

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 /a/ sound

1. Say the word **apple** and ask your child to repeat the beginning sound. Say the word **can** and ask your child to repeat the middle sound. Say it slowly to help your child identify the middle /a/ sound.

2. Explain to your child that you are going to say some words and you would like her/him to give you a thumbs-up if s/he hears the short /a/ as in apple or can, or a thumbs-down if it is not the short /a/ sound.

ate (↓)

at (↑)

cap (↑)

cape (↓)

mat (↑)

mate (↓)

vane (↓)

van (↑)

sad (↑)

sand (↑)

grass (↑)

game (↓)



Phonics: Word Ladder

Word ladders are a fun way to build words by changing just one letter at a time. Write the word **am** on a piece of paper and give your child the following step-by-step instructions (the letters between the / / marks indicate that you are to give the sound as a clue rather than providing the actual letter):

- Add the /b/ sound to the beginning of the word. What do you have? (bam)
- Change the /m/ to a /t/. What do you have? (bat)
- Change the /b/ to a /p/. What do you have? (pat)
- Change the /t/ to an /n/. What do you have? (pan)
- Change the /p/ to a /k/. What do you have? (can)
- Change the /k/ to a /f/. What do you have? (fan)



Vocabulary: Story-related Words

1. Write the following words on sticky note paper and point to them as you read them to your child:

apples beans carrots corn
flowers orange tomatoes yellow

2. Mix the words up. Say each word in random order and ask your child to point to the correct word as you say it.
3. Mix the words up again and ask your child to read as many as he or she can.
4. Ask your child to place the notes on the correct page for each word, i.e. **apples** goes on the page apples are talked about.



Fluency: Choral Reading

1. Reread the story with 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 aloud together. Be careful to read at a rate that your child can keep up with.
3. Repeat choral reading and allow your child to be the lead reader and ask him or her to change from a whisper to a loud voice while you follow along and change your voice.



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:
 - Why did the mother and boy put the wagon in the car?
 - What did the boy and his mother buy that wasn't food?
 - Where does your family buy food? How is it like the market in the story? How is it different?