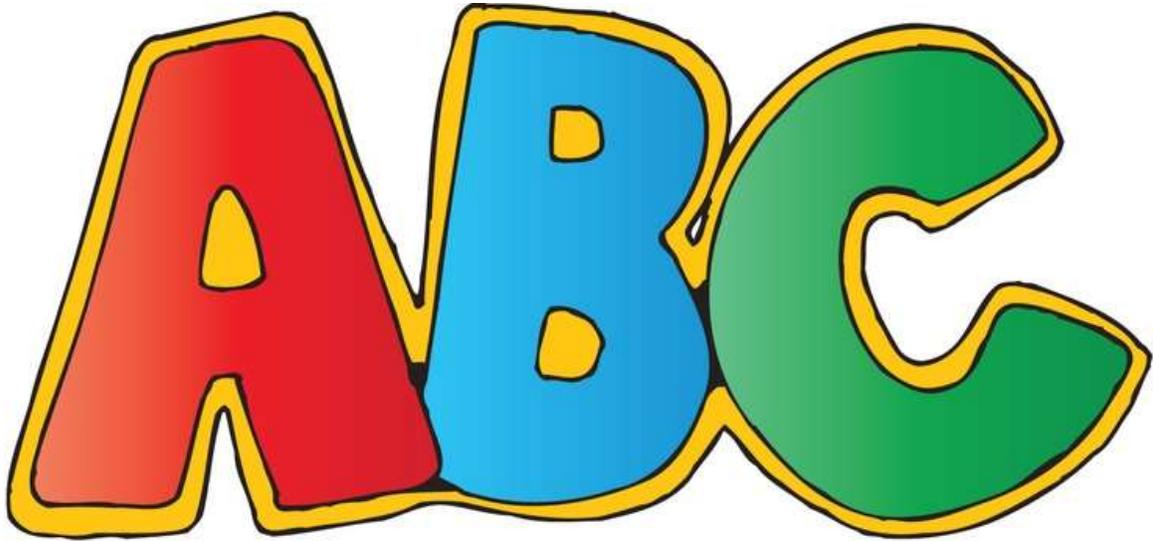


Phonics/ Phonemic Awareness

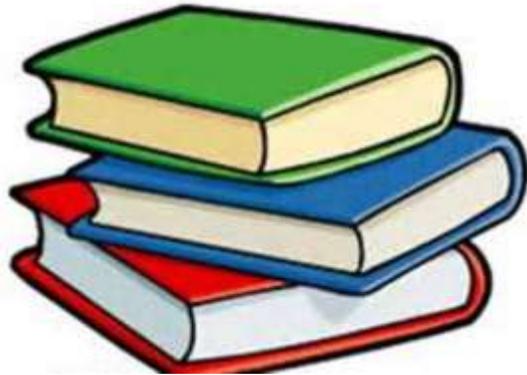


Phonics/ Phonemic Awareness

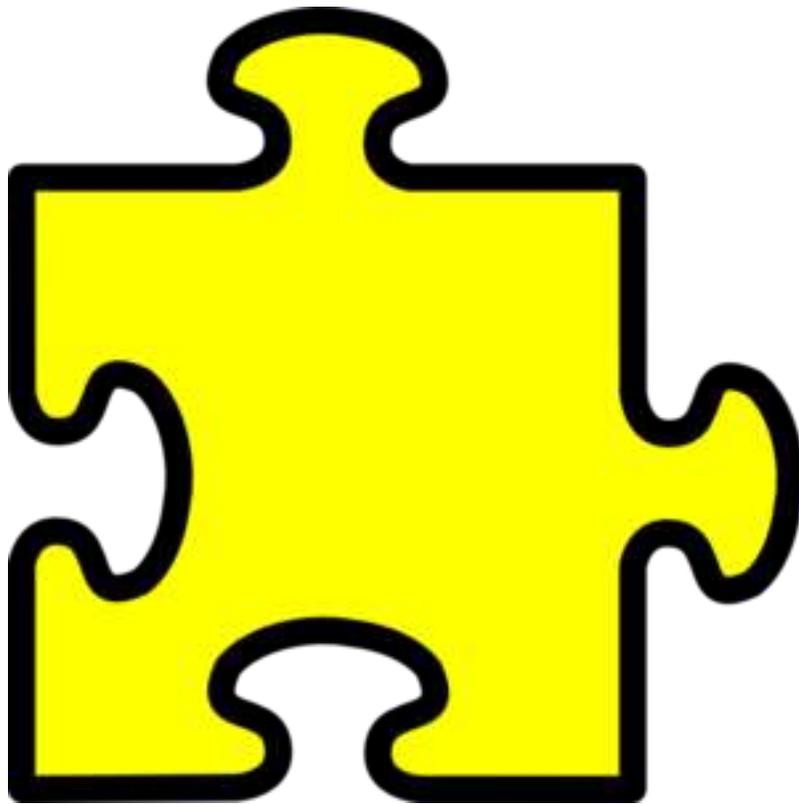


frog

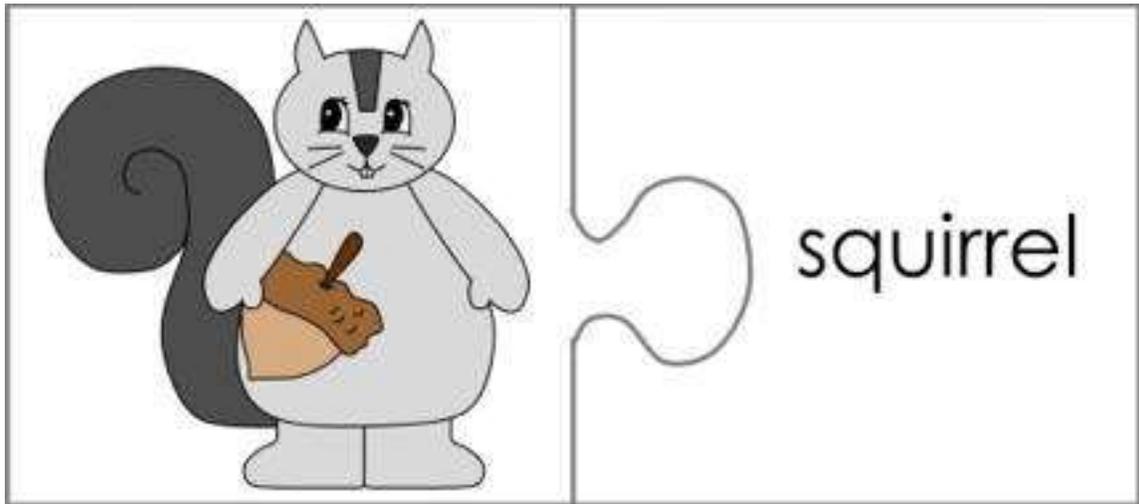
Reading and Listening



Comprehension



Vocabulary





Student Directions

1. Trace the lines.
2. Trace the letters. Write the letters.
3. Trace the vocabulary words. Write the words.
4. Write your name.

Teacher Guidelines

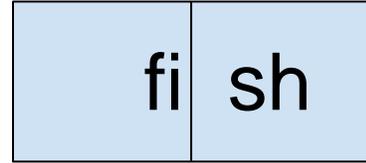
Questions to ask students:

- *What is your name?*
- *What letter is this?*
- *What sound does it make?*
- Teacher model the sound of a letter for student. Then, ask student to repeat the sound.
- Follow the directions for the phonics activity **Blend the Word**.
- Follow the directions for the phonics activity **Count the Sounds**.



Directions

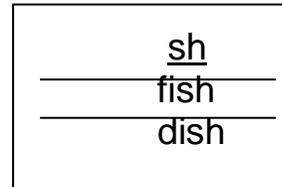
1. Put the cards together to make a word.



2. Trace the word.



3. Write the word.



Teacher Guidelines

- Teacher models the sound of the word parts. Ask student to repeat.
- Ask student *What sound is the sound?*
- Teacher can say a sound ex. "sh" and ask student to find the card that matches the sound you say.
- Follow directions for the phonics activity **Move the Sound**.
- Follow directions for the phonics activity **Count the Sounds**.



Directions

1. Listen to the story on the CD player.

Number _____



2. Read the story by yourself.

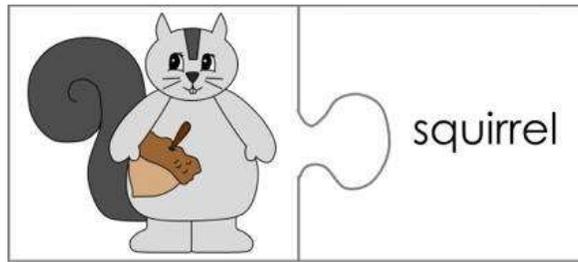


3. Read the story aloud to a partner.



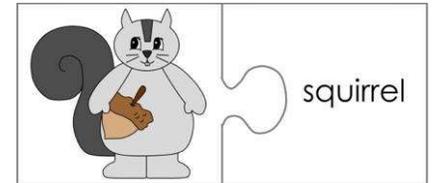
Teacher Guidelines

- After listening to the story. Help students read the story aloud.
 - Students can repeat after you sentence by sentence.
 - If there are two or more students, have them take turns reading the sentences in the story.
 - Read the story at the same time, going slowly so that the students can keep up.



Directions

1. Match the vocabulary words to the picture.



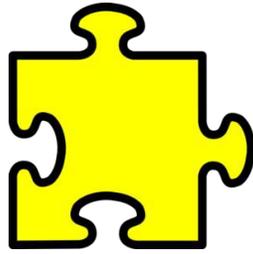
2. Say the vocabulary word.

3. Trace the vocabulary words.



Teacher Guidelines

- Teacher models pronunciation of vocabulary word, emphasizing the sounds of the word. Student repeats.
- Follow the directions for the pronunciation activity **Tap the Syllables**.
- Follow the directions for the pronunciation activity **Where's the Stress?**
- Follow the directions for the pronunciation activity **Draw the Stress**.
- Teacher says a word, ask student to find that word. OR Teacher says a word, ask student to find that picture.



Directions

1. Put the sentences in the correct order.
2. Read the sentences.

Teacher Guidelines

- Have copies of the story available. Allow student to use the story as a model to put sentences in the correct order.
- Teacher reads the completed sentences aloud to student. Student repeats.
- Follow the directions for the pronunciation activity **Using Sentence Stress**.
- Ask students questions about the sentences/story. *Ex. Who is in the story? Where does _____ go?*



Literacy Workstations

Teacher
Handbook

What are literacy workstations?

A literacy workstation is an area within the classroom where students work alone or interact with one another, using instructional materials to explore and expand their literacy. A literacy center can be portable, temporary or permanent.
(Diller, 2003)

Work Stations:

- Provide students with meaningful literacy practice activities.
- Meet the individual instructional needs of all students.
- Provide students with opportunities to work independently to practice using their reading skills.
- It is fun and engaging for students!

Components of Reading

The five literacy workstations are based on the five components of reading. Each workstation will focus on one of the components.

Phonemic awareness: the ability to detect individual speech sounds within words. Phonemic awareness is required for developing accurate decoding skills.

Phonics/Decoding: Decoding is a word identification skill that involves using letter-sound correspondences to recognize words in print. Decoding at higher skill levels also includes using larger word parts—like syllables, prefixes, and suffixes.

Vocabulary: teaching new words, either as they appear in text, or by introducing new words separately. This type of instruction also aids reading ability.

Fluency: the ability to recognize words easily, read with greater speed, accuracy, and expression, and to better understand what is read. New readers gain fluency by practicing reading until the process becomes automatic; guided oral repeated reading is one approach to helping people become fluent readers.

Comprehension: the act of understanding what you are reading.

Sample: Literacy Work Stations Plan

60 minutes

Introduction

10 minutes

Introduce yourself and have the students do the same. Take attendance. Show students that they will be working at 5 different stations. Tell each student at which station to begin. Ideally, there should be no more than 2-3 students at a station at a time.

Literacy Workstations

40 minutes

First, model for students what they will be doing at each station. Students will spend 8 minutes at each station to allow for transition time, and time at the end of the lesson for a closing activity. The teacher will keep track of time (using a kitchen timer) and signify that it is time for the students to move to a new station after 7 minutes with some sort of signal (i.e. voice, bell). If the students finish the activity at the station before the time is up, provide additional material for them to use (i.e. whiteboards, markers, letter charts, tracing worksheets). While students are at the stations, teachers should support students at each station. If there are not enough teachers for each station please walk around the room, helping students as needed.

Station 1: Phonics/Phonemic Awareness

Materials: Laminated cards with lines, letters, and vocabulary words to trace; whiteboard markers

Instructions: Students will use the laminated cards to trace lines, letter, and words. They will also practice saying the letter and words out loud to themselves, to a partner or teacher.

Station 2: Phonics/Phonemic Awareness

Materials: Word part cards, pencils

Instructions: Students will put the word part cards together to make a word. They will trace the word, write it on a piece of blank paper, and say it out loud to a partner or teacher.

Station 3: Vocabulary

Materials: Vocab words, vocab pictures, vocab key

Instructions: Students will match the vocabulary words to the correct picture, read it aloud, and trace the word. In future lessons, there will also be a container with vocabulary cards from the previous unit for students to practice. There will also be a key with the vocabulary words next to a picture of it for the students to use.

Station 4: Reading and Listening

Materials: CD player or laptop, ESL storybank CD, 2 pairs of headphones, copies of the story.

Instructions: Students will listen to the story on the CD while following along on their own copies of the story. Students will practice reading the story aloud to a partner or teacher.

Station 5: Comprehension

Materials: Story sentences, copies of the story

Instructions: Students will put the cut out story sentences in the correct order. They will then read the sentences out loud with a partner or teacher. To support students please offer copies of the story as a template for students to match sentences with.

***Station 6: Technology/Phonics & Phonemic Awareness**

Materials: iPads

Instructions: Open the literacy practice app for students. Model how to do the activity a few times for the student. Then, allow the student to try. Follow up frequently to support learners.

Pronunciation Activities (by Andrea Echelberger, ESL Training Coordinator)

Phonemic Awareness and Phonics Activities

Blend the Word

- 1) Choose a word from the week's unit.
- 2) Sound the word out while the learners listen.
- 3) Have the learners guess what word you are saying.
- 4) Repeat until you have gone through all of the week's vocabulary or until the class loses interest.

This activity can be done verbally with no reading or writing involved.

Example: During the unit on food:

/a/-/p/-/l/ (apple) /ch/-/i/-/k/-/n/ (chicken)

Expansion 1: Write the words that you'll be sounding out on the board. Have the learners take turns coming up and pointing to the words as you sound them out.

Expansion 2: Give each of the learners a list of the words that you'll be sounding out. Have the learners check off or circle the words as you sound them out.

Expansion 3: Give the learners cards with the words or pictures that you are going to sound out. Have them hold up the corresponding word when you sound it out.

Multi-level modification 1: Have the lower-level learners hold up pictures of the corresponding words. Have the higher level learners hold up the written words.

Multi-level modification 2: Have the lower-level learners hold up written words with the corresponding cards or circle the words on a list. Have the higher-level learners write the words on a mini-whiteboard or in their notebook using inventive spelling (write the word based on the sounds).

Same First Letter Sound

- 1) Choose a vocabulary word from the week's unit.
- 2) Write the word on the board, then go through the word letter by letter.
- 3) For each letter, ask the learners to tell you what sound the letter makes.
- 4) Have the learners verbally generate a list of words that start with the same sound.

Example: During the unit on community:

Teacher: *What is this word?*

Learners: *Bank*

Teacher: *What's the first letter?*

Learners: *B*

Teacher: *What sound does the letter B make?*

Learners: */b/*

Teacher: *What are other words that start with the /b/ sound?*

Learners: *Boy, baby, ball, etc.*

Expansion: Use the Ball Toss activity (Volunteer Tutor Manual pg. 47) to encourage all of the learners to speak. For each letter, have every learner say a word that starts with the corresponding sound when they catch the ball. Encourage the class to help one another if someone has problems generating a word.

Multi-level Modification 1: Have the higher level learners spell some of the words out loud.

Multi-level Modification 2: Have the higher level learners write some of the words down on a mini-whiteboard or in their notebooks.

Count the Sounds

- 1) Say a word from the week's vocabulary.
- 2) Repeat the word and say it very slowly, emphasizing the individual sounds in the word.
- 3) Have the learners count the sounds, and tell you how many they hear by holding up the corresponding number of fingers.
- 4) Repeat until you have gone through all of the week's vocabulary or until the class loses interest.

Expansion:

- 1) Give the learners pennies, paperclips, or small pieces of paper to act as markers.
- 2) Say a word from the week's vocabulary.
- 2) Repeat the word and say it very slowly, emphasizing the individual sounds in the word.
- 3) Have the learners count the sounds, setting out a marker for each individual sound.
- 4) Have the learners say the word, emphasizing the sounds and touching the markers as they say the sounds.

Move the Sound

- 1) Prepare index cards with words from the week's vocabulary on them.
- 2) Draw a box around each sound in the word. Sounds that are made up of more than one letter should not be broken up.
- 3) Put a marker, such as a game piece, a penny, or a paperclip in the first box and say the sound. Have the learners copy you.
- 4) Move to the next box and repeat until you say all the sounds in the word while the learners follow along.
- 5) Move the game piece through all the sounds again as you blend the sounds together more quickly.
- 6) Say the word at a regular speed with the learners.
- 7) The learners repeat process the several times with new words, as long as there is interest.

Example: During the unit on household activities:

w a sh

c l ea n

th r ee

Trace the Sounds

- 5) Prepare index cards with a word from the week's vocabulary on it. Make or find letter tiles that match the letters in the word.
- 6) Have the learners trace the first letter on the card and say its sound out loud.
- 7) The learners find the matching letter tile. They say the sound of the letter again.
- 8) Have the learners place the matching letter tile on the first letter.
- 9) Repeat the steps with the other letters in the word.
- 10) Say the word all together.
- 11) Remove the letter tiles and move on to a new word and have the learners repeats the steps several times, as long as there is interest.

Example:

woman

w

o

m

a

n

girl

g

i

r

l

Where's the Sound?

- 1) Prepare a list of words from the week's vocabulary that have a specific sound in common. The sound can be located in the beginning, middle, or end of the words (supplement with words from past lessons or words that you know the learners are familiar with).
- 2) Give the learners a grid with three squares that are labeled "beginning" "middle" and "end" and a game piece, penny, or paperclip to use as a marker.
- 3) Tell the learners which sound they will be listening for. *Example, "Where do you hear the /p/ sound?"*
- 4) Say a word that has the /p/ sound. *Example, "Pencil. Where is the /p/ sound? Is it at the beginning, middle, or end of the word?"*
- 5) Have the learners place the game piece in the box that corresponds with the location of the /p/ sound in the word. Check to see that all of the learners have the marker in the correct box, and repeat the word several times if necessary, emphasizing where the sound falls in the word.
- 6) Say a new word with the /p/ sound. Have the learners shift the game piece to the corresponding box.
- 7) Repeat with several more words. At the end of the game, go back over the words and have the learners tell you where the sound was located.

Example: During the unit on food:

peas
apple
shrimp
pasta
grape
peppers

beginning	middle	end

Expansion: At the end of the activity, go back over the list of words and have the learners write them down in the corresponding boxes. Ask the learners to help you spell the words verbally, or invite learners to come up to the board to write the words for the rest of the class to copy.

Slap the sound

- 1) Hand out a set of letter cards to pairs or small groups of learners.
- 2) Review the sound that each letter makes as a class by saying the sounds and having the learners hold up the corresponding letter.
- 3) Say a sound. Have the learners slap the card with the letter that matches that sound (you may want to use consonant and vowel digraphs such as th, ch, oo, ea, etc. as well as individual letters. These should be written on the same card).
- 4) The learner who slaps the letter first gets to keep the card.
- 5) Continue saying the different sounds and having learners slap the sounds and collecting letter cards (if you are concerned about learners becoming overly competitive, have them leave the letter cards out so that they cannot see who has the most and the least cards).

Expansion 1:

- 1) After playing the game with individual sounds, move on to having learners identify the sounds in a word.
- 2) Say a word. Have the learners slap the letter that corresponds to the first/last sound in the word.
- 3) The learner who slaps the letter first gets to keep the card.

Expansion 2: At the end of the game, have the learners go through the letter tiles that they've collected and say the sound for each letter.

Expansion 3: At the end of the game, have the learners go through the letter tiles that they've collected and say one or two words that starts with that sound.

Standing Sounds

- 1) Distribute large letter cards to the class. Sounds such as /th/ and /sh/ that are made up of more than one letter should be written on cards together
- 2) Call out one of the vocabulary words. Repeat it several times.
- 3) The learners who have letters that are in the word stand up, move together, and arrange themselves in order to form the word.
- 4) Ask the rest of the class, "Is this okay?" and make changes as needed.
- 5) Have each individual learner say their sound out loud in order.
- 6) Go back through the word and have the whole class say each individual sound as the student holding the corresponding card holds up the card. Repeat the word a couple of times.
- 7) Say, "What does it say together?" and model blending the sounds together as the class joins in. Say each word a few times.
- 8) Students sit down with their cards. Repeat the steps with the next vocabulary word.

Example: During the unit on shopping:

pants
shirt
skirt
dress
socks

Expansion 1: Have the class come up with a sentence using the word that they just spelled, or give a definition of the word.

Expansion 2: After going through the words one time, do the activity again. Time the learners on the second time to see how long it takes them to spell each word.

Multi-level modification 1: Have the lower-level learners 1 letter card. Give the higher level learners 2-3 letter cards.

Multi-level modification 2: Give the lower-level learners a list of the vocabulary words that the class is spelling so that they can check and see if their letter is in the word that you are saying.

Word Family Spelling

- 1) Use the list of word families from the week's unit.
- 2) Say the word from one of the word families that is from the story.
- 3) Have the learners tell you how to spell the word and write it on the board while the learners write the word in their notebooks.
- 4) Erase the first letter of the word and say a new word from the same word family.
- 5) Have the learners tell you what the new first letter should be and write it at the beginning of the word. The learners copy the new word down in their notebooks.
- 6) Repeat this pattern until you finish the word family. Have the class go back through the list and read the words aloud.
- 7) Repeat steps 2-6 with a new word family if you have time and learner interest.

Example: During the unit on health: -ick (sick, lick, quick, pick)

Expansion 1: After doing this activity while writing the words on the board, go through the process verbally without written support.

Teacher: *The first word is sick.*

Learners: *Sick.*

Teacher: *What happens to the word if we take away the s? What is the new word?*

Learners: *lck.*

Teacher: *What if we put a p, /p/, on the front of the word? What is the new word?*

Learners: *Pick.*

Expansion 2:

- 1) Give the learners individual or partner sets of the letter tiles that they'll need to spell all of the words from one of the word families that is from the weekly story.
- 2) Say one of the words from the word family.
- 3) Have the learners use the letter tiles to spell the word.
- 4) Tell the class to take away the first letter of the word and say a new word from the same word family.
Have the learners use their letter tiles to form the new word