

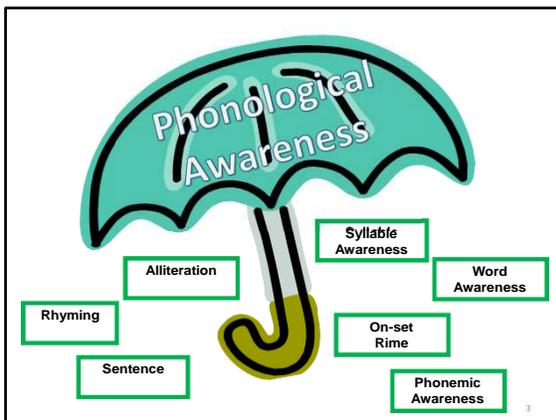
Developing Phonological Awareness in Prekindergarten and Kindergarten

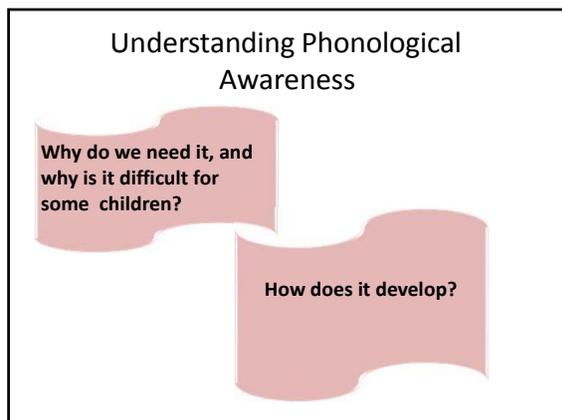
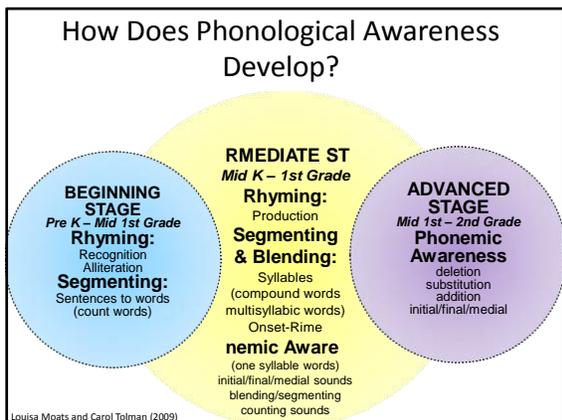


Phonological Awareness:



Adapted from Johnston County Schools





Phonemic Awareness

Phonemic awareness is the ability to hear, identify, and manipulate individual sounds in spoken words (Torgesen, 1998).

A stylized illustration of a human ear, colored in shades of orange and black, positioned to the right of the text.

Video: What is Phonemic Awareness?



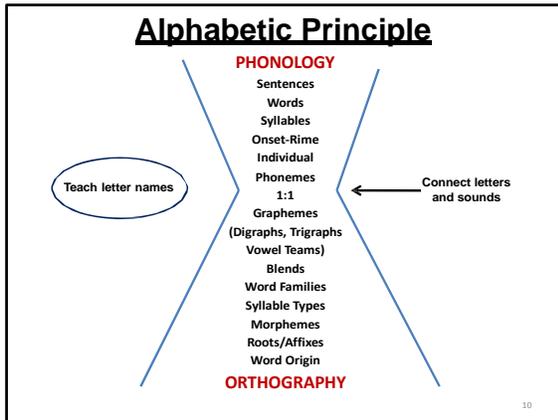
How is Phonemic Awareness related to early reading skills?

- There is a very strong correlation between children's awareness of sound in words and later reading achievement.
- The single most important predictor of reading and spelling skills in the first years of school is the level of phonological awareness, especially at the phoneme level.

Why do we have to develop Phonemic Awareness?

When learning to speak, children do not analyze the individual sounds

When learning the alphabetic code, children must understand that individual speech sounds correspond to written symbols (letters).



So...

Phonemic awareness skills
ARE
CRITICAL
TO
success in reading!

And it is the number one deficit in students who have difficulty learning to read by 3rd grade!

The good news...

We can teach children how to recognize and manipulate sounds in words and

INTENTIONALLY develop the phonemic awareness skills necessary for proficient reading.

Scope and Sequence
Early Phonological Awareness Skills

1. Listening
2. Rhyme
3. Word Awareness
4. Syllable Awareness
5. Phonemic Awareness

 **Systematic**

Simple → more complex
Continuous Sounds → Stop Sounds
Beginning Sounds → Ending Sounds
→ Middle Sounds

Tricky sounds and sound pairs

Phonological Awareness in the Early Childhood Classroom

- Weave phonemic awareness activities so that are a natural part of the instructional day.
- Play games with sound!



Activity: LISTENING
Sound Discrimination

Objective:

To develop the memory and attentional abilities for thinking about sequences of sounds and the language for discussing them.



Activity: LISTENING
Rhyme, Word Awareness

Objective:

To develop the children's ability to attend to differences between what they expect to hear and what they actually hear.

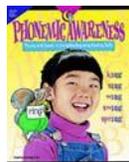


Activity: LISTENING
Rhyme, Word Awareness

Objective:

To develop listening and word analysis skills.

Draw-a-Rhyme



Activity: Syllable Awareness

Objective:

To introduce the children to the nature of syllables by counting syllables in their names.



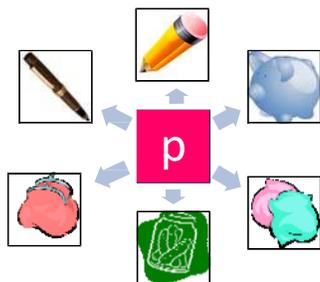
Activity: Phonemic Awareness Initial Sound

Objective:

To increase children's awareness of initial phonemes by comparing and identifying the initial sound in words.



Phoneme Identification: Concept Maps



Judith Dodson, 2008

Activity: Phonemic Awareness Individual Sounds

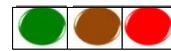
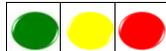


Activity: Phonemic Awareness Individual Sounds

Multisensory strategies to isolate sounds in words.



Choose Your Words Wisely Simple → Complex



Using Literature to Practice Phonemic Awareness



Alliteration in Literature

- Animalia
- Have You Ever Seen?
- The Accidental Zucchini: An Unexpected Alphabet
- Where Is Everybody

Sound Awareness Activities

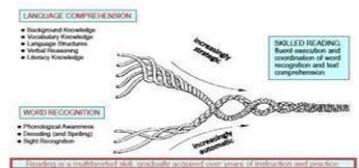
- Students need explicit training in identifying sounds in words.

Putting it all together

Participants link activity cards with example activity and label it with the type of phonological awareness on the continuum.

Phonemic Awareness is only one critical element of reading

Scarborough's Reading Rope (2001)



THANK YOU!

What questions do you have?

What is one thing you plan to implement?

What do you know now that you didn't know before this session?

What else would you like to learn?

Phonological Awareness Continuum		
Type	Description	Examples
PHONEMES	Blending phonemes into words, segmenting words into individual phonemes, and manipulating phonemes in spoken words	/k/ /a/ /t/ /sh/ /i/ /p/ /s/ /t/ /o/ /p/
ONSETS AND RIMES	Blending or segmenting the initial consonant or consonant cluster (onset) and the vowel and consonant sounds spoken after it (rime)	/m/ /ice/ /sh/ /ake/
SYLLABLES	Blending syllables to say words or segmenting spoken words into syllables	/mag/ /net/ /pa/ /per/
SENTENCE SEGMENTATION	Segmenting sentences into spoken words	The dog ran away. 1 2 3 4
ALLITERATION	Producing groups of words that begin with the same initial sound	ten tiny tadpoles
RHYME	Matching the ending sounds of words	cat, hat, bat, sat

References

- http://media.wix.com/ugd/1561b8_fb5cb9fa7d6e4e379677ab6726bc72d5.pdf
- Phonological awareness hierarchy and approximate age of acquisition

- http://www.meadowscenter.org/files/resources/PA_Guide.pdf
- <http://www.readingrockets.org/article/phonemic-activities-preschool-or-elementary-classroom>

- The following recommendations for instruction in phonemic awareness are derived from Spector (1995):
- (1) At the preschool level, engage children in activities that direct their attention to the sounds in words, such as rhyming and alliteration games.
- (2) Teach students to segment and blend.
- (3) Combine training in segmentation and blending with instruction in letter-sound relationships.
- (4) Teach segmentation and blending as complementary processes.
- (5) Systematically sequence examples when teaching segmentation and blending.
- (6) Teach for transfer to novel tasks and contexts.
- Yoopp (1992) offers the following general recommendations for phonemic awareness activities:
- (a) Keep a sense of playfulness and fun, avoid drill and rote memorization.
- (b) Use group settings that encourage interaction among children.
- (c) Encourage children's curiosity about language and their experimentation with it.
- (d) Allow for and be prepared for individual differences.
- (e) Make sure the tone of the activity is not evaluative but rather fun and informal.
- Spending a few minutes daily engaging preschool, kindergarten, and first-grade children in oral activities that emphasize the sounds of language may go a long way in helping them become successful readers and learners.