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phonemic *awareness*

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*in* 3D

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Version: March 2016

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phonemic *awareness*

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*in*

**3D**



**PHONOLOGICAL AWARENESS  
DEVELOPMENT CONTINUUM**

**Outcome #1**

Students demonstrate awareness of words in spoken sentences and phrases.

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**FIVE INSTRUCTIONAL COMPONENTS**

- » **Researched-based**
- » **Effective**
- » **Promote mastery**
- » **Promote independence**

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*instructional  
component #1*

**ATTENTION TO SEQUENCING**

- » **I taught a short & concise, carefully sequenced lesson**

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*instructional  
component #2*

**SEGMENTATION**

- » **Broke sentence into individual words**
- » **Put the words back into a sentence**

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*instructional*  
component #3

**CONTROL OF TASK DIFFICULTY**

- » Gradually increased in difficulty
- » Eventually led to independence

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*instructional*  
component #4

**MODELING**

- » I said each word
- » You repeated the words with me
- » The group said each word together
- » You said the phrase independently

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*instructional*  
component #5

**PRACTICE, REPETITION & REVIEW**

- » Repeated practice
  - Group performed
  - Individuals practiced
  - Group performed again

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**phonemic**  
*awareness*

"Research indicates that, without direct instructional support, phonemic awareness eludes roughly 25 percent of middle class first graders and substantially more of those who come from less literacy-rich backgrounds. Furthermore, these children evidence serious difficulty in learning to read and write."

Marilyn Adams

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**BREAKING DOWN SAM**

» SAM

» /s/ /a/ /m/

» sssaaamm

» SAM

sam

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**SIX OUTCOMES OF PHONOLOGICAL AWARENESS:**

1. Word recognition
2. Rhyme recognition
3. Syllable recognition
4. Rhyme production
5. Phoneme recognition
6. Phoneme manipulation

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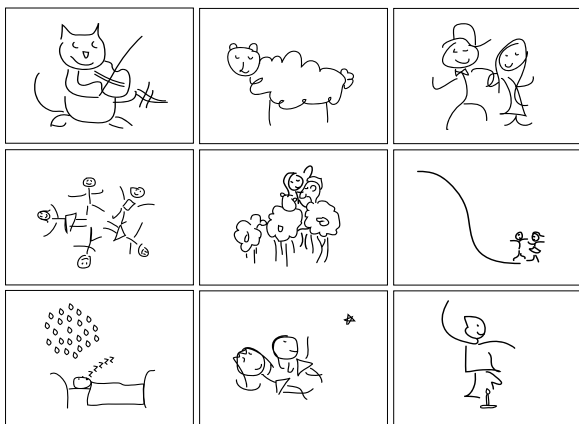
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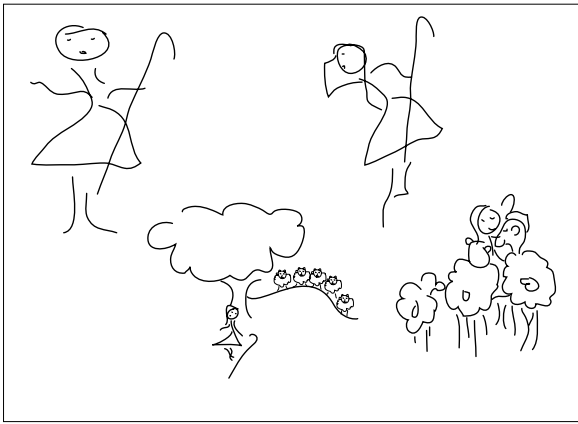
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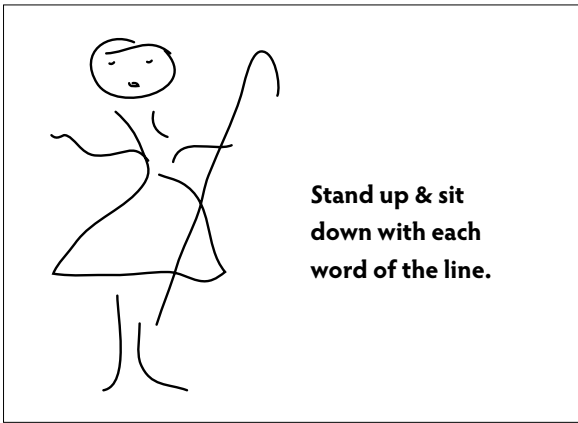
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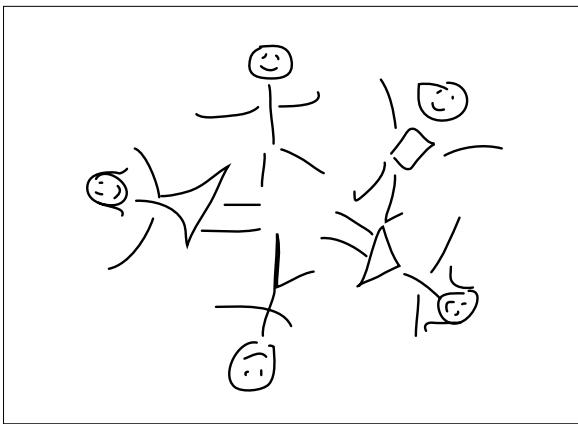
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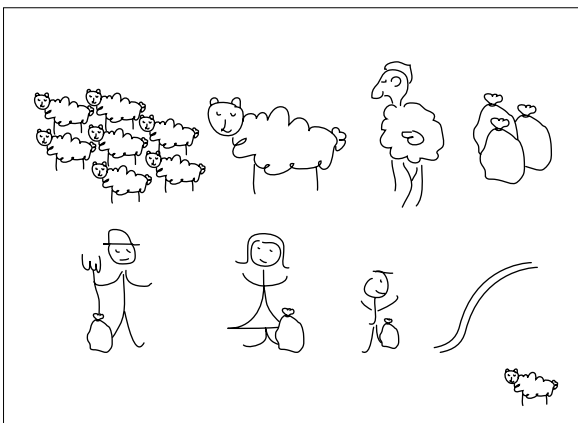
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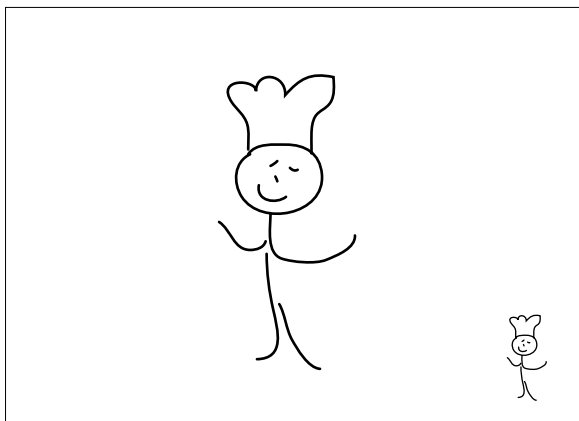
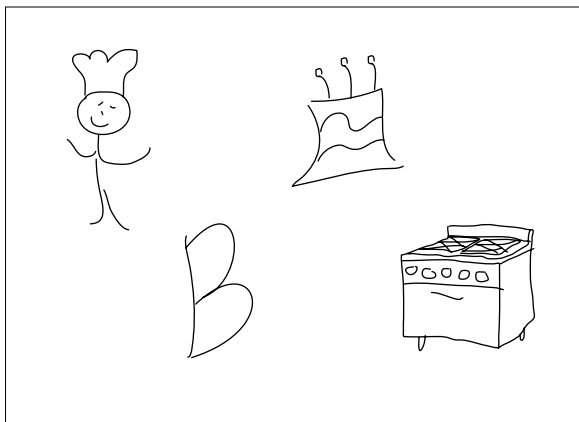
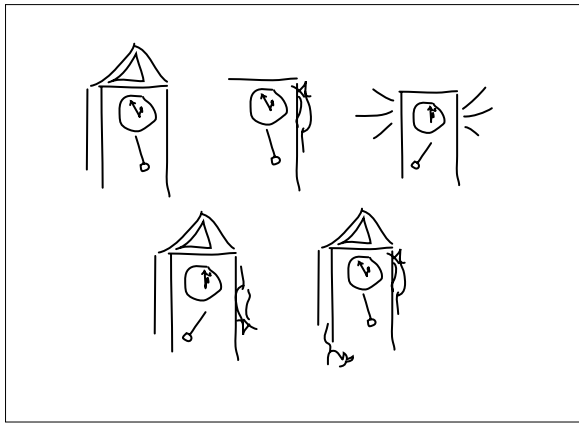
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**#2: STUDENTS DEMONSTRATE THE**

**Awareness of rhyme.**

cat *rhymes with* bat



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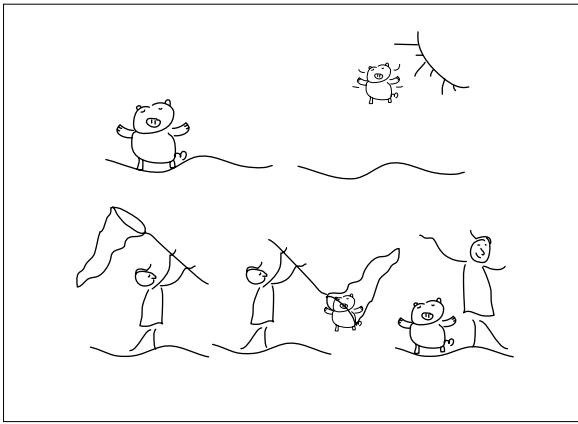
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# Let's TEST*it*

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- RHYME AWARENESS SCAFFOLDING**
- » **Immersion**
  - » **Discriminate with two choices**
  - » **Discriminate with three choices**
  - » **Discriminate with multiple choices**
  - » **Discriminate action words**

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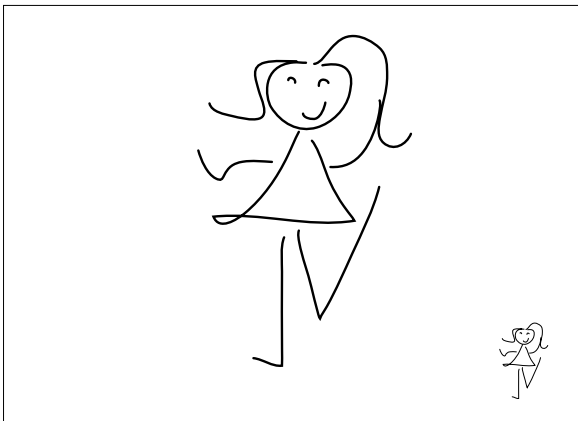
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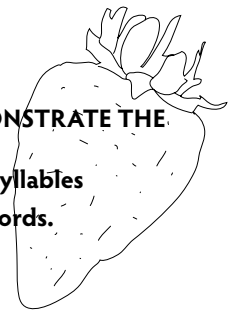
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**#3: STUDENTS DEMONSTRATE THE**

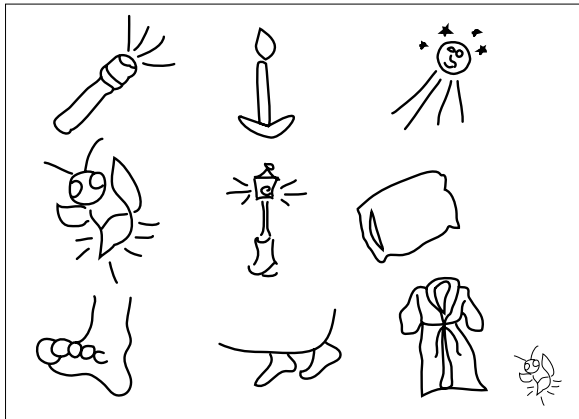
**Awareness of syllables  
in spoken words.**



/straw/ /ber/ /ee/

**SYLLABLES**

**Bridge to the higher level skill of  
phoneme awareness and manipulation**



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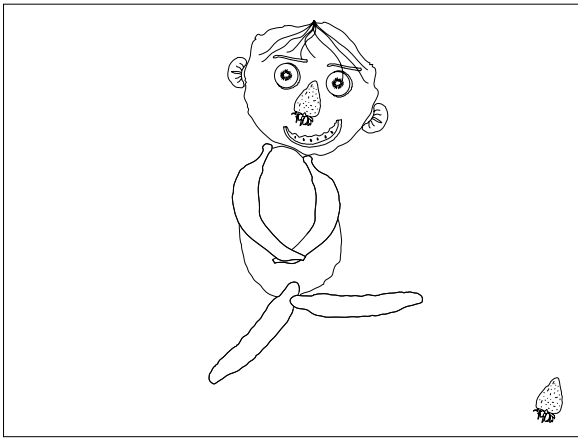
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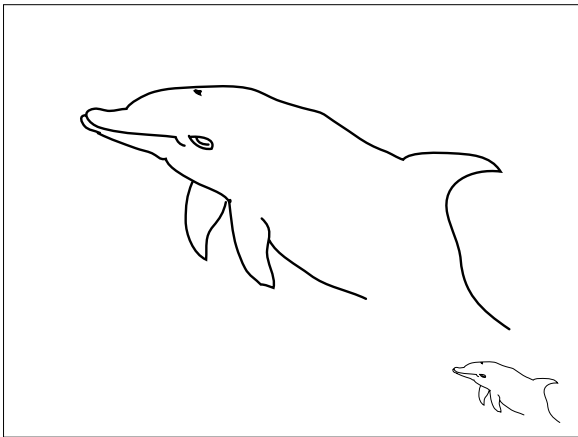
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**#4: STUDENTS DEMONSTRATE THE**  
**Ability to produce rhyming words.**

cat  
bat hat mat

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**SKILLS INVOLVED IN RHYMING:**

1. Initial phoneme isolation: /k/
2. Onsets and rimes: /k/ /at/
3. Initial phoneme deletion: /at/
4. Initial phoneme substitution: /m/
5. Phoneme blending: mmmaaat = mat

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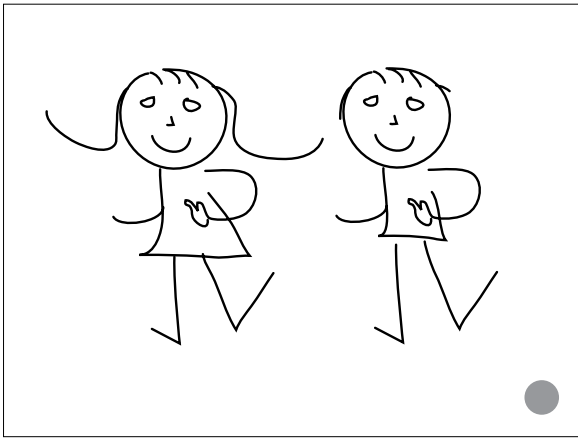
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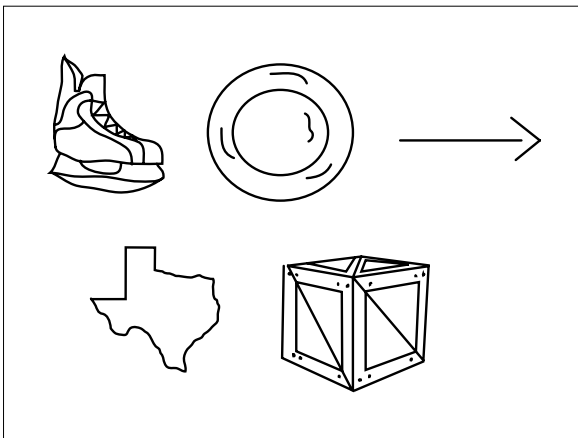
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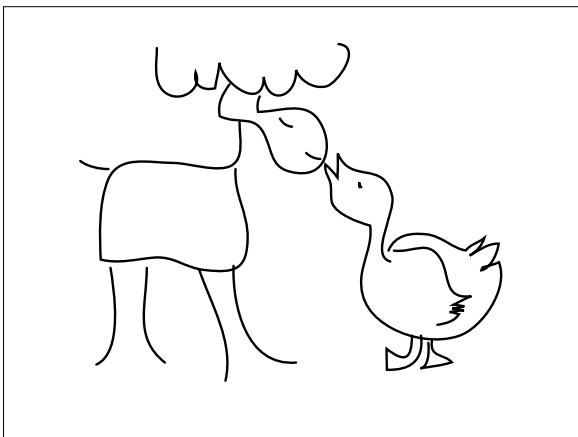
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#5: STUDENTS DEMONSTRATE THE

Awareness of phonemes  
in spoken words.

/k/ /a/ /t/

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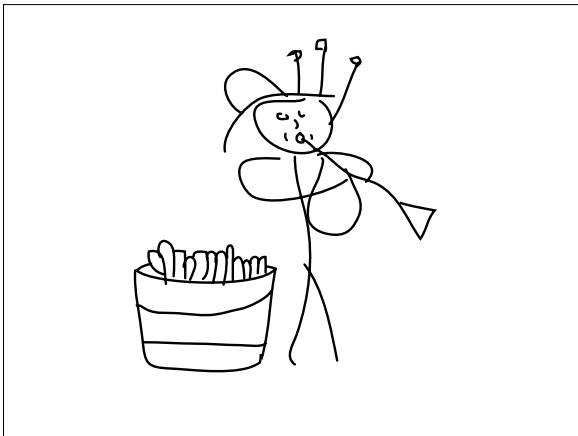
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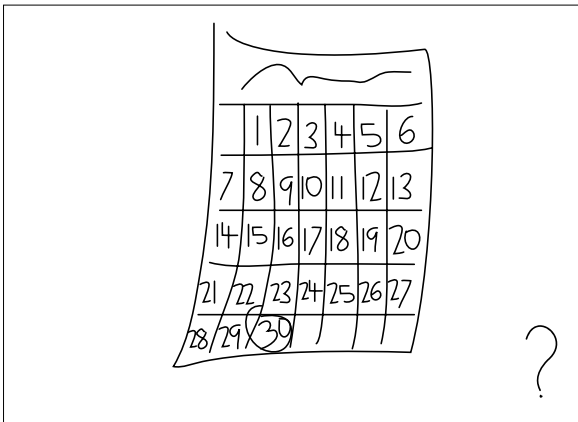
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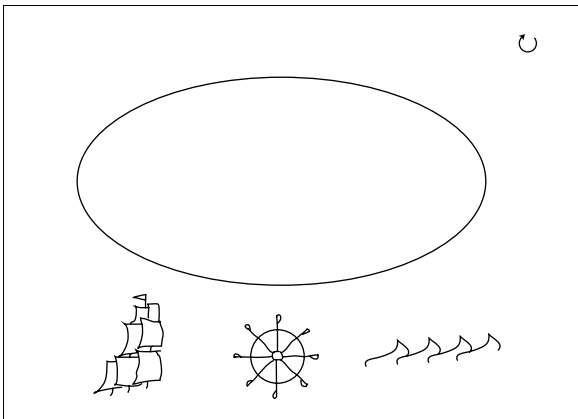
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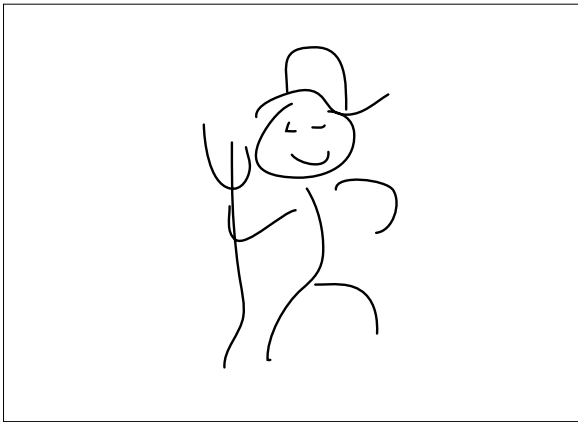
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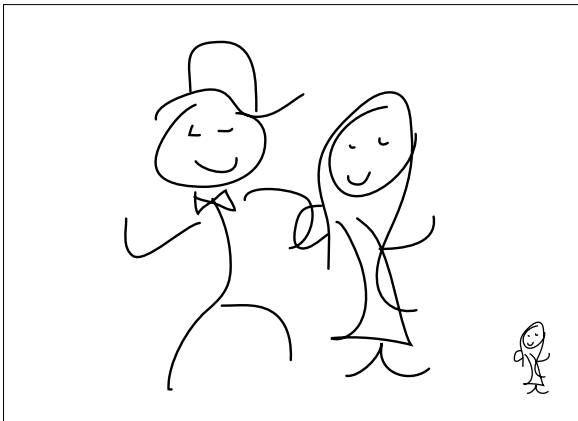
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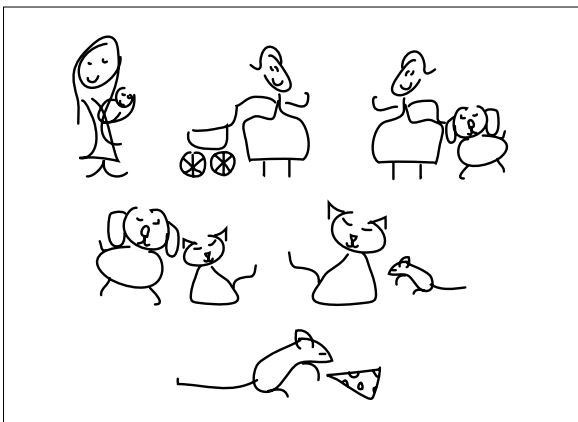
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**JUDICIOUS REVIEW**

- 5 minutes a day
- Segmenting and blending
- Identifying first, middle, or last sound
- Add harder skills as needed, such as deletion & substitution

# review

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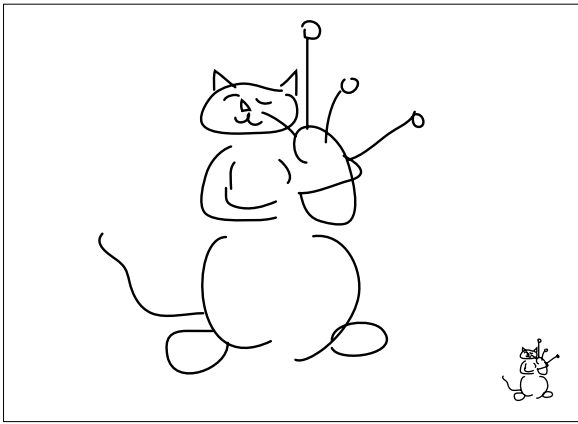
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**#6: STUDENTS DEMONSTRATE THE**  
**Ability to manipulate phonemes**  
**in spoken words.**

man  
mad map mat

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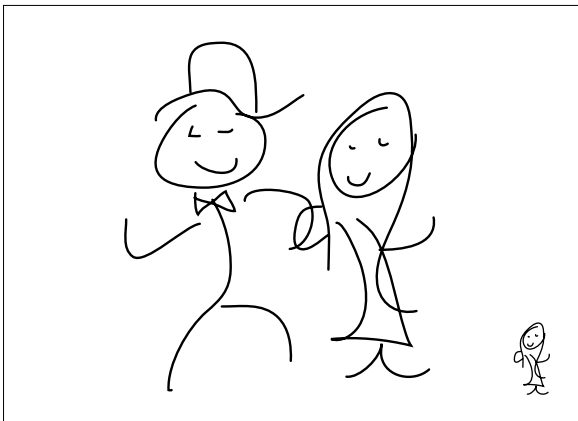
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# Nursery Rhymes

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## Some popular sites for nursery rhymes:

<http://nursery.zelo.com>

<http://www.nurseryrhymes.com>

<http://www.rhymes.org.uk>

## **Funēemics Display Books**

You can find directions to download the Display books for free on [www.funemics.com](http://www.funemics.com). Click on the HOW TO tab, and then click on “*Funēemics: Downloading the display books.*”

## **Rhymes Referenced in Presentation**

The following rhymes, songs, and word lists are referenced in the *Phonemic Awareness in 3D* presentation. *Display Books* and page numbers from the *Funēemics*® program are referenced for artwork and interactive widgets.

### **Little Bo Peep**

*Display Book 1, pg 51-56*

Little Bo Peep has lost her sheep,  
And doesn't know where to find them.  
Leave them alone and they'll come home,  
Wagging their tails behind them.

### **Ring Around the Rosie**

*Display Book 1, pg 67-71*

Ring around the rosie,  
A pocket full of posies,  
Ashes, ashes,  
We all fall down!

### **Baa Baa Black Sheep**

*Display Book 1, pg 29-38*

Baa Baa Black Sheep have you any wool?  
Yes sir, yes sir, three bags full.  
One for my master, one for my dame,  
And one for the little boy who lives down the lane.  
Baa Baa Black Sheep have you any wool?  
Yes sir, yes sir, three bags full.

### **Hickory Dickory Dock**

*Display Book 2, pg 15-19*

Hickory dickory dock,  
the mouse ran up the clock.  
The clock struck one, and down he run!  
Hickory dickory dock.

### **Pat A Cake, Pat A Cake**

*Display Book 2, pg 28-32*

Pat a cake, pat a cake, baker's MAN,  
BAKE me a CAKE as fast as you CAN.  
Pat it and prick it and mark it with a B,  
And put it in the oven for baby and ME.

MAN: RAN, VAN, FAN, CAN, PAN

B: SEA, KEY, FLEA, KNEE, D

CAKE: LAKE, AWAKE, SNAKE, BREAK, STEAK

### **Dickory Dickory Dare**

*Display Book 2, pg 21*

Dickory dickory dare, the pig flew up in the air.  
The man in brown, soon brought him down!  
Dickory dickory dare.

### **Knees Up Mother Brown**

*Display Book 2, pg 77*

There came a girl from France,  
Who didn't know how to dance,  
The only thing that she could do,  
Was knees up Mother Brown.

*Refrain:*

Oh, knees up Mother Brown,  
Knees up Mother Brown,  
Knees up, knees up,  
Never let the breeze up,  
Knees up Mother Brown.

Oh, HOPPING on one foot,  
Hopping on one foot,  
Hopping, hopping, never STOPPING,  
Hopping on one foot. *Refrain.*

Oh, WHIRLING round and round,  
Whirling round and round,  
Whirling, whirling, never TWIRLING,  
Whirling round and round. *Refrain.*

Oh, JUMPING up and down,  
Jumping up and down,  
Jumping, jumping, never BUMPING,  
Jumping up and down. *Refrain.*

Oh, DANCING all around,  
Dancing all around,  
Dancing, dancing, never PRANCING,  
Dancing all around! *Refrain.*

HOPPING, STANDING, STOPPING  
WHIRLING, TWIRLING, SMILING  
JUMPING, BUMPING, SINGING  
DANCING, SLEEPING, PRANCING

### **Wee Willie Winkie**

*Display Book 3, pg 3-18*

Wee Willie Winkie runs through the town,  
Upstairs and downstairs in his nightgown.  
Tapping at the window,  
Crying through the lock,  
Are the children in their beds?  
Now it's eight o'clock.

FLASHLIGHT, CANDLELIGHT,  
MOONBEAMS, FIREFLIES,  
LAMPPOST, BEDTIME,  
BAREFOOT, TIPTOE,  
BATHROBE

### **Aiken Drum**

*Display Book 3, pg 21-33*

There was a man lived in the moon,  
In the moon, in the moon.  
There was a man lived in the moon,  
And his name was Aiken Drum!

<i>Head:</i> cabbage	<i>Hair:</i> spaghetti
<i>Eyebrows:</i> asparagus	<i>Eyes:</i> kiwi
<i>Nose:</i> strawberry	<i>Mouth:</i> watermelon
<i>Ears:</i> clementines	<i>Arms:</i> bananas
<i>Body:</i> avocado	<i>Legs:</i> cucumbers

His [*body part*] was made of a [food], [food], [food].  
His [*body part*] was made of a [food],  
And his name was Aiken Drum!

### **I am Swimming**

*Display Book 3, pg 58-64*

I am swimming, I am swimming, I am swimming in the sea ...

... I'm a playful, happy DOLPHIN, I am swimming in the sea.  
... I'm a snorting, blubbery WALRUS, I am swimming in the sea.  
... I'm a big, ten-legged LOBSTER, I am swimming in the sea.  
... I'm a bottom-dwelling FLOUNDER, I am swimming in the sea.  
... I'm a prickly, clawing URCHIN, I am swimming in the sea.  
... I'm a playful little OTTER, I am swimming in the sea.

*Display Book 4, pg 3*

Ē: KNEE, FEE, SHE, SEE, and WE

*Display Book 4, pg 22-27*

AT: CAT, HAT, BAT, PAT, and CHAT

*Display Book 4, pg 38-43*

ATE: SKATE, PLATE, STRAIGHT, STATE, CRATE

## **Down by the Bay**

*Display Book 4, pg 79-83*

Down by the bay,  
Where the watermelons grow,  
Back to my home, I dare not go.  
For if I do, my mother will say,  
“Have you ever seen a moose, kissing a goose?”  
Down by the bay.

## **Tongue Twisters**

*Display Book 5, pg 2-6*

Peter Piper picked a peck of pickled peppers  
Silly Sam sips Sally’s soup  
Helpful Henry hugs horses  
A big black bug bit a big blue bear  
A fallen fairy felt a fine fan

## **The Big Ship Sails on the Ally-Ally-Oh**

*Display Book 5, pg 17-22*

The big ship sails on the ally-ally-oh,  
The ally-ally-oh, the ally-ally-oh.  
Oh, the big ship sails on the ally-ally-oh,  
On the last day of September.

- /s/ In order to **SAIL** on the last day of **SEPTEMBER**,  
this ship needs ... a **SAIL**, a **WHEEL**, and the **SEA**
- /m/ The **MARINER** (that’s another word for sailor) will want to bring ...  
a **MAP**, a **COMPASS**, and a picture of his **MOTHER** with him out to sea.
- /k/ In the **KITCHEN** they feed so many hungry mariners.  
For breakfast, they serve... **COOKIES**, **COFFEE**, and **BUNS**.
- /sh/ **SHIVER** me timbers!  
The **SHIP** has set **ANCHOR** at **SHORE**.
- /p/ At dinner those hungry mariners eat **PLENTY** of food!  
They love to eat **CHICKEN**, **POTATOES** and **PIE**.
- /w/ When on the ship, mariners love to **WATCH** the water.  
In the **WATER** they see all kinds of **FISH** and even a **WALRUS**.

## **The Farmer In The Dell**

*Display Book 5, pg 48-55 & Display Book 6, pg 68-75*

The farmer in the dell, the farmer in the dell,  
Hi-ho, the derry-o, the farmer in the dell.

The farmer takes a wife, the farmer takes a wife,  
Hi-ho, the derry-o, the farmer takes a wife.

The wife takes a babe, the wife takes a babe,  
Hi-ho, the derry-o, the wife takes a babe.

The babe takes a nurse, the babe takes a nurse,  
Hi-ho, the derry-o, the babe takes a nurse.

The nurse takes a dog, the nurse takes a dog,  
Hi-ho, the derry-o, the nurse takes a dog.

The dog takes a cat, the dog takes a cat,  
Hi-ho, the derry-o, the dog takes a cat.

The cat takes a mouse, the cat takes a mouse,  
Hi-ho, the derry-o, the cat takes a mouse.

The mouse takes the cheese, the mouse takes the cheese,  
hi-ho, the derry-o, the mouse takes the cheese.

## **A Cat Came Fiddling**

*Display Book 6, pg 61-65*

A CAT came fiddling out of a barn,  
With a pair of bagpipes under her arm.  
She could sing nothing but fiddle dee dee,  
The mouse has married the bumblebee.

CAT: RAKE, PAN

PIN: SHIP, KIT

TUB: SUN, CUBE

POT: ROPE, DOG

BED: LEAF, JET

CAKE: BAIT, BAT

## **To go with Hickory Dickory Dock**

*Display Book 6, pg 88*

DOCK /d/ /o/ /k/: change the beginning sound to /r/, /l/, /s/, /n/

ONE /w/ /u/ /n/: change the beginning sound to /r/, /f/, /s/, /n/

## **To go with Little Bo Peep**

*Display Book 6, pg 90*

PEEP /p/ /ē/ /p/: change the middle sound to /o/: POP

POP /p/ /o/ /p/: change the beginning sound to /m/: MOP

MOP /m/ /o/ /p/: change the ending sound to /m/: MOM

# Letter-Sound Key

A letter between slashes, such as /k/, represents the sound, not the letter name. Be sure to say the sound without an added vowel. For example, say /k/, not /kuh/.

LETTER/GRAPHEME	SOUND/PHONEME	CONTINUOUS/STOP	SAMPLE WORDS
<b>a</b>	/a/	continuous	an, fat
<b>a_e, ai, ay</b>	/ā/	continuous	ate, game, pain, way
<b>b</b>	/b/	stop	bat, web
<b>c, ck</b>	/k/	stop	cab, back
<b>ch</b>	/ch/	stop	chick, much
<b>d</b>	/d/	stop	dip, lad
<b>e</b>	/e/	continuous	end, mess
<b>ea, ee, e, y</b>	/ē/	continuous	eat, mean, eel, peel, me, happy
<b>f, ff</b>	/f/	continuous	fun, puff
<b>g</b>	/g/	stop	gas, big
<b>h</b>	/h/	stop	ham
<b>i</b>	/i/	continuous	it, pin
<b>i_e, ie, igh, i, y</b>	/ī/	continuous	time, pie, sigh, hi, cry
<b>j</b>	/j/	stop	jam
<b>k</b>	/k/	stop	kid
<b>l, ll</b>	/l/	continuous	lab, fill
<b>m</b>	/m/	continuous	man, rim
<b>n</b>	/n/	continuous	nap, ten
<b>ng</b>	/ŋ/	continuous	rang, penguin, flamingo, song, young
<b>o</b>	/o/	continuous	odd, box
<b>o_e, oa, o, ow</b>	/ō/	continuous	cone, goal, oat, no, low
<b>p</b>	/p/	stop	pat, flip
<b>qu</b>	/kw/	continuous	quick
<b>r</b>	/r/	continuous	run
<b>s, ss</b>	/s/	continuous	sit, pass
<b>s</b>	/z/	continuous	his
<b>sh</b>	/sh/	continuous	ship, dash
<b>t</b>	/t/	stop	ten, hat
<b>th</b>	/th/	continuous	thumb, that (represents voice & non-voiced)
<b>u</b>	/u/	continuous	up, tub
<b>u_e, ue</b>	/oo/	continuous	prune, glue
<b>u_e, ue</b>	/ū/ or /yoo/	continuous	use, cue
<b>v</b>	/v/	continuous	vet, five
<b>w</b>	/w/	continuous	will
<b>wh</b>	/hw/	continuous	whip
<b>x</b>	/k/ /s/	stop/continuous	six
<b>y</b>	/ē/	continuous	yes
<b>y (vowel)</b>	/ē/	continuous	candy
<b>y (vowel)</b>	/i/	continuous	my
<b>z, zz</b>	/z/	continuous	zip, buzz



# CVC Word Lists

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© 2015, Anna Geiger. All rights reserved. <http://www.themeasuredmom.com/free-printable-cvc-word-list/>

ab: cab, dab, gab, jab, lab, nab, tab, blab, crab, grab, scab, stab, slab

at: bat, cat, fat, hat, mat, pat, rat, sat, vat, brat, chat, flat, gnat, spat

ad: bad, dad, had, lad, mad, pad, sad, tad, glad

an: ban, can, fan, man, pan, ran, tan, van, clan, plan, scan, than

ag: bag, gag, hag, lag, nag, rag, sag, tag, wag, brag, drag, flag, snag, stag

ap: cap, gap, lap, map, nap, rap, sap, tap, yap, zap, chap, clap, flap, slap, snap, trap

am: bam, dam, ham, jam, ram, yam, clam, cram, scam, slam, spam, swam, tram, wham

ack: back, hack, jack, lack, pack, rack, sack, tack, black, crack, shack, snack, stack, quack, track

ash: bash, cash, dash, gash, hash, lash, mash, rash, sash, clash, crash, flash, slash, smash

ed: bed, fed, led, red, wed, bled, bred, fled, pled, sled, shed

eg: beg, keg, leg, peg

et: bet, get, jet, let, met, net, pet, set, vet, wet, yet, fret

en: den, hen, men, pen, ten, then, when

eck: beck, deck, neck, peck, check, fleck, speck, wreck

ell: bell, cell, dell, jell, sell, tell, well, yell, dwell, shell, smell, spell, swell

it: bit, fit, hit, kit, lit, pit, sit, wit, knit, quit, slit, spit

id: bid, did, hid, kid, lid, rid, skid, slid

ig: big, dig, fig, gig, jig, pig, rig, wig, zig, twig

im: dim, him, rim, brim, grim, skim, slim, swim, trim, whim

ip: dip, hip, lip, nip, rip, sip, tip, zip, chip, clip, drip, flip, grip, ship, skip, slip, snip, trip, whip

ick: kick, lick, nick, pick, sick, tick, wick, brick, chick, click, flick, quick, slick, stick, thick, trick

ish: fish, dish, wish, swish

in: bin, din, fin, pin, sin, tin, win, chin, grin, shin, skin, spin, thin, twin

ot: cot, dot, got, hot, jot, lot, not, pot, rot, tot, blot, knot, plot, shot, slot, spot

ob: cob, gob, job, lob, mob, rob, sob, blob, glob, knob, slob, snob

og: bog, cog, dog, fog, hog, jog, log, blog, clog, frog

op: cop, hop, mop, pop, top, chop, crop, drop, flop, glop, plop, shop, slop, stop

ock: dock, lock, rock, sock, tock, block, clock, flock, rock, shock, smock, stock

ut: but, cut, gut, hut, jut, nut, rut, shut

ub: cub, hub, nub, rub, sub, tub, grub, snub, stub

ug: bug, dug, hug, jug, lug, mug, pug, rug, tug, drug, plug, slug, snug

um: bum, gum, hum, mum, sum, chum, drum, glum, plum, scum, slum

un: bun, fun, gun, nun, pun, run, sun, spun, stun

ud: bud, cud, dud, mud, spud, stud, thud

uck: buck, duck, luck, muck, puck, suck, tuck, yuck, chuck, cluck, pluck, stuck, truck

ush: gush, hush, lush, mush, rush, blush, brush, crush, flush, slush

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# Presentation Evaluation

**Position** (check all that apply)

- |   |  |   |   |
|---|--|---|---|
| <input type="checkbox"/> Classroom Teacher  | <input type="checkbox"/> Reading Specialist    | <input type="checkbox"/> Title I Teacher        | <input type="checkbox"/> ELL/ESL Teacher          |
| <input type="checkbox"/> RTI Coordinator    | <input type="checkbox"/> Technology Specialist | <input type="checkbox"/> District Administrator | <input type="checkbox"/> Curriculum Director      |
| <input type="checkbox"/> Speech Pathologist | <input type="checkbox"/> Professor             | <input type="checkbox"/> Parent                 | <input type="checkbox"/> Library/Media Specialist |
| <input type="checkbox"/> Student            | <input type="checkbox"/> Psychologist          | <input type="checkbox"/> Administrator          | <input type="checkbox"/> Tutor                    |
| <input type="checkbox"/> Spec. Ed. Teacher  | <input type="checkbox"/> Principal             | <input type="checkbox"/> Other _____            |   |

**Students** (check all that apply)

- Birth-2 years    
  3-5 years    
  Kindergarten    
  Grades 1-3    
  Special Ed

**Reactions to the Presentation**

1 How would you rate the presentation? (Poor) 1    2    3    4    5 (Excellent)

Comments \_\_\_\_\_  
 \_\_\_\_\_

2 How much information did you gain that you can use in your work? (None) 1    2    3    4    5 (Very Much)

Comments \_\_\_\_\_  
 \_\_\_\_\_

3 How can we improve this presentation? \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

**Provide your contact information if you would like more information.**

Name \_\_\_\_\_

Email (Required) \_\_\_\_\_

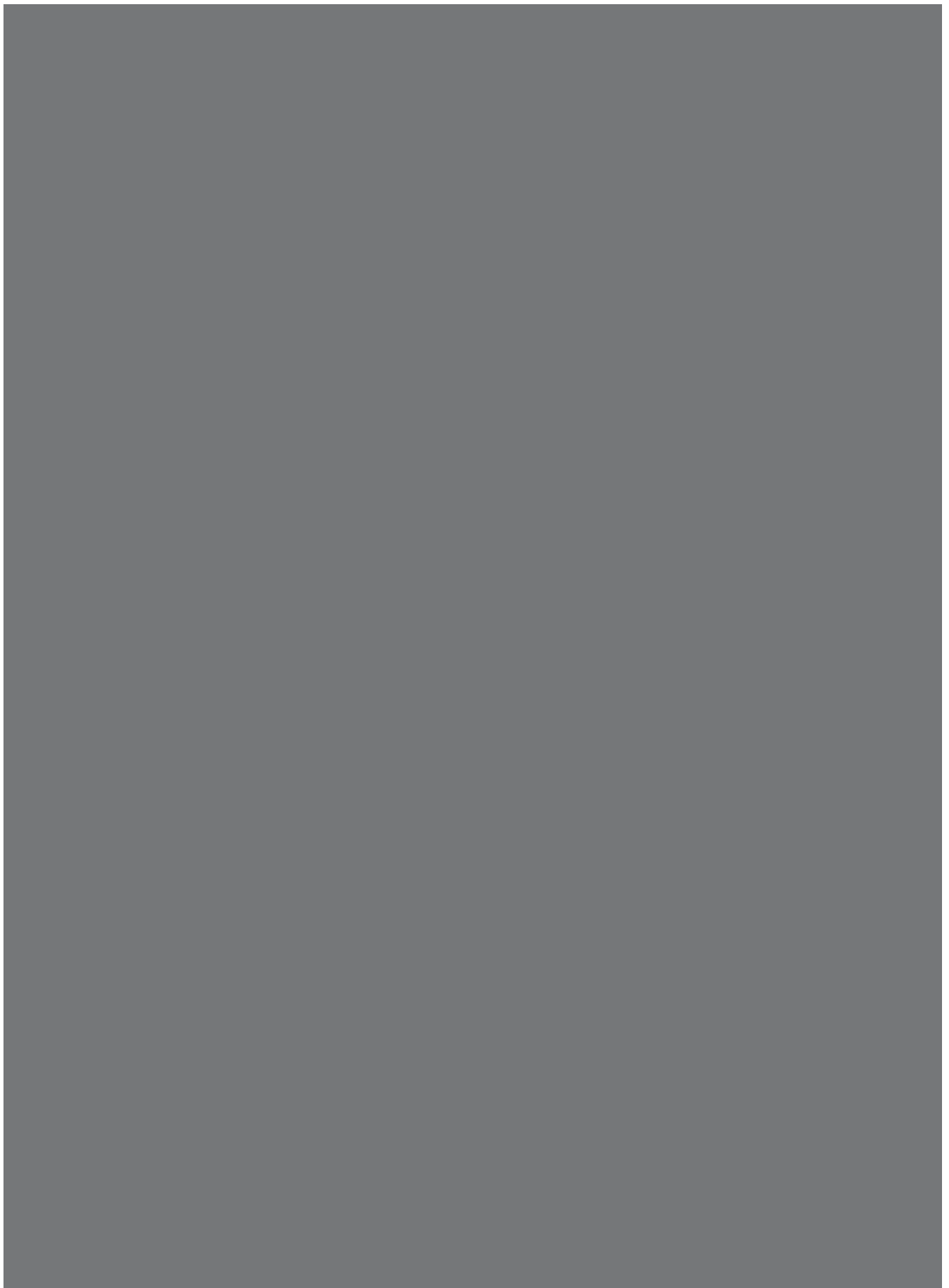
School Name \_\_\_\_\_

School Address (Mailing) \_\_\_\_\_

City \_\_\_\_\_ State/Province \_\_\_\_\_ Zip/Postal Code \_\_\_\_\_

School Phone (\_\_\_\_\_) \_\_\_\_\_

(check if this is your home address)





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Andrea Peterson, The Washington Post Saturday, September 17, 2016. Yes, Pokemon Go's first - almost hysterical - burst of popularity has faded. America's streets are filled with ever fewer zombielike players with their eyes turned to their smartphone screens as they wander the real world in search of digital critters. Opinion. . Advertisement . . Advertisement . . Advertisement . All rights reserved. www.funemics.com. FunÄ“mics copyright provisions limit use of each set of Lesson Guides and Teacherâ€™s Manual to one instructor or one classroom setting. Read Naturally only permits a teacher to reproduce the materials in the Appendix of the FunÄ“mics Teacherâ€™s Manual for use in their classroom. All other materials may not be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior written permission of the copyright owner. FunÄ“mics is a trademark owned by Andrea Peterson. Contents.

