Section 1

Study Team Discussion

1/ST

A phonemic awareness activity that I currently employ involves my beginning readers becoming familiar with specific book features. My primary *emergent* readers are pointing to the beginning and the end of the book. They are identifying the cover, locating the title, and distinguishing between print and pictures. My emergent readers are understanding the text features and using them as tools to help them navigate through the text. They use table of contents, index, and headings to help them narrow their search and find information quickly. We teach the elements of the varied genres and have the students identify the genre \before each book is read based on the clues and the features of the text. The students also use the title page, forward and summaries to determine genre and to help them set their [purpose for reading. These strategies, along with understanding the elements of fictional stories assist in students prereading focus. I would like to attempt to utilize some of the primary phonemic awareness activities into my intermediate classes. For example I could have students practicing stretching words and using rhyme and words structures as tools to decode unknown words in text.

Application Assignment

1/AA

Lesson Objective: Students will use phonemic awareness to create an ABC book that incorporates their content vocabulary into the book. This lesson is designed with my English Language Learners at the fourth grade level in mind. This lesson will help them organize their vocabulary words as well as see rhyming patterns within words.

Anticipatory set: The students will read several different ABC books. For example they might use Fancy Nancy’s Fancy Words, Dr. Seuss’ There’s A Wocket in my Pocket and NYC ABC, so that they could see that ABC books are written for all ages. Together with their teacher, they will discuss the challenges and the phonemic benefits of creating an ABC book.

Procedure:

1. The students will list the important content vocabulary as they read their book.
2. The will begin to organize their words into alphabetical order.
3. Words that are new learning