

<p>Student Achievement Partners Foundational Skills Mini-Course Tennessee Facilitator Guide <i>Learn how phonological awareness and phonics connect to early reading</i></p>
Module
Module 2: Phonological Awareness
Session Recommendations
<p>For an optimal professional learning experience, an in-person approach, led by a facilitator, is best. If in person is not an option, then a synchronous virtual learning experience, led by a facilitator, is recommended. Ideally, teachers, coaches, administrators, and supervisors should engage in the sessions together. The run time of the video is 47:29; however, extra time should be planned for exploration and discussion of the content.</p>
Module Goals
<ul style="list-style-type: none"> • Define and explain phonological and phonemic awareness. • Identify and explain the purpose of tasks and games meant to build phonemic awareness. • Identify the relationship between phonemic awareness and reading proficiency.
Materials Needed
<ul style="list-style-type: none"> • Foundational Skills Guidance Document • Module 2 Handout (Hold this resource until after 16:17 pause point.) • Module 2 Presentation • Module 2 Practice Task
Discussion or Task Points
<ul style="list-style-type: none"> • Phoneme Substitution Oral Task begins at 2:03: Each person say aloud to partner or group “Hello, my name is ...” Swap the first phoneme, or sound, of each word with the sound represented by the letter on the screen. <ul style="list-style-type: none"> • Facilitator look fors <ul style="list-style-type: none"> ▪ Did this come naturally for educators or did they find it challenging? • Additional supporting questions <ul style="list-style-type: none"> ▪ What made this unnatural and difficult? • Pause point at 16:17: Jot down the number of phonemes there are in the English language. Jot down the number of consonant sounds and the number of vowel sounds. <ul style="list-style-type: none"> • Facilitator look fors <ul style="list-style-type: none"> ▪ Check for initial responses to gauge background knowledge. ▪ While practicing sounds, are educators able to isolate and produce individual phonemes correctly? Because accuracy is critical, consider additional support with sound production for educators. • Additional supporting questions and tasks <ul style="list-style-type: none"> ▪ Pause this video to view “44 Phonemes”. A link to this 5:29 minute video is located in the additional resources section of this document.

<ul style="list-style-type: none"> ▪ Review handouts at 17:28 and practice isolating the sounds. ▪ Why is it important for educators to produce the sounds accurately? ▪ Why is it important for students to begin with sounds? ▪ Does our current scope and sequence emphasize a sounds first approach? If so, is it done in a systematic way? If not, how might we consider supporting sounds first?
<ul style="list-style-type: none"> • Phoneme Oral Task at 17:35: Identify how many phonemes are in the words given on the screen. (cat, show, octopus) <ul style="list-style-type: none"> • Facilitator look fors <ul style="list-style-type: none"> ▪ Were educators able to identify the correct number of phonemes? ▪ Were educators able to identify the number of phonemes vs the number letters when this number is different? ▪ Were participants able to accurately hear each of the phonemes as discrete sounds? • Additional supporting questions <ul style="list-style-type: none"> ▪ What is the difference between phonemes and letters? ▪ Can a phoneme be represented by more than one letter?
<ul style="list-style-type: none"> • Pause Point at 19:31: Identify the number of sentences, words, syllables and phonemes in provided sentences. <ul style="list-style-type: none"> • Facilitator look fors <ul style="list-style-type: none"> ▪ Were educators able to identify the correct numbers? • Additional supporting questions <ul style="list-style-type: none"> ▪ Do educators disagree with the number of phonemes identified? Why?
<ul style="list-style-type: none"> • Task at 24:00: Listen for Words vs. Phonemes <ul style="list-style-type: none"> • Facilitator look fors <ul style="list-style-type: none"> ▪ Watch for accuracy during the task. Where did educators struggle most? • Additional supporting questions <ul style="list-style-type: none"> ▪ Which task was more difficult? Why? ▪ Is the ability to hear phonemes connected to intelligence? ▪ What might all of this mean for you as either a learner yourself or a teacher? What might this mean for students?
<ul style="list-style-type: none"> • Pause Point at 42:34: Take time to play the two games on the screen. <ul style="list-style-type: none"> • Facilitator look fors <ul style="list-style-type: none"> ▪ Observe educators as they role play. Listen for accuracy and misconceptions. • Additional supporting questions <ul style="list-style-type: none"> ▪ How do these types of games enhance the learning of language? ▪ Why is it important for teachers to model accurately? ▪ Why is it important for students to be actively engaged in the saying and doing especially when it comes to phonological awareness?

Student Achievement Partners Articles/Research

- [Why Phonological Awareness Is Important for Reading and Spelling](#)
 - Possible discussion questions
 - How does phonemic awareness connect to spelling, reading, and vocabulary?
- [Phonemic Awareness in Young Children](#) Chapter 1: The Nature and Importance of Phonemic Awareness
 - Possible discussion questions
 - Explore different activities and discuss how it supports the development of phonemic awareness.

Connect to Practice Tasks

- Option A: Pick one of the games from Adam's book or the link in the recommended reading section and play with a student. Note your observations on the template.
- Option B: Write an "elevator pitch" explaining what phonemic awareness is and how it is essential in helping students to read.

Additional Resources

- [44 Phonemes](#) by Rollins Center for Language and Literacy
 - 5:29
 - Demonstrates how to accurately produce each of the 44 sounds, or phonemes, in the English language
- [Heggerty Phonemic Awareness](#)
 - This link connects to a suite of videos produced by the Heggerty Organization. Most of these are student facing and might provide examples of what a phonemic awareness routine could look like.