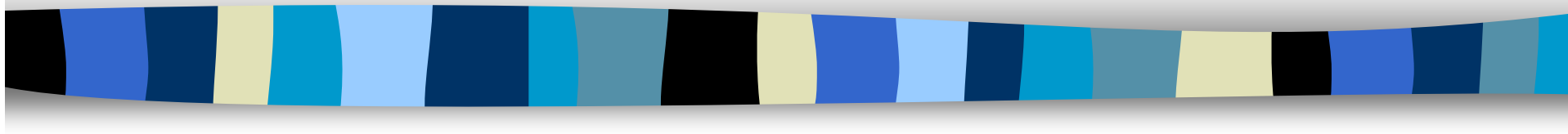


# Phonics



Oakland Terrace Elementary School

Reading Night

Presented by:

Ms. Kim, Ms. Weyman and Ms. Fraser

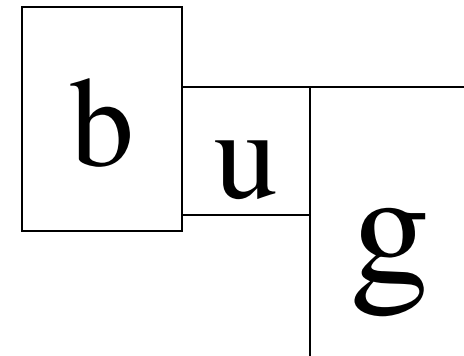
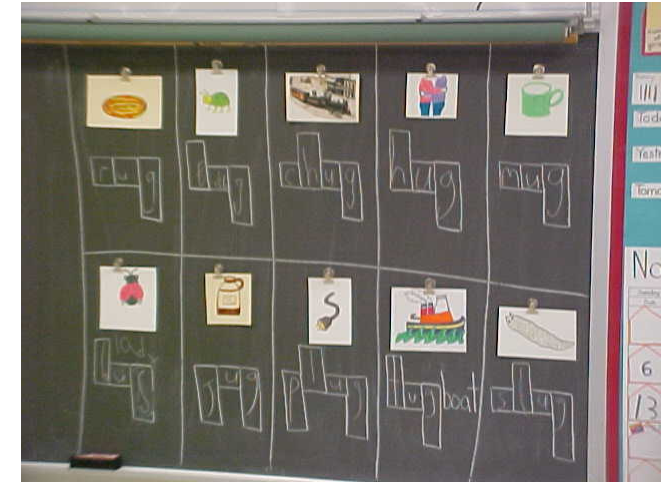


# What is Phonics?

- Phonics refers to a method for teaching speakers of English to read and write the language.
- Phonics involves teaching how to connect the sounds of spoken English with letters or groups of letters (e.g. the sound /k/ can be represented by c, k, ck or ch spellings).
- It also teaches them to blend the sounds of letters together to produce approximate pronunciations of unknown words for reading and writing.

# Framing words using chunks

- Write a word.
- Draw frames around each letter.
- This allows children to see small letters, tall letters, and letters “with tails”.



# How it looks in class

- The first day, the chunks and the pictures will be new. At the beginning of the week start with one chunk for example “ug” and then as the week goes on mix two or three chunks together, ex. “ug”, “ag” and “og”.
- One student will write the letters of the word that go with the picture and one student will “build” the word on a magnetic board.





# Insightful Reflection on...

## Framing words using chunks

- This is an excellent tool for first graders as they're learning to spell new words.
- The kids learn that many words can be made by using one chunk.
- The kids love to be “the teacher”.
- It's great for adding to their vocabulary or reinforcing the vocabulary they already have.

# Phonics Song



- Students sing the Phonics Song at the start of reading groups. This helps get them ready to read.



# Insightful Reflection on... the Phonics Song

- This song reinforces the sound(s) that each letter makes.
- The words in the song can be used as “anchor words”. Any time the child comes across an “f”, he can think /f/ as in “fan”.

# Making Words



- Technique developed by Patricia M. Cunningham.
- Activity in which children are given some letters and use these letters to make words.
- Using the pocket chart, mix up the big letters cards. For example: l, a, a, w, y, s.
- The children will choose the small letter cards consisting of 4 consonants and two vowels that they have in front of them, for example.

# Making Words cont.

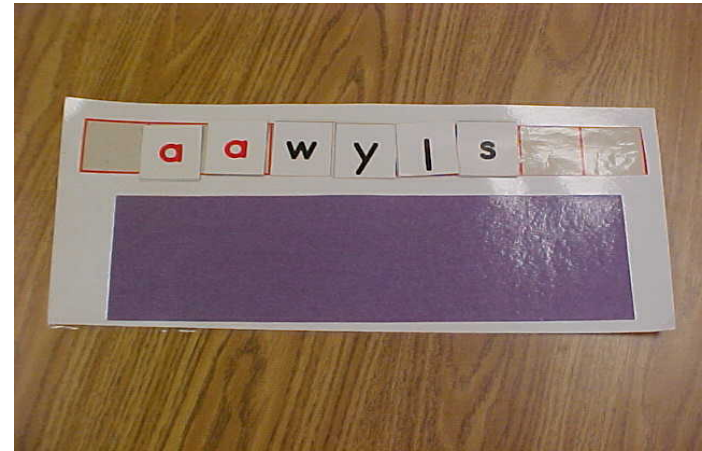
- Make sure your child has all the letters they need.
- Tell your child, “We are going to make a two letter word “as”. See if you can do that.” Monitor as your child moves the letters around.
- “If you can make the word as, you can make the word was. Let’s try adding one letter. See if you can do it before me.”
- Go through as many words as you can make before coming up with the magic word, “always”. Ask children to frame “way” for ex.



# Insightful Reflection on...

## Making Words

- This activity reinforces practice of “word wall” words, which are often high frequency words.
- Allows your children to see how easy, yet how complicated the English Language can be. **Cat** can become **bat** by changing a letter and it has the **same sound** but **as** becomes **was** when you add a **w** for example.
- This serves as a good visual aide and helps children learn through spelling analogies.



**Thank you for coming! 😊**



**The End**