

Phonics They Use Chap. 1

Early Reading and Writing Activities: This chapter sets the foundation and gives a variety of ideas for early (pre) reading and writing activities: functions and desire, concepts, phonemic and phonological awareness, concrete words, letters and sounds.

Shared Reading and Predictable Charts: These two classroom activities help to set a foundation for literacy. They can expose children to many words and can help to narrow down the "1000" hour gap, which plagues many students.

Writing: *"Emergent literacy research has shown that the ability of children to learn is not ruined by being allowed to write before they can write."* (Duffy, Neale, and Kamekura, 1988; (Cunningham, 19)

Content Rich, Easy, Interactive, Scaffolded

Providing a content rich classroom should come as a no brainer. It helps create the environment where the child will actually want to learn. It can also foster a unique sense of who Mrs. C is. Or what does g-e-e-e-it mean. Letting children observe you writing is a class a shoo-in. This should be emulated, and allow children to copy letters and words as they see fit. To a lesser known proponent, there is no such thing as bad writing for a 4, 5, 6, 7, or even 8 year old in my opinion. Seeing how GOTI can phonetically spell fish in English is just an example. Accepting and giving positive feedback to students and accepting their scribbles and scribbles help them to learn to love of their writing.

Get Acquainted Activities: One of the easiest ways to get them to 'write'. Share something about themselves. This includes interviews, creating classroom charts (for sharing). This informs the students and creates real world connections with reading and writing. It can become personal and interesting to see what your classmates are. It can foster an environment of sharing and caring for each other and help students feel in love with learning.

Shared Reading: This is great for reading aloud to the entire class. These books should be easy and somewhat predictable. Often repetition and pictures are used to help the children decode the text. The teacher will usually read the first line and then allow the children to read by showing large print letters, stopping to ask questions, predictions, and getting them excited and involved with the lesson to learn to read and write. This also helps to build confidence and the learners can see patterns, such as the letters, or the eyes of the reader. Sentence starters are a great tool to use after the foundations are laid. These tools help learners to build the foundation for their future success.

Predictable Charts: is a great way to engage early reading and writing skills. What makes them amazing is their predictability. Each sentence is the same except a few switches. This helps to develop print concepts, new words, and and print concepts. They can also use class made charts for personalization, which in my experience can help a student strive to succeed.

Add additional boxes as needed

This first chapter is mainly about the early reading and writing activities that can take place in the classroom. I broke it down to 'reading versus writing' activities. Most important are allowing children to thrive in a reading and writing environment. I really enjoyed the shared reading and scribble sections. It reminds me of how students now don't always 'write' and I have to deal with 'hw ru?' Or 'im hv bd night.'

Phonics They Use Study Guide

Nancy N. Boyles



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