



## Provincial Outreach Program for the Early Years

# SD45 – Bowen Island Community School Professional Learning Series

Foundational Literacy Learning:  
Exploring the How and Why of  
Differentiated, Playful Literacy Instruction

Tuesday, October 17th

3:00 – 4:30pm

Presenter:

Lisa Thomas

POPEY Program Manager

POPEY 

# Shape of the Afternoon

This afternoon we will focus on a deeper dive into foundational literacy skills to support successful reading and writing development in the primary grades:

- ✓ components of comprehensive literacy instruction
- ✓ a scope & sequence for phonemic awareness and phonics
- ✓ interactive read alouds and vocabulary development
- ✓ Elkonin (sound) boxes and orthographic mapping
- ✓ characteristics of strong phonics instruction
- ✓ some low prep/high impact activities and games
- ✓ book making for our youngest writers



# Warm Up! Word Wall I Spy

(words from a Grade 1 word list)

- ▶ the word starts with 'm'
- ▶ the word has 3 letters
- ▶ the word has 2 syllables
- ▶ the word has a long 'e' sound
- ▶ it's something you ride in
- ▶ it's a word that means the opposite of **night**

after	day	jump	rain
and	did	kick	ride
animal	down	like	said
are	for	little	school
be	friend	look	she
best	from	made	sister
because	get	new	teacher
big	give	night	that
boy	good	off	them
brother	had	out	there
can	here	people	very
car	house	play	what
children	how	quit	you

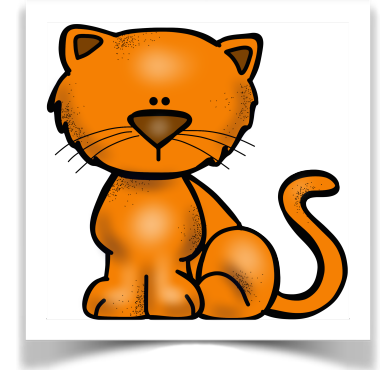
Easily differentiated to be responsive to your students' varied abilities & needs.

Can be adapted to use with vocabulary words from across the curriculum, and extended to a literacy centre/station – Portable Personalized Word Wall Folders.

# Scope and Sequence of Phonemic Awareness

...the understanding that spoken words are made up of individual sounds

*Taught and learned in the order of easiest to most difficult...*



✓ **Sound and word discrimination:**

*What word doesn't belong with the others? cat, mat, bat, ran*

✓ **Rhyming:** *What word rhymes with 'cat'? bat*

✓ **Syllable splitting:** *The onset of 'cat' is /k/, the rime is /at/*

✓ **Blending:** *What word is made up of the sounds /k/ /a/ /t/? cat*

✓ **Phonemic segmentation:**

*What are the sounds in 'cat'? /k/ /a/ /t/*

✓ **Phoneme deletion:**

*What is 'cat' without the /k/? at*

✓ **Phoneme manipulation:**

*What word would you have if you changed the /t/ in 'cat' to an /n/? can*

# *Intentional, systematic phonemic awareness instruction*

## High-leverage instructional routines for **phonemic awareness**:

- ✓ Let's notice how sounds are made (articulatory gestures)
- ✓ Let's put sounds together to make whole words (blending)
- ✓ Let's take words apart (segmenting)
- ✓ Let's listen for sounds that are the same (isolation & discrimination)
- ✓ Let's take sounds off of words (deletion)
- ✓ Let's change one sound in a word to make a new word (substitution)

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How can you help students both **NOTICE** and **MANIPULATE** the phonemic structure of individual words?

# Whole Class Instruction

One minute direct instruction lesson

## Rhyme Recognition & Repetition

### Examples:

go/no  
yes/me  
sad/mad  
out/pig  
run/fun  
in/lap  
rip/bag

### Role of the Educator

- ▶ educator says the word pairs

### Role of the Students

- ▶ Students repeat the word pairs and show thumbs up if the words rhyme, thumbs down if the words don't rhyme.

### Rhyme Repetition

T says word pair,  
Students repeat:

hop/mop ran/fan  
wet/jet mad/dad

# Whole Class Instruction

One minute direct instruction lesson

## Onset fluency

### Examples:

baker /b/

puppy /p/

dinner /d/

gentle /j/

happy /h/

### Role of the Educator

- ▶ educator says a word

### Role of the Students

- ▶ Students repeat the word and isolate the onset (first sound)

### Onset Fluency

T says word, Students say word, then isolate the onset

T: funny S: funny /f/

# Whole Class Instruction

One minute direct instruction lesson

## Blending Phonemes

### Examples:

r-e-d

p-u-t

b-a-l

f-l-a-g

s-w-i-m

g-l-a-s

### Role of the Educator

- ▶ educator says the phonemes for each word

### Role of the Students

- ▶ Students blend the sounds to say the whole word

### Blending Phonemes

T says the phonemes for each word, Students blend the sounds & say whole word

T: b-l-a-k

Ss: b-l-a-k ... black

# Whole Class Instruction

One minute direct instruction lesson

## Segmenting Phonemes

### Examples:

hop  
run  
map  
play  
slug  
grab

### Role of the Educator

- ▶ educator says the word

### Role of the Students

- ▶ Students repeat the word and segment it into phonemes

### Segmenting Phonemes

T says the word,  
Students say word,  
then segment it

T: flip

Ss: flip f-l-i-p



# Comprehensive & Connected Literacy Experiences

WHOLE CLASS

Thinking

GUIDED & SMALL GROUP



Talking



Reading

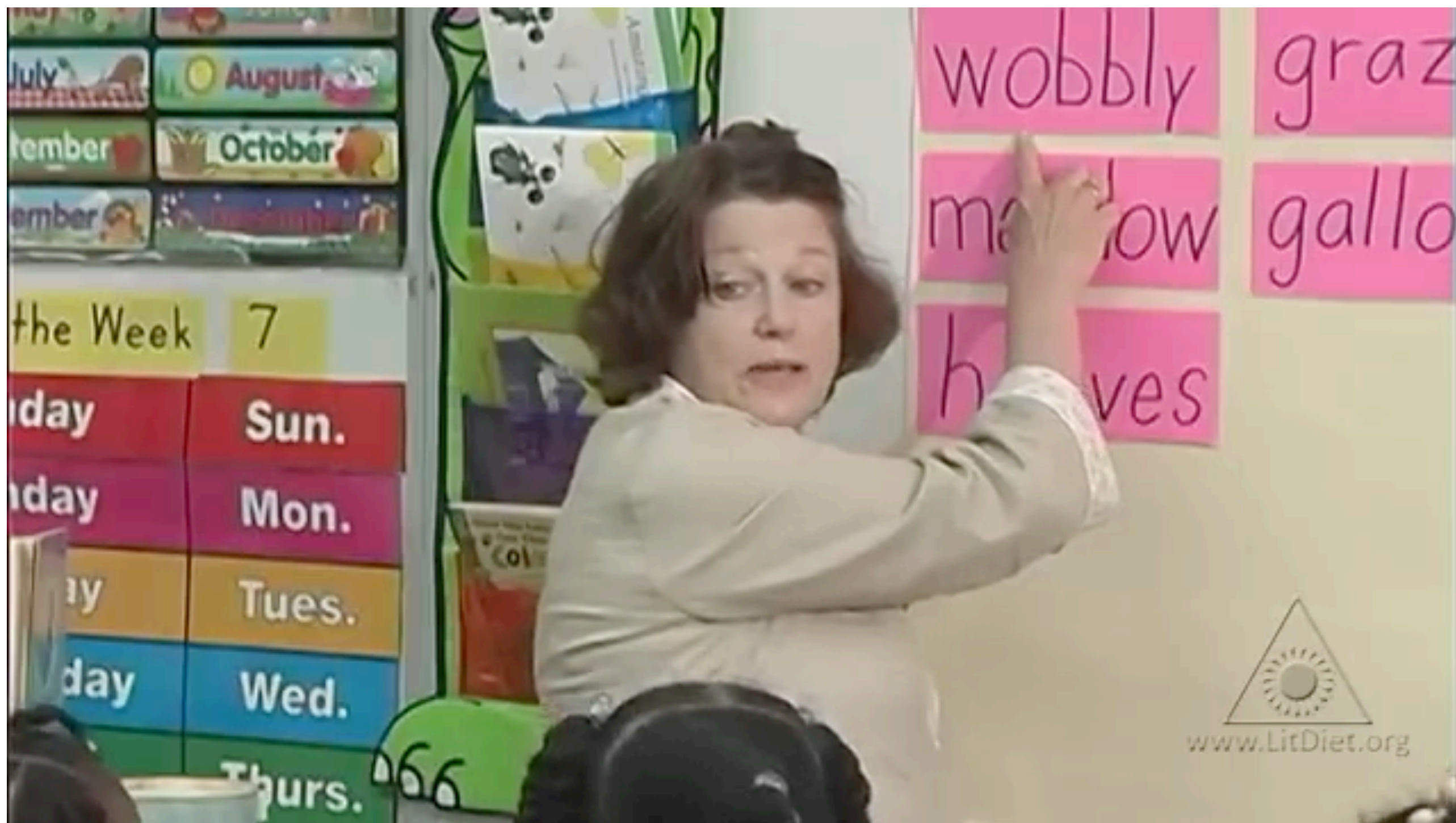


Writing

PARTNER WORK

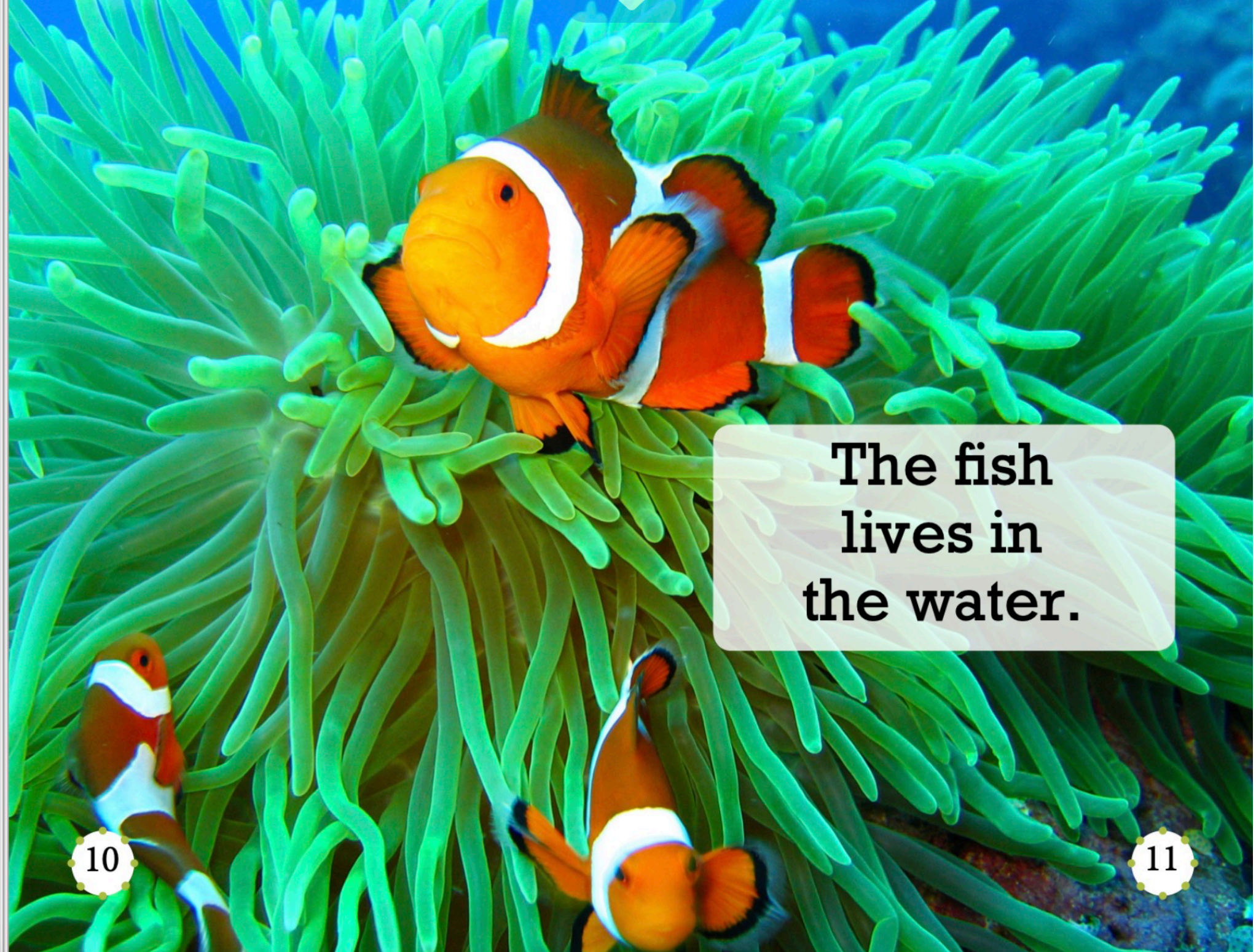
INDEPENDENT PRACTICE

# Interactive Read Alouds to Support Language & Vocabulary





# *Independent reading and teacher read-alouds*





# Independent reading and teacher read-alouds



## Chapter 1

### HEADING HOME

It is early September. A female salmon has spent three years in the Pacific Ocean. It is time to leave. She will return to the place she was born. Where she was born is a good place to **spawn**. She begins her long journey home to Washington State.

The salmon swims south. She finds a body of water called an **estuary**. This is where a river meets the ocean. The salmon stays here for several weeks. The mix of salt water and freshwater in the estuary prepares her to live in the river. New muscles develop that will help her sprint and jump. Eggs start to grow in her body. The salmon gobbles down a few more fish. This will be the last meal of her life.

◀ After living most of their lives in the ocean, salmon return to the freshwater rivers from which they came.



# Independent reading and teacher read-alouds

## FAST FACTS

### Name

- There are eight types of Pacific salmon: Chinook, coho, sockeye, chum, pink, steelhead, masu, and amago.

### Diet

- Young salmon eat insects, **invertebrates**, and **plankton**.
- Adult salmon eat other fish, squid, eel, and shrimp.

### Average Life Span

- Most salmon live for four to five years.
- Chinook salmon live the longest. They live up to seven years.

### Size

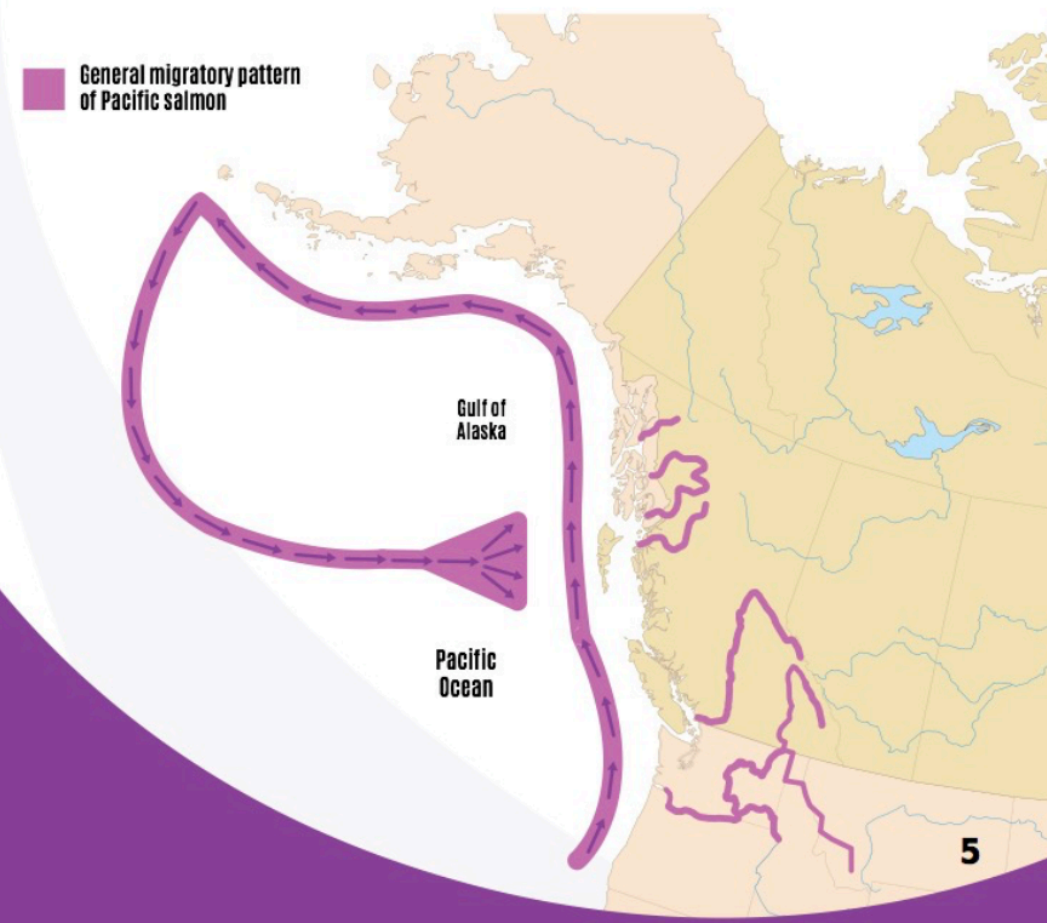
- Adult pink salmon are as small as 20 inches (51 cm) long.
- Chinook salmon can grow up to 5 feet (1.5 m) long.

### Weight

- Pink salmon weigh as little as 3 to 5 pounds (1.4–2.3 kg).
- Chinook salmon can weigh as much as 100 pounds (45 kg).

### Where They're Found

- Salmon live in the Atlantic and Pacific Oceans.
- Some salmon also live in inland lakes, such as the Great Lakes.



# Independent reading and teacher read-alouds

## ✓ Read-aloud texts

choose texts that will stretch listening comprehension by providing exposure to rich ideas, wide vocabulary, background knowledge, and novel language structures

## GLOSSARY

**current (KUR-uhnt):** Current is the movement of water in rivers, streams, and oceans. Salmon swim against the current to find a spot to lay their eggs.

**dam (DAM):** A dam is a structure that blocks the flow of water. Salmon must get past a dam to continue up the river.

**estuary (ES-choo-er-ee):** An estuary is a body of water where the ocean meets the river. The salmon stay in the estuary before swimming upstream.

**fertilize (FUR-tuh-lize):** To fertilize is to make an egg ready to hatch. Male salmon fertilize the female salmon's eggs.

**invertebrates (in-VUR-tuh-brits):** Invertebrates are animals without backbones. Salmon eat small invertebrates.

**mucus (MYOO-cuss):** Mucus is a thick liquid that protects parts of the body. Mucus covers a salmon's scales.

**plankton (PLANGK-tuhn):** Plankton are tiny plants and animals floating in the water. Young salmon eat plankton.

**rapids (RAP-idz):** Rapids are part of a river where the water flows very quickly. Salmon must be strong to swim through the rapids.

**scales (SKAYLZ):** Scales are thin, overlapping plates that cover a salmon's body. Scales protect the salmon from harm.

**spawn (SPAWN):** To spawn is to produce young, usually in large numbers. Salmon swim up the river to spawn.

## Supporting & connecting to new vocabulary

dam

a structure that blocks  
the flow of water

plankton

tiny plants and animals  
floating in the water

estuary

a body of water where the  
ocean meets the river

rapids

part of a river where the  
water flows very quickly

invertebrates

animals without backbones

scales

thin, overlapping plates  
that cover a salmon's body



## Supporting & connecting to new vocabulary

dam

plankton

estuary

rapids

invertebrates

scales

### SMALL GROUP – Talking/Reading/Writing/Thinking Connection...

- Which three words are you most interested in drawing a picture and/or writing a definition of, and why?
- Tell your group/partner why you chose those words and what they mean.
- Work alongside someone as you write/draw.

# 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 **oral** and **auditory**
- students work with **manipulating sounds** in **words**
- there are **44 sounds** in the English language

## Phonics

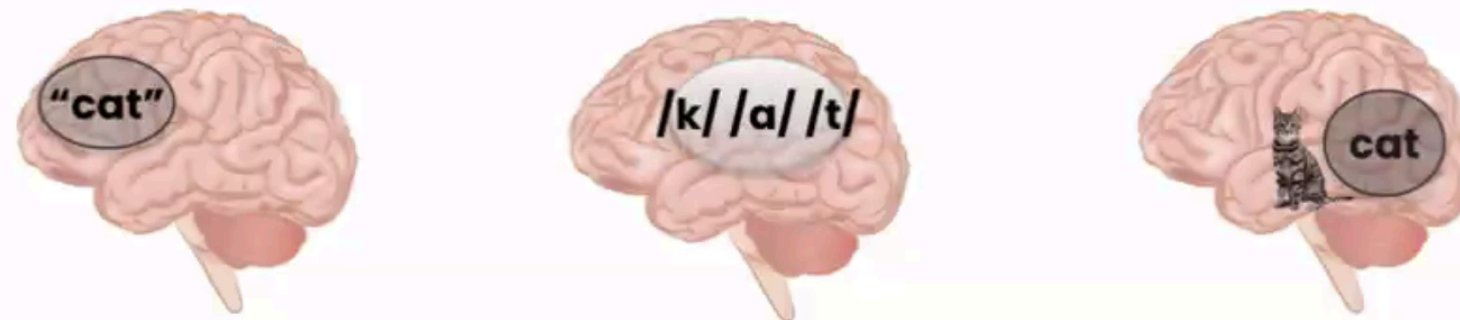
- main focus is on **letters** and their **sounds**  
*there are 26 letters that make 44 sounds*
- deals with **written language** and **print**
- lessons are both **visual** and **auditory**
- students work with **reading** and **writing letters**  
*according to their sounds, spelling patterns, and phonological structure*
- there are **over 200 ways** to **spell** the 44 sounds we hear

Phonemic awareness **instruction** improves phonics **skills**, and phonics **instruction** improves phonemic awareness; the relationship is **reciprocal**.

–Lane & Pullen, 2004

# Orthographic Mapping

**Orthographic mapping** is “The mental process we use to permanently store words for immediate, effortless retrieval” (Kilpatrick, 2016 , p. 31)



This involves the formation of letter-sound connections to bond the spellings, pronunciations, and meanings of specific words in memory.

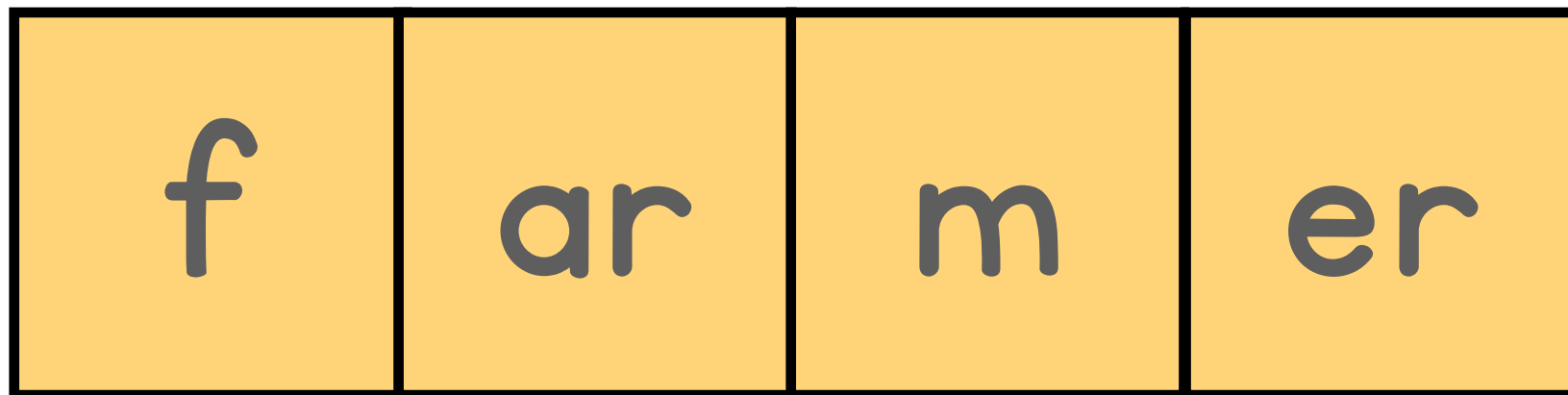
# Using Elkonin boxes to Teach Orthographic Mapping

Why use Elkonin boxes?

- \*it helps build students' phonemic awareness & phonics
- \*it helps connect letters to sounds
- \*it helps students hear and record all sounds in a word
- \*it helps solidify left to right directionality

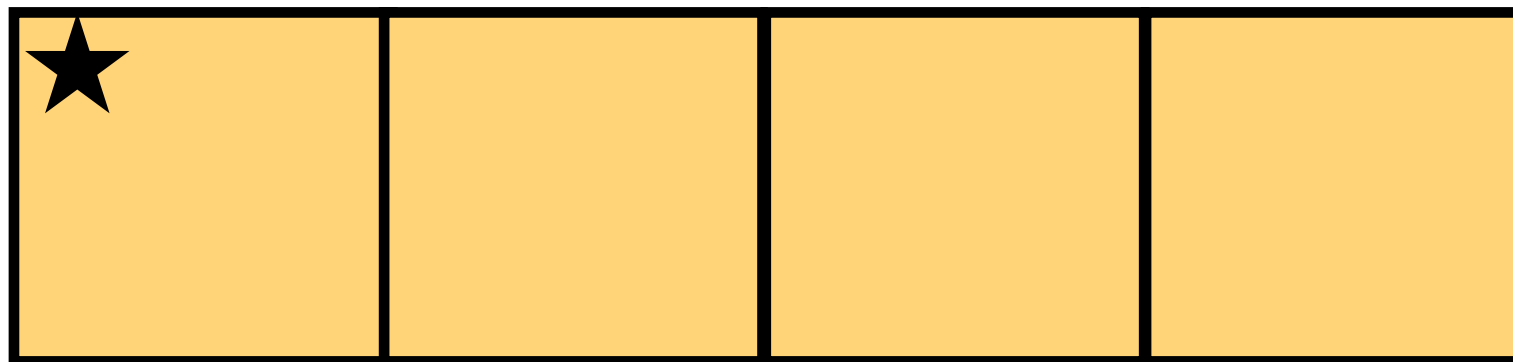
Once students are proficient with phonemic awareness:

- \*You can transition to teaching **letter** boxes (this helps with spelling)
- \*Students gain independence with this problem-solving strategy



# The process of using Elkonin boxes during Writing

- \* Give the student a 'practice page' or white board
  - \* When the student is writing and they come to a word they need to problem solve, model the use of Elkonin boxes on the practice page
- \* Model the task for the student
  - \* Say the word slowly and touch the boxes (or push objects into the boxes) as you say the word
- \* Have the student try it themselves
  - \* You may do the task together until the student can take over

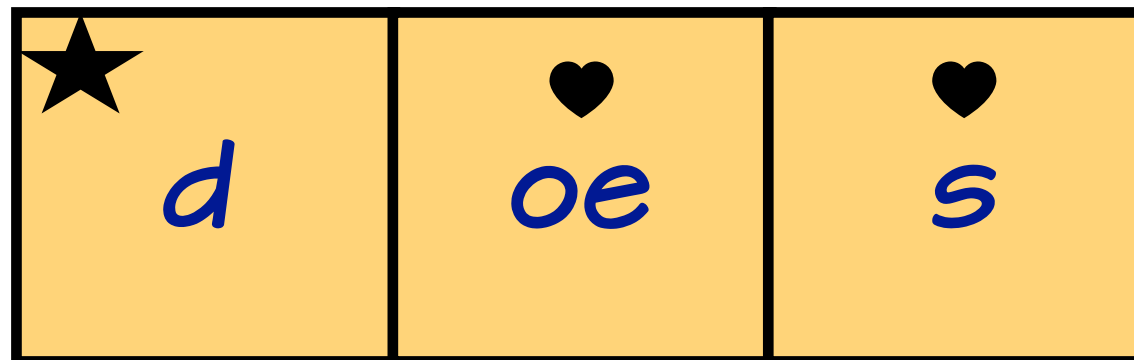


# Orthographic Mapping

Orthographic mapping proposes that we use the pronunciations of words that are already stored in long-term memory as the anchoring points for the orthographic sequences (letters) used to represent those pronunciations.

*Let's explore an orthographic mapping routine for the word*

*does*





# Segmenting CVC Words Using Toy Cars/Elkonin Boxes

Park Those Sounds!

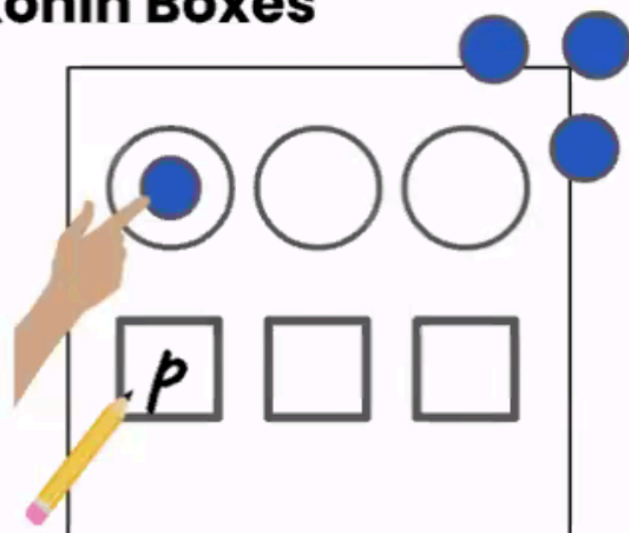




# Small Group Supports for Phonemic Awareness

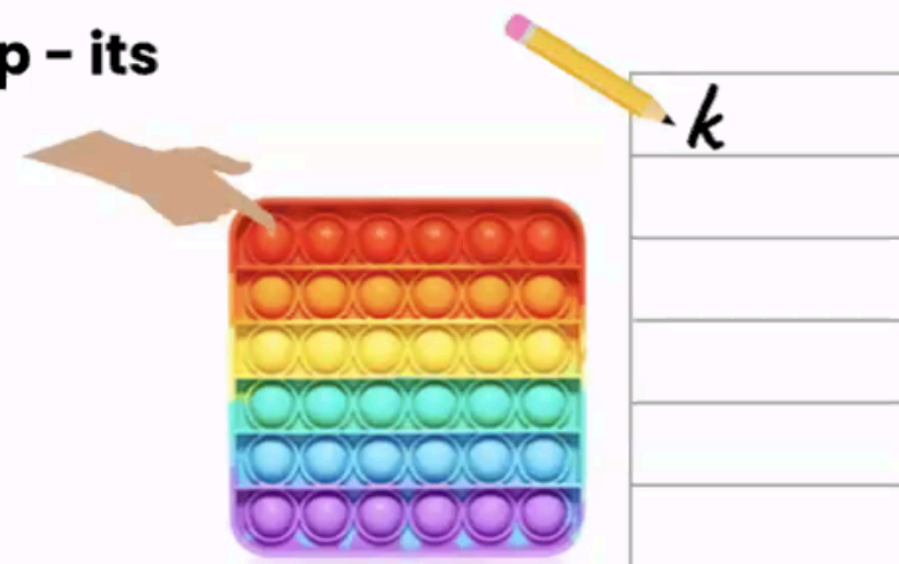
## Manipulatives to Support Mapping

### Elkonin Boxes

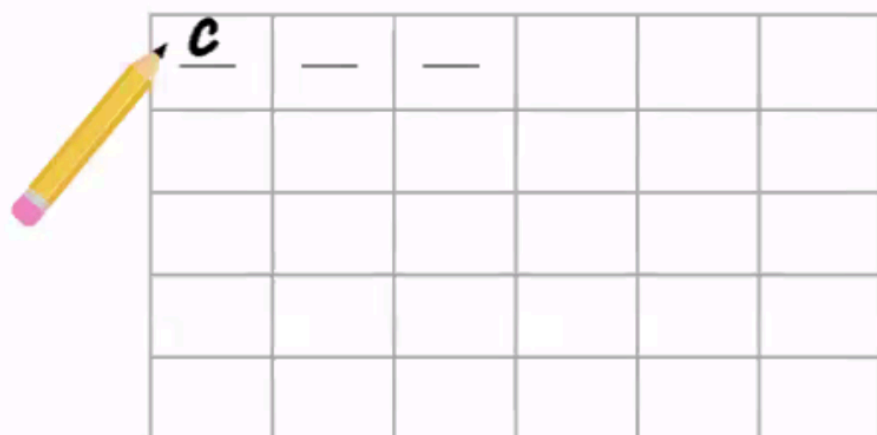


**Tip:** Mix it up and use play-doh balls, pompoms, little toys, or paint stampers to represent the sound!

### Pop - its



### Graph Paper



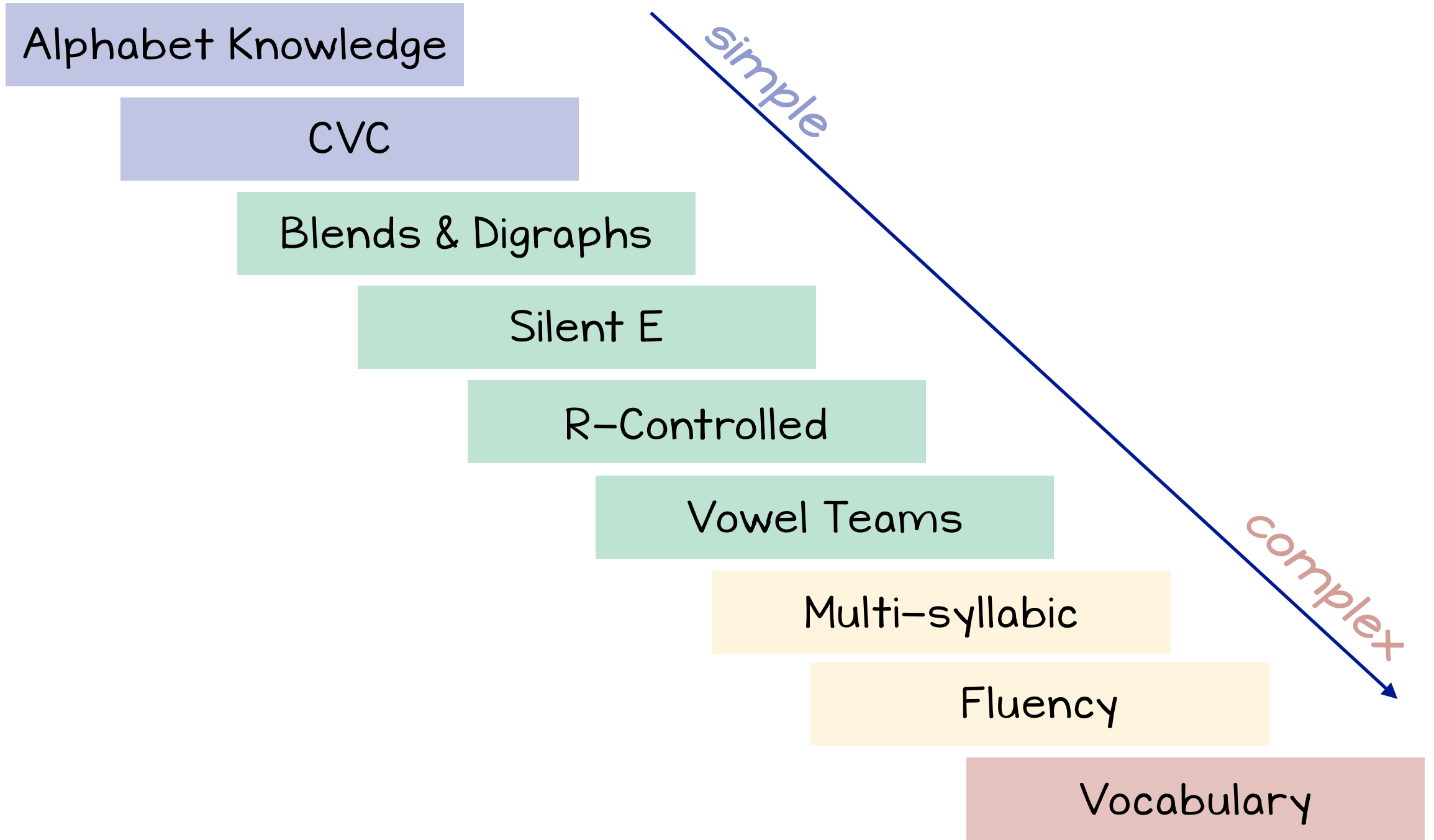
### Finger-spelling



# Phoneme Trees: Reviewing Letter-Sound Correspondence



# A scope and sequence for phonics instruction



Explicit

Systematic

Cumulative

# Characteristics of Strong Phonics Instruction

- ✓ Readiness Skills
- ✓ Scope and sequence
- ✓ Blending
- ✓ Dictation
- ✓ Word Awareness Activities
- ✓ Teaching High-Frequency Words
- ✓ Reading Connected Text



Active \* Social \* Reflective



# A Phonics Lesson

★Blending

★Dictation

★Word Awareness Activities

The same letter/sound focus through each lesson part..



## REVIEW IT

- ➔ Review High Frequency Words
- ➔ Name letters and sounds



## HEAR IT

- ➔ Phonemic Awareness



## TEACH IT

- ➔ Name new skill/sound



## DECODE IT

- ➔ Decode words with target sound



## SPELL IT

- ➔ Spell words with target sound



## READ IT

- ➔ Read word lists, sentences or decodable books

\*These last two steps should be approximately 50% of your lesson time. Blevins states “students progress at a much faster rate in phonics when the bulk of instructional time is spent on applying the skill to authentic reading and writing experiences” (2017).

# Word Ladders

- \* Rearrange letters – food that comes from animals
- \* Rearrange letters – not wild
- \* Change 1 letter – to get possession of something or to grab
- \* Change 1 letter – a story
- \* Change 1 letter – not short
- \* Change 1 letter – a fee paid for a service; e.g. a bridge crossing
- \* Minus 2 letters, add 1 letter – a weight; 2,000 pounds
- \* Add 1 letter – to have divided something by pulling it apart
- \* Change 1 letter – to have caused something to deteriorate
- \* Change 1 letter – what teams must do together





















team

work

# Word Ladders

at	log	bike
bat	dog	like
cat	dig	
fat		

### Word Families

<b>-ad</b> bad Dad glad had 	<b>-ag</b> bag brag drag flag 	<b>-an</b> can fan man pan 	<b>-ap</b> cap clap gap lap map 
<b>-at</b> bat cat fat flat hat 	<b>-ed</b> bed fed fled led red 	<b>-en</b> den hen men pen 	<b>-et</b> bet get jet let met 
<b>-ig</b> big dig fig jig 	<b>-in</b> chin fin grin pin skin 	<b>-ip</b> clip dip drip hip lip 	<b>-it</b> bit fit grit hit kit 
<b>-og</b> clog dog fog frog 	<b>-op</b> cop chop drop hop mop 	<b>-ot</b> cot dot hot lot not 	<b>-ub</b> cub club grub hub rub 
<b>-ug</b> bug dug hug jug mug 	<b>-um</b> drum glum gum hum 	<b>-un</b> bun fun nun pun 	<b>-ut</b> but cut gut hut 

prepared by POPEY

Easily differentiated to be responsive to your students' varied abilities & needs, and can be extended to a literacy centre/station or partners for additional engagement & practice.



# The Power of Word Families

Teaching word families is high impact instruction

- \* There are 37 word families that can help kids spell about 500 words
- \* The word families help kids make C-V-C words and also teach children a foundational spelling strategy
- \* One known word can help you spell other unknown words:

✓ hop, mop, chop

✓ day, say, play

✓ bat, cat, flat

✓ fin, pin, grin

✓ bit, fit, split

- \* Once writers understand a word family, sometimes they can then begin to recognize that short vowel sound in other words, too.



# Goals for Launching Writers Workshop

- ★ Build a **safe** writing community
- ★ Establish **rituals** and **routines**
- ★ Generate lots of **thinking, talk and writing**
- ★ Develop the **understanding** that all good writing has **meaning, detail, structure and pacing**

You and your students **first** enjoy and respond to literature **as readers** and then later come back to the familiar text **as writers** in Writing Workshop mini-lessons.

# Nurturing and Supporting Young Writers

- \* Writing must be a predictable, daily ROUTINE
- \* Children need to see themselves as writers, each with a unique IDENTITY
- \* Writing is a process of DECISION-MAKING and ACTION
- \* Writers need a disposition for RISK-TAKING
- \* Writers need a sense of MOMENTUM to know they are growing
- \* Writers work with a sense of CRAFT guiding them, and they learn craft from MENTORS
- \* Teachers must ACT AS IF children are capable, competent writers

*Holding these beliefs about writing will help shape our plans, actions, and responses as we support and guide young writers.*

# Book Making

## *Learning Through Language, Learning About Language*

- ▶ Is developmentally appropriate. *Brings a sense of PLAY to making.*
- ▶ Encourages children to do bigger work and develop stamina for writing.
- ▶ Causes children to live like writers
- ▶ Makes the 'reading like writers' connection so clear.
- ▶ Helps children begin to understand the process of composition and decision-making.
- ▶ Helps children begin to understand genre, purpose & audience.

beliefs guide actions

# Book Making

1. **TIME** – conversations, demonstrations, students writing, sharing their process
2. **SPACE** – deciding **where** they can do their best work as a writer is a decision the children can **own**
3. **BLANK BOOKS** – **lines** set an **expectation** for print that makes some children think “I don’t know how to do that, so I **can’t**.”
4. **WRITING TOOLS** – Students **choose** from separate tubs for crayons, coloured pencils, and markers; bins for blank, pre-stapled books; ABC charts
5. **AN IMAGE OF BOOKMAKING** – students know what books look like; that **PEOPLE** make books; a finished book is the result of someone’s work to make that book – taking **action** from **ideas**

Bottom Line: If children aren't TRYING to write,  
they aren't LEARNING to write.

# Book Making

## 1. TIME

- \* 10–20 minutes – WRITERS' MEETING (whole class)

The teacher leads conversations, demonstrations, and inquiries connected to a unit of study.

- \* 30–40 minutes – INDEPENDENT WORK

The children make books.

- \* 5–10 minutes – SHARE & REFLECTION (whole class)

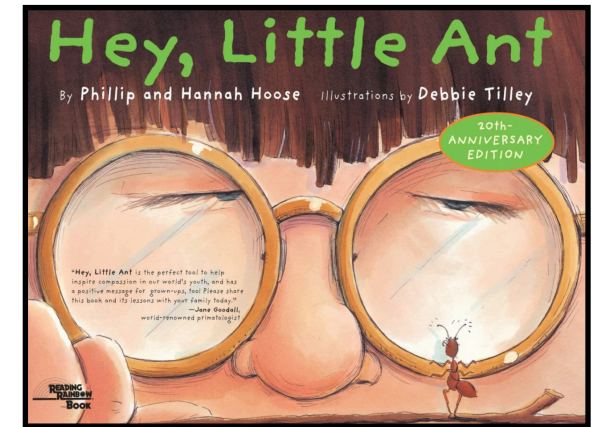
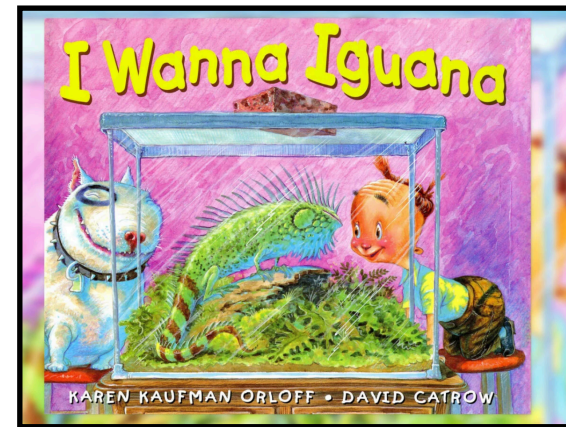
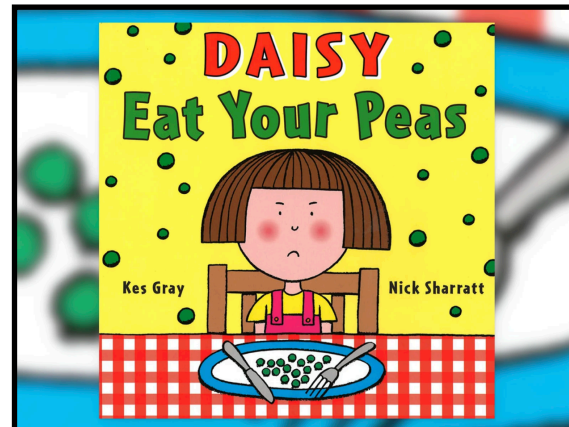
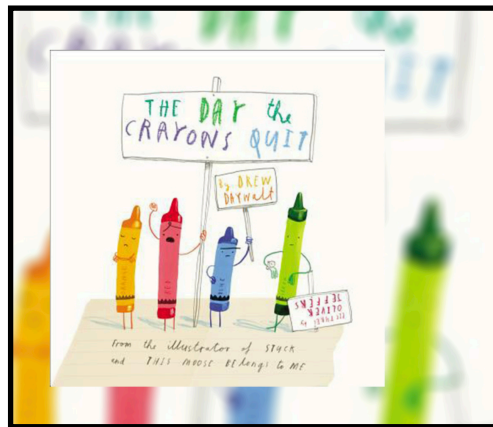
Writers tell stories of process.

Extend the time for independent work a little each day

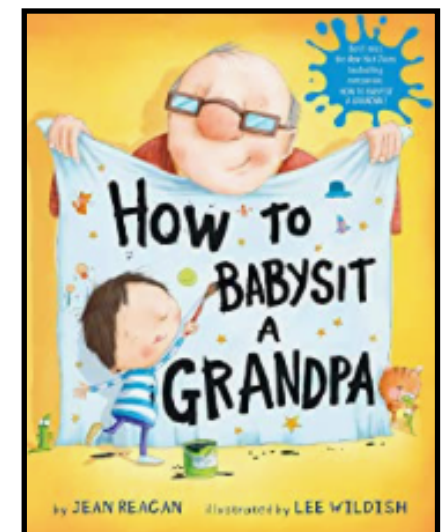
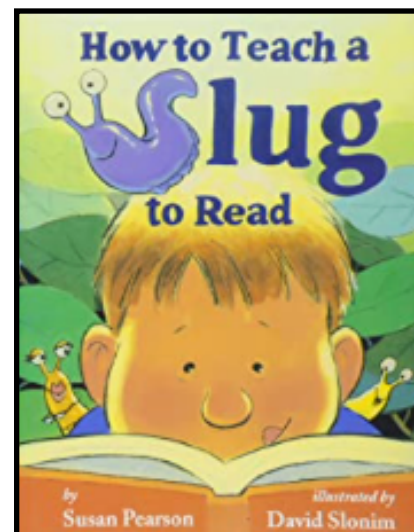


# Mentor Texts to Launch Connected Writing Activities

## Persuasive books



## How-to books





# Reflections & Next Steps

*Reflect on the activities & resources shared today:*

- \* What is jumping out at you?
- \* Find a colleague in the room and discuss the following question:

*What is **ONE** thing you're most likely to **try** in your classroom or role before our next workshop together?*

# Professional Learning Series dates...

## OUR NEXT WORKSHOP:

Tuesday, November 7th: 3:00 – 4:30pm



Lisa Thomas  
POPEY Program Manager

[lisa@popey.ca](mailto:lisa@popey.ca)

A Fresh Look at Phonics, Grade K-2 – Blevins

Phonics From A-Z – Blevins

Shifting the Balance – Burkins & Yates

Units of Study – Calkins, The Reading and Writing Project

Literacy Lessons Part Two – Clay

When Readers Struggle: Teaching that Works – Fountas and Pinnell

Heggerty Phonemic Awareness Curriculum

From Confusion to Clarity: Defining Sight Words, High Frequency Words, Red Words, and Heart Words – Heggerty Workshop

Phonemic Awareness: The skills that they need to help them succeed! – Heggerty

Launching the Writing Workshop – Leograndis

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

Letter Lessons & First Words – Mesmer

A Teacher's Guide to Getting Started with Beginning Writers – Wood Ray & Cleaveland



# Sources

## Videos

[Balanced Lit Diet – YouTube: Dramatic Vocabulary – Introducing Action Words](#)

[TikTok – Orthographic Mapping](#)

[Balanced Literacy Diet – Park Those Sounds!](#)

[Balanced Literacy Diet – Word Wall I Spy](#)

[POPEY – Word Ladders](#)

## Digital Resources

[Tim Rasinski's Word Ladders](#)

[Epic Books – The Upstream Journey of Salmon](#)

[Epic Books – I See Animals: Fish](#)

[BC Ministry of Education – ELA Curriculum](#)

[University of Oregon Center on Teaching and Learning: Phonemic Awareness](#)