

HOW TO MAKE Spelling FUN!

- Look at the word, say the word, try to memorize the letters in the word, write the word from memory, and check to see if you are right.
- **Use magnetic letters on a refrigerator or cake pan to spell words.**
- Spell words with glue and sprinkle glitter on them or use glitter pens.
- **Cut out letters from a newspaper or magazine to spell words.**
- Make spelling flash cards – write words on index cards and cut the letters apart to spell.
- **Call out spelling words in the car.**
- Take a pre-test on Monday to see what words to work on. Don't forget to review the known words too!
- **Mnemonic Devices – Come up with a saying to remember words – For example: tail – The apple is light.**
- Use scrapbook foam letters as a fun tool to study with.
- **Write spelling words in bubble letters or another fun way.**
- Use ABC Cookie Cutters and play-dough to cut out letters to spell words
- **Paint spelling words.**
- Use shaving cream to write spelling words.
- **Write words in sand.**
- Use letter beads from a craft store to write your spelling words (You could even put them on a string, or a screw, which is a great motor skill!)
- **Put letters on Legos, rocks, popsicle sticks, or bottle caps, and put them together to spell your words.**
- Got a Magna Doodle? Write your spelling words on it!
- **Use Scrabble tiles (add up the points for each word to practice math skills!) • SpellingCity.com – This site has tons of fun games to play using spelling words.**

BUILDING Math Skills At HOME

With a little creativity, you can make math lots of fun! Here are some easy things that you can do at home to help your child with math.

- There are many games that you probably already have at home that encourage development in math: Yahtzee (basic addition), Connect Four (problem solving,, developing strategies), Puzzles (spatial awareness), Card Games (have players flip cards and greatest or least number wins), Candy Land (make your own game cards and use math facts instead of colors), Monopoly (money), Battleship (coordinate graphs), etc.
- Talk about the calendar with your child. Make it exciting by looking forward to special events. It is fun for them to count the weeks and days until birthdays or to see what day of the week a specific holiday will be on this year.
- You can help your child learn to count money by playing store with them. Use real coins and let them be the "cashier".
- Use an empty egg carton as a counting tool to practice addition and subtraction skills up to 10. Simply place an object in slots and use the empty slots to count up to/from 10.
- Notice the clock. Tell them that they can play a game at a certain time. Begin with easy times (7:00) and get progressively more difficult (7:30 and 7:45).
- Bake with your child. Read the instructions on the back of the box and allow them to measure ingredients.
- You can develop a better understanding of fractions by discussing equal parts with your child. Any time you bake a frozen pizza, it is an opportunity to let them understand what $\frac{1}{6}$ means.
- Making flash cards of basic addition or subtraction facts can be an easy way to practice. You can make it a game by seeing how many they can answer in a minute. If they improve their score over time, reward them.
- You can make pot holders on a small loom. This is a good way to practice making and extending patterns.
- Any time there is a project at home that involves measuring inches or feet, let your child help! This allows them to understand that the concepts they are learning in school have real world applications.
- Point out shapes and discuss them. If you see a "YIELD" sign, discuss that it is a triangle and ask your child how many sides would be on 3 "YIELD" signs.

BUILDING A Reader At HOME

Explore Books!

Give your child an opportunity to explore books. **Visiting a library or bookstore** gives your child a chance to find topics and books that interest them.

Read, Read, Read!

Make sure to read for at least **30 minutes per day!** Students can read independently, aloud to an adult, or back and forth with a partner.

Ask Questions!

- Predictions
- Characters
- Main Idea
- Problem
- Solution
- Retell Story
- Genre
- Moral

Make it Fun!

Reading shouldn't be a chore. Intentionally read with your child/discuss books but also research topics and do book activities together.

Be an Example!

Children learn by example, so **let your child see you read** whether it be a book, newspaper, cookbook, etc.

Pick Good Fit Books!

A book that is a good match for your child should meet the following requirements:

- Purpose for reading
- Interest
- Can they understand what they are reading? Can they retell the story?
- Do they know most of the words?

For Beginning Readers:

- Point out and read words in natural settings – stores, streets, etc.
- Memorize sight words
- Visualize the story in your head
- Ask questions before, during, and after
- Don't immediately tell an unknown word to your student.** Instead, ask them to:
 - Sound out the word
 - Break the word into parts
 - Try a different vowel sound (long/short)
 - Use illustrations for clues
- Skip the word, re-read sentence, and go back – what word would make sense?

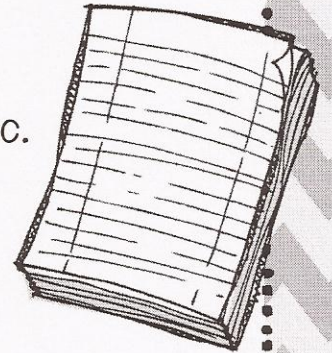
For Advanced Readers:

- Notice interesting, new vocabulary words, and make it a challenge to use them in conversation
- Read with expression
- Explore non-fiction books and their text features (diagrams, table of contents, etc.) along with other genres as well
- Compare and contrast books
- Discuss connections to literature
- Think of new titles for books
- Explore multiple books from the same author

Building Writing Skills

Beginning

- Write from left to right with letters touching writing lines
- Place spaces between words – Use a finger, popsicle stick, etc.
- Use uppercase and lowercase letters
- Use a capital letter at the beginning of a sentence
- Use punctuation at the end of a sentence
- Use drawing, guided writing, and dictating to write
- Use letter/sound knowledge, sight words, and word walls to write simple words
- Write correct beginning and ending constant sounds
- Understand there are different types of writing (lists, letters, etc.)



Intermediate

- Consistently use correct, basic capitalization and punctuation
- Write in complete sentences
- Write correct beginning, middle, and ending sounds
- Use and spell sight words correctly
- Be able to read own writing to share with others
- Organize sentences based upon one topic
- Plan Stories (brainstorm, list, graphic organizer)
- Create and publish a variety of writings (stories, lists, letters, etc.)
- Begin to use voice, audience, and purpose in writing

Advanced

- Continues to use sight words and additional grade level words correctly
- Consistently use correct capitalization, punctuation, sentence structure, tense, and subject/verb agreement
- Organize writing with beginning, middle, and ending
- Choose main topic to write about
- Add details to support main idea
- Use paragraphs
- Begin to use transitions (First, Second, Third, Last, Next, etc.)
- Use editing tools (dictionary, partner) to revise first draft
- Produce a variety of writings (poems, stories, letters, personal narratives)
- Follows the writing process

Writing At Home

- Write letters and cards to family members and friends, and encourage them to write back!
- Encourage your child to write stories about their favorite things.
- Keep a journal of Summer activities.
- Read comics in the newspaper and let your child create their own.
- Create a newspaper and write articles about weekly activities.
- Use fun writing tools such as markers, gel pens, crayons, pencils, etc.
- Let your child create a shopping list before going to the store.
- Gather kids in the neighborhood to write a play.
- Advanced readers and writers might enjoy Mad Libs, while parents could create their own version of Mad Libs for beginning readers and writers.
- Take turns writing back and forth to your child! Leave a note by their bed or in their lunchbox.
- Play word games such as Wheel of Fortune and Hangman. Hangman is an especially great way to pass time in a doctor's office or restaurant!
- Have a place in your home where you display your child's writing!
- Encourage your child to plan their writing and revise drafts before publishing!
- Publish your child's writing! Not only does it make them feel special, but it also makes a wonderful keepsake. StoryJumper.com allows you to order hardcover books of your child's writing! You could also use programs such as Microsoft Photo Story to publish a digital version of their book! Simply scan in your child's drawings and record them reading their story. Publish and you can immediately send it to family and friends or burn to a disc to watch on television!

PHONICS Generalizations

From Wilma Miller's *Reading Teacher's Complete Diagnosis and Correction Manual*

Theodore Clymer (University of Minnesota) conducted a research study to attempt to determine the stability of consistency of forty-five commonly taught phonic generalizations. He used four sets of basal readers to determine the phonic generalizations presented in the primary grades. Then Clymer decided that a phonic generalization should be 75 percent consistent or stable when presented to children. Out of the forty-five generalizations, Clymer found that only eighteen rules were consistent enough to be presented to children, as follows:

1. The *r* gives the preceding vowel a sound that is neither long nor short.
2. Words having double *e* usually have the long *e* sound.
3. In *ay* the *y* is silent and gives *a* its long sound.
4. When *y* is the final letter in a word, it usually has a vowel sound.
5. When *c* and *h* are next to each other, they make only one sound.
6. *Ch* is usually pronounced as it is in *kitchen*, *catch*, and *chair*, not like *sh*.
7. When *c* is followed by *e* or *i*, the sound of *s* is likely to be heard.
8. When the letter *c* is followed by *o* or *a*, the sound of *k* is likely to be heard.
9. When *ght* is seen in the word, *gh* is silent.
10. When two of the same consonants are side by side, only one is heard.
11. When a word ends in *ck*, it has the same last sound as in *look*.
12. In the most two-syllable words the first syllable is accented.
13. If *a in*, *re*, *ex*, *de* or *be* is the first syllable in a word, it is usually unaccented.
14. If most two-syllable words that end in consonant are followed by *y*, the first syllable is accented and the last is unaccented.
15. If the last syllable of a word ends in *le*, the consonant preceding the *le* usually begins the last syllable.
16. When the first vowel element in a word is followed by *th*, *ch*, or *sh*, these symbols are not broken when the word is divided into syllables and may go with either the first or the second syllable.
17. When there is one *e* in a word that ends with a consonant, the *e* usually has the short sound.
18. When the last syllable is the sound *r*, it is unaccented.

Notice that a number of commonly presented generalizations are not included in this list. The following two rules were not found by Clymer to be consistent enough to be taught in the primary grades:

- When two vowels are located next to each other, the first one records the long sound and the second is silent
- In words containing two vowels, one of which is the final e marker, the preceding vowel is long and the final e is usually silent.

1988, *The Center for Applied Research in Education. Simon & Shuster. West Nyack, NY 10995*