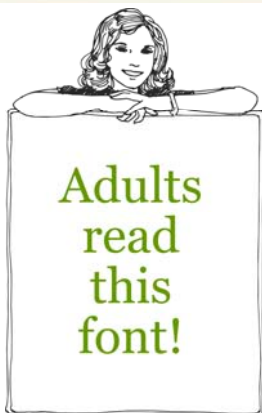


The Early Learning Continuum

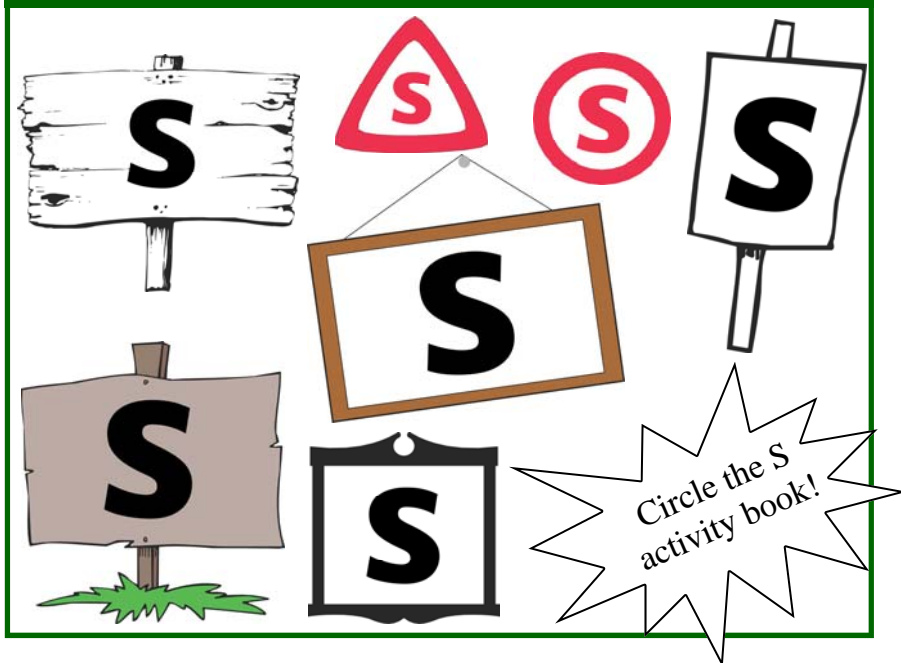
The preschool years portal for parents and librarians.
www.earlylearningcontinuum.com.au



Week 1: The /s/ Sound

Reader # 2

Sssssigns!



Week 2: The /s/ Sound

Instructions for Grown-Ups

This week's readers are designed to develop phonemic awareness (hearing and isolating the /s/ sound in words) and to practice recognising the letter S as *one picture of the /s/ sound* (there are more! See page 23). There are no words in this week's readers for the children to sound out—only the letter S.

When you read this aloud to your child, make sure you say *the sound* the letter makes (sssss), not the letter name (pronounced “ess”). To find out more about phonemic awareness, and why letter sounds are more important than letter names when first learning to read, visit www.earlylearningcontinuum.com.au.

Wasik and Bond (2001) found, using an interactive book reading technique, that children who were given “concrete objects that represented the words and [provided] with multiple opportunities to use the book-related words ... scored significantly better than children in the comparison group” (p.243). To that end, this reader is also an activity book, in which the child is invited to circle pictures of the /s/ sound, to increase the child's dimensions of engagement with the text. But don't stop there! Have your own discussions about the signs, and link them to real-world situations/signage.

Clarke-Stewart (1998) adapted pre-adolescent books so that they contained simplified passages children could read themselves, and found that “compared to merely listening to their parents read the original stories, children benefitted from taking turns reading the adapted text with their parents in terms of enjoyment, attention, and reading fluency” (p.1). This is why this reader series involves passages for both the children and the adults to read. The vocabulary children can *understand* is more complex than the vocabulary they can *read*. By allowing adult and child to take turns, we have been able to produce more interesting and varied books while using only the speech sound pictures* that the child has learnt so far.

Clarke-Stewart, K.A. (1998). Reading with children. *Journal of Applied Developmental Psychology*, 19(1), 1-14.

Wasik, B.A., & Bond, M.A. (2001). Beyond the pages of a book: Interactive book reading and language development in preschool classrooms. *Journal of Educational Psychology*, 93(2), 243-250.

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* SSPs (speech sound pics) concept courtesy of Emma Lewis (www.readaustralia.com).

Clipart and photos courtesy of *Art Explosion 600,000 Images* software (www.novadevelopment.com/software/print-creativity-software).

These readers are free to use, without modification, for educational purposes. Profit must not be derived from the use or reproduction of these books, and these credits must be retained.



This is a picture of the sssss sound:

S

Each of the signs in this book contain at least one sssss sound. See if you can spot the pictures of the sssss sound and circle or point an arrow to them on the signs.

New speech sound pic:



SS

Even though there are two letters, you only say the sssss sound once. This is *another* picture of the sssss sound.

























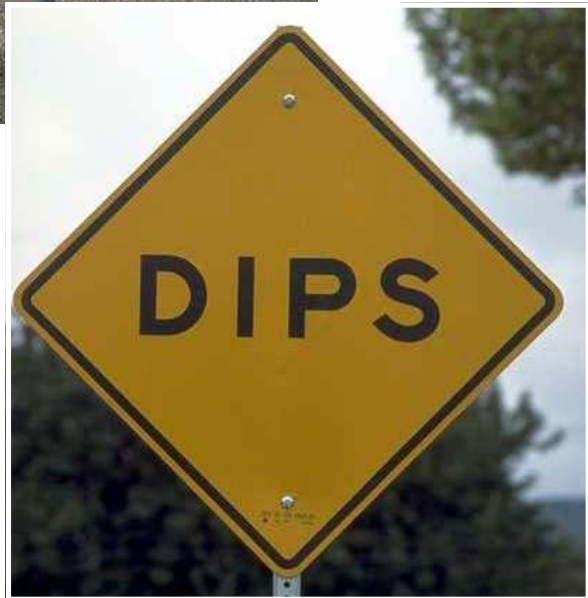




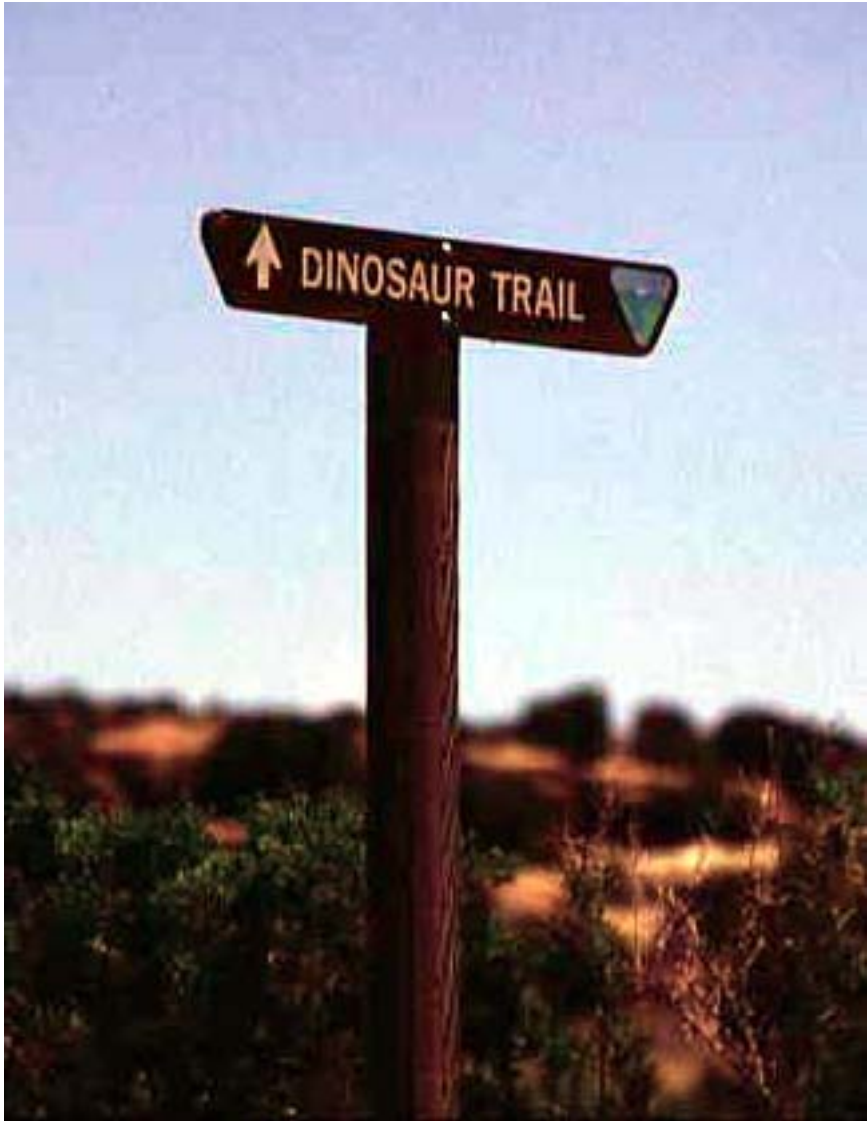










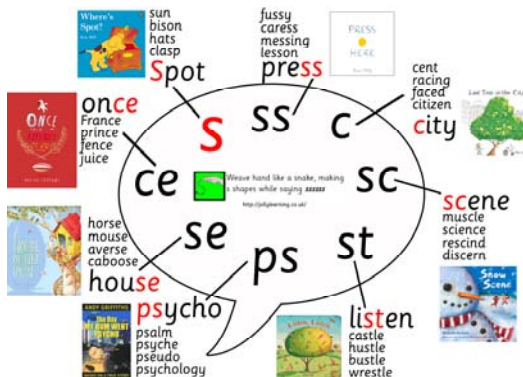


S SS

You have reached the end of the book! Well done for all of your hard work as a speech sound detective.



For many of these readers to come, we are only looking at two ways to write the sssss sound—the ones at the very top of this page. But in the future, when you have done SO much practice that you can read heaps of words, you will come to know some other ways to write the sssss sound. Here they are in a speech bubble:



Isn't it exciting to think that one day you will be able to read all of those speech sound pictures (www.speechsoundpics.com)?

