

* observation of someone skilled modelling/demonstrating

With this in mind, how can we create the learning experiences our students need to build their foundational literacy skills?

Learning is:

* social

* constructive

* experiential

* inquiry-based

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direct instruction

* practice / repetition

* time / opportunity

* gradual release of responsibility

* encouragement / feedback

* safety to take risks and try new things

* relationships, motivation, engagement...

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

The goal is for students to...



- be enthusiastic explorers of words:
 - * puzzle out letter-sound relationships
 - * see patterns
 - * take words apart
 - * investigate meanings
- · connect to words in an active way
- expand their reading and writing powers

Students learn HOW TO LEARN aspects of words, and develop efficient and powerful word-solving strategies



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

Scope and Sequence of Phonemic Awareness

Taught and learned in the order of easiest to most difficult ...

Eight Phonemic Awareness Skills

- 1. rhyming
- 2. onset fluency
- 3. blending
- 4. isolating final or middle phonemes
- 5. segmenting
- 6. adding phonemes
- 7. deleting phonemes
- 8. substituting phonemes



- Two Early Literacy Skills
 - 1. letter naming
 - 2. language awareness

Heggerty Phonemic Awareness Curriculum

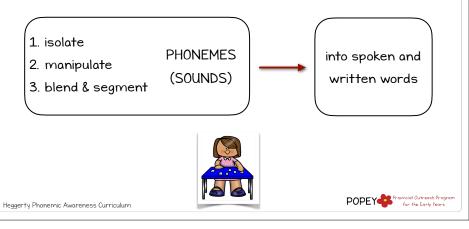


What Phonemic Awareness Enables

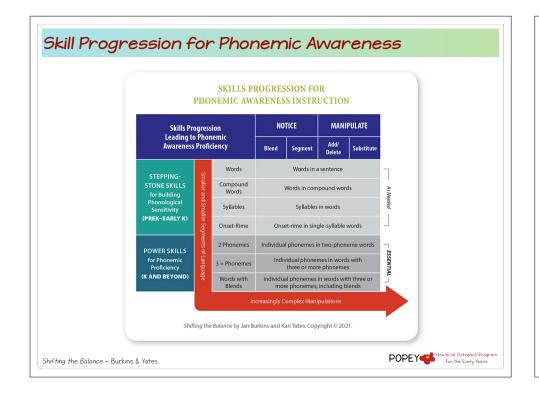
The understanding that <u>spoken words</u> are made up of <u>individual sounds</u> called PHONEMES



Students who are phonemically aware are able to ...







The Art of the Mini-Lesson

- * mini, not maxi
- *strategy-focused
- * model, model, model
- * direct and explicit instruction
- * guided practice in a safe, supportive setting
- * transfer to independence



Mini-Lesson Structure

WE do

POPEY

YOU do

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I do

Write from the Start: Writing Workshop in K-3 – POPEY Presentation by Lori Jamison

Rhyme Recognition & Repetition

One minute direct instruction lesson

T says word pair, Students repeat: hop/mop ran/fan wet/jet mad/dad

Rhyme Repetition

Examples:

go/no γes/me sad/mad

out/pig

run/fun

in/lap

rip/bag

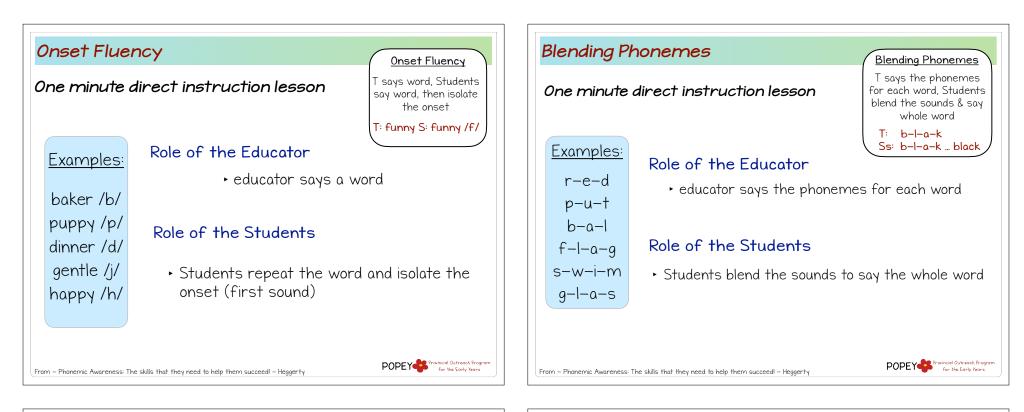
Role of the Educator

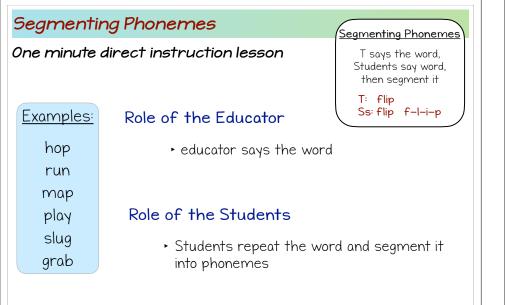
educator says the word pairs

Role of the Students

• Students repeat the word pairs and show thumbs up if the words rhyme, thumbs down if the words don't rhyme.

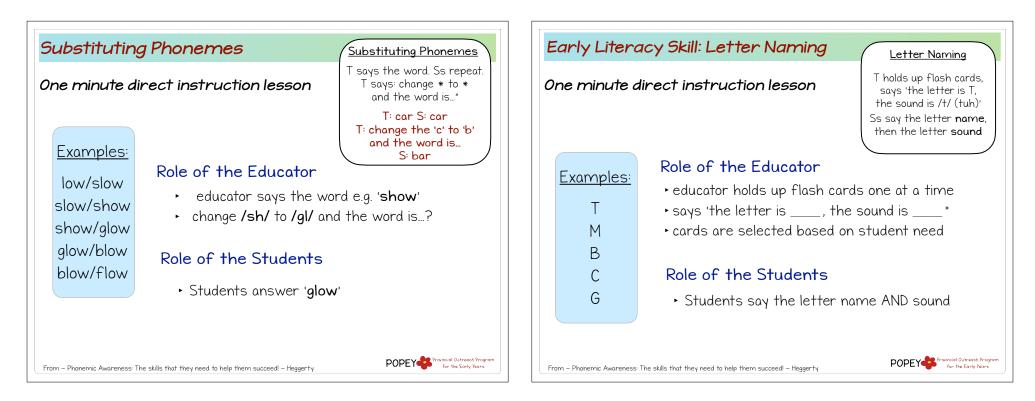


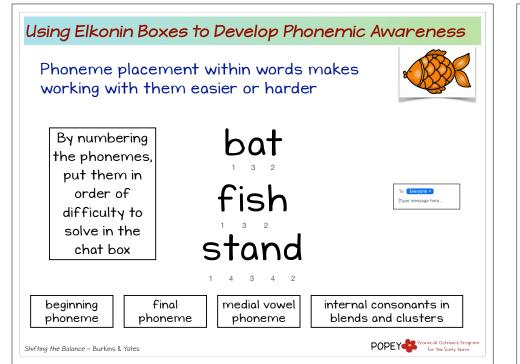




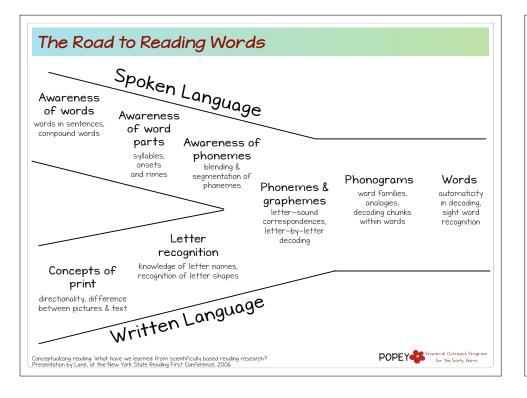
From - Phonemic Awareness: The skills that they need to help them succeed! - Heggerty











Effective Routines for Developing Word Solvers

Students should have daily experiences with:

- scaffolded reading and writing activities
- alphabet games, stories, poems and songs
- predictable charts
- sound activities sorting, blending, substituting, matching
- Ietter and word sorts



- making words activities
- word and sentence segmenting activities
- · syllable sorting and segmenting activities

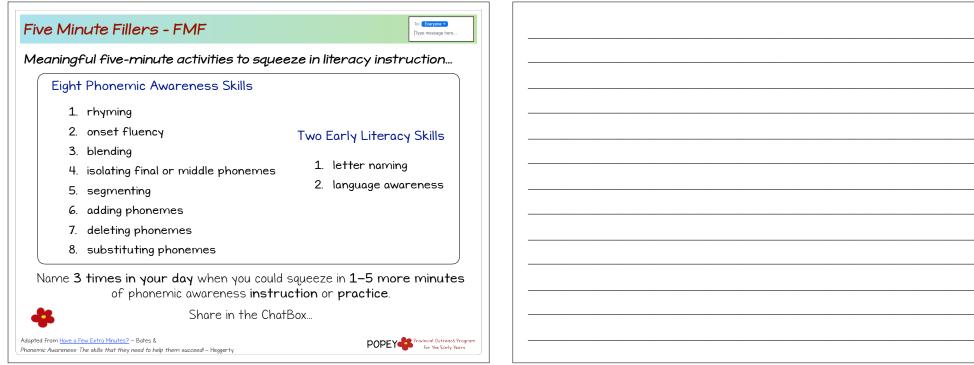
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- word wall activities
- word guessing games

Adapted from – Comprehensive Literacy Resource for Kindergarten, Grades 1–2 Teachers – Trehearne



Practicing Phonemic Awareness throughout the day Make use of transition times and existing routines... During morning meeting – have students segment phonemes in each other's names During interactive writing – use elkonin boxes During transition times – play a few rounds of "Guess my Secret Word" by saying segmented words and students can blend sounds together

Word Wall I Spy

Easily differentiated to meet your students' needs

- the word starts with 't'
- the word has 3 letters
- the word has a long 'e' sound
- the word has 2 syllables
- ▶ it's a compound word
- it's a word that means the opposite of night

and	animal	because	another
ball	big	crash	community
can	friend	eating	discover
day	have	make	everybody
fun	look	outside	first
like	night	really	question
play	said	school	recycle
see	talk	sometimes	terrible
the	thing	truck	usually
up	your	writing	weather
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Shifting the Balance - Burkins & Yates

Sources Books, Blogposts & Presentations Videos Have a Few Extra Minutes? - Bates Balanced Literacy Diet - Park Those Sounds Mr. Rogers' Speech - Lifetime Achievement Award Shifting the Balance - Burkins & Yates The Fountas & Pinnell Phonics, Spelling, and Word Study System - Fountas & Pinnell Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom - Fountas & Pinnell Heggerty Phonemic Awareness Curriculum Phonemic Awareness: The skills that they need to help them succeed! - Heggerty Write from the Start: Writing Workshop in K-3 - POPEY Presentation by Lori Jamison 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 Comprehensive Literacy Resource (K, Grade 1-2) - Trehearne POPEY for the Early Years

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To: Everyone •





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See you next week for ...

Phonics - Wednesday, September 28th



Building a Strong Foundation for Reading & Writing

"Children who are aware of sound segments such as phrases, words,

syllables, rhymes, letter clusters, and individual sounds have

developed (phonemic and) phonological awareness and can use this

knowledge to connect their oral language with the written language

as they read and write.

The development of this sound awareness is necessary

in order for readers and writers to understand that

print represents speech."

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

