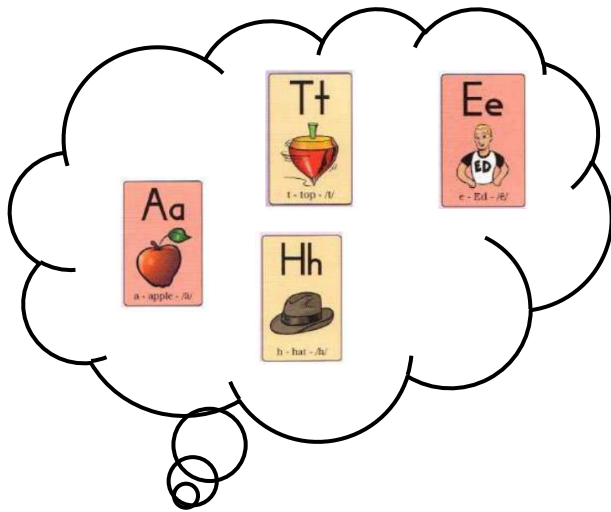


# SCHOOL FAMILY PARTNERSHIP SERIES

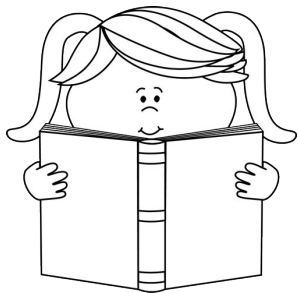


Presented by:  
Mrs. Barbara Alfieri  
Ms. Carolyn Spero

“If a child memorizes ten words, the child can read only ten words, but if the child learns the sounds of ten letters, the child will be able to read



- ❑ 350 three-sound words,
- ❑ 4,320 four-sound words
- ❑ and 21,650 five-sound words”



(Kozloff, 2002)



# KEY ELEMENTS OF READING

Phonological &  
Phonemic  
Awareness

Phonics

Fluency

Vocabulary

Comprehension

# WHAT IS PHONEMIC AWARENESS?

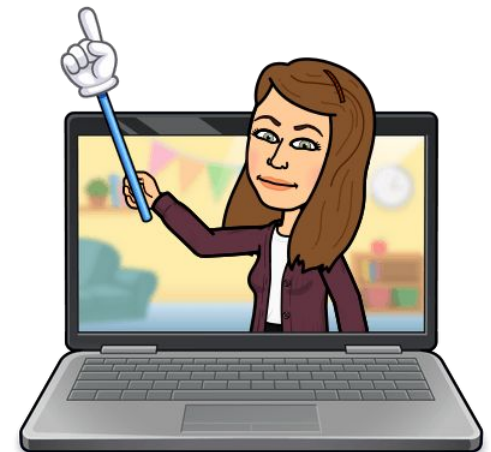


- ❑ Hearing & manipulating sounds
- ❑ Critical foundational skill
- ❑ Builds from simple to complex skills
- ❑ It can be done with your eyes closed
- ❑ Helps phonics instruction “stick”

# THE IMPORTANCE OF PHONEMIC AWARENESS

One of the best predictors of how well children will learn to read.

Weak phonemic awareness is the most common reason that children struggle to read and spell words.



Rhyming

Beginning  
Sounds

Sentence  
Segmentation

Syllables  
Blend, Segment, Change

Onset-rime b-at  
Blend, Segment, Change

Phoneme (sound): m-u-d

Alphabet  
Recognition, Sounds, Formation

# PHONOLOGICAL AWARENESS BUILDING BLOCKS



# RHYMING

Children who recognize rhymes learn that words are made up of separate parts.

Rhyming skills

- ❑ Identifying
- ❑ Classifying
- ❑ Producing



Read books with rhymes, poems and songs

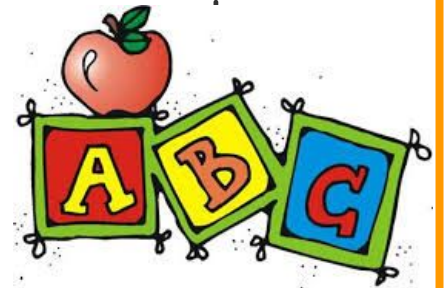
# BEGINNING SOUNDS

Understanding that words are made up of sounds, help students with their reading and writing.

- ❑ Beginning sounds activities help build phonemic awareness skills!

## Beginning Sound Scavenger Hunt

Find things that start with a named





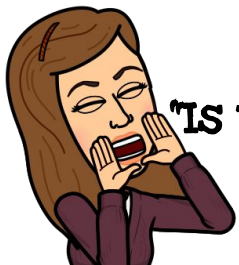
# SENTENCE SEGMENTATION

Recognizing that sentences can be broken down into words.

- ❑ 1st step in segmenting

## Segmentation Dice

Have your child count the number of words in a sentence. They can move that many spaces on a gameboard.



**"Is the sun shining today?"**

**COUNT WORDS**



# SYLLABLES



Understanding syllables helps with reading and spelling

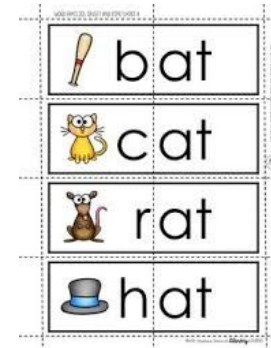
- ❑ Blending words
  - ❑ Compound
  - ❑ Syllable
  - ❑ Sound
- ❑ Dividing words into parts helps with decoding
  - ❑ Compound
  - ❑ Syllable
  - ❑ Sound

My Turn/Your Turn

Clap, stomp, karate kick syllables for objects you see

# ONSET-RIME

- ❑ Word families - helps students recognize common chunks
  - ❑ Compound
  - ❑ Syllable
  - ❑ Sound
- ❑ Helps decode when reading and spelling words



Play in the car, tossing a ball, walking

# PHONEME

Most advanced level

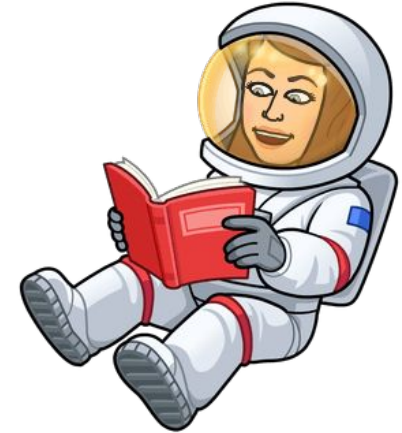


Awareness of the individual phonemes

- ❑ Smallest units of sound
- ❑ Manipulating beginning, middle, and ending sound

Say cat, say it again without the /c/  
- at

# ALPHABET



Recognition / Formation / Sounds

- Read alphabet books
- Point out letters and sounds you see everyday
- Play with letter shapes and sounds
- Use your child's name

Playing with the Alphabet , (lower and upper case)

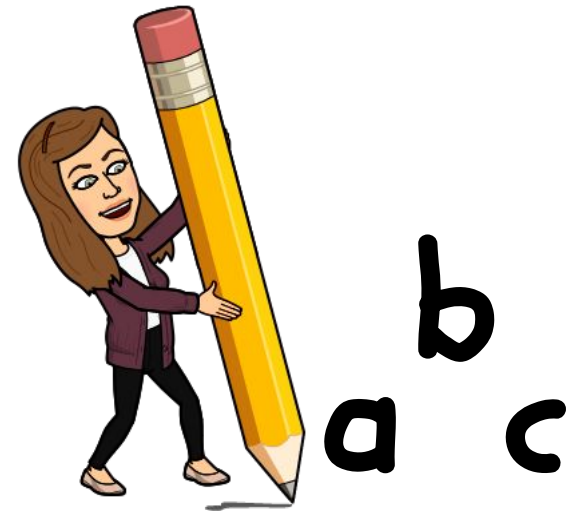
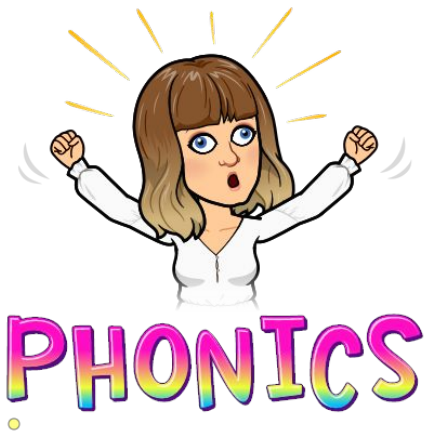
Write a letter on an index card

- Tape them around the house. Call out a letter/sound for your child to find.
- Alphabet pick up
- Write letters in shaving cream/pudding/ sand
- Wikki Stix
- [Alphabet Song](#)

# PUTTING IT ALL TOGETHER

- ❑ When your child is comfortable with combining individual sounds
- ❑ Print lower case letters from sound dictation

**TIME FOR PHONICS!**

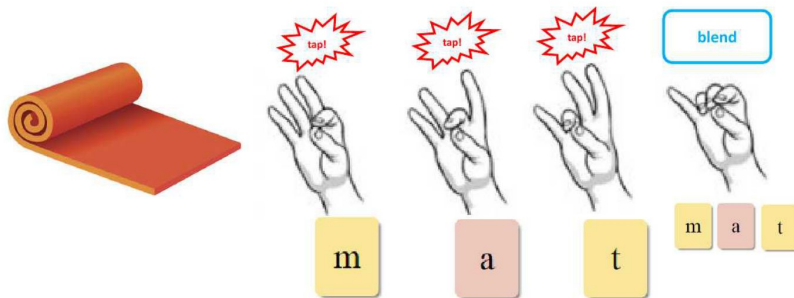


# PHONICS

Phonics involves print.

The ability to crack the reading and spelling code.

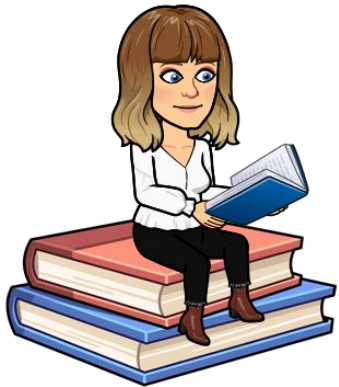
Tap Out the Word!



# USING DECODABLE BOOKS

Decodable books are controlled texts

- ❑ Know spellings in the text
- ❑ Each book lists required letter sound knowledge
- ❑ Books progress with new skills



## High-Frequency Puzzle Words

<b>in</b>	on
like	<b>to</b>
likes	yes

*Bold indicates new high-frequency word.*

## Decodable Words

a	nap
am	naps
can	pack
cap	Pam
cat	pan
cats	pat
I	Sam's
map	



# READING WITH YOUR CHILD

- ❑ Read the text prior to reading with your child
- ❑ Encourage emerging readers to point to each word
- ❑ Discuss the text
- ❑ What was your favourite part of the story?  
Did you like it? Why/why not?







# WHEN YOUR CHILD IS STUCK ON A WORD PSST!

P - point

S - sound

S- say

T - think

<b>PSST! When I Read I ...</b>			
<p><b>Point</b> to the word and look at <u>all</u> the letters.</p>	<p><b>Sound</b> out the word as I point to the letters, then I blend them together.</p>	<p><b>Say</b> the word.</p>	<p><b>Think.</b> I reread the sentence and <b>think</b>. Does it make sense?</p>
	 <p>/s/ /u/ /n/</p>	 <p>sun</p>	
<b>Ehri's Early Alphabetic Phase (Kastner, 2020)</b>			

Let's take a look!

Dot and Dan

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



# VOCABULARY

Vocabulary continuously expands and deepens

- ❑ acquired through exposure to words
- ❑ through instruction

Consider reading a series to your child:

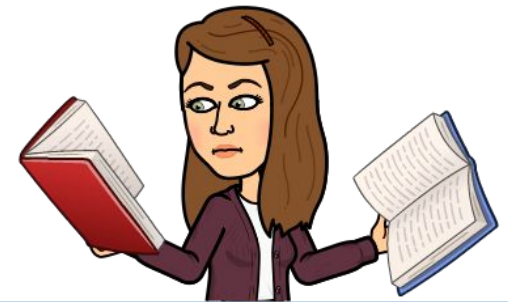
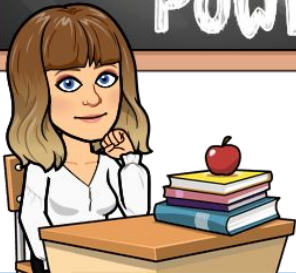
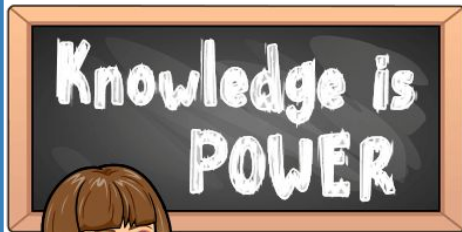
Magic Tree House

Who/What Series

Boxcar Children

Owl Diaries

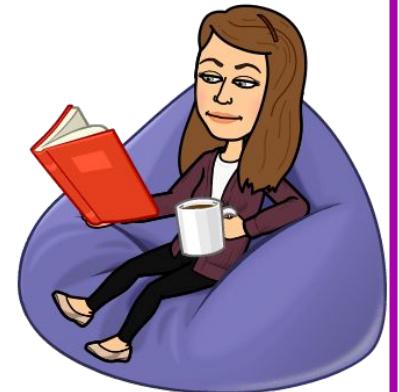
Cam Jansen



# FLUENCY

Read effortlessly with expression

- ❑ I read, you read
- ❑ Read together
- ❑ Read along with audio books
- ❑ Poems, nursery rhymes



# COMPREHENSION

Predict

What do you think will happen next?

What will the character do next?

Retell the story by writing or drawing

- Characters
- Setting
- Problem /Solution

Sequence action in story

- Write or draw.

Talk about new words

What is the author trying to teach us?

Ask probing questions

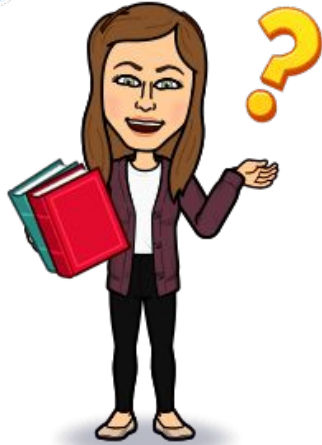
"I wonder why the character did that?"

"How do you think the character felt?"

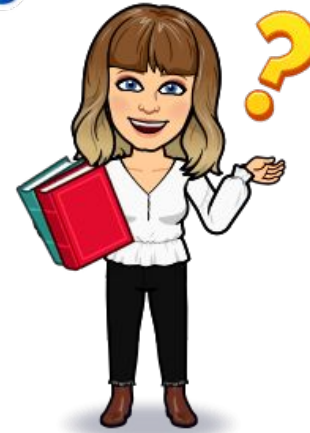
Read material in short sections, making sure your child understands each section.

Discuss what your child has learned from reading nonfiction text

Any Questions?



Any Questions?



## Contact Us:

Mrs. Barbara Alfieri: [balfieri@bedminsterschool.org](mailto:balfieri@bedminsterschool.org)  
(908) 234- 0768 ext: 115

Ms. Carolyn Spero: [cspero@bedminsterschool.org](mailto:cspero@bedminsterschool.org)  
(908) 234- 0768 ext: 113