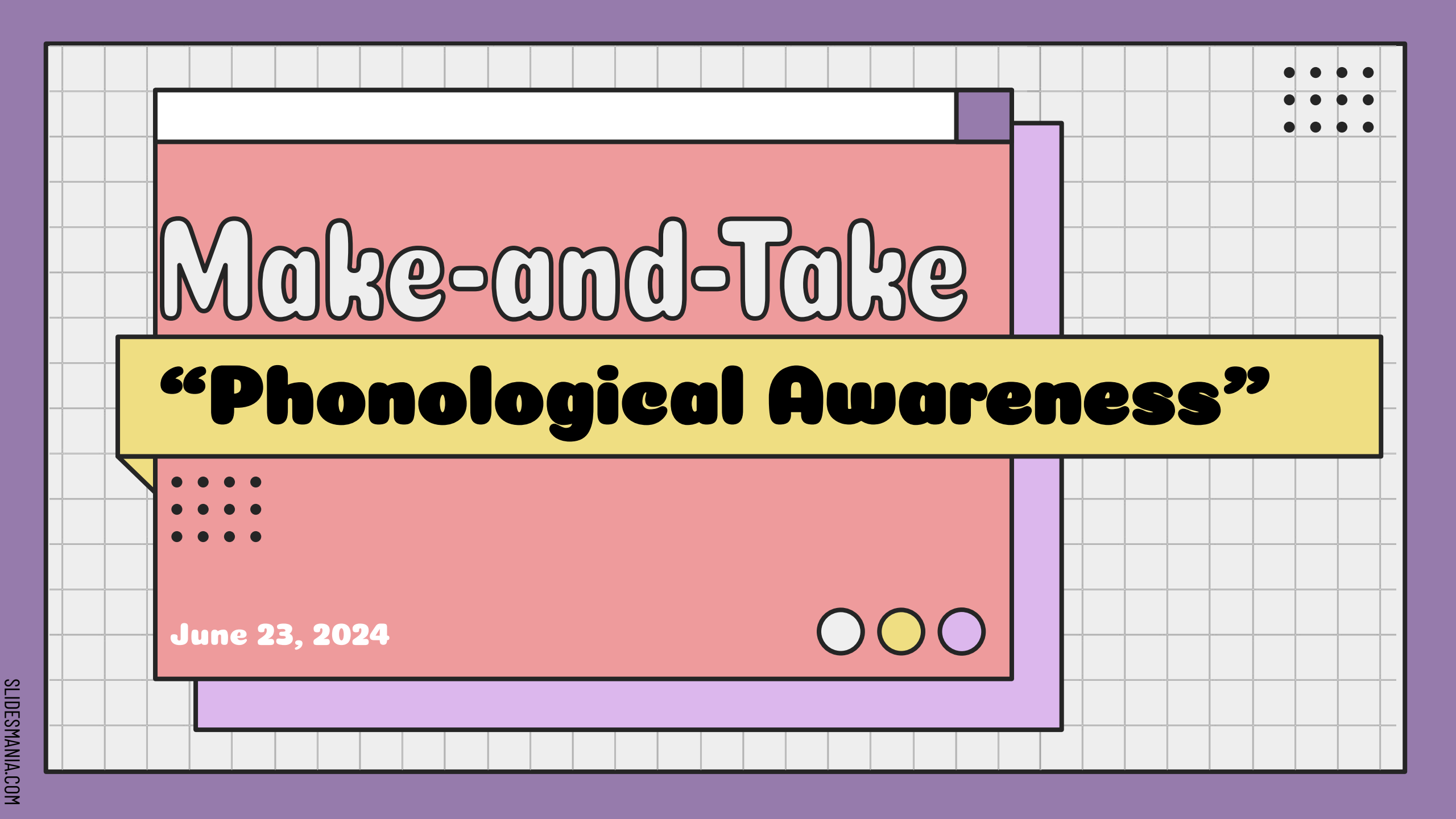




Make-and-Take

“Phonological Awareness”



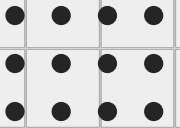
June 23, 2024





Jessica Blocker

~Literacy Coach





Afternoon Agenda

01

Science of Reading Overview

02

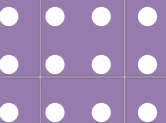
Phonological Awareness

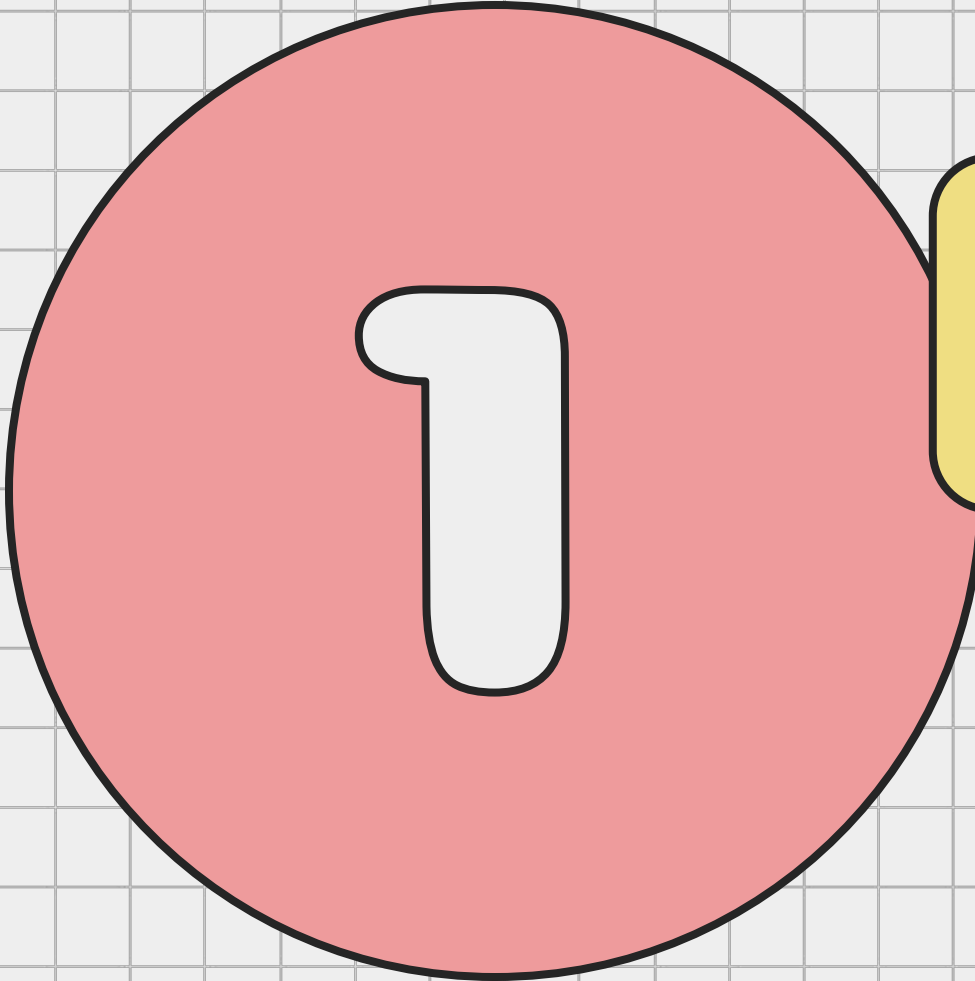
03

Make-and-Take Activity

04

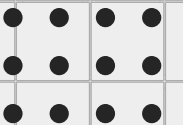
Pizza and Practice!





The Science of Reading

Take a few minutes to talk at your tables. What is your current understanding of the “**science of reading**” or what comes to mind when you hear that phrase?



What is the Science of Reading?

It is NOT...

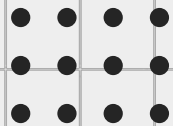
"an ideology, a philosophy, a political agenda, a one-size fits all approach, a program of instruction, nor a specific component of instruction.

-Dr. Louisa Moats

It IS...

"the accumulated body of evidence from various fields of study that helps us understand what reading is, how people learn to do it, and how it is most effectively taught."

-Dr. Holly Lane



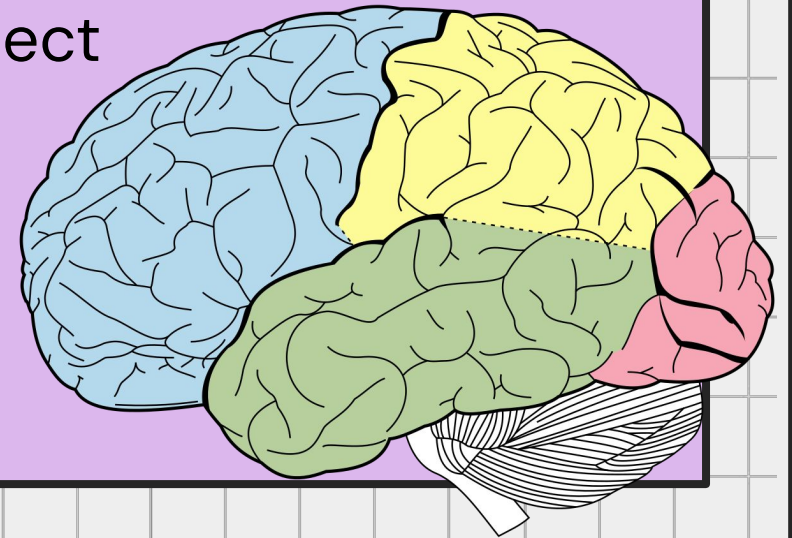
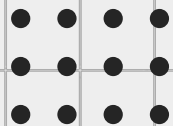
Reading and the Brain

“Decades of scientific research has revealed that reading doesn't come naturally.

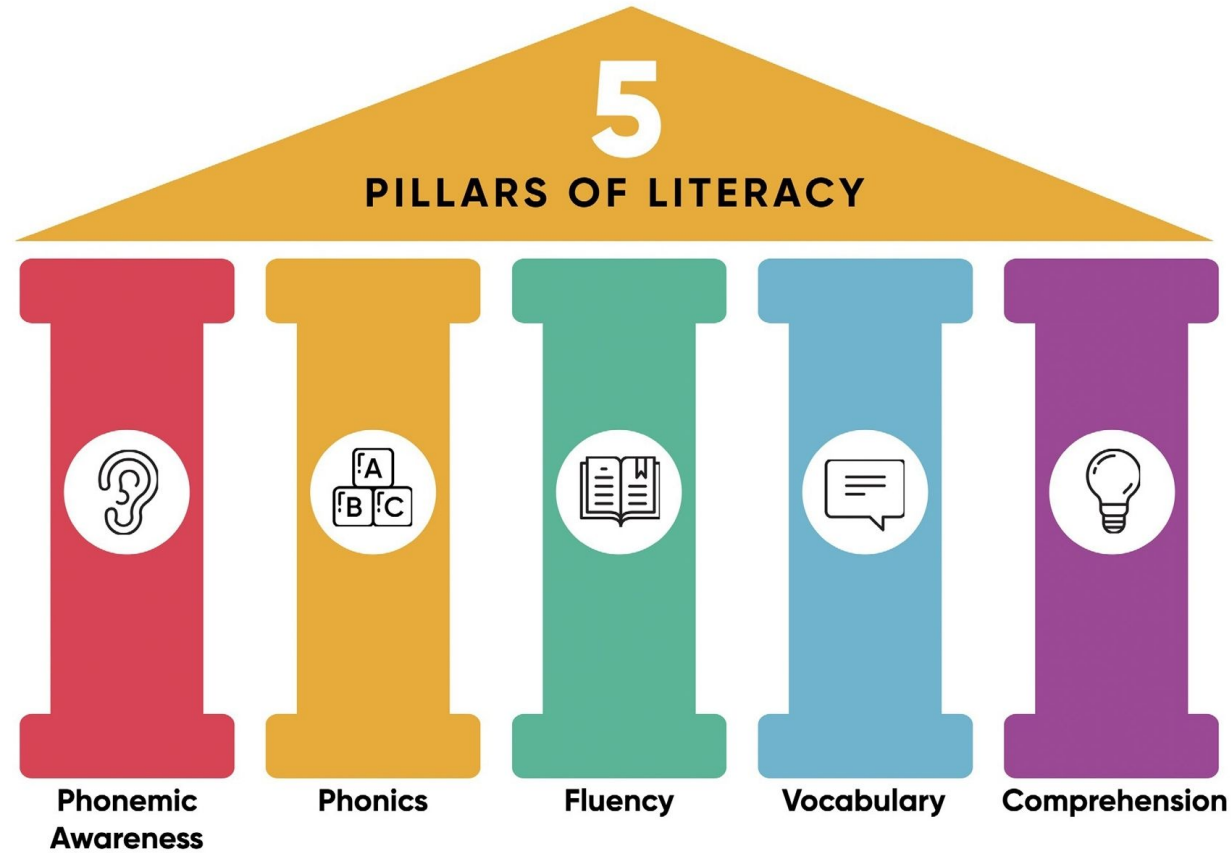
The human brain isn't wired to read.

Kids must be explicitly taught how to connect sounds with letters — phonics.”

-Emily Hanford (“Hard Words”)



Pillars of Literacy



Scarborough's Rope

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly
Strategic

Skilled Reading

Fluent execution and
coordination of word
recognition and text
comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

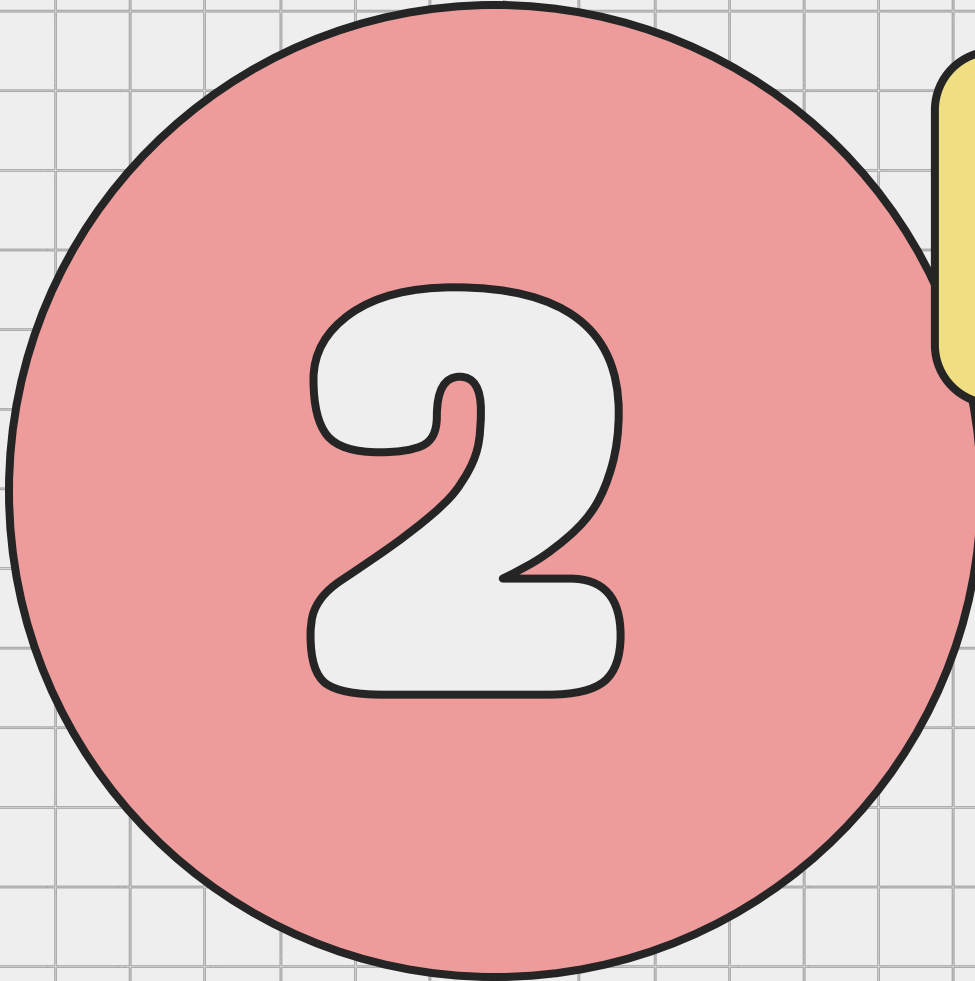
Increasingly
Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Quick Think...

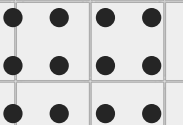
- What is phonological awareness? What do you know about it?
- What does phonological awareness instruction currently look like in your classroom?





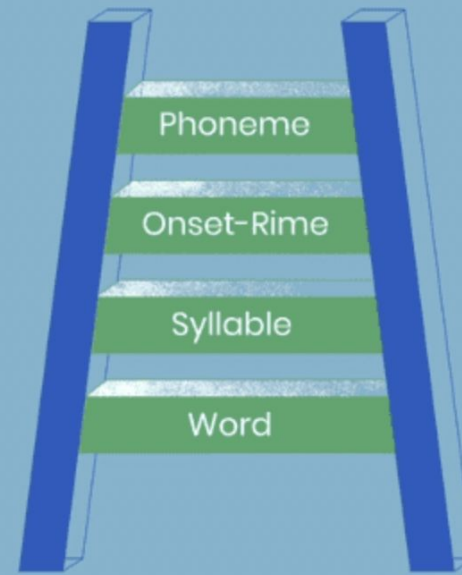
Phonological Awareness

“Phonological awareness refers to the bigger ‘chunks’ or ‘parts’ of language. When we ask students to rhyme, blend small words to make a compound word, break words apart into syllables or onset-rime, we are working at the phonological awareness level. Phonological awareness can be thought of as a big umbrella with the bigger “chunks” of language being the top of the umbrella (Bottari, 2020).”



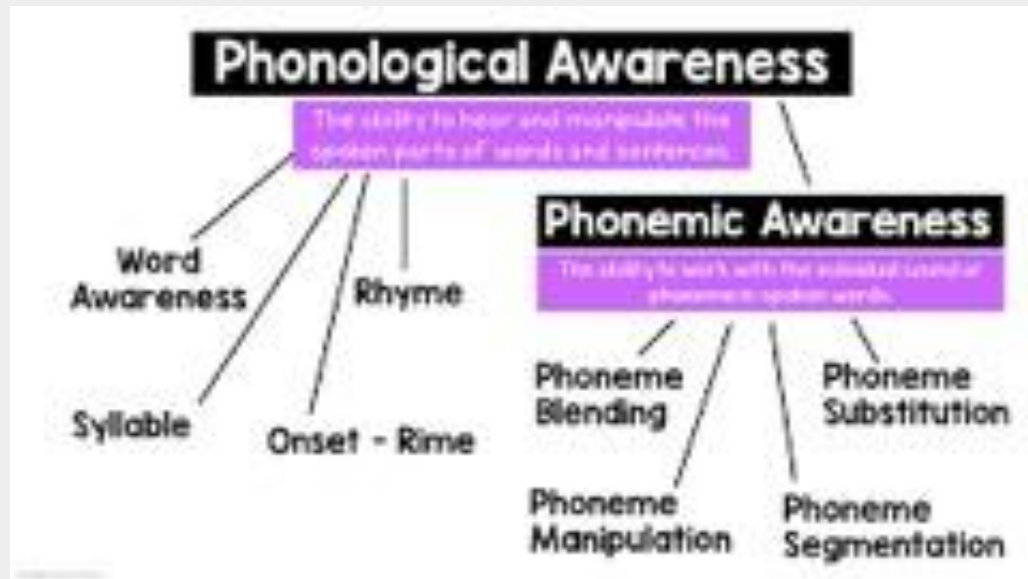
Phonological Awareness Continuum

Phonological
Awareness
Continuum



"While instruction begins with phonological awareness, our end goal is phonemic awareness (Bottari, 2020)."

Phonological Awareness vs. Phonemic Awareness



“Phonemic awareness is the understanding that spoken words are made of *individual sounds* called phonemes. A *phoneme* is the smallest unit of sound we hear in a word. Phonemic awareness falls underneath the umbrella as a sub-category of phonological awareness. Rather than working with larger units of spoken language, we ask students to listen for the individual sounds or phonemes in a spoken word. When we ask students to blend or segment words into the smallest unit of sound they hear, we are working at the phonemic awareness level. For example, the four sounds /p//l//a//n/ can be blended to make the whole word plan (Bottari, 2020).”



Instruction must be...



SYSTEMATIC

Systematic and sequenced K-3 instruction and intervention.



EXPLICIT

Explicit and intentional daily instruction.



PRACTICE

Practice of specific skills in and out of text, including meaning-making with decodable text.



ASSESSMENT DRIVES INSTRUCTION

Corrective feedback in the moment. Frequent informal and formal data collection drives grade-level and targeted remediation and acceleration.



Nebraska Department of Education

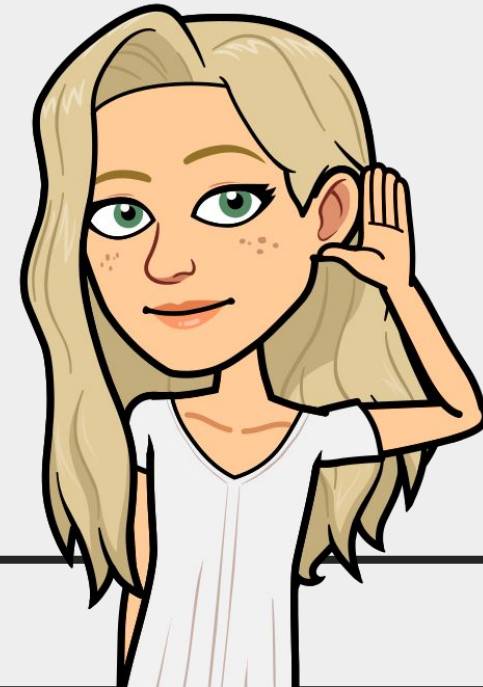
Assessments & Using Data

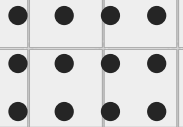
Look at screener data for your students [insert assessment here] and identify those students that are not at benchmark.

Use a diagnostic assessment to identify the student's PA level and "diagnose" the area(s) of phonological awareness that a student may be deficient in. This will guide you in grouping students.

Example Diagnostics for PA:

PAST, Heggerty, Bridge the Gap





3 Types

1. Early phonemic awareness
2. Basic phonemic awareness
3. Advanced phonemic awareness



Early

At this level, a child is working with large segments of sound to lay the foundation for later work with individual phonemes (e.g. words in sentences, syllables).

(Kilpatrick)

Early Phonological Awareness

(Pre K- Early Kindergarten)



Alliteration with "silly sentences"

- Today we will practice with the sound / _ / . Say that sound with me / _ / .
- I will say the first word (choose word beginning with your sound) and you can finish the sentence with other words that also begin with that sound.



Words in sentences with "counters"

- Get your counting fingers ready! (Teacher reads a sentence aloud).
- Student says the sentence and uses fingers to count how many words.
- Now I will read a sentence out loud, while touching each counter to represent each word (T reads sentence while Ss move counters for each word).
- Touch the word _____. (Ss touch counter to represent the word).



Clap syllables (segment) in 3-syllable words:

- The word is _____. What word? _____. Clap once for each syllable in the word.
- How many syllables did you hear in that word?

Adding/deleting syllables in compound words (e.g. "cupcake")

- My first word is _____ (Ss repeat). Then I have _____ (Ss repeat). Put it together to make _____. I will take away _____. What word do I still have?



Onset-rime: Colored squares blending & segmenting:

- We will listen to the first sound in a word and then listen for the rest of the word. Then we will slide our colored squares together read the whole word!
- My first sound is / _ / . Pull down the blue square and say / _ / . What letter makes that sound? The rest of the word says / _ _ / . Pull the yellow piece and say that sound.
- Say the onset and rime, / _ / - / _ _ / . Slide together. What is the word? _____.



Beginning sound picture match:

- "What is this a picture of? _____ (sun). Say that word _____. What is the first sound you hear in _____?"
- Look at these 3 other pictures and you will decide which picture has the same first sound. I have a _____, a _____, and a _____.
- Which word has the same first sound as our word _____.

Beginning sounds "odd one out":

- I will say three words: _____, _____, _____. (Ss repeat each word)
- Which word did not begin with the same sound?



Rhyming "odd word out":

- Our 3 words are _____, _____, & _____. Which does not rhyme with the other 2?

Rhyme picture matching:

- The word is _____. What word? _____. I will show 3 more pictures- You tell me which one rhymes with our first word _____. What else rhymes with it?

Rhyme generation:

- _____ & _____ (e.g. fox & box). What is another word that rhymes?

At this level, children are building awareness of individual phonemes and focusing on segmenting and blending 1-syllable words.

(Kilpatrick)

Basic Phonemic Awareness

(Kindergarten- 1st grade)



Segmenting with cubes

- The word is _____. What word? _____.
- Tap the sounds with me / / / / / . How many sounds do you hear?
- Make the word _____ with your cubes.
- Tap each cube as we say the sounds in the word _____.
- Blend the sounds together to read.



Final (or medial) sound matching(thumbs up/down)

- Say _____. What word? _____. Now say our next word _____. What word? _____.
- Do those 2 words end with the same sound.
- Let's tap the word _____, / / / / / Lets tap the next word _____, / / / / /
- Do they both end with the same sound? Thumbs up or down?



Robot blending (1-syllable words)

- Robo the robot says words slow and choppy. Let's see if we can blend them back together and decipher what he is saying!
- My turn /w/ /l/ /t/ (teacher taps).
- Students say "wilt" (Teacher says sentence to give context/meaning to the word).



Substitute beginning (or ending) sound

- I'm going to say a word. You will substitute a sound at the beginning to make a new word.
 - Say _____. Instead of /t/, say /b/. What's our new word?
- Example: Say "chest" (Ss repeat). Instead of /ch/, say /b/ (Ss say "best").



Substitute the middle vowel sound with chips

- We are going to tap the sounds in words and represent them with chips. If the sound is the same you can use the same color.
- Say _____. What word? _____.
- Let's tap the sounds / / / / → _____ (whole word).
- Make _____ with your chips, ready / / / / / (Ss move chips).
- Let's test to make sure / / / / / (say the word).
- I want to change _____ (e.g. sun) to _____ (e.g. sin). Think about what sounds are going to stay the same and which will change.
- Take away your / / (/u/) and add in your / / (/i/) (Ss move chips).



Sound chaining (change one phoneme at a time)

- We are going to use our tiles to do some chaining, and identify sounds in words.
- The first word is pat. Say pat _____.
- What is the first sound you hear in pat → /p/ (Repeat for middle and final sound, pulling a tile down for each sound).
- Touch each tile and say the sounds. / / / / / . Put it together to make _____.
- I'm going to change my word to pit. Say pit _____, Say it again _____.
- Point to the cube we need to take away to make it _____ (pit). Take away that tile and replace with your new tile.
- Let's tap the sounds in our new word. / / / / / .

Advanced

At this level, a child is using their abilities to substitute sounds for one another in spoken words.

Advanced phonemic awareness appears to be needed for efficient sight vocabulary development. (Kilpatrick)

Advanced Phonemic Awareness

(2nd grade- adult)



Segmenting (words with 5-6 phonemes)

- Say **stump**. Tap the sounds in **stump**- /s/ /t/ /u/ /m/ /p/.
- Say **trimp**. Tap the sounds in **trimp**. Real word or nonsense word?

Blending (words with 5-6 phonemes)

- I will say the sounds and you blend together to tell me the word.
/s/ /t/ /r/ /o/ /k/ → stroke



Sound chains (words with 4-6 phonemes)

- Say "slat" _____. Tap "slat" /s/ /l/ /t/ /a/ (say word).
- Point and say "slat" /s/ /l/ /t/ /a/ (say word).
- Let's change "slat" to "flat."
- Point and say "flat" /f/ /l/ /a/ /t/ (say word). Where did you hear the change? We said goodbye to /s/ and hello to /f/.



Initial sound deletion

- Say the word "sleep" ____.
- Now say "sleep" but don't say /s/.

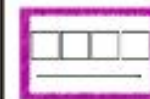
Final sound deletion

- Say the word "band"
- Now say "band" but don't say /d/.



Reversals (the initial and final phonemes in words)

- Say ____ (map). Tap the sounds in the word→ /m/ - /a/ - /p/.
- Now take one chip for each sound- make the word.
- We're going to take those 3 sounds and put them backwards /p/- /a/- /m/. Move your chips.



Medial sound substitution

- Say ____ (ran).
- Now say ____, but instead of /a/ say /u/.



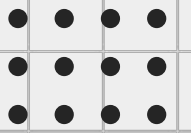
Substituting and deleting

- Say ____ (crew). Now say ____ (crew) but instead of /r/ say /l/.
- Say ____ (ghost). Now say ____ (ghost) but don't say /s/.



Pig latin

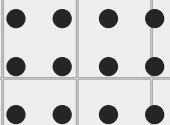
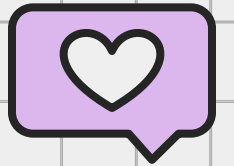
- Say the first sound of the word. Move it to the final position in the word. Add the /ay/ sound at the end.



Implementation

Keep it short! You need only a few minutes a day for your routine.

Use interleaving: a quick 2–3 minute oral blending and segmenting routine, bringing in new words AND words with phonics patterns that have already been taught.



-UFLI

Implementation: Researched Best Practices

Should we teach **phonemic awareness** “in the dark”?

Reading outcomes are stronger when phonemic awareness is taught with print/letters.

/d/ /o/ /t/

d o t

“printed letters become anchors for phonemes, and the basis for which phonemic awareness is relevant for reading and spelling” (p.24)

the **EARLY LITERACY** coach

Unfortunately, opportunities that many children have to engage with print are woefully low, especially for students that need it the most. **Isolating phonemic awareness training from print threatens this even further.**

-Clemens et.al (2021)

the **EARLY LITERACY** coach



Research: Best Practices

Do we need to teach **phonemic awareness** first?

Phonemic awareness and phonics are correlated, and *can be taught together*. Students do not need to master phonemic awareness to learn phonics skills.

Remember...the goal is to get kids reading. and isolation of our phonemic awareness instruction from print (phonics) is not an efficient use of time.

the **EARLY LITERACY** coach

What **phonemic awareness** tasks should we focus on?

We want to focus on tasks that carry over to and predict reading such as...
isolating sounds,

blending & segmenting

/m/ /a/ /p/



map

map



/m/ /a/ /p/

the **EARLY LITERACY** coach

How many **phonemic awareness** skills should we teach at a time?

- Teach 1- 2 skills at a time (*effect size .71-.79*)
- If you try to teach 3 or more phonemic awareness skills at a time, effect size drops all the way down to *effect size .27* (very small)

the **EARLY LITERACY** coach

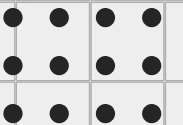


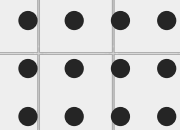


3

Sample Make-and-Take Activities

What are some activities to implement in the classroom? Let's create some lessons together!





Activity 1 + Modeling

Onset-rime blending & segmenting

p→ath

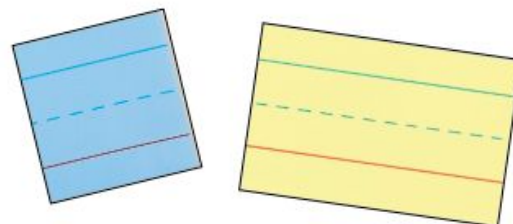
b→each

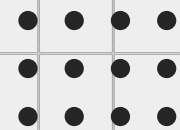
c→ave

m→ake

s→ail

- **First model:** We will listen to the first sound in a word and then listen for the rest of the word. Then we will slide our colored squares together read the whole word! My first sound is /r/. The rest of the word says /ain/. When I slide them together I get the word rain. Your turn.
- My first sound is /_/. Pull down the blue square and say /_/. What letter makes that sound? The rest of the word says /___/. Pull the yellow piece and say that sound.
- Say the onset and rime, /_/_ - /___/. Slide together. What is the word?_____.





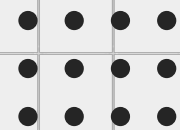
Activity 2 + Modeling

Substitute beginning/ending sounds

(/t/ake /r/ → rake) (/h/am /l/ → lamb) (ma/p/ → /th/) (/t/ime /r/ → rhyme)

- **First model:** Say bike. Now say bike but instead of /b/ say /l/. My new word is "like."
Now it's your turn to try.
- I'm going to say a word. You will substitute a sound at the beginning or end to make a new word.
- Say _____. Now say _____ but instead of /_/ , say /_/ . What's our new word?





Activity 3 + Modeling

Substituting sounds (2nd sound)

f(l)ed c(r)eam s(n)eeze c(r)ew s(p)eak s(c)ale

- **First model:** "My first word is crew." Now instead of /r/, I will say /l/. My new word is clue. Your turn to try a few.
- The word is _____. What word? _____.
- Now instead of /_/, say /_/.
- What is the new word? (add meaning).

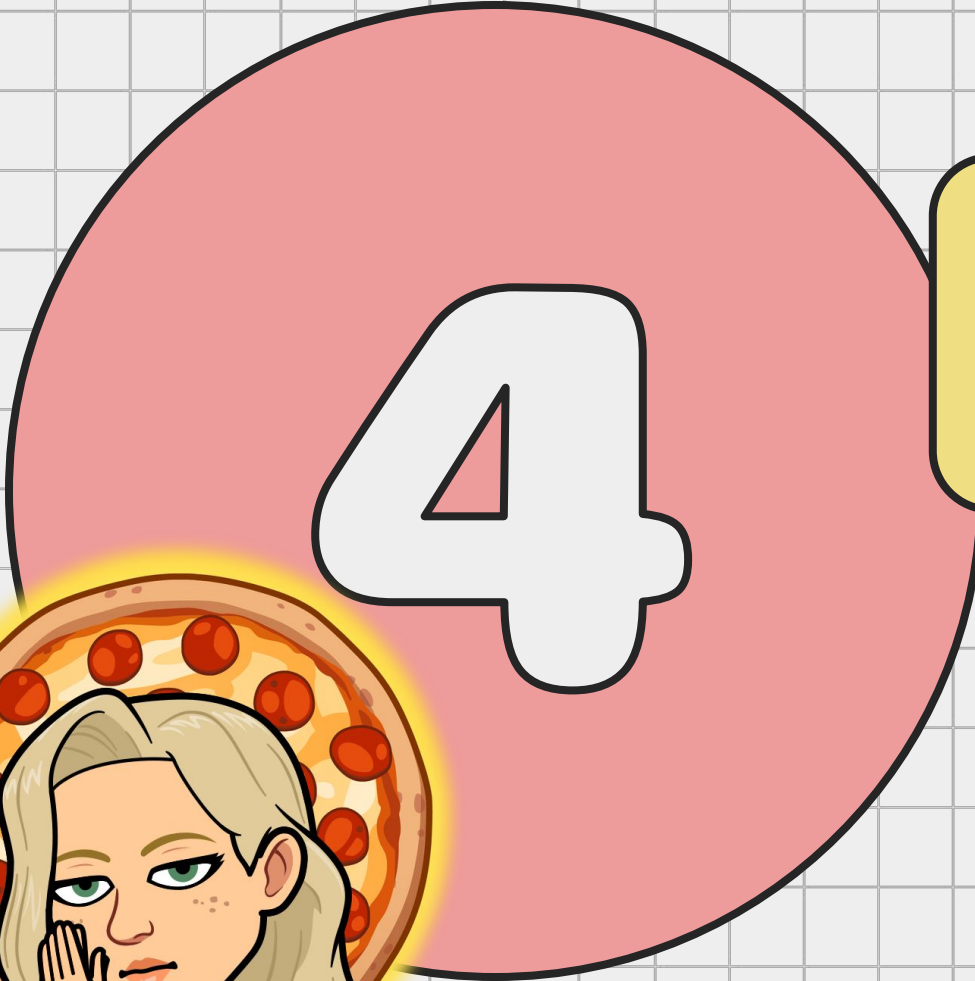
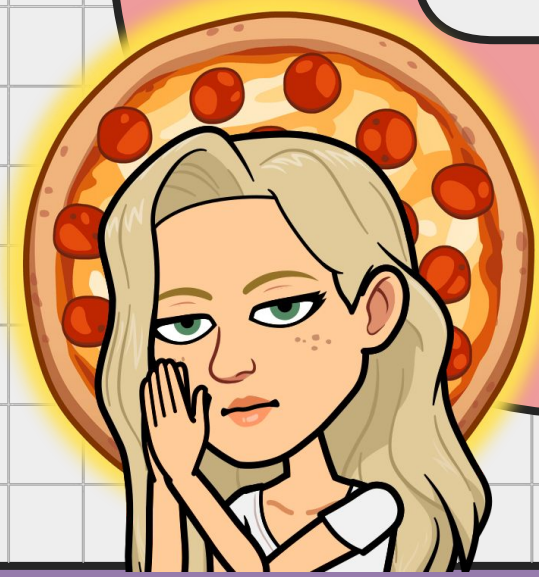
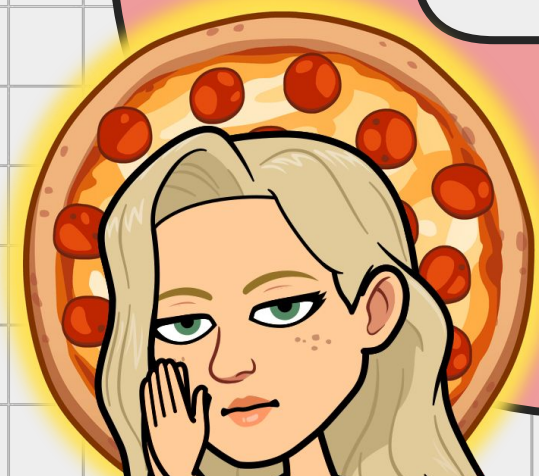


Deleting sounds (2nd sound)

f(l)ed→ fed b(r)oom→ boom f(l)at→ fat s(l)eeke→ seek s(c)ale→ sale

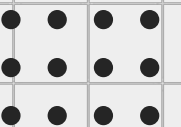
- **First model:** "My first word is bread." Now if I say 'bread' without /r/, I get 'bed'. Your turn to try a few.
- The word is _____. What word? _____.
- Now say _____ but don't say /_ / (second sound in word)
- What is the new word? (add meaning).

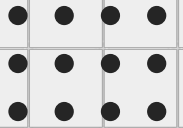




Pizza and Practice!

All activities from this presentation + more have instructions printed out through the classroom and materials to create the activity. These are purchased by the district and free for you.. Grab as many as you want and create your own classroom activities to use in full group, small groups, or 1:1!





References



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