

Science of Reading

Sunday System: Day 1 Participant Handout



Working Memory - Parts of the Brain

Directions: As we discuss Broca's and Wernicke's areas, fill in the blanks.

How many pieces of information can you hold in working memory?	
Ages	Pieces

Broca's	Wernicke's

Quick Check on Brain Science

Directions: Read the following sentences (continued on the next page) and fill in the missing words using the word bank:

- Wernicke's
- Working memory
- Processing of sound
- Broca's

1. Speech production occurs in _____ area of the brain.
2. Phonological awareness, decoding, and discrimination of sounds occur in _____ area of the brain.
3. Many students who struggle with learning to read have a deficit in _____, which occurs in _____ area of the brain.
4. Deficits in the executive functioning of _____ require additional amounts of repetition to move information to long term memory.

Orton-Gillingham Approach

Directions: Jot down the critical components of the Orton-Gillingham Approach.

Phonology Key Takeaways

Directions: Write two key takeaways from the information you learned about phonology.

Two things I learned were...

I can apply...

...to my teaching.

Progression of Skills

Directions: Fill in the blanks on the chart using the table on your Learning Site.

Phonological Awareness	
	• Repeat a sentence • Segment words in a sentence
	• Listen to stories with alliteration • Repeat beginning sounds • Listen to stories and nursery rhymes • Recognize the rhyme
	• Blend • Segment • Manipulate (delete, substitute)
	• Blend • Segment • Manipulate (delete, substitute)
	• Do words rhyme? • Blend • Segment • Manipulate (delete, substitute) • Generate a rhyme
Phonemic Awareness	
	• Isolate (initial, final, medial) • Blend • Segment • Manipulate (delete, substitute)

**Simple
to
Complex**



Phonological and Phonemic Takeaways

Directions: Write two key takeaways from the information you learned about...

Phonological vs. Phonemic Awareness:

How we teach:

Strategy Application - Deep Dive

Directions: Write a key takeaway from the information you learned about...

Phonological awareness instruction:

Incorporating this instruction in your classroom:

Informal Assessment

Example	Phonological or Phonemic	What skill is being assessed?	What could be the missing prerequisite skill?
Tell me a word that rhymes with snow.			
Can you make a word out of /s//n//a//p/?			
Say <i>bathtub</i> . Tell me the smaller words in <i>bathtub</i> .			
Say <i>fish</i> . What's the first sound? What's left?			
Say <i>blast</i> . Say it again, but don't say /b/.			
Tell me the sounds in <i>slip</i> .			
Clap the syllables in <i>alligator</i> .			
Say <i>trap</i> . Say it again, but change the /a/ to /i/.			