

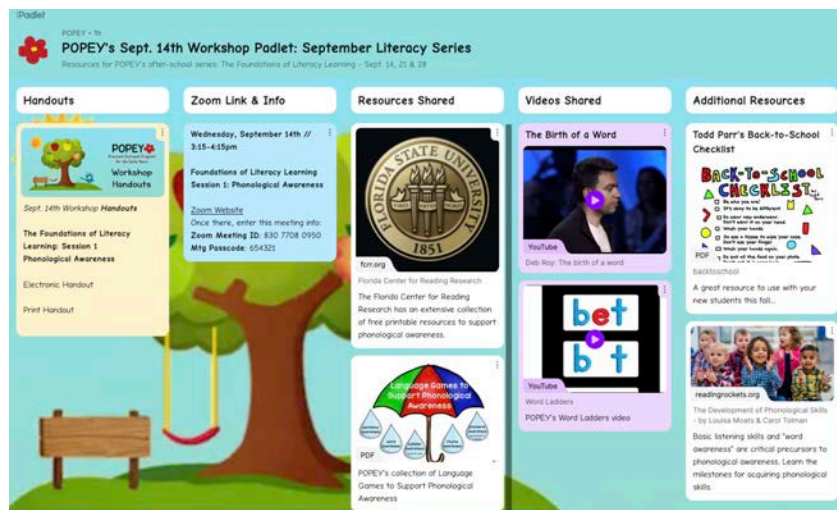
## The Foundations of Literacy Learning Series Part One: Phonological Awareness

Wednesday, September 14th

3:15 – 4:15pm

Presenters:  
Lisa Thomas & Jen Kelly

Workshop resources available at [padlet.com/POPEY](https://padlet.com/POPEY)



\*Additional K-3 literacy resources available at [popey.ca](http://popey.ca)

## Outcomes for Today



- ★ defining phonological awareness and what it can look like in the classroom
- ★ scope & sequence, mini-lessons, activities, routines
- ★ helping students make meaning in and out of texts

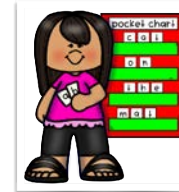
Next in our series...

September 21st – Phonemic Awareness

September 28th – Phonics

## Opening Reflection

Reflect on your history as a word solver  
while reading and writing:



- ✓ What do you remember as being easy? What was difficult?
- ✓ How does your history as a word solver impact you now?

Take ONE minute to reflect privately, jot some notes  
about your history, and choose 1 – 2 things to share in  
the chat box once the music ends.

To: Everyone  
[Type message here...]



## What is a word?

We need to build a new system  
in our brains in order to read.

### Pronunciation

Meaning

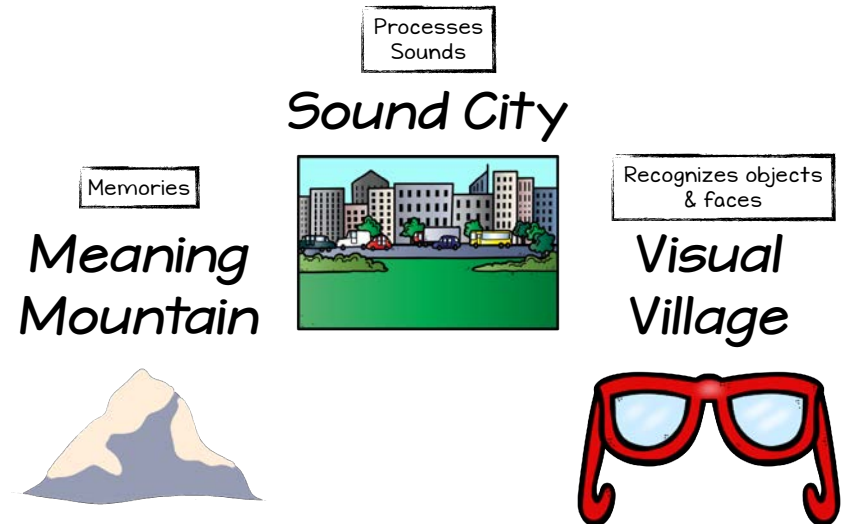
Spelling

*Stored in different parts of the brain –  
we need to connect them.*

Carolyn Strom

POPEY  Provincial Outreach Program  
for the Early Years

## Visual Metaphor



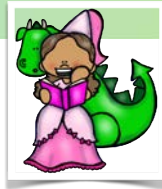
Carolyn Strom

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## Building on Early Learning

Important principles children develop as  
they use oral language:

- \* certain sounds are part of the language
- \* sounds and clusters of sounds have meaning
- \* language is made up of words, and words have boundaries
- \* words are strung together to create messages
- \* the voice can be used to stress words



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

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## Definitions

### Phonological Awareness

–the awareness of words, rhyming words,  
onsets and rimes, syllables, and individual  
sounds (phonemes)

### Phonemic Awareness

–the understanding that spoken words are made up of  
individual sounds called PHONEMES

### Phonics

–letter/sound relationships in reading and writing



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## Rhyming Activity - Making Meaning OUT of Text

Three little kittens  
have lost their mittens  
and then they began to cry.  
"Oh, mother dear,  
we sadly fear  
we've lost our mittens by."

"What?! Lost your mittens?  
You naughty kittens,  
Then you shall have no pie."

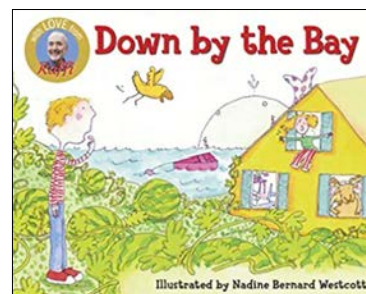
"Meow, meow, meow, my"

Now substitute another animal and its belongings for kittens and mittens:

· cats	· snakes
· bugs	· goats
-or choose your own animal-	

→

## Read Aloud Rhyming Activity - Making Meaning IN Text



Did you ever see a frog...

Did you ever see a fox...

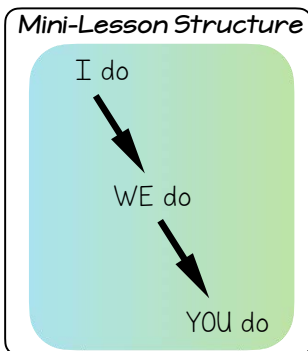
Did you ever see a dragon...

-or choose your own animal and rhyme-

→

## The Art of the Mini-Lesson

- \* mini, not maxi
- \* strategy-focused
- \* model, model, model
- \* direct and explicit instruction
- \* guided practice in a safe, supportive setting
- \* transfer to independence



## Modelling a Mini-Lesson on Alliteration

- \* mini, not maxi
- \* strategy-focused
- \* model, model, model
- \* direct and explicit instruction

Peter Piper picked a peck of pickled peppers

- \* guided practice in a safe, supportive setting

Jumping Jane...

Logan loves...

Diana's dog...

- \* transfer to independence

make up your own phrase using alliteration

→



## The Importance of Foundational Skills

Phonemic awareness which may be important

- \* if it is on the way to...

Phonics which may be important

- \* if it is on the way to...

Fluency which may be important

- \* if it is on the way to...

Vocabulary which may be important

- \* if it is on the way to...

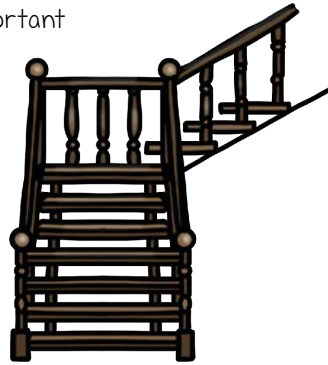
Comprehension which may be important

- \* if it is on the way to...

Critical reasoning and problem solving which may be important

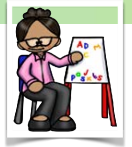
- \* if it is on the way to...

...action in the world, changing something that matters.



## Phonemic Awareness & Phonics

These work in concert to **explicitly** and **systematically** support our students as they navigate the unpredictable, complex alphabetic structure of language & print.



### Phonemic Awareness

- main focus is on **sounds**
- deals with **spoken language**
- lessons are **auditory**
- students work with **manipulating sounds in words**

### Phonics

- main focus is on **letters** and their **sounds**
- deals with **written language and print**
- lessons are both **visual and auditory**
- students work with **reading and writing letters** according to their sounds, spelling patterns, and phonological structure

Phonemic awareness activities and systematic phonics instruction are **aligned**



## Emergent Literacy

Readers at this stage...	Writers at this stage...
...know that print tells a story or communicates ideas	...know that "writing" can tell a story or communicate ideas
...might or might not distinguish "writing" from "pictures"	...use scribbles, pictures, and symbols to "write"
...do not yet connect letters and sounds	...might copy letters or even words, but do not connect letters and sounds
..."read" from memory, patterns, and pictures	...tell what their writing says, often differently each time
...can often recognize their own names in print	...might write their own names

## Reflections & Next Steps

Resources & research shared today:

- \* Eight principles for literacy learning
- \* Nine areas of learning for flexible word solving
- \* Brain Research – Sound City, Meaning Mountain, Visual Village
- \* Defining key terms
- \* Scope and sequence of phonological awareness
- \* Word solving in and out of text
- \* The art of the mini-lesson
- \* The road to reading words
- \* Scarborough's Reading Rope

### Literacy activities :

- \* Reflecting on your history as a word solver
- \* Helping students build connections in their brains
- \* Rhyming animals IN and OUT of text
- \* Mini-Lesson on alliteration
- \* Word Ladders – isolating & substituting sounds

What is **ONE** thing you can commit to **TRY** in your classroom or role? Share it in the ChatBox...



## Sources

### Info Links

more info links are available on our [website](#)

[Carolyn Strom](#)

[The Development of Phonological Skills – Reading Rockets](#)

[Phonics Activities & Games Kit – Blevins & Sadler School](#)

### Videos

more videos are available on our [website](#)

[Birth of a Word](#)

[Video: Q&A with Hollis Scarborough – YouTube](#)

[POPEY's Word Ladders](#)

[Kindness Video – YouTube](#)

### Books & Presentations

Phonics Activities & Games Kit – Blevins & Sadler School

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

Heggerty Phonemic Awareness Curriculum

Write from the Start: Writing Workshop in K-3 – POPEY Presentation by Lori Jamison

Conceptualizing reading: What have we learned from scientifically based reading research? Presentation by H.B. Lane

Lesley University Institute: Word Study: Teaching Phonics, Vocabulary, and Spelling in Grades K-3

Connecting early language and literacy to later reading (dis)abilities – Scarborough

Units of Study in Phonics – The Reading and Writing Project, Columbia University

Comprehensive Literacy Resource – Trehearne



**Lisa Thomas** **Jen Kelly**  
[lisa@popey.ca](mailto:lisa@popey.ca) [jen@popey.ca](mailto:jen@popey.ca)

See you soon...

September 21st – Phonemic Awareness

September 28th – Phonics




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