

Sounds Abound: A "Funemic" Approach to Word Study & Comprehension

INTERNATIONAL
LITERACY
ASSOCIATION

ARA 2016 Literacy Conference

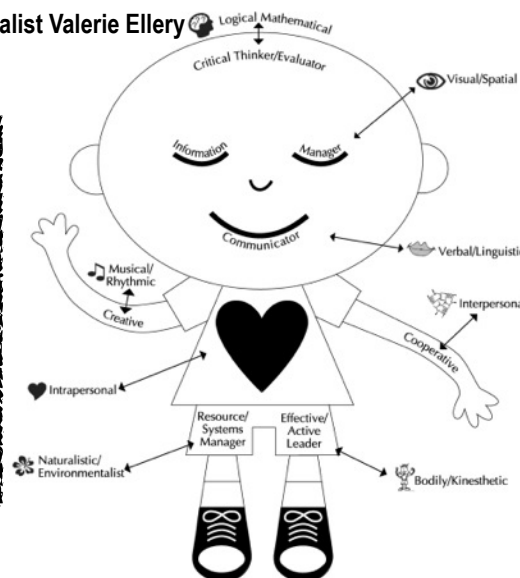
Presented by International Educational Specialist Valerie Ellery

Essential Questions:

Am I lifting the level of thinking through accountable talk, which increases critical and creative thinking in my classroom?

How can I strengthen my small group instruction to impact and differentiate learning for all?

How will the techniques support standards-based rigorous WORD STUDY instruction?



Outcomes:

- Discover engaging ways to **motivate** readers and foster **engagement** through **curiosity**, **critical thinking**, and **reasoning**, focusing on Multiple Intelligences to reach and teach the whole learner focusing on Word Study;
- Examine how to incorporate **curriculum**, **assessment**, and **rigorous instruction** daily into a comprehensive literacy classroom to close the achievement gap;
- Apply **strategies and techniques** to raise students' literacy achievements **aligned to Arkansas standards**; focusing on **rhyming**, **isolating & Identifying sounds**, **blending & segmenting**;
- Apply **accountable "teacher-talk"** to foster strategic, critical thinking;
- Focus on **informational text**, incorporating **interdisciplinary content areas** within literacy instruction to support evidence-based reading cross curricular.

"It's not how smart you are, it is how you are smart."

Gardner, 1999



VISUAL/Spatial
Information Manager



LOGICAL/Mathematical
Critical Thinker



BODILY/ Kinesthetic
Effective/Active Leader



INTRAPERSONAL
Responsible learner



VERBAL/ Linguistic
Communicator



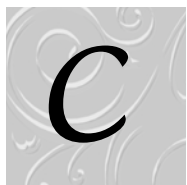
MUSICAL/ Rhythmic
Creative Learner



INTERPERSONAL
Cooperative worker



NATURALIST
Resource & System Managers



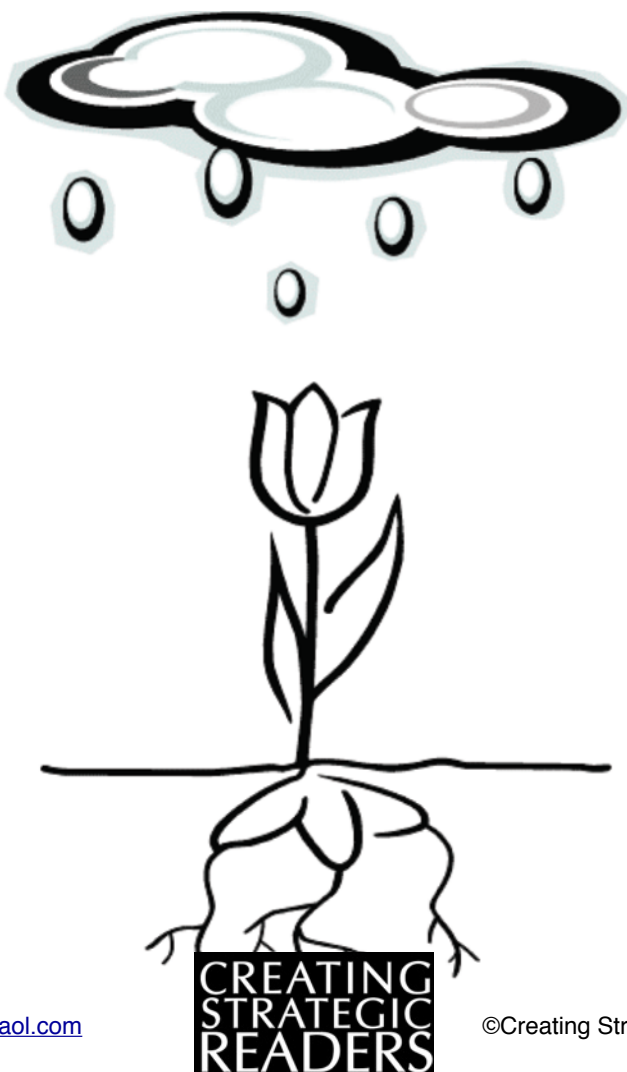
*C*onsideration: Building Knowledge Word Study *To Grow a Reader...*

Think about the components of phonological awareness, phonemic awareness and phonics and how they relate to one another. How are they alike and different? Record your thoughts below.

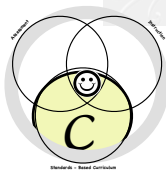
Phonological Awareness

Phonemic Awareness

Phonics



Consideration: Building Knowledge Word Study

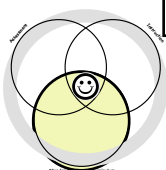


Word Study: Phonological Awareness and Phonics

1. Rhyming
2. Isolating and Identifying Sounds
3. Blending and Segmenting Sounds
4. Synthesizing Sounds
5. Analyzing Sounds
6. Embedding
7. Spelling
8. Recognizing

Word study is the art of examining closely how words are designed phonemically (_____), phonetically (alphabetic principal), *letters morphologically (_____) of words), and orthographically (_____). CSR p.31

Brooke is applying some concepts about print to help support her development as a reader. She often confuses her sounds and letters. She can recognize some parts of words and can pick out words that have the same pattern. She can only identify a limited number of sight words.



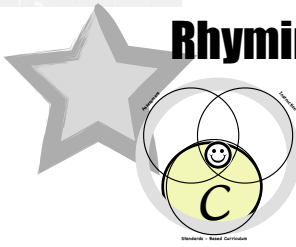
	Observable Behaviors		Observable Behaviors
Rhyming	<ul style="list-style-type: none"> <input type="checkbox"/> Hears and recognizes rhymes <input type="checkbox"/> Repeats ending sounds and produces new words with similar sounds <input type="checkbox"/> Applies rhyme in context for meaning 	Synthesizing	<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes that sounds can be associated with letters <input type="checkbox"/> Combines parts (sounds, affixes, inflectional endings, syllables) to form a whole word by decoding <input type="checkbox"/> Decodes and sorts words according to common syllabication patterns and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context
Isolating and Identifying Sounds	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies individual sounds by positioning the mouth, lips, jaw, and tongue to correspond with appropriate sound <input type="checkbox"/> Isolates and pronounces initial sounds, medial vowels, and final sounds <input type="checkbox"/> Distinguishes long-from short-vowel sounds in spoken single-syllable words when reading regularly spelled one-syllable words 	Analyzing	<ul style="list-style-type: none"> <input type="checkbox"/> Focuses on the whole word, and then identifies specific aspects within the word <input type="checkbox"/> Identifies and explains parts and patterns within words <input type="checkbox"/> Deciphers how words derive meaning from root words
Blending and Segmenting Sounds	<ul style="list-style-type: none"> <input type="checkbox"/> Blends and segments onsets and rimes of single-syllable spoken words <input type="checkbox"/> Orally produces single-syllable words by blending sounds (phonemes), including consonant blends <input type="checkbox"/> Segments spoken single-syllable words into their complete sequence of individual sounds (phonemes) <input type="checkbox"/> Identifies and separates a sentence into individual words, individual words into syllables, words into onset and rime, individual units of sound into a word, and identifies structural analysis of a word 	Embedding	<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes and describes the use of peripheral vision <input type="checkbox"/> Decodes or clarifies unknown words based on context clues to determine meaning <input type="checkbox"/> Applies the structural cues of the unknown word based on the meaning of the surrounding words
		Spelling	<ul style="list-style-type: none"> <input type="checkbox"/> Creates associations to remember how to spell words <input type="checkbox"/> Connects words by spelling patterns and generalizations (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words (encoding) <input type="checkbox"/> Spells untaught words phonetically and phonemically (manipulating letters to discover letter-sound relationship)

Application: Using Knowledge

Phonological Awareness Strategies

Rhyming and Isolating & Identifying Phonemes

Cluster 2: Phonological Awareness



RF.2.

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **RF.K.2.a.** Recognize and produce rhyming words orally.

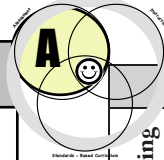
RF.2.

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **RF.1.2.C.** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.

Cluster 3: Phonics & Word Recognition

RF.3.

Know and apply grade-level phonics and word analysis skills in decoding words. **a.** Demonstrate basic knowledge of 1-1 letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. **RF.3.3.C.** Decode multi syllable words



Observable Behaviors

- | | |
|----------------------------------|---|
| Rhyming | <input type="checkbox"/> Hears and recognizes rhymes |
| | <input type="checkbox"/> Repeats ending sounds and produces new words with similar sounds |
| Isolating and Identifying Sounds | <input type="checkbox"/> Applies rhyme in context for meaning |
| | <input type="checkbox"/> Identifies individual sounds by positioning the mouth, lips, jaw, and tongue to correspond with appropriate sound |
| | <input type="checkbox"/> Isolates and pronounces initial sounds, medial vowels, and final sounds |
| | <input type="checkbox"/> Distinguishes long-from short-vowel sounds in spoken single-syllable words when reading regularly spelled one-syllable words |

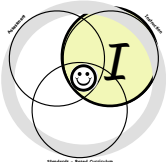
Teacher Talk



Mirror Mirror (CSR p.47)



Rhyming Jar (CSR p. 42)



Rhyming

1. Listen to these two words. How are they *alike*?
2. What sounds do you hear at the *end* of these two words _____ and _____?
3. What *part* of the word makes the rhyme or rime. Explain the difference.
4. Listen to these words. Which words have the same ending sounds? How are they *similar*?
5. Generate a word that sounds *like* _____.

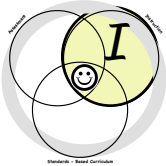
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Word Study

Isolating & Identifying Sounds

(CSR pgs. 50-51)



Hot Seat

Purpose:

To recognize and dramatize positioning of isolated sounds

ELL Technique:

Yes

Materials:

- three cups, one set per pair of students
- chairs
- small items to use as markers (e.g., marbles, counters, buttons)
- Word Study Journal
- three index cards
- text
- Hula-Hoops[®] (variation)
- chart (optional)
- markers

Learning Phases

I

Mark the index cards each with one letter—B (beginning sound), M (middle sound), and E (ending sound). Mark each set of cups with the same letters. Line up three chairs in the front of the room. Attach one (B, M, or E) card to each chair and explain that these are the “hot seats.” Select a word from a familiar text or content area of study.

Isolate one sound from the word by saying it aloud, and then sit in the chair that correlates with the position of the sound in the word. For example, if the word chosen is *pig*, say the /p/ sound, and sit in the first seat. Continue to move to each chair, saying aloud the sound within the word that correlates with the chair (sit in the middle chair and say the /i/ sound in *pig*; sit in the last chair and say the sound /g/ in *pig*).



We

Select students to line up and take turns sitting in the hot seats. Ask a student to sit in the correct chair that correlates with another sound in the original word. Have the student explain their reasoning for selecting the chosen chair. Select another word from a familiar text with more sounds than the number of chairs. **Suggested Teacher Talk:** *Where do you hear the /____/ sound in ____?*

Once the student is sitting in the selected hot seat continue, having him or her lean toward the chair that represents the answer. **Suggested Teacher Talk:** *Is the /____/ sound closer to the beginning of the word or closer to the end of the word? Verify answers by breaking the word into phonemes and counting how many sounds are before and after the highlighted sound.*



With
You

Distribute a set of cups and a marker to each pair of students, explaining that the cups now represent the chairs from the previous phase. Demonstrate how to use the cups and a small item as a sound marker. Instruct students to line up cups in order and choose words from a familiar text to have them demonstrate positioning of the sounds by placing a marble in the correct cup that represents the isolated sound and then defend their decision. **Suggested Teacher Talk:** *Move your cup in the direction that represents the closest proximity to the highlighted sound. Verify your response.*




By
You


Students analyze words during independent reading or words directly from their independent writing to determine the number of sounds or syllables. They can record their exploration in a Word Study Journal. Variation: Use Hula-Hoops[®] to substitute chairs by placing the hoops on the floor and letting students stand inside the circles or place at a center.


Application: Using Knowledge


Phonological Awareness & Phonics Strategies

 = musical / rhythmic

 = visual / spatial

 = bodily / kinesthetic

 = naturalist / environmentalist

 = verbal / linguistic

 = logical / mathematical

 = intrapersonal

 = interpersonal

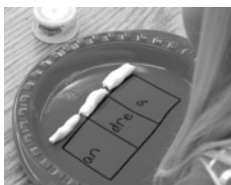


Blending & Segmenting

Chimes With Rimes (CSR p 57)

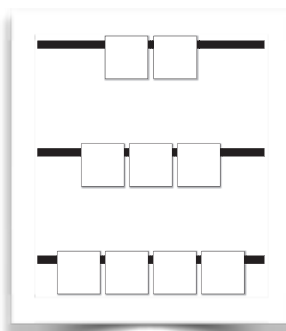


Silly Segmenting (CSR pgs. 61-62)



Synthesizing

Stretch It (CSR pgs. 66-67)



Silly Sound Segmenting

Purpose:

To separate individual units of sounds in a word and demonstrate sounds through a tangible representation

ELL Technique:

Yes

Materials:

- text
- sticky notes
- clay
- picture card

Learning Phases

I

Select a word from a familiar text, or show a picture card that represents the word. Roll a ball of clay into a long “silly snake” to represent the selected word. Orally segment each phoneme in the word, breaking off a chunk of clay as you say each phoneme, making sure to use the entire strip of clay since it represents the whole word.

Pick up the first piece of clay and say the phoneme it represents. Repeat this process with each piece of clay, presenting each phoneme within the word. Demonstrate blending the segments by picking up the first piece of clay again and say the phoneme it represents. Next, pick up the second piece of clay and say the phoneme it represents while connecting the first and second pieces of clay. Orally produce the sound segment the first two phonemes represents. For example, if the chosen word is *fish*, the sound segment that represents the first two phonemes is /f/ + /i/ = /fi/. Continue this process until each phoneme is blended back together to form the original word.

Word Study
Blending and
Segmenting
Sounds

We

Display sticky notes instead of clay for the whole group to see. Each sticky note denotes a syllable in the example word. Use a pointer or your finger to glide under each sticky note as you repeat the word. Share a word with the class, and ask volunteers to come up and count out how many sticky notes will be needed to represent the determined segment. Have the volunteers say the designated sounds and stick the note card on display, gliding to demonstrate blending the sounds. **Suggested Teacher Talk:** *Demonstrate how many sounds you hear in the word _____. Repeat the process with a new word from the text you are reading.*

With
You

Divide students into small groups. Provide each group with several small balls of clay, and ask them to shape their clay into a log roll like a snake. Pronounce a word directly from a chosen text and have students separate their “snakes” into a corresponding number of sound units, reminding them that each segment represents a phoneme. Have students demonstrate a one-to-one correspondence with each section of their snakes as they say the phonemes separately. Then have them pick up each individual segment while pronouncing the corresponding phoneme, pinching the individual segments together as they fuse the phonemes to re-form the word by blending. **Suggested Teacher Talk:** *What sounds do you hear in the word? Separate the sounds and represent each segment with a separate piece of clay. Which visual representation shows the _____ (e.g. the second) syllable in the word _____? (e.g., word = bicycle, second syllable = cy)*

By
You

Ask students to select words from a familiar literary or informational text the class has read or the student has read independently. Invite them to segment and blend phonemes in the selected words, creating a visual representation of each phoneme with clay, using the process previously described.

Differentiation

Have students blend the word in a variety of ways (e.g., syllables, prefix, or suffix, root word) and analyze the vowel sounds within each segment of the word while physically and orally reforming the word.

Extensions

- Break each syllable into individual phonemes by putting a tally mark on a syllable sticky note or break each piece of clay apart again to denote the number of phonemes in each syllable. Stack the sticky notes on top of each other as you say each syllable. Say the first syllable and pick up the first visual note. Continue to connect sticky notes, creating a visual representation of each syllable blending with the previous syllable to reform the word.
- Select a mystery word. Write clues for other students to demonstrate a word that would best represent the mystery word. For example, "I am thinking of a four syllable word—the first syllable vowel is /i/, it is a book of words with their definitions" (/dic/-/tion/-/ar/-/y). In a Word Study Journal, students may record the word and the number representing how many segments are in the word (e.g., phonemes, syllables, affixes) and any mystery clues they create.

**Word Study
Blending and
Segmenting
Sounds**

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