Connections in Word-Level Language Instruction

Content

Alphabet
- Letter Names
- Alphabetical Order
- Letter Spellings = Sounds

Consonants
- Initial
- Final
- Clusters/ Blends

Vowels
- Simple
- Complex
- All Sounds & Spellings

Syllables
- Closed
- Open
- Sequenced

Word Parts
- Roots/Stems
- Affixes
- Elements of Compounds

Word Groups
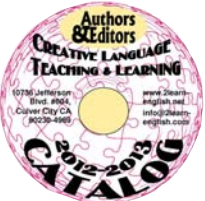- Rimes/Rhymes
- Homographs & Homophones
- Near Misses

← In contrast to the 3 *generic* *Materials, Methods, & Levels* boxes, this *Content* box is *specific*. *Content* can mean *grammar* (nouns, verb forms, function words, sentence structure, etc.), *vocabulary*, *language skills* (pronunciation, listening, speaking, reading, writing, cognition, etc.), *subject matter* (life skills, math, geography, science, work & business, education, . . .), etc. ← This box refers to word-level phonics spelling + vocab only.

Materials

Publications
- Texts
- Workbooks
- How-to Manuals

Pages
- Tear-Off Pads
- Worksheets
- Downloadables/ Reproducibles

Media
- Audio CDs/DVDs
- Video
- Online

Games
- Card Decks
- Path & Grid Boards
- Other Formats

Visuals
- Real Objects
- Realia
- Pictures

Systems
- Frameworks
- Integrated Series
- Programs

Authors & Editors Language Learning

Methods

Presentation
- Oral
- Printed
- "Expert Game"

Cue + Response
- Puzzles or Problems to Solve
- Questions to Answer
- Self-Contained Lessons to Do

Cooperation
- Fill Info Gaps
- Collaborate on Tasks
- Interact

Competition
- Play Cards
- Play Board Games
- Follow Other Procedures

Physical
- Touch/Move Things
- Create Things
- Pantomime

Miscellaneous
- Individualized/ Programmed
- Language Experience
- Silent Study

Levels

Literacy to Basic
- Oral Skills
- Written Skills
- Competencies

Beginning
- Oral Skills
- Written Skills
- Cognitive Skills

Intermediate
Low Intermediate
- Oral Skills
- Written Skills

High Intermediate
- Oral Skills
- Written Skills

- Grammar, Vocabulary, Other Abilities & Knowledge

Advanced
Low Advanced
- Oral Skills
- Written Skills

High Advanced
- Oral Skills
- Written Skills

- Comprehension, Communication, Expression

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Motivating Activities & Games in Context for Language Learning

Title for Regional CATESOL & Other Conferences

Connections in Word-Level Language Instruction: Content > Materials > Methods > Levels

200-Word Presentation/Workshop Summary

How to form Bridges to Success, Pathways, & Transitions? By *connecting*! More specifically, language educators and learners can *connect*:

1. LANGUAGE-LEARNING CONTENT: alphabet letters to sounds to words to phrases to sentences to discourse to subject matter
2. MATERIALS: book publications to self-contained pages to audio/video/online media to visuals to games to structured frameworks or programs
3. METHODS: oral and/or written "presentation" to cue + response to collaborative tasking to competition to physical, individualized, experiential, and/or silent study approaches
4. PROFICIENCY LEVELS: basic/literacy to beginning to intermediate to advanced (oral, written, and cognitive skills with grammar and vocabulary; communication; expression of ideas)

In a workshop that focuses on word-level (phonics, spelling, vocabulary) language instruction and acquisition, the four main-idea questions to answer are:
1. Why teach/learn word-level language (phonics, spelling, vocabulary) to older learners at all?
2. At four levels of language proficiency, what's the most important or useful content of phonic/ spelling instruction based on vocabulary words?
3. Which kinds of cost-effective, user-friendly materials are easiest or best to get, compile, and/or make—and to use effectively and efficiently?
4. Which methods will most likely engage or motivate teachers/learners—forming bridges to success?

In a collaborative go-giving format, the presenters propose to *connect* people to information, ideas, free materials, and one another.

50-Word Presentation/Workshop Abstract for Program Book with Workshop Table of Contents

COLLABORATE TO A. Connect Language-Learning Content, Materials, Methods, and Proficiency Levels   B. Focus on word-level language instruction   C. Answer 4 questions:

1. WHY teach phonics, spelling, vocabulary to older learners at all? (*Handout page 3)*
2. WHAT'S a useful multi-level phonic∫pelling syllabus for adults? (*Handout pages 4 to 7)*
3. WHAT *kinds of* effective *materials* are best to get, make, use? (*Handout pages 8-10)*
4. WHICH *kinds of methods* are likely to engage/motivate teachers/learners to succeed?

Lots of ideas and giveaways!

What to Do Now . . .

A. Jot down a few notes to answer the above 4 questions for yourself. As time permits, share your views or expectations of this *Workshop*.

B. Begin filling out the half-page *Connections Workshop Questionnaire.* Answer the question on the back. At the end of the session, give the form to the presenters. If you can use them, take (more) free materials.

www.2learn-english.com

Top Ten Reasons to Teach Phonics

1. Phonics is an efficient way to teach reading.
There are only 43 common speech sounds (phonemes) in English and these are represented by about 89 common spellings. Learning the phonics code produces the biggest learning bang for the smallest instructional buck.

2. Phonics works.
The swing away from "whole language" to phonics-based instruction over the last 15 years has vastly improved reading test scores on nationally normed tests.

3. Phonics is the fastest way to learn how to read.
Reading is not a developmentally acquired skill that naturally derives over time from lots of reading (Adams, 1988; Stanovich, 1986; Foorman, Francis, Novy, & Liberman 1991). Learning the code is the quickest way to learn how to read accurately and independently. Non-readers can independently read simple decodable text after minimal instruction.

4. Phonics makes students better spellers.
Because explicit phonics instruction teaches recognition, pronunciation, and blending of the sound-spelling patterns, students are better equipped to apply those same patterns to spellings.

5. Phonics requires less rote memorization.
The "Dick and Jane" reading method requires memorization of hundreds of words. Phonics makes use of prior knowledge (the sound-spelling relationships) to apply to new learning.

6. Phonics works better for students with learning disabilities.
Students with auditory and visual processing challenges learn best from the structure of explicit phonemic awareness and phonics instruction.

7. Phonics works better for English-language learners.
Phonics instruction relies on phonemic awareness and the connection of speech sounds to spellings. Phonics builds upon and adjusts that connection, rather than abandoning reading instruction already gained in the primary language.

8. Phonics works better for remedial readers.
Effective diagnostic assessments can easily determine which phonics skills have been mastered and which have not. Gap-filling simply makes sense. Remedial readers have strengths to build upon. They don't need to start from scratch.

9. Phonics makes students smarter.
New research shows that phonics-based instruction can actually change brain activity, resulting in significant improvements in reading (Flowers, 2004). Shankweiler, Lundquist, Dreyer, and Dickinson (1996) noted that differences in comprehension for upper elementary students largely reflected levels of decoding skill.

10. Phonics learning builds self-esteem.
Because progress is so measurable, students can quickly see their improvement in assessment data, and more importantly, in reading.

Whether you need background info, pedagogical training, additional ideas, or free/cost-effective materials, online "research" is easy. Simply type in an "address" like the above in the URL frame or a topic that interests you in the large search-engine box.

And Top Reasons for Teaching Phonics to (Older) Speakers of Other Languages?

by Elaine Kirn-Rubin, ESL Professor, LAUSD & LACCD for over 40 years

Because adult students want us to! When they're asked, "What do you most want to learn in this course," their first answer is "English." The next is "how to pronounce the words we see."
Well-planned, diverse, word-level phonicſpelling lessons/activities that incorporate useful vocabulary tend to be *inherently* engaging, entertaining, encouraging, efficient, and effective. Educators and learners take to them *naturally*. While having fun, they give and get useful content in relatively *painless, non-threatening* ways. Word-level phonicſpelling + vocabulary activities motivate, provide multi-skills practice, and facilitate *communicative connections.*

What to Do Now . . . For your own teaching/learning situations, evaluate the above reasons for instruction or study in phonics/spelling. (Put + or -) Add your own reasons. Research the topic by looking up "reasons to teach phonics" online.

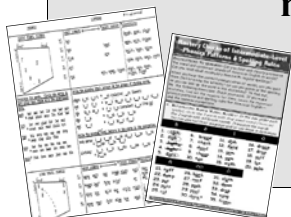## Outline of phonicſpelling Content/Subtopics (Summary)

This summary page offers one possible way to organize word-level curriculum for adult (cognitive, academic) learners. Choices of (sub-) topics will depend on instructional goals and learners' proficiency levels:
* = high-beginning on
** = intermediate level on
*** = advanced levels only

I. Symbols/Characters American-English Phonics System
    A. Letters of the Alphabet: Names & Alphabetical Order
    B. Phonetic Symbols
        1. Dictionary Respelling   2. International Phonetic Alphabet (IPA)
    C. Miscellaneous (Punctuation, Icons, etc.)

II. Consonants
    A. Sounds vs. Spellings
        1. Letter(s) = Sound(s)   2. Spelling Depends on Word Position
        3. Less Common*/Unusual**/Exceptional*** Spellings
    B. Consonant-Letter Position in Word: 1. Initial   2. Medial**   3. Final
    C. Spelling Combinations: 1. Single Letters   2. Digraphs   3. Clusters, Blends

III. Vowels in Stressed Syllables
    A. Simple (Relaxed, "Short")   1. "One-Letter Spellings" _a_, _e_, _i_, _o_, _u_ = ă ĕ ĭ ŏ/ö ŭ
    2. Variable Spellings _a_, _o_, _oo_, _u_ = ö o͝o   3. Before _r—a_, _e_, _i_, _o_, _u_ = ä(r) û(r)
    B. Complex (Tense, "Long") 1. Two or More Letters _ay_, _ai_, _a–e_; _ea_, _ee_; _ie_, _i-e_; _oa_, _o-e_;
    _oo_, _u-e_; _ow_, _ou_; _oi_, _oy_; etc. = ā ē ī ō ū ou oi   2. Same Spellings for _r_-Colored Vowels
    C. Regular Vs. Less Common*/Unusual**/Exceptional*** Spellings

IV. Word Parts
    A. Letters/Sequences in Syllables 1. Closed Syllables (C)VC   2. Open Syllables (C)V*
    B. Stressed Vs. Unstressed Syllables in Polysyllabic Words**
    C. Word Roots Vs. Affixes (Prefixes, Suffixes)
    D. Spelling of Sounds in _Un_stressed Syllables, Especially Vowels***
    E. Components of Compounds*
        1. Closed/Solid (One Word)*   2. Hyphenated (-)***   3. Open (Phrases)**

V. Word Pairs/Groups in Regard to phonicſpelling
    A. Rimes/Rhyming Words   B. Homographs**   C. Homophones*   D. "Near Misses"**

What to Do Now . . .

A. GO OVER the *Outline of phonicSpelling Content/Subtopics* on this (+ following) pages.

B. Quickly CIRCLE subtopics you consider *essential* to word-level phonicſpelling/Vocab instruction. Underline those you find *important*. Cross out those that seem *redundant*, *non-productive*, or *infeasible* for your situation(s). Add any productive topics that are missing. As time permits, share your insights about word-level curriculum.

C. LOOK OVER "classic" (i.e. old) classroom handouts on phonicſpelling patterns/principles. DISCUSS uses, benefits, or drawbacks of various formats for older learners. FIND OUT how to get such lessons online.

I. Symbols/Characters of the American-English Phonics System

A. 26 Letters of the Alphabet

1. **Printed/Written Forms or Fonts (Letter Forms & Formation)**
   a. **Upper vs. Lower Case:**
      [1] ABCDEFGHIJKLMNOPQRSTUVWXYZ
      [2] abcdefghijklmnopqrstuvwxyz
   b. **Block Print (Manuscript) Vs. Cursive (Handwriting)**
      [1] AaBbCcDdEeFfGgHhIiJjKkLlMmnOoPpQqRrSsTtUuVv WwXxYyZ
      [2] *Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz*

Handwriting and/or keyboarding lessons may or may not interest or benefit older students.

2. **Consonant Vs. Vowel Letters**
   a. **Letters that Spell Consonant Sounds:** b c d f g h j k l m n p q r s t v w x y z
      [1] in All Positions, Except When "Silent": b c d f g h j k l m n p q r s t v x   z
      [2] in Initial Syllable Position Only: w y
   b. **Letters that Spell Vowel Sounds Alone and in Combination:** a e i o u w y

Outline Section A moves from printed alphabet letters to sounds they represent in speech. The decision whether or not to teach/learn each numbered or lettered section—or even a single item or spelling—will depend on circumstances.

3. **What the Spellings Represent (*** = exceptional spelling for advanced levels)**
   a. **Single Consonant Letter Can Make One Sound:**
      [1] **One Letter Always Makes Same Sound:** b d f h k l m n p q r t v
      [2] **One Letter Can Make Various Sounds:** c = /k s/, g = /g dʒ/, s = /s z/
   b. **Single Consonant Letter Makes Two Sounds:** x = /ks/, j = /dʒ/
   c. **Two or Three Consonant Letters Make One Sound:**
      [1] **Digraphs:** ch (makes 2 sounds) ng ph sh th wh = /tʃ ŋ f ʃ θ or ð w)/
      [2] **Doubled Consonant Letters Make One Sound in Medial or Final Word Position:**
         bb cc ck (= k) dd dge (= dʒ) ff gg ll mm nn pp rr ss tt tch (= tʃ) zz
      [3] **Consonant Sequence with Silent Letter Makes One Sound Only:**
         [a] in Initial Syllable Position: ***gh- (= g); wh- (= h); kn- (= n), ***gn- (= n),
            ***pn- (= n); ***ps- (= s), sc- (= s); ***rh- (= r), wr- (= r); ***-gh (= f)
         [b] in Final Position: -lf (= f), -lk (= k), -mb (= m), **-mn (= m), -gn (= n), ***-bt (= t)
   d. **Consonant Clusters = Two or Three Blended Sounds**
      [1] in Initial Syllable Position: bl-, br-; *chr-, cl-, cr-; dr-; fl-, fr-; gl-, gr-; *phr-, pl-, pr-,
         sc-, *sch-, scr-, shr-, sk-, sl-, sm-, sn-, sp-, spl-, spr-, sq-, st-, str-, sw-, thr-, tr
      [2] in Final Position: -ft, -lf, -lk (= k), -mb (= m), -mn (= m), *-gn (= n), *-bt (= t)
   e. **One-Letter Vowel Spellings**
      [1] in "Closed Syllable" (C)VC Pattern: a e i (**y) o u = /æ, ɛ, ɪ, ɑ or ɔ, ʌ or ʊ/
      [2] in "Open Syllable" (C)V Pattern: a e i (**y) o u = /eɪ iʸ ɑɪ oʊ uʷ/
   f. **Two or More Vowel-Letter Combination Spellings**
      [1] in Final Syllable Position Only: -ay **-ey **-uy
      [2] between Consonants and/or in Final Position): **au ea ee ei **eu ew ie ***ieu
         oa ou ow ue **ui oi oy
      [3] with final silent –e: a-e, e-e, i-e, o-e, u-e, ***y-e
      [4] including silent consonants in vowel sound: ***-et, *-eigh -igh ***-augh ***-ough

B. Phonetic Symbols for Sounds (* = distinct pronunciations only in some dialects)

1. **American Dictionary Respelling Symbols:**
   a. **Vowel Sounds:** ă ĕ ĭ ŏ ŭ *ö o͞o; ā ē ī ō ū ou oi; *a:(r) û(r); *â(r)
   b. **Consonant Sounds:** b p d t g k v f th th z s zh sh j ch; m n ng; r l; w y; h
2. **International Phonetic Alphabet (IPA) Sound Symbols**
   a. **Vowels:** / æ ɛ ɪ ɑ ʌ ɔ ʊ; eɪ iʸ ɑɪ oʊ u aʊ ɔɪ; *ä(r) ɜ(r); *ɛˢ(r) *iˢ(r) *ɑˢ(r) *ɔ:(r) *ʊ(r) *aᵘ(r) /
   b. **Consonant Sounds:** / b p d t g k v f ð θ z s ʒ ʃ dʒ tʃ; m n ŋ; r l; w y; h /

II. 40 or More Sounds of the American English Language

A. 24 Consonant Sounds = / b p d t g k v f ð θ z s ʒ ʃ dʒ tʃ; m n ŋ; r l; w y; h /

1. **Pronunciation = with Full or Partial Closure of the Vocal Tract**
   a. **Point of Articulation = Where Parts of the Mouth (Almost) Touch**
   [1] Bilabial /b p m w/ [2] Labiodental: /v f/ [3] Dental: /ð θ/ [4] Alveolar /d t z s n r l /
   [5] Post-Alveolar: /ʒ ʃ dʒ tʃ/ [6] Palatal: /y/ [7] Velar: /g k ŋ/ [8] Glottal: /h/
   b. **Manner of Articulation = How the Air Is Released from the Mouth**
   [1] Stops: /b p d t g k/ [2] Continuants = (Af)fricatives: /v f ð θ z s ʒ ʃ dʒ tʃ h/
   [3] Nasals /m n ŋ/ [4] Liquids: /r l/ [5] Semivowels: w y
   c. **Voicing** [1] Voiced: / b d g v ð z ʒ dʒ; m n ŋ; r l; w y/
   [2] Unvoiced/Voiceless: /p t k f θ s ʃ tʃ; h/

2. **How the Consonant Sounds are Spelled** (* = unusual spelling for that sound)
   a. **by the Same One or Doubled Letter or Digraph:** /b p d g v ð θ; m n; r l; w y; h/
   b. **by Various Letters Depending on Position or Adjacent Letters:** /t/ = t d /k/ = c ck k /f/ = f
   *ph *-gh /z/ = z s /s/ = s c /ʒ/ = s g /ʃ/ = sh *ch *ci *si /dʒ/ = j g dge /tʃ/ = ch tch /ŋ/ = n ng
   c. **with Additional Letters in Certain Positions:** *-gu(e) = /g/ qu- = /kw/ *-que = /k/ -ve = /v/
   -the = /ð/ -ce, -se = /s/ -se = /z/ -dge = /j/
   d. **in Combination with Silent Consonant Letters:**
   [1] in Initial Syllable Position: *gh- (= g); wh- (= h); kn- (= n), gn- (= n),
   *pn- (= n); *ps- (= s), sc- (= s); *rh- (= r), wr- (= r); *-gh (= f)
   [2] in Final Position: -lf (= f), -lk (= k), -mb (= m), -mn (= m), -gn (= n), *-bt (= t)

Instruction in pronunciation of sounds may or may not be relevant to native speakers of English.

In ESL, phonics instruction tends to begin with sounds and proceed to letter-spellings.

B. 16 (to 22) Vowel Sounds = / æ ɛ ɪ ɑ ʌ ɔ ʊ; eɪ iʸ ɑɪ oʊ u aʊ ɔɪ; ä(r) ɜ(r) /

1. **Pronunciation = without Closure of the Vocal Tract (No Mouth Parts Touching)**
   a. **Positions of Lips & Tongue**
   [1] From Closed/Spread to Open/Rounded Lips, Front to Back: /iʸ eɪ ɪ ɛ æ ɑ ʌ ʊ oʊ uʷ/
   [2] Diphthongs Move from One Sound to Another: / eɪ ɑɪ oʊ uʷ aʊ ɔɪ)
   b. **Kinds of Vowel Sounds**
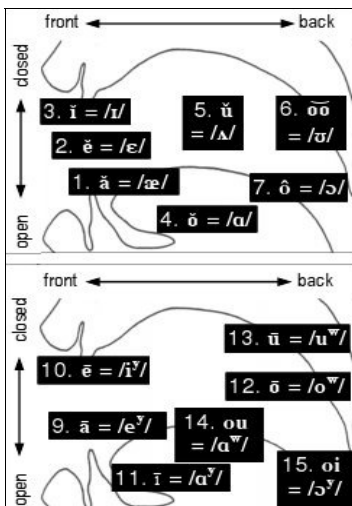   [1] Simple (= Relaxed, "Short"): / æ ɛ ɪ ɑ ʌ ɔ ʊ; /
   [2] Complex (= Tense. "Long," Doubled/Diphthongized): /eɪ iʸ ɑɪ oʊ u aʊ ɔɪ/
   [3] R-Colored Insert ə: / ä(r) ɜ(r) (+ /ɛʾ(r) *iʾ(r) *ɑɪʾ(r) *ɔ:(r) *ʊ(r) *aʊ(r)/)

2. **How the Vowel Sounds are Spelled** (* = less common spelling for that sound; *** = exception)

Spelling of All Vowel Sounds: Letters = Phonetic Sound-Symbols								
Simple (Single, One-Letter, Lax, "Short") Vowel Sounds 1-8r								
−a− au*** ai***	−e− −ea−* ie***a*** ai*** ay***	−i− −y−* e*** ee*** o*** u***	−o− −a−	−u− −o−*−ou** −u− −oe*** −oo−***	−oo− −u− −o*** −oul−***	−a−−o− −ou−*−ow−* au(gh)*** ou(gh)*** ou*** oa*** −o− e***	−a (r)− −ea(r)− ***	−e(r)− −i(r)−−u(r)− −o(r)−* −ea(r)−**
1. ā = /æ/	2. ĕ = /ɛ/	3. ĭ = /ɪ/	4. ŏ = /ɑ/	5. ŭ = /ʌ/	6. ōō = /ʊ/	7. ô = /ɔ/	7r. a:(r) = /ä/r	8r.û(r) = /ɜ/(r)
Complex (Two− or More Letters, Tense, "Long") Vowel Sounds 9-15								
−ai− −ay −a-e −a-* −eigh-** −ei-** −ey**	−ea− −ee− −e-e* −e-* −ie-** ei** -i-e*** −e(y)***	−ie− −ie −i-e −i-* −y−* −y-e* −igh** −ei(gh)*** −uy***	−oa− −ow −o-e −o-* −ou(gh)** −oe-* −eau**	−oo− −u-e −ew* −u-* −eu-** ue*** −ou-*** −ui-*** −o-e***	−ou− −ow− − ow −owe-**	−oi− −oy		
10. ā = /eɪ/ or /eʸ/	11. ē = /i/ or /iʸ/	12. ī = /ɑɪ/ or /ɑʸ/	13. ō = /oʊ/ or /oʷ/	14. ū = /u/ or /uʷ/	15. ou = /ɑʷ/ or /aʊ/	16. oi = /ɔʸ/or /ɔɪ/		

page 6 of another Go-Giving Offering by Elaine Kirn-Rubin & Arthur E. Rubin
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III. Word Parts

A. One or More Sounds, Spelled by One or More Letters, per Syllable
   1. One Vowel Sound = One Syllable = One "Beat" in Speech (No Syllable without a Vowel)
   2. May or May Not Include Consonants (C = a Single Letter, Digraph, or Cluster. V = Vowel)
      a. "Closed Syllable" = (C)VC   b. "Open Syllable" = (C)V

B. Syllable Pronunciation and Spelling
   1. One-Syllable Words Stressed (Emphasized) = ʹ
   2. Multi-Syllable Words Have Syllable-Stress Patterns
      a. Two-Syllable Words: 1st or 2nd Syllable Stressed,
        Other Weakly Stressed or Unstressed: ʹ .   or . ʹ
      b. Three-Syllable Words: 1st, 2nd, or 3rd Syllable
        Stressed: ʹ . ˌ or ʹ . . or . ʹ . or ˌ . ʹ or . . ʹ, etc.
      c. Four or More-Syllable Words: One Syllable with
        Primary Emphasis, One or Two Weakly Stressed ,
        Others Unstressed ("Reduced" in Pronunciation)
      d. Vowels in Stressed Syllables Pronounced Louder,
        Longer, with Higher Pitch, and Clearer Than
        Unstressed Vowels, Especially "Reduced" Vowels
      e. Rules for Syllable Division in Spelling:
        [1] After Prefixes and Before Suffixes
        [2] Between (Doubled) Letters That Don't Blend in Digraphs or Clusters
        [3] After Final Consonants of Stressed Syllables with Simple-Vowel Sounds
        [4] After Complex-Vowel Spellings of Open Syllables

With or without pictures or phonetic notation, multi-syllable items can be sorted ("matched") in various ways: according to the number of syllables they contain, their syllable-stress patterns or intonation, their stressed vowel sounds, their parts of speech or meaning.

Instruction in *multi-syllable words, word parts,* or *word groups* is more likely to succeed at *Intermediate* to *Advanced Levels* of word-level language proficiency.

C. Word Parts of One or More Syllables Each: Follow Spelling Rules
   1. Roots or Stems, Often of Greek or Roman Origin & Approximate Meanings
   2. Affixes = Parts Added to Words, Usually at the Beginning or End
      a. Prefixes Added Before Roots—Have Approximate Meanings
      b. Suffixes Added After Roots Invoke Spelling Rules—Like *Double the Final Consonant, Drop Final Silent -e, Change the –y to –i-,* etc.
        [1] Inflectional Suffixes with Grammar Functions: Plural, Past Tense, Comparative, etc.
        [2] Suffixes May Indicate Parts of Speech: Nouns, Verbs, Adjectives, Adverbs

D. Components of Compound Vocabulary Items
   1. Closed/Solid Compounds = Single Multi-Syllable Words Composed of One or More Smaller Verbs with Separate Meanings
   2. Hyphenated Compounds, Typically Adjectives in Noun Phrases or Multi-Word Nouns
   3. Open Compounds: Two or More Separate Words in Phrases with Their Own Meanings

IV. Word Pairs or Groups in phonicſpelling
   A. Rimes = Words that End with the Same Vowel (& Consonant) Letters / Rhyming Words
   B. Homographs = Words with the Same Spellings but Different Pronunciation and Meanings
   C. Homophones = Words with the Same Pronunciation but Different Spelling and Meanings
   D. "Near Misses" = Easily Confused Words to Be Noted

What to Do Now . . . If helpful, edit the listings on pages 5-7, perhaps omitting and/or adding details. Make use of this or other phonicſpelling *Curriculum Outlines* to plan activities and answer questions in word-level lessons for older learners.
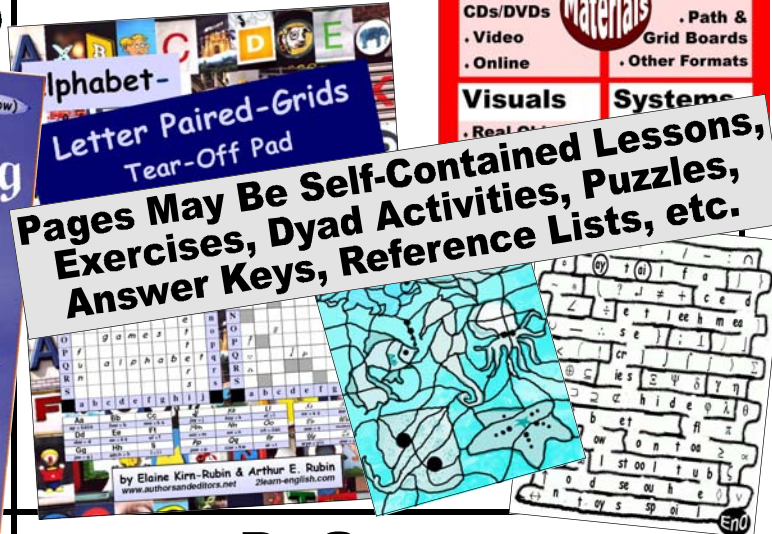
Publications	Pages
• Texts	• Tear-Off Pads
• Workbooks	• Worksheets
• How-to Manuals	• Downloadables/ Reproducibles
Media	**Games**
• Audio CDs/DVDs	• Card Decks
• Video	• Path & Grid Boards
• Online	• Other Formats
Visuals	**Systems**

Materials

A. Publications

TEACHER'S GUIDE AND ANSWER KEY

How-to Manuals

EVERYTHING to Know (Now)

phonicſpelling

Motivating Activities & Games In Context

BASIC EVERYDAY SPELLING WORKBOOK
patterns and principles of English spelling

WorkTexts

by Elaine Kirn-Rubin & Arthur E. Rubin
Authors &Editors

B. Pages

Alphabet-Letter Paired-Grids
Tear-Off Pad

Pages May Be Self-Contained Lessons, Exercises, Dyad Activities, Puzzles, Answer Keys, Reference Lists, etc.

by Elaine Kirn-Rubin & Arthur E. Rubin
www.authorsandeditors.net   2learn-english.com

C. Media

AUDIO CDs
FAST TRACK PHONICS
For Young Adults and Adults
Kaye Wiley

Examples of Possibly Helpful phonicſpelling Websites— some free—for Online Learning (as of 8/28/11) ➡

- **http://www.starfall.com/**
- **http://www.abcfastphonics.com/**
- **http://literacy.kent.edu/Midwest/ Materials/ndakota/soup/**
- **http://www.fruitphonics.com/**
- http://www.time4learning.com/phonics-curriculum.shtml

D. Games

Instructions for phonicſpelling Card...

100	100	100	100
200	200	200	200
300	300	300	300
400	400		
500	500		

a, d,	a, n,	a
a, y,	b, a,	
c, k,	c, r,	
e, d,	e, r,	
g, a,	g, e,	

START HERE TO PLAY
a ay ai
a-e
e
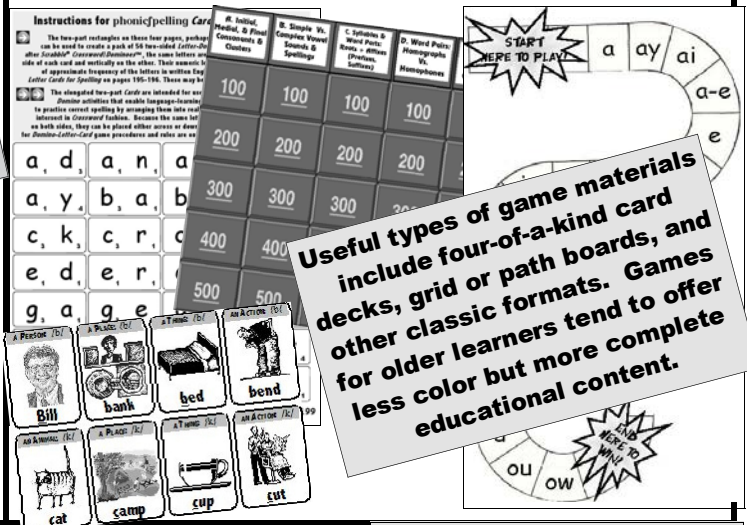
Useful types of game materials include four-of-a-kind card decks, grid or path boards, and other classic formats. Games for older learners tend to offer less color but more complete educational content.

A PERSON /b/ A PLACE /b/ A THING /b/ AN ACTION /b/
Bill bank bed bend
AN ANIMAL /c/ A PLACE /c/ A THING /c/ AN ACTION /c/
cat camp cup cut

ou ow

E. Visuals

Even real objects, realia, and pictures not specially *designed* to teach or elicit target content can work for educational purposes. Clear directives, charts to fill out, reference lists, and/or answer keys help.
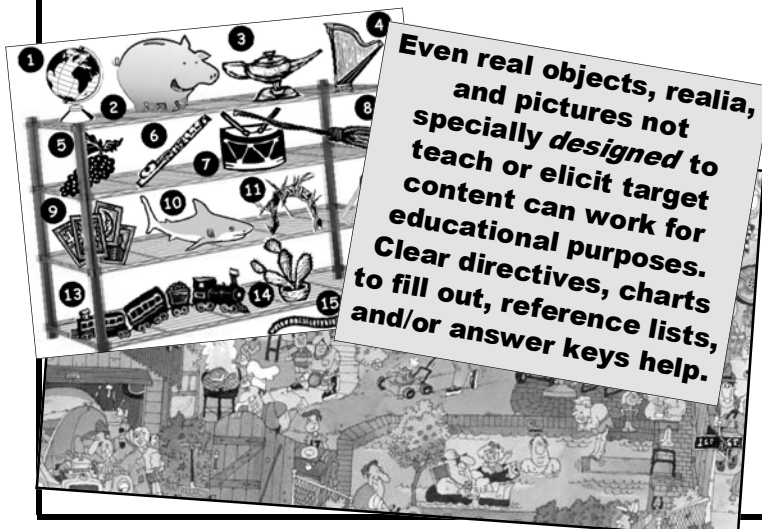
F. Systems

The following programs are (examples of) comprehensive reading curricula with a phonics base.

- <u>Read, Write & Type!</u> by Talking Fingers Inc.
- <u>Clickn kids</u> by ClickN KIDS,
- <u>Hooked on Phonics</u>
- <u>Jolly Phonics</u>
- <u>Letterland</u>
- <u>Lindamood Phoneme Sequencing (LiPS) Program,</u> <u>Open Court Reading</u>
- <u>Orton-Gillingham</u>
- <u>Reading Mastery</u> by SRA/McGraw-Hill
- <u>Riggs Method</u>
- <u>Smart Way Reading and Spelling</u>

Downloaded from http://en.wikipedia.org/wiki/List_of_phonics_programs

For *any* content, complete systems may include print, audio, visual, and/or media products—and games— that go together. Pre-prepared "kits" may be expensive, but they could also be compiled by educators or adult learners themselves.

www.2learn-english.com

What to Do Now . . .

A. PUBLICATIONS: Time, energy, and muscular limitations keep us from providing a complete library of phonics texts and resources for adults at *Connections Workshops.* Materials for sale can be examined, however, at publishers' exhibits, in catalogs, at stores, and/or online. PREVIEW typical or innovative books by looking over their catalog descriptions, rationale, *Table of Contents*, introductions, sample pages, etc. Websites that look promising for second-language instruction include http://elizabethclaire. com/store/esl-textbooks-esl-teacher-resources-elizabeth-claire/esl-phonics.html and www.2learn-english.com.

B. PAGES: TRY OUT some handouts of self-contained lessons, dyad activities, puzzles, and other word-level materials available at this *Workshop.* If time permits, let's DISCUSS their features. Later, DOWNLOAD pages from educational websites and/or COPY them from reproducible books to use in classrooms or with groups or individual learners.
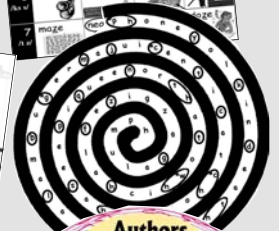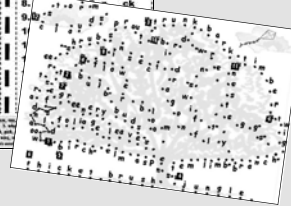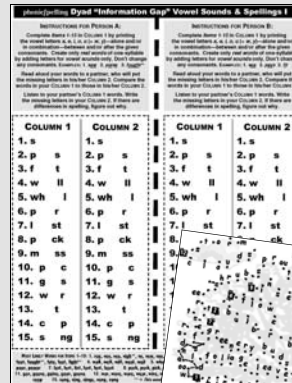
C. MEDIA: DISCUSS and **COMPARE** requirements, advantages, and drawbacks of teaching/learning materials delivered in forms other than print: *audio, video, CDs, DVDs, online, downloaded,* or *what?*

D. GAMES: Follow suggested rules or your own procedures to TRY OUT a sample *Four-of-a-Kind Card Deck* designed to teach phonicſpelling patterns. Do the same with a *Grid,* a *Path Board,* and/ or other game materials. If time permits, let's share feedback.
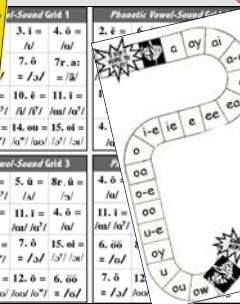
E. VISUALS: SAMPLE a supplemental 2-Sided *Practice Grid for Simple & Complex Vowel Sounds & Spellings* designed to connect phonics/spelling instruction with a printed "cluttered scene" (available at this *Workshop*).
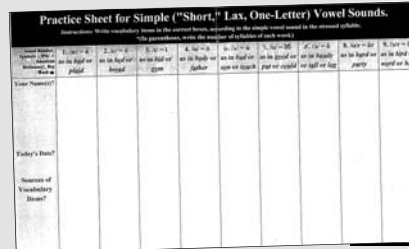
F. SYSTEMS: SHARE your experiences with/insights about (un)published programs that teach, practice, and/or assess mastery of phonicſpelling patterns and principles in a complete, systematic way—especially those designed for older learners. FIND OUT how to obtain them in various forms (books, cards, audio/visual, CDs, online, game materials, etc.).

A. Presentation

1. **TEACHER-CENTERED:** Instructor or tutor "lectures" to learner(s), who are then assessed (individually or in groups) on acquired knowledge and skills.

2. **"PRINTED LECTURE" & TESTS:** Learners read/study necessary info and later take written tests on it.

3. **THE EXPERT GAME (JIGSAW):** Participants divide up content to be learned and "teach" it to others in turn.

B. Cue + Response

1. **TEACHER TO LEARNERS:** Leader says and/or shows items; learners respond and are corrected, if necessary.

2. **INFORMATION GAP/DYAD ACTIVITIES:** One member of each pair or group gives or asks for information; others respond. Participants exchange roles.

3. **GAME PROCEDURES:** Players draw cards with quiz-type items—or are asked questions in a "Game-Show" format.

C. Cooperation

1. **GROUP TASKS:** Participants in groups complete an assigned (matching, sequencing, organizing, etc.) task as quickly and accurately as possible.

2. **GROUP ROLES:** Group members perform roles such as "Questioner," "Recorder," "Researcher," "Corrector," "Reviewer," etc.

3. **CHAINS:** Partners in pairs get info from each other, pass on what they have learned to someone else, who "teaches" it to another person, etc.

D. Competition

1. **CARD PLAY:** Players follow classic card-game rules with 4-of-a-kind matching (sequenced) decks with targeted educational content.

2. **PATH BOARDS & GRIDS:** Players move markers and answer questions to reach the end of a *Path Board* first. They play *Bingo*, *Lotto*, *Jeopardy*, *Battleship,* and other games on grids.

3. **WORD FORMATION & GUESSING GAMES:** Learners play *Scrabble, Boggle, Hangman, Ghost,* and so on.

E. Physical

1. **CARDS, TILES, CUBES:** Participants manipulate letters or combinations (including themselves) to form words in linear or criss-cross patterns.

2. **PANTOMIME ITEMS:** With gestures/sign language/postures, people "act out" letter shapes or vocabulary items.

3. **TPR:** In turn, learners follow printed instructions (*get, draw, arrange,* etc.)

F. Miscellaneous

1. **INDIVIDUALIZED TASKING:** Learners read explanations, do worksheets, and check answers independently.

2. **LANGUAGE EXPERIENCE:** Participants "dictate" letters, words, or stories to listeners, who write them down.

3. **SELF STUDY:** Learners are given time and resources to "learn in their own way" and demonstrate mastery.

What to Do Now . . .

A. PRESENTATION: Get a two-page summary of important info to know about phonics and spelling. "PRESENT" its content in one or more of three ways: [1] Read it silently, learning/remembering its main points. [2] Summarize it orally for listeners in your group. [3] Divide the material into segments of similar length so each group member can take responsibility for "teaching" his/her part to everyone else. Then, individually or together, take a printed test on the material— or have someone ask the questions aloud; listeners tell or write their answers. Finally, EVALUATE these various methodologies of presenting and assessing knowledge. If time permits, share insights.
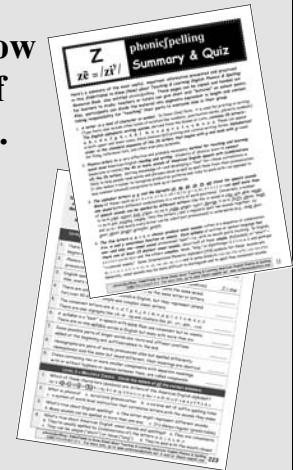
B. CUE + RESPONSE: USE A CONTENT SOURCE such as a pre-prepared phonicſpelling *Word-Reference List* or *Flash Cards* to conduct a "Spelling Bee" in one or more ways: [1] One at a time, pronounce words clearly for individuals or team members, who try to spell them aloud (and perhaps use them in sentences). [2] Spell words aloud for learners, who (write them down and?) say them aloud (in sentences?). [3] One by one, show pictures of—or give meaning clues to—items that target relevant phonics/ spelling patterns. Participants say the words, perhaps in sentences, and spell them.

SUGGEST other teaching/learning techniques based on cues and responses. Then EXCHANGE VIEWS on the ease of use and effectiveness of experienced methods.

C. COOPERATION: Together with other group members, get and prepare competitive (commercial or educationally custom-designed) game materials to sample and play with during this *Workshop*— such as *Scrabble, Anagrams, Word Dominoes, Word Ghost, Spelling Battleship, Hangman* or *Wheel of Fortune,* or a classic card game like *P-I-G,* Concentration, "SlapJack," "Snip, Snap, Snorem," etc. If there's time, SHARE experience with a cooperative group task.
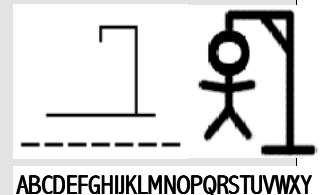
D. COMPETITION: Play a shortened, adapted version of the game you chose in Step C. GIVE FEEDBACK on the usefulness of its content, procedures, follow-up, etc. SUGGEST other phonicſpelling games.

E. PHYSICAL: TRY a TPR-type activity such as a letter-formation one offered on a *Handout.* TELL your reactions. If there's time, CONTRIBUTE other ideas that involve physical manipulation of items in the teaching/learning of word-level language.

F. MISCELLANEOUS: EXPRESS YOUR VIEWS to *Workshop* people, including the presenters, on the best ways to teach/learn phonicſpelling content for adults.

page 12 of another Go-Giving Offering by Elaine Kirn-Rubin & Arthur E. Rubin
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