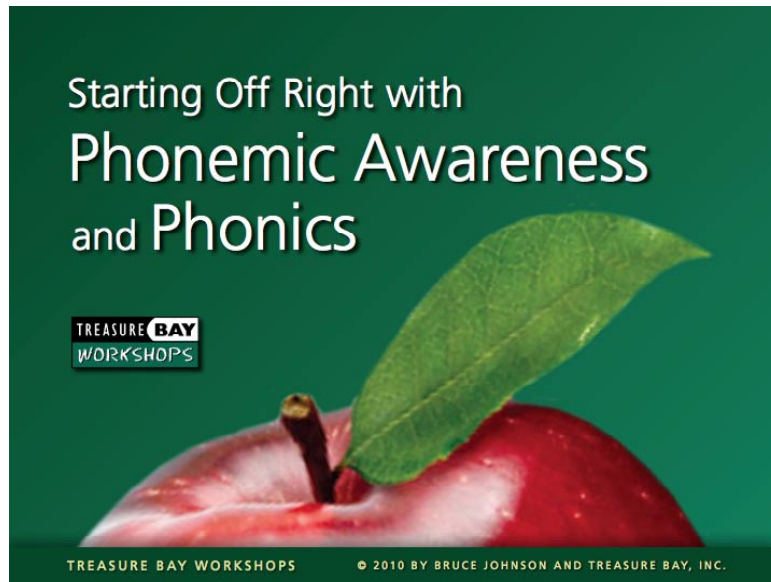


Workshop Sample Pages



This PDF provides you with sample pages of Treasure Bay's workshop "Starting Off Right with Phonemic Awareness and Phonics." If you purchase this workshop, it will come on a CD-ROM, which includes everything you need for the workshop. Included on the CD-ROM are three versions of the workshop, a mini-workshop for parents focusing on Phonemic Awareness, a mini-workshop for parents on Phonics, and a longer workshop covering both topics that is designed to be more appropriate for presentations to teachers and teacher's aides. The sample pages in this document are from the two mini-workshops for parents. The mini-workshops are designed to be customizable for workshop lengths ranging from 30 minutes to 2 hours.

The phonemic awareness presentation focuses on verbal games and activities parents can do to help prepare their children for reading. In this mini-workshop parents will learn how to help their child develop the ability to hear, identify, segment, and blend the individual sounds in spoken words.

The phonics presentation focuses on the relationship between sounds and letters and how to blend letter sounds together to decode written words. In this mini-workshop parents will learn simple games and activities they can do anytime with their child to reinforce phonics skills in reading.

The CD-ROM for the workshop includes the Presentations in two formats: PowerPoint for slides and PDFs for overheads. Also included on the CD-ROM are Handouts for the workshop participants and a Presenter Guide, which includes all the information you need to prepare a great workshop experience for everyone.

There are three sections in this PDF document of sample pages. To go to each section you can click on the appropriate bookmark on the left, or go to the PDF page number noted. The entire Presenter Guide is included, but only some of the pages of the other two sections are included in this document.

1. Sample pages of the Presenter Guide start on page 2 of this document.
2. Sample pages of the presentation Slides and Notes start on page 15 of this document. The "Notes" provide "talking points" on most slides for the presenter. The actual Slides are available in both PowerPoint and PDF formats on the CD-ROM.
3. Sample pages of the participant Handouts start on page 35 of this document.

Presenter Guide

Starting Off Right

with

Phonemic Awareness

and Phonics



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About the Workshops

Thank you for purchasing this workshop CD-ROM for Starting Off Right with Phonemic Awareness and Phonics.

This CD contains three different workshops:

1. Teacher Workshop – Starting Off Right with Phonemic Awareness and Phonics
2. Parent Workshop – Starting Off Right with Phonemic Awareness: Fun Activities to Help Your Child Prepare for Reading
3. Parent Workshop – Starting Off Right with Phonics: Fun Activities to Help Your Child in Reading

The Teacher Workshop is designed for educating teachers about phonemic awareness and phonics skills. It includes the skills a child needs to learn, how to teach these skills, recommended scope and sequence, a skills assessment, and fun activities to reinforce skills.

The ideal number of participants is between 20 and 25. This workshop is suitable for:

- Pre-K teachers, K–2 teachers, and support staff
- Grade 3–6 teachers with struggling readers
- Special education teachers
- Reading specialists

As noted above, there are Parent Workshops. The first one is focused on phonemic awareness, and it is mostly appropriate for parents of prereaders and parents of beginning and struggling readers. The second workshop is focused on phonics, and it is mostly appropriate for parents of beginning and struggling readers. Both of these workshops focus on parents learning fun activities that they can do with their children to reinforce skills that will aid their children in beginning to read.

These workshops can be delivered either using the PowerPoint presentation with a computer and projector or using transparencies with an overhead projector. If you have PowerPoint, the slides or transparencies can be customized for different timeframes and tailored to your audience. In the appendix you'll find suggestions for customizing the workshop for different formats and audiences.

CD-ROM Contents

The documents you'll find on the CD-ROM are described below. More details on how to use these materials are included later in this guide. The documents are in Microsoft Word, PowerPoint, and PDF formats. If you don't have Word or PowerPoint, the PDF-formatted documents are all you need. However, please note that customizing the workshop is much easier using Word and PowerPoint.

You may want to save the appropriate files listed below to your computer, and you may want to save the files using a different name. While you may copy the files to one or more computers, license for use is limited to use within one school district.

Presenter Guide. We recommend you print this document for easy reference:

Word *or* PDF file: Presenter Guide

Slides and Notes Pages. This document contains the slides and notes (“script”) for the workshop, which can be customized if you have PowerPoint. To revise the notes, open the PowerPoint document and in the View menu, select Notes Page. To print the notes, go to Print Preview and select Notes Pages under Print What. If you are using overheads, either print the slides from the PowerPoint presentation or from the PDF file noted below.

For the Teacher Workshop:

PowerPoint file: Teacher Workshop

or PDF files: Teacher Workshop Slides *and* Teacher Workshop Notes

For the Parent Workshop on Phonemic Awareness:

PowerPoint file: Parent Workshop–Phonemic Awareness

or PDF files: Parent Workshop–Phonemic Awareness Slides *and* Parent Workshop–Phonemic Awareness Notes

For the Parent Workshop on Phonics:

PowerPoint file: Parent Workshop–Phonics

or PDF files: Parent Workshop–Phonics Slides *and* Parent Workshop–Phonics Notes

Handouts. These handouts are for the packets you will distribute to each participant at the beginning of the workshop. The material coincides with the slide presentation.

For the Teacher Workshop:

Word file: Teacher Workshop Handouts

or PDF file: Teacher Workshop Handouts

For the Parent Workshop on Phonemic Awareness:

Word file: Parent Workshop–Phonemic Awareness Handouts

or PDF file: Parent Workshop–Phonemic Awareness Handouts

For the Parent Workshop on Phonics:

Word file: Parent Workshop–Phonics Handouts

or PDF file: Parent Workshop–Phonics Handouts

Materials

In addition to the contents of the CD-ROM, we recommend that you collect the materials described below.

Suggested Materials for the Phonics Breakout Sessions

- Thick paper and/or cardboard (white and/or lightly colored) to be cut up
- Three-by-five-inch blank index cards
- Markers or crayons
- Pencils or pens
- Scissors (enough for one pair for each small group in the breakout session)
- Rulers
- Pads of paper for writing notes (lined yellow pads, if possible)
- Pretend “cooking pot” and spoon (only needed for Alphabet Soup phonics game)

Books for Read-Aloud. While not necessary to the workshop, you might want to have a few books available that can be used for read-alouds to model both phonemic awareness and phonics activities. Appropriate books include:

- *The Cow That Went OINK* by Bernard Most (phonemic awareness example)
- *Ms. Bindergarten Gets Ready for Kindergarten* by Joseph Slate (phonics example)
- *We Read Phonics* book or other decodable book (phonics example)

Additional Materials

- Tent cards, if desired, so participants can put their names on their cards

Recommended Equipment

We recommend using a computer with the PowerPoint presentation to offer a better quality presentation; however, making overheads from a printout of the slides for use with an overhead projector is an option as well.

Additional Reading

Here are a few excellent books on beginning reading, which include more in-depth information about phonics and phonemic awareness. You may want to look at these books yourself before the workshop. They are also good recommendations for attendees who ask about additional reading material.

- *Straight Talk about Reading* by Susan L. Hall and Louisa C. Moats, Ed.D.
- *Teaching and Assessing Phonics* by Jeanne S. Chall and Helen M. Popp
- *Preventing Reading Difficulties in Young Children* by the National Research Council; Catherine E. Snow, M. Susan Burns, and Peg Griffin (editors)
- *I've Dibel'd Now What* by Susan Hall
- *Involving Parents in Their Children's Reading Development: A Guide for Teachers* by Bruce Johnson

Preparing for the Workshop

What to Do Now

Before it gets too close to the day of the workshop, become comfortable with the materials and organize what you can in advance. This will help minimize your stress level as the day approaches.

Review and Possibly Customize the Presentation

First, decide on the workshop audience and format (see appendixes). Then review the slides, notes pages, and handouts.

If you have software for Word and/or PowerPoint, you can customize the workshop materials to suit your needs. You may want to add your own content, ideas, and anecdotes, or you may want to delete certain sections, depending on your audience and the time available for the workshop. You may also want to add your contact information, such as name, title, and phone or e-mail address on the cover page of the handout.

An agenda for the workshops is included in the slides. This can be easily tailored to suit the format of your workshop. The handouts do not include an agenda, but if desired, this can be added or distributed separately.

Practice the Activities

Particularly if you are not familiar with the methods and activities covered in the workshop, it will be very helpful for you to practice some, or even all of them, yourself. You can practice them with children or with other educators. This will make you much more comfortable when talking about the activities, particularly during the breakout session.

Make a Presenter Handbook

Print the following documents from the CD-ROM and put them in a three-ring notebook with dividers for easy accessibility:

- a. This presenter guide.
- b. Note pages. If you have PowerPoint, open the presentation for the workshop and select File > Print > Print Preview, then Notes Pages under Print What *or* print the Notes PDF document for the workshop.
- c. Handouts for the workshop.
- d. Blank paper so you can record notes and ideas during the workshop.
- e. If using overhead transparencies, include these in your handbook.

Print Workshop Materials

Print handouts from the CD-ROM for all the participants. If you plan to use overhead transparencies, print those from the PowerPoint file or the PDF file.

Rehearse

Walk through the presentation to become comfortable presenting the material. Time yourself. Remember to allow enough time for participant interaction. The more you practice, the better the presentation will be. For the first presentation, don't worry if you don't do everything correctly or miss something. You're the expert. Participants will still learn a lot from the workshop.

Collect the Materials

Make sure you have all the materials you need for the breakout sessions for small groups (see Materials section above).

Before Workshop Day

At least one day prior to the workshop, arrange for any equipment that will need to be provided. Gather and prepare the materials you will need to take to the workshop.

Equipment

For PowerPoint presentation:

1. Computer projector
2. Computer or laptop with PowerPoint software
3. Extension cord

For overhead presentation:

1. Overhead projector
2. Overhead sheets (copied from slides provided)
3. Extension cord

Materials

If you have not done so already, print the handout file and copy enough sets of handouts for each participant. Gather all other materials for the workshop and put them in one place.

Calming the Nerves

It is common for presenters to be a bit nervous during their first few workshop presentations. Starting a workshop with a smile can help to calm the presenter and the participants.

Participants attend these workshops because they want to learn from your expertise. They expect the presenter to share information, be the authority, and be prepared. They are looking forward to a positive experience and want you to succeed.

Remember Your Audience

Participants are likely to have a lot of their own experiences to contribute to the workshop discussions. Ask for input throughout the workshop. Spark a discussion and encourage participants to share their successful methods.

Workshop Day

Setup

1. Room setup. If possible, set up the room in a horseshoe fashion so that all participants can see and talk with each other.
2. Equipment setup. Set up the equipment:

If using a computer projector, open the PowerPoint presentation and become comfortable with the remote control.

If using an overhead projector, be sure to check how the slides will project and adjust the focus.

3. Handouts. Have the handouts ready when participants arrive.
4. Put out materials. Set up a table with materials for the breakout sessions.

Conducting the Workshop

1. Use the notes as your guide. Face the audience. The slide on the top half of the page lets you look at your notes without turning your back to the audience to see the slide. The notes on the bottom of the page are there to remind you of any additional details to cover on that slide. As you discuss each slide, elaborate on anything in the handout that needs clarification. The text in italics can be used as a partial "script."
2. Let the participants guide you. Cover as much or as little as necessary, depending on the needs and experiences of the participants.
3. Audience participation. Ask for audience responses whenever appropriate. Answer questions as they come up.

After the Workshop

1. Review your notes and new activity ideas suggested by the participants. Update your slides, notes, and handout files with any of these ideas that you would like to include in the next workshop.
2. Send us feedback. Please send us your comments and ideas for improving the workshop. We'd like to hear from you. You can send e-mails to customerservice@webothread.com and reference this workshop.

Appendix A. Teacher Workshop Formats

The teacher workshop can be delivered in different timeframes for different audiences. We have included two options. Feel free to tailor these to suit your needs.

Option 1. All-Day Workshop

4 to 6 hours

Segment 1

Introduction

Part 1: Phonemic Awareness

- Definition
- Recommended skills and methods

Break (5 or 10 min)

- Scope and sequence
- Assessing skills

Break (5 or 10 min)

- Breakout session for small groups to practice activities

Lunch

Segment 2

Part 2: Phonics

- Definition
- Recommended skills and methods

Break (5 or 10 min)

- Scope and sequence
- Assessing skills

Break (5 or 10 min)

- Breakout session to practice activities (plus make-and-take)

Wrap-up and Q&A

Option 2. Two-Part Workshop

2 to 3 hours each (or 1 to 2 hours each if deleting some sections, such as Scope and Sequence, Skills Assessment, and/or breakout sessions)

Segment 1

Introduction

Part 1: Phonemic Awareness

- Definition
- Recommended skills and methods

Break (5 or 10 min)

- Scope and sequence
- Assessing skills

Break (5 or 10 min)

- Breakout session for small groups to practice activities

Wrap-up and Q&A

Segment 2

Part 2: Phonics

- Definition
- Recommended skills and methods

Break (5 or 10 min)

- Scope and sequence
- Assessing skills

Break (5 or 10 min)

- Breakout session to practice activities (plus make-and-take)

Wrap-up and Q&A

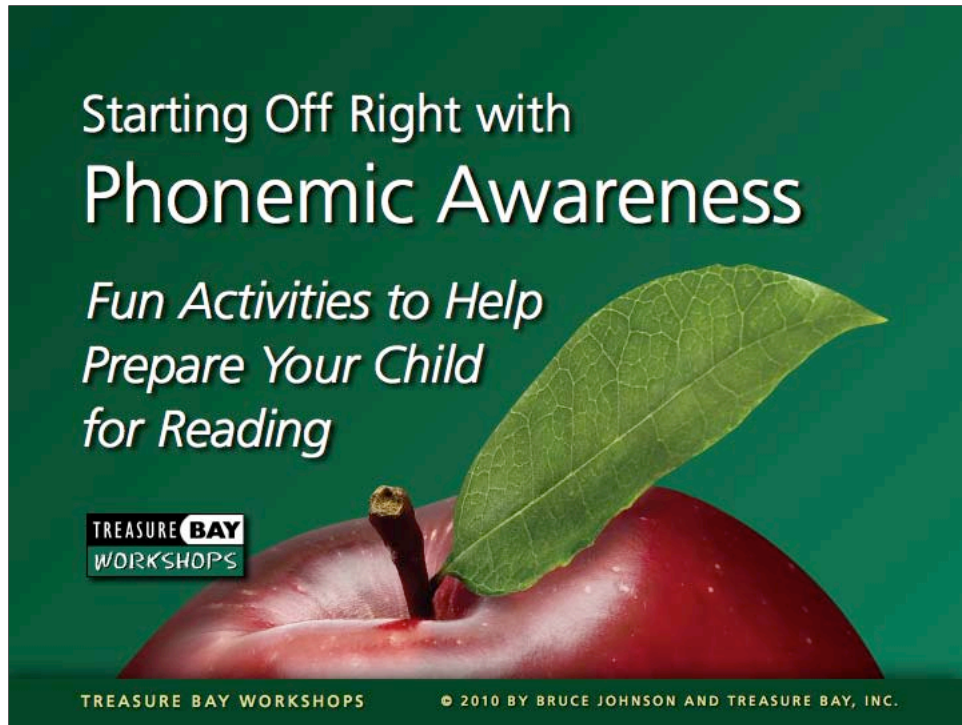
Appendix B. Parent Workshop Formats

The two parent workshops are simpler and less technical than the teacher workshops. Each workshop should take between one and two hours, depending on the time allowed for the breakout sessions. If you have PowerPoint and Word, you may want to customize the workshop and add or delete material as you wish.

The Phonemic Awareness workshop may be best presented to parents of Pre-K students, kindergarteners, and some first-graders. The Phonics workshop may be best presented to parents of kindergarteners and first-graders, as well as parents of struggling readers in grades 2 through 5.

The two workshops complement each other. You may want to consider scheduling the Phonemic Awareness workshop early in the fall and then schedule the Phonics workshop for the same parents during the spring.

Some parents are nervous about attending a workshop like this. For some parents this will be a new experience. Make sure the parents feel welcome and comfortable. Break the ice by introducing yourself and asking a little about their children or making small talk about a comfortable topic.



Greetings! Welcome to the workshop.

Introduce yourself.

I am very hopeful that you will all learn a few things that will help you prepare your child for reading – and I am also very hopeful that you will enjoy this workshop.

Parents can be key partners in helping their children become successful readers. All of the activities we will cover in this workshop can be used at home with your child. Doing even some of these activities will help to better prepare your child for reading.

Agenda

- Definition
- Preparing your child for reading: the seven skills of phonemic awareness
- Fun activities you can do with your child to improve each skill
- Breakout session with small groups to practice some of the activities

Go over the agenda. Mention that you encourage participation and that participants should feel free to ask questions throughout the workshop. You may wish to mention how many breaks the participants can expect.

What Is Phonemic Awareness?

- The ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken words
- The knowledge that spoken words can be broken into smaller segments of sounds (phonemes)

Ask for some participant responses here.

Elaborate as appropriate for the participants.

Recommended Skills and Methods

- Discriminating
- Counting
- Rhyming
- Alliteration
- Blending
- Segmenting
- Manipulating

Let's look at the most important phonemic awareness skills.

This is the overview of the recommended skills and methods. Details are provided on subsequent slides.

Discriminating

- Skill: The ability to determine if two words begin or end with the same sound

- Activities:

- Isolate That Sound
- I Spy!
- I Am Thinking



Activities:

Isolate That Sound. "What's the first sound in *bat*? What's the first sound in *mouth*?"

I Spy! "I spy something in this room that begins with the /w/ sound (*window*). I spy something in this room that begins with the /p/ sound (*pencil*)."

I Am Thinking. "I am thinking of something that begins with the /m/ sound (*mouth*). I am thinking of something that begins with the /t/ sound (*teeth*)."
Sometimes you may have to give additional clues. For example, "I am thinking of something that begins with the /t/ sound, something you might have to brush in the morning before going to school and at night before going to bed." (*teeth*)

Counting

- Skill: The ability to clap the number of words in a sentence, or syllables or sounds in a word

- Activities:

- Sentences
- Syllables
- Sounds



Activities:

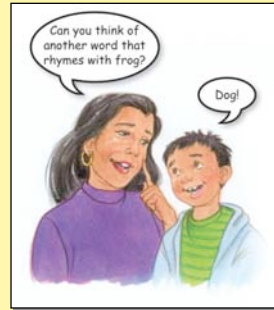
For a sentence. Count the number of words in a sentence, clap while saying them, and then count them again. For example, say “Sentences are made up of words. Here is a sentence: *Boys jump*. This sentence has two words. *Boys* [clap one time] and *jump* [clap one time]. *Boys jump* is two words.” Now say a few short sentences, two to five words long, and then expand to longer sentences of six to ten words. Then expand to sentences with multisyllabic words. Remember to clap one time for each word and then count the words.

For syllables. Count the number of syllables in a word, clap while saying them, and then count them again. For example, say “Words are made up of parts. Here is a word with one part: *moose* [clap one time while saying the word]. One. Here is a word with two parts: *cowboy* [clap once while saying each syllable]. Two.” Some teachers like to count syllables on their arm, tapping their wrist for the first syllable, the inside of their elbow for the second syllable, and their shoulder for the third syllable.

For sounds. Count the number of sounds in a one-syllable word. For example, say “Words are made up of sounds. The word *me* has two sounds.” Repeat the word and stretch the sounds as in *mmmm eeee*. Lift one finger for each sound, first raising a finger for the /m/ sound, and then raising the second finger for the /e/ sound. Then say the number two. Continue with words that have two, three, and four sounds.

Rhyming

- Skill: The ability to create word families with rhyming words
- Activities:
 - Thumbs Up
 - Rhyming Picture Sort
 - Rhyming Oops! Wrong Rhyme
 - Rhyming Stand Up!
 - I Spy!



Activities:

Thumbs Up. Say "Put up your thumb if these two words rhyme." Say *ball* and *call* and look for thumbs up. Say *ball* and *soccer* and look for thumbs down.

Rhyming Picture Sort. Find and sort things in pictures that rhyme. Children's books and magazines are perfect for this.

Rhyming Oops! Wrong Rhyme. Show your hand and say "This is my *sand*. Oops! Wrong rhyme! This is my _____." Children offer the word *hand*.

Rhyming Stand Up! Create rhyming prompts to complete actions. First, ask the children to say a particular word. Then, provide an action prompt for a word that rhymes with that word (without saying the rhyming word). Children perform the action and say the rhyming word. For example, you say "Say *pup*." Children say the word *pup*. Then you say "Now stand _____." Children stand up and say the word *up*. Another example: "Say *band* (*band*). Now raise your... (*hand*)." Or, "Say *south* (*south*). Now point to your _____" (*mouth*). Or, "Say *low* (*low*). Now find your (*toe*)." Continue with similar prompts for actions or other parts of the body.

I Spy! Say "I spy something in this room that rhymes with frog."

Blending

- Skill: The ability to blend adjacent sounds together
- Activities:
 - I Spy!
 - I Am Thinking
 - Creating sentences



Practice can be
anywhere and anytime!

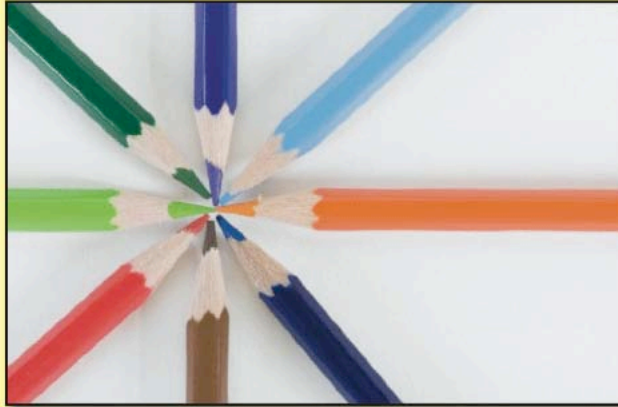
Activities:

I Spy! Say "I spy something in this room that begins with the /r/ sound, then the short /u/ sound, and then the /g/ sound. What is it?" *Rug.*

I Am Thinking. Say "I am thinking of something that begins with the /m/ sound, then the short /a/ sound, and then the /p/ sound. What am I thinking of?" If necessary, repeat the sounds /m/, /a/, and /p/. Stretch the sounds, then slowly blend the sounds together, and then blend the word.

Create some sentences with words that need to be blended. For example, say a sentence, but just say the sounds of one of the words: "The boy reads a /b/ /oo/ /k/." Then ask "What does the boy read?" Answer: A book.

Breakout Session



TREASURE BAY WORKSHOPS

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Now it's time to practice some of the activities covered in the phonemic awareness section of the workshop that you can take back to your home. Work in groups of 2, 3, or 4. Share ideas. Try to do at least three of the activities that we just covered.

Allow at least 30 minutes for participants to practice the activities. Walk around the room to help out, offer suggestions, or answer questions. Refer to the handout for information on the suggested activities.

Once you have finished with the Breakout session, you may again want to ask if any participants want to share anything with the group or if they have any questions.

Wrap-up and Q & A

- Next steps: Apply what you've learned.
 - Choose a few skills to focus on.
 - Refer to your notes.
 - Add another skill or two later.

If you just finished with the Breakout session, you may want to ask if any participants want to share anything with the group or if they have any questions.

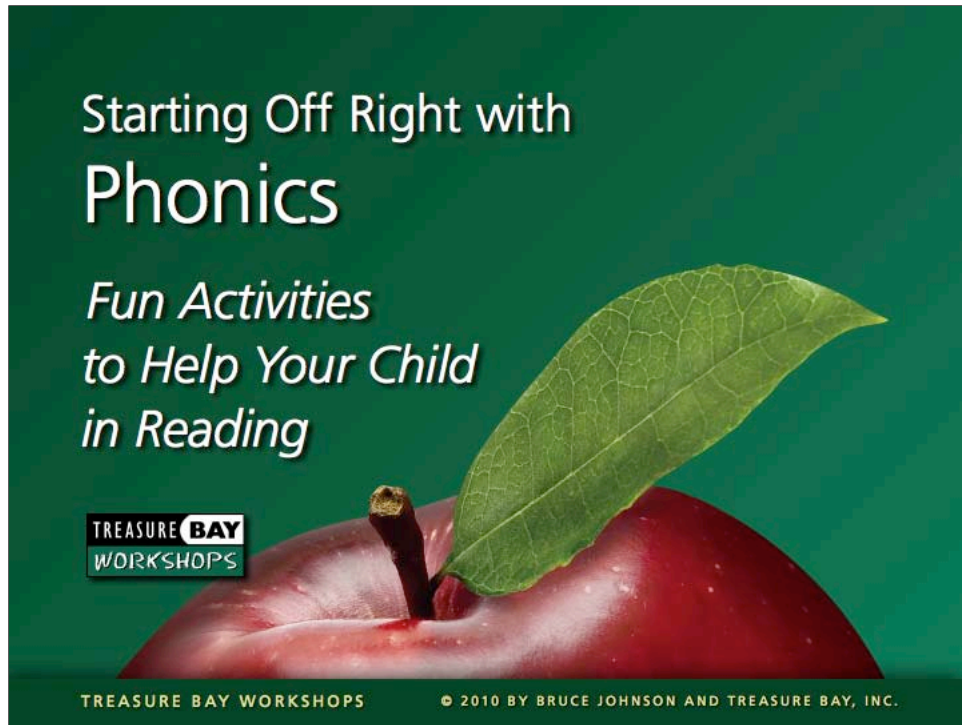
I hope you have you learned something new about phonemic awareness to take back home with you.

Assure participants that they needn't retain everything. Encourage them to choose a few skills to focus on at first. What's important is to start practicing these skills. Then they can refer to their notes and add another skill or two.

If you have any future workshops planned, mention them.

Are there any more questions? Please feel free to stay after the workshop if you have specific questions. Thank you for attending today.

If you are open to having participants contact you after the workshop with any additional questions, you may want to provide information on how to contact you. (You may want to include your contact information on the first page of the handout.)



Greetings! Welcome to the workshop. I am very hopeful that you will all learn a few things that will help you prepare your child for reading – and I am also very hopeful that you will enjoy this workshop.

Introduce yourself.

Agenda

- Definition
 - Including the difference between phonemic awareness and phonics
- Five phonics skills
- Fun activities you can do with your child to improve each skill
- Breakout session with small groups to practice some of the activities

Go over the topics to be covered. Mention that you encourage participation and that participants should feel free to ask questions throughout the workshop.

What Is Phonics?

- The instructional method that teaches that there is a predictable relationship between the sounds of the spoken language (phonemes) and the written letters that represent those sounds (graphemes)



- Instruction in the connection between the letters of the alphabet and their corresponding sounds, and how to blend them together to read words

What is phonics?

Ask for participant responses. Spend as much time as appropriate for the participants.

Phonics allows readers to read words they haven't seen before without first having to memorize them.

What's the Difference?

- **Phonemic awareness:**
An *understanding* of the *spoken* language
Child can tell that *bat* and *bird* start with the same sound, and that *bat* and *rat* rhyme.
- **Phonics:**
The *relationship* between *letters and sounds*
Child knows that /b/, /a/, and /t/ blend together to say *bat*.

Ask for participant responses.

Make sure participants understand the difference between phonemic awareness and phonics.

Phonemic awareness relates to the sounds and patterns of the language.

Phonics is about connecting the sounds with the words on a printed page.

Elaborate as appropriate for the participants.

Phonics Skills

- Alphabetic knowledge
- Alphabetic principle
- Word recognition
- Reading decodable text
- High frequency and irregular words

Let's find out what's most important to learn about phonics skills.

This is the overview of the skills. Details are provided on subsequent slides.

Word Recognition

- Skill: Recognizing words in print; being able to sound out words and automatically read others

- Activities:

- Blending
- Making Words activity
- Three-Sound Word Deck



Skill: Word recognition includes recognizing words in print, being able to point to a single word, being able to sound out words in print, and being able to automatically read some words.

Activities:

Blending. Help children learn that letters and the sounds of the letters blend together to make words. For example, write the word *sip*. Point to the first letter and make the /s/ sound, point to the second letter and make the short /i/ sound, and point to the third letter and make the /p/ sound. Then blend them together, pointing to the letters that correspond to each sound as you say the word slowly.

Making Words activity. Cut blank paper or cardboard into two-by-two-inch squares. Then write one letter on each square. You can then move these letter cards around to create words. For example, for the word *pet*, create the letter cards for “p,” “e,” and “t.” Then, mix the letters, and ask children to create the word *pet*. Add some letters, such as “b,” “l,” “m,” “n,” and “s,” and ask them to change one letter to make the word *set*.

Three-Sound Word Deck. Cut blank paper or cardboard into two-by-two-inch squares. Write one letter on each square. Make two squares for each letter. Start with “a,” “h,” “i,” “m,” “p,” “s,” and “t.” Put one set of the consonants in the first pile, put the vowels in the middle, and put the other set of the consonants at the end (all squares facing up). The child reads the random word or nonsense word. Then the child removes one letter, and uses the next letter to read another random word or nonsense word. Alternate removing letters from all the piles.

Reading Decodable Text

- Skill: Reading or sounding out letters to determine a word and its meaning
- Activities:
 - Reading together
 - Rereading



Skill: Decoding is the process of reading, or sounding out, letters or decodable letter patterns in a word, phrase, or sentence to determine its meaning.

Activities:

Read decodable text out loud together. Read books that are comfortable for your child's level, such as phonics readers, like the We Read Phonics series. You might want to start by reading the story together—by reading aloud at the same time or by taking turns. As you and your child read, move your finger under the words.

Provide opportunities for your child to reread multiple times. Have your child read to you while you follow along with your finger under the words. Encourage your child to use both letter clues and picture clues when reading. If there is some difficulty with a word, either help your child to sound it out or wait about five seconds and then say the word. Another great way for your child to practice is by reading the book to a younger sibling, a pet, or even a stuffed animal!

High Frequency and Irregular Words

- Skill: Knowing irregular and high frequency words by sight

- Activities:

- Flash cards
- Alphabetizing flash cards
- Memory game
- Tic-Tac-Toe
- Bingo



Skill: The ability to recognize and read high frequency and irregular words that cannot be read through decoding, such as *from* and *the*. These are often called “sight words.”

Activities:

Flash cards. Use flash cards for repetitive practice. Write high frequency and irregular words on flash cards. Use the list of 30 words below or any other similar list. The children read the words as the cards are flashed.

Alphabetizing the flash cards. Children put the flash cards in alphabetical order.

Memory game. Play the Memory game (see Alphabetic Knowledge), but use sight words instead of letters on the cards.

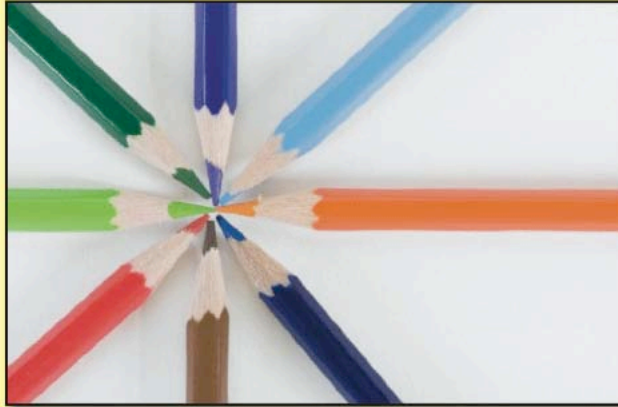
Tic-Tac-Toe. Play the traditional game, but use sight words instead of “X” and “O.”

Bingo. Write one sight word on each of 5 to 10 cards. Then create some Bingo cards. Start with making a four-by-four or five-by-five grid. Fill the grid randomly with your sight words. Words can be used more than once on the grid. Then, create some colored dots to put over the words. Mix the sight word cards and place them face down. A player turns over a card and reads the word. Players put a dot on the words on their Bingo card if they match. If the word appears more than once on a card, put a dot on each one.

Thirty sight words beginning readers should learn:

the, you, said, his, people, to, they, were, do, know, was, would, are, some, your, of, there, because, as, mother, is, one, what, could, who, two, too, should, put, whose

Breakout Session



TREASURE BAY WORKSHOPS

13

Breakout Session with Small Groups: Activity Practice plus Make-and-Take

Now it's time to practice some of the activities covered in the workshop. At the end of the handout are activities you can practice in a small group. For each suggested activity, there is a list of materials needed, a summary of how to do the activity, and an indication of whether this might also be an opportunity to make materials that you can use later with your children. There are materials here on the table for you to use. Work in groups of 2, 3, or 4. Share ideas.

Refer to the handout for information on the suggested activities.

Allow at least 30 minutes for participants to make something. Encourage them to use the paper and other materials you are supplying. Walk around the room to help out, offer suggestions, or answer questions.

Wrap-up and Q & A

- Next steps: Apply what you've learned.
 - Choose a few skills to focus on.
 - Refer to your notes.
 - Add another skill or two later.

If you just finished with the Breakout session, you may want to ask if any participants want to share anything with the group or if they have any questions.

I hope you have you learned something new about phonics to take back home with you.

Assure participants that they needn't retain everything. Encourage them to choose a few skills to focus on at first. What's important is to start practicing these skills. Then they can refer to their notes and add another skill or two.

If you have any future workshops planned, mention them.

Are there any more questions? Please feel free to stay after the workshop if you have specific questions. Thank you for attending today.

If you are open to having participants contact you after the workshop with any additional questions, you may want to provide information on how to contact you. (You may want to include your contact information on the first page of the handout.)

Starting Off Right
with
Phonemic Awareness:

*Fun Activities to Help
Prepare Your Child for Reading*



Introduction

Parents can be key partners in helping their children become successful readers. All of the activities covered in this handout can be used at home with your child. Doing even some of these activities will help to better prepare your child for reading.

What Is Phonemic Awareness?

- The ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken words
- The knowledge that spoken words can be broken into smaller segments of sounds (phonemes)

How Is It Taught?

At Home

Children who are read to at home, and exposed in particular to rhymes, such as songs and poems, often develop the basis of phonemic awareness. Children who are not read to may not have this advantage. Many phonemic games and activities can easily be practiced by parents and children at home.

At School

Most children need to be taught phonemic awareness and specifically how words can be broken apart into smaller parts and how sounds can be blended into words. Using segmentation, blending, and other activities, phonemic awareness can and should be taught and bolstered in the classroom. To be successful readers, children should learn and have a mastery of seven phonemic skills.

Phonemic Skills

1. Discriminating
2. Counting
3. Rhyming
4. Alliteration
5. Blending
6. Segmenting
7. Manipulating

Discriminating

Skill:

The ability to determine if two words begin or end with the same sound.

Activities:

- Isolate That Sound. "What's the first sound in *bat*? What's the first sound in *mouth*?"
- I Spy! "I spy something in this room that begins with the /w/ sound (*window*). I spy something in this room that begins with the /p/ sound (*pencil*)."
- I Am Thinking. "I am thinking of something that begins with the /m/ sound (*mouth*). I am thinking of something that begins with the /t/ sound (*teeth*)."
Sometimes you may have to give additional clues. For example, "I am thinking of something that begins with the /t/ sound, something you might have to brush in the morning before going to school and at night before going to bed." (*teeth*)

Counting

Skill:

The ability to clap the correct number of words in a sentence, syllables in a two-syllable word (*cowboy*, *carrot*), or sounds in a one-syllable word (*me*, *jump*).

Activities:

- For a sentence. Count the number of words in a sentence, clap while saying them, and then count them again. For example, say "Sentences are made up of words. Here is a sentence: *Boys jump*. This sentence has two words. *Boys* [clap one time] and *jump* [clap one time]. *Boys jump* is two words." Now say a few short sentences, two to five words long, and then expand to longer sentences of six to ten words. Then expand to sentences with multisyllabic words. Remember to clap one time for each word and then count the words.
- For syllables. Count the number of syllables in a word, clap while saying them, and then count them again. For example, say "Words are made up of parts. Here is a word with one part: *moose* [clap one time while saying the word]. One. Here is a word with two parts: *cowboy* [clap once while saying each syllable]. Two."
- For sounds. Count the number of sounds in a one-syllable word. For example, say "Words are made up of sounds. The word *me* has two sounds." Repeat the word and stretch the sounds as in *mmmm eeee*. Lift one finger for each sound, so raise one finger for the /m/ sound, and raise the second finger for the /e/ sound. Then say the number two. Continue with words with two, three, and four sounds.

Rhyming

Skill:

The ability to create word families with rhyming words, e.g., *all, call, fall, ball*.

Activities:

- Thumbs Up. Say "Put up your thumb if these two words rhyme." Say *ball* and *call* and look for thumbs up. Say *ball* and *soccer* and look for thumbs down.
- Rhyming Picture Sort. Find and sort things in pictures that rhyme. Children's books and magazines are perfect for this.



- Rhyming Oops! Wrong Rhyme. Show your hand and say "This is my *sand*. Oops! Wrong rhyme! This is my _____." Your child offers the word *hand*.
- Rhyming Stand Up! Create rhyming prompts to complete actions. First, ask your child to say a particular word. Then, provide an action prompt for a word that rhymes with that word (without saying the rhyming word). Your child performs the action and says the rhyming word. For example, you say "Say *pup*." Your child says the word *pup*. Then you say "Now stand _____." Your child stands up and says the word *up*. Another example: "Say *band* (*band*). Now raise your...(*hand*)."
Or, "Say *south* (*south*). Now point to your _____" (*mouth*). Or, "Say *low* (*low*). Now find your (*toe*)." Continue with similar prompts for actions or other parts of the body.
- I Spy! Say "I spy something in this room that rhymes with *frog*."

Alliteration

Skill:

The ability to create a list of words where two or more words have the same initial sound.

Activities:

- Choose two words that begin with the same sound. Say "Here is a word: ____." Say another word that begins with the same sound. Try to start with words that begin with these continuant sounds: /f/, /j/, /l/, /m/, /n/, /r/, /s/, /v/, or /z/. Examples: *fall* and *football*, *jumbo* and *jet*, *lick* and *lollipop*. The words do not necessarily need to be related in meaning.
- Creating tongue twisters. Provide silly sentence-starter prompts that emphasize a beginning sound. Your child says one or more words to end the sentence. For example, say "Sally's silly shoe sank slowly in the ____ (*slime, snow, sap*)."
- Creating silly sentences. Write about eight words that begin with the same sound on index cards. Arrange the cards to create silly sentences. Read the silly sentences. Rearrange them and read the new sentence.

Blending

Skill:

The ability to blend adjacent sounds together.

Activities:

- I Spy! Say "I spy something in this room that begins with the /r/ sound, then the short /u/ sound, and then the /g/ sound. What is it?" *Rug*.
- I Am Thinking. Say "I am thinking of something that begins with the /m/ sound, then the short /a/ sound, and then the /p/ sound. What am I thinking of?" If necessary, repeat the sounds /m/, /a/, and /p/. Stretch the sounds, then slowly blend the sounds together, and then blend the word.
- Create some sentences with words that need to be blended. For example, say a sentence, but just say the sounds of one of the words: "The boy reads a /b/ /oo/ /k/." Then ask "What does the boy read?" Answer: A book.

Breakout Session

Activity Practice

This is a great opportunity to practice some of the activities covered in the workshop. Here are some activities you might want to practice in a small group. For each suggested activity, there is a description of how to do the activity. Each participant can take a turn trying an activity.

While we explain each activity with one or more examples, in this session everyone is encouraged to practice creating their own examples. If you particularly like any of the examples that you or your group create, you might want to write them down to use later.

1. I Am Thinking & I Spy!

Skills:

Discriminating, Rhyming, and Blending

Steps:

Say "I am thinking of something . . ." or "I spy something . . ." and then provides a clue of a word that rhymes, a beginning sound, ending sound, etc. Your child tries to guess the answer.

For example, say "I am thinking of something that begins with the /d/ sound. Can you guess what it is?" Answer: *desk*. Or say "I spy something in this room that starts with the /m/ sound, then the short /a/ sound, and then the /p/ sound. What is the word?" Answer: *map*.

Or say "I spy something that rhymes with *bag*. Can you guess what it is?" Answer: *flag*. If your child answers with a word other than *flag*, offer encouragement and try again. For example, if your child answers with *rag*, say something like "That was a great answer, but I spy something else that rhymes with *bag*. Can you guess what it is?" If your child answers with a word that doesn't rhyme with *bag* or is having difficulty, offer some examples or possible answers: "*Bag, rag, and sag* all rhyme because they all end with the same sounds. I spy something else that rhymes with these words. Do you think it is *frog, flag, or mud?*"

2. Rhyming Stand Up!

Skill:

Rhyming

Steps:

Create rhyming prompts to complete actions. First, ask your child to say a particular word. Then, provide an action prompt for a word that rhymes with that word (without saying the rhyming word). Your child performs the action and says the rhyming word. For example, you say "Say *pup*." Your child says the word *pup*. Then you say "Now stand ____." Your child stands up and says the word *up*. Another example: "Say *band* (*band*). Now raise your ...(*hand*)." Or, "Say *south* (*south*). Now point to your ____ " (*mouth*). Or, "Say *low* (*low*). Now find your (*toe*)." Continue with similar prompts for actions or other parts of the body.

3. Rhyming Oops! Wrong Rhyme

Skill:

Rhyming

Steps:

Say a simple sentence that ends with a word that doesn't make sense but rhymes with a word that would make sense. Say "Oops! Wrong rhyme!" Then, ask for the right word. For example: Show your hand and say "This is my *sand*. Oops—wrong rhyme! This is my ____." Your child offers the word *hand*.

Other examples:

Today I walked my *frog*. (Answer: *dog*)

I walked out the floor. (Answer: *door*)

I'm wearing a pair of *ants*. (Answer: *pants*)

4. Tongue Twisters

Skill:

Alliteration

Steps:

Provide silly sentence-starter prompts that emphasize a beginning sound. Your child says one or more words to end the sentence. Examples with possible answers include:

Big band bats bang ____ (*bongos, bananas, beanies*).

Lively little lambs like to lick luscious ____ (*lemons, lollipops*).

Many messy monkeys make muddy ____ (*muddies, messes*).

5. Head, Waist, and Knees

Skill:

Segmenting

Steps:

Stand up facing your child. Choose a simple three-sound word, like *mop*. You and your child touch your heads and say the /m/ sound, then touch your waists and say the /o/ sound, and touch your knees and say the /p/ sound. Repeat with other three-sound words.

6. First I Heard

Skills:

Segmenting and Blending

Steps:

First, think of a simple word with only three or four sounds. Then provide the individual sounds and ask for the word. For example, "First I heard a /d/ sound, then I heard an /ě/ sound, then I heard a /s/ sound, and then I heard a /k/ sound. What is the word?" Answer: *desk*. Alternatively, just provide the sounds with a short break between them: /d/, /ě/, /s/, /k/.

Another form of this game is to say a sentence but just say the sounds of one of the words. For example: "The boy reads a /b/ /oo/ /k/." Then ask "What does the boy read?" Answer: *A book*.

7. Counting

Skill:

Counting

Steps:

Practice clapping the correct number of words in a sentence, syllables in a two-syllable word (*cowboy, carrot*), or sounds in a one-syllable word (*me, jump*).

Starting Off Right
with
Phonics:

*Fun Activities to Help
Your Child in Reading*



Introduction

Parents can be key partners in helping their children become successful readers. All of the phonics activities covered in this handout can be used at home with your child. Doing even some of these activities can significantly accelerate your child's reading development.

What Is Phonics?

The instructional method that teaches that there is a predictable relationship between the sounds of the spoken language (phonemes) and the written letters that represent those sounds (graphemes)

Instruction in the connection between the letters of the alphabet and their corresponding sounds, and how to blend them together to read words

What's the Difference between Phonemic Awareness and Phonics?

Phonemic awareness is an *understanding* of the sounds and patterns in *spoken* language. Children who are phonemically aware can tell that *bat* and *bird* start with the same sound, and that *bat* and *rat* rhyme.

Phonics is instruction in the *relationship* between *letters and their respective sounds*. Children who have been taught to read using phonics instruction know that when they sound out and blend together the written letters "b," "a," and "t," they can read the word *bat*.

Phonics Skills

1. Alphabetic knowledge
2. Alphabetic principle
3. Word recognition
4. Reading decodable text
5. High frequency and irregular words

Alphabetic Knowledge

Skill:

Alphabetic knowledge, also known as alphabet recognition, involves knowing the shapes, names, and sounds of letters, and progresses from letter names to shapes to sounds.

Activities:

Sing the alphabet song. Point to the letters while singing.

Memory game. Write each letter on two plain three-by-five-inch cards (only one letter on each card), so you have two sets of 26 cards. Shuffle all the cards together, and place them face down. The first player turns over one card and says the letter, then turns over a second card and says the letter. If the cards match, the player takes those cards and continues to play. If they don't match, both cards are turned over, and it's the next player's turn.

Tic-Tac-Toe. Play the traditional game, but use other letters instead of "X" and "O."

Alphabetic Principle

Skill:

The alphabetic principle refers to the systematic relationship between letters and sounds. Children who understand that the (sequence of) letters in written words represents the (sequence of) sounds in spoken words and who know letter-sound correspondences can use this knowledge to decode both familiar and unfamiliar regular words.

Activities:

Introducing letter sounds. Start with /s/, /t/, /m/, /p/, /h/, /a/, and /i/. These letter sounds can be used to create many different words. Teach these letters and sounds first.

Memory game. Play the Memory game (see Alphabetic Knowledge), but players say the sound of the letter as well as the letter name. In addition to letters, consider playing with letter combinations and short phonetically decodable words. (It is also a good game for practicing sight words.)

Writing names. Teach your child how to spell his name. Write the name on a piece of paper. Ask your child to trace over the letters, first with a finger and then with a pencil or crayon, and then to copy his name onto another piece of paper. Remind your child to say the letter sounds while tracing or copying.

Alphabet Soup. Cut two-by-two-inch squares from paper or cardboard. Give players squares equal to the number of letters in their name. Players writes the letters in their name, with one letter on each square. Place the letters into a pretend pot of soup and stir the soup. Take turns taking a letter out of the pot. If the letter is in the player's name, the player keeps the letter. If not, he puts the letter back into the pot. Stir again. Play continues until everyone can make their names.

Word Recognition

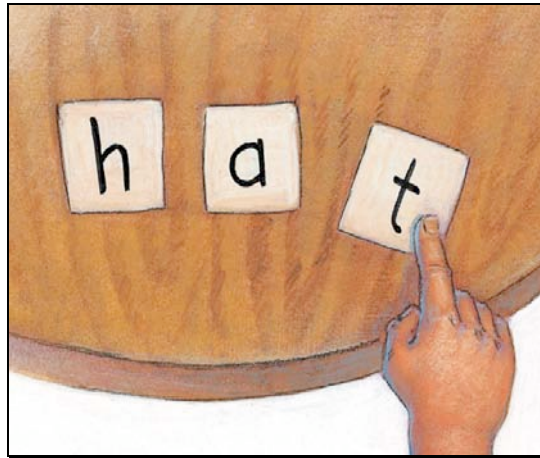
Skill:

Word recognition includes recognizing words in print, being able to point to a single word, being able to sound out words in print, and being able to automatically read some words.

Activities:

Blending. Help your child learn that letters and the sounds of the letters blend together to make words. For example, write the word *sip*. Point to the first letter and make the /s/ sound, point to the second letter and make the short /i/ sound, and point to the third letter and make the /p/ sound. Then blend them together, pointing to the letters that correspond to each sound as you say the word slowly.

Making Words activity. Cut blank paper or cardboard into two-by-two-inch squares. Then write one letter on each square. You can then move these letter cards around to create words. For example, for the word *pet*, create the letter cards for "p," "e," and "t." Then, mix the letters, and ask your child to create the word *pet*. Add some letters, such as "b," "l," "m," "n," and "s," and ask your child to change one letter to make the word *set*.



Three-Sound Word Deck. Cut blank paper or cardboard into two-by-two-inch squares. Write one letter on each square. Make two squares for each letter. Start with "a," "h," "i," "m," "p," "s," and "t." Put one set of the consonants in the first pile, put the vowels in the middle, and put the other set of the consonants at the end (all squares facing up). Your child reads the random word or nonsense word. Then he removes one letter and uses the next letter to read another random word or nonsense word. Alternate removing letters from all the piles.

Reading Decodable Text

Skill:

Decoding is the process of reading, or sounding out, letters or decodable letter patterns in a word to determine its meaning.

Activities:

Read decodable text out loud together. Read books that are comfortable for your child's level, such as phonics readers, like the We Read Phonics series. You might want to start by reading the story together—by reading aloud at the same time or by taking turns. As you and your child read, move your finger under the words.

Provide opportunities for your child to reread multiple times. Have your child read to you while you follow along with your finger under the words. Encourage your child to use both letter clues and picture clues when reading. If there is some difficulty with a word, either help your child to sound it out or wait about five seconds and then say the word. Another great way for your child to practice is by reading the book to a younger sibling, a pet, or even a stuffed animal!

High Frequency and Irregular Words

Skill:

The ability to recognize and read high frequency and irregular words that cannot be read through decoding, such as *from* and *the*. These are often called "sight words."

Activities:

Flash cards. Use flash cards for repetitive practice. Write high frequency and irregular words on flash cards. Use the list of 30 words below or any other similar list. Ask your child to read the words as the cards are flashed.

Alphabetizing the flash cards. Ask your child to put the flash cards in alphabetical order.

Memory game. Play the Memory game (see Alphabetic Knowledge), but use sight words instead of letters on the cards.

Tic-Tac-Toe. Play the traditional game, but use sight words instead of "X" and "O."

Bingo. Write one sight word on each of 5 to 10 cards. Then create some Bingo cards. Start with making a four-by-four or five-by-five grid. Fill the grid randomly with the sight words. Words can be used more than once on the grid. Then, create some colored dots to put over the words. Mix the sight word cards and place them face down. A player turns over a card and reads the word. Players put a dot on the words on their Bingo card if they match. If the word appears more than once on a card, put a dot on each one.

Thirty sight words beginning readers should learn:

the, you, said, his, people, to, they, were, do, know, was, would, are, some, your, of, there, because, as, mother, is, one, what, could, who, two, too, should, put, whose

Other Recommendations

Focus on one specific skill at a time.

Spend twenty minutes a day. Feel free to break it up, such as five minutes, four times a day.

Repetition and practice is key. There is no needed to fret if your child doesn't get this right away. It may take a lot of examples, repeated attempts, and a lot of practice for a child to achieve success.

Breakout Session

Activity Practice plus Make-and-Take

This is a great opportunity to practice some of the activities covered in the workshop. Here are some activities you might want to practice in a small group. For each suggested activity, there is a list of materials needed, a summary of how to do the activity, and an indication of whether this might also be an opportunity to make materials that you can use later with your child.

1. Making Words

*Make-and-Take – Save what you make to use later!

Skill:

Word Recognition

Materials Needed:

Thick paper or cardboard; pencil, crayon, or marker; scissors



Steps:

Cut two-by-two-inch squares from the paper or cardboard, and print a letter on each card. Letters such as "a," "h," "i," "m," "p," "s," and "t" can be used to start. Place the cards in front of your child. Ask your child to move the letters around to make the word *hat*. Ask him to change one letter and make the word *mat*. Continue with all possible combinations. Add letters when ready. You can also use letter combinations on the cards. For example, create a card with the letter combination "ar" on it and see how many words your child can create that end with "ar."

2. Memory Game

*Make-and-Take – Save what you make to use later!

Skills:

Alphabetic Knowledge, Alphabetic Principle, High Frequency and Irregular Words

Materials Needed:

Blank three-by-five-inch cards; pencil, crayons, or markers



Steps:

Write each letter, one-syllable word, or sight word (see High Frequency and Irregular Words) that you want to practice on two cards. You should now have two sets of cards. Shuffle all the cards together, and place them face down. The first player turns over one card and says the letter or word, then turns over a second card and says the letter or word. If the cards match, the player takes those cards and continues to play. If they don't match, the player turns over both cards, and it's the next player's turn.

Note: These cards can also be used to play Go Fish and other matching games.

3. Bingo

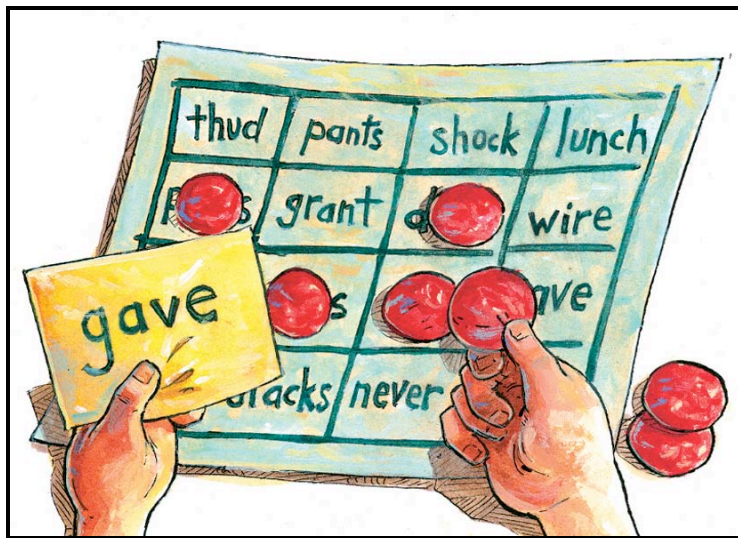
*Make-and-Take – Save what you make to use later!

Skills:

High Frequency and Irregular Words

Materials Needed:

Three-by-five-inch cards; colored paper or cardboard; pencils, crayons, or markers; ruler, scissors.



Steps:

Write a word on 5 to 10 three-by-five-inch cards. Then create some Bingo cards. Start with making a four-by-four or five-by-five grid. Fill the grid randomly with your sight words. They can be used more than once on the grid. Then create some colored dots to put over the words. Mix the cards and place them face down. A player turns over a card and reads the word. If the word matches a word on his Bingo card, the player puts a dot on it. If the word appears more than once on the Bingo card, he puts a dot on each one. The first player to complete a row across, up, or down wins the game.

Note: Bingo can also be played using letters instead of words to practice the Alphabetic Knowledge skill. Focus on using letters that the child needs practice.

4. Three-Sound Word Deck

*Make-and-Take – Save what you make to use later!

Skills:

Word Recognition

Materials Needed:

Thick paper or cardboard; pencil, crayon, or marker; scissors

Steps:

Cut blank paper or cardboard into two-by-two-inch squares. Write one letter on each square, making two squares for each letter. Start with "a," "h," "i," "m," "p," "s," and "t." Put one set of the consonants in the first pile, put the vowels in the middle, and put the other set of the consonants at the end (all squares facing up). Your child reads the random word or nonsense word. Then your child removes one letter, and uses the next letter to read another random word or nonsense word. Alternate removing letters from all the piles.

5. Alphabet Soup

Skills:

Alphabetic Principle

Materials Needed:

Thick paper or cardboard; scissors; pencils, crayons, or markers; small "cooking pot" and stirring spoon.

Steps:

Cut two-by-two-inch squares from paper or cardboard. Give players squares equal to the number of letters in their name. Players writes the letters in their name, with one letter on each square. Place the letters into a pretend pot of soup and stir the soup. Take turns taking a letter out of the pot. If the letter is in the player's name, the player keeps the letter. If not, he puts the letter back into the pot. Stir again. Play continues until everyone can make their names.