Family Activity Instructions

Word Mapping (Session 9)

Map the Word
Materials: 2 pieces of paper and a pencil, Words with Blends and Digraphs (optional)

Do this activity with your child to help them store new words in their memory. Mapping words also helps your child with reading and spelling.

1. Say a word. For example, top.
2. LISTEN—Ask your child to repeat the word and listen for all the sounds.
3. SAY and COUNT—Say and count all of the sounds in the word. /t/ /o/ /p/ . . . 3.
   - Draw a line for each sound. For the word top, you will draw 3 lines.
     __________ ____________ __________
4. LOOK at the word—Write the word and show it to your child.
   - What is the vowel sound?
   - How do we spell the vowel sound in this word?
5. SAY and MARK—Say the sounds as you underline the letters in the word that match each sound.
6. HIDE the word—Turn your paper over so the word is hidden.
7. WRITE the sounds from memory—Help your child write the letters for each sound on the lines.
8. CHECK your spelling—Look at the word again. Does your child’s word match the word on your paper?
9. WRITE the whole word—Have your child write the whole word on a line under the sounds.
10. READ—Read the word one more time.
11. Can you write more words with the same pattern? For example, top—mop, pop, shop
12. Map more words, following the steps above. Try these: mat, bed, sit, zip, hot, cut, run
For a challenge, try some more difficult words:
   • You can try words with digraphs, such as t-h: ____ a ____
   • You can try words with consonant blends, such as f-l: ____ l ____ p

The words on the Words with Blends and Digraphs handout are good ones to try!
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Beat My Time

**Materials:** Power Word Cards, stopwatch

1. Cut out the **Power Word Cards** and stack them facedown in a pile.

2. Get a stopwatch ready. (You can use the stopwatch on your phone.)

3. Have your child flip through the cards, reading each card as quickly as possible.
   - If your child doesn’t know a word, have them put the word off to the side and continue going through the cards.

4. When your child has finished the last card, stop the stopwatch and note the time.

5. Go back to a word your child did not know automatically. Map it!

6. Mix up the cards and have your child read through them again. Can they beat their time?

**For a challenge:** After playing **Beat My Time**, have your child practice spelling or mapping the words to help the words become automatic.

*Read through the cards often. Reading and writing Power Words automatically takes a lot of practice!*

My Responsibilities

**Materials:** Weekly Calendar, pencil or pen, crayons (optional)

1. Talk about the following questions with your child:
   - What kinds of tasks do we do each day in our home?
   - Why are these tasks important?
   - What does the word responsibility mean?

2. Together, choose a few simple tasks your child can take responsibility for.
   
   As you choose tasks, focus on your child taking responsibility. If you focus on what your child should do, you may create power struggles. Work alongside your child as they learn to be responsible.

3. Write the responsibilities down on the **Weekly Calendar**.
   
   Decorate the calendar, and hang it on the wall or the refrigerator.