

SIPPS Beginning Level: Support for Families

What Is SIPPS?

SIPPS® stands for *Systematic Instruction in Phonological Awareness, Phonics, and Sight Words*. In *SIPPS Beginning Level*, your child focuses on the alphabetic principle. They learn concepts of print, gain phonological awareness (especially blending and segmentation), and learn initial phonics (consonants, consonant digraphs, and short vowels) and high-frequency sight words. Throughout *Beginning Level*, your child reads decodable books that match the instruction. By the end of this level, your child will understand and use short vowels, know 73 sight words, and be able to read and spell new words.

What Does SIPPS Look Like?

Systematic and Explicit Instruction

Routines are used daily. Teachers use direct instruction and modeling to introduce critical content, and guide your child to practice and apply the lessons to reading and writing.

Consistent and Interactive Routines

Teachers regularly repeat the same interactive routines using verbal prompts and hand movements that require your child to respond orally. The routines help your child learn phonemic awareness skills, spelling-sound combinations, and sight words.

Immediate Strategic Feedback

When your child makes mistakes, teachers use prompts to help her arrive at the correct response herself. The *SIPPS* program emphasizes understanding rather than rote memorization.

Regular Assessment

Teachers assess your child's knowledge to place them in the program. Quick assessments occur at regular intervals to help teachers determine your child's individual needs.

During SIPPS Lessons

The teacher . . .

- Provides direct instruction
- Prompts students to practice and apply skills independently
- Provides intentional corrective feedback as needed

The students . . .

- Respond chorally when prompted
- Engage in skill practice routines
- Apply skills independently

How Can I Support SIPPS at Home?

Supporting Sight Word Instruction

- Practice the sight words by having your child read the word, spell it, and read it again. If the child cannot read the word, simply say the word and then have your child read, spell, and read it.
- Ask your child to be a “reading detective” and look for sight words in other books.

Building Your Child’s Reading Life at Home

- Encourage your child to reread stories used previously in the program to build fluency and confidence.
- Make trips to the local library to borrow books as you are able.
- Set aside a time to read together every day.
- While reading aloud, stop every so often to talk with your child about what they are thinking about the story.
- Model good listening by paying attention to your child when the two of you discuss the story.

Encouraging Your Child’s Writing Life at Home

- Encourage your child to use the *Trace and Write* handouts to practice writing the sounds and sight words.
- Encourage your child to write during play:
 - Draw and label a picture
 - Play “restaurant” and write a menu
 - Make a grocery list
 - Write a letter to a friend or family member