SOFTWARE & TECH

# Letrs Bridge To Practice Unit 1 Examples

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## Understanding LETRS Bridge to Practice: A Deeper Dive into Unit 1

For educators committed to mastering evidence-based literacy instruction, the LETRS (Language Essentials for Teachers of Reading and Spelling) professional development program offers a transformative pathway. The coursework itself is rigorous, but the true magic happens during the **Bridge to Practice** activities. These assignments are designed to move theoretical knowledge into practical, daily classroom application. This article explores detailed **Letrs Bridge To Practice Unit 1 Examples**, helping you understand not just what the assignments look like, but how they fundamentally shift your approach to teaching reading. Whether you are a veteran teacher or new to the science of reading, these examples will clarify how to solidify your understanding of phonological awareness and the speech-to-print connection.

The foundation of Unit 1 rests on understanding the difference between phonological awareness, phonemic awareness, and phonics. Many teachers conflate these terms, but LETRS draws sharp distinctions. The Bridge to Practice activities in this unit are specifically engineered to cement these differences in your instructional practice. By working through concrete examples, you begin to see your students' reading behaviors through a more analytical, diagnostic lens. This is not about completing a worksheet; it is about changing how you listen to a child read.

## Why the Bridge to Practice Matters

The Bridge to Practice component is the linchpin of the entire LETRS experience. Without it, the online modules and live trainings remain abstract concepts. The primary goal is to help teachers **internalize the language of instruction**and apply it with fidelity. For Unit 1, the focus is squarely on oral language and the phonological system. You are essentially training your ears to hear what your students hear, or in many cases, what they miss.

These assignments force a reflective practice. Instead of simply moving to the next lesson in your basal reader, you pause to consider: Does this student have the phonemic awareness to manipulate the sounds in this word? Can they segment "cat" into /k/ /a/ /t/? If not, a phonics worksheet is premature. The Bridge to Practice examples guide you to make that critical judgment call.

### The Core Objective: Phonological Awareness vs. Phonics

One of the most significant shifts in Unit 1 is understanding the sequencing of skills. Phonological awareness is an auditory skill. Phonics is a visual and auditory skill that connects sounds to letters. A common **Letrs Bridge To Practice Unit 1 Example**involves creating a simple assessment or observation log where you listen to a student and identify whether their error is phonological (they cannot hear the sounds) or orthographic (they don't know which letter makes the sound). This distinction is crucial for targeted intervention.

## Example 1: The Speech-to-Print Observation Journal

One of the most prominent **Letrs Bridge To Practice Unit 1 Examples**is the Speech-to-Print Observation. This activity asks you to spend 10–15 minutes observing a student during a reading or writing task. You are not to intervene or teach at this point. You are solely an observer.

### What You Are Looking For

You are documenting specific examples of speech sounds and how the student represents them. For instance, if a student writes "JR" for "giraffe," you note that they have captured the initial consonant (J) but have not yet represented the vowel or the voiced fricative /)"ð correctly. The Bridge to Practice asks you to analyze this spelling error through the lens of phonemes, not just "wrong spelling."

Another common observation is during oral reading. A student might read "house" as "horse." In your journal, you would note that the phonemes /ou/ and /or/ are being confused auditorily. This is a phonological error, not a sight-word error. The Bridge to Practice activity pushes you to categorize the error. This deepens your understanding of the **phonological processing** required for reading fluency.

### How to Structure Your Log

A typical log entry following these examples might look like this:

- Student: "Mia" (Grade 1)
- Task: Writing a sentence about a pet.
- Oral Production: Mia said "/d/ /o/ /g/" slowly while writing.
- Written Product: "My dag is big."
- Analysis: Mia has strong segmenting skills (she isolated the consonant-vowel-consonant pattern). The error in "dog" to "dag" suggests a challenge with the low-back vowel /%"ò `ersus the short front vowel /æ/. This is a phoneme discrimination issue, likely requiring explicit articulation practice.

This level of analysis is the hall mark of the Bridge to Practice work. It moves you away from marking words "wrong" and toward identifying the specific phonological weakness.

## Example 2: The "Say It and Move It" Activity Analysis

Unit 1 heavily emphasizes multi-sensory techniques, with the "Say It and Move It" activity being a cornerstone. This is a classic phonemic awareness drill where students use tokens (like bingo chips or felt squares) to represent individual phonemes. The Bridge to Practice takes this a step further by asking you to implement it with a small group of students who are struggling with phonemic segmentation.

### Implementing the Activity

You select a word, say "map." You ask the student to say the word slowly and push a token into a sound box for each phoneme: /m/ (push), /a/ (push), /p/ (push). The Bridge to Practice assignment requires you to observe how students handle the number of tokens. Many students will push two tokens for a three-phoneme word, revealing they are blending the vowel and final consonant into one unit.

### What You Document

You are asked to write a brief reflection on what the students did. Did they push the tokens from left to right? Did they get confused by the digraph? For example, if the word is "ship," you explicitly note that the /sh/ is one phoneme, even though it is two letters. A student who pushes three tokens (s-h-i-p) instead of three tokens (sh-i-p) is confusing orthography with phonology. The **Letrs Bridge To Practice Unit 1 Examples** emphasize documenting these moments of confusion as data points for future instruction.

### Connecting to Speech Articulation

A higher-level Bridge to Practice reflection asks you to connect this to articulation. If a student cannot segment "ship" correctly, you might check if they can articulate the /(2ò 6÷VæB 6÷'&V7FÇ•. Often, articulation errors and phonemic

awareness errors are linked. Your written reflection should note if the student has difficulty placing their tongue on the roof of their mouth for the /(2ò 6÷VæBà This connection betwspeech production and **literacy acquisition** is a key takeaway from Unit 1.

## Example 3: The Phoneme-Grapheme Mapping Exercise

This is arguably the most practical of the **Letrs Bridge To Practice Unit 1 Examples** for a classroom teacher. Phoneme-grapheme mapping is the process of matching sounds (phonemes) to letters (graphemes). Unit 1 establishes that this is a necessary bridge skill before students can read fluently.

### A Step-by-Step Classroom Example

You are asked to work with a student or small group on mapping a list of words. You provide a grid with a box for each sound. For the word "chin," you have three boxes.

1. Say the word: "chin."
2. Segment the word: /ch/ /i/ /n/.
3. Map the sounds: In box one, we write "ch" (because it is one sound). In box two, we write "i." In box three, we write "n."
4. Write the word: The student then writes the entire word "chin" below the boxes.

The Bridge to Practice requires you to analyze errors. A common error is mapping "ch" into two separate boxes (c-h-i-n). This tells you the student does not recognize the digraph as a single sound unit. The assignment asks you to reflect on how you would reteach this. Would you use a mirror to show the mouth shape for "ch"? Would you use a phoneme articulation card? The reflection is the key component.

### Why This Matters for Spelling

This example is powerful because it directly connects to spelling instruction, a core pillar of the LETRS framework. By mapping "kit" (k-i-t) versus "kite" (k-i-te), you are teaching students that the "e" at the end does not represent a phoneme in the traditional sense but fulfills a spelling pattern (vowel-consonant-e). Your Bridge to Practice journal should include examples of how you explicitly taught this mapping and what the student outcomes were. These concrete **Letrs Bridge To Practice Unit 1 Examples** form a portfolio of evidence showing you can implement the science of reading.

## Example 4: The Articulation Video Self-Assessment

A unique and often challenging component of Unit 1 involves looking at your own speech. Teachers are asked to record themselves saying a specific set of phonemes in isolation (e.g., /p/, /b/, /t/, /d/, /k/, /g/). The goal is to see if you are adding a schwa sound (/%’ò’ gFW" F†R 6öç6öæ çBà For example, saying "buh" instead of /b/.

### The Self-Reflection

This is a humbling activity. Many teachers discover they are inadvertently teaching phonemes incorrectly, making it harder for students to blend sounds. If you say "buh-ah-guh" for "bag," the student hears three consonant-vowel units (/b%’ð /a/ /g%’ò• instead of the correct consonant-vowel-consonant pattern (/b/ /a/ /g/). The Bridge to Practice asks you to write a reflection on what you noticed in your video and a plan for correcting your own pronunciation.

### Impact on Student Learning

This example is a powerful reminder that teacher knowledge is the strongest variable in student success. The assignment forces you to become a model of clear, precise **phoneme articulation**. You are then asked to

implement a brief lesson using the corrected pronunciation and note if student blending improves. This cycle of self-assessment, adjustment, and implementation is the heart of the LETRS methodology.

## Practical Tips for Completing Your Unit 1 Bridge to Practice

Based on the examples above, here are actionable strategies to make your Bridge to Practice work more efficient and meaningful. These tips align with the expectations of the LETRS facilitators and will help you create a robust portfolio.

### Use a Consistent Observation Form

Create a simple template that includes columns for the student name, the task, the student response (verbatim), and your phonological analysis. This saves time and ensures you are capturing the specific data required by the **Letrs Bridge To Practice Unit 1 Examples** you study. Consistency allows you to track progress over the unit.

### Focus on One Student at a Time

It is tempting to try to assess an entire classroom, but the most insightful examples come from deep work with one or two students. Choose a student who is stuck at the early alphabetic stage. Your detailed analysis of that one child's speech-to-print connections will be far more valuable for your learning than a superficial observation of many.

### Connect Every Example to Theory

When writing your reflections, explicitly name the concepts from the Unit 1 text. Use terms like "phoneme segmentation," "articulatory feedback," "vocal folds," and "manner of articulation." This shows a mastery of the content and solidifies your understanding. Avoid vague language like "the student struggled with sounds." Instead, write: "The student demonstrated a weakness in perceicing the voicing contrast between /t/ and /d/ during a phoneme manipulation task."

## Integrating Bridge to Practice with Your Curriculum

A common concern among teachers is how the LETRS work fits with their existing curriculum. The **Letrs Bridge To Practice Unit 1 Examples**are designed to be overlaid onto your current materials, not to replace them. If your curriculum says "teach the short 'a' sound on


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