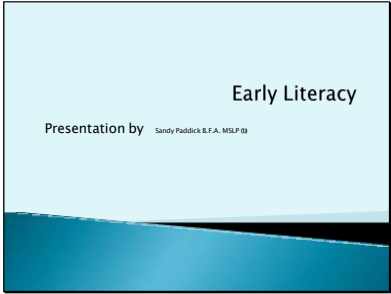
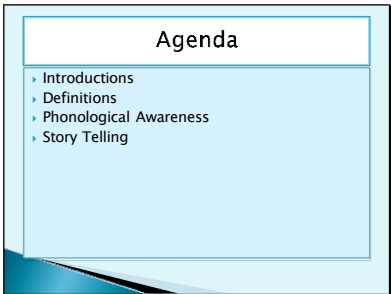


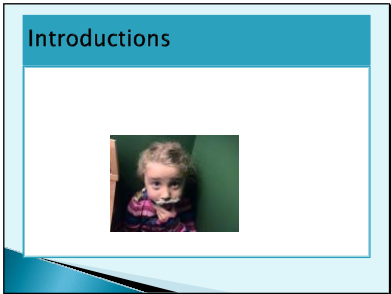
Slide 1



Slide 2




Slide 3



Slide 4

What skills help preschoolers read?



The illustration shows a young child sitting on the floor, reading a book. The child is holding the book open, and the pages are visible. The child is wearing a white shirt and dark pants. The background is a simple, light-colored setting.

Slide 5

Ideas

- › Pay attention
- › Good vocabulary
- › Phonological awareness
- › Phonemic Awareness skills
- › Oral story telling
- › Being able to 'read' pictures

Slide 6

How do talking and reading go together?



The diagram is a pyramid with four horizontal layers. From bottom to top, the layers are: 1. A dark purple layer with the text "You experience sound". 2. A blue layer with the text "Sounds form words, words have meaning". 3. A dark blue layer with the text "Words form sentences". 4. An orange layer with the text "Experience with language". The top vertex of the pyramid is a small red triangle with the word "reading" written above it.

Slide 7

What is Phonological Awareness?

The hearing and manipulation of sounds in syllables, words and sentences.

Phoneme:
An individual sound (i.e. /sh/)

Difference between grapheme (written letter) and phoneme (auditory sound)

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Phonemic Awareness vs. Phonics: An Important Distinction

Phonemic awareness is not phonics.

Phonemic awareness is auditory and does not involve words in print.

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Definitions

- **Phoneme:** A phoneme is a speech sound. It is the smallest unit of language and has no inherent meaning.
- **Phonological awareness:** The ability to hear and manipulate the sound structure of language. This is an encompassing term that involves working with the sounds of language at the word, syllable, and phoneme level.
- **Phonemic awareness:** The ability to hear and manipulate the sounds in spoken words, and the understanding that spoken words and syllables are made up of sequences of speech sounds (Yopp, 1992, cited in Yopp, 1995). Phonemic awareness involves hearing language at the phoneme level.
- **Phonics:** The process of using the code (sound-symbol relationships) to recognize words.

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What the Research Says About Phonological Awareness (PA)

- ▶ The best early predictor of reading difficulty in kindergarten or first grade is the inability to segment words and syllables into constituent sound units (phonemic awareness) (Lyon, 1995).

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Research shows that:

lower scores on early literacy tasks at kindergarten entry consistently predict lower academic performance throughout the first three years of formal schooling and later in life

(Morrison, Griffith, Williamson, & Hardway, 1995; Stevenson, Parker, Wilkinson, Higdon, & Fish, 1976) (Canada Council on Learning, 2007).

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Difficulty of tasks

isolating medial sound
segmenting and blending individual phonemes
isolating initial sound and final sound
syllable segmentation and blending
sentence segmentation
Rhyming songs

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What Skills Does PA Include?

- Word comparison
 - Rhyming
 - Sentence segmentation
 - Syllable segmentation & blending
 - blending and segmentation
 - ✓ **Blending & segmenting individual phonemes**
 - ✓ **Phoneme deletion & manipulation**

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Fun with Rhymes

Slide 15

What Skills Does PA Include?

Word & Sound Comparison Examples

- o I'll say two words, tell me if they are same or different (sun, sun; tan, ran; fit, bit)
- o I'll say two sounds, tell me if they are the same or different (/m/, /s/; /t/, /f/; /r/, /r/; /k/, /l/)
- o I'll say three words, tell me the one that is different (sun, hat, sun; fat, fat, hat)
- o I'll say three sounds, tell me the one that is different (/s/, /s/, /m/; /l/, /l/, /k/)

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What Skills Does PA Include?

Syllable Segmentation Examples

- I'll clap the parts in "football":
Foot (clap) ball (clap)
- I'll tap the parts in these words:
ba(tap) by(tap)
snow(tap)
di-no-saur (tap after each syllable)
- I'll hold up 1 finger for each part in these words:
big (hold up 1 finger)
ba-na-na (hold up 1 finger as you say each syllable)

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What Skills Does PA Include?

Blending & Segmenting Examples

Blending Sounds		Segmenting Words	
Teacher Says:	Student Says:	Teacher Says:	Student Says:
r-un	run	run	r-un
f-ast	fast	fast	f-ast
sw-im	swim	swim	sw-im
spl-ash	splash	splash	spl-ash

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What Skills Does PA Include?

Phoneme Level Blending & Segmenting Examples

Blending	Segmenting
I'll say the sounds , you tell me the whole word.	I'll say the word , you tell me the sounds in the word.
. /f/ /a/ /n/ - fan	. Fan - /f/ /a/ /n/
. /s/ /i/ /t/ - sit	. Sit - /s/ /i/ /t/
. /s/ /l/ /e/ /d/ - sled	. Sled - /s/ /l/ /e/ /d/
. /t/ /r/ /ee/ - tree	. Tree - /t/ /r/ /ee/
. /c/ /r/ /a/ /sh/ - crash	. Crash - /c/ /r/ /a/ /sh/

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What Skills Does PA Include?

Phoneme Level Deletion & Substitution Examples

Deletion	Substitution
<ul style="list-style-type: none">• Say cat. Now say cat without the /c/.• Say fan. Now say fan without the /n/.	<ul style="list-style-type: none">• Say cat. Change the first sound in cat to /s/. What's the new word?• Say fan. Change the /n/ to /t/. What's the new word?• Say sick. Change the /i/ to /o/. What's the new word?

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Alberta KG Curriculum Expectations for students

- Begins to make connections among sounds, letters, words, pictures and meaning
- Identifies and generates rhyming words in oral language
- Hears and identifies sounds in words
- Associates sounds with consonant blends that appear in the words

KG Program Statement, Alberta Education, 2008-2013

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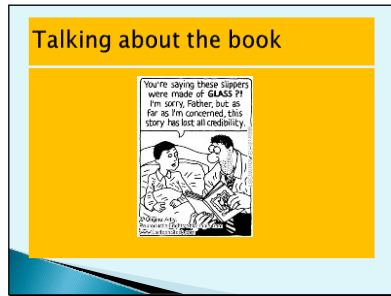
Story Telling



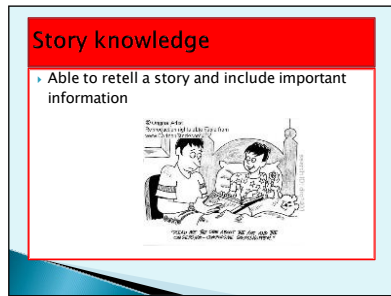
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Slide 27



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Story Grammar Units

- Who is in the story?**
Person? animal? thing?
- Where does the story take place?**
Beach?
Tropical rainforest?
- Initiating event**
What sets the story in motion?
I.e. meeting the wolf

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More!

- Internal response**
How does the character respond about the initiating event?
I.e. Little Red Riding Hood said, "Oh not you again wolf!"
- Internal Plan**
The character comes up with an idea. Uses words like "I think"
I.e. Little Red thought she would go a different route to Grandma's.
- Attempt**
How does the character solve the problem?
Little Red asks Grandma a lot of questions when she gets there.

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SG

- Outcome**
How does it end?
Little Red and Grandma chase the wolf out of the house.
- Feelings**
How do the characters feel or think at the end?
Little Red said, "Grandma why does the wolf always play that game?"

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Research:

Classroom discussion promotes higher level thinking and problem solving, fosters deeper literary awareness and enhances communication skills.

Narratives help us organize our thoughts, expand our imagination, become interested in print and learn to experience the feelings of others, sequence events

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Sandy's I-pad has a resource you can get on line for free!!!!

Slide 33

Questions ?

