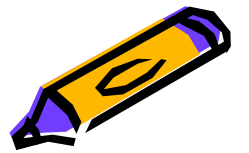# From Listening to Reading

Part 2: Phonemic Awareness/Phonics

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Teaching Phonemic Awareness-Important Principles

1. Teach SOUNDS of letters BEFORE names of letters
2. Begin with high-frequency letters (**)
3. Separate confusing consonants (b/d, m/n)
4. Separate often-confused vowels (a, e, i)
5. Call attention to minimal pairs (m/n, t/d) by place and manner of articulation
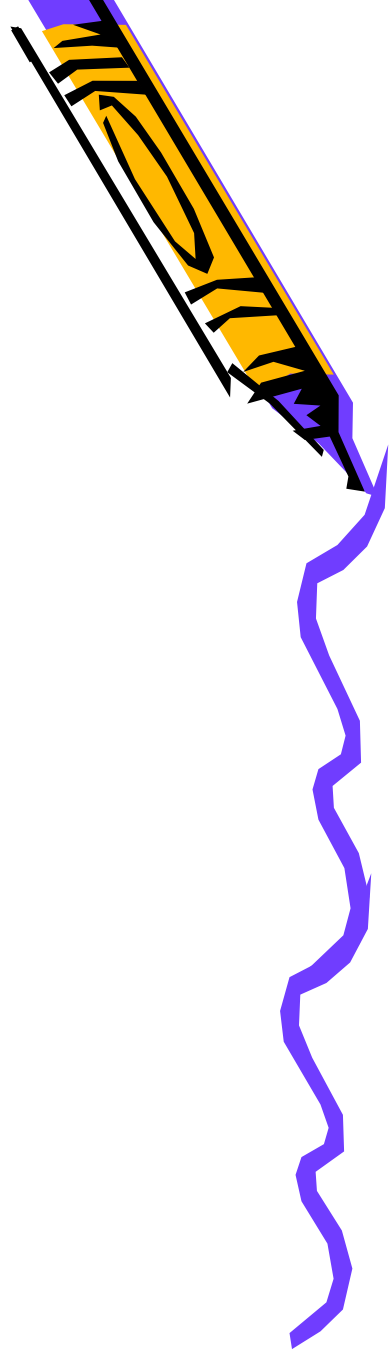
Sound-Letter Matching

1. Teach both analytic and synthetic phonics
   - **Onset-rime**
   - **Word building/sound spelling**
2. Begin with small sets (1 vowel + 5 consonants + 2-3 onset-rimes) that make common words
   - **Sound Detectives: Pull Down Sounds**
   - **Sound charts (Word Walls)**
   - **Sound dictations**
   - **Sound stations (whiteboards, tachistoscopes,**
3. Have children find words in trade books
4. Provide decodable books for reading practice
5. Encourage sound spelling during Writers Workshop (Jim Henry model)
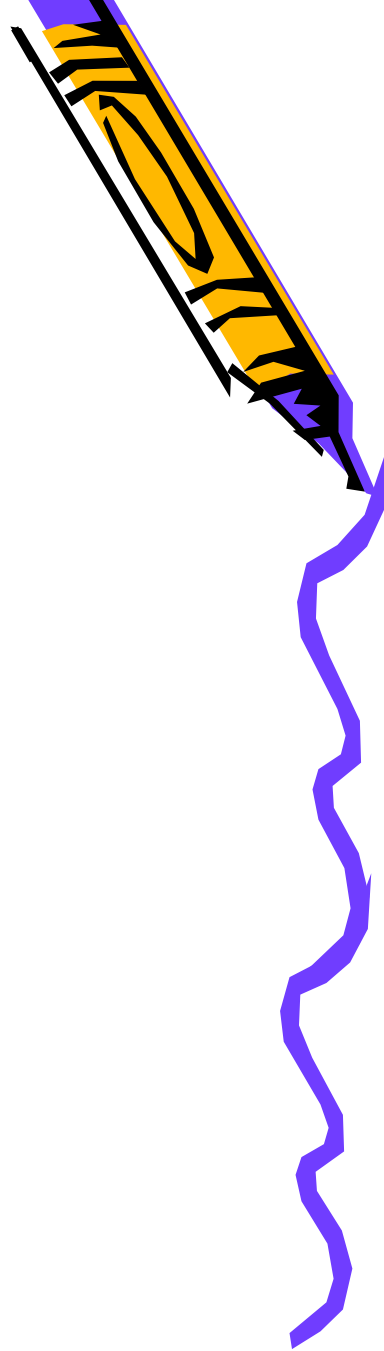
Learning Activities for Each Set

1. Slide Down Sounds
2. Making and reading Word Walls
3. Onset-rime bulletin boards and learning stations
4. Tachistoscopes and learning stations
5. Word dictations/sound spelling
6. Reading decodable books
7. Writers Workshop/sound spelling
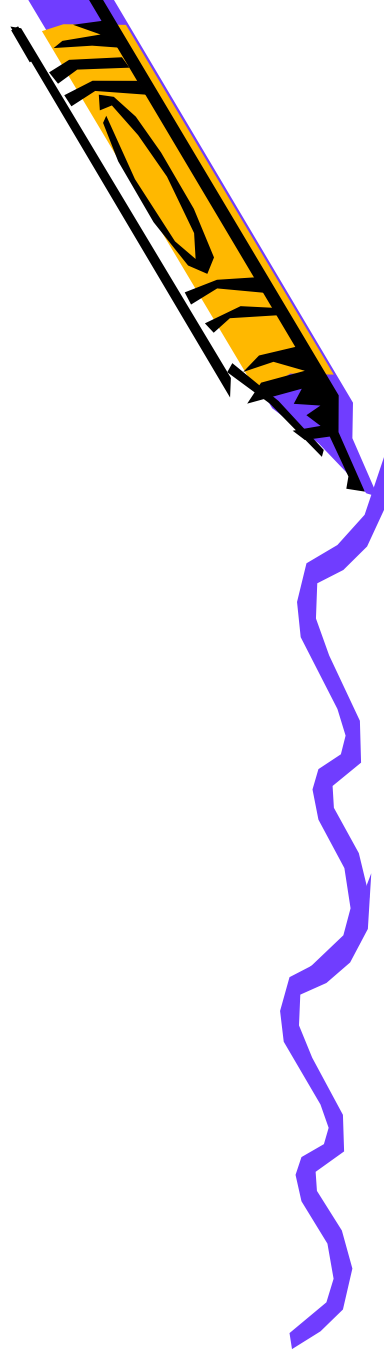
Order of Presentation for Sound-Letter Correspondences-Set #1
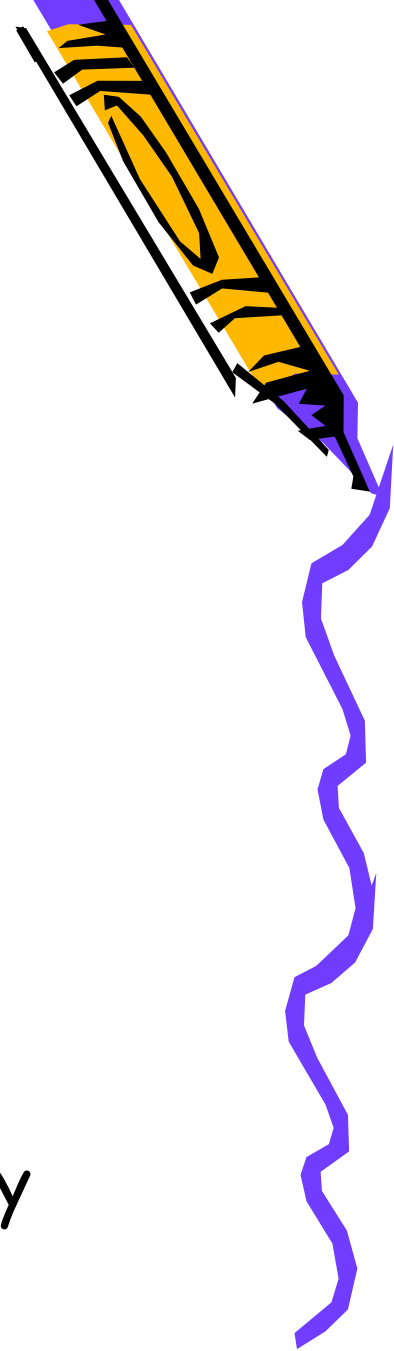
Vowel -a*

Onsets
- m**
- s**
- t**
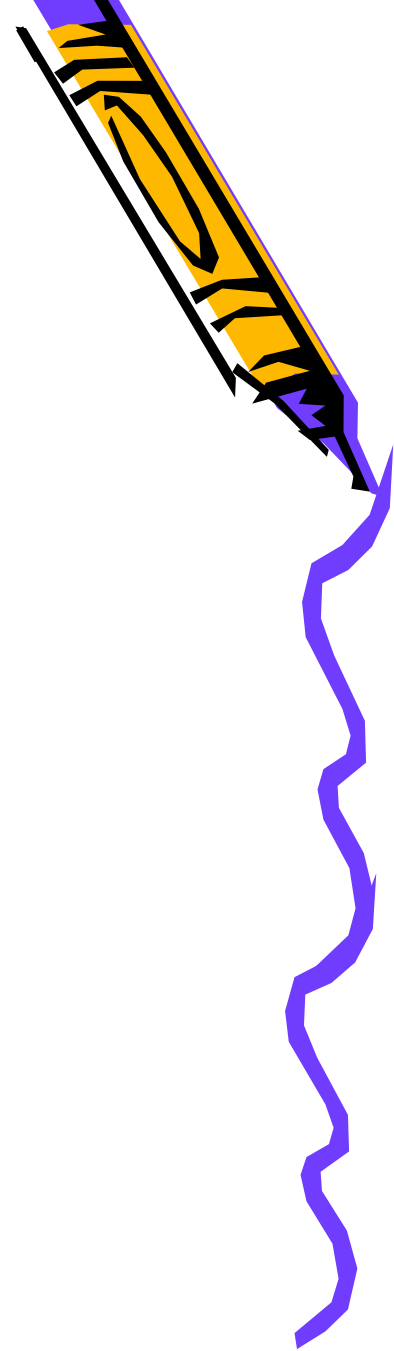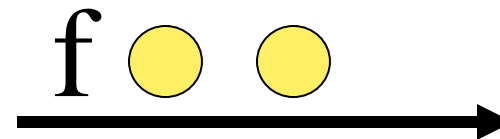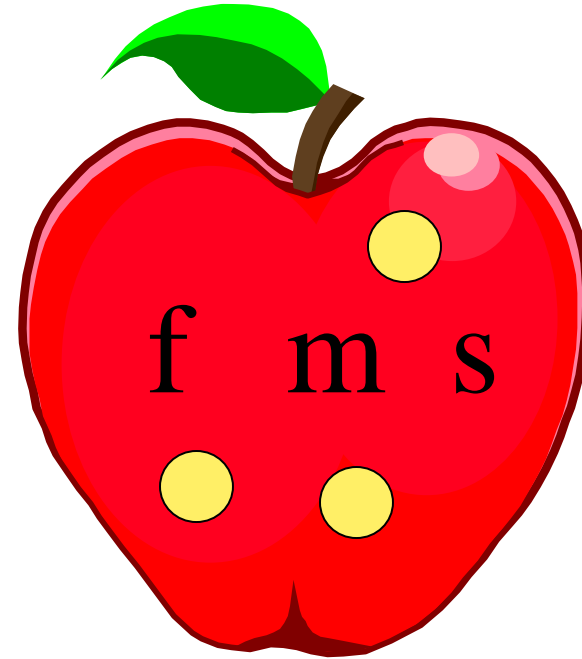- f*
- p*

- Rimes
  - at
  - am
  - ap

**=high frequency

*=medium frequency

Slide Down Sounds

- The word is "fat." What's the first sound you hear?

- Slide down the letter for /f/.

- How many more markers do we need to make the word "fat?"

f   m   s

f ● ●

Onset-Rime Word Walls
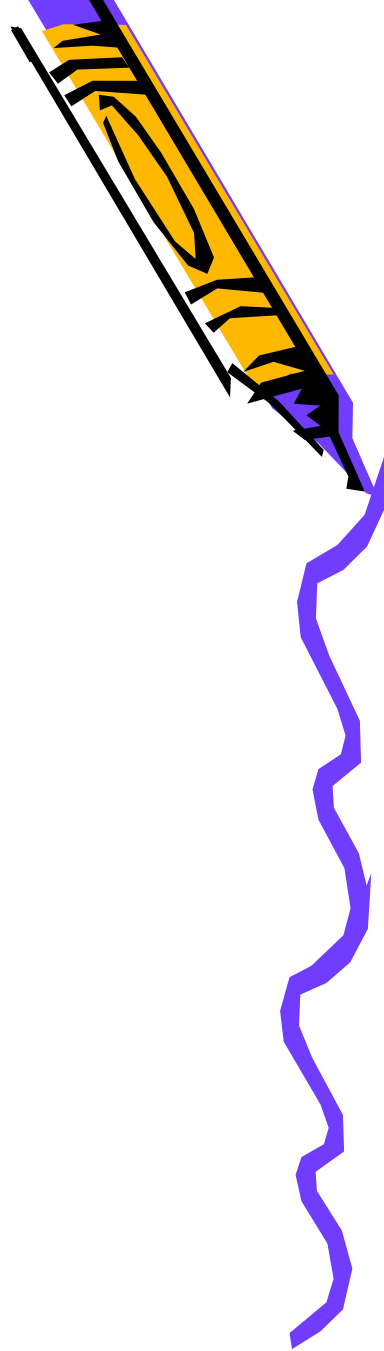
- "Let's read the -ap family words."

  map

  tap
  sap

- "Let's read the -at family words."

  mat
  fat
  pat
  sat

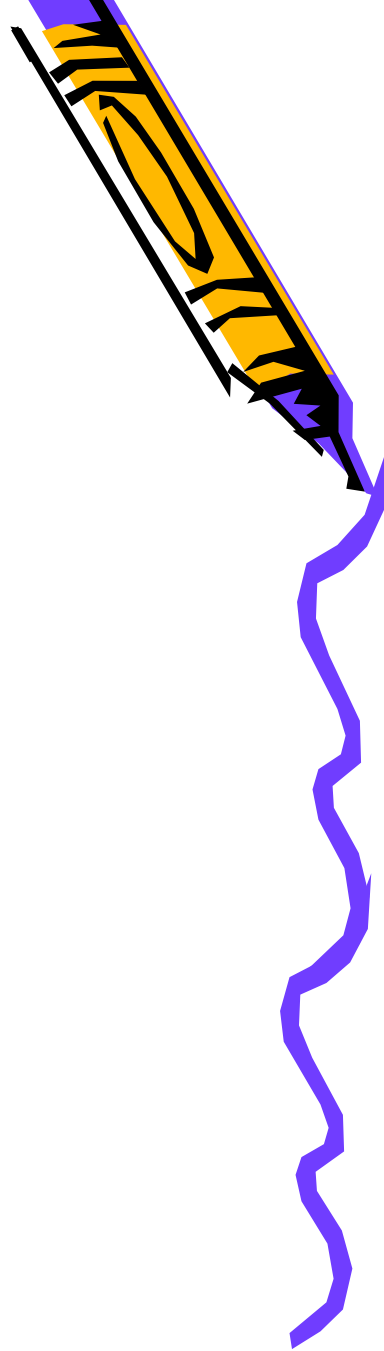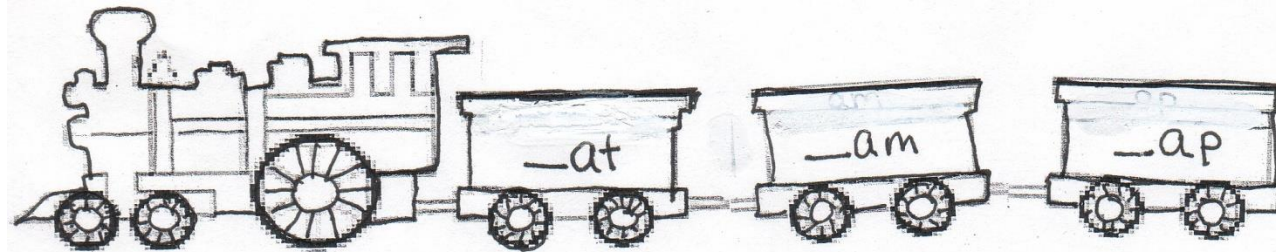# Word Wall Train

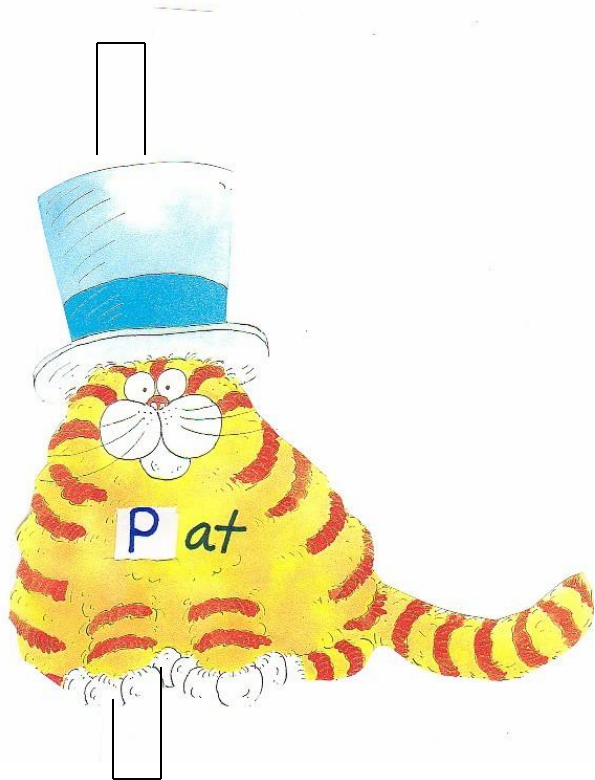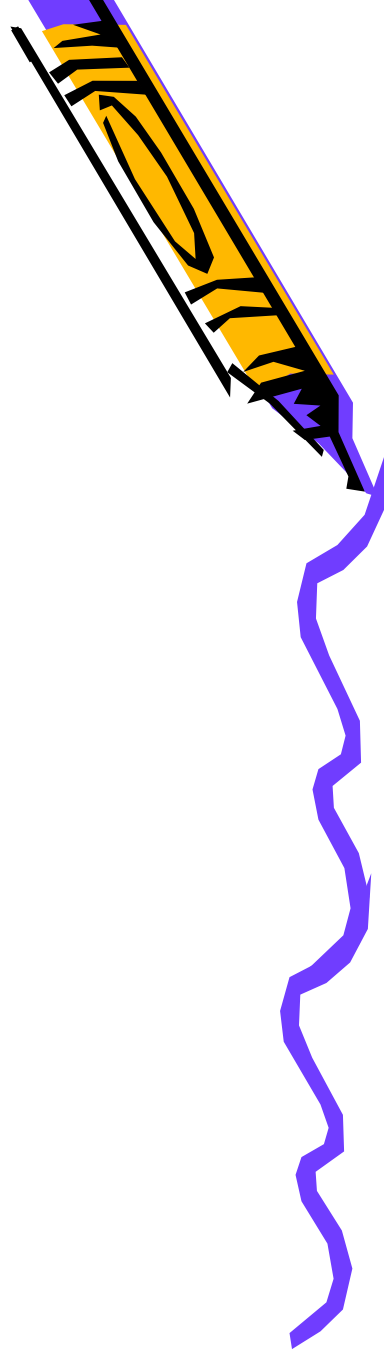| mat		tap
sat	Pam	map
fat	Sam	sap

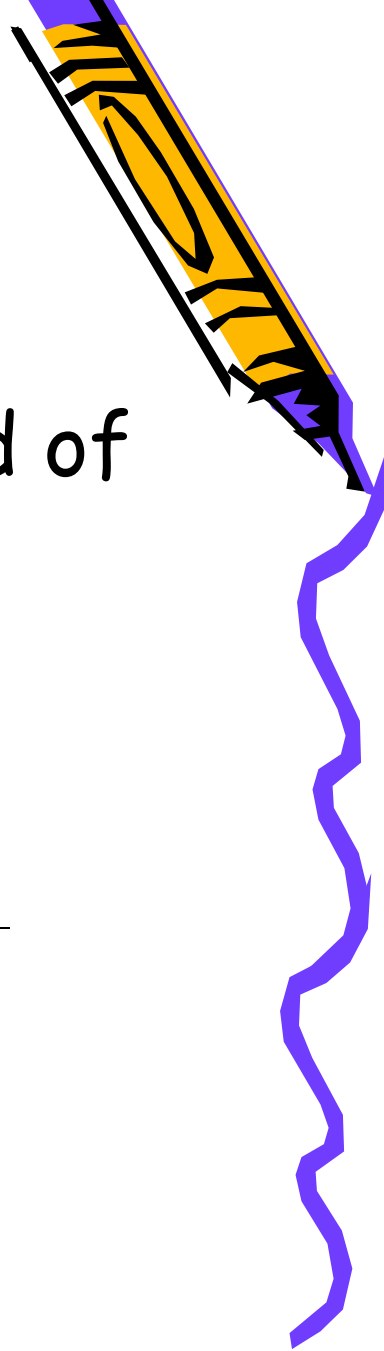# Building Words: _at

word

word

pat
mat
cat
fat

tat

Building Words: Dictations

"When I say a word, you write it under the sound of its vowel--/a/ or /o/."

sat   top   fat   bat   top   mop
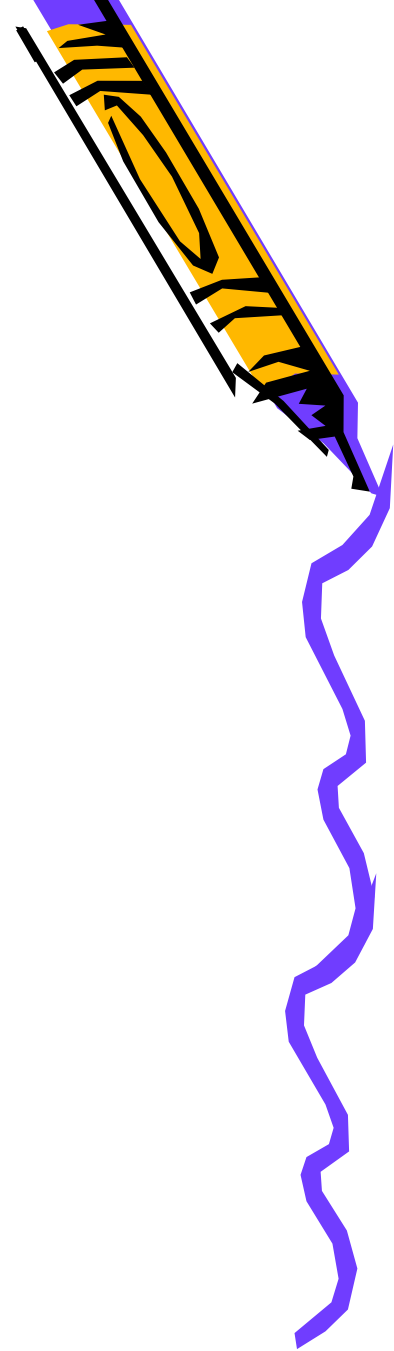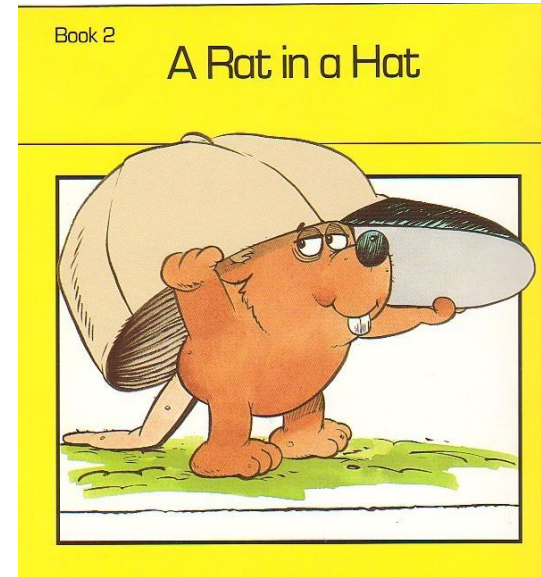
a	o

Exploring Sound-Letter Relationships: Reading

- Big Books

- Nursery rhymes, raps, chants, songs

- Decodable books

- Trade books

Decodable Books for /a/

- The Cat in the Hat
- Green Eggs and Ham
- A Rat in a Hat
- Pam's Pal
- The Pan Man
- Act Like a Cat
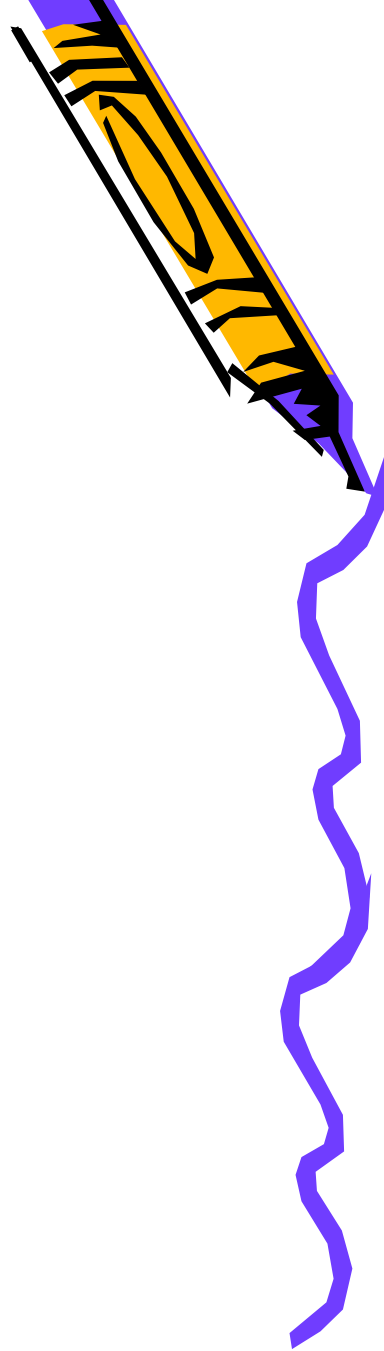- Pat the Cat's Big Book

Book 2

A Rat in a Hat

Exploring Sound-Letter Relationships: LE

Today is Tuesday.

It is hot.

Our bunny ate carrots.

- Circle all the /t/ letters. How many are in the beginning of a word? The middle? The end?
- Underline the /i/ letters. How is the /i/ in 'it' different from the /i/ in 'is'?

Exploring Sound-Letter Relationships: Jim Henry WW Model

- Modeling at overhead (5 minutes)
  - Content (what should I write about?)
  - Mechanics (spelling by sound)
  - Genre structures (narratives, what if…)
- Independent writing time (10-15 min.)
- Sharing time (Travel with a pencil)
- Extension time (during reading block)
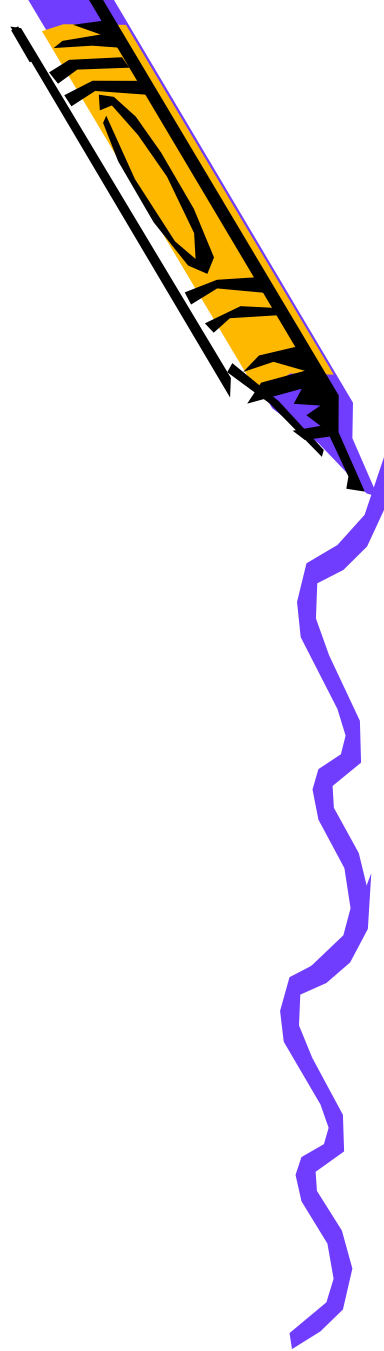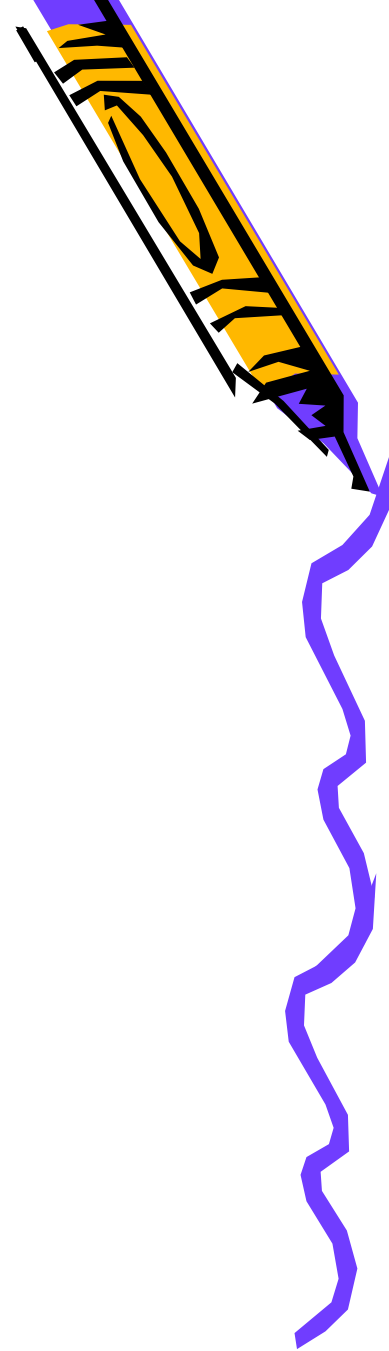
WW Examples: 1st Grade

The bune cam to the hut

Name: Ryan

the Brd was little said the liyin you are spashil

Name: Stefani

Sound-Letter Matching—Set #2

- Onsets
  - c**
  - d**
  - n**
  - o**
  - l**
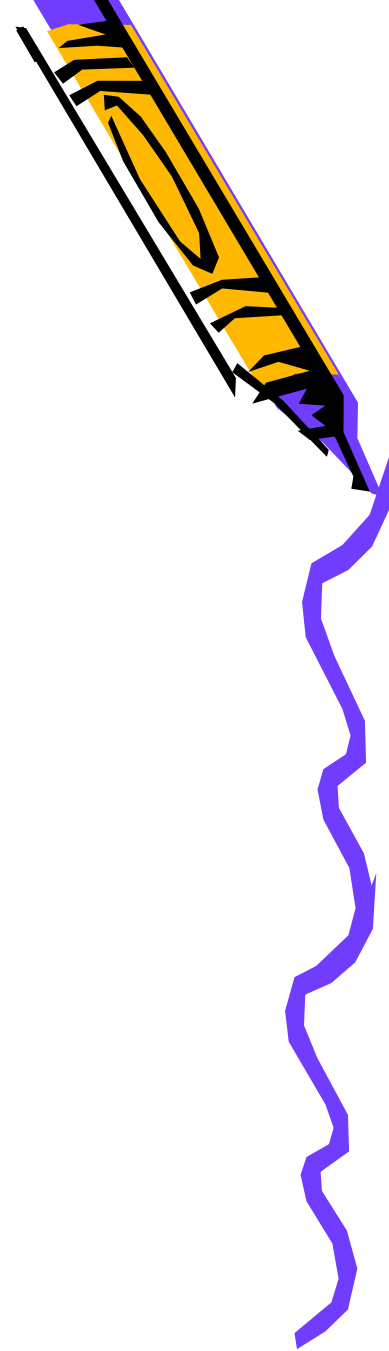
- Distinguishing Sounds
  - t/d
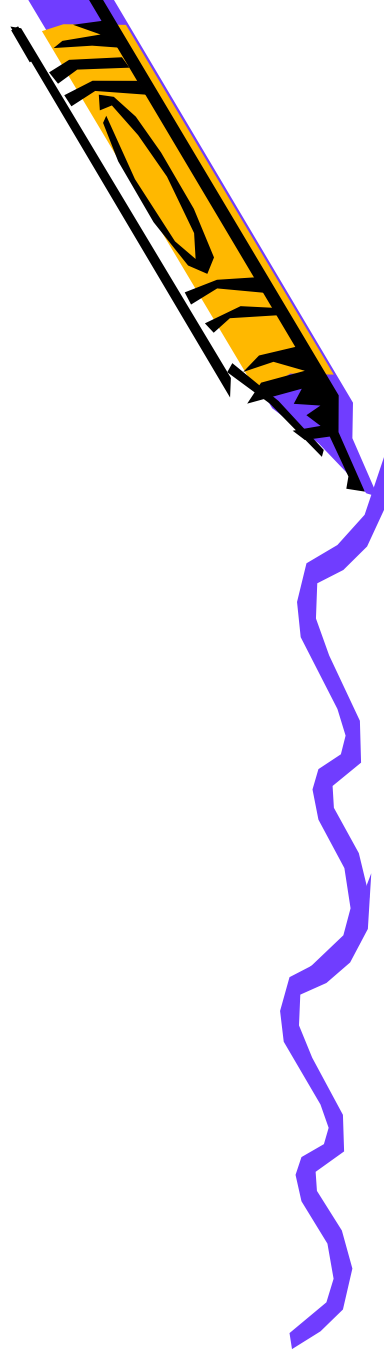 - m/n

- Rimes
  - an
  - ad
  - on
  - ot
  - op

- Building Words
  - a   o

Building Words: Tachistoscope for _ot

Sound-Letter Matching—Set #3

- Onsets
  - b*
  - i**
  - g*
  - k*
  - r*
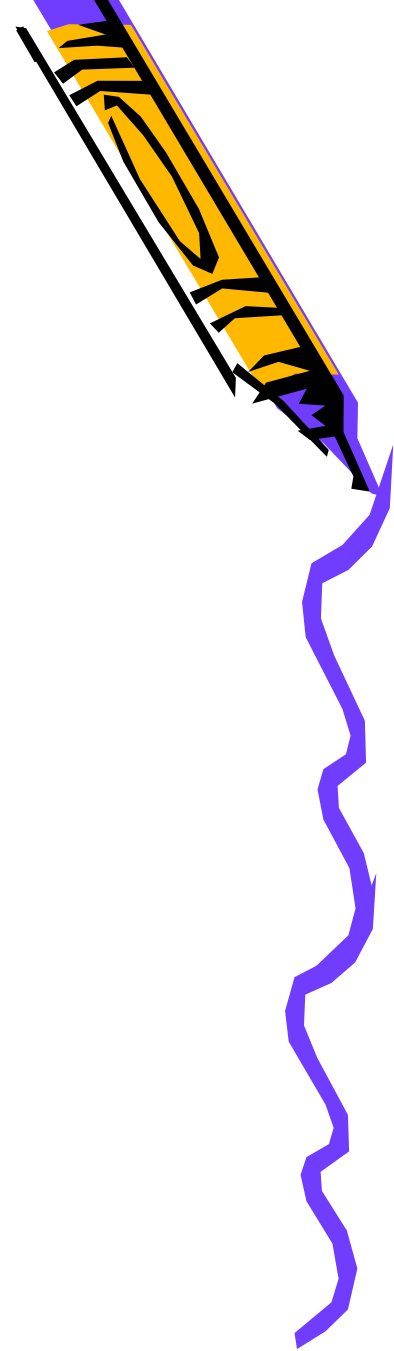- Building Words
  - i, a, o

- Rimes
  - it
  - ig
  - in
  - ip
  - og

- Distinguishing sounds
  - a/i, b/p, c/g
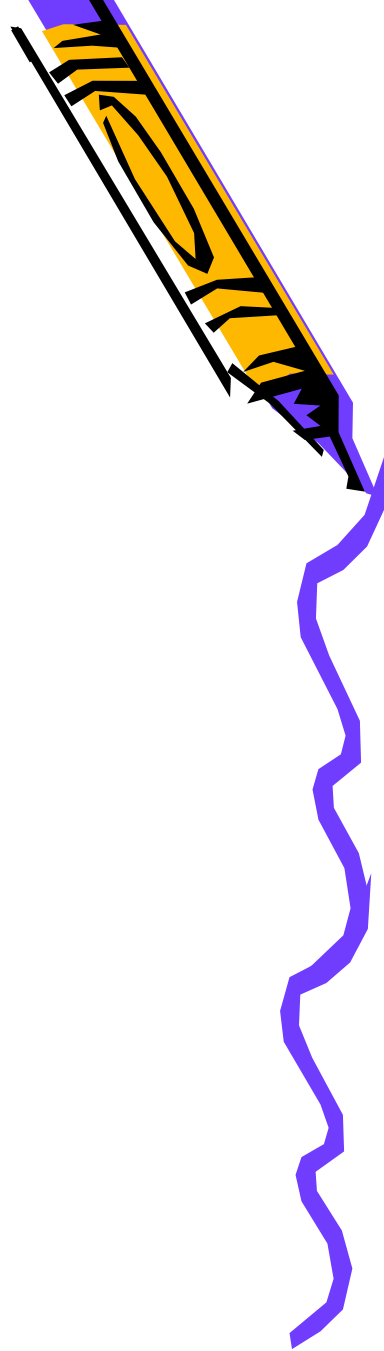
Sound-Letter Matching—Set #4

- Onsets
  - v*
  - u*
  - j
  - q
  - h

- Rimes
  - up
  - ub
  - ug

- Word Building
  - o, i, a, u

Sound-Letter Matching—Set #5
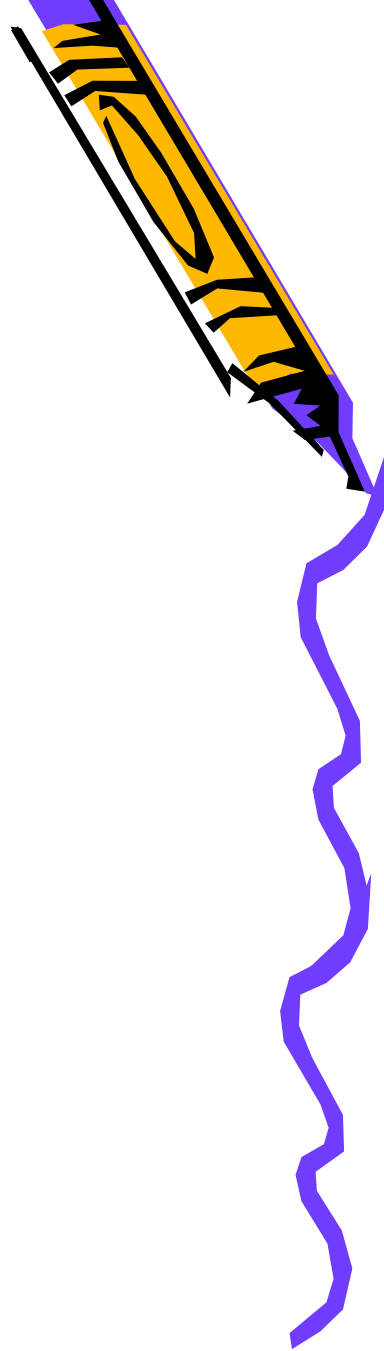
- Onsets
  - y
  - e
  - x
  - z
  - w

- Rimes
  - et
  - ed
  - en

- Building words
  - u, a, o, i, e

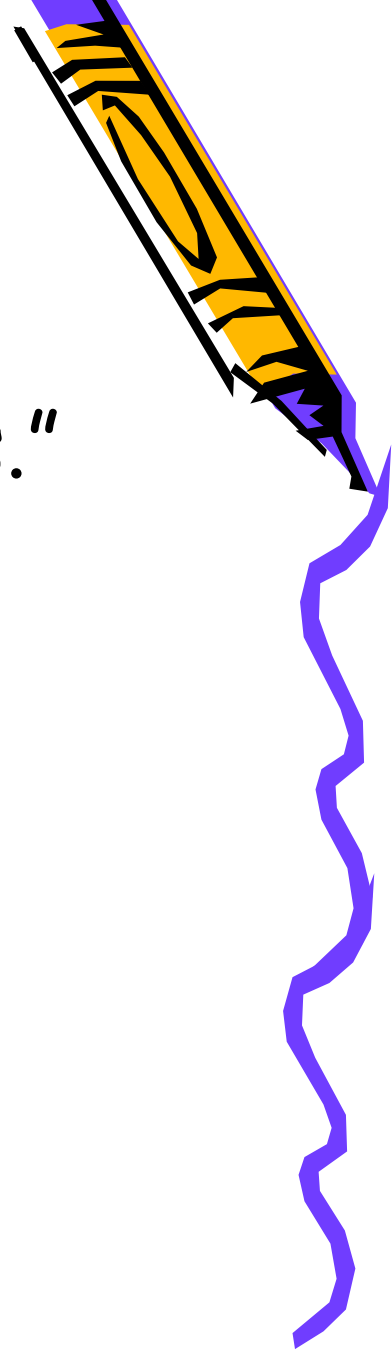# Building Words (all vowels)

"Write the words I say under their vowel sounds."

a   u   i   e   o