



Read

With Me

Parent Manual



A program for parents and students
created to enhance early literacy skills



Welcome To Read With Me

Read With Me is a program developed for parents and students that is intended to help parents help their children learn to read. The program is an early literacy program that teaches the fundamentals of reading in a systematic and explicit manner.

This manual was developed to follow the curriculum taught in the classes. If you follow the manual, come to class, work with your child and ask questions, we are certain that your child will learn to read fluently and with understanding.

We congratulate you on your decision to become a learning partner with the school and we look forward to seeing your child become the best person they can be.

The Faculty and Administration of the Hazleton Area School District



Important Internet Links

"There is no equal opportunity if you can't read"



Phonological Awareness:

<http://www.hasdk12.org/Page/2498>

Phonological Awareness is a child's ability to hear sounds and sound patterns. Many children cannot read because they do not have a true ability to hear the separate sounds in words. The skills to developing a good sense of phonological awareness are listed on this page. Please work on the skills in the order they are presented. ***Do not move to a new skill until the child has mastered the previous skill.*** ALWAYS work with your child's teacher to prepare the best program for your child.



Phonics:

<http://www.hasdk12.org/Page/2498>

Phonics is matching the sounds to print. Phonics skills are listed on this page in a sequential and systematic order.



Tumble Readers:

<http://www.tumblebooks.com/tumblereadable/home.asp>

Tumble Readers is a site where parents can access books online.



Starfall:

<http://www.starfall.com>

Starfall is an interactive site that will reinforce all the skills learned in the Read With Me program.



Phonological Awareness cont.



4. Initial Sounds

This is the child's ability to isolate and categorize the initial (first, beginning) sound in a word.

- ♦The initial sound in the word **"fat"** is /f/ ♦The initial sound in the word **"mat"** is /m/
- ♦The initial sound in the word **"brat"** is /b/

Use the web site to find materials and resources to teach initial sounds.



5. Final Sounds

This is the child's ability to isolate and categorize the final (last, ending) sound in a word.

- ♦ The final sound in the word **"fast"** is /t/ ♦The final sound in the word **"matter"** is /r/
- ♦The final sound in the word **"break"** is /k/

Use the web site to find materials and resources to teach final sounds.

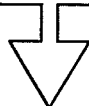


6. Middle Sounds

Middle Sounds is a child's ability to isolate and categorize the medial (middle) sound in a word.

- ♦The middle sound in the word **"cat"** is /ă/ ♦The middle sound in the word **"bet"** is /ě/
- ♦The middle sound in the word **"big"** is /ĭ/

Use the web site to find materials and resources to teach middle sounds.





Phonological Awareness



This is a child's ability to hear sounds and sound patterns. Many children cannot read because they do not have a true ability to hear the separate sounds in words. This flow chart shows the different levels of Phonological Awareness *in the order the skills should be taught.*

1. Words in a sentence

This refers to a child's ability to understand that sentences are made up of smaller pieces called words.

Example: Can the child recognize that there are four words in the following sentence; My dog is friendly. (My dog is friendly.)

Important to note: Children only have to demonstrate their understanding; they do not have to actually count the words. Please use the web site for activities on how to teach words in a sentence. This can be a fun time for parents and students.



2. Syllables

Once a child understands that sentences are made up of words, they need to understand that words are divided into smaller parts called syllables. The word "happy" is broken into two syllables "hap /py ". The child should clap each syllable. **Important to note:** When you help your child at home, always start with two and three syllable words. One syllable words like "cat" are difficult for students who are just being introduced to this concept. Please see the web site for activities on teaching syllables.



3. Onset and rime

After mastering syllables, children need to understand that words can be broken into even smaller parts called onset and rime (not rhyme). Onset/rime breaks a word into its first full sound before the vowel; this is the onset and the rest of the word is the rime. **Example** "sat" the /s/ sound is the onset and the /at/ sound is the rime. We only use single syllable words when teaching onset/rime.

Important to note: This is a tricky concept and parents should talk to the teacher before trying to do onset/rime at home. You do not want to confuse your child.





Phonological Awareness cont.



7. Blending and segmenting 2-5 phonemes

Phoneme- The smallest unit of speech sound.

- ♦ There are two phonemes in the word “at” /ă/ /t/
- ♦ There are three phonemes in the word “cat” /c/ /ă/ /t/
- ♦ There are four phonemes in the word “brat” /b/ /r/ /ă/ /t/

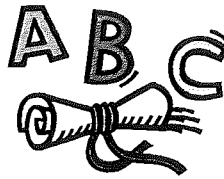
When we ask a child how many sounds do you hear in the word dog, we are asking the child to segment, or break apart the word. The correct response is “3 sounds” /d/ /ŏ/ and /g/.

When we give the child the sounds and we ask them to create the word, this is blending.

Example: What word has these sounds? /d/ /ŏ/ and /g/ The correct answer is dog.

This is an important skill and it cannot be correctly mastered until all the other six skills are learned to mastery. Use the web page to see examples of how to help your child with blending and segmenting phonemes. Once this skill is mastered we will move into print and attach the sounds to letters ----- phonics.

Phonics



Once a child is able to hear speech sounds and sound patterns, they are now ready to attach the sounds to print. Phonics involves teaching how to connect the sounds of spoken English with letters or groups of letters. **Example:** The sound /k/ can be represented by *c, k, ck, or q* spellings. Phonics also teaches children to blend the sounds of letters together to produce approximate pronunciations of unknown words. Like phonemic awareness, phonics should be taught in a systematic and sequential order of skills. This page will briefly describe the order. Use this as a guide, but always connect with your child's teacher for a system of instructional practices that will best suit the needs of your child. Although there is a hierarchy of skills, everyone learns differently and only the teacher can truly help you develop a plan for your child.

1. Letter Recognition

Letter Naming (recognition)- refers to a child's ability to accurately name all the letters of the alphabet, both upper-case and lower-case. This is a very important skill. Children need to recognize the letters correctly and with fluency .



2. Short Vowels

Vowels - Most people consider the vowels to be **A,E,I,O,U**. While these letters do represent the vowels, a more accurate description can be "A speech sound made with an open mouth, a sound we can hold and yell".

Try this: Make the /ă/ sound as in the word **cat**. Yell the /ă/ sound as loudly as you can. Now yell the /t/ sound as loudly as you can. ☺ Open your mouth as wide as you can and yell the vowel sounds. Try doing that with a consonant .☺

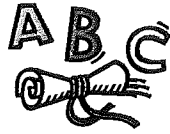


3. VC and CVC Words

VC and CVC words are simply words that follow the vowel consonant or consonant vowel consonant pattern. The vowel sounds in VC and CVC words are considered closed or short vowels. **Cat, Fat, Mat ,At, In**



Phonics cont.



4. Diagraphs (beginning and ending)

Diagraph – A diagraph is two letters that combine to make one sound. Once they are combined, the letters lose their individual identity. Sh, Th, Ch, Ph



5. Magic E

Magic E – An e at the end of a word changes the vowel sound from short to long.

Example: The word **can** sounds like this; /k/ /ă/ /n/ ---The word **cane** sounds like this; /k/ /ā/ /n/



6. Blends

Consonant Blends – A blend is when two or more letters combine to make one sound. Unlike the diagraph, the new sound is a combination of all the sounds. Bl, Sl, Br



7. R/L-Control

R/L Controlled Vowels-In words containing a vowel combined with an r or an l, the vowel is neither long nor short; its sound is controlled by the r or the l. Car, Star, Far, Fall, Mall,



8. Soft / Hard C and G

C and G- The sounds for the letters C and G can be different depending on the vowel. The **C** in the word **cat** is said to be hard, it takes on the /K/ sound. The C in the word **cent** is soft; it takes on the /S/ sound. The G in the word **goat** is hard but the G in the word **George** is soft, it takes on the /J/ sound.

Explanation: When the letters C or G come before an A, O or U the sound is **hard**. When the letters C or G come before an E, I, or Y the sound is **soft**. Use the web site to learn about Momma C Cat and Granny G !



9. Vowel Teams

Vowel Teams – Two vowels that make one sound. (When two vowels go walking, the first one does the talking!) This is a simple way to remember what vowel teams are although there are exceptions!

Example: In the words, **team** and **mean**, the **ea** makes the /e/ sound. In the words, **fail** and **sail**, the **ai** makes the /ā/ sound.

Session

#1



Book Walk – Engaging in Book Talk

Objective:

Engaging in book talk increases vocabulary and language skills and helps children connect with text.



Letter Recognition, Letter Formation, and Upper/Lowercase Matching

Objectives:

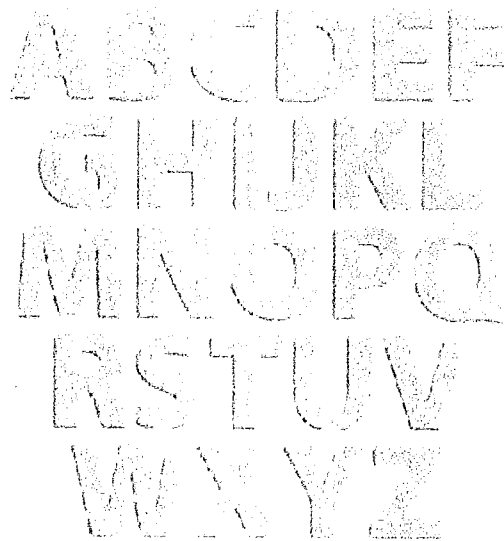
1. Student will be able to name each capital and lowercase letter accurately.
2. The student will be able to form capital and lowercase letters correctly.
3. The student will be able to match each lowercase letter with its corresponding uppercase letter.

Letter Recognition

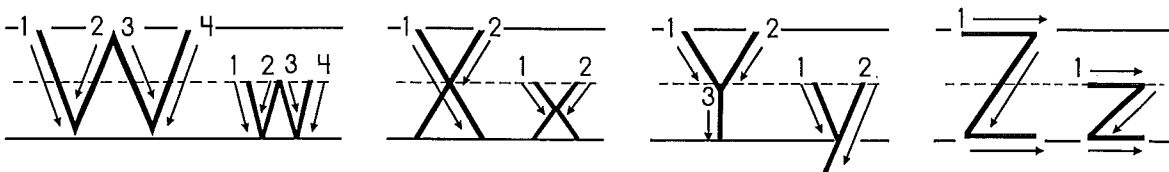
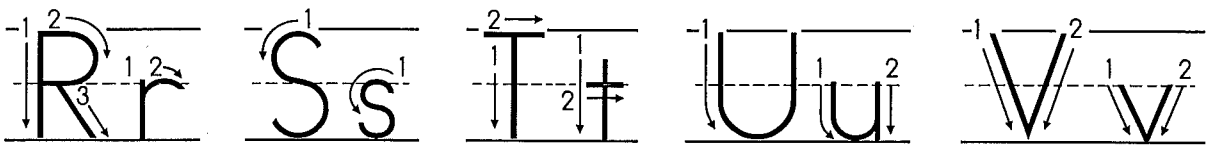
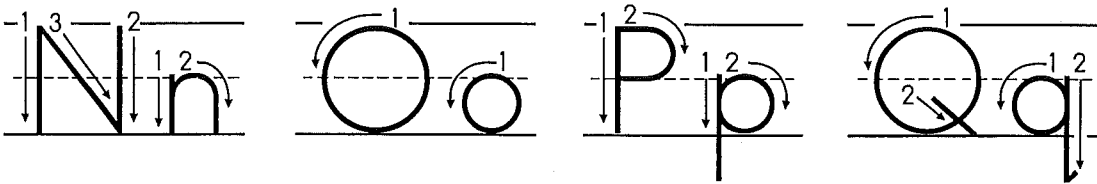
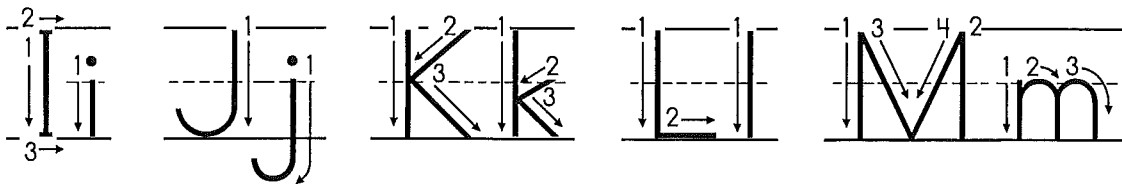
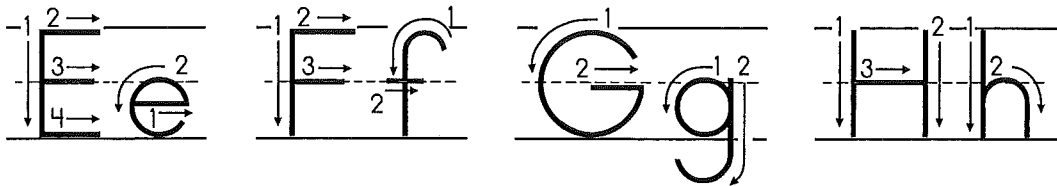
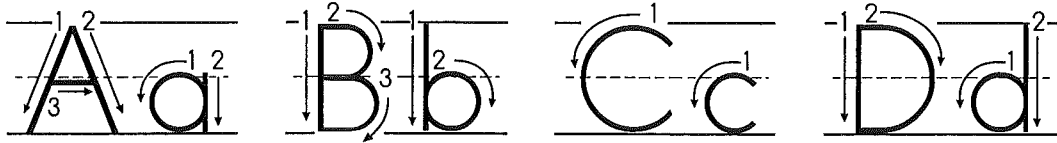
Letter recognition refers to a child's ability to accurately name all the letters of the alphabet. This is a very important skill. Children need to recognize the letters quickly and with fluency.

Example: To be considered fluent, children in kindergarten need to be able to recognize 40 letters in a minute by the end of the school year.

Important to note: Parents can help by assuring their child knows all the letters in his or her first and last name by the time they enter Kindergarten.



Trace the Letters



Trace the Letters

Aa Bb Cc Dd

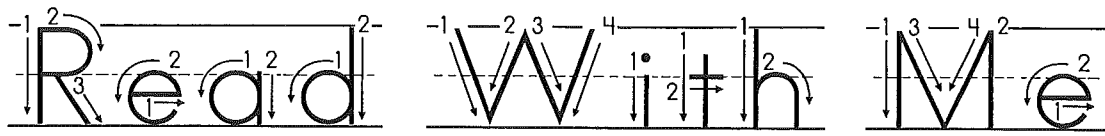
Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

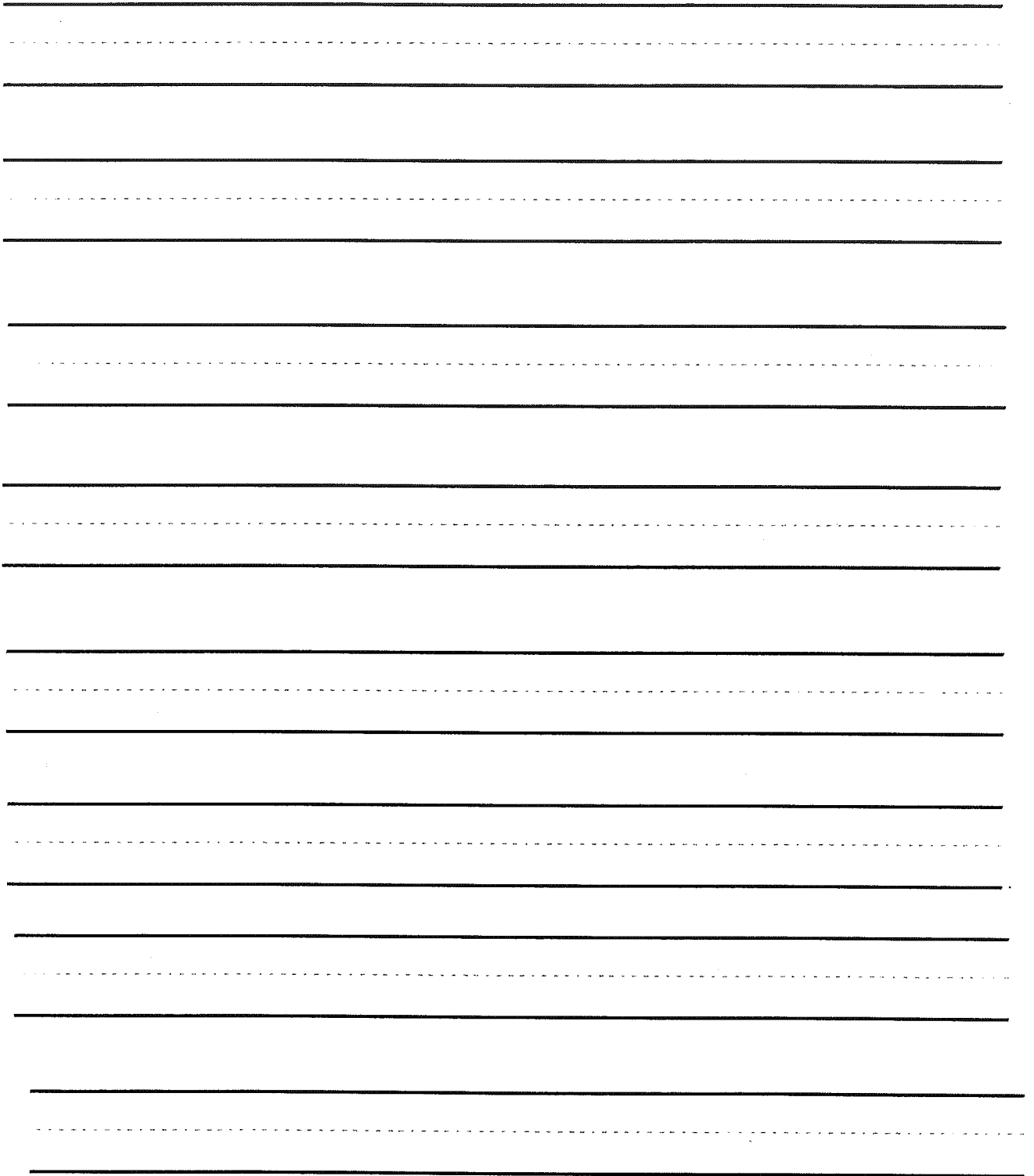


Read With Me

Read With Me

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for independent practice.

Now Practice Writing your Child's Name



The page contains ten sets of horizontal lines for handwriting practice. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are evenly spaced and extend across the width of the page, providing a guide for letter height and placement.

Letter Tiles Upper Case

A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				

Letter Tiles Lower Case

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z				

Session

#2



Words in a sentence

Objective:

Students will be able to understand that sentences are made up of smaller pieces called words.



Syllables

Objective:

Students will be able to understand that words can be divided into smaller parts called syllables.

The

block

fell.

My

dog

is

brown.

I like school.

She has a purple bow.

He went down the slide.

The circle is blue.

The cow is in the barn.

My cat meowed.

SYLLABLES

Once a child understands that sentences are made up of words, they need to understand that words are divided into smaller parts called syllables.

Example: The word “**happy**” is broken into two syllables “**hap /py**”.

The child should clap each syllable. Clap once on **/hap/** clap once on **/py/**.

Important to note: When you help your child at home, always start with two and three syllable words. One syllable words like “cat” are difficult for students who are just being introduced to this concept. Please see the web site for activities on teaching syllables.

Phonological Awareness



Syllables

PA.017

Feed the Animals



Objective

The student will segment syllables in words.



Materials

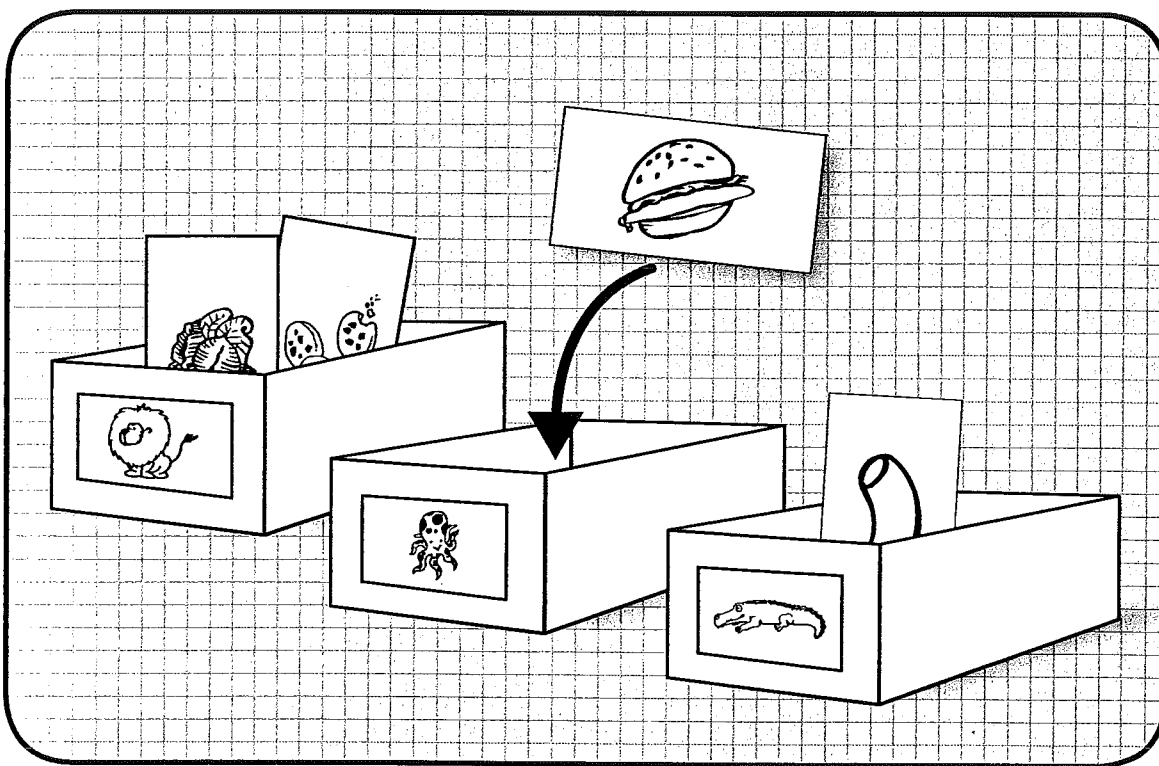
- ▶ Animal picture header cards (Activity Master PA.017.AM1)
- ▶ Three shoeboxes or containers
Attach each animal picture header card to a shoebox.
- ▶ Two-to-four syllable picture cards (Activity Master PA.017.AM2a – PA.017.AM2c)



Activity

Students count the syllables in words and place cards in corresponding boxes.

1. Place the shoeboxes left to right (i.e., lion, octopus, alligator) at the center. Place the two-to-four syllable picture cards face down in a stack.
2. Taking turns, students select the top card, name the picture, and clap the syllables.
3. “Feed” the picture card to the “hungry animal” with the same number of syllables (e.g., place the picture of the hamburger in the octopus box).
4. Continue until all picture cards are fed to the animals.
5. Peer evaluation



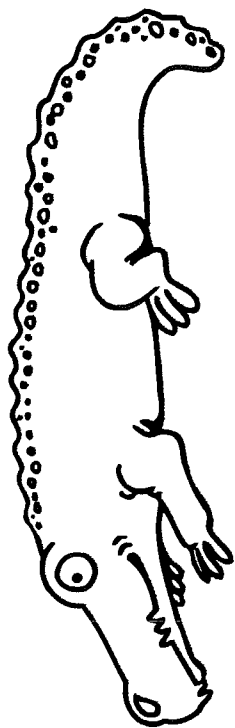
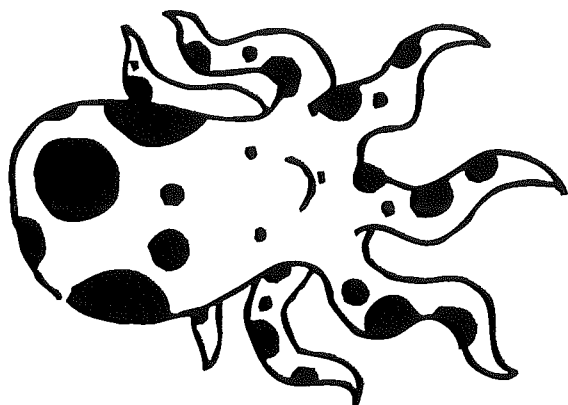
Extensions and Adaptations

- ▶ Make and use other two-to-four syllable picture cards.

Phonological Awareness

PA.017.AMI

Feed the Animals



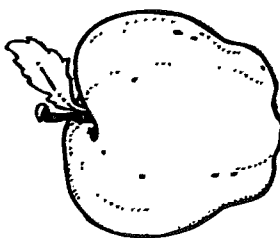
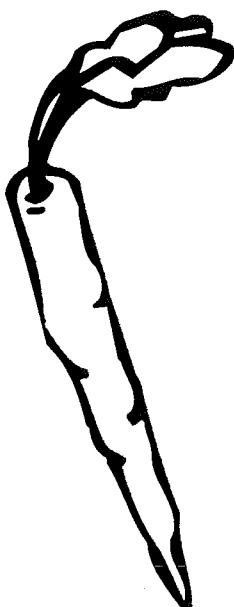
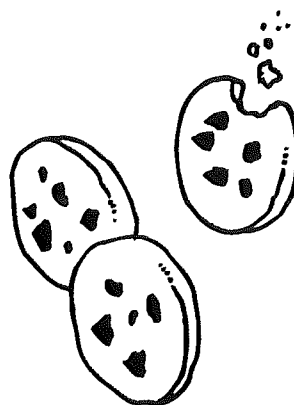
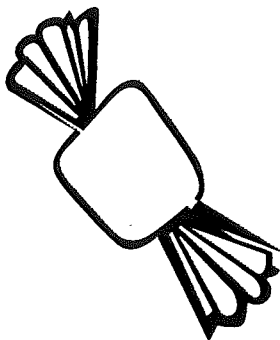
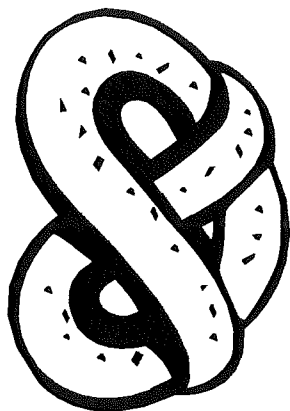
animal picture header cards



Phonological Awareness

Feed the Animals

PA.017.AM2a



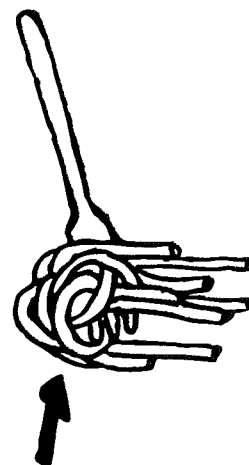
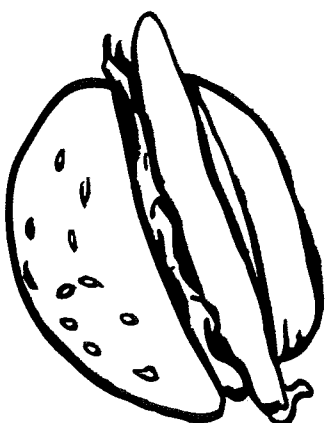
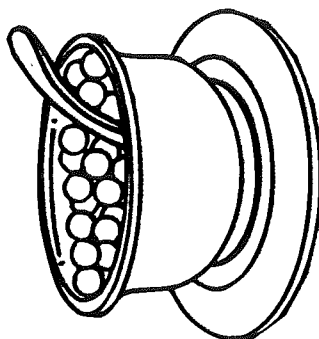
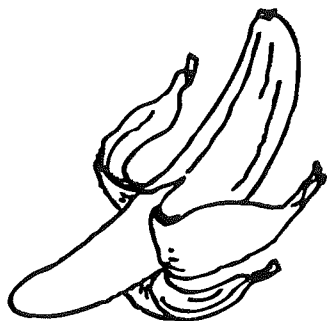
syllable picture cards: pretzel-2, candy-2, cookies-2, carrot-2, apple-2, lettuce-2



Phonological Awareness

PA.017.AM2b

Feed the Animals



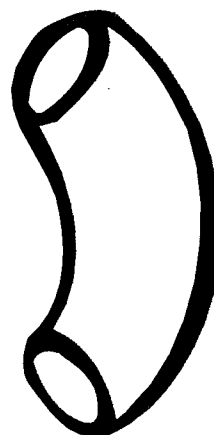
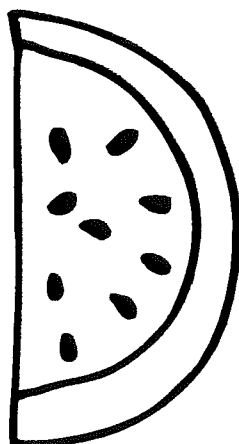
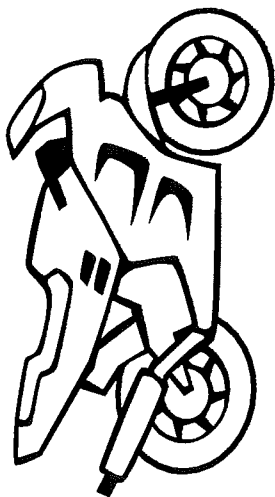
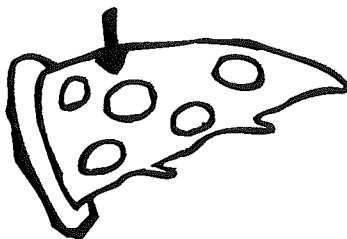
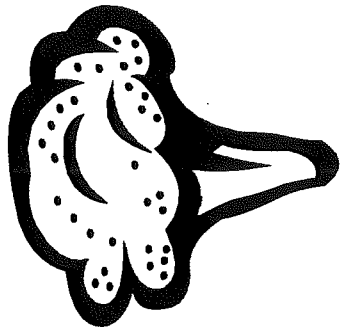
syllable picture cards:

banana-3, cereal-3, tomato-3, hamburger-3, lollipop-3, spaghetti-3

Phonological Awareness

Feed the Animals

PA.017.AM2c



syllable picture cards:

cauliflower-4, pepperoni-4, harmonica-4, motorcycle-4, watermelon-4, macaroni-4

Session

#3



Initial Sounds – Final Sounds– Middle Sounds

Initial Sounds

Objective: Students will be able to identify initial sounds in words.

Final Sounds

Objective: Students will be able to identify final sounds in words.

Middle Sounds

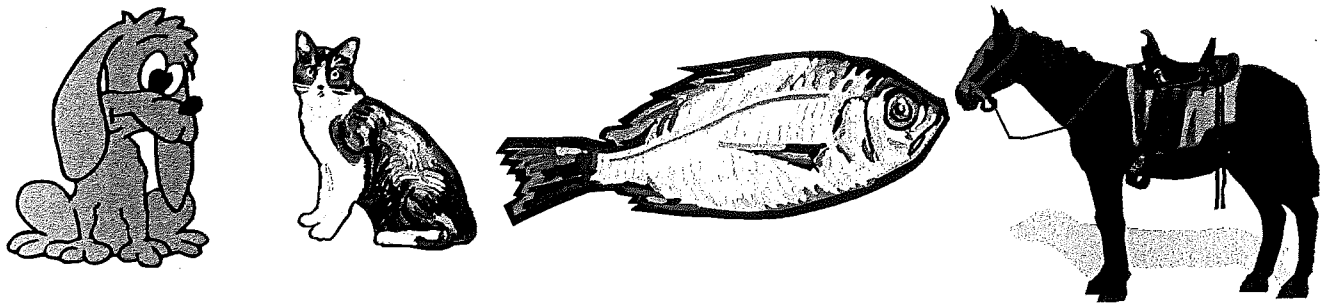
Objective: Students will be able to identify middle sounds in words.

Initial Sounds

This is the child's ability to isolate and categorize the initial (first, beginning) sound in a word. **Example:**

- ♦The initial sound in the word "fat" is /f/
- ♦The initial sound in the word "mat" is /m/
- ♦The initial sound in the word "brat" is /b/

Listed below are four pictures. Which picture begins with the /c/ sound ?



Final Sounds

This is the child's ability to isolate and categorize the ending (last) sound in a word. **Example:**

- ♦The ending sound in the word "fat" is /t/
- ♦The ending sound in the word "matter" is /r/
- ♦The ending sound in the word "brain" is /n/

Listed below are four pictures. Which picture ends with the /t/ sound?



Middle Sounds

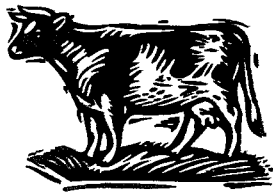
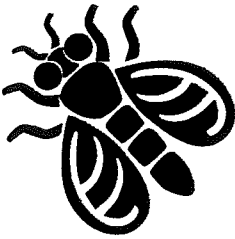
This is the child's ability to isolate and categorize the middle sound in a word.

**** Parents** - When teaching middle sounds, only use 3 letter words that follow the "cvc" pattern (cvc = consonant , vowel, consonant – sit, hit, sat and so on)

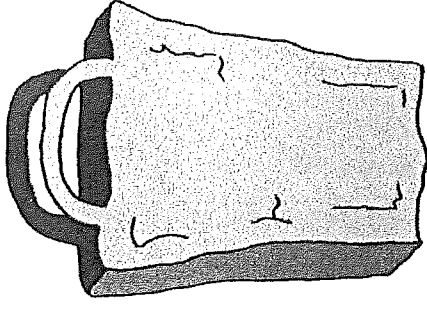
Example:

- ♦The middle sound in the word "fat" is /ă/
- ♦The middle sound in the word "sit" is /ĭ/
- ♦The middle sound in the word "bet" is /ĕ/

Listed below are four pictures. Which has /ă/ as the middle sound ?

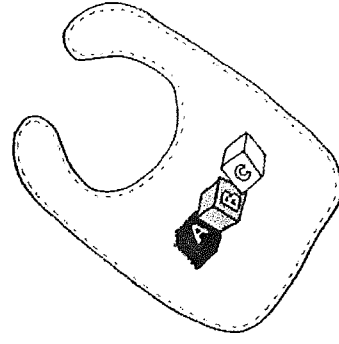


CVC Words



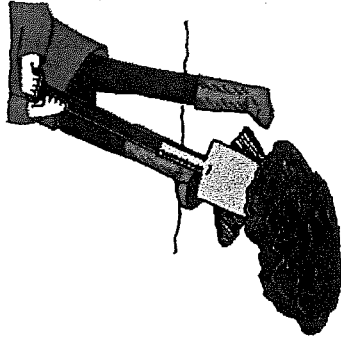
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CVC Words



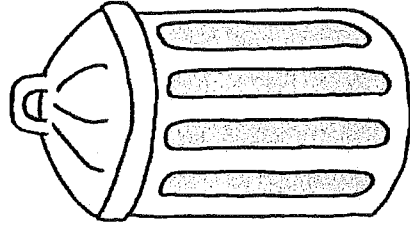
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CVC Words



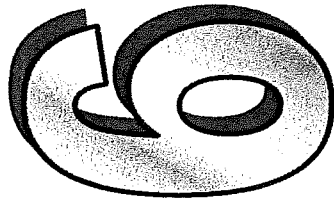
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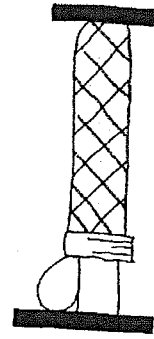
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CVC Words



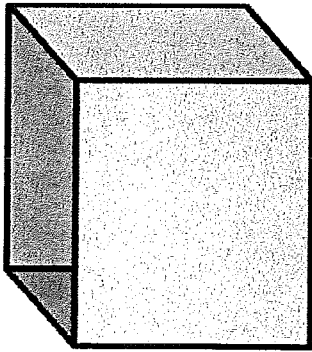
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CVC Words



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CVC Words



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CVC Words



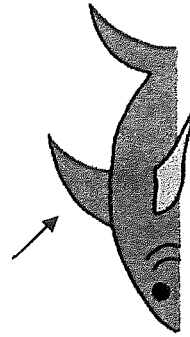
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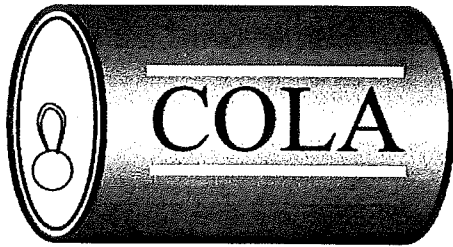
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CVC Words



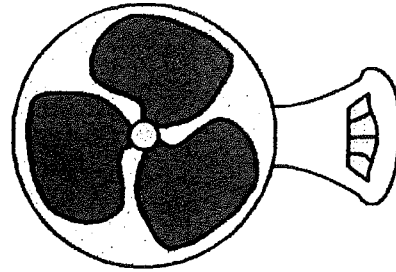
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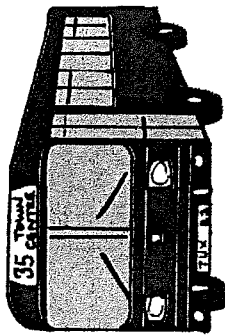
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CVC Words



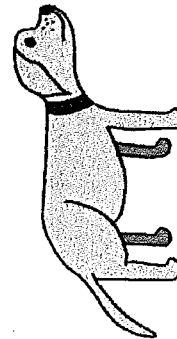
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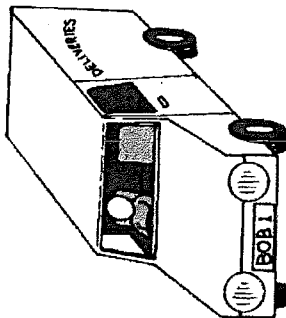
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CVC Words



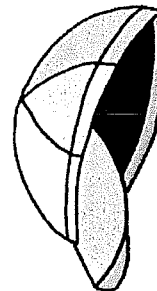
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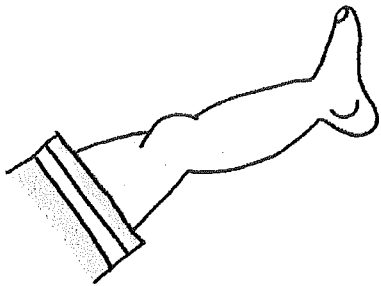
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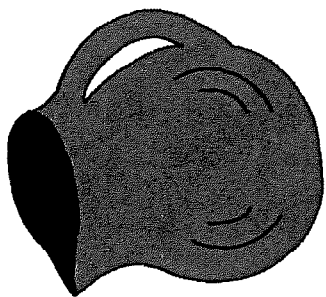
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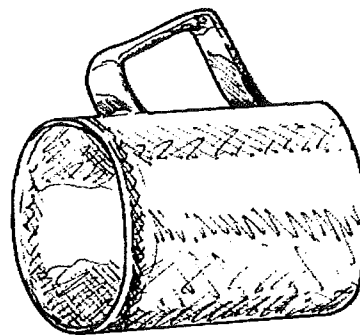
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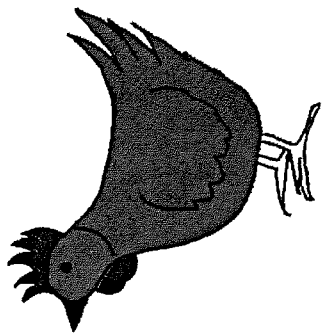
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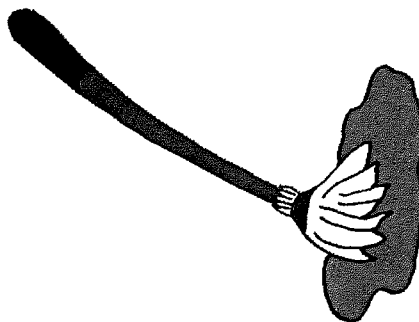
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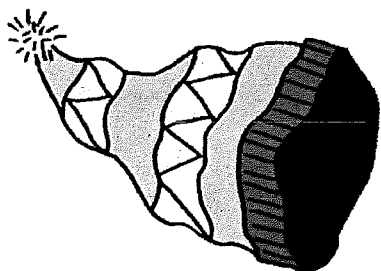
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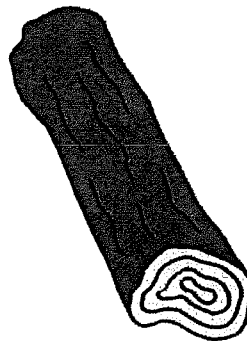
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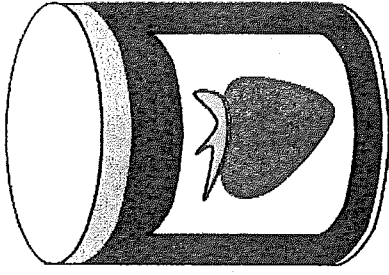
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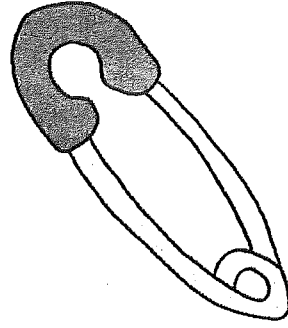
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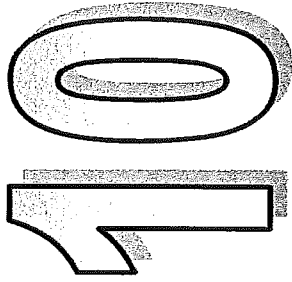
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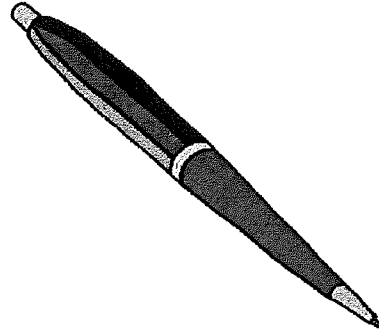
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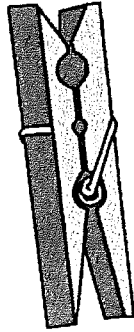
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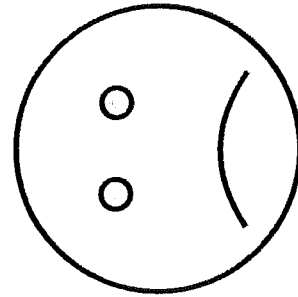
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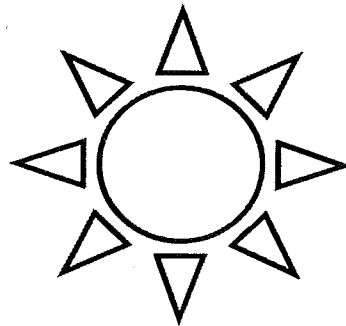
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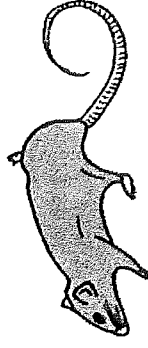
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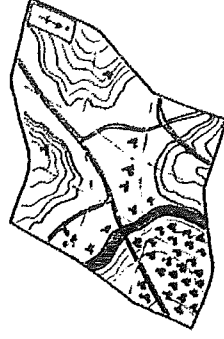
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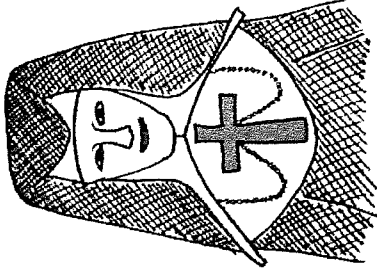
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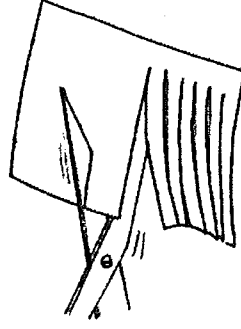
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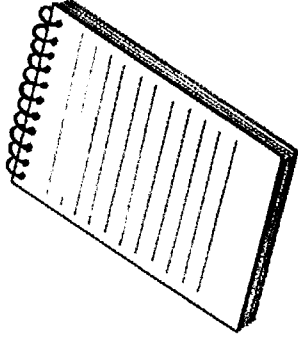
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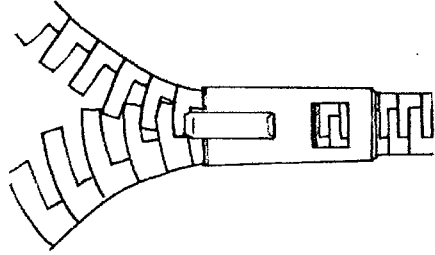
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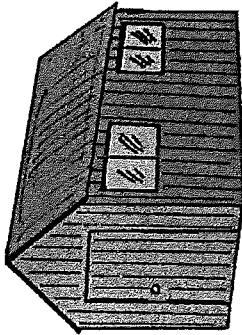
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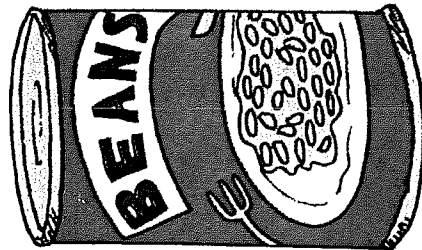
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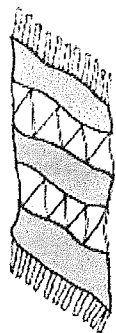
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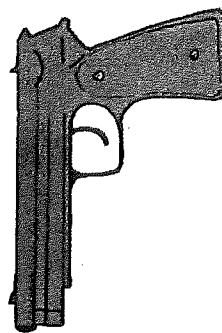
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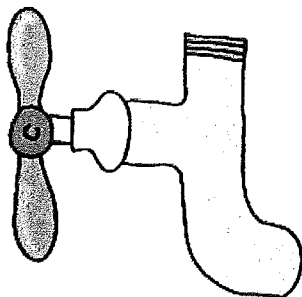
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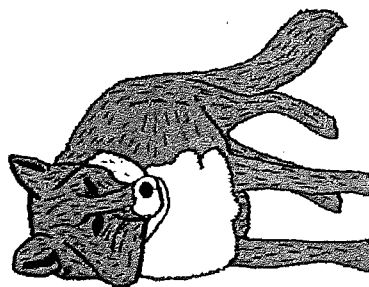
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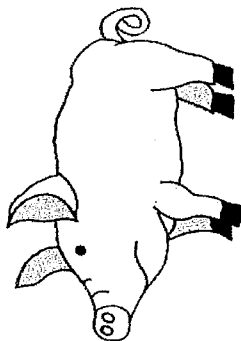
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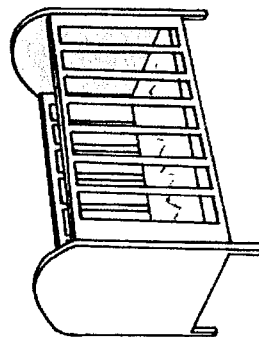
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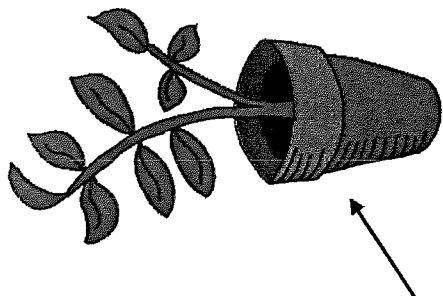
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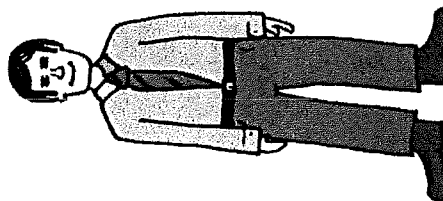
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Session

#4



Blending and Segmenting 3-4 Phonemes

Objective:

The objective of this session is to introduce activities that help children break words apart into individual sounds and blend individual sounds together to form words.

