

Learning together

Understanding New Words Sound by Sound

ACTIVITY #7

SEQUENCE: READING STRATEGIES –
1ST CYCLE – PRIMARY

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Purpose of the activity

To help them understand the meaning of a text, your child must use different strategies to read words effectively. The goal of this activity is to identify new words by separating them into sounds.



Relevance of the activity

Your child is learning letter-sound correspondence to read words, a fundamental process in learning to read and write. At the same time, your child is beginning to recognize high-frequency words. Since your child is just beginning to learn to read, they use decoding to understand words. They therefore need cues to help them make the correct connections between letters and sounds.



Matériel requis

- Text *Flamie, the Pink Flamingo!* separated into sounds (see Appendix)
- Parent tip sheet *Identifying words using sounds* (see Appendix)
- Letter association reference sheet (see Appendix, optional)

To carry out this activity, you can also use:

- texts from school that your child has to read;
- a book at your child's reading level.

LET'S GO!

What?



Today, we will understand words by separating them into sounds to better understand their meaning.

Why?



To become an effective reader, it is important to recognize words quickly. To do this, you first use tips such as reading words in syllables and sounds, which helps you remember them.

With practice, you will recognize more and more words automatically. In the meantime, reading words using sounds helps you learn new or more complex words.

When?



Understanding words through sounds is probably the first strategy you will use to learn to read. It will help you spot new words in a text to understand their meaning. It can help you when you don't immediately recognize the syllables in a word.

How?



Some words are sometimes difficult to read, and this can affect understanding. You can use the meaning of the sentence or the illustrations to help you, but this is not always enough.

In this case, you can break words into smaller sound parts to help read them.

We are going to read an excerpt together, and then it will be your turn. You will notice that some parts of the words are coloured: they show letters or groups of letters that make more difficult sounds. The lighter letters at the end are silent letters: we do not pronounce them.

Take the time to read the text Flamie, the Pink Flamingo! with your child.

Here are a few words from the text Flamie, the Pink Flamingo! Listen and watch: I will read them by separating them into sounds:

- e-l-e-g-an-t
- l-o-ng
- th-in
- fla-min-go



Pronounce the words by separating them into sounds and point to the coloured words in the text.

As you can see, this helps you read more difficult words.

Since this strategy requires a lot of effort, read the sentence again once you recognize all the words. This will help you check:

- Is the word I read really the one that is written?
- Does the word I read make sense in the sentence?
- What do I understand from this sentence?

You can now practise this strategy with a book that is appropriate for your child's reading level.



Don't forget!

When a word is difficult, touch each letter with your finger and say the sounds. Then, slide your finger along the word to read it as a whole.



Flamie, the Pink Flamingo!

Do you know Flamie? She is a beautiful pink bird, who lives in marshes and lakes. Flamie is very elegant with her pretty feathers and long, thin legs.

Flamie likes to be with other pink flamingos. Sometimes, they band together in big groups to eat and rest.

Do you know why Flamie is pink? It's because of the food that she eats. She eats small shellfish that look like tiny shrimp.

Flamie moves around easily in the water thanks to her webbed feet. They stop her from sinking into the silt and help her to balance.

When you see a pink flamingo like Flamie, take a moment to admire their beauty. Pink flamingos are extraordinary animals!



Source: Chat GPT

Combinations of letters that form a sound



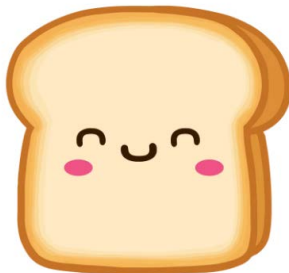
car



cat



snow



toast



tail

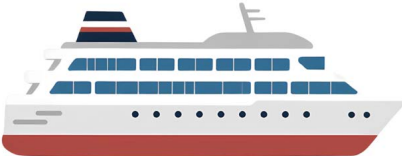


jacket

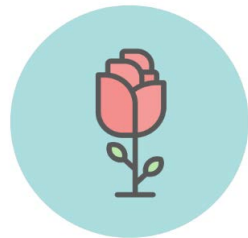
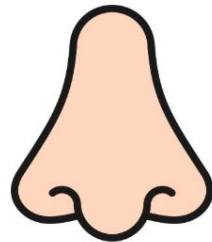
Letters that make two sounds

ai which sounds like <i>ay</i> when followed by m, n, d	aim	
	train	
	paid	

ow which sounds like oww when preceded by c, n, w	cow	
	now	
	wow	

i which is a short <i>iii</i> sound when followed by d, p, x	kid	
	ship	
	six	

gh which is silent when preceded by ei, ni, li	eight	
	night	
	light	

s which sounds like zzz when between two vowels	rose	
	music	
	nose	

Parent tip sheet: Identifying words using sounds

Identifying words using sounds:

- Show your child a sentence.
- Ask them to show you the words they recognize without reading the sentence.
 - Let your child read the sentence aloud
(this allows you to check their reading and intervene, if necessary).
- Ask your child if there are words that are difficult to identify in the sentence:
 - If the answer is yes:
 - ask them who or what the sentence is about;
 - ask them what is being said about it;
 - if possible, ask when or where this is happening.
- Then, ask your child which words they can identify and how they give clues to find meaning.
- Ask your child to read the word or words that were difficult to identify by separating them into sounds.

