

In the article Development of Phonological Awareness it states **“Phonological awareness plays an important role in literacy acquisition” (Anthony and Francis, p. 258)**. This is something I have heard time and time again, the problem I have had is finding a clear definition of “phonological awareness”. I have always felt like the term “phonological awareness” was too broad. I found the article by Scarborough and Brady very helpful to define phon terms. I agree with the statement **“..many authors (ourselves included) have sometimes neglected to provide precise definitions when using phonological terms, leaving it up to the reader to infer how these words are meant to be constructed and interpreting a paper’s methods, findings and conclusions”(Scarborough and Brady, 300)**. I often find myself reading a document about phonological awareness and thinking that a word is referring to one area and then a few lines later finding out I was completely wrong, causing me to back track and reprocess the information. Now that I have been provided with a reference of phonological terms I feel I am better prepared to teach phonological awareness.

Teaching of phonological awareness should start very early in a child’s educational experience and teaching of phonological awareness in early grades directly affects a child’s reading throughout their educational experience. **“In fact, phonological awareness in kindergarten is the single best predictor of reading and spelling achievement at the end of first and second grade (Torgesen, Wagner, and Rashotte, 1994 as state by Troia ,p.1)** One way to teach phonological awareness is through word study. Word study is a spelling based approach helping students see and find patterns in words that will help them read or write words that they do not know in the future. **“Readers’ morphological sophistication-the ability to gain information about the meaning, pronunciation, and parts of speech of words from their prefixes, roots, and suffixes-is thought to play a large role in how effectively they deal with , new long words” (Cunningham, 193).**

A word study lesson I could do with my kindergarten class would begin with the Dr. Seuss book *Hop on Po*. This lesson could take place during our unit that takes place around Dr. Seuss’ birthday. I would begin the lesson by asking the class to pay close attention to the words I am reading. I would then read the story. After I finished reading the story I would ask the class what they noticed about the book I read. I would hope that they would say that the words rhymed.

On the white board I would write hop. Pointing to each letter in the word I would ask the students to say the sounds in the word /h/ /o/ /p/. Then I would run my finger under the whole word to represent blending the sounds. Under the word hop I would write the word pop. We would do the same sounding out and blending as we did for hop.

After we had sounded out and blended both words I would ask my class to tell me if they noticed anything about these two words. Some responses I would hope to get are that they rhyme, they both have a o and a p in them, and that they are three letters long. I would tell the class that all three answers were correct. I would then explain that the op at the end of the words makes a specific sound when they are together and that whenever

we see a word with op at the end we simply need to say the beginning sound and then add the op to find out what the word is.

At this point I would pull out my magic word bag which I would have placed op words in. I would tell the class that it is their job to read the words in my bag. I would pull out one card and show it to the whole class. I would point to the first letter and ask the sound it makes. Then I would point to the op and ask what sound that makes. Then we would blend the sounds together. Once we had practiced this as a class, I would give each child a chance to come up to the bag, pull out his or her own card and read it for the class. Each child would hold on to his or her card and then write it on a large butcher block of paper. Examples of words that may be found in the magic bag are cop, mop, hop, pop, stop. I would then explain to the class that for the rest of the week their job is to find all the words they can that have op in them. These words could be found in individual reading books, books I read to the class or from home.( I would also include this in my parent note so parents could help at home as well) When they find one they will write it on the paper and on Friday we will review the whole list as a group.

I would know if my objective was met by the words that the children find to put on the large paper on their own. If I see that words are being written that do not end in op I would know that the lesson was not fully understood. I would also know if this lesson was effective by listening to the students read during one on one reading time.

Parts of this lesson that I think would go smoothly is the reading of the book. The part that I worry may not go as planned is the student response. You can never predict if a class is going to give you the response you hope for. If responses did not go the way I hope it could change how I would have to present the lesson. Another area that may not go as smoothly as I hope would be gathering a list of words over a couple of days. This may be part of the lesson I leave out. Kindergarteners may struggle with that kind of hang over of a lesson.

This module has really made me examine how I teach word study in my classroom. This module has excited me and given me a lot of new ideas on how to incorporate word study and phonemic awareness in my classroom next year. I really like the word detective lessons and the lessons that were provided in the article Word Study for Students with Learning Disabilities and English Language Learners. I plan on using these mini lessons daily. All the information in this module was helpful and made me see that I can add phonemic awareness into my daily routine more often and not necessarily in large chunks and rather that small frequent lessons may be beneficial.