

LIT KIT 4: READING LONGER WORDS

Phonics

Kit 4 helps your child read words with common suffixes, like -ed and -ing, break down words with more than one syllable and understand how the letter "y" can change to a long I or a long E sound at the end of words.

WHAT'S INSIDE?

This kit includes nine decodable books covering three important skills:

- **Skill 1: Common Suffixes.** Your child will learn how suffixes like -es, -ed, and -ing can be read as their own syllable. This helps them break words like "jumping," "foxes" or "skated" into smaller parts for reading.
- **Skill 2: Word Ending "Y" as a Vowel.** This skill focuses on how "y" can be a vowel. The letter "y" sounds like long I on one syllable words like "cry," "fly" and "why." The letter "y" sounds like long E on two syllable words like "happy," "baby" and "stinky."
- **Skill 3: Multisyllable Words.** Your child will break down words into syllables to read longer words like "napkin," "robot," "bedtime" and "hello."

HOW TO USE THIS KIT:

READ

Refer to the back of this guide for more on reading decodable texts together.

- **Start with Skill 1:** Begin by reading books that focus on suffixes. Point out how the suffix can add a syllable, such as -ed in "planted" or the -ing in "sinking." Help your child break these words down into smaller parts (e.g., "sink" + "ing").
- **Move to Skill 2:** Move on to words ending with Y. Help your child recognize when Y makes a long I sound or a long E sound at the end of a word. Practice clapping the syllables in words like "happy" and "cry."
- **Practice Skill 3:** The final skill will focus on breaking down words into syllable parts. Encourage your child to chunk words into smaller parts for easier reading, like "nap-kin" to read "napkin" and "bed-time" to read "bedtime."

EXTEND

Try this writing activity to build on the skills in this kit!

- **Suffix Switch Stories.** Pick a word your child knows well (e.g., play, run, jump, help).
 1. Add a suffix like -ed, -ing or -es to each one (e.g. play → played, run → running, help → helps).
 2. Use the new word in a sentence. Help your child write a short sentence for each version.
 - → "I played at the park."
 - → "The dog is running fast."
 - → "She helps her brother."
- **Challenge:** Pick two of the suffix words and connect them in a short story!
 - → "The kids went running and played in the grass."

Optional: Add in one word that ends in Y and one multisyllable word from the books to expand the story!

TIPS FOR CAREGIVERS:

- **Chunk the Words:** When encountering longer words with more than one syllable, break them down into smaller, manageable parts. This helps your child read each syllable one by one.
- **Suffix Practice:** Make a list of words your child already knows and practice adding suffixes like -es, -ed and -ing to see how the word changes.
- **Everyday Words:** Look for examples of words ending in letter Y in your daily life, like "candy" at the store or "cry" in a book.
- **Celebrate Progress:** Remember to praise your child for their effort, especially when they successfully read a challenging word.



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Lit Kit Phonics collection.
<https://www.slpl.org/lit-kit/>



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HOW TO USE DECODABLE TEXTS:

Decodable texts give children the opportunity to practice the phonics strategies they have learned in the classroom. When children read these books, they use their blending and segmenting abilities to decode the words in the text.

Before reading the book:

1. Look at the cover and ask your child to read the title or read the title with your child.
2. Ask your child what they think the book will be about.
3. Look at the inside front covers and back covers of the book to see if there is a practice word list.
4. Ask your child to read these words first as a review before reading the book.

During reading:

1. Encourage your child to slide their index finger under the words as they read them.
2. If your child gets stuck on a word, wait a few seconds before you step in to help.
3. If your child needs help or asks for help, try 1-2 of the strategies below to help them figure out the word.

"Look at the letters in the word. What letters do you see? Can you say the sounds?"

(This prompt encourages children to focus on the printed letters and connect them to sounds.)

"Say the sounds in the word slowly as you slide your finger under them."

(If your child struggles with saying the sounds, you can say the sounds and ask them to repeat them after you.)

"Blend the sounds together as you slide your finger under them."

(After saying each sound separately, your child can try to put the sounds together.)

"I will read this word, and you say the word back to me."

(Use this prompt for words your child does not know and cannot sound out after trying the other prompts.)

After your child figures out the word they were stuck on, make sure they go back to the beginning of the sentence to build fluency and improve comprehension of the text.

If your child reads a word incorrectly and they don't correct themselves, ask them to go back to that word. You can help them with any of the suggested prompts above. Remember to keep it positive. If you or your child start to feel frustrated, it might be time for a break!

Please keep this insert inside the kit.

