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Question: *How do the units teach letter-sound relationships?*

Rebecca Cronin:

In the very first unit of study, we launch letter-sound relationships with the name study. It's really fun and engaging for kids, and they're learning letters by the thing that matters most to them, themselves, and their friends. Then, after that, we study the letter in someone's name. There's an explicit routine where we teach the letter and they learn the letter name, they learn and study the features, and talk about the features of that letter. They learn the sound, and hear, and listen for the sounds in different words. The kids learn the proper formation of all of the letters both capital, and lowercase. Then there's a lot of engaging activities where they're hunting in their Emergent Storybooks for pictures that start with that sound. There's a lot of listening. We do things like say "I'm going to show you some pictures. Does this start with them, or not start with them?" Lots of the initial letter-sound work starts with hearing and identifying that letter in the beginning of a word.

Then across the units you might decide to revisit letters and add on additional work. In the beginning of the unit they're listening, and hearing that sound at the beginning of the word. Then as the units progress we want to hear have kids listen for that sound across the word. If we're learning the letter V, I could ask kids, and give them a little counter with three boxes. Do you hear the "v" at the beginning, the middle, or the end of the word? And they'll place something in that spot. So with "voice, where do you hear that sound? With over, where do you hear the sound? Stove, where do you hear the sound? This is much more challenging, but the work kids will need to do when they are writing, in writing workshop.