



Viewer's Guide

This guide was produced in partnership with the **National Education Association**



EPISODE 1

Letter Names with Reese (Kindergarten)

Video length: 15.5 minutes

Watch the video here: [ReadingRockets.org/interventions/letter-names-with-reese-kindergarten](https://www.readingrockets.org/interventions/letter-names-with-reese-kindergarten)

Reese's profile

Reese is a kindergartener who has strong phonological awareness skills. He knows most of his letter names but has trouble with the letters 'W', 'Y', and 'V'. He also confuses 'b' and 'd'. Reese does not know all his letter sounds. He often looks up when naming letters and sounds.



Video overview

Reese practices naming upper case letters by singing the alphabet song. Then he practices naming the letter 'V'. Finally, he starts working on fixing his confusion between the letters 'V' and 'Y'.

Reese's teacher, Linda Farrell, is a reading specialist and educational consultant working with Reese for the first time. The video clips of Reese are drawn from a 25-minute lesson.

Ms. Farrell begins the lesson by asking Reese to sing the alphabet song. He sings the song, but he sings "elemeno-p" instead of "l-m-n-o-p" and has trouble pronouncing 'w'.

Next, Ms. Farrell has Reese touch each letter on a sheet as he sings the song. Ms. Farrell has Reese slow down and correctly touch and say the letter names 'L-M-N-O-P'.

Because Reese has trouble with the letter 'V', Ms. Farrell uses letter cards to practice the letter 'V'. As Reese practices this, she discovers that he is confusing the letters 'Y' and 'V', so she shifts to working on fixing that confusion. She starts by pointing out the differences between the two letter shapes. She then gives Reese a verbal and kinesthetic anchor to use for each letter.



Things to notice while watching the video

As you watch the video, notice Ms. Farrell's style of instruction.

- She reminds Reese to look at the letter he is naming and has him immediately repeat the task with the same letter.
- She always guides Reese and never gives him the answer.
- When Reese makes a mistake, she responds by telling him what part of his response is correct, then guides him to the correct answer.
- She gives Reese plenty of time to think without interrupting him.
- When Reese misnames a letter, he always finishes by reading the letter accurately one or more times.

Questions to consider while viewing the video the first time

1. What do we learn about Reese when he sings the alphabet song the first time?
2. How does Ms. Farrell help Reese sort out his difficulty with "l-m-n-o-p"?
3. Reese has learned the version of the alphabet song that includes the word 'and' after the letter 'Y'. What does Ms. Farrell have Reese do to avoid confusion with the word 'and' as he is pointing to letters while singing the names?
4. What is Ms. Farrell's explanation for teaching letter names before teaching letter sounds?
5. Why is Reese having confusion with the letters 'Y' and 'V'?
6. What anchor does Ms. Farrell give Reese to use with each letter as he practices naming them?

Answers: see the next page for the answer key.

Watch the whole "Looking at Reading Interventions" series here:
ReadingRockets.org/interventions



Answer key

1. What do we learn about Reese when he sings the alphabet song the first time?

He pronounces "l-m-n-o-p" as a word and he has trouble with the pronunciation of "double u."

2. How does Ms. Farrell help Reese sort out his difficulty with "l-m-n-o-p"?

She has Reese practice singing the letter names slowly as he touches each letter. She also makes sure he is looking at the letter he is touching.

3. Reese has learned the version of the alphabet song that includes the word 'and' after the letter 'Y'. What does Ms. Farrell have Reese do to avoid confusion with the word 'and' as he is pointing to letters while singing the names?

She has Reese pull his pointing hand to his chest as he sings 'and.'

4. What is Ms. Farrell's explanation for teaching letter names before teaching letter sounds?

The letter names are the "category" because the letter 'a' is always called 'a' no matter its shape or the sound it spells. The letter 'a' can be 'italic a', 'manuscript a', 'primer a', etc., but it is always called 'a'. Likewise, the letter 'a' can spell the sounds /ă/ as in *cat*, /ā/ as in *major*, /ə/ (schwa) as in *about*, /ō/ as in *swap*, etc., but the letter name is always 'a'. In addition, most letter names have their common letter sound embedded in their names, so once students know the letter name it is easy to learn the sound.

5. Why is Reese having confusion with the letters 'Y' and 'V'?

The shapes are similar.

6. What anchor does Ms. Farrell give Reese to use with each letter as he practices naming them?

Ms. Farrell shows Reese one feature that is different from the other letter. She has him look at and touch the letter as he verbalizes the different feature about the letter shape. He points to the part of the letter that is different before he says the letter name and describes the differentiating feature. For 'V', he points to the point at the bottom of the 'V' and says "V has a point." For 'Y', he points to line at the bottom of the 'Y' and says: "Y has a line."