

Phonemic Awareness and Phonics

<p style="text-align: center;">Phonemic Awareness</p> <p>Ability to recognize the individual sounds of spoken language and how they can be blended together, segmented, and manipulated.</p> <p style="text-align: center;">Auditory</p> <p>Involves sound Tasks can be done with the eyes closed if not using manipulatives.</p> <p>Examples: Say the word <i>man</i>. Ask students to say each sound they hear in the word: <u>/m/ /a/ /n/</u>.</p> <p>Ask students to listen to each sound in a word: /h/ /a/ /t/ and say the word <i>hat</i>.</p> <p>Focuses on the sounds of spoken language and how they can be blended, segmented, and manipulated.</p> <p>Provides the basis for understanding the alphabetic principle and lays the foundation for phonics and spelling.</p>	<p style="text-align: center;">Phonics</p> <p>An instructional approach that links the sounds of spoken language to printed letters.</p> <p style="text-align: center;">Graphophonemic</p> <p>Involves sound and print. Tasks involve looking at print.</p> <p>Examples: Write the word <i>man</i> on a chart. Ask students to say each sound in the word and blend the sounds together to read the word.</p> <p>Ask students to listen to each sound in the word <i>man</i> and spell the word <i>man</i> using letter tiles.</p> <p>Shows how letters and spellings represent the sounds of spoken language.</p> <p>Helps students understand how sounds in words relate to their corresponding written symbols. This knowledge helps students read and spell words.</p> <p style="text-align: right;">-- <i>Teacher Reading Academy</i></p>
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Tasks That Promote Phonemic Awareness

Phonemic Awareness in Young Children

Developing readers must be able to recognize the sounds, learn to separate the sounds, one from another, and categorize them in a way that permits understanding of how words work. Activities referenced are in *Phonemic Awareness in Young Children*.

- Phoneme Isolation.** Children must recognize individual sounds in a word. This phonemic awareness concept helps children understand how phonemes sound when spoken in isolation and that phonemes are parts of words.
Activity: Guess Who, p. 58.
- Phoneme Identity.** Children must recognize the same sounds in different words. This phonemic awareness concept helps children understand that each phoneme shows up in many different words. The following activity reinforces this concept and it invites the children to pay attention to how the phonemes feel when they are articulated.
Activity: Different Words, Same Initial Phoneme, pp. 59-60
- Phoneme Categorization.** Children must recognize the word in a set of three or four words that has the “odd” sound. This phonemic awareness concept extends the children’s awareness by asking them to compare and contrast the sounds in words.
Activity: Finding Things: Initial Phonemes, p. 61

The next activity is one that combines all three (isolation, identity, categorization) by having children pull words from memory based on the initial phoneme and use their reasoning and problem-solving skills that have been previously developed.

Activity: I’m Thinking Of Something, p. 62

It is difficult for a child to read (decode) and spell (encode) until they are able to blend and segment phonemes.

- Phoneme Blending.** The phonemic awareness skill centrally involved in decoding (reading) is blending. Blending phonemes helps children to decode unfamiliar words. It involves listening to a sequence of individual sounds and combining them to pronounce a word. At first, use words that contain phonemes that can be pronounced without stopping between sounds.
- Example:** Listen to these sounds and tell me the word I say: /t/ /a/ /g/ . What’s the word? (tag)
- Phoneme Segmentation.** The phonemic awareness skill key to encoding (spelling) is segmenting. Segmenting phonemes helps children to spell unfamiliar words and also to retain spellings in memory (NRP, 2000). It involves breaking a word into its individual sounds.

Example: Tell me the sounds you hear in the word **mat**. (/m/ /a/ /t/)

Using blocks or other counters provides students with concrete, tangible ways of counting or marking the individual sounds of words as they say them. Letters can be substituted for the counters once students are solid in their phonemic awareness and have learned letter-sound correspondences.

ACTIVITY: Two Sound Words, pp. 73-75

- Discuss analyzing and synthesizing of phonemes on this page.
- Next, model the activities on p. 74 for analysis and synthesis.

Manipulating phonemes in words means working with phonemes (deleting, adding, or substituting them). Manipulating phonemes by deleting, adding or substituting phonemes to make new words is at the highest level of phonemic awareness.

Phoneme Deletion. Children recognize the word that remains when a phoneme is removed from another word. Example: What word do you have when you take away the /t/ at the beginning of trap? (rap).

Activity: Spider's Web With Word Pair I, p. 68

Phoneme Addition. Children make a new word by adding a phoneme to an existing word. Example: What word do you have if you add the /s/ to the beginning of the word pin? (spin)

Activity: Spider's Web With Word Pair II, p. 69

Phoneme Substitution. Children substitute one phoneme for another to make a new word.

Example: What word do you have if you change the /u/ in bug to the /a/ sound? (bag)
Use magnetic letters to demonstrate the changes after practicing orally.

From *Phonemic Awareness in Young Children*. Adams, Foorman, Lundberg and Beeler (1998)

Ways Children Can Sort Letters

- Letters in my name and letters not in my name.
- Letters in ABC order.
- Letters of different colors.
- Letters of the same size or different media.
- Upper- and lowercase letters.
- Letters with tails (y, p, g, j)
- Letters with circles (o, a, d, p)
- Letters with sticks (p, b, l, m)
- Letters with tunnels (h, m, n)
- Letters that are tall (h, l, f)
- Letters that are short (c, u, a, n)
- Letters with lines that cross through them (t, f, x)
- Upper- and lowercase letter pairs (Aa, Bb, etc.)
- Letter with the same upper- and lowercase forms (Xx, Ss, Yy,)
- Letters with a dot (l, j)
- Letters with curves (n, m, e, f)
- Letters with slants (x, y)
- Letters with two parts that are symmetrical (W, w, M, m)
- Vowels (a, e, i, o, u)
- Consonants (all letters except a, e, i, o, u)

Adapted from *Guided Reading*, Fountas and Pinnell (1996)

After children have become accustomed to the process of sorting letters, encourage them to think of new ways to sort them.

Letter Formation

A - slant down, slant down, across	a – over, around and down
B – down, up, around, around	b - down...n, up and around
C – over, around and open	c – over, around and open
D – down, up around	d – over, around, u...p and down
E – down, across, across, across	e – across, over, around and open
F – down, across, across	f – over, dow...n, across
G – over, around, across	g – over, around, dow...n, and curve
H – down, down, across	h – dow...n, up and over
I - down, across, across	I - down, dot
J – down, curve	j – down, curve, dot
K – down, slant in, slant out	k – dow...n, slant in, slant out
L – down, across	l - dow...n
M – down, slant down, slant up, down	m – down, up, over, up, over
N – down, slant down, up	n – down, up, over
O – over, around, close	o – over, around, close
P – down, up, around	p – down...n, up, around
Q – over, around, close, slant out	q – over, around, down
R – down, up, around, slant out	r – down, up, curve
S – over, around, curve	s – over, around, and curve
T – down, across	t – down, across
U – down, curve up	u – down, curve up, down
V – slant down, slant up	v – slant down, slant up
W – slant down, slant up, slant down, slant up	w – slant down, slant up, slant down, slant up
X – slant down, slant across	x – slant down, slant across
Y – slant down, slant up, down	y – slant down, slant dow...n
Z – across, slant down, across	z – across, slant down, across

Adapted from *Shaping Literate Minds*, Dorn and Soffas, 2001 p. 57

Sample Lesson - Letter “t”

<p>Materials</p> <p>Concepts about print R.11.K.4 Identify upper and lower case letters</p> <p>Name of the Letter</p> <p>Movement of the letter as it is written</p> <p>Spelling-Sound word recognition (phonics) R.11.K.5 Identify the most common sound associated with individual letters</p>	<p>ABC Chart “t” letter book Magnetic Letters t for each student Large Letter Card (t) Wipe-off Boards and Marker Prior to the beginning of the lesson, give each student a magnetic letter “t” and a white board and marker.</p> <p>EXPLAIN Show students a large letter <i>t</i>. “Today we are going to learn a new letter. The letter is <i>t</i>.”</p> <p>MODEL</p> <ol style="list-style-type: none">1. Hold up a large card with a big/bold letter <i>t</i>. <i>The name of this letter is t. Say the letter with me. t</i>2. <i>Watch me as I trace the letter t with my finger and say the movement that we use to write it.</i>3. Demonstrate by pointing with your finger and say, <i>Down, across.</i> Repeat the movements as you point.4. <i>This time you say the movements with me as I point.</i> <p>GUIDED PRACTICE</p> <ol style="list-style-type: none">5 Have students get out their magnetic letter <i>t</i>. <i>Now I want you to point to your magnetic letter and say the movements with me.</i> Next, have the students practice saying the movement as they match the words with the motions. <ol style="list-style-type: none">1. <i>Now, what is the letter? t</i> <p>INDEPENDENT PRACTICE</p> <ol style="list-style-type: none">2. <i>Get your wipe-off board and marker. I want you to write the letter t. Be sure to say the movements as you write it.</i> Observe students carefully to be sure they are using the correct movement pattern and that they check and confirm their work. <p>MODEL</p> <ol style="list-style-type: none">3. Hold up the <i>t</i> letter book and place the ABC chart in view of the students.<ol style="list-style-type: none">a. <i>What letter is on the cover of this book? t It is a t.</i>b. <i>What is the picture on the cover? tiger</i>c. ----- <i>find a t on our ABC chart. What is the picture on the chart that starts with a t? tiger</i>
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