

At-Home Reading Support

Phonemic Awareness: Play with sounds you hear in spoken words. No letters or writing are needed.

- **Sound Hunt:** Choose a sound. Take turns naming things around you that begin with that sound. For example, try /m/: mug, mat, milk.
 - Getting started: Give two choices: Does map begin with /m/ or /s/?
 - Challenge: Find words with the sound at the end or in the middle.
- **Rhyme Match:** Say a word. Take turns saying words that rhyme. Real and silly words both count.
 - Getting started: Offer a pair and ask if the words rhyme: cat and hat.
 - Challenge: Create a short rhyme using two or more rhyming words.
- **Blend the Word:** Say a word slowly, one sound at a time. Your child blends the sounds and says the word. For example, /s/ /u/ /n/ becomes sun.
 - Getting started: Begin with two-part words: /m/ /e/ or sun-shine.
 - Challenge: Use words with blends or more sounds: /s/ /t/ /o/ /p/.
- **Tap the Sounds:** Say a word. Tap, clap, or move one small object for each sound you hear. For example, fish has /f/ /i/ /sh/, three sounds.
 - Getting started: Use words with two or three sounds, such as me, sun, or map.
 - Challenge: Use longer words, then name the first, middle, and last sounds.
- **Change a Sound:** Say a word and change one sound to make a new word. For example, change the /m/ in map to /t/ to make tap.
 - Getting started: Tell which sound to change and provide the new sound.
 - Challenge: Remove or add a sound: say smile without /s/; add /s/ to top.

*[UFLI Blendable Sounds Video](#)

Phonics: Connect sounds to letters and spelling patterns in printed words.

- **Letter Sound Search:** Choose a letter or spelling pattern. Find it on packages, signs, books, or mail. Read the letter or pattern and say its sound.
 - Getting started: Search for one familiar letter and name its most common sound.
 - Challenge: Search for a spelling pattern such as sh, ai, oa, or igh and list the words.
- **Build and Read:** Write letters on small pieces of paper. Arrange them to build a word, then point to each part and read the word.
 - Getting started: Build a two- or three-sound word from letters you provide.
 - Challenge: Build a longer word with consonant blends, digraphs, vowel teams, or more than one syllable.
- **Word Sort:** Collect words from a book or write your own. Sort them by a feature you notice, such as beginning sound, consonant blends, digraphs, vowel pattern, or word ending.
 - Getting started: Provide two categories and help read each word before sorting.
 - Challenge: Let your child choose the sorting rule and explain why each word belongs.
- **Word Change Chain:** Build one word. Change one letter or spelling pattern at a time and read each new word: map, mop, top, stop.
 - Getting started: Say the new word and identify the letter that should change.
 - Challenge: Include consonant blends, digraphs, vowel teams, or two-syllable words.
- **Word Part Builder:** Choose a base word and add a beginning or ending word part: help, helpful, unhelpful. Read each word and discuss how its meaning changes.
 - Getting started: Use common endings such as -s, -ed, or -ing.
 - Challenge: Use prefixes, suffixes, Greek roots, or Latin roots and explain each part.

*ask your classroom teacher for word lists as needed

Vocabulary: Learn, discuss, and use interesting words during everyday conversations and reading.

- **Name and Describe:** Choose an object. Name it and describe its color, size, shape, texture, use, and parts.
 - Getting started: Use a sentence frame: The ___ is ___ and ___.
 - Challenge: Choose precise words and compare the object with something similar.
- **Interesting Word Hunt:** While reading or talking, notice one interesting or unfamiliar word. Say it, repeat it, and talk about what it might mean, then look up the meaning of the word.
 - Getting started: The adult chooses the word and explains it with a familiar example.
 - Challenge: Use clues in the sentence, in the word, or nearby pictures to infer the meaning.
- **Show the Word:** Choose a word and show its meaning by acting it out, drawing it, or giving an example. Have someone guess the word.
 - Getting started: Use familiar action or describing words.
 - Challenge: Show an abstract word such as patient, enormous, or investigate.
- **Word Connections:** Choose a word. Name a synonym, an antonym, a category, or a related word. Explain the connection.
 - Getting started: Work with one relationship, such as opposites: hot and cold.
 - Challenge: Build a word web with several relationships and explain subtle differences.
 - For example, Frigid: cold, icy, chilly, brisk, freezing
 - Frigid is colder than cold; cold is colder than chilly, and chilly is colder than brisk. Is frigid colder than freezing?
- **Word Part Detective:** Look for meaningful parts in a longer word. Use the base word, prefix, suffix, or root to help explain the word.
 - Getting started: Begin with familiar endings: jumped means it happened in the past.
 - Challenge: Use Greek and Latin roots, then find other words that share the same root.

Fluency: Read accurately, smoothly, and with expression so the words sound like natural speech.

- **Echo Read:** An adult reads one sentence with smooth phrasing and expression. The child reads the same sentence in the same way.
 - Getting started: Echo a short phrase instead of a whole sentence.
 - Challenge: Discuss why the reader paused, changed volume, or emphasized a word.
- **Read It Again:** Choose a short, familiar passage, poem, joke, song, or set of directions. Read it aloud two or three times and notice improvement.
 - Getting started: Read together on the first attempt.
 - Challenge: Set a goal for accuracy, smoothness, or expression instead of speed.
- **Scoop the Phrases:** Use a pencil or finger to group words that belong together. Pause at punctuation and read each group as one meaningful phrase.
 - Getting started: The adult marks the phrases before reading.
 - Challenge: Let the child mark phrases and explain how phrasing supports meaning.
- **Character Voices:** Read dialogue from a story. Change your voice to match each character's feelings and the punctuation.
 - Getting started: Choose one short line and name the character's feeling first.
 - Challenge: Read several parts and use clues from the text to defend each voice choice.
- **Perform and Reflect:** Practice a short text, then read it for someone or record it. Name one strength and one goal for the next reading.
 - Getting started: The adult gives one specific compliment and chooses one goal.
 - Challenge: Compare two readings and cite evidence of improved accuracy, phrasing, or expression.

Comprehension: Think, talk, and write about meaning before, during, and after reading or listening.

- **Preview and Predict:** Before reading, look at the title, pictures, headings, or cover. Predict what the text may be about and explain why.
 - Getting started: Offer two predictions and let your child choose one.
 - Challenge: Revise the prediction while reading and point to evidence that changed your thinking.
- **Retell in Order:** After reading, retell the most important parts in order. For a story, tell the beginning, middle, and end. For information, tell the key ideas.
 - Getting started: Use pictures or the prompts first, next, and last.
 - Challenge: Include the problem, response, resolution, or main idea and supporting details.
- **Ask and Answer:** Take turns asking questions about the text. Answer each question and show the words or pictures that helped.
 - Getting started: Ask who, what, and where questions.
 - Challenge: Ask how and why questions that require evidence or an inference.
- **Main Idea Match:** State what the text or section is mostly about. Choose two or three details that best support that idea.
 - Getting started: Choose the main idea from two options.
 - Challenge: Explain why some details are important, and others are interesting but less central.
- **Compare and Think Deeper:** Connect the text with another book, an experience, or something you know. Explain one similarity, one difference, and why the connection matters.
 - Getting started: Compare two characters, pictures, or facts.
 - Challenge: Compare themes, viewpoints, authors' choices, or evidence across two texts.

Letter Patterns

Digraphs

Two letters make one sound. In ship, s and h work together to make the sh sound.

sh: ship • **ch:** chin • **th:** thin, this • **wh:** when

ph: phone • **ck:** duck • **ng:** ring

Blends

Hear each sound. In stop, you can hear both the s and the t.

bl: black • **cl:** clap • **fl:** flag • **gl:** glad • **pl:** play • **sl:** slide

br: brown • **cr:** crab • **dr:** drum • **fr:** frog • **gr:** green

pr: prize • **tr:** tree • **sk:** skip • **sm:** smile • **sn:** snow

sp: spot • **st:** stop • **sw:** swim

Blends can also come at the end of a word:

nd: hand • **nt:** tent • **mp:** lamp • **st:** nest • **ft:** gift

Vowel Teams

Letters work together to make a vowel sound. In rain, ai makes the long a sound, like the letter's name.

ai: rain • **ay:** play • **ee:** tree • **ea:** eat • **ey:** key

ie: pie • **oa:** boat • **oe:** toe • **ow:** snow • **oo:** moon

ou: out • **ue:** blue • **ew:** grew • **au:** haul • **aw:** saw

oi: coin • **oy:** boy

Some teams make different sounds in different words. For example, oo sounds different in moon and book.