

# Souns. PRACTICE AT HOME (1)

(KEEP FOR FUTURE REFERENCE)

## HELP YOUR CHILD LEARN TO READ!

Alphabet names are wonderful to know; however, we write and read with alphabet sounds. Say to your child, "Since we write and read with the sounds, not names, from now on we will focus **ONLY** on sounds of the letters."

REVIEW THESE 4 SOUNDS WITH YOUR CHILD IN THIS ORDER:

o m s t

For parents/family/friends who are helping, review these sounds yourself beforehand:

o (ah) example: odd, octopus, mop

m (mmm) ex: mop, mommy, mittens

s (sss) ex: set, sun, sand

t (tih) ex: top, tip, tell

Suggest to your child, "TOUCH the a (ah)," or "SHOW ME the s (sss)," or "WHERE IS the m (mmm)?" or "POINT TO the t (tih)." Encourage, but do not demand the child say the sound back to you.

**Remember: Use how it SOUNDS, NOT THE ALPHABET NAMES!!**

(created by C. Jones and RD Nelson, Souns consultants, in support of teachers/families using Souns, August 2014)

# Souns® PRACTICE AT HOME (2)

(Keep for future reference)

For those who are helping at home, review these sounds yourself before helping the child.

Remember to present Souns in the suggested order. With Souns, children progress incidentally - more naturally - into reading.

p e i h

p (pih) purple, pot, pen

e (eh) egg, exit

i (ih) insect, inch

h (hih) hot, hat, hug

Make sure the child is watching your mouth as you form the letter-sound. Encourage, but do not demand the child say the word back to you.

(created by C. Jones and RD Nelson, Souns consultants, in support of teachers/families using Souns, August 2014)

## PRACTICE AT HOME (3)

**\*Teach *sounds* of letters only! Names of letters are taught after the child is sounding out words.**

**\*For each letter sound mastered, introduce a new letter-sound association, the next one in the Souns sequence.**

**\*A child should never be learning more than four letter-sound associations at a time; however, ensure the learner review regularly those mastered.**

**REVIEW THE NEXT ORDER OF SOUNDS BEFORE HELPING YOUR CHILD:**

a                      f                      u                      b

a (aah) apple, ant, ask

f (ff) fun, fat, fix, fax)

u (uh) up, under, uncle

b (bih) bubble, bed

**Souns teaches only short vowels and hard consonant sounds. Other sounds come later in a child's reading development.**

**Keep this daily activity short and fun!**

(created by C Jones and RD Nelson, Souns consultants, in support of teachers/families using Souns, August 2014)



# Sounds® PRACTICE AT HOME (4)

KEEP FOR FUTURE REFERENCE

Crisp, careful pronunciation of each isolated sound is important. It is not duh or juh. Say /d/ and /j/. The "uh" is another phoneme and will get in the way as the child emerges into building words and sounding out words. Unlearning is harder than learning.

THE NEXT 4 LETTER SOUNDS ARE AS FOLLOWS:

w                      n                      d                      j

w (wih) wet, water, wish

n (nn) nap, nest, nut

d (dih) daddy, duck, doll

j (dg) jump, jam, jet

Review these sounds, and then introduce one at a time to your child. NEVER refer to a letter and ask, "What is this?" Instead (using sounds) say, "Touch the /w/", "Point to the /n/", "Show me the /d/", "Where is the /j/?"

Repeat the sound only ONCE. Repeating the sound several times sets a bad pattern for the child.

Play games. Be creative. At the grocery store, join your child in finding letter-sounds on food packages or other signage.

WHEN YOUR CHILD IS SUCCESSFUL, GIVE HIM OR HER A "HIGH FIVE!"

(created by C Jones and RD Nelson, Sounds consultants, in support of teachers/families using Sounds, August 2014)

# Sounds® PRACTICE AT HOME (5)

## KEEP FOR REVIEW

Look at a page in a book! Most of the print is lower case. Sounds teaches only lower case letters until the child is sounding out words.

Contrast makes remembering easier. The Sounds sequence of letters is based on contrast of sound and shape, not alphabetical order.

INTRODUCE THE FOLLOWING LETTERS, ONE AT A TIME:

c l r g

c (kih) as in cat, cup, cuddle

l (uhl) as in love, last lip

r (rrr) as in red, round, rock

g (gih) go, get, gas

**Note: Only give the letter sound to the child. The words listed are to help you review the sounds.**

**When introducing a sound, make sure the child is watching your mouth as you form the letter sound.**

(created by C. Jones and RD Nelson, Sounds consultants, in support of teachers/families using Sounds, August 2014)

# Souns. PRACTICE AT HOME (6)

KEEP FOR FUTURE REFERENCE

Say each sound only once. Repeating the sound several times such as k-k-k is confusing.

REVIEW THESE 4 SOUNDS WITH YOUR CHILD IN THIS ORDER:

x y z k

x (ks) like kiss without the /i/. example: ax

y (yih) as in yes, you, yet

z (zzz) as in zoo, zip, zag

k (kih) as in kitten, kick, kangaroo

The /k/ says its sound only once. It is very difficult to hear the word in a chain of sounds when you have have learned k-k-k, o-o-o, p-p-p. Keeping it simple is best.

Research shows that a child will have a better chance of succeeding when the parent is involved at home. What a great parent you are!

(created by C. Jones and RD Nelson, Souns consultants, in support of teachers/families using Souns, August 2014)



# PRACTICE AT HOME (7)

Keep for Future Review

Make sure the child knows the letter sounds already presented before going on to the next letter. Rushing the learning process encourages guessing and makes the child feel that he or she has failed. Our goal is to build a confident, happy child.

REVIEW THESE 2 SOUNDS WITH YOUR CHILD IN THIS ORDER:

v

q

v (vvv) as in very, van, vast

q (kw) as in quiet, queen, quit

These are the last letter sounds presented in the Souns order. Practice these sounds yourself with your child. A few minutes of Souns play each day is all that is needed to teach your child letter sounds.

**REMEMBER, A CHILD WANTS TO LEARN TO READ AT LEAST AS MUCH AS WE WANT TO TEACH HIM OR HER TO READ.**

(created by C Jones and RD Nelson, Souns consultants, in support of teachers/families using Souns, August 2014)



## PRACTICE AT HOME - DIGRAPHS

KEEP FOR FUTURE REFERENCE

/oo/ - as in moon or book--do not teach as two sounds

/ee/ - as in feet, sleep, keep

/th/ - as in this, that, the

/ch/ - as in cheese, chuckle, chicken

/sh/ - as in shop, sheet, wash

/wh/ - as in what, when, where

Teach the above digraphs--one at a time.

When the child knows one, go on to the next digraph. *Do not teach all the digraphs at once.*

KISS!!!! Keep it simple and slow.

Go joyfully, carefully, playfully, one sound association at a time in the Souns order.

Practicing at home is a rewarding and pleasant experience for you and your child.

Enjoy this opportunity to help your child read!

(created by C Jones and RD Nelson, Souns consultants, in support of teachers/families using Souns, August 2014)