

Short Vowel Sound/Spelling Correspondence Routine*	Consonant Sound/Spelling Correspondence Routine*
Show the child a card on which an upper- and lowercase letter and a picture of the sound is displayed. Then say:	Show the child a card on which an upper- and lowercase letter and a picture of the sound is displayed. Then say:
• This letter is A.	• This letter is T.
• What's the letter's name? The child answers, "A."	• What's the letter's name? The child answers, "T."
• Yes, this letter's name is A.	• Yes, this letter's name is T.
• Red letters are vowels.	• Black letters are consonants.
• Is A a consonant or a vowel? The child says, "Vowel."	• Is T a consonant or a vowel? Child says, "Consonant."
• Yes, A is a vowel. Red letters are vowels.	• Yes, T is a consonant. Black letters are consonants.
• The sound of A is /a/.	• The sound of T is /t/.
• What's the sound of A? The child responds, "/a/."	• What's the sound of T? The child responds, "/t/."
• Yes, A says /a/.	• Yes, T says, /t/.
• The spelling for /a/ is A.	• The spelling for /t/ is T.
• What's the spelling? The child answers, "A."	• What's the spelling? The child answers, "T."
• Tell me again, name of the letter? The child says, "A."	• Tell me again, name of the letter? The child says, "T."
• Sound? The child says, "/a/."	• Sound? The child says, "/t/."
• Spelling? The child says, "A."	• Spelling? The child says, "T."
• Great! A says /a/.	• Great! T says /t/.
*A routine is a procedure used each time a new sound/spelling is taught. Routines provide consistency to instruction. They allow children to focus on new learning because they already understand the lesson sequence.	*A routine is a procedure used each time a new sound/spelling is taught. Routines provide consistency to instruction. They allow children to focus on new learning because they already understand the lesson sequence.
*Sound/spelling cards display a picture representing a phoneme and lists the most common spellings.	*Sound/spelling cards display a picture representing a phoneme and lists the most common spellings.
*A spelling is a letter or combination of letters representing one sound (or phoneme) in our language.	*A spelling is a letter or combination of letters representing one sound (or phoneme) in our language.
*After the routine, talk about the picture and point out it will help the child remember the sound. Then, have the child think of words that start with the sound.	*After the routine, talk about the picture and point out it will help the child remember the sound. Then, have the child think of words that start with the sound.
*Provide lots of practice with sounds/spellings not mastered. Create activities and games to reinforce new learning.	*Provide lots of practice with sounds/spellings not mastered. Create activities and games to reinforce new learning.
*Communication with the child's teacher is important. Parents can support classroom instruction when they know which sounds/spellings have been taught, which ones their child knows, and which ones still need to be mastered.	*Communication with the child's teacher is important. Parents can support classroom instruction when they know which sounds/spellings have been taught, which ones their child knows, and which ones still need to be mastered.
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