

K-2 Literacy Support for Students and Families Week 3

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				
Practice saying words to your child and asking for the beginning sound or the ending sound.	Working with Sounds					
Say Silly Sentences: Sally sells sea shells by the sea shore Get your child to make up a silly sentence using other sounds: /d/ Dirty dog digs down deep.	Silly Sentences	Silly Sentences				
Say a simple sentence to your child and have them touch a block, penny, etc. for each word as they repeat the sentence. <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">The</td> <td style="padding: 2px 10px;">dog</td> <td style="padding: 2px 10px;">is</td> <td style="padding: 2px 10px;">brown.</td> </tr> </table>	The	dog	is	brown.	Post-it Literacy	Counting Words in a Sentence
The	dog	is	brown.			

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

Working with Letters	Demonstration Video	Materials
Match uppercase/lowercase letters: write uppercase letters on left side of paper and lowercase letters on the right and have the child match (be sure not to write in order)	Working with Letters	Matching Letters

Working with Words	Demonstration Video	Materials
Provide multiple opportunities for your child to make words using a variety of materials: paper/pencil, magnetic letters, letter cards (purchased or homemade), letters cut from newspapers/magazines, shaving cream, salt pans, etc.)	Create and Make Words	
Practice reading decodable and high-frequency words	Working with Words	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.	Reading Decodable Book	
Practice reading emergent readers independently, together, or use the narration tool for the book to be read to your child. Be sure to note any	Reading Emergent Reader	

new vocabulary within these books. You always want to create meaning to new words you read.		
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Understanding What You Read	Demonstration Video	Materials
<p>Ask these types of questions when reading <i>non-fiction</i>:</p> <ul style="list-style-type: none"> • Before reading: make predictions about what the story is about, ask them what they know and would like to know about the topic, explore the table of contents • During reading: read all the additional headings, captions, and other sidebars for additional information • After reading: discuss predictions made before reading the book and what they learned 	Non-Fiction books	Text Questions
<p>Discuss the book and make connections about his/her real world experiences: if the book is about zoo animals discuss his/her experience with animals or visiting the zoo</p>		

The Center our Development and Learning (www.cdl.org), a Louisiana nonprofit dedicated to improving the life chances of all children, especially those at high risk, by increasing school success, has created the digital content to compliment the K-2 Literacy Lessons.