

Parent Letters

Aligned with the Science of Reading

CAMPBELL creates READERS

HOW DO I HELP MY CHILD WITH... PHONEMIC AWARENESS

WHAT IS PHONEMIC AWARENESS?
Phonemic awareness is the ability to manipulate individual sounds in our language. (Think: taking the word cat and being able to say the sounds c-a-t)

WHY DOES IT MATTER?
Phonemic awareness and are the two biggest tools will learn to read in the

HOW DO I HELP MY CHILD WITH... LEARNING SOUNDS

WHY DOES IT MATTER?
Letter sounds is crucial for reading and ss. Without knowing letter sounds children will struggle in all areas of

WHAT ACTIVITIES
Tips for learning letter:
1. Teach the name -they do not! names before example, "the sound" the sound
2. Practice: "chur re" r

DOES SPELLING REALLY MATTER? AREN'T SOME PEOPLE JUST BORN TO BE POOR SPELLERS?

HOW DO I HELP MY CHILD WITH... SPELLING

WHAT ACTIVITIES CAN I DO?
Top tip: When your child is spelling, have

HOW DO I HELP MY CHILD WITH... DECODABLES

WHAT ARE DECODABLES?
A decodable text is a text where the words have been controlled for specific phonics at ee, ch, th, etc.
Unlike a leveled text or a typical these texts are designed to successfully read each word an important step in learning

HOW DO I HELP MY CHILD WITH... HANDWRITING

PRACTICE MAKES PERMANENT, NOT PERFECT.
When it comes to handwriting, it is important to make sure that students are forming their letters correctly. If you see your child forming a letter incorrectly, immediately stop and model proper letter formation.

WHAT ACTIVITIES CAN I DO?
1. Ask your child to write the ABCs (lowercase) for you. In general, we want them to accurately write the alphabet in 30 seconds by the end of second grade.
2. Correct errors when you see them. A gentle, "Great job, but let me show you the fastest way to make that letter!" is appropriate.
3. When practicing handwriting, make sure that your child does not include uppercase letters in the middle of words. If you see that, it may be an indication that they aren't certain how to properly form the lowercase letter.
4. Think about teaching letters together that are formed similarly. c, a, g, o, d, and q, all start the same way!

HOW DO I HELP MY CHILD WITH... SIGHT WORDS/HEART WORDS/HIGH-FREQUENCY WORDS

HOW CAN I HELP?
Instead of memorizing sight words, let's use the "I word method"
Reading a word that "doesn't play fair," try to find the parts of the word that do make sense, tell your child the sounds of the letters by using the rules.
Use 4 sounds. 3 of those sounds play fair, but that doesn't mean the sound that does not play fair. (Have the part that doesn't play fair, learn it by heart!)
If those sounds play fair, it's making /ch/ to play fair, and doesn't (to let

WHAT IF I'M NOT SURE THE "PROPER" WAY?
It can be difficult to help your child with their letter formation if no one ever taught you the proper formation. Please scan the QR code below to see a video of how each letter is created.

CONSIDERATIONS
1. Use paper that has a midline (a dotted line) to help guide their letter formation. For beginning writers, paper that has pictures to represent each line may also help.
2. Make sure your child has proper pencil grip. There are a variety of affordable options you can purchase (search for pencil grips) to assist. Remember, though, we don't want them to use a pencil grip forever.

DONT THEY
You might start by... would... the...

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HOW DO I HELP MY CHILD WITH... PHONEMIC AWARENESS



WHAT IS PHONEMIC AWARENESS?

Phonemic awareness is the ability to manipulate individual sounds in our language. (Think: taking the word *cat* and being able to say the sounds *c-a-t*.)

WHAT ACTIVITIES CAN I DO?

To build your child's phonemic awareness, play with sounds!

Examples:

1. Say the sounds in a simple word (*mat*, *cop*, *cash*, etc) and ask them to put the sounds together and tell you the word.
2. Do the reverse! Tell your child a word, and ask them to give you the sounds.
3. If your child is struggling to do this out loud, use blocks, chips, coins, etc. to represent each sound. Have them touch a block for each sound in the word.

WHAT IS TAPPING SOUNDS?

Tapping your sounds means touching something each time you say a sound. For example, when I say *cat*, I can touch three blocks and say /c/-/a/-/t/. I can also just hold up a finger for each new sound. This helps students to see and understand how many sounds a word represents.

WHY DOES IT MATTER?

Phonemic awareness and letter-sound knowledge are the two biggest indicators of how well a child will learn to read in the first two years of school.

If we can teach children to play with sounds, and then teach them the letters that go with those sounds, then they have a great chance of being successful in school

IT DOESN'T END WITH SOUNDS!

While it's important to play with sounds, it doesn't end there. Phonemic awareness should be taught with letters as soon as possible. Once your child knows most of the sounds that letters make, you can start adding them in!

So, when you are asking children to spell a word like *mop*, ask them to repeat the word and then say the sounds. Before they spell the word, have them draw a line for each sound they hear. As they are spelling the word, ask them to say each sound as they spell.

HOW DO I HELP MY CHILD WITH... SPELLING



DOES SPELLING REALLY MATTER? AREN'T SOME PEOPLE JUST BORN TO BE POOR SPELLERS?

You may have heard that spelling doesn't really matter. After all, we all have spell-check, right? But did you know that you have to be able to spell at about a 5th grade reading level in order for spell check to be effective?

Spelling is important, and children are not destined to be poor spellers. All spelling can improve.

When thinking about spelling, it is important to remember this: spelling is about matching the sounds (phonemes) in our language, to the symbols (graphemes) that match those sounds.

WHAT IS TAPPING SOUNDS?

Tapping your sounds means touching something each time you say a sound. For example, when I say cat, I can touch three blocks and say /c/-/a/-/t/. I can also just hold up a finger for each new sound. This helps students to see and understand how many sounds must be represented in a word.

WHAT ACTIVITIES CAN I DO?

Top tip: When your child is spelling, have them do the following:

1. Say the word.
2. Tap the sounds in the word (If the word is wish, they'd say /w/-/i/-/sh/.)
3. Say the sounds as they spell.

This one simple tip can give you BIG payout when it comes to spelling.

Top tip for more advanced spellers: When your child is spelling, have them do the following:

1. Say the word.
2. Tap the syllables. (Ex: Operation would be op-er-a-tion.)
3. Draw a line for each syllable.
4. Say the sounds as they spell.

HOW DO I HELP MY CHILD WITH... LEARNING SOUNDS



WHY DOES IT MATTER?

Knowing letter sounds is crucial for reading and spelling success. Without knowing letter sounds automatically, children will struggle in all areas of reading.

WHY IS IT TAKING SO LONG?

You may find yourself feeling frustrated because it is taking so long to learn sounds: trust me, I know it can feel defeating. But did you know that it takes hundreds of exposures to a letter before the sound sticks? Some children may pick up on it quickly, but it is not out of the ordinary for it to take many, many exposures before your child remembers their sounds.

B DOES NOT SAY BUH!

When we discuss letter sounds, it can be natural to say things like b says "buh" and t says "tuh." The truth is, though, that saying "uh" with a sound is actually adding an additional sound. Try to "clip" your sounds--pay attention that when you are speaking, you're not adding the "uh" sound to the end!

WHAT ACTIVITIES CAN I DO?

Tips for learning letter sounds:

1. Teach the name and the sound at the same time--they do not have to know all of their letter names before they learn their sounds. For example, teach children that the name is t and the sound it represents is /t/.
2. Practice multiple times in the day, but in short chunks. You can keep letters on the refrigerator and point out a few letters multiple times a day. (Think 1 minute!)
3. Play games! There are so many prepackaged games out there, but you can also easily make your own. I take blank notecards and write letters on them. I put them facedown and ask my daughter to find matching pairs.
4. Teach proper letter formation from the start. Use lined paper that has a dotted midline. The smaller the lines, the harder it is to form the letters.

HOW DO I HELP MY CHILD WITH... SIGHT WORDS/HEART WORDS/ HIGH-FREQUENCY WORDS



WHAT'S THE DIFFERENCE?

There can be a lot of terms thrown around, so let's clarify the two biggest terms we hear:

Sight word: Any word that we recognize automatically, without having to sound it out.

High-frequency word: A word that appears often in text.

DON'T THEY JUST NEED TO MEMORIZE CERTAIN WORDS?

There are certain words where the sounds don't match the letters. Don't children just need to memorize those words? Nope!

The truth is, we don't memorize words by just looking at them. It's a much deeper process called orthographic mapping. In simple terms, orthographic mapping is when we match the sounds we hear in a word to the letters that make those sounds. When a child can do that, they can automatically read a word.

HOW CAN I HELP?

Instead of memorizing sight words, let's use the heart word method!

When reading a word that "doesn't play fair," try pointing out the parts of the word that do make sense! Then, tell your child the sounds of the letters that aren't playing by the rules.

Example: From has 4 sounds. 3 of those sounds play fair! The only sound that doesn't is the o making the /u/ sound. So, we say the sounds that do play fair, and then put a heart above the part that doesn't (to let them know we must learn it by heart!)

from

Example: Said has 3 sounds. 2 of those sounds play fair! The only sound that doesn't is ai making /eh/ sound. So, we say the sounds that do play fair, and then put a heart above the part that doesn't (to let them know we must learn it by heart!)

said

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HOW DO I HELP MY CHILD WITH... DECODABLES



WHAT ACTIVITIES CAN I DO?

WHAT ARE DECODABLES?

A decodable text is a text where the words have been controlled for specific phonics skills. It will include multiple words around a skill, such as ai, ee, ch, sh, etc.

Unlike a leveled text or a typical picture book, these texts are designed so that children can successfully read each word. They are an important step in learning to read.

1. Every time your child reads a text, give them a sticker to put on the page (or ask them to write a tally mark). Let them read any text they want, but you will eventually need to "nudge" them to read some texts that don't have many stickers or tally marks!!
2. Have your child highlight the target skills. The target skill is listed at the top. If the skill is ch, they would highlight all the words with the letters ch. Ask your child to read just the words highlighted, before reading the entire passage.
3. Try different ways of reading. You could do an echo read (you read a line, they repeat), choral reading (you read together), or have your child read on their own.

DON'T THEY NEED REAL BOOKS?

You might look at a decodable and think, "This isn't really reading! Children need to read real books!" Let me start by saying the end goal will always be for children to read whatever book they want! But just like we wouldn't expect children to do long division without first learning their basic facts, we can't ask children to read those books independently without giving them lots of practice in basic phonics skills. Decodables may seem boring to us as adults. But for a child who is still trying to learn to read, they are fantastic practice.

Reading authentic stories with and to your child will always be a valuable practice. Those books can help with comprehension and building a shared love of reading.

COMO LE AYUDA A MI HIJO A CON CONCIENCIA FONÉMICA?



¿POR QUÉ ES IMPORTANTE?

¿QUÉ ES CONCIENCIA FONÉMICA?

Conciencia fonémica es la habilidad para manipular sonidos individuales en el idioma. (Por ejemplo: tomando las palabras en inglés para gato, "cat" y poder decir cada sonido individual "c-a-t".)

Conciencia fonémica y conocimiento del sonido que hace cada letra son los dos indicadores más grandes de lo bueno que aprenderá a leer un niño en sus primeros dos años de la escuela.

Si podemos enseñarles a jugar con sonidos, y después enseñarles las letras que van con los sonidos, tienen mejor oportunidad de tener éxito en la escuela.

¿QUÉ ACTIVIDADES PUEDO HACER?

Para desarrollar la conciencia fonémica de su hijo/a, juega con los sonidos!

Ejemplos:

1. Di los sonidos de palabras sencillas (m-a-t, c-o-p, c-a-s-h, etc) pídele que junte los sonidos y te diga la palabra.
2. ¡Haz el reverso! Dile a su hijo/a una palabra y haz que ellos le digan los sonidos separados.
3. Si su hijo/a tiene dificultades diciéndolo en voz alta, usa bloques o monedas para representar cada sonido. Hazle tocar un bloque para cada sonido en la palabra.

NO TERMINA CON SONIDOS!

Es importante jugar con los sonidos, pero no se acaba allí. Conciencia fonémica debe de ser enseñado junto a las letras lo más antes posible. ¡Una vez que su hijo/a sabe la mayoría de los sonidos que hacen las letras, puedes añadir las letras que hacen esos sonidos!

Así que, cuando les pides que deletreen una palabra como "mop" (inglés para fregona), pídeles que repitan las palabras y después digan los sonidos. Antes de deletrear la palabra, hazle dibujar una línea para cada sonido que oyen. Cuando están deletreando la palabra, pídeles que digan cada sonido mientras lo deletrean.

¿QUÉ SIGNIFICA TOCAR SONIDOS?

Tocar los sonidos significa tocar algo cada vez que dices un sonido. Por ejemplo, cuando yo digo "cat," puedo tocar tres bloques y decir c-a-t. También puedo sostener un dedo en alto para cada sonido. Estoy les ayuda a los estudiantes a ver y entender cuantos sonidos una palabra representa.

COMO LE AYUDA A MI HIJO A CON ORTOGRAFÍA



¿REALMENTE ES IMPORTANTE LA ORTOGRAFIA? ¿NO ES QUE ALGUNOS NO MAS NO SON BUENOS EN DELETREAR?

Quizá has oído que la ortografía no importa. Por eso tenemos spell check, ¿no? Pero sabias que necesitas poder deletrear a el nivel de quinto grado de lectura para poder usar el spell check efectivamente.

Ortografía si es importante, y niños no son destinados a ser malos en deletrear.

Cuando estas pensando en ortografía, es importante acordarse de esto: deletrear es poder juntar sonidos (fonemas) en nuestro idioma a los simbolos (grafemas) que van con esos sonidos.

¿QUÉ SIGNIFICA TOCAR SONIDOS?

Tocar los sonidos significa tocar algo cada vez que dices un sonido. Por ejemplo, cuando yo digo "cat," puedo tocar tres bloques y decir c-a-t. También puedo sostener un dedo en alto para cada sonido. Estoy les ayuda a los estudiantes a ver y entender cuantos sonidos una palabra representa.

¿QUE ACTIVIDADES PUEDO HACER?

Consejo practico: cuando su hijo/a esta deletreando que hagan lo siguiente:

1. Decir la palabra
2. Toca los sonidos en la palabra (por ejemplo, si la palabra es wish (deseo en ingles), dirian w-i-s-h mientras tocan la mesa una vez por cada sonido.
3. Decir los sonidos mientras los deletrean.

Esto consejo practico puede dar GRANDES resultados en la ortografía.

Consejo practico para los que están mas avanzados en deletrear: cuando su hijo/a esta deletreando que hagan lo siguiente:

1. Decir la palabra
2. Tocar las silabas (por ejemplo, "operation" (operación en ingles), seria op-er-a-tion.
3. Dibujar una línea para cada silaba
4. Decir los sonidos mientras deletrean.

¿CÓMO PUEDO AYUDARLE A MI HIJO A APRENDER SONIDOS?



¿POR QUÉ ES IMPORTANTE?

Saber los sonidos de las letras es esencial para tener éxito en lectura y ortografía. Sin saber los sonidos de letras automáticamente, los niños batallaran en las áreas de lectura.

¿POR QUÉ TARDA TANTO?

Quizá te sientes frustrado porque le está tardando bastante tiempo en aprender los sonidos. Créeme conozco que puede uno sentirse vencido. Pero ¿sabías que se requiere cientos de exposiciones a una letra antes de memorizar el sonido? Algunos niños no lo aprenderán rápidamente, pero no es fuera de lo normal que necesitaran bastantes exposiciones antes que su hijo/a ser acuérdele de los sonidos.

¿B NO DICE BUH!

Cuando estamos hablando de sonidos de letras parece natural decir que b dice "buh" y t dice "tuh." Esto es equivocado, cuando dices ese "uh" con el sonido de la letra estás añadiendo otro sonido. Esfuérzate a poner atención para no poner sonidos adicionales cuando estás hablando.

¿QUÉ ACTIVIDADES PUEDO HACER?

Consejos para aprender los sonidos de las letras.

1. Enseña el nombre y el sonido a la misma vez – no es necesario que sepan todos los nombres de las letras antes de conocer sus sonidos. Por ejemplo, enseña que el nombre es t y el sonido es /t/.
2. Practica múltiples veces al día, pero en cortos plazos. Puedes tener las letras en el refrigerador y apuntar a unos cuantos varias veces por día (solo un minuto cada vez!).
3. Busque maneras de jugar. Hay muchos juegos que se pueden comprar, pero también puedes hacerlos. Yo tomo tarjetas para apuntes y escribo letras en cada uno. Los coloco boca abajo y le pido a mi hija que encuentre parejas.
4. Enseña formación correcta de las letras desde el principio. Usa papel alineado que tiene una línea de puntos en medio de cada dos líneas. Papel que tiene líneas pequeñas lo hace más difícil formar las letras.

1.

¿CÓMO PUEDO AYUDARLE A MI HIJO A CON "SIGHT WORDS / HEART WORDS (PALABRAS DE MEMORIA / PALABRAS DE CORAZÓN) Y "HIGH-FREQUENCY WORDS" PALABRAS DE ALTA FRECUENCIA?



¿QUÉ ES LA DIFERENCIA?

Hay muchos diferentes términos que se usan, pero aquí le clarificaremos dos de los más comunes:

Sight Word: (palabras de memoria) Palabras que reconocemos automáticamente sin tener que pronunciar cada sonido o sílaba.

High-frequency Word: (palabra de alta frecuencia) Palabras que aparecen en textos con frecuencia.

¿NO DEBEN DE MEMORIZAR CIERTAS PALABRAS?

Hay ciertas palabras en inglés donde los sonidos no conjuntan con las letras. No es necesario que los niños los memoricen.

La verdad es que no memorizamos palabras con solo verlos. Es un proceso más profundo que se llama "orthographic mapping." Para explicar, "orthographic mapping" es cuando emparejamos los sonidos que oímos en palabras con las letras que hacen ese sonido. Cuando un niño puede hacer esto, pueden automáticamente leer una palabra.

¿CÓMO PUEDO AYUDAR?

En vez de memorizar "sight words" ósea, palabras de memoria, usa el sistema de palabras de corazón.

Cuando leemos una palabra que tiene letras que no emparejan con su sonido (no están siguiendo las reglas), empieza enseñando las partes de las palabras que siguen las reglas. Después, díle a su hijo/a los sonidos de las letras que no están siguiendo las reglas.

Ejemplo: la palabra "from" tiene 4 sonidos. 3 de ellos **SIGUEN** las reglas. El sonido que **NO** los sigue es /o/, esta haciendo el sonido /u/. Entonces decimos que esa letra no esta siguiendo las letras, y ponemos un corazón por encima de esa parte (para decirles que esta parte la tenemos que saber por corazón).

♥
from

Ejemplo: "Said" tiene 3 sonidos. 2 de ellos **SIGUEN** las reglas. El sonido que **NO** los sigue es el que esta haciendo "ai" estas letras están diciendo /eh/. Entonces decimos los sonidos que **SI** siguen las reglas y ponemos un corazón encima de la parte que **NO** sigue las reglas (para decirles que esta parte la tenemos que saber por corazón).

♥
said

¿CÓMO PUEDO AYUDARLE A MI HIJO A CON SU FORMACIÓN DE LETRAS?



LA PRACTICA HACE PERMANENTE NO PERFECCIÓN

Cuando se habla de formación de letras lo importante es asegurar que los estudiantes están formando las letras correctamente. Si ves a su hijo/a formando las letras incorrectamente, parales de inmediato y modela la formación correcta.

¿Y SI NO SE LA FORMACIÓN "CORRECTA"?

Puede ser difícil ayudarle a su hijo/a con su formación de las letras si a usted nadie le ha enseñado. Escanea el código QR para ver un video enseñando la formación correcta de cada letra.



CONSIDERACIONES:

1. Usa papel que tiene líneas con una línea punteada en medio para guiarles con la formación de las letras. Para los que apenas están aprendiendo, papel que tiene dibujos en cada línea puede ayudar.
2. Asegúrate que su hijo/a tiene un agarre apropiado del lápiz. Se puede comprar agarres para ayudar. Estos se llaman "pencil grips." Pero recuerde que no queremos que los usen para siempre.

¿QUÉ ACTIVIDADES PUEDO HACER?

1. Pídele a su hijo/a que escriba el abecedario en minúscula. En general quieres que puedan escribir el alfabeto en 30 segundos para el final de segundo grado.
2. Corrige errores cuando los ves. Puedes decir "Bien hecho, pero déjame enseñarte la manera mas rápido para hacer esa letra."
3. Cuando estas practicando la escritura, asegúrase que su hijo/a no pone letras mayúsculas en medio de las palabras. Si ves eso puede ser una indicación que ellos no saben formar esa letra en minúscula.
4. Piensa en enseñar las letras que tienen formación similar juntos. Por ejemplo: c, a, g, o, d y q empiezan de la misma manera.

Let's Connect.

I make products and content for teachers trying to understand and implement the Science of Reading and Structured Literacy.



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