

READING REINFORCEMENT

The following activities support the findings of the National Reading Panel that determined the most effective components for reading instruction are: Phonemic Awareness, Phonics, Vocabulary, Fluency, and Text Comprehension.



Phonemic Awareness: The /ar/ sound

Sound Substitution: Say each of the following words to your child and ask your child to tell you which two words rhyme:

park, dark, pack

jar, jam, far

yam, yarn, barn

shark, shack, bark

cage, barge, large

harp, tap, tarp

part, mart, mat

had, card, hard



Phonics: /ar/ Phonograms

1. Explain to your child that sometimes, the letter **r** after a vowel changes the sound of the vowel (for example, can/car).
2. Fold a piece of paper in half the long way twice.
3. Draw a line down the folds to divide the paper into four parts.
4. Write the phonograms **-ar**, **-ard**, **-arm**, and **-art** in separate columns at the top of the page.
5. Write the following words on separate (small) pieces of paper or index cards:

car

cart

card

farm

far

part

dart

star

tart

yard

harm

smart

lard

arm

tar

charm

jar

hard

chart

bar

6. Have your child underline the phonogram in each word.



Vocabulary: Color Words

1. Write the following words on separate pieces of paper or index cards:

black	blue	brown	green	orange
pink	purple	red	white	yellow

2. Read each word to your child and ask your child to repeat it.

3. Ask your child to trace over the letters with crayon or marker, using the corresponding color (you might suggest that your child revisit the book for help).

4. Mix the words up. Point to a word and ask your child to read it. Provide clues if your child needs them. For example:

This is the color of pumpkins. (orange)

Grass is this color in spring. (green)

Panda bears and zebras are these two colors. (black and white)



Fluency: Echo Reading

1. Reread the story to your child at least two more times while your child tracks the print by running a finger under the words as they are read. Ask your child to read the words he or she knows with you.

2. Reread the story, stopping after each sentence or page to allow your child to read (echo) what you have read. Repeat echo reading and let your child take the lead.



Text Comprehension: Discussion Time

1. Ask your child to retell the sequence of events in the story.

2. To check comprehension, ask your child the following questions:

- How many pink cars does the boy have?
- What happened to the orange cars?
- What color do the boy and his mother both like?
- What is your favorite color? Why?