

# Integrated Picture Mnemonics

## LESSON MODEL FOR

### Decoding Text

#### Benchmarks

- ability to produce a sound associated with a letter
- ability to write a letter that stands for a sound

#### Strategy Grade Level

- Kindergarten - Grade 1 and/or Intervention

#### Prerequisites

- Letter-Sound Strategy
- ability to recognize and name all uppercase and lowercase letters

#### Grouping

- small group
- individual

#### Materials

- PDF and copies of Letter Picture Worksheet
- unlined paper

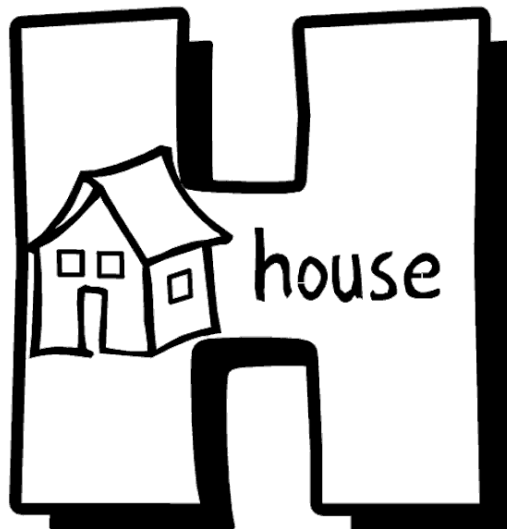
Knowing letter names can often help students in reading and spelling words, but there are cases in which letter names are no help at all or are misleading (Treiman and Kessler 2003). According to Ehri and Roberts (2006), mnemonics is an effective way for teaching students the sounds that are not present in letter names, such as short-vowel sounds and the single consonants *h*, *w*, and *y*. This sample lesson model, which is based on a study by Linnea Ehri and her colleagues (Ehri, Deffner, and Wilce 1984), targets consonant letter *h*. The same model can be adapted and used to enhance alphabet knowledge and sound/spelling correspondence instruction in any commercial reading program.

### Review: Letter-Sound Strategy

Remind students that knowing a letter's name can help them to learn and remember a sound the letter stands for. Print the letter *p* on the board. Ask: *What is the name of this letter?* (*p*) *What is the first sound in the letter name p?* (*/p/*) Say: *Yes, /p/ is the first sound in the letter name p. The sound the letter p stands for is the first sound in its name.* Repeat the same procedure with letter name *t*. Now print the letter *s* on the board. Ask: *What is the name of this letter?* (*s*) *What is the last sound in the letter name s?* (*/sss/*) Say: *Yes, /sss/ is the last sound in the letter name s. The sound the letter s stands for is the last sound in its name.* Repeat the same procedure with letter name *m*.

### Teach/Model

Tell students that there are some letter names that don't provide much help in learning or remembering the sound the letter stands for; for example, letter names *h*, *w*, and *y*. Explain that for these letters a picture shape can help them to remember what the letter looks like and a picture name can help them to remember the sound the letter stands for. Give each student a copy of the Letter Picture Worksheet for the letter *h*



## Review

On the following day, before introducing a new letter and sound, review the letter *h*. Ask students to draw the integrated picture of the house again from memory. After they complete the picture, ask them to identify the first sound in *house*, (*Uh*). Then ask them to trace the letter in the picture of the house that makes the sound *Uh*. Finally, have them write the letter *h* two more times on their own.

## OBSERVE & ASSESS

Questions or Observation	Benchmarks
(Point to the letter h.) What sound does this letter stand for? (/h/)	Student can recall letter-sound correspondence.
(Point to the letter h.) What is the name of the picture that goes with this letter? (house)	Student can recall letter-sound mnemonic
Can you write the letter that stands for the /h/ sound?	Student can recall the letter shape