

Opening Activity - The Name Game

Our name is the first word we loved. We can study our names as an entry point for learning letters and writing other things.

Write down your name on some paper.

See how many words you can make, using the letters in your name, in one minute.

Stefanie

You could also **sort** them like this:

- high frequency words at, as, is, if, in
- cvc words fan, tin, tan, set, net, sat
- cvce words safe, sane
- blends or digraphs nest, fast
- vowel teams/pairs feast

POPEY Provincial Outreach Progr for the Early Years

What's in a name? How could you group some of these names together? -syllables, beginning sounds, vowel teams, etc. Heather Kathy Olivia Lisa Jen Roberta Jen

More Ways to Use Name Charts

- * Clap your name when we come to it
- * Count the letters in your name
- * Use riddles: "I'm thinking of someone whose name starts/ ends with _____"
- * Clap the syllables in your name
- * Match name cards to photos
- * Find a name that has a letter like your name
- * Ask students, "What do you notice about our names?"

Lesley University Institute: Word Study: Teaching Phonics, Vocabulary, and Spelling in Grades K-3

Revisiting Key Definitions

Phonological Awareness

-the awareness of words, rhyming words, onsets and rimes, syllables, and individual sounds (phonemes)

Phonemic Awareness

-the understanding that <u>spoken words</u> are made up of <u>individual sounds</u> called PHONEMES

Phonics

-letter/sound relationships in reading and writing

Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom – Fountas & Pinnell



POPEY

for the Early Years





val Outreach Proara

for the Early Year

POPEY

What is phonics?

"We use phonics to refer to letter-sound relationships in reading and writing, not to describe a particular method of teaching or approach to reading instruction. Phonics and spelling are interrelated processes; both involve reading and writers using, analyzing, and solving words."

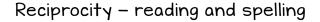
Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom - Fountas & Pinnell

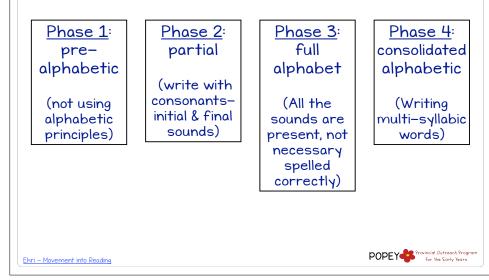
Provincial Outreach Program

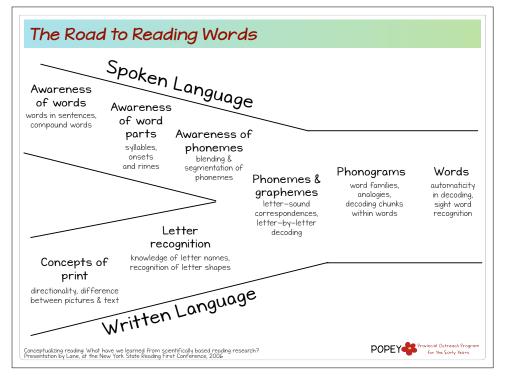
for the Early Years

POPEY

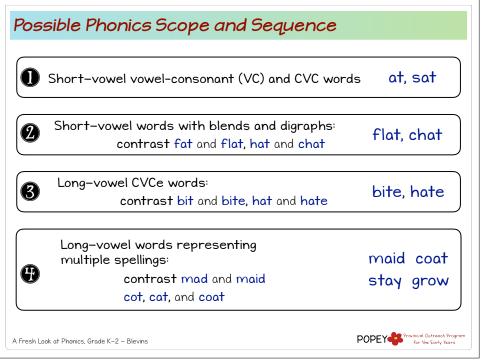
Spelling - Ehri's phases of reading development











Possible Phonics Scope and Sequence Words with r-controlled vowels. spoil part complex vowels, and diphthongs: 6 mouth bird · contrast pat and part, spill and spoil, moth and mouth, bid and bird Simple multisyllabic words containing common reread 6 prefixes and suffixes: trusted contrast read and reread, trust and trusted More complex multisyllabic words using common candle. syllable types: (7)napkin • contrast can and candle, nap and napkin POPEY A Fresh Look at Phonics, Grade K-2 - Blevins for the Early Year

WHY a Scope and Sequence?

Scope and sequence are created so that many words can be formed as early as possible.

How many words can you potentially read and write with the following letters?

🗱 s, m, t, d, l



粩 s, m, a, t, d

Quick generation of useful words is not only more efficient, but highly motivating!



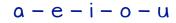
Teach	 •whole class lesson •introduce the day's word study principle •often includes an inquiry element – to encourage kids to discover something about language 	"When a new skill is introduced, it should be systematically and purposefully reviewed for the next four to six weeks." – Wiley Blevins
ΑρρΙγ	 kids apply principle through hands-on practice (often kinesthetic) opportunity for them to construct their own knowledge can be whole-class, small-group, partner, or independent work teacher is working with small groups (guided reading or other) 	
Share	 kids share discoveries they made in whole-class meeting sharing provides teachers with feedback on the effectiveness of the lesson & how the kids did in application of the principle 	
Connect	 connections are made to reading & writing – so kids know how to use what they've learned suggestions for various reading & writing experiences suggestions to extend learning & to make home-school connections 	

Vowel Charts

Can help with the middles of words:

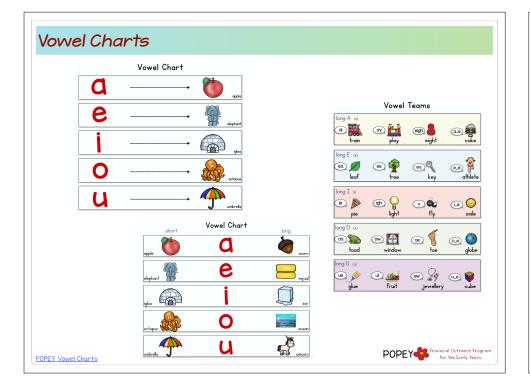


- At first, most of the sounds children hear are consonants.
- Tell them that every word has at least one vowel.
- When the middle of a word is hard, it is often because vowels are tricky.
- Even if their vowel guess is incorrect, it makes the word they are writing more readable.
- •Show students how to use the vowel chart to help decide
- which vowel to use.



Units of Study in Writing - Calkins, The Reading and Writing Project





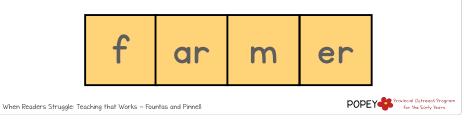
Using Elkonin boxes to Teach Orthographic Mapping

Why use Elkonin boxes?

- *it helps build students' phonemic awareness & phonics
- *it helps connect letters to sounds
- *it helps students hear and record all sounds in a word
- *it helps solidify left to right directionality

Once students are proficient with phonemic awareness:

- *You can transition to teaching letter boxes (this helps with spelling)
- *Students gain independence with this problem—solving strategy



The process of using Elkonin boxes during Writing

*Give the student a 'practice page' or white board *When the student is writing and they come to a word they need to problem solve, model the use of Elkonin boxes on the practice page

*Model the task for the student

*Say the word slowly and touch the boxes (or push objects into the boxes) as you say the word

*Have the student try it themselves

*You may do the task together until the student can take over

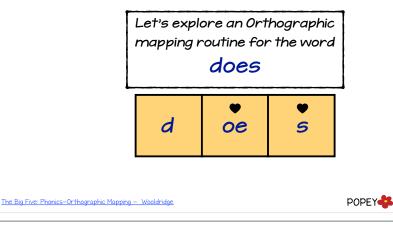


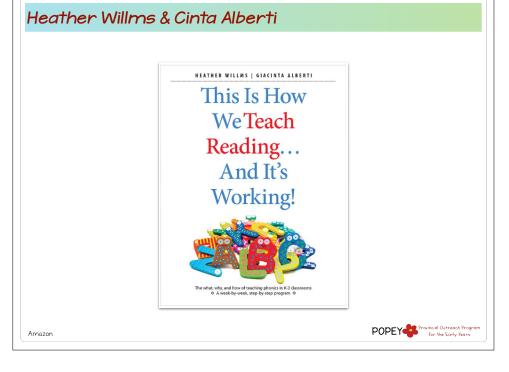
Literacy Lessons Part Two - Clay

POPEY Provincial Outreach Program for the Early Years

Orthographic Mapping

Orthographic mapping proposes that we use the pronunciations of words that are already stored in long-term memory as the anchoring points for the orthographic sequences (letters) used to represent those pronunciations.





Engagement deepens further as children actually deploy their developing phonics and spelling abilities to read and write texts to inform, persuade, entertain, and innovate. -Nell Duke

Provincial Outreach Progra

for the Early Years

Sources			
Books, Blogposts & Presentations	Videos		
<u>Movement into Reading — Ehri</u>	<u>Tik Tok Word Reading</u>		
The Big Five: Phonics-Orthographic Mapping - Wooldridge	Miles Music Kid on TikTok		
POPEY Vowel Charts			
Make Your Own Wordle			
What Wordle Reminds Us About Effective Phonics and Spelling Instruction - Duke			
Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom - Fountas & Pinnell			
Conceptualizing reading: What have we learned from scientifically based reading research? Presentation by Lane			
Lesley University Institute: Word Study: Teaching Phonics, Vocabulary, and Spelling in Grades K-3			
The Fountas & Pinnell Phonics, Spelling, and Word Study System - Fountas & Pinnell			
When Readers Struggle: Teaching That Works - Fountas & Pinnell			
A Fresh Look at Phonics, Grade K-2 - Blevins			
Literacy Lessons Part Two - Clay			
Phonics From A—Z — Blevins			
Units of Study in Writing - Calkins, The Reading and Writing Project	POPEY Provincial Outreach Program for the Early Years		





Lisa Thomas Jen Kelly lisa@popey.ca jen@popey.ca

Next series: Writing Across the Curriculum

November 9th - Non-Fiction Writing

November 23rd – Narrative Writing

November 30th - Persuasive Writing

December 7th — Writing About Reading



Building Phonics Knowledge Through Wordle

Games can engage young learners, and help them identify rules and patterns in spelling all on their own.

- * Some letters are more common than others
- * The position of letters in a word matters
- * Letters and sounds don't have a one-to-one match
- * Vocabulary knowledge is important to word reading & spelling
- * Phonics and spelling can be engaging



POPEY

ial Outreach Program

for the Early Year

What Wordle Reminds Us About Effective Phonics and Spelling Instruction - Duke

