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# Tips & Tricks

## Supporting Your Student's Literacy Skills at Home

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Elizabeth Skorhodov - Kindergarten Teacher

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# Who am I?

Elizabeth Skorohodov

Parent

Teacher

# How did I get here?

My kids

My teaching

My training

Susan Barton [www.bartonreading.com](http://www.bartonreading.com)

Ron Yoshimoto [www.ortongillinghaminternational.org](http://www.ortongillinghaminternational.org)

Project Read

In Progress: Orton-Gillingham Certification

LETRS Professional Development Training

# Keep in Mind

- No two students are created the same.
- Students with dyslexia or other learning challenges have great strengths.
- Guide them to their strengths and help them feel their success.
- Students are never wrong, the key is in guiding them to the answers.
- Keep segments of learning fast and fun!
- If it hasn't been taught to them it isn't fair to ask them to do it.
- Eliminate or prevent them from learning the strategy of guessing.
- Concepts and skills need to be constantly revisited and used as building blocks. Repetition, repetition repetition!

# Oral Language - Vocabulary Development

- Read, Explore and Talk
  - Go on a walk and have them describe what they see.
  - Ask them questions about the word and their interests.
  - Read books of all levels to them and discuss those unknown words.
- Resources - <https://www.fcrr.org/student-center-activities/pre-kindergarten#sca4>

# Phonemic Awareness - Listening Skills

- **Phonemic Awareness is crucial to reading success.**
- If you can't hear it, you can't spell it.
- If you can't hear all the parts in a word your word recognition can be compromised, making it difficult to read, and catch mistakes as you go.
- Comprehension and fluency is compromised if you are unable to read accurately and automatically.
- **Don't Worry Phonemic Awareness can be quick and FUN!!!**

# Phonemic Awareness FUN!

**REMEMBER:** Phonemic Awareness involves ONLY the ears which means you can do this anywhere! On a walk, in the car even on a bike ride!

Rhyming Games

Poetry: Rhyming & Alliteration

Sound Deletion / Sound Substitution / Sound Manipulation Games

Syllable Deletion / Syllable Substitution / Syllable Manipulation Games

Pig Latin!

# Rhyming Games

## 2 Word Rhyming Game

Adult: Says 2 words - thumbs up, jump up, stand up.... if they rhyme.

Student: Repeat the 2 words then does the action you have asked them to do.

## 3 Word Rhyming Game

Adult: Says 3 words, only 2 rhyme

Student: Repeat the 2 words that rhyme

## Silly Sentences - rhyming game.

Adult: The dog was on a log in the bog when it caught a \_\_\_\_\_?

Student: Student fills in the blank with a word that rhymes with bog.

**ONLINE** - <https://www.youtube.com/watch?v=cSPmGPlyyKU>

# Listening for Sounds - Arm Spelling

- Purpose: To demonstrate segmentation of words into sounds and blending them back together. Help your child slow down and listen for all the sounds in a word.
  - **Say a word and use it in a sentence.** Using it in a sentence will help them build their vocabulary and eliminate confusion of which word you are talking about. Have a discussion about the word if they come up with another meaning.
  - **Arm Spelling** - start at your shoulder and tap down your arm, one tap per sound. Blend the sounds back together by running your hand back down your arm as you say the word one last time.

# Arm Spelling - Practice

Arm spell: can / desk / shell (one tap per sound).

Say the word \_\_\_\_\_

Use the word in a sentence.

Arm spell the word

Slide from shoulder to wrist and restate the full word.

Online Resource:

<https://education.ufl.edu/uflivirtualteaching/main/instructional-activities/phonemic-awareness/>

# Sound - Deletion, Substitution, Manipulation

- Purpose: To become flexible and fluent with hearing and manipulating sounds
  - **Sound deletion**
    - Adult: "Say log" - student repeats "log"
    - Adult: "Say log without the /l/". Student says og
  - **Sound Substitution**
    - Adult: "Say log" - student repeats "log"
    - Adult: "Now say log but instead of saying /l/ say /d/"
    - Student: "dog"
  - **Sound Manipulation**
    - Adult: "Say dog" - student repeats "dog"
    - Adult: "Now switch the /d/ and the /g/"
    - Student: "god"

# More ways to practice - identifying sounds

## First Sound

Adult: Says a word **dog**

Student: Says only the first sound they hear **/d/**

## Final Sound

Adult: Says a word **dog**

Student: Says the final sound they hear **/g/**

## Middle Sound - What is the vowel?

Adult: Says a word **dog**

Student: Says the middle (vowel) sound they hear **/o/**

# Syllables - Start with compound words

Compound word practice is the beginning of listening for syllables. Eventually you can play this same game using larger words and breaking them into their syllables.

**Compound Word Game** - use 2 fists in the air, one fist per word

- Adults: Shows one fist and says first word: **back**
- Student: Repeats word and shows one fist: **back**
- Adult: Shows second fist and says second word: **pack**
- Student: Shows second fist and says second word: **pack**
- Adult & Student: put fists together and say the compound word: **backpack**

\*\* This can be done in reverse as well. Start with the full word and break it up into its individual words.

Questions??



# Letter Sounds & Formation

## **Handwriting IS important!**

Help you student with their pencil grip.

<https://www.youtube.com/watch?v=DP5htYZ5jjQ>

## **Practice letter name / sound and handwriting all at the same time!**

Make sure you are saying the correct sounds when you review letter sounds with your student.

<https://www.youtube.com/watch?v=A8sjxXSDRyl&feature=youtu.be>

# Letter Sounds - Short Vowels First



apple



eddy



ox



itchy



up

# Letter Sounds

**Consonants** - Careful not to add a /u/ on the end

b - boy - /b/

k - kite - /k/

s - snake - /s/

c - cat - /c/

l - lamp - /l/

t - top - /t/

d - dog - /d/

m - man - /m/

v - van - /v/

f - fish - /f/

n - nut - /n/

w - wagon - /w/

g - goat - /g/

p - pig - /p/

x - box - /ks/

h - hat - /h/

qu - queen - /kw/

y - Yak - /y/

j - jam - /j/

r - rat - /r/

z - zebra - /z/

FREE Sound Card Decks: <https://apps.apple.com/us/app/og-card-deck/id709418432>

(apple devices only)

# Letter Sound & Handwriting Practice

You can use any writing practice workbook you want or make your own letter pages. Have them trace a minimum of 3 times before trying it on their own.

**Remember:** You MUST say the correct sounds, proper pencil grip, and ALL letters start at the top, top, top!

If pencil grip is a problem, practice letter formation in sand, salt or shaving cream.

A fun routine is Trace/Copy/Cover/Close (say letter name/picture/sound as they write):

Trace 3x / Copy 3x / Cover and write 3x/ Close eyes and write 3x

# Handwriting Practice - Letter/Sound Dictation

Once you have introduced and discussed a new sound it needs to be practiced.

- Adult: Demonstrates how to form the letters on paper (starting at the top)
- Adult: Demonstrates what students will say as they write.
- Student: Write their letter(s) while they repeat: letter name/picture/sound
- Adult: Monitors as they write and assists or reteaches students if needed.

Adult: Say the letter sound

AND/OR

Adult: Say letter name

Student: Writes the letter

Student: Writes the letter

# Phonics Practice - Bringing in the visuals

## Martian Word Game

- Adult: Puts out a CVC combination of letters in front of the student(s)
- Student: Reads the word
- Adult: Changes one of the 3 letters - **ONLY Change one sound at a time.**
- Student: Reads the new word

\*Goal is to become automatic and fluent in blending sounds. Make it a game - can they read the words faster than you can flip the sound cards?

# Phonics - Building Words

**Building Words** - Whiteboard - Adult writes - Student reads

- Adult: Writes a letter and taps underneath it.
- Student: Says the sound of the letter.
- Adult: Writes the next letter in the word and taps underneath it.
- Student: Says the sound then blends with other sounds already written.
- Continue this pattern until all letters have been written
- Student: Reads the word aloud once it is complete.
- Adult: Says the word in a sentence.

# Phonics - Reading Words

## Students Read Words

- Adult: Writes several words on the whiteboard or chart paper
- Student: Blend sounds to read the words
- Adult: Have student come up and locate letters/sounds/words....

\*\*As skills grow, move from reading words to reading sentences.

Remember you can only use letters and spelling patterns that have been explicitly taught.

Example:            bat            sip            jam            fib

Adult:    Circle the word that ends in /p/.

Find my word. Underline the mammal that flies at night and eats bugs.

# High Frequency/Sight Word Practice

**Red Card Words - Unfair words, they don't follow rules cannot sound out.**

**Green Card Words - Fair words, they follow the rules can be sounded out.**

- Visual / Auditory / Kinesthetic - Word is written in red or on a red card / practice word in red
  - Discuss the word: how many letters? What makes this word unfair?
  - First letter / vowel / ending letter
  - Skywrite the word:
    - Adult: How do you spell \_\_\_\_?
    - Student: Skywrites word while saying letter names. Example: T / H / E spells "The"
    - Repeat 3 x in the air, write on knee, other knee, carpet, neighbors back...
  - Practice writing the word - say the letter names as you write them.  
Trace word / Copy Word / Cover word and write from memory
  - FINAL TEST - Close your eyes and write the word.

# Dictation - Putting it all together

Purpose: Dictation brings all of it together. Listening, breaking the word into sounds and using their letter formation knowledge to write and spell.

- Adult: Say the word.
- Student: repeats the word
- ARM Spell the word while saying the sounds
- Write the sounds: Student says the sound as they write
- CHECK the sounds that were written... do you have all the sounds in the correct order?

**Remember:** If pencil grip is a problem you can do dictation in sand, salt, flour, and even shaving cream!

# Word Dictation

- Adult: Say word. Say word in a sentence.
- Student: Repeats Word
- ARM Spell Word
- Student write each letter, saying the letter sound as they write it.
- Student: Reads back what they wrote. Are all the sounds there?

Write on paper, dry erase, in sand, salt shaving cream

OR

ONLINE - Free App <https://www.reallygreatreading.com/lettertiles/>

# Sentence Dictation

- Only use letters and sight words that have been taught previously.
  - **Adult: Says sentence.**
  - **Student: Repeats sentence**
  - Together: Clap sentence - one clap per word.
  - Together: Pound out sentence on lap or table. One pound per word.
  - Adult & Student: Stomp Sentence
  - Adult : How many words in this sentence?
- Draw one line for each word counted. **Students then write the sentence.** In the beginning all students should put a line for each word, this will eventually go away.
- **Reread & Check Sentence** - Did you start with a capital? Did you end with punctuation? Are there any words you are stuck on that you want to check?

# READING

## The Final step is to read, READ, READ!

- Try to pick appropriate leveled books for your reader.
- Younger readers - decodable readers that will practice the letter sounds and sight words that have been taught are best.
  - Bob Books
  - [www.flyleafpublishing.com](http://www.flyleafpublishing.com)
  - EZ2 Read Printable Books & Materials [www.ez2read.com](http://www.ez2read.com)
- Older readers - Have them read with you if possible. If there is a word they cannot possibly know, just tell them what it is. If they should be able to sound it out guide them to pay attention to the entire word and use their skills to read the word. Stop and ask them questions as you read, help them think and reflect upon the book.

# Additional Resources

## **Florida Center for Reading Research:**

<https://www.fcrr.org/student-center-activities/pre-kindergarten>

Free activities and resources for phonemic awareness, phonics, and oral language development practice . Resources for Grades Pre-K through 5th.

## **University of Michigan:**

<http://dyslexiahelp.umich.edu/>

<http://dyslexiahelp.umich.edu/tools/apps>

## **Orton-Gillingham Online Tutoring Apps:**

<https://ortongillinghamonlinetutor.com/reading-apps/>

Questions???