Reading Foundational Skills Study

Title I Assistants

Monday, April 21st

Focus:

Helping students achieve the Reading Foundational Skills Standards

through guided practice and repetition

|  |  |  |
| --- | --- | --- |
| Concepts About Print | Phonemic Awareness | Phonics and Word Recognition |
| C:\Documents and Settings\jbradsha\Local Settings\Temporary Internet Files\Content.IE5\WJ170RKQ\MC900441732[1].png | C:\Documents and Settings\jbradsha\Local Settings\Temporary Internet Files\Content.IE5\WJ170RKQ\MC900238192[1].wmf | C:\Documents and Settings\jbradsha\Local Settings\Temporary Internet Files\Content.IE5\7E19QKSI\MC900238189[1].wmf |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| C:\Documents and Settings\jbradsha\Local Settings\Temporary Internet Files\Content.IE5\WJ170RKQ\MM900283665[1].gif  Reading Foundational  Skills Standards\*  Activity Cards  \*For Concepts About Print, Phonemic Awareness, and Phonics & Word Recognition (excluding fluency). Due to the nature of these standards, not every standard is represented.  From pg. 15 of the CCSS  “These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather ***they are necessary and important components of an effective, comprehensive, reading program*** designed to develop proficient readers with the capacity to comprehend…..”  \*Note to User  The following activity cards are meant to support students in the learning and understanding the Reading Foundational Skills for Concepts About Print, Phonemic Awareness, and Phonics and Word Recognition. These activities are designed for instructional assistants to use with the cooperation of the classroom teacher, and should only be used if the classroom teacher has taught these concepts.   |  |  |  | | --- | --- | --- | | Concepts About Print | Phonemic Awareness | Phonics and Word Recognition | | C:\Documents and Settings\jbradsha\Local Settings\Temporary Internet Files\Content.IE5\WJ170RKQ\MC900441732[1].png | C:\Documents and Settings\jbradsha\Local Settings\Temporary Internet Files\Content.IE5\WJ170RKQ\MC900238192[1].wmf | C:\Documents and Settings\jbradsha\Local Settings\Temporary Internet Files\Content.IE5\7E19QKSI\MC900238189[1].wmf | | #1 Letter Work  RF.K.1.dC:\Documents and Settings\jbradsha\Local Settings\Temporary Internet Files\Content.IE5\WJ170RKQ\MC900441732[1].png  Recognize & name all upper and lowercase letters.  RF.K.3.a  Demonstrate basic knowledge of one-to-one correspondences by **producing** the primary or many of the most frequent **sounds** for each consonant.  Letter Sorts   * Sort magnetic letters by particular attribute, like circles vs. sticks, curved vs. no curves, etc. Name each letter as you sort.   Name Work (Identifying letters in a name)   * Students use letters in their own name (beginning letter identification) * Students build names of people in their classroom * Sort names by beginning letter, same sounds, etc.   ABC Chart Play   * Read the chart (Aa-apple, Bb-bike, etc.) * Read the chart backwards or in columns * Cover letters on the chart, ask student to identify the covered letters * Read consonants only or vowels only   ABC Letter Play   * Write letters in sand, shaving cream, etc. * Follow the verbal path for writing letters orally as they make the letters * Alphabet Mat   Letter Sound Work   * Read the ABC Chart by adding the sounds * Use hand-held mirrors to help students with the shape of the mouth as they form letters * Alphabet Mat (with sounds) |

|  |  |
| --- | --- |
| #2 Rhyming  RF.K.2.a C:\Documents and Settings\jbradsha\Local Settings\Temporary Internet Files\Content.IE5\WJ170RKQ\MC900238192[1].wmf  Recognize & produce rhyming words  Recognize Rhyming Words   * Identify rhyming words (with picture cards) * Memory Rhyme * Rhyme Puzzles   Producing Rhyming Words   * 4D Word Rhyming * 4E Can You Rhyme? | #3 Syllabication  RF.K.2.b C:\Documents and Settings\jbradsha\Local Settings\Temporary Internet Files\Content.IE5\WJ170RKQ\MC900238192[1].wmf  Count, pronounce, blend, and segment syllables in spoken words  RF.1.2.bC:\Documents and Settings\jbradsha\Local Settings\Temporary Internet Files\Content.IE5\WJ170RKQ\MC900238192[1].wmf  Orally produce single syllable words by blending sounds  \*Pronouncing/articulating the sounds of a syllable correctly are imperative. Students will take this work and later apply it to spelling unknown words.  Count & Blend syllables in a word   * 6B Take One Thing From the Box with Object/Picture Card Sort (Say each picture, count the syllables, sort by number of syllables) * Syllable Hopscotch: Choose a picture card, and “hop” to the number that matches.   Segment syllables   * 6E Troll Talk (with picture cards or objects) * Don’t Feed the Animals (game) Students sort picture cards by number of syllables |

|  |  |
| --- | --- |
| #4 Onset & Rime  RF.K.2.c C:\Documents and Settings\jbradsha\Local Settings\Temporary Internet Files\Content.IE5\WJ170RKQ\MC900238192[1].wmf  Blend & segment onsets and rimes of single syllable spoken words.  \*Understanding of onset & rime is essential to understanding “chunks” or word parts.  Definition: The "onset" is the initial phonological unit of any word (e.g. c in cat) and the term "rime" refers to the string of letters that follow, usually a vowel and final consonants (e.g. at in cat). Not all words have onsets. From [www.readingrockets.org](http://www.readingrockets.org)  Blend Onsets & Rimes   * Picture Puzzles (Students completes the picture puzzles by matching the pieces, then saying the onset and rime for each word.)   Segment Onsets & Rimes   * Say single syllable words, and have students tell you the initial sound(s) and other chunk of the word | #5 Phoneme Work  RF.K.2.d & RF.1.2.c C:\Documents and Settings\jbradsha\Local Settings\Temporary Internet Files\Content.IE5\WJ170RKQ\MC900238192[1].wmf  Isolate and pronounce initial, medial, and final sounds of CVC words  RF.1.2.b  Orally produce single syllable words by blending sounds  Isolate initial, medial, and final sounds   * 7C Finding Things: Initial Phonemes Using picture cards, ask children to find pictures who names start with \_\_ sound. Have students choose the card, name the picture, and isolate the initial sound. For example, if a student chooses a picture of a fish, the child would say “fish…. /fffff/” * 7H Finding Things: Final Phonemes Using picture cards, students would choose a picture, name the picture, and isolate the ending sound. For example, if a student chooses a picture of a map, the child would say, “map….. /p/” * Sound Boxes with Pictures. As students identify pictures, have them push up a counter into each space, identifying the sound for each phoneme. Have them isolate the medial sound, initial sound, or final sound. * Picture Sort: Have students sort pictures by initial, medial, or final sounds |

|  |  |
| --- | --- |
| #6 Phoneme Work  RF.K.2.e C:\Documents and Settings\jbradsha\Local Settings\Temporary Internet Files\Content.IE5\WJ170RKQ\MC900238192[1].wmf  Add or substitute individual sounds in simple 1 syllable words  RF.1.2.d  Segment spoken single syllable words into their complete sequence of individual sounds.  Add or Substitute   * 7E Word Pairs I/Take a Sound Away (Children need to be able to first take away a sound before substituting one.) Orally, students practice taking the sound /f/ away from fear. * 7F Word Pairs II/Word Pairs II/Add a Sound: Students take a word such as ox and add /f/ to the beginning to make fox. * 8C Consonant Blends (Adding & Subtracting Initial Sounds) Students take a word such as lay and add a /p/ to make play.   Segment  - Sound Boxes (Using single syllable words, students segment the word into the individual sounds using markers, etc.)  \*If the classroom teacher uses the Heggerty phonemic awareness book, you can look to those for other ways to assist students with this skill. | #7 Word Work  RF.1.2.a C:\Documents and Settings\jbradsha\Local Settings\Temporary Internet Files\Content.IE5\WJ170RKQ\MC900238192[1].wmf  Distinguish long from short vowel sounds in single syllables.  RF.1.3.c C:\Documents and Settings\jbradsha\Local Settings\Temporary Internet Files\Content.IE5\7E19QKSI\MC900238189[1].wmf  Know final-e and common vowel team conventions for representing long vowel sounds  Distinguish long from short vowel sounds in single syllables (no print)   * Long/Short vowel picture sort   Know vowel team conventions (graphemes) for long vowel sounds   * Lesson 33 Making Words (short i/long i spelled i\_e) * Short/Long Vowel Sort (word only) |

|  |  |
| --- | --- |
| #8 Sight Words  RF.K.3.cC:\Documents and Settings\jbradsha\Local Settings\Temporary Internet Files\Content.IE5\7E19QKSI\MC900238189[1].wmf  Read common high frequency words by sight.  RF.1.3.g  Recognize & read grade-appropriate irregularly spelled words.  RF.2.3.f  Recognize & read grade-appropriate irregularly spelled words.  Sight Word Practice   * Look, Say, Cover, Write, Check: Students write a word in the look column and read it. Cover the first word, write it in the 2nd column, check. Cover that one, write the word in the third column, check again. * Making Words Sheet: Students write the word, build it with magnetic letters 3x, then write it again, reading the word each time. * ZAP! (game) Students choose a stick with a word on it, read it. If they know the word, they keep the stick. If they get a ZAP!, they must return all sticks. The person with the most sticks at the end is the winner. | #9 Phonics  RF.1.3.aC:\Documents and Settings\jbradsha\Local Settings\Temporary Internet Files\Content.IE5\7E19QKSI\MC900238189[1].wmf  Know the spelling-sound correspondences for common consonant digraphs.  Consonant Digraphs   * Picture Sort * Picture/Word Sort * Word Sort |

|  |  |
| --- | --- |
| #10 Decoding  RF.1.3.bC:\Documents and Settings\jbradsha\Local Settings\Temporary Internet Files\Content.IE5\7E19QKSI\MC900238189[1].wmf  Decode regularly spelled 1 syllable words  RF.1.3.e  Decode 2 syllable words following basic patterns by breaking words into syllables  RF.2.3c  Decode regularly spelled 2 syllable words with long vowels  Decoding   * Quick Erase: For first grade, write a word, such as get, on the board. Students decode the word, then quickly change the first letter to p. Students decode the word. Do the same with the medial and ending letters. A sequence might be: get, pet, pen, pet, pit, pat, sat, sit, depending on the focus of your lesson. Lessons to follow might increase sophistication to from 3 letter words to 4/5 letter words. From pin to spin to chin. For 2 syllable words, start with simple compounds: upset, cupcake, or bedbug for 1st graders. For 2nd graders, compound words such as bookcase, lighthouse, lifeboat, and fireworks that contain long vowel sounds are appropriate. See 9H Sounding Words for lists appropriate first grade words to try. * Extend using onset and rime letter cards (rimes appropriate to grade level) | Resources  Common Core State Standards  Phonemic Awareness in Young Children, by Adams, et al  Making Words, by Cunningham & Hall  Words Their Way, 5th Edition, Bear, et al  Florida Center for Reading Research,  http://www.fcrr.org/for-educators/  Phonics Lessons, Grades K-2, Fountas & Pinnell |