



Second Grade Foundational Skills Toolkit

Substitute Initial, Final and Medial (Middle) Letters

- Tell your child that they are going to change words by substituting one letter sound at the beginning, middle, or end of the word. Model by changing *fox* to *box*. Your child should now blend the new word. **Take away the *x* in *box*, add a *p*, and you have *bop*. Take away the *b*, add an *m*, and you have *mop*. Substitute the *a* for an *o* and you have *map*.**

Spelling

- On paper, create a generic race track. Game pieces could include toy cars, one for each player, and one die. You will need a list of the spelling words your child needs to work on. Players roll to see who goes first. Once that is decided, the player is given a spelling word. If they get it correct, they roll the die and move that many spaces. If they get the word wrong they stay where they are.

Word Reading

- Make football-shaped cards with sight words on them. Place all cards face down. Your child has a football field with ten lines and a small football shaped marker (could be a button). When they have read ten words, they score a touchdown.
- Use large craft sticks (or index cards cut in half). Write one sight word on the end of each stick. For every 25 sticks, add three ZAP sticks. The child will take turns pulling a stick out of a cup. If they can read it, they keep it. If they can't, they put it back in the cup. If they get "zapped" they put all of their sticks back in the cup. At the end of a set time (about 5 minutes), the winner is the one with the most sticks.

Comprehension

- Make sure your child benefits from doing easy repeated readings. This approach is just what it sounds like; the child reads the same easy book over and over again. Easy repeated readings help children speed up their reading rates, learn new sight words, and develop their abilities to read in a natural voice using more expression.
- Make reading practice an enjoyable thinking activity. Interact with the story as your child reads. Ask questions and react to story events. Summarize events periodically and seek predictions for what may happen next.

- Help your child with difficult words. If your child is stuck on a word for more than three seconds, pronounce the word so your child can maintain the flow in reading. Letting your child struggle for a long time on a particular word interferes with his or her ability to understand the text. After you finish reading the book, you can look back at the words your child missed and review them or practice those words later using flashcards
- Try taking turns. Your child does not have to do all the reading. It is okay to take turns reading, especially if the story is long. Try these strategies: **Echo reading**-You read a selection using proper expression and your child mimics you by reading it again. **Tap-off reading**- Each of you indicates when you want your turn to end by tapping the table or each other.