

**Practical Strategies for Parents:
Supporting Phonics and PA at Home: Parent Resource Document**
October 16, 2020

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| Presentation | Presentation slides from the session |
| Phonemic Awareness | Phonemic Awareness article from Reading Rockets |
| Phonics | Phonics article from Reading Rockets |
| Irregular Words | Article from Reading Rockets that explains irregularly spelled high frequency words (e.g. said, was, about) |
| Word List | A list of common irregularly spelled high frequency words encountered in early elementary. |
| Parent/Teacher Conference Support | A list of questions that could guide a conversation around phonemic awareness and phonics during parent teacher conferences |
| Parent Resource Hubs | <ul style="list-style-type: none"> ● University of Florida Reading Initiative (UFRI) Parent Resource Hub (parents of K-3 students) ● UFRI Dyslexia Resource Hub ● Games and Family Activities to Help Young Learners Build New Skills |
| APS Back to School Slides | The following slides were shared with teachers during pre-service week and schools were encouraged to share these slides with families during their Back to School Night. |
| Activities to Support Phonemic Awareness at Home | |
| Oral Games | <p>Oral games can be played quickly and easily without any materials. Some examples are included below.</p> <p>Rhyme: Adult says a word, the student generates a rhyming word. (bat→hat; home→dome; fish→dish)</p> <p>Belding: Adult says sounds, the student puts sounds together and says the word. (/h/ /o/ /t/→hot; /m/ /ar/ /ch/ →march)</p> <p>Segmenting: Adult says a word, the student breaks the word into sounds. (fish→/f/ /i/ /sh/; dart→ /d/ /ar/ /t/)</p> <p>Manipulating: Adult says a word, the adult says "change the (beginning, middle, or ending sound) to (new sound), and the student says the new word. (fish→change /f/ to /d/ → dish; march→change /ch/ to /k/→ mark)</p> |
| Bounce/Throw a Ball | <p>Using a ball is a great way to engage students with phonological awareness activities. Students can throw a ball back and forth or dribble a basketball/soccer ball as they play these games. Two examples are below:</p> <ul style="list-style-type: none"> ● Throw the ball back and forth, each time saying a word that begins with (sound)/ends with (sound)/rhymes with (word). ● Dribble the ball one time for each sound in the word as the student says each sound, shoots the basket and says the whole word. |
| Phoneme Jumping | <p>Students can also hop or jump to mark individual sounds in words. Here are two examples of how students can play this game:</p> <ul style="list-style-type: none"> ● Say the word, the student repeats the word and takes one hop for each sound (or syllable). ● Can use Elkonin boxes drawn in sidewalk chalk with this activity to provide visual support. |

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| Blending Strip | Students say each sound as they touch the blending strip. Students blend words together as they move their finger across the arrow under the boxes. |
| Manipulatives | <ul style="list-style-type: none"> • Students repeat word. Students move or touch a cube each time they say a sound. Students say the blended word. • Could be used to identify which sound in a word is being changed. |
| Elkonin Boxes + Manipulatives | Students repeat the word, move a cube into a box for each sound (not letter) they hear. |
| Activities to Support Phonics at Home | |
| Vowel Intensive Work | Vowel intensive work allows for a student to practice their short vowel sounds. You can find directions and the sequence in which to practice the complexity of short vowel sounds using the vowel tents/sticks through the link to the left. |
| Say, Touch, Spell (Word Building) | <p>Dictate a word using <i>say, touch, and spell</i>. Students say each sound in the word and place a manipulative (e.g., a tile with a letter or letter pattern on it, such as <i>sh, ch, ck</i>) to represent each sound in the word.</p> <p>For example, when the teacher says <i>fin</i>, students move the letter tiles for <i>f, i, and n</i>, to spell the word, while at the same time saying and stretching the sounds orally. If the teacher then says <i>fish</i>, students replace the tile with <i>n</i> on it with one that has an <i>sh</i>.</p> <p>Letter tiles also should represent sounds at the phoneme level. For example, <i>fish</i> would be spelled with three tiles (<i>f, i, sh</i>), because it has three phonemes, whereas <i>brag</i> would be spelled with four tiles (<i>b, r, a, g</i>), reflecting four phonemes.</p> |
| Word Chaining | <p>Word Chaining is a great way for students to practice phonetic patterns, manipulate sounds in words, and read words. Chaining is a sequence of words that can be built by changing one sound at a time. For example: <i>at</i> → <i>cat</i> → <i>cot</i> → <i>hot</i> → <i>hat</i> → <i>pat</i> → <i>pan</i> → <i>an</i></p> <p><i>Three ways to change a sound include:</i></p> <ol style="list-style-type: none"> 1. <i>Change a sound: "Change a sound so that <u>cat</u> says <u>hot</u>"</i> 2. <i>Adding a sound: "Add a sound so that <u>at</u> says <u>cat</u>"</i> 3. <i>Deleting a sound: "Take a sound away so that <u>pan</u> says <u>an</u>"</i> |
| Activities to Support High Frequency Words (a.k.a. Red Words) at Home | |
| Red Word Tunes | Spell high frequency words using commonly known songs like <i>B-I-N-G-O, Happy Birthday, and Twinkle, Twinkle, Little Star</i> |
| Red Word Extension Activities | Use the list of activities here to practice spelling high frequency words in a fun, creative way. |
| Say, Spell, Say | Adult says a high frequency word. Student repeats it and, using one of the nine different strategies pictured on Slides 15 and 16 of the presentation, spells it. |
| Decodable Readers | |

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| Raz-Kids | There are decodable texts located within the Raz-Kids library. |
| Flyleaf | This site offers free decodable readers for teacher and parent use. |