

# Exceptional Programs for Exceptional Learners Monthly Newsletter

## Get the Most Bang for your Buck: Phonemic Awareness

### Teacher goal for this month:

Search for Best Practice in your field

### BEST PRACTICE

The Independence Early Childhood Team is being recognized this month for their efforts on an integrated service delivery model. The team includes Elizabeth Gudmonson, EC Teacher, Stacie Clarkson, speech pathologist, Jennifer Sutch, Occupational Therapist, Heather Odell, Physical Therapist, Jennifer Day, school psychologist, and their paraprofessionals, Shirley Taylor, Teresa Kelly and Susan Barker.

The team is working in conjunction with Independence Day Care to provide the most inclusive and appropriate services possible. The sessions start with a circle time group in the daycare classroom setting. Then students receive their services in a "center" model with each rotation being a cognitive, speech or motor activity. The room is busy and the students are happy. Way to go Indy team for your efforts and thank you Indy Day Care!

The National Reading Panel issued a report in 2000 identifying key skills and methods central to reading achievement. A lengthy report is available that gives detailed questions and answers related to reading and the research or a shorter, reader-friendly version is available called Put Reading First: The Research Building Blocks for Teaching Children to Read.

There are 5 essential components of reading instruction and our state standards are based on these components and this research. It is in the best interest of you and your students to know these components and use what has been researched as being effective instruction. Phonemic Awareness is the first component. "Phonemic Awareness is the ability to notice, think about, and work with the individual sounds in spoken words." It is not Phonics. Here are the research findings on Phonemic Awareness:

It can be taught and learned. Instruction helps children learn to read and spell.

It is most effective when it focuses on only one or two types of phoneme manipulation, rather than several types. Specifically blending and segmenting will produce greater benefits than teaching several types.

It is most effective when children are taught to manipulate phonemes by using the letters of the alphabet.

Your phonemic awareness instruction should:

Include activities in blending and segmenting,

Not take a lot of time (20 hours over the course of a school year)

Be taught in small groups, rather than whole group or individually

Should be part of your reading program, but not intended as the only part of your reading program

Be included in remedial reading programs (That's US!)

DIBELS Initial Sound Fluency (ISF) and Phonemic Segmentation Fluency (PSF) are good progress monitoring tools for Phonemic Awareness. ISF is established at Kindergarten level, 25 or <. PSF is established at First grade level, 35 or <. The PAST is a good diagnostic tool for phonemic awareness (refer to your progress monitoring notebooks).

For a copy of the comprehensive report or the Put Reading First book, contact me at ebrumley@tricity607.com and I will send you a copy. Independence and Caney are so excited that they have already received these documents for further reading!

## Mean, Median, Mode and Range-4.2.K3

The mean, median, mode and range (also known as Kansas Math Standard 4.2.K3) is an indicator that the students are close to making standard on when performing on the State Assessment. Here are some teaching ideas to help get this indicator over the "Meets Standard" hump:

Have the students use a math journal with these terms, show a pictorial representation of the term and how to figure each. Students should be allowed to utilize math journals daily to write new concepts and to review old ones.

Practice the MMMR rap with your students:

<http://teachers.net/lessons/>

[posts/2130.html](http://teachers.net/lessons/posts/2130.html)

Use the assessment terminology and question stems so students are comfortable with the format: Assessment Item Example

The data set below shows the number of yards a football player kicked a football on seven kicks.  
36 11 62 53 49 36 56  
What is the RANGE of the data set?

The data set below shows the number of yards a football player kicked a football on seven

36 11 62 53 49 36 56

What is the RANGE of the data set?

A. 20

B. 51

C. 56

D. 62

The data set below shows the number of yards a football player kicked a football on seven

36 11 62 53 49 36 56

What is the RANGE of the data set?

A. 20

B. 51

C. 56

D. 62