

## **Reading Foundations 2 - Emergent Readers**

**(1-2 grade, 3rd welcome)**

2022-2023

Reading is a fundamental skill that is foundational to all areas of learning. Neurologically appropriate, developmental activities to help our students be ready to read and write are also extremely important but often left out of the “learning to read” plans. caregivers are often uncertain if the reading program they are using is enough or the right fit. Please join me for a weekly, Mommy-and-me style class where I will teach your student the fundamentals of reading while teaching you the developmental activities that you can use at home to help them move smoothly from learning to read into reading for learning and enjoyment. After each class, you will be empowered to lead your student in beginning reading exercises at home during the week.

Appropriate for – 1<sup>st</sup> and 2<sup>nd</sup> grade students, 3<sup>rd</sup> graders welcome.

### Overview

This class will include both caregiver and child. We will meet once per week for 1 hour. I will introduce two to three new phonogram sounds during class, give developmentally appropriate instruction in letter formation, grasp, posture, sound discrimination and more. I will include developmental activities in class that the caregiver will be able to reproduce at home. I will also include a list of activities for the caregiver to utilize over the course of the week as they work to build their child’s reading and motor skills. Caregivers will document their implementation of the activities and upload these, along with their reflections to the class Schoology page. We will discuss these in class.

Approximately the first half of class will be devoted to instructing the students while the caregiver sits close by. Once the students are dismissed, they may play a quiet game, look at books, color, eat a snack, etc. while I go into greater depth concerning the developmental activities and plans for the week.

### Age/ability

This class is appropriate for early readers who know the alphabet and are able to read some words. Prior phonics instruction is not necessary.

### Semester One

During the first semester we will cover more than thirty phonograms, progressing from single-letter to multi-letter phonograms. I will introduce the phonograms, the rules governing them, spelling rules and skills such as correct letter formation, rhyming, blending, posture, visual skills, syllabification, punctuation rules, auditory discrimination, vowels, consonants and rules such as silent final e.

### Semester Two

During the second semester, we will reinforce all of the skills learned during the first semester and go deeper into multi-letter phonogram, spelling rules and rules governing affixes, suffixes and other more complex spelling rules. We will continue our neurological development activities as we increase our word knowledge and decoding abilities. Fluency exercises will be introduced as well as comprehension strategies.

### Requirements

Caregivers should have access to the following:

- Wall-mounted white (or chalk) board, craft paper that can be taped to the wall or a standing easel with a white board, chalk board or paper.
- Crayons
- Markers
- Watercolor paint
- Card stock or thin cardboard
- Printer paper
- Glue
- Child-appropriate scissors
- Tweezers
- 2-inch 3-ring binder
- Page protectors
- Dry erase markers, fine-tip
- Blank index cards
- 3-subject, wide-ruled, spiral notebook
- Access to a laminator is recommended but not required

### Expectations

- Each class will include time where the caregiver will share examples (pictures, scanned images, etc.) of how the activities are being implemented at home.
- There will be an album online where caregivers will upload pictures, examples and comments about the activities on a weekly basis. These will be discussed in class.
- caregivers will compile a binder of the activities and examples of their student's work. This will serve as a record, for those who need it to meet state requirements, as well as a reference for future instruction.
- caregivers may also wish to include a blank notebook in which to record notes, observations or questions. This is not required but is recommended.

### In-depth

In each class, I will

- Introduce multiple phonograms (beginning with the basic alphabet and progressing to multi-letter phonograms),
- Instruct the caregiver and child on proper letter formation and good visual skills,
- Have interactive activities where the students will have an opportunity to practice both phonogram sounds and developmental skills,

- Provide lists of activities that the caregivers can build or do using inexpensive materials or items you may already have at home,
- Demonstrate teaching skills such as
  - Letter/sound discrimination
  - Counting sounds
  - Identifying syllables
  - Identifying missing letters/sounds
  - Auditory discrimination (telling the difference between similar sounds (b/d, etc.)
  - And more

At the end of every class, I will instruct the caregivers on developmental skills such as

- How to train appropriate eye movement,
- How to develop good visual perception skills,
- Appropriate pencil grasp and tools and activities to achieve that,
- What good posture is, why it is important and activities to help develop it,
- What auditory skills are and activities to develop them,
- Why shoulder girdle development is necessary for good writing and how to encourage it,
- and much more.