



Home Experiences that Foster Readiness for Letter and Sound Recognition: An Exploratory Study

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Knowing children's learning experiences at home is vital in understanding the child and how they learn in a kindergarten classroom. Families provide personal knowledge of the child that will guide teachers in letter and sound recognition. Families actually feel supported when included in the planning process of their child's learning. Personal stories of parents will give light to the following: (1) their current practices at home, (2) the reasons behind these practices, (3) the context of their practices, and (4) the implications of their practices. The stories of parents guided the teaching-learning process in a preschool classroom, most especially with regard to understanding of previous letter and sound recognition experiences, strategies in letter recognition, planning of letter and sound recognition experiences, implementation of letter and sound recognition activities based on experiences, and assessment of letter recognition activities.

This study aimed to explore the context of parent's teaching practices of letter and sound recognition, so as to draw implications for basing teaching on prior learning experiences of children. The description was based on interviews with fifty mothers. The study concluded that: (1) mothers used a variety of letter and sound recognition activities that were familiar to them to as a child; (2) mothers chose different practices due to promised results; (3) mothers used technology for easier teaching and reviewing; (4) diverse practices in teaching letter and sound recognition provided constant interest for the child; (5) mother's practices at home opened windows to other early literacy skills; (6) teachers planned for instruction based on home experiences.

Key Words: early childhood; learning; language; literacy; preschool