


## Building Early Literacy and Language Skills

### Book Study

Part 2: Chapters 5-6  
January 13, 2019

## Today's Objectives



- 1 Participants will explore the connection between language and literacy and phonological awareness (Chapters 5).
- 2 Participants will learn phonological awareness skills taught in preschool (Chapter 5).
- 3 Participants will provide instruction using an "Activity to Build Phonological Awareness" from Chapter 6 and reflect with colleagues.

## Emerging Literacy Research

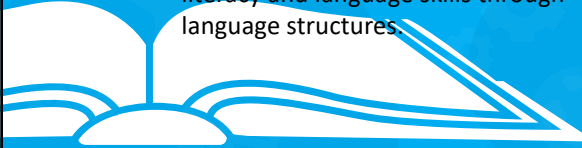
- 1 Phonological Awareness
- 2 Oral Language and Vocabulary
- 3 Print Awareness



Pg. 4

## Chapter 5

- Participants will explore the connection between language and literacy and phonological awareness.
- Participants will learn how to build literacy and language skills through language structures.




“The fundamental link between our oral language and our literate language is phonological awareness, which is the explicit awareness of the sound structure of language.”

Pg. 115

## Phonological Awareness


- 1 Predicts later reading outcomes.
- 2 Children with poor phonological awareness struggle with reading.
- 3 Help with learning letter - sound correspondences.

Pg. 116




## 3-2-1 Reflection


Share one thing you learned from Chapter 5



3 Things You Learned



2 Things You Will Use Immediately in Your Work



1 Thing That Surprised You

## Phonological Awareness


- awareness of speech sounds
- ability to manipulate the sound structures in words, including syllables onsets, rimes, and individual phonemes
- deals with spoken language
- Includes rhyming and alliteration

Phonological Awareness Skills		
Skills	Activities	Age
Rhyming	Produce Rhymes, fingerplays, and songs	2-3 years
	Match words that rhyme	3-5 years
	Produce words that rhyme	5-6 years
Alliteration	Recognize and produce words with common initial sounds	3-4
Blending	Combine syllables to produce words	3-4 years
	Combine sounds to produce words	5-6 years
Segmentation	Identify syllables in words	3-4 years
	Identify sounds in words	5-6 years
Manipulation	Change words by deleting, adding, and switching sounds	6-7 years and up

Pg. 121

### Phonological Awareness

Oral Language is based on Phonological Awareness. Written language is based on oral language.




**Rhyming**

Recognition of rhyming develops very early, with exposure to rhyming words and songs.

Have children REPEAT rhyming words that you first model for them.

Matching tasks are important.




**Alliteration**

Can be taught through songs, rhymes, read alouds.

Have children REPEAT words that have the same beginning sounds that you first model for them.

Highlight beginning SOUND, not the letter!



**Blending and Segmenting**

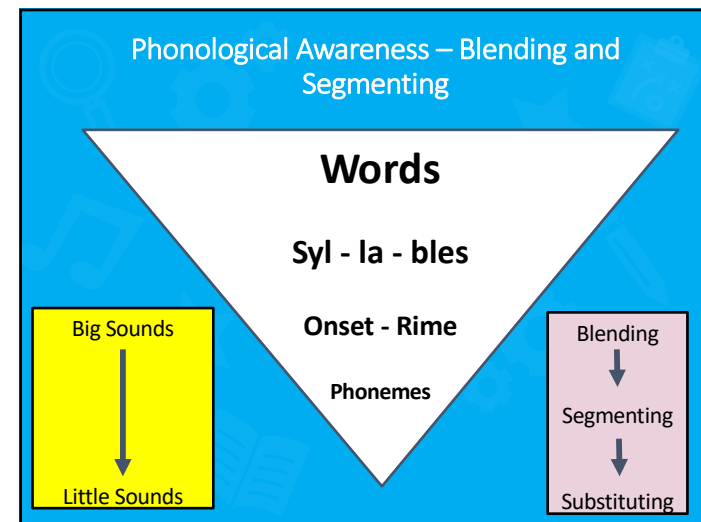
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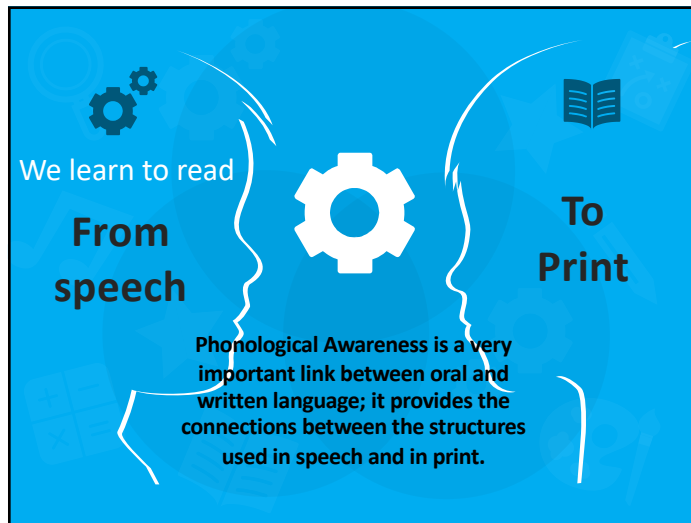
- Words
- Syllables
- Sounds

Pause between units. The rate impacts ability to blend (ex: faster is easier than slower)

Pg. 122 - 123      Pg. 124 - 125

Phonological Awareness	
<b>Rhyming</b>	<ul style="list-style-type: none"> <li>• matching</li> <li>• identification</li> </ul>
<b>Alliteration</b>	<ul style="list-style-type: none"> <li>• matching</li> <li>• categorization</li> </ul>
<b>Blending</b>	<ul style="list-style-type: none"> <li>• Words, syllables</li> <li>• onset-rime units</li> <li>• phonemes</li> </ul>
<b>Segmenting</b>	<ul style="list-style-type: none"> <li>• Words, syllables</li> <li>• onset-rime units</li> <li>• phonemes</li> </ul>





### 3-2-1 Reflection

Share one of the things that surprised you from Chapter 5.

- 3 Things You Learned
- 2 Things You Will Use Immediately in Your Work
- 1 Thing That Surprised You

This slide is set against a blue background with white silhouettes of two heads. It features three colored circles: a green circle with a gear icon, a red circle with a stack of books icon, and a yellow circle with a question mark icon. Each circle is associated with a reflection prompt listed below it.

### More Rhyming and Alliteration

**How Parents and Caregivers Can Help**

How can you share this valuable information with your parents and caregivers in a way that is easily accessible?

Pg. 122

The slide has a blue background with white silhouettes of two people's heads in profile, facing each other. A large green speech bubble is positioned between them, containing the text about sharing information with parents and caregivers. The page number 'Pg. 122' is in a yellow box at the bottom left.

### “Voicing characteristics need to be considered.”

Pg. 126

This slide features a blue background with white silhouettes of two people's heads in profile, facing each other. A large white speech bubble is positioned between them, containing the text about voicing characteristics. The page number 'Pg. 126' is in a yellow box at the bottom left.

## Sounds in Words

/v/	/f/
/b/	/p/
/z/	/s/
/d/	/t/
/g/	/k/
/zh/	/sh/
/j/	/ch/
/th/	/th/



Pg. 126

## Sounds in Words

Voiced Sounds	Unvoiced Sounds
/v/	/f/
/b/	/p/
/z/	/s/
/d/	/t/
/g/	/k/
/zh/	/sh/
/j/	/ch/
/th/	/th/



Pg. 126

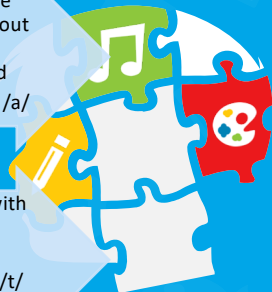
## Sounds in Words

### Continuous sounds:

- Sounds can be made until a person runs out of breath without distorting the sound
- Examples: /s/, /m/, /a/

### Stop sounds:

- Sounds produced with one short push of breath
- Examples: /b/, /g/, /t/



Pg. 126

## Building Phonological Awareness

- 1 Model appropriate speech production.
- 2 Talk about rhyming words in books, rhymes, and songs.
- 3 Bring attention to beginning sounds in words, especially if they repeat (alliteration)
- 4 Pause between syllables when using multisyllabic words to practice blending and segmenting syllables.



Pg. 122 - 126

## 3-2-1 Reflection

Share one of the things that you will use immediately from Chapter 5.



3 Things You Learned



2 Things You Will Use Immediately in Your Work



1 Thing That Surprised You

## Chapter 6

Participants will provide instruction using an "Activity to Build Phonological Awareness" from Chapter 6 and reflect with colleagues.

## Reflecting on Implementation

1

What activity did you choose from Chapter 6?

Why did you choose this lesson?

2



3


What went well during the lesson?

What changes would you make in the future?

4

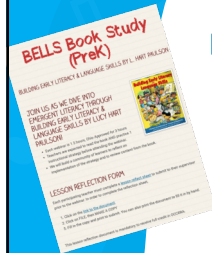

Early emphasis on phonological awareness prepares children for reading in elementary school!

Children with poor phonological awareness in preK are poor readers in elementary school.



Evaluate Today's  
Book Study

<https://forms.gle/Uf21i5L24vX34B9i8>



Building Early Literacy  
and Language  
**Book Study**

Join Us for Part 3 on  
March 9, 2020 @  
1:00pm

<https://www.smore.com/jc0s3>

