

## Acknowledgments

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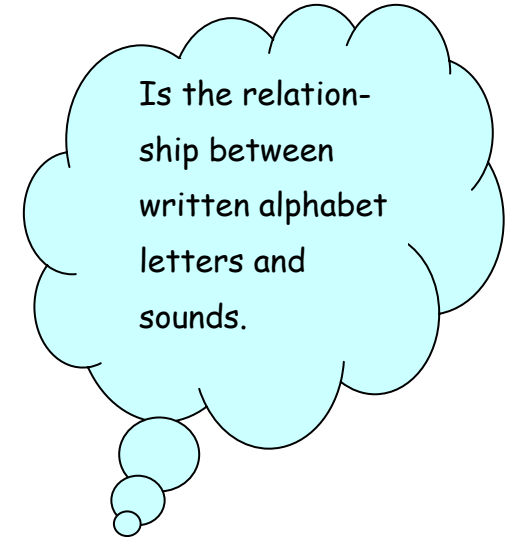
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# Phonics









## Useful Web Sites

These can be accessed on home, library or school computers.

Just Read Families!

<http://www.justreadfamilies.org>

PBS Kids

<http://pbskids.org>

Association for Library Service to Children

<http://www.ala.org/ala/alsc/greatwebsites>

Reading is Fundamental - Parent's Page

<http://www.rif.org/parents/>

Reading Rockets - Reading Comprehension

<http://www.readingrockets.org/>

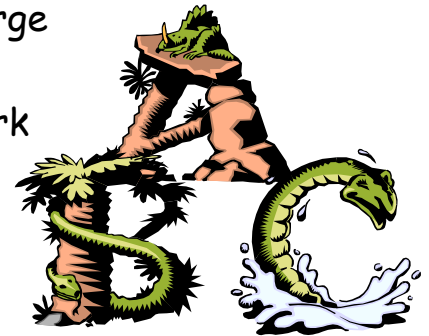
FCAT Explorer - Requires a password available from your child's teacher.

<http://www.fcatexplorer.com/>

## Alphabet Fun

(Continued)

- Use hands to "write" large letters in the **air**.
- Use a **flashlight** in a dark room to "write" letters on the wall
- Use **fingers, hands or body** to form letters
- Use **actions**: crawl, jump or hop out letter shapes
- Take turns "writing" letters with fingers on each other's **backs**
- Use **shaving cream** on a cookie sheet to write letters
- Use **play-dough, clay or pipe-cleaners** to form letters
- Make a **rainbow letter**: trace over a letter with a crayon; repeat four times with different colors



## Treasure Hunt

- Name a letter and its sound. Ex: p /p/
- Child walks through room or house.
- He names any objects he sees beginning with the letter p.

Ex: pans, pictures, pencils



## Phonics

### Ways to Help a Child

- Think of **rhymes** for simple words
- Clap out **syllables** in longer words
- Play **alphabet games**
- Help your child **sound out** new words
- Help find **smaller words** child knows in longer words
- Play games to practice **sight words**
- If child guesses words while reading, ask if it **makes sense**
- Give child **time** to figure out words
- **Read** stories and informational books to your child
- Encourage child to **write** - lists, notes, stories
- Ask child's **teacher** for more ways to help your child
- **Encourage your child and have fun together!**

## Phonics

is the association of print with speech

To successfully use phonics in reading, a child must be able to do the following:

- Hear the sounds in our language
- Break words into syllables
- Recognize, name and make the sound of all the alphabet letters
- Convert the written letters to their sounds
- Blend the sounds he reads together
- See patterns in words
- Realize a word he misreads does not make sense in the sentence
- Recognize common sight words

Phonics will also help your child with writing and spelling.

## Alphabet Suitcase

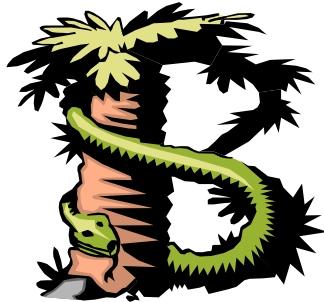
- Ask child to name a place. Ex: Miami
- Say "We're going to Miami and we're going to pack a suitcase."
- We can only take things beginning with the same letter as Miami - **m**.
- Say the letter and its sound.
- Ask child what he can pack that begins with **m /m/**.
- (Objects can be silly. Have fun!)







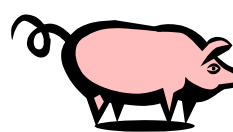




Ex: maps, money, monkeys, melons...



## I Spy With My Little Eye

- Think of an object in the room. (ex: a book)
- Say, "I spy with my little eye something beginning with **b /b/**."
- (Say the letter name and the sound.)
- Have child guess.
- Take turns.



<b>S</b>  sun	<b>Short Vowels</b>
<b>t</b>  tent	<b>a</b>  cat
<b>V</b>  van	<b>e</b>  bed
<b>W</b>  watch	<b>i</b>  pig
<b>y</b>  yarn	<b>o</b>  box
<b>Z</b>  zip	<b>u</b>  cup

<b>Beginning Consonants</b>	<b>j</b>  <b>jug</b>
<b>b</b>  <b>bell</b>	<b>k</b>  <b>key</b>
<b>c</b>  <b>cat</b>	<b>l</b>  <b>lamp</b>
<b>d</b>  <b>dog</b>	<b>m</b>  <b>mouse</b>
<b>f</b>  <b>fish</b>	<b>n</b>  <b>nest</b>
<b>g</b>  <b>ghost</b>	<b>p</b>  <b>pig</b>
<b>h</b>  <b>hand</b>	<b>r</b>  <b>ring</b>

## Old MacDonald Had an Alphabet

Use a letter your child is learning  
After saying the letter name, use the sound the  
letter makes.

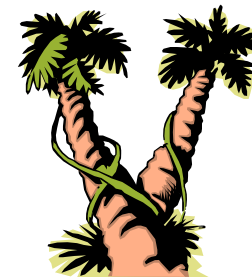
Old MacDonald had an alphabet,  
E I E I O.

And in this alphabet he had a V,  
Vee, Vie, Vee, Vie, Vo.

With a /v/ /v/ here,  
And a /v/ /v/ there,

Here a /v/; there a /v/; everywhere a /v/ /v/,

Old MacDonald had an alphabet,  
Vee, Vie, Vee, Vie, Vo.



## Letter Combos

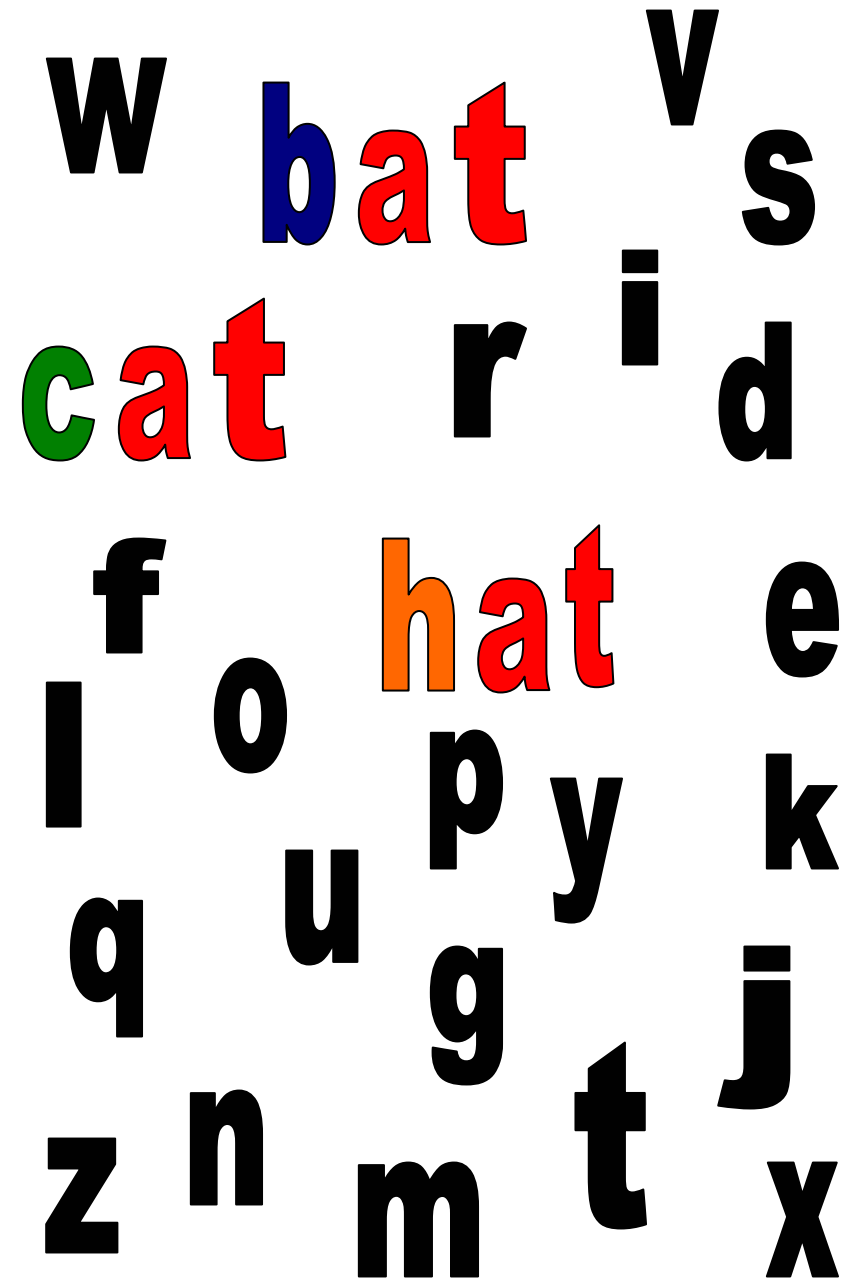
Use: It Begins with an A

- Look at page with **A**. Show the child the word **start**.
- Say **start** and have child say it.
- Separate sound **st-** from **-art**. Explain the two letters make one sound.
- Have child say **st-**, then add it to **-art** to say **start**.
- Look at page K: **stay** and L: **stick**. Read them with your child.
- Write other words beginning with **st-**:  
Ex: **stop store stamp**  
**stone stand**

Other words in the book to look at:

Page N: **smell**      Page Y: **thing**

Page B: **throw**



## Magnetic Letters

Use your magnetic letters to make:

- Names and words child knows.
- Spelling words child must learn.
- Word families: Place **at** together. Ask child what it says.
- Have child add a letter in front to make a new word.
- Remove and use a different letter for another word.  
Ex: b-at, c-at, f-at, h-at
- Have child read word each time.
- See how many words child can make in the word family.
- Make other word families.

## Say It Slowly: Say It Fast

Use: It Begins with an A

- Have child look at a three letter word  
Ex: On page with P: **bed**
- Say first sound in the word slowly - /b/
- Add the next sound slowly - /be/
- Add the third sound slowly - /bed/
- Now put the sounds together faster - **bed**
- Look at the book to find more words



**Some Words for:**  
*Words Have Families,*  
*Stretch the Sounds,*  
*Slow and Fast*

bat cat fat hat mat pat rat

can fan pan ran van

bit fit hit sit

hop mop top

## Environmental Print

Things to do with Pre-K and Kindergarten children.

**Product labels**   **Road Signs**   **Commercials**  
**Billboards**   **Coupons**   **Advertisements**  
**Store signs**   **Business names**

- Make a collage of labels and advertisements for child to read
- In supermarket, read product labels
- Read door signs: Men; Women; Exit; Pull; Push
- In car, read road signs, billboards, store names
- Read informational signs: **Danger; Stop; Wet Paint**

## While You're Out

Things to do with your child in the car, supermarket, or laundromat. Look at store names, signs, ads, grocery store items.

- Find words that begin with the first letter of child's name
- Find words that end with the same letter as child's name
- Read words or names she knows
- Find words beginning with two or three letters that blend

Ex: **ST**OP **St**ore **Str**eeT

- Find short words she knows in longer words

Ex: **Win**n Dixie; **Dollar St**ore; Wal-**Mart**;

Wal**green** **Drug St**ore

- Encourage child to read words she sees; help if she needs it

## Stretch the Sounds

Use: *It Begins with an A*

- Have child look at a three letter word  
Ex: On page L: **fun**
- Say the sounds together without stopping  
Ex: **ffuuunnn** (not /f/ /u/ /n/ - with three separate sounds)
- Look at the book to find more words

On page B: **red** C: **get set** D: **hug**

E: **hen** J: **can** P: **bed** R: **hop**

T: **dog** U: **red** W: **wet get**

## Words Have Families!

Use: *It Begins with an A*

These words belong to word families:

On page with **C**: get set

On page with **W**: wet

Ask child if he can think of any more words that belong to the **-et** family.

Think of rhymes! Ex: bet jet let met net

pet set vet yet

Write them next to *wet*.

More word families from the book:

Page A: **then** E: **hen**

Page P: **bed** U: **red**

Page S: **thin** **chin**

Page U: **string** **thing**

Page L: **stick** **lick**

Page M: **bright** **night** W: **right**

## Back Writing

- Use new words a child is learning.
- Show child three short sight words.
- Choose one and tell him the beginning letter.
- Do not tell him the word.
- Slowly write the word on his back with your finger.
- Ask him to guess the word.
- Write the word on his back again, saying each letter.
- At the end say the word.
- Take turns with your child.

## Sight Words: Count Them

(words that are difficult to sound out)

Book: It Begins with an A

Examples of frequently used irregular words:

the	was	have	with	said
does	want	there	were	you
because	though	again	answer	
children	sentence	through	beautiful	

- Use your book, a newspaper or a magazine.
- Choose one sight word.
- Show your child the word. Say the word.
- Ask your child to find the word again.
- See how many times she can find it on a page.

## Word Chunks

Child looks for short words he knows in a long word he does not know.

Use: It Begins with an A

- Cover parts in a long word so child can see short words he knows.
- Look at page with D. Find the word **button**.
- Cover **ton** so child sees and reads **but**.
- Then child looks at the whole word.
- Child says **but**, then sounds out /t/ and adds **on**.
- Ask child to put the words and sounds together to say the whole word: **button**.

Other words in the book you can chunk.

On page with H: **always** J: **butter** **pickles**

## Add It On

Use: *It Begins with an A*

Look at page with **H**.

Show child the word **banging**.

Cover **ing** and ask child to read **bang**.

This is the base word.

Other endings could be **-ed** (banged) or **-s** (bangs).

Other words from the book:

Page with **G**: **stretches**      **Z**: **striped**

## More Five Letter Words

(Continued)

Choose one word for your child and sing the song. Only use another word after your child knows the first word well.

there	which	these	first
water	where	after	great
large	again	study	learn
world	story	watch	leave
every	earth	paper	often
until	today	color	table
piece	group	young	order
heard			

## Five Letter Words

Sing to: "There Was a Farmer Had a Dog" /  
"Bingo"

There is a word I want to spell,  
And **under** is that word,  
U - n - d - e - r,  
U - n - d - e - r,  
U - n - d - e - r,  
And **under** is that word.

Some words are difficult to sound out and have  
to be learned as **sight words**.  
Use this rhyme to practice spelling five letter  
sight words.

## Two Words In One!

### Compound Words

Use: *It Begins with an A*

- Show child page with I in the book. Find the word **something**.
- Do not say the word.
- Cover **some**.
- Have child read the word he sees - **thing**.
- Now cover **thing**.
- Have child read the word he sees - **some**.
- Show him the whole word again - **something**.
- Ask him to put the two parts together and say the whole word - **something**.

Note: PreK, Kindergarten and Grade 1 children can clap the syllables instead.

## More Compound Words

Use some of these words for practice.  
Together think of others and write them  
underneath.

pancake	eyelid
fireman	keyhole
barnyard	seashore
raincoat	bedroom
chalkboard	sunset
baseball	nobody
something	anyone
mailbox	football

## Spelling Rap

Choose sight words or spelling words  
your child must learn.

Let's read: **the**, **does**, and **said**  
Child repeats the three words.  
Now let's rap!

I'll say **the**, and you say **the**. (Child echoes  
**the**.)

I'll spell **the**: **T-H-E**.

Now you spell **the**. (Child echoes **T-H-E**.)

I'll say **does**, and you say **does**. (Child echoes  
**does**.)

I'll spell **does**: **D-O-E-S**.

Now you spell **does**. (Child echoes **D-O-E-S**.)

I'll say **said**, and you say **said**. (Child echoes  
**said**.)

I'll spell **said**: **S-A-I-D**.

Now you spell **said**. (Child echoes **S-A-I-D**.)