



ADVANCED PHONICS TRAINING FOR K-5TH TEACHERS

BRIDGING
GAPS IN PHONICS
TEACHING STRATEGIES

ISD PROJECT GROUP 2
PROJECT DOCUMENT

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Session 1

Phonics Rules and
Language Patterns

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Session 2

Elkonin Boxes and
Phonics Bingo

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Sound Walls in
Phonics

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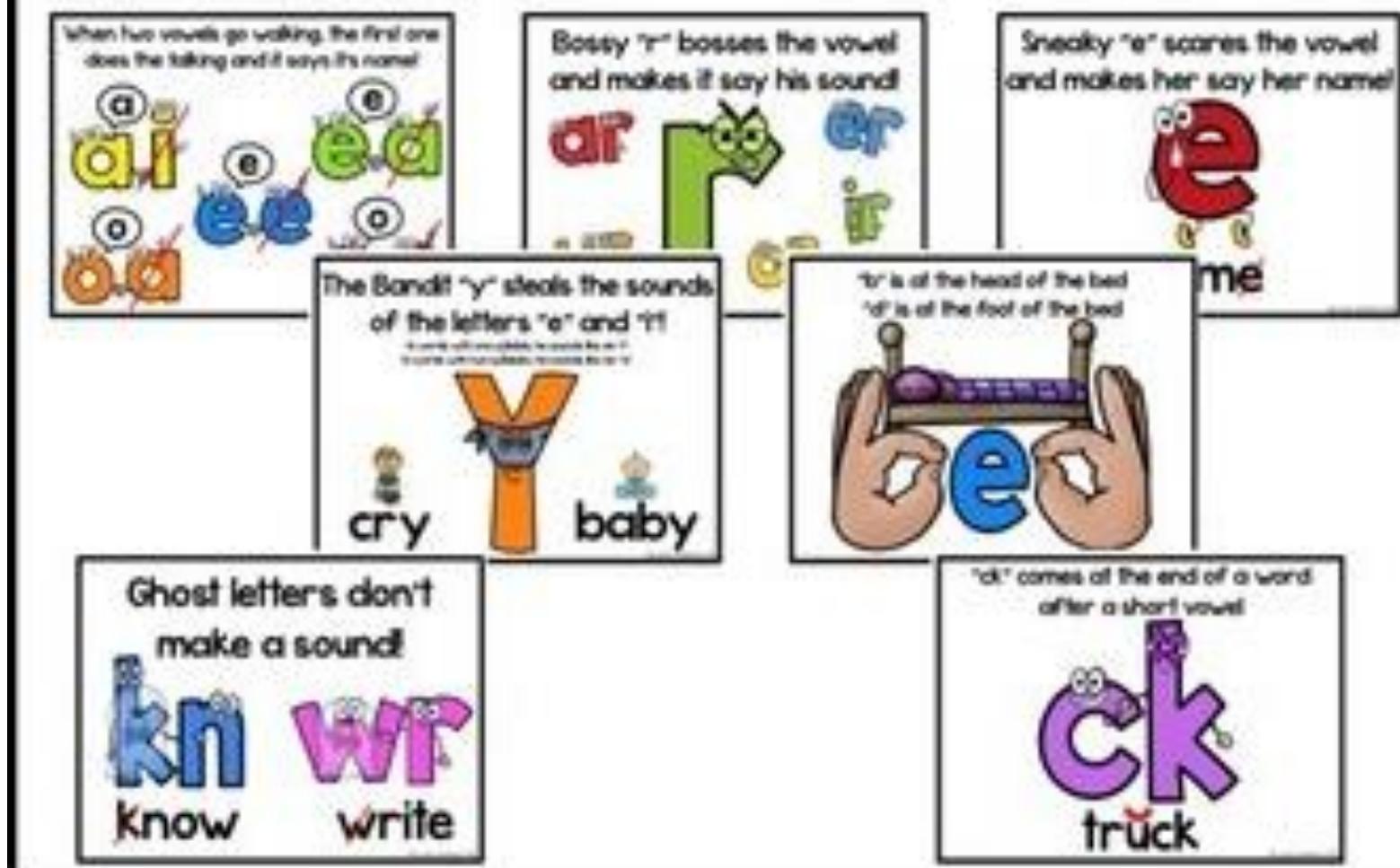
Session 5

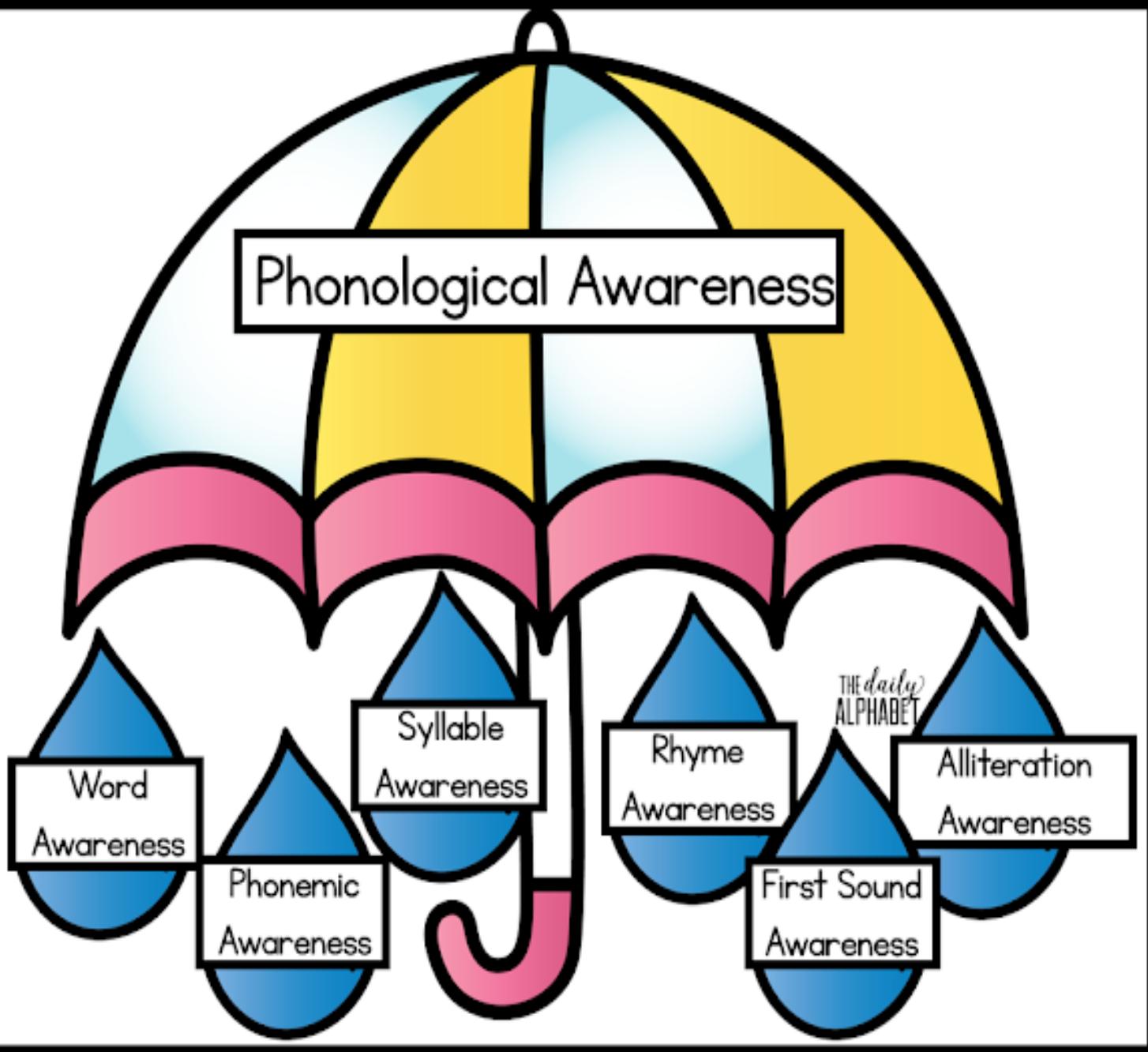
Phonics Focused
Guided Reading
and Phonics Sorts
Center

TRAINING OUTLINE

SESSION I: PHONICS RULES AND LANGUAGE PATTERNS

By the end of the lesson, teachers will be able to define phonics rules and language patterns.





SESSION I: PHONICS RULES AND LANGUAGE PATTERNS

- Phonemes
- Graphemes
- Blending
- Segmenting
- Decoding
- Encoding

SESSION 2

ELKONIN BOXES

Learning Objective

By the end of the lesson, teachers will be able to demonstrate their understanding and application of the Elkonin boxes and manipulatives to help students build phonological awareness skills by segmenting words into individual sounds.



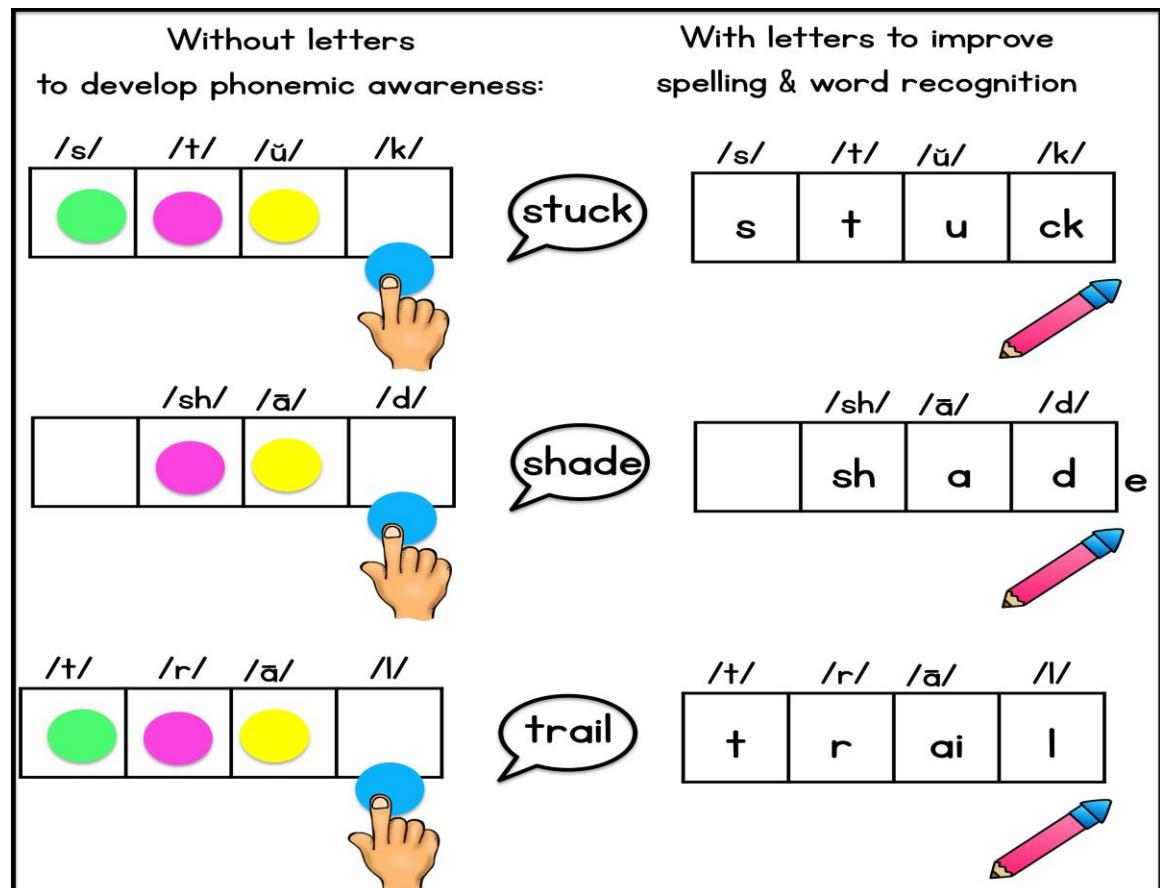
SESSION2

WHAT ARE ELKONIN BOXES?

Elkonin boxes is an instructional method that helps build phonological awareness skills by segmenting words into individual sounds, or phonemes.

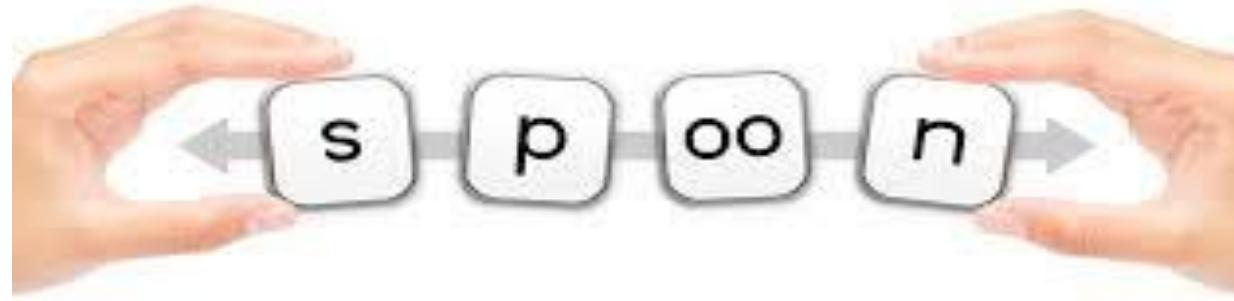
How does it work?

Children touch or push counters into boxes for each sound in a word, as they slowly articulate the word, stretching out the sounds



What is the benefit of using Elkonin Boxes?

Elkonin Boxes help students build phonological awareness by segmenting words into phonemes. This will help students with the alphabetic principle, decoding, spelling, and phonemic awareness.



SESSION 2 - Materials

Phoneme segmenting, blending and manipulation.

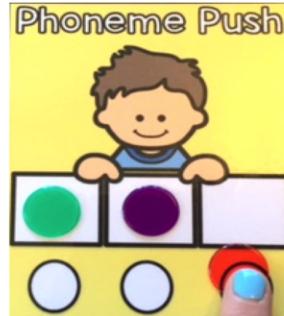
Onset-Rime blending and segmentation

Materials: Index cards, manipulatives such as pennies, stones, etc., and [Elkonin boxes](#).

Syllable blending and segmenting

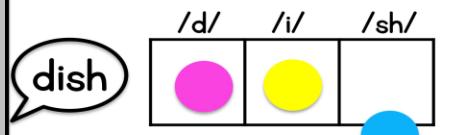
Rhyming

Using Sound Boxes

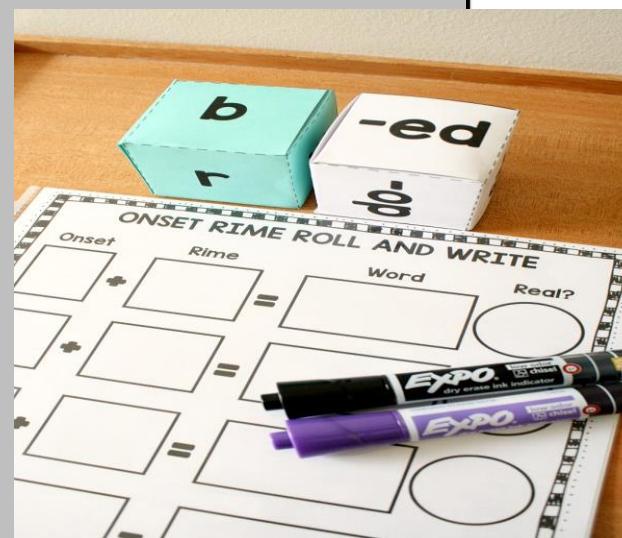
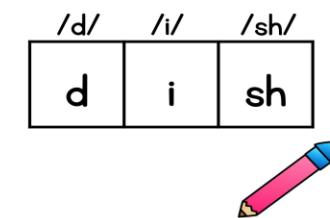


1. Draw 4 boxes or use the free download with boxes ready-made.
2. Say a word with 2-4 phonemes (sounds).
3. Break apart (segment) the whole word into its individual sound parts.
4. Push one bingo chip per sound.

Without letters
to develop phonemic awareness:



With letters to improve
spelling & word recognition



Materials: [Laminated Worksheet & Dice](#) plus dry erase markers.

MATERIALS
FOR
SOUND
BOXES
(AKA
ELKNONIN
BOXES)

SESSION 2

ELKONIN BOXES

Basic Steps for Elkonin Boxes

1. Select a word list to use for the Elkonin Boxes
2. Pronounce a word slowly, each sound should be stretched so the student hears the individual sounds.
3. Have student repeat word.
4. Draw boxes on a piece of paper or dry erase board with one box for each syllable or phoneme.
5. Have the student count the phonemes in the word. Remember not the number of letters.
For example, Chat has three phonemes and will use three boxes /ch/, /a/, /t/.
6. Write the phoneme in each box or have the child place a colored circle in each box representing the phoneme. The student should do this while repeating the word phoneme by phoneme.

SESSION 2

ELKONIN BOXES

Watch the video to see how it's done



SESSION 2

ELKONIN BOXES

Key points to keep in mind!

- ❖ While a digraph contains two letters that together represent one sound, **blends** consist of two or more consonants that retain their separate sounds when combined. For example, the word "plan" contains a blend of "bl" where "b" and "l" each retain their individual sounds, so they **must be separated** into different boxes.
- ❖ The **silent "e"** at the end of a word will be placed in the **same box** with the last letter.
- ❖ A **diphthong**, such as "ie" in the word the word "believe" consist of two vowel sounds pronounced together, but they still represent a **single sound** or phoneme in English.



Activity!

- ❖ Teacher training activity will involve practicing using Elkonin boxes with a partner.
- ❖ Practice being both the teacher and the student
- ❖ Have fun!



Session 2

Bingo Phonics

Learning Objective: By the end of the lesson, teachers will be able to facilitate an effective phonics lesson using Phonics Bingo and gain understanding of how to individualize the Bingo game for students with various levels of Phonics proficiencies.

Click image to see
materials



WHAT IS BINGO PHONICS AND ITS BENEFITS?

❖ **Bingo Phonics** (also known as **Sound Bingo**) is an educational game designed to help children learn **Phonics & develop their reading skills.**

❖ The benefits of Phonics Bingo:

A phonics Bingo Game reinforces:

- ❖ Words and word patterns
- ❖ Expand vocabulary
- ❖ Increases problem-solving skills



HOW IS PHONICS BINGO PLAYED?

Bingo Phonics involves playing a traditional game of Bingo, but instead of numbers, players use cards with pictures of objects that correspond to a specific sound or phoneme.

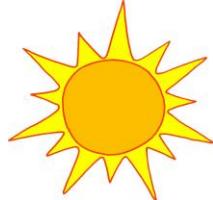
For example, if the phoneme being taught is

S /s/

Then cards might feature pictures of objects like a snake,



A sun



Or a sock

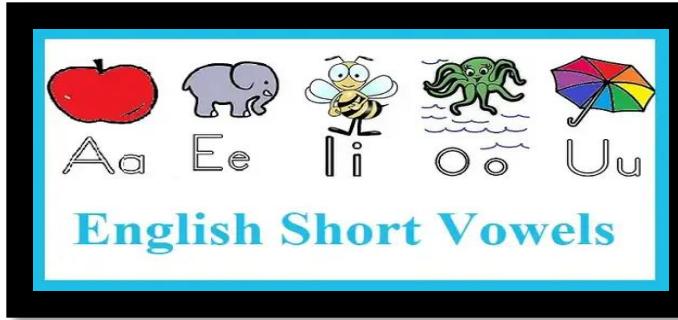


The teacher or facilitator calls out the sound, and players cover the corresponding picture on their card with a chip.

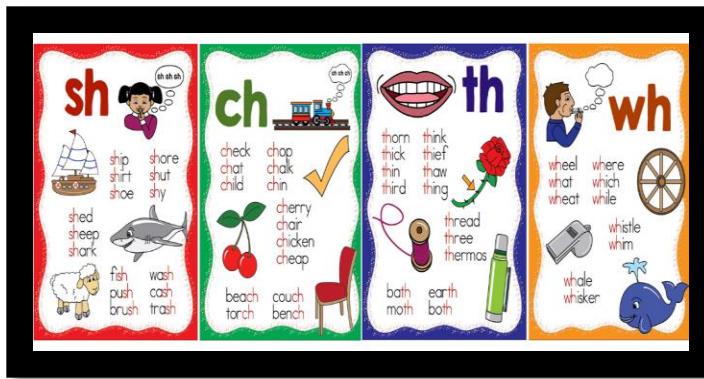


It is important to determine the phonics skills you want your students to practice.

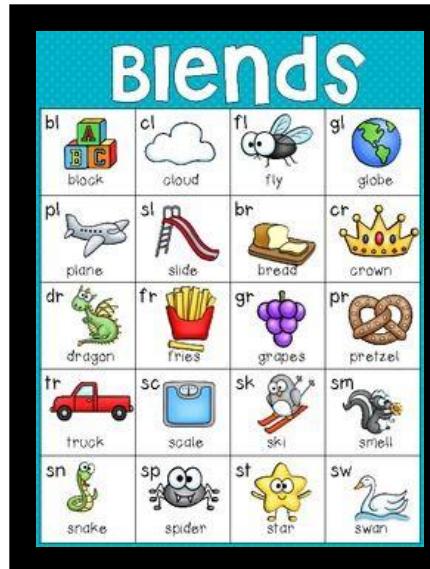
Short Vowels



Digraphs



Blends

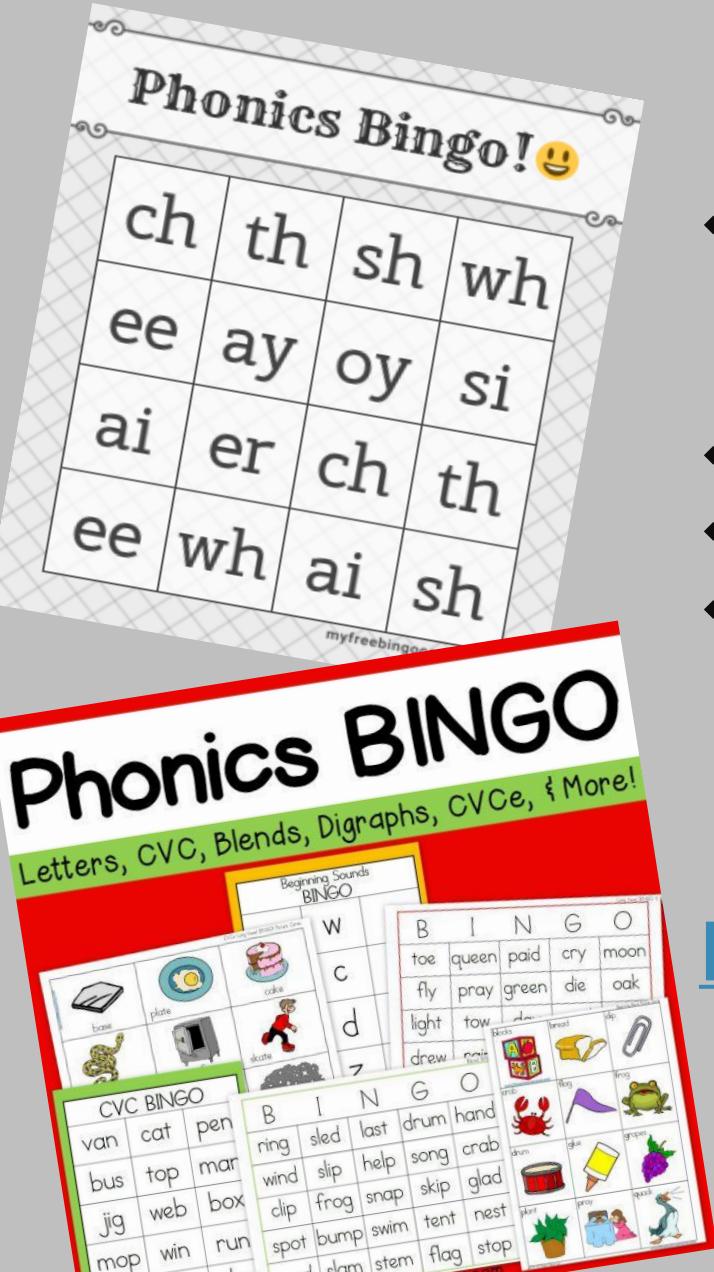


DETERMINE THE PHONICS SKILL

For example, you might want to focus on:

- ❖ Short vowels
- ❖ Digraphs
- ❖ Blends

What you will need!



Bingo Card Generator!

- ❖ Printable number/letter call outs-to make them last longer, laminate the call out pieces and Bingo cards.
- ❖ A bucket, hat, or opaque bag.
- ❖ Bingo chips – You can use candy too!
- ❖ Printable Bingo cards – Use one of the links provided in this slide.

MATERIALS
FOR BINGO
PHONICS

Beginning Sounds Bingo Phonics Pack!

GUIDE FOR PLAYING PHONICS BINGO

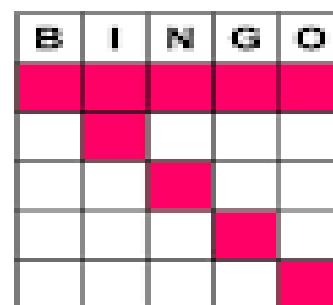
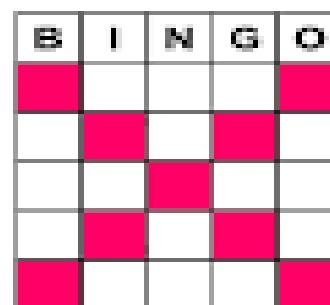
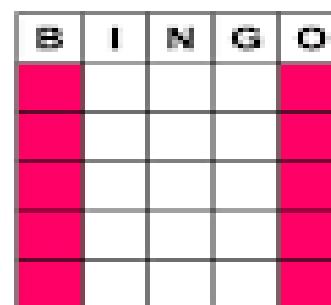
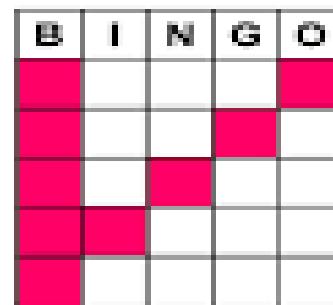
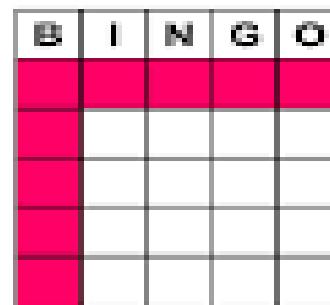
- ❖ The caller starts by reading a letter sound from the card deck. If the teacher is using the stack of beginning sound cards, for example, such as R, then the teacher simply makes the /r/ sound.
- ❖ If the student has a picture on their game board that matches the letter sound being called, they mark the space with a counter or chip.
- ❖ If they do not have a matching image, they simply wait for the next letter sound to be called out



THE FIRST PLAYER TO CORRECTLY GET 5 IN A ROW WINS!

The teacher will need to keep track of the letters that have been called by placing the used cards from the alphabet deck in a designated location.

When a player has five squares in a row, they shout, "Bingo!" The teacher can check their success by viewing their playing board and making sure images are correctly marked.



Any Two Line Game (Series 2-3 & 5-6): 66 ways to win
Lines can be any combination of diagonal, horizontal, or vertical lines.

TIPS AND TRICKS

- Teachers can make a beginning sound more challenging by saying a word instead of a letter sound. For instance, instead of saying "/r/," you might say "rabbit.." This variation allows players to decipher the beginning sound in a word.

Then later the teacher can move up to blends, digraphs, and more!

That's how you play phonics



SESSION 3: SOUND WALLS IN PHONICS



Learning Objective:
Teachers will be able to effectively implement a sound wall routine into daily phonics lessons.



Raise a hand and tell me what you know!

WHAT DO YOU
ALREADY
KNOW ABOUT
SOUND WALLS?



What is a sound wall?

A sound wall is a strategy to organize and display different sounds (phonemes) we hear in speech.

SOUND WALLS IN PHONICS

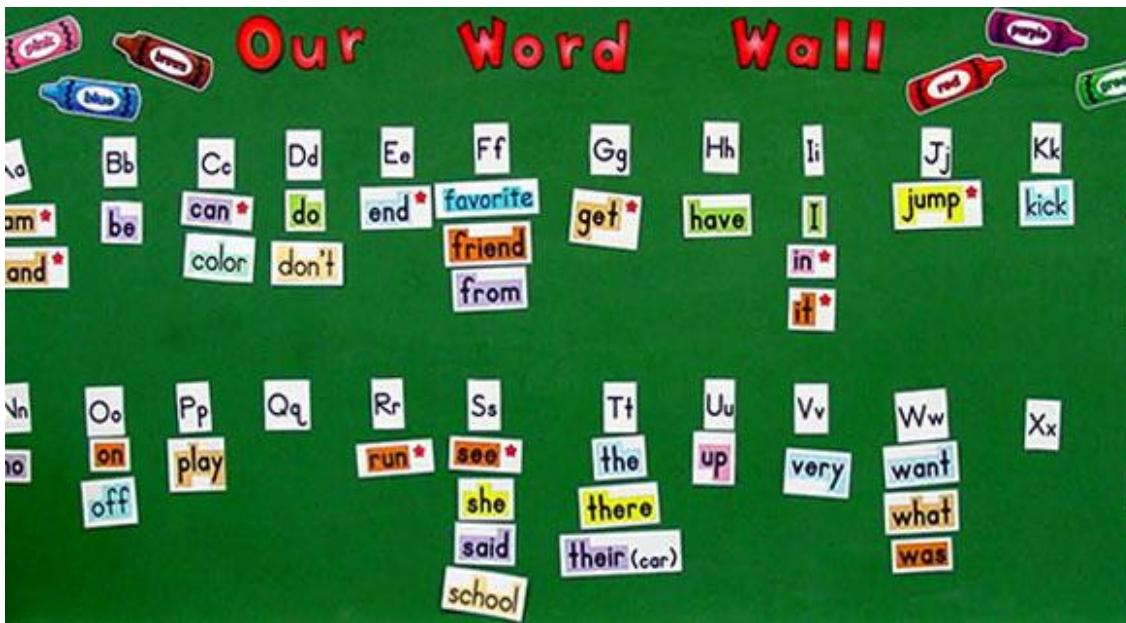
Why use sound walls?



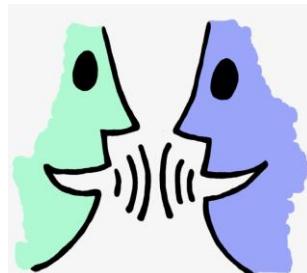
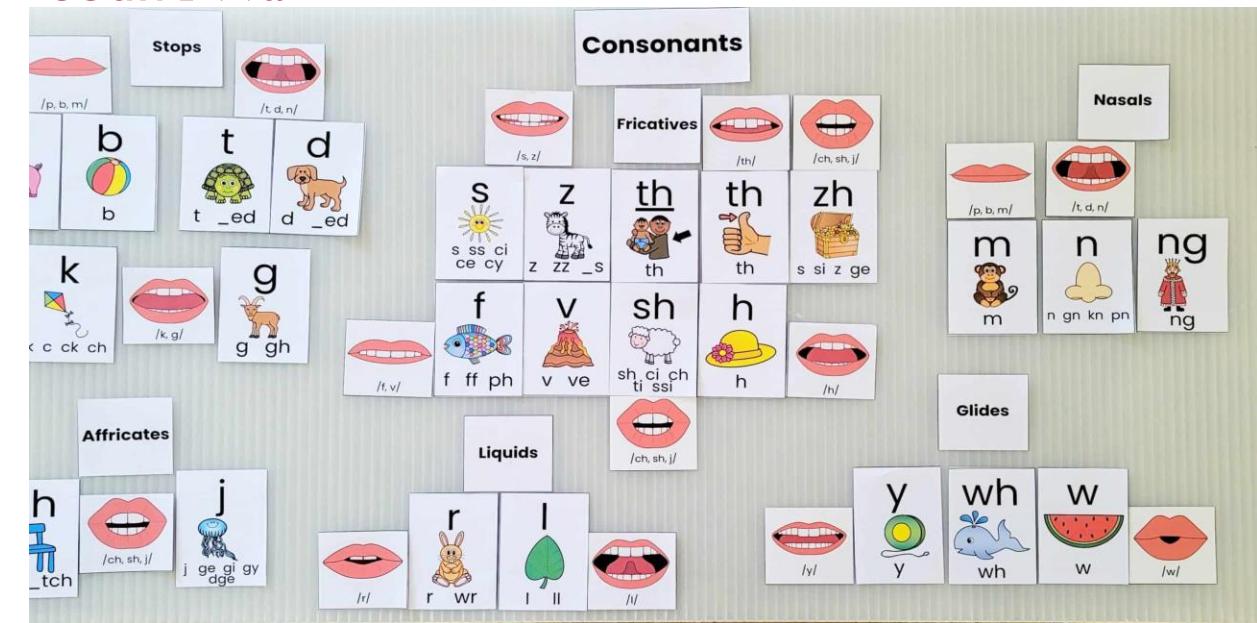
- The English language has 44 speech sounds/phonemes, 26 letters to represent those sounds/phonemes and over 200 different ways to spell those sounds!
- For beginning readers, learning the many sounds in speech can be very overwhelming.
- A sound wall is a strategy to organize the many sounds we read and say every day.
- Sound walls support key aspects of learning to read backed by the science of reading
- A sound wall can be a powerful tool for students to reference when reading or spelling words.

SOUND WALLS VS WORD WALLS

Word Wall



Sound Wall



3 min - Talk to a shoulder partner:
What do you notice about the word wall vs. the sound wall?

HOW TO ORGANIZE A SOUND WALL IN YOUR CLASSROOM



What is most important?

- Placement
Visible Access
- Titles
Vowels Valley
Consonants
- Visuals
Letters
Images
- Cover up until you
teach the sound
"unlock the sound"

ORGANIZE A SOUND WALL CHALLENGE

Materials

1. 3 Title cards

- Vowel valley
- Consonants
- Stops
- Nasal

2. 10 Sound cards

3. 8 Mouth cards

4. 1 Anchor chart paper



Challenge!

- Based on what you've learned about sound walls so far and what you know about phonemes, organize part of a sound wall on the anchor chart paper with a group!
- You have 10 minutes!
- We will discuss after we build our walls

HOW TO UTILIZE A SOUND WALL WITH YOUR STUDENTS

- Watch the video!
- Partner talk:

- What are some important tasks the teacher demonstrated during the lesson?
- Why do you think that task was important for a daily phonics lesson?
- What did the teacher have prepared for this lesson to be successful?



PRACTICE A SOUND WALL ROUTINE WITH A PARTNER

- With your group, using the sound wall you created practice a sound wall routine!
- Pick 1 phoneme from the sound cards each group member can use a different phoneme!
- Use the step by step routine to the right as a guide!



Sound Wall Routine Guide

- Introduce new phoneme
- Ask your students about their lips, teeth, tongue placement when saying the phoneme. Talk about the vibration we feel when we make certain sounds.
- Add or uncover the graphemes and mouth pictures as they are introduced.



SOUND WALL ASSESSMENT: EXIT TICKET

Scan the QR code to.....

- Tell me 1 fact you learned about soundwalls.
- How will you incorporate sound walls in your classroom?
- Find links for sound wall materials!

SESSION 5-PART I

Phonics Focused Guided Reading Using Leveled Decodable Texts

Learning Objectives:

By the end of this lesson, you will be able to

- Explain what guided reading and decodable texts are
- Identify the three principles for choosing high-quality decodable texts:
- Prepare materials needed to set up a phonics focused guided reading center using leveled decodable texts
- Set up a phonics focused guided reading center using leveled decodable texts
- Implement phonics focused guided reading center using leveled decodable texts with students



WARM-UP: KWL CHART ACTIVITY

Direction:

- Write what you know about this topic on the green sticky note
- Write what you want to know about this topic on the yellow sticky note
- Post your sticky notes on the [KWL chart](#) on the wall
- Share what you've written

K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned

WHAT IS GUIDED READING?

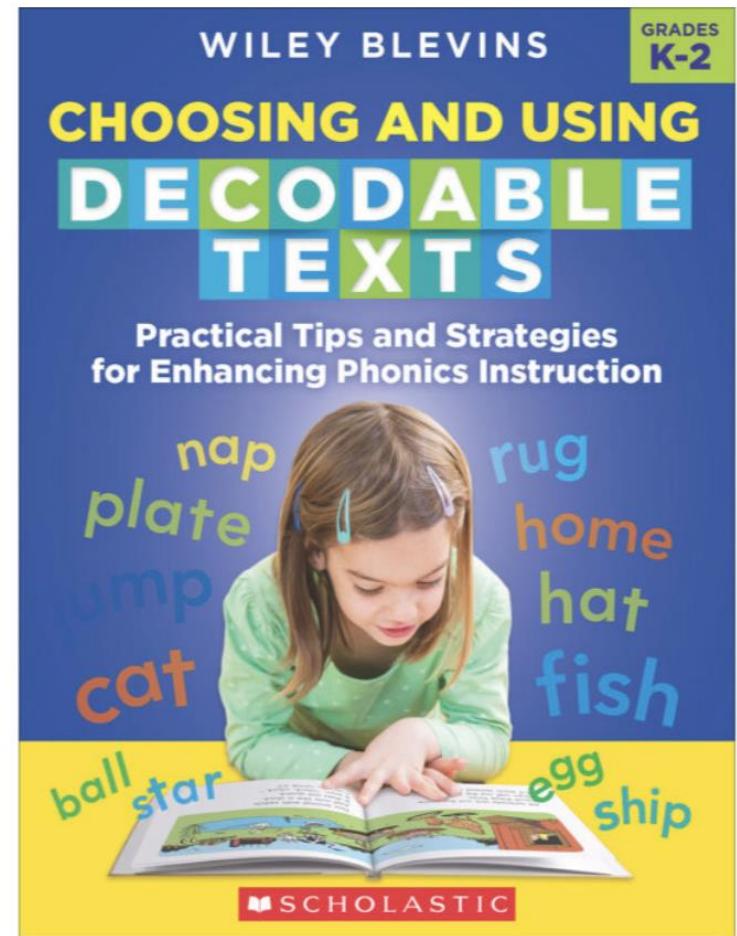
Guided Reading is a small group instructional strategy in which a teacher works with a small group of students, usually 3-5 students, who are reading at similar levels and supports each learner's development of effective reading competencies.

WHAT ARE LEVELED DECODABLE TEXTS?

Decodable texts are used in beginning reading instruction which focus on helping students practice phonic patterns they have learned and develop phonic skills needed to decode accurately. Leveled decodable texts are categorized decodable texts based on the difficulty level.

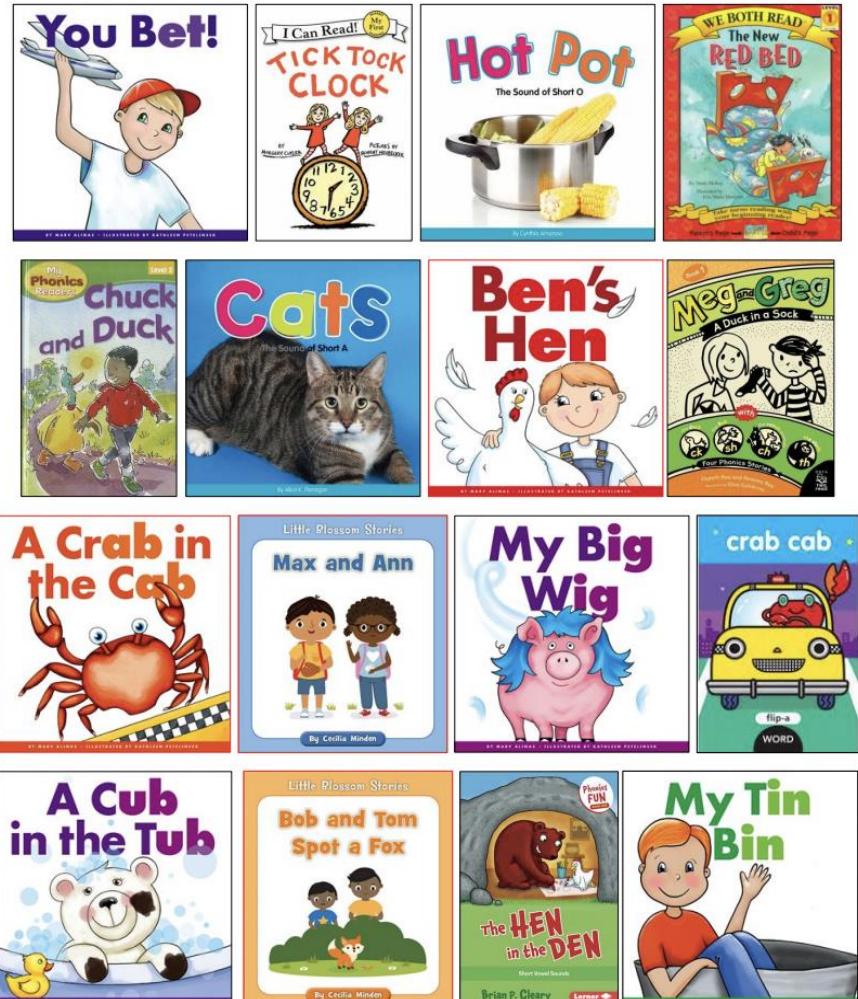
THREE PRINCIPLES FOR CHOOSING HIGH-QUALITY DECODABLE TEXTS?

- Comprehensive: the decodable texts are natural sounding and have meanings
 - Instructive: the decodable texts align with the phonics instructions and match the phonics patterns that have been taught
 - Engaging: the decodable texts are interesting for students to read for multiple times
- ❖ **Book Share: Choosing and Using Decodable Texts by Wiley Blevins**



WHY PHONICS FOCUSED GUIDED READING USING LEVELED DECODABLE TEXTS?

- Teaching is responsive to individual student's needs and strengths
- Allows students to consistently practice and consolidate decoding skills
- Allows students to engage with a rich variety of texts
- Enables students to read more challenging texts with support
- Helps strengthen students' orthographic memory



KNOWLEDGE CHECK: THINK WRITE PAIR SHARE ACTIVITY

Direction:

- Think about the questions and write down your answers individually [on the worksheet](#)
- Discuss with your shoulder partner after both of you finish writing
- Share your answer with the whole group

Questions:

1. **What is guided Reading?**
2. **What are leveled decodable texts?**
3. **What are the three principles to choose high quality decodable texts?**

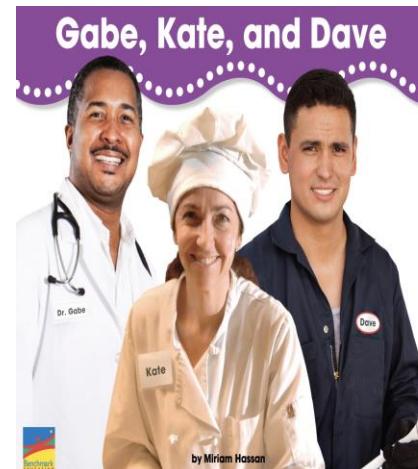


HOW TO CREATE AND IMPLEMENT A PHONICS FOCUSED GUIDED READING CENTER USING LEVELED DECODABLE TEXTS?

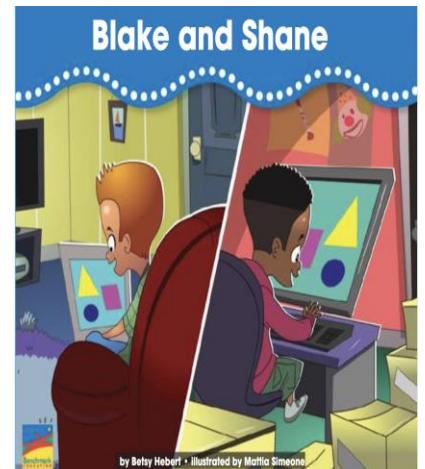
Note: Use VCe Long Vowel A as the targeted phonics pattern

I. Prepare materials needed to set up the center

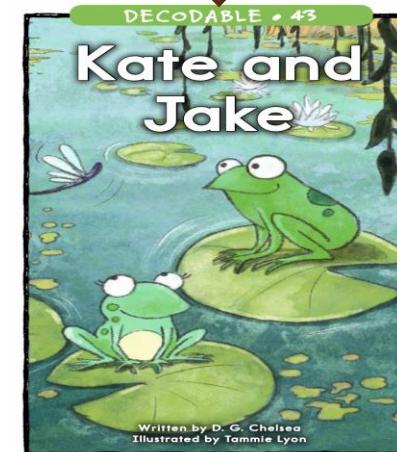
- Select decodable texts that are comprehensive, instructive, engaging and align with the phonic patterns and sounds have been taught
- Categorize the decodable texts into three difficulty levels: beginner, intermediate and advanced
- Place three sets of texts into three plastic bags and label Red Group, Yellow Group and Green Group
- Group students into three groups (red, yellow, green) based on their Star Reading Assessment Result
- Regroup students based on their learning progress



Beginner



Intermediate



Advanced

HOW TO CREATE AND IMPLEMENT A PHONICS FOCUSED GUIDED READING CENTER USING LEVELED DECODABLE TEXTS?

Note: Use VCe Long Vowel A as the targeted phonics pattern

2. Set up the physical environment for the center

- Find a location in the classroom with a table and enough chairs
- Put enough pencils and erasers on the table for students
- Prepare a whiteboard and markers for teaching



HOW TO CREATE AND IMPLEMENT A PHONICS FOCUSED GUIDED READING CENTER USING LEVELED DECODABLE TEXTS?

Note: Use VCe Long Vowel A as the targeted phonics pattern

3. Implement the reading center with Students

- Introduce the reading workshop center to students
- Inform students of their group colors
- Create an expectations and procedures chart with students and post it in the reading workshop center
- Demonstrate the procedures of working in the center
- Pass down the decodable texts and writing utensils
- Start the small group guided reading instruction



WHAT DOES A SMALL GROUP GUIDED READING LESSON LOOK LIKE?

- Before reading, introduce the decodable text, review the target phonic patterns that have been taught and explain unknown vocabulary
- During the 1st reading, choral read or echo read the text with the students
- During the 2nd reading, ask students to read with a neighbor or do round robin reading
- During the 3rd reading, ask students to read independently
- After reading, ask students to circle words containing the target phonic patterns
- After students finish circling the words, go over each word with them
- Ask comprehension questions about the text to check students' understanding of the text and provide feedback to students' answer



TRY IT OUT: GROUP ACTIVITY

Direction:

- Work collaboratively with your grade level team to plan for a phonics focused guided reading lesson using the given [lesson planning template](#) and available [leveled decodable texts](#).
- Be prepared to demonstrate your instructions via role playing and provide feedback to others' work using the rubric.



FINISH UP: KWL CHART ACTIVITY (2MINS)

Direction:

- Write you have learned about this topic on the red sticky note
- Post your sticky notes on the KWL chart on the wall
- Share what you've written

K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned

whysospecial.com

SESSION 5-PART2

Leveled Phonics Word Sorts Center

Learning Objectives:

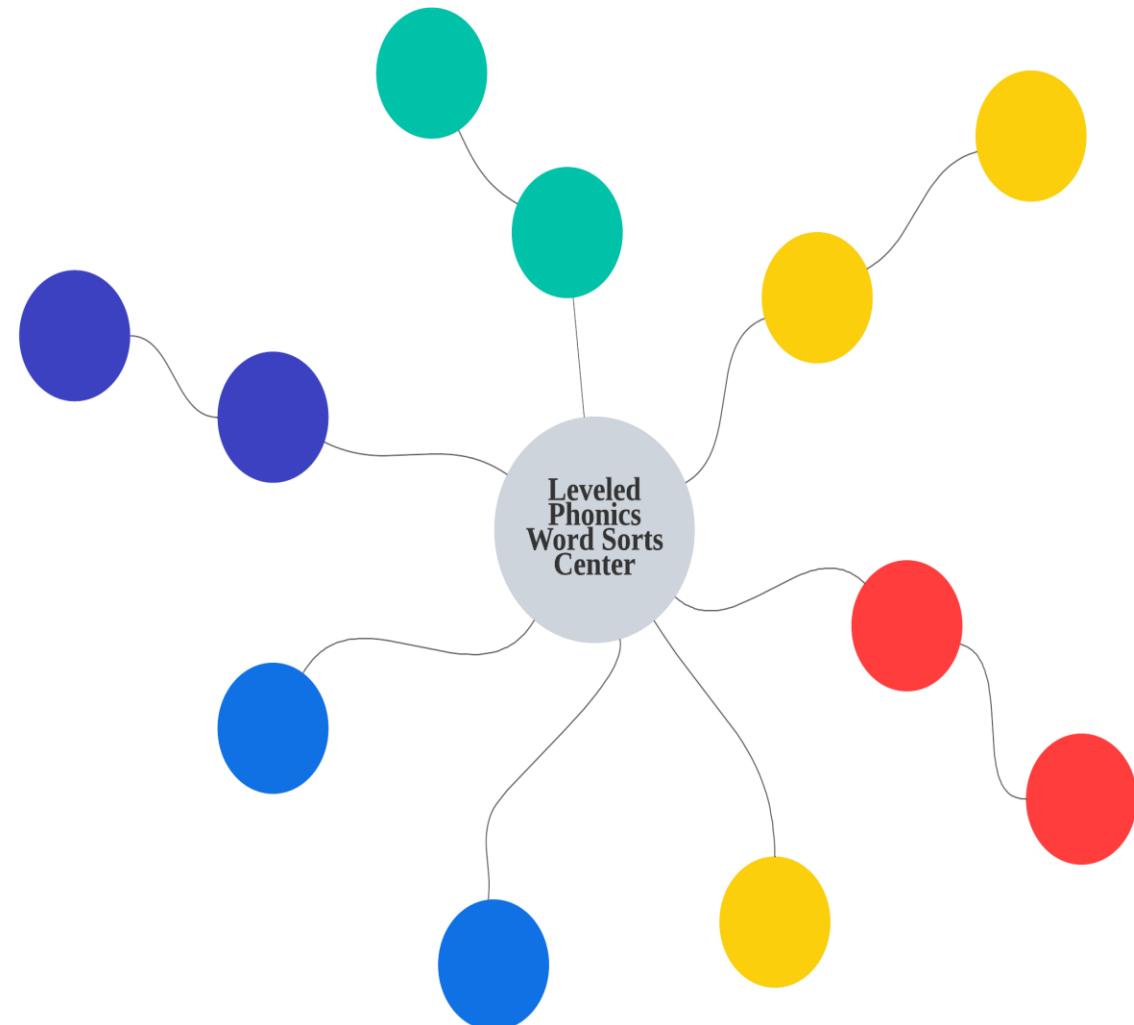
- By the end of this lesson, you will be able to
- Understand the benefits of a leveled phonics word sorts center
 - Prepare materials needed to set up a leveled phonics word sorts center
 - Set up a leveled phonics word sorts center
 - Implement the leveled phonics word sorts center with students



WARM-UP: CONCEPT MAP ACTIVITY

Direction:

- Brainstorm at least four concepts that you think are related to leveled phonics word sorts center
- Write down your answers in your [worksheet](#)
- Share what you have written
- Save the worksheet for closing activity



WHAT ARE LEVELED PHONICS WORD SORT?

- **The process of grouping sounds and words into specific categories.**
- **Require students to think about how words work by drawing their attention to common sound and spelling patterns.**
- **Differentiated sets of words that match students reading levels**

WHY LEVELED PHONICS WORD SORTS?

- **Fun and interactive**
- **Promote students higher-level thinking skills**
- **Provide oral language development opportunities that build on students' prior knowledge and individual needs.**

KNOWLEDGE CHECK: THINK PAIR SHARE ACTIVITY

Direction:

- Think about the questions individually
- Discuss with your shoulder partner after both of you finish thinking
- Share your answer with the whole group

Questions:

1. **What are leveled phonics word sorts center ?**
2. **What the benefits of a leveled phonics word sorts center?**

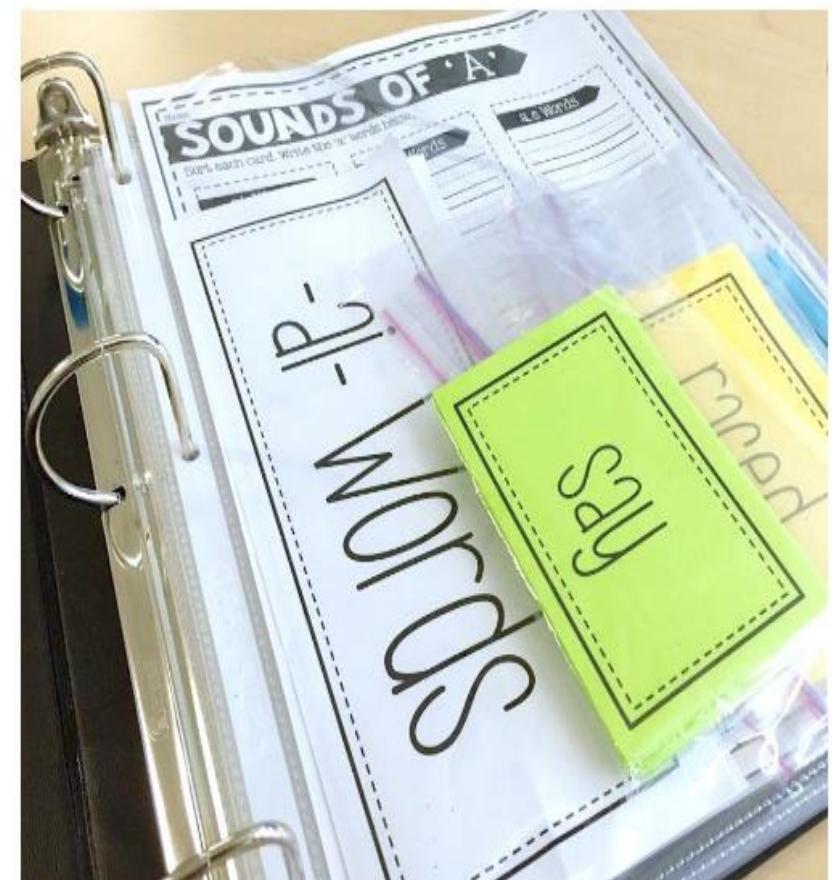


HOW TO CREATE AND IMPLEMENT A LEVELED PHONICS WORD SORTS CENTER?

Note: Use /ar/, /or/ words as targeted phonics patterns

I. Prepare materials needed to set up the center

- Create three sets of differentiated sound sorts cards for beginner level, intermediate level and advanced level
- Print and cut the sound sorts cards in red for beginner, yellow for intermediate and green for advanced
- Place three sets of card into three plastic bags with the student sorting worksheets and label Red Group, Yellow Group and Green Group
- Group students into three groups (red, yellow, green) based on their Star Reading Assessment Result
- Create pairs or triples for students to work together within groups
- Regroup students based on their learning progress

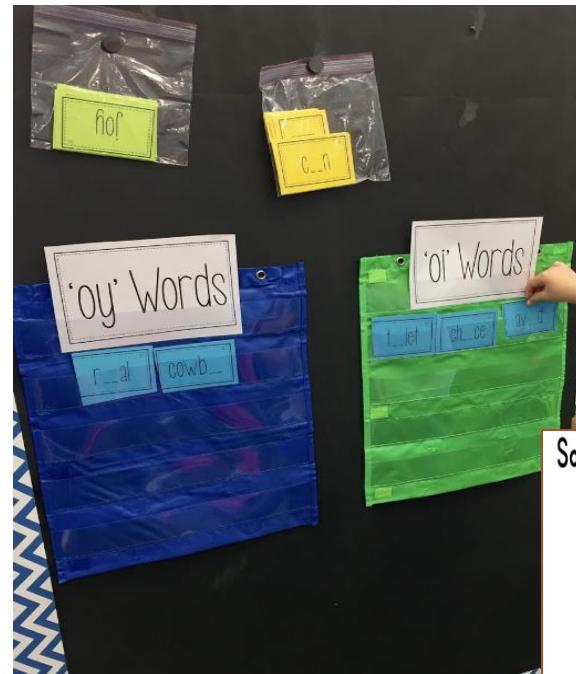


HOW TO CREATE AND IMPLEMENT A LEVELED PHONICS WORD SORTS CENTER?

Note: Use /ar/, /or/ words as the targeted phonics pattern

2. Set up the physical environment for the center

- Find a wall or a board in the classroom and hang up a pocket chart where students can easily access
- Place the three plastic bags with word cards next to the pocket chart where students can easily access
- Make a space for posting expectations and procedures chart for students to work in the center



Sort Center expectations are...

1. Greet my partner.
2. Pick my just-right word color.
3. Get to work right away.
4. Pull 1 card at a time. Have both partners read the card.
5. Sort the word under the correct heading.
6. Record the word.
7. Continue until all our words have been sorted.
8. Use my words in sentences.

HOW TO CREATE AND IMPLEMENT A LEVELED PHONICS WORD SORTS CENTER?

Note: Use VCe Long Vowel A as the targeted phonics pattern

3. Implement the leveled phonic sorts center with Students

- Introduce the phonic sorts center to students
 - Inform students of their group colors and pairs or triples
 - Create an expectations and procedures chart with students and post it in the reading workshop center
 - Demonstrate the procedures of working in the center
 - Pass down the worksheets to students and ask students to take turns to practice working in the center
 - Observe students' working in the center and provide guidance and feedback
 - Check completed worksheets from students and provide feedback



TRY IT OUT: GROUP ACTIVITY

Direction:

- Work collaboratively with your grade level team to set up a leveled phonic sorts center using given materials and available [lesson planning resources](#)
- Demonstrate how to run the center via role playing
- Be prepared to provide constructive feedback to others' work using the observation guide.



FINISH UP: CONCEPT MAP ACTIVITY

Direction:

- Review your concept map worksheet from the warm-up activity
- Revise your previous words and add 4 more concepts related to leveled phonics word sorts center that you've learned today
- Share what you have written

