

## Phonics / Decoding

Phonics is the teaching of letter-sound relationships and how letters work together to make words. Blending consonants and vowels is one of the most important skills you can teach children to help them become efficient decoders.

### Kindergarten & First Grade

#### Sound Slide

Draw a slide (top of slide on left side and bottom of slide on the right). Place a plastic letter t at the bottom of the slide. Place a plastic letter a at the top of the slide. Take the letter a and begin saying the short a sound /aaa/ and hold the sound as you slide the letter down the slide. When the a reaches the t, add the /t/ sound. This is one way to demonstrate how to blend sounds into words. Try it again with the letter m at the bottom of the slide.

Place a letter at the top, a vowel in the middle of the slide, and another letter at the bottom of the slide. Say and hold the sound of the first letter as it slides down; when it reaches the vowel, change the sound and hold the vowel sound until the letters reach the letter at the bottom of the slide.

#### Word Families

Practice reading word families (man, fan, pan, tan, ran, can)

#### Picture-Word Match

Matching - Have your child match simple 3-letter words to pictures (sun, bug, bus, gum, run).

#### Same and Different

Look at words and find what's the same, what's different, and how the word changes when you read it.

Example            hop hot

#### Letter Sound Boxes [Link to Letter Sound Boxes](#)

Show your child a picture of a 2- to 4-letter word such as *mop*. Have the child stretch out the sounds in the word and touch one box for each sound. Once the child knows that there are 3 sounds in the word *mop*, the child stretches out the sounds again and writes the letter associated with each of the sounds.

#### Scrambled Words

Using a set of letter tiles or magnetic letters, say a word such as *fun* and have the child build the word with the letters. Next, tell the child that she is going to change 1 letter to make the word *run*. Have the child stretch out and say the sounds in the word *run* as she points under the letters in the word *fun*. Ask her if she knows which letter we need to change. The sound that did not match as she said the sounds in "run" while pointing to fun was the letter f. She should change f to r.

### Second Grade & Third Grade

#### Sound Slide

Draw a slide (top of slide on left side and bottom of slide on the right). Place a plastic letter t at the bottom of the slide. Place a plastic letter a at the top of the slide. Take the letter a and begin saying the short a sound /aaa/ and hold the sound as you slide the letter down the slide. When the a reaches the t, add the /t/ sound to make the word *at*. This is one way to demonstrate how to blend sounds into words. Try it again with the letter m at the bottom of the slide. You can place a letter at the top, a letter in the middle and a letter at the bottom to demonstrate a 3-sound word.

## Word Families

practice reading word families (rain, train, brain, main, stain)

Teach the short vowel sounds. Use kinesthetic (movement) and/or visual cues to help the child remember the sounds.

## Word-Picture Match

Have your child match words containing a specific pattern to pictures (light, night, fight, bright, frighten)

## Same and Different

Look at words and find what's the same and what's different and how the word changes when you read it.

Example    sting    string

## Word Parts

Look for familiar parts in longer words. Look for small words within longer words. Look for prefixes and suffixes. Look for a base word.

Example: in the word *presenting*, a child may already know and recognize *ing* and the child may know the word *sent*. The only part left to figure out is p-r-e.

## Letter Sound Lines

Show your child a picture of a word such as 3. Have the child stretch out the sounds in the word and, on a dry erase board or piece of paper, draw one line for each sound. Once the child knows the 3 sounds in the word *three*, the child stretches out the sounds again and writes the letter(s) associated with each of the sounds. The first sound is represented by the letters th, the second sound by r, and the third sound by ee.

## Scrambled Words

Using a set of letter tiles or magnetic letters, dictate a word such as *flag* and have the child build the word with the letters. Next, tell the child that she is going to change 1 sound to make a new word. Say, "Change 1 sound to make the word *flash*." Have her stretch out and say the sounds in the word *flash* as she points under the letters in the word *flag*. Ask her if she knows which sound we need to change. The sound that did not match as she said the sounds in *flash* while pointing to *flag* was the /g/ at the end of the word . She should change g to sh.