

Module: Alphabetics

Teaching Early Literacy with the Learning Toolkit+

Welcome to the CSLP's Teaching Early Literacy with the Learning Toolkit+. As you move through these modules, you will familiarize yourself with each broad literacy skill and its corresponding sub-skills, gain a deeper understanding of various teaching approaches and practical tips, and explore how the CSLP's Learning Toolkit+ also known as LTK+ supports the development of these literacy skills.



These modules can be used in a variety of settings; from asynchronous and fully online to synchronous, blended and in-person workshops. Each of the modules has a similar structure, outlined in a table of contents. All of the modules focus on explanations, practice, and interactive content to insure understanding and engagement. We hope these modules provide you with new knowledge, useful suggestions on how to integrate the various literacy tools into your teaching, and helps you develop your expertise in early literacy instruction.



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Introduction

Introduction

“Alphabetics” refers to the ability to recognize the different sounds in a spoken language and then match those sounds to written letters and words. Examples of alphabetic skills include:

- Rhyming words
- Counting the syllables in words
- Blending sounds to create a word
- Dividing words into the sound parts

Alphabetics includes:

- **phonological awareness**, which means noticing and working with the sounds in spoken language;
- **phonemic awareness**, which means identifying the smallest units of spoken language; and
- **phonics** means building connections between spoken words and written language.

Children need a strong foundation of alphabetic skills in order to develop their reading, comprehension, and writing skills. Teachers can use the activities in the Alphabetics section of ABRACADABRA (called Sounds, Letters, and Words) to help children acquire and practice these important skills.

Module Objectives

This module will help you make the most of the ABRA activities in your teaching. At the end of this module, you will be able to:

- Describe alphabetic skills, including phonological and phonemic awareness
- Identify specific alphabetic skills that children in your class(es) need to develop
- Select activities in ABRA that support the development of those skills
- Prepare a plan for integrating ABRA alphabetic activities into your classroom teaching.

Pause and Think

Activity: Group Discussion or Individual Reflection

Small Group Discussion

15 minutes

If you are doing this module with peers, form small groups of 3-5 participants. Use the following questions to discuss what you want to learn about alphabetic skills.



Individual Reflection

Use your course notebook (see *Appendix A*), or sign into ePEARL, to reflect on and answer these questions:

- 1) As a child, how did you learn to speak, read, and write?
- 2) How easy or hard was it to connect spoken to written language?
- 3) How have those early experiences shaped how you teach reading and writing?

Alphabetics: About this Skill

What is Alphabetics?

Recall that the term *Alphabetics* is used here to encompass the skills children need to develop so they can recognize different sounds in spoken language and match those sounds to letters and words. See *Appendix B* for key Alphabetic terms and their definitions.

Phonological and phonemic awareness are the two main skill.

Phonological Awareness

This broad skill focuses on the ability to hear and to use the different parts of spoken language. Phonological awareness includes identifying beginning and ending sounds in words, counting syllables in words, and rhyming words. For example, to practice these skills children identify the beginning sound in “bat”. Then they try to make rhymes (“mat,” “sat,” etc.).

See video script below.

Phonemic Awareness

This skill is an important part of phonological awareness. It focuses on the ability to identify the smallest units of spoken language, called phonemes, and then to match them to written letters. Phonemic awareness develops as children separate words into phonemes. For example, mat has three phonemes: /m/ /a/ /t/. Then children practice blending phonemes into words or substituting phonemes to make new words, for example changing the /m/ to an /h/ to create hat.

See video script below.

What is Phonological Awareness? (Video Script)

In the [online version of this module](#), there is a video that describes a core alphabetics skill: phonological awareness. The transcript is provided in the PDF version of the module.



In this video, you will learn how children come to recognize and use the sounds that make up their spoken language. Keep in mind that this video will focus on hearing children. Language acquisition in hearing-impaired children is somewhat different.

Let's explore how children learn the language – or languages – that surround them from birth. You'll also discover ways to support the development of this skill, which is called phonological awareness.

What is phonological awareness? It is a set of skills that allow children to notice and then work with sounds in their spoken language.

When they tap out the number of syllables in a word, or the number of words in a sentence, they are using phonological skills. When children rhyme words, such as mat, fat, and pat, they are using phonological skills.

One of the most advanced phonological skills is called phonemic awareness. We will address phonemic awareness in the next video.

When children first start school, they often have very different levels of phonological awareness with some children having very strong skills and others having weaker skills. Some children seem to pick up these skills quite easily, while others struggle.

However, all early learners can benefit from instruction and practice in phonological awareness, which is essential to the development of strong reading and writing skills.

Remember that phonological awareness focuses on the sounds in spoken language. Of course, at some point you will introduce children to the more advanced skills of linking sounds to letters and words, which is phonics.

But before that, children need to have many opportunities to listen and play with sounds. Children can count the syllables in words or phrases by clapping, tapping, or even stomping their feet. Start with one and two syllable words, like cat and kitten, and work up to words with multiple syllables like alligator or hippopotamus.

Learning how to identify rhyming words and then creating rhymes is another important skill. Children often love finding as many rhyming words as they can, such as moon, June, spoon, tune, prune, and so on!

Finally, children should listen to and practice identifying the beginning and ending sounds in words. Try making up silly sentences in which most words start with the same sound. For example: The big banana bounced bravely on the bed. Ask children to identify the sound that is common to most of the words. Here it would be /b/.



Children should also practice identifying the ending sound of words. Pick common objects, such as a book, a dog, and a cake. Ask them to choose which words share the same ending sound. Remind them to focus on the spoken sounds and not the written letters.

The activities in the section Sounds, Letters, and Words in ABRACADABRA help children to build their phonological awareness skills. As children work on these activities, they learn to hear sounds, count syllables learn about rhymes and rhyming and match sounds at the beginning of words and the end of words.

The ABRACADABRA training and support materials will provide more guidance in how best to use Sounds, Letters, and Words activities in your classroom.

What is Phonemic Awareness? (Video Script)

In the [online version of this module](#), there is a video that describes core alphabetics skill: phonemic awareness. The transcript is provided in the PDF version of the module.

In this video, you will learn how babies and toddlers first develop speaking skills by listening to the people around them. Note that this video focuses on hearing children. Young people who are hearing-impaired acquire language somewhat differently.

Children need to learn and practice using phonemes, which are the individual sounds in spoken words.

It's important to distinguish between phonemes, which are speech sounds, and written letters. In the English language, for example, there are only 26 letters in the alphabet but there are over 40 phonemes or sounds that go with these letters.

Knowing that words contain phonemes is a skill called phonemic awareness and it plays a key role in literacy.

Research shows that children with strong phonemic awareness skills learn to read words quickly and accurately.

These children don't struggle as much to spell words correctly because they understand that sounds and letters are related in predictable ways.

However, many children and even some adults find it challenging to recognize that words contain phonemes because phonemes are not obvious in spoken language.

Here's what a sentence would sound like if we said the words one phoneme at a time:
Th/e /c/a/t i/s /f/a/t



That’s hard to understand! Instead, we say: “The cat is fat.”

As well, English has more phonemes than letters. This means that some letters have more than one sound. For example, the letter C sounds like /k/ in the word cat but /s/ in the word city.

Phonemic awareness isn’t something children are likely to learn on their own. In fact, research says we should teach children phonemic awareness skills.

These skills include recognizing different phonemes, segmenting or breaking a word into its phonemes, and blending phonemes together to make a complete word. Children should practice these skills until they can segment and blend several words correctly and easily.

The activities in the section Sounds, Letters, and Words in ABRACADABRA help children to build their phonemic awareness skills. As children work on these activities, they learn to hear sounds, which will then help them build their phonological awareness skills, such as match sounds to letters, and then segment and blend words.

The ABRACADABRA training and support materials will provide more guidance in how best to use Sounds, Letters, and Words activities in your classroom.

Pause and Think

Activity: Individual Reflection

Use your course notebook (see *Appendix A*), or sign into ePEARL, to answer the following questions:

- What did I learn from these videos?
- What questions do I have after watching these videos?



Long and Short Vowels

Recall that there are 26 letters in the English alphabet but over 40 phoneme sounds. In order to represent all of these sounds, English words typically combine letters in particular ways to indicate which sound is used. It is important for children to develop their phonics skills to understand this link between the written word and how it is pronounced.

Vowel sounds are a good example of this. English has 5 vowels (and sometimes Y), but many more vowel sounds. These sounds are represented in written form by either



having vowels stand alone or combining vowels in particular ways. While there are exceptions to the rule, these combinations typically tell us which vowel sound to use.

Short vowels make the most common sound for the letter. You'll hear short vowels when there is a single vowel next to or between consonants within a syllable.

Long vowels sound like you're saying the letter itself. One method to teach this to children is to state the vowel "says its name". You'll hear a long vowel in words that have an 'e' at the end or have two vowels together. Learn more about magic E and vowel teams.

Magic E and Vowel Teams

Magic E

Think of the words 'can' and 'cane'. When an E comes at the end of the word, it changes the vowel to a long vowel (which says its name), but the E is silent. This silent E pattern is typically observed in syllables where there is a vowel, single consonant, and an e. Examples: ate, eve, nine, rope, tube.

See *Appendix C* for a sample worksheet (i_e placemat).

Vowel Teams

When two vowels go walking, the first one does the talking and says its name. Ex: Jail, Team, Teen, Road.

See *Appendix D* for a sample worksheet (ai placemat).

Count the Phonemes

Test Your Skills: Interactive Activity

Phonemes are individual speech sounds that make up words. There are over 40 phonemes in the English language. In this activity, you will identify the number of phonemes in a word.

Some examples		
say (s-ay) 2 phonemes	cook (c-oo-k) 3 phonemes	shelf (sh-e-l-f) 4 phonemes

Fill in the Blank

How many phonemes does the word 'hot' have?

'Hot' has _____ phonemes.





How many phonemes does the word 'you' have?

'You' has _____ phonemes.

How many phonemes does the word 'show' have?

'Show' has _____ phonemes.

How many phonemes does the word 'down' have?

'Down' has _____ phonemes.

How many phonemes does the word 'through' have?

'Through' has _____ phonemes.

How many phonemes does the word 'pitch' have?

'Pitch' has _____ phonemes.

How many phonemes does the word 'happy' have?

'Happy' has _____ phonemes.

How many phonemes does the word 'bring' have?

'Bring' has _____ phonemes.



Answer Key

'Hot' has 3 phonemes.

'You' has 2 phonemes.

'Show' has 2 phonemes.

'Down' has 3 phonemes.

'Through' has 3 phonemes.

'Pitch' has 3 phonemes.

'Happy' has 4 phonemes.

'Bring' has 4 phonemes.

When Phoneme Segmentation is Challenging to Identify (Video Script)

In the [online version of this module](#), there is a video that provides additional examples of words that are hard to segment into phonemes. The transcript is provided in the PDF version of the module.

Speech sounds do not necessarily match the number of letters there are in a word.

Let's look at a few examples. The symbols you'll see are part of a phonetic alphabet that is used in linguistics (IPA).

The word 'box' has 3 letters but 4 phonemes.

[Narrator slowly pronounces each sound] /b/ /ɑ:/ /k/ /s/

[Narrator pronounces each sound a bit quicker] /b/ /ɑ:/ /k/ /s/

Box.

The word 'eight' has 5 letters, but 2 phonemes.

[Narrator slowly pronounces each sound] /eɪ/ /t/

[Narrator pronounces each sound a bit quicker] /eɪ/ /t/

Eight.

The word 'knight' has 6 letters, but 3 phonemes.

[Narrator slowly pronounces each sound] /n/ /aɪ/ /t/

[Narrator pronounces each sound a bit quicker] /n/ /aɪ/ /t/

Knight.

The word 'ship' has 4 letters, but 3 phonemes.

[Narrator slowly pronounces each sound] /ʃ/ /ɪ/ /p/

[Narrator pronounces each sound a bit quicker] /ʃ/ /ɪ/ /p/

Ship.

The word 'thing' has 5 letters, but 3 phonemes.

[Narrator slowly pronounces each sound] /θ/ /ɪ/ /ŋ/

[Narrator pronounces each sound a bit quicker] /θ/ /ɪ/ /ŋ/

Thing.



The word 'crutch' has 6 letters, but 4 phonemes.

[Narrator slowly pronounces each sound] /k/ /r/ /ʌ/ /tʃ/

[Narrator pronounces each sound a bit quicker] /k/ /r/ /ʌ/ /tʃ/

Crutch.

For additional practice with phonemes, direct your learners to try ABRA's 'Same Phoneme' activity. The ABRACADABRA support material provides additional guidance with phonemes and other literacy skills.

Exploring Word Families

Word Families are groups of words that have a common pattern. They have some of the same letter combinations that make the same sound.

Some examples

-ip

dip, hip, lip, nip, rip, sip, tip, zip

chip, drip, flip, grip, ship, skip, slip, snip, trip, whip

-ug

bug, dug, hug, jug, lug, mug, pug, rug, tug

plug, smug, snug

Select Many

Select the correct letters or groups of letters to add to the beginning of 'ill' to create words.

-ill

Cl	Sp	Z	Sk	Cr	Gl	W	Dr	St
B	Fl	Gn	Sl	Ch	L	Dw	D	Sm
F	G	Af	Sc	H	K	M	P	



Answer Key

Bill	Kill
Chill	Mill
Dill	Pill
Drill	Skill
Fill	Spill
Gill	Still
Hill	Will

Using ABRA to Support Alphabets

Sounds, Letters, and Words

ABRA contains 17 activities to help children develop alphabetic skills. Many of these activities offer different levels of difficulty. This allows learners of differing abilities to use the tool effectively and at their own pace.

Because alphabets includes many different skills, it can be helpful to explore them through broad categories. A common set of categories is **Pre-alphabets** (or Letter Knowledge), **Phonological and Phonemic Awareness**, and **Phonics**.

Pre-Alphabets

Letter knowledge means much more than being able to recite the alphabet. Children also need to identify upper- and lower-case letters, as well as match a letter sound to its symbol.

Discover the ABRA activities that help children develop this skill.

- Alphabet Song
- Letter Bingo
- Animated Alphabet
- Letter Sound Search
- Matching Sounds

Alphabet Song

To access this activity in ABRA:

- 1) Click on *Sounds, Letters, and Words*



2) Click on *The Alphabet Song*



[Watch a demo of this activity online.](#)

Learn more about [this activity](#) by visiting the ABRA resources site.

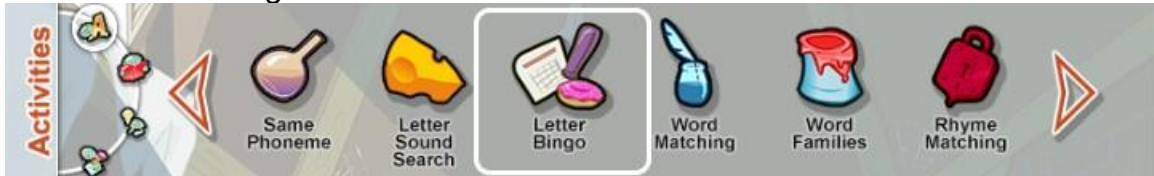
Letter Bingo

To access this activity in ABRA:

1) Click on *Sounds, Letters, and Words*



2) Click on *Letter Bingo*



[Watch a demo of this activity online.](#)

Learn more about [this activity](#) by visiting the ABRA resources site.

Animated Alphabet

To access this activity in ABRA:

1) Click on *Sounds, Letters, and Words*



2) Click on *Animated Alphabet*



[Watch a demo of this activity online.](#)

Learn more about [this activity](#) by visiting the ABRA resources site.

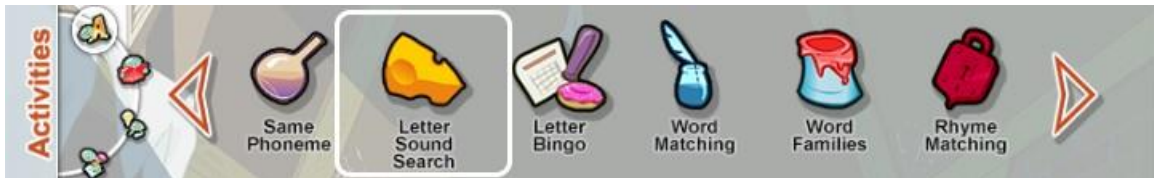
Letter Sound Search

To access this activity in ABRA:

1) Click on *Sounds, Letters, and Words*



2) Click on *Letter Sound Search*



[Watch a demo of this activity online.](#)

Learn more about [this activity](#) by visiting the ABRA resources site.

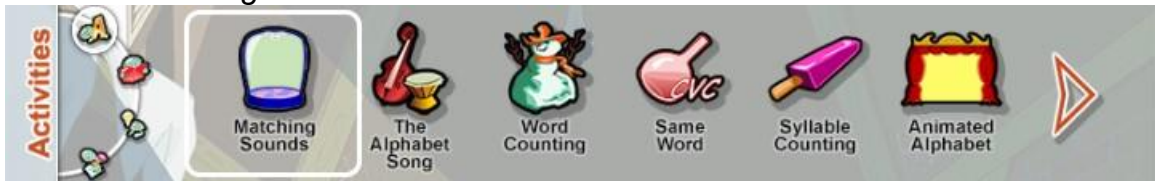
Matching Sounds

To access this activity in ABRA:

1) Click on *Sounds, Letters, and Words*



2) Click on *Matching Sounds*



[Watch a demo of this activity online.](#)

Learn more about [this activity](#) by visiting the ABRA resources site.

Phonological and Phonemic Awareness

This skill focuses on children’s ability to identify and manipulate individual sounds of language (called phonemes). For example, both of the words hen /h/ /e/ /n/ and when /wh/ /e/ /n/ have 3 sounds even though they have different number of letters.

Children working towards building these skills might blend sounds into words or break a word down into individual sounds.

Discover the ABRA activities that help children develop this skill.

- Syllable Counting
- Rhyme Matching
- Same Phoneme
- Auditory Segmenting
- Blending Train
- Auditory Blending

Syllable Counting

To access this activity in ABRA:

1) Click on *Sounds, Letters, and Words*



2) Click on *Syllable Counting*



[Watch a demo of this activity online.](#)

Learn more about [this activity](#) by visiting the ABRA resources site.

Rhyme Matching

To access this activity in ABRA:

- 1) Click on *Sounds, Letters, and Words*



- 2) Click on *Rhyme Matching*



[Watch a demo of this activity online.](#)

Learn more about [this activity](#) by visiting the ABRA resources site.

Same Phoneme

To access this activity in ABRA:

- 1) Click on *Sounds, Letters, and Words*



- 2) Click on *Same Phoneme*



[Watch a demo of this activity online.](#)

Learn more about [this activity](#) by visiting the ABRA resources site.



Auditory Segmenting

To access this activity in ABRA:

- 1) Click on *Sounds, Letters, and Words*



- 2) Click on *Auditory Segmenting*



[Watch a demo of this activity online.](#)

Learn more about [this activity](#) by visiting the ABRA resources site.

Blending Train

To access this activity in ABRA:

- 1) Click on *Sounds, Letters, and Words*



- 2) Click on *Blending Train*



[Watch a demo of this activity online.](#)

Learn more about [this activity](#) by visiting the ABRA resources site.



Auditory Blending

To access this activity in ABRA:

- 1) Click on *Sounds, Letters, and Words*



- 2) Click on *Auditory Blending*



[Watch a demo of this activity online.](#)

Learn more about [this activity](#) by visiting the ABRA resources site.

Phonics

Phonics involves learning to use letter sounds to read words by matching the sounds of letters (Phonemes) to letters. Phonics helps children to understand how print works.

Discover the ABRA activities that help children develop this skill.

- Same Word
- Word Counting
- Word Families
- Word Matching
- Basic Decoding
- Word Changing

Same Word

To access this activity in ABRA:

- 1) Click on *Sounds, Letters, and Words*



2) Click on *Same Word*



[Watch a demo of this activity online.](#)

Learn more about [this activity](#) by visiting the ABRA resources site.

Word Counting

To access this activity in ABRA:

1) Click on *Sounds, Letters, and Words*



2) Click on *Word Counting*



[Watch a demo of this activity online.](#)

Learn more about [this activity](#) by visiting the ABRA resources site.

Word Families

To access this activity in ABRA:

1) Click on *Sounds, Letters, and Words*



2) Click on *Word Families*



[Watch a demo of this activity online.](#)

Learn more about [this activity](#) by visiting the ABRA resources site.

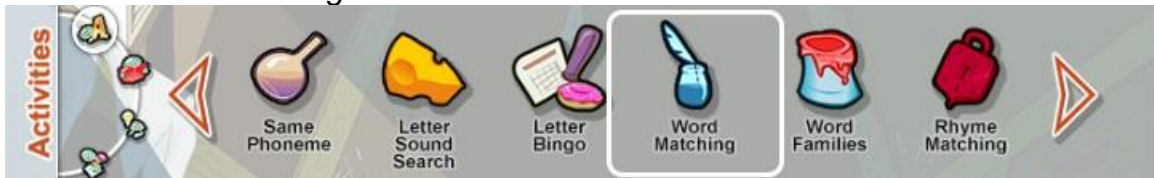
Word Matching

To access this activity in ABRA:

1) Click on *Sounds, Letters, and Words*



2) Click on *Word Matching*



[Watch a demo of this activity online.](#)

Learn more about [this activity](#) by visiting the ABRA resources site.

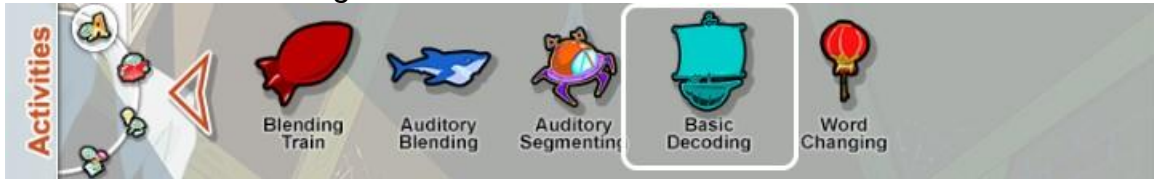
Basic Decoding

To access this activity in ABRA:

3) Click on *Sounds, Letters, and Words*



- 4) Click on *Basic Decoding*



[Watch a demo of this activity online.](#)

Learn more about [this activity](#) by visiting the ABRA resources site.

Word Changing

To access this activity in ABRA:

- 1) Click on *Sounds, Letters, and Words*



- 2) Click on *Word Changing*



[Watch a demo of this activity online.](#)

Learn more about [this activity](#) by visiting the ABRA resources site.

Pause and Think

Activity: Individual Reflection. If Possible, Followed by a Group Discussion

Individual Reflection

Use your course notebook (see *Appendix A*), or sign in to ePEARL, to consider these questions:

- 1) Which alphabetic skills (your top 2-3) would most benefit your class? Why?
- 2) Which 2-3 ABRA activities could you use to build these skills?
- 3) How can you use these activities? Make a specific plan.
- 4) What challenges do you see in carrying out this plan? How can you overcome them?



Group Discussion

Form small groups of 3-5 participants. Everyone should share their individual reflection answers and get feedback from their peers on:

- The learners' needs and the activities selected.
- The plan to get children using the ABRA activities.
- The challenges teachers have identified.

Your Teaching

Let's Go! Tips and Techniques

Suggestions for Incorporating Alphabetics in your Classroom

Tips

Practice saying tongue twisters to help your students with their pronunciation. For example, "She sells seashells by the seashore."

Teacher Aids

The CSLP has prepared a number of resources for teachers. These include technical support for the ABRA tool, pedagogical support for helping children build their literacy skills, and classroom activity and resource suggestions.

Collaboration & Reflection

Suggested strategies on how teachers can learn from their own experiences, receive input from colleagues, and provide feedback to support their peers.

Tips

Here are some ideas to help you get started:

- Implement a "Letter of the Week" activity. Choose a letter and throughout the week, bring learners' attention to the sound it makes. Whenever you encounter words that start with the letters, stop and point it out to the class. Start with learners' names. Use worksheets centered around the letter to allow children additional practice with recognizing that letter.
- Use ABRA's alphabet flashcards (see *Appendix E*) to help build alphabetics skills. To start you can hold a card up and the child says the letter. They can also be used for more complex activities, such as providing a card to a child and asking them to find objects in the room that begin with that letter.
- Play word games, like changing one letter in a word. For example, car > can > cat. Start by always changing the same letter, but as the child gains confidence, change any letter in the word. For example cat > hat > hut.
- Have learners create a class poster containing the class' definition of rhyming words (ex: words that have the same ending sound). Have learners write and/or draw some examples (words like fat, cat, hat, mat, rat, sat, vat, and chat). This



poster can be a reference when working with rhyming activities. Periodically ask the class to write/draw different examples (words like bar, car, far, jar, and star).

Teacher Aids

The following resources suggest ways to teach fluency using ABRA.

Counting Sounds (see *Appendix F*)

This is a sample classroom activity that asks learners to identify and count the phonemes in words.

Important Syllables (see *Appendix G*)

This is a sample classroom activity that asks learners to count syllables and spell words correctly.

Mancala (see *Appendix H*)

This is a sample classroom activity that asks learners to count the words in a given sentence.

Word Matching – Level 1 (see *Appendix I*)

This worksheet asks learners to identify which two words have the same beginning sounds.

Connections: Sounds, Letters, and Words (see *Appendix J*)

This shows how ABRA activities are connected, allowing learners to build and practice their alphabetic skills.

To get more resources, please visit the ABRA Teacher Resource website:

<https://literacy.concordia.ca/resources/abra/teacher/en/>

Collaboration and Reflection

Here are some ideas to help you get started.

Lesson Plans

Work with a colleague that teaches the same grade as you. Together create lesson plans (see *Appendix I*), brainstorm activity ideas, and share worksheets. Once you have implemented the lesson, regroup to share your experiences. Discuss both successes and difficulties. Share strategies on how to overcome those difficulties.

- For ePEARL users: attach the lesson or activity to your ePEARL account.
If you don't use ePEARL, write your reflections in your course notebook (see Appendix A).



- Send a copy to the LTK+ trainer for evaluation and this will contribute towards attaining a mastery certificate.

Filming Your Lessons

Consider filming your classroom when you're teaching an alphabetics lesson, then:

- Share with colleagues to get feedback and/or provide a model for newer teachers.
- For ePEARL users: attach the video to your ePEARL account. After watching the lesson, reflect on the process.
If you don't use ePEARL, write your reflections in your course notebook (see Appendix A).
- Send a copy to the LTK+ trainer for evaluation and this will contribute towards attaining a mastery certificate.
- Use this template (see *Appendix L*) to create a parental permission form.

Summary

Summary

In this module you learned...

- "Alphabetics" is the ability to recognize different sounds and match them to letters and words.
- Children start school with different levels of phonological awareness. *Pre-alphabetic* skills, such as identifying upper- and lower-case letters and matching its sound to its symbol, help children develop the skills needed for phonological awareness.
- *Phonological awareness* is the ability to hear and use the parts of spoken language. Fundamental skills include: auditory blending and segmenting, phoneme counting, identifying the same beginning or ending sounds, and the ability to rhyme words.
- *Phonemic awareness* is an important part of phonological awareness. It is the ability to identify the smallest unit of spoken language (phoneme).
- *Phonics* is the ability to build connections between spoken words and written letters.
- ABRACADABRA has 17 activities to help children develop these skills.





Appendices

- A: Alphabetics Course Notebook
- B: Alphabetics Definitions
- C: Sample Worksheet (i_e Placemat)
- D: Sample Worksheet (ai Placemat)
- E: Alphabet Flashcards
- D: Counting Sounds
- E: Important Syllables
- F: Mancala
- G: Word Matching – Level 1
- H: Connections: Sounds, Letters, and Words
- I: Lesson Plan Template
- J: Parental Permission Form Template





Reflect on Your Past Experiences

As a child, how did you learn to speak, read, and write?

How easy or hard was it to connect spoken to written language?

How have those early experiences shaped how you teach reading and writing?





Alphabetic: Watch the Videos

What did I learn from these videos?

What questions do I have after watching these videos?

ABRACADABRA

Which alphabetic skills (your top 2-3) would most benefit your class? Why?

Which 2-3 ABRA activities could you use to build these skills?





How can you use these activities? Make a specific plan.

What challenges do you see in carrying out this plan? How can you overcome them?

NOTE: If possible, meet with your colleagues to go over your plan.

Additional Notes

Write any questions or thoughts you have as you go through the module.





Alphabetic Key Terms

Blending: combining individual sounds to make a word.

Decoding: using knowledge of letter-sound relationships and letter patterns to sound out an unfamiliar word.

Phonemes: individual sounds of language.

Phonemic Awareness: identifying and manipulating the smallest units of spoken language (sounds).

Phonics: building connections between spoken words and written language.

Phonological Awareness: noticing and working with the sounds in spoken language.

Pre-Alphabetic: Letter knowledge means much more than being able to recite the alphabet. Children also need to identify upper- and lower-case letters, as well as match a letter sound to its symbol.

Rhyming: two or more words whose ending sounds the same. For example: bat and cat.

Segmenting: break a word down into individual sounds.

Syllables: an unbroken unit of spoken language that contains a vowel sound and usually a consonant.

Word Families: a group of words that share a pattern, such as ending with the same letters and sound. For example: best, rest, west.





Name: _____

Date: _____

i_e

Read the word. Add the magic E to that word. Read the new word.

bit → bit e _____

fin → fin _____

kit → kit _____

rip → rip _____

Draw a line from the word to the its picture.

file

9

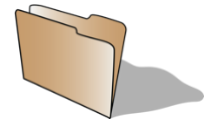
five



mice

5

nine



Read each word and circle the word that matches the picture.



lime limit lit



lint lick line



rid rice rim



time Tim tin

Circle the words that have a short /i/ sound, and put a square around the words with a long /i/ sound.

dine like sip hike

sit side pit size

life bin nice tip

line pin lip ripe



Name: _____

Date: _____

ai

Read each word aloud. Circle the words that have the team "ai".

jail	jam	paid	wait
van	map	pad	rain
tan	train	rail	ran
pain	sail	sad	man

Draw a picture for each of these sentences:

A snail with a big tail.



Rain falls on a train.



Write the word that matches the picture.



nail



E



ABRACADABRA - CSLP

e



ABRACADABRA - CSLP

D



ABRACADABRA - CSLP

d



ABRACADABRA - CSLP

C



ABRACADABRA - CSLP

c



ABRACADABRA - CSLP

B



ABRACADABRA - CSLP

b



ABRACADABRA - CSLP

A



ABRACADABRA - CSLP

a



ABRACADABRA - CSLP

J



ABRACADABRA - CSLP

j



ABRACADABRA - CSLP

I



ABRACADABRA - CSLP

i



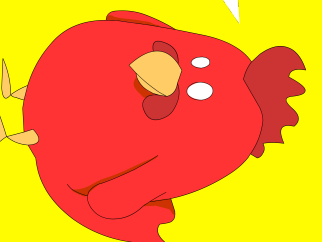
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H



ABRACADABRA - CSLP

h



ABRACADABRA - CSLP

G



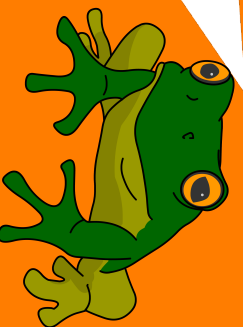
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g



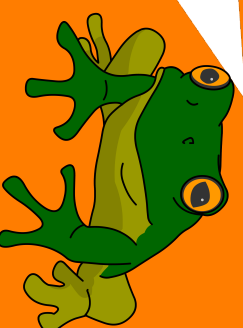
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F



ABRACADABRA - CSLP

f



ABRACADABRA - CSLP

O



ABRACADABRA - CSLP

O



ABRACADABRA - CSLP

N



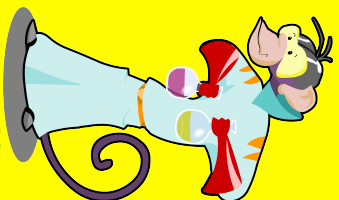
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n



ABRACADABRA - CSLP

M



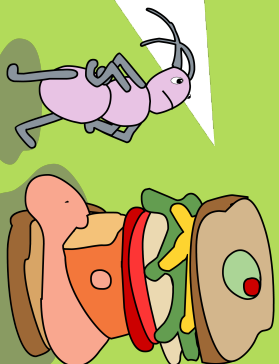
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m



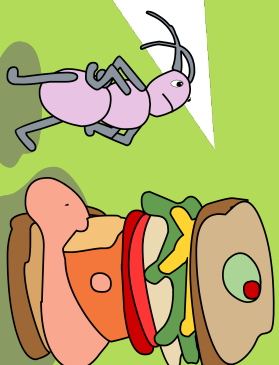
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ABRACADABRA - CSLP

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ABRACADABRA - CSLP

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ABRACADABRA - CSLP

R



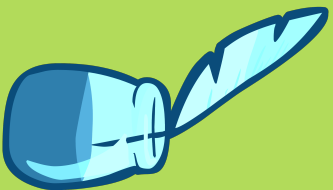
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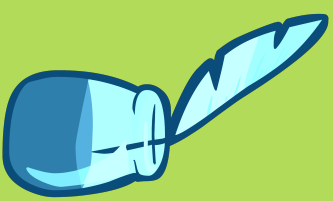
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ABRACADABRA - CSLP

q



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P



ABRACADABRA - CSLP

p



ABRACADABRA - CSLP

Y



ABRACADABRA - CSLP

y



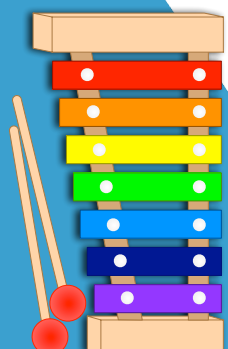
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X



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x



ABRACADABRA - CSLP

W



ABRACADABRA - CSLP

w



ABRACADABRA - CSLP

V



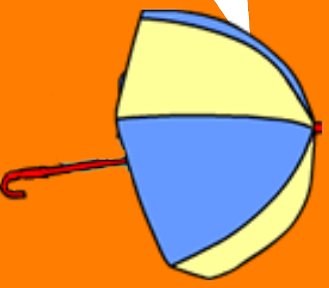
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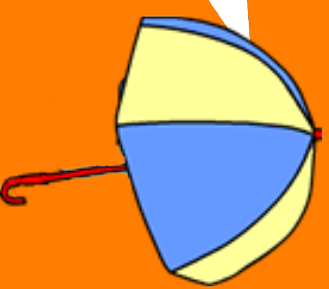
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ABRACADABRA - CSLP

Z



ABRACADABRA - CSLP



ABRACADABRA - CSLP



ABRACADABRA - CSLP



ABRACADABRA - CSLP



ABRACADABRA - CSLP

Z

Ant	Notes
Bear	Oil
Cat	Pre-historic / Pterodactyl
Dragon	Quill
Eel	Read
Frog	Snowman
Goat	Teddy bears
Hen	Umbrella
Ice skates	Village
Julie	Whale
Key	Xylophone
Lunch	Yeti
Monkey	Zipper

COUNTING SOUNDS

Identifying and Counting Sounds in Words

OBJECTIVE

The learner will practice identifying and counting the phonemes in words.


TIME

45 minutes.

MATERIALS

Computers, items used as counters (ex. pebbles), flash cards.

WARM UP: SYLLABLE COUNTING

1. Sign in to ABRACADABRA.
2. Choose the category *Sounds, Letters, and Words*.
3. Choose *Auditory Segmenting* from the activity list. 
4. Select a story from the available list.
5. Click on *Go*.
6. Click on *Play*.
7. Watch and assist as the child does this activity for 8 minutes.

TANGIBLE: OBJECTS FOR SOUNDS

1. Pre-select words with a different number of phonemes. Examples: 2: bee & cow; 3: cup, feet, & fit; 4: stop, frog, & lunch.
2. Give each learner 4 objects, such as pebbles, to be used as counters.
3. Call out a word and help learners stretch it out. Point to a pebble for each sound. Ask the class how many sounds there are in total. Repeat with a few words.
4. Pair learners. One is given a word and has to give the other pebbles equal to the sounds in the word.
5. Ask learners to switch roles.
6. Have learners switch roles.

TANGIBLE: USE FLASHCARDS

1. Select flashcards with 2-4 phoneme words. A sample set is provided on the next page. *Alternatively, you can create cards with only images.*
2. Pair learners. Give them several (faceup) flashcards and pebbles.
3. Learners place pebbles on the card to mark how many sounds are in that word.
4. Confirm with learners the correct number of phonemes.

Alternatively, give learners 3 cards, two of which have the same number of phonemes. Learners identify which two. This activity can be adapted for: cards that rhyme, same beginning sounds, word families, etc.



Print out the following flashcards.



BEE



CAR



COW



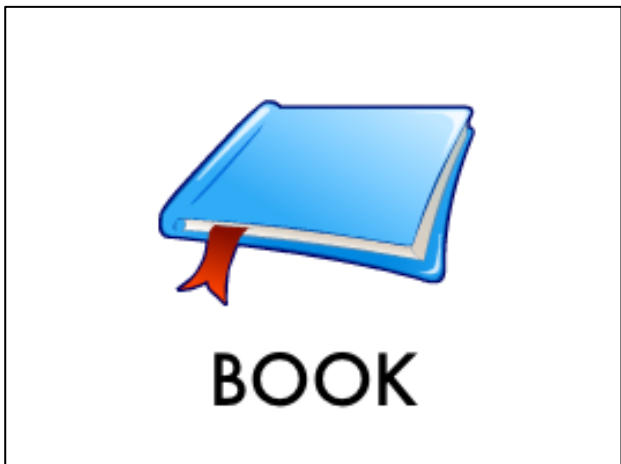
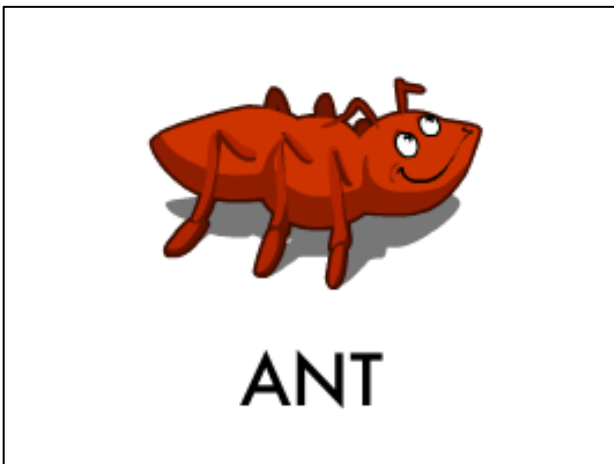
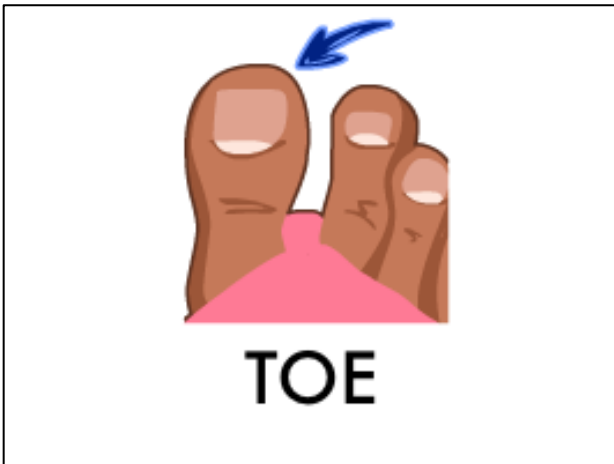
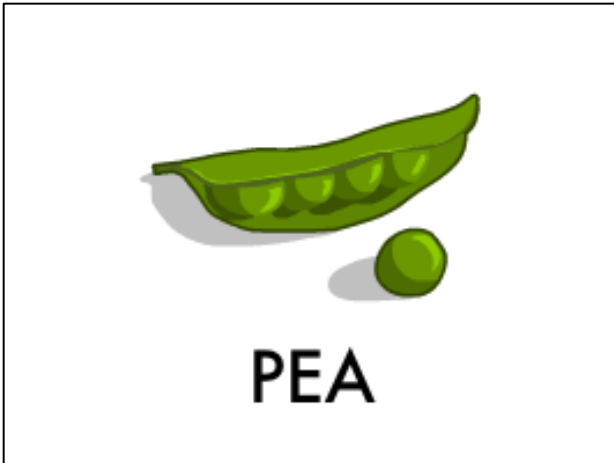
EGG



HAY



PAW





CHAIR



GOAT



LOCK



MOON



MOUTH



ROAD





SHELL



TREE



BRAIN



BRUSH



CLOCK



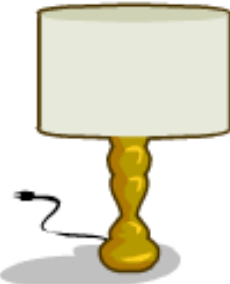
CRAB



FROG



HAND



LAMP



PLANE



SNAKE



TRAIN

IMPORTANT SYLLABLES

Strategies to Help Children Count Syllables

OBJECTIVE

The learner will practice counting syllables and spelling words accurately.


TIME

40 minutes.

MATERIALS

Paper, writing utensils, markers, Bristol boards, tape.

WARM UP: SYLLABLE COUNTING

1. Sign in to ABRACADABRA.
2. Choose the category *Sounds, Letters, and Words*.
3. Choose *Syllable Counting* from the activity list. 
4. Select a story from the available list.
5. Click on *Go*.
6. Click on *Play*.
7. Watch and assist as the child does this activity for 8 minutes.

THEMED LISTS

1. Ask each learner to pull out a sheet of paper.
2. Give learners a topic, such as: family member's names, favourite things, places they visited, items around them, or activities they do during the day.
3. Label the top of the sheet with the topic.
4. Explain that learners will find 1-4 syllable words related to the topic.
5. Ask learners to write as many 1-4 syllable words as they can. Encourage them to think of at least one from each syllable count.

CLASSROOM POSTERS

1. Divide and number your chalkboard into four sections.
2. Prompt learners to call out a word they hear or read often.
3. Ask the class how many syllables are in that word.
4. Write the word on the board in the appropriate section.
5. Repeat process until there are at least 10 words/section.
6. Divide class into groups and assign one of the sections.
7. Direct learners to create a poster of 1, 2, 3, or 4-syllable words. Be creative! Add a border or drawings.
8. Hang posters around the class.

ABRACADABRA MANCALA

Strategies to Help Children Count Words

The following activities are various ways to get learners to count the words in a sentence. Start by explaining to learners that sentences are made up of individual words. It is important to know where words begin and end because this will help us when we read and write.

OBJECTIVE

The learner will demonstrate decoding skills in multiple capacities.

TIME

20 minutes.


MATERIALS

Computer, Mancala game board & pieces.

WARM UP: CLAP ALONG

1. Say "I like pizza" while clapping each word.
2. Ask learners how many times you clapped. When they confirm it was 3, reinforce that there are 3 words in that sentence.
3. Repeat activity using other sentences. For example:
 - I have four aunts.
 - My cat's name is Molly.
 - My car is silver.
 - Reading is fun.
 - My best friend is Cindy.
4. Ask learners to generate their own sentences and clap along.

ABRA: WORD COUNTING

1. Sign in to ABRACADABRA.
2. Choose the category *Sounds, Letters, and Words*.
3. Choose *Word Counting* from the activity list. 
4. Select a story from the available list.
5. Click on *Go*.
6. Click on *Play*.
7. Watch and assist as the child does this activity for 8 minutes.

TANGIBLE: MANCALA






















1. Bring out a Mancala board and its pieces.
2. Read some shorter sentences from an ABRA book. For example, from Henny Penny:
 - The sky is falling.
 - May I go with you?
 - Goosey-Poosey was the first to go in.
3. Have the child put Mancala pieces into the individual trays to represent each word.
4. Continue for 5 minutes.

Note: You can use an egg carton and marbles/beads if you don't have a Mancala board.



WORD MATCHING – LEVEL 1

Look at the pictures in each row. Find the two pictures with the same beginning sound. Circle the letter that makes that beginning sound in both words.

1		saw		mop		map
2		toe		root		rooster
3		nail		nut		pot
4		pie		bean		pin
5		belt		bun		cloud
6		jam		hay		helicopter
7		lock		leg		tie

ABRACADABRA

HELPING STUDENTS BUILD THEIR READING SKILLS

SOUNDS, LETTERS, AND WORDS (Alphabetics)

The goals of literacy are to be able to construct meaning effectively from a written text and to encode written text accurately in writing. In order to do this, students need to master a number of skills. Activities in ABRACADABRA are inter-related, therefore, if you notice your student is struggling in one area, you may want to suggest doing another activity that focuses on the same broad skill. You could also use this list to determine where students can extend the practice of recently acquired skills. This allows them to practice and develop their mastery of these skills.

Alphabetics is the ability to associate sounds with letters and use these sounds to create words. Children need multiple opportunities, with a variety of phonetic and writing activities, to practice in order to build their fluency and comprehension skills.

ALPHABET SONG

- ◆ Animated Alphabet
- ◆ Letter Bingo
- ◆ Letter Sound Search

Pre-alphabetic

ANIMATED ALPHABET

- ◆ Alphabet Song
- ◆ Letter Bingo
- ◆ Letter Sound Search
- ◆ Matching Sounds

Pre-alphabetic

AUDITORY BLENDED

- ◆ Blending Train
- ◆ Rhyme Matching
- ◆ Same Phoneme

Phonemic Awareness

AUDITORY SEGMENTING

- ◆ Basic Decoding
- ◆ Rhyme Matching
- ◆ Same Phoneme

Phonemic Awareness

BASIC DECODING

- ◆ Auditory Blending
- ◆ Auditory Segmenting
- ◆ Letter Sound Search
- ◆ Word Changing

Phonics

BLENDED TRAIN

- ◆ Auditory Blending
- ◆ Rhyme Matching
- ◆ Same Phoneme

Phonemic Awareness



LETTER BINGO

- ◆ Alphabet Song
- ◆ Animated Alphabet
- ◆ Letter Sound Search

Pre-alphabetic

LETTER SOUND SEARCH

- ◆ Alphabet Song
- ◆ Animated Alphabet
- ◆ Letter Bingo

Pre-alphabets

MATCHING SOUNDS

- ◆ Rhyme Matching
- ◆ Same Phoneme
- ◆ Same Word
- ◆ Word Changing
- ◆ Word Families

Phonemic Awareness

RHYME MATCHING

- ◆ Matching Sounds
- ◆ Same Phoneme
- ◆ Same Word
- ◆ Syllable Counting
- ◆ Word Changing
- ◆ Word Families

Phonemic Awareness



SAME PHONEME

- ◆ Rhyme Matching
- ◆ Syllable Counting
- ◆ Word Counting

Phonemic Awareness

SAME WORD

- ◆ Basic Decoding
- ◆ High Frequency Words
- ◆ Matching Sounds
- ◆ Same Phoneme
- ◆ Tracking

Phonics

SYLLABLE COUNTING

- ◆ Basic Decoding
- ◆ Same Phoneme
- ◆ Same Word
- ◆ Word Changing
- ◆ Word Families

Phonemic Awareness

WORD CHANGING

- ◆ Accuracy
- ◆ Basic Decoding
- ◆ Matching Sounds
- ◆ Rhyme Matching
- ◆ Same Phoneme
- ◆ Word Families
- ◆ Vocabulary ESL

Phonics



WORD COUNTING

- ◆ Reading Practice
- ◆ Speed
- ◆ Spelling Sentences
- ◆ Syllable Counting
- ◆ Tracking

Phonics

WORD FAMILIES

- ◆ Basic Decoding
- ◆ Rhyme Matching
- ◆ Same Word
- ◆ Tracking
- ◆ Word Changing
- ◆ Word Matching

Phonics

WORD MATCHING

- ◆ Basic Decoding
- ◆ Matching Sounds
- ◆ Rhyme Matching
- ◆ Same Phoneme
- ◆ Same Word
- ◆ Syllable Counting
- ◆ Word Families

Phonics



Lesson Plan Template



Lesson Name

Grade	Lesson Duration	Date
Topic	ABRA Activity	
Materials Needed	Teacher Prep	

Objectives

Prior Knowledge Needed

Lesson Objectives

Curriculum Links

Other Learning Areas

Non-Formal Learning

Lesson Activities

Introduction & Warm-up Activity

Time



CENTRE FOR THE STUDY OF
LEARNING AND PERFORMANCE





Lesson Plan Template



Main Activity		Time
Extension Activity	Take Home Tasks	

Consolidation

Assessment Questions	Assessment Strategies <input type="checkbox"/> Assignment (Project or Presentation) <input type="checkbox"/> Discussion Questions <input type="checkbox"/> Homework <input type="checkbox"/> Observation <input type="checkbox"/> Peer-Assessment <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Test/Quiz <input type="checkbox"/> Other _____
Key Vocabulary	

Reflection

Successes

Improvements



Date: [Insert]

School/Schoolboard logo

Dear Parent/Guardian,

Learning to read is an exciting time for both children and parents, but reading doesn't happen on its own. [School name] is dedicated to improving reading skills in young children. This involves teachers collaborating with each other and school ambassadors to improve teaching and learning in our schools. To this end, I, [insert teacher's name], would like to videotape and photograph the lessons your child will be part of.

In order to improve my teaching and support my colleagues, I may decide to share these videos and photographs will be shared with [insert – other teachers at the school/schoolboard, school's ambassador, etc.] for the purpose of [insert – attaining feedback, modeling the process, etc.]. All videos will be available via [insert medium – website? Indicate if access to it is password protected or not. Mention that some sites store data on servers outside of your country and thus might be subject to foreign jurisdictions].

By means of this letter, I am seeking your permission to record your child in video or audio format. We will not use your child's name or any other personal information in any of these photographs or videos. We would ask that you read and sign the attached form.

We very much appreciate your consideration of this request and your support in helping to improve teaching and learning in our schools. Please return page 2 of the signed consent form to your child's teacher by [insert date], indicating if you agree or disagree to allow your child to be part of the videos.

Sincerely yours,

[insert signature]

[insert teacher's name]

[insert signature]

[insert principal's name]

Parental Consent Form

- I have read the above statement and am informed about the intended use of filming and photographing my child's classroom.
- I understand that videos and/or photographs of my child may be taken.
- I understand that my child's name will NOT be released at any time.
- I understand that my child's image and/or voice maybe included in the videos that the [teacher, ambassador?] will create to train other teachers.
- I understand that the videos which my child maybe part of may be stored in and outside of [country].
- I understand that my child's image and/or voice may be made available online, broadcast, performed in public or reproduced for educational purposes.
- I understand that I cannot withdraw my child from the videos and photographs once they are taken.
- I understand that by signing this form, I give the [teacher/school] right to use my child's image and/or voice, both in photographs and videos in electronic format for the purposes of the project. This right is royalty-free, worldwide, perpetual, exclusive and transferrable.

I agree to let my child take part in the videos and/or photographs.

I DO NOT agree to let my child take part in the videos and/or photographs.

Print Your Child's Full Name: _____

Print Your Name: _____

Parent Signature: _____ Date: _____

School Name: _____

Teacher's Name: _____

Alphabetics Module Glossary

ABRACADABRA (ABRA): a tool in the LTK+ suite that is designed to support children's acquisition of early literacy.

Alphabetics: the ability to recognize the different sounds in a spoken language and then match those sounds to written letters and words. Alphabetic skills include: letter knowledge, phonological and phonemic awareness, and phonics.

Blending: combining individual sounds to make a word.

Decoding: using knowledge of letter-sound relationships and letter patterns to sound out an unfamiliar word.

ePEARL: a web-based portfolio software, offered within the LTK+ suite. It is designed to support children's acquisition of self-regulated learning (SRL) skills.

Phonemes: individual sounds of language.

Phonemic Awareness: identifying and manipulating the smallest units of spoken language (sounds).

Phonics: building connections between spoken words and written language.

Phonological Awareness: noticing and working with the sounds in spoken language.

Pre-Alphabetics: letter knowledge means much more than being able to recite the alphabet. Children also need to identify upper- and lower-case letters, as well as match a letter sound to its symbol.

Rhyming: two or more words whose ending sounds the same. For example: bat and cat.

Segmenting: break a word down into individual sounds.

Syllables: an unbroken unit of spoken language that contains a vowel sound and usually a consonant.

Word Families: a group of words that share a pattern, such as ending with the same letters and sound. For example: best, rest, west.