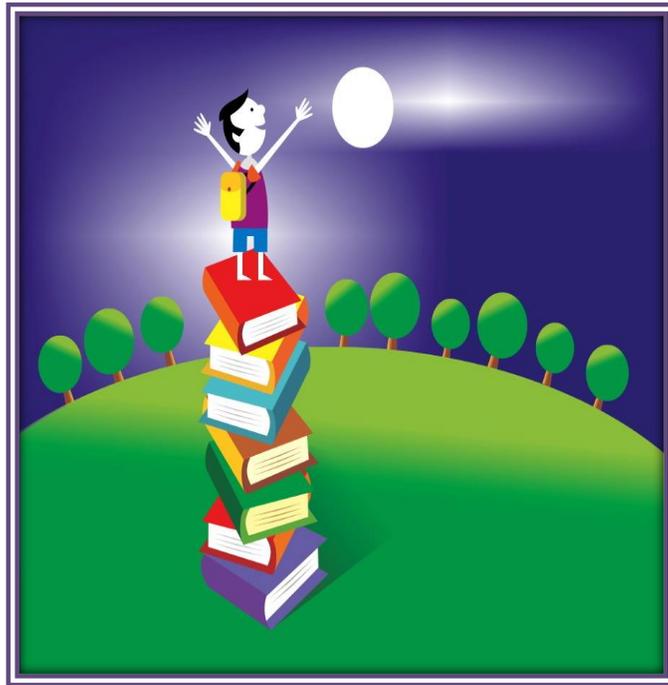


Phonemic Awareness And The Emerging Reader



by

Barbara A. Elliot

PHONEMIC AWARENESS AND THE EMERGING READER

OVERVIEW

Important research conducted over the past decade has made it clear that phonemic awareness plays a critical role in the development of reading and writing skills at the early stages. This curricular supplement will review the role of phonemic awareness in the learning to read process. Intended for use by kindergarten to grade two teachers, this document will address the following topics:

- ❖ What is phonemic awareness?
- ❖ What does phonemic awareness have to do with reading and writing?
- ❖ How is phonemic awareness related to phonics?
- ❖ What can teachers do to facilitate the development of phonemic awareness skills in the early grades?
- ❖ What kinds of books are most suitable for phonemic awareness training?
- ❖ How can teachers learn more about phonemic awareness?

WHAT IS PHONEMIC AWARENESS?

The word *phoneme* is the linguistic term for an individual speech sound, just as a *grapheme* is an individual printed letter. Phonemic awareness refers to conscious awareness of the sounds of spoken speech. In order to be phonemically aware, we have to realize that spoken speech, which is produced and perceived as a blended stream of sound, actually consists of a sequence of individual sounds. Those of us who are phonemically aware also recognize that spoken language can be segmented into various *sound units* such as words, syllables, onsets (the part of the syllable that precedes the vowel), rimes (the vowel plus remaining portion of the syllable), and individual sounds, and that these sounds and sound units can be played with and manipulated.

Phonemic awareness activities require that children actively listen to, focus on, reflect on, and talk about the sounds and sound units of speech. When children are engaged in a phonemic awareness activity, they are examining the phonology or the structure of their oral language system. Such activities allow children to investigate the rules that govern how sounds, onsets, and rimes are combined to create syllables, and how syllables are combined to create words. Phonemic awareness activities are listening and speaking activities, and research has shown that these oral language activities facilitate the development of the written language skills of reading and writing.

Examples of activities that can be used to enhance phonemic awareness include:

- saying and singing nursery rhymes
- telling rhymed stories and producing rhyme
- saying poems/stories containing alliteration
- investigating word length
- segmenting sentences into words
- segmenting words into syllables
- clapping and dancing to syllabic rhythms
- blending syllables to create words
- adding prefixes and suffixes to root words
- segmenting syllables into onsets and rimes
- segmenting syllables into sounds
- blending onsets and rimes to create words
- blending sounds to create syllables
- identifying sounds in given word positions
- deleting sounds, onsets, rimes, or syllables from words
- substituting sounds in words with different sounds

WHAT DOES PHONEMIC AWARENESS HAVE TO DO WITH READING AND WRITING?

Alphabetic languages utilize symbols to represent the phonology or spoken sound system of the language. The term *orthography* refers to the writing system of a language. In the case of English, letters and letter combinations represent the sounds and sound patterns of spoken speech. In order to learn how to read, young children need to learn how to map the letters and words that they see in print onto the speech forms that they hear and use when they talk. Similarly, in order to learn how to write, children must learn how to translate the sounds that they use in speech into their letter equivalents. Phonemic awareness, therefore, has everything to do with reading and writing, since the alphabetic orthography of English exploits the phonological structure of the language. Our success in learning how to read and write has been shown to be dependent upon the degree to which we are aware of the underlying phonological structure of words. In order to acquire literacy skills with ease, we need to understand that the speech stream can be segmented and that the units of speech can be manipulated in a variety of ways.

HOW IS PHONEMIC AWARENESS RELATED TO PHONICS?

Phonics refers to the learning of letter-sound correspondences and the sounding out of words. It is a method of reading instruction that teaches children the relationship between spelling patterns and sound patterns. Phonemic awareness is the *foundational ability* that underlies the learning of spelling – sound correspondences. This prior understanding of the phonological structure of words makes phonics understandable and learnable. Children who are already aware of the units of spoken speech will not be confused by discussions about the letters and letter combinations comprising printed words and the sounds that are represented by those letters. Well-developed phonemic awareness skills are necessary in order for students to acquire facility with decoding, or the sounding out of words. And well-developed decoding skills are necessary in order for students to learn to recognize words automatically, so they can devote their attention to comprehending what they are reading and gaining meaning from print.

In summary, phonemic awareness is the central ability that underpins or presages reading acquisition. It has, in fact, been found that a student’s level of phonemic awareness upon entering school “may be the single most powerful determinant of the success she or he will experience in learning to read and the likelihood that she or he will fail” (Adams, 1990, p.304). Furthermore, “measures of school children’s ability to attend to and manipulate phonemes strongly correlate with their reading success all the way through the twelfth grade” (Adams, 1990, pp. 304-305).

WHAT CAN TEACHERS DO TO FACILITATE THE DEVELOPMENT OF PHONEMIC AWARENESS SKILLS?

Phonemic awareness abilities can be developed in a variety of ways. These methods range from exposure to children’s literature which contains text that “plays” with the sounds of language, to intensive remedial programming with published kits and workbooks. In the regular classroom setting, the best starting point is to try to develop phonemic awareness through the specialized use of children’s literature.

As we consider how to facilitate the development of phonemic awareness skills in the early grades, we need to take a look at what kinds of skills comprise phonemic awareness and in what order these skills develop. The easiest way to classify the continuum of phonemic awareness skills is by the size of the phonological unit. Generally speaking, children develop an awareness of larger sound units before smaller sound units, hence they become aware of words before they become aware of syllables. Similarly, tasks that involve awareness of syllables are easier than tasks that involve awareness of the smaller intrasyllabic units of onsets and rimes. Tasks that require children to attend to and manipulate individual sounds tend to be the most difficult, hence awareness of phonemes tends to be the last skill to develop.

There are countless classroom-based activities that can be devised to enhance children's awareness of words, syllables, intrasyllabic units, and individual phonemes. A limited sample of activities using children's literature will be provided in this curricular supplement.

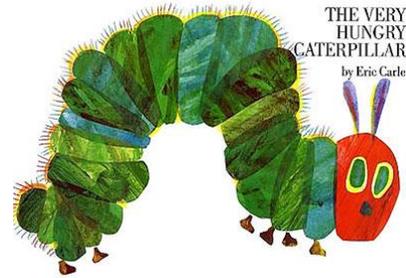
Each activity will contain a scripted lesson which will demonstrate exactly how to foster the development of a particular skill. After using a few of these lessons, teachers will be able to facilitate phonemic awareness naturally and spontaneously during their regular language arts lessons and throughout the course of the day.

In preparing to use these activities, teachers should be aware of the following key principles:

1. The central goal of phonemic awareness training is to teach children how to analyze spoken language, how to separate spoken words into their separate sounds, how to recognize the sequence of those sounds, how to recognize various units of sound, and how to change that sequence by manipulating sounds and sound units.
2. Phonemic awareness activities are listening and speaking activities. Children engaged in phonemic awareness activities need to develop analytical listening skills and articulatory self-monitoring skills so they can detect, reflect on, and talk about the speech elements produced by others and by themselves. They will need to spend lots of time "feeling" what their own mouth is doing when they are talking and paying careful attention to what their teacher's mouth is doing when he or she is talking.
3. Teachers must get into the habit of using letter sounds, not letter names, when performing phonemic awareness activities. When making consonant sounds, it is important to try to pronounce them with as little vowel influence as possible (e.g. the /b/ sound should not be pronounced as "buh"). Teachers also need to recognize that the digraphs /sh/, /ch/, /th/ and /ng/ are single sounds that are coded in English with two letters, and that the letter "x" usually functions phonologically as more than one sound (e.g. "exit" is actually /eksit/).
4. Phonemic awareness activities should be fun, interactive, and game-like. Since these are listening activities that do not involve the use of written symbols, they can be taught in a spirit of playfulness, discovery, and enjoyment.
5. Some children will be much more phonemically aware than others, and all children's attempts at detecting and manipulating the components of speech should be responded to positively. Children with speech, language, and learning disabilities may need additional intervention in addition to these classroom activities in order to benefit fully from their regular language arts instruction.

Lesson 1: Comparing the Length of Words
Target: Word Awareness
Grade Level: K, 1

Text: The Very Hungry Caterpillar
By Eric Carle



Script:

Today we're going to talk about words. Words can be short or words can be long. Short words are ones that only have a few sounds in them. Sometimes they only have one sound in them, like the words "a", or "I". Watch my mouth as I say these short words and see how quickly my mouth finishes each word (*say each word at a normal rate of speech*): you, go, in, Sam, run. Now you say these short words and feel how quickly your mouth finishes each word – concentrate on how your mouth moves and feels when you say the word (*have the students repeat each word after you*): my, two, come, see, Tom.

Now let's say some long words. Longs words are ones that have lots of sounds in them. It takes more time to say a long word than it does to say a short word. Watch my mouth and listen as I say these long words (*say each word at a normal rate of speech*): Saskatoon, alligator, Elizabeth, computer. Now you say these long words with your own mouth and notice how they have a lot more sounds than the short words that you said (*have the students repeat each word after you*): Saskatchewan, caterpillar, watermelon, carefully.

I'm going to read you a story now call The Very Hungry Caterpillar. This story has both short words and long words in it. After I read the story I'm going to say some of the words and you're going to figure out if they're short words or long words.

Read the story through once without interruption. Then ask individual students the following questions. Precede each question with this instruction: "Say these words after me". This repetition will enable the children to use their own tactile-auditory cues to compare the length of the words.

1. Which word is longer, *caterpillar* or *very*?
2. Which word is longer, *on* or *little*?
3. Which word is longer, *pop* or *Sunday*?
4. Which word is longer, *morning* or *egg*?
5. Which word is longer, *started* or *to*?
6. Which word is longer, *ate* or *Monday*?
7. Which word is longer, *apple* or *he*?
8. Which word is longer, *Tuesday* or *was*?

9. Which word is longer, *in* or *hungry*?
10. Which word is longer, *Wednesday* or *still*?
11. Which word is longer, *but* or *strawberries*?
12. Which word is longer, *he* or *Thursday*?
13. Which word is longer, *oranges* or *five*?
14. Which word is longer, *Saturday* or *piece*?
15. Which word is longer, *chocolate* or *one*?
16. Which word is longer, *ice cream* or *cake*?
17. Which word is longer, *of* or *pickle*?
18. Which word is longer, *slice* or *salami*?
19. Which word is longer, *cheese* or *lollipop*?
20. Which word is longer, *cherry* or *pie*?
21. Which word is longer, *sausage* or *one*?
22. Which word is longer, *watermelon* or *cupcake*?
23. Which word is longer, *night* or *stomach ache*?
24. Which word is longer, *next* or *Sunday*?
25. Which word is longer, *better* or *much*?
26. Which word is longer, *now* or *little*?
27. Which word is longer, *built* or *cocoon*?
28. Which word is longer, *himself* or *way*?
29. Which word is longer, *inside* or *butterfly*?
30. Which word is longer, *weeks* or *beautiful*?

Lesson 2: Identifying Missing Words in Sentences

Target: Word Awareness

Grade Level: K, 1

Text: Any book of Nursery Rhymes

Script:

I'm going to tell you some nursery rhymes and sing you some songs that most of you will know. The first time I say the rhyme I'm going to say it the right way, but then I'm going to say it one more time with some of the words missing. You get to be the teachers and your job will be to tell me which word I left out. Then see if you can fix my sentence for me by saying it over again with all the words put back in.

Use any book of nursery rhymes or sing some simple familiar songs for this activity. Say one nursery rhyme the right way, and then repeat it over again with one word missing in each line. Stop at the end of each line and ask individual students or the class in unison to tell you which word you left out. Then ask someone to fix your sentence by repeating the line the right way. Here are some sample nursery rhymes with word omissions in each line that you can use.

Jack and Jill

Jack and Jill went up the hill to a pail of water, (fetch)
Jack down and broke his crown, (fell)
And came tumbling after. (Jill)

Humpty Dumpty

Humpty Dumpty on a wall, (sat)
Humpty Dumpty had a fall. (great)
All the horses and all the king's men, (king's)
Couldn't put Humpty again! (together)

Twinkle Twinkle Little Star

Twinkle twinkle star, (little)
How I what you are. (wonder)
Up the world so high, (above)
Like a diamond the sky, (in)
Twinkle little star, (twinkle)
I wonder what you are. (How)

Row Row Row Your Boat

Row Row Row boat (your)
Gently the stream. (down)
Merrily merrily merrily, (merrily)
Life is a dream. (but)

Hickory, Dickory, Dock

Hickory, dickory! (dock)
The mouse ran the clock. (up)
The clock one, (struck)
Mouse ran down, (The)
Dickory, dock! (Hickory)

Little Bo-Peep

Little Peep (Bo)
Has her sheep (lost)
And can't tell where to find. (them)
Leave them and they'll come home (alone)
Wagging their behind them. (tails)

Happy Birthday To You

Happy to you, (birthday)
Happy birthday you, (to)
Birthday dear Jason, (Happy)
Happy birthday to! (you)

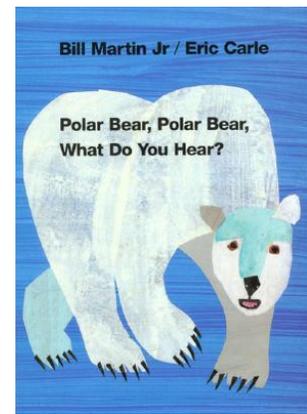
Lesson 3: Counting the Number of Syllables in Words

Target: Syllable Awareness

Grade Level: K, 1, 2

Text: Polar Bear, Polar Bear, What Do You Hear?

By Bill Martin Jr. and Eric Carle



Script:

We're going to learn about a part of a word today that's called a **syllable**. Syllables are like beats of music that we can clap our hands to or tap out on our desks. Every word has at least one syllable. For example, the word "my" has only one beat – listen (*clap your hands as you say "my"*). Other words that have only one syllable are (*clap your hands as you say the words*): Sam, I, go, dog, you, class. Now listen to some words that have two syllables (*clap your hands as you say the syllables in these words*): Jason, Megan, blackboard, classroom. Some words have even more than two syllables. Listen to all the syllables in these words (*clap your hands as you say the syllables*): animal, envelope, television, refrigerator.

Now I'm going to read you a story call Polar Bear, Polar Bear, What Do You Hear? After I read it, you're going to help me figure out how many syllables some of the words in the story have.

Tell the students at all grade levels to say each word slowly with their own mouth before telling you how many syllables the words have. Kindergarten students may simply clap out or use rhythm instruments to mark the syllables in the target words, while Grade 1 and 2 students should be able to count the syllables. The students may answer individually or in unison.

1. How many syllables are in this word: *polar bear?* (3)
2. How many syllables are in this word: *lion?* (2)
3. How many syllables are in this word: *hippopotamus?* (5)
4. How many syllables are in this word: *flamingo?* (3)
5. How many syllables are in this word: *zebra?* (2)
6. How many syllables are in this word: *boa constrictor?* (5)
7. How many syllables are in this word: *elephant?* (3)
8. How many syllables are in this word: *leopard?* (2)
9. How many syllables are in this word: *peacock?* (2)

10. How many syllables are in this word: *walrus?* (2)
11. How many syllables are in this word: *zookeeper?* (3)
12. How many syllables are in this word: *children?* (2)
13. How many syllables are in this word: *hear?* (1)
14. How many syllables are in this word: *roaring?* (2)
15. How many syllables are in this word: *ear?* (1)
16. How many syllables are in this word: *in?* (1)
17. How many syllables are in this word: *snorting?* (2)
18. How many syllables are in this word: *do?* (1)
19. How many syllables are in this word: *fluting?* (2)
20. How many syllables are in this word: *braying?* (2)
21. How many syllables are in this word: *I?* (1)
22. How many syllables are in this word: *hissing?* (2)
23. How many syllables are in this word: *what?* (1)
24. How many syllables are in this word: *trumpeting?* (3)
25. How many syllables are in this word: *snarling?* (2)
26. How many syllables are in this word: *yelping?* (2)
27. How many syllables are in this word: *my?* (1)
28. How many syllables are in this word: *like?* (1)
29. How many syllables are in this word: *a?* (1)
30. How many syllables are in this word: *that's?* (1)

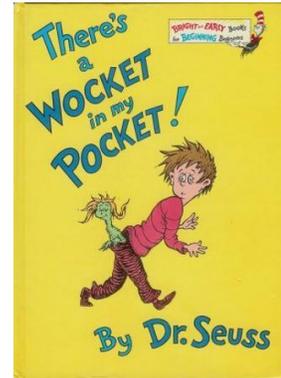
Lesson 4: Deleting Syllables From Words

Target: Syllable Awareness

Grade Level: 1, 2

Text: There's a Wocket in my Pocket!

By Dr. Seuss (Theodore Geisel and Audrey Geisel)



Script:

Now we're going to practice taking some syllables away from words. Sometimes when we take away a syllable from a word, a real word is left over. For example, if I took the syllable "ball" away from the word "football", the word "foot" would be left over. But when you take syllables away from other words, only funny sounding words are left over. For example, if I took the syllable "o" away from the word "over", I'd be left with "ver" – and "ver" isn't a real word – it's just a part of a word.

I'm going to read you the story, There's a Wocket in My Pocket by Dr. Seuss. After I finish it, we're going to practice taking syllables away from some of the words in the story. When we take away the syllables from these words, most of the time only funny sounding word parts will be left over.

Read the book through once without interruption. Then give the class or individual students the following instructions:

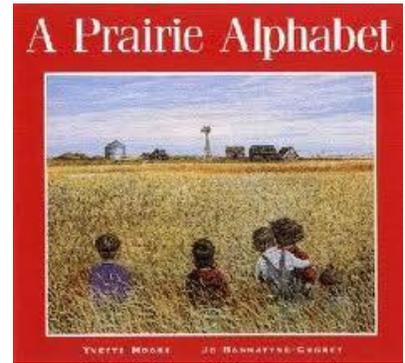
1. Say the word *basket*. Now say it again, but this time don't say *ket*. (bas)
2. Say the word *bureau*. Now say it again, but this time don't say *bur*. (eau)
3. Say the word *closet*. Now say it again, but this time don't say *clo*. (set)
4. Say the word *certain*. Now say it again, but this time don't say *cer*. (tain)
5. Say the word *curtain*. Now say it again, but this time don't say *tain*. (cur)
6. Say the word *feeling*. Now say it again, but this time don't say *ing*. (feel)
7. Say the word *myself*. Now say it again, but this time don't say *self*. (my)
8. Say the word *rather*. Now say it again, but this time don't say *ra*. (ther)
9. Say the word *friendly*. Now say it again, but this time don't say *ly*. (friend)
10. Say the word *bottle*. Now say it again, but this time don't say *bo*. (tle)

11. Say the word *table*. Now say it again, but this time don't say *ble*. (ta)
12. Say the word *under*. Now say it again, but this time don't say *un*. (der)
13. Say the word *sofa*. Now say it again, but this time don't say *fa*. (so)
14. Say the word *wasn't*. Now say it again, but this time don't say *wa*. (sn't)
15. Say the word *cupboards*. Now say it again, but this time don't say *cu*. (boards)
16. Say the word *about*. Now say it again, but this time don't say *bout*. (a)
17. Say the word *toothbrush*. Now say it again, but this time don't say *tooth*. (brush)
18. Say the word *without*. Now say it again, but this time don't say *with*. (out)
19. Say the word *under*. Now say it again, but this time don't say *der*. (un)
20. Say the word *really*. Now say it again, but this time don't say *real*. (y)
21. Say the word *chimney*. Now say it again, but this time don't say *ney*. (chim)
22. Say the word *nervous*. Now say it again, but this time don't say *vous*. (ner)
23. Say the word *around*. Now say it again, but this time don't say *a*. (round)
24. Say the word *behind*. Now say it again, but this time don't say *be*. (hind)
25. Say the word *ceiling*. Now say it again, but this time don't say *ceil*. (ing)
26. Say the word *shower*. Now say it again, but this time don't say *er*. (show)
27. Say the word *pillow*. Now say it again, but this time don't say *pi*. (low)
28. Say the word *believe*. Now say it again, but this time don't say *lieve*. (be)
29. Say the word *never*. Now say it again, but this time don't say *ne*. (ver)
30. Say the word *sometimes*. Now say it again, but this time don't say *times*. (some)

Lesson 5: Categorizing Words by Onset
Target: Awareness of Intrasyllabic Units
Grade Level: K, 1

Text: A Prairie Alphabet

By Yvette Moore and Jo Bannatyne-Cugnet



Script:

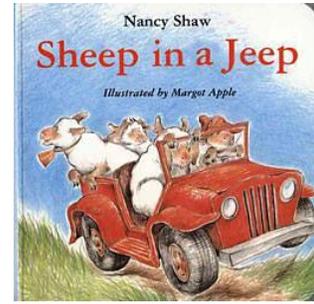
Today we're going to practice deciding which words in a group of words have the same sounds at the beginning. I'm going to read you a book called The Prairie Alphabet. After I'm finished, we're going to go back and figure out which words have the same beginning sounds on each page. Remember to listen for the sounds – don't try to figure out which words start with the same letter, because sometimes a letter can make more than one sound.

Let the students look at the pictures and the print as you read the book through the first time, but don't let them see the print when you do the phonemic awareness activity. For these activities they have to learn to use their listening skills and their articulatory-tactile skills only. Instruct the class or individual students to say the series of words themselves before they try to determine which ones have the same onset.

1. Which words start with the same sound: *we, Angus, at?*
2. Which words start with the same sound: *bed, barn, in?*
3. Which words start with the same sound: *pulls, engine, empty?*
4. Which words start with the same sound: *family, grows, far?*
5. Which words start with the same sound: *geese, over, gophers?*
6. Which words start with the same sound: *word, hard, hay?*
7. Which words start with the same sound: *gave, judges, jam?*
8. Which words start with the same sound: *my, kite, kicks?*
9. Which words start with the same sound: *come, livestock, lightning?*
10. Which words start with the same sound: *mouse, by, meal?*

11. Which words start with the same sound: *neighbours, they, near?*
12. Which words start with the same sound: *pattern, patchwork, quilt?*
13. Which words start with the same sound: *horses, quarter, quietly?*
14. Which words start with the same sound: *seats, root, rodeo?*
15. Which words start with the same sound: *Craig, crop, sees?*
16. Which words start with the same sound: *Sarah, saw, when?*
17. Which words start with the same sound: *takes, thermos, toolbox?*
18. Which words start with the same sound: *milk, uncle, udder?*
19. Which words start with the same sound: *vet, van, calves?*
20. Which words start with the same sound: *through, wade, wheat?*
21. Which words start with the same sound: *yarns, trade, yellow?*
22. Which words start with the same sound: *cover, zero, zucchini?*
23. Which words start with the same sound: *zinnias, Zachary, degrees?*
24. Which words start with the same sound: *in, wind, waving?*
25. Which words start with the same sound: *by, munches, moonlight?*

Lesson 6: Categorizing Words by Rime – Rime Oddity
Target: Awareness of Intrasyllabic Units
Grade Level: K, 1, 2



Text: Sheep In a Jeep
By Nancy Shaw

Script:

Now we're going to practice deciding which words in a group of words sound the same at the end. When the end part of two words are exactly the same, we say that they **rhyme**.

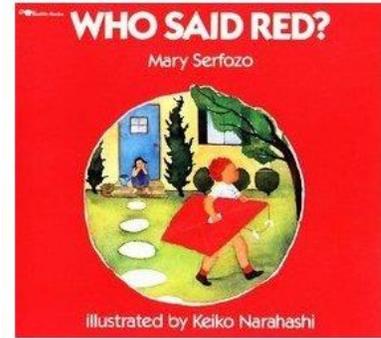
I'm going to read you the book Sheep In a Jeep. After I read it through once you're going to tell me which word in a group of three words doesn't belong with the other two. This will be the word that doesn't rhyme.

Instruct the class or individual students to say the series of words themselves slowly before selecting the one that has a different rime.

1. Which word doesn't belong: *beep, hill, steep?*
2. Which word doesn't belong: *that's, jeep, sheep?*
3. Which word doesn't belong: *go, won't oh?*
4. Which word doesn't belong: *push, leap, jeep?*
5. Which word doesn't belong: *front, think, grunt?*
6. Which word doesn't belong: *goes, jeep, deep?*
7. Which word doesn't belong: *in, mud, thud?*
8. Which word doesn't belong: *tug, get, shrug?*
9. Which word doesn't belong: *sheep, yelp, help?*
10. Which word doesn't belong: *comes, out, shout?*
11. Which word doesn't belong: *dear, cheer, oh?*
12. Which word doesn't belong: *forgets, steer, cheer?*
13. Which word doesn't belong: *heap, in, weep?*
14. Which word doesn't belong: *sweep, the, jeep?*
15. Which word doesn't belong: *sale, cheap, sheep?*

Lesson 7: Phoneme Blending
Target: Sound Awareness
Grade Level: 1, 2

Text: Who Said Red?
By Mary Serfozo



Script:

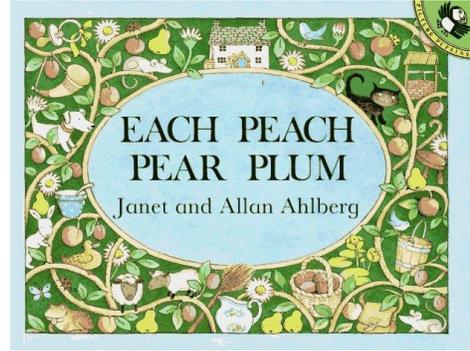
Today I'm going to break apart all the sounds in some words. When I do this it will sound like I'm using Robot Talk. Your job will be to fix my words by blending the sounds together to make real words. This time I'm not going to read you the story first, because the words in the story will give you too many hints. After you finish fixing all the words, I'll read the story to you without using Robot Talk.

The phonemes are written within the slash marks as they should be pronounced. Make sure you try to pronounce the consonant sounds in isolation with no added vowel sound, for example, /d/ should not be pronounced as "duh". Make a significant pause after you say each sound. Ask individual students or the class in unison to blend each set of phonemes into words.

1. What word do these sounds make: /h/ - /ū/? (who)
2. What word do these sounds make: /s/ - /ě/ - /d/? (said)
3. What word do these sounds make: /r/ - /ě/ - /d/? (red)
4. What word do these sounds make: /d/ - /ĩ/ - /d/? (did)
5. What word do these sounds make: /y/ - /ū/? (you)
6. What word do these sounds make: /s/ - /ā/? (say)
7. What word do these sounds make: /s/ - /t/ - /ō/ - /p/? (stop)
8. What word do these sounds make: /s/ - /ī/ - /n/? (sign)
9. What word do these sounds make: /y/ - /ě/ - /s/? (yes)
10. What word do these sounds make: /d/ - /ō/ - /n/ - /t/? (don't)
11. What word do these sounds make: /p/ - /ĩ/ - /n/ - /k/? (pink)

12. What word do these sounds make: /g/ - /r/ - /ē/ - /n/? (green)
13. What word do these sounds make: /ī/ - /z/? (is)
14. What word do these sounds make: /b/ - /ī/ - /g/? (big)
15. What word do these sounds make: /f/ - /r/ - /ō/ - /g/? (frog)
16. What word do these sounds make: /l/ - /ē/ - /f/? (leaf)
17. What word do these sounds make: /t/ - /r/ - /ē/? (tree)
18. What word do these sounds make: /b/ - /ē/ - /n/? (bean)
19. What word do these sounds make: /b/ - /l/ - /ū/? (blue)
20. What word do these sounds make: /b/ - /ē/? (be)
21. What word do these sounds make: /s/ - /k/ - /ī/? (sky)
22. What word do these sounds make: /b/ - /ō/? (bow)
23. What word do these sounds make: /b/ - /ō/ - /l/? (ball)
24. What word do these sounds make: /j/ - /ē/ - /n/? (jean)
25. What word do these sounds make: /w/ - /ē/ - /l/? (well)
26. What word do these sounds make: /b/ - /r/ - /ī/ - /t/? (bright)
27. What word do these sounds make: /ă/ - /n/ - /d/? (and)
28. What word do these sounds make: /n/ - /ō/ - /t/? (not)
29. What word do these sounds make: /th/ - /ē/ - /n/? (then)
30. What word do these sounds make: /b/ - /l/ - /ă/ - /k/? (black)

Lesson 8: Segmenting and Counting Phonemes
Target: Sound Awareness
Grade Level: 1, 2



Text: Each Peach Pear Plum
By Janet and Allan Ahlberg

Script:

Now you're going to get to talk like robots. I'm going to read you the story Each Peach Pear Plum. After I finish it, I'm going to ask you to break up some of the words in the story into their sounds and to tell me how many sounds the words have. Remember – I want to know how many sounds the words have – not how many letters they have, so only pay attention to how the words sound when you say them – not how they look when you spell them.

Read the text through once, and then ask individual students to segment the target words into their constituent sounds. Have the students select a block from a box as they say each sound in the word, or have them count on their fingers as they say the sounds so they can tell you how many sounds are in each word.

1. What are the sounds in this word: *each*? How many sounds does it have? (2)
2. What are the sounds in this word: *peach*? How many sounds does it have? (3)
3. What are the sounds in this word: *pear*? How many sounds does it have? (3)
4. What are the sounds in this word: *plum*? How many sounds does it have? (4)
5. What are the sounds in this word: *spy*? How many sounds does it have? (3)
6. What are the sounds in this word: *Tom*? How many sounds does it have? (3)
7. What are the sounds in this word: *Thumb*? How many sounds does it have? (3)
8. What are the sounds in this word: *in*? How many sounds does it have? (2)
9. What are the sounds in this word: *on*? How many sounds does it have? (2)
10. What are the sounds in this word: *stairs*? How many sounds does it have? (5)
11. What are the sounds in this word: *three*? How many sounds does it have? (3)
12. What are the sounds in this word: *bears*? How many sounds does it have? (4)

13. What are the sounds in this word: *baby*? How many sounds does it have? (4)
14. What are the sounds in this word: *fast*? How many sounds does it have? (4)
15. What are the sounds in this word: *peep*? How many sounds does it have? (3)
16. What are the sounds in this word: *asleep*? How many sounds does it have? (5)
17. What are the sounds in this word: *up*? How many sounds does it have? (2)
18. What are the sounds in this word: *hill*? How many sounds does it have? (3)
19. What are the sounds in this word: *Jack*? How many sounds does it have? (3)
20. What are the sounds in this word: *and*? How many sounds does it have? (3)
21. What are the sounds in this word: *Jill*? How many sounds does it have? (3)
22. What are the sounds in this word: *ditch*? How many sounds does it have? (3)
23. What are the sounds in this word: *witch*? How many sounds does it have? (3)
24. What are the sounds in this word: *Robin*? How many sounds does it have? (5)
25. What are the sounds in this word: *his*? How many sounds does it have? (3)
26. What are the sounds in this word: *den*? How many sounds does it have? (3)
27. What are the sounds in this word: *again*? How many sounds does it have? (4)
28. What are the sounds in this word: *Hood*? How many sounds does it have? (3)
29. What are the sounds in this word: *still*? How many sounds does it have? (4)
30. What are the sounds in this word: *they*? How many sounds does it have? (2)
31. What are the sounds in this word: *safe*? How many sounds does it have? (3)
32. What are the sounds in this word: *dry*? How many sounds does it have? (3)
33. What are the sounds in this word: *down*? How many sounds does it have? (3)
34. What are the sounds in this word: *pie*? How many sounds does it have? (2)
35. What are the sounds in this word: *sun*? How many sounds does it have? (3)

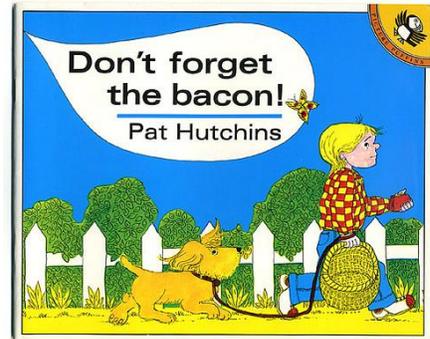
Lesson 9: Deleting Phonemes From Words

Target: Sound Awareness

Grade Level: 1, 2

Text: Don't Forget the Bacon!

By Pat Hutchins



Script:

Today we're going to play the *Sound Monster Game*. You all know that the Cookie Monster loves to eat cookies, right? What do you think the Sound Monster loves to eat? He loves to eat sounds! Today the Sound Monster is hungry for the beginning sounds of words. I'm going to read you a story called Don't Forget the Bacon! After I read you the story, you're going to get to be the Sound Monster and you're going to eat all the first sounds in some of the words. Your job will be to tell me what part of the word is left over when the first sound is gone.

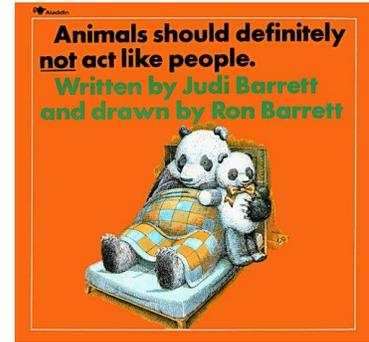
Ask individual students to perform the phoneme deletions for each word. Make sure you pronounce the phoneme the students are to delete without adding a vowel sound to the end (e.g. /s/ should not be pronounced as "suh"). The remaining word portions (i.e. the rimes) are written in brackets as they should be pronounced by the students.

1. Say the word *six*. Now say it again but don't say /s/. (ix)
2. Say the word *farm*. Now say it again but don't say /f/. (arm)
3. Say the word *cake*. Now say it again but don't say /k/. (ake)
4. Say the word *for*. Now say it again but don't say /f/. (ore)
5. Say the word *tea*. Now say it again but don't say /t/. (ee)
6. Say the word *pound*. Now say it again but don't say /p/. (ound)
7. Say the word *pears*. Now say it again but don't say /p/. (airs)
8. Say the word *don't*. Now say it again but don't say /d/. (oant)
9. Say the word *forget*. Now say it again but don't say /f/. (orget)
10. Say the word *the*. Now say it again but don't say /th/. (uh)
11. Say the word *bacon*. Now say it again but don't say /b/. (aycun)

12. Say the word *cape*. Now say it again but don't say /k/. (ape)
13. Say the word *me*. Now say it again but don't say /m/. (ee)
14. Say the word *legs*. Now say it again but don't say /l/. (eggs)
15. Say the word *flight*. Now say it again but don't say /f/. (light)
16. Say the word *stairs*. Now say it again but don't say /s/. (dairs)
17. Say the word *clothes*. Now say it again but don't say /k/. (lothes)
18. Say the word *pegs*. Now say it again but don't say /p/. (egs)
19. Say the word *rake*. Now say it again but don't say /r/. (ake)
20. Say the word *leaves*. Now say it again but don't say /l/. (eaves)
21. Say the word *pile*. Now say it again but don't say /p/. (ile)
22. Say the word *chairs*. Now say it again but don't say /ch/. (airs)

Lesson 10: Substituting Phonemes
Target: Sound Awareness
Grade Level: 2

Text: Animals Should Definitely Not Act Like People
By J. Barrett



Script:

Now we're going to practice changing the first sound in a word to a different sound. For example, if I changed the /b/ sound in the word "banana" to a /z/ sound, it would be called a "zanana" – what a funny sounding word that is! I'm going to read you the book, Animals Should Definitely Not Act Like People. After I read it, you're going to practice changing the beginning sound in some of the words to make them sound silly.

Make sure you pronounce the phonemes written in the slash marks with no added vowel sound. The resulting "nonwords" are written in brackets as they should be pronounced by the students. The students may perform the sound substitutions individually or in unison.

1. If *animals* started with /ū/ instead of with /ă/, what would they be called? (oonimals)
2. If *people* started with /m/ instead of with /p/, what would they be called? (meepel)
3. If *panda* started with /d/ instead with /p/, what would it be called? (danda)
4. If *worm* started with /l/ instead of with /w/, what would it be called? (lerm)
5. If *octopus* started with /i/ instead of with /ō/, what would it be called? (ictopus)
6. If *fish* started with /sh/ instead of with /f/, what would it be called? (shish)
7. If *hippopotamus* started with /p/ instead of with /h/, what would it be called? (pippopotamus)
8. If *pigeon* started with /g/ instead of with /p/, what would it be called? (gijun)
9. If *fly* started with /k/ instead of with /f/, what would it be called? (kly)
10. If *furniture* started with /b/ instead of with /f/, what would it be called? (burniture)
11. If *dog* started with /s/ instead of with /d/, what would it be called? (sog)
12. If *giraffe* started with /n/ instead of with /j/, what would it be called? (neraff)
13. If *ground* started with /t/ instead of with /g/, what would it be called? (tround)

14. If *turtle* started with /ch/ instead of with /t/, what would it be called? (chortle)
15. If *thunderstorm* started with /b/ instead of with /th/, what would it be called? (bunderstorm)
16. If *sheep* started with /f/ instead of with /sh/, what would it be called? (feep)
17. If *ostrich* started with /ě/ instead of with /ō/, what would it be called? (estrich)
18. If *ladybug* started with /j/ instead of with /l/, what would it be called? (jadybug)

WHAT KINDS OF BOOKS ARE MOST SUITABLE FOR
PHONEMIC AWARENESS TRAINING?

The following books contain language that plays with speech sounds and word parts. This list can be supplemented by other similar books available in your school library.

- Ahlberg, J. & Ahlberg, A. (1978). *Each Peach Pear Plum*. New York: Random House.
- Allen, P. (1983). *Bertie and the Bear*. New York: Putnam.
- Barrett, J. (1980). *Animals Should Definitely Not Act Like People*. New York: MacMillan.
- Base, G. (1986). *Animalia*. New York: Abrams.
- Bernard-Westcott, N. (1980). *I Know An Old Lady Who Swallowed A Fly*. Boston: Little, Brown & Co.
- Cole, J. (1989). *Anna Banana 101 Jump-Rope Rhymes*. New York: William Morrow & Company, Inc.
- Degen, B. (1983). *Jamberry*. New York: Harper & Row.
- Doyle, C. (1991). *Freddie's Spaghetti*. New York: Random House.
- Geisel, T.S. (Dr. Seuss). (1957) *The Cat In The Hat*. New York: Random House.
- Geisel, T. S. (Dr. Seuss). (1963) *Dr. Seuss' ABC's*. New York: Random House.
- Geisel, T.S. (Dr. Seuss). (1960) *Green Eggs and Ham*. New York: Random House.
- Geisel, T. S. (Dr. Seuss). (1987) *I Am Not Going To Get Up Today!* New York: Random House.
- Geisel, T. S. (Dr. Seuss). (1972) *Marvin K. Mooney, Will You Please Go Now!* New York: Random House.
- Geisel, T.S. (Dr. Seuss) & Geisel, A. (1974). *There's A Wocket In My Pocket!* New York: Random House.
- Hutchins, P. (1972). *Good-Night Owl*. New York: Morrow
- Hutchins, P. (1976). *Don't Forget the Bacon!* New York: Morrow.
- Johnston, T. (1990). *I'm Gonna Tell Mama I Want and Iguana*. New York: G. P. Putnam's Sons.
- Leedy, L. (1989). *Pingo the Plaid Panda*. New York: Holiday House.
- LeSeig, T. (1989). *The Pop-Up Mice of Mr. Brice*. New York: Random House.

- Lord, J. V. (1972). *The Giant Jam Sandwich*. Boston, MA: Houghton, Mifflin.
- Martin, B. Jr. & Carle, E. (1991). *Polar Bear, Polar Bear, What Do You Hear?* New York: Henry Holt & Company.
- Martin, J. (1991). *Carrot/Parrot*. New York: Simon and Schuster Books.
- Martin, J. (1991). *Mitten/Kitten*. New York: Simon and Schuster Books.
- Moore, Y. & Bannatyne-Cugnet, J. (1992). *A Prairie Alphabet*. Montreal: Tundra Books.
- Pomerantz, C. (1974). *The Piggy In the Puddle*. New York: Macmillan
- Rounds, G. (1989). *Old MacDonald Had a Farm*. New York: Holiday House.
- Schenk De Regniers, B. (1972). *It Does Not Say Meow and Other Animal Riddle Rhymes*. New York: Clarion Books.
- Serfozo, M. K. (1988). *Who Said Red?* New York: Macmillan.
- Schwartz, A. (1982). *Busy Buzzing Bumblebee and Other Tongue Twisters*. New York: Harper & Row.
- Shaw, N. (1986). *Sheep In a Jeep*. Boston, MA: Houghton Mifflin.
- Shaw, N. (1989). *Sheep On a Ship*. Boston, MA: Houghton Mifflin.
- Shaw, N. (1991). *Sheep In a Shop*. Boston, MA: Houghton Mifflin.
- Terban, M. (1984). *I Think I Thought*. Boston, MA: Houghton Mifflin.
- Thaler, M. (1988). *In the Middle of a Puddle*. New York: Harper Collin's Children's Books.
- Thomas, P. (1979). *There are Rocks in My Socks said the Ox to the Fox*. New York: Lathrop, Lee, and Shepard Co.
- Van Laan, N. (1990). *Possum Come-A-Knockin!* New York: Knopf.
- Wadsworth, O. (1985). *Over In the Meadow*. New York: Penguin.
- Wilkes, A. (1992). *Animal Nursery Rhymes*. New York: Knopf.
- Wood, A. (1992). *Silly Sally*. New York: Harcourt Brace Jovanovich.

HOW CAN TEACHERS LEARN MORE ABOUT PHONEMIC AWARENESS?

The following list contains references which are easy to read and which explain in greater detail the important role that phonemic awareness plays in the process of learning to read and to spell.

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print. A Summary*. University of Illinois: Center for the Study of Reading.

Ball, E. W. (1993). Assessing phoneme awareness. *Language, Speech, and Hearing Services in Schools*, 24, 130-139.

Ball, E. & Blachman, B. (1991). Does phonemic segmentation training in kindergarten make a difference in early word recognition and developmental spelling? *Reading Research Quarterly*, 26, 49-69.

Blackman, B. A. (1991). Early intervention for children's reading problems: Clinical applications of the research in phonological awareness. *Topics in Language Disorders*, 12 (1), 51-65.

Catts, H. & Vartiainen, T. (1993). *Sounds abound: Listening, rhyming and reading*. East Moline, IL: LinguiSystems Inc.

Griffith, P.L. & Olson, M.W. (1992). Phonemic awareness helps beginning readers break the code. *The Reading Teacher*, 45 (7), 516-523.

Rosner, J. (1979). *Helping children overcome learning difficulties (2nd Ed.)* New York: Walker and Company.

Stahl, S. A. (1992). Saying the "p" word: Nine guidelines for exemplary phonics instruction. *The Reading Teacher*, 45 (8), 618-625.

Yopp, H. K. (1992). Developing phonemic awareness in young children. *The Reading Teacher*, 45 (9), 696-703.

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