

Phonemic Awareness Agenda



6:00 - 6:10 What is Phonemic Awareness and what are its components? At what ages should specific phonemic awareness skills be addressed?

6:10-6:15 Video Connects

6:15-6:25 What does academic research say about Phonemic Awareness?

6:25-6:35 Activity 1: Letter Sounds Race

6:35-6:40 Let's Discuss!

6:40-6:50 Activity 2- Phonemic Awareness Songs and Discussion

6:50-6:55 Additional Activities to do at Home

6:55-7:00 Wrap up/Closing

Phonemic Awareness

Phonemic Awareness is the understanding that speech is made up of individual sounds. When a child has developed phonemic awareness they are able to hear, identify, and manipulate individual sounds within a word.

Key Facts about Phonemic Awareness

- Phonemic Awareness is the first step towards a child's success in reading
- It is comprised of not one, but several components
- The lack of explicit (or direct) instruction of Phonemic Awareness is directly linked to later reading failure

Let's take a look at the **five** stages of development that will lead your child to phonemic awareness!

Keep in mind that these skills, when taught, should be ordered in the same way. This will allow your child to move from the simplest level to the most sophisticated level seemingly.

Phonological Skill	Description
Word awareness	Tracking the words in sentences. Note: This semantic language skill is much less directly predictive of reading than the skills that follow and less important to teach directly (Gillon, 2004). It is not so much a phonological skill as a semantic (meaning-based) language skill.
Responsiveness to rhyme and alliteration during word play	Enjoying and reciting learned rhyming words or alliterative phrases in familiar storybooks or nursery rhymes.
Syllable awareness	Counting, tapping, blending, or segmenting a word into syllables.
Onset and rime manipulation	The ability to produce a rhyming word depends on understanding that rhyming words have the same rime. Recognizing a rhyme is much easier than producing a rhyme.
Phoneme awareness	Identify and match the initial sounds in words, then the final and middle sounds (e.g., "Which picture begins with /m/?"; "Find another picture that ends in /r/"). Segment and produce the initial sound, then the final and middle sounds (e.g., "What sound does zoo start with?"; "Say the last sound in milk "; "Say the vowel sound in rope "). Blend sounds into words (e.g., "Listen: /f/ /ē/ /t/. Say it fast"). Segment the phonemes in two- or three-sound words, moving to four- and five- sound words as the student becomes proficient (e.g., "The word is eyes . Stretch and say the sounds: /ī/ /z/"). Manipulate phonemes by removing, adding, or substituting sounds (e.g., "Say smoke without the /m/").

Let's take a look at the skills that children achieve at a specific age!

The table to the side shows ages 4 - 6.

Age	Skill Domain	Sample Tasks
4	Rote imitation and enjoyment of rhyme and alliteration	pool, drool, tool "Seven silly snakes sang songs seriously."
5	Rhyme recognition, odd word out	"Which two words rhyme: stair, steel, chair? "
	Recognition of phonemic changes in words	" <i>Hickory Dickory Clock</i> . That's not right!"
	Clapping, counting syllables	truck (1 syllable) airplane (2 syllables) boat (1 syllable) automobile (4 syllables)
5½	Distinguishing and remembering separate phonemes in a series	Show sequences of single phonemes with colored blocks: /s/ /s/ /f/; /z/ /sh/ /z/.
	Blending onset and rime	"What word?" th-umb qu-een h-ope
	Producing a rhyme	"Tell me a word that rhymes with car ." (star)
	Matching initial sounds; isolating an initial sound	"Say the first sound in ride (/r/); sock (/s/); love (/l/)."
6	Compound word deletion	"Say cowboy . Say it again, but don't say cow ."
	Syllable deletion	"Say parsnip . Say it again, but don't say par ."
	Blending of two and three phonemes	/z/ /ū/ (zoo) /sh/ /ō/ /p/ (shop) /h/ /ou/ /s/ (house)
	Phoneme segmentation of words that have simple syllables with two or three phonemes (no blends)	"Say the word as you move a chip for each sound." sh-e m-a-n l-e-g

The skills achieved at ages 6 1/2 - 9

6½	Phoneme segmentation of words that have up to three or four phonemes (include blends)	"Say the word slowly while you tap the sounds." b-a-ck ch-ee-se c-l-ou-d
	Phoneme substitution to build new words that have simple syllables (no blends)	"Change the /j/ in cage to /n/. Change the /ā/ in cane to /ō/."
7	Sound deletion (initial and final positions)	"Say meat . Say it again, without the /m/." "Say safe . Say it again, without the /f/."
8	Sound deletion (initial position, include blends)	"Say prank . Say it again, without the /p/."
9	Sound deletion (medial and final blend positions)	"Say snail . Say it again, without the /n/." "Say fork . Say it again, without the /k/."

Video Connect



Video Connect



The image shows a video player interface. At the top, the video title "Fun with Phonemes" is displayed. The video content shows a person interacting with a large, colorful, 3D model of a house or building. The player controls include a play button, a progress bar showing 00:01 / 01:39, a full screen button, and a volume icon. Below the video player, there is a row of five video thumbnails with their respective titles: "Fun with Phonemes", "Helping Struggling Readers", "The Importance of Visual Input", "Letters vs Phonemes", and "Letters & sounds".

Fun with Phonemes

00:01 01:39

Fun with Phonemes

Helping Struggling Readers

The Importance of Visual Input

Letters vs Phonemes

Letters & sounds

What does Reading Research say?

According to the **International Reading Association**:

- A child who possesses phonemic awareness can segment sounds in words (for example, pronounce just the first sound heard in the word top) and blend strings of isolated sounds together to form recognizable word forms.
- Phonemic awareness abilities in kindergarten (or in that age range) appear to be the best single predictor of successful reading acquisition.
- Kindergarten children should have many opportunities to engage in activities that teach them about rhyme, beginning sounds, and syllables
- There is evidence to suggest that the relationship between phonemic awareness and learning to read is reciprocal: phonemic awareness supports reading acquisition, and reading instruction and experiences with print facilitate phonemic awareness development
- Some research suggests that student engagement in writing activities that encourage invented spelling of words can promote the development of phonemic awareness.
- It is clear that high levels of phonemic awareness among very young children are related to home experiences that are filled with interactions with print (such as being read to at home, playing letter games and language play, and having early writing experiences).

Activity 1



1. Choose a partner
2. One partner will be playing the part of the “child”, while the other will be playing the part of the “parent”
3. The “parent” will spread out all of the letters like the picture shown on the left.
4. The “child” will stand by the magnet board which will be opposite of the letters
5. As the “parent” says: “Run and pick up the letter that says ___” the “child” will run and grab the corresponding letter and place it on the magnet board!
6. Repeat until all letters have been moved onto the magnet board.

We will give you about **5 minutes** to play this game with your partner. Make sure each partner gets a turn to be the “parent” and the “child”! Play as many times as time allows.

Activity | Discussion

- What was your experience as the child?
 - ❖ Was the game easy to play?
 - ❖ What did you learn and/or practice?
- What was your experience as the parent?
 - ❖ Can you see yourself playing this game at home with your child?
 - ❖ How could you adapt this once your child has learned all of the letter sounds?
- Did you face any challenges either as the child or the parent?
- Do you have any questions or need any clarification about this activity?

Activity 2

Song that Teaches Rhyming

(Tune: The Farmer in the Dell)

The snake is eating cake

The snake is eating cake

Hi-ho the derry-o!

The snake is eating cake

The duck drove the truck

The duck drove the truck

Hi-ho the derry-o!

The duck drove the truck!

Song that Teaches Blending (3 Phonemes)

(Tune: If You're Happy and You Know It)

If you think you know this word, shout it out!

If you think you know this word, shout it out!

If you think you know this word

Then tell me what you heard

If you think you know this word, shout it out!

/c/ /u/ /p/ cup

Let's Wrap it up...

As you may have noticed throughout our activities, phonemic awareness activities are best if they are both **engaging** and **fun** for your child!

Do you have any questions regarding tonight's discussion on phonemic awareness?

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