

PHONICS: Letter Tracing

PARENT/TEACHER

Directions:

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

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



PHONICS: Build a Letter

TEACHER/PARENT

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

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

PHONICS: Refrigerator Words PARENT

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

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

PHONICS: Read Alouds PARENT

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

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



PHONICS: Word Line

PARENT/TEACHER

Directions:

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

Example: **m**ap **m**an **m**at

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

PHONICS: Making Words

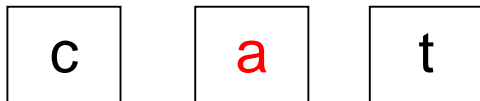
TEACHER/PARENT

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

Directions:

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

For example,



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

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

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

PHONICS: Color Coded Reading TEACHER

Directions:

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

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

PHONICS: Change That Vowel! TEACHER

Directions:

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

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

PHONICS: Sound Switch

TEACHER

Directions:

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

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

PHONICS: Alphabet Song

TEACHER/PARENT

Directions:

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

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



PHONICS: What's in a Name?

TEACHER/PARENT

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

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

Directions:

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

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

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

PHONICS: P.S. I Love You!

TEACHER/PARENT

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

Directions:

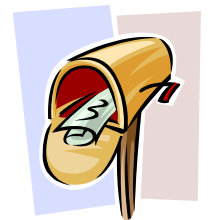
1. **What You'll Need:** Paper, Pencil, crayon, or marker.
2. Send your child little notes (by putting them in a pocket or lunch box, for example). When your child shows you the note, read it out loud with expression. Some children will read the notes on their own.
3. When your child expresses a feeling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

Dear Grandma,

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

Your grandson,
Darryl

P.S. I love you.



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

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

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