



POPEY 

Provincial Outreach Program
for the Early Years

www.popey.ca

Foundational Literacy Learning:

Phonological Awareness, Word Solving & Structure

Monday, January 16th

11:50–12:30pm

Presenter:
Lisa Thomas
POPEY Program Manager

Workshop Padlet available [HERE](#)

Workshop Handouts
POPEY - 1m
SD 53 Lunch & Learn - Monday, January 16th

Workshop Handouts
January 16th Workshop Handouts
Foundational Literacy Learning: Phonological Awareness, Word Solving & Structure
Click on either link to access the PDF handouts:
Electronic Handout
Print Handout

Zoom Link
Zoom Link for Workshop
Click [HERE](#) to join the Zoom workshop at 11:50am on Monday, January 16th
Or you can go to the [Zoom website](#) and enter our Meeting ID and Passcode there.
Meeting ID: 899 5312 9764
Passcode: 654321

Videos Shared
Word Wall I Spy: Developing Phonemic Awareness
YouTube
Guess the Word: Developing Phonemic Awareness Using the Word Wall
The Balanced Literacy Diet models how you can play Word Wall I Spy with your students

POPEY's Word Ladders Video
YouTube
Word Ladders
POPEY's Word Ladders video

Segmenting CVC Words Using Toy Cars & Elkonin Boxes

Student Activities & Printables
POPEY's Language Games
PDF
Language Games to Support Phonological Awareness
POPEY's collection of Language Games to Support Phonological Awareness

POPEY's Word Work Charts
BRITISH COLUMBIA Ministry of Education and Child Care
popey.ca
Word Work
Printable short and long vowel charts, vowel teams, blends and digraphs, and more...

POPEY's Literacy Centres
POPEY
Provincial Outreach Program for the Early Years
www.popey.ca
Literacy Centres Kindergarten - Grade 3
PDF
Literacy%20Centres

Additional Teaching Resources
Books to Support Phonological Awareness
PDF
BooksToSupportPA
Check out POPEY's collection of books to support students' awareness of words, syllables, rhymes, and phonemes.

Make Your Own Wordle
Play Custom Wordle
Word can be of any length
Enter Custom Word
Generate a link
mywordle.strivemath.com
Make Your Own Wordle
Use this website to generate your own Wordles for use with your students.

Related Articles
Article: Nell Duke - What Wordle Reminds Us About Effective Phonics & Spelling Instruction
ascd.org
What Wordle Reminds Us About Effective Phonics and Spelling Instruction

readingrockets.org
The Development of Phonological Skills - by Louisa Moats & Carol Tolman
Basic listening skills and "word awareness" are critical precursors to phonological awareness. Learn the milestones for acquiring phonological skills.

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

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

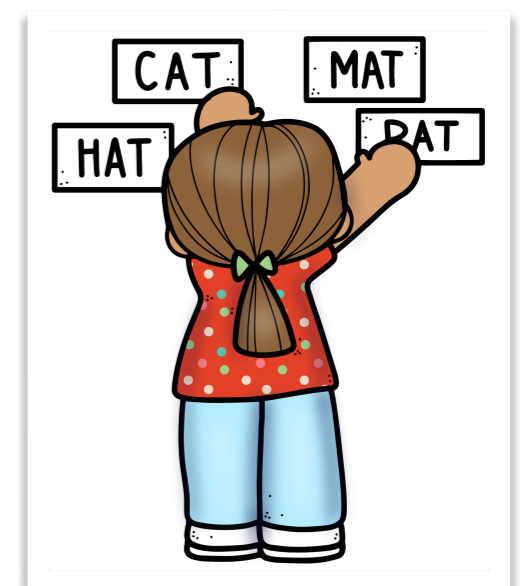
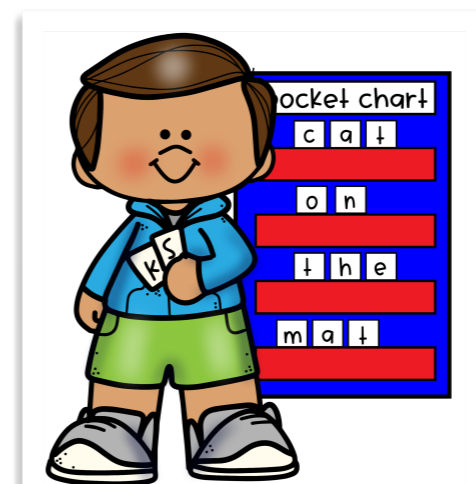
Children have opportunities to engage with verbal, symbolic, and written languages that are meaningful to them

Sound and Word Play

Children have opportunities to explore and play with sounds and words

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.



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?

The Name Game: Connections & Meaning

Our name is the first word we loved. We can study our names as an entry point for learning letters and writing other things.

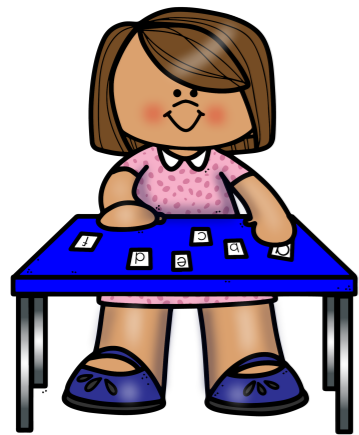
Write down your name on some paper.

See how many words you can make, using the letters in your name, in **one minute**.

Stefanie

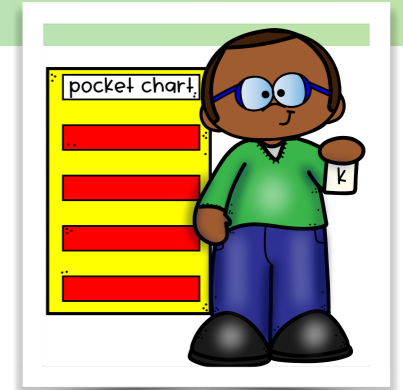
You could also sort them like this:

- ▶ high frequency words – at, as, is, if, in
- ▶ cvc words – fan, tin, tan, set, net, sat
- ▶ cvce words – safe, sane
- ▶ blends or digraphs – nest, fast
- ▶ vowel teams/pairs – feast



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

More Ways to Use Names & Name Charts



- * Clap your name when we come to it
- * Count the letters in your name
- * Use riddles: “I’m thinking of someone whose name starts or ends with...”
- * Clap the syllables in your name
- * Match name cards to photos
- * Find a name that has a letter like your name
- * Ask students, “What do you notice about our names?”

Easily differentiated to be responsive to your students’ abilities & needs



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**



Emergence of Phonological Awareness



Phonological awareness is the ability to **recognize** and **manipulate** the **spoken parts** of words.

- Taught and learned in the order of easiest to most difficult...
- * Rhyme
 - * Alliteration
 - * Sentence Segmentation
 - * Syllables
 - * Onset and Rime
 - * Phoneme Matching
 - * Phoneme Isolating
 - * Phoneme Segmenting
 - * Phoneme Segmenting and Blending
 - * Phoneme Manipulating

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**.

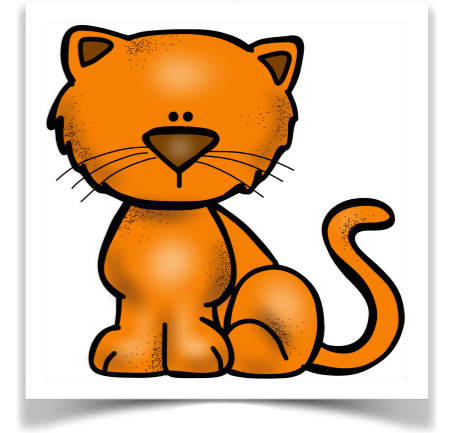
Phonemic awareness and alphabet recognition are focused on primarily in Kindergarten and Grade 1.

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*

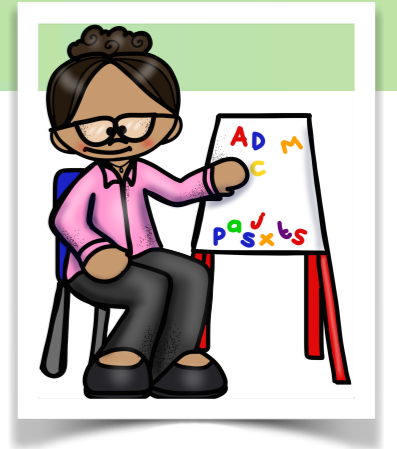
7. Phoneme manipulation: *What word would you have if you changed the /t/ in 'cat' to an /n/? can*

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

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



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.

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

Segmenting Phonemes

One minute lesson to fit in during transition times:

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

Segmenting Phonemes

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

T: flip

Ss: flip f-l-i-p

Blending Phonemes

One minute lesson to fit in during transition times:

Examples:

r-e-d

p-u-t

b-a-l

f-l-a-g

s-w-i-m

g-l-a-s

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

Role of the Educator

- ▶ educator says the phonemes for each word

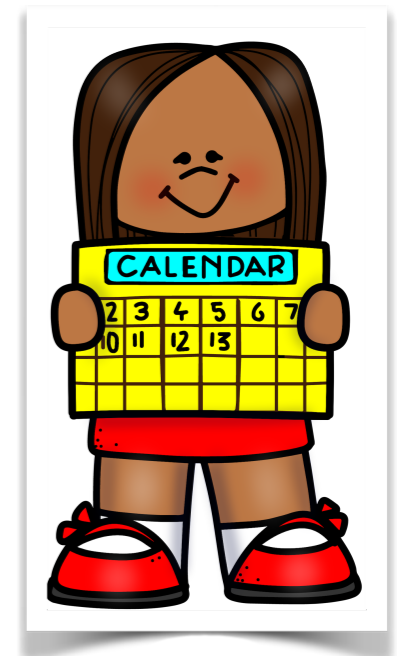
Role of the Students

- ▶ Students blend the sounds to say the whole word

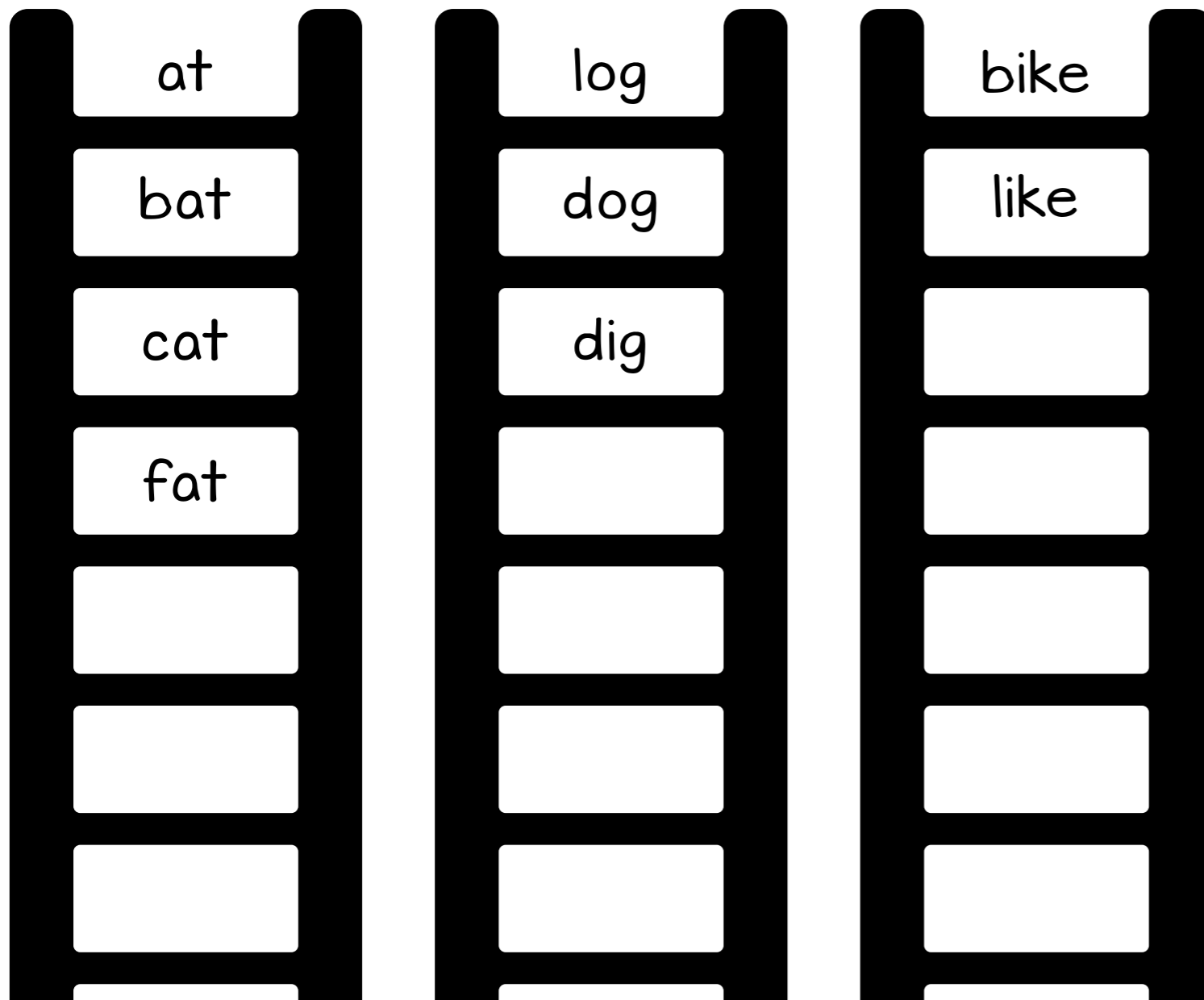
Practicing phonemic awareness throughout the day

Make use of transition times and existing routines...

- ▶ During morning meeting – have students segment phonemes in each other's names
- ▶ During interactive writing – use elkonin boxes
- ▶ During transition times – play a few rounds of “Guess my Secret Word” by saying segmented words and students can blend sounds together



Word Ladders - Playing With Sounds, Letters, Words



Take one minute to finish **one** of these word ladders, or create your own word ladder, either on your own or with a partner or your table group.

See if you can come up with 7 words in your ladder.

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

The Power of Word Families

Teaching word families is high impact instruction

- * There are 37 word families that can help kids spell about 500 words
- * The word families help kids make C-V-C words and also teach children a foundational spelling strategy
- * One known word can help you spell other unknown words:

✓ hop, mop, chop

✓ day, say, play

✓ bat, cat, flat

✓ fin, pin, grin

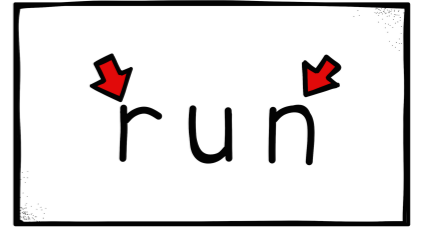
✓ bit, fit, split

- * Once writers understand a word family, sometimes they can then begin to recognize that short vowel sound in other words, too.



Vowel Charts

Can help with the middles of words:



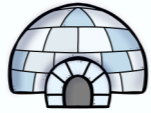




- ▶ At first, most of the sounds children hear are **consonants**.
- ▶ Tell them that every word has at least **one vowel**.
- ▶ When the middle of a word is hard, it is often because **vowels are tricky**.
- ▶ Even if their vowel guess is incorrect, it makes the word they are writing **more readable**.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

a - e - i - o - u

POPEY's Vowel Charts to Support Early Literacy




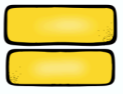



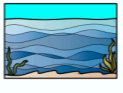


Vowel Chart

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

Vowel Teams

long A (a)			
ai 	ay 	igh 	a_e 
train	play	eight	cake
long E (e)			
ea 	ee 	ey 	e_e 
leaf	tree	key	athlete
long I (i)			
ie 	igh 	y 	le 
pie	light	fly	smile
long O (o)			
oa 	ow 	oe 	o_e 
toad	window	toe	globe
long U (u)			
ue 	ui 	ew 	u_e 
glue	fruit	jewellery	cube

Vowel Chart

short		long
apple 	a	acorn 
elephant 	e	equal 
igloo 	i	ice 
octopus 	o	ocean 
umbrella 	u	unicorn 

Segmenting CVC Words Using Toy Cars/Elkonin Boxes

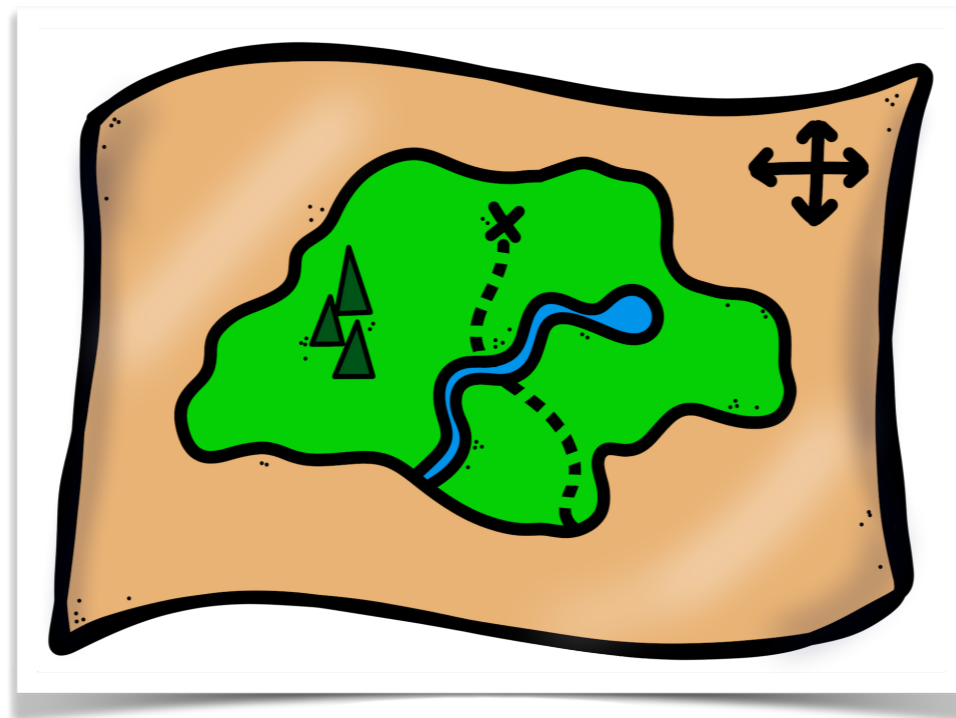
Park Those Sounds!



A Systematic Plan for Instruction, Practice & Mastery

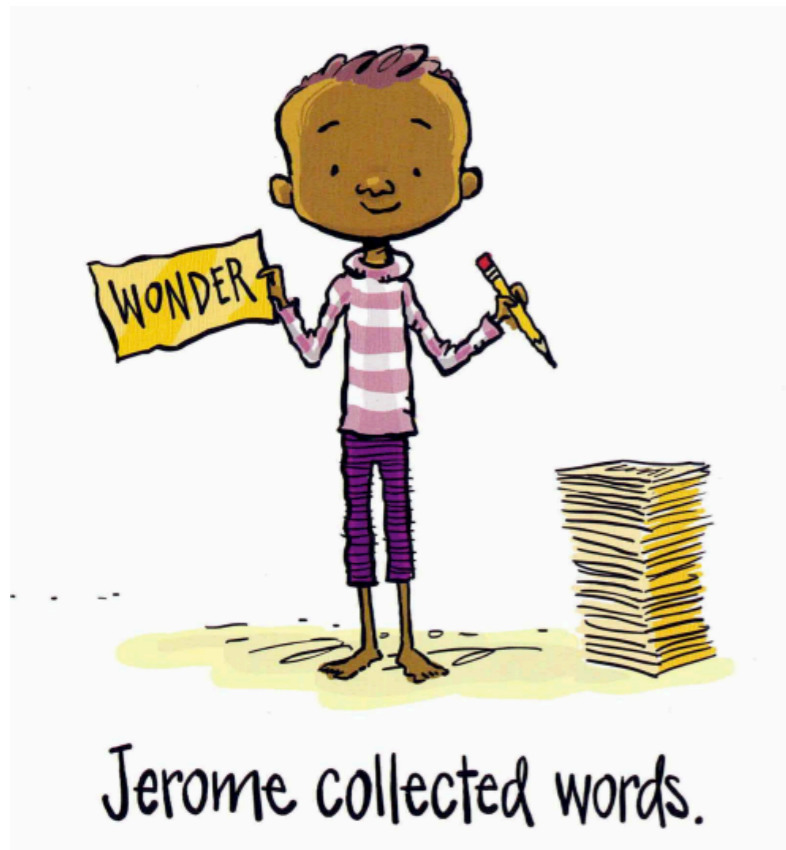
“When a new skill is introduced, it should be systematically and purposefully reviewed for the next four to six weeks.”

– Wiley Blevins



“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*



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](#)

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

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](#)