

Ways to Help Your Child with Reading at Home

PHONEMIC AWARENESS ACTIVITIES:

(Phonemic Awareness do not involve **printed letters**. These activities are based on sounds only and manipulating those sounds. Think of these activities as activities you can do in the dark!)

- **I Spy:**

- **Beginning sound** - *I spy with my little eye something that begins with //b//.* Child finds a household item that begins with the sound for Bb //b//.
- **Rhyming** - *I spy with my little eye a cup.* Child comes up with a word that rhymes. Stick with CVC words (bat, cup, pit, hot, pen, etc.)
- **Word Family Chunks** - *I spy with my little eye something that has the chunk **at**.* Child finds a household item that has the **at** – cat, bat sat, etc.
 - Common word families:
 - at, ap, an, ad, ack, ain, ake, ale, all, ame, ank, ash, ate, aw, ay
 - et, en, ed, est, ell, eat
 - it, in, id, ip, ick, ill, ing, ink, ice, ide, ight, ine
 - ot, op, ock, oke, ore
 - ug, ut, unk, ump

- **Tell Me a Word:**

- **Beginning sound** – Have your child tell you something that begins with an alphabet sound. You can then ask them to tell you the letter name.
- **Rhyming** – say a word and have your child say a rhyming word.

- **Change a Sound:**

- Say a word and have your child change either the beginning, middle, or end sound to make a new word. Use CVC words only (**bat, sit, pup, pet, hop, etc.**)
 - Change the first sound of **bat** to make a new word (**hat, pat, mat, etc.**)
 - Change the middle sound of **pit** to make a new word (**pot, pat, pet, etc.**)
 - Change the last sound of **hop** to make a new word (**hot, hog, etc.**)

- **Tell the Letter or Sound:**

- Point to items in your house or at the store and ask your child what letter begins that item or what sound begins that item.

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PHONEMIC AWARENESS ACTIVITIES CONTINUED:

- While driving, point out and say something you see (car, house, dog, man, sign, etc.) and have your child tell you the first sound or what letter name begins the word.
- Show a picture (from a newspaper, magazine, or print pictures from a computer) and have your child say the first sound and give the letter name.

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PHONICS ACTIVITIES

• Show & Say:

- Using either magnetic letter tiles, printed letter cards, or homemade written letter cards, place all letters in alphabetic order, then hold up each letter and have your child sing or say the letters
 - Have them sing the alphabet song slowly while you hold up each letter. This helps children understand that L, M, N, O, P is **NOT** lemon-no-pee. 😊
 - Have the letters out of order and have your child either say the letter name or the letter sound – or both name & sound if they are ready!
- Show a letter & have your child name something that begins with that letter.
- Using letter cards, make a word (CVC words only) & have your child sound out and say the word the fast way.
 - Example: make the word **cat** with letters. Child sounds out word slowly //c// //a// //t// while pointing to each letter. Child then says word the fast way.
 - Have your child make different words by changing only one letter. Have them sound out the new word & then say it fast.
 - Say a word (CVC words only) and have your child find the letters that make that word (please use only CVC words – consonant – vowel – consonant words like *cat*, *pot*, *hit*, *pup*)
 - Child makes the word, sounds it out while pointing to each letter, and then says it fast.

• Practice Sight Words:

- Sight words are words that cannot necessarily be sounded out. They are also words that show up often while we read. Practicing these words regularly helps your child to identify these words automatically. Use the sight words your teacher has sent home or see **Sight Word Resources** on this webpage for a list of grade level sight words.
- Places/times you can practice sight words:
 - During TV commercials.
 - While driving in the car
 - Before meals
 - After meals
 - Before you read a story or after you read a story.

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PHONICS ACTIVITIES CONTINUED:

- **Find Words That You Know:**
 - Have your child scan through either a story (from a read aloud, newspaper, magazine, recipe, etc.) and find sight words they know.
- **Listen to your child read daily.** Your child can read books sent home by the teacher or find books your child can read with little help from you:
 - Work towards reading smoothly and with expression.
 - Rereading books promotes word automaticity and comprehension skills so don't be afraid to have your child read the same book more than once.

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FLUENCY ACTIVITIES

- **Pause, Prompt, Praise:**

- Pause

- When your child makes a mistake, PAUSE. Give your child time to correct it. If they get to the next punctuation mark without correcting the mistake, then tell them where they made the mistake, tell them the word, and have them reread the sentence.

- Prompt

- When your child struggles with a word, prompt them by using one of the following prompts
 - *Say the first sound.*
 - *Check the picture for clues.*
 - *Break the word into chunks.*
 - *Does that make sense? What should that say?*
 - *Look (or point) at all the letters in the word slowly. What would make sense?*
- If your child cannot figure out the word, tell them, and have them keep reading.

- Praise

- Always praise your child for their effort. Try to make it specific (see some examples below)
 - *I liked how you paused when you knew the word didn't make sense in the sentence. Good figuring it out!*
 - *I liked how you corrected yourself on _____.*
 - *I liked how you reread the sentence when it didn't make sense.*
 - *I liked how you kept trying!*
 - *I liked how you read with (expression, smoothness, confidence...)*

- **Read It Like You Are.....**

- This is just silly fun, but a good way for your child to practice fluency and expression. Have your child read a story or a page from a story with different expressions – *read like you're (surprised, sad, mad, shocked, happy, excited, tired, or scared.)*