

# Building Blocks for Reading Success

Alphabet Knowledge and Phonemic



Al



# Welcome!

- This presentation was designed to help you:
  - understand why reading can be difficult for some children.
  - learn practical ways to help your child with early reading skills.

# Why is learning to read difficult?

- Reading is a relatively new human ability.
- Written language is different from spoken language.
- The English language has:
  - 26 letters
  - 44 sounds

# Why are we here?

- Before children learn to read print, they need to become aware of how sounds and letters work together.

# You have a very important part to play!

As a parent, you are your child's first and most important teacher. You don't need to be the best reader to help - your time and interest and the pleasure that you share with your child as part of reading together are what counts.

*Helping Your Child Become A Reader, US Department of Education*

# Letter Logic

Strengthening Your Child's Alphabet  
Skills

# Letter Knowledge

Why does it matter?

When children can recognize and name the letters of the alphabet, they have a foundation for learning the alphabetic principle (Adams, 1990a; Ehri, 1983).

# What is Alphabetic Knowledge?

- Letter Shape Recognition
- Letter Name Knowledge
- Letter Sound Knowledge
- Ability to Print Letters
- Ability to Name Letters Accurately and Rapidly
- Alphabet Sequencing



M = /m/ T = /t/

Knowledge of letter names can help students recall letter-sound correspondences and read unknown words.

-at

hat, mat, cat, sat, rat

Beginning readers who readily recognize individual letters can begin recognizing letter patterns...

The name doesn't  
change...

G

g

g

g

G

g

g

goat

giant

The ability of pre-readers to recognize and name upper and lowercase letters was the single **best predictor** of end-of-year reading achievement through sixth grade.



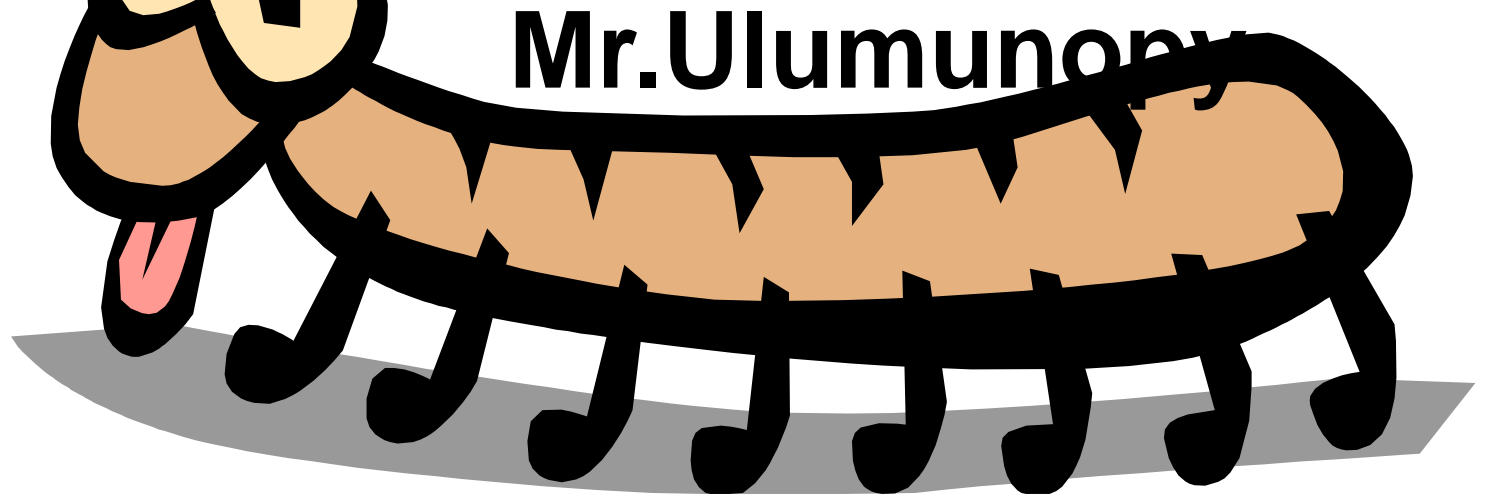


# Where do we begin?

Sing it!

Watch out for the Ulumunopy Monster in the middle, though!

a b c d e f g h i j k



# Mix it up!

- The Farmer in the Dell
- Mary Had a Little Lamb
- Old MacDonald
- Any suggestions?

# Where do we begin?

## What's in a name?

- Familiar and comfortable
- Has personal meaning
- Helps children to begin to notice visual aspects of print
- Helps children understand that letters have a purpose

# What's in a name?

- Helps children realize that words are made up of distinct letters and that words are always spelled with the same letters in the same order.
- Once the name is learned, it can provide connections to other words.



# Letter Recognition

- “Show me the letter B...”
  - Often easier than letter naming.
  - Upper case easier than lower case
  - Can be aided by helping children understand that each letter has distinct features

# Letter Recognition Activities

## Sorting Letters for distinct features:

- Long sticks
- Short sticks
- Tunnels
- Circles
- Curves

# Letter Naming

“What is the name of this letter?”

- Play games with letter cards
- Post-it game board
- Bang!

# Alphabet Sequencing

- Activities that support alphabet sequencing increase automatic letter knowledge.
  - Alpha Towers
  - ABC Battle
  - Missing Letter Decks

# Letter Fluency

- Letters should be “over-learned” to provide a good foundation for reading skills.
- Children should be able to name letters accurately and with no hesitation.
- Help to build letter fluency with games that are fun for both you and your child.

# Writing Letters

- Under-developed fine motor skills make this a challenge for many young children.
- Saying the letter name while writing acts as a reinforcement.
- Bumpy Letters
- Try the plastic canvas and crayon activity.
- Other tactile writing

# Phonemic Awareness

Sound Advice

“Phoneme awareness is the single best predictor of reading success between kindergarten and second grade.”

(Adams, Stanovich, 1995)



# What is it?

“Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words.”

- Put Reading First: The Research Building Blocks for Teaching Children to Read (Armbruster, Lehr, & Osborn, 2001)

# Why does it matter?

- Phonemic awareness helps children learn to read.
- Phonemic awareness helps children learn to spell.

# How you can help...

- Read engaging literature that allows both you and your child to have fun with the sounds of our language.
- Play with sounds – at home, in the car, while shopping, etc.
- Use the activities provided in this training.

# Listen carefully...

## On the Ning Nang Nong

On the Ning Nang Nong  
Where the cows go BONG!  
And the monkeys all say BOO!  
There's a Nong Nang Ning  
Where the trees go PING!  
And the tea pots Jibber Jabber Joo.  
On the Nong Ning Nang  
All the mice go CLANG!  
And you just can't catch 'em when they do!

--Excerpted from: On the Ning Nang Nong by Spike Milligan

# Let's make our own version

On the Ning Nang Nong

Where the cows go \_\_\_\_\_!

And the monkeys all say BOO!

There's a Nong Nang Ning

Where the trees go \_\_\_\_\_!

And the tea pots Jibber Jabber Joo.

On the Nong Ning Nang

All the mice go \_\_\_\_\_!

And you just can't catch 'em when they do!

# There's a WOCKET in my POCKET !

Did you ever have the feeling  
there's a WASKET in your \_\_\_\_\_?  
Or a NUREAU in your \_\_\_\_\_?  
... Or a WOSET in your \_\_\_\_\_?

- Dr. Seuss

# Playing with sounds

- Odd Man Out
- I Spy
- What Sound?
- Grandma's Suitcase
- Starts with...
- Switch!

# Before you “play” ...

- Use single syllable words.
- Larger chunks of sound are easier than smaller.  
Example: The ending chunks of rhyming words are easier than individual sounds.
- Children learn to discriminate sounds within words in a fairly predictable order:
  - Beginning sounds
  - Ending sounds
  - Middle (vowel) sounds



# Odd Man Out

Which one doesn't belong?

bat, fat, cup

door, man, dog

bug, fan, pig

# I Spy

*I spy something in the room that starts like:*

*cat*

*man*

*book*

*peach*

# What Sound?

- What's the first sound you hear in...
  - boat?
  - cup?
  - map?
- What's the last sound you hear in...
  - bed?
  - fall?
  - pit?

# Grandma's Suitcase

- Grandma's going on a trip to Paris.
- She can take her pillow, but not her blanket.
- She can take peaches, but not carrots.
- She can take a package, but not a gift.
- What else can she take?

# Starts With...

- It starts with /p/ and ends with /ig/. What is it?
- It starts with /m/ and ends with /ap/. What is it?
- It starts with /l/ and ends with /amp/. What is it?
- It starts with /st/ and ends with /op/. What is it?

# Switch!

- The word is “hat” . Switch /h/ to /m/. What’s the new word?
- The word is “pig”. Switch /g/ to /t/. What’s the new word?
- The word is “cheek”. Switch /ē/ to /ō/. What’s the new word?

# Your Activity Packet

- Compound Word Cards
- Sorting
  - For number of syllables
  - For rhymes
  - For beginning sounds
  - For number of sounds in a word
- Card Games
- Memory/Concentration Games
- Sound Spy Report

# Wrap-up

- Questions?
- Evaluations
- Thank you!



# Thank you!

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