Improving Phonological Awareness for All Ages (K-8)

AOGPE, 2019

Introduction

Janet Street, M.Ed.

- Director of Outplacement
- 18 Years at The Schenck School
- Taught 3rd, 4th and 6th grades
- Tutored 1st-6th grades
- AOGPE Fellow-in-Training
- Mother of 2 dyslexic children
Research

National Reading Panel, 2000
❖ Reviewed over 100,000 scholarly studies
❖ Found 5 Areas for Effective Reading Instruction:
   ➢ Phonemic Awareness
   ➢ Phonics
   ➢ Fluency
   ➢ Vocabulary
   ➢ Text Comprehension

National Reading Panel Findings
❖ Phonemic awareness can be taught & learned.
❖ Phonemic awareness instruction helps children learn to read and spell.
❖ Phonemic awareness instruction is most effective when:
   ➢ children are taught to manipulate phonemes by using the letters of the alphabet, and
   ➢ it focuses on only 1 or 2 types of phoneme manipulation, rather than several types.
<table>
<thead>
<tr>
<th>Dr. Joseph Torgesen</th>
<th>Dr. Marilyn Adams</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The strong predictive power of phonological awareness tests in kindergarten is important for the early identification of dyslexia, because it indicates that it is possible to identify children for early intervention even before reading instruction begins.”⁴</td>
<td>“…the likelihood that a child will succeed in the first grade depends most of all on how much she or he has already learned about reading before getting there…”¹</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dr. Louisa Moats</th>
</tr>
</thead>
<tbody>
<tr>
<td>“A primary literacy goal for a kindergarten child is to develop phonemic awareness… When phonemic awareness is achieved, the child can then go on to decode words by letter-sounds, to recognize whole words, and to spell.”⁶</td>
</tr>
</tbody>
</table>

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What is the difference?
Phonological Awareness

General Sequence: Large --> Small

❖ Begin with the largest pieces (words - basketball)
❖ Then go smaller (word parts - basket / ball)
❖ And smaller (syllables - e.g. bas/ket/ball)
❖ Then smallest (phonemes - e.g. /b/a/s/k/e/t/b/a/l/)
Phonological Awareness
Words in Sentences Activities

❖ **Count** the words you hear in this sentence:
  ➢ *John rode the bus to school.*

❖ **Take one hop** for every word in this sentence:
  ➢ *The doctor gave Mary a shot in her arm.*

❖ **Move one bead** for every word in this sentence:
  ➢ *The man on the boat slipped on the deck.*
Phonological Awareness
Syllables Activities

❖ **Hop** once for every syllable:
  ➢ *pancake, pen, watermelon*
❖ **Move one chip** for each syllable.
❖ **Add one cube** for each syllable.
❖ **Reverse these syllables:**
  ➢ *blackout (outblack), doorbell (belldoor)*
❖ **Say landmark.** Instead of mark, say fill (landfill)
❖ **Add star to the beginning of fish** (starfish)
❖ **Say notion without /no/** (shun)
Phonological Awareness Alliteration Activities

❖ Create a monster who only eats things beginning with the /m/ sound
❖ Generate alliterative sentences:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
<th>Verb</th>
<th>Preposition</th>
<th>Adjective</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Busy</td>
<td>bees</td>
<td>buzzed</td>
<td>between</td>
<td>beautiful</td>
<td>blossoms.</td>
</tr>
<tr>
<td>Six</td>
<td>slugs</td>
<td>slithered</td>
<td>on</td>
<td>slimy</td>
<td>seashells.</td>
</tr>
<tr>
<td>Western</td>
<td>women</td>
<td>walk</td>
<td>with</td>
<td>wonderful</td>
<td>wolves.</td>
</tr>
<tr>
<td>Chaotic</td>
<td>kangaroos</td>
<td>concoct</td>
<td>with</td>
<td>chemistry</td>
<td>kits.</td>
</tr>
</tbody>
</table>
Phonological Awareness
Onset-Rime Activities

❖ Teacher says rime and child gives onset:
  ➢ The dog will _ark… /b/
  ➢ At night it is _ark… /d/
  ➢ I can _ark the car… /p/
  ➢ His name is _ark… /m/
❖ Pig Latin
  ➢ Take the onset off the word
  ➢ Put the onset at the end with a long a sound
  ➢ E.g., jump = umpjay
Phonological Awareness
Rhyme Activities

❖ Put the rhyming words in the bowl
❖ Which word doesn’t rhyme? ( stamp, lamp, jump)
❖ Rhyme Time - “Do you have a picture that rhymes with boat?”
❖ Fill in the blank: “An ape eating a _____” “An owl drying off with a _____”
Phonemic Awareness
Definition & Relevance

❖ The ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words
❖ Begins with spoken sounds and then moves into written words
❖ Improves children’s word reading, reading comprehension and spelling

Phonemic Awareness

❖ Phonemic awareness consists of:
  ➢ Isolating phonemes
  ➢ Identifying phonemes
  ➢ Categorizing phonemes
  ➢ Blending phonemes to form words
  ➢ Segmenting words into phonemes
  ➢ Deleting phonemes to form new words
  ➢ Adding phonemes to form new words
  ➢ Substituting phonemes to make new words
Phonemic Awareness
Isolation Activities

❖ What is the first sound in van? /v/
❖ What is the last sound in desk /k/
❖ What is the second sound in spider? /p/

Phonemic Awareness
Identification Activities

❖ What sound is the same in fix, fall and fun? /f/
❖ What sound is the same in hop lip and mop? /p/
❖ Which 2 start with the same sound?
Phonemic Awareness Categorizing Activities

❖ Find all the things that begin with the /b/ sound. (bus, bear, bee, boat, ball, butterfly, banana, balloon)
❖ Which word doesn’t belong?
  ➢ (bus, bun, rug)
  ➢ (lap, bad, sap)
  ➢ (snail, snow, stop)
  ➢ (last, desk, ask)

Phonemic Awareness Blending Activities

❖ What word is /b/ /i/ /g/? big
❖ Put these sounds together to make a word:
  ➢ /f/ /l/ /o/ /p/ flop
  ➢ /s/ /m/ /a/ /sh/ smash
  ➢ /s/ /t/ /r/ /i/ /c/ /t/ strict
Phonemic Awareness Segmenting Activities

❖ Tap a light for each sound in bug.
❖ How many sounds are in fan?
❖ Move one chip as you say each sound in plant.

Phonemic Awareness Deletion Activities

❖ Say “bat.” Now say it without the /b/ - at
❖ Say “gasp.” Now say it without the /p/ - gas
❖ Say “smile.” Now say it without the /s/ - mile
❖ Say “hunch.” Now say it without the /n/ - hutch
❖ Say “sport.” Now say it without the /p/ - sort
Phonemic Awareness
Addition Activities

❖ Add /s/ to the beginning of park (spark)
❖ Add /c/ to the beginning of law (claw)
❖ Add /t/ to the end of pass (past)

Phonemic Awareness
Substitution Activities

❖ “nap” Instead of /n/, say /k/- cap
❖ “cub” Instead of /b/, say /p/- cup
❖ “swoop” Instead of /w/, say /t/- stoop
❖ “sprain” Instead of /p/, say /t/- strain
### Activities for Older Students

<table>
<thead>
<tr>
<th></th>
<th># of Letters</th>
<th># of Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>flash</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>napkin</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>mix</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>bridge</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

### Activities for Older Students

<table>
<thead>
<tr>
<th></th>
<th># of Morphemes</th>
<th># of Syllables</th>
<th># of Phonemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>wooden</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>jumped</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>vacation</td>
<td>2</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>autobiography</td>
<td>4</td>
<td>6</td>
<td>11</td>
</tr>
</tbody>
</table>
Activities for Older Students

❖ After teaching the short vowel rules, ask students to stand up if they hear a consonant blocker in…
  ➢ fringe, bridge, grunge, fudge
  ➢ crank, brick, sink, black
  ➢ inch, match, church, fetch
❖ Run right if the vowel is short & left if it’s long…
  ➢ desk
  ➢ phone
  ➢ knife

<table>
<thead>
<tr>
<th>Activities for Older Students</th>
<th>Distinguishing Vowel Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Long</td>
</tr>
<tr>
<td>scrunch</td>
<td></td>
</tr>
<tr>
<td>soda</td>
<td></td>
</tr>
<tr>
<td>peach</td>
<td>✓</td>
</tr>
<tr>
<td>house</td>
<td></td>
</tr>
<tr>
<td>cold</td>
<td>✓</td>
</tr>
</tbody>
</table>
Activities for Older Students
Phonemic Awareness

Activities for Older Students
Morphemic Awareness
### Assessment - Rosner Test of Auditory Analysis Skills (TAAS)

<table>
<thead>
<tr>
<th>TAAS Score</th>
<th>Expected for Children in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>2</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>3</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>4</td>
<td>Grade 1</td>
</tr>
<tr>
<td>5</td>
<td>Grade 1</td>
</tr>
<tr>
<td>6</td>
<td>Grade 1</td>
</tr>
<tr>
<td>7</td>
<td>Grade 1</td>
</tr>
<tr>
<td>8</td>
<td>Grade 1</td>
</tr>
<tr>
<td>9</td>
<td>Grade 1</td>
</tr>
<tr>
<td>10</td>
<td>Grade 2</td>
</tr>
<tr>
<td>11</td>
<td>Grade 2</td>
</tr>
<tr>
<td>12</td>
<td>Grade 3</td>
</tr>
<tr>
<td>13</td>
<td>Grade 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Clinician says:</th>
<th>Question</th>
<th>Correct Response</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Say cowboy</td>
<td>Now say it again, but don’t say boy</td>
<td>cow</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Say steamboat</td>
<td>Now say it again, but don’t say steam</td>
<td>boat</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Say sunshine</td>
<td>Now say it again, but don’t say shine</td>
<td>sun</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Say picnic</td>
<td>Now say it again, but don’t say pic</td>
<td>nic</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Say cucumber</td>
<td>Now say it again, but don’t say “q”</td>
<td>cucumber</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Say coat</td>
<td>Now say it again, but don’t say /k/ (the k sound)</td>
<td>oat</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Say meat</td>
<td>Now say it again, but don’t say /m/ (the m sound)</td>
<td>eat</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Say take</td>
<td>Now say it again, but don’t say /l/</td>
<td>ache</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Say game</td>
<td>Now say it again, but don’t say /m/</td>
<td>gay</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Say wrote</td>
<td>Now say it again, but don’t say /t/</td>
<td>row</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Say please</td>
<td>Now say it again, but don’t say /z/</td>
<td>plea</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Say clap</td>
<td>Now say it again, but don’t say /k/</td>
<td>lap</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Say play</td>
<td>Now say it again, but don’t say /p/</td>
<td>lay</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Say stale</td>
<td>Now say it again, but don’t say /t/</td>
<td>sale</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Say smack</td>
<td>Now say it again, but don’t say /m/</td>
<td>sakk</td>
<td></td>
</tr>
</tbody>
</table>

### Assessment - Yopp-Singer Test of Phoneme Segmentation

1. dog /d/ - /o/ - /g/  
2. keep /k/ - /e/ - /p/  
3. fine /f/-/i/-/n/  
4. no /n/- /o/  
5. she /sh/- /e/  
6. wave /w/ - /a/- /v/  
7. grew /g/- /r/- /oo/  
8. that /th/- /a/- /t/  
9. red /r/- /e/- /d/  
10. me /m/- /e/  
11. sat /s/- /a/- /t/  
12. lay /l/- /a/  
13. race /r/- /a/- /s/  
14. zoo /z/- /o/- /oo/  
15. three /th/- /r/- /e/  
16. job /j/- /o/- /b/  
17. in /i/- /n/  
18. ice /i/- /s/  
19. at /a/- /t/  
20. top /t/- /o/- /p/  
21. by /b/- /i/  
22. do /d/- /o/o/
Assessment - CTOPP

CTOPP-2 Subtests

1. Elision measures the ability to remove phonological segments from spoken words to form other words.
2. Blending Words measures the ability to synthesize sounds to form words.
3. Sound Matching measures the ability to select words with the same initial and final sounds.
4. Phoneme Isolation measures the ability to isolate individual sounds within words.
5. Blending Nonwords measures the ability to synthesize sounds to form nonwords.
6. Segmenting Nonwords measures the ability to segment nonwords into phonemes.
7. Memory for Digits measures the ability to repeat numbers accurately.
8. Nonword Repetition measures the ability to repeat nonwords accurately.
9. Rapid Digit Naming measures the ability to rapidly name numbers.
10. Rapid Letter Naming measures the ability to rapidly name letters.
11. Rapid Color Naming measures the ability to rapidly name colors.
12. Rapid Object Naming measures the ability to rapidly name objects.

Resources - Books

Put Reading First - National Institute for Literacy

Phonemic Awareness in Young Children - Marilyn Adams

Improving Phonemic Awareness Skills - Sandra Donah

Improving Morphemic Awareness - Sandra Donah
Resources - Websites

For Research & Ideas:
❖ http://www.fcrr.org
❖ http://www.readingrockets.org

For Activities & Supplies:
❖ https://www.teacherspayteachers.com
❖ https://www.maketaketeach.com

Bibliography

Questions?

The Dyslexia Resource
In Partnership with The Schenck School

- **DyslexiaResource.org**
  - Great resource - information for Educators & Parents
- Teacher Training - Summer (June & July)
  - Writing
  - Vocabulary
  - Reading Comprehension
  - Grammar & Diagramming
  - Interpreting Psycho-Ed Reports
  - History of the Language & Morphology
- Teacher Training - Throughout the Year
  - OG Subscriber Course, Classroom Educator, Associate Course
  - Limited Practicums for Associate & Certified Levels