



READING LINKS

Phonemic Awareness Manual Participants

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This project was supported by the United States Department of Education, grants [R303K010044A](#) and [R303K000037](#). The information or opinions expressed do not necessarily reflect the opinions or policies of the U.S. Department of Education.

The LINKS Project

The mission of the LINKS project is to develop educational multi-media products that can support school improvement and educational reform. The project has focused on the development of a website and the development programs.

Reading LINKS is a multi-media program that provides information and models ways that scientific reading research may be incorporated in classroom instruction. Reading LINKS began with the filming of teachers demonstrating the five components of reading instruction included in the Report of the National Reading Panel (NRP). These include phonemic awareness instruction, phonics instruction, fluency instruction, vocabulary instruction, and comprehension instruction. Reading LINKS was expanded to include early oral language development, English language learners, turning a school around, and strategic change. A total of 18 lessons are provided on the LINKS website (www.linkslearning.com) as well as on CDs.

The Reading LINKS program resources also includes eight training modules and participant materials that can be used in three to six hour workshops at schools, districts, regional or state conferences or meetings. The information in the lessons provides teachers, administrators, parents, and citizens with information about ways reading research can be used to increase children's reading skills, competence, and achievements.

The LINKS project partnered with teachers and staff from Washington Alliance of Schools to highlight the importance, complexity, and elegance of effective teaching and learning.

These teachers along with a reading consultant and a Scottsdale, Arizona teacher are featured in the videos. They demonstrate a wealth of reading knowledge, skills in curriculum design, instruction and assessment, as well as an obvious concern and caring for the children they teach.

The LINKS project wishes to express its appreciation to the Washington Alliance for playing a major role in the Reading LINKS project, the teachers who were filmed, and the teachers who participated in field-testing and evaluation.

In addition staff from Longview, Washington School District and teachers from Washington Alliance districts have provided valuable feedback and suggestions.

It is our hope that the electronic and print Reading LINKS materials will provide information and models for new teachers, will stimulate discussion and experimentation with experienced teachers, and will be useful in ensuring that all children learn to read and read well by the end of third grade and will continue their reading skills development throughout their school experience.

Shirley McCune
Links Project Director

Reading LINKS

This publication was developed by the LINKS project of the Washington Office of the Superintendent of Public Instruction. It was supported by grant [R303K010044A](#) and grant [R303K000037](#) from the U.S. Department of Education as administered by the Fund for Improvement of Education. The information and opinions do not necessarily represent the positions or policies of the Fund for the Improvement of Education or the U.S. Department of Education.

The LINKS project wishes to thank the many persons who contributed to the training materials that support and extend 18 Reading LINKS videos. (www.links.learning.com).

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LINKS Video Lessons

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READING LINKS AGENDA

10 minutes	Introduction and Expectations
10 - 15 minutes	Overview Reading Links Project ROPES Guiding Structure Participant Manual Layout
25 - 30 minutes	Section 1: Review Participant Background Knowledge and Understanding
15 minutes	Section 2: Overview Key Learning Goals Building Blocks
15 minutes	Section 3: Presentation Research-based Information and Content
10 minutes	BREAK
75 - 85 minutes	Section 4: Engagement and Practice Classroom Strategies and Applications Assessment Video Modeling Action Planning
10 - 15 minutes	Section 5: Summarizing Key Learnings
10 - 15 minutes	Evaluation and Feedback



Reading LINKS Lessons

Parent: Early Oral Language Development	Joan Moser: Comprehension II
Marti MacPhee: Oral Language/ Pre-Reading Development	Robin Totten: Upper Elementary Comprehension Strategies (Non-Fiction)
Kessler School: Phonemic Awareness	Robin Totten: Upper Elementary Comprehension Strategies (Fiction)
Kessler School: Phonics Instruction	Judy Rex: Comprehension and Vocabulary
Anita Archer: Primary Grades Reading	Judy Rex: Vocabulary and Pre-writing
Gail Boushey: Early Guided Writing	Kathy Garcia: ESL Instruction I
Gail Boushey: Early Comprehension/Fluency	Kathy Garcia: ESL Instruction II
Anita Archer: Intermediate Grades Reading	Kessler School: Turning a School around
Joan Moser: Comprehension I	Mark Jewell/Tom Murphy: Strategic Change

Also available at: www.linkslearning.com

ROPES: A GUIDING STRUCTURE FOR LEARNING

R	Review – entry learning designed to activate and assess prior knowledge and to focus the session
O	Overview – explicit statement of the goals and objectives of the session
P	Presentation – presentation and discussion of research-based concepts that are needed to build background knowledge
E	Engagement and Practice – modeling, practicing, and demonstrating understanding of the concepts; viewing video lessons; action planning for identifying and implementing instructional practices and interventions
S	Summary – summarizing key learnings

(adapted from a model developed by R. Carkhuff)

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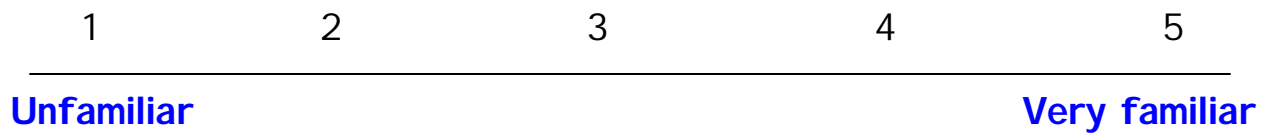
PHONEMIC AWARENESS

SECTION 1: REVIEW

What Do I Already Know About Phonemic Awareness?

Activity 2 **THINK - INK - PAIR - SHARE**

THINK - INK: Rate your general familiarity with phonemic awareness by placing an X on the continuum and completing the Knowledge Rating Chart.



Terminology Knowledge Rating Chart

Phonemic Awareness Term	How familiar are you with the term? <small>Rate on a scale of 1-5 1 - No knowledge, 5 - Very knowledgeable</small>	Can you give an example?
1. grapheme		
2. onset and rime		
3. phoneme		
4. phonemic awareness		
5. phoneme blending		
6. phoneme categorization		
7. phoneme isolation		
8. phoneme segmenting		

Practicing with Phonemes



A **phoneme** is the smallest meaningful unit of sound in spoken language. A unit of sound is represented in print using slash marks (e.g., the phoneme or sound that the letter "a" represents is written /a/).

Word	Phonemes		Notes
	(Write each phoneme)	# of phonemes	
hen			
blend			
speech			
grouse			
knight			

“Correlational studies have identified phonemic awareness and letter knowledge as the two best school-entry predictors of how well children will learn to read during their first two years of school.”

(NRP, 2000, p. 2-1)

What Is Phonemic Awareness?

Phonemic awareness is an understanding about and attention to spoken language  . It refers to the ability to **recognize** and **manipulate** speech sounds  .



For example, children who are phonemically aware can:

- **Segment** the word *hat* into its 3 sounds: /h/ /a/ /t/¹
- **Blend** the 3 sounds /d/ /o/ /g/ into the word *dog*
- **Delete** the last sound of *cart* to make the word *car*

(NRP, 2000; Armbruster, Lehr, & Osborn, 2001)

¹ When you see letters between / / it means the sound, not the name, of the letter.

What Is Phonics?

Phonics is knowing the **relationships** between **printed letters**  and **spoken sounds**  .

For example, children who have phonics skills can:

- tell you which letter makes the first sound in *bat*
- tell you which letter makes the last sound in *car*

(adapted from IRA's Position Statement on PA, 1998)

How Are Phonemic Awareness and Phonics Different?

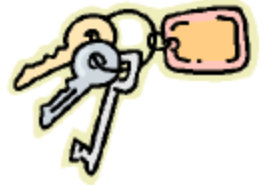
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PHONEMIC AWARENESS

SECTION 2: OVERVIEW

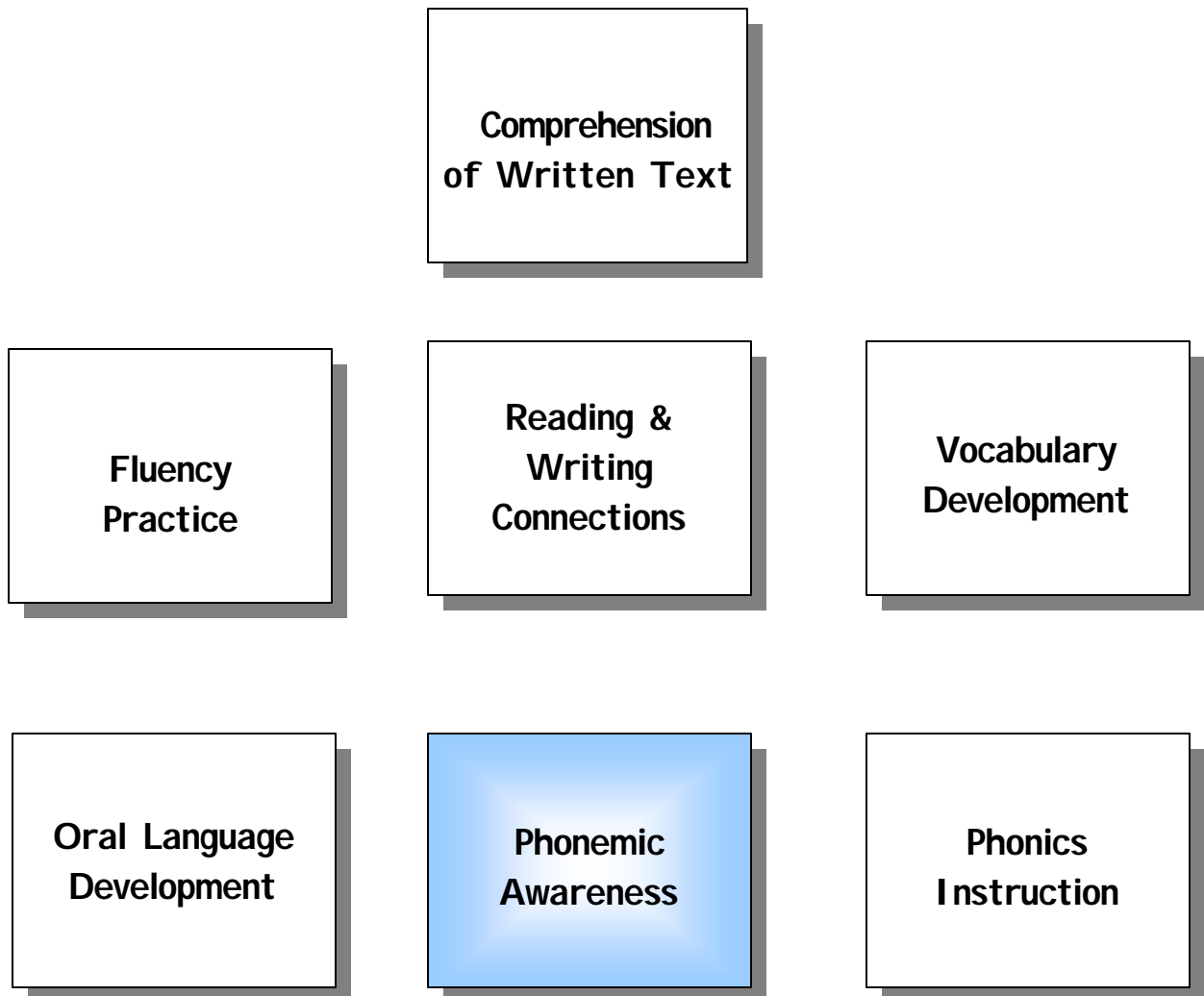
Key Learning Goals

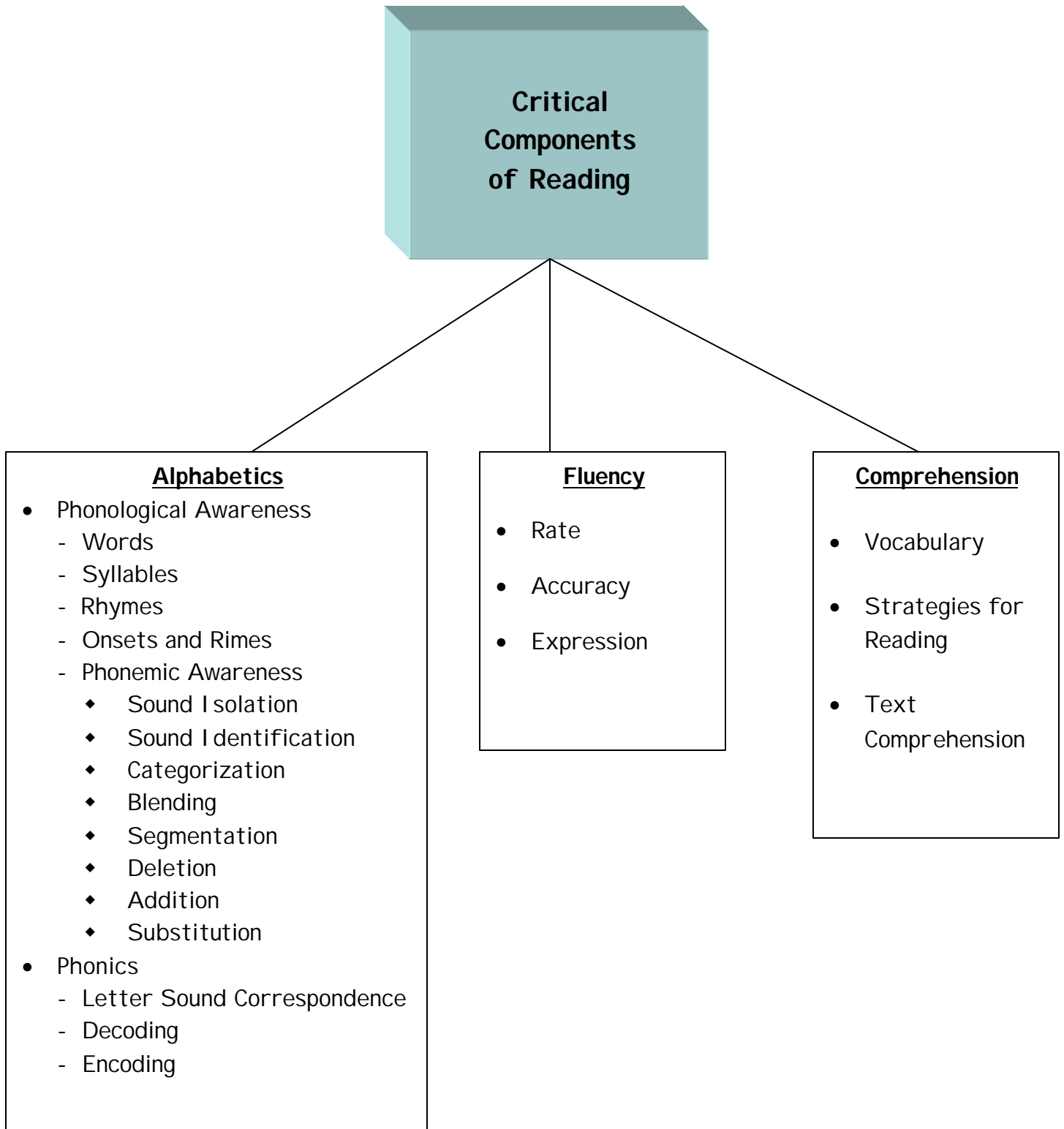


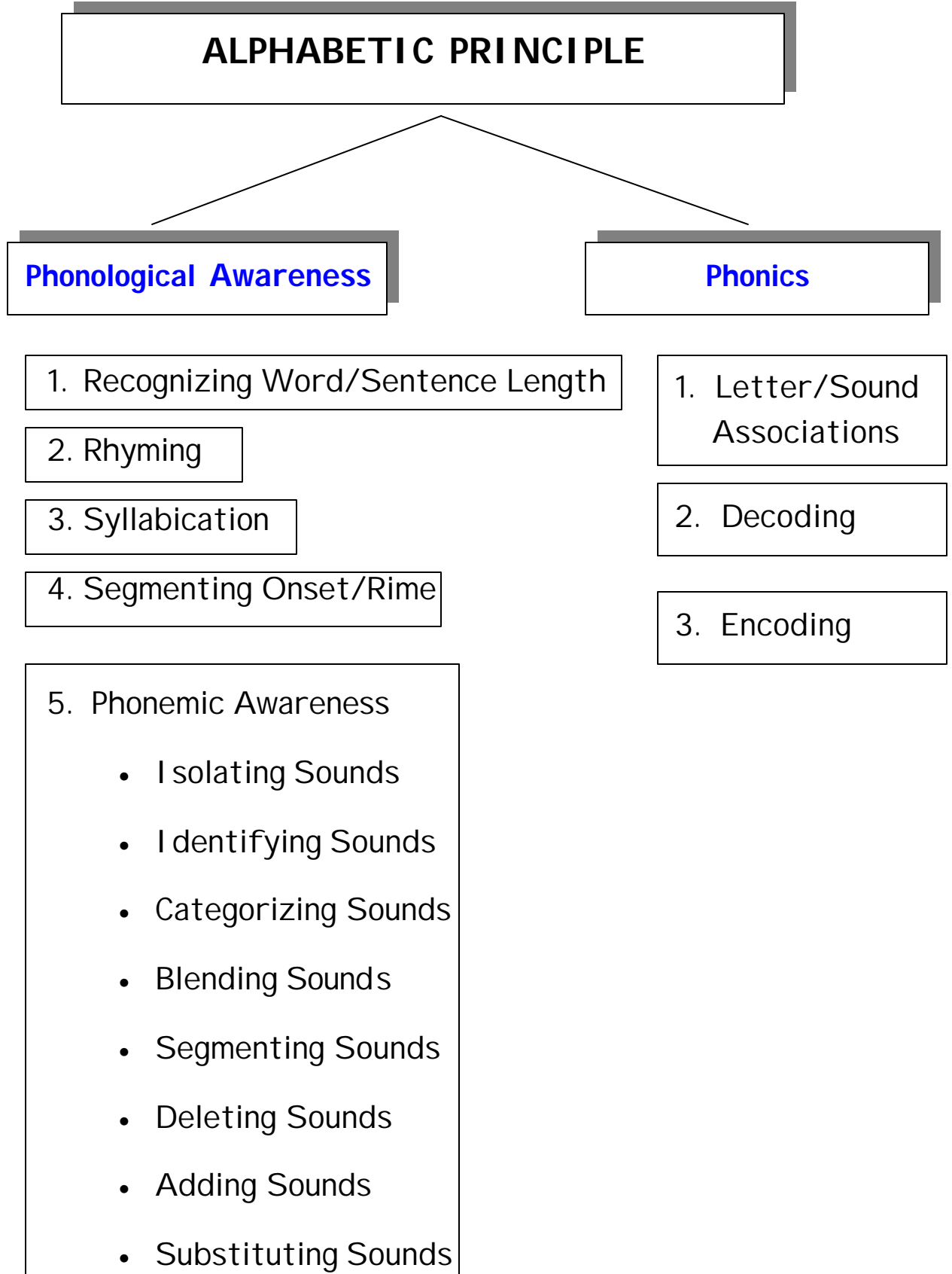
The Participants will:

- Understand the role phonemic awareness plays in reading development.
- Learn the differences and relationships among phonological awareness, phonemic awareness and phonics.
- Learn to teach research-based strategies for developing phonemic awareness.
- Learn which phonemic awareness skills have the greatest transfer to reading.
- Create an action plan to apply key learnings from this module to their classroom practice.

Building Blocks for Teaching Children to Read









PHONEMIC AWARENESS

SECTION 3: PRESENTATION

What Makes the English Language an Alphabetic System?

It uses

- written characters or symbols (**graphemes**)
- to represent sounds (**phonemes**) and sound patterns.

However, written English is not just a phonetic system. It is also

- an (**orthographic**) or spelling system
- that often reflects (**meaning**) rather than sound.
- It is based, in large measure, on the assumption that each speech sound or phoneme should have its own graphic representation.



How Does Phonemic Awareness Instruction Help Children Learn to Read and Spell?

- Phonemic awareness is a **necessary prerequisite** to children's ability to use the alphabetic principle in learning to read, write, and spell.
- Before children learn to read print, they need to become **aware of how the sounds of speech in words work**, so they can **make a connection** between units of **sound and symbols** (letters).
- Phonemic awareness is the **foundation for later "sounding out"** (in phonics).
- Phonemic Awareness training **transfers** to and **improves** children's **reading** and **spelling**. The **effect** on reading **continues** beyond instruction.

(IRA's Position Statement on PA, 1998; NRP, 2000; Armbruster, Lehr & Osborn, 2001)

What Are the National Reading Panel's Findings about Phonemic Awareness Instruction?

Phonemic Awareness instruction is most effective when:

- children are taught to manipulate phonemes with letters,
- instruction is focused on one or two Phonemic Awareness skills rather than a multi-skilled approach; specifically, segmenting and blending phonemes,
- children are taught in small groups,
- instruction is based on student needs assessments (such as segmenting syllables, identifying first sounds, segmenting words into phonemes, or deleting a phoneme to make a new word),
- single sessions last no more than 30 minutes,
- instruction makes explicit how children are to apply Phonemic Awareness skills in reading,
- sounds, letters, and letter names are over-learned so children can work with them automatically to read and spell words.

What Other Phonemic Awareness Findings Were Highlighted in the National Reading Panel Report?

- Phonemic Awareness does not constitute a complete reading program; however, it is a key component and critical foundational piece of the complex literacy process.
- Phonemic Awareness instruction helps all types of children improve their reading (preschoolers, kindergartners, normally developing readers, older struggling readers, etc.) and helps kindergartners and first graders improve their spelling.
- Phonemic awareness instruction boosts word reading and comprehension.
- Teachers need to be aware that English Language Learners (ELLs) categorize phonemes in their first language.

Phonemic Awareness Tasks

Term	Definition	Example
Phoneme Isolation	Recognizing individual sounds in a word	Teacher: What is the first sound in van ? Children: /v/
Phoneme Identification	Recognizing the same phonemes in different words	Teacher: What sound is the same in fix , fall , and fun ? Children: The first sound, /f/
Phoneme Categorization	Recognizing the word in a set of three or four words that has the "odd" sound	Teacher: Which word does not belong: bus , bun , rug ? Children: Rug does not belong. It doesn't begin with /b/.
Phoneme Blending	Listening to a sequence of separately spoken phonemes and then combining the phonemes to form a word	Teacher: What is the word /b/ /i/ /g/? Children: /b/ /i/ /g/ is big . Teacher: Now let's write the sounds in big : /b/ write b ; /i/ write i ; /g/ write g .
Phoneme Segmentation	Breaking a word into its separate sounds and saying each sound as it is tapped out, or signaled	Teacher: How many sounds are in grab ? Children: /g/ /r/ /a/ /b/ Four sounds
Phoneme Deletion	Recognizing the word that remains when a phoneme is removed from another word	Teacher: What is smile without the /s/? Children: Smile without the /s/ is mile .
Phoneme Addition	Making a new word by adding a phoneme to an existing word	Teacher: What word do you have if you add /s/ to the beginning of park ? Children: Spark .
Phoneme Substitution	Substituting one phoneme for another to make a new word	Teacher: The word is bug . Change /g/ to /n/. Children: Bun .

(Armbruster, Lehr & Osborn 2001)

What Are the Challenges for the Teacher?



The challenges are to:

- Explicitly teach the connection between Phonemic Awareness and reading
- Understand Phonemic Awareness tasks to make informed decisions when using ongoing assessments

Know when to:

- Provide more Phonemic Awareness instruction
- Change the complexity of the task
- Move on to other reading strategies
- Highlight instruction of blending and segmentation for greatest transfer to reading
- Design engaging lessons that require active participation

Checking for Understanding Partner Review

What Have You Learned So Far?



1. Review your notes.
2. Partner 1 reviews new learnings for 90 seconds.
3. Partner 2 reviews new learnings for 45 seconds.
4. Partner 1 reviews again for 30 seconds.
5. Partner 2 finishes by reviewing for 15 seconds.
6. Write any remaining questions.

Remember: Do not repeat what your partner has already shared!



PHONEMIC AWARENESS

SECTION 4: ENGAGEMENT AND PRACTICE

SECTION 4: ENGAGEMENT AND PRACTICE

[Subsection 1: Classroom Strategies and Applications](#)

[Subsection 2: Jigsaw Teaching](#)

[Subsection 3: Assessment](#)

[Subsection 4: CD/Video Modeling](#)

[Subsection 5: Action Planning](#)

Subsection 1
Classroom Strategies and Applications

How Can We Focus on Phonological/Phonemic Awareness?

- Use language play, a variety of texts, and/or physical activities to introduce children to the similarities and differences in sounds of words to show that language has meaning, message, and form. Use:
 - nursery rhymes
 - alliteration
 - poetry
 - tongue twisters
 - patterned books
 - singing
 - dancing
 - fingerplay
 - alphabet/word games
- Use listening/whispering games to develop children's ability to attend selectively to sounds.
- Use clapping, tapping, marching, naming, and/or counting games to help children learn that words can be divided into syllables and that words can also be divided into sounds (phonemes).



Activities for Developing Phonological/Phonemic Awareness

Rhyming

Poems, Songs and Books

Segmenting and Syllabication

Syllables and Names

Teacher, May We?

Phoneme Isolation

Guess What? Or Guess Who?

Scavenger Hunt

Phoneme Identification

Scavenger Hunt

Different Words

Phoneme Categorization

Picture Sort

Phoneme Blending

Blending

Blending with Blocks

Phoneme Segmentation

Puppet Play

The Splits (with Blocks)

Phoneme Deletion

What's My Word?

Good-Bye Block

Phoneme Addition

What's My Word?

Hello, Block

Phoneme Substitution

Silly Sound Switch

Trading Places

Rhyming

Poems, Songs, and Books

Object: In order for children to produce rhyme, they must first be able to hear it and recognize it. Use rhythm and meter to emphasize rhyme in poems, songs, chants, and books.

To Teach:

1. Select a text (e.g., poem, song lyrics, chants) that includes rhyming and action.
2. Read the text while modeling the actions.
3. Emphasize the text's rhythm and rhyme through voice inflections.
4. Reread the text one line at a time. Have your students repeat the line in unison and do the action.
5. Repeat the text and actions from beginning to end with your students.
6. Lead a discussion about which words rhyme.
7. Have your students apply their knowledge of rhyming. See the next page for suggestions.

Poems, Songs, and Books (continued)

SUGGESTED TECHNIQUES:

1. Whisper a line of the poem and say the rhyming word in a normal tone.
2. Say a line of the poem and have your students clap the rhyming word.
3. Say a line of the poem sitting down and then stand when you say the rhyming word.
4. When the children are familiar with the poem, stop after the rhyming words. Ask them, "What words do you hear that rhyme?"
5. Stop before the second rhyming word and ask the children to tell the word before you read it.
6. Ask your students to suggest additional words that rhyme with the first word in the rhyming pair.

Segmenting and Syllabication

Application 1: Syllables and Names (Usually done early in kindergarten year)

Object: Students learn to separate their names into syllables as a way of engaging them in hearing the parts of words.

Materials: Book, pocket chart, wooden blocks, colored squares cut from paper

To Teach:

1. Select a book that has a character with a multisyllabic name such as *Chrysanthemum* by Kevin Henkes (1991).
2. After reading it, have your students say the character's name slowly. Then have them say it again and clap each syllable. Count the syllables as they repeat the name.
3. Say your own name and clap each syllable.
4. Have your students clap the syllables in their own names. Have the group say each child's name and then clap as they separate the syllables. (Erica will receive 3 claps, Richard 2, etc.)
5. Have your students represent the syllables in their names with wooden blocks. Place blocks on a table as you say each syllable in your name. Then call on individual students to do the same thing.
6. Cut colored squares of paper. Students choose the same number of colored squares as they have syllables in their names.

Application 1: Syllables and Names (continued)

7. Have the children move around the room to form groups with others whose names have the same number of syllables. The group can say each name and count the syllables.

(adapted from Yopp & Yopp, *Supporting Phonemic Awareness Development in the Classroom*, 2000)

Segmenting and Syllabication

Application 2: Teacher, May We?

Object: To reinforce the children's ability to analyze and break words into syllables by responding to your directions.

To Teach:

1. As in the game Mother, May I? Have your students' line up some distance away from you.
2. Give directions that require children to count the number of syllables in a word. For example, "You may jump the number of times as there are syllables in the word bunny."
3. Students respond, "Teacher, may we?"
4. After your affirmative response, the children say, "Bun - ny," and move two jumps forward.
5. Provide words with different numbers of syllables. (e.g., yes, another, call, children, anyone, armadillo, motorcycle); and, vary the types of movement the students may make (e.g., take small steps, then giant steps, skip, slide).

(adapted from Yopp & Yopp, *Supporting Phonemic Awareness Development in the Classroom*, 2000)

Phoneme Isolation

Phoneme isolation	Recognizing individual sounds in a word.	Teacher: What is the first sound in van ? Children: /v/
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Application 1: Guess What? or Guess Who?

Object: In this game, the students will be able to isolate the initial or final sound in a word. This is an introductory phonemic awareness task that helps teach children to recognize that phonemes are the spoken sounds in words.

To Teach:

1. With all of the children in a circle choose the name of one of the students and distinctly enunciate its initial phoneme only. For names beginning with a stop consonant such as David, the phoneme should be repeated over and over, clearly and distinctly: "/d/ /d/ /d/ /d/ /d/." Continuant consonants should be stretched as well as repeated "/s-s-s-s/ /s-s-s-s/ /s-s-s-s/ /s-s-s-s/."
2. If more than one child's name has the same initial sound, encourage the children to identify all of the possibilities. This introduces the point that every phoneme shows up in lots of different words.

Application 1: Guess What? or Guess Who? (cont.)

Variation:

- Play the Guess Who game, enunciating the final sound of a name.
- Have a student take over the game and be the leader.
- Play this same game with items in a bag, box, or suitcase to which the teacher give clues after saying the initial sound until students have guessed the name of the item.

(adapted from Adams et. al., *Phonemic Awareness in Young Children*, 1998)

Phoneme Isolation and Identification

Application 2: Scavenger Hunt

Object: The object of this game is to have students compare the initial sound of a word from a picture with another object of the same sound found in the classroom.

To Teach:

1. Choose a picture and put it in a container or plastic bag. Have enough pictures to distribute to your students, who are in groups of 2 or 3. For example, in a classroom of 24 students, choose 8 or 12 pictures.
2. Take each picture out and discuss what the picture is. Take care to enunciate clearly and emphasize the target phoneme. If you are targeting initial sounds and the picture is a drum, ask your students, "What is the first sound in drum?" or "What sound do you hear at the beginning of drum?"
3. If this is a review lesson, each picture may be targeting a different sound. If this is an initial lesson, the target sound should be the same in each picture.
4. Organize your students into teams of two or three. Give them each a bag with a picture you discussed in it.
5. Explain that the team's task is to find other things in the classroom with the same target sound (phonemic identification).
6. Children walk around the room, collecting objects with the same target sound and putting them in the container or bag.
7. Bring the class back together and have each team share their objects.

Variation: Put the letter of your target sound in the bag with, or instead of, the picture. Introducing the letter adds a phonics component.

(adapted from Yopp & Yopp, *Supporting Phonemic Awareness Development in the Classroom*, 2000)

Phoneme Identification

Phoneme identification	Recognizing the same sounds in different words.	Teacher: What sound is the same in fix , fall , and fun ? Children: The first sound, /f/, is the same.
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Different Words

Object: The object of this game is to have students compare and recognize the same sound in different words.

To Teach:

1. Gather your students in a circle.
2. Choose a set of pictures that share the same phoneme in the initial, final, or medial position.
3. Have the children identify the name of each object depicted.
4. Say the name of each picture slowly and as many times as necessary, emphasizing the target phoneme.
5. Have one child choose a picture and name it. Repeat that step with another child.
6. Ask, "Do these two words end in the same sound?"
7. Ask, "Which sound?"
8. Say, "Yes, both words end in the same sound //."

Option for Phoneme Categorization (Oddity) Activity:

Complete the steps listed above and continue below.

1. Have another child choose the last (odd) picture and name it.
2. Repeat the questions. "Does this word end in the same sound?"
3. "No, this word ends with the sound / /."

(adapted from Adams et. al., *Phonemic Awareness in Young Children*, 1998)

Phoneme Categorization (Oddity)

Phoneme categorization	Recognizing the word in a set of three or four words that has the "odd" sound.	Teacher: Which word does not belong bus , bun , rug ? Children: Rug does not belong. It doesn't begin with /b/.
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Picture Sort

To Teach:

1. Gather your students in a circle.
2. Choose a set of pictures that share the same sound (either initial, final, or medial). Add one picture that does not have the same target sound as the others.
3. Name each picture and have the students repeat the words.
4. Ask, "Which one of these words has a different sound than the others?"
5. Have students repeat the words after answering.
6. Have the students sort the pictures in two piles: same sound and different sound.

(adapted from Bear et. al., *Words Their Way*, 1999)

Phoneme Blending

Phoneme blending	Listening to a sequence of separately spoken phonemes and combining the phonemes to form a word.	Teacher: What word is /b/ /i/ /g/? Children: /b/ /i/ /g/ is big.
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Application 1: Blending

Object: The object of this game is to have students see, feel, and hear the sounds in a word, recognize the order of the sounds, and blend the sounds together to make a word.

To Teach:

1. Start by telling your students, "Today we are going to see, feel, and hear the sounds in a word."
2. The teacher models first. Choose either your arm, leg, or hand as your "word blender."
3. When initially demonstrating this to students, start with two phoneme words (e.g., *at*, *it*, *to*). The teacher holds her left arm at shoulder height as the "word blender." She begins by touching her shoulder while saying the initial sound /a/. She continues drawing her hand slowly across her arm until she reaches her wrist and says the ending sound /t/. This is repeated at a quicker pace until the word is said, "at." While demonstrating the blending to your students, be sure you are moving your hand from their left to their right (as you are facing your students, *your* "left" is the end of the word).
4. Students follow the teacher and slide their hands along their own "word blenders" from the shoulder to the wrist.
5. Correct for left to right movement as they blend.
6. Repeat as needed, working up to three and four phoneme words. Be sure you divide your word into as many parts as there are phonemes in your word.

Variations: Different surfaces can be used as a "word blender." Some examples are sandpaper, a desktop, a ruler, or a sandbox.

Phoneme Blending

Application 2: Blending with Blocks

Object: Practice phoneme blending by manipulating blocks.

To Teach:

1. Give each student three manipulatives – blocks, Unifix cubes, or any manipulatives that are the same size, but colored differently. (Avoid using round objects or other “distracters.”)
2. The teacher starts with two blocks and tells the students that each block represents a sound. The teacher moves one block forward and says /u/. The teacher touches another block and says /p/. Blocks are then put together slowly (stretching out the /u/) and when the blocks connect, the /p/ is pronounced. Students can hear and see that when /u/ is connected to /p/, the word is “up.”
3. Students should practice with the teacher many times before being expected to do this on their own.
4. Correct for left to right placement of blocks.
5. When students are proficient with two sound words, work with three sound words. Use the same procedure for saying the sound when the block is touched, putting the sounds together, and then pronouncing the whole word.
6. The level of difficulty may be increased by using more sounds and blocks and by switching from plain blocks to letter tiles.

Note: When the teacher is demonstrating and practicing with the students, she needs to make sure she puts the block for the first sound of the word on her right (the students' left as they are facing her). The teacher's left side is the end of the word for the students.

Phoneme Segmentation

Phoneme Segmentation	Breaking a word into its separate sounds and saying each sound as it is tapped out, counted, or signaled.	Teacher: How many sounds are in grab ? Children: /g/ /r/ /a/ /b/. Four sounds.
----------------------	---	---

Application 2: Puppet Play

Object: The teacher uses a puppet to model segmentation, and the students “communicate” with the puppet by practicing the segmentation of words.

To Teach: Choose a puppet, small stuffed animal, or animal toy.

1. Explain to your students that Teddy (or whatever name you choose for your puppet) has a funny way of talking. If he wants to say, “bat,” he says it like this: /b/ /a/ /t/. Model several examples for the students.
2. Today we’re going to try to learn to talk like Teddy, so he (or she) knows what we are saying.
3. Give your students a word and help them “talk like Teddy” by separating the word into phonemes. Practice segmenting together before expecting students to segment individually.
4. As students are saying the phonemes, they may also clap, tap, or indicate with fingers the number of phonemes. The puppet could also be making one step or hop as each phoneme is pronounced. (Remember: As you are facing your students, the puppet should move from your right to your left; your left is the end of the word for the students.)

Phoneme Segmentation

Application 2: The Splits (with blocks)

Object: Practice phoneme segmentation by manipulating blocks.

To Teach:

1. Give each student three manipulatives – blocks, Unifix cubes, or any manipulatives that are the same size, but colored differently. (Avoid using round objects or other “distracters.”)
2. Show the students two blocks that are adjacent to each other and tell them that these blocks represent the word “mow.” Students say, “mow.”
3. Point to the first block (the one on your right, the students’ left) and say /m/. Point to the other block and say /o/. Explain to the students that each block stands for one sound and that we can split the blocks apart and identify each sound by itself. Separate the blocks just a little, and say /m/ pause /o/. Separate the two blocks even further, and say the sounds with a longer pause in between.
4. Students should practice with the teacher many times before being expected to do this on their own.
5. When students are proficient with two sound words, add a third sound (third block). Use the same procedure for saying the sounds when the blocks are touched and separating the sounds.
6. The level of difficulty may be increased by using more sounds and blocks.

NOTE: After the students understand phoneme segmenting, and know some letter names, replace plain blocks with letter tiles.

Phoneme Deletion

Phoneme deletion	Recognizing the word that remains when a phoneme is removed from another word.	Teacher: What is smile without the /s/? Children: Smile without the /s/ is mile.
------------------	--	---

Application 1: What's My Word? Take-Away-A-Sound Version

Object: To hear and say new words when a sound is taken away.

To Teach:

1. Start by telling your students, "Today we are going to play a "take-away" game; but instead of using numbers like in math, we're going to take away sounds. When I say, 'What's my word?' you'll say the new word."
2. The teacher selects word pairs that will be used. It is usually wise to start with three phoneme words.
3. The teacher demonstrates by saying the word, "**cat**."
4. The students repeat the word, "**cat**."
5. The teacher next says, "Take away the /c/ sound. What's my word?"
6. Students respond with "**at**."
7. The teacher and students repeat words and/or sounds as needed.
8. Play continues with the teacher giving new words.

Application 1: What's My Word? Take-Away-A-Sound Version (cont.)

Variations:

1. The teacher may vary this game by saying the word "cat" and then saying the word "at" and asking what sound was taken away. Students respond /c/.
2. Deleting sounds in the end of words is also a variation of the game.

Teacher say "moon" and then "moo," what sound was taken away? /n/

Teacher says "letter" and then "let."

Teacher says "user" and then "use."

Teacher says "books" and then "book."

3. Nonsense words can also be used, but remember they are more difficult.

Note: When forming your word pairs for **What's My Word?** Avoid use phonemes that are digraphs such as **th**, **wh**, or **sh** and diphthongs such as **oo** or **oi**.

Phoneme Deletion

Application 2: Good-Bye, Block

Object: Practice phoneme deletion by manipulating blocks.

To Teach:

1. Give each student three - blocks, unifix cubes, or any manipulatives that are the same size.
2. Show the students three blocks that are adjacent to each other and tell them that these blocks represent the sound in the word "meat." Students say, "Meat."
3. Point to the first block (the one on your right, the students' left) and say /m/. Point to the next block and say /e/. Point to the last block and say /t/. Explain to the students that each block stands for one sound.
4. Now separate the first block from the others (leave the second two blocks connected), and show the students that you are looking at and hearing /m/ pause /et/. Remove the /m/ block completely, "Good-bye /m/" and show them that the remaining word is "eat."
5. Students should practice with the teacher many times before being expected to do this on their own.
6. The level of difficulty may be increased by using more sounds and blocks.

Note: After the students understand phoneme deletion, and know some letter names, replace the plain blocks with letter tiles.

Phoneme Addition

Phoneme addition	Making a new word by adding a phoneme to an existing word.	Teacher: What word do you have if you add /s/ to the beginning of park ? Children: Spark .
------------------	--	---

Application 1: What's My Word? Add-A-Sound Version

Object: To hear and say new words when a sound is added.

To Teach:

1. Start by telling your students, "Today we are going to add a sound to a word, just like we add in math. When I say, 'What's my word?' you'll say the new word."
2. Select a word pair. Start with two-phoneme words (e.g., **it-hit**, **at-bat**, **up-pup**).
3. Demonstrate by saying, for example the word, "**at**."
4. The students repeat the word, "**at**."
5. Next you say, "Add the /c/ sound to the beginning. What's my word?"
6. Students respond with, "**cat**."
7. You and students repeat words and/or sounds as needed.
8. Play continues as you give new word pairs.

Variations:

1. You may vary this game by saying the word "**at**" and then saying the word "**cat**" and asking what sound was added.
2. Adding sounds in the middle and at the end of words is also a variation of this game.
3. Nonsense words can also be used, but remember they may be more difficult.

Phoneme Addition

Application 2: Hello, Block

Object: Practice phoneme addition by manipulating blocks.

To Teach:

1. Give each student three manipulatives – blocks, Unifix cubes, or any manipulatives that are the same size, but colored differently. (Avoid using round objects or other “distracters.”)
2. Point to the first block (the one on your right, the students’ left) and say /i/. Point to the other block and say /n/. Explain to the students that each block stands for one sound. Show the students two blocks that are adjacent to each other and tell them that these blocks represent the word “in.” Students say, “In.”
3. Show the students that new words can be made by introducing a new block. Hold a third block and call it /p/. When you add the /p/ block to the /in/ block say “Hello, /p/” tell the students that the new word is “pin.”
4. Students should practice with you many times before being expected to do this individually.
5. The level of difficulty may be increased by using more phonemes and blocks.

NOTE: After the students understand phoneme segmenting, and know some letter names, replace plain blocks with letter tiles.

Phoneme Substitution

Phoneme substitution	Substituting one phoneme for another to make a new word.	Teacher: The word is bug . Change /g/ to /n/. What's the new word? Children: Bun .
----------------------	--	---

Application 1: Silly Sound Switch

Object: To take familiar phrases from books or nursery rhymes and substitute sounds to make a silly phrase.

To Teach:

1. Start by telling your students, "Today we are going to take a phrase from a song (or nursery rhyme) and make a silly sound switch.
2. Pre-select the phrase that will be used. Think of a phrase that is repeated or is memorable.
3. Demonstrate by saying for example, "Row, row, row, your **boat**, gently down the stream."
4. The students repeat the phrase.
5. The teacher next says, "Let's switch a new sound for the /b/ in **boat**. Let's try /g/. What's the new phrase?"
6. Students respond, "Row, row, row, your **goat**, gently down the stream."
7. Play continues as you and the students give new sounds for the identified word and say the phrase with the silly switch.

Application 1: Silly Sound Switch (continued)

Variations:

1. You may vary this game by switching the sound for several identified words instead of just one. For example: /m/ - "Mow, mow, mow, your boat, gently down the stream." /sh/ - "Show, show, show, your boat, gently down the stream."
2. Switch sounds at the end of identified word/words.
3. Another variation is to turn the identified word/words into nonsense words. Remember they are more difficult.

Note: The teacher should identify and try switching sounds in the phrase first before playing the game with students to avoid any objectionable words.

Phoneme Substitution

Application 2: Trading Places

Object: Practice phoneme substitution by manipulating blocks.

To Teach:

1. Give each student three manipulatives – blocks, Unifix cubes, or any manipulatives that are the same size, but colored differently. (Avoid using round objects or other “distracters.”)
2. Put three blocks together and tell the students that these blocks represent the word “tack.” Students say, “tack.”
3. Explain to the students that each block stands for one sound. Point to the first block (the one on your right, the students’ left) and say /t/. Point to the middle block and say /a/. Point to the final block and say /k/.
4. Show the students that you can substitute or “trade places” with some of the blocks. Hold a block in your hand and call it /s/. Model the process of removing the /t/ from the beginning of the blocks and replacing it with /s/. Now the word is “sack.”
5. Students should practice with the teacher many times before being expected to do this individually.
6. After students have worked on initial sounds, other lessons may move on to “Trading Places” with final sounds.
7. Medial sounds (e.g., changing “cup” to “cap”) can also be practiced.

Note: After the students understand phoneme manipulation, the natural progression for integrating phonemes and phonics is to replace the plain blocks with alphabet tiles.

Subsection 2
Jigsaw Teaching

Jigsaw Teaching: Small Group Practice

Term	Notes from Jigsaw Teaching
Phoneme Isolation	
Phoneme Identification	
Phoneme Categorization	
Phoneme Segmentation	
Phoneme Blending	
Phoneme Deletion	
Phoneme Addition	
Phoneme Substitution	

Subsection 3
Assessment

ASSESSMENT TOOL #1

Yopp-Singer Test of Phoneme Segmentation

Description: The Yopp-Singer Test of Phoneme Segmentation is a list of 22 common words. Students are given the words and asked to break each word apart (segmentation). This test is administered individually and takes about five to ten minutes per student.

This test was originally designed for English speaking kindergartners; however, it has also proven useful with first grade students and older individuals. (Note: Data have not been established regarding the use of this tool with English Language Learners because of the following variables: the potential difficulty with task directions and word familiarity, and some speech sounds that exist in English may not be meaningful, or even exist in the student's language.)

Using the results: Since a relationship has been established between phonemic awareness, success in reading, and spelling acquisition, Yopp and Singer's assessment is especially helpful in early identification of areas where further instruction is needed. All or mostly correct responses indicate phonemic awareness, some correct responses suggest emerging awareness, and only a few correct responses suggest intervention is necessary. The teacher should observe and make notes on the list of test items; these will be helpful when planning instruction.

Note: Since the actual phonemes are not designated on the attached assessment, it is important to make sure the person administering the assessment knows exactly how many phonemes are in each word and the sound of each phoneme.

Yopp, H. (1995). A test for assessing phonemic awareness in young children. *The Reading Teacher*. 49(1), 20-29.

Yopp-Singer Test of Phoneme Segmentation

Name _____ Date _____ Score (# correct) _____

Directions: Today we're going to play a word game. I'm going to say a word and I want you to break the word apart. You are going to tell me each sound of the word in order. For example, if I say "old," you should say /o/-/l/-/d/. Let's try a few together.

Practice items: (Assist in segmenting if necessary). Ride, go, man

Test items: (Circle those items that the student correctly segments; incorrect responses may be recorded on the blank line following the item.)

- | | |
|---------------|-----------------|
| 1. dog _____ | 12. lay _____ |
| 2. keep _____ | 13. race _____ |
| 3. fine _____ | 14. zoo _____ |
| 4. no _____ | 15. three _____ |
| 5. she _____ | 16. job _____ |
| 6. wave _____ | 17. in _____ |
| 7. grew _____ | 18. ice _____ |
| 8. that _____ | 19. at _____ |
| 9. red _____ | 20. top _____ |
| 10. me _____ | 21. by _____ |
| 11. sat _____ | 22. do _____ |

(Hallie Kay Yopp grants permission for this test to be reproduced. The author acknowledges the contribution of the late Harry Singer to the development of this test.)

Assessment Tool #2

Kirwan Assessment

Description: The Kirwan Assessment measures the following skills: onset and rime blending, phoneme blending, phoneme isolation, phoneme segmentation, and letter/sound correspondence. The assessment is administered individually. Passing scores are listed on each subtest. Once a student fails a subtest, no more sections are administered at that time. Students who do not pass every section are taught phonemic awareness and reassessed as the year progresses.

Using the results: Results may be used to: inform instruction, identify small groups within the classroom that need to receive additional intervention, and to help determine pacing of instruction. (The author has found that students with more phonemic awareness on this assessment move more quickly through beginning reading tasks).

Kirwan, C. (2002). *Kirwan Assessment*. Longview, WA.
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Kirwan Assessment

Name _____

Date _____

A. Oral Blending of Onset-Rime

Directions: Ask the student to try to identify the word you are saying. Example: "/m/.../om/, what word did I say?" Other practice examples: /b/.../at/ (bat), /s/.../it/ (sit).

- | | |
|-------------------|-------------------|
| 1. s...eem _____ | 6. r...ide _____ |
| 2. th...en _____ | 7. n...ot _____ |
| 3. l...and _____ | 8. m...ake _____ |
| 4. d...ark _____ | 9. sh...ack _____ |
| 5. m...oose _____ | 10. w...ish _____ |

Scoring: 9 or more is a pass. Score____/10

B. Oral Blending of Phonemes

Directions: Ask the student to try to guess the word you are saying. Example: "/d/.../a/.../d/ (dad), what word did I say?" Other practice examples: /b/.../e/.../t/ (beet), /w/.../ä/.../l/ (wall).

- | | |
|---------------------|----------------------|
| 1. th...e _____ | 6. r...o...d _____ |
| 2. b...a...ck _____ | 7. j...e...t _____ |
| 3. w...i...n _____ | 8. b...o...ne _____ |
| 4. t...r...ee _____ | 9. a...sh _____ |
| 5. f...oo...l _____ | 10. d...r...aw _____ |

Scoring: 9 or more is a pass. Score____/10

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Kirwan Assessment (continued)

Name _____

Date _____

C. Identifying Initial Consonant

Directions: Ask the child to tell you what sound he/she hears at the beginning of the word. Example: "/C/ is the sound I hear at the beginning of **car**." What sound do you hear at the beginning of **dog**?" /d/. Other practice examples: **ran** /r/, **see** /s/, **Tim** /t/.

1. meet _____

5. hear _____

2. sand _____

6. it _____

3. leg _____

7. bike _____

4. pant _____

8. win _____

Scoring: 7 or more is a pass.

Score ____/8

D. Identifying Final Consonant

Directions: Ask the child to tell you what sound he/she hears at the end of the word. Example: "/t/ is the sound at the end of **hat**." "Tell me the sound that you hear at the end of **park**?" /k/. Other practice examples: **bag** /g/, **leap** /p/.

1. clam _____

5. sky _____

2. base _____

6. sniff _____

3. free _____

7. pay _____

4. gone _____

8. nest _____

Scoring: 7 or more is a pass.

Score ____/8

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Kirwan Assessment (continued)

Name _____

Date _____

E. Phoneme Segmentation

Directions: Ask the student to see if he/she can break a word apart. Example: "The word is **man**. Listen to me break the word apart. /m/../a/../n/." Other practice examples: /n/.../o/ **no**, /t/.../i/.../p/ **tip**, /s/.../e/ **see**.

1. add _____

6. play _____

2. get _____

7. it _____

3. ripe _____

8. sun _____

4. he _____

9. do _____

5. not _____

10. cry _____

Scoring: 9 or more is a pass. Score ____/10

F. Linking Letters to Sounds

Directions: From the choice of three letters, ask the student to point to the letter that represents the beginning sound of the word given. Example: "Point to the letter that says the sound you hear at the beginning of the word **sat**". **s,p,m**, (s). Other practice examples: **tan s,m,t**, (t), **deck l,d,r**, (d).

1. laugh l, s, i _____

5. mutter u, h, m _____

2. frog n, t, f _____

6. cloud a, c, n _____

3. water d, w, e _____

7. gather p, i, g, _____

4. otter o, b, j _____

8. answer o, a, k _____

Scoring: 7 or more is a pass. Score ____/8

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Subsection 4
CD/Video Modeling

Contexts for CD/Video Viewing

CD/Video Viewing

Context #1: Phonemic Awareness - Kessler Elementary School, Longview School District, Kindergarten and 1st Grade

Focus: Phonemic Awareness training with small groups of students.

Context #2: Oral Language Development - Marti MacPhee, T.T. Minor Elementary School, Seattle School District, 4-5 year olds

Focus: Clapping, rhyming, fingerplay, singing, listening games, oral language development in centers

CD/Video Modeling Observation Chart

<p>What activities for teaching Phonemic Awareness did the teacher use?</p>	<p>What classroom management strategies did the teacher use to support instruction?</p>
<p>How did the teacher assess, engage, or reinforce student success?</p>	<p>What else did you observe? (e.g. other literacy enrichment, physical environment, and/or accommodations)</p>

Subsection 5
Action Planning

Action Planning: How Can I Put My New Learnings into Practice?

- 1. Review:** Look over the notes you made during the Think-Ink-Pair-Share activities completed at the beginning of this session.
- 2. Revise:** What additions or revisions can you make to your notes?
- 3. Plan:** What are my next steps to incorporate phonemic awareness purposefully into my lesson plans tomorrow?

How will those plans meet the instructional needs of my students?

Using the form on the next page, **construct an action plan** that will help you address the instructional needs of your students.

Constructing an Action Plan to Meet the Instructional Needs of Students

What plans can I try tomorrow?	How will the plans address the instructional needs of my students?



PHONEMIC AWARENESS

SECTION 5: SUMMARY

SECTION 5: SUMMARY

Revisiting Terminology Knowledge Rating Chart

Revisit the Terminology Knowledge Rating Chart that you completed at the beginning of the session to compare your knowledge of the language of phonological and phonemic awareness.

Terminology Knowledge Rating Chart

Phonemic Awareness Term	How familiar are you with the term?	Can you give an example?
1. grapheme		
2. onset and rime		
3. phoneme		
4. phonemic awareness		
5. phoneme blending		
6. phoneme categorization		
7. phoneme isolation		
8. phoneme segmenting		



PHONEMIC AWARENESS

SECTION 6: HELPFUL RESOURCES

SECTION 6: HELPFUL RESOURCES

- Video Modeling Checklist
- Checklist for Evaluating Instructional Materials
- Sample Lesson Plans for Marti MacPhee's Video Modeling

CD/VIDEO MODELING CHECKLIST

EFFECTIVE TEACHING CHARACTERISTICS	If observed, make notes as to how the teacher handled this characteristic
LEARNING ENVIRONMENT	
1. Communicates a warm interest in and respect for the students.	
2. Provides a literacy-rich learning environment.	
MANAGEMENT	
1. States objectives, expectations, and routines.	
2. Takes actions to keep all students engaged.	
INSTRUCTION	
1. Uses a variety of teaching/learning methods.	
2. Paces instruction to keep the class involved.	
3. Uses a variety of grouping strategies to increase student engagement and interaction.	
4. Models the designed behaviors and provides think-alouds.	
5. Asks open-ended questions and provides adequate wait time for thinking.	

CD/VIDEO MODELING CHECKLIST (continued)

INSTRUCTION (cont)	
6. Ensures extensive reading/writing time for students on a daily basis (e.g., instructional as well as independent).	
STRATEGIC TEACHING	
1. Explicitly explains how strategies can help reader/writers.	
2. Makes connections between new strategies/information and what students already know.	
3. Provides opportunities for guided practice in strategy application.	
ASSESSMENT	
1. Uses a variety of ongoing assessment techniques to improve instruction (observations, checklists, anecdotal records, informal inventories, etc.).	
2. Evaluates the lesson and diagnoses what was learned and what needs to be reviewed or retaught.	

Checklist for Evaluating Instructional Materials

Use the checklist below to guide your decision-making processes when considering which instructional materials will best meet the needs of students.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

TOPIC ADDRESSED	YES	NO	COMMENTS
Content			
1. Is the instructional material aligned with state/school standards?			
2. Is the information and approach research-based?			
3. Is the focus aligned with the scope and sequence of your school/district's reading program?			
4. Are the materials and strategies appropriate for your students' needs?			
Instruction			
1. Will the materials cover the range your students need?			

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(continued)

TOPIC ADDRESSED	YES	NO	COMMENTS
Instruction (cont)			
2. Are the materials student and teacher - friendly and clearly presented?			
3. Does the instructional design provide for a balanced approach to reading?			
4. Is there a coherent instructional progression of skills and strategies?			
5. Do the lessons include a variety of engaging student activities?			
6. Are there teaching options offered to accommodate for a variety of teaching and learning styles?			
7. Are opportunities provided for skills development and strategies?			
Support			
1. Are supplemental materials provided?			
2. Is teacher support available?			
3. Is teacher in-service offered?			

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(continued)

TOPIC ADDRESSED	YES	NO	COMMENTS
Support (cont)			
4. Are there opportunities for ongoing professional development?			
Assessment			
1. Is there an appropriate assessment component that is aligned with the standards/objectives?			
2. Does the assessment program include a variety of formal and informal evaluation activities?			
3. Are the performance skills and strategies identified in the lessons?			

Sample Lesson Plan for Video

Grade: Pre-K Marti MacPhee

Lesson #1: Whole Group/"Morning Meeting" 15 minutes

ACTIVATE AND ASSESS PRIOR KNOWLEDGE:

- This is a part of our daily routine. It is a place where language (oral and written) happens informally around a deliberate routine of daily messages.
- We will use language – speaking, reading, writing, listening, viewing and thinking - in association with recording the information that we need to know for the day.

CONNECT CURRICULUM CONCEPTS AND CONTEXTS OF LEARNING

Concepts	Contexts of Learning
<ul style="list-style-type: none">□ Emergent Reading, Writing, Math, and Communication□ Vocabulary Development (i.e., the <u>name</u> of the day, the <u>name</u> of the month, letter, word)	<ul style="list-style-type: none">□ Interactive (teacher, children) – Whole class

Sample Lesson Plan (Continued)

TARGETED GOALS, OBJECTIVES, STANDARDS

Emergent Reading (1.1) Uses word recognition and word meaning skills to read and comprehend text. The Pre-K student:

- ❑ Is aware of print in the environment.
- ❑ Is aware that print conveys meaning.
- ❑ Is beginning to recognize and name some letters.
- ❑ Is beginning to know direction of print (left to right, top to bottom).
- ❑ Uses patterns of language to predict words or phrases.
- ❑ Demonstrates some knowledge of letter-sound relationships (particularly, in the initial position).

Communication: The Pre-K student:

- ❑ Focuses attention for short periods of time (appropriate to age) and understands why this is important (1.1 Focuses attention).
- ❑ Observes carefully and understands visual information; follows simple oral directions (1.2 Listens and observes to gain and interpret information)
- ❑ Communicates to teachers, small group and class; knows when it is appropriate to speak (2.1 Communicates clearly to a range of audiences for different purposes)
- ❑ Expresses own ideas in group discussions and conversation (3.2 Works cooperatively as a member of a group).

Sample Lesson Plan (Continued)

INSTRUCTIONAL DECISIONS

PROCEDURES	STRATEGIES	MATERIALS
<ul style="list-style-type: none"> ❑ Focus students to teacher and board by using "Bacon and Sausages" clapping chant. ❑ "Messages of the Day." Read the board. "Calendar"/Model writing: Today is _____. We go to _____, etc. ❑ Attendance: Call names from cards. Students listen and say "Here." Make a pile of "Here" and "Not here" (attendance monitor). ❑ Role Call: Students tell who is NOT here while teacher writes names on board. Clap the names. Questions: Who is not here? What do you notice 	<ul style="list-style-type: none"> ❑ Oral and Kinesthetic (chant with clapping, 1:1 correspondence with hands when counting) ❑ Auditory: listening for name, counting, answering questions ❑ Manipulating sound (i.e., big/small sound, deleting words (CLOZE procedure) ❑ Units of sounds: initial position of letters/sounds, blending, syllables, i.e., Thursday, Gym, Kaela, clapping names, etc. Also, every day, the name of the day has day in it!! ❑ Whisper game (transition) 	<ul style="list-style-type: none"> ❑ Wipe-off board ❑ Wipe-off markers ❑ Teacher-made "calendar" ❑ Photographs of staff ❑ Pointer ❑ Attendance cards

about their names? How many are not here? ❑ Transition to Small Group		
---	--	--

OUTCOMES (ASSESSMENTS OF PERFORMANCES, PROCESSES, PRODUCTS)

- ❑ Teacher observation of participation by individual children within a large group: clapping patterns, following directions, counting, giving information to direct questions.
- ❑ Teacher observation of students' transference of this information to other areas (i.e., student says, "Thank you" starts like "Thursday". Kamari says, "Hey, my name starts (sounds) like Kayla's. They both start with K." "Brea has a short name, Diajanique has a long name."

NEXT STEPS (What will we do based on what we learned/did today?)

- ❑ After "Morning Meeting", we transition to Small Group where we will explore the Big Book *Annabel*. This next activity will include singing, clapping and guided reading.
- ❑ Repeat routine the next day with new information. Children will begin to help "write" the messages on the board during "Messages of the Day" and also during self-selected work time (Plan-Do-Review).

Sample Lesson Plan (Continued)

Grade: Pre-K

Lesson #2: Small Group – Reading 15 minutes (approximately)

ACTIVATE AND ASSESS PRIOR KNOWLEDGE:

- We have read this book before. It is a “singing book.”
- The children voted to name our hamster after the girl in the story, Annabel. They remain very interested in this story/song.
- The teacher will ask some questions about what happens in the book prior to re-reading.

CONNECT CURRICULUM CONCEPTS AND CONTEXTS OF LEARNING

Concepts	Contexts of Learning
Emergent reading (hearing, clapping segments of words, initial letter/sound A and medial (“in the middle”) B, reading left to right and top to bottom. Communication	Interactive (teacher, children) – small group (8 – 10 children) seated at a table reading a Big Book.

Sample Lesson Plan (Continued)

TARGETED GOALS, OBJECTIVES, STANDARDS

Emergent Reading (1.1: Uses word recognition and word meaning skills to read and comprehend text) The Pre-K student:

- ❑ Is aware of print in the environment.
- ❑ Is aware that print conveys meaning.
- ❑ Is beginning to recognize and name some letters.
- ❑ Is beginning to know direction of print (left to right, top to bottom).
- ❑ Uses patterns of language to predict words or phrases.
- ❑ Demonstrates some knowledge of letter-sound relationships (particularly, in the initial position).

Emergent Reading (1.3: Reads fluently, adjusting) The pre-K student:

- ❑ Reads at emergent reader stage.
- ❑ Participates in group reading (shared, guided, buddy)
- ❑ Emergent Reading (1.4: Understands elements of literature) The Pre-K student...
- ❑ Identifies book parts and text features: cover, title page

Communication: The Pre-K student:

- ❑ Focuses attention for short periods of time (appropriate to age) and understands why this is important (1.1: Focuses attention).
- ❑ Observes carefully and understands visual information; follows simple oral directions (1.2: Listens and observes to gain and interpret information)
- ❑ Communicates to teachers, small group and class; knows when it is appropriate to speak (2.1: Communicates clearly to a range of audiences for differences purposes)
- ❑ Expresses own ideas in group discussions and conversation (3.2: Works cooperatively as a member of a group). STOPPED HERE

OUTCOMES (ASSESSMENTS OF PERFORMANCES, PROCESSES, PRODUCTS)

- ❑ Teacher observation of participation of individual children in a group of children
- ❑ Teacher observation of students' transference of this information to other areas (i.e., student says, "Apple starts/sounds like Annabel and Abdullah. They both begin with A." or "Brea sounds like bel, bel, bel. Bel only has one clap like Brea.")

NEXT STEPS (What will we do based on what we learned/did today?)

- ❑ Repeat this activity in whole group on another day.
- ❑ Clap and add students' names to ABC word wall.



PHONEMIC AWARENESS

SECTION 7: REFERENCES

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PHONEMIC AWARENESS

SECTION 8: GLOSSARY

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- Phonological Awareness Terms

- Phonemic Awareness Terms

PHONOLOGICAL AWARENESS TERMS

Term	Definition	Example
Phonological Awareness	A broad term that includes phonemic awareness. In addition to phonemes, Phonemic Awareness activities can involve work with words, syllables, rhymes, and onset and rime.	
Word	A speech sound or series of sounds that communicates a meaning.	animal, ball, little, heart
Syllable	A word part that contains a vowel or, in spoken language, a vowel sound.	e-vent, news-pa-per, ver-y "I can clap the parts of my name: An - drew."
Rhyme	The identical, or very similar, final sounds in words.	The pig has a wig. Pat the cat. The sun is fun.
Onset and Rime	Units of spoken language that are smaller than syllables but larger than phonemes. An onset is the initial consonant(s) sound of a syllable. A rime is the part of a syllable that contains the vowel and all that follows it.	Onset of bag - b Rime of bag - ag Onset of swim - sw Rime of swim - im

PHONEMIC AWARENESS TERMS

Term	Definition	Example
Phonemic Awareness	The ability to hear, identify, and manipulate the individual sounds in spoken words.	
Phoneme Isolation	Recognizing individual sounds in a word.	Teacher: What is the first sound in <i>van</i> ? Children: /v/
Phoneme Identification	Recognizing the same sounds in different words.	Teacher: What sound is the same in <i>fix</i> , <i>fall</i> , and <i>fun</i> ? Children: The first sound, /f/, is the same.
Phoneme Categorization	Recognizing the word in a set of three or four words that has the "odd" sound.	Teacher: Which word does not belong: <i>bus</i> , <i>bun</i> , <i>rug</i> ? Children: <i>Rug</i> does not belong. It doesn't begin with /b/.
Phoneme Blending	Listening to a sequence of separately spoken phonemes and combining the phonemes to form a word.	Teacher: What is the word /b/ /i/ /g/? Children: /b/ /i/ /g/ is <i>big</i> .
Phoneme Segmentation	Breaking a word into its separate sounds and saying each sound as it is tapped out, counted, or signaled.	Teacher: How many sounds are in <i>grab</i> ? What are the sounds? Children: Four Sounds - /g/ /r/ /a/ /b/.
Phoneme Deletion	Recognizing the word that remains when a phoneme is removed from another word.	Teacher: What is <i>smile</i> without the /s/? Children: <i>Smile</i> without the /s/ is <i>mile</i> .
Phoneme Addition	Making a new word by adding a phoneme to an existing word.	Teacher: What word do you have if you add /s/ to the beginning of <i>park</i> ? Children: <i>Spark</i> .
Phoneme Substitution	Substituting one phoneme for another to make a new word.	Teacher: The word is <i>bug</i> . Change /g/ to /n/. Children: <i>Bun</i> .

PHONEMIC TERMS (Continued)

Term	Definition	Example
Graphophonic Cues	Refers to the sound relationship between the grapheme (a letter or group of letters) and the phoneme or sound it represents and the cues it provides for pronouncing the word (s) seen in print.	
Letter-Sound Relationship	Refers to how a letter is pronounced.	
Sound Spelling	Refers to the spelling of various sounds.	



PHONEMIC AWARENESS

SECTION 9: POWERPOINT/OVERHEADS

PHONEMIC AWARENESS
READING LINKS PARTICIPANT'S MANUAL

PHONEMIC AWARENESS OH #1

PHONEMIC AWARENESS
READING LINKS PARTICIPANT'S MANUAL

READING LINKS AGENDA OH #2

PHONEMIC AWARENESS
READING LINKS PARTICIPANT'S MANUAL

ROPES OH #3

WHAT DO I ALREADY KNOW ABOUT PHONEMIC AWARENESS? OH #4

PHONEMIC AWARENESS
READING LINKS PARTICIPANT'S MANUAL

PRACTICING WITH PHONEMES OH # 5

PHONEMIC AWARENESS
READING LINKS PARTICIPANT'S MANUAL

NRP REPORT OH #6

WHAT IS PHONEMIC AWARENESS? OH #7

PHONEMIC AWARENESS
READING LINKS PARTICIPANT'S MANUAL

WHAT IS PHONICS OH #8

PHONEMIC AWARENESS
READING LINKS PARTICIPANT'S MANUAL

KEY LEARNING GOALS OH #9

PHONEMIC AWARENESS
READING LINKS PARTICIPANT'S MANUAL

BUILDING BLOCKS OH #10

PHONEMIC AWARENESS
READING LINKS PARTICIPANT'S MANUAL

CRITICAL COMPONENTS OF READING OH #11

PHONEMIC AWARENESS
READING LINKS PARTICIPANT'S MANUAL

ALPHABETIC PRINCIPLE OH #12

WHAT MAKES THE ENGLISH LANGUAGE AN ALPHABETIC SYSTEM? OH# 13

PHONEMIC AWARENESS
READING LINKS PARTICIPANT'S MANUAL

HOW DOES PHONEMIC AWARENESS INSTRUCTION HELP CHILDREN LEARN
TO READ AND SPELL? OH #14

PHONEMIC AWARENESS
READING LINKS PARTICIPANT'S MANUAL

WHAT ARE THE NATIONAL READING PANELS FINDINGS ABOUT PHONEMIC
AWARENESS INSTRUCTION? OH #15

WHAT OTHER PHONEMIC AWARENESS FINDINGS WERE HIGHLIGHTED IN
THE NATIONAL READING PANEL REPORT? OH# 16

PHONEMIC AWARENESS
READING LINKS PARTICIPANT'S MANUAL

PHONEMIC AWARENESS TASKS OH#17

WHAT ARE THE CHALLENGES FOR TEACHERS OH #18

SECTION 4: ENGAGEMENT AND PRACTICE OH #19