

Literacy How Professional Learning Series  
**Phonemic Awareness: Knowledge to Practice**

**Isolation: Picture/Sound Sort (Stage 0)**

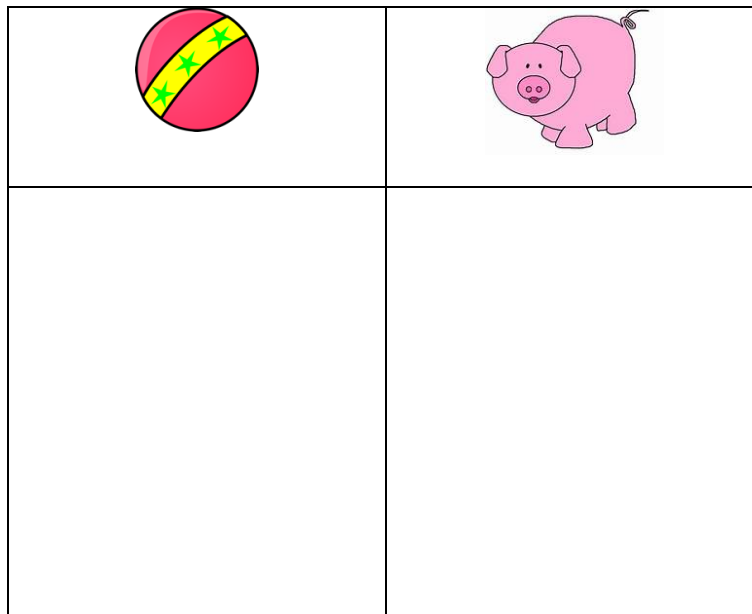
**Objective:** To isolate and identify phonemes in various positions in words (i.e., initial, final, medial)

**Target students:** PreK – 1

**Materials needed:** Pocket chart to display pictures, set of pictures with targeted sounds

**How to do the activity:**

1. Determine the initial, final or medial sounds<sup>1, 2</sup> that you want students to isolate and identify.
2. Set up pocket chart with header pictures (i.e., pictures that are key words for the targeted sounds). For example, to practice discriminating the initial sounds / b / and / p /, the header pictures could be a **ball** and a **pig**.



3. Present selected pictures for the sort one at a time. Ask students to name the pictured object and/or repeat<sup>3</sup> the word after you.

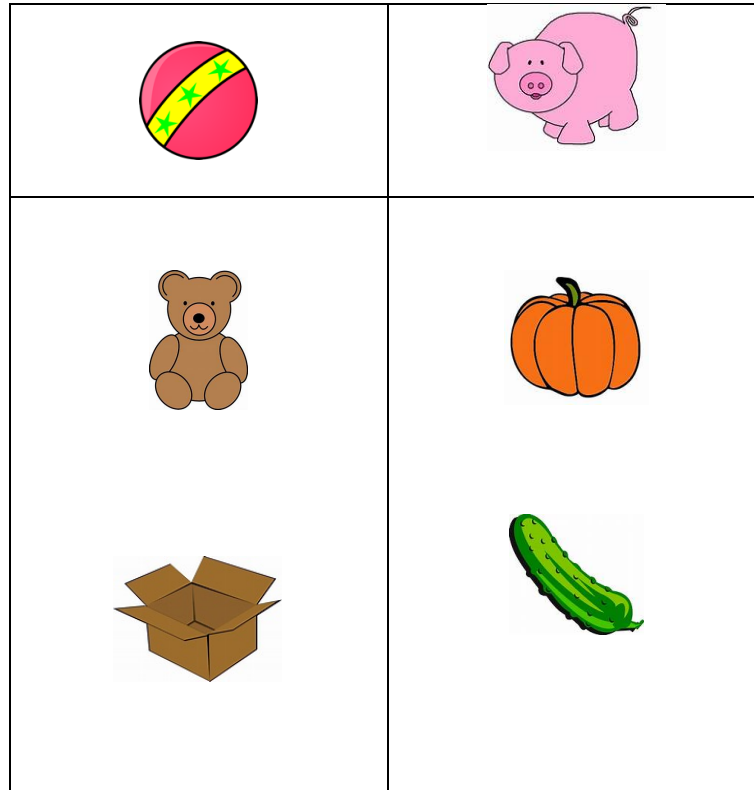


4. Have students compare the targeted sound (initial, final or medial) to the header pictures. Place the picture under the header that matches the targeted sound. For example, a picture of a bear would be placed under the header picture of a ball. See Isolation “**Background information for these activities**” section for the why and how of this activity.

Literacy How Professional Learning Series  
**Phonemic Awareness: Knowledge to Practice**

sorted under **ball** because **bear** begins with the same sound as **ball**; a picture of a **pumpkin** would be sorted under **pig** because **pumpkin** begins with the same sound as **pig**.

5. Continue with the remaining pictures. Encourage students to reflect on their choices.



6. After sorting all of the pictures, have students name the pictures in each category. Have students isolate and stress the sound in the targeted position to confirm they have placed the pictures in the correct category.

<sup>1</sup> Use the sequence of initial sound, final sound and medial sound to plan instruction. Of special note is the importance of spending time on the final sound. Final sounds are difficult to isolate even with meticulous pronunciation because in running speech, we often drop the ends of words.

<sup>2</sup> Begin by contrasting two sounds to ensure mastery before adding others. Sort by sound and make sure that each picture is compared to the header with the “key” word/picture. As children gain proficiency, add an oddball category, that is a category for words that don’t fit the targeted sounds.

<sup>3</sup> Whenever you do phonemic awareness work, it’s important to articulate words very clearly and also ensure that children are always repeating the words so that you can check to make sure that they’re pronouncing the word accurately.

See Isolation “**Background information for these activities**” section for the why and how of this activity.

## Concepts of Print – Teacher’s Words

No.	Concepts	Prompts	Responses/Scores
1.	FRONT COVER ( <i>Book Concepts</i> )	“Show me the front of this book.”	One point for correct response.
2.	BACK COVER ( <i>Book Concepts</i> )	“Show me the back of this book.”	One point for correct response.
3.	THE TITLE ( <i>Book Concepts</i> )	“Show me the name of this book or story.”	One point for pointing to title on cover or title page.
4.	PRINT CARRIES THE MESSAGE ( <i>Reading Concepts</i> )	“Show me where I start reading.”	One point for print. Zero points for picture.
5.	BEGINNING OF TEXT ( <i>Directionality Concepts</i> )	“Show me with your finger where I have to begin reading.”	One point for pointing to the first word.
6.	LEFT TO RIGHT; TOP TO BOTTOM ( <i>Directionality Concepts</i> )	“Show me with your finger which way I go as I read this page.”	One point for moving left-to-right on page with finger.
7.	RETURN SWEEP ( <i>Directionality Concepts</i> )	“Where do I go then?”	One point for return sweep (top line to bottom line).
8.	ONE-TO-ONE MATCH ( <i>Reading Concepts</i> )	“You point to the words while I read the story.” (Read slowly, but fluently).	One point for one-to-one matching of print with spoken word.
9.	FIRST WORD ( <i>Concepts of Word</i> )	“Use your finger to show me the first word on this page.”	One point for pointing to the first word on the page.
10.	LAST WORD ( <i>Concepts of Word</i> )	“Use your finger to show me the last word on this page.”	One point for pointing to the last word on the page.
11.	WORD ( <i>Concepts of Word</i> )	“Move your fingers until I can see one word. Now, show me two words.	One point for BOTH correct responses.

*Continued on next page.*

### Concepts of Print – Teacher’s Words *Continued*

No.	Concepts	Prompts	Responses/Scores
12.	FIRST LETTER IN A WORD ( <i>Concepts of Letter</i> )	“Show me the first letter in a word.”	One point for correct response.
13.	LAST LETTER IN A WORD ( <i>Concepts of Letter</i> )	“Show me the last letter in a word.”	One point for correct response.
14.	ONE LETTER/TWO LETTERS ( <i>Concepts of Letter</i> )	“Move your fingers and show me one letter. Now, show me two letters.”	One point for BOTH correct responses.
15.	LETTER NAMES ( <i>Concepts of Letter</i> )	“Show me three letters that you know on this page and tell me the name of each one.”	One point for pointing and correctly naming three letters.
16.	A CAPITAL LETTER ( <i>Concepts of Letter</i> )	“Use your finger to show me a capital letter.”	One point for pointing to or framing a capital letter.
17.	A SMALL LETTER ( <i>Concepts of Letter</i> )	“Use your finger to show me a small letter.”	One point for pointing to or framing a small letter.
18.	PERIOD (.) ( <i>Punctuation Marks</i> )	“What is this called?” or “What is this for?”	One point for naming and/or demonstrating an understanding of what a period means.
19.	QUESTION (?) ( <i>Punctuation Marks</i> )	“What is this called?” or “What is this for?”	One point for naming and/or demonstrating an understanding of what a question mark means.
20.	EXCLAMATION(!) ( <i>Punctuation Marks</i> )	“What is this called?” or “What is this for?”	One point for naming and/or demonstrating an understanding of what an exclamation point means.
21.	QUOTATION (“) ( <i>Punctuation Marks</i> )	“What is this called?” or “What is this for?”	One point for naming and/or demonstrating an understanding of what a quotation mark means.
22.	COMMA (,) ( <i>Punctuation Marks</i> )	“What is this called?” or “What is this for?”	One point for naming and/or demonstrating an understanding of what a comma means.

# CONCEPTS OF PRINT

## Individual Checklist

Student Name: \_\_\_\_\_

Grade as of May, 2001: \_\_\_\_\_

District: \_\_\_\_\_

Date Administered: \_\_\_\_\_

### Recording:

- ◆ Indicate correct responses with a check (✓).
- ◆ Write (●) if the child cannot or will not give a response.

The student POINTS to:		Score	Comments
1.	the front of the book		
2.	the back of the book		
3.	the title		
4.	the text		
5.	where to begin reading the story		
6.	the direction in which to read (left to right)		
7.	where to go next at the end of the line		
8.	words one-to-one as teacher reads one page (voice-print matches)		
9.	the first word on the page		
10.	the last word on the page		
The student FRAMES:			
11.	one word/two words		
12.	the first letter in a word		
13.	the last letter in a word		
14.	one letter/two letters		
15.	The student points to and names any three letters on the page (____ _).		
The student points to OR frames:			
16.	a capital letter		
17.	a small letter		
18.	a period (.)		
19.	a question mark (?)		
20.	an exclamation mark (!)		
21.	quotation marks (“”)		
22.	a comma (,)		

**TOTAL**  
**Number Correct: \_\_\_\_\_ /22 Possible**

Adapted from *An Observation Survey of Early Literacy Achievement*, Marie M. Clay.

CONCEPTS OF PRINT			
<b>Book Concepts</b> 1. Front of book 2. Back of book 3. The title	<b>Reading Concepts</b> 4. The text 8. Words one-to-one	<b>Directionality Concepts</b> 5. Where to begin reading story 6. Direction in which to read (left to right) 7. Where to go next at end of the line	<b>Concepts of Letter and Word</b> 9. First word on page 10. Last word on page 11. One word/two words 12. First letter in word 13. Last letter in word 14. One letter/two letters 15. Names 3 letters on page
			<b>Punctuation Marks</b> 16. Capital letter 17. Small letter 18. A period 19. A question mark 20. An exclamation mark 21. A comma 22. Quotation marks

Literacy How Professional Learning Series  
**Phonics: Knowledge to Practice**

**Concepts of Print: Synchronized Reading (Stage 0)**

**Objective:** To practice finger point reading to develop awareness of the alphabetic principle

**Target students:** Pre-K – K

**Materials needed:** Short text (i.e., nursery rhymes, poems) written on poster paper or displayed on Smartboard, a pointer, and copies of the text for students' use

**How to do activity:**

1. Project or post the text for all students to see.
2. On the first reading, ask students to listen to the poem as you recite it slowly and with prosody. Point to each word as you read. Emphasize the following in one of the recitations:
  - Reading from the top of the page to the bottom
  - Reading words from left to right
  - Return sweep at the end of each row.
  - Some words get two taps because they have two parts (i.e., syllables)
3. During the second reading of the poem, stop intermittently to explain that the word you are pointing to begins with a sound that corresponds to/matches the letter (e.g., the word **soup** begins with the / s / sound and it has the letter **s** at the beginning of the word). Teach the same concept with an ending continuant sound (e.g., the word **muffin** ends with the / n / sound and it has the letter **n** at the end of the word). Encourage students to pay attention to what their mouths are saying along with the letters they are seeing. Synchronizing their attention between the sounds and letters helps students develop the alphabetic principle.
4. Provide students with a copy of the text at their seat/table. Recite the poem several more times and ask students to point to the words on their copy as you read.
5. Finally, ask individual children to 'read' the poem in front of the class with the pointer. Guide each child through the process, pointing out the match between what their mouth is saying and the sounds that the letter they are pointing to represents.






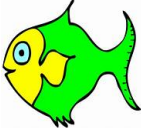
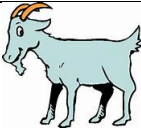

**Follow-up Activity:**

Write each line of the poem on a sentence strip. As an independent activity (i.e., a center activity), ask pairs of students to arrange the sentence strips in the correct order on a pocket chart.










See Concepts of Print "**Background information for these activities**" section for the why and how of this activity.

Cue words for the letters of the alphabet

The following pictures are suggested as cues for the beginning sounds for the letters of the alphabet, with the exception of the letter **x**, which illustrates the final sound as in **box**. Other pictures can be substituted being careful to avoid selecting objects where the initial sound is the first sound in a consonant blend or a digraph.



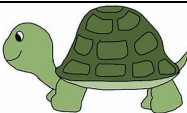

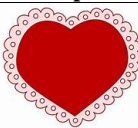
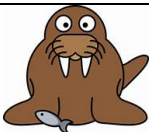
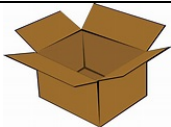
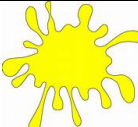

<b>A</b>	 apple
<b>B</b>	 bear
<b>C</b>	 car
<b>D</b>	 dog
<b>E</b>	 echo
<b>F</b>	 fish
<b>G</b>	 goat
<b>H</b>	

Literacy How Professional Learning Series  
**Phonics:** Knowledge to Practice

	<b>house</b>
<b>I</b>	 <b>itch</b>
<b>J</b>	 <b>jar</b>
<b>K</b>	 <b>kite</b>
<b>L</b>	 <b>lion</b>
<b>M</b>	 <b>moon</b>
<b>N</b>	 <b>nurse</b>
<b>O</b>	 <b>octopus</b>
<b>P</b>	 <b>pig</b>
<b>Q</b>	 <b>queen</b>





Literacy How Professional Learning Series  
**Phonics:** Knowledge to Practice

<b>R</b>	 rose
<b>S</b>	 sock
<b>T</b>	 turtle
<b>U</b>	 up
<b>V</b>	 Valentine
<b>W</b>	 walrus
<b>X</b>	 box
<b>Y</b>	 yellow
<b>Z</b>	 zebra

## The Alphabet Chant

A B C D E F G 

H I J K L M N 

O P Q 

R S T 

U V W 

X Y Z 

**Now I never will forget, how to say  
the alphabet.**

Sarah Wager, Noah Webster School, 2007

## The Alphabet Chant

a b c d e f g 

h i j k l m n 

o p q 

r s t 

u v w 

x y z 

**Now I never will forget, how to say  
the alphabet.**

Sarah Wager, Noah Webster School, 2007

Appendix

## The Vowel Song

(Sung to the tune Are You Sleeping?)

A makes two sounds, a makes two sounds, / ā / and / ă /, / ā / and / ă /.

/ ā / as in acorn,



/ ā / and / ă /, / ā / and / ă /.

/ ă / as in apple,



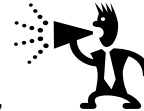
E makes two sounds, e makes two sounds, / ē / and / ě /, / ē / and / ě /.

/ ē / as in eagle,



/ ē / and / ě /, / ē / and / ě /.

/ ě / as in echo,



I makes two sounds, i makes two sounds, / ī / and / ĭ /, / ī / and / ĭ /.

/ ī / as in ice cream,



/ ī / and / ĭ /, / ī / and / ĭ /.

/ ĭ / as in itch,



O makes two sounds, o makes two sounds, / ō / and / ǫ /, / ō / and / ǫ /.

/ ō / as in ocean,



/ ō / and / ǫ /, / ō / and / ǫ /.

/ ǫ / as in octopus,



U makes two sounds, u makes two sounds, / ū / and / ŭ /, / ū / and / ŭ /.

/ ū / as in unicorn,



/ ū / and / ŭ /, / ū / and / ŭ /.

/ ŭ / as in up,



## **Capital Letter Stroke Descriptions**

A – slant, slant, across

B – down, up, around, and around again

C - around, stop

D - down up, around

E - down, across, across, across

F - down, across, across

G - around, straight back

H - down, down across

I - down, across, across

J – down, hook OR down, hook, across

K - down, slant in, slant out

L - down, straight across

M - down, up, slant down, slant up, down

N - down, up, slant, up

O - top, around, close

P - down, up, around

Q – top, around, close, slant

R - down, up, around, slant out

S - curve, slant, curve

T - down, across

U – down, curve up, down

V - slant down, slant up

W - slant down, up, down, up

X – slant right, slant left

Y – slant right, slant left

Z – across, slant down left, across

## Stroke Descriptions for Continuous Manuscript Letters

a – Around, down.	o – Top, around, close.
b – Down, up, around.	p – Down, up, around.
c – Around, stop.	q – Around, down, hook.
d – Around, up, down.	r – Down, up, over.
e – Across, around, stop.	s – Curve, slant, curve.
f – Curve, down. Cross.	t – Down. Cross.
g – Around, down, hook.	u – Down, curve up, down.
h – Down, hump.	v – Slant down, slant up.
i – Down, dot.	w – Slant down, slant up, slant down, slant up.
j – Down. hook, dot.	x – Slant right. Slant left.
k – Down. Slant in, slant out.	y – Slant right. Slant left.
l – Down.	z – Across, slant down left, across.
m – Down, hump, hump.	
n – Down, hump.	

Retrieved from <http://www.neuhaus.org>

## Phoneme-Grapheme Acquisition: See It...Say It...Write It (Stage 0)

**Objective:** To learn sound-letter associations for the letters of the alphabet including correct letter formations

**Target students:** Pre-K – K

**Materials needed:** Large cards (5 x 7 or 8 ½ x 11) with individual letters of the alphabet, wall cards with letters and key words for reference<sup>1</sup>, white boards, markers, and erasers

**How to do activity:**

1. Give each student a white board, a marker, and eraser.
2. Show students a letter on a card. Explain that for each letter of the alphabet they will:
  - a. See a letter and say the name of the letter (e.g., **b**)
  - b. Say the sound associated with the letter (e.g., / b /)
  - c. Write the letter

When they do this, they will **See It...Say It...Write It**.

3. Model the process.
  - Display the letter card with the letter **b** (or the first letter in the scope and sequence being used<sup>2</sup>).
    - Say the name of the letter: **b**. Have student repeat the name.
    - Say the sound of the letter: / b /. Have students repeat the sound.
    - Skywrite the letter—using the correct letter formation<sup>3</sup>—while naming the letter. Have students skywrite the letter while naming the letter.
    - Have students write the letter **b** on their white boards using correct letter formation.
4. Practice the **See It...Say It...Write It** process with the current and previously taught letters to develop automaticity.

### Tips for Teaching

<sup>1</sup>Teachers are encouraged to use references for letter formation that are provided as part of literacy programs they are using. If choosing their own key words, be careful to choose words that accurately cue the sound for the letter. For example, **x-ray** isn't a good choice for the letter **x** because it represents the name not the sound. A list of suggested key words appears in Appendix pages 139 - 141.

<sup>2</sup>Appendix 127 provides a suggested scope and sequence to teach letter-sound associations. If teachers use a program that provides a scope and sequence, they are encouraged to use it for consistency within the program.

<sup>3</sup>Appendix 142 provides an example of the stroke descriptions for continuous formation of manuscript letters. When teaching the formations, emphasize continuous strokes starting at the top and/or left side of the white board and moving to the bottom and/or right.