

# Phonics Parent Workshop

# What is Phonics?

Phonics is the ability to understand the relationship between letters and the sounds they represent.

- Recognizing print patterns
- Syllable patterns
- Word parts (prefixes, suffixes, and root words)

# Phonics Terms

**Blending** is the process of reading a word systematically from left to right by combining each successive letter or combination of letters into one sound.

**Chunking** is a type of blending in which students read the sounds from left to right but add each sound to the previous sound before going on to the next sound in the word.

**Sounding out** a word is a type of blending that involves saying the sound of each letter or letter combination one by one until the end of the word, and then saying them all together again quickly.

# Why is phonics important?

- Being able to attack unknown words, recognize words and word parts is important for children to read.
- Quickly reading frequently found words in books is also important (*the, come, what, said*).
- Quickly and easily reading words allows children to think about and understand what they are reading, which is the ultimate goal of reading.

# Activities to Support Phonics

# Letter-Sound Relationships

When children connect the letter to the sound(s) that the letter represents.

# Letter-Sound Relationships

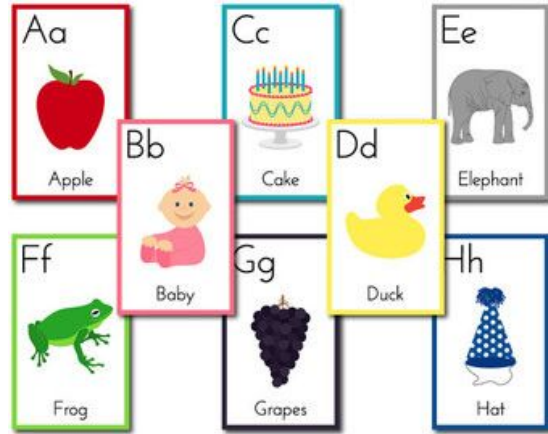
Make letter-sounds and have your child write the letter or letters that match the sounds.



# Letter-Sound Relationships

## Alphabet Flashcards

Write letters on cards. Hold up the cards one at a time and have your child say the sounds (for example, the /d/ sound for the letter *d*). Give your child multiple opportunities to say the same sound.





# Letter-Sound Relationships

## Hunting for Words

- Choose a letter and have your child hunt for five items beginning with that letter sound.
- As each object is found, help your child write the word on a list.
- For example, if the target sound is /m/, the child might find and write mop, mat, Mom, money, and microwave.



window



walrus



watermelon

# Letter-Sound Relationships

## Letter Naming Practice

- Make a line of letters on a piece of paper or whiteboard.
- Point under each letter and have the child make the sound that matches the letter you point to at a steady pace.



# Letter-Sound Relationships

## Practice Writing Letters

- Practice the verbal pathway of letter formation in relationships to sounds.
- Write letters in different ways! Try writing letters:
  - on your palm
  - on the top of your thigh
  - in the air
  - and then to paper





# Blending

When children say sounds one after another to form a word.

# Blending

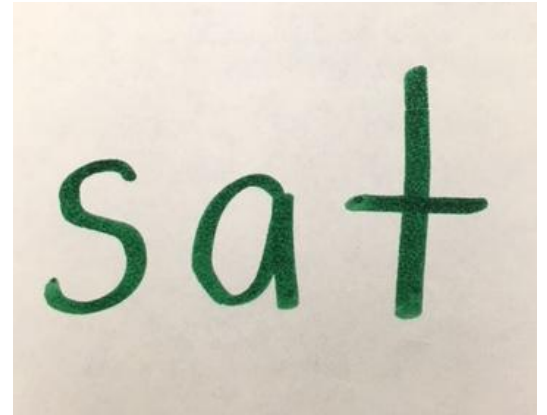
## Sound and Blend –

- Think of a three letter word.
- Write the first letter **c**
- Have child say the sound.
- Write the next letter, have child say the sound **ca**  

- Write the last letter, say the sound. **cat**  

- Have the child say all three sounds together to say the word. **cat**

# Blending

Sound and Blend – Refer to a written word.

- Have your child say each sound separately (sss aaa t). This is called “sounding it out.”
- Then say the sounds together (sat). This is “blending.”
- Most advanced-using vowel combinations (ai, oi, ea, oo, etc.)



### Example 3.2. Blending by chunking with a pocket chart and letter tiles



**pocket chart and letter tiles**

1. 

H	A	T
---	---	---
2. 

H	A		T
---	---	--	---
3. 

H	A	T
---	---	---

# CVC Words

Play word games that connect sounds with syllables and words. Such as:

- Changing one letter to get a new word. Example, if the letters “p-e-n” spell *pen*, how do you spell *hen*?). Be sure to write the words.
- Riddles, “I’m thinking of a three letter word that starts with m and ends with p.” The child writes down his or her guess. Provide a second clue: “It can be used to clean.” Child checks and writes a new guess if necessary.



# CVC Words



## Building Words

- Using magnetic letters, make a three letter word on the refrigerator (cat). Have your child read the word and use it in a sentence.
- Every day, change one letter to make a new word. Start by changing only the beginning letter (cat, bat, hat, sat, mat, rat, pat).
- Then change only the ending letter (pat, pal, pad, pan).
- Finally, change only the middle letter (pan, pen, pin, pun). Be sure to blend the sounds.
- Advanced: build from three to four, five, and six letter words

### Example 2.5. Advanced word-building

Provide students with letter tiles *f*, *a*, *t*, *c*, and *n*. Have them make the word *fat*, and then ask them to make other words by adding, moving, or replacing one letter tile at a time.



**Teacher:** Take the *f*, *a*, and *t* tiles and put them together so that the *f* is first, the *a* is in the middle, and the *t* is last. Does anyone know what the word is?



**Student:** *Fat*.

**Teacher:** Now, change a letter to make it say *fan*.



**Teacher:** Next, change a letter to make it say *can*.



**Teacher:** Now, make it say *cat*.



**Teacher:** Finally, make it say *fat* again.



### Example 3.4. Building words with Elkonin sound boxes

Select a series of words that demonstrate a recently taught sound-spelling pattern. Provide students with a worksheet of sound boxes where each sound-spelling pattern has its own box. Silent *e*'s should be placed outside the series of boxes, as they do not contribute to a sound corresponding to their placement within the word. Either have students write the words in the boxes as you say them, or provide them with a collection of letter tiles that includes all the letters and spelling patterns needed to create the words. Say the words one at a time, and have students create the words by writing letters or moving letter tiles into the appropriate boxes.

#### Students write in boxes

t	r	ee	
c	a	k	e
sh	ou	t	

#### Students move letter tiles into boxes

m	igh	t	y		
kn	ee				
S	a	t	ur	d	ay

# CVCE Words

- Write down a CVCE word, such as “like”. Remind your child that when there is an e at the end of the word, most of the time, you say the name of the vowel, not the sound.
- Compare similar CVC and CVCE words, such as made and mad, fade and fad, mate and mat, tape and tap, robe and rob.
- Building words – Using magnetic letters, make a four letter word on the refrigerator (make). Have your child read the word and use it in a sentence. Every day, change one letter to make a new word. Start by changing only the beginning letter (make, rake, bake, lake). Then change only the ending letter (made, male, mane, mate). Finally, change only the middle letter (mike). Be sure to blend the sounds.

# Multisyllabic Words

- Familiar Parts – When your child starts reading longer words, have him notice the parts of the word that he already knows. For example, in a word such as “presenting”, your child may already know the prefix pre-, the word “sent,” and the word ending –ing.
- Using your word list, separate the word into syllables by swooping under each syllable. (rabbit would be separated into rab-bit).

# Word Analysis

- **Familiar Parts – When your child starts reading longer words, have him notice the parts of the word that he already knows. For example, in a word such as “presenting”, your child may already know the prefix pre-, the word “sent,” and the word ending –ing.**

## Word analysis strategy

1. Circle recognizable word parts. Look for prefixes at the beginning, suffixes at the end, and other familiar word parts.  
*revisiting, unhappiness*
2. Underline the other vowels.  
*revisiting, unhappiness*
3. Say the different parts of the word.  
*re-vis-it-ing, un-happ-i-ness*
4. Say them again fast to make it a real word.  
*revisiting, unhappiness*
5. Make sure the word makes sense in the sentence.

### Example 3.5. Manipulating word parts

Select a series of words that demonstrate a recently taught suffix, prefix, or root. Provide students with a worksheet of roots to which students can add prefixes and suffixes. Have students write the words in and around the boxes as you say them. Say the words one at a time, and have students create the words.

fast est

fast er

happ y

happ iness

pre heat

pre heat ed

# Dictation

- Sound dictation-make letter-sounds and have your child write the letter that matches the sound. If your child writes an incorrect letter, have them cross it out and write the correct letter.
- Word dictation-Say a word and have your child put up one finger for each sound. Have them say each sound and write the letter as they say the sound. If your child writes the word incorrectly, have them cross it out and write it correctly.



# Hunting for Words/Decodable Reading

- **Hunting for words – Choose a blend and have your child hunt for five items beginning with that sound. As each object is found, help your child write the word on a list. For example, if the target sound is “bl”, the child might find and write blanket, blood, blue, blizzard, blast.**

**Example 3.7. Sample word list and connected text for a lesson on *oi***

**Word list**

soil	join	oink
voice	noise	choice
coin	foil	avoid

**Connected text passage**

Sam went out to buy foil from the store. He lost his coins on the way. He looked for his coins, but he could not see them.

Sam asked Luis to join him and help look for the coins. They could not find them.

Then, Sam and Luis heard a voice. It was Mia. She found Sam's coins! Sam, Luis, and Mia went to the store together to buy the foil.

# High Frequency Words

- Ask your child to read the high frequency words. Place the ones they know in their pile and the ones they do not know in your pile. Repeat until all words are in your child's pile.
- Write high frequency words on note cards and put on a ring, adding to the ring as more words are learned.

### Example 3.8. High-frequency words

Irregular words		Regular words	
<i>the</i>	<i>there</i>	<i>in</i>	<i>did</i>
<i>was</i>	<i>want</i>	<i>and</i>	<i>then</i>
<i>from</i>	<i>said</i>	<i>had</i>	<i>with</i>
<i>have</i>	<i>friend</i>	<i>that</i>	<i>down</i>
<i>of</i>		<i>him</i>	

Teachers can use the following activities to teach and provide practice on high-frequency words:

- Use flashcards to directly teach any new words. Show students a word and pronounce it. Have students repeat the word, spell the word, and then say the whole word again. Then mix up the cards and provide practice so students learn to recognize the words quickly.
- Select a small number of high-frequency words that students have just

encountered in a text. Read a word aloud, and then ask a student to point to the word in the text, spell the word, and repeat the word aloud.<sup>112</sup>

- Create a word wall of high-frequency words in the classroom. Have students read the word wall with a partner. Refer to the wall often, and ask students to point out a word on the wall when they come across it.
- Present students with a list of new high-frequency words to learn. Teach each word. Then ask students to write the words on large cards or construction paper, with different students writing different words. Have them add the words to the word wall in the classroom.
- Write the words on flashcards and have students practice them in small groups, as in Example 3.9.
- Have students practice their high-frequency words outside of their regular literacy instruction, as in Example 3.10.

### **Example 3.9. High-frequency word practice with flashcards**

- 1.** Create flashcards for a small number of words students have been introduced to recently; include both words that students are beginning to recognize and words they still struggle with.
- 2.** Present the flashcards, and ask students in small groups to take turns identifying words correctly within 3 seconds.
- 3.** If students do not correctly read a word within 3 seconds, tell them the word and place the word on a “teacher pile.” If students do correctly identify the word within the time period, place it on a “student pile.”
- 4.** Repeat steps 2 and 3, decreasing the allotted time to 2 seconds, then 1 second, then asking students to identify the words immediately.
- 5.** At the end of the activity, reteach and provide practice in all the words in the “teacher pile.”