

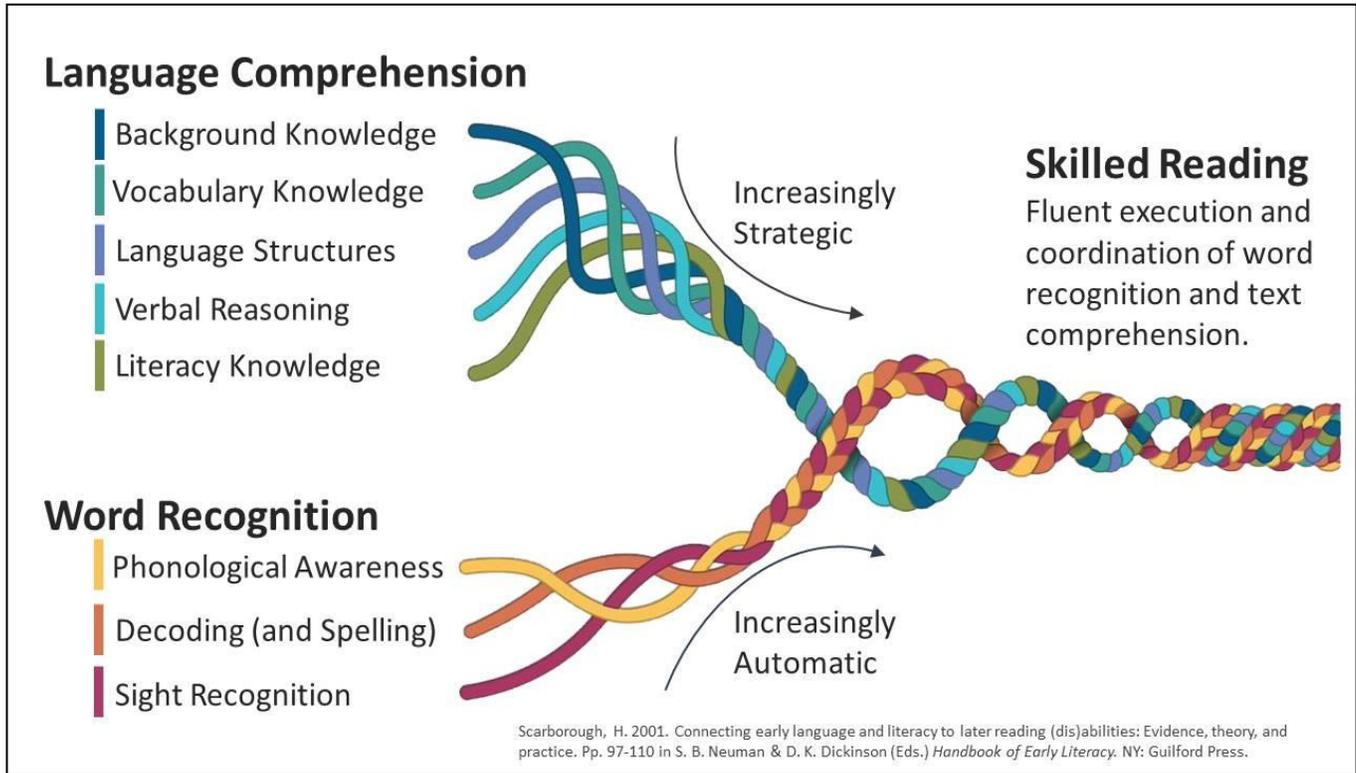
Alaska Staff Development Network

Fall Webinar Series

PHONOLOGICAL AWARENESS

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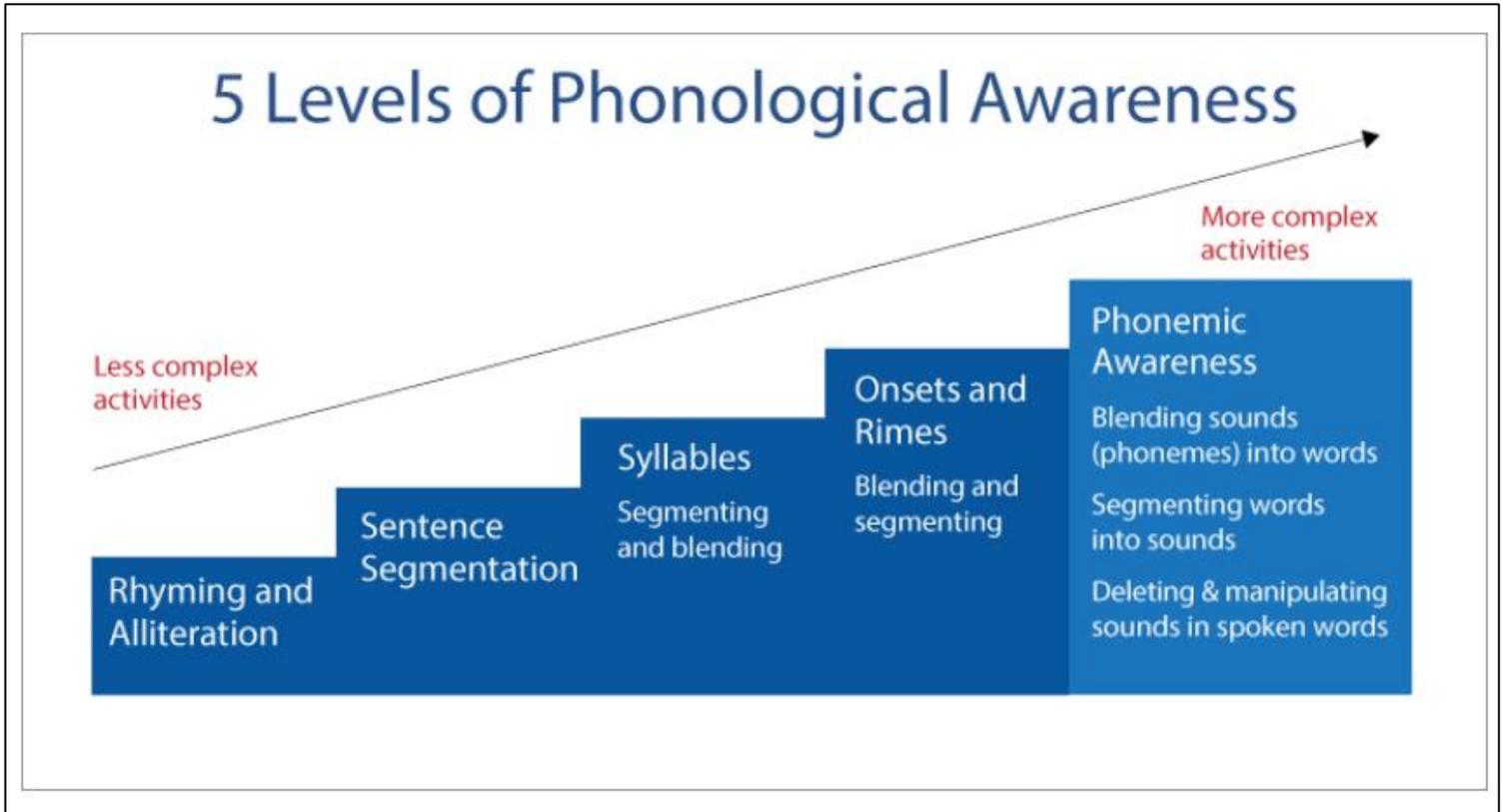
Scarborough's Rope Model



Notes:

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Section 1: What is Phonological Awareness?



Source: Reading Rockets

Notes:

Phonological Awareness Skills

The following table shows how the specific phonological awareness standards fall into the four developmental levels: word, syllable, onset-rime, and phoneme. The table shows the specific skills (standards) within each level and provides an example for each skill.

	Less Complex →			More Complex
	Word Awareness	Syllable Awareness	Onset-Rime Awareness	Phoneme Awareness
Less Complex	Sentence Segmentation Tap one time for every word you hear in the sentence: <i>I like cookies.</i>		Rhyme Recognition Do these two words rhyme: <i>ham, jam?</i> (yes)	Isolation What is the first sound in <i>fan?</i> (/f/) What is the last sound in <i>fan?</i> (/n/) What is the middle sound in <i>fan?</i> (/a/)
			Rhyme Generation Tell me a word that rhymes with <i>nut.</i> (cut)	Identification Which word has the same first sound as <i>car:</i> <i>fan, corn, or map?</i> (corn)
More Complex			Categorization Which word does not belong: <i>mat, sun, cat, fat?</i> (sun)	Categorization Which word does not belong? <i>bus, ball, house?</i> (house)
	Blending Listen as I say two small words: <i>rain ... bow.</i> Put the two words together to make a bigger word. (rainbow)	Blending Put these word parts together to make a whole word: <i>rock•et.</i> (rocket)	Blending What word am I saying? /b/ ... /ig/? (big)	*Blending What word am I saying /b/ /i/ /g/? (big)
	Segmentation Clap the word parts in <i>rainbow.</i> (rain•bow) How many times did you clap? (two)	Segmentation Clap the word parts in <i>rocket.</i> (roc•ket)	Segmentation Say <i>big</i> in two parts. (/b/ ... /ig/)	*Segmentation How many sounds in <i>big?</i> (three) Say the sounds in <i>big.</i> (/b/ /i/ /g/)
	Deletion Say <i>rainbow.</i> Now say <i>rainbow</i> without the <i>bow.</i> (rain)	Deletion Say <i>pepper.</i> Now say <i>pepper</i> without the /er/. (pep)	Deletion Say <i>mat.</i> Now say <i>mat</i> without the /m/. (at)	Deletion Say <i>spark.</i> Now say <i>spark</i> without the /s/. (park)
				Addition Say <i>park.</i> Now add /s/ to the beginning of <i>park.</i> (spark)
More Complex			Substitution The word is <i>mug.</i> Change /m/ to /r/. What is the new word? (rug)	

*Integrated instruction in phoneme segmenting and blending provides the greatest benefit to reading acquisition (Snider, 1995).

Section 2: How Do We Teach Phonological Awareness?

Core Instruction	Intervention
Intensification	

Hand motion: Palms together and use a chopping motion, chopping each syllable. Slide hands together to make the whole word. If you are chopping on your arm, hold your arm straight out to the side and parallel to the floor.

Option: One hand can be used to chop, instead of two palms together.

Body-Coda Blending & Onset-Rime Blending:

I will say a word separated into 2 parts and you will blend the 2 parts into a word.

Body-Coda: the first two sounds are said together as the body of the word and the final sound is in isolation.

Example: cu – p, cup or in Primary (Week 7) lif-t, lift

Onset-Rime: the onset or first sound is said separate from the rest of the word, the rime.

Defining Onset-Rime: An onset is the initial sound and a rime is the vowel and all the letters after.

Example: n – ice, nice

Hand motion: Palms together and use a chopping motion, chopping each part as you say it aloud. Slide hands together to make the whole word.

Option: One hand can be used to chop, instead of two palms together.

Blending Phonemes:

I will say the individual sounds in a word and you will blend the sounds together to make a real word.

Hand motion: Palms together and use a chopping motion, chopping each sound as you say it aloud. Slide hands together to make the whole word.

Scaffold Support: Visual support such as Elkonin boxes with chips or counters can be used to anchor the sounds to a visual for learners. The chips or counter represent each sound, and letters are not shown.

Isolating Final Sounds: A final sound is the last sound we hear in a word.

Punch it Out hand motion: Use your left arm and slide the first part of the word across your body; punch your arm straight up into the air when you say the final sound. Example: bus

Teacher models this hand motion using left arm; students mirror the teacher.

Isolating Medial Sounds: A medial sound is the sound we hear in the middle of a word, or the vowel sound.

Hand motion: Roller coaster for 3-phoneme words. Bottom of the hill is the beginning of the word; top of the hill is the middle of the word; bottom of the hill is the end of the word. Teacher says the word, moving arm, and isolates the medial/vowel sound.

Option: Teachers can also punch out the medial sound by raising both arms over their head when saying the vowel sound. Example: ham

Segmenting: This activity is a hearing a whole word and taking it apart. Teacher says the whole word and students segment the word into 2 words, syllables, onset-rime, or phonemes.

Segmenting Compound Words:

I will say a whole word and it is your turn to segment the word into two words. Segmenting is taking apart a word.

Hand motion: Students hold both hands out with palms up when saying the whole word and pull them apart when saying each word.

Segmenting into Syllables, Onset-rime, and Phonemes:

I will say a whole word and it is your turn to segment the word into syllables, onset-rime (first sound and the rest of the word), or phonemes.

Hand motion: Students repeat the whole word aloud and use their hands to chop the word into syllables, onset-rime, or sounds: With palms together, use a chopping motion, chopping each sound or syllable as they say it aloud.

NOTE: The hand motion for adding, deleting, and substituting is more of a teacher hand motion, used to show where a word, syllable or sound is being changed. Students can mirror the teacher with the hand motion if they would like, but it is not required.

Adding Phonemes: *I will say a word (or word part) and we will add a word, syllable or sound make a new word.*

Teacher says the word or word part and students repeat. Teacher can say, "Add */ at the beginning/end and the word is?" Students respond with the new word.

Scaffold Support: The teacher may repeat each of the word parts with the students and help them blend the two parts together. Example: up; add stairs and the word is? Up-stairs, upstairs

Hand motion: Palms facing up – Teacher uses the left or right hand to show the part of the word they are saying (right is the beginning & left is the end). Bring other hand in when saying the word, syllable or sounds that is being added. Lightly clap together to make the whole word.

Deleting Phonemes: *I will say a word and you will say the word back to me. Then we will take away/delete part of the word and you will tell me what is left.*

Teacher says the whole word; students repeat. Teacher says, "Without , what's left is? Students respond with the word or word part that remains.

Hand motion: Palms facing up – show both palms when saying the whole word; pull one hand away when deleting the word, syllable or sound (right for beginning of the word and left forend of the word). One hand will remain to show what is left.

Substituting: *I will say a word and we will substitute/change part of the word to make a newword.*

Teacher says the whole word; students repeat the word. Teacher says, "Change /*/ to /*/ and the word is?" Students respond with the new word. Note: /*/ say sound, not letter name

Hand motion: 2 fists – Teacher's right fist is the beginning of the word and the left fist is the end of the word. Hold both fists touching out in front of you and show where you are changing the word by pulling away that fist and bring it back when saying the new word, syllable or sound. Tap fists together to make the new word.

NOTE: When working with all the Phonemic Awareness skills, the focus is on the phonemes/sounds. Students and teachers are saying the sounds they hear, not the letter names. Letter names are used only during the Letter Naming activity.

Two Early Literacy Skills

Letter

Naming: Teacher says, "Letter is _____. Sound is _____"

Students say with the teacher or repeat after the teacher. Teacher shows the letter flashcards to the class. This is the only activity that shows letters to the students.

When working with consonant digraphs (sh, ch, th), students will say, "Letters are _____. Sound is _____."

When working with consonant blends, students will say, "Letters are _____. Sounds are _____."

Language Awareness:

Sentence repetition: Teacher says a sentence aloud; students repeat and count the number of words said aloud. In Kindergarten, students clap each word in the sentence.

Nursery rhymes: Teacher can track the print on a poster or sentence strip as the student says the rhyme. Have students repeat the rhymes a few times each day and should be able to sing or recite the complete rhyme by the end of the week. The teacher can teach the complete rhyme from the first day and have students sing or say the complete rhyme everyday.

Section 3: How Do We Assess Phonological Awareness?

Section 4: Support for Families/Caregivers and Remote Instruction

Amplify:

https://go.info.amplify.com/fy20_amplifyreading_readingsupplementalsforall_national_remotelearning_getintouch_getintouch

Reading Rockets: <https://www.readingrockets.org/article/how-now-brown-cow-phoneme-awareness-activities>

National Center for Improving Literacy:

Teachers: <https://improvingliteracy.org/resource-repository?keys=&topic%5B%5D=250>

Parents: <https://improvingliteracy.org/kit/phonological-phonemic-awareness>

PaTTAN: Pam Kastner Padlet: Really great!! <https://padlet.com/pkastner/yyo7ibyfb049>

Heggerty:

1. Intro video: <https://www.youtube.com/watch?v=lroKByqjBd0&feature=youtu.be>
2. Intro video #2: <https://www.youtube.com/watch?v=6QGpDuSAdQE&t=40s>
3. Sample Lesson video: <https://www.youtube.com/watch?v=6QGpDuSAdQE&t=40s>

Pre-Kindergarten week long set of video lessons:

Monday video: <https://www.youtube.com/watch?v=T3Ua-h2sEm8&list=PLqsyZIEkrFNo2WFSJtSGGiCbMYGqLqFT4&index=7>

Tuesday video:

https://www.youtube.com/watch?v=y_eknKjz8NM&list=PLqsyZIEkrFNo2WFSJtSGGiCbMYGqLqFT4&index=6

Wednesday video:

<https://www.youtube.com/watch?v=z6Uy5ic02jM&list=PLqsyZIEkrFNo2WFSJtSGGiCbMYGqLqFT4&index=8>

Thursday video:

<https://www.youtube.com/watch?v=HvbeS0y1Xq4&list=PLqsyZIEkrFNo2WFSJtSGGiCbMYGqLqFT4&index=10>

Friday video: <https://www.youtube.com/watch?v=G7DUmA8Rj-Y&list=PLqsyZIEkrFNo2WFSJtSGGiCbMYGqLqFT4&index=>

Kindergarten week-long set of video lessons:

Monday video: <https://www.youtube.com/watch?v=I97TZYMk0HM>

Tuesday video:

<https://www.youtube.com/watch?v=ch0CQvUrC7c&list=PLqsyZIEkrFNo2WFSJtSGGiCbMYGqLqFT4&index=12>

Wednesday video:

<https://www.youtube.com/watch?v=An6O0cvdaag&list=PLqsyZIEkrFNo2WFSJtSGGiCbMYGqLqFT4&index=13>

Thursday video:

<https://www.youtube.com/watch?v=aG2MTBgRyDE&list=PLqsyZIEkrFNo2WFSJtSGGiCbMYGqLqFT4&index=14>

Friday video: <https://www.youtube.com/watch?v=SwKRzcl0gOA>

UFLI Virtual Teaching Resource Hub:

<https://education.ufl.edu/uflivirtualteaching/main/instructional-activities/phonemic-awareness/>

Reflection:

Identify ideas, new or confirmed, that support the need to provide instruction in developing phonological awareness.

Considering the content of this session and conversations with colleagues across the state; how might this information impact your instructional practice?