

## Acadience Assesment

### *Helping at Home:*

It's important to be consistent and use repetition to help at home with reading. Here are some things you can do to help your student in each area that they are struggling with.

**Computation:** Have your student work several grade-level fluency problems quickly. Printing grade-level math fluency sheets and timing your student for a few minutes would be helpful. This will help your students' math skills become automatic.

**Concepts and Applications:** These are grade-level, deeper thinking skills. They would include story problems and grade-level concepts that your student is learning this year. It would be helpful to do some story problems and problem-solving questions with your student to work on these concepts.

Khan Academy is also a great online resource for practicing and reinforcing math skills.

[www.khanacademy.org](http://www.khanacademy.org)

Padlet is another great home resource.

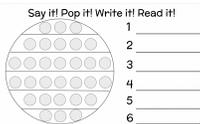
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### First Sound Fluency

- The parent says a word, the student repeats the word, and then says the first sound. Ex. Parent: "lip", Student: "lip, /l/"). Do this activity for 1-2 minutes.
- Sound Search (can be done at home, out, or on the go): Pick a letter sound and look for things in your environment that start with that sound. Ex. Parent: "Find things around you that start with the /k/ sound." Student: "car, cup, can, couch, cat."
- Show your student two objects that start with different sounds and ask, "Which one starts with \_\_\_?". Ex. Parent holding a cup and a fork: "Which one starts with the sound /f/?" Student: "Fork."

**Phoneme Segmentation:** This is when a child reads a word like hat, slowly saying each sound: /h/-/a/-/t/. This is segmenting. To practice this, you could:

- Start by saying a word, and then have your child hop the same number of times as there are phonemes in that word. For example, if you say *cat*, your child will give you three hops forward as they say the sounds /c/-/a/-/t/.



- Use a Pop It fidget toy to pop out the sounds in a word
- Use a mirror and let kids see their mouths move as they say each letter in a word, so they recognize a difference in the formation of the letters when we say them.

### Letter Naming Fluency:

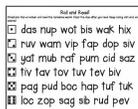
- Fun activities that can help your child could be to point out words that begin with the same letters as the letters in your child's name (for example, *John* and *Jump*, etc.). Talk

about how the beginning sounds of the words are alike. Letters in their names are the letters that are typically most recognizable to them early on.

- Another activity could be a guessing game: “I am thinking of something that starts with /t/. Show them a flashcard with the specific letter you have said.” Make sure they say the letter name before guessing an item that starts with the letter.
- In a sensory bin with wood or plastic letters, they pull a single letter and say the name. For added practice, they could say the letter sound.
- Search and Say. This could be on paper, in a room, or in the house. Scatter the letters, name a letter, and have the child point to or find it in the room. Make sure they say the name of the letter when they see it.

**Nonsense Word Fluency:** Nonsense Word Fluency (NWF) can be practiced by activities emphasizing alphabetic principles and basic phonics. Nonsense Words are sometimes called “make-believe” words as they are not real words and/or are spelled incorrectly. This game focuses on basic letter-sound correspondences and blending letter sounds into consonant-vowel-consonant (CVC) and vowel-consonant (VC) words that can be used to practice NWF. For practice, you could try:

- Sorting real and nonsense flash cards into groups.
- Show a flashcard with a word. The child gives you a thumbs up for a real word or a thumbs down for a nonsense word.



- Roll and Read a list of nonsense words. This activity is used with a dice and a worksheet of nonsense words.



- Connect 4 is a game where you compete to read four connecting words while trying to prevent your opponent from doing the same.