# Phonemic Awareness: identify and blend sounds

## **Syllables**

One vowel sound makes one syllable. Our mouth opens on the vowel sounds.

## 対 Power Skill 1: Blending

- **Blending Syllables** 
  - a. Say gar bage. What's the word? (garbage)
  - b. I will say syllables and you blend them to make a word.
     Giv ing, match ing, col lect ing, u ni forms

🚖 Power Skill 2: Segmenting

Segmenting Syllables

- a. How many syllables are in "garbage?" (2, gar-bage)
- b. How many syllables are in "bags?" (1, bags)

**Deleting Syllables** 

Say "nametags." Now say "nametags," but don't say name (tags) Say "garbage." Now say "garbage," but don't say gar (bage) Say "uniform." Now say "uniform," but don't say uni (form)

## Sounds

### Power Skill 1: Blending

Blending Sounds (phonemes)

- a. Say /b/ /a/ /g/? What's the word? (bag) If students are struggling, hold and blend the sounds without pauses in the middle /baaagg/
- b. I will say sounds and you blend them to make a word. /t/ /r/ /a/ /sh/ (trash), /s/ /u/ /m/ (some)

Power Skill 2: Segmenting

Segmenting Sounds (phonemes)

- a. Say "bag." How many sounds are in "bag?" (3, /b/ /a/ /g/)
- b. Say "trash." How many sounds are in "trash?" (4, /t/ /r/ /a/ /sh/)

## **Beginning Sound**

What's the beginning sound in "cat"? (/k/)

Can you find a word with the beginning sound /k/? (cleaning, collecting, carrying)

★ Can you find a word with the same beginning sound as "cat?" (cleaning, collecting, carrying)

What sound is the same in "clean, collect, carry?" (/k/)

Which word is different? "clean, carry, bag" ("bag")

**Ending Sound** 

What's the ending sound in "bad?" (/d/)

Can you find a word with the ending sound /d/? (behind, ground)

Can you find a word with the same ending sound as "bad?" (behind, ground)

Adapted from the PAST test questions

(https://thepasttest.com/wp-content/uploads/2022/04/PAST-with-test-corrections-May-2021.pdf)

Where is the sound? In the word "white," where is the /t/ sound? (ending) In the word "white," where is the /i/ sound? (middle) In the word "white," where is the /w/ sound? (beginning) Delete first sound Say "park." Now say "park," but don't say /p/. (ark) Say "leaves." Now say "leaves," but don't say /l/. (eaves) Delete first sound in initial blend Say "trash." Now say "trash," but don't say /t/. (rash) Say "clean." Now say "clean," but don't say /k/. (lean) Substitute first sound Say "bags." Now say "bags," but change /b/ to /t/. (tags) Variation: Say "bags." Take away the /b/, and add /t/. (tags) Say "dead." Now say "dead," but change /d/ to /h/. (head) Delete ending sound Say "white." Now say "white," but don't say /t/. (why) Say "park." Now say "park," but don't say /k/. (par) Substitute ending sound Say "bag." Now say "bag," but change /g/ to /k/. (back) Variation: Say "bag." Take away the /g/, and add /k/. (back) Say "five." Now say "five," but change /v/ to /t/. (fight) Advanced Sound Level Substitute vowels (capital letters = long vowel sounds, lower case letters = short vowel sounds) Say "some." Now say "some," but change /u/ to /A/. (same)

Say "bag." Now say "bag," but change /a/ to /u/. (bug) Say "group." Now say "group," but change /U/ to /i/. (grip)

## Rhyming

Can you find a word that rhymes with "rags"? (bags) Can you find a word that rhymes with "head"? (dead)

Adapted from the PAST test questions

(https://thepasttest.com/wp-content/uploads/2022/04/PAST-with-test-corrections-May-2021.pdf)

## Onset-Rime Division (Moats & Tolman, 2019, p143)

a. "Let's say some words in parts. I'll say the whole word. Then you say the whole word and divide it into two parts. Touch a box for each part, like this."

/s/-/ock/ /sh/-/ip/ /d/-/esk/ /c/-/at/ /f/-/eet/



- b. If I change /r/ /ip/, to /l/ /ip/, which box needs to change?
- c. If I change /r/ /ip/, to /r/ /at/, which box needs to change?

# Comprehension

## Draw attention to text features

Talk about the title, headings, pictures. What do you think this text will be about?

#### **Connect to learners' lives**

Have you seen people picking up trash in a park or next to a street? Have you volunteered to pick up trash before?

### Yes/No statements

Write statements based on the text. Students circle yes or no AND THEN write the sentence number from the story that gives them that information. (Gonzalves, 2018)

#### Information questions (oral and written)

Who, What, When, Where, Why, How

### Antecedents

Read the sentences, "People in the community are cleaning the park. They are wearing matching shirts." What does "they" refer to? Read the sentences, "They are picking up trash. They are putting it in white garbage bags." What does "it" refer to?

## Cloze

Create cloze activities for sentences or text.

#### What do you think will happen next?

Sample ideas: They will put the garbage bags in a dumpster. They will wash their hands. They will go out for ice cream.

#### **Connect to learners' lives**

Is there an area near you that has a lot of trash? How might you organize a group of people to clean it up?

## Retell

Cover the story, tell your neighbor what happened. Cover the sentences, tell your neighbor about the picture.

## Fluency

Reread, reread, reread! Up to 4 times! (Fisher et al., 2022) Use with text that is familiar to the students and easy for them to decode (Bow Valley College, 2018) Teacher reads, students chorally repeat (Fisher et al., 2022) For dialogues, instruct half the class to read chorally, then the other half reads chorally. Students read in pairs, alternating sentences (Fisher et al., 2022) Students read in pairs, one student echoing the other student (Fisher et al., 2022) Explicitly teach punctuation, and why it's there. (Bow Valley College, 2018) Act out a dialogue based on the text (Echelberger, 2020)

# Vocabulary

## Match

What:	Match words with pictures
	Match words with definitions
	Match words with synonyms
	Match words with uses
	Match 1 <sup>st</sup> half of sentence with 2 <sup>nd</sup> half of sentence
How:	worksheet – individually
	index cards – individually
	index cards – walk around room and find match (mingle) encourage students to read card aloud

Rapid fire questions (from a set list of words or pictures of words)

Students call out answers or write on individual white boards Which word holds things? (bag) Which word is something you wear? (shirt) Which word means that things are the same? (match) Which word rhymes with glue? (blue) Which word has five letters? (shirt, match) Which word is the longest? (environment) Which word protects your hands? (gloves) Which words mean good job? (high five) Which word is an identification you wear? (nametag)

**Sort** (pictures or words)

Beginning sound, vowel sound Syllables Singular/plural Spelling patterns Noun/verb Verb forms

## Word families

Choose meaningful words for students to build vocabulary and decoding skills. (Bow Valley College, 2018)

## Word forms

Practice recognizing a word in its various forms. (Bow Valley College, 2018)
Ex. study, studying, studied, studies, student and play, player, playing, plays, played.
Start with regular verbs. Underline the base (root) word and talk about the meaning of the endings.
Make cards with the root word. Make separate cards for each of the word endings. Practice changing the word endings to make new words.

Look, Say, Cover, Write, Check (Education and Training Foundation, 2019)

Create a grid with vocabulary list or picture vocabulary list to aid students in independent practice.

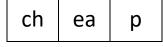
# Phonics

### Letter names AND sounds

Go through alphabet, ask for the letter name AND the letter sound. Ask students if they can find that sound in that day's text. Remember "C" and "G" have two sounds. "Y" has a consonant sound at the beginning of syllables and a vowel sound when it is in the middle or at the end of syllables.

Give students vowel cards. Say the vowel name, students raise the correct card. Say the long sound, students raise the correct card. Say the short vowel sound. Say a word that contains a long sound. Say a word that contains a short sound.

Elkonin boxes help students learn that sometimes 2 or more letters make only one sound.



Spelling tests – teacher dictates words or short sentences for students to write. For true beginners, students can write the first letter of each word. For more proficient readers, include irregular sight words.

### **Notice differences**

After initial reading of text, teacher reads one line and students identify which line was read. (number each sentence or line of text before starting this activity)

Create cards with two words printed. Students sort the cards into same and different piles. (Vinogradov, 2009)

Create sets of cards that contain a first consonant on one card and many word endings on other cards. For example, one card is "m" and other cards say "oney," "an," "ain," "ilk," "onth," "ail," "ore," "ake," etc.

Create worksheet that contains words from the text and other words. Teacher says a word, students circle the correct word. (Vinogradov, 2009) Variations: display choices on the board ex. 1. mop 2. map. Teacher says a word, and students hold up one or two fingers. Or Teacher says a word, students write the correct word on white boards.

Create bingo cards with words from the text. (Vinogradov, 2009)

Number empty bingo boxes. Have student complete a bingo card. 1. Say a letter sound, students write the letter, 2. Say a word from the text, students choose the correct word from slips of words on their desk. 3. Say a word from the text, students write the word. (Vinogradov, 2009)

Underline/circle each word that has "ch," "oa," etc. (Vinogradov, 2009) Circle the word "are" in the text.

Find a word in the text that rhymes with "right." (Vinogradov, 2009)

## Read aloud for decoding practice

Point to the words as the student reads aloud. If the student makes a mistake, keep your finger on the incorrect word and wait for the student to self correct. If they have trouble, guide the student in sounding out the word. Do not give the word to the student to keep moving. The process is more important than the product.

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Write 4 sentences about the picture.

Write how many vowels are in each word. Circle the correct sound.

1. clean	How many vowel letters?	long e	short e
2. blue	How many vowel letters?	long u	short u
3. trash	How many vowel letters?	long a	short a
4. bags	How many vowel letters?	long a	short a
5. white	How many vowel letters?	long i	short i
6. five	How many vowel letters?	long i	short i
7. grass	How many vowel letters?	long a	short a
8. match	How many vowel letters?	long a	short a

Read the syllables.

1. community	com	mυ	ni	ty	community
2. environment	en	vi	ron	ment	environment
3. volunteers	vol	UN	teers		volunteers
4. matching	match	ing			matching
5. garbage	gar	bage			garbage
6. nametags	name	tags			nametags
7. carrying	car	ry	ing		carrying
8. cleaning	clean	ing			cleaning
9. collecting	col	lect	ing		collecting

Sort. Write the words under the correct syllable pattern.

boots	gloves	goggles	safety	mitt	brace
hairnet	back	glasses	oven	apron	harness

Listen. Circle the word you hear.

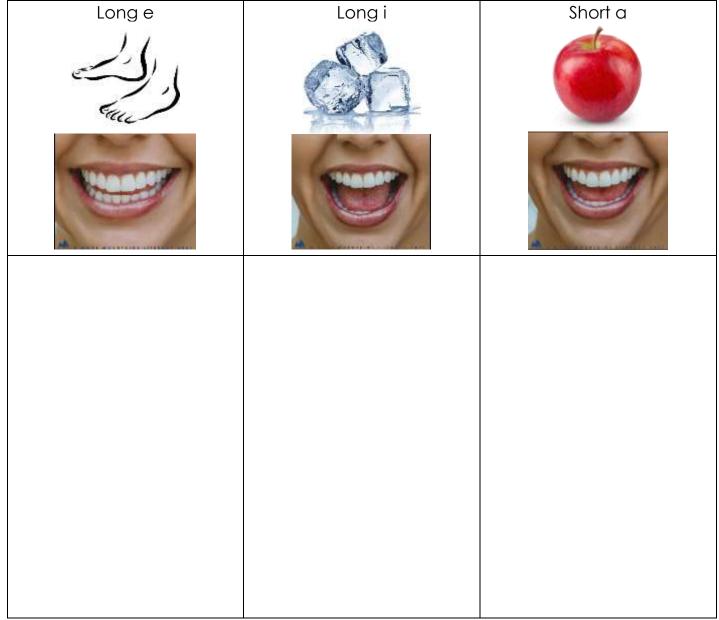
1. hot	help	7. sleep	need
2. fan	can	8. cook	cool
3. free	feet	9. thinks	this
4. home	have	10. green	gets
5. sees	breeze	11. very	vest
6. feels	feet	12. man	fan

Listen. Circle the word you hear.

1. glass	gloves	glasses
2. rest	vest	chest
3. earmuffs	earphones	earplugs
4. mask	mark	mast
5. google	goggles	good
6. race	lace	face
7. boots	books	boats
8. heart	hard	had

# Listen. Circle the word you hear.

1. hih	high	hie
2. clean	cleen	clin
3. govs	gives	gloves
4. garbuj	garbage	garbig
5. community	comunity	commuty
6. with	white	wit
7. graund	grand	ground



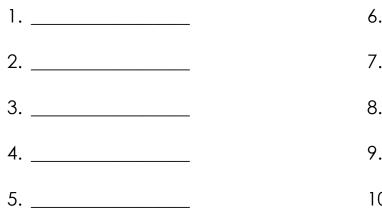
Write the words in the correct box. Sort by vowel sound.

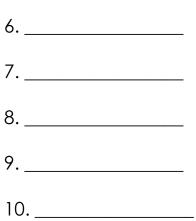


Write the words in the correct box. Sort by vowel sound.

trash	white	clean	high	match
have	bags	five	leaves	trees
Write the missing \	vowels.			
1.trsh		6. h _	V	
2. w h t		7.b	g s	
3.cl	n	8. f _	V	
4. h g h		9.1_	V	S
5. m t c	h	10.†	r s	

## Listen. Write the word you hear.





Put the words in the correct order.

1. wearing They are gloves.

subject	verb	object	Where?

## 2. the trash are ground. picking up People from

subject	verb	object	Where?

## 3. They bags. carrying trash are white

subject	verb	object	Where?

## 4. nametags. wearing are They

subject	verb	object	Where?

5. are trash the the They garbage bags. in putting

subject	verb	object	Where?

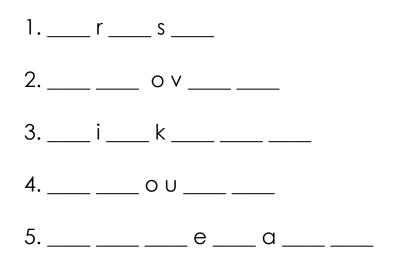
Put the words in the correct order.

- 1. wearing They are gloves.
- 2. the trash are ground. picking up People from
- 3. They bags. carrying trash are white

4. nametags. wearing are They

5. are trash the the They garbage bags. in putting

Complete the words from above.



Put the letters in the correct order to make words from above.

1. rhats	
2. esogvl	
3. nicipkg	
4. nrdugo	
5. asgmanet	

Match the synonyms.

1. manager	a. plant
2. employees	b. work clothes
3. hard hat	c. workers
4. factory	d. supervisor
5. uniform	e. helmet

Match the PPE with the body part.

1. gloves	a. feet
2. hairnet	b. eyes
3. boots	c. head
4. respirator	d. hands
5. goggles	e. lungs

Look at the story.

- 1. Find and write 4 words with silent "e."
- 2. Find 2 words that begin with the letter "g" and have sound #1 (gum).
- 3. Find 1 word that begins with the letter "g" and has sound #2 (gem).
- 4. Find 4 words in the text with the /u/sound (unicorn).
- 5. Find 5 plural words.
- 6. Find 5 words that have one syllable (Trish).
- 7. Find 5 words that have two syllables (prepare).

Complete the sentences with words from the list.

is	tight	nice	size	did	in
right	time	time	try	price	

1. Jack wanted a \_\_\_\_\_ jacket.

2. Jack \_\_\_\_\_\_ not have much \_\_\_\_\_\_ to shop.

3. Jack got a jacket at a good \_\_\_\_\_.

- 4. But Jack did not \_\_\_\_\_\_ the jacket on.
- 5. He did not check the \_\_\_\_\_.
- 6. The jacket \_\_\_\_\_\_ too \_\_\_\_\_.
- 7. Jack got the jacket \_\_\_\_\_\_ the \_\_\_\_\_ size.
- 8. Jack has \_\_\_\_\_\_ to go back to the store on Wednesday.

Categorize the words from the list in the chart below.

Short i	Longi <b>VCe</b>	Longi <b>igh</b>	Longi <b>y</b>

Put the story in the correct order.

- \_\_\_\_\_ Jack goes to the men's store.
- \_\_\_\_\_ Jack buys a jacket.
- \_\_\_\_\_ Jack did not have much time.
- \_\_\_\_\_ Jack will go back to the men's store.
- \_\_\_\_\_ Jack finds out the jacket is too tight.

office	computers	job	hands	garage	
cars	children	child	people	worker	
day	patients	friends	hospital	doctors	

Singular 1	Plural 2+

## Sort. Write the words in the correct box.

teach	paint	serve	bake	write	driver	sing
teacher	writer	drive	singer	baker	painter	server
Action (verb)	- And			Person (noun)		

Sort. Write the words in the correct box.

delivering manage serve clean

help fixing painting plant

Base verb	-ing verb

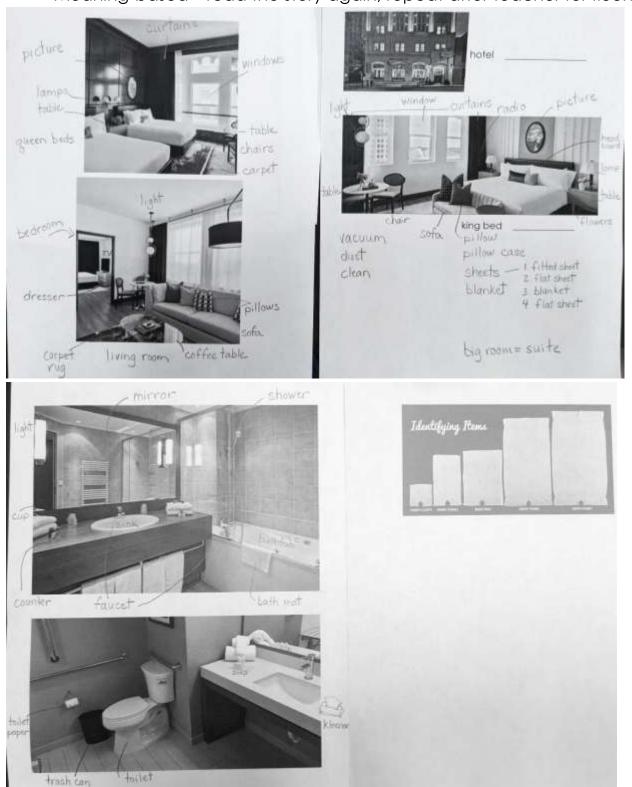
## Look, Say, Copy, Cover, Check

Look and Say	Сору	Cover and Write	Cover and Write	Cover and Write
Š				

Look and Say	Сору	Cover and Write	Cover and Write	Cover and Write
trash				
bags				

Sample lesson

- Day 1 Meaning-based vocabulary and writing the text Phonics – syllables practice
- Day 2 Vocabulary label pictures we talked about on day 1 Meaning-based – read the story again, cloze activity Phonics – listen and circle, write the vowels, categorize by syllables Meaning-based – read the story again, repeat after teacher for fluency



I asked her questions and wrote what she said. I corrected any mistakes.

First, I knock on the door; and I say, "Housekeeping!" If the quest did not check out, Iask, "Do you need anything?" If the quest checked out, I clean the room. I open the hotel app. I press, "cleaning." I take off the sheets and pillow cases. I put the dirty sheets in a cort. I vacuum the carpet. I mop the floor. I dust the tables and the TV. I clean the bathroom. I clean the toilet, shower, and sink. I make the bed with clean sheets. I put clean towels and scap in the bathroom. I put coffee, tea, cups, and sugar next to the TV. I open the hotel app again. I press "Done," My supervisor will check the room.

Reaina

on

VISOr

		3	1 for	Hegina
ng	house	keep	ing	houseke
e	an	у	thing	anythin
with to	Pil	low		pillow
	bath	room		bathro
	SU	per	Vi S	or super
	the second se			

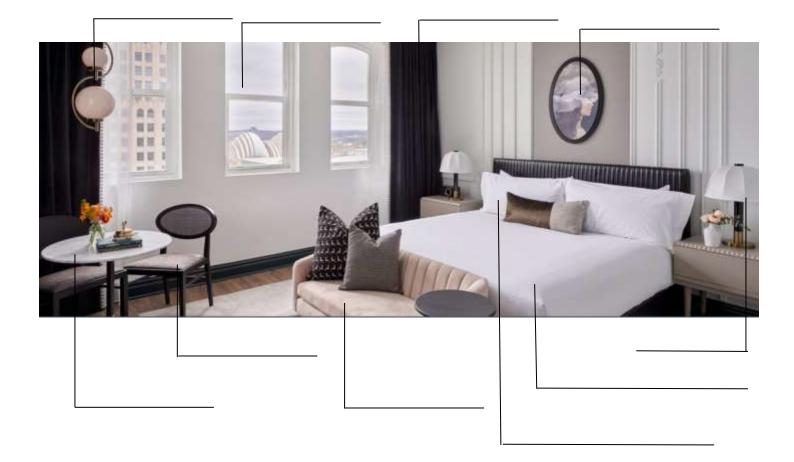
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ai

Ro

She had trouble pronouncing some words, so we did some syllables practice. I started with her name to introduce her to the idea of syllables.







First, I knock on the door, and I say, "Housekeeping!" If the guest did not check out, I ask, "Do you need anything?" If the guest checked out, I clean the room. I open the hotel app. I press "Cleaning." I take off the sheets and pillow cases. I put the dirty sheets in a cart. I vacuum the carpet. I mop the floor. I dust the tables and the TV. I clean the bathroom. I clean the toilet, shower, and sink. I make the bed with clean sheets. I put clean towels and soap in the bathroom. I put coffee, tea, cups, and sugar next to the TV. I open the hotel app again. I press, "Done." My supervisor will check the room.

Write the missing words.

Listen. Circle the word you hear.

1. m	юр	map	7.	floor	door
2. cł	neck	clean	8.	cart	carpet
3. bo	athroom	bedroom	9.	toilet	table
4. bu	Jst	dust	10.	soap	sink
5. ro	om	broom	11.	hotel	towels
6. sh	neets	shower	12.	press	put
Write the	e missing vowe	els.			
1.sl	ht	S	6. r	m	
2. h	t I		7. c	_rpt	
3. c	Ir	I	8. s h	w r	
1 d			0 +	wIs	
4. O	s †		7.1	vv 1 3	
	st l	†		_bl	
5. † _ Sort. Wr	rite the words u	under the correct syllab	10. t	_bI	
5.t_ Sort.Wr du	rite the words u ust carp	under the correct syllab et pillow sofa	10. t le pattern. cleo	_bl	ee
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