

Attachment #2: From Phonological Awareness to Phonemic Awareness

PD RESERVE

Professional Development Services

***Understanding the Scope, Sequence, and
Progression of Difficulty of Tasks***

Prepared by

D. Ray Reutzel, Ph.D.

Early Reading First – Puerto Rico

June 2, 2004

From Phonological Awareness to Phonemic Awareness

- Phonological awareness is the ability to hear units larger than a single sound in spoken language.
- Phonemic awareness is the ability to hear and manipulate individual sounds in spoken language.

From Phonological Awareness to Phonemic Awareness

- Developing phonological awareness
 - Levels of Language
 - Sentences
 - Words
 - Syllables
- Sequence of phonological awareness tasks
 - Listening to sounds in the environment (3 yrs.)
 - Rhyming (3 yrs.)
 - Alliteration (3 yrs.)
 - Oddity Tasks (3 yrs.)
 - Counting Clapping (3-4 yrs.)
 - Blending (4 yrs.)
 - Segmenting (4-5 yrs.)

From Phonological Awareness to Phonemic Awareness

- Developing phonemic awareness
 - Levels of Language
 - Syllables (Onset & Rime)
 - Words (Single Sounds)
- Sequence of phonemic awareness tasks
 - Counting sounds
 - Blending
 - Segmenting
 - Manipulation
 - Substitutions
 - Deletions

From Phonological Awareness to Phonemic Awareness

Elements of Explicit Instruction Lessons

- **Objective for the Activity**
 - Teachers write down the objective and know why they are teaching this concept, skill or activity – Have a written lesson plan available.
- **Explanation**
 - In one sentence tell what is to be taught – rhyming, etc.?
- **Model**
 - Think aloud
 - Show or demonstrate
- **Scaffold (*Gradual Release*)**
 - Group Guided Practice
 - Small Group Practice
 - Individual Practice
- **Assessment**
 - How will teachers assess student learning? What tools or instruments will be used?

From Phonological Awareness to Phonemic Awareness

Task 1: Rhyming

- Language Levels
 - Sentence Level: Poems, songs, & pattern stories
 - Word Level: Picture sorts using black & white line drawings and a pocket chart; picky puppet demonstration

Q: When should we start teaching rhyming?

A: Begin during week 1 through week 9

Q: How much time should I spend on a lesson?

A: Seven to ten minutes daily/ 35 minutes per week/ 4.5 hours total time maximum combined for rhyming and alliteration

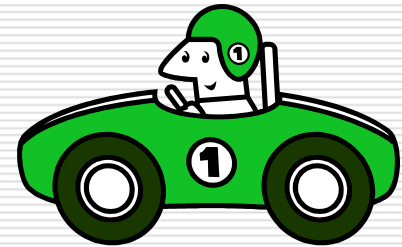
Q: How should I group the children for instruction?

A: Whole group at first, then small groups organized by need and children can hear sounds better in small group instruction.

From Phonological Awareness to Phonemic Awareness

Task 1: Rhyming

- Phonological awareness learning and teaching activities
 - Rhyme Away
 - Erase parts of a pictures from hearing a rhyme such as:
“He ran to a fire, erase a _____.
(tire)
 - Draw-a-Rhyme
 - Draw a part of a picture from hearing a rhyme such as:
“When drawing a clown, it is said,
always start with his big, round
_____. (head)



From Phonological Awareness to Phonemic Awareness

Task 1: Rhyming

- Phonological awareness learning and teaching activities
 - Rhyme Hunt
 - Students are to listen to a word spoken by the teacher and find an object in the classroom that rhymes with the word.
“When I put on each sock, I look at the _____ . (clock)
 - Silly Willy Song
 - Students sing a song like *Skip to my Lou* with the following words:
“Silly Willy, who should I choose (repeat three times)
I choose _____. (terri, berry)

From Phonological Awareness to Phonemic Awareness

Task 2: Alliteration

- Language Levels
 - Sentence Level: Poems, songs, & pattern stories
 - Word Level: Picture sorts using black & white line drawings and a pocket chart; picky puppet demonstration
- Q: When should we start teaching alliteration?
- A: Begin during week 2 through week 10
- Q: How much time should I spend on a lesson?
- A: Seven to ten minutes daily/ 35 minutes per week/ 4.5 hours total time maximum combined for rhyming and alliteration
- Q: How should I group the children for instruction?
- A: Whole group at first, then small groups organized by need and children can hear sounds better in small group instruction.

From Phonological Awareness to Phonemic Awareness

Task 2: Alliteration

- Phonological awareness learning and teaching activities
 - What's My Sound?
 - Punch holes in a picture card and string a piece of string through each picture to make a necklace. Give 1 picture to each child.
 - Select a beginning sound /b/ sound.
 - Choose children with pictures that begin with the /b/ sound and have them go to the front of the class
 - Ask children to guess the "secret" beginning sound that connects the pictures
 - Start again with a new "secret" beginning sound.

From Phonological Awareness to Phonemic Awareness

Task 2: Alliteration

- Phonological awareness learning and teaching activities
 - Bag of Sounds
 - Collect pairs of objects like: nickle, nail; rattle, ring; pencil, penny.
 - Place one object from each pair on a table or desk. Ask a child to come up and draw an object from the bag and tell which object that begins with the same sound it matches on the table.
 - Continue with other children, objects, and bags in small groups.

From Phonological Awareness to Phonemic Awareness

Task 2: Alliteration

- Phonological awareness learning and teaching activities
 - Beginning Sound Hunt
 - Students are to listen to a word spoken by the teacher and find an object in the classroom that rhymes with the word.
 - “I’m looking for an object in our room that begins with the sound you hear in the word -_____.
 - ball – book – basket, etc.

From Phonological Awareness to Phonemic Awareness

Task 3: Oddity-Tasks

- Language Levels
 - Word Level: Picture sorts using black & white line drawings and a pocket chart; picky puppet demonstration.
- Q: When should we start teaching oddity tasks using rhyming and alliteration?
- A: Begin during week 4 through week 10
- Q: How much time should I spend on a lesson?
- A: Seven to ten minutes daily/ 35 minutes per week/ 6.5 hours total time maximum combined for rhyming, alliteration, and oddity-tasks.
- Q: How should I group the children for instruction?
- A: Whole group at first, then small groups organized by need and children can hear sounds better in small group instruction.

From Phonological Awareness to Phonemic Awareness

Task 3: Oddity-Tasks

- Phonological awareness learning and teaching activities
 - Which One Doesn't Fit Grab Bag
 - Place several objects into a bag that either rhyme or begin with the same sound.
 - Have children sort the objects into those that belong together (rhyme or begin the same) and those that do not fit together.
 - To extend this activity, put two or three sets of rhyming or same beginning sound objects into the same bag.

From Phonological Awareness to Phonemic Awareness

Task 4: Word and Syllable Counting

□ Language Levels

- Word Level: Words in a sentence clapping.
- Syllable Level: Punch It Out, Break it in Half

Q: When should we start teaching word and syllable counting?

A: Begin during week 9 through week 14

Q: How much time should I spend on a lesson?

A: Seven to ten minutes daily/ 35 minutes per week/ 8.5 hours total time maximum combined for rhyming, alliteration, oddity-tasks, and counting.

Q: How should I group the children for instruction?

A: Whole group at first, then small groups organized by need and children can hear sounds better in small group instruction.

From Phonological Awareness to Phonemic Awareness

Task 5: Blending

- Language Levels
 - Word Level: compound words: cow/boy -> cowboy, rain/bow -> rainbow
 - Syllable Level: win/dow -> window, mon/ster -> monster
 - Onset/Rime Level: r/ed -> red, s/at -> sat
 - Individual Sound Level: b/l/a/ck -> black, m/i/l/k -> milk

Q: What is blending?

A: Blending a putting word parts and sounds together to make words.

Q: Begin during week 12 through week 18

A: When should we start teaching blending?

Q: How much time should I spend on a lesson?

A: Seven to ten minutes daily/ 35 minutes per week/ 11.5 hours total time maximum combined for rhyming, alliteration, oddity-tasks, word/syllable counting, and blending.

Q: How should I group the children for instruction?

A: Whole group at first, then small groups organized by need and children can hear sounds better in small group instruction.

From Phonological Awareness to Phonemic Awareness

Task 5: Blending

- Phonological awareness learning and teaching activities
 - Name Chant
 - Say the following chant to the children:
“It begins with /M/,
And ends with /ary/.
Put them together,
And they say _____. (Mary)

From Phonological Awareness to Phonemic Awareness

Task 5: Blending

- Phonological awareness learning and teaching activities
 - Word Rubber Banding
 - Give each child a rubber band.
 - Say a word like, /gum/.
 - Have them stretch the rubber band while saying the word very slowly /g-u-m/.
 - Snap the rubber band back quickly and say the word: gum!

From Phonological Awareness to Phonemic Awareness

Task 5: Blending

- Phonological awareness learning and teaching activities
 - Patty Cake Sounds
 - Teach children to clap a 2:1 rhythm (two leg pats, one hand clap)
 - Have them repeat onsets and rimes such as: p/in, d/og, r/at during the leg pats.
 - Say the word quickly blended when they clap such as: pin, dog, rat.

From Phonological Awareness to Phonemic Awareness

Task 6: Segmenting

- Language Levels
 - Word Level: compound words: cowboy -> cow/boy, rainbow -> rain/bow
 - Syllable Level: window -> win/dow, monster -> mon/ster
 - Onset/Rime Level: red -> r/ed, sat -> s/at
 - Individual Sound Level: black -> b/l/a/ck, milk -> m/i/l/k
 - Q: What is blending?
- A: Segmenting is taking a word apart into its individual sounds.
- Q: Begin during week 15 through week 20
- A: When should we start teaching segmenting?
- Q: How much time should I spend on a lesson?
- A: Seven to ten minutes daily/ 35 minutes per week/ 14.5 hours total time maximum combined for rhyming, alliteration, oddity-tasks, word/syllable counting, blending and segmenting.
- Q: How should I group the children for instruction?
- A: Whole group at first, then small groups organized by need and children can hear sounds better in small group instruction.

From Phonological Awareness to Phonemic Awareness

Task 6: Segmenting

- Phonological awareness learning and teaching activities
 - Tap to the Sounds
 - Give each child a rhythm band instrument, i.e., sticks, tambourine, drum, triangle, etc.
 - Put objects into a bag and pull out one at a time.
 - Have children beat their instrument one time for each sound they say in the object's name.

From Phonological Awareness to Phonemic Awareness

Task 6: Segmenting

- Phonological awareness learning and teaching activities
 - Push a Penny
 - Give each child a stack of pennies and piece of paper divided in half by a dark black line. Have them line their pennies up beneath the dark black line on the paper.
 - Say a word with two, three, or four sounds.
 - Ask children to move a penny from below the line to above the line for each sound they hear in the words spoken.

From Phonological Awareness to Phonemic Awareness

Task 6: Segmenting

- Phonological awareness learning and teaching activities
 - Echo Canyon
 - Cup your hands around your mouth as you say a word with two, three or four sounds. Say the word - /bed/.
 - Ask the children to echo you with their hands cupped around their mouths - /bed/.
 - Cup your hands around your mouth as you say the sounds in the word /bed/ - /b/e/d/.
 - Ask the children to echo you.

From Phonological Awareness to Phonemic Awareness

Task 7: Manipulation

- Language Levels
 - Word Level
 - Substitution- bat, sat, rat, cat
 - Deletion – at.
 - Substitute and delete beginning, ending, and middle sounds.
 - Not typically taught in preschool settings.

From Phonological Awareness to Phonemic Awareness

Daily Language Routines in Preschool

- Oral Language Development – 20 minutes
 - Read Aloud
 - Discussion
 - Story Telling
 - Finger Plays
 - Dramatic Play Centers
 - Puppetry
- Print Awareness – 7-10 minutes
 - Environmental Print
 - Shared Reading & Pointing, Masking, Highlighting
 - Labeling Objects in the Room
 - Displayed Directions & Information

From Phonological Awareness to Phonemic Awareness

Daily Language Routines in Preschool - Continued

- Alphabetic Awareness— 7-10 minutes**
 - Letter Names
 - Letter Shapes and Forms
 - Alphabet Letter Center – Clay, Magnets, Stamps, Stencils, etc.
 - Alphabet Books
 - Displayed Alphabet
- Phonological Awareness – 7-10 minutes**
 - Hearing Sounds
 - Rhyming & Alliteration Play
 - Oddity Tasks
 - Counting/Clapping Play
 - Blending & Segmenting Games