



building phonological awareness when introducing mentor text vocabulary

mentor text vocabulary cards (please see [my.addalingua](#) for vocabulary cards per unit and week)

day 1

- announce to students that in order to understand a text, they will have to learn new vocabulary words
- designate an area of the classroom that you will entitle “vocabulary words of the week”
- use this space to hang vocabulary cards after they have been introduced
- plan to take (some/all) of these words down at the end of each week in order to make sufficient room for the following week’s vocabulary (you may wish to leave some vocabulary words posted if they will be used in various weeks and lessons)
- place designated vocabulary cards into a bin, basket, or silk bag and build student excitement about word learning by:
 - thinking aloud, saying “HmMMM....I wonder what words we’ll find in the “word box/bag, etc.” today?” (note: If one of the words describes an action such as “jump,” act as if it might be difficult to hold onto the bag because it keeps “jumping.” If one of the words describes an animal such as a “dog.” Open the bag and make a quick barking sound; quickly shut it again and repeat. Ask students to imagine what animal word they will learn that might make that sound; repeat this type of “play acting” with other words).
- pull out the first word and hold it up for the students to see
- display the card (using poster putty or by leaning it against a white board or wall) and point to each character as you say it aloud
- say the word aloud again and clap each syllable (character) as it is said
- ask the students to say the word as you point to each character
- ask the students to say the word as you clap each syllable
- ask the students how many syllables the word has and write the response on the back of the vocabulary card; show the number to all students
- emphasize the syllable character ratio (one syllable per character) by pointing to each part of the word and saying “hmmmm...first syllable, second syllable, third syllable, etc...”
- say the word again and use an appropriate gesture to indicate/emphasize the tone of each syllable
- ask the students to gesture the tone of each syllable as you say the word and point to each character
- have students say and gesture the new word
- help students realize that each syllable has its own tone
- repeat this process with each new vocabulary word and then hang the cards on the “new vocabulary words of the week” area

day 2

- revisit new vocabulary words prior to entering into the activity to which they are associated
- say them aloud chorally as you point to each character and students clap the syllables
- repeat the process but have students stand and say each word while gesturing the correct tone for each syllable



day 3

- review the words on the “new vocabulary words of the week” wall by having students choose three to five words on which to post the correct tone card (print tone stickies at the beginning of the year, 5 sets of each tones symbol —, /, \, □) on the corresponding syllable during word work time
- at the end of word work time, ask students to review the placed tones to ensure they are all correct; make necessary adjustments

day 4

- write out and display several sentences using several of the new words within context
- explain to students that they will first listen and simply stand when they hear the new vocabulary word
- ask students to remain standing and gesture the tones of the new words as you read the sentences a second time
- choose one sentence and challenge students to gesture all the tones as you read each word aloud

day 5

- hold a “goodbye words” ceremony: plan five minutes at the end of the day to say “goodbye” to all the new words so that on Monday you can say hello to the new vocabulary words
- take each word off the wall and hold it up
- ask different students to say the selected words while directing the rest of the class to stand and “tone gesture”
- place the word into a bag/bin after it is said and tone gestured while directing the class to say “goodbye....vocabulary word...we won’t forget you but we need more room for more new words”
- repeat the process until all (or some of) the words have been removed