Research
in
Early Literacy

Preventing Reading Difficulties in Young Children

Snow, C., Burns, M.S., & Griffin, P. (Eds.)
1998
National Academy Press

Pre-School Years	Research Findings:	Recommendations:
	1. When families and caregivers promote the development of language and literacy, fewer children experience reading difficulties when they begin kindergarten and first grade. 2. Excellent pre-schools can make a difference. 3. Early pre-school language is one of the most powerful predictors of reading success or failure in first and second grade.	1. Provide a print-rich environment, and encourage children to notice and discuss print. 2. Read aloud, and talk about books. 3. Provide writing materials, and encourage their use in many kinds of play. 4. Encourage dramatic or pretend play that relates to literacy activities. 5. See adults read, write, locate information from the Internet, etc. 6. Encourage development of phonological awareness. 7. Help children become familiar with letter identification, letter-sound associations, and print concepts. 8. Encourage use of invented spelling to further children's knowledge of the sounds of the alphabet and common spelling.

Kindergarten	Research Findings:	Recommendations:
	1. The experience a child has during the first year of schooling has a lasting impact on school performance. 2. Children benefit from play-based instruction. 3. Kindergarten children benefit from multiple opportunities to use their beginning understanding of letters and sounds to spell words phonetically. 4. Invented spelling, or spelling words as they sound, actually encourages greater awareness of the smallest units of sound.	1. Beginning in the earliest grades, instruction should promote comprehension. 2. Instruction should be designed to provide practice with the recognition and production of letters, the sound structure of words, print concepts, and the basic purposes and mechanisms of reading and writing. 3. Instruction should be designed to stimulate verbal interaction, teach vocabulary, and encourage talk about books. 4. Once children learn some letters, they should be encouraged to write them, to use them to begin writing words or parts of words, and to use words to begin writing sentences. Instruction should be designed with the understanding that invented spelling is not in conflict with teaching correct spelling.

Primary Grades	Research Findings:	General Recommendations:
	1. Poor instruction in first grade may have long-term effects. 2. The child's intelligence, as long as it is in the normal range, does not have much of an impact on the ease of learning to read. 3. Children who are having difficulty learning to read do not, as a rule, require qualitatively different instruction from children who are "getting it." Instead, they more often need application of the same principles by someone who can apply them expertly to individual children who are having difficulty for one reason or another. 4. Beginning readers need explicit instruction and practice that lead to (1) an appreciation of the fact that their spoken words are made up of smaller units of sounds and (2) familiarity with spelling sound correspondences and common spelling conventions.	1. Time, materials, and resources should be provided for daily independent reading of texts selected to be of particular interest for the individual students and beneath the individual student's frustration level. 2. Time, materials, and resources should be provided for daily assisted or supported reading and rereading of texts that are slightly more difficult in wording or in linguistic or conceptual structure in order to promote advances in the student's capabilities. 3. Primary grade children should be expected to spell previously studies words and spelling patterns correctly in their final writing products. 4. Writing should take place regularly and frequently. 5. Word recognition accuracy and reading fluency should be regularly assessed. 6. Children reading independently, typically second grade and above, should be encouraged to sound out and confirm the identities of unknown words primarily through attention to letter-sound relationships, using context and pictures as a tool to monitor word recognition.

Recommendations for students who have received high-quality instruction in first grade but are still having reading-related difficulties:

For Teachers:

1. Instruction should be provided by a well-qualified reading specialist who has demonstrated ability to produce high levels of student achievement in reading.

2. Materials and instructional techniques should be well integrated with ongoing excellent classroom instruction, as defined by this report.

For Schools:

1. Schools with large numbers of students at risk for reading difficulties need rich resources - manageable class size and student-teacher ratios, high-quality materials in sufficient quantity, good school libraries, and pleasant physical environments.

2. Ongoing professional development for teachers is typically a component of successful school restructuring efforts.

3. Two-way communication is required between classroom teachers and reading specialists about the needs of all children at risk of and experiencing reading difficulties.

4. Schools need to insure that all specialists engaged in child study or individualized education program (IEP) meetings for special education placement, early childhood interventions, or in-classroom support are well informed about research in reading development and the prevention of reading difficulties.

5. Schools should coordinate special educators and reading specialists so that intervention supports classroom instruction. Promote independent reading assignments and expectations, summer reading lists, parental involvement, and working with community groups and public libraries.

Learning to Read and Write:
Developmentally Appropriate Practices for Young Children

Joint Position Statement of:
International Reading Association (IRA)
National Association for the Education of Young Children (NAEYC)

The position statement was necessary because:

1.   It is essential and urgent to teach children to read and write.

2.   Teaching is so much more challenging today because of the increasing variation among children in our programs and schools.

3.   Among many childhood teachers, a maturationist view of young children's development persists despite much evidence to the contrary. These teachers believe that physical and neurological maturation alone prepares the child to take advantage of instruction in reading and writing.
        To the contrary, failing to give children literacy experiences until they are school-age can severely limit the reading writing levels they can ultimately attain.

4.   Early beginnings of literacy acquisition have too often resulted in use of inappropriate teaching practices (whole group teaching; drill and practice on isolated skills) suitable to older children or adults (perhaps) but ineffective with children in preschool, kindergarten and the early grades.

Key points from the Position Statement:

1.   The child is an interactive constructor of his or her own learning with teachers, parents, and tutors playing a critical role through being interested in and supportive of the child's literacy efforts and engaging the child in stimulating activities.

2.   Adults should provide scaffolding for the child's development of greater skills and understanding.

3.   Goals and expectations should be developmentally appropriate (challenging but appropriate). See the abbreviated continuum of reading and writing development that is attached.
        •   Teachers and parents must understand that children do not progress along this continuum in a rigid sequence.

4. Given exposure to appropriate literacy experiences and good teaching, most children learn to read by the ages of 6 or 7.
    - Children who do not explore books during their early years are likely to need more focused support when they enter an educational program, whether that be in preschool, kindergarten, or first grade.
    - Individual variation should be expected and supported.

5. Teachers need to be skilled in a number of literacy strategies to support individual children's development and learning.

6. Human development and learning occur in and are influenced by social and cultural contexts. When ways of making and communicating meaning are similar at home and school, a child's transition from home to school is eased.

7. Teachers need to respect the child's home language and culture and use it as a base on which to build and extend children's language and literacy experiences.

Specifically with regard to children's whose home language and school language differ:

8. Failing to recognize the strengths and capabilities of a child whose home language is linguistically or culturally different from school language may cause teachers to underestimate the child's competence.

9. Teachers should never use a child's dialect, language, or culture as a basis for making judgments about the child's intellect or capability.

10. Code-switching should be viewed as an impressive skill that allows children to deepen conceptual understanding. This constructive thinking process should be celebrated.

Center for the Improvement
of Early Reading Achievement (CIERA)

Researcher: P. David Pearson   Elfrieda Hiebert   Taffy Raphael
Elizabeth Sulzby   Sheila Valencia   Karen Wixson   Barbara Taylor

"Improving the Reading Achievement of America's Children"
10 Research-Based Principles

1.   Home language and literacy experiences that lead to the development of key print concepts are plentiful among children who enter school prepared to learn to read:
     • 	joint book reading with family members;
     • 	parental help in the form of modeling good reading habits and monitoring homework and television viewing.

2.   Preschool programs are particularly beneficial for children who do not experience informal learning opportunities in their homes.

3.   Activities to promote phonemic awareness, the conscious awareness of sounds in SPOKEN words (rhymes, poems, songs, journal or message writing) and letter-name knowledge have demonstrated positive effects on primary-grade reading achievement.

4.   Primary-level instruction should include systematic word recognition instruction on common, consistent letter-sound relationships and important but often unpredictable high-frequency words. Also of great importance is focusing on understanding . It is important to provide instruction in predicating, inferencing, clarifying misunderstandings, self-monitoring (repeated reading of text), guided reading and writing, strategy lessons, reading aloud with feedback, and conversations about texts children have read.

5.   Primary-level classroom environments in successful schools provide opportunities for students to apply what they have learned in teacher-guided instruction to everyday reading and writing: teacher read-aloud and follow-up discussions, daily independent reading by the child, and journal and story writing.

6.   To recognize cultural and linguistic diversity, teachers' instruction must include assessment, integration, and extension of relevant background knowledge and the use of texts that recognize these diverse backgrounds. Teachers must capitalize on the advantages of bilingualism or biliteracy to enhance second language acquisition.

7.   Children who are identified as having reading disabilities benefit from systematic instruction, but not at the cost of opportunities to engage in meaningful reading and writing.

8.   In third grade and above, children need deep and wide opportunities to read, the acquisition of new knowledge and vocabulary, an emphasis on the influence of kinds of texts, and explicit attention to assisting students in reasoning about text.

9.   Professional development opportunities for teachers and administrators should focus on analyzing instructing, conducting assessment, setting goals for improvement, learning about effective practices, and participating in on-going learning communities to understand both reading success and reading problems.

10. Entire school communities, not just first-grade teachers, are involved in bringing children to high levels of achievement with clearly-stated goals and high expectations for children's success. Involving parents in their children's reading and homework and community partnerships are important.

Center for the Improvement of Early Reading Achievement (CIERA)

"Beat the Odds" Study

14 schools with 28-92% poverty and a reputation for "beating the odds"

Research Support for --

What the schools do:

1. They work at communication and collaboration within and across grades.
    - teaming
    - peer coaching
    - the attitude that all children are everyone's responsibility

2. The are organized to provide opportunity and assistance through excellent classroom instruction and intervention when needed.

3. They monitor student progress through systematic evaluation, regular assessment, and the sharing of data.
    - They use of student performance data to set goals and assess progress.

4. They have safety nets in place for those most at risk so that students don't fall through the cracks.
    - Reading Recovery
    - Title 1
    - Tutoring.

5. They deliver long-term and on-going staff development through visits to other schools, year-long studies, workshops, and district-sponsored graduate courses.
    -

6. They provide for collaborations across grades, across classrooms, and across resource teachers.

7. They have made reading their number one priority.

8. They have strong leadership.

9. They have strong home-school relationships.

10. They are staffed by teachers who believe in their students and themselves.

What teachers do:

1.   They organize for small group instruction, with effective schools having almost an entire hour of small-group literacy instruction (compared to half that time in least effective schools).

2.   They are dedicated to instructional improvement and increase in instructional time.

3.   They allow time for students to read authentic texts as they apply decoding and comprehension skills.

4.   They teach skills and then guide students in applying the use of skills and strategies in functional reading and writing activities.

5.   They provide almost one-half hour daily for independent reading (as compared to least effective schools who provided less than 20 minutes daily).

6.   They have high expectations for their students.

7.   They reach out to homes, building strong home-school relationships and communicating regularly with families.

8.   They engage in coaching students during reading, providing explicit phonics instruction and providing practice with sight words.

9.   They ask higher-order questions.

10.   They engage students in writing as a response to reading.

11.   They encourage students in their work, resulting in 96% of students being on-task (as compared to 61% of students on task in least effective schools).

Characteristics of struggling readers:

1.   Only 2-4 percent have neurological problems that contribute to reading difficulties.

2.   They are kids who do not respond well to instruction but who flourish when provided with rich opportunities for small group and one-on-one tutoring and support in reading.

3.   They require a more intensive teaching, support, and feedback through small group and tutoring situations.

National Reading Panel
Research about Phonemic Awareness

1.   Phonemic awareness can be taught.

2.   Phonemic awareness training is effective under a variety of teaching conditions and with a variety of learners and using authentic as well as skills-based materials.
        Both classroom teachers and computers were effective in teaching phonemic awareness skills to students.
        However: Explicit instruction on one or two phonemic awareness skills at one time is more effective than instruction focusing on three or more skills simultaneously.

3.   Teaching children to manipulate the sounds of language did help them to learn to read.
        It helps them to decode new words as well as remember how to read familiar words.
        It boosted their comprehension since, to an extent, comprehension depends on decoding.

4.   Phonemic awareness instructions benefitted all kinds of students:
        Normally developing readers, children at risk for future reading problems, and disabled readers
        Preschoolers, kindergartners, and first grade readers, and even children in 2nd through 6th grade (though most of these older readers were disabled readers)
        Children across SES levels
        Children whose primary language was English and children whose primary language was not English

5.   Phonemic awareness training also helps kindergarten and first grade students learn to spell.
        Though it helps normally developing readers and students at risk for future reading problems to learn to spell, it does not help disabled readers with their spelling.

6.   Teaching phonemic awareness with a visual letter focus (rather than blank tiles) helps children to apply their skills to reading and writing. Students need to be explicitly taught how to apply phonemic awareness skills to reading and writing tasks.

7.   Less is more. If using a specific phonemic awareness program, remember that programs with fewer than 20 hours of instruction were more effective than longer programs.

Implications and Cautions:
1.   Phonemic awareness is a means rather than an end.
2.   Some children will need much more phonemic awareness instruction than will others. Teachers must assess students' phonemic awareness abilities before beginning phonemic awareness instruction.
3.   Phonemic awareness instruction will not insure that students learn to read and write. Many other competencies are also necessary.
4.   Whether the effects of phonemic awareness training are long-term will depend on a variety of additional factors that play a significant role in children's literacy research.

Illinois State Board of Education
Right 2 Read Publication

Fourteen Best Practices

1.   Best Practice #1: Explicit Word Analysis Instruction, including Phonics
        Teachers provide explicit instruction, build word knowledge, and directly teach skills and strategies for word analysis (phonemic awareness, phonics, word recognition, structural analysis, context clues, vocabulary) with and without the use of text.

2.   Best Practice #2: Assessment to Inform Instruction
        Teachers routinely monitor and assess the reading levels and progress of individual students. This ongoing evaluation directs and informs instruction.

3.   Best Practice #3: Instructional Planning
        Teachers plan instruction considering three phases: before, during and after reading.

4.   Best Practice #4: Collaboration and Reflection
        Teachers routinely self reflect and collaborate on instructional practices and student progress within school and/or district.

5.   Best Practice #5: Learning Standards
        Teachers facilitate conceptual knowledge of Illinois English Language Arts learning standards.

6.   Best Practice #6: Independent Reading
        Students have opportunities for sustained reading (oral and/or silent) every day to increase fluency and vocabulary.

7.   Best Practice #7: Variety of Genre
        Students have broad reading and writing experiences (multiple genre and styles). Reading to students at all grade levels is part of this broad experience.

8.   Best Practice #8: Appropriate Instructional Levels
        Students have opportunities to read at their instructional level every day.

9.   Best Practice #9: Reading for Purpose
        Students have extensive opportunities to read for a variety of purposes and to apply what is read every day. Discussion and writing are used by students to organize their thinking and they reflect on what they read for specific purposes.

10.   Best Practice #10: Building Comprehension Skills and Strategies
        Students are taught and given opportunities to apply the following comprehension strategies for constructing meaning: making and confirming predictions, visualizing, summarizing, drawing inferences, generating questions, making connections, and self-monitoring.

11.   Best Practice #11: Building Cognitive Skills and Strategies
        Students are taught and given opportunities to use cognitive strategies to synthesize, analyze, evaluate and make applications to authentic situations.

12.   Best Practice #12: Integration
        Reading and writing are integrated and used as tools to support learning in all curricular content areas.

13.   Best Practice #13: Literacy Rich Environment
        Literacy rich environments display words and print everywhere, provide opportunities and tools that engage students in reading and writing activities, and celebrate students' reading and writing efforts. Each classroom has an extensive collection of reading materials with a wide range of high-interest fiction and non-fiction books which motivates and supports reading and writing at a variety of levels. The room design supports whole group, small group and individual instruction.

14.   Best Practice #14: School/Family/Community Partnerships
        Families, communities, and schools collaborate to support literacy development of students at home and school.

Illinois State Board of Education
Right 2 Read Publication, March 1999

Common Threads: Summary

Common Characteristics of Schools with High Reading Achievement Scores

1. Teaching Methods
    Time: Ave. 165 minutes per day vs. 126 minutes for low-achieving schools
    Balance: Elements of both phonics and whole language
    Integration: Reading instruction integrated with other subject areas across the curriculum

2. Strategies and Activities
    Instruction on specific reading strategies
    Emphasis on phonics and decoding
    Emphasis on reading aloud for beginning readers
    Reading and writing used as tools
    Many opportunities to read and write
    Independent reading of student-selected material
    Oral and written responses to reading (journals, logs, reflections)

3. Grouping Patterns for Instruction
    Used whole class instruction and flexible grouping, including both cooperative groups and instructional level groups, rather than ability grouping

4. Instructional Resources
    Fiction and non-fiction--the most prevalent materials used rather than workbooks and worksheets
    Computers limited to word processing and research
    Weekly visits to school libraries plus classroom libraries

5. Assessment
    Focus on improving instruction plus evaluation of performance
    Use of many different types
    Informal measures also used
    Test-taking strategies taught

6. Family Involvement
    Many opportunities for parent involvement
    Families supportive of teacher efforts

7.	Professional Growth
	Teachers routinely participated in professional development activities BOTH in and out of district.
	The most effective experience was sharing of strategies with colleagues.
	Time provided for research-based professional development focused on improving reading achievement.

8.	Teacher Experiences/Philosophy
	The amount of teaching experience alone does not make a significant differ/ence in effective teaching.
	Students who succeed had teachers who expected them to succeed.

Practical Applications of Early Literacy Research

Collaborations between Family Literacy Programs and K-1 Programs: Questions to Address

Questions:

What do family literacy programs need to know about effective literacy practices in K-1?
What do K-1 teachers need to know about family literacy practices?
What do K-1 teachers expect of parents/children who have been involved in a family literacy program?
    (How can a family literacy program help prepare children for success in K-1?)
How can K-1 teachers impact continued parental involvement by collaborating with family literacy programs?
How can the family literacy program and public schools collaborate for Summer Bridges programs?

Steps for Collaboration between K-1 Teachers and Family Literacy Educators

9.   Who takes the lead? Since the public schools are more visible, it makes sense for family literacy programs to make the initial contact.
Funding opportunity; family literacy programs generally run on a small budget; hooking up with schools that have Reading Excellence Act awards could be helpful to the program
10.   Preparation of a one-page "fact sheet" for what they do in their classrooms
11.   Forum of K-1 teachers and family literacy educators
to discuss concerns that K-1 teachers have for children whose parents have low literacy levels themselves
to discuss how the two programs can be supportive of one another
EX: Recognition that older children from the family are in the school system and perhaps not involved with the school; opportunities for support in reaching these parents
12.   Program observation - attendance at a function

Meeting the Challenge PreK-2

Characteristics of Homes where Children Read Early

1. Literacy-rich environment
2. Environment conducive to early writing
3. Well-organized, with daily scheduled activities and designated responsibilities
4. Warm, accepting atmosphere
5. Interactive book-sharing strategies

Print-Rich Environments

A Print-Rich Environment Helps Children to:
1. Understand what letters and words look like
2. Learn that words are used to convey meaning
3. Learn that everything has a name and that words are used to name things
4. Connect words to the items they name

Ideas for Using Print:
1. Make signs for each of the interest areas or learning centers. Post signs at the children's eye level.
2. Label containers used to store toys, markets, crayons, etc. Make two labels with the word and picture for each item. Place one label on the shelf and one on the container so children can match pictures and/or words to return items to their proper place.
3. Put children's names and pictures on cubbies and mailboxes.
4. Post children's photos on the wall at their eye level, with a caption that they dictate to you.
5. Put name/picture charts near the sign-in chart, and in the writing center, art center, and anywhere else where children need a reference for spelling names.
6. Bring in "real-world" or "environmental" print that children are familiar with such as cereal boxes, items from fast food restaurants, bags from local stores, etc.
7. Help children notice print around them by calling attention to letters and words. For example, "That sign says 'Enter.' That means we are to go into the room through this door." And "That word is 'pancake.' It starts with a 'p' just like Paul's name."

Writing and Listening Centers

The Writing Center:
1. Encourage children to experiment with writing.
2. Help children to develop fine motor skills.
3. Encourage students to explore various writing tools.

Listening Center:
1. Have a tape recorders and sets of headphones.
2. Have books and read-along cassettes.
3. Have a sign with rebus directions for operating the tape recorder.
4. Have a child tape her/her reading of a short selection.
   This can be done several times consecutively or at spaced intervals to show progress.
5. Have a folder for each child to store reading/listening logs, records of repeated readings taped onto the child's own blank tape, etc.

Hearing and Feeling

We need to think about what they hear and feel as well as what they see:
Hear stories, books, poems, songs, rhymes, and chants
Laugh at Curious George or Amelia Bedelia
Identify with Ira when he wants to take his teddy bear on a sleepover to his friend's house
Listen in suspense to Mercer Mayer's There's a Nightmare in My Closet
Tangle their tongue as they try to recite "Peter Piper Picked a Peck of Pickled Peppers"

Children need to feel good about their growing understandings of and abilities in reading and writing; they need to be accepted and encouraged; they need to be challenged and supported:
Need to know that their scribbles, their pretend letters, and their invented spellings are OK
   Celebrate these important milestones in their literacy journey!
Need to know that holding a book and retelling a story from the pictures is a legitimate stage in emerging reading and that "picture reading" is an appropriate form of "real reading" for 3-, 4-, and 5-year olds.

Reading and Writing Experiences

Pre-school and kindergarten children need many opportunities to:
Explore rhymes in games, poetry, and songs
Talk about the parts of words (e.g., butter-fly; Say butterfly without the butter.)
Put different sounds in categories or groupings words that sound alike (top-mop-pop but not can)
Talk about the beginning, middle, and end sounds in words
Talk about print in the classroom, school, and community (e.g., stop signs, exit signs, the M for McDonald's)
Explore letters and sounds in each other's names
Explore books and enjoy being read to regularly
Have conversations about the stories in books
Hear and use new vocabulary words as part of their everyday experiences
Write, beginning with scribbles and progressing to recognizable letters and invented (phonic/temporary) spelling
      Encourage students to write some letters as soon as they have learned to identify them.

Older children need many opportunities to participate in:
Participate in shared reading experiences, reading in unison from enlarged texts (Big Books; poems, rhymes, and song lyrics written on large chart paper; language experience stories; interactive writing charts)
Participate in guided reading experiences with leveled texts, matching books to readers (predictable texts, decodable texts)
      Teacher selects the text and introduces it to the children.
      Teacher guides the children's reading and discusses the text with the children.
      While doing the above, the teacher demonstrates specific comprehension strategies, introduces new vocabulary, and takes advantage of any teachable moments to discuss instructional issues.
Self-monitor accurate decoding and level of comprehension
Share with other children strategies used to decode words and make sense of text (construct meaning)
Write regularly for authentic purposes
Use invented spelling for difficult words but for words previously studied, use correct spelling in their final products

No Research Support for --
1.   Struggling readers needing a different curriculum
      We don't need to do something totally different to help struggling readers.
2.   The value of special instructional texts for the purpose of learning/applying decoding and comprehension skills
      We don't need another round of the decodable texts of the 1960s (Can Nan fan Dan?)

From *Meeting the Challenge: PreK-2. Reading Professional Development Series.* Project Director: Dr. Kathy Barclay for the Illinois State Board of Education.

Language and Phonological Development

From *Meeting the Challenge: PreK-2. Reading Professional Development Series.* Project
Director: Dr. Kathy Barclay for the Illinois State Board of Education.

The importance of reading aloud:
The more words children already understand, the more their ability to learn to recognize these
words when they appear in print.
This helps students to increase their listening comprehension.
More than 4 in 10 pre-schoolers are NOT read to regularly by parents or family members.
Fifty-seven percent of children ages 3-5 in the LEAST at-risk families are read to DAILY.

Four components of oral language development that can affect literacy achievement:

1.   Difficulties in articulation (symptomatic of or a language disorder or simply a delay in
        language development)
        Teaching practices:
        Be a good model.
        Be aware of the normal development of speech sounds. Refer to the "Speech Sounds"
chart.
        Asking the child to repeat the adult's sentence is
2.   Language production (See chart)
        1.   Speaks in complete sentences
        2.   Asks questions and makes requests
        3.   Responds with two or more word answers to questions asked by others
3.   Conversation
        1.   Converses freely at home.
        2.   Converses freely at snack times and meal times.
        3.   Converses informally with other children during play
        4.   Converses informally with adults
        Teaching practice:
        Use old telephones and microphones to promote conversation.
4.   Self-confidence
        1.   Speaks freely in front of other children
        2.   Speaks freely in front of adults
        3.   Speaks loudly enough for others to hear
        Teaching practices for shy children:
        Use stuffed animals for the child to "talk behind."
        Provide props and small toys for retelling stories orally.
        Don't make a big fuss when the child does respond! Accept the child's words in a matter-
of-fact way.

Points by P. David Pearson regarding phonemic awareness:

Phonemic awareness before the onset of reading instruction IS useful.
Doing phonemic awareness activities through temporary sound-based spelling and rich oral language activities is every bit as effective as (if anything, superior to) doing it through a more conventional curricular approach with materials specifically designed to teach phonemic awareness.

Sequence of Activities for Phonological/Phonemic Awareness:

In general, blending is easier than segmenting. Working with real words is easier than working with nonsense words. The following is a "blending" of the ideas of Marilyn Addams and Nancy Cecil.

1. Identify which word is longer - umbrella or rain.

2. Rhyme simple one-syllable words.

3. Blend onsets and rhymes by identifying words separated orally into sounds.
    Whose name am I calling to line up?   /m/ + / ike/

4. Segment sentences into words.
    How many words are in this sentence?
        Mike likes to eat cake.
        Mike likes to each chocolate cake?

5. Segment words into syllables.
    Ja - son; Em - i - ly

6. Identify beginning parts of words (onsets):
    Which word starts the same as boat? Choices: sail, wind, blue.
    Which of these pictures start with the same sound?

7. Blend individual phonemes together.
    Whose name am I calling to line up?   /m/ + /i/ + /k/

8. Delete a word segment:
    Say homework without the home.

9. Delete a phoneme:'
    Say train without the /t/.

10. Segment words into individual phonemes.
    What sounds to you hear in Pam's name?   /p/ + /a/ + /m/

11. Substitute beginning sounds (phonemes).
    Can you change Pam to another name by changing the /p/ to /s/?

A Detailed Look
at Phonological (Phonemic) Awareness:
The First Stage of Success with Word Identification

1.   *What is phonemic awareness?*

Phonemic awareness focusing on and manipulating phonemes.

It is simply understanding that sounds are used to make words, that words are made up of separate sounds.   Each separate sound unit is called a phoneme. For example, the word daddy has four sound units or phonemes: /d/, /a/, /d/, /e/.

When we're talking about phonemic awareness, we're generally talking about activities that are totally listening and speaking oriented rather than reading-oriented. Phonemic awareness involves the awareness of sounds in words and the ability to manipulate these sounds.

Sometimes the word may be shown in its printed form, but when it is, the purpose is not to match letters to sounds but simply to hear the sounds. However, there are differences of opinion regarding this.

2.   *What are eight (8) important competencies for phonemic awareness?*

#1)   Being aware of sound similarities and differences in words
Give the words Ted and Mom. Have the adult decide which one begins with the same sound as Mary. You may need to begin simply: "Does Tom begin like Mary?" "Does Mom begin like Mary?"

These kinds of activities are an extension of auditory discrimination; however, rather than just having students note whether the words are the same or different, you are encouraging them to listen for specific sounds at the beginning of the words.

#2)   Being able to isolate a phoneme
Tell the first sound that you hear in PARK.

#3)   Being able to identify the phoneme common to a set of words
What is the common sound that you hear in these words?

BIKE   BALL   BELL

To do this learners must, of course, also be able to isolate the beginning phoneme.

#4)   Being able to categorize phonemes
Ask the adult: Which word begins with a different phoneme?

BUS   BUN   RUG

Look at these pictures. Which ones begin with the same sound?

#5)   Being able hear where a sound is in a sequence of sounds
The teacher pronounces a word with the target sound. The student indicates if the sound is heard at the beginning of the word, in the middle of the word, or at the end of the word.

Example: Target sound /sh/

a.   The teacher pronounces several words with the target sound at the beginning and has the adult repeat: share, ship, shine.
b.   Then the teacher pronounces several words with the target sound at the end: wash, leash, dish.
c.   Next the teacher pronounces a word and has the adult determine whether the sound is heard at the beginning or end of the word.

This can be expanded to hearing the target sound in the middle of words.

#6)   Being able to <u>blend together</u> a sequence of sounds to form a word

    1)   What word does /sh/ + /ip/ make? SHIP
        What word does /m/ + /a/ + /n/ make? MAN

        You have to be careful when you pronounce single phonemes in isolation.
        There's a tendency to add sounds to them, like when pronouncing <u>bat</u> and
        trying to say the sound for the letter <u>b</u>. It comes out as having an /uh/ on it:
        /BUH/.

    2)   The arm-blending activity is sometimes helpful when dealing with individual
        sounds.

        Model:
        Explain to adults that they are going to be lining up letters to form a word on
their arms in an imaginary pathway. Demonstrate the word <u>back</u>, placing your right hand (if you're
right handed) on your left shoulder as you begin saying the word, moving your hand to your elbow
as you say the middle part of the word, and moving your hand to your wrist as you say the end of
the word.

        After saying the word in this segmented manner, slide your hand from your
shoulder to your wrist as you say the word. Finally, say the word normally, more quickly sliding
your hand from your shoulder to your wrist.

        Practice:
        As the teacher, you say the word slowly, moving your hand down your arm
as you say it. Ask students what word you've just said. Some will get it right away and some
won't. If the students don't know, slide your hand down your arm and say the word a little faster.
... and if they're still having difficulty, go faster and faster until you're saying the word almost
normally.
        When you move to the next word, slow down again.

#7)   Being able to <u>segment</u> a word into a sequence of sounds

        Using familiar words, ones that students already recognize as whole words, the
teacher says each word. Rather than saying it normally, the teacher rubberbands it - stretching out
each sound but not presenting each sound in isolation.   You might want to actually have a
rubberband as a prop. (With young children we might call this turtle talk.) As you rubber band the
sound, tap a pencil for each sound. Then have students tap as you rubber band a word.
        Can the learner count the number of sounds heard?
        Can SHIP be heard as /sh/ + /ip/; as /sh/ + /i/ + /p/?
        Can MAN be hear as /m/ + /an/; as /m/+/a/+/n/?

#8)   Being able to manipulate sounds in words by deleting, adding, and substituting

    Give a pair of words. Can the learner tell which one is longer?
        Which word is longer, <u>train</u> or <u>rain</u>?

    Give the word pat. Have the student take away the beginning sound.
        <u>Pat</u> becomes <u>at</u>.
        Give the word <u>train</u>. Have the student take away the beginning sound: <u>train</u>
becomes <u>rain</u>.

        Other examples would be <u>smash-mash</u>, <u>trash-rash</u>, and <u>blink-link</u>.

    Or have the student take away the ending sound. <u>Train</u> becomes <u>trai</u> (<u>tray</u>).

    Move to adding sounds, which is more difficult.

Have the student add /t/ to the beginning of <u>rip</u>.

Give the word <u>tick</u>. Have the student add the sound heard at the beginning of <u>Sam</u> - either to the beginning of the word (making <u>stick</u>) or to the end of the word (making <u>ticks</u>).

Give the word <u>Tom</u>. Have the student substitute the sound heard at the beginning of <u>Mary</u> for the sound heard at the beginning of <u>Tom</u>. Ask the student: "What word do you have if you begin the word like <u>Mary</u> and end it like <u>Tom</u>? <u>Mom</u> is the likely answer; however, <u>mam</u> would work, too.

Keep in mind that each of these activities will require the teacher giving examples before asking the student to participate in the activity.

More advanced learners can continue to play with words though Pig Latin activities, spoonerisms, and tongue twisters.

3.   *How is phonemic awareness different from phonological processing and phonological awareness?*

Phonological processing is a very general term. We process phonologically when we engage in any activity that deals with the sounds of words. Thus, when we do phonemic awareness oral language activities, we are processing phonologically; when we pronounce words as we read, we are pronouncing phonologically; and when we spell words by listening for their sounds, we are processing phonologically.

Phonological awareness includes being aware of and manipulating phonemes as well as being aware of and manipulating spoken units larger than phonemes. Think of phonological awareness as having four parts, with the first three parts dealing with units larger than phonemes, words and syllables.

1)   Part I is being aware of the word.
Basically, this is being able to segment a phrase or a sentence into separate words.
The teacher says a sentence. The students tap a ruler or move markers to show the number of words they hear in the sentence.

2)   Part II is rhyming.
The teacher reads a selection that contains rhyming words and talks about these rhyming words. The teacher reads the selection again and has the students predict the rhyme.
Then the teacher tries the rhyme prediction with a selection that the students did not just listen to. Together the teacher and the students compare the words offered by the students to the word the author had selected.
The teacher says several pair of rhyming words for the students to pronounce. Then the teacher says three words, one which does not rhyme with the other two, and asks the student to tell which one doesn't rhyme.
You work up to giving a word and having the student think of another word that rhymes with it.

3)   Part III is syllabication.
Have students blend compounds words. What word do <u>home</u> and <u>work</u> make?
HOMEWORK   What words do <u>star</u> and <u>light</u> make?
STARLIGHT
Have students blend words and their endings. What word does go---ing make? GOING   What word does beauty---ful make? BEAUTIFUL.
Can learners segment polysyllabic words into syllables? Can they delete syllables from words? For example, can they say cowboy without the cow?

4)   Part IV is phonemic awareness.

NOTES:

1)   It's cumbersome to use the term "phonological and phonemic awareness." It's also redundant since phonemic awareness is a type of phonological awareness. However, using both terms does emphasize that you're talking about sound-based activities using individual phonemes as well as units larger than phonemes. Even those who see a difference between phonological awareness and phonemic awareness sometimes will use the term phonemic awareness to also include word awareness and rhyming. One reason is because phonemic awareness is a term more prevalent in popular literature. Another reason is that it's easier to say - a three-syllable word rather than a five-syllable word!

2)   Some phonological awareness activities are easier than others. Generally speaking, begin with phonological training that focuses on units larger than individual phonemes.

Then move to training in phonemic awareness.

Even within phonemic awareness, some activities are much easier than others. One of the easiest activities is identifying first sounds, especially by identifying pictures that begin with the same sound.
Blending onsets to rimes is another easy activity.
Next is blending individual phonemes into real words.
More difficult is deleting a phoneme.
Segmenting real words into phonemes is more difficult than blending phonemes into real words.
However, blending phonemes into non-words is one of the most difficult
        activities.

4.   *What is new about phonemic and phonological awareness?*

The concepts behind phonemic and phonological awareness are not new.   In many respects, we've just invented new labels or have more clearly defined old ones. Rhyming, segmenting, blending ....these are ideas that have been around for a long time. These familiar concepts are at the heart of the new terms focusing on the sounds of words.
What is new is the addition of activities that don't rely on trying to get the student to say sounds in isolation.
Another new idea is a growing understanding of the importance of phonemic awareness as a pre-requisite for learning letter-sound relationships.
Auditory discrimination, perhaps a more familiar term, is a precursor to phonemic awareness. It is simpler than phonemic awareness since there is no conscious awareness of phonemes nor any manipulation of phonemes. The learner simply is able to recognize that two words are the same or are different.
When doing auditory discrimination activities, the teacher pronounces two words and has the students tell whether they are the same or different. In the beginning, be sure to use words that are very different from one another.

5.   *What is the difference between phonemic/phonological awareness and phonics?*

Some experts will say that it's a very popular misconception to view the two concepts as the same thing. These experts say that phonemic/phonological awareness and phonics are certainly related, but they're not the same thing at all.   They caution you to remember that with phonemic/phonological awareness you're only doing listening and speaking activities. Phonemic/phonological awareness just deals with oral language activities. The learner never has to deal with the written letter or the written word.

If letters are used, they are used as a visual to help the learner focus on the sound; the goal is not to have the learner be able to identify that a particular sound is represented by a particular letter. Although some believe that looking at the letters may help learners to focus, many would rather use blank markers to represent the letters rather than use actual letters. They believe that the letters themselves focus attention away from hearing the sound.

NOTE: Although we may think we're making things simpler for the learner by simplifying the task and focusing only on listening, it is important to remember that many learners may have very poor listening skills. This may make phonemic/phonological activities as difficult for them as more traditional phonics activities.

Not everyone has this "only oral language" view of phonemic awareness. This set of experts will say that advanced phonemic awareness DOES need to include instruction in graphemes and the connections between graphemes and phonemes.

They believe that this application of phonemic/phonological awareness to the printed word should be considered a PART of phonemic/phonological awareness. Their phonemic awareness training uses letters with advanced phonemic awareness activities focusing on understanding letter-sound correspondences. They actually view phonemic awareness as a type of phonics instruction, the type that focuses on sounding and blending individual letters. This is often referred to as synthetic phonics instruction.

They also see encouraging learners to spell phonemically as both as phonemic awareness and as a type of phonics instruction. Thus, they see phonics as a general term that includes "sounding out" for either READING or WRITING.

Whatever the view about phonemic awareness and phonics, everyone sees a high correlation between those who have well-developed phonemic awareness and those who more easily learn phonics.

6. ***What are the major approaches to teaching phonics?***

   a.   Synthetic Phonics: You teach students to explicitly convert letters into sounds (phonemes) and them blend the sounds to form recognizable words.   You direct students to "sound out a word" - to match each shape to a known letter and blend the sounds for each letter to form a word, like <u>sat</u> = /s/ + /a/ + /t/.

   b.   Phonics through Spelling: You teach students to segment words into phonemes and to select letters for those phonemes.

   c.   Analogy Phonics: You teach students to pronounce a new word by making an analogy to a known word.   When you see CHAT, you recognize the -AT phonogram that you can pronounce in MAT. Because you can pronounce /ch/ in isolation, you can combine /ch/ with /at/ to pronounce CHAT. The sounding and blending concept is the same as with synthetic phonics but you deal with sounds for parts of a word greater than a single letter, e.g., blending /s/ and /at/ rather than /s/ and /a/ and /t/.

   d.   Analytic Phonics: This takes Analogy Phonics a step further. You teach students to analyze letter-sound relations in previous words to avoid pronouncing sounds in isolation. You know how to pronounce CAT. You know how to pronounce MOM. Use what you know about pronouncing CAT and MOM to pronounce MAT.

   e.   Embedded Phonics: You teach phonics through real reading experiences, by embedding phonics instruction into text reading. You choose texts that authentically use, but don't overuse, the target letter-sound you want to teach. This more implicit approach relies to some extent on incidental learning. It may include one or more of the above types of phonics instruction, with perhaps the word itself determining which kind of phonics instruction the teacher will use.

   A new twist in the literature is to define PHONICS as understanding phoneme/grapheme correspondences and to use it as the general term that includes both decoding and spelling. Decoding: Using graphemes and phonemes to blend letters together to make words Spelling: Using phonemes and graphemes to segment words into sounds and represent them by letters

   [Other literacy educators will use the term phonics to define grapheme-phoneme relationships (going from letters to sounds) and spelling to define phoneme-grapheme relationships (going from sounds to letters).]

NOTE:
Phonics is a basic word identification activity; the other is learning sight words. Rather than matching a letter to a sound letter-by-letter, the written symbols for a word are matched to the pronunciation of the whole word. Sometimes this is done through activities like visually inspecting the features of the word and memorizing the letter sequence as a whole word.

7. ***Why does a student have to work through the pronunciation of a word letter by letter EACH TIME the student meets that same word? (It's like the student has never seen that word before!)***

   The most likely reason it that when the student pronounces the word letter by letter, the word was just stored in short term memory.   The student doesn't spend a lot of time studying the word as a whole, so the mind can only store the word in short-term memory. The next time the student comes across this word, it is no longer in his or her short term memory since information can be stored in short-term memory for just a short time. When the student sees the word again, the student must analyze it just like s/he did the first time.

   Then how do learners get these words into long-term memory so that they don't have to

figure them out each time?

EXAMPLE: After sounding out the word <u>fish</u>, the learner might visually study it and memorize it as a whole. He memorizes that the word is <u>fish</u> because it starts with that curlicue letter "f."   He'll be able to recognize the word <u>fish</u> any time he sees it in print as long as every "f" word he sees is the word <u>fish</u>. But if he's going to be able to differentiate <u>fish</u> from <u>fix</u>, he has to study features other that the curlicue f. He has to remember that <u>fish</u> ends with the hump letter "h." In the case of <u>fish</u>, remembering the letter the word starts with and the letter it ends with will probably be enough for the student to differentiate <u>fish</u> from most other words. I can't think of another short word that starts with f and ends with h, unless you count <u>flash</u> or other 5-letter words as short words.   Rather than visually studying the <u>h</u> as a feature of <u>fish</u>, the student may be able to do something more meaningful. If the student knows the word <u>dish</u> as a sight word, then he can just remember that <u>fish</u> ends like <u>dish</u>.

Sometimes the student will have to do activities beyond just "inspecting" the word to learn it well enough to store in long term memory and recognize it as a whole.
For example, the student might cut the letters of the word apart and reconstruct it. Or maybe the teacher might compose a very brief story for the student to read. This story might just be a few sentences long but it would use the word <u>fish</u> five or six times. Whatever the activities, they focus on the students remembering the visual form of the word. As the word is being stored in long-term memory, it's also very important for students to know the meaning of the word if they're going to be able to easily retrieve the word from long-term memory when they need it.

One other point: Sometimes learners don't begin with the step of sounding out the word before visually studying it. With words that aren't easily pronounced by knowing the typical sounds for the letters, such as <u>of</u>, <u>are</u>, and many other words that we frequently encounter when reading, the student might begin with the visual inspection step.

8.   *Why should teachers bother with teaching phonemic/phonological awareness? Isn't it just as good to begin with thorough instruction in phonics?*

Look at it this way.   When reading, the learner comes to the word <u>crack</u> and doesn't recognize it. You try to help him think of a word he does know that should help him. Let's say that the word <u>sack</u> is a word that he does recognize at sight. He can use this knowledge to help in pronounce <u>crack</u>.   Maybe he even knows the word <u>cry</u> as a sight word. He knows that the word <u>crack</u> begins like <u>cry</u> and ends like <u>sack</u> and can blend the end of <u>sack</u> to the beginning of <u>cry</u> to pronounce the word. It's much easier for the student to do this if he already has the skill of substituting sounds and blending sounds to form words. And it's easier to learn to the skills of substituting and blending without the added burden of having deal with the printed word and remember the specific sounds for various letters or sets of letters.

Although comparing the unknown word, like <u>crack</u>, to known words, like <u>cry</u> and <u>sack</u>, may seem like a laborious process, it's how we many times figure out new words. We might see the word <u>indoctrination</u> and we recognize parts of the word - <u>in</u> as a separate word, <u>doctri</u> as being close to <u>doctor</u>, and <u>nation</u> as a separate word.

Here's another way to think about how phonological awareness helps students with phonics: Let's say that the teacher is teaching <u>sack</u> as a sight word and wants to show students that if they can read <u>sack</u>, they can also easily read words like <u>Mack</u>, <u>rack</u>, and <u>shack</u>. You ask the students what other words they should be able to read easily if they can read <u>Mack</u>, <u>rack</u>, and <u>shack</u>. If students understand the concept of rhyme, they might suggest <u>back</u> and <u>lack</u>. If they don't, they're likely to suggest words that do not rhyme. With these students you need to step back and do some phonological awareness activities dealing with rhyming. This way the student can focus on rhyming without the added burden of trying to deal with the written symbols as well as the sounds.

Rhyming is a phonological awareness skill that many people learn without being taught. How many of you have been around young children who love to play a rhyming game? On their own they play with and experiment with language. They may drive you crazy with rhyming one word with 50 others.   However, for some people, this concept of rhyme seems to be a very illusive concept.

9.   How does all of this information fit together?

a.   One thing to do is to think of phonological/phonemic awareness and phonics on a continuum.

1)   On one end of the continuum is phonological/phonemic awareness.

2)   In the middle is a stage where students understand that sounds are represented by <u>letters</u> and that letters can be combined to make words. We call this the alphabetic principle. When the student sees a word, the student is aware that this word is made up of letters. The student understands both the concept of word, as different from picture, and the concept of letter, as different from another kind of symbol or a squiggle.

3)   Phonics, as one important type of word identification, is the third stage. This is when students understand the <u>specific</u> relationships between letters and sounds.   They know which sound to associate with which letter or sequence of letters.

Although with good instruction students can move through the first two stages very quickly, and in fact they may do so without much instruction at all, the third stage is a much longer one. There are so many letter-sound relationships to learn.

However, like I mentioned earlier, some people have a more global definition of phonological awareness that actually includes the alphabetic principle and phonics through sounding out and blending.

b.   There are three main ways that learners deal with sounds in words. We process phonologically when we do oral language activities, when we pronounce words, and when we spell words. (1) One kind of phonological processing is phonological awareness. We've already talked about the important phonemic and phonological awareness activities of rhyming, segmenting, blending, and substituting sounds. (2) A second type of phonological processing is identifying words when we read. This includes two main skills: analyzing the word and recognizing the word as a whole. We didn't really deal with this last method identifying words, using context since it really doesn't deal with our main topic of words and their sounds. But just for the record, students use two types of context when they come to a word they don't know. They may read to the end of the sentence and use the context of the surrounding words in the sentence. They may even use pictures if they're reading something with pictures. (3) The third way we process phonologically is when we spell.

Looking more specifically at using phonemic awareness to decode words:

(1)   Students analyze words using phonetic analysis (looking at individual phonemes), or structural analysis (looking a syllables, prefixes, suffixes, and roots).

Though some people talk about teaching phonics rules so that the student knows what letter or letter combination makes what sound under a specific condition, a number of the rules are cumbersome or simply don't work often enough to be reliable. I'd much rather talk about alternatives than rules. For example, when I see the letter <u>c</u>, I can try the k sound or the s sound. When I see <u>ea</u>, I can try /e/, /e/, or /a/ (like in <u>team</u>, <u>head</u>, and <u>great</u>).

(2)   Another important means of word identification is when students immediately recognize some words at sight. Either they learned them as whole words or they analyzed them in the past and now recognize them immediately. (Note: *Some literacy researchers would say that people don't really recognize words as whole words but analyze them so very rapidly that they appear to recognize them immediately*.)

These sight words are usually divided into two categories:
  (a)   high frequency (basic) sight words: those words students encounter often as they read.
  (b)   all other words that a given reader recognizes immediately.

Conclusion:
If a reader doesn't recognize the word at sight, a good reader will compare the new word to known words or use context. Often times getting the sounds for the beginning part of the word and thinking about what will make sense in the sentence will be enough to enable the learner to figure out an unknown word, as long as this unknown word is one that the learner has heard before and knows the meaning of.

10.   *Are there other related terms to know?*

Phonics vs. Phonetic Recoding (Phonetics)

Although the term phonics is commonly used to refer to the skill of matching letters to sounds, the technical term is phonetic recoding.

Phonics: the teaching of phonetic recoding
Phonetic recoding (phonetics): the skill of matching letters to sounds

Phonological Recoding: the technical term for the process of getting words into long term memory by recoding the written symbols for the word to the pronunciation of the whole word.

Phonological Memory: The two terms together, phonetic recoding and phonological recoding, make up phonological memory.

Bibliography of Phonemic Awareness and Phonics Resources

Adams, M. J., Foorman, B. R., Lundberg, D., & Beeler, T. (1988). Phonemic awareness in young
    children.

Cunningham, P. (1995). Phonics they use: Words for reading and writing (2nd ed.).New
    York, NY: HarperCollins College Publishing.

Cunningham, P. & Hall, D. (1998). Month-by-month phonics for first grade. Greensboro, NC:
    Carson-Dellosa Publishing.

Cunningham, P. & Hall, D. (1998). Month-by-month phonics for second grade. Greensboro,
    NC: Carson-Dellosa Publishing.

Cunningham, P. & Hall, D. (1998). Month-by-month phonics for third grade . Greensboro, NC:
    Carson-Dellosa Publishing.

Cunningham, P. & Hall, D. (1998). Month-by-month phonics for upper grades: A second chance
    for struggling readers and students learning English. Greensboro, NC: Carson-Dellosa
    Publishing.

Earobics 1 for adolescents and adults. $229.
    http://earobics.com/index.html

Ericson, L., & Juliebo, M. (1998). The phonological awareness handbook for kindergarten and
    primary teachers. Newark, DE: International Reading Association.

Fox, B. (1996). Strategies for word identification. Englewood Cliffs, NJ: Merrill/Prentice-Hall.

Fitzpatrick, J. (1997). Phonemic awareness. Playing with sounds to strengthen
    beginning reading skills. Cypress, CA: Creative Teaching Press.

Goldsworthy, C. (1998). Sourcebook of phonological awareness activities: Children's classic
    literature.

Hall, D., & Cunningham, P. (1997). Month-by-month phonics for kindergarten students.
    Greensboro, NC: Carson-Dellosa.

Hull, Marion A., & Fox, B. (1998). Phonics for the teacher of reading. 7th edition.
    Prentice Hall Publishing Company, NJ.

Opitz, M. (2000). Rhymes and reasons: Literature and language play for phonological awareness.

National Reading Panel (2000). Teaching children to read: An evidenced-based assessment of the
    scientific research literature on reading and its implications for reading instruction.
    Located at http://www.nationalreadingpanel.org (where the document can be downloaded or
    ordered from that national Institute of Child Health and Human Development).

Strickland, D. (1998). Teaching phonics today: A primer for educators. Newark, DE: IRA.

Spector, C. (1999). Sound effects: Activities for developing phonological awareness.

Tester, B., & Horoch, S. (1998). Phonics in context. Glenview, IL: Good Year
    Books/Scott Foresman.

Thistlethwaite, L. (1999). Book A2: Phonics and spelling (Literacy Resource Series).
    Macomb, IL: Curriculum Publications Clearinghouse/Western Illinois University.

Torgesen, J., & Mathes, P. (2000). <u>A basic guide to understanding, assessing, and teaching phonological awareness</u>.

Torgesen, J., & Bryant, B. <u>Phonological awareness training for reading</u>. $129.

Drama: Finger Plays

Song: "Five Little Pumpkins" from Silberg, J. (1991). In <u>My Toes are Starting to Wiggle!</u> Leawood, NI: Miss Opckie Music/Gryphon House.

Have five children sit on the floor in front of the rest or the group. Give each one a number 1 to 5. The rest of the group sings the song while the five pumpkins do the actions. All the pumpkins do the actions for the beginning and ending lines. Make sure each child has a chance to be a pumpkin. If you think the song is too scary, make up other words and actions that are less scary.

In brackets are actions for each line are activities that go with the song.

ALL   Five little pumpkins sitting on a gate.   [Hold up five fingers.]

The first one said, "Oh, my, it's getting late."   [Point one finger to your wrist.]

The second one said, "There are witches in the air."   [Wave both hands in the air over your head.]

The third one said, "But we don't care."   [Flop both hands forward, bending at the wrists.]

The fourth one said, "Lets run and run and run."   [Make fists and move them in circles beside your body, as though running.]

The fifth one said, "I'm ready for some fun."   [Point thumbs toward chest.]

ALL   "Oo-oo!" went the wind   [Throw arms up in air.]
ALL   And out went the light,   [Clap hands in front of your body.]

ALL   And the five little pumpkins rolled out of sight.   [Hands make a rolling motion away from your body.]

Drama:
Role-Playing to Problem-Solve
at the Kindergarten - First Grade Level

1. Have kindergarten students play the role of teachers while the teacher plays the role of the principal (O'Neill, 1989). They consider how to induct kindergarten children into the life of school, recognizing that many students have real fears about leaving home and going to school.
    Read That Dreadful Day by James Stephenson.
    The "principal" asks the "teachers, "What problems might we have on the first day of school because some of the children are afraid? What do you remember about your first day of school? What could have been done to make it easier for you?" (Children will automatically share their own stories.)
    Several adults are in the room and are designated to be the "new children." The principal and the teachers observe how these new children are acting and what they might be feeling or thinking.
    Each "child" is given a group of "teachers" who will be responsible for her. The "teachers" are directed to help the "new child" not to be afraid. The "teachers" explain school life to the "children," introducing them to classroom materials and practices, explain rules, tell stories, read to them, and help them to feel comfortable.
    Afterwards, the "principal" and his "staff" reflect on what they have learned. [What changes in this role-play would be necessary to make this activity an appropriate one for students coming from a small country grade school to the school's consolidated high school?]

2. Before reading to children the story The Dragon in the Matchbox, have them make dragon sounds and act like a dragon.
    This story is about a little boy who brings his pet dragon to school in a little matchbox. The dragon escapes, of course, and grows to a fierce size. The teacher, afraid of the dragon, stands on her desk screaming.
    After reading the story, assume the role of the dragon, lie down on the floor, and invite the children to ask you questions.
    You can also have students work in pairs, playing dragon-teacher roles and asking one another questions.
    Debriefing, having students talk about how they feel about the dragon and sharing questions, is an important part of this activity.
    As a culminating activity, have children draw a dragon and a teacher and write what they think the dragon and teacher might say to each other. Interestingly, some students will draw solely from the book, some solely from the dramatization, and some will integrate the information from the two sources. Children will draw upon the reading selection and upon the process drama.

Crumpler, T. (2000). Dragons in matchboxes: Process drama and intertextuality in young children's writing. Illinois Reading Council Journal, 27 (3), 30-39.

Environmental Print Activity

A definition of environmental print:
Environmental print is print that is found outside of reading texts, the print that one encounters in one's living environment. Most frequently, this is print found on signs or embedded within logos, e.g., the way Crest is spelled on a tube of Crest toothpaste or the words "Pizza" and "Hut" under the red roof.

Children reading environmental print in and out of its environment:
Where the word is found and the logo/picture accompanying the word help the reader to identify the word. Often times a reader will recognize a word in its environment but not recognize that same word when it is written on a sheet of paper. For example, the child may recognize the word Pepsi when it is written on a can that has just come from a soft drink machine but not recognize the word Pepsi written on a sheet of paper.

Factors to consider when reading environmental print:
1. First and foremost, how important the word-logo is to the child and how frequently the child sees the word
2. How specifically the teacher/parent talks with the child about the print contained in the logo
3. How "busy" the logo is with print (more than a key word or very short phrase)

Levels of difficulty in reading environmental print:
In order of difficulty of recognition, consider the words McDonald's and Crest--
1. Easiest for the child to read is the word McDonald's as it appears on the sign above the restaurant or the word Crest on an actual tube of toothpaste.
2. Next in difficulty is a photograph showing the McDonald's sign in its natural environment or a picture of a tube of Crest toothpaste.
3. Next in difficulty for the word McDonald's is the word written as it appears in an ad for McDonald's, with the M using the logo of the golden arches. For Crest, this level of difficulty would be the word Crest spelled with its familiar red and blue letters in the Crest style of writing.
4. One of the most difficult levels is the word McDonald's or Crest written in black manuscript printing (not in its logo-print).
5. The highest level of difficulty is represented by the McDonald's or Crest written in a variety of fonts.

Person constructing the environmental print booklet:
1. Teacher
2. Parents, perhaps as an adult literacy activity where parents constructs the booklet from materials provided by the adult educator

Activities to precede the construction of the environmental print book:
1.   Walking or riding tour with the child to see what environmental print s/he already knows
        Point to various examples of environmental print and ask the child "What does that say?"
2.   Discussion with the child's parent about what environmental print might be known, perhaps
        a "walking tour" through the cupboard or pantry
3.   Consideration of the environmental print in the classroom that the child has been exposed to

Decisions about which logos to use:
1.   Be sure to use logos that do have embedded print rather than logos that only have a
        pictogram or symbol or use only initials to represent the product or idea. For instance, you
        wouldn't want a "hat" to indicated the woman's rest room unless the word woman
        appeared under the hat.
2.   You may want to have logos represent a single category of item. Typically, however, several
        categories of items are used.
        fast-food restaurants
        other stores familiar to the child
        food items
        a specific kind of food item, such as candy bars or kinds of cereals
        directives, e.g., "exit," "men," "no parking," or "enter."
                (You may want to use these only if a logo accompanies the words, or you may want
                to have a separate section of the book for common print found in the environment
                that have no logos associated with the words. In this case, the larger environment
                for the word would be important - a reason to use photographs.)
3.   Choose words because they represent certain phonic elements (e.g., t, ch, "long" [glided] e,
        etc.) or phonograms (e.g., -ell, -ut, -est) that you want to teach.

Obtaining the logos:
1.   Taking photographs around town
2.   Stopping by business establishments for paper products that contain the logo
3.   Checking Internet sites
4.   Using a cut-out from a wrapper/box (grocery store)

Creation of the book:
General:
1.   Necessary for the book itself, several of the following depending on the type of book:
        a set of notecards to affix the logos to
        cardboard cut-outs from actual boxes (that would be possible if you were focusing on
grocery store items, such as names for common cereals).
        small photo album if you plan to slip the note cards or cut-outs into the plastic sleeves
        a hole-punch to punch for punching holes in the cards and a metal ring to slip the punched
cards onto
2.   Decisions about ordering the logos
        grouping all of one type of logo together
        ordering by level of difficulty in reading the environmental print in its "print only"
format (items with easier phonic elements or easier phonograms first)

For young children:
1.   Use photos, if possible, to provide the most complete environment.
2.   Put the photo on one side and the print embedded within the logo on the other.
3.   Perhaps only use one side of the card, having just the photo or just the logo-print.
4.   An easy type of environmental print book to make is one using the child's favorite cereals.
        You can buy the small boxes in the mixed pack of cereals. The entire front of these little
        boxes can be used. Simply cut out the front of each little box, hole punch the top left corner
        of each, and put the set of box fronts on a ring. (This, of course, works only if the child is
        familiar with a number of cereal names and knows what the boxes look like that the cereal
        comes in.)

For school-age children:
1.	Put the logo (with the print) on one side.
2.	Write the word in traditional manuscript writing on the other.

Reading activities with the environmental print books:
1.	With young children, you may just have them read the word as it is embedded within its logo.
2.	With older children, you may begin with either the logo side or the print-only side. You may want to do it one way sometimes and the other way other times.
Beginning with the logo side builds confidence.
Beginning with the print side allows for more in-depth assessment of print skills and provides the child with a means of self-checking his or her accuracy.
3.	For selected pages in the book, do a mini-lesson on a phonics lesson. Focus on a particular phonic element and talk with the child about other words that have this same phonic element.
For older readers, consider how this might be the basis for Brand Name Phonics. See Patricia Cunningham's *Phonics for Upper Grade Readers*.

Activities to Help Students Analyze Words
and Move Them into Long-Term Memory
(as sight words)

A.   **"On the spot" Activities (to help the student decode the word)**
         [Try remembering the 9 C's.]
         [An example is given for the activity, often using the word <u>population</u> from a textbook
         chapter on immigration.]
         [These activities don't take any teacher preparation.]

4.   Consider
      c.   What words would you expect to find in a passage about this topic (expectancy
            clues)?
      Example: I'm reading about immigration. I need to keep in mind that words I don't know
will be dealing with that topic.

2.   Context
      a.   Read to the end of the sentence/paragraph and think about what would make sense,
            e.g., "Just Say Blank."
      b.   Example: Immigrants and their children made up over half the <u>population</u> of
            America's big cities in 1900. (A logical guess would be <u>number</u>.)

3.   piCture Context
      a.   Look at the picture that accompanies the text.
      b.   Example: With the section discussing <u>population</u> is a picture of a boatload of
            people.

4.   (initial) Consonant
      a.   Often context + initial consonant are all a reader needs to figure out the word.
      b.   Example: What word means number, deals with people, and starts with p?
            persons? people?

5.   Concentrate
      a.   Have the student look closely at the word, concentrating on it (perhaps saying the
            letters aloud). Sometimes corrective readers don't look sequentially at the word if
            not specifically directed to do so. Have the student think about features of the word.
      b.   Example: p-o-p-u-l-a-t-i-o-n
            Find the letters that say their names.
            Find the letters that make the /sh/ sound.
            [This strategy is more helpful with short words like <u>fish</u>. For longer words,
chunking (#6) needs to be done first.]
      c.   Example: f - i - s - h
            Fish begins and ends with a tall letter.
            Talk about whether or not there are any silent letters.

6.   Chunk (frame):
    a.   With your index fingers, frame various parts of the word so that the student can concentrate on a part:

the onset   /bl/ue
the rime   gr/een/
a known word that is part of the unknown word   t/rain/
the base word   dis/honest/y
1st syllable   /neigh/borhood
2nd syllable   neigh/bor/hood
3rd syllable   neighbor/hood/

    b.   Example: /pop/u/la/tion

    c.   Note about framing: What about asking the student to chunk the word?
This is a good approach once the student understands the concept.
Even though s/he may not do it according to the syllabication rules, the student will often get close enough to approximate the pronunciation of the word.
Then the student can use context to fine-tune the pronunciation.
You might then have the student look in the dictionary to see how closely his/her chunks correspond to the way the dictionary chunks the words. The student can also look at the diacritical (pronunciation) markings.

7.   Compare/contrast
Have the student compare each framed part to words s/he knows.
    a.   What words can you think of that the student knows that will help the student compare each part?
      1)   Example: string
Does the student know ring?
If not, remind the student the he knows running, a word on the word wall. Have him listen for the sound of -ing.
Does the student know rat? Have the student listen for the beginning sound.
Look at ring again. Have the student thing about what s/he knows about rat and running.
Does the student know star? Or the name Steve?
      2)   Example: pop/u/la/tion
pop (known word)
u (like the u in bus or the u in usual?)
la (la or la)
tion (known ending)
      3)   Framing the "little words" within the big words sometimes is effective.
Why is framing the "little words" within the big words sometimes a problem?
Example: tomorrow: tom or row   (Helps)
Example: father: fat her (Is a problem)

8.	Combine:
	a.	Have students put the parts together.
	b.	Example: string		Blend the parts st- (step) and ring
	c.	Example: population	Blend the parts pop - u - la - tion.

9.	Clap
	a.	Clap the word while saying each syllable.
	b.	Why is this not effective to do when first trying to get the student to pronounce the word? [Often you can't tell the number of syllables in the word if you can't pronounce it first.]

**B.	Additional Activities:**
	To help the student place the word into long-term memory so that it will be immediately recognized as a sight word

	[Many of these activities take some preparation. You can't do the activity "on the spot."]

1.	More Compare/Contrast
	a.	Word Families
		1)	Perhaps focus on a key phonogram with Brand Name Phonics - either a lesson Cunningham has already developed or one you developed.
		2)	Make a tachistoscope so that the student can practice word families using a manipulative.
		3)	Make a flip book. A word using the phonogram is written on the last card and a variety of possible onsets are written on short cards that can be flipped to use with the phonogram highlighted on the back page.
		4)	Build an ice cream cone where the phonogram is written on the cone and various onsets are piled on as scoops of ice cream.
		5)	Have the student write a poem using a number of words from the same word family.
	b.	Word Sorts
		1)	Do a variety of Word Sort activities. Students can sort their pile of words for a variety of features: same spelling pattern, same rime, same rhyme, same initial consonants, same final consonant(s), etc.
		2)	Remember that the Making Words activity has a sorting component.

	c.	Making Words
		Have the target word be the mystery word in a "Making Words" activity.

3.   More Context Work
       Continue practicing the word in new contexts.

       Sentence level:
       a.   Use the <u>Guess the Covered Word</u> activity (context plus carefully looking at the
              word left to right).

       b.   Make a <u>"Silly Sentences" flip book</u> for the student to use.

                     Example for target word <u>climbed</u>:

                                   The old man   climbed   up the hill.
                                   The tiny baby   [rolled]out of his bed.
                                   The horses   [walked]   down to the creek.

                                   You may use different verbs on the middle section.
                                   To focus on the target word <u>climbed</u>, you might write it on the center
                                   section and not create other verb cards to flip over it.

       c.   Make sentences with words from a word bank. You can buy a set of words on
              magnetic strips for sentence making.

       Story level:
       a.   Provide experiences for the student to read the word in context. Compose a
              paragraph "story" with the word used frequently.
       b.   Develop a cloze activity. White out selected words and have the student use context
              to determine what they might be.

4.   Spelling
       a.   Have the student learn to spell the word by manipulating the cut-apart letters to spell
              the word. Some people call this a word scramble. Then the student can practice
              spelling the word from memory.
       b.   Have students investigate a letter pattern with a lenient neighborhood, e.g., <u>ea</u> that
              can pronounced like the ea in <u>bean</u>, <u>head</u>, <u>great</u>, etc. Students collect a variety of
              words, categorize them, and come up with their own generalization.

5.   Writing in context
       Provide experiences for the student to write the word in context. Have the student dictate to
you (or write himself) a story that repeatedly uses the word being targeted. Or have the student
write patterned sentences filling in one blank with the target word. Be sure to give a model.
                     I climbed up the hill.
                     I <u>climbed</u> after Tom.
                     I <u>climbed</u> <u>the rope</u>.

6.   Games
       Students at all grade levels like to play games.
       a.   <u>Hangman:</u> The student guesses letters trying to figure out the word.
       b.   <u>RIVET:</u> Students guess the word as the teacher fills in the letters one at a time,
              starting with the first letter.
       c.   <u>Memory/Concentration:</u> The student turns over words and identifies them as being
              in the same word family (being spelled the same and rhyming) or not being in the
              same word family.
       d.   <u>Mystery Word Match:</u> Have the three-syllable mystery word be the target word.

7. Word Wall
   a. Put the word on the Word Wall and include it in a variety of activities you do with the words on the Word Wall.
   b. One of the best activities is "Be a Mind Reader."

8. Intensive phonics (Not my favorite - be careful not to overuse!)
   Develop an intensive phonics exercise. Given a group of three known words and three target words, have the student recognize the target words as wholes after you
   (1) show and pronounce each target word and have the student locate the word,
   (2) show each target word and encourage the student to pronounce and locate it, and
   (3) pronounce each target word and have the student locate it.

   After locating the studied target words, have the student complete a cloze exercise spelling each target word.

Literacy Resource Series: Book B
Phonics and Spelling

Table of Contents

1.   Beginning Activities
        b.   Phonemic Activities
        c.   Alphabet Activities
        d.   Alphabet Books
        e.   What Do You Notice?
        f.   Using Readers' Names
        g.   Word Walls

2.   Using Context
        a.   Sight Words in Context
        b.   Cloze Strategy for Word Pronunciation (Guess the Covered Word)
        c.   "Just Say Blank" - A Form of Cloze
        d.   Sentence Strips

3. Comparing and Contrasting   a.   Word Family Approach
            Flip Books
            Word Slotters
            Rimes and Rhymes
    b.   Compare/Contrast (Word Analogies)
    c.   Alternative Sounds
    d.   The Spelling Pattern (Neighborhood) Approach
    e.   Word Chunking
    f.   Advanced Word Chunking (Structural Analysis)

4. Phonic Elements in Real Reading Materials
    a.   Using Literature to Teach Phonics
    b.   Brand Name Phonics
    c.   Using Stories for Pictures as the Basis for Teaching Phonic Elements

9. Spelling Strategies
    a.   An Update on Look-Say-Read-Cover-Write: A Visual-Kinesthetic Approach
    b.   Making Words
    c.   Writing the Word (Tracing)
    d.   Word Blocking
    e.   Check the Correct Letters
    f.   Spelling Tries
    g.   Using the Known to Spell the Unknown
    h.   What Looks Right?
    i.   Second Verses and Copycat Stories

10. Spelling Games and Activities
    a.   Games for Individuals or Pairs of Students
    b.   Games for Groups

11. Learner Independence in Phonics and Spelling
    a.   Flash Cards for Sight Words
    b.   Readers Keeping Track of Unknown Words with Learner-Made Word
            Cards
    c.   Spelling Pattern Investigation
    d.   Learners Analyzing Their Own Miscues
    e.   Word Sorts
    f.   Have-A-Go-Spelling

Parents as Partners:

Preparing for and Participating in the School Experience

Ten-Step Program
for Preparing Children from Family Literacy Programs
for K-1 Success:
Parent Involvement Focus

Topic

What Research Says

Classroom Activities

Workshop Activities
to Provide
Staff Development for Family Literacy Educators

.

en-Step Program
r Preparing Children from Family Literacy Programs
r K-1 Success:
arent Involvement Focus

Topic

What Research Says

Parents' Responsibilities

How Family Literacy Educators Assist

Workshop Activities to Provide Staff Development for Family Literacy Educators

Help your child to become more verbal and to have a wider vocabulary

Talk to your child
Encourage questions

Help your child to "play" with language

Read rhyming books and poems
Have your child predict rhymes
Sing songs that can build phonemic awareness

What Research Says

Parents' Responsibilities

How Family Literacy Educators Assist

Workshop Activities to Provide Staff Development for Family Literacy Educators

Help your child to enjoy books

Read to your child.
Take a picture walk and talk about the book might be about.
Stop a couple of times during the reading to have the child predict what might happen next.
Have the child "pretend read" the book to you or a stuffed animal.

Help your child to develop a sense of story - the idea that a story has a beginning, a middle, and an end

Together write a story for a wordless book

What Research Says

Parents' Responsibilities

How Family Literacy Educators Assist

Workshop Activities to Provide Staff Development for Family Literacy Educators

Help your child to become comfortable with writing

Create your own alphabet book (Pam knows the letter A)
Keep a variety of writing materials in a special place; bring them out under your supervision

Help your child to read environmental print

Talk about the signs you see
Make a logo book

Help your child to count and to understand the relationship between the number itself and the number of items (helps develop logical thinking, so important to understanding what you read).

Parents' Responsibilities

How Family Literacy Educators Assist

Workshop Activities to Provide Staff Development for Family Literacy Educators

 Help your child to follow directions (so important to understanding sequence).

ie 3-step program:
Look
Listen
Think

Help your child to problem-solve (so important to understanding the goal-problem-solution nature of stories).

sk questions like:
hy do we need an umbrella today?
hy do you need to go to bed earlier tonight?

. Make a commitment to stay involved in your child's education

Providing the Training that Parents Need
in order to Help their Children with Literacy

View One: Focus on only those parents who have low literacy skills.

               Though you can't assume that parents of your struggling readers are ones who have
               low literacy skills themselves, it is often true that parents of those children who
               struggle with literacy also struggle with literacy themselves.

               These parents may feel more comfortable getting together with other parents with
               whom they can identify.

View Two: Include all parents, making sure that what you are asking parents to do doesn't
               require that they have high literacy skills

               A more heterogeneous group may provide for a richer learning and social
experience.

               Not signaling these parents out may reduce the stigma.

Points to Remember
1.   Get a couple of parents to help plan.
2.   Be pleased if you reach five families.
3.   Serve food!

Children's Literature Book Discussions

If there is no program in your area, you might want to start one. You may want to use the resources
noted in the discussion of the programs under Part 1 or other resources more relevant for your
children and their families.

Family Literacy Week (or Month)

1.   Plan three sessions for both parents and children to attend.
2.   Have a focus for each session, such as reading to your children or helping your children to
        rhyme.
3.   For the first 45 minutes, have the parents in one room and the children in another.
4.   While working with the parents, MODEL - don't just talk ABOUT it. Make sure that parents
        have materials to take with them to try what you have taught.
5.   Bring the two groups together so that parents can try out what they learned and plan to
        practice at home.

Helping Parents
to Effectively Read Stories to their Children
and to Talk about the Stories

Assure the adults:
The "Golden Rule" is simply to spend time reading with your child! Make it a pleasurable experience. Trust your instincts.   Parents have been "lap reading" for a long time.   You'll know what to do! You can enhance your reading time if you think about the following ideas.

A version of this material to give to parents is also included.

1.   Choose appropriate books.
        F.   Have your child help choose several books.
        B.   Be aware that you will need to monitor these choices.
                You want the vocabulary to be appropriate.
                You don't want the book to be so difficult that the child will have a difficult time
        attending.
                Be sure that the book is sending a "message" to the child that you think is
        appropriate.
                                Example:
                                Hazen, B. (1981) Even if I did something awful. New York:
                                        Atheneum.

        C.   Ask you librarian for choices.
        D.   Books that are predictable are good choices.
                Books may be predictable because they include rhyme.
                The events might be predictable because the child is familiar with these kinds of
        happenings.
                                Example:
                                        Krischanitz, R. (1999). Nobody likes me. New York:
                                                North-South Books.
                Having a repeated phrase or sentence makes books predictable.

2.   With your child, preview the book.
        A.   Look at the cover and ask what the book might be about.
        B.   You might do a picture walk. See if it looks like it's going to be about what you
                predicted. Don't always do this; it may spoil the surprise ending.
                Don't spend so much time on this that the child gets bored with it.
                Ask a few questions, e.g., "What does it look like is happening in this picture?"
        C.   Talk about how this book is like or not like another book the two of you have read
                together.
                How are the two books noted above alike?

3.	Read the book, talking with your child about the book as you read.
	A.	Read expressively and at an appropriate rate.
		Vary your voice for different characters.
		Read at a pace that makes it easy for your child to listen.
	B.	Don't point to each word as you read. However, you may want to run your finger smoothly under the line of print that you're reading.
	C.	You may want to involve your child by having him or her turn the pages. This helps some children to attend.
	D.	At several points during your reading, stop to talk about what is happening.
		Ask a question that gets the child involved with the story.
			"Do you think it was a good idea for Andy to take his teddy bear to school?"
		Have the child make a prediction.
			What is happening in this picture?
			What do you think is going to happen next?
			Do you think the kids will do what their mom told them to do?
		DON'T DO SO MUCH OF THIS THAT IT DETRACTS FROM THE PLEASURE OF READING THE BOOK.
	E.	Encourage your child to read with you.
		Especially after multiple readings, your child may be ready to read with you or perhaps read the pages that have the repeated part.
		If the books has rhymes, sometimes have your child supply the rhyming word.
			Example: "Mother Doesn't Want a Dog" by Judith Viorst

4.	Have your child read the book to you.
	A.	Young children may simply "pretend read" after they have heard a story many times. Sometimes the child might "read" to a pet or doll.
	B.	Do a shared reading. You read a page; have the child read the next page. If your child has difficulty doing this, then you read a page and have your child read this same page.
	C.	With older children, step in and supply words that the child has difficulty with.
		Don't turn reading time into a phonics lesson.

5.	Do an after-reading activity.
	A.	See if your child has a favorite part he or she would like to hear again.
	B.	Put a rating on the book: "Like it a lot" or "Like this book a little."
	C.	After reading, if you really want to, you can go back to some of words your child had difficulty with and help your child figure them out.
		Best strategy: Read to the end of the sentence and think about what makes sense.
		Think about what the beginning sound might be.

Reading to Your Children

The "Golden Rule" is simply to spend time reading with your child! Make it a pleasurable experience. Trust your instincts.   Parents have been "lap reading" for a long time.   You'll know what to do! You can enhance your reading time if you think about the following ideas.

1.   ***Choose appropriate books.***
      A.   Have your child help choose several books.
      B.   Be aware that you will need to monitor these choices.
      C.   Ask you librarian for choices.
      D.   Books that are predictable (rhyme, repetition, or known story line) are good choices.

2.   ***With your child, preview the book.***
      A.   Look at the cover and ask what the book might be about.
      B.   You might do a picture walk. See if it looks like it's going to be about what you predicted. Don't always do this; it may spoil the surprise ending.
      C.   Talk about how this book is like or not like another book the two of you have read together.

3.   ***Read the book, talking with your child about the book as you read.***
      A.   Read expressively and at an appropriate rate.
      B.   Don't point to each word as you read. However, you may want to run your finger smoothly under the line of print that you're reading.
      C.   You may want to involve your child by having him or her turn the pages. This helps some children to attend.
      D.   At several points during your reading, stop to talk about what is happening. It's important to share ideas about the reading rather than just read the story from beginning to end. HOWEVER, DON'T DO SO MUCH OF THIS THAT IT DETRACTS FROM THE PLEASURE OF READING THE BOOK!
      E.   Encourage your child to read <u>with</u> you - the rhyming words, the repeated phrase, etc.

4.   ***Have your child read the book to you.***
      A.   Young children may simply "pretend read" after they have heard a story many times.
      B.   Do a shared reading, taking turns.
      C.   Caution: Don't turn reading time into a phonics lesson!

5.   ***Do an after-reading activity.***
      A.   See if your child has a favorite part he or she would like to hear again.
      B.   Put a rating on the book: "Like it a lot" or "Like this book a little."
      C.   After reading with older children, if you really want to, you can go back to some of words your child had difficulty with and help your child figure them out.

Additional Ways that Parents Can Help Prepare their Children for Reading
Rhyming

The competency of hearing rhymes and generating rhymes is important to a child learning about sound-letter correspondences. Often when a child encounters a new word when reading, the teacher will encourage the child to break the word apart in some manner and use what is known to figure out the unknown. For example, if the student encounters <u>chained</u>, the teacher might first frame the word <u>chain</u> for the student to pronounce. If the student cannot pronounce the word <u>chain</u>, the teacher might draw the student's attention to the word <u>rain</u> that the teacher is sure the child does know. The teacher encourages the child to use what he knows about <u>rain</u> to pronounce the word <u>chain</u>.

For students who have a concept of rhyme, this is not a difficult task. For many children, the concept of rhyme is learned without it being taught. They may even drive their parents crazy rhyming nonsense words! However, development of the concept of rhyme is not natural for all children. Some children need to have this specifically taught. It is much easier to teach the concept of rhyme when the student doesn't also have to be concerned with figuring out what letters make what sound!

Parents can provide much practice helping their children learn to rhyme when the focus is simply on oral language. Neither the child nor the parent has to be concerned with the child identifying which sounds to use for which letters.

Teach parents these steps:
1.	Read poems that rhyme.
2.	Re-read the poem, and have the child fill in the rhyming word. The child just heard the parent read this, so this shouldn't be difficult.
3.	Read a poem with rhyme and have the child guess what the rhyming word might be.
4.	As a final step, give the child a word and see if he can rhyme another word with it.

Share your favorites from the resources provided and from your own collections with parents:
1.	Poems
2.	Songs

Shared Reading of Rhymes with Children

Poetry texts (books written in verse)

Anderson, E. (1977). 1, 2, 3. New York: Clifton.
Flemming, D. (1991). In the tall tall grass. New York: Henry Holt.
Langstaff, J. (1989). Oh, a-hunting we will go. Boston: Houghton-Mifflin.
LeSieg, T. (1961). Ten apples up on top! New York: Random House.
Dragonwagon, C. (1990) Half a moon and one whole star. New York: Alladin.

Poetry collections

Emberly, B. (1967). Drummer hoff. New York: Simon and Schuster.
Jones, I., & Jones, M. (2000).   Good night, sleep tight. New York: Scholastic.
Sendak, M. (1962). Chicken soup. New York: Scholastic.
Silverstein, S. (1974). Where the sidewalk ends. New York: HarperCollins.

Other:
Bailey, B. (1996). I love you rituals: Activities to build bonds and strengthen relationships.
        Oveida, FL: Loving Guidance, Inc.

Special text

McCracken, R., & McCracken, M. (1988). Songs, stories, and poetry to teach reading
        and writing. Manitoba, Canada: Peguis.

A Few Favorite Easy-to-Read Poems

Five Little Puppies
Eric Finney

Five little puppies
Lying in a heap,
Five little puppies
All fast asleep.

One's called Pop—
He's full of fizz;
Two's called Nosy—
Because she is;
Three and four
Are Dot and Spot,
And five is Flipper;
That's the lot.

Five little puppies,
All flopped about,
All fast asleep,
All crashed out.

Into the Bathtub
Wendy Cope

Into the bathtub,
Great big splosh.
Toes in the bathtub,
Toes in the wash.

Soap's very slidy,
Soap smells sweet.
Soap all over,
Soap on your feet.

Rinse all the soap off,
Dirt floats away.
Dirt in the water.
Water's gone gray.

Out of the bathtub,
Glug, glug, glug.
Great big towel,
Great big hug.

The Story of the Little Woman
Anonymous

There was a little woman,
As I have heard tell,
She went to the market
Her eggs to sell,
She went to the market,
All on market day,
And she fell asleep
On the King's highway.

There came by a peddler
His name was Stout,
He cut her petticoats
All 'round about;
He cut her petticoats
Up to her knees,
Which made the poor
woman
To shiver and sneeze.

When the little woman
Began to awake,
She began to shiver,
And she began to shake;
She began to shake,
And she began to cry,
Goodness mercy on me,
This is none of I!

If it be not I,
As I supposed it be,
I have a little dog at home,
And he knows me;
If it be I
He'll wag his little tail,
And if be not I,
He'll loudly bark and wail.

Home went the little
woman,
All in the dark,
Up jumped the little dog,
And he began to bark.
He began to bark,
And she began to cry,
Goodness mercy on me,
I see I be not I!

This poor little woman
Passed the night on a stile,
She shivered with cold,
And she trembled the
while;
She slept not a wink
But was all night awake,
And was heartily glad
When morning did break.

There came by the peddler
Returning from town,
She asked him for
something
To match her short gown,
The sly peddler rogue
Showed the piece he'd
purloined,
Said to the woman,
It will do nicely joined.

She pinned on the piece,
And exclaimed, "What a
match!"
I am lucky indeed
Such a bargain to catch.
The dog wagged his tail,
And she began to cry,
Goodness mercy on me,
I've discovered it be I.

Ten Tired Tigers
Ivan Jones

Ten tired tigers asleep in
Tiger Bay;
Nine tired nanny goats
napping on the hay;
Eight tired elephants
dozing by a tree;
Seven tired sea lions
floating on the sea;
Six tired skunks
   snoring on their own;
Five tired frogs
    stretched out on a
stone;
Four tired flamingos
resting on one leg;
Three tired thrushes '
sitting on their eggs;
Two tired tortoises
   sleeping in a shed;
One tired teddy
   tucked up in my bed.

My Crocodile
Tony Mitton

My crocodile is very
small.
He has no claws or teeth at
all.
He doesn't scratch; he
doesn't bite.
He's safe to take to bed at
night.
I love his little beady eyes.
I love him more than
lullabies.
I love his cheeky crockish
grin.
So don't forget to tuck him
in.
For when he's there, I'm
glad to say,
He helps to snap bad
dreams away.

What Can be Got Out of Bedtime?
Barry On

Well, let me see;
There's BED
And TED
And TEE
and BE.

There's TIM
(He's DIM!)
And DEE
(Who's she?)

There's BIDE
And TIDE
And TIE
And DIE.

There's ITEM
And BITE 'EM.
What more can we see?
There's TIME to find
MITE
And to BID for a BEE.

There's BET
And the DEBT
That then must be MET.
There's EDIT and BIT
(And that's almost IT).

That's not a bad list,
I think you'll agree;
But the best I can get
Out of BEDTIME is ME!

Night in the Jungle
Sue Cowling

Night in the jungle.
Taxis prowl,
Ambulances yelp,
Late buses growl,

Airplanes screech,
Tugboats grunt,
Freight trains chatter,
Police cars hunt.

Metal monsters
Surround my den—
daylight comes
And they're tame again!

Where Are You Going, Jenny?
John Foster

Where are you going,
Jenny,
Dressed in green?
I'm going to the palace
To dine with the queen.

Where are you going,
Jenny,
Dressed in red?
I'm going for a ride
On Santa's sled.

Were are you going,
Jenny,
Dressed in blue?
I'm going to have tea
With a kangaroo.

Where are you going,
Jenny,
Dressed in white?
I'm going for a sail
On the ship of the night.

Rhyming Songs for Children

Song: "Five Little Pumpkins" from Silberg, J. (1991). <u>My Toes are Starting to Wiggle!</u>
Leawood, NI: Gryphon House/Miss Opckie Music.

In brackets are actions for each line are activities that go with the song.

Five little pumpkins sitting on a gate.
    [Hold up five fingers.]
The first one said, "Oh, my, it's getting late."
    [Point one finger to your wrist.]
The second one said, "There are witches in the air."
    [Wave both hands in the air over your head.]
The third one said, "But we don't care."
    [Flop both hands forward, bending at the wrists.]
The fourth one said, "Lets run and run and run."
    [Make fists and move them in circles beside your body, as though running.]
The fifth one said, "I'm ready for some fun."
    [Point thumbs toward chest.]
"Oo-oo!" sent the wind
    [Throw arms up in air.]
and out went the light,
    [Clap hands in front of your body.]
And the five little pumpkins rolled out of sight.
    [Hands make a rolling motion away from your body.]

Have five children sit on the floor in front of the rest or the group. Give each one a number 1 to 5. The rest of the group sings the song while the five pumpkins do the actions. All the pumpkins do the actions for the beginning and ending lines. Make sure each child has a chance to be a pumpkin.   If you think the song is too scary, make up other words and actions that are less scary.

Phonemic Awareness Activities for Parents

1.   Rubberbanding Words

Encourage the child to s-t-r-e-t-c-h out a word while he goes down the slide, making the word "last" until he gets to the bottom.

2.   Same Sounds

Talk about words important to child and how they begin with the same sound.
      A.   What words begin with the same sound as the child's name?
      B.   What words begin with the same sound as the names of other family members?

Note to Teachers:
Parents certainly don't need to be taught these various aspects of phonemic awareness; however, you may find this listing useful as you consider more activities that might be appropriate for parents.

1.   Being aware of sound similarities and differences
2.   Isolating a phoneme
      Be careful about using this activity since it leads to the addition of extra sounds.
          Example: /b/ becomes /buh/
3.   Categorizing phonemes
4.   Hearing where a sound is in a sequence of words
5.   Blending
6.   Segmenting
7a.   Manipulating by deleting
7b.   Manipulating by adding
7c.   Manipulating by substituting

Songs for Phonemic Awareness

Isolating a Phoneme

"Who Has a /p/ Word to Share with Us"
Sung to the tune of "Jimmy Crack Corn"

Who has a /p/ word to share with us?
Who has a /p/ word to share with us?
Why has a /p/ word to share with us?
It must start with the /p/ sound.
(Responses are incorporated into the song.)
Pig is a word that starts with /p/.
Pig is a word that starts with /p/.
Pig is a word that starts with /p/.
Pig starts with the /p/ sound.

"What's the Sound that Starts Each Word?"
Sung to the tune of "Old MacDonald Had a Farm"

What's the sound that starts these words?
Turtle, **time**, and **teeth**?
(Wait for a response from the learners.)
/t/ is the word that starts these words:
Turtle, **time**, and **teeth**.
With a /t/, /t/ here and a /t/, /t/ there,
Here a /t/, there a /t/, everywhere a /t/, /t/.
/t/ is the sound that starts these words:
Turtle, **time**, and **teeth**.

Blending (requiring saying sounds in isolation)

"If You Think You Know the Word, Shout It Out"
Sung to the tune of "If You're Happy and You Know It, Clap Your Hands"

If you think you know this word, shout it out!
If you think you know this word, shout it out!
If you think you know this word,
Then tell me what you've heard,
If you think you know this word, shout it out!
/d/, /o/, /g/. (Say a segmented word such as /d/-/o/-/g/.)
DOG. (Have the learners respond by saying the blended word.)

Segmenting (saying sounds in isolation)

"Tell Me All the Sounds You Heard"
Sung to the tune of "Twinkle, Twinkle Little Star."

Listen, listen to my word

Then tell me all the sounds you heard: run
/r/ is one sound;
/u/ is two,
/n/ is the last in run
It's true.

Thanks for listening to my word
And telling me all the sounds you heard.

Manipulating Sounds

"I Have a Song that We Can Sing"
Sung to the tune of "I've Been Working on the Railroad"

      I have a song that we can sing;
      I have a song that we can sing;
      I have a song that we can sing;
      It goes something like this:

           Fe-Fi-Fiddly-I-o
           Fe-Fi-Fiddly-I-o
           Fe-Fi-Fiddly-I-oooo
           Now try it with the /z/ sound!

           Ze-Zi-Ziddly-I-o
           Ze-Zi-Ziddly-I-o
           Ze-Zi-Ziddly-I-oooo
           Now try it with the /m/ sound!

"Old MacDonald Had a Farm."

      The refrain "Ee-igh-ee-igh-o" can become "Be-bigh-be-bigh-boh" or "Me-migh-me-
      migh-moh."