

Thank you to all who attended!

New Milford Early Childhood Council Meeting

Thursday March 31st

6:00-8:00 p.m.

Meeting Location:

Hill and Plain Elementary School

Library Media Center

60 Old Town Park Rd., New Milford

**Hosts: Debbie Clark and Alison Huntington, NMPS
Sue Ford, New Milford Public Library**

Agenda

Welcome and Light Dinner (Provided)

Fee, Fie, Phonemic Awareness Workshop

- Professional Development using Fee, Fie, Phonemic Awareness: 130 Pre-reading Activities for Preschoolers book
 - Hands-on learning stations
 - Every center/program will receive a **FREE** copy of the Fee, Fie, Phonemic Awareness book

Phonological Awareness, Phonemic Awareness, and Letter Recognition

(Excerpts from *Fee, Fie, Phonemic Awareness*)

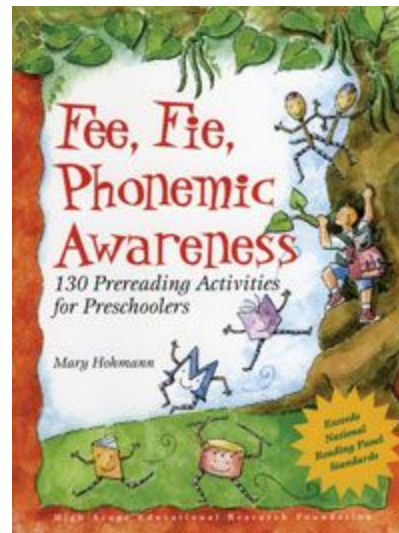
Research from around the world has shown that building young children's awareness of the sounds that make up words in preschool, kindergarten, and first grade can significantly influence their subsequent reading and writing achievement.

We know that children's experiences with speaking, listening, reading, and writing in the preschool years lay the groundwork for reading success in elementary school.

Essential Learning Experiences for Language, Literacy, and Communication:

- Talking with others about personally meaningful experiences
- Describing objects, events, and relations
- Having fun with language: Listening to stories and poems, making up stories and rhymes
- Writing in various ways: Drawing, scribbling, letter like forms, conventional forms
- Reading in various ways: Reading storybooks, sign, and symbols, one's own writing
- Dictating stories

Phonological awareness is the broader term; it refers to a set of abilities, one of which is phonemic awareness. Phonology refers to the science of speech sounds. Phonological awareness is the ability to recognize the sound structure of speech, that is, the ability to perceive words sounds and pronounce words and parts of words.



Phonics vs. Phonemic Awareness...The Differences

● Phonics

- Focuses on and associates sounds to written symbols (the letter s makes the sound of /s/)
- Assumes or requires knowledge of written alphabet
- Builds on a child's ability to segment and blend together sounds heard... this is why Phonemic Awareness instruction must happen first!

● Phonemic Awareness

- Focuses on sound units (phonemes) only
- Does not require previous alphabet knowledge...but assists
- Builds on the ability to make a connection between sounds and speech
- Is sequential...spoken words, then syllables, onsets/rimes, and finally individual sounds in a word

<http://www.slideshare.net/dgerdes/phonemic-awareness-literacy-success> Drew Gerdes

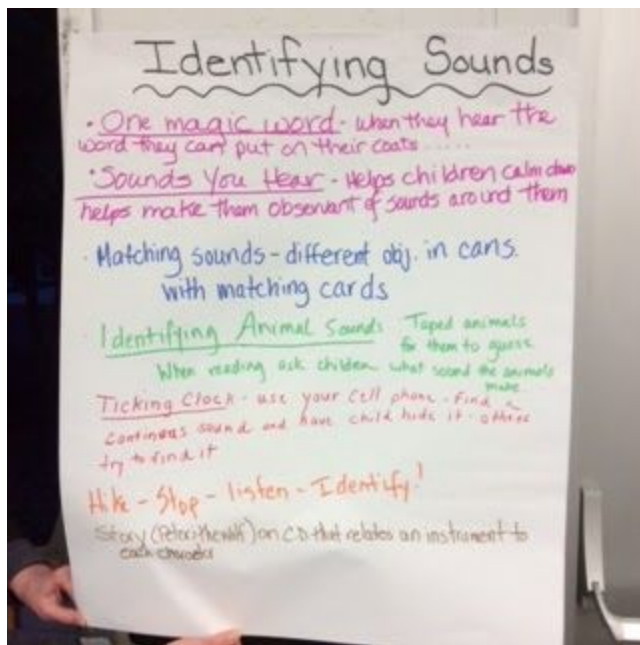
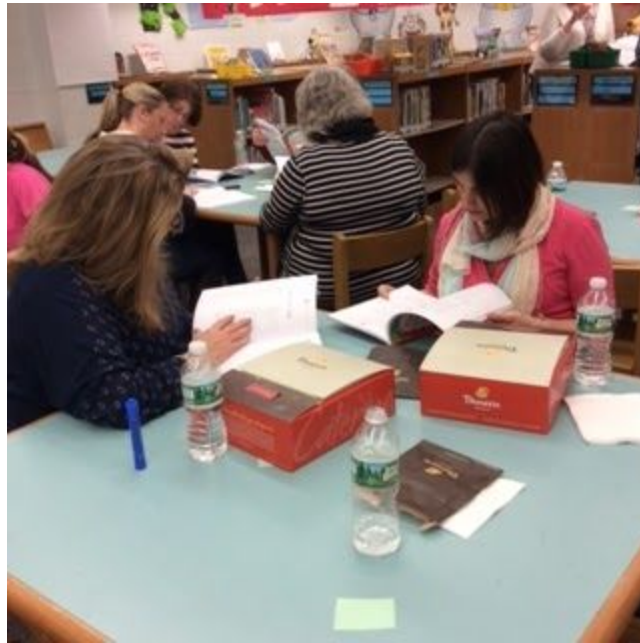
Clip we viewed during the ECC meeting: Dr. Susan Landry: Phonological Awareness Instruction <https://www.youtube.com/watch?v=9bg-g5eYlgg> Dr. Landry describes the developmental continuum of phonological awareness and why it is important to address skills at the highest level of the continuum, including linking letters and sounds.



Early Childhood Council members collaborate using their recently provided resource, Fee, Fie, Phonemic Awareness

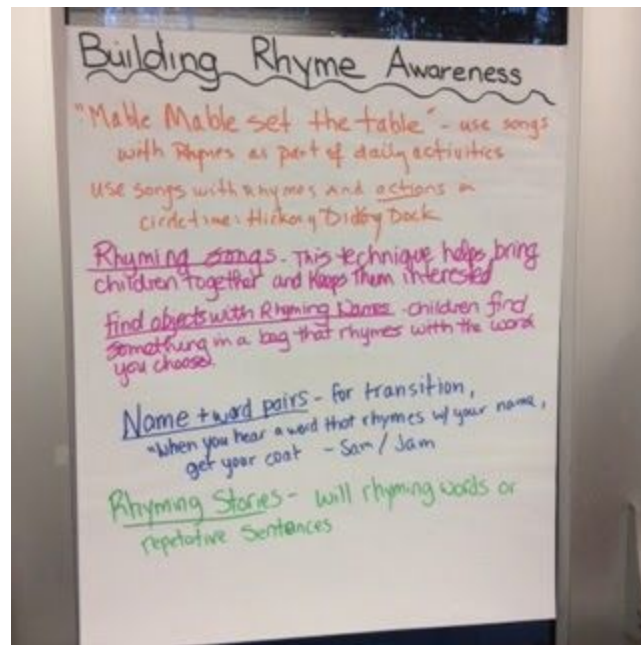


The ECC members browsed through each chapter and provided suggestions to the group explaining how they address the awareness in their environment. Each table wrote their method on a chart that aligns with the chapter.

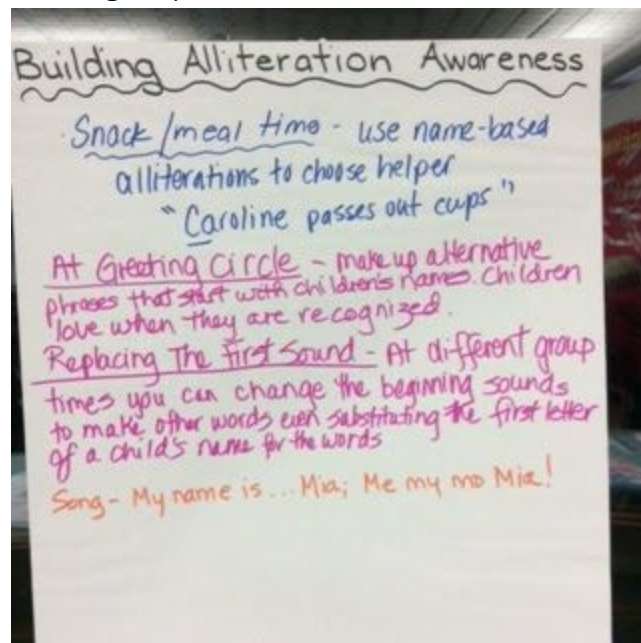


Here are the chapters listed in the phonemic awareness book presented to each preschool/center.

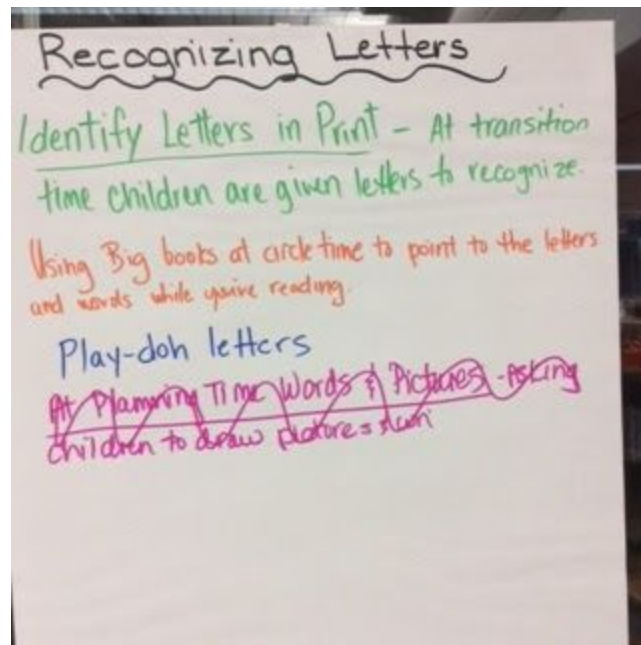
Identifying Sounds



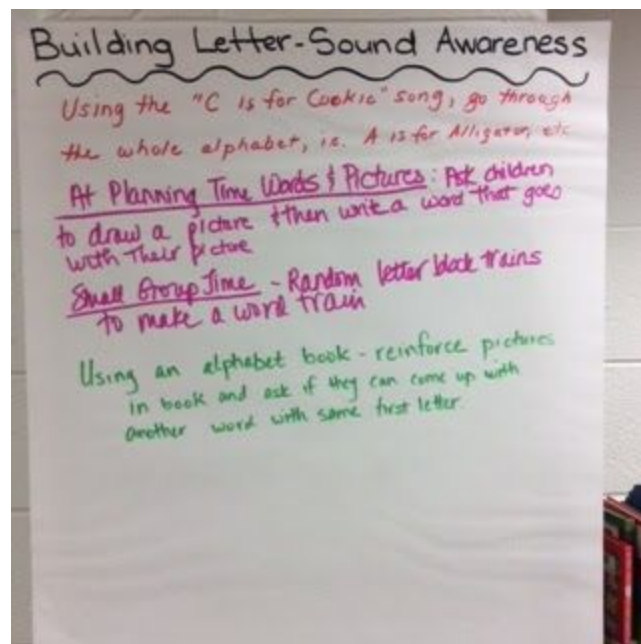
Building Rhyme Awareness



Building Alliteration Awareness



Recognizing Letters



Building Letter/Sound Awareness