

## RECOMMENDATION 2: PHONOLOGICAL AWARENESS AND LETTER-SOUND RELATIONS

### How-to Step 1: Segments of Sounds in Speech

Let's review the Family Resource **Add a Sound to Make a New Word**, which helps your child practice adding a sound to a word to create a new word. Use the provided words, and then choose your own words. Remember to discuss the meaning of the words and use them in sentences that are easy for your child to understand. *Demonstrate two examples from the Family Resource. Both of these resources are on one page for you to print and give to families to take home.*

Now, let's watch a video of a family changing the first sound in a word to make a new word. *Review key points before or after the video. Answer family questions about the video.*

## 2.1 Add a Sound to Make a New Word

### Key Points About the Video

<https://youtu.be/RPlxbRF52rM> (1:30)

- Mom explains how to play the game and is enthusiastic.
- Since this a listening game, Mom makes sure her son doesn't look at the paper.
- When her son does not say **string**, Mom helps by saying each part, /st/ /ring/, and then he is able to say *string*.

Let's review the Family Resource **Saying Individual Sounds in Words**, which helps your child practice identifying the first, last, and middle sounds in words. Begin with the first sound and once your child does that well, practice with the last sound in words. Finally, work on the middle sound of words that have three sounds. When a letter is between forward slashes (/m/), say the sound the letter makes. *Demonstrate how this is done using two examples from the Family Resource. You may print this resource (with Books to Share at the bottom) for families to practice phonemes at home.*

This video shows a child saying the individual sounds he hears in spoken words.

## 2.1 Saying Individual Sounds in Words

### Key Points About the Video

[https://youtu.be/SPKRN\\_sXcVs](https://youtu.be/SPKRN_sXcVs) (2:04)

- Mom explains how to play the game and is enthusiastic.
- This is a listening activity, so her son does not look at any letters or words.
- When her son says the letter name, **C**, instead of the letter sound, /k/, Mom tells him that he would be right if he were spelling the word, but for now, they are just listening to the sounds in words.

Let's review the Family Resource, **Books to Share**, a list of suggested books that you can read to your child. As you read, ask your child to identify the first, last, and middle sounds of selected words. You could use any book for this activity. *Model. Answer questions about the Family Resource.*

Here's a video of a mom and her son sharing a book and talking about changing sounds in words to make new words.