

# Helping Your Beginning Reader at Home



## Session One: **Letter/Sound Relationships**

**Rachelle Kuehl, PhD**

**September 22, 2020**



# *Welcome & Introductions*

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# Rachelle Kuehl

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- ❑ Postdoctoral Associate, Virginia Tech/Appalachian Rural Talent Initiative
- ❑ Ph.D in Curriculum & Instruction, Virginia Tech (expected May 2020)
- ❑ Ed.S, Reading Specialist (VT, May)
- ❑ Former first-grade teacher



# Checklist for Every Class/Home this Year

- ✓ *Keep them safe*
- ✓ *Lower their anxiety about the current situation*
- ✓ *Make them laugh*
- ✓ *Make them feel loved*
- ✓ *Teach them something*



***\*All in that order\****

# Series Overview

Tuesdays, 6:00-7:00 p.m., September 22<sup>nd</sup> to October 13<sup>th</sup>

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➤ **Session 1 (9/22)**  
Letter/Sound Relationships

➤ **Session 2 (9/29)**  
High-Frequency Words

➤ **Session 3 (10/6)**  
Fluency: Choosing and Practicing “Just Right” Stories

➤ **Session 4 (10/13)**  
Comprehension: Helping Your Child Understand the Story



Helping Your Beginning Reader  
at Home

# CONCEPT OF PRINT

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# Concept of Print

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The ability to recognize that print moves from left to right, and that spaces between words create boundaries.

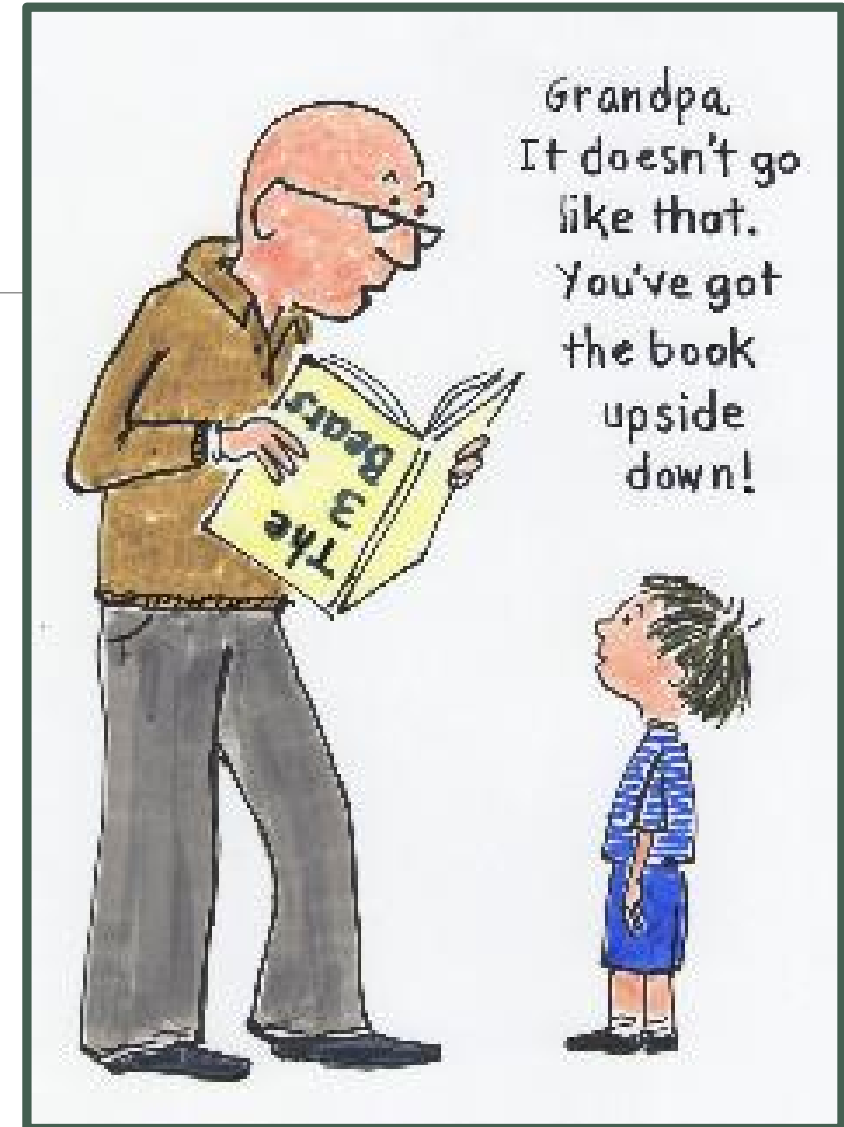
The ability to recognize that words carry meaning.

## **Check:**

Can your child identify a letter? A word?

Can your child point to the words as you read?

Does your child know which direction to read in?



# *Letter Names and Sounds*

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# Alphabetic Principle



## PHONEMES

The smallest sounds into which speech can be broken

/m/ /a/ /p/

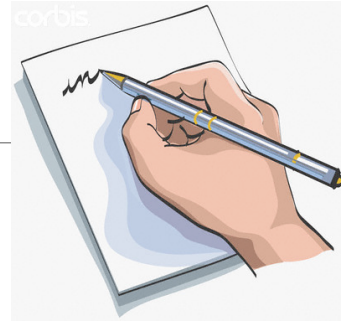


## GRAPHEMES

The letters or groups of letters that are used to represent phonemes in written language

m + a + p

“map”



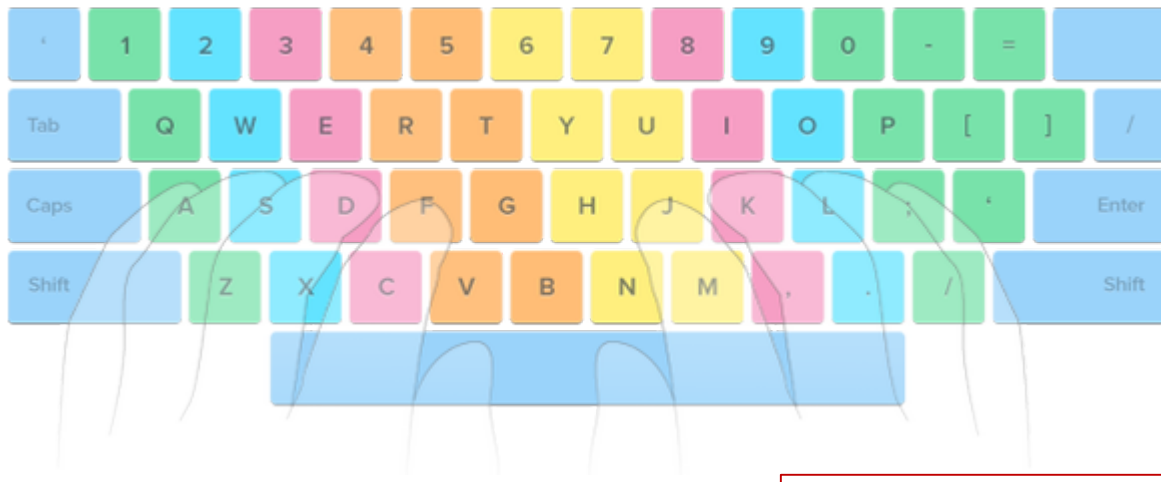
F	R	U	O	T	
J	G	Z	W	A	
P	V	D	I	M	
C	N	X	Q	E	
H	Y	S	K	B	L

a	j	n	c	o
x	e	p	t	g
d	v	s	i	q
b	y	k	r	u
z	w	h	l	f
m				

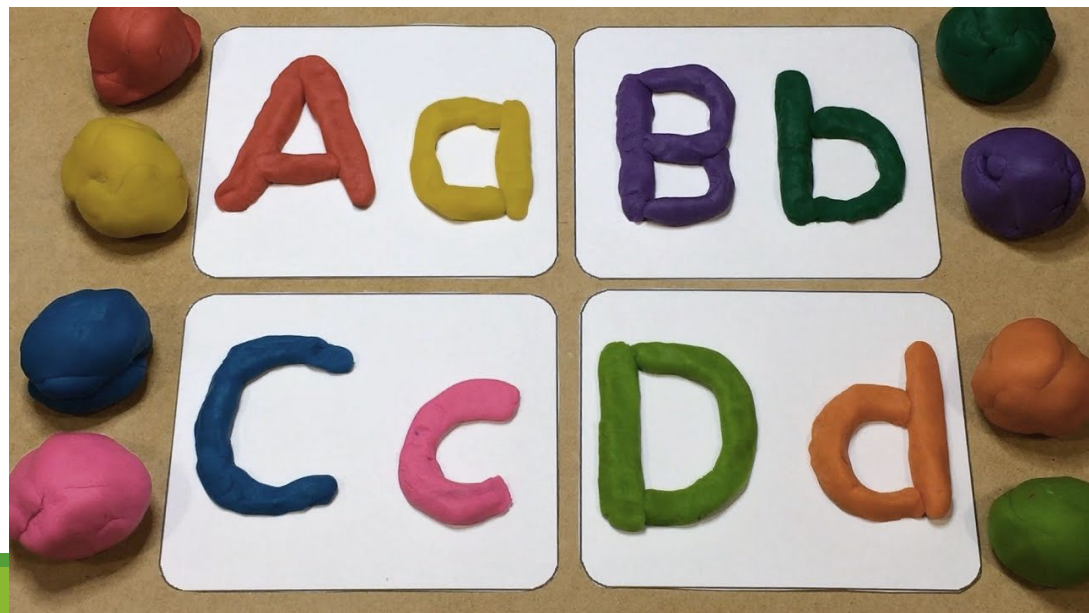
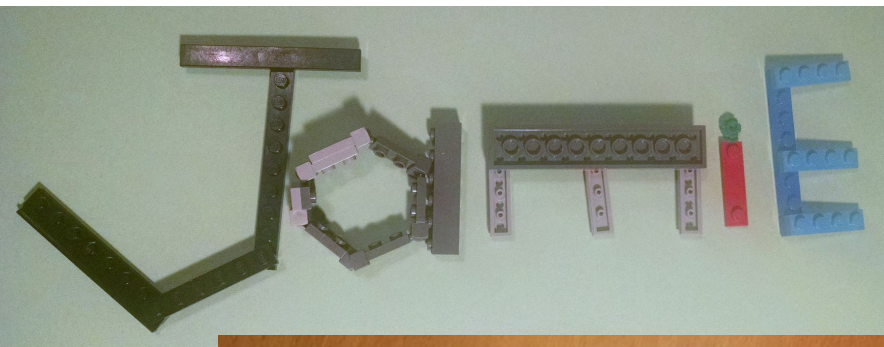
Handout

1.01

**First step:**  
*Find out which letters and sounds your child already knows.*



Help your child practice writing and building letters in fun ways!



# *Magnetic Letters*

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Keep magnetic letters on the fridge or with a cookie sheet.

**Ask questions like:**

*\*Can you find the “h”?*

*\*Can you find your name?*

*\*Can you find the letter that begins with /b/ like “banana”?*

*\*Can you find the letter that comes after “e”?*

*\*What sound do you hear at the end of “cat”?*

*Can you find the letter that makes that sound?*

The whole set can be overwhelming, so start with fewer letters for brand-new readers.



# *Phonemic Awareness*

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# Phoneme Segmentation

Breaking a word into its separate sounds

*fog = /f/ /o/ /g/*

# Phoneme Blending

Putting the separate sounds together into a word

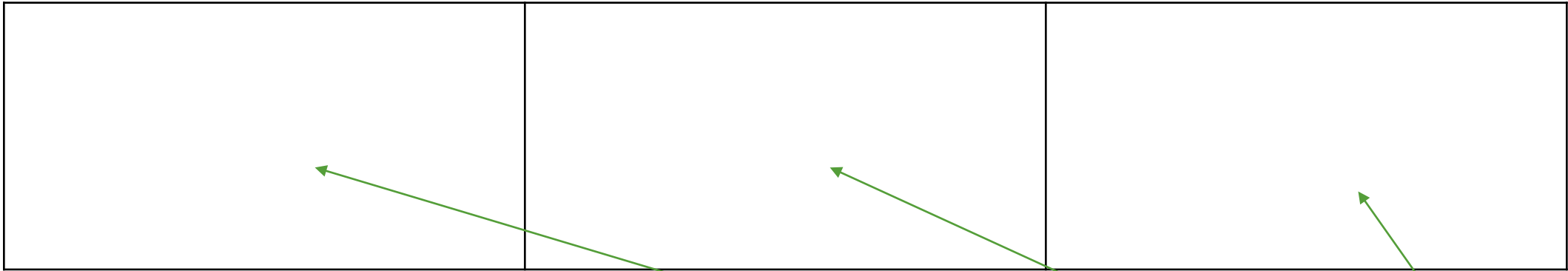
*/h/ /e/ /n/ = hen*



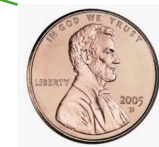
# Elkonin boxes

Handout  
1.02

\*You can start with just two boxes and work on separating the first sound (/p/) from the rest (-ig)



Push a penny into a box for every sound you hear in "pig"



/p/

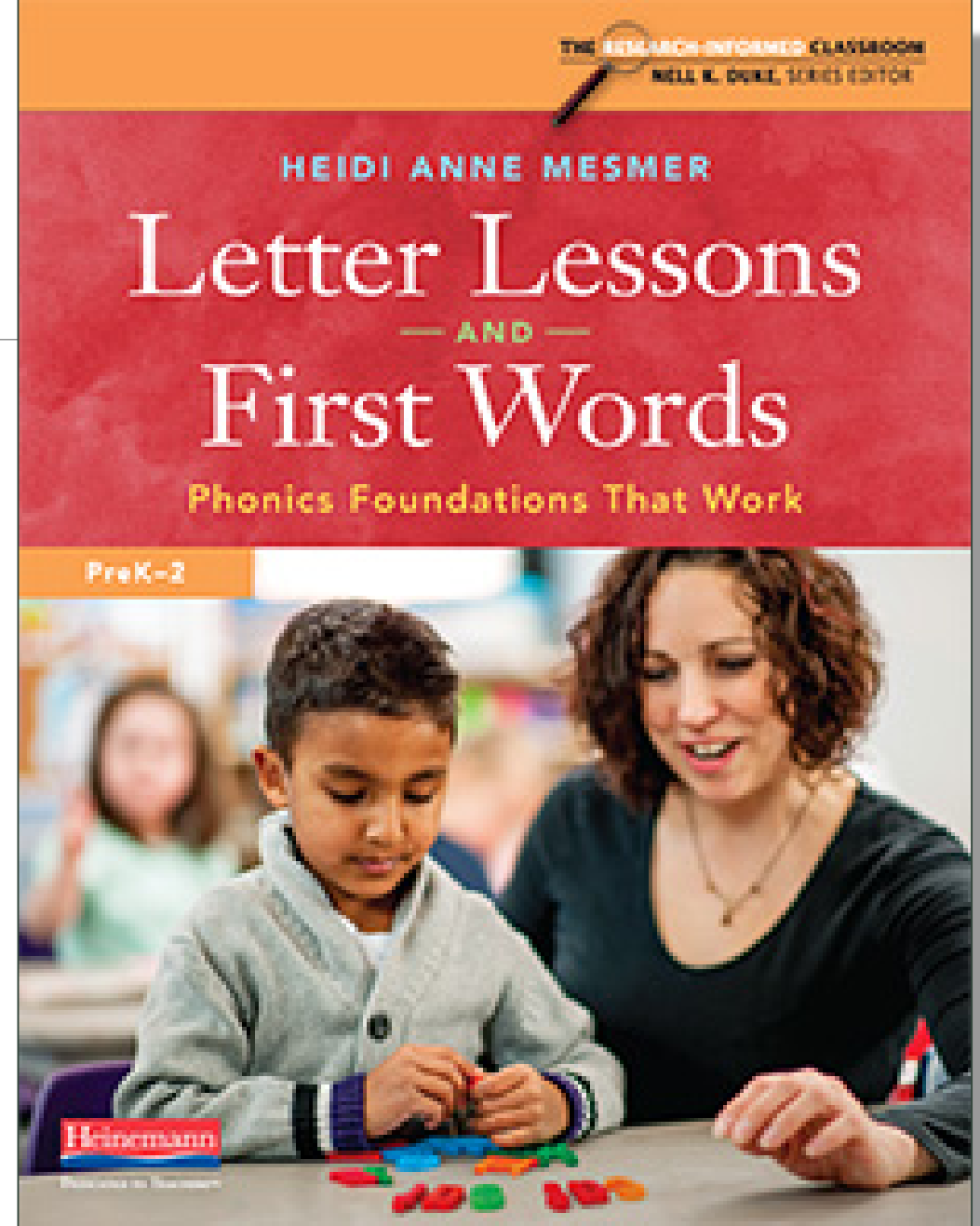
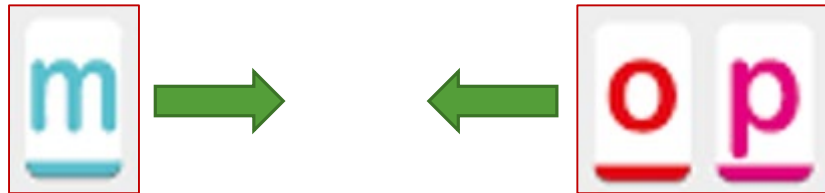


/i/



/g/

# Chugging Words



# Card Games

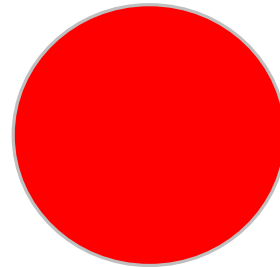
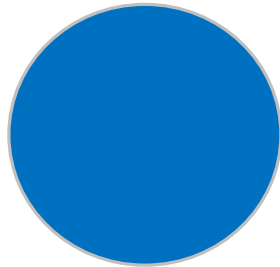
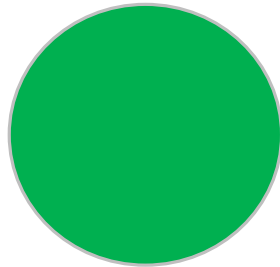
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Card games:  
Quite possibly my best early reading “trick”!



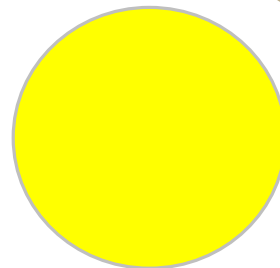
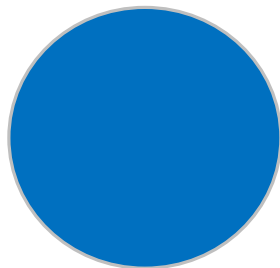
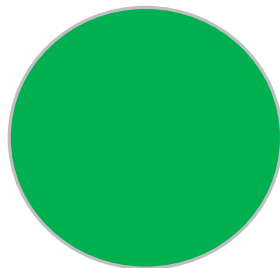
# Sound Isolation Card Games

*“I’m thinking of a color. It starts with /r/. Which one is it—  
GREEN, BLUE, or RED?”*



**Remove and  
replace the red  
card!**

*“Now I’m thinking of a new color. It starts with /b/.  
Which one is it—GREEN, BLUE, or YELLOW?”*



**Keep going!**

**Ask about  
ending  
sounds next!**

# ANIMAL NAMES

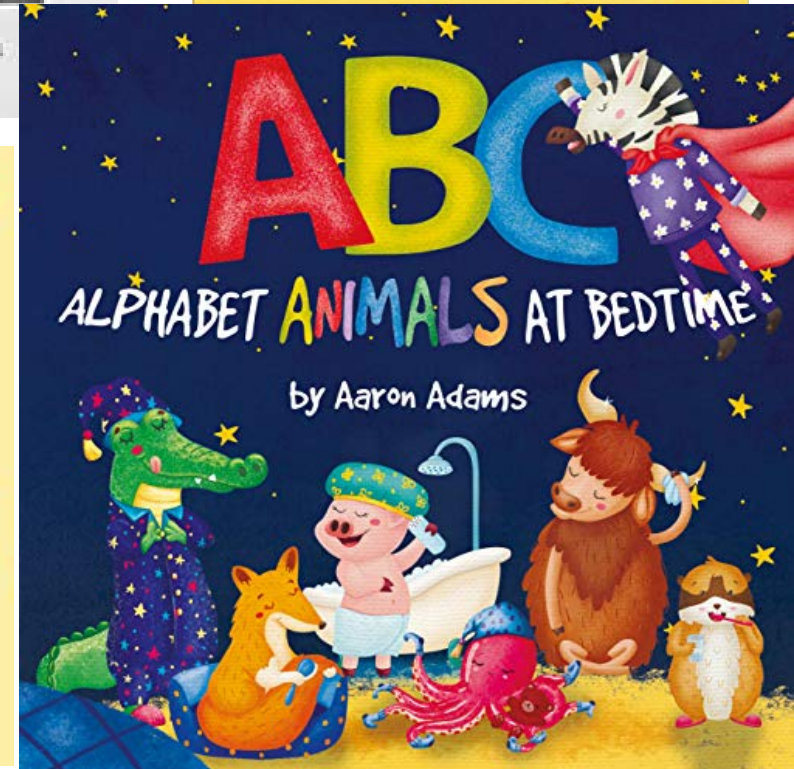
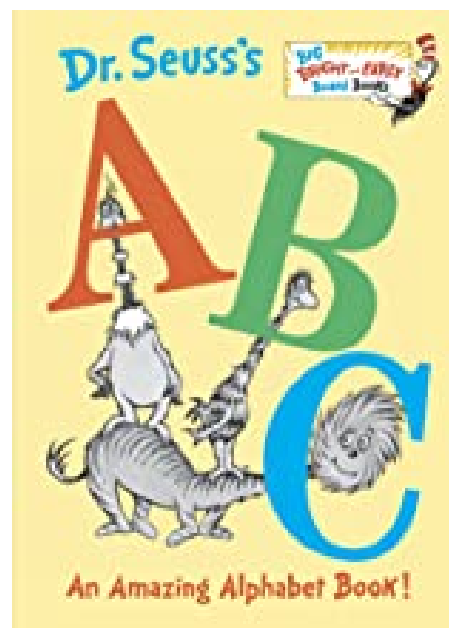
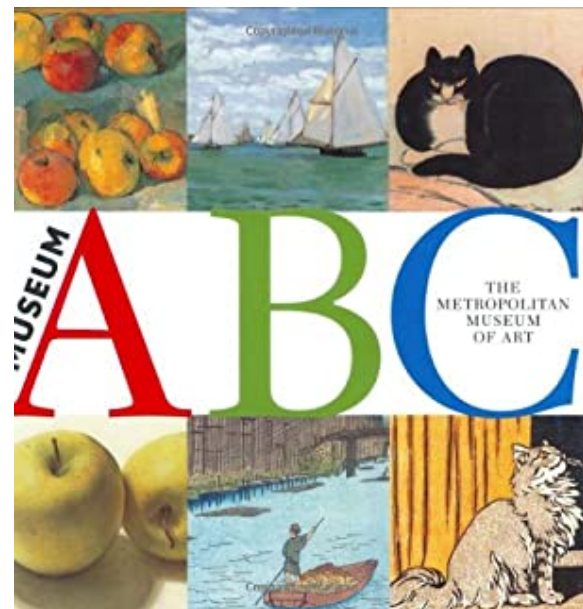
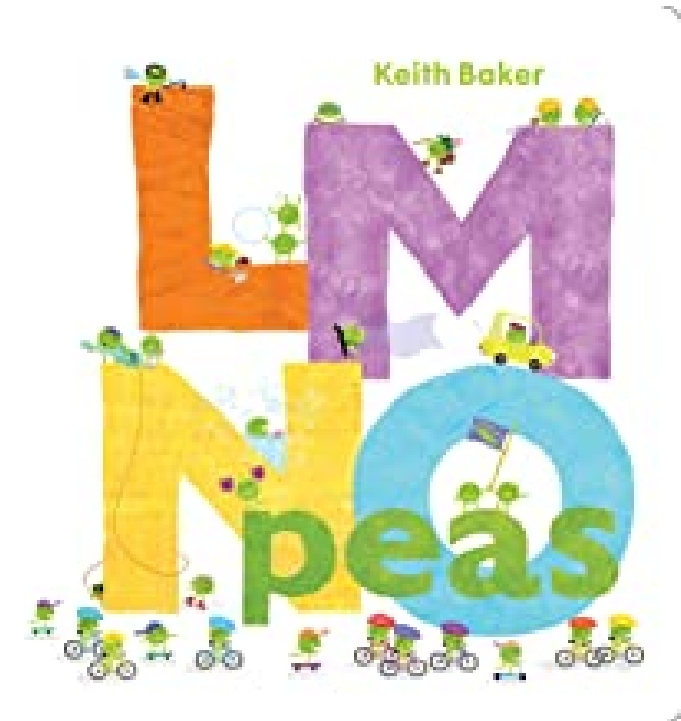
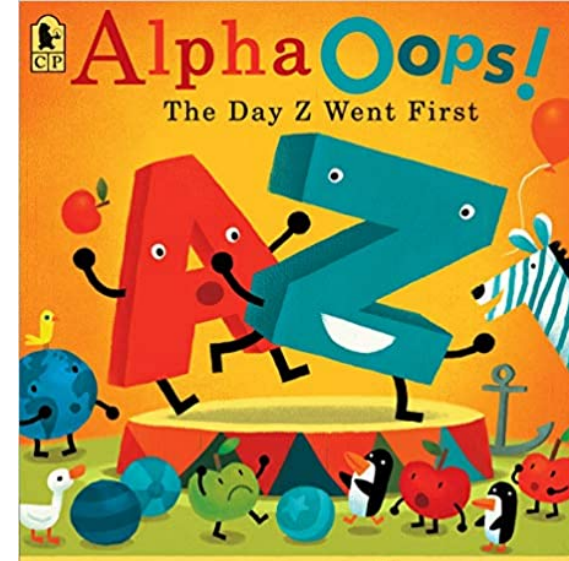
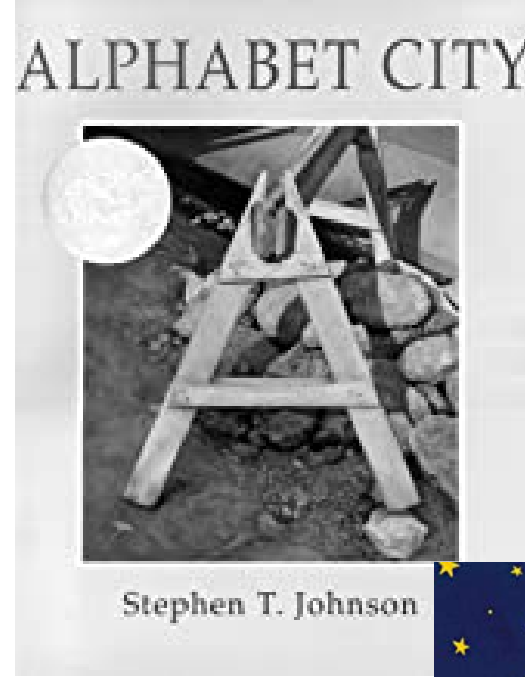
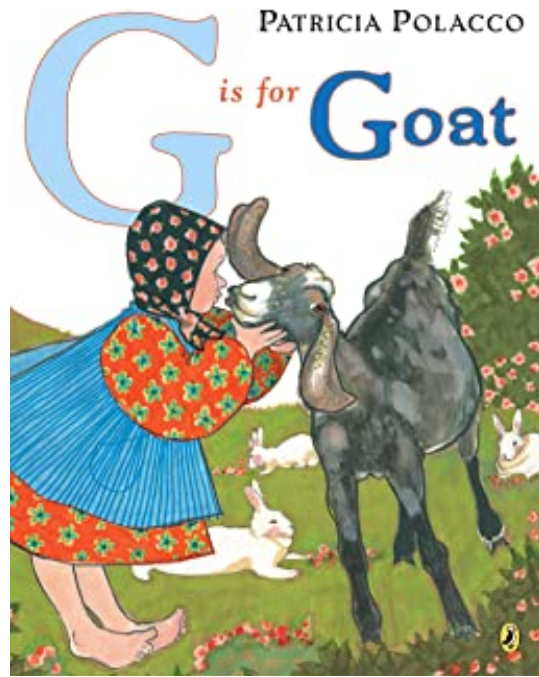
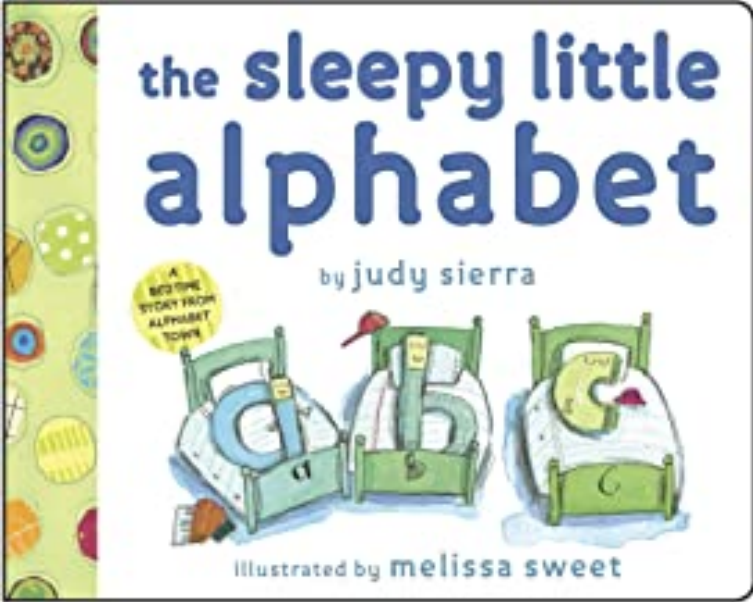
Handout

1.03

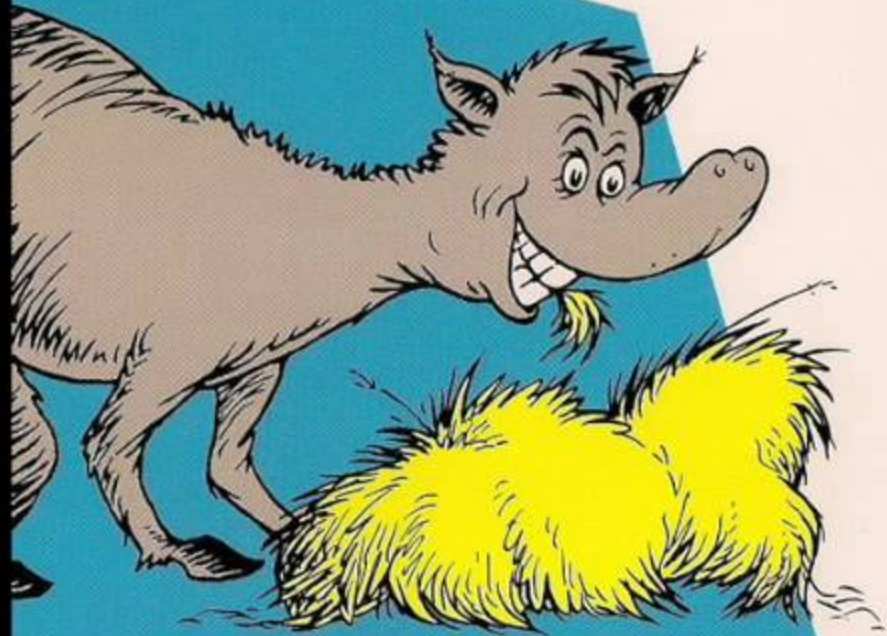
1. Lay out three animal cards: TURTLE, SNAIL, BEE. Say, "I'm thinking of an animal that starts with the /t/ sound. Which one is it?" [Read the animal names while pointing to the cards.]
2. When the child comes up with the correct card, replace it with MONKEY. Now ask about a different beginning sound. "Now I'm thinking of an animal that starts with the /b/ sound."
3. Continue asking and replacing until you've cycled through all cards.
4. For an extra challenge, play again, but this time ask about the ending sound. For example, with LION/ALLIGATOR/BUTTERFLY, you would ask, "Which one of these animal names ends in /n/?"
5. To help students listen for the second sound in a word, try grouping cards with the same first letter together (FROG/ FIREFLIES, BEE/BUTTERFLY, LADYBUG/LION), with one additional card. For example, with BEE/BUTTERFLY/MONKEY, You would start by saying, "I'm thinking of an animal that starts with /b/. Help them see there are two, then say, "OK, but the one I'm thinking about has a second sound: /ee/. Which one is it?"

# *ABC Book*

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**BIG H,**  
little h,  
what begins with H?

Hungry horse.  
Hen in hat.  
H...h...H



**BIG I,**  
little i,  
what begins  
with I?

Itchy, itchy  
Ichabod.  
I...i...I

**BIG J,**  
little j,  
what begins  
with J?

Jerry Jordan's  
jelly jar.  
J...j...J





- \*Make one page at a time
- \*Draw simple pictures
- \*Include friends and family
- \*Add stickers
- \*Hang pages on the wall
- \*Compile into a book to read again and again!



# *ABC Bingo*

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# ABC BINGO

y	h	u	k	p
w	z	x	d	f
e	b	*	i	l
j	n	r	v	a
g	o	c	m	q



Handout

1.04

# *ABC Memory*

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# ABC Memory



\*You can start with fewer pairs of letters and work up to the whole alphabet.

Handout

1.05

k	l	m	n	o
K	L	M	N	O
p	q	r	s	t
P	Q	R	S	T

# *Picture & Word Sorts*

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## Picture Sorts



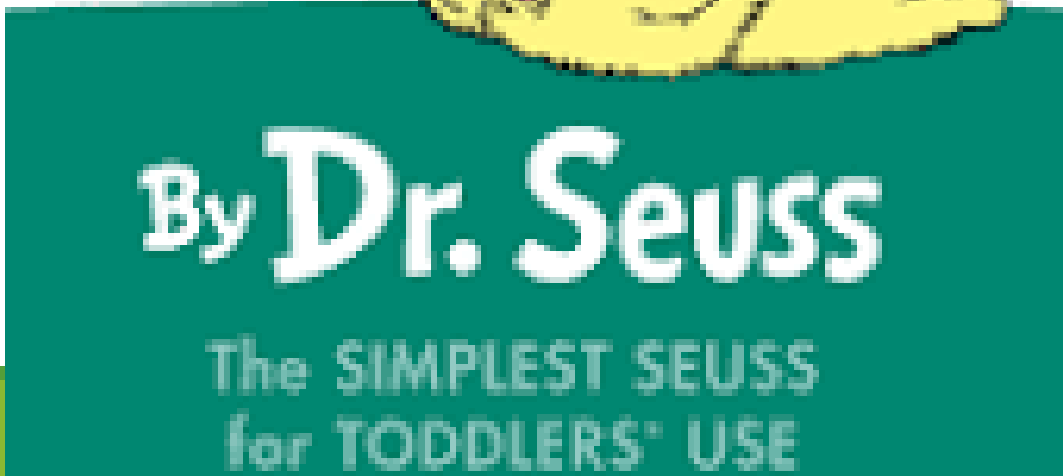
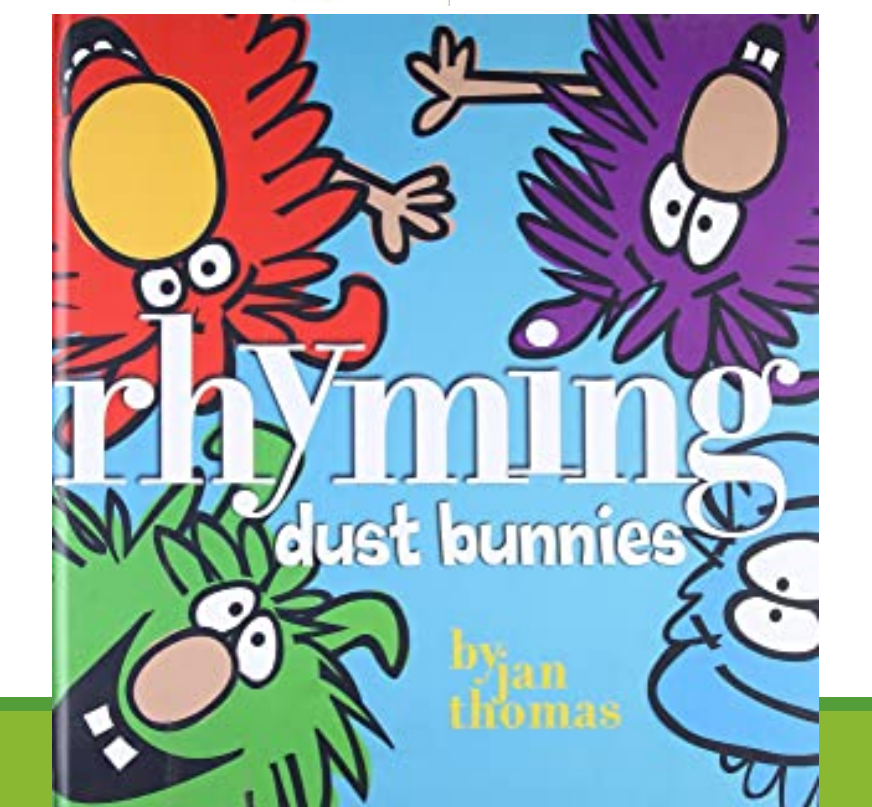
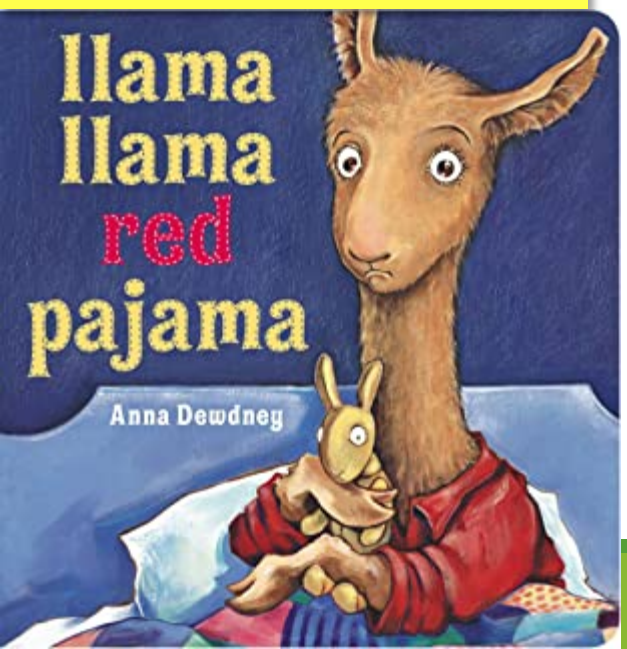
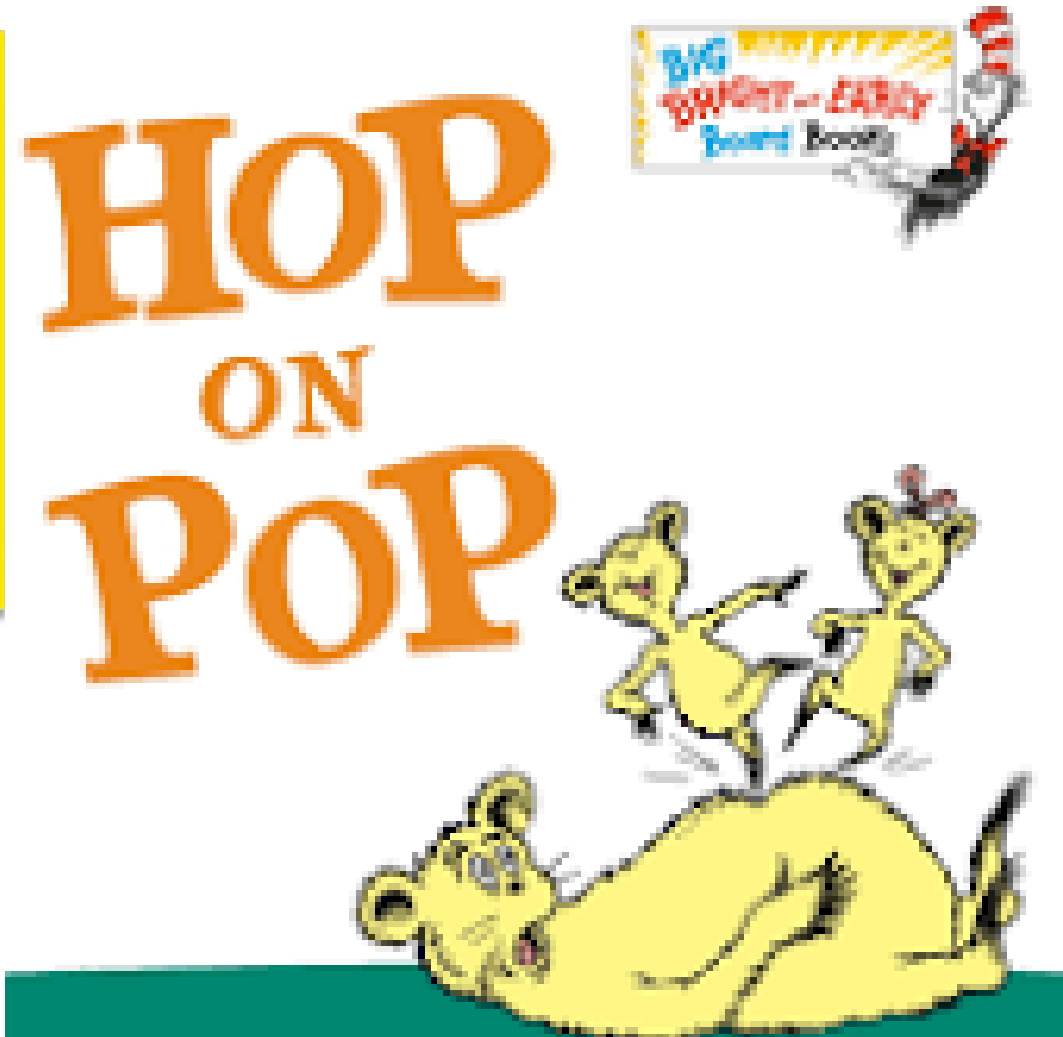
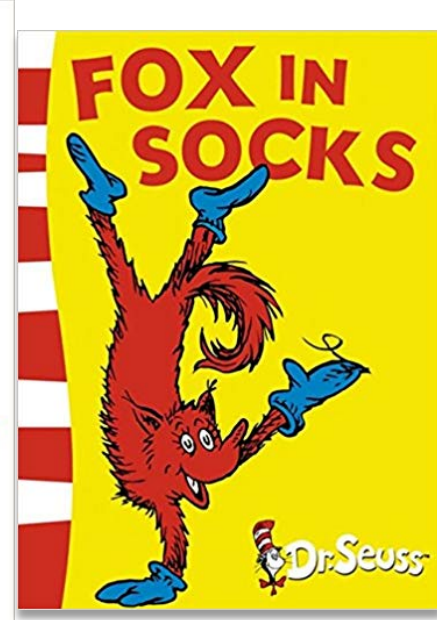
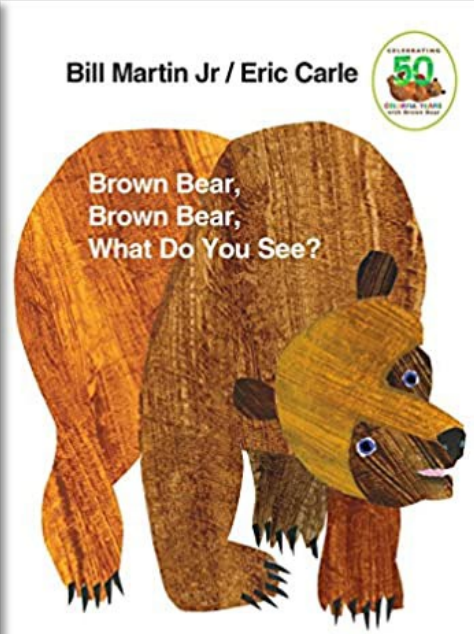
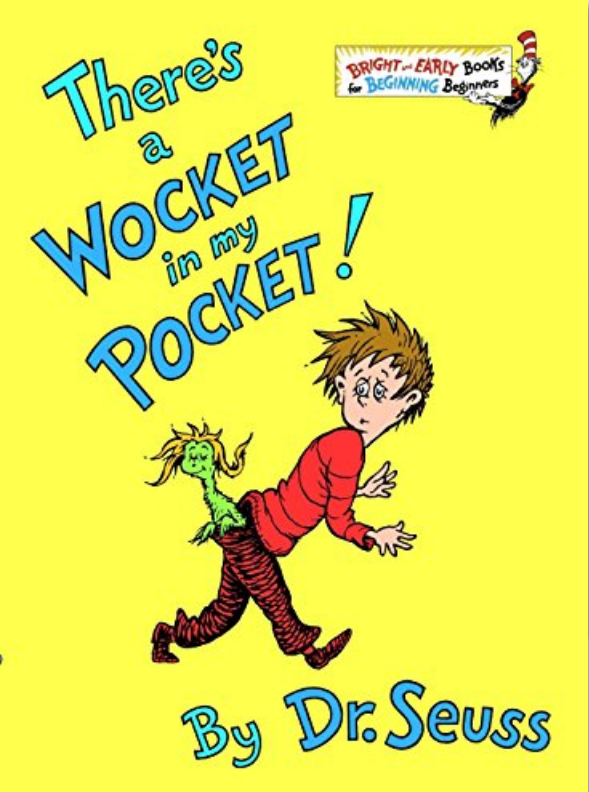
## Word Sorts





# Rhyming Books

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# Resources

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# Google Drive Links

Handout

Download the Powerpoint and handout for tonight

Download all the resources:

- I.01, Letter/Sound Identification Assessment
- I.02, Elkonin Boxes
- I.03, Bingo cards
- I.04, Memory cards
- I.05, Directions for phonemic awareness card games



<https://drive.google.com/drive/folders/IVkSzLmolsNc7ryxvp0be-U3s60BOU8hH?usp=sharing>

Questions?

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# Upcoming Sessions

*Tuesdays, 6:00-7:00 p.m.*

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- **Session 2 (9/29)**  
High-Frequency Words
- **Session 3 (10/6)**  
Fluency: Choosing and Practicing “Just Right” Stories
- **Session 4 (10/13)**  
Comprehension: Helping Your Child Understand the Story



**Please email me at [rkuehl@vt.edu](mailto:rkuehl@vt.edu) if you have a specific question related to these topics that I could address during the workshops!**