

PHONEMIC AWARENESS



Lesson
Sampler



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Introduction

The ability to read is an essential skill for success in school and for many of the tasks related to a productive life. In *Becoming a Nation of Readers*, Anderson et al. state:

Reading is a basic life skill. It is a cornerstone for a child's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost (1985).

Unfortunately, many children experience great difficulty in learning to read. These early failures often lead to later difficulty with reading, spelling, and writing. Juel (1988) found that there is an 88 percent probability of being a poor reader in fourth grade if you were a poor reader in first grade. The most common cause of difficulties in acquiring early word reading skills is a weakness in a child's ability to process the phonological features of language (Torgesen 1998). Upon entering school, the level of a child's phonological awareness appears to be a strong indicator of the success that child will experience in learning to read (Stanovich 1986).

Phonological and Phonemic Awareness

Definitions

Phonological awareness is an umbrella term that encompasses all levels of awareness of sound structures of our language. The four levels of phonological awareness are directly related to specific components of spoken language. These levels include words, syllables, onsets and rimes, and phonemes.

Words—Word awareness is the understanding that speech flow is composed of individual words. Most children achieve this awareness at a young age. It becomes most evident when children begin rhyming words and generating nonsense words.

Syllables—Syllables are the most easily distinguishable units within a word. Most children acquire the ability to break words into syllables with little or no formal instruction. Children should be able to detect, segment, and count syllables in kindergarten (Adams 1990). Activities with syllables often begin with compound words (**mailbox**) and move toward multisyllabic words (**banana**).

Syllable—a word part that contains a vowel or a vowel sound

Multisyllabic—having more than one syllable

Onsets and rimes—This level of awareness is the intermediate step between the syllable and the phoneme. The onset of a syllable is that part that precedes the vowel (for example, /m/ in **man**, /br/ in **brown**). The rime is the rest of the syllable beginning with the vowel (for example, /at/ in **sat**, /ate/ in **plate**). Treiman (1985) found that

Intrasyllabic—within a syllable

children naturally segment words at the intrasyllabic level rather than at the level of syllables or phonemes. Additionally, most children spell rimes more accurately than individual vowel sounds. When children have difficulty progressing from the syllable level to the phoneme level, the cause may be that the intrasyllabic level has been omitted from instruction. Therefore, including instructional activities involving onsets and rimes could reduce this difficulty.

Introduction

Phonemes — Phonemes are the smallest units composing spoken language. Phonemic awareness is the ability to hear and manipulate the sounds in spoken words. In the word **man**, there are

Phonemes are the smallest units of speech.

three phonemes: /m/ /a/ /n/. Children must be able to detect, segment, blend, and manipulate phonemes. Phonemic awareness may be difficult to acquire due to the overlapping of speech sounds in our spoken language. The ability to

manipulate, detect, and segment phonemes requires a more refined awareness than do tasks involving syllables and onsets-rimes.

Relationship to Reading

It is important to understand that phonological awareness and phonemic awareness are not phonics. Phonics is a method of instruction used to teach the sound-symbol correspondences of

Phonemic awareness is the ability to hear, identify, and manipulate the individual sounds in spoken words.

our written language. Phonological and phonemic awareness are taught primarily through oral activities, not print.

However, phonemic awareness is fundamental to matching speech to print. If a child is unable to tell that **man** and **mouse** begin with the same sound or cannot blend the sounds /s/ /a/ /t/ into the word **sat**, then that child will have

great difficulty in connecting the sounds with their written symbols or in blending sounds to create words. Phonemic awareness is essential to learning to read in an alphabetic writing system, because letters represent sounds (phonemes). Without phonemic awareness, phonics makes little sense.

In a synthesis of the research involving phonological awareness, the National Reading Panel (2000) reported several important generalizations:

- Phonological awareness is directly related to reading ability.
- Phonological awareness generally precedes skilled decoding.
- Phonological awareness is a reliable predictor of later reading ability.
- Deficits in phonological awareness are linked with deficits in reading.
- Early intervention is the key to promoting development of phonological awareness.
- Improvements in phonological awareness do result in improvements in reading ability.

Continuum of Skills

Phonological awareness generally follows a developmental progression. Awareness of words, syllables, and rhymes typically develops in preschool and early kindergarten. Awareness of phonemes tends to emerge later in kindergarten, and development continues into first grade. The sequence of instruction should flow from the easier levels of awareness (largest linguistic units) to the most difficult levels of awareness (smallest linguistic units). However, it is important to note that children can work on more than one level of awareness at a time, and many of the activities will overlap (Adams 1990). The following is an example of the development sequence for phonological awareness:



Introduction

- Sound and word discrimination
- Rhyming
- Sentence segmentation
- Syllable blending and segmentation
- Onset-rime blending and segmentation
- Blending of phonemes
- Segmentation of phonemes

Easiest



More Difficult

This sequence is mirrored in the layout and format of lessons and activities in SRA Phonemic Awareness. Please refer to the Trace of Skills and Objectives under the Overview of Program for a detailed breakdown of the skills covered in SRA Phonemic Awareness.

Assessment of Phonological Awareness

The assessment of phonological awareness in kindergarten is part of an overall assessment to support the prevention of reading problems in young children. In first and second grades, the assessment of phonological awareness can be used to monitor the development of children who experience reading difficulties. Today there are many measures available for identifying children who need extra support and for monitoring development as it is related to phonological awareness. The following chart summarizes several tests that are available for screening and identifying children who may need additional assistance in phonological and phonemic awareness.

Name of test	What it measures	How it is administered	Type of test	Where it can be obtained
DIBELS <i>Dynamic Indicators of Basic Early Literacy Skills</i>	Phonemic awareness, letter knowledge, phonemic decoding	Individually	Criterion, with cutoff scores indicating need for assessment	Sopris West Publishers or downloaded from the DIBELS Web site (http://dibels.uoregon.edu/)
TPRI <i>Texas Primary Reading Inventory</i>	Word reading accuracy, letter knowledge, phonemic awareness	Individually	Criterion, with cutoff scores indicating need for assessment	SRA/McGraw-Hill www.sraonline.com
TOPA2+ <i>Test of Phonological Awareness</i>	Phonemic awareness, letter knowledge	Group	Nationally standardized	PRO-ED Publishing, Inc.
CTOPP <i>Comprehensive Test of Phonological Processing</i>	Phonemic awareness, rapid automatic naming	Individually	Nationally standardized	PRO-ED Publishing, Inc.

Introduction

In addition to formal measures of phonological awareness, you can use informal assessments to collect information about a child's phonological knowledge. The following table includes sample questions that can be used to informally assess a variety of skill areas.

Level of awareness	Skill	Example
Word	Segmentation	The dog is sleeping. How many words are there in that sentence? (Signal.) <i>Four.</i>
Syllable	Blending	Listen. Mail...box. What is the whole word? (Signal.) <i>Mailbox.</i> Listen. Ba...na...na. What is the whole word? (Signal.) <i>Banana.</i>
	Segmentation	Say the two parts in mailbox. (Signal.) <i>Mail...box.</i> Say the parts in banana. (Signal.) <i>Ba...na...na.</i>
	Deletion	Say mailbox without box. (Signal.) <i>Mail.</i>
Onset-Rime	Recognition	Do these words rhyme: box...ball? (Signal.) <i>No.</i> (Signal.) Mat...cat? (Signal.) <i>Yes.</i>
	Production	Tell me a word that rhymes with cat. (Signal.) <i>Mat, sat, bat.</i>
	Blending	What word do these sounds make: /m/.../an/? (Signal.) <i>Man.</i>
Phoneme	Isolation	What is the <i>first</i> sound you hear in mat? (Signal.) <i>/m/.</i> What is the <i>last</i> sound you hear in mat? (Signal.) <i>/t/.</i> What is the <i>middle</i> sound you hear in mat? (Signal.) <i>/a/.</i>
	Blending	What word am I trying to say: /s/ /a/ /t/? (Signal.) <i>Sat.</i>
	Segmentation	What sounds do you hear in sat? (Signal.) <i>/s/ /a/ /t/.</i> How many sounds are in sat? (Signal.) <i>Three.</i>

Overview of Program

SRA Phonemic Awareness is a complete program for developing phonological and phonemic awareness. It is appropriate for prekindergarten and kindergarten classrooms as well as first graders who are lagging behind their peers in phonological awareness. The program contains 110 lessons featuring activities that follow the developmental sequence for teaching all levels of phonological awareness, including phonemic awareness.

Each lesson contains from two to seven activities intended to build phonological awareness in young children. The lessons take approximately fifteen minutes to complete. Each activity focuses on a specific skill, and each skill gradually increases in difficulty. When a skill is first introduced, you will explicitly model the task. As children try the tasks on their own, provide specific feedback regarding their responses. The scaffolding of instruction can be strategically removed when children become more proficient at each task.



Introduction

This program is contained in a single book. The appendix contains all blackline masters needed in specific lessons. Some activities require you to supply manipulatives such as chips, blocks, discs, counters, and so on. (For more information on additional items used in SRA Phonemic Awareness, see Materials Needed in the Conventions of Presentation Book section of this Introduction.)

For some phoneme isolation activities, Picture-Sound Cards are used. These activities are designed to help children identify the initial sound of the object represented in the picture. There are 116 initial phoneme cards and 52 initial consonant blend cards.

/a/

1



/a/
alligator



SRA Phonemic Awareness Picture-Sound Cards
Copyright © SRA/McGraw-Hill

/sn/

157



/sn/
snake



SRA Phonemic Awareness Picture-Sound Cards
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Scope and Sequence

The following Scope and Sequence Chart is designed for kindergarten but can be adjusted for prekindergarten and first-grade students. Activities are carefully sequenced. Multiple skills are taught in each lesson, and the amount of new information introduced in any one lesson is kept to a minimum.

Introduction

Scope & Sequence

LESSONS	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81-85	86-90	91-95	96-100	101-105	106-110
Word Segmentation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rhyme Recognition	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rhyme Production			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Syllable Blending		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Syllable Segmentation			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Syllable Deletion				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Onset-Rime Blending				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Onset-Rime Segmentation					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Phoneme Isolation-Initial					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Phoneme Isolation-Final						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Phoneme Isolation-Medial							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Phoneme Identification								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Phoneme Categorization									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Phoneme Blending										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Phoneme Segmentation													✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Trace of Skills and Objectives

Word Segmentation

- Objective 1—Clap/tap for each word in a sentence (Lessons 1–4).
- Objective 2—Use manipulatives to represent words in sentences (Lessons 5–7).
- Objective 3—Count the number of words in each sentence (Lessons 5–7).
- Objective 4—Identify the first, middle, or last word in sequence (Lessons 8–12).
- Objective 5—Substitute specific words in a given sentence (Lessons 12–15).

Rhyme Recognition

- Objective 1—Recognize words that rhyme and repeat simple poems (Lessons 1–7).
- Objective 2—Recognize words in a poem that rhyme (Lessons 6–7).
- Objective 3—Recognize words in isolation that rhyme (Lessons 8–12).
- Objective 4—Recognize words that rhyme and words that do not rhyme (Lessons 13–15).

Rhyme Production

- Objective 1—Produce a word that rhymes with a given word (Lessons 11–15).
- Objective 2—Identify pairs of rhyming words in pictures (Lessons 16–19).
- Objective 3—Produce a word that rhymes with a given word by prompting the initial consonant substitution (Lessons 20–25).

Syllable Blending

- Objective 1—Blend two smaller words to form a compound word (Lessons 6–12).
- Objective 2—Blend word parts to form a multisyllabic word (Lessons 9–20).

Syllable Segmentation

- Objective 1—Segment compound words into two smaller words (Lessons 11–16).
- Objective 2—Segment multisyllabic words into word parts (Lessons 14–25).
- Objective 3—Count the number of syllables in each word (Lessons 17–25).

Syllable Deletion

- Objective 1—Delete final syllable from a compound word (Lessons 16–19).
- Objective 2—Delete initial syllable from a compound word (Lessons 20–24).
- Objective 3—Delete the initial or final syllable from a compound word (Lessons 25–30).

Onset-Rime Blending

- Objective 1—Blend the onset and rime to produce a one-syllable word (Lessons 16–30).

Onset-Rime Segmentation

- Objective 1—Identify the rime of a one-syllable word (Lessons 21–25).
- Objective 2—Identify the onset of a one-syllable word (Lessons 26–30).
- Objective 3—Identify the onset or rime of a one-syllable word (Lessons 31–35).

Phoneme Isolation

- Objective 1—Isolate the initial phoneme in a word (Lessons 21–65).
- Objective 2—Isolate the final phoneme in a word (Lessons 26–55).

Introduction

- Objective 3—Isolate the medial phoneme in a word (Lessons 36–60).
- Objective 4—Recognize and match the initial phoneme(s) in a word (Lessons 31–65).

Phoneme Identification

- Objective 1—Identify the same initial phoneme in different words (Lessons 41–50).
- Objective 2—Identify the same final phoneme in different words (Lessons 51–58).
- Objective 3—Identify the initial phoneme in a one-syllable or multisyllabic word (Lessons 59–65).
- Objective 4—Identify the final phoneme in a one-syllable or multisyllabic word (Lessons 66–70).
- Objective 5—Identify the middle phoneme in a one-syllable word (Lessons 71–75).

Phoneme Categorization

- Objective 1—Identify the word that is different from other words (initial phoneme) (Lessons 46–55).
- Objective 2—Identify the word that is different from other words (final phoneme) (Lessons 56–61).
- Objective 3—Identify words that have the same initial sound (Lessons 62–70).
- Objective 4—Identify words that have the same final sound (Lessons 71–75).
- Objective 5—Identify words that have the same middle sound (Lessons 76–80).

Phoneme Blending

- Objective 1—Blend phonemes to make two-phoneme words (Lessons 51–60).
- Objective 2—Blend phonemes to make two- and three-phoneme words (Lessons 61–85).
- Objective 3—Blend phonemes to make two-, three-, and four-phoneme words (Lessons 86–110).

Phoneme Segmentation

- Objective 1—Segment two-phoneme words into individual phonemes (Lessons 61–70).
- Objective 2—Segment two- and three-phoneme words into individual phonemes (Lessons 71–100).
- Objective 3—Segment two-, three-, and four-phoneme words into individual phonemes (Lessons 101–110).
- Objective 4—Count the number of phonemes in a word (Lessons 81–110).

Pacing

In kindergarten, instruction in phonological awareness should begin as early in the school year as possible. Some teachers may choose to assess the phonological awareness of their children before beginning instruction. (See Assessment of Phonological Awareness on page 3.) Ideally, the goal is to teach one lesson per day. It is important that each lesson is taught to mastery and that each child reaches mastery with all activities. If children are unable to successfully complete the activities, return to the lesson and repeat the activities. Refer to the teacher notes for specific suggestions on how to provide more scaffolding in your instruction.

Introduction

Conventions of Presentation Book

Activity 1:

Word Segmentation

(multisyllabic words in all positions; three-, four-, and five-word sentences)

Objective:

Children clap for each word in a sentence.

Activities—Each lesson contains between two and seven activities. For each activity, the skill being taught is noted along with the objective. The skill and the objective are noted in a box at the top of each activity.

Each activity includes what you say and do, and what the children's responses should be. The activities should be presented in a simple way, as if you were talking and not reading the script. The goal is to be consistent in your wording of the activity so children can focus on the skill. Reviewing the lesson prior to teaching will assist you in delivering the activities smoothly.

You will see a number of different typefaces in the lessons:

(Black type within parentheses indicates teacher directions, or what you do.)

Black italic type indicates children's responses. When you and the children respond together, blue italic type is used.

Blue type indicates teacher talk, or what you say.

Some words will appear in *italics* within teacher talk. This type indicates words that you need to *emphasize* or *stress*.

Some words will appear in **bold type** within teacher talk. This type indicates **sounds as sounds, words as words, and sentences as sentences.**



TEACHER NOTE

Be sure to emphasize words that rhyme in the poem: *four, more.*

Teacher Notes—On the left-hand side of each activity, you will see teacher notes. These notes provide additional information about that activity. Carefully read the notes before teaching the activity so that you will be prepared for such issues as the difficulty of the skill, subtle changes in the objective, and ways to assist children experiencing difficulty.

Signals—Throughout the lessons, you will use signals. These signals are a way of eliciting a group response from children and will help you control the amount of “think time” children need for each activity. Some activities will require children to delete syllables or substitute sounds, and they will need more time to formulate a response on these activities.

The signals will also minimize instances of children leading or following others in the group. A signal provides all children with an equal opportunity to participate in the activity. Many children find that responding as a group creates a safe environment for learning. There is always an opportunity for you to ask children to respond individually.

Type of signal	When to use	How to do it
Hands apart/hands together	This signal is used when children are working with compound words. Children will be able to see how words can be broken apart and put back together.	Begin with both hands in a fist turned with palm side up in front of the body. As you say the first word, open your right hand. As you say the second word, open your left hand. Then bring both hands together in a grasp, and children say the whole word.
Hand drop	This signal is used when children will think before they provide an answer to a question. Children’s response will typically be a single sound or word or a short phrase.	As you provide information to children and ask a question, hold out your hand with the palm facing children (as if stopping traffic). After asking the question, give children from one to three seconds of think time, and quickly drop your hand for them to respond. Think time will vary depending on the complexity of the activity.
Fingers up	This signal is used when children will respond with more than one sound (for example, blending phonemes, segmenting phonemes). This type of signal helps them to focus on each phoneme they hear in a word.	If right-handed, hold up your right fist with the back of the hand facing children. As you say each phoneme, put one finger up in left-to-right sequence for children. If left-handed, follow the same procedures except for hand position. Your palm should be facing children.

Blackline Masters—The appendix contains the Blackline Masters (BLMs) needed in some lessons. For those lessons, make one copy of the specified BLM for each child in the group, as well as for yourself. At the beginning of each lesson, the specified BLM is noted in Materials Needed.

Materials Needed—Any additional materials needed for an activity are identified at the beginning of the lesson. The most common materials are BLMs, Picture-Sound Cards, and manipulatives such as blocks, discs, chips, or counters.

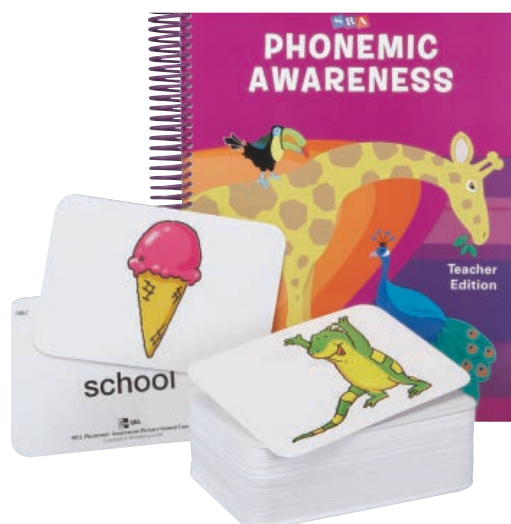
Introduction

Sounds

Pronunciation guide—The following pronunciation guide refers to the sounds taught in SRA Phonemic Awareness. The first column refers to the sound. In the second column, the sound is identified as a continuous or a stop sound. Column three provides an example word for you to hear a clear pronunciation of the sound. The fourth column has helpful hints to provide the children when learning to pronounce the sounds.

Sound	Continuous/stop	Example word	Helpful hints
/a/	continuous	<u>a</u> t	
/ā/	continuous	<u>a</u> te	
/b/	stop	cab <u>b</u>	Children can smile and say bi , not buh
/c/	stop	pick <u>c</u>	Same as /k/, not cuh
/d/	stop	had <u>d</u>	Children can smile and say di , not duh
/e/	continuous	<u>e</u> nd	Drop your jaw
/ē/	continuous	<u>e</u> at	
/f/	continuous	<u>f</u> ast	Air only, no voice
/g/	stop	dog <u>g</u>	Children can smile and say gi , not guh
/h/	stop	<u>h</u> at	Just a breath, no voice
/i/	continuous	<u>i</u> t	Scrunch up your nose
/ī/	continuous	<u>i</u> ce	
/j/	stop	fudge <u>j</u>	Not juh
/k/	stop	sack <u>k</u>	Same as /c/, not kuh
/l/	continuous	<u>l</u> ove	
/m/	continuous	<u>m</u> ud	
/n/	continuous	<u>n</u> ame	
/o/	continuous	<u>o</u> ff	
/ō/	continuous	<u>o</u> ak	
/p/	stop	tap <u>p</u>	Air only, no voice; not puh
/kw/	continuous	<u>q</u> uit	Not kwuh
/r/	continuous	<u>r</u> un	Not /er/; mouth should be rounded; think of /r/ at the beginning of a word
/s/	continuous	<u>s</u> at	Air only, no voice
/t/	stop	mat <u>t</u>	Not tuh
/u/	continuous	<u>u</u> p	
/ū/	continuous	<u>u</u> se	
/v/	continuous	<u>v</u> ase	
/w/	continuous	<u>w</u> ish	Mouth should be rounded; not wuh
/ks/	continuous	ox <u>ks</u>	
/y/	continuous	<u>y</u> ell	As if you were saying yē
/z/	continuous	<u>z</u> oo	
/sh/	continuous	<u>sh</u> e	Air only, no voice
/ch/	stop	<u>ch</u> much	Air only, no voice
/th/	continuous	<u>th</u> em/think	Represents voiced and unvoiced sounds
/wh/	continuous	<u>wh</u> y	As if you were saying hwww ; little vocalization and more air
/oo/	continuous	<u>oo</u> ze	

Picture-Sound Cards



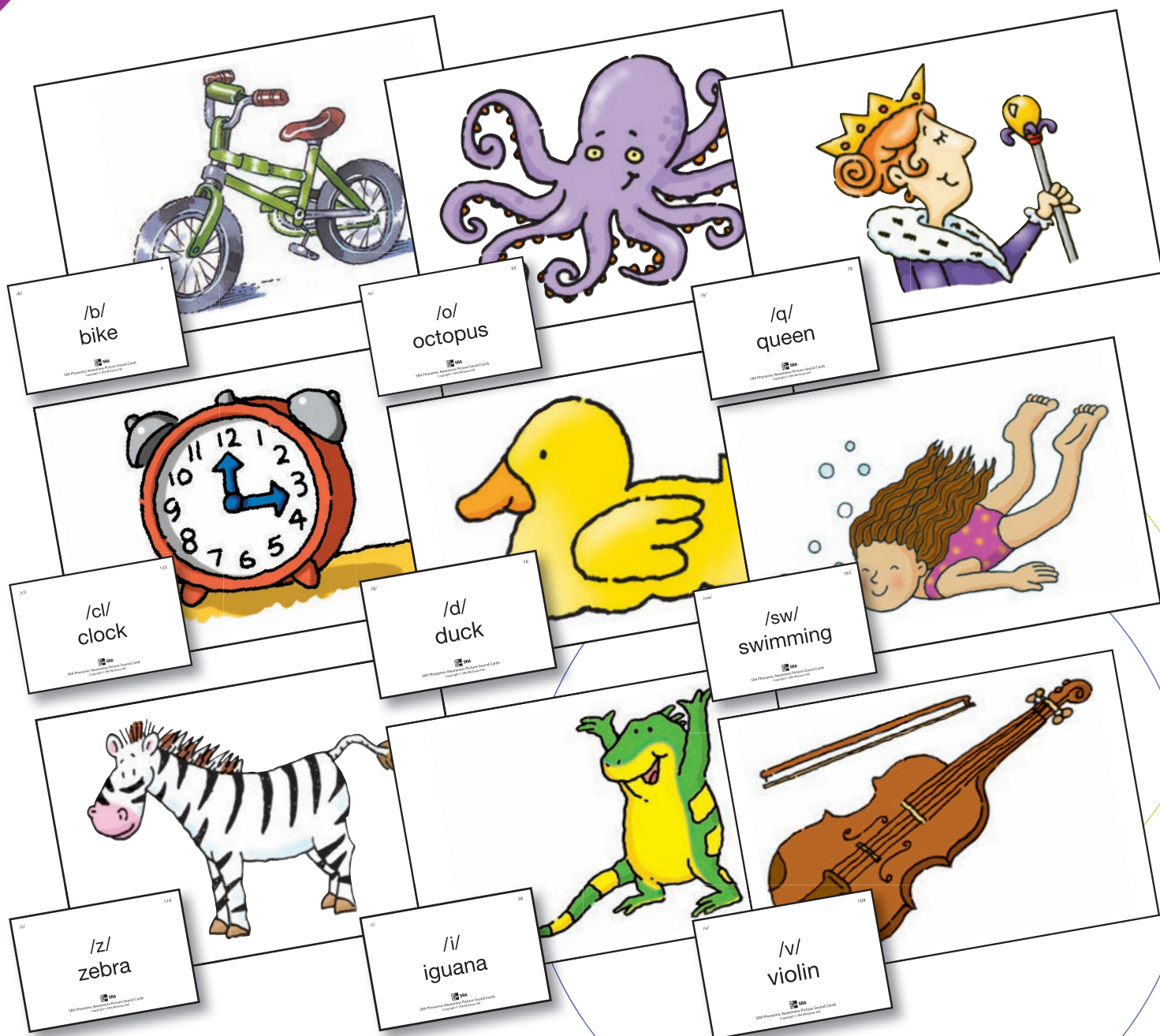
Phonemic Awareness includes 168 Picture-Sound Cards for use with the program's phoneme isolation activities. Picture-Sound Cards feature large-print letter sounds and word suggestions on one side, and richly colored images representing the word on the other. The specific cards required for program activities are clearly identified in the Materials Needed section for lessons in which they are to be used.

Additional features of the **Phonemic Awareness** Picture-Sound Cards include:

- 116 initial phoneme cards
- 52 initial consonant blend cards
- Individually laminated to reduce wear and resist damage due to moisture
- Conveniently pre-cut, stacked, and bundled for easy shipping and storage



On the following pages you will find samples of the Picture-Sound Cards that are used with the lessons included in this program sampler.





/u/

93

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umbrella



SRA

SRA Phonemic Awareness Picture-Sound Cards

Copyright © SRA/McGraw-Hill

/g/

30

/g/
gift



SRA

SRA Phonemic Awareness Picture-Sound Cards

Copyright © SRA/McGraw-Hill



/l/

55

/l/
lion



SRA

SRA Phonemic Awareness Picture-Sound Cards

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/w/

106

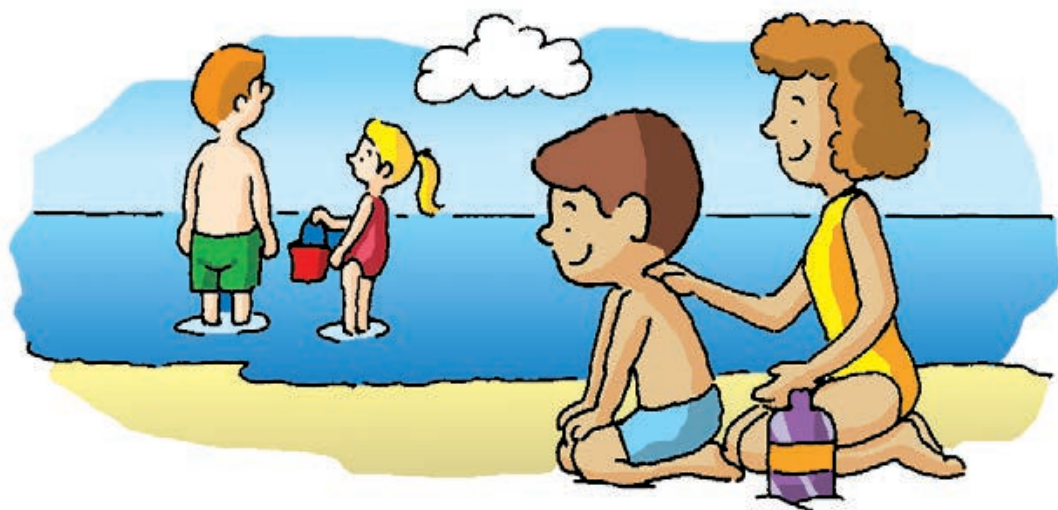
/w/
watch



SRA

SRA Phonemic Awareness Picture-Sound Cards

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/sh/

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shoe



SRA

SRA Phonemic Awareness Picture-Sound Cards

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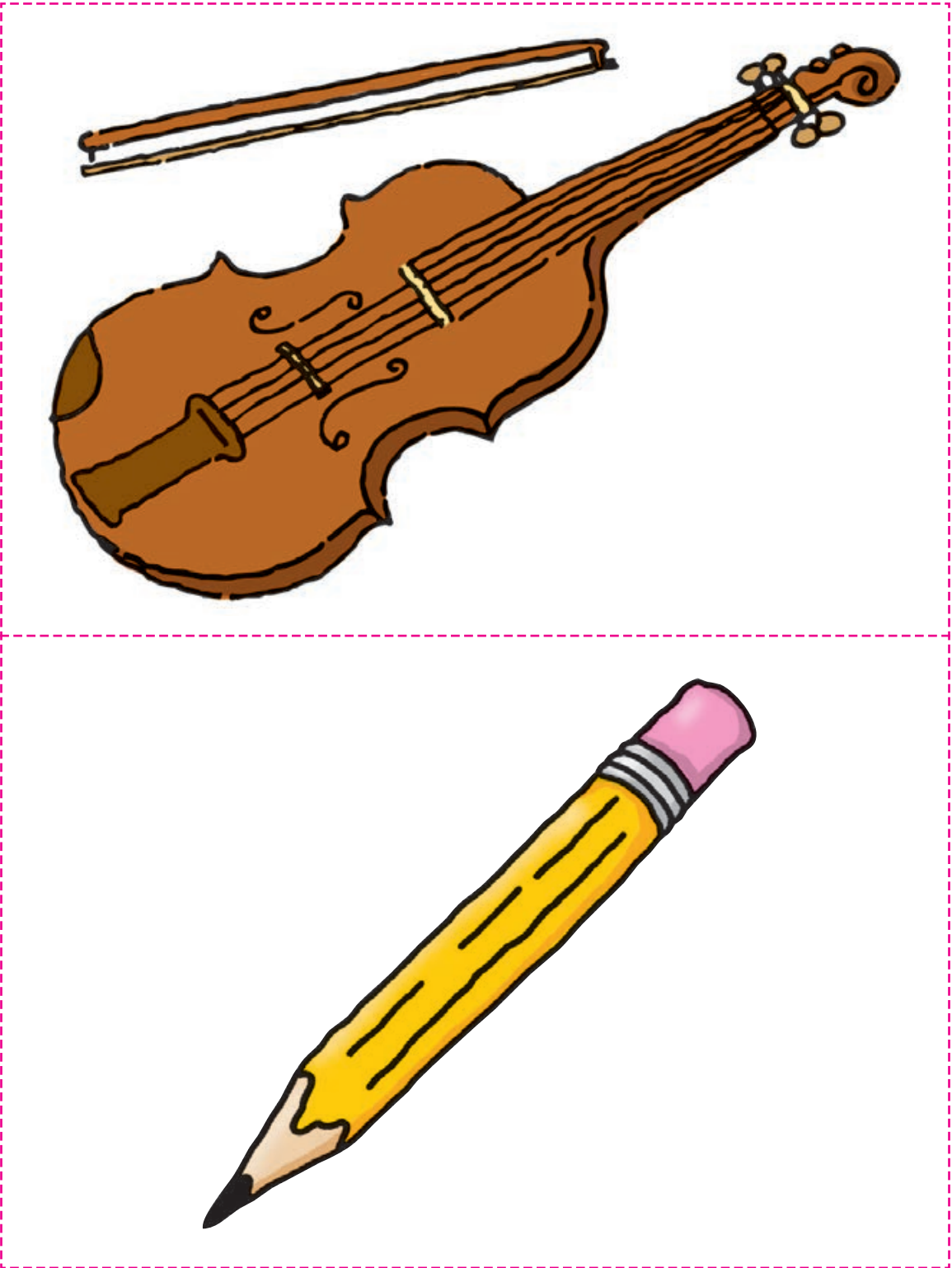
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SRA

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/v/
violin



SRA

SRA Phonemic Awareness Picture-Sound Cards

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pencil



SRA

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SRA Phonemic Awareness – Correlation to Dynamic Indicators of Basic Early Literary Skills (DIBELS)

Initial Sound Fluency

Initial Sound Fluency (ISF) – is intended for most students from the last year of pre-kindergarten through the middle of kindergarten. ISF is based on research by Kaminski & Good (1998) and Laimon (1994). Students are assessed as to their ability to recognize and produce the initial sound in an orally presented word. The examiner presents four pictures to the student, names each picture, and then asks the student to identify the picture that begins with the sound produced orally by the examiner. The examiner continues until 20 pictures have been presented to the student. Comprehensive instruction in phonemic awareness is essential for students to score well on this measure.

The following are exercises in which students isolate the initial phoneme of a word given orally by the teacher:
(Lesson.Activity) 21.6, 22.6, 23.6, 24.6

The following are exercise in which students recognize and match the initial phoneme of a word given orally by the teacher:

(Lesson.Activity) 31.2, 32.3, 33.3, 34.3, 35.3

The following are exercises in which students recognize and match the initial phoneme of a word given orally by the teacher:

(Lesson.Activity) 36.1, 37.2, 38.2, 39.2, 40.2

The following are exercises in which students identify the word that has an initial phoneme that is different from other words;

(Lesson.Activity) 46.6, 47.6, 48.6, 49.6, 50.6

Phoneme Segmentation Fluency

Phoneme Segmentation Fluency (PSF) is intended for most students from the winter of kindergarten through the spring of first grade. PSF is based on research by Good & Kaminski (2001). Students are assessed as to their ability to segment fluently three-phoneme and four-phoneme words into their individual phonemes. The examiner orally presents words of three to four phonemes, and the student is to produce verbally the individual phonemes for each word. Students are allowed one minute to produce correctly as many sound segments as possible. Comprehensive instruction in phonemic awareness is essential for students to score well on this measure.

The following are exercise sin which students segment the onset-rime of words given orally by the teacher:
(Lesson.Activity) 21.5, 22.5, 23.5, 24.5, 26.3, 27.3, 28.3, 29.3, 30.3, 31.1, 32.1, 33.1, 34.1, 35.1

The following are exercises in which students segment words into individual phonemes:

(Lesson.Activity) 61.6, 62.6, 63.3, 64.6, 65.6, 66.4, 67.4, 68.4, 69.4, 70.4, 71.4, 72.4, 73.4, 74.4, 75.4, 76.3, 77.3, 78.3, 79.3, 80.3, 81.2, 83.2, 84.2, 85.2, 86.2, 87.2, 88.2, 89.2, 90.2, 91.2, 92.2, 93.2, 94.2, 95.2, 96.2, 97.2, 98.2, 99.2, 100.2, 101.2, 103.2, 104.2, 105.2, 106.2, 107.2, 108.2, 109.1, 110.2

Lesson 11

Activity 1:

Word Segmentation
(three-word sentences)

Objective:

Children identify first, last, and middle words in sequence.

Each lesson features two to seven engaging activities and requires only 15 minutes to complete.



Let's work with some sentences and find the *first*, *last*, and *middle* words in the sentences.

Listen to this sentence. **Clowns are funny.** Say that sentence. (Signal.) *Clowns are funny.*

What is the *first* word in that sentence? (Signal.)

Clowns.

Yes, **clowns** is the *first* word in that sentence.

Say the sentence again. (Signal.) *Clowns are funny.*

What is the *last* word in that sentence? (Signal.) *Funny.*

Yes, **funny** is the *last* word in that sentence.

Listen. **Clowns are funny.** I'll tell you the *middle* word in that sentence. **Are.**

Your turn. Tell me the *middle* word in the sentence

Clowns are funny. (Signal.) *Are.*

Yes, **are** is the *middle* word in that sentence.

Let's try another one. **Dogs like bones.** Say that sentence. (Signal.) *Dogs like bones.*

What is the *first* word in the sentence? (Signal.) *Dogs.*

Yes, **dogs** is the *first* word in that sentence.

What is the *last* word in that sentence? (Signal.) *Bones.*

Yes, **bones** is the *last* word in that sentence.

Listen. **Dogs like bones.**

What is the *middle* word in that sentence? (Signal.) *Like.*

Yes, **like** is the *middle* word in that sentence.

(Continue the activity with the following sentences:

Jimmy eats bananas. Horses run fast. Birds have feathers. Where are you?)

Verbal interaction is teacher directed and can be delivered in small group, whole class, and one-to-one situations.

Lesson 11

A

Activity 2: Rhyme Recognition

Objective:

Children recognize words in isolation that rhyme.

Let's listen for words that rhyme. I'll tell you two words. Remember, if they rhyme, give me a thumbs-up. If they don't rhyme, don't do anything. Let's find some rhymes.

Row. (Pause.) Grow. (Children give thumbs-up.)
 Crow. (Pause.) Know. (Children give thumbs-up.)
 Toe. (Pause.) Tote. (Children do nothing.)
 Ray. (Pause.) May. (Children give thumbs-up.)
 Gray. (Pause.) Tray. (Children give thumbs-up.)
 Bay. (Pause.) Bake. (Children do nothing.)
 Cake. (Pause.) Make. (Children give thumbs-up.)
 Take. (Pause.) Tame. (Children do nothing.)
 Flake. (Pause.) Wake. (Children give thumbs-up.)
 Cheese. (Pause.) Please. (Children give thumbs-up.)
 Tease. (Pause.) Team. (Children do nothing.)
 Peas. (Pause.) Keys. (Children give thumbs-up.)

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Activity 3: Rhyme Production

Objective:

Children produce a word that rhymes with a given word.

You have become very good at recognizing words that rhyme. Today you'll tell me words that rhyme with our *special* words. Let's pretend we have a truck. We're going to load the truck with *special* items.

Listen. **Our truck is loaded with dogs.** Can you tell me more things that rhyme with *dogs* that could go in the truck?

(Call on individual children to tell you words that rhyme with the *special* word *dogs*. Ideas: *Logs, hogs, frogs*.)

(After children name several words that rhyme with *dogs*, move to the next rhyme.)

Listen. **Our truck is loaded with cars.** Can you tell me more things that rhyme with *cars* that could go in the truck?

(Continue the activity with the following sentences:
 Our truck is loaded with blocks. Our truck is loaded with hats.)



TEACHER NOTE

Don't be concerned if children produce nonsense words that rhyme with the special word. The purpose of learning about rhymes is to cause children to attend to the sounds of language.

A

Clearly stated skills and objectives identify the purpose of each activity.

Lesson 11

Activity 4: Syllable Blending

Objective:

Children blend two smaller words to form a compound word.

Let's practice making compound words.

(Make fists, and turn your hands palm side up in front of you. As you say the first word, open your right hand. As you say the second word, open your left hand. Put both hands together, and say the whole word.)

Your turn. Meat. (Open right hand.) **Ball.** (Open left hand.) **Put it together. Meatball.** (Put hands together.)

(Continue the activity with the following words. Use hand motions to encourage children to put the parts together quickly: rainbow, driveway, firefighter.)

A

Activity 5: Syllable Blending

Objective:

Children blend word parts to form a multisyllabic word.

(Continue to use hand motions from Activity 4 to help children with the transition.)

Let's make more big words. I'm going to say two word parts, and you will put them together to say the whole word. Listen to me try one.

Din (pause) **ner.** I can put it together. **Dinner.**

Your turn. Din (pause) **ner.** Put it together. (Signal.) **Dinner.**

Now it's your turn to try one by yourselves. Listen.

Flow (pause) **er.** What word? (Signal.) **Flower.**

Yes, you made the word **flower**.

Let's try some more.

Spi (pause) **der.** What word? (Signal.) **Spider.**

Broth (pause) **er.** What word? (Signal.) **Brother.**

Laun (pause) **dry.** What word? (Signal.) **Laundry.**

Sham (pause) **poo.** What word? (Signal.) **Shampoo.**

En (pause) **ter.** What word? (Signal.) **Enter.**

A

Each activity provides explicit directions for modeling and teaching, offering guided practice that helps increase student interaction.

Lesson 11

Activity 6: Syllable Segmentation

Objective:
Children segment compound words into two smaller words.

Remember when we learned about compound words? A compound word is made up of two shorter words. Let's see if you can tell me the two shorter words when I tell you the compound word.

(Use the same hand motions from the syllable-blending activity, except in reverse. Start with both hands together, and then pull them apart to reveal the two word parts.)

My turn. Meatball. (Hands together.) **Meat.** (Pull right hand away.) **Ball.** (Pull left hand away.)

Your turn. Meatball. (Hands together.) **What is the first part?** (Pull right hand away.) **Meat.**

What is the second part? (Pull left hand away.) **Ball.**

You are right. The two words are meat and ball.

(Continue the activity with the following words. Use hand motions to encourage children to pull the parts apart quickly: rainbow, mailbox, chalkboard, raincoat, cupcake, teapot.)



Activities are carefully sequenced. Multiple skills are taught in each lesson, and the amount of new information introduced in any one lesson is kept to a minimum.

Lesson 48

Activity 1: Phoneme Isolation—Initial

Objective:

Children isolate the initial phoneme in a word.

Let's work on a sound at the *beginning* of a word. I'm going to say a list of words. Some of the words will have the /yyy/ sound at the *beginning*, and some will not. I'll say the word first, and then you'll say the word.

Remember, we are listening for the /yyy/ sound at the *beginning* of the word. What sound are we listening for? (Signal.) /yyy/.

Listen. **Yes. Say yes.** (Signal.) Yes.

When I signal, give me a thumbs-up if you hear /yyy/ at the *beginning* of **yes**.

(Signal. Children give a thumbs-up.)

Right. **Yes begins with the sound /yyy/.**

A

(Continue the activity with the following lists of words. Say the word first; then have children repeat the word. Signal for them to give a thumbs-up if they hear the target sound or to do nothing if they don't hear it. Yell. (Signal.) Relax. (Signal.) Year. (Signal.) Stove. (Signal.) Feather. (Signal.) Young. (Signal.)

Shark. (Signal.) You. (Signal.) Mug. (Signal.) Come. (Signal.) Yawn. (Signal.) Yucky. (Signal.)

B

Activity 2: Phoneme Isolation—Initial

Objective:

Children recognize and match the initial phoneme(s) in a word.

Materials Needed: Picture-Sound Cards for /u/, /g/, /l/, /w/, /sh/, /ō/, /v/, and /p/

I'm going to show you two cards and name the object on each card. Then I'll tell you a sound. Think about which word starts with that sound. Let's try it. Today we'll be listening for the sound at the *beginning* of a word.

(Show children a /v/ card.) **This is a _____. What is this?**
(Show children a /sh/ card.) **This is a _____. What is this?**
Which word begins with /vvv/?

(Show children an /ō/ card.) **This is a _____. What is this?**
(Show children a /p/ card.) **This is a _____. What is this?**
Which word begins with /p/?

(Continue the activity with the following examples:
/l/ and /v/: Which word begins with /vvv/?
/w/ and /p/: Which word begins with /p/?
/p/ and /u/: Which word begins with /p/?
/v/ and /g/: Which word begins with /vvv/?)

A

Activities follow a developmental progression. Awareness of phonemes is presented after students are able to detect words, syllables and rhyme.

B

168 colorful Picture-Sound Cards are included with the program to reduce the time required for preparation.

Lesson 48

Activity 3: Phoneme Isolation—Final

Objective:
Children isolate the final
phoneme in a word.

Each activity focuses
on a specific skill,
and each skill
gradually increases
in difficulty.

Now let's work on the sound at the *end* of a word. I'm going to say a list of words. Some of the words will have the **/ch/** sound at the *end*, and some will not. I'll say the word first, and then you'll say the word. Think about the *last* sound we hear in each word.

Remember, we are listening for the **/ch/** sound at the *end* of the word, as in **much**. What sound are you listening for at the end? (Signal.) **/ch/**.
Listen. **Such**. Say **such**. (Signal.) *Such*.

When I signal, give me a thumbs-up if you hear **/ch/** at the *end* of **such**.

(Signal. Children give a thumbs-up.)
Yes, **such ends with the sound /ch/**.

(Continue the activity with the following lists of words. Refer to Activity 1 for detailed instructions.

Scarf. (Signal.) Touch. (Signal.) West. (Signal.) Each.
(Signal.) Peach. (Signal.) Dry. (Signal.)

Pool. (Signal.) Witch. (Signal.) Skip. (Signal.) Beach.
(Signal.) Round. (Signal.) Pitch. (Signal.)

Activity 4: Phoneme Isolation—Medial

Objective:
Children isolate the medial
phoneme in a word.

Step-by-step
practical teaching
routines support
students as topics
become increasingly
challenging.

You did so well finding the *beginning sound* and the *ending sound* of a word. Now let's work on the sound in the *middle* of a word. I'm going to say a list of words. Some of the words will have the **/īīī/** sound in the *middle*, and some will not.

Remember, we are listening for the **/īīī/** sound in the *middle* of the word, as in **bite**. What sound are you listening for in the middle? (Signal.) **/īīī/**.
Listen. **Kite**. Say **kite**. (Signal.) *Kite*.

When I signal, give me a thumbs-up if you hear **/īīī/** in the *middle* of **kite**.

(Signal. Children give a thumbs-up.)
Yes, **kite has the middle sound /īīī/**.

(Continue the activity with the following lists of words. Refer to Activity 1 for detailed instructions.

Light. (Signal.) Duck. (Signal.) Purse. (Signal.) White.
(Signal.) Hide. (Signal.) Peas. (Signal.)

Crib. (Signal.) Time. (Signal.) Yellow. (Signal.) Night.
(Signal.) Kind. (Signal.) Watch. (Signal.)

Lesson 48

A

Activity 5:**Phoneme Identification—
Initial****Objective:**

Children identify the same initial phoneme in different words.

We're going to play a game and find something the same. I'm going to say three words. Listen closely and see if you can tell which sound is the same. When I signal, you know it is time to tell me that sound.

Your turn. What sound is the same in **vase**, **vet**, and **vine**? (Signal.) /vvv/.

Yes, **vase**, **vet**, and **vine** all *begin* with the first sound /vvv/.

Let's try some more.

What sound is the same in **pet**, **pitch**, and **pond**? (Signal.) /p/.

What sound is the same in **chin**, **cheek**, and **chance**? (Signal.) /ch/.

What sound is the same in **voice**, **van**, and **volume**? (Signal.) /vvv/.

What sound is the same in **chill**, **change**, and **chop**? (Signal.) /ch/.

What sound is the same in **pick**, **package**, and **pail**? (Signal.) /p/.

During later lessons, teacher support is strategically removed as children become more proficient.

Activity 6:**Phoneme Categorization—
Initial****Objective:**

Children identify the word that is different from other words (initial phoneme).

We're going to find words that *don't* belong. I'm going to say three words. Listen closely and see if you can tell which word *does not* belong. When I signal, you know it is time to tell me the word that *does not* belong.

Your turn. Listen. **Fun**, **farm**, **eat**. Which word *doesn't* belong? (Signal.) *Eat*.

Right. **Eat** *doesn't* belong because it starts with /ēēē/, and **fun** and **farm** start with /fff/.

(Continue the activity with the following examples:

It, run, in

Toss, tank, dip

Far, fence, eagle

Table, tell, read

Igloo, is, even)

A

Teaching routines and carefully selected examples offer guided practice to help children respond orally and apply what is learned.

Lesson 82

Activity 1: Phoneme Blending

Objective:
Children blend phonemes to
say two- and three-phoneme
words.

A

Let's put some sounds together and make words. I'm going to say a word very slowly so you can hear each sound. You need to listen carefully and say the sounds. Then we'll put the sounds together and say the word.

My turn. Listen. /sss/ /āāā/ /fff/.

Say the sounds. (Signal.) /sss/ /āāā/ /fff/.

Again, say the sounds. (Signal.) /sss/ /āāā/ /fff/.

Let's put it together. What word? (Signal.) Safe.

My turn. Listen. /sss/ /aaa/ /t/.

Say the sounds. (Signal.) /sss/ /aaa/ /t/.

Again, say the sounds. (Signal.) /sss/ /aaa/ /t/.

Let's put it together. What word? (Signal.) Sat.

(Continue the activity with the following words:
seed [sss-ēēē-d], set [sss-eee-t], side [sss-īīī-d], sick
[sss-iii-k], soon [sss-ooooo-nnn], soap [sss-ōōō-p],
sod [sss-ooo-d], sun [sss-uuu-nnn].)

A high frequency of
student interaction in
a short period of
time promotes
skill mastery.



A

Instruction on phoneme blending and segmentation helps children make the connection to reading.

Lesson 82

B

A

Activity 2:
Phoneme Segmentation
Objective:

Children segment two- and three-phoneme words into individual phonemes. They count the number of phonemes in each word.


TEACHER NOTE

If children are confused by having three chips when working with a two-phoneme word, distribute only two chips to begin the activity. Distribute the third chip when you introduce the three-phoneme words. Be sure children use only one chip to represent one phoneme.

Materials Needed: Each child will need a copy of BLM 1 and three manipulatives, such as blocks, discs, chips, counters, and so on.

You've done such a great job breaking words apart by each sound. Today we are going to use chips to show how many sounds there are in a word. For each sound in the word, we will push one chip up to the arrow on the page. I'll show you how to do the first one.

Listen. I can say a word and move a chip for each sound in the word. **It** (pause) /iii/ /t/. (For each sound, move a chip to the arrow. Move finger back to the dot of the arrow, quickly slide it under the chips, and say the word.) **It.** (Move chips back to the bottom when finished.)

Say the sounds in **it** with me, and move a chip for each sound. (Signal.) /iii/ /t/. (Teacher and children move a chip to the arrow for each sound.)

Now bring your finger back to the dot of the arrow. Let's slide our fingers under the chips and say the word.

(Signal.) **It.**

Let's move our chips back to the bottom so you can try it by yourselves.

Say the sounds you hear in **it**, and move a chip for each sound. (Signal.) /iii/ /t/. (Children move a chip to the arrow for each sound.)

Move your finger back to the dot. What word? (Signal.) **It.** (Children should slide their fingers under the chips from left to right.)

Great job. Now move your chips back to the bottom, and let's try another one.

(Continue the activity with the following words: mit, sit, in, win, fin.)

A

Comprehensive instruction in phonemic awareness prepares children for DIBELS and other assessments of early literacy skills.

B

The use of manipulatives engages children in a variety of tactile and concrete learning experiences.

Lesson 101

A

Activity 1: Phoneme Blending

Objective:

Children blend phonemes to say two-, three-, and four-phoneme words.



TEACHER NOTE

This is the first time initial consonant blends are used in this activity. Children may need additional modeling from the teacher to be sure that each phoneme is pronounced clearly.

Let's put some sounds together and make words. I'm going to say a word very slowly so you can hear each sound. You need to listen carefully and say the sounds. Then we'll put the sounds together and say the word. Listen closely because the words are getting harder.

My turn. Listen. /sss/ /mmm/ /aaa/ /shshsh/.

Say the sounds. (Signal.) /sss/ /mmm/ /aaa/ /shshsh/.

Again, say the sounds. (Signal.) /sss/ /mmm/ /aaa/ /shshsh/.

Let's put it together. What word? (Signal.) Smash.

My turn. Listen. /sss/ /mmm/ /eee/ /llll/.

Say the sounds. (Signal.) /sss/ /mmm/ /eee/ /llll/.

Again, say the sounds. (Signal.) /sss/ /mmm/ /eee/ /llll/.

Let's put it together. What word? (Signal.) Smell.

(Continue the activity with the following words: smile [sss-mmm-īīī-lll], smog [sss-mmm-ooo-g], smooth [sss-mmm-ooooo-ththth], stack [sss-t-aaa-k], stem [sss-t-eee-mmm], stick [sss-t-iii-k], stone [sss-t-ōōō-nnn], stuck [sss-t-uuu-k].)



A

When a skill is first introduced, the teacher explicitly models the task.

Lesson 101

Activity 2: Phoneme Segmentation

Objective:

Children segment two-, three-, and four-phoneme words into individual phonemes. They count the number of phonemes in each word.

A



TEACHER NOTE

This activity is a major transition for children because they will be learning the direct connection between sound and print. If children are proficient at segmenting three-phoneme words and have begun the process of associating letters and sounds, you can begin to introduce a manipulative with a letter printed on it. You can do this a variety of ways, including using plastic discs with the letter printed on top, bottle tops with the letter printed inside, preprinted letter tiles, and plastic letters. We begin these activities with providing children one letter. As children become more proficient, another letter may be added. The words used in these activities will have a one-to-one correspondence between letters and sounds.

Materials Needed: Each child will need a copy of BLM 1 and four manipulatives, such as blocks, discs, chips, counters, and so on.

Let's use our chips to show the different sounds we hear in a word. Today we are going to use one chip that has the letter **s** on it. For each sound in the word, you will push one chip up to the arrow on the page. You can use the letter **s** to show where the /s/ sound is in the word. When we finish, we'll read the whole word.

Your turn. Say the sounds you hear in sad. (Signal.) /sss/ /aaa/ /d/.

Your turn. Now say the sounds you hear in sad, and move a chip for each sound. Use the letter s for the /s/ sound. (Signal.) /sss/ /aaa/ /d/. (Children move a chip to the arrow for each sound.)

Move your finger back to the dot. What word? (Signal.) Sad. (Children should slide their fingers under the chips from left to right.)

How many sounds are in the word sad? (Signal.) Three. Correct. Now move your chips back to the bottom, and let's try another one.

(Continue the activity with the following words: gas, ask, sun, bus, soft.)



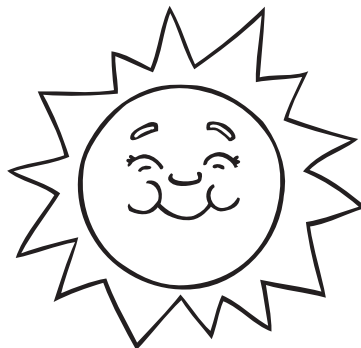
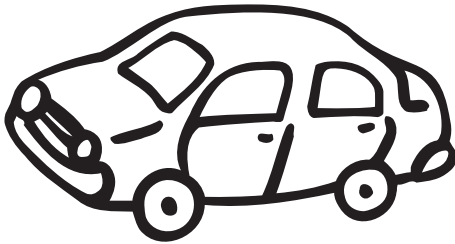
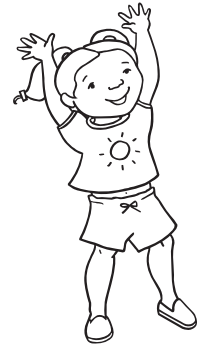
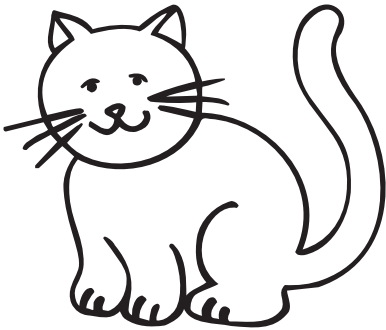
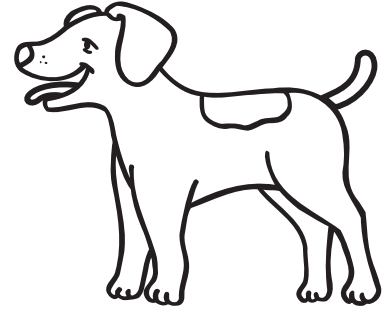
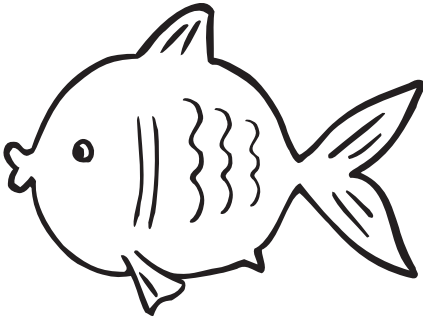
TEACHER NOTE

If children have difficulty saying the sounds and moving the chips simultaneously on their first try by themselves, have them say just the sounds first, and then have them do both simultaneously.

A

Teacher Notes provide additional information to prepare you for such issues as the challenges of a particular skill, subtle changes in the objective, and ways to assist children experiencing difficulty.









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