Idea Packet

"PH" is for Phonics
"F" is for Fun

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The Education Fund
900 NE 125th St, Suite 10
North Miami, FL 33161

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PROFILE:
"PH" is for PHonics
"F" is for Fun

The Project: Students reading skills are their foundation for future success. By improving their knowledge and acquisition of reading skills students have been able to perform at a higher level. Their progress is evident in their creative writing which shows evidence of children willing to take risks. Additionally, their interest in reading and literacy activities is apparent in their initiative to participate in these activities during their center time.

The purpose of this project is to capitalize on children's natural curiosity and desire for learning, and motivate parents to further nurture this natural curiosity with sound techniques and practices. Children need to be taught how to read and write. We cannot assume that learning will take place serendipitously. Teachers can't assume that children will automatically grasp material that is assigned.

In an ideal world, all children will come into kindergarten as energetic, enthusiastic five year olds, having been sung-to changed-to, and read-to. Their curiosity would not have been curtailed, and these children with prior literary experiences, along with mere facilitation at school, will generally emerge in the top reading group at school.

At risk children, on the other hand, who form the bottom reading group and remedial classes, come to school without any of the natural learning experiences that the other children have benefited from. These children's curiosities have not been given any opportunities to emerge. We must teach children so that their curiosity, love of learning, and literacy will emerge.

Because of parents misconceptions about kindergarten our project involves informing parents of special techniques, strategies, materials, and games that can be used at home with their children.

The Students: Each of our classrooms consists of approximately 30 ESOL and non-ESOL students. These activities can be adapted to any elementary grade level. In addition, many of the activities are even more successful when we pair up a student who is reading well with one who needs assistance. The children, while working in pairs, often took the activity much further than we initially planned.

The Staff: Latha Murali and Teresa Acosta have been teaching in Miami-Dade County Public Schools since 1993. They graduated with a master's degree in Early Childhood Education from Florida International University. Mrs. Acosta and Mrs. Murali are active in the Dade Reading Council and have received numerous grants from several organizations including the Dade Public Education Fund.

Materials and Facilities: We have attached a packet of materials that can be easily duplicated and used by parents and teachers. Although there are several materials that can be purchased at local stores, our presentation will provide teachers and parents with numerous inexpensive ideas that can be incorporated easily, and become part of the curriculum. Included are word lists that are grouped according to rimes, activity ideas that involve children in the use of phonemes, and various activities to build awareness of sounds.

Overall Value: One of the most compelling findings from recent reading research is that children who get off to a poor start rarely catch up. The best solution to the problem of reading failure is early identification and prevention. We firmly believe that both teachers and parents equally share the responsibility of educating the child. Therefore, our program includes informing both parents as well as our colleagues of specific techniques, strategies, games, and materials that can and should be used with young children.

Knock, knock!
Who's there?
Juicy.
Juicy who?
Juicy any words that begin with "Dd"

Goals and Objectives

CBC: Objectives

K.III. Vocabulary/Word Study

A. The student will demonstrate understanding of letter-sound correspondence and an expanding vocabulary by compiling, with teacher assistance, an alphabet pictionary, including:

a. letters and representative pictures for all beginning sounds
b. student-generated words using temporary or conventional spelling.

K.II. Composition

A. The student will demonstrate the ability to use written expression by:

a. labeling or writing a title for a picture
b. developing a brief written work describing a picture.

B. The student will demonstrate growth in literacy by maintaining a reading writing portfolio which will include demonstrations of emerging understanding of print as communication through drawings, journals, stories and other developmental writing.

Goals and Expectations for Primary Reading

(Correlated to the Sunshine State Standards)

Reading

- **Understands how print is organized and read (for example, locating print on a page, matching print to speech, knowing parts of a book, reading top-to-bottom, left-to-right, sweeping back to left for the next line).**
- **Identify the names of the letters of the alphabet, both upper and lower case.**
- **Identify letter sounds**
- **Understand the concept of words and constructs meaning from shared text, illustrations, graphics, and charts.**
- **Understands basic phonetic principles (for example, knows rhyming words; knows words that have the same initial and final sounds; knows which sound is in the beginning, middle, end of a word; blends individual sounds into words).**
- **Understand that print conveys meaning.**
- **Identifies frequently used words.**
- **Identifies words that name persons, places, or things and words that name actions**
- **Identifies and sorts common words from within basic categories (for example, colors, shapes, foods)**
- **Use a variety of sources to build vocabulary (for example, word walls, other people, life experiences).**
- **Develops vocabulary by discussing characters and events from a story.**
- **Uses strategies to comprehend text (for example, retelling, discussing, asking questions).**
- **Knows the main idea or essential message from a read-aloud story or informational piece.**
- **Selects materials to read for pleasure.**
- **Knows alphabetical order of letters.**
- **Uses pictures, environmental print (for example, signs, billboard), and people to obtain information**

Writing:

- **Uses prewriting strategies (drawing pictures, recording or dictating questions for investigation)**
- **Generates ideas through brainstorming, listening to text read by teacher, discussing**
- **Uses basic writing formats (labels, lists, notes, stories, messages, journals.)**
- **Revises by adding details to pictures, dictation, or letters**
- **Uses spelling approximations in written work.**
- **Uses directionality of print in writing (including by not limited to left-to-right, top-to-bottom, spacing between words).**
- **Dictates or writes with pictures and/or words a narrative about a familiar experience.**
- **Contributes ideas during a shared writing activity.**
- **Dictates and writes with pictures or words to record ideas and reflections**
- **Uses basic computer skills for writing.**

Language

- **Knows patterns of sound in oral language (rhyming, choral poetry, changes)**
- **Knows different functions of language (expressing oneself, describing objects)**
- **Uses repetition, rhyme, and rhythm in oral and written texts (reciting songs, poems, and stories with repeating patterns; substituting words in a rhyming pattern)**
- **Understand the use of alliteration**

Listening, Speaking, and Viewing

- **Listens to oral language in different forms (stories read aloud, audio tapes, nursery rhymes, songs)**

LESSON PLANS

Phonemic Awareness Games

"How To" Ideas

Word Wheels

Word Pyramids

Rimes and Word lists

NAME GAMES

Substituting Sounds:

Announce "New Name Day" and have everyone change the first sound in their names to the target sound. For example, on /m/ day, *Latha* and *Teresa* become *Matha* and *Meresa*.

Blending Sounds:

Call on children by using the sounds of their names and ask everyone to identify the student: *Okay, /t/ /o/ /m/,* now it's your turn.

Taking Away Sounds:

Ask children to tell you what their first names would be if you took away the first sound: *Maria, what would your name be if we took away the /m/ in Maria? (Aria.)*

Listening Activities

Objective: allow children to explore their listening powers and practice focusing their attention on particular sounds of interest

Materials: Tape record various sounds
Tape player

Activity: children will discover that if they listen, they can hear sounds from outdoors, indoors, and even from within themselves. Before starting the game, talk about the difference between listening with closed eyes and with open yes. Then ask the children to sit with closed eyes and just listen for a few moments. After a few minutes, invite them to name different sounds that they hear. The children will quickly learn to listen actively. Sounds that may be hear include the following.

Birds	**drips**	**rustling of treetops**
Breathing	**fan**	**swallowing**
Cars	**flies**	**trucks**
Clocks	**footsteps**	**voices**
Dogs	**heartbeat**	**wind blowing**

Teacher: Maria, If you can't tell me where the Appalachians are, I'm going keep you after school .
Maria : But I didn't take them.

SOUND BLENDING

(Sung to the tune of: Are You Sleeping?)

Substitute the sounds of a word you want the children to blend on the last line:

Can you tell me?
Can you tell me,
Everyone,
Everyone?
What these sounds add up to,
What these sounds add up to:

/k/ /a/ /t/, /k/ /a/ /t/.

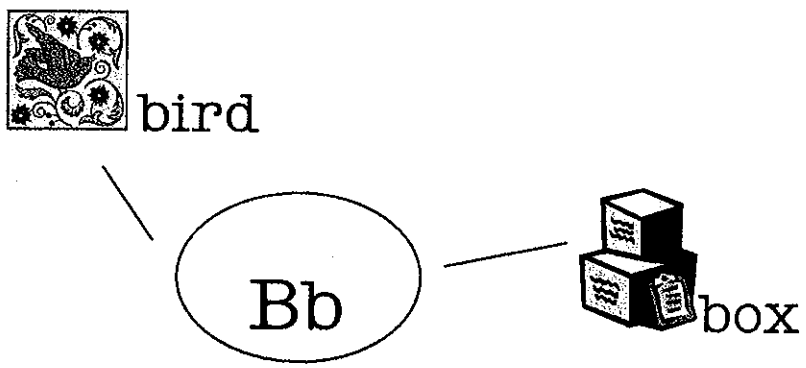
Why did the class clown take her computer to school?
Her mom told her to bring in an apple for the teacher.

ALPHA BOXES OF BITS

Early childhood classrooms should be stocked with alphabet blocks, magnetic letter, large letters cut from foam or cardboard. A large assortment of alphabets in a variety of textures will encourage your tactile learners to manipulate letters.

Create alpha boxes to incorporate manipulatives into your phonics lessons. Label each of 26 storage boxes (Walmart, Dollar Stores, and MacFrugals, all sell plastic bins CHEAP, CHEAP, CHEAP. Begin placing small toys, trinkets, and pictures into the appropriate boxes according to their beginning letters. Children can help add to your collection each year.

1. Use objects from the boxes to make a "web of words" on the board. Or display them in the classroom.



2. Remove one of the objects from your alphabet box and place it into a brown bag. Begin describing the object to the child. You may want to write down the description on the board so that the children can begin to connect written and spoken words. For example,

   1. It is blue.
   2. It can has wings.
   3. It can fly.
   4. It lives in a nest.

   WHAT IS IT ? A bird.

3. Children love to give clues. Have one child stand in front of the class to describe the object. This is a great activity because it helps children learn how acquire descriptive language.

A bright idea:

4. Eliciting questions from young children can help them acquire the necessary skills to describe an object. For example,, What color is the object? What can it do? What shape is it?

The use of descriptive oral language will promote descriptive written language.

For example, a child may write in his journal. "CAT" and draw a cat.
We can extend by asking the children what color that cat is. They can then write "Purple Cat"., using the color words found in the classroom, or their phonetic skills, (i.e. prpl cat).

Teachers need to encourage children to extend details in their illustrations and written language through continuous questioning strategies.

Tongue twisters to teach

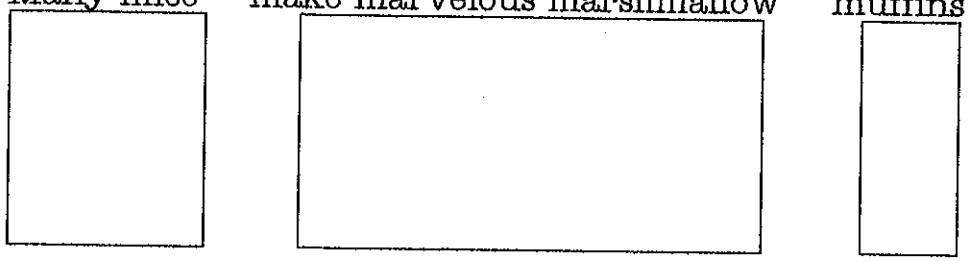
(Remember say it five times as fast as possible!)

Children love tongue twisters. "Peter Piper picked a peck of pickled peppers" is a timeless tongue twister that will add "loads of laughs" to the classroom.

Activities:

1. Illustrate the tongue twisters. Each student can illustrate a different words (Obviously, if it isn't a noun the word should be paired with the previous word, or the next one.

Example: Many mice make marvelous marshmallow muffins



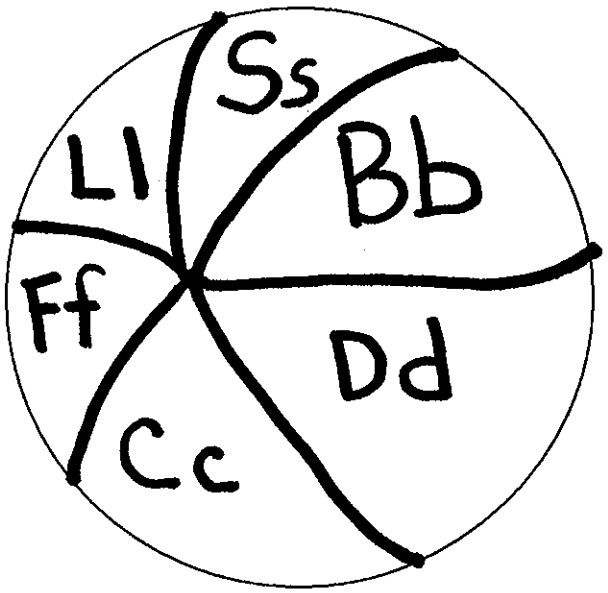
2. Have individuals, small groups, or the entire class create original tongue twisters

3. Use a stopwatch to see who can say them the fastest and most accurately.

Attached are samples of tongue twisters that we use in the classroom. As you can see it is easy to create your own. Especially for young children, keep in mind that they will often be illustrating. As often as possible, try to use "nouns" that can be easily illustrated.

BEACH BALL TOSS

Materials: 1 large beach ball
1 permanent marker



Preparation: Write initial consonants on the various colors of the ball.

Game:

1. Have students stand in a circle (or two lines)
2. Begin by having one child toss the ball to another student.
3. When the student catches the ball he/she will look to see what letter his/her right hand lands on.
4. The child will then identify the letter, its sound, as well as a word beginning with that sound

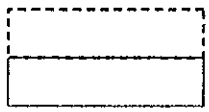
Variations: Write vowel sounds, blends, or digraphs on the ball.

Use a soccer ball. (Keep in mind they are not as soft.)

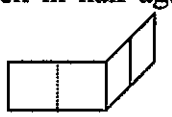
HOW TO MAKE AN ACCORDION BOOK

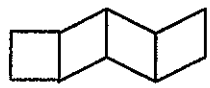
Accordion books can be used for a variety of purposes. They are simple to use and need not involve any cutting, pasting or fastening. However, to create more complex accordion books you may choose to cut, glue or fasten.

1. Fold one 9" x 12" sheet of construction paper in half (to make it as long as possible.)



2. Fold the paper in half once. Then in half again. This step ensures that you will have equal squares to write in.



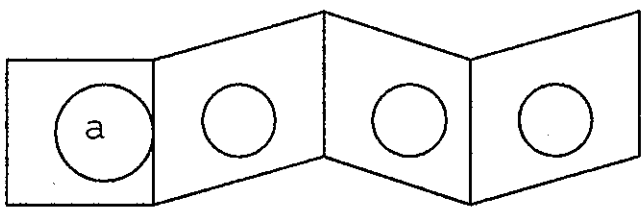


2. Reopen the folds from step 2 and fold them back and forth (like a fan)

3. The book will stand open on its side.

Variation:
Create a WINDOW ACCORDION BOOK:
Using a circle cutter. (These can be found in scrapbook stores such as Michaels, or you can trace circles by hand and cut them out in the center.

With the paper folded cut a circle all the way through each of the boxes.



Write a "rime" within the circle of the last box. This "rime" will be displayed on each page.

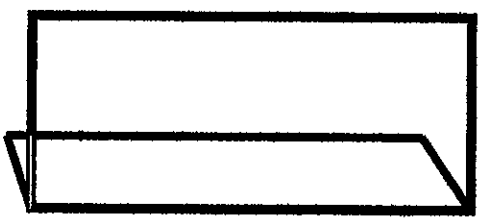
1. Write a beginning sound in front of the rime on each page.
2. Children can either illustrate or write a sentence for each word

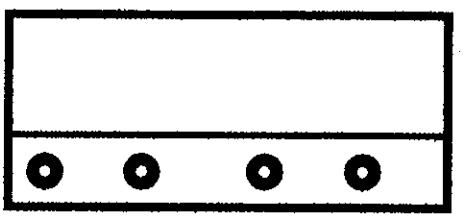
How to Make an Individual Pocket Chart

Individual pocket charts, like whole-class pocket charts, can be made using a variety of materials—heavy paper or cardboard, cloth, plastic, or a combination of these. Here's one quick and easy way to make a sturdy pocket chart for each child in your class.

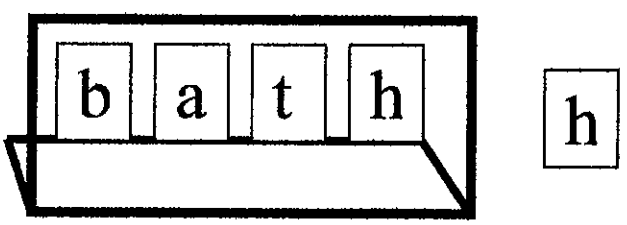
Materials:

- 9" x 12" sheet of cardstock or construction paper
- tape
- scissors
- brass fasteners, ribbon, or yarn
- hole punch
- Letter cards (Cut to appropriate size)





1. Fold one sheet of cardstock and tape or glue the sides as shown.
2. To make individual pockets, punch four holes and secure with brass fasteners, ribbons, or yarn.
3. Each pocket should be large enough to hold the letter cards you have cut.



Keep in mind that you can make 3, 4 or 5 word pocket charts.

WORD FRAME

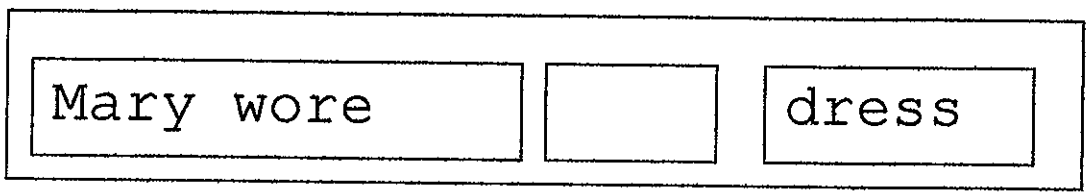
One way to help children focus on a particular word or part of a word is to use a sliding Word Frame, like the one shown below. You may wish to vary the size of the Word Frame, depending on whether you are framing big-book text or individual storybook text.

Materials:

- Cardstock paper
- Scissors
- Tape

Procedure:

1. Cut a square frame and a long, rectangular strip (the slider) from a sheet of cardstock.
2. On the back of the square frame, tape two strips of cardstock to the top and bottom to allow the slider to move.



Variation of Construction:

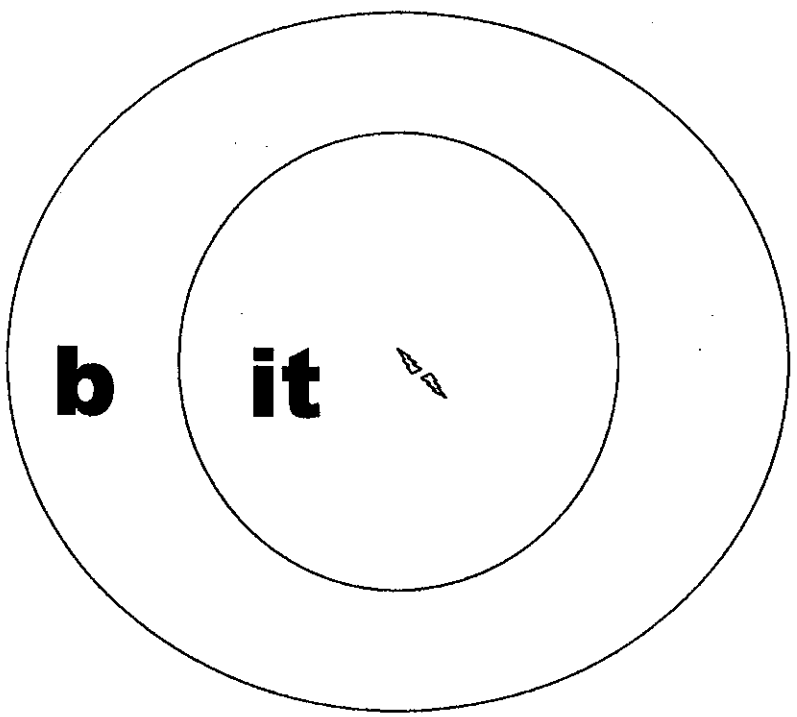
1. Use a sentence strip.
2. Fold it in half
3. Cut two small slits on the fold- approximately two inches apart
4. Cut a thinner strip of the same paper to slide through the slits.

Word Wheels

How to Make a Word Wheel

Making a word wheel for initial consonants:

1. Cut on small circle and one larger circle from sturdy material and fasten them together with a brass fastener.
2. Print initial consonants on the larger circle and phonogram on the small circle. By turning the large circle, children can combine different initial consonants with the phonogram to make words.
3. Model the blending process for children, then let them practice word blending with a partner.



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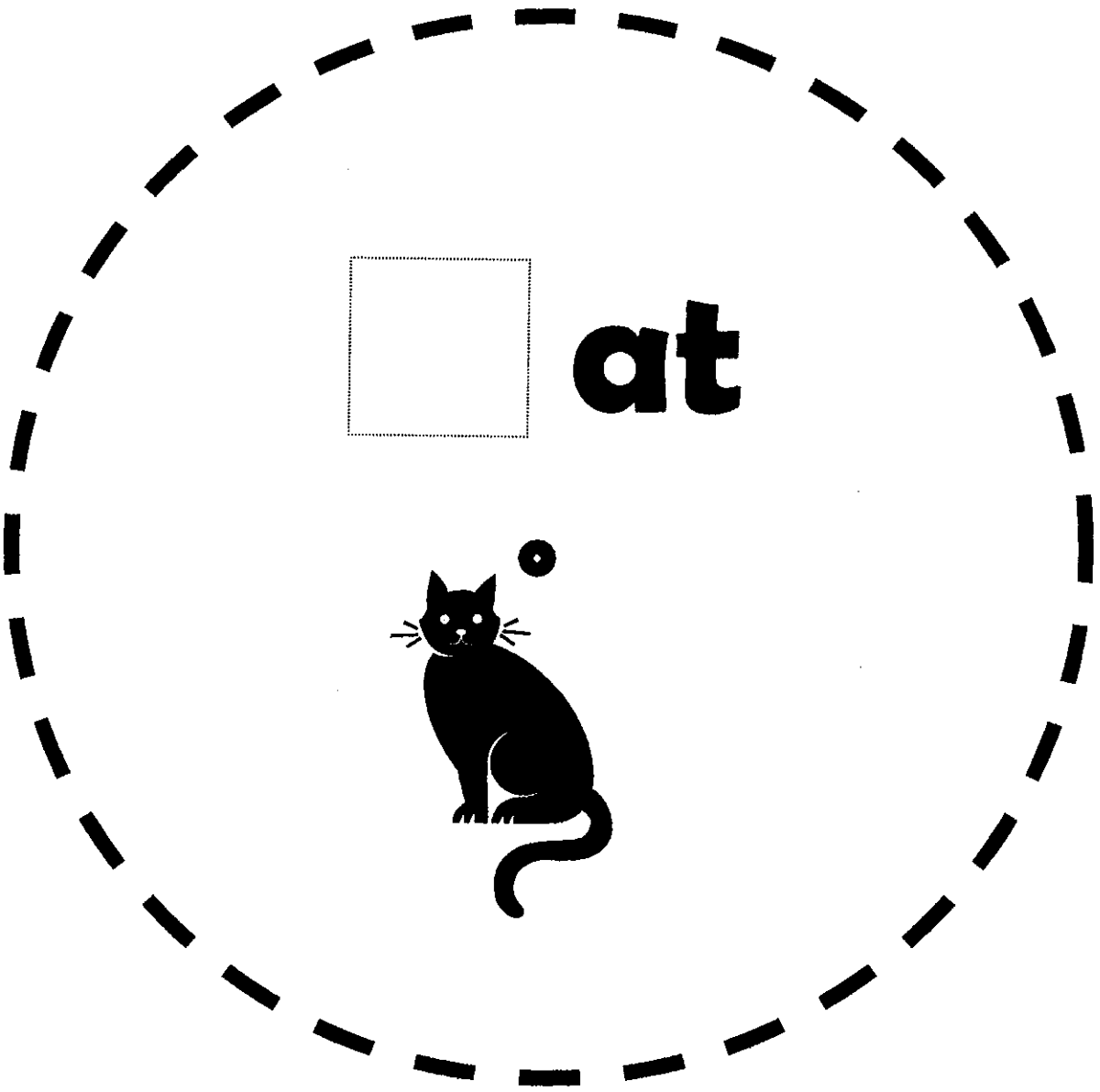

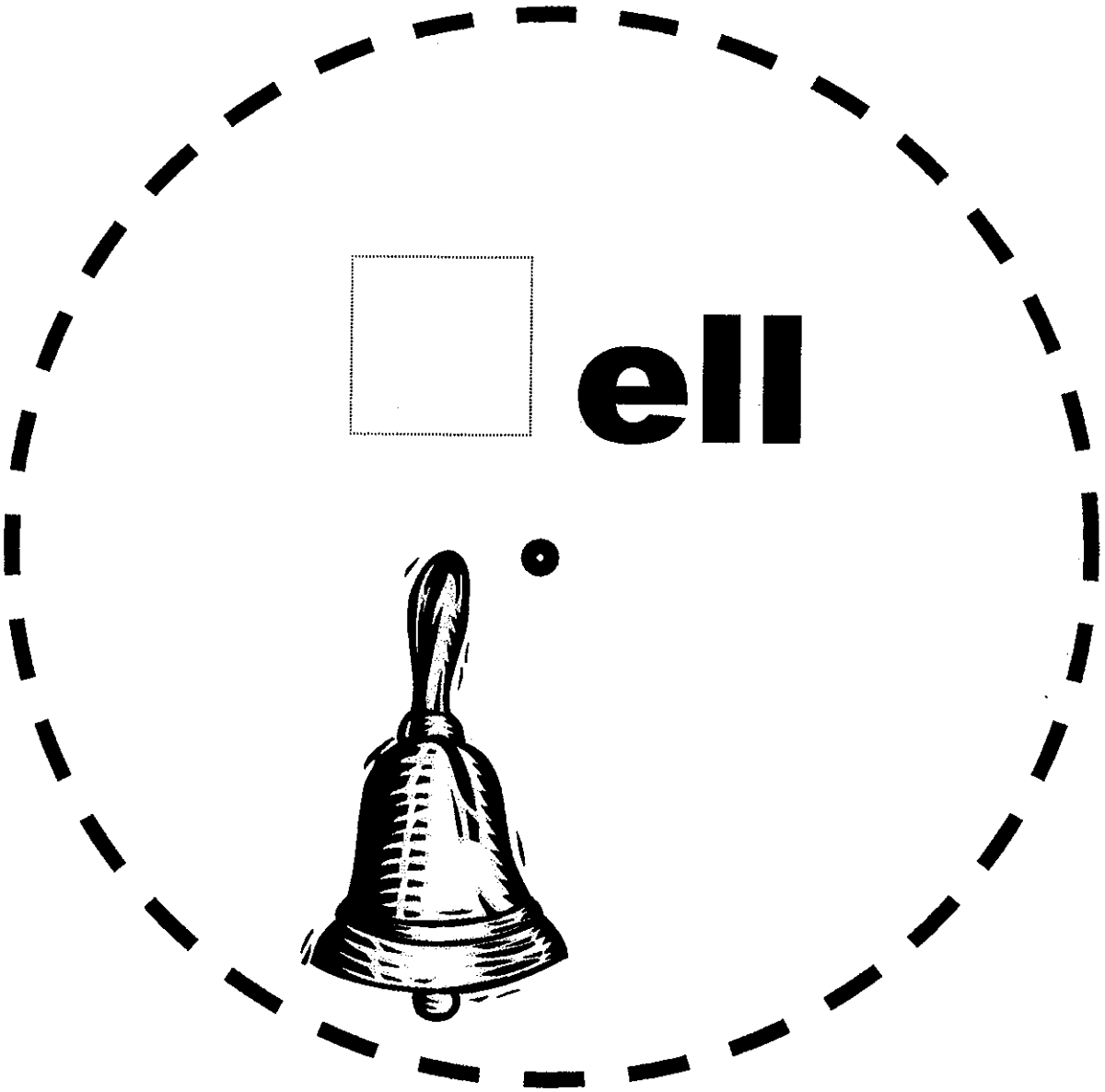

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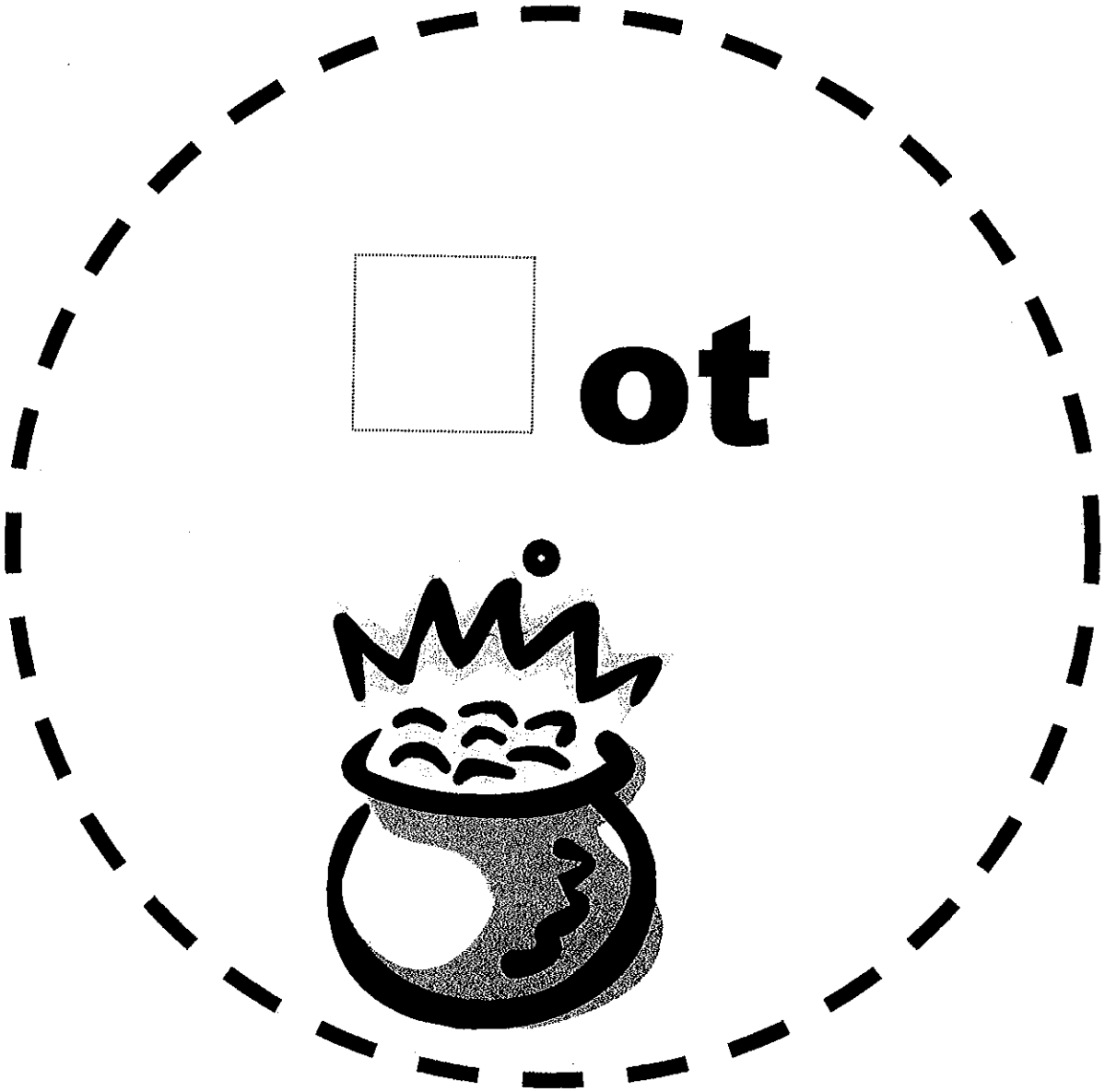

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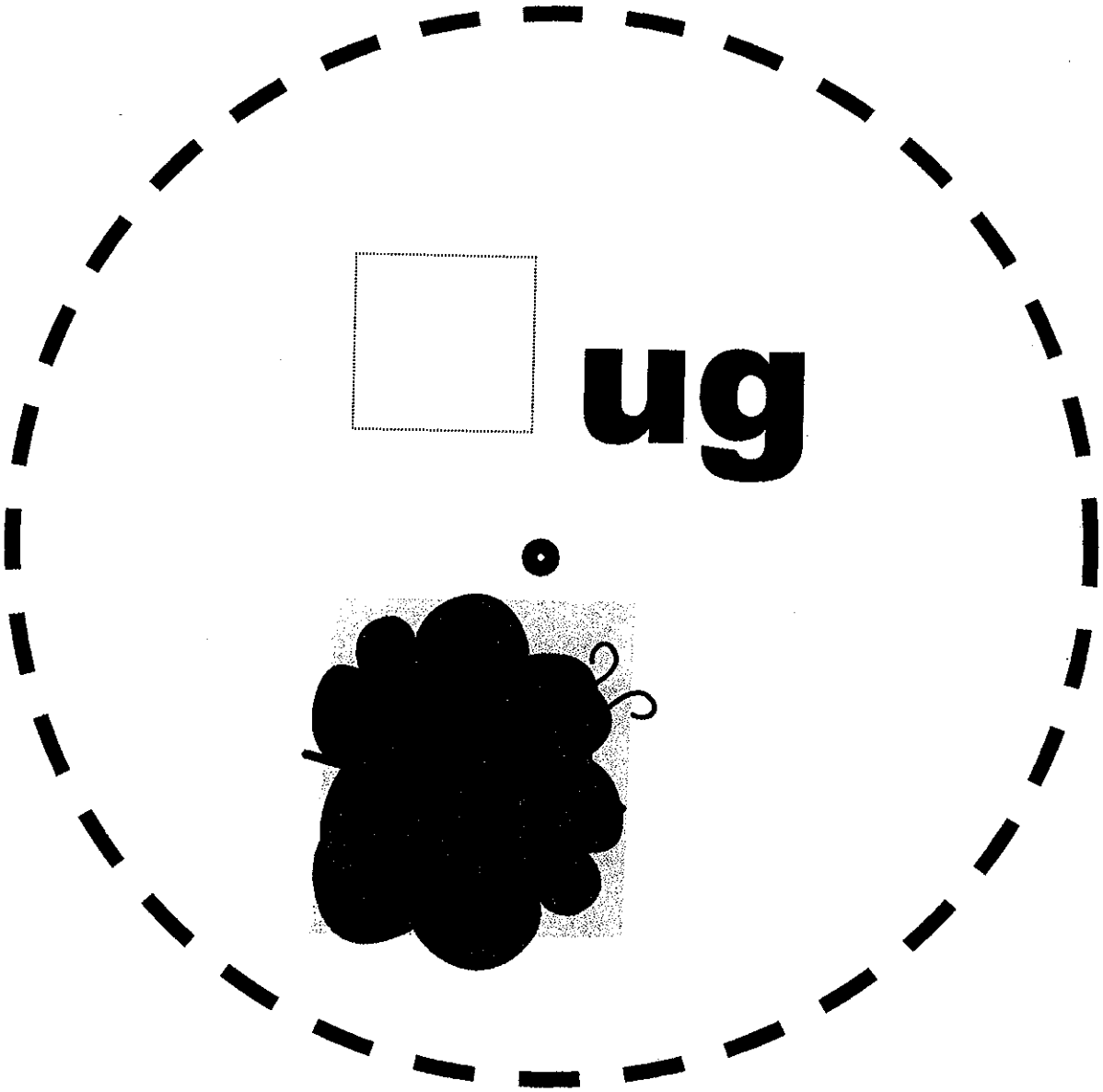

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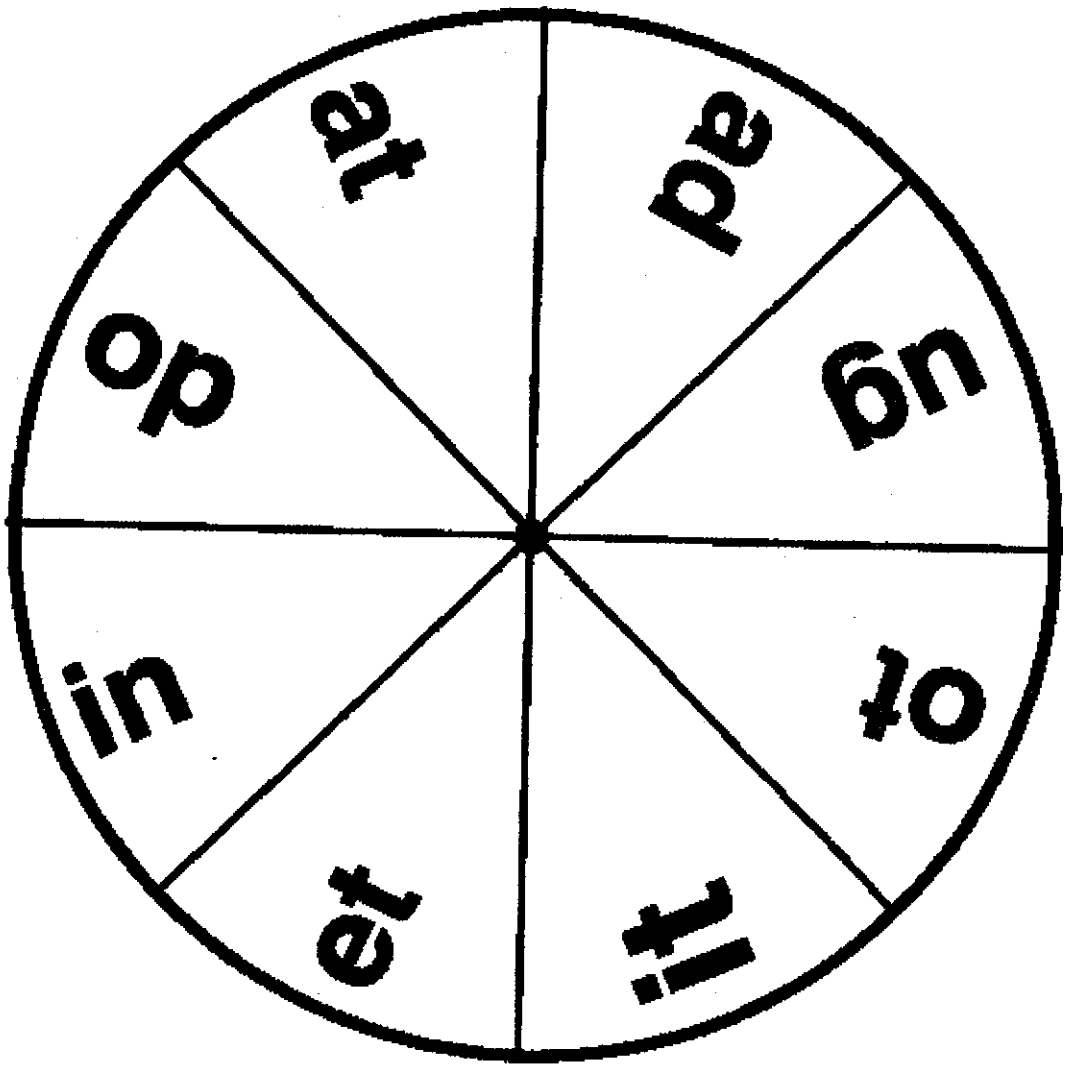
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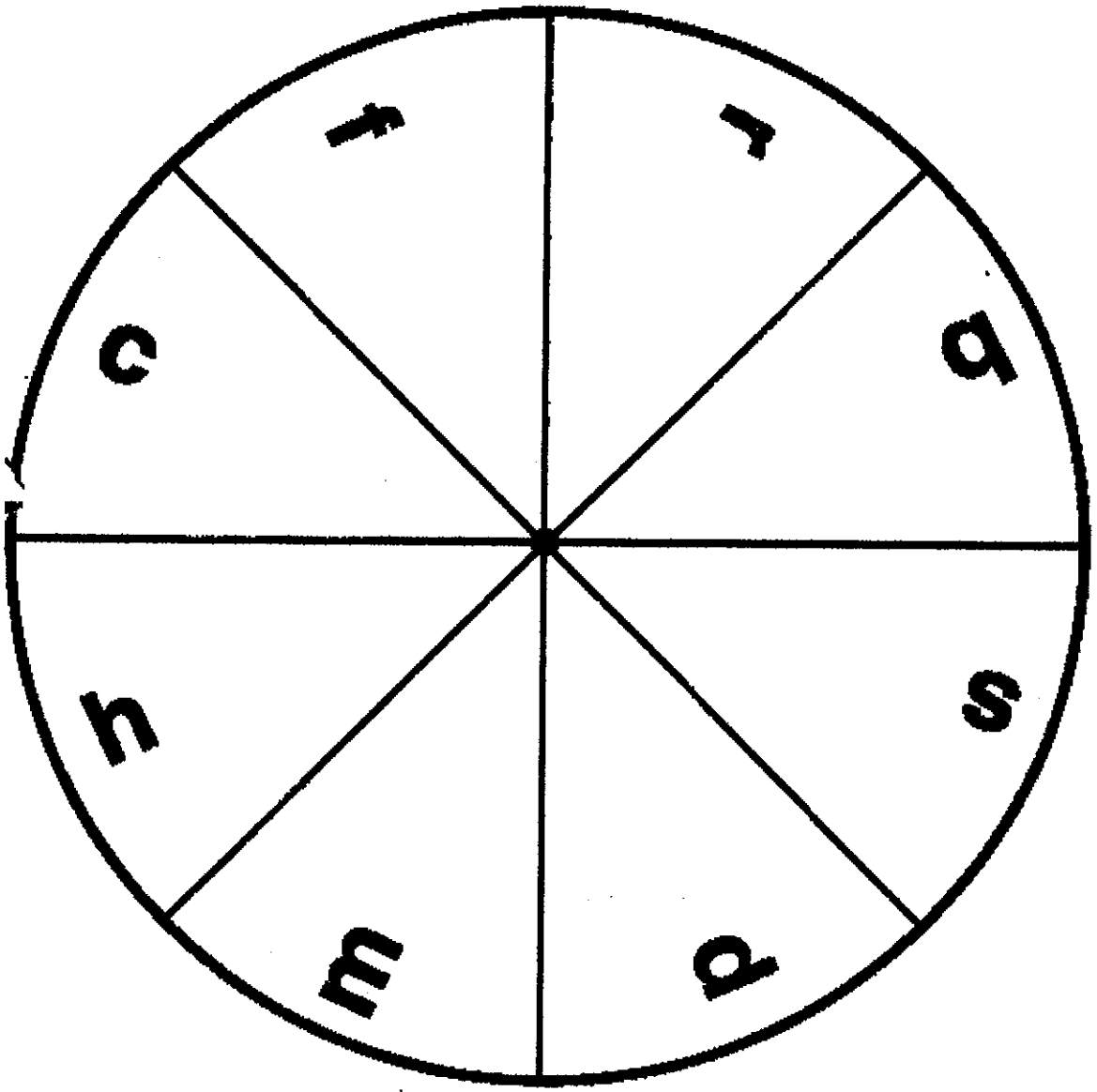
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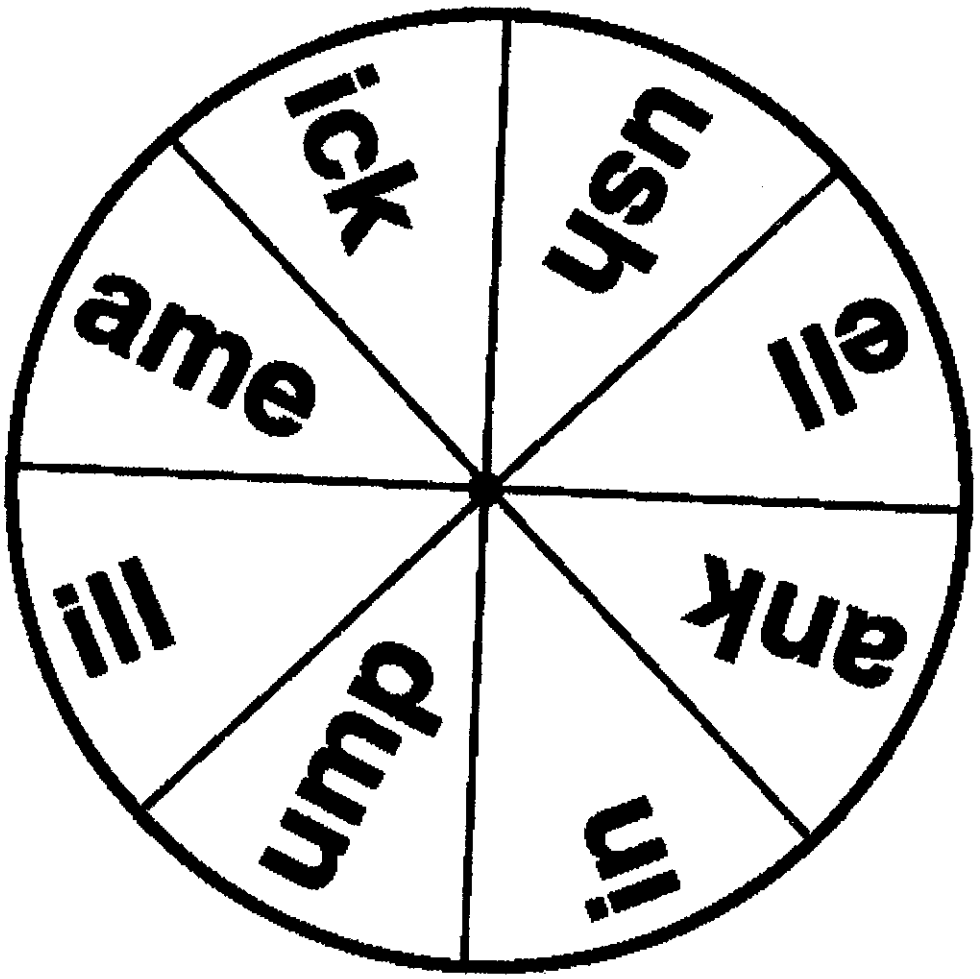
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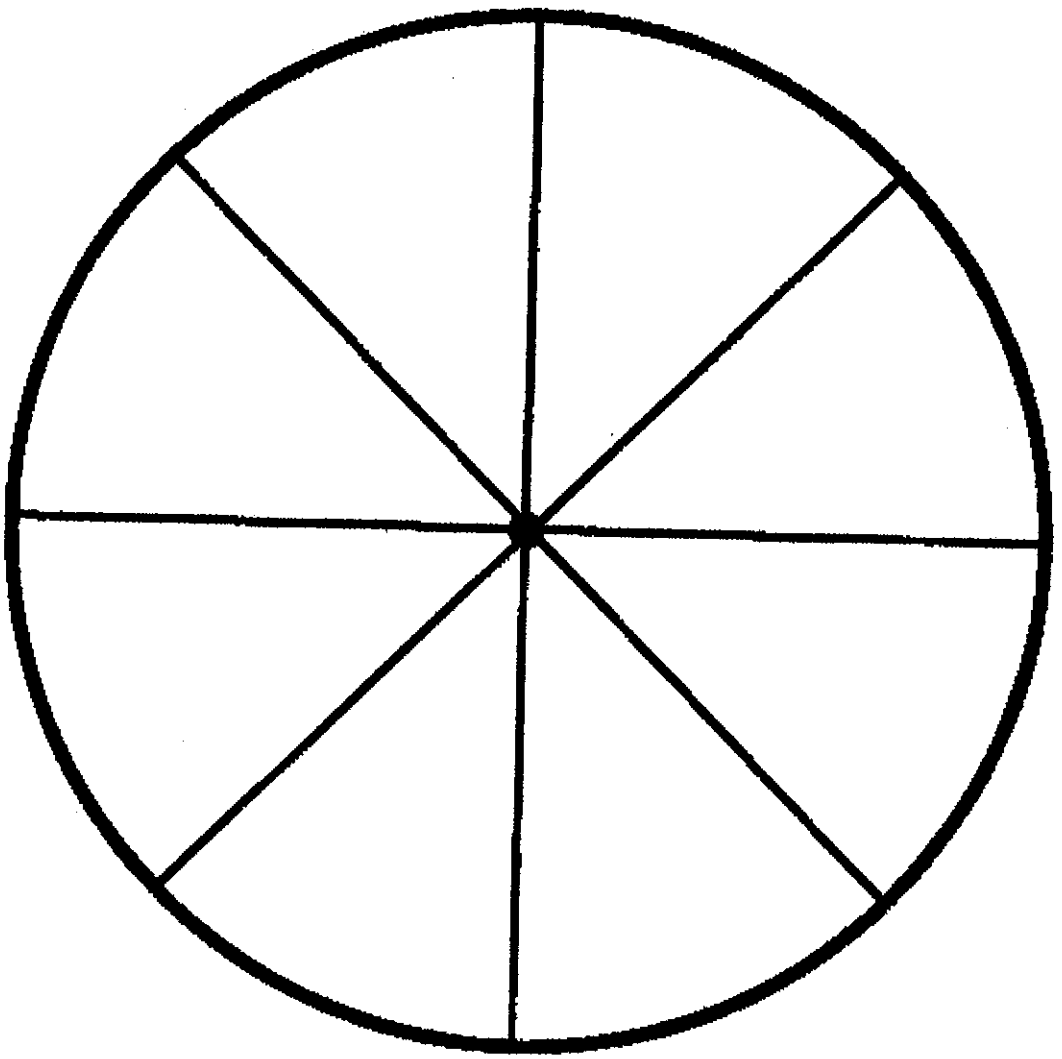
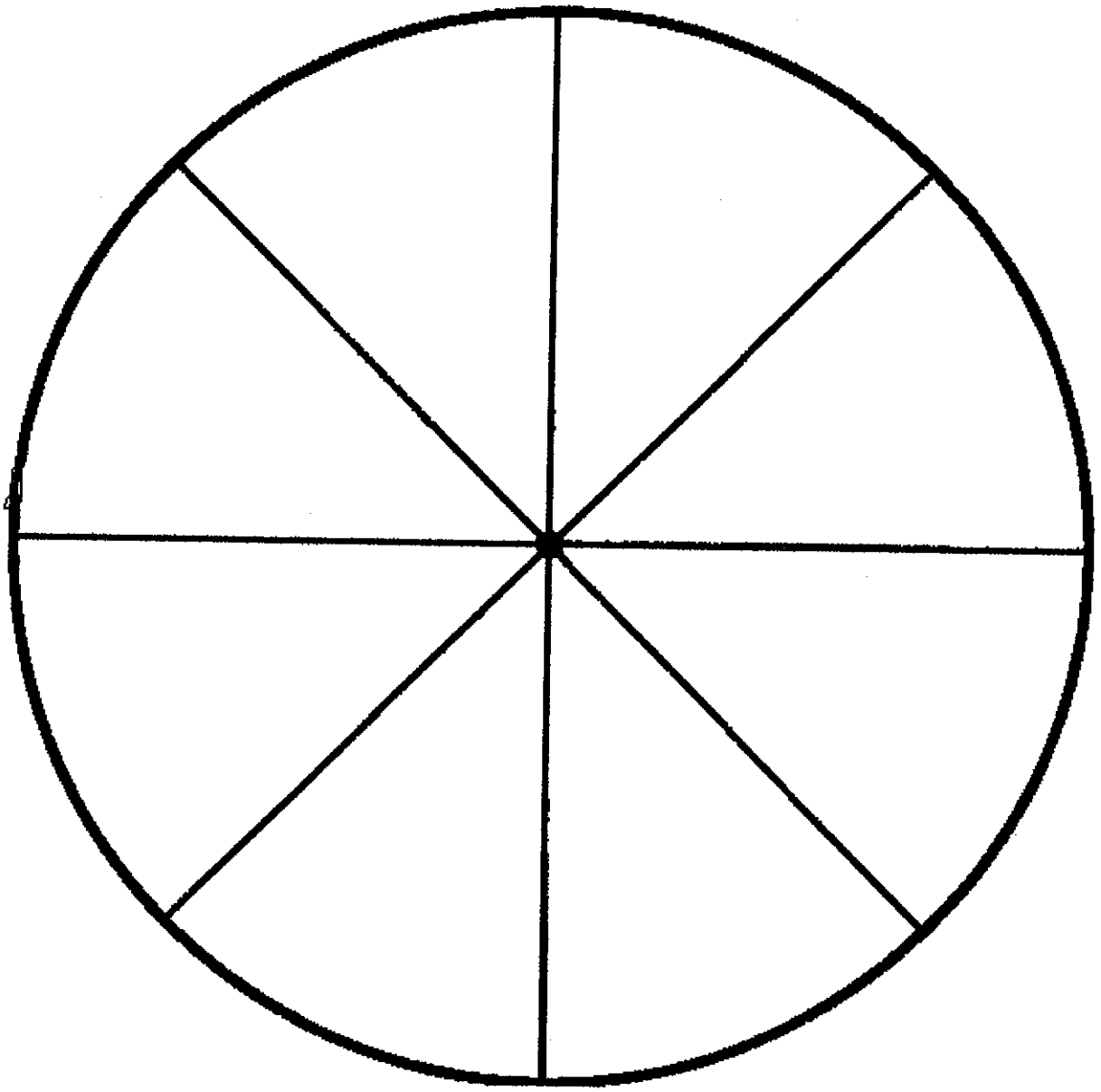
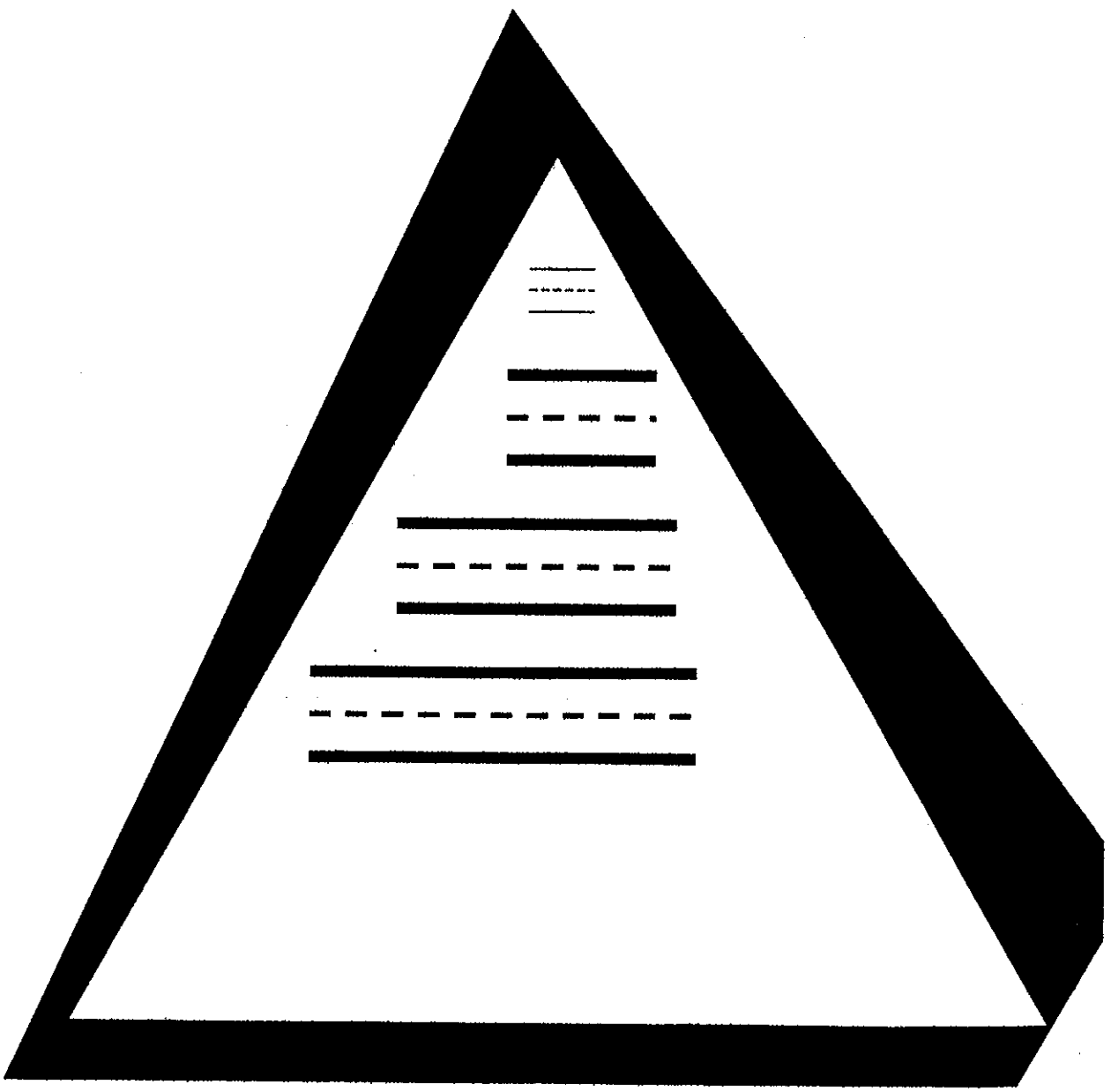


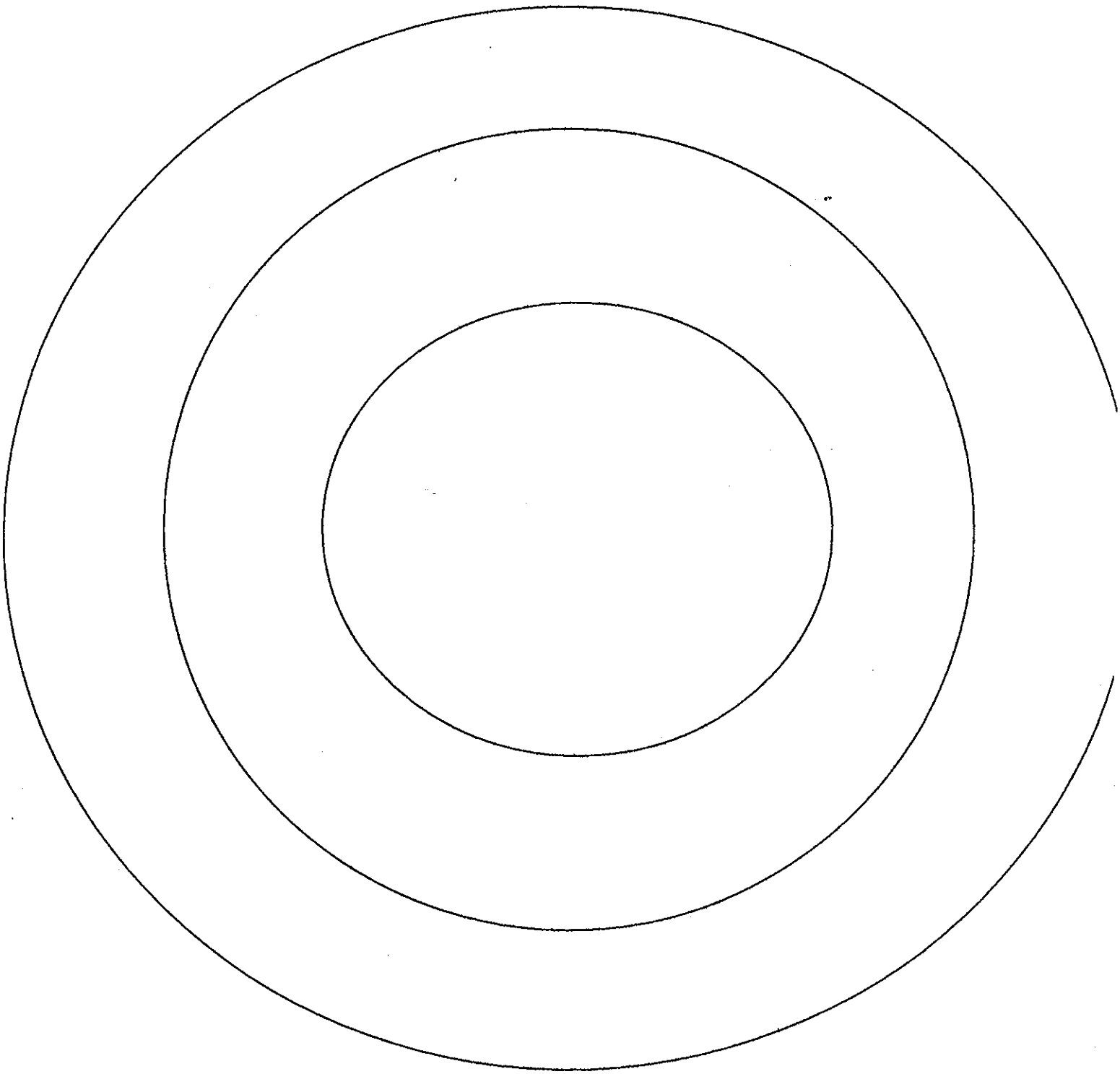


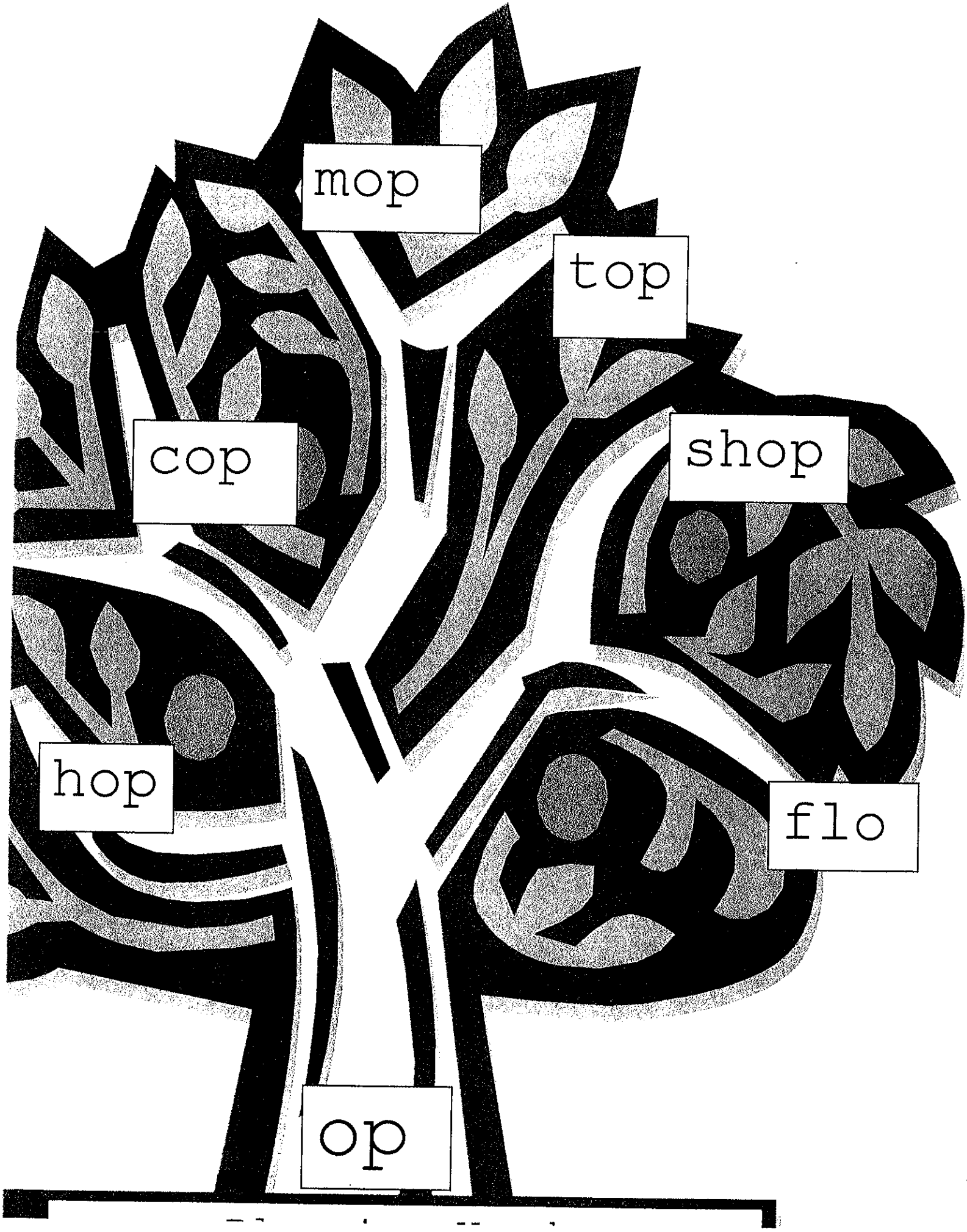


Building Words

What Tree do you always find in school?
The ELEMEN-TREE

WORD OF FORTUNE

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Read-iculous Books for the Classroom Teacher

Titles:	Authors:
How to Succeed in School	by, Rita Book
Make Your Teacher Happy	by, Sid Down
Speaking in Front of the School	by, Audie Torium
Special Moments Outside Class	by, Rhea Cess
Make Your Teacher Mad	by, Stan Dupp
What I did Last Summer	by, Fay Cation
I Slept While Teacher Wrote	by, Chuck Bored
Getting Ready for Vacation	by, Anita Break

DAFFY-NITIONS

Writer's Cramp:

Declaration of Independence:

A Smarty Pants: