



Improving Phonological Awareness for All Ages (K-8)

AOGPE, 2019



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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



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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

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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.

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Dr. Joseph Torgesen

“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

Dr. Marilyn Adams

“...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

Dr. Louisa Moats

“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

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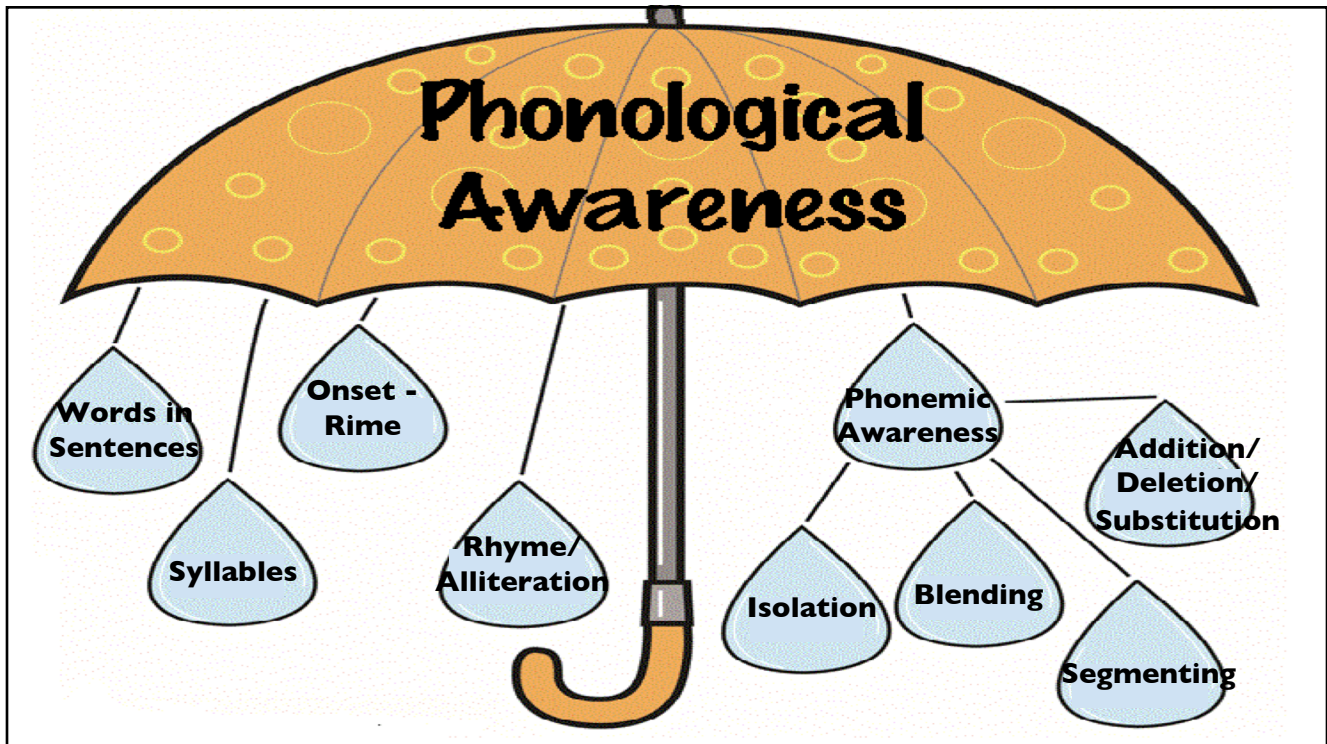


PHONEMIC AWARENESS?

PHONOLOGICAL AWARENESS?

What is the difference?

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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/)

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Phonological Awareness Words in Sentences Activities

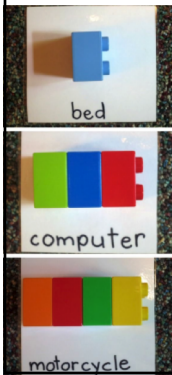
- ❖ Count the words you hear in this sentence:
 - *John rode the bus to school.*
- ❖ Take one hop for every word in this sentence:
 - *The doctor gave Mary a shot in her arm.*
- ❖ Move one bead for every word in this sentence:
 - *The man on the boat slipped on the deck.*



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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)



1 2 3

SYLLABLE SORT

My Shopping Bag
1 syllable

My Shopping Bag
2 syllables

SHOPPING FOR SYLLABLES
WITH TOP TEACHER

"A-my"

"Mad-i-son"

"Blake"

Phonological Awareness Alliteration Activities

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

Adjective	Noun	Verb	Preposition	Adjective	Noun
Busy	bees	buzzed	between	beautiful	blossoms.
Six	slugs	slithered	on	slimy	seashells.
Western	women	walk	with	wonderful	wolves.
Chaotic	kangaroos	concoct	with	chemistry	kits.



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

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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 _____"



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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

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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

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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/

What's the first sound in **tree**?

What's the second sound in **snail**?

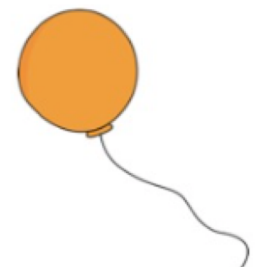
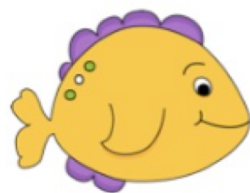
What's the second sound in **spider**?

t n p

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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?



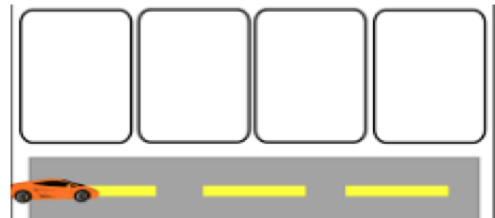
Phonemic Awareness Categorizing Activities

- ❖ 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)



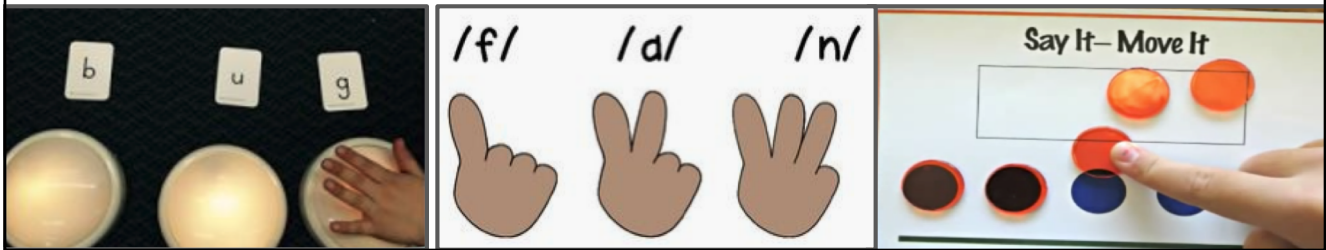
Phonemic Awareness Blending Activities

- ❖ 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



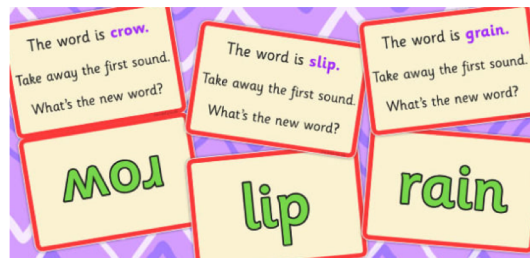
Phonemic Awareness Segmenting Activities

- ❖ 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)

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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*

Sound Substitution

BINGO

		Free		
			4	

Activities for Older Students

	# of Letters	# of Sounds
flash	5	4
napkin	6	6
mix	3	4
bridge	6	4

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Activities for Older Students

	# of Morphemes	# of Syllables	# of Phonemes
wooden	2	2	5
jumped	2	1	5
vacation	2	3	7
autobiography	4	6	11

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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

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Activities for Older Students Distinguishing Vowel Sounds

	Long	Short	Schwa	Other
scr <u>u</u> nch		✓		
sod <u>a</u>			✓	
pe <u>a</u> ch	✓			
hou <u>s</u> e				✓
col <u>d</u>	✓			

Activities for Older Students Phonemic Awareness



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Activities for Older Students Morphemic Awareness



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Assessment - Rosner Test of Auditory Analysis Skills (TAAS)		Item	Clinician says:	Question	Correct Response	Performance
		A	Say cowboy	Now say it again, but don't say boy	cow	
B	Say steamboat	Now say it again, but don't say steam	boat			
1	Say sunshine	Now say it again, but don't say shine	sun			
2	Say picnic	Now say it again, but don't say pic	nic			
3	Say cucumber	Now say it again, but don't say "q"	cumber			
4	Say coat	Now say it again, but don't say /k/ (the k sound)	oat			
5	Say meat	Now say it again, but don't say /m/ (the m sound)	eat			
6	Say take	Now say it again, but don't say /t/	ache			
7	Say game	Now say it again, but don't say /m/	gay			
8	Say wrote	Now say it again, but don't say /t/	row			
9	Say please	Now say it again, but don't say /z/	plea			
10	Say clap	Now say it again, but don't say /k/	lap			
11	Say play	Now say it again, but don't say /p/	lay			
12	Say stale	Now say it again, but don't say /t/	sale			
13	Say smack	Now say it again, but don't say /m/	sack			

TAAS Score	Expected for Children in:
1	Kindergarten
2	Kindergarten
3	Kindergarten
4	Grade 1
5	Grade 1
6	Grade 1
7	Grade 1
8	Grade 1
9	Grade 1
10	Grade 2
11	Grade 2
12	Grade 3
13	Grade 3

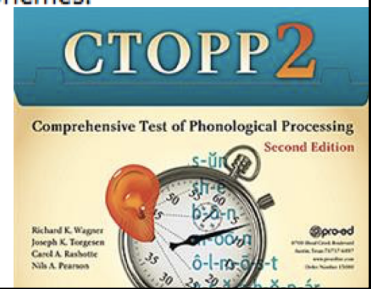
Assessment - Yopp-Singer Test of Phoneme Segmentation

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

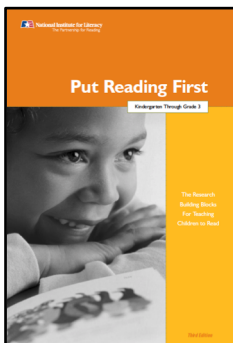
Assessment - CTOPP

CTOPP-2 Subtests

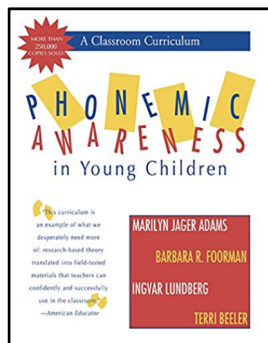
1. Elision measures the ability to remove phonological segments from spoken words to form other words.
2. Blending Words measures the ability to synthesize sounds to form words.
3. Sound Matching measures the ability to select words with the same initial and final sounds.
4. Phoneme Isolation measures 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.
0. Rapid Letter Naming measures the ability to rapidly name letters.
1. Rapid Color Naming measures the ability to rapidly name colors.
2. Rapid Object Naming measures the ability to rapidly name objects.



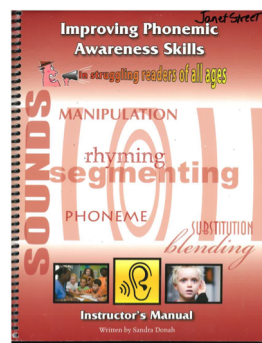
Resources - Books



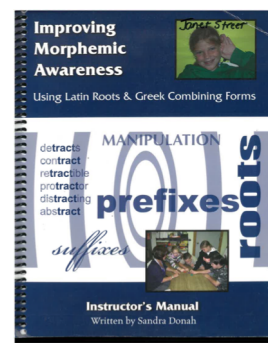
Put Reading First
- National Institute for Literacy



Phonemic Awareness in Young Children
- Marilyn Adams



Improving Phonemic Awareness Skills
- Sandra Donah



Improving Morphemic Awareness
- Sandra Donah

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Resources - Websites

For Research & Ideas:

- ❖ <http://www.fcrr.org>
- ❖ <http://www.readingrockets.org>

For Activities & Supplies:

- ❖ <https://www.teacherspayteachers.com>
- ❖ <https://www.maketaketeach.com>

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Bibliography

1. Adams, Marilyn Jager. *Beginning to Read: Thinking and Learning about Print*. MIT Press, 1998.
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3. Armbruster, Bonnie B., et al. *Put Reading First: the Research Building Blocks for Teaching Children to Read: Kindergarten through Grade 3*. National Institute for Literacy, 2008.
4. Hall, Susan L., and Louisa Cook. Moats. *Straight Talk about Reading: How Parents Can Make a Difference during the Early Years*. McGraw Hill, 2006.
5. Henry, Marcia Kierland. *Unlocking Literacy: Effective Decoding & Spelling Instruction*. Paul H. Brookes, 2010.
6. Moats, Louisa Cook, and Karen Dakin. *Basic Facts about Dyslexia & Other Reading Problems*. International Dyslexia Association, 2008.

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Questions?

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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