

Launchpad

Early Literacy Home Activities

Glossary of Terms

Syllable: A spoken chunk of a word centered around a vowel sound

for = one syllable

for-get = two syllables

for-get-ful = three syllables

for-get-ful-ness = four syllables

Onset-rime: The onset is the beginning of a word before a vowel; the rime is the vowel and all consonants that follow

pan - /p/ (onset) /an/ (rime)

brunch - /br/ (onset) /unch/ (rime)

Concepts of Print: Concepts of Print involves an understanding of the way that print works. In *Launchpad*, the concepts of print lessons teach students what print is, where we find it, and how it is used, mostly in the context of books.



Beginning Sound Isolation: Beginning Sound Isolation is the ability to peel off the first sound of a word. After saying the beginning sound by itself, you then say the whole word together. This skill helps children understand that words are made up of individual sounds.

When a letter appears between slash marks / /, say the sound of the letter, not its name.

Say the first SOUND in bear; do not say the letter name "b."

EXAMPLES: /b/, bear

Say the first SOUND in ship; do not say the letter names "s" "h."

/sh/, ship

Say the first SOUND in queen; do not say the letter names "q" "u."

/kw/, queen

Rhyming: Words rhyme when the middle and ending (vowel sound and consonants that follow) of words sound the same. Rhymes are based on sound only, not on spelling.

EXAMPLES:

bat & sat

rhyme = /at/

when & pen

rhyme = /en/

seek & beak

rhyme = /eek/

Blending and segmenting (syllables, onset-rime, sounds): Blending refers to combining parts of a word together to make a complete word. Segmenting refers to taking apart the parts of a word.

BLENDING EXAMPLES:

Syllable Blending

rain + bow = rainbow

ta + ble = table

Onset-Rime Blending

p + ick = pick

j + ump = jump

Sound Blending

/w/ + /i/ + /sh/ = wish

/v/ + /a/ + /n/ = van

SEGMENTING EXAMPLES:

Syllable Segmenting

driveway = drive / way

gopher = go / pher

Onset-Rime Segmenting

(separating the letters before the vowel from the vowel and everything after it)

fish = f / ish

dirt = d / irt

Sound Segmenting

sail = s / ai / l

zip = z / i / p

Capital vs. Lowercase Letters: Children should practice with both capital and lowercase letters, but because they see lowercase most often in printed material, that is where the focus should be.

Remember, when a letter appears between slash marks / /, it means you should say the SOUND of the letter, not the letter NAME.

Early Literacy Activities

Reading Aloud

1. Read books aloud to your child.
2. Ask some or all of the following questions to help them understand some important concepts of print:
 - Where can I look for the name of the book? (on the cover)
 - What is the name of the book called? (title)
 - Who writes the words of the book? (author)
 - Who draws the pictures? (illustrator)
 - When I read, what am I looking at? (words, not pictures)
 - Where should I start reading on the page? (left side of the page, first line)
 - Where do I read next, after the first line? (go back to the next line down, starting on the left)
 - Point to just one word. How do I know where the word stops? (there is a space after each word)

Rhyming

1. Say any nursery rhyme and have your child fill in the rhyming words. Examples:
 - Row, Row, Row Your Boat
 - Teddy Bear, Teddy Bear
 - One, Two, Buckle My Shoe
 - Hickory Dickory Dock
 - Itsy Bitsy Spider
2. Say two short words. Ask your child to give you a thumbs up if they rhyme or a thumbs down if they don't. (**mug, rug** – thumbs up; **mug, bed** – thumbs down)
3. Say the beginning of a rhyming sentence, and then let your child fill in a last rhyming word.
 - “**Please** don't **sneeze** on the _____ (peas, cheese, bees...)”
 - “**Paul** will **call** for the _____ (ball, mall, stall, hall, fall...)”

Instructional Vocabulary

1. Use the following terms to explain things or to ask questions:
 - Same/different (Ex: Are these the **same** color or **different**?)
 - Whole/part (Ex: Can you hand me a **part** of that pizza?)
 - Before/after (Ex: **After** lunch, we'll have quiet time.)
 - First/next/last (Ex: **First**, we'll have breakfast. **Next**, ... **Last**...)
 - Beginning/middle/end (Ex: What happened at the **beginning** of that story? **Middle**? **End**?)
 - Short/long (Ex: Can you please hand me the **short** stick?)
 - Top/bottom (Ex: Look on the **bottom** shelf for the book.)
 - Loud/quiet (Ex: Say that in a **loud** voice. Now say it again in a **quiet** voice.)

Beginning Sound Isolation

1. Play I Spy: "I spy something that begins with the /p/ sound." (e.g., pencils, paper, posters, etc.)
2. Sound Hunt: Have your child to find an item starting with a certain sound. (Ex: "Find something that starts with /b/." Child brings a **ball**.)

Remember, when a letter appears between slash marks / /, it means you should say the **SOUND** of the letter, not the letter **NAME**.

Sound Sorting

1. Tell child you are going to be making two sounds. Explain that the sounds might be the same sound or they might be different.
2. After hearing the two sounds, child says "same" or "different."
 - Environmental Sound ideas: knocking, whistling, tapping, popping, clapping
 - Word "sound" ideas: cot/cab; bat/bat; cloud/dog
 - Sound ideas: /p/ and /p/; /t/ and /b/

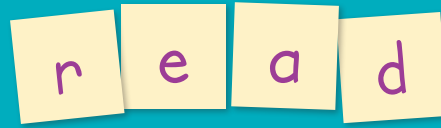
Blending and Segmenting Words in a Sentence or Phrase

1. Say a complete sentence or phrase.
2. Demonstrate how to take one step or clap hands one time for each word you hear.
3. Repeat the whole sentence or phrase at the end.
4. Ask your child to join you in this process.

Activities Requiring Minor Planning

Materials:

papers or Post-It notes with one large lowercase letter written on each



Letter/Sound March

1. Place a few letter cards on the floor, forming a circle.
2. Have your child walk around the cards while music plays.
3. Child stops when the music stops and says the sound or letter name of the closest card aloud.
4. Remove the card if your child identifies it correctly, and then keep playing with remaining cards.
5. Have children label objects in the environment (in the house or outside) with their first letter. (Ex: Place the letter **g** on the **g**arbage can.)

Wacky Words

1. Hold up any letter card.
2. Ask your child to list words that begin with that sound.
3. Challenge them to create an alliterative sentences or phrase using words that begin with that sound. (Example: **P**enny the **P**enguin **p**icks **p**osies for her **p**al **P**eter.)

Letter-Sound Match

1. Lay out a few of the letter cards at a time.
2. Say a word that begins with one of the sounds of those letter cards.
3. Have your child find the correct letter card.

