

# SCHOOL FAMILY PARTNERSHIP SERIES

## Preventing The Summer Reading *Slip & Slide*



**Presented by:**

Mrs. Barbara Alfieri

Ms. Carolyn Spero

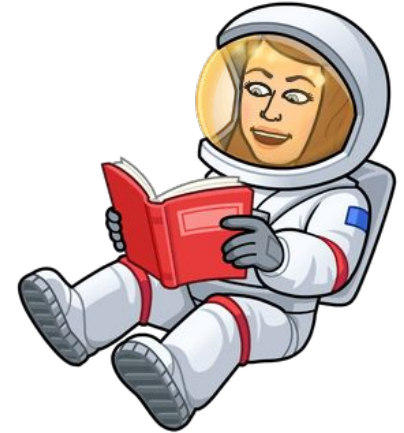


**IT ONLY TAKES 2-3  
HOURS OF WORK PER  
WEEK TO PREVENT  
LEARNING LOSS OVER  
THE SUMMER**

**~ORTON-GILLINGHAM**



# ALPHABET TALK



Recognition / Formation / Sounds

- Read alphabet books
- Point out letters and sounds you see everyday
- Play with letter shapes and sounds
- Use your child's name

Playing with the Alphabet , (lower and upper case)

Write a letter on an index card

- Tape them around the house. Call out a letter/sound for your child to find.
- Alphabet pick up
- Write letters in shaving cream/pudding/ sand
- Wikki Stix
- [Alphabet Song](#)

# BTS PHONICS WORLD

- ❑ K-4- [Sonday Essentials](https://www.winsorlearning.com) (Winsorlearning.com)
- ❑ High Frequency Words
  - ❑ Sound out (that)
  - ❑ Cannot sound out (said)
  - ❑ Importance to your child's progression in reading and fluency
- ❑ Be a high frequency word coach
  - ❑ Reading
  - ❑ spelling
- ❑ [Fry Word Lists](#)



# PRACTICE

- Dive "n" Spell
- Wikki sticks
- Throw a ball
- Seashell scavenger hunt with letters & words
- Spray bottle
- Window markers
- Shaving cream
- Playdough
- Legos
- Paint
- Drawing apps on ipads
- Magnetic letter tiles
- Pop-its
- Side walk chalk

# READING TARGETS

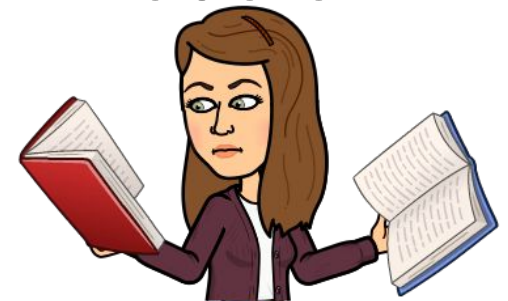
- ❑ Sight word acquisition
- ❑ Vocabulary
- ❑ Comprehension
- ❑ Fluency

Without these targets reading can be challenging



# A DAY IN THE LIFE OF A BTS READER

- ❑ Alphabet
- ❑ Phonemic awareness
- ❑ Phonics
- ❑ Small group reading (guided reading)
  - ❑ decodable
  - ❑ non-controlled text
- ❑ Read alouds
- ❑ Listen to reading
  - ❑ Somerset County Library (FREE audio books)



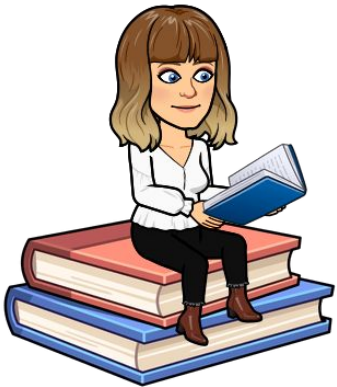
# TYPES OF BOOKS

## Decodables

- ❑ Matches phonics instruction and gives children practice sounding out words.

## Non-Controlled Text

- ❑ Passages with familiar and unfamiliar phonics patterns.





# WHERE TO FIND DECODABLES

- ❑ Decodable Room
  - ❑ Ex: Flyleaf Publishing
  
- ❑ Books for Purchase
  - ❑ [Alphabet Series](#)
  - ❑ [Spire](#)
  - ❑ PAF- By EPS

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



# WHERE TO FIND NON-CONTROLLED TEXT

- ❑ Local library
- ❑ Book stores
- ❑ Amazon
- ❑ Scholastic
- ❑ Reading Rockets for parents

# JUST RIGHT BOOKS

- ❑ Interests
- ❑ Fiction & Non-Fiction
- ❑ Series
- ❑ 3-5 finger rule
- ❑ The librarian is your BEST friend!

# WHEN YOUR CHILD IS STUCK ON A WORD PSST!

P - point

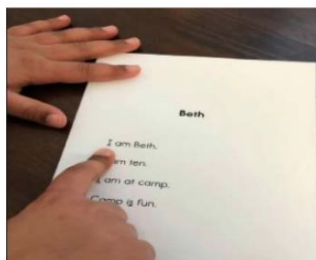
S - sound

S- say

T - think

## **PSST! When I Read I ...**

**Point** to the word and look at all the letters.



**Sound** out the word as I point to the letters, then I blend them together.



/s/ /u/ /n/

**Say** the word.



sun

**Think.**

I reread the sentence and **think**. Does it make sense?



**Ehri's Early Alphabetic Phase (Kastner, 2020)**

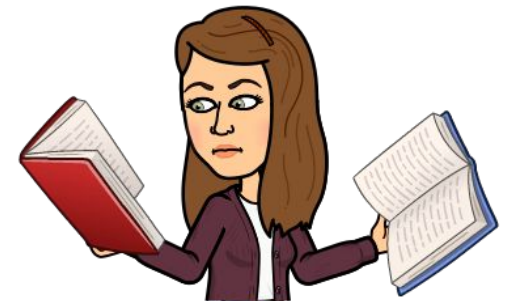
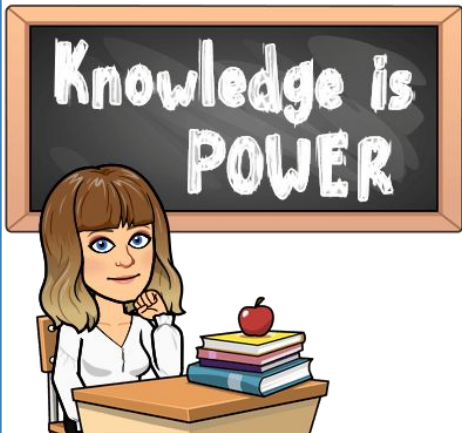
# VOCABULARY

Vocabulary continuously expands and deepens

- ❑ acquired through exposure to words in reading and listening
- ❑ through instruction

Consider reading a series to your child:

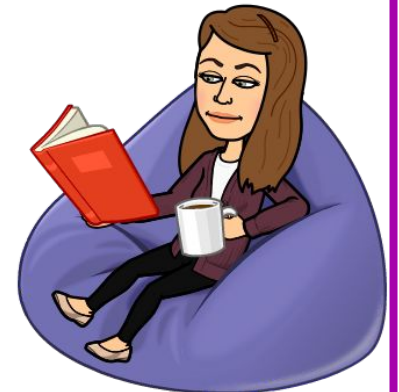
Magic Tree House  
Who/What Series  
Boxcar Children  
Owl Diaries  
Cam Jansen  
Harry Potter  
Lord of the Rings



# FLUENCY

Read effortlessly with expression

- ❑ I read, you read
- ❑ Read together
- ❑ Read along with audio books
- ❑ Poems, nursery rhymes



# FLUENCY

Jan

Jan's tiny

Jan's tiny fuzzy

Jan's tiny, cute, fuzzy kitty

Jan's tiny, cute, fuzzy kitty dives deep.

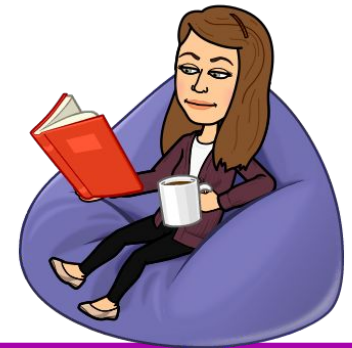
Jan's cute, fuzzy kitty dives deep in a misty

Jan's tiny, cute kitty dives deep in a misty lake.

Jan's tiny, cute, fuzzy kitty dives deep in a misty lake  
and finds a huge, black whale!



Reading Pathways





# COMPREHENSION

Predict  
What do you think will happen next?  
What will the character do next?

Retell the story by writing or drawing

- Characters
- Setting
- Problem /Solution

Sequence action in story  
 Write or draw.

Talk about new words!

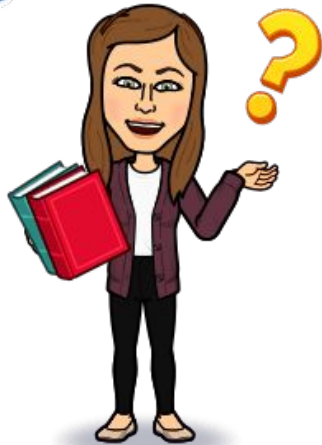
What is the author trying to teach us?

Ask probing questions  
"I wonder why the character did that?"  
"How do you think the character felt?"

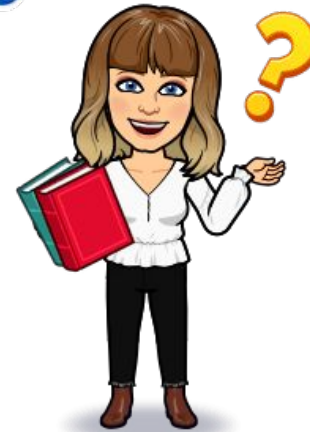
Read material in short sections, making sure your child understands each section.

Discuss what your child has learned from reading nonfiction text

Any Questions?



Any Questions?



## Contact Us:

Mrs. Barbara Alfieri: [balfieri@bedminsterschool.org](mailto:balfieri@bedminsterschool.org)  
(908) 234- 0768 ext: 115

Ms. Carolyn Spero: [cspero@bedminsterschool.org](mailto:cspero@bedminsterschool.org)  
(908) 234- 0768 ext: 113