



Heggerty Phonemic Awareness Webinar

Kindergarten/Primary Curriculum Webinar

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WHAT is Phonemic Awareness?

Phonemic Awareness is an understanding that spoken words are made up of individual sounds called phonemes. Phonemic awareness instruction focuses on isolating, blending, segmenting and manipulating phonemes in words.

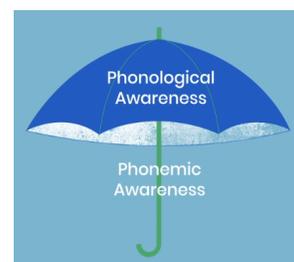
Phonemic Awareness is **NOT** Phonics: How are they different?

| Phonemic Awareness | Phonics |
|---|--|
| Instructional focus is on _____ we hear in spoken words. | Instructional focus is on _____ that represent the sounds we hear in spoken words. |
| Lessons are an oral and _____ warm up to phonics instruction. | Lessons are _____ and auditory, matching phonemes to graphemes. |
| Students isolate, blend, segment, and manipulate sounds in _____ words. | Students apply their phonemic awareness and phonics knowledge to _____ and _____ words in print. |

Phonological awareness is a broad skill that refers to recognizing, isolating, blending, segmenting and manipulating different units of oral language such as words, syllables, onset-rime, body-coda and phonemes. Exposing our students to this oral language and encouraging them to work with these oral and auditory skills is crucial in developing their language to transfer over to their reading and writing.

Phonological = big units (words, syllables, intrasyllable)

Phonemic = smallest unit of sound (phonemes)



WHY should we teach Phonemic Awareness?

Review the Research about Phonemic Awareness

*“The **lack of phonemic awareness** is the **MOST powerful determinant** of the likelihood of **failure to read.**” (Adams, 1990).*

According to Louisa Moats in her book, *Speech to Print*, “One of the most robust findings of modern reading research is that **proficient reading is strongly associated with the ability to identify, remember, and sequence phonemes**” (2012).

*“The National Reading Panel found more than 50 studies verifying that **explicitly teaching phonemes** was one **critical component of effective reading and spelling instruction**” (Moats, 2012).*

HOW can I implement Phonemic Awareness in my classroom?

About the Curriculum

Phonemic awareness can be part of the **Tier I curriculum and used as a supplemental resource to the core curriculum** for the whole class in 1st grade and some 2nd-grade classrooms.

2nd-grade classrooms can choose to omit work at the syllable level and begin with Week 8 to get student’s working at the phoneme level sooner. [*2nd-grade implementation guide](#)

A Heggerty lesson takes place whole group and lasts around **10 - 12 minutes**. The lessons are broken into 2 sections: Phonemic Awareness and Early Literacy Skills. During the Phonemic Awareness component, students participate by responding orally, no print is shown. During the Early Literacy Skills component, a connection to print is made. Students will engage in Phoneme-Grapheme connection activities as well as an opportunity to build Language Awareness through sentence repetition. The Kindergarten manual will also provide work with reciting nursery rhymes.

Lesson Components – Each lesson includes:

| 5-8 Phonemic Awareness Skills | 2-3 Early Literacy Skills |
|---|--|
| <ol style="list-style-type: none">1. Rhyming2. Onset Fluency3. Blending4. Isolating Final or Medial Sounds5. Segmenting6. Adding7. Deleting8. Substituting | <ol style="list-style-type: none">1. Alphabet Knowledge2. Phoneme-Grapheme Connection3. Language Awareness |

Preface Pages:

Pages to note in your Phonemic Awareness curriculum manual:

- ★ *Getting Started*: **KDG**: Pg i **Primary**: Page i
- ★ *Index of skills*: **KDG**: Pages vi-viii **Primary**: Pages vi-vii
- ★ *Scope and Sequence*: **KDG**: Page ix **Primary**: Page vii
- ★ *Glossary of Terms*: **KDG**: Page xv **Primary**: Page xiii
- ★ *Alignment to Standards*: **KDG**: Page x **Primary**: Page ix
- ★ *Overview Pages*: located throughout the manuals to alert you of shifts in instruction and provide teacher tips to enhance instruction.

Implementation Resources:

- ★ **Explicit teacher language**: Explicit directions for the teacher to read to the students to communicate the targeted activity.
- ★ **Skill Focus**: A statement providing students with an explanation of the focus of the specific skill they will be working on. This does not need to be shared daily with students.
- ★ **Overview Pages**: Located throughout the manual to alert you of shifts in instruction and provide teacher tips to enhance instruction.
- ★ **QR Code**: Scan the QR Code each week to access a Monday sample lesson, skill tutorial videos, and additional support videos.
- ★ **Hand Motions**: Refer to the hand motion symbol to see directions for how to implement the hand motions. Remember, the teacher should do the hand motions using their right hand/side to represent the beginning and their left hand/side to represent the end.

Live Links:

- ★ [Skill Tutorial and Hand Motion Video](#)
- ★ [Lesson Demonstrations](#)
- ★ [Parent Newsletters](#)

Strategies for implementation

- ★ Ideal pacing is **10-12 minutes**, however, lessons may take longer in the beginning of implementation or when there is a shift in the lessons. While a lesson may sometimes last longer than 10-12 minutes, it **should not exceed 15 minutes**. If it does...do not skip skills! Reduce the number of words used with each skill, but still practice all of the skills. Plan to get back to using all words in the lesson.
- ★ Provide quick corrective feedback when students respond incorrectly.
- ★ Be aware of your sound production: Clip your sounds - do not include /ŭ/ at the end.
- ★ Use Heggerty Phonemic Awareness lessons as an oral warm-up to explicit Phonics instruction to reinforce the connection of phonemes to graphemes.
- ★ Prior to teaching the lesson each day, read through the lesson and practice. Your pace determines your students' engagement and pace.

Assessments:

Assessments are not required to teach the Heggerty PA lessons. However, we do have assessments available on our website: www.heggerty.org (Click on Downloads) Digital assessments are available through a myHeggerty subscription.

Professional Resources:

Print Resources

- *Speech to Print* by Louisa Moats
- *Phonics from A to Z* by Wiley Blevins
- *Overcoming Dyslexia* by Sally Shaywitz
- [Heggerty Blog: 30 Science of Reading Resources](#)

Podcasts

- [Educate](#) by APM Reports
- [Glean](#) Education
- [Amplify](#) - Science of Reading
- [Teaching Reading and Learning](#): The Podcast

Social Media



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Nursery Rhyme Resources by Weekly Lesson for Kindergarten

| Week | Resource for Printable Rhyme |
|------|---|
| 7 | The Itsy Bitsy Spider (PreKinders) |
| 8 | Little Miss Muffet (PreKinders) |
| 9 | Twinkle, Twinkle Little Star (DLTK's Site for Kids) |
| 10 | Mary Had a Little Lamb (Mother Goose Club) |
| 11 | Humpty Dumpty (PreKinders) |
| 13 | Star Light, Star Bright (PreKinders) |
| 14 | One, Two Buckle My Shoe (Mother Goose Club) |
| 15 | Hey Diddle Diddle (Mother Goose Club) |
| 16 | It's Raining, It's Pouring (A-Z Kids Stuff) |