



What is Phonemic Awareness?

"Is the understanding or insight that a word is made up of a series of discrete sounds (phonemes)."

Important Terms

- ❖ **Phoneme** – a sound; the smallest unit of speech sound that distinguishes one word from another
- ❖ **Phonemic Awareness** – the understanding that a word is made up of a series of discrete sounds (phonemes)
- ❖ **Rhymes** – words that have the same ending sound
- ❖ **Onset** – refers to the part of the syllable that comes before the vowel
- ❖ **Rime** – a vowel and any consonants that follow it in a syllable

Why is Phonemic Awareness Important?

- ❖ Helps children learn to distinguish individual sounds, or phonemes, within words.
- ❖ Skill needed in order to associate sounds with letters and manipulate sounds to blend words (during reading) or segment words (during spelling).
- ❖ It provides the training on which phonics instruction is built.

Objectives:

Teachers will be able to:

- ❖ understand the importance of Phonemic Awareness and the role it plays in developing literacy.
- ❖ Learn the different stages of Phonemic Awareness and be able to apply two tasks within learning environment.

Research:

- ❖ Research indicates that 20% of children lack phonemic awareness (Shankweiler, Liberman, 1989)
- ❖ Children need solid phonemic awareness training for phonics instruction to be effective. If they do not receive this training students will:
 - end up labeled as learning disabled or dyslexic
 - fall behind their peers in reading development
- ❖ tend to do less reading which in turn results in having less exposures to words and therefore, having further reading difficulties

Listening Games

Introducing children to listening activities actively and playfully

- ❖ Practice actively listening to everyday sounds
- ❖ Once comfortable with common sounds, play games to:
 - identify sounds (with eyes closed)
 - remember the order of sounds
 - locate the sources of sounds
- ❖ Once the nature of the games have been established, and they are developmentally ready, give similar activities with meaningful language in place of environmental sounds
 - ex: listen to familiar stories & poems, except every now and then replace words with nonsense words.
- ❖ In detecting such changes, children are learning to listen, not for what they expect, but what they actually hear

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Task 1 - the ability to hear rhymes and alliteration

- a. rhyme - cat, fat
- b. alliteration - Six snakes sell sodas and snacks.
- c. assonance - The leaf, the bean and the peach—all were within reach.

Task 4 - the ability to orally segment words

- ✦ **Syllables** - Example: Listen to this word: table. Say it syllable by syllable (ta...ble)
- ✦ **Onset/rime** - Example: Listen to this word: pan. Say the first sound in the word (the onset) and then the rest of the word (the rime). (/p/...an)
- ✦ **Phoneme by phoneme** (counting sounds) - Example: Listen to this word: sat. Say the word sound by sound

Task 2 - the ability to do oddity tasks

- ✦ **Rhyme** - Example: Which word does not rhyme: cat, sat, pig? (pig)
- ✦ **consonants** - Example: which two words begin with the same sound: man, sat, sick? (sat, sick)
- ✦ **Medial sounds** (long vowels) - Example: Which word does not have the same middle sound: take, late, feet? (feet)
- ✦ **Medial sounds** (short vowels) - Example: Which two words have the same middle sound: top, cat, pan? (cat, pan)
- ✦ **Medial sounds** (consonants) - Example: which two words have the same middle sound: kitten, missing, lesson? (missing, lesson)

Task 5 - the ability to do phonemic manipulation tasks

- ✦ Initial sounds substitutions
- ✦ Final sound substitutions
- ✦ Vowel substitutions
- ✦ Syllable deletion
- ✦ Initial sound deletion
- ✦ Final sound deletion
- ✦ Initial phoneme in a blend deletion
- ✦ Final phoneme in a blend deletion
- ✦ Second phoneme in a blend deletion

Task 3 - the ability to orally blend words

- ✦ **Syllables** - ta...ble - what is the word? Table
- ✦ **Onset/rime** - /p/...an - what is the word? Pan
- ✦ **Phoneme by phoneme** - /s/ /a/ /t/ - what is the word? Sat

Listening Activities for Infants to Age 3

- ✦ "Hiding the Alarm Clock" (locate sounds)
- ✦ "Listening to the Sounds" (listen selectively)
- ✦ "Whisper your Name" (listen selectively)

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Listening Activities for Ages 3 – 5 years

- ❖ "Listening to Sequences of Sound" (listen selectively)
- ❖ "Nonsense" (listen selectively)
- ❖ "Do You Remember?" (sequential steps)

Closing

- ❖ Questions/Discussion
- ❖ Evaluations

● Thank you for participating in our workshop and for educating our children!

Activities for Preschoolers

- ❖ **Rhyming activities** (Mrs. DeYoung)
 - "What's in the Bag?"
 - "There's a Wocket in my Pocket"
 - "Rhyming Rabbits"
 - "Nursery Rhymes"

Activities for preschoolers

- ❖ **Oddity Tasks** (Mrs. Berman/Ms. Brennan)
 - "Build a Picture" (oral blending)
 - "Word Family Fun" (beginning, middle and ending sounds)
 - "Onset/Rime Puzzles" (splitting syllable)