

At Home Activities

Student: _____ Grade: _____ Date: _____

Identified Areas for Improvement: Check all areas that apply.

Phonological Awareness ____ Letter Naming ____ Letter Sounds ____ Nonsense Words ____

High Frequency Words ____ Oral Reading Fluency ____ Vocabulary ____ Comprehension ____

PHONOLOGICAL AWARENESS:

- Read books over and over again containing rhymes. As you read, have your child complete the rhyming word at the end of each line. (e.g. Jack and Jill went up the ____.)
- How many words can you say that rhyme with _____?
- Orally provide pairs of words that rhyme and pairs that do not rhyme (EX: pan/man; pat/boy). Ask, "Do 'pan' and 'man' rhyme? Why? Do 'pat' and 'boy' rhyme? Why not?"
- "Syllable Move." The child stands across the room from you. Say a word, the child claps the syllables, if correct, the child moves that many spaces forward. You continue until the child reaches you and wins the game.
- Play "I Spy" with your child, but instead of giving a color say, "I spy something that starts with the sound, /b/," or "I spy something with these sounds, /d/ /õ/ /g/." Have your child do the same.
- Play the "Silly Name Game." Replace the first letter of each family member's name with a different letter. For example, 'Tob' for 'Bob' or 'Watt' for 'Matt', etc.
- Play Head, Shoulders, Knees and Toes with sounds. Say a word and have your child touch his/her head for the first sound, shoulders for the second sound, knees for the third, and touch toes while saying the complete word.

LETTER NAMING:

- Write letters with your finger on your child's back. Have your child do the same to you.
- Use stores as an opportunity for learning. Ask questions like, "Can you find something that has a letter C? Can you find a word that begins with an M? Can you find something with 4 letters?" Praise all efforts and keep it like a game.

LETTER SOUNDS:

- Use alphabet books and guessing games to give your child practice in matching letters and sounds. A good example is the game, "I am thinking of something that starts with /t/."
- Point out words that begin with the same letter as your child's names (for example, John and jump). Talk about how the beginning sounds of the words are alike.
- Hunting for words - Choose a letter and have your child hunt for five items beginning with that letter sound. As each object is found, help your child write the word on a list. For example, if the target sound is "m", the child might find and write mop, mat, Mom, money, and microwave.

NONSENSE WORDS:

- Show your child how to say each letter sound in a word, starting at the left-hand letter and moving right, and then joining all the sounds together to form the word.
- Build words by using magnetic letters to make a three-letter word on the refrigerator (cat). Have your child read the word and use it in a sentence. Every day change one letter to make a new word. Start by changing only the beginning letter (cat, bat, hat, sat, mat, rat, pat). Then change only the ending letter (pat, pal, pad, pan). Finally, change only the middle letter (pan, pen, pin, pun).
- Sound out words by encouraging your child to identify the vowels (a, e, i, o, u) in words and tell you the sound they would make before trying to sound out the word.

ORAL READING:

- Listen to your child read aloud and write down any words your child reads incorrectly. Look for patterns. What types of words does your child need to practice: words with regularly spelled long and short vowels, words with prefixes or suffixes, or high frequency words?
- Encourage your child to be a word detective by examining words in a text that have a prefix and/or a suffix added. Ask your child to write the word down and draw a square around the prefix, while chatting about what it means. Circle the suffix and discuss its meaning. How does the meaning of the word change when you remove the prefix or suffix?
- Decodable text is a type of text used in beginning reading instruction. Decodable texts are carefully sequenced to progressively incorporate words that are consistent with the letter-sound relationships. [Click here for links](#), compiled by The Reading League, for a list of decodable text sources for students in grades K-2, 3-8, teens, and all ages.

HIGH FREQUENCY WORDS/SIGHT WORDS:

- Tape one or two words written on an index card next to the front door. As EVERYONE in the family leaves or enters the house...ask them to touch the word and yell it out.
- Play concentration with matching sets of sight words.
- Put letters onto a set of Legos and BUILD the words.
- Repeated readings of a high-frequency word phrases help your child develop fluency and proficiency. You can make it a game. See how many ways you can read the phrases in the link. For example, read it like a cheerleader, a baby, a cowboy/girl, a grandparent, a cool teenager, etc. Click the link to phrases and short sentences for repeated reading practice. [High-Frequency Phrases](#)
- Hide two or three sight words around the house (written on an index card, Post-It, or small piece of paper). Have your child search for them. (Hide them in a new place each day).
- Tape words on the wall or ceiling. Turn off the lights. Use a flashlight to shine on the word, then have your child read it.

VOCABULARY:

- Continue to read aloud to your child even after he is able to read independently. Choose books above your child's reading level to build a stronger oral vocabulary. This way, you are teaching him new words and how they are used in context.
- Play hot potato with synonyms. Choose a word and your child has to think of another word that means the same thing. Take turns until neither player can think of another word. For example, you may say, "Cold," and your child might say, "Freezing." Then you could say, "Chilly," and so on. Try the game

again with antonyms (opposites).

- Discuss positional words such as beside, below, under, over, etc. Make it into a game at dinner by asking your child to place his/her fork in different places in relation to his/her plate. Ex: Put your fork above your plate.
- Use trips to everyday places to build vocabulary. Discuss what you are doing and seeing as you are going through the store, for example. "I'm here in the bakery. I can find donuts, cookies, and bread." Ask your child, "What else do you think I could find here?"

COMPREHENSION:

- Sequence events by talking about errands that you will run each day. Use sequencing words (sequence, first, next, last, finally, beginning, middle, end) when describing your trip. For example, you might say, "We are going to make three stops. First, we will go to the gas station. Next, we will go to the bank. Finally, we will go to the grocery store."
- Build every day comprehension by asking your child who, what, when, where, why, how questions about an event in his/her day. For example, if your child attended a party, you could ask, "Who was there? What did you do? When did you have cake? Where did you go? Why did the invitation have dogs on it? How did the birthday child like the presents?" Once your child is comfortable answering these questions about his/ her experiences, try asking these questions about a book you've read together.
- When you read aloud to your child, talk about what you are thinking. It is your opportunity to show your child that reading is a lot more than just figuring out the words. Describe how you feel about what's going on in the book, what you think will happen next, or what you thought about a character's choice.
- After reading, ask your child, "What was your favorite part? Show me. Why do you like that part?"
- Help your child make connections to his/her life experience while reading. You could say, "Is there anything you read in the story that reminds you of something? The boy who went to the zoo with his family reminds me of when we went to the zoo over the summer. What do you think?"
- As you are reading, think out loud to your child. Ask questions such as, "I wonder why the boy is crying in the picture? Will he find his lost toy?" This demonstrates that reading comprehension is an active process, not passive.