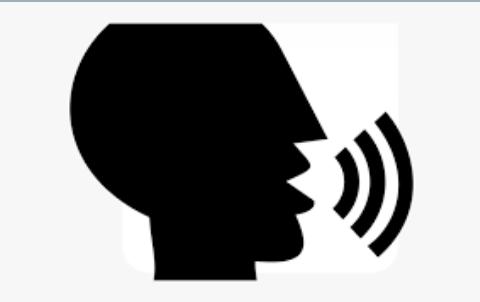


# PHONEMIC AWARENESS FAMILY WORKSHOP DISTRICT I

April 20, 2020

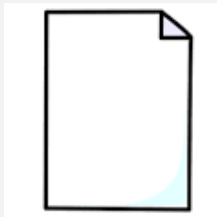
Facilitated by Carly Allen

Universal Literacy Reading Coach



# SUGGESTED MATERIALS

1) Plain paper of any kind



2) Pennies, cereal pieces, small toys that can serve as counters (5)



3) Markers/pens



4) Beads, cereal loops, pasta (one of these-about 10 pieces)



5) Pipe-cleaner, string, yarn (two pieces)



# INTRODUCTION

## Rationale:

- Universal Literacy is an Initiative working in NYC public schools to ensure all students read on grade level by the end of second grade
- I am a coach assigned to two schools in District I (PS 142 & PS 19)
- Phonemic Awareness is one of the 5 pillars of literacy that serves as a building block to phonics

## Outcomes:

- Families will understand what Phonemic Awareness is
- Families will come away with activities to implement at home to encourage Phonemic Awareness development in their children



# AGENDA

- Warm up
- What is Phonemic Awareness?
- Activity Clinic
- 3-2-1 Protocol
- Thank you!



# WARM UP

## What's in a Name?

- 1) I will model activity of counting phonemes (sounds) in each other's names
- 2) Choose a partner:  
(Partner A & B) take turns saying their name to each other and counting the phonemes in their partner's name
- 3) Reflect on how we counted phonemes (sounds) in our names



# WHAT IS PHONEMIC AWARENESS?

The ability to hear, think about, and manipulate sounds in spoken words.



This is all oral NOT involving any written letters.

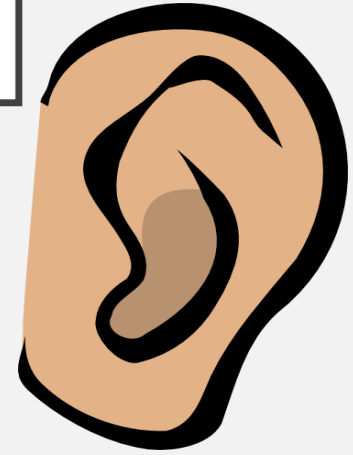


# WHY IS IT IMPORTANT?

- ✓ Phonemic awareness is a critical skill that is a precursor to reading letters.
- ✓ Without phonemic awareness, phonics is harder to learn.
- ✓ We want to ensure that children have a solid understanding of the sounds of speech before we start phonics instruction.
- ✓ Phonemic awareness predicts later outcomes in reading and spelling. Research findings strongly show that teaching children to manipulate phonemes in words significantly improves their reading ability later on.



# THE TWO MOST CRITICAL SKILLS:



## Blending at the phoneme level:

Putting individual sounds together to make a spoken word

*/fff/-/iii/-/nnn/* → *fin*

*/bbb/-/aaa/-/ttthhh/* → *bath*

## Segmenting at the phoneme level:

Pulling individual sounds apart in a spoken word

*fin* → */fff/-/iii/-/nnn/*

*bath* → */bbb/-/aaa/-/ttthhh/*





# LET'S DO AN ACTIVITY TOGETHER!

## Fun with Phonemes!

Materials:

1 piece of string



7 pasta pieces or cereal pieces



➤ I will give you a word



➤ For each sound in that word,  
put a bead on your string



# MAKE IT FUN: FUN WITH PHONEMES!

win

3 Sounds /w/ /i/ /n/



# MAKE IT FUN: FUN WITH PHONEMES!

reader



4 sounds /r/ea/d/er

chop



3 sounds /ch/ /o/ /p/

brain



4 sounds /b/ /r/ ai/ /n/

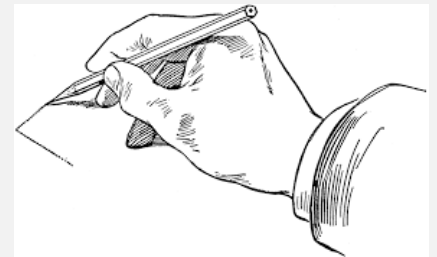
# ACTIVITY CLINIC

Here are a number of activities to do with your child at home. The following pages will take you through a video example of each.

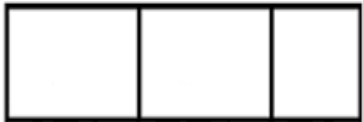
## I Spy



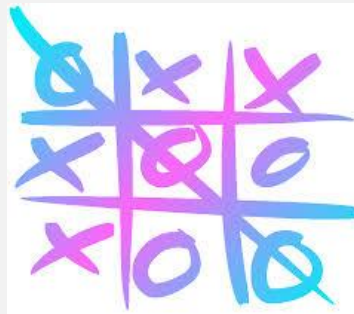
## Blend and Draw



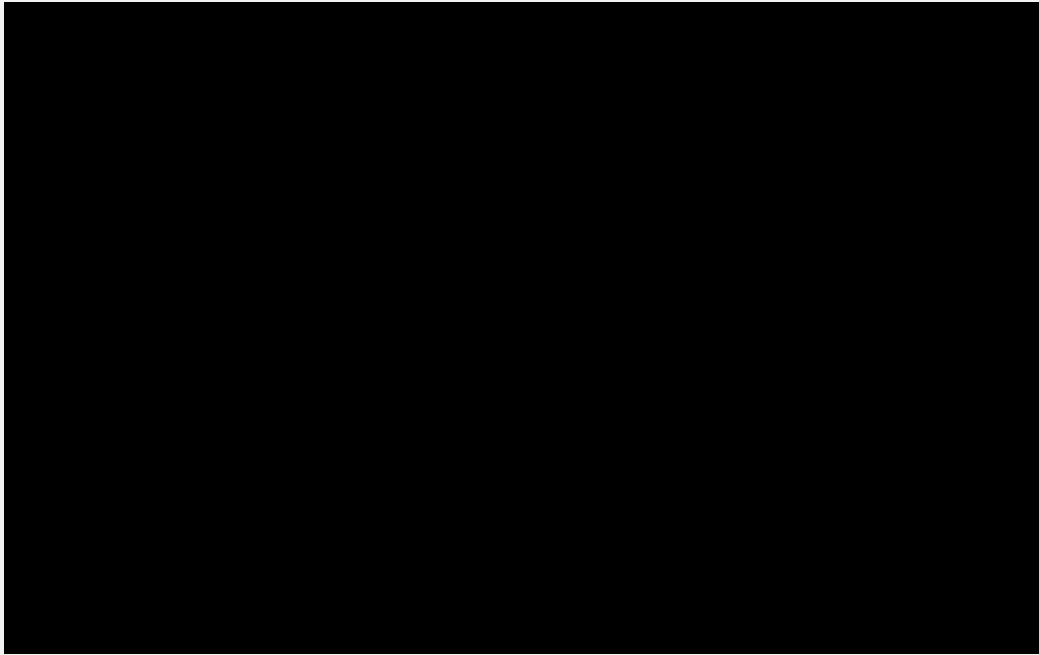
## Elkonin Boxes



## Sounds Tic Tac Toe



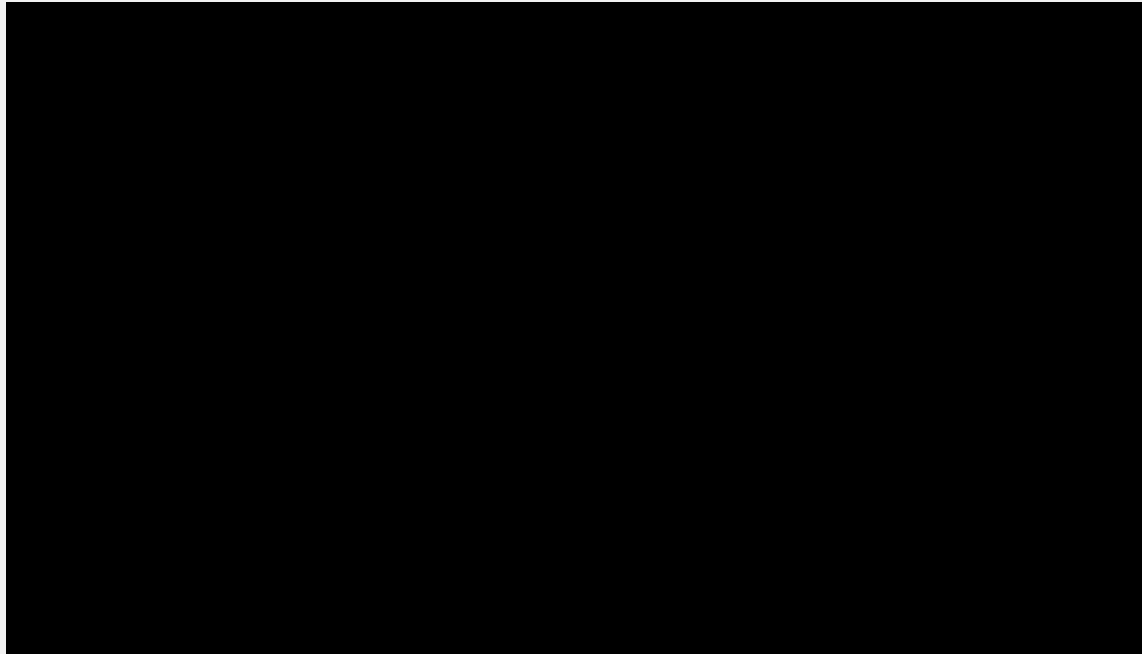
# ELKONIN BOXES



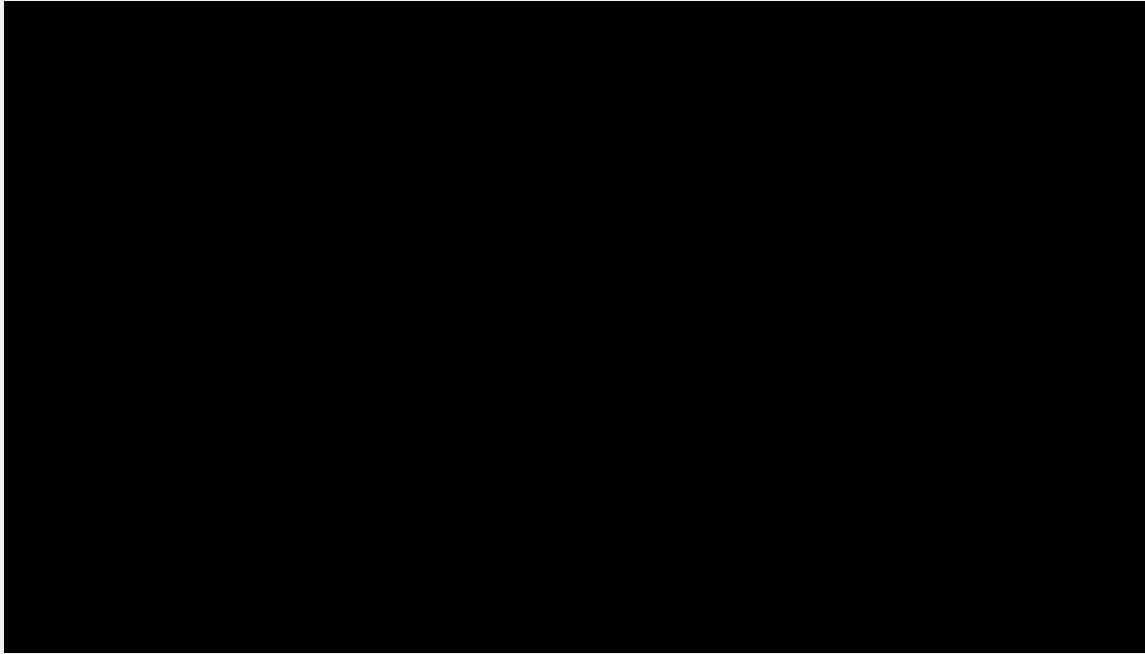
I SPY....



# SOUNDS TIC TAC TOE



# BLEND AND DRAW





# 3-2-1 PROTOCOL

Please click the link to fill out a feedback form. Your thoughts are so important!

<https://forms.gle/kjfjcka7ZSGRRBjv9>

Name _____
<b>3-2-1 Protocol</b>
3 - Things you learned today.
2 - Things you found interesting and would like to learn more about.
1 - Question you still have.



# REFERENCES

Adams, M.J., Foorman, B., Lundberg, I., & Beeler, T. (1998) *Phonemic Awareness in Young Children*. Baltimore, MD: Paul H. Brookes.

Honig, B., Diamond, L., Gutlohn, L., & Consortium on Reading Excellence. (2000). *Teaching reading sourcebook*, 2nd Ed. Novato, Calif: Arena Press.

Moats, L.C. (2010). *Speech to Print: Language Essentials for Teachers*, 2<sup>nd</sup> Ed. Baltimore, MD: Paul H. Brookes.

National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.

Moats, L. C., & Tolman, C.A. (2019). *LETRS*, 3<sup>rd</sup> Ed. Dallas, TX: Voyager Sopris Learning.



THANK YOU FOR  
LEARNING WITH ME  
TODAY!

QUESTIONS, IDEAS, ETC. ?

PLEASE REACH OUT!

CARLY ALLEN

[CALLEN28@SCHOOLS.NYC.GOV](mailto:CALLEN28@SCHOOLS.NYC.GOV)



Reading should not  
be presented to  
children as a chore  
or duty. It should  
be offered to them  
as a precious gift.

~Kate DiCamillo

