

Smart Start Reading Newsletter # 1

Many parents do not recall the way they were taught to read and spell. This is the first newsletter which teachers can send home to parents explaining the teaching process. Greater home/school communication and parental support results in increased reading/spelling/writing success for children.



Reading Newsletter #1

Dear Parents,

The objectives listed below are worked on simultaneously. When new material is started, another letter will be sent home with your child.



1. **Mastering letter sound correspondence** for all twenty-six letters of the alphabet is crucial. (this is the ability to name a letter and make its matching sound). It is important to learn pure letter sounds and not to make a letter sound combined with a vowel sound. For example: † says † *not tuh*. Children who add extra sounds onto letters have trouble sounding out words. For example: instead of sounding out the word **bat** correctly, the child may sound it out as **buh-a-tuh**.

2. **Learning to read colour words.** These are: green, red, brown, black, yellow, blue, orange, purple, and white.

3. **Mastering eleven word keys.** Word keys are two letters which join together to make a single sound. Children are taught that recognizing word keys enables them to unlock (read) new words. We will begin by learning the following word keys contained in the colour words:

ee (as in green)

2 sounds of ow

(ow as in *brown* and ow as in *yellow*)

ue (as in blue)

or (as in orange)

ur (as in purple)

wh (as in white)

ck (as in black)

qu (as in queen)

sh (as in shape)

ch as in (chick)

2 sounds of th

(*th* as in *this* and *th* as in *thick*)

4. **Blending short vowel words together.** This is the process of reading words by making individual letter sounds and joining them together to decode words. Some examples of short vowel words we will learn to read include: bat, pen, tip, hop, tub.

5. **Spelling** is a very important part of reading. It reinforces blending skills and sight/sound correspondence. When a child spells a word he must: identify how many sounds are in the word, how many letters make up the sounds, and retrieve the correct letters which match the sounds he hears. We will spell short vowel words and words which use the word keys listed in # 3.

6. **Learning to read sight words.** We will learn sight words by making a repeated reading book. Repeated reading books are used to help students learn their basic sight words. The teacher makes her own repeated reading book in a scrapbook which is large enough for all the children to see. This book is used to introduce the new sentence and sight word to the students. After reading the teacher's book together, students receive a sentence strip which is used to create the same sentence. Students glue the sight word sentence down and illustrate it.

On a daily basis, students start at the beginning of their books and read each page in the book from start to end. Students are encouraged to touch each word as they read so that they don't race. Repetition is one key to memorizing sight words.

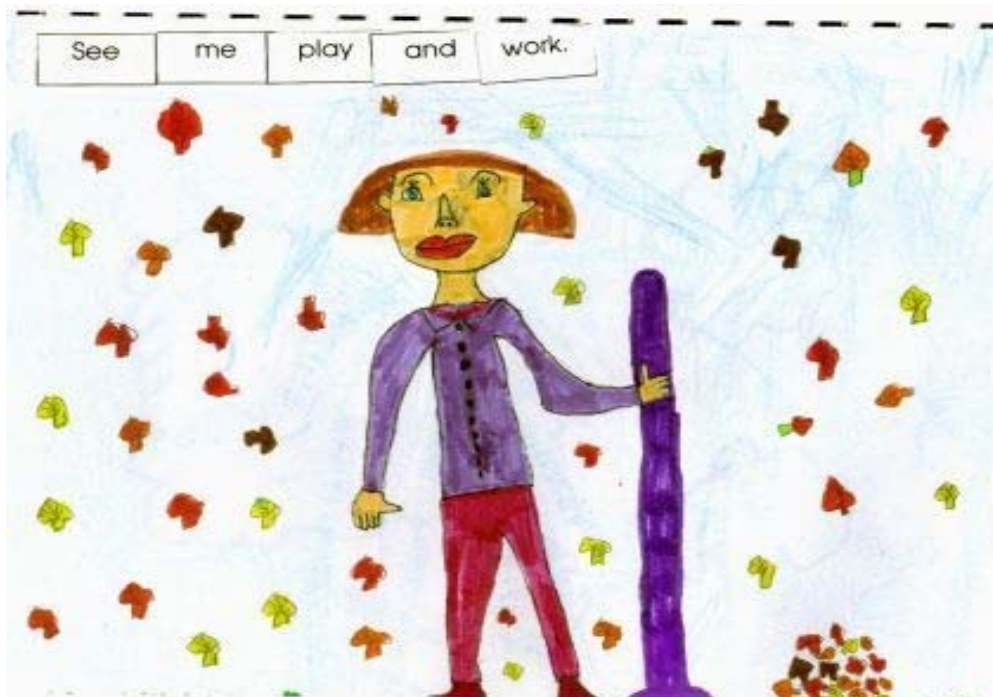


Example of a sentence strip each child would receive which includes previous sight words and a new sight word.

Note the words in the sentence are mixed-up.



Child cuts up words, lays them down in order to create a sentence, glues words down and illustrates the sentence beneath the words. This process soon has children looking for the word in the sentence strip which begins with a capital letter and the word ending with a period. It also helps children notice there are spaces between words. **See Example Below:**



The sight words we will learn first in our daily work and repeated reading book are:
see, I, can, the, me, play, like, and, work, a, is, you, to, we, that, in, for, at, with, it, on, put, are, of, this, your, as, but, be, have, he, they, one, good, about

Helping Your Child

Listen to your child read all his/her work each night. Take note of challenging areas and give lots of positive reinforcement.

Secondly, reinforce the idea that reading is for the purposes of entertainment or for acquiring information.

Third, wait for two to three weeks of school to pass and then start using this list of short vowel words to help your child learn to read and spell. Five words a day is lots of practice. Try having your child sound out (read) two words and spell three words.

When dictating words:

1. Say word clearly. e.g. bat
2. Sound word out. e.g. b-a-t
3. Have child say the word.
4. Have child sound word out and count number of sounds on his fingers.
5. Have child make the sound of the first letter and print it. Have child make the sound of the second letter/vowel and print it. Have child make the final sound and print it.

Short a words

add	clam	grab	pad	slap
after	clamp	grand	pan	snap
ask	crash	ham	past	span
bat	dad	hat	plan	tab
bath	fact	lamp	ran	tan

Short e words

bed	bend	belt	red	then
bell	fed	let	rest	vet
best	fell	mess	sell	web
bet	fresh	nest	sled	went
bless	get	next	smell	wept

Short i words

bib	ill	pinch	strip
big	inch	pit	swim
bill	jig	rib	thin
chick	kiss	rip	tin
fill	list	sip	whip
fish	nip	six	zip

Short o words

block	cost	hog	mop	shop
bog	cot	hop	moss	slot
box	dog	job	not	smog
clock	doll	lock	plot	sob
cop	fox	mom	rock	stop

Short u words

bluff	fuzz	plum	stun	up
buck	crust	dug	mud	tug
cub	gut	hug	mug	run
dust	gum	jug	luck	sun
fun	hump	mud	plus	stun