

*A Colorado professional learning series
based on the book*

Equipped for Reading Success

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Developed in collaboration with the Colorado Department of Education



COLORADO
Department of Education

Welcome back. We will continue our study of Dr. Kilpatrick's work.

The image features a sunset background with silhouettes of people. A central black box with a gold border contains the text 'Module Twelve'. Below this, the text 'Chapter 9: Phonological Awareness' and 'Chapter 10: One Minute Activities' is partially visible.

Module Twelve

Chapter 9:

Phonological Awareness

Chapter

activities

This is Module 12 It correlates with Chapters 9 & 10 in our manuals: How to Train Phonological Awareness and How to use One minute Activities, both short chapters.

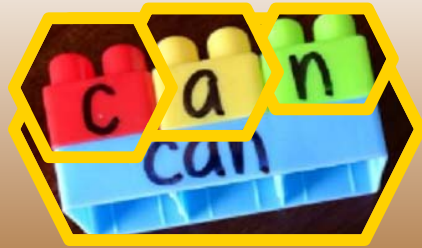


Goals for Module 12

- Match the type of learning opportunity with the amount of time per day and the number of times per day for optimum program results for students
- Understand the components of direct instruction
- Know and understand the most effective use of One Minute Activities
- Understand and optimize opportunities for incidental teaching
- Know when to move to the next level with a student
- Know and understand the use of extra and special levels of the program

Let's introduce the learning goals for Module 12 They include:

Three Ways to Train Phonological Awareness



Chapter 9 – pg. 83

We will start with Three Ways to Train Phonological Awareness on p. 83.



Direct Teaching

- This means explicitly instructing students in specific phonological/phonemic awareness levels in the program. Direct teaching involves:
 - a) explanation,
 - b) demonstration/modeling,
 - c) practice, and
 - d) feedback.
- Direct teaching occurs when students are at the *Multisensory Stage* of skill development. This requires demonstrations, external prompts, manipulatives and guided practice. Direct teaching should take between 2-10 minutes.



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One Minute Activities

Advantages to using One Minute Activities include that they incorporate many phonological tasks; segmentation, isolation, manipulation and blending. They require little or no planning for the teacher. You can provide many reinforcements in a short amount of time. Ongoing assessment is built in, it is easy to track student progress, and students really enjoy these activities.



XOne Minute Activities will promote skill development and automaticity at each level.

XStudents should be working on two programs levels at the same time. The easier level will help develop automaticity, while direct teaching and multi-sensory activities can be used for the more difficult phonological levels.

XThese activities can be done in small groups as well as whole class. They should be used to punctuate the day, and you can vary responses by mixing choral and individual responses.

XOne Minute Activities provide advantages in that they incorporate many phonological tasks, such as segmentation, isolation and blending. They require little planning and are short in duration.



Incidental Teaching

- Phonological awareness can be taught and reinforced repeatedly throughout the day by a teacher taking advantage of those “teachable moments.”
- In the early grades, students can clap out syllables of their names. As they progress, they can clap or tap out the phonemes of each student’s name or days of the week, months, etc.
- Each week’s spelling words can be analyzed at the phoneme level.
- When new vocabulary words are introduced, the teacher asks guiding questions about the sound properties of words.
- Provide opportunities for phonological segmentation and isolation.
- Studies show that when you keep coming back to things throughout the day, memory for the content gets better solidified in a student’s long-term memory system. Learning is more successful. The use of long-term exposures throughout the day is a good way to promote success. Five to ten times throughout a day is recommended for One Minute Activities.
- **MAKE TIME FOR PHONEME AWARENESS TRAINING!**

In addition to direct teaching, teachers can look for opportunities to teach and reinforce skills throughout the day.

Examples of activities include:

- Clapping out syllables in students’ names
- Tap out phonemes of a variety of words
- Spelling words can be phonologically analyzed
- Identifying sound properties of new vocabulary words
- Practice segmenting and isolating sounds
- Reviewing and returning to skills throughout the day, solidifies learning in a student’s long term memory.
- So make time for phonemic awareness training throughout the day. Your students will benefit!

Using One Minute Activities



Chapter 10 – pg. 83

One Minute Activities are an important tool for developing phonological skills and automaticity .



General Considerations

The words from the One Minute Activities can also be used as a source of words when doing various multi-sensory teaching tasks.



Some general considerations to keep in mind are:

If students can respond accurately and automatically to the *One Minute Activities* at a given level for 2-4 consecutive days, they are ready to move on.

Review Activities are built in at the bottom of the page starting with Level F.

Examples of what to say are provided at the top of each page.

Maintain the program's sequence of activities. One exception is with Level E.

Depending on the student, you can proceed to Level F before finishing Levels E-3 through E-5. The other is the multi-syllabic sections in F, G, I, J and L which can be hard.









Mix those in with higher levels to make sure students perceive phonemes in multi-syllabic words.

Items can be reused if students have completed a level but have not mastered it.

When re-using a substitution exercise, you can do the items in the opposite direction.

For example, instead of going from *sat* to *hat*, the second time you can go in the reverse order from *hat* to *sat*.

The words from the One Minute Activities can also be used as a source of words when doing various multi-sensory teaching tasks.

 cat	→		rat
 cat	→		hat
 cat	→		mat
 cat	→		sat

Extra Levels and Special Levels

Chapter 10 – pg. 90

What are extra and special levels, and when are they used?



Extra & Special Levels

- Starting with Level F1, there are usually one or two mixed One Minute Activities at the end of the page. These mix the newest level with levels students have already learned.
- Most levels have 20 regular *One Minute Activities*. The author has added 8 or 9 “*supplementary*” levels in case the original 20 are not enough.
- To foster the ability of attending to phonemes within multi-syllabic words, there are five levels that are “Multi-Syllable/Applied” activities (F1, G1, I2, J, L1). These give students practice in applying the skills they are learning to multi-syllabic words, namely manipulation and blending.
- There are “challenge words” after levels H1, K1, and K2 that contain words with three phoneme blends (e.g., spring, split).
- Most levels have 28-29 activities. E1 has only 20 activities. This level is an introduction to three syllable words. If students can do the first few E1 activities, move on to E2.
- Level N is optional and is not necessary for the completion of the program. This optional phoneme reversal task is included for students who have mastered other levels and still want to do One Minute Activities. These can also be used for differentiated instruction.

Starting with Level F1, there are usually one or two mixed One Minute Activities at the end of the page. These mix the newest level with levels students have already learned.

Most levels have 20 regular One Minute activities, but the author has added 8 or 9 supplementary items .

XThere are 5 levels that develop practice of phonemic awareness with multi-syllabic words.

Challenge words after levels H and K will keep your higher level students engaged.

X While most levels have 28-29 activities, E1 only has 20 activities and and introduces 3 syllable words.

XLevel N is optional and practices phoneme reversal in words.



Ahead in Module 13

Chapter 11 – Assessment of Phonological Awareness: The Phonological Awareness Screening Test (PAST)

- Instructions for the PAST
- Administration
 - No practice items
 - Proper Pronunciation of Sounds
 - Assessment of Automaticity
 - Repeating an Item
 - Providing Feedback
 - Discontinue Rule
- Scoring the PAST
- Interpreting the PAST



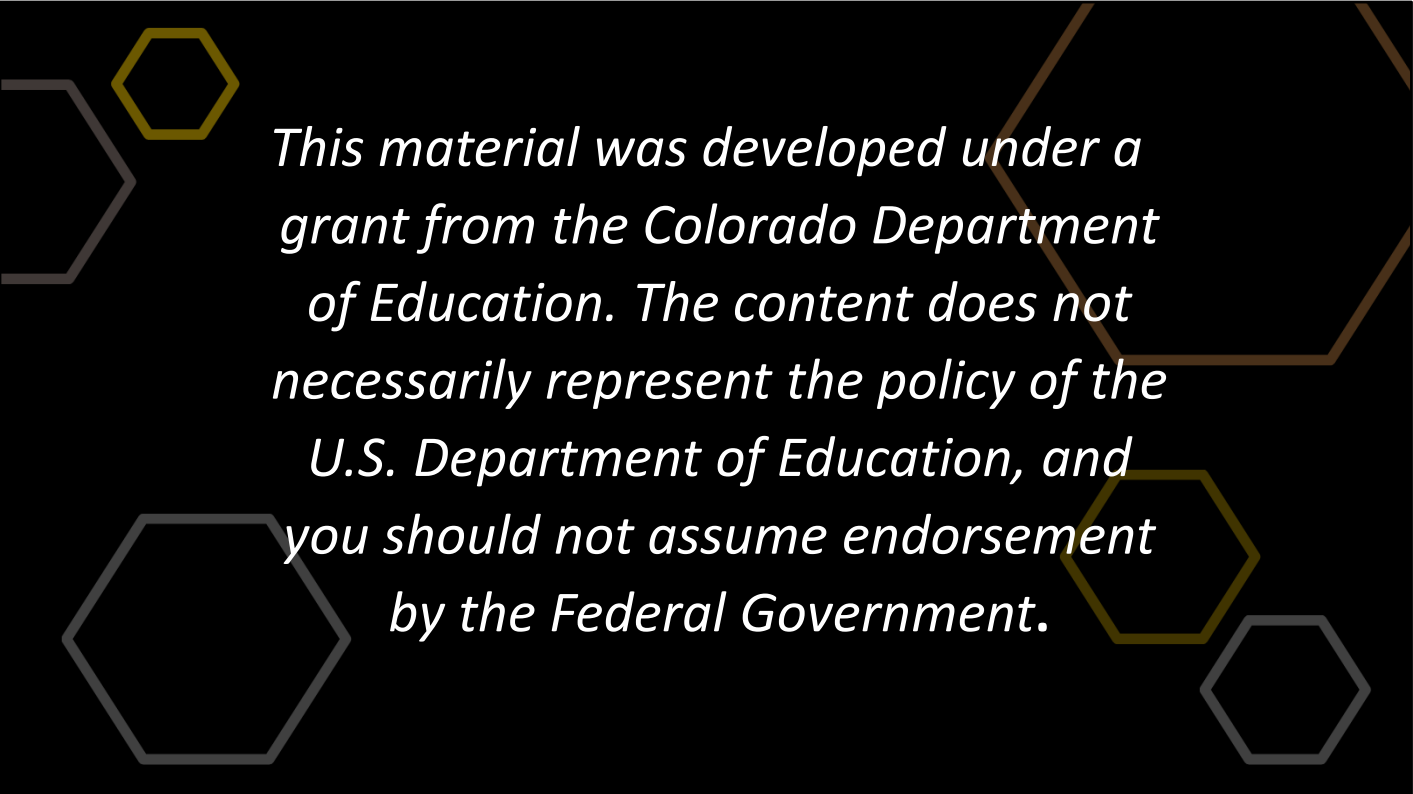
Coming up in Module 13:

We will be focusing on Chapter 11 which involves the PAST test , or The Phonological Awareness Screening Test

Here we will examine the XInstructions for Administration and the details of assessing correctly.

This includes the discussion of Xno practice items, Xthe proper pronunciation of sounds, Xassessment of automaticity, Xrepeating an item, Xproviding feedback and the dXiscontinue rule.

We will also go into how to Xscore and iXnterpret the PAST.



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Please visit the CDE Specific Learning Disability website for more information:

<https://www.cde.state.co.us/cdesped/SD-SLD>



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