

Phonemic Awareness

Parent Workshop

What is Phonemic Awareness?

Phonemic awareness is the ability to hear and distinguish sounds. This includes:

- **Recognizing sounds, alone and in words**
- **Adding sounds to words**
- **Taking apart words and breaking them into their different sounds**
- **Moving sounds**
- **Requires no materials**
- **Can be taught and practiced in the dark**

Phonological Awareness Continuum

Description of Tasks

TASK	EXPLANATION	EXAMPLE
Words in a Sentence	The ability to distinguish individual words in spoken sentences	Teacher: Take a step for each word you hear in this sentence The cat eats. Student: 1 st step and say The , 2 nd step and say cat , 3 rd step and say eats
Syllables	The ability to identify syllables in a spoken word	Teacher: Clap for each chunk of the word, garden Student: gar (clap) den (clap) – (2 claps)
Onset-Rime/Rhyming	The ability to separate any sounds before the vowel sound from the rest of the word	Teacher: The first part of bat is /b/. What is the rest of the word? Student: at
Isolations	The ability to isolate an individual sound in a word	Teacher: What is the first sound in the word cup ? Student: /k/
Identification	The ability to identify that a target sound is the same in different words	Teacher: What are the first sounds in sun , soap , and sand ? Student: /s/
Categorization	The ability to recognize that words in a set belong together and sometimes identify which one doesn't fit in the category	Teacher: Which word doesn't belong because it has a different beginning sound? tub , table , bell , tent Student: bell
Blending	The ability to orally combine phonemes to make a word	Teacher: What word is /b/ /u/ /g/? Student: bug
Segmentation	The ability to orally break a word into individual phonemes	Teacher: What are the sounds in map ? Student: /m/ /a/ /p/
Deletion	The ability to delete a phoneme from a word, often creating a new word	Teacher: What is stop without the /s/? Student: top
Addition	The ability to add a sound to a word, often creating a new word	Teacher: What word do you have if you add /b/ to lend ? Student: blend
Substitution	The ability to create a new word by changing one of the phonemes of an existing word	Teacher: The word is dot . Change /t/ to /g/. Student: dog

Words in a sentence

Students with **word awareness** can discriminate individual **words** in a passage read to them.

Beginning readers must have this skill before they can extract meaning from what they read.

How many words are in a sentence?

- Say a sentence to your child.
- Ask them to repeat it, while putting up one finger for each word.
- Have your child identify how many words were in the sentence.
- Double check with your child, as needed.







al|pha|bet



Syllables: Breaking Compound Words into Parts

The ability to identify syllables in a spoken compound word

How many syllables are in the word?

- Say a compound word to your child (ice cream, rainbow, sunlight).
- Ask your child to repeat the word, and then have the child clap out all the syllables in the word (ice-cream; 2 parts).
- Have your child identify how many syllables were in the compound word.
- Double check with your child, as needed.



Syllables: Parts of Words

Building and dividing compound words

Parent: Sometimes you can put two words together to form another word. If I put *straw* and *berry* together, I get *strawberry*. What do you get if you put *book* and *shelf* together?

Student: *bookshelf*

Parent: That's right! You can also break some words into smaller words. What do you get if you take the *cow* out of *cowboy*?

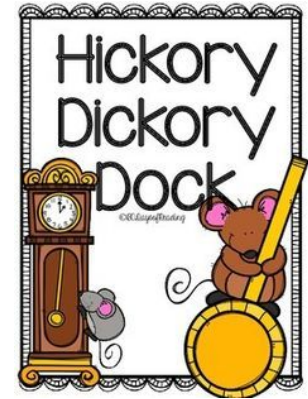
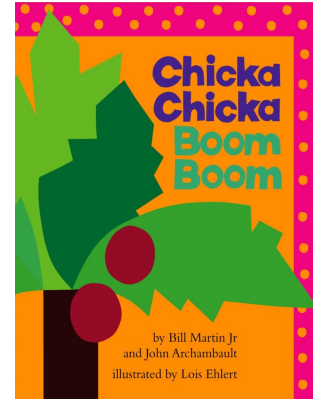
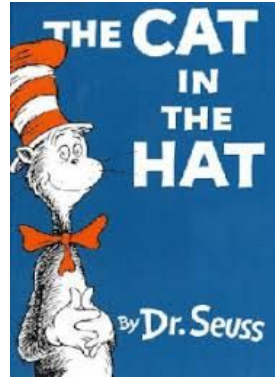
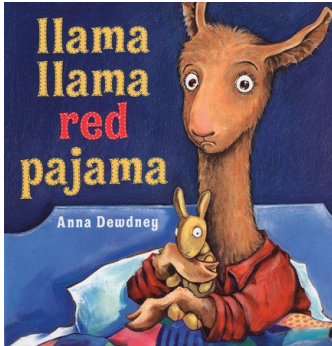
Student: *boy*?

Parent: That's right!

Practice with other words. (jumprope, baseball, basketball, sunflower, skateboard, fireworks, etc.)

Rhyming

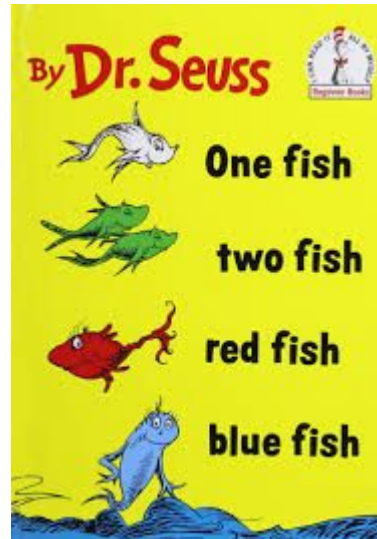
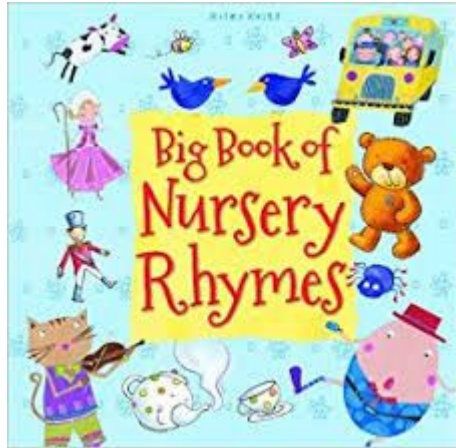
The ability to identify and supply two or more words that sound the same at the end.



Repeated Reading

Read books over and over again containing rhymes.

1. As you read a rhyming book, have your child complete the rhyming word at the end of each line.
2. Model a nursery rhyme that contains rhyming words- “Jack and *Jill* went up the *hill*”



Rhyming books: <https://youtu.be/L2K5uRIJOH0>

Rhyming Continuum

- Recognizing rhyming words.
- Identifying rhyming words from a series of words.
- Isolating the non-rhyming word out of a series of words.
- Producing a rhyming word with a familiar word.
- Producing a rhyming word with an unfamiliar or nonsense word.
- Self-production of rhyming words





Rhyming

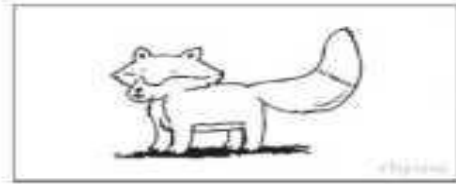
Prompt your child to produce rhymes.

Ask, “Can you tell me a word that rhymes with ‘cake’?”

- Say a word to your child.
- Have them try to supply a word that rhymes with it (real or make-believe).



Rhyming



Blending (Auditory)

The ability to orally combine phonemes (individual sounds) to make a word.

Say-the-Word

- Tell your child you are going to say the sounds of a word slowly, and then they can try to say the word fast.
- Listen. ssssuuun
- What word? (drop hand) *sun*
- Repeat with 3-4 more words.
- Repeat until firm.



Blending:

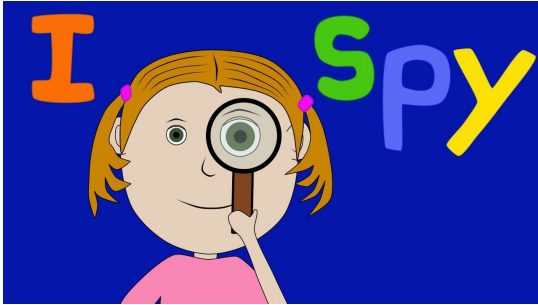
Race Car Blending Sounds

- Give your child a small car, such as a Matchbox car.
- Write a 3-4 letter word on a piece of paper with the letters spaced apart.
- Have your child drive the car over each letter saying the letter sound.
- Have your child begin driving the car slowly over the letters and then drive over them again slightly faster.
- Continue until the word is said at a good rate.



First Sound

“I Spy” with your child, but instead of giving a color say, “I spy something that starts with /b/.”



Isolating Sounds: First, Middle, Last

The ability to isolate an individual sound in a word (auditory).

What's the first sound you hear?

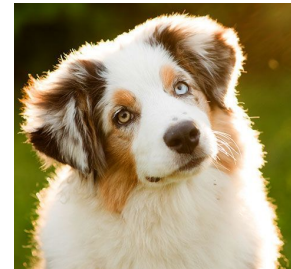
- Say a word to your child, such as *cat*.
- Have them produce the first sound in the word. /c/



What's the last sound you hear?

- Say a word to your child, such as *cat*.

Have them produce the last sound in the word. /t/



What's the middle sound you hear?

- Say a word to your child, such as *cat*.
- Have them produce the first sound in the word. /a/

*Practice first sounds first. When child is solid with this skill move on to the last sound and then the middle sound.

Segmentation

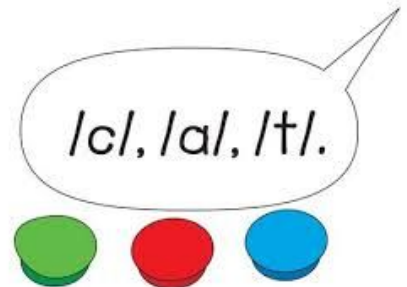
The ability to orally break a word into individual phonemes (sounds).

Stretch words out like a rubber band



Say a word and have your child stretch the sounds out.

- Say the word “dog” and he/she can pretend to stretch the word with a rubber band.
- Your child should say /d/ /ŏ/ /g/.





Phoneme Manipulation

The ability to create a new word by changing one of the phonemes (sounds) of an existing word (substituting, deleting, adding).

Substituting beginning sounds

- Start with saying a word, such as *can*.
- Tell your child to take away the /c/ and add a /m/.
- What word does it make? *man*

Deleting beginning sounds

- Start with saying a word, such as *can*.
- Tell your child to take away the /c/.
- What sound do you have left? /un/

Adding beginning sounds

- Start with saying a word, such as *an*.
- Tell your child to add the sound /c/.
- What word does it make? *can*



Segmenting Words into Sounds

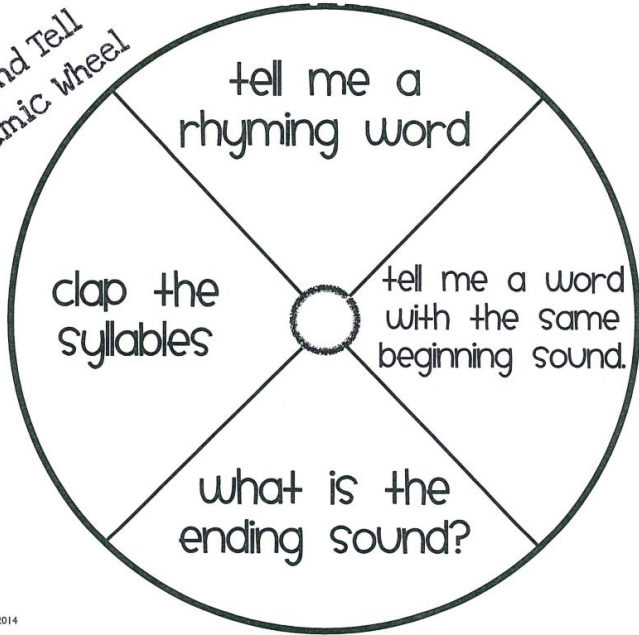
To help your child segment (separate) sounds in words:

Play *Head, Shoulders, Knees and Toes* with sounds.

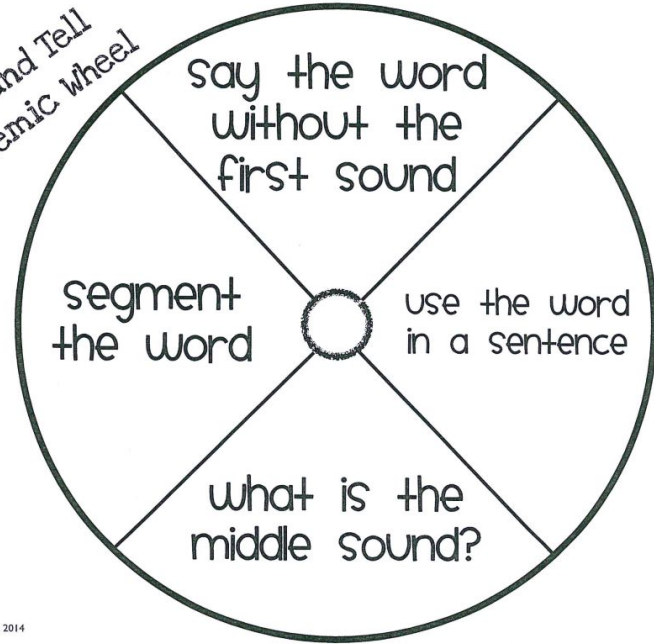
- Say a word and have your child touch his/her head for the first sound, shoulders for the second sound, and knees for the third while saying each sound.



Spin and Tell
Phonemic Wheel!



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Questions?

