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Phonics activities for older students pdf

TesL Internet Journal Matthew Wilsoneducationaladvisor [at] gmail.comSendai Board of Education, (Sendai, Japan) Making students discover and practice the relationship between the letters and sounds they represent should be an important part of any English class routine. The following activities can be adjusted to meet different levels and adjusted to fit any timeframe. Please note that not every activity you do in class should be very challenging. Simple ideas that everyone can achieve can work wonders with student confidence which, in turn, can increase motivation. Here are ten activities that can help you in practicing phonics at any point in your lesson: At first, the teacher writes several letters on the board. The teacher reads out a word, one by one, and asks students to try and spell each word using only the letters on the board. It is always a good idea to stop after the first word to write the correct spelling on the board. It can then be used as a reference point for students for consecutive words. After reading five to ten words, write down the spelling of each word. Also, limit the number of vocal sounds you practice because the different voices they represent can be very challenging for students, especially beginners. Write a number of words on the board. If necessary, go to the pronunciation of each word. Then read the list of the same words at a good speed leaving only one word. Students should listen to you read a list of words while following on the board. Once you're done, they tell you which words you don't read. These activities can be targeted to a higher level by adjusting the vocabulary used, the speed at which you read, the number of words you leave behind, or by performing additional tasks (for example, such as telling you which words you read are not on the board). It is based on the popular game Battleship. The teacher will draw the grid on the board with the initial sound written at the top, and the medial and final sounds are written together on the left side of the grid. You'll tell students that you've selected multiple boxes as 'custom boxes' that they should look for. They found these boxes by volunteering to say the whole word consisting of letters at the top and sides of the grid. This intersection of rows and columns highlights a specific rectangle. This object is for students to find all the specific locations you specify. Write a number of sounds on the board, for example, pha, ma, la, ga. Students will choose the number of sounds you write and write them in the space available to write. You will then play this like bingo and read the sounds one by one. students can get bingo when they have their three votes selected or all their votes selected. It's a good idea to go to all written on the previous board to help facilitate understanding. All students stand up. To begin with, show a word or picture. The first student who raises their hand is called and if they can correctly say the first (or last) voice of the word they can sit down and choose whether the people in their row, horizontally or vertically, can also sit. Gradually, there are fewer students standing. When you no longer have rows to choose from, only individual students will sit down. Words and images can also be written/drawn on the board if the teacher does not have time to prepare the card. Draw or show pictures on the board. In addition to the picture, write all but one of the sounds. For example, there's a picture of a dog on the board, you write 'og' next to it and students have to give you a missing voice, not that letter. This can be made into a group contest or a simple whole class exercise where you will give the class time to think about the answer and get everyone to say the answer at the same time. Good for practicing sound differences. Having two words on the board represents two different voices that you want to practice, for example, PRIA, MAN. You will then display a picture of the student and make them put those words under the appropriate column. For example, suppose you display a pen image, students must write a 'pen' under the MEN column. (If you're dealing with beginners, they can mark their choice with an 'X' under the column instead of asking them to write down the words. However, you'll need to provide a number before each word to help everyone keep track of their choices.) Students copy a chart that you provide on a board divided into three sections. You can label three sections, 'start', 'middle' and 'end' in your student's English or native language. You will focus on a particular voice and read the words that contain that voice. Students must decide whether the voice is found at the beginning, middle or end of the word by writing a voice in the appropriate column. This is a good listening activity with some implications for positive phonics reinforcement. The students passed hats and balls. When the music stops, the student with the hat must pull out a piece of paper with a letter or letter written on it and then read out his voice, not the name of the letter. Students with balls have to guess the letters. In lieu of music, the teacher can only have his back turned and call a halt. Students have pens and erasers in front of them. You have two sounds you want to practice, for example, 'f' and 'v', and point to one vote for the pen and one for the eraser. When you say a word that begins with one of those sounds, the student must pick up the appropriate object (to above, the sound can be in any part of the not just the beginning). If you say the word doesn't include any of the sounds, students should make a big X with their arms. It can develop into a pairing contest with one pen and one eraser for every two students. Students will aim to be the fastest to pick up objects after you read the word. Matching sounds with letters and letters to sounds can be a pretty tricky and daunting task when students learn English. Activities like this are easy to start, adaptable, and are a good way to practice and enforce English phonics. TesL Internet Journal, Vol. XIV, No. 4, April 2008 By: Kristina Robertson and Colorin ColoradoI recently had the opportunity to teach a summer school, and two sixth grader I barely read at the first grade level. This was very challenging for me, and I struggled to find the right way to address their need for phonics and comprehension instructions. However, little by little, I began to find some simple strategies that worked for them, such as turning activities into games. We started making some progress, and I found some new ways to help older students build a stronger foundation of basic reading skills. However, before reviewing such strategies, it is helpful to understand where the difficulties lie when teaching phonics to older students. Teaching phonics to middle and secondary school English learners (ELL) poses the following challenges: The Phonics curriculum becomes a minimal part of the Language Arts curriculum for students in the upper middle class – it is assumed that students have learned the voice/symbol correspondence required to read by the top grades. For ELL who started their education in the U.S. after 4th grade, this can be particularly problematic because the intensive phone instruction they need is unlikely to be part of their daily curriculum. Literacy skills are limited in native languages Many educators believe that students only need to learn to read once. Once the concept of matching symbols to sounds has been learned, it can be applied to new languages. Students who have not learned to read in their native language or whose native language does not use the handheld alphabet may struggle to understand the concept of the telephone relationship between voice and letters. In addition, these students must master the concept while applying it to a new language. Unknown vocabulary words Phonics instruction can also be associated with vocabulary words that are familiar to ELL. Worksheets with fat, cats, mats, hats are not always effective with older learners due to lack of context and meaning. ELL may not all the words listed in this drill, and they will not always apply the sounds learned in the drill when they find new words in their read text they don't see a connection from one exercise to another. Age-appropriate instructional materials and strategies Phonics instruction and strategies are often targeted at much younger children. While some materials can be adapted for use by older students, most are unlikely to be of interest or interest to ELL middle and secondary schools. They may feel ashamed of using childish material, and they will quickly get bored with the drills and repetitions that younger students need. Older students want to engage in activities that require the use of higher order thinking skills, which are not usually offered by early literacy material. However, there is good news. Despite these challenges, there are a number of strategies that can be effective for older ELL. Try this! You can also find more research-based strategies and information for adolescents in Key Literacy Components: Decoding by the National Institute for Literacy (featured on our sister site, AdLit.org). Request extra support: ELL in grades 4 and above that require further instruction on phonics will be most helped by intensive intervention. Ideally, they should attend a reading remediation class or receive special support to continue phonics instruction from a reading specialist. If that support isn't available to your students, ask your reading specialist and principal to help you find additional programs or research-based interventions that you can use with students. Use live activities to help teach voice-letter relationships: This can include manipulative uses such as counters, voice boxes, magnetic letters, or Scrabble tiles. Students may also be interested in creating their own material on a computer or through an art project. Phonics Month after Month for the Upper Classes: A Second Chance to Struggling Readers and Students Learning English also offers a number of ideas for incorporating phonics activities into the curriculum. Provide targeted support for students whose native language is non-alphabetical: Language skills are transferred from one language to another; literate students in their native language already have background knowledge on how reading works. However, if their native language is non-alphabetical, students may need extra practice in the following areas: Directions: Students may not be familiar with reading from left to right and top to bottom. Letter recognition: Students may need extra practice to match sounds and letters, especially if used for a character system that symbolizes words rather than sounds. Use alphabet singing: If older students need to review their alphabet skills, look for jazz or hip-hop alphabet singing that students find entertaining and interesting. There are many examples online and in Ask students to write a voice: Say a short sentence that includes one or more words including the target's phonics features. Ask students to listen carefully and then write what they hear. This activity trains students to listen to individual voices with words and represent them hand in hand in their writing. Working in small groups: If the student passes the age at which phonics awareness and phonological skill development have been addressed (usually kindergarten through first or second grade), attend these skills one-on-one or in small groups with developmentally appropriate and interesting activities. Ask your school reading specialist for help finding suitable activities and materials. Help students make the connection between their first language and English: For students with stronger native language literacy skills (especially in English-related languages such as Spanish), help them understand that the process of issuing words is the same across languages. Describe multiple letters may make the same or similar sounds in both languages. Knowing this can help students who are predominantly Spanish, for example, when they learn to decode words in English. Make sure they're aware of cognates too! Teach phonics in context: Use authentic text and/or vocabulary words known to ELL. Using relevant literature and content material, you can introduce and amplify: introduction of the initial and final letters of sound combines the rhythmic words of homonym mute letters Integrating phonics and content instructions: Where possible, collaborate with reading specialists and content area teachers to integrate phonics instruction into classroom content and lessons and texts, as well as into academic vocabulary instructions. Make it a game: Try activities as simple as searching for a specific voice on the page, or reading words and having students hold a sign with the correct voice on it after each word. You might also want to try the short games Scrabble, Hangman, and Memory. These are fast activities but they can effectively reinforce targeted handheld concepts. Look for high-low reading material: High interest/low readability texts are books written at first to third grade reading levels but treat themes and topics of interest to middle or middle school age students. You can find a number of suggestions in the following resources; many of the books listed may be available in your school library or in your local public library. Use poetry, jazz singing, and songs: Find poems, songs, and songs related to students' interests, or ask them to bring some of their favorites that can be included in the lesson. Read text aloud, and then give students time to practice reading aloud Integrate phonics instruction with word studies: Teach students how to identify word parts, break words into syllables, and use word families. Use content area words for this exercise that students may find academic work. While it seems to be the wisest solution, it is not appropriate to place older ELL students in lower grades – for example, grade 1 – to get appropriate reading instruction. This can be very embarrassing for students and cause behavior that will harm learning. By keeping activities age-appropriate and enjoyable, and by following instructions to academic content that middle and high school students need to master, you will give your students the opportunities they need to start making progress as readers and writers. This will be challenging, but the extra effort required to engage them may be the key that opens the door to their future. Kristina Robertson and Colorin Colorado (2009) (2009)

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