

Letter Sound Development and Games!

PEC #2

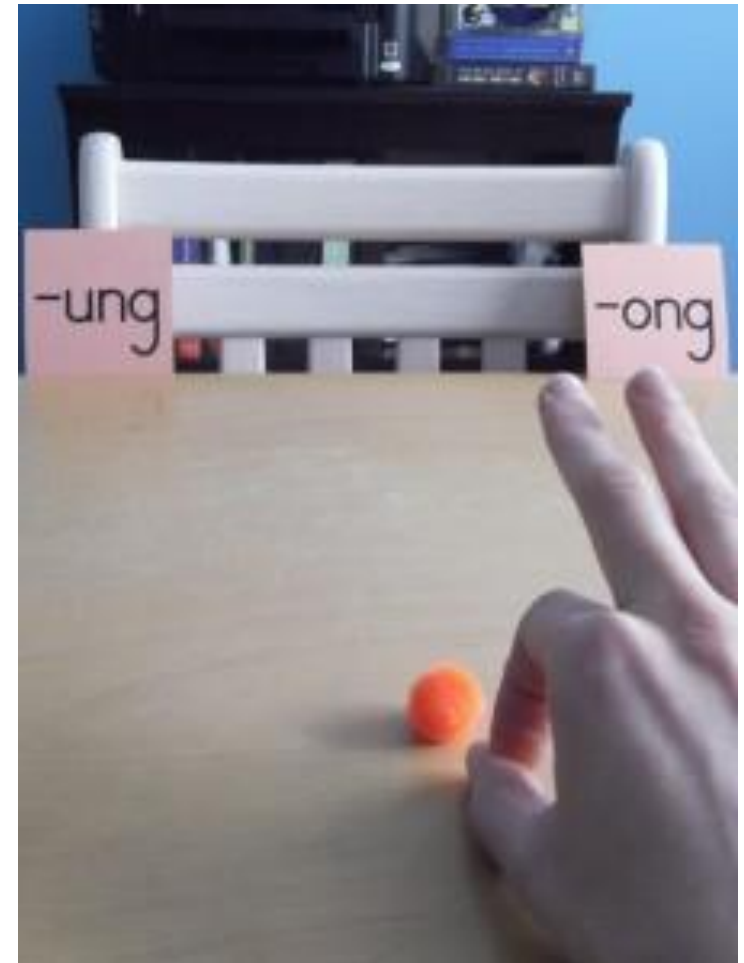
Tic-Tac-Toe

Use w/ Sight Words too!



Flick a Pom-Pom!

Use w/ Sight Words Too



1) Letter Sounds: no agreed upon order, but should begin with letters that make continuous sounds and high utility sounds **CVC Words**

2) Digraphs: sh, th, ch, wh

3) Consonant Blends: sm, bl, pr, dr, tr, etc. **CVCC & CCVC Words**

4) Silent, Bossy, or Magic E

5) Vowel Teams/ Vowel Digraphs: ea, ai, oa, etc. “When two vowels go walking, the first one does the talking.”

6) Triple Consonant Blends

7) R-Controlled Vowels: -ar, -er, -ir, -or, -ur /words with these CANNOT be sounded out!

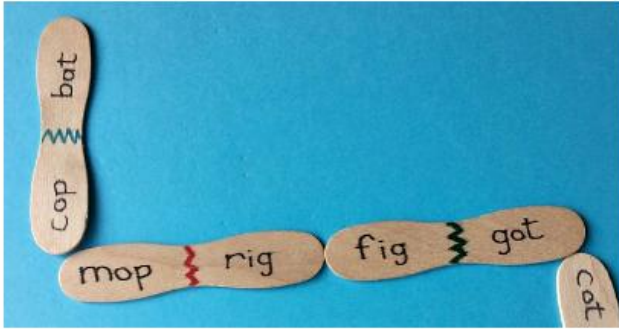
8) More Vowel Digraphs: aw, ew, oo

9) Diphthongs: oi, oy, ou, ow

The Monkey Wrench...



Schwa (meanest vowel sound)
unaccented vowel/ sounds like
short u
"again", "famous", "other", "dozen"



WORD DOMINOES SPELLING GAME



- Use Scrabble Tiles!
- Divide consonants and vowels
- Divide consonants into two groups
 - In 1st Consonant Bag: L, H, W, Y, R (r-controlled vowels),
 - In 2nd Consonant Bag: G (soft and hard sounds)
 - NEVER Use: X, Q, C (soft and hard sounds)

Build and Categorize Real and Nonsense Words!



Guidelines for Rate and Sequence of Instruction

- Recognize that children learn sound-letter relationships at different rates.
- Introduce sound-letter relationships at a reasonable pace, in a range from two to four letter-sound relationships a week.
- Teach high-utility letter-sound relationships early.
 - For example, the spellings m, a, t, s, p, and h are high utility, but the spellings x as in *box*, gh, as in *through*, ey as in *they*, and a as in *want* are of lower utility.
- Introduce consonants and vowels in a sequence that permits the children to read words quickly.

- Avoid the simultaneous introduction of auditorily or visually similar sounds and letters.
 - Instruction should also separate the introduction of sounds for letters that are auditorily confusing, such as /b/ and /v/ or /i/ and /e/, or visually confusing, such as b and d or p and g.
- Introduce single consonant sounds and consonant blends/clusters in separate lessons.
- Provide blending instruction with words that contain the letter-sound relationships that children have learned.
- Research suggests that explicit, **teacher-directed instruction is more effective in teaching the alphabetic principle** than is less-explicit and less-direct instruction.

Use closet lights and whiteboard markers!

Change medial vowel to vowel team

Change beginning consonant to a
consonant blend (sm, tr, bl)



Press the light as
you say the
sound to aid
blending.

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And in their writing...

1. Beginning Consonants

2. Ending Consonants

3. Medial Vowel

4. Blends\Digraphs

5. Vowel Teams