

THE NATURE AND IMPORTANCE OF PHONEMIC AWARENESS

Amy Verhougstraete

DeWitt Public Schools

verhouga@dewittschools.net

www.verhoug.weebly.com

WHAT IS PHONOLOGICAL AWARENESS?



PHONOLOGICAL AWARENESS...



Awareness of the following basic sound units:

- Words within sentences
- Syllables within words
- Phonemes within syllables and words

Phonological Awareness is developmental – it develops in stages.

PHONEMIC AWARENESS...



Awareness that words are made of individual sounds.

Rhyme Recognition: hearing and recognizing rhymes.

Phoneme Matching: Identifying words that have given sounds or generating a word that has a given sound at the beginning, middle, or end.

Phoneme Blending: Putting sounds together to form a word.

Phoneme Segmentation: Isolating sounds at the beginning of a word or in an entire word.

Phoneme Manipulation: Substituting, adding, or deleting sounds to create new words.

BELIEF STATEMENTS...



View	Belief Statement
Prerequisite	Progress in reading is not possible unless learners know that words have sounds and that these sounds are attached to letters.
Consequence	Phonemic awareness is acquired as a result of learning to read.
Facilitative	Phonemic awareness is a necessary yet not sufficient in learning to read.
Reciprocal	Phonemic awareness helps children learn to read, and learning to read helps children become phonemically aware.

BEST PRACTICES...



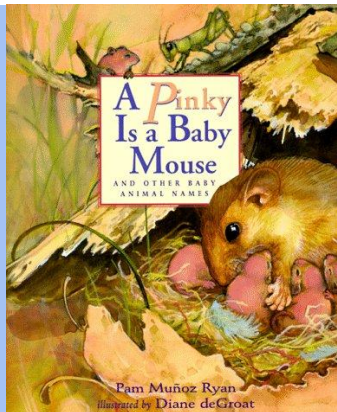
- Embed phonological awareness into everyday reading and writing experiences
- Provide time for children to write and allow for invented spelling
- Read aloud children's literature that focuses on specific language features
- Use fun, engaging oral language
- Involve families

USING BOOKS TO TEACH PHONEMIC AWARENESS...

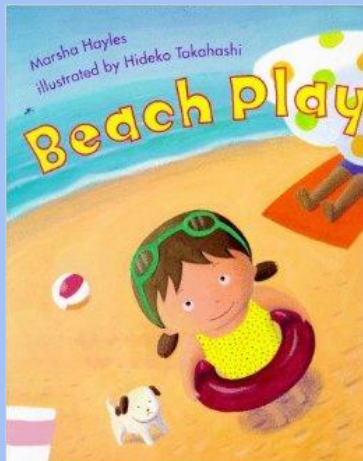


- Identify the skill to be addressed
- Select a book – big books, poems, etc.
- Read the book 1-2 times before focusing on the language.

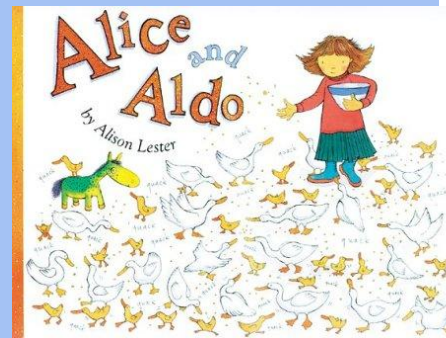
BOOK IDEAS...



Students can sort animal names by syllables

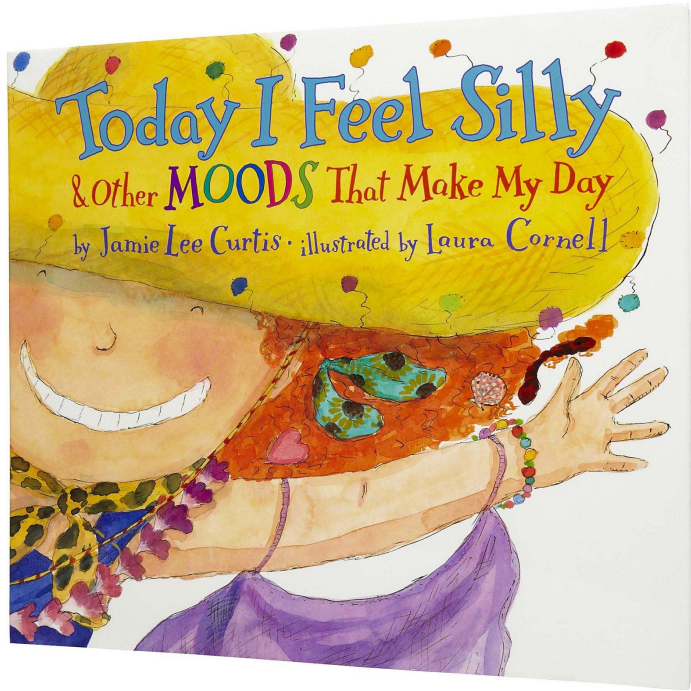


Students listen for set of rhyming words.



Ask children to name the pictures on the page and tell you the sound they hear at the beginning of each.

BOOK IDEAS...



Phoneme Deletion

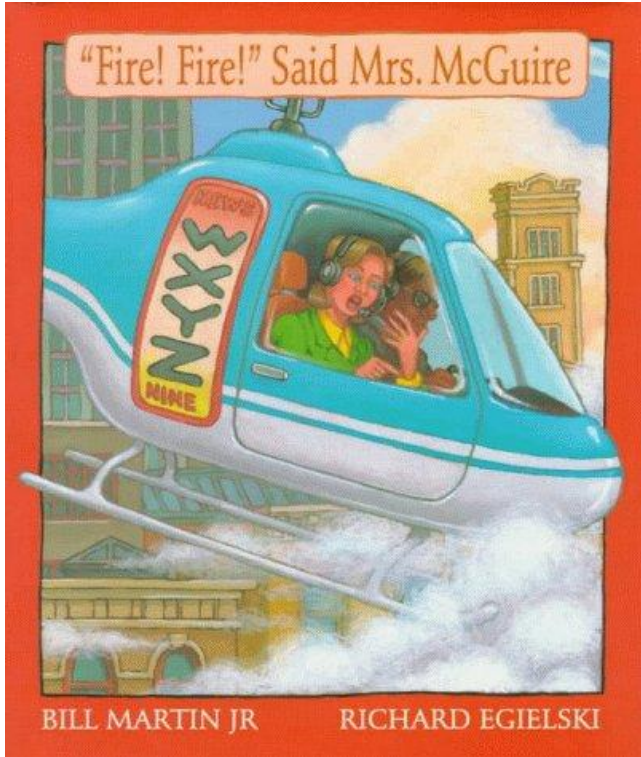
After reading the book several times with your students, ask:

What sound do I take away from clear to make ear?

What sound do I take away from should to make out?

What sound do I take away from hair to make air?

BOOK IDEAS...

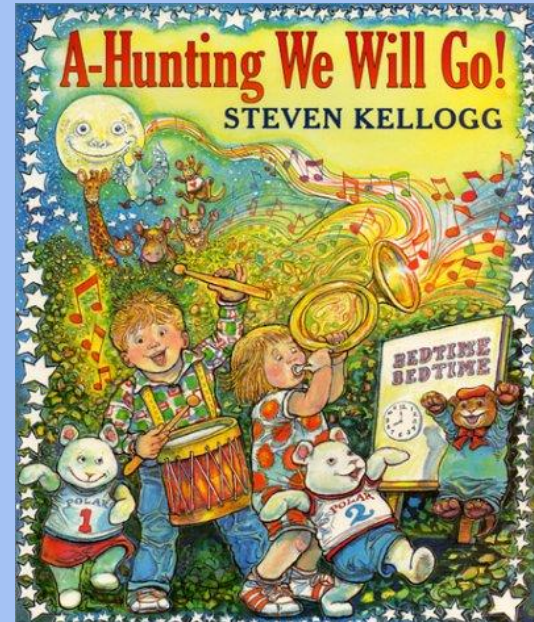
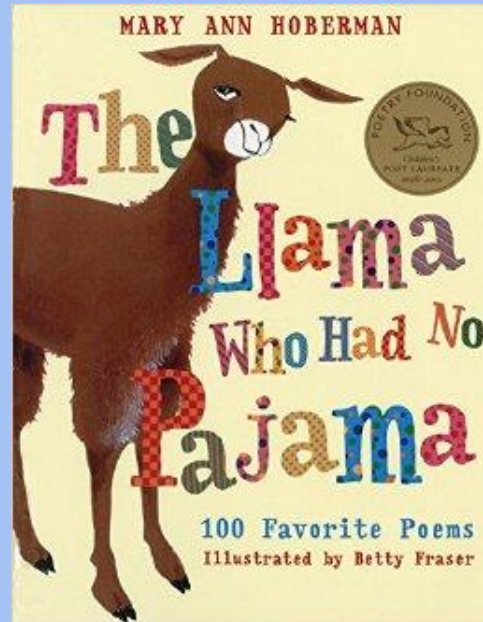
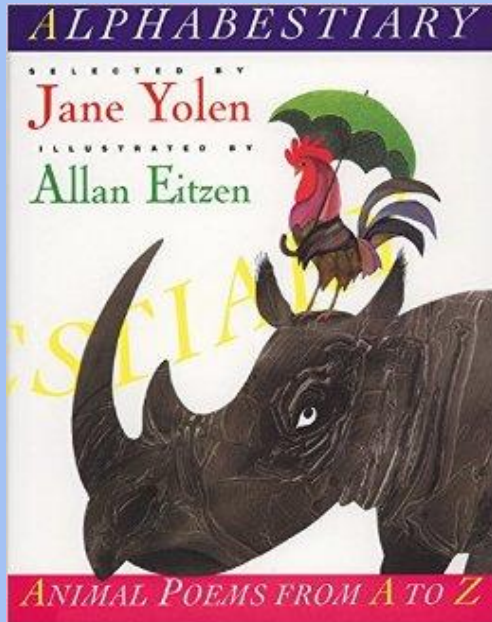


Rhyme

After reading the book several times with your students, tell them they can:

Help put out the fire by saying "yes" if the word you say rhymes, "no", if they don't. (Choose words from the text)

POETRY AND SONG BOOKS...



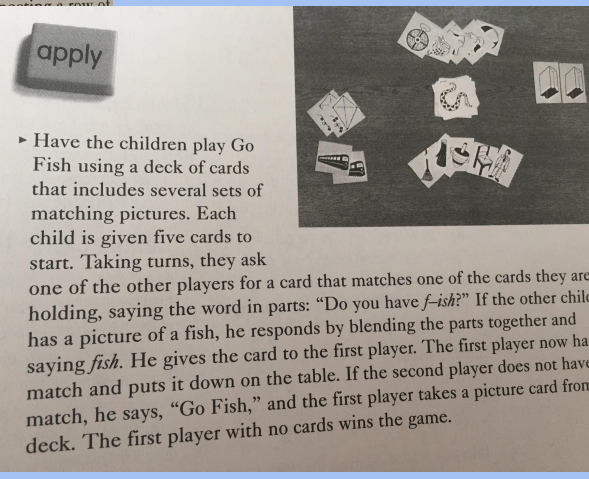
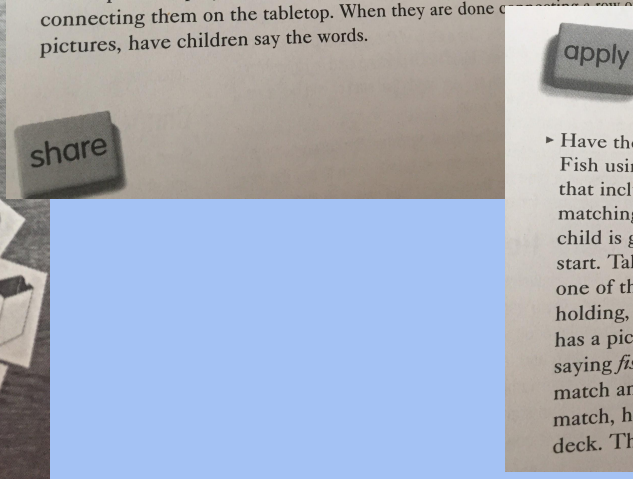
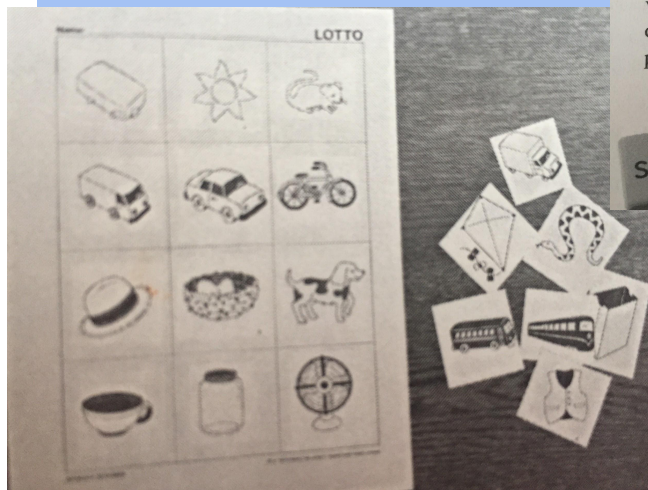
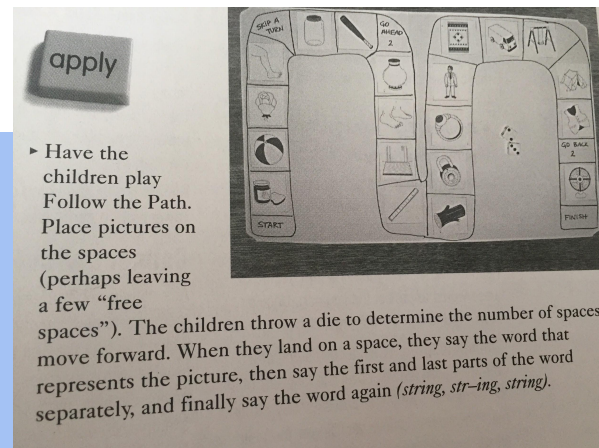
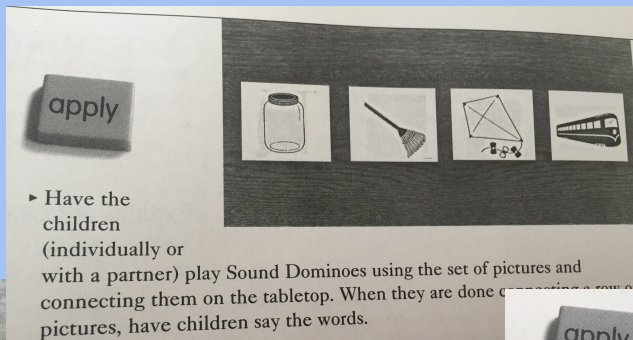
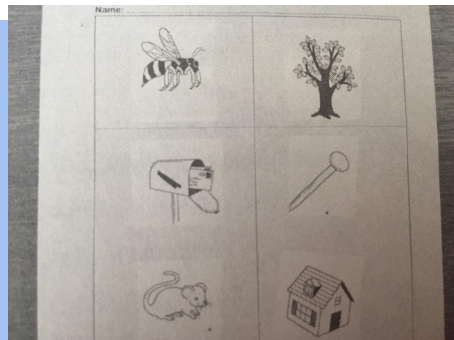
USING GAMES TO TEACH PHONEMIC AWARENESS...



- Play regularly - 10-15 minutes daily
- Maintain an appropriate level of challenge for students - use simplifications and extensions for individuals
- Play familiar games with variations

Hint: Phonemic Awareness can be played in the dark. Add print and it becomes a *phonics* lesson!

FOUNTAS AND PINNELL...



FLORIDA CENTER FOR READING RESEARCH...



Phonological Awareness
PA.005 Rhyme Recognition Memory Match

Objective
The student will recognize rhyming words.

Materials

- Rhyming picture cards (Activity Master PA.005.AM1a - PA.005.AM1g)
- Chloehopin chart or pocket chart
- Chloehopins or paper clips
- Paper
- Crayons

Activity
Students match rhyming pairs of picture cards and clip to the chart.

- Place rhyming cards face down in rows next to the chloehopin chart.
- Taking turns, students turn over two cards.
- If there is a rhyme match, clip the pairs to the chart. If there is not a match, return cards to their original positions.
- Continue until all rhyming pairs are matched.
- Draw pictures of rhyming pairs.
- Teacher evaluation

Phonological Awareness
PA.014 Sentence Segmentation Nursery Rhymes

Objective
The student will segment sentences into words.

Materials

- Nursery rhyme cards (Activity Master PA.014.AM1a - PA.014.AM1g)
- Blocks

Activity
Students count the words in sentences and stack blocks to equal the number of words counted.

- Place nursery rhyme cards and blocks in the center.
- Student selects a nursery rhyme card, says the rhyme, and counts the number of blocks to equal the number of words in the first sentence. For example, "Humpty Dumpty sat on a wall. There was an apple on the ground and the student made six blocks."
- Place the stack of blocks on the matching picture card.
- Continue the activity choosing more nursery rhyme cards.
- Number the card that has more words.
- Self-check.

Extensions and Adaptations

- Write a nursery rhyme sentence.
- Take other nursery rhyme cards to use in the activity.

Phonological Awareness
PA.016 Sentence Segmentation Sentence Game

Objective
The student will segment sentences into words.

Materials

- Sentence Game board (Activity Master PA.016.AM1a - PA.016.AM1b)
- Copy on card stock and assemble the game board.
- Sentences (Activity Master PA.016.AM2)
- Cut into strips.

In this activity, the students are not reading the words. They are using the words to write and using the space between them to identify the number of words.

Activity
Students play a game counting words in sentences.

- Place the game board and sentence strips face down in a stack on a flat surface. Place game pieces at START on the board.
- Taking turns, students select the top sentence strip and count the words.
- Move the game piece as many spaces as there are words in the sentence.
- Place sentence strip at the bottom of the stack to be used again.
- Continue until all students are at the END of the game board.
- Peer evaluation.

Phonological Awareness
PA.020 Syllables - Segmenting Clipping Names

Objective
The student will segment syllables in words.

Materials

- Student photographs
- Copy student school pictures.
- Cash box or tray
- Organize photographs in cash box or place on tray
- Syllable work boards (Activity Master PA.020.AM1)
- Copy one and laminate
- Student sheet (Activity Master PA.020.AM2)
- Unifix cubes
- Clipping hands (Activity Master PA.020.AM2)
- Copy names, not cut, attach to paperclip ends, and decorate

Activity
Students clip the syllables in names, place the corresponding number of cubes on the syllable work boards, and record on the student sheets.

- Place student photographs, syllable work boards, unifix cubes, and clipping hands at the center. Provide each student with a student sheet.
- Taking turns, each student names a classmate, finds the classmate's photograph, and places it on his board.
- Use the "clipping hands" to count the syllables in the name and place the corresponding number of cubes in the boxes under the photograph.
- Remove the cubes from the boxes, coloring each box as the student does as the cube is removed.
- Mount the photograph to the student sheet, place the photograph on the sheet, and sign the name.
- Continue the activity until the student sheet is complete.
- Teacher evaluation

Extensions and Adaptations

- Write a name and clip the syllables.
- Use other names to clip the syllables.



5-MINUTE GAMES WITH WORDS...



Rhyming:

A cat wearing a _____. A mouse that lives in a _____. A duck that is driving a _____.

Initial Phonemes:

I'm thinking of someone's name that begins with the /b/ sound.

Blending Phonemes:

What animal is this: /c/ /a/ /t/?

Manipulating Sounds:

I'm thinking of something that tells what I like to do. Take off the /m/ from the word
meat

GAMES FROM RHYMES AND REASONS...



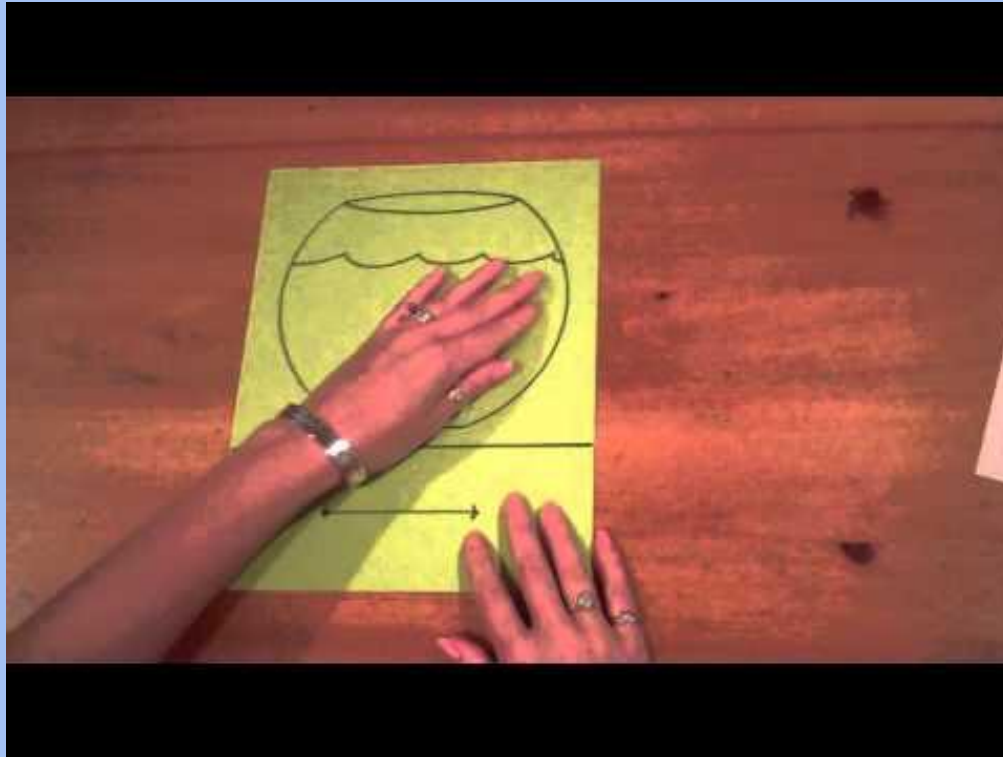
RHYMES AND REASONS

Activity	Word	Syllable	Rhyme	Phoneme Matching	Phoneme Blending	Phoneme Segmentation	Phoneme Manipulation
Count the Words	•						
Cut and Count	•						
Clap the Parts		•					
Hop and Stop	•	•					
Sort the Words	•						
Sort the Pictures		•	•	•			
Find My Word	•						
I'm Thinking		•	•	•	•		•
Odd One Out, Please!		•	•	•			
Chime Right In	•		•				
Stand Up, Sit Down!		•	•	•			
Put It Together					•		
Hear Ye! Hear Ye!						•	
Sing a Song		•	•	•	•	•	•
Let's Go Shopping		•	•	•	•	•	•
Lunch Bunch	•	•	•	•	•	•	•
I Spy/Secret Code					•		
Silly Words							•
Mystery Bag		•	•	•	•		•
Hink Pinks			•				•
Spoonerisms							•
Yes, No, Maybe So!			•				
Sound Hunt		•	•	•			
Sound Sketch					•		•
Word/Sound Mural		•	•	•			
Push Up						•	
Change the Sound							•
Puppet Chatter	•	•	•	•	•	•	•
Action, Action							•
Twist Your Tongue	•			•			

FIGURE 8-1. Thirty Activities and the Phonological-Awareness Tasks They Foster.

Word
Syllable
Rhyme
Phoneme Matching
Phoneme Blending
Phoneme Segmenting
Phoneme Manipulation

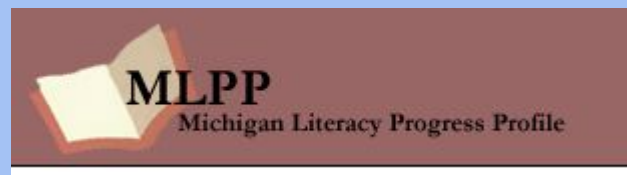
EXAMPLE GAMES...



ASSESSMENTS...



SPEECH - LANGUAGE THERAPY



MLPP...



Phonemic Awareness Assessment - Individual Record

Student _____ Grade _____ Date _____

ONSET AND RIME

What word would I have if I put together these sounds?

- | | |
|--------------------|---------------------|
| 1. /t/ /ake/ _____ | 5. /d/ /ust/ _____ |
| 2. /p/ /in/ _____ | 6. /j/ /ump/ _____ |
| 3. /d/ /og/ _____ | 7. /m/ /ouse/ _____ |
| 4. /u/ /ea/ _____ | 8. /s/ /eep/ _____ |

PHONEME BLENDING

(Provide no additional help from this point.)

What word would I have if I put together:

- | | |
|----------------------------|---------------------------------|
| 1. /t/ /a/ /p/ (tap) _____ | 5. /t/ /i/ /d/ (lid) _____ |
| 2. /p/ /e/ /n/ (pen) _____ | 6. /b/ /i/ /k/ (bike) _____ |
| 3. /j/ /o/ /g/ (jog) _____ | 7. /w/ /a/ /v/ (wave) _____ |
| 4. /c/ /u/ /t/ (cut) _____ | 8. /s/ /o/ /f/ /t/ (soft) _____ |

Recording:

Indicate correct responses with a check (✓). If the child gives an incorrect response, write that response. If the child gives only a sound, write the letter that sound represents between two slash marks; for example, /t/. Write (•) if the child cannot or will not give a response.

Discontinue:

Discontinue testing if the child misses three consecutive items or appears confused or frustrated.

Total number correct _____
(16 possible)

Phonemic Awareness Assessment - Individual Record

Student _____ Grade _____ Date _____

RHYME CHOICE

Tell me if these words rhyme:

- | | |
|--------------------|---------------------|
| 1. sit fit _____ | 5. truck sing _____ |
| 2. ball wall _____ | 6. tie van _____ |
| 3. trip sock _____ | 7. play day _____ |
| 4. can pan _____ | 8. down clock _____ |

RHYME SUPPLY

Tell me a word that rhymes with _____

- | | |
|-------------------|--------------------|
| 1. bat hat _____ | 5. rug bug _____ |
| 2. head bed _____ | 6. be me _____ |
| 3. fun run _____ | 7. take make _____ |
| 4. got hot _____ | 8. mill will _____ |

Recording:

Indicate correct responses with a check (✓). If the child gives an incorrect word, write that word. Write • if the child cannot or will not produce a response.

Discontinue:

Discontinue testing if the child misses three consecutive items after the practice items or if the child appears confused or frustrated.

Total number correct _____
(16 possible)

☐

Choice

☐

Supply

WHAT IS DIBELS?



Basic Early Literacy Skills	<i>DIBELS</i> Indicators
Phonemic Awareness	First Sound Fluency (FSF) Phoneme Segmentation Fluency (PSF)
Alphabetic Principle and Basic Phonics	Nonsense Word Fluency (NWF) –Correct Letter Sounds –Whole Words Read
Advanced Phonics and Word Attack Skills	<i>DIBELS</i> Oral Reading Fluency (DORF) –Accuracy
Accurate and Fluent Reading of Connected Text	<i>DIBELS</i> Oral Reading Fluency (DORF) –Correct Words Per Minute –Accuracy
Reading Comprehension	Daze <i>DIBELS</i> Oral Reading Fluency (DORF) –Correct Words Per Minute –Retell Total/Quality of Response
Vocabulary and Language Skills	Word Use Fluency-Revised (available as an experimental measure from http://dibels.org/)

RESOURCES...



Rhymes and Reasons: Literature Play for Phonological Awareness by: Michael Opitz

Phonemic Awareness in Young Children by: Adams, Foorman, Lunberg, and Beeler

Fountas and Pinnell Phonics - by grade level

Florida Center for Reading Research (fcrr.org) - Center Activities

DIBELS / AIMES Web

MLPP - <http://www.misd.net/MLPP/>

Patricia Cunningham's Making Words