



**LDAA • Learning
Disabilities Association of
Alberta**

Right to Read Program



**Activities for
Parents to Build
Reading
Readiness Skills**

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Student Score Sheet

Student Name:					Grade:	
Pretest date:			Posttest date:			
Concepts	Subtest Title	Activity Pages	Minimal Development	Developing Skills	Well Developed	
Oral Expression Skills	Expressive Vocabulary	2				
	Oral Cloze	2				
Phonological Skills	Rhyme Detection	2				
	Rhyme Generation	2				
	Word Detection	3				
	Syllable Detection	3-4				
	Phoneme Segmenting	6-7				
	Syllable Blending	3-4				
	Phoneme Blending	8				
	Syllable Deletion	3-4				
	Phoneme Deletion	9-10				
	Initial Sound Isolation	5-7				
	Final Sound Isolation	5-7				
	Medial Sound Isolation	5-7				
Print-Based Skills	Print Concepts	11				
	Letter Identification	12				
	Sound Identification	13				
	Word Recognition	14				
	Non-Word Decoding	15-16				
	Spelling	15-16				

Vocabulary – meanings of words to help children understand what they hear and read

- As you read together, stop now and then to talk about the meaning of the words.
- Use the sentences, words, and pictures around an unfamiliar word to figure out the word's meaning.
- Help your child to relate the new words to his/her own knowledge and experience.
- Ask him/her to make up sentences with the new words or use the words in other situations.
- Make a point of using the new words in discussions.
- Encourage your child to use these words when he/she talks and writes.

Armbruster, B., Lehr, F., Osborn, J. (2006) *A child becomes a reader: Proven ideas from research for parents*. National Institute for Literacy (www.nifl.gov).

Oral Cloze – sentence structure knowledge is essential to understanding the information that a sentence is communicating

- Oral cloze activities encourage students to predict words using meaning and grammar.
- Prediction is a very important strategy for successful reading.
- Reading together predictable books with repetitive lines introduces your child to sentence structures. Google predictable pattern picture books for lists of titles. Your public library will have numerous titles. Choose ones with repetitive sentence structures.
- Read a sentence and pause for the missing word. Ask your child to give the missing word. "What would make sense in this space?" "What would sound right in this space?"
- Vary the type of missing words (e.g., noun, verb, adjective, adverb, preposition, etc.).

Rhyme – directs attention to the similarities and differences in the sounds that are almost the same within words

- Read rhyming books together. (Public Libraries have many rhyming books.)
- When you say, or read, nursery rhymes, say the rhyming words a little bit louder, e.g. "Jack and JILL went up the HILL."
- Once a rhyming book is familiar, pause before the rhyme so your child can complete it.
- Don't direct attention to the spelling of the rhyming words; in fact, unless the rhyming words are similarly spelled, it may confuse the child.
- Enjoy rhyming songs together like "Down by the Bay" (You Tube - Raffi or the poem "Willoughby wallaby wagon, An elephant sat on a dragon" (You Tube – Wiggles).
- Use a pattern for you and your child to create your own rhymes. E.g., Substitute 'cry' for 'die' in Dennis Lee's "Alligator Pie". (Alligator pie, alligator pie. If I don't get some, I think I'm going to cry".)
- Say 2 words, e.g. "sun"- "run" or "car"- "play". Ask your child if they rhyme. Have your child quiz you the same way.

Word Detection – the idea that sentences are made up of separate words

- Starting with a two word oral sentence (e.g., Joe jumps.), explain that this sentence has two parts (i.e., two words).
- Count the words in progressively longer oral sentences. Use objects (like blocks, pieces of food) to represent each word. The written form with the physical spaces between the words can be used as feedback for the child.
- Use only monosyllabic words at first and then progress to longer words.
- Explain that each word has a meaning, even the function words like ‘a’, ‘the’, ‘in’, ‘of’, ‘on’, ‘for’, etc.
- Clap once for each word as you and your child sing a favourite song or recite a nursery rhyme. If your child claps more than once for a word or fails to clap for a word, repeat the line together so that he/she can follow your lead.

Robertson, C., Salter, W. (1998) *Take Home Phonological Awareness*. LinguiSystems, Inc., p. 32 (out of print)

SYLLABLES

Compound Words – two words join to form a new word that has its own meaning

- To develop the concept of word parts, help your child hear the parts (chunks, syllables) in compound words by clapping the two words while saying them (e.g., fireplace – fire place).
- Any objects (small toys, blocks, pieces of food) can be used to represent the word parts as your child says the parts.
- You say the parts with about a 1 second pause between parts and ask your child to guess the compound word (snow flake = snowflake).
- Play the “Say It, Say It Again Game” with your child (e.g., “Say *raindrop*.” (Pause for response.) “Say it again, but don’t say *drop*.”*)
- If your child has difficulty with the previous activity, play the “Dog in the Doghouse” game. Use two coins, beans, or other small objects and a cup. Turn the cup upside down and pretend it’s the doghouse. Say a compound word, placing a small object in front of you as you say each smaller word, left to right. (Sit next to your child so “left” and “right” are the same for both of you.) Then, cover one object with the cup and ask, “What is in the doghouse?” For example, as you say the word *rainbow*, place a bean in front of you for *rain* and another bean for *bow*. Cover the bean to the left with the cup. Ask, “What is in the doghouse? Your child should say, “rain.”*)

*Robertson, C., Salter, W. (1998) *Take Home Phonological Awareness*. LinguiSystems, Inc., pp. 39, 41 (out of print)

Syllables –a word part that contains a vowel sound

- Syllable-level activities are slightly more difficult than the compound words activities in the section above. These oral activities are the building blocks for study in sounds and letters. These activities will help your child to manipulate syllables in words and develop an understanding of word structure.
- Start with two syllable words and gradually increase to 3 or 4 syllable words.
- Using coins, beans, or small objects, say each word one syllable at a time as you place an object in front of you for each syllable. Then point to one object and ask, “What’s this syllable?” Point to another object and ask the same question.
- Have your child place the objects for the syllables in each word. Be sure your child places them left to right.
- Count on fingers the number of syllables in the names of people in your family and friends. Count the syllables in a particular category like clothing, transportation, furniture, toys, foods, insects, or sports.
- When driving, say words in syllables and have your child blend them together to say a word. Or have your child say a word in syllables and you say the complete word.
- Choose any multisyllabic word and ask your child, “What is the first syllable in _____?”; “What is the last syllable in _____?”; “What is the middle syllable in _____?”
- Using carrot or celery sticks cut into a number of smaller pieces, explain that each piece of the carrot/celery is one syllable. Say a word. Then have your child put one piece on the table for each syllable, placing the pieces from left to right. Ask your child to say the word again, but not say one of the syllables – either the first or last syllable (never the middle syllable). E.g., “Say *cracker*.” (Your child repeats the word.) Then say, “Say it again, but don’t say *cker*.” Remove the last piece of carrot/celery and put it on a plate. Then point to the remaining piece of carrot/celery and ask your child to name the syllable. Your child should respond with *cra*. **After a few words, let your child eat the pieces.**
- Play “Bear in the Cave”*. Place a cup on its side and pretend it is a cave. Say a multisyllabic word. Ask your child to place a berry (or other “bear” food) from left to right on the table as he/she says each syllable in the word. Then you feed the bear either the first or last berry. Ask your child to say the remaining syllables. When finished the activity, enjoy eating the bear’s food!

Robertson, C., Salter, W. (1998) *Take Home Phonological Awareness*. LinguiSystems, Inc., pp.62, 64. (out of print)

PHONEMES -- the smallest parts of spoken language that combine to form words

Phoneme Detection – the ability to hear the distinct individual sounds within spoken words

- The ability to isolate phonemes is critical to reading and spelling words.
- Start with identifying the first sound in spoken words, then progress to ending sounds, and finally work on the middle sounds.
**** Be very careful not to add a vowel sound, such as /uh/ after an individual phoneme!!!*
- **Guess My Word**
Look around the room (or car) and choose an object, like a lamp. Say, “I see something that starts with the sound /l/. (Say the sound/l-l-l-l/, not the letter name ‘el’.) What is it? (You may have to give hints like, “It helps us see at night.”). After you do a few, see if your child can think of something for you to guess. Later play it with ending sounds and maybe even middle sounds.
Robertson, C., Salter, W. (1998) *Take home phonological awareness*. LinguSystems, Inc., p. 72 (out of print)
- **Shopping**
Give your child a grocery bag or bucket and ask him/her to find small items around you home that begin with the sound /_/. When your child brings you the items, take them out of the bag and say the name of each, emphasizing the first sound. If your child brings something that doesn’t start with /_/, say the name and ask your child to tell you what its first sound really is. Later play it with ending sounds and maybe middle sounds.
Robertson, C., Salter, W. (1998) *Take home phonological awareness*. LinguSystems, Inc., p. 73 (out of print)
- **Middle Macaroni**
Choose a word with three sounds (e.g., kiss, peek, duck, top, moon, etc.). Place three pieces of macaroni in front of your child and say the individual sounds while pointing to the macaroni in left to right direction. Then point to the middle piece of macaroni and ask, “What is this sound?” Your child should respond with the sound, not the letter name.
Robertson, C., Salter, W. (1998) *Take home phonological awareness*. LinguSystems, Inc., p. 85 (out of print)
- **Train**
Draw three connecting boxes: An engine, a passenger car, and a caboose.
Explain that a word has beginning, middle, and ending sounds, just like a train. Slowly articulate a consonant-vowel-consonant word (e.g., /p/.../i/.../g/) and point to the box corresponding to the position of each sound in the word. Repeat the word and have your child identify where he/she hears the different sounds (e.g., “Where do you hear the /g/ in ‘pig’?”)
Reithaug, D. (2002) *Orchestrating success in reading*, Stirling Head Enterprises, p. 149.
- **Mirror/Mirror**
To identify and demonstrate positioning of the mouth, lips, and teeth with isolated sounds, you say a word, isolating the target sound. With a mirror, have your child practice positioning his/ her mouth to say the sound you isolated. Ask, “How do you position your mouth when you say the sound /_ / (first, ending, middle) in the word_____?” “Describe the position of your mouth for that sound.” Also, you could have your child place his/her hands under his/her chin while looking in a mirror to feel and see the target sound. Your child can use this technique, as well, to feel and see differences between two similar sounds (e.g., /t/ --/d/; short /e/-- short /i/).
Ellery, V. (2009) *Creating strategic readers*, International Reading Association, p. 42.

- **Hide the Jungle Animal**
Use a jungle picture with lots of plants in it. Draw three lines, like this ___ ___ ___ on the picture. Have your child choose a little plastic jungle animal. Designate a target sound, such as /t/. Ask your child to listen to a word, such as “tag”. If the target sound is heard at the beginning of the word, he/she will put the animal on the first line. If it is heard in the middle, he/she will put it on the middle line. If it is heard at the end of the word, he/she will put the animal on the last line. Repeat with different words and different target sounds.
Santillo, L. (2003) *Fun with phonemes*. Half-Pint Kids, Inc., p. 26.
- **Songs:** When singing together, emphasize the sounds you are working on (e.g., Baby Bumble Bee, The Wheels on the Bus Go Round and Round, Itsy Bitsy Spider).
- **Actions:** Your child could raise his/her hand, stand up, or make his/her mouth into the sound shape when he/she hears the /_ / sound in a story, song, or poem. Use a familiar poem, etc., so that the content does not distract from the ‘detective work’. “Take a step every time you hear the /_ / sound. How far do you think we will be by the end of the song?”
- **Nursery Rhymes:** Voice your thoughts about the rhymes. (E.g., “When I say ‘Baa, baa, black sheep’, I keep hearing the same sound. I feel my lips coming together. Do you know what sound it is?”).
- **Tongue Twisters** repeat the same sound over and over again. (E.g., “Sally sells sea shells by the sea shore”).
- **Stories** – “Polar Bear, Polar Bear, What Do You Hear?” by Bill Martin, and *any other book you read* can have opportunities to notice sounds. Use familiar stories for ‘sound work’.

Segmenting words into phonemes

- **Listen and Say**
You say, “Listen to this word: ‘mat’. Say the word with me. Now you say the word. The first sound in ‘mat’ is /m/. Say the first sound in ‘mat’ with me. Now you say the first sound in ‘mat’. The next sound in ‘mat’ is /a/. Say the next sound in ‘mat’ with me. Now you say the next sound in ‘mat’. The last sound in ‘mat’ is /t/. Say the last sound in ‘mat’ with me. Now you say the last sound in ‘mat’.
Reithaug, D. (2002) *Orchestrating success in reading*, Stirling Head Enterprises, p. 137.
- **Rubber Band Stretch**
Model by stretching a large rubber band while saying a word slowly: /mmm/.../aaa/.../nnn/, and then bring the band back to its original length and say the word fast: /man/.
Reithaug, D. (2002) *Orchestrating success in reading*, Stirling Head Enterprises, p. 154.
- **Count the Sounds**
Choose a word and say it to your child. Start with two-phoneme words. Have your child hold up fingers to show the number of sounds he/she hears (e.g., bee, /b/ /e/, 2 fingers).
Edmonton Public Schools (2008) *Hands-on literacy*, p. 45.
- **Finger Tapping**
On the opposite hand to the one used for writing (as this technique can also be used to spell words), teach your child to touch the thumb to the fingers with palm facing the child (first pointer, then tall man, next ring finger, finally pinky). If there are more than four sounds, the other hand can carry on. This is used to count the number of phonemes in a word.
Wilson, B. (2004) *Wilson reading system*, Wilson Language Training Corp.

- **A Tasty Game**
Place 3 small bowls on a table next to a bowl of raisins, Cheerios, Smarties, or whatever snack is appropriate. Ask your child to say the sounds in a 2 or 3 sound word (e.g., am, bed, it). As your child says the individual sounds, he/she is to place a raisin, etc. into each of the bowls. After several words, enjoy the snack!
Reithaug, D. (2002) *Orchestrating success in reading*, Stirling Head Enterprises, p. 150.
- **The Bug Game**
Give your child a handful of plastic bugs and a card with a row of 4 blocks. Say a word, such as “at”. Your child will listen to the word and count the individual sounds (2). He/she will then place bugs in the first two blocks on the card. Continue with 3-letter words, such as “rag”, and 4-letter words, such as “jump”. Be sure your child is placing the bugs from left to right.
Santillo, L. (2003) *Fun with phonemes*. Half-Pint Kids, Inc., p. 28.

Blending Phonemes into Words – putting together individual sounds to make spoken words

Blending the sounds within a word with no breaks between the individual phonemes is a necessary skill for being able to use knowledge of letter-sound relationships in decoding words.

- **Alien**
Start with words with just two sounds and increase the length of the words as your child learns. In an “alien” voice, say the sound of the word with a slight pause between each sound. Ask your child, “What word did I say?” Your child should say the whole word without the pauses.
Robertson, C., Salter, W. (1998) *Take home phonological awareness*. LinguiSystems, Inc., p. 69 (out of print)
- **Puppet Play**
Use a puppet who speaks funny by saying words sound-by-sound. Your child guesses the word. Say, “The puppet likes to say words in pieces. Can you help him put the word together?”
Reithaug, D. (2002) *Orchestrating success in reading*, Stirling Head Enterprises, p. 152.
- **What’s in the Bag?**
Say the name of the object in the bag sound-by-sound and have your child guess the word. A correct response is confirmed when you bring the object out of the bag.
Reithaug, D. (2002) *Orchestrating success in reading*, Stirling Head Enterprises, p. 152.
- **I Say It Slowly, You Say It Fast**
Say, “I’m going to say the word slowly and then I’ll say it fast. Listen, /m/.../a/.../t/. That is the slow way. This is the fast way - /mat/. Continue on with other words and have your child say them fast.
Reithaug, D. (2002) *Orchestrating success in reading*, Stirling Head Enterprises, p. 152.
- **Eat Your Words**
Use an egg carton, cupcake pan, pill reminder box, or anything else you have that has at least 4 sections and Goldfish crackers, raisins, pieces of cereal or Smarties.
Say the two, three, or four sounds in a word (e.g., /c/.../a/.../t/). Have your child move a piece of food into a box for each sound they hear. Have him/her sweep his/her finger under the food line and blend the sounds together to say the word. Repeat the word slowly as your child eats the food pieces representing each sound.
Edmonton Public Schools (2008) *Hands-on literacy*, p.46.

Manipulating Phonemes – recognizing the part that remains when a sound is removed, added, or substituted from another word

- What is Missing?

Say two words in which one of the words has one less sound than the other (e.g., 'eat' – 'meat').

Ask your child what is missing in 'eat' that he/she hears in 'meat'? /m/

Other examples: oil – soil, end – bend, aim – fame, pin – spin, win – twin, lap – lamp, fog – frog, and – hand, itch – inch, dug – drug, on – Don, for – ford, aim – lame, ark – bark, ax – fax

- Popcorn Deletion

Ask your child to place a piece of popcorn on the table for each sound in a word. Then, have your child "eat" the last sound (piece of popcorn) and tell you what is left. E.g., for the word 'road', your child will place three pieces of popcorn on the table as you say /r-oa-d/. Then your child will eat the piece of popcorn representing /d/. Ask, "What is left?" Your child should say, "roa".

Robertson, C., Salter, W. (1998) *Take home phonological awareness*. LinguiSystems, Inc., p.103. (out of print)

- Say It, Say It Again

This is a great car game! Say a word. Ask your child to then say the word. Then say, "Say it again, but don't say _____ (beginning sound of the word you choose)". E.g., "Say 'rat'." Your child repeats 'rat'. Then say, "Say it again, but don't say /r/." (Give the sound of 'r', not the letter name.) Your child should respond with 'at'. Use family names, household object, toys, places/things seen within or from the car windows.

Robertson, C., Salter, W. (1998) *Take home phonological awareness*. LinguiSystems, Inc., p. 104. (out of print)

- Piggy Bank

Say a word while placing a coin in front of your child for each sound. Then, cover the last coin with a bowl. Ask, "What is left?" Your child should respond with the sounds (blended together) without the last sound. E.g., Say the word 'leaf'. Place three coins from left to right in front of your child while saying the sounds /l-ea-f/. Cover the last coin representing the /f/ and say, "/f/ just flew into your piggy bank. What's left?" Your child should say, 'lea'.

Try removing first and last sounds, but never middle sounds! The end result is just too hard to pronounce.

- Add a Sound

Explain to your child that sometimes a new word can be made by adding a sound to a word. E.g., Say 'ox' and have your child repeat it. Then ask what will happen if he/she adds a new sound to the beginning of the word, such as /f/ (/f-f-f-f ... ox). Your child should say 'fox'. You can then explain that we put a new sound on the beginning and we have a new word. Ask your child to use each word of a pair in sentences to emphasize the difference in their meanings.

Adams, M., Foorman, B., Lundberg, L., Beeler, T. (1998) *Phonemic awareness in young children*, Paul H. Brookes Publishing Co., p. 65.

- What is Added?

Say two words in which one of the words has one more sound than the other (e.g., 'heat' – 'eat').

Ask your child what is added in 'heat' that he/she does not hear in 'eat'? /h/

Other examples: soil – oil, bend – end, fame – aim, spin – pin, twin – win, lamp – lap, frog – fog, hand – and, inch – itch, drug – dug, Don -- on, ford – for, lame – aim, bark – ark, fax – ax

- Sound Swap

Use coloured blocks for your child to represent the phonemes within a word. Your child should use one block per sound and place them down in a left to right progression. Each sound should be a different coloured block. Then ask your child to change the word into the next word by removing the appropriate block and replacing it with another coloured block. E.g., Say, “Make ‘cat’”. Now change ‘cat’ to ‘sat’. Your child should replace the first block with yet another colour to represent /s/. Leave the blocks in place and say the next word. If your child has difficulty, ask him/her to say the sounds of both words while pointing to each block. Then ask your child which sound is different. Use the lists of chains in the Appendix – pp. 25-27.

Robertson, C., Salter, W. (1998) *Take home phonological awareness*. LinguSystems, Inc., p.108. (out of print)

- Changing Words

Another car game! Using the items below or others, see how many your child can change. When you see a letter in slash marks, say its sound, not the lettername.

1. Say *rat*. Change /r/ to /k/. (cat)
2. Say *house*. Change /h/ to /m/. (mouse)
3. Say *jump*. Change /j/ to /p/. (pump)
4. Say *pink*. Change /p/ to /th/. (think)
5. Say *table*. Change /t/ to /f/. (fable)
6. Say rhyme. Change /r/ to /t/. (time)
7. Say *pout*. Change /p/ to /d/. (doubt)
8. Say *math*. Change /th/ to /s/. (mass)
9. Say *shoe*. Change /oo/ to /ee/. (she)
10. Say *march*. Change /ch/ to /k/. (mark)
11. Say *feed*. Change /d/ to /l/. (feel)
12. Say *mouse*. Change /s/ to /th/. (mouth)
13. Say *pen*. Change /n/ to /t/. (pet)
14. Say *soap*. Change /p/ to /k/. (soak)
15. Say *house*. Change /h/ to /m/. (mouse)
16. Say *cot*. Change /o/ to /a/. (cat)
17. Say *gem*. Change /e/ to /a/ (jam)
18. Say *pout*. Change /ou/ to /a/. (pat)
19. Say *truck*. Change /u/ to /i/. (trick)
20. Say *clip*. Change /i/ to /o/. (clop)
21. Say *rag*. Change /a/ to /u/. (rug)
22. Say *dish*. Change /i/ to /a/. (dash)

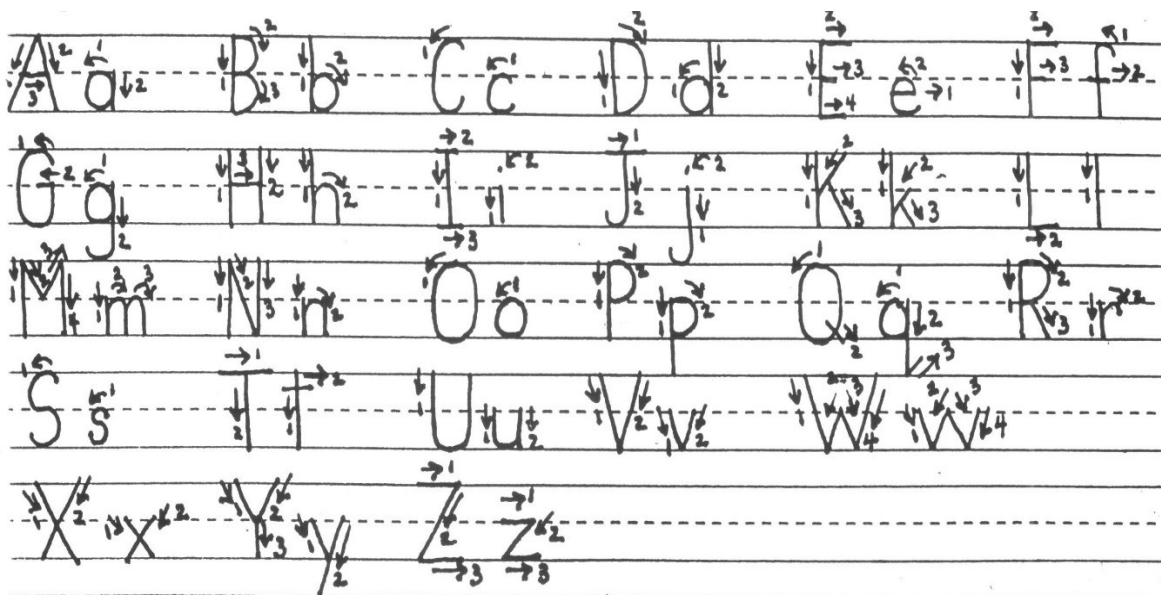
Robertson, C., Salter, W. (1998) *Take home phonological awareness*. LinguSystems, Inc., p. 108-110. (out of print).

Print Concepts – understanding the way text works (i.e., front to back, right side up, top to bottom, left to right, etc.)

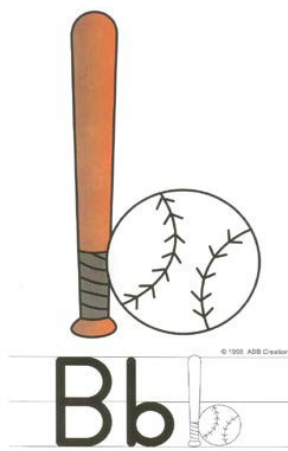
- When reading to your child, point out the title, the author, and track the print occasionally with your finger as you read.
- Your child might point to the words as you read, trying to match his/her pointing to your voice.
- When you are discussing a particular word, point to that word and say, “Do you know what the word _____ that begins with a __ (letter name) means?”.
- Ask your child what a certain sentence means as you run your finger under it.
- Explain that a sentence starts with a capital letter and ends with a period, exclamation mark, or question mark.
- Emphasize that a period (question mark, exclamation mark) tells you to stop and think. Occasionally stop at the end of a sentence and discuss the meaning of that sentence and how it might relate to the child.

Letter Identification – connecting distinctive features to names

- The names of letters have no meaning, in themselves. Yet, it is essential for students to “automatically” know the names of the letters to access further literacy skills.
- Focus primarily on the lowercase letters of the alphabet as these will be the most useful (occur far more frequently) in reading and writing.
- To distinguish a letter from others, point out the distinctive features (e.g., size, stick/ball formation, tall letters/tail letters, straight/curve, etc.).
- As you show your child how to form the letters, think aloud (e.g., “I start at the top and pull down and stop at the line, etc.).



- If your child knows the “alphabet song”, have him/her point to the letters as she/he sings. Cut the letters apart and have the child put them in order while singing the song.
- The ABC Trail
Create a set of 26 footprint shapes and write one underlined lowercase letter, ‘a’ to ‘z’, on each. Lay out the footprints in order from ‘a’ to ‘z’ to form a trail around the room. Have your child watch and listen as you place one foot on the letter ‘a’ and sing the first note of the ABC song. Continue the song as you follow the trail to ‘z’, stepping on each letter as you sing its name. Then invite your child to travel along the ABC trail with you. Gradually let your child travel the trail on his/her own.
Hajdusiewica, B. (1998) *Phonics through poetry*, Good Year Books, pp. 7-8.
- Letter Hunt
Give your child an enlarged page of a newspaper or a magazine and have him/her look for a particular letter. Then have him/her highlight it with a marker.
Santillo, L. (2003) *Fun with phonemes*. Half-Pint Kids, Inc., p. 11.
- Tactile Printing
Using a tray, spread the bottom with one of the following: salt, rice, chocolate syrup, chocolate pudding, peanut butter, hot chocolate powder, etc. Using one pointer finger tell your child to print a letter while you coach him/her on making the strokes.
Santillo, L. (2003) *Fun with phonemes*. Half-Pint Kids, Inc.
- Clay Letters
Roll snakes from clay or playdough and form letters with them.
Santillo, L. (2003) *Fun with phonemes*. Half-Pint Kids, Inc., p. 36.
- Teach your child to hold his/her pencil in a tripod grasp. He/she can imagine that the pencil is a car with the thumb being the driver, the pointer finger is the passenger, and the tall man is the kid in the back seat. The passenger never sits on the driver’s lap; the driver never sits on the passenger’s lap. They sit side by side. The kid always sits in the back seat where it is safer. Children enjoy driving their car.
- A triangular shaped pencil (available at Staples) or a triangle pencil grip (available at Scholar’s Choice and Education Station) help with pencilgrasp.
- To prevent ‘b/d’ confusions, draw a bat and ball, trace the bat and then the ball while saying the words, “ ‘bat’ and ‘ball’ both start with ‘b’ ”. (If the round part comes first, then the letter is a ‘d’).



Larson, B. *Itchy's Alphabet*, ABB Creations. Used with permission.

Print-Based Skills -- sounds are represented by letters

Sound Identification – learning the connection between the letters on a page and the individual distinct sounds (phonemes) in speech. Then these sound-letter relationships can be used to help with reading and spelling words. Start with just a few and gradually add until the sounds of all the letters of the alphabet are learned.

- **SockBasketball**

Prepare a few letter cards. Choose from ‘s’, ‘m’, ‘d’, ‘p’, ‘t’, ‘g’, ‘r’, ‘f’, ‘l’ (consonants) and ‘a’, ‘o’, ‘i’, ‘u’, ‘e’ (short vowels). Roll up pairs of socks to use as basketballs. Find something in which to catch the socks, like a wastebasket.

Have your child stand away from the wastebasket. Show him/her a letter card and have your child tell you its sound. If correct, then let your child take a shot at the basket. Give a point for every basket. Set a certain number of points to win. (You can make this activity a little more challenging by having your child start near the basket and take a small step backward after each shot.)

After your child has said the sound of every letter card, switch to you saying a sound and having your child point to the letter that makes that sound.

Robertson, C., Salter, W. (1998) *Take home phonological awareness*. LinguSystems, Inc., p.120. (out of print)

- **Sock Hop**

Using letter cards, tape the cards to the floor. Then say, “Hop on /_ /”, filling in the blank with a letter sound. As you give the different sounds, your child should hop to the appropriate letter. (Other fun ways to play would be to have your child touch the letters, tiptoe on the letters, dance on the letters, and so on.)

Robertson, C., Salter, W. (1998) *Take home phonological awareness*. LinguSystems, Inc., p.134. (out of print)

- **I’m Thinking of Something**

Write the name of an object in the room on a piece of paper but don’t show it to your child. Then uncover the initial letter of the word and ask your child for its sound. E.g., “I’m thinking of something that begins with the letter ‘s’.” What is the sound of the letter ‘s’? (/s-s-s/). Good. Look around the room and see if you see anything that begins with the letter ‘s’.” Give hints if needed. Once guessed, show your child the whole word.

You can also play with objects that are not in view by using hints such as “The secret word is an animal.” Start with first sounds. Once proficient, progress to endingsounds.

Adams, M., Foorman, B., Lundberg, L., Beeler, T. (1998) *Phonemic awareness in young children*, Paul H. Brookes Publishing Co., p. 97.

- **Letter Swap**

Using letter cards, letter tiles, or magnetic letters and the word chains in the Appendix (pp. 25-27), have your child construct a word and then replace a letter with another letter to make the next word in the chain. Leave the letters in place and say the next word. If your child has difficulty, ask him/her to say the sounds of both words while pointing to each letter. Then ask your child which sound is different.

- *Jolly Songs* from *Jolly Phonics* has actions and catchy tunes on the accompanying CD to help children learn the sounds of the letters. It is generally available at Scholar’s Choice and on YouTube. Another option is to sing a familiar tune, such as “Twinkle Twinkle” substituting the sound of the letter on a letter card instead of the actual words. Your child can repeatedly sing the sound of the letter instead.

Hajdusiewica, B. (1998) *Phonics through poetry*, Good Year Books, p. 8.

Word Recognition – common or high-frequency words that cannot be completely sounded out at the early stages of literacy are recognized by their graphic information (unique features)

A list of such words can be found online as Dolch Words, Fry instant words, or Fountas & Pinnell high-frequency words.

Use multi-sensory steps to learning the words:

1. Visualizing the word/letters high up on a wall
2. Breaking the word into its phonemes
3. Tracing the letters on a table top with the pointer finger on the writing hand
4. Using large arm movements to form the letters – top to bottom, left to right

Wake up and Put to Sleep (practice)

1. Make 3 piles of words –Turtles (slow), Dogs (medium), Jets (fast).
2. Place 5-10 Turtle words into a column to go up and down like a ladder.
3. “We’ll start at the bottom, you touch the word, read it, then touch and read the next one – and up the ladder of words you’ll go.”
4. Once at the top, have your child go back down so each word has been read two times.
5. “You’ve gone up and down the ladder, now let’s go back up it again and as you say the word turn it over and put it to sleep.”
6. Starting at the top, have your child turn over a card, decode it, much more quickly, does the next one, and the next one until he/she has them all turned over and decoded. Each word has now been read four times.
7. “Now let’s mix them up and see if you can still put them to sleep pretty quickly. They’re very tired you know.”
8. Scramble them again, and those that are lightning fast go to the Dogs pile. “If they’re still fast tomorrow, we’ll move them to the Jets.”

Mine or Yours? (practice)

1. Take a stack of the medium or fast sight words, up to twenty.
2. The challenge is for your child to get a bigger pile than you, by reading the words quickly. Words that are slow go to you. Words that are fast go to your child.
3. When done, each person counts the cards in his or her pile, does multi-sensory steps if necessary, and starts the challenge again with the slower cards that came to you. Thus, he/she reads the slow words again, and perhaps again.

Tic-Tac-Toe and Read (practice)

1. Place 9 sight word cards in front of your child in three rows of three.
2. You and your child take turns choosing a word to read, placing a marker on it if read accurately and quickly. The goal is to win Tic-Tac-Toe by accurately reading three in a row.
3. But the marker can’t be placed on slow words, words read inaccurately, or even words that are self-corrected. The marker can only go on the word when the word is read instantly.

Bell, Nanci, (2001) *Seeing stars*, Gander Publishing, pp. 143-149.

Decodable Words – words that incorporate regular sound-letter associations

There are several online sites that provide lists of phonically regular word and sentences, for example www.spencerlearning.com has Ultimate Phonics Word Lists and Sentences.

- **Punch It Out**
Present a word, such as 'cat'. Have your child slide his/her hand (palm down) from left to right as he/she says /c/, then /a/, and then /t/. After he/she says the third sound, he/she makes a fist and "punches out" the word 'cat'.
- **Zoom**
Ask your child to choose a small car. Write a word in large print on a piece of paper. Explain that he/she is to move the car across the word as you sound out the word. At first, he/she will stop his/her car after each sound as you say the sounds one by one, then he/she will blend the sounds together and his/her car can "zoom" across the word as he/she says the whole word without any breaks.

Santillo, L. (2003) *Fun with phonemes*. Half-Pint Kids, Inc., p.10

- **Unscramble the Sentences**
Print phonically regular sentences on sentence strips. Cut between each word, mix up the word cards, and have your child unscramble the sentences.
- **Decodable Text**
 1. Decodable refers to words containing only the phonic elements and whole words your child has already learned. It provides an opportunity to practice a targeted phonic element (and prior ones as well as whole words) in text.
 2. To determine if text is decodable, evaluate the phonic structure of the words and whole words compared to the phonic knowledge/whole words your child has acquired.
 3. Decodable text expands as your child learns more phonics and recognizes more words.
 4. Reading decodable text provides a bridge between phonics instruction, high frequency word recognition, and the reading of literacy leveled books.
 5. Examples of Level 1 decodable texts (available from www.amazon.ca)

Gaydos, N., *Now I'm Reading for Beginning Readers*, Innovated Kids

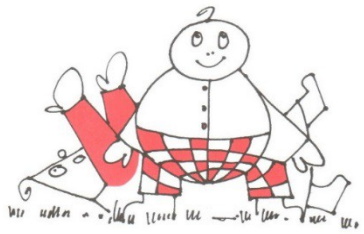
- Playful Pals
- Animal Antics
- Clever Critters



A red pet hen begs and begs.

Maslen, B., *Bob Books*, Scholastic

- Set 1, Beginning Readers
- Rhyming Words, Word Family Stories
- Advancing Beginners



Mat sat on Sam.

Additional resources:

1. www.fcrr.org has a number of reinforcement Student Center Activities for K and Grade 1.
2. www.readingrockets.org has apps for Print Awareness, Phonics, Spelling, and Writing at the Kindergarten and Grade 1 levels.

APPENDIX

Rhyming Words

ack - back, lack, pack, rack, sack, tack, yak, black, knack, quack, slack, smack, snack, stack, track, whack, attack

ail - bale, fail, hail, mail, male, nail, pail, tale, rail, sail, stale, scale, snail, whale, detail, email

air - air, bare, care, chair, dare, fair, hair, pair, rare, wear, chair, flare, stare, scare, share, spare, square, there, where, aware, beware, compare, declare, despair, prepare, repair, unfair

ake - ache, bake, fake, lake, make, rake, take, brake, break, flake, quake, snake, steak, awake, mistake

all - all, ball, call, doll, hall, fall, tall, crawl, small, baseball, football

an - an, can, fan, man, pan, ran, tan, van, plan, scan, span, began

and - and, band, hand, land, sand, bland, command, demand, expand, stand, understand

ap - cap, gap, map, nap, tap, zap, chap, clap, flap, slap, snap, strap, trap, wrap

ar - are, bar, car, far, jar, tar, star, scar, afar, guitar

at - at, bat, fat, mat, pat, rat, sat, flat, that, splat, combat

ate - ate, date, fate, mate, late, gate, rate, wait, crate, great, plate, skate, slate, state, straight, trait, weight, create

ed - bed, dead, fed, head, led, read, red, said, bread, fled, spread, thread, tread, instead

ell - bell, fell, sell, well, yell, shell, smell, spell, farewell, hotel, motel

en - den, hen, men, pen, ten, glen, then, when, wren, again

et - bet, get, jet, let, met, pet, set, vet, wet, yet, threat, barrette, reset, upset

in - bin, chin, in, pin, tin, grin, thin, twin, skin, begin, within

ing - king, ring, sing, wing, zing, bring, cling, fling, sling, spring, sting, string, swing, thing

it - bit, fit, hit, it, kit, lit, pit, sit, flit, knit, quit, skit, slit, spit, split, admit, commit, permit

ite - bite, kite, bright, fight, fright, knight, night, might, right, tight, white, write, delight, tonight

oh - go, hoe, low, mow, row, sew, toe, blow, crow, dough, flow, know, glow, grow, know, show, slow, snow, stow, though, throw, ago, although, below

ot - cot, dot, got, hot, lot, not, pot, rot, tot, bought, fought, knot, taught, shot, spot, squat, forgot

ound - crowned, found, ground, hound, mound, pound, round, sound, wound, around, surround

oze - bows, hose, nose, rose, toes, blows, flows, froze, grows, those

ub - cub, rub, sub, tub, club, stub, scrub, shrub

un - bun, fun, gun, one, run, son, sun, ton, won, done, none, begun, outdone, undone

www.momswhotthink.com

Compound Word List

afternoon	downtown	keyhole	snowflake
airplane	eyeball	ladybug	snowman
anyone	fireplace	lifeguard	someday
babysit	flashlight	lifetime	someone
backward	football	mailbox	something
baseball	footprint	mailman	staircase
bathtub	footstep	milkweed	strawberry
birdhouse	footrest	moonbeam	sunglasses
birthday	forget	mousetrap	sunset
blackberry	forgive	peanut	superstar
bluefish	forklift	pickup	superstore
bookcase	grandchild	placemat	sweatshirt
bookmark	grasshopper	plaything	today
bookstore	groundhog	popcorn	toothpaste
bookworm	hayride	railroad	touchdown
butterfly	headache	rainbow	treehouse
cannot	homemade	raindrop	upstairs
catnip	honeybee	raspberry	watchdog
cattail	horseback	sailboat	waterfall
cupcake	houseboat	saucepan	weekday
doghouse	housecoat	seafood	weekend
doughnut	inside	seashore	whiteboard
downstairs	keyboard	skateboard	without

Mono and Multisyllabic Words

al-lig-a-tor	cook-ie	mon-key	read-ing
ban-an-a	crac-ker	moun-tain	rhi-noc-er-os
bi-cy-cle	cu-cum-ber	muf-fin	sal-ad
blend-er	di-no-saur	must-ard	shelf
bo-lo-gna	ea-gle	nap-kin	shirt
box	el-eph-ant	pa-jam-as	sho-vel
brace-let	flow-er	pa-per	soap
brown-ie	gar-den	pe-can	spag-het-ti
buf-fal-o	gloves	pen	spat-u-la
bun-ny	gui-tar	pen-guin	spi-der
cal-en-dar	ham-bur-ger	pep-per	spoon
cam-el	ham-mer	pho-to-graph	sprink-les
cam-er-a	hat	pi-an-o	ta-ble
can	jack-et	pic-nic	tick-le
can-dle	Jan-u-ar-y	piz-za	ti-ger
can-is-ter	kan-gar-oo	pock-et	to-ma-to
car-pet	ket-chup	por-cu-pine	trac-tor
car-rot	lem-on	po-ta-to	tur-tle
cel-er-y	li-brar-y	pud-ding	um-brel-la
cer-e-al	mac-a-ro-ni	pur-ple	van-il-la
co-coa	mag-az-ine	rab-bit	wag-on
cof-fee	mi-cro-wave	rac-coon	wal-rus
com-pu-ter	mix-er	ra-di-o	zeb-ra

The English Sound/Symbol System

Sound Spellings/Word Examples

Consonants

/p/	p (pot), pp (happy)
/b/	b (be), bb (rubber)
/t/	t (tan), tt (mutt), bt (debt), pt (ptarmigan), ed (napped)
/d/	d (dip), ed (filled), dd (ladder)
/f/	f (fan), ff (fluff), ph (phone), gh (laugh)
/v/	v (vet), ve (have)
/k/	k (kit), c (cap), cc (occur), ck (back), ch (Christmas), que (antique)
/g/	g(bag), gg (boggle), gh (ghost)
/ch/	ch (child), tch (watch)
/j/	j (jet), g (giant – e,i,y), dge (judge)
/l/	l (lip), ll (bell), le (title), el (label), il (pupil), al (total)
/r/	r (ran), wr (write), rr (hurry), rh (rhino), re (centre)
/m/	m (map), mm (hammer), mb (limb), mn (hymn)
/n/	n (nap), nn (winner), kn (knot), gn (gnat), pn (pneumonia)
/ng/	ng (sing), nk (think)
/s/	s (sap), ss (grass), c (city – e,i,y), ce (voice), se (mouse), st (listen), sc (scent)
/z/	z (zap), zz (fuzz), s (was), se (please), ze (daze), x (Xerox)
/sh/	sh (show), ch (machine), s (sugar), ss (mission), ti (motion), ci (special)
/zh/	ge (garage), s (measure)
/th/	th (thing)
/th/	th (this)
/w/	w (wet)
/h/	h (hot), wh (whole)
/wh/	wh (when)
/qu/	qu (quit)
/x/	x (box), ks (blocks)
/y/	y (yes), i (onion)

Short Vowels

/a/ a (bat), au (laugh)

/e/ e (fed), ea (head), ai (said), ie (friend)

/i/ i (it), y (gym)

/o/ o (spot), au (fraud), aw (lawn), al (talk), a (father), ough(bought), augh (taught)

/u/ u (rub), o (son), ou (touch), o-e (some), a (afraid)

Long Vowels

/a-e/ a-e (tape), ai (train), ay (day), ea (break), ey (they), eigh (freight), a (table), ei (rein), aigh (straight)

/ee/ ee (feet), ea (meat), ie (chief), y (sunny), e (he), i-e (petite), i (variation), ei (receive), e-e (here), ey (key)

/i-e/ i-e (bite), ie (tie), i (mild), igh (sigh), y (try), eigh (height)

/o-e/ o-e (vote), oa (boat), oe (toe), o (most), ow (snow), ough (though), ou (four), oo (floor)

/u-e/ u-e (use), u (music), ew (new), ue (cue)

Diphthongs

oo/ oo (moon), ew (few), ue (true), ou (soup), u (student), ui (fruit), u-e (rule), oe (shoe), o (to), ough (through)

/oo/ oo (book), oul (could), u (put)

/ow/ ow (how), ou (out), ou_e (house), ough (drought)

/oy/ oy (toy), oi (boil)

R Controllers

/er/ er (mister), ur (burn), ir (stir), or (work), ear (earth), yr (syrup), ar (solar)

/or/ or (for), ore (core), oor (door)

/ar/ ar (car)

Phonemes (individual sounds)

Two Sounds

a-te
u-p
b-y
t-oe
p-ow
s-ee
e-gg
c-ow
h-oe
g-o
i-tch
h-ay
ou-t
u-p
a-sh
p-ie
t-ea
a-t
eigh-t
w-ay
w-e
m-y
n-eigh
t-ie
i-ce

Three Sounds

g-r-ay
s-i-p
sh-oe-s
ch-i-p
m-o-p
m-u-ch
l-a-mb
w-or-m
m-a-th
ch-ee-r
p-eep
m-ou-se
c-oo-k
l-a-ke
w-a-sh
p-i-n
f-a-t
s-k-y
t-r-ee
p-i-g
ch-i-ck
g-oo-se
b-oa-t
f-i-sh
r-ea-d

Four Sounds

f-r-o-g
b-ee-t-s
sh-a-k-er
s-t-e-p
f-l-a-sh
d-e-s-k
t-r-u-ck
s-i-l-o
f-e-n-ce
s-t-o-ve
m-o-s-t
c-l-i-p
c-r-ea-m
l-u-n-ch
m-i-l-k
s-w-i-m
d-e-s-k
b-r-oo-m
t-r-ai-l
j-u-m-p
s-n-ai-l
t-a-b-le
f-l-ow-er
g-l-a-ss
s-n-a-ke

Single Syllable Word Chains (2 and 3 letters) – short vowels, single consonants

at	pal	not	mat
sat	Al	lot	hat
sap	at	rot	Hal
Sam	cat	rob	gal
am	can	Bob	Al
tam	man	Bab	at
ram	ram	tab	an

ran	sat	on	tan
rat	Sal	Don	ran
ram	Sam	Dan	man
Sam	am	tan	mat
sat	ram	tab	fat
at	rat	Bab	fan
mat	ran	Bob	ban

Nan	ant	bat	hot
man	and	Bam	lot
ran	an	Tam	not
an	fan	Tom	Nat
at	fat	Mom	bat
rat	sat	rom	Bam
mat	hat	ram	ham

Nat	Bab	on	hog
Nan	bat	Lon	log
an	Bam	Don	fog
ran	Sam	Dan	got
man	Tam	dab	bog
mat	Tat	tab	bag
Tat	Nat	nab	bat

ram	Bab	Lon	Bob
Tam	Bob	Ron	lob
Tat	rob	Rob	cob
rat	rot	Bob	cab
sat	lot	sob	cog
at	tot	cob	hog
am	Tom	cab	bog

got	Rob	van	on
hot	Bob	Val	Don
not	cob	Al	Dan
nod	mob	gal	Dad
rod	Mom	gag	Tad
Ron	Tom	hag	rad
ran	pom	hog	Rod

hog	rag	fan	had
fog	nag	van	rad
log	tag	tan	rod
lag	wag	tag	rot
sag	sag	Tat	hot
bag	bag	rat	not
gag	bog	rot	Nat

tag	hot	Tad	rag
rag	lot	lad	bag
bag	rot	sad	bog
bog	not	bad	hog
fog	Nat	bag	hag
hog	Nan	bog	had
log	an	dog	dad

tag	ram	sad	Dan
bag	ran	bad	Don
rag	fan	fad	Dot
ran	fat	fan	not
Ron	at	fat	hot
rot	rat	rat	hit
rat	sat	rot	fit

man	log	dog	sit
fan	hog	hog	bit
tan	hag	bog	lit
ran	bag	cog	lot
an	tag	log	hot
on	wag	lag	hat
Ron	nag	lad	sat

big	ant	hid	has
dig	an	rid	hat
dog	in	rod	mat
hog	on	Ron	sat
hot	Ron	Don	rat
lot	rom	dog	rot
lit	rim	hog	not
did	fin	dig	van
hid	Min	big	ban
lid	man	bag	fan
lad	ran	rag	fat
had	ram	nag	sat
mad	rim	hag	sad
man	Tim	hog	bad
on	Bim	hit	Dan
in	Tim	sit	tan
it	Tom	fit	Tad
at	Tam	fat	had
sat	Tat	fan	mad
sit	fat	ran	rad
bit	fit	tan	rid
an	bog	bad	Dot
can	hog	bid	hot
cat	dog	big	lot
hat	dig	bog	not
hit	rig	hog	Nat
him	rid	dog	fat
dim	Rod	Don	sat
rim	him	bit	his
him	hit	big	him
dim	hot	dig	ham
dam	not	dog	ram
ram	nod	hog	rag
ran	Rod	log	rid
can	rot	lag	rig