

### Numeracy - Card Games

#### K-2

Go Fish (matching numbers Ace to King or making pairs of 10 like 1 & 9, 2 & 8, 3 & 7 with cards 2-9) Deal 5-7 cards to each player and create a draw pile with left over cards. Players can lay down any pairs that match or make ten, depending what game they are playing. They ask another player for a number that they need to make a match (example: I have a 1, so I ask another player if they have a 9). If the other player does, they give it to the player who asked, and it is the next players turn. If the player does not have it, they say "Go Fish" and the player draws one a card from the leftover deck of cards. Play ends when one player has gotten rid of all the cards in their hand. Player with the most cards wins.

#### 3-5

Number Battle – Each player draws two cards and adds/multiplies them together. Player with the highest number gets all the cards. If you decide to subtract the two cards and find the difference, then the player with the lowest number wins all the cards. Player with the most cards wins.



### Literacy

#### K-2

The first step is for the reader to look at the letters in the words they are reading. See Blending Procedure on the next page to find tips on supporting your child when reading at home.


#### 3-5

Comprehension brings together the other 4 principles of reading: phonemic awareness, phonics, fluency and vocabulary. When a child is able to understand words, sentences and paragraphs they are able to read quickly, comprehend and use what they have read so that true learning happens. Some practice that students and parents can do to improve comprehension is to read the text aloud, create and answer questions about what has been read, summarize what has been read and identify and use new vocabulary that is found in the text.

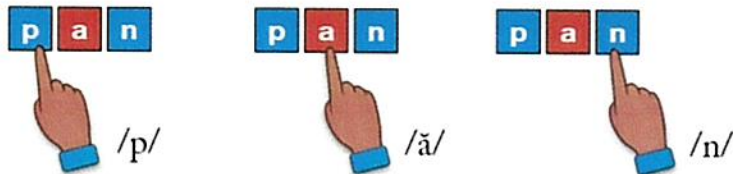




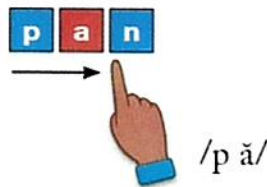
# The All About® Reading Blending Procedure for One-Syllable Words

1. Build the word with letter tiles. 

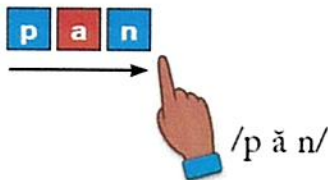
2. Touch one letter at a time and say the sound of each letter.



3. Go back to the beginning of the word and blend the first two sounds together.



4. Start at the beginning of the word again. Slide your finger under the letters and say the word slowly.



**Tip!**

Starting over at the beginning of the word is optional. Some students need the extra support provided by this step, while others do not.

Whenever you feel that your student is ready, blend all three letters without this additional step.

5. Finally, say the word at a normal pace, as we do when we speak.



**Tip!**

#### **“Touch the Vowel” Technique**

Many errors in sounding out words are related to the vowel. If your student says the wrong vowel sound, ask him to touch the vowel and say the vowel sound first. After he says the correct sound for the vowel, he should go back and sound out the word from the beginning.

# Ed Extras

Helpful information about learning brought to you by Reading Rockets, Colorín Colorado, and LD OnLine

## Reading Aloud to Build Comprehension

Children learn when they make connections between what they read and what they know. One method parents can use to help make these connections during shared reading time is called a *think aloud*. In other words, you talk through your thoughts as you read to them. Here are three ways to use *think alouds*, with examples from some of our favorite kids' books:

### Think Alouds

#### 1. Connect the book to your child's own life experience.

Example: *A River Dream* by Allen Say

"This book reminds me of the time my father took me fishing. Do you remember the time we went fishing?"

#### 2. Connect the book to other books your child has read.

Example: *Mufaro's Beautiful Daughters* by John Steptoe

"This story reminds me of *Cinderella*. Both stories are about sisters. Do you know any other stories about sisters? Let's keep reading to find out other ways the stories are similar."

#### 3. Connect the book to big ideas/lessons.

Example: *Stellaluna* by Janell Cannon

"This story helps me understand that we are all the same in many ways, but it's our differences that make us special."

In these examples, you are "thinking aloud" many of the connections that good readers make naturally as they read. Modeling these types of connections will help young readers know how to do it when they read alone.

Adapted from *Reading Aloud to Build Comprehension* by Judith Gold and Akimi Gibson (2001).

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