Welcome to the Phonological Awareness Training Program (PATP)

I. Sign-In (See Appendix C)
   A. Introductions: Ice Breaker Activity

II. Review Training Schedule

III. Introduction to PATP
   B. Overview of PATP

IV. Phonemes and Graphemes
   C. Instructional Sheet: Phonemes and Graphemes
   D. Learning Activity: Listening Activity

V. Homework Activity
   E. Identify the Phoneme

VI. Exit Slip (See Appendix D)
Autograph Activity

**Directions:** Following the initial introductions, the group will have 10 minutes to get to know each other better. The trainer will distribute copies of the Autograph Activity sheet (see the following page). Each participant is challenged to get as many signatures on their autograph page as possible to match the specific items. A different person must autograph each item, and participants may not sign their own pages. When 10 minutes is up, the trainer will determine who has the most autographs.
Autograph Activity

Directions: You have 10 minutes to get as many signatures as you can to match each of the items below. No duplicate signatures are allowed, and you may not sign the sheet yourself.

Enjoys reading a hard cover book instead of on a tablet__________________________________________

Knows someone famous _____________________________________________________________________

Exercises at least three times a week ___________________________________________________________

Has been on a cruise _________________________________________________________________________

Has been in a helicopter ______________________________________________________________________

Is a grandparent _____________________________________________________________________________

Has twins in his or her family __________________________________________________________________

Has performed on stage ________________________________________________________________________

Still has a landline phone _____________________________________________________________________

Has four or more siblings _____________________________________________________________________

Drives a convertible __________________________________________________________________________

Wrote a letter with a pen and paper within the last month _________________________________________

Was born on a holiday _________________________________________________________________________

Never colored his or her hair __________________________________________________________________

Visited Canada ______________________________________________________________________________

Rode on a motorcycle _________________________________________________________________________

Has a dog __________________________________________________________________________________

Has donated blood ____________________________________________________________________________

Has stayed up all night until sunrise _____________________________________________________________

Has eaten a banana split ______________________________________________________________________
Thank you for participating in this professional development program, Phonological Awareness Training Program (PATP). We applaud you for the important work you do as an educator and your commitment to grow professionally. Before you start on this journey, we would like to give you some background information:

❯ A large body of research has confirmed that phonological awareness skills are essential for learning to read (National Institute for Literacy, 2008).
❯ Teaching phonological awareness skills is not easy. In her seminal article on reading acquisition, Louisa Moats (1999) reminded us that “Teaching reading is rocket science.”
❯ Dr. Moats has emphatically stated that to provide effective reading instruction, teachers must have mastery of language forms and functions, including the English phonological system (Moats, 1999, 2010).
❯ Research has shown that most teacher preparation programs do not provide enough training in phonology and phonetics, which are critical skills for teachers to possess in order to provide high-quality phonological awareness instruction (e.g., Cheesman et al., 2009; Moats & Foorman, 2003; Spencer et al., 2008).

The PATP was developed after working with dozens of early childhood educators and realizing that they could benefit from training focused on developing their own phonological awareness skills. PATP includes lessons that teachers can use in the classroom and is based on instructional methods that were derived from research on training phonological awareness. Our own research has focused on the effects of PATP to improve teachers’ phonological awareness skills and the literacy outcomes for children receiving this classroom-based phonological awareness instruction (Jaskolski, 2013).

The sequence and structure of PATP are as follows (your instructor may vary the number of lessons depending on participants’ needs, time constraints, etc.):

❯ Initial assessment of phonological awareness knowledge and skills
❯ Lessons 1–6: consonant sounds
❯ Midterm assessment to monitor progress
❯ Lessons 7–9: vowel sounds
❯ Lessons 10–13: instructional methods for the classroom
❯ Lessons 14–15: instructional teaching activities
❯ Final assessment of phonological awareness knowledge and skills

Each lesson has a similar structure:

❯ Review homework from the prior lesson
❯ Transcription practice
❯ Mini-lessons of various skills followed by practice activities
❯ An overview of homework for the next lesson

Thank you again for participating in PATP!

Sincerely,

Dr. Jayne E. Jaskolski and Dr. Maura Jones Moyle
PHONEMES AND GRAPHEMES

Phonemes, or sounds

Phonemes are speech sounds. Phonemes are combined with other phonemes to make words. Phonemes are important for three reasons (Moats, 2010):

1. Phonemes change the meaning of words. For example, the spoken words built, belt, and bolt differ by only one vowel sound, and that one sound difference completely changes the meaning of each word. In another example, the spoken words pat and bat differ only by the voiced or voiceless consonant at the beginning of the words, and that one sound difference completely changes the meaning of each word.

2. Phonemes help a reader to match the sounds of his or her language to written letters. Without an awareness of sounds, one could not match sounds to letters and read unfamiliar words.

3. Research has found that good readers can identify, sequence, and manipulate phonemes. Therefore, it is important for teachers to directly teach children about phonemes to be effective in both reading and spelling.

Graphemes, or letters

A grapheme is the letter or letters that are written to spell a phoneme. A grapheme may be one letter, such as “p” for the beginning sound in the word pot. Sometimes a grapheme is made up of several letters to represent a sound, such as eigh in eight.

Virgules, or slash marks, are used to write a sound, or phoneme
LISTENING ACTIVITY

Phonemes and Graphemes
(Consonant set: /d/, /f/, /j/, /k/, /l/, /m/, /s/, /sh/, /z/. The letter “c” is under the /k/ or /s/ sound. There is no sound /c/ in English. More on this in Lesson 2.)

As we just learned, phonemes are speech sounds, and a grapheme is the written letter or letters of a phoneme.

Directions: With a partner, take turns reading each word out loud and identify the beginning phoneme, or sound, of each word. Then repeat the activity and identify the beginning grapheme(s) for each word. Next, write the beginning phoneme inside virgules, using only the sounds listed in the consonant set above. Finally, write the grapheme using the first letter(s) of each word.

<table>
<thead>
<tr>
<th>Words</th>
<th>Beginning phoneme</th>
<th>Beginning grapheme</th>
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<tbody>
<tr>
<td>1. dog</td>
<td>Example: /d/</td>
<td>Example: d</td>
</tr>
<tr>
<td>2. mat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. fish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. phone</td>
<td></td>
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</tr>
<tr>
<td>5. sun</td>
<td></td>
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<tr>
<td>6. city</td>
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<tr>
<td>7. psychology</td>
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<td>8. kite</td>
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<td>9. cat</td>
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<td>10. light</td>
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<td>11. juice</td>
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<td>12. gem</td>
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<td>13. shoe</td>
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<tr>
<td>14. sugar</td>
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<tr>
<td>15. zoo</td>
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**Phonemes and Graphemes**

(Consonant set: /d/, /f/, /j/, /k/, /l/, /m/, /s/, /sh/, /z/. The letter “c” is under the /k/ or /s/ sound. There is no sound /c/ in English. More on this in Lesson 2.)

As we just learned, **phonemes** are speech sounds, and a **grapheme** is the written letter or letters of a phoneme.

**Directions:** With a partner, take turns reading each word **out loud** and identify the beginning **phoneme**, or sound, of each word. Then repeat the activity and identify the beginning **grapheme(s)** for each word. Next, write the beginning phoneme inside virgules, using only the sounds listed in the consonant set above. Finally, write the grapheme using the first letter(s) of each word.

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HOMEWORK ACTIVITY

Identify the Phoneme
(Consonant set: /g/, /j/, /k/, /s/, /z/)

Directions: Write the correct phoneme(s) for the underlined letter(s) in the words below.

1. got  Example: /k/  16. cycle
2. axes  17. bananas
3. king  18. cat
4. garage  19. is
5. gem  20. sing
6. splurge  21. bobsleds
7. came  22. giraffe
8. wage  23. voyage
9. zoo  24. cedar
10. bruise  25. grand
11. good  26. pseudo
12. cheese  27. phase
13. cent  28. city
14. shaves  29. kids
15. goes  30. ginger

Phonological Awareness Training Program: A Speech-Language Pathologist’s Tool for Training Teachers
HOMEWORK

Identify the Phoneme
(Consonant set: /g/, /j/, /k/, /s/, /z/)

Directions: Write the correct phoneme(s) for the underlined letter(s) in the words below.

1. cot  Example: /k/  16. cycle  ____ /s/ ____
2. axes  ____ /z/ ____  17. bananas  ____ /z/ ____
3. king  ____ /k/ ____  18. cat  ____ /k/ ____
4. garage  ____ /j/ ____  19. is  ____ /z/ ____
5. gem  ____ /j/ ____  20. sing  ____ /s/ ____
6. splurge  ____ /j/ ____  21. bobsleds  ____ /z/ ____
7. came  ____ /k/ ____  22. giraffe  ____ /j/ ____
8. wage  ____ /j/ ____  23. voyage  ____ /j/ ____
9. zoo  ____ /z/ ____  24. cedar  ____ /s/ ____
10. bruise  ____ /z/ ____  25. grand  ____ /g/ ____
11. good  ____ /g/ ____  26. pseudo  ____ /s/ ____
12. cheese  ____ /z/ ____  27. phase  ____ /z/ ____
13. cent  ____ /s/ ____  28. city  ____ /s/ ____
14. shaves  ____ /z/ ____  29. kids  ____ /z/ ____
15. goes  ____ /z/ ____  30. ginger  ____ /j/ ____