

***Reading Activities for Parents and  
English Language Learners:  
Keys to Working Together to Achieve  
Success***



**Multicultural & ESOL Program Services Education Department**  
*The School Board of Broward County, Florida*



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**Multicultural & ESOL Program Services Education Department**

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# Reading Activities for Parents and English Language Learners: Keys to Working Together to Achieve Success

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## Purpose

The National Reading Panel (2000) has identified five key areas of reading on which instruction should focus. These five areas are phonemic awareness, phonics, fluency, vocabulary and comprehension. Focusing on these five areas of reading benefits English language learners (ELLs), as well as native speakers of English, in developing literacy (August & Shanahan, 2006). Explicit skills instruction and home-school connections have also been found to be helpful in instructing ELLs (Hill & Flynn, 2006, Linqunti, 1999). In addition, literacy in the home language is related to the development of literacy in English, and ELLs who are literate in their home language are able to transfer some of those skills into the acquisition of reading skills in English (August & Shanahan, 2006). Helping parents to implement specific reading interventions at home has been found to have a positive effect on their children's reading development (Sénéchal, 2006).

This project is designed to provide activities that parents of ELLs can use to work on reading skills with their children at home. All activities are available in English, and those that apply are also available in Spanish, Haitian-Creole or Portuguese. The activities focus on practicing and reinforcing reading skills. Educators can guide parents in choosing specific activities that may benefit individual students based on areas of need, and can provide guidance and feedback in the effective use of these strategies.

Each activity includes the following

- Target Behavior
- Goal
- Intervention Activity
- Sample Materials as needed
- ELL Tips
- References.

## References

August, D., & Shanahan, T. (Eds.) (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahway, NJ: Lawrence Erlbaum Associates, Inc.

Hill, J. D., & Flynn, K. M. (2006). *Classroom instruction that works with English language learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Linqunti, R. (1999). *Fostering academic success for English language learners: What do we know? Section 5: English language acquisition and academic success: What do we know?* Retrieved on May 1, 2007, from <http://www.wested.org/policy/pubs/fostering/know.htm>.

National Reading Panel. (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Reports of the Subgroups*. Rockville, MD: National Institute of Child Health and Human Development.

Sénéchal, M. for the National Center for Family Literacy (2006). *The effect of family literacy interventions on children's acquisition of reading: From Kindergarten to grade 3*. Portsmouth, NH: National Institute for Literacy: The Partnership for Reading.



# Phonemic Awareness



## Introduction

### What is Phonemic Awareness?

Phonemic awareness is the ability to hear, recognize and work with the individual sounds of spoken words. It is the understanding that the sounds that we hear make up words. When English Language Learners (ELLs) understand that their native language can be broken down into sounds, it will be easier for them to transfer this knowledge into English. However, there are first language sounds that will not be the same in the second language or that will not transfer to the second language.

### Why is Phonemic Awareness important in reading?

Phonemic awareness lays the foundation for learning to read and spell. Students who can distinguish the sounds they hear in spoken language will be better able to link these sounds to words in print.



## **Target Behavior**

Phonemic Awareness: Beginning and Ending Sounds

## **Goal**

To improve your child's ability to identify the beginning and ending sounds of words.

## **Intervention Activity**

1. Look at a picture book with your child. Choose pictures at random, pronounce the name of the picture and ask your child for the beginning sound of the picture. (For example, "book" has a beginning sound of /b/. Show your child a picture of a book. Say "book" and ask your child what sound "book" begins with.)
2. Find different objects in your environment (such as at home, at the grocery store, and at the mall) and have your child identify these objects by name. Then ask your child for the beginning sound of the object.
3. Repeat the preceding two activities asking your child to listen to the end of the word. Then ask your child for the ending sound of the object, (For example, "cup" has an ending sound of /p/. Show your child a picture of a cup or a real cup. Say "cup" and ask your child what sound "cup" ends with.)
4. When your child can do both the beginning and ending sounds individually, present different objects/pictures and ask for both the beginning and ending sound.

## **ELL Tips**

- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.
- Use the names of the objects in your native language and ask for the beginning and ending sounds.

## **References**

Adams, M., Foorman, B., Lundberg, I., Beeler, T. (1998). *Phonemic awareness in young children*. Baltimore, MD: Brookes Publishing Co.

Developed by Bilingual School Psychologists from the Multicultural & ESOL Program Services Education and Psychological Services Departments, Broward County, Florida, Public Schools, 11/30/07.

## **Target Behavior**

Phonemic Awareness: Detecting Rhymes

## **Goal**

To improve your child's ability to identify words that rhyme.

## **Intervention Activity**

1. Read a nursery rhyme such as *Baa, Baa, Black Sheep* to your child orally and ask him or her to identify words that rhyme.
2. For a more challenging activity, read the nursery rhyme aloud, omitting some of the rhyming words. Have your child complete the rhyme.
3. Help your child create his or her own nursery rhymes.

## **Sample Materials**

See attached nursery rhymes.

## **ELL Tips**

- Use rhymes in your child's native language as well as English.
- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.

## **References**

- Adams, J.A., et. al. (1998). *Phonemic awareness in young children*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Project Central (2003). *Cool Tools*. Tallahassee: FL: Florida Department of Education, Division of Public Schools and Community Education, Bureau of Instructional Support and Community Services. Available at:  
[www.paec.org/itrk3/files/pdfs/readingpdfs/CoolToolsAll.pdf](http://www.paec.org/itrk3/files/pdfs/readingpdfs/CoolToolsAll.pdf)
- Torgesen, J.K. (Spring/Summer 1998). Catch them before they fall. *American Educator*, 1-8.

## **Websites**

- [www.smart-central.com/](http://www.smart-central.com/) - contains nursery rhymes in English and Spanish.
- [www.letspeak.com/krikkrak.html](http://www.letspeak.com/krikkrak.html) - contains nursery rhymes in Haitian-Creole.

## Sample Materials

### Nursery Rhymes in English

#### **Baa, Baa, Black Sheep**

Baa, baa, black sheep,  
Have you any wool?  
Yes sir, yes sir,  
Three bags full.  
One for my master,  
And one for my dame,  
And one for the little boy  
Who lives down the lane.

#### **Hey Diddle Diddle**

Hey Diddle Diddle  
The cat and the fiddle,  
The cow jumped over the moon.  
The little dog laughed to see such fun,  
And the dish ran away with the spoon!

## Sample Materials

### Nursery Rhymes in Spanish

#### **Baa, Baa, Black Sheep**

*Baa, baa, oveja, ¿qué lana me das?  
Tres bolsones y algo más.  
Uno para el dueño  
y otro para ti  
y otro para el chico pequeño  
que está allí.*

#### **Hey Diddle Diddle**

*Picotán, picotén, picotín,  
Este gato tenía un violín.  
Y la vaca bailaba en el cielo  
Cuando el perro cantaba en el suelo.  
¿Qué cosa más rara!  
Dijo la cuchara.  
¡Un plato con cara!*

## Sample Materials

### Nursery Rhymes in Haitian-Creole

#### **Little Bo Peep**

*Bo-Pip te pèdi kabrit li yo.  
Li pat konnen kibò yo te ye.  
Pou li yo pat tounen paske yo pat vle.  
Ou mèt kite yo, fòk yo vin chèche dlo.*

*Dòm pati ak Bo-Pip anba yon pye bwa.  
Li te reve kabrit yo tap rele.  
Men lè li finalman te vin reveye,  
Li wè se reve li tap reve yon istwa.*

*Li leve epi li pran yon baton  
Ak tèt won pou li ka ale chèche yo.  
Li jwenn yo tout bò yon pas dlo,  
Men yo te san kòn. Malediksyon!*

*Men yon jou Bo-Pip pèdi wout li;  
Li mache rive nan yon klèryè.  
Epi lè li gade sou yon touf flè  
Li wè kòn yo k ap seche an plen midi.*

*Li kouri, li monte, li desann tout kalite mòn wo  
Pou wè si li ta rive kole ankò tout kòn yo  
Tankou nenpòt bon gadò kabrit ta fè.  
Men ou remake Bo-Pip pat doktè*

## Sample Materials

### Nursery Rhymes in Haitian-Creole

#### **One, Two Buckle My Shoe**

<i>Youn, de,</i>	<i>Onz, douz</i>
<i>Mare soulye;</i>	<i>Se yon loulouz;</i>
<i>Twa, kat,</i>	<i>Trèz, katòz,</i>
<i>Shoute yon bwat;</i>	<i>Wap pran pòz;</i>
<i>Senk, sis,</i>	<i>Kenz, sèz,</i>
<i>Monte yon bis;</i>	<i>Chita sou chèz;</i>
<i>Sèt, uit,</i>	<i>Disèt, dizuit,</i>
<i>Ale pi vit;</i>	<i>Gade pitit;</i>
<i>Nèf, dis,</i>	<i>Diznèf, ven,</i>
<i>Soulye twò jis;</i>	<i>Manje san pen.</i>

## Sample Materials

### Nursery Rhymes in Portuguese

*Ciranda, cirandinha  
Vamos todos cirandar  
Vamos dar a meia volta  
Volta e meia vamos dar*

*O anel que tu me destes  
Era vidro e se quebrou  
O amor que tu me tinhas  
Era pouco e se acabou.*

*Atirei o pau no ga-to-tô  
Mas o ga-to-tô  
Não morreu-reu-reu  
Dona Chi-ca-ca  
Admirou-se-se  
Do ber-rô,  
Do ber-rô  
Que o gato deu  
Miau!*



## Target Behavior

Phonemic Awareness: Phonemic Blending

## Goal

To help your child learn how to blend individual phonemes (sounds).

## Intervention Activity

1. Choose words that are familiar to your child.
2. Say the sounds in the word in a segmented fashion (for example, /f/-/l/-/a/-/g/ would be flag). Make sure you put enough space between the sounds so your child has to do the auditory processing to put it together.
3. Ask your child to identify the word.

Example:

Adult: *What word is /b/ /i/ /g/?*

Child: */b/ /i/ /g/ is **big**.*

*What word is /\_/\_/\_/\_/\_/?*

1. /h/ /ou/ /s/ (house)
2. /p/ /i/ /t/ (pit)
3. /c/ /l/ /a/ /p/ (clap)

## ELL Tip

- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.

## References:

Spector, J.E. (1995). Phonemic awareness training: Application of principles fo direct instruction. *Reading & Writing Quarterly*, 11(1), 37-51.

## Target Behavior

Phonemic Awareness: Phonemic Segmentation

## Goal

To help your child be able to segment various parts of oral language.

## Intervention Activity

### Sentence Level:

Help your child segment sentences into individual words.

1. Identify familiar short poems such as *I Scream You Scream We All Scream for Ice Cream!*
2. Have your child clap his or her hands with each word.

### Word Level:

As your child advances in his or her ability to manipulate oral language, help him or her to segment words into syllables.

1. Present the names of various family members or friends, familiar objects, favorite toys or TV shows.
2. Have your child segment these names into syllables: (for example, Ra-chel, Al-ex, and mu-sic, ta-ble).
3. Introduce compound words .
  - a. Present various compound words: (for example, sunflower, lunchtime, playground).
  - b. Say “sunflower.”
  - c. Ask your child “What two words do you recognize in *sunflower*?”
  - d. Child should reply, *sun* and *flower*.

### Phoneme Level:

Have your child segment words into their respective onset (the part of a word that comes before a vowel) or rime (a vowel and any consonants that follow it in a syllable). For example, for the word “mat,” the onset is /m/ and the rime is /at/.

1. Present words that belong to specific word families such as -at, -it, and -ing.
2. Model the activity to your child so that he or she begins to understand the exercise.
3. Have your child do the activity.
  - a. Parent says *mat*.
  - b. Parent says “If I take away the first sound /m/, what sound is left?”
  - c. The child should reply, “/at/.”

When your child has learned to remove the first phoneme (sound) of a word, help him or her segment short words into individual phonemes.

1. Present simple and familiar words such as sun, dog, cat, clap, and stop.
2. For example, ask your child, “What are the sounds in sun and how many sounds are there?”
3. The child should reply, “/s/ /u/ /n/, three.”

**ELL Tips**

- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.
- Help your child recognize different levels of segmentation (sentence, word or phoneme level) in oral language in his or her native language as appropriate.

**References:**

Yopp, H.K. (1995). A test for assessing phonemic awareness in young children. *The Reading Teacher*, 49, 20-29.

Adams, M.J., Foorman, B. R., Lundberg, I., & Beeker, T. (1998). *Phonemic awareness in young children*. Baltimore: Paul H. Brookes Publishing Co.

Phonemic Awareness: Segmentation, p. 2

Developed by Bilingual School Psychologists from the Multicultural & ESOL Program Services Education and Psychological Services Departments, Broward County, Florida, Public Schools, 11/30/07.



**Phonics**

## Introduction

### What is Phonics?

Phonics is the relationship between the letters of written language and their corresponding spoken sounds. With English Language Learners (ELLs) it is important to note that letters may have different sounds in different languages. Some letters and sounds in non-English languages may not exist in the English language.

### Why is Phonics Important in reading?

Knowledge of phonics helps readers remember letter-sound relationships when reading. As children become familiar with common spelling patterns, they are better able to decode or “sound out” longer unfamiliar words. Phonics skills help children read with accuracy and fluency and promote better reading comprehension.



## **Target Behavior**

Phonics: Common Word Families

## **Goal**

To improve your child's ability to recognize word families. Word families are groups of words that have the same combination of letters and, thus, a similar sound. (For example, "bat" and "cat" have the "at" letter combination and sound, and thus are in the same word family.)

## **Intervention Activity**

1. Write each word from the attached list on a blank index card.
2. Choose at least five words from each of at least seven word families and shuffle the index cards.
3. Deal five cards to each player. Put the rest of the cards face down.
4. The player will choose a card from the unseen pile during his or her turn. If the word matches one of his or her word families, the player discards the cards. If the word does not match one of his or her word families, the player keeps the card. When all cards are used, the player with the least remaining cards wins.
5. As your child meets with success, repeat the game using more of the words and word families from the list.
6. For a more challenging activity, have your child find other word families to use. Also, see if your child can create word families in his or her native language.

## **Sample Materials**

See attached list of words (Adapted from Wylie and Durrell, 1970).

## **ELL Tip**

- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.

## **References**

Ellermeyer, D., & Hechtman, J. (1999). *Perfect Poems for Teaching Phonics*. New York, NY: Scholastic Books.

Wylie, R. E., & Durrell, D. (1970). Teaching vowels through phonograms. *Elementary English*, 47. 782-791.

## **Website**

[www.enchantedlearning.com/rhymes/wordfamilies/](http://www.enchantedlearning.com/rhymes/wordfamilies/)

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## Sample Materials

### Common Word Families

<u>ad</u>	<u>all</u>	<u>an</u>	<u>ap</u>	<u>at</u>	<u>ay</u>
bad	ball	ban	cap	bat	bay
dad	call	can	flap	cat	clay
fad	fall	fan	gap	fat	day
had	hall	man	lap	hat	hay
mad	mall	pan	map	mat	may
pad	tall	ran	rap	pat	pay
sad	wall	tan	tap	rat	say

<u>ee</u>	<u>ell</u>	<u>ent</u>	<u>est</u>	<u>ick</u>	<u>ill</u>
beep	bell	bent	best	kick	bill
deep	dell	cent	nest	lick	hill
jeep	fell	dent	pest	nick	ill
keep	sell	lent	rest	pick	pill
peep	spell	rent	test	quick	still
sheep	tell	sent	vest	sick	till
sleep	well	went	west	tick	will

<u>in</u>	<u>ing</u>	<u>it</u>	<u>op</u>	<u>ore</u>	<u>ow</u>
bin	bring	bit	bop	bore	blow
din	cling	fit	cop	core	crow
in	king	hit	drop	more	flow
kin	ring	kit	mop	pore	grow
pin	sing	lit	pop	store	low
spin	thing	mit	stop	tore	row
win	wing	sit	top	wore	slow

<u>uck</u>	<u>ug</u>	<u>ump</u>
buck	bug	bump
duck	dug	dump
luck	hug	jump
muck	jug	lump
puck	mug	pump
stuck	pug	rump
yuck	tug	stump



## **Target Behavior**

Phonics: Compound Words

## **Goal**

To improve your child's ability to form compound words. Compound words are formed when two words are joined together to make a new word such as "air plane."

## **Intervention Activity**

1. Write the words from the attached list individually on index cards. Shuffle the cards to mix up the words.
2. Play this game with two or more players.
  - a. Deal six cards to each player.
  - b. Place the remaining cards face down in a pile.
  - c. On their turn, have each player either take a card from another player or from the pile.
  - d. If the player can form a compound word, have him or her say the word and then put down both cards.
  - e. The player with the least number of cards left after 10 minutes (or any time you specify) is the winner.
3. For a more challenging activity, have your child identify more compound words from text.

## **Sample Materials**

See attached list.

## **ELL Tips**

- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.
- Have your child draw pictures of the compound words.
- Have your child use the compound words in sentences.

## **References**

Blevins, W. (2001). *Teaching phonics & word study in the intermediate grades*. New York, NY: Scholastic Inc.

## Sample Materials

<b>air</b>	<b>book</b>	<b>down</b>	<b>in</b>
<b>plane</b>	<b>bag</b>	<b>town</b>	<b>side</b>
<b>any</b>	<b>tooth</b>	<b>every</b>	<b>rain</b>
<b>thing</b>	<b>paste</b>	<b>body</b>	<b>bow</b>
<b>back</b>	<b>butter</b>	<b>fire</b>	<b>pea</b>
<b>yard</b>	<b>fly</b>	<b>works</b>	<b>nut</b>
<b>bath</b>	<b>cow</b>	<b>grass</b>	<b>sun</b>
<b>room</b>	<b>boy</b>	<b>hopper</b>	<b>shine</b>
<b>blue</b>	<b>door</b>	<b>hair</b>	<b>up</b>
<b>berry</b>	<b>bell</b>	<b>cut</b>	<b>stairs</b>

Sample compound words made from the above list

<b>airplane</b>	<b>bookbag</b>	<b>everybody</b>	<b>peanut</b>
<b>anything</b>	<b>toothpaste</b>	<b>fireworks</b>	<b>sunshine</b>
<b>backyard</b>	<b>butterfly</b>	<b>grasshopper</b>	<b>upstairs</b>
<b>bathroom</b>	<b>cowboy</b>	<b>haircut</b>	
<b>blueberry</b>	<b>doorbell</b>	<b>inside</b>	
	<b>downtown</b>	<b>rainbow</b>	

## **Target Behavior**

Phonics: Learning Beginning Consonant Sounds

## **Goal**

To help your child learn beginning consonant sounds of words.

## **Intervention Activity**

Cut out the sample pictures. Play the following games with your child. Review the names of each picture before playing.

### **Game 1**

1. Have each player pick five cards. Put the remaining cards in a pile.
2. If a player has two cards that are the same, sound out the first sound of the word on the cards, and put the pair in a separate pile.
3. Player one selects one of the cards in his or her hand and provides the sound of the first letter in the word on the card.
4. Player one asks player two if he or she has the matching card.
5. If player two has the matching card, then he or she gives it to player one, and player one gets another turn.
6. If player two does not have the matching card, then player one selects a card from the remaining pile.
7. Then the turn passes to player two.
8. Repeat until all cards have been matched in pairs.
9. Once all cards have been matched in pairs, the game is over.
10. The player with the most pairs wins.

### **Game 2**

1. Place all cards face down in six rows of seven cards each.
2. Turn two cards over and pronounce the first sound of each word of the cards; then name the picture.
3. If the two cards match, then the player keeps the pair.
4. If the two cards do not match, then the player puts the cards back in the same spot where they were.
5. Repeat until all cards are paired up.
6. The player with the most pairs wins.

## **Sample Materials**

See attached list.

## **ELL Tips**

- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.
- Help your child recognize beginning sounds in written words in your native language.


**References**

Denton, C.A., Anthony, J.L., Parker, R. & Hasbrouck, J.E. (2004). Effects of two tutoring programs on the English reading development of Spanish-English bilingual students. *The Elementary School Journal*, 104, 289-305.

Phonics: Learning Beginning Consonant Sounds, p. 2

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Sample Materials

 <p><b>B</b> all</p>	 <p><b>C</b> ow</p>	 <p><b>D</b> og</p>
 <p><b>G</b> irl</p>	 <p><b>H</b> at</p>	 <p><b>J</b> ar</p>
 <p><b>L</b> ion</p>	 <p><b>M</b> ilk</p>	 <p><b>N</b> urse</p>
 <p><b>Q</b> uestion</p>	 <p><b>R</b> abbit</p>	 <p><b>S</b> un</p>



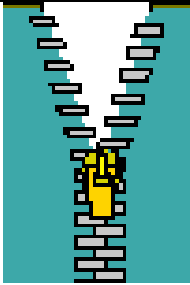
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**W** atch



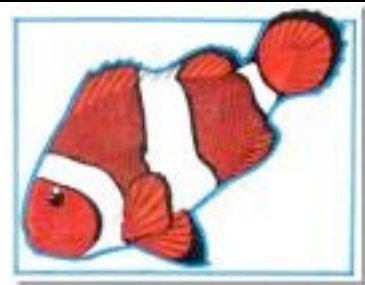
**X**-ray



**Z**ipper



**P** ig



**F** ish



**Y**oyo



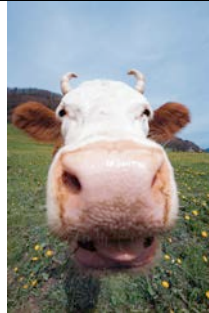
**T**able



**K**ite



**B** all



**C** ow



**D** og



**G**irl



**H**at



**J**ar



**L**ion



**M**ilk



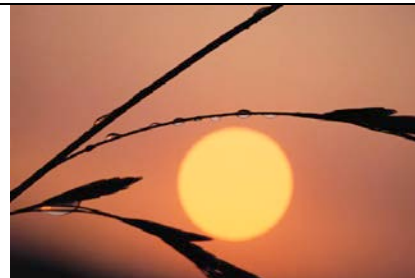
**N**urse



**Q**uestion



**R**abbit



**S**un



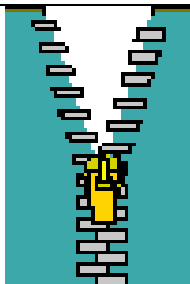
**V**iolin



**W**atch



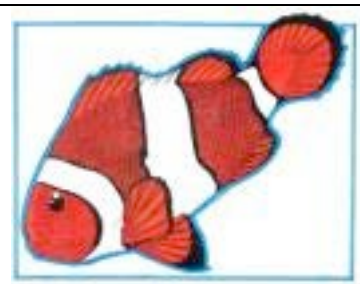
**X**-ray



**Z**ipper



**P**ig



**F**ish



Yoyo



Table



Kite



**Target Behavior**

Phonics: Nonsense Syllables

**Goal**

To improve your child's ability to apply phonics rules.

**Intervention Activity**

1. Cut out the letters on the following pages.
2. Place all the consonants in one container and the vowels (a,e,i,o,u) in another container.
3. Ask your child to pick out two consonants and one vowel from the containers.
4. Have your child arrange the letters in a consonant-vowel-consonant pattern to make nonsense words.
5. Have your child read the nonsense word to you.

**Sample Materials**

See attached letters.

**ELL Tips**

- Have your child make up words in his or her native language using letters from that language.
- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.

**References**

Stanovich, K. E.(2000). *Progress in understanding reading*. New York, NY: Guilford Press.

**Website**

[www.nrrf.org/essay\\_pseudowords.htm](http://www.nrrf.org/essay_pseudowords.htm)

Sample Materials

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

m	n	p	q	r
s	t	v	w	X
y	z	b	c	d
f	g	h	j	k
l	m	n	p	q
r	s	t	v	w
X	y	z	b	c

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

## Target Behavior

Phonics: Short *a* Sound, Word Families

(Word families are groups of words that have a common pattern. For example, the “**an**” word family contains the words *can, fan, man, pan, and ran.*)

## Goal

To improve your child’s ability to decode short *a* words by using word families.

## Intervention Activity

1. Have your child read the following rhymes and fill in the missing letter to make a new word.
2. If your child is unable to read, have someone read each of the following to him or her and ask the child to orally provide the response.
3. For a more challenging activity, have your child come up with his or her own short vowel *a* rhymes using word families.

## Sample Materials

My little puppy’s name is Rags

He eats so much that his tummy \_ags

His ears flip-flop and his tail wig- \_ags

And when he walks he does zig- \_ags

Answers:      sags  
                     wags  
                     zags

An elephant walks like this and that

He’s terribly tall and he’s terribly \_at

He’s too slow to chase a \_at

And sometimes he’s scared of a little black \_at

fat  
rat  
cat

One crispy pancake in a frying pan

Flip it and toss it and catch it if you \_an

Along came a lady, along came a \_an

They ate the pancake and then they \_an

can  
man  
ran

Adapted from: [www.smart-central.com/Rhymes.html](http://www.smart-central.com/Rhymes.html)

## ELL Tips

- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.
- Have your child draw pictures of short vowel *a* words such as “cat,” “hat,” and “man.”

## References

Rasinski, T.V, & Zimmerman, B.S. (2001). *Phonics poetry: Teaching word families*. NY: Allyn and Bacon.

**Website**

[www.nifl.gov/partnershipforreading/publications/reading\\_first1phonics.html](http://www.nifl.gov/partnershipforreading/publications/reading_first1phonics.html)

Phonics: Short a Sound, Word Families, p.2

Developed by Bilingual School Psychologists from the Multicultural & ESOL Program Services Education and Psychological Services Departments, Broward County, Florida, Public Schools, 11/30/07.

**Target Behavior**

Phonics: Sight Words

**Goal**

To improve your child's ability to recognize English words that are often seen in print.

**Intervention Activity**

1. Cut out each word from the attached list by grade level.
2. Place the words from a grade level in a container.
3. Have your child choose five words from the container and read each one to you.
4. Separate the words that he or she does not immediately recognize and practice them with your child.
5. Continue to practice these words until your child knows them by sight.
6. Once your child knows all the words at one level, move up to the next level.

**Sample Materials**

See attached Dolch Sight Word List by Grade Level. Your child's teacher may provide you with other sight word lists such as Fry Word Lists or American Heritage Word Frequency Lists.

**ELL Tip**

- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.

**References**

Blevins, W. (2001). *Teaching phonics & word study in the intermediate grades*. New York, NY: Scholastic Inc.

## Sample Materials

### Dolch Sight Word List by Grade Level

#### Preprimer

---

a	and	away	big
blue	can	come	down
find	for	funny	go
help	here	I	in
is	it	jump	little
look	make	me	my
not	one	play	red
run	said	see	the
three	to	two	up
we	where	yellow	you



## Dolch Sight Word List by Grade Level

### Primer

---

all	am	are	at
ate	be	black	brown
but	came	did	do
eat	four	get	good
have	he	into	like
must	new	no	now
on	our	out	please
pretty	ran	ride	saw
say	she	so	soon
that	there	they	this
too	under	want	was
well	went	what	white
who	will	with	yes

## Dolch Sight Word List by Grade Level

### First

---

after	again	an	any
ask	as	by	could
every	fly	from	give
going	had	has	her
him	his	how	just
know	let	live	may
of	old	once	open
over	put	round	some
stop	take	thank	them
then	think	walk	were
when			

## Dolch Sight Word List by Grade Level

### Second

---

always	around	because	been
before	best	both	buy
call	cold	does	don't
fast	first	five	found
gave	goes	green	its
made	many	off	or
pull	read	right	sing
sit	sleep	tell	their
these	those	upon	us
use	very	wash	which
why	wish	work	would
write	your		

## Dolch Sight Word List by Grade Level

### Third

---

about	better	bring	carry
clean	cut	done	draw
drink	eight	fall	far
full	got	grow	hold
hot	hurt	if	keep
kind	laugh	light	long
much	myself	never	only
own	pick	seven	shall
show	six	small	start
ten	today	together	try
warm			

## Target Behavior

Phonics: Teaching CVC (Consonant Vowel Consonant) Words

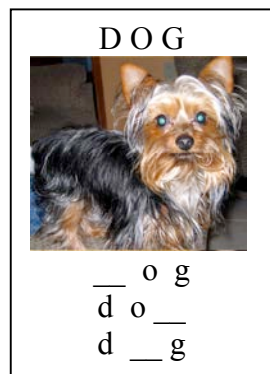
## Goal

To help your child recognize three-letter words that follow the CVC pattern.

## Intervention Activity

1. Present a written word from the list below to the child. Have your child draw a picture of the word. *Example: Dog*
2. Say the individual sounds in each word out loud (/d/ /o/ /g/). Have the child repeat after you.
3. Ask your child to tell you the beginning sound of the word. *Example: \_\_\_og*
4. Ask your child to tell you the ending sound of the word. *Example: do\_\_\_*
5. Ask your child to tell you the vowel sound of the word. *Example: d \_\_\_g*
6. For a more challenging activity, have your child spell the words.

Example:



## Sample Materials

dog	bus	top
cat	sun	pot
bed	mix	jet
pig	tub	fox

## ELL Tips

- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.
- Help your child recognize beginning sounds in written words in your native language.

## Reference

Gunn, B., Smolkowski, K., Biglan, A., & Black, C. (2002). Supplemental instruction in decoding skills for Hispanic and non-Hispanic students in early elementary school: A follow-up. *The Journal of Special Education, 36*, 69-79.

**Target Behavior**

Phonics: Vowel Digraphs

**Goal**

To improve your child's ability to recognize vowel digraphs and pronounce them correctly. Vowel digraphs are two vowels that appear together in a word, such as *ai* in *mail*.

**Intervention Activity**

1. Cut out each word. Choose at least 18 words from the vowel digraph list, making sure that there are an even number of words from each vowel digraph group (*ai*, *ay*, *ee*, *ea*, *ie*, *oa*, *oe*, *ue*, and *oo*).
2. Mix the words and place them face down on a table. Try to form various lines of words to make it appear like a square or rectangle.
3. Take turns uncovering two words. If the words have the same vowel digraph, pronounce each and take them from the group. If not, turn them back over. The next player must remember where the correct digraphs are in order to make the pairs.
4. The person with the most pairs at the end wins.
5. Add more words as your child meets with success.

**Sample Materials**

See attached list of words with vowel digraphs.

**ELL Tip**

- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.

**References**

Allen, M., Breen, L. (2001). *Coaching Struggling Readers*. Huntington Beach, CA: Creative Teaching Press.

**Sample Materials**

aid	aim	ail	bail	bait
fail	gain	hail	jail	mail
maid	main	paid	pail	pain
paint	rail	rain	sail	snail
train	vain	away	always	bay
day	fray	gay	gray	hay
jay	lay	may	pay	play
pray	ray	say	stray	spray
sway	way	agree	eel	feel
feet	free	heel	keel	keep
peel	peep	queen	reel	seed
seen	sheep	sheet	steel	tree
three	weed	wheel	eat	east
easy	bead	beak	bean	beat

deal	dream	flea	heal	heap
lead	lean	mean	pea	real
steal	wheat	zeal	die	lie
pie	allies	dried	flies	fried
tried	tries	boat	boast	coat
foal	goad	goal	load	loan
moan	road	soap	toast	doe
foe	goes	hoe	oboe	toe
woe	blue	due	flue	glue
gruel	hue	cue	rue	sue
suet	balloon	boot	broom	cool
food	hoop	moon	school	shoot
spoon	tooth	zoo	book	foot
good	look	shook	stood	took
wood				





**Fluency**

## Introduction

### What is Fluency?

Fluency is the ability to read text with speed, accuracy and appropriate expression.

### Why is Fluency important in reading?

Fluency provides a link between word recognition and reading comprehension. Fluency helps readers understand the meaning of what they read. Fluent readers read with ease and appropriate expression and do not have to spend time sounding out words. Therefore, they can concentrate on understanding the meaning of what they are reading.



**Target Behavior**

Fluency: High-frequency Word Lists

**Goal**

To help your child recognize the most commonly used words in English text .

**Intervention Activity**

1. Put each word from the attached list of Dolch sight words on a separate index card.
2. Place the words in a container. Select five to ten words from the container and ask your child to read them to you.
3. Separate the words that he or she does not immediately recognize and practice them with your child.
4. Continue to practice these words until your child knows them by sight.
5. Once your child knows these words by sight, add additional words from the container and repeat.

**Sample Materials**

See attached Dolch Sight Word Lists.

**ELL Tips**

- If needed, ask an individual who is a fluent English speaker to tape record the Dolch Sight Word Lists in English.
- Adapt this activity using other lists of high-frequency English words such as the “150 most frequently used words (in order of frequency) in printed school English according to the American Heritage Word Frequency Book” (Blevins, 2001, p.78-79) or the 1,000 Most Frequently Used Words (available at <http://web1.d25.k12.id.us/home/curriculum/fuw.pdf>).

**References**

Blevins, W. (2001). *Building Fluency: Lessons and strategies for reading success*. New York, NY: Scholastic Inc.

**Website**

<http://web1.d25.k12.id.us/home/curriculum/fuw.pdf>

Sample Materials

Dolch Basic Sight Vocabulary List

<b>a</b>	<b>call</b>	<b>funny</b>	<b>just</b>	<b>only</b>	<b>small</b>
<b>about</b>	<b>came</b>	<b>gave</b>	<b>keep</b>	<b>open</b>	<b>so</b>
<b>after</b>	<b>can</b>	<b>get</b>	<b>kind</b>	<b>or</b>	<b>some</b>
<b>again</b>	<b>carry</b>	<b>give</b>	<b>know</b>	<b>our</b>	<b>soon</b>
<b>all</b>	<b>clean</b>	<b>go</b>	<b>laugh</b>	<b>out</b>	<b>start</b>
<b>always</b>	<b>cold</b>	<b>goes</b>	<b>let</b>	<b>over</b>	<b>stop</b>

<b>am</b>	<b>come</b>	<b>going</b>	<b>light</b>	<b>own</b>	<b>take</b>
<b>an</b>	<b>could</b>	<b>good</b>	<b>like</b>	<b>pick</b>	<b>tell</b>
<b>and</b>	<b>cut</b>	<b>got</b>	<b>little</b>	<b>play</b>	<b>ten</b>
<b>any</b>	<b>did</b>	<b>green</b>	<b>live</b>	<b>please</b>	<b>thank</b>
<b>are</b>	<b>do</b>	<b>grow</b>	<b>long</b>	<b>pretty</b>	<b>that</b>
<b>around</b>	<b>does</b>	<b>had</b>	<b>look</b>	<b>pull</b>	<b>the</b>

<b>as</b>	<b>done</b>	<b>has</b>	<b>made</b>	<b>put</b>	<b>their</b>
<b>ask</b>	<b>don't</b>	<b>have</b>	<b>make</b>	<b>ran</b>	<b>them</b>
<b>at</b>	<b>down</b>	<b>he</b>	<b>many</b>	<b>read</b>	<b>then</b>
<b>ate</b>	<b>draw</b>	<b>help</b>	<b>may</b>	<b>red</b>	<b>there</b>
<b>away</b>	<b>drink</b>	<b>her</b>	<b>me</b>	<b>ride</b>	<b>these</b>
<b>be</b>	<b>eat</b>	<b>here</b>	<b>much</b>	<b>right</b>	<b>they</b>

<b>because</b>	<b>eight</b>	<b>him</b>	<b>must</b>	<b>round</b>	<b>think</b>
<b>been</b>	<b>every</b>	<b>his</b>	<b>my</b>	<b>run</b>	<b>this</b>
<b>before</b>	<b>fall</b>	<b>hold</b>	<b>myself</b>	<b>said</b>	<b>those</b>
<b>best</b>	<b>for</b>	<b>hot</b>	<b>never</b>	<b>snow</b>	<b>three</b>
<b>better</b>	<b>fast</b>	<b>how</b>	<b>new</b>	<b>say</b>	<b>to</b>
<b>big</b>	<b>find</b>	<b>hurt</b>	<b>no</b>	<b>see</b>	<b>today</b>

<b>black</b>	<b>first</b>	<b>I</b>	<b>not</b>	<b>seven</b>	<b>together</b>
<b>blue</b>	<b>five</b>	<b>if</b>	<b>now</b>	<b>shall</b>	<b>too</b>
<b>both</b>	<b>fly</b>	<b>in</b>	<b>of</b>	<b>she</b>	<b>try</b>
<b>bring</b>	<b>for</b>	<b>into</b>	<b>off</b>	<b>show</b>	<b>two</b>
<b>brown</b>	<b>found</b>	<b>is</b>	<b>old</b>	<b>sing</b>	<b>under</b>
<b>but</b>	<b>four</b>	<b>it</b>	<b>on</b>	<b>sit</b>	<b>up</b>



<b>buy</b>	<b>from</b>	<b>its</b>	<b>once</b>	<b>six</b>	<b>upon</b>
<b>by</b>	<b>full</b>	<b>jump</b>	<b>one</b>	<b>sleep</b>	<b>us</b>

## **Target Behavior**

Fluency: Modeling Fluent Reading

## **Goal**

To improve your child's ability to read at a rapid rate using appropriate stress, emphasis and phrasing.

## **Intervention Activity**

1. Have your child choose a paragraph from a book at his or her reading level and then model reading the paragraph to your child.  
When reading...  
read with emotion  
read text the way it would be spoken  
pause at the end of a sentence  
raise your voice at end of a question  
chunk prepositional phrases together.
2. Tell your child any words he or she does not know and have your child practice reading new or difficult words before reading the paragraph.
3. Have your child practice reading the paragraph to you modeling the techniques you have demonstrated.
4. For extra practice, tape record yourself reading a paragraph and pause long enough after every sentence in order to give your child time to repeat it. Have your child practice with the tape.
5. Have your child read the text to a friend, teacher or family member.

## **ELL Tips**

- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.
- If possible, check out a book on tape from the school media center or local library. Another option is to have a fluent English speaker read and record the story for you as a model for your child in English.
- Read a children's story in the child's native language, demonstrating emotion, pausing at the end of a sentence and raising your voice at the end of a question. Point these things out to your child.

## **References**

Blevins, W. (2001). *Building Fluency: Lessons and Strategies for Reading Success*. New York, NY: Scholastic Inc.

**Website**

[www.lexile.com](http://www.lexile.com)

(Provides information regarding the difficulty level of books.)

Fluency: Modeling Fluent Reading, p 2

Developed by Bilingual School Psychologists from the Multicultural & ESOL Program Services Education and Psychological Services Departments, Broward County, Florida, Public Schools, 11/30/07.

**Target Behavior**

Fluency: Repeated Readings

**Goal**

To increase the rate at which your child reads.

**Intervention Activity**

1. Use a selection from a textbook that your child is already familiar with or has previously read in the classroom.
2. Time your child reading this selection for one minute. Note the stopping point after one minute.
3. Help your child learn the words read incorrectly. Have your child write out the words missed and practice saying them out loud.
4. Time your child reading the same text for one minute again.
5. Record the words read correctly per minute on the attached chart.
6. Have your child practice reading a selection three to five times, trying to increase the words read correct per minute each time.

**Sample Materials**

See attached Fluency Progress Graph.

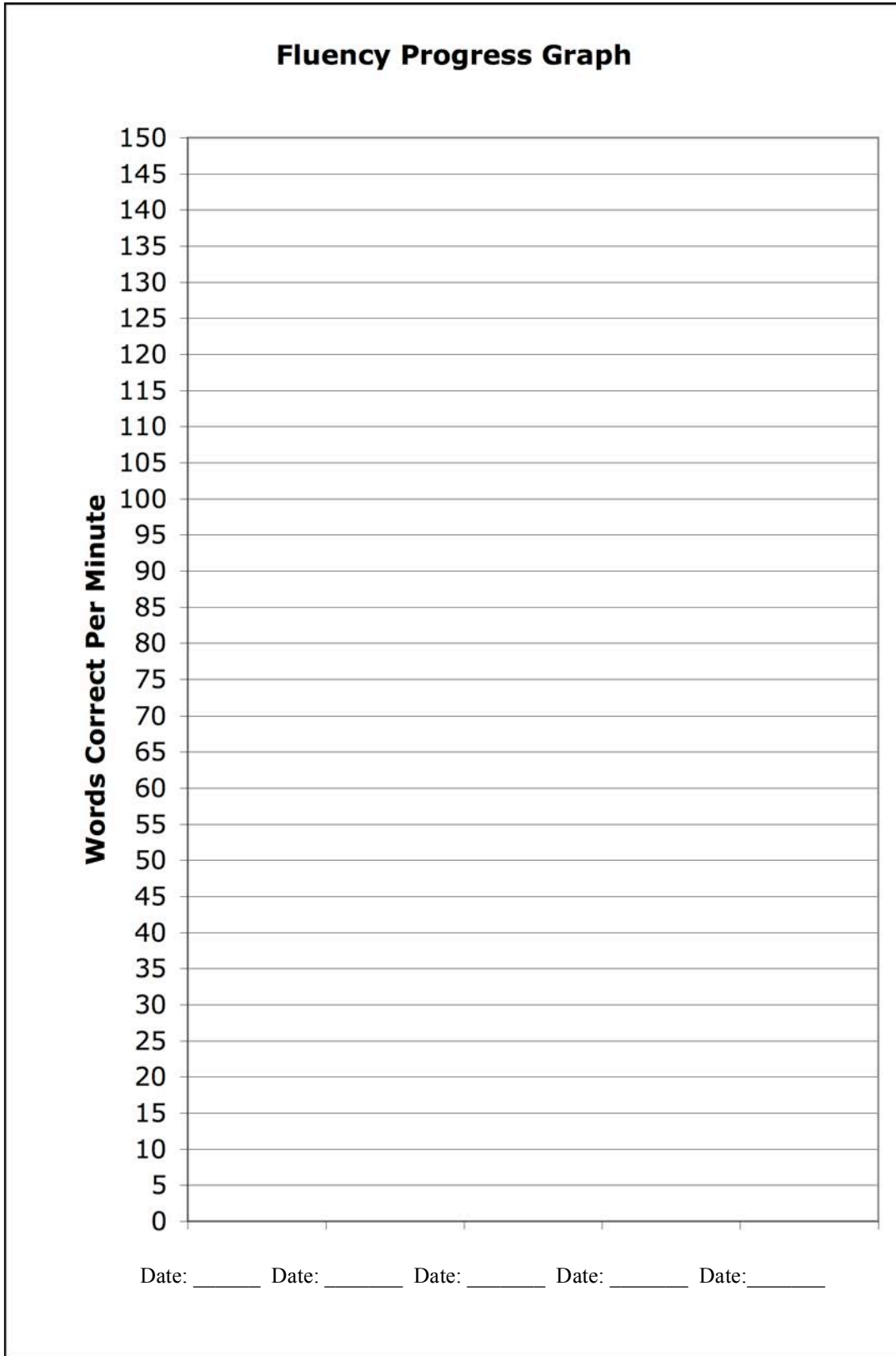
**ELL Tip**

- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.

**References**

Blevins, W. (2001). *Building Fluency: Lessons and Strategies for Reading Success*. New York, NY: Scholastic Inc.

Sample Materials



**Target Behavior**

Fluency: Speed Drills (words with silent –e)

**Goal**

To help your child recognize words with common syllables and spelling patterns in English.

**Intervention Activity**

1. Have your child read common sight words from attached Word List #1 while he or she times himself or herself with a stopwatch.
2. Have your child practice the words that he or she did not automatically and rapidly recognize. (If your child needs extra help, refer to the activity entitled “Fluency: High-frequency Word Lists”.)
3. Make a copy of Word List #2 so that both you and your child have the list.
4. Time your child for one minute as he or she reads the words from the list. If your child stops or struggles with a word for three seconds, mark it as incorrect on your sheet.
5. At the end of one minute, place a mark on the last word read.
6. Count the number of words your child read correctly in one minute.
7. Based on those results, set a goal for increasing the number of words read correctly per minute when repeating the drill. You may use either Word List #1 or #2 when repeating the drill.

**ELL Tip**

- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.

**References**

Blevins, W. (2001). *Building Fluency: Lessons and strategies for reading success*. New York, NY: Scholastic Inc.

Fischer, P. (1993). *The sounds and spelling patterns of English: Phonics for teachers and parents*. Morrill, Maine: Oxton House Publishers.

**Sample Materials****Word List #1 Fluency: Speed Drills (Words with Silent -e)**

make	state	bike	kite	tone
rake	fate	price	wrote	bone
cake	late	mice	tote	stone
take	skate	size	note	phone
awake	came	nine	rose	cone
mistake	same	life	nose	home
fake	blame	time	slope	rope
bake	fame	ice	mope	fume
lake	made	pine	cope	cute
rate	like	slide	broke	use

**Word List #2 Fluency: Speed Drills (Words with Silent -e)**

rate	like	slide	broke	use
fame	ice	nose	home	bake
mice	tote	take	skate	stone
rose	cone	size	note	phone
awake	came	nine	fake	cope
mistake	same	life	bike	rake
slope	blame	time	tone	rope
pine	cake	late	mope	fume
lake	made	make	state	kite
cute	fate	price	wrote	bone





**Vocabulary**

## Introduction

### What is Vocabulary?

Vocabulary is knowing the meaning of words in order to understand oral and written communication. ELLs with good vocabulary skills in their first language can use this knowledge to help them acquire vocabulary in English. Vocabulary can be divided into four types: listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary.

### Why is Vocabulary important in reading?

Readers need to know the meaning of the words in the text in order to understand what they are reading.



## Target Behavior

Vocabulary: Antonyms

## Goal

To expand your child's vocabulary by teaching antonyms or opposites from vocabulary words that he or she already knows.

## Intervention Activity



1. Choose a vocabulary word that your child already knows, such as "hot" or "big."
2. At the top of an index card write "Antonyms for \_\_\_\_\_."
3. Explain to your child that an antonym is a word that is the opposite of another word. For example, "hot" is an antonym for "cold."
4. Write the target word in the blank (for example, Antonym for "hot"). Write or ask your child to write an antonym for the target word on the index card, after your child says an antonym for the word.

## Example

Side one of index card

Antonym for <u>hot</u> <u>cold</u>
---------------------------------------

Side two of index card

Sentences: The sun is <u>hot</u> . The weather is <u>cold</u> when it snows.
Illustrations:  

5. Have your child use new antonyms learned in oral and/or written sentences. Put these sentences and illustrations for them on the back of the index cards.
6. Use the index cards to practice antonyms learned with your child.
7. For a more challenging activity, teach your child to use the thesaurus tool in a word processing program.

## Sample Materials

See attached Examples of Antonyms.

**ELL Tips**

- Point out examples of antonyms being used in context in daily life. For example, “Open the door.”/”Close the door.”
- Ask your librarian or media specialist for books on opposites.
- This activity can be done in English and the native language.
- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.

**References**

Santa, C.M., Havens, L.T., & Valdes, B. J. (2004). *Project CRISS*. Dubuque, Iowa: Kendall/Hunt Publishing Company

## Sample Materials

### Examples of Antonyms

happy/sad	hot/cold
stop/go	up/down
in/out	early/late
top/bottom	big/little
fast/slow	first/last
short/tall	loud/quiet
fat/thin	morning/night
deep/shallow	soft/hard
over/under	winter/summer
inside/outside	on/off
north/south	east/west
old/young	same/different
right/left	right/wrong

## **Target Behavior**

Vocabulary: Cognates

## **Goal**

To identify cognates in English and other languages to facilitate vocabulary development. Cognates are words that are similar in pronunciation, spelling and meaning in two languages.

## **Intervention Activity**

1. Explain to your child that some words in English are similar in pronunciation, spelling and meaning to words in his or her native language. These words are called cognates. Knowing cognates can be helpful in figuring out the meaning of new words in English.
2. Tell your child: “When you hear or see a new word in English, ask yourself if there are any parts of that word that you recognize from your native language.”

## **Examples**

“dictionary” in English and “diccionario” in Spanish

“dictionary” in English and “diksyonnè” in Haitian-Creole

“dictionary” in English and “dicionário” in Portuguese

“telescope” in English and “telescopio” in Spanish

“telescope” in English and “teleskóp” in Haitian-Creole

“telescope” in English and “telescópio” in Portuguese

3. Tell your child to substitute the meaning of the similar native language word in an English sentence using the word to see if it makes sense.

## **Examples**

We find the meaning of words in a dictionary.

They looked at the stars through a telescope.

4. Use a bilingual dictionary to check the meaning of the word in English and the native language. Tell your child that not all words that look and sound alike in two languages have the same meaning.

## **Sample Materials**

See attached list of Examples of Cognates.

## **ELL Tip**

- If needed, ask an individual who is a fluent speaker of English and your native language for assistance.

## **References**

August, D., & Shanahan, T. (Eds.) (2006). *Developing literacy in second language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

**Website**

[www.colorincolorado.org/educators/background/cognates](http://www.colorincolorado.org/educators/background/cognates) (Spanish)

Vocabulary: Cognates, p. 2

Developed by Bilingual School Psychologists from the Multicultural & ESOL Program Services Education and Psychological Services Departments, Broward County, Florida, Public Schools, 11/30/07.

## Sample Materials

### Examples of English/Spanish Cognates

<b><u>English</u></b>	<b><u>Spanish</u></b>
class	clase
money	moneda
animal	animal
center	centro
original	original
special	especial
doctor	doctor
artist	artista
color	color
automobile	automóvil
total	total
famous	famoso(a)
important	importante
family	familia
problem	problema
attention	atención
person	persona
familiar	familiar
restaurant	restaurante
radio	radio
intelligent	inteligente



## Examples of English/Portuguese Cognates

<b><u>English</u></b>	<b><u>Portuguese</u></b>
class	classe
animal	animal
visual	visual
color	cor
plural	plural
excellent	excelente
important	importante
favor	favor
car	carro
exercise	exercício
paragraph	parágrafo
palace	palácio
magnetic	magnético(a)
human	humano
hour	hora
helicopter	helicóptero
delicious	delicioso(a)
scientist	cientista
bank	banco
art	arte
synonym	sinônimo

### Examples of English/Haitian-Creole Cognates

<u>English</u>	<u>Haitian-Creole</u>
class	klas
intelligent	entelijian
action	aksyon
animal	animal
automobile	otomobil
language	langaj
dollar	dola
color	koulè
excellent	ekselan
possible	posib
doctor	doktè
artist	atis
important	enpòtan
orange	oranj
camping	kanping
accident	aksidan
reason	rezon
global	global
family	fanmi
elevator	elevatè
radio	radyo
television	televizyon
problem	pwoblem

## Target Behavior

Vocabulary: Definition Maps

## Goal

To help your child visualize new vocabulary words using Definition Maps.

## Intervention Activity

1. Introduce a Definition Map (see sample below) including the following questions:

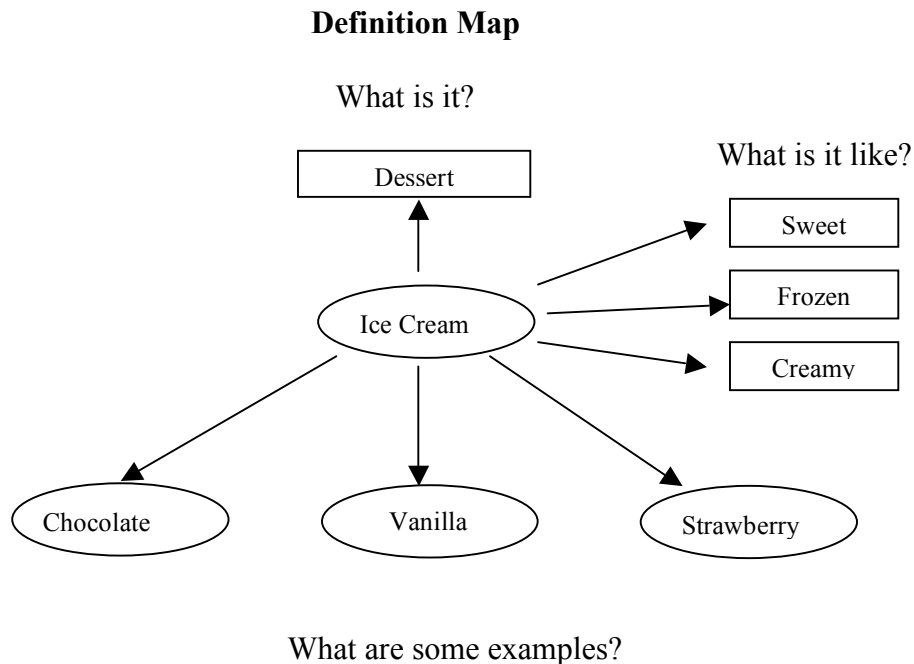
“What is it?” (Category)

“What is it like?” (Properties or Characteristics)

“What are some examples?” (Illustrations)

2. Demonstrate the process of using the map with a vocabulary word your child already knows, such as “ice cream” in the example below.
3. After completing the map, show your child how to write a definition using the information on the map. See the definition of “ice cream” below.
4. Provide repeated practice using Definition Maps to help your child learn the meaning of the new vocabulary.

## Example



Write the definition of the new vocabulary word based on your Definition Map:

Ice cream is a sweet, frozen, and creamy dessert that comes in chocolate, vanilla and strawberry.

## **Sample Materials**

See attached Definition Map.

## **ELL Tips**

- Use drawings, pictures or illustrations in the examples section of the map.
- Allow your child to use a bilingual dictionary during this activity.
- Allow your child to use his or her native language in the map.
- For a more challenging activity, ask your child to elaborate upon the examples or illustrations used in the map and to explain how they relate to the vocabulary word.
- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.

## **References**

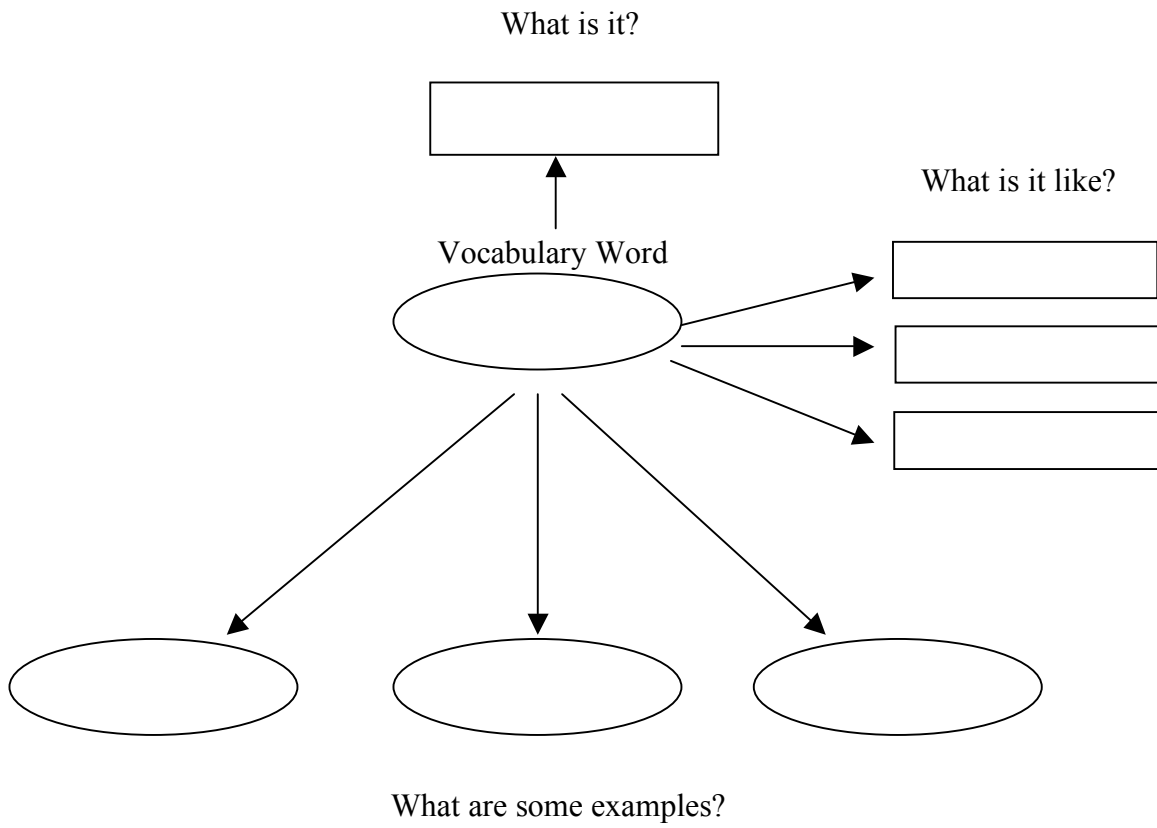
- Santa, C.M., Havens, L.T., & Valdes, B.J. (2004). *Project CRISS* (3<sup>rd</sup> ed.). Dubuque, Iowa: Kendall/Hunt Publishing Company.
- Schwartz, R. and Raphael, T. (1985). Concept of definition: A key to improving students' vocabulary. *The Reading Teacher*. 39:190-205.

Vocabulary: Definition Maps, p. 2

Developed by Bilingual School Psychologists from the Multicultural & ESOL Program Services Education and Psychological Services Departments, Broward County, Florida, Public Schools, 11/30/07.

**Sample Materials**

**Definition Map**



Write the definition of the new vocabulary word based on your Definition Map:

## **Target Behavior**

Vocabulary: Homophones

## **Goal**

To improve your child's ability to understand and use homophones (Homophones are words that are pronounced the same but are spelled differently and mean different things. For example, "sail" and "sale" are homophones.)

## **Intervention Activity**

1. Cut out the attached sample Tic Tac Toe Board and place the board in front of your child.
2. The first player picks a box. Before the player can place an "X" or an "O" on the word, ask him or her to say the word and its homophone and use each word in a sentence.
3. Continue to play until one person has three in a row or there is a tie.
4. For a more challenging activity, ask your child to spell the homophones for the words in each box.
5. Create new tic tac toe games with different words from the list provided.

## **Sample Materials**

See attached Homophone List (adapted from *Coaching Struggling Readers*) and Sample Tic Tac Toe Board.

## **ELL Tips**

- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.
- Have your child look up the words in a bilingual dictionary, and draw or cut out pictures illustrating them.

## **References**

Allen, M., & Breen, L. (2001). *Coaching Struggling Readers*. Huntington Beach, CA: Creative Teaching Press.

## **Website**

[www.all-about-spelling.com/homophones.html](http://www.all-about-spelling.com/homophones.html)

## Sample Materials

### Homophones List

ate/eight	know/no	sight/site/cite
bear/bare	mail/male	some/sum
beat/beet	meat/meet	stair/stare
blew/blue	new/knew	steak/stake
bored/board	one/won	steal/steel
brake/break	or/ore	tail/tale
by/bye/buy	pail/pale	they're/there/their
cent/sent/scent	pain/pane	threw/through
do/dew/due	pair/pear/pare	to/too/two
fare/fair	past/passed	toe/tow
flour/flower	patients/patience	wait/weight
flu/flew	pause/paws	waste/waist
for/four	peak/peek	weak/week
hair/hare	piece/peace	which/witch
hey/hay	plain/plane	wood/would
heal/heel/he'll	principal/principle	wrap/rap
heard/herd	read/red	wring/ring
here/hear	right/write	
hi/high	road/rode/rowed	
hole/whole	role/roll	
hour/our	sail/sale	
I/eye	scene/seen	
I'll/aisle/isle	sea/see	
knight/night	sew/so/sow	

Sample Tic Tac Toe Board

sail	flower	read
plain	one	brake
hi	hare	pair

Tic Tac Toe Board




## Target Behavior

Vocabulary: Multiple Meanings

## Goal

To help your child learn new multiple meaning words. Multiple meaning words have different meanings depending on how they are used.

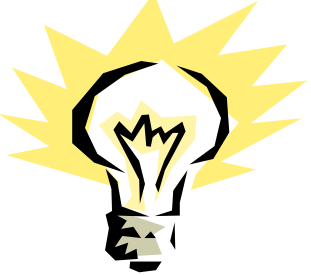
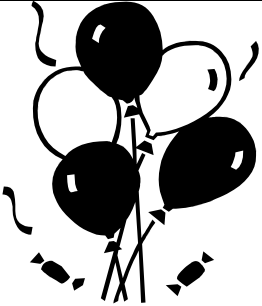

## Intervention Activity

1. Explain to your child that a single word may have two or more different meanings.
2. Help your child select some sample words with multiple meanings from the list below and look up the various meanings of these words with him or her in a dictionary or thesaurus.
3. Have your child draw or find pictures demonstrating the different meanings of each multiple meaning word.
4. Help your child label each picture with the definition of the word and the part of speech it represents, such as noun, verb, or adjective.

## Sample Materials

See attached Multiple Meaning Word List.

## Example

<b>Light</b>		
		
<b>1. light - something that helps you see</b> <b>part of speech: noun</b> <b>sentence: The light is bright.</b>	<b>2. light - having little weight, not heavy</b> <b>part of speech: adjective</b> <b>sentence: The balloons are so light that they float.</b>	<b>3. light - ignite, to become light</b> <b>part of speech: verb</b> <b>sentence: Light the candles on the cake.</b>

5. For a more challenging activity, add other words to this list as you and your child encounter them in the context of conversation, reading materials, advertisements, and movies.

**ELL Tips**

- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.
- Allow the child to use a bilingual dictionary to help him or her understand the word.

**References**

Honing, B., Diamond, L., Gutlohn, L. & Mahler, J. (2000). *Teaching reading sourcebook: Sourcebook for kindergarten through eighth grade*. Novato, CA: CORE, Section 14.32-14.33.

**Website**

[www.manatee.k12.fl.us/sites/elementary/palmasola/multiplemean.htm](http://www.manatee.k12.fl.us/sites/elementary/palmasola/multiplemean.htm)

Vocabulary: Multiple Meanings, p.2

Developed by Bilingual School Psychologists from the Multicultural & ESOL Program Services Education and Psychological Services Departments, Broward County, Florida, Public Schools, 11/30/07.

## Sample Materials

### Multiple Meaning Word List

Example: Light - something that helps you see (noun)  
having little weight, not heavy (adjective)  
ignite, to become light (verb)

light	sink	can	work
rose	roll	trip	tense
star	duck	mean	spell
ship	story	pull	sink
bat	seal	fan	leave
pen	box	run	fit
ring	bowl	skip	change
nail	watch	tick	jar

## Target Behavior

Vocabulary: Prefixes

## Goal

To help your child learn some of the most frequent prefixes in the English language. A prefix is a group of letters placed at the beginning of a word that change the meaning of the word.

## Intervention Activity

1. Explain to your child that a prefix is a group of letters at the beginning of a word that change the meaning of the word.
2. Review the samples of the prefixes below and what they mean with your child.

## Example

Prefix	Meaning of Prefix	Sample Word	Meaning of Sample Word
un	not, opposite of	unopened	not opened
re	again	re-read	read again
il, im, in, ir	not	incorrect	not correct
dis	not, opposite of	dislike	opposite of like

3. Cut up the cards on the attached Words with Prefixes and Their Meanings sheet.
4. Then choose a few of the word pairs and show your child how to match the words with prefixes (in red) with their meanings (in blue).
5. Increase the number of pairs in the matching activities as your child meets with success.
6. Have your child illustrate the words with pictures or drawings if possible.
7. For a more challenging activity, add other words with prefixes and their corresponding meanings to this list, as you and your child encounter them in the context of conversations, reading materials, advertisements and movies.

## Sample Materials

See attached list of Words with prefixes and Their Meanings.

## ELL Tip

- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.

## References

Blevins, W. (2001). *Teaching phonics & word study in the intermediate grades*. New York: Scholastic, Inc.

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Sample Materials

Words with Prefixes and Their Meanings

Words with Prefixes

Meanings

unclear
unimportant
untie
unlock
unhappy
unkind
unclear
reread
rebuild
rewash

not clear
not important
opposite of tie
opposite of lock
not happy
not kind
not clear
read again
build again
wash again

## Words with Prefixes and Their Meanings

### Words with Prefixes

recheck
redraw
illiterate
impossible
impolite
incomplete
incorrect
inexpensive
irregular
disapprove

### Meanings

check again
draw again
not literate
not possible
not polite
not complete
not correct
not expensive
not regular
not approve

## Words with Prefixes and Their Meanings

### Words with Prefixes

disobey

### Meanings

not obey

## Target Behavior

Vocabulary: Suffixes

### Goal

To help your child learn some of the most frequent suffixes in the English language. A suffix is a letter or group of letters placed at the end of a word that changes the meaning of the word.

### Intervention Activity

1. Explain to your child that a suffix is a letter or group of letters at the end of a word that changes the meaning of the word.
2. Review the samples of the suffixes below and what they mean with your child.

### Example

Suffix	Meaning of Suffix	Sample Word	Meaning of Sample Word	Sentence Using the Word
s, es	plurals	books	more than one book	We read the <u>books</u> .
ed	used to form the past tense of verbs	cooked	prepared food by heating	She <u>cooked</u> the food.
ing	used to form the present participle of verbs	jumping	the act of one that jumps	He is <u>jumping</u> .
ly	characteristic of	safely	without harm or danger	They <u>safely</u> crossed the street.
er, or	person connected with	teacher	someone who teaches	A <u>teacher</u> helps students learn.

3. Have your child identify the suffixes in words from the attached list.
4. Add more words with suffixes as your child meets with success.
5. Use the dictionary for help with the meaning of words.



6. Have your child use the words in a sentence.
7. Have your child illustrate his or her sentences with pictures or drawings.
8. For a more challenging activity, add other words to the list as you and your child encounter them in the context of conversations, reading materials, advertisements, and movies.

### **Sample Materials**

See attached list of Sample Words with Suffixes Underlined.

### **ELL Tip**

- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.

### **References**

Blevins, W. (2001). *Teaching phonics & word study in the intermediate grades*. New York: Scholastic, Inc.

**Sample Materials**

**Sample Words with Suffixes Underlined**

books <u>s</u>
boys <u>s</u>
girls <u>s</u>
glasses <u>s</u>
dishes <u>s</u>
dogs <u>s</u>
cats <u>s</u>
balls <u>s</u>
bats <u>s</u>
bicycles <u>s</u>
lively <u>y</u>

quietly
poorly
cooked <u>d</u>
planted <u>d</u>
called <u>d</u>
talked <u>d</u>
listened <u>d</u>
eating <u>g</u>
drinking <u>g</u>
walking <u>g</u>
talking <u>g</u>

## Sample Words with Suffixes Underlined

safely
slowly
reader
inventor
visitor
banker

## Target Behavior

Vocabulary: Synonyms

## Goal

To expand your child's vocabulary by teaching synonyms from vocabulary words that he or she already knows.

## Intervention Activity

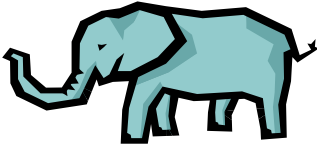
1. Choose a vocabulary word that your child already knows, such as "big."
2. At the top of an index card write "Synonyms for \_\_\_\_\_."
3. Explain to your child that a synonym is a word that has almost the same meaning as another word. For example, "big" is a synonym for "large."
4. Write the target word in the blank (for example, Synonym for "big"). Write or ask your child to write synonyms for the target word on the index card as he or she hears or reads synonyms for the word.
5. Have your child use these new synonyms in oral and/or written sentences. Write these sentences and draw or cut out pictures illustrating them for the back of the index cards.

## Example

Side one of index card

Synonyms for <u>big</u>  <u>large</u> <u>huge</u> <u>enormous</u> <u>gigantic</u>
--

Side two of index card

Sentences:  The elephant is <u>big</u> .  The elephant is <u>huge</u> .  Picture: 
---

6. For a more challenging activity, teach your child to use synonyms in the thesaurus tool in a word processing program.

## Sample Materials

See attached list of Examples of Synonyms (adapted from Blevins, 2001)

## ELL Tips

- Point out examples of synonyms being used in context in daily life. For example, "The baby is small."/"The baby is little."
- This activity can be done in English and the native language.

- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.

### **References**

Blevins, W. (2001). *Teaching phonics & word study in the intermediate grades*. New York: Scholastic, Inc.

Santa, C.M., Havens, L.T., & Valdes, B. J. (2004). *Project CRISS*. Dubuque, Iowa: Kendall/Hunt Publishing Company.

Vocabulary: Synonyms, p. 2

Developed by Bilingual School Psychologists from the Multicultural & ESOL Program Services Education and Psychological Services Departments, Broward County, Florida, Public Schools, 11/30/07.

## **Sample Materials**

### **Examples of Synonyms**

**begin/start**

**end/finish**

**happy/glad**

**close/shut**

**baby/infant**

**clean/wash**

**pick/choose**

**near/close**

**make/build**

**try/attempt**

**exam/test**

**often/frequently**

**like/enjoy**

**keep/save**

**below/under**

**usual/common**

**tell/say**

**increase/raise**

**divide/split**

**understand/know**



**Comprehension**

## Introduction

### What is Comprehension?

Comprehension is the ultimate goal in learning how to read. To comprehend is to make sense and understand the material that is being read. Phonemic awareness, phonics, fluency and vocabulary are all needed for good reading comprehension.

### Why is Comprehension important in reading?

Comprehension is critical in helping students understand, remember and be able to share the information that they read.





## Target Behavior

Comprehension: Categorizing Words by Concepts

## Goal

To improve your child's ability to categorize words (a precursor to main idea).

## Intervention Activity

6. Complete this activity either verbally or in writing.
7. Tell your child three related words (see sample below) and have your child tell you the group or category to which these words belong or write down three related words and have your child write down a category for them.
8. Have your child add one more word to each category.
9. For a more challenging activity, have your child create his or her own category and add related words.

## Sample Materials

rose		shark	
daisy	flowers	whale	fish
carnation		dolphin	
lion		happy	
dog	animals	angry	feelings
mouse		surprised	
hamburger		Washington	
chicken	food	Lincoln	U.S. presidents
pizza		Roosevelt	
basketball		run	
checkers	games	jump	actions
hockey		hop	
man		teacher	
woman	people	lawyer	jobs
child		dentist	

## ELL Tips

- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.
- Do this activity in your child's native language.
- Introduce this activity with pictures from magazines, books, newspapers or other sources.

**References**

Guthrie, J.T., et.al. (2004). *Motivating reading comprehension*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

McEwan, E.K. (2002). *Teach them all to read*. Thousand Oaks, CA: Corwin Press, Inc.

**Website**

[www.resourceroom.net/comprehension/mainidea/index.asp](http://www.resourceroom.net/comprehension/mainidea/index.asp)

Reading Comprehension: Categorizing Words by Concepts, p.2

Developed by Bilingual School Psychologists from the Multicultural & ESOL Program Services Education and Psychological Services Departments, Broward County, Florida, Public Schools, 11/30/07.

## Target Behavior

Comprehension: Cause and Effect

## Goal

To analyze a story and identify cause and effect.

## Intervention Activity

1. Read a story with your child.
2. Identify what happened in the story (effect) and what caused it (cause).
3. Use the attached Cause and Effect sheet to identify causes and effects.

## Example

Cause	→	Effect
If you go out in the rain, He didn't do his homework		then you will get wet. so he got a bad grade.

## Sample Materials

See attached Cause and Effect sheet.

## ELL Tips

- Look for “Signal Words” such as:

Because	Due to
So	Since
So that	If.....then
- This activity can be done with illustrations, orally or in writing.
- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.

## References

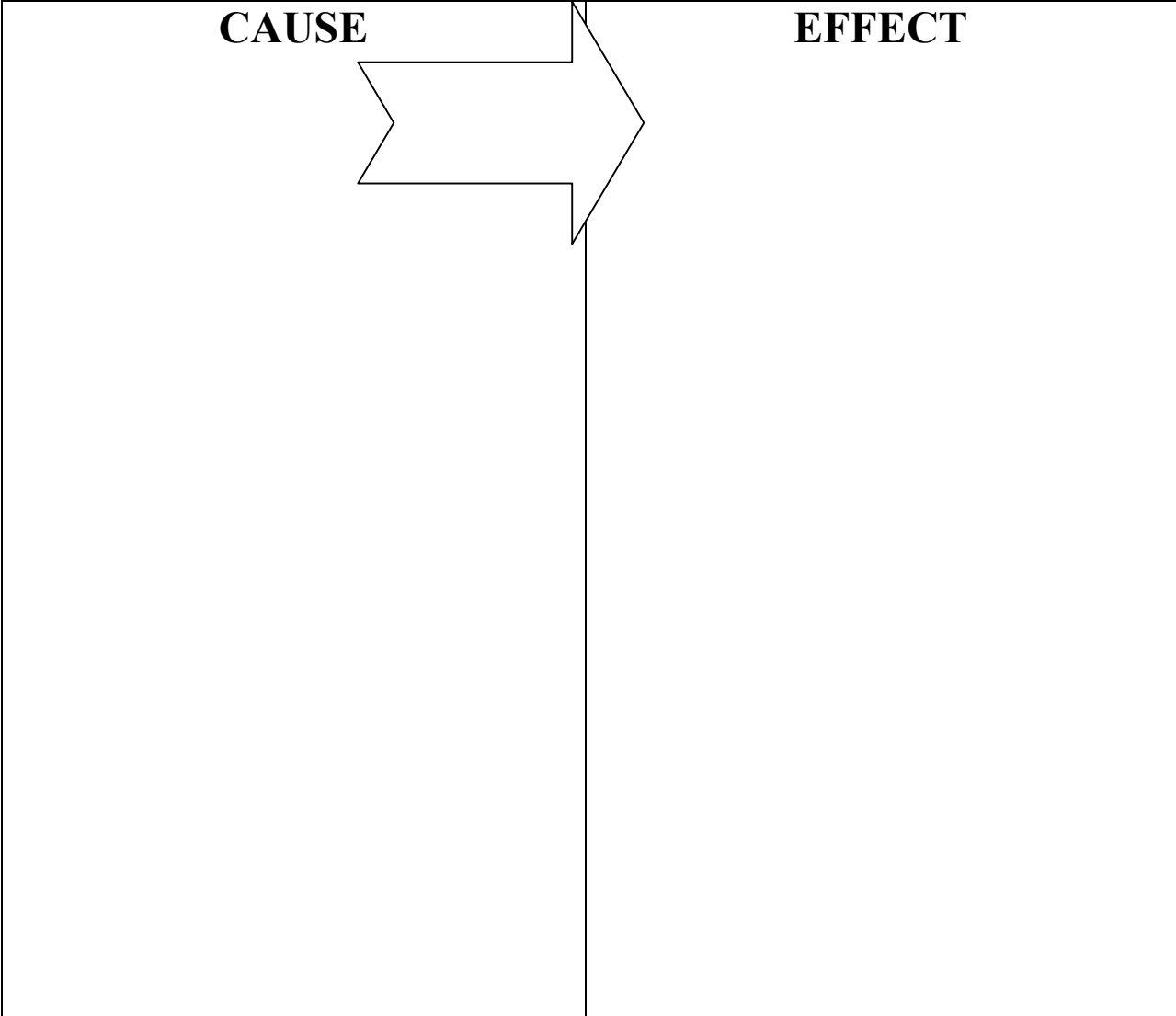
Cooper, J.D. (1997). *Literacy: Helping children construct meaning* (3<sup>rd</sup> ed.) Boston: Houghton Mifflin.

## Website

<http://www.phschool.com/science/biosurf/superread/unit9/9strategy1.html>

**Sample Materials**

**Cause and Effect Sheet**



## **Target Behavior**

Comprehension: Inferencing

## **Goal**

To improve your child's ability to identify what the author is attempting to say.

## **Intervention Activity**

1. Place household items in a brown bag (spoon, flower, cookie, water bottle) and staple the bag.
2. Have your child guess what is in the bag by smelling, feeling and hearing what is inside without opening it. Have your child write down or say his or her answer.
3. After writing or talking about all of their observations, explain to your child that he or she is not completely guessing, but is using prior knowledge about the items to make an observation.
4. Explain to your child that these observations are like the observations he or she makes when reading. Your child has to use prior knowledge and the clues given to guess (infer) what the author is trying to say.
5. As you read stories with your child, ask some of the following questions:  
What will \_\_\_\_\_ do about \_\_\_\_\_?  
What makes you think that?  
What clues has the writer given you?  
Where does the story say that?  
Why do you think the writer said that?

## **ELL Tip**

- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.
- Watch a television show or movie in your home language. During the commercial, ask your child to guess what will happen next. Practice answering questions such as:

What will \_\_\_\_\_ do about \_\_\_\_\_?

What makes you think that?

What clues tell you that?

## **References**

Hall, S. & Moats, L (1999). *Straight talk about reading*. Lincolnwood, IL: Contemporary Books.

## **Target Behavior**

Comprehension: Main Idea

## **Goal**

To improve your child's ability to describe the main idea in a story.

## **Intervention Activity**

1. Read or tell your child a familiar story.
2. Ask your child to sequence the main events and decide which are the most important ones.
3. Help your child decide what is the main idea of the story and why.

## **Example**

Story of the Boy Who Cried Wolf.

Once upon a time there was a boy who was bored and lonely. He decided to play a trick on his village by calling out "wolf, wolf." The villagers came outside to rescue him only to find out that his alarms were false and they had wasted their time. After a few days, the boy tried the same trick, and again the villagers came to his rescue only to find out that they had been fooled once more. Later, a wolf actually did come out from the forest. The boy cried out "wolf, wolf," but this time the villagers, who had been fooled twice before, thought the boy was lying again. Nobody came to help him.

*List the main events in the story:*

1. The boy lied by telling others that the wolf was coming when it was not.
2. The people believed the boy the first few times, but when they realized he often lied, they stopped believing him.
3. When the boy told the truth, nobody believed him.

*What is the main idea?*

The boy lied so often that nobody believed him when he told the truth,

## **Sample Materials**

Use the attached Main Idea sample materials as a guide to identify the main idea in other stories.

## **ELL Tip**

- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.
- Watch a television show or movie in your home language and help your child identify the main idea.

## **References**

National Institute of Child Health and Human Development, NIH, DHHS (2000). *Report of the National Reading Panel: Teaching children to read* (00-4769). Washington, DC: U.S. Government Printing Office.

Developed by Bilingual School Psychologists from the Multicultural & ESOL Program Services Education and Psychological Services Departments, Broward County, Florida, Public Schools, 11/30/07.

## Sample Materials

### Main Idea

---

Name of story

List the main events in the story:

What is the main idea of the story?

Draw a picture of the most important event in the story.

A large, empty rectangular box with a thin black border, intended for drawing a picture of the most important event in the story.

## **Target Behavior**

Comprehension: Questions

## **Goal**

To increase reading comprehension by asking questions before, during and after reading.

## **Intervention Activity**

1. Select a story to read with your child.
2. Before reading the story, ask your child the following questions:
  - What does the title tell you about the story?
  - What do the pictures tell you about the story?
  - What do you know about.... (topic/theme)?
3. As you are reading, ask your child the following questions:
  - Who?
  - What?
  - Where?
  - When?
  - Why?
  - How?
  - What do you think will happen next?
4. After finishing the story, ask your child the following questions:
  - Who were the characters?
  - Where did the story take place?
  - What was the problem?
  - How was the problem solved?
  - Why was it solved?

## **Sample Materials**

See attached Reading Cards.

## **ELL Tips**

- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.
- Practice this activity with easy books and then progress to harder ones.

## **References**

Pressly, M. & Afflerbach, P. (1995). *Verbal protocols of reading: The nature of constructively responsive reading*. Hillsdale NJ: Lawrence Erlbaum Associates.



Sample Materials

**Reading Cards**

Use **BEFORE** reading the story.

#1 What does the title tell you about the story?	#2 What do the pictures tell you about the story?
#3 What do you know about.... (topic/theme)?	

Use while you are reading the story. **During Reading**

#4 Who?	#5 What?
#6 Where?	#7 When?
#8 Why?	#9 How?
#10 What do you think will happen next?	

Use **AFTER** reading the story.

#11 Who were the characters?	#12 Where did the story take place?
#13 What was the problem?	#14 How was the problem solved?
#15 Why was it solved?	

**Target Behavior**

Comprehension: Sequencing

**Goal**

To increase reading comprehension by identifying the order of events in a story.

**Intervention Activity**

1. Read a story with your child.
2. Identify the beginning of the story.
3. Identify the ending of the story.
4. Once the beginning and ending of the story have been identified, explain that the parts between the beginning and end are the middle of the story.
5. Use the attached sheet to help your child list or draw the order of events in the story.

**Sample Materials**

See attached Sequencing Sheet.

**ELL Tip**

- After finishing the story, have your child draw what happened at the beginning, middle and end of the story. This allows your child to immediately record what he or she has read without worrying about writing it.
- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.

**References**

Carnine, D.W., Silbert, J., & Kame'enui, E.J. (1997). *Direct instruction reading* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Merrill.

## Sequencing Sheet

<p style="text-align: center;"><b>Beginning</b></p> <p><b>1.</b></p>
<p style="text-align: center;"><b>Middle</b></p> <p><b>2.</b></p> <p><b>3.</b></p> <p><b>4.</b></p>
<p style="text-align: center;"><b>End</b></p> <p><b>5.</b></p>

## **Target Behavior**

Comprehension: Summarizing

## **Goal**

To improve your child's ability to summarize a story.

## **Intervention Activity**

1. Choose a familiar story or fairytale (i.e., The Three Little Pigs, Snow White).
2. Help your child identify the following:
  - Setting (Where does the story take place?)
  - Characters (Who is the story about?)
  - Problems (What is the main question or issue?)
  - Solution (How is the problem solved?)
3. Have your child tell in his or her own words the important information he or she has read.
4. As your child is able to summarize fairytales, have your child read a simple story and use the same strategies to summarize the story.

## **Example**

(The Three Little Pigs)

Setting: Their house  
Characters: Three pigs and a wolf  
Problems: The wolf keeps blowing down their houses  
Solution: They built a house out of bricks so the wolf couldn't blow it down.

## **Sample Materials**

See attached Story Summary.

## **ELL Tip**

- Watch a television show or movie in your home language. Ask your child to complete the attached story summary.
- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.

## **References**

National Institute of Child Health and Human Development, NIH, DHTIS (2000). *Report of the National Reading Panel: Teaching children to read* (00-4769). Washington DC. US Government Printing Office.

**Sample Materials**

**Story Summary**

Story: \_\_\_\_\_

Setting:

Characters:

Problems:

Solution:

Using the above information, write a summary of the story.  
\*Don't forget that the topic sentence should include the main idea.

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## **Target Behavior**

Comprehension: Supporting Details

## **Goal**

To improve your child's ability to identify details that support the main idea. This will help your child better understand the point the writer is attempting to express.

## **Intervention Activity**

1. Tell or read a story to your child.
2. Ask your child to answer the following questions:
  - a. **Who** is the story about?
  - b. **What** is the story about?
  - c. **When** does the story take place?
  - d. **Where** does the story take place?
  - e. **Why** do the characters behave the way they do? **Why** does the story end the way it does?
3. Have your child cut out the attached bookmark as a reminder of what questions to think about when reading a story.

## **Sample Materials**

See attached bookmark.

## **ELL Tip**

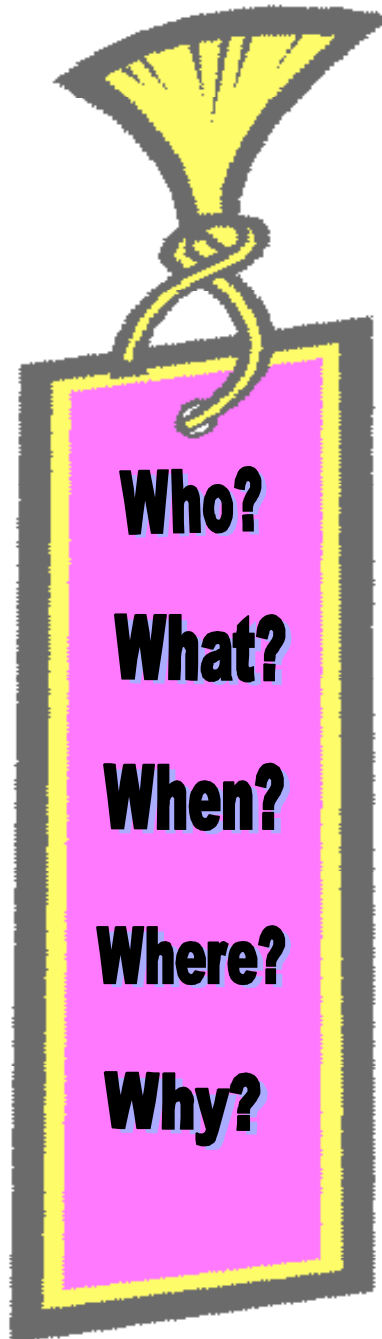
- If needed, ask an individual who is a fluent English speaker for assistance in doing this activity in English.
- Watch a television show or movie in your home language. Ask your child to answer the who, what, when, where and why questions regarding the show or movie.

## **References**

National Institute of Child Health and Human Development, NIH, DHHS (2000). *Report of the National Reading Panel: Teaching children to read* (00-4769). Washington, DC: U.S. Government Printing Office.

**Sample Materials**

**Bookmark**



**Target Behavior**

Comprehension: Understanding Signal Words

**Goal**

To improve your child's ability to understand words that give hints as to what will happen in a story (signal words).

**Intervention Activity**

1. Select two or three words from the attached word list. Tell your child a sentence using that word and let him or her complete the sentence (Sample: "I did my homework but...; I was late to school because..."). You can do this either orally or in writing.
2. Have your child create a sentence using any of the words you select.
3. When your child can correctly complete this activity with the words you have chosen, select more words and repeat the process.

**Sample Materials**

See attached Signal Word List (adapted from the website below).

**ELL Tips**

- If needed, ask an individual who is fluent in English for assistance in doing this activity in English.
- Use signal words from your child's native language to do the same activity.

**References**

Fry, E. (2006). *The reading teacher's book of lists, 5<sup>th</sup> Edition*. San Francisco, CA: Jossey-Bass.

**Websites**

[www.resourceroom.net/comprehension/signalwordlist.asp](http://www.resourceroom.net/comprehension/signalwordlist.asp)



## Sample Materials

### Signal Word List

first

second

but

after

because

since

although

before

after

next

later

unless

however

since

if...then

however

at last

while

even if

now