

Welcome to the second edition of The Reading Roadmap. We are the Community Schools' coaches, Anne Marie Hines and Marge Edwards. The purpose of The Reading Roadmap is to provide information and activities to increase your awareness of what it takes to raise a strong reader.



## Phonemic Awareness – Phonics – Fluency – Vocabulary – Comprehension

In each edition, we will continue our focus on one of THE BIG FIVE listed above. Our roadmap began with the most basic Phonemic Awareness activity – pulling apart the sounds of a word. In this edition, we will cover more advanced Phonemic Awareness skills and activities to check your child's ability level. These activities are meant to be brief and playful. Once you get a feel for these "sound games", they can be done anywhere – in the car, walking to school, during family meals.

Children must understand that language is made up of spoken words and that these words can be broken down into separate sounds. In review, Phonemic Awareness is the ability to hear and pull apart the sounds of spoken words, blend the sounds back together, or change the sounds to make new words.

### BLENDING SOUNDS TO MAKE REAL WORDS

Blending individual speech sounds is important for children to master. This skill will be needed when students learn to match sounds to letters in order to read unknown words. Try the *What's My Word Activity* with your child. *\*Helpful Hint: When you see a letter(s) within slanted lines, say the sound of the letter(s), not its name.*

#### 1. WHAT'S MY WORD?

ADULT SAYS: I'm going to say all the sounds I hear in a word. I want you to tell me the word that you hear when you put these sounds together. You say it fast. Let me show you – If I say /p/ /i/ /g/, the word is ...pig.

Now try to put the sounds together with me. Say it fast. If I say /c/ /a/ /t/, what word do you say? Yes, the word is ...cat.

ADULT SAYS: Listen to the sounds and say the words those sounds make.

- |                |                    |                    |                    |
|----------------|--------------------|--------------------|--------------------|
| 1. /d/ /o/ /g/ | 2. /f/ /i/ /sh/    | 3. /p/ /e/ /t/     | 4. /r/ /u/ /n/     |
| 5. /c/ /a/ /p/ | 6. /n/ /e/ /s/ /t/ | 7. /j/ /u/ /m/ /p/ | 8. /s/ /l/ /i/ /p/ |

## CHANGING SOUNDS TO MAKE NEW WORDS

Changing sounds to make new words is the most advanced form of Phonemic Awareness. These activities require children to add, delete or change a sound to make a different word. Try these activities with your child. *\*Remember – When you see a letter(s) within slanted lines, say the sound of the letter(s), not its name.*

### 2. ADD A SOUND ACTIVITY

ADULT SAYS: Say the word “an” (child says “an”). Now say it again with /f/ at the beginning. Answer: fan

ADULT SAYS: Say the word “an” (child says “an”). Now say it again with /t/ at the end. Answer: ant

ADULT SAYS: Say the word “lick” (child says “lick”). Now say it again with /s/ at the beginning. Answer: slick

ADULT SAYS: Say the word “see” (child says “see”). Now say it again with /d/ at the end. Answer: seed

ADULT SAYS: Say the word “ten” (child says “ten”). Now say it again with /t/ at the end. Answer: tent

### 3. DELETE A SOUND ACTIVITY

ADULT SAYS: Say the word “farm” (child says “farm”). Now say it again without the /f/. Answer: arm

ADULT SAYS: Say the word “farm” (child says “farm”). Now say it again without the /m/. Answer: far

ADULT SAYS: Say the word “scar” (child says “scar”). Now say it again without the /s/. Answer: car

ADULT SAYS: Say the word “teach” (child says “teach”). Now say it again without the /ch/. Answer: tea

### 4. CHANGE A SOUND ACTIVITY

ADULT SAYS: Say the word “cat” (child says “cat”). Now say it again but change the /c/ to /p/ to make a new word. Answer: pat

ADULT SAYS: Say the word “pat” (child says “pat”). Now say it again but change the /a/ to /i/ to make a new word. Answer: pit

ADULT SAYS: Say the word “pit” (child says “pit”). Now say it again but change the /p/ to /s/ to make a new word. Answer: sit

ADULT SAYS: Say the word “sit” (child says “sit”). Now say it again but change the /t/ to /ck/ to make a new word. Answer: sick

ADULT SAYS: Say the word “sick” (child says “sick”). Now say it again but change the /i/ to /o/ to make a new word. Answer: sock

HOW DID IT GO? YOUR FEEDBACK, PLEASE. Complete the form on the bottom of the page and have your child return the form to his/her teacher. Each child who returns the completed form by March 21<sup>st</sup> will receive a prize.

If you have any questions, feel free to contact us:

Anne Marie Hines Conte Community School 413-448-9660

[ahines@pittsfield.net](mailto:ahines@pittsfield.net)

Marge Edwards Morningside Community School 413-448-9690

[medwards@pittsfield.net](mailto:medwards@pittsfield.net)



CUT OFF ON THE LINE BELOW & RETURN TO SCHOOL

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Write your child's full name, grade and teacher's name on the top line.  
Rate how well each activity went by marking the "thumb up" or the "thumb down" symbol.

Child's full name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

1. **WHAT'S MY WORD?**

2. **ADD A SOUND ACTIVITY**

3. **DELETE A SOUND ACTIVITY**

4. **CHANGE A SOUND ACTIVITY**

Overall, did you find these activities helpful? Yes \_\_\_ Somewhat \_\_\_ No \_\_\_

Your comments:

**RETURN TO CLASSROOM TEACHER BY MARCH 21<sup>ST</sup>.**