

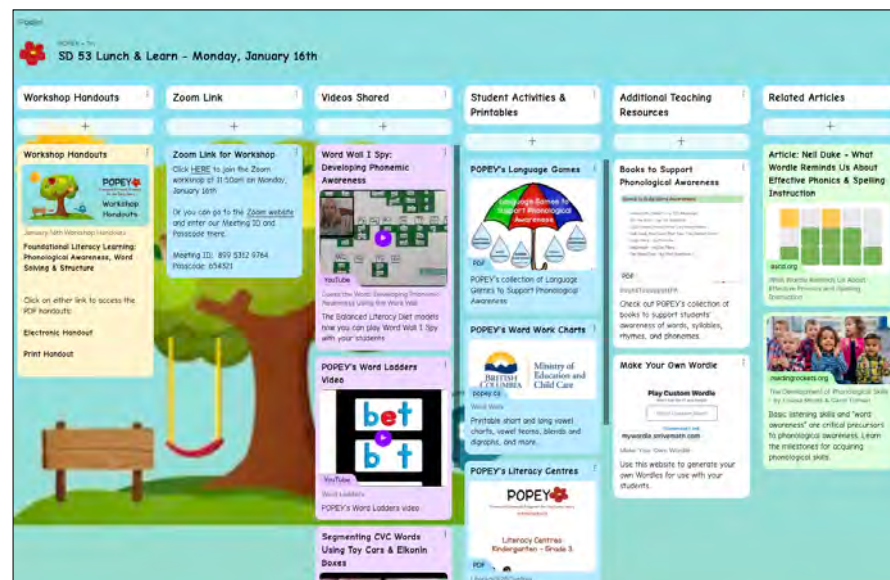
Foundational Literacy Learning: Phonological Awareness, Word Solving & Structure

Monday, January 16th

11:50–12:30pm

Presenter:
Lisa Thomas
POPEY Program Manager

Workshop Padlet available at [Padlet.com/POPEY](https://padlet.com/POPEY)



*Additional K–3 literacy resources available at popey.ca

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Outcomes for Today



Strategies and routines to create a meaningful, responsive, and engaging literacy block that supports foundational literacy skills, with a focus on:

- ★ a scope & sequence for phonological and phonemic awareness
- ★ mini-lessons, activities, and routines to develop students' word solving skills

Connecting to BC's Early Learning Framework

Pathways for Engaging with Communication and Literacy

To inspire communication and literacies, adults **design environments** and **cultivate practices** considering these **pathways**...

Language Communication

Children *and educators* engage in meaningful, reciprocal conversations

Vocabulary, symbols, and written language

Children have opportunities to engage with verbal, symbolic, and written languages that are meaningful to them

Sound and Word Play

Children have opportunities to explore and play with sounds and words

BC Early Learning Framework

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Effective Word Study

Word study goes on in **many contexts** throughout the day; sometimes in the context of **reading and writing**, sometimes it is within a **focused lesson**. Word study is **active**; it involves children in an **investigation** through which they **make sense** of the way **written language works**.



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

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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?

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

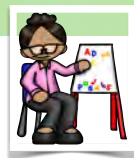
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Seven Principles for Effective Word Study

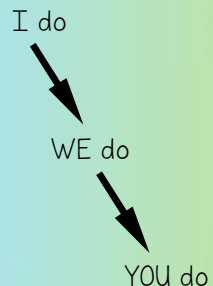


1. Provide **direct & explicit teaching** of **strategies & principles** to the **whole group**, to small groups, and to individual students in conferences
2. **Demonstrate** specific **principles** & then **engage** children in making, sorting, and creating charts or webs of principles and generalizations
3. Place an **example** on the **word wall** or list examples on **charts** and **lead** the students in a **discussion** of how this word is **related** to other words on the wall or other chart
4. **Follow whole-group instruction** with an **application** of **concepts & principles** or **strategies** using **manipulatives** and/or **reading and writing activities**
5. Set up a **variety** of **learning investigations** for **small groups** or **partners** at a **word study centre** or for individuals at desks or tables
6. Bring to **closure** whole group, small group, partner, or **independent application** with a **group meeting** in which students **report** on their **understandings** and **discoveries** about words
7. Draw children's **attention** to **powerful examples** within the **context** of language – **reading and writing** – helping to **solidify** the **new principles**

The Art of the Mini-Lesson



Mini-Lesson Structure



- * 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

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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.

Balanced Literacy Diet – Word Wall I Spy

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Rhyme Recognition & Repetition

One minute lesson to fit in
during transition times:

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.

Rhyme Repetition

T says word pair,
Students repeat:

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

POPEY's Vowel Charts to Support Early Literacy

Vowel Chart

a	→		apple
e	→		elephant
i	→		igloo
o	→		octopus
u	→		umbrella

Vowel Teams

long A (ai)		train		play		eight		cake
long E (ei)		leaf		tree		key		athlete
long I (ie)		pie		light		fly		smile
long O (oi)		toad		window		toe		globe
long U (ui)		glue		fruit		jewellery		cube

Vowel Chart

	a	
	e	
	i	
	o	
	u	

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[POPEY Vowel Charts](#)

Segmenting CVC Words Using Toy Cars/Elkonin Boxes

Park Those Sounds!



[Balanced Literacy Diet - YouTube](#)

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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



Phonics from A to Z – Blevins

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“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*

Image from *The Word Collector* – Reynolds

Sources

Info Links

more info links are available on our [website](#)

[The Golden Circle of Why](#)

[The Development of Phonological Skills – Reading Rockets](#)

[BC Early Learning Framework](#)

[Reading Rockets – Phonological and Phonemic Awareness: Introduction](#)

[University of Oregon Center on Teaching and Learning: Phonemic Awareness](#)

Videos

more videos are available on our [YouTube channel](#)

[POPEY – Word Ladders](#)

[Balanced Literacy Diet – Park Those Sounds](#)

[Balanced Literacy Diet – Word Wall I Spy](#)

Books & Presentations

Phonics From A to Z: A Practical Guide – Blevins

Shifting the Balance – Burkins & Yates

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

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

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

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

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

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

The Phonological Awareness Handbook for Kindergarten and Primary Teachers – Ericson & Juliebo

Units of Study in Writing – Calkins, The Reading and Writing Project

The Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide

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