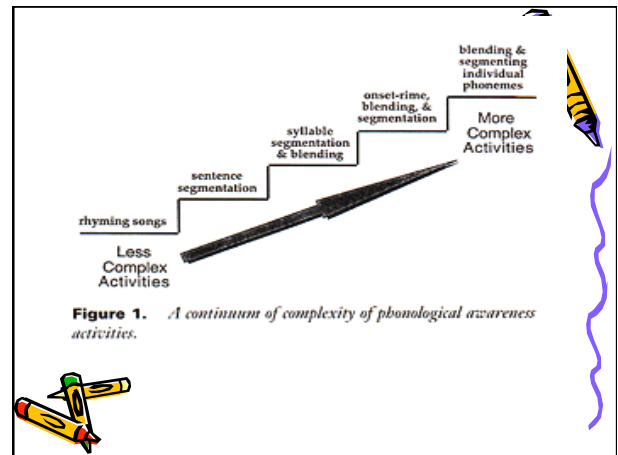


Phonological Awareness

- Is influenced both by heredity and by experience and instruction
- Is an **oral** and **aural** skill
- Helps students understand the alphabetic principle
- Has a reciprocal relationship with development of reading skills
- Children develop PA in the language they first acquire.



Research says. . .

Recent studies suggest that children with cognitive disabilities DO develop phonological awareness and that it is associated with later reading development in same sequence as typically developing children; may develop in a qualitatively different manner. (Cardoso-Martins et al., 2002; Snowling et al., 2002)

- **Phonemic Awareness:** “understanding that spoken words are made up of individual sounds” (p. 101, Ruetzel & Cooter, 2003)
- **Phonemes** - smallest unit of **SOUND** in a language
- PA is an **oral** language activity (doesn't require knowledge of letter names)
- PA is **not** phonics

Assessing Phonological Awareness

- Formal assessments (e.g., Comprehensive Test of Phonological Processing, Phonological Awareness Literacy Screening (see pp. 181-182 in the text for a list of formal tests),
- Informal assessments



Typical assessment tasks for rhyme or alliteration recognition.

Rhymes and Alliteration

- luck - stuck y n
- bald - belled y n

This format is difficult for many children with intellectual or severe disabilities b/c yes/no questions are a cognitively difficult task.

- street - straight y n
- make - bake y n

(Why? Or Why not)



Modified assessment for assessing rhyme recognition



Provide pictures of familiar objects (or the objects themselves.)
 "Show me the picture that rhymes with [cat] (or that sounds like)"



Modified Phoneme Identity Tasks



"Show me the picture that starts with the same sound as cow."



Blend & Split (segment) Syllables & Sounds

<u>Easier</u>	<u>How Many?</u>
Ba-by	2
Car-pet	2
<u>Harder</u>	
/b/ /a/ /b/ /y/	4
/c/ /ar/ /p/ /e/ /t/	5



Modified assessment for syllable segmentation

- Provide a picture of a familiar two-syllable word.
- Teacher says “/ba/, ____?”
Student adds last syllable “/by/”.



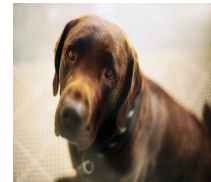
Phonemic Segmentation (typical)

<u>You say</u>	<u>(How many)</u>	<u>Child Says</u>
• dog	(/d/ /o/ /g/)	_____
• chair	(/ch/ /air/)	_____
• lunch	(/l/ /u/ /n/ /ch/)	_____
• stool	(/s/ /t/ /oo/ /l/)	_____
• truck	(/t/ /r/ /u/ /k/)	_____
• Star	(/s/ /t/ /ar/)	_____



Modified assessment of phoneme segmentation

- “Say the sounds in the name of this picture very slowly”
OR
- “Tap the sounds you hear in the name of this picture.”





Teacher says “/d/ /o/ /g/. Show me which picture is /d/ /o/ /g/.”

Modified assessment of blending



p i n

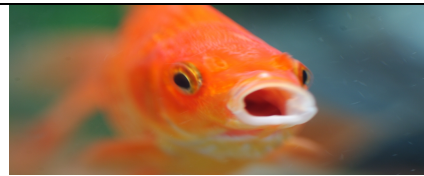
t n b

Substitute/Manipulate Sounds



Instruction for Phonological and Phonemic Awareness

- Begin with easier tasks and move to more difficult ones.
- Make PA instruction a part of the regular school day - no more than 10-15 min a day, even for more intensive instruction.
- Practice both analytic and synthesis activities
- Keep it active and fun! (Embed within the day's activities.)
- Be sure YOU know and articulate sounds correctly and carefully



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Word Box



Elkonin Boxes: Letters & Sounds



Elkonin Boxes: Onset & Rime



Modified Blending onset and rimes





“ /b/ /us/. Show me the picture of the /b/ /us/.”





Next Week (Week 8):

- **Read**
 - Morgan et al. (2006) article
 - Allor & Chard (2011) article on fluency
 - Chapter 5 in your text (fluency)
- **Finish Discussion** of Phonics;
- **Discuss** fluency and instructional activities to develop fluency
- **Turn in** Part 2 of the Literacy Project: Comprehensive Assessment & Instructional Plan





Instructional Activities for Phonemic Awareness for Instruction (N. Clark)



Word Wall Activities

- Blending: What word am I trying to say? Mmmmm/ooooo/p.
- Segmentation (first sound isolation): What is the first sound in mop?
- Segmentation (last sound isolation): What is the last sound in mop?
- Segmentation (complete): What are the sounds you hear in mop?



Phoneme Matching: Rhyming word

- Snap and Clap Rhymes
 - Begin with a simple clap and snap rhythm.
 - Get more complex as children move along in rhyming.
 - ClapSnap fall
 - ClapSnap ball
 - ClapSnap hall
 - ClapSnap small
- "I say, You say" game:
 - I say fat. You say ____.
 - I say red. You say ____.



Rhyming word

- Sit Down
 - Children walk around in a big circle taking one step each time a rhyming word is said by the teacher.
 - When the teacher says a word that doesn't rhyme, the children sit down:
 - i.e. She tree flea spree key bee sea went

Rhyming word

- Songs, poems, and books
 - As you do shared reading with the students, pause at the end of phrases and let the students supply the rhyming words.
 - After you have read the poem together ask students to find the rhyming words.
 - Generate other words that rhyme with these rhyming words.



Rhyming words

- "Put your thumbs up if these two words rhyme--pail-tail or cow-pig?"
- "Finish this rhyme, red, bed, blue, _____."



Rhyming words

- Silly Rhymes Big Book
 - Use rimes (roots of word families) and rhyme charts around the classroom to create silly poems with the class.
 - Write the one line rhyme with the whole class in big letters on large chart paper (Shared Writing).
 - Read aloud several times.
 - Use different voices. Have children sound and clap words.
 - Have a child illustrate the rhyme.
 - Repeat each week for another set of rimes.



Rhyming

- Syllable Clap (tap, bang, finger count)
 - Talk with children about why knowing about syllables can help them when they read and write.
 - Ask them to clap with you as you say words from a word list (making words, spelling words, word families):
 - Vary 1, 2, 3, 4 + syllable words



Rhyming

- Rhyming Riddles
- Ask children riddles that require them to manipulate sounds in their heads.
 - (The easiest are the ones that ask for endings. The next easiest are the ones that ask for a single consonant substitution at the beginning. The most difficult are the ones that ask for a consonant blend or digraph at the beginning.)
- For example
 - What rhymes with pig and starts with /d/? dig
 - What rhymes with book and starts with /c/? cook
 - What rhymes with sing and starts with /r/? dig
 - What rhymes with dog and starts with /fr/? frog



Phoneme Blending

- It starts with /m/ and ends with -/ight/, put them together and you've got ----- (might).
- What word am I saying /d/ /i//sh/ ? (dish)



Teaching Phonemic Blending

- "I Say It Slowly, You Say It Fast" Game
 - Teacher explains that she will say the sounds in a word slowly.
 - Children take turns saying it fast.
 - Example: Teacher says, "/k/-/a/-/t/ child says, "cat."
 - Example: Teacher says, "cow - boy" child says, "cowboy."

