

# Table of Contents

## Parent Reading Intervention Packet Primary Grades

### **Introduction/Acknowledgement**

### **Section 1**

Letter Identification

### **Section 2**

Concepts About Print

### **Section 3**

Letter Formation

### **Section 4**

Phonemic Awareness

Introduction

Word, Syllable, Sound Counting

Rhyming Words

Initial and Final Sounds

Phoneme Blending

Activities for Upper Grades

### **Section 5**

High Frequency Words

### **Section 6**

Phonics

# Parent Reading Intervention Packet

## Introduction and Acknowledgements

Since the onset of standards-based education, teachers have been working hard to target benchmarks and assessments to help identify students who might be at risk of not acquiring the skills necessary to be a successful reader. As these students are identified, we must enlist the help and support of their parents to continue the work beyond the school day. The purpose of this publication is to provide teachers with concrete one-on-one “activities” that parents can do with their children. This publication is **not** meant to be used as homework assignments for a classroom. It was created with the notion that when a teacher is conferencing with a parent of a child who has been identified as “at risk” and could be facing retention, that an activity or page could be given to that parent based upon the child’s area of risk.

Neither the pages nor the activities are designed to be sequential. The teacher can select specific activities based upon the needs of the student.

The initial work for this project was done by the Placer County Office of Education, PCOE. PCOE had already put in place a number of suggested assessments and targeted benchmarks for reading in the primary grades. With the passing of the Intervention/Retention Bill, the logical next step was to create these one-on-one activities that teachers could give to parents of “at risk” students during the first trimester

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# LETTER IDENTIFICATION

Children learn the concepts of letters, words, sounds, and sentences from you when you read to your child and write in front of your child. The first letters children typically learn are from their environment (K for Kmart, M for Mc Donald's) and in their name. Children need to know several concepts about letters, including recognizing upper and lower case, how to form the letters, and a word or object that represents or illustrates the sound of the letter.

## Activities to do with your child

- Recognizing an individual letter by name when it is shown.  
"Can you tell me what letter this is?"
- Recognizing an individual letter by sound when it is shown.  
"Can you tell me what sound this letter makes?"
- Identifying a letter by name from a group of letters.  
"Can you show me which one is the B?"
- Identifying a letter by the sound it represents in words.  
"Which letter do you need to make a **buh** sound?"

## Refrigerator Magic:

Keep alphabet letters on the front of the fridge. Try to purchase lowercase magnetic letters. Ask your child to identify a letter or several letters every time s/he opens the refrigerator. Use the letters to spell your child's name and the names of family members.

## Letter Hunt:

Write the upper and lowercase forms of each letter on 3 X 5 index cards. 

|   |   |
|---|---|
| A | a |
|---|---|

 Have your child find matching letters in magazines and newspapers. Cut out the letters and glue them to the back of the card. Be sure your child says the name of the letter each time. You can use these cards as alphabet cards and refer to them for practice.

## Letters in the Environment:

While riding or walking around your neighborhood, have your child identify letters he or she sees in the environment. (e.g., the "s" on a stop sign, the "m" in McDonald's)

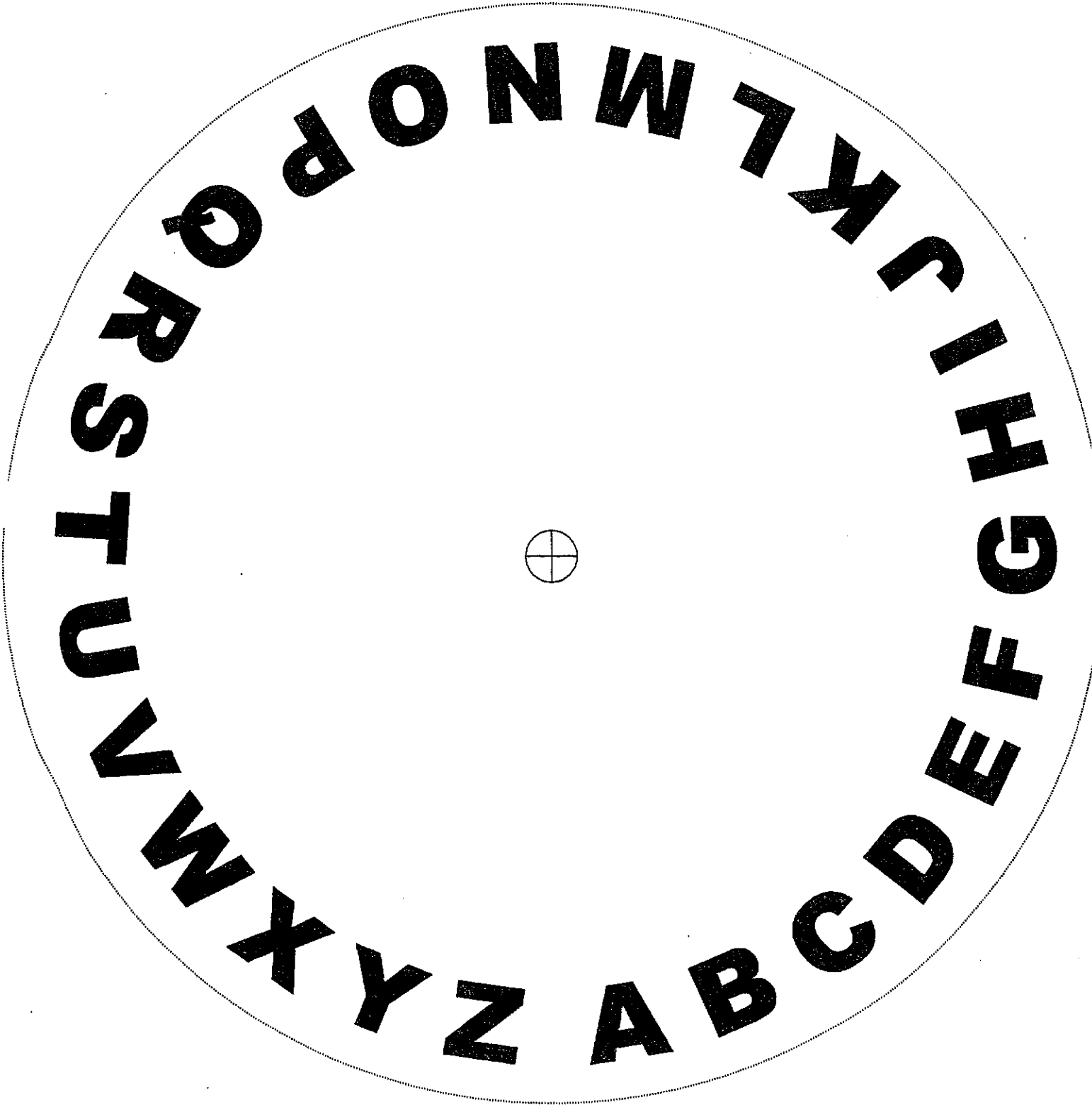
## Cereal Box Search:

While eating breakfast, ask your child to find letters on a cereal box. By doing this activity you are teaching your child an awareness of letters in his/her environment.

## Letter Search:

Write both upper and lowercase letters on index cards or small slips of paper. Tape them around the house and have your child go on a letter search. Your child gets the letter when he or she says the letter name.

**LETTER IDENTIFICATION**



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

# CONCEPTS ABOUT PRINT

## Concepts About Print:

Children need to understand how print works as they learn the reading process. How print works is learned gradually as your child is read to and sees how writing works. As your child begins to learn to read and write these are the concepts he/she needs to learn:

- Where to begin writing or reading (top of the page)
- Moving from left to right
- Where to go after the end of the line (sweep down to the beginning of the next line)
- The print and the picture help to “tell” the story
- Word-by-word pointing (one-to-one correspondence)
- Knowing what is a letter, word, and sentence? How are they different?
- Understanding first and last part (of the word, sentence, story)
- Understand that letter order in words is important
- Upper and lower case letters have purpose
- Understand that punctuation marks have meaning

## How to Teach Your Child About Print

Using a book sent home by your child’s teacher or one you already have at home:

- Put a book in your child’s lap with cover facing up. Model pointing to the cover of the book and have your child do the same. Repeat this with the back of the book.
- Use your finger to point out the title of the book as you read the title.
- Look at the pictures on the cover and on the first page.
- Show your child the picture that describes what you have read.
- Ask your child to tell you who or what is in the picture.
- Ask your child to find an important character or special object in the picture.
- Point to the words where the story begins and where the story ends on a page.
- Read the first page. Use your finger to point to each word as you read. Ask your child “where is front of the book?” “back (end) of book?”, “where do we read?”
- Show your child how you begin reading at the first word on the first page and turn one page at a time.
- Have your child practice turning pages one at a time until you reach the end of the book.
- Point to a period – explain this means stop. Point to a “?” – explain this means it’s asking a question. Do the same with commas, exclamation points, quotations, etc. Point out a capital letter while reading.
- Read the book together. Allow your child to turn the pages.

# CONCEPTS ABOUT PRINT

## Activities to help your child understand about words:

It is important that your child is able to distinguish between words. Children need to understand that there is print and space and print and space. Use four pennies, markers, or buttons, etc., and have the child point to and name the objects. Then put four stickers on a strip with a two-finger space between each sticker. Have your child point to each sticker. Write a simple sentence on a strip with four words such as "I like the apples." Explain that there are four words on this strip like the four stickers that were used in the previous activity. Move each penny up for each word. Explain that the block of print is one word and the white space signals the end of one word and the start of the next word. Have the child point to spaces between words. While reading to your child, use your finger to follow the words (left to right, sweep down to the beginning of the next line, etc.).

## Activities to help your child understand about letters:

Write your child's name on a piece of paper. On an index card, cut a hole the size of a letter in the name. Model for your child how to put the first letter of your child's name in the window on the index card. Explain that the letter in the window is the first letter in his/her name, which is a word. Repeat this with the last letter. Tell him/her how many letters are in his/her name. Now ask your child to point to each letter and help him/her to count the letters.

# LETTER FORMATION

Handwriting is done using small movements of the hand, which is known as small motor skills. Helping your child develop his or her small motor skills helps him/her be more successful in forming letters and writing. Here is a list of things you can do with your child.

1. Doing jigsaw puzzles or toys that have interlocking pieces.
2. Stringing beads or popcorn, building things with tinkertoys or legos or any number of inexpensive toys currently on the market.
3. Tracing letters, pictures, or words found in books or magazines. Keep the designs simple and have your child use a large writing instrument such as a crayon or felt-tip marker.
4. Stacking a group of blocks into a tower, piling boxes on top of each other, hammering a nail into two pieces of wood, or taping pieces of paper together.
5. Stirring or mixing using a spoon, spatula, or beaters.
6. Finger painting, making circles in the sand with his or her finger, or moving a toy boat in patterns in the bathtub.
7. Making things with pipe cleaners and play dough or clay.
8. Practicing forming at least 15 –20 letters and then circling the “best” 3 letters.



# LETTER FORMATION

## Terminology

Here is the way you describe how to make the letters of the alphabet.

- a- around and down
- b- down, back up and around
- c- around but don't close it
- d- around, up and down
- e- across, up and around
- f- up, curve, and cross it
- g- around, down and curve
- h- down, up and make a hill
- i - down and dot it
- j - down, curve and dot it
- k- down, slant in, slant out
- l - down
- m- down, up, and make two hills
- n- down, up and make a hill
- o- around and close it
- p- down, up and around
- q- around, down and slant out
- r - down, up and curve
- s - around and back around
- t - down and cross it
- u- down, curve up and down
- v- slant down, slant up
- w- slant down, slant up, slant down, slant up
- x- slant down, slant back
- y- slant down, slant back with a tail
- z- across, slant back, across

To market to market

To buy a fat pig.

Home again, home again,

Jiggety-jig

To market to market

To buy a fat hog.

Home again, home again,

Jiggety-jog.

One, two  
Buckle my shoe.

Three, four  
Shut the door.

Five, six  
Pick up sticks.

Seven, eight  
Lay them straight.

Nine, ten  
a big fat hen

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.

Peter Peter Pumpkin Eater  
had a wife and couldn't keep her.  
He put her in a pumpkin shell,  
and there he kept her very well.

# PHONEMIC AWARENESS

## Matching:

Ask your child to listen to the three words that you say. Two of the words begin the same and one doesn't. Have your child tell you which words are the same.

Example: man, cat, mail; tooth, team, shoe; last, coin, cat;

You can also do this for ending sounds. Examples: boat, loan, cot; can, ban, tree.

## Shopping Trip:

Give your child a magazine or catalogue. Tell your child that you are going to point out to an object and he/she needs to tell you the beginning sound of the object. If your child is correct, he/she can cut the object out and put it in a paper bag. After the shopping trip is over, take the pictures out of the bag one at a time and have your child say the beginning sound of each object as a review.

## Consonant Riddles (adaptation Blevins, Scholastic, 1999)

Play this riddle game with your child.

PARENT: What rhymes with *night* and starts with /s/ (sound)?

CHILDREN: *sight*

Here are some more examples: What rhymes with *tack* and starts with /s/? (*sack*) What rhymes with *man* and starts with /f/? (*fan*) What rhymes with *sing* and starts with /p/? (*ping*) What rhymes with *fish* and starts with /d/? (*dish*)

## Old Mac Donald Had A Farm: (Yopp, 1992)

In this song, ask your child to tell what sounds he/she hears at the beginning or end of the words. You may use the same sound for each position (beginning and end) as you begin to work with a new sound and then mix them up as your child learns more sounds.

What's the sound that starts these words:

*turtle, time, and teeth?*

(Wait for a response from the children - /t/.)

/t/ is the sound that starts these words:

*turtle, time, and teeth.*

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:

*turtle, time, and teeth.*

What's the sound at the end of these words:

*bed, seed, and mad?*

(your child responds - /d/)

/d/ is the sound at the end of these words:

*bed, seed, and mad*

With a /d/, /d/ here and /d/, /d/ there

Here a /d/, there a /d/, everywhere a /d/, /d/.

?d/ is the sound at the end of these words:

*bed, seed, and mad*

# PHONEMIC AWARENESS

## Initial and Final Sounds

- Help your child learn to identify the sounds at the beginning of words (for example, the sound /t/ in “top” and the sound /b/ in “big”). Practice with other words and their beginning sounds.
- Ask your children which one of these words – “bag,” “cat,” “bike,” “boat” – starts with a different sound. Practice with other words.
- Say four words that have the same beginning sound. Ask your child to listen and say the beginning sound (for example, “hat,” “hop,” “hit,” “hand” all start with the “h” sound).
- Say four words that have the same ending sound. Ask your child to listen and tell you what the ending sound is (for example, “stop,” “pop,” “cop,” and “top” all end in the “p” sound).

### Beginning Sounds (adapted from Blevins, Scholastic, 1999)

Say these words *fat, find, fish*. All of these words start with the same sound. This sound is /f/. Listen carefully to each new set of words and tell me what the first sound is. Do you know any other words that start with that sound?

Other examples: pot, pour, pat; rock, rice, rip; tip, tear, top; man, mop, mail

You can also do this for the ending sounds.

Examples: cap, bop, tip; cat, fit, dot; can, Don, tin; dill, sell, ail.

After your child seems to understand this, you can just say one word and ask him/her what the beginning sound or ending sound is.

### Alliterations:

Have your child create sentences that all begin with the same sound. For example, “Bobby bakes bananas” or “Sammy sells sodas.” Write one of the sentences on a piece of paper and have your child draw a picture to go with it.

You and your child can practice saying tongue twisters, which are alliterations also.. Peter Piper picked a peck of pickled peppers. You can use old tongue twisters or make up your own.

# PHONEMIC AWARENESS

## ACTIVITIES FOR UPPER GRADES

### Pig Latin:

Pig Latin is manipulation of sound (phonemes). The initial sound of a word is deleted and then added to the end of the word with an /ay/ sound.

Example: pig becomes igpay, man becomes anmay.

### Spoonerisms:

Spoonerisms is the name given to accidental transposition of sounds. William Spooner substituted initial sounds with one another. Start with kids' names: Randy Jones becomes Jandy Rones.

Make a book of spoonerisms:

well oiled bicycle becomes well boiled icicle

crushing blow becomes blushing crow.

### Hink Pinks:

Hink pinks are one-syllable words that rhyme like sad lad, big pig, and mad dad, Hinky pinkies are two-syllable words that rhyme like funny bunny; hinkety pinketies are three-syllable words that rhyme. Students are using rhymes and manipulation of initial sounds. They can create riddles with the Hink Pinks or make books that they illustrate.

#### **Hink Pink**

It's a dog's face: Pug mug

A sneaky insect: sly fly

What's a hink pink for an obese feline? Fat Cat

#### **Hinky-pinky:**

Spelunking slogan.: Grotto motto.

#### **Hink-pink-dink:**

It smells like carpet beetles: Rug bug fug

#### **Hinkety pinkety :**

What's a hinkety pinkety for a believable food? Credible edible



# HIGH FREQUENCY WORDS

## SIGHT WORD CONTRACT

For the week of \_\_\_\_\_ I will complete \_\_\_\_\_ activities.

\_\_\_\_\_  
Child's signature

\_\_\_\_\_  
Parent's signature

Words for the Week

Check off each activity you choose to do.

1. Use yarn or string to form your words.
2. Print your words with your fingers five or more times in flour, salt, or sugar.
3. See how many times you can write your words in one minute.
4. Use all your words to write three or more sentences.
5. Tape-record yourself saying and spelling your words.
6. With your finger trace the words on someone's back. Have the person guess your words.
7. Use colored chalk to write your words on the sidewalk.
8. Spread peanut butter on bread. Add raisins to form your words.
9. Use cooked spaghetti to form your words.
10. Form your words out of alphabet cereal.
11. Use crayons or markers to copy your words in as many different color combinations as possible.
12. Paint your words using watercolors or finger-paint.
13. Find the letters of your words in a newspaper. Cut out the letters and spell your words.
14. Use bread or cookie dough to shape your words and bake them.
15. Use beans, pasta, or rice to form your words. Glue them to cardboard.
16. Read a story. See how many times you can find your words.
17. Using a letter from junk mail, look for your words and circle or highlight them.
18. Write three or more words that rhyme with each of your words.
19. Write your words with a crayon. Using different colors, trace over each word to make a "rainbow."
20. Put hair gel in a zip lock baggy and write your words on the outside.

My favorite activity was \_\_\_\_\_ because \_\_\_\_\_



# PHONICS

**Phonics** is connecting letters to their sound. This ability is necessary in order for readers to decode words. **Decoding** words helps in the development of and improvement in word recognition. The more words a reader recognizes automatically, the easier the reading becomes. Therefore, phonics instruction helps in the development of **word recognition** by providing children with an important and useful way to figure out unfamiliar words while reading.

## *How to Help Your Child Learn Phonics*

- Read and reread favorite nursery rhymes to emphasize the sound patterns of the language. Enjoy tongue twisters (Peter Piper picked a peck of pickled peppers) and other forms of language play together.
- **Read aloud to your child every day.** This is perhaps the most important thing you can do to help your child become a reader. Rereading and discussing your child's favorite books is especially helpful.
- When you are reading aloud, you can run your hand or finger under the words, to help your child connect spoken words with their written forms.
- Read and discuss alphabet books together, and make alphabet books of your own.
- Read stories, poems, rhymes, and songs with repeated sounds at the beginnings of words (Baby bounces on the bed.) and/or at the ends of words (rhyme).
- Put words your child knows onto strips of paper or cards. Your child may enjoy sorting them according to patterns your child notices, such as the beginning and ending letters and their sounds.
- When your child is reading and comes to a word he/she doesn't know, help your child think "what would make sense here" and then use the first letter of the word to make a prediction. You can then confirm or correct the word together by looking at the rest of the word.
- Help your child recognize word families (if he/she knows sing, help him/her apply that to new words such as ring, bring, etc).
- Model writing in front of your child and talk about some of the letters and sounds. When your child's own attempts at writing show that he or she is trying to represent sounds, help your child do so. At first, though, don't expect your child to write more than the first sound of most of the words.
- Write a letter, thank you note, or grocery list together. Sound out the word and ask your child what letter makes the sound.