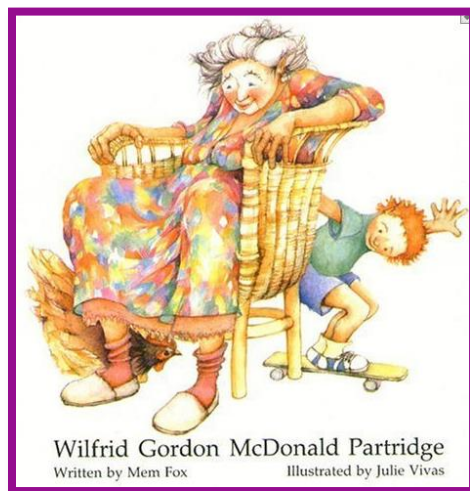




FREEBIE TITLE

Set 2





Welcome to the Hello Phonological Awareness Curriculum!

Thank you for downloading and using our *Hello Phonological Awareness Curriculum: Set 2 Free Sample*. Based on the phonological awareness skills outlined in the Common Core for ELA, we have created a series of weekly phonological awareness lessons to accompany popular read-aloud titles. Reading research shows that phonological awareness is the number one greatest predictor of future reading success and includes many necessary pre-reading skills. Traditionally, phonological awareness has been taught through rhyming games, word play, finger plays and nursery rhymes, which can seem inconsistent and haphazard without an explicit, systematic plan of phonological awareness instruction. Reading research shows that students in kindergarten and first grade who are learning to read, benefit from as little as 10-15 minutes of phonological awareness development daily to build phonological awareness proficiency. We have identified 16 phonological awareness skills in the Common Core that are necessary to develop this proficiency. The activities are designed to be done in an oral exchange format between teacher and students over the course of five days (ideally one school week) after reading a popular read-aloud book (that you provide), where that book is appropriate to the listening comprehension level of Kindergarten and first grade students. For example, the book is read on Monday, then on Tuesday, skills 1-4 are done with the students. Wednesday is Skills 5-8, Thursday is Skills 9-12, and Friday is Skills 13-16. This sequence is outlined in detail below. The delivery of the phonological awareness instruction is done in a “listening games” format and we call it that in front of the students. Something about saying “OK, boys and girls, now it’s time for our Phonological Awareness Lessons” just doesn’t sound right or student-friendly...doesn’t “OK, boys and girls, now it’s time for our Listening Games” sound so much better? Really, add the word “game” to anything, and it already sounds fun!

Phonological Awareness vs. Phonemic Awareness

These two terms are often used interchangeably in the reading research literature. It is accepted to use them synonymously. However, there is a difference between the two terms. Phonemic awareness is just that...awareness at the PHONEME level. A phoneme is a single unit of sound, regardless of the number of letters in the single sound. Here are a few examples of phonemic level sounds; /m/ as in made, /th/ as in thing, /dge/ as in idge making the /j/ sound, or /ed/ as in ed making the /t/ sound. Phonemic awareness falls under the umbrella of phonological awareness, which covers awareness at the phoneme level, the syllable level, the word level and the sentence level.

Phonological Awareness vs. Phonics

Phonological awareness and phonics are two terms that are also often confused, but there is a clear difference between the two. The main way they are the same is they both deal with letters and their corresponding sounds. However, phonological awareness is sound only, without looking at print, only listening to sounds and producing sounds orally. Once you add letters for the child to look at when doing the phonological awareness work; the task becomes a phonics task. Phonological awareness, phonemic awareness, phonics (and fluency) are now housed in the Common Core standards as Foundational Reading Skills. The lessons created here in this *Hello Phonological Awareness Curriculum*, are strictly phonological awareness. We have meticulously gone through the Common Core standards for Reading Foundational Skills for both Kindergarten and First Grade, and identified the skills and learning outcomes that students are expected to know and do in the area of Reading Foundational Skills, related directly to phonological awareness. In addition to the standards (and skills embedded within them), there are also a few additional phonological awareness skills outlined in Appendix A of the Common Core document for ELA. The skills included in Appendix A that are not actual standards with numbers but are included in the lessons here are; Counting Spoken Words in a Sentence, Syllable Blending & Pronouncing, Phoneme Alliteration & Discrimination, and Initial Phoneme Deletion. We have included them in this curriculum, for a total of 16 essential phonological awareness skills.

We have created the following correlation table to show you how the Common Core standards for Reading Foundational Skills correlate to each phonological awareness skills embedded with the wording of the standards and the ELA appendix for the “general progression of phonological awareness skills (PreK-1).”

Common Core Standards for Reading Foundational Skills & Corresponding Phonological Awareness Skills

Kindergarten Common Core Standard	Phonemic Awareness Skill <small>(RFS = Reading Foundational Skill)</small>	First Grade Common Core Standard
Appendix A	Counting Spoken Words	Intervention
K.RFS.2a	Rhyme Recognition	Intervention
K.RFS.2a	Rhyme Production	Intervention
K.RFS.2c	Single Syllable Onset-Rime Blending	Intervention
K.RFS.2c	Single Syllable Onset-Rime Segmenting	Intervention
Appendix A	Syllable Blending & Pronouncing	Intervention
K.RFS.2b	Syllable Segmentation	Intervention
K.RFS.2b	Counting Syllables	Intervention
Appendix A	Phoneme Alliteration & Discrimination	Intervention
Appendix A	Phoneme Identifying & Matching	Appendix A
K.RFS.2d *	Phoneme Isolation of Initial Sounds	1.RFS.2c
K.RFS.2d *	Phoneme Isolation of Medial Sounds**	1.RFS.2c
K.RFS.2d *	Phoneme Isolation of Final Sounds	1.RFS.2c
K.RFS.2d	Phoneme Blending	1.RFS.2b
K.RFS.2d	Phoneme Segmenting	1.RFS.2d
K.RFS.2e	Phoneme Addition	1.RFS.2b
K.RFS.2e	Phoneme Substitution	1.RFS.2b
Appendix A	Initial Phoneme Deletion	Appendix A
Enrichment	Long & Short Phoneme Distinction**	1.RFS.2a

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You’ll notice that there are 19 skills outlined above (from the standards and the appendix) but sometimes two of the skills above are combined into one phonological awareness task in the listening games below.

Some Notes from Us

Being that one of the shifts of the Common Core for ELA places a high emphasis on text dependency, the words and phrases used in the phonological awareness listening games are words and phrases from the read-aloud itself. We did an action research study last year and compared two different phonological awareness curriculums...the *Hello Phonological Awareness Curriculum*, the experimental group, and another popular phonemic awareness program, *Michael Heggerty*, the control group. The experimental group outperformed the control group and made more significant gains over the course of one month than the control group. When used daily, for 10-15 minutes, and the above daily format is followed, your students will make significant phonological awareness gains and develop the essential pre-reading skills. However, phonological awareness is not a means to an end; it is a necessary and essential stepping stone in the development of reading proficiency.

We have included the artic word lists we created and used to develop the curriculum in the event that you might want to use these words to develop vocabulary, language and phonics skills in other areas of your literacy block. Any letter or letters inside these symbols / / means that the sound of the letter or letters should be made, not the letter name itself.

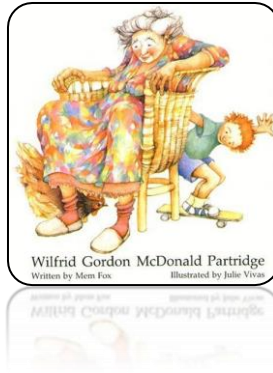
The listening games themselves are meant to be quick, verbal exchanges between teacher and students. That is, the pace should be faster rather than slower. For each skill, the teacher "script" is indicated. Whatever it says inside the quotation marks is what the teacher should say to the students, using the words listed within each section.

Lessons are ideal for whole-class, small-group, or intervention for any Kindergarten or first grade student deficient in these phonological awareness skills. Research, however, shows that for students in second grade and above, that remediating in phonological awareness may not have the same benefit and may not be an effective intervention, sort of like the "too little too late" line of thinking.

For the daily format and instructional pacing, please see the table below.

If you are purchasing these lessons as a monthly bundle, you may do the books in any order during the month. You may also find that you want to switch the months around to suit your instructional needs. Since the skills spiral weekly, and each week and monthly skills continue to spiral from most foundational to least foundations phonological awareness skills throughout the week, there is no increasing level of difficulty throughout the year, only throughout the week.

Set 1 vs. Set 2: There really is no difference in the format of the lessons between the books in set 1 and the books in set 2. We tried to select books more appropriate for Set 2, this go-around, but the books in Set 1 are still appropriate for use in any Kindergarten or first grade classroom. We realize that many schools are implementing this K/1 and need one set of 12 months for a child's first year at that school, and another set of 12 months for a child's second year (first grade) at that school. This second set helps avoid repetition with different teachers using the same titles in succeeding years.



Instructional Plan & Daily Format

The daily format for this curriculum is as follows (ideally, Monday is Day 1 and Friday is Day 5):

Day 1	10-15 minutes	Locate and read the read-aloud title. We have selected popular titles that correlate to themes throughout the school year. We have also identified topics and strategies that the titles relate to in case you want to use the book in other areas of your reading instruction. The read-aloud format that you choose to use is up to...you can do an interactive read-aloud and solicit student involvement or you can read straight through and do a pure read-aloud.
Day 2	10-15 minutes	Engage students in the following Listening Games for the following skills: Skill 1: Counting Words in a Spoken Sentence Skill 2: Rhyme Recognition Skill 3: Rhyme Production Skill 4: Single Syllable Onset-Rime Blending
Day 3	10-15 minutes	Engage students in the following Listening Games for the following skills: Skill 5: Single Syllable Onset-Rime Segmenting Skill 6: Syllable Blending & Pronouncing Skill 7: Syllable Segmenting & Counting Skill 8: Phoneme Alliteration & Discrimination
Day 4	10-15 minutes	Engage students in the following Listening Games for the following skills: Skill 9: Phoneme Isolation of Initial Sounds Skill 10: Phoneme Isolation of Final Sounds Skill 11: Phoneme Isolation of Medial Sounds Skill 12: Phoneme Blending
Day 5	10-15 minutes	Engage students in the following Listening Games for the following skills: Skill 13: Phoneme Segmenting Skill 14: Phoneme Addition Skill 15: Phoneme Substitution Skill 16: Phoneme Deletion of Initial Sound

Listening Games for Skills 1-16 should be done in an echo exchange format between teacher and students. Teacher says "this" students say "that", in a snip-snap, brisk, quick pace. You will give very brief wait time for student responses, but you will not stop, chit-chat, and belabor the skill activities. It is a focused, targeted daily time for sound manipulation.

Title: Wilfrid Gordon McDonald Partridge by Mem Fox (fiction)

Summary: Wilfrid Gordon McDonald Partridge, a rather small boy, lives next door to a nursing home in which resides Miss Nancy Alison Delacourt Cooper, his favorite friend, because she has four names as well. When Miss Nancy "loses" her memory, the intrepid Wilfrid sets out to find it for her.

Topics: Read this text when teaching topics related to: Friendship, compassion, and families. **Reading Comprehension Strategy:** Making Connections/ Schema

once	small	boy
called	warm	more
wasn't	very	old
either	house	next
door	people	home
knew	who	bounced
there	liked	medal
organ	listened	puppet
scary	stories	fresh
crazy	about	cricket
tiny	errands	walked
wooden	stick	admired
boots	voice	giant
favorite	person	speckled
because	had	garden
tram	just	basket
secrets	one	beach
heard	mother	strange
talking	about	poor
thing	said	summer
asked	lost	memory
isn't	surprising	porridge
mouth	always	questions
something	remember	gently
know	more	warm
child	called	long
ago	lad	found
thought	wonderful	shells
laugh	darling	precious

1 - Skill: Counting Words in a Spoken Sentence

Say: "How many words are in this sentence?"

What's a memory? (3)	Wilfrid told Miss Nancy stories. (5)
He liked Miss Nancy best. (5)	He told her secrets. (4)
He found a box of shells. (6)	Wilfrid was a small boy. (5)
Nancy is ninety-six. (4)	Poor old thing. (3)
He gave her the basket. (5)	Miss Nancy found her memory. (5)

2 - Skill: Rhyme Recognition

Say: "Give me a thumbs-up if these words have the same last sound?"

boy/joy (yes)	found/sound (yes)
house/home (no)	next/about (no)
poor/door (yes)	long/song (yes)
Wildfred/Nancy (no)	garden/summer (no)
set/forget (yes)	old/gold (yes)

3 - Skill: Rhyme Production

Say: "What rhymes with _____?" (student-generated acceptable answers)

gold?	day?
boy?	met?
hen?	had?
man?	nest?
lad?	took?

4 - Skill: Single Syllable Onset-Rime Blending

Say: "What word is this?"

l-ost (lost)	h-ot (hot)
b-each (beach)	b-oots (boots)
f-ound (found)	d-ear (dear)
t-alk (talk)	m-edal (medal)
l-ove (love)	l-augh (laugh)

5 - Skill: Single Syllable Onset-Rime Segmenting

Say: "Say the first part (onset) and then the last part (rime)."

took (t-ook)	warm (w-arm)
ran (r-an)	big (b-ig)
child (ch-ild)	had (h-ad)
make (m-ake)	put (p-ut)
told (t-old)	look (l-ook)

6 - Skill: Syllable Blending & Pronouncing

Say: "What word is this _____ - _____?"

some-thing(something)	por-ridge (porridge)
whis-per (whisper)	crick-et (cricket)
be-cause (because)	gar-den (garden)
dar-ling (darling)	bas-ket (basket)
pre-cious (precious)	sec-ret (secret)

7 - Skill: Syllable Segmenting & Counting

Say: "Say the parts of each word. How many parts do you hear in _____?"

memory (3)	something (2)
football (2)	wonderful (3)
everyone (3)	cricket (2)
grandfather (3)	favorite (3)
summer (2)	remember (3)

8 - Skill: Phoneme Alliteration & Discrimination

Say: "Which word has a different first sound?"

errands, eggs, every, after	nest, mother, not, new
each, either, organ, eat	people, person, poor, beach
more, who, mother, memory	took, tiny, told, stories
said, summer, speckled, took	never, grandfather, go, garden
big, brother, because, put	button, voice, very, velvet

9 - Skill: Initial Phoneme Isolation

Say: "What is the first sound in this word?"

summer (s)	voice (v)
people (p)	laugh (l)
names (n)	darling (d)
bounced (b)	touched (t)
questions (q)	return (r)

10 - Skill: Phoneme Isolation of Final Sounds

Say: "What is the last sound in this word?"

grandfather (r)	shell (l)
basket (t)	egg (g)
person (n)	speckled (d)
stories (z)	puppet (t)
listened (d)	door (r)

11 - Skill: Phoneme Isolation of Medial SoundsSay: "What is the middle sound?" (1st) "Is it long or short?"

feel (e) (long)	just (u) (short)
made (a) (long)	home (o) (long)
hen (e) (short)	name (a) (long)
child (i) (long)	box (o) (short)
smile (i) (long)	whisper (i) (short)

12 - Skill: Phoneme Blending

Say: "What word do these sounds make?"

/ch//i//l//d/? child	/t//oe//l//d/? told
/t//o//k/? talk	/m//ou//th/? mouth
/b//a//s//k//e//t/? basket	/b//ir//d/? bird
/n//e//v//er/? never	/h//ou//s/? house
/p//l//a//s/? place	/f//ou//n//d/? found

13 - Skill: Phoneme Segmenting

Say: "Tell me the sounds in the word _____?"

ago? (/u//g//oe/)	friend? (/f//r//e//n//d/)
last? (/l//a//s//t/)	hen? (/h//e//n/)
ran? (/r//a//n/)	found? (/f//ou//n//d/)
lost? (/l//o//s//t/)	basket? (/b//a//s//k//e//t/)
lad? (/l//a//d/)	old? (/oe//l//d/)

14 - Skill: Phoneme Addition

Say: "____. What word would you have if you added /_/ to the beginning of ____?"

peck, add /s/	hurt, add /sh/
ice, add /n/	tick, add /s/
rye, add /c/	all, add /c/
mall, add /s/	and, add /h/
ox, add /b/	old, add /t/

15 - Skill: Phoneme Substitution

Say: "Rope. Change /r/ to /m/. What's the new word?"

lad, change /d/ to /b/	man, change /m/ to /r/
boy, change /b/ to /t/	just, change /j/ to /m/
took, change /t/ to /l/	beach, change /b/ to /p/
hen, change /h/ to /b/	had, change /h/ to /d/
name, change /n/ to /s/	nest, change /n/ to /r/

16 - Skill: Initial Phoneme Deletion

"Say _____. Say ___ without the /_/."

porridge, without the /p/	gold, without the /g/
made, without the /m/	Wilfrid, without the /w/
puppet, without the /p/	Partridge, without the /p/
tiny, without the /t/	Nancy, without the /n/
smile, without the /s/	basket, without the /b/