

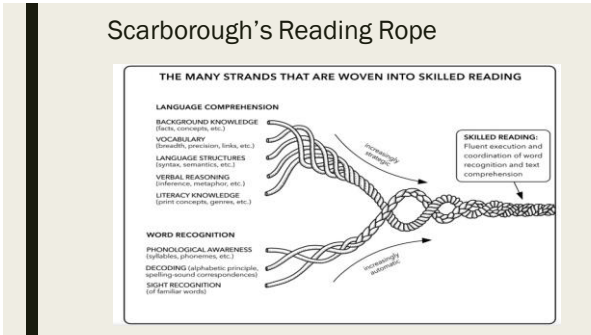
PHONEMIC AWARENESS

Part 2: Assessment and Instruction

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- ### Objectives
- Review phonemes and phoneme counting
 - Use informal assessments to identify common challenges and learn strategies to teach phoneme blending and segmenting
 - Prepare for next time: introducing letters.

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Spoken and Written Language

The brain is "wired" for speech development

The brain is not "wired" for reading and writing

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- ### Learning to Read and Write Requires Explicit Instruction
- Noticing individual sounds (phonemes)
 - Understanding alphabetic principle (individual sounds are represented by letters / letter patterns)

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REVIEW PHONEMES AND PHONEME COUNTING

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Phonemic Awareness Matters

- When applying phonemes to letters, students require awareness of individual sounds

- Our brains ARE wired for language, but we do not speak by breaking apart phonemes

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How Many Phonemes?

25
Consonant Phonemes
/ch/ /d/ /s/
+ 21 more

+

19
Vowel Phonemes
/a/ /a/ /o/
+ 16 more

=

44
Phonemes

26 Letters in the Alphabet

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Students Who Are Learning English

- Some phonemes may not be present in native language.
 - Instruction must have meaning – with familiar words and sounds
 - Students must know the English words to understand phonemes
- Phonemes in first language may conflict with English phonemes.
 - English and Spanish share 19 phonemes – 5 vowels and 14 consonants (see handout)
 - Spanish-speaking children may read and write “ch” when “sh” should be used because these two combinations produce the same phoneme

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Counting Phonemes

Reminders

- R-controlled vowels**
 - /a/ /e/ /o/
 - “far” = /f/ + /a/
- Consonant digraphs**
 - /sh/ /ch/ /th/
 - “ship” = /sh/ + /i/ + /p/
- Consonant blends**
 - 2 or more phonemes
 - /s/ /t/ as in stop
 - “crash” = /k/ + /r/ + /a/ + /s/
 - “strap” = /s/ + /t/ + /r/ + /a/ + /p/

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Counting Phonemes

(actual slide after next session)

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QUESTIONS OR OBSERVATIONS

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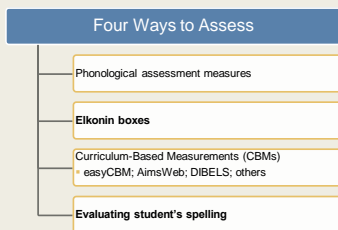
ASSESSMENT AND INSTRUCTION

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IF YOU COLLECTED SPELLING SAMPLES, POST QUESTIONS IN THE CHAT AS WE GO ALONG

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Phoneme Segmentation Assessments



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Big Ideas: Spelling as a Diagnostic Tool

- What specific supports do students – **of any age** – need?
 1. Are all phonemes represented in the student's spelling?
 - Coarticulation – missing sounds
 - Solution – Elkonin boxes – move a chip for each sound
 2. Are phonemes accurately representing speech sounds?
 - Voicing confusions
 - Vowels (particularly short vowels)
 - Refer to handouts – consonant and vowel charts
- See Spelling Inventories

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EXAMPLES: Student spelling

Are all sounds represented?

Actual Word

- Lamp
- Send
- Fright
- Blade
- Strike
- Stick

Spelling

- Lap
- Sed
- Frit
- Blad
- Stik
- Stik

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Instruction for Missing Letters: Prevention

- Elkonin boxes
- Introduce continuants first (sounds that stretch) to practice segments spoken words
 - /m/ /b/ /s/ /t/ /sh/ /r/ /v/ /z/ /v/
 - All vowels
- Always blend sounds in spoken word back together
- Introduce a few letters and bring in letters to the activity

Institute of Education Sciences <https://www.youtube.com/watch?v=6wjU03hj0vs>

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Continuants and Stops


m → E = me

b → i → g = big

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Elkonin Boxes: Assess and Teach

- Sound boxes
- Visual and manipulative
- Segment spoken word and then blend
- Letters can be added



sh

i

p

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QUESTIONS OR OBSERVATIONS

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Instruction for Missing Letters: Remediation

- Isolate specific sounds (no letters)
- Address only those sounds
- Bring in the letters
- Always blend sounds in spoken and written word back together
- Common – consonant blends
 - NASALS: *Hand/had, sent/set, lamp/lap*
 - BLENDS that begin and end of word: **St**op/ *sop, list/lis or lit*

University of Florida Literacy Institute <https://ufli.education.ufl.edu/>

- <https://www.youtube.com/watch?v=tLbWh309S1k>
- <https://www.youtube.com/watch?v=tqJ1v1n-mA>

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QUESTIONS OR OBSERVATIONS

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EXAMPLES: Are all sounds accurately represented?

Actual Word	Spelling
■ Dream	■ Jrem or jem
■ Pet	■ Pit
■ Tap	■ Tab
■ Log	■ Lok
■ Sing	■ Sig

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Common Confusions

- All vowels sounds present but incorrect sounds and/or letters
 - Vowel sounds – especially the short vowels!
 - Diphthongs (oy/ow)
 - R-controlled vowels - /ar/ /er/ /or/
- All consonant sounds present but incorrect sounds and/or letters
 - Voicing (b and p; t and d)
 - Affricates - phonemes /r/ and /d/, when followed by /r/ or /j/, can be produced more like an affricate: /rɛm/ for dream; /tʃɪ/ for try

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Vowel Sounds: Remediation

- Isolate the confusion
- Elkonin boxes
- EXAMPLE: Short vowels
 - Introduce two short vowels - /e/ /i/
 - Led, Lid
 - Pet, bet
 - Pit, bit
- Practice with sounds and introduce letters using Elkonin boxes (letter tiles or marker)
 - Letter tiles are easier - help narrow the choices
 - Marker – students need to match sound with letter
- Always blend sounds in spoken word back together

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Voicing Confusions: Remediation

- Isolate the confusion
- EXAMPLE: /p/ and /b/
- Have student place hand on voice box while saying /p/ and /b/
 - Bet, pet
 - Bad, pad
 - Bit, pit
- Practice with sounds and introduce letters using Elkonin boxes
- Always blend sounds in spoken word back together

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ch/sh Confusions: Remediation

- Isolate the confusion
- EXAMPLE: /ch/ and /sh/
- Put hand in front of mouth – say the sounds /ch/ /sh/
- Have student practice with sounds
 - Choose, shoes
 - Cheat, sheet
 - Chop, shop
 - Chip, ship
 - Each, fish
 - Inch, wash
- Practice with sounds and introduce letters using Elkonin boxes
- Always blend sounds in spoken word back together

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/dr/ /j/ Confusions: Remediation

- Isolate the confusion
- EXAMPLE: /dr/ and /j/
 - Drag, jag
 - Draw, jaw
- Practice with sounds and introduce letters using Elkonin boxes
- Always blend sounds in spoken word back together

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Additional Teaching Resources

- <https://www.nysmigrant.org/resources/library/ela/phonemic>
- <https://ccr.org/student-center-activities/second-and-third-grade>

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INTRODUCING LETTERS

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Next Time: Learning the Alphabet

- Students must decipher abstract symbols – both upper- and lower-case letters
- Then they link these symbols to phonemes
- Also, young children must learn to form letters
- And they all this new knowledge to read and spell words

- This can be very confusing without systematic and explicit instruction!

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For Our Next Meeting!

The alphabetic principle – video and brief article:

- https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/briefs/the-alphabetic-principle_0.pdf
- <https://improvingliteracy.org/video/big-5-under-5-phonics>

- We will briefly revisit phonemic awareness. Please bring any questions

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