



Teacher Tips

Weekly Work

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<http://leatherbarrow.nbed.nb.ca>

Word Awareness is the knowledge that words have meaning. Children with word awareness can discriminate individual words in a passage read to them. Beginning readers must have this skill before they can extract meaning from what they read. For example, a child needs to know that the spoken word *dog* represents a creature that has four legs and barks before he or she can understand what is meant by the printed word *dog*.

The development of word awareness happens through oral word play, as well as through exploration and exposure to print. When reading aloud to your child, model word awareness by pointing to each word as it is read. In addition to developing word awareness and concepts of print, tracking (or pointing to each word as you read it) reinforces initial letter-sound correspondences, and most importantly, provides children with valuable opportunities in meaningful, connected text.

WORD AWARENESS

Understanding the concept of *word* develops primarily from student's exposure to print. Tracking words in text (matching the word you say to the word on the page) and leaving spaces between words when writing are indications that students have an understanding of word awareness. When students are beginning to develop this skill, they may consider each syllable to be a separate word (eg., *funny* is considered to be two words). They may also include function words as part of the concrete words (eg., *the boy* is considered to be one word).

Activity: SEGMENTATION OF WORDS IN SENTENCES

Parents, read aloud each of the sentences below and have your child clap/tap once for each word in the sentence:

- ◆ I fell down. (3)
- ◆ What time is it? (4)
- ◆ The leaf is red. (4)
- ◆ I wore a blue sweater. (5)
- ◆ Is it raining today? (4)
- ◆ Please close the window. (4)

Using the Segmentation Place Mat, found on the reverse side, and 5 counters (bread tags, pennies, counters) repeat each of the sentences. Have your child move one counter for each word in the sentence.

You may wish to continue this activity with your own sentences.

Connections

This week's edition of Teacher Tips highlights outcomes for:

Reading and Viewing—Understand basic concepts of print including directionality, word space, letter and sound.

Writing and Representing — Understand that print carries a message; take risks with temporary spelling as a strategy for getting ideas on paper; and establish one to one correspondence between spoken and written words.

B.I.B. Wednesday

Practice the words on the sheet entitled MY DOG. Cut the words apart and arrange them into a sentence. Glue the sentence in the space provided and then copy the sentence on the writing lines. Please complete the attached worksheet and return it to school by Wednesday.