Phonemic Awareness & Phonics

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**Phonemic awareness** - the ability to notice, think about, and work with the individual sounds in spoken words.

**Phonics** - is a form of instruction to cultivate the understanding and use of the alphabetic principle, that there is a predictable relationship between phonemes (the sounds in **spoken** language) and graphemes, the letters that represent those sounds in **written** language and that this information can be used to read or decode words.

**Phonological awareness** - covers a range of understandings related to the sounds of words and word parts, including identifying and manipulating larger parts of spoken language such as words, syllables, and onsets and rimes. It also includes phonemic awareness (see above) as well as other aspects of spoken language such as rhyming and syllabication.

Source: National Institute for Literacy
U.S. Dept. of Education
## A Model for Instructional Time

<table>
<thead>
<tr>
<th>Grade</th>
<th>Phonemic Awareness</th>
<th>Phonics</th>
<th>Fluency</th>
<th>Vocabulary</th>
<th>Comprehension</th>
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[http://collaborate.oaisd.org](http://collaborate.oaisd.org)
Early Reading Skills

- **Phonological Awareness**
  - Awareness of correlation of sounds to words
- **Alphabetic Understanding**
  - Link between a letter and a sound
- **Phonological Recoding**
  - Use of relationship between phonemes and letters to recognize printed words, then read and spell them
- **Accuracy and Fluency with Connected Text**
  - Comprehending what is read
National Reading Panel
Elements of Reading Instruction

✓ Phonemic awareness
✓ Phonics
✓ Fluency
✓ Vocabulary
✓ Comprehension
Steps of Phonemic Awareness Skills

- Phoneme Manipulation (1-2)
- Phoneme Segmentation (K-1)
- Phoneme Blending (K-1)
- Sound Isolation First~Last (K-1)
- Onset~Rime Blending /Segmenting (Pre K-K)
- Blending/Segmenting Compound Words (Pre K-K)
- Words within a Sentence (Pre K-K)
- Rhyme (Pre K-K)
Rhyme
Do these words rhyme?
- cat – hat
- pick – stick
- run – ran

Phoneme Blending
What word do these sounds make?
- b – i – g
- dr – o – p
- n – e – t

Phoneme Change
What word would we have if we changed the:
- /s/ in sun to /f/
- /t/ in hot to /p/
- /a/ in fat to /i/

Phoneme “Drop”
What word would we have if we dropped the:
- /t/ in the word paint
- /s/ in the word speak
- /t/ in the word stick

Phoneme “Add”
What word would we have if we added the letter:
- /g/ to the beginning of rub
- /d/ to the end of ban
- /l/ to the middle of goo

Phoneme Count
How many sounds do you hear in these words?
- it
- rat
- shut
Teach Phonemic Awareness

• Quick
• Everyday
• Fun
Small Steps ~ Big Difference

• Attendance
• Rhymes
• Magic Spoon
• “Stretchy” Strap
• Real ~ Nonsense Words
Name Parade
(Tune: 'This Old Man')

This girl/boy ___________ sings // songs.
She/He sings // songs all day long,
with a __ick-__ack-__addy-__ack.
Sing this name song.
She/He wants you to sing along!
What does this mean?

• Name of Letter
• Letter Formation
• Identifying the Letter Sound
• Creating the Letter Sound
• Word Associated with the Letter
• The Letter within Words
<table>
<thead>
<tr>
<th>Name</th>
<th>Letter</th>
<th>Identify/Produce Sound</th>
<th>Recognize Utilizes Letter</th>
<th>Write</th>
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Phonics Instruction

- Consonants
- Consonant Blends
- Consonant Digraphs
- Short & Long Vowels
- R-Controlled Vowels
- Vowel Digraphs
- Vowel Diphthongs
- Rimes
Blends
• bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sc, scr, sk, sl, sm, sn, sp, spl, spr, st, str, sw, tr, tw, wr

Digraphs
• th, sh, wh, ch, ck, ng

Silent letters
• kn, gn, wr, gh, lk,

Hard/Soft c & g

Ph?

Vowel Digraphs
• ai, ea, oa, ee, ey, ay, ue, ow

Diphthongs
• au, aw, oo (cook, moon), ow (owl, bow), ou, oi, oy, ew

R-controlled vowels
• ar (star), er (her), ir (stir), or (horn), ur (fur)
Rimes

ack, ake, ail, ain, air, ale, all, and, ank, ap, ash, at, ate, aw, ay, eat, eep, ell, en, ent, est, ice, ide, ick, ight, ill, in, ine, ink, ing, ip, it, oat, ock, oke, op, ore, ot, uck, ug, ump, unk

Vowels

a, e, i, o, u ~ y
Activities

- Alphabet Books
- Cookie Crook
- Grandma’s Weird
- Letter Relay
- Morning Message
- Theme Sheets
- Songs
- Poems
- Syllable Scavenger Hunt
Syllable Scavenger Hunt

Name ____________________

1 syllable words

2 syllable words

3 syllable words

4 syllable words
Most Common Prefixes

un* - not
re* - again, back
dis* - opposite, reverse of
in, im, il, ir* - not
en, em - make, into, in
non - not
in, im - in
over - too much
mis - wrong
sub - under

pre - before
inter - between, among
fore - before
de - from, reverse
trans - across, over
super - above
semi - half
anti - against
mid - between
under - under
# Prefix Practice

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<th>Word</th>
<th>Prefix</th>
<th>Means</th>
<th>Synonym</th>
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Most Common Suffixes

-\texttt{ing}* continuous action  
-\texttt{s}, \texttt{-es}* more than one  
-\texttt{ed}* past tense  
-\texttt{ly}* describing how it’s done  
-er one who  
-ic having characteristics of  
-ity, ty state of  
-ment action or process  
-ous,-eous,-ious possessing qualities of  
-ation, -ition adjective form of a noun  
-ive, -ative, -itive adjective form of a noun  
-al, -ial having characteristics of  
-less without  
-able, ible can be  
-y characterized by  
-er,-est comparative  
-ful full of  
-ion,-tion act, process  
-en made of  
-ness state of, condition of
# Suffix Skills

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Trace the letter in three different colors.

B B B
b b b

Circle all the uppercase B and lowercase b letters

I spy the letter

Bb

Bb is for

Draw or glue a button here

________'s brother

bounced balls


