

Ohio Literacy Conference for K-3rd Grade Teachers December 8, 2011 - December 9, 2011

A-10 Boosting Phonemic Awareness, Phonics, & Letter Recognition Skills (Gr. K-1)

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Over the Rainbow with Phonological Awareness and Phonics Instruction

Presented for SDE by Melissa Leach

In predicting early reading acquisition “_____”
_____” stands out as the most potent predictor.”

-Stanovich, 1986, p. 362

Write it down...



What do you **KNOW** about Phonological Awareness/Phonics?

Phonological Awareness

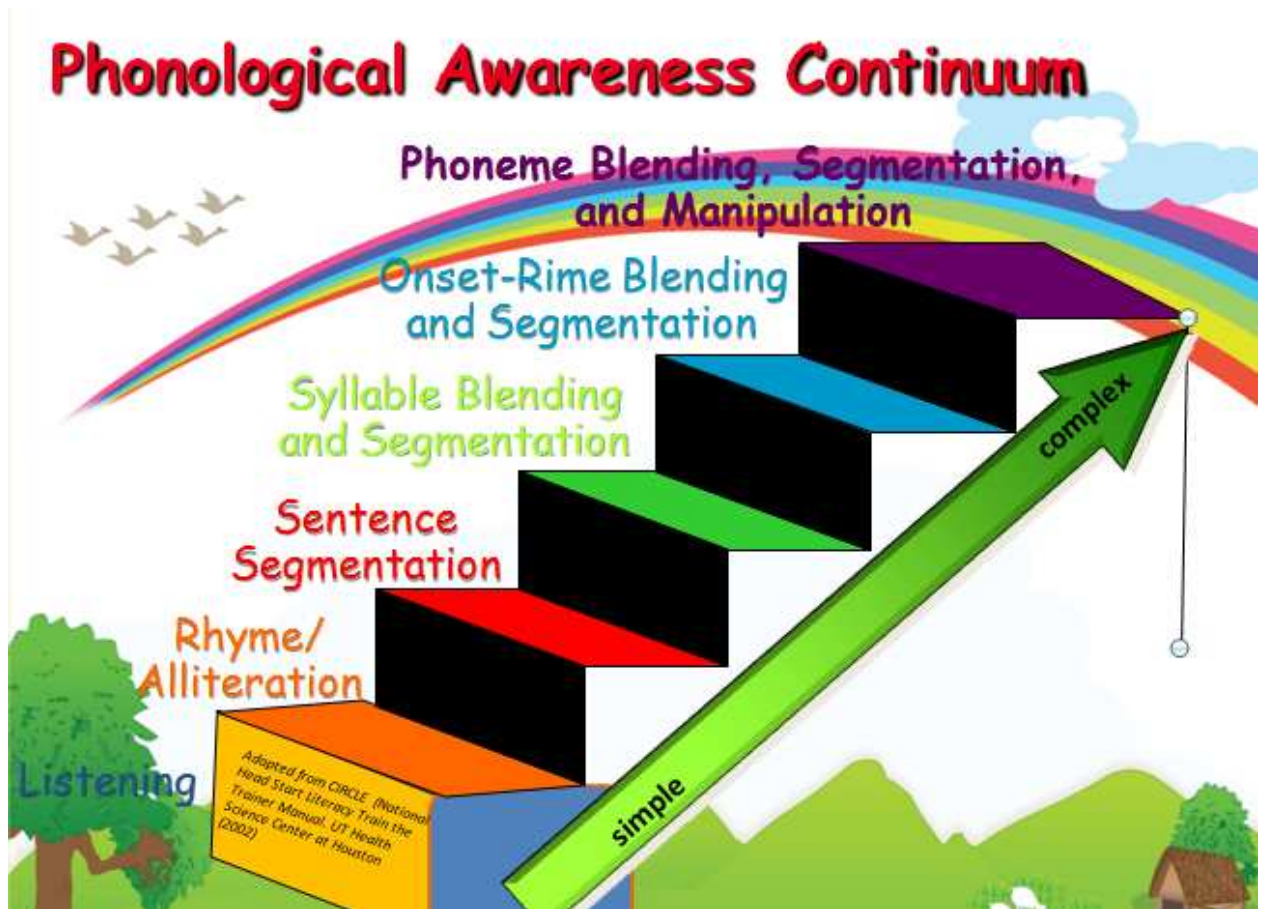
- Ability to recognize the sounds of _____ language and how they can be blended/segmented and manipulated.
- Auditory
- Does NOT involve print
- Does NOT involve worksheets
- Could be done with EYES CLOSED or in the _____!
- Focuses on the _____ of language and how those sounds can be manipulated.
- Begins _____ students have learned a set of letter-sound correspondences.

Phonics

- An instructional approach that links sounds to _____ letters.
- Both oral and written
- Involves _____
- Requires looking at print and worksheets are often used
- Shows how the sounds are represented with _____
- Is taught once students have a solid understanding of PA!

A lack of phonological awareness is a leading cause of reading disability. Without phonological awareness, students are unable to “_____.”

Snow, Griffin, and Burns, 1998; Vellutino, Scanlon, and Sipay, 1996



Hickory Dickory Dock

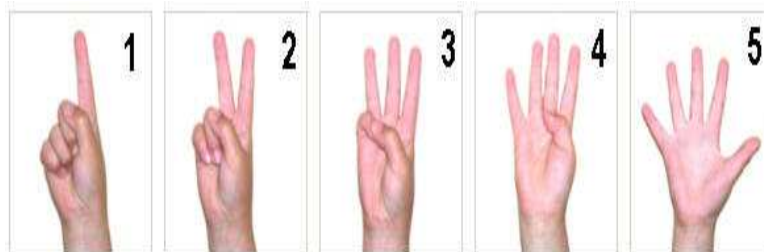
Initial Sound Segmentation:



t-able
m-ap
b-asket
p-ocket

Finger Blending:

p-i-g
h-a-t
h-a-n-d
m-a-n



Books for Alliteration:

The Teeny Tiny Teacher by Stephanie Calmenson
Dinorella by Pamela Duncan Edwards
A My Name is Alice by Jane E. Bayer
The Absolutely Awful Alphabet by Mordicai Gerstein
Alligator Arrived With Apples Crescent Dragonwagon

Phonological Awareness Activities

Big Watermelon or Little Seed?

Objective: Discriminate the length of words.
Which of two words is phonologically longer.

Bug– dinosaur	Boat-Airplane
Bee – butterfly	Bus – motorcycle
Car – automobile	Cow – ladybug
Dog – giraffe	Cat – mosquito
Bud – flower	Shirt- Clothing
Book- Encyclopedia	Ponytail- Hair

Walk This Way

The teacher says a simple sentence: The dog barks. Students repeat it and take one step forward for each word in the sentence. Students say how many steps or words are in the sentence.

Note: It is helpful for students to hold up one finger for each word to help them count the number of steps and words.

Hearing Words in Sentences

Give children seven blocks, interlocking cubes, or squares of paper, which they can use to represent individual words. Model the thought process for the children, showing them how to repeat the sentences to themselves word by word with clear pauses between each word.

Children arrange their blocks in a single line with spaces between to represent the sentence. Pointing to each block while pronouncing the word it represents, everyone repeats the sentence.

Note: Care should be taken not to use multisyllabic words until children have mastered short monosyllabic sentences.

“Be a Word” Circle

Using a familiar Nursery Rhyme or poem, have students sit around in a circle and each take turns repeating the rhyme one word at a time. Could also be a partner activity in a center.

<http://www.zelo.com/family/nursery/index.asp>

Website for list of Mother Goose Nursery Rhymes

Head, Waist, Toes

Tasks: phoneme segmentation, phoneme isolation

Materials

- Words from current classroom literature or General Words List

Directions

1. Have children stand as they listen to you say a three-phoneme word.
2. Say each phoneme of the word separately and ask children to place their hands on their heads, waists, or toes to indicate whether the sound is at the beginning, middle, or end of the word.

Have students repeat the sounds as they take positions.

The Sounds on the Bus

Task: phoneme blending

Materials

- General Words List
- Two- and Three-Phoneme Picture Cards

Directions

1. Using two- and three-phoneme words or picture cards, have children sing the following verse to the tune of “The Wheels on the Bus.”

The sounds on the bus go /c/ /a/ /t/; /c/ /a/ /t/; /c/ /a/ /t/.

The sounds on the bus go /c/ /a/ /t/.

Can you guess the word?

Elkonin Boxes

Objective: To teach children to count the sounds in a word.

Colors can be changed for vowels.

Letter tiles can be used instead of markers.

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Bunny Hop

Materials

- Bunny Pictures

Directions:

1. The focus for this activity is on separating individual phonemes rather than listening to how they blend together.
2. Give a bunny picture to each child.
3. Explain how bunnies jump to move places. Have students use bunnies to hop for the sounds in words. For example, children move bunny sticks three hops to the right as they say the segmented word /h/ /a/ /t/.

Simon Says

Teacher says a one syllable command word in this way: /t/ /alk/. Students say the word if it is preceded by "Simon says" and follow the command. Students do not say the word or follow the command if it is not preceded by "Simon says." No one is ever "out."

Teacher says: "Simon says /cl/ /ap/."

Students say: "Clap." And start clapping.

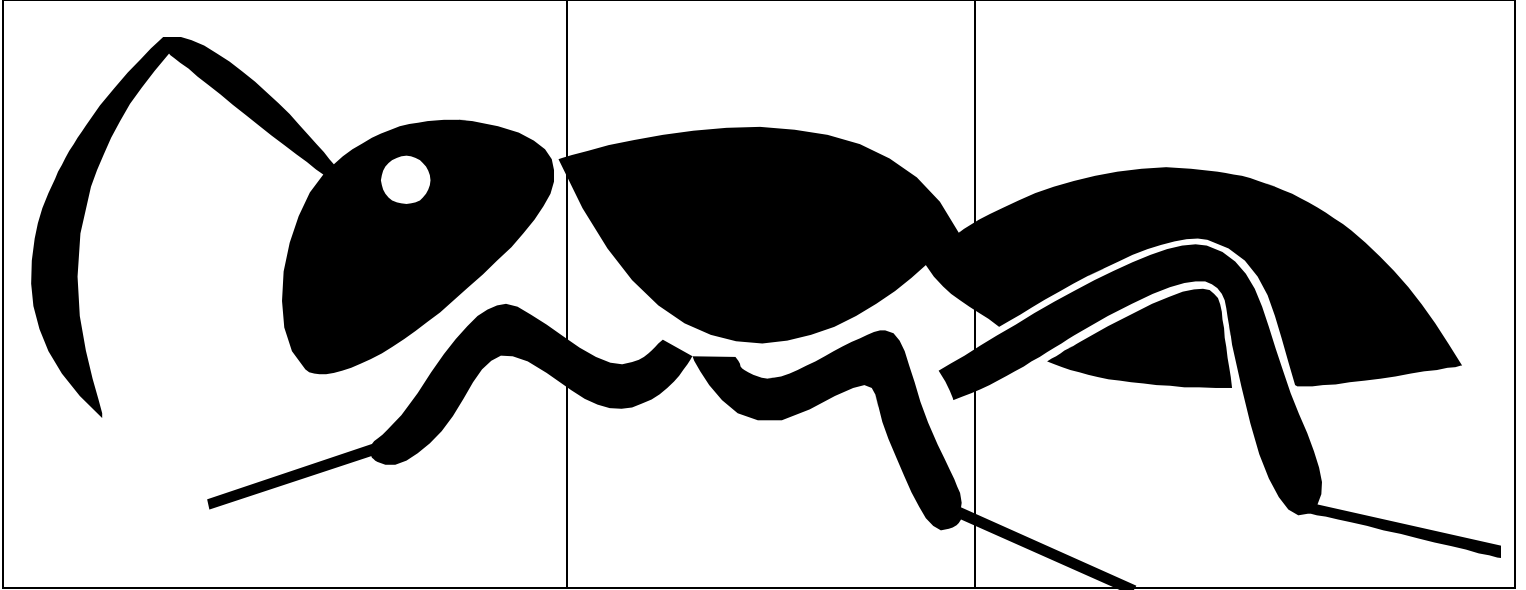
Teacher says: "Simon says stop clapping."

Students stop clapping.

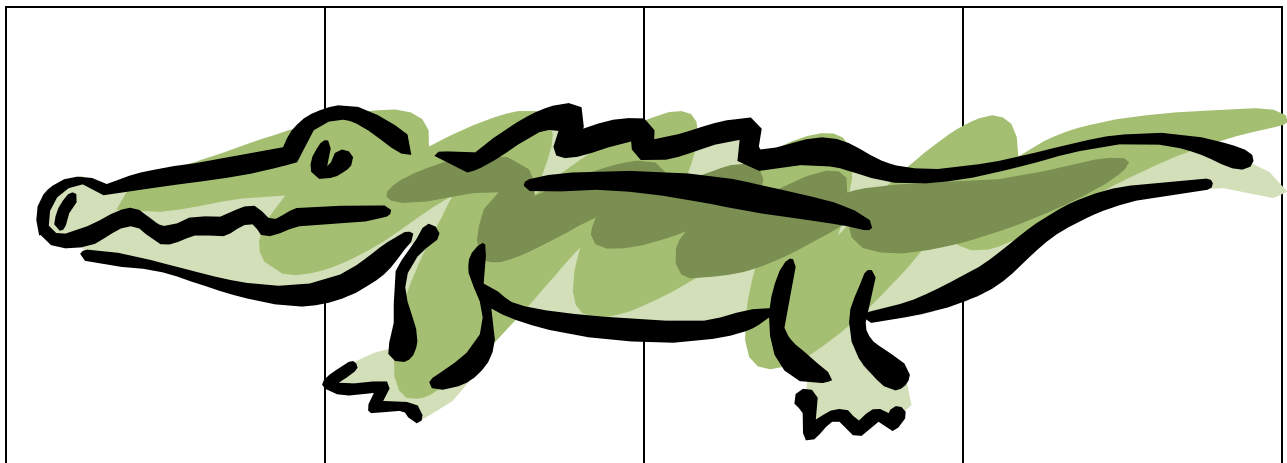
Teacher says: "/S/ /it/."

Etc.

BUG- Beginning Middle End



Syllables and Segmenting Sounds with Pictures:



Can do the same with hippo, kangaroo, giraffe, etc.

Mystery Box

Wrap a box with paper and label it *Mystery Box*.

Place all ingredients or supplies for an art or cooking project into the box.

Have children guess the identity of each hidden object using phoneme clues. For example, when making applesauce say, "Today we will be making applesauce.

One item we will need is /a/ /p/ /l/ /s/." When students chorus the correct answer, pull the item from the box to show they are correct.

Use the Mystery Box to introduce cooking, art, and science projects.

I Want

This game trains children to listen for final as well as initial sounds. Say, as an example, "I want a lollipop, as you throw a ball or beanbag. The child who catches the object responds by naming something he/she wants that begins with the same sound that your wish ended with: "I want a pumpkin." The child throws the ball/beanbag to another who must find a word that begins with the sound that previous word ended with, "I want a nut!"

Rapid Letter Naming Activities

- Letter Sorts
- Reading an ABC Chart
- Stir the Soup
- Rapid Letter Naming Table
- Alphabet Arcs (read in different voices- read every other letter, read only the letters with a stick)

Make it kinesthetic...

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		

Here are mine...

Ask	Bounce	Cry	Dig
Eat	Frown	Giggle	Hide
Itch	Jump	Kick	Lick
Mix	Knock	Open	Push
Quiet	Run	Sneeze	Tickle
Under	Vibrate	Win	Excited
Yawn	Zip		



Websites You've Got to Know and Will Soon Love...

<http://sparklebox.co.uk/>

Sparkle Box for Math and Literacy

www.fcrr.org

Florida Center for Reading Research

<http://www2.ed.gov/pubs/CompactforReading/index.html>

Home School Links

LIST OF RELATED CITATIONS

“Phonological Awareness, Phonics, and Letters! Oh My!”

PRESENTED FOR STAFF DEVELOPMENT FOR EDUCATORS (SDE)

by Melissa M. Leach

Cunningham, Patricia M. (2000). *Phonics They Use*. New York, NY: Addison-Wesley Educational Publishers Inc.

Ericson, Lita and Moira Fraser Juliebo. (1998). *The Phonological Awareness Handbook for Kindergarten and Primary Teachers*. Newark, DE: International Reading Association.

Fisher, Sanda. (2000) *365 Phonics Activities*. Lincolnwood, IL: Publications International, Ltd.