

Sound Instruction:

Phonemic Awareness in
Kindergarten and First Grade



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Phonemic Awareness



Phonemic awareness is the most
potent predictor of success in
learning to read.

(Stanovich, 1986)

Session Goals

- ✓ Understand what phonemic awareness is and why it is important to reading
- ✓ Understand levels of phonemic awareness complexity
- ✓ Learn and practice explicit strategies for teaching phonemic awareness

- ✓ Understand how blending and segmentation have the greatest transfer to reading and spelling
- ✓ Learn the importance of connecting phonemic awareness to phonics and systematic ways to strengthen sound/symbol relationships
- ✓ Understand how to use data for assessing, progress monitoring, and decision-making

Think-Ink-Pair-Share

Rate your general familiarity with Phonemic Awareness by placing an X on the continuum and completing the Knowledge Rating Chart. (The chart is on the next page.)

After you complete the chart, feel free to share with those around you.

“Correlation 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)



National Reading Panel Findings

- **Phonemic Awareness instruction is most effective when:**
 - instruction is focused on one or two PA skills rather than a multi-skilled approach (blending and segmenting are the most powerful PA skills)
 - children are taught in small groups (although instruction may be done with the whole class)
 - instruction is based on students' needs assessments (i.e., levels of difficulty and specific skills proficiency)
 - children are taught to manipulate phonemes with letters
 - single sessions last no more than 30 minutes (although 15-20 minutes may be more realistic)
 - instruction makes explicit how children are to apply PA skills in reading
- (NRP, 2000)

Other Phonemic Awareness Findings in the National Reading Panel Report

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

Critical Attributes of Reading

Alphabetic Principle

Phonological Awareness

- Words
- Syllables
- Rhymes
- Onsets and Rimes
- Phonemic Awareness
 - ❖ Isolation
 - ❖ Identification
 - ❖ Categorization
 - ❖ Blending
 - ❖ Segmentation
 - ❖ Deletion
 - ❖ Addition
 - ❖ Substitution

Phonics

- Letter/Sound Relationships
- Decoding
- Encoding

Fluency

- Rate
- Accuracy
- Expression

Comprehension

- Vocabulary
- Strategies for Reading
- Text Comprehension

NRP, 2000

Alphabetic Principle

PHONOLOGICAL AWARENESS

Words

Syllables

Rhymes

Onsets and Rimes

PHONEMIC AWARENESS

- Isolation
- Identification
- Categorization
- Blending
- Segmentation
- Deletion
- Addition
- Substitution

PHONICS

- Letter/Sound Relationships
- Decoding
- Encoding

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:

- Identify the beginning sound of “gateway”: /g/
- Segment the word “hat” into its 3 sounds: /h/ /a/ /t/
- Blend the sounds /d/ /o/ /g/ into the word “dog”
- Delete the last sound of “cart” and say the word “car”

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

First, Think About Sounds

Remember, although English has only 26 letters,

it has: 18 vowel phonemes

+ 25 consonant phonemes

43 distinct sounds



Meaningful Units

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 for the letter “m” is written /m/).

Phonemes are linguistic units, not units of writing.

bit

bait

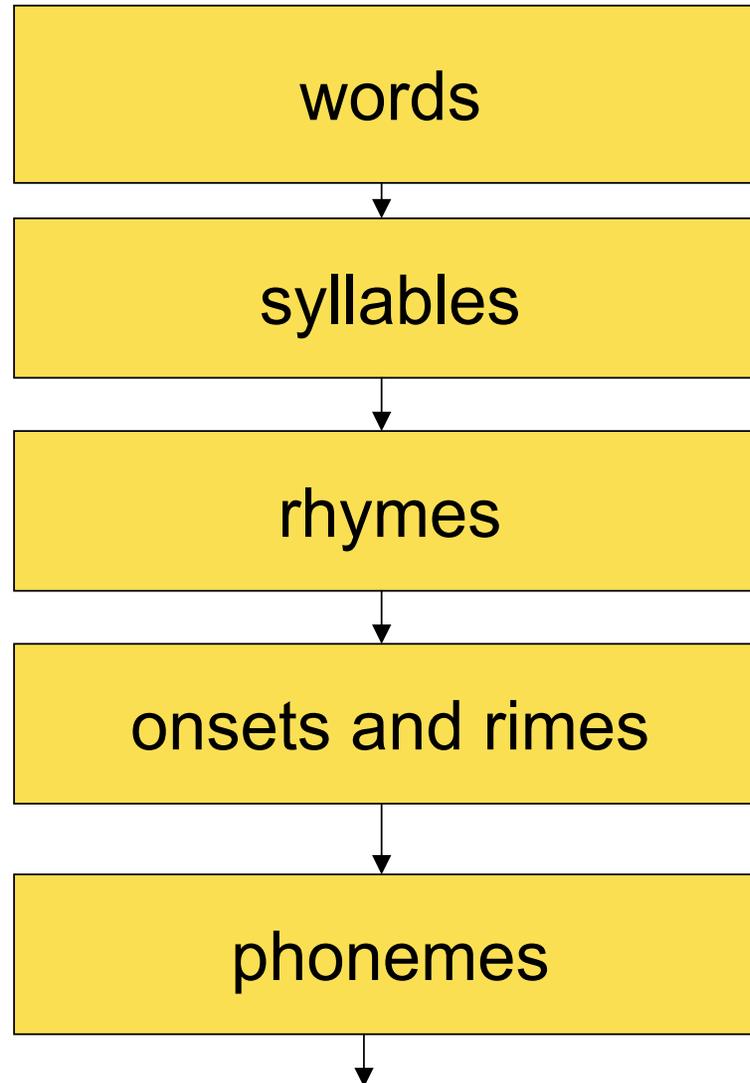
butte

bought

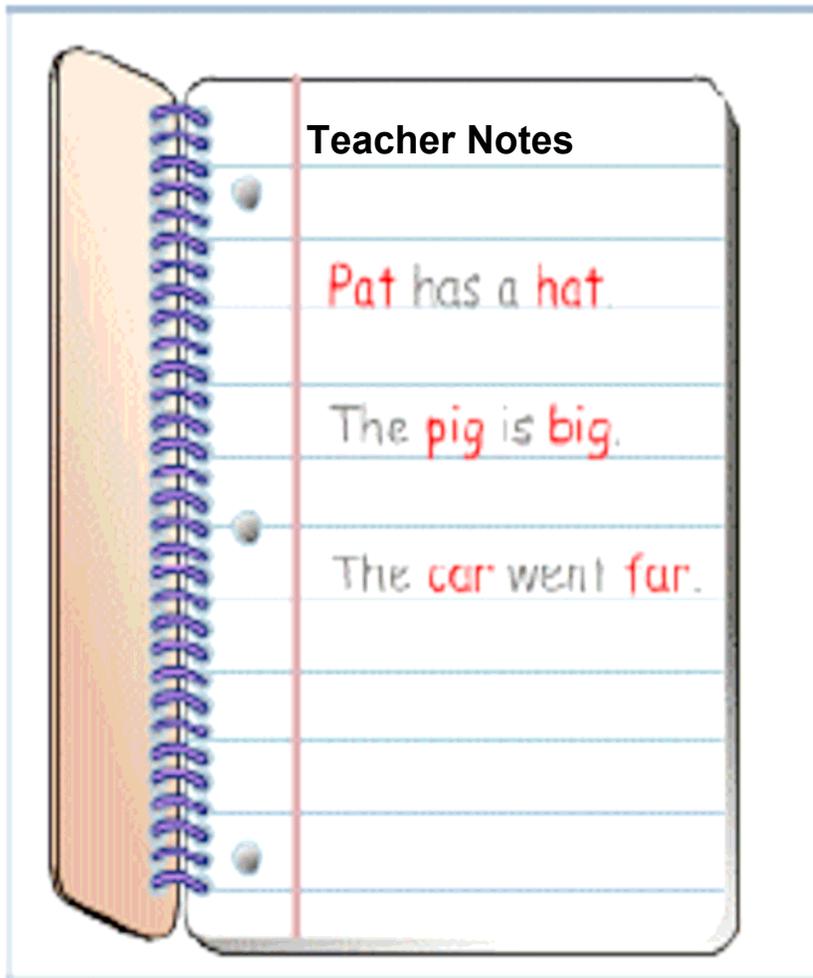
Practicing with Phoneme

Word	# of Phonemes	Write each Phoneme
hen		
blend		
speech		
blues		
knight		
farmer		

Linguistic Units



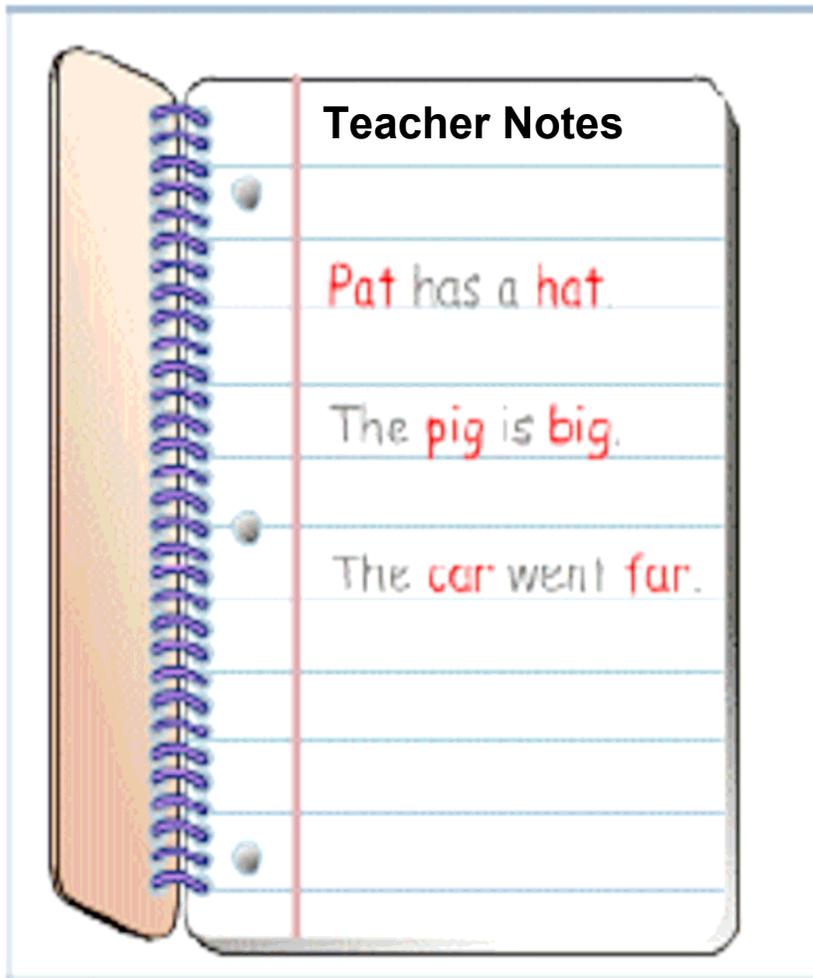
Phonemic Awareness Activities: isolation, identification, categorization, **blending**, **segmentation**, deletion, addition, and substitution



Unit	Looks like...	Sounds like...
word	A speech sound or series of sounds that communicates a meaning; may consist of a single morpheme or a combination of morphemes.	Students clap, step, or signal as each word is pronounced. Pat-has-a-hat.

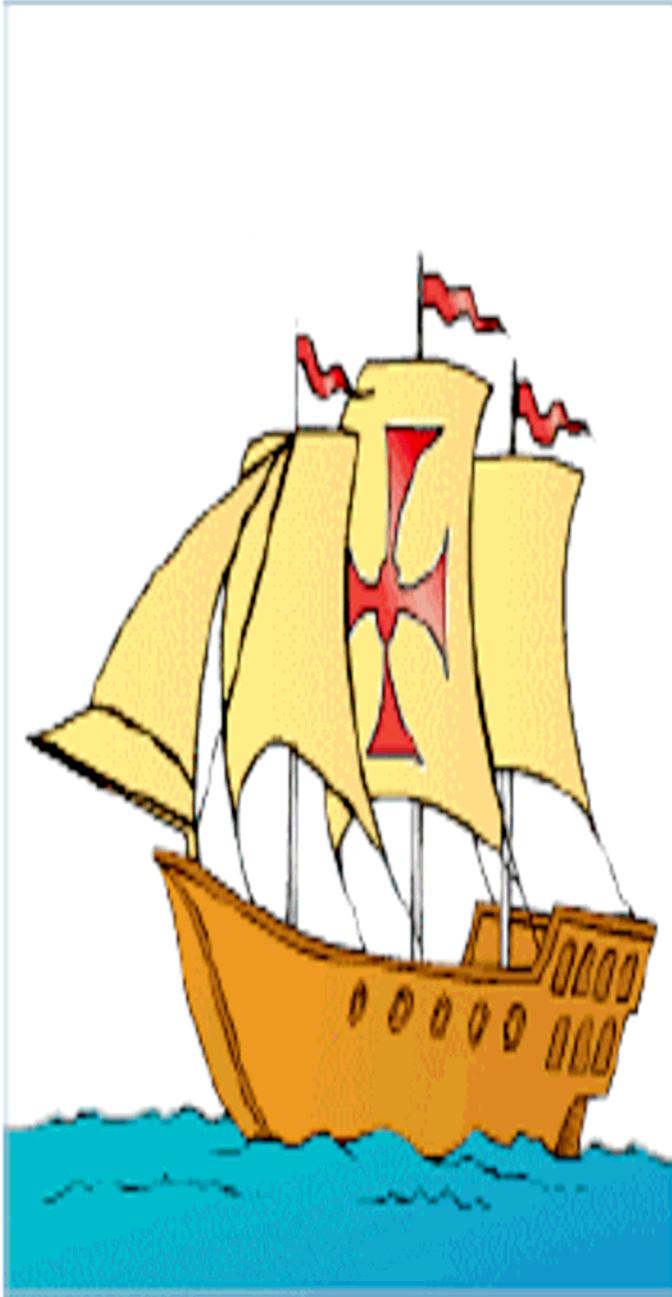


Unit	Looks like...	Sounds like...
Syllable	A word part that contains a vowel or, in spoken language, a vowel sound.	Students tap, clap, or raise fingers for each syllable heard or pronounced in a word. El-lie = 2



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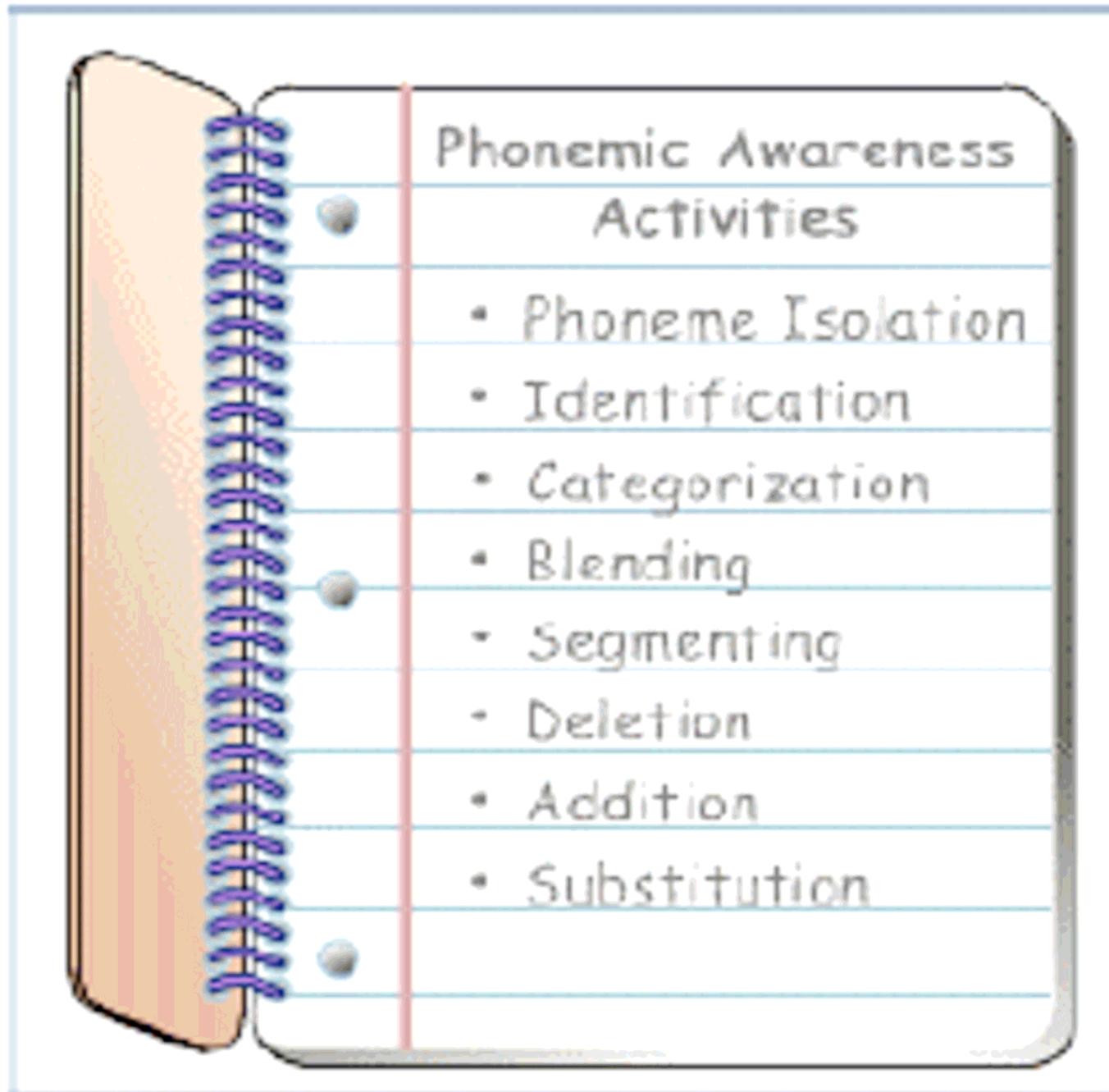
Unit	Looks like...	Sounds like...
rhyme	The identical, or very similar, final sounds in words.	<p>Students identify rhyming words as they are pronounced.</p> <p>Pat-rhymes with-hat.</p> <p>Pig-rhymes with-big.</p>



Units	Looks like...	Sounds like...
onset	An onset is the initial consonant(s) sound of a syllable.	Students identify onset in words as they are pronounced or heard. The first part of “ship” is /sh/.
rime	A rime is the part of a syllable that contains the vowel and all that follows it.	Students identify rimes as they are pronounced or heard in a word. The last part of “ship” is /ip/.



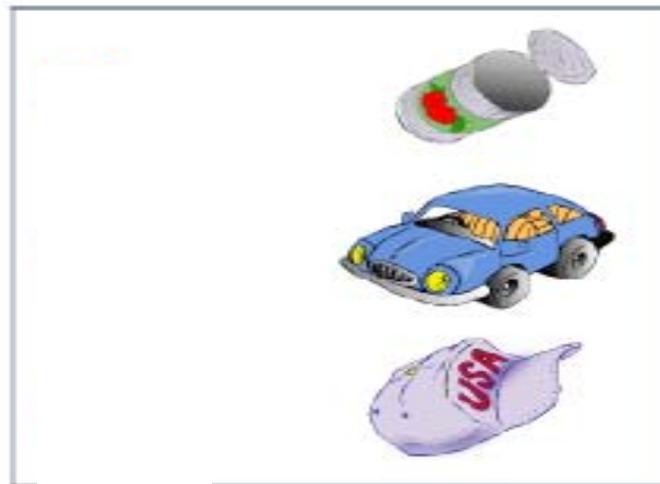
Unit	Looks like...	Sounds like...
phoneme	A phoneme is the smallest meaningful unit of sound in spoken language.	<p>Students identify phonemes as words are pronounced or heard.</p> <p>The first sound in “smile” is /s/.</p> <p>The sounds in “smile” are /s/ /m/ /ī/ /l/.</p>



Term	Definition	Assessment Samples
Phoneme Isolation	Recognizing individual sounds in a word.	Teacher: What is the first sound in "tiger?" Students: /t/



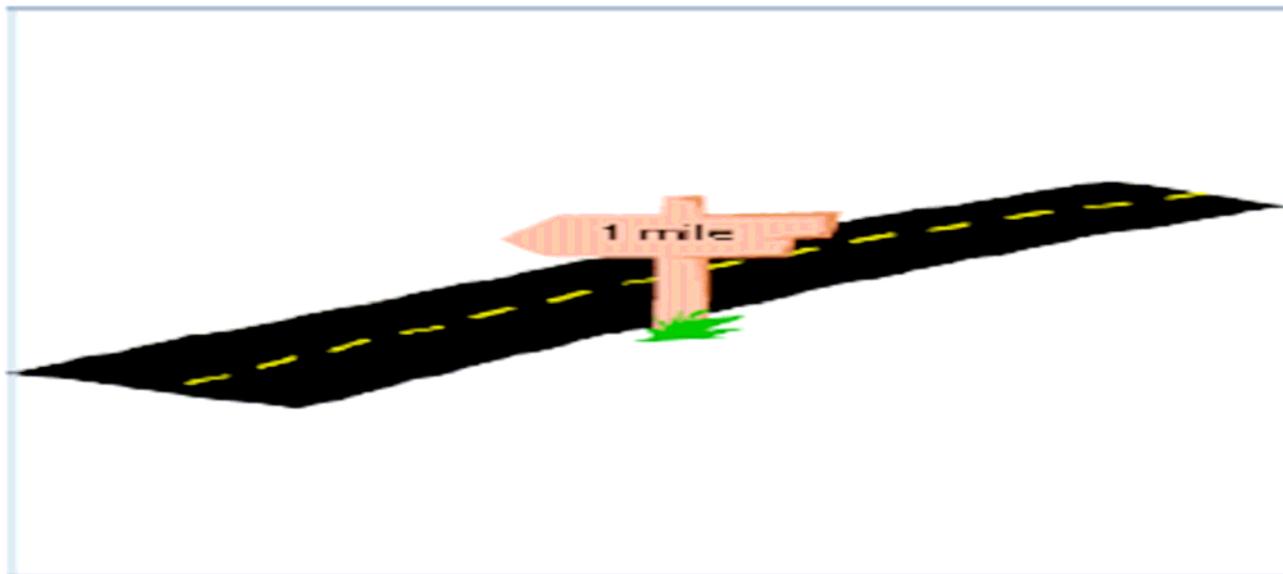
Term	Definition	Assessment Samples
Phoneme Identification	Recognizing the same sounds in different words.	<p>Teacher: What sound is the same in "can," "car," and "cap?"</p> <p>Students: The first sound, /c/, is the same.</p>



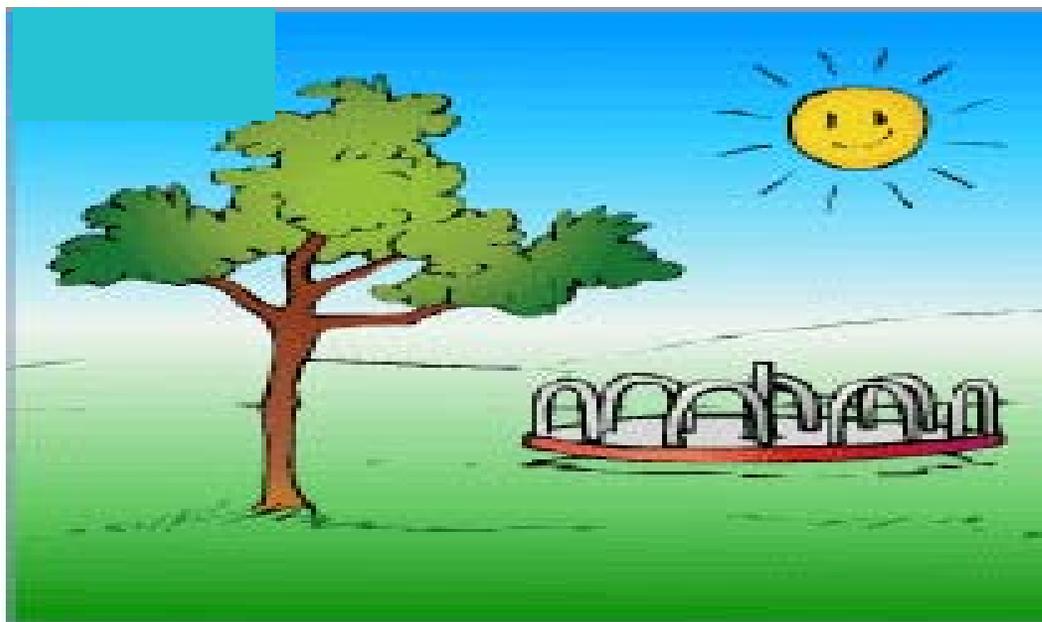
Term	Definition	Assessment Samples
Phoneme Categorization	Recognizing the word in a set of three or four words that has the "odd" sound.	<p>Teacher: Which word does not belong: pin, pan, bug?</p> <p>Students: "Bug" does not belong. It doesn't begin with /p/.</p>



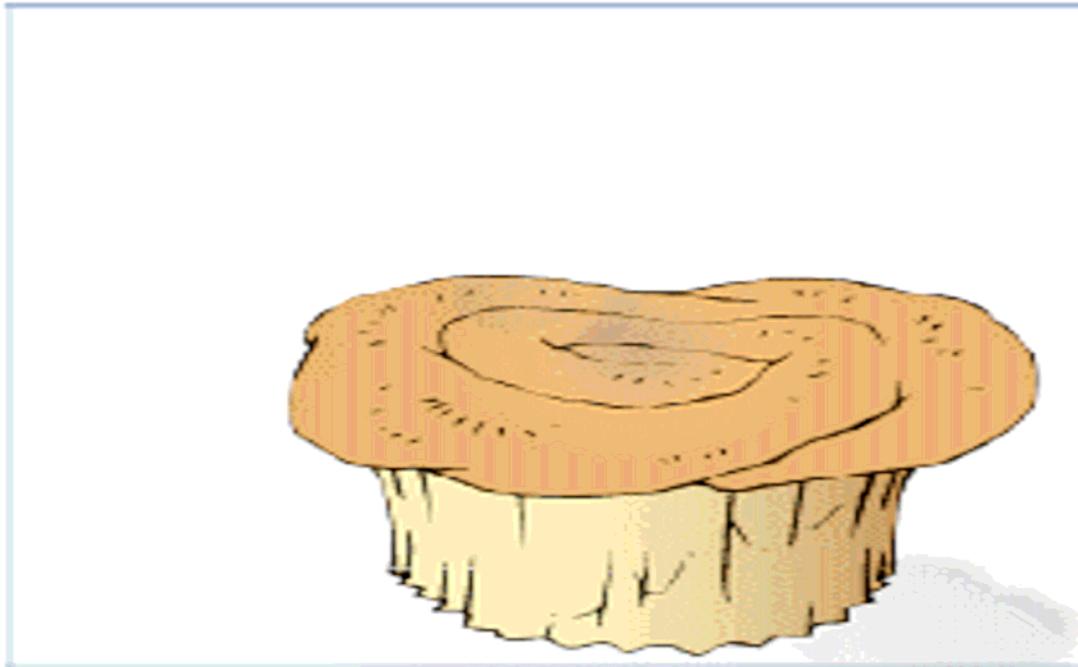
Term	Definition	Assessment Samples
Phoneme Blending	Listening to a sequence of separately spoken phonemes and combining the phonemes to form a word.	<p>Teacher: What is the word /m/ /ī/ /l/?</p> <p>Students: /m/ /ī/ /l/ is "mile."</p>



Term	Definition	Assessment Samples
Phoneme Segmentation	Breaking a word into its separate sounds and saying each sound as it is tapped out, counted, or signaled.	<p>Teacher: How many sounds are in "park?"</p> <p>Students: /p/ /ar/ /k/. Three sounds.</p>



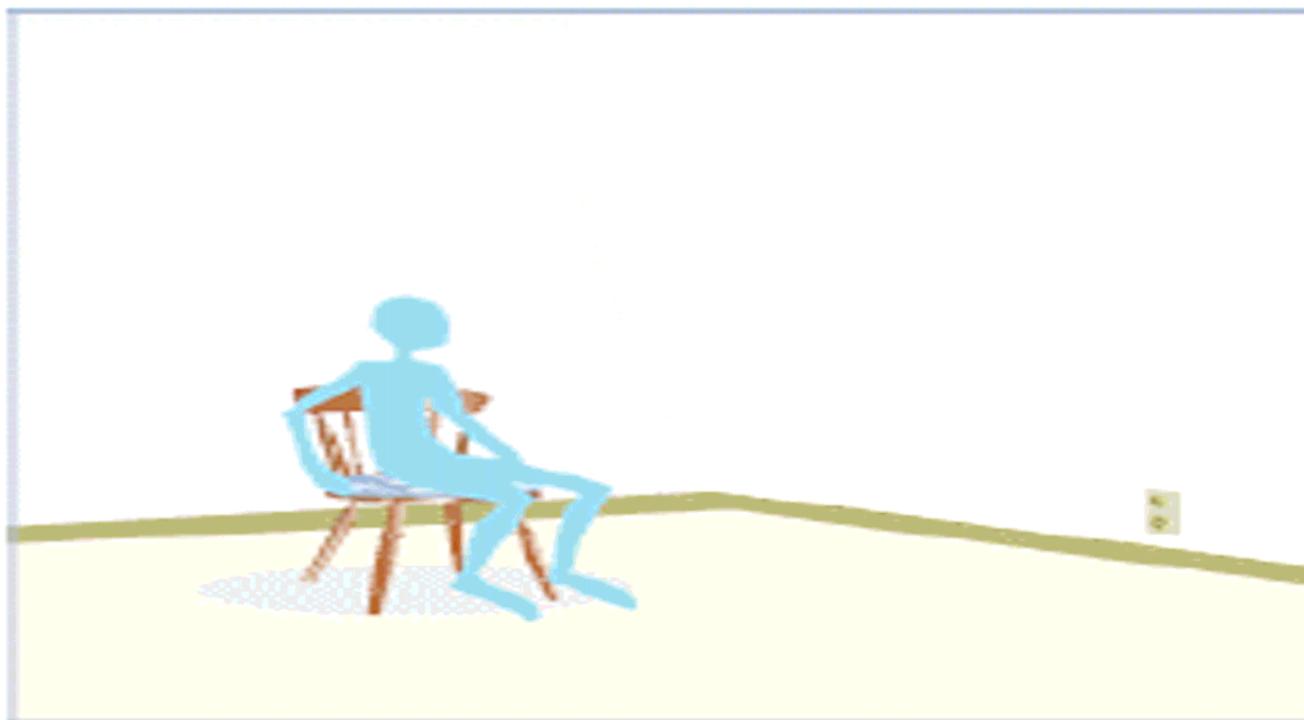
Term	Definition	Assessment Samples
Phoneme Deletion	Recognizing the word that remains when a phoneme is removed from another word.	Teacher: What is bunk without the /k/? Students: "Bunk" without the /k/ is "bun."



Term	Definition	Assessment Samples
Phoneme Addition	Making a new word by adding a phoneme to an existing word.	Teacher: What word do you have if you add /p/ to the end of ram? Children: Ramp.



Term	Definition	Assessment Samples
Phoneme Substitution	Substituting one phoneme for another to make a new word.	<p>Teacher: The word is "sit." Change /s/ to /f/.</p> <p>Students: "Fit."</p>



- **Phonemic Awareness**



Sounds

- **Phonics**



Letters

Given the spoken word “dog,” the student can tell you that the beginning sound is /d/.
(phoneme isolation)

Given the separate sounds /d/ /o/ /g/, the student can tell you that they make up the spoken word “dog.” (blending)

Given the spoken word “dog,” the student can tell you that the beginning letter is “d.”

Given the word “dog” in print, the student can make the sounds for each letter and blend them into the word “dog.”

Phonemic Awareness



Sounds

Given the spoken word “hat,” the student can separate the word into three separate sounds /h/ /a/ /t/. (segmentation)

Given the spoken word “car” and asked to add the /t/ sound at the end, the student can say “cart.” (addition)

Phonics



Letters

Given the spoken word “hat,” the student can tell you that the letters that spell the sounds in “hat” are h-a-t and/or write the word “hat.”

Given the spoken word “car” the student will write the word “car.” When asked to add the /t/ sound at the end, the student will print “t” and read the word “cart.”

**Phonemic
Awareness
Lessons**

Short and Fast-paced

Fun

**1-2 Skills
Daily**

**Connected to
Phonics**

Varied



Phonemic Awareness Lesson Plan Questions

Task? isolation, identification, categorization, blending, segmentation, deletion, addition, substitution

Purpose? introduction, practice, assessment

Group? whole class, small group, intervention

Useful words? (from core reading program)

Intensity adjustment? range of examples, task difficulty, task length, type of responses

Evidence of success? end target, designing backwards

Anything else? (games, hand movements, props, etc.)

Adjusting Instructional Intensity

What to adjust:	How to adjust it:
Range of Examples	Provide more examples and a wider range of examples (modeling, explaining, etc.)
Task Difficulty	Conduct a task analysis by breaking the task down into smaller steps
Task Length	Extend the length of the task; student provides more responses
Type of Response	Low Intensity – yes/no response, or point to correct answer Medium Intensity – oral response and/or multiple choice response High Intensity – oral independent response (no choices offered) or written response

Adjusting Intensity: Range of Examples

- Where are you in the explicit instruction model?
(see GTO slide 34)
- If students experience difficulty with independent application, step back to guided practice with corrective feedback.
- If the guided practice is breaking down, go back to teacher explanation and modeling.
- Model, model, model . . . Once is not enough.

Adjusting Intensity: Task Difficulty

- Skills Sequence and Complexity: Move forward or back?
- Phonological Linguistic Units (slide 16)
- Phonemic Awareness List of Complexity (slide 22)
- Sound practice order: beginning sounds and final sounds are easier than medial sounds
- Continuous sounds are easier than stop sounds
- Unvoiced stop sounds are easier than voiced stop sounds
- Stop sounds at the end are easier than at the beginning
- Number of sounds per practice word and vowel patterns (CV, VC, CVC, VCC, CVCe, CCV, CVCC, CCVC, CCVCC)

Adjusting Intensity: Task Length

- Increase Time on Task
- Time allotment
 - Extend length of task (in minutes)
 - Add intervention time to students' schedules
- Number of Student Responses and Repetitions
 - Pacing of lesson (lively and efficient)
 - Reduce size of group
 - Increased responses (in addition to core program guide)
 - Varied responses (voice, body movements, manipulatives)

Adjusting Intensity: Type of Response (PA)

Low Intensity	Medium Intensity	High Intensity
<ul style="list-style-type: none">• Point to the answer• Say “yes” or “no”• Show a signal (e.g., thumbs up)• Same or different	<ul style="list-style-type: none">• Say the sound• Clap or tap• Move a manipulative• Multiple choice response (Which one?)	<ul style="list-style-type: none">• Blending for reading words• Spelling words for writing tasks <p>(Sound/symbol connection to phonics with independently generated responses)</p>

Adjusting Instructional Intensity (Handout A)

	1	2	3	4	5
Range of Examples	"I Do" - teacher modeling (once is not enough)		"We Do" - group responses		"You Do" - individual responses
Move across the Range of Example Chart based on the order of complexity for student need					
Task Difficulty	<p>Phonological Linguistic Units words, syllables, rhymes, onsets & rimes, phonemic awareness (isolation, identification, categorization, blending, segmentation, deletion, addition, substitution)</p> <p>Sound Practice Order: beginning sounds continuous sounds unvoiced stop sounds stop sounds at the end CV VC CVC VCC CVCe CCV CVCC final sounds medial sounds stop sounds voiced stop sounds stop sounds at the beginning CCVC CCVCC</p> <p>Phonics: letter/sounds Blending Words: color-coded vowel first vowel first sound-by-sound whole word multi-syllabic word</p>				
Task Length	Increase Time on Task		Time Allotment ➢ Extend length on task ➢ Add intervention time to student schedule		Increase number of Student Responses and Repetitions ➢ Pacing of lesson (lively and efficient) ➢ Reduce size of group ➢ Increased responses (in addition to core program guide) ➢ Varied responses (voice, body, movements, manipulatives)
Use what time you have wisely					
Type of Response	Low Intensity - ➢ Yes/no response ➢ Point to correct answer ➢ Show a signal (e.g., thumbs up) ➢ Same or different		Medium Intensity - ➢ Oral response ➢ Multiple choice response - which one ➢ Clap or tap ➢ Move a manipulative		High Intensity - ➢ Blending for reading words ➢ Oral independent response (no choices offered) ➢ Spelling words for written task ➢ Written response

Mrs. Goodteacher Kindergarten Happy Valley School		Jorge	Kim	Darrion	Shenika	Javon
Word 8-30-06	Teacher: How many words in this sentence?	+	+	+	+	+
Syllable 9-6-06	Teacher: How many syllables in the word "many"?	/	/	-	-	/
Rhyme 9-7-06	Teacher: Do "cat" and "mat" rhyme?	/	/	-	/	/
Onset and Rime 9-12-06	Teacher: What the first part of "chair"? What's the last part of "chair"?	-	-	-	-	-
Phoneme 9-13-06	Teacher: What are the sounds in "cat"?	-	-	-	-	-

	Jorge	Kim	Darrion
Word	+	+	+
Syllable	+	/	/
Rhyme	+	+	/
Onset and Rime			
–Onset-Rime Blending	/	/	/
–Onset-Rime Segmentation	-	-	-
Phoneme			
–Same and Different Sounds	-	/	-
–Phoneme Isolation: Beginning Sound	-	-	-
–Phoneme Isolation: Ending Sound	-	-	-
–Phoneme Isolation: Middle Sound	-	-	-
–Blending Continuous Sounds			
–Blending with Co-articulation of Initial Stop Sound			
–Blending 3-4 Phonemes into Words			
–Segmenting Individual Phonemes			
–Phoneme Deletion			
–Phoneme Manipulation			

Challenges for the Teacher

- Make instruction explicit about the connection between PA and reading
- Understand PA tasks in order to make informed decisions using ongoing assessments
- Know when students need more PA instruction -- simple to complex -- or when to move on to other reading strategies
- Highlight instruction of blending and segmentation for greatest transfer to reading
- Design engaging lessons that require active participation

Practice Activities for Developing Phonemic Awareness

Phoneme Isolation

Guess What? or Guess Who?

Scavenger Hunt

Phoneme Identification

Scavenger Hunt

Different Words

Phoneme Categorization

Picture Sort

Phoneme Blending

Multi-Sensory 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

Phoneme Isolation

Guess What? or Guess Who?

Object: Students isolate the initial or final sound in a word.

To Teach:

- “I’m going to say a name. Guess whose name I’m going to say now.”
- Choose the name of one of the students and distinctly enunciate the initial phoneme only. For names beginning with a stop sound such as David, the phoneme should be repeated clearly and distinctly: “/d/ /d/ /d/.” Continuous sounds should be stretched and repeated “/s-s-s-s/ /s-s-s-s/ /s-s-s-s/.”
- If more than one child’s name has the same initial sound, encourage the children to guess all of the possibilities. This introduces the point that every phoneme shows up in lots of different words.

Guess What? or Guess Who? (continued)

Variation:

- Play this same game, enunciating the final sound of a name.
- Have the students take over the game and be the leader.
- Play this same game with items in a bag, box, or suitcase. Clues are given along with the initial sound.

Phoneme Isolation & Identification

Scavenger Hunt

Object: Students compare the initial sound from a picture cue with another object of the same sound found in the classroom.

To Teach:

- Choose a picture and put it in a container or plastic bag. Have enough pictures to be distributed to your students in groups of 2 or 3 (e.g., in a classroom of 24 students, choose 8 or 12 pictures).
- Isolation Task: Discuss each picture with the students before the game begins. Enunciate clearly and emphasize the initial or target phoneme. For example, if you are targeting initial sounds and the picture is a drum, ask your students, “What is the first sound in drum?”
- Organize students into teams of two or three. Give each a bag with a picture you discussed in it.
- Identification Task: Explain that the team’s task is to find other things in the classroom with the same initial, ending, or target sound.

Scavenger Hunt

(continued)

- Teams move about the room collecting objects with the same target sound and put them in the container or bag.
- After sufficient time, bring the class back together and have each team share their objects.

Variations:

Phonemic Awareness: If this is a review lesson, each picture may be targeting a different sound.

Phonics Variation: Put the letter of your target sound in the bag instead of the picture.

Phoneme Identification

Different Words

Object: Students compare and recognize the same sound in different words.

To Teach:

- Choose a set of pictures that share the same phoneme (initial, final, or medial).
- Engage students in the task of identifying the name of each object depicted.
- Say the name of each picture slowly and emphasizing your target phoneme.
- Partners each choose a picture and name it.
- Teacher asks, “Do these two words end in the same sound?”
- If yes, ask which sound?
- If no, ask student to explain which sounds are different.

Phoneme Categorization

Picture Sort

Object: Students recognize the word in a set of three or four words that has the “odd” sound.

To Teach:

- Choose a set of pictures that share the same sound (initial, final, medial). Add one picture that does not have the same target sound as the others.
- Name each picture and have the students repeat the word.
- Ask, “Which one of these words is different from the others?”
- Have students repeat the words after answering.
- Have the students sort the words in two piles, same sound and different sound.

Option:

- Ask another group of students to view their piles and ask if they can find the same sound.

Phoneme Blending

Multi-Sensory Blending

Object: Students 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:

- The teacher models first. “Choose either your arm, leg, or hand as your “word blender.” Say the word (e.g., “it”).
- The teacher uses the left arm (held at shoulder height) as the “word blender.” Touching the shoulder while saying the initial sound /i/. Continue sliding hand slowly across arm until it reaches the wrist and say the ending sound /t/. This is repeated at a quicker pace until the word is said, “**it.**” (While demonstrating the blending, be sure you are moving your hand from the students’ left to their right. As you are facing your students, move from your “right” to your “left,” because your “left” is the end of the word for the students.)

Multi-Sensory Blending

(continued)

- Students follow the teacher and slide their hands along their own “word blenders” from the shoulder to the wrist. (Watch and correct for left to right movements as students blend.)
- Repeat as needed, working up to three and four phoneme words. Be sure to 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 pencil.

Phoneme Blending

Blending with Blocks

Object: Students practice phoneme blending by manipulating blocks.

To Teach:

- Give each student three manipulatives – blocks, Unifix cubes, foam shapes, or any manipulatives that are the same size, but colored differently. (Avoid using round objects or other “distracters.”)
- 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.”
- Students should practice with the teacher many times before being expected to do this individually.

Blending with Blocks

(continued)

- When students are proficient with two sound words, add a third sound (third block). Use the same procedure for saying the sound when the block is touched, putting the sounds together, and then pronouncing the whole word.
- The level of difficulty may be increased by using more sounds and blocks.

Phoneme Segmentation

Puppet Play

Object: Students practice segmentation by communicating with a puppet.

To Teach: Choose a puppet, small stuffed animal, or animal toy and introduce it by name (e.g., “Meet Teddy”).

- Explain to your students that Teddy 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. Model and practice segmenting together.
- Give your students a word and have them “talk like Teddy” by separating the word into phonemes.
- As students are voicing 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

The Splits

Object: Students practice phoneme segmentation by manipulating blocks.

To Teach:

- 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.”)
- Show the students two blocks that are adjacent to each other and tell them that these blocks represent the word “mow.” Students say, “mow.”
- Point to the first block (the one on your right, the students’ left) and say /m/. Point to the other block and say /ō/. 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 /ō/. Separate the two blocks even further, and say the sounds with a longer pause in between.

The Splits (continued)

- Students should practice with the teacher many times before being expected to do this individually.
- When students are proficient with two sounds, add a third sound (third block). Use the same procedure for saying the sounds when the blocks are touched and when separating the sounds.
- The level of difficulty may be increased by using more sounds and blocks.

Phoneme Deletion

What's My Word?

Take-Away-A-Sound Version

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

To Teach:

- 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.”
- The teacher selects word pairs that will be used. It is usually wise to start with three phoneme words.
- The teacher demonstrates by saying the word, “**cat.**”
- The students repeat the word, “**cat.**”
- The teacher next says, “Take away the /c/ sound. What’s my word?”
- Students respond with “**at.**”

What's My Word?

Take-Away-A-Sound Version (continued)

- The teacher and students repeat words and/or sounds as needed.
- Play continues with the teacher giving new word pairs.

Variations:

- 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 would respond with /c/.
- Deleting sounds in the middle and at the end of words is also a variation of this game.
- Nonsense words can also be used, but remember they are more difficult.

Phoneme Deletion

Good-Bye, Block

Object: Practice phoneme deletion by manipulating blocks.

To Teach:

- Give each student three blocks or Unifix cubes.
- Show the students three blocks that are adjacent to each other and tell them that these blocks represent the word “meat.” Students say, “Meat.”
- Point to the first block (the one on your right, the students’ left) and say /m/. Point to the next block and say /ē/. Point to the last block and say /t/. Explain that each block stands for one sound.
- Separate the first block from the others (leave the second two blocks connected), and show them that you are looking at and hearing /m/ pause /ēt/. Remove the /m/ block completely, “Good-bye /m/” and show them that the remaining word is “eat.”
- The level of difficulty may be increased by using more sounds and blocks.

Phoneme Addition

What's My Word?

Add-A-Sound Version

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

To Teach:

- Say “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.”
- Select word pairs that will be used. Start with two-phoneme words (e.g., it-hit, at-bat, up-pup).
- Teacher says “**at**” and students repeat the word.
- Teacher says, “Add the /c/ sound to the beginning. What’s my word?” Students respond with, “**cat.**”
- The teacher and students repeat words and/or sounds as needed.
- Play continues with the teacher giving new word pairs.

What's My Word?

Add-A-Sound Version (continued)

Variations:

- The teacher may vary this game by saying the word “**at**” and then saying the word “**cat**” and asking what sound was added.
- Adding sounds in the middle and at the end of words is also a variation of this game.
- Nonsense words can also be used, but remember they are more difficult.

Phoneme Addition

Hello, Block

Object: Students practice phoneme addition by manipulating blocks.

To Teach:

- Give each student three blocks or Unifix cubes.
- Put two blocks together and tell them these blocks represent the word “in.”
- Point to the first block (the one on your right, the students’ left) and say /i/. Point to the other block and say /n/. Tell the students that each block stands for one sound.
- 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/ blocks “Hello, /p/” show the students that the new word is “pin.”
- The level of difficulty may be increased by using more sounds and blocks.

Phoneme Substitution

Silly Sound Switch

Object: Students take familiar phrases and substitute sounds to make a silly phrase.

To Teach:

- Say “Today we are going to take a phrase from a song (book or nursery rhyme) and make a silly sound switch.
- The teacher pre-selects the phrase that will be used. Think of a phrase that is repeated or is memorable.
- The teacher demonstrates by saying, “Row, row, row, your **boat**, gently down the stream” and students repeat.
- The teacher next says, “Let’s switch a new sound for the /b/ in **boat**. Let’s try /g/. What’s the new phrase?”
- Students respond, “Row, row, row, your **goat**, gently down the stream.”
- Play continues with the teacher and students giving new sounds for the identified word in the phrase and saying the phrase with the silly switch.

Silly Sound Switch (continued)

- **Variations:**
- The teacher 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,” and /sh/ - “**Show, show, show**, your boat, gently down the stream.”
- Switch sounds at the end of identified word/words.
- 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.

Phoneme Substitution

Trading Places

Object: Students practice phoneme substitution by manipulating blocks.

To Teach:

- Give each student five or six blocks or Unifix cubes.
- Put three blocks together and tell the students that these blocks represent the word “tack.” Students say, “tack.”
- 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/. Explain to the students that each block stands for one sound.
- 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.”
- Students should practice with the teacher many times before being expected to do this individually.

Trading Places

(continued)

- After students have worked on initial sounds, other lessons may move on to “Trading Places” with final sounds.
- Medial sounds (e.g., changing “cup” to “cap”) should also be practiced.

Note: After the students understand phoneme manipulation, the natural progression for integrating phonemes and phonics would be replacing the plain blocks with alphabet tiles.

Coming Full Circle to Think-Ink-Pair-Share

- Did your responses change?
- Moving closer to 5s on your knowledge chart?
- One thing you will remember from this day forward is . . .

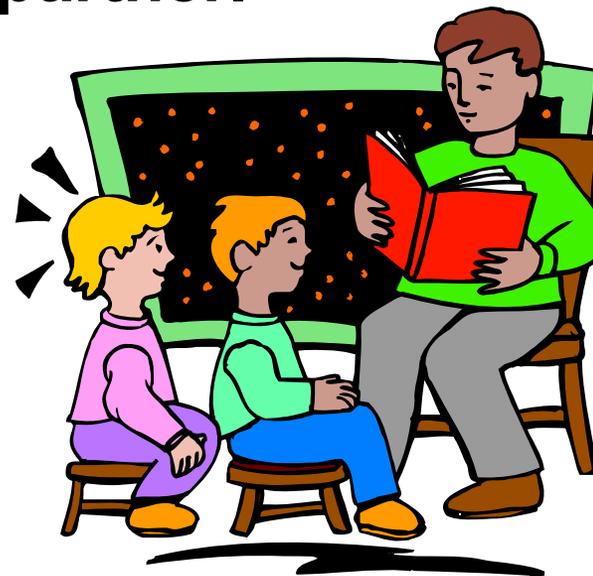


The First Day of School

Choose one linguistic unit or phonemic awareness skill.

Review notes and decide what you will do the first day of school.

Write it down and share it with your partner.



References

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Thank you!

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Gracias



Merci

Bedankt

Köszönettel

Vielen Dank

Fa'afetai

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