



## Welcome to the Hello Phonological Awareness Curriculum!

Thank you for downloading and using our *Hello Phonological Awareness Curriculum* free sample. Based on the phonological awareness skills outlined in the Common Core for ELA, we have created a series of weekly phonological awareness lessons to accompany popular read-aloud titles. Reading research shows that phonological awareness is the number one greatest predictor of future reading success and includes many necessary pre-reading skills. Traditionally, phonological awareness has been taught through rhyming games, word play, finger plays and nursery rhymes, which can seem inconsistent and haphazard without an explicit, systematic plan of phonological awareness instruction. Reading research shows that students in kindergarten and first grade who are learning to read, benefit from as little as 10-15 minutes of phonological awareness development daily to build phonological awareness proficiency. We have identified 16 phonological awareness skills in the Common Core that are necessary to develop this proficiency. The activities are designed to be done in an oral exchange format between teacher and students over the course of five days (ideally one school week) after reading a popular read-aloud book (that you provide), where that book is appropriate to the listening comprehension level of Kindergarten and first grade students. For example, the book is read on Monday, then on Tuesday, skills 1-4 are done with the students. Wednesday is Skills 5-8, Thursday is Skills 9-12, and Friday is Skills 13-16. This sequence is outlined in detail below. The delivery of the phonological awareness instruction is done in a “listening games” format and we call it that in front of the students. Something about saying “OK, boys and girls, now it’s time for our Phonological Awareness Lessons” just doesn’t sound right or student-friendly...doesn’t “OK, boys and girls, now it’s time for our Listening Games” sound so much better? Really, add the word “game” to anything, and it already sounds fun!

## Phonological Awareness vs. Phonemic Awareness

These two terms are often used interchangeably in the reading research literature. It is accepted to use them synonymously. However, there is a difference between the two terms. Phonemic awareness is just that...awareness at the PHONEME level. A phoneme is a single unit of sound, regardless of the number of letters in the single sound. Here are a few examples of phonemic level sounds; /m/ as in made, /th/ as in thing, /dge/ as in bridge making the /j/ sound, or /ed/ as in washed making the /t/ sound. Phonemic awareness falls under the umbrella of phonological awareness, which covers awareness at the phoneme level, the syllable level, the word level and the sentence level.

# Phonological Awareness vs. Phonics

Phonological awareness and phonics are two terms that are also often confused, but there is a clear difference between the two. The main way they are the same is they both deal with letters and their corresponding sounds. However, phonological awareness is sound only, without looking at print, only listening to sounds and producing sounds orally. Once you add letters for the child to look at when doing the phonological awareness work; the task becomes a phonics task. Phonological awareness, phonemic awareness, phonics (and fluency) are now housed in the Common Core standards as Foundational Reading Skills. The lessons created here in this *Hello Phonological Awareness Curriculum*, are strictly phonological awareness. We have meticulously gone through the Common Core standards for Reading Foundational Skills for both Kindergarten and First Grade, and identified the skills and learning outcomes that students are expected to know and do in the area of Reading Foundational Skills, related directly to phonological awareness. In addition to the standards (and skills embedded within them), there are also a few additional phonological awareness skills outlined in Appendix A of the Common Core document for ELA. The skills included in Appendix A that are not actual standards with numbers but are included in the lessons here are; Counting Spoken Words in a Sentence, Syllable Blending & Pronouncing, Phoneme Alliteration & Discrimination, and Initial Phoneme Deletion. We have included them in this curriculum, for a total of 16 essential phonological awareness skills.

We have created the following correlation table to show you how the Common Core standards for Reading Foundational Skills correlate to each phonological awareness skills embedded with the wording of the standards and the ELA appendix for the “general progression of phonological awareness skills (PreK-1).”

## Common Core Standards for Reading Foundational Skills & Corresponding Phonological Awareness Skills

Kindergarten Common Core Standard	Phonemic Awareness Skill (RFS = Reading Foundational Skill)	First Grade Common Core Standard
Appendix A	Counting Spoken Words	Intervention
K.RFS.2a	Rhyme Recognition	Intervention
K.RFS.2a	Rhyme Production	Intervention
K.RFS.2c	Single Syllable Onset-Rime Blending	Intervention
K.RFS.2c	Single Syllable Onset-Rime Segmenting	Intervention
Appendix A	Syllable Blending & Pronouncing	Intervention
K.RFS.2b	Syllable Segmentation	Intervention
K.RFS.2b	Counting Syllables	Intervention
Appendix A	Phoneme Alliteration & Discrimination	Intervention
Appendix A	Phoneme Identifying & Matching	Appendix A
K.RFS.2d *	Phoneme Isolation of Initial Sounds	1.RFS.2c
K.RFS.2d *	Phoneme Isolation of Medial Sounds**	1.RFS.2c
K.RFS.2d *	Phoneme Isolation of Final Sounds	1.RFS.2c
K.RFS.2d	Phoneme Blending	1.RFS.2b
K.RFS.2d	Phoneme Segmenting	1.RFS.2d
K.RFS.2e	Phoneme Addition	1.RFS.2b
K.RFS.2e	Phoneme Substitution	1.RFS.2b
Appendix A	Initial Phoneme Deletion	Appendix A
Enrichment	Long & Short Phoneme Distinction**	1.RFS.2a

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You'll notice that there are 19 skills outlined above (from the standards and the appendix) but sometimes two of the skills above are combined into one phonological awareness task in the listening games below.

## Some Notes from Us

Being that one of the shifts of the Common Core for ELA places a high emphasis on text dependency, the words and phrases used in the phonological awareness listening games are words and phrases from the read-aloud itself. We did an action research study last year and compared two different phonological awareness curriculums...the *Hello Phonological Awareness Curriculum*, the experimental group, and another popular phonemic awareness program, *Michael Heggerty*, the control group. The experimental group outperformed the control group and made more significant gains over the course of one month than the control group. When used daily, for 10-15 minutes, and the above daily format is followed, your students will make significant phonological awareness gains and develop the essential pre-reading skills. However, phonological awareness is not a means to an end; it is a necessary and essential stepping stone in the development of reading proficiency.

We have included the artic word lists we created and used to develop the curriculum in the event that you might want to use these words to develop vocabulary, language and phonics skills in other areas of your literacy block. Any letter or letters inside these symbols / / means that the sound of the letter or letters should be made, not the letter name itself.

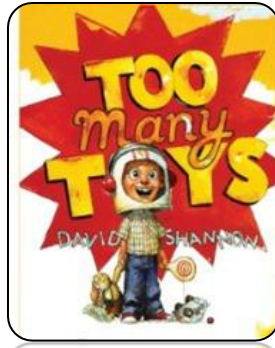
The listening games themselves are meant to be quick, verbal exchanges between teacher and students. That is, the pace should be faster rather than slower. For each skill, the teacher "script" is indicated. Whatever it says inside the quotation marks is what the teacher should say to the students, using the words listed within each section.

Lessons are ideal for whole-class, small-group, or intervention for any Kindergarten or first grade student deficient in these phonological awareness skills. Research, however, shows that for students in second grade and above, that remediating in phonological awareness may not have the same benefit and may not be an effective intervention, sort of like the "too little too late" line of thinking.

For the daily format and instructional pacing, please see the table below.

If you are purchasing these lessons as a monthly bundle, you may do the books in any order during the month.

As stated in the Product Description, once you find/get/secure the book for the read-aloud, whether it's from the library or your classroom book collection, your teacher neighbor or wherever, this set of lessons/activities/listening games requires NO PREP. In fact, if you have an iPad, you don't even need to print these out, you could lead the lessons directly from your iPad (opening this pdf in iBooks is what I do.) However, if printing them out is comfortable and familiar, then by all means, print them out while you are leading students through these lessons. But once you buy these, there is no cutting, stapling, laminating, or anything ELSE to do. The lessons are pretty scripted, you don't have to think of what to say for each of the 16 skills, we have written all that for you!



## Instructional Plan & Daily Format

The daily format for this curriculum is as follows (ideally, Monday is Day 1 and Friday is Day 5):

Day 1	10-15 minutes	Locate and read the read-aloud title. We have selected popular titles that correlate to themes throughout the school year. We have also identified topics and strategies that the titles relate to in case you want to use the book in other areas of your reading instruction. The read-aloud format that you choose to use is up to...you can do an interactive read-aloud and solicit student involvement or you can read straight through and do a pure read-aloud.
Day 2	10-15 minutes	Engage students in the following Listening Games for the following skills: Skill 1: Counting Words in a Spoken Sentence Skill 2: Rhyme Recognition Skill 3: Rhyme Production Skill 4: Single Syllable Onset-Rime Blending
Day 3	10-15 minutes	Engage students in the following Listening Games for the following skills: Skill 5: Single Syllable Onset-Rime Segmenting Skill 6: Syllable Blending & Pronouncing Skill 7: Syllable Segmenting & Counting Skill 8: Phoneme Alliteration & Discrimination
Day 4	10-15 minutes	Engage students in the following Listening Games for the following skills: Skill 9: Phoneme Isolation of Initial Sounds Skill 10: Phoneme Isolation of Final Sounds Skill 11: Phoneme Isolation of Medial Sounds Skill 12: Phoneme Blending
Day 5	10-15 minutes	Engage students in the following Listening Games for the following skills: Skill 13: Phoneme Segmenting Skill 14: Phoneme Addition Skill 15: Phoneme Substitution Skill 16: Phoneme Deletion of Initial Sound

*Listening Games for Skills 1-16 should be done in an echo exchange format between teacher and students. Teacher says "this" students say "that", in a snip-snap, brisk, quick pace. You will give very brief wait time for student responses, but you will not stop, chit-chat, and belabor the skill activities. It is a focused, targeted daily time for sound manipulation.*

**Title: Too Many Toys** by David Shannon

**Summary:** Spencer has too many toys. His mom falls over them, his dad trips over them, there are toys absolutely everywhere in the house. His mom and dad say it's time to give some of them away. Reluctantly, Spencer packs up some toys in a box to give away, except for one.

**Topics:** Read this text when teaching topics related to giving & receiving, life-lessons, more fortunate/less fortunate: **Reading Comprehension Strategy:** Vizualizing, Summarizing, Text-to-World Connections, Author's Message

**Artic Text Word List**

Spencer	toys	covered
floor	bedroom	closet
bed	under	stashed
down	stairs	living
room	backyard	bathtub
sometimes	nice	wooden
noisy	crazy	times
electronic	puzzles	board
games	books	mind
loud	jumpy	frenzied
parade	stretched	corner
back	entire	zoo
stuffed	animals	gigantic
convoy	trucks	action
figures	fleet	planes
miniature	lots	musical
instruments	supplies	alien
spaceship	weapons	mom
holiday	Poppy	dad
birthday	friends	parties
drive-thru	filthy	peace
dentist	squirm	points
doctor	household	hazard
piece	bare	feet
thing	trip	hurts
railroad	race	laundry
impossible	rid	upstairs
catastrophe	want	love

## 1 - Skill: Counting Words in a Spoken Sentence

Say: "How many words are in this sentence?"

Spencer like toys.	Dad stepped on a jack.
The animals are stuffed.	The box is too small.
Mom wanted to give them away.	Don't be so dramatic.
Mom tripped on them.	He played with big toys.
Everyone gave him toys.	Get rid of them.

## 2 - Skill: Rhyme Recognition

Say: "Give me a thumbs-up if these words rhyme?"

train/plane	chalk/talk
frog/alien	tub/paint
bunny/sunny	box/socks
jack/snake	drum/gum
toy/boy	car/tractor

## 3 - Skill: Rhyme Production

Say: "What rhymes with \_\_\_\_\_?" (student-generated acceptable answers)

rooster	jack
boat	rail
fleet	box
stair	frog
load	thing

## 4 - Skill: Single Syllable Onset-Rime Blending

Say: "What word is this?"

b-ack	n-ice
l-ots	m-ind
m-om	z-oo
d-ad	l-ove
f-eet	r-id

### 5 - Skill: Single Syllable Onset-Rime Segmenting

Say: "Say the first part (onset) and then the last part (rime)."

book (b-ook)	toy (t-oy)
nice (n-ice)	want (w-ant)
peace (p-eace)	tub (t-ub)
feet (f-eet)	jack (j-ack)
bed (b-ed)	rope (r-ope)

### 6 - Skill: Syllable Blending & Pronouncing

Say: "What word is this \_\_\_\_\_ - \_\_\_\_\_?"

back-yard	pa-rade
bed-room	space-ship
bath-tub	con-voy
liv-ing	birthday
ro-bot	den-tist

### 7 - Skill: Syllable Segmenting & Counting

Say: "Say the parts of each word. How many parts do you hear in \_\_\_\_\_?"

party (2)	impossible (4)
catastrophe (4)	upstairs (2)
holiday (3)	alien (3)
household (2)	dramatic (3)
laundry (2)	filthy (2)

### 8 - Skill: Phoneme Alliteration & Discrimination

Say: "Which word has a different first sound?"

convey, corner, closet, laundry	stretched, zoo, squirm, stuffed
feet, figures, train, fleet	room, railroad, race, army
parties, jack, peace, points	laundry, art, loud, little,
parade, toys, tub, trucks	box, stashed, stairs, Spencer
dad, drive-thru, dentist, race	video, board, books, boy

**9 - Skill: Phoneme Isolation of Initial Sounds**

Say: "What is the first sound in this word?"

figures (f)	Ninja (n)
music (m)	cape (c)
paint (p)	rolling (r)
Grandma (g)	giraffe (j)
soldier (s)	wizard (w)

**10 - Skill: Phoneme Isolation of Final Sounds**

Say: "What is the last sound in this word?"

rope (p)	dice (s)
boot (t)	puzzle (l)
eyes (z)	scuba (u)
disaster (r)	squirm (m)
crown (n)	box (x)

**11 - Skill: Phoneme Isolation of Medial Sounds**Say: "What is the middle sound?" (1<sup>st</sup> grade) "Is it long or short?"

deep (e) (long)	bare (a) (long)
trip (i) (short)	rid (i) (short)
load (o) (long)	feet (e) (long)
piece (e) (long)	help (e) (short)
jack (a) (short)	box (o) (short)

**12 - Skill: Phoneme Blending**

Say: "What word do these sounds make?"

/i/ /t/	/s/ /a/ /n/ /d/
/t/ /oy/	/o/ /v/ /er/
/b/ /u/ /g/	/s/ /t/ /i/ /ck/
/f/ /i/ /sh/	/d/ /ar/ /t/
/b/ /i/ /k/e	/j/ /a/ /ck/ /s/



**13 - Skill: Phoneme Segmenting**

Say: "Tell me the sounds in the word \_\_\_\_\_?"

hat (/h/ /a/ /t/)	monkey (/m/ /u/ /n/ /k/ /ee/)
box (/b/ /o/ /x/)	floor (/f/ /l/ /or/)
rest (/r/ /e/ /s/ /t/)	bunny (/b/ /u/ /n/ /ee/)
dad (/d/ /a/ /d/)	pig (/p/ /i/ /g/)
bell (/b/ /e/ /ll/)	crayon (/c/ /r/ /ay/ /o/ /n/)

**14 - Skill: Phoneme Addition**

Say: "Lane. Add /p/ to the beginning of lane. What's the word?"

air, add /st/	orner, add /c/
uck, add /d/	oats, add /b/
uzzle, add /p/	entist, add /d/
razy, add /c/	racks, add /t/
tuffed, add /s/	ings, add /th/

**15 - Skill: Phoneme Substitution**

Say: "Rope. Change /r/ to /s/. What's the new word?"

fin, change /n/ to /g/	ball, change /b/ to /h/
rope, change /r/ to /h/	head, change /h/ to /b/
boat, change /b/ to /g/	load, change /l/ to /c/
tub, change /t/ to /r/	well, change /w/ to /s/
pig, change /p/ to /w/	box, change /b/ to /r/

**16 - Skill: Initial Phoneme Deletion**

"Say \_\_\_\_\_. Say \_\_\_ without the /\_\_\_/."

sparkle, without the /s/	frenzied, without the /f/
floor, without the /f/	played, without the /p/
squirm, without the /s/	stuffed, without the /s/
milk, without the /m/	planes, without the /p/
stashed, without the /s/	Spencer, without the /S/

# The Legal Stuff

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## A Word about Our Products

Thank you for downloading our phonological awareness curriculum freebie. We are giving you this freebie because we WANT you to try it out in your classroom for a week. We feel so confident that after using it for one week, you will love our phonological awareness curriculum and see the value in purchasing this curriculum for your classroom and that if others see the results happening in your classroom, that others on your team will buy it or even better, your administrator will see the value in this phonological awareness curriculum for your school. We hope you come back and make additional purchases. We are still writing the curriculum for the year, but by spring of 2013, we are planning to have all 12 monthly bundles up. When we have created 1 monthly bundle (of 4 titles each), for all 12 months, we will begin creating a second set of monthly bundles....so for example, we plan to eventually have a November Bundle 1 and November Bundle 2, etc. Please be patient and we put these products up for sale. We are purposely not waiting to put them up until they are all ready, but adding them to our store approximately one month ahead. If you would like to be notified electronically when we add more curriculum to our store, please FOLLOW us on TpT so you'll receive an automatic notification when this occurs.

### **November Bundle**

### **December Bundle**

## A Word about Us

We are Jen Jones & Katherine Zotovich. Two elementary teachers that have 55 years of combined classroom experience at every grade level. Jen is a K-5 Reading Specialist in North Carolina and Katherine is a K-6 Literacy Coach in California. We are both in charge of each helping our staff navigate through implementing the Common Core for ELA. Jen maintains a blog at [www.helloliteracy.blogspot.com](http://www.helloliteracy.blogspot.com) and has a TpT store at [www.hellojenjones.com](http://www.hellojenjones.com). Hello Two Peas in a Pod is a partnership venture to provide high quality phonological awareness curriculum to all teachers, homeschoolers, and tutors that work with Kindergarten & 1<sup>st</sup> grade students. We hope you find our products helpful and that students have fun building their foundational reading skills using our “listening games”—phonological awareness curriculum.