



Presenter: Fay Crooks M.Ed., OGT,
LVGC Tutor/Trainer

Welcome to Phonological Awareness!

Today's Goals



Today's Goals.....

- To learn about the importance of phonological awareness skills for beginning ESL/Reading success.
- To understand the difference between phonological awareness and phonemic awareness.
- Become familiar with a few assessments that measure phonological awareness ability.
- Become familiar with and practice phonological awareness activities.
- With practice, become confident about using assessments/activities with your students in helping them develop their phonological awareness skills.
- Enjoy the learning experience!

Phonological Awareness

What is it?



Phonological Awareness

is:

- One's sensitivity to or explicit awareness of the phonological structure of words in one's language
- Simply put, it involves attention to the sound structure of oral language.
- The focus is on the sounds of words in sentences, syllables in multisyllabic words and phonemes rather than the meaning of words.

Phonological Awareness

- The term phonological awareness refers to a general appreciation of the sounds of speech as distinct from their meaning. When that insight includes an understanding that words can be divided into a sequence of phonemes, this finer-grained sensitivity is termed **phonemic awareness**.

- (Snow, Burns & Griffin, 1998)

Phonological Awareness

- It is the students(s) **phonemic awareness** that is most closely related to success in learning to read. (Adams, 1990, Stanovich, 1986)

What is a phoneme?

- A phoneme is the smallest unit of sound.
- /c/ /a/ /t/

..so what is Phonemic Awareness?

It is a component of Phonological Awareness.

It reflects the ability to hear and manipulate phonemes which are the smallest units of sound that make up the speech stream.

*It is not the same as phonics!

Phonemic Awareness instruction should never involve print. (If you find yourself working with letters or printed words- you have skipped a step and crossed the lines into phonics.)

*Skipping steps to jump into reading will not work.

Phonemic awareness should be done in small pockets of time such as 5-10 minutes throughout the day/lesson.

Assessments



Letter Name/ Sound Symbol

- This assessment checks to see if the student is able to make an association between a letter/letters and the sound(s) it makes. You want the student to be fluent.
- (Let's practice by making and practicing with a few cards. We will begin with the following letters:

Phonological Awareness

-let's practice!

Phonological Awareness Profile

- This assessment tests for variety of skills.



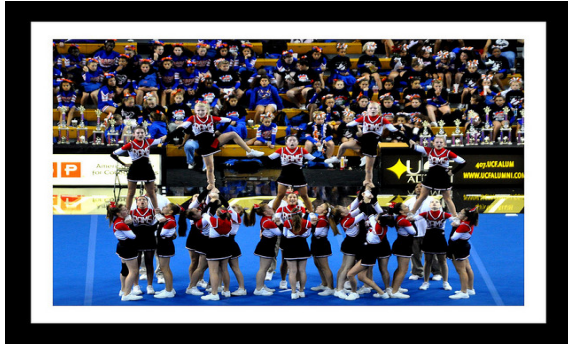
Other Assessments

- DSA
- Dibels
- Names-(Randomly spelled names that lets you know sounds that the student may or may not recognize)
- Dyslexia Screenings
- Phonemic Awareness Profile
- Phonemic Awareness Survey
- ...just to name a few...just sharing for info.

Discussion

- In your small group or with a partner, share ideas that are working with your students.
- **Does not have to be related to phonological awareness
- Be prepared to share!!
- Think of one problem that you are experiencing with your student/lesson and write it on a 3x5 card. Pass it up to me when finished. We will discuss at the end of the session. (Does not have to be phonics related)

Activities...



Rhyming

- Beanbag Rhyme Game
- Materials: Beanbag
- Procedure: The teacher, (holding the beanbag), says a word (e.g. mat)
- The teacher then passes the beanbag to a student. That student is to think of a word that rhymes with mat, say the new word aloud and pass the bag to another student/teacher.
- The game continues until the participants can no longer think of rhyming words.
- The student holding the beanbag at the end of the game at that point begins the game with a new word.

Rhyming

- Activities include-
- Rhyme Production
- Rhyme discrimination
- Alliteration

Blending

- The goal of blending drills is to train the student to recognize visually any combination of letters, to respond with the appropriate sounds, and to combine them with ease.
- The student must be able to blend together the sounds of any group of letters in any order.

Blending Activity

- Use the letter/ sound cards
- (Label cards on the back for beginning, middle and ending sounds-use b-g -e or use colored green, yellow and green stickers).
- Have the students rapidly read words while continually changes initial, medial and ending sounds.
- Another blending activity: Have the student put word together after you say the sound in isolation.
- (Ex .: Say /c/a/t/. The student says cat.

Letter-Sound Cards

- Begin with the following cards:
- Beginning: b, z, f, c, s, g, m, h
- Middle: a, e, i, o, u, ee, oo
- End: b, m, p, n, d, t, g

Isolation

- This activity requires the student to isolate sounds in a word.
- Example: What sound do you hear at the beginning of cat?
What sound do you hear in the middle?
What sound do you hear at the end?

Deletion

- Example
- Say map (map)
- Say map again but don't say /m/ (ap)
- Say map, but don't say /p/ (ma)

Manipulatives

- You may also use cubes, colored chips or blocks for phoneme manipulation.

More Phonological Awareness Activities

- Syllable and Sound Blending- The student is shown a picture and identifies each sound heard in the word. .par= p a n, cup = c u p
- Syllable Identification- The student identifies the number of sounds heard in words. (Flower =2)
- Initial/Final Alliteration-The student is shown 3 pictures. They identify the 2 that begin or end with the same sound.
- Phoneme Isolation-The student is shown 3 picture. They identify whether a requested sounds comes at the beginning, middle or end of a word. (Bus- Does /u/ come at the beginning, middle or end?)
- Sound Deletion/Sound Substitution-Teacher says a word-toast and asks the student to repeat the word and then replace a sound with a different one.. Say toast again but don't say /t/ oast..or don't say /o/ say /a/- taste

Your turn

- We will now revisit some of your questions/concerns submitted on you index cards.

Recap

- The term phonological awareness refers to a general appreciation of the sounds of speech as distinct from their meaning.
- A phoneme is the smallest unit of sound.
- Various assessments can be administered.
- A few activities include: Rhyming, blending, letter/sound cards, segmenting, isolation/deletion.

Your turn

- Let's discuss your questions

Thank you for choosing this workshop!

Fay Crooks M.Ed., Orton Gillingham Therapist. IDA
fcrooks@ncs-nj.org