

WHAT WE WILL TALK ABOUT TODAY

- **Overview of Background Knowledge**
 - Reading Science
 - Phonological and Phonemic Awareness
- **Heggerty Resource**



- Assessment / Screening
- Scope & Sequence
- Lesson Plan with video demonstration
- Additional Benefits
- Questions?

The Simple View of Reading



"The little dog barked at the big cat."

Accuracy & Fluency

Meaning

The littledogbarkedat
thebigcat.

Seeing each letter but not
knowing what sounds
these letters represent.

The...l...i...tt...le...d...o...g...b...ar...
k...ed...a...t...the...b...i...g...c...a...t

Producing the sounds the
letters make, but it takes a
lot of effort.

The little dog barked
at the big cat.

Putting the individual
sounds together easily to
pronounce each word.

?

No meaning associated.



Recognizing each word,
but not the overall
meaning of the sentence.



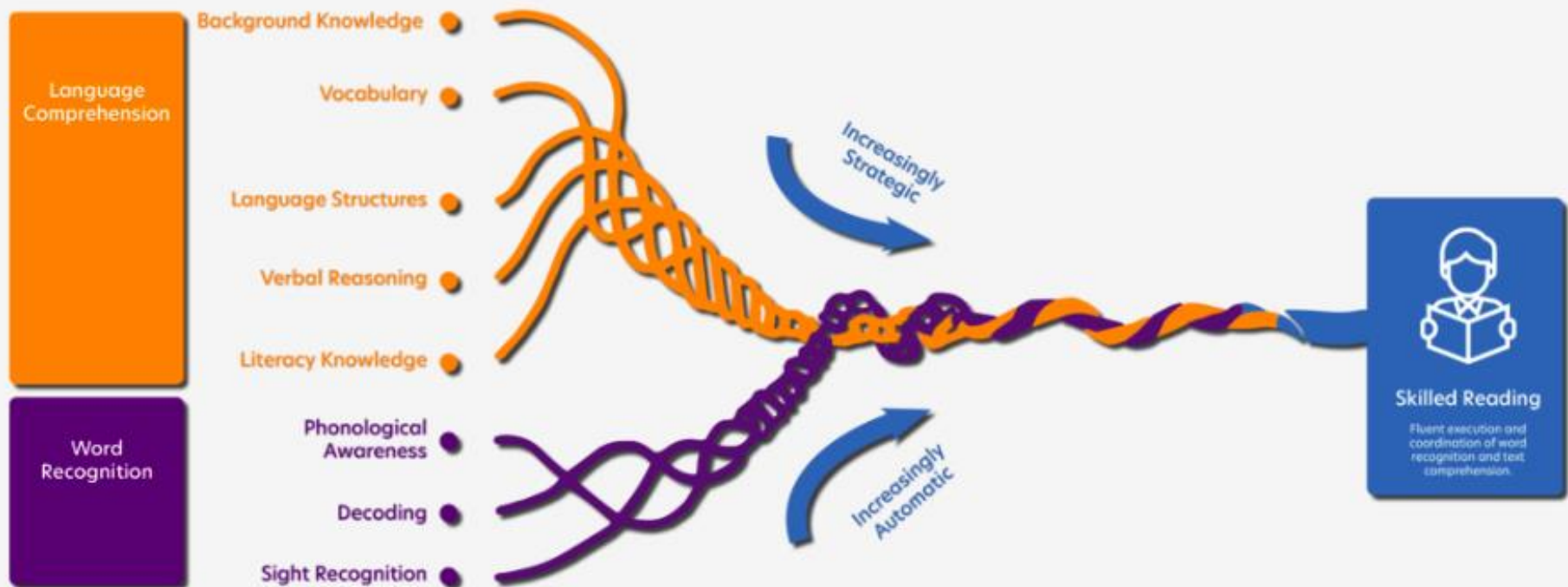
Fully grasping the
meaning of the sentence.

THE SIMPLE VIEW OF READING



(Gough & Tunmer, 1986; Hoover & Gough, 1990)

READING ROPE



Scarborough, Hills (2001). *The Reading Rope: The Many Strands That Are Woven Into Skilled Reading*.

NECESSARY PROFICIENCIES FOR WORD LEVEL READING

- Solid foundation in **phonological** and **phonemic** awareness skills
- **Decoding:** Letter-sound correspondence must be automatic; letter strings become familiar; sight words

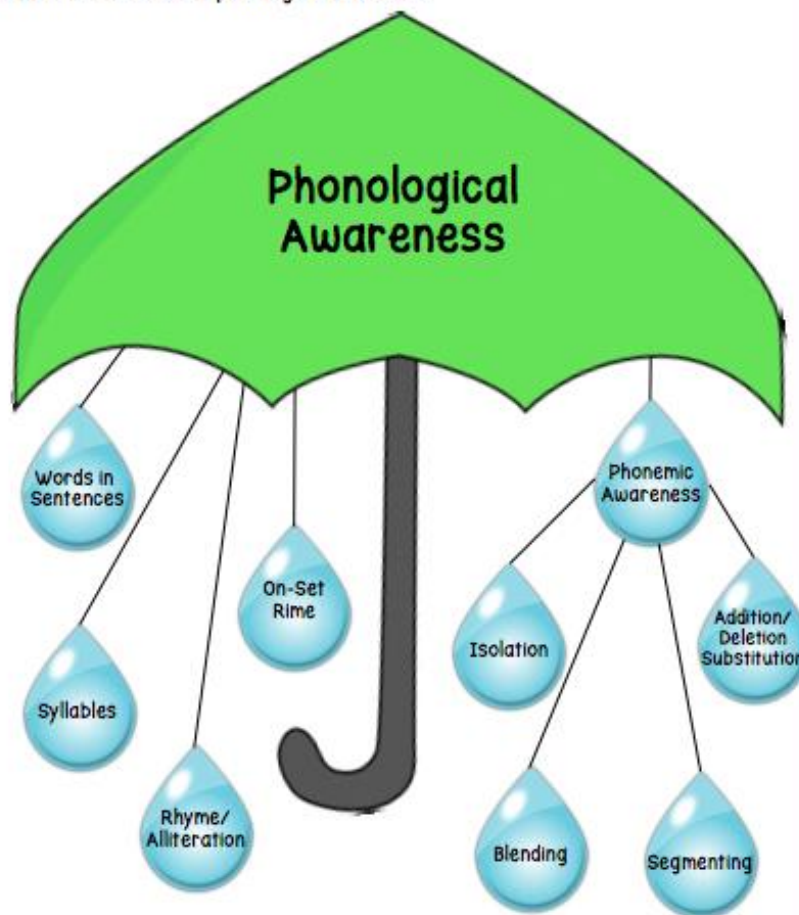
Terminology

- **Phonological Awareness**
- **Phonemic Awareness**
- **Phonics**
- **Phonemes, Letters, Graphemes**
- **Alphabetic Code** (alphabetic principal): The system of grapheme-phoneme correspondences that link written words to their pronunciations.

PHONOLOGICAL AWARENESS

Phonological Awareness and Phonemic Awareness

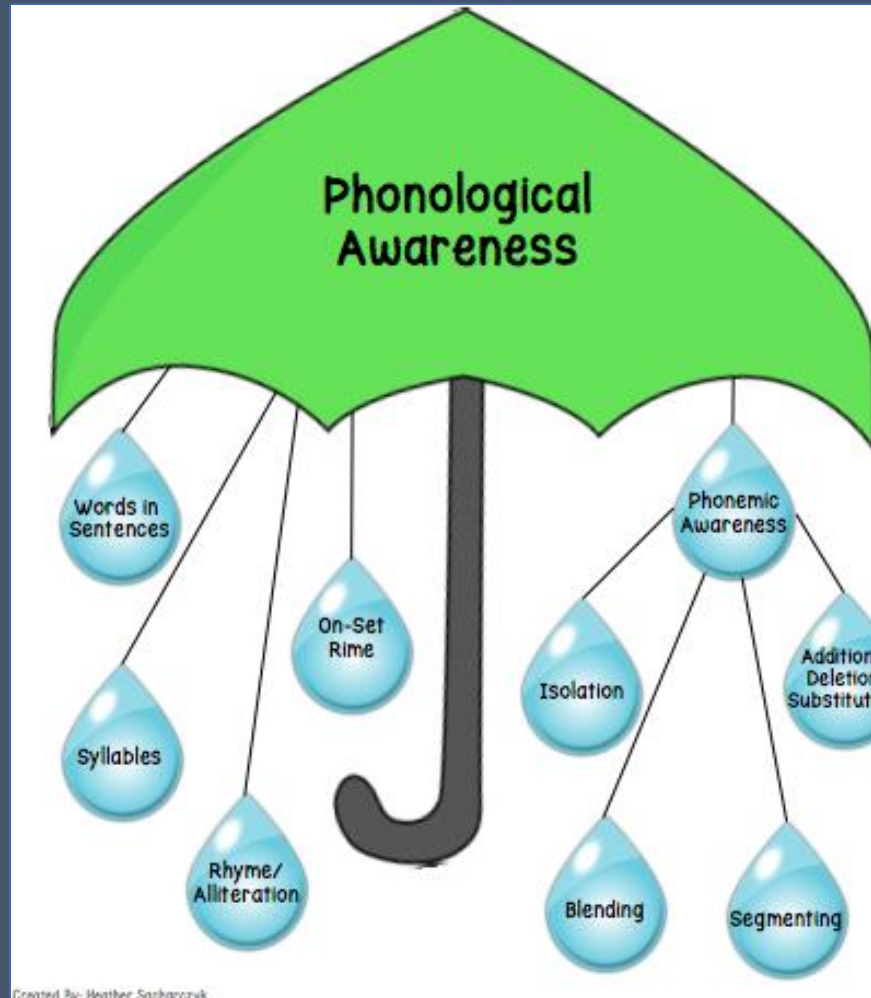
Phonological awareness is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and on-set rime. Sentences can be broken down into words, words into syllables, and then into onset-rime. When the word is broken into the smallest part, or individual sound (phoneme), "phonemic awareness" is used. Phonemic awareness is a subskill of phonological awareness.



PHONEMIC AWARENESS

The ability to hear and manipulate the smallest components of words (phonemes/sounds)

- ✓ Isolating sounds
- ✓ Blending sounds
- ✓ Segmenting words into sounds
- ✓ Manipulating sounds



Created By: Heather Sacharczyk



PHONICS

- Refers to letter-sound relationships
- Lessons are both visual and auditory.
- Has to do with **printed/ written** language



PHONEMIC AWARENESS

- Has to do with phonemes/sounds in **spoken** language.
- Deals with auditory input. Lessons are primarily auditory.



Phonemic Awareness
provides the foundation
on which phonics is built

If a child's phonemic
awareness is lacking,
phonics instruction will
not make much sense.

Terminology

- ✓ **Phonological Awareness**
- ✓ **Phonemic Awareness**
- ✓ **Phonics**

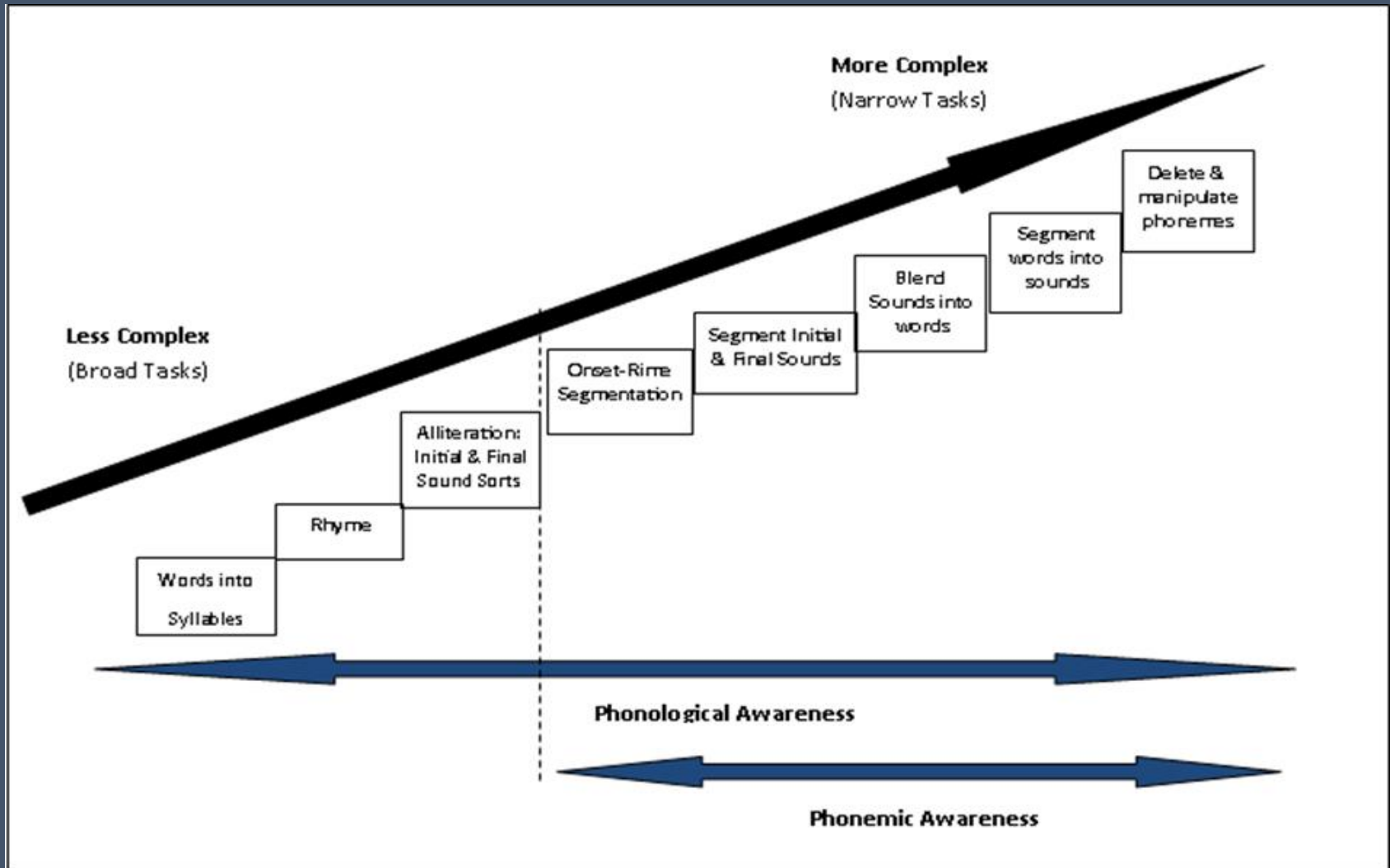
❑ **Phonemes, Letters, Graphemes**

❑ **Alphabetic Code** (alphabetic principal): The system of grapheme-phoneme correspondences that link written words to their pronunciations.

HOW MANY?

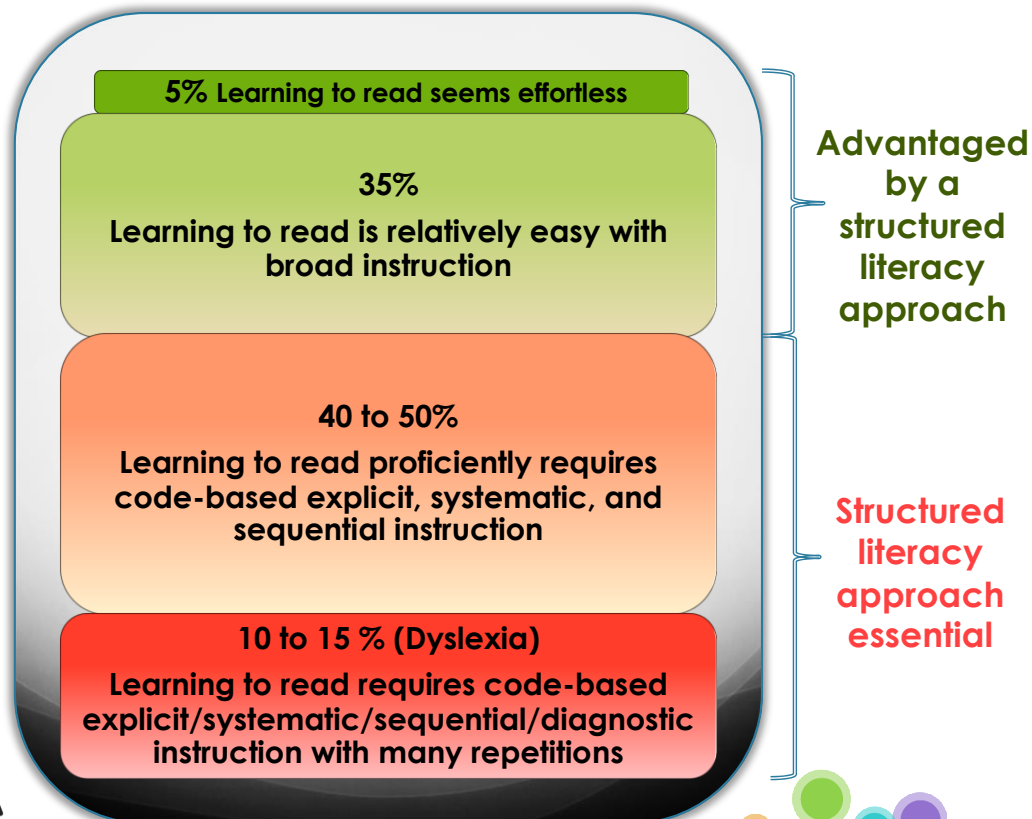
	#LETTERS?	# GRAPHEMES	# PHONEMES?
CAT	3	3	3
SHOE	4	2	2
SIX	3	3	4

DEVELOPMENT OF PHONOLOGICAL AWARENESS



Syllable Level → Onset-Rime Level → Basic Phoneme Level → Advanced Phoneme Level

The Ladder of Reading




© N. Young, 2012 (Updated 2020)

Artwork by Dean Stanton

(Lyon, 1998; NRP, 2000; IDA, 2015; Hempenstall, 2016)

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Reading
Spelling
Writing

ASSESSMENT/SCREENING



Student Name: _____ Assessment Date: _____

Phonemic Awareness Baseline Assessment for Kindergarten

Directions: Mark a correct response with a plus sign (+) in the Student Response column.
Mark an incorrect response with a dash (-) and record the incorrect response.
If the student is unable to give a correct response within 4 seconds, the administrator can move onto the next assessment word.
You may discontinue the skill if there are no correct responses within the first 3 words.

Phonemic Awareness Skills

Rhyme Recognition

RF.K.2.A

Teacher Administration Directions: Words that rhyme have the same middle and final sound. Listen to these words: low, no. Low and no rhyme. Now it's your turn. Do these two words rhyme: **high, my?**

Correct response Yes, high and my rhyme.

Incorrect response High and my are rhyming words because they both have /i/ in them.
Listen: /h/ - /i/, /m/ - /i/. Can you say high, my?

I will say two words. Say the words aloud and tell me if they rhyme by saying yes or no.

Words	Correct Response	Student Response	Results
1. hen, pen	yes		____/5
2. jam, did	no		
3. sick, pick	yes		
4. nap, map	yes		
5. rock, made	no		

Rhyme Production

RF.K.2.A

Teacher Administration Directions: Words that rhyme have the same middle and final sound. Listen to these words: sun, fun. Sun is a word that rhymes with fun because we hear /ŭn/ as the middle and final sounds. Now it's your turn. I will say a word and you tell me a word that rhymes with it. Tell me word that rhymes with **me**.

Note to teacher: Nonsense words are acceptable. If student repeats the provided word, you can prompt by saying, "Can you give me another rhyming word?"

Correct response Yes, me and ____ rhyme. (be, see, he, knee, key, we)

Incorrect response Me and ____ do not rhyme. A word that rhymes with me is the word see because we hear /ē/ in both: /m - ē/, /s - ē/. Can you say the 2 words back to me: me, see?

I will say a word. Can you say the word back to me and tell me a word that rhymes?

Word	Student Response	Results
1. day		____/5
2. tie		
3. fan		
4. dot		
5. red		

ASSESSMENT/SCREENING



Guidelines for Scoring the Kindergarten Phonemic Awareness Assessment

These assessments were created by Literacy Resources to align to the Heggerty Phonemic Awareness curriculum for Kindergarten ©2015, ©2020. The skills assessed also align to the Phonological Awareness Standards of the Common Core State Standards for Kindergarten. The suggested time frame in which to administer assessments can be aligned to your school schedule of quarters or trimesters. Each assessment provides teachers with an opportunity to identify a students' area of strength, as well as a space to create a plan for intervention to address specific phonemic awareness skills.

The information gathered from the assessments is meant to inform the teacher's instruction, as the Phonemic Awareness curriculum is implemented daily within the classroom literacy block. It is recommended that students who score within the "Beginning" range for any skill on any future assessments would receive additional support and intervention, especially if the curriculum is being implemented in the Tier 1 core curriculum. The Baseline assessment can be used to determine intervention needs, but some students begin school with limited or no exposure to these skills, and most will make adequate progress through consistent whole group implementation of the daily Phonemic Awareness lessons.

Assessment 1: Baseline Assessment			
Administer at the Beginning of the School Year			
Phonemic Awareness Skill	Beginning	Developing	Proficient
Rhyme Recognition	0 – 2 correct	3 correct	4 – 5 correct
Rhyme Production	0 – 2 correct	3 correct	4 – 5 correct
Onset Fluency	0 – 2 correct	3 correct	4 – 5 correct
Blending Compound Words & Syllables	0 – 2 correct	3 – 4 correct	5 – 6 correct
Isolating Final Sounds in Words	0 – 2 correct	3 correct	4 – 5 correct
Segmenting Compound Words & Syllables	0 – 2 correct	3 – 4 correct	5 – 6 correct
Adding Words & Syllables	0 – 2 correct	3 – 4 correct	5 – 6 correct
Blending Onset – Rime	0 – 2 correct	3 correct	4 – 5 correct
Deleting Words & Syllables	0 – 2 correct	3 – 4 correct	5 – 6 correct
Segmenting into Onset – Rime	0 – 2 correct	3 correct	4 – 5 correct
Substituting Words & Syllables	0 – 2 correct	3 – 4 correct	5 – 6 correct
<i>If Blending & Segmenting at the Phoneme level is administered</i>			
Blending Phonemes		1 – 3 correct	4 – 5 correct
Segmenting into Phonemes		1 – 3 correct	4 – 5 correct

Heggerty

Phonemic Awareness Curriculum



English
Preschool

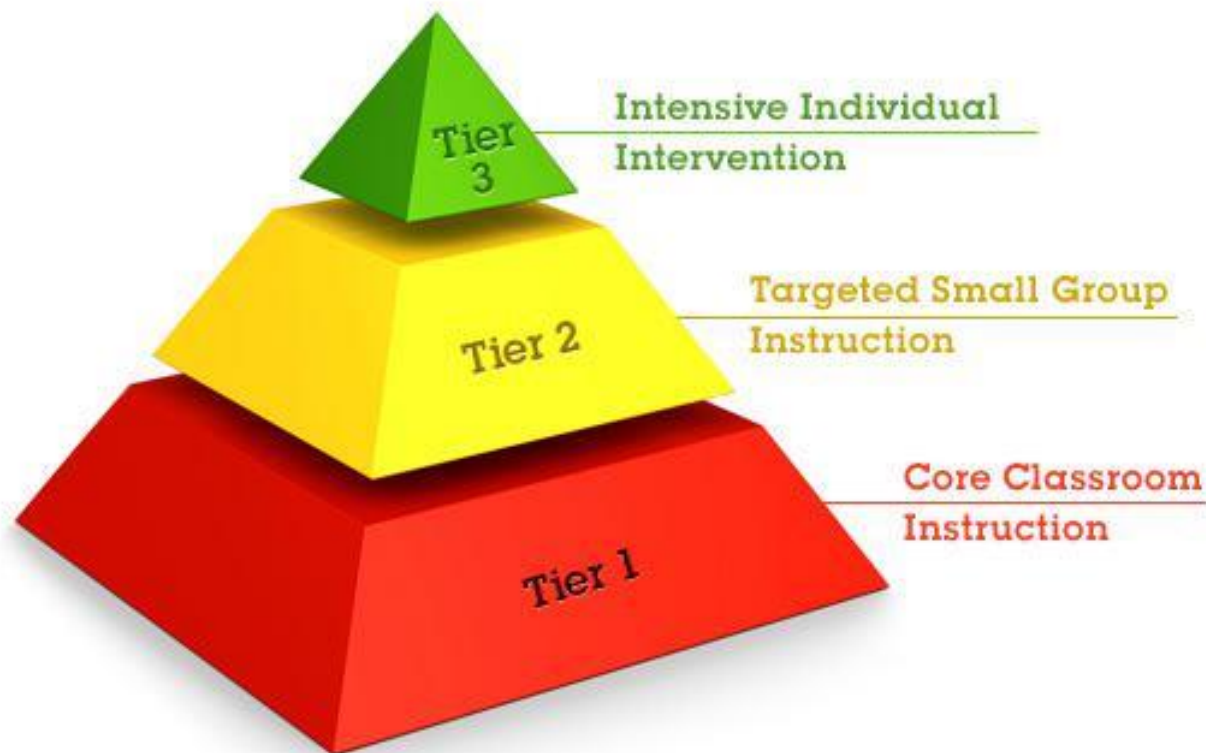


English
Kindergarten



English
Primary

For use in 1st and 2nd grade classrooms, and to be used by interventionists and special education teachers who work with older struggling readers.



3 Tiers of Support

Equipped for Reading Success – The Sequence –

General Education:

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th to 12 th
• Developmental Reading					
• Word-Study Techniques					
• Letter-Sound Skills					
• Phonological Awareness					
• Assessment					

Struggling Students (general education remediation or special education remediation):

• Developmental Reading	when ready				
• Phonological Awareness					until mastered
• Letter-Sound Skills					until mastered
• Word-Study Techniques					until student is a skilled reader
• Assessment					until student is a skilled reader

HEGGERTY CURRICULUM

- 35 weeks of daily lessons focusing on 8 phonemic awareness skills
 - Rhyming
 - Onset Fluency
 - Blending
 - Identifying final or medial sounds
 - Segmenting
 - Adding Phonemes
 - Deleting Phonemes
 - Substituting phonemes
- Letter Name & Letter Sound recognition
- Language Awareness

SCOPE & SEQUENCE – PRE-K

Phonemic Awareness - Pre-Kindergarten Curriculum Scope & Sequence

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35		
Rhyming	Rhyme Repetition												Rhyme Recognition														Rhyme Production										
Onset Fluency	Isolate the Initial Consonant																		Isolate Consonant or Vowel			Generate words with same onset			Categorization: Is the onset same or different?												
Blending	Compound Words		Syllables		Body-Coda	Onset-Rime	Compound Words		Syllables		Onset/Rime	Blending Two Phonemes										Blending Three Phonemes															
Final or Medial Sounds	Final Sound												Medial Sound										Final Sound					Mixed Skills									
Segmenting	Compound Words		Syllables		Onset-Rime		Compound Words		Syllables		Onset/Rime		Segmenting Two Phonemes										Segmenting Three Phonemes														
Adding	Compound Words		Syllables		Initial Phoneme		Compound Words		Syllables		Initial Phoneme		Adding Two Phonemes Together										Adding Onset to Rime														
Deleting	Compound Words		Syllables		Initial Phoneme		Compound Words		Syllables		Initial Phoneme		Deleting Onset From Two Phoneme Words										Deleting Onset from Rime														
Substituting																			Substituting Onset of Two-Phoneme Words			Substituting Onset of Three-Phoneme Words															
Letter Naming	Singing of the ABC's Use ABC cards every other day										Singing of the ABC's Use ABC cards every day					Introduce Letter Names & Sounds																					
Language Awareness	Repeating sentences from nursery rhymes and separating into individual spoken words.																																				

SCOPE & SEQUENCE - KINDERGARTEN

Phonemic Awareness - Kindergarten Curriculum Scope & Sequence

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	
Rhyming	Hearing Rhymes	Rhyme Recognition				Rhyme Production	Rhyme Recognition				Rhyme Production						Rhyme Recognition	Rhyme Production				Rhyme Recognition	Rhyme Recognition	Rhyme Recognition				Rhyme Production				Mixed Skills				
Onset Fluency	Consonants							Consonants & Short Vowels										Consonants & Long Vowels		Vowels	Digraphs		L Blends	S Blends	R Blends	Mixed Blends	Initial phoneme with blends		Review of All Skills							
Blending	Compound Words		Syllables		Body-Coda		Onset - Rime		Two Phoneme Words	Three Phoneme Words										Four or more Phoneme Words																
Final or Medial Sounds	Final Sound								Medial Sound (short vowels)				Medial Sound (long vowels)				Final Sound				Medial Sound	Phoneme Location				Final Sounds										
Segmenting	Compound Words		Syllables		Onset - Rime			Two Phoneme Words	Three Phoneme Words										Four or more Phoneme Words																	
Adding	Words to Make Compound Words		Syllables		Initial Phonemes																												Final Phonemes			
Deleting	Compound Words		Syllables		Initial Phonemes																												Final Phonemes			
Substituting	Compound Words		Syllables		Initial Phonemes																												Final Phonemes		Vowels	
Letter Naming	Consonants and Vowels																Consonant Digraphs		L Blends	S Blends	R Blends	Review of All Consonant Digraphs, Vowels, and Blends														
Language Awareness	Repeating sentences and Counting Words								Repeating sentences from nursery rhymes and separating into individual spoken words.																											

SCOPE & SEQUENCE - PRIMARY

Phonemic Awareness - Primary Curriculum

Scope & Sequence

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35					
Rhyming	Rhyme Recognition				Rhyme Production	Rhyme Recognition			Rhyme Production	Rhyme Recognition	Rhyme Production	Rhyme Recognition			Rhyme Production	Rhyme Recognition	Rhyme Production	Rhyme Recognition	Rhyme Recognition & Rhyme Production							Rhyme Recognition	Rhyme Production	Rhyme Recognition with multi-syllabic words			Rhyme Production									
Onset Fluency	Consonants & Vowels									Consonants, Vowels & Digraphs			Consonant Blends, Digraphs, Consonants, and Vowels																											
Blending	Compound Words	Syllables	Onset-Rime	Body-coda	2 and 3-phoneme words			Digraphs		4 phoneme words	L Blends	S Blends	R Blends	Mixed Blends	R-controlled Vowels	3-5 phoneme words with mixed vowel sounds							Syllables																	
Final or Medial Sounds	Final sounds								Medial sounds	Final & Medial	Phoneme Location	Medial Sounds	Final & Medial sounds	Phoneme Location	Final & Medial: R-controlled	Medial: aw, au	Final & Medial: ow, oo, oi	Medial	Final & Medial	Medial	Final	Medial: mixed sounds	Final	Final Syllables	Phoneme Location	Final Syllables														
Segmenting	Compound Words	Syllables	Onset-Rime	2 and 3-phoneme words			Digraphs		4 phoneme words	L Blends	S Blends	R Blends	Mixed Blends	R-controlled Vowels	3-5 phoneme words with mixed vowel sounds							Syllables																		
Adding	Compound Words	Syllables	Initial Phonemes															Final Phonemes & Rime			2nd letter of Consonant Blend	Initial Phoneme	Initial Syllable	Final Syllable	Initial Syllable	Initial Phoneme	Final Phoneme	Rimes	Initial Phoneme											
Deleting	Compound Words	Syllables	Initial Phonemes															Final Phonemes & Rime			2nd letter of Consonant Blend	Initial Phoneme	Initial Syllable	Final Syllable	Initial Syllable	Initial Phoneme	Final Phoneme	Rimes	Initial Phoneme											
Substituting	Compound Words	Syllables	Initial Phonemes															Rimes	Final Phonemes			Vowels		Initial Phoneme	Vowel	2nd letter of blend	Initial Phoneme	Rimes	Final Phoneme	Vowel										
Letter Naming	Alphabet Review, including the multiple sounds for some letters						Consonant Blends & Digraphs Long & Short vowels										R-controlled vowels & Advanced Vowels: au, aw, ou, ow, oi, oy, oo							Teacher's Choice for Review																
Language Awareness	Repeating sentences; Counting words				Nursery Rhymes		Teacher can create additional sentences if students still need practice with this skill.																																	

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ALIGNMENT WITH ENGLISH LANGUAGE ARTS CURRICULAR CONTENT?

K Content Learning Standards (essential topics and knowledge) Students are expected to know the following phonemic and phonological awareness skills	Alignment to Phonemic Awareness: The Skills They Need to Help them Succeed – K
Phonological Awareness	
Hear and create rhyming words	Weekly Lessons that meet Content Learning Standards: <ul style="list-style-type: none"> • Rhyme recognition: Weeks 3-6, 11, 18, 23, 25-29, 34, 35 • Rhyme production: Weeks 7-8, 11-24, 30-35 • Reciting Nursery rhymes: Weeks 9-33
Hear syllables as chunks in spoken words	Weekly Lessons that meet Content Learning Standards: <ul style="list-style-type: none"> • Blend syllables into spoken words; counting syllables: Weeks 5-8, 25 • Segment syllables into spoken words: Weeks 5-8, 25 • Add and Delete syllables from words: Weeks 5-8
Segment the flow of speech into separate words	Weekly Lessons that meet Content Learning Standards: <ul style="list-style-type: none"> • Breaking a sentence into separate, spoken words & repeating a sentence: Weeks 1-8 • Counting the number of words in a sentence: Weeks 1-8 • Clapping words in a sentence: Weeks 1-8
Phonemic Awareness	
Orally blend phonemes into words	Weekly Lessons that meet Content Learning Standards: <ul style="list-style-type: none"> • Blend onsets and rimes in spoken words: Weeks 11-2 • Blend phonemes into words: Weeks 13-35.
Segment spoken words into phonemes	Weekly Lessons that meet Content Learning Standards: <ul style="list-style-type: none"> • Segment onsets and rimes in spoken words: Weeks 11-2 • Segment words into phonemes: Weeks 13-35.
Concept of Print	
Association of letters and sounds; recognize most letter sound matches	Weekly Lessons that meet Content Learning Standards: <ul style="list-style-type: none"> • Weeks 1-35 include a Letter Naming component to help students develop automaticity with letter names and sounds, including consonant digraphs and consonant blends.

LESSON PLAN – SAMPLE (1/3)

Phonemic Awareness Training Lesson Plan for Week 1

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
Rhyme Repetition Teacher says the word pairs. Students repeat the word pairs. Focus: Students begin to hear and say rhyming words.	hop, mop ran, fan wet, jet mad, dad mouse, house	yum, gum red, bed go, no fake, snake zip, lip	duck, truck tall, wall hot, pot flat, hat seen, queen	low, slow play, stay hide, ride blue, glue pick, chick	fun, run nice, price broom, room glad, sad loud, crowd	big, pig tan, fan deep, keep more, four my, by	bright, light sweet, treat new, two cow, now part, smart	free, bee hill, will rude, dude sat, that play, may	wish, dish night, sight small, ball late, grate neck, deck	shop, stop bug, mug goose, moose same, name read, need
Onset Fluency Teacher says the word. Students repeat the word and isolate the onset (beginning sound). Ex. T: funny S: funny /f/	jump fall quick funny gum	/j/ /f/ /kw/ /t/ /g/	seat zoo puppy wish button	/s/ /z/ /p/ /w/ /b/	pretty very happy cup made	/p/ /v/ /h/ /k/ /m/	name joyful queen really yellow	/n/ /j/ /kw/ /r/ /y/	desk last keep window guitar	/d/ /l/ /k/ /w/ /g/
Blending Words Teacher says the two words with a pause between them. Students repeat the two words with a pause, and then say the compound word. Tuesday-Friday Ex. T: in - side S: in - side, inside	The teacher provides modeling for this new skill and the students repeat. T: in - side, inside S: in - side, inside out - side outside pan - cake pancake rain - bow rainbow birth - day birthday card - board cardboard fire - man fireman tea - pot teapot		mid - day cup - cake sand - box ear - ring fire - place hair - cut side - walk tooth - brush black - top in - to	midday cupcake sandbox earring fireplace haircut sidewalk toothbrush blacktop into	cow - boy flash - light play - ground snow - ball tooth - paste week - end rain - coat butter - fly door - bell every - thing	cowboy flashlight playground snowball toothpaste weekend raincoat butterfly doorbell everything	gold - fish mail - man in - side air - plane wild - life down - stairs snow - man drive - way sun - burn police - man	goldfish mailman inside airplane wildlife downstairs snowman driveway sunburn policeman	news - paper spot - light pop - corn up - stairs back - pack ear - ache basket - ball jelly - fish light - house earth - quake	newspaper spotlight popcorn upstairs backpack earache basketball jellyfish lighthouse earthquake
Blending hand motion: Teacher's right hand is the first word, left hand is the second word. Teacher and students use each hand to show the words and clap the compound word together. Students mirror the teacher.										
Isolating Final Sounds Teacher says the word. Students repeat the word and isolate the final sound. Ex. T: life S: liFe /f/	jo B hea D li F e bu G pa Ge	/b/ /d/ /f/ /g/ /j/	ye S ra T gi Ve bu ZZ loo K	/s/ /t/ /v/ /z/ /k/	smi Le ga Me ru N sto P cla SS	/l/ /m/ /n/ /p/ /s/	boa T e GG par K ca Ge roo M	/t/ /g/ /k/ /j/ /m/	li Ve si Ze cri B sta Ge mu D	/v/ /z/ /b/ /j/ /d/
punCH iT ouT hand motion: The teacher models punCH iT ouT using his or her left hand. Slide your forearm across your body when saying the first part of the word and punch straight up into the air when saying the final sound.										

LESSON PLAN – SAMPLE (2/3)

Phonemic Awareness Training Lesson Plan for Week 1

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Segmenting Words Teacher says the compound word. Students repeat the word and segment it into two words. Tuesday-Friday Ex. T: inside S: inside, in - side	The teacher provides modeling for this new skill and the students repeat. T: teapot, tea - pot S: teapot, tea - pot cowboy cow - boy flashlight flash - light playground play - ground snowball snow - ball toothpaste tooth - paste weekend week - end raincoat rain - coat	goldfish gold - fish mailman mail - man inside in - side airplane air - plane wildlife wild - life downstairs down - stairs snowman snow - man driveway drive - way sunburn sun - burn policeman police - man	newspaper news - paper spotlight spot - light popcorn pop - corn upstairs up - stairs backpack back - pack earache ear - ache basketball basket - ball jellyfish jelly - fish lighthouse light - house earthquake earth - quake	outside out - side pancake pan - cake rainbow rain - bow birthday birth - day cardboard card - board fireman fire - man teapot tea - pot butterfly butter - fly doorbell door - bell everything every - thing	midday mid - day cupcake cup - cake sandbox sand - box earring ear - ring fireplace fire - place haircut hair - cut sidewalk side - walk toothbrush tooth - brush blacktop black - top into in - to

Segmenting hand motion: Students place hands together with palms up to show the compound word. They then take apart the word using each hand.

Adding Words	Adding to the end:	Adding to the end:	Adding to the end:	Adding to the end:
The teacher provides modeling for this new skill and the students repeat. Teacher says the word. Students repeat the word. Teacher says, "Add /s/ at the end and the word is?" Tuesday-Friday Ex. T: snow S: snow T: Add /ball/ at the end and the word is? S: snowball	Word Add Response some- /one/ someone some- /how/ somehow some- /thing/ something some- /where/ somewhere some- /time/ sometime	Word Add Response head- /ache/ headache head- /phones/ headphones head- /light/ headlight head- /band/ headband head- /stand/ headstand	Word Add Response any- /one/ anyone any- /how/ anyhow any- /thing/ anything any- /where/ anywhere any- /way/ anyway	Word Add Response play- /room/ playroom play- /house/ playhouse play- /thing/ plaything play- /ground/ playground play- /time/ playtime

Adding hand motion: Teacher holds right palm out in front to show the first word. Add the second word with your left hand and lightly clap hands together for the whole word.

Deleting Words	Deleting from the beginning:	Deleting from the beginning:	Deleting from the beginning:	Deleting from the beginning:
The teacher provides modeling for this new skill and the students repeat. Teacher says the word. Students repeat the word. Teacher says, "Without /s/, what's left is?" Tuesday-Friday Ex. T: anyway S: anyway T: Without /any/, what's left is? S: way	Word Without Response anyway /any/ way anyone /any/ one anything /any/ thing anywhere /any/ where anyhow /any/ how	Word Without Response playtime /play/ time playhouse /play/ house playground /play/ ground plaything /play/ thing playroom /play/ room	Word Without Response snowsuit /snow/ suit snowball /snow/ ball snowflake /snow/ flake snowman /snow/ man snowstorm /snow/ storm	Word Without Response somehow /some/ how someone /some/ one something /some/ thing sometime /some/ time somewhere /some/ where

Deleting hand motion: Hold 2 open palms in front of you. Teacher's right hand is the first word, left hand is the second word. Pull the hand away which represents the word being deleted, and show what word remains with the other hand.

LESSON PLAN – SAMPLE (3/3)

Phonemic Awareness Training Lesson Plan for Week 1

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Substituting Words Teacher says the word. Students repeat the word. Teacher says, "Change /t/ to /p/ and the word is?" Tuesday-Friday Ex. T: anyone S: anyone T: Change /one/ to /thing/ and the word is? S: anything	The teacher provides modeling for this new skill and the students repeat. T: anyone, change one to way and the word is anyway S: anyone, change one to way and the word is anyway anyhow /one/ anyone anyone /thing/ anything anything /where/ anywhere anywhere /way/ anyway anyway /how/ anyhow	Word Change to Response playtime /house/ playhouse playhouse /thing/ plaything plaything /ground/ playground playground /room/ playroom playroom /time/ playtime	Word Change to Response snowsuit /ball/ snowball snowball /flake/ snowflake snowflake /man/ snowman snowman /storm/ snowstorm snowstorm /suit/ snowsuit	Word Change to Response somehow /one/ someone someone /thing/ something something /time/ sometime sometime /where/ somewhere somewhere /how/ somehow	Word Change to Response headache /phones/ headphones headphones /light/ headlight headlight /band/ headband headband /stand/ headstand headstand /ache/ headache
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first word, left fist is the second word. Pull the fist away that represents the word being substituted, and lightly pound your fists together when you say the new word.					
Letter Naming Teacher holds up flashcards one at a time in alphabetical order. The students and teacher say each letter's name and sound.	Card Pack: Letters A - Z Show the flashcards and say, "Letter is ____; Sound is ____."	Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy) Show only lower case letters, if possible.	Card Pack: Letters A - Z Show the flashcards and say, "Letter is ____; Sound is ____."	Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy) Show only upper case letters, if possible.	Card Pack: Letters A - Z Show the flashcards and say, "Letter is ____; Sound is ____."
Language Awareness Teacher says the sentence with expression. Students repeat the sentence with the same expression. Teacher and students say the sentence a second time and clap each word to count the number of words in the sentence. Students say the number of words.	I love school! (3) School is fun! (3) I raise my hand. (4) I can sit still. (4) Books are fun to read. (5) I love to play! (4) Will you be my friend? (5) I like you! (3)	I have friends at school. (5) The sky is blue. (4) I share with my friends. (5) I try hard at school! (5) My eyes help me learn. (5) This school is great! (4) Do you like books? (4) I love to read books! (5)	I am glad to see you. (6) Will you play with me? (5) My school is cool! (4) I love my class! (4) I use my ears to learn. (6) Do you raise your hand? (5) I like to share. (4) I use kind words. (4)	I wash my hands. (4) I am a good kid! (5) Are you a good kid? (5) I can count. (3) I can read. (3) I can write words. (4) Boy, I am smart! (4) What a great day! (4)	I do my best work. (5) I use my nice words. (5) I will try my best. (5) I like my class! (4) We are cool kids! (4) May I sit here? (4) I know how to be good. (6) I like to learn new things. (6)

HEGGERTY.ORG

- Lesson demonstration with classroom:
<https://www.youtube.com/watch?v=5Cbx8HWbj7w>
- Heggerty Phonemic Awareness - YouTube channel: <https://www.youtube.com/c/HeggertyPhonemicAwareness/>
 - Hand motion videos
 - Full lessons (2 weeks, M-F)

Routine & Consistency

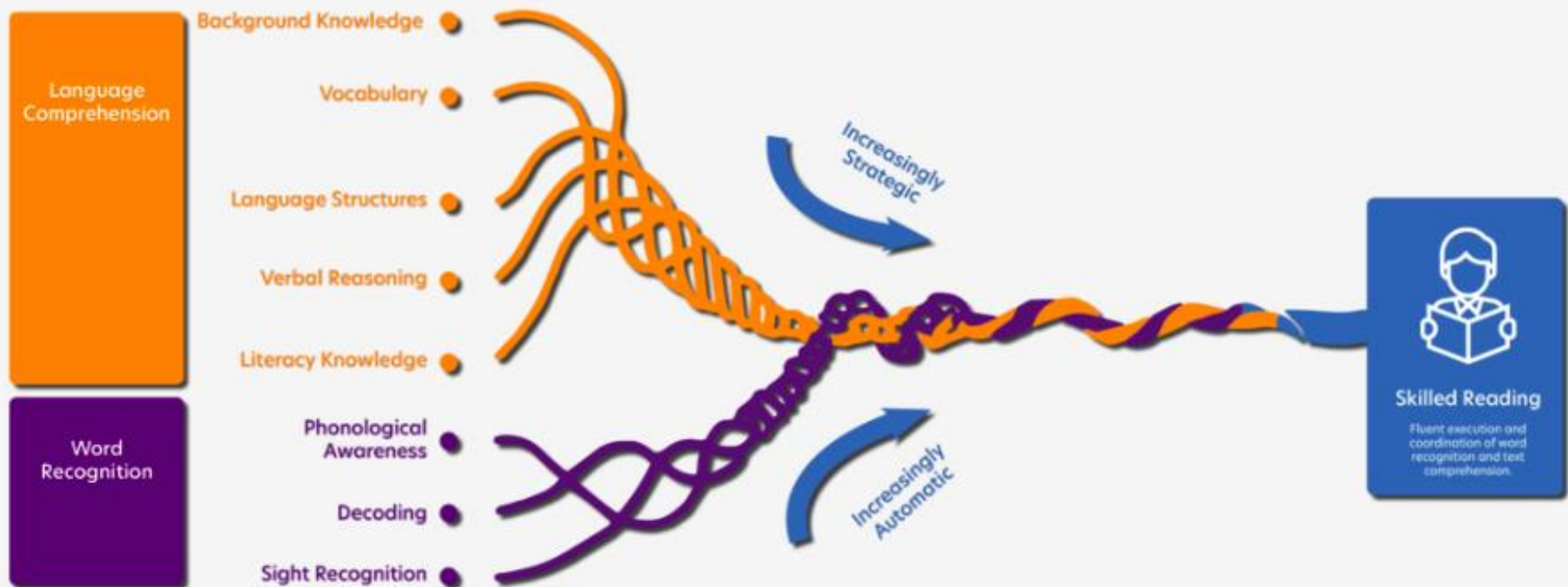
- Systematic and explicit
- Scope & sequence provided with daily lesson plans
- Reduces attention and behavioural difficulties



Teaching Phonological Awareness & Phonics

	Distributed Practice	
Type of Learning Opportunity	Amount of Time per Activity	Number of Times per Day
Explicit/Systematic Teaching (e.g., Heggerty)	6-12 minutes	1-2
AND		
Incidental Teaching (e.g., new vocabulary, lining-up, attendance)	3-10 seconds	Many 'teachable' moments (no planning!)

READING ROPE



Scarborough, Hills (2001). *The Reading Rope: The Many Strands That Are Woven Into Skilled Reading*.

TAKE AWAY? QUESTIONS?

References:

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Reading Rockets, www.readingrockets.org

Shanahan, T., (2005). National Reading Panel Report; *Practice Advice for Teachers*. Learning Point Associates.

International Dyslexia Association. (2019). *Structured Literacy™: An introductory guide*. Baltimore, MD: Author.