



Nametag Glyph

- Fold your paper in half and write your **name in the center**.
- In the top left corner, write the **number of years** you have been **teaching**.
- In the **top right corner**, draw a **symbol or picture** of what you like to do in your **leisure time**.
- In the **bottom left corner**, write **where you teach**.
- In the **bottom right corner**, give **one interesting fact about yourself**.



First Grade Early Learning Series: Phonics and Purposeful Practice: Implementing Highly Effective Literacy Workstations





Session Objectives

Participants will-

- **Know** the importance of phonics instruction and literacy workstations
- **Understand** how effective phonics practices and literacy workstations look in the classroom
- **Engage** students in highly effective phonics instructional strategies and activities as well as meaningful workstation activities





AGENDA

- I. **Definition** of Phonics
- II. **Importance** of Phonics
- III. **Standards** aligned to Phonics
- IV. **Activities/Strategies** aligned to the Standard
- V. **Support** for **Fragile Learners**
- VI. **Assessing** Literacy Workstations
- VII. **Reflection**
- VIII. **Closing**





Let's agree to some *norms* for our time together.

Focus: We have a lot to learn, so we all commit to focusing and being as present as possible. This work cannot wait.

Openness: We are all learning together, so we commit to being open with our successes and challenges, and with ideas and suggestions. It is safe not to know the answer.

Humility: The heavy focus on foundational skills is relatively new for all of us, so we commit to being learners—even if the content isn't completely new for us.

Shifts: We are constantly reflecting on instruction, and we are adding to, adapting, and shifting our practices in order to develop strong readers.

Support: Your learning is supported, so ask questions and ask for help.



Phonics Quiz

1. Phonics and phonemic awareness are not the same because of

- a. vowels b. letters c. sounds d. Consonants

2. Phonics instruction does not have be explicit.

- a. True b. False

3. How do we teach phonics?

- a. hear it, say it, read it b. hear it, say it, read it , say it
c. hear it, say it , read it, spell it d. hear it, say it, read it, write it



DEFINITION: What is phonics?





Phonics

Phonics is...

- the relationship between the **letters of written language** and the **sounds of spoken language**.
- the basic skill **necessary for recognizing words** in the English alphabetic writing system.
- one of several skills that good readers can employ to **read new or unknown words**.



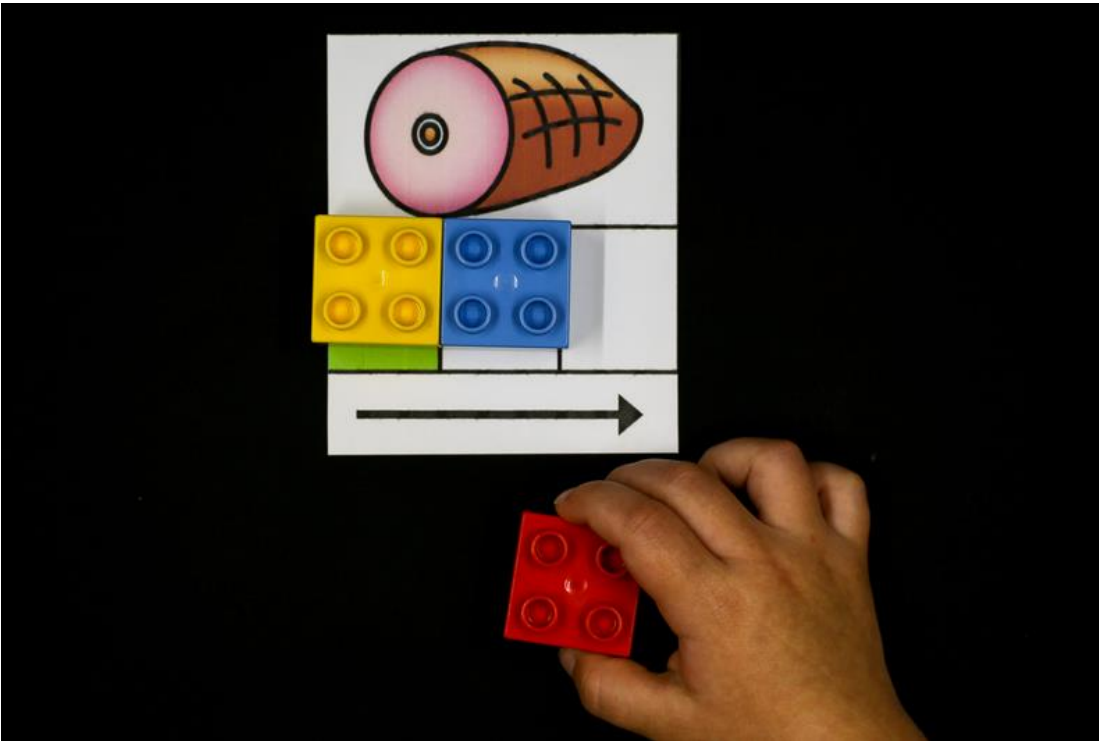


Phonemic Awareness and Phonics are **NOT** the same!

- **Phonemic awareness** - understanding that the phonemes of **spoken** language work together to make words
- **Phonics** - understanding there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letter or letters that represent the sound in speech)

So what's the BIG difference?

- Phonemic awareness



- Phonics





Understanding Phonics

Phonemes

- Phonemes are the smallest unit of speech sound used to build words
- Speech sounds made by mouth
- English has 44 sounds
- Virgules(slash marks) are used to represent sounds /c/ /a/ /t/
- Phonemes can be made of more than one letter
- **We associate phonemes to graphemes when we teach phonics.**

Graphemes

- Graphemes are single letters or letter combinations that are used to represent phonemes
- English has **150** graphemes.
- A way of writing down a phoneme
- We use graphemes when we teach phonics.

Letters

- Letters are written symbols used to represent phonemes
- English has 26 letters.
- We use letters when we teach phonics.





Graphemes

Sounds, letters, graphemes...oh my!

/l/

l

/ī/

igh

/t/

t

/s/

s

s

/ö/

o

o

/k/

ck

/s/

s

x



Write the following word on a post-it note.

Listen to the facilitator say the word ____.



Write the following word on a post-it note.

- flowbay
- flobay
- floebay
- flowbae
- floebae
- phlobe'
- phlowbae
- phloebay



RESEARCH: Why is phonics important?





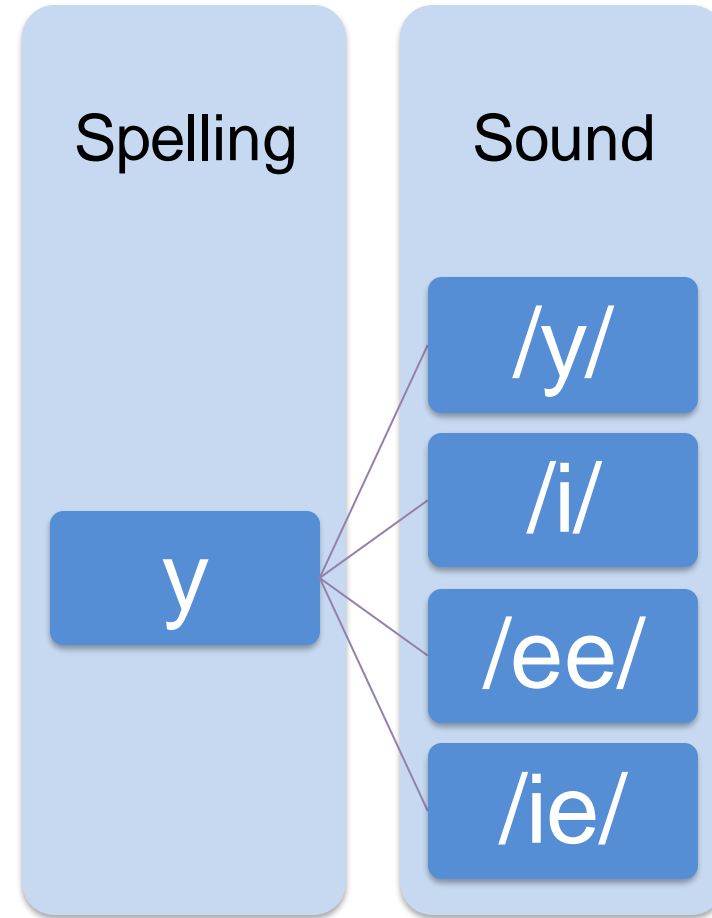
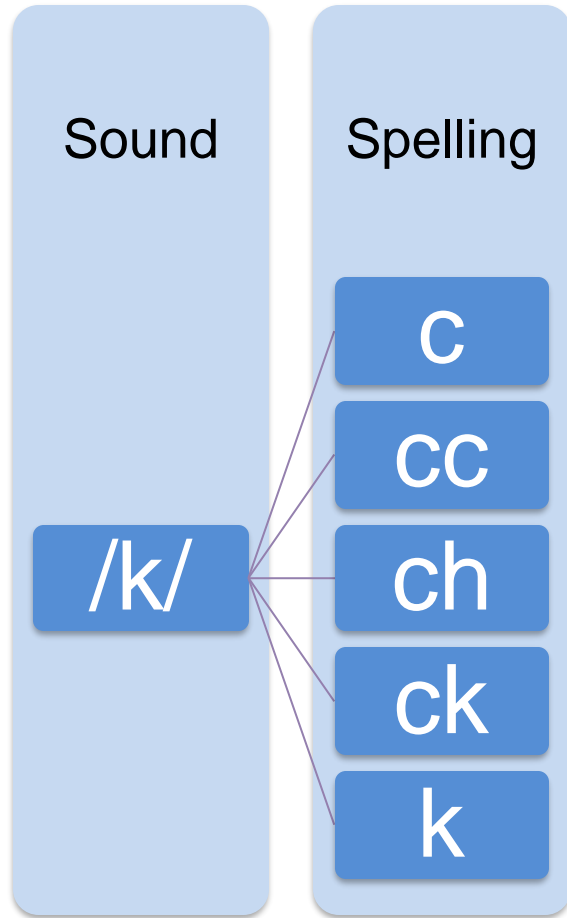
Phonics instruction is important because...

- *The alphabetic nature of our Spelling system **does not reveal** itself to students through repeated exposure to books.*
- *Strong phonetic knowledge releases student's mental capacity for higher order skills of **comprehension and composition**.*





Look and Listen





Major Research Findings

- Phonics instruction builds upon phonemic awareness, which includes letter symbols connected to letter sounds. Phonics instruction is a key component to children's success in reading and decoding unknown words.
- According to Chall (1987), "Research evidence over the past 70 years indicates overwhelmingly that direct, explicit instruction in phonics is needed and contributes to better development of decoding, word recognition, and comprehension."



Effective Phonics instruction is...

- **Explicit**—the plan of instruction provides teachers with precise directions for teaching letter-sound relationships, including:
 - Explaining and modeling
 - Giving guided practice
 - Watching student responses and giving corrective feedback
 - Planning extended practice
- **Systematic**—the plan of instruction includes a carefully selected set of letter-sound relationships that are organized into a logical sequence from easier sounds to more difficult sounds. High utility sounds and letters are taught first, letters with similar shapes and sounds are separated.





How do we teach Phonics?

Hear it



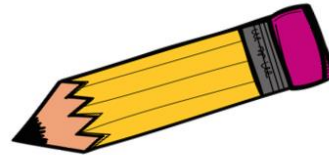
Say it



Read it



Spell it





Hear it!

Hear it



If you hear /ēē/ and
you know it, clap your
hands.



Hear it



Say it



Blend these sounds.

/f/ /ee/ /t/

Segment this word.

sleep

feet

/s/ /l/ /ee/ /p/



Hear it



Say it



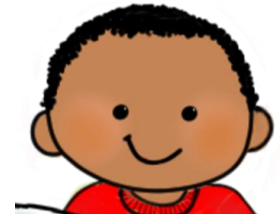
Read it



t



r



ee



Let's use what we know to read some words with **/ēē/** sound together.

Hear it



Say it



Read it



Let's read a new story.
Look our for words with
our new "ee" spelling.

Spell it! (Write it!)

Hear it



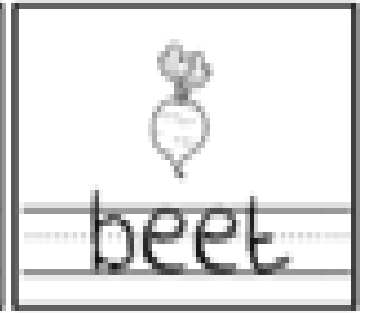
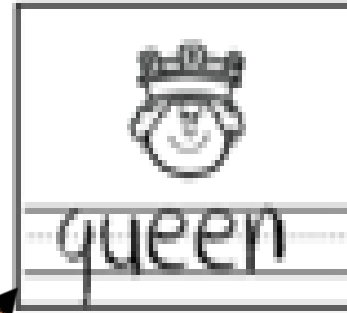
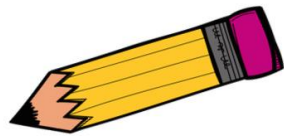
Say it



Read it



Spell it





STANDARDS: Which foundational literacy standards are addressed through phonics instruction?





Foundational Literacy Standards – Grade 1

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

- a. Know the sound-spelling correspondence for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know the final-e and common vowel team conventions for representing long vowel sounds, including r-controlled vowels.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.
- h. Read grade-level decodable text with purpose and understanding.



Standards Progression



Description:

Know and apply grade-level phonics and word analysis skills in decoding words.

Kindergarten:

Knowledge of phonemes/sounds connect to knowledge of graphemes/spelling.

First grade:

Knowledge of sound and spelling patterns for digraphs, long vowels, some endings/irregular spellings.

Decoding regularly spelled one syllable and basic patterned two syllable words.

Second grade:

Knowledge of sound and spelling patterns for vowels and vowel teams and common regular and irregular spelling.

Decoding regularly spelled two syllable words and common prefixes/suffixes.

All – Reading/Recognizing grade level high-frequency words.



ACTIVITIES & STRATEGIES: How does phonics look in action?





Foundational Literacy Standards – Grade 1

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

a. Know the sound-spelling correspondence for common consonant digraphs.

- **Tongue Twisters:** Select tongue twisters for students to recite that focus on one digraph such as *She sells seashells down by the seashore*. Students locate all the /sh/ sounds.
- **Consonant Digraphs Scavenger Hunt:** Write one consonant digraph per card: ck, ch, ph, sh, th and/or wh. Have a bag containing several items. Student have 5 minutes to find objects that start with the consonant digraph on the index card.
- **Digraph Chants:** Use videos, posters, or teach oral chants and/or songs.

https://www.youtube.com/watch?v=NK8_Tvu6bJk

<https://songstoteach.files.wordpress.com/2013/03/consonant-digraphs.pdf>



Let's Practice

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

a. Know the sound-spelling correspondence for common consonant digraphs.

Activity: *Consonant Digraph Song*

1. Sing the Consonant Digraph song with your students.
2. Use the version of the song without the example words at the end of each line.
3. Students can add their own words following each of the digraph patterns.

I can read words with s and h.
Here is the sound that they make.
Sh, sh, sh, sh, shop.
Sh, sh, sh, sh shake.
Sh, sh, sh, sh ship.
S and h make the sh sound!



Let's Practice

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

a. Know the sound-spelling correspondence for common consonant digraphs.

Activity: *Consonant Digraph Song*

We Do

I can read words with c and h.

Here is the sound that they make:

Ch, ch, ch, ch, chin.

Ch, ch, ch, ch, chop.

Ch, ch, ch, ch, chalk.

C and h make the ch sound



Let's Practice

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

a. Know the sound-spelling correspondence for common consonant digraphs.

Activity: *Consonant Digraph Song*

You Do

I can read words with p and h.

Here is the sound that they make:

Ph, ph, ph, ph, _____.

Ph, ph, ph, ph, _____.

Ph, ph, ph, ph, _____.

P and h make the ph sound!



Foundational Literacy Standards – Grade 1

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

b. Decode regularly spelled one-syllable words.

- **Flip Books:** Student flips one sound at a time to form new words. The first flap is filled with initial consonants, blends, digraphs. The second flap is filled with vowel teams and word families.
- **Games:** Use educational games and interactive websites for students to practice decoding one-syllable words as a whole group or in literacy workstations.
- **Musical Decoding Game:** Students move around plates going clockwise/counterclockwise *{just like musical chairs}* to decode words.



Let's Practice

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

b. Decode regularly spelled one-syllable words.

Activity: Musical Decoding Game

1. Place labeled plates in a circle on the floor.
2. Give each student one labeled index card. While the students are holding their cards, direct them to stand in a circle around the plates.
3. Play the music and while the music is playing, the students will move around the plates going clockwise/counterclockwise *{just like musical chairs}*.
4. When the music stops, the students stop in front of a plate. The students will take their index card {onset/phoneme} and blend it with the word ending/rime they're standing in front of. If they blend a real word, they stay in the game. If the word they blend is nonsense, they're out.



Foundational Literacy Standards – Grade 1

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

c. Know the final-e and common vowel team conventions for representing long vowel sounds, including r-controlled vowels.

- **Interactive Game:** *Silent E Bus Stop Spelling*: This interactive game is the perfect way to help early learners differentiate long vowel silent e words from short vowel words—and it's engaging enough to please every kind of student! <https://www.education.com/game/silent-e-bus-stop-spelling/>
- **Word Web:** Students complete a word web for a specific r-controlled sound.
- **Human Word Builder:** Use index cards to make vowel team and consonant letter cards. Write the vowels teams in one color. Write consonants on cards in another color. Punch holes in the cards and insert ribbon or string to make a necklace. Ask students to each wear a necklace. Call out a word and ask the students wearing the required letters to stand in order to spell the word. Who will be part of the vowel team representing the vowel sound will be a source of discussion.



Let's Practice

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

c. Know the final-e and common vowel team conventions for representing long vowel sounds, including r-controlled vowels.

Activity: *Human Word Builder*

Students identify and read different spelling patterns for long vowels.

1. Use index cards to make consonants, final-e, common vowel team, and/or r-controlled vowels letter cards.
2. Write the final – e, common vowel team, and/or r-controlled vowels in one color.
3. Write consonants on cards in another color.
4. Punch holes in the cards and insert ribbon or string to make a necklace.
5. Ask students to each wear a necklace.
6. Call out a word and ask the students wearing the required letters to stand in order to spell the word.
7. Who will be part of the vowel team representing the vowel sound will be a source of discussion.



Foundational Literacy Standards – Grade 1

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- **Interactive Game:** *Silly Bulls*: <https://www.education.com/game/syllables-quiz/>
- **Paper-Wad Toss:** Label the fronts of four paper grocery bags with the numbers 1 to 4. Then call out a word and have a student toss a paper-wad “ball” into the bag that indicates the correct number of syllables and the vowel sound. Take turns calling out words and tossing paper wads. Keep the game going as fast as possible.
- ***Syllable Scoop*:** Students segment syllables in words by mapping graphemes to phonemes within words.

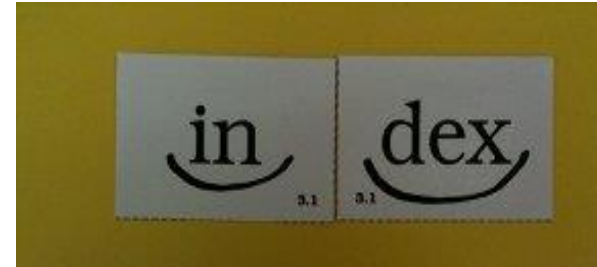


Let's Practice

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

Activity: Syllable Scoop



1. Provide the students with words to scoop.
2. Students underline the vowels and scoop the syllables underneath the letters.
3. Students continue until the student sheet is complete.



Foundational Literacy Standards – Grade 1

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

e. Decode two-syllable words following basic patterns by breaking the words into syllables.

- ***Syllable Split Reading Game***: Help Syllable Sammy decode two syllable words. Help him build a new log cabin. <https://www.fun4thebrain.com/English/syllableSplit.html>
- ***Syllable Match***: Cut words in to cards based on syllable patterns. Students match syllable patterns to create real words.
- ***Syllable Hopscotch***: The student will segment syllables in words. Play hopscotch counting the number of syllables in the words.



Let's Practice

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

e. Decode two-syllable words following basic patterns by breaking the words into syllables.

Activity: Syllable Hopscotch

Students segment the syllables in a word and hop to the corresponding number.

1. Place the cards face down in a stack. Arrange the hopscotch board on the floor.
2. Taking turns, student one selects the top card, names the picture, segments it into syllables, and counts the number of syllables (e.g., “hamburger...ham-bur-ger...three syllables”).
3. Student two repeats the segments and hops to the corresponding number.
4. Reverse roles and continue until all picture cards are used





Foundational Literacy Standards – Grade 1

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

f. Read words with inflectional endings.

- ***Inflectional Endings Video***: eSpark Learning: Reading Inflectional Endings (s, ed, ing): https://youtu.be/FIJPX_hze84
- ***Base Words + Inflectional Endings***: Read base word and then an inflectional ending. Ask students to put the two together to form a word (e.g., longest, played, jumping).
- ***Inflectional Endings Dictation***: Dictate short phrases that include words with endings, both with and without base-word spelling changes. Have students repeat the phrase and then write it. Students explain their understanding for adding the inflectional ending.



Let's Practice!

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

f. Read words with inflectional endings.

Activity: Inflectional Endings Dictation

1. Prepare short phrases that include words with endings, both with and without base-word spelling changes.
2. Say each phrase twice. Have students repeat the phrase and then write it.
3. Teacher displays the correctly written phrase so that students can make corrections to their own writing.
4. Students explain their understanding for adding the inflectional ending.



Foundational Literacy Standards – Grade 1

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

g. Recognize and read grade-appropriate irregularly spelled words.

- **Interactive Games:** Visit this site to play a variety of high frequency word games appropriate for K-3: <http://www.primarygames.com/langarts/sightwords/>
- **High Frequency Phrase Reading Video:** Write short phrases or sentences containing high frequency words for students to read aloud such as Fry's Phrases: https://www.youtube.com/watch?v=FrKA_vXq2DM
- **Flashlight:** Use a flashlight to highlight one of the words in a group of high frequency words spread out on a desk or table, projected on a Smart Board, or written on chart paper. Have the students read the word. Then give a student the flashlight and have him or her highlight a word for you or the class to read.
- **High Frequency Phase Reading:** Students read phrases that consist of grade-appropriate irregularly spelled words and log how many phrases are read correctly.



Let's Practice!

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

g. Recognize and read grade-appropriate irregularly spelled words.

Activity: High Frequency Phrase Reading

1. Place the set of phrase cards face down in a stack.
2. Working in pairs, students take turns reading the phrases aloud to each other.
3. Reverse roles and repeat the activity attempting to increase speed and accuracy.
4. After reading the phrases, students generate sentences using the phrases.



Foundational Literacy Standards – Grade 1

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

h. Read grade-level decodable text with purpose and understanding.

- ***Sentence Style***: Have students select sentences from the decodable reader and point out their distinguishing features (e.g., first word capitalization, ending punctuation). Students can identify the grammar skill.
- ***Echo/choral reading***: Note: Which students are struggling? Which words present hesitations?
- ***Story Questions***: Students read decodable reader independently and or with a partner/buddy identifying story elements and discussing the parts of a story.
- ***Achieve the Core***: Content specific questions and task for Journey's decodable readers.
<https://achievethecore.org/search?q=deodables>



Let's Practice!

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

h. Recognize and read grade-appropriate irregularly spelled words.

Activity: Achieve the Core: Content Specific Protocol, Questions and Tasks

1. Role play with a colleague at your table group. One is the teacher and the other is the student.
2. Teacher and student echo/choral read the text.
3. Teacher follows the protocol for questions and task.
4. Teacher engages the students in comprehension questions and activities.



FRAGILE LEARNERS: What can I do if my students struggle with phonics?





Who Needs Phonics, and How Do We Know?

Students who

- Guess wildly when they approach unfamiliar words
- Guess from context
- Cannot associate phonemes and graphemes with accuracy and fluency
- Have trouble blending sounds into words
- Spell poorly
- Read nonsense syllables or words inaccurately
- Score low on a test of reading real words
- Tire easily, look away, are easily frustrated
- Say they do not like to read





Fragile Learners: Effective Enhancers

- **Stand Up/ Sit Down:** turn word sorts into an opportunity for movement. “Stand up if you hear a word with -----” or “sit down if you see the sound -----.”
- **High-Five Your Neighbor:** same as above, with the task to hi-five a neighbor if they hear the given sound.
- **If You’re Happy and You Know It:** “If you hear /s/ and you know it, clap your hands.”
- **Do You Speak Snail?** Say words slowly, sound by sound. Students have to “translate snail speak” by blending them together.
- **Snap/Clap/Stomp When You Hear:** Give students a physical activity to do when they hear a sound, rhyming word, or other stated task.
- **Freeze Dance:** Play music and let students dance. Have them freeze when they hear a given sound and spelling pattern, rhyming word, or other stated task.





Purposeful Practice: Implementing Highly Effective Literacy Workstations





Lets Discuss your WORKSTATION experiences...

1. Do you start incorporating workstations in the first 4 weeks of school or earlier?
2. Do you change your workstations weekly?
3. Do you have more than four workstations at any given time?
4. How do you group your students? (ability, interest, a combination, or randomly)





Literacy Workstations

- Workstations give students an **opportunity to practice applying skills** through meaningful tasks.
- Workstations provide a platform for students to **read, write, speak, listen, and work with letters and words.**
- By engaging in workstations, students develop an intrinsic desire to **initiate and direct their own learning.**



Literacy Workstations

ACTIVITY

1. Watch the **video segment #1** and take notes
2. Independently assess the video using the *Workstation Guidance* tool (in your packet)

Video Segment #1: https://scsk12-my.sharepoint.com/:v:/g/personal/molinan1_scsk12_org/ERhH2aIsAv9Nm88jjRYiqfkBowslNdquh9YDZlhsAEaHqg?e=mCCVci



Literacy Workstations

ACTIVITY

1. Watch the **video segment #2** and take notes
2. Independently assess the video using the *Workstation Guidance* tool (in your packet)
3. Discuss your evidence and outcomes with an elbow partner.
4. Compose feedback in the form of “Glows and Grows”

Video Segment #2: https://scsk12-my.sharepoint.com/:v/g/person/molinanl_scsk12_org/EWjkeW4NSfJHhW-qoerXkHkBQhmwTIFgjF3rcWAU1rkuRQ?e=9jkg5o



Reminders

Remember to...

1. Create a **management routine/board**
2. **Model & role play** procedures for each station
3. Use a **cueing system** (bell, chime, music) to signal transitions
4. **Organize materials** in the stations
5. Provide **clear directions** written for each station activity
6. Assign **roles** (e.g., table captain, time keeper, etc.)
7. Provide an **exemplar**, where possible
8. Align activities to **current or previously taught skills**
9. **Differentiate** station activities, where appropriate



Review Objectives

How did we do? Do you...

- Know the importance of phonics instruction and literacy workstations
- Understand how effective phonics practices and standards aligned workstations look in the classroom
- Able to engage students in highly effective phonics instructional strategies and activities as well as meaningful workstation activities



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Survey

<http://bit.ly/SCSAugust2019DLD>



