

Starting Off Right with Phonics

*Fun Activities
to Help Your Child
in Reading*

TREASURE **BAY**
WORKSHOPS



Agenda

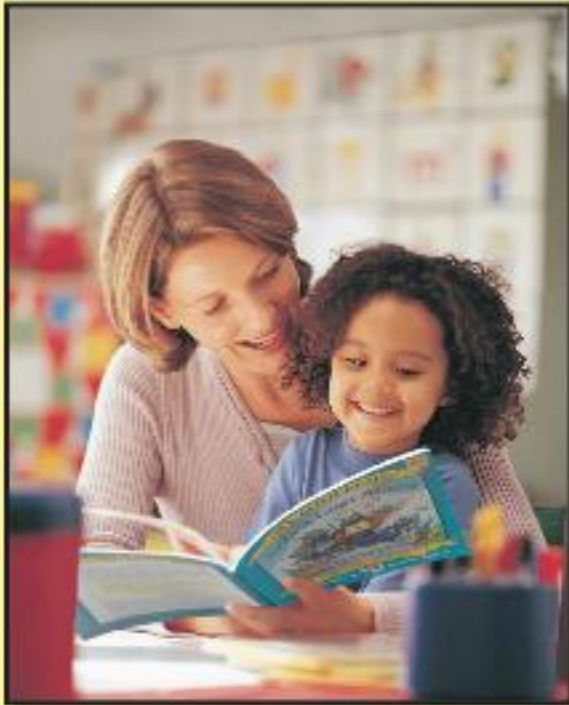
- Definition of Phonics
(Including the difference between Phonemic Awareness and Phonics)
- Five phonics skills
- Fun activities you can do with your child to improve each skill

What Is Phonics?

- The instructional method that teaches that there is a predictable relationship between the sounds of the spoken language (phonemes) and the written letters that represent those sounds (graphemes) Phonics allows readers to read words they haven't seen before without first having to memorize them.
- Instruction in the connection between the letters of the alphabet and their corresponding sounds, and how to blend them together to read words



How Important Is It?



“For children just beginning to read—typically in kindergarten and first grade—it is vital to learn the sound-symbol relationships of written language. . . . Phonics may be just one ingredient in a properly balanced reading program, but it is a ‘gateway’ skill: if you don’t crack the alphabetic code, you can’t read.”

—Stephen Zemelman, Harvey Daniel, and Arthur Hyde, “Best Practice: Today’s Standards for Teaching and Learning in America’s Schools”

What's the Difference?

- Phonemic Awareness is an understanding of the spoken language. Phonemic Awareness can be demonstrated with eyes shut.

Child can tell or hear that *bat* and *bird* start with the same sound, and that *bat* and *rat* rhyme.

- Phonics is the relationship between letters and sounds. Phonics is the visual recognition of the alphabet letters and knowledge of the corresponding sounds.

Child sees the letters b, a, and t, knows the sounds they make, and can blend /b/ /a/ /t/ together to say *bat*.

Five Phonics Skills

- Alphabetic knowledge
- Alphabetic principle
- Word recognition
- Reading decodable text
- High frequency and irregular words

Alphabetic Knowledge

Skill: Knowing the shapes, names, and sounds of letters, progressing from letter names and shapes to letter sounds.

Activities:

Alphabet Song – Sing the alphabet song pausing at the letters g, n, q, t, and z. Sing slowly so they won't think there is a letter called "lmnop" . Point to the letters as they sing.

Memory Game - Write the letters on 3 x 5 inch cards. Make two sets. The first player turns over a card and names it, then turns over another card and names it. If the cards match, the player takes the cards. If they don't match, it's the next player's turn. Objective: Try to collect the most cards. Can also be played matching uppercase and lowercase letters.



Alphabetic Principle

Skill: Understanding the relationship between letters and sounds

Activities:

Letter sounds – Start teaching letter sounds in this order: s, t, m, a, p, h, a, and i. Have your child name words that start with these letters. Gradually add other letters and their sounds.

Memory game – Play as you would in the Alphabetic Knowledge activities, except your child must name the letter and the sound it makes.

Writing names – Teach children how to write their names. Write it on paper, have them trace it, and say the names of the letters as they write them.

Alphabet Soup - Cut 2 x 2 inch cards. Give child number of cards for each letter in their name. Have other family members play, too. Have them write the letters of their name on the cards. They throw their letters in a pretend pot of soup. They take a letter out. If it's in their name, they keep it. If not, they throw it back. Continue until everyone can make their names.



Word Recognition

Skill: Recognizing words in print, being able to point to a single word, being able to sound out words in print, and being able to automatically read some words.

Activities:

Blending – Help children learn that the letters and the sounds of letters blend together to make words. For example, show them the word sip. Show them that s says /s/, i says /i/, and p says /p/. When you blend those sounds together without stopping you have sip.

Making Words – Cut 2 x 2 inch cards and write letters on them. You put the letters together to make words. Go through the blending process with them, blending a sound at a time, then the whole word.

Three-Sound Word Deck – Use the same kind of letter cards as in the previous activity. Put consonants in first and third pile and vowels in the middle pile. Let your child try to make words by blending and sounding them out.



Reading Decodable Text

Skill: Decoding is the process of reading, or sounding out, letters or decodable letter patterns in a word, phrase, or sentence to determine its meaning.

Activities:

Reading together – Read books that are comfortable for your child’s level, such as phonics readers, like the We Read Phonics series (available at school). You might want to start by reading the story together-by reading aloud at the same time or by taking turns. As you and your child read, move your finger under the words.

Rereading – Rereading the same materials helps to build fluency. As your child reads, move your finger along under the words.

Encourage your child to use letter, picture, and context Clues. If your child has difficulty with a word, wait 5 seconds to give them a chance to sound it out before you tell them the word. Have them practice reading to a younger sibling, pet, or even a stuffed animal!



High Frequency and Irregular Words

Skill: The ability to recognize and read high frequency and irregular words that cannot be read through decoding, such as from, of, and the. These are often called “sight words.”

Activities:

Flash cards – Use flash cards for repetitive practice. Write high frequency and irregular words on flash cards. Use the list of 30 words (on the last page of this lesson) or any other similar list. The child reads the words quickly as they are shown.

Alphabetizing flash cards – Children put the flash cards in alphabetical order.

Memory game – Play the memory game as shown in Alphabetic Knowledge, but use sight words instead of letters on the cards.

Bingo – Write one sight word on each of 5 to 10 cards. Then create some Bingo Cards. Make a 4 x 4 inch grid. Fill the grid randomly with sight words. Words can be used more than once on the grid. Create some colored dots to put over the words. Mix the sight words and place them face down. A player turns over a card and reads the word. Players put a dot on their Bingo Card if they have that word. If the word appears on their card more than once, they put a colored dot on each word.



Other Recommendations

- Focus on one specific skill at a time.
- Spend twenty minutes a day.
- Repetition and practice is key.

List of High Frequency and Irregular Words

the	do	your	what
you	know	one	could
said	was	of	who
his	would	there	two
people	are	because	too
to	some	as	should
they	your	mother	put
were		is	
		whose	
		one	