

PARENT PRESENTATION

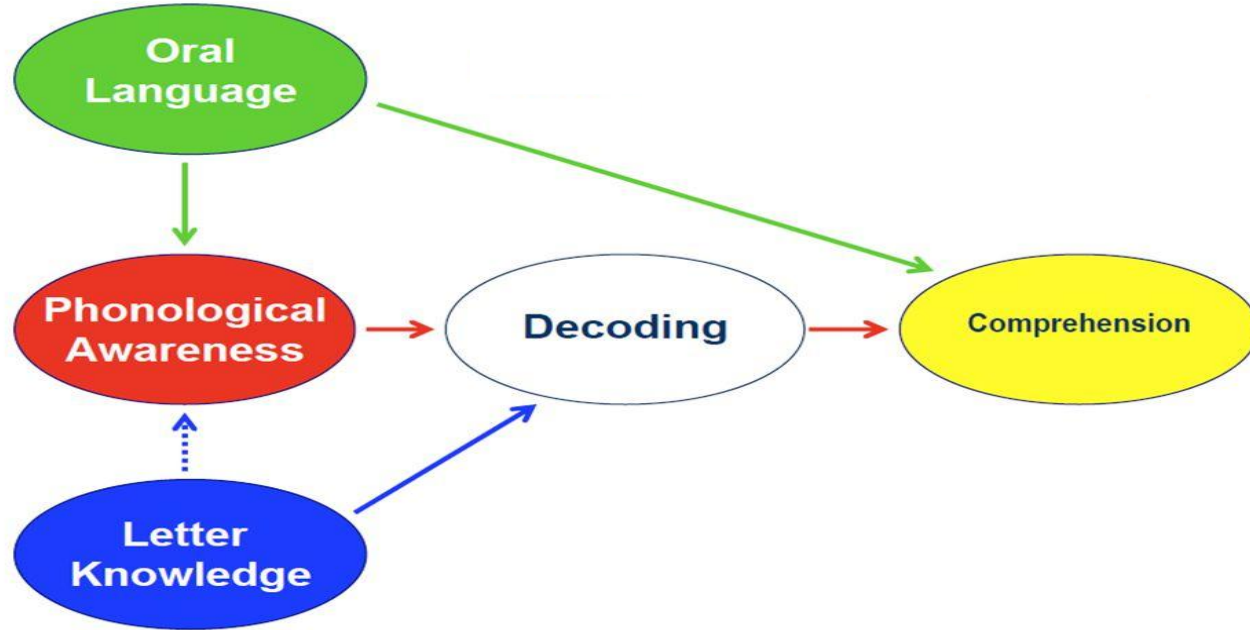
WINTER 2019

Sandy Caruso
Corinne Librizzi
Amanda Menendez

WHAT IS RTI?

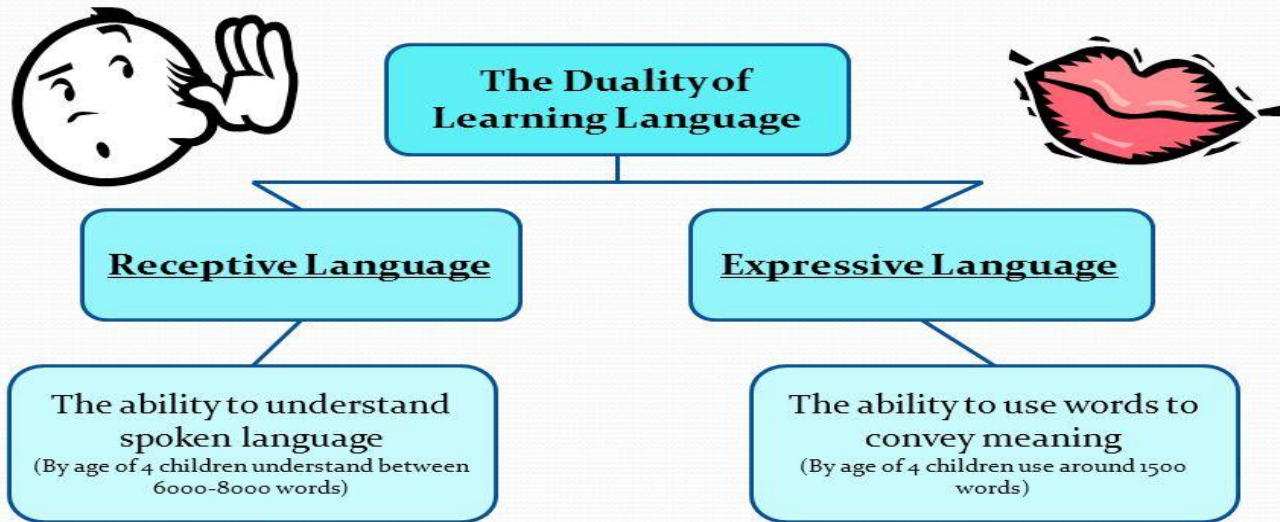
Response to Intervention

WHAT DO YOUNG LEARNERS NEED TO START READING?



ORAL LANGUAGE

Defining Oral Language Development

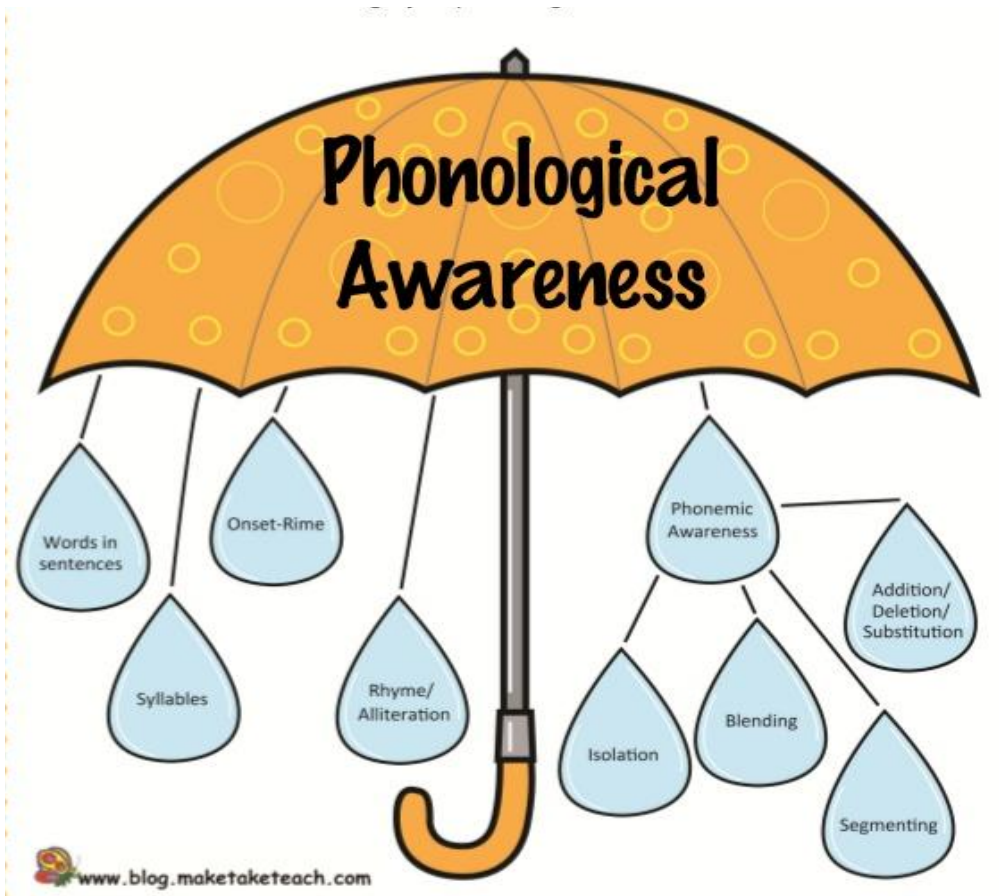


Developing **oral language** means developing the skills and knowledge that go into listening and speaking—all of which have a strong relationship to reading comprehension and to writing.

PHONOLOGICAL AWARENESS VS. PHONEMIC AWARENESS

Phonological awareness is a broad skill that involves playing with units of oral language - parts such as words, syllables, and onsets and rimes.

Phonemic awareness falls under the umbrella of phonological awareness. It involves the skill of isolating and manipulating individual phonemes in words (mat=/m/ /a/ /t/).

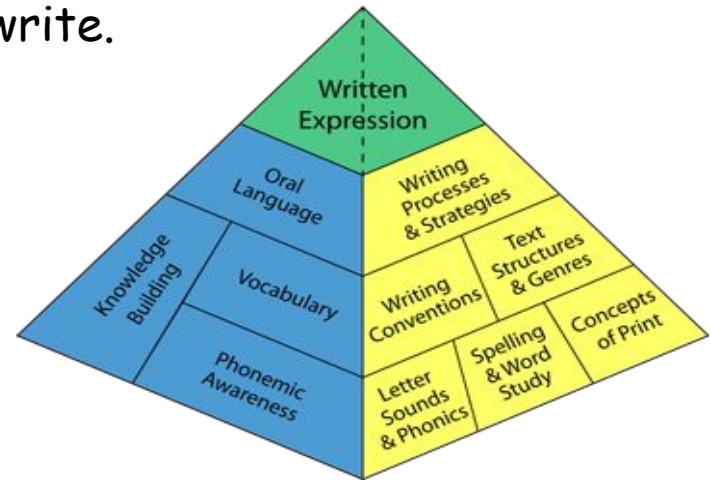
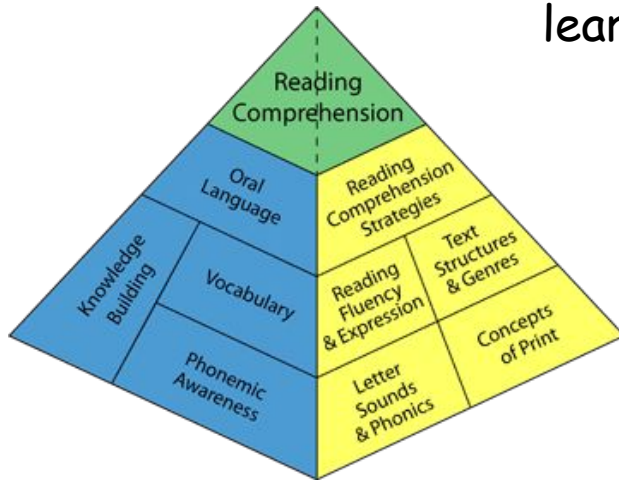


WHAT IS THE BIG DEAL ABOUT PHONEMIC AWARENESS?

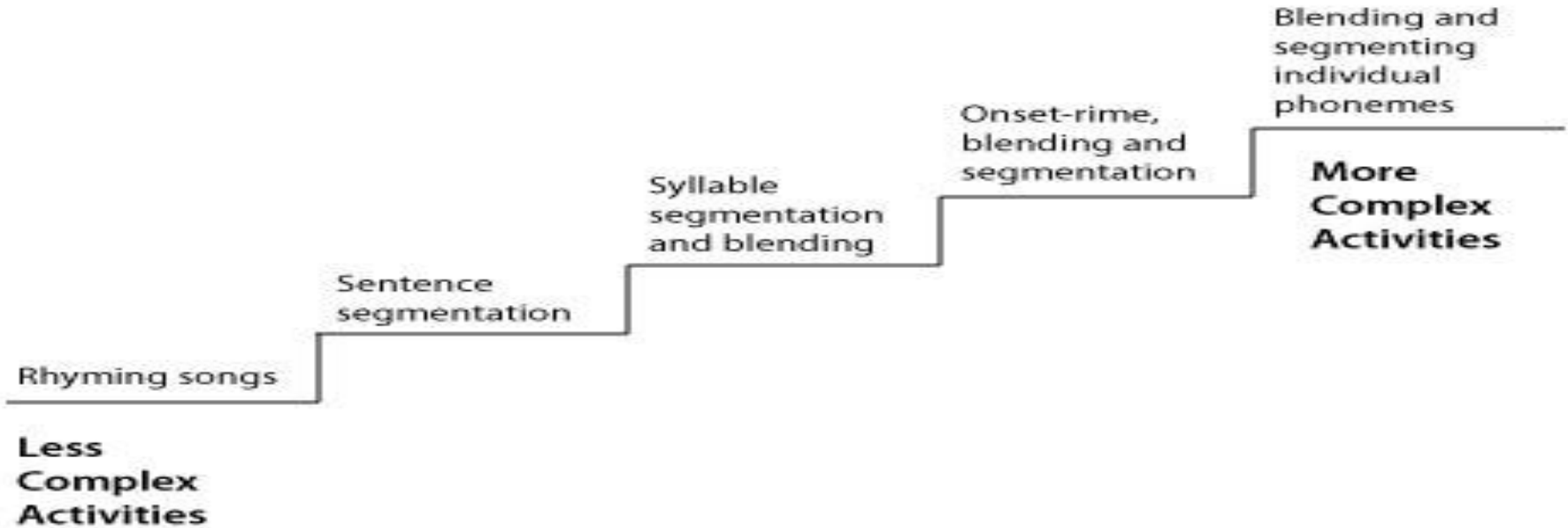
Instruction in speech-sound awareness reduces and alleviates reading and spelling difficulties.

(Adams, Foorman, Lundberg, & Beeler, 1998; Gillon, 2004; NICHD, 2000; Rath, 2001)

Phonemic awareness is the foundation for spelling and word recognition skills!
Phonemic awareness is one of the best predictors of how well children will learn to read and write.



PHONOLOGICAL AWARENESS



WHAT SHOULD MY KINDERGARTENER BE DOING NOW ?

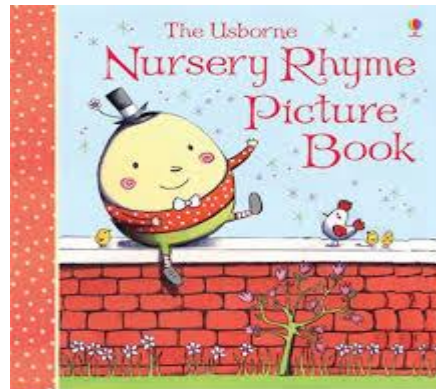
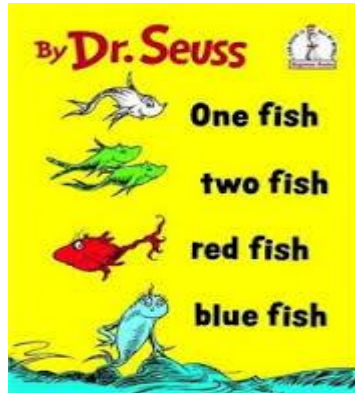
- Identifying rhyming words
- Produce a word that rhymes with another word
- Blend syllables and sounds
- Segment sentences and syllables
- Isolate the first sound in a word
- Beginning to segment each sound in a word



RHYME

Rhyme is the repetition of same ending chunks in two or more words.

Exposure to songs, chants, poems, stories and nursery rhymes is the best way to learn rhyming.



RHYME



At home you can...

- Read rhyming stories
- Make up silly rhymes
- Sort rhyming pictures
- Play rhyming games such as I Spy ("I spy something that rhymes with *fair...*") or Guess My Word ("I'm thinking of a word that rhymes with *wish*. Can you guess my word?", etc..)
- Play rhyming memory games
- Sing nursery rhymes
- Build word families (i.e. -at family words: cat, bat, hat, sat, rat...)

ORAL BLENDING

Oral blending is putting together words and sounds.

Blending starts with being able to orally blend sounds and word parts, and then moves into the visual of using letters to blend sounds and read words.

The order of teaching blending is

1. Compound Words (rain-bow = rainbow)
2. Syllables (com-pu-ter = computer)
3. Phonemes (d-i-g = dig)

At home: Robot talking at all levels of blending



Blending sounds is essential to decoding words in reading.

***Remind students to clip sounds**

(take off the /ŭ/ at the end-it's /t/ not /tuh/)

SEGMENTING

Segmenting is breaking apart sentences, words, and sounds.

The order of teaching segmenting is: sentences, compound words, syllables, and phonemes.

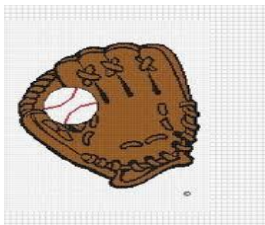
*Segmenting phonemes is essential to spelling.



SEGMENTING

At Home:

- Take turns making up sentences and taking a step for each word
- Clap out sentences and syllables
- Sing "Head, Shoulders, Knees and Toes" with words/sounds,
- Practice "throwing words" to your child and having them catch and fingerspell.



**Start with 2 word sentences or 2 phoneme words,
then move to three and four words/sounds.**



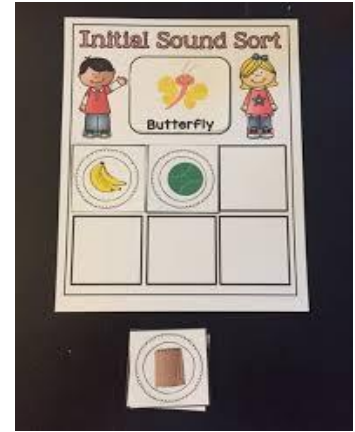
FIRST SOUND AND ALLITERATION

Isolating and identifying initial sounds in words and categorizing words by first sound are essential skills needed for beginning readers and writers.

"Lips the Fish" is a reading strategy the children use to "get their mouth ready" and use beginning sounds to read the unknown word in a text.

I see the butterfly. 

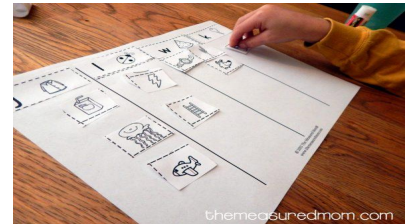
When referring to sound, /b/ is used, when referring to the letter name, it is simply "b."



FIRST SOUND AND ALLITERATION ACTIVITIES

At Home:

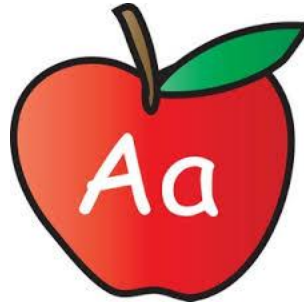
- Recite tongue twisters
- Choose a letter sound and name words that start with the targeted sound
- Sort and group objects together that start the same
- Play games such as Sound Search and I Spy
- Take turns naming 3 objects and identifying the one that is different
(*banana, soap, boat*)
- Play "I'm Going on A Picnic" - take turns naming things you will bring on your picnic that all start with the same sound (i.e. "I am bringing bananas, buns, basket, and blankets.")

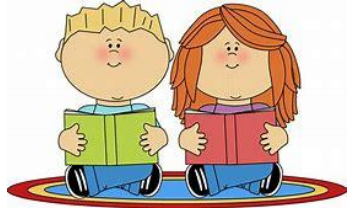


PHONICS

Phonics is the relationships between letters and sounds.

When your kindergartener learns that the letter **Aa** has the sound of /a/ they are learning phonics.





WHY IS PHONICS IMPORTANT?



Learning phonics helps children learn to read and spell.

Written language is a code.

- Knowing the sounds of letters will help children to crack the code (decode).
- Knowing phonics will help children to spell (encode).

(www.pbs.org)

WHAT SHOULD MY KINDERGARTENER BE DOING NOW ?


- Recognize all 26 uppercase letters
- Recognize all 26 lowercase letters
- If shown letter, say corresponding sound for letter sounds that have already been introduced
- Name 52 letters in random order in one minute
- Use Alphafriends chart to locate letters
- Form letters from the top down




HOW DO WE TEACH LETTER NAMES AND SOUNDS?

Multisensory Approach: V A K T

V: Visual (seeing) 

A: Auditory (hearing) 

K: Kinesthetic (movement)

T: Tactile (touch) 



LETTER SOUNDS

Multisensory Approach: V A K T

- Alphafriends chart (anchors the sound)
- Alphafriend songs and chants
- Felt, sand, sandpaper letters, skywriting
- Trace and say three times
- Clip sounds



Andy Apple



Benny Bear



Callie Cat



Dudley Duck

VOWELS

a e i o u

- Every word has to have a vowel
- Puppets and story
- Cues for short vowels-hand signal
- Vowels make 2 sounds- long and short



RAPID AUTOMATIC NAMING-RAN

WHY?

- RAN looks at a child's ability to quickly name aloud a series of familiar items (ie. letter names or sounds)
- It is no longer considered a pre-reading skill-it is now recognized as a simple form of reading
- The goal is letter recognition with automaticity
- Letter reading success is dependent on the same component skills necessary for accurate word reading
- Affects reading because it involves how well phonological information is retrieved
- Small scale reading: involves the verbal, visual and motor system



E	s	t	z	r	c	P	m	H	y
g	u	V	a	D	M	J	F	X	j
I	k	R	B	n	p	W	K	g	o
v	J	x	F	e	c	u	T	q	v
C	Y	m	i	T	A	H	Y	r	f
q	V	w	S	U	b	e	j	n	L
I	O	I	r	d	h	Z	E	x	i
G	C	t	k	w	z	f	M	u	r
s	W	d	o	h	y	p	A	P	N
s	D	K	R	b	x	Q	a	k	D

LETTER AND SOUND ACTIVITIES



At home:

- Use word search books and circle target letters
- Trace letters in shaving cream, pudding, cool whip, salt in a pie tine, etc
- Choose a letter of the day and search for letter throughout the day (menus, signs, books, etc)
- Sort letters (upper/lowercase, tall/short/fall, straight/curved/both, etc)
- Use magnet letters to match upper and lowercase
- Say a letter sound have child write the letter
- Say or show a letter and have child give the sound



RED WORDS/SIGHT WORDS

Red words are words that are "rule breakers" and cannot be sounded out.

Red words are irregular in some way.

Examples: **you** **from** **the**

Because they don't follow the phonics rules, they cannot tap and sweep to decode the word.

*Students need 15-20 exposures of a word to learn it.

WHAT SHOULD MY KINDERGARTENER BE DOING NOW ?

- Identify and read kindergarten sight words that have been taught in isolation and in text.
- Write most of the kindergarten sight words taught.



RED WORDS/SIGHT WORDS

Multisensory Approach: V A K T

- Spell word on arm
- Trace and say letter names and repeat the word ("h-e-r-e here")
- Trace words in sand tray
- Magnet letters
- Play Doh
- Plastic Canvas
- Magnadoodle





PRACTICING SIGHT WORDS AT HOME



- Spell words using magnet letters, wiki sticks, spaghetti, beads, yarn, water paint, dot paint
- Word hunts: magazines, books, newspapers, etc...
- Write it in: shaving cream, pudding, play dough, salt, sugar, etc...
- When on the go, tell your child sight words. Have them put it on their arms.
- Create their own word wall in their bedroom or on the fridge.
- Write sight words on index cards - play Go Fish or Memory

THE KEY TO SUCCESS!

When parents and teachers work together, students can be successful!

