



## Review Day Activities

This is a very intense, repetitive program that requires a lot from the student; therefore, I have purposely incorporated review days so that your child has time to master the concepts that have been taught. Remember that practice leads to permanence! Please do not ignore these days, but do use them as a day to have fun and change the pace for your child. Below are some activities that you may want to incorporate into your review days.

**Simon Says Sounds:** Place several of the phonogram cards that your child has been taught face up. Play *Simon Says* by using commands such as: *Simon says touch the phonogram /f/ with your pinky. Simon says place the phonogram that makes the /s,z/ sounds on the floor. Place /d/ and /p/ on your shoe.* Remember you are saying the sounds not the letter names. This is a good listening game as well as a review of the phonogram cards.

**Hide and Seek:** Hide phonogram cards around the room. Have your child find a card and tell you the sound(s) it makes and a word that begins with that sound.

**What Letter Is It?** Write a letter with your finger on your child's back. Have him/her tell you the sound(s) of that letter. Now it is your child's turn to do it on your back. This is a great game to do while waiting in the doctor's office or in a line.

**How Fast Can You Do It?** Show you child a phonogram card (1-26) and have him/her tell you the sounds of the phonogram as quickly as he/she can. Set the timer and see how fast he/she can get through all 26 cards correctly. Record the time. Try two more times to see if your child can improve his/her time.

**Phonogram Hunt:** Have your child look in magazines or newspapers for the two/three letter phonograms that your child has been taught. Cut out the word. Make a phonogram book by gluing the words on a separate paper for each phonogram.

**Bath time fun:** Using shaving cream or bath crayons, tell your child a phonogram and have him/her write it on the bath tub. Have your child give you a word that begins with that sound. Go through the 1-26 phonograms. Added fun: Have your child draw a picture of something that begins with that sound.

**Cookie Dough Alphabet:** Using cookie dough, make the phonograms 1-26. Bake them. Say the sound(s) of the phonograms before you eat them. More fun: Do it with the two-letter phonograms.

## Review Day Activities (continued)

**Who is my partner:** Write all of the lower-case letters of the alphabet on a piece of paper for your child, leaving space by each letter so that your child can write the matching capital letter by the lower-case letter. On another day, you can do just the opposite.

**Phonograms Concentration:** Make two sets of phonogram cards. Place both sets upside down on the table. The child draws a phonogram card from one set and then draws a card from the other set and tries to make a match. Be sure he/she says the sound(s) of the phonogram correctly to get a match. Now it is the parent's turn.

**Two-letter Phonogram Practice:** Turn the phonogram cards 27-55 upside down on a table and let your child choose a card. Have your child say the sound(s) of the phonogram. If correct your child may keep the card; if not correct, it is turned back over on the table. You have a turn along with your child.

**Two-Letter Phonogram Detective:** Put on your overcoat and get out your looking glass. Find as many two-letter phonograms as you can using a newspaper, magazine, food containers, signs, etc. Write down the number of phonograms found.

**Play Dough Spelling:** Have your child make the spelling words using play dough. For each spelling word, have him/her give you a sentence using the word and tell you how many words he/she used in the sentence.

**Shaving/Whipped Cream Spelling:** Have your child write the spelling words in the shaving cream or whipped cream. For each spelling word, have him/her give you a sentence using the word and tell you how many words they used in the sentence.

**Flash Card Practice:** Flash the cards for your child and have him/her read the words. Then have him/her close his/her eyes and spell the word using only sounds, not the names of the letters. Next, have them give you a sentence using the spelling word. Count how many words are in the sentence.

**Capital and Lower-case Letter Practice:** You write a capital or lower-case letter and have your child write the other form of the letter by it. Have your child say the sound(s) of each letter.

**Making words:** Have your child place the following letter cards on a table: o, b, c, g, h, l, p, r, t. Using these letters have your child form the following words by pulling down the correct letters. As each new word is given, ask your child to switch out the appropriate letters: hop, cap, lap, tap, pat, rat, hat, cat, lab, rob, gab, got, chop. As your child spells each word, have him/her write the word on a paper. Finally, have your child read the completed list of words.

## Review Day Activities (continued)

**Fill in the Blank:** Write simple sentences for your child using the spelling words or other words that your child could read leaving out a word. Write two word choices for your child to choose from to correctly complete the sentence and have him/her write the correct work in the blank. For example: We \_\_\_\_\_ to the man. (*can, ran*) You and I \_\_\_\_\_ in the bed. (*did, hid*)

**Making words:** Have your child place the following letter cards on a table: d, i, f, h, k, l, m, s, t. Using these letters have your child form the following words by pulling down the correct letters. As each new word is given, ask your child to switch out the appropriate letters: it, sit, kit, fit, lit, hit, him, his, hid, did, lid skid, skit. As your child spells each word, have him/her write the word on a paper. Finally, have your child read the completed list of words.

**Building Sentences:** Using the spelling word flash cards, have your child create a sentence. Then have your child read the sentence. Have your child repeat this activity several times.

**Story Time:** Using two or three sentences, have your child write a short story about what he/she likes to do with your family. Make sure you are helping the child sound out the words that he/she doesn't know how to spell correctly. We do not want to encourage inventive spelling. Then your child may draw a picture of his/her story.

**Identifying Words and Sentences:** While reading books to your child, ask him/her to point to a letter, word, and a sentence. Count how many words are in a sentence. Count the number of sentences on a page.

**Dictating Sentences:** Dictate five sentences to your child and have him/her write them using the spelling words we have learned so far. Remind your child to begin each sentence with a capital letter and end with a punctuation mark. Your child may draw a picture of his/her favorite sentence.

**Making Sentences!** Have your child write ten sentences using at least two spelling words in each sentence. Be sure each sentence begins with a capital letter and ends with a punctuation mark. Some sentences may be questions.

**Finding the Final Sound:** Say the name of twenty items in your kitchen. Ask your child, "What sound do you hear at the end of the word *spoon*?" What sound do you hear at the end of the word *toaster*?" etc.

**Reading Buddies:** Pick any stuffed animal to be your buddy. Each night this week read one of your reading books to him/her. Then read to your Mom or Dad. Then share one with your sister or brother. Have fun sharing your books.

**me**

**go**

**a**

**do**

**at**

**it**

**and**

**on**

**is**

**she**

**run**

**in**

**can**

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**see**

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**free**

**hats**

**wish**

**hope**

**beat**

**sits**

**box es**

**beet**

**lots**

**door**

**sea**

**box**

**floor**

**be long**

**sow**

**stand**

**yes**

**row**

**yard**

**low**

**soft**

**bring**



## Reading

As I stated earlier, one of the best gifts you can give to your child is to read to her each night. This practice will build your child's vocabulary and comprehension. It will also build your relationship with your child. Keep your child involved as you are reading. Ask questions. The following are different levels of questioning:

1. First, check to see if your child has a knowledge of the facts or information. These are the "who, what, and where" questions. (Who did it? What did they do? Where?)
2. Second, check for understanding. (What happened first? Next? Last? When?)
3. Third, help your child apply the information to solve problems and predict outcomes. (How would you have prevented that from happening? What do you think will happen next?)
4. Fourth, analyze the information. (How are \_\_\_\_ and \_\_\_\_ alike? Is this a silly story?)
5. Fifth, use information in the story to create new ideas. (What would you change about the story?)
6. Sixth, have your child tell you what he/she learned from the story and how he/she can apply it to his/her life. (Was that a wise thing to do? What can this story teach you?)

Comprehension is the ability to picture the story in your mind. An idea to help a child develop this ability is to illustrate a story after you have read it. Read a short story and then draw a picture about each sentence that depicts what happened in the story. Have your child retell the story from these pictures. Then cover up the pictures one at a time and have your child tell the story until he can tell the whole story without the pictures.

When your child begins to read on her own there should be two parts to your child's twenty minutes of reading each night. First, should be the reading of the spelling words beginning with the new words of the day. Reading of the words should not be just memorizing them but also understanding the phonetic and spelling rules. So as you are reading the words stop and ask your child questions to see if he/she understands the rules and markings. Second, listen to your child read his/her book. If your child is sounding out words, please have him/her reread the sentence until he/she can read it fluently. If you see that your child is guessing at words, ask him/her to reread the sentence until he/she reads it correctly. We must help your child understand that the

goal of good reading is to fluently and correctly read each sentence. A good rule of thumb for a beginning reader is to read the book three times.

You should be more concerned about the quality of reading than the quantity of reading.

You can play games with your child to encourage fluency. Time how long it takes your child to read a page or book and then ask him/her to reread it faster the next time. Praise your child for his/her progress. Please keep reading a fun experience for your child. Struggling through a whole book can be frustrating and discouraging to your child. Make your child's twenty minutes of reading enjoyable. Fluency will come with time and practice.

Every child progresses at different rates. The goal is that your child feels good about his reading. Learning to read is much like learning to play a musical instrument. The more you practice the better you get. A child must have fluency before she can comprehend what she is reading. Here are a few ideas to keep your child's reading interesting:

1. Partner read – Your child reads a page and then you read a page. Then read the book again reading the opposite pages you read the first time.
2. Buddy read – Have your child read to a stuffed animal, a sibling, a grandparent, etc.
3. Read together – Read each page together. To begin with set the pace slower than your normal reading but at a pace that stretches your child's reading fluency.

Once a child is reading fluently, then you may begin asking the same comprehension questions as I explained above. The most important thing about reading is to make it an enjoyable experience. If your child is struggling in reading, then that usually means that she is missing some earlier concepts such as phonogram recognition, putting sounds into words or spelling word recognition. If your child cannot read the spelling words fluently, then she will struggle in reading the words in text. Again, practice is the key.

Following is a list of some beginning readers that are familiar to me. You may have your favorites. Just make sure your child is challenged but not frustrated in his reading.