



Language & Literacy

Language & Literacy Camp

The language & literacy camp is a two week intensive camp designed to address the language, decoding, phonics, and phonological awareness of children ages 5 and up.

Each day, campers will address a different level of literacy and language skills to ensure all learners have mastered or developed the skill.

The camp will run from 10:00—12:00 PM Monday, Wednesdays, and Thursdays.

Areas that the camp will address include:

A. Phonemic Awareness

1. Rhyming Skill
2. Prefixes
3. Content/Context
4. Building Words and Word Families

B. Phonics

1. Blends
2. Syllables
3. Decoding Skills
4. Compound Words

C. Comprehension

1. WH-Questions'
2. Sequence
3. Predictions
4. Conclusions

D. Fluency

1. Homophones
2. Synonyms
3. Antonyms
4. Smooth Sailing

E. Vocabulary

1. Word Toolbox
2. Increasing
3. Defining

What is ?...

Phonological Awareness and Phonemic Awareness:

Phonological awareness is the understanding that language you speak and hear is made up of units of sound called phonemes. Sounds can be a single syllable sounds as in the word “pop” or they can be a single syllable sound in words with many syllables, like the words /ham/-/mer or /but/-/ter/-/cup.

Phonemic awareness is a part of phonological awareness. It is the understanding that these syllables are made up of even smaller sounds or *phonemes*. For example the word “pie” has two sounds; the word “stop” has four sounds.

Phonics

Although related to phonological awareness, phonics is different. *Phonics* activities can help a child connect the sounds s/he hears to the printed words s/he sees. These activities include recognizing letters and the sounds they make; hearing and writing down the sounds buried within words; and developing strategies to “decode” unfamiliar words.

Comprehension

Comprehension strategies help children understand, remember and communicate what they read. They also help children to link what they are reading to what they already know.

What is ?... Cont'd

Fluency

Reading fluency is the ability to read text accurately and quickly. Several skills help children read fluently. Skills such as paying attention to punctuation, and other grammar markings grouping words into meaningful chunks, and using expression.

Fluency also requires children to use strategies to figure out unfamiliar words and to know a lot of sight words that can't be "sounded out."

Vocabulary

Vocabulary development is learning to use and understand many words, and to use them correctly in sentences. Your child should have over 5,000 words in their repertoire by the time they are five years old. An adequate vocabulary is necessary to read fluently, understand words, and comprehend content.

Please visit below to understand why your child needs each of these skills to be successful in literacy and language.

Why my Child Needs this Skill

A. Phonological Awareness is needed because children need to be able to hear the separate sounds that make up words before they attempt to read or write them. There are three kinds of phonological and phonemic awareness skills which were listed above:

Rhyming— Children should be able to hear and make rhymes. This skill is necessary in order to make new words from words they already know. For example: If a child knows the word "fun," then s/he should be aware of and able to make the rhyming word "run."

Blending— Phoneme blending helps children connect sounds in words. It assists the child in being able to break down a word sound by sound and piece it back together for literacy.

Segmentation—Segmentation helps children learn to separate sentences into words and words into sounds. This will help a child to write the words s/he hears during classroom instruction.

B. Phonemic Awareness and Phonics is needed to teach children the sounds individual printed letters and groups of letters. Knowing the relationships between letters and sounds helps children to recognize familiar words accurately and automatically, and be able to "decode" new words.

C. For children to become independent readers and thinkers, they require consistent practice and opportunities to predict what is coming next, and then checking to see if s/he was right. They need to think about ideas and information, ask questions, and solve problems. Children need to know the steps good readers use to make sure they understand text. Students who are in control of their own reading comprehension become more purposeful, active readers.

During this one-week intensive camp your child should demonstrate the ability to:

1. Read age and grade level stories with minimal difficulty
2. Develop a vocabulary bank of words and definitions
3. Demonstrate the ability to independently decode words having difficulty with
4. Recognize letters and their corresponding sounds.
5. Identify synonyms, antonyms, and homophones for words presented
6. Answer WH-questions associated with a story or passage
7. Predict, Infer, and draw conclusions
8. Tell a story in sequential order

LANGUAGE & LITERACY

Dr. S.N.Johnson., CCC-SLP
Ph.D., Augmentative and Alternative
Communication Specialist
Multiculturalism Specialist

Email: technicallyslp@gmail.com

Please feel free to contact me with any questions, comments or concerns.

TECHnically Speaking L.L.C

www.technicallyslp.com

Thank You

Dear Parents and Guardians,

Thank you for enrolling your child in this two-week intensive camp.

Providing your child with continued attention and focus to areas that may prove difficult for them is a proactive way of reducing or sometimes eliminating the difficulty altogether.

Please be sure to carry over all activities worked on in the school setting and in this camp at home. Consistency and practice is the key to success.

Try to make every part of the day and all your interactions with your child into a learning opportunity.

Ask them engaging questions, provide them with tasks that will stimulate their cognitive and higher order thinking skills and have fun with it.

Always praise, correct, and encourage your child.

Have a wonderful summer and I look forward to working with you again in the future!

S. Johnson., Ph.D., CCC-SLP

