

Getting Ready for Kindergarten: Reading Activities to do at Home to Prepare for Starting School



Helping our community produce successful and imaginative readers.

Mission Statement

The mission of the CTL Reading Clinic is to provide school-age children in the greater Eugene area and Lane County with a facility and staff dedicated to the prevention and remediation of reading failure. Our clinic will assist children in grades K-8 who are experiencing difficulty reading by providing individualized assessment and intensive, research-based instruction. In doing so, the clinic will rely on the most rigorous scientific evidence in reading. The first priority of the CTL Reading Clinic is to help our community produce successful and imaginative readers.

As part of the UO College of Education, the CTL Reading Clinic will also serve as a field experience site for COE undergraduate and graduate students in a range of academic programs. This experience will enhance the understanding of successful reading practices among Oregon's future educators.

The CTL Reading Clinic will also serve as a site for COE faculty and graduate students to conduct research on interventions for struggling readers.

Philosophy

We believe that:

All children and youth can learn to read.

Instructional interventions based on the five "big ideas" of reading and comprised of practices proven effective through scientific research hold the greatest promise for helping struggling readers.

High quality assessment plays a key role in monitoring and adjusting reading instruction and thus the success of reading intervention.

Families can learn to effectively support their children's reading.

Big Ideas in Beginning Reading



In 1997, congress asked the NICHD, along with the U.S. Department of Education, to form the National Reading Panel to review research on how children learn to read and determine which methods of teaching reading are most effective based on the research evidence.

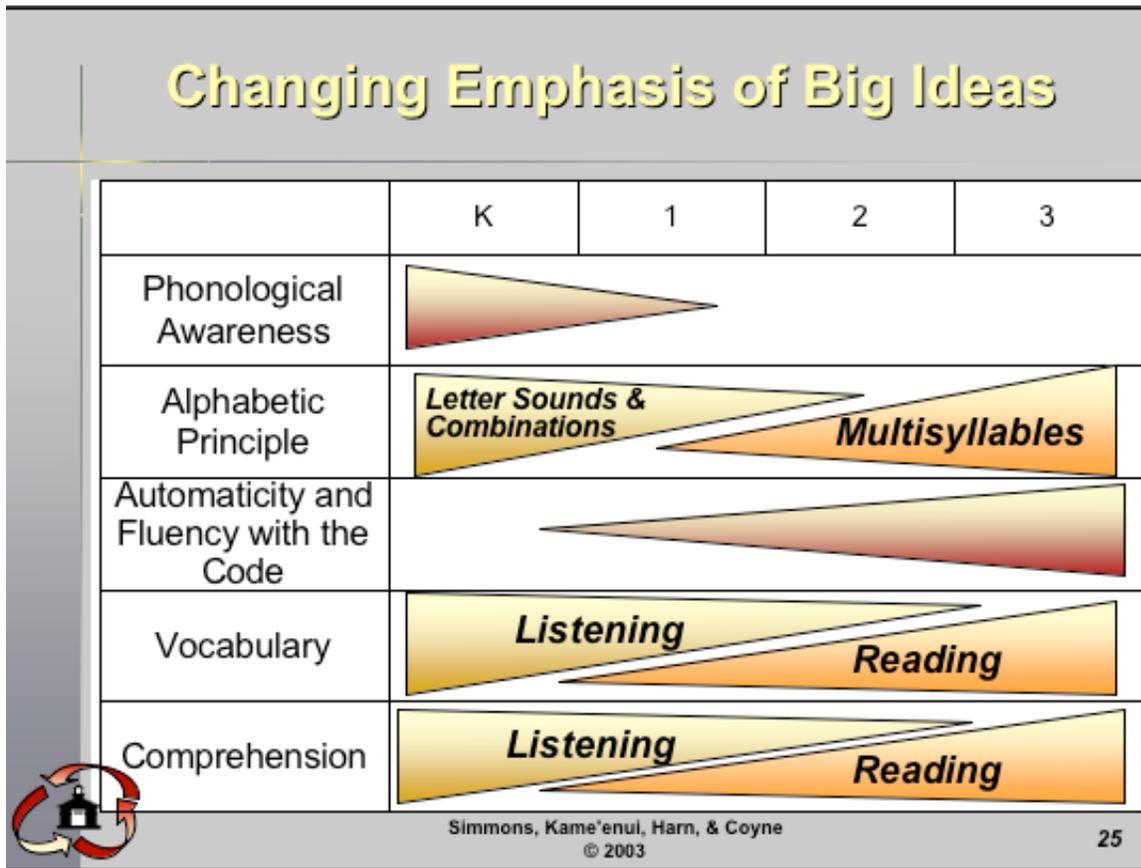
Specifically, congress asked the panel to:

- ✓ Review all the research available (more than 100,000 reading studies) on how children learn to read.
- ✓ Determine the most effective evidence-based methods for teaching children to read.
- ✓ Describe which methods of reading instruction are ready for use in the classroom and recommend ways of getting this information into schools.
- ✓ Suggest a plan for additional research in reading development and instruction.

The National Reading Panel's analysis made it clear that the best approach to reading instruction is one that incorporates explicit instruction in **phonemic awareness**, systematic **phonics** (i.e., alphabetic principle) instruction, methods to improve **fluency**, and strategies to enhance **vocabulary** and **comprehension**. The National Reading Panel's analysis defined the big ideas in reading.

This information was taken from the DIBELS website (https://dibels.uoregon.edu/resources/big_ideas/big_ideas.php)

Big Ideas in Beginning Reading



Phonological Awareness: The ability to identify, think about, and manipulate the parts of words, including syllables, onsets and rimes, and phonemes. It also includes the activities of recognizing and producing rhymes (LETRS Module 2, 2nd Edition).

Alphabetic Principal/Phonics: The ability to associate sounds (phonemes) with letters and use these sounds to read words.

Fluency: The effortless, automatic ability to read words in connected text.

Vocabulary: The ability to understand and use words to acquire and convey meaning.

Comprehension: The complex cognitive process involving the intentional interaction between reader and text to extract meaning.

Examples of Phonological Awareness Activities by Language Unit

Unit of Language	Sample Activity
<p>Word</p>	<p>Orally say each word in a sentence while touching a chip that represents each word.</p>
<p>Syllable</p> <p>Syllable is a unit of speech that is organized around a vowel sound.</p>	<p>Tap your arm as you say each syllable:</p> <p style="text-align: center;">cer-e-al muf-fin choc-o-late</p>
<p>Onset and Rime</p> <p>Onset is the sound(s) that comes before the vowel. Rime is the vowel plus the consonant(s) that follow.</p>	<p>Orally blend the onset and rime:</p> <p style="text-align: center;">h + am = ham f + ish = fish r + ip = rip cl + ean = clean fr + esh = fresh</p>
<p>Phoneme</p> <p>phoneme = the smallest unit of sound in a word</p>	<p>Say the sounds in the words as you raise a finger for each sound:</p> <p style="text-align: center;">each = /ee/ - /ch/ know = /n/ - /o/ house = /h/ /ou/ /s/</p>

(adapted from LETRS Module 2, 2nd Edition)

Phonemic Awareness

What is Phonemic Awareness?

- ✓ The ability to hear and manipulate sounds in spoken words.
- ✓ Is demonstrated by any oral language task that requires attending to, thinking about or intentionally manipulating the individual speech sounds in spoken words (LETRS Module 2, 2nd Edition).

phoneme = the smallest unit of sound in a word

Why is Phonemic Awareness important?

- ✓ Phonemic awareness is a prerequisite for learning to read and spell.
- ✓ Phonemic awareness is essential for learning to read in an alphabetic writing system.
- ✓ The best predictor of reading difficulty in kindergarten is the inability to segment words into sounds (Lyon, 1995).
- ✓ The ability to hear and manipulate sounds plays a causal role in the acquisition of beginning reading skills (Smith, Simmons, & Kame'enui, 1998).

Phonemic Awareness Activities:

1. **First Sound Isolation:** Tell me the first sound in the word run. (/r/) (Note: original text has /rrr/)
2. **Last Sound Isolation:** Tell me the last sound in the word map. (/p/)
3. **Blending:** What word is made up of the sounds /k/ /a/ /t/? (cat)
4. **Phonemic segmentation:** Tell me the sounds in rat. (/r/ /a/ /t/)
5. **Phoneme manipulation:** What word would you have if you changed the /t/ in rat to an /n/? (ran)

Phonological Awareness Activity: Rhyming

Objective: To begin teaching your child that rhyming words are words that end the same *and* to help your child attend to the sounds in words.

Materials Needed: List of words to be rhymed.

Instructions: Begin by telling your child that words that rhyme all end the same and provide an example. Say something like:

“Words that rhyme all end the same. Listen, cat – hat. Cat and hat rhyme because they both end the same. Listen, nickel – pickle. Nickel and pickle rhyme because they both end the same. Your turn, tell me a word that rhymes with dog.”

Give your child time to think of a word. If your child has not said a word within 10 seconds, or if the word provided does not rhyme, say something like:

“Listen, dog – fog. Dog and fog rhyme because they both end the same. Let’s try another one, tell me a word that rhymes with pig.”

Words to be Rhymed

cat
car
mouse
bag
chair
walk
rose
sun
book
face
red
fun
rain
night
read
flower
shout
sack
rat
truck
dog
mug

(Adapted from Phonemic Awareness in Young Children)

Phonemic Awareness Activity: First Sounds

Which Picture Has the First Sound ____?

Objective: To help your child listen for the first sounds in words.

Materials Needed: picture choices, including pictures that begin with the target phoneme

Instructions: Say, *“We’re going to play a game with our new sound, /g/. I’ll show you three pictures. You’ll find the picture that has the first sound /g/.”*

Lay out three pictures on the table, one that begins with /g/. *“I’ll show you how to play the game. This is nail, game, box. I’ll find the picture that has the first sound /g/: game. Game has the first sound /g/. /g/, game.”*

Lay out three new pictures on the table, one that begins with /g/. Name each picture for your child and have him or her repeat them. Then ask, *“Which picture has the first sound /g/?”* Confirm by saying, *“Yes, gum has the first sound /g/. /g/, gum.”*

Continue playing the game as time permits.

If your child makes an error, model the correct answer, emphasizing the first phoneme. Have your child repeat the correct answer. Go back to the example a second time.

(From Scott Foresman’s Early Reading Intervention)

Phonemic Awareness Activity: First Sounds

I'm Thinking of a Word

Objective: To help your child listen for the first sounds in words.

Materials Needed: none

Instructions: Your child guesses a secret word from the clues that you give him/her. For example, say: "I'm thinking of a word that starts with /mmmm/. We see this animal at the zoo." (The child says monkey.)

Continue with other words. For example, "I'm thinking of a word that begins with /mmmm/. You wear them on your hands in winter." (The child says monkey.)

(Adapted from Road to the Code)

Other Variations of the Game:

- Play the game as described above, but place a picture of the secret word face down on the table before you give the clue. The child can confirm his/her response by picking up the picture. Parent asks, "Were you right?!"
- Play an "I Spy" version of the game described above. Say, "I spy something in the room that begins with /mmmm/." (The child states something in the room such as milk, mirror, mat, etc.) The child can also take the lead with the game by telling the parent that he/she spies something in the room that begins with /mmm/ and the parent must guess the item.

Phonemic Awareness Activity: Blending

Objective: To help your child hear distinct sounds and put them together to make words.

Materials Needed: List of words to be blended.

Instructions: Ask your child to listen to you as you say the sounds in words, then ask your child the word. Say something like:

“What word am I trying to say -- mmmm...iiiiii...t?”

If your child has not said the word within 5 seconds, say something like:

“Listen again, mmmm...iiiiii...t. What word do you hear when I say those sounds?”

If your child still cannot answer, provide the word. Say something like:

“The sounds mmmm...iiiiii...t make up the word mit. What word? (child says mit) Great, what word am I trying to say now – d...oooo...g?”

Words to be Blended

cat -- /k/ /a/ /t/

sea -- /s/ /ea/

rat -- /r/ /a/ /t/

star -- /s/ /t/ /a/ /r/

rain -- /r/ /ai/ /n/

thin -- /th/ /i/ /n/

swim -- /s/ /w/ /i/ /m/

life -- /l/ /ie/ /f/

roof -- /r/ /oo/ /f/

learn -- /l/ /ir/ /n/

taste -- /t/ /ai/ /s/ /t/

patch -- /p/ /a/ /ch/

smile -- /s/ /m/ /ie/ /l/

chips -- /ch/ /i/ /p/ /s/

fish -- /f/ /i/ /sh/

when -- /w/ /e/ /n/

add -- /a/ /d/

lock -- /l/ /o/ /k/

eyes -- /ie/ /z/

smart -- /s/ /m/ /ar/ /t/

Phonemic Awareness Activity: Segmenting

Say It and Move It

Objective: To help your child segment words into first, middle, and final phonemes.

Materials Needed: pictures, 2- and 3-square strips, bingo chips

Instructions: Show your child how to keep their game markers above their strips. Tell him or her that it's time to play Say It and Move It with two-sound and three-sound words. Gather the two-phoneme word pictures into one pile and three-phoneme word pictures into another pile.

Model how to play Say It and Move It. For example, say:

"It is my turn to play Say It and Move It. First I'll do a two-sound word with my 2-square strip." (Choose a two-phoneme picture from the pile.) "This is key. Watch. I will say each sound in a key and move a marker to a square as I say each sound: /k/ /eee/." (Move a marker to each square as you say each sound. Then return your markers to a spot above your strip.)

Next, model with a three-phoneme word.

Then, let your child play Say It and Move it. Ask your child to choose a picture from the pile. Say *"What is this?"* Yes, *this is bag. Bag is a three-sound word so put your 3-square strip in front of you. Let's say each sound in bag. You move a marker to a square as we say each sound: /b/ /aaa/ /g/.* (Your child moves a marker to each square as you say each sound together.)

(Adapted from Scott Foresman's Early Reading Intervention.)

Alphabetic Principle

What is the Alphabetic Principle?

- ✓ The understanding that letters represent sounds and that whole words are made of individual sounds.
 - Regular Words: words in which all the letters represent their most common sounds
 - Irregular Words: words that cannot be decoded because either (a) the letters do not represent their most common sounds, or (b) the child has not yet learned the letter-sound correspondences in the word.

Why is the Alphabetic Principle important?

- ✓ Letter-sound knowledge is prerequisite to effective word identification and reading connected text accurately and fluently.
- ✓ The combination of instruction in phonological awareness and letter-sound correspondence is the most favorable for successful early reading (Haskell, Foorman, & Swank, 1992).
- ✓ Good readers must have a strategy to phonologically recode words (National Reading Panel, 2000).

Examples of Alphabetic Principle Skills:

1. **Letter-sound associations**: The ability to state the sound of a letter when asked.
2. **Blending**: The ability to say the sound for each letter and blend sounds into a word.
3. **Reading pseudowords**: The ability to use decoding skills to read made up words (e.g., vom, mip, nez).
4. **Word identification**: The ability to read a word.

How to Teach It:

- ✓ Begin by teaching the most common sounds of single letters
- ✓ Once children have learned several letter sounds, introduce discrimination formats/games
- ✓ Teach how to sound out regular words
- ✓ Initial word reading activities should include vc and cvc words that begin with continuous sounds
- ✓ Systematically introduce new word types by level of difficulty
- ✓ Delay the introduction of irregular words until your child can read regular cvc words in a list at a rate of about a word every 3 seconds.

Introducing New Word Types

Regular words can be classified by type according to their relative difficulty to decode. The types are listed below, according to their relative difficulty – easy to difficult.

- vc and cvc that begin with continuous sounds (e.g., *at, Sam*)
- cvcc that begin with continuous sounds (e.g., *runs, lamp, fist*)
- cvc that begin with stop sounds (e.g., *hot, cap*)
- cvcc that begin with stop sounds (e.g., *cast, hand*)
- ccvc in which both of the initial consonants are continuous sounds (e.g., *slap, frog*)
- ccvc in which one of the initial sounds is a stop sound (e.g., *crib, stop*)
- ccvcc words (e.g., *brand, clump*)
- cccvc and cccvcc words (e.g., *split, sprint*)

(from Carnine, Silbert, Kame'enu, and Tarver, 2004)

Most Common Letter Sounds

Aa /aaa/ <i>Apple</i>	Mm /mmm/ <i>Monkey</i>	Tt /t/ <i>Turkey</i>	Ss /sss/ <i>Snake</i>	li /iii/ <i>Itch</i>	Ff /fff/ <i>Frog</i>
Dd /d/ (not duh) <i>Dinosaur</i>	Rr /rrr/ <i>Rabbit</i>	o /ooo/ <i>Octopus</i>	Gg /g/ (not guh) <i>Goat</i>	Ll /lll/ <i>Letter</i>	Hh /h/ (not huh) <i>Hippo</i>
Uu /uuu/ <i>Up</i>	Cc /c/ (not cuh) <i>Cat</i>	Bb /b/ (not buh) <i>Bat</i>	Nn /nnn/ <i>Nest</i>	Kk /k/ (not kuh) <i>Kangaroo</i>	Vv /vvv/ <i>Volcano</i>
Ee /eee/ <i>Edge</i>	Ww /www/ <i>Wind</i>	Jj /j/ (not juh) <i>Jet</i>	Pp /p/ (not puh) <i>Pig</i>	Yy /yee/ <i>Yes</i>	Xx /ksss/ <i>Fox</i>
Qq /kw/ <i>Quake</i>	Zz /zzz/ <i>Zebra</i>				

Long Vowel Sounds

Aa /aaa/ <i>Ape</i>	Ee /eee/ <i>Emu</i>	li /iii/ <i>Ice</i>	Oo /ooo/ <i>Oval</i>	Uu /uuu/ <i>Unicorn</i>
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Continuous Sounds: sounds that can be said for several seconds without distorting the sound.

Stop Sounds: sounds that can only be said for an instant.

Alphabetic Principle Activity: Letter Sounds

Objective: To provide practice on letter sound associations.

Game 1: Mystery Square

Materials Needed: 8 cards with a letter sound printed on the front of each card, 1 card with a star, small sticky notes

Instructions: Without your child seeing, place a small sticky note on half of the game cards, leaving the letter on the card visible. Shuffle the cards and arrange them face down on the table in a 3-by-3 square. Take turns with your child choosing a card to turn over. Players earn one point for naming the letter on the card. If the card has a sticky note on it, then a player may earn two points: one for name the letter and one for saying the letter's sound. If a player chooses the star card, he or she automatically earns three points and another turn. Tally points as you play. Continue until all the cards have been turned over. Play a second round!

Game 2: Who has the Star?

Materials Needed: game cards (two of each letter) and a star card

Instructions: Tell your child that you are going to play Who Has the Star? Explain that you'll try to gather pairs of game cards and you'll also try to keep the star card. Explain that when it's your turn, you'll pick a card from the person on your left without looking at that person's cards. Then you'll say the name and sound of the letter on the card. If you have a card that matches that letter in your hand, you will lay down the pair on the table and take another turn. If you choose the star card, you'll keep the card. Play until all the cards are in pairs and someone is left with the star card. The person with the star card wins.

Game 3: Letter Match

Materials Needed: letter match card for each player, bingo chips

Instructions: Tell your child that you are going to play the game Letter Match. Explain that you will say a letter sound. If a player has the letter for that sound on his or her card, the player repeats the sound and places a marker on the letter. Call the first letter. Say, "The first sound is /d/. Do you have the letter for the sound /d/? (If the child has the letter d, they will state the sound and then cover the letter.) Yes, d is the letter for the sound /d/. Continue calling letters until someone fills a row. Repeat the game as time allows.

(Games from Scott Foresman's Early Reading Intervention)

Alphabetic Principle Activity: Letter Sounds

Roll & Read

Objective: To help your child build fluency with letter sounds.

Materials Needed: Roll & Read game mat, die, game board (optional).

Instructions: Present the Roll & Read game mat to your child and tell him/her that you are going to play a sound game. Say something like:

“We are going to play a sound game. You are going to roll the die, and then you are going to read the column of sounds that corresponds to the number you rolled. For example, if you roll a two you are going to read this column of sounds (point to column two).”

If your child makes an error during the game, correct the error by saying:

“That sound is /aaa/, what sound? Good, let’s go back to the top and try these sounds again.”

To make this activity more of a “game” you can add a game board component. For each column that the child reads with no errors, he/she can move the marker on the game board the number of spaces indicated on the die.

Once your child is firm with the letter sounds, this activity can also be done using words.

(Adapted from Read Well I)

Alphabetic Principle Activity: Letter Sounds

Sounds Dash

Objective: To help your child build fluency with letter sounds. (Note: This activity is only appropriate when your child has reached a high level of accuracy in identifying letter sounds.)

Materials Needed: Sounds Dash page, timer

Instructions: Say *“We’re going to do a Sound Dash. I’ll point to a letter and you’ll say the sound for the letter. Let’s see how close you can get to the finish line in one minute. You’ll need to be careful because if I hear a mistake, you’ll need to go back three letters.”* Tell your child that first he/she needs to get warmed up for the Sounds Dash. Say: *“We’ll practice the sounds in the first row. Then we can start the timer for our dash.”* Ask your child to say the sound for each letter in the first row as you touch it. If he/she misses a sound, tell the sound, have the child repeat it, and move back three letters on the page. If your child makes no more than 1-2 errors in the first row, he/she is ready for the Sounds Dash. Point to the first letter on the page. Start the timer. Have your child say each sound as you touch under the letter. Repeat for each letter in the first row. Then, go immediately to the second row, third row, and so on. If your child makes an error during the dash, provide the correction listed above. Stop the activity after exactly one minute. Count up the number of sounds read. Repeat to see if your child can beat his/her score!

(From Scott Foresman’s Early Reading Intervention)

Alphabetic Principle Activity: Word Reading

Objective: To teach children to use knowledge of letter sound correspondences to sound out and read words.

Materials Needed: list of words

Instructions: Demonstrate how to sound out and read a word. Say *“Watch. When I touch a letter. I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.”*

Touch under each each letter, saying the sound. Hold continuous sounds for 1 to 1.5 seconds. Then, slash your finger across the arrow underneath the word as you blend the sounds to read the word.

Ask your child to sound out and read the word with you. You touch under the letters. Sound out the word with your child. Then blend the sounds to read the word together.

Ask your child to sound out the word. *“Your turn. Sound out this word. (Move your finger under each letter as your child says each sound.) Go back to the beginning of the arrow and ask, “What is the word?” (Move your finger quickly across the arrow as your child reads the word.)*

(Adapted from Carnine, Silbert, Kame’enui, and Tarver, 2004)

Alphabetic Principle Activity: Spelling

Say It and Move It with Letter Tiles

Objective: To teach children to use knowledge of letter sound associations to build words.

Materials Needed: word list, 3-square strips, letter tiles

Instructions: Place a subset of letter tiles above your child's strip. Tell him or her that it's time to play Say It and Move It with letter tiles.

Model how to play Say It and Move It with Letter Tiles. For example, say:

"It is my turn to play Say It and Move It with Letter Tiles. I'll do a three-sound word with my 3-square strip." State a cvc word. "Listen, ran. What word? Watch. I will say each sound in ran and point to a square as I say each sound: /rrr/ /aaa/ /nnn/." (Touch a square as you say each sound.)

"Now I'll find the letters for the sounds in ran." (Touch the first square.) "/rrr/ is the first sound in ran. I'll find the letter for the /rrr/ in ran." (Place the letter tile for r in the first square.)

Go back and say (and point to) the first sound in ran and then say the middle sound and stop as you point to the middle square. *"/rrr/ /aaa/ /aaa/ is the next sound in ran. I'll find the letter for the /aaa/ in ran." (Place the letter tile for a in the middle square.)*

Go back and say the first, middle, and last sounds in ran as you touch each square. Stop as you point to the last square. *"/rrr/ /aaa/ /nnn/. /nnn/ is the last sound in ran. I'll find the letter for the /nnn/ in ran." (Place the letter tile for n in the last square.)*

Conclude by saying (and pointing to a square as you say each sound) *"/rrr/ /aaa/ /nnn/ are the sounds in ran and r – a – n spells ran!"*

Clear off letter tiles. Choose a new cvc word. Lead your child through the activity. As your child becomes more proficient, you may ask him/her to segment the word and find the letter tiles on his/her own.

(Adapted from Scott Foresman's Early Reading Intervention.)

Alphabetic Principle Activity: Word Building

Save the Rabbit

Objective: To teach children to use knowledge of letter sound correspondences to build words.

Materials Needed: dry erase board, markers, cvc words written on small pieces of paper

Instructions: This game is played like the game of Hangman. The object of the game is to guess the mystery word before the entire rabbit is erased. If the word is guessed in time, the rabbit is saved.

Select a mystery word and write it on a piece of paper. Draw a series of dashes on the board – one dash for each letter in the word. Write a bank of letters for your child to choose from on the board. Limit the number of letters to 5 or 6. Say, *“These are the sounds we will be using for this game.”* Ask your child to say each sound. Draw a rabbit next to the list of sounds.

Ask your child to choose one of the sounds listed on the board. Make sure he/she correctly states the letter sound. If the sound is in the mystery word, you write the letter on the appropriate line. Then put a slash through the letter in the list so your child knows not to choose that letter sound again. If the chosen sound is not in the mystery word, erase one part of the rabbit (e.g., an ear) and draw a slash through the incorrect letter on the list.

When one or more sounds have been correctly chosen to fill in the blanks (e.g., m ___ t), encourage your child to think of what the word might be.

When the mystery word has been guessed correctly, show your child the word that was written on the piece of paper to confirm the correct answer. Ask your child to sound out and read the word.

Select a new mystery word and begin a second game!

(Adapted from Road to the Code)

Alphabetic Principle Activity: Word Reading

m o m



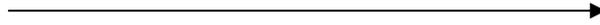
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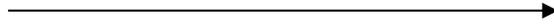
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Resources

CTL Reading Clinic

<http://ctlreadingclinic.uoregon.edu/index.html>

Big Ideas in Beginning Reading

<http://reading.uoregon.edu/>

Reading Rockets

<http://www.readingrockets.org/>

Oregon Reading First

<http://oregonreadingfirst.uoregon.edu/>

International Children's Digital Library

<http://en.childrenslibrary.org/>

National Reading Panel

<http://www.nationalreadingpanel.org/>

Adams, J.M., Foorman, B.R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children*. Baltimore, Maryland: Paul H. Brookes Publishing.

Blachman, B.A, Ball, E.W., Black, R., & Tangel, D.M. (2000). *Road to the code*. Baltimore, Maryland: Paul H. Brookes Publishing.

O'Conner, R.E., Notari-Syverson, A., & Vadasy, P.F. (1998). *Ladders to literacy*. Baltimore, Maryland: Paul H. Brookes Publishing.

Decodable Book Sets:

Power Readers: 28 related decodable stories designed for students in K-1

Author: Susan M. Ebbers

Publisher: Sopris

Primary Phonics

Author: Barbara W. Makar

Publisher: Educators Publishing Service

Bob Books

<http://www.bobbooks.com/>