

More Resources

websites, downloads, materials & glossary

Information & Activities:

[Reading Rockets](#) (information) – information, strategies, resources and research for parents and teachers on teaching children to read. Also includes [downloadable guides](#) for parents and teachers who are interested in helping children of all abilities excel in reading.

[Therapy Fun Zone](#) –(information) OT and PT information and fun fine motor activities.

[A Child Becomes a Reader: Birth to Preschool](#) (PDF booklet) – based on research done by the [National Reading Panel](#), this PDF provides easy to implement literacy activities for parents to help support reading development at home. It also explains current research and defines literacy terms in a clear, concise manner for parents.

[A Child Becomes a Reader: Kindergarten Through Grade 3](#) (PDF booklet) –based on research done by the [National Reading Panel](#), this PDF provides easy to implement literacy activities for parents of children ages 5 – 10 to help support reading development at home. It also explains current research and defines literacy terms in a clear, concise manner for parents.

[NAEYC](#) (information)– National Association for the Education of Young Children. Research and publications such as [Young Children](#) for parents and teachers and [Teaching Young Children](#) for early childhood educators.

Materials & Supplies:

[Hubbard's Cupboard](#) (materials) – information, suggested activities and tons of free downloadable materials for use at home or in the classroom. My favorite is the [printable books](#) for sight words, word families and concepts

[Reading A-Z](#) – large selection of downloadable, printable and projectable books for teachers and parents. Includes leveled guided books AA – Z, high-frequency word books, vocabulary books, decodable phonics (words with regular spelling patterns you can sound out) books, poetry, fluency activities and assessments. Requires a yearly subscription but well worth it! Also check out [RAZ Kids!](#)

[Education.com](#) – free downloadable and printable worksheets and suggested activities easily searchable by grade and subject. Also includes articles and information for parents and teachers.

[Therapro](#) (materials) Sells speech and occupational therapy supplies. Products for sensory, strength, balance, fine motor, gross motor, handwriting, writing and speech needs.

[Melissa & Doug](#) (materials)– Educational toys including great art and fine motor supplies.

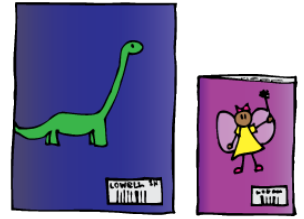
[Lakeshore Learning](#) (materials)– Educational products and toys.



Glossary of Literacy Terms

blending: putting together individual **phonemes** to form a whole word (i.e. /k/... /a/... /t/... blended together makes the word “cat”)

CVC words: consonant–vowel–consonant words; the easiest words for students to begin to read that usually follow the most basic phonics rules of consonant sound–short vowel sound–consonant sound (i.e. cat, dog, cup, pig, etc.)



crossing the midline: ability to do work on the opposite side of the body with the dominant hand – i.e. right hand doing work on the left side of the body. How does your child write lowercase t? With two strokes crossing over each other (crossing the midline)? Or with three strokes, one vertical line and two horizontal lines coming out of the vertical line (not crossing the midline)?

decoding (sounding out): used during the reading process, the ability for a student to break apart and put together, or **blend**, sounds in words to read a whole word

dyslexia: a language processing disorder in individuals with normal to high intelligence that causes the brain to process and interpret information differently; children have difficulty making sense of the sound/symbol relationship when learning to read; dyslexia may impact one’s ability to blend sounds into words, remember the rules of spelling, write, memorize common sequences or express oneself clearly

encoding: used during spelling or the writing process, the ability for a student to break apart, or **segment**, sounds in words and write the corresponding letter

handwriting: the process of correctly forming letters to produce a clear, legible print that can be created with ease

invented spelling / phonetic spelling: the way beginning readers and writers start to write words by applying the phonics rules they know to sound out and spell words independently instead of memorizing conventional spelling (i.e. I lik mi sisdr / like my sister; We wnt to the prc / We went to the park; It wuz sune / It was sunny)

literacy: the ability to read and write proficiently; includes phonemic awareness, phonics, writing, handwriting, spelling, vocabulary and comprehension

multisensory approach: using multiple senses or learning modalities to learn and remember information – auditory (hear), visual (see) and kinesthetic (touch/movement)

phonemes: the smallest parts of spoken language that are combined to form words; often represented in the following format: /sound/ – so /b/ is the sound for the letter B; /k/ and /s/ represent the two different sounds in the letter C; the word fish only has three phonemes even though it has four letters (/f/ /i/ /sh/); the English language has 41 phonemes

phonemic awareness: the ability to hear, identify and manipulate the individual sounds (phonemes) in spoken words

phonics: the understanding that there is a predictable relationship between the sounds of spoken words and the individual letters (or groups of letters) that represent those sounds in written words

phonological awareness: a broad term that includes phonemic awareness. In addition to phonemes, phonological awareness activities can involve work with rhymes, words, syllables and onsets & rimes.

segmenting: breaking apart or separating individual **phonemes** in words (seeing or hearing the word “cat” a student is able to say each individual sound /c/... /a/... /t/...)

tripod grasp: considered the most efficient way to hold a pencil or the ideal pencil grip where three fingers are touching the pencil; the thumb and pointer finger pinch the pencil while the middle finger rests underneath the pencil; the ring and pinky finger gently curl into the palm to provide stability

