

Individualizing Supports for Students in PreK-5 – How to Help at Home

Basic Reading

Letter Identification and Letter Sounds

- For children having difficulty with letter identification and sounds pick a “Letter of the Day”
 - Make a letter flashcard
 - Have your child write out the letter and say the letter sound
 - Find items around the house that start with that letter/letter sound
- Create word labels for items around your home (door, television, table, etc.) and work to sound out the letter sounds to say the words
- Use online programs that focus on letters and letter sounds (see resources list)

Stuck on a Word?

- Chunk it: break the word into chunks they already know.
 - Example: m at, or fl at
- Stretch the word out: say each sound individually and then put the sounds together.
 - Example: ship...sh-ii-p...ship
- Look at the pictures
- Look for a word part you know.
 - Example: ship...I know “sh”, what does it sound like with “ip” at the end.
- Skip it: skip the unknown word, read to the end, go back and re-read the unknown word
- Come back to it: if it proves difficult, continuing reading to decrease frustration and come back to it later

Reading Fluency

- Read to your child every day. Encourage just right pacing (not too fast, not too slow), and make sure to attend to the punctuation (pausing at the end of sentences, adding expression based on punctuation marks).
- Have your child re-read what you read to them. This is called “echo reading”
- Have your child read a passage or story more than once:
 - Read to a sibling or a pet
 - Call a family member and read the passage or story over the phone
 - Read to a friend via phone or video
 - Record them reading and play it back to them
- Support and compliment your child when they are reading correctly!

Assisting with Comprehension

Before and During Reading:

- Look through the reading passage or book and look at pictures or graphics. Discuss what you see and make a prediction about what you think will happen. During and after reading, adjust the prediction based on what you read.
- Make real-world connections (does the book remind you of something in your life? Another book, a movie, etc.)
- Stop and ask questions while reading. Ask questions with answers that can either be found in the reading or could be predictions about what might happen after the passage/story ends.

After Reading:

- Have your scholar summarize what they read. Use the “5 W’s”
 - Who was the story/passage about?
 - What was the story/passage about? Make sure to include the main idea, some details, and how the story/passage ended
 - What did the character(s) learn?
 - What would be a good title for the story/passage? If one is provided already, what would be a different title you would give the story/passage?
 - When did the story/passage occur? This would be most important for informative and historical passages
 - Where did the story/passage occur?
 - Why? This can be many things, why did a specific character act in a certain manner? Why was a decision made? etc.
 - How? If there was a problem discussed ask how your scholar would have solved the problem differently, or how did that make you feel?

How to Help Your Child at Home with Math

- **Make it fun!** Practice math skills using games and things you might already have around the house and turn real-life activities into mathematical opportunities.
 - A deck of cards: each person draws 2 cards and then adds, subtracts, or multiply the numbers reflected on the cards.
 - Dice: can be used the same way as a deck of cards to work on basic facts.
 - Candy Land: alter the board and instead of colors use numbers
 - Yahtzee: basic addition
 - Connect Four: problem solving, and strategic thinking
 - Puzzles: perfect for working on spatial awareness
 - Monopoly: have your child be the “banker” to work on money skills
 - Battleship: graphing coordinates
 - Uno: is numbers on cards to create calculation problems
- **Calendar skills:** create a monthly calendar on a piece of paper. Mark special events (birthdays) or holidays. Review days of the week and calculate how many days there are until a special event. Don’t have a birthday or holiday coming up? Create one like “Family Movie Night” or “Ice Cream Sundae Day”
- **Chunk assignments for easier completion/to ease frustration:** If there are 20 math problems to solve, complete 10 and take a break to move around. After the break go back and finish the other 10
- **Fractions:** use round food items to discuss fractions. Example: Cut a frozen pizza into 8 pieces and talk about pieces individually (1 piece is $\frac{1}{8}$) or in parts together (2 pieces is $\frac{2}{8}$ or $\frac{1}{4}$).
- **Greater than/Less than or Larger/Smaller:** Using a deck of cards. Before starting, decide if the student will be looking for the largest of smallest card. 2 players each draw a card the person with the largest card gets both.
- **Manipulatives:** any small item can be used as a manipulative to help with basic facts. Examples: coins, blocks, pieces of paper cut into smaller pieces,
- **Measurement:**
 - Bake something and have your child measure out all of the ingredients for the recipe.
 - Have your child measure different items around the house and compare the sizes (What is bigger? What is smaller? How many ___ does it take to measure the couch?)
 - Take a walk outside for a movement break. While walking have them time how long it takes to go for the walk and get back home. Pick something outside like houses and have them count how many they pass while walking. You can also practice skip counting while you walk (example: for each step you take count by 2s, or 5s, or 10s).
- **Money skills:** create a store using items around your house. Label each item with a dollar amount and have your child “shop” in your store or have them act as the cashier and make change.
- **Number line or hundreds chart:** create a number line or hundreds chart to help with math calculation and counting
- **Patterns:** use blocks or toys of similar colors to make a pattern. Example: 3 red Legos, 2 blue Legos, 3 yellow Legos, repeat.
- **Sorting:** Gather a group of toys and have your child sort them based on similar attributes (color, size, shape, etc.). Do the same with a set of books and have your child sort them based on fiction vs. nonfiction, type of book, etc.
- **Time:** create a schedule for the day with times attached. Start with times on the hour and then get progressively more difficult with times on the half hour and quarter hour. Give a specific time they can play a game or use tech. This will help work on math skills and will also help keep your child focused on different tasks throughout the day!