Your topic: The topic is about phonemic awareness and the question I will have to be researching is "How will working with small group instruction help students have better phonemic awareness skills, so they can become better readers?" My research will be on kindergarteners and 1st graders.

Your topic's description: Assignment e-Portfolio Signature Assignment: Action Research Introduction and Literature Review Points: 50 Details: 1) For this assignment, you will develop an Action Research Proposal for conducting research in reading instruction. Your proposal will plan the research and study what could be done to improve some element of reading instruction, but you will not conduct the actual research. You will complete and submit several components of the proposal throughout the course in order to receive feedback from your instructor in preparation for the final submittal at the end of the course. 2) For this component of the assignment, complete the following: a) Write an introduction that provides a brief background of your topic choice and rationale for developing the action research proposal. What is the problem or issue that is driving the need for your action research proposal? Include evidence that demonstrates your research proposal is valid. b) Conduct a review of the academic literature relating to your topic. In reviewing the literature, research similar problems, situations, actions taken, and outcomes that may support or help gain insight into your research question. You should have at least 8 resources of which at least 5 should be from peer-reviewed journals or legitimate research reports. 3) Prepare this assignment according to the APA guidelines found in the GCU APA Style Guide, located in the Student Success Center. An abstract is not required. This is just one component that is due for my paper. I will have one more due in another week and then my final research paper will be due in mid January. Will I be able to have the same writer complete the next portion and also the final paper?

Your desired style of citation: APA Referencing

Your educational level: Masters

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Words 1000
How will working with small group instruction help students have better phonemic awareness skills, so they can become better readers?

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[Institute Name]
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Introduction

Phonemic awareness is an essential pre-requisite to reading. Therefore, it is necessary for children of kindergarten and first grade. Phonemic awareness is the ability to manipulate sounds in words through separating sounds or phonemes of a word. In early stage of learning students need individual attention so that they can be corrected on the spot, so this kind of on spot correction is only possible in small group teaching. The rationale for choosing small group instruction for phonemic awareness is to conduct an action research that will be useful for adapting teaching strategies along with identifying problems while teaching the children of particular age (Cardoso-Martins, et.al, 2011).

Discussion

There are several aspects of teaching areas on which the research will be emphasized such as timing and grouping, teaching with or without letters, using customized approaches in giving instruction, application of clapping and taping approach, and keyword substitutions along with effectiveness of flashcards. Thus, the literature review of my research proposal and final research will be based on these aspects. Moreover, the problems with these techniques will also be examined (Hong, et.al, 2010).

Time management is a crucial part of teaching and there are several studies assert that young children have shorter concentration time. This means that they need short instructional period. Therefore, in my research my instructional period will of maximum thirty minutes. As the duration of instructions will be short only 2 phonemes will be introduced in a class. Besides time
management another reason for teaching only two phonemes in a class is that teachers have to solidify the phonemic awareness skills in order to enhance children’s pre-reading abilities. Therefore, rushing from a letter to another letter will not be beneficial (Armbruster, 2010).

My teaching strategy will go from picture to letter for instance before inducing a phoneme; children will be exposed to pictures of different objects for that phoneme. For example before teaching letter ‘M’ the flash cards and stuff toys of objects starting from ‘mm’ sound will be shown to children. In the same way, I will also make the children trace the letters with their fingers so that recognition of letter can be emphasized. Prints words will be shown to the children for recognizing particular letter in order to develop a connection between sound and letters necessary for reading (Al Otaiba, et.al, 2011).

Being a teacher, I understand every child is different thus learning needs and patterns also vary from child to child. Therefore, I will prefer using customized teaching strategy by using different techniques for giving instructions. Moreover, it is also necessary for a phonic instructor to provide phonemic awareness instruction on individual basis in order to fulfill the particular requirement of each child in the group. Additionally, children with smaller ages need special attention for developing the primary pre-requisite for reading because phonemes are strong indicators of future reading ability. My aim is provide interactive learning experience for children instead of traditional learning (Lengel & Kuczala, 2010).

After recognition of letter with phonemes next step of learning is to learn breaking words into syllables for instance the word donkey has two syllables while the word cat has one syllable. It is necessary for children to perfectly break the words into syllables in order to develop good reading skills. Therefore, I will employ the most widely practicing technique for syllable practice
on children that is clapping and tapping. For example, I will ask the children to clap after each syllable while pronouncing a complete word such as ‘don’ clap ‘key’ clap, ‘ba’ clap ‘loon’ clap or ‘ba’ clap ‘na’ clap ‘na’ clap. This fun learning activity is very effective for children because this enables children to understand syllable easily (Ukrainetz, et.al, 2011).

The other activity which I am planning to use in teaching is keyword substitution. This activity helps children in developing an understanding of the role of phonemes play in meaning of words. The basic aim of this activity is to teach children that when a phoneme is changed in a word mostly the meaning also changes. For example, in playing the phoneme L can be replaced with can change playing into praying. As the my group of children will be young, so I will use three, four or five letters words only such as ‘sip’ can be changed into ‘dip’, ‘date’ can be changed into ‘late’ or ‘flood’ can be changed into ‘blood’. This activity will also increase the vocabulary of the children as there will some children who would not know the meaning of flood (Abbott & Wills, 2012).

Picture flashcards are becoming the most effective teaching tool specifically used in enhancing phonic skills of the children. Therefore, I will also flashcards for revision of previous lesson because flashcards facilitate quick activity. Flashcards will also be used for showing picture related to every phoneme. Flashcards will also be helpful in other activities like swapping letters, filling in letters, matching letters with pictures along with finger tracing as mentioned earlier. All these activities and teaching techniques will facilitate me in teaching phoneme to the children of young age. Moreover, I will also alter or add activities during practical implementation as per the requirement of the children (DiLorenzo, et.al, 2011).
**Conclusion**

This description is an overview of how I will prepare research proposal and final research as well as how will my research goes practically. It is also providing the rationale of my research topic as in early stage of learning students need individual attention, so I preferred small group teaching. Additionally, the activities I have planned are all based on the interest level of children in order to reduce the factor of persuasion from teaching. As a teacher my philosophy is to make learning fun for children rather than burden. Therefore, it is necessary for me to make my class an actively learning place for children.
References


Lengel, T., & Kuczala, M. (Eds.). (2010). The kinesthetic classroom: Teaching and learning through movement. SAGE.

Phonemic awareness