

## The Building Blocks™ Literacy Model

The Teacher's Guide  
to Building Blocks

For the Teacher's Guide to Building Blocks



### Working With Words

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## Learning Print Concepts

(Justice and Ezell, 2002)

- Students that participated in shared reading with a print focus, rather than an illustration only focus, demonstrated greater gains in preliteracy skills.
- These students scored significantly better on measures of print recognition and concept of word in written language.
- They made three times the growth in overall print awareness.



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## Learning Print Concepts

As you read to and with children you can reinforce the concepts children need to understand about print.

- Discuss the cover of the book including the title, author, and illustrator.
- Identify the title page and discuss the information it contains.
- Show children the first page of the story.



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## Learning Print Concepts

- Tell students you will be reading from the left to the right. Point to each word as you read.
- Ask children what they should do while you read.
- At the end of the first page show children that you will turn one page and will begin reading on the left facing page so you don't miss any of the story.
- Identify the first word on the page.



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## Learning Print Concepts

- Show children one word on the page.
- Count the number of words on a page.
- Find a specific letter on the page.
- Find letters in students' name on the page.
- Find two letters that are the same.
- Find a capital and lowercase match.
- At the end of the reading ask children to tell you about the story.



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## Assessing Print Concepts

Children with print concepts can:

- identify book layout
- comprehend by:
  - predicting
  - summarizing
  - identifying text meaning
- identify directionality:
  - where to begin
  - read left-to-right
  - turn page



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## Assessing Print Concepts

- understand terminology:
  - letter
  - word
  - match capital and lowercase letters
- listen attentively
- match speech to print



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## Developing Phonemic Awareness

(Yopp, 1992)

- Phonemic Awareness is the awareness that words are composed of sounds.
- It is not knowing which letter makes which sound.
- It is the auditory knowledge of sounds, not print.
- It is the best predictor of success in learning to read.



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## Developing Phonemic Awareness

How is Phonemic Awareness Developed?

pg. 122

- Through read alouds, particularly rhyming and alphabet books (see Opitz reference).
- Playing silly rhyming and other word games.
- Emergent writing encourages children to hear sounds.



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## Developing Phonemic Awareness

### Words That Start Alike pg. 124-125

- Listen to Alphabet Books
- Learn Tongue Twisters  
Karl Kessler kept the ketchup in the kitchen.

### Syllables

- Clap names of students and objects



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## Developing Phonemic Awareness

### Assessment

(Yopp, 1992)

Children with phonemic awareness can:

- tell when words start the same (Kaitlin and kangaroo start the same)
- hear syllables in words
- identify rhyming words (fat and cat; fat and food)



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## Developing Phonemic Awareness

### Assessment

- supply rhyming words (What rhymes with cow?)
- segment words into sounds (cat is /c/ /a/ /t/; then /c/ /a/ /t/)
- blend words into sounds (/c/ /a/ /t/ is cat)



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## Working with Letters and Sounds

### Ways to Teach Phonics

Stahl, 1988

- Analytic (break word into its component parts and teach subsequent rule)
- Synthetic (teach individual letters or groups of letters and then blend)



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## Working with Letters and Sounds

### Ways to Teach Phonics

- Spelling-based/Word Study (examine words and word patterns)
- Analogy (students learn how to decode words they do not know by using words or word parts they do know)
- Embedded Phonics (instruction occurs in the context of authentic reading and writing)



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## Working with Letters and Sounds

### Getting to Know You

pg. 135

Use the names of classmates to develop important understandings about words and letters.

1. Choose a "special person of the day"
2. Let the special person lead the class in a cheer using the letters in his name
3. Clap the syllables in the special person's name
4. Write the name of the special person on a blank sentence strip
5. Cut the letters apart, mix them up, and let the special person arrange the letters in the correct order



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## Working with Letters and Sounds

### Getting to Know You

6. Let students write the special person's name and draw a picture of him on a large piece of paper
7. Display the special person's self-portrait and send the others home with him
8. Place the special person's name under the appropriate letter of the alphabet on the name wall.



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## Working with Letters and Sounds

### Getting to Know You pg. 137-140

As children's names are added to the name wall compare names:

- Number of letters
- Same letters
- Different letters
- Beginning sounds

"Look, Karen starts like Kaitlin."

"Carlos sounds like Cameron but not like Cindy."



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## Working With Letters and Sounds

### Getting to Know You (#2)

- Teacher and class interview the special person
- Responses are written on sentence strips or index cards and placed in a baggie with the special person's name on it
- Chart and strips are placed in the Reading Center



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## Working With Letters and Sounds

### Getting to Know You (#3)

*Month by Month Reading and Writing for Kindergarten, Hall and Cunningham*

Identify other things in the room that begin like the name of the special person

- When Rashawn is the special person first mention (model) Ryan's name or Robert's name
- Then say, "I see some things in our classroom that begin with that sound. What about the r-r-rocking chair? R-r-r-ocking chair begins like Rashawn. Do you see any more?"
- Help children recognize and name all the things in your classroom that begin with an "r"----rug, radio, rainbow, rooster, etc.



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## Working with Letters and Sounds

### Getting to Know You (#4)

*Month by Month Reading and Writing for Kindergarten, Hall and Cunningham*

1. Write each student's name on a card or sentence strip
2. Begin with a letter that many children have in their names and usually has its expected sound
3. Write the letter on the white board three times (beginning, middle, and end)



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## Working with Letters and Sounds

### Getting to Know You (#4)

4. Have all children with the chosen letter come to the front of the class – give them their name card
5. Have students stand in front of the placement that matches their name
6. Say each name slowly, stretching out the sounds and decide if you can hear the sound where the child is standing
7. Have students show the their name card to the class



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## Working with Letters and Sounds

Alphabet Books pg. 129-130

- Alphabet books help children hear that certain words start with certain sounds.
- Alphabet books should be simple with just a few words on a page.
- It is a bonus if they also rhyme!



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## Working with Letters and Sounds

Make class alphabet books pg. 129

- Follow an alphabet book pattern
- Make predictable charts with letter sounds and make a single letter book.

### ABC I Like Me!

Alan is angelic.  
Belle is beautiful.  
Chad is cheerful.  
Darrius is delightful.  
Erica is excellent.

### K is for...

K is for keys. (Dr. Loman)  
K is for kitten. (Renee)  
K is for kite. (Logan)  
K is for kangaroo. (Chris)



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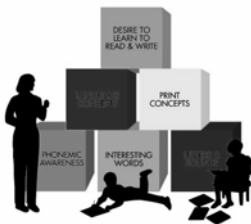
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## The Building Blocks™ Literacy Model

Later in the Year



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## Developing Phonemic Awareness

### Segmenting and Substituting Sounds

- Play names by segmenting the beginning sounds (onsets) from the remainder of the name  
B-ailey, Bailey; K-aitlin, Kaitlin; P-at, Pat; L-afe, Lafe;  
M-erril, Merrill; R-ashawn, Rashawn; J-asmine, etc
- Sing songs with names  
Example: (To the tune of B-i-n-g-o)  
Ch-Ch-Ch-Ch-ad  
Ch-Ch-Ch-Ch-ad  
Ch-Ch-Ch-Ch-ad  
And Chad was his name-o



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## Developing Phonemic Awareness

### Segmenting and Substituting Sounds

- Have everybody say their name like it starts like someone else's name  
Pat is the special person today and everyone says their name as if it started like Pat's---Pavid, Pyan, Puzanne, Pulie, Pasmine, Pichelle, Pad, etc.



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## Working With Letters and Sounds

pg. 129

- Make individual Alphabet books
- Read Tongue Twisters
- Write with phonetic spelling
- Make Words
  - Letter vests are worn to make rhyming words that follow a spelling pattern



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## Interesting Words

- Names

pg. 141



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## Interesting Words

- Environmental print
  - Cereals, Restaurants, Teams and Products
    - Count the letters in the name
    - Make the name with letter cards
    - "What do you notice?"
    - Write and draw the product

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## Interesting Words

Cheerios

1-2-3-4-5-6-7-8

C h e e r i o s

What do you notice about the box?

Let the children write the word with crayons or markers and draw a picture of the box.

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## Interesting Words

- Word Walls
  - Names
  - Learned high-frequency words

go like will have I we to can to



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## Assessment

Students...

pg. 146

- read or pretend read
- write and read what they wrote
- track print
- know "word," "letter," "longest word,"...
- recognize and can write some concrete words



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## Assessment

- recognize words that rhyme and can make up rhymes
- can name many letters and can tell words that begin with initial sounds
- are able to talk about what they know
- can listen to stories and retell the most important information



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## A Day in A Building Blocks Room

- Arrival, Lunch count, Breakfast
- Opening: Attendance, Pledge, Calendar, Weather
- Read aloud
- Morning Message
- Phonemic Awareness Activity
- Predictable Chart
- Literacy Activity (Getting to Know You/ journaling)
- Recess
- Snack
- Math
- Centers
- Read aloud
- Lunch
- Rest (and read)
- Shared Reading
- "Specials"
- Recess
- End of day journal
- Read Aloud (SSR)
- Dismissal



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## How to Get Started

### Early in the Year

- Getting to Know You - names
- Morning Message
- Predictable Charts
- Shared Reading – echo/choral read nursery rhymes and predictable big books

### Later in the Year

- Journal Writing – model, model, model



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## Building Blocks Resources



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