

What is an Emerging Readers (K-1st grade) student working on?



- Identifying each letter in the alphabet and the sound for each letter in the alphabet.
- Identifying whether words rhyme (hat, mat).
- Providing a word that rhymes with another (“tell me a word that rhymes with ‘sun’”).
- Blending syllables or onset-rimes into a word (cup–cake “cupcake”; /m/ /ap/- “map”).
- Clapping or counting syllables in a 1 to 3 syllable word.
- Providing the first sound in a word (“what is the beginning sound in “fish”? Student: /f/).
- Separating (segmenting) sounds in 3-4 letter words (“Tell me the sounds in ‘hat.’” Student: /h/ /a/ /t/).

How can I support students?

With identifying letters and sounds:

- Say letter-sounds and have the student write the letter or letters that match the sounds.
- Point out words that begin with the same letter as the student's names (for example, *John* and *jump*). Talk about how the beginning sounds of the words are alike.

With identifying words that rhyme:

- Say a sentence to the student but leave the last word blank. Ask the student to provide a rhyming word. For example, say “I see a dog on a ____.” The student could say, “log,” “hog,” “bog,” or “frog.”
- Give the student four words, three of which rhyme. Ask the student to identify the word that does not rhyme. For example, if you said “bell, box, fell, tell,” the student would identify “box” as the word that does not rhyme with the others.

With listening to the sounds in words:

- Play words games such as “Guess My Word”. “I’m thinking of a word that starts with ____.” Can you guess my word?”
- Play “I spy” with beginning sounds of words “I spy something that begins with /t/”.

With identifying words, syllables, and blend syllables in words:

- Tap out the individual words in a sentence. For the sentence, “The sun is shining,” you would tap four times. When the student is able to count the words in a sentence, clap out the syllables in a word and then the sounds in a word.
- Count syllables in words. Clap on each syllable and then ask, “How many times did we clap?” “How many syllables are in this word?”

**With separating and blending sounds in words:**

- Have the student guess a word that you sound out slowly (ssssuuuuunnn).
- Play Head, Shoulders, Knees and Toes with sounds. Say a word and have the student touch their head for the first sound, shoulders for the second sound, and knees for the third while saying each sound.
- Jump for Sounds. Say a word and have the student jump for each sound in the word while saying the sound.

With understanding and enjoying books they are reading, you can use the following guide:**BEFORE reading:**

- Read the title, author, and illustrator.
- Ask the student, "Why did you choose this book to read?"
- Flip through the pictures and make observations about what you notice and what you think the book will be about.

DURING reading:

- Look for words that start with familiar letters. For example, if the student knows the letter 'c' have them find at least 3-4 words in the book that start with 'c'.
- Ask the student to describe the illustration or picture.
- Ask: What happened on this page?

AFTER reading:

- Make sure the student understood the book by explaining what happened.
- Have the student explain their favorite part of the most interesting thing they learned.