

## Module 7: Laying the Foundation for Literacy

<b>Focus Areas:</b>	Letter Sound ID Concepts of Print Phonemic Awareness Shared reading	
<b>Materials needed:</b>	<b>Materials provided by ISD or site:</b> <ul style="list-style-type: none"> <li>• MLPP</li> <li>• Handouts developed by the ISD</li> <li>• Shape partner sheets</li> <li>• Sign-in sheets, name tags and evaluations</li> <li>• A-V equipment, usually an overhead and a VCR (if you need anything else, call the curriculum office of the hosting district to make arrangements---for this session you may want to ask them to have a variety of big books available)</li> </ul>	<b>Materials to be brought by the presenter:</b> <ul style="list-style-type: none"> <li>• Your prepared overheads</li> <li>• Blank overheads and overhead pens</li> <li>• 5 student samples of Concepts of Print, Phonemic Awareness and Letter/Sound ID assessments</li> <li>• Letter/Sound ID and CAP videos</li> <li>• A favorite big book for teaching Phonemic Awareness</li> <li>• A favorite big book for a modeled shared reading lesson</li> <li>• Extra big books (6-8)</li> <li>• Extra CAP score sheets</li> <li>• Books to use when practicing administering the CAP (sand, stone or moon)</li> <li>• Optional:               <ul style="list-style-type: none"> <li>▪ 3-5 non-fiction books</li> </ul> </li> </ul>
<b>Review of Module 6: 20 minutes</b>	<ul style="list-style-type: none"> <li>✓ Have directions posted to find shape partners as participants first come in (Attachment 7_1)</li> <li>✓ Have participants talk about what they have learned about comprehension and comprehension strategies by strolling around the room with a partner selected in the following way:               <ul style="list-style-type: none"> <li>○ Designate each corner of the room as the location for a particular genre of literature, i.e. mystery, romance, historical, science fiction/fantasy or....</li> <li>○ Have participants stand in the corner that identifies the genre that they most like to read.</li> <li>○ Then ask participants to pick a person that they don't know very well from another corner to be their partner.</li> </ul> </li> <li>✓ Practice Oral Reading Record Lesson 4</li> </ul>	
<b>Letter-Sound Identification: 15 minutes</b>	<ul style="list-style-type: none"> <li>✓ Have participants look at pages 8.1-8.4 in the MLPP. Demonstrate administration of the assessment using the video               <ul style="list-style-type: none"> <li>○ Explain the key points in administering the assessment, i.e. begin with capital letters first, do sounds for only the lower case letters.</li> <li>○ Share the information on how to score incorrect responses and how to prompt when a child gives a sound when a letter name is requested or a word when a sound is requested.</li> <li>○ As you discuss analysis, encourage participants to look for patterns of knowledge/confusion so that the next steps in instruction can be identified. Be sure to direct their attention to the analysis questions on 8.2. Use (Attachment</li> </ul> </li> </ul>	

	7_2) to decide on the appropriate developmental sequence of introducing letters.
<b>Concepts Of Print: 20 minutes</b>	<ul style="list-style-type: none"> <li>✓ Show concepts of Print video <ul style="list-style-type: none"> <li>○ Refer to pages 6.1 and following, describe the administration and scoring of this assessment, sharing how to select an appropriate book, how the child can use either fingers or cards to frame the answer, and when to stop the assessment.</li> <li>○ Demonstrate the correct way to hand the book to the child.</li> </ul> </li> <li>✓ Practice giving the CAP with your square partner.</li> <li>✓ Carousel through 3 (depending on group size, you may wish to have more set up, but they only visit 3) sample CAPs and discuss: (all of the following will be discussed further in shared reading) <ul style="list-style-type: none"> <li>○ ways to teach CAP to sample children</li> <li>○ why CAP is so important in learning to read</li> <li>○ may wish to have 1 stop in the carousel a listing of ideas of teaching more advanced CAP for older students with some sample informational books.</li> </ul> </li> </ul>
<b>Phonemic Awareness: 40 minutes</b>	<ul style="list-style-type: none"> <li>✓ Introduce the 5 levels of Phonemic Awareness</li> <li>✓ Jigsaw the article “Supporting Phonemic Awareness Development in the Classroom.” (Attachment 7_3) <ul style="list-style-type: none"> <li>○ Tell participants to find their circle partner, then have each pair join another pair to form a group of four. These are the home groups. Have them number off in their groups from 1 to 4. Assign each number their section.</li> <li>○ Once the information has been read (about 5-7 minutes), have all the 1’s get together, the 2’s, and so on. These are the expert groups. <ul style="list-style-type: none"> <li>■ Have the expert groups discuss their section of the article, identifying the key points. Point out that the people reading the sections outlining the phonemic awareness activities should keep in mind to which of the 5 levels of phonemic awareness the activity is geared. (8-10 min.) Each person will be going back to their home group and sharing their key points.</li> </ul> </li> <li>○ In the home groups, experts share their key points, beginning with expert #1. Other members listen, take notes, ask questions. To facilitate the sharing process, assign one member in each group to be the timekeeper. Give each person 3 minutes apiece.</li> </ul> </li> <li>✓ Referring to pages 3.1-3.10 in the MLPP, describe the administration and scoring of each section of this assessment, sharing that nonsense words that rhyme are counted as correct in rhyme supply, how to say the sounds in phoneme blending, when to stop the assessment and how to record the information on the student profile sheet.</li> </ul>
<b>Break 15 minutes</b>	

<b>Phonemic Awareness Activities:</b> <b>20 minutes</b>	<ul style="list-style-type: none"> <li>✓ Model teaching phonemic awareness with a big book. Include a couple of different levels of phonemic awareness. Ask participants to identify which of the 5 levels were addressed in your reading. <ul style="list-style-type: none"> <li>○ Refer participants to bibliography of professional and children's books on word play. (Attachment 7_3)</li> </ul> </li> <li>✓ Have participants meet with their triangle partner and share or discover 2-3 ideas for teaching phonemic awareness in their classroom (5-7 minutes) <ul style="list-style-type: none"> <li>○ Direct them to additional ideas for teaching phonemic awareness in their participant handout.</li> <li>○ Have them remain with their △ partner through the shared reading segment of the workshop.</li> </ul> </li> <li>✓ Refer participants to bibliography of professional and children's books on word play. Attachment 7_4.</li> <li>✓ Read a favorite rhyming book or poem to participants.</li> <li>✓ Explore a variety of phonemic awareness activities. <ul style="list-style-type: none"> <li>○ Use the ones in the article or others that are favorites of yours.</li> </ul> </li> <li>✓ Process by having participants share additional activities/materials they use to create or re-enforce phonemic awareness in their students.</li> </ul>
<b>Shared Reading:</b> <b>40 minutes</b>	<ul style="list-style-type: none"> <li>✓ Discuss what shared reading is along with the key components of a shared reading lesson(s). (7-5) (10 minutes)</li> <li>✓ Model a shared reading lesson incorporating concepts of print and letter-sound relationships, using the big book you've selected. (10 minutes)</li> <li>✓ Display scored CAP, phonemic awareness and letter/sound ID assessments of 5 students around the room. Have the pairs of △ partners number off to visit 1 of the 5 stations taking their big books with them. Working with the △ partner have them record on chart paper at the station the titles and authors of their book and what they would choose to model for that child based upon the information found in the displayed assessments (10 min.) <ul style="list-style-type: none"> <li>○ Refer participants to their hand-outs for suggested skills that can be included in their shared reading lessons.</li> </ul> </li> <li>✓ Have participants leave their big books at their stations and carousel around to the other 4 stations to examine others' assessments, instructional points and favorite big books. <ul style="list-style-type: none"> <li>○ Spend about 3 minutes at each station, once they have cycled through, they can collect their big book when they return to their original station and return to their seat for closing.</li> </ul> </li> </ul>
<b>Assignment</b> <b>10 minutes</b>	<ul style="list-style-type: none"> <li>✓ Tell participants that they are to administer the three assessments explored today on their case-study child, if appropriate, or to a younger child, if not. Fill in analysis information sheet.</li> <li>✓ Choose a phonemic awareness activity to try.</li> <li>✓ Answer question 5 on the case study questionnaire.</li> <li>✓ Evaluations</li> <li>✓ Due at module 8.</li> </ul>

## **Attachments**

- Suggested Sequence for Introducing Lower Case Letters (1<sup>st</sup> page of participant handout)
- Shape partners in a separate attachment
- Yopp article The Reading Teacher October, 2000
- pp. 67-72 in session 5 colored packet
- pp. 3, 7, 10,12, 14 in session 5 colored packet