

K-2 Literacy Support for Students and Families
Week 2

Foundations of Reading

Use the charts to choose a suggested activity for each component of Foundations of Reading. You may choose a different activity each day or repeat the same activity based on your child’s need.

Working with Sounds (Phonemic Awareness): at least 5 min daily

Working with Sounds	Demonstration Video	Materials
Play hot potato using rhyming words or just take turns saying rhyming words: cat/bat, sat/mat, ring/sing, ding/bring	Rhyming Hot Potato	Rhyming Words
Ask your child to say all the sounds they hear in the word you say: lip = /l/-/i/-/p/, fish = /f/-/i/-/sh/ Then, ask them how many sounds they heard. They can do this by raising a finger as they say a sound or they can jump for each sound.	Segmenting Sounds	Sound Boxes

Working with Letters and Words (Phonics): at least 5 min daily

Working with Letters	Demonstration Video	Materials
Say a letter sound and have your child find the corresponding letter	Finding Letters	
Have your child practice writing letters with everyday items: cheerios, salt, sugar, shaving cream, play-dough, pipe cleaners, chalk, Q-tip or paintbrush dipped in water on concrete/sidewalk	Writing Letters	

Working with Words	Demonstration Video	Materials
Practice building words using magnetic letters, homemade letter cards, or printed letter cards on the refrigerator.(cat) Have your child read the word and use it in a sentence. The next day change one of the letters to make a new word. Start by changing only the beginning sound (cat, bat, sat, mat, rat, pat). Then change the ending sound (pat, pal, pad, pan). Finally change the middle sound (pan, pen, pin)	Word Ladders	Alphabet Cards Word Ladders
Practice reading decodable and high-frequency words	Reading decodable words	

Practice Reading (Fluency) and Understanding What You Read (Comprehension): at least 15 min daily

Practice Reading	Demonstration Videos	Materials
Have your child practice reading decodable books independently or to you.		
Have your child read books to a difference audience: they could read to grandparents over face-time or zoom, they can read to stuffed animals or other siblings in the home	Reading to a different audience	

<p>Read an authentic picture book to your child. Use this time to model good reading pace, expression, and pausing. Before reading, ask your child what they think the book is about. You can also take a “picture walk” before reading to spark their interest. During and after reading, ask questions about the story. Discuss any new words and their meaning to continue to build vocabulary.</p>	<p>Reading an authentic picture book</p>	
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Understanding What You Read	Demonstration Video	Materials
<p>Be sure to model your thinking for your child when you are reading a book and have ideas or questions as you read.</p>	<p>Think alouds</p>	<p>Modeling Thinking</p>
<p>Ask these types of questions when reading <i>fiction</i>:</p> <ul style="list-style-type: none"> ● Before reading: make predictions about what the story is about ● During reading: stop and ask about what has happened so far in the story. Ask them opinion questions about the characters, problem/solution ● After reading: have your child tell you what happened in the beginning, middle, and end of the story or discuss their favorite part of the story 	<p>Understanding what you read</p>	<p>Question Starters</p>