POPEY
Provincial Outreach Program for the Early Years
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Foundational Literacy Learning:
Phonological Awareness, Word Solving & Structure

Thursday, March 9th 12:05–12:50pm

SD67 Okanagan Skaha

Presenter:
Lisa Thomas
POPEY Program Manager

Outcomes for Our Lunch & Learn

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

Why are foundational skills important?

The Golden Circle of Why

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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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**

Reading Rockets – Phonological and Phonemic Awareness: Introduction &
Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom – Fountas & Pinnell

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

Seven Principles for Effective Word Study

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

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

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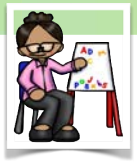
The Art of the Mini-Lesson



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.

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Rhyme Recognition & Repetition

Rhyme Repetition
T says word pair,
Students repeat:
hop/mop ran/fan
wet/jet mad/dad

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.

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Segmenting Phonemes

Segmenting Phonemes
T says the word,
Students say word,
then segment it
T: flip
Ss: flip f-l-i-p

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

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Blending Phonemes

One minute lesson to fit in during transition times:

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

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

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, 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

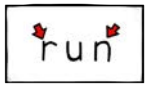
Teaching word families is high impact instruction

- 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

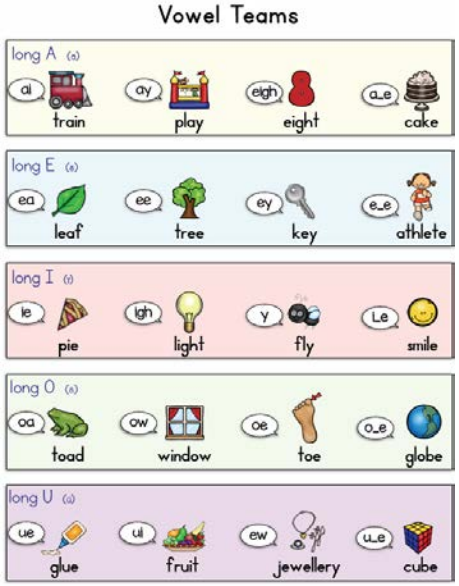
Can help with the middles of words:



- 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



POPEY Vowel Charts

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 Instruction Both In and Out of Texts

Making Meaning OUT OF Texts	Making Meaning IN Texts
Word Study	**Reading**
Early Literacy Concepts	Active Read Aloud
Phonological Awareness	Reading Mini–Lessons
Letter–Sound Relationships	Shared Reading
Letter Knowledge	Guided/Small–Group Reading
Spelling Patterns	Independent Reading
High–Frequency Words	**Writing**
Word Meaning/Vocabulary	Modelled Writing
Word Structure	Writing Mini–Lessons
Word Solving Actions	Shared/Interactive Writing
	Guided/Small–Group Writing
	Independent Writing

Oral Language

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

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Image from *The Word Collector* – Reynolds

"**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

Reflections & Next Steps

Resources & activities shared today:

- ✓ how do we learn? the importance of foundational skills
- ✓ readiness skills, scope and sequence
- ✓ principles of effective word study
- ✓ demonstrations and examples of word study throughout the day:
  - ★ Using students' names
  - ★ Word wall I spy
  - ★ One minute transition activities
  - ★ Word ladders, word families, vowel charts
  - ★ Elkonin boxes

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

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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

Workshop Padlet available HERE

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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Lisa Thomas lisa@popey.ca

Jen Kelly jen@popey.ca

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