



East Brunswick Public Schools

---

Department of Academics

Reading Specialists

June 2022

# Getting Ready to Read

For copies of these slides, visit  
[www.ebnet.org/readytoread](http://www.ebnet.org/readytoread)



# Supporting the Literacy Readiness Levels of Young Learners

- Literacy as a Source of Enjoyment
- Oral Vocabulary and Language
- Phonological Awareness
- Knowledge of Print
- Letters and Words
- Comprehension
- Books and other Texts

\*Source <https://bookem-kids.org/wp-content/uploads/2013/03/7-components-of-literacy.pdf>



## THE BUILDING BLOCKS OF PHONOLOGICAL AWARENESS

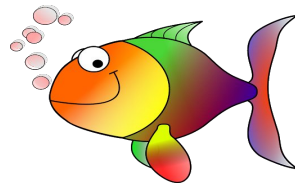
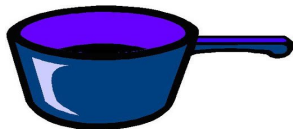


# Rhyme Identification/Recognition Rhyme Production

## I'M THINKING OF A WORD

### ***Directions:***

1. Use the pictures on page 157 in your materials. Cut out the rhyming pictures.
2. Give the student the rhyming word pictures and ask them to place them on the table. Ask the student to say the name of each picture.
3. Tell the student, you are going to read some rhyming poems, but the last word in each poem is missing. They must find the picture to complete the rhyme.
4. Read the rhymes from the next page. Put emphasis on the first rhyming word so the child will know each rhyme.



## I'M THINKING OF A WORD - RHYMING POEMS

I'm thinking of a word.  
It rhymes with *dot*.  
It's used for cooking food  
The word is\_\_\_\_(pot)

I'm thinking of a word.  
It rhymes with *boat*.  
You wear it when it's cold  
The word is\_\_\_\_(coat).

I'm thinking of a word.  
It rhymes with *tree*.  
It unlocks a door.  
The word is\_\_\_\_(key).

I'm thinking of a word.  
It rhymes with *rope*.  
It washes of dirt  
The word is\_\_\_\_(soap)

I'm thinking of a word.  
It rhymes with *dish*.  
It swims under water.  
The word is\_\_(fish)

I'm thinking of a word.  
It rhymes with frog.  
It likes to bark.  
The word is\_\_(dog)

## ROLL A RHYME

### ***Directions:***

1. Explain that rhyming words have a chunk of sound at the end that sound alike (pig, dig, big).
2. Assign players as player 1, player 2, player 3...etc.
3. Player 1 rolls the dice. Starting with player 1 and going clockwise around the circle, ask everyone to say a word that rhymes with the number that was rolled. (*example:* if a four is rolled, students can say “door, more, pour, floor”. If a person cannot think of a real word that rhymes, a player can say a silly or nonsense word.
4. Continue playing until each player has had a chance to roll the die.

This activity can be extended by rolling a set of dice and adding up the numbers (*example:* if you roll a one and a four, you can now find rhyming words for their sum, five. “Dive, drive, live”).

Another option to extend this activity is by using a deck of cards. Players could draw a card and find the words that rhyme with that card’s value. (*example:* Queen; “mean, bean, clean”)



# Isolating Sounds



# ISOLATING BEGINNING SOUNDS

## Hey Tweety Bird

Hey Tweety Bird, can you guess my word?  
I'll give you the first sound.

Don't be absurd, I can guess any word,  
All day and all year round.

Okay, I'm thinking of a word that begins with /z/ and it is an animal with stripes (zebra)

I'm thinking of a word that begins with /b/ and it is a fruit that has yellow skin (banana)

I'm thinking of a word that begins with /m/ and it is a drink that is white (milk)

I'm thinking of a word that begins with /l/ and it is the opposite of big (little)

I'm thinking of a word that begins with /r/ and it has big ears and likes carrots (rabbit)

I'm thinking of a word that begins with /e/ and it is a very large animal with a trunk (elephant)



## ISOLATING ENDING SOUNDS

### Hey Tweety Bird

Hey Tweety Bird, can you guess my word?  
I'll give you the last sound.

Don't be absurd, I can guess any word,  
All day and all year round.

Okay, I'm thinking of a word that ends with /t/ and it is an animal that purrs (cat)

I'm thinking of a word that ends with /l/ and it is a fruit that is red and grows on a tree (apple)

I'm thinking of a word that ends with /s/ and it is a drink that is orange and sweet (juice)

I'm thinking of a word that ends with /g/ and it is the opposite of little (big)

I'm thinking of a word that ends with /k/ and it can slither and hiss (snake)

I'm thinking of a word that ends with /r/ and it is a brown animal that growls (bear)



# Blending and Segmenting

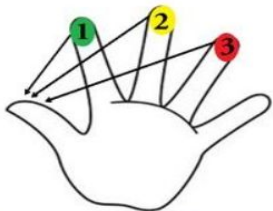
# SYLLABLE AND SOUND BLENDING AND SEGMENTING

Use these activities to blend and segment words and syllables. These words can come from your surroundings (ex: kitchen, playground, bedroom) or you can use the [list](#) in your folder.

Use words and practice breaking apart the syllable or sound. Then blend the sounds and syllables together using:

## Fingers

HOW TO TAP WORDS



1	2	3
M	A	T

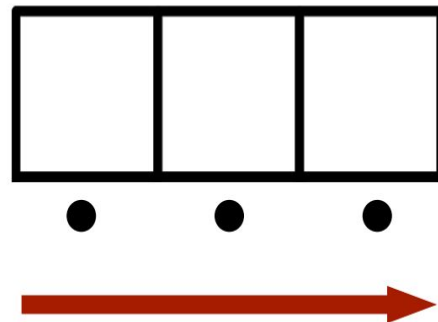
## Pipe cleaners and beads



## Legos



## Elkonin boxes



# SYLLABLE AND SOUND BLENDING AND SEGMENTING

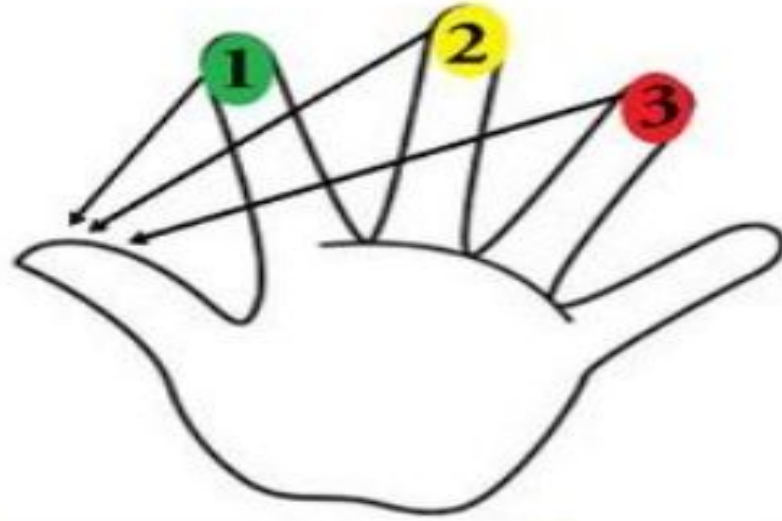
## MAKE IT GO!

### *Directions:*

1. Cut out the car from page 159 in your materials.
2. Tell the student that they are going to play a word game. Demonstrate by putting the two car puzzle pieces on the table, leaving space in between each one. Tell the student that each puzzle piece stands for a syllable or a part of a word.
3. Touch the first puzzle piece and say the first syllable in the word. Touch the second piece and say the second syllable. Direct the student to touch each puzzle piece and repeat what you said. Now have the student snap the pieces together and say the word. Repeat using other words. When the student is ready for 3 letter sound words, use the bus.



# HOW TO TAP WORDS



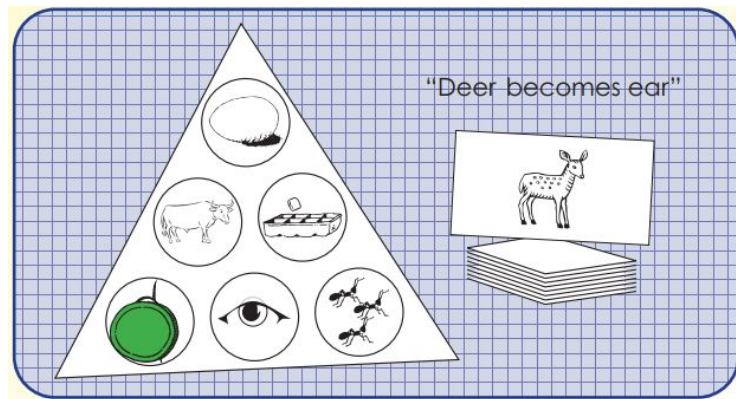
1	2	3
M	A	T

# Manipulating Sounds

# MANIPULATING INITIAL PHONEMES

## *Directions:*

1. Place picture cards face down in a stack at the center.
2. Taking turns, select the top picture card from the stack and name the picture (e.g., “deer”).
3. Delete initial phoneme and say resulting word (i.e., “deer becomes ear”). Look for picture of new word on triangle (i.e., “ear”).
4. If found, place game piece (such as a coin/bean) on that picture. If not found, place picture card at the bottom of the stack.
5. Continue until all pictures on triangle are covered.

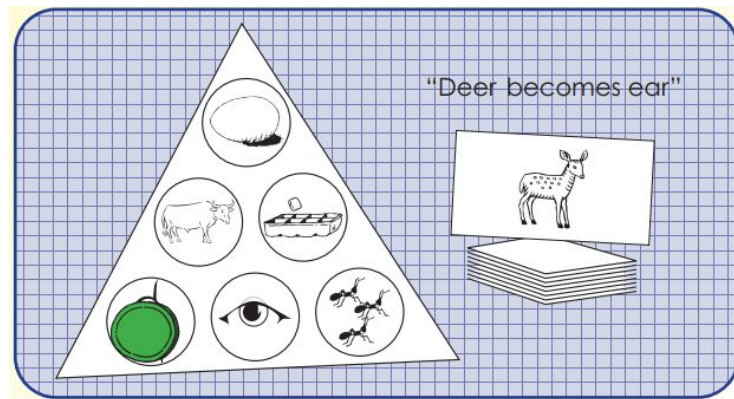




# MANIPULATING FINAL PHONEMES

## *Directions:*

1. Place picture cards face down in a stack at the center.
2. Taking turns, select the top picture card from the stack and name the picture (e.g., “dollar”).
3. Delete final phoneme and say resulting word (i.e., “dollar becomes doll”). Look for picture of new word on triangle (i.e., “doll”).
4. If found, place game piece (such as a coin/bead) on that picture. If not found, place picture card at the bottom of the stack.
5. Continue until all pictures on triangle are covered.





Thank you for partnering with us!

For copies of these slides, visit  
[www.ebnet.org/readytoread](http://www.ebnet.org/readytoread)



**Please personalize invitation for your school and make copies for your school!**

Link to invitation:

<https://docs.google.com/document/d/1tijl4DmhRKjnDBCRRkAmiU6malz069IGDLGmlSDVe8/edit?usp=sharing>

