SPELL-Links™

PROFESSIONAL DEVELOPMENT

Title: Phonemic Awareness for Practitioners: Getting to Know the Phonemes (Part 1) and Becoming Proficient in Phonemic Awareness Skills (Part 2)

Audience: All teachers of reading and spelling

Instructional Level: Introductory

Course Description:

It's been nearly 30 years since phonemic awareness instruction was mandated for all students learning to read and spell, yet many practitioners have not received the practical skill training THEY need to achieve the phonemic awareness proficiency needed to teach these skills to their students. Complete this course to learn and practice, practice, practice working with English phonemes using many of the same engaging materials and activities you can then use with your students.

In Part 1, you'll learn only what you need to know and learn through guided observation and practice with materials and activities that you can immediately put into practice with your own students. If you already own a set of SPELL-Links Keyword Picture Cards, have them handy when you log on. But no worries if you don't have these materials—no purchase required! We'll give you all the materials you need to participate in this powerful learning experience.

In Part 2, you'll practice, practice, practice working with phonemes and spoken syllables to achieve proficiency in segmenting and properly blending phonemes and syllables to read and spell words. You'll learn through guided observation and hands-on practice with materials and activities that you can immediately put into practice with your own students. If you already own a set of SPELL-Links Keyword Picture Cards, have them handy when you log on. No worries if you don't have these materials—no purchase required! We'll give you all the materials you need to participate in this powerful learning experience

Part 1: Getting to Know the Phonemes—is offered in four 30-minute lessons that will focus on getting to know and working with the *individual* phonemes.

Lesson 1: Introduction to English phonology; Working with consonant phonemes
Lesson 2: Working with vowel phonemes; Correct modeling of phonemes
Lesson 3: Special considerations (ex: dialect vs. accent) and how to address during instruction

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Lesson 4: Activities for developing awareness of all English phonemes in fun and meaningful ways

Part 1 Learning Objectives:

1. Model correct pronunciation of each phoneme.
2. Identify which phonemes are most easily confused with others and how to support a student's discrimination and correct identification of these phonemes.
3. Use keyword picture representations of phonemes (for example, the picture of a "pan" to represent /p/) to develop awareness of English consonant and vowel phonemes.
4. Explain the difference between accent and dialect and how each impacts teaching and learning English phonemes.

Part 2: Becoming Proficient in Phonemic Awareness Skills—is offered in ten 60-minute lessons plus practice worksheets and will focus on developing proficiency in segmenting, blending, and manipulating phonemes in words and mapping phonemes with graphemes to spell and read words.

Lesson 1: Segmenting single syllable words containing consonants, short vowels, and consonant clusters
Lesson 2: Segmenting single syllable words containing long vowels and other vowels
Lesson 3: Addressing common misunderstandings and student errors
Lesson 4: Segmenting and blending all phonemes in single syllable words; Mapping spoken phonemes and syllables with letters when spelling and reading single syllable words
Lesson 5: Review and practice, practice, practice with single syllable words
Lesson 6: Segmenting multi-syllabic words
Lesson 7: Identifying stressed syllables in multi-syllabic words
Lesson 8: Addressing common misunderstandings and student errors
Lesson 9: Segmenting and blending syllables in multi-syllable words; Mapping spoken syllables with letters when spelling and reading multi-syllable words
Lesson 10: Review and practice, practice, practice with phonemes and syllables in single and multi-syllable words

Part 2 Learning Objectives:

1. Correctly segment single syllable words into phonemes.
2. Model correct blending of phonemes when reading a single syllable word.
3. Model correct phoneme-grapheme mapping when spelling a single syllable word.
4. Correctly segment multisyllable words into spoken syllables.

5. Correctly identify syllable stress.
6. Model correct blending of syllables when reading a multi-syllable word.
7. Model correct phoneme-grapheme mapping when spelling a multi-syllable word.