

Principle 3



Trainer's Script

Instructions, Materials, Equipment

EQUIPMENT and MATERIALS



Computer with PowerPoint (PPT) or Overhead projector and screen



Transparencies R3-1 to R3-22 or Reading PPT

Optional:
blank transparencies and pens



Handouts R-17 to R-23



VHS video player and TV/monitor for Video
ECR 3-5 Reading Module: Words, Parts, Sounds

Job Aids bookmarks and posters

HOW TO USE THIS GUIDE

Symbols shown above will appear in the left column of the Trainer's Script when an indicated item should be used.

Trainer Actions also appear in the left column.

Text in the right column of the Trainer's Script provides the content to share with participants.

TRAINER NOTES

Training Time Total: 7 hours and 30 minutes (approximate)

- Principle 1: approximately 3 hours
- Principle 2: approximately 1 hour
- **Principle 3: approximately 3 hours**

Organize...

Books to demonstrate script examples:

- Rhyming books:
Nursery Rhymes and *Is Your Mama a Llama?*
- Alliteration books:
Toot and Puddles and *Alligator Arrived with Apples: A Potluck Alphabet Feast*

Phonological Awareness vs. Phonics

While Principle 3 may be confusing for participants, this module provides information regarding phonemic awareness, not phonics instruction. Training focuses on words, syllables, and sounds that are *heard*.

Props

To demonstrate concepts, bring 3 empty toilet paper rolls, bells, or a musical instrument, such as a drum.

Homework Assignments

The homework review is the beginning activity for Principle 3. It may not be appropriate to conduct the homework review if there has not been a break of more than one week between training for Principles 2 and 3. In this case, please conduct the homework review at a later time.

Trainer Follow-Up Needs / Homework Review

Collect and review participants' *Practice/Reflection Logs* using the checklist in the Supplemental Trainer Materials for Principle 1.

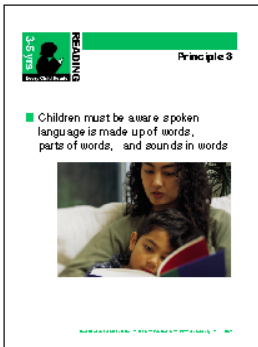
Job Aids

Photocopy and laminate Reading Module bookmarks and posters for participants to pick up at the end of training.

ACTIONS / MATERIALS



Display PPT or Transparency
 R3-1

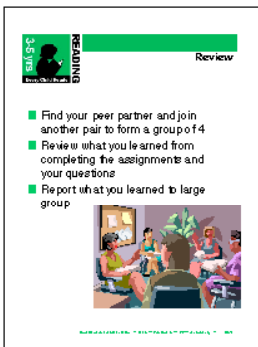


TRAINER'S SCRIPT

Welcome participants



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 R3-2



Please find your peer partner and form a group of four with another pair. You will have 10 minutes to discuss your homework and Handout R-14.

Focus on what you learned from completing the homework assignments.

Select someone to be the reporter. At the end of 10 minutes, we'll ask you to report some things you learned to the large group.

After 10 minutes, call group together

ACTIONS / MATERIALS

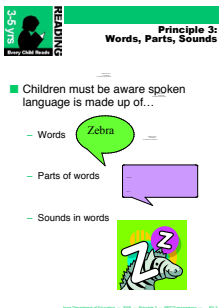
TRAINER'S SCRIPT



Distribute Handout R-17: Transparency Notes: Reading Module Principle 3



Display PPT or Transparency R3-3



Let's have each reporter share one thing their group learned from doing each of the homework assignments on Handout R-14.

What were some of the questions you had about these strategies?

The third principle important for children getting ready to read is:

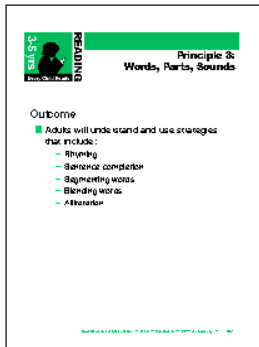
Children must be aware spoken language is made up of words, parts of words, and sounds in words.

This principle is fun! It encourages you to play with language while engaging in activities with children.

ACTIONS / MATERIALS



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Display PPT or Transparency R3-5



TRAINER'S SCRIPT

At the end of this principle, it is expected you will: Understand and use strategies that include rhyming, sentence completion, segmenting words, blending words, and alliteration.

Alliteration is the repetition of initial sounds, like **'ballerina blowing bubbles.'**

The Iowa Early Learning Standards include this standard:
 Children engage in early reading experiences.

The benchmark for Reading Module Principle 3 is:
 Children demonstrate awareness that language is made up of words, parts of words, and sounds in words.

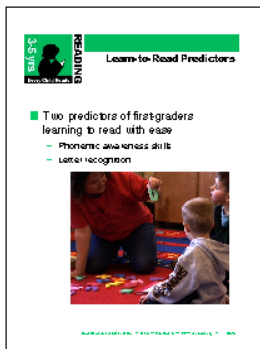
An awareness of sounds, or *phonemic awareness*, is a strong predictor of a child's success with early reading.

A child's level of phonemic (sound) awareness upon entering school may be the single most powerful indicator of the success she or he will have in learning to read.

ACTIONS / MATERIALS



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TRAINER'S SCRIPT

Research has shown the top two predictors of first graders' learning to read with ease are:

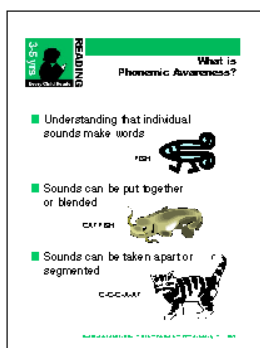
1. Phonemic (sound) awareness skills; and
2. Letter recognition (naming letters of the alphabet) skills

Phonemic awareness skills are more predictive of a child's success in school than the child's gender, ethnicity, socioeconomic status, IQ score, or even the amount of reading parents did with the child prior to entering school.

Of these top two predictors of a child's success in school — phonemic awareness and letter recognition, only training children in phonemic (sound) awareness skills will improve reading skills. Children must learn and develop listening skills in order to become aware of sounds. The role of adults is to provide children with practice or opportunities to listen for sounds in words.



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What is phonemic (sound) awareness?

Phonemic (sound) awareness is understanding that individual sounds make up words.

These individual sounds can be put together or taken apart to make other words.

You could turn off the lights, not read a word, and put sounds together or take them apart.

We do not need to use printed letters or words for phonemic awareness activities. We can do

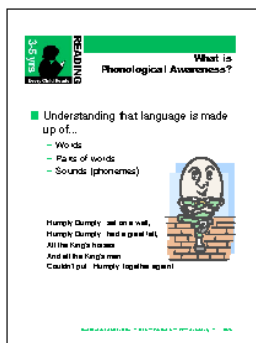
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ACTIONS / MATERIALS

TRAINER'S SCRIPT



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phonemic awareness activities in a dark room or with our eyes closed.

Close your eyes. Listen to these sounds: m-m-m (pause) e-e-e. If I put these two sounds together, m-m-e-e (glide sounds together), what word do you hear? (You should hear the answer: “me.”) What two sounds do I have if I take the word apart? (Answer: “m” and “e”)

In this module, we will show a couple of strategies that will help children develop phonemic awareness. Phonemic awareness is one part of a larger concept that children develop, *phonological awareness*.

It is phonological awareness, or awareness of words, parts of words, and sounds in words, that we expect of children between the ages of three and five.

Children begin developing phonological awareness before developing phonemic awareness. As you can see on the slide, phonological awareness is an understanding that language is made up of words, parts of words, and sounds.

Phonemic awareness is the sound part of phonological awareness, because you are breaking words into the smallest sounds or *phonemes*.

It is **not** important that you know a lot about phonemes or remember all of this information.

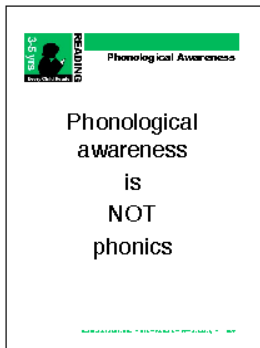
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ACTIONS / MATERIALS

TRAINER'S SCRIPT



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What **is** important for you to know are the strategies for **developing phonological awareness for 3- to 5-year-olds, with very little emphasis on phonemic awareness**. Children will be given ample opportunity for developing phonemic awareness skills in kindergarten and first grade.

We'll learn more about phonological awareness a little later. First, let me describe something else that is **not** phonological awareness.

Phonological awareness should not be confused with phonics.

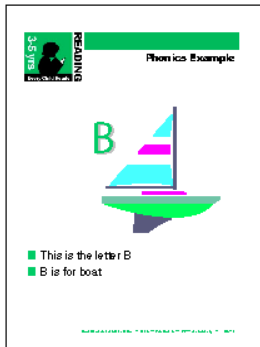
Phonics is used to teach children the connection between names of letters and sounds in written words.

Phonics assigns written letters that we see and write to sounds.

ACTIONS / MATERIALS



Display PPT or Transparency R3-10



Remove transparency from display (cover with paper, turn off lamp, or minimize PPT screen/window)

TRAINER'S SCRIPT

This is an example of phonics. This is the letter B. Boat begins with the 'B' letter. It sounds like "buh." What other words begin with the "buh" sound or the letter 'B'?

Phonics instruction may be a part of your children's kindergarten and first grade curriculum. That's when children are formally taught to name, write letters, and associate sounds of the alphabet.

You may have some 5-year-olds naming letters and their corresponding sounds all by themselves.

That's great!

The important idea to remember in this training is that we are focusing on children listening to sounds in words. This may be a very different way for you to think about, first, teaching children about sounds and, later, teaching letters of the alphabet.

If you want your children to be successful in learning phonics and reading, we first need to give them a firm foundation in phonological awareness.

Phonological awareness is not something we can write or see. It deals only with sounds you hear or say.

To help you better understand, here is an activity using phonological awareness strategies.

Close your eyes. Listen as I say a word *Dog*. What word did you hear?

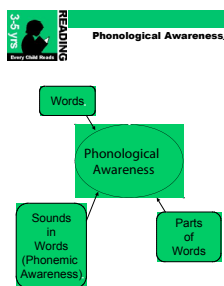
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ACTIONS / MATERIALS

TRAINER'S SCRIPT



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 Transparency
 R3-11



Keep your eyes closed. A word that rhymes with *dog* is *frog*. An animal that lives on a farm, is big and fat, and rhymes with *dog* is a _____ (*hog*).

Keep your eyes closed. Listen again. This time, I have a puzzle word or two parts of a word. *Wa-gon*. **(Say as two syllables.)** What word did you hear? (*wagon*)

Again, keep your eyes closed. I'm going to say another puzzle word. *Dog - house*. **(Say as two words.)** Put the puzzle together and you have what word?

One more time. **(Stretch out the word *dog* as you say it.)** *D - o - g*. What word?

You were able to answer all of my questions correctly without opening your eyes. You were listening to words, parts of words, and sounds in words. This is what phonological awareness is all about.

In this activity, you identified sounds in words and used your phonemic awareness to answer my questions.

All of these contribute to phonological awareness.

...continued...

ACTIONS / MATERIALS

TRAINER'S SCRIPT

How do children develop these phonological awareness skills?

Developmentally, young children start out developing an awareness of words. Next, they gain an awareness of parts of words, and last, they develop an awareness of sounds in words.

THERE WILL BE AN OVERLAP AS CHILDREN LEARN ABOUT WORDS, PARTS OF WORDS, AND SOUNDS IN WORDS.

Also, like other areas of development, children's skills in phonological awareness will vary.

Our job as adults is to enhance the development of children's awareness that language, reading, and writing are made up of words, parts of words, and sounds.

First, we'll talk about children becoming aware of words.

As adults, we know words are meaningful units of speech that represent a person, place, thing, action, or all the other parts of speech. We learned this in English class.

Children may have difficulty identifying individual words in conversation, since one word rapidly follows the next.

There are no pauses between words to signal where one word ends before another begins.



ACTIONS / MATERIALS

Say the next two sentences very slowly with a pause between every word...

TRAINER'S SCRIPT

We - don't - speak - one - word - at - a - time.

If - I - do, - you - think - I - am - from - Mars!

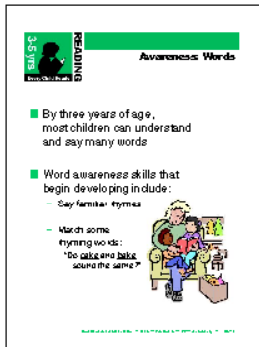
Another example would be listening to someone speaking another language, such as French, Spanish, or Bosnian. You have no idea where one word ends and another begins. All the words flow together!

Children begin to learn individual words by hearing adults exclaiming warnings and naming objects. For example: NO! HOT! Mommy! Daddy! Drink? Dog. Cat.

ACTIONS / MATERIALS



Display PPT or Transparency R3-12



TRAINER'S SCRIPT

By three years of age, most children can understand and say many words.

Word awareness skills that 3-year-olds begin to develop include:

- Saying familiar rhymes, and
- Matching **some** rhyming words. For example, if you asked some children, "Do *cake* and *bake* sound the same?" Some children can answer yes, if they understand rhyming or the concept of sameness.

Think of the three-year-olds you know.

Can they say any nursery rhymes?

What are some of the nursery rhymes they can say?

If you said two simple words, can they tell you if the words sound the same?

Remember, some children will be able to tell you the words sound the same and others will not. That's okay. We are enhancing the development of these skills. We help children learn by telling them the words that sound the same, or we let their peers tell them!

ACTIONS / MATERIALS



Distribute Handout R-18: Strategies and Activities for Awareness of Words



Display PPT or Transparency R3-13



TRAINER'S SCRIPT

Since children begin developing rhyming skills around the age of three, one strategy adults can use to increase children's awareness of words is rhyming. There are many familiar activities adults may use to have children rhyme words. Let's talk through these examples on the handout.

For many years, parents and adults interacting with young children have been told it is important to read nursery rhymes.

The reason it is important is because rhyming teaches children to group together words that sound alike. For example, words that end with 'at,' as in the words cat, hat, or mat; or words that end with 'ice,' as in the words nice, mice, or rice.

Just reading many nursery rhymes to children introduces children to rhyme, rhythm, and awareness of whole words. Read nursery rhymes often to children, daily, if possible.

When you read nursery rhymes to children, read

...continued...

ACTIONS / MATERIALS

Stress that it is developmentally inappropriate to ask children younger than 5 years old to tell you words that rhyme or sound like other words. Remember, some children will be able to tell you words that sound the same and others will not.

TRAINER'S SCRIPT

them slowly at first, emphasizing the rhyming words at the end of the sentences.

Repeatedly read the same nursery rhymes. As children become more familiar with the rhyme with repeated readings, encourage children to join in unison saying the rhyme.

Point out rhyming words while reading rhyming books or nursery rhymes. For example, if you read the book *The Cat in the Hat*, stop reading and say, "Cat and hat rhyme. Listen: 'c-at,' 'h-at.' They both have 'at.' They rhyme. Cat and hat rhyme because they sound the same at the end of the words."

Please notice that I told you what words rhymed. I did not ask you to tell me a word that rhymed with cat. Later, around age 5, I would ask children to tell me a word that rhymed with or sounds like cat. But at the age of 3, I need to tell children the rhyming words, and let the children tell me if the words sound the same.

Please do not ask a 3-year-old, "What rhymes with cat?"

...continued...



ACTIONS / MATERIALS

TRAINER'S SCRIPT

What are some of your favorite rhyming books to read to children?

Please ask your local librarian about other rhyming books available in the public library.

Another strategy to help practice word awareness is to have children complete sentences.

On your handout, you will find many activities to practice sentence completion using books.

It will be helpful for you to select stories with predictable text to practice word awareness skills. We talked about predictable text in books in Reading Principle 1. Predictable text means a word or sentence is repeated over and over throughout the book. Predictable text allows the child to anticipate the expected word pattern. Remember the book *Brown Bear, Brown Bear, What Do You See?* It is an example of a book with predictable text.

Have you found any of the predictable-text books from the list we gave you during Reading Principle 1?

Librarians may be helpful in locating predictable-text books at your local library.

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ACTIONS / MATERIALS

Read the following passage from book

Continue reading if more examples are needed

TRAINER'S SCRIPT

Using books with predictable text allows children to guess or predict a word at the end of a sentence. Also, it helps children predict a word in the sentence — if they have heard the story several times. The more familiar the book, the easier it will be for children to predict a word in the sentence or story. For example, help me read the story *Brown Bear, Brown Bear, What Do You See?* Pretend you are a group of 3- to 5-year-olds and respond when I pause.

Brown Bear, Brown Bear, what do you _____
(see)?

I see a red bird looking at _____ (me).

Red Bird, Red Bird, what do you _____ (see)?

I see a yellow _____ (duck) looking at _____
_ (me).

This activity is described in Handout R-18, the first activity under sentence completion.

ACTIONS / MATERIALS

Demonstrate singing song

TRAINER'S SCRIPT

Also, singing songs allows for a variety of sentence-completion activities.

Once again, sentence completion may be used to let children predict a word at the end of a sentence in a song.

For example, sing the song *Row, Row, Row Your Boat*, but don't sing the last word at the end of the phrase or sentence.

Row, row, row your _____ (boat)
 gently down the _____ (stream).
 Merrily, merrily, merrily, _____ (merrily),
 life is but a _____ (dream).

You can do this singing activity with any song.

Use sentence completion to let children say the ending rhyming word in sentences. For example, I'll say the rhyme *Little Boy Blue*, and you say the last word of the sentence.

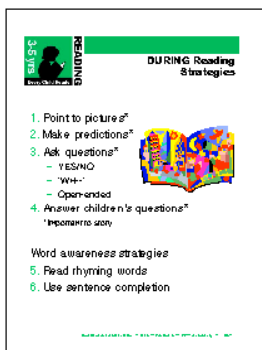
Little boy blue come blow your _____ (horn).
 The sheep's in meadow the cow's in the _____
 (corn).
 Where is the boy who looks after the _____
 (sheep)?
 He's under a haystack fast _____ (asleep).
 Will you wake him? No, not _____ (I),
 For if I do, he's sure to _____ (cry).

ACTIONS / MATERIALS

TRAINER'S SCRIPT



Display PPT or Transparency R3-14



These are not the only types of word-awareness activities to use with children. What other activities have you used to increase a child's awareness of words?

These word awareness activities may be combined with the other story strategies you learned about in Principle 1.

Remember, the DURING reading strategies were:

- Point to pictures
- Make predictions
- Ask questions
- Answer children's questions

These are two new strategies you may add:

- Read rhyming words
- Use sentence completion



Distribute Handout R-19: Practice/ Reflection Log: Awareness of Words, Parts of Words, and Sounds in Words



ACTIONS / MATERIALS

Demonstrate planned lesson, Handout R-19: *Awareness of Words*

Prepare by bringing three empty toilet paper rolls available to assemble as candlestick

TRAINER'S SCRIPT

First, look at pages 1 through 3 of Handout R-19: *Awareness of Words*. This is a planned lesson we want you to practice with 3- to 5-year-old children. I'm going to demonstrate this planned lesson using the rhyming and sentence completion strategies of awareness of words.

Do you have questions?

Please practice this planned lesson by our next session: _____.

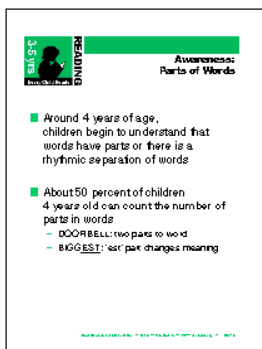
Complete the Reflection Log, and we'll discuss your reflections at our next session.

Questions or comments about doing this planned awareness of words activity?

ACTIONS / MATERIALS



Display PPT or Transparency R3-15



TRAINER'S SCRIPT

Around 4 years of age, children begin to understand that words have parts (syllables) or that there is a rhythmic separation of words.

For example, the word *rainbow* has two parts to the word (*rain* and *bow*). About 50% of 4-year-old children can even count the number of parts in words. They know *doghouse*, *doorbell*, or *doughnut* have two parts to the word.

So around 4 years of age, some children become aware that words can be segmented or taken apart and blended or put back together. The word *doghouse* has two parts: *dog* and *house*. Put these two words together and the word is *doghouse*.

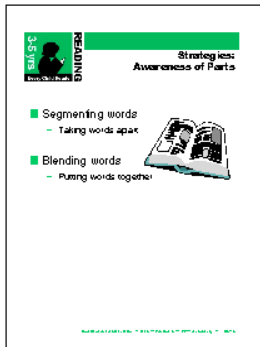
Also, children develop an awareness that 'parts' can change the meaning of words.

For example, if you ask two children which ice cream cone they would like, the *big* ice cream cone or the *biggest* ice cream cone, their quick response would be, "The biggest!" The 'est' part of the word obviously changes how much ice cream they get.

ACTIONS / MATERIALS



Display PPT or
 Transparency
 R3-16



TRAINER'S SCRIPT

Segmenting and *blending* are strategies used to enhance awareness of parts of words.

Now our emphasis will be on awareness of parts of words rather than the whole word.

Find Handout R-18, pages 3 to 4, and the heading *Strategies and Activities for Awareness of Parts of Words*.

Here is an activity where children enjoy using both strategies of segmenting and blending. It is good to use during transition from one activity to another. The adult asks children to listen for each of their names as a puzzle word. The adult says each name by breaking them into syllables.

When the children hear the syllables of their own name, they say their name as they clap their hands, putting the name back together. After putting their name together, they move to the next activity.

The adult will need to model this several times for children before they learn to do it by themselves. For example, if a child's name is Susan, the adult would say, "Su-san," pausing slightly between the two syllables to make two 'puzzle pieces.' As the adults says the syllables, he or she could gesture with hands as though breaking something apart.

When Susan hears her name, she says "Susan," and claps her hands together one time to put the syllables together. Susan would then move to the next activity.

There are many opportunities throughout the day to

...continued...

ACTIONS / MATERIALS

Clap hands for each part underlined in text below

Make sure you clap to separate the words into parts — 'wa-ter,' 'tum-bl-ing,' 'af-ter'

If you naturally pronounce the word 'tumbling' with two syllables, say it the way you are comfortable and change the script accordingly

TRAINER'S SCRIPT

use puzzle words.

Breaking words apart (segmenting) and putting words back together (blending) is fun to use when you want children to guess items in a box or bag. It is a good way to introduce a book or a concept you want to teach.

One activity for children to practice segmenting words is to have them clap words to rhymes and songs. For example, say and clap the parts of words to the rhyme *Jack and Jill* with me.

Jack and Jill
Went up the hill
To fetch a pail of wa - ter.
Jack fell down
And broke his crown
And Jill came tum - bl - ing af - ter.

There are 3 words in this rhyme that have two or three parts or syllables. I tried to emphasize the word parts by segmenting and clapping each part separately. Which words were they?



ACTIONS / MATERIALS

Clap each beat or part of each word and demonstrate the following song

TRAINER'S SCRIPT

Music is another way to emphasize parts of words. Play and sing songs while clapping to the beat of the music or clapping parts of the words (the syllables).

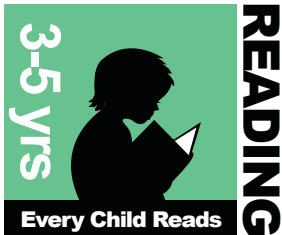
For example, clap and sing with me, "Hap-py Birth-day to you."

Other activities can help teach parts of words. What activities do you use to increase awareness of parts of words?

Turn to Handout R-19, pages 5 through 7, with the heading *Practice/Reflection Log: Awareness of Parts of Words*.

This is a planned lesson we want you to practice with 4- to 5-year-old children.

Listen and watch as I demonstrate this planned lesson using the *segmenting* and *blending* strategies for awareness of parts of words.



ACTIONS / MATERIALS

Demonstrate planned lesson in Handout R-19, pages 5 - 7:
Parts of Words

Prepare for lesson (*Twinkle, Twinkle, Little Star*) by having bells or some musical instrument to demonstrate the beat for parts of words

TRAINER'S SCRIPT

Do you have questions?

Please practice this planned lesson by our next session: _____.

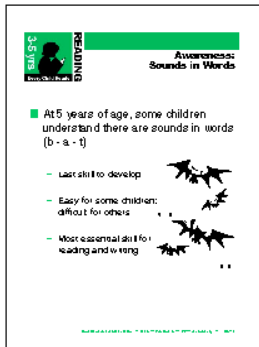
Complete the Reflection Log, and we'll discuss your reflections at our next session.

Questions or comments about doing this planned awareness of parts of words activity?

ACTIONS / MATERIALS



Display PPT or Transparency R3-17



TRAINER'S SCRIPT

At 5 years of age, most children know words have parts.

Also at 5 years of age, some children start to understand that there are sounds in words. For example, the word 'bat' has three different sounds: 'b - a - t.' [buh - aaa - tuh]

We are talking about sounds, not letter names: 'B' - 'A' - 'T.' [BUH - AAA - TUH]

Children this age do not need to know that the 'b' (buh) sound is shown by the letter 'b.' In other words, children may not understand letter-to-sound correspondence.

That's OK. What we would like them to know is that there are individual sounds in words.

Knowing words are made of sounds is the final awareness skill children learn in the developmental sequence. It is the most essential skill for reading and writing.

This skill is called *phonemic awareness* because it is an awareness that words are broken into individual sounds called phonemes. *Phonemic awareness* is the final skill in phonological skill development.

Skill with phonemic awareness develops easily in some children. For others, the process is much more difficult.

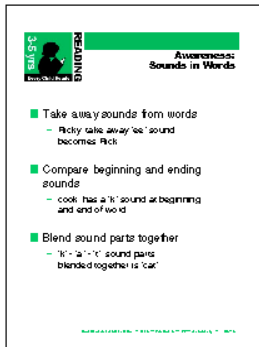
Children are not born with phonemic awareness and these skills do not develop with age alone.

Awareness of sounds in words eludes an estimated 25 percent of middle-class first graders and many more children from less literacy-rich backgrounds.

ACTIONS / MATERIALS



Display PPT or Transparency R3-18



TRAINER'S SCRIPT

At about age five, children begin to be able to take sounds apart in words. For example, take away the last sound, “eee,” and the name ‘Ricky’ becomes ‘Rick.’

(Say the sound “eee;” do not name the letter ‘Y.’)

Children can compare beginning and ending sounds. For example, ‘cook’ has the same sound, “k,” at the beginning and the end of the word.

(Say the sound “kuh;” do not name the letter ‘K.’)

Children can blend sound parts together. For example, they know that the sounds ‘k - a - t’ make the word ‘cat.’ Adults help children learn to blend sounds by providing models that stretch sounds out in words. CUH - AAA - TUH. C-A-T.

(Say the sounds kuh - aaa - tuh; do not name the letters ‘C,’ ‘A,’ or ‘T.’)

When we read, we say sounds, not the letter names. That is why awareness of sounds is an important pre-reading skill. This is what we mean by *phonemic awareness*, and these are the skills we are encouraging children to develop.

We are focusing on children *listening* to sounds heard in words.

ACTIONS / MATERIALS



Display PPT or Transparency R3-19



TRAINER'S SCRIPT

Find Handout R-18, pages 5 and 6, and look for the heading *Strategies and Activities for Awareness of Sounds in Words*.

There are two strategies we will use with 4- and 5-year-old children before kindergarten to enhance skill in phonemic awareness.

The first strategy focuses on the sound you hear at the beginning of words. It compares words to decide if the beginning sounds are the same or different.

The first example in the handout suggests reading rhyming words with an incorrect sound. Children are delighted to correct adults, so give children time to shout out the sound in the word.

For example, say the rhyme, "Jack and Jill went up the bill." Stop reading and say, "b" (pause) "bill, that's not the right sound. Jack and Jill went up the _____ (children respond hhhill!)." The strategy is to say an incorrect sound and let children respond with the correct sound.

Do not use this strategy for every sentence. Use it three or four times when reading a book, or one to two times when reading a nursery rhyme. Using this strategy every once in a while entices children to listen in case the parent or teacher might say a silly word!

Another activity to focus on beginning sounds is called 'Odd One Out.' This can be done with objects or pictures. Make sure the pictures do not have letters or words on them.

...continued...

ACTIONS / MATERIALS

TRAINER'S SCRIPT

Show the children three pictures or three objects.

Two of the objects need to start with the same sound. The third does not and becomes the 'odd one out.' Upon hearing the word for each object, the children decide which one does not belong.

For example, three objects might be a bird, a ball, and a spoon. The adult shows these objects to the children, saying each word. The child picks the one that begins with a different sound and puts it aside.

Another way to do this is to show the children 3 objects that begin with different sounds. Then, show an object that has the same beginning sound as one of the first 3 objects. Ask the children, "Which one starts with the same sound as _____ _." The children find the match.

A song children enjoy singing is the "Name Game" song. This song changes the beginning sound in each child's name as the focus of the verses.

For instance, using the name David, the song goes like this:

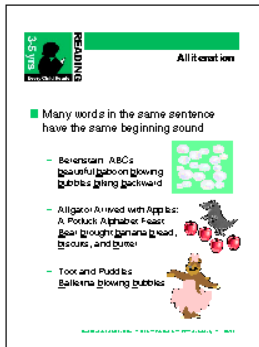
**David, David, Bo Bavid,
 Fanna, Fanna, Fo Favid
 Me Mi Mo Mavid
 David!**

Most, but not all, children like playing games with their names. Some are a very sensitive to having their names changed and/or being the center of attention. If a child is very sensitive to this, it is okay to skip that child.

ACTIONS / MATERIALS



Display PPT or
 Transparency
 R3-20



Show book and
 demonstrate strategy

TRAINER'S SCRIPT

Alliteration may also be used to increase a child's awareness of sounds in words. Alliteration means many words in the same sentence have the same beginning sound.

Children should imitate adults reading phrases with the same beginning sounds in words.

Read alliteration books, such as the Berenstain Bears ABC books. The pages are filled with sentences that have words that all begin with the same sound. For example, "Beautiful baboon blowing bubbles biking backward."

The strategy is to have children say the silly words you just read. For example, in reading *Alligator Arrived with Apples: A Potluck Alphabet Feast*, the adult might read the sentence and then say:

"Bear brought banana bread, biscuits, and butter. Oh, listen to all those 'b' sounds. **[That's the sound 'buh,' not the letter 'b.']** Let's all say the 'buh' words together. Bear brought banana bread, biscuits, and butter."

In reading *Toot and Puddles*, the adult might read the sentence and then say:

"Ballerina blowing bubbles. Oh, listen to all those 'buh' sounds. Let's all say the 'buh' words together. Ballerina blowing bubbles."

ACTIONS / MATERIALS



Show video segment
ECR 3-5
Reading
Module: Words,
Parts of Words,
Sounds in
Words

TRAINER'S SCRIPT

The next segment of the videotape shows examples using awareness of words, parts of words, and sounds in words strategies. Subtitles label the strategies used.

Questions?

What activities did you see that support children's awareness of words, parts of words, and sounds in words?

These are not the only *awareness of sound* activities to use. What activities do you use to increase awareness of sounds in words?

Turn to Handout R-19, pages 9 through 11, with the heading *Practice/Reflection Log: Awareness of Sounds in Words*.

This is a planned lesson we want you to practice with 5-year-old children.

Listen and watch as I demonstrate this planned lesson using the *rhyming* and *sound completion* strategies for *awareness of sounds in words*.

ACTIONS / MATERIALS

Demonstrate planned lesson in Handout R-19: *Sounds in Words*

Prepare by reading the book *Alligator Arrived with Apples*



Distribute Handouts
R-20:
Practice/ Reflection Log: Awareness of Words

R-21:
Peer Practice Observation Notes

R-22:
Possible Questions to Ask During a Peer Practice Session

TRAINER'S SCRIPT

Do you have questions?

Please practice this planned lesson by our next session: _____.

Complete the Reflection Log, and we'll discuss your reflections at our next session.

Questions or comments about doing this planned awareness of parts of words activity?



ACTIONS / MATERIALS

TRAINER'S SCRIPT

Before our next class, you will teach the 3 prepared lessons on your handouts. We would also like you and your partner to set up a time to plan one more lesson for awareness of words for 3- to 5-year-old children.

Plan each partner's activity using Handout R-20: *Practice/Reflection Log: Awareness of Words*. Use Handout R-22: Possible Questions to Ask During a Peer Practice Planning Session to guide development of your plan.

Set up a time to observe your partner's planned activity using Handout R-21: *Peer Practice Observation Notes*.

Complete the Reflection Log, and bring this completed homework assignment to our next session. Also remember to bring to Reflection Logs from the 3 planned lessons you are going to teach to your children.

Questions?

ACTIONS / MATERIALS



Display PPT or Transparency R3-21



Further homework for *awareness of parts of words and sounds in words* may be completed with trainer guidance. Homework assignment forms are included in the Supplemental Trainer Materials.

Given the time limitations with this 17-hour training and the knowledge that participants show the most success with understanding awareness of words, homework assignments were revised to plan only a word awareness activity.

TRAINER'S SCRIPT

You are welcome to plan, teach, and reflect lessons on your own beyond this homework assignment.

To summarize your homework assignments: you have three planned homework assignments to practice in Handout R-19, and one homework assignment to plan with your peer partner, using Handout R-20.

Questions?

In conclusion, the most important point about doing any of these activities is to make them fun and playful.

Expect and allow for individual child differences. Research shows tremendous variation among children for these skills at these ages.

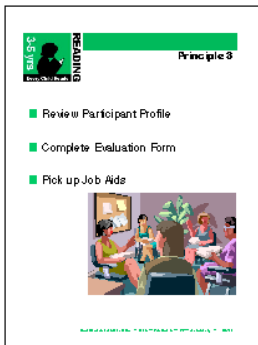
Some children will grasp the strategies very quickly. Others will show only an emerging understanding of the relationship between the words, parts of words, and sounds in words practiced.

Finally, some children will find the strategies completely nonsensical but delightful. Do not make judgments about individual children based upon their ability to respond to these activities.

ACTIONS / MATERIALS



Display PPT or Transparency R3-22



Return *Participant Profiles*

TRAINER'S SCRIPT

Before you leave, please pick up a set of Job Aids bookmarks or posters for the Reading Module.

When you return to you're early care and education setting, place the bookmarks or posters where you will see them and use them regularly.

One or more bookmarks or posters are available for each module. You may want to punch a hole in the top of the set of bookmarks, and put them all on a ring that will let you flip through them easily.

Here's the Participant Profile you completed when the class began. Please read the questions again. This time, think back and mark your understanding of language skills when you started the Reading Module training. Please circle your response this time.

REMEMBER, your answers should reflect what you were doing before learning the strategies in the Reading Module! You will have a chance to show everything you are accomplishing with your children when you repeat this form six months after all the training is complete.

Now that you have a better understanding of the questions, are there any answers you would change?



ACTIONS / MATERIALS



**Distribute
Handout R-23:
*Participant
Class
Evaluation***

**Collect *Participant
Profiles and Evaluation
Forms* at end of
session**

TRAINER'S SCRIPT

The last thing we need to complete today is the evaluation for the Reading Module training. Please give any feedback that would be helpful to trainers for future training.