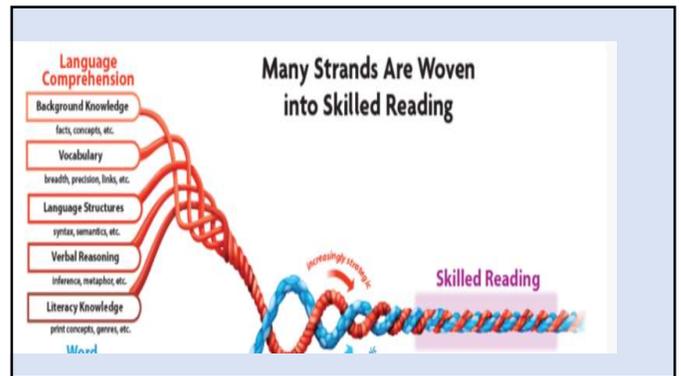
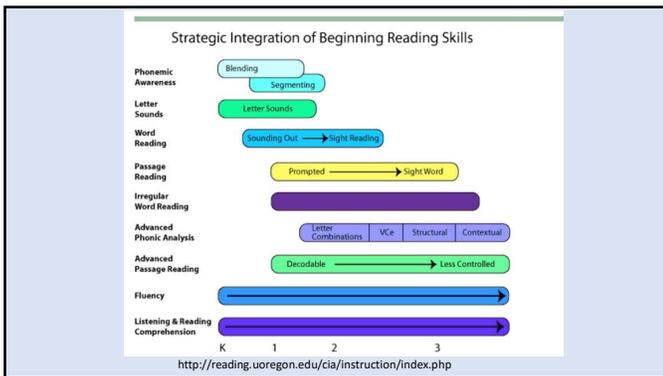
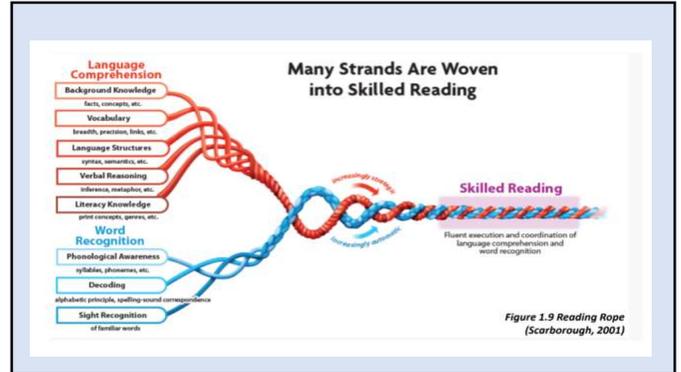
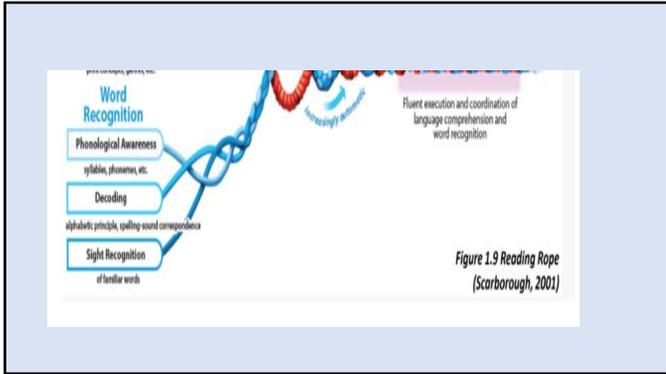


Integrate Age-Appropriate and Phonemic Awareness and Letter/Sound Skills
Using Words from the Actual Story Narrative

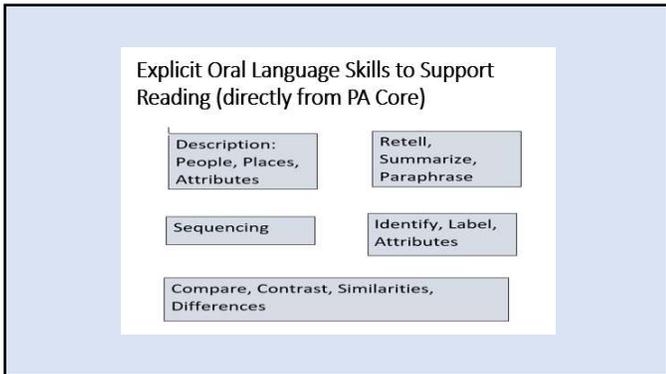
- For pre kindergarten and kindergarten students
- Occurs while experiencing the story
- Interspersed with story content
- Interspersed with explicit narrative language skills
- Is in addition to explicit, scheduled time for phonemic awareness and letter/sound skills





Language development-Narrative, Phonemic awareness & early phonics consists of two modes

Explicit instruction during literacy block	Integrated as part of the story/narrative- block
Big Ideas in Early Reading	Big Ideas in Early Reading
1. Language development	1. Language development
2. Phonemic awareness	2. Phonemic awareness
3. Phonics	3. Phonics
4. Fluency	4. Fluency
5. Vocabulary	5. Vocabulary
6. Comprehension	6. Comprehension



Specific Skill instruction & Integrated instruction—Science of Reading

- Specific skill instruction in the big ideas of literacy (in our case language development, phonemic awareness ((touch of phonics)) is part of another scheduled time
- Integrated instruction is done within the context of a narrative or story whereby students apply the skills learned in "skill instruction" to meaningful material

Science of Reading Daily Lesson Plan Structure 40 minutes Pre K & Kindergarten

Step	Time	Big Ideas
Oral Language	5 min	Sentence use, describe, word association, paraphrase, retell
Read sounds: Say sounds, repeat sounds	5 min	Phonemic Awareness and automaticity
Spell sounds	5 min	Phonemic awareness and phonics
Read words	5 min	Phonics, automaticity, vocabulary, and comprehension
Spell Words	7 min	Phonemic awareness, phonics, fluency, vocabulary, and comprehension
Spell words introduce new sight words and new sounds	8 min	Phonemic awareness, phonics, fluency, vocabulary, and comprehension
Reading connected text/decodable text	5 min	Phonemic awareness, phonics, fluency, vocabulary, and comprehension

Phonemic Awareness Skills Pre-K

These skills are early phonemic awareness skills

- Sentence & word discrimination-tells whether words are the same or different
- Identifies speech sounds
- Rhyming-which words rhyme
- Blending-orally blends syllables & onset rime
- Segmenting-claps words in syllables; claps syllables in words; says syllables
- Identifies first sound in one syllable words; segments individual sounds in words

University of Oregon

Science of Reading Daily Lesson Plan Structure 40 minutes First & Second grade

Step	Time	Big Ideas
Oral Language	5 min	Sentence use, describe, word association, paraphrase, retell, infer
Read sounds	3 min	Phonics and automaticity
Spell sounds	5 min	Phonemic awareness and phonics
Read words	8 min	Phonics, automaticity, vocabulary, and comprehension
Spell Words Dictate or copy words, spell words, introduce new words and new sounds.	9 min	Phonemic awareness, phonics, fluency, vocabulary, and comprehension
Reading connected text/decodable text	10 min	Phonemic awareness, phonics, fluency, vocabulary, and comprehension

Phonemic Awareness

From least to most complex

- Word Comparison
- Rhyming
- Sentence Segmentation
- Syllable Segmentation/Blending
- Onset-rime Blending/Segmentation
- **Blending/Segmenting Individual Phonemes**
- **Phoneme Deletion and Manipulation**
- Image reference:
http://reading.uoregon.edu/big_ideas/pa/pa_sequence.php

What Is Phonemic Awareness?

- Phonemic awareness is the most sophisticated level of phonological awareness
- It involves the ability to **auditorily** notice that the spoken word contains a 'sub-level' of smaller sounds or 'phonemes'
- The smallest unit of sound in spoken language is a *phoneme*

What the Research Says About Phonemic Awareness (PA)

- The best early **predictor** of reading difficulty in kindergarten or first grade is the inability to segment words and syllables into constituent sound units (phonemic awareness) (Lyon, 1995). This hallmark study refers to reading/decoding difficulty in K and 1st grade.
- It is the blue strand in Scarborough's rope
- Comprehension areas are in the red strand of the rope, and are dependent on language development

Diane Lewis, SLP and Linda Mercer, SLP,
SlideShare

What's Involved in Phonemic Awareness?

Phonemic Awareness involves the ability to:

- **Segment**, or separate, words into sounds
- **Blend**, or put those sounds together to make a word
- **Manipulate** sounds, or change sounds within words to make new words

Phonemic Awareness

Defined → Phonemic awareness is the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words. You can "do it in the dark."

Free Reading Phonemic Awareness Curric
Freereading.net

- Counting words in a sentence
- Segmenting syllables
- Rhyming words
- Writing letters
- Phoneme blending
- Letter-sound fluency VC &CVC words

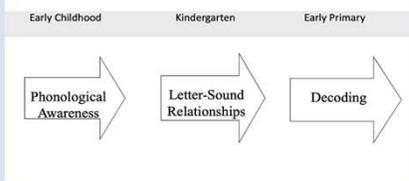
Examples

Integrate Age-Appropriate and Phonemic Awareness
and Letter/Sound Skills:

Using Words from the Actual Story Narrative

Laura Justice

Why is Phonological Awareness So Important?



Counting words in a
sentence

Bear tugs the blanket.

Let's use our fingers to count
along with me.

Put your finger on each word
as I say it.



Tells whether words are the same or different

Bear pulls the sled

Say bear.

Say sled

Are they the same or different? Look at the picture



Segmenting-claps words in syllables

Bear looks outside

How many words in the sentence?

How many syllables in the sentence?

Let's clap for each word

Now let's clap for each syllable or part of a word



Identifies speech sounds

Pull off the blanket

Let's say the sounds in blanket, one at a time

Not the letters

How do we make the sounds all by themselves?



Segmenting-claps syllables in words

Down they go

Clap the words

Clap the syllables or parts of words



Segmenting-says syllables

Bear puts on his hat so his head will stay warm, jacket, and mittens, then into the storm.

Let's say the words by their parts:
 Bear-one part (can't take it apart by syllable)
 Puts-one part (can't take it apart by syllable)
 Jacket-two parts jack et
 Mittens-two parts mit tens



Rhyming words

Mouse, inside, rocks

Say mouse. Now say mouse without the /m/

You have "ouse" let's put a sound in front of "ouse." Here is a list of sounds (not letters) to help us:

B, t, s, k



Segmenting syllables

Bear tugs the blanket. He sees a new sled, shiny and sparkling and perfectly red.

Let's say blanket. How many parts to you hear?

Now say blanket in parts blan ket. How many parts. Now put it back together.

One word, two parts.

Let's say sled. How many parts to you hear?

One part

Let's say perfectly. How many parts?

Say the parts per fect ly

Now put it back together: perfectly

One word, three parts



Blending orally-blends syllables & onset rime

Bunny, hiding, behind, easy

Let's say "bunny" in two parts bun ny

Let's say "hiding" in two parts hid ing

Let's say "behind" in two parts be hind

Let's say "easy" in two parts ea sy

Now let's say "bunny" without the first sound, not syllable unny

Now let's put some sounds in front of "unny" and see what we get

Now let's say "hiding" without the first sound, not syllable iding

Put some sounds before "iding" to make some real or make believe words



Phoneme blending

Bunny, sad, surprise

Say bunny the way I do: b u n y
 Now let's put it together: bunny

Say sad the way I do: s a d
 Now let's put it together: sad

Say surprise the way I do: s u r p r i s e
 Now let's put it together: surprise



Bunny's not sad. She has planned a surprise.
 She whispers to Bear, "Stay right here. Close your eyes."

Writing letters

Let's stop the story for a moment and do the letters in your name

Get your name cards out and let's say the letters in your name



They speed through the snow fort. They each hold on tight.

Letter sound fluency

Bear, looks, shouts

Let's say bear. What letter does bear start with?

Let's say looks. What letter does it start with?

Let's say shouts. What letter does it end with?



Bear looks around. He shouts, "Mouse I see you!"

Letter-sound fluency,
vowel consonant &
consonant-vowel-
consonant words**Puts, hat, head**

Say "puts." Now say puts by its sounds. What are the letters in the word?

Say "hat." Now say hat by its sounds. What are the letters in the word?

Say "head." Now say head by its sounds. What are the letters in the word?



Bear puts on his hat so his head will stay warm, jacket and mittens, then into the storm.

Put the hat on Bear's head.

Bear puts on his hat.

Bear puts on his hat. "The hat keeps Bear's head warm!"

Put the hat on Bear's head.

We will now enter a live question and answer segment.