



READING *Tips*

Welcome to the second edition of the Reading and Behavior Tips Newsletter created for families and caregivers of elementary students.

Each month you will find activities, tools, and strategies gathered from educators and leaders in their fields that you can do at home with your child. Enjoy and have fun!

Reading:

Have you heard your child's teacher mention the Science of Reading? Whether it's a new term or an oldie to you, the Science of Reading has been around for over five decades. It's a body of research that has shown how we learn to read and how to best use this knowledge to teach reading. There are five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies.

For the next five months, we will focus on one component each month by sharing activities you can do to help your child become an even stronger reader.

Phonemic Awareness:

What is a phoneme? Phonemes are the individual sounds that make up words. Phonemic Awareness is being able to recognize these individual phonemes that make up words. Identifying and playing with individual sounds in spoken words, blending them together, and taking them apart prepares students to read and spell words. We start with bigger chunks and move to individual sounds as a child progresses.

Activities:

*Remember, for all the activities, you want your child to tell you the **sounds** he/she hears, not the **name of the alphabet letter**. // marks indicate sound, not letter name. *Use single syllable words

Identifying:

Ask: "What's the first sound you hear in the word "dog?"
/d/ "ball" /b/ "car" /k/

Categorizing:

Hearing words that start the same.
"Which two words start the same, 'mice, pop, pink'?"
"Yes, pink and pop both start with /p/"

Blending:

Putting phonemes together to say a word.
"Can you put the sounds /f/ /u/ /n/ together to make a word?"
"Yes, /f/ /u/ /n/ is fun."

Segmenting:

Taking a word apart to say the phonemes.
"What sounds do you hear in 'dog'?" "Yes, /d/ /o/ /g/"

Deleting:

Taking a phoneme away to change the word.
"What is 'lip' without the /l/?" "Yes, ip."

Substituting:

Changing one sound to make a new word.
"If you change the /h/ in hip to /n/, what word do you have?"
"Yes, nip." You can change the sound in any position in the word.

Adding:

Adding a sound to make a new word.
"Add /s/ to the beginning of pot and what do you get?" "Yes, spot."

Playing with sounds should be fun and quick. Work it in whenever you have a couple of spare minutes...driving to school, cooking dinner, bathtime, getting ready for bed, washing dishes. The possibilities for squeaking in a few extra minutes to spend time talking and learning with your child are endless. You won't be using the printed word, so you can do the activities anytime and anywhere.

Behavior:

Schools that implement Positive Behavioral Interventions & Support (PBIS) let students know what behaviors they expect in each area of the school. They set students up for successful behavior by modeling the expectations, practicing them, and acknowledging students when they demonstrate them.

You can support your child at home by setting up clear expectations and rules as well. Find out if your school is a PBIS school. If they are, create a chart using the same words for expectations that are used at school.

If they are not, choose your own expectations. What is important for you at home? Choose 3-5 positive words, or expectations, that you want your child to demonstrate at home and create a chart with your child. For example, if it is important as a family to be kind, responsible, and respectful, talk about what that looks like. Create a poster with the words you choose and the descriptions of what that looks like in your home.

Below is one example.

	MEALTIME	OUTSIDE PLAY	INSIDE PLAY	BEDTIME
be KIND	Say please, thank you, and excuse me Help set the table	Use nice words to build others up Take turns	Share your toys with others Follow the rules of the game	Say something you are grateful for Use quiet voices
be RESPONSIBLE	Wash your hands Try new foods Keep all chair legs on the floor	Put toys away before coming in	Use inside voices Put toys away	Brush your teeth Put dirty clothes in hamper
be RESPECTFUL	Share about your day Chew with your mouth closed	Come in when asked	Ask before using others' toys	Leave the bathroom clean Lights out at 9 p.m.

Always **focus on what you want to see** and state the expectations and rules with positive words. Be sure to let your child know that you are proud of them when they are doing what you expect.

We appreciate your feedback

Please fill out this quick survey to help us meet your needs.

