

A Kindergarten Teacher's Guide to
**SUPPORTING FAMILY INVOLVEMENT IN
FOUNDATIONAL READING SKILLS**

Developed by
Marcia Kosanovich, Ph.D.
Laurie Lee, M.S.
Barbara Foorman, Ph.D.

U.S. Department of Education

Betsy DeVos, *Secretary*

Institute of Education Sciences

Mark Schneider, *Director*

National Center for Education Evaluation and Regional Assistance

Matthew Soldner, *Commissioner*

Elizabeth Eisner, *Associate Commissioner*

Amy Johnson, *Action Editor*

Janelle Sands, *Project Officer*

The National Center for Education Evaluation and Regional Assistance (NCEE) conducts unbiased large-scale evaluations of education programs and practices supported by federal funds; provides research-based technical assistance to educators and policymakers; and supports the synthesis and the widespread dissemination of the results of research and evaluation throughout the United States.

This publication and ancillary materials were prepared for the Institute of Education Sciences (IES) under Contract ED-IES-17-C-0011 by Regional Educational Laboratory (REL) Southeast, administered by Florida State University. The content of the publication and ancillary materials does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

This REL publication and ancillary materials are in the public domain. While permission to reprint or use this publication and ancillary materials is not necessary, it should be cited as:

Kosanovich, M., Lee, L. and Foorman, B. (2020). *A Kindergarten Teacher's Guide to Supporting Family Involvement in Foundational Reading Skills* (REL 2020-016). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

This publication and ancillary materials are available on the Regional Educational Laboratory website at <http://ies.ed.gov/ncee/edlabs>.

A Kindergarten Teacher's Guide to
**SUPPORTING FAMILY INVOLVEMENT IN
FOUNDATIONAL READING SKILLS**

Developed by
Marcia Kosanovich, Ph.D.
Laurie Lee, M.S.
Barbara Foorman, Ph.D.



Acknowledgments

The authors would like to thank these individuals for their contributions.

Partners

Caitlin Dooley, Deputy Superintendent, Teaching and Learning
Birth–Grade 5 Literacy Initiative at the Georgia Department of Education

Design

Nathan Archer, Communications Director, Florida Center for Reading Research

Reviewers

Julie Christman, Research Associate, RMC Research Corporation
Heather Diamond, Educational Consultant
Connie Verhagen, Project Manager, Regional Educational Laboratory Southeast

Kindergarten Teachers and School Leaders Who Participated in the Pilot

Gray Elementary School, Gray, Georgia

Jamie Daugherty
Heather Jackson
Dawn Mills
Sheri Moore

Upson-Lee Primary School, Thomaston, Georgia

Tracy Wainwright, Principal

Family Members Featured in Videos

Ava Davis
Cheron Davis
Dillon Weidner
Hannah Lynn Weidner
Marcia Kosanovich Weidner
Nicholas Weidner
Tim Weidner

Contents

Introduction	K j 1
A Guide to Help You Support Families.....	K i 1
Background on the Companion WWC Practice Guide.....	K i 1
Overview of the K–3 Suite of Resources.....	K i 3
Description and Use of this Kindergarten Teacher Guide.....	K i 3
Seven Steps for Teachers	K i 7
Common Challenges and Approaches to Overcome Them	K i 8
Recommendation 1 Reminder: Academic Language	K 1 1
Teacher Scaffold for How-to Steps 1 and 2: Talking While You Read	K 1 3
Family Resources for How-to Steps 1 and 2: Talking While You Read.....	K 1 5
Teacher Scaffold for How-to Step 3: Supporting Oral Language and Vocabulary.....	K 1 8
Family Resources for How-to Step 3: Supporting Oral Language and Vocabulary	K 1 9
Appendix 1	K 1 12
Teacher Text Messages to Families.....	K 1 12
Videos	K 1 12
Recommendation 2 Reminder: Phonological Awareness and Letter-Sound Relations.....	K 2 1
Teacher Scaffold for How-to Step 1: Phonological Awareness: Syllables.....	K 2 3
Family Resources for How-to Step 1: Phonological Awareness: Syllables	K 2 3
Teacher Scaffold for How-to Step 1: Phonological Awareness: Rhyme	K 2 7
Family Resources for How-to Step 1: Phonological Awareness: Rhyme.....	K 2 7
Teacher Scaffold for How-to Step 1: Phonemic Awareness.....	K 2 17
Family Resources for How-to Step 1: Phonemic Awareness	K 2 17
Teacher Scaffold for How-to Step 2: Letter Names and Letter Sounds	K 2 22
Family Resources for How-to Step 2: Letter Names and Letter Sounds.....	K 2 22
Teacher Scaffold for How-to Step 3: Activities to Link Letter-Sound Relationships with Phonemic Awareness.....	K 2 48
Family Resources for How-to Step 3: Activities to Link Letter-Sound Relationships with Phonemic Awareness.....	K 2 48
Appendix 2	K 2 63
Teacher Text Messages to Families.....	K 2 63
Videos	K 2 64
Books to Share	K 2 65
Teacher Resources	K 2 66
Recommendation 3 Reminder: Decode, Analyze, Write, and Recognize Words	K 3 1
Teacher Scaffold for How-to Step 1: Blending Words.....	K 3 4
Family Resources for How-to Step 1: Blending Words (Levels 1–3).....	K 3 4
Teacher Scaffold for How-to Steps 2 and 3: Word Families	K 3 21
Family Resources for How-to Steps 2 and 3: Word Families.....	K 3 21
Teacher Scaffold for How-to Step 4: Reading Decodable Words	K 3 29
Family Resources for How-to Step 4: Reading Decodable Words.....	K 3 29
Teacher Scaffold for How-to Step 5: High-Frequency Words	K 3 31
Family Resources for How-to Step 5: High-Frequency Words.....	K 3 31
Teacher Scaffold for How-to Step 6: Challenging, Important Words.....	K 3 56

Family Resources for How-to Step 6: Challenging, Important Words.....	K 3 56
Appendix 3	K 3 60
Teacher Text Messages to Families.....	K 3 60
Videos	K 3 61
Books to Share	K 3 61
Teacher Resources	K 3 62
Recommendation 4 Reminder: Accuracy, Fluency, and Comprehension	K 4 1
Teacher Scaffold for How-to Step 1: Accurate and Efficient Word Identification	K 4 3
Family Resources for How-to Step 1: Accurate and Efficient Word Identification.....	K 4 4
Teacher Scaffold for How-to Step 2: Self-Monitor Understanding and Self-Correct Errors. K 4 8	
Family Resources for How-to Step 2: Self-Monitor Understanding and Self-Correct Errors K 4 8	
Teacher Scaffold for How-to Step 3: Oral Reading Practice.....	K 4 11
Family Resources for How-to Step 3: Oral Reading Practice	K 4 11
Appendix 4	K 4 14
Teacher Text Messages to Families.....	K 4 14
Videos	K 4 15
Books to Share	K 4 15
Tables
Table 1: Four Recommendations to Improve Foundational Reading Skills.....	K i 2
Table 2: Timeline for Use of Kindergarten Resources	K i 3
Table 3: Example Calendar for Family Literacy Nights	K i 4
Table 4: Videos for Kindergarten Family Involvement in Foundational Reading Skills	K i 6
Table 5: Common Challenges and Approaches to Overcome Them	K i 8
Table 6: Sequence of Phonological Awareness Skills	K 2 2

Introduction

A Guide to Help You Support Families

This guide provides you with information on how to support families as they practice foundational reading skills at home. Learning to read begins at home through everyday parent-child interactions, long before children attend school. Parents' continuing support of literacy development throughout elementary school positively affects their children's reading ability.

To assist you in helping families support literacy, the Georgia Department of Education partnered with the Regional Educational Laboratory Southeast to create this Teacher's Guide. It serves as a companion to the What Works Clearinghouse (WWC) *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* for teachers and administrators. Both guides present four research-based recommendations and how-to steps: the WWC guide is for teaching children at school, and this guide is to help you support families in practicing foundational reading skills at home.



Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
ies.ed.gov/ncee/wwc/PracticeGuide/21

A Kindergarten Teacher's Guide to Supporting Family Involvement in Foundational Reading Skills
ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=5674

Background on the Companion WWC Practice Guide

The WWC practice guide on *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*¹ provides a systematic review of the past 20 years of reading research and supports teachers in developing students' foundational reading skills. The WWC practice guide focuses on the skills that enable students to read words, relate those words to their oral language, and read books with sufficient accuracy and fluency to understand what they read.

The practice guide describes four research-based recommendations that educators can use to improve foundational reading skills in the early grades. Each recommendation includes how-to steps that provide examples for implementing the recommendations with students. The recommendations and how-to steps are outlined in Table 1.

1 Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., et al. (2016). *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade*. Educator's Practice Guide (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance.

Table 1: Four Recommendations to Improve Foundational Reading Skills

Recommendations	How-to Steps
<p>RECOMMENDATION 1</p> <p>Teach students academic language skills, including the use of inferential and narrative language, and word knowledge.</p>	<p>HOW-TO STEP 1 Engage students in conversations that support the use and comprehension of inferential language.</p> <p>HOW-TO STEP 2 Explicitly engage students in developing narrative language skills.</p> <p>HOW-TO STEP 3 Teach academic vocabulary in the context of other reading activities.</p>
<p>RECOMMENDATION 2</p> <p>Develop awareness of the segments of sound in speech and how they link to letters.</p>	<p>HOW-TO STEP 1 Teach students to recognize and manipulate segments of sounds in speech.</p> <p>HOW-TO STEP 2 Teach students letter-sound relations.</p> <p>HOW-TO STEP 3 Use word building and other activities to link students’ knowledge of letter-sound relations with phonemic awareness.</p>
<p>RECOMMENDATION 3</p> <p>Teach students to decode words, analyze word parts, and write and recognize words.</p>	<p>HOW-TO STEP 1 Teach students to blend letter-sound and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.</p> <p>HOW-TO STEP 2 Instruct students in common sound-spelling patterns.</p> <p>HOW-TO STEP 3 Teach students to recognize common word parts.</p> <p>HOW-TO STEP 4 Have students read decodable words in isolation and in text.</p> <p>HOW-TO STEP 5 Teach regular and irregular high-frequency words so that students can recognize them efficiently.</p> <p>HOW-TO STEP 6 Introduce nondecodable words that are essential to the meaning of the text as whole words.</p>
<p>RECOMMENDATION 4</p> <p>Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</p>	<p>HOW-TO STEP 1 As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification.</p> <p>HOW-TO STEP 2 Teach students to self-monitor their understanding of the text and to self-correct word-reading errors.</p> <p>HOW-TO STEP 3 Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.</p>

Overview of the K–3 Suite of Resources

The Teacher’s Guide to Supporting Family Involvement in K–3 Foundational Reading Skills is a suite of grade-specific resources that you can use with families to encourage and facilitate literacy support for children at home. The information in each grade-specific Teacher’s Guide is designed to assist you in supporting home literacy activities that are:

- Aligned to classroom instruction.
- Informed by student need.
- Grounded in evidence-based practices (the WWC foundational reading skills practice guide).
- Facilitated by ongoing parent–teacher communication.

Each grade-specific Teacher’s Guide provides a framework for literacy-support activities that you can present during your school’s family literacy nights and parent–teacher conferences. Each Teacher’s Guide includes the following free resources that can be located online:

- Recommendation Reminders and How-to Steps.
- Teacher Scaffolds that include Glossaries, Family Literacy Videos, and Family Resources.
- Appendices with Teacher Text Messages to Families, Video Links, Books to Share, and Teacher Resources.

Description and Use of this Kindergarten Teacher’s Guide

This guide is organized according to the typical developmental progression through which students learn to read. Although you may use this guide sequentially, the resources are designed to be used flexibly. Therefore, you can select appropriate resources to share with families based on each student’s instructional needs. Some language is repeated throughout a few of the Teacher Scaffolds to ensure ready access to all necessary information and materials.

When selecting resources to use for parent–teacher conferences, use student data and your observations to determine which resources will best fit a student’s instructional needs. The resources that you share with families should include content that you have already taught the student so that the resources enable families to provide extra practice.

Because of the diversity of kindergarten students’ academic skills, relevant resources from all four recommendations are included in this guide. When selecting resources to share with families, you should determine each student’s abilities and instructional needs. It may also be helpful to consider the general timeline for skill development for kindergarten students. Table 2 represents the general timeline for using the kindergarten resources across a school year.

Table 2: Timeline for Using Kindergarten Resources

Beginning of Year	Middle of Year	End of Year
Academic Language (Recommendation 1)		
Phonological Awareness and Letter-Sound Relations (Recommendation 2)		
	Decoding, Analyzing, Writing, and Recognizing Words (Recommendation 3)	
	Accuracy, Fluency, and Comprehension (Recommendation 4)	

- Academic Language (Recommendation 1) activities span the entire year of kindergarten.
- Phonological Awareness and Letter-Sound Relationships (Recommendation 2) activities span the entire year of kindergarten.
- Some Decoding, Analyzing, Writing, and Recognizing Words activities (Recommendation 3) may appear in the second half of kindergarten.
- Some Accuracy, Fluency, and Comprehension (Recommendation 4) activities may appear in the second half of the kindergarten year.

The calendar in Table 3 illustrates one way to include resources from this guide at a family literacy night if, for example, you facilitate two family literacy nights a year.

Table 3: Example Calendar for Family Literacy Nights

Fall Family Literacy Night	Spring Family Literacy Night
<p>Recommendation 1: Academic Language</p> <ul style="list-style-type: none"> • Teacher Scaffold for How-to Steps 1 and 2: Talking While You Read • Family Resource: Talking While You Read Bookmark <p>Show one or both videos:</p> <ul style="list-style-type: none"> • Video 1.1 Talking While You Read (<i>Bear Says Thanks</i>) https://youtu.be/OEz4Z7w85Tw (4:44) • Video 1.1 Talking While You Read (<i>Llama Llama and the Bully Goat</i>) https://youtu.be/HtVdlHBpjyM (7:11) 	<p>Recommendation 2: Letter-Sound Relations</p> <ul style="list-style-type: none"> • Teacher Scaffold for How-to Step 2: Letter Names and Letter Sounds • Family Resource: Letter-Sound Writing • Video 2.2 Letter-Sound Writing ("Humpty Dumpty") https://youtu.be/-jL7Plx834 (3:08)

This Kindergarten Teacher's Guide is organized to present information for your knowledge, information for you to present to families, and resources to give to families. Specifically, the Teacher's Guide includes these resources:



Recommendation Reminder: This is for your information. It is a brief overview of each kindergarten recommendation and How-to Step from the WWC practice guide. It is not intended to be read to or shared with parents. A glossary is included for you in each Recommendation Reminder but is not necessary for the families' implementation of the activities. Each Recommendation Reminder has a purple border along the edge of the page.



Teacher Scaffold: This models the language you can use during family literacy nights and parent-teacher conferences to explain to families how to engage their child in an activity that supports a How-to Step. Use the Teacher Scaffold to describe a specific skill, explain why it is important in learning to read, and show the family how to support that skill.

The Teacher Scaffolds use family-friendly language because families may need positive interactions and reassurance from you as they may be unsure about how to help their child with foundational reading skills. Using family-friendly language helps cultivate relationships that encourage you and the child's family to work as a team to support and enhance each child's foundational reading skills.

Review the Teacher Scaffold prior to meeting with families so that you can be familiar with the kind of family-friendly language to use, prepare any needed materials, and cue up the family videos. Each Teacher Scaffold begins with a Preparation Box that lists what to prepare and print prior to a parent–teacher conference or family literacy night. Make any needed adaptations according to your school’s context. For example, if books from the school library are not sent home with students, then you can adapt that part of the Teacher Scaffold to inform families where they may be able to borrow books. Each Teacher Scaffold includes how to access and key points about the Family Literacy Videos.



Family Resources: Family Resources contain evidence-based literacy activities that you explain and share with families during family literacy nights and parent–teacher conferences. The Family Resources include easy-to-follow plans to help families support their child’s foundational reading skills at home.

Materials needed for each Family Resource, such as letter cards, are included.

When you share Family Resources, explain that the activities should be completed with the child, frequently and with patience and positive feedback. Emphasize that using the resources at home will be a fun way to spend family time together!



Family Literacy Videos: The Family Literacy Videos show families engaging their child in activities related to the skill you just explained and modeled. Show and discuss the videos using the key points about the videos found in each associated Teacher Scaffold. Explain to families how they can access the videos free online if they would like to view them again:

<https://www.youtube.com/playlist?list=PLVHqsnePfULqzbnu1BZf50y7HFgGNZp6v>.

Table 4 lists all of the kindergarten Family Literacy Video titles and links that you can share with families.

Table 4: Videos for Kindergarten Family Involvement in Foundational Reading Skills

Recommendation 1: Academic Language	
Video Title (book title/nursery rhyme in parentheses)	Link
1.1 Talking While You Read (<i>Bear Says Thanks</i>)	https://youtu.be/OEz4Z7w85Tw
1.1 Talking While You Read (<i>Llama Llama and the Bully Goat</i>)	https://youtu.be/HtVdIHBpjyM
1.3 Cooking Conversations	https://youtu.be/y2uElffyFM
1.3 Dinner Table Talk	https://youtu.be/dt1I51JiXzk
Recommendation 2: Phonological Awareness and Letter Sound Relations	
2.1 Syllable Sort	https://youtu.be/pcTDCoR-NsY
2.1 Read Aloud and Syllable Practice (<i>Silly Sally</i>)	https://youtu.be/n1C4L8y95kM
2.1 Rhyme Time	https://youtu.be/BXiWuB6XMfg
2.1 Read Aloud and Rhyme Practice (<i>Green Eggs and Ham</i>)	https://youtu.be/hYKzgymUoJs
2.1 Add a Sound to Make a New Word	https://youtu.be/RPlxbRF52rM
2.1 Saying Individual Sounds in Words	https://youtu.be/SPKRN_sXcVs
2.1 Read Aloud and Individual Sounds in Words (<i>There's a Wocket in My Pocket</i>)	https://youtu.be/NjP0k9p0MpE
2.2 Letter Naming Using a Letter Arc	https://youtu.be/QvN70v1QRHI
2.2 Letter Sound Practice Using a Letter Arc	https://youtu.be/_MPZ6KAKC9k
2.2 Short Vowel Practice	https://youtu.be/EGf2IL9eALg
2.2 Letter Sound Writing ("Humpty Dumpty")	https://youtu.be/-jkl7Plx834
2.3 Step Up to Spelling Words	https://youtu.be/N0lvwxoNV8g
2.3 Step Up to Writing Words	https://youtu.be/j_8DJLn0aPQ
Recommendation 3: Decode, Analyze, Write, and Recognize Words	
3.1 Letter Puzzles	https://youtu.be/AOzTD_z-6yM
3.2 Word Family Fun	https://youtu.be/5K6WicXvYGs
3.4 Let's Read Words and Sentences	https://youtu.be/Qs4YuoAxrsl
3.5 Memory Using High-Frequency Words	https://youtu.be/3W0bBRRdpO4
3.6 Challenging and Important Words (<i>I Want to be a Vet</i>)	https://youtu.be/F1h6xPV98JY
Recommendation 4: Fluency and Comprehension	
4.1 When I Read to You (<i>Bear Snores On</i>)	https://youtu.be/i12X8A5giFO
4.1 When I Read to You (<i>Book!</i>)	https://youtu.be/4lkFh9y0C1U
4.1 When You Read to Me (<i>Cat Traps</i>)	https://youtu.be/LL0uJqW_jwY
4.1 When You Read to Me (<i>This is a Peach</i>)	https://youtu.be/pxrcdffJCyw
4.2 Does That Make Sense? (<i>Just Grandma and Me</i>)	https://youtu.be/bW7nalwle9U
4.3 Echo Reading (<i>Little Blue Truck</i>)	https://youtu.be/vt1Twhs8KiA
4.3 Reading Together (<i>Buzz Said the Bee</i>)	https://youtu.be/KCFfQKA85tE

Seven Steps for Teachers

Once you have selected an appropriate **Family Resource** to share with families, follow these seven steps.

Before you meet with families:

1. Read the **Recommendation Reminder** for your background knowledge.
2. Read the **Teacher Scaffold**, adapt it to your school context, and use it as a guide to communicate with families at family literacy nights and parent–teacher conferences. The text in the Teacher Scaffold that you say or paraphrase to families is reflected in a regular font. Italicized text in the Teacher Scaffold indicates a direction to you and is not part of what you say to families. The titles of the Family Videos, Family Resources, and key words, letters, and letter sounds are in bold.

Refer to the **Preparation Box** at the beginning of each Teacher Scaffold and print the appropriate number of copies of the **Family Resources**, check that you can access the videos, and cue up the appropriate video(s).

3. Refer to the **Appendix** for text messages, video information, books to share, and teacher resources. Gather any of these resources that you plan to share with families.

During your meetings with families:

4. Use the **Teacher Scaffold** as a guide to explain the skill and its importance in learning how to read.
5. Explain and model examples from the **Family Resources** that you have prepared to send home with families to use with their child. Involve family members in the model, either the whole family or members who volunteer.
6. Show and discuss the **Family Literacy Video(s)**. Emphasize the key points about each video and answer family questions.
7. Provide the **Family Resources** to families. Emphasize that using the resources is a fun way to spend time together and that it is important for family members to express how proud they are of the child for practicing reading. Ask families if they'd like you to text them some tips about helping their children at home. Select and send text messages found in the Appendix that match the children's instructional needs.

Common Challenges and Approaches to Overcome Them

Table 5 describes common challenges you may encounter when using this guide to support family involvement in literacy. It also includes approaches you might consider for overcoming those challenges.

Table 5: Common Challenges and Approaches to Overcome Them

Common Challenge	Approaches to Overcome Challenges
Families don't attend family literacy nights or parent–teacher conferences.	<ul style="list-style-type: none"> • Strategize with your principal about how to provide child care or food at a family literacy night. • Schedule parent–teacher conferences on a variety of days and times in an effort to provide convenient times for families.
Families might not feel comfortable attending a school function.	<ul style="list-style-type: none"> • Establish a positive relationship with families by sharing information about what to expect at the family literacy night or parent–teacher conference. • Provide a welcoming and encouraging environment in your classroom. Provide families with a tour of your classroom and describe a "school day in the life" of their child. • Provide snacks during family literacy nights and parent–teacher conferences. • Consider partnering with community-based organizations that might already have built trust relationships with parents to encourage attendance.
Families lack time to engage in the activities with their children.	<ul style="list-style-type: none"> • Provide families with all the materials needed to complete the activities you send home. • If an activity requires a book, lend families a book from your classroom or school library so they don't have to spend time searching. • Suggest times for engaging in the activities, such as during dinner preparation or on weekends. • Suggest who could engage the child in the activities. It could be an older sibling, an aunt or uncle, or grandparents, as well as parents.
Families may not have internet access or may have a hard time accessing the internet.	<ul style="list-style-type: none"> • Internet access is not a requirement to engage in the activities. You can show families relevant videos during parent–teacher conferences and family literacy nights. • You may need to show families how to access the videos on a smartphone, tablet, or computer. If families do not have internet access, share ways to access the videos at a public library or perhaps in your school library or classroom.

Recommendation 1 Reminder: Academic Language

Recommendation 1	How-to Steps
 <p>Teach students academic language skills, including the use of inferential and narrative language, and word knowledge.</p>	 <p>Engage students in conversations that support the use and comprehension of inferential language.</p>
	 <p>Explicitly engage students in developing narrative language skills.</p>
	 <p>Teach academic vocabulary in the context of other reading activities.</p>

Glossary

Academic language is the formal language that is common in books and at school.

Inferential language is used to predict, reason, and solve problems. It helps students think analytically and understand information that connects ideas.

Narrative language is used to discuss a story, an informational text, or an experience. Narrative language skills include being able to connect events of a story, an experience, or pieces of information from informational books.

Oral language is the system we use to communicate with others through speaking and listening.

Vocabulary includes knowledge about the meanings of words, how words are used, and how to pronounce, or say, words.

Recommendation 1 from the practice guide describes the importance of teaching **academic language**, which is the formal language that is common in books and at school. It includes words and structures that are common across academic subjects and also unique to individual subjects. By stimulating the development of oral and written academic language skills, you will help students improve their listening and reading comprehension across all grades, K–3 and beyond. Academic language skills include the following:

- Inferential language skills.
- Narrative language skills.
- Vocabulary knowledge.

Inferential language helps students think analytically and understand text that connects ideas from multiple contexts. Inferential language requires students to discuss topics beyond their immediate context by engaging in predicting, reasoning, problem-solving, hypothesizing, and contrasting.

To engage students in conversations that support the use and comprehension of inferential language, you can facilitate discussions focused on informational or narrative text before, during, and after reading the text. Asking students increasingly challenging, open-ended questions about the text will encourage them to think critically and use inferential language.

Narrative language skills can be used to discuss a story, an informational text, or an experience. Narrative language skills include being able to connect events of a story, an experience, or pieces of information from informational text.

Explicitly engaging students in developing narrative language skills requires you to model, teach, and encourage the use of complex grammatical structures (for example, compound sentences) and elements of linguistic structure (for example, connectives and pronoun references). Classroom activities that help students develop narrative language include predicting and summarizing a text.

Vocabulary refers to knowledge about the meanings, uses, and pronunciation of words. **Academic vocabulary** (for example, **estimate, contrast, select**) is specific to words that students encounter in formal settings, such as school and texts they are expected to read at school. Academic vocabulary is often heard and read in classroom instructions for assignments across subject areas but may not be encountered in everyday conversations.

One strategy to teach academic vocabulary is for grade-level teams to develop a common set of vocabulary words that align with reading selections and curriculum standards. Words on the list should occur frequently in a variety of contexts but should otherwise be unfamiliar to most students. Each week, a small group of those words can be taught explicitly by providing a clear definition, a meaningful example, and supportive sentences that include the word in multiple contexts. Following that, extended opportunities can be provided for students to use the word in their reading, writing, and discussions.

Dialogic reading is an activity that can help families address Recommendation 1. The term means that parents have a conversation, or dialogue, when reading with their child. The Teacher Scaffold explains this activity in plain language for families. Although it is important that educators be familiar with the term “dialogic reading,” families only need to understand that interacting with their children when reading with them is important; therefore, the term “dialogic reading” is not referenced in the Teacher Scaffold.

RECOMMENDATION 1: ACADEMIC LANGUAGE

How-to Step 1: Inferential Language

How-to Step 2: Narrative Language



Teacher Scaffold for How-to Steps 1 and 2: Talking While You Read

Why is Talking While You Read Important?

Having conversations about books will help your child become a better reader, so it is important to talk with your child when you read together. Having a conversation about a book will develop your child's vocabulary and knowledge about the topic of that book. Whether you are reading a fairy tale, a picture book, an informational book, or any other text, you can engage in a discussion as you enjoy reading together.

How Do We Talk While We Read?

When you and your child sit down to read a new book, first read the entire book to your child. For some children, particularly younger children, starting the conversation after reading each page may be more appropriate. Next, read the book again but stop on every page or every other page to have a conversation. Finally, after you have talked about the book as you read it together, ask your child to re-tell part or all of the story to you or explain the information that is shared in the book.

The best books to use have detailed pictures and are about topics that are interesting to your child. You can use books from your home or borrow a book from your child's classroom library, school library, or the public library. Also, keep in mind that you can access books on laptop computers, tablets, digital reading devices, and smartphones. Websites such as Project Gutenberg provide free access to books and mobile formats especially for smartphones. Don't forget to look through your phone's app store for free apps containing books for children.

Use a Cool Tool to Talk While You Read

To engage your child in conversation, you can use a tool called PEER:

Prompt, **Evaluate**, **Expand**, and **Repeat**. First, **prompt** your child by asking a question about the book. Next, **evaluate** your child's answer either by confirming that it is correct or by telling your child the correct answer. **Expand** your child's response by adding more information. Finally, **repeat** the original prompt to see if your child expands the original answer. Use this sequence on every page or every other page. Use **wh** questions for your prompts. **Wh** prompts usually begin with **w** or **h** (who, what, where, when, why, and how). A conversation might go like this:

Preparation Box

Cue Up Selected Videos

- 1.1 Talking While You Read (*Bear Says Thanks*)
<https://youtu.be/0Ez4Z7w85Tw> (4:44)
- 1.1 Talking While You Read (*Llama Llama and the Bully Goat*)
<https://youtu.be/HtVdlHBpjyM> (7:11)

Print Selected Family Resources

- Talking While You Read Trifold
- Talking While You Read Bookmark

RECOMMENDATION 1: ACADEMIC LANGUAGE

How-to Step 1: Inferential Language

How-to Step 2: Narrative Language

Prompt your child to say something about the book. “How did you know the bear was sick?” Your child might respond, “Sneeze.”

Evaluate your child’s response. “That’s right.”

Expand your child’s response by rephrasing and adding information to it. “The bear sneezed. Can you say, ‘The bear sneezed?’”

Repeat the prompt to make sure your child has learned from the expansion. “How did you know the bear was sick?” If your child doesn’t say, “The bear sneezed,” then you say it and ask your child to repeat it. Notice how you expanded the child’s original response and modeled how to say it in a complete sentence.

Now, let’s watch a video of a mom and son engaging in **Talking While You Read** as they read a book together. You’ll notice that the mom has the **Talking While You Read Bookmark** in her hand, to remind her about the kinds of questions to ask. I will provide this bookmark to each of you today. *Review key points before or after the video. Answer family questions about the video.*

1.1 Talking While You Read (*Bear Says Thanks*)

Key Points About the Video 

<https://youtu.be/0Ez4Z7w85Tw> (4:44)

- Mom uses some of the important words, like **bare**, from the book to ask questions and talk about the book.
- Mom has the Talking While You Read Bookmark in her hand to remind her about the kinds of questions to ask.
- Mom encourages her son to answer questions in complete sentences by modeling how to do so.
- Mom rereads the relevant part of the story if her son doesn’t know the answer to a question.

Here's a video of a mom and daughter engaging in Talking While You Read.

1.1 Talking While You Read (*Llama Llama and the Bully Goat*)

Key Points About the Video 

<https://youtu.be/HtVdlHBpjyM> (7:11)

- Mom asks several "wh" questions (who, what, where, when, why, and how) to provide opportunities to engage in a conversation about the book.
- Mom relates the activities in the book to her daughter’s life.
- Mom and daughter discuss words and their meanings ("equation", "bully").

RECOMMENDATION 1: ACADEMIC LANGUAGE

How-to Step 1: Inferential Language

How-to Step 2: Narrative Language



Family Resources for How-to Steps 1 and 2: Talking While You Read

The **Talking While You Read** trifold includes an overview of how to use PEER. There is also a story with questions placed where they are most helpful to prompt your child. Remember to read the story through one time first with your child. On the second read, use PEER as you ask each question.

This trifold is printed one-sided, so it is blank on the back. Give this to families after you have taught them the Talking While You Read process and have shown the accompanying video.

You can use the **Talking While You Read Bookmark** to engage your child in conversation while reading any book.

Print one-sided, laminate (optional), cut along outside edge and fold on dotted lines, and give to families to use with their child as they read books.

Answer questions about the Family Resources.

Remember to enjoy the conversations with your child! Provide a lot of positive praise and feedback about how your child is learning about both the topic from the book and specific new words. If you are enjoying yourself while reading and talking, so will your child.

Talking While You Read

When you read together, talk with your child about the book. Talking develops your child's vocabulary and understanding of the book.

Choose a book with detailed pictures and of interest to your child. First, read the entire book to your child. Next, read the book again, stopping on every page or every other page to have a conversation using PEER:

Prompt your child to say something about the book, by asking a question. Ask **wh** questions (**who?** **what?** **when?** **where?** **why?** **how?**).

Evaluate your child's response.

Expand your child's response by rephrasing and adding information to it.

Repeat the prompt.

Use PEER with any book.



The Tale of Peter Rabbit

Excerpt from Beatrix Potter with example prompts.

Once upon a time there were four little rabbits, and their names were Flopsy, Mopsy, Cotton-tail and Peter. They lived with their mother in a sand-bank, underneath the root of a very big fir tree.

Why do you think the rabbits lived under a big tree?

"Now, my dears," said old Mrs. Rabbit one morning, "You may go into the fields or down the lane, but don't go into Mr. McGregor's garden. Your father had an accident there; he was put in a pie by Mrs. McGregor. Now run along and don't get into mischief. I am going out."

What does mischief mean? Why did Mrs. Rabbit tell her bunnies not to get into trouble?

Then old Mrs. Rabbit took a basket and her umbrella and went through the wood to the baker's. Flopsy, Mopsy and Cotton-tail who were good little bunnies went down the lane together to gather blackberries.

What does gather mean? Which bunny did not pick, or collect, blackberries?



But Peter who was very naughty, ran straight away to Mr. McGregor's garden and squeezed under the gate! First, he ate some lettuces and some French beans and then he ate some radishes. And then, feeling rather sick, he went to look for some parsley. But round the end of a cucumber frame, who should he meet but Mr. McGregor!

Why do you think Peter felt sick? How do you think Peter Rabbit felt when he saw Mr. McGregor?

Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out "Stop thief!" Peter was most dreadfully frightened; he rushed all over the garden, for he had forgotten the way back to the gate. He rushed into a toolshed and jumped into a can.

Why did Mr. McGregor call Peter a thief? What do you think will happen to Peter next?



Talking While You Read Using PEER

Choose a book with detailed pictures and of interest to your child. First, read the entire book to your child. Next, read the book again and stop on every page or every other page to have a conversation using PEER and **wh** questions (who, what, where, when, why, how).

Prompt your child to say something about the book. "How did you know the bear was sick?" Child responds, "Sneeze."

Evaluate your child's response. "That's right."

Expand your child's response by rephrasing and adding information to it. "The bear sneezed. Can you say, 'The bear sneezed?'"

Repeat the prompt. "How did you know the bear was sick?" If your child doesn't say, "The bear sneezed," then you say it and ask your child to repeat it.

Example wh Questions

- What is the name of this? (point to an object)
- What is _____ used for?
- Where does this story take place?
- When did...?
- Why did...?
- Why is he/she smiling?
- How do you think he/she feels?

Talking While You Read Using PEER

Choose a book with detailed pictures and of interest to your child. First, read the entire book to your child. Next, read the book again and stop on every page or every other page to have a conversation using PEER and **wh** questions (who, what, where, when, why, how).

Prompt your child to say something about the book. "How did you know the bear was sick?" Child responds, "Sneeze."

Evaluate your child's response. "That's right."

Expand your child's response by rephrasing and adding information to it. "The bear sneezed. Can you say, 'The bear sneezed?'"

Repeat the prompt. "How did you know the bear was sick?" If your child doesn't say, "The bear sneezed," then you say it and ask your child to repeat it.

Example wh Questions

- What is the name of this? (point to an object)
- What is _____ used for?
- Where does this story take place?
- When did...?
- Why did...?
- Why is he/she smiling?
- How do you think he/she feels?





Teacher Scaffold for How-to Step 3: Supporting Oral Language and Vocabulary

What is Oral Language and Vocabulary?

Oral language is the way we communicate with others through speaking and listening. We are using oral language right now as I speak to you and you listen to me.

Vocabulary knowledge is a crucial part of oral language and includes understanding the meaning of words, how to use them, and how to pronounce them. Speaking and listening to your child every day about books and his or her experiences will help your child practice oral language. And we all know the more you practice something, the better you become at it!

Oral language practice will help your child expand his or her vocabulary. Children with strong oral language skills and larger vocabularies typically become better readers. The best ways to give your child a strong foundation for learning to read are to read to, talk to, and listen to your child every day.

How Can Families Support Oral Language and Vocabulary Development?

Read! Talk! Listen! Take every opportunity to talk with and listen to your child. Talk about people you know, places you go, and experiences you have together. Writing with your child also helps with oral language development.

- Ask questions that require more than a yes or no answer. For example, instead of asking, “Did you have a good day?” ask, “What was your favorite part of school today?” Continue to ask questions about your child’s response. If the answer was “Recess,” ask, “Who did you play with?” “What did you do?” “How do you play that game?”
- When you speak with your child, model speaking in complete sentences and provide details. For example, if your child points to a butterfly and says, “Butterfly!” say, “Yes, that is a monarch butterfly! Aren’t her colorful wings beautiful?”
- Get excited if your child asks what a word means! Tell your child that it is great to ask questions about unknown words. Explain what the word means and use it in a sentence using a context he or she understands. For example, **combine** means put together. “I **combine** milk with chocolate powder to make chocolate milk.” “Let’s **combine** this load of dirty clothes with this load of dirty clothes so we only have to do one load of laundry today!”

Now, let’s watch a video called **Cooking Conversations**. In this video, a caretaker supports the oral language and vocabulary development of two children as they bake cupcakes together.

Preparation Box

Cue Up Selected Videos

- 1.3 Cooking Conversations
<https://youtu.be/y2uEltffym> (5:07)
- 1.3 Dinner Table Talk
<https://youtu.be/dt1151Jixzk> (4:50)

Print Selected Family Resources

- Talking and Writing in the Kitchen
- Grocery Shop Talk

1.3 Cooking Conversations

Key Points About the Video 

<https://youtu.be/y2uEltffyFM> (5:07)

- Children have fun baking cupcakes and talking about what they are doing.
- Caretaker fully involves the children in reading the recipe, gathering ingredients, and making the cupcakes while talking about what they are doing.
- Caretaker asks several questions and encourages both children to engage in the conversation.

Here is another video called **Dinner Table Talk**. Let's watch and listen as the adults in the family help the children build their oral language.

1.3 Dinner Table Talk

Key Points About the Video 

<https://youtu.be/dt1I51JiXzk> (4:50)

- Adults listen and ask open-ended questions to extend the conversation.
- Adults correct children, as needed, and encourage complete sentences.
- Adults ask children to read notes written on napkins to engage them in understanding written messages.



Family Resources for How-to Step 3: Supporting Oral Language and Vocabulary

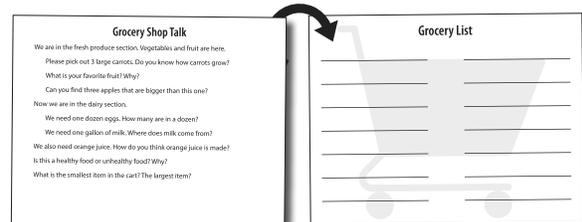
Let's look at the Family Resources **Talking and Writing in the Kitchen** and **Grocery Shop Talk** that you will take home and have fun speaking, listening, and writing in the kitchen and at the grocery store!

Answer questions about the Family Resources.

Print this one-sided resource for families to post on their refrigerator.



Print this two-sided resource and give to families for writing a grocery list and asking questions during shopping.



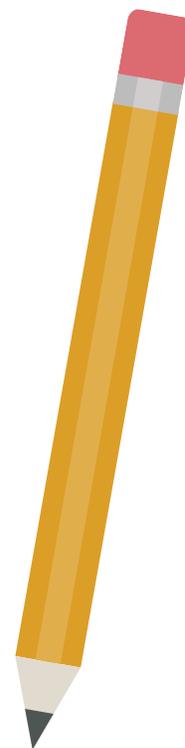


Dinner Table Talk

Engage in extended conversations at the dinner table. Share stories about your day. After you ask your child a question, follow up with more questions to encourage your child to provide details.

Examples:

- What ingredients did we use to make this meal? How did you help me make this? What did we do first? Then what?
- What was your favorite part of school today?
- What was hard for you today at school?
- Tell me about your daily routine at school. What do you do first? Then what do you do?



RECIPE

Cooking Conversations

- Show your child the recipe and explain that the ingredients are always listed first. What you do with the ingredients is described in the order in which you need to do them.
- Talk about what you are making using cooking terms (for example, one-half cup, two teaspoons) and explain what you are doing while you do it.
- Describe how you measure ingredients using measuring cups and spoons.
- Your child will have many questions. Answer them in complete sentences and provide details.



Writing in the Kitchen

- Make a grocery list. Plan meals together for the next week and write down what you will need from the grocery store to make them.
- Make to-do lists for errands you need to run or chores you do around the house.
- Make labels for food containers.
- Create a list of important phone numbers and put them on the refrigerator.
- Draw and write birthday cards, invitations, thank you notes, and “just because” notes to neighbors, friends, and loved ones.
- Write your own recipes!

APPENDIX 1

Teacher Text Messages to Families

Ask families if they'd like you to text them some tips to help them with their children at home. Send the text messages below at appropriate times to those families who request them.

- Talk to your child as you read books together! Ask **wh** questions (who? what? where? when? why? and how?) on every page.
- Make a to-do list of errands with your child. As you complete each errand, have your child cross it off the list.
- Talk with and listen to children at the dinner table. Ask about their favorite color, shape, song, or animal and encourage and model how to answer in a complete sentence (**My favorite color is blue.**). Share your favorites, too.



Videos

Video	Books Used	URL	Time
1.1: Talking While You Read	<i>Bear Says Thanks</i> by Karma Wilson	https://youtu.be/OEz4Z7w85Tw	4:45
1.1: Talking While You Read	<i>Llama Llama and the Bully Goat</i> by Anna Dewdney	https://youtu.be/HtVdIHBPjyM	7:11
1.3: Cooking Conversations		https://youtu.be/y2uEltffyfM	5:07
1.3: Dinner Table Talk		https://youtu.be/dt1151JiXzk	4:50

Recommendation 2 Reminder: Phonological Awareness and Letter-Sound Relations

Recommendation 2	How-to Steps
 <p>Develop awareness of the segments of sound in speech and how they link to letters.</p>	 <p>1 Teach students to recognize and manipulate segments of sounds in speech.</p>
	 <p>2 Teach students letter-sound relations.</p>
	 <p>3 Use word building and other activities to link students' knowledge of letter-sound relations with phonemic awareness.</p>

Glossary

Alphabetic principle is the understanding that letters or combinations of letters represent individual sounds. For example, the letter **s** represents the sound /s/ and the letter combination **sh** represents the sound /sh/.

Letter name knowledge is the ability to recognize and name letters.

Letter sound knowledge is the ability to look at a letter in print and say the sound it represents.

Phoneme is the smallest unit of sound. For example, there are two phonemes, or sounds, in the word **me**: /m/ /ē/. There are three phonemes or sounds in the word **fish**: /f/ /ī/ /sh/.

Phonological awareness is an awareness of sounds in spoken words. For example, understanding that there are three words in the spoken sentence **I like candy** or that the word **computer** has three parts or syllables: **com-pu-ter**. Children eventually understand that words are made up of individual sounds and that those sounds can be moved around to make new words. For example, **cat** has three sounds, /k/ /ă/ /t/. If we change the beginning sound /k/ to a /b/, the word becomes **bat**.

Rhyme means words share the same ending sound: **cat** and **rat** rhyme; **spoon** and **moon** rhyme.

Syllable is a larger unit of sound within a word. For example, the word **folder** has two syllables, or units: **fold-er**. The word Saturday has three syllables or units: **Sat-ur-day**.

The main idea of Recommendation 2 from the practice guide is to teach students the alphabetic principle. The **alphabetic principle** is the concept that letters and letter combinations represent individual sounds (**phonemes**) in written words. Recommendation 2 explains how to teach students to recognize and manipulate the segments of sounds in speech (**phonological awareness**), link those sounds to letters, and combine this knowledge to begin to read and spell single-syllable words.

Phonological Awareness Continuum

Table 6 illustrates phonological awareness skills listed from easier to more complex. The goal of phonological awareness instruction is to help students segment and blend individual phonemes in spoken words to prepare them to learn the individual sounds that letters represent.

Table 6: Sequence of Phonological Awareness Skills

Skill	Example	Instruction
Segment sentences into words.	The moon shines brightly (four words)	Teach during a class discussion using students' sentences.
Segment compound words into smaller words.	cupcake = cup-cake	Use pictures (for example, bird and house, foot and ball, butter and fly).
Segment words into syllables.	engine = en-gine microwave = mi-cro-wave	Clap for each syllable in a spoken word or picture.
Segment words into onsets (initial consonant or consonant blend) and rimes (vowel and final consonants).	book = /b/ and /ook/ sleep = /sl/ and /eep/	Select one-syllable words from a book previously read and ask students to say the onset and the rime.
Segment and blend individual phonemes in words.	fan = /f/ /ă/ /n/ /s/ /i/ /t/ = sit	Use Elkonin sound boxes and markers to identify individual sounds in spoken words.

A Sequence for Instruction

When students can isolate phonemes in spoken words, teach them letter names and their corresponding sounds, working with a few at a time and using the following sequence:

- Consonants and short vowel sounds represented by a single letter.
- Consonant blends (for example, **fl**, **sm**, **st**) and two-letter consonant digraphs (for example, **sh**, **th**, **ch**).
- Long vowels with silent **e**.
- Two-letter vowel teams (for example, **ea**, **oa**, **ai**).

When letters or letter combinations correspond to multiple sounds, start with the most common sound each letter represents. Teach phonemes one at a time by introducing the letter name and letter sound in both uppercase and lowercase form. Show a picture with a regular word containing that phoneme (for example, **duck** for **d**), and tell the students a story about the picture that incorporates the target sound frequently. Ensure that students have multiple opportunities to practice the target letter sound along with other letter sounds that they have previously learned. Include opportunities to write that letter in meaningful contexts, such as writing familiar names or words.

The final step in understanding the alphabetic principle is to help students connect their phonemic awareness (the ability to recognize individual sounds in words) with the knowledge of letter-sound relationships through word building and other activities. As soon as students have learned a few letter sounds, they can begin to spell and decode words using Elkonin sound boxes with letter tiles, for example. Begin with commonly spelled consonant-vowel-consonant (CVC) words and gradually include more advanced words: consonant-vowel-consonant-silent e (CVCe), CCVC, and CVCC. Always begin by modeling the activity, and scaffold as students practice.



Teacher Scaffold for How-to Step 1: Phonological Awareness: Syllables

Sounds in Words

Although speaking and listening may not seem related to learning to read, being aware of sounds in words is very important to reading. This awareness allows children to break apart words orally and use sounds to learn to read and write words. Children first need to become aware of sounds in words without relating those sounds to print. They demonstrate their knowledge using their speaking and listening skills.

You can help your child develop an awareness of sounds in spoken words. Singing silly songs and making up silly words or poems are ways to enhance your child's awareness of sounds. These skills are fun to practice because most children love to play with sounds in words. You can make up silly sentences where most of the words begin with the same sound: **Leo the lion liked to lick a lot of lollipops!**

There are many types of different sounds in words. For example, one skill is being able to separate words into **syllables**, or parts, like knowing that the word **folder** has two syllables, or parts: **fold-er**. And the word **computer** has three syllables or parts: **com-pu-ter**. Being able to separate words into syllables will help children break a word into parts in order to read or spell the word.



Family Resources for How-to Step 1: Phonological Awareness: Syllables

Review the Family Resource activities you have chosen (organized from easier to more difficult). You may introduce the resources using the information below. Model at least one example for each activity. Include family members in the model, either the whole family or members who volunteer.

Let's review the Family Resource **Clap Word Parts**, to help your child identify syllables. Say a word in parts and clap for each part (**el-e-phant**). Ask your child to say the whole word (**elephant**). Once confident in this activity, have your child clap and say a word in parts (**go-ril-la**) and you say the word (**gorilla**). *Model.*

Let's review the Family Resource **Syllable Sort**, to help your child recognize the number of syllables in words. Cut out the numbers 1, 2, and 3 and spread them out on the floor. Ask your child to select an object, say its name, count the number of syllables, and place it below the corresponding number. So, **fork** gets sorted under number 1, **cookie** gets sorted under number 2, and **cereal** gets sorted under number 3. *Model.*

Let's review the Family Resource **Books to Share**, a list of suggested books that you can read to your child. Select some words from the book and have your child determine how many syllables are in those words. You could use any book for this activity. *Model.*

Preparation Box

Cue Up Selected Videos

- 2.1 Syllable Sort
<https://youtu.be/pcTDCoR-NsY> (2:17)
- 2.1 Read Aloud and Syllable Practice (*Silly Sally*)
<https://youtu.be/n1C4L8y95kM> (2:57)

Print Selected Family Resources

- Clap Word Parts
- Syllable Sort
- Books to Share

RECOMMENDATION 2: PHONOLOGICAL AWARENESS AND LETTER-SOUND RELATIONS
HOW-TO STEP 1: SEGMENTS OF SOUNDS IN SPEECH

Now, let's watch a video of a family playing **Syllable Sort**. *Review key points before or after the video. Answer family questions about the video.*

2.1 Syllable Sort

Key Points About the Video 

<https://youtu.be/pcTDCoR-NsY> (2:17)

- Mom explains that a syllable is a word part and provides an example.
- Mom shows her son how to play the game by providing examples.
- Mom encourages her son to clap the word parts when he isn't sure of how many syllables are in the word **banana**.

Here is another video called **Read Aloud and Syllable Practice**. *Review key points before or after the video. Answer family questions about the video.*

2.1 Read Aloud and Syllable Practice (Silly Sally)

Key Points About the Video 

<https://youtu.be/n1C4L8y95kM> (2:57)

- Mom selects a word and asks her son to clap the parts, or syllables, of the word.
- Mom selects words with different numbers of syllables, such as two or three, to give her son several times to practice counting syllables.
- A few times, Mom asks her son to describe what a word means and repeats his answer in a complete sentence to help build oral language skills.
- Mom is enthusiastic, so sharing the book is enjoyable.

Take the Family Resources home and have fun with word parts!

Clap Word Parts (Syllables)

Use the names of things you see while driving in the car, shopping at the grocery store, playing at the park, or engaging in activities at home. Use names of family members, friends, and animals.

Say a word in parts and clap for each part (<i>ba-nan-a</i>). Ask your child to say the whole word (<i>banana</i>).	
Family Member Says and Claps	Child Says
ba-nan-a	banana
pa-per	paper
cam-per	camper
di-no-saur	dinosaur
bi-cy-cle	bicycle
pump-kin	pumpkin

Say a word (<i>paper</i>). Ask your child to clap for and say each part in the word (<i>pa-per</i>).	
Family Member Says	Child Says and Claps
streetlight	street-light
hamburger	ham-bur-ger
soccer	socc-er
pencil	pen-cil

Syllable Sort

Cut out the numbers (1, 2, 3) and place them far apart from each other on a table or floor. Ask your child to:

1. Gather several small objects from the house (see ideas below).
2. Say the name of the object (**apple**).
3. Say and count each syllable in the name of the object (**app-le**, two syllables).
4. Sort the object below its proper number of syllables.



Examples of household items to use:

One syllable words: fork, soap, shoe, book.

Two syllable words: cookie, pretzel, pencil, paper.

Three syllable words: cereal, spaghetti, banana, telephone, spatula.

Books to Share

Suggested Books for Syllable (word parts) Practice

While you read, select words and ask your child to count their syllables.

Silly Sally by Audrey Wood

We're Going on a Bear Hunt by Michael Rosen

Chicka Chicka Boom Boom by Bill Martin, Jr. and John Archambault



Teacher Scaffold for How-to Step 1: Phonological Awareness: Rhyme

Sounds in Words

Although speaking and listening may not seem related to learning to read, being aware of sounds in words is very important to reading. This awareness allows children to break apart words orally and use sounds to learn to read and write words. Children first need to become aware of sounds in words without relating those sounds to print. They demonstrate their knowledge using their speaking and listening skills.

You can help your child develop an awareness of sounds in spoken words. Singing silly songs and making up silly words or poems are ways to enhance your preschool and kindergarten child's awareness of sounds. These skills are fun to practice because most children love to play with sounds in words.

There are many different types of sounds in words. For example, rhyming words represent a type of sound relationship between words. Children need to have the ability to recognize when words **rhyme**. Words rhyme when they have the same ending sound. For example, **blue** and **shoe** rhyme and **moon** and **spoon** rhyme. When children recognize words that rhyme and can say a word that rhymes with a word they are given, they can use known words to read new words—for example, they can use the known word **fall** to help read the unfamiliar word **wall**.



Family Resources for How-to Step 1: Phonological Awareness: Rhyme

Review the Family Resource activities you have chosen (organized from easier to more difficult). You may introduce the activities using the information below. Model at least one example for each activity. Include family members in the model, either the whole family or members who volunteer.

Let's review the Family Resource **Nursery Rhyme Time**, which helps your child practice rhyming. During Nursery Rhyme Time, you sing or recite nursery rhymes together and emphasize the words that rhyme. After your child knows some nursery rhymes well, recite part of one that rhymes and have your child say the missing word. For example, you say, "Jack and Jill went up the _____," and then your child says, "Hill!" You can use the nursery rhymes provided, look them up on YouTube, or borrow nursery rhyme books. *Model at least one example from the Family Resource. Print this one-sided resource for families to take home.*

Let's review the Family Resource **Rhyme Time**, which helps your child match rhyming words. Cut apart the six sets of picture cards provided for Rhyme Time. You will play with just one numbered set at a time. Be sure your child knows each picture before playing. Place one set

Preparation Box

Cue Up Selected Videos

- 2.1 Rhyme Time
<https://youtu.be/BXiWuB6XMfg> (2:48)
- 2.1 Read Aloud and Rhyme (*Green Eggs and Ham*)
<https://youtu.be/hYKzgyuUoJs> (2:18)

Print Selected Family Resources

- Nursery Rhyme Time
- Rhyme Time
- Books to Share

RECOMMENDATION 2: PHONOLOGICAL AWARENESS AND LETTER-SOUND RELATIONS

How-to Step 1: Segments of Sounds in Speech

of six cards face up in two rows—a **Rhyme** card row and a **Time** card row—and do not match the rhymes in your setup. Explain that you want to find rhyming pairs by taking a card from each row. Your child selects any card from the top row and says each word in the bottom row until the rhyme is heard. If the two words rhyme, your child says, "Rhyme Time!" and collects the pair. Continue until three pairs are made and collected. Play with the next numbered set or two sets together. *Model how to take a turn in Rhyme Time.* You may also play a memory match game by placing a set in random order face down and turning over two cards per turn to find rhymes.

Print the cards one-sided for families to practice rhymes at home.

Now, let's watch a video of a family engaging in a version of **Rhyme Time**. *Review key points before or after the video. Answer family questions about the video.*

2.1 Rhyme Time

Key Points About the Video 

<https://youtu.be/BXiWuB6XMfg> (2:48)

- At the beginning, Mom describes what a rhyme is and shows her son how to play the game.
- Throughout the game, Mom describes the meanings of words, like **random** and **pot**.
- Mom explains why words rhyme or don't rhyme.

Let's review the Family Resource **Books to Share**, a list of suggested books that you can read to your child. Identify rhyming words from the book or ask your child to put a thumb up each time he or she hears a rhyme. *Model by reading a few pages from a rhyming book and hold up your thumb each time you read rhyming words. Answer questions about the Family Resource.*

Now, let's watch a mom and her son sharing a book that has a lot of rhyming words. *Review key points before or after the video. Answer family questions about the video.*

2.1 Read Aloud and Rhyme (*Green Eggs and Ham*)

Key Points About the Video 

<https://youtu.be/hYKzgymUoJs> (2:18)

- Mom pauses at the end of sentences and encourages her son to say the rhyming word.
- Mom reads with expression to model good reading.
- Mom uses the word **persistent** and describes what it means to help build vocabulary.

Take the Family Resources home and have fun with words that rhyme!

Nursery Rhyme Time

Sing and read nursery rhymes together. Examples are below. You can also look them up on YouTube or YouTube Kids or borrow a nursery rhyme book. YouTube Kids is a free app and includes parental controls.

<p>Jack and Jill</p> <p>Jack and Jill went up the hill To fetch a pail of water. Jack fell down and broke his crown, And Jill came tumbling after.</p>	<p>It's Raining, It's Pouring</p> <p>It's raining. It's pouring. The old man is snoring. He went to bed And he bumped his head And couldn't get up in the morning.</p>	<p>Twinkle, Twinkle Little Star</p> <p>Twinkle, twinkle, little star, How I wonder what you are! Up above the world so high, Like a diamond in the sky. Twinkle, twinkle, little star, How I wonder what you are.</p>
<p>Hey Diddle, Diddle</p> <p>Hey diddle, diddle, The cat and the fiddle, The cow jumped over the moon. The little dog laughed To see such a sport, And the dish ran away with the spoon.</p>	<p>Humpty Dumpty</p> <p>Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall. All the king's horses and all the king's men Couldn't put Humpty together again.</p>	<p>Star Light, Star Bright</p> <p>Star light, star bright, First star I see tonight, I wish I may, I wish I might, Have the wish I wish tonight.</p>

Say these sentences out loud and have your child say the word that is missing.

<p>Jack and Jill went up the _____. To fetch a pail of water. Jack fell down and broke his _____.</p>	<p>It's raining. It's pouring. The old man is _____. He went to bed and he bumped his _____.</p>	<p>Twinkle, twinkle, little star. How I wonder what you ____! Up above the world so high, Like a diamond in the _____.</p>
<p>Hey diddle, diddle, The cat and the _____, The cow jumped over the moon. And the dish ran away with the _____.</p>	<p>Humpty Dumpty sat on a wall. Humpty Dumpty had a great _____. All the king's horses and all the king's men Couldn't put Humpty together _____.</p>	<p>Star light, star _____, First star I see _____.</p>

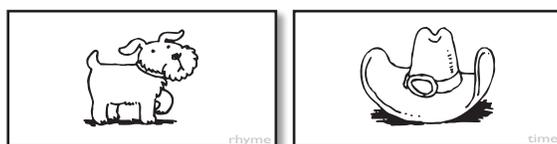
Rhyme Time

Play a game to match rhyming picture cards (provided):

1. Cut apart the picture cards and organize them by pairs of words that rhyme (for example, fox and box). Play with a set of six words at a time.
2. Place the Rhyme cards in the top row and the Time cards in the bottom row, in random order.
3. Ask your child to name each picture. Provide picture names when needed.
4. Have your child select any top-row card and try to find its rhyming match in the bottom row. If the words rhyme, your child says, "Rhyme Time!" and keeps the pair. If the words do not rhyme, help your child say each word to listen for the rhyme.
5. Your child continues until three rhyming pairs are collected.
6. Continue playing with another set of six cards.



"Yes, fox and box rhyme! Rhyme Time!"



"No, dog and hat do not rhyme!"

Rhyme Time Key

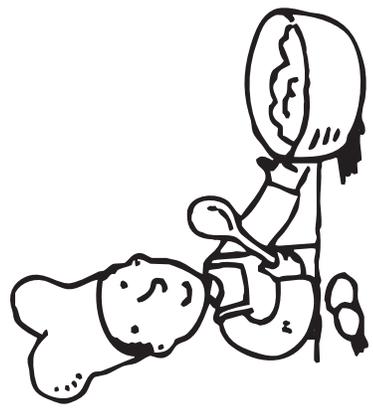
cook, hook	car, jar	goat, boat	fox, box	dog, frog	mouse, house
snake, cake	train, chain	run, sun	pan, fan	slide, hide	hop, mop
chick, stick	duck, truck	bug, rug	tree, bee	tail, whale	cat, hat

Books to Share

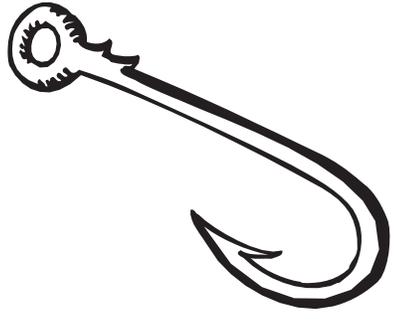
Suggested Books to Read and Talk about Words that Rhyme

Identify rhyming words from the book or ask your child to put a thumb up each time he or she hears a rhyme.

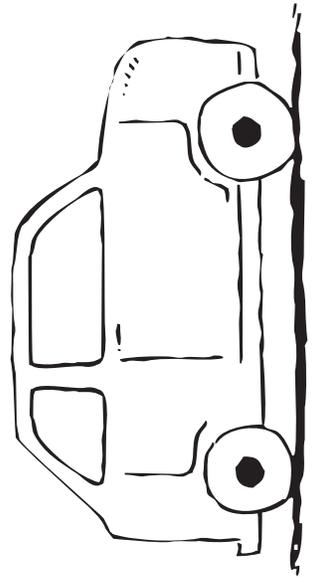
Most Dr. Seuss books (for example, <i>Hop on Pop</i> , <i>Happy Birthday to You!</i>)	<i>Shiver Me Letters: A Pirate ABC</i> by June Sobel
<i>Is Your Mama a Llama?</i> by Deborah Guarino	<i>The Flea's Sneeze</i> by Lynn Downey
<i>Room on the Broom</i> by Julie Donaldson	<i>Where the Sidewalk Ends</i> by Shel Silverstein
<i>The Donut Chef</i> by Bob Staake	<i>The Neighborhood Mother Goose</i> by Nina Crews



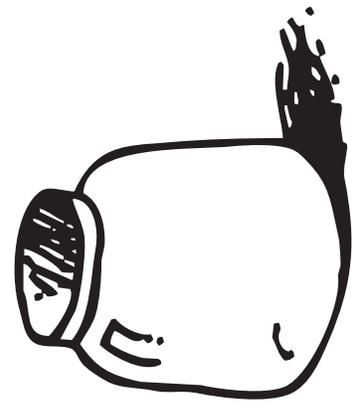
rhyme



time



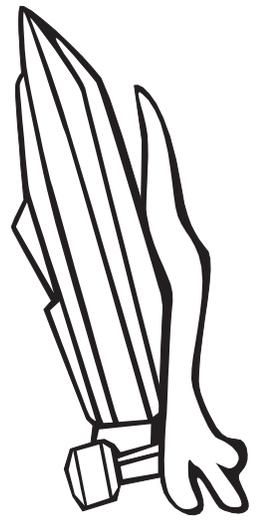
rhyme



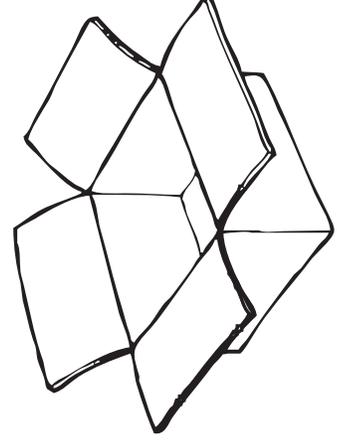
time



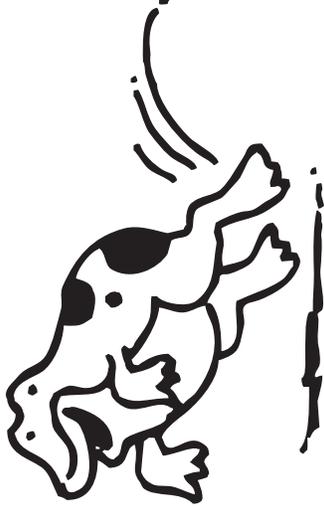
rhyme



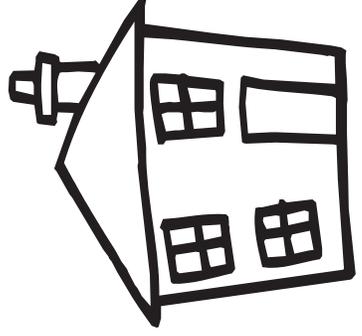
time



time



time



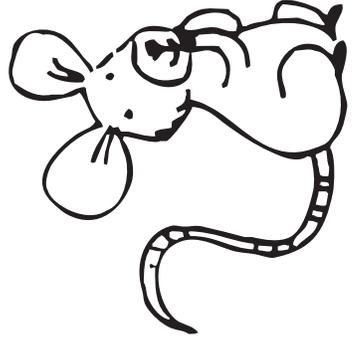
time



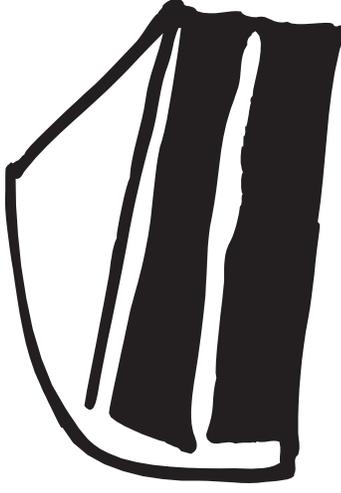
rhyme



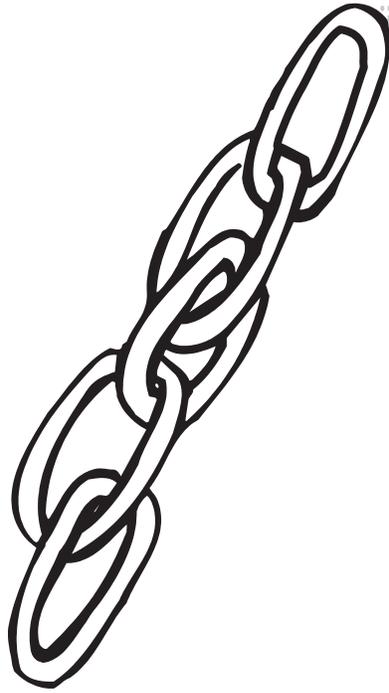
rhyme



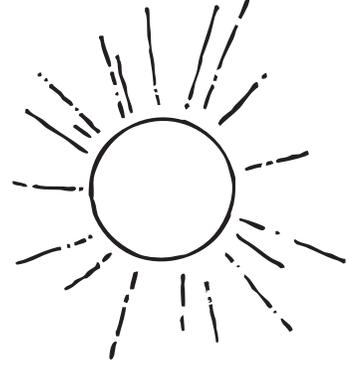
rhyme



time



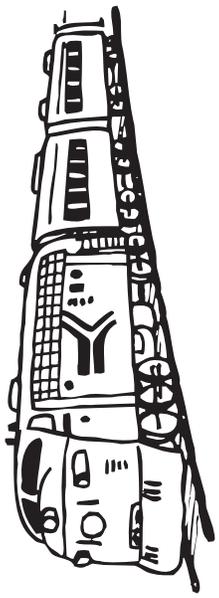
time



time



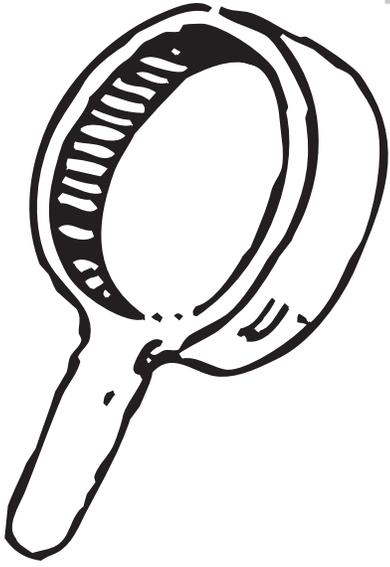
rhyme



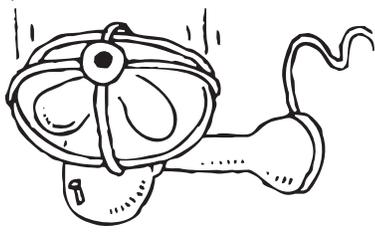
rhyme



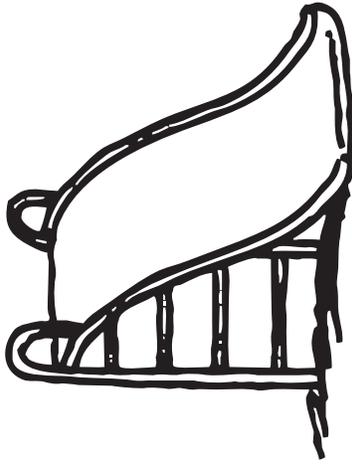
rhyme



rhyme



time



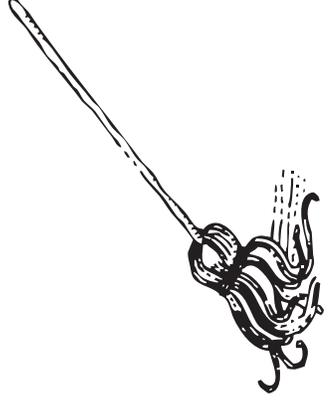
rhyme



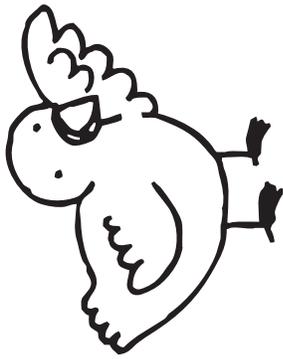
time



rhyme



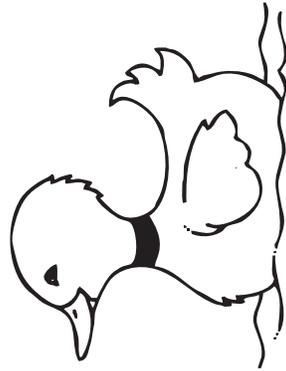
time



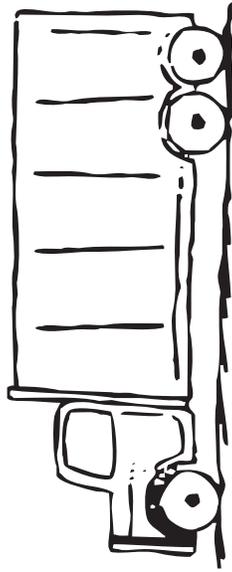
rhyme



time



rhyme



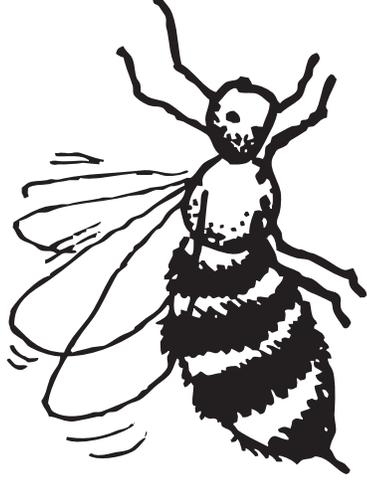
time



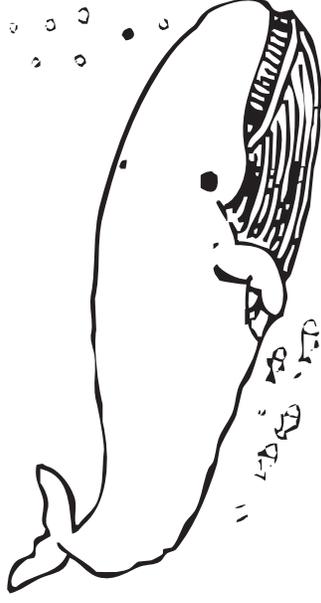
rhyme



time



time



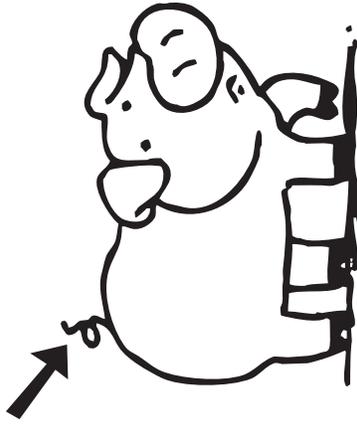
time



time



rhyme



rhyme



rhyme



Teacher Scaffold for How-to Step 1: Phonemic Awareness

Sounds in Words

Although speaking and listening may not seem related to learning to read, being aware of sounds in words is very important to reading. This awareness allows children to break apart words orally and use sounds to learn to read and write words. Children first need to become aware of sounds in words without relating those sounds to print. They demonstrate their knowledge using their speaking and listening skills.

You can help your child develop an awareness of sounds in spoken words. Singing silly songs and making up silly words or poems are ways to enhance your child's awareness of sounds. These skills are fun to practice because most children love to play with sounds in words.

There are many types of phonological awareness skills. One type is called phonemic awareness, which is the ability to recognize individual sounds in words. Phonemic awareness is the most important skill for learning to read that is related to sound awareness. An example is knowing that the word **cat** has three separate sounds (**/k/ /ă/ /t/**) and that the first sound in **cat** is **/k/** and the last sound in **cat** is **/t/**. Recognizing individual sounds in a word that is spoken will eventually help children "sound out" a word when they begin to learn to read simple words. For example, a child who can hear three separate sounds in **sat**, **/s/ /ă/ /t/**, can then link a letter to each sound, **s a t**, and read the word **sat**.

It is also helpful if children can identify beginning and ending sounds in a word. For example, in the word **cat**, the beginning sound is **/k/** and the ending sound is **/ăt/**.

In school, we may talk about word families. Word families are groups of words that have the same endings. For example, **bat**, **cat**, and **sat** are all in the same word family.



Family Resources for How-to Step 1: Phonemic Awareness

Review the Family Resource activities you have chosen (organized from easier to more difficult). You may introduce the activities using the information below. Model at least one example for each activity. Include family members in the model, either the whole family or members who volunteer.

Let's review the Family Resource **What's the First Sound? Song**, which helps your child practice listening for the first sound in a word. What's the First Sound Song uses the tune of "Old McDonald Had a Farm." After you sing the verses provided, make up your own! *Model with emphasis on sound not letter name.*

Preparation Box

Cue Up Selected Videos

- 2.1 Add a Sound to Make a New Word
<https://youtu.be/RPlxbRF52rM> (1:30)
- 2.1 Saying Individual Sounds in Words
https://youtu.be/SPKRN_sXcVs (2:04)
- 2.1 Read Aloud and Individual Sounds in Words (There's a Wocket in My Pocket)
<https://youtu.be/NjP0k9p0MpE> (3:06)

Print Selected Family Resources

- What's the First Sound? Song
- Add a Sound to Make a New Word
- Saying Individual Sounds in Words
- Books to Share

RECOMMENDATION 2: PHONOLOGICAL AWARENESS AND LETTER-SOUND RELATIONS

How-to Step 1: Segments of Sounds in Speech

Let's review the Family Resource **Add a Sound to Make a New Word**, which helps your child practice adding a sound to a word to create a new word. Use the provided words, and then choose your own words. Remember to discuss the meaning of the words and use them in sentences that are easy for your child to understand. *Demonstrate two examples from the Family Resource. Both of these resources are on one page for you to print and give to families to take home.*

Now, let's watch a video of a family changing the first sound in a word to make a new word. *Review key points before or after the video. Answer family questions about the video.*

2.1 Add a Sound to Make a New Word

Key Points About the Video 

<https://youtu.be/RPlxbRF52rM> (1:30)

- Mom explains how to play the game and is enthusiastic.
- Since this a listening game, Mom makes sure her son doesn't look at the paper.
- When her son does not say **string**, Mom helps by saying each part, /st/ /ring/, and then he is able to say *string*.

Let's review the Family Resource **Saying Individual Sounds in Words**, which helps your child practice identifying the first, last, and middle sounds in words. Begin with the first sound and once your child does that well, practice with the last sound in words. Finally, work on the middle sound of words that have three sounds. When a letter is between forward slashes (/m/), say the sound the letter makes. *Demonstrate how this is done using two examples from the Family Resource. You may print this resource (with Books to Share at the bottom) for families to practice phonemes at home.*

This video shows a child saying the individual sounds he hears in spoken words.

2.1 Saying Individual Sounds in Words

Key Points About the Video 

https://youtu.be/SPKRN_sXcVs (2:04)

- Mom explains how to play the game and is enthusiastic.
- This is a listening activity, so her son does not look at any letters or words.
- When her son says the letter name, **C**, instead of the letter sound, /k/, Mom tells him that he would be right if he were spelling the word, but for now, they are just listening to the sounds in words.

Let's review the Family Resource, **Books to Share**, a list of suggested books that you can read to your child. As you read, ask your child to identify the first, last, and middle sounds of selected words. You could use any book for this activity. *Model. Answer questions about the Family Resource.*

Here's a video of a mom and her son sharing a book and talking about changing sounds in words to make new words.

2.1 Read Aloud and Individual Sounds in Words (*There's a Wocket in My Pocket*)

Key Points About the Video



<https://youtu.be/NjP0k9p0MpE> (3:06)

- Mom explains that the author changed the first sound in words to make up nonsense, or silly, words.
- Mom knows her son isn't familiar with the word **sofa**, so they talk about what it means.
- Mom has her son repeat some of the words like **shelf/zelf** and **bottle/yottle**. This allows him to focus on the first sound that was changed so he not only hears the sounds but says them, too.

Take home the Family Resources and have fun with individual sounds in words!

What's the First Sound? Song

Sing to the Tune of "Old McDonald Had a Farm"

Remember, when a letter is shown like this, /t/, say the sound the letter makes. Sing the verses below and then make up your own.

What's the sound that starts these words:
table, toe, and ten? (Child responds, /t/).
With a /t/, /t/, here and a /t/, /t/ there.
Here a /t/, there a /t/, everywhere a /t/, /t/.
/t/ is the sound that starts these words:
table, toe, and ten.

What's the sound that starts these words:
sunshine, snow, and sit? (Child responds, /s/).
With a /s/, /s/, here and a /s/, /s/ there.
Here a /s/, there a /s/, everywhere a /s/, /s/.
/s/ is the sound that starts these words:
sunshine, snow, and sit.

What's the sound that starts these words:
apple, ant, and ask? (Child responds, /ă/).
With a /ă/, /ă/, here and a /ă/, /ă/ there.
Here a /ă/, there a /ă/, everywhere a /ă/, /ă/.
/ă/ is the sound that starts these words:
apple, ant, and ask.

What's the sound that starts these words:
insect, itch, and if? (Child responds, /i/).
With a /i/, /i/, here and a /i/, /i/ there.
Here a /i/, there a /i/, everywhere a /i/, /i/.
/i/ is the sound that starts these words:
insect, itch, and if.

Add a Sound to Make a New Word

<p>You: Say ox.</p> <p>Child: Ox.</p> <p>You: Add /f/ to ox. What word does it make?</p> <p>Child: Fox.</p> <p>You: Yes! We put a new sound on the beginning and made a new word!</p>	<p>You: Say ice.</p> <p>Child: Ice.</p> <p>You: Add /m/ to ice. What word does it make?</p> <p>Child: Mice.</p> <p>You: Yes! We put a new sound on the beginning and made a new word!</p>	<p>You: Say am.</p> <p>Child: Am.</p> <p>You: Add /h/ to am. What word does it make?</p> <p>Child: Ham.</p> <p>You: Yes! We put a new sound on the beginning and made a new word!</p>
<p>You: Say at.</p> <p>Child: At.</p> <p>You: Add /s/ to at. What word does it make?</p> <p>Child: Sat.</p> <p>You: Yes! We put a new sound on the beginning and made a new word!</p>	<p>You: Say ring.</p> <p>Child: Ring.</p> <p>You: Add /st/ to ring. What word does it make?</p> <p>Child: String.</p> <p>You: Yes! We put two new sounds on the beginning and made a new word!</p>	<p>You: Say mile.</p> <p>Child: Mile.</p> <p>You: Add /s/ to mile. What word does it make?</p> <p>Child: Smile.</p> <p>You: Yes! We put a new sound on the beginning and made a new word!</p>

Saying Individual Sounds in Words

Point to an object and ask your child to name it (**cup**). Then ask what the first sound is in that word (**/k/**). Play the same game but ask your child the last sound in the word (**/p/**). When your child can do first and last sounds well, ask your child to identify the middle sound in a word (make sure the word has only three sounds). This game can be played almost anywhere.

Words at Home			
Word	First Sound	Middle Sound	Last Sound
chair	/ch/	/ā/	/r/
pen	/p/	/ĕ/	/n/
cup	/c/	/ŭ/	/p/
book	/b/	/oo/	/k/
coat	/k/	/ō/	/t/

Words in the Car			
Word	First Sound	Middle Sound	Last Sound
road	/r/	/ō/	/d/
sign	/s/	/i/	/n/
light	/l/	/i/	/t/
truck	/t/	no middle sound	/k/
sky	/s/	/k/	/i/

Books to Share

Suggested Books for Saying One Sound in a Word

As you read, ask your child to identify the first sound/last sound/middle sound of selected words.

There's a Wocket in My Pocket by Dr. Seuss

Llama Llama Red Pajama by A. Dewdney

Cock-A-Doodle-Moo! by Bernard Most

Runny Babbit by Shel Silverstein



Teacher Scaffold for How-to Step 2: Letter Names and Letter Sounds

What is Letter-Name and Letter-Sound Knowledge?

It is important for children to know **letter names** and **letter sounds**. Letter-name knowledge is recognizing and naming letters. An example of *recognizing* letters is when you show a child the letters **N**, **A**, and **S** and ask which letter is **S**, the child points to the **S**. An example of *naming* letters is when a child looks at the letter **M** and orally names that letter. Letter-sound knowledge is demonstrated when a child can look at a letter in print and tell you the sound it represents. For example, if you point to the letter **F** and ask, "What sound does this letter make?" the child will say, "/f/."

How Can Families Support Learning Letter Names and Letter Sounds?

There are many ways to support your child's knowledge of letter names and letter sounds. For example, you can look for a specific letter in a book or in a newspaper. You can point out letters on signs while driving. You can sing the alphabet song while getting ready for school. Once your child knows letter names, you can ask about the sound a letter makes after your child identifies a letter name. I can let you know which letters I have taught in class so that you can practice with those letters. I can also tell you which letters your child has already mastered and which ones your child still needs to work on. *See the Teacher Resource in the Appendix for Recommendation 2.*



Family Resources for How-to Step 2: Letter Names and Letter Sounds

Review the Family Resource activities you have chosen (organized from easier to more difficult). You may introduce the activities using the information below. Model at least one example for each activity. Include family members in the model, either the whole family or members who volunteer.

Let's review the Family Resource **Letter-Name Practice**, which helps your child practice naming letters. For this activity, use the provided letter arc and letters. Select a few letters and place them under the arc. Ask your child to select a letter and name it. Then have him or her place it on the corresponding letter on the arc. *Model this using a few examples. Answer any questions about the Family Resource.*

Now, let's watch a video of a family engaging in a letter-name and letter-sound activity.

Preparation Box

Cue Up Selected Videos

- 2.2 Letter Naming Using a Letter Arc
<https://youtu.be/QvN70v1QRHI> (1:32)
- 2.2 Letter Sound Practice Using a Letter Arc
https://youtu.be/_MPZ6KAKC9k (1:08)
- 2.2 Short Vowel Practice
<https://youtu.be/EGf2IL9eALg> (4:09)
- 2.2 Letter Sound Writing ("Humpty Dumpty")
<https://youtu.be/-jkl7Plx834> (3:08)

Print Selected Family Resources

- Letter-Name Practice
- Letter-Sound Practice
- Short-Vowel Practice
- Letter-Sound Writing
- Books to Share

2.2 Letter-Naming Practice Using a Letter Arc

Key Points About the Video 

<https://youtu.be/QvN70v1QRHI> (1:32)

- Dad explains the game and does the first one as an example.
- After his son identifies the letter, Dad makes it a bit harder by asking for a word that begins with that letter.
- When his son does not find **f** right away on the letter arc, Dad helps by saying, "**E, F,...**"

Let's review the Family Resource **Letter-Sound Practice**, which helps your child practice letter sounds. For this activity, use the provided letter arc and letters. Select a few letters and place them under the arc. Ask your child to select a letter and say its sound. Then have him or her place it on the corresponding letter on the arc. *Model. Answer any questions about the Family Resource.*

Now let's watch a video of a family practicing letter sounds using a letter arc.

2.2 Letter-Sound Practice Using a Letter Arc

Key Points About the Video 

https://youtu.be/_MPZ6KAKC9k (1:08)

- Dad explains the game and does the first one as an example.
- After his son identifies the letter sound, Dad asks him to say a word that begins with that letter sound.
- Dad hugs his son when his son says **hug** begins with /h/.

Let's review the Family Resource **Short-Vowel Practice**, which helps your child practice short-vowel sounds. For this activity, cut apart the provided vowel cards (**a, e, i, o, u**) and picture cards. Place the vowel cards in a row, shuffle the picture cards, and place them in a stack face down. Ask your child to select the top picture card, name it, say the middle sound, and place it under the vowel that makes that sound. *Model. Answer any questions about the Family Resource.*

Now let's watch a video of a family practicing short-vowel sounds.

2.2 Short-Vowel Practice

Key Points About the Video 

<https://youtu.be/EGf2lL9eALg> (4:09)

- Mom explains the game and does the first one as an example.
- Mom reminds her son that it sometimes helps to say each sound in the word to find the middle sound.
- When her son thinks the middle sound in **doll** is represented by **a**, Mom reminds him that **a** says /ă/ and asks which letter says /ō/.

Let's review the Family Resource **Letter-Sound Writing**, which helps your child practice letter sounds and writing letters. To use this activity, first read and discuss the provided nursery rhymes

RECOMMENDATION 2: PHONOLOGICAL AWARENESS AND LETTER-SOUND RELATIONS

How-to Step 2: Letter-Sound Relations

with your child. Ask your child to circle specific letters in a nursery rhyme (I can tell you which letters). As each letter is circled, your child should say its sound and then practice writing the letters that were circled. *Model. Answer any questions about the Family Resource.*

Here is a video of a family practicing letter sound writing.

2.2 Letter-Sound Writing ("Humpty Dumpty")

Key Points About the Video 

<https://youtu.be/-jkL7Plx834> (3:08)

- This activity can be done with any type of print media—even a newspaper, a magazine, or junk mail!
- Mom points to a sentence and says, “Check this sentence!” after her son misses circling a target letter.
- Her son practices writing the uppercase and lowercase letter that he circled.
- Mom gives her son a high five and tells him how hard he worked!

Review key points before or after the video. Answer family questions about the video.

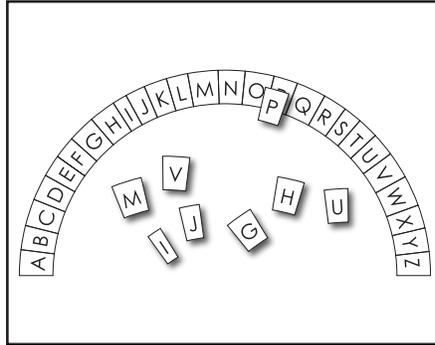
Let’s review the Family Resource **Books to Share**, a list of suggested books that you can read to your child. As you share the book with your child, ask him or her to say the letter names and letter sounds. *Model. Answer any questions about the Family Resource.*

Take the Family Resources home and have fun with practicing letter names and letter sounds!

Letter-Name Practice

Match letters to the letter arc:

1. Cut out the provided letters and use the provided letter arc.
2. Place letters under the arc (use the letters your child's teacher has already taught).
3. Ask your child to choose a letter, say the letter name, and place it on the matching letter on the letter arc.

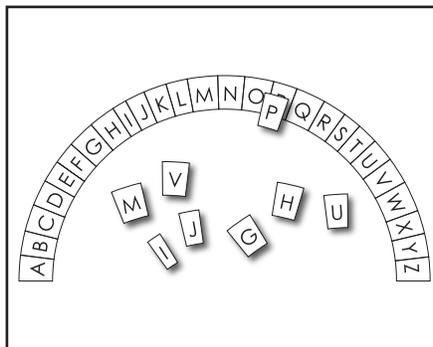


"This is the letter, **P!**"

Letter-Sound Practice

Match letters to the letter arc and say the letter's sound:

1. Cut out the provided letters and use the provided letter arc.
2. Place letters under the arc (use the letter sounds your child's teacher has already taught).
3. Ask your child to choose a letter, say the letter name and its sound, and place it on the matching letter on the letter arc.



"**P** says /p!/"



N

M

L

K

J

I

H

G

F

E

D

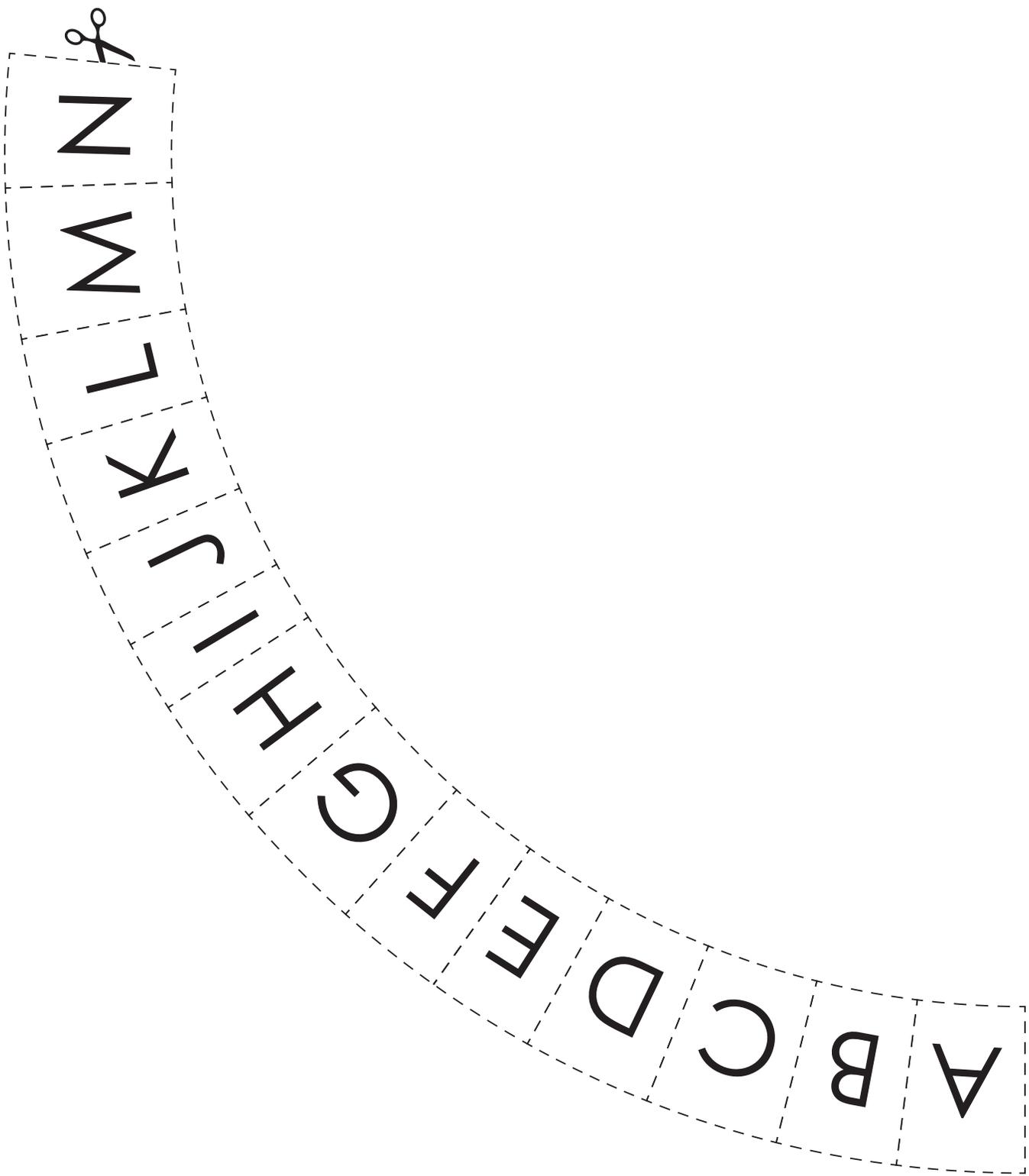
C

B

A



O P Q R S T U V W X Y Z



N

M

L

K

J

I

H

G

F

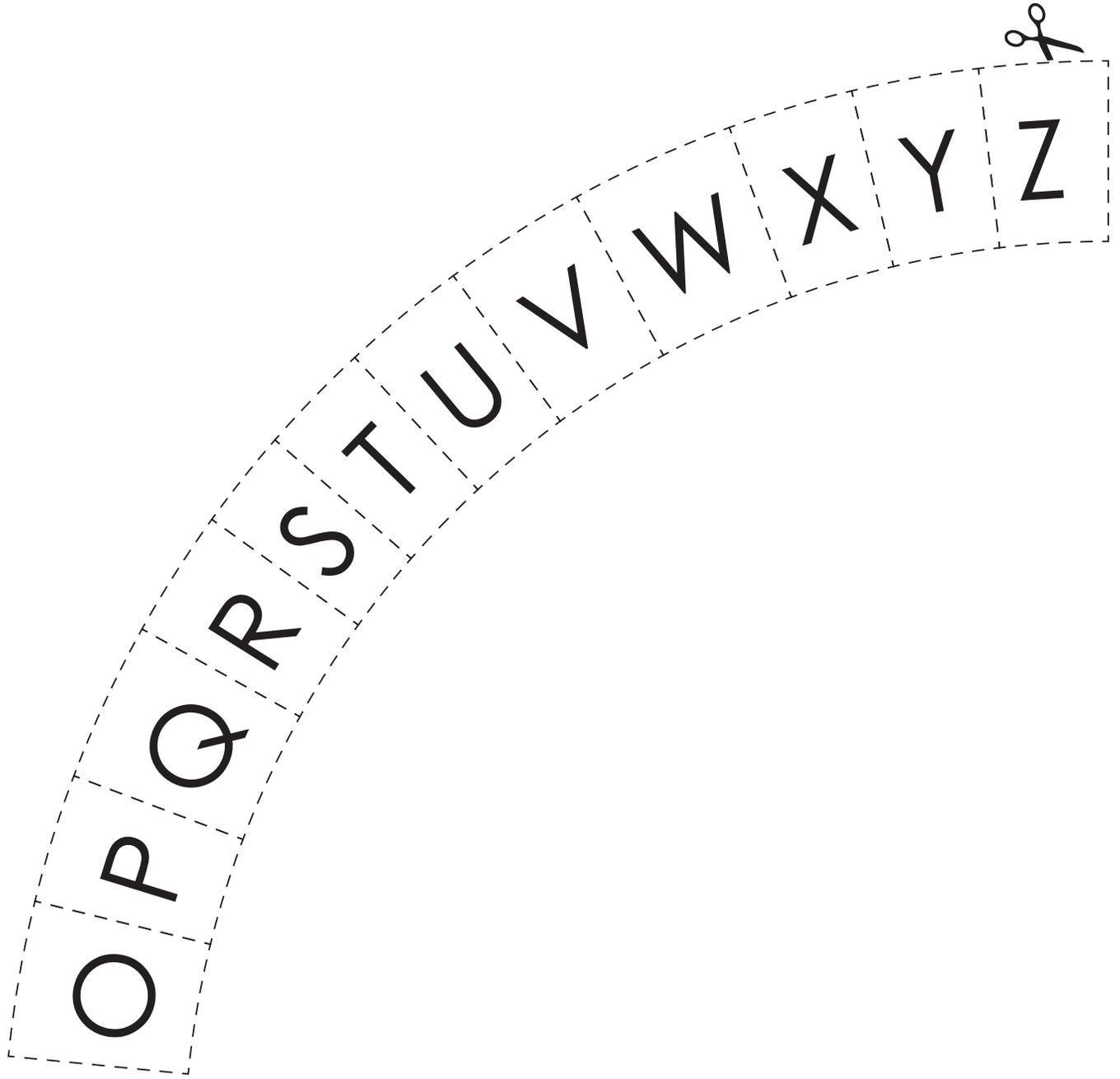
F

D

C

B

A



O

P

Q

R

S

T

U

V

W

X

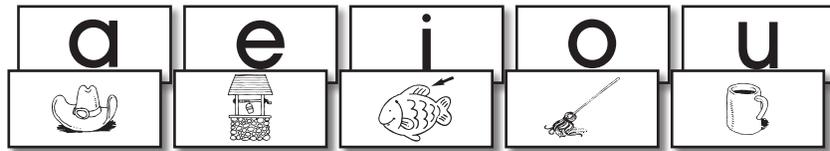
Y

Z

Short-Vowel Practice (a, e, i, o, u)

Match the middle sound in a word to its letter:

1. Cut apart the provided vowel letter cards (**a, e, i, o, u**) and picture cards.
2. Place the vowel letter cards in a row on a table or floor. Shuffle the picture cards and place them in a stack face down.
3. Ask your child to name each picture. Provide picture names when needed.
4. Ask your child to pick up the top picture card from the stack, name the picture (for example, **hat**), and say its middle sound (/ă/).
5. Ask your child to place the picture card under the vowel that makes that sound (**a**).



Key

Here are the words that are shown on the picture cards for Short Vowel Practice. These words are meant for family members to use to identify each picture.

a	e	i	o	u
hat	pen	pin	pot	sun
map	well	fin	mop	mug
fan	net	pig	doll	rug
cat	check	ship	sock	gum
ham	bed	chick	dog	duck



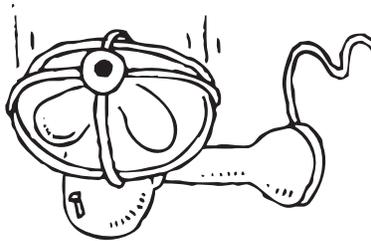
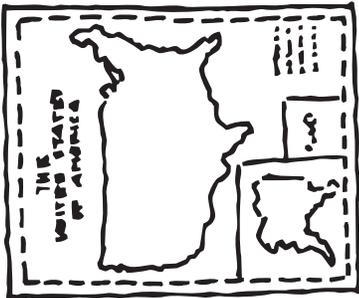
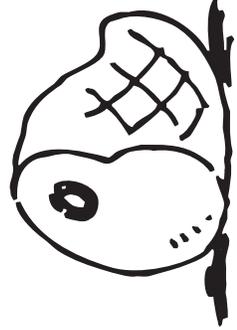
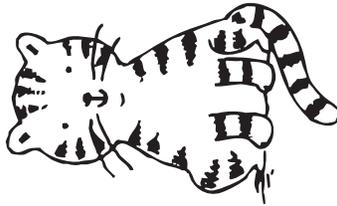
0

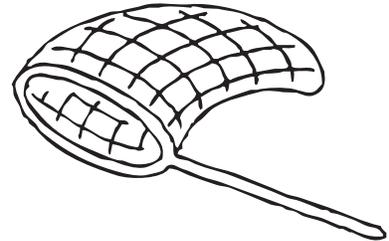
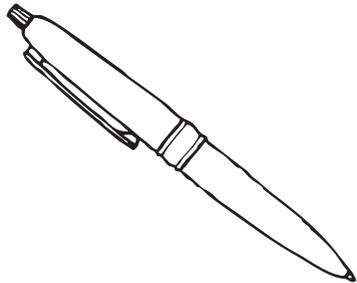
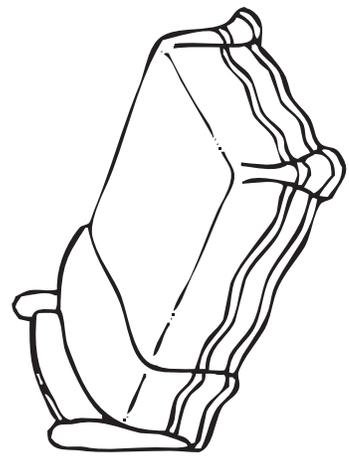
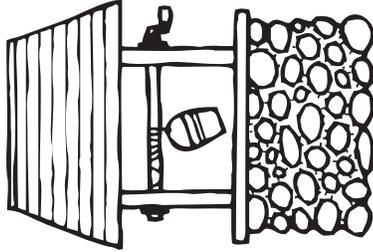
1

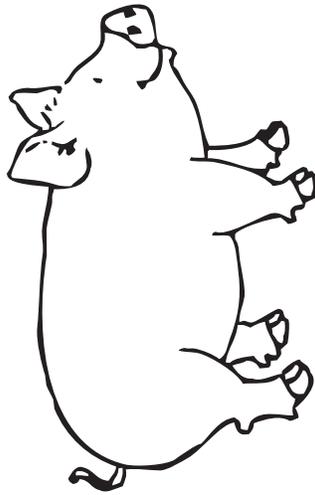
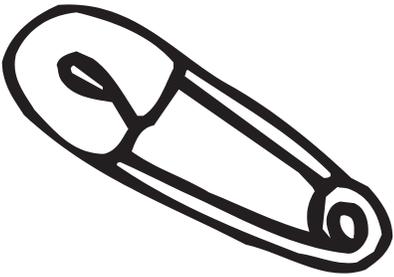
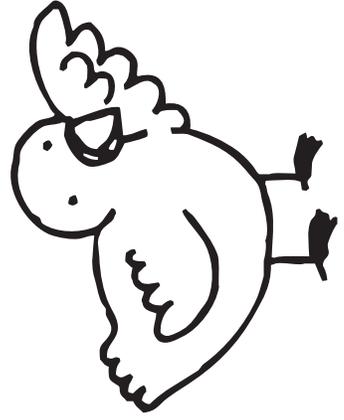
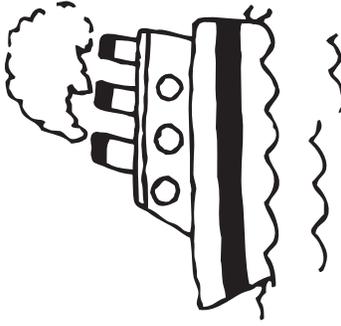
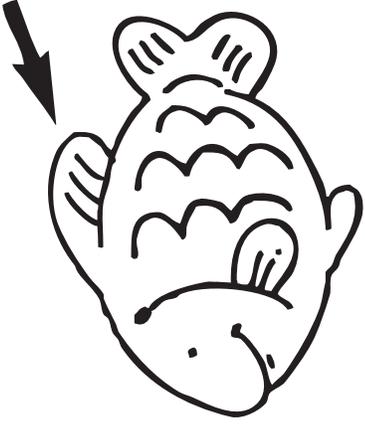
2

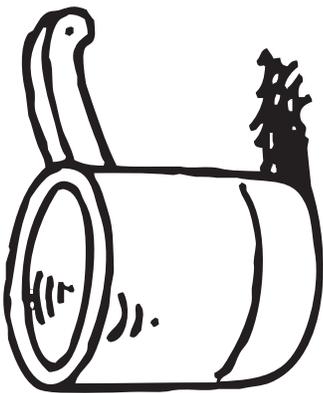
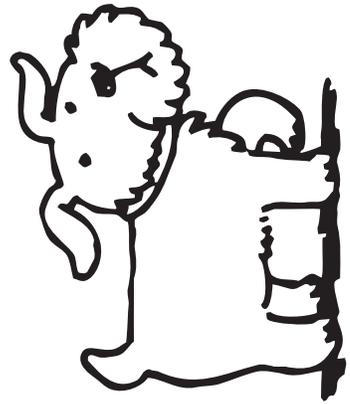
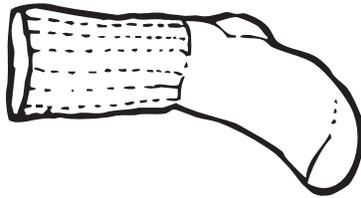
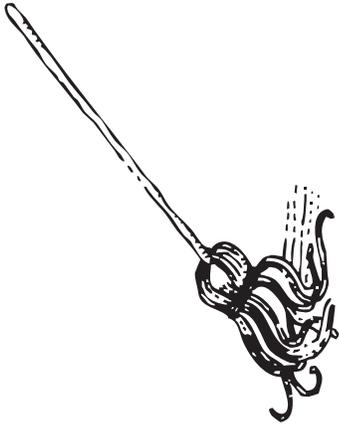
3

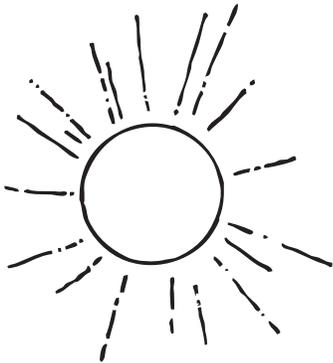
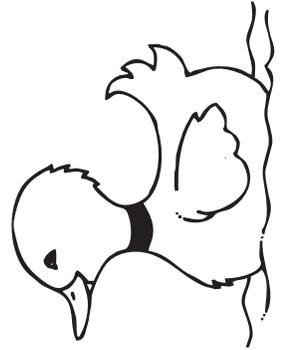
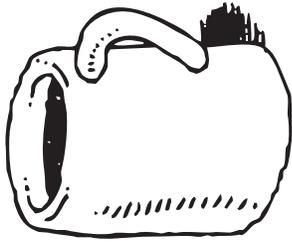
4







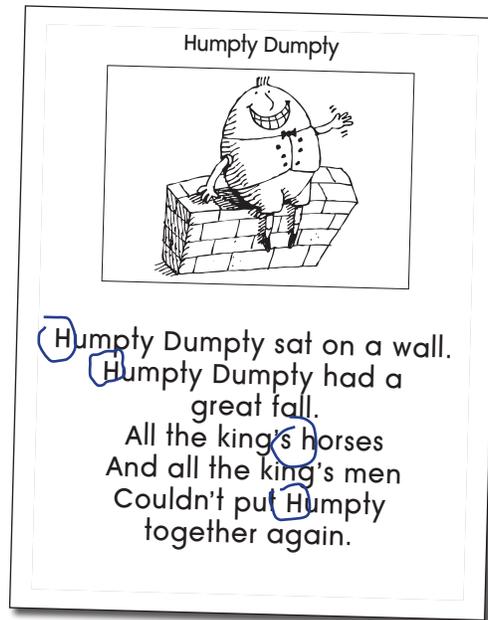




Letter-Sound Writing

Circle specific letters in nursery rhymes to practice identifying and saying letter sounds. Then, practice writing letters.

1. Use the provided nursery rhymes. Read and discuss them with your child.
2. Ask your child to circle specific letters in a nursery rhyme (use the letter sounds your child's teacher has already taught). As each letter is circled, your child should say its sound.
3. Ask your child to practice writing the circled letters.



Books to Share

Suggested Books to Practice Letter Names and Letter Sounds

As you share the book, periodically point to a letter and ask your child to tell you the letter name and the letter sound.

Farm Alphabet Book by Jane Miller

Kipper's A to Z: An Alphabet Adventure by Nick Inkpen

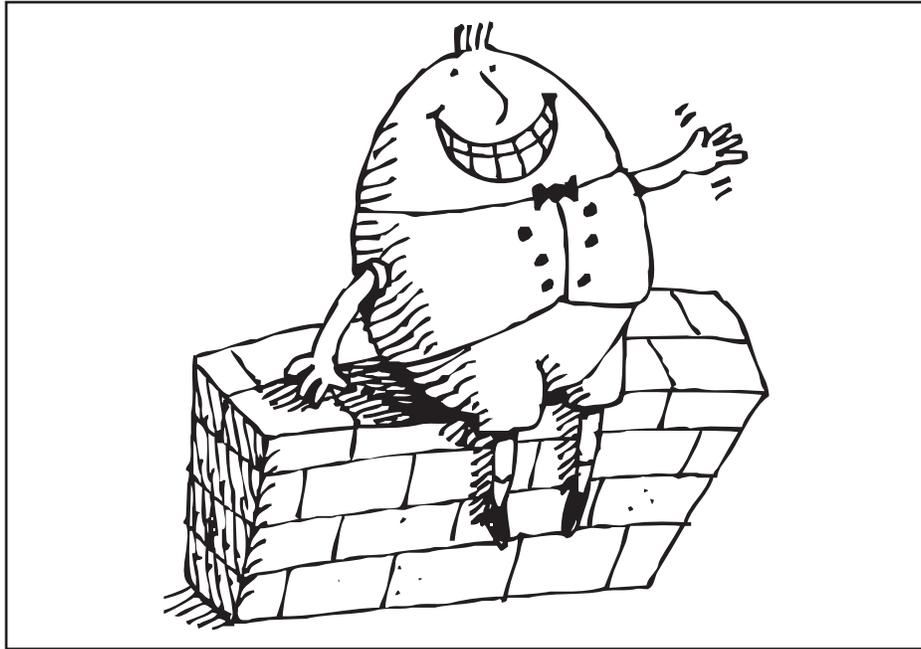
Dr. Seuss' A, B, C by Dr. Seuss

Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate

Chicka Chicka Boom Boom by Bill Martin, Jr. and John Archambault



Humpty Dumpty

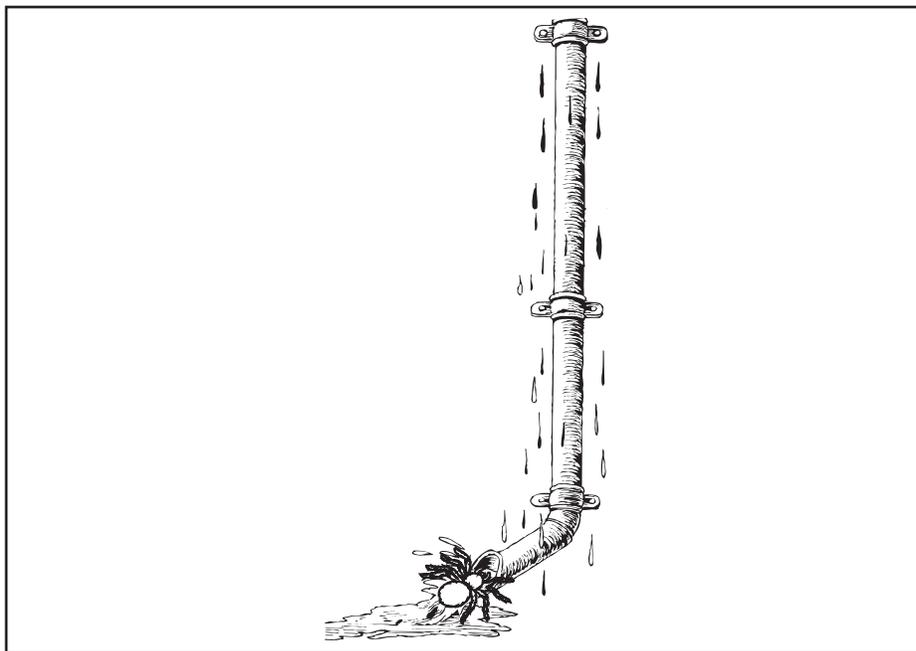


Humpty Dumpty sat on a wall.
Humpty Dumpty had a
great fall.

All the king's horses
And all the king's men
Couldn't put Humpty
together again.



The Eency Weency Spider



The eency weency spider
Climbed up the water spout.
Down came the rain
And washed the spider out.
Out came the sun
And dried up all the rain.
And the eency
Weency spider
Climbed up the spout again.



London Bridge

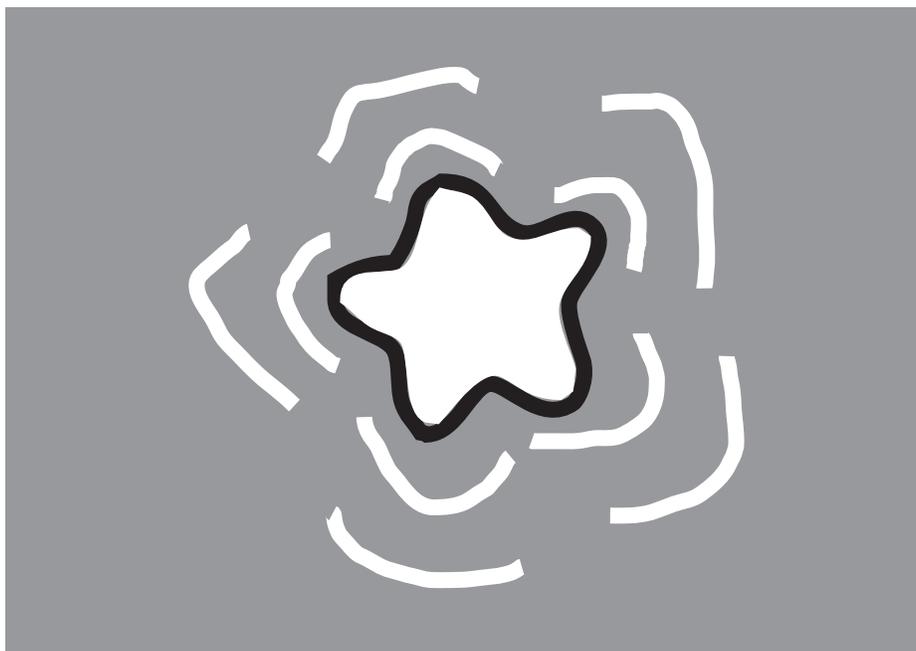


London Bridge is falling down,
Falling down, falling down.
London Bridge is falling down,
My fair lady.

Build it up with wood and clay,
Wood and clay, wood
and clay.
Build it up with wood and clay,
My fair lady.



Twinkle, Twinkle, Little Star



Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.



Five Little Speckled Frogs

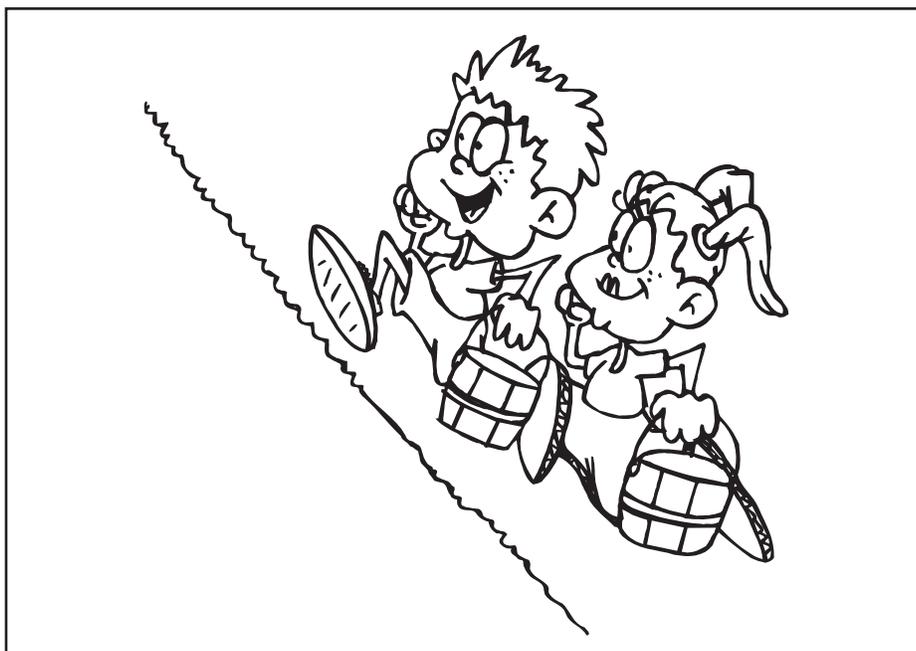


Five little speckled frogs,
Sitting on a hollow log,
Eating some most delicious bugs,
Yum, yum.

One frog jumped in the pool,
Where it was nice and cool,
Now there are four
Speckled frogs,
Glub, glub.



Jack and Jill



Jack and Jill went up a hill
To fetch a pail of water.
Jack fell down and broke
his crown
And Jill came tumbling after.

Up Jack got and home did trot
As fast as he could caper.
Went to bed and bound his head
With vinegar and brown paper.



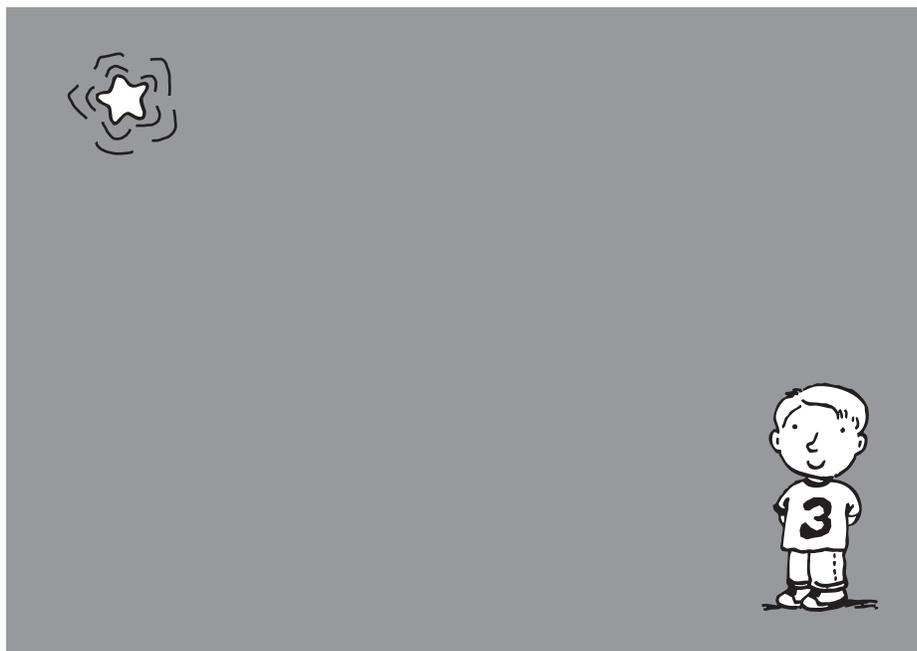
Jack Be Nimble



Jack be nimble,
Jack be quick,
Jack jump over the
candlestick.



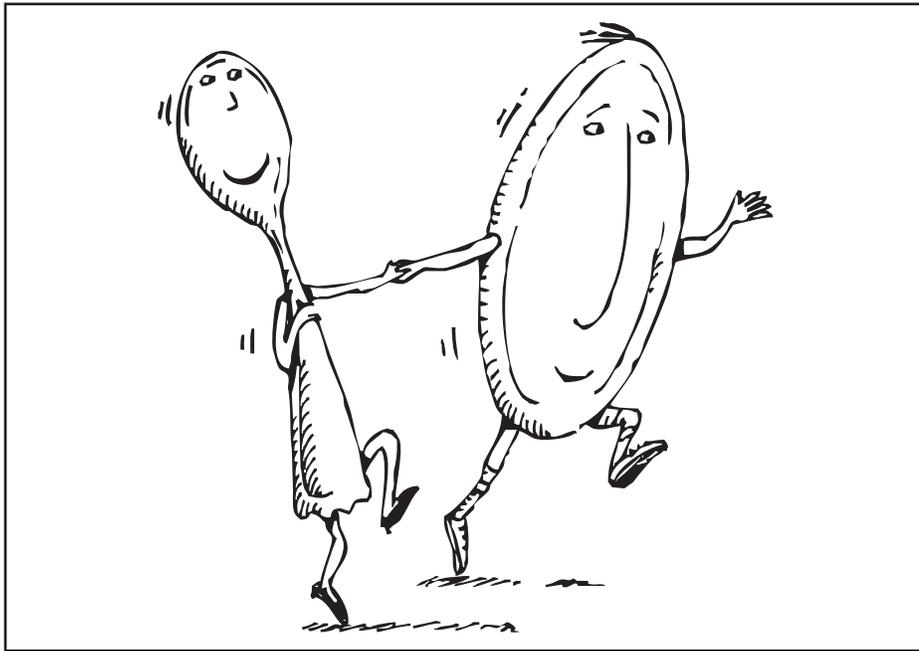
Star Light, Star Bright



Star light, star bright,
First star I see tonight,
I wish I may, I wish I might,
Have the wish I wish tonight.



Hey Diddle, Diddle

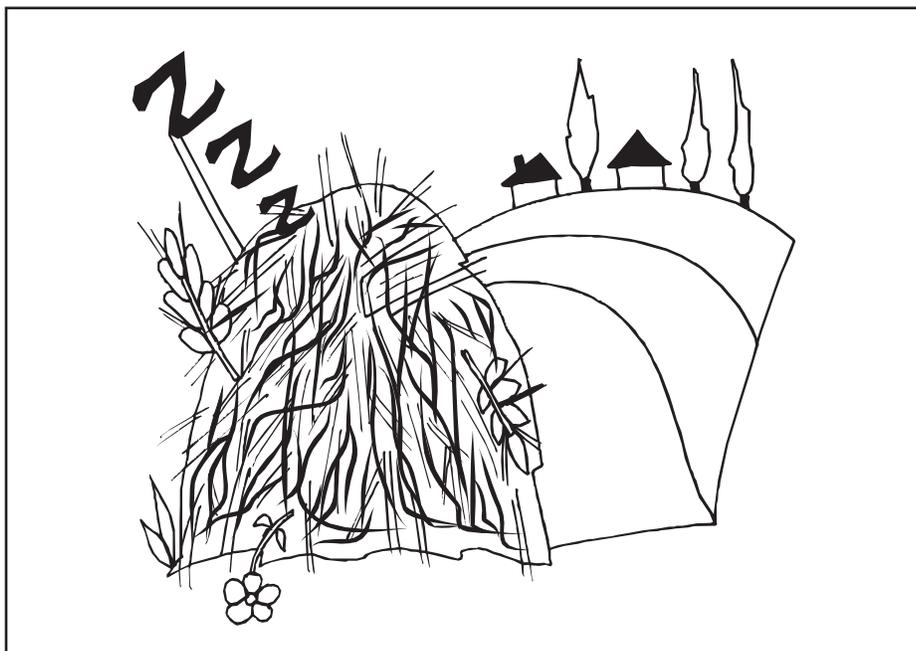


Hey diddle, diddle,
the cat and the fiddle,
The cow jumped over the
moon.

The little dog laughed to
see such sport,
And the dish ran away
with the spoon.



Little Boy Blue



Little Boy Blue,
come blow your horn,
The sheep's in the meadow,
the cow's in the corn.
Where is the boy who looks
after the sheep?
He's under the haystack,
fast asleep.



Teacher Scaffold for How-to Step 3: Activities to Link Letter-Sound Relations with Phonemic Awareness

How Can Families Support Word-Building Activities?

An important step in learning to read is being able to connect how words are separated into individual sounds with knowledge of how letters relate to sounds. For example, being able to hear the individual sounds in the word **sat**, /s/ /ă/ /t/, and knowing that **s** represents /s/, **a** represents /ă/, and **t** represents /t/. Word-building activities can be used to support your child's learning to read and spell. I can let you know which letters I have taught in class so that you can practice those letters with your child. I can also tell you which letters your child has already mastered and which ones your child still needs to work on. *See the Teacher Resource in the Appendix for Recommendation 2.*



Family Resources for How-to Step 3: Activities to Link Letter-Sound Relations with Phonemic Awareness

Review the Family Resource activities you have chosen (organized from easier to more difficult). You may introduce the activities using the information below. Model at least one example for each activity. Include family members in the model, either the whole family or members who volunteer.

Let's review the Family Resource **Write Words**, which helps your child practice saying each sound in a word and writing that word. *Demonstrate at least two examples from Write Words.*

Let's review the Family Resource **Write Words with Silent e**. Most of the time when there is an **e** at the end of a word, the vowel before it says its name. For example, when an **e** is added to the word **kit**, the vowel before the **e** says its name, and the word changes from **kit** to **kite**. This activity will help your child practice saying each sound in a word, writing it, and determining whether the vowel says its name or not. *Demonstrate at least two examples from Write Words With Silent e.*

Let's review the Family Resource **Step up to Writing Words**, which helps your child practice saying each sound in a word, reading words, changing one letter in a word to make a new word, and writing words. *Review short- and long-vowel sounds. Model. Print these one-sided for families to cut out letters and build words.*

Answer questions about the Family Resources.

Now, let's watch a video of a family engaging in a word-building activity. *Review key points before or after the video. Answer family questions about the video.*

Preparation Box

Cue Up Video

- 2.3 Step Up to Spelling Words
<https://youtu.be/N0lvwxoNV8g> (6:26)
- 2.3 Step Up to Writing Words
https://youtu.be/j_8DJLn0aPQ (3:42)

Print Selected Family Resources

- Write Words
- Write Words With Silent e
- Step-up to Writing Words

RECOMMENDATION 2: PHONOLOGICAL AWARENESS AND LETTER-SOUND RELATIONS

How-to Step 3: Activities to Link Letter-Sound Relations with Phonemic Awareness

Here is a video of a family spelling words.

2.3 Step Up to Spelling Words

Key Points About the Video 

<https://youtu.be/N0lvwxoNV8g> (6:26)

- Mom uses a word in a sentence to help her daughter understand the meaning of the word.
- When her daughter mixes up **b** and **d**, Mom helps her use a strategy of making a **b** and a **d** with her hands in the shape of a bed.
- Mom consistently makes positive comments ("You are so smart!") and gestures (high fives) to encourage her daughter.

2.3 Step Up to Writing Words

Key Points About the Video 

https://youtu.be/j_8DJLn0aPQ (3:42)

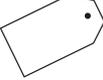
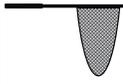
- Mom asks her son to say each sound as he writes the words.
- When her son reads **Pete** for **pet**, Mom points to each letter beginning with **P** and says each sound with him.
- Mom asks her son to explain how he changed **bet** to **set**.
- Mom tells her son how proud she is of him for building words, reading words, and writing words.

Take the Family Resources home and have fun with activities that link letters and sounds! Remind your child how proud you are of him or her for spelling words and practicing letter sounds!

Write Words

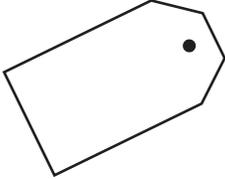
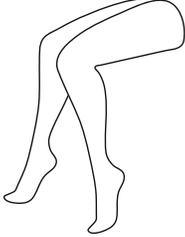
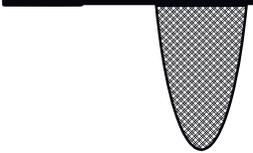
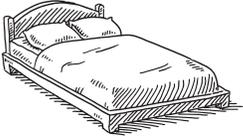
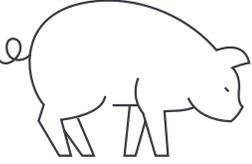
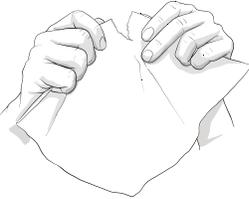
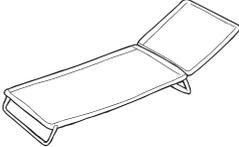
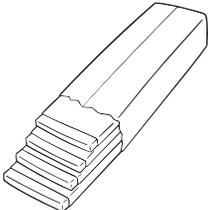
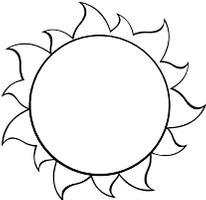
Ask your child to:

1. Look at the picture and say the word: **bat**. Provide picture names when needed.
2. Say each sound you hear in the word: /b/ /ă/ /t/.
3. Write a letter in each box to spell the word: **b, a, t**.
4. Point to each letter as you say each sound: /b/ /ă/ /t/.
5. Read the word: **bat**.

				
b a t	m a p	t a g	c a p	p a n
				
j e t	t e n	l e g	n e t	b e d
				

Key

bat	map	tag	hat	pan
jet	ten	leg	net	bed
pig	rip	lip	pin	
dot	mop	cot	hot	Mom
gum	bug	sun	bus	tub

Write Words with Silent e

Ask your child to:

1. Look at the picture and say the word: **cat**. Provide picture names when needed.
2. Say each sound you hear in the word: /k/ /ă/ /t/.
3. Write a letter in each box to spell the word: **c, a, t**.
4. Write **e** in the Silent e column if needed.
5. Write the whole word.
6. If the word has a silent **e**, write which vowel says its name.

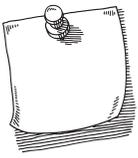
Picture	First Letter-Sound	Middle Letter-Sound	Last Letter-Sound	Silent e?	Write the Word	If the word has a silent e, which vowel (a, e, i, o, u) says its name?
	c	a	t		cat	
	k	i	t	e	kite	i
	j	a	m		jam	
	f	a	n		fan	

Key

cat	cane	jam	fan	leg
yes	pen	dig	fin	six
pot	mop	box	nut	run
mud	mug	tape	cane	wave
rake	game	time	kite	bite
lime	five	note	cone	rose
home	bone	cute	tube	cube
mule				

Picture	First Letter Sound	Middle Letter Sound	Last Letter Sound	Silent e?	Write the Word	If the word has a silent e, which vowel (a, e, i, o, u) says its name?
						
						
						
						
						
						
						
						
						
						

Picture	First Letter Sound	Middle Letter Sound	Last Letter Sound	Silent e?	Write the Word	If the word has a silent e, which vowel (a, e, i, o, u) says its name?
						
						
						
						
						
						
						
						
						
						

Picture	First Letter Sound	Middle Letter Sound	Last Letter Sound	Silent e?	Write the Word	If the word has a silent e, which vowel (a, e, i, o, u) says its name?
						
						
						
						
						
						
						
						
						
						
						

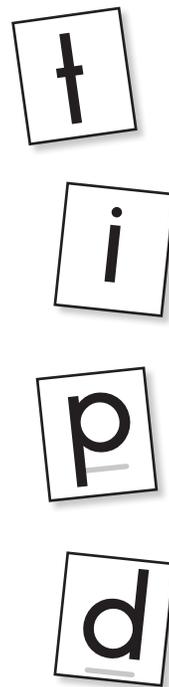
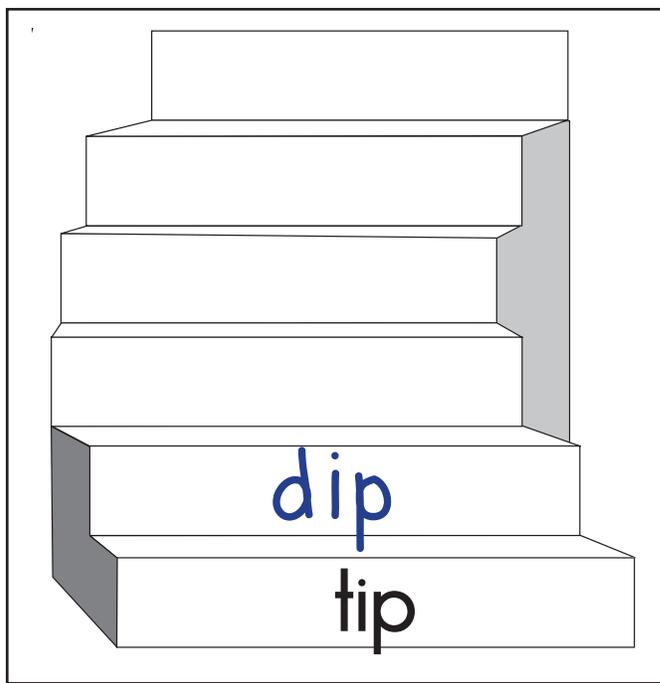
Picture	First Letter Sound	Middle Letter Sound	Last Letter Sound	Silent e?	Write the Word	If the word has a silent e, which vowel (a, e, i, o, u) says its name?
						
						
						
						

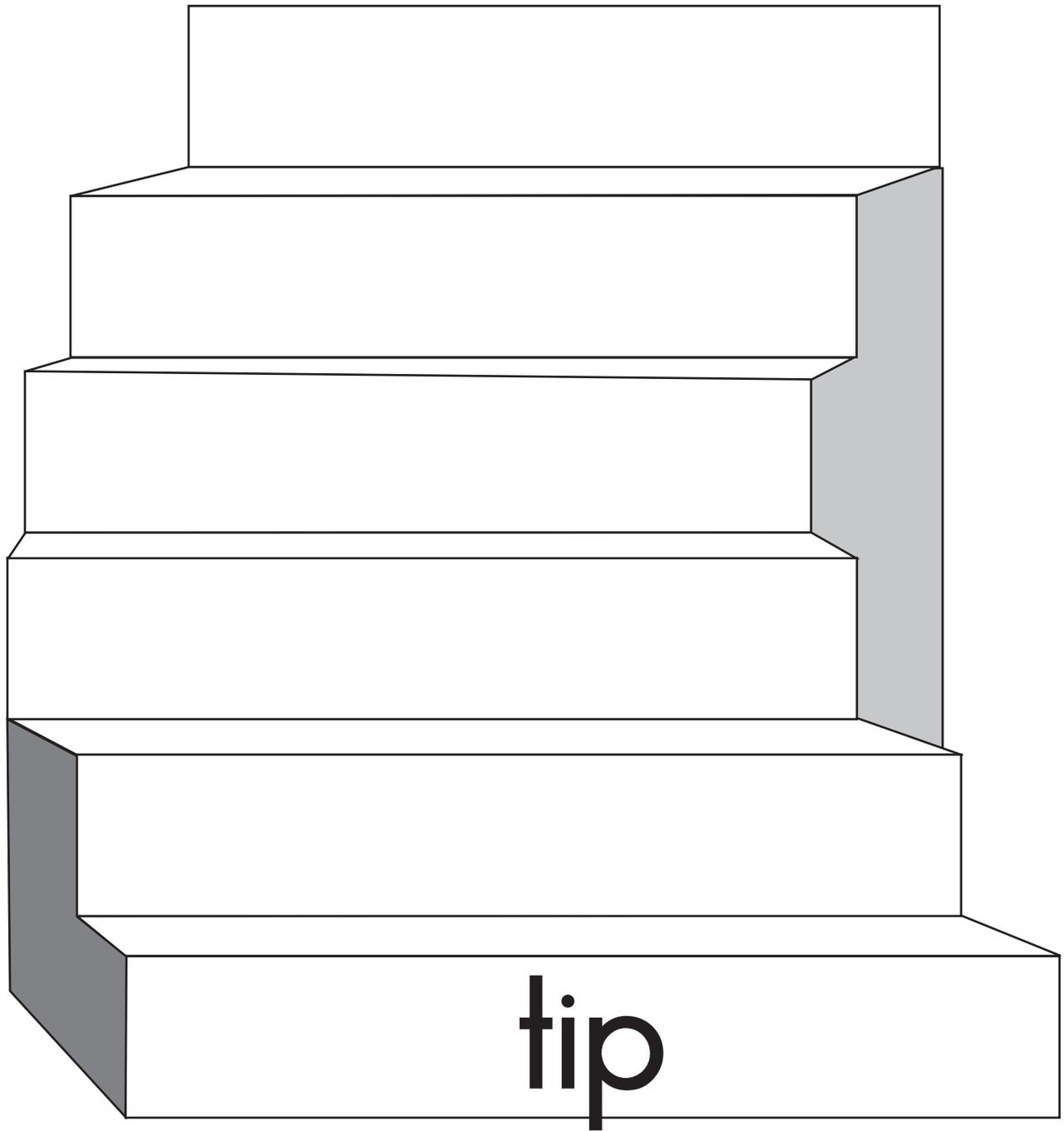
Step Up to Writing Words

Remind your child that you can create a new word by changing only one letter of a word. For example, you can change the word **map** to **tap** by replacing the **m** with **t**. Help your child make new words by changing one letter at a time. Begin by changing the first letter. As your child gains confidence, encourage him or her to change the middle or last letter. Use the provided materials and ask your child to:

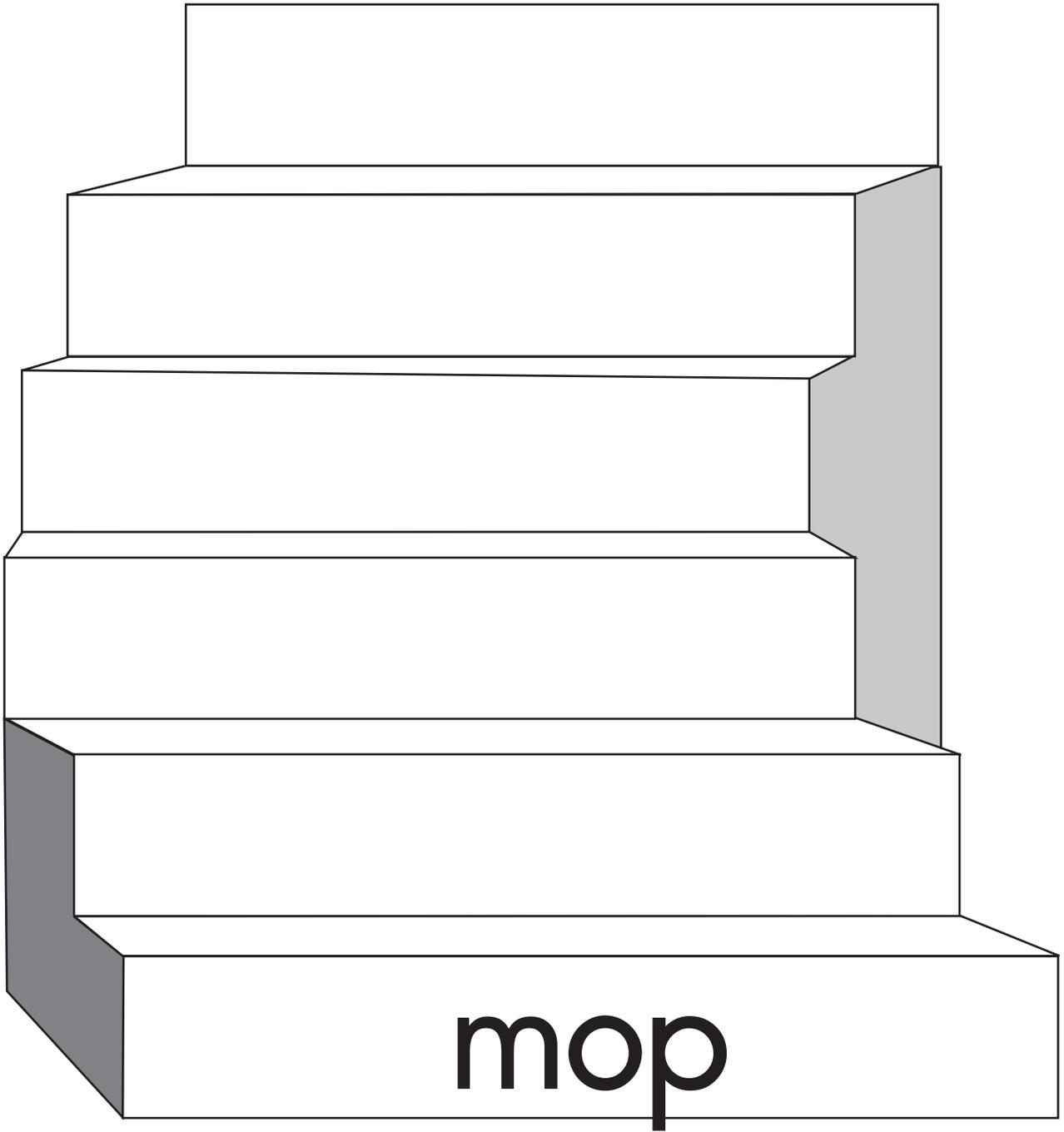
1. Cut out the letters at the bottom of the staircase and place the letters in a row.
2. Select the letters and make the word on the bottom step.
3. Say the sound of each letter (**/t/ /i/ /p/**) and read the word (**tip**).
4. Exchange one of the letters to make a new real word.
5. Say each sound in the new word and then read it (**/d/ /i/ /p/, dip**).
6. Write the new word on the next step.
7. Repeat steps 4–6 until all steps are filled.

Help your child create new words if needed. Talk about the meanings of the words. (For nonsense words, have your child acknowledge it doesn't sound like a real word.) Use each word in a sentence that is related to something in your child's life.





t i p d n s a



m

o

p

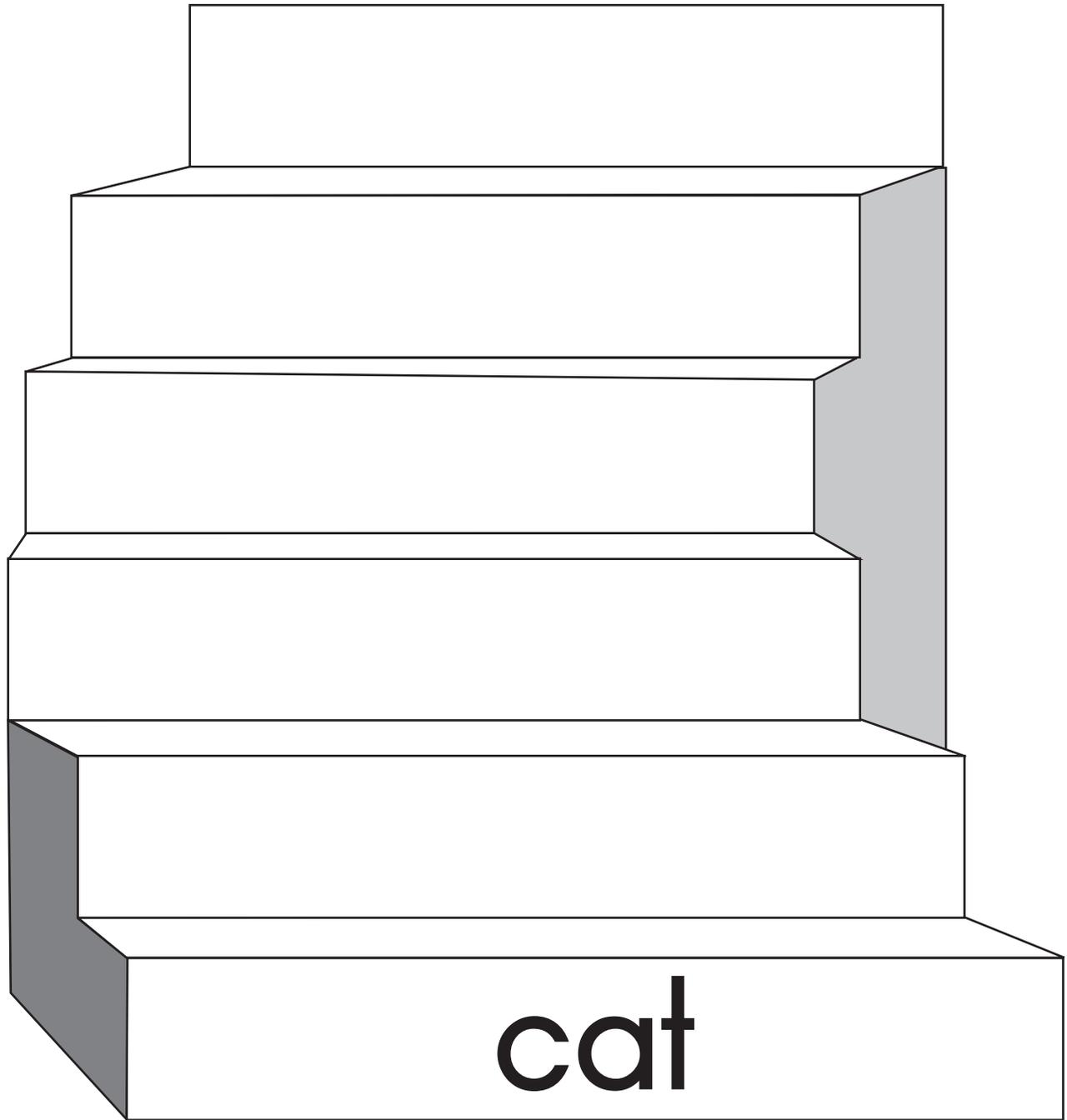
u

h

i

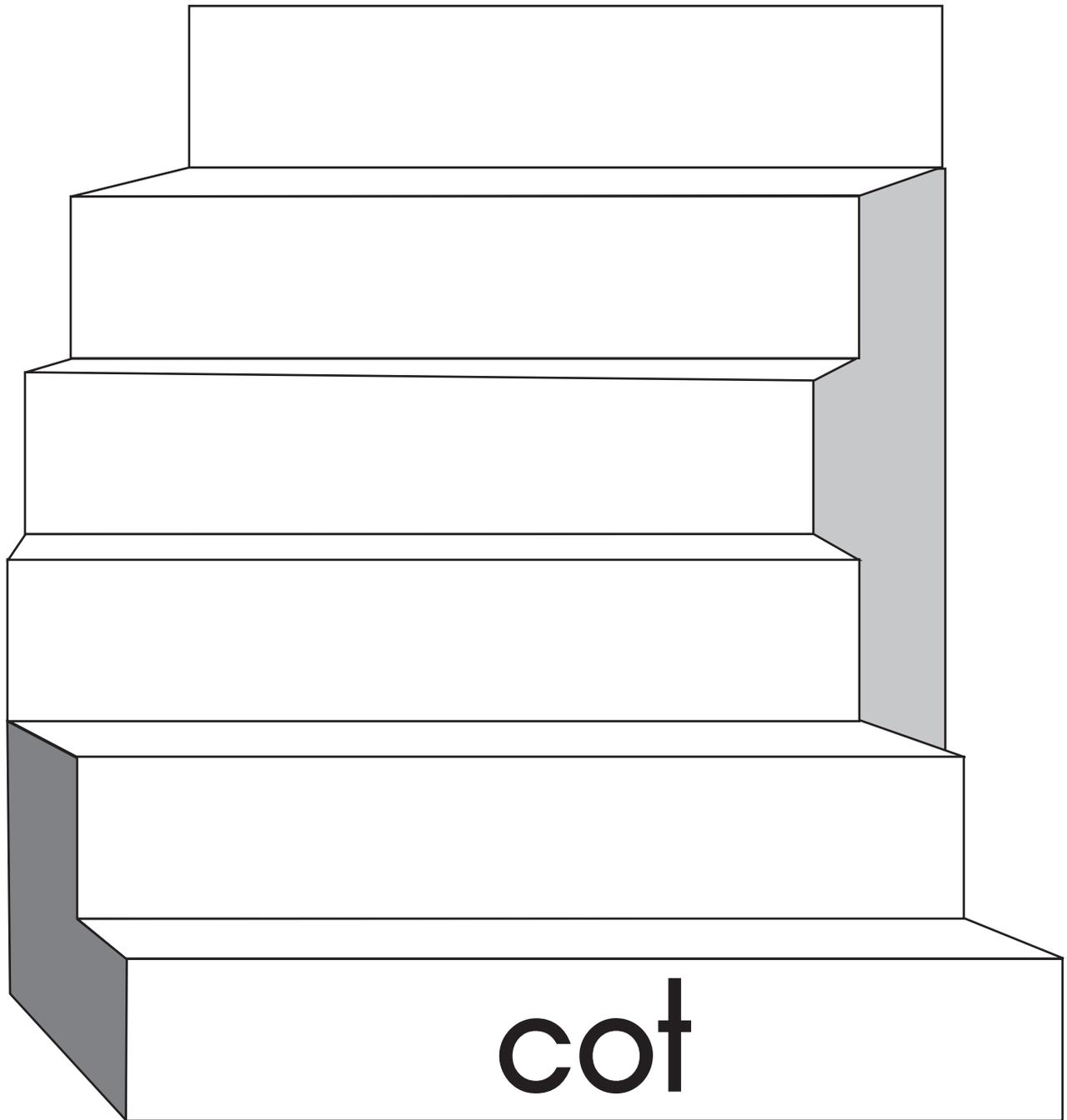
t

g

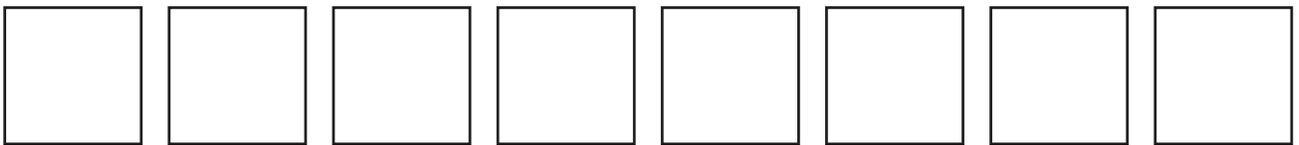
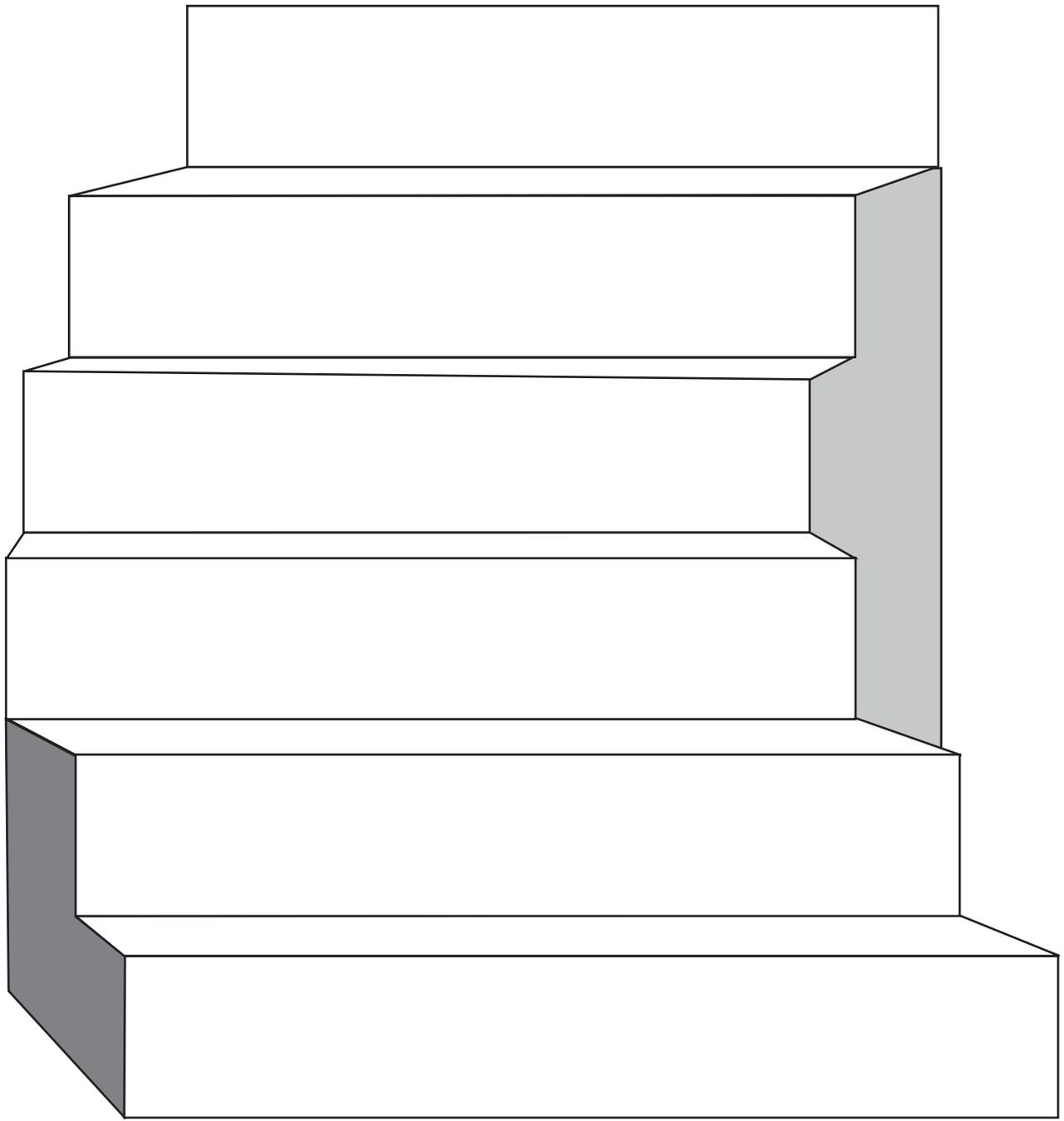


c a t s e

p m b i



c o t d g l u h



APPENDIX 2

Teacher Text Messages to Families

Ask families if they'd like you to text them some tips to help them with their children at home. Send the text messages below at appropriate times to those families who request them.



- Say a sentence and ask your child to tell you how many words are in the sentence.
- Clap for every syllable (word part) you hear in a spoken word. Use the names of things you see while driving in the car (**tractor, tractor**), in the grocery store (**watermelon, wa-ter-mel-on**), at the park, or at home.
- Say two words and ask your child to hold a thumb up if they rhyme and thumb down if they don't rhyme.
- Say the beginning sounds in a word and then say the vowel and the rest of the sounds: /k/ /ă/. Ask your child to say the whole word: **cat**.
- Ask your child to say each sound in a word in the order he or she hears it. If you say, "cat," your child will say, "/k/ /ă/ /t/." Use the following words: **bed, bug, goat, hand, mask, pie, mop, bell, ten, fish, moon**.
- Ask your child to find specific letters. You can use any text you see: a newspaper, a menu, signs in a store, and posters in a doctor's office.
- Point to a letter and ask your child what sound the letter makes. You can do this anywhere: a newspaper, a menu, signs you see while waiting in line, or posters at the doctor's office.

Videos

Video	Books Used	URL	Time
2.1: Syllable Sort		https://youtu.be/pcTDCoR-NsY	2:17
2.1: Read Aloud and Syllable Practice	<i>Silly Sally</i> by Audrey Wood	https://youtu.be/n1C4L8y95kM	2:57
2.1: Rhyme Time		https://youtu.be/BXiWuB6XMfg	2:48
2.1: Read Aloud and Rhyme	<i>Green Eggs and Ham</i> by Dr. Seuss	https://youtu.be/hYKzgyuUoJs	2:18
2.1: Add a Sound to Make a New Word		https://youtu.be/RPlxbRF52rM	1:30
2.1: Saying Individual Sounds in Words		https://youtu.be/SPKRN_sXcVs	2:04
2.1: Read Aloud and Individual Sounds in Words	<i>There's a Wocket in My Pocket</i> by Dr. Seuss	https://youtu.be/NjP0k9p0MpE	3:06
2.2: Letter Naming Using a Letter Arc		https://youtu.be/QvN70v1QRHI	1:32
2.2: Letter Sound Practice Using a Letter Arc		https://youtu.be/_MPZ6KAKC9k	1:08
2.2: Short Vowel Practice		https://youtu.be/EGf2IL9eALg	4:09
2.2: Letter Sound Writing	"Humpty Dumpty"	https://youtu.be/-jkL7Plx834	3:08
2.3 Step Up to Spelling Words		https://youtu.be/N0lvwxoNV8g	6:26
2.3: Step Up to Writing Words		https://youtu.be/j_8DJLn0aPQ	3:41

Books to Share

How-to Step	Activity	Title and Author
1: Segments of Sounds in Speech	Syllable (word parts) Practice While you read, select words and ask your child to count how many syllables are in each word you select.	<i>Silly Sally</i> by Audrey Wood
		<i>We're Going on a Bear Hunt</i> by Michael Rosen
		<i>Chicka Chicka Boom Boom</i> by Bill Martin, Jr. and John Archambault
1: Segments of Sounds in Speech	Read and Talk About Words that Rhyme Identify rhyming words from the book or ask your child to put a thumb up each time he or she hears a rhyme.	Most Dr. Seuss books (for example, <i>Hop on Pop</i> , <i>Happy Birthday to You!</i>)
		<i>Is Your Mama a Llama?</i> by Deborah Guarino
		<i>Room on the Broom</i> by Julie Donaldson
		<i>The Donut Chef</i> by Bob Staake
		<i>Shiver Me Letters: A Pirates ABC</i> by June Sobel
		<i>The Flea's Sneeze</i> by Lynn Downey
		<i>The Where the Sidewalk Ends</i> by Shel Silverstein
<i>The Neighborhood Mother Goose</i> by Nina Crews		
1: Segments of Sounds in Speech	Saying One Sound in a Word As you read, ask your child to identify the first sound/ last sound/middle sound of selected words.	<i>There's a Wocket in My Pocket</i> by Dr. Seuss
		<i>Cock-A-Doodle-Moo!</i> by Bernard Most
		<i>Llama Llama Red Pajama</i> by A. Dewdney
		<i>Runny Babbit</i> by Shel Silverstein
2: Letter-Sound Relations	Practice Letter Names and Letter Sounds As you share the book with your child, ask him or her to say the letter names and letter sounds.	<i>Farm Alphabet Book</i> by Jane Miller
		<i>Kipper's A to Z: An Alphabet Adventure</i> by Nick Inkpen
		<i>Dr. Seuss' A, B, C</i> by Dr. Seuss
		<i>Miss Bindergarten Gets Ready for Kindergarten</i> by Joseph Slate
		<i>Chicka Chicka Boom Boom</i> by Bill Martin, Jr. and John Archambault

Teacher Resources

Teacher Resource for Parent-Teacher Conferences

Student _____ Date _____

Green = I know

Yellow = Still learning. Please help me practice.

Blue = Not yet taught

Uppercase Letter Name					
A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				

Lowercase Letter Name					
a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z				

Letter Sound					
Assess short-vowel sounds. As needed, assess long-vowel sounds.					
a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z				

Recommendation 3 Reminder: Decode, Analyze, Write, and Recognize Words

Please note that aspects of Recommendation 3 may be applicable for late in the kindergarten school year or for students working above grade level.

Recommendation 3	How-to Steps
 <p>Teach students to decode words, analyze word parts, and write and recognize words.</p>	 <p>Teach students to blend letter-sound and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.</p>
	 <p>Instruct students in common sound-spelling patterns.</p>
	 <p>Teach students to recognize common word parts.</p>
	 <p>Have students read decodable words in isolation and in text.</p>
	 <p>Teach regular and irregular high-frequency words so that students can recognize them efficiently.</p>
	 <p>Introduce nondecodable words that are essential to the meaning of the text as whole words.</p>

Glossary

Blending is the ability to put sounds together to say or read a word. To read a word, students must know the sounds the letters represent in the word and be able to blend those sounds to come up with the correct word. When they see the word **fan**, they are able to say, “/f/ /ă/ /n/, **fan**.”

High-frequency words are words that appear frequently in books. Examples of high-frequency words are **the, was, very, up**.

Irregular high-frequency words have irregular sound-spelling patterns—for example, **the, friend, have**.

Nondecodable words are challenging to read because students cannot yet decode them. Nondecodable words are made up of irregular sound-spelling patterns (for example, **of**) or sound-spelling patterns that students have not yet learned (for example, **sweater**).

Regular high-frequency words have regular sound-spelling patterns—for example, **in, did, then**.

Schwa is the sound “uh” and should not be added when saying an individual sound—for example, **T** says /t/, not /tuh/.

Sound-spelling pattern refers to the connection between a sound and the way it is written. Some sounds correspond to a single letter (for example, /s/ corresponds to **s**) but other sounds may correspond to multiple letters (for example, long /ā/ can be spelled in various ways as in the words **bait, bake, baby, great, vein**). Letters can also be combined to form a single sound (for example, **ph** represents /f/, **kn** represents /n/, and **dge** represents /j/).

Recommendation 3 describes the importance of teaching students a blending strategy, common sound-spelling patterns, how to recognize common word parts (morphology), high-frequency words, and nondecodable words. **Blending** is reading a word from left to right by combining each successive letter or combination of letters into one sound. When teaching a blending strategy, it is important to start with familiar consonant-vowel-consonant words made up of letter sounds students already know. As students become proficient using a blending strategy, you can gradually progress to longer words and words that are new to students. Pocket charts with letter tiles, magnetic letters, and Elkonin sound boxes can be used to teach a blending strategy. Ensure that students do not add a schwa sound (“uh”) after **stop sounds** (for example, incorrectly pronouncing /t/ as /tuh/) because that can affect the ability to blend sounds into a recognizable word.

Sound-Spelling Patterns

Sound-spelling patterns are letters that are combined to form unique sounds that appear in multiple words (for example, **-dge**). (See Appendix 3 for a consonant, vowel, and syllable-construction patterns chart.) Teach students common sound-spelling patterns one at a time with plenty of examples, familiar words, and ample opportunities to practice with teacher feedback. Begin with initial consonant patterns and then move to vowel patterns and syllable-construction patterns. When students recognize these patterns, they can identify more complex words by pronouncing smaller parts of the word as they read.

Teach students how to break down a word into smaller, meaningful word parts (**morphemes**) to help them read more challenging words. Teach students about suffixes, contractions, prefixes, and basic roots and how to combine them—by writing words or manipulating word cards, for example—to create words. Explicitly teach students a word analysis strategy to help them decode complex words.

Have students read decodable words in isolation and in text. For example, when teaching **ea** and **ee**, have students practice reading **ea** and **ee** in isolation; in a list of words that contain **ea** and **ee**; and in decodable, connected text that has many words with **ea** and **ee**.

Being able to quickly recognize high-frequency words will speed up students' reading so that they can focus on the meaning of text. Teach students **regular** and **irregular high-frequency words**. Because irregular words do not have consistent sound-spelling patterns, they should be taught in a "say, spell/write, then say again" fashion, where the student says the word, spells and writes the word, and then says the word again. Students can apply their letter sound skills to read regular high-frequency words. Flashcards and word walls are examples of activities that can be used to teach high-frequency words.

Nondecodable words are made up of irregular sound-spelling patterns or sound-spelling patterns that students have not yet learned. Before introducing a new text, teach a few nondecodable words that are essential to the meaning of the text.



Teacher Scaffold for How-to Step 1: Blending Words

What is Blending?

Before describing blending, write the word **fan** where family members can see it.

Blending is the ability to put sounds together to read a word. To read a word, children must know the sounds the letters represent in the word and be able to blend those sounds to come up with the correct word. For example, after children know the letter sounds (*point to the letters as you say each sound*) /f/ for **f**, /ă/ for **a**, and /n/ for **n**, they learn to blend those sounds together to read the whole word. When they see the word **fan**, they are able to say (*model blending by pointing to the letters as you say each sound and holding the sounds*), “/f/, /ă/, /n/, **fan**.” We call this, **blending words**.

Preparation Box

Cue Up Video

- 3.1 Letter Puzzles
https://youtu.be/A0zTD_z-6yM (1:33)

Print Selected Family Resources

- Blending with Letter Puzzles (Level 1)
- Blending with Letter Puzzles (Level 2)
- Blending with Letter Puzzles (Level 3)
- Books to Share



Family Resources for How-to Step 1: Blending Words (Levels 1–3)

This Family Resource includes three activities, organized from easier to more difficult. Select the one appropriate for the instructional level of the child. Level 1 includes consonant-vowel-consonant (CVC) words that begin with a continuous sound. Level 2 includes CVC words that begin with a stop sound. Level 3 includes CVCC words that begin with a continuous sound. **Continuous sounds** are letter sounds that are not distorted if you hold the sound (for example, /m/, /n/, /f/), so they are easier to blend. Stop sounds are letter sounds that need to be said quickly so they will not be distorted (for example, /k/, /p/, /t/). It is important not to add the schwa sound, (“uh”) to stop sounds because that will interfere with blending. The schwa sound is made when you add /uh/ to the end of a letter sound; for example, a child might say /suh/ instead of /s/. Say /m/ /ă/ /t/, not /muh/ /ă/ /tuh/.

Let’s review the Family Resource **Blending with Letter Puzzles** (levels 1–3). You will cut apart the letter puzzles, just one page at a time, and scramble the letter puzzle pieces face up. Your child will complete each puzzle, saying each letter sound as he or she puts the word together. Next, your child will read the whole word. *Model at least one example. Include family members in the model, either the whole family or members who volunteer.* To make sure that your child understands the meaning of each word, you may ask him or her to use the word in a sentence. Or you can explain what the word means and use it in a sentence to help your child learn its meaning. *Print the one-sided letter puzzles for cutting and building words.*

The Family Resource also includes recommended books that you can read with your child. These books are made up of simple words that your child can practice blending with your help. Maybe take turns reading a page to each other! *Add appropriate books that families can borrow from your classroom library, the school library, the public library, or any other relevant source.*

Answer questions about the Family Resource and the recommended books.

RECOMMENDATION 3: DECODE, ANALYZE, WRITE, AND RECOGNIZE WORDS

How-to Step 1: Blending Words

Now, let's watch a video of a family playing a **Letter Puzzle** game. To model blending for certain words, the family member will say each sound in the word and then blend the sounds together to read the word. *Review key points before or after the video. Answer family questions about the video.*

3.1 Letter Puzzles

Key Points About the Video 

https://youtu.be/A0zTD_z-6yM (1:33)

- Dad encourages his son to say each sound as he puts the puzzle together and then blends the sounds to read the word.
- Dad has a positive attitude and tells his son that he is doing a good job.

Take the Family Resource home and have fun with blending words! Let your child know you are proud of him or her for practicing blending sounds to read words.

Blending with Letter Puzzles (Level 1)

1. Cut apart the provided letter puzzles, and work with just one page at a time.
2. Scramble letter puzzle pieces face up.
3. Ask your child to complete the puzzle by matching the puzzle pieces. As your child connects each puzzle piece, he or she will blend the sounds together.
4. Ask your child to read the word.
5. To be sure your child knows the meaning of the word, you may ask him or her to use the word in a sentence. Or explain what the word means and use it in a sentence.



Books to Share

Suggested Books for Blending Practice

While your child reads, support him or her in blending when needed. Remember, to blend, say each letter sound in the word in the order it appears and then read the whole word, for example, /m/, /ă/, /n/, **man**.

Go, Dog. Go! by P.D. Eastma

Green Eggs and Ham by Dr. Seuss

Bob Books: <https://www.bobbooks.com>

Starfall Books: <http://more2.starfall.com/n/level-a/learn-to-read/load.htm>



f

a

n

f

a

t

l

a

p

m

a

d

m

a

n



m

a

p

m

a

t

n

a

p

l

e

g

l

e

t



l

e

d

m

e

n

f

e

d

l

i

p

r

i

m



r

i

p

s

i

t

s

i

p

l

o

g

l

o

t



m

o

m

m

o

p

n

o

d

n

o

t

r

o

t



f

u

n

m

u

d

n

u

t

r

u

n

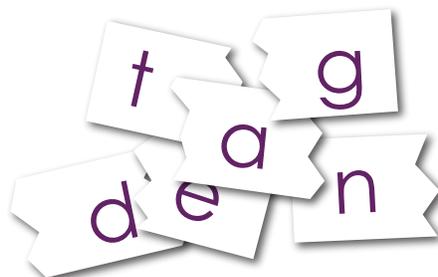
s

u

n

Blending with Letter Puzzles (Level 2)

1. Cut apart the provided letter puzzles, and work with just one page at a time.
2. Scramble letter puzzle pieces face up.
3. Ask your child to complete the puzzle by matching the puzzle pieces. As your child connects each puzzle piece, he or she will blend the sounds together.
4. Ask your child to read the word.
5. To be sure your child knows the meaning of the word, you may ask him or her to use the word in a sentence. Or explain what the word means and use it in a sentence.



Books to Share

Suggested Books for Blending Practice

While your child reads, support him or her in blending when needed. Remember, to blend, say each letter sound in the word in the order it appears and then read the whole word, for example, /m/, /ă/, /n/, **man**.

Go, Dog. Go! by P.D. Eastma

Green Eggs and Ham by Dr. Seuss

Bob Books: <https://www.bobbooks.com>

Starfall Books: <http://more2.starfall.com/n/level-a/learn-to-read/load.htm>



b

a

g

c

a

n

h

a

t

t

a

g

d

e

n



j

e

t

p

e

g

d

i

g

p

i

n

h

o

t



t

o

p

c

u

p

c

u

b

h

u

g

t

u

g

Blending with Letter Puzzles (Level 3)

1. Cut apart the provided letter puzzles, and work with just one page at a time.
2. Scramble letter puzzle pieces face up.
3. Ask your child to complete the puzzle by matching the puzzle pieces. As each puzzle piece is connected, your child will blend the sounds together.
4. Ask your child to read the word.
5. To be sure your child knows the meaning of the word, you may ask him or her to use the word in a sentence. Or explain what the word means and use it in a sentence.



Books to Share

Suggested Books for Blending Practice

While your child reads, support him or her in blending when needed. Remember, to blend, say each letter sound in the word in the order it appears and then read the whole word, for example, /m/, /ă/, /n/, **man**.

Go, Dog. Go! by P.D. Eastman

Green Eggs and Ham by Dr. Seuss

Bob Books: <https://www.bobbooks.com>

Starfall Books: <http://more2.starfall.com/n/level-a/learn-to-read/load.htm>



s

o

f

t

p

a

s

t

n

e

s

t

s

e

n

d

m

i

l

k



r u n s

l a m p

l i s t

f i l m

s e l f



m i s t

m u s t

l u m p

RECOMMENDATION 3: DECODE, ANALYZE, WRITE, AND RECOGNIZE WORDS

How-to Step 2: Common Sound Spelling Patterns

How-to Step 3: Common Word Parts



Teacher Scaffold for How-to Steps 2 and 3: Word Families

What is a Word Family?

Write the following three lists of words where family members can see them. As you explain word families, underline the rime (that is, **-at**, **-an**, **-ig**) in each word.

-at	-an	-ig
cat	can	pig
sat	ran	wig
bat	man	dig
rat	fan	big
mat	pan	rig

Each list of words is a word family. A word family is a group of words that share the same letter pattern. Let's look at the first list. Notice how each word has the same letter pattern, **-at** at the end of it? *Read the list and underline **-at** as you read each word.*

Understanding word families can help children read and spell many words. By learning just one letter pattern, like **-at**, your child can learn many words at the same time!

Let's look at the **-an** word family. Notice how each word has the same letter pattern, **-an** at the end of it? *Read the list and underline **-an** as you read each word.*

Let's look at the **-ig** word family. Notice how each word has the same letter pattern, **-ig** at the end of it? *Read the list and underline **-ig** as you read each word.*



Family Resources for How-to Steps 2 and 3: Word Families

Let's review the Family Resource **Word Family Fun**. *Review each step on the Family Resource. Model at least one example. Include family members in the model, either the whole family or members who volunteer. Print the letter cards one-sided for families.*

Now, let's watch a video of a family engaging in a word family activity. *Review key points before or after the video. Answer family questions about the video.*

Preparation Box

Cue Up Video

- 3.2 Word Family Fun
<https://youtu.be/5K6WicXvYGs> (1:20)

Print Selected Family Resources

- Word Family Fun
- Books to Share

RECOMMENDATION 3: DECODE, ANALYZE, WRITE, AND RECOGNIZE WORDS

How-to Step 2: Common Sound Spelling Patterns

How-to Step 3: Common Word Parts

3.2 Word Family Fun

Key Points About the Video 

<https://youtu.be/5K6WicXvYGs> (1:20)

- Dad makes sure that his son reads the word family **-ig**, before beginning the game.
- Dad encourages his son to use each word in a sentence to make sure that his son understands what it means.

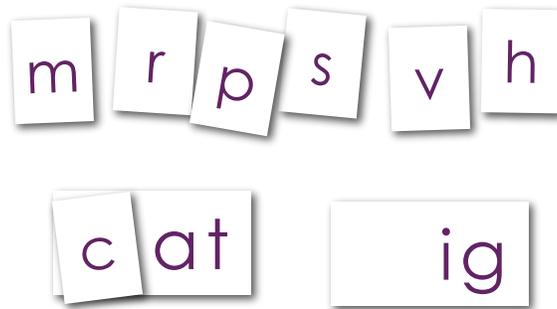
Let's review the Family Resource **Books to Share**, a list of suggested books that you can read with your child. These books include word families. As you read, you can point out the words that have the same letter patterns and talk about how the words rhyme. You can read to your child or take turns reading each page to each other! *Model. Add appropriate books that families can borrow from your classroom library, the school library, the public library, or any other appropriate source.*

Answer questions about the Family Resource.

Take the Family Resource home and have fun with word families!

Word Family Fun

1. Cut apart the word family cards (5) and the first sound cards (14).
2. Select a word family card.
3. Select a first sound card and add it to the beginning of the word family card to make a real word.
4. Read the word.
5. Write the word and draw a picture of it on the activity sheet.
6. Build a new word by replacing the first sound card with a new first sound card.
7. Continue to build each word, write each word, and draw a picture for each word for each word family.



Books to Share

Suggested Books for Word Family Practice

These books include word families. Word families are groups of words that share the same letter patterns. An example of a word family is **cat, bat, sat, rat, mat**. As you read, you can point out the words that have the same letter patterns and talk about how the words rhyme. You can read to your child or take turns reading a page to each other!

The Cat in the Hat by Dr. Seuss

Now I'm Reading by Nora Gaydos (Level 1)

Fox in Socks by Dr. Seuss

Word Family Tales (a series) by Liza Charlesworth



b

c

h

m

r

s

j

n

v

w

d

p

f

l



†
r

†
e

g
i

g
o

g
u

Word Family Fun

Activity Sheet

-at Word Family	Picture
cat	
-et Word Family	Picture

Word Family Fun

Activity Sheet

-ig Word Family	Picture

-og Word Family	Picture

Word Family Fun

Activity Sheet

-ug Word Family	Picture



Teacher Scaffold for How-to Step 4: Reading Decodable Words

Reading Decodable Words

Write the word **sun** where family members can see it.

Once children know letter sounds, such as the letter **s** says /s/, and how to blend, they can read many words!

Blending is the ability to put sounds together to read a word. *Model blending by pointing to the letters as you say each sound and holding the sounds.* For example, when children see the word **sun**, they are able to say, “/s/, /u/, /n/, **sun**.”

There are many ways to support your child in reading words. For example, provide opportunities for your child to practice reading words in a list or on flashcards. It is also important for children to practice reading words in sentences and stories.



Family Resources for How-to Step 4: Reading Decodable Words

Let’s review the Family Resource **Let’s Read Words and Sentences**. For this activity, ask your child to read each word in the list and then read the silly sentences. The sentences include the words from the word lists. Remember to laugh at the silly sentences! Encourage your child to point to the words while reading. If needed, help your child say the sounds in the word and then blend them together to read the word. If your child needs more support, demonstrate reading each word or sentence first and then have your child read what you read. *Model at least one example. Include family members in the model, either the whole family or members who volunteer.*

Keep in mind that the purpose of reading the word lists and sentences is to provide your child with practice in using the letter-sound knowledge and blending strategy that he or she has learned. The more your child practices, the better and the more confident he or she will be in reading.

Answer questions about the Family Resource.

Now, let’s watch a video of a family engaging in reading words in lists and in sentences. *Review key points before or after the video. Answer family questions about the video.*

Preparation Box

Cue Up Video

- 3.4 Let’s Read Words and Sentences
<https://youtu.be/Qs4YuoAxrsl> (1:04)

Print Selected Family Resources

- Let’s Read Words and Sentences

3.4 Let’s Read Words and Sentences

Key Points About the Video



<https://youtu.be/Qs4YuoAxrsl> (1:04)

- Dad encourages his son to point to the words as his son reads them.
- Dad and son have fun and laugh at the silly sentences.

Take the *Family Resource* home and have fun practicing reading word lists and sentences! Tell your child how proud you are of him or her for practicing reading.

Let's Read Words and Sentences

Encourage your child to point to the words while reading. If needed, help your child say the sounds in the word and then blend them together to read the word. If more support is needed, model reading each word or sentence first and then have your child read what you just read.

1. Ask your child to read the word list.
2. Ask your child to read the sentences.
3. Have fun and laugh at the silly sentences!

Word List	Sentences
bat	
cat	The cat sat on the mat.
hat	The cat had on a hat.
mat	The cat ran at the rat and the bat.
rat	
sat	The cat sat back on the mat.

Word List	Sentences
jet	
net	The jet was wet.
vet	The net was wet.
wet	The vet had a net.

Word List	Sentences
big	
dig	The pig is big.
jig	The pig can dig.
pig	The pig can jig.
wig	The pig had on a wig.

Word List	Sentences
dog	
fog	The dog can jog.
hog	The dog sat on a log.
jog	The dog ran in the fog.
log	The hog can jog.
	The hog sat on a log.
	The hog ran in the fog.

Word List	Sentences
bug	
hug	The bug sat on the rug.
jug	The bug will tug on the rug.
mug	The bug will hug.
rug	
tug	The mug and jug sat on the rug.



Teacher Scaffold for How-to Step 5: High-Frequency Words

What are High-Frequency Words?

High-frequency words are words that appear frequently in books. Examples of high-frequency words are **the, was, very, up**. It is important that children learn to read high-frequency words automatically. When a child doesn't hesitate in reading a word and pronounces it correctly, then he or she knows the word automatically. To become good readers, children must be able to read high-frequency words automatically.

There are many activities that families can do to help their children read high-frequency words automatically. For example, use the provided high-frequency word cards as flash cards and time your child as he or she reads a stack of them. You can place words that were challenging for your child in a separate pile so you know which words need more practice. The goal is to read more words correctly in less time each time you engage in the activity. *Demonstrate the flashcard activity just described.* Practice is the key. The more your child reads and writes high-frequency words, the better he or she will get at reading them automatically.



Family Resources for How-to Step 5: High-Frequency Words

Let's review the Family Resource **High-Frequency Words Memory Game**.

Review the set up and play instructions for the memory game. Model at least one example. Include family members in the model, either the whole family or members who volunteer. Print the two-page matchable sets of one-sided cards.

Answer questions about the Family Resource.

Now, let's watch a video of a family engaging in memory games using high-frequency words. *Review key points before or after the video. Answer family questions about the video.*

Preparation Box

Cue Up Video

- 3.5 Memory Using High-Frequency Words
<https://youtu.be/3W0bBRRdp04> (5:24)

Print Selected Family Resources

- High-Frequency Words Memory Game

3.5 Memory Using High-Frequency Words

Key Points About the Video 

<https://youtu.be/3W0bBRRdp04> (5:24)

- Mom explains the game first and encourages her son to read each word as he turns over the card.
- Mom uses high-frequency words in sentences to help build vocabulary.
- Mom explains the meanings of **two** and **to** and **where** and **wear**.
- Mom asks her son to read the words even when it is her turn.
- Mom uses the memory cards as flashcards to give her son more practice.

Take the Family Resource home and have fun with high-frequency words!

High-Frequency Words Memory Game

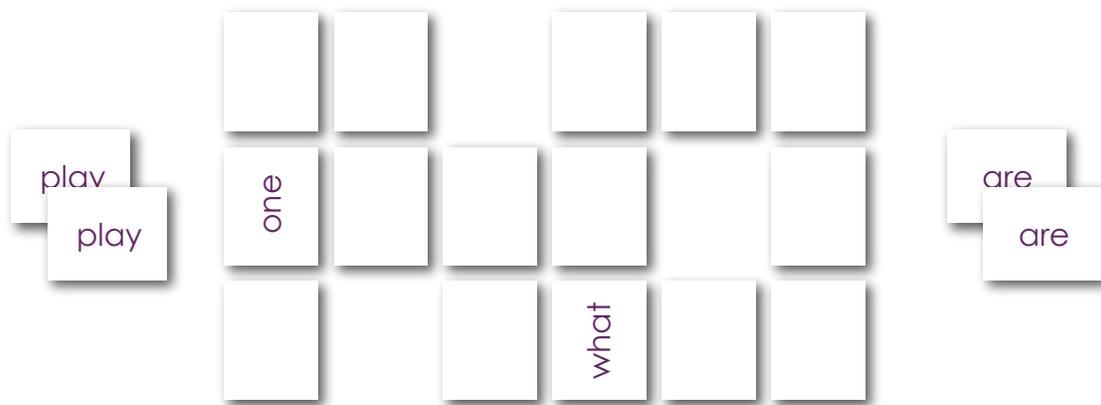
Use the provided high-frequency word cards to play a memory game with your child.

Set up

1. Cut apart the high-frequency word cards. There are two matching sets of cards: one has a symbol on each word card (a star) and one does not.
2. Select nine high-frequency words. Use both word cards for each word you select, for a total of 18 cards. For example, if you select the word **is**, use the two **is** word cards, one with the star and one without it.
3. Place the selected cards face down in rows.

Play

1. Take turns. Turn over two cards, read each card out loud, and determine whether the same word is on each card.
2. If the cards match (for example, **play, play**), place to the side. If the cards do not match (for example, **one, what**), turn the cards back over in their original places.
3. Continue until all cards are matched.





come



big



a



down



blue



and



find



can



away



in



help



for



is



here



funny



it



I



go





not



make



jump



one



me



little



play



my



look



to



see



red



two



the



run



up



three



said





are



you



we



at



all



where



ate



am



yellow



do



but



be



eat



came



black



four



did



brown





must



he



get



new



into



good



no



like



have



ran



out



now



ride



please



on



saw



pretty



our





this



soon



say



too



that



she



under



they



so



who ★

went ★

want ★

will ★

what ★

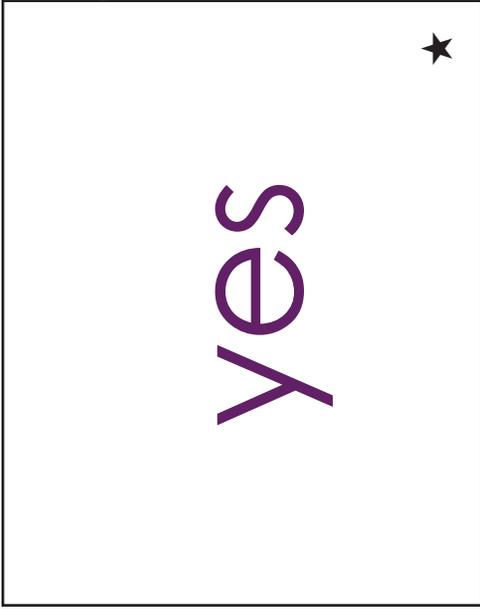
was ★

with ★

white ★

well ★





come

big

a

down

blue

and

find

can

away





in

help

for

is

here

funny

it

I

go

not

make

jump

one

me

little

play

my

look





to

see

red

two

the

run

up

three

said

are

you

we

at

all

where

ate

am

yellow





do

but

be

eat

came

black

four

did

brown

must

he

get

new

into

good

no

like

have





ran

out

now

ride

please

on

saw

pretty

our

this

soon

say

too

that

she

under

they

so





who

went

want

will

what

was

with

white

well



yes



Teacher Scaffold for How-to Step 6: Challenging and Important Words

What are Challenging and Important Words?

Sometimes children want to read books that have words that are challenging to read but that are important for understanding what they read. For example, many children love to learn about dinosaurs but would have a hard time reading about dinosaurs because the words are too challenging. **Tyrannosaurus rex** would be considered challenging to read but are important words in a book about dinosaurs. These words may be challenging because the child either has not learned the sound-spelling pattern contained in the word or the word contains irregular sound-spelling patterns as in the words **pigeon** or **villain**.



Family Resources for How-to Step 6: Challenging and Important Words

Before reading a book with your child, skim it to see if there are any challenging and important words. Select three such words that appear most frequently in the book. Introduce the words to your child before you read the book. Point to each word in the book and tell your child how to pronounce it and what it means. Ask your child to point to the word and say it. *Model using a science book from your classroom library. Include family members in the model, either the whole family or members who volunteer.*

Let's review the Family Resource **Challenging and Important Words**. You can use this resource as a bookmark to remind you of the steps for discussing challenging and important words with your child as you read informational books. *Print one-sided, laminate (optional), cut along outside edge and fold on dotted lines, and give to families to use with their child as they read books.* There are also examples of interesting science books under **Books to Share**. *Add your suggested books to this list and let families know where they may be able to borrow those books—for example, from your classroom library, the school library, or the public library.*

It's important to share books about topics your child loves—like space, ocean life, butterflies, and transportation. The more interested your child is in the topic of the book, the more excited and motivated he or she will be to share it with you!

Answer questions about the Family Resource.

Now, let's watch a video of a family practicing challenging and important words. *Review key points before or after the video. Answer family questions about the video.*

Preparation Box

Cue Up Video

- 3.6 Challenging and Important Words (*I Want to be a Vet*)
<https://youtu.be/F1h6xPV98JY> (5:19)

Print Selected Family Resources

- Challenging and Important Words Bookmark
- Books to Share

3.6 Challenging and Important Words (*I Want to be a Vet*)

Key Points About the Video 

<https://youtu.be/F1h6xPV98JY> (5:19)

- Mom points at the word **veterinarian** and asks her son to repeat it. They talk about the meaning of **veterinarian**.
- Mom selects three challenging words, **examined**, **injured**, and **clever**, to discuss with her son before they read the book. She shows him each word in the book, asks him to say it, and explains its meaning.
- Mom points out the challenging words and reviews their meanings while she reads to her son.

Take the Family Resource home and have fun with talking about and reading challenging, important words!

Challenging and Important Words Bookmark



Challenging and Important Words Bookmark

Share books with your child that have words that are challenging to read but important to understand such as **Tyrannosaurus rex**, **precipitation**, and **rotation**. When you read together:

1. Skim the book to find three challenging and important words that appear often.
2. Point to each word in the book and read it to your child.
3. Have your child look at the word and repeat it.
4. Explain what the word means and why it is important to understand the word for this book.
5. As you read the book, stop at the challenging and important word to talk about it.
6. Point to the word again and ask your child to read it and explain what it means.

Challenging and Important Words Bookmark

Share books with your child that have words that are challenging to read but important to understand such as **Tyrannosaurus rex**, **precipitation**, and **rotation**. When you read together:

1. Skim the book to find three challenging and important words that appear often.
2. Point to each word in the book and read it to your child.
3. Have your child look at the word and repeat it.
4. Explain what the word means and why it is important to understand the word for this book.
5. As you read the book, stop at the challenging and important word to talk about it.
6. Point to the word again and ask your child to read it and explain what it means.



Books to Share

Suggested Science Books

Here are examples of science books to read with your child. Use the provided bookmark as a reminder to talk about challenging and important words that appear often in the books.

Chameleon, Chameleon by Joy Cowley

On Earth by Brian Karas

Tyrannosaurus Rex by A.L. Wegwerth

About Fish: A Guide for Children by Cathryn Sill

The Water Cycle by Rebecca Olien

APPENDIX 3

Teacher Text Messages to Families

Ask families if they'd like you to text them some tips to help them with their children at home. Send the text messages below at appropriate times to those families who request them.



- Text message 1 of 2: While reading, point to two- and three-letter words, show how you say each sound in the word, and then blend the sounds together to read the word. For example, **/s/ /i/ /t/ sit**.

Text message 2 of 2: Ask your child to practice blending simple words with you: **beg, leg, peg, can, ran, pan, sit, fit, pit, hog, log, jog, sun, run, fun**.

- A word family is a group of words that share the same letter pattern such as **cat, sat, mat, rat**. As you read simple rhyming books with your child, point out word families and talk about what is the same in each word (for example, **-at**).
- Text message 1 of 2: Blending means putting sounds together to read a word, like **/s/ /ü/ /n/, sun**. Help your child read simple sentences so that blending becomes easier and faster. Borrow books from your child's classroom or the public library.

Text message 2 of 2: Here are some simple silly sentences to practice:

The cat sat on the mat.

The rat ran on the mat.

The bug sat on the rug in the mud.

Bugs tug on rugs.

Jam is on the top of the mop!

Ted sat on the red bed.

Sam had jam on his ham.

- High-frequency words are words that appear frequently in books, like **the, was, very, up**. It is important that children learn how to read high-frequency words quickly and correctly. Ask me for a list of high-frequency words your child should practice.
- As you read to your child, explain challenging and important words.

Videos

Video	Books Used	URL	Time
3.1 Letter Puzzles		https://youtu.be/AOzTD_z-6yM	1:33
3.2 Word Family Fun		https://youtu.be/5K6WicXvYGs	1:20
3.4 Let's Read Words and Sentences		https://youtu.be/Qs4YuoAxrsI	1:04
3.5 Memory Using High-Frequency Words		https://youtu.be/3W0bBRRdpO4	5:24
3.6 Challenging and Important Words	<i>I Want to be a Vet</i> by Dan Liebman	https://youtu.be/F1h6xPV98JY	5:19

Books to Share

How-to Step	Activity	Title and Author
1: Blending	Blending Practice While your child reads, support him or her in blending when needed. Remember, to blend, say each letter sound in the word in the order it appears and then read the whole word: for example, /m/ /ă/ /n/, man .	<i>Go, Dog. Go!</i> by P.D. Eastman
		<i>Green Eggs and Ham</i> by Dr. Seuss
		Bob Books: https://www.bobbooks.com
		Starfall Books: http://more2.starfall.com/n/level-a/learn-to-read/load.htm
3: Common Word Parts	Word Family Practice These books include word families. Word families are groups of words that share the same letter patterns. An example of a word family is cat, bat, sat, rat, mat . As you read, you can point out the words that have the same letter patterns and talk about how the words rhyme. You can read to your child or take turns reading a page to each other!	<i>The Cat in the Hat</i> by Dr. Seuss
		<i>Now I'm Reading</i> by Nora Gaydos (Level 1)
		<i>Fox in Socks</i> by Dr. Seuss
		<i>Word Family Tales (a series)</i> by Liza Charlesworth
6: Nondecodable Words	Science Books Here are examples of science books to read with your child. Use the provided bookmark as a reminder to talk about challenging and important words that appear often in the books.	<i>Chameleon, Chameleon</i> by Joy Cowley
		<i>On Earth</i> by Brian Karas
		<i>Tyrannosaurus Rex</i> by A.L. Wegwerth
		<i>About Fish: A Guide for Children</i> by Cathryn Sill
		<i>The Water Cycle</i> by Rebecca Olien
		<i>Chicka Chicka Boom Boom</i> by Bill Martin, Jr. and John Archambault

Teacher Resources

Example 3.3. Common Word Parts: Consonant, vowel, and syllable-construction patterns

Category	Pattern	Examples
Consonant patterns	Consonant digraphs and trigraphs (multiletter combinations that stand for one phoneme)	th, sh, ch, ph, ng, tch, dge
	Blends (two or more consecutive consonants that retain their individual sounds)	scr, st, cl, ft
	Silent-letter combinations (two letters; one represents the phoneme, and the other is not pronounced)	kn, wr, gn, rh, mb
Vowel patterns	Vowel teams (combination of two, three, or four letters standing for a single vowel sound)	ea, oo, oa, igh, eigh
	Vowel diphthongs (complex speech sounds or glides that begin with one vowel and gradually change to another vowel within the same syllable)	oi, ou
	R-controlled vowels or bossy r's (vowels making a unique sound when followed by r)	r, er, ir, or, ur
	Long e	ee, ie, ea, e_e, ey, ei, y, ea
	Long a	a_e, ai, ay, a_y, ei, ea, ey
Syllable-construction patterns	Closed syllables (short vowel spelled with a single vowel letter and ending in one or more consonants)	in-sect stu-dent
	Vowel-consonant-silent e (long vowel spelled with one vowel + one consonant + silent e)	com-pete base-ball
	Open syllables (ending with a long vowel sound, spelled with a single vowel letter)	pro-gram tor-na-do
	Vowel team (multiple letters spelling the vowel)	train-er neigh-bor-hood
	Vowel-r (vowel pronunciation changing before /r/)	char-ter cir-cus
	Consonant-le (unaccented final syllable containing a consonant before l followed by a silent e)	drib-ble puz-zle

Foorman et al., 2016

Recommendation 4 Reminder: Accuracy, Fluency, and Comprehension

Please note that aspects of Recommendation 4 may be applicable for late in the kindergarten school year and for students working above grade level.

Recommendation 4	How-to Steps
 <p>Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</p>	 <p>As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification.</p>
	 <p>Teach students to self-monitor their understanding of the text and to self-correct word-reading errors.</p>
	 <p>Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.</p>

Glossary

Accuracy means reading words correctly.

Choral reading is when students read the same text at the same time out loud at a set pace.

Comprehension means understanding what you read.

Echo reading is when a more proficient reader reads a sentence or paragraph as the child follows along with his or her finger and then the child reads the same sentence or paragraph

Fluency means reading words correctly, quickly (at a conversational pace), and with expression.

Model means showing your child the behavior you expect him or her to do.

Reading together or partner reading is when the child and a more proficient reader read the same thing at the same time.

Self-correct occurs when you realize that you misread a word and you go back and correct it on your own.

Recommendation 4 reminds us to ensure that each student reads connected text every day to support reading **accuracy**, **fluency**, and **comprehension**. As students read orally, model and scaffold instruction to support accurate and efficient word identification. Activities in which students receive support from a more proficient reader can aid in word identification. This support can be from you in small groups or from an assistant, another family member, or even a peer.

Model effective **word identification** strategies and provide scaffolded support to the student when a challenging word is encountered.

Instructional-level text is used so that students can practice recently taught sound-spelling patterns. Students should be able to read at least 90% of the words accurately in instructional-level text. When students encounter a challenging word, remind them of the decoding strategy they have learned. If the word is not decodable or is irregular, tell them the word and have them repeat it. As students become more proficient in reading, gradually release more responsibility to them to determine difficult words, providing support when students encounter more challenging words.

Reading Accurately and Fluently

Teach students how to monitor their understanding of the text and how to correct their word-reading errors. Also, introduce reading activities that integrate reading words accurately and fluently. When a student misreads a word that he or she should be able to read, pause to allow the student opportunity to self-correct the error and then have the student correctly reread the sentence that contained the misread word. If the student is unable to identify the word correctly, read the sentence exactly as the student read it and ask the student if it made sense. As students begin to self-correct and self-monitor, these kinds of scaffolds can be used less frequently.

Reading with Expression

Provide opportunities for oral reading practice with feedback to develop fluent and accurate **reading with expression**. Model how to read in meaningful phrases as opposed to word by word, and teach students how to interpret punctuation marks. Decrease support for expressive reading as students begin to read text in longer phrases. Model how to read accurately and fluently using familiar texts. Gradually move to more challenging texts as students' reading rate and accuracy progress. When students practice fluency reading on their own, they should read independent-level text. **Independent-level text** means that a student can read at least 95% of the words accurately. When students read orally with support from a more proficient reader, they should read text at their instructional level. **Frustration-level text** is text that is difficult for students to read accurately. Students should not read text at their frustration level without teacher instruction and support.

Activities to practice reading fluently include partner reading, echo reading, and choral reading. In **partner reading**, two students work together to read an assigned text. In **echo reading**, a more proficient reader such as the teacher reads a section of the text aloud and then the student reads the same section of text aloud. In **choral reading**, students all read the same text aloud together at a set pace. Computerized devices can also provide oral reading practice if the text used is at an appropriate level for the student. **Repeated reading**, or exposure to the same text multiple times, improves mastery, so that students are more likely to read words efficiently by increasing their reading accuracy and rate and are less likely to practice incorrect word reading or guess at words. **Wide reading**, or reading many different kinds of texts, exposes students to diverse vocabulary and world knowledge.



Teacher Scaffold for How-to Step 1: Accurate and Efficient Word Identification

What is Accurate and Efficient Word Identification?

As your child learns to read, it won't be long before he or she is reading sentences, paragraphs, and books! As your child practices reading out loud, it is important to help him or her read words accurately and quickly. When children read words accurately, it helps them understand what they are reading, and as children practice reading, they read words more efficiently by increasing accuracy and rate. When children can read words correctly and fairly quickly, they can focus their attention on *understanding* what they are reading instead of trying to identify each word.

How Can Families Support Accurate and Efficient Word Identification?

There are two important things families can do to help their child read words correctly and quickly.

1. Read out loud to your child every day! Reading to your child can be a special time to spend together. It will show him or her that reading is important and fun! Reading aloud will help your child understand what reading should sound like and provides a **model** of how to read words accurately, fluently, and with expression. Reading with the right expression means that you are talking like the characters in the book—your voice sounds excited when the character is excited or sad when the character is sad.
2. **Encourage** and help your child as he or she reads out loud. You might need to help your child when he or she comes to a word that is difficult to read. You might provide a reminder by saying, "Let's say each sound in this word and then put the sounds together to read it." Any reminder that encourages your child to use what he or she already knows to figure out the word can be helpful. Sometimes, showing your child how to say each sound and then reading the word may be helpful. As you help your child, remember to be patient because reading is a new skill that takes a lot of practice. Be sure to let your child know that you are proud of his or her progress! Providing support and encouragement will help your child improve in reading and become an independent reader.

Preparation Box

Cue Up Selected Videos

- 4.1 When I Read to You (*Bear Snores On*)
<https://youtu.be/i12X8A5giF0> (3:21)
- 4.1 When I Read to You (*Book!*)
<https://youtu.be/4lkFh9y0C1U> (2:24)
- 4.1 When You Read to Me (*Cat Traps*)
https://youtu.be/LL0uJqW_jwY (3:22)
- 4.1 When You Read to Me (*This is a Peach*)
<https://youtu.be/pxrcdfjCyw> (1:00)

Print Selected Family Resources

- When I Read to You/When You Read to Me Bookmark
- Books to Share

RECOMMENDATION 4: ACCURACY, FLUENCY, AND COMPREHENSION

How-to Step 1: Accurate and Efficient Word Identification

When choosing books for your child to read out loud, select books that are of interest to your child, are not too easy or too hard, and are linked to his or her experiences or concerns. You can ask me for recommendations of books at your child's reading level. If your child is interested in cars or is afraid of the dark, it can be helpful to select books on those topics.



Family Resources for How-to Step 1: Accurate and Efficient Word Identification

Let's review the Family Resource **When I Read to You/When You Read to Me**.

On one side of this bookmark are tips to use as you read out loud to your child. On the other side are tips for when your child reads out loud to you. *Print one-sided, laminate (optional), cut along outside edge and fold on dotted lines, and give to families to use with their child as they read books.* The Family Resource also includes recommended books that you can read to your child. *Add appropriate books that families can borrow from your classroom library, the school library, the public library, or any other appropriate source. Answer questions about the Family Resource and the recommended books.*

Now, let's watch a video of an older brother reading to his younger brother. Notice how the older brother models fluent reading. *Review key points before or after the video. Answer family questions about the video.*

4.1 When I Read to You (*Bear Snores On*) Key Points About the Video

<https://youtu.be/i12X8A5giF0> (3:21)

- Older brother reads at a conversational pace.
- Older brother reads with expression, changing his voice for each character.
- Brothers laugh at silly parts of the book.

Let's watch another video of a mom reading to her son. Notice how the mom models fluent reading and has fun while reading. *Review key points before or after the video.*

4.1 When I Read to You (*Book!*) Key Points About the Video

<https://youtu.be/4lkFh9y0C1U> (2:24)

- Mom points out to her son the exclamation mark in the title of the book, and they talk about how to read the title, *Book!*
- Mom and her son talk about the meaning of the word **present**.
- Mom points to a picture and asks her son what he thinks it is and then restates his answer in a complete sentence: "The cat is attacking a blanket."

Here is video of a younger brother reading to his older brother. Notice how the older brother helps and encourages his younger brother as he reads. *Review key points before or after the video.*

RECOMMENDATION 4: ACCURACY, FLUENCY, AND COMPREHENSION

How-to Step 1: Accurate and Efficient Word Identification

4.1 When You Read to Me (*Cat Traps*)

Key Points About the Video 

https://youtu.be/LL0uJqW_jwY (3:22)

- Older brother points to each word that his younger brother does not read correctly and encourages him to “sound it out.”
- Older brother encourages his younger brother to point to the words as his younger brother reads and explains why it is important.
- Older brother tells his younger brother that he did a great job reading the book.
- Older brother asks his younger brother questions about the book to make sure his younger brother understood what he read.

Here is a video of a daughter reading to her mom.

4.1 When You Read to Me (*This is a Peach*)

Key Points About the Video 

<https://youtu.be/pxrcdffJCyw> (1:00)

- Mom reads the title of the book with her daughter.
- When her daughter makes a mistake and corrects herself, Mom tells her, “I like the way you went back when you realized you didn’t say the correct word here. I like the way you went back and fixed that. Nice job!”

Take the Family Resource home and have fun reading out loud to your child and listening to your child read out loud to you. Tell your child how proud you are that he or she is practicing reading!

When I Read to You/When You Read to Me Bookmark



When I Read to You

Reading to your child can be a special time to spend together. Here are tips for reading out loud to your child:

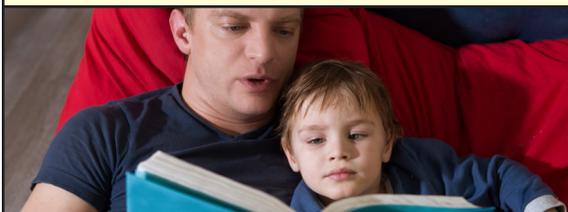
- Read to your child every day.
- Read about things your child is interested in and enjoys.
- Read at the same pace that you talk.
- Read with expression. Give different characters different voices. Change your voice to match how the character in the book feels.
- Reread books that your child enjoys.
- Explain some words that your child may not understand.
- Read different types of books such as poetry books, books that tell a story, and informational books (for example, factual books about volcanoes, weather, or animals).
- Read books that are too difficult for your child to read on his or her own.

When You Read to Me

Listening to your child read out loud can help him or her read words correctly and quickly. Here are tips for when your child reads out loud to you:

Select books that are:

- Interesting to your child.
 - Not too easy or too hard.
 - Linked to your child's experiences or concerns.
 - Recommended by your child's teacher.
- Have your child point to the words while reading.
- When your child makes a mistake, read back the sentence with the mistake and ask, "Does that make sense?"
- When your child cannot read a word, use these tips in this order until he or she reads the word:
 - Say each sound in this word and then put the sounds together.
 - What is the first sound? Next sound? Next sound? Can you put the sounds together to read the word?
 - Let's say each sound together and then read the word.
 - I'll say each sound in the word and then read it. Then you try.
 - This word is _____. What is this word? Read this sentence again.



Books to Share

Suggested Books to Read Out Loud to Your Child

Model reading words correctly, at a conversational pace, and with expression.

AH HA! by Jeff Mack

Guess How Much I Love You by Sam McBratney

How Rocket Learned to Read by Tad Hills

My Name is Yoon by Helen Recorvits

It's Time for Bed by Mem Fox

Chicka Chicka Boom Boom by Bill Martin, Jr. and John

Knuffle Bunny: A Cautionary Tale by Mo Williams

Archambault



Teacher Scaffold for How-to Step 2: Self-Monitor Understanding and Self-Correct Errors

Recognizing Misread Words and Correcting Errors

Experienced readers know when what they are reading does not make sense because they have misread a word. Once they realize that they have misread a word, experienced readers can correct their mistake. Beginning readers don't always notice when they misread a word because they don't always pay attention to what they are reading. So, it is important to show children how to recognize misread words when they read. A reader should think about what he or she is reading and decide whether it makes sense or not, that is, **self-monitor**. We also need to show children how to **self-correct** when they misread a word. The ability to self-monitor and self-correct will help children understand what they read and become better readers.

Preparation Box

Cue Up Video

- 4.2 Does That Make Sense? (*Just Grandma and Me*)
<https://youtu.be/bW7nalwle9U> (1:57)

Print Selected Family Resources

- Does That Make Sense?
- Books to Share



Family Resources for How-to Step 2: Self-Monitor Understanding and Self-Correct Errors

Families can help children monitor what they read and make corrections when they misread words. As you read to your child, you can provide examples of how to recognize when words are misread by “thinking out loud.” You can say things like, “That didn’t make sense. I’m going to read that sentence again.” When your child reads to you and misreads a word, ask her to stop and see if she can correct the error. If not, reread the sentence with the missed word exactly as your child read it and ask, “Did that make sense?” If your child does not self-correct, read the word and have her reread it. Then have her read the sentence correctly.

Let’s review the Family Resource **Does That Make Sense?** Review each step on the Family Resource. Model at least one example. Include family members in the model, either the whole family or members who volunteer. Print one-sided, laminate (optional), cut along outside edge and fold on dotted lines, and give to families to use with their child as they read books.

Now, let’s watch a video showing us what this looks like at home. Review key points before or after the video. Answer family questions about the video.

4.2 Does That Make Sense? (Just Grandma and Me)

Key Points About the Video 

<https://youtu.be/bW7nalwle9U> (1:57)

- Mom points to the words as she reads them to encourage her son to pay attention to the print, not just the pictures.
- Mom asks questions and restates her son's answers in complete sentences: "It's blowing the umbrella away."
- Mom reads some words incorrectly on purpose to show her son how to think about what he is reading and correct his mistake: "I wished them off" was changed to "I washed them off."

Let's review the Family Resource **Books to Share**, a list of suggested books that your child may be able to read to you with your help. *Add appropriate books that families can borrow from your classroom library, the school library, the public library, or any other appropriate source.*

Answer questions about the Family Resource.

Take the Family Resource home and have fun helping your child monitor his or her understanding and correct errors. Tell your child how proud you are that he or she is practicing reading!

Does That Make Sense?



Does That Make Sense?

It is important to help children pay attention to what they read and correct themselves when they misread words. Ask your child to read the story. When your child misreads a word:

1. Ask, "Does that make sense?"
2. If your child does not know where the error was made, point to the word and ask him or her to read it.
3. If your child cannot read the word, read the sentence exactly as he or she read it, with the error. Ask, "Does that make sense?"
4. If your child does not fix the mistake, read the word and ask your child to read the word.
5. Ask your child to read the whole sentence correctly.



Sam the Pig

Sam is sad. He cannot find a pig to play with him.

Sam sees May. May is a hen. "May, do you see a pig?" says Sam.

"I see you and you are a pig!" says May.

"No! I want to find a pig to play with me," says Sam.

Sam runs up the hill. He looks down on the farm.

He sees two dogs and one hen, but no pigs.

Sam comes down the hill to eat.

Tom, a big hog, is eating.

"Are you a pig?" says Sam.

"I am a hog, a BIG pig," Tom says.

Now Sam has a big pig to play with him!



Books to Share

Suggested Books for Recognizing Misread Words and Correcting Errors

Listen to your child read and help your child recognize and correct misread words.

Now I'm Reading by Nora Gaydos (Pre-reader and Level 1)

Bob Books: <https://www.bobbooks.com>

Starfall Books: <http://more2.starfall.com/n/level-a/learn-to-read/load.htm>

Real Kids Readers (Level 1)



Teacher Scaffold for How-to Step 3: Oral Reading Practice

Why is Oral Reading Practice Important?

Oral reading practice is when children read out loud. As children read out loud, it is important to have a more proficient reader listen and offer help when needed. As children read out loud, they get better at reading words correctly, quickly, and with the right expression (fluently). Reading words quickly means reading them at the same pace at which we talk. When you read with the right expression, you understand what commas, periods, and question marks mean. Reading with expression shows that you understand what you read when, for example, your voice expresses excitement when a character is excited.

When children read fluently, they can focus their attention on understanding what they read rather than trying to figure out **how** to read the words. The more children practice reading out loud with support, the better reader they will become!

Preparation Box

Cue Up Selected Videos

- 4.3 Echo Reading (*Little Blue Truck*)
<https://youtu.be/vt1Twhs8KiA> (5:18)
- 4.3 Reading Together (*Buzz Said the Bee*)
<https://youtu.be/KCFFqKA85tE> (2:21)

Print Selected Family Resources

- Practice Reading Out Loud Bookmark
- Books to Share



Family Resources for How-to Step 3: Oral Reading Practice

There are many ways to support your child in oral reading practice. You can echo read and read together.

1. **Echo reading** means that you read part of a book out loud and then your child reads the same part out loud. Thus, your child echoes what you read. As you echo read with your child, make sure that he or she follows along while you read by looking at the words as you read them. Your child should point to the words as he or she reads the same thing you read. This is to make sure your child is paying attention to the words and not just repeating what you say.
2. **Reading together** means you and your child read the same thing out loud at the same time. When you read at the same time, make sure that your child follows along by having him or her point to each word. You can slow your pace of reading a little when you practice reading at the same time. Always offer positive encouragement, and let your child know how proud you are that he or she is practicing reading.

Let's review the Family Resource **Practice Reading Out Loud Bookmark**. This bookmark reminds us of the importance of reading every day with children. More proficient readers should read out loud to be a model for what good reading sounds like. Children should practice reading out loud as they receive help from a more proficient reader. *Print one-sided, laminate (optional), cut along outside edge and fold on dotted lines, and give to families to use with their child as they read books.*

RECOMMENDATION 4: ACCURACY, FLUENCY, AND COMPREHENSION

How-to Step 3: Oral Reading Practice

The encouragement and support children receive as they read out loud will help them become more fluent and confident readers. Be patient as children learn to read and remind them often of how proud you are of them for practicing reading. *Model at least one example of echo reading and one example of reading together. Include family members in the model, either the whole family or members who volunteer.* Suggested books to share as you echo read and read together are also included. *Add appropriate books that families can borrow from your classroom library, the school library, the public library, or any other relevant source.*

Answer questions about the Family Resource.

Now, let's watch a mom and her son engage in **Echo Reading**. Review key points before or after the video. Answer family questions about the video.

4.3 Echo Reading (*Little Blue Truck*)

Key Points About the Video 

<https://youtu.be/vt1Twhs8KiA> (5:18)

- Mom reads with expression and encourages her son to point to the words as he reads.
- Mom reminds her son to read the words, not just repeat what she reads.
- When her son struggles with the word **dump**, Mom points to it and says the first sound, /d/.
- Mom explains that **honk** is said louder than the other words because the letters in the printed word are larger than the other words.

Here is a video of a mom and her son **Reading Together**. Review key points before or after the video. Answer family questions about the video.

4.3 Reading Together (*Buzz Said the Bee*)

Key Points About the Video 

<https://youtu.be/KCFFqKA85tE> (2:21)

- Mom points to the words as she and her son read together.
- Mom slows the pace of reading a bit but reads as fluently as possible.
- Mom describes to her son the meaning of the important words **scat** and **weep**.

Take the Family Resource home and have fun practicing reading out loud. Tell your child how proud you are that he or she is practicing reading!

Practice Reading Out Loud Bookmark



Echo Reading

Reading out loud while getting help from a more proficient reader will build your child's confidence, help your child become a more accurate and faster reader, and help your child understand what he or she is reading.

Echo reading is when you read a sentence and then your child reads the same sentence. Over time, read longer books and encourage your child to read at the same pace that we talk. Echo reading helps build your child's confidence. Follow these steps:

1. Share a book or have two copies of the same book.
2. Read a sentence out loud from the book.
3. Have your child read the same sentence out loud. Ask your child to follow words with his or her finger while reading.
4. Continue Steps 2 and 3 for the rest of the book.



Reading Together

Reading out loud while getting help from a more proficient reader will build your child's confidence, help your child become a more accurate and faster reader, and help your child understand what he or she is reading.

Reading together is when you and your child read the same thing at the same time. Your child can point to the words. Read with expression—change your voice to match the characters' feelings, and follow punctuation (question marks, periods, commas).

- Sit together to share a book.
- Read the book out loud at the same time.
- Tell your child how much you love to read together and how proud of him or her you are for practicing reading.



Books to Share

Suggested Books to Practice Reading Out Loud

Use the instructions on the bookmark to echo read or read together.

Brown Bear, Brown Bear, What Do You See? by Bill Martin and Eric Carle

The Very Hungry Caterpillar by Eric Carle

Bear Snores On by Karma Wilson

If You Give a Mouse a Cookie by Laura Numeroff

Caps for Sale by Esphyr Slobodkina

You Read to Me, I'll Read to You: Very Short Stories to Read Together by Mary Ann Hoberman

APPENDIX 4

Teacher Text Messages to Families

Ask families if they'd like you to text them some tips to help them with their children at home. Send the text messages below at appropriate times to those families who request them.



- Places to find books to share with your child: our classroom library, your public library, yard sales, and your friends and family.
- Websites and apps for free children's books:
 - Storyjumper: <https://www.storyjumper.com>
 - Free Kids Books: <https://freekidsbooks.org>
 - MeeGenius: <http://www.meegenius.com>
- When your child is just beginning to read, look for books that include letter sounds that your child already knows, sentences that repeat, and topics that your child is interested in reading about.
- When selecting a book for your child to read to you, select a book that is interesting and enjoyable to your child. Ask your child to read page two of the book out loud. If there are four or five words that your child does not know, select an easier book.
- When your child reads out loud and does not know a word, ask your child to use the letter sounds he or she knows to read the word. If your child still needs help, tell your child the word, have him or her repeat the word and read it in the sentence. Tell your child how proud you are that he or she is practicing reading!
- Make time this weekend to create a space in your home for reading together and storing books. When you create your special reading space, include a soft chair, pillows, or a bean bag chair.
- Spend some time tonight reading before bedtime.
- Keep books in baskets or on top of coffee tables so children can see them and easily reach them.

Videos

Video	Books Used	URL	Time
4.1 When I Read to You	<i>Bear Snores On</i> by Karma Wilson	https://youtu.be/i12X8A5giF0	3:21
4.1 When I Read to You	<i>Book!</i> by Kristine O'Connell George	https://youtu.be/4lkFh9y0C1U	2:24
4.1 When You Read to Me	<i>Cat Traps</i> by Molly Coxe	https://youtu.be/LL0uJqW_jwY	3:22
4.1 When You Read to Me	<i>This is a Peach</i>	https://youtu.be/pxrcdffJCyw	1:00
4.2 Does That Make Sense?	<i>Just Grandma and Me</i> by Mercer Mayer	https://youtu.be/bW7nalwle9U	1:57
4.3 Echo Reading	<i>Little Blue Truck</i> by Alice Schertle	https://youtu.be/vt1Twhs8KiA	5:18
4.3 Reading Together	<i>Buzz Said the Bee</i> by Wendy Lewison	https://youtu.be/KCFfQKA85tE	2:21

Books to Share

How-to Step	Activity	Title and Author
1: As children read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification.	Read Out Loud to Your Child Model reading words correctly, at a conversational pace, and with expression.	<i>AH HA!</i> by Jeff Mack
		<i>How Rocket Learned to Read</i> by Tad Hills
		<i>It's Time for Bed</i> by Mem Fox
		<i>Knuffle Bunny: A Cautionary Tale</i> by Mo Williams
		<i>Guess How Much I Love You</i> by Sam McBratney
		<i>My Name is Yoon</i> by Helen Recorvits
		<i>Chicka Chicka Boom Boom</i> by Bill Martin, Jr. and John Archambault
2: Teach children to self-monitor their understanding of the text and to self-correct word-reading errors.	Recognizing Misread Words and Correcting Errors Listen to your child read and help him or her recognize and correct misread words.	<i>Now I'm Reading</i> by Nora Gaydos (Pre-reader and Level 1)
		<i>Starfall Books</i> : http://more2.starfall.com/n/level-a/learn-to-read/load.htm
		<i>Bob Books</i> : https://www.bobbooks.com
		Real Kids Readers (Level 1)
3: Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.	Practice Reading Out Loud Use the instructions on the bookmark to echo read or read together.	<i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin and Eric Carle
		<i>The Very Hungry Caterpillar</i> by Eric Carle
		<i>Bear Snores On</i> by Karma Wilson
		<i>If You Give a Mouse a Cookie</i> by Laura Numeroff
		<i>Caps for Sale</i> by Esphyr Slobodkina
		<i>You Read to Me, I'll Read to You: Very Short Stories to Read Together</i> by Mary Ann Hoberman

