section of the text aloud and then the student reads the same section of text aloud. In choral reading, students all read the same text aloud together at a set pace. Computerized devices can also provide oral reading practice if the text used is at an appropriate level for the student. Repeated reading, or exposure to the same text multiple times, improves mastery, so that students are more likely to read words efficiently by increasing their reading accuracy and rate and are less likely to practice incorrect word reading or guess at words. Wide reading, or reading many different kinds of texts, exposes students to diverse vocabulary and world knowledge.
RECOMMENDATION 4: ACCURACY, FLUENCY, AND COMPREHENSION
How-to Step 1: Accurate and Efficient Word Identification

Teacher Scaffold for How-to Step 1: Accurate and Efficient Word Identification

What is Accurate and Efficient Word Identification?

As your child learns to read, it won’t be long before he or she is reading sentences, paragraphs, and books! As your child practices reading out loud, it is important to help him or her read words accurately and quickly. When children read words accurately, it helps them understand what they are reading, and as children practice reading, they read words more efficiently by increasing accuracy and rate. When children can read words correctly and fairly quickly, they can focus their attention on understanding what they are reading instead of trying to identify each word.

How Can Families Support Accurate and Efficient Word Identification?

There are two important things families can do to help their child read words correctly and quickly.

1. **Read out loud to your child every day!** Reading to your child can be a special time to spend together. It will show him or her that reading is important and fun! Reading aloud will help your child understand what reading should sound like and provides a **model** of how to read words accurately, fluently, and with expression. Reading with the right expression means that you are talking like the characters in the book—your voice sounds excited when the character is excited or sad when the character is sad.

2. **Encourage** and help your child as he or she reads out loud. You might need to help your child when he or she comes to a word that is difficult to read. You might provide a reminder by saying, “Let’s say each sound in this word and then put the sounds together to read it.” Any reminder that encourages your child to use what he or she already knows to figure out the word can be helpful. Sometimes, showing your child how to say each sound and then reading the word may be helpful. As you help your child, remember to be patient because reading is a new skill that takes a lot of practice. Be sure to let your child know that you are proud of his or her progress! Providing support and encouragement will help your child improve in reading and become an independent reader.

Preparation Box

Cue Up Selected Videos

- 4.1 When I Read to You (Bear Snores On)  
  https://youtu.be/i12X8A5giF0 (3:21)
- 4.1 When I Read to You (Book!)  
  https://youtu.be/4kFh9y0C1U (2:24)
- 4.1 When You Read to Me (Cat Traps)  
  https://youtu.be/L0UqW_jwY (3:22)
- 4.1 When You Read to Me (This is a Peach)  
  https://youtu.be/pwcfiCyw (1:00)

Print Selected Family Resources

- When I Read to You/When You Read to Me Bookmark
- Books to Share
RECOMMENDATION 4: ACCURACY, FLUENCY, AND COMPREHENSION
How-to Step 1: Accurate and Efficient Word Identification

When choosing books for your child to read out loud, select books that are of interest to your child, are not too easy or too hard, and are linked to his or her experiences or concerns. You can ask me for recommendations of books at your child's reading level. If your child is interested in cars or is afraid of the dark, it can be helpful to select books on those topics.

Family Resources for How-to Step 1: Accurate and Efficient Word Identification

Let's review the Family Resource When I Read to You/When You Read to Me. On one side of this bookmark are tips to use as you read out loud to your child. On the other side are tips for when your child reads out loud to you. Print one-sided, laminate (optional), cut along outside edge and fold on dotted lines, and give to families to use with their child as they read books. The Family Resource also includes recommended books that you can read to your child. Add appropriate books that families can borrow from your classroom library, the school library, the public library, or any other appropriate source. Answer questions about the Family Resource and the recommended books.

Now, let's watch a video of an older brother reading to his younger brother. Notice how the older brother models fluent reading. Review key points before or after the video. Answer family questions about the video.

4.1 When I Read to You (Bear Snores On) Key Points About the Video

https://youtu.be/i12X8A5giF0 (3:21)

- Older brother reads at a conversational pace.
- Older brother reads with expression, changing his voice for each character.
- Brothers laugh at silly parts of the book.

Let’s watch another video of a mom reading to her son. Notice how the mom models fluent reading and has fun while reading. Review key points before or after the video.

4.1 When I Read to You (Book!) Key Points About the Video

https://youtu.be/4IkFh9y0C1U (2:24)

- Mom points out to her son the exclamation mark in the title of the book, and they talk about how to read the title, Book!
- Mom and her son talk about the meaning of the word present.
- Mom points to a picture and asks her son what he thinks it is and then restates his answer in a complete sentence: “The cat is attacking a blanket.”

Here is video of a younger brother reading to his older brother. Notice how the older brother helps and encourages his younger brother as he reads. Review key points before or after the video.
RECOMMENDATION 4: ACCURACY, FLUENCY, AND COMPREHENSION
How-to Step 1: Accurate and Efficient Word Identification

4.1 When You Read to Me (Cat Traps)

https://youtu.be/LL0uJqW_jwY (3:22)

- Older brother points to each word that his younger brother does not read correctly and encourages him to “sound it out.”
- Older brother encourages his younger brother to point to the words as his younger brother reads and explains why it is important.
- Older brother tells his younger brother that he did a great job reading the book.
- Older brother asks his younger brother questions about the book to make sure his younger brother understood what he read.

Key Points About the Video

Here is a video of a daughter reading to her mom.

4.1 When You Read to Me (This is a Peach)

https://youtu.be/pxrcdffJCyw (1:00)

- Mom reads the title of the book with her daughter.
- When her daughter makes a mistake and corrects herself, Mom tells her, "I like the way you went back when you realized you didn’t say the correct word here. I like the way you went back and fixed that. Nice job!"

Key Points About the Video

Take the Family Resource home and have fun reading out loud to your child and listening to your child read out loud to you. Tell your child how proud you are that he or she is practicing reading!
When I Read to You/When You Read to Me

**Bookmark**

<table>
<thead>
<tr>
<th>When I Read to You</th>
<th>When You Read to Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading to your child can be a special time to spend together. Here are tips for reading out loud to your child:</td>
<td>Listening to your child read out loud can help him or her read words correctly and quickly. Here are tips for when your child reads out loud to you:</td>
</tr>
<tr>
<td>☐ Read to your child every day.</td>
<td>☐ Interesting to your child.</td>
</tr>
<tr>
<td>☐ Read about things your child is interested in and enjoys.</td>
<td>• Not too easy or too hard.</td>
</tr>
<tr>
<td>☐ Read at the same pace that you talk.</td>
<td>• Linked to your child’s experiences or concerns.</td>
</tr>
<tr>
<td>☐ Read with expression. Give different characters different voices. Change your voice to match how the character in the book feels.</td>
<td>• Recommended by your child’s teacher.</td>
</tr>
<tr>
<td>☐ Reread books that your child enjoys.</td>
<td>☐ Have your child point to the words while reading.</td>
</tr>
<tr>
<td>☐ Explain some words that your child may not understand.</td>
<td>☐ When your child makes a mistake, read back the sentence with the mistake and ask, “Does that make sense?”</td>
</tr>
<tr>
<td>☐ Read different types of books such as poetry books, books that tell a story, and informational books (for example, factual books about volcanoes, weather, or animals).</td>
<td>☐ When your child cannot read a word, use these tips in this order until he or she reads the word:</td>
</tr>
<tr>
<td>☐ Read books that are too difficult for your child to read on his or her own.</td>
<td>• Say each sound in this word and then put the sounds together.</td>
</tr>
<tr>
<td></td>
<td>• What is the first sound? Next sound? Next sound? Can you put the sounds together to read the word?</td>
</tr>
<tr>
<td></td>
<td>• Let’s say each sound together and then read the word.</td>
</tr>
<tr>
<td></td>
<td>• I’ll say each sound in the word and then read it. Then you try.</td>
</tr>
<tr>
<td></td>
<td>• This word is _____. What is this word? Read this sentence again.</td>
</tr>
</tbody>
</table>
# Books to Share

<table>
<thead>
<tr>
<th>Suggested Books to Read Out Loud to Your Child</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Model reading words correctly, at a conversational pace, and with expression.</td>
<td></td>
</tr>
<tr>
<td><strong>AH HA!</strong> by Jeff Mack</td>
<td><strong>Guess How Much I Love You</strong> by Sam McBratney</td>
</tr>
<tr>
<td><strong>How Rocket Learned to Read</strong> by Tad Hills</td>
<td><strong>My Name is Yoon</strong> by Helen Recorvits</td>
</tr>
<tr>
<td><strong>It’s Time for Bed</strong> by Mem Fox</td>
<td><strong>Chicka Chicka Boom Boom</strong> by Bill Martin, Jr. and John Archambault</td>
</tr>
<tr>
<td><strong>Knuffle Bunny: A Cautionary Tale</strong> by Mo Williams</td>
<td></td>
</tr>
</tbody>
</table>
RECOMMENDATION 4: ACCURACY, FLUENCY, AND COMPREHENSION

How-to Step 2: Self-Monitor Understanding and Self-Correct Errors

Teacher Scaffold for How-to Step 2: Self-Monitor Understanding and Self-Correct Errors

Recognizing Misread Words and Correcting Errors

Experienced readers know when what they are reading does not make sense because they have misread a word. Once they realize that they have misread a word, experienced readers can correct their mistake. Beginning readers don’t always notice when they misread a word because they don’t always pay attention to what they are reading. So, it is important to show children how to recognize misread words when they read. A reader should think about what he or she is reading and decide whether it makes sense or not, that is, self-monitor. We also need to show children how to self-correct when they misread a word. The ability to self-monitor and self-correct will help children understand what they read and become better readers.

Family Resources for How-to Step 2: Self-Monitor Understanding and Self-Correct Errors

Families can help children monitor what they read and make corrections when they misread words. As you read to your child, you can provide examples of how to recognize when words are misread by “thinking out loud.” You can say things like, “That didn’t make sense. I’m going to read that sentence again.” When your child reads to you and misreads a word, ask her to stop and see if she can correct the error. If not, reread the sentence with the missed word exactly as your child read it and ask, “Did that make sense?” If your child does not self-correct, read the word and have her reread it. Then have her read the sentence correctly.

Let’s review the Family Resource Does That Make Sense? Review each step on the Family Resource. Model at least one example. Include family members in the model, either the whole family or members who volunteer. Print one-sided, laminate (optional), cut along outside edge and fold on dotted lines, and give to families to use with their child as they read books.

Now, let’s watch a video showing us what this looks like at home. Review key points before or after the video. Answer family questions about the video.

Preparation Box

Cue Up Video

• 4.2 Does That Make Sense? (Just Grandma and Me)
  https://youtu.be/bW7nalwle9U (1:57)

Print Selected Family Resources

• Does That Make Sense?
• Books to Share
RECOMMENDATION 4: ACCURACY, FLUENCY, AND COMPREHENSION
How-to Step 2: Self-Monitor Understanding and Self-Correct Errors

4.2 Does That Make Sense? (Just Grandma and Me)

https://youtu.be/bW7nalwle9U (1:57)

- Mom points to the words as she reads them to encourage her son to pay attention to the print, not just the pictures.
- Mom asks questions and restates her son’s answers in complete sentences: “It’s blowing the umbrella away.”
- Mom reads some words incorrectly on purpose to show her son how to think about what he is reading and correct his mistake: “I wished them off” was changed to “I washed them off.”

Key Points About the Video

Let’s review the Family Resource Books to Share, a list of suggested books that your child may be able to read to you with your help. Add appropriate books that families can borrow from your classroom library, the school library, the public library, or any other appropriate source.

Answer questions about the Family Resource.

Take the Family Resource home and have fun helping your child monitor his or her understanding and correct errors. Tell your child how proud you are that he or she is practicing reading!
**Does That Make Sense?**

It is important to help children pay attention to what they read and correct themselves when they misread words. Ask your child to read the story. When your child misreads a word:

1. Ask, “Does that make sense?”
2. If your child does not know where the error was made, point to the word and ask him or her to read it.
3. If your child cannot read the word, read the sentence exactly as he or she read it, with the error. Ask, “Does that make sense?”
4. If your child does not fix the mistake, read the word and ask your child to read the word.
5. Ask your child to read the whole sentence correctly.

**Sam the Pig**

Sam is sad. He cannot find a pig to play with him.

Sam sees May. May is a hen. “May, do you see a pig?” says Sam.

“I see you and you are a pig!” says May.

“No! I want to find a pig to play with me,” says Sam.

Sam runs up the hill. He looks down on the farm.

He sees two dogs and one hen, but no pigs.

Sam comes down the hill to eat.

Tom, a big hog, is eating.

“Are you a pig?” says Sam.

“I am a hog, a BIG pig,” Tom says.

Now Sam has a big pig to play with him!

---

**Books to Share**

**Suggested Books for Recognizing Misread Words and Correcting Errors**

Listen to your child read and help your child recognize and correct misread words.

- *Now I'm Reading* by Nora Gaydos (Pre-reader and Level 1)
- *Starfall Books*: [http://more2.starfall.com/n/level-a/learn-to-read/load.htm](http://more2.starfall.com/n/level-a/learn-to-read/load.htm)
- *Real Kids Readers* (Level 1)
RECOMMENDATION 4: ACCURACY, FLUENCY, AND COMPREHENSION
How-to Step 3: Oral Reading Practice

Teacher Scaffold for How-to Step 3: Oral Reading Practice

Why is Oral Reading Practice Important?
Oral reading practice is when children read out loud. As children read out loud, it is important to have a more proficient reader listen and offer help when needed. As children read out loud, they get better at reading words correctly, quickly, and with the right expression (fluently). Reading words quickly means reading them at the same pace at which we talk. When you read with the right expression, you understand what commas, periods, and question marks mean. Reading with expression shows that you understand what you read when, for example, your voice expresses excitement when a character is excited. When children read fluently, they can focus their attention on understanding what they read rather than trying to figure out how to read the words. The more children practice reading out loud with support, the better reader they will become!

Family Resources for How-to Step 3: Oral Reading Practice
There are many ways to support your child in oral reading practice. You can echo read and read together.

1. **Echo reading** means that you read part of a book out loud and then your child reads the same part out loud. Thus, your child echoes what you read. As you echo read with your child, make sure that he or she follows along while you read by looking at the words as you read them. Your child should point to the words as he or she reads the same thing you read. This is to make sure your child is paying attention to the words and not just repeating what you say.

2. **Reading together** means you and your child read the same thing out loud at the same time. When you read at the same time, make sure that your child follows along by having him or her point to each word. You can slow your pace of reading a little when you practice reading at the same time. Always offer positive encouragement, and let your child know how proud you are that he or she is practicing reading.

Let’s review the Family Resource **Practice Reading Out Loud Bookmark**. This bookmark reminds us of the importance of reading every day with children. More proficient readers should read out loud to be a model for what good reading sounds like. Children should practice reading out loud as they receive help from a more proficient reader. Print one-sided, laminate (optional), cut along outside edge and fold on dotted lines, and give to families to use with their child as they read books.
RECOMMENDATION 4: ACCURACY, FLUENCY, AND COMPREHENSION

How-to Step 3: Oral Reading Practice

The encouragement and support children receive as they read out loud will help them become more fluent and confident readers. Be patient as children learn to read and remind them often of how proud you are of them for practicing reading. Model at least one example of echo reading and one example of reading together. Include family members in the model, either the whole family or members who volunteer. Suggested books to share as you echo read and read together are also included. Add appropriate books that families can borrow from your classroom library, the school library, the public library, or any other relevant source.

Answer questions about the Family Resource.

Now, let’s watch a mom and her son engage in Echo Reading. Review key points before or after the video. Answer family questions about the video.

4.3 Echo Reading (Little Blue Truck)

https://youtu.be/vt1Twhs8KiA (5:18)

- Mom reads with expression and encourages her son to point to the words as he reads.
- Mom reminds her son to read the words, not just repeat what she reads.
- When her son struggles with the word dump, Mom points to it and says the first sound, /d/.
- Mom explains that honk is said louder than the other words because the letters in the printed word are larger than the other words.

Here is a video of a mom and her son Reading Together. Review key points before or after the video. Answer family questions about the video.

4.3 Reading Together (Buzz Said the Bee)

https://youtu.be/KCFFqKA8sTE (2:21)

- Mom points to the words as she and her son read together.
- Mom slows the pace of reading a bit but reads as fluently as possible.
- Mom describes to her son the meaning of the important words scat and weep.

Take the Family Resource home and have fun practicing reading out loud. Tell your child how proud you are that he or she is practicing reading!
Practice Reading Out Loud Bookmark

Echo Reading

Reading out loud while getting help from a more proficient reader will build your child's confidence, help your child become a more accurate and faster reader, and help your child understand what he or she is reading.

Echo reading is when you read a sentence and then your child reads the same sentence. Over time, read longer books and encourage your child to read at the same pace that we talk. Echo reading helps build your child's confidence. Follow these steps:

1. Share a book or have two copies of the same book.
2. Read a sentence out loud from the book.
3. Have your child read the same sentence out loud. Ask your child to follow words with his or her finger while reading.
4. Continue Steps 2 and 3 for the rest of the book.

Reading Together

Reading out loud while getting help from a more proficient reader will build your child's confidence, help your child become a more accurate and faster reader, and help your child understand what he or she is reading.

Reading together is when you and your child read the same thing at the same time. Your child can point to the words. Read with expression—change your voice to match the characters’ feelings, and follow punctuation (question marks, periods, commas).

- Sit together to share a book.
- Read the book out loud at the same time.
- Tell your child how much you love to read together and how proud of him or her you are for practicing reading.

Books to Share

Suggested Books to Practice Reading Out Loud

Use the instructions on the bookmark to echo read or read together.

<table>
<thead>
<tr>
<th>Brown Bear, Brown Bear, What Do You See? by Bill Martin and Eric Carle</th>
<th>If You Give a Mouse a Cookie by Laura Numeroff</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Very Hungry Caterpillar by Eric Carle</td>
<td>Caps for Sale by Esphyr Slobodkina</td>
</tr>
<tr>
<td>Bear Snores On by Karma Wilson</td>
<td>You Read to Me, I'll Read to You: Very Short Stories to Read Together by Mary Ann Hoberman</td>
</tr>
</tbody>
</table>
Teacher Text Messages to Families

Ask families if they’d like you to text them some tips to help them with their children at home. Send the text messages below at appropriate times to those families who request them.

- Places to find books to share with your child: our classroom library, your public library, yard sales, and your friends and family.

- Websites and apps for free children’s books:
  - Storyjumper: [https://www.storyjumper.com](https://www.storyjumper.com)
  - Free Kids Books: [https://freekidsbooks.org](https://freekidsbooks.org)
  - MeeGenius: [http://www.meegenius.com](http://www.meegenius.com)

- When your child is just beginning to read, look for books that include letter sounds that your child already knows, sentences that repeat, and topics that your child is interested in reading about.

- When selecting a book for your child to read to you, select a book that is interesting and enjoyable to your child. Ask your child to read page two of the book out loud. If there are four or five words that your child does not know, select an easier book.

- When your child reads out loud and does not know a word, ask your child to use the letter sounds he or she knows to read the word. If your child still needs help, tell your child the word, have him or her repeat the word and read it in the sentence. Tell your child how proud you are that he or she is practicing reading!

- Make time this weekend to create a space in your home for reading together and storing books. When you create your special reading space, include a soft chair, pillows, or a bean bag chair.

- Spend some time tonight reading before bedtime.

- Keep books in baskets or on top of coffee tables so children can see them and easily reach them.
## Videos

<table>
<thead>
<tr>
<th>Video</th>
<th>Books Used</th>
<th>URL</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 When I Read to You</td>
<td>Bear Snores On by Karma Wilson</td>
<td><a href="https://youtu.be/i12X8A5giF0">https://youtu.be/i12X8A5giF0</a></td>
<td>3:21</td>
</tr>
<tr>
<td>4.1 When I Read to You</td>
<td>Book! by Kristine O’Connell George</td>
<td><a href="https://youtu.be/4lkFh9yOC1U">https://youtu.be/4lkFh9yOC1U</a></td>
<td>2:24</td>
</tr>
<tr>
<td>4.1 When You Read to Me</td>
<td>Cat Traps by Molly Coxe</td>
<td><a href="https://youtu.be/LL0uUqW_jwY">https://youtu.be/LL0uUqW_jwY</a></td>
<td>3:22</td>
</tr>
<tr>
<td>4.1 When You Read to Me</td>
<td>This is a Peach</td>
<td><a href="https://youtu.be/pzrCdf3Jcyw">https://youtu.be/pzrCdf3Jcyw</a></td>
<td>1:00</td>
</tr>
<tr>
<td>4.3 Echo Reading</td>
<td>Little Blue Truck by Alice Schertle</td>
<td><a href="https://youtu.be/8Twhs8KiA">https://youtu.be/8Twhs8KiA</a></td>
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<th>How-to Step</th>
<th>Activity</th>
<th>Title and Author</th>
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<tbody>
<tr>
<td>1: As children read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification.</td>
<td><strong>Read Out Loud to Your Child</strong>&lt;br&gt;Model reading words correctly, at a conversational pace, and with expression.</td>
<td><strong>AH HA!</strong> by Jeff Mack&lt;br&gt;How Rocket Learned to Read by Tad Hills&lt;br&gt;It’s Time for Bed by Mem Fox&lt;br&gt;Knuffle Bunny: A Cautionary Tale by Mo Williams&lt;br&gt;Guess How Much I Love You by Sam McBratney&lt;br&gt;My Name is Yoon by Helen Recorvits&lt;br&gt;Chicka Chicka Boom Boom by Bill Martin, Jr. and John Archambault</td>
</tr>
<tr>
<td>2: Teach children to self-monitor their understanding of the text and to self-correct word-reading errors.</td>
<td><strong>Recognizing Misread Words and Correcting Errors</strong>&lt;br&gt;Listen to your child read and help him or her recognize and correct misread words.</td>
<td>Now I’m Reading by Nora Gaydos (Pre-reader and Level 1)&lt;br&gt;Starfall Books: <a href="http://more2.starfall.com/n/level-a/learn-to-read/load.htm">http://more2.starfall.com/n/level-a/learn-to-read/load.htm</a>&lt;br&gt;Bob Books: <a href="https://www.bobbooks.com">https://www.bobbooks.com</a>&lt;br&gt;Real Kids Readers (Level 1)</td>
</tr>
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<td>3: Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.</td>
<td><strong>Practice Reading Out Loud</strong>&lt;br&gt;Use the instructions on the bookmark to echo read or read together.</td>
<td>Brown Bear, Brown Bear, What Do You See? by Bill Martin and Eric Carle&lt;br&gt;The Very Hungry Caterpillar by Eric Carle&lt;br&gt;Bear Snores On by Karma Wilson&lt;br&gt;If You Give a Mouse a Cookie by Laura Numeroff&lt;br&gt;Caps for Sale by Esphyr Slobodkina&lt;br&gt;You Read to Me, I’ll Read to You: Very Short Stories to Read Together by Mary Ann Hoberman</td>
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