

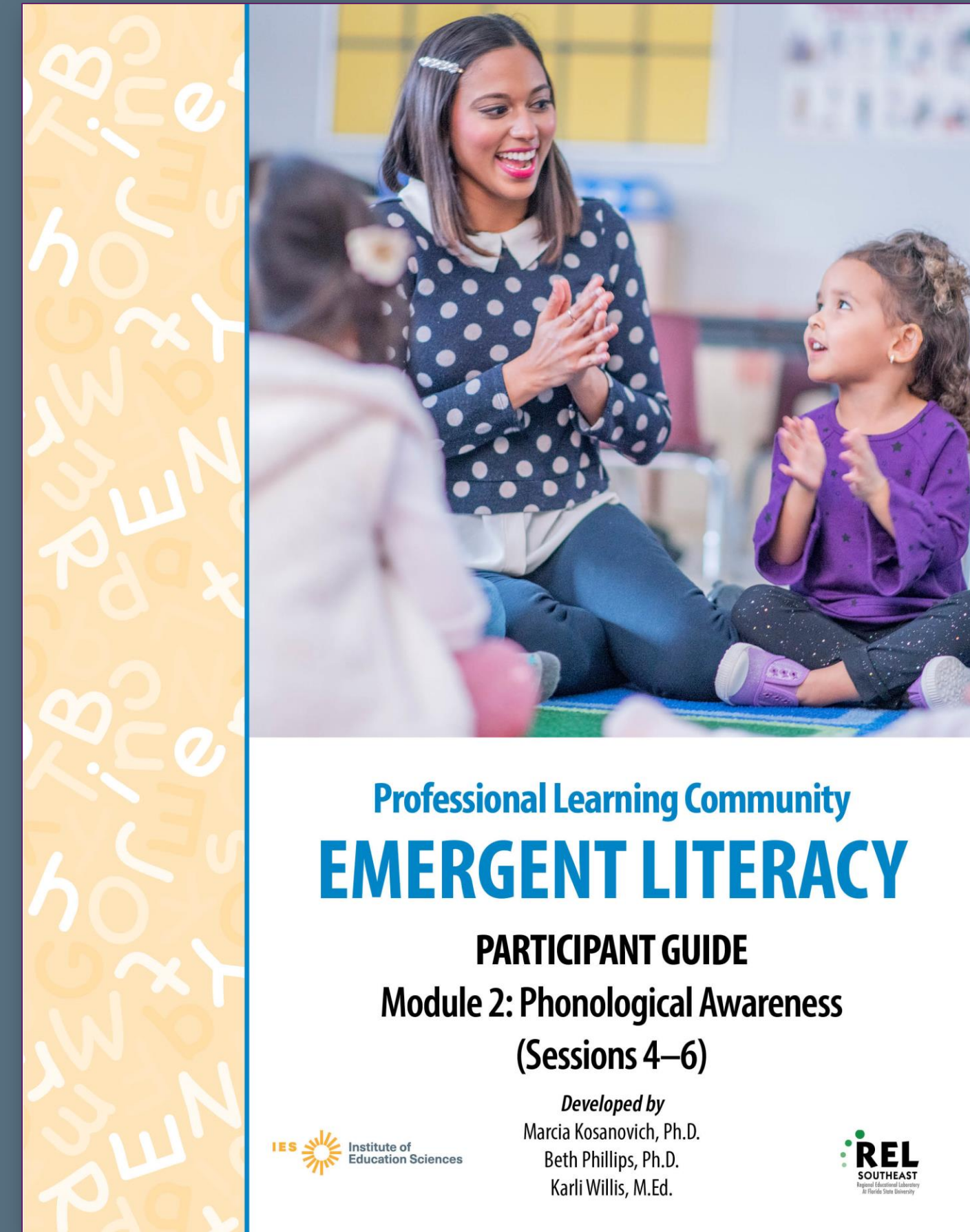
# *Professional Learning Community: Emergent Literacy*

## Module 2: Phonological Awareness

### Sessions 4 – 6

Overview

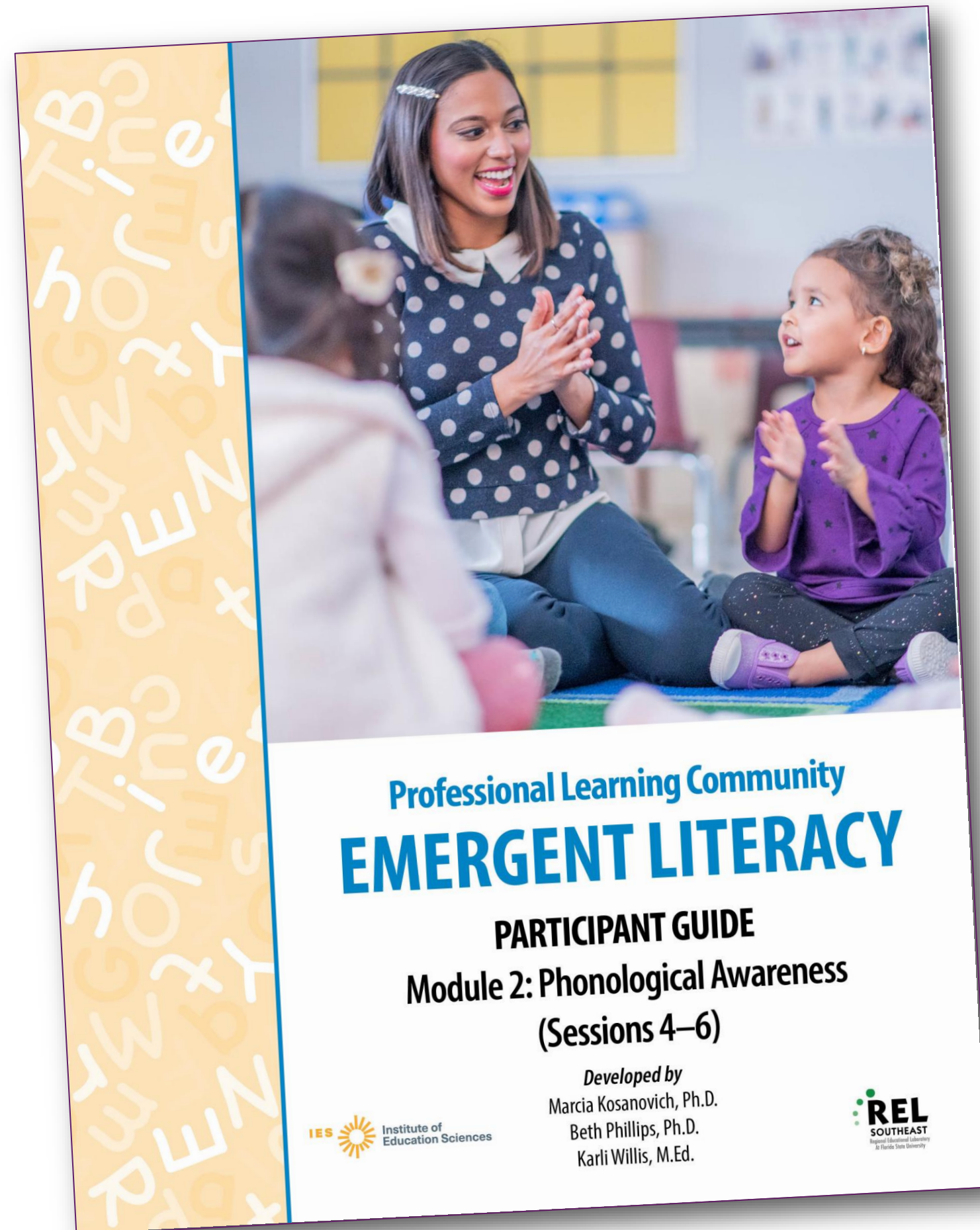
Breakout Room



# Professional Learning Community EMERGENT LITERACY

## Module 2: Phonological Awareness Session 4

What Phonological Awareness Is,  
When It Develops, and  
Why It Is Important



# Activities for Module 2: Phonological Awareness (Session 4)

## Review Participant Activities

Slide	Participant Guide Page Number	Participant Activity Title
6	38	<b>Activity 15:</b> Plan and Implement (Self-Study) from Module 1, Session 3
7	8	<b>Activity 1:</b> FAQs About Phonological Awareness
13	9-11	<b>Activity 2:</b> Sorting Important “P-Words”
25	12–15	<b>Activity 3:</b> Reflect, Plan, and Implement (Self-Study)

# Videos for Module 2: Phonological Awareness (Session 4)

## Watch and Cue Up Videos

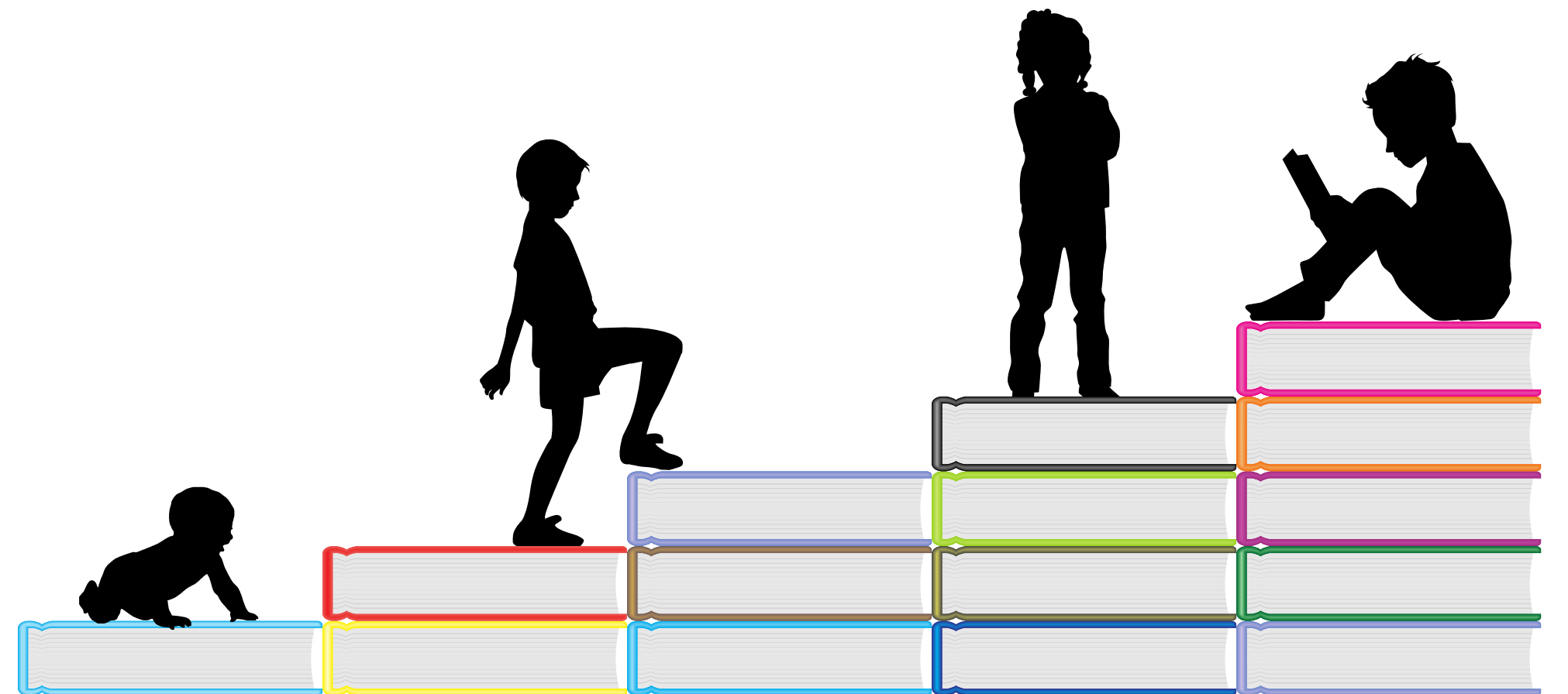
Slide	Title	Link	Duration
6	<b>Video 8 (from Module 1):</b> Small-Group Explicit Instruction for the Letter M	<a href="https://youtu.be/rWAltYgEKc0">https://youtu.be/rWAltYgEKc0</a>	4:13
17	<b>Video 1:</b> The Literacy Tree: A Representation of Foundational Literacy Skills	<a href="https://youtu.be/dTzdfHqKh00">https://youtu.be/dTzdfHqKh00</a>	2:43
19	<b>Video 2:</b> Phonological Awareness Continuum	<a href="https://youtu.be/k0IDVed9dUU">https://youtu.be/k0IDVed9dUU</a>	4:56
25	<b>Video 3:</b> Small Groups in Action	<a href="https://youtu.be/YXaF5qjnSLQ">https://youtu.be/YXaF5qjnSLQ</a>	6:15

## STEP 2

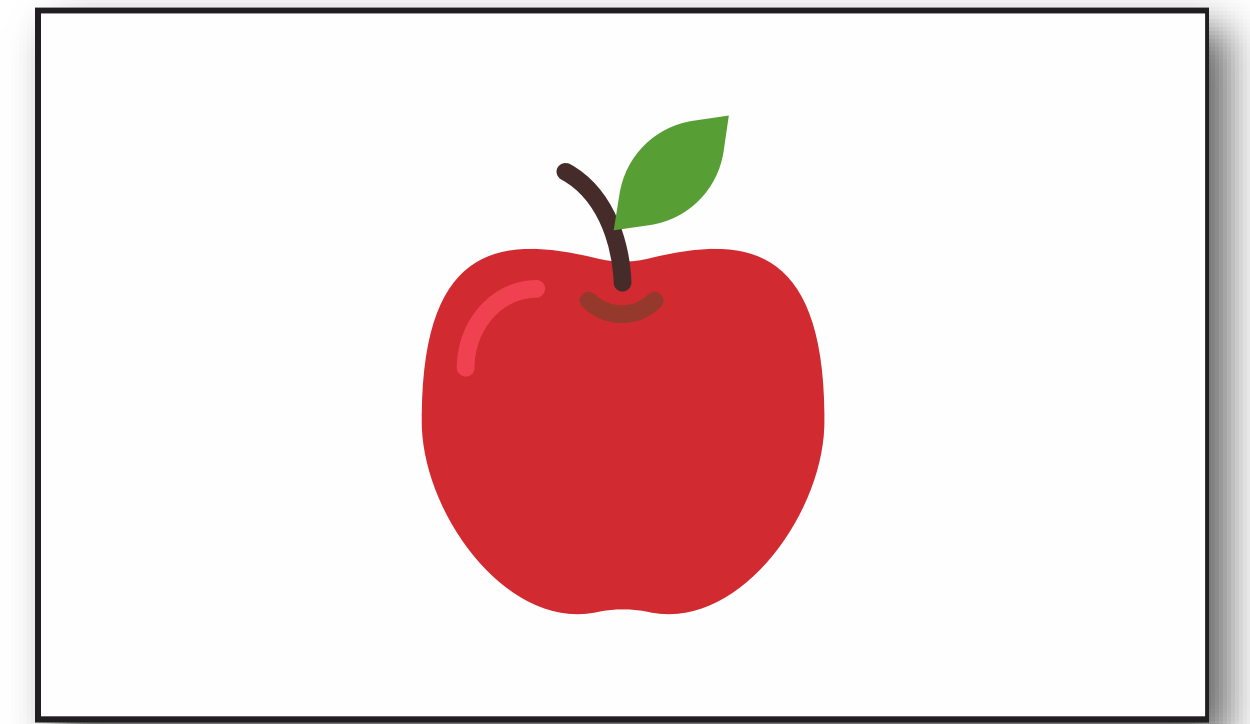


# Define and Discuss Session Goals and Content

- ✓ Understand phonological awareness and why it is important.
- ✓ Understand the phonological awareness continuum.



# What Is Phonological Awareness?

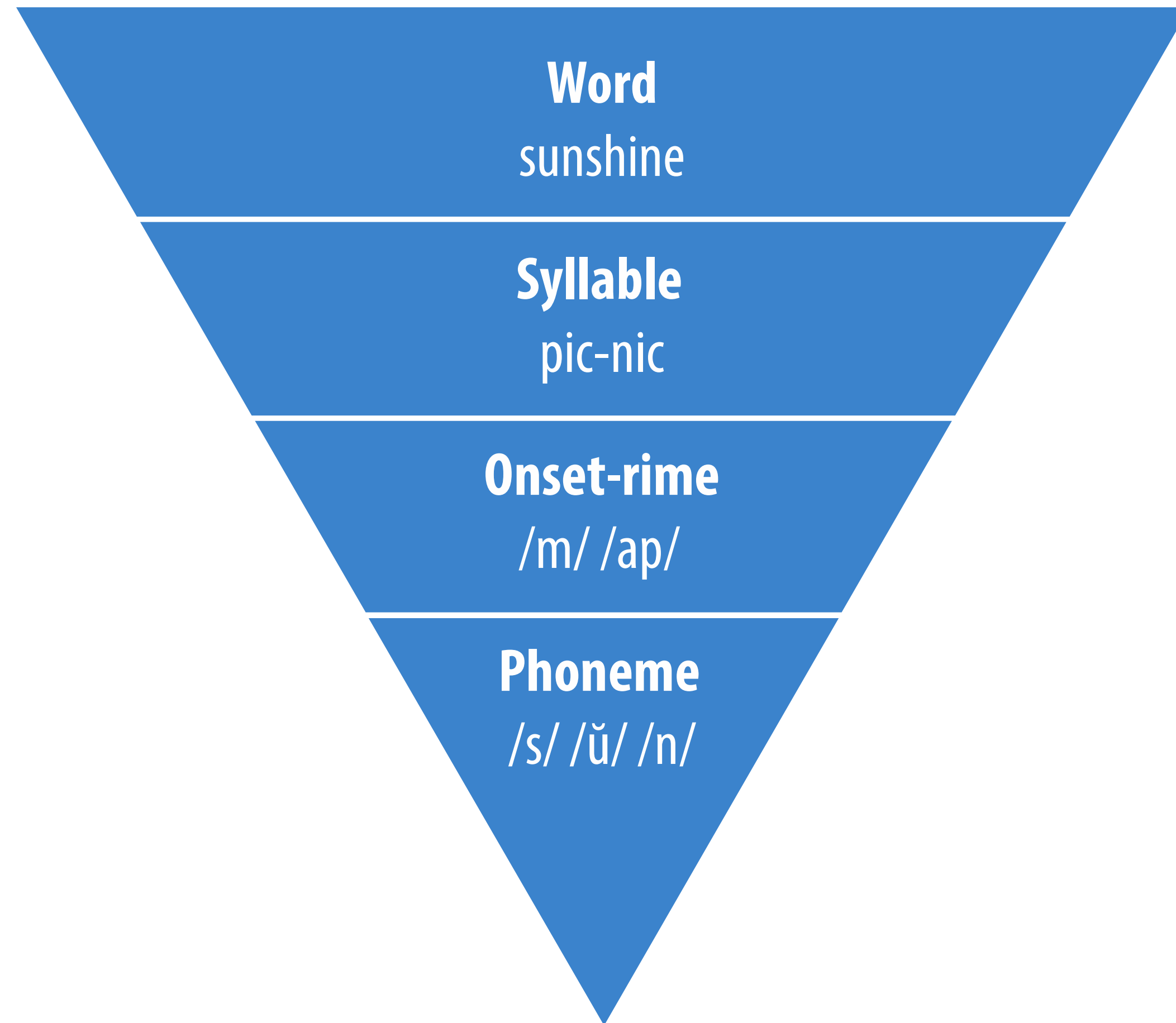


- The understanding that speech can be broken down into parts, or units of sound, and the ability to manipulate those parts.
- An auditory or oral skill that does not involve reading letters or words.
- Children listen, speak, point, and gesture during phonological awareness instruction and practice.

# Units of Language

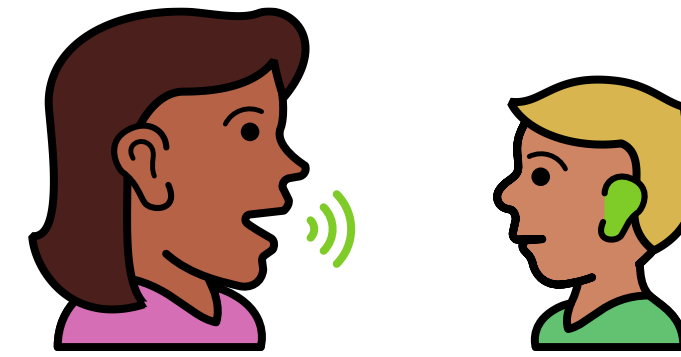
- Units refer to a sound structure of language that can be manipulated in phonological awareness tasks.

## Units of Language

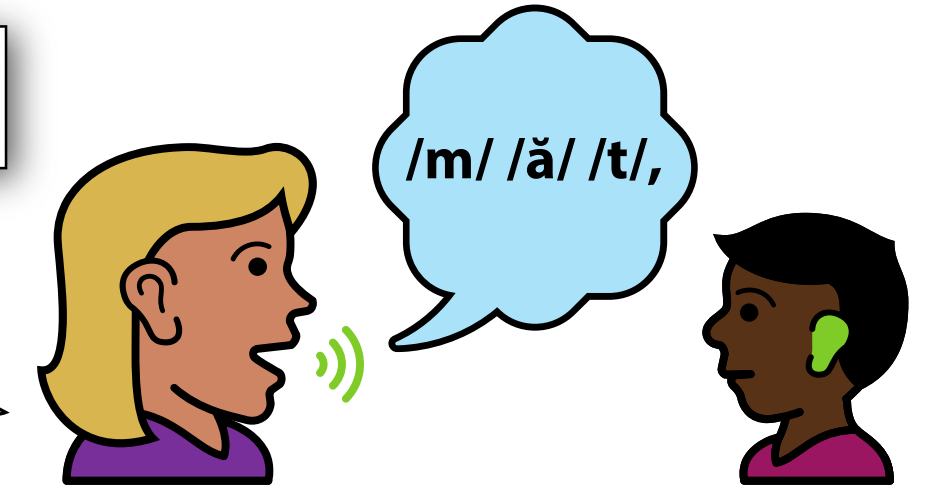
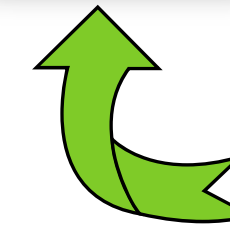
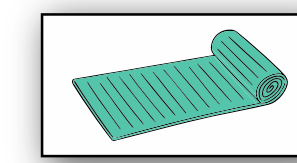


# The Important “P Words”

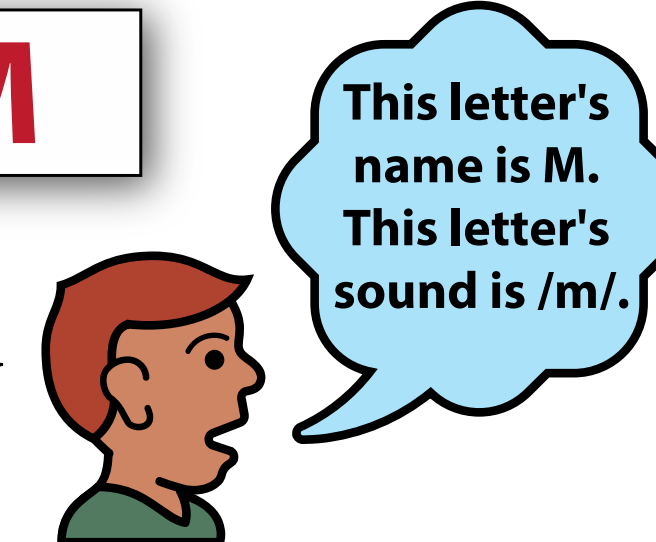
- Phonological awareness



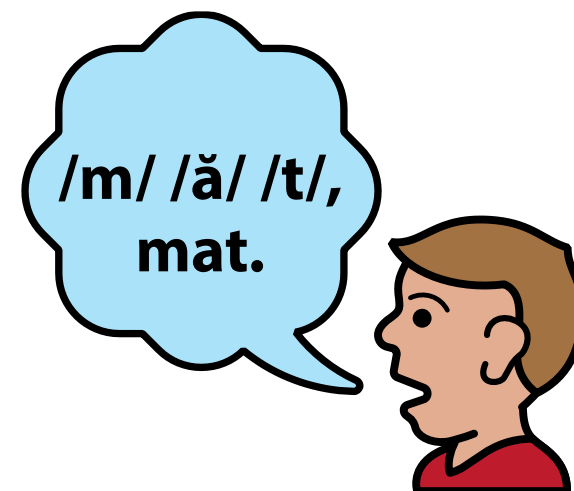
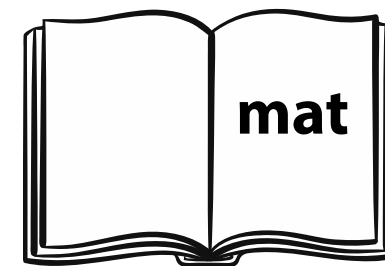
- Phonemic awareness



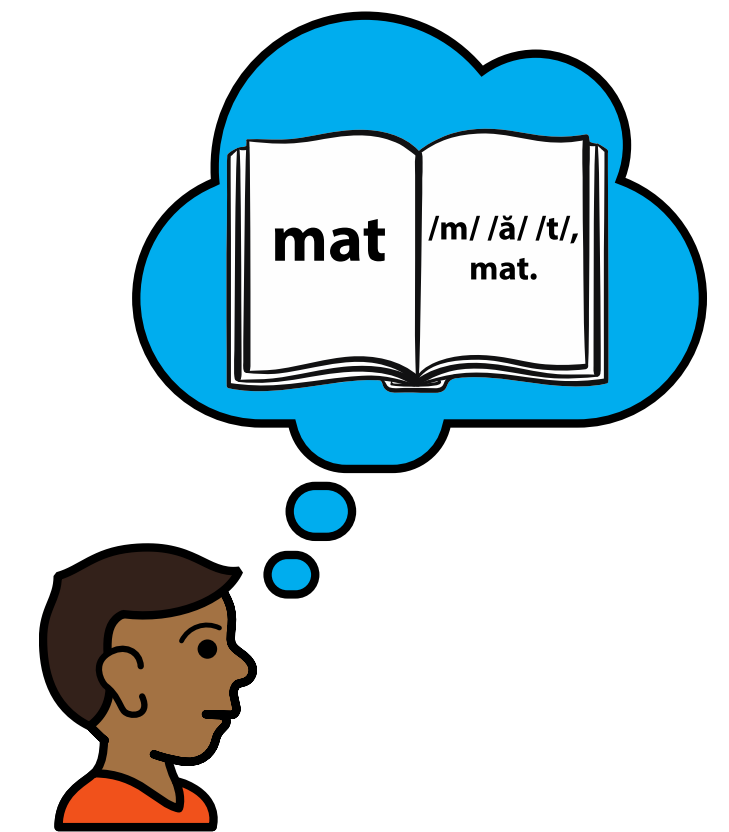
- Print knowledge



- Phonics



- Alphabetic principle





# Learn and Confirm

## Activity 2: Sorting Important “P-Words”

1. Identify which component of literacy instruction is described in each scenario: **print knowledge, phonological awareness, phonemic awareness, or phonics.**
2. Explain.

#2 Ms. Smith begins reading the book *Brown Bear, Brown Bear* to the children. As she gets to a new page, she says, “Oh look! The first letter on this page is a B in Brown. Do you see how this first letter is an uppercase B? It is an uppercase B because it is the first letter of a sentence. Every sentence begins with an uppercase letter.”

Professional Learning Community: Emergent Literacy Participant Guide Module 2: Phonological Awareness

### Activity 2 Sorting Important “P-Words”

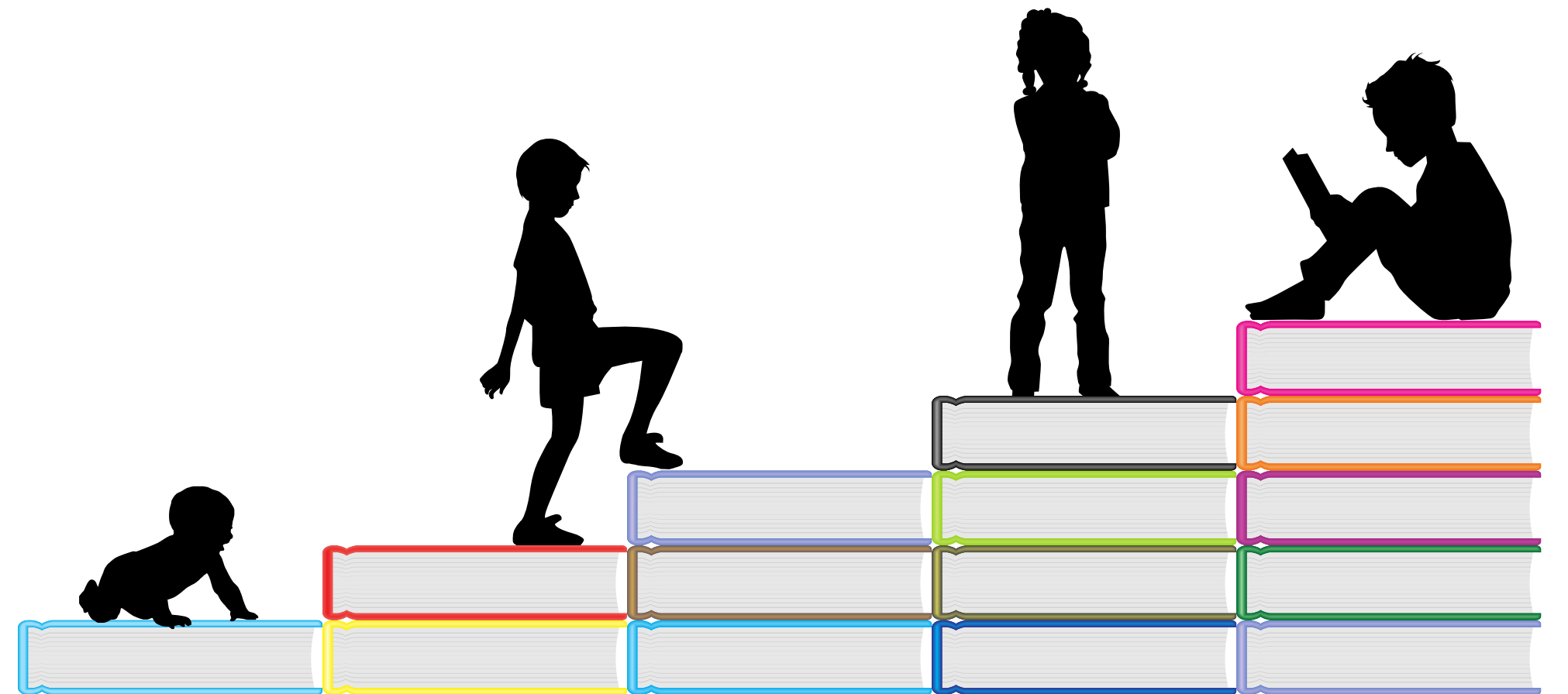
**Directions:**  
Read the instructional scenario card in the left column. In the right column, circle which component of literacy instruction is described in the scenario: print knowledge, phonological awareness, phonemic awareness, or phonics (use the key terms on page 4 as a resource). Explain why by completing the sentence.

Instructional Scenarios	Prompts
#1 Ethan sees the letters CAT together in his book. He says, “/k/ /a/ /t/, /k/ /a/ /t/, /k/ -at, cat! I read cat!”	This scenario is an example of (circle one) because: <div style="border: 1px solid black; padding: 2px; display: inline-block;">           Print Knowledge            Phonological Awareness            Phonemic Awareness            Phonics         </div>
#2 Ms. Smith begins reading the book <i>Brown Bear, Brown Bear</i> to the children. As she gets to a new page, she says, “Oh look! The first letter on this page is a B in Brown. Do you see how this first letter is an uppercase B? It is an uppercase B because it is the first letter of a sentence. Every sentence begins with an uppercase letter.”	This scenario is an example of (circle one) because: <div style="border: 1px solid black; padding: 2px; display: inline-block;">           Print Knowledge            Phonological Awareness            Phonemic Awareness            Phonics         </div>
#3 As Ms. Smith calls children to the snack table, she says, “I’m going to say a friend’s name without the first sound. Can you guess whose name I am calling? Ready? —eth. —eth. Whose name?” The children say, “Beth!” Then, the teacher responds by saying, “Yes, Beth go to the snack table. Beth without the first sound is —eth.”	This scenario is an example of (circle one) because: <div style="border: 1px solid black; padding: 2px; display: inline-block;">           Print Knowledge            Phonological Awareness            Phonemic Awareness            Phonics         </div>
#4 Ms. Smith has laid out several objects on the table. Ms. Smith tells Bobby to find the item that ends in /k/. Bobby studies the objects and finds the fork. The teacher praises Bobby saying, “You’re right! Fork ends in the /k/ sound.”	This scenario is an example of (circle one) because: <div style="border: 1px solid black; padding: 2px; display: inline-block;">           Print Knowledge            Phonological Awareness            Phonemic Awareness            Phonics         </div>

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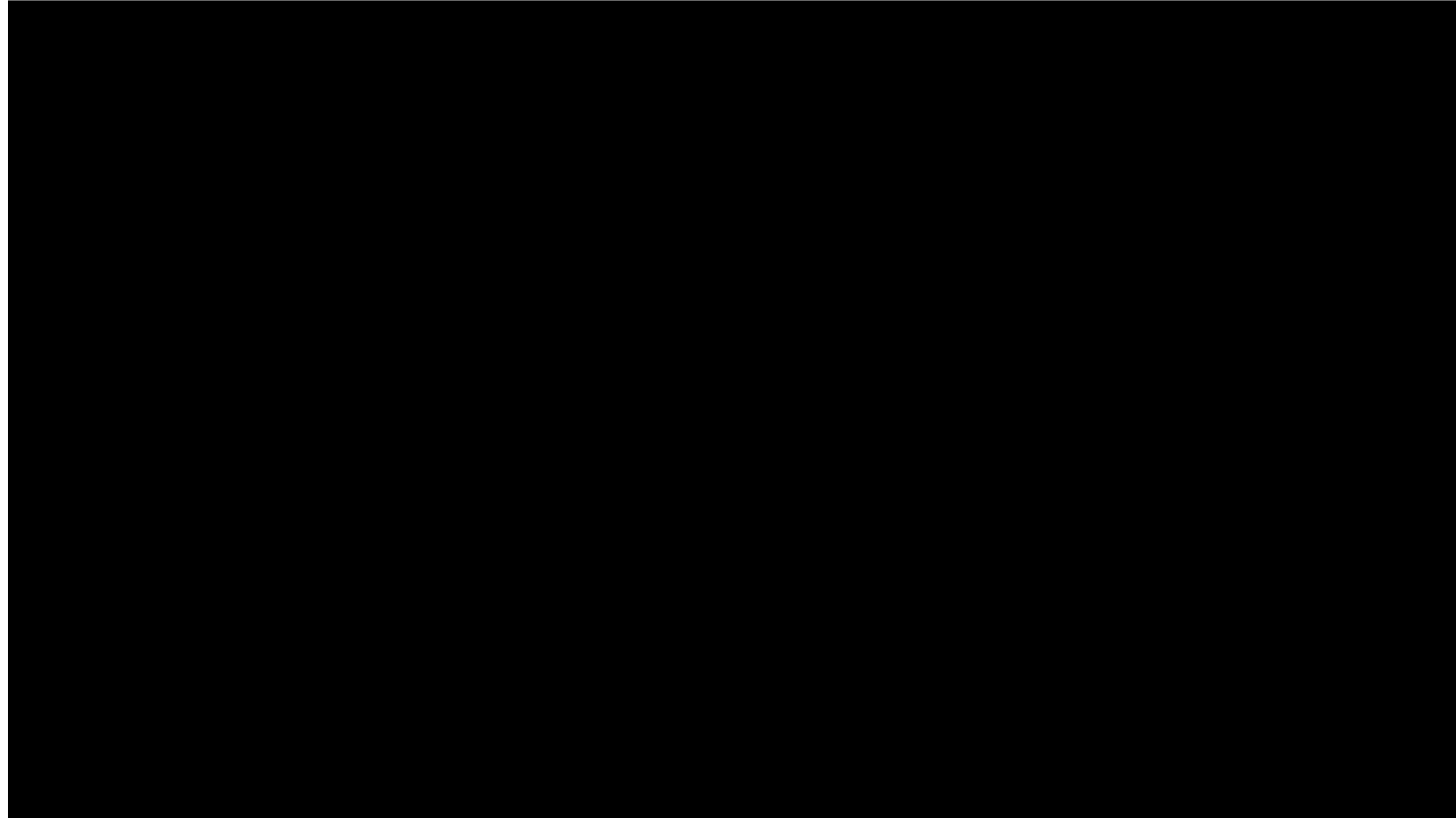
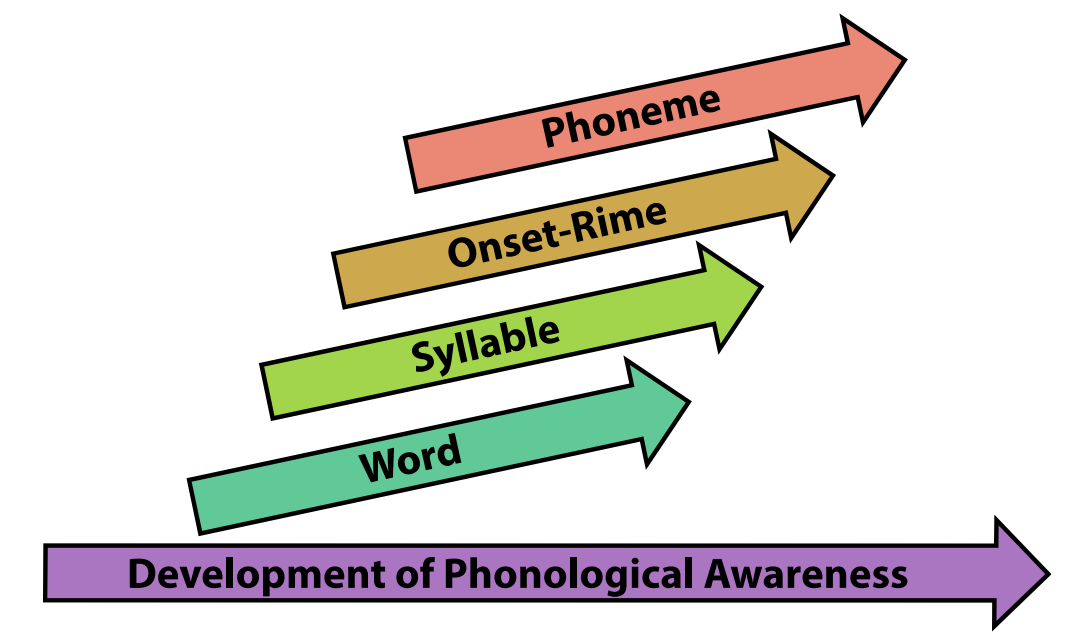
# Why Is Phonological Awareness Important?

- ✓ It is directly related to reading ability.
- ✓ It builds children's capacity to learn phonics, once phonics is introduced in later grades.
- ✓ It is a foundational skill for reading.
  - ✓ It is associated with achievement in decoding in later grades.
- ✓ It is included in state standards.





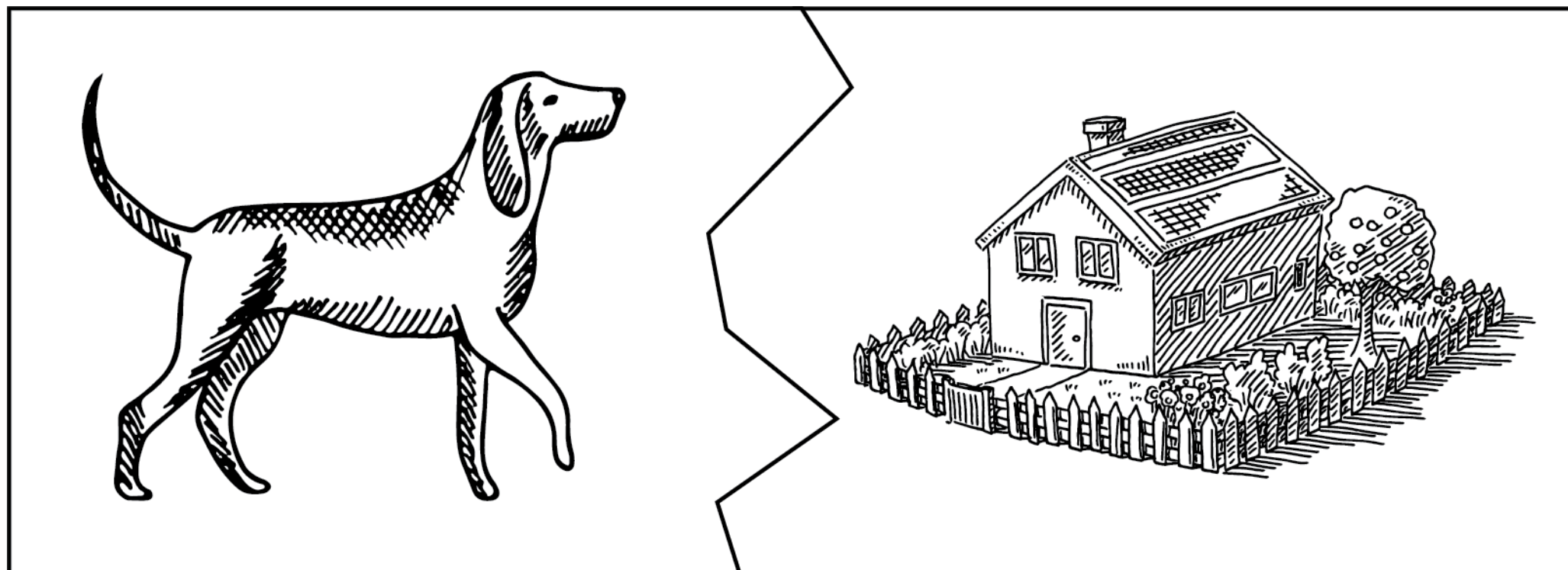
# Video 2: Phonological Awareness Continuum



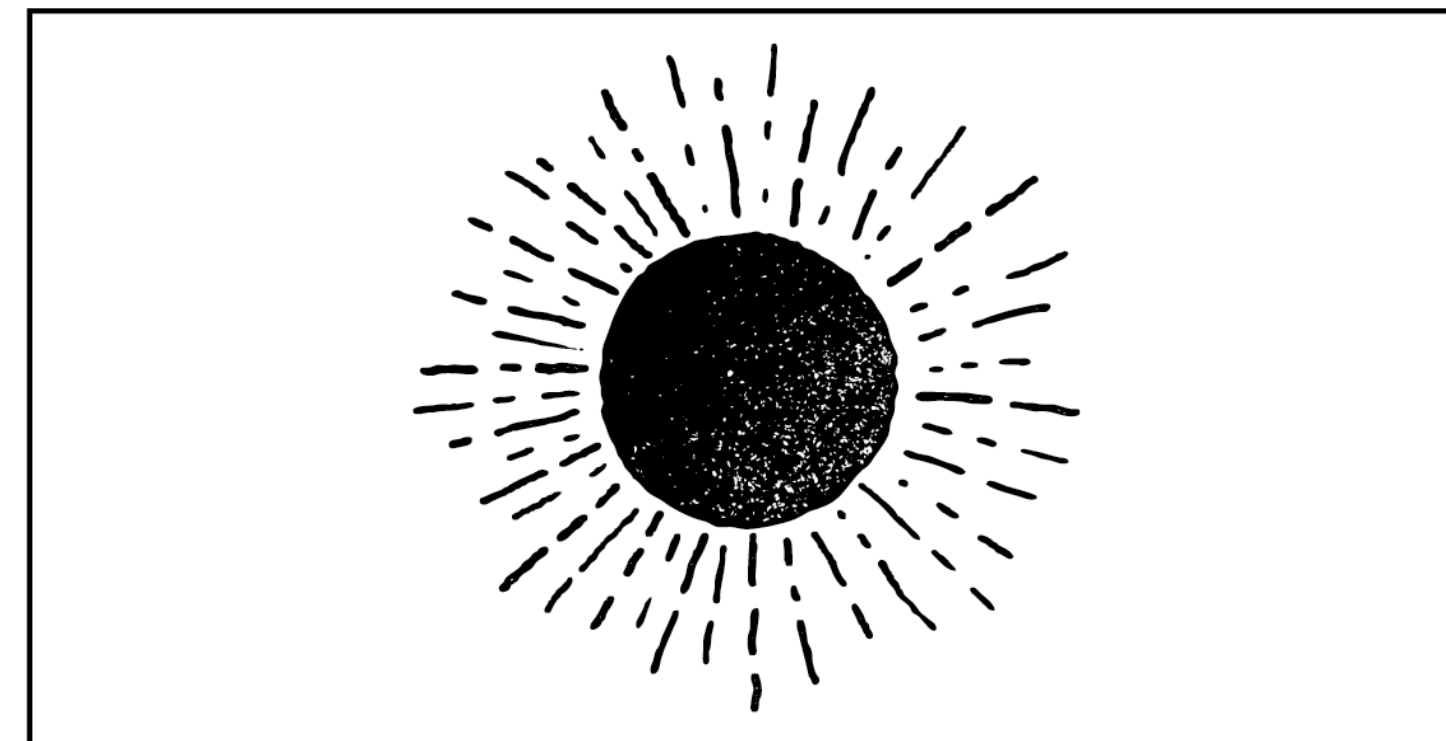


# Collaborate and Practice

## Word Level

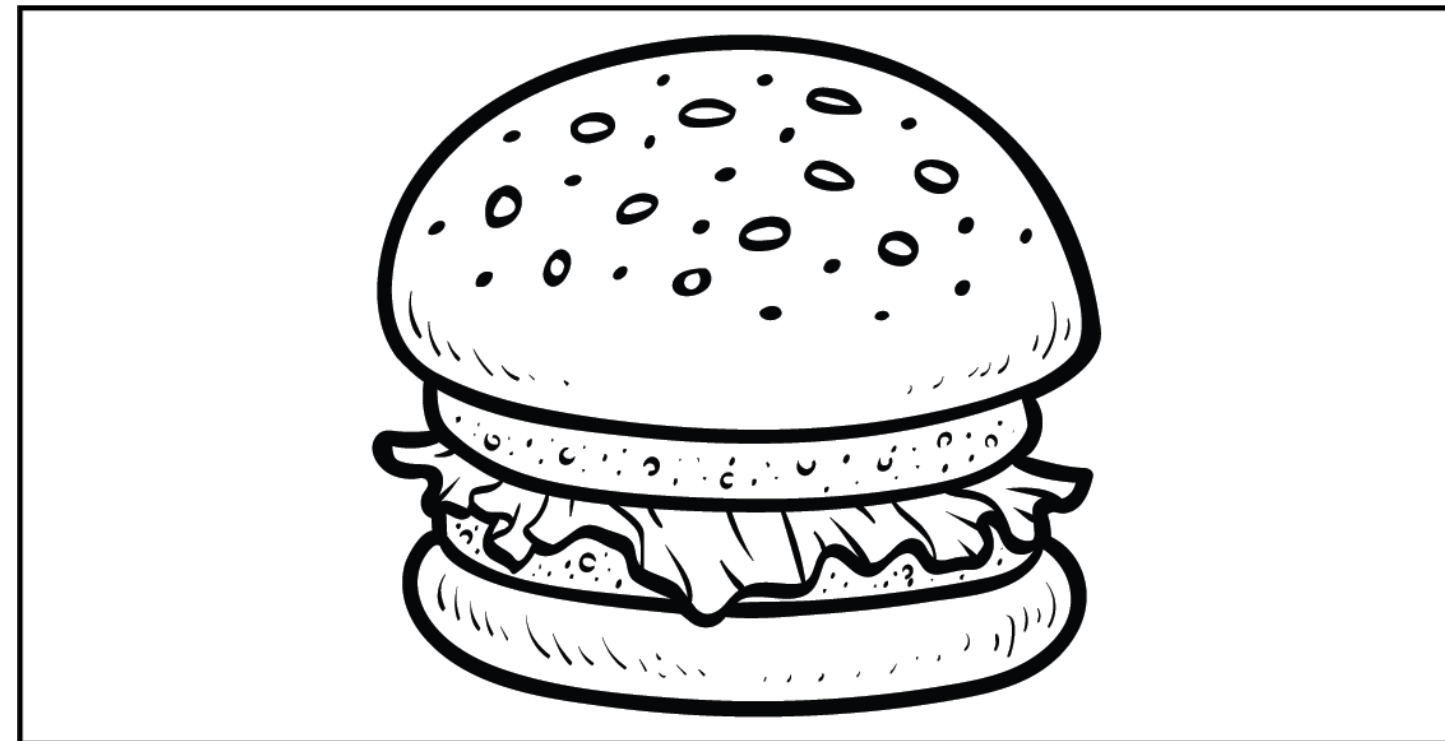


## Phoneme Level

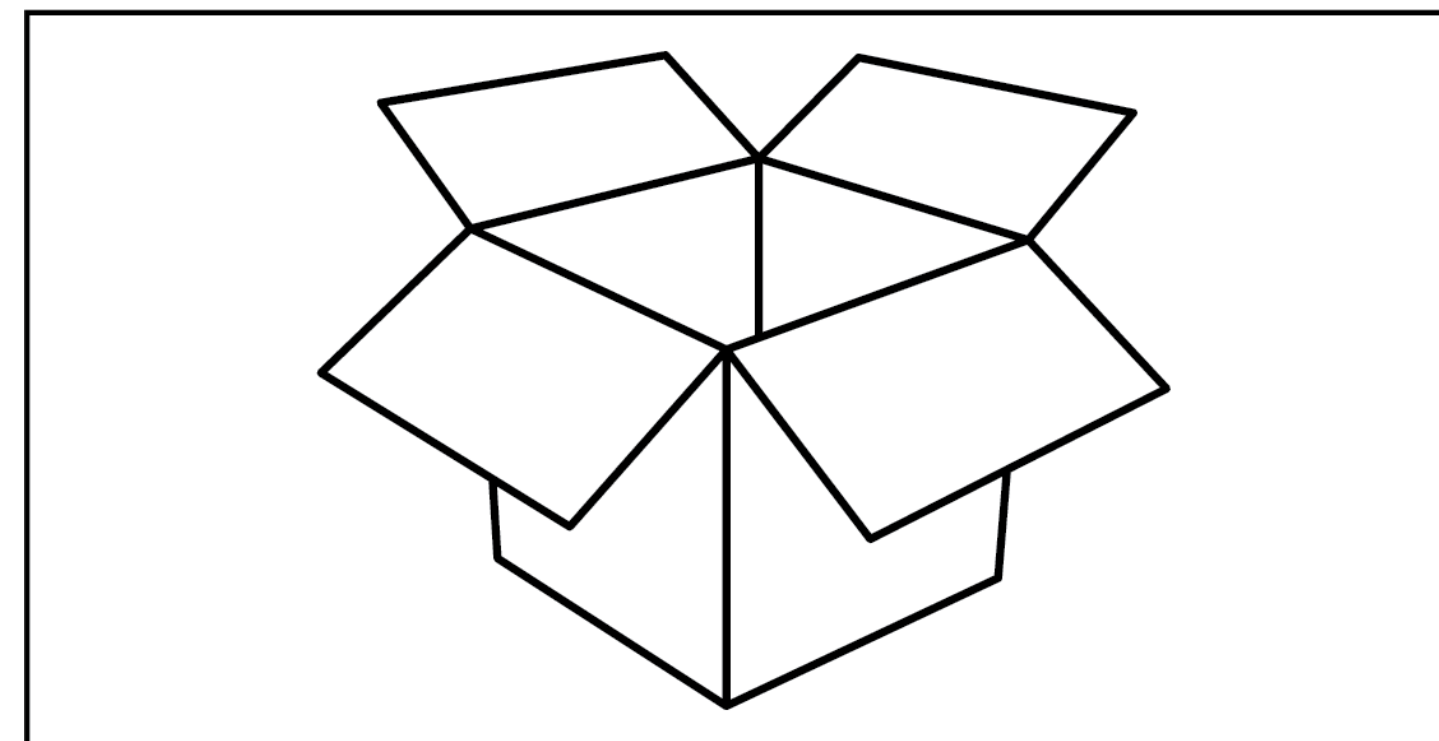
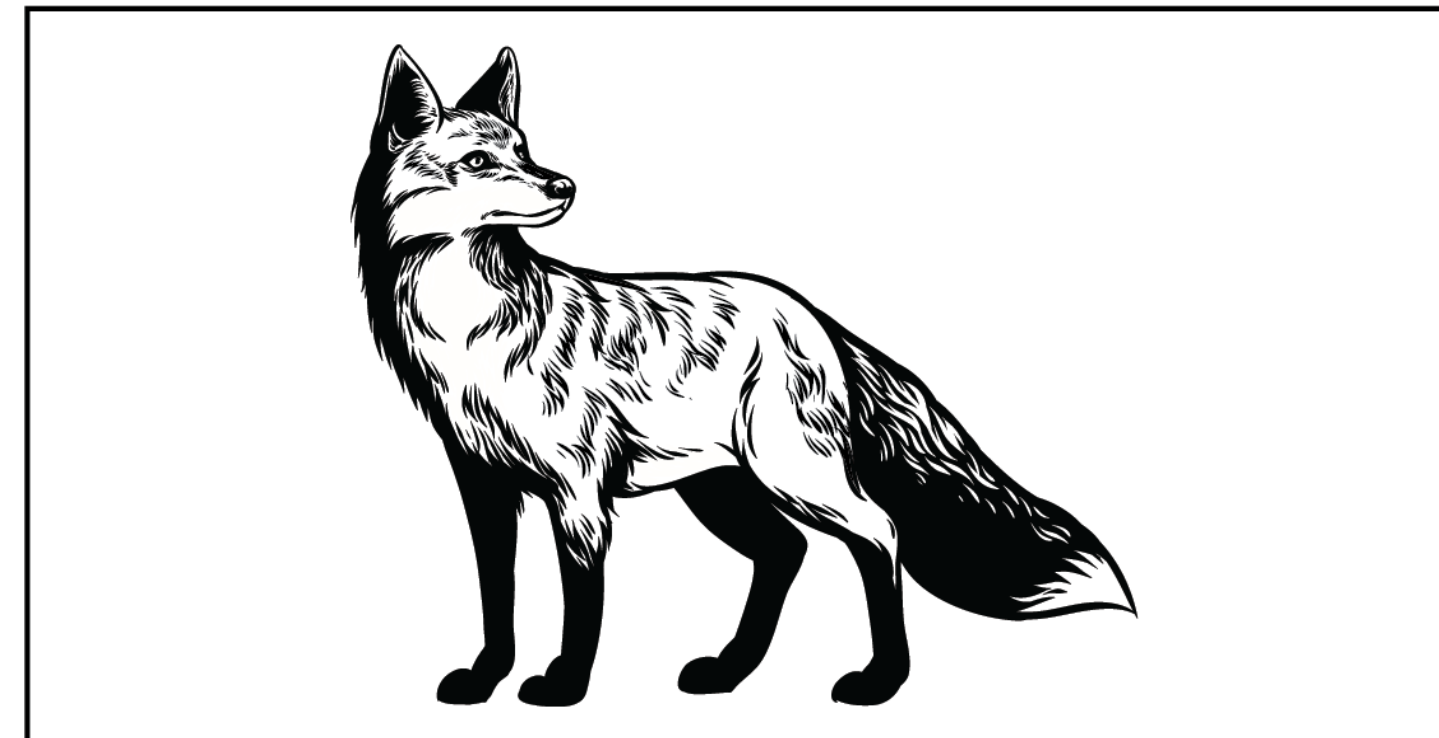


# Collaborate and Practice

## Syllable Level

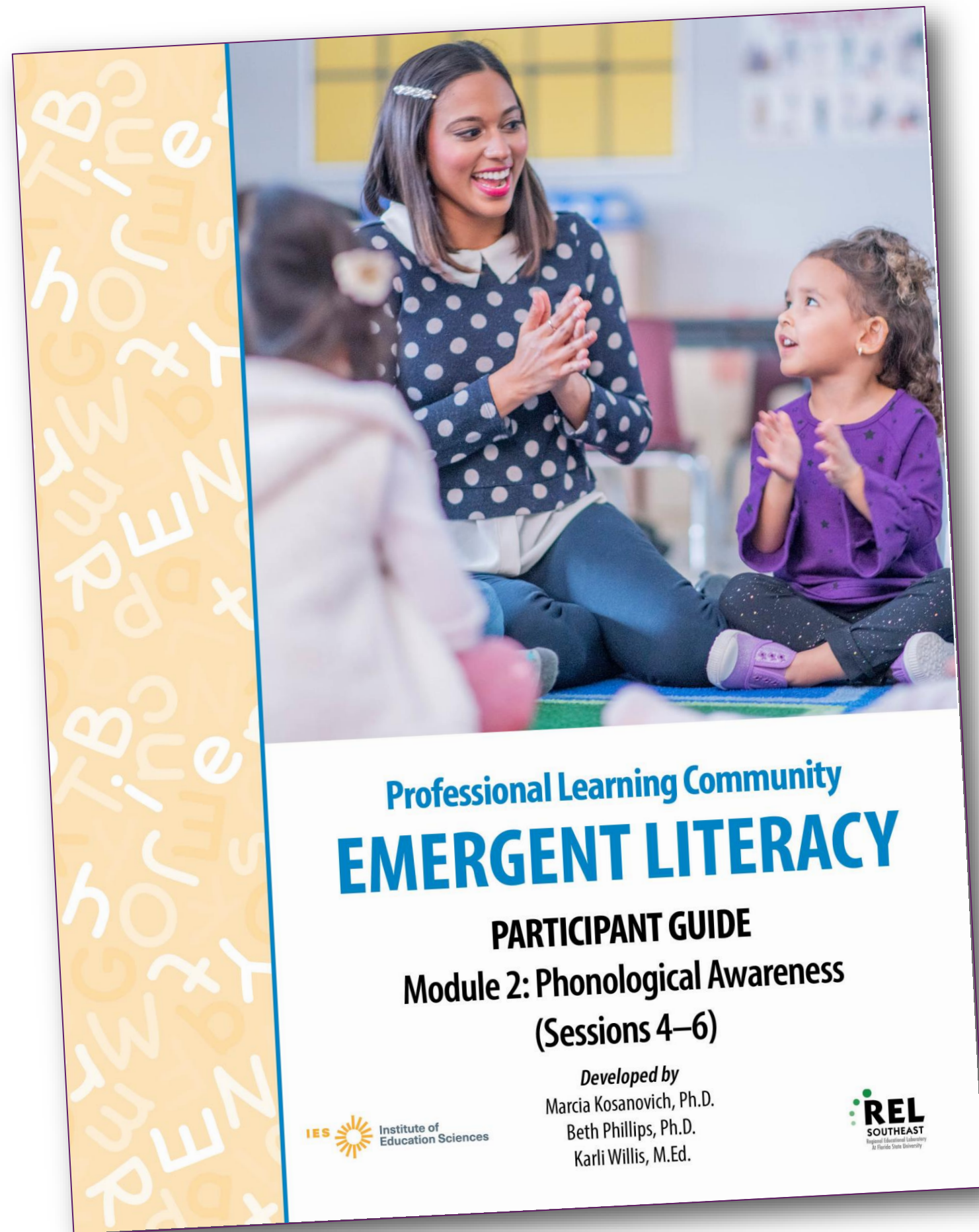


## Onset-Rime Level



A graphic of a flipchart on a stand. The flipchart has a light blue top bar and a large orange rectangular area in the center. The text "We have completed Session 4" is written in a bold, purple font on the orange area. The stand is light blue with two legs and a horizontal crossbar.

**We have completed  
Session 4**



# Professional Learning Community EMERGENT LITERACY

## Module 2: Phonological Awareness Session 5

Levels of Phonological Awareness and  
Features and Examples of Effective  
Phonological Awareness Instruction

# Activities for Module 2: Phonological Awareness (Session 5)

## Review Participant Activities

Slide	Participant Guide Page Number	Participant Activity Title
30	12–15	<b>Activity 3:</b> Reflect, Plan, and Implement (Self-Study) from Session 4
34–37	26–27	<b>Activity 4:</b> Video-Viewing Guide: Levels of Phonological Awareness
38–42	28–32	<b>Activity 5:</b> Phonological Awareness Continuum
43–45	33–37	<b>Activity 6:</b> Role-Play Explicitly Teaching Phonological Awareness in Small Groups
47	38	<b>Activity 7:</b> Reflect, Plan, and Implement (Self-Study)

# Videos for Module 2: Phonological Awareness (Session 5)

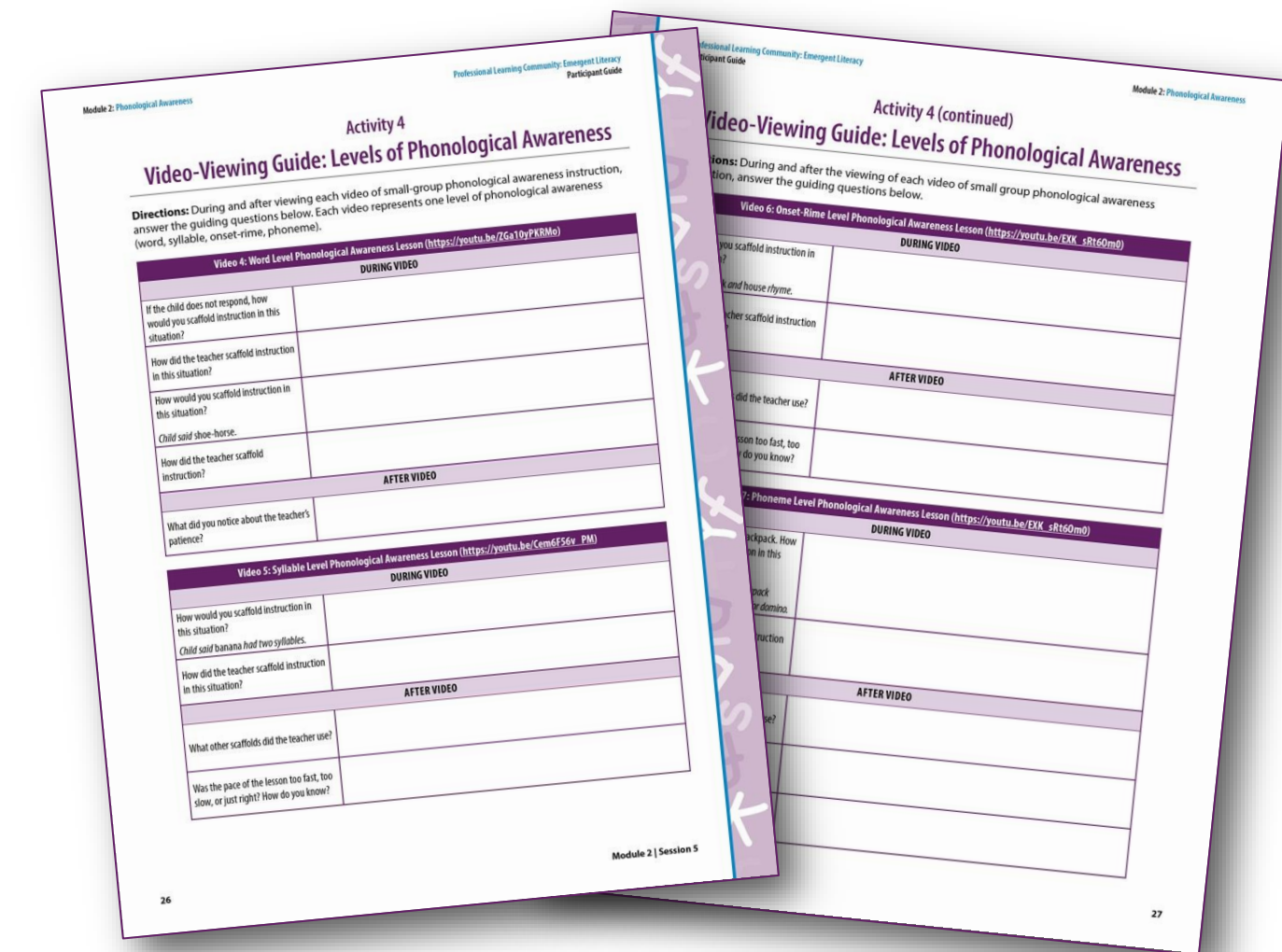
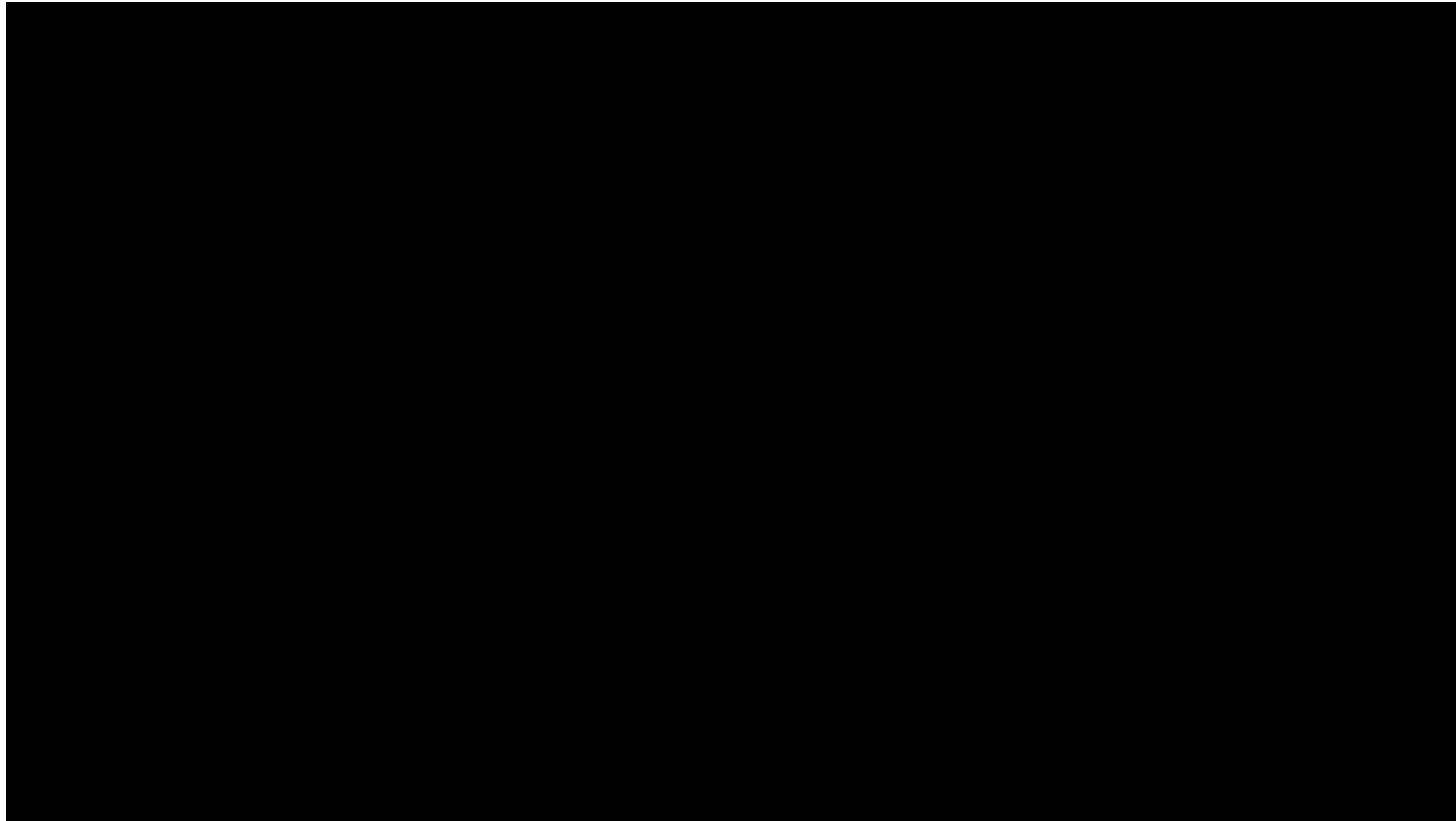
## Watch and Cue Up Videos

Slide	Title	Link	Duration
30	<b>Video 3 (From Session 4):</b> Small Groups in Action	<a href="https://youtu.be/YXaF5qjnSLQ">https://youtu.be/YXaF5qjnSLQ</a>	6:15
33	<b>Video 2 (From Session 4):</b> Phonological Awareness Continuum	<a href="https://youtu.be/k0IDVed9dUU">https://youtu.be/k0IDVed9dUU</a>	4:56
34	<b>Video 4:</b> Word Level Phonological Awareness Lesson	<a href="https://youtu.be/LSF1AZjTAqc">https://youtu.be/LSF1AZjTAqc</a>	4:38
35	<b>Video 5:</b> Syllable Level Phonological Awareness Lesson	<a href="https://youtu.be/CmwMYcQmRGo">https://youtu.be/CmwMYcQmRGo</a>	5:55
36	<b>Video 6:</b> Onset-Rime Level Phonological Awareness Lesson	<a href="https://youtu.be/FHxs4YiB0ZI">https://youtu.be/FHxs4YiB0ZI</a>	4:23
37	<b>Video 7:</b> Phoneme Level Phonological Awareness Lesson	<a href="https://youtu.be/GJQkPrhspbU">https://youtu.be/GJQkPrhspbU</a>	6:36

# Activity 4: Video-Viewing Guide: Levels of Phonological Awareness



## Video 5: Syllable Level Phonological Awareness Lesson



# Activity 5: Phonological Awareness Continuum

1. Read each child's instructional scenario and place the child's marker on the level that represents the scenario on the phonological awareness continuum.
2. Answer the guided questions to describe each child's phonological awareness.

Module 2: Phonological Awareness

Professional Learning Community: Emergent Literacy Participant Guide

## Activity 5 Phonological Awareness Continuum

**Directions:** Work in pairs. Use the Levels of Phonological Awareness section from the Self-Study Reading as a resource. Read each child's instructional scenario and place the child's marker on the level that the scenario represents on the phonological awareness continuum. Then answer the guided questions to describe each child's phonological awareness.

**Note:** There is no one right response for the "Determine next steps" questions in this activity.

**The Phonological Awareness Continuum**

**Markers:**

28

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**Module 2**  
**Participant Guide**  
**p. 29**

**Kaley's Instructional Scenario**

**Teacher:** I'm going to say a word one part at a time. Then you say the whole word.

Ti-ger. What word?

**Kaley:** Tiger.

**Teacher:** Mon-key. What word?

**Kaley:** Monkey.

**Teacher:** Li-on. What word?

**Kaley:** Lion.

**Teacher:** Great job saying the whole word. Now, say spider.

**Kaley:** Spider.

**Teacher:** This time, say spider as you tap the table for each part you hear.

**Kaley:** Spi-der (as she taps the table for each part).

**Teacher:** Great job of saying each part in the word spider. Say pasta.

**Kaley:** Pasta.

**Teacher:** Say pasta as you tap the table for each part you hear.

**Kaley:** Pas-ta (as she taps the table for each part).

**Teacher:** Great job of saying each part you hear in the word pasta.

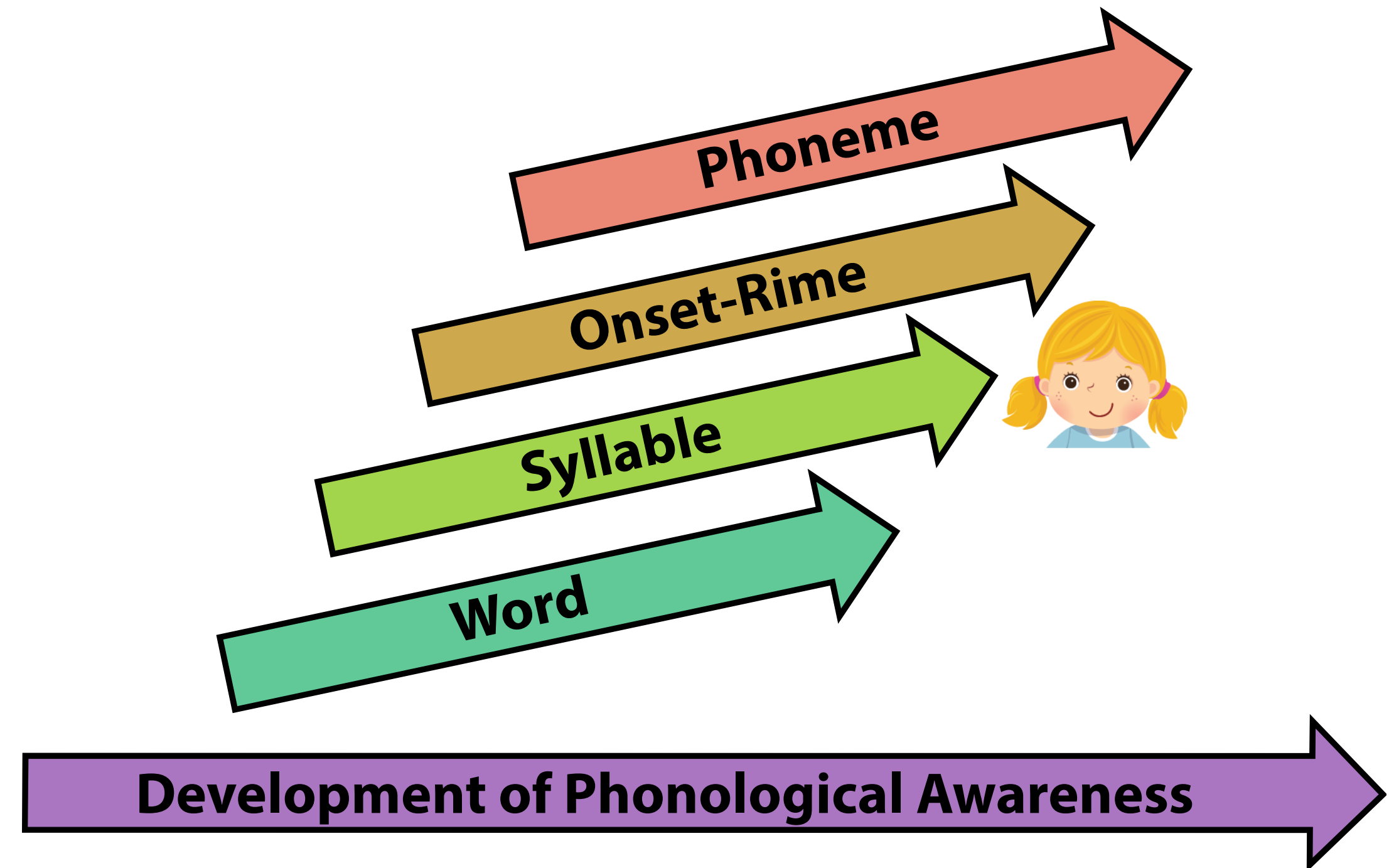
Place the Kaley marker on the level that represents this instructional scenario on the Phonological Awareness Continuum.

# Activity 5: Phonological Awareness Continuum

## Kaley

1. Syllable level.
2. Blending and segmenting tasks.
3. Kaley put two syllables of a spoken word together and broke a spoken word into syllables.
4. Deletion task at the syllable level.

## Phonological Awareness Continuum





# Collaborate and Practice

## Activity 6: Role Play Explicitly Teaching Phonological Awareness in Small Groups

Role play in triads and look for scaffolding opportunities.

- Each triad has a Teacher, Child 1, and Child 2.
- Rotate roles with each new lesson script.
- Answer questions in the table at the end of this activity before moving to the next lesson script.

Professional Learning Community: Emergent Literacy  
Participant Guide

Module 2: Phonological Awareness

Activity 6  
Role Play Explicitly Teaching  
Phonological Awareness in Small Groups

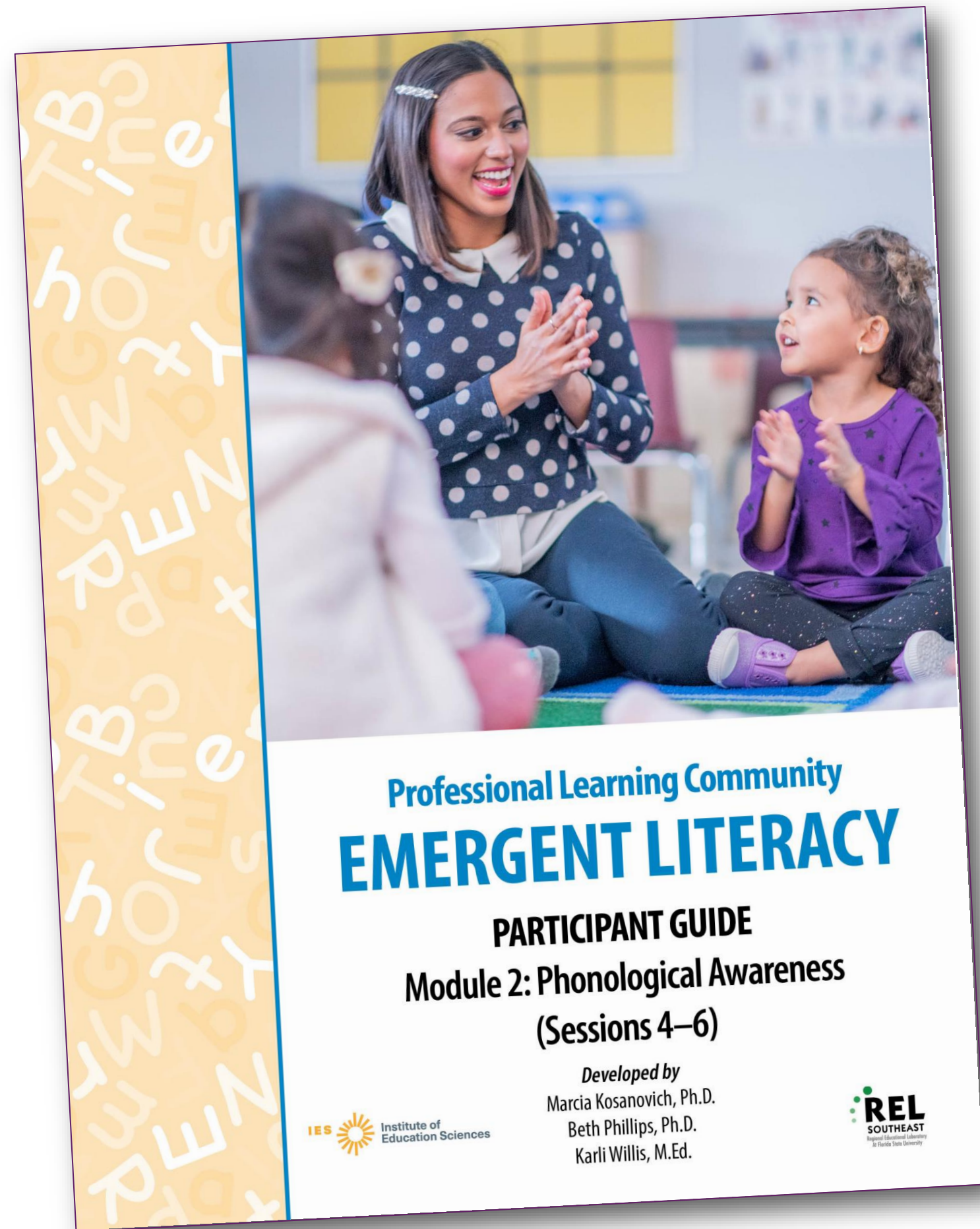
**Directions:** Work in triads and role-play teaching phonological awareness in small groups. Each triad will have a teacher and two children (labeled CHILD 1 and CHILD 2 in the scripts). Rotate roles for each script so that each participant plays each role. After completing each script, answer the questions at the end before moving to the next script.

Module 2 | Session 5

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A flipchart on a stand. The flipchart has a light blue top bar and a light orange main body. The text is centered on the orange part. The stand is light blue with two legs and a horizontal crossbar.

**We have completed  
Session 5**



# Professional Learning Community EMERGENT LITERACY

## Module 2: Phonological Awareness Session 6

Phonological Awareness in Action,  
Considerations for English Learner Students and  
Students With Disabilities, and  
Additional Resources

# Activities for Module 2: Phonological Awareness (Session 6)

## Review Participant Activities

Slide	Participant Guide Page Number	Participant Activity Title
52	38	<b>Activity 7:</b> Reflect, Plan, and Implement (Self-Study) from Session 5
55	47	<b>Activity 8:</b> Video-Viewing Guide: Phonological Awareness Throughout the Day
56–61	48–49	<b>Activity 9:</b> Scaffolding Opportunities
62	8	<b>Activity 1:</b> FAQs About Phonological Awareness from Session 4
63	50	<b>Activity 10:</b> Reflect, Plan, and Implement (Self-Study)

# Videos for Module 2: Phonological Awareness (Session 6)

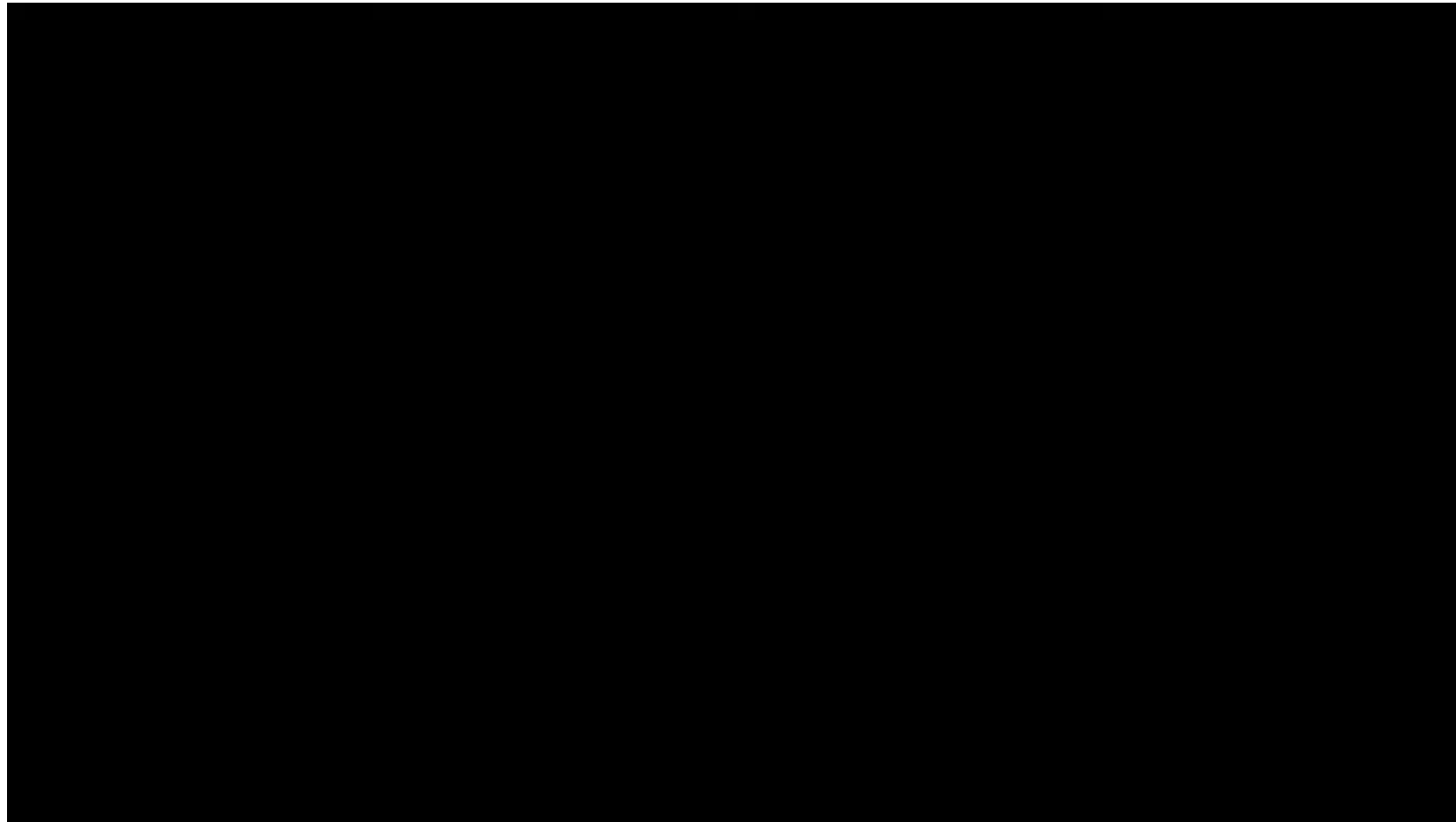
## Watch and Cue Up Videos

Slide	Title	Link	Duration
55	<b>Video 8:</b> Phonological Awareness Throughout the Day	<a href="https://youtu.be/5jicN0F12t0">https://youtu.be/5jicN0F12t0</a>	8:06
63	<b>Video 9:</b> Phonological Awareness and Considerations for Intensive Instruction	<a href="https://youtu.be/YiZMBP9ap50">https://youtu.be/YiZMBP9ap50</a>	5:40

# Activity 8: Video Viewing Guide: Phonological Awareness Throughout the Day



## Video 8: Phonological Awareness Throughout the Day



Professional Learning Community: Emergent Literacy  
Participant Guide

Activity 8  
Video-Viewing Guide:  
Phonological Awareness Throughout the Day

Module 2: Phonological Awareness

**Directions:** As you view Video 8: Phonological Awareness Throughout the Day ([https://youtu.be/r\\_o3\\_aei9c](https://youtu.be/r_o3_aei9c)), record reflections about the guiding statements.

Guiding Statements	Reflections
During small-group instruction the tasks were blending (putting together) and segmenting (pulling apart) spoken words at the syllable level.	1.
	2.
Provide two examples of where (setting) and how (task) the teacher reinforced phonological awareness at the syllable level throughout the day.	1.
	2.
	3.
Provide three examples of where (setting) and how (task) the teacher reinforced phonological awareness at the word level throughout the day.	1.
	2.
	3.
List opportunities and settings throughout your day when you could embed phonological awareness.	

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# Collaborate and Practice

## Activity 9: Scaffolding Opportunities

1. Read the assigned classroom scenario.
2. Identify and record how the teacher scaffolded instruction.
3. Discuss and record a more effective way the teacher could have scaffolded instruction.

Classroom Scenario #1: Aniyah is learning about syllables in a small group with Mr. Medina. Aniya selects a picture card with a dragon on it. Mr. Medina says, “That’s a dragon. Say *dragon*.” Aniyah says *dragon*. Then, Mr. Medina says, “Now say *dragon* without *dra*.” Aniya says, “*dra*.” Mr. Medina draws a picture of a dragon on some chart paper, points to his picture and says, “Think again, *dragon* without *dra*.”

Module 2: Phonological Awareness Professional Learning Community: Emergent Literacy Participant Guide

### Activity 9 Scaffolding Opportunities

**Directions:** Read the assigned classroom scenario and identify how the teacher scaffolded instruction. Then discuss the assigned scenario and determine a more effective way the teacher could have scaffolded instruction. Record the instructional scaffold, then share your ideas.

**Classroom Scenario #1**  
Aniyah is learning about syllables in a small group with Mr. Medina. Aniyah selects a picture card with a dragon on it. Mr. Medina says, “That’s a dragon. Say *dragon*.” Aniyah says *dragon*. Then, Mr. Medina says, “Now say *dragon* without *dra*.” Aniyah says, “*dra*.” Mr. Medina draws a picture of a dragon on some chart paper, points to his picture and says, “Think again, *dragon* without the *dra*.”

How did the teacher scaffold instruction?

What is a more effective instructional scaffold?

**Classroom Scenario #2**  
Mrs. Garcia shows the children dominos and says, “This is a domino. Let’s count the syllables as I say the word slowly. *Dom* (exaggerated pause) / (exaggerated pause) *ino*. How many syllables does *domino* have?” All children shout, “Three!” Mrs. Garcia asks Anita to break *domino* into syllables. Anita says, “*dom-ino*.” Mrs. Garcia stares at Anita and says, “How many syllables did we have in *domino*? How many syllables were in *octopus*? It is the same number. How many syllables were in *parachute*? How did we break *parachute* into syllables?”

How did the teacher scaffold instruction?

What is a more effective instructional scaffold?

**Classroom Scenario #3**  
She says, “*Cat*, /k/ /at/.” She carefully looks at the sorting pictures of hat, big picture of a man. She then places a ham picture and did picture of all the words that match.” Mrs. Singleton says, “Good try, Jaylen. Let’s start with /h/ /h/.”

**Classroom Scenario #4**  
In the children pairing picture cards that make up different compound words that make the word? Nancy says, “*Fire*truck, *Truck* and *fire*.” Mr. Zhang says, “*Nice* try, Nancy. *Malik*, can you try?”

How did the teacher scaffold instruction?

What is a more effective instructional scaffold?

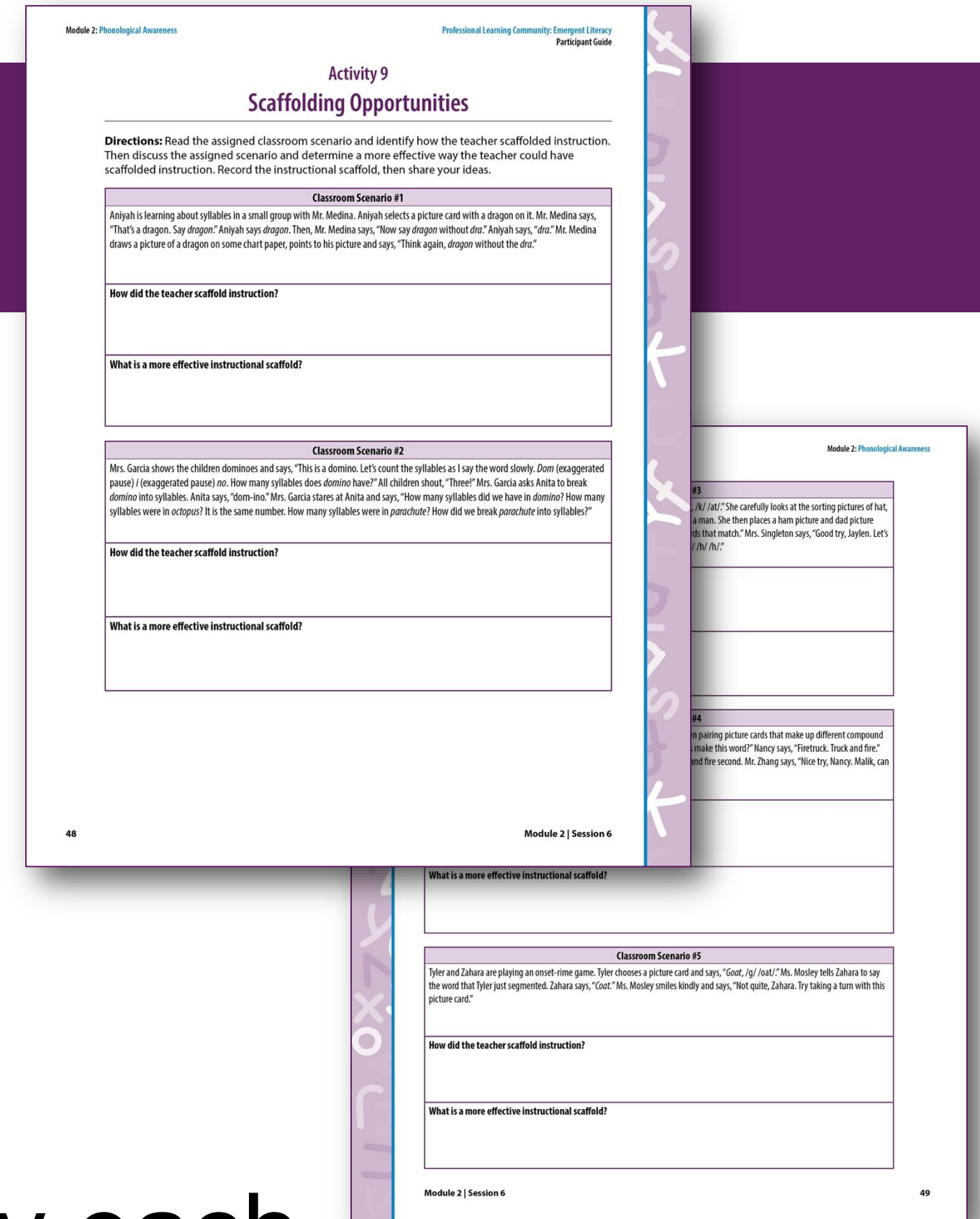
Module 2 | Session 6

# Collaborate and Practice

## Activity 9: Scaffolding Opportunities

### Classroom Scenario #1

1. How did the teacher scaffold instruction?
2. What is a more effective instructional scaffold?
  - “There are two syllables in dragon, dra-gon. Say each syllable in dragon.”



A graphic of a flipchart on a stand. The flipchart has a light blue top bar and a large orange rectangular area in the center. The text "We have completed Session 6" is written in a bold, purple font on the orange area. The stand is light blue with two legs and a horizontal crossbar.

**We have completed  
Session 6**

# Activity: Reflecting on Module 2: Phonological Awareness

# Team Assignments for Reflecting on Module 2

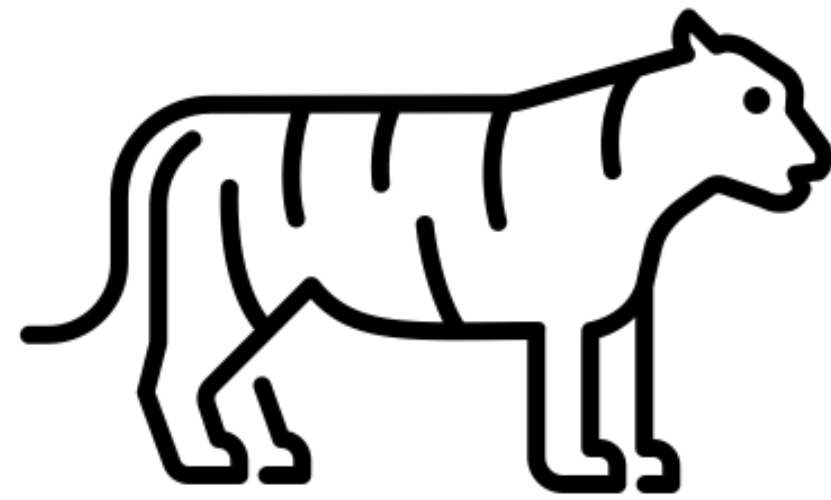
- Each participant will be assigned to 1 of 6 teams.
- Team assignments are determined by **your birthday (1–31)**:
  - Team 1: 1–5
  - Team 2: 6–10
  - Team 3: 11–15
  - Team 4: 16–20
  - Team 5: 21–25
  - Team 6: 26–31

# Directions for Reflecting on Module 2

Each participant is assigned to 1 of 6 teams.

1. Read the phonological awareness scenario on the slide and determine the answers to three questions. These questions will appear and be answered one at a time:
  - How should the child respond?
  - Which **level** of the phonological awareness continuum does this scenario represent?
  - Which phonological awareness **task** does the scenario represent?
2. A team will be randomly called on to answer one question at a time. When your team is called, anyone from that team can respond verbally.
3. Use Module 2 Participant Guide (p. 16–19) as a resource.

# Phonological Awareness Scenario



Teacher: “Say **tiger**.”

Child: “Tiger.”

Teacher: “Now say **tiger** without **-ger**.”

1. How should the child respond?

“Ti.”

2. Which **level** of the phonological awareness continuum does this scenario represent?

**Syllable Level**

3. Which phonological awareness **task** does this scenario represent: Blending, Segmenting, or Deleting?

**Deleting**

# Phonological Awareness Scenario



Teacher:

“Do these words rhyme: **cat**, **hat**?”

1. How should the child respond?  
“Yes.”
2. Which **level** of the phonological awareness continuum does this scenario represent?  
**Onset-Rime Level**
3. Which phonological awareness **task** does this scenario represent: Rime Matching, Onset Matching, or Onset-Rime Blending?  
**Rime Matching**

# Phonological Awareness Scenario

Teacher:

“I’m going to say each sound in a word and you tell me the word. /s/ /ŭ/ /n/.

What word?

1. How should the child respond?

“Sun.”

2. Which **level** of the phonological awareness continuum does this scenario represent?

Phoneme Level

3. Which phonological awareness **task** does this scenario represent: Blending, Segmenting, or Deleting?

Blending

# Phonological Awareness Scenario



Teacher: “What two words make up the word **cupcake**?”

1. How should the child respond?  
“Cup-cake.”
2. Which **level** of the phonological awareness continuum does this scenario represent?  
**Word Level**
3. Which phonological awareness **task** does this scenario represent: Blending, Segmenting, or Deleting?  
**Segmenting**

# Next Steps: Self-Study

DO



## Participant Guide for Module 3 (Vocabulary)

- **Activity 4: Plan and Implement** on page 13 (4 reflection questions).
- **Activity 11: Video-Viewing Guide for Play-Based Interactions With Teacher Guidance** on page 52.

WATCH



## Videos from Module 3 (Vocabulary)

- Video 1 Building a Network of Words (3:23) (<https://youtu.be/o0cCUj8YPoo>).
- Video 4 Play-Based Interactions With Teacher Guidance (9:47) (<https://youtu.be/93K68UIBa7w>).

READ



## Self-Study Reading from Module 3 Participant Guide

- Session 7: p. 1–7
- Session 8: p. 14–25
- Session 9: p. 35–45

## Self-Study Reading from Module 4 Participant Guide

- Session 10: p. 1–12
- Session 11: p. 18–28
- Session 12: p. 32–41