

PHONEMIC AWARENESS

in and KINDERGARTEN
FIRST GRADE

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1st Grade

Phonemic Awareness Lessons

Focus skill: l blends

	Monday	Tuesday	Wednesday	Thursday	Friday
Warm up (1 min)	"This week we're learning all about blends. A blend is made up of two sounds. l blends include the sound /l/ as in the word ladybug."				
Phoneme Segmenting (2 min) Teacher says the word. Students orally segment and say the phonemes of the word. "l-e-d" (l-e-d-l-e-d)	glad slam slack glum fled blab	g-l-a-d s-l-a-m s-l-a-c-k g-l-u-m f-l-e-d b-l-a-b	blame blush blaze black blame blay	b-l-a-m b-l-u-s-h b-l-a-z-e b-l-a-c-k b-l-a-m b-l-a-y	slap flight slap blow glow slap
Phoneme Blending (2 min) Teacher says the phonemes for each word. Students orally blend the phonemes & say the word. "l-l-l-l-l-l-l-l-l-l"	f-l-a-c-k k-l-e-m f-l-a-p k-l-a-t k-l-a-m	flack clack flap clat clack	p-l-a-c-k k-l-e-m f-l-a-p k-l-a-t p-l-a-m	p-l-a-c-k k-l-e-m f-l-a-p k-l-a-t p-l-a-m	slap flight slap blow glow slap
Connecting Phonemes to Graphemes (3 min) Teacher says the word. Students say the word, segment, say & tap the phonemes, write or air write the word, and say the word again.	flap slap glum slap plug	slap slap slap slap plug	slap slap slap slap plug	glad slap slap slap glad	plug slap slap slap plug



Phonics Phonemic Awareness Grade 1 Practice

**Macmillan/McGraw-Hill School
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Phonics Phonemic Awareness Grade 1 Practice:

Macmillan/McGraw-Hill Reading (2003): Phonics and Phonemic Awareness Practice Book (Grade 1) (Teacher's Edition). Macmillan/McGraw-Hill School Publishing Company, A Fresh Look at Phonics, Grades K-2 Wiley Blevins, 2016-06-17 In a Fresh Look at Phonics Wiley Blevins author of the blockbuster Phonics from A Z explains the 7 ingredients of phonics instruction that lead to the greatest student gains based on two decades of research in classrooms For each of these seven must haves Wiley shares lessons routines word lists tips for ELL and advanced learners and advice on pitfalls to avoid regarding pacing decodable texts transition time and more A Fresh Look at Phonics is the evidence based solution you have been seeking that ensures all students develop a solid foundation for reading **McGraw Hill Reading Phonics And Phonemic Awareness Practice Book**, 2001 **Reading First Activities, Grade 1** Jodene Lynn Smith, 2004-03-23 Contains activities based on the United States Dept of Education s Reading First program **Resources in Education**, 2001-10 **Intensive Reading Interventions for the Elementary Grades** Jeanne Wanzek, Stephanie Al Otaiba, Stephanie Dent Al Otaiba, Kristen L. McMaster, 2019-10-21 Packed with easy to use tools and resources this book presents intensive intervention strategies for K 5 students with severe and persistent reading difficulties Filling a key need the authors describe specific ways to further intensify instruction when students continue to struggle Chapters address all the fundamental components of reading phonological awareness phonics and word recognition reading fluency oral language language and reading comprehension and writing to read The authors discuss the design and implementation of intensive instruction and provide effective teaching techniques and activities Grounded in the principles of data based individualization the book includes concrete recommendations for determining students particular needs and monitoring their progress An NCTQ Exemplary Text for Reading Instruction This Is How We Teach Reading...And It's Working! Heather Willms, Giacinta Alberti, 2022-08-18 A week by week step by step instructional guide This timely book offers a clear and structured method for integrating explicit phonics instruction into K 3 classrooms An essential guide for teaching reading the book is grounded in the cutting edge evidence based science of reading It provides a flexible and effective step by step progression that covers the essential phonics skills that teachers have been asking for and addresses the needs of busy diverse classrooms This blueprint to effective instruction explores screening assessment and intervention as well as working with English language learners Tools for implementation include high impact activities lesson templates word lists phoneme grapheme grids word ladders and more **Literacy Coaching** Dale E. Moxley, Rosemarye T. Taylor, 2006-03-13 Improve student achievement by effectively implementing literacy coaching Fail safe literacy is defined as listening viewing thinking speaking reading writing and expressing through multiple symbol systems at a developmentally appropriate level An effective literacy coach who can inspire extraordinary performance from ordinary people can be a key to improving literacy schoolwide Grounded in research and an evidence based approach this handbook guides school leaders in successfully implementing literacy coaching with a

systematic process for teachers administrators and students It is designed to improve reading writing and content learning through literacy infusion into curricular and instructional practices throughout the school Classroom strategies specific teacher leadership practices and resources used successfully in schools are showcased throughout along with Background knowledge and an introduction to fail safe literacy Details on the roles and responsibilities of literacy coaches Ideas for building the literacy team Ways to study data and monitor achievement Practical guidance for the literacy coach s continuing success Literacy Coaching supports school leaders in implementing a successful literacy coaching program and in creating a collaborative professional learning community for literacy resulting in improved student achievement

Handbook of Reading Research, Volume IV Michael L. Kamil,P. David Pearson,Elizabeth Birr Moje,Peter Afflerbach,2011-03-17 The Handbook of Reading Research is the research Handbook for the field Each volume has come to define the field for the period of time it covers Volume IV follows in this tradition The editors extensively reviewed the reading research literature since the publication of Volume III in 2000 as portrayed in a wide array of research and practitioner based journals and books to identify the themes and topics covered As in previous volumes the focus is on reading research rather than a range of literate practices When taken as a set the four volumes provide a definitive history of reading research Volume IV brings the field authoritatively and comprehensively up to date

Handbook on the Science of Early Literacy Sonia Q. Cabell,Susan B. Neuman,Nicole Patton Terry,2024-04-25 Synthesizing the best current knowledge about early literacy this comprehensive handbook brings together leading researchers from multiple disciplines The volume identifies the instructional methods and areas of focus shown to be most effective for promoting young children s PreK 2 growth in reading writing oral language and the connections among them In 33 chapters the Handbook covers conceptual foundations development and instruction of both code and meaning related literacy skills professional development and family engagement supporting equity across populations and learning beyond traditional boundaries including digital and out of school contexts Highlighted throughout are issues around access to high quality instruction working with multilingual populations and data based decision making and interventions

Teaching English, Language and Literacy Dominic Wyse,Helen Bradford,Russell Jones,Mary Anne Wolpert,2018-06-27 Are you looking for one book that gives a comprehensive account of primary and early years English language and literacy teaching This fully revised fourth edition of Teaching English Language and Literacy includes up to date research and updated discussion of effective teaching Throughout the book there is guidance on England s new National Curriculum and its impact Rooted in research evidence and multidisciplinary theory this book is an essential introduction for anyone learning to teach English from the early years to primary school level The authors draw on their research scholarship and practice to offer advice on inclusion and equality including working effectively with multilingual pupils speaking and listening developing reading including choosing texts and phonics teaching improving writing including grammar and punctuation planning and assessing the latest thinking in

educational policy and practice the use of multimedia maintaining good home school links All the chapters include examples of good practice coverage of key issues analysis of research and reflections on national policy to encourage the best possible response to the exciting challenges of teaching Each chapter also has a glossary to explain terms and gives suggestions for further reading This authoritative book is for all those who want to improve the teaching of English language and literacy in schools Designed to help inform trainee teachers and tutors but also of great use to those teachers wanting to keep pace with the latest developments in their specialist subject this is an indispensable guide to the theory and practice of teaching English language and literacy **McGraw-Hill Reading [Grade 4]**, 2001 **Teaching Phonics** Harcourt Brace & Co, 1996 Phonics from A to Z Wiley Blevins, 1998 Provides an explanation of phonics a method of reading instruction that focuses on the relationship between sounds and their spellings and features over one hundred activities for the classroom as well as sample lessons word lists and teaching strategies **The Word Study That Sticks Companion** Pamela Koutrakos, 2019-05-29 First Pamela Koutrakos delivered a systematic approach to inquiry based student centered and joyful word study in her book Word Study That Sticks Now in The Word Study That Sticks Companion Koutrakos offers tools and resources to help teachers put those structures lessons and routines into action Loaded with teacher facing resources such as planning and assessment tools and student facing tools such as reproducible minicharts choice checklists and self assessments The Word Study That Sticks Companion includes Ready to go materials that greatly minimize the time teachers spend preparing creating and revamping word study lessons More than 100 student friendly reproducible minicharts for student notebooks that summarize the routines in each area of word study and support robust word learning Twenty brand new word study lessons to extend the learning throughout the year and across content areas Ideas for word study notebooks and choice charts that give students ownership of daily practice Suggestions for replicating many routines and tools in a digital format Customizable cycle schedules checklists look fors planning guides record keeping forms and other tools that help teachers crystalize priorities organize instruction and adapt for all learners The routines and resources here can be used within any curriculum as they transcend any one program philosophy or approach to word study The Word Study That Sticks Companion enables consistent authentic and independent word study practice in K 6 classrooms With these materials in hand students can take charge of their learning and teachers gain more time for differentiated instruction Discover what s possible when you ditch word study worksheets and workbooks once and for all **Transforming Early Learners Into Superb Readers** Andrea M. Nelson-Royes, 2012-10-18 Transforming Early Learners into Superb Readers Promoting Literacy at School at Home and within the Community aids elementary educators reading specialists school administrators private and public educators parents and caregivers who want to help early learners become proficient readers The early years are the most important for children because they are the formative years so it is vital for children to build a solid reading foundation when they are most receptive Andrea Nelson Royes contends that if all these individual players collectively help to develop a

child's reading readiness all children may thrive from a high quality education and a love of literacy *Matching Reading Data to Interventions* Jill Dunlap Brown, Jana Schmidt, 2019-08-23 This accessible and reader friendly book will help you assess and determine the foundational reading needs of each of your K-5 students Literacy leaders Jill Dunlap Brown and Jana Schmidt offer an easy to use data analysis tool called The Columns for teachers at all levels of experience to make sense of classroom data for elementary readers This book will guide you in using the tool to identify the root causes of foundational reading deficits and to plan appropriate interventions Sample case studies allow you to practice identifying needs and matching interventions Stories and examples throughout the book will encourage you as you help your students meet their full potential The book provides easy to use and printable versions of the data analysis columns that will enable you to put the authors advice into immediate action These tools are available for download on the book's product page www.routledge.com/9780367225070 **Literacy** United States. Congress. House. Committee on Education and the Workforce, 1999 This document presents the transcript of Congressional hearings to gather information as to why children cannot read Current federal programs were reviewed as well After opening statements of the Hon Bill Goodling and the Hon Tim Roemer the transcript for the hearing held on July 10 1997 on why children cannot read includes the texts of oral statements and prepared statements by the following individuals or organizations Richard Venezky Reid Lyon Robert E Slavin Catherine Snow Vivian L Gadsden Janet Nicholas Barbara Ruggles Margaret Doughty the Hon Bill Clay and Carolyn McCarthy The transcript for the hearing held on July 31 1997 on a review of current federal programs on literacy includes the texts of oral statements and prepared statements by the following individuals or organizations the Hon Bill Clay the Hon Lamar Smith Maris A Vinovskis Herbert Walberg Joseph Johnson Jr Cheryl Wilhoite and Andrew Hayes After an opening statement of the Hon Bill Goodling the transcript for the hearing held on September 3 1997 on teachers as the key to helping America learn to read includes the texts of oral statements and prepared statements by the following individuals or organizations Ann W Mintz Debra Wakefield Kimberly Wilson Laura D Fredrick Beth S Check Louisa C Moats Nancy Thompson and materials submitted by the Hon Bobby Scott RS **Children's Reading Comprehension and Assessment** Scott G. Paris, Steven A. Stahl, 2005-03-23 The volume identifies critical issues and cutting edge research in assessing children's reading comprehension **Beginning Reading and Writing** Dorothy S. Strickland, Lesley Mandel Morrow, 2000-09-29 In this essay collection scholars in the area of early literacy provide concrete strategies for achieving excellence in literacy instruction The collection presents current research based information on the advances and refinements in the area of emerging literacy and the early stages of formal instruction in reading and writing Following a foreword Alan Farstrup and an introduction Dorothy S Strickland and Lesley Mandel Morrow chapters in the collection are 1 Beginning Reading and Writing Perspectives on Instruction William H Teale and Junko Yokota 2 Becoming a Reader A Developmentally Appropriate Approach Susan B Neuman and Sue Bredekamp 3 Literacy Instruction for Young Children of Diverse Backgrounds Kathryn H Au 4 Enhancing

Literacy Growth through Home School Connections Diana H Tracey 5 Children s Pretend Play and Literacy Anthony D Pellegrini and Lee Galda 6 Talking Their Way into Print English Language Learners in a Prekindergarten Classroom Celia Genishi Donna Yung Chan and Susan Stires 7 Organizing and Managing a Language Arts Block Lesley Mandel Morrow 8 Classroom Intervention Strategies Supporting the Literacy Development of Young Learners at Risk Dorothy S Strickland 9 Teaching Young Children to Be Writers Karen Bromley 10 Phonics Instruction Margaret Moustafa 11 Reading Aloud from Culturally Diverse Literature Lee Galda and Bernice E Cullinan 12 Fostering Reading Comprehension Linda B Gambrell and Ann Dromsky 13 Assessing Reading and Writing in the Early Years Bill Harp and Jo Ann Brewer 14 Sign of the Times Technology and Early Literacy Learning Shelley B Wepner and Lucinda C Ray and 15 Still Standing Timeless Strategies for Teaching the Language Arts Diane Lapp James Flood and Nancy Roser NKA

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