

**The Foundations of Literacy Learning:
Phonological Awareness, Phonemic Awareness & Phonics**

Presenters:
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Friday, October 21st

9:00 – 11:00am

Outcomes for Today



- ★ definitions and scope and sequence for foundational literacy skills:
 - phonological awareness, phonemic awareness, and phonics
- ★ mini-lessons, activities, and routines to:
 - **explicitly** and **systematically support** our students as they learn letter/sound relationships in reading and writing
 - **provide** students with the **time, opportunity, and practice** to make meaning in and out of texts and **expand** their word solving skills

HOW do we learn?



- * observation of someone skilled modelling/demonstrating
- * direct instruction
- * gradual release of responsibility
- * practice / repetition
- * time / opportunity
- * encouragement / feedback
- * safety to take risks and try new things
- * relationships, motivation, engagement...

Learning is:

- * social
- * constructive
- * experiential
- * inquiry-based

With this in mind, how can we create the learning experiences our students need to build their foundational literacy skills?

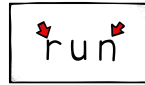
Eight Principles for Literacy Learning

Students need to:

- * understand the purposes of literacy
- * hear written language
- * become aware of the sounds of language
- * have many experiences working with written symbols
- * explore words and learn how words work
- * learn the conventions of print and how books work
- * read and write continuous text
- * develop flexibility and fluency

Vowel Charts

Can help with the middles of words:



- At first, most of the sounds children hear are **consonants**.
- Tell them that every word has at least **one vowel**.
- When the middle of a word is hard, it is often because **vowels are tricky**.
- Even if their vowel guess is incorrect, it makes the word they are writing **more readable**.
- Show students how to **use the vowel chart** to help decide which **vowel to use**.

a - e - i - o - u

Word Wall I Spy

To: Everyone
[Type message here...]

Easily differentiated to meet your students' needs

- the word starts with 's'
- the word has 4 letters
- the word has a long 'a' sound
- the word has 2 syllables
- it's a compound word
- it's a word that means the opposite of **nobody**

and	animal	because	another
ball	big	crash	community
can	friend	eating	discover
day	have	make	everybody
fun	look	outside	first
like	night	really	question
play	said	school	recycle
see	talk	sometimes	terrible
the	thing	truck	usually
up	your	writing	weather

Effective Routines for Developing Word Solvers

Students should have daily experiences with:

- scaffolded reading and writing activities
- alphabet games, stories, poems and songs
- predictable charts
- sound activities – sorting, blending, substituting, matching
- letter and word sorts
- making words activities
- word and sentence segmenting activities
- syllable sorting and segmenting activities
- word wall activities
- word guessing games



“Explicit phonics lessons are more effective when children are highly engaged through elements of inquiry (seeking connections and patterns) and kinesthetic application activities in which they work “hands on” with letters, sounds, word parts, and words. In addition, there should be explicit links to reading and writing in other contexts.”

–Fountas & Pinnell, from
*Twelve Compelling Principles from
the Research on Phonics Instruction*

