

SD45 - Bowen Island Community School Professional Learning Series

Foundational Literacy Learning: Exploring the How and Why of Differentiated, Playful Literacy Instruction

Tuesday, October 17th

3:00 - 4:30pm

Presenter: Lisa Thomas POPEY Program Manager



Shape of the Afternoon

This afternoon we will focus on a deeper dive into foundational literacy skills to support successful reading and writing development in the primary grades:

- ✓ components of comprehensive literacy instruction
- ✓ a scope & sequence for phonemic awareness and phonics
- ✓ interactive read alouds and vocabulary development
- ✓ Elkonin (sound) boxes and orthographic mapping
- ✓ characteristics of strong phonics instruction
- ✓ some low prep/high impact activities and games
- ✓ book making for our youngest writers



Warm Up! Word Wall I Spy

(words from a Grade 1 word list)

- the word starts with 'm'
- the word has 3 letters
- → the word has 2 syllables
- the word has a long 'e' sound
- it's something you ride in
- it's a word that means the opposite of **night**

after	day	jump	rain
and	did	kick	ride
animal	down	like	said
are	for	little	school
be	friend	look	she
best	from	made	sister
because	get	new	teacher
big	give	night	that
boy	good	off	them
brother	had	out	there
can	here	people	very
car	house	play	what
children	how	quit	you

Easily differentiated to be responsive to your students' varied abilities & needs. Can be adapted to use with vocabulary words from across the curriculum, and extended to a literacy centre/station — Portable Personalized Word Wall Folders.

Balanced Literacy Diet - Word Wall I Spy



Scope and Sequence of Phonemic Awareness

...the understanding that spoken words are made up of individual sounds

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

√ Sound and word discrimination:

What word doesn't belong with the others? cat, mat, bat, ran

- ✓ Rhyming: What word rhymes with 'cat'? bat
 - ✓ Syllable splitting: The onset of 'cat' is /k/, the rime is /at/
 - ✓ Blending: What word is made up of the sounds /k/ /a/ /t/? cat
 - ✓ Phonemic segmentation:

What are the sounds in 'cat'? /k/ /a/ /t/

✓ Phoneme deletion:

What is 'cat' without the /k/? at

✓ Phoneme manipulation: What word would you have if you changed the /t/ in 'cat' to an /n/? can

From - Phonemic Awareness: The skills that they need to help them succeed! - Heggerty University of Oregon Center on Teaching and Learning: Phonemic Awareness



Intentional, systematic phonemic awareness instruction

High-leverage instructional routines for phonemic awareness:

- ✓ Let's notice how sounds are made (articulatory gestures)
- ✓ Let's put sounds together to make whole words (blending)
- ✓ Let's take words apart (segmenting)
- ✓ Let's listen for sounds that are the same (isolation & discrimination)
- ✓ Let's take sounds off of words (deletion)
- \checkmark Let's change one sound in a word to make a new word (substitution)

How can you help students both NOTICE and MANIPULATE the phonemic structure of individual words?

Shifting the Balance: Burkins & Yates



Whole Class Instruction

One minute direct instruction lesson

Rhyme Recognition & Repetition

<u>Rhyme Repetition</u>

T says word pair, Students repeat:

hop/mop ran/fan wet/jet mad/dad

Examples:

go/no
yes/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.

 $\label{prop:condition} \textit{From} - \textit{Phonemic Awareness: The skills that they need to help them succeed!} - \textit{Heggerty}$



Whole Class Instruction

One minute direct instruction lesson

Onset fluency

Examples:

baker /b/ puppy/p/ dinner /d/

gentle /j/ happy /h/

Onset Fluency

T says word, Students say word, then isolate the onset

T: funny S: funny /f/

Role of the Educator

educator says a word

Role of the Students

· Students repeat the word and isolate the onset (first sound)

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



Whole Class Instruction

One minute direct instruction lesson

Blending Phonemes

Examples:

r-e-d p-u-tb-a-1 $f-1-\alpha-g$ s-w-i-m

g-1-a-s

Role of the Educator

• educator says the phonemes for each word

Role of the Students

Students blend the sounds to say the whole word

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



Blending Phonemes

T says the phonemes

for each word, Students

blend the sounds & say

whole word

T: b-l-a-kSs: b-l-a-k ... black

Whole Class Instruction

One minute direct instruction lesson

Segmenting Phonemes

Examples:

hop run map

play

slug grab

. Segmenting Phonemes

T says the word, Students say word, then segment it

T: flip

Ss: flip f-l-i-p

Role of the Students

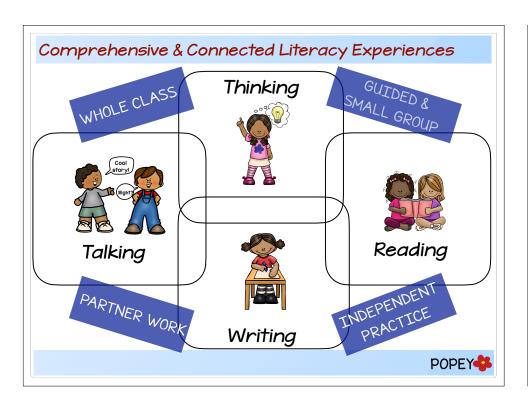
• educator says the word

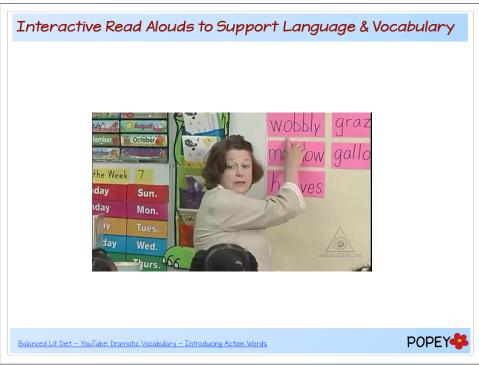
Role of the Educator

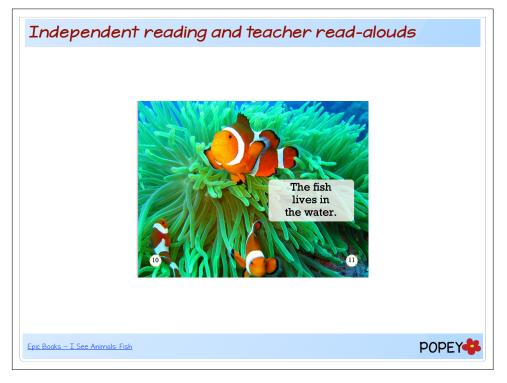
· Students repeat the word and segment it into phonemes

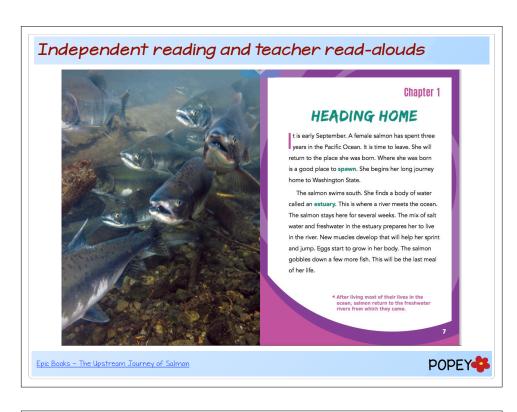
From - Phonemic Awareness: The skills that they need to help them succeed! - Heggerty

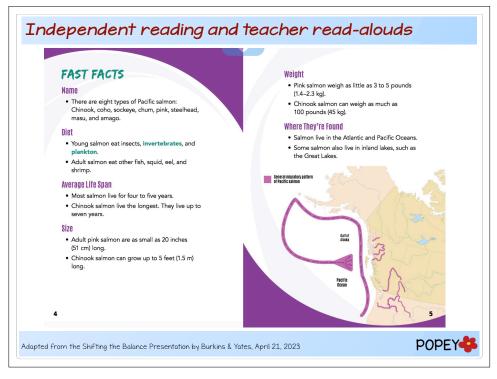












Independent reading and teacher read-alouds **GLOSSARY** CUITENT [KUR-UNIT]: Current is the movement of water in rivers, streams, and oceans. Salmon swim against the current to find a spot to lay their eggs. dam (DAM): A dam is a structure that blocks the flow of water. Salmon must get past a dam to continue up the river. estuary (ES-choo-er-ee): An estuary is a body of water where the ocean meets the river. The salmon stay in the estuary ✓ Read-aloud texts before swimming upstream. choose texts that will stretch fertilize [FUR-tuh-lize]: To fertilize is to make an egg ready to hatch. Male salmon fertilize the female salmon's eggs. listening comprehension by providing invertebrates (in-VUR-tuh-brits): Invertebrates are animals exposure to rich ideas, wide without backbones. Salmon eat small invertebrates. MUCUS (MY00-CUSS): Mucus is a thick liquid that protects vocabulary, background knowledge, parts of the body. Mucus covers a salmon's scales. plankton (PLANGK-tuhn): Plankton are tiny plants and animals and novel language structures floating in the water. Young salmon eat plankton. rapids [RAP-idz]: Rapids are part of a river where the water flows very quickly. Salmon must be strong to swim through the rapids. SCAIRS [SKAYLZ]: Scales are thin, overlapping plates that cover a salmon's body. Scales protect the salmon from harm. SPAWN [SPAWN]: To spawn is to produce young, usually in large numbers. Salmon swim up the river to spawn. **POPEY** Adapted from the Shifting the Balance Presentation by Burkins & Yates, April 21, 2023

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Supporting & connecting to new vocabulary

dam

a structure that blocks the flow of water

estuary

a body of water where the ocean meets the river

invertebrates

animals without backbones

plankton

tiny plants and animals floating in the water

rapids

part of a river where the water flows very quickly

scales

thin, overlapping plates that cover a salmon's body

Adapted from: Balanced Lit Diet - YouTube: Dramatic Vocabulary - Introducing Action Words



Supporting & connecting to new vocabulary

dam

plankton

estuary

rapids

invertebrates

scales

SMALL GROUP - Talking/Reading/Writing/Thinking Connection...

- -Which three words are you most interested in drawing a picture and/or writing a definition of, and why?
- -Tell your group/partner why you chose those words and what they mean.
- -Work alongside someone as you write/draw.

Adapted from: Balanced Lit Diet - YouTube: Dramatic Vocabulary - Introducing Action Words



Phonemic Awareness & Phonics

These work <u>in concert</u> to <u>explicitly</u> and <u>systematically</u> support our students as they navigate the unpredictable, complex alphabetic structure of language & print.



Phonemic Awareness

main focus is on sounds

- deals with spoken language
- lessons are oral and auditory
- students work with manipulating sounds in words
- · there are 44 sounds in the English language

Phonics

main focus is on letters and their sounds there are 26 letters that make 44 sounds

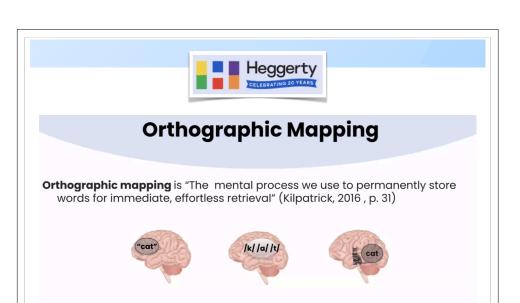
- · deals with written language and print
- · lessons are both visual and auditory
- students work with reading and writing letters according to their sounds, spelling patterns, and phonological structure
- there are over 200 ways to spell the 44 sounds we hear

Phonemic awareness instruction improves phonics skills, and phonics instruction improves phonemic awareness; the relationship is reciprocal.

-Lane & Pullen, 2004

Heggerty Phonemic Awareness Curriculum





This involves the formation of letter-sound connections to bond the spellings, pronunciations, and meanings of specific words in memory.

From Confusion to Clarity: Defining Sight Words, High Frequency Words, Red Words, and Heart Words - Heggerty Workshop



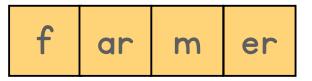
Using Elkonin boxes to Teach Orthographic Mapping

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



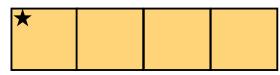
When Readers Struggle: Teaching that Works - Fountas and Pinnell



The process of using Elkonin boxes during Writing

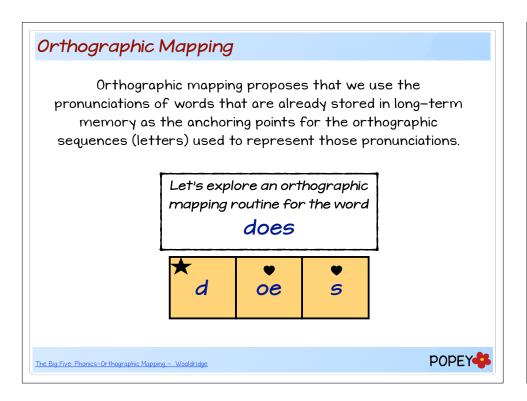
- *Give the student a 'practice page' or white board

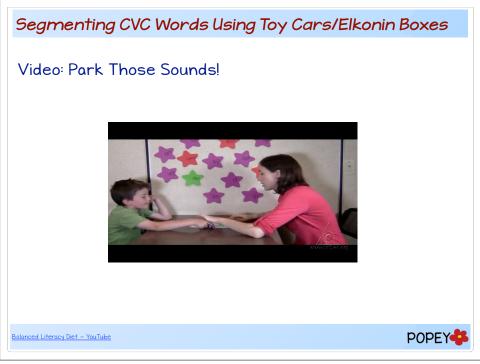
 *When the student is writing and they come to a word they need to
 problem solve, model the use of Elkonin boxes on the practice page
- *Model the task for the student
 - *Say the word slowly and touch the boxes (or push objects into the boxes) as you say the word
- *Have the student try it themselves
 - *You may do the task together until the student can take over

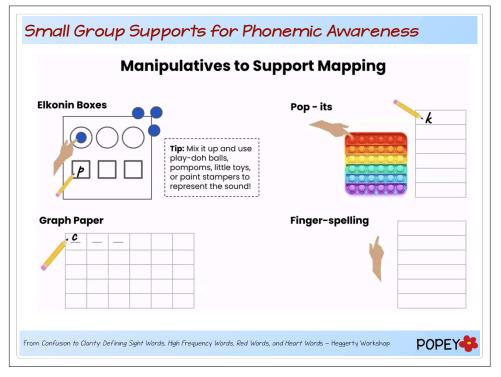


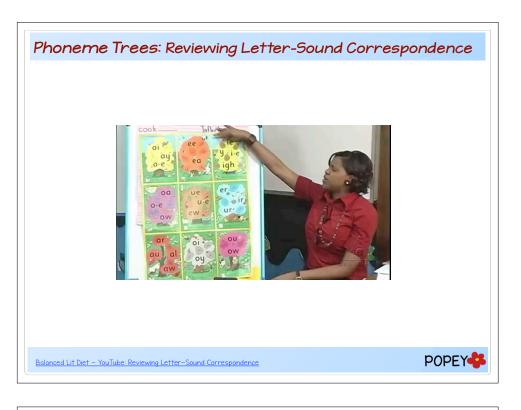
Literacy Lessons Part Two - Clay

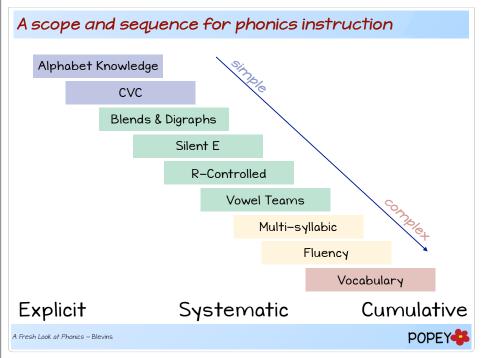












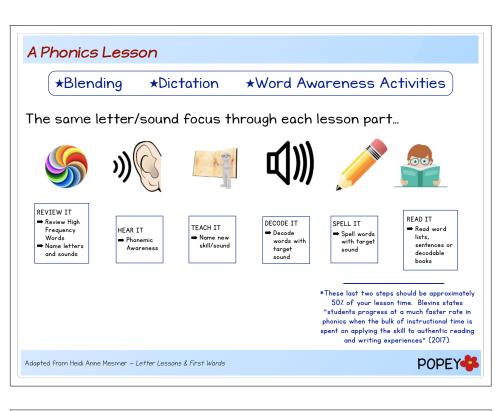
Characteristics of Strong Phonics Instruction

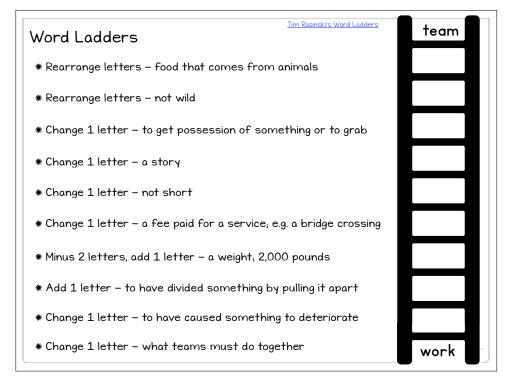
- √ Readiness Skills
- √ Scope and sequence
- ✓ Blending
- ✓ Dictation
- ✓ Word Awareness Activities
- √ Teaching High-Frequency Words
- ✓ Reading Connected Text

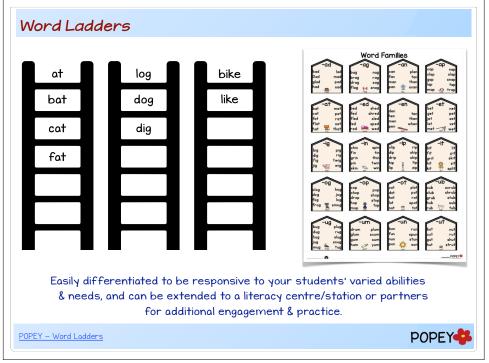
Active * Social * Reflective

Phonics From A to Z: A Practical Guide - Blevins





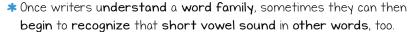




The Power of Word Families

Teaching word families is high impact instruction

- * There are 37 word families that can help kids spell about 500 words
- * The word families help kids make C-V-C words and also teach children a foundational spelling strategy
- * One known word can help you spell other unknown words:
 - √hop, mop, chop
 - √ day, say, play
 - √bat, cat, flat
 - √ fin, pin, grin
 - √bit, fit, split







Goals for Launching Writers Workshop

- *Build a safe writing community
- * Establish rituals and routines
- * Generate lots of thinking, talk and writing
- * Develop the understanding that all good writing has meaning, detail, structure and pacing

You and your students **first** enjoy and respond to literature **as readers** and then later come back to the familiar text **as writers** in Writing Workshop mini-lessons.

Launching the Writing Workshop - Leograndis



Nurturing and Supporting Young Writers

- * Writing must be a predictable, daily ROUTINE
- * Children need to see themselves as writers, each with a unique IDENTITY
- * Writing is a process of DECISION-MAKING and ACTION
- * Writers need a disposition for RISK-TAKING
- * Writers need a sense of MOMENTUM to know they are growing
- * Writers work with a sense of CRAFT guiding them, and they learn craft from MENTORS
- * Teachers must ACT AS IF children are capable, competent writers

Holding these beliefs about writing will help shape our plans, actions, and responses as we support and guide young writers.

A Teacher's Guide to Getting Started with Beginning Writers - Wood Ray & Cleaveland



Book Making

Learning Through Language, Learning About Language

- ▶ Is developmentally appropriate. Brings a sense of PLAY to making.
- ▶ Encourages children to do bigger work and develop stamina for writing.
- Causes children to live like writers
- ▶ Makes the 'reading like writers' connection so clear.
- ▶ Helps children begin to understand the process of composition and decision—making.
- ▶ Helps children begin to understand genre, purpose & audience.

beliefs guide actions

A Teacher's Guide to Getting Started with Beginning Writers - Wood Ray & Cleaveland



Book Making

- 1. TIME conversations, demonstrations, students writing, sharing their process
- 2. SPACE deciding where they can do their best work as a writer is a decision the children can own
- 3. BLANK BOOKS lines set an expectation for print that makes some children think "I don't know how to do that, so I can't."
- 4. WRITING TOOLS Students choose from separate tubs for crayons, coloured pencils, and markers; bins for blank, pre-stapled books; ABC charts
- 5. AN IMAGE OF BOOKMAKING students know what books look like; that PEOPLE make books; a finished book is the result of someone's work to make that book taking action from ideas

Bottom Line: If children aren't TRYING to write, they aren't LEARNING to write.

A Teacher's Guide to Getting Started with Beginning Writers - Wood Ray & Cleaveland



Book Making

1 TIME

- * 10-20 minutes WRITERS' MEETING (whole class)

 The teacher leads conversations, demonstrations, and inquiries connected to a unit of study.
- * 30-40 minutes INDEPENDENT WORK

 The children make books.
- * 5-10 minutes SHARE & REFLECTION (whole class)
 Writers tell stories of process.

Extend the time for independent work a little each day

A Teacher's Guide to Getting Started with Beginning Writers - Wood Ray & Cleaveland

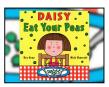


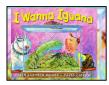
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Mentor Texts to Launch Connected Writing Activities

Persuasive books







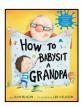


How-to books











Sources

Books & Presentations

A Fresh Look at Phonics, Grade K-2 - Blevins

Phonics From A-Z - Blevins

Shifting the Balance - Burkins & Yates

Units of Study - Calkins, The Reading and Writing Project

Literacy Lessons Part Two - Clay

When Readers Struggle: Teaching that Works - Fountas and Pinnell

Heggerty Phonemic Awareness Curriculum

From Confusion to Clarity: Defining Sight Words, High Frequency Words, Red Words, and Heart Words - Heggerty Workshop

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

Launching the Writing Workshop - Leograndis

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

Letter Lessons & First Words - Mesmer

A Teacher's Guide to Getting Started with Beginning Writers - Wood Ray & Cleaveland



Sources

Videos

Balanced Lit Diet - YouTube: Dramatic Vocabulary - Introducing Action Words

<u>TikTok - Orthographic Mapping</u>

Balanced Literacy Diet - Park Those Sounds!

Balanced Literacy Diet - Word Wall I Spy

POPEY - Word Ladders

Balanced Lit Diet - YouTube: Reviewing Letter-Sound Correspondence

Digital Resources

Tim Rasinski's Word Ladders

Epic Books - The Upstream Journey of Salmon

Epic Books - I See Animals: Fish

BC Ministry of Education - ELA Curriculum

University of Oregon Center on Teaching and Learning: Phonemic Awareness



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