

Beginning Reading Teacher Strategies

WHEN TO TEACH: During the last 2-3 months of Kindergarten (or when consonant sounds are predominantly memorized).

SKILLS TAUGHT:

| | |
|--|--|
| Procedure for decoding (reading) new or unknown words | Called "STOP AT THE VOWEL SOUND" - explained more below but is basically the procedure a student should use to figure out unknown words. In other words, this is how to teach a child to read. |
| Memorization of each individual short vowel sound | The design of the following practice CVC word lists contributes to the memorization of essential vowel sounds. |

INTRODUCTION:

What you are about to read is basically the answer to the question – **How do I teach my child to read?** If your child successfully masters this reading procedure he/she will experience far less frustration and learn new words at a rate 2-3 times faster than they would have otherwise. Most kindergarten classes should be ready to learn this procedure for decoding words sometime during the last half of the year. This procedure is the single most important factor for maximizing future reading learning rates. Because of this importance, the ability to decode and say the words in the following list should be a major push and goal of the kindergarten teacher during the last 2 months of school. This is because the reading procedure used here to decode (figure out) these basic 3 letter words is the same procedure used to decode the more complex words a child encounters in first grade.

SKILLS NEEDED BEFORE STARTING

Before beginning the teaching of this activity – your child must have nearly completed the memorization of all consonant sounds (b-c-d-f-etc.). This is extremely important or frustration and failure will result. Although it would help if the short vowel sounds were memorized as well, it is not essential. This is because each word uses the same vowel sound, so therefore, the human brain does not have the difficult task of having to recall new and different vowel sounds for each word. By using this same vowel sound we have eliminated the main frustration encountered when children are trying to decode new words.

PRE-TEST YOUR CHILD HERE

Please do not attempt to have your child begin the words on the following pages unless he/she can say the majority of sounds below (most children have a difficult time with the more uncommon sounds made by letters "q" – "x" – "w" - and "y" . Test your child by pointing at each letter below and saying – *"What sound does this letter make?"* Attention Please! Do not give the child any hints by saying – *"What sound does letter "b" make?"* - Circle any sounds said incorrectly.

b... c... d... f... g... h... j... k... l... m... n... p... q... r... s... t... v... w...
x says (at the end of a word)... y says (beginning a word)... z says...

If your child had trouble with any of these sounds please go to our consonant memorizing worksheet area at www.tampareads.com/phonics/whereis. Here you can print out copies of excellent letter/sound memorizing activities that will get the job done.

TEACH THIS READING PROCEDURE

INTRODUCTION:

There is one method of teaching words to kindergarten readers commonly used by teachers throughout the U.S. It is the method of teaching rhyming words together (for example, teachers will teach a group of “at” words together - bat... fat...sat ...hat... rat... mat... etc.) This way of teaching is considered routine and one that is encouraged by many very good phonics and reading programs.

Upon first glimpse, this would appear to be a worthwhile strategy because a child can be taught the “at” sound and in a matter of minutes be quickly be saying these words correctly. However, although the child appears to be reading this list of words correctly, we need to ask ourselves if teaching this procedure is really helping our children **learn how to decode words properly**. Here we have a child who knows the sounds of short “a” and “t”, however, now we are asking that child to literally memorize something new – which is that the sounds of letters “a” and “t” together say “at.” Staying along this same rhyming pattern, the child now also has to memorize the sounds of – ab – ad – ag – al – am – an – ap – and az.

Let’s Use Common Sense

My viewpoint here is – Why re-invent the wheel? If the child has shown he/she knows all the consonant sounds, well, let’s not make things more difficult. Instead, let’s take those sounds he already knows and use them to teach him a technique which he can use to decode ALL words that he sees. Children need a consistent strategy and this one fits the bill. The procedure I am talking about is called “STOP AT THE VOWEL SOUND” and is a technique that has literally worked miracles with many, many children I have worked with over the years. While working with the 1st grades at our school in 1999, I would ask a parent whose child was behind in reading to let me work with their child daily to try to get them to “catch-up.” Using the STOP AT THE VOWEL SOUND procedure I was able to dramatically improve reading skills in just 10 days with many children. I have worked with children who were almost non-readers for the first half of the year – turn into excellent “decoders” in a matter of 10 days. (A “decoder” is a child who does not get frustrated when seeing a word, but will automatically try to sound it out using the STOP AT THE VOWEL SOUND technique).

How Do I Teach the Technique - STOP AT THE VOWEL SOUND?

The method itself is extremely easy to learn and use. I've found the best way to teach this is by example so I'll put the first seven columns of words below which are the same word groups I use on the short a page later in this document. As stated previously, make sure the student knows most of the consonant sounds first.

STOP AT THE VOWEL SOUND list words

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----|-----|-----|-----|-----|-----|-----|
| bad | cat | dad | fat | gas | hat | jab |
| bag | can | Dan | fan | gab | ham | Jan |
| bat | cap | dab | fad | gap | had | jam |

Here We Go....

Imagine for a moment that we have a child sitting next to us who knows his consonant sounds but does not know how to read. This child is now ready to take the plunge. There are really only 4 steps we need to use in our STOP AT THE VOWEL SOUND technique.

First - the child says the sound of the 1st letter in the three words in the first column – buh

Second – the child says the sound of the middle “red” short a vowel sound – ah

Third – the child says the sound of the 1st letter and vowel sound together (ba)
(this is where we get the name – STOP AT THE VOWEL SOUND)

Fourth – The child then attempts to read each word in the entire column.

That's it - To make this clearer, let's have a “pretend” conversation with our student. The green italicized words are what you as the teacher would actually say -

STEP 1 – Test Beginning Letter Consonant Sound

Say to the student.....

“I am going to point to the first letter in each word in column 1.”

“When I point to the letter I want you to tell me the sound the letter makes.”

While pointing to letter “b” in the word “bad” you say –

“What sound is made by this letter?”

If the child answers correctly, point to the next “b” and say -

“Very Good, what about this next letter?”

Now pointing to the “b” in the word “bat” say –

Now tell me the sound made by this “b”

Let's assume the child didn't make any mistakes – now we'll work through the middle letter

STEP 2 – Test the Child on the Vowel Sound

Say to the student.....

“OK, good job, now I am going to point to the middle red letter in each word in column 1. When I point to the letter I want you to tell me the sound that this letter makes.”

While pointing to the first red “a” you say – *“Can you tell me the sound made by short a?”*
If the child says the correct answer “ah”, say - *“That is very good, let’s try the next one.”*

Now point to the red “a” in the next word - “bag” and ask it this way –
“What sound does this letter a make?”

Again, if the child gets it right, acknowledge their answer and move onto the last letter-
“What sound does this letter “a” make?”

Now, let’s suppose the child gets it wrong this time – what do we do? Just tell them -
“No, that’s not right, the correct sound is “ah” – let’s go back to the top”

See what we did.... –

WHEN THE CHILD SAYS THE WRONG ANSWER YOU MUST HAVE THEM GO BACK TO THE TOP AND TRY AGAIN. Please don’t forget this. This is extremely important because we have to make sure the child can sufficiently remember the vowel sound so that he can say it all the way through. OK, great, now let’s assume the child was then able to say all the red “a” letters correctly – what next?

STEP 3 – “STOP AT THE VOWEL SOUND” Test Time

You now want to repeat what the student said to help them memorize further.

“That was really beautiful - you said the “buh” sound for letter “b” and you said the “ah” sound for “a.” That’s great, now what if we put the b- “buh” sound together with the a- “ah” sound - Do you know what sound they make together? If this is the child’s first attempt he/she will probably not know the answer – so you would say – “b” and “a” together make the sound of “baaa” – “baaa” – Can you say “baaa”? Say “ba”

While pointing to the “b-a” in the word “bad” ask the student?
“All Right” – Now one more time – What sound does “b” – “a” say together?

Make sure you move your finger from left to right underneath the “b” and then the “a”. This helps to stress how the child should be moving their eyes across the word from the first to the second letter.

If the child answers correctly, point to the next “b-a” and say -
“Very Good, what about this “b-a”?”

Now pointing to the “b-a” in the word “bat” say –
Now tell me the sound made by this “b-a”

By this time the child is now beginning to see the pattern and the logic of blending the first letter with the second letter.

STEP 4 – Read the Entire Word

Now we need to move the child into the final step of adding on the last sound. Although these 3 letter CVC words are simple, the child is learning the most important skill in learning to read (let me repeat that) **the most important skill in reading** – which is -

- 1) Begin by blending sounds from left to right, but then –**
- 2) STOP AT THE VOWEL SOUND**
- 3) And only when this is done - does the reader add the last sound.**

Below would be a typical conversation we'd have with our student once reaching Step 4.

“OK, now let's try reading the whole word. What is the sound made together by the letters “b-a.” That's right – “baaaa” – very good – now what does the sound of “d” make at the end of the word (child says “duh”) – Yes – d says “duh” – now if “b-a” says “baaaa” and “d” says “duh” – listen to what I say....

Now its time for you to role model saying the word in slow motion – you say Baaaaaaaaaaaa.....d (very hard to demonstrate on paper). Now ask the child.

“Now you try it – say “baaaaa....d”

Now move on the next word which is “bag” and repeat the –
STOP AT THE VOWEL SOUND TECHNIQUE

“Let's see if you can figure out the next word – Now just like before I want you to tell me the sound of letters “b-a”... Yes, you got it “baaaa” - now what sound does “g” make? (child says “guh”) - OK – if “b-a” says “baaaaaa” – and “g” says “guh” – I want you to put all the sounds together and say it in slow motion and tell me what word it is - go ahead – make the sound of “b-a” and then quickly jump to the last sound and you will say the word.”

It doesn't really matter whether the child gets it right or wrong here, you can see how we are progressing through this and if the child is still having trouble – keep on practicing for another 2-3 minutes and then give it a rest. Half of your kids will pick up on the logic right away and another half will need some more practice – so what do we do with the children who do not pick it up right away?

RECOGNITION MEMORY IS AN AMAZING TEACHING STRATEGY

I really don't think the word “amazing” is too strong a word for describing the memorizing technique known as “RECOGNITION MEMORY” – WHY? Because it is a technique that has been found by memory scientists to be a means for enabling a child to memorize something that would have otherwise been far more difficult to memorize. This is not magic – it is just a procedure that gives the brain information in a way that it likes best. Whether its math facts or reading words – RECOGNITION MEMORY is a procedure that can be used by teachers and parents (especially when a child is showing difficulty) to maintain a child's attention, greatly increase success and accelerate memorization. On top of this, the kids really enjoy learning through RECOGNITION MEMORY activities.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| ba d | ca t | da d | fa t | ga s | ha t | ja b |
| ba g | ca n | Da n | fa n | ga b | ha m | Ja n |
| ba t | ca p | da b | fa d | ga p | ha d | ja m |

HOW TO USE RECOGNITION MEMORY IN TEACHING

Let's go back for a moment and look at our "beginning to read" CVC words in the box above. Let's assume we have taught the STOP AT THE VOWEL SOUND strategy to the class or child. Maybe some students picked it up and maybe some didn't. Teachers, I know we are always looking for those great ideas that will not only help the kids, but also keep them motivated and give us something worthwhile to do in the afternoon when everyone is getting tired. Here it is.

RECOGNITION MEMORY EXPLAINED

Here's an example of how it works. A perfect activity for late kindergarten and early 1st. Write down all the words you see in column 1 – 2 – 3 and 4 of our beginning to read CVC words on the chalkboard. Or you can simply tape the words onto the board. After doing that say to the kids....

Hello Everybody - I am going to say a word that is in column 1

I want you to listen to the sounds I say in the word and try to find it on the board list.

After you find it I want you to write it down next to number 1 on your paper.

OK - Ready? Let's try one – The first word is baaaaat – bat – Which is the word baaat?

You can see how this should really not be a difficult task because the child doesn't have to spell the word from rote memory, thereby, eliminating frustration and increasing likelihood of success.

First, since you said column 1, the child knows he only has 3 possibilities.

Second, since you said the word slowly, the child can retain this sound and try to match it up to the letters in the three words in column one.

When he finds the correct match he says in his mind – Ahah! I've got it...

At this exact moment, the sound and word is further memorized by the child and further memorized again as he is required to copy it onto his paper.

The thing to remember is to use RECOGNITION MEMORY activities when teaching something new or when the material is difficult to learn. As you can see, this mimics the multiple choice tests we were all so familiar with in school.

One of our next projects is to take everything you have just read and make a teaching video – stay tuned..... Any Questions? please email richard@tampareads.com

CHANGE FONTS – You may also wish to change the style of font that I used on my computer. Simply select the words by dragging the mouse from top to bottom and pick the font you would like to use from your computer. Use a school font if available.

Beginning Reading Strategies – Short “a”

WARNING: A child must be able to say (figure-out) these basic 3 letter word patterns before beginning more advanced reading words and books. Also, before beginning these words he/she must have nearly all consonant sounds memorized.

DIRECTIONS: (These steps are described in detail in the beginning section)

- 1) Say 1st letter sound – for each word in one column
- 2) Say Vowel Sound (middle letter sound) in 3 words same column.
- 3) Blend 1st two letter sounds in the 3 words in the column – “STOP AT THE VOWEL SOUND”
- 4) Read entire word – if child has trouble help for 30-45 seconds
- 5) Use “Recognition Memory” technique if child is still having difficulty.

In cases where a real 3 letter word was not possible, we put in its place a 3 letter sound that is part of another larger word.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| ba d | ca t | da d | fa t | ga s | ha t | ja b |
| ba g | ca n | Da n | fa n | ga b | ha m | Ja n |
| ba t | ca p | da b | fa d | ga p | ha d | ja m |

| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| ka m | la p | ma n | na b | pa t | ra n | sa d |
| ka f | la d | ma d | na g | pa n | ra g | sa t |
| ka s | la g | ma p | na p | pa d | ra p | Sa m |

| 15 | 16 | 17 | 18 | 19 |
|-------------|-------------|-------------|-------------|-------------|
| ta n | va n | wa g | ya b | za p |
| ta g | va t | wa x | ya c | za g |
| ta x | Va l | wa k | ya b | za m |

Beginning Reading Strategies – Short “e”

WARNING: A child must be able to say (figure-out) these basic 3 letter word patterns before beginning more advanced reading words and books. Also, before beginning these words he/she must have nearly all consonant sounds memorized.

DIRECTIONS: (These steps are described in detail in the beginning section)

- 6) Say 1st letter sound – for each word in one column
- 7) Say Vowel Sound (middle letter sound) in 3 words same column.
- 8) Blend 1st two letter sounds in 3 words – STOP AT THE VOWEL SOUND
- 9) Read entire word – if child has trouble help for 30-45 seconds
- 10) Use “Recognition Memory” technique if child is still having difficulty.

Don’t forget to teach the soft “c” and soft “g” rule when followed by “e.”

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----|-----|-----|-----|-----|-----|-----|
| bed | cen | Den | fed | gem | Hen | Jet |
| Bet | ces | des | fel | gel | Hem | Jem |
| beg | cel | dez | fen | gen | hev | jes |

| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|-----|-----|-----|-----|-----|-----|-----|
| Ken | let | men | net | pet | red | set |
| Kep | led | met | Ned | pen | res | sel |
| ket | leg | mes | nek | pep | rev | sev |

| 15 | 16 | 17 | 18 | 19 |
|-----|-----|-----|-----|-----|
| ten | vet | wet | yet | zem |
| tes | ves | wed | yes | zet |
| tec | ven | wen | yen | zeb |

Beginning Reading Strategies – Short “i”

WARNING: A child must be able to say (figure-out) these basic 3 letter word patterns before beginning more advanced reading words and books. Also, before beginning these words he/she must have nearly all consonant sounds memorized.

DIRECTIONS: (These steps are described in detail in the beginning section)

- 11) Say 1st letter sound – for each word in one column
- 12) Say Vowel Sound (middle letter sound) in 3 words same column.
- 13) Blend 1st two letter sounds in 3 words – STOP AT THE VOWEL SOUND
- 14) Read entire word – if child has trouble help for 30-45 seconds
- 15) Use “Recognition Memory” technique if child is still having difficulty.

Don’t forget to teach the “soft – c” and “soft – g” sounds when these letters are followed by “i”

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----|-----|-----|-----|-----|-----|-----|
| bit | cit | did | fit | gin | hit | jib |
| big | cil | dip | fin | gil | him | jig |
| bin | cin | din | fix | git | hip | Jim |

| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|-----|-----|-----|-----|-----|-----|-----|
| kid | lid | mit | nip | pit | rip | sit |
| kit | lip | mix | nit | pin | rid | sip |
| kis | lit | mid | nic | pig | rib | sin |

| 15 | 16 | 17 | 18 | 19 |
|-----|-----|-----|-----|-----|
| tip | vic | win | yip | zip |
| tin | vin | wig | yit | zig |
| tic | vis | wit | yif | zif |

Beginning Reading Strategies – Short “o”

WARNING: A child must be able to say (figure-out) these basic 3 letter word patterns before beginning more advanced reading words and books. Also, before beginning these words he/she must have nearly all consonant sounds memorized.

DIRECTIONS: (These steps are described in detail in the beginning section)

16) Say 1st letter sound – for each word in one column

17) Say Vowel Sound (middle letter sound) in 3 words same column.

18) Blend 1st two letter sounds in 3 words – STOP AT THE VOWEL SOUND

19) Read entire word – if child has trouble help for 30-45 seconds

20) Use “Recognition Memory” technique if child is still having difficulty.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| b o x | c o p | d o g | f o x | g o t | h o t | j o b |
| b o p | c o t | d o t | f o g | g o d | h o g | j o g |
| b o g | c o b | D o n | f o s | g o n | h o p | j o c |

| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| k o m | l o g | m o m | n o t | p o t | r o t | s o b |
| k o l | l o t | m o p | n o d | p o p | r o b | s o d |
| k o b | l o b | m o b | n o c | p o d | R o n | s o c |

| 15 | 16 | 17 | 18 | 19 |
|--------------|--------------|--------------|--------------|--------------|
| t o p | v o x | w o d | y o d | z o m |
| t o t | v o m | w o m | y o m | z o d |
| T o m | v o s | w o f | y o n | z o p |

Beginning Reading Teacher Strategies – Short “u”

WARNING: A child must be able to say (figure-out) these basic 3 letter word patterns before beginning more advanced reading words and books. Also, before beginning these words the child must have nearly all consonant sounds memorized.

DIRECTIONS: (These steps are described in detail in the beginning section)

- 21) Say 1st letter sound – for each word in one column
- 22) Say Vowel Sound (middle letter sound) in 3 words same column.
- 23) Blend 1st two letter sounds in 3 words – STOP AT THE VOWEL SOUND
- 24) Read entire word – if child has trouble help for 30-45 seconds
- 25) Use “Recognition Memory” technique if child is still having difficulty.

In cases where a real 3 letter word was not possible, we put in its place a 3 letter sound that is part of another larger word.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| b <u>u</u> g | c <u>u</u> t | d <u>u</u> g | f <u>u</u> n | g <u>u</u> t | h <u>u</u> g | j <u>u</u> g |
| b <u>u</u> t | c <u>u</u> b | d <u>u</u> d | f <u>u</u> s | g <u>u</u> l | h <u>u</u> m | j <u>u</u> m |
| b <u>u</u> d | c <u>u</u> d | d <u>u</u> l | f <u>u</u> z | g <u>u</u> m | h <u>u</u> t | j <u>u</u> n |

| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|------------|--------------|--------------|--------------|--------------|--------------|--------------|
| k <u>u</u> | l <u>u</u> c | m <u>u</u> d | n <u>u</u> t | p <u>u</u> p | r <u>u</u> n | s <u>u</u> n |
| k <u>u</u> | l <u>u</u> n | m <u>u</u> g | n <u>u</u> m | p <u>u</u> n | r <u>u</u> g | s <u>u</u> m |
| k <u>u</u> | l <u>u</u> m | m <u>u</u> m | n <u>u</u> l | p <u>u</u> s | r <u>u</u> b | s <u>u</u> d |

| 15 | 16 | 17 | 18 | 19 |
|--------------|------------|------------|--------------|------------|
| t <u>u</u> b | v <u>u</u> | w <u>u</u> | y <u>u</u> m | z <u>u</u> |
| t <u>u</u> g | v <u>u</u> | w <u>u</u> | y <u>u</u> c | z <u>u</u> |
| t <u>u</u> x | V <u>u</u> | w <u>u</u> | y <u>u</u> b | z <u>u</u> |