

## Study Guide

# K-2 The Big 5 Trainings

## Module 1—Phonological Awareness

## PREFACE

This study guide is intended to help teachers get the maximum benefit from the five main modules (and three optional advanced modules) that make up the K-2 The Big Five PD Series. Its goal is to provide you with a deeper understanding of the scientifically based reading research (SBRR) contained within and to give you a clear concept of what these strategies look like when implemented in the classroom.

This guide can be used by the individual teacher completing the modules independently as well as by groups of teachers who might be using this professional development series as part of their Professional Learning Community (PLC) time on campus.

This guide discusses reading/language arts skills in great detail. However, it is important to state that these same skills apply across the entire curriculum. There is a lot of truth in the education adage that “All teachers are reading teachers.” This does not mean that we expect content area teachers to be teaching lessons in parts of speech or giving spelling tests to their students. What it does mean is that at the places where science/social studies/math/art/music/PE/health intersect with reading, both the content area and the reading teachers should work together to ensure that their students have the requisite reading “chops” that empowers them to succeed in the content areas. We will point out these areas of intersection and how this collaboration can take place to help all students succeed.

## CROSS-CURRICULAR CONNECTIONS



Look for these icons throughout this guide. They indicate places where reading skills intersect with the rest of the curriculum. These will be stopping points where PLC members can discuss how the RLA and content teachers can work together.

### Slide 5: What is Phonological Awareness?

Define Phonological Awareness and Phonics below. Emphasize how the two differ.

**Phonological Awareness:**

**Phonics:**

### Slides 6-7: Definitions

What are your main take-aways from the content on these two slides?

**Slide 6:**

**Slide 7:**

### Slide 9: Listening



Either by yourself or in discussion with other teachers, list some listening activities you can create to promote and evaluate the listening skills of your students. List a few below and the expected benefit.

### Slide 10: Rhyming in Other Languages

Write YES or NO if the pairs of words you hear rhyme or not.

- |    |    |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

### Slide 10: Rhyming and Alliteration

Your big takeaway from this slide might be the sequence of the skills for both rhyme and alliteration. Instruction should start with IDENTIFICATION. Once students can identify rhyme or alliteration, then focus on “SCAFFOLDED GENERATION”. GENERATION activities should only be used with students after they have demonstrated proficiency on the first two levels.

For those working in groups, practicing these activities among yourselves is a lot of fun.

**IDENTIFICATION:** RHYMING—Have one person read the pairs of words in other languages while your colleagues give thumbs up/thumbs down. Feel free to add additional examples if you speak another language. ALLITERATION—Read the alliteration, have colleagues identify the repeated initial sound. Create additional examples if you want.

**SCAFFOLDED GENERATION:** RHYMING—Provide your colleagues with a word stem such as “--and”. Then, work through the alphabet providing the initial sound and having your colleagues say the new word... “-and with /b/ is band; with /c/...cand; with /d/ dand; with /e/ eand, etc... ALLITERATION—One person provides the initial part of an alliteration and picks others to add a word beginning with the same sound to complete the sentence. Start with the example given, “Sally sells \_\_\_\_\_” and allow several people to answer. Then try a few others, such as “Carlos kisses \_\_\_\_\_”; “Betty buys \_\_\_\_\_”, or “Marsha makes \_\_\_\_\_”.

**GENERATION:** RHYMING—Pick some of the words in other languages and have colleagues generate rhyming words. Since they probably won’t know the languages, they will be creating “nonsense words”, which is fine as long as the initial sound is the only one changed. ALLITERATION—Have individual teachers or groups create their own alliteration. Ask them to not use ANY words that begin with a different sound, so “Kevin cooked crunchy kale cookies” is fine, but “Sandy sent silly socks to Sunny” would not work because of the word “to”.

### Slide 11: Onset and Rime

Define the three terms discussed on this slide:

**Onset:**

**Rime:**

**Phoneme:**

### Slide 13: Continuous and Stop Phonemes

Work through the alphabet and decide if the phoneme associated with each letter is a continuous or a stop sound. Place the letter for each sound in the appropriate box below. You can check this against the key at the end of this study guide.

Continuous	Stop

### Slide 15: Counting Phonemes

cat

sing

know

fast

shook

sent

tea

jail

fix

quack

slept

thawed

### Slides 16-18: Phonemes EL Connection

What are the implications for you as an educator working with English Learners that English has many more phonemes than Spanish does?

What if the English Learners in your classroom speak a language other than Spanish? What are the implications for your instruction? How can you find out about the number and types of phonemes in your students' languages?

## Slide 19: Phonological Awareness Activities

In your study teams or by yourself, practice the phonological activities below:

**BLENDING** /r/ /ŭ/ /n/      /s/ /m/ /ě/ /l/      /au/ /t/ /ō/      /sh/ /ĩ/ /p/

(Say the sounds above. Have colleagues blend the sounds together and say the word.)

**SEGMENTING**      flag      kite      hair      shirt      work

(Say the words above. Have colleagues segment the words into the individual phonemes.)

**SUBSTITUTION** dog...change /d/ to /l/      zeal...change /z/ to /m/      pail...change /p/ to /t/

(Follow this pattern: "Say cat. Change /k/ to /s/. The word is \_\_\_\_.") Answer: sat

**DELETION/ELISION** sand...without /s/      flint...w/o /f/      ball...w/o /b/      slime w/o /s/

(Follow this pattern: "Say stone. Now say stone without /s/. The word is \_\_\_\_.) Answer: tone

**ADDITION** pot...add /s/ before the word      oat...add /b/ before the word      lend...add /b/ before the word

(Follow this pattern: "Say old. Now add /t/ before old. The word is \_\_\_\_.) Answer: told

## **Slide 20: Final Reflection**

Linking Phonological Awareness across all content areas...

**How can phonological awareness skills be incorporated during instruction in other content areas?  
Where might it fit during math, social studies and science?**

**When else can you have students work on PA skills during the school day? (HINT: Think about non-instructional time you can use.)**



# KEY

## Slide 10: Rhyming in Other Languages

Write YES or NO if the pairs of words you hear rhyme or not.

- |               |               |
|---------------|---------------|
| 1. <b>YES</b> | 5. <b>NO</b>  |
| 2. <b>NO</b>  | 6. <b>YES</b> |
| 3. <b>YES</b> | 7. <b>YES</b> |
| 4. <b>NO</b>  | 8. <b>NO</b>  |

## Slide 13: Continuous and Stop Phonemes

Work through the alphabet and decide if the phoneme associated with each letter is a continuous or a stop sound. Place the letter for each sound in the appropriate box below. You can check this against the key at the end of this study guide.

Continuous	Stop
<b>All Vowel Sounds</b> <b>f, l, m, n, r, s, sh, v, z</b>	<b>b, ch, d, g, j, k, p, t</b>

### Slide 15: Counting Phonemes

cat	3	( /k/ /ă/ /t/ )	sing	3	( /s/ /ĩ/ /ng/ )
know	2	( /n/ /ō/ )	fast	4	( /f/ /ă/ /s/ /t/ )
shook	3	( /sh/ /oo/ /k/ )	sent	4	( /s/ /ě/ /n/ /t/ )
tea	2	( /t/ /ē/ )	jail	3	( /j/ /ā/ /l/ )
fix	4	( /f/ /ĩ/ /k/ /s/ )	quack	4	( /k/ /w/ /ă/ /k/ )
slept	5	( /s/ /l/ /ě/ /p/ /t/ )	thawed	3	( /th/ /au/ /d/ )

### Slides 16-18: Phonemes EL Connection

What are the implications for you as an educator working with English Learners that English has many more phonemes than Spanish does?

**Students may not be familiar with all of the sounds in English and I will have to spend time explicitly teaching those new sounds.**

What if the English Learners in your classroom speak a language other than Spanish? What are the implications for your instruction? How can you find out about the number and types of phonemes in your students' languages?

**If my students speak a different language than Spanish, I will need to find out which sounds are shared. I can ask parents (if they speak English), older siblings, or I can look on [mylanguaes.org](http://mylanguaes.org) to find out this information. I would then teach the new sounds in English explicitly.**