**Week 1 Study Guide**

**Phonemic, Phonics, and Morphemic Awareness**

Focus: Understanding the relationship between phonics, phonemic and morphemic awareness

***Institute Elementary Text Chapter 3***

Read the text. This will take about 1-1.5 hours. It has a lot of background information.

***Institute Elementary Text Related Reading***

In the back of the Institute text are related readings. Please read the Phonemic Awareness Instruction and Phonics Instruction and answer the following questions:

* What is Phonemic Awareness?
	+ *Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words.*
* What are three ways a student can show you they have phonemic awareness?
	+ *Three ways a student can show you they have phonemic awareness is by:*
		- *Recognizing which words in a set begin with the same sound*
		- *Isolating and saying the first or last sound in a word*
		- *Combining or blending the separate sounds in a word to say the word*
		- *Breaking or segmenting a word into its separate sounds*
* How is phonemic awareness different from phonics?
	+ *Phonics deals with the written language. Phonemic awareness only deals with spoken language and sounds.*
* How is phonemic awareness related to phonological awareness?
	+ *Phonemic awareness is a subcategory of the greater topic of phonological awareness.*
* What is phonological awareness?
	+ *Phonological awareness is a much broader topic that includes not only phonemic awareness, but the identification and manipulation of larger parts of spoken language, such as syllables, words, onsets, and rime. It also deals with rhyming, alliteration, and intonation.*
* What are some ways that students can show us that they have phonological awareness?
	+ *Students can demonstrate phonological awareness by:*
		- *Identifying and making oral rhymes*
		- *Identifying and working with syllables in spoke words*
		- *Identifying and working with onsets and rimes in spoken syllables or one-syllable words*
		- *Identifying and working with individuals phonemes in spoken words.*
* What is phonics instruction?
	+ *Phonics instruction teaches students the relationships between the letters of the written language and the individual sounds of the spoken language.*
* What is the goal of phonics?
	+ *The goal of phonics is to teach students to learn and use the alphabetic principle.*

***Six Skills of Early Literacy: Phonological Awareness***

Watch this video: <http://www.youtube.com/watch?v=8G9JrUu1yBc&list=UUBDLfX-quhIUZbGVg8rm7bQ&index=5>

Answer these questions:

* How *does rhyming help us learn to read?*
	+ *Knowing that we can play with and modify our sounds can help us sound things out when we are learning to read.*
* Make a list of activities that would support Phonological Awareness

***Phonological Awareness in Kindergarten***

Watch this video:

<http://www.learner.org/workshops/readingk2/session3/wtv2.html>

While watching think about these questions:

* How did the kindergarten teachers, Sheila Owens and John Sinnett, incorporate elements of emergent literacy in their lessons? Which elements were the primary focus of the lessons?
* What part did oral language play in both classrooms?
* How did each teacher use the Word Wall to support word study?

***More resources***

Here are some additional resources to support your learning!

<http://www.succeedtoread.com/>

Florida Center for Reading Research:

Here are some great activities for implementing phonological and phonics instruction:

Grades K-1: <http://www.fcrr.org/Curriculum/PDF/GK-1/K1BookOneIntro.pdf>

Grades 2-3: <http://www.fcrr.org/curriculum/PDF/G2-3/bookOneIntro.pdf>

Grades 4-5: <http://www.fcrr.org/curriculum/PDF/G4-5/45BookOneIntro.pdf>