

Supporting Early Reading Skills at Home

Phonological awareness: a broad skill that includes identifying and manipulating units of oral language – words, syllables, and onsets and rimes.

Phonemic awareness is a subset of phonological awareness that focuses specifically on recognizing and manipulating phonemes, or sounds.

Environmental Sounds:

What's the Sound? Have your child close their eyes while you make a sound with something in the room. See if they can guess what the sound is!

The Animal Name Game: Have your child close their eyes while you make an animal noise. See if they can guess what the animal is!

Same or Different: Have your child close their eyes while you make two sounds with things in the room (Ex: knock on table, crinkle paper). Have your child say if the sounds are the same or different.

Rhyming:

Nursery Rhymes: Say, sing or listen to Nursery Rhymes (check out Mother Goose Club Nursery Rhymes on Youtube!)

Rhyme Repetition: Say two rhyming words and have your child repeat them. (Ex: *Parent:* mat, hat *Child:* mat, hat)

Rhyme Recognition – Say two words, have your child repeat it. Then say, give me thumbs up if they rhyme, thumbs down if they don't. (Ex: *Parent:* hop, stop *Child:* hop, stop – thumbs up)

Sound Isolation:

Initial Sound Isolation: Say "I'm going to say a word and just the first sound, then it's your turn!"

Final Sound Isolation – Punch it out! Say a word and punch up the final sound. (Ex: *Parent:* pat /t/ *Child:* pat /t/)

Blending – combining parts into a whole:

Say two word parts, blend them together to make a word, and have your child repeat it.

Compound words: cup-cake → cupcake

Syllables: blan-ket → blanket

Onset-Rime: h-at → hat

Language Awareness:

Repeating Sentences: Say a sentence, have your child repeat it, then count how many words you hear!

Sentence Completion: Say a sentence leaving out the last word. Have your child fill in the last word with something that makes sense.

Read books together to support rhyming!

How to Support Rhyme while Reading:

- Listen for rhymes on each page. See how many rhymes you can find!
- Try to make new words that rhyme with words you find in the book.
- Draw a picture of two rhyming words you heard on a page.

Book suggestions to support Rhyming:

- *Frog on a Log* by Kes Gray and Jim Field
- *I Like Myself* by Karen Beaumont
- *Is Your Mama a Llama?* By Deborah Guarino
- *Llama Llama Red Pajama* by Anna Dewdney
- *Rhyming Dust Bunnies* by Jan Thomas
- *Sheep in a Jeep* by Nancy Shaw
- *The Gruffalo* by Julia Donaldson and Axel Scheffler

Practice tongue twisters!

- Peter Piper picked a peck of pickled peppers;
A peck of pickled peppers Peter Piper picked;
If Peter Piper picked a peck of pickled
peppers, Where's the peck of pickled peppers
Peter Piper picked
- She sells seashells on the seashore.
The shells she sells are seashells, I'm sure.
- Betty's big bunny bobbed by the blueberry
bush.
- Tommy tickled Tubby's tummy.
- The big bug bit the baby beetle.
- Betty Botter bought some butter but, said
she, the butter's bitter.
If I put it in my batter, it will make my batter
bitter.

Use **visuals** to support your learner!



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