

Reading Together

1. Find a quiet, comfortable spot and sit down together.
2. Read and discuss the title and cover illustration.
3. Say the sound of the letter and keep repeating it. Say, "We are reading about the letter B, b, b, b, b."
4. Encourage your new reader to trace the capital and lower-case letter as they say the name of the letter and the sound it makes.
5. Look around the room and brainstorm things that begin with the sound.
6. Read the book to your new reader and have them point to the words as you read.
7. Make connections between the words and the illustrations.
8. Go back to the story and find all the words that begin with the letter.
9. Re-read the story together. Give your new reader opportunities to name letters, make the sound of the letter and read words that they recognize.
10. Have your new reader respond to the book by sharing something about a character from the story.

Bb



Hearing Sounds

Phonics is all about **hearing sounds**! When children can associate sounds with a symbol/letter, translate them into writing, and accurately spell them, they have a strong **phonological awareness**.

Adult:

1. Listen to the word I say.
2. Write the letter of the beginning sound for each word.
3. It can be the capital letter or the lower-case letter.
4. Let's practice one together. (Emphasize the beginning sound.)

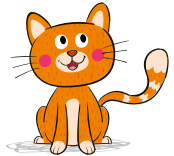
"Cat"

"Cat"

5. Write the letter of the beginning sound you hear in cat.
6. Now, you do the next 10 on your own. I will read each word and you write the beginning sound that you hear.
7. (You now dictate one word at a time, as above.)

1. Kitten
2. Hat
3. Egg
4. Goat
5. Dinosaur

6. Apple
7. Book
8. Juice
9. Lizard
10. Igloo



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4. Let's practice one together. (Emphasize the beginning sound.)

"Mat"

"Mat"

5. Write the letter of the beginning sound you hear in mat.
6. Now, you do the next 10 on your own. I will read each word and you write the beginning sound that you hear.
7. (You now dictate one word at a time, as above.)

- | | |
|------------|------------|
| 1. Nest | 6. Tiger |
| 2. Rug | 7. Snake |
| 3. Monkey | 8. Octopus |
| 4. Newt | 9. Queen |
| 5. Unicorn | 10. Yak |



Reading Together

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3. Say the sound of the letter and keep repeating it.
Say, "We are reading about the letter M, m, m, m, m."
4. Encourage your new reader to trace the capital and lower-case letter as they say the name of the letter and the sound it makes.
5. Look around the room and brainstorm things that begin with the sound.
6. Read the book to your new reader and have them point to the words as you read.
7. Make connections between the words and the illustrations.
8. Go back to the story and find all the words that begin with the letter.
9. Re-read the story together. Give your new reader opportunities to name letters, make the sound of the letter and read words that they recognize.
10. Have your new reader respond to the book by sharing something about a character from the story.

Mm



Short Vowel Cluster Reading Practice

1. Point to a cluster and ask your child to say it.
2. Ask your child to think of a word that contains that cluster.



Short Vowel Clusters

a

_ab
_ack
_act
_ad
_aft
_ag
_am
_amp
_an
_anch
_and
_ang
_ank
_ash
_at
_ax
_ath



e

_eck
_ed
_ell
_eft
_eg
_elm
_elp
_elt
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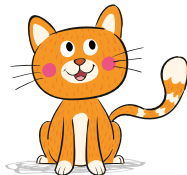
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_uck
_ud
_udge
_uff
_ulk
_ug
_ull
_um
_ump
_un
_unch
_unk
_ung
_us
_ush
_uss
_ust
_utt

Creating Short Vowel Sounds



1. Sound out each cluster.
2. Ask your child to write each cluster on paper as they say it.
3. Review the sound of each letter in the letter box.
4. Add a letter from the box to the beginning of each cluster to make a word.

D

M

V

C

F

K

M

P

L

G

__ad

__im

__up

__ax

__ing

__ub

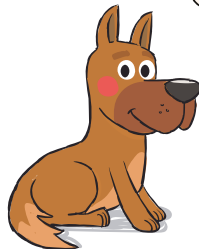
__at

__et

__ot

__ish

__og



Make a New Word with Short Vowel Sounds

1. Invite your child to add short vowel sounds to make new words.
2. Have your child write down each new word.

a e i o u

H__t

Bl__ck

R__ng

H__t

F__n

R__ng

H__t

F__n

R__ng

H__t

F__n

L__ng



Make a New Word with Short Vowel Sounds

1. Read each pair of words aloud.
2. Ask your child to clap if the words rhyme. Tell them that if the words do not rhyme, they should not clap

sat - hat

sick - sack

fan - van

pup - pot

fan - fun

pup - cup

sack - black

buck - luck

hen - pen

trap - flap

3. Go back and read the words that rhyme. Ask your child to tell you why they rhyme.

For example,
'Sat and hat both have "at".

