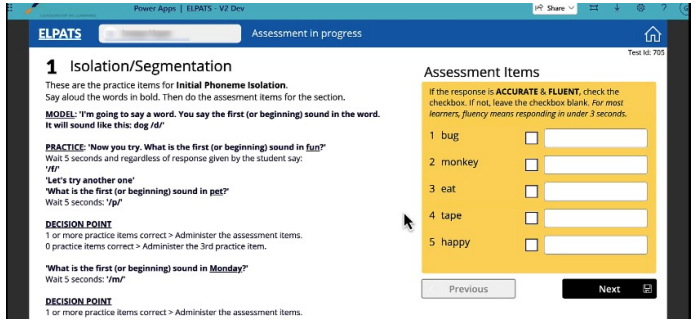
Anne Hickling & Jayashree Ramaswami

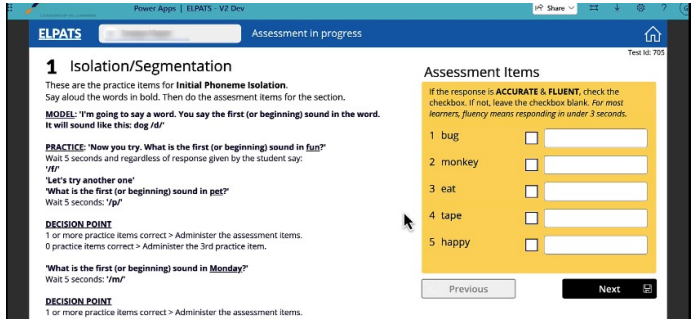
ELPATS Informed Instruction

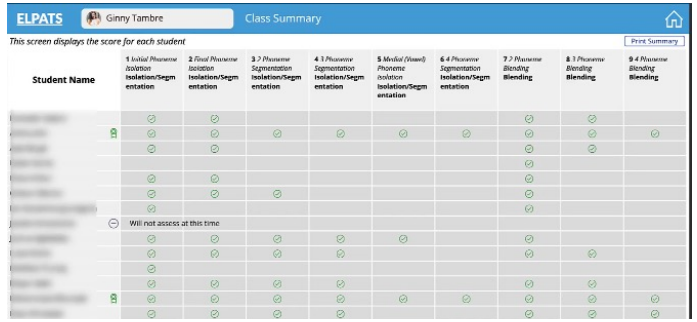


https://youtu.be/AEL1dtm1Vbg

Intentions

- Provide an opportunity to collaborate with colleagues
- Consider your ELPATS Class Summary
- Explore ways you can target instruction to specific phoneme awareness elements





ELPATS Class Summary

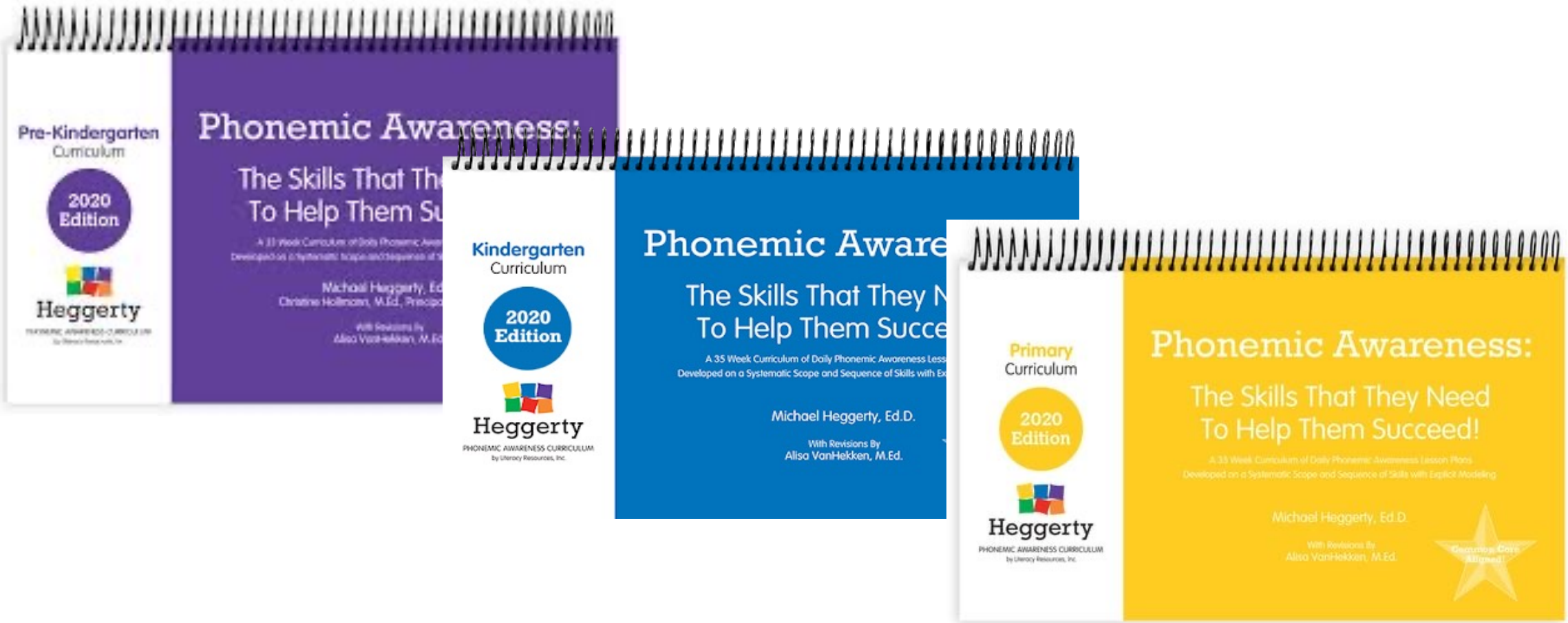
Turn & Talk

- Make a group of 2-3 and introduce yourselves!
- Discuss your Class Summary. What did you notice? Were there any surprises? Do you see any natural groupings of students?

"The most common source of reading difficulties is poor phoneme awareness. Hundreds of studies have highlighted its importance in reading development. Many studies have shown that PA training can improve the reading progress of weak readers."

Kilpatrick, Equipped for Success 2017 p. 10

Phonemic Awareness Curriculum



[Making the Most of Heggerty Workshop Recording]

Small Group or Whole Group?

- As a general rule of thumb, if about half or more of the class is not showing mastery of a skill, whole-group instruction will be most efficient.

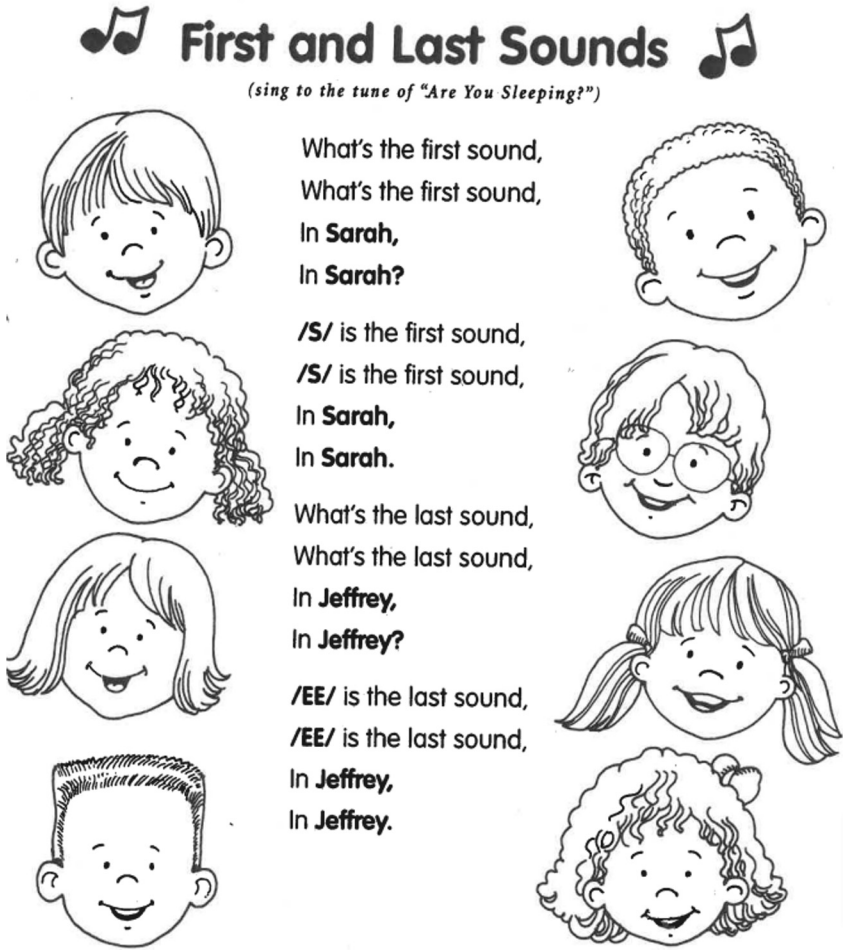
- If ten or fewer students need support with a skill, it's likely that small groups will be more efficient.

(p. 60, Shifting the Balance, by Jan Burkins & Kari Yates)

Phonemic awareness work should be playful and fun!

Initial & Final Phoneme Isolation

Phoneme Isolation using the children's names in the classroom
Phonemic Awareness is easy and engaging to teach with children's names (here is an example)
Extension: Can move to a center activity with name cards with images



First and Last Sounds

(sing to the tune of "Are You Sleeping?")

What's the first sound,
What's the first sound,
In **Sarah,**
In **Sarah?**

/S/ is the first sound,
/S/ is the first sound,
In **Sarah,**
In **Sarah.**

What's the last sound,
What's the last sound,
In **Jeffrey,**
In **Jeffrey?**

/EE/ is the last sound,
/EE/ is the last sound,
In **Jeffrey,**
In **Jeffrey.**

From: Fall Phonemic Awareness Songs & Rhymes - Kimberly Jordano and Trisha Callella

What is the First/Last Sound in Your Name?

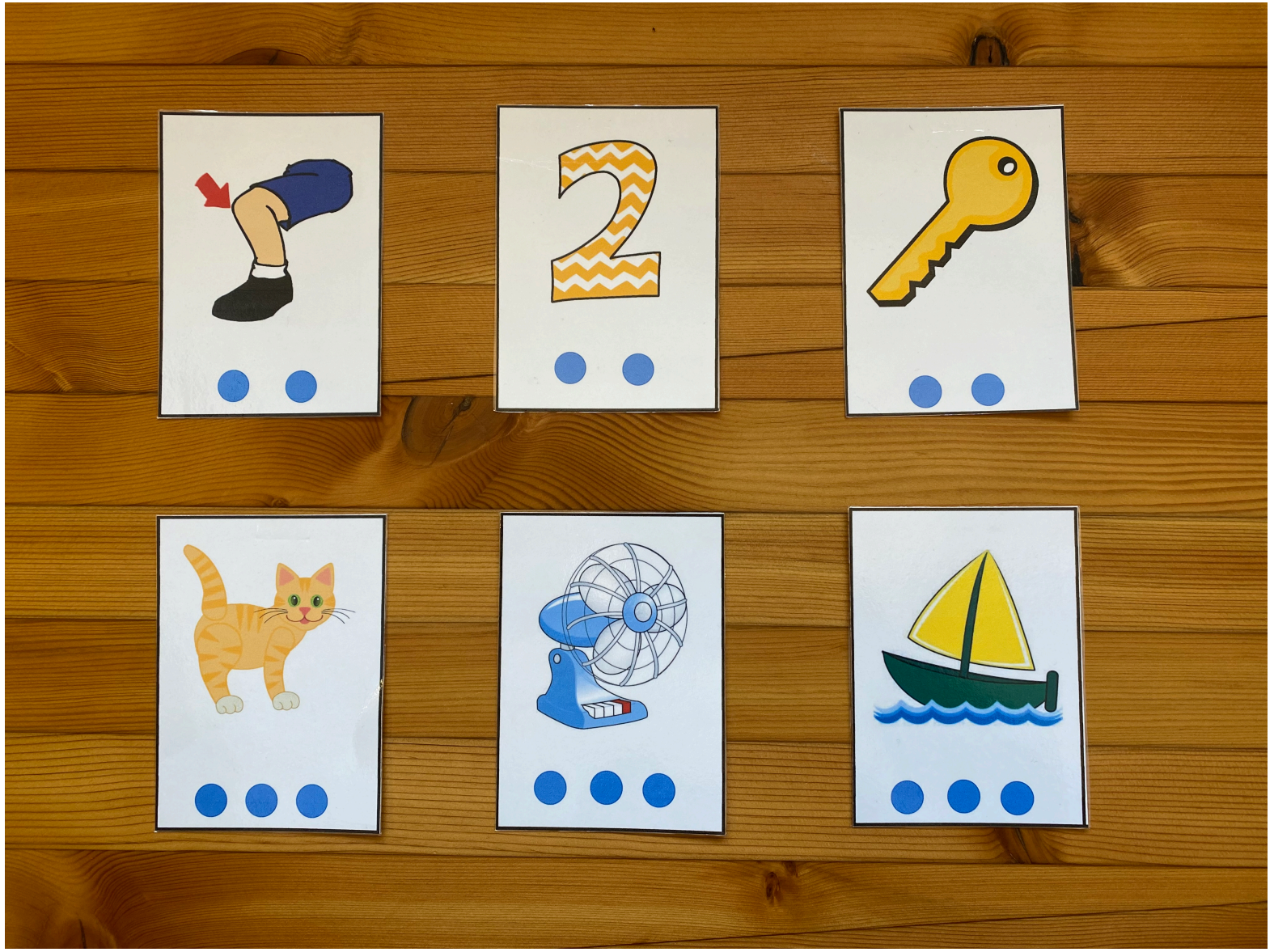
Listen for the Last Sound

Simran

Afsan

Denis

2,3,4 Phoneme Segmentation & Blending


2

Try it out!

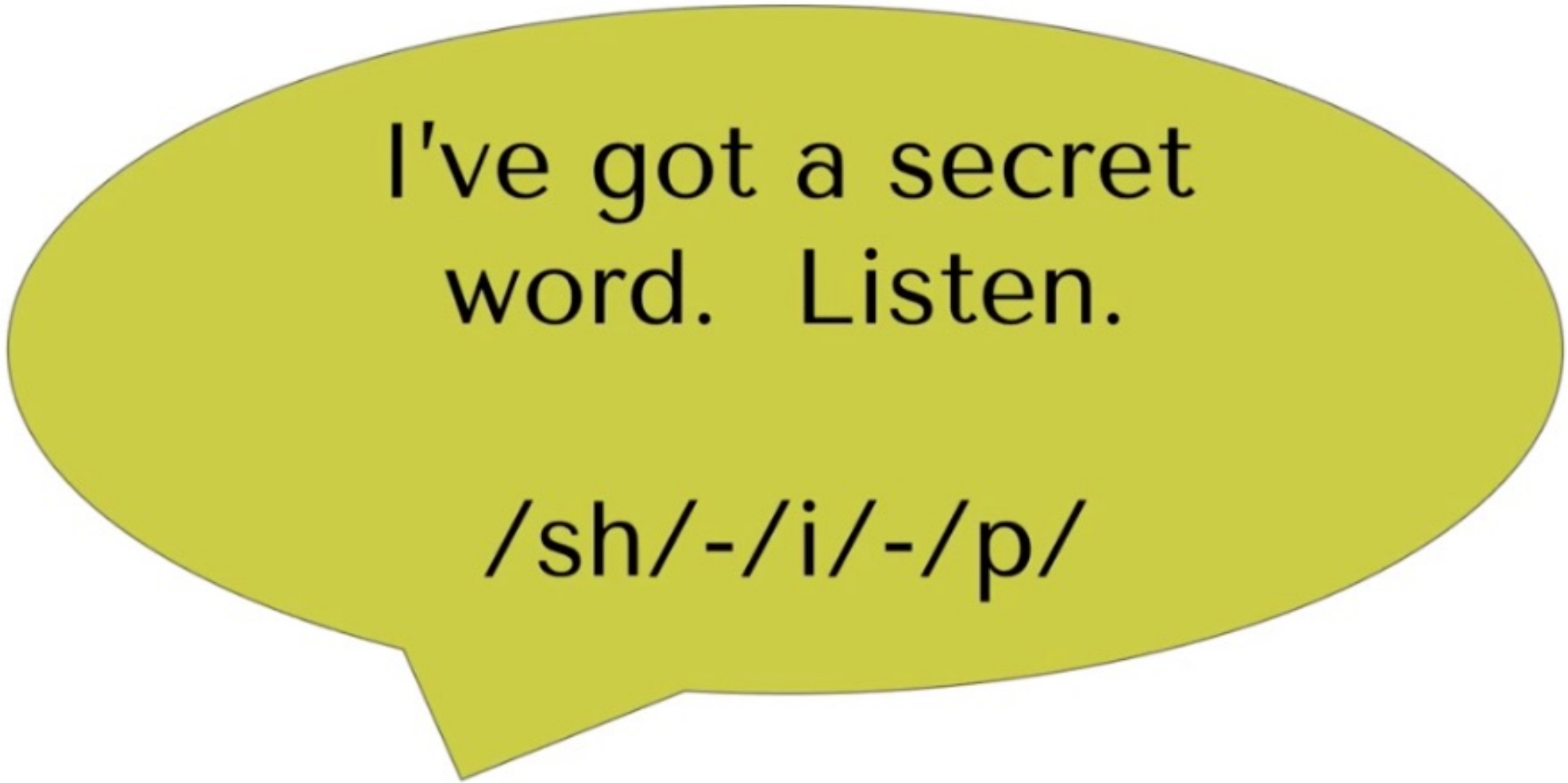
1. **Can you guess my secret word?** (hide card & make sounds in word)

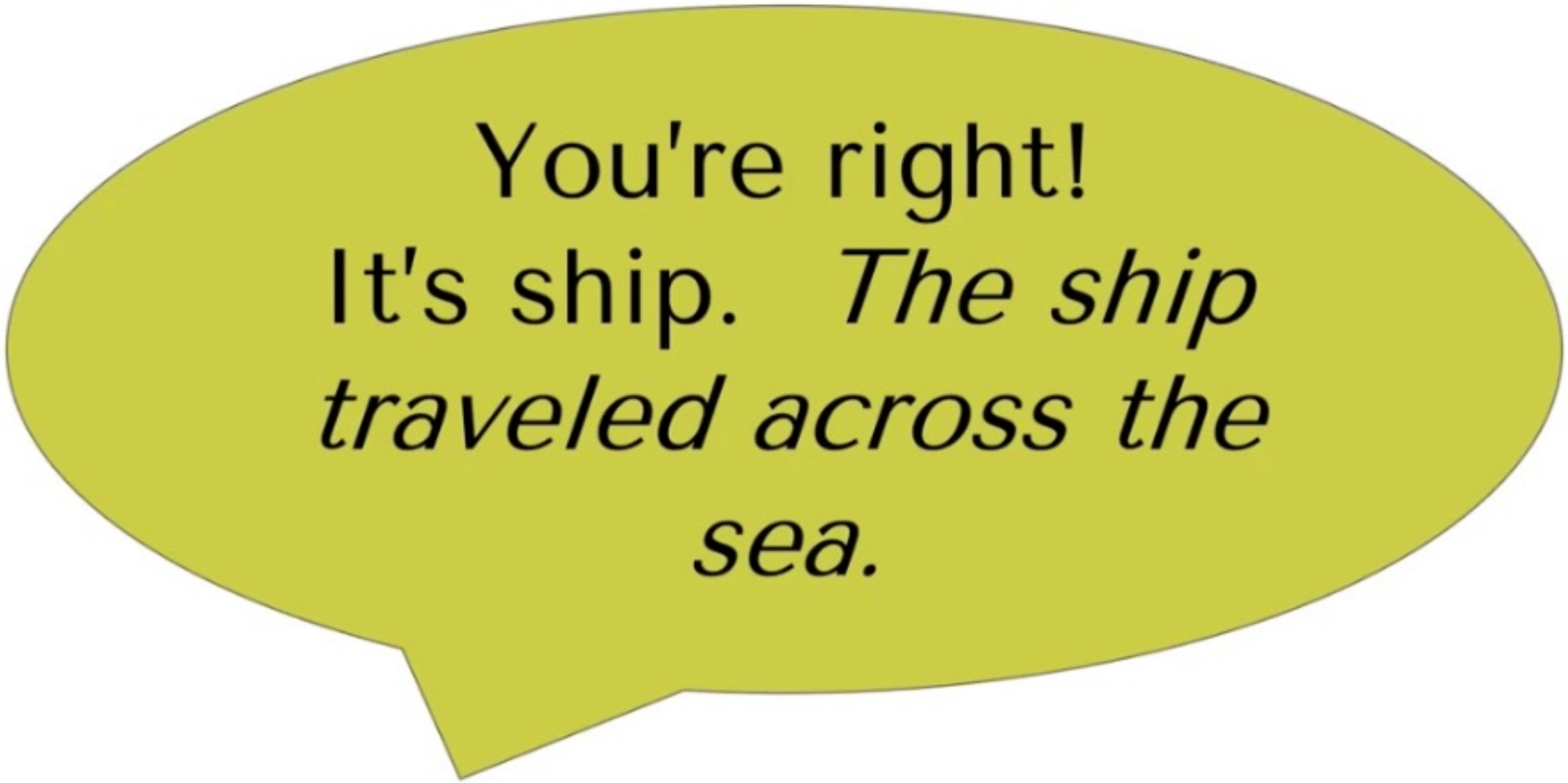
2. **That's right**, (model segmented and blended)

3. Allow student to try segmenting and blending while touching dots.

4. Let your partner try one.

Guess My Secret Word


I've got a secret word. Listen.
/sh/-/i/-/p/


You're right!
It's ship. *The ship traveled across the sea.*

Phoneme Blending - Learning about the seasons - Spring images

Teacher : I am going to look at the picture and say the sounds in a “mystery word” you have to blend those sounds together to tell me the word. Ready…

- llll eeee ffff and see what word we get - leaf
- p-i-n-k What word do you hear? Pink

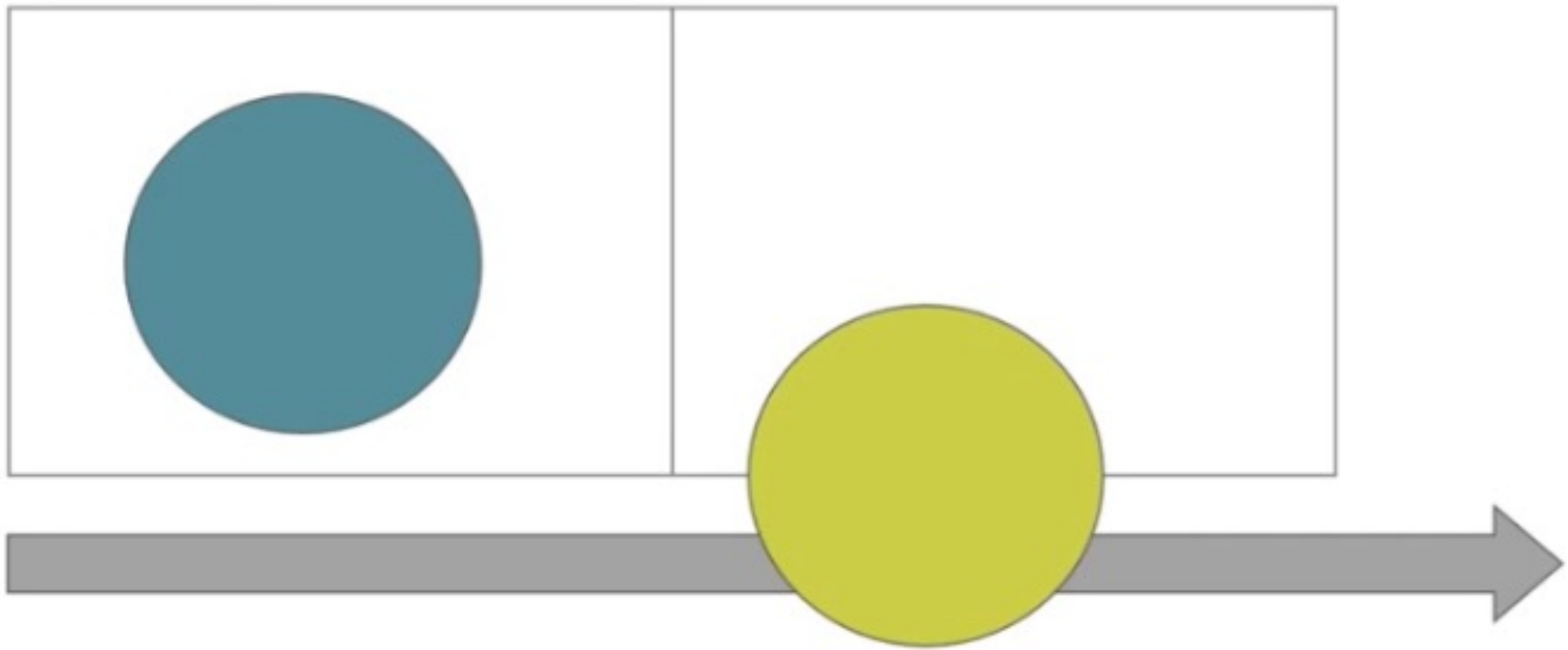
You can take vocabulary words from different subject areas like math, social, and science to teach all the PA skills - Using images in another layer of support for the students

Make it a Song!

The sounds in my word are c/a/t, c/a/t c/a/t
The sounds in my word are c/a/t
What is my word?

**sing to the tune of "The Wheels on the Bus"*

Pushing Chips



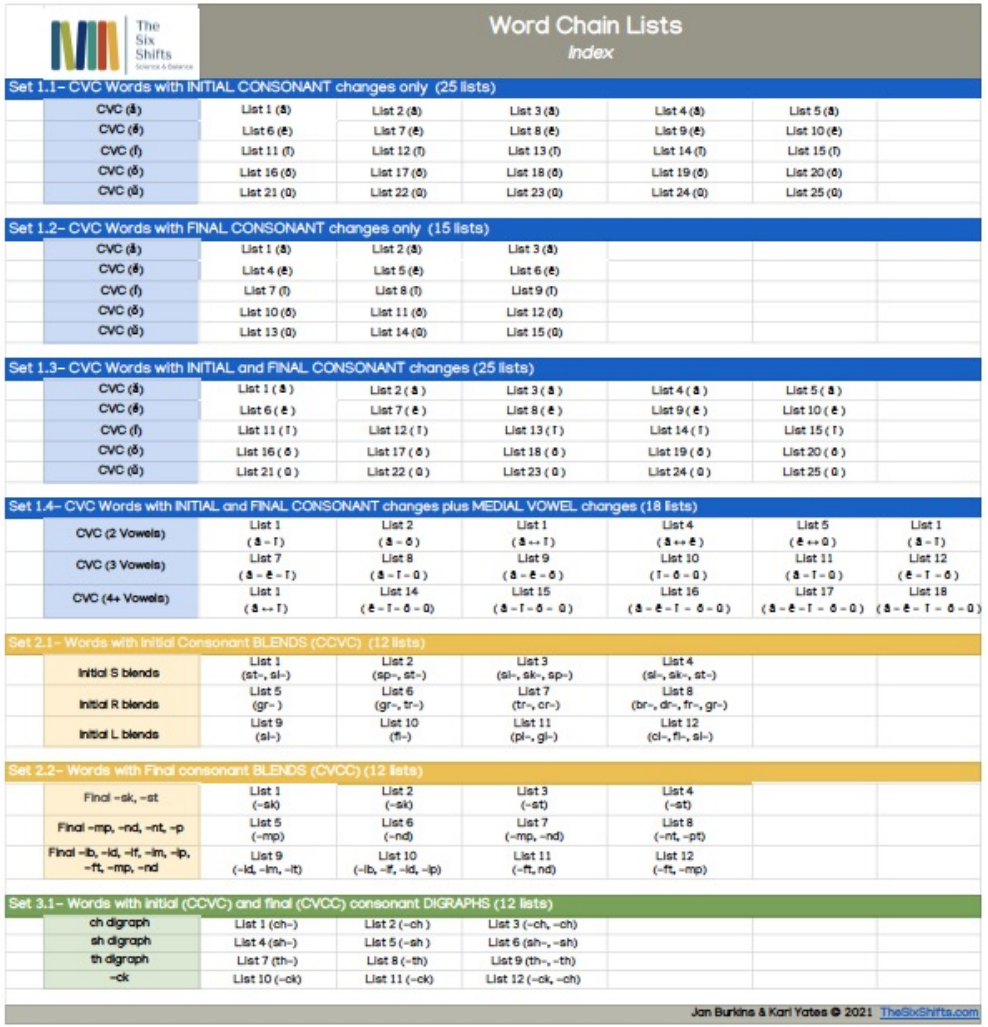
Blending

a
m

To put it simply, phonemic awareness instruction is more effective when letters are involved. The National Reading Panel stated that "teaching children to manipulate phonemes using letters produced bigger effects than teaching without letters.
(National Reading Panel, 2000, p.2-4).

This does not mean that phonemic awareness without letters is ineffective, but that incorporating letters as much and as soon as possible gives us the largest impact.

Word Chains



The Six Shifts

Word Chain Lists

Index

Set 1.1– CVC Words with INITIAL CONSONANT changes only (25 lists)

CVC (ă)	List 1 (ă)	List 2 (ă)	List 3 (ă)	List 4 (ă)	List 5 (ă)	
CVC (ĕ)	List 6 (ĕ)	List 7 (ĕ)	List 8 (ĕ)	List 9 (ĕ)	List 10 (ĕ)	
CVC (ĭ)	List 11 (ĭ)	List 12 (ĭ)	List 13 (ĭ)	List 14 (ĭ)	List 15 (ĭ)	
CVC (ŏ)	List 16 (ŏ)	List 17 (ŏ)	List 18 (ŏ)	List 19 (ŏ)	List 20 (ŏ)	
CVC (ŭ)	List 21 (ŭ)	List 22 (ŭ)	List 23 (ŭ)	List 24 (ŭ)	List 25 (ŭ)	

Set 1.2– CVC Words with FINAL CONSONANT changes only (15 lists)

CVC (ă)	List 1 (ă)	List 2 (ă)	List 3 (ă)			
CVC (ĕ)	List 4 (ĕ)	List 5 (ĕ)	List 6 (ĕ)			
CVC (ĭ)	List 7 (ĭ)	List 8 (ĭ)	List 9 (ĭ)			
CVC (ŏ)	List 10 (ŏ)	List 11 (ŏ)	List 12 (ŏ)			
CVC (ŭ)	List 13 (ŭ)	List 14 (ŭ)	List 15 (ŭ)			

Set 1.3– CVC Words with INITIAL and FINAL CONSONANT changes (25 lists)

CVC (ă)	List 1 (ă)	List 2 (ă)	List 3 (ă)	List 4 (ă)	List 5 (ă)	
CVC (ĕ)	List 6 (ĕ)	List 7 (ĕ)	List 8 (ĕ)	List 9 (ĕ)	List 10 (ĕ)	
CVC (ĭ)	List 11 (ĭ)	List 12 (ĭ)	List 13 (ĭ)	List 14 (ĭ)	List 15 (ĭ)	
CVC (ŏ)	List 16 (ŏ)	List 17 (ŏ)	List 18 (ŏ)	List 19 (ŏ)	List 20 (ŏ)	
CVC (ŭ)	List 21 (ŭ)	List 22 (ŭ)	List 23 (ŭ)	List 24 (ŭ)	List 25 (ŭ)	

Set 1.4– CVC Words with INITIAL and FINAL CONSONANT changes plus MEDIAL VOWEL changes (18 lists)

CVC (2 Vowels)	List 1 (ă – ĭ)	List 2 (ă – ŏ)	List 1 (ă ↔ ĭ)	List 4 (ă ↔ ĕ)	List 5 (ĕ ↔ ŭ)	List 1 (ă – ĭ)
CVC (3 Vowels)	List 7 (ă – ĕ – ĭ)	List 8 (ă – ĭ – ŭ)	List 9 (ă – ĕ – ŏ)	List 10 (ĭ – ŏ – ŭ)	List 11 (ă – ĭ – ŭ)	List 12 (ĕ – ĭ – ŏ)
CVC (4+ Vowels)	List 1 (ă ↔ ĭ)	List 14 (ĕ – ĭ – ŏ – ŭ)	List 15 (ă – ĭ – ŏ – ŭ)	List 16 (ă – ĕ – ĭ – ŏ – ŭ)	List 17 (ă – ĕ – ĭ – ŏ – ŭ)	List 18 (ă – ĕ – ĭ – ŏ – ŭ)

Set 2.1– Words with Initial Consonant BLENDS (CCVC) (12 lists)

Initial S blends	List 1 (st–, sl–)	List 2 (sp–, st–)	List 3 (sl–, sk–, sp–)	List 4 (sl–, sk–, st–)		
Initial R blends	List 5 (gr–)	List 6 (gr–, tr–)	List 7 (tr–, cr–)	List 8 (br–, dr–, fr–, gr–)		
Initial L blends	List 9 (sl–)	List 10 (fl–)	List 11 (pl–, gl–)	List 12 (cl–, fl–, sl–)		

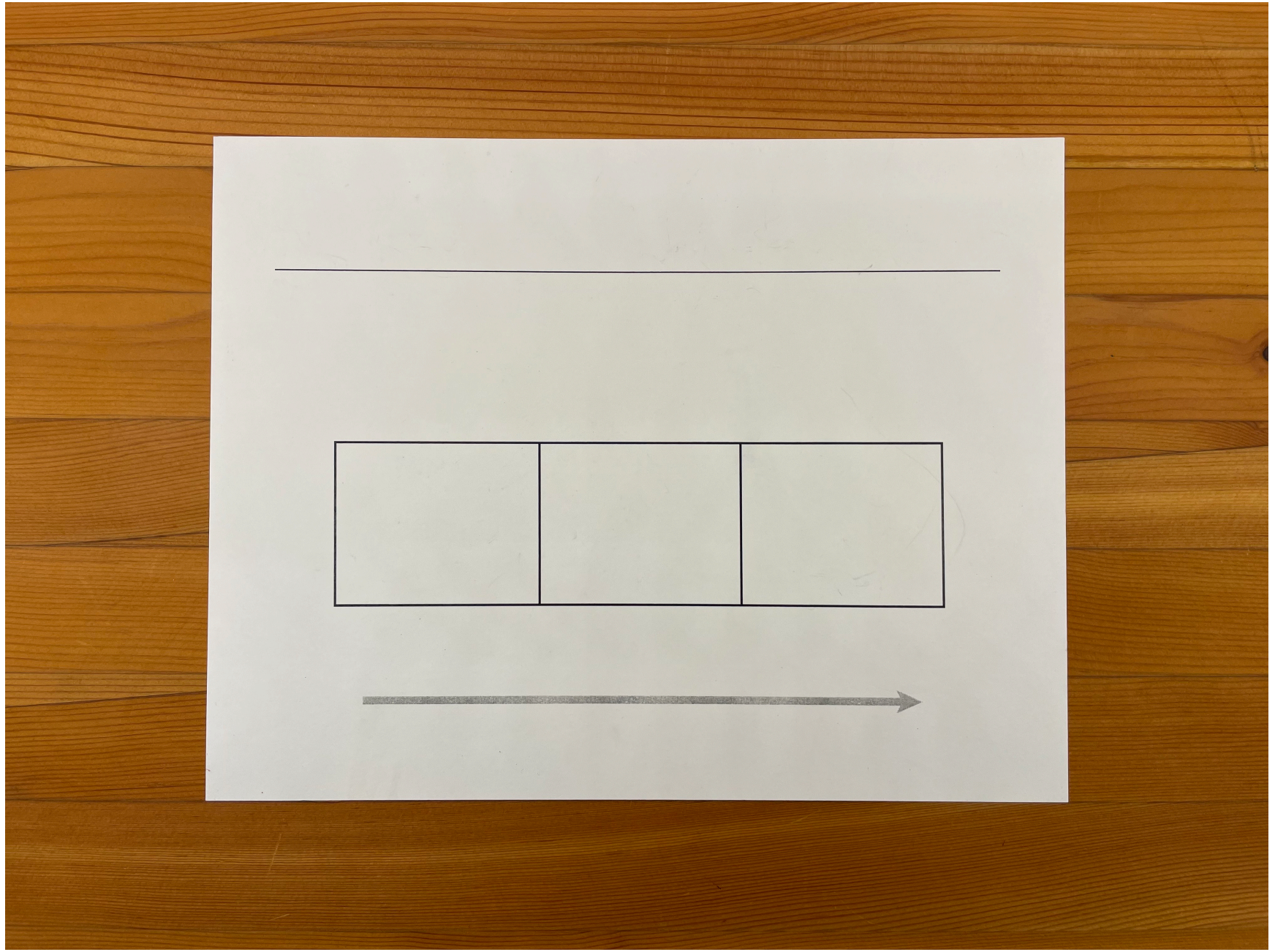
Set 2.2– Words with Final consonant BLENDS (CVCC) (12 lists)

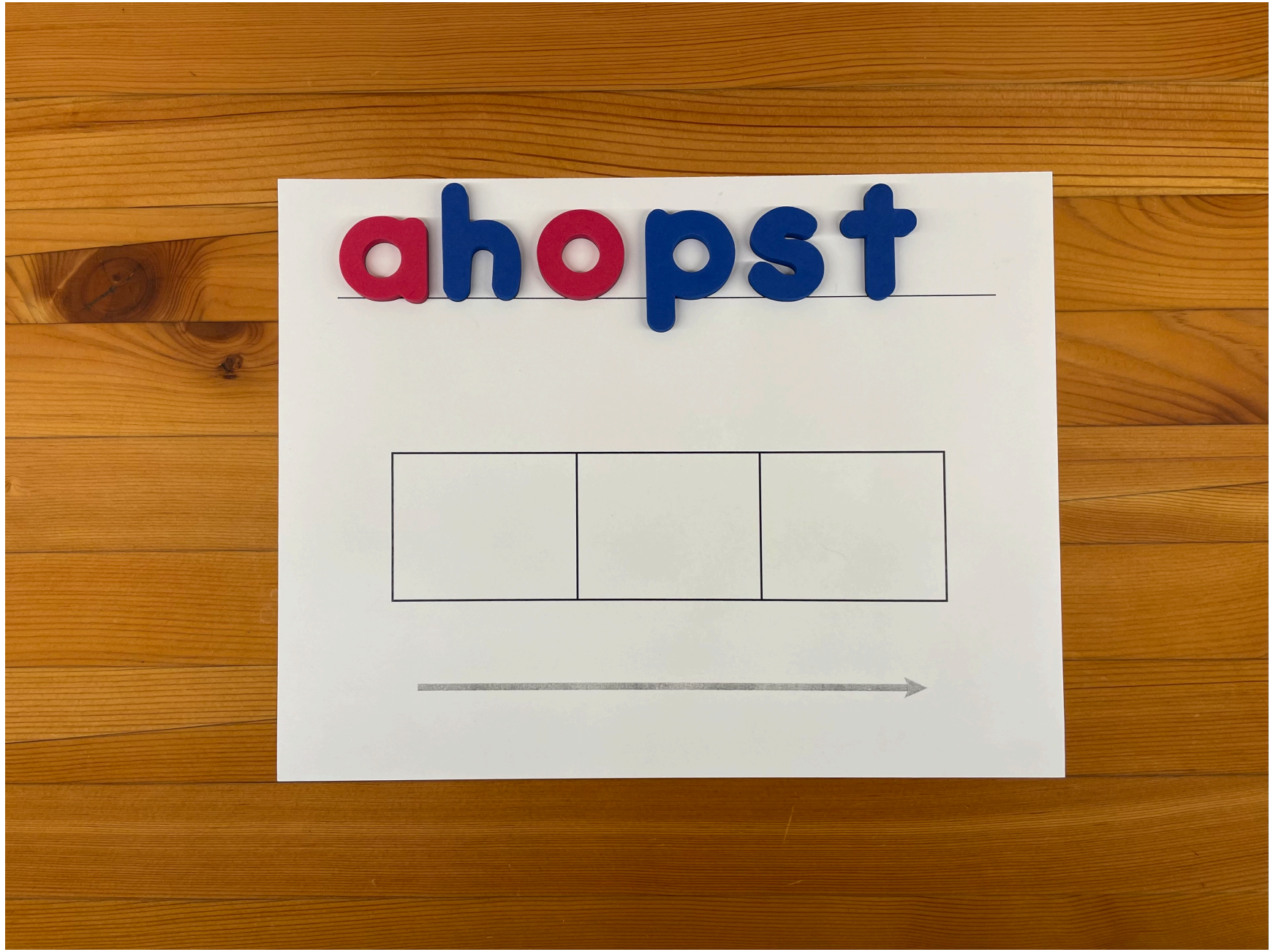
Final –sk, –st	List 1 (–sk)	List 2 (–sk)	List 3 (–st)	List 4 (–st)		
Final –mp, –nd, –nt, –p	List 5 (–mp)	List 6 (–nd)	List 7 (–mp, –nd)	List 8 (–nt, –pt)		
Final –lb, –ld, –lf, –lm, –lp, –ft, –mp, –nd	List 9 (–ld, –lm, –lt)	List 10 (–lb, –lf, –ld, –lp)	List 11 (–ft, nd)	List 12 (–ft, –mp)		

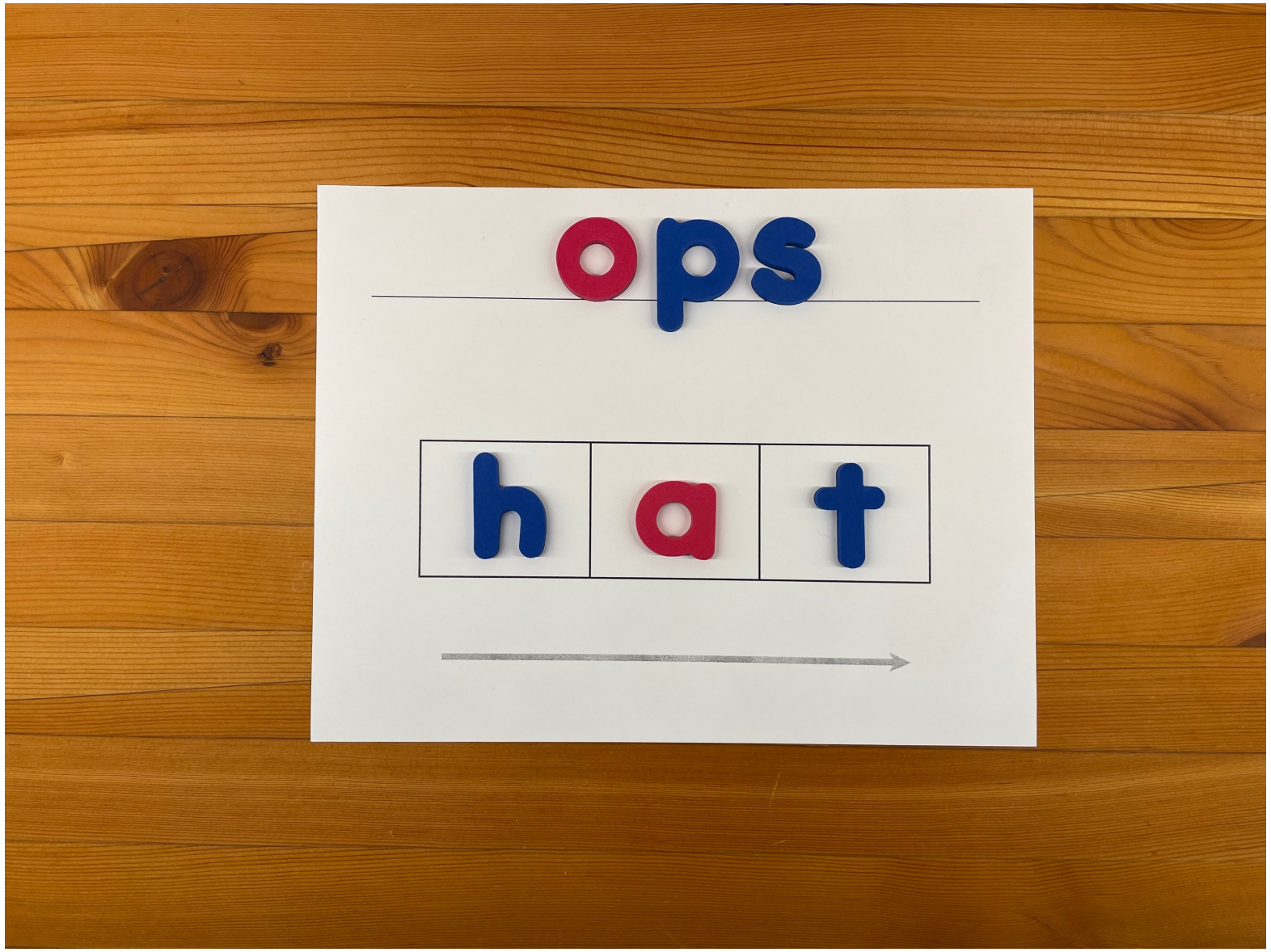
Set 3.1– Words with initial (CCVC) and final (CVCC) consonant DIGRAPHS (12 lists)

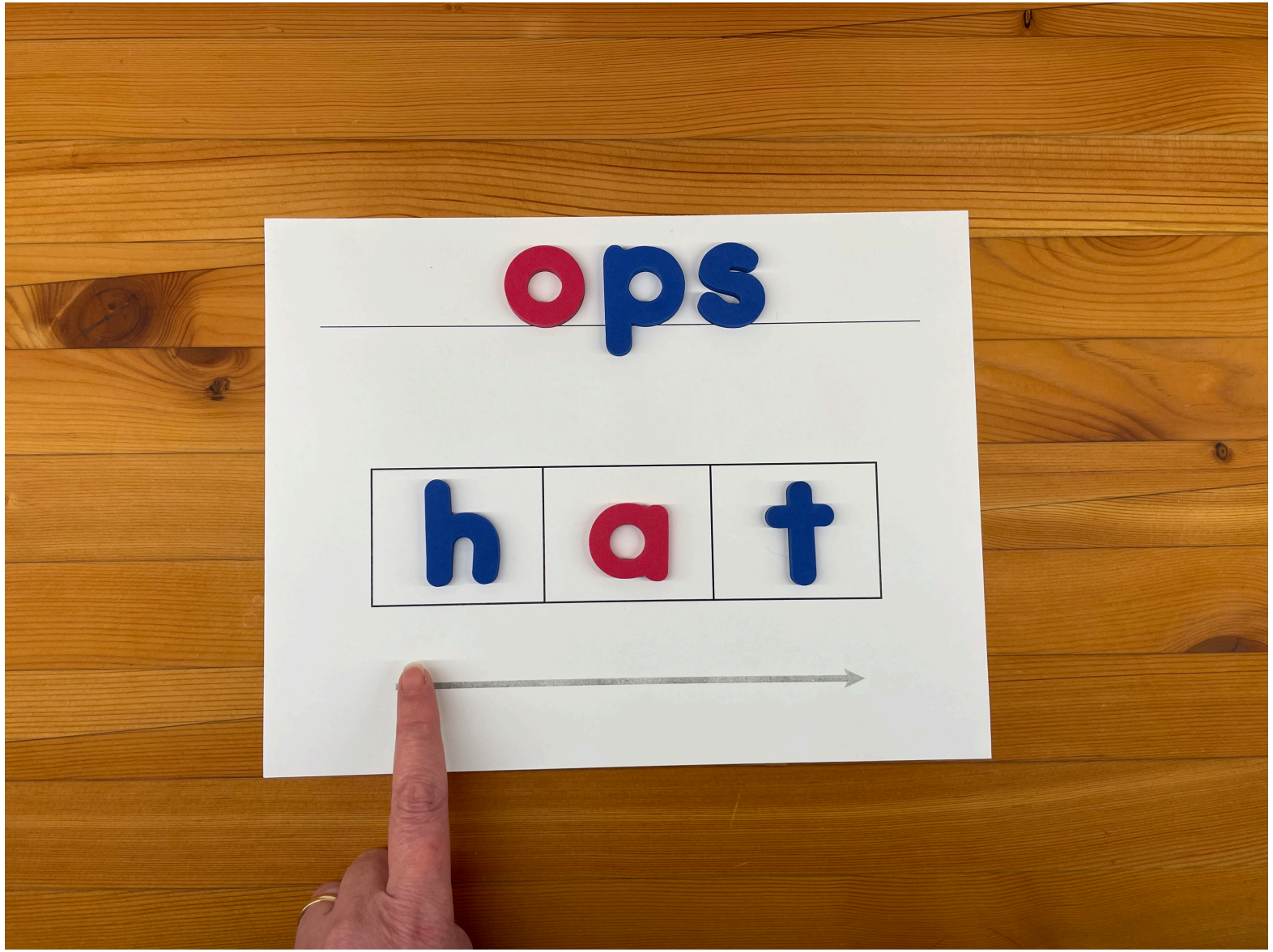
ch digraph	List 1 (ch–)	List 2 (–ch)	List 3 (–ch, –ch)			
sh digraph	List 4 (sh–)	List 5 (–sh)	List 6 (sh–, –sh)			
th digraph	List 7 (th–)	List 8 (–th)	List 9 (th–, –th)			
–ck	List 10 (–ck)	List 11 (–ck)	List 12 (–ck, –ch)			

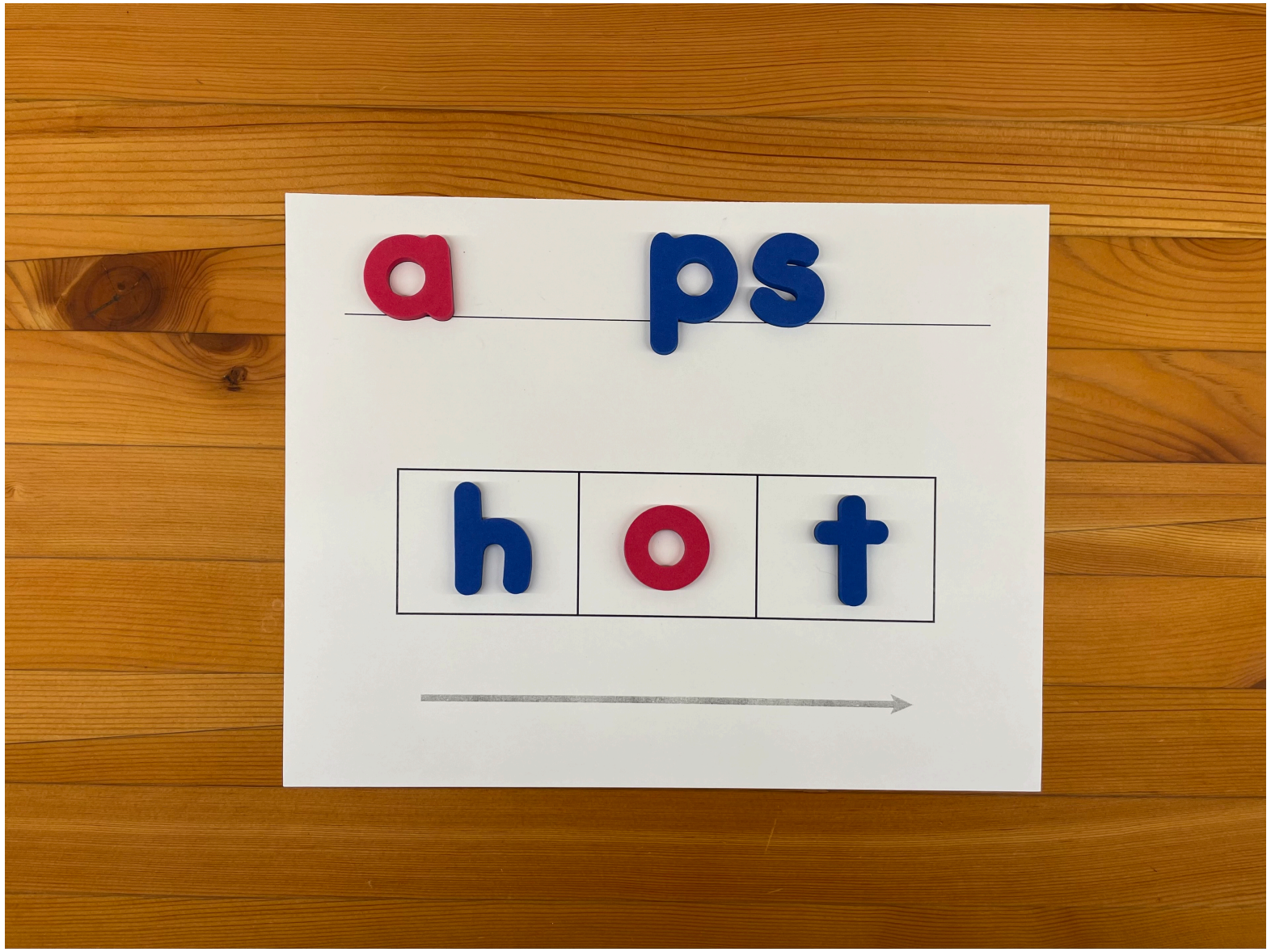
Jan Burkins & Kari Yates © 2021 TheSixShifts.com

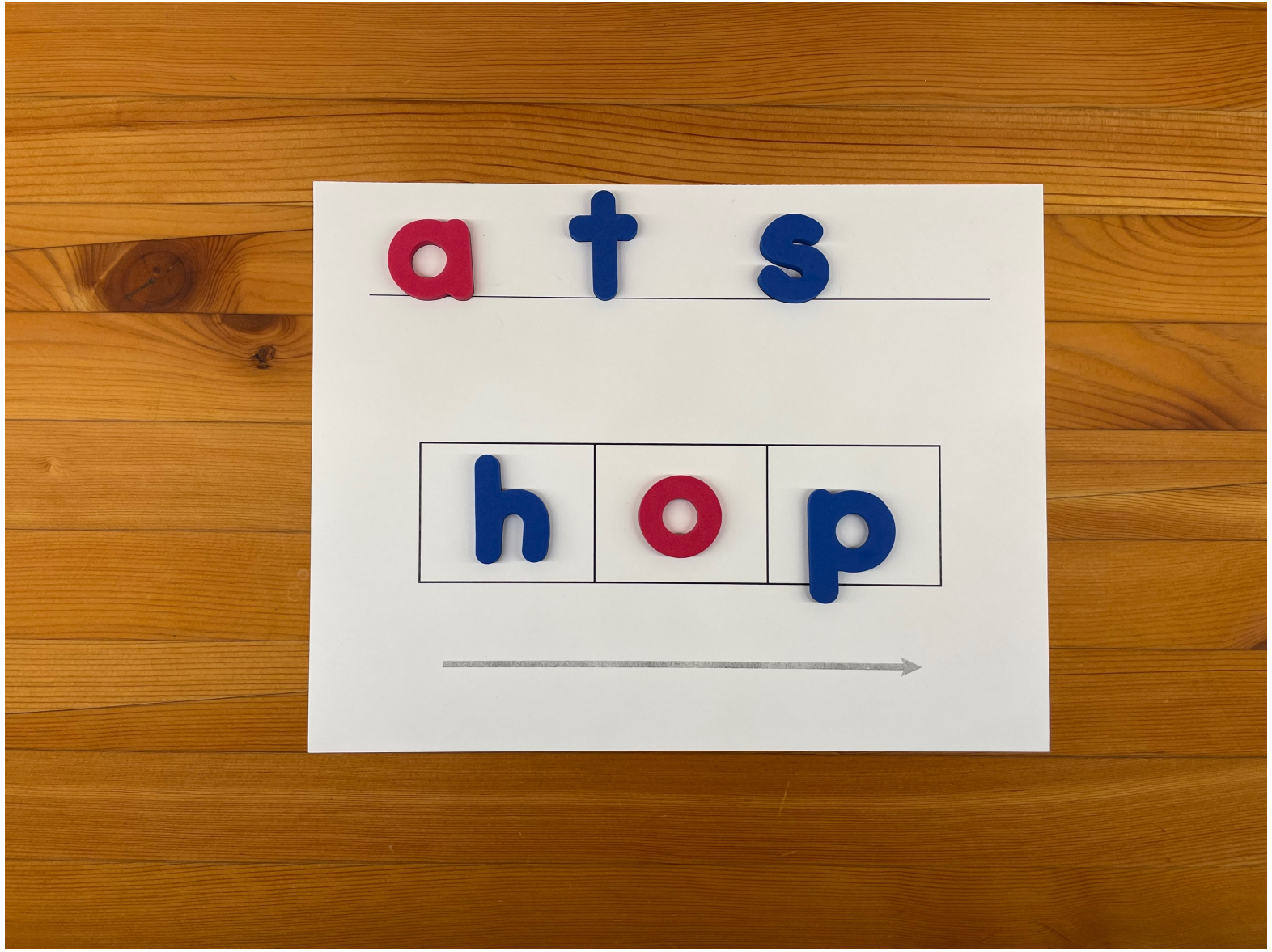



ahopst

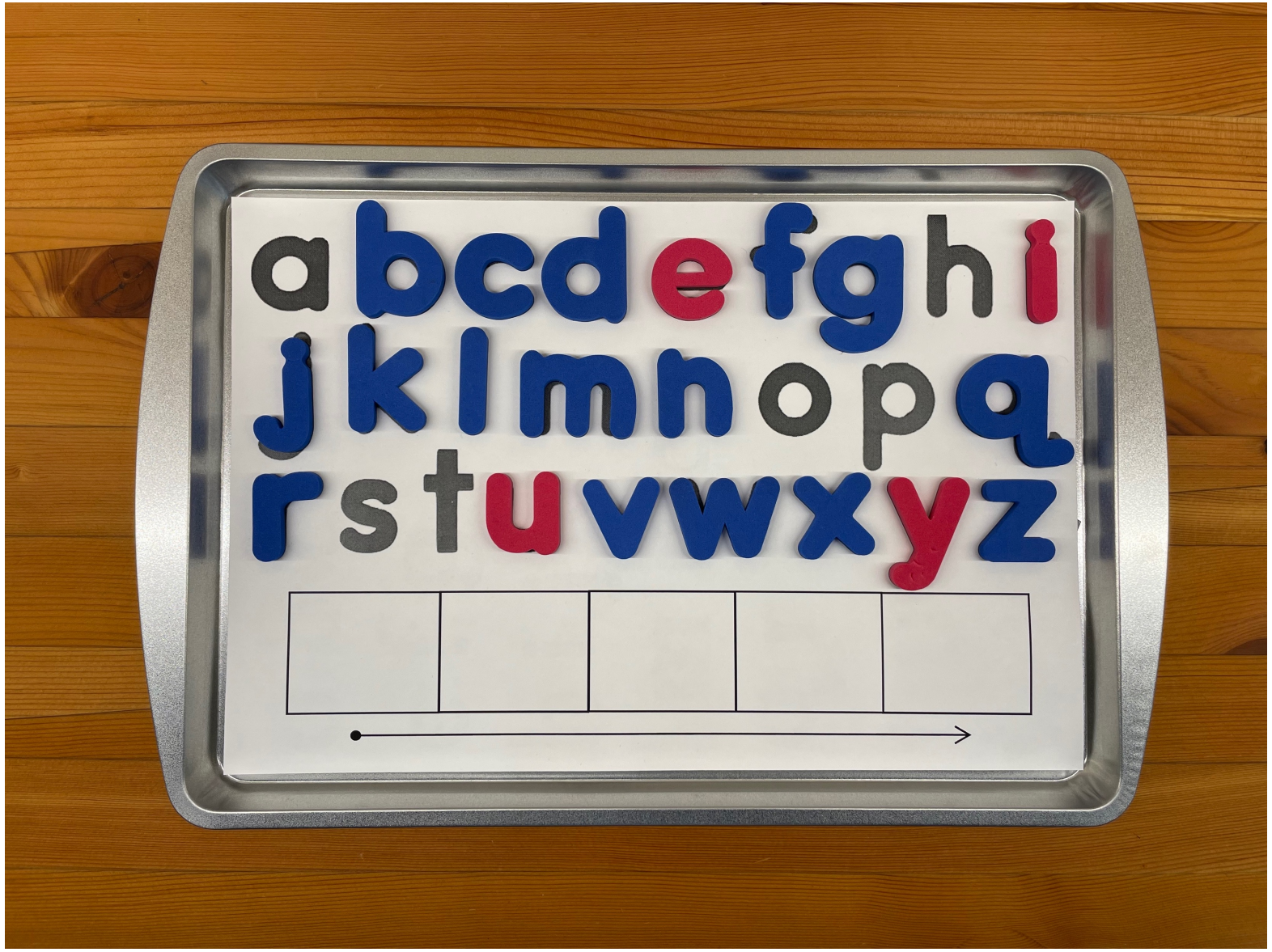

ops
hat

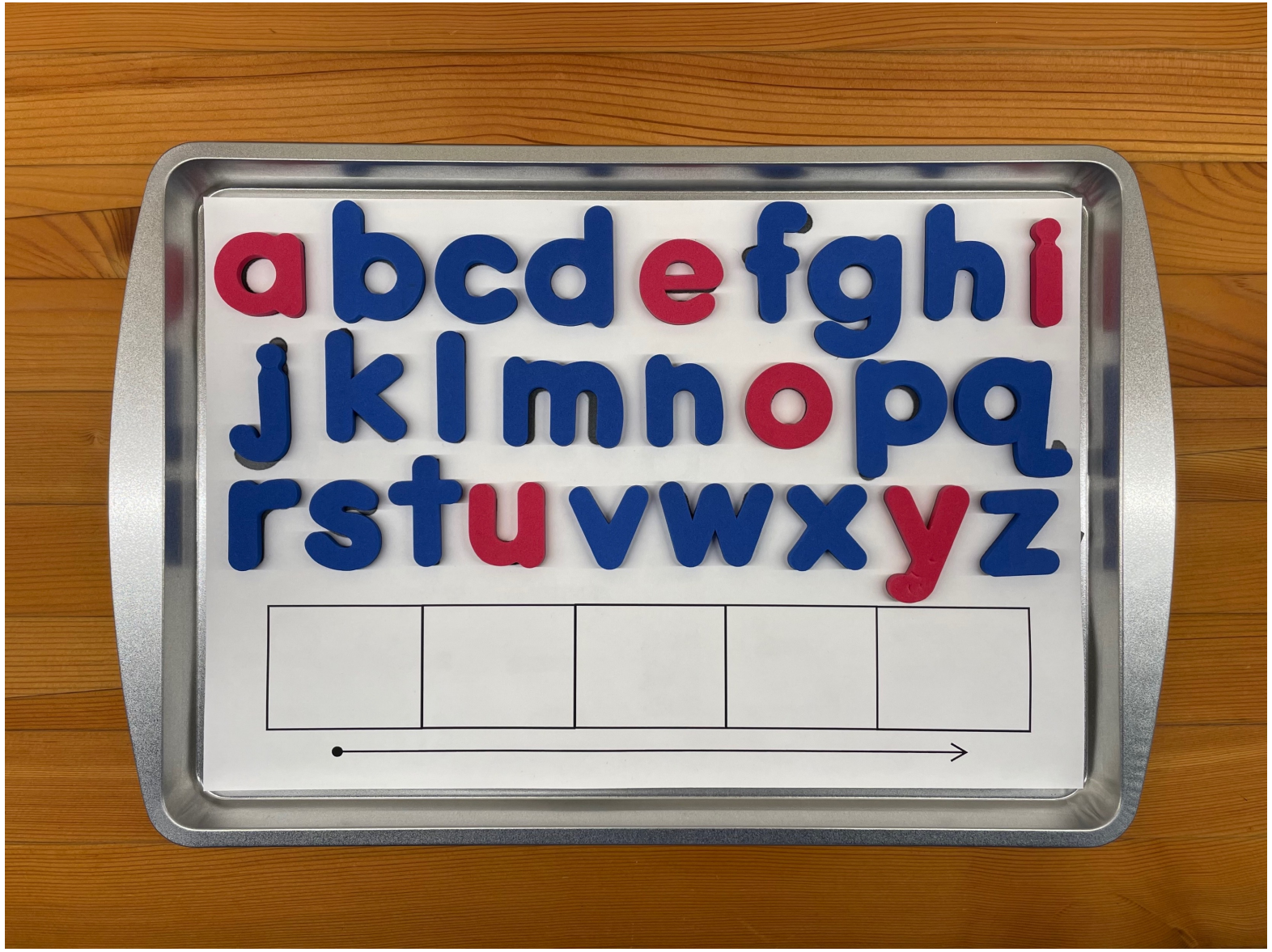

ops
h a t


a ps
h o t


a t s
h o p

a t
sh o p

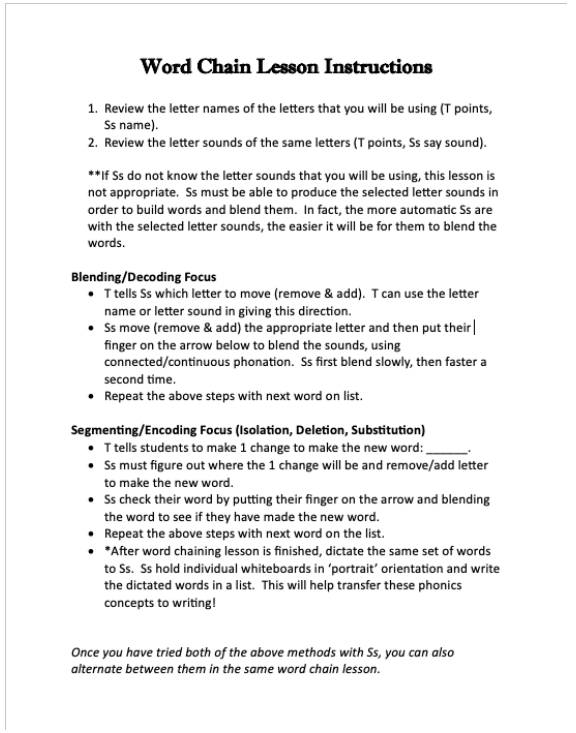

abcdefghi
jklmnopq
rstuvwxyz


abcdefghi
jklmnopq
rstuvwxyz

abcdefghi
jklmnopq
rstuvwxyz

Try it out!

- Find the items shown to the right.
- Choose a Word Chain List and tell your partner what letters are needed.
- Review letter names and letter sounds.
- Try giving decoding and encoding instructions.



Word Chain Lesson Instructions

1. Review the letter names of the letters that you will be using (T points, Ss name).
2. Review the letter sounds of the same letters (T points, Ss say sound).

**If Ss do not know the letter sounds that you will be using, this lesson is not appropriate. Ss must be able to produce the selected letter sounds in order to build words and blend them. In fact, the more automatic Ss are with the selected letter sounds, the easier it will be for them to blend the words.

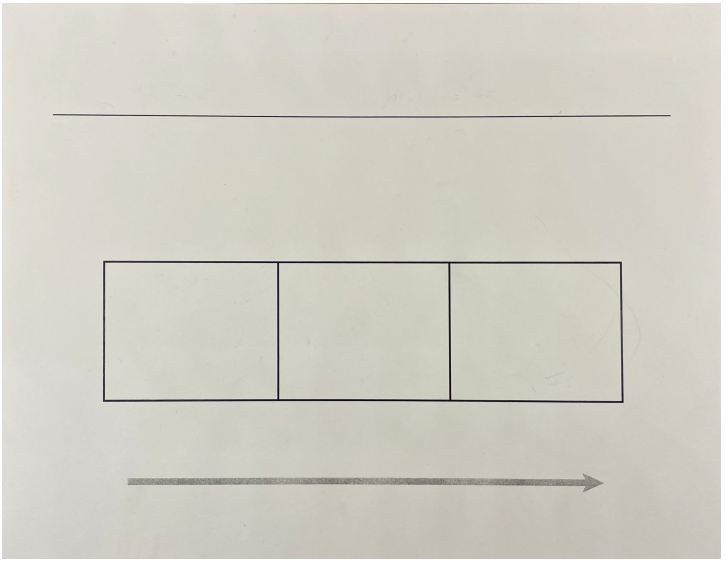
Blending/Decoding Focus

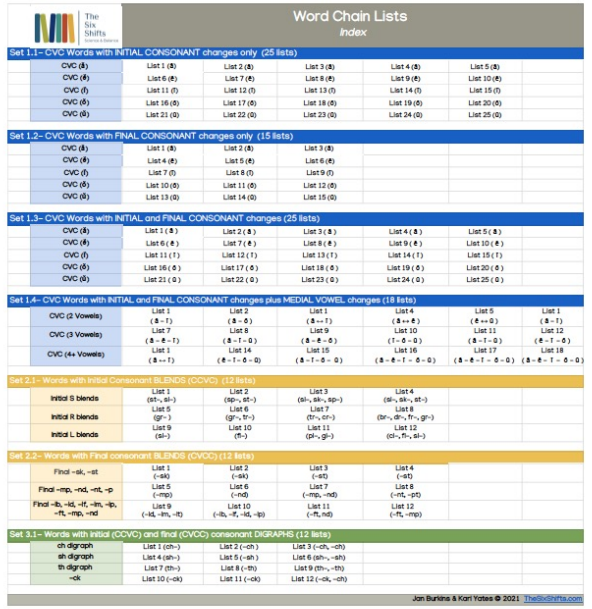
- T tells Ss which letter to move (remove & add). T can use the letter name or letter sound in giving this direction.
- Ss move (remove & add) the appropriate letter and then put their finger on the arrow below to blend the sounds, using connected/continuous phonation. Ss first blend slowly, then faster a second time.
- Repeat the above steps with next word on list.

Segmenting/Encoding Focus (Isolation, Deletion, Substitution)

- T tells students to make 1 change to make the new word: _____.
- Ss must figure out where the 1 change will be and remove/add letter to make the new word.
- Ss check their word by putting their finger on the arrow and blending the word to see if they have made the new word.
- Repeat the above steps with next word on the list.
- *After word chaining lesson is finished, dictate the same set of words to Ss. Ss hold individual whiteboards in 'portrait' orientation and write the dictated words in a list. This will help transfer these phonics concepts to writing!

Once you have tried both of the above methods with Ss, you can also alternate between them in the same word chain lesson.





Word Chain Lists
Index

Set 1.1– CVC Words with INITIAL CONSONANT changes only (25 lists)

CVC (ă)	List 1 (ă)	List 2 (ă)	List 3 (ă)	List 4 (ă)	List 5 (ă)
CVC (ĕ)	List 6 (ĕ)	List 7 (ĕ)	List 8 (ĕ)	List 9 (ĕ)	List 10 (ĕ)
CVC (ĭ)	List 11 (ĭ)	List 12 (ĭ)	List 13 (ĭ)	List 14 (ĭ)	List 15 (ĭ)
CVC (ŏ)	List 16 (ŏ)	List 17 (ŏ)	List 18 (ŏ)	List 19 (ŏ)	List 20 (ŏ)
CVC (ŭ)	List 21 (ŭ)	List 22 (ŭ)	List 23 (ŭ)	List 24 (ŭ)	List 25 (ŭ)

Set 1.2– CVC Words with FINAL CONSONANT changes only (15 lists)

CVC (ă)	List 1 (ă)	List 2 (ă)	List 3 (ă)		
CVC (ĕ)	List 4 (ĕ)	List 5 (ĕ)	List 6 (ĕ)		
CVC (ĭ)	List 7 (ĭ)	List 8 (ĭ)	List 9 (ĭ)		
CVC (ŏ)	List 10 (ŏ)	List 11 (ŏ)	List 12 (ŏ)		
CVC (ŭ)	List 13 (ŭ)	List 14 (ŭ)	List 15 (ŭ)		

Set 1.3– CVC Words with INITIAL and FINAL CONSONANT changes (25 lists)

CVC (ă)	List 1 (ă)	List 2 (ă)	List 3 (ă)	List 4 (ă)	List 5 (ă)
CVC (ĕ)	List 6 (ĕ)	List 7 (ĕ)	List 8 (ĕ)	List 9 (ĕ)	List 10 (ĕ)
CVC (ĭ)	List 11 (ĭ)	List 12 (ĭ)	List 13 (ĭ)	List 14 (ĭ)	List 15 (ĭ)
CVC (ŏ)	List 16 (ŏ)	List 17 (ŏ)	List 18 (ŏ)	List 19 (ŏ)	List 20 (ŏ)
CVC (ŭ)	List 21 (ŭ)	List 22 (ŭ)	List 23 (ŭ)	List 24 (ŭ)	List 25 (ŭ)

Set 1.4– CVC Words with INITIAL and FINAL CONSONANT changes plus MEDIAL VOWEL changes (18 lists)

CVC (2 Vowels)	List 1 (ă → ĭ)	List 2 (ă → ŏ)	List 1 (ă → ĭ)	List 4 (ă → ĕ)	List 5 (ĕ → ŭ)	List 1 (ă → ĭ)
CVC (3 Vowels)	List 7 (ă → ĕ → ĭ)	List 8 (ă → ĭ → ŏ)	List 9 (ă → ĕ → ŏ)	List 10 (ĭ → ŏ → ŭ)	List 11 (ă → ĭ → ŭ)	List 12 (ĕ → ĭ → ŏ)
CVC (4+ Vowels)	List 1 (ă → ĭ)	List 14 (ĕ → ĭ → ŏ → ŭ)	List 15 (ă → ĭ → ŏ → ŭ)	List 16 (ă → ĕ → ĭ → ŏ → ŭ)	List 17 (ă → ĕ → ĭ → ŏ → ŭ)	List 18 (ă → ĕ → ĭ → ŏ → ŭ)

Set 2.1– Words with Initial Consonant BLENDS (CCVC) (12 lists)

Initial S blends	List 1 (st-, sl-)	List 2 (sp-, st-)	List 3 (sl-, sk-, sp-)	List 4 (sl-, sk-, st-)
Initial R blends	List 5 (gr-)	List 6 (gr-, tr-)	List 7 (tr-, cr-)	List 8 (br-, dr-, fr-, gr-)
Initial L blends	List 9 (sl-)	List 10 (fl-)	List 11 (pl-, gl-)	List 12 (cl-, fl-, sl-)

Set 2.2– Words with Final consonant BLENDS (CVCC) (12 lists)

Final –sk, –st	List 1 (–sk)	List 2 (–sk)	List 3 (–st)	List 4 (–st)
Final –mp, –nd, –nt, –p	List 5 (–mp)	List 6 (–nd)	List 7 (–mp, –nd)	List 8 (–nt, –pt)
Final –ib, –id, –if, –im, –ip, –it, –mp, –nd	List 9 (–id, –im, –it)	List 10 (–ib, –if, –id, –ip)	List 11 (–it, nd)	List 12 (–ft, –mp)

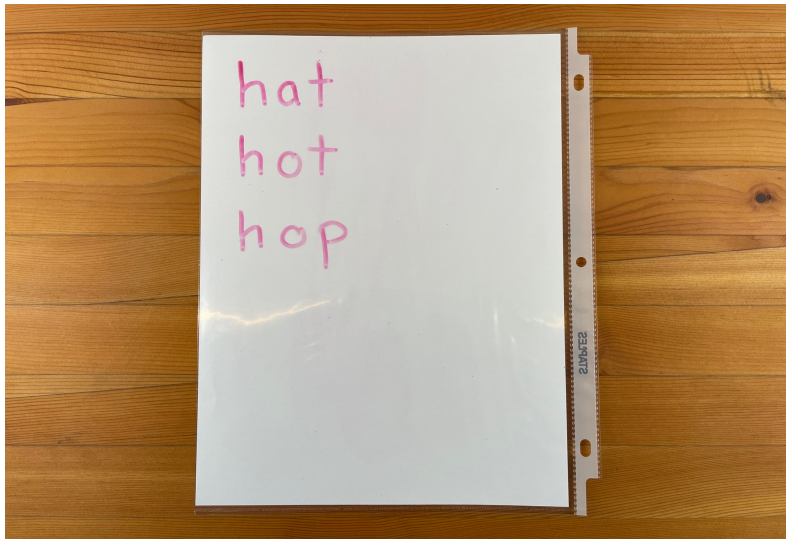
Set 3.1– Words with initial (CCVC) and final (CVCC) consonant DIGRAPHS (12 lists)

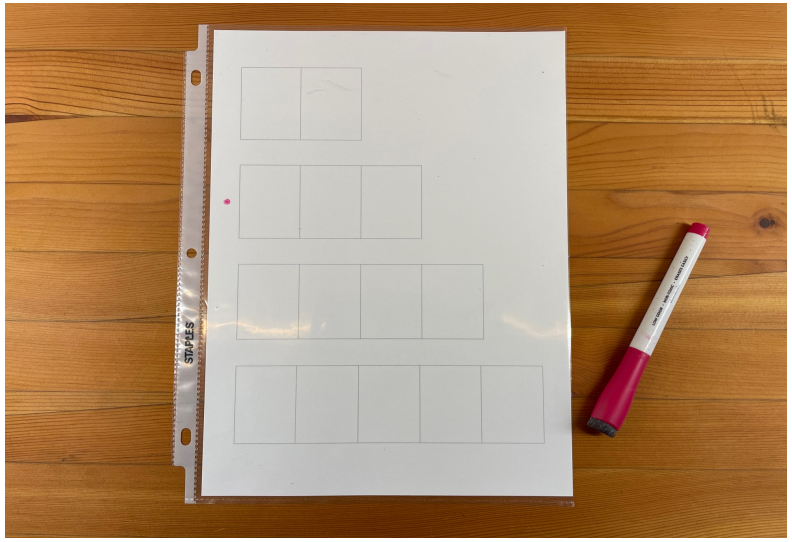
ch digraph	List 1 (ch–)	List 2 (–ch)	List 3 (–ch, –sh)
sh digraph	List 4 (sh–)	List 5 (–sh)	List 6 (sh–, –sh)
th digraph	List 7 (th–)	List 8 (–th)	List 9 (th–, –th)
–ck	List 10 (–ck)	List 11 (–ck)	List 12 (–ck, –ch)

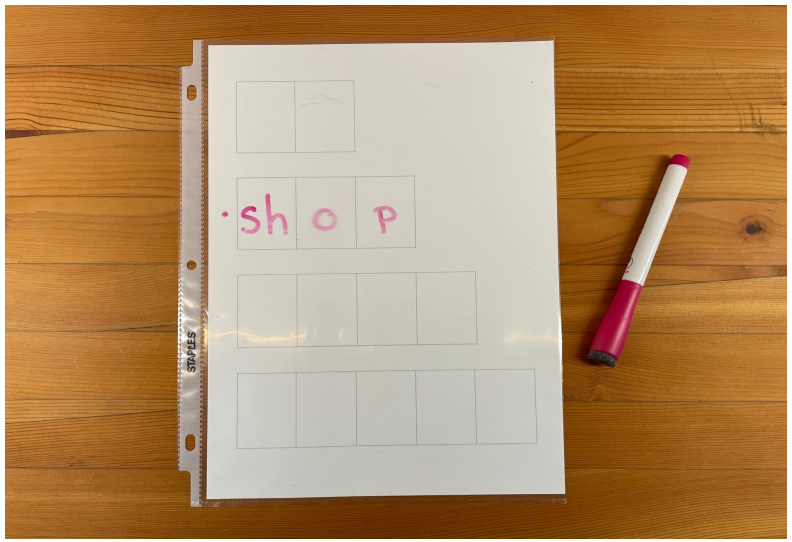
Jan Burkins & Kari Yates © 2021 TheSixShifts.com

Follow Up Word Chains with Dictation

This helps students transfer new learning to writing.

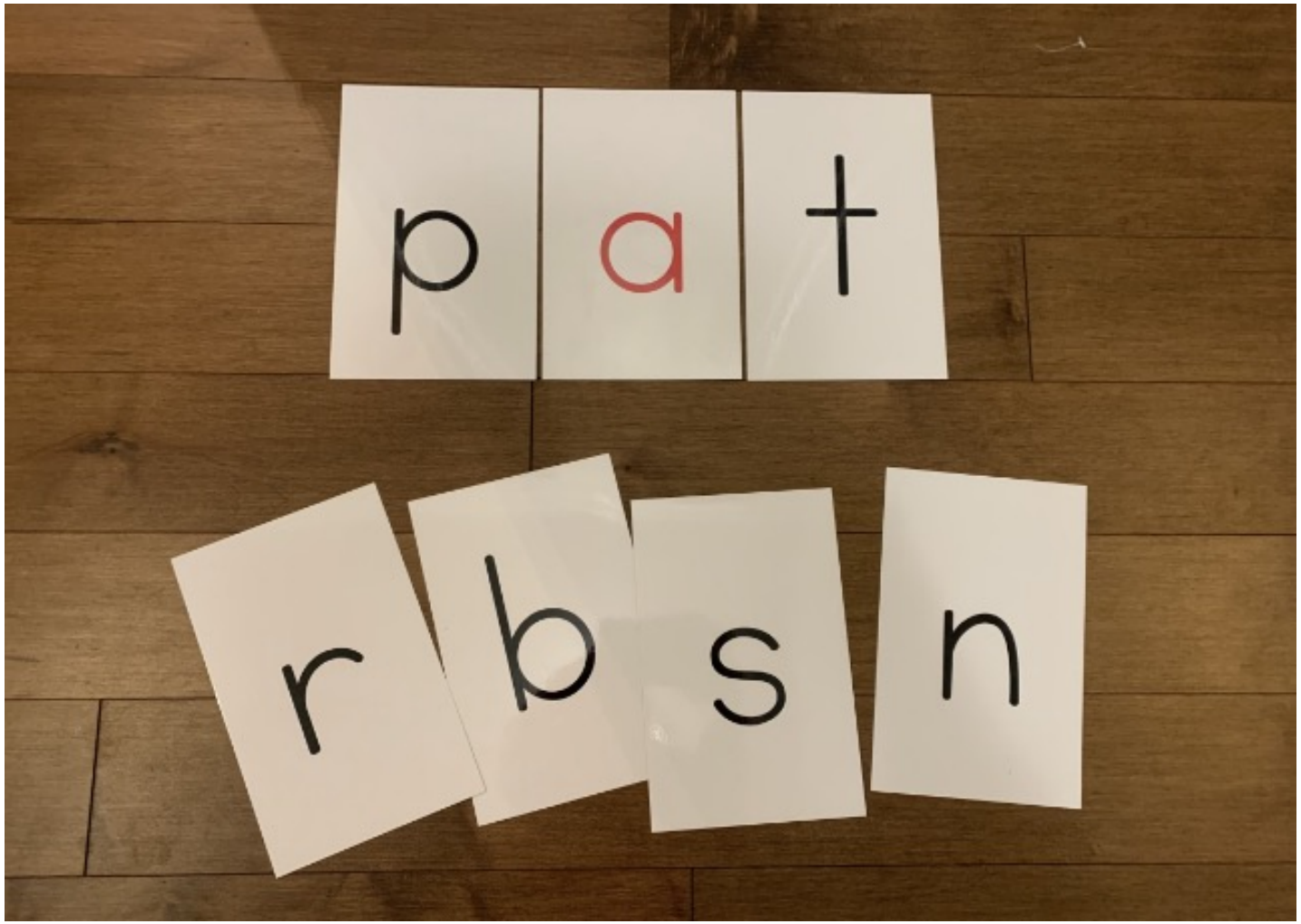






look
m
a
t

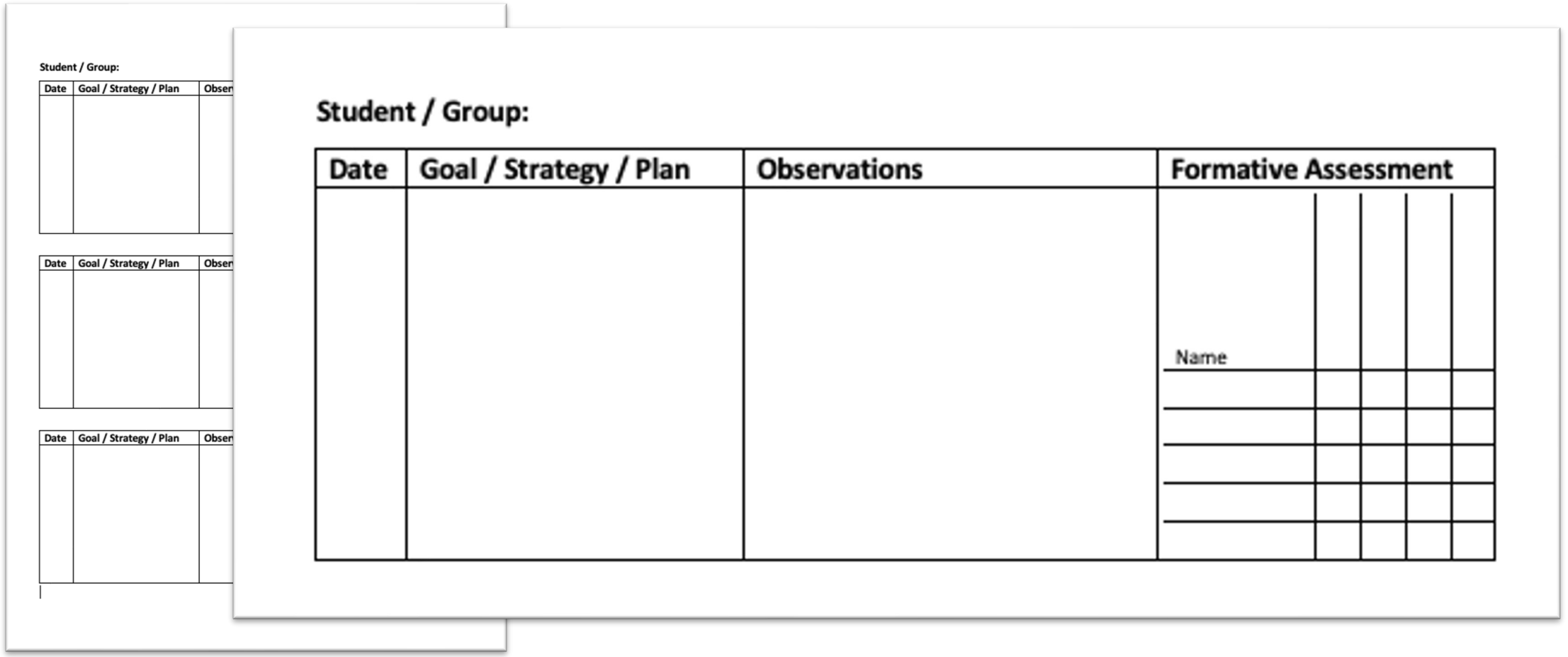
Download and print your own here!



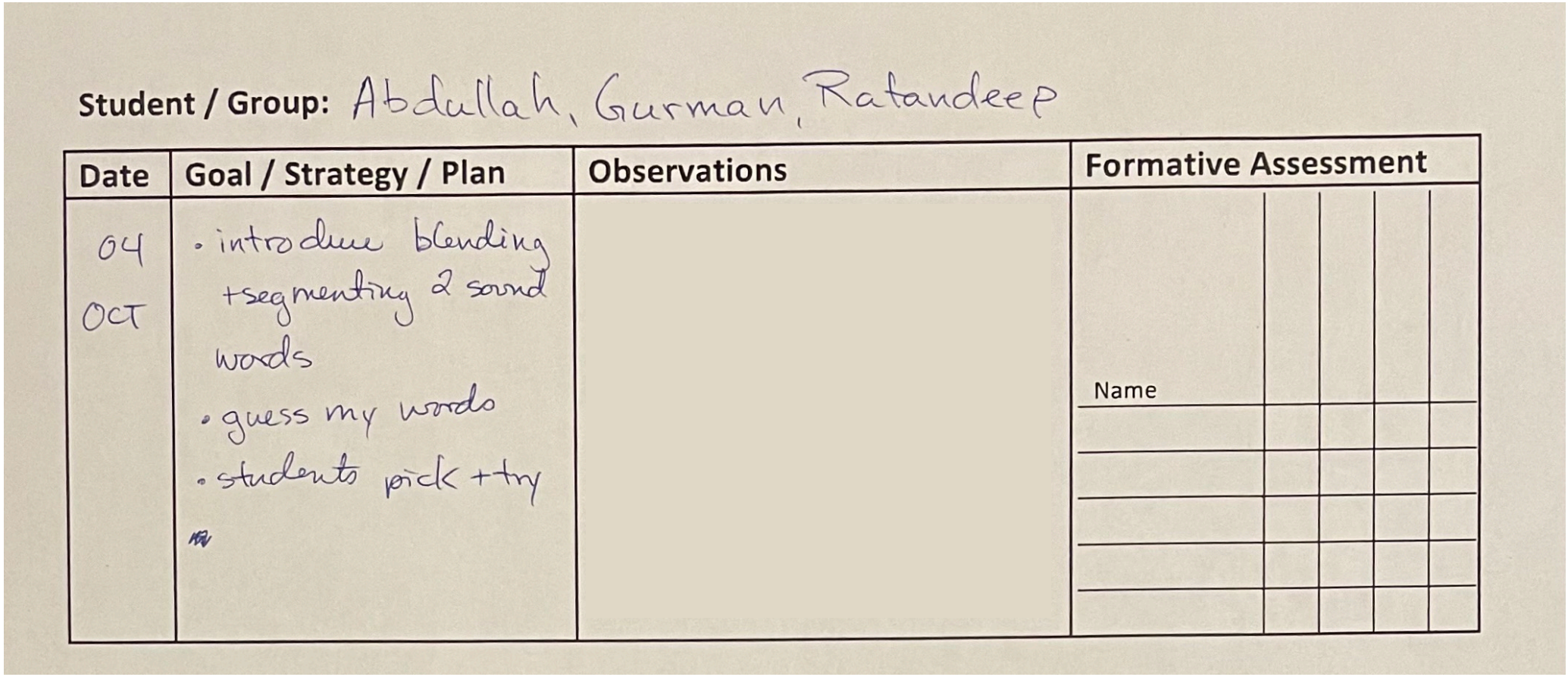
Segmenting Game

Use with students who can confidently segment 2 sounds and are working on 3 or 4 sound segmentation

Formative Assessment



Formative Assessment



Student / Group: Abdullah, Gurman, Ratandeep

Date	Goal / Strategy / Plan	Observations	Formative Assessment
04 OCT	• introduce blending + segmenting 2 sound words • guess my words • students pick + try		Name

Student / Group: Abdullah, Gurman, Ratandeep

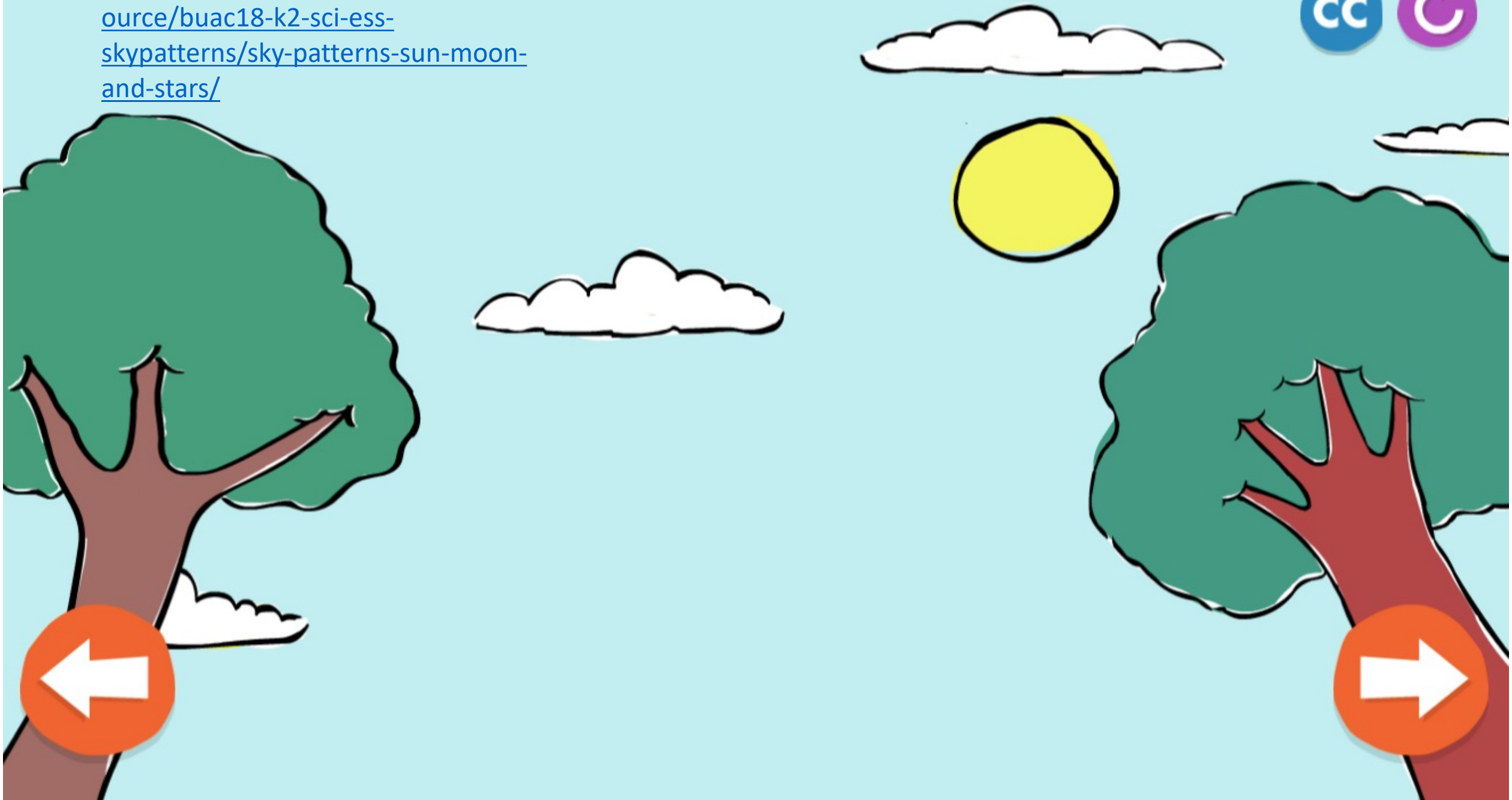
Date	Goal / Strategy / Plan	Observations	Formative Assessment
04 OCT	• introduce blending + segmenting 2 sound words • guess my words • students pick + try	A + R caught on at end > repeat + try some 3 sound words G still had difficulty (K, key)	Name

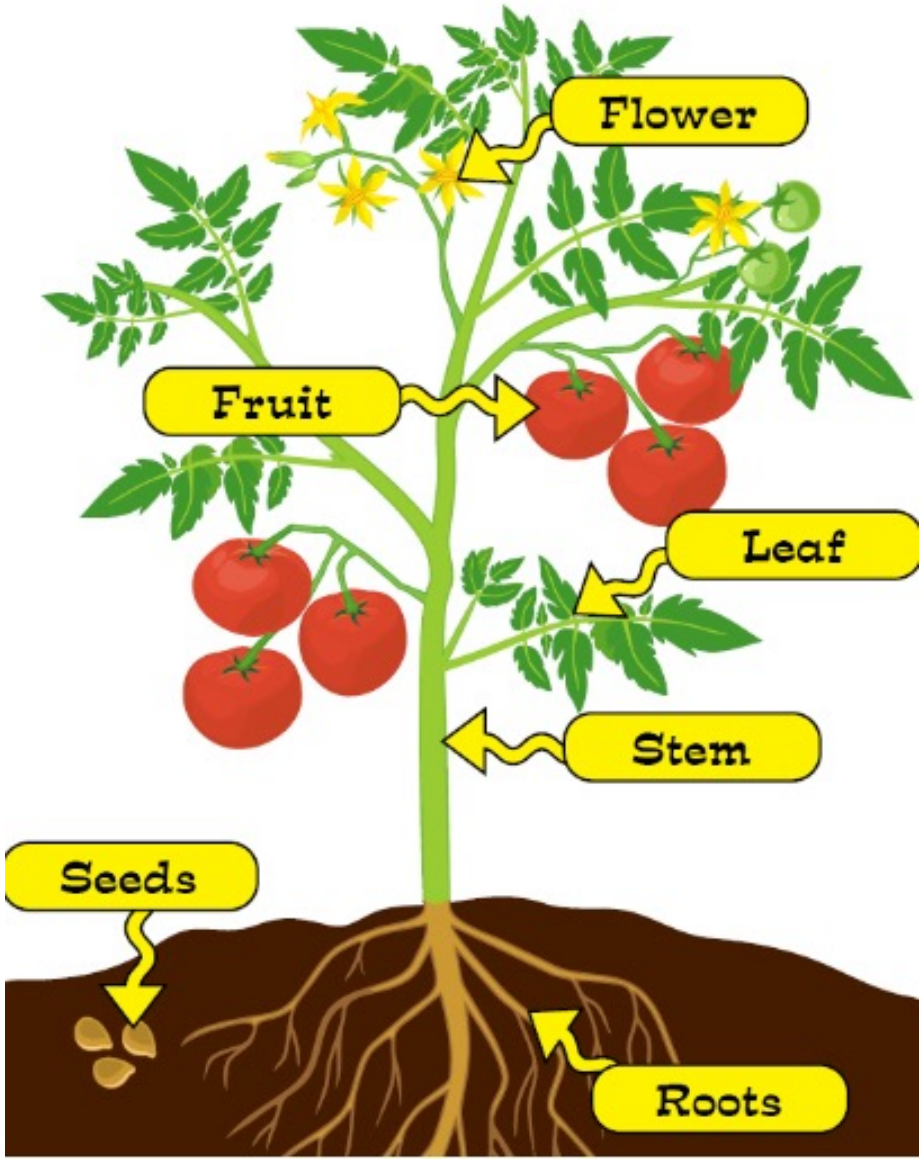
Date	Goal / Strategy / Plan	Observations	Formative Assessment
06 OCT	• 2 + 3 sound words, blending + segmenting • guess my words • Ss pick + try * Assess individually.	A + R ready to move on to 3 sound words. G - more practice with 2 sound words.	Segmenting + Blending with Tammis cards.

Name	2 shoe	2 knee	2 hay	3 dog
Abdullah	✓	✓	✓	✓
Gurman	✓	n-neeh-kay		-
Ratandeep	✓	✓	✓	✓

Infusing Phonemic Awareness Across Subject Areas

https://www.pbslearningmedia.org/resource/buac18-k2-sci-ess-skypatterns/sky-patterns-sun-moon-and-stars/

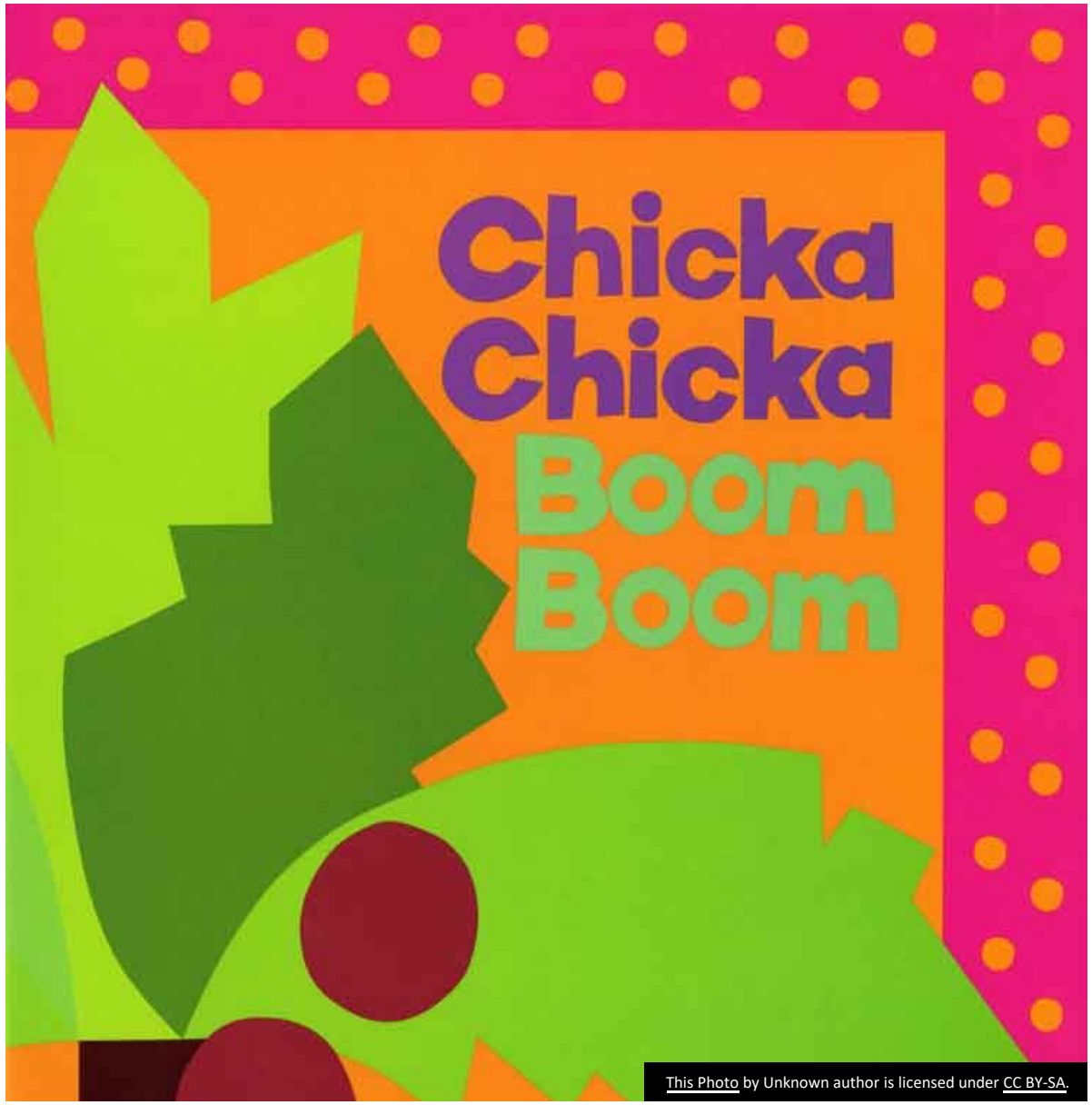




Parts of a plant

Have the vocabulary words written on cue cards

Can you point to the part of the plant that begins with the sound /s/ and ends with the sound /s/
If the child points to the stem, you can stretch s t e m.. and say Stem begins with 's' and ends 'm'
What else begins with /s/
If they point to the seeds, give a high five, say, yes, it is "seeds" and give them the cue card to place on seeds.



This Photo by Unknown author is licensed under CC BY-SA.

Did you take the B from my _ook?

Exploration