

Phonological Awareness: What Sounds Do You Hear? Part 1

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Objectives for this seminar

- ▶ Consider what speech and language development ‘sounds’ like.
- ▶ Begin to understand all the components of the phonological processing system.
- ▶ Understand the developmental sequence of phonological awareness skills, the early to advanced skills.
- ▶ Learn how to teach phonological awareness and apply it in daily instructional practices.

Part 1: Warm-Up

- ▶ **GOAL:** Consider what speech and language development ‘sounds’ like.
- ▶

Warm Up: TRUE or FALSE

1. Children begin processing sound at birth.
2. Learning to sing familiar songs and nursery rhymes helps build phonological skills in young children.
3. Children are hard wired to speak.

Typical Age	Skill Domain for Speech Development and Phonological Awareness Development
3-6 months	Babbling begins, Double syllables – VCV, puts lips together – says “m” nasal tone is heard, vocalizes pleasure and displeasure, stops vocalizing when adult enters, self-initiated vocal play
6-12 months	Babbles tunefully – singing tones, vocalizes during play, vocalizes to mirror, may acquire first true word –0-18 months.
1-2 years	Uses sentence-like intonations (jargon), words produced with VC to CVC structure (bo/boat then hot) emerge), accurately imitates some words, words increasing in frequency, asks questions by raising intonation at end of phrase
2-3 years	70% intelligible may omit final consonant, reduce consonant blends; substitute one consonant for another
3.5 - 4	Becoming very intelligible in connected speech, articulation skills continue to refine, consonants mastered - b, d, k, g, f, y
4	Rote imitation and enjoyment of rhyme and alliteration, some omissions of sounds
5	<u>Recognizing</u> rhyme, <u>recognizing</u> phonemic changes in words, clapping syllables

5.5	Representing single sounds, onset-rime, producing rhymes, initial consonant isolation
6	Compound word deletion, syllable deletion, 2–3 phoneme blending, simple segmentation
6.5	Phoneme segmentation, blending, substitution
7	Initial and final sound deletion
8	Deletion with blends
9	Longer and more complex deletion tasks

Phonological Development (six videos)

Directions: Watch videos of development from birth to four years of age. Answer any questions on the slides

Part 2: Definitions

GOAL: Begin to understand all the components of the phonological processing system.

Warm-up: Think of words with the root 'phon'

Directions: Write your answers in this space below.

e.g. megaphone, telephone,

WWW.Membean.com - the vocabulary site to create trees with roots

Defining the 'phon' words:

Objectives

- ▶ Differentiate between phonological and phonemic awareness
- ▶ Understand the continuum of phonological awareness

Phonological Awareness does NOT involve _____ or written words.

As the teacher your job is to to say the _____, NOT letter names during _____ instruction.

- For example: The sound is /m/, not, the /em/ sound. Say the pure sound.

** It can be a hard habit to change!! But, one must do it!!

REMEMBER: **"It can be done in the dark!"**

Know the Terms!!

We want to know the difference between **phonological awareness** and **phonemic awareness** because it is important for reading and writing instruction in all grades (most specifically the phoneme level tasks of blending and segmenting)

Phonological awareness defined:

- _____ means sound
- _____ means science
- ▶ Phonological awareness - (define)

PHONEMIC AWARENESS

(Our goal is to get all Kindergarten students to this level as soon as possible)

- _____ is the root word in phonemic.
- Smallest unit of _____ in a word.
- Early predictor of a child's reading ability up to 2nd grade.
 - cat* has _____ phonemes
 - though* has _____ phonemes

➤ The reason the NRP, and reports since 2000, includes "phonemic awareness" (not "phonological awareness") as an essential component of early reading instruction is that we match phonemes with graphemes when we begin to read. What's a grapheme? It is the letter or group of letters that represent a sound, e.g. the 'th' represent the /th/ sound in *though* and the 'ough' represent the /o/ sound.

BIG Ideas!!

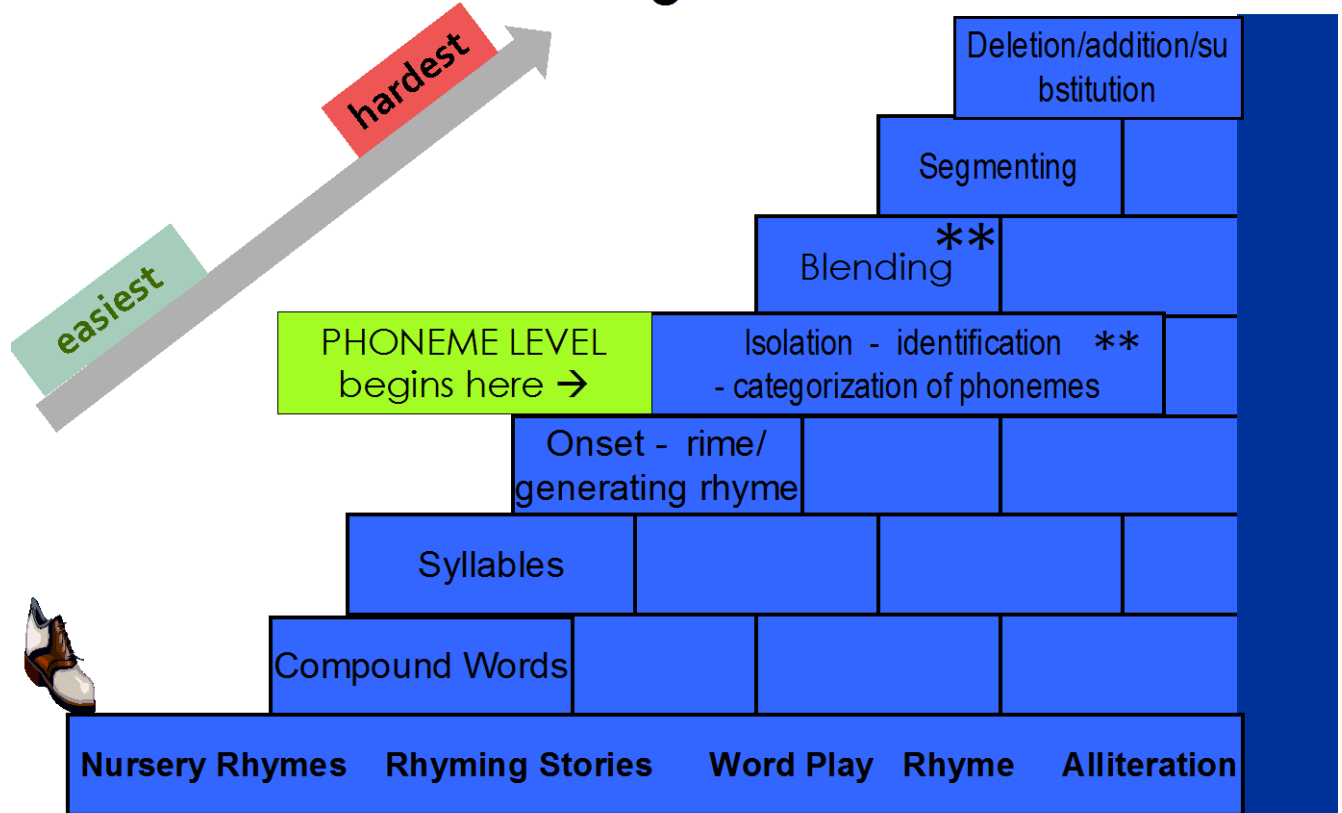
- ▶ Phonemic Awareness is central in learning to read and spell (Ehri, 2004).
- ▶ If a student leaves first grade as a poor reader, there is only a 12% likelihood that this will improve by the end of fourth grade (Juel, 1988)
- ▶ All children benefit from being taught directly how to break up spoken words into smaller units and how letters represent sounds (Shaywitz, 1999).

Part 3: The Progression of Phonological Awareness Skills

GOAL: Understand the developmental sequence of phonological awareness skills, the early to advanced skills.

Teach from **Easiest** to **Hardest**

Continuum of Phonological Awareness



** Predictive indicators of later literacy skills. If students can blend and segment phonemes, they will more likely be decode and spell words.

Nursery Rhymes and Rhyming Stories

Nursery rhymes, rhyming stories, and songs all offer opportunities for students to develop foundational phonological skills. Standards 3.8 c. Engage in familiar word games, songs, or finger plays; 3.8 d. Imitate rhyming patterns; 3.8 f. Demonstrate progress in rhyming words

- ▶ As you read, exaggerate the rhymes and emphasize the rhythm
- ▶ Bring attention to the rhymes by:
- ▶ Involve students in reciting the rhymes and stories by:

(Example of Nursery Rhyme)

Ten Fingers

I have ten fingers
And they all belong to me,
I can make them do things-
Would you like to see?
I can shut them up tight
I can open them wide
I can put them together
I can make them all hide
I can make them jump high
I can make them jump low
I can fold them up quietly
And hold them just so

Sentence-Level Activities

- ▶ Give students some felt squares or colored blocks
- ▶
- ▶ With their squares or blocks, students show how many words there are in the sentence “How are you?”

Word Play with Compound Words:

- The appropriate developmental sequence for manipulating compound words is _____, _____, and _____ (note: deletion tasks may be difficult for many preschoolers).

Syllables: Blending and segmenting Syllables

** In this part of the workshop, we show you some techniques for teaching students how to identify syllables. You can also use pictures to teach an awareness of syllables. Cut the pictures apart by number of syllables.

Syllables: Blending and segmenting Syllables

- Students should be able to _____ and _____ syllables.
- Use _____ to feel the syllables.

You Do It!!!: Breaking into Syllables:

1. Use DUCK LIPS to feel the syllables
2. Show the number of syllables using felt/foam/paper rectangles/syllable board (next page)
3. Fist Stomp the syllables.

** Start with 1-2 syllables and work up to 4-5 syllables.

Syllable Board

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Onset and Rime (not Rhyme)

- _____ the part of the word before the vowel.
- _____ the part of the word including the vowel and everything after it.

Bath /b/ /ath/

Shirt /sh/ /irt/

Oak ---- /oak/

Blend Onset and Rime

- ▶ Break one syllable real or nonsense words into the part before the vowel and the rest of the word:
 - ▶ made = m ade
 - ▶ boat = b oat
 - ▶ rack = r ack
 - ▶ shine = sh ine
 - ▶ bike = b ike
 - ▶ Ask children to blend the parts to make a word.
- ▶ Use one small square and one rectangle to represent the parts.
- ▶ If students have difficulty, choose a word that starts with a continuant, then move the first part toward the second part when blending the parts.

Multi-Sensory

1. Use a felt/paper/foam square and rectangle to represent the onset and rime.
 - The square always represents the smaller part of the word.
2. Choose one syllable words
3. Teacher says first (onset) part of word /mmmmm/ and displays a square.
4. Teacher says second (rime) part of word /ade/ and displays a rectangle.
5. Teacher says /mmmmm/ while moving square until it touches the rectangle and then say /ade/ making the word “made”.
6. Repeat with students using their manipulatives.

Thumb-Fingers - Partner A & B with Onset-rime

1. Partner A will say the word.
2. Put out your right fist, extend thumb. Partner B, say the first part of the word.
3. Extend your fingers and ask, "What is the rest of the word?"
4. Bring hand back into a fist and have partner B say the word.
5. Switch – Partner B will lead Partner A in the activity.
6. You can also try the activity with the paper square and rectangle.

Onset-Rime Board

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Continuants as the onset are easiest for blending

- If students have difficulty blending onset and rime
 - choose a word that starts with a continuant
 - move the first part toward the second part when saying and blending the parts.
 - /m/, /n/, /f/, /s/ are examples of continuants
- If students can't blend onset and rime, they cannot decode well.
- When we decode, we use the letter sounds and blend them to make a word.
- The student who can't blend sounds without letters also cannot blend them with letters!

Phonemic Awareness

A phoneme is the smallest part of **spoken language** that makes a difference in the meaning of words.

- Why is Phonemic Awareness important? Because we match sounds to letters when we decode.
- **Many Older Struggling Readers Have Difficulty Blending Onset and Rime!!**
A student who doesn't understand that a word can be broken into phonemes

cannot understand which letters match a sound, because he doesn't understand the sounds!

Phonemes

- ▶ Phonemes are the smallest unit of _____ in a word.

<u>word</u>	<u>phonemes</u>		
mat	/m/	/a/	/t/
math	/m/	/a/	/th/
match	/m/	/a/	/ch/

Why Is Understanding Phonemes Important?



- ▶ A student who doesn't understand that a word can be broken into phonemes cannot understand which letters match a sound, because he doesn't understand the sounds!

Activities for Phonemic Awareness

- ▶ Isolation What is the first sound in **mat**?
- ▶ Identity What sound is the same?
- ▶ Categorization Which word doesn't belong?
- ▶ Blending
- ▶ Segmentation
- ▶ Deletion
- ▶ Addition
- ▶ Substitution

A Progression of Phonemic Awareness Activities from Easiest to Difficult

1. Isolation: Recognize a single sound in a word. Words have a _____, _____ & _____ sound that can be isolated.

2. Identity: identify the same sounds in different words – *shark, shack, ship* all have the / / sound.

3. Categorization: Recognize the word in a set of three or four words that has the “odd” sound.

Given a list of words orally, we can determine the “odd one out”
Tap, tack, pop - “pop” is the “odd one out”

4. Blending: Children listen to a sequence of separately spoken phonemes, and then combine the phonemes to form a word.

T: What is /b/ /i/ /g/?

S: /b/i/g/ is **big**.

Other ways to make this task more multi-sensory.

- sliding down your arm
- use blocks, cubes, chips for individual sounds

Pointers on Blending

- Move from compounds, to syllables, to onset-rime, to phonemes.
- Begin with continuants; then move to stops.
- Use physical cues—a hand sliding across
- Blend v+c; then cv+c at the phoneme level.

5. Segmentation: Children break a word into its separate sounds, saying each sound as they tap out or count it.

T: What are the sounds in **clap**?

S: /c//l//a//p/ - 4 sounds. (Use chips or dot a box on a grid to mark the number of phonemes.

6. Deletion: Removing a sound – “Take away the /s/ in “sit” – what’s the word?”

7. Addition: Adding a sound to a word – “Now add /p/ to /it/ - what’s the word?”

Part 4: Teaching Phonological Awareness in Your Curriculum

GOAL: Learn how to teach phonological awareness and apply it to daily instructional practices within curriculums.

Teaching Phonological Skills: General Principles (Moats, 2009)

- ▶ Brief (10–15 minutes), distributed, frequent lessons.
- ▶ Two to three activities within a lesson.
- ▶ Goal is phoneme segmentation/blending by first grade.
- ▶ Gradually move through the developmental progression of task difficulty.
- ▶ Oral production of sounds and words is critical.
- ▶ Model, lead, observe (*I do one, we do one, you do one*).
- ▶ Give immediate, corrective feedback.
- ▶ Touch, move, say—multisensory engagement.
- ▶ Transition to letters as appropriate.

You Do It!!

Identify the Layers of Phonological Awareness

Directions: Consider the phonological progression on the Step Diagram (p. 4 & below). What are the skills that are phonological and what are the phonemic skills? Turn and talk with a partner about what you teach.

1, 2 & 3 - Modeled Instruction

Please follow directions on slides.

You do it!! Alliteration

DIRECTIONS: Play an alliteration game with your table partners (use a puppet if you want).

- Think of an animal, e.g. duck
- Name your animal, e.g. Daisy
- What does Daisy Duck do? ..dunks donuts in drool
- How does Daisy Duck dunk donuts in drool? Diligently?
- How else could we describe Daisy Duck? Determined?
- What kind of drool is it? Decadent?

You Do it!! Phoneme Blending & Segmenting

Directions: Practice with a partner. Using the scripts for phoneme blending and segmenting, teach using your sound box sheet and chips (M&Ms, or any countable object) and any multi-sensory movements appropriate (e.g. head-waist-toes).

VC or CV	three phoneme words CVC	four phoneme words CCVC CVCC
ape	height	crack
pea	loin	sank
go	peep	slip
ode	yell	clown

You do it!! Touch & Say

Teacher: (Show two colored blocks, M&Ms, chips, etc.) Let's touch and say *bee*. (While touching the blocks) The sounds in

bee are /b/ /ē/. Your turn. What are the sounds in *bee*?

Student: /b/ /ē/

Teacher: (Show three colored blocks) Let's touch and say *beat*. (While touching the blocks) The sounds in *beat* are /b/ /ē/ /t/.

Your turn. What are the sounds in *beat*?

Student: /b/ /ē/ /t/

Assessment

There are screening tools that are free and/or already available in your schools, look and ask for them. Or, look for these:

- Book: *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*
 - PAST - Phonological Awareness Screening Test
 - Go to www.wiley.com/gopsyessresources -- after you sign in Password: 'reading2015'
 - PASS - Phonological Awareness Skills Screener
 - CORE PA Screener
 - Pre-Decoding Skills (PreK & K) (ReallyGreatReading.com)
 - Foundational Skills Survey (K) (ReallyGreatReading.com)
 - Universal screeners: DIBELS Next, AIMSweb, PALS
- Some diagnostic tools are the CTOPP, LAC, and PAT

Summary

- Phonological Awareness instruction is an instructional routine that should happen daily in PreK and K classrooms.
- Phonological skills are easier than phonemic level skills.
- An example of a phonemic skill is when we ask children to listen to two words and blend them (e.g. *sail..... boat*, word? Students: *sailboat*)

- An example of a phonological skills is when we ask students to identify the last sound in the word *cat*.
- It is important for us as teachers to be aware of what the scope and sequence of PA development is so we can adjust our instruction for students in our class either in whole group or within small group settings.

Reflection: What's working?

Directions: Turn and talk to your colleagues about how phonological awareness is being taught in your classroom and in your schools.

1. Do you have a curriculum that addresses it daily?
2. Do you have intervention curriculum for children who have not mastered PA?
3. Are you feeling more comfortable with PA after today?
4. Write a bucket list item labeled "how I will change my PA instruction" and answer it. (This will be your check out)

Resources

- FCRR.org - Free evidence based PA activities (supplemental to instruction) for K-6 (some could be adapted or used for PreK)
- Free PA interventions:
http://www.msreads.org/PDF%20Docs/Phonological_Awareness_7.08.08.pdf
- Michael Heggerty's work for K-1 whole group PA instruction
- SRA – Phonological and Phonemic Awareness for Early Learners (PreK-1)
- Phoneme Awareness for Young Children by M. J. Adams
- ASHA's Phonemic Inventories by language:
<http://www.asha.org/practice/multicultural/Phono/>