

Phonics and Phonological Awareness

KELLY ROTTER AND STACY DRUM

FRAMEWORK COHERENCE TEAM



Kahoot Instructions

1. Visit www.kahoot.it
2. Hit the purple "Let's Go" button.
3. Answer the questions that follow, you have 20 seconds for each question.

Kahoot Quiz



Learning Intentions

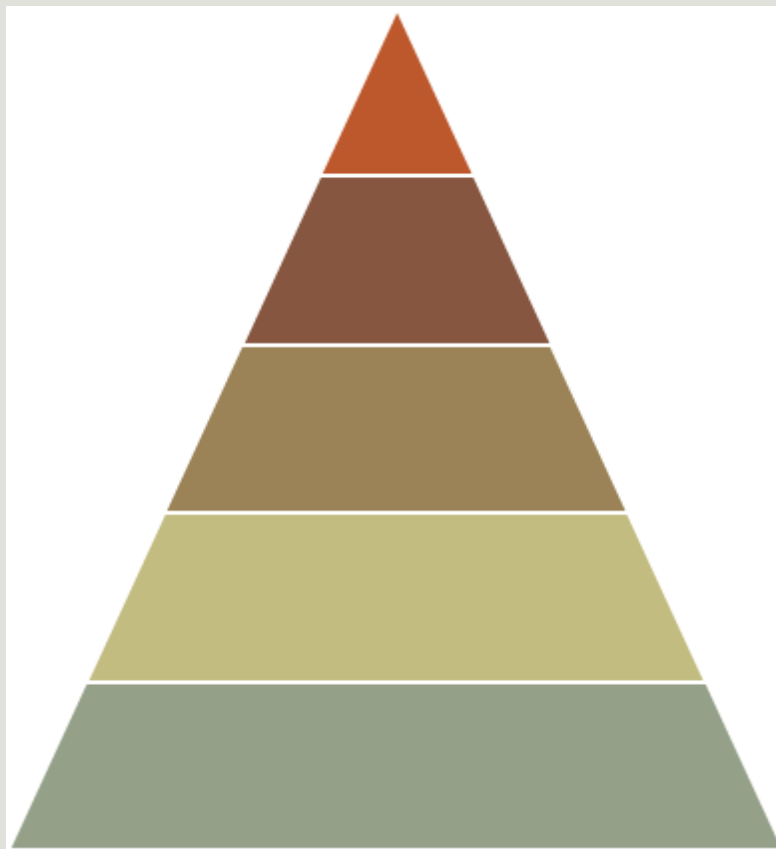
We will explore and connect resources to understand phonological awareness and phonics for differentiated core instruction (Tier 1) and supplemental instruction (Tier 2) to meet the needs of all students.

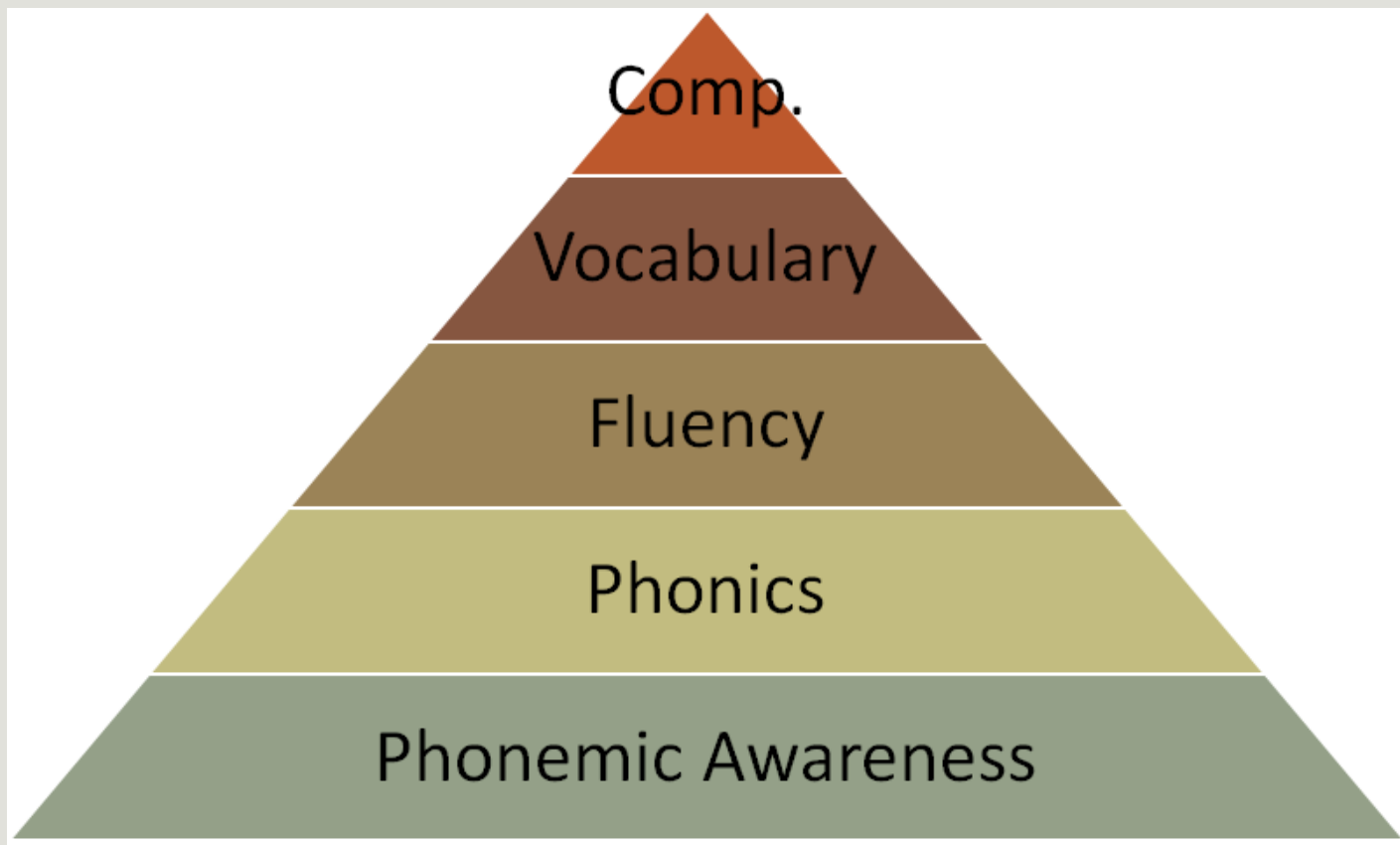
Building Comprehensive Literacy

Discuss at your tables how children build comprehensive literacy.

What are the elements that must be present?

In what order do they occur?





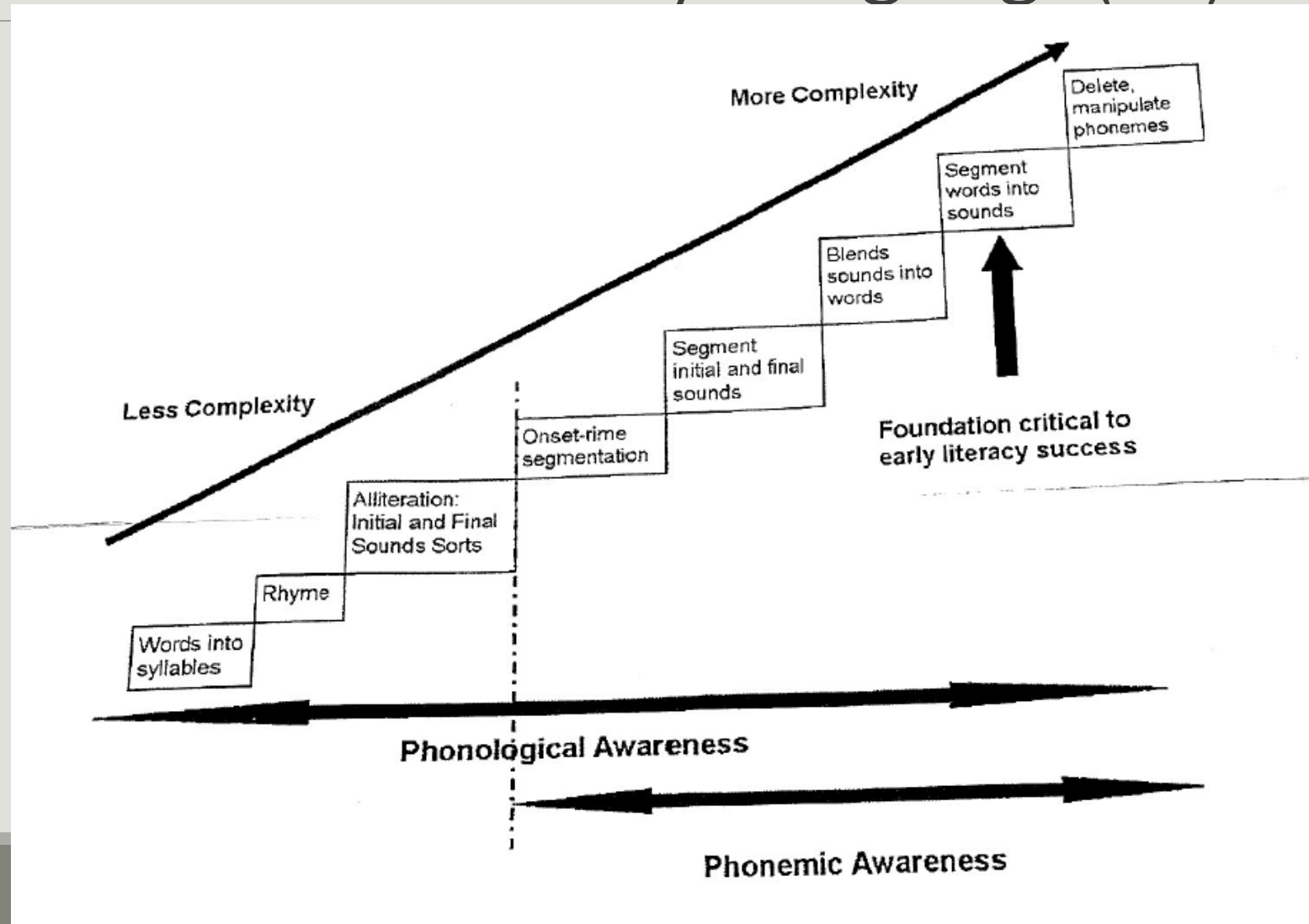
Phonological Awareness and Phonics

Phonics, phonological awareness and phonemic awareness are all part of early reading. People often confuse them. While these terms are related, they're not the same thing.

Phonological Awareness is a broad term that includes phonemic awareness. It involves the **EARS** only.

Phonics instruction teaches the connection between word sound and written letters. It involves the **EYES** and **EARS**.

Developmental Continuum of Phonological Awareness in a Primary Language(L1)



Phonological Awareness

Broad Term That Includes Phonemic Awareness

A key to becoming literate is the ability to hear the sounds in words.

It involves the EARS only.

Standards – pg. 15

Share your ideas for teaching phonological awareness

Look through HM

Phonics: The Connection Between Word Sound and Written Letters

It involves the **EYES** and **EARS**.

Based on the premise that students not only need to acquire phonics and word analysis understandings, but also they need to apply these understandings daily to reading and writing continuous text.

Developmental Continuum of Phonics in a Primary Language (LI)

Look at the "Phonics, Spelling, and Word Study" (pgs. 212-235) section in your *Literacy Continuum* book

On your notetaker, fill out the 3-2-1 section



How to Support Phonics

HM lessons as a resource – tab pages

Brainstorm the components of a comprehensive phonics program.

Phonics Activity Jigsaw

Special Considerations for ELs With Phonics

The relationship between a sound and its corresponding letter.

Crucial for understanding that letters and letter patterns represent sounds.

Sounds are different in different languages.

ELs that have not learned to read in L1 may not have the understanding.

Students learn to read at different ages/grades in different countries.

How to Support ELs With Phonics

How to help:

Begin with concrete activities (hands-on, realia, visuals, music and rhymes)

Use meaningful texts (teach sounds in context)

Connect new learning to prior knowledge

(Children are more likely to internalize the language
when they have a connection, L1 to L2)



Quiz, Quiz, Trade

Take one card from your table

Write a question and answer from your learning today

Find an across the room buddy

Take turns asking each other the questions

Discuss

Switch cards

Repeat with a new partner



Color Question Brainstorming Posters

What have we covered?

What is critical to cover in the next few months?

Additions?

Housekeeping

Sign/resign stipends

Snack sign ups

Next meeting: Wednesday, October 19th, learning will be centered around word study and spelling.