



READING LINKS

Phonemic Awareness Manual

Participants & Facilitators

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READING LINKS



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This project was supported by the United States Department of Education, grants [R303K010044A](#) and [R303K000037](#). The information or opinions expressed do not necessarily reflect the opinions or policies of the U.S. Department of Education.

The LINKS Project

The mission of the LINKS project is to develop educational multi-media products that can support school improvement and educational reform. The project has focused on the development of a website and the development programs.

Reading LINKS is a multi-media program that provides information and models ways that scientific reading research may be incorporated in classroom instruction. Reading LINKS began with the filming of teachers demonstrating the five components of reading instruction included in the Report of the National Reading Panel (NRP). These include phonemic awareness instruction, phonics instruction, fluency instruction, vocabulary instruction, and comprehension instruction. Reading LINKS was expanded to include early oral language development, English language learners, turning a school around, and strategic change. A total of 18 lessons are provided on the LINKS website (www.linkslearning.com) as well as on CDs.

The Reading LINKS program resources also includes eight training modules and participant materials that can be used in three to six hour workshops at schools, districts, regional or state conferences or meetings. The information in the lessons provides teachers, administrators, parents, and citizens with information about ways reading research can be used to increase children's reading skills, competence, and achievements.

The LINKS project partnered with teachers and staff from Washington Alliance of Schools to highlight the importance, complexity, and elegance of effective teaching and learning.

These teachers along with a reading consultant and a Scottsdale, Arizona teacher are featured in the videos. They demonstrate a wealth of reading knowledge, skills in curriculum design, instruction and assessment, as well as an obvious concern and caring for the children they teach.

The LINKS project wishes to express its appreciation to the Washington Alliance for playing a major role in the Reading LINKS project, the teachers who were filmed, and the teachers who participated in field-testing and evaluation.

In addition staff from Longview, Washington School District and teachers from Washington Alliance districts have provided valuable feedback and suggestions.

It is our hope that the electronic and print Reading LINKS materials will provide information and models for new teachers, will stimulate discussion and experimentation with experienced teachers, and will be useful in ensuring that all children learn to read and read well by the end of third grade and will continue their reading skills development throughout their school experience.

Shirley McCune
Links Project Director

Reading LINKS

This publication was developed by the LINKS project of the Washington Office of the Superintendent of Public Instruction. It was supported by grant [R303K010044A](#) and grant [R303K000037](#) from the U.S. Department of Education as administered by the Fund for Improvement of Education. The information and opinions do not necessarily represent the positions or policies of the Fund for the Improvement of Education or the U.S. Department of Education.

The LINKS project wishes to thank the many persons who contributed to the training materials that support and extend 18 Reading LINKS videos. (www.links.learning.com).

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LINKS Video Lessons

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NOTES TO THE FACILITATOR

Before beginning a Reading Links training session, please read the "Tips to Facilitating the Reading Links Modules". It is found in the back of this manual under tab 10, "Tips to Facilitating". These tips outline the essentials for conducting successful training session. The sections "Equipment and Materials," "Introducing Yourself and Participants," and "Workshop Expectations" are particularly useful, because they describe how to begin a session. "Room Arrangement" may also be helpful.

The Agenda opposite this page is written as a generic guide to a Reading Links training. Before you begin, personalize the top portion by adding the date, times, location, and module to the training you will be delivering. This Agenda can be adapted to serve as an advertisement or flyer.

Materials to gather before beginning Phonemic Awareness:

- 1.) *The Report of the National Reading Panel* – find this downloadable document at www.nationalreadingpanel.org.
- 2.) *Put Reading First: The Research Building Blocks for Teaching Children to Read* – also downloadable at www.nifl.gov.

SUPPORT MATERIALS

OH/PPT #1: Phonemic Awareness

OH/PPT #2: Agenda

SESSION ACTIVITIES

Introductions

1. Put up OH/PPT #1 and welcome the participants to the staff development.
2. Introduce yourself, your background and experience in education.
3. Have participants do a nametag or name tent.
4. Introductory activities for participants are outlined in the "Tips" document. Choose one according to how well the participants know each other, how much time is allotted for the session, and how many people are present.
5. Walk through the Agenda, connecting the information to the times and particular module you are delivering.

READING LINKS AGENDA

10 minutes	Introduction and Expectations
10 - 15 minutes	Overview Reading Links Project ROPES Guiding Structure Participant Manual Layout
25 - 30 minutes	Section 1: Review Participant Background Knowledge and Understanding
15 minutes	Section 2: Overview Key Learning Goals Building Blocks
15 minutes	Section 3: Presentation Research-based Information and Content
10 minutes	BREAK
75 - 85 minutes	Section 4: Engagement and Practice Classroom Strategies and Applications Assessment Video Modeling Action Planning
10 - 15 minutes	Section 5: Summarizing Key Learnings
10 - 15 minutes	Evaluation and Feedback

NOTES TO THE FACILITATOR

The opposite page provides the participants with an overall understanding of the Reading Links project and how it fits into the Links Learning Web site. Be sure to read it carefully before beginning your session so you can answer questions as they arise. There is no need to have your participants read it. Your overview of the content will be sufficient.

A FAQ about these materials is, "How can a school or district use them?" Along with the Reading Links overview, tell the participants why the materials were developed and guide them to finding the best use for their school or district. Here is a list of suggested purposes:

1. To explain the scientific evidence – base of teaching children to read.
2. To apply the findings of research to classroom practice.
3. To assist schools/districts so that they can evaluate their reading programs critically.
4. To provide teachers with web assisted resources and print resources for expanding their teaching.

SUPPORT MATERIALS**SESSION ACTIVITIES**

1. Continuing with the Overview of the training, explain the Reading Links project to the participants, highlighting how it began and what it is being used for in our state.
2. Suggest the above list as a tool for school or district personnel to focus their use of the materials.



Reading LINKS Lessons

Parent: Early Oral Language Development	Joan Moser: Comprehension II
Marti MacPhee: Oral Language/ Pre-Reading Development	Robin Totten: Upper Elementary Comprehension Strategies (Non-Fiction)
Kessler School: Phonemic Awareness	Robin Totten: Upper Elementary Comprehension Strategies (Fiction)
Kessler School: Phonics Instruction	Judy Rex: Comprehension and Vocabulary
Anita Archer: Primary Grades Reading	Judy Rex: Vocabulary and Pre-writing
Gail Boushey: Early Guided Writing	Kathy Garcia: ESL Instruction I
Gail Boushey: Early Comprehension/Fluency	Kathy Garcia: ESL Instruction II
Anita Archer: Intermediate Grades Reading	Kessler School: Turning a School around
Joan Moser: Comprehension I	Mark Jewell/Tom Murphy: Strategic Change

Also available at: www.linkslearning.com

NOTES TO THE FACILITATOR

The manuals are written using an advanced organizer known as ROPES. It stands for Review, Overview, Presentation, Engagement and Practice, and Summary. Each section has a purpose to the overall training session and content of the manual. Go over the ROPES structure with the participants, pointing out the purpose each section serves in helping them learn new information. Note the acronym and connect it to the manual's tabs. For example, the purpose of "R" or Review is to activate the participant's prior knowledge, provide entry learnings, and focus the session. Continue to go through each part of the ROPES acronym. The pages that hold the information are then found under the Presentation tab. Be sure to credit Dr. Robert Carkhuff for its development. You may wish to use this power point slide as you introduce each new section during your training. Put this OH/PPT up on the overhead projector as an advanced organizer.

SUPPORT MATERIALS

OH/PPT #3: ROPES: A
Guiding Structure

SESSION ACTIVITIES

1. Explain the ROPES structure to the participants, outlining each section's purpose to the training session.
2. Highlight the acronym.
3. Connect each section of ROPES to the tabs on the participant's manual. Have them locate each one.
4. Each page highlights the phase of the ROPES process in capital letters.

ROPES: A GUIDING STRUCTURE FOR LEARNING

R	Review – entry learning designed to activate and assess prior knowledge and to focus the session
O	Overview – explicit statement of the goals and objectives of the session
P	Presentation – presentation and discussion of research-based concepts that are needed to build background knowledge
E	Engagement and Practice – modeling, practicing, and demonstrating understanding of the concepts; viewing video lessons; action planning for identifying and implementing instructional practices and interventions
S	Summary – summarizing key learnings

(adapted from a model developed by R. Carkhuff)

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PHONEMIC AWARENESS

SECTION 1: REVIEW

NOTES TO THE FACILITATOR

The activities on this page serve two purposes. For the participants, it activates their background knowledge of Phonemic Awareness. For you, these activities act as an assessment of the participant's previous knowledge. Use it to gain information in order to adapt your instruction. For example, at the end of these activities, if your participants have answered '1' to each term, do not go on to the final flip chart activity. Go through "Presentation" carefully and stop more frequently in order to provide time for the participants to share new understandings with each other and to ask questions.

SUPPORT MATERIALS

Blank Flip Chart
Markers

OH/PPT #4: Think-Ink-Pair-Share

Sample of Flip Chart

Phonemic Phonics Phonemes	
Familiar	Unfamiliar

SESSION ACTIVITIES

Activity 1

Ask the participants to call out as many 'ph' words found in educational reading jargon that come to mind. On a blank flip chart, record each suggestion. Save this page for the "Summary" section at the end of the training.

Activity 2

1. On their own, have participants rate their familiarity with Phonemic Awareness by marking an 'x' on the continuum.
2. Think - Ink: Next, the participants rate their familiarity with random Phonemic Awareness terms using the 1-5 familiarity scale. If a certain term is familiar, have them write an example in the last column of the chart.
3. Pair-Share: Participants talk in small groups or with partners.
4. In two columns, Our Familiar Terms and Our Unfamiliar Terms, record the results.

What Do I Already Know About Phonemic Awareness?

Activity 2 **THINK - INK - PAIR - SHARE**

THINK - INK: Rate your general familiarity with phonemic awareness by placing an X on the continuum and completing the Knowledge Rating Chart.



Terminology Knowledge Rating Chart

Phonemic Awareness Term	How familiar are you with the term? <small>Rate on a scale of 1-5 1 - No knowledge, 5 - Very knowledgeable</small>	Can you give an example?
1. grapheme		
2. onset and rime		
3. phoneme		
4. phonemic awareness		
5. phoneme blending		
6. phoneme categorization		
7. phoneme isolation		
8. phoneme segmenting		

NOTES TO THE FACILITATOR

This activity helps the participants begin their understanding of a phoneme and it is critical to the session. As the participants engage in the phonemic tasks of segmenting the words, you will see them struggle with the number of letters compared to the number of sounds. Let them work this out. That separation of visual and auditory senses will seed Phonemic Awareness knowledge that you can build upon during the entire session.

SUPPORT MATERIALS

OH/PPT #5: Chart for Practicing with Phonemes

Answer Key		
hen	/h/ /e/ /n/	3
blend	/b/ /l/ /e/ /n/ /d/	5
speech	/s/ /p/ /ee/ /ch/	4
grouse	/g/ /r/ /ou/ /s/	4
knight	/n/ /i/ /t/	3

SESSION ACTIVITIES

Practicing with Phonemes

1. Explain what a phoneme is by reviewing the definition at the top of the page.
2. Show the participants how to represent a sound by using //.
3. Do 'hen' together. Say the word then segment it into its smallest speech sounds while you write.
4. Say "h," write /h/ in the 'Phonemes' column. Say "e," write /e/. Say "n," write /n/. Write '3' representing the total number of sounds in 'hen'.
5. The participants do the same.
6. Have them complete the rest of the words on their own, and make any appropriate notes.
7. When everyone is finished, lead the group to the correct answers.
blend- 5 sounds, grouse- 4 sounds
speech- 4 sounds, knight- 3 sounds
8. Participants may begin to understand their own errors after hearing some examples. Provide them with the opportunity to change their original answers as they apply this new understanding.

Practicing with Phonemes

A **phoneme** is the smallest meaningful unit of sound in spoken language. A unit of sound is represented in print using slash marks (e.g., the phoneme or sound that the letter "a" represents is written /a/).

Word	Phonemes		Notes
	(Write each phoneme)	# of phonemes	
hen			
blend			
speech			
grouse			
knight			

NOTES TO THE FACILITATOR

This quote from the *Report of the National Reading Panel* is on page 2-1 and speaks to the importance of Phonemic Awareness training. The Report identifies the research-based instruction needed in our classrooms to help our students become successful readers. Be familiar with the Report and how it fits into Title I and ESEA requirements for scientific research-based programs. Read it with authority. Its role is to create the “D” or **dissatisfaction** in the formula **DxVxFxS>RC** found in the “Tips for Facilitating” module. (For a full explanation, review the sections “Dealing with Change” and “Formula for Helping Teachers Change.”)

SUPPORT MATERIALS

OH/PPT #6: NRP Quote

Materials: Report of NRP

SESSION ACTIVITIES

1. Read the quote.
2. Show the participants the NRP (National Reading Panel) Report and explain its contribution to research-based reading programs and ESEA requirements.
3. Ask for questions or discussion.

D **x** **V** **x** **F** **x** **S** **>** **RC**
 (Dissatisfaction) (Value) (First Steps) (Support) (Resistant to Change)

“Correlational studies have identified phonemic awareness and letter knowledge as the two best school-entry predictors of how well children will learn to read during their first two years of school.”

(NRP, 2000, p. 2-1)

NOTES TO THE FACILITATOR

At this point, participants will want to know exactly what 'Phonemic Awareness' is. The three examples on this page illustrate the varying tasks that a phonemically aware student can do. Also, emphasize that Phonemic Awareness is an auditory skill, hence the ear symbols.

SUPPORT MATERIALS

OH/PPT #7: What is Phonemic Awareness?

SESSION ACTIVITIES

1. Read the top of the page.
2. Give all three examples of what children can do when they are phonemically aware.
3. Provide further examples, if necessary, using other Phonemic Awareness tasks (such as substituting or adding a sound).

What Is Phonemic Awareness?

Phonemic awareness is an understanding about and attention to spoken language  . It refers to the ability to **recognize** and **manipulate** speech sounds  .

For example, children who are phonemically aware can:

- **Segment** the word *hat* into its 3 sounds: /h/ /a/ /t/¹
- **Blend** the 3 sounds /d/ /o/ /g/ into the word *dog*
- **Delete** the last sound of *cart* to make the word *car*

(NRP, 2000; Armbruster, Lehr, & Osborn, 2001)

¹ When you see letters between / / it means the sound, not the name, of the letter.

NOTES TO THE FACILITATOR

Many people confuse phonemic awareness and phonics. Phonics is presented here to help participants differentiate between phonemic awareness and phonics. One way of remembering the difference between the two is to use the ear symbol for phonemic awareness because it deals with what the student sees. The eye symbol is used for phonics because it deals with print and sounds. After you have finished discussing phonemic awareness and phonics, the participants will want to compare and contrast the two processes. Guide them to the box at the bottom of the page where they can write their own versions of phonemic awareness and phonics. LINKS has a separate module dealing specifically with phonics.

SUPPORT MATERIALS

OH/PPT #8: What is Phonics?

SESSION ACTIVITIES

1. Read the top of the page.
2. Give the two examples.
3. Have the participants describe the difference between phonemic awareness and phonics in their own words in the box provided.

What Is Phonics?

Phonics is knowing the **relationships** between **printed letters**  and **spoken sounds**  .

For example, children who have phonics skills can:

- tell you which letter makes the first sound in *bat*
- tell you which letter makes the last sound in *car*

(adapted from IRA's Position Statement on PA, 1998)

How Are Phonemic Awareness and Phonics Different?

NOTES

OVERVIEW NOTES



PHONEMIC AWARENESS

SECTION 2: OVERVIEW

NOTES TO THE FACILITATOR

This begins Section 2: Overview in the manual.

SUPPORT MATERIALS

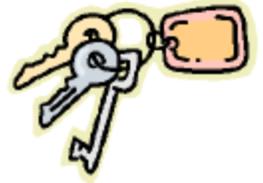
OH/PPT #9: Key Learning Goals

SESSION ACTIVITIES

Key Learning Goals

1. Explain that the goals of the session are to:
 - explain the scientific evidence-base of teaching children to read,
 - apply the findings of research to classroom practice,
 - assist teachers, schools and districts in evaluating their reading programs critically,
 - provide resources for improving the teaching of reading.

Key Learning Goals



The Participants will:

- Understand the role phonemic awareness plays in reading development.
- Learn the differences and relationships among phonological awareness, phonemic awareness and phonics.
- Learn to teach research-based strategies for developing phonemic awareness.
- Learn which phonemic awareness skills have the greatest transfer to reading.
- Create an action plan to apply key learnings from this module to their classroom practice.

NOTES TO THE FACILITATOR

The “Building Blocks for Teaching Children to Read” include the five major reading components outlined in the report of the National Reading Panel. The Reading Links project highlights these five components in teaching children to read. Reading Links also acknowledges that the job is larger than that and includes other components of reading instruction such as Oral Language Development, Connecting Reading and Writing, and ELL instruction. The Reading Links manuals and training sessions cover these components, as well as those from the National Reading Panel.

SUPPORT MATERIALS

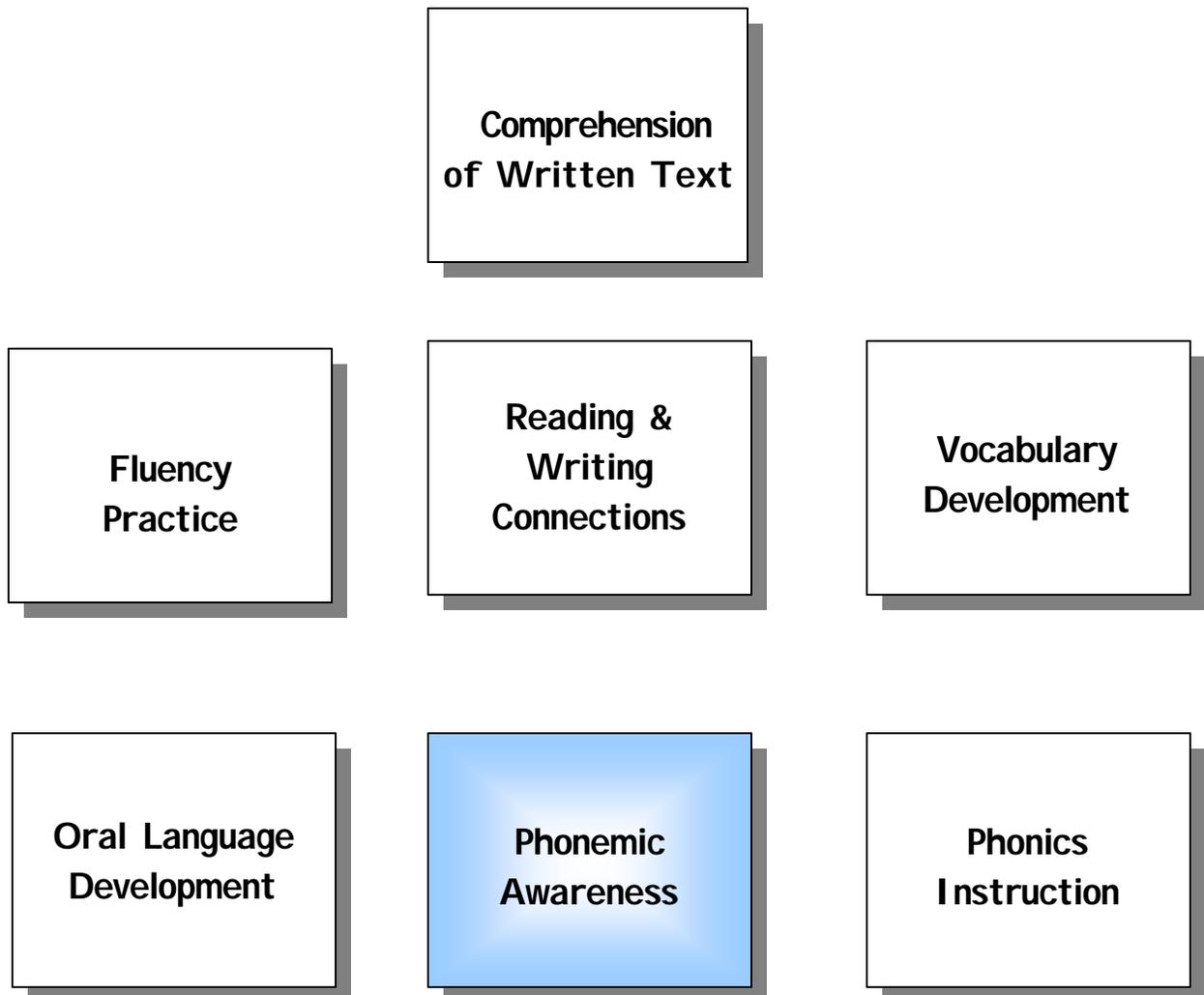
OH/PPT #10: Building Blocks for Teaching Children to Read

SESSION ACTIVITIES

Building Blocks

1. This graphic explains the “blocks” for teaching children to read as adapted by the LINKS Project. They include the five components identified by “Put Reading First” and the National Research Panel. LINKS has added oral language development and the reading and writing connections.
2. Explain that by participating in the Reading Links training the participants are receiving research-based and classroom applications for all of these components.
3. The building blocks represent components of reading instruction, but they are interrelated and must each be addressed appropriately throughout the K-3 grades.

Building Blocks for Teaching Children to Read



NOTES TO THE FACILITATOR

The Critical Components of Reading provides participants with an overview of reading skills which are important for children to learn to read well.

Alphabets include the “basics” of learning to read; Fluency, the skills of learning to read well enough to gain understanding; and Comprehension, the ability to understand what has been read. Each of these sets of skills are important throughout the K-3 curriculum, although the emphasis of instruction varies.

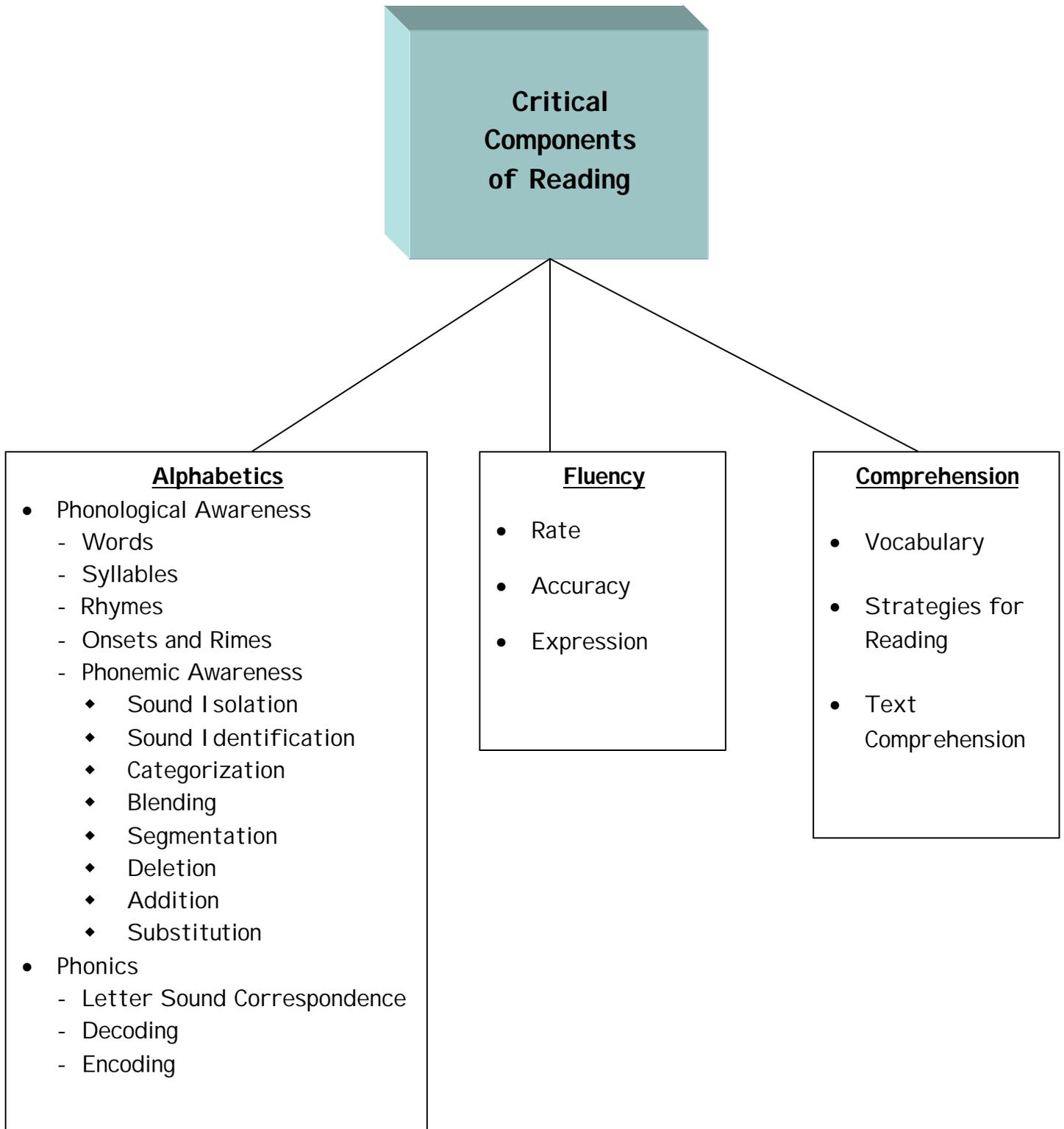
SUPPORT MATERIALS

OH/PPT#11: Critical Components of Reading

SESSION ACTIVITIES

Critical Components of Reading

1. Show the organizer
2. Explain that there are a number of skills children need to learn if they are going to be able to read well.



NOTES TO THE FACILITATOR

Phonemic Awareness is actually part of a larger category called Phonological Awareness. Although this manual focuses primarily on Phonemic Awareness, it also covers Phonological Awareness for the following two reasons: 1) to help teachers build Phonological Awareness in their students and; 2) to foster a better understanding of the Alphabetic Principle. This organizer provides illustration of aspects of the Alphabetic Principle.

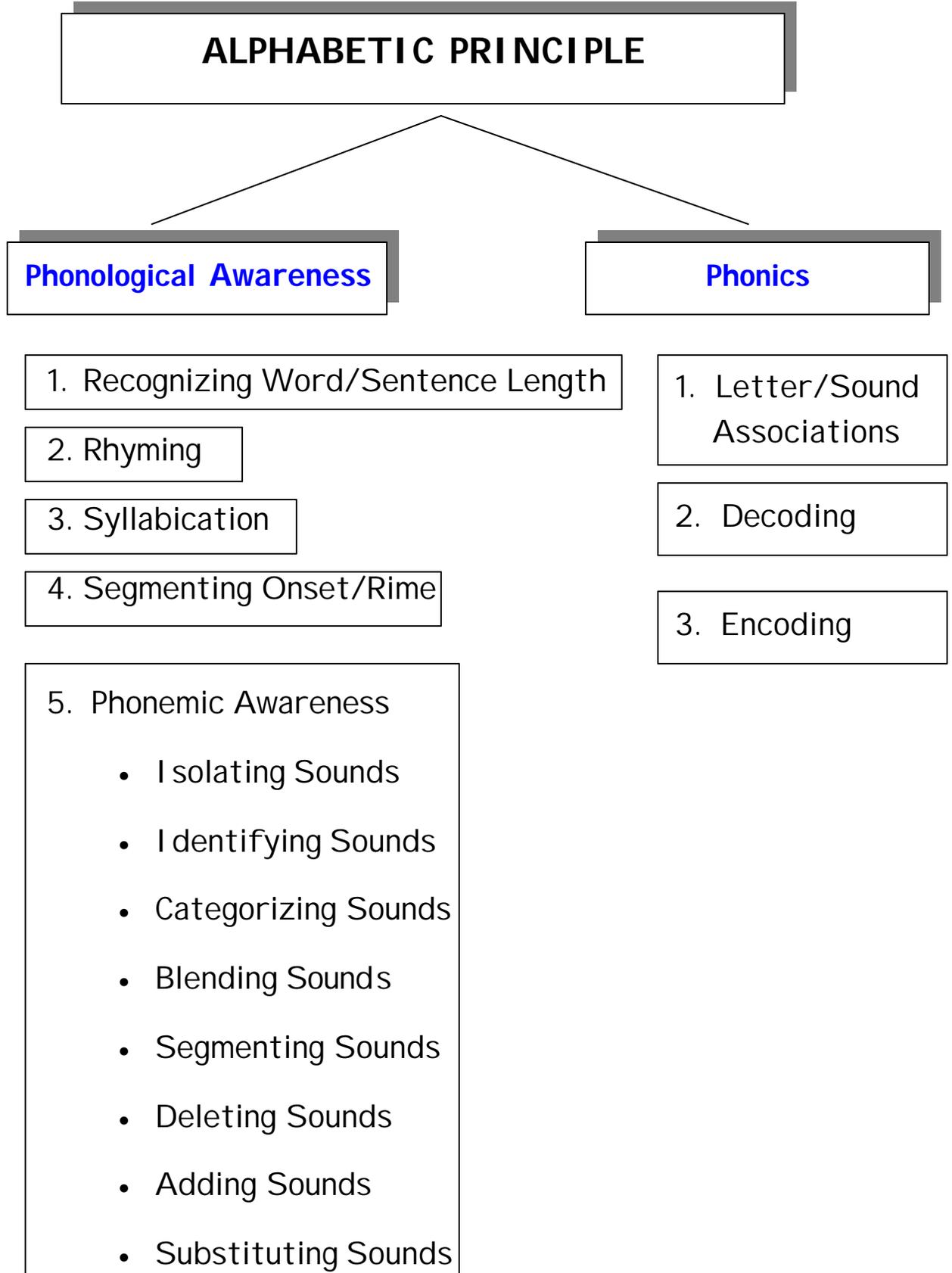
SUPPORT MATERIALS

OH/PPT#12: Alphabetic Principle

SESSION ACTIVITIES

Alphabetic Principle

1. Explain that the English written language is categorized as an alphabetic system. Therefore, Phonological Awareness and Phonics are both important elements.
2. Explain that Phonological Awareness is comprised of five sets of skills illustrated in this organizer.
3. Phonemic Awareness skills consist of various ways of identifying and manipulating sounds.





PHONEMIC AWARENESS

SECTION 3: PRESENTATION

NOTES TO THE FACILITATOR

This begins Section 3: Presentation. This page provides the basic vocabulary for describing the structure of written English.

SUPPORT MATERIALS

OH/PPT #13: What Makes written English an Alphabetic System?

SESSION ACTIVITIES

1. Discuss the OH. Have the participants underline the key words in parentheses.
2. Ask participants if these statements agree with their understandings of the English language.
3. Point out that English Language Learner students' home language may be based on very different structures.

What Makes the English Language an Alphabetic System?

It uses

- written characters or symbols (**graphemes**)
- to represent sounds (**phonemes**) and sound patterns.

However, written English is not just a phonetic system. It is also

- an (**orthographic**) or spelling system
- that often reflects (**meaning**) rather than sound.
- It is based, in large measure, on the assumption that each speech sound or phoneme should have its own graphic representation.



NOTES TO THE FACILITATOR

Discuss each bullet, but be sure to elaborate on the last one. "The effect on reading continues beyond instruction" means that when a student is phonemically aware, these skills are used for reading and spelling. Phonemic awareness instruction may be reduced or diminished over time, but students continue using the skills in phonics, fluency, and comprehension.

SUPPORT MATERIALS

OH/PPT #14: How Does
Phonemic Awareness
Instruction Help Children
Learn to Read and Spell?

SESSION ACTIVITIES

Explain

1. Talk through each bullet.
2. Elaborate on the last bullet.

How Does Phonemic Awareness Instruction Help Children Learn to Read and Spell?

- Phonemic awareness is a **necessary prerequisite** to children's ability to use the alphabetic principle in learning to read, write, and spell.
- Before children learn to read print, they need to become **aware of how the sounds of speech in words work**, so they can **make a connection** between units of **sound and symbols** (letters).
- Phonemic awareness is the **foundation for later "sounding out"** (in phonics).
- Phonemic Awareness training **transfers** to and **improves** children's **reading** and **spelling**. The **effect** on reading **continues** beyond instruction.

(IRA's Position Statement on PA, 1998; NRP, 2000; Armbruster, Lehr & Osborn, 2001)

NOTES TO THE FACILITATOR

The page summarizes the NRP Report of Phonemic Awareness. This can also be considered the specifics of the research evidence and how the evidence applies to classroom practice.

SUPPORT MATERIALS

OH/PPT #15: What Are the National Reading Panel's Findings About Phonemic Awareness Instruction?

Materials: The Report of the National Reading Panel

SESSION ACTIVITIES

Explain

1. Talk through each bullet.
2. Point out that the Phonemic Awareness skills segmenting and blending skills referred to in the 2nd bullet will be discussed in later pages.
3. The 5th bullet refers to how long a lesson on Phonemic Awareness should last. The duration and intensity should be determined by the needs of the students.

What Are the National Reading Panel's Findings about Phonemic Awareness Instruction?

Phonemic Awareness instruction is most effective when:

- children are taught to manipulate phonemes with letters,
- instruction is focused on one or two Phonemic Awareness skills rather than a multi-skilled approach; specifically, segmenting and blending phonemes,
- children are taught in small groups,
- instruction is based on student needs assessments (such as segmenting syllables, identifying first sounds, segmenting words into phonemes, or deleting a phoneme to make a new word),
- single sessions last no more than 30 minutes,
- instruction makes explicit how children are to apply Phonemic Awareness skills in reading,
- sounds, letters, and letter names are over-learned so children can work with them automatically to read and spell words.

NOTES TO THE FACILITATOR

The last two bullets on this page address English Language Learners (ELL). Because Phonemic Awareness is closely connected to Oral Language, this tie becomes important to teachers with this population in their classrooms. There is a separate Reading Links module on Reading Strategies for English Language Learner (ELL) students.

SUPPORT MATERIALS

OH/PPT #16: What Other Phonemic Awareness Findings Were Highlighted in the National Reading Panel Report?

SESSION ACTIVITIES

Explain

1. Discuss each bullet.
2. Emphasize the 2nd bullet as applying to ALL learners.
3. However, indicate that specific phonemic awareness instruction gradually diminishes as children master the sounds and focus on phonics and fluency. It is appropriate for older learners if they are not phonemically aware. Assessments will help teachers determine this.
4. Discuss the 4th bullet. Some sounds in the English language may be non-existent in another language. Students categorize an English sound with a sound in their own language that most closely resembles it.

What Other Phonemic Awareness Findings Were Highlighted in the National Reading Panel Report?

- Phonemic Awareness does not constitute a complete reading program; however, it is a key component and critical foundational piece of the complex literacy process.
- Phonemic Awareness instruction helps all types of children improve their reading (preschoolers, kindergartners, normally developing readers, older struggling readers, etc.) and helps kindergartners and first graders improve their spelling.
- Phonemic awareness instruction boosts word reading and comprehension.
- Teachers need to be aware that English Language Learners (ELLs) categorize phonemes in their first language.

NOTES TO THE FACILITATOR

The chart on the opposite page can be a valuable classroom tool. You may want to suggest that they make a poster of it for their use. The chart explains the Phonemic Awareness Tasks.

SUPPORT MATERIALS

OH/PPT#17: Phonemic Awareness Tasks

SESSION ACTIVITIES

Classroom Game

1. Discuss each task, naming and defining it. Ask the participants to be the children as you play the teacher's role as described in the example column. Say, "The third column in the chart gives an example of the Phonemic Awareness task. I'm going to play the teacher's role and ask you, the children, to perform the task."
2. Proceed down the chart with participants playing the classroom game.
3. Tip for facilitator: Phoneme blending and segmenting provide an example of how a teacher can connect Phonemic Awareness to reading using letters as you described earlier in OH # 14.
4. Remind the participants that only one or two tasks can be taught effectively in one Phonemic Awareness session.
5. Refer the participants to the entry learning activity beginning with 'hen.' Ask, "Which task was that activity demonstrating?"

Phonemic Awareness Tasks

Term	Definition	Example
Phoneme Isolation	Recognizing individual sounds in a word	Teacher: What is the first sound in van ? Children: /v/
Phoneme Identification	Recognizing the same phonemes in different words	Teacher: What sound is the same in fix , fall , and fun ? Children: The first sound, /f/
Phoneme Categorization	Recognizing the word in a set of three or four words that has the "odd" sound	Teacher: Which word does not belong: bus , bun , rug ? Children: Rug does not belong. It doesn't begin with /b/.
Phoneme Blending	Listening to a sequence of separately spoken phonemes and then combining the phonemes to form a word	Teacher: What is the word /b/ /i/ /g/? Children: /b/ /i/ /g/ is big . Teacher: Now let's write the sounds in big : /b/ write b ; /i/ write i ; /g/ write g .
Phoneme Segmentation	Breaking a word into its separate sounds and saying each sound as it is tapped out, or signaled	Teacher: How many sounds are in grab ? Children: /g/ /r/ /a/ /b/ Four sounds
Phoneme Deletion	Recognizing the word that remains when a phoneme is removed from another word	Teacher: What is smile without the /s/? Children: Smile without the /s/ is mile .
Phoneme Addition	Making a new word by adding a phoneme to an existing word	Teacher: What word do you have if you add /s/ to the beginning of park ? Children: Spark .
Phoneme Substitution	Substituting one phoneme for another to make a new word	Teacher: The word is bug . Change /g/ to /n/. Children: Bun .

(Armbruster, Lehr & Osborn 2001)

NOTES TO THE FACILITATOR

This final list is described as 'challenges,' and highlights important instructional issues.

SUPPORT MATERIALS

OH/PPT #18: What Are the Challenges for the Teacher?

SESSION ACTIVITIES

Explain

1. Talk through each bullet.
2. Emphasize the 4th bullet in "Know when to..." highlighting segmenting and blending.

What Are the Challenges for the Teacher?



The challenges are to:

- Explicitly teach the connection between Phonemic Awareness and reading
- Understand Phonemic Awareness tasks to make informed decisions when using ongoing assessments

Know when to:

- Provide more Phonemic Awareness instruction
- Change the complexity of the task
- Move on to other reading strategies
- Highlight instruction of blending and segmentation for greatest transfer to reading
- Design engaging lessons that require active participation

NOTES TO THE FACILITATOR

The purpose of this activity is to provide time for the participants to process the information they have just learned. Use this whenever the participants have 'had enough' new information and need time to digest the new learning. It is not necessary to use an OH of the opposite page. Just tell the participants which steps to follow. Be sure to watch a clock and tell partners when to switch turns.

SUPPORT MATERIALS

Participant Notes:

SESSION ACTIVITIES

Partner Review

1. Have each participant choose a partner.
2. Each pair designates a '1' and a '2.'
3. Everyone reviews his/her notes.
4. Proceed with the directions on the page.
5. Provide time for open discussion and questions at the end.

Summarizing Points

- Phonemic awareness tasks are important and need to be taught explicitly (preferably in small groups) for all K-1 children.
- Phonemic awareness tasks should be taught in a variety of different ways, which are enjoyable for children.
- Phonemic awareness tasks which should be emphasized are segmenting and blending.
- Phonemic awareness activities transition into phonics and other reading activities.

Checking for Understanding Partner Review

What Have You Learned So Far?



1. Review your notes.
2. Partner 1 reviews new learnings for 90 seconds.
3. Partner 2 reviews new learnings for 45 seconds.
4. Partner 1 reviews again for 30 seconds.
5. Partner 2 finishes by reviewing for 15 seconds.
6. Write any remaining questions.

Remember: Do not repeat what your partner has already shared!

ENGAGEMENT & PRACTICE NOTES



PHONEMIC AWARENESS

SECTION 4: ENGAGEMENT AND PRACTICE

NOTES TO THE FACILITATOR

This begins Section 4: Engagement and Practice

SUPPORT MATERIALS

OH/PPT #19: Section 4:
Engagement and Practice

SESSION ACTIVITIES

Explain

1. Section 4 provides classroom applications. It has been divided up into 5 subsections.
2. Describe the content of each of the subsections.
For example, The first subsection, Classroom Strategies and Applications, has numerous activities for teaching phonemic awareness that you can use in your room tomorrow. We will be practicing some of those as a whole group. You can choose to do others in your Jigsaw Teaching exercise. We will then discuss three tools for Assessing Phonemic Awareness that are each teacher and classroom-friendly. The next subsection, Video Modeling, is where you will see teachers and actual classroom applications. Finally, Action Planning gives you time to reflect on your own classrooms and students and apply what you have learned.

SECTION 4: ENGAGEMENT AND PRACTICE

[Subsection 1: Classroom Strategies and Applications](#)

[Subsection 2: Jigsaw Teaching](#)

[Subsection 3: Assessment](#)

[Subsection 4: CD/Video Modeling](#)

[Subsection 5: Action Planning](#)

NOTES TO THE FACILITATOR

It is important to note that as the facilitator, you will not have time to cover all the applications in this section. Instead, you must pick and choose which strategies to model for the participants and then have them practice. Keep in mind that there are three opportunities for the participants to learn about the strategies and applications: once in a whole group setting, again in small groups during Jigsaw Teaching, and individually during Action Planning.

To decide how best to present this section of the training session, first review all of the applications. Choose the strategies that best fit your session by considering the following:

- **Background knowledge level of the participants** - It may be best to plan 1 or 2 activities under each category and adjust accordingly.
- **Audience** - If the participants in your session are Pre-K teachers, it may be best to emphasize broader Phonological and Phonemic Awareness skills because they will most likely be taught at that level. If your audience is primarily first and second grade teachers, the narrow phonemic awareness tasks using medial sounds would be a wiser choice.
- **Staff development needs** - The principal or contact person who hired you to do the training may have a particular need that he/she wants emphasized.
- **Time allotment** - How much time is remaining? Have I closely followed the timeframe laid out on the Agenda? Or has discussion and questioning been heavy for this session? How much time does the activity take as a whole group? Can I describe some of the activities just as well as model them?
- **Flexibility and adaptability** - Some of the activities are highly adaptable to many Phonemic Awareness tasks. Blending with Blocks, The Splits, Good-bye Block, Hello Block, and Trading Places can all be modeled as one activity that has variations. Modeling this one as a whole group will generate many ideas from one lesson.

Subsection 1
Classroom Strategies and Applications

NOTES TO THE FACILITATOR

- **Engagement level for adults** – Sometimes what is engaging for children and adults is different. Choose applications you think would be beneficial for children. Examples from this manual may be Scavenger Hunt and/or Teacher, May We?
- **Room set up and space available** – Is there enough space for all of the participants to line up in Teacher, May We? You can demonstrate a lesson using a small group when the space doesn't allow for a larger group.
- **Materials and Supplies** – Be sure to review each application you plan on modeling. The materials needed to teach it may require additional supplies beyond the generic list in the "Tips for Training a Reading Links Module."

Use the subsequent blank pages to jot down your own notes about which applications you chose to model, the necessary materials, time frames, or other helpful information.

How Can We Focus on Phonological/Phonemic Awareness?

- Use language play, a variety of texts, and/or physical activities to introduce children to the similarities and differences in sounds of words to show that language has meaning, message, and form. Use:
 - nursery rhymes
 - alliteration
 - poetry
 - tongue twisters
 - patterned books
 - singing
 - dancing
 - fingerplay
 - alphabet/word games
- Use listening/whispering games to develop children's ability to attend selectively to sounds.
- Use clapping, tapping, marching, naming, and/or counting games to help children learn that words can be divided into syllables and that words can also be divided into sounds (phonemes).

NOTES TO THE FACILITATOR

Now pick your whole group demonstration classroom applications based on your evaluation and selection of activities. Use this space to record your training notes if you chose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

SUPPORT MATERIALS**SESSION ACTIVITIES**



Activities for Developing Phonological/Phonemic Awareness

Rhyming

Poems, Songs and Books

Segmenting and Syllabication

Syllables and Names

Teacher, May We?

Phoneme Isolation

Guess What? Or Guess Who?

Scavenger Hunt

Phoneme Identification

Scavenger Hunt

Different Words

Phoneme Categorization

Picture Sort

Phoneme Blending

Blending

Blending with Blocks

Phoneme Segmentation

Puppet Play

The Splits (with Blocks)

Phoneme Deletion

What's My Word?

Good-Bye Block

Phoneme Addition

What's My Word?

Hello, Block

Phoneme Substitution

Silly Sound Switch

Trading Places

NOTES TO THE FACILITATOR

Use this space to record your training notes if you chose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Rhyming

Poems, Songs, and Books

Object: In order for children to produce rhyme, they must first be able to hear it and recognize it. Use rhythm and meter to emphasize rhyme in poems, songs, chants, and books.

To Teach:

1. Select a text (e.g., poem, song lyrics, chants) that includes rhyming and action.
2. Read the text while modeling the actions.
3. Emphasize the text's rhythm and rhyme through voice inflections.
4. Reread the text one line at a time. Have your students repeat the line in unison and do the action.
5. Repeat the text and actions from beginning to end with your students.
6. Lead a discussion about which words rhyme.
7. Have your students apply their knowledge of rhyming. See the next page for suggestions.

NOTES TO THE FACILITATOR

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page. All of the applications are written with step-by-step directions on how to teach that activity.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Poems, Songs, and Books (continued)

SUGGESTED TECHNIQUES:

1. Whisper a line of the poem and say the rhyming word in a normal tone.
2. Say a line of the poem and have your students clap the rhyming word.
3. Say a line of the poem sitting down and then stand when you say the rhyming word.
4. When the children are familiar with the poem, stop after the rhyming words. Ask them, "What words do you hear that rhyme?"
5. Stop before the second rhyming word and ask the children to tell the word before you read it.
6. Ask your students to suggest additional words that rhyme with the first word in the rhyming pair.

NOTES TO THE FACILITATOR

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Segmenting and Syllabication

Application 1: Syllables and Names (Usually done early in kindergarten year)

Object: Students learn to separate their names into syllables as a way of engaging them in hearing the parts of words.

Materials: Book, pocket chart, wooden blocks, colored squares cut from paper

To Teach:

1. Select a book that has a character with a multisyllabic name such as *Chrysanthemum* by Kevin Henkes (1991).
2. After reading it, have your students say the character's name slowly. Then have them say it again and clap each syllable. Count the syllables as they repeat the name.
3. Say your own name and clap each syllable.
4. Have your students clap the syllables in their own names. Have the group say each child's name and then clap as they separate the syllables. (Erica will receive 3 claps, Richard 2, etc.)
5. Have your students represent the syllables in their names with wooden blocks. Place blocks on a table as you say each syllable in your name. Then call on individual students to do the same thing.
6. Cut colored squares of paper. Students choose the same number of colored squares as they have syllables in their names.

NOTES TO THE FACILITATOR

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Application 1: Syllables and Names (continued)

7. Have the children move around the room to form groups with others whose names have the same number of syllables. The group can say each name and count the syllables.

(adapted from Yopp & Yopp, *Supporting Phonemic Awareness Development in the Classroom*, 2000)

NOTES TO THE FACILITATOR

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Segmenting and Syllabication

Application 2: Teacher, May We?

Object: To reinforce the children's ability to analyze and break words into syllables by responding to your directions.

To Teach:

1. As in the game Mother, May I? Have your students' line up some distance away from you.
2. Give directions that require children to count the number of syllables in a word. For example, "You may jump the number of times as there are syllables in the word bunny."
3. Students respond, "Teacher, may we?"
4. After your affirmative response, the children say, "Bun - ny," and move two jumps forward.
5. Provide words with different numbers of syllables. (e.g., yes, another, call, children, anyone, armadillo, motorcycle); and, vary the types of movement the students may make (e.g., take small steps, then giant steps, skip, slide).

(adapted from Yopp & Yopp, *Supporting Phonemic Awareness Development in the Classroom*, 2000)

NOTES TO THE FACILITATOR

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

#1. Make sure you do not add the /uh/ sound to the stop consonant sounds. **D** says /d/ , not /duh/ .

SUPPORT MATERIALS**SESSION ACTIVITIES**

Phoneme Isolation

Phoneme isolation	Recognizing individual sounds in a word.	Teacher: What is the first sound in van ? Children: /v/
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Application 1: Guess What? or Guess Who?

Object: In this game, the students will be able to isolate the initial or final sound in a word. This is an introductory phonemic awareness task that helps teach children to recognize that phonemes are the spoken sounds in words.

To Teach:

1. With all of the children in a circle choose the name of one of the students and distinctly enunciate its initial phoneme only. For names beginning with a stop consonant such as David, the phoneme should be repeated over and over, clearly and distinctly: "/d/ /d/ /d/ /d/ /d/." Continuant consonants should be stretched as well as repeated "/s-s-s-s/ /s-s-s-s/ /s-s-s-s/ /s-s-s-s/."
2. If more than one child's name has the same initial sound, encourage the children to identify all of the possibilities. This introduces the point that every phoneme shows up in lots of different words.

NOTES TO THE FACILITATOR

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Application 1: Guess What? or Guess Who? (cont.)

Variation:

- Play the Guess Who game, enunciating the final sound of a name.
- Have a student take over the game and be the leader.
- Play this same game with items in a bag, box, or suitcase to which the teacher give clues after saying the initial sound until students have guessed the name of the item.

(adapted from Adams et. al., *Phonemic Awareness in Young Children*, 1998)

NOTES TO THE FACILITATOR

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

#1. Younger children work better in pairs.

#2. Many children hear the beginning of **drum** as /jr/. Be sure to enunciate very clearly. You may even need to exaggerate the pronunciation.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Phoneme Isolation and Identification

Application 2: Scavenger Hunt

Object: The object of this game is to have students compare the initial sound of a word from a picture with another object of the same sound found in the classroom.

To Teach:

1. Choose a picture and put it in a container or plastic bag. Have enough pictures to distribute to your students, who are in groups of 2 or 3. For example, in a classroom of 24 students, choose 8 or 12 pictures.
2. Take each picture out and discuss what the picture is. Take care to enunciate clearly and emphasize the target phoneme. If you are targeting initial sounds and the picture is a drum, ask your students, "What is the first sound in drum?" or "What sound do you hear at the beginning of drum?"
3. If this is a review lesson, each picture may be targeting a different sound. If this is an initial lesson, the target sound should be the same in each picture.
4. Organize your students into teams of two or three. Give them each a bag with a picture you discussed in it.
5. Explain that the team's task is to find other things in the classroom with the same target sound (phonemic identification).
6. Children walk around the room, collecting objects with the same target sound and putting them in the container or bag.
7. Bring the class back together and have each team share their objects.

Variation: Put the letter of your target sound in the bag with, or instead of, the picture. Introducing the letter adds a phonics component.

(adapted from Yopp & Yopp, *Supporting Phonemic Awareness Development in the Classroom*, 2000)

NOTES TO THE FACILITATOR

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Phoneme Identification

Phoneme identification	Recognizing the same sounds in different words.	Teacher: What sound is the same in fix , fall , and fun ? Children: The first sound, /f/, is the same.
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Different Words

Object: The object of this game is to have students compare and recognize the same sound in different words.

To Teach:

1. Gather your students in a circle.
2. Choose a set of pictures that share the same phoneme in the initial, final, or medial position.
3. Have the children identify the name of each object depicted.
4. Say the name of each picture slowly and as many times as necessary, emphasizing the target phoneme.
5. Have one child choose a picture and name it. Repeat that step with another child.
6. Ask, "Do these two words end in the same sound?"
7. Ask, "Which sound?"
8. Say, "Yes, both words end in the same sound //."

Option for Phoneme Categorization (Oddity) Activity:

Complete the steps listed above and continue below.

1. Have another child choose the last (odd) picture and name it.
2. Repeat the questions. "Does this word end in the same sound?"
3. "No, this word ends with the sound / /."

(adapted from Adams et. al., *Phonemic Awareness in Young Children*, 1998)

NOTES TO THE FACILITATOR

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Phoneme Categorization (Oddity)

Phoneme categorization	Recognizing the word in a set of three or four words that has the "odd" sound.	Teacher: Which word does not belong bus , bun , rug ? Children: Rug does not belong. It doesn't begin with /b/ .
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Picture Sort

To Teach:

1. Gather your students in a circle.
2. Choose a set of pictures that share the same sound (either initial, final, or medial). Add one picture that does not have the same target sound as the others.
3. Name each picture and have the students repeat the words.
4. Ask, "Which one of these words has a different sound than the others?"
5. Have students repeat the words after answering.
6. Have the students sort the pictures in two piles: same sound and different sound.

(adapted from Bear et. al., *Words Their Way*, 1999)

NOTES TO THE FACILITATOR

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Phoneme Blending

Phoneme blending	Listening to a sequence of separately spoken phonemes and combining the phonemes to form a word.	Teacher: What word is /b/ /i/ /g/? Children: /b/ /i/ /g/ is big.
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Application 1: Blending

Object: The object of this game is to have students see, feel, and hear the sounds in a word, recognize the order of the sounds, and blend the sounds together to make a word.

To Teach:

1. Start by telling your students, "Today we are going to see, feel, and hear the sounds in a word."
2. The teacher models first. Choose either your arm, leg, or hand as your "word blender."
3. When initially demonstrating this to students, start with two phoneme words (e.g., *at*, *it*, *to*). The teacher holds her left arm at shoulder height as the "word blender." She begins by touching her shoulder while saying the initial sound /a/. She continues drawing her hand slowly across her arm until she reaches her wrist and says the ending sound /t/. This is repeated at a quicker pace until the word is said, "*at*." While demonstrating the blending to your students, be sure you are moving your hand from their left to their right (as you are facing your students, *your* "left" is the end of the word).
4. Students follow the teacher and slide their hands along their own "word blenders" from the shoulder to the wrist.
5. Correct for left to right movement as they blend.
6. Repeat as needed, working up to three and four phoneme words. Be sure you divide your word into as many parts as there are phonemes in your word.

Variations: Different surfaces can be used as a "word blender." Some examples are sandpaper, a desktop, a ruler, or a sandbox.

NOTES TO THE FACILITATOR

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Phoneme Blending

Application 2: Blending with Blocks

Object: Practice phoneme blending by manipulating blocks.

To Teach:

1. Give each student three manipulatives – blocks, Unifix cubes, or any manipulatives that are the same size, but colored differently. (Avoid using round objects or other “distracters.”)
2. The teacher starts with two blocks and tells the students that each block represents a sound. The teacher moves one block forward and says /u/. The teacher touches another block and says /p/. Blocks are then put together slowly (stretching out the /u/) and when the blocks connect, the /p/ is pronounced. Students can hear and see that when /u/ is connected to /p/, the word is “up.”
3. Students should practice with the teacher many times before being expected to do this on their own.
4. Correct for left to right placement of blocks.
5. When students are proficient with two sound words, work with three sound words. Use the same procedure for saying the sound when the block is touched, putting the sounds together, and then pronouncing the whole word.
6. The level of difficulty may be increased by using more sounds and blocks and by switching from plain blocks to letter tiles.

Note: When the teacher is demonstrating and practicing with the students, she needs to make sure she puts the block for the first sound of the word on her right (the students' left as they are facing her). The teacher's left side is the end of the word for the students.

NOTES TO THE FACILITATOR

Continue to use this space to record your training notes if you chose to demonstrate the application on the opposite page.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Phoneme Segmentation

Phoneme Segmentation	Breaking a word into its separate sounds and saying each sound as it is tapped out, counted, or signaled.	Teacher: How many sounds are in grab ? Children: /g/ /r/ /a/ /b/. Four sounds.
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Application 2: Puppet Play

Object: The teacher uses a puppet to model segmentation, and the students “communicate” with the puppet by practicing the segmentation of words.

To Teach: Choose a puppet, small stuffed animal, or animal toy.

1. Explain to your students that Teddy (or whatever name you choose for your puppet) has a funny way of talking. If he wants to say, “**bat**,” he says it like this: /b/ /a/ /t/. Model several examples for the students.
2. Today we’re going to try to learn to talk like Teddy, so he (or she) knows what we are saying.
3. Give your students a word and help them “talk like Teddy” by separating the word into phonemes. Practice segmenting together before expecting students to segment individually.
4. As students are saying the phonemes, they may also clap, tap, or indicate with fingers the number of phonemes. The puppet could also be making one step or hop as each phoneme is pronounced. (Remember: As you are facing your students, the puppet should move from your right to your left; your left is the end of the word for the students.)

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Phoneme Segmentation

Application 2: The Splits (with blocks)

Object: Practice phoneme segmentation by manipulating blocks.

To Teach:

1. Give each student three manipulatives – blocks, Unifix cubes, or any manipulatives that are the same size, but colored differently. (Avoid using round objects or other “distracters.”)
2. Show the students two blocks that are adjacent to each other and tell them that these blocks represent the word “mow.” Students say, “mow.”
3. Point to the first block (the one on your right, the students’ left) and say /m/. Point to the other block and say /o/. Explain to the students that each block stands for one sound and that we can split the blocks apart and identify each sound by itself. Separate the blocks just a little, and say /m/ pause /o/. Separate the two blocks even further, and say the sounds with a longer pause in between.
4. Students should practice with the teacher many times before being expected to do this on their own.
5. When students are proficient with two sound words, add a third sound (third block). Use the same procedure for saying the sounds when the blocks are touched and separating the sounds.
6. The level of difficulty may be increased by using more sounds and blocks.

NOTE: After the students understand phoneme segmenting, and know some letter names, replace plain blocks with letter tiles.

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Phoneme Deletion

Phoneme deletion	Recognizing the word that remains when a phoneme is removed from another word.	Teacher: What is smile without the /s/? Children: Smile without the /s/ is mile.
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Application 1: What's My Word? Take-Away-A-Sound Version

Object: To hear and say new words when a sound is taken away.

To Teach:

1. Start by telling your students, "Today we are going to play a "take-away" game; but instead of using numbers like in math, we're going to take away sounds. When I say, 'What's my word?' you'll say the new word."
2. The teacher selects word pairs that will be used. It is usually wise to start with three phoneme words.
3. The teacher demonstrates by saying the word, "**cat**."
4. The students repeat the word, "**cat**."
5. The teacher next says, "Take away the /c/ sound. What's my word?"
6. Students respond with "**at**."
7. The teacher and students repeat words and/or sounds as needed.
8. Play continues with the teacher giving new words.

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Application 1: What's My Word? Take-Away-A-Sound Version (cont.)

Variations:

1. The teacher may vary this game by saying the word "cat" and then saying the word "at" and asking what sound was taken away. Students respond /c/.
2. Deleting sounds in the end of words is also a variation of the game.

Teacher say "moon" and then "moo," what sound was taken away? /n/

Teacher says "letter" and then "let."

Teacher says "user" and then "use."

Teacher says "books" and then "book."

3. Nonsense words can also be used, but remember they are more difficult.

Note: When forming your word pairs for **What's My Word?** Avoid use phonemes that are digraphs such as **th**, **wh**, or **sh** and diphthongs such as **oo** or **oi**.

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Phoneme Deletion

Application 2: Good-Bye, Block

Object: Practice phoneme deletion by manipulating blocks.

To Teach:

1. Give each student three - blocks, unifix cubes, or any manipulatives that are the same size.
2. Show the students three blocks that are adjacent to each other and tell them that these blocks represent the sound in the word "meat." Students say, "Meat."
3. Point to the first block (the one on your right, the students' left) and say /m/. Point to the next block and say /e/. Point to the last block and say /t/. Explain to the students that each block stands for one sound.
4. Now separate the first block from the others (leave the second two blocks connected), and show the students that you are looking at and hearing /m/ pause /et/. Remove the /m/ block completely, "Good-bye /m/" and show them that the remaining word is "eat."
5. Students should practice with the teacher many times before being expected to do this on their own.
6. The level of difficulty may be increased by using more sounds and blocks.

Note: After the students understand phoneme deletion, and know some letter names, replace the plain blocks with letter tiles.

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Phoneme Addition

Phoneme addition	Making a new word by adding a phoneme to an existing word.	Teacher: What word do you have if you add /s/ to the beginning of park ? Children: Spark .
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Application 1: What's My Word? Add-A-Sound Version

Object: To hear and say new words when a sound is added.

To Teach:

1. Start by telling your students, "Today we are going to add a sound to a word, just like we add in math. When I say, 'What's my word?' you'll say the new word."
2. Select a word pair. Start with two-phoneme words (e.g., **it-hit**, **at-bat**, **up-pup**).
3. Demonstrate by saying, for example the word, "**at**."
4. The students repeat the word, "**at**."
5. Next you say, "Add the /c/ sound to the beginning. What's my word?"
6. Students respond with, "**cat**."
7. You and students repeat words and/or sounds as needed.
8. Play continues as you give new word pairs.

Variations:

1. You may vary this game by saying the word "**at**" and then saying the word "**cat**" and asking what sound was added.
2. Adding sounds in the middle and at the end of words is also a variation of this game.
3. Nonsense words can also be used, but remember they may be more difficult.

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Phoneme Addition

Application 2: Hello, Block

Object: Practice phoneme addition by manipulating blocks.

To Teach:

1. Give each student three manipulatives – blocks, Unifix cubes, or any manipulatives that are the same size, but colored differently. (Avoid using round objects or other “distracters.”)
2. Point to the first block (the one on your right, the students’ left) and say /i/. Point to the other block and say /n/. Explain to the students that each block stands for one sound. Show the students two blocks that are adjacent to each other and tell them that these blocks represent the word “in.” Students say, “In.”
3. Show the students that new words can be made by introducing a new block. Hold a third block and call it /p/. When you add the /p/ block to the /in/ block say “Hello, /p/” tell the students that the new word is “pin.”
4. Students should practice with you many times before being expected to do this individually.
5. The level of difficulty may be increased by using more phonemes and blocks.

NOTE: After the students understand phoneme segmenting, and know some letter names, replace plain blocks with letter tiles.

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Phoneme Substitution

Phoneme substitution	Substituting one phoneme for another to make a new word.	Teacher: The word is bug . Change /g/ to /n/. What's the new word? Children: Bun .
----------------------	--	---

Application 1: Silly Sound Switch

Object: To take familiar phrases from books or nursery rhymes and substitute sounds to make a silly phrase.

To Teach:

1. Start by telling your students, "Today we are going to take a phrase from a song (or nursery rhyme) and make a silly sound switch.
2. Pre-select the phrase that will be used. Think of a phrase that is repeated or is memorable.
3. Demonstrate by saying for example, "Row, row, row, your **boat**, gently down the stream."
4. The students repeat the phrase.
5. The teacher next says, "Let's switch a new sound for the /b/ in **boat**. Let's try /g/. What's the new phrase?"
6. Students respond, "Row, row, row, your **goat**, gently down the stream."
7. Play continues as you and the students give new sounds for the identified word and say the phrase with the silly switch.

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Application 1: Silly Sound Switch (continued)

Variations:

1. You may vary this game by switching the sound for several identified words instead of just one. For example: /m/ - "Mow, mow, mow, your boat, gently down the stream." /sh/ - "Show, show, show, your boat, gently down the stream."
2. Switch sounds at the end of identified word/words.
3. Another variation is to turn the identified word/words into nonsense words. Remember they are more difficult.

Note: The teacher should identify and try switching sounds in the phrase first before playing the game with students to avoid any objectionable words.

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Phoneme Substitution

Application 2: Trading Places

Object: Practice phoneme substitution by manipulating blocks.

To Teach:

1. Give each student three manipulatives – blocks, Unifix cubes, or any manipulatives that are the same size, but colored differently. (Avoid using round objects or other “distracters.”)
2. Put three blocks together and tell the students that these blocks represent the word “tack.” Students say, “tack.”
3. Explain to the students that each block stands for one sound. Point to the first block (the one on your right, the students’ left) and say /t/. Point to the middle block and say /a/. Point to the final block and say /k/.
4. Show the students that you can substitute or “trade places” with some of the blocks. Hold a block in your hand and call it /s/. Model the process of removing the /t/ from the beginning of the blocks and replacing it with /s/. Now the word is “sack.”
5. Students should practice with the teacher many times before being expected to do this individually.
6. After students have worked on initial sounds, other lessons may move on to “Trading Places” with final sounds.
7. Medial sounds (e.g., changing “cup” to “cap”) can also be practiced.

Note: After the students understand phoneme manipulation, the natural progression for integrating phonemes and phonics is to replace the plain blocks with alphabet tiles.

NOTES TO THE FACILITATOR

Review Jigsaw under “Cooperative Group Procedures” in the “Tips for Facilitating a Reading Links Module” before beginning this subsection. It provides you with a description of how this activity can be done.

This subsection of Engagement and Practice is designed to give the participants time to put together a lesson. In it, the participants design a lesson of their own using three resources (and any others you think are helpful). Then they try it out on a small group in your training session. The ‘listeners’ gain information by watching each person in their small group teach or tell about the activity, therefore gaining information far beyond the one application they chose to demonstrate. Encourage the participants to take notes on the next page while others are modeling.

Participants may use the following resources:

- The strategies and applications from the manual not covered in the previous activity
- The participant’s own teaching and/or observing
- Suggested resources brought in by the facilitator

SUPPORT MATERIALS

Materials: *Phonemic Awareness in Young Children: A Classroom Curriculum* by Adams, Foorman, and Lundberg, and Beeler

SESSION ACTIVITIES

Jigsaw Teaching

1. Considering the 3 resources described above, ask the participants to choose a Phonemic Awareness task.
2. Have the individuals write a lesson around the task they have chosen.
3. Each participant practices it until he or she is ready to teach it to a small group.
4. Divide the participants into small groups.
5. Each member teaches the lesson (or describes it) to the rest of the group.

Subsection 2
Jigsaw Teaching

NOTES TO THE FACILITATOR

Tell the participants that they can take notes on this page while others are teaching Phonemic Awareness lessons.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Recording of Jigsaw Teaching

As each member is sharing his or her lesson, the participants can use this page to record notes.

Jigsaw Teaching: Small Group Practice

Term	Notes from Jigsaw Teaching
Phoneme Isolation	
Phoneme Identification	
Phoneme Categorization	
Phoneme Segmentation	
Phoneme Blending	
Phoneme Deletion	
Phoneme Addition	
Phoneme Substitution	

NOTES TO THE FACILITATOR

The goal of this activity is to expose teachers to classroom assessments they can use to monitor students progress. The discussion of the examples should not suggest an endorsement of either model, rather an opportunity for teachers to learn more about ways they can identify students' strengths and needs and plan instruction. Indicate that other assessments should be explored and discussed within the teaching staff of the school.

Commercially produced assessments are also available.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Subsection 3
Assessment

NOTES TO THE FACILITATOR

Remain in the large group to explain the two assessments provided. Briefly describe the two assessments and ask small groups or partners to identify the similarities and differences of the two assessments.

SUPPORT MATERIALS

Materials: Flip Chart
Markers

Sample of Flip Chart

Similarities	Differences

SESSION ACTIVITIES

Assessment Tool #1 and #2

1. Describe the two assessment tools – Yopp-Singer and Kirwan.
2. Have the participants note the similarities and differences of the two assessments.
3. Have the participants work in small groups or with partners to discuss how the assessments would best suit their needs.

ASSESSMENT TOOL #1

Yopp-Singer Test of Phoneme Segmentation

Description: The Yopp-Singer Test of Phoneme Segmentation is a list of 22 common words. Students are given the words and asked to break each word apart (segmentation). This test is administered individually and takes about five to ten minutes per student.

This test was originally designed for English speaking kindergartners; however, it has also proven useful with first grade students and older individuals. (Note: Data have not been established regarding the use of this tool with English Language Learners because of the following variables: the potential difficulty with task directions and word familiarity, and some speech sounds that exist in English may not be meaningful, or even exist in the student's language.)

Using the results: Since a relationship has been established between phonemic awareness, success in reading, and spelling acquisition, Yopp and Singer's assessment is especially helpful in early identification of areas where further instruction is needed. All or mostly correct responses indicate phonemic awareness, some correct responses suggest emerging awareness, and only a few correct responses suggest intervention is necessary. The teacher should observe and make notes on the list of test items; these will be helpful when planning instruction.

Note: Since the actual phonemes are not designated on the attached assessment, it is important to make sure the person administering the assessment knows exactly how many phonemes are in each word and the sound of each phoneme.

Yopp, H. (1995). A test for assessing phonemic awareness in young children. *The Reading Teacher*. 49(1), 20-29.

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Answer Key

Practice items:

ride (3), go (2), man (3)

Test items:

- | | |
|-------------|---------------|
| 1. dog (3) | 12. lay (2) |
| 2. keep (3) | 13. race (3) |
| 3. fine (3) | 14. zoo (2) |
| 4. no (2) | 15. three (3) |
| 5. she (2) | 16. job (3) |
| 6. wave (3) | 17. in (2) |
| 7. grew (3) | 18. ice (2) |
| 8. that (3) | 19. at (2) |
| 9. red (3) | 20. top (3) |
| 10. me (2) | 21. by (2) |
| 11. sat (3) | 22. do (2) |

Yopp-Singer Test of Phoneme Segmentation

Name _____ Date _____ Score (# correct) _____

Directions: Today we're going to play a word game. I'm going to say a word and I want you to break the word apart. You are going to tell me each sound of the word in order. For example, if I say "old," you should say /o/-/l/-/d/. Let's try a few together.

Practice items: (Assist in segmenting if necessary). Ride, go, man

Test items: (Circle those items that the student correctly segments; incorrect responses may be recorded on the blank line following the item.)

- | | |
|---------------|-----------------|
| 1. dog _____ | 12. lay _____ |
| 2. keep _____ | 13. race _____ |
| 3. fine _____ | 14. zoo _____ |
| 4. no _____ | 15. three _____ |
| 5. she _____ | 16. job _____ |
| 6. wave _____ | 17. in _____ |
| 7. grew _____ | 18. ice _____ |
| 8. that _____ | 19. at _____ |
| 9. red _____ | 20. top _____ |
| 10. me _____ | 21. by _____ |
| 11. sat _____ | 22. do _____ |

(Hallie Kay Yopp grants permission for this test to be reproduced. The author acknowledges the contribution of the late Harry Singer to the development of this test.)

NOTES TO THE FACILITATOR

Assessment Tool #2 Kirwan Assessment - Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Assessment Tool #2

Kirwan Assessment

Description: The Kirwan Assessment measures the following skills: onset and rime blending, phoneme blending, phoneme isolation, phoneme segmentation, and letter/sound correspondence. The assessment is administered individually. Passing scores are listed on each subtest. Once a student fails a subtest, no more sections are administered at that time. Students who do not pass every section are taught phonemic awareness and reassessed as the year progresses.

Using the results: Results may be used to: inform instruction, identify small groups within the classroom that need to receive additional intervention, and to help determine pacing of instruction. (The author has found that students with more phonemic awareness on this assessment move more quickly through beginning reading tasks).

Kirwan, C. (2002). *Kirwan Assessment*. Longview, WA.
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NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Kirwan Assessment

Name _____

Date _____

A. Oral Blending of Onset-Rime

Directions: Ask the student to try to identify the word you are saying. Example: "/m/.../om/, what word did I say?" Other practice examples: /b/.../at/ (bat), /s/.../it/ (sit).

- | | |
|-------------------|-------------------|
| 1. s...eem _____ | 6. r...ide _____ |
| 2. th...en _____ | 7. n...ot _____ |
| 3. l...and _____ | 8. m...ake _____ |
| 4. d...ark _____ | 9. sh...ack _____ |
| 5. m...oose _____ | 10. w...ish _____ |

Scoring: 9 or more is a pass. Score____/10

B. Oral Blending of Phonemes

Directions: Ask the student to try to guess the word you are saying. Example: "/d/.../a/.../d/ (dad), what word did I say?" Other practice examples: /b/.../e/.../t/ (beet), /w/.../ä/.../l/ (wall).

- | | |
|---------------------|----------------------|
| 1. th...e _____ | 6. r...o...d _____ |
| 2. b...a...ck _____ | 7. j...e...t _____ |
| 3. w...i...n _____ | 8. b...o...ne _____ |
| 4. t...r...ee _____ | 9. a...sh _____ |
| 5. f...oo...l _____ | 10. d...r...aw _____ |

Scoring: 9 or more is a pass. Score____/10

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NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Kirwan Assessment (continued)

Name _____

Date _____

C. Identifying Initial Consonant

Directions: Ask the child to tell you what sound he/she hears at the beginning of the word. Example: "/C/ is the sound I hear at the beginning of **car**." What sound do you hear at the beginning of **dog**?" /d/. Other practice examples: **ran** /r/, **see** /s/, **Tim** /t/.

1. meet _____

5. hear _____

2. sand _____

6. it _____

3. leg _____

7. bike _____

4. pant _____

8. win _____

Scoring: 7 or more is a pass.

Score ____/8

D. Identifying Final Consonant

Directions: Ask the child to tell you what sound he/she hears at the end of the word. Example: "/t/ is the sound at the end of **hat**." "Tell me the sound that you hear at the end of **park**?" /k/. Other practice examples: **bag** /g/, **leap** /p/.

1. clam _____

5. sky _____

2. base _____

6. sniff _____

3. free _____

7. pay _____

4. gone _____

8. nest _____

Scoring: 7 or more is a pass.

Score ____/8

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NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Kirwan Assessment (continued)

Name _____

Date _____

E. Phoneme Segmentation

Directions: Ask the student to see if he/she can break a word apart. Example: "The word is **man**. Listen to me break the word apart. /m/../a/../n/." Other practice examples: /n/.../o/ no, /t/.../i/.../p/ tip, /s/.../e/ see.

1. add _____

6. play _____

2. get _____

7. it _____

3. ripe _____

8. sun _____

4. he _____

9. do _____

5. not _____

10. cry _____

Scoring: 9 or more is a pass. Score ____/10

F. Linking Letters to Sounds

Directions: From the choice of three letters, ask the student to point to the letter that represents the beginning sound of the word given. Example: "Point to the letter that says the sound you hear at the beginning of the word "sat". **s,p,m**, (s). Other practice examples: **tan s,m,t**, (t), **deck l,d,r**, (d).

1. laugh l, s, i _____

5. mutter u, h, m _____

2. frog n, t, f _____

6. cloud a, c, n _____

3. water d, w, e _____

7. gather p, i, g, _____

4. otter o, b, j _____

8. answer o, a, k _____

Scoring: 7 or more is a pass. Score ____/8

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NOTES TO THE FACILITATOR

The video modeling activity provides an opportunity for the participants to observe an actual classroom session (not a simulated classroom or actor) demonstrating the teaching of phonemic awareness tasks. The classroom videos illustrate the explicit teaching of phonemic awareness tasks as well as ways phonemic awareness tasks are integrated into other classroom instructions. Preview the entire video. You will need to make decisions as to how the video can be used most effectively for your training. The following options are available:

- Highlight a portion(s) or snapshots of the videos rather than showing them in their entirety.
- Use portions of the Pre/Post teaching interviews during this session or save them for another time.
- Reserve the video to be shown again at a future time.
- Use the Video Modeling Observation Chart for the first viewing and the Checklist in the Helpful Resources for additional viewings.
- Encourage teachers to view the full Reading LINKS program on www.linkslearning.com.

Subsection 4
CD/Video Modeling

NOTES TO THE FACILITATOR

Two classroom videos are available to be used for demonstrations of phonemic awareness instruction. These include the following:

- Phonemic Awareness – Kessler Elementary School, Kindergarten and 1st grade.
This video illustrates small groups of children being taught phonemic awareness tasks. Two teachers provide different strategies.
- Oral Language Development – Marti McPhee, T. T. Minor Elementary School.
This video illustrates how oral language activities and phonemic awareness tasks are embedded into the curriculum of an early childhood education program for four and five year olds.

Contexts for CD/Video Viewing

CD/Video Viewing

Context #1: Phonemic Awareness - Kessler Elementary School, Longview School District, Kindergarten and 1st Grade

Focus: Phonemic Awareness training with small groups of students.

Context #2: Oral Language Development - Marti MacPhee, T.T. Minor Elementary School, Seattle School District, 4-5 year olds

Focus: Clapping, rhyming, fingerplay, singing, listening games, oral language development in centers

NOTES TO THE FACILITATOR

This Observation Chart is to be used by the participants as they watch scenes from Marti McPhees' video. Note: Marti embeds phonemic awareness instruction in her lesson plans.

SUPPORT MATERIALS

Video of Marti MacPhee at
T.T. Minor and/or Kessler
Elementary School

SESSION ACTIVITIES

Video Viewing

1. Have the participants read the 4 guiding questions on the Observation Chart.
2. Introduce the video you have chosen by describing the lesson(s) you previewed and selected for this session.
3. Explain that the video was filmed in the teacher's classroom with her students present.
4. View the video or sections of video you have chosen to be seen.
5. Have the participants record their observations and responses to the guiding questions on the Observation Chart as they view the video.
6. Discuss each question and the observations at the end of the viewing.

CD/Video Modeling Observation Chart

<p>What activities for teaching Phonemic Awareness did the teacher use?</p>	<p>What classroom management strategies did the teacher use to support instruction?</p>
<p>How did the teacher assess, engage, or reinforce student success?</p>	<p>What else did you observe? (e.g. other literacy enrichment, physical environment, and/or accommodations)</p>

NOTES TO THE FACILITATOR

Action Planning provides the participants with time to plan an application of their new learnings for their classrooms. See “Key Learning Goals” #5 in Overview that states, “The participants will create an initial action plan to apply key learning from this module.” Encourage them to develop at least one goal and three action steps they can take to reach their goal. Explain that they may also need to spend some time in the development of a more comprehensive action plan. This could also be used with groups of teachers in a school.

Subsection 5
Action Planning

NOTES TO THE FACILITATOR

Continue to use this page for your notes.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Action Planning

1. Encourage the participants to follow the 3-step process to put Phonemic Awareness in their classrooms tomorrow.
2. Read the 3 steps – Review, Revise, and Plan.
3. Give time for each participant to follow the plan.
4. Ask for questions.

Action Planning: How Can I Put My New Learnings into Practice?

- 1. Review:** Look over the notes you made during the Think-Ink-Pair-Share activities completed at the beginning of this session.
- 2. Revise:** What additions or revisions can you make to your notes?
- 3. Plan:** What are my next steps to incorporate phonemic awareness purposefully into my lesson plans tomorrow?

How will those plans meet the instructional needs of my students?

Using the form on the next page, **construct an action plan** that will help you address the instructional needs of your students.

NOTES TO THE FACILITATOR

As the participants are planning, roam the room providing assistance where needed. For example, provide guidance to those who are having difficulty and feedback on the plans to those who finish quickly.

SUPPORT MATERIALS**SESSION ACTIVITIES**

Action Planning Recording Page

1. Instruct the participants to record their plans on this page.
2. Share plans in small or whole group(s).

Constructing an Action Plan to Meet the Instructional Needs of Students

What plans can I try tomorrow?	How will the plans address the instructional needs of my students?

NOTES TO THE FACILITATOR

This is the time for participants to sum up their new learnings during this training.

SUPPORT MATERIALS

Materials: Flip Chart from entry activity.

Sample of Flip Chart

Phonemic Phonics Phonemes	
Familiar	Unfamiliar

SESSION ACTIVITIES

Revisiting Knowledge Rating Chart

1. Have participants rate the terms for Phonemic Awareness and give an example for each in the chart.
2. Participants then compare this chart to the entry-level activity they did on page 1. See Flip Chart example.
3. Ask guiding questions in order to facilitate the participants' discussion. For example: Where do you think your learning has increased the greatest? How do your Knowledge Rating Charts differ from the beginning of the training until now? For a colleague, identify a Phonemic Awareness piece essential to your classroom?



PHONEMIC AWARENESS

SECTION 5: SUMMARY

SECTION 5: SUMMARY

Revisiting Terminology Knowledge Rating Chart

Revisit the Terminology Knowledge Rating Chart that you completed at the beginning of the session to compare your knowledge of the language of phonological and phonemic awareness.

Terminology Knowledge Rating Chart

Phonemic Awareness Term	How familiar are you with the term?	Can you give an example?
1. grapheme		
2. onset and rime		
3. phoneme		
4. phonemic awareness		
5. phoneme blending		
6. phoneme categorization		
7. phoneme isolation		
8. phoneme segmenting		

NOTES TO THE FACILITATOR

After the summarizing activity, conclude your training session. Please acknowledge the commitment that the participants have made to their students, classrooms, and themselves by taking the time beyond their already busy jobs to learn more. Celebrate with them that their learning is also important.

Lastly, have the participants fill out an evaluation of the training before they leave. In the "Tips to Facilitating" there are suggested forms.

HELPFUL RESOURCES NOTES



PHONEMIC AWARENESS

SECTION 6: HELPFUL RESOURCES

NOTES TO THE FACILITATOR

Section 6: Helpful Resources section is similar to an appendix.

Possible Uses for Section 6:

Section 6: Helpful Resources consists of 3 sections – Checklist for Evaluating Instructional Materials, Video Modeling Checklist, and Sample Lesson Plans. The Checklist for Evaluating Instructional Materials is a guide to assessing the content and uses of instructional aides. The Video Modeling Checklist is a guide to watching the videos for effective teaching behaviors. The Sample Lesson Plans are from the video(s) that match this module. The teachers featured wrote them to help participants have a written guide for video viewing. The Material and Video Modeling Checklists are designed to be used at a later date. If a staff wanted to reconvene, for example, and peruse its curriculum it could use the Materials Checklist as a guide to the strengths and weaknesses of the classroom materials. Further, as suggested in the Video Modeling subsection, a staff may want to view the videos for this module on two or three separate occasions. The Video Modeling Checklist offers additional observational categories and content.

Section 7: References

Section 8: Glossary

There are two glossaries in each module. The first speaks to the particular module that you are training. The second is common among the six modules that comprise the Building Blocks to Teaching Children to Read.

Section 9: PowerPoint and Overheads

This section exists only in the Facilitator's Manual of any module. It is for your organization of overhead transparencies and/or PowerPoint slides to facilitate this module.

Section 10: Tips to Facilitating

This section, like section 9, exists only in the Facilitator's Manual. It is a module in and of itself that contains the general guidelines to facilitating a Reading Links training.

SECTION 6: HELPFUL RESOURCES

- Video Modeling Checklist
- Checklist for Evaluating Instructional Materials
- Sample Lesson Plans for Marti MacPhee's Video Modeling

NOTES TO THE FACILITATOR

CD/Video Modeling Checklist

- #6. Is good practice in teaching, but may not show up "extensively" on video.

CD/VIDEO MODELING CHECKLIST

EFFECTIVE TEACHING CHARACTERISTICS	If observed, make notes as to how the teacher handled this characteristic
LEARNING ENVIRONMENT	
1. Communicates a warm interest in and respect for the students.	
2. Provides a literacy-rich learning environment.	
MANAGEMENT	
1. States objectives, expectations, and routines.	
2. Takes actions to keep all students engaged.	
INSTRUCTION	
1. Uses a variety of teaching/learning methods.	
2. Paces instruction to keep the class involved.	
3. Uses a variety of grouping strategies to increase student engagement and interaction.	
4. Models the designed behaviors and provides think-alouds.	
5. Asks open-ended questions and provides adequate wait time for thinking.	

NOTES TO THE FACILITATOR

CD/Video Modeling Checklist (Continued)

CD/VIDEO MODELING CHECKLIST (continued)

INSTRUCTION (cont)	
6. Ensures extensive reading/writing time for students on a daily basis (e.g., instructional as well as independent).	
STRATEGIC TEACHING	
1. Explicitly explains how strategies can help reader/writers.	
2. Makes connections between new strategies/information and what students already know.	
3. Provides opportunities for guided practice in strategy application.	
ASSESSMENT	
1. Uses a variety of ongoing assessment techniques to improve instruction (observations, checklists, anecdotal records, informal inventories, etc.).	
2. Evaluates the lesson and diagnoses what was learned and what needs to be reviewed or retaught.	

NOTES TO THE FACILITATOR

Checklist for Evaluating Instructional Materials

Checklist for Evaluating Instructional Materials

Use the checklist below to guide your decision-making processes when considering which instructional materials will best meet the needs of students.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

TOPIC ADDRESSED	YES	NO	COMMENTS
Content			
1. Is the instructional material aligned with state/school standards?			
2. Is the information and approach research-based?			
3. Is the focus aligned with the scope and sequence of your school/district's reading program?			
4. Are the materials and strategies appropriate for your students' needs?			
Instruction			
1. Will the materials cover the range your students need?			

NOTES TO THE FACILITATOR

Checklist for Evaluating Instructional Materials (Continued)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(continued)

TOPIC ADDRESSED	YES	NO	COMMENTS
Instruction (cont)			
2. Are the materials student and teacher - friendly and clearly presented?			
3. Does the instructional design provide for a balanced approach to reading?			
4. Is there a coherent instructional progression of skills and strategies?			
5. Do the lessons include a variety of engaging student activities?			
6. Are there teaching options offered to accommodate for a variety of teaching and learning styles?			
7. Are opportunities provided for skills development and strategies?			
Support			
1. Are supplemental materials provided?			
2. Is teacher support available?			
3. Is teacher in-service offered?			

NOTES TO THE FACILITATOR

Checklist for Evaluating Instructional Materials (Continued)

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(continued)

TOPIC ADDRESSED	YES	NO	COMMENTS
Support (cont)			
4. Are there opportunities for ongoing professional development?			
Assessment			
1. Is there an appropriate assessment component that is aligned with the standards/objectives?			
2. Does the assessment program include a variety of formal and informal evaluation activities?			
3. Are the performance skills and strategies identified in the lessons?			

NOTES TO THE FACILITATOR

Sample Lesson Plan for Video

This lesson is a complete, language arts lesson, encompassing many factors of good lesson design. In addition to getting “the big picture,” participants may also want to look for specific phonemic awareness practice and how these practices are woven into the whole lesson.

Sample Lesson Plan for Video

Grade: Pre-K Marti MacPhee

Lesson #1: Whole Group/"Morning Meeting" 15 minutes

ACTIVATE AND ASSESS PRIOR KNOWLEDGE:

- This is a part of our daily routine. It is a place where language (oral and written) happens informally around a deliberate routine of daily messages.
- We will use language – speaking, reading, writing, listening, viewing and thinking - in association with recording the information that we need to know for the day.

CONNECT CURRICULUM CONCEPTS AND CONTEXTS OF LEARNING

Concepts	Contexts of Learning
<ul style="list-style-type: none">□ Emergent Reading, Writing, Math, and Communication□ Vocabulary Development (i.e., the <u>name</u> of the day, the <u>name</u> of the month, letter, word)	<ul style="list-style-type: none">□ Interactive (teacher, children) – Whole class

NOTES TO THE FACILITATOR

Sample Plan (Continued)

Sample Lesson Plan (Continued)

TARGETED GOALS, OBJECTIVES, STANDARDS

Emergent Reading (1.1) Uses word recognition and word meaning skills to read and comprehend text. The Pre-K student:

- ❑ Is aware of print in the environment.
- ❑ Is aware that print conveys meaning.
- ❑ Is beginning to recognize and name some letters.
- ❑ Is beginning to know direction of print (left to right, top to bottom).
- ❑ Uses patterns of language to predict words or phrases.
- ❑ Demonstrates some knowledge of letter-sound relationships (particularly, in the initial position).

Communication: The Pre-K student:

- ❑ Focuses attention for short periods of time (appropriate to age) and understands why this is important (1.1 Focuses attention).
- ❑ Observes carefully and understands visual information; follows simple oral directions (1.2 Listens and observes to gain and interpret information)
- ❑ Communicates to teachers, small group and class; knows when it is appropriate to speak (2.1 Communicates clearly to a range of audiences for differences purposes)
- ❑ Expresses own ideas in group discussions and conversation (3.2 Works cooperatively as a member of a group).

NOTES TO THE FACILITATOR

Sample Plan (Continued)

Sample Lesson Plan (Continued)

INSTRUCTIONAL DECISIONS

PROCEDURES	STRATEGIES	MATERIALS
<ul style="list-style-type: none"> ❑ Focus students to teacher and board by using "Bacon and Sausages" clapping chant. ❑ "Messages of the Day." Read the board. "Calendar"/Model writing: Today is _____. We go to _____, etc. ❑ Attendance: Call names from cards. Students listen and say "Here." Make a pile of "Here" and "Not here" (attendance monitor). ❑ Role Call: Students tell who is NOT here while teacher writes names on board. Clap the names. Questions: Who is not here? What do you notice 	<ul style="list-style-type: none"> ❑ Oral and Kinesthetic (chant with clapping, 1:1 correspondence with hands when counting) ❑ Auditory: listening for name, counting, answering questions ❑ Manipulating sound (i.e., big/small sound, deleting words (CLOZE procedure) ❑ Units of sounds: initial position of letters/sounds, blending, syllables, i.e., Thursday, Gym, Kaela, clapping names, etc. Also, every day, the name of the day has day in it!! ❑ Whisper game (transition) 	<ul style="list-style-type: none"> ❑ Wipe-off board ❑ Wipe-off markers ❑ Teacher-made "calendar" ❑ Photographs of staff ❑ Pointer ❑ Attendance cards

NOTES TO THE FACILITATOR

Sample Lesson Plan (Continued)

about their names? How many are not here? ❑ Transition to Small Group		
---	--	--

OUTCOMES (ASSESSMENTS OF PERFORMANCES, PROCESSES, PRODUCTS)

- ❑ Teacher observation of participation by individual children within a large group: clapping patterns, following directions, counting, giving information to direct questions.
- ❑ Teacher observation of students' transference of this information to other areas (i.e., student says, "Thank you" starts like "Thursday". Kamari says, "Hey, my name starts (sounds) like Kayla's. They both start with K." "Brea has a short name, Diajanique has a long name."

NEXT STEPS (What will we do based on what we learned/did today?)

- ❑ After "Morning Meeting", we transition to Small Group where we will explore the Big Book *Annabel*. This next activity will include singing, clapping and guided reading.
- ❑ Repeat routine the next day with new information. Children will begin to help "write" the messages on the board during "Messages of the Day" and also during self-selected work time (Plan-Do-Review).

NOTES TO THE FACILITATOR

Sample Lesson Plan (Continued)

Sample Lesson Plan (Continued)

Grade: Pre-K

Lesson #2: Small Group – Reading 15 minutes (approximately)

ACTIVATE AND ASSESS PRIOR KNOWLEDGE:

- We have read this book before. It is a “singing book.”
- The children voted to name our hamster after the girl in the story, Annabel. They remain very interested in this story/song.
- The teacher will ask some questions about what happens in the book prior to re-reading.

CONNECT CURRICULUM CONCEPTS AND CONTEXTS OF LEARNING

Concepts	Contexts of Learning
Emergent reading (hearing, clapping segments of words, initial letter/sound A and medial (“in the middle”) B, reading left to right and top to bottom. Communication	Interactive (teacher, children) – small group (8 – 10 children) seated at a table reading a Big Book.

NOTES TO THE FACILITATOR

Sample Lesson Plan (Continued)

Sample Lesson Plan (Continued)

TARGETED GOALS, OBJECTIVES, STANDARDS

Emergent Reading (1.1: Uses word recognition and word meaning skills to read and comprehend text) The Pre-K student:

- ❑ Is aware of print in the environment.
- ❑ Is aware that print conveys meaning.
- ❑ Is beginning to recognize and name some letters.
- ❑ Is beginning to know direction of print (left to right, top to bottom).
- ❑ Uses patterns of language to predict words or phrases.
- ❑ Demonstrates some knowledge of letter-sound relationships (particularly, in the initial position).

Emergent Reading (1.3: Reads fluently, adjusting) The pre-K student:

- ❑ Reads at emergent reader stage.
- ❑ Participates in group reading (shared, guided, buddy)
- ❑ Emergent Reading (1.4: Understands elements of literature) The Pre-K student...
- ❑ Identifies book parts and text features: cover, title page

Communication: The Pre-K student:

- ❑ Focuses attention for short periods of time (appropriate to age) and understands why this is important (1.1: Focuses attention).
- ❑ Observes carefully and understands visual information; follows simple oral directions (1.2: Listens and observes to gain and interpret information)
- ❑ Communicates to teachers, small group and class; knows when it is appropriate to speak (2.1: Communicates clearly to a range of audiences for different purposes)
- ❑ Expresses own ideas in group discussions and conversation (3.2: Works cooperatively as a member of a group). STOPPED HERE

NOTES TO THE FACILITATOR

Sample Lesson Plan (Continued)

OUTCOMES (ASSESSMENTS OF PERFORMANCES, PROCESSES, PRODUCTS)

- ❑ Teacher observation of participation of individual children in a group of children
- ❑ Teacher observation of students' transference of this information to other areas (i.e., student says, "Apple starts/sounds like Annabel and Abdullah. They both begin with A." or "Brea sounds like bel, bel, bel. Bel only has one clap like Brea.")

NEXT STEPS (What will we do based on what we learned/did today?)

- ❑ Repeat this activity in whole group on another day.
- ❑ Clap and add students' names to ABC word wall.

REFERENCE NOTES



PHONEMIC AWARENESS

SECTION 7: REFERENCES

NOTES TO THE FACILITATOR

Section 7: References

SECTION 7: REFERENCES

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GLOSSARY NOTES



PHONEMIC AWARENESS

SECTION 8: GLOSSARY

NOTES TO THE FACILITATOR

Section 8: Glossary

SECTION 8: GLOSSARY

- Phonological Awareness Terms

- Phonemic Awareness Terms

NOTES TO THE FACILITATOR

Phonological Awareness Terms

PHONOLOGICAL AWARENESS TERMS

Term	Definition	Example
Phonological Awareness	A broad term that includes phonemic awareness. In addition to phonemes, Phonemic Awareness activities can involve work with words, syllables, rhymes, and onset and rime.	
Word	A speech sound or series of sounds that communicates a meaning.	animal, ball, little, heart
Syllable	A word part that contains a vowel or, in spoken language, a vowel sound.	e-vent, news-pa-per, ver-y "I can clap the parts of my name: An - drew."
Rhyme	The identical, or very similar, final sounds in words.	The pig has a wig. Pat the cat. The sun is fun.
Onset and Rime	Units of spoken language that are smaller than syllables but larger than phonemes. An onset is the initial consonant(s) sound of a syllable. A rime is the part of a syllable that contains the vowel and all that follows it.	Onset of bag - b Rime of bag - ag Onset of swim - sw Rime of swim - im

NOTES TO THE FACILITATOR

Phonemic Terms (Continued)

PHONEMIC AWARENESS TERMS

Term	Definition	Example
Phonemic Awareness	The ability to hear, identify, and manipulate the individual sounds in spoken words.	
Phoneme Isolation	Recognizing individual sounds in a word.	Teacher: What is the first sound in <i>van</i> ? Children: /v/
Phoneme Identification	Recognizing the same sounds in different words.	Teacher: What sound is the same in <i>fix</i> , <i>fall</i> , and <i>fun</i> ? Children: The first sound, /f/, is the same.
Phoneme Categorization	Recognizing the word in a set of three or four words that has the "odd" sound.	Teacher: Which word does not belong: <i>bus</i> , <i>bun</i> , <i>rug</i> ? Children: <i>Rug</i> does not belong. It doesn't begin with /b/.
Phoneme Blending	Listening to a sequence of separately spoken phonemes and combining the phonemes to form a word.	Teacher: What is the word /b/ /i/ /g/? Children: /b/ /i/ /g/ is <i>big</i> .
Phoneme Segmentation	Breaking a word into its separate sounds and saying each sound as it is tapped out, counted, or signaled.	Teacher: How many sounds are in <i>grab</i> ? What are the sounds? Children: Four Sounds - /g/ /r/ /a/ /b/.
Phoneme Deletion	Recognizing the word that remains when a phoneme is removed from another word.	Teacher: What is <i>smile</i> without the /s/? Children: <i>Smile</i> without the /s/ is <i>mile</i> .
Phoneme Addition	Making a new word by adding a phoneme to an existing word.	Teacher: What word do you have if you add /s/ to the beginning of <i>park</i> ? Children: <i>Spark</i> .
Phoneme Substitution	Substituting one phoneme for another to make a new word.	Teacher: The word is <i>bug</i> . Change /g/ to /n/. Children: <i>Bun</i> .

NOTES TO THE FACILITATOR

Phonemic Awareness Terms

PHONEMIC TERMS (Continued)

Term	Definition	Example
Graphophonic Cues	Refers to the sound relationship between the grapheme (a letter or group of letters) and the phoneme or sound it represents and the cues it provides for pronouncing the word (s) seen in print.	
Letter-Sound Relationship	Refers to how a letter is pronounced.	
Sound Spelling	Refers to the spelling of various sounds.	

POWERPOINT/OVERHEAD NOTES



PHONEMIC AWARENESS

SECTION 9: POWERPOINT/OVERHEADS



Phonemic Awareness

Office of Superintendent of Public Instruction
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Olympia, Washington 98504-7200

READING LINKS AGENDA

10 minutes	Introduction and Expectations
	Overview
10- 15 minutes	Reading Links Project ROPES Guiding Structure Participant Manual Layout
25 - 30 minutes	Section 1: Review Participant Background Knowledge and Understanding
	Section 2: Overview
15 minutes	Key Learning Goals Building Blocks
	Section 3 Presentation
15 minutes	Research-based Information and Content
10 minutes	Break
	Section 4: Engagement and Practice
75 - 85 minutes	Classroom Strategies and Applications Assessment Video Modeling Action Planning
10- 15 minutes	Section 5: Summarizing Key Learnings
10- 15 minutes	Evaluation and Feedback

ROPES: A GUIDING STRUCTURE

R	<u>Review</u> - entry learning design to activate and assess prior knowledge and to focus the session
O	<u>Overview</u> - explicit statement of the goals and objectives of the session
P	<u>Presentation</u> - and discussion of research-based concepts that are needed to build background knowledge.
E	<u>Engagement</u> - and practice - modeling, practicing, and demonstrating understanding of the concepts; viewing video lessons; action planning for identifying and implementing instructional practices and interventions
S	<u>Summary</u> - summarizing key learnings

What Do I Already Know About Phonemic Awareness?

Activity 2 THINK - INK - PAIR - SHARE

THINK - INK: Rate your general familiarity with phonemic awareness by placing an X on the continuum and completing the Knowledge Rating Chart.

1
2
3
4
5

Unfamiliar
Terminology Knowledge Rating Chart
Very familiar

Phonemic Awareness Term	How familiar are you with the term? (Rate on a scale of 1 – 5, with 1 no knowledge and 5 very knowledgeable)	Can you give an example?
1. Grapheme		
2. Onset and rime		
3. Phoneme		
4. Phonemic awareness		
5. Phoneme blending		
6. Phoneme categorization		
7. Phoneme isolation		
8. Phoneme segmenting		

Practicing with Phonemes

A **phoneme** is the smallest meaningful unit of sound in spoken language. A unit of sound is represented in print using slash marks (e.g., the phoneme or sound that the letter "a" represents is written /a/).

Word	Phonemes		Notes
	(Write each phoneme)	# of phonemes	
hen			
blend			
speech			
grouse			
knight			

“Correlational studies have identified phonemic awareness and letter knowledge as the two best school-entry predictors of how well children will learn to read during their first two years of school.”

(NRP, 2000, p. 2 - 1)



What is Phonemic Awareness?

Phonemic awareness is an understanding about and attention to spoken language  . It refers to the ability to **recognize** and **manipulate** speech sounds  .

For example, children who are phonemically aware can:

- Segment the word hat into its 3 sounds: /h/ /a/ /t/
- Blend the 3 sounds /d/ /o/ /g/ into the word dog
- Delete the last sound of cart and make the word car

(NRP, 2000; Arbruster, Lehr, & Osborn, 2001)

What is Phonics?

Phonics is knowing the **relationships** between **printed letters** 👁 and **spoken sounds** 👂 .

For example, children who know phonics skills can:

- tell you which letter makes the first sound in bat
- tell you which letter makes the last sound in car

(adapted from IRA's Position Statement on PA, 1998)

How Are Phonemic Awareness and Phonics Different?

NOTES

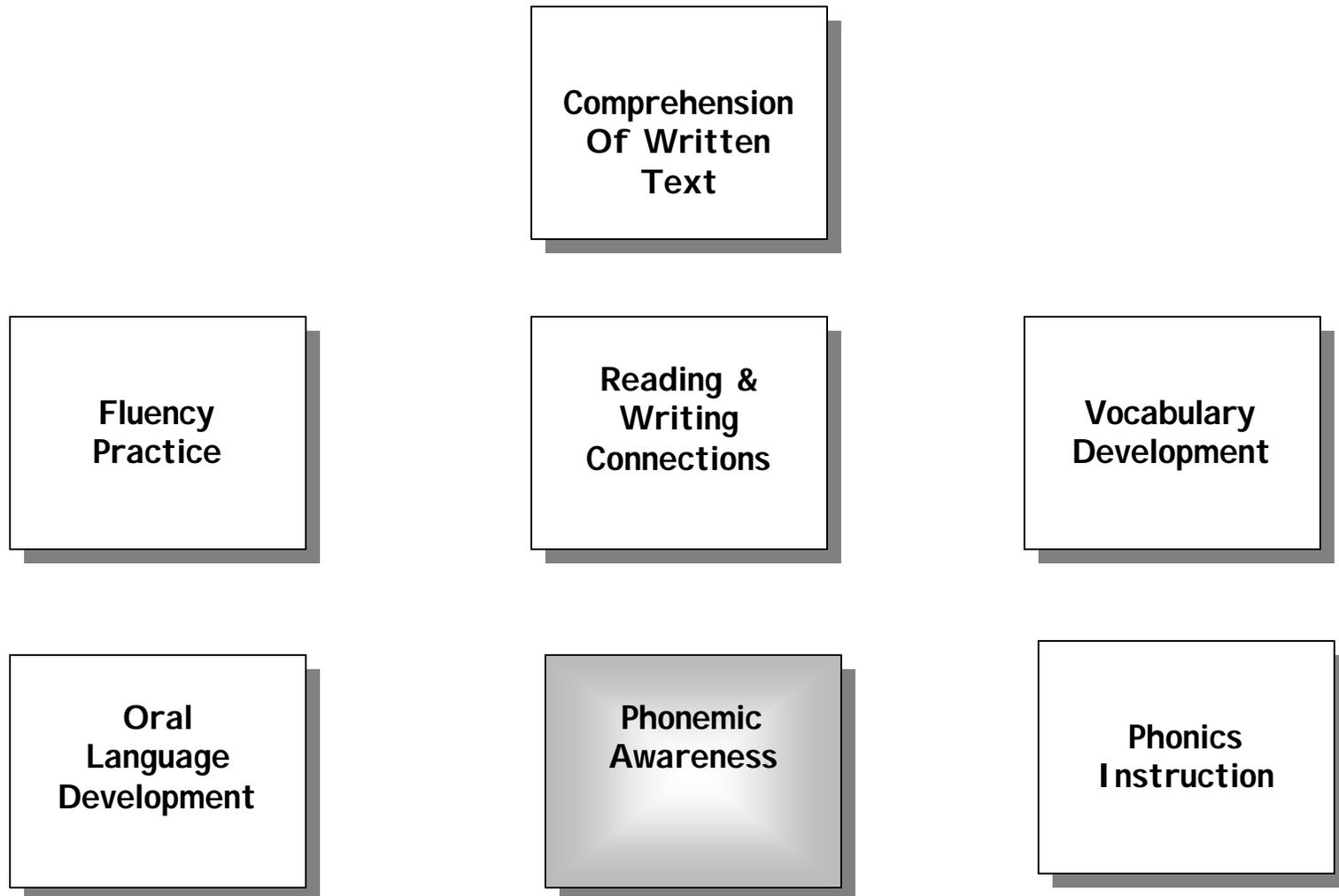
Key Learning Goals

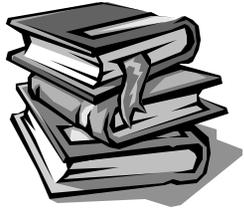


The participants will:

- Understand the role phonemic awareness plays in reading development.
- Learn the differences and relationships among phonological awareness, phonemic awareness, and phonics.
- Learn to teach research-based strategies for developing phonemic awareness.
- Learn which phonemic awareness skills have the greatest transfer to reading.
- Create an action plan to apply key learnings from this module to their classroom practice.

Building Blocks for Teaching Children to Read



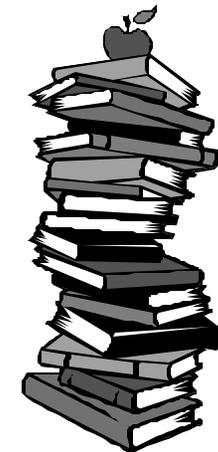


Critical Components of Reading

- Alphabetics**
- Phonological Awareness
 - Words
 - Syllables
 - Rhymes
 - Onsets and Rimes
 - Phonemic Awareness
 - Sound Isolation
 - Sound Identification
 - Categorization
 - Blending
 - Segmentation
 - Deletion
 - Addition
 - Substitution
 - Phonics
 - Letter Sound Correspondence
 - Decoding
 - Encoding

- Fluency**
- Rate
 - Accuracy
 - Expression

- Comprehension**
- Vocabulary
 - Strategies for Reading
 - Text Comprehension



ALPHABETIC PRINCIPLE

Phonological Awareness

1. Recognizing Word/Sentence Length

2. Rhyming

3. Syllabication

4. Segmenting Onset/Rime

5. Phonemic Awareness

- Isolating Sounds
- Identifying Sounds
- Categorizing Sounds
- Blending Sounds
- Segmenting Sounds
- Deleting Sounds
- Adding Sounds
- Substituting Sounds

Phonics

1. Letter/Sound Associations

2. Decoding

3. Encoding

What Makes the English Language an Alphabetic System?

It uses

- written characters or symbols (**graphemes**)
 - to represent sounds or (**phonemes**) and sound patterns.
-

**However, English is not just a phonetic system.
It is also**

- an (orthographic) or spelling system
- that often reflects (meaning) rather than sound
- It is based, in large measure, on the assumption that each speech sound or phoneme should have its own graphic representation.

How Does Phonemic Awareness Instruction Help Children Learn to Read and Spell?

- Phonemic awareness is a **necessary prerequisite** to children's ability to use the alphabetic principle in learning to read, write, and spell.
- Before children learn to read print, they need to become **aware of how the sounds of speech in words work**, so they can **make a connection** between units of **sound and symbols** (letters).
- Phonemic awareness is the **foundation for later "sounding out"** (in phonics).
- Phonemic Awareness training **transfers** to and **improves** children's **reading** and **spelling**. The **effect** on reading **continues** beyond instruction.

(IRA's Position Statement on PA, 1998; NRP, 2000; Armbruster, Lehr & Osborn, 2001)

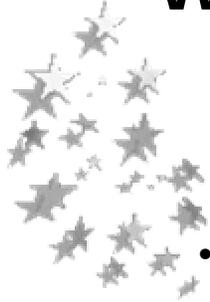
What are the National Reading Panel's Findings about Phonemic Awareness Instruction?

Phonemic Awareness instruction is most effective when:

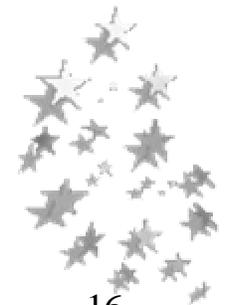
- children are taught to manipulate phonemes with letters,
- instruction is focused on one or two Phonemic Awareness skills rather than a multi-skilled approach; specifically, segmenting and blending phonemes,
- children are taught in small groups,
- instruction is based on students needs assessments (such as segmenting syllables, identifying first sounds, segmenting words into phonemes, or deleting a phoneme to make a new word),
- single sessions last no more than 30 minutes,
- instruction makes explicit how children are to apply Phonemic Awareness skills in reading,
- sounds, letters, and letter names are over-learned so children can work with them automatically to read and spell words.



What Other Phonemic Awareness Findings Were Highlighted in the National Reading Panel Report?



- Phonemic Awareness does not constitute a complete reading program; however, it is a key component and critical foundational piece of the complex literacy process.
- Phonemic Awareness instruction helps all types of children improve their reading (preschoolers, kindergartners, normally developing readers, older struggling readings, etc.) and helps kindergartners and first graders improve their spelling.
- Phonemic awareness instruction boosts word reading and comprehension.
- Teachers need to be aware that English Language Learners (ELLs) categorize phonemes in their first language.



Phonemic Awareness Tasks

Term	Definition	Example
Phoneme Isolation	Recognizing individual sounds in an word	Teacher: What is the first sound in van? Children: /v/.
Phoneme Identification	Recognizing the same phonemes in different words	Teacher: What sound is the same in fix and fun? Children: The first sound, /f/.
Phoneme Categorization	Recognizing the word in a set of three or four words that has the "odd" sound	Teacher: Which word does not belong: bus, bun, rug? Children: Rug does not belong. It doesn't begin with /b/.
Phoneme Blending	Listening to a sequence of separately spoken phonemes and then combining the phonemes to form a word	Teacher: What is the word /b/ /i/ /g/? Children: /b/ /i/ /g/ is big. Teacher: Now let's write the sounds in big: /b/ write b; /i/ write i; /g/ write g.
Phoneme Segmentation	Breaking a word into its separate sounds and saying each sound as it is tapped out, or signaled	Teacher: How many sounds are in grab? What are the sounds? Children: Four sounds - /g/ /r/ /a/ /b/.
Phoneme Deletion	Recognizing the word that remains when a phoneme is removed from another word	Teacher: What is smile without the /s/? Children: Smile without the /s/ is mile.
Phoneme Addition	Making a new word by adding a phoneme to an existing word	Teacher: What word do you have if you add /s/ to the beginning of park? Children: Spark.
Phoneme Substitution	Substituting one phoneme for another to make a new word	Teacher: The word is bug. Change /g/ to /n/. Children: Bun.

What Are the Challenges for the Teacher?



The challenges are to:

- Explicitly teach the connection between Phonemic Awareness and reading
- Understand Phonemic Awareness tasks to make informed decisions when using ongoing assessments

Know when to:

- Provide more Phonemic Awareness instruction
- Change the complexity of the task
- Move on to other reading strategies
- Highlight instruction of blending and segmentation for greatest transfer to reading
- Design engaging lessons that require active participation

Section 4: ENGAGEMENT & PRACTICE

Subsection 1: Classroom Strategies and Applications

Subsection 2: Jigsaw Teaching

Subsection 3: Assessment

Subsection 4: CD/Video Modeling



Subsection 5: Action Planning



PHONEMIC AWARENESS

SECTION 10: TIPS TO FACILITATING THE READING LINKS MODULES

Tips to Facilitating the Reading Links Modules

This information may also be accessed as a separate LINKS facilitator's manual.

Introduction

The LINKS training modules are designed to help teachers understand how reading research can be put into practice in today's classrooms. Recognizing that teachers are the true change agents in education, these modules are intended for current classroom teachers and/or students pursuing teaching credentials.

This LINKS facilitator's module includes: a list of equipment and materials needed for the training session, room arrangement suggestions, and cooperative group procedures with a chart for cross-referencing to other LINKS modules. It is important to study and understand this section before beginning the training.

ROPES Lesson Design

The LINKS training modules use the ROPES model as a framework for instruction. The ROPES framework provides a lesson design known to promote the acquisition and retention of new learnings. The following lesson design will help guide you as well as your participants.

The following is a diagram of your training plan.

R	Review - or affective entry learning designed to activate prior knowledge and to focus the session.
O	Overview - explicit articulation of the goals and objectives of the training
P	Presentation - concepts and information that are needed to achieve the lesson objective are provided
E	Exercise or Practice - activities that demonstrate the understanding of the content are practiced
S	Summary - action planning into specific plans for classroom use

Dr. Robert Carkhuff designed the ROPES model.

Equipment and Materials

The following equipment and materials should be gathered and in place prior to beginning the training:

Equipment (make sure these are in working order before you begin)

- Overhead projector
- Laptop computer (or other computer) with compact disc player and means to project for large group viewing
- Overhead screen
- Extension cords (if needed)
- Timer (an overhead timer is desirable)
- Tape recorder (for Fluency Module)

Materials

- Overhead transparencies (These are supplied in blackline form and you will need to make them into transparencies.)
- Training manuals (one for each participant and a few extras)
- Name tags
- Fine point pens for name tags
- Chart paper
- Chart pens
- Overhead pens
- Masking tape or other sticky medium for hanging chart paper on walls
- 3"x 5" lined cards or cut paper for making notes and submitting questions to trainer

Optional (but appreciated)

- Coffee, water, snacks
- Signs in the building directing participants to the training room
- Attendance sign-in sheet (required by some districts)
- Copies of training compact discs (one for each participant)
- Large version of agenda with breaks noted

Workshop Expectations

Trainers need to establish some simple group expectations at the beginning of the workshop. This should be done quickly and in an upbeat manner.

"We want your training to be meaningful and worthwhile. To ensure the success of this workshop for all participants, we'd like you to commit to the following."

Sample list of expectations:

- Everyone will participate; group tasks are followed and carried out
- Stay on task with the group; please refrain from correcting student work, doing needlework, or talking while others are talking
- If you need to communicate with your neighbor, pass notes instead of visiting
- Be respectful to each participant
- Keep on the main area of focus - don't take the group off track
- Disagree agreeably
- Turn off cell phones and pagers or switch to text messaging

Number of Participants

Although you may have no choice in this matter, 16-35 is the recommended number of participants for maximum efficacy.

Time Allotments

The agenda for each LINKS module will include approximate times. "Housekeeping" items such as passing out materials, filling out registration and clock hour forms, and brief breaks may increase your time frame.

The size of your group may influence the length of time you need to complete each module. Larger groups may require more time for group processes.

Room Arrangement

Many room arrangements are workable. The room arrangement should allow all participants to view the overhead and computer projection as well as process the new learnings in cooperative groupings.

When planning your classroom arrangement, make sure no participants have their backs to you or your visuals. Walk around the room to see what the participants will be able to see from various seats.

The best arrangements also allow for participants to interact easily with one another. Leave space for the trainer to circulate around the room and interact with each participant. This is especially important when the trainer monitors participants for understanding.

Groupings of 4-6 work best.

Cooperative Group Procedures

Brain research states new learning is remembered if it is broken into small, meaningful units and actively processed in some manner.

Cooperative learning group procedures help participants take new learnings and process them.

“ When the classroom is structured in a way that allows students to work cooperatively on learning tasks, students benefit academically as well as socially” (Slavin, 1982).

When group procedures are used, be sure to give clear, specific directions and the reason why the procedure is being used.

The following cooperative learning procedures will also be embedded in your facilitator’s script.

LINKS Project Cooperative Learning Ideas

LINKS Modules

Cooperative Learning Ideas	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Jigsaw	X	X		X	
Literature Circles					X
Partner or Paired Reading			X		X
Partner Review	X	X		X	
Reciprocal Teaching					X
Think/Ink/Pair/Share <ul style="list-style-type: none"> • Filling the Head • Participant Engagement • Synectics Search • Word Sort (Categorization) <ul style="list-style-type: none"> -- Comparative Thinking 	X	X	X	X	X
Modeling and group/partner practice are essential in all modules.	X	X	X	X	X

Jigsaw (modified for LINKS modules)

This procedure is used when there is a lot of material to cover and not much time. The participants each take one piece of the material, learn it, and then share the learning with the others in the group.

1. Each participant is given a specific task, reading selection, teaching strategy, or new learning to practice.
2. Each participant practices until he or she is able to teach the concept to the group.
3. The participants then teach each other the new learnings. Everyone in the group should know all the learnings at the end of the jigsaw.

Literature Circles

This comprehension strategy is used to promote interest in reading and book discussion.

Participants read the same story or book. Group roles and responsibilities are assigned. Discussion rules are also outlined. Discussion is centered on the text and each participant's interpretation of the text. Leadership of the group may vary.

Partner or Paired Reading

This fluency and comprehension strategy is used with two students or one student and one adult.

Partners sit next to each other. The first student reads orally as the other partner reads along silently giving support if a word is miscued. The first student stops at a predetermined spot, usually after a paragraph or two has been read, and retells/discussed the text.

A variation of this strategy is to have both partners read together. As soon as the first student is comfortable, a signal (such as a tap on the table) is given and the second partner drops out. The second partner gives support if the first student miscues on a word. Then the students read in tandem again until the first student gives the signal again for the second student to follow along silently.

3-Minute Partner Review

This is an ideal way to process new information with a partner.

1. Partners take turns sharing what they have learned so far by reviewing their notes.
2. The first partner starts by orally reviewing for 1½ minutes (use your timer here).
3. The second partner orally reviews for 45 seconds and cannot repeat anything the first partner said.
4. The first partner orally reviews for 30 seconds adding only new information.
5. The second partner finishes by orally reviewing for 15 seconds. Again, only adding new information and not repeating anything previously stated.
6. At the end have the pair write down any questions they still have on a 3"x 5" card. Cards are submitted to the facilitator.

Reciprocal Teaching

This comprehension strategy is used for small groups or whole class discussions.

The facilitator takes turns with the participants being “teacher.” Reading text is divided into sections, usually paragraphs. The “teacher” asks the group to respond to the text section. Participants are asked main idea questions, to summarize what has just been read, to make predictions, and to clarify any unclear sections of the text. The “teacher” and other participants give feedback. After each section of text has been discussed, another “teacher” is chosen to lead the discussion.

Think – Ink - Pair – Share

Participants have a chance to think of their own answers, reflect with a partner, and then share with the group.

1. The trainer poses a question or topic to the group.
2. Each participant (working individually) takes a specified amount of time (usually 1-3 minutes) to “think” and write a response.
3. After the time has elapsed, participants “pair” with another person at the table and discuss the question or topic and their responses.
4. Pairs then “share” with the rest of the participants at their table.

Variations of Think - Ink - Pair - Share

Filling the Head

In this variation, two participants work together to think, share with another pair, then share with the group. This strategy involves a concept mapping strategy called the Frayer Model of Concept Attainment (Frayer, Frederick, & Klausmeier, 1969). Participants form pairs and complete a concept map together. After each pair has completed their concept map, they share their work with another pair. Individuals or pairs then share with the whole group.

Participant Engagement

Participants are asked to extend the learning by completing a "think sheet" and then sharing responses with a partner, and/or with the small table group, and/or the whole group.

Synectics Search (Simile)

For this activity, participants use a synectics process to summarize key learnings. This synectics process involves constructing, comparing, and/or associating a mental image or picture of a concept with other words, pictures, or experiences in their background knowledge. Participants complete a simile on their own and share with a partner or with the whole group.

Example:

_____ is like _____ because _____

Word Sort (Categorization)

Participants are asked to look over a list of words critical to an area of study. Words are then sorted into categories. Participants are asked to share their lists with a partner. This activity can also be extended to sharing with the small table group and/or the whole group.

Comparative Thinking

This activity is similar to “Word Sort.” It is used as a summarization of new learnings. With a partner, participants reflect on their new learnings and sort critical words into categories. Comparisons are made as to what was already known before the module and what was learned. Participants share with the small table group and/or the whole group.

Dealing with Change

Sometimes when new information is presented to veteran teachers, misperceptions may develop (e.g., some people may think that if the new information is different from their past practices in teaching, they’ve been doing things “wrong”). Teachers deserve respect and support for what they have already contributed to education and what they will become as educators.

During a workshop, “treat the past with respect. Frame whatever is passing as useful to what you are moving toward. Remember that people may identify with past practices in a positive way. Never demean the old way of doing things” (Garmston, 1997).

Keeping this in mind, though, part of your job as a facilitator is to establish a *need* to make pedagogical changes among participants by providing specific, research-based information to effect and support that change.

Formula for Helping Teachers Change

Training can be a tool for helping change instructional practice.

This formula for change has been built into the structure of this module.

$$D \times V \times F \times S > RC$$

D = DISSATISFACTION - Help teachers discover dissatisfaction with where they are today

V = VISION - Give teachers a good picture or vision of what researched- based Reading strategies look like

F = FIRST STEPS -Help teachers discover specific reading instructional strategies that will help move toward the vision

S = SUPPORT - Provide follow-on support and systems to help manage the journey in their classrooms

RC = RESISTANCE TO CHANGE - As a trainer you must work on building this side of the equation (D x V x F x S) in order for teachers to break through their inertia, fear of change, barriers etc. that would impede their progress toward the vision

Less is More

The LINKS training should be “teacher friendly” and include the salient points of reading acquisition. Too much information in one session can be overwhelming.

DeFour and Eaker (1998) emphasize in *Professional Learning Communities at Work*, “While there is no single way to eliminate nonessential content, it is difficult to overstate the significance of the task” (p. 166).

As facilitators, we know the vastness of the knowledge base in reading. The LINKS modules emphasize only the most essential elements.

Modeling

Many of the good teaching practices you incorporate into your training of teachers may be generalized for use by teachers with their own students.

Remember to model all new practices. "I do it, we do it, you do it" (Anita Archer) is a simple way to explain this idea. Always model for the students using exemplary practice and procedures. Continue by practicing together – teacher and students – before expecting students to perform independently. In the training sessions, the teachers are your students.

Theory, suggest Joyce and Showers (1980), provides increased conceptual control and rationale; however, it is with the addition of modeling and practice that mastery is acquired. Feedback and reflection regarding the new learning change behaviors over the long term.