

Reading Strategies

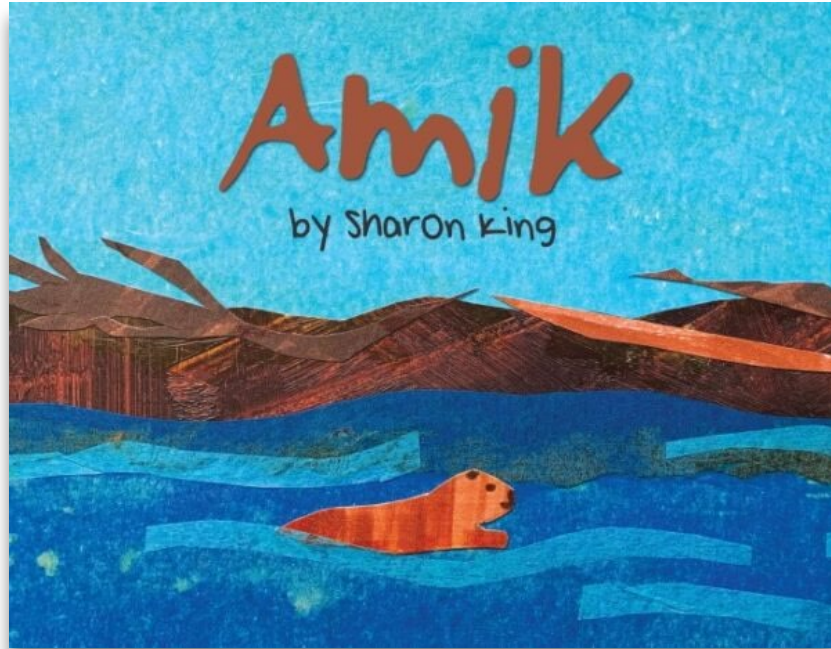
March 19, 2024
6:30-7:30 p.m.



Land Acknowledgement



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Facilitators



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Learning Goal



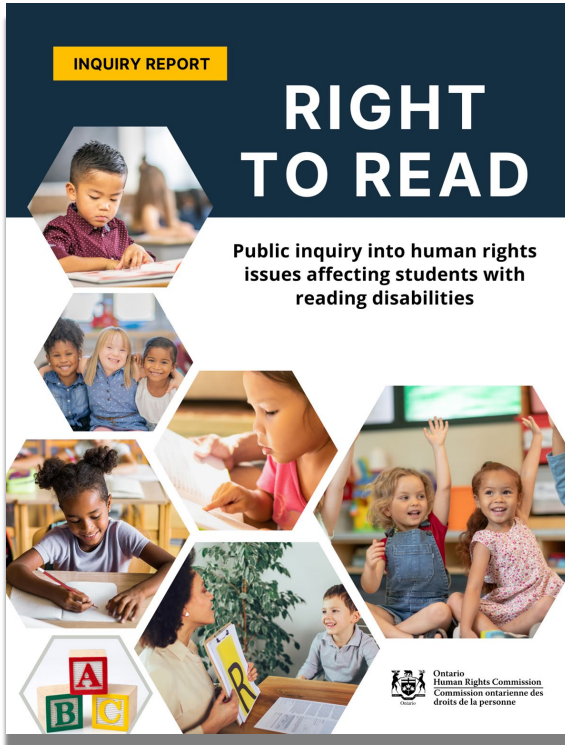
We are learning about effective early reading instruction and strategies that will help your early reader at home.

Success Criteria

- Become familiar with the evidence and research related to how students learn to read
- Understand foundational literacy skills
- Review strategies and resources to support reading development at home

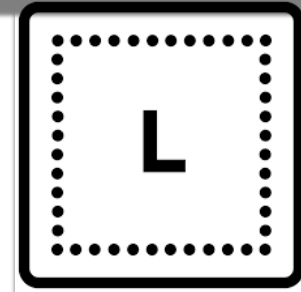
How We Learn to Read

The Right to Read Public Inquiry

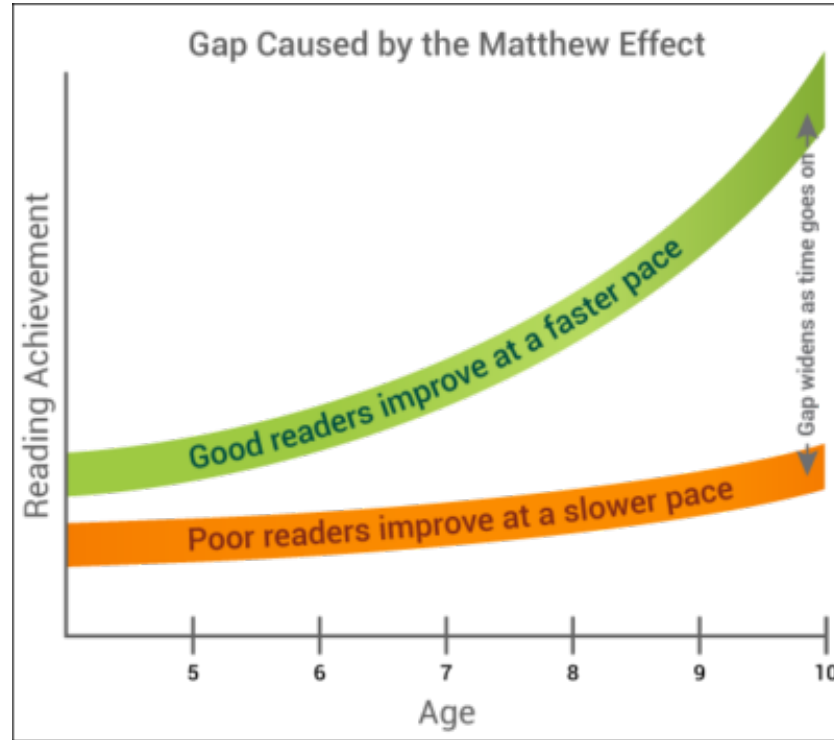


ELEMENTARY

Language (2023)



Matthew Effect



Noticing a Change in Reading Instruction



Lesson 45: sh /sh/



The Ship

Illustrate the story here:

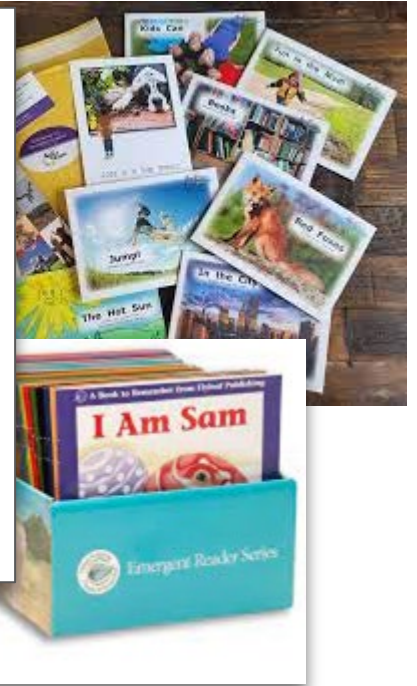


Look at the ship. Trish and Josh jump on the ship deck. Trish has a net to get fish. Josh has a bag to get shells.

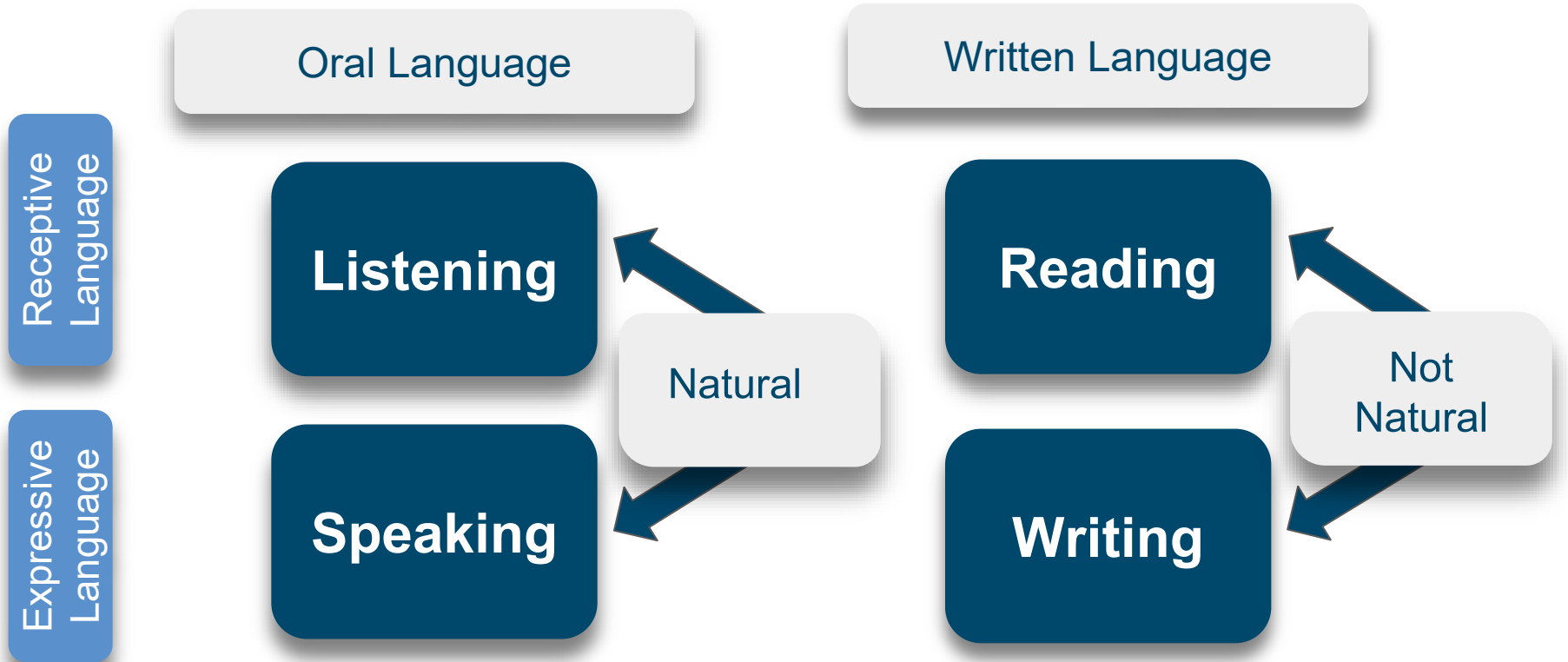
Trish jumps off the ship with the net. She swims to get fish. Josh jumps off the ship with his bag. He swims to get shells.

Trish and Josh get back on the ship. "Look at the fish in my net," said Trish. "Look at the shells in my bag," said Josh. We had fun on the ship.

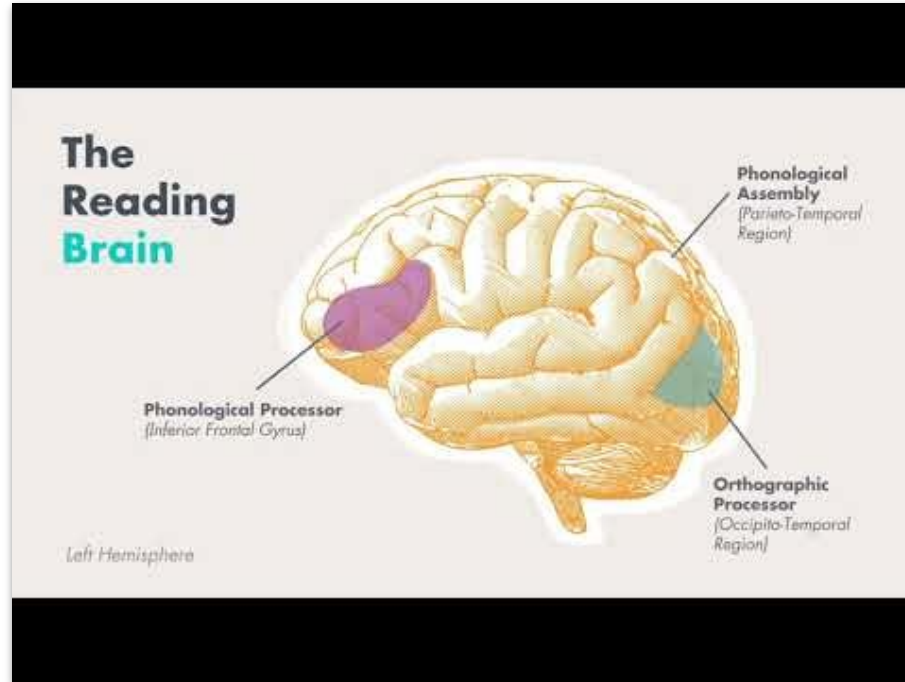
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Language Acquisition



The Reading Brain

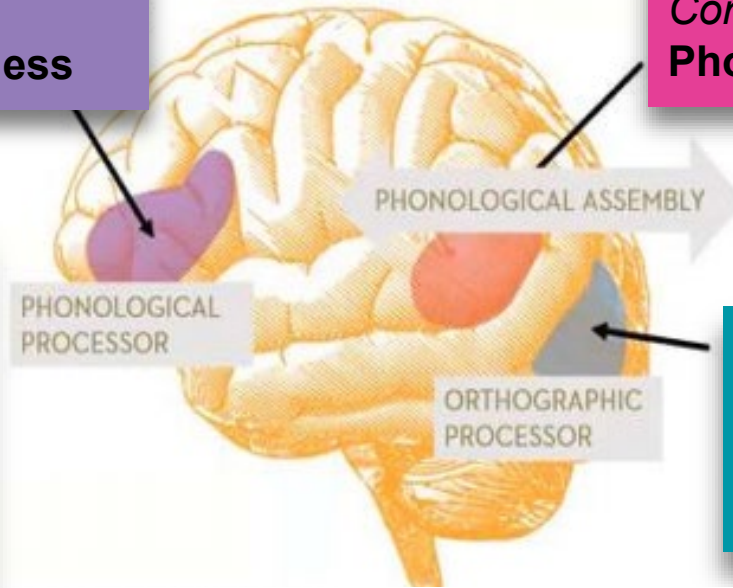


Neuroscience of Reading

Inferior frontal gyrus
processes sounds
Phonological Awareness

Parieto-temporal
Connects letters to sounds
Phonological Assembly

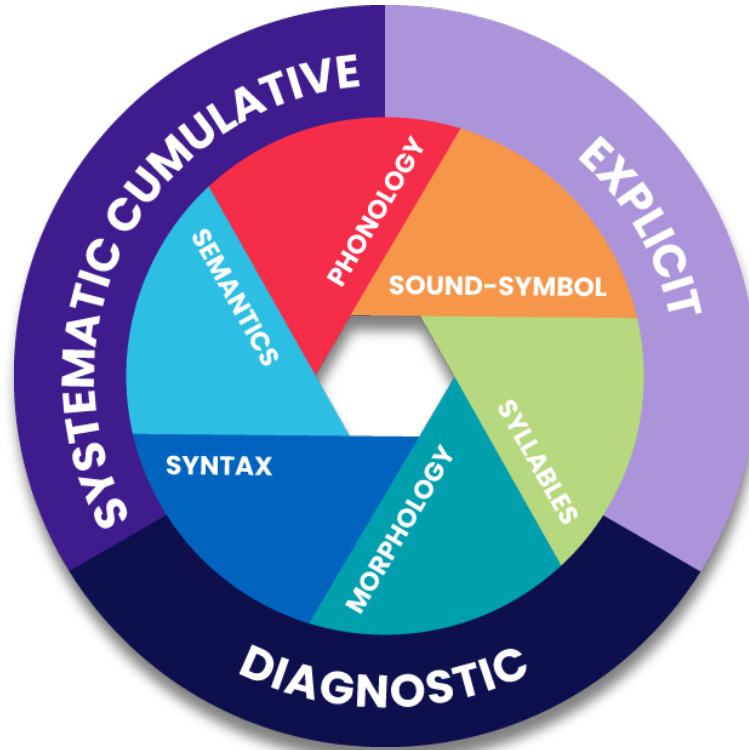
Students
require explicit
instruction to
activate this
reading circuitry



Occipito-temporal (word form)
*Stores information for automatic
word recognition*
Orthographic Processor

Sandak, Menci, Frost & Pugh, 2004; Houde, Lubin & Joliet, 2010

How We Learn to Read

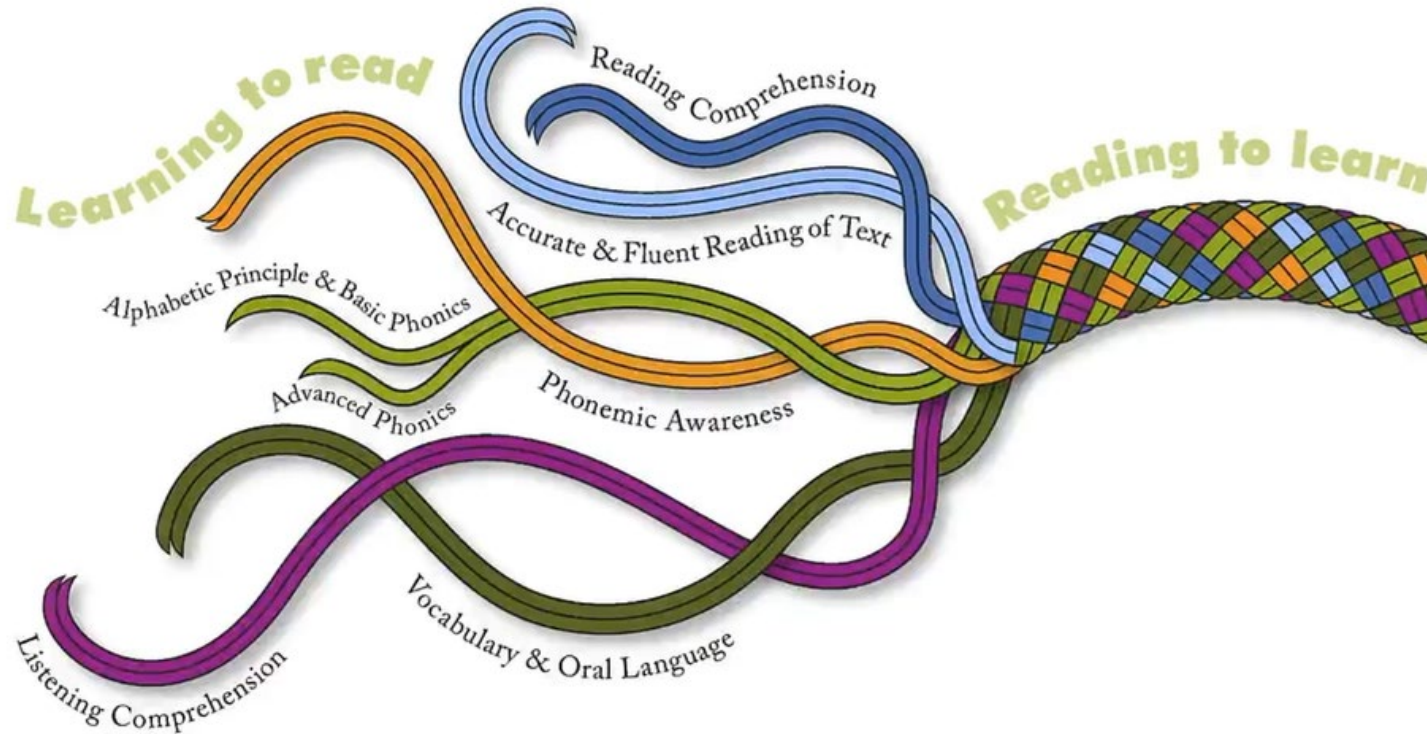


Foundational Literacy Skills

The Stroop Effect

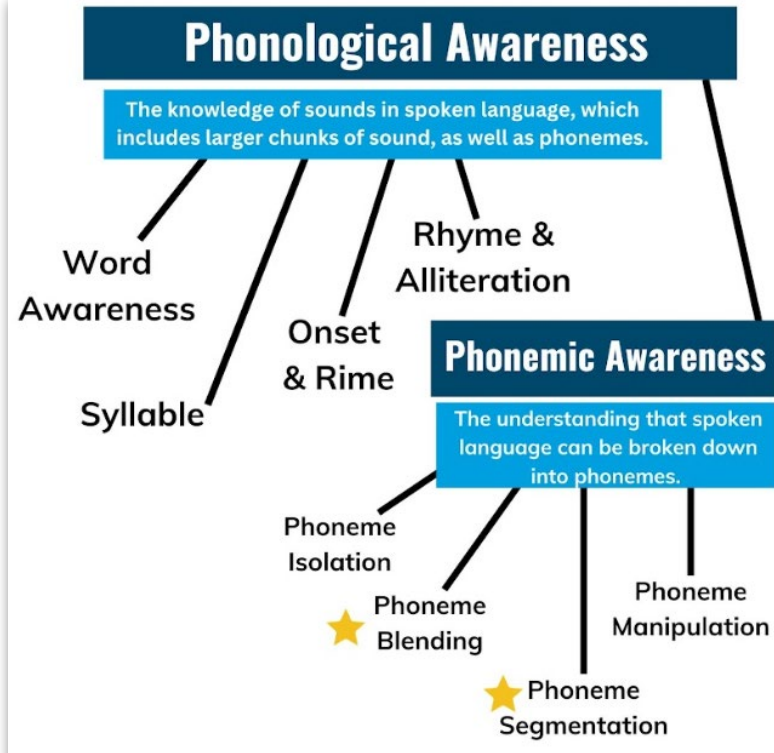
Quickly say aloud the **colour of the font** for each word

Essential Early Literacy and Reading Skills



Adapted from Scarborough, 2001 and Kame'enui, Simmons, Coyne, & Harn, 2003

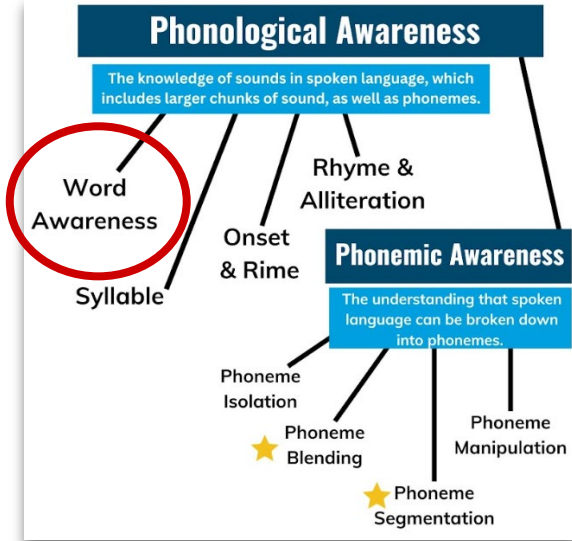
Phonological Awareness



Phonological Awareness refers to the ability to reflect on the sound structure of spoken language.

Phonemic Awareness refers to the ability to identify and manipulate the **smallest unit of sound** in spoken words, called **phonemes**.

Phonological Awareness

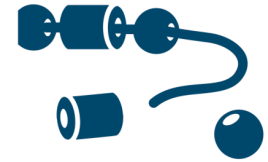


Word Awareness - is your child's ability to hear a sentence and understand that it is made up of a number of single words.

What can I do at home?



- How many words are in this sentence?
- How many words are in the title of this book?
- Point and read
- Word hunts
- Building sentences
- Sentence segmentation
- Word games



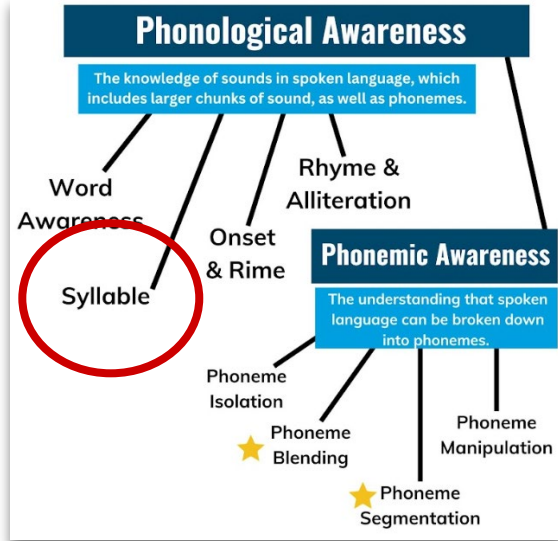
Phonological Awareness

Syllable - tapping out the beats of the word.

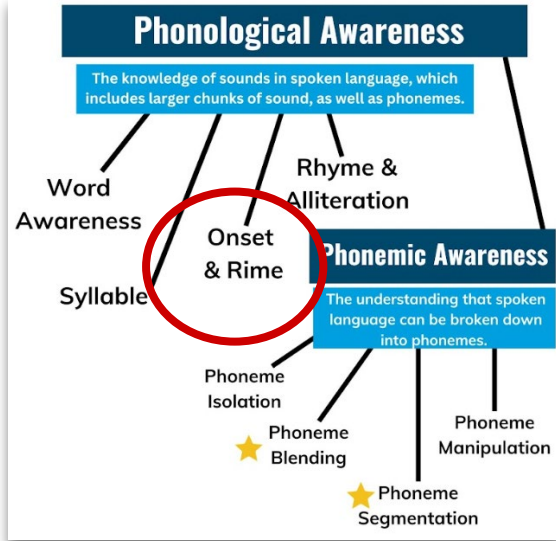
What can I do at home?



- Count the syllables in words
- Each syllables contains a vowel, when you say a syllable your jaw drops, try saying it in an angry voice
- Clapping games
- Syllable sorting
- Syllable puzzles



Phonological Awareness



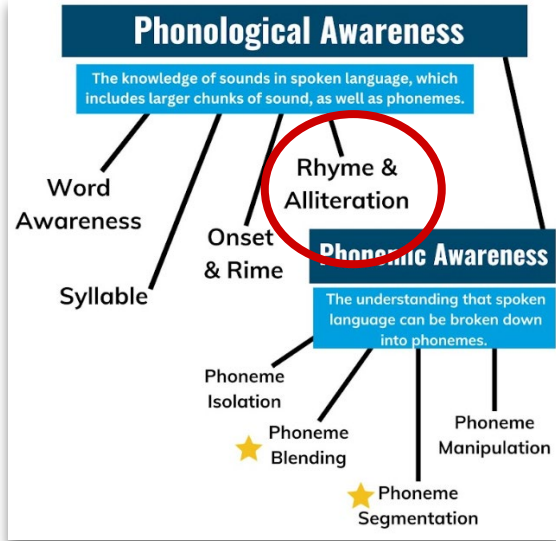
Onset & Rime - the onset is the first sound, the rime is the rest of the word (eg., fish= f-ish).

What can I do at home?



- “Tell me the first sound”, “Now tell me the rest of the word”
- Rhyme games
- Word families
- Onset and rime puzzles

Phonological Awareness



Rhyme & Alliteration - Rhyming words end with the same sound.

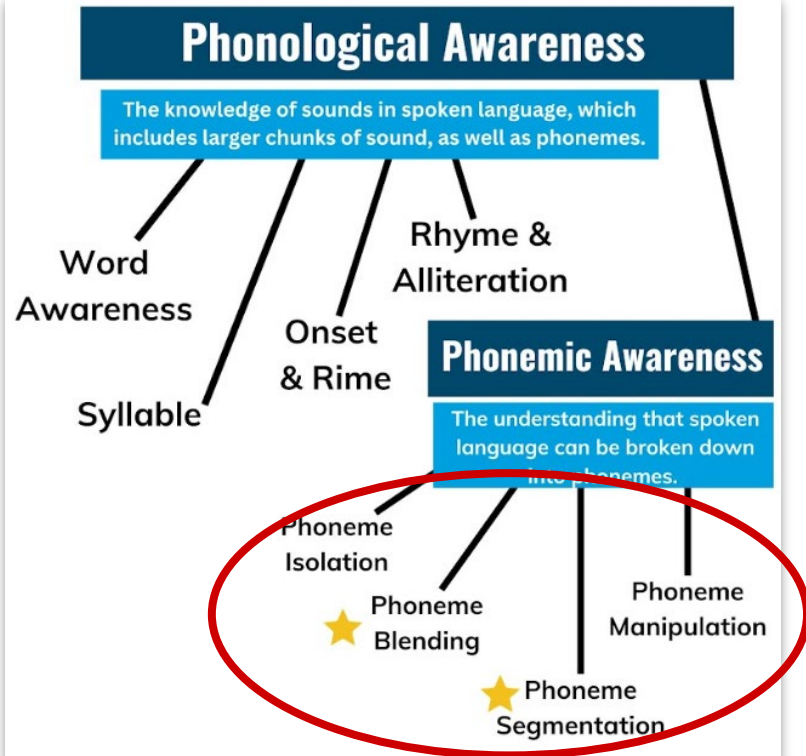
Alliteration is when the first sound is repeated in several consecutive or closely connected words (e.g., Seven Swans Swam in the Summer).

What can I do at home?



- Do these words rhyme?
- Tell me a word that rhymes with ___.
- Rhyme time
- Rhyme match
- Alliteration art

Phonemic Awareness



Segmenting and **blending** phonemes are the two most important skills contributing directly to reading development.

Phonemic Awareness

Phoneme Isolation - the ability to **isolate** a single sound in a word

What can I do at home?



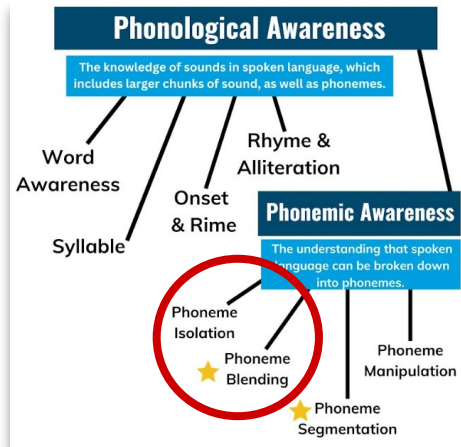
- What's the first sound in the word ship? (/sh/)
- What's the last sound in the word door? (/r/)

Phoneme Blending - the ability to combine sounds in words

What can I do at home?



- Listen.../r/ /o/ /k/...what's the word? (rock)



Phonemic Awareness

Phoneme Segmentation - the ability to break a word into individual sounds

What can I do at home?

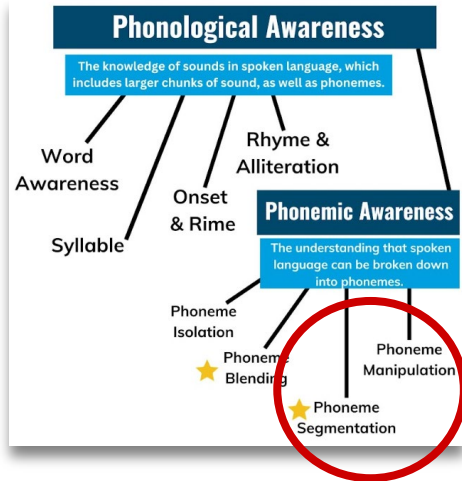
- Tell me the sounds you hear in “rock”. (/r/ /o/ /k/)



Phoneme Manipulation - ability to modify, change, or move the individual sounds in a word.

What can I do at home?

- Say “cap”. Change the /k/ to /t/. What’s the new word? (tap)



Phonemic Awareness Activities for Families

Adding or deleting words, syllables and phonemes

Words:

Say “baseball”, without /ball/, what’s left is? “base”

Syllables:

Say “neater”, without /er/ what’s left is? “neat

Phonemes:

Say “pig”, without /p/ what’s left is? “ig”.

Phonemic Awareness Activities for Families

Dear SCDSB families,

Practicing phonemic awareness at home with your child is a simple yet powerful way to boost their literacy skills. By engaging in these activities, you're helping them understand the building blocks of language. This early foundation paves the way for strong reading and writing abilities, setting them up for academic success. Plus, it's a fun and interactive way to bond with your kids while nurturing their love of learning. So, take a few minutes each day to explore sounds and words together – it's an investment in their future that can start right at home.

Blending

Race Car Blending. Write a word on paper with the sounds spaced out. Have the child drive the car across the word saying each sound as they drive over it. (e.g., c a t - the child will say /k/ /a/ /t/ cat)

Say two words with a pause between them. Have your child repeat the two words with a pause, and then say the compound word (out-side, outside)

Guess the Word Game- tell your child that you are going to sound out a word really slowly like a snail and they have to guess the word (e.g. /g/r/r/r/a/a/a/a/t/s great)

Robot Talk- As the robot leader, say this rhyme in a robot voice and have the students respond: "I am a robot. Can you help me? Can you tell me what I see? I see a /c/ /a/ /p/. Encourage the students to repeat the rhyme in "robot talk" and then blend the final word to answer the robot's question (cap)

Segmenting

Kung Fu- choose a kung fu action (such as a block), say a compound word and then have the child "block" as they segment it into two words (e.g. sunset, sun-set). As they gain skills in this area have them segment the onset (initial sound) and rime (the rest of the word) (e.g. wag- /w-ag) and then all the sounds in a word (e.g. chain- /ch-a-n)

Robot- Tell your child a word and have them use one robot arm movement for each sound to segment the sounds in the word (e.g. ship- /sh-i-p/)

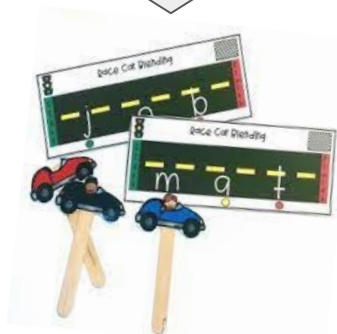
Use coins or cereal- place down one object for each sound in a word. As your child says the sound, they slide the object up. (e.g. cat- /k-a-t/ requires 3 objects).

Adding or Deleting Phonemes/Words

Adding- Say a word out loud. Have your child repeat it, then ask them to add a word to the end to make a new word (e.g., say "snow", add "ball" to the end. What's the new word? "Snowball") or have them add a phoneme to a word (e.g., say "ap", add "t/l" at the beginning and the word is? "tap").

Race car blending

Write a word on paper with the sounds spaced out. Have the child drive the car across the word saying each sound as they drive over it. (e.g., c a t - the child will say /k/ /a/ /t/ cat)



Alphabet Knowledge

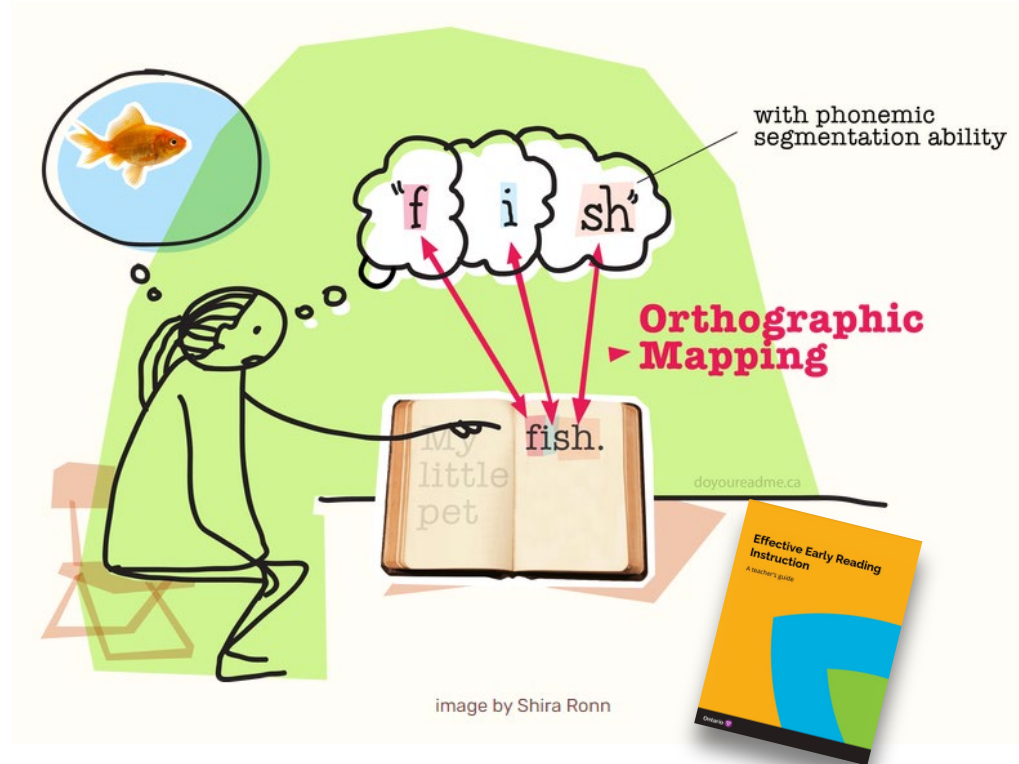
Alphabet knowledge refers to letter names and sounds. The alphabetic principle is the idea that letters and groups of letters represent the sounds of spoken words.



Alphabet Knowledge?

cap tap map mat mash

Phonics - Orthographic Mapping



Orthographic Mapping is an internal cognitive process where the brain links the phoneme sequence in a known spoken word with the sequence of letters in the corresponding written word.

Decodable Texts

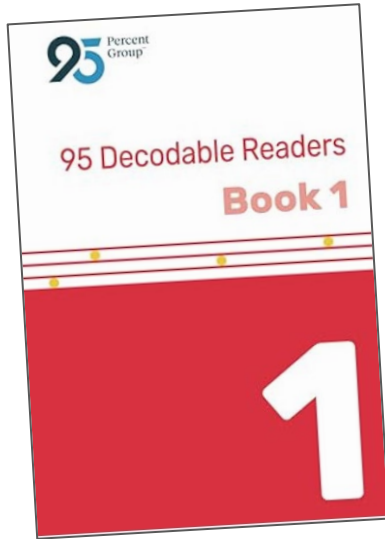
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Trish and Josh get back on the ship. "Look at the fish in my net," said Trish. "Look at the shells in my bag," said Josh. We had fun on the ship.

she	wish	shut	ash	shock	bash
crush	flash	shack	crash	dish	shed
		gash	shell	clash	mesh
		brush	dash	smash	fresh
		lash	rash	hush	trash
		shot	blush	shin	wish

Decodable Texts - Amazon



95 Percent Group- beginning with CVC (cat) words and increase in complexity.



Meg and Greg - shared reading with a proficient reader.

Decodable Texts - Free

[Flyleaf Ebooks](#)

[Beyond Decodables](#)

[Moon Dogs at Home](#)

[Success For All](#)

[Half-Pint Kids](#)

Starfall- [free pdfs](#); [projectable copies](#); [interactive stories](#)

[SPELD-SA Phonic Books](#)

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Supersonic Phonics and Jump Decodable

Students log in with SCSDB username and password