

Preventing Summer Slide: 3-5 Language Arts



Word Recognition Activities

Phonological Awareness, Decoding, Sight Word Recognition

<p>Combine base words and affixes to make new words</p> <p>See list to write base words on strips of paper. A base word is a complete word that can stand alone.</p> <p>See list to write affixes on squares of paper. An affix is a part that is added to a word to change its meaning.</p> <p>Invite your child to combine base words and suffixes to create new words.</p>	<p>Vowel-R Circle</p> <p>Use this word list for the game.</p> <p>Read a word from the list to your child. Have your child write the word and circle the vowel-r combination.</p> <p>For example:</p> <p>sh<u>o</u>rt, sp<u>a</u>rk, b<u>i</u>rd, f<u>o</u>rk, f<u>a</u>rm, g<u>i</u>rl, ch<u>i</u>pp.</p> <p>Now, try some words on your own.</p>	<p>Syllable Say and Sort</p> <p>Use the following list to write words on strips of paper.</p> <p>Invite your child to pick a word from the pile and read the word. Then, have your child break it into syllables and say the number of syllables. For example: in-sect, two syllables.</p> <p>Repeat until all words are sorted based on the number of syllables.</p>
<p>Phonics Race</p> <p>Play a phonics race by setting the timer and try to come up with the most words with a blend (cl, pr, bl) in one minute. Compare your word lists and play again! Your child will be eager to beat his/her last score.</p>	<p>Hunting for words</p> <p>Choose a blend (cl, pr, bl) and have your child hunt for five items around the house beginning with that sound. As each object is found, help your child write the word on a list. For example, if the target sound is "bl," the child might find and write blanket, blender, blue, black, block.</p>	<p>Compound Word Hunt</p> <p>Ask your child to find objects around the house that are compound words (football, basketball, watermelon). A compound word is when two words come together to make a word. Help your child write a list of the words, and break them apart to show the two parts of the word.</p>
<p>Diagraph Hunt</p> <p>Share with your child that a diagraph is two letters that come together to make one sound. Have your child come up with words that begin with a digraph (ch, th, sh). For examples see this list. After your child comes up with a few words, have your child underline the diagraphs.</p>	<p>Write a Letter</p> <p>Writing is a great way to reinforce phonics skills! Write a note to your child. Have your child read the letter and write a letter back to you. Remind your child to think about what they want to include in their letter.</p>	<p>Word Categories</p> <p>Have your child practice categorizing words that have a similar ending. For example: "Fish, dash, and swish all end in /sh/. These words all belong in the same category." Try another word such as rock. "What other words could we add to this category?"</p>



Check out google folder with additional materials that support activities:

<https://tinyurl.com/58bwpzyn>

Don't Forget to visit the Gwinnett County Public Library. Click on the [Link](#) to find a location.

Language Comprehension Activities

Background Knowledge, Vocabulary, Language Structure,
Verbal Reasoning, and Literacy Knowledge

<p>Summarize the Story</p> <p>After your child reads, invite your child to summarize the story. Talk about the characters, the challenges they face, and how the challenges are resolved/solved.</p> <p>You can help them by getting them started and say:</p> <ul style="list-style-type: none"> • Somebody...wanted...but...so...then...finally 	<p>Let's Talk!</p> <p>Practice conversational turn taking with your child. Use descriptive language when talking about this topic. Have your child recall or restate what he/she reads in their own words. For example, "The poison dart frog was living in the murky swamp."</p>	<p>Word Collection</p> <p>Play a word collection game by having each family member collect interesting words. At the dinner table, have each family member go around and share their word. Discuss the meaning, and practice using the word in a sentence.</p>
<p>Stopwatch Practice</p> <p>To increase fluency speed, use a stopwatch to set a timeframe to read any given passage or text. Have your child record their time, and encourage him/her to read the passage again to beat the last time. Remind your child to pay attention to the punctuation while reading.</p>	<p>Summarize the Information</p> <p>After your child reads, invite your child to summarize the informational text by sharing the main idea and key details using evidence from the text.</p> <p>You can help them get started and say:</p> <ul style="list-style-type: none"> • The text is mostly about... • The key details that support the main idea are... • Some evidence that supports this is... 	<p>Act it out!</p> <p>Act out a word and have other family members try to guess what the word is. Take turns acting out a new word.</p> <p>For example, if the word is wondering, act like you are in deep thought by sitting down and putting your hands on your head.</p>
<p>Creating Word Maps</p> <p>Create word maps (see example) from vocabulary words and encourage your child to find the relationships between the vocabulary word and other words. Have them include the definition, synonyms/antonyms, examples, and sentences.</p>	<p>Draw it Out!</p> <p>Select a vocabulary word from your child's book. Have your child draw a picture that explains the word. Drawing the picture will help your child to remember the meaning.</p>	<p>Building Background Knowledge</p> <p>Before your child reads a text, learn more about your child's background knowledge on the subject. If you are about to read a nonfiction text about sharks, you can use a KWL (Know – Want to Know – Learned) Chart.</p>



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