



Kindergarten Early Learning Series: Phonological Awareness and Phonics and Purposeful Practice: Implementing Highly Effective Literacy Workstations

District Learning Day
August 8, 2019





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.



Do Now - Phonological Awareness Quiz

1. ***Phonological awareness includes letters of the alphabet and sound?***

True or False

2. ***How should the word fundamental be divided into syllables?***

a. funda /mental b. fun/da/ment /al c. fun/da/men/ tal

3. ***One activity for phonological awareness is the teacher saying, /c/ /u/ /p/ and the student replacing the /u/ sound the for the /a/ sound .***

True or False



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.



Session Objectives

Participants will-

- **Know** the meaning of phonological awareness and phonics and their impact on developing reading skills
- **Understand** the components essential to implementing daily phonological awareness, phonics, and literacy workstation practices
- **Be able to** engage students in effective instructional strategies and activities for phonological awareness, phonics, and literacy workstations in kindergarten



AGENDA

- I. **Definition** of Phonological Awareness and Phonics
- II. **Importance** of Phonological Awareness and Phonics
- III. **Standards** aligned to Phonological Awareness and Phonics
- IV. **Activities/Strategies**
- V. **Support** for **Fragile Learners**
- VI. **Assessing** Literacy Workstations
- VII. **Reflections** and **Closing**





DEFINITION: What is phonological awareness?





Phonological Awareness

Phonological awareness...

- involves the hearing and manipulation of **sounds in spoken words**
- is the insight that language is made up of **units**, or **chunks**, of **sound**
- a critical component of future **decoding skills**
- occurs initially in **oral language**
- begins with larger portions of language and transitions to **smaller segments**. The **smallest unit** of sound in oral language is a **phoneme**

Phonological Awareness vs Phonemic Awareness



- **Phonological Awareness**-Phonological awareness is a **general** appreciation of how spoken language can be divided into its components. (*words, syllables, onsets and rimes, and phonemes*).
- **Phonemic Awareness**-Phonemic awareness is a *sub skill of the broad category of phonological awareness*.



Phonological Awareness Continuum

Type	Description	Examples
RHYME	Matching the ending sounds of words	cat, hat, bat, sat
ALLITERATION	Producing groups of words that begin with the same initial sound	ten tiny tadpoles
SENTENCE SEGMENTATION	Segmenting sentences into spoken words	The dog ran away. 1 2 3 4
SYLLABLES	Blending syllables to say words or segmenting spoken words into syllables	/mag/ /net/ /pa/ /per/
ONSETS AND RIMES	Blending and segmenting the initial consonant or consonant cluster (onset) and the vowel and consonant sounds spoken after it (rime)	/m/ /ice/ /sh/ /ake/
PHONEMES (Phonemic Awareness)	Blending phonemes into words, segmenting words into individual phonemes, and manipulating phonemes in spoken words	/k/ /a/ /t/ /sh/ /i/ /p/ /s/ /t/ /o/ /p/



Phonological Awareness Activities



Listen and respond to your facilitator. You will engage in activities including phoneme discrimination, syllabification, phonological deletion, and phoneme segmentation.

ACTIVITY



IMPORTANCE: Why is phonological awareness important?





Research Says...

The majority (80%) of poor readers have difficulty with phoneme awareness and other phonological skills.

Phoneme awareness is the single best predictor of reading success between kindergarten and second grade.

(Togesen, 2004)

Phoneme Awareness measured at the beginning of Kindergarten is one of the two best predictors of how well children will learn to read.

(National Reading Panel)



Why is Phonological Awareness important?

- An awareness of phonemes is necessary to grasp the alphabetic principle that underlies our system of written language.
- Instruction in speech-sound awareness reduces and alleviates reading and spelling difficulties.





STANDARDS: Which foundational literacy standards are addressed through phonological awareness instruction?





Standards Progression



Kindergarten:

Knowledge of rhyme, syllables, and onset/rime

Knowledge of phonemes – identify/pronounce the initial, medial, and final sounds of consonant-vowel-consonant words; add/substitute phonemes.

First grade:

Knowledge of syllables – blending and segmenting.

Knowledge of phonemes – distinguishing short/long vowels, isolating/identifying initial, medial, and final sounds.



Foundational Literacy Standards – Kindergarten

K.FL.PA.2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

- a. Recognize and begin to produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.



ACTIVITIES & STRATEGIES: How does phonological awareness look in action?





Let's Practice!

K.FL.PA.2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

a. Recognize and begin to produce rhyming words.

Activity:

Rhyme and Toss!

Let's Practice!

- Listen to and recite rhyming words or alliterative phrases
- Identify rhyming words – Do these words rhyme, yes or no?
- Orally produce rhyming words (word families, word chains, non-sense)





Let's Practice!

- **K.FL.PA.2-** Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
 - b. Count, pronounce, blend, and segment syllables in spoken words.*

syl·la·ble

Activity:

Four Corners Roll Call!

Let's Practice!

- Have 8 volunteers to stand up and clap their name
- They move to the corresponding corner for the number of syllables in their name
- Participants practice clapping each other's names once they are in their corners



Let's Practice!

K.FL.PA.2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

c. Blend and segment onsets and rimes of single-syllable spoken words.

Activity:

Phonological Awareness Video

Let's Practice!

- View the following video on phonological awareness.
- Note how the teacher engages the students.
- Practice a strategy from the video with an elbow partner.

<https://www.youtube.com/watch?v=BUstKX95aZQ>



Let's Practice!

K.FL.PA.2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.

Activity:

Head, Waist, Toes!

Let's Practice!

- Stand up and look at the pictures.
- Listen as I say the sounds in each picture.
- Touch your head for a beginning sound, touch your waist for a medial sound, and touch your toes for a final sound.





Let's Practice!

K.FL.PA.2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Listening games such as “I have _____; Change _____ to _____.”

Activity:

Sound Switch

Let's Practice!

- Say “I have cat, change /a/ to /u/”
- Say “I have pop, change /o/ to /e/”
- Say “I have beg, change /e/ to /i/”
- Say “I have mop, change /o/ to /a/”



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





Deficits in Phonological Awareness

- *Research cited has continually revealed that poor readers, as a group, perform minimally on phoneme awareness tasks than on other cognitive tasks.*

What are some of the warning signs that a student is struggling with phonological awareness?

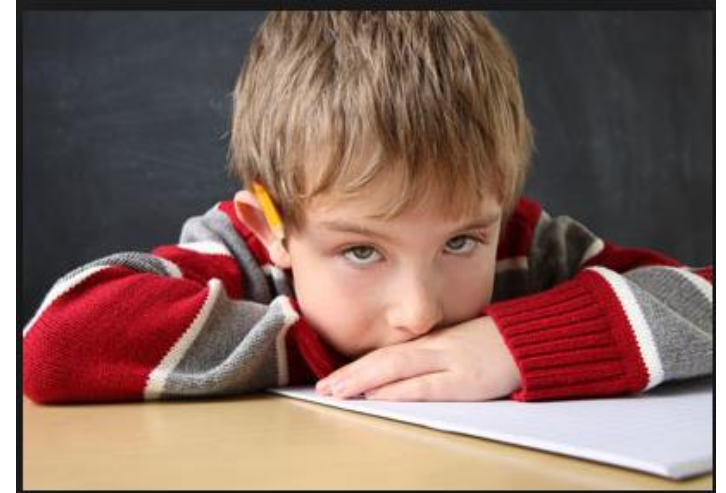
Turn and Talk with an Elbow Partner





Deficits in Phonological Awareness

- Trouble remembering strings of sounds (as in sound segmentation and blending).
- Inattention to a speaker (e.g., looking away).
- Trouble recalling, repeating, and pronouncing words accurately.
- Errors in identifying syllables and syllable stress in spoken words.
- Confusion of similar phonemes during reading and spelling.
- Persistent difficulty with phoneme blending and/or segmentation.





Fragile Learners

Small Group or One-on-One Instruction: Provide students with an intimate setting where they can receive individualized attention on a specific skill at an accommodating pace.

Tapping/Clapping/ Drumming: Using some type of percussion, (clapping hands, drums, rhythm sticks, maracas) the children learn to tap out each word in a sentence or within each word- each syllable, or then each phoneme.

Multisensory Manipulatives: Attract and keep students' attention by using a string of beads to show phonemes or syllables in a word.

Phonological Hopscotch: Use a beanbag and a hopscotch grid. The student is given a picture on a card and instructed to count the syllable or phoneme. They then throw the bean bag to corresponding square on the hopscotch grid.

Visualization: Have students close their eyes and visualize an object such as a cap. Have them think about the cap on their head. Have them tap with their finger the number of phonemes in cap, or the color of the cap which is **red**.

Ball Toss Rhyme: Toss a ball to students and ask them to produce a rhyming word for a picture or word you provide. For example, the teacher holds up a wig and tosses the ball. The student catches the ball and says "big".



Phonics

Understanding Early Phonics
Instruction





Phonics Quiz

1. A single letter or letter combination representing phonemes is a
a. phonogram b. virgule c. grapheme d. syllable

2. How many graphemes are in the word *eight*?
a. 3 b. 4 c. 5 d. 2

3. Many letters have more than one sound such as s /z/ in
a. husband b. his c. yesterday d. expose



AGENDA

- I. **Definition** of Phonics and Word Recognition
- II. **Importance** of Phonics and Word Recognition
- III. **Standards** aligned to Phonics and Word Recognition
- IV. **Activities/Strategies**
- V. Support for **Fragile Learners**





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**.



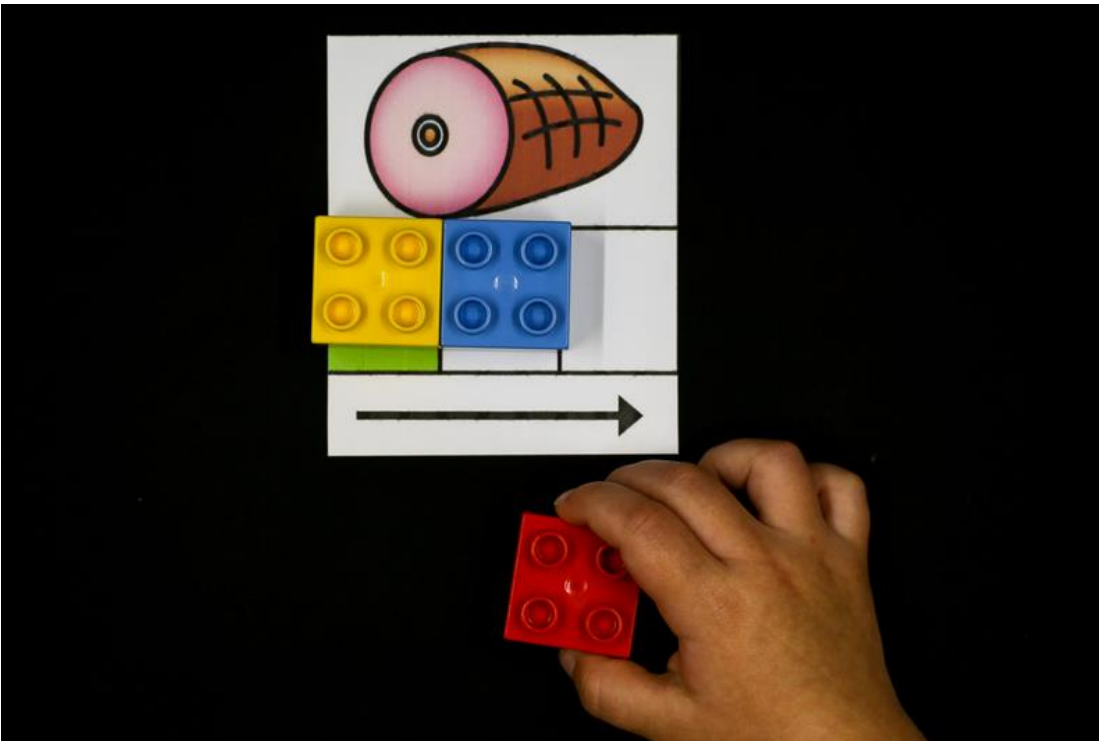


Phonemic Awareness and Phonics are **NOT** the same!

- **Phonemic awareness** - understanding that the phonemes of **spoken** language work together to make words
- **Phonics** - understanding there is a predictable relationship between phonemes and graphemes, the letters that represent those sounds in **written** language, in order to read words

So what's the BIG difference?

- Phonemic awareness



- Phonics





Understanding Phonics

Phonemes

- Phonemes are the smallest unit of speech sound used to build words
- English has 44 sounds
- Virgules are used to represent sounds /c/ /a/ /t/
- **We associate phonemes to 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

- Graphemes are single letters or letter combinations that are used to represent phonemes
- English has **150** graphemes.
- We use graphemes when we teach phonics.





Graphemes

- Sounds, letters, graphemes...oh my!

/l/

l

/i/

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?





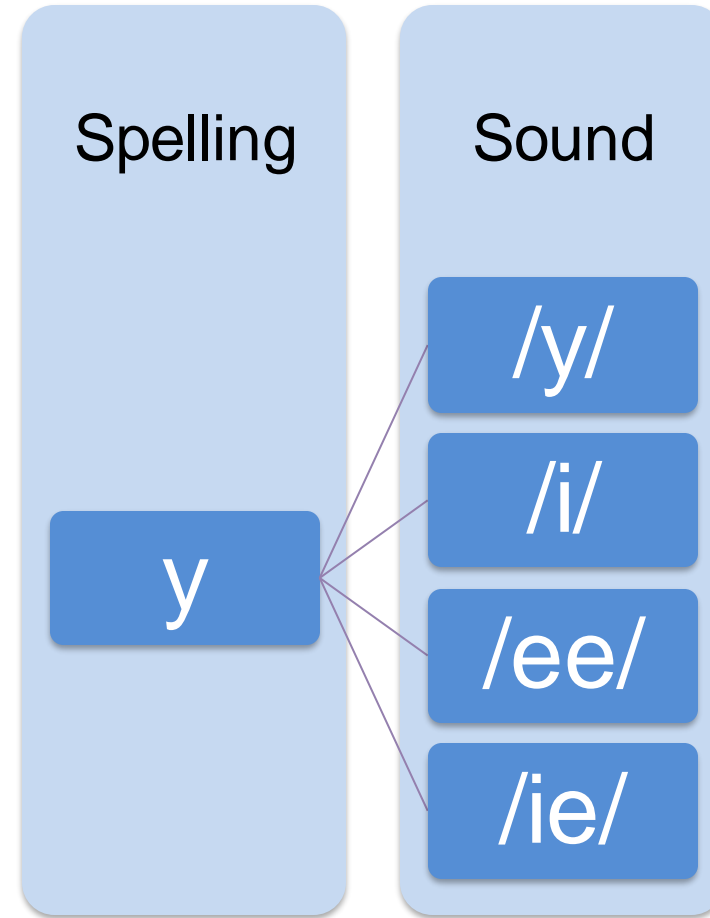
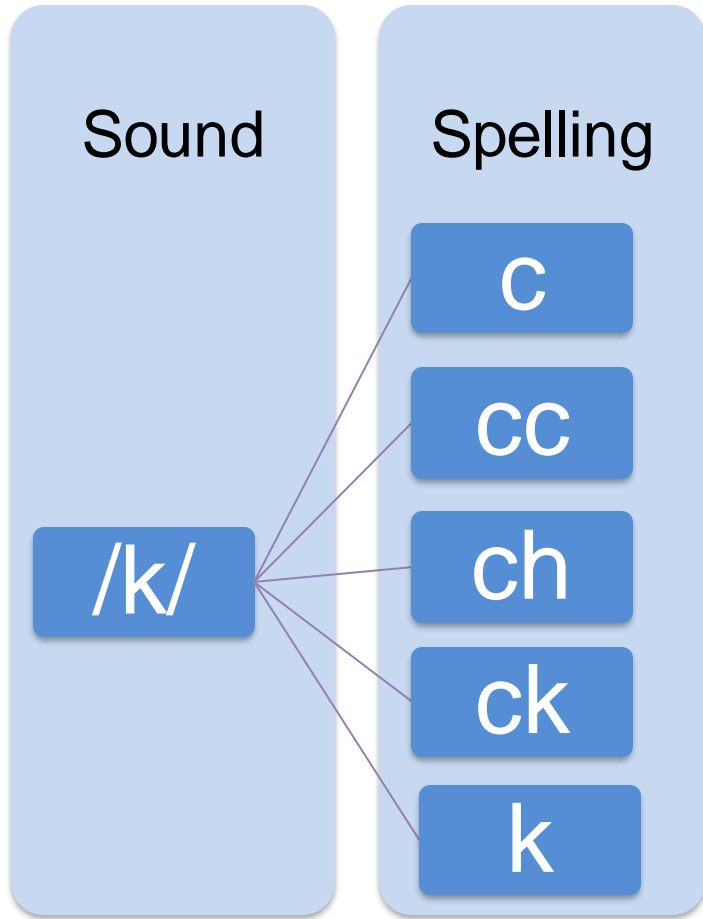
Phonics instruction is important because...

- Young students do not learn to discriminate the sounds of words **automatically**
- Spelling in English is arbitrary and cannot simply be "**discovered**"





Look and Listen!





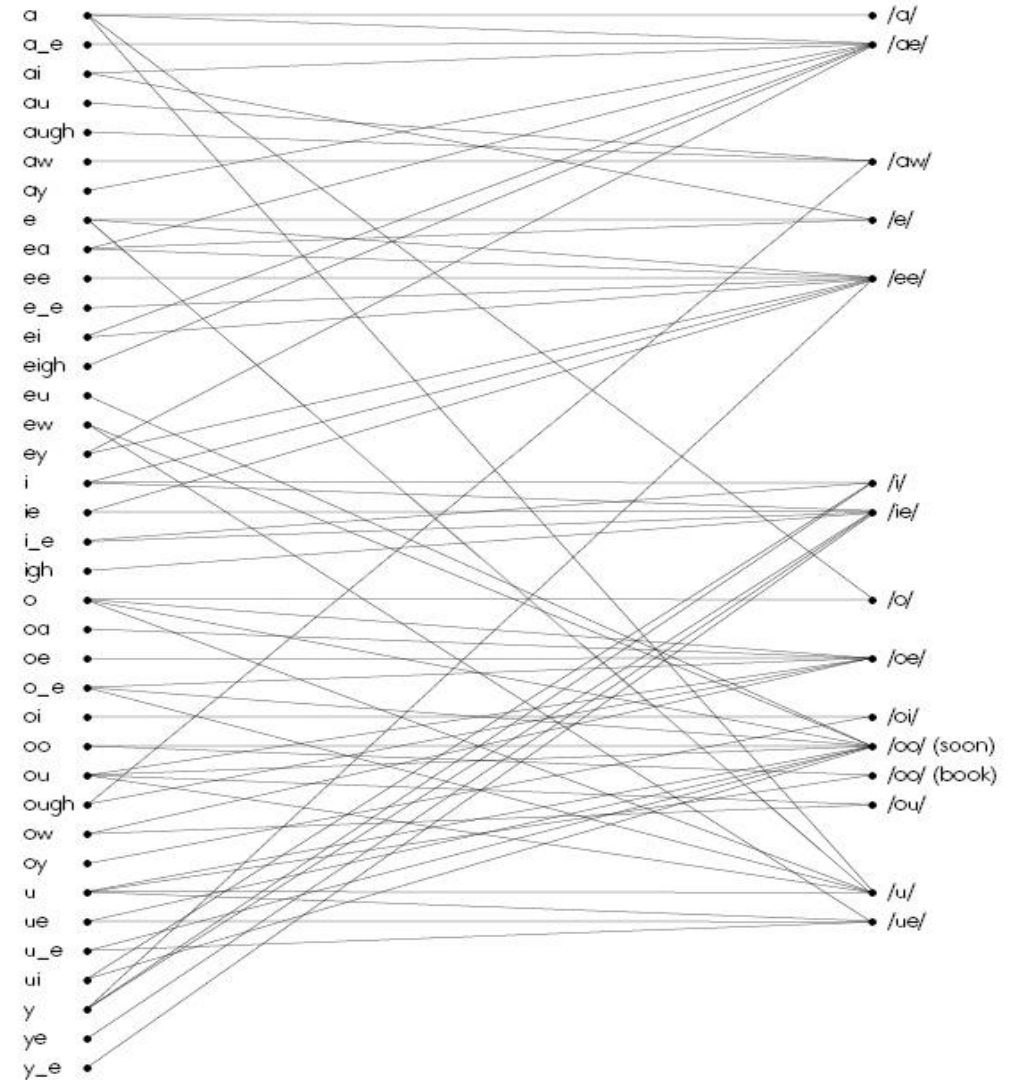
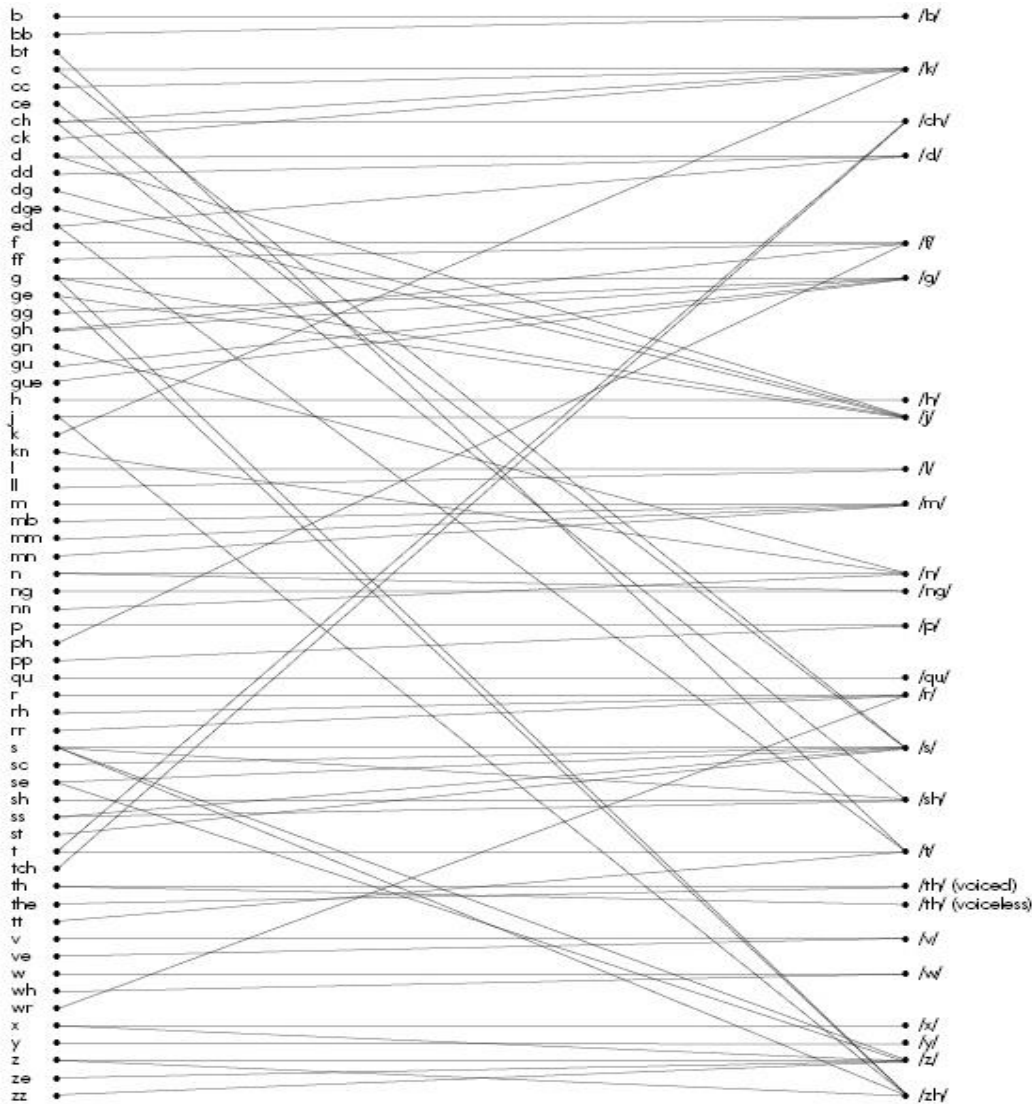
Phonics instruction is important because...

- *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**.*





The Code is Vast and Confusing





What sounds are represented by the pattern “ea”?

- *dearest*
- *head*
- *great*
- *heart*
- *creation*
- *heard*
- *idea*



Shout Out: What is the Picture?



hearth



heart



hearse

When an experienced reader sees a printed word, it's quite difficult not to read it. Reading is automatic. Thus, the printed word [heart] conflicts with the word you are trying to retrieve.

-Willingham 2009, p. 84



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."



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





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



Say it!

Hear it 

Say it  /leel/

 feet
 /s/ /l/ /leel/ /p/




Blend these sounds:
/f/ /leel/ /t/

Segment these words:
sleep



Hear it  /eel/

Say it  /eel/

Read it 
bee



Let's use what we know to read some words with the **/eel/** sound together!

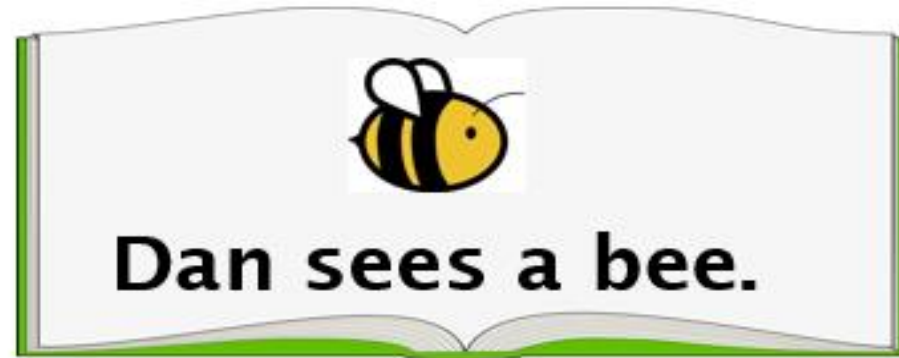
Hear it



Say it



Read it



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

Spell it!

Hear it



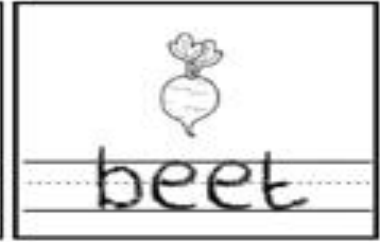
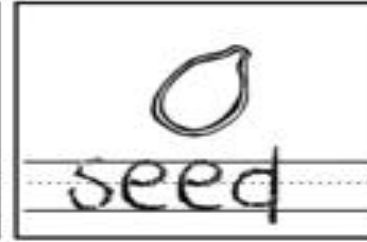
Say it



Read it



Spell it



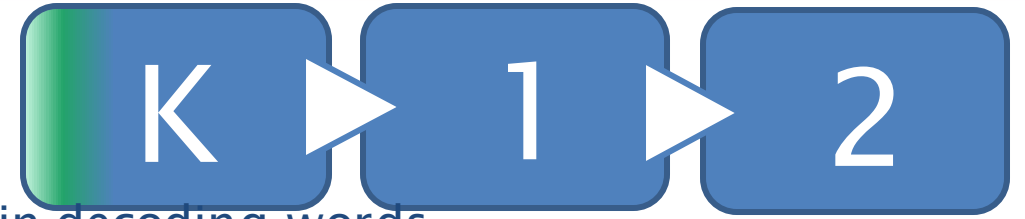


STANDARDS: Which foundational literacy standards are addressed through phonics instruction?





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.



Foundational Literacy Standards – Kindergarten

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

- a. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.
- b. Associate the long and short phonemes with common spellings for the five major vowels.
- c. Read common high-frequency words by sight.
- d. Decode regularly spelled CVC words.
- e. Distinguish between similarly spelled words by identifying the letters that differ.



Let's Practice!

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

a. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.

Activity:

Ball Toss!

Let's Practice!

- Say a letter
- Toss a ball
- Students produce the sound



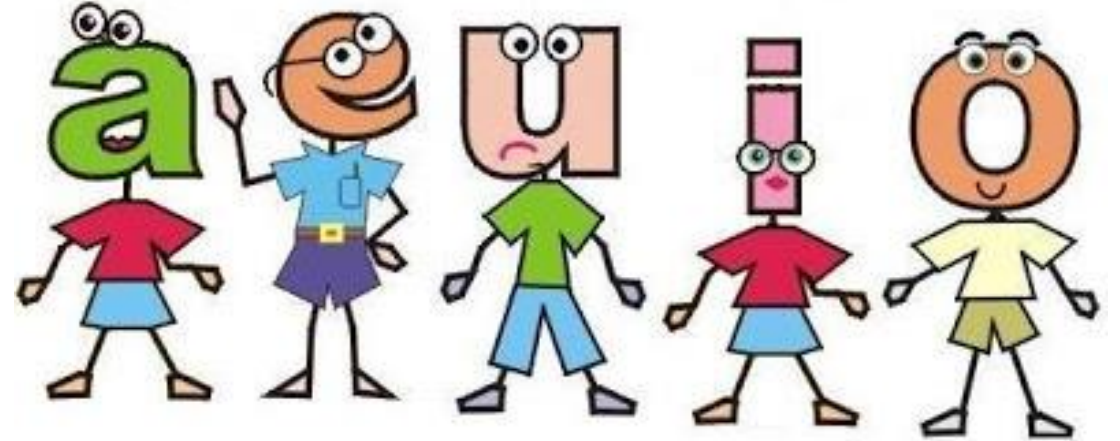


Let's Practice!

K.FL.PWR.3 b. Associate the long and short phonemes with common spellings for the five major vowels.

Activity:

Stand Up, Sit Down!



Let's Practice!

- Listen carefully to the following words.
- If the word has a short vowel sound sit down.
- If the word has a long vowel sound stand up.
- Have a volunteer write the correct word on a white board after each round .



Kindergarten

Purposeful Practice: Implementing Highly Effective Literacy Workstations





Workstation Quiz

1. Literacy workstations can include activities for phonics, word works, writing, and
 - a. problem sets
 - b. observations
 - c. grammar
 - d. Investigations
2. Which is not an effective practice with literacy workstations?
 - a. tiered assignments
 - b. cueing system
 - c. lots of stuff
 - d. management board
3. Literacy workstations should not introduce students to new skills and concepts.
 - a. True
 - b. False



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.**



Sit Down/Stand Up

Let's Share our workstation practices ...

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

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=iCsJXN



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/personal/molinanl_scsk12_org/EWjkeW4NSfJHhW-qoerXkHkBQhmwTIFgjF3rcWAU1rkuRQ?e=mMQU1U



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 meaning of phonics and the importance of phonics instruction
- 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



District Survey

<http://bit.ly/SCSAugust2019DLD>



www.scsk12.org/earlyliteracy/