



Parent Pipeline



CAFE Strategy: Use Punctuation to Enhance Phrasing and Prosody

As experienced readers, the use of punctuation comes automatically. We read a story and use the punctuation to make meaning of the text. For beginning readers, learning to read in phrases is important. The meaning of text is embedded in a chunk of words, not just in isolated words themselves. The order and the way words are put together in a text, creates the meaning.


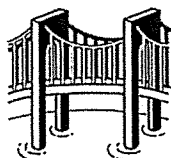

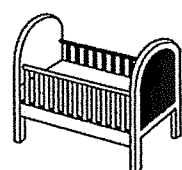





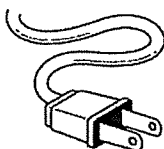

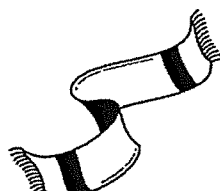

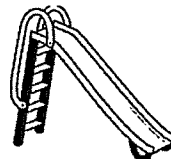





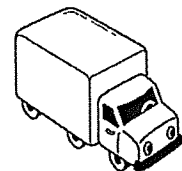

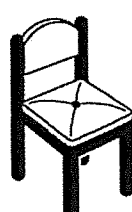

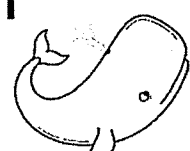
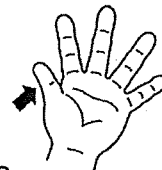
Your child has been encouraged to compare the reading of text to spoken language. When reading text aloud does it have the intonation and prosody we hear every day in our conversations with others? Your child is learning the fluency strategy: **Use Punctuation to Enhance Phrasing and Prosody**. Paying close attention to all punctuation will assist with fluency and overall comprehension of text.

How can you help your child with this strategy at home?

1. Read aloud a segment of text to your child. Model how you control your voice to go up and down. Highlight punctuation in the text and discuss what your voice did when you came to the punctuation. It may even help to read it once without intonation or attention to punctuation, see what differences your child is able to notice.
2. Using a pencil, underline a phrase in a sentence and model how the words are said together without a pause. Have your child repeat this phrase for you a few different times until fluency is attained.
3. Give your child a highlighter and ask him/her to highlight all punctuation in a portion of text. Then, go through the text with your child, talking about what their voice should do at each highlighted spot. Finish by having your child read the excerpt aloud one or two times.









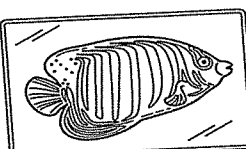


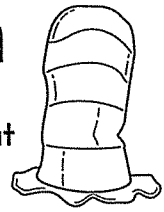



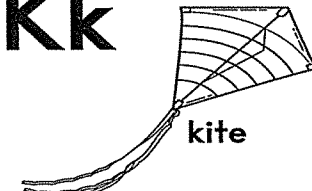




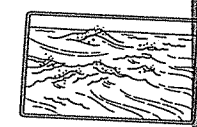
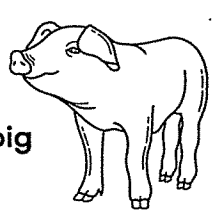

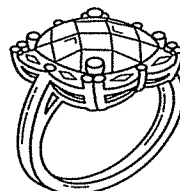

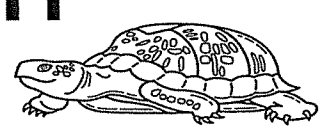



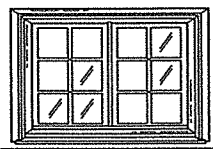
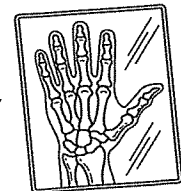
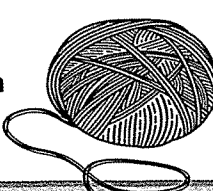

Thank you for your continued support at home!

- Written by: Allison Behne © www.thedailycafe.com
- Ideas and strategies are taken from: The CAFE Book, written by Gail Boushey & Joan Moser

Consonant Cluster Linking Chart				bl  block
br  bridge	cl  cloud	cr  crib	dr  drum	
fl  flag	fr  frog	gl  glasses	gr  grapes	
pl  plug	pr  pretzel	sc  scarf	sk  skeleton	
sl  slide	sm  smoke	sn  snake	sp  spoon	
st  stamp	sw  swing	tr  truck	tw  twenty	
ch  chair	sh  shovel	wh  whale	th  thumb	

Alphabet Linking Chart

a b c d e f g h i j k l m n o p q r s t u v w x y z

Aa  apple  acorn	Bb  bear	Cc  cat  celery	Dd  dog
Ee  egg  eagle	Ff  fish	Gg  goat  giraffe	Hh  hat
Ii  iguana  ice	Jj  jar	Kk  kite	Ll  leaf
Mm  mouse	Nn  nest	Oo  octopus  ocean	Pp  pig
Qq  queen	Rr  ring	Ss  socks	Tt  turtle
Uu  umbrella  unicorn	Vv  violin	Ww  window	Xx  x-ray
Yy  yarn	Zz  zebra		

Snap



Objective: This game works well with two players. The objective is to notice matching cards quickly and say "Snap!" to win the cards that match. The winner is the player with the most cards at the end.

Preparation: Make a set of cards for each player with words. You can use spelling words that students study during the week. The sets should be identical (with exact matches) or have elements that match. For example the matching elements might be digraphs (chick, match, child) or word endings (swimming, cooking, reading). The sets may be constructed to help players focus on any element.

When children really understand the game, several different ways of matching can be included in each game. The simplest task is to look for exact matches (for example, words). A more complex task is to look for the same element but different examples in words. (br or bl bend at the beginning of the word or ch or th digraph at the end). The most complex task is for players to look for any kind of connection.

Playing the Game: Players shuffle their cards and place them face-down on the table. Each player has a deck. Simultaneously, they pick up a card and turn it over. They scan the cards looking for a match. If there is a match, they say "Snap!" The first player to say "Snap!" gets to keep the matching cards. **The player must tell how the cards are alike (if you are not doing whole words).** If there is no match, cards are placed face down in another deck. If players say "Snap!" at the same time, no one gets the cards. When all the cards in the deck are turned over (minus the cards that each player has won), the players shuffle them, lay them face down in a deck and continue to play. (They will find more matches as the number of cards in the decks goes down.) The game is over when all of the cards are dispersed. The player with the most cards wins. You can shorten this game by having players turn over all of the cards only once and then counting to see who has the most cards.

Directions for Word Grids

Word Grids are pages of small boxes in which words or word parts are written. They can be used for a variety of purposes: independent practice for quick whole-word recognition; practice for taking words apart quickly; or individualized practice of words or word parts.

A Game for Principle Practice

MAKING THE GAME

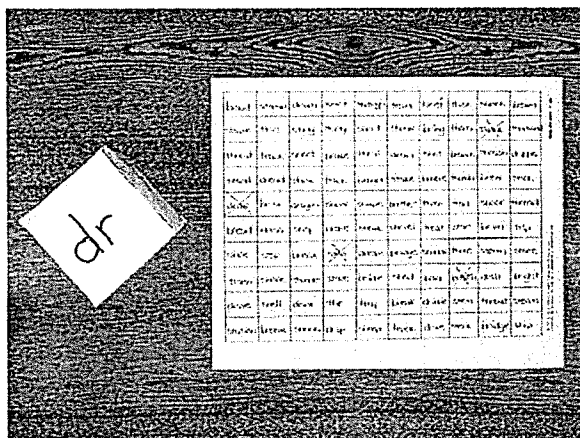
- Word Grid Game Board (*Lesson Resources CD*)
- Die or cards

You will want to design word grids related to lesson principles. The boxes on the Game Board are filled with words or word parts. For example, they might have high frequency words, words with particular spelling patterns, words with suffixes or prefixes, words with particular vowel sounds, words with consonant clusters or consonant digraphs, or words that have synonyms, antonyms, or homophones.

On the sides of the die or on the cards are words or parts related to the principle that is the focus of the game. You may write consonant clusters, vowel configurations, phonograms, numbers (for syllables), endings or any other category related to the lesson principle.

PLAYING THE GAME

- ① The game is designed for two to four players. To play the Word Grid game, a child rolls a die or draws a card and reads the word or word part.
- ② He looks for a related word (for example, a word with the same beginning cluster, a synonym, a word with the same spelling pattern) and places an X with a pencil on the word in the box.
- ③ Players take turns, each time crossing out a word that matches.
- ④ The first player to cross out all the words on the grid wins the game. Players can continue until all players but the final one cross out all the boxes.



Practice for Quick Word-Solving

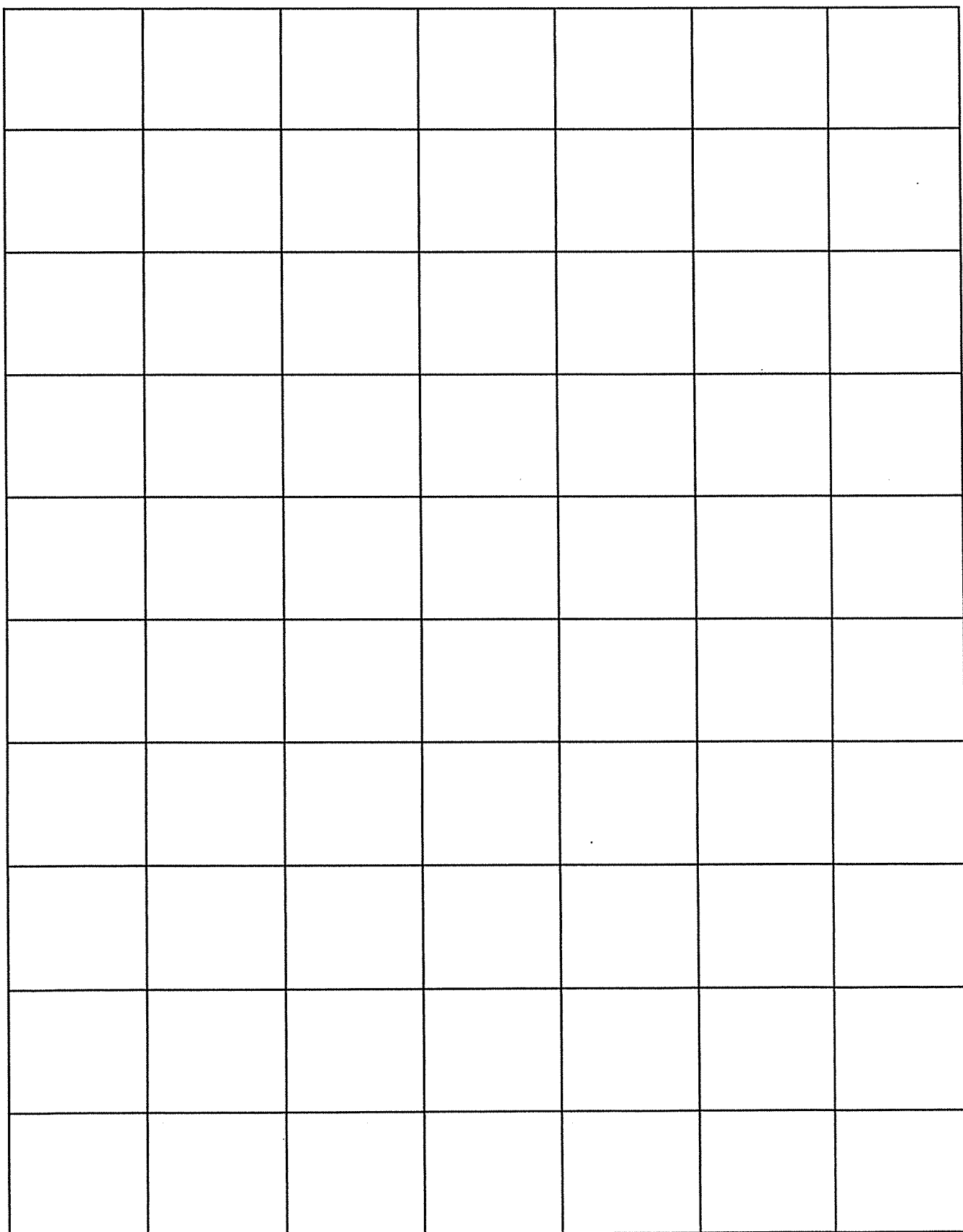
To use the Word Grid for practice, the child reads the words across as quickly as possible. She reads it several times to gain speed (but not so fast as to distort articulation). She can read it different ways: for example, read columns down or start at the end box. The purpose is to develop quick recognition. You can create grids for any category of words: for example, create several high frequency word grids for children to use for practice.

Personalized Practice Grids

Use a blank Game board to list the specific words a child needs to practice. For example, list all the high frequency words a child almost knows but has not yet mastered. You might involve the children in selecting words to place in the practice or game grids.

Word Grid Game Board

Word Grid Game Board



Word Grid

runner	cart	river	perfect
swimmer	hurt	market	bother
star	over	her	cuter
churn	wonder	fur	charm
far	were	chart	farmer
smart	faster	colder	garden

Word Grid

bright	painted	sound
longest	hare	train
kindest	fastest	eight
trainer	walker	bounce
loud	place	asleep