POPEY
Provincial Outreach Program for the Early Years
www.popey.ca

BOARD OF EDUCATION BURNABY SCHOOL DISTRICT 41

The Foundations of Literacy Learning:

Phonemic Awareness

Presenters:
Lisa Thomas & Jen Kelly

Friday, February 24th 10:30am–12:00pm

*Workshop handout & resources available at padlet.com/POPEY

Outcomes for This Session

- ☆ defining phonemic awareness and its scope and sequence in the primary years, including:
  - mini-lessons, activities, and routines to explicitly and systematically support our students as they learn to isolate, manipulate, blend and segment the sounds in spoken and written words.

How did you learn to...

ride a bike?

swim?

drive a car?

Please choose ONE activity and take ONE minute to reflect individually – take some notes on how you learned to do it and then discuss with your table group.

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 provide our students with the comprehensive learning experiences needed to build their foundational literacy skills?

Visual Metaphor

Processes Sounds

Sound City

Memories

Meaning Mountain

Recognizes objects & faces

Visual Village

Phonological Awareness

–refers to the ability to **recognize and manipulate the spoken parts** of **sentences** and **words,** and **involves a continuum of skills** that develop over time and are crucial for **reading** & **spelling success**:

* *rhyme, alliteration, syllables, blending/segmenting, and...*
* *the most sophisticated – and last to develop – is* phonemic awareness

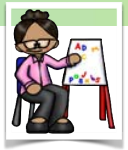
Phonemic Awareness

–refers to **oral language** and is the understanding that **spoken words** are made up of **individual sounds** called **phonemes**

Phonics

–refers to **print**, and is the knowledge of **letter/sound relationships** and the ability to **apply** that knowledge to **decoding** unfamiliar **printed words**

Phonemic Awareness & Phonics



These work in concert to explicitly and systematically support our students as they navigate the unpredictable, complex alphabetic structure of language & print.

Phonemic Awareness

- main focus is on sounds
- deals with spoken language
- lessons are oral and auditory
- students work with manipulating sounds in words
- there are 44 sounds in the English language

Phonics

- main focus is on letters and their sounds
  there are 26 letters that make 44 sounds
- deals with written language and print
- lessons are both visual and auditory
- students work with reading and writing letters
  according to their sounds, spelling patterns, and phonological structure
- there are over 200 ways to spell the 44 sounds we hear

Phonemic awareness instruction improves phonics skills, and phonics instruction improves phonemic awareness; the relationship is reciprocal.

–Lane & Pullen, 2004

Readiness Skills

The **two best predictors** of **early reading success** are **phonemic awareness** and **alphabet recognition.**

Phonemic Awareness

A range of subskills is taught to develop phonemic awareness, with **oral blending** and **oral segmentation** having the most positive impact on **reading and writing development**.

☆ These skills are **power skills.**

Alphabet Recognition

Involves learning the **names**, **shapes**, and **sounds** of the **letters** of the alphabet with **fluency**.

Phonemic awareness and alphabet recognition are focused on primarily in Kindergarten and Grade 1.

Scope and Sequence of Phonemic Awareness

...the **understanding** that **spoken words** are made up of **individual sounds**

Examples of Phonemic Awareness Skills

Taught and learned in the order of easiest to most difficult...

1. **Sound and word discrimination:**
   What word doesn't belong with the others? cat, mat, bat, ran
2. **Rhyming:** *What word rhymes with 'cat'? bat*
3. **Syllable splitting:** *The onset of 'cat' is /k/, the rime is /at/*
4. **Blending:** *What word is made up of the sounds /k/ /a/ /t/? cat*
5. **Phonemic segmentation:** *What are the sounds in 'cat'? /k/ /a/ /t/*
6. **Phoneme deletion:** *What is 'cat' without the /k/? at*
7. **Phoneme manipulation:** *What word would you have if you changed the /t/ in 'cat' to an /n/? can*

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

Take **one minute** to reflect **individually** on which activities are already in your daily routines.

Next, share a favourite routine, a connection, or a new possibility with your table group.

Adapted from – *Comprehensive Literacy Resource for Kindergarten, Grades 1–2 Teachers* – Trehearne

POPEY Provincial Outreach Program for the Early Years

Rhyme Recognition & Repetition

One minute direct instruction lesson

Rhyme Repetition

T says word pair, Students repeat:

hop/mop ran/fan
wet/jet mad/dad

Examples:

go/no
yes/me
sad/mad
out/pig
run/fun
in/lap
rip/bag

Role of the Educator

- educator says the word pairs

Role of the Students

- Students repeat the word pairs and show thumbs up if the words rhyme, thumbs down if the words don't rhyme.

From – Phonemic Awareness: The skills that they need to help them succeed! – Heggerty

POPEY Provincial Outreach Program for the Early Years

Onset Fluency

One minute direct instruction lesson

Onset Fluency

T says word, Students say word, then isolate the onset

T: funny S: funny /f/

Examples:

baker /b/
puppy /p/
dinner /d/
gentle /j/
happy /h/

Role of the Educator

- educator says a word

Role of the Students

- Students repeat the word and isolate the onset (first sound)

From – Phonemic Awareness: The skills that they need to help them succeed! – Heggerty

POPEY Provincial Outreach Program for the Early Years

Blending Phonemes

One minute direct instruction lesson

Blending Phonemes

T says the phonemes for each word, Students blend the sounds & say whole word

T: b–l–a–k
Ss: b–l–a–k … black

Examples:

r–e–d
p–u–t
b–a–l
f–l–a–g
s–w–i–m
g–l–a–s

Role of the Educator

- educator says the phonemes for each word

Role of the Students

- Students blend the sounds to say the whole word

Segmenting Phonemes

One minute direct instruction lesson

Segmenting Phonemes

T says the word, Students say word, then segment it

T: flip
Ss: flip f–l–i–p

Examples:

hop
run
map
play
slug
grab

Role of the Educator

- educator says the word

Role of the Students

- Students repeat the word and segment it into phonemes

Early Literacy Skill: Letter Naming

One minute direct instruction lesson

Letter Naming

T holds up flash cards, says 'the letter is T, the sound is /t/ (tuh)'

Ss say the letter **name**, then the letter **sound**

Examples:

T
M
B
C
G

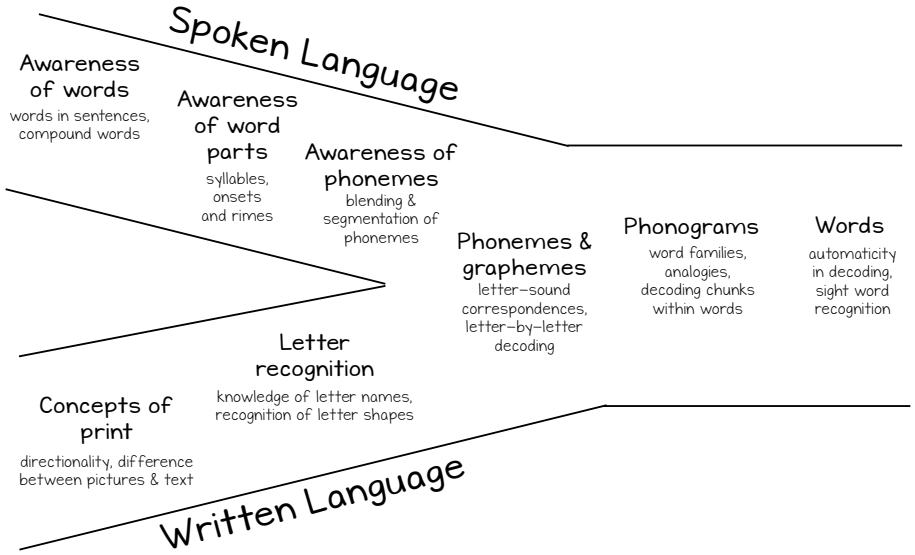
Role of the Educator

- educator holds up flash cards one at a time
- says 'the letter is _____, the sound is _____ "
- cards are selected based on student need

Role of the Students

- Students say the letter name AND sound

The Road to Reading Words



Conceptualizing reading: What have we learned from scientifically based reading research? Presentation by Lane, at the New York State Reading First Conference, 2006

POPEY Provincial Outreach Program for the Early Years

Explicit Instruction Both In and Out of Texts

Making Meaning OUT OF Texts

Word Study

- Early Literacy Concepts
- Phonological Awareness
- Letter–Sound Relationships
- Letter Knowledge
- Spelling Patterns
- High–Frequency Words
- Word Meaning/Vocabulary
- Word Structure
- Word Solving Actions

Making Meaning IN Texts

Reading

- Active Read Aloud
- Reading Mini–Lessons
- Shared Reading
- Guided/Small–Group Reading
- Independent Reading

Writing

- Modelled Writing
- Writing Mini–Lessons
- Shared/Interactive Writing
- Guided/Small–Group Writing
- Independent Writing

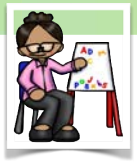
Oral Language

Adapted from – *The Fountas & Pinnell Phonics, Spelling, and Word Study System* – Fountas & Pinnell

POPEY Provincial Outreach Program for the Early Years

1210

The Art of the Mini-Lesson



Mini-Lesson Structure

I do

WE do

YOU do

- mini, not maxi
- strategy–focused
- model, model, model
- direct and explicit instruction
- guided practice in a safe, supportive setting
- transfer to independence

Write from the Start: Writing Workshop in K–3 – POPEY Presentation by Lori Jamison

POPEY Provincial Outreach Program for the Early Years

Modelling a Mini-Lesson on Alliteration

* mini, not maxi
* strategy–focused
* model, model, model
* direct and explicit instruction

Peter Piper picked a peck of pickled peppers

* guided practice in a safe, supportive setting

Goofy Garrett grazes on gigantic green grapes.
Silly Simon searches sneakily for slithering snakes.
Tricky Taylor teaches ten timid tigers to twirl.

* transfer to independence

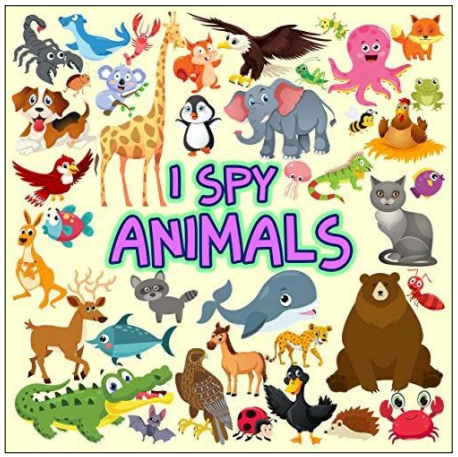
make up your own phrase using alliteration

Rhyming Activity - OUT of text

Rhyming I Spy

I spy with my little eye something that rhymes with …

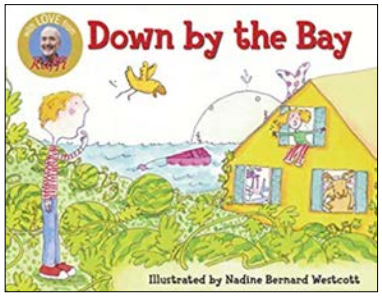
- mat
- tail
- hear
- grab



- log
- wish
- chair
- wheel

Image from: I Spy Animals – by Nancy Dyer

Read Aloud Rhyming Activity - Making Meaning IN Text



Did you ever see

…a goose kissing a moose
…a whale with a polka–dot tail
…a fly wearing a tie
…a bear combing his hair
…llamas eating their pajamas

…down by the bay?

Take **one minute** to come up with 2 – 3 more rhymes we can add to the book:

Did you ever see a…?

Share your favourite with your table group.

A Systematic Plan for Instruction, Practice & Mastery

"When a **new skill is introduced**, it should be **systematically** and **purposefully reviewed** for the next **four to six weeks**."

– Wiley Blevins

Word Ladders - Playing With Sounds, Letters, Words

at	log	bike
bat	dog	like
cat	dig	
fat		

Take one minute to finish **one** of these word ladders, or create your own word ladder.

See if you can come up with 8 words in your ladder.

Work with a partner or your whole table group.

Easily differentiated to be responsive to your students' varied abilities & needs, and can be extended to a literacy centre/station for additional engagement & practice.

Word Wall I Spy

- the word starts with 'm'
- the word has 3 letters
- the word has 2 syllables
- the word has a long 'e' sound
- it's a compound word
- it's a word that means the opposite of **last**

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

Easily differentiated to be responsive to your students' varied abilities & needs.
Can be adapted to use with vocabulary words from across the curriculum,
and extended to a literacy centre/station – Portable Personalized Word Wall Folders.

The Building Blocks of Literacy Learning

The goal is for students to…

- be **enthusiastic explorers** of words:
  - ★ **puzzle** out **letter–sound relationships**
  - ★ see **patterns**
  - ★ take words **apart**
  - ★ **investigate** meanings
- **connect** to **words** in an **active** way
- **expand** their **reading** and **writing** powers

Students **learn HOW TO LEARN** aspects of words, and develop efficient and powerful word–solving strategies

Adapted from The Fountas & Pinnell Phonics, Spelling, and Word Study System – Fountas & Pinnell

Reflections & Next Steps

Resources, research & activities shared today:

- ✓ Definitions, scope & sequence: phonological & phonemic awareness, phonics
- ✓ How we learn, and the reading brain (visual village, sound city, meaning mountain)
- ✓ Explicit, intentional, and repeated word study in and out of texts
- ✓ Mini–lessons (direct instruction, model, guided practice, transfer to independence)
- ✓ Elkonin boxes and orthographic mapping
- ✓ Word ladders, word wall I spy: differentiated & engaging word solving routines

What is ONE thing you can commit to TRY in your classroom or role?

POPEY Provincial Outreach Program for the Early Years

Sources

Resource Books

A Fresh Look at Phonics, Grade K–2 – Blevins

Phonics Activities & Games Kit – Blevins & Sadler School

Phonics From A–Z – Blevins

Shifting the Balance – Burkins & Yates

Units of Study in Phonics – Calkins

Units of Study in Writing – Calkins

Literacy Lessons Part Two – Clay

Comprehension Skill, Will & Thrill of Reading – Fisher & Frey

The Fountas & Pinnell Phonics, Spelling, and Word Study System – Fountas & Pinnell

When Readers Struggle: Teaching That Works – Fountas & Pinnell

Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom – Fountas & Pinnell

Lesley University Institute: Word Study: Teaching Phonics, Vocabulary, and Spelling in Grades K–3

Phonemic Awareness: The skills that they need to help them succeed! – Heggerty

Heggerty Phonemic Awareness Curriculum

Comprehensive Literacy Resource – Trehearne

POPEY Provincial Outreach Program for the Early Years

Sources

Blogposts & Presentations

Carolyn Strom – Presentation: Refining Professional Knowledge to Build Capacity in Reading Instruction, Learning & the Brain Conference, April 2022

The Big Five: Phonics–Orthographic Mapping – Wooldridge

Reading Rockets – Phonological and Phonemic Awareness: Introduction

Videos

Worry About Yourself

TED Talk – Birth of a Word

Balanced Literacy Diet – Park Those Sounds

Tik Tok Word Reading

POPEY – Word Ladders

Balanced Literacy Diet – Word Wall I Spy

Miles Music Kid on TikTok

POPEY Provincial Outreach Program for the Early Years

Lisa Thomas lisa@popey.ca

Jen Kelly jen@popey.ca

POPEY
Provincial Outreach Program for the Early Years
www.popey.ca