

READING WARM-UP

What is the Word?

1. As a parent slowly says 3 phoneme words students will listen carefully to figure out what the word is.
2. This is a word exercise as students at all reading levels dissect words and listen carefully for what the word parts sound like.
3. It is necessary to hear sounds in words as students are developing an early understanding of how words work.

Body Words

1. As students say words slowly they are developing an understanding for sound parts of a word or phonemes.
2. By touching different body parts, beginning with the head, students are understanding what sound comes first.
3. As students say each sound and touch head, waist, and toes, they should then say the whole word.

Mystery Sentences

1. Students developing early reading skills use meaning and structure found in sentences to figure out unknown words.
2. Students will have to complete the puzzle piece by having to decipher what unknown word fits best in the blank.
3. As students guess the best word for the sentence, they should read the entire sentence again to check for understanding.



Making Words

1. This activity helps students practice words using varying tools.
2. Students first write the word and then create the word using magnetic letters.
3. The learning of sight words is essential to becoming a beginner reader.

Reading Spaces

1. Beginning readers need to develop an understanding of letters, words, and sentences.
2. As students develop this awareness, they are better able to monitor their reading and write each word in a sentence.
3. Students can say a sentence slowly and draw a line for every word in the sentence. They can then practice their sound knowledge by writing each word.

COMMON CORE CONNECTION

- ❖ RF.K.1 Demonstrate understanding of the understanding and the basic features of print.
- ❖ RF.K.1a Follow words left to right, top to bottom, and page by page
- ❖ RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters
- ❖ RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds.
- ❖ RF.K.2a Recognize and produce rhyming words.
- ❖ RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.
- ❖ RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds in 3-phoneme words.
- ❖ RF.K.3c Read frequent high frequency words by sight.
- ❖ L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

4. To further practice word understanding, students can do a kudu hop for every word they hear in the sentence.