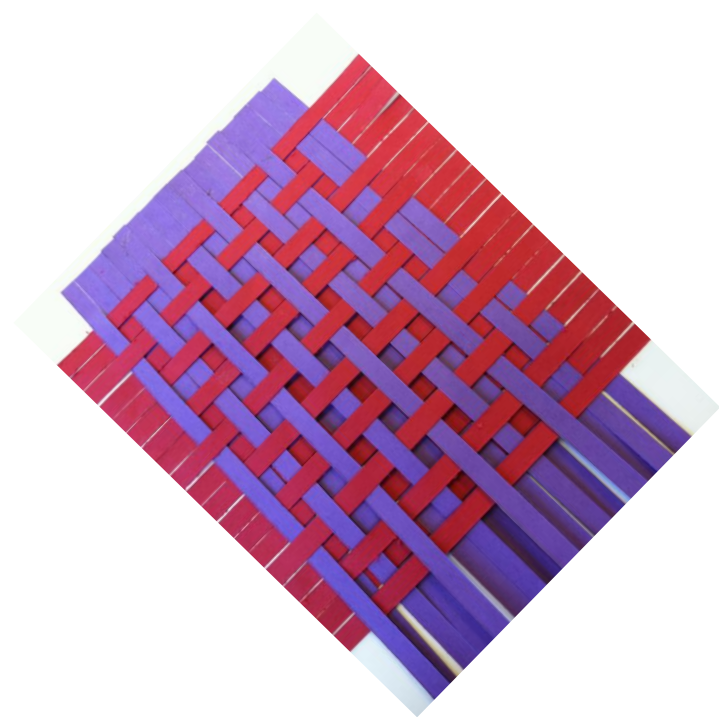


Weaving the Pieces of Phonological Awareness

Focusing On The Threads of Phonemic Awareness



Presentation Location

Date



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated “C” or Higher



Session Norms

- Silence your cell phones.
- Please check and/or reply to emails during the scheduled breaks.
- Be an active participant.
- Do not hesitate to ask questions.

Session Goals

- Review Phonemic Awareness
- Explore the Importance of Phonemic Awareness through Instruction and Implementation with an Emphasis on Spelling
- Address the Significance of Underdeveloped Phonemic Awareness
- Engage in Phonemic Awareness Multi-Sensory Activities



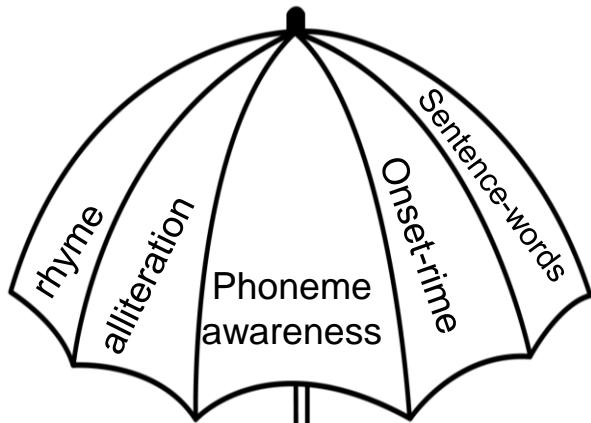
Phonemic Awareness Activity:

Turn and talk with the participants at your table. Be prepared to discuss how you currently deliver Phonemic Awareness instruction in your classroom.



Review

of Phonemic Awareness



PHONEMIC AWARENESS
Ability to hear, identify, and manipulate individual speech sounds

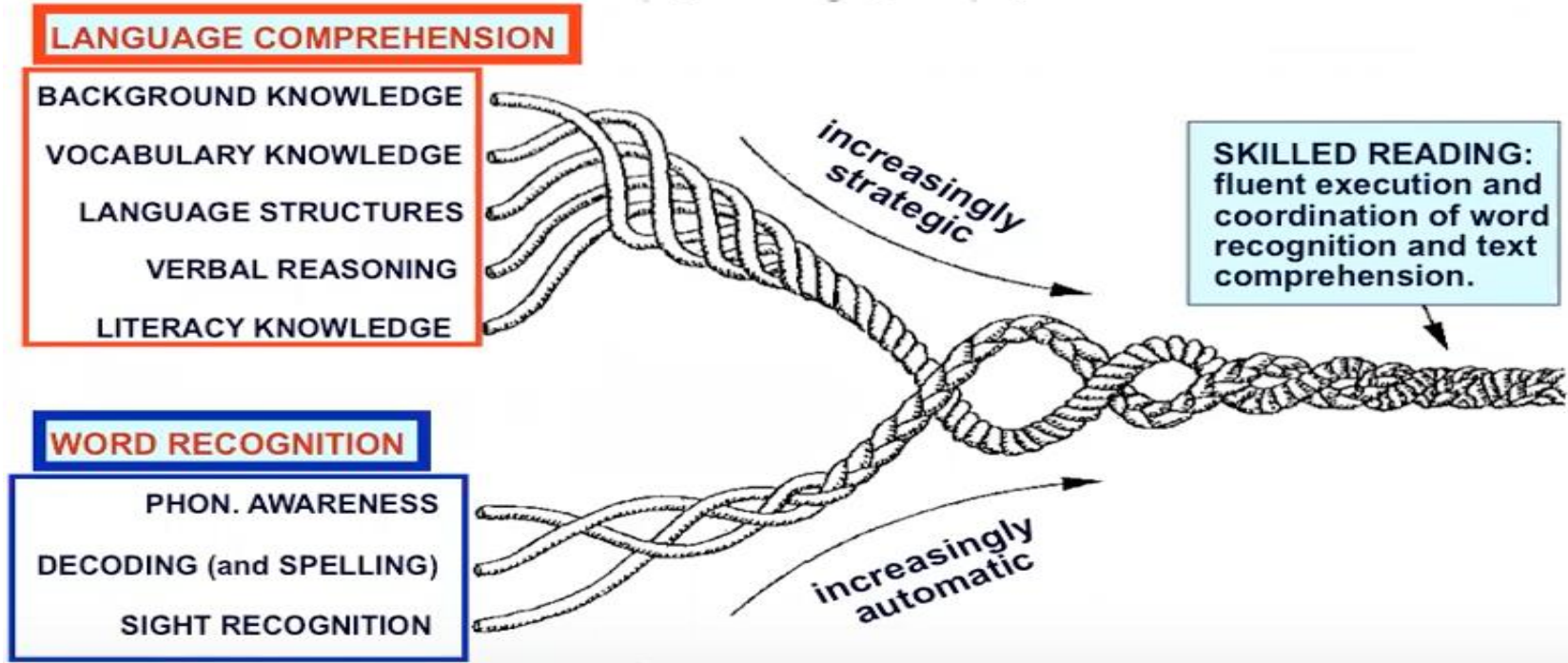
Phoneme
segmentation:
cat = c-a-t



Phoneme
blending:
c-a-t = cat

Scarborough's Reading Rope

The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)



Phonemic Awareness is:

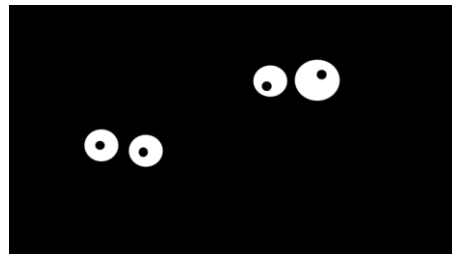
- the ability to hear and manipulate phonemes (sounds) in spoken words.
- the ability to manipulate word parts by taking words apart, putting them back together again, and changing them to something else.
- fundamental to mapping speech to print.
- essential to learning to read in an alphabetic system.
- a strong predictor of children who experience early reading success.
- a foundational skill around which the rest of the threads of reading are woven.

Phonemic Awareness is:

- not phonics.
- all auditory.
- does not involve words in print or symbols.
- can be taught in the DARK.



~~The red car.~~

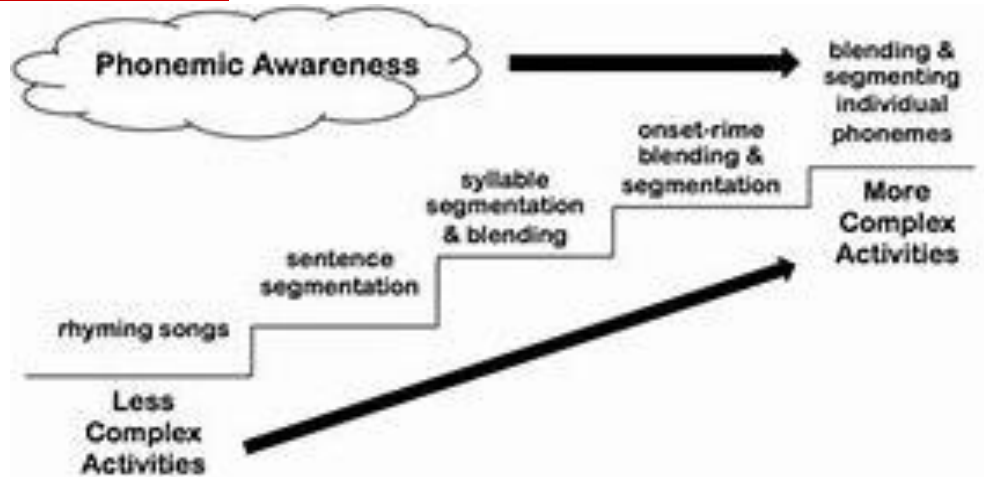


Research States:

- Phonemic Awareness and letter knowledge are two indicators of how well children will master beginning reading skills (Adams, 1990; Snow, Burns, & Griffin, 1998).
- Beginning readers must be able to understand that words are made up of sounds and sounds are made up of letters and letter combinations (Gunning, 1996).
- The best early predictor of reading difficulty in kindergarten or first grade is the inability to segment words and syllables into constituent sound units (phonemic awareness) (Lyon, 1995).

Underdeveloped

Phonemic Awareness



Missing Phonemic Awareness skills create:

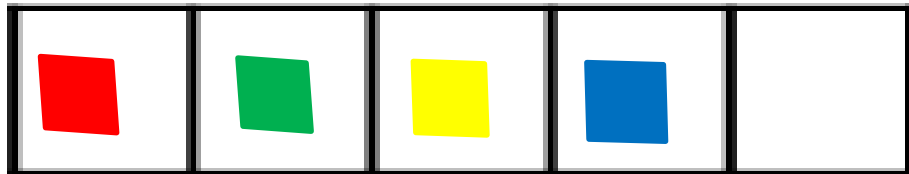
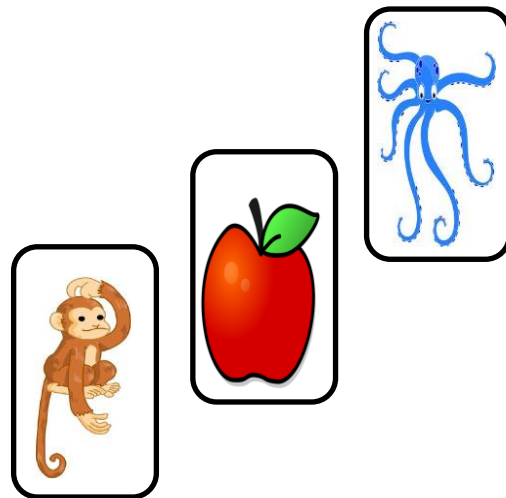
- an absence of strong oral language, reading, and word play. This can lead to reading difficulties, poor spelling, and a failure to progress in reading development (Hammill & McNutt, 1980; Scarborough, 1998).
- a less suitable foundation for building pre-reading and oral language capabilities.

Children Lacking Phonemic Awareness Skills:

Cannot group words with similar and dissimilar sounds	mat, mug, sun
Cannot blend and split syllables	foot → f oot
Cannot blend sounds into words	/m/ /a/ /n/
Cannot segment a word as a sequence of sounds	fish is made up of three phonemes /f/ /i/ /sh/
Cannot detect and manipulate sounds within words.	change “r” in “run” to “s” to make sun

Phonemic Awareness

Instruction and Implementation



Stages of Phonemic Awareness

The building blocks of Phonemic Awareness

Laying a strong foundation for reading



- 1** **Develop a kinesthetic awareness of sounds**
(Say /p/. What is your mouth doing? What do your lips do? Can you feel air coming out?
Say /b/. What is the same? What is different? Place your hand on your throat. What do you feel?) *
- 2** **Blend two words into a compound with an auditory prompt**
(blend the words *rain* + *bow* into *rainbow*)
- 3** **Blend one-syllable words from an auditory prompt**
(blend the sounds /b - ū - g/ into *bug*) *
- 4** **Recognize and distinguish between similar sounds**
(Notice the similarities and differences between /th/ in *thin* and /TH/ in *then*) *
- 5** **Segment one-syllable words**
(segment *cat* into /k - ä - t/)
- 6** **Isolate the initial sound**
(identify /b/ as the first sound in *build*) *
- 7** **Change the initial sound to create new words**
(change *cat* into *that, hat, pat*) *
- 8** **Isolate the final sound**
(identify /k/ as the final sound in *block*) *
- 9** **Change the final sound to make new words**
(change *met* into *mess, men*) *
- 10** **Isolate the medial vowel sound**
(identify /è/ as the medial sound in *nest*)
- 11** **Blend two-syllable words**
(blend the sounds /b - ä - s - k - è - t/ into *basket*)
- 12** **Rhyme one-syllable words**
(*cart, part, smart, and art*) *

Phonemic Awareness in the classroom is:

- taught daily.
- 10-15 minutes of explicit, systematic instruction.
- led in whole group and/or small group
- delivered using “I do, We do, You do.”
- deliberate with at-risk & struggling students.



At-risk students struggle with:

- letter and sound identification.
- identifying and producing rhyme.
- hearing, isolating, and discriminating sounds that make up words.
- adding, moving, and deleting sounds in words.
- breaking a word into individual sounds.

Phonemic Awareness

Engaging Activities



Activities for Rhythm and Rhyme

Rotating Rhymes

- Use repetitive or predictable stories chorally.
- Half the class reads with you, "*There was an old woman who lived in a shoe.*"
- Second half reads, "*She had so many children she did not know what to do.*"
- Rotation continues

What's Different?

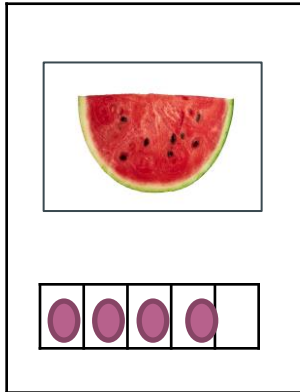
- Read familiar nursery rhyme.
- Example: "the moon jumped over the cow"
- Student identifies the problem.
- Explains why it is incorrect.
- Explains the correct response.



Syllable Activities

Syllables Sort Mat

- Using multisyllabic picture cards and counters to identify the number of syllables.



Syllable Ball

- Pronounce a word syllable by syllable and throw the ball.
- Student catches the ball and responds with the word.
- Examples:
ca-fe-te-ri-a ed-u-ca-tion
il-lus-tra-tor tel-e-vi-sion
math-e-mat-ics ob-ser-va-tion
per-son-al-i-ty re-fri-ge-ra-tor

Syllable Activities

Getting the Beat

- Listen for syllables in words by beating on a drum for each syllable heard.



Deleting a Syllable

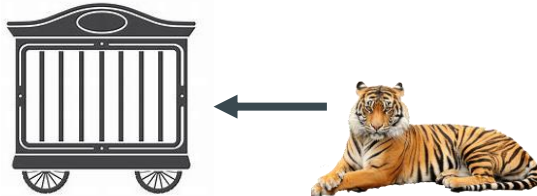
- Deleting a Syllable
- Say “basket” without the “ket”
- The word is “bas”



Syllable Participation Task

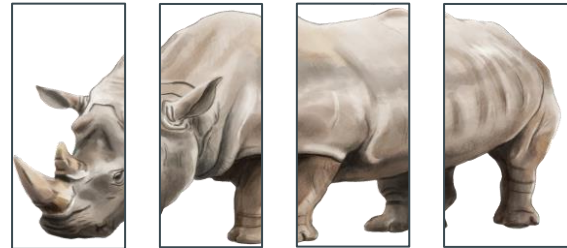
Zoo Round Up

- Student will view zoo animal pictures.
- Student will determine the number of syllables in each picture – clap, duck lips, etc.
- Student will add the picture to the cage with the matching syllable number.



Syllable Puzzle

- Student will put puzzle together.
- Once the puzzle is complete, the pieces will match the number of syllables in the puzzle.
- Self-check on back.



Segmenting and Blending Activities

Secret Word

- With a Partner or small group
- Each person receives a group of picture cards.
- Identify the picture by stretching out the word.
- Students quickly put the sounds together to identify the "secret word."

/c/ /a/ /t/ cat



Advanced Learner Activities

Zap It

- Use a multisyllabic picture card deck.
- The student will pronounce the word and place a magnetic disk for each sound on the Zap It mat.
- The student will use the magic wand to scoop and say it.

I'm Thinking Of

- Provide mystery objects hidden in a bag.
- The student will take an object from the bag and observe the object.
- The student will sound it out slowly for others to guess.



Initial Sounds

Initial sound

- The teacher will say the word and the student will identify the initial (beginning) sound.
- Ex. T: pig S: /p/ (mat, sack, chop)



/p/		
-----	--	--

Initial Sound Task: Crack the Egg

1. Egg in the right hand.
2. Crack egg on left shoulder.
3. As you crack the egg say the initial sound of word.
4. As the yolk runs down the arm you add the medial sound.
5. Chop the final sound at your wrist.



Final Sounds

Final sound

- The teacher will say a word and the student will identify the final (ending) sound.
- Ex. T: rain S: /n/ (pet, bird, frog)

		/n/
--	--	-----



Medial Sounds

Medial sounds

- The teacher will say a word and the student will identify the medial (middle) sound.
- Ex. T: map S: /a/
Ex. T: time S: /i/ (spurt, cheek)



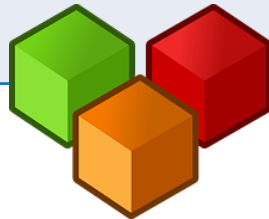
	/a/	
--	-----	--



	/i/	
--	-----	--

Substitution Tasks

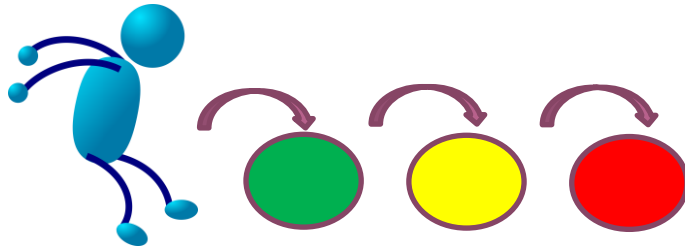
	Teacher:	Student:
Give each student five or six blocks or Unifix cubes.	Explains each block represents one sound.	
Put three blocks together and tell student these blocks represent the word “tack.”	says ‘tack”	replies “tack”
Point to first block. Identify the initial sound.	says /t/	replies /t/
Point to second block. Identify the medial sound.	says /a/	replies /a/
Point to third block. Identify the final sound. Then blend the sounds together and read the word.	says /k/ /t/ /a/ /ck/ → tack	replies /k/ /t/ /a/ /ck/ → tack
Show students you can “trade places” with some of the blocks. Hold a block in your hand and call it /s/. Model the process of removing /t/ from the beginning and replacing with /s/.	The word is “tack.” Remove the initial block and replace with a /s/ block. The new word is? /s/ /a/ /ck/ → sack	Student points to each block and identifies each sound. /t/ /a/ /ck/ and then repeats with /s/ /a/ /ck/ → sack



Phoneme Segmentation Participation Task

Initial, Medial, and Final Sounds

- Place a green, yellow and red laminated piece of construction paper on the floor.
- Give the student a word with 2-5 phonemes.
- Say the word. Student will repeat the word and will jump to segment the sounds of the word.
- Say the word. Student will repeat, segment as they jump to a given targeted sound as in the medial or the final sound of the word.



Advanced Learner Activities

<p>Object</p> <p>Examples: ball, apple, pumpkin, etc.</p>	<ul style="list-style-type: none">• The student will use the same object and pass it as they play all five parts of the game.
<p>Sentence Segmentation</p>	<ul style="list-style-type: none">• Student will identify the number of words in a sentence by passing a ball from one person to the next as the Pledge of Allegiance is recited. Example: Recite the Pledge of Allegiance one word at a time.
<p>Same Sound Start</p>	<ul style="list-style-type: none">• Student will say a word and pass an object to the next student. That student will say a word that begins with the same sound of the announced word. Take turns until all have participated.

Advanced Learner Activities

Rhyming	<ul style="list-style-type: none">• Student will pass an object providing a word that rhymes with the previous word. Example: flower, pass an object, next student says, 'power', etc.
Initial / Final Sound	<ul style="list-style-type: none">• Student will pass an object changing the initial sound to the final sound. Example: batch, the next student will think of a word that starts with 'ch', chat - the next student will think of a word that starts with 't', etc.

Four Stages of Spelling Development

1. Pre-Phonemic Stage spellers perceive and represent initial and final consonants by one-syllable words (*j*, *js*, or *jc* for the word *dress*).
2. Phonemic Stage spellers begin to use short vowels as phonologically appropriate substitutes (*sek* for *sink* or *fet* for *feet*).
3. Transitional Stage spellers begin to represent short and long vowels correctly, but the vowel markers may be incorrectly placed (*sied* for *side*).
4. Correct Spelling Stage speller almost always spells the words in the conventional manner when writing.

Letter and Sound Identification

- A high correlation exists between letter identification skills and success in beginning reading (Scanlon & Velluntino, 1996).
- Preschoolers and kindergartners should have strongly developed phonemic awareness skills and have mastered letter-sound identification by years end.
- An easy test to determine a child's readiness for beginning reading instruction is the letter identification test.

Given To: _____ Given By: _____ Date: _____

u o L P K b E j H h / 10 (10)

S c a U I K T N L Y / 10 (20)

k B H Y M g o Q p W / 10 (30)

U W u Q O s A n P i / 10 (40)

G o n Z I c L X U i / 10 (50)

m E d l j Y p G v B / 10 (60)

P c r H K x M i O W / 10 (70)

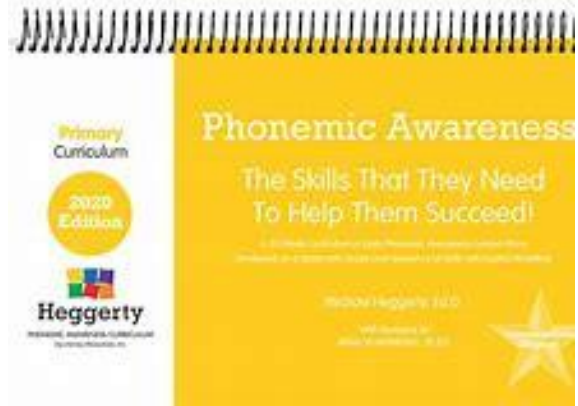
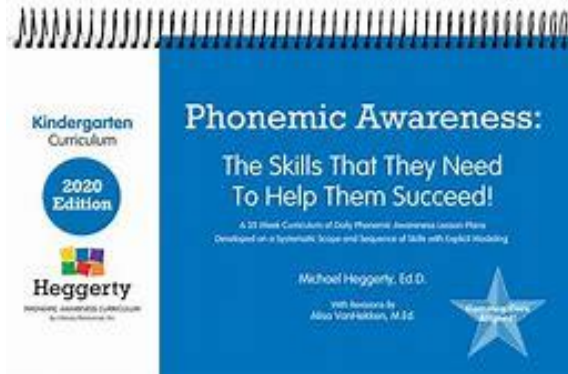
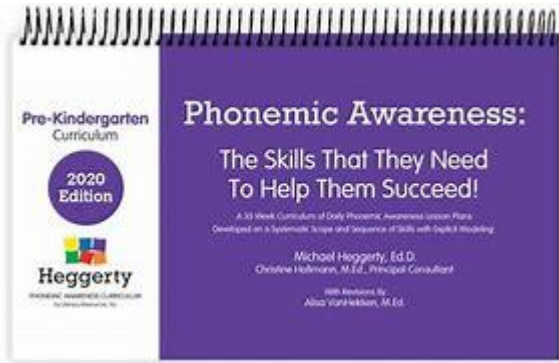
W A N x k l a u Q d / 10 (80)

z N X M L e g l C p / 10 (90)

A F k j H U z s l L / 10 (100)

Optional Phonemic Awareness Resource

Michael Heggerty Phonemic Awareness



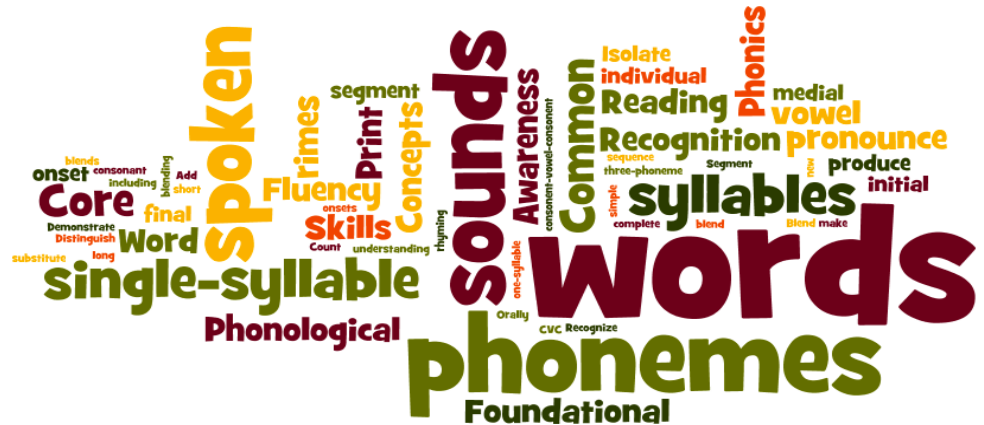
Phonemic Awareness Training Lesson

Phonemic Awareness Training Lesson Plan for Week 1

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Letter Naming Tuesday & Thursday: The teacher holds up flashcards one at a time in alphabetical order, or points to each letter on an alphabet poster, as students sing an alphabet song.	ABC Song: Sing the alphabet song together.	ABC Song: Sing and hold up letter cards as you sing.	ABC Song: Sing the alphabet song together.	ABC Song: Sing and hold up letter cards as you sing.	ABC Song: Sing the alphabet song together.
Rhyme Repetition The teacher says the word pair and the students repeat the word pair. Ex. T: pig, wig S: pig, wig	net, set can, ran pig, dig fox, box duck, luck	hot, not tug, rug mad, sad bell, tell win, pin	dog, log ten, when fit, sit nap, map mud, bud	quack, pack mop, top him, dim cut, nut bed, red	mess, less sun, bun chick, stick job, knob sat, cat
Onset Fluency Option 1: The teacher says the word and then isolates the onset. The students repeat the word and the onset. Ex. T: cat, /k/ S: cat, /k/ Option 2: The teacher says the word, repeating the first sound two times. Students repeat teacher. Ex. T: /k/, /k/, cat S: /k/, /k/, cat	came /k/ down /d/ rain /r/ wash /w/ sun /s/	not /n/ zip /z/ bus /b/ four /f/ pick /p/	go /g/ hat /h/ van /v/ kid /k/ rock /r/	leg /l/ ten /t/ jam /j/ me /m/ yes /y/	dry /d/ went /w/ spider /s/ bit /b/ tip /t/
Blending Words The teacher says two words with a pause between them and then says the compound word. The students repeat the two words with a pause, and then say the compound word. Ex. T: hot - dog, hotdog S: hot - dog, hotdog	out - side outside bird - house birdhouse gold - fish goldfish back - pack backpack in - side inside	pop - corn popcorn in - to into some - one someone be - came became foot - ball football	up - stairs upstairs hot - dog hotdog cup - cake cupcake birth - day birthday some - thing something	class - room classroom back - yard backyard foot - print footprint side - walk sidewalk with - out without	mail - box mailbox fire - fly firefly bath - room bathroom cow - boy cowboy sun - burn sunburn
Blending hand motion: Teacher's right hand is the first word, left hand is the second word. Teacher and students use each hand to show the words and clap the compound word together. Students mirror the teacher.					
Identifying Final Sounds The teacher says the word and then isolates the final sound. The students repeat the word and the final sound. Ex. T: horse, /s/ S: horse, /s/	up /p/ book /k/ pig /g/ job /b/ cat /t/	sit /t/ bed /d/ hop /p/ dog /g/ cub /b/	hug /g/ dot /t/ lap /p/ sock /k/ rib /b/	dig /g/ tub /b/ zip /p/ wet /t/ sad /d/	nod /d/ hat /t/ luck /k/ rip /p/ bag /g/

Phonemic Awareness

Summary



Phonemic Awareness is important because :

- it teaches students to attend to sound. (sound to print)
- it gives students a foundation to approach reading new words.
- it helps students understand the alphabetic principle, that letters in words are represented by sounds.

Thoughts, Benefits, Implementation

- Exit ticket
 - ✓ Share thoughts on the content
 - ✓ Share benefits to students
 - ✓ Share your implementation plan in the classroom



From the checklist above, write what you learned today that you can carry back to your classroom. Share your exit ticket on the anchor chart.

Resources

- Tankersley, K. (2003). *The Threads of Reading Strategies for Literacy Development.*, ASCD., Alexandria, VA
- Adams, M.J., Foorman, B.R., Lundberg, I., Beeler, T. (1998) *Phonemic Awareness in Young Children.*, Paul H Brooks Publishing Co., Baltimore, Maryland.
- Heggerty, M., & VanHekken, A. (2014). *Phonemic Awareness: The Skills That They Need To Help Them Succeed! (Kindergarten Version).* Literacy Resource.
- Kame'enui et al. (2009) *Big Ideas in Beginning Reading Phonemic Awareness: Concepts and Research* (Kame'enui et al., 2009)
- Edwards, Lynn M., "Phonemic Awareness Intervention Tier 1 and Tier 2 Instruction." FastBridge, Illuminate Education, 2020. (May 28, 2020)

Additional Resources

- Heggerty, M., & VanHekken, A. (2014). *Phonemic Awareness: The Skills That They Need To Help Them Succeed! (Kindergarten Version)*. Literacy Resources.
- Alicia Van Hekken [Hand Movements from Heggerty](#)
- Heggerty [Assessments and Resources](#)

Additional links

- The following link provides additional activities.

<https://www.readingresource.net/phonemicawarenessactivities.html>

- The following links provides additional diagnostic testing resources.

http://www.cityschoolsesp.net/UserFiles/Servers/Server_152231/File/Phonological%20Awareness.pdf

http://www.specialconnections.ku.edu/~specconn/page/instruction/a/case/caseb/pdf/caseb_scene1_2.pdf

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