

School
**COMMUNITY
NETWORK**

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EDUCATION

Family Reading Activities



Fluency

Phonics Instruction

“A major concern about reading is not how to teach children to read but how to ensure that they will continue to read, enriching and broadening their skills and interests.”

Dorothy Rich
MegaSkills

Phonemic Awareness

Text Comprehension

Vocabulary

Interactive Reading Workshop:

Family Reading Activities

Before you get to the workshop:

- Read and become familiar with the contents of the Interactive Reading Workshop materials.
- The first thing you need to do is make the activities! Look at the agenda to see which activities you will be demonstrating.
- Follow the instructions for making the specific activity listed on the agenda. Example: Drip Drop activity; go to the book and look at the activities listed under phonemic awareness and find the Drip Drop activity. Follow the instructions listed. After this activity is made, move on to the next activity.

At the workshop:

- Discuss the Overview so the parents have an understanding of what happens at each grade level as it relates to reading.
- Begin by discussing each of the five components – Phonemic Awareness, Phonics Instruction, Fluency, Vocabulary, and Text Comprehension – and give a brief description of each. Then start with phonemic awareness and demonstrate the Drip Drop activity and how it relates to phonemic awareness. Let some of the parents try the activity so they can see how it works, and then move to the next skill and activity until all five areas are demonstrated.
- If children are present, have them and their parent demonstrate the activity after you show it. It's interesting to see how parents and children do the activities together.

Supplies needed for making the activities:

Construction paper, different colors
Wooden craft sticks
Glue
Markers
Note cards

Other items needed:

Sign-In sheet
Evaluation
All sign-in sheets and evaluations turned into the main office.

Interactive Reading Workshop

Building Blocks for Reading Skills

Agenda

Welcome and Introductions

Overview

Phonemic Awareness

Activity - Drip Drop Activity

Phonics Instruction

Activity - Lollipop Word Family Game

Fluency

Activity - Partner Reading

Vocabulary

Activity - Vocabulary Detective

Text Comprehension

Activity - Picture Walk

Explanation of Handbook Usage

Reading is a skill that develops over time through experiences and practice. The purpose of this Handbook is to provide a variety of activities that can be used in the classroom and the home.

Handbook Uses for a Teacher

The *Interactive Reading Handbook* provides several reading activities that can be used with students in the classroom. Students can build their skills by doing activities that focus on a specific reading skill.

Handbook Uses for the School

The *Interactive Reading Handbook* is a resource for teachers and parents focusing on reading skills with suggested activities that promote basic reading skills at various levels. Over 20 activities can be put into family packets for the Family Resource Library. Teachers may also send the packets with the children for home enrichment activities.

Selected activities can be part of a “Make It-Take It” activity at the school. Family Reading Night can use this information for parents and provide an activity to take home with them based on the age of the child.

Handbook Uses for Parents

Interactive Reading offers parents a large menu of activities that can be done with their child in order to build reading skills. Parents can make activity packets for the school’s library or keep them for use at home.

Handbook Uses as a Workshop for Parents and Teachers

Interactive Reading has been offered as a workshop for parents and teachers with the purpose of looking at the building blocks of reading and then providing fun adult/child activities that focus on the *Five Areas of Reading Skills*. Parents or teachers are able to pick activities that follow the reading ability of the child.

Uses of this Handbook at a Workshop

To conduct a workshop for parents and/or teachers based on the information provided, the presenter should be familiar with the Five Components and the suggested activities under each component.

The goal of the workshop is to explain the *Five Reading Components* and to demonstrate one of the listed activities under each of the *Five Components* to the participants. Therefore, the participant can utilize these skills to assist children in developing or enhancing reading skills. The materials that are created from the activities may become part of a school-based Family Resource Library, or they may be given to the participants as a “Make It-Take It” workshop.

The format of the workshop should be the following:

- Assemble a small group of parents or teachers.
- Read through the Introduction
- Read through “Phonemic Awareness”
- Model one activity
 - ◆ (Show parents or teachers how to do this activity with a child.)
- Read through “Phonics” Instruction
- Model one activity
 - ◆ (Show parents or teachers how to do this activity with a child.)
- Read through “Fluency”
- Model one activity
 - ◆ (Show parents or teachers how to do this activity with a child.)
- Read through “Vocabulary”
- Model one activity
 - ◆ (Show parents or teachers how to do this activity with a child.)
- Read through “Text Comprehension”
- Model one activity
 - ◆ (Show parents or teachers how to do this activity with a child.)

Please remind participants that each child’s skills and abilities develop at different rates and the suggested grade level range *is only a guideline*.

Interactive Reading

Family Reading Activities

Overview

Interactive reading means talking about the book, asking questions, and sharing thoughts. A parent or teacher helps the child as they read together by talking about the words, pictures, story plot, and even the design of the book. This special sharing time expands on what the book offers to increase learning, communication, and positive family experiences.

Preschool age: The bond of affection between a parent and a child when they are reading together instills lasting, positive feelings toward books. Reading with children can be very interactive. Parents may ask questions such as: “What do you think will happen next?” “Do you think the rabbit is funny?” “Tell me what Mr. Squirrel just did,” or “Tell me what happened in the story.” Parents point to items on a page to encourage their child to ask questions, to speculate about what will happen next, and to discuss what has already been read.

Primary Grades: Beginning in prekindergarten, children learn to recognize the alphabet and then to write the letters. Next, they begin learning letter sounds and how to connect the sounds to make words. Games and activities should encourage children to pay attention to letter recognition and the sounds the letters make to form words. In interactive reading, parents now ask questions such as: “What letter is that?” “What sound does that letter make?” “What word rhymes with that word?” or “What is another word that starts with that letter?” As children learn to read, parents need to listen and ask questions to help them think about what they are reading. They might ask, “What does that word mean?” or “Why do you think the character did that?”

Intermediate Grades and After: Even as children grow and become more confident readers, it is good for parents to occasionally listen to them read. Also, it is important for parents to talk with them about reading. Therefore, asking the child about what he is reading is important in facilitating discussion and enhancing learning. In turn, it is also helpful for the child to see the parent reading and to ask questions. In addition, building a child’s vocabulary can also improve reading comprehension. One method of building vocabulary is to play a variety of word games.

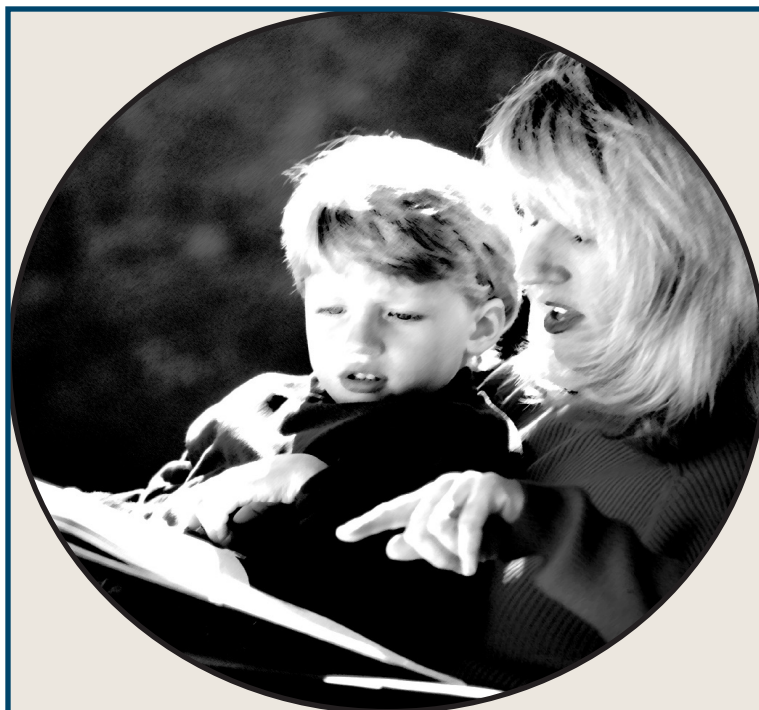
Current research in reading has found that reading instruction should include the following five areas: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The definitions for the five reading instruction components were obtained from the U.S. Department of Education’s publication *Put Reading First: The Research Building Blocks for Teaching Children to Read*.

- *Phonemic awareness* is the ability to notice, think about, and work with individual sounds in spoken words.
- *Phonics Instruction* teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.
- *Fluency* is the ability to read text accurately and quickly.
- *Vocabulary* refers to the words we must know to communicate effectively.
- *Text Comprehension* refers to the understanding of the text that is read.

Even though the five components may be age and/or skill specific, they should be incorporated in everyday reading at home. Each child’s skills and abilities develop at different rates, and your child may be at a different component than what is thought to be attainable for their age. If the parent and child work together on the five components, the child’s skills will increase. One skill needs to be mastered before moving on to the next skill; otherwise, the child will become confused and frustrated.

The primary focus of this workshop will be to show parents and/or teachers how to use a book along with all five components of reading instruction. During this workshop, the participants will gain an understanding of all five components and be prepared to utilize these skills with their own children. In addition, the participants will develop an activity based on one of the five components to add to their Family Resource Library

The information contained in this document was based on the U.S. Department of Education publication *Put Reading First: The Research Building Blocks for Teaching Children to Read*. In addition, several of the suggested activities were obtained from the *I Can Learn! Strategies and Activities for Gray-area Children* by Gretchen Goodman.



Phonemic Awareness

Phonemic awareness is the ability to notice, think about, and work with individual sounds in spoken words, as defined by the U.S. Department of Education in *Put Reading First*. Children need to understand that words are made of small sounds or phonemes. Phonemes are the smallest parts of sound in a spoken word that makes a difference in the word's meaning. Basically, this is where learning "word families" becomes important. For example, changing the first phoneme in the word sat from /s/ to /f/ changes the word from sat to fat, therefore changing the meaning. At the back of this document is a listing of the 37 most common word families used.

Children in kindergarten through first grade can learn to read and spell with the understanding of phonemic awareness. Research tells us that the most effective method of teaching phonemic awareness is to focus on one or two types of phoneme manipulation at a time. Phonemic awareness also occurs in a progression. Therefore, it is important to understand and master one step before moving to the next step.

- Step 1 Recognizing which words in a set of words begin with the same sound
(bell, bat, boy)
- Step 2 Isolating and saying the first or last sound in a word
("The beginning sound of dog is /d/." "The ending sound of sit is /t/.")
- Step 3 Combining or blending the separate sounds in a word to say the word
("/m/ /a/ /p/ - - map.")
- Step 4 Breaking or segmenting a word into its separate sounds
("up - /u/ /p/")

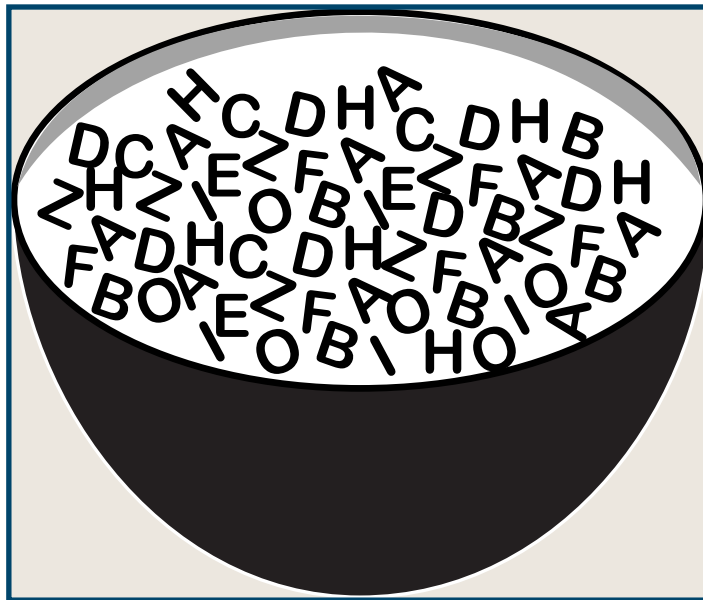
Activities

- ◆ DRIP DROP: Write each letter of the alphabet on a piece of construction paper in the form of a raindrop. Place two raindrops in front of the child choosing a beginning and ending consonant leaving the space between the two. Slowly drop a vowel raindrop in between the beginning and ending sounds. Ask the child to say the word as the rain falls. (d o g) (Goodman, p. 71)
- ◆ LINE 'EM UP: Give a child three cards with one letter on each card. Ask the child to say the sound that matches the card and line the letters up correctly to make a sensible word. (Goodman, p. 72)
- ◆ SOUND BOOKS: Children develop notebooks for their sounds. As a sound is presented in school, s/he can cut out magazine pictures of objects that begin with each sound and glue the pictures onto the paper. (Goodman)
- ◆ CONSONANT BOX: Find several objects that have names that start with consonants. Place these in a box. Pull out one object at a time from the box, and ask the student to tell you the beginning letter and sound of the object's name. (Goldsmith, p. 39)
- ◆ VOWEL BOOKS: Make a vowel dictionary by using a small tablet or several pieces of paper stapled together. Write a vowel at the top of each page and paste sample pictures of its vowel sound on that page. (Goodman, p. 77)
- ◆ GRID IT UP: To practice consonant sounds glue pictures of different objects on small note cards. Place the cards on a grid where each square has a consonant letter that corresponds to the beginning sound of the object on the card. (Goodman, p. 76)

- ◆ ALPHABET CEREAL: Give a child a bowl of alphabet cereal. Instruct him to match the letters that have the same sound. Then place the letters on a paper plate and discover all the words they can make. (Goodman, p. 78)

Hint: Consonants are (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z)

Vowels are (a, e, i, o, u)



Phonics Instruction

Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. In another words, phonics teaches children to use letters and sounds to read and write words. The goal of phonics instruction is to help children learn and understand that there are systematic and predictable relationships between written letters and spoken sounds.

Since phonics instruction helps children understand the relationships between written and spoken sounds, it provides a system for children to remember how to read the words. Once children learn the relationship, for example, that *phone* is spelled this way rather than *foan*, their memory helps them to read, spell, and recognize the word instantly and more accurately.

According to the U. S. Department of Education, systematic phonics instruction produces the greatest impact on children’s reading achievement when it begins in kindergarten or first grade. This should include teaching letter shapes and names, phonemic awareness, and all major letter-sound relationships.

Activities

- ◆ **WORD WALLS:** Generate lists of words that have common endings (at, am, ug, op, rf, it)
- ◆ **WORD SORTS:** Provide a list of words containing three or four different spelling patterns (e.g., ham, make, rain). The children sort the words into categories based on spelling patterns.
- ◆ **MAKING WORDS:** Select a long word from which several shorter words may be made (e.g. elephant, Frankenstein). Each letter of the word is on a card. The child constructs a variety of words with the cards, beginning with two letter words and gradually increasing the length of the words until the students have figured out the target word.
- ◆ **LOLLIPOP WORD FAMILY GAME:** Take several different colors of construction paper and cut them into circles. On one circle write a common ending such as “at.” On the other circles write one letter per circle. Glue the circles on Popsicle sticks to look like lollipops. Discover how many words you can make from the common ending “at.” (For example: c-at; f-at; s-at; b-at; h-at; m-at; p-at, r-at, t-at)
- ◆ **CONSONANT TRIP:** Begin the game by saying, “I am going on a trip and I’m going to take a _____.” (Fill in the blank with a word that begins with the consonant of your choice; for example: “I am going on a trip, and I’m going to take a suitcase.”) Another person then repeats the sentence and adds another item with the same beginning consonant. (I am going on a trip, and I’m going to take a suitcase and socks.”) Play continues in this manner until everyone has had a turn or introduces a new consonant. (Goldsmith, p. 40)
- ◆ **COOKIE SPELLING:** Get a small cookie sheet or metal cookie can lid, and give the child magnetic letters that form the word family for spelling. Have the child add or change the beginning letters on the tin. Then try changing the vowels to see what new words you can create. (Goldsmith, p. 134)
- ◆ **HOMOPHONES GAME:** Place each word on a card and match the words up by sounds. For example: deer and dear, sea and see, new and knew, eight and ate, hole and whole, pane and pain, mail and male, sail and sale, meet and meat, and tail and tale.

Hint: Phonics instruction can include children practicing the alphabet, listening to stories and informational texts read aloud, beginning to read text, and writing letters, words, messages, and stories.

Fluency

Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking. Readers who have not yet developed fluency read slowly, word by word. Their oral reading is choppy and plodding.

Fluency is important because it provides a bridge between word recognition and comprehension. In contrast, less fluent readers must focus their attention on figuring out the words, leaving them little attention for understanding the text.

Fluency develops over time and through practice. In the beginning, children's oral reading is slow and labored because they are just learning to attach sounds to letters and to blend letter sounds into recognizable words. To read with expression, readers must be able to divide the text into meaningful chunks. Readers must know how to pause appropriately within and at the ends of sentences and when to change emphasis and tone.

Children who read and reread passages orally as they receive guidance and/or feedback become better readers. Repeated oral reading substantially improves word recognition, speed, and accuracy as well as fluency. Repeated oral reading also improves reading comprehension. These benefits can be seen in all students throughout the elementary school years.

Activities

- ◆ **CHILD-ADULT READING:** The adult reads the text first, providing the child with a model of fluent reading. Then the child reads the same passage to the adult with the adult providing assistance and encouragement. The child re-reads the passage until the reading is quite fluent. This should take several re-readings. (Armbruster and Osborn, p. 27)
- ◆ **MAKING SENSE:** When children are reading orally and make a mistake that interferes with the meaning, ask them to reread the sentence to see if the substituted word makes sense in the sentence. Ask them what would make sense in the sentence. Then have them look at the beginning of the word to see if their predicted word has the same beginning sound.
- ◆ **CHORAL READING:** Select children's favorite poems. Children especially like the humorous poems of Prelutsky, Silverstein, and Viorst. Read the poem aloud to the children first, so they can focus on the meaning and become familiar with the vocabulary. When they are ready, ask them to join in and read along with you. Reread until they are fluent. Give them copies so they can reread the poem on their own. (Armbruster and Osborn, p. 27)
- ◆ **TAPE-ASSISTED READING:** Children read along in their books as they hear a fluent reader read the book on an audiotape. For the first reading, the child should follow along with the tape pointing to each word in his/her book as the reader reads it. Next, the child should try to read aloud along with the tape. Reading along with the tape should continue until the child is able to read the book independently, without the support of the tape. (Armbruster and Osborn, p. 28)
- ◆ **PARTNER READING:** In partner reading, paired individuals take turn reading aloud to each other. (Armbruster and Osborn, p. 28)
- ◆ **STORYTELLING:** Have older children tell a story to younger children.
- ◆ **READER'S THEATRE:** A child may perform a play for others. He may read from scripts that have been derived from books. (Armbruster and Osborn, p. 29)

Vocabulary

Vocabulary refers to the words we must know to communicate effectively. Vocabulary can be described in two ways: (1) oral vocabulary, which refers to words we use in speaking or recognize in listening; and (2) reading vocabulary, which refers to words we recognize or use in print.

Vocabulary plays an important part in learning to read. As beginning readers, children use the words they have heard to make sense of the words they see in print. In addition, vocabulary is important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean. As children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary.

Children learn word meanings indirectly in three ways:

- They engage daily in oral language with others.
- They listen to adults read to them.
- They read extensively on their own.

Using word parts can also help with developing vocabulary. Knowing some common prefixes and suffixes, base words, and root words can help children learn the meaning of many new words. For example, if children learn just the four most common prefixes in English (un-, re-, in-, dis-), they will have important clues about the meaning of about two thirds of all English words that have prefixes. Prefixes are easy to learn because they have clear meanings (for example, un- means not; re- means again; in- means not or lack of, and dis- means to negate), they are usually spelled the same way from word to word, and are found in the beginning of the word.

Activities

- ◆ **VOCABULARY DETECTIVES:** The child writes new vocabulary from the completed reading on individual 3" x 5" index cards. Place five words at a time in front of each child. Give clues to describe the new word. The child must say the word and use it in a sentence. "Can any detective in here find a new word that means 'scared'?" The child picks up the word "terrified" and uses it in a sentence. (Goodman, p. 91)
- ◆ **DICTIONARY DETECTIVE:** When looking up an unfamiliar word in a dictionary, a child may discover that one word may have several meanings. Have him read the definitions one at a time and discuss whether each definition would fit the context of the sentence. The child can easily eliminate the inappropriate definitions and settle on the definition that best fits the sentence.
- ◆ **CHECK-UP CHECKERS:** Make a checkerboard with alternating two-inch black and red squares and laminate. When children understand the game concept of checkers, use the alternating red squares to reinforce words such as vocabulary words, prefixes or suffixes, or root words. Before a player can land on a square, s/he must identify the word. (Goodman, p. 94)
- ◆ **CHAIN 'EM UP:** Children are given pieces of paper chain. They must combine the word written on their chain with another word to form a compound word. (Goodman, p. 56)
- ◆ **WORD GAME:** Write a word on an index card. Try to have about 20-30 index cards, each having one word. Play different word games with these cards. For example, group all the cards together that have the same meaning. Put cards together to make sentences. Place the cards together that are opposite in meaning.
- ◆ **WORD BANK:** As children learn new words, have them write the word on an index card and place in their "word bank." On a regular basis, go through the words in the "word bank". As the children review the words have them say the word and use the word in a sentence. (Goodman, p. 97)

- ◆ LET'S SHOW YOUR WORD: Write vocabulary words on index cards. Give the child all the cards, say a word, and the student holds up the corresponding card. (Goodman, p. 95)
- ◆ VOCABULARY BINGO: Make enough blank "Bingo" boards for several players. Have children write vocabulary words in each square. Read a definition; the child then places the marker on the correct vocabulary word. When the child gets a "Bingo", the adult examines the board to make sure it is correct. An alternative can be to write the definitions on the "Bingo" board and the adult reads the vocabulary word.

Text Comprehension

Text comprehension is the understanding of what is read. If readers can read the words but do not understand what they are reading, they are not really reading. As they read, good readers are both purposeful and active. To make sense of what they read, good readers engage in a complicated process. Using their experiences and knowledge of the world, their knowledge of vocabulary and language structure, and their knowledge of reading plans, good readers make sense of the text and know how to get the most out of it. They know when they have problems with understanding and how to resolve these problems as they occur.

Comprehension strategies are conscious plans or steps that good readers use to make sense of text. Research has shown that the following six strategies can improve text comprehension.

Monitoring comprehension – Children who are good at monitoring their comprehension know when they understand what they read and when they do not.

Using graphic and semantic organizers – Graphic organizers illustrate concepts and interrelationships among concepts in a text, using diagrams or other pictures such as maps, webs, graphs, and charts. Semantic organizers are graphic organizers that look like a spider web. The lines connect a central concept to a variety of related ideas and events.

Answering questions – Question-answering encourages children to learn to answer questions better and to learn more as they read.

Generating questions – Teaching children to ask their own questions improves their active processing of text and their comprehension. By generating questions, children become aware of whether they can answer the questions and if they understand what they are reading.

Recognizing story structure – Story structure refers to the way the content and events of a story are organized into a plot. Children who can recognize story structure have greater appreciation, understanding, and memory for stories. Story structure includes setting, characters, plot, problem, and resolution.

Summarizing – A summary is a blend of the important ideas in a text. Summarizing requires children to determine what is important in what they are reading, to condense this information, and to put it into their own words. Summarizing helps children identify or generate main ideas, connect the main ideas, eliminate redundant and unnecessary information, and remember what they read.

Activities:

- ◆ **BOOK CLUB:** Parents separate out chapters to read and then share discussion questions to ask their children.
- ◆ **CHARACTER POEM:** After children have read a story, have them generate lists of the attributes, actions, and feelings of one of the major characters. Have the children write a five-line poem about the character, using words that describe the character and his/her major actions, feelings, and characteristics.
- ◆ **DIRECTED READING THINKING ACTIVITY:** Have children look at the title and illustrations to predict what might be in a story. Have them read sections of the text, stopping to cite evidence, or read aloud portions of the text that confirm or disconfirm their predictions. Have them revise predictions as needed and evaluate their initial predictions at the end of the story.
- ◆ **WHAT DO I KNOW? WHAT DO I WANT TO FIND OUT? WHAT DID I LEARN?:** Develop a three-column chart with the following headings: "What do I know," "What do I want to find out," and "What did I learn." Before children begin learning about a topic, ask them to think of everything they already know about the topic. List this information under the heading "What do I know?" Then ask them to generate some questions that they hope to answer as they read. List these questions under the heading "What do I want to find out?" After reading, ask the students what they learned and list these under "What did I learn?" (Goodman, p. 103)
- ◆ **PICTURE WALK:** Have children go through the story, looking at each picture in sequence, and tell what they think will happen in the story based upon the pictures. Then read the story to see if you are correct.
- ◆ **RETELLINGS:** After listening to a story that has been read aloud or after reading a story, ask children to retell the story being sure to include the setting, characters, problem/goal, actions, and resolution.
- ◆ **CHARACTERS:** Children choose a favorite character from a selected book they have read. They dress as the character and give an oral report that includes setting, plot, character, and theme.
- ◆ **THEMED READING:** Read aloud or have children read four or five books on a given theme (e.g., frogs, Abraham Lincoln, space, airplanes, deserts, or Hawaii). Have them explain why the book exemplifies the theme.
- ◆ **AUTHOR STUDY:** Read aloud to children or have children read four or five books by a favorite children's author (e.g., Kellogg, Keats, Cleary, or dePaola) and discuss the characteristics of the books that exemplify that author's style.
- ◆ **FRACTURED FAIRY TALES:** Read aloud to children or have children read versions of fairy tales written from different points of view (e.g., Scieszka's True Story of the Three Little Pigs).
- ◆ **THAT REMINDS ME:** Read aloud books or have children read books about characters who experience a variety of problems (e.g., Alexander's Terrible, Horrible, No Good, Very Bad Day; The Little Red Hen). Have them discuss a time in which they experienced a similar problem or found themselves in a similar situation.



- ◆ **BOOK COMMERCIALS:** Children try to convince other children to read a book they have enjoyed by showing the book and explaining why they liked it.
- ◆ **READER RESPONSE:** While reading an excerpt from an informational text, ask the child to give a reader response based on the following: “My thoughts and/or questions about what I’m reading are . . .”
- ◆ **PICTURE THIS:** Have the child draw a picture about what they have read and then discuss the picture. Ask the child questions about the picture. If a child needs help with comprehension, try drawing a picture after reading a few paragraphs or pages. Check to see if the picture matches what was already read. If so, read on. If not, discuss the picture with the read material.

37 Most Common Word Families

- ack:** attack, back, black, crack, Jack, knack, lack, pack, quack, rack, sack, snack, stack, tack, track, whack, shack, slack, smack
- ain:** brain, gain, main, pain, plain, rain, Spain, train, slain, drain, grain, stain, chain
- ake:** bake, brake, cake, flake, lake, make, rake, stake, take, wake, drake, snake, shake
- ale:** bale, dale, gale, male, pale, sale, stale, tale, whale
- all:** ball, call, fall, hall, mall, stall, tall, wall, small
- ame:** blame, came, game, fame, name, same, shame, tame, flame, frame
- an:** an, ban, bran, can, clan, Dan, fan, flan, Fran, ran, span, Stan, tan, plan
- ank:** bank, blank, crank, Hank, plank, prank, rank, sank, tank, clank, spank
- ap:** cap, clap, flap, gap, lap, map, nap, rap, sap, tap, slap, trap, snap
- ash:** ash, bash, cash, dash, gash, hash, lash, mash, rash, sash, clash, flash, slash, crash, trash
- at:** at, bat, brat, cat, chat, fat, flat, hat, mat, pat, rat, sat, Sprat, tat, that, vat, scat
- ate:** ate, crate, date, fate, grate, mate, plate, state, slate, skate
- aw:** claw, flaw, gnaw, jaw, law, paw, raw, saw, slaw, straw, draw
- ay:** away, bray, bay, clay, day, gray, hay, lay, may, pay, play, ray, say, spray, stay, sway, tray, way, slay, pray, fray
- eat:** beat, eat, feat, heat, meat, neat, seat, wheat, cleat, pleat
- ell:** bell, cell, dell, dwell, fell, sell, smell, spell, swell, tell, well
- est:** best, jest, nest, pest, quest, rest, test, vest, west
- ice:** ice, dice, nice, mice, lice, rice, slice, price, spice, twice
- ick:** kick, lick, nick, pick, quick, Rick, sick, slick, stick, thick, tick, trick, wick
- ide:** bride, hide, pride, ride, side, slide, tide, wide, glide

ight: bright, delight, fight, fright, light, might, night, right, sight, tight, tonight, flight, plight
 ill: bill, hill, ill, Jill, pill, sill, still, till, will, drill, grill, spill, chill
 in: bin, din, grin, in, kin, pin, shin, spin, thin, tin, win, chin, skin, twin
 ine: dine, fine, line, mine, nine, pine, swine, tine, vine, spine, twine, shine, whine
 ing: bring, cling, fling, king, ping, ring, sing, sling, spring, sting, string, swing, thing, wing, zing
 nk: blink, brink, ink, link, mink, pink, rink, sink, think, wink, clink, drink, stink
 ip: grip, hip, lip, nip, ship, sip, slip, tip, trip, whip, blip, flip, drip, skip, snip
 it: bit, fit, grit, hit, it, kit, lit, pit, quit, sit, spit, twit, wit, slit, skit
 ock: block, clock, cock, dock, flock, frock, lock, mock, o'clock, rock, sock, stock, crock, smock
 oke: awoke, bloke, broke, joke, poke, spoke, stoke, woke, smoke, choke
 op: bop, cop, crop, drop, flop, mop, pop, stop, top, plop
 ore: bore, core, chore, lore, more, ore, pore, sore, store, tore, wore, snore, spore
 ot: apricot, blot, cot, dot, not, plot, pot, shot, spot, tot, clot, slot
 uck: buck, duck, luck, muck, puck, stuck, tuck, yuck, truck
 ug: bug, dug, hug, jug, lug, mug, pug, rug, tug, plug, slug, drug, smug, snug
 ump: bump, dump, hump, jump, lump, pump, rump, stump, trump, clump, plump, slump, chump,
 grump, thump
 unk: bunk, flunk, junk, plunk, punk, slunk, skunk, sunk, trunk, drunk, spunk, stunk, chunk

Beginning Blends (bl, cl, fl, gl, pl, sl)

(br, cr, dr, fr, gr, pr, tr)

(sc, sk, sm, sn, sp, st, sw, tw)

Beginning Diagraphs (ch, sh, th, wh)

Ending Diagraphs (ch, th, sh)

Bibliography

- Armbruster, B. B., & Osborn, Jean. (2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read*. Jessup, MD: National Institute for Literacy.
- Goldsmith, S. (1984). *ABC-123-A Teacher/Parent Resource for Teaching Beginning Concepts*. Nashville, TN: Incentive Publications.
- Goodman, G. (1995). *I Can Learn! Strategies and Activities for Gray-Area Children*. Peterborough, NH: Crystal Springs Books.

Workshop/Event Evaluation

Name of Workshop/Event: _____

School: _____ District: _____

City: _____ State: _____

Date: ____ / ____ / ____

Participant Response

1. What is your position at your school? Please check all that apply.

Administrator Teacher Staff Member in School
 Parent of Child in School Other

2. What did you find most helpful about the workshop/event?

3. What suggestions would you make to improve the workshop/event?

4. Other comments.

5. Please circle a number to rate each feature of the workshop/event.

	Poor	Fair	Good	Excellent
Presenter(s):				
a. Friendliness of presenter(s)	1	2	3	4
b. Knowledge of the presenter(s)	1	2	3	4
c. Clarity of presentation	1	2	3	4
Workshop/Event:				
d. Organization of workshop	1	2	3	4
e. Effectiveness of activities	1	2	3	4
f. Usefulness of materials	1	2	3	4
g. Content, what you learned	1	2	3	4

Thank you for participating in the workshop/event and filling out the evaluation!

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