

Ice Breaker & Opening Reflection

How do you see yourself?

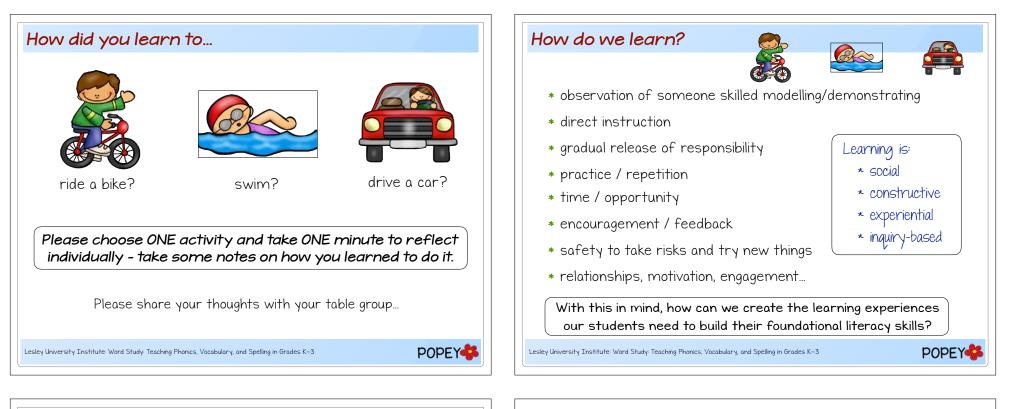
- * Who are you?
- * What's your name? What does it mean?
- * How would you describe yourself to someone who didn't know you?

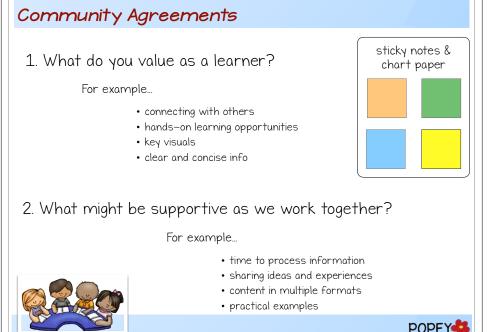
Choose one question to answer.

Take ONE minute to reflect privately, jot some notes, and share something with 3 other people in the room.



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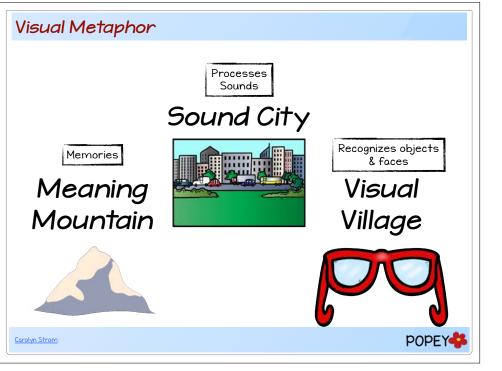




Word Solving



"The goal of word work is to help children become active word solvers who can recognize words, take them apart or put them together, know what they mean and connect them to other words."



The Building Blocks of Literacy Learning

The goal is for students to...

Comprehensive Literacy Resource - Trehearne



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• 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



Key Definitions

Phonological Awareness

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

Phonemic Awareness

-the understanding that spoken words are made up of individual sounds called PHONEMES

Phonics

-letter/sound relationships in reading and writing

Adapted from The Fountas & Pinnell Phonics, Spelling, and Word Study System - Fountas & Pinnell

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Emergence of Phonological Awareness

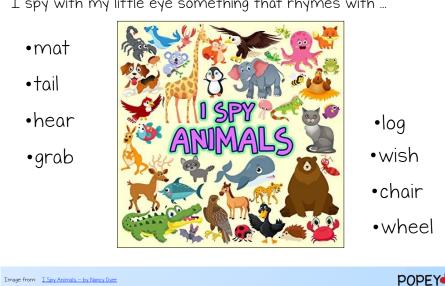
- *Rhyme
- *Alliteration
- *Sentence Segmentation
- *Syllables
- *Onset and Rime
- *Phoneme Matching
- *Phoneme Isolating
- *Phoneme Segmenting
- *Phoneme Segmenting and Blending
- *Phoneme Manipulating

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

Rhyming Activity - OUT of text

I spy with my little eye something that rhymes with ...

- •mat
- •tail
- •hear
- •grab



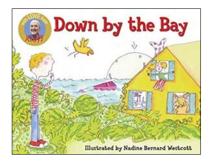


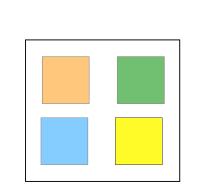


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Read Aloud Rhyming Activity - IN Text





Did you ever see a frog... Did you ever see a fox...

Did you ever see a dragon...

-or choose your own animal and rhyme-



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 I do WE do YOU do

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

Modelling a Mini-Lesson on Alliteration * mini, not maxi * strategy-focused

- * model, model, model
- * direct and explicit instruction

Peter Piper picked a peck of pickled peppers

Lily loves...

* guided practice in a safe, supportive setting



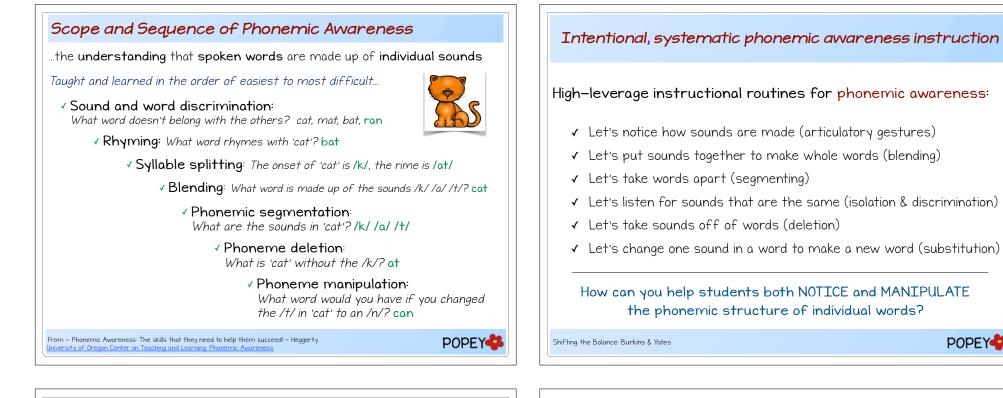
Calico cat

* transfer to independence

make up your own phrase using alliteration

Phonics Activities & Games Kit - Blevins & Sadler School





Whole Class Instruction

One minute direct instruction lesson

Rhyme Recognition & 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.

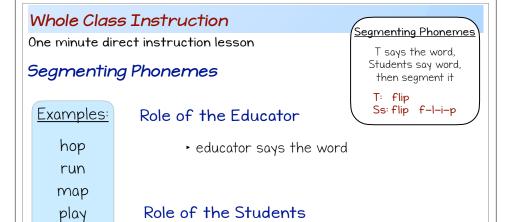


Rhyme Repetition

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

T says word pair, Students repeat:

Whole Class Instruction One minute direct instruction lesson		(<u>Onset Fluency</u>		Whole Class	Blending Phonemes	
Onset fluency		T says word, Students say word, then isolate the onset	T says word, Students say word, then isolate the onset Blending Phonem		ect instruction lesson Nonemes	T says the phonemes for each word, Student blend the sounds & say whole word
Examples: baker /b/ puppy /p/ dinner /d/ gentle /j/ happy /h/	Role of the Educator • educator says of Role of the Students • Students repeat the w onset (first sound)			Examples: r-e-d p-u-t b-a-l f-l-a-g s-w-i-m g-l-a-s	Role of the Educator • educator says the phone Role of the Students • Students blend the sounds	
rom - Phonemic Awareness: T	he skills that they need to help them succeed! - Heagerty	POPEY		Di	The skills that they need to help them succeed - Heagerty	POPEY



Students repeat the word and segment it into phonemes

slug

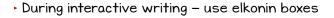
grab



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 transition times – play a few rounds of "Guess my Secret Word" by saying segmented words and students can blend sounds together

Pause & Reflect

What we've explored so far...

- ✓ How we learn
- ✓ Building new systems in students' brains



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- ✓ Scope & Sequence for Phonological Awareness
- ✓ Word Study IN and OUT of texts
- ✓ Mini-Lessons the path to independence

Jot down any connections or wonderings you have Chat & share a thought with your tablemates

* Meaning Mountain - Sound City - Visual Village

Shifting the Balance - Burkins & Yates

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Article

Nell Duke & Heidi Anne Mesmer

Phonics Faux Pas

Avoiding Instructional Missteps in Teaching Letter-Sound Relationships

By Nell K. Duke, Heidi Anne E. Mesmer



Phonics Faux Pas - Duke & Mesmer



Phonemic Awareness & Phonics

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

Phonemic Awareness

Phonics

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

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

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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

Warm Up! Word Wall I S	(words f	(words from a Grade 1 word list)			
the word starts with 'm'	after	day	jump	rain	
	and	did	kick	ride	
the word has 3 letters	animal	down	like	said	
	are	for	little	school	
	be	friend	look	she	
 the word has 2 syllables 	best	from	made	sister	
	because	get	new	teacher	
the word has a long 'e' sound	big	give	night	that	
	boy	good	off	them	
► it's something you ride in	brother	had	out	there	
	can	here	people	very	
► it's a word that means	car	house	play	what	
the opposite of night	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

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Using Elkonin boxes to Teach Orthographic Mapping

Why use Elkonin boxes?

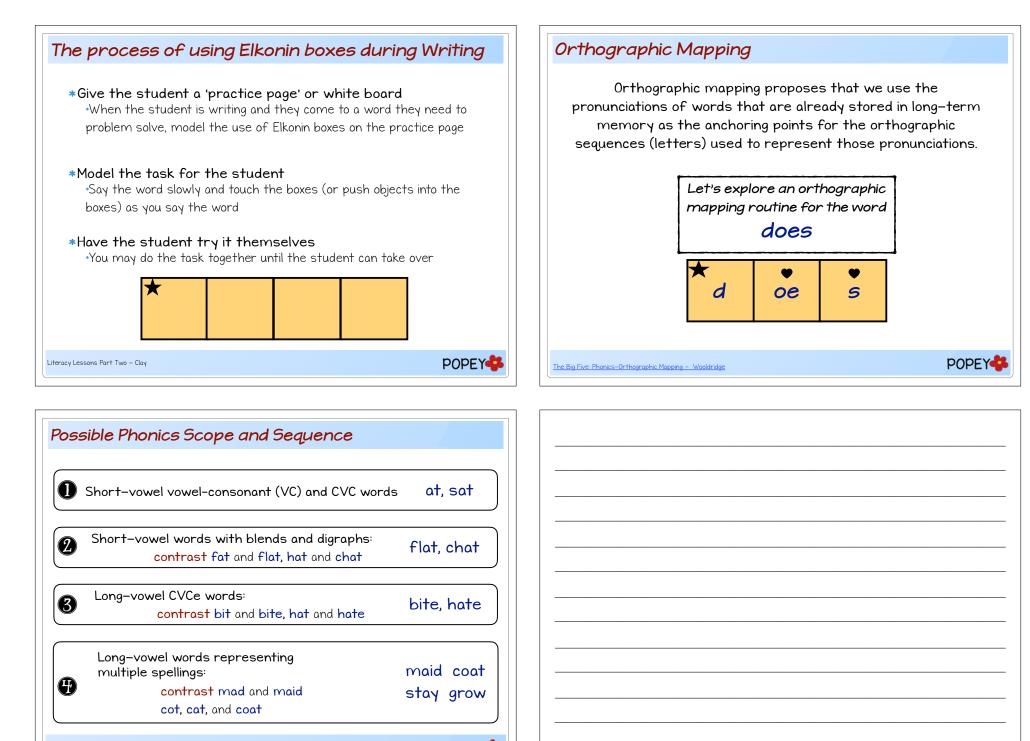
- *it helps build students' phonemic awareness & phonics
- *it helps connect letters to sounds
- *it helps students hear and record all sounds in a word
- *it helps solidify left to right directionality

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

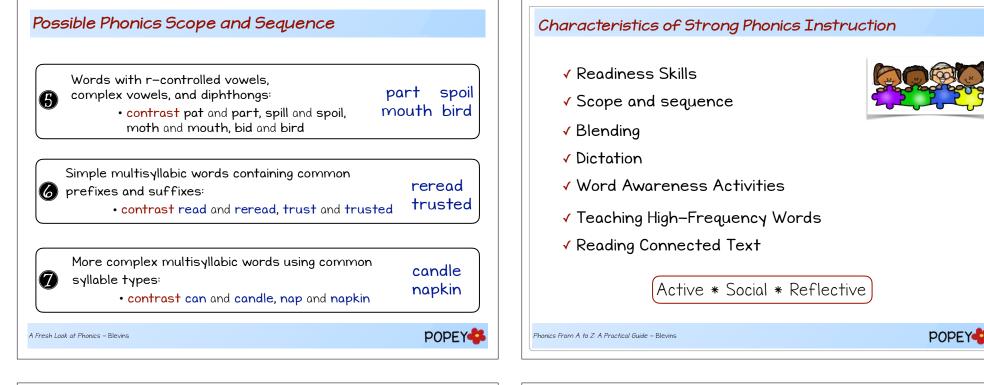


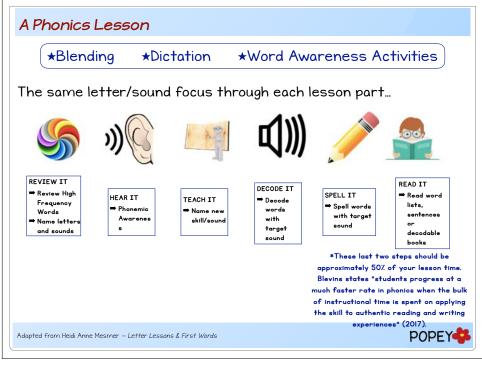




A Fresh Look at Phonics – Blevins

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Word Ladders

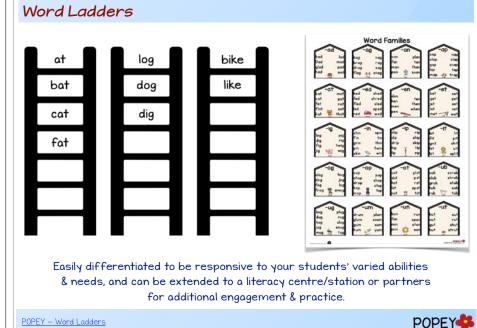
Tim Rasinski's Word Ladders

- * Rearrange letters food that comes from animals
- * Rearrange letters not wild
- * Change 1 letter to get possession of something or to grab
- * Change 1 letter a story
- * Change 1 letter not short
- * Change 1 letter a fee paid for a service; e.g. a bridge crossing
- * Minus 2 letters, add 1 letter a weight; 2,000 pounds
- * Add 1 letter to have divided something by pulling it apart
- * Change 1 letter to have caused something to deteriorate
- * Change 1 letter what teams must do together

meat tame take tale tall toll ton torn worn worl

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team



POPEY - Word Ladders

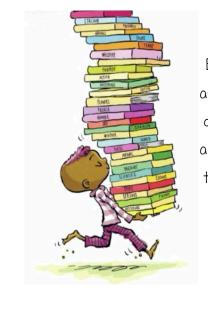
Systematic Plan

"When a new skill is introduced, it should be systematically and purposefully reviewed for the next four to six weeks."

- Wiley Blevins





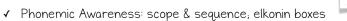


Engagement deepens further as children actually deploy their developing phonics and spelling abilities to read and write texts to inform, persuade, entertain, and innovate. -Nell Duke

-Nell Duke

Pause & Reflect

What we've explored since the break:



- ✓ Article: Avoiding Instructional Missteps...
- $\boldsymbol{\checkmark}$ Using students' names to explore sounds, letters, language
- ✓ Scope & sequence for phonics
- ✓ Revisiting elkonin boxes and orthographic mapping
- \checkmark Phonics as foundational for reading & writing

Jot down any connections or wonderings you have Chat & share a thought with your tablemates

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mage: Peter H. Reynolds — The Word Collector

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 <u>as readers</u> and then later come back to the familiar text <u>as writers</u> in Writing Workshop mini-lessons.



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

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Book Making

Learning <u>Through</u> Language, Learning <u>About</u> 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

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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

Choice of Genre

Increasing engagement through choice of genre.

- * Ask students, "what is your favourite topic to write about?"
- * Modelling 'think aloud,' explain your favourite topic to write about and all the different genres you can choose to write.



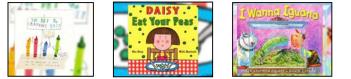
- a small moment story about my cat

- A poem about cats
- A labeled diagram of a cat
- A 'how to' book about taking care of cats
- An information book about cats

Craft and Process Studies- Glover

Mentor Texts to Launch Connected Writing Activities

Persuasive books

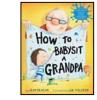




How-to books





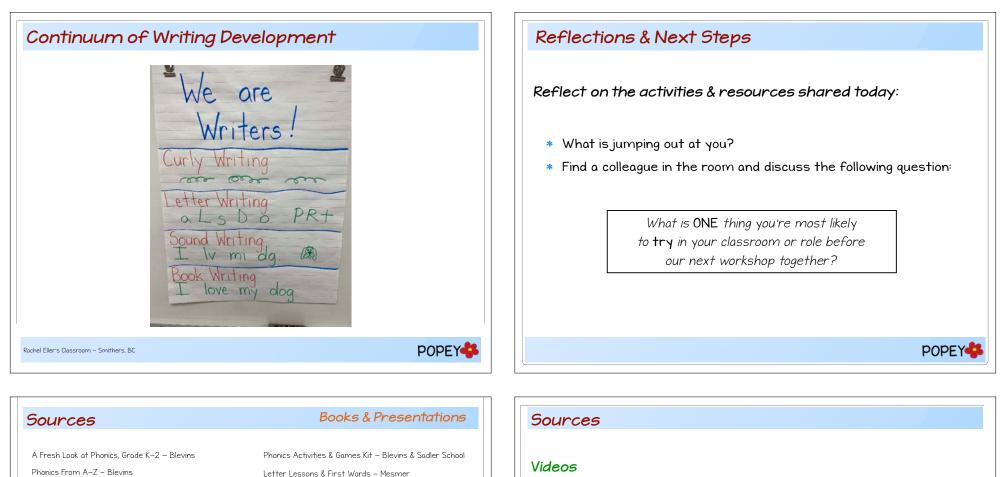


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 Phonics From A-Z - Blevins
 Letter Lessons & First Words - Mesmer

 Shifting the Balance - Burkins & Yates
 Comprehensive Literacy Resource - Trehearne

Craft and Process Studies - Glover

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

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

The Fountas & Pinnell Phonics, Spelling, and Word Study System - Fountas & Pinnell

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

POPFY Provincial Outreach Program

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OURCES Oldeos TikTok - Orthographic Mapping Balanced Literacy Diet - Park Those Sounds! Balanced Literacy Diet - Word Wall I Spy POPEY - Word Ladders Worry About Yourself Birth of a Word Balanced Lit Diet - YouTube: Reviewing Letter-Sound Correspondence Balanced Lit Diet - YouTube: Reviewing Letter-Sound Correspondence Meinemann Online Resources for A Teacher's Guide to Getting Started with Beginning Writers The Big Five: Phonics-Orthographic Mapping - Wooldridge University of Oregon Center on Teaching and Learning: Phonemic Awareness

