
Phonics & Phonemic Awareness Strategies

— Making Learning Fun! —

Who am I?

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Parent

Teacher

How did I get here?

My kids

My teaching

My training

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Project Read

My Take Away

- No two students are created the same.
- Students with dyslexia or other learning challenges have great strengths. It is our job to guide them to their strengths and help them feel their success.
- Students are never wrong, the key is in guiding them to the answers.
- Keep segments of learning fast and fun!
- Concepts and skills need to be constantly revisited and used as building blocks. Repetition, repetition repetition!

Why Use a Multi-Sensory Approach to Learning?

- Teaching through multiple senses helps all students learn concepts in fun and meaningful ways.
- Implanting information in different ways allows them different ways to access that same information.
- Teaching explicit rules and reasons for our crazy language is empowering.
- The goal is to teach them in a way that they can remember the information and then guide them through the process of finding the correct answer.
- Eliminate or prevent them from learning the strategy of guessing ...
- **It is FUN!!!**

What are the senses you teach through?

Auditory - ears only

Visual - eyes

Kinesthetic - body

Tactile - touch

Example

Auditory: Letter sounds / alphabet song / First sound / Compound Words

Visual: Letter cards

Kinesthetic: Skywriting

Tactile: Practicing in sand, salt, playdough, shaving cream

Questions??

Letter Names & Sounds

Visual - Alphabet Poster

- Visual Input - introduce letter capital and lowercase. Discuss the differences and similarities between the 2 letters. Introduce the letter sound that goes with that letter. Discuss if the letter is a vowel or a consonant ... how do you know? Students search for pictures that begin with that letter sound or have that letter sound in it.

Kinesthetic - Sound Symbol Pack (Alphabet Cards) - Skywriting

- Kinesthetic / Visual / Auditory practice - Practice letter name, pure production of letter sound along with proper handwriting without the need for fine motor control.
 - **Letter formation is backwards to you, hold the card up to help you with directionality.**

Alphabet Poster & Alphabet Cards Demonstration

Introduce New Letter with Poster

- Observe differences and/or similarities between the capital & lowercase
- Question - is this letter a consonant or a vowel? How do you know?
- Poster - What picture can you find that starts with the letter sound ___?
- Introduce new alphabet card - letter formation / sound
- Skywrite letter 3 times. Then hide in the pack and do all letters learned.

Divide into groups of 6 or so. Practice a few letters with your small group.

Question: Did you write the letter backwards?

Auditory Practice - Finger Spelling

- Auditory practice - introduce letter sound, reinforce sound by saying a familiar word, finger spelling it, and using it in a sentence. Purpose: demonstrate segmentation of words into sounds. Skill will be utilized throughout all lessons and will be used in reading, writing and spelling.
 - **Your finger spelling should be left to right for the student, backwards for you!**
 - **One sound per finger!**

Finger Spelling - Practice

Turn to your neighbor, finger spell the first 3 words below then switch.

T: Say the word _____

T: Use the word in a sentence.

T: Finger spell the word (your right to left).

Question: Did your partner spell the word left to right?

Did you have a word that can be used in more than one way?

Neighbor #1: can / desk / shell

Neighbor #2: sun / flip / chest

Handwriting Practice - Kinesthetic

Once you have introduced and discussed a new sound it needs to be practiced.

- T: Demonstrates how to form the letters on paper (starting at the top)
- T: Demonstrates what students will say as they write.
- S: Write their letter(s) while they repeat the letter name/picture/sound/rule
- T: Monitors as they write and assists or reteaches students if needed.

Handwriting Practice - Kinesthetic

Write the letter v (starting at the top) and say the letter name/picture clue/sound and rule as you write.

Letter Name: V

Picture: Van

Sound: /v/

Rule: No English word ends in v ALWAYS followed by an e

Auditory Practice

Word Games can be played with whole class or in small groups. These quick games can be grouped together and used as a mini-lesson between rotations of word work or daily 5.

2 Word Rhyming Game

- T: Says 2 words - thumbs up if they rhyme.
- S: Repeat the 2 words then show thumbs up or down.

3 Word Rhyming Game

- T: Says 3 words, only 2 rhyme
- S: Repeat the 2 words that rhyme

Auditory Practice Continued

First Sound

- T: Says a word
- S: Says only the first sound they hear

Final Sound

- T: Says a word
- S: Says the final sound in they hear

** A visual tends to help remind students what part of the word they are trying to hold on to.
I point to the beginning of a unifix cube train or just use my fingers if I don't have one available.

Auditory Practice

Compound word practice is the beginning of listening for syllables. Eventually you can play this same game using larger words and breaking them into their syllables.

Compound Word Game - use 2 fists in the air, one fist per word

- T: Shows one fist and says first word
- S: Repeats word and shows one fist
- T: Shows second fist and says second word
- S: Shows second fist and says second word
- T & S: put fists together and say the compound word

** This can be done in reverse as well. Start with the full word and break it up into its individual words.

Visual Practice

Visual games can be used with the whole class or in small groups. These games are a fun mini-lesson that can be used to transition between rotations of word work or Daily 5.

Martian Word Game

- T: Puts out a CVC combination of letters in front of the student(s)
- S: Reads the word
- T: Changes one of the 3 letters
- S: Reads the new word

Building Words - Visual Practice

Building Words - Whiteboard or chart paper

- T: Writes a letter and taps underneath it.
- S: Says the sound of the letter.
- T: Writes the next letter in the word and taps underneath it.
- S: Says the sound then blends with other sounds already written.
- T & S: Continue this pattern until all letters have been written
- S: Reads the word aloud once it is complete.
- T: Says the word in a sentence.

Words to Read - Visual Practice

Students Read Words

- T: Writes several words on the whiteboard or chart paper
- S: Blend sounds to read the words
- T: Guides whole group in reading all of the words fluently
- T: Has students come up and locate letters/sounds/words....

**As skills grow move from reading words to reading sentences. Remember you can only use letters and spelling patterns that you have explicitly taught.

Tactile Practice

Practice Letter/Sound in sand, salt, glue dot letters, felt ...

- Kinesthetic / Visual / Auditory / Tactile practice - Practice letter name, pure production of letter sound along with proper handwriting in sand and or salt.
 - Small group
 - Teacher says letter sound, students repeat letter name/sound and practice proper letter formation.
- * Use playdough, whiteboards or shaving cream instead of sand or salt for a change of pace.
- ** As skills grow add CVC Words, sight words and other sound/letter combinations that have been explicitly taught.
- *** Good small group activity for a parent volunteer. Make sure parent volunteer is trained on expectation and correction procedure as well as with proper letter sound and letter formation.

Tactile Practice

Small groups - all students are using the same tool.

Tier 3 - smallest group no more than 4 (less is better)

Tier 2 - 5 or less

Tier 1 - work on letter formation, sounds, red words, CVC words

Spell Tabs - (Dictation)

Auditory, Visual, Kinesthetic - Spell Tabs - Word Building & Finger Spelling

- Kinesthetic / Visual / Auditory - Practice segmentation of words, identifying of letter sound, writing of letter sounds to spell and read words.
- Small group
 - Teacher says words
 - Students repeat word
 - Teacher says word in a sentence
 - Students repeat word in sentence
 - Finger Spell word
 - Move one sticky note letter down at a time or write one letter at a time to build the word
 - Check - Students touch each letter, say the sounds and blend together.

** Use playdough, whiteboards or shaving cream instead of spell tabs for a change of pace.

** Good small group activity for a parent volunteer.

Spell Tabs

Tabs can become challenging to use, especially with younger students. This tool is best used in small groups and is great for students that struggle with fine motor control.

Whiteboards and playdough are a quicker tool but fine motor challenges can slow some students down or may create frustration.

Can use for letter sounds identification, spelling of CVC words, red words and even dictation.

High Frequency/Sight Word Practice

Red Card Words - Unfair words, they don't follow rules cannot sound out.

Green Card Words - Fair words, they follow the rules can be sounded out.

- Visual / Auditory / Kinesthetic - Word is written in red or on a red card / practice word in red
 - Discuss the word: how many letters? What makes this word unfair?
 - First letter / vowel / ending letter
 - Skywrite the word:
 - T: How do you spell ____?
 - S: Skywrites word while saying letter names. Example: T / H / E spells The
 - Repeat 3 x in the air, write on knee, other knee, carpet, neighbors back...
 - Practice writing the word in red at the desk. Say the letter names as you write them.

High Frequency/Sight Word Practice

Practice Whole Group

Questions?

Dictation

- Auditory / Kinesthetic - Only use letters and sight words that have been taught previously.
 - T: Says sentence.
 - S: Repeats sentence
 - T: Clap the sentence
 - T & S: Clap sentence - one clap per word.
 - T: Pound the sentence
 - T & S: Pound sentence (pound sentence on desktop) - hands on desk once per word.
 - T: Stomp the sentence
 - T & S: Stomp Sentence
 - T: How many words in this sentence?
- Teacher and students put one line for each word counted. Students then write the sentence. In the beginning all students should put a line for each word, this will eventually go away.
- Check - Did you start with a capital? Did you end with punctuation? Are there any words you are stuck on that you want to check?

Dictation Practice

Whole Group Practice

Questions?

Questions???