



Project Read for Parents

Project Read is a multi-sensory approach to teaching phonics in our classrooms. Project read not only helps with students reading, but also their writing. Outlined below are some of the strategies that are used that you can reinforce at home.

Clipping the Sounds

If your child needs reinforcement with the sound symbol relationship it would be helpful to make or purchase flashcards with the letters on them. Here is the important part. Every consonant they say – the sound should be “clipped” with their fingers acting like scissors in front of their mouth. The purpose of this is for the child to “clip” off the vowel sound that they sometimes add to the consonant sound.

Each vowel has a separate hand signal that helps them to remember the sound. Ask your child to show you...a picture is worth a thousand words!

Finger Spelling

Finger spelling is used to help students write a word. NOT EVERY WORD CAN BE FINGER SPELLED! ONLY THE PHONETICALLY REGULAR WORDS! The dictations we do in school lend themselves to finger spelling. Children use the fingers of their non-dominant hand to count the sounds they hear in a word as they say each sound separately. They then use their dominant hand to write each letter or letter combination that makes that sound.

You can practice with your child using any of the Bonnie Kline story pages or Project Read practice and skill pages. Children should be able to spell these words when attending to the sounds using finger spelling or using the strategy they have been taught for RED WORDS.

Red Words

These are the words in the English language that do not follow the rules. You cannot finger spell these words or sound them out! The multi-sensory strategy allows the children to tap out the letters of the word on their arm. When they tap out the red words, they use their dominant hand and start at the top of the opposite arm by saying the letter name (not the sounds) and then sweeping down their arm to say the word.

Example: T, H, E: the,

Spelling Rules

Here are some of the spelling rules that we are learning:

- “K” goes with “I” and “C” goes with “A”
 - Examples: kit, kiss and cat, can
- If a one syllable word ends in a /K/ sound, after a short vowel, use CK.
 - Examples: pack, sick, lick, sock

Please ask your child to demonstrate some of these strategies at home. Some of you have been mystified by the clipping, tapping, and sweeping, and red words. This should HELP!

Strategies for Home Support

At home, you and your child can practice:

- Fluency boxes and fluency stories.
- Repeated readings to build fluency.
- Bonnie Kline stories.
- Sight words using flash cards or a word ring.
- Project Read skills at home by doing sentence dictation.
- Writing using finger spelling with an awareness of phonetic rules.
- Clapping syllables in words.
- Identifying words in sentences