

# Letters and Sounds (Graphemes & Phonemes)

## Phonemic Awareness, Phonological Awareness, and Phonics Instruction

## Phonemic Awareness

- Def.
  - Awareness of individual phonemes
  - Ability to focus on and manipulate phonemes in spoken words
- Issues
  - Concerns the structure of words rather than their meaning
  - Prerequisite of alphabetic principle
  - More complex than auditory discrimination (e.g., hearing the diff. between *cat* and *mat*)
  - Difficult because of "co-articulation"
    - Sound of individual phonemes influenced by preceding and following phonemes in English.
- [A poem](#) to illustrate the difficulties.

## Phonological Awareness

- Def.
  - An awareness of the phonological segments in speech (Blachman, p. 483).
  - A more encompassing term than PA referring to various types of awareness, not only PA but also awareness of larger spoken units such as syllables and rhyming words (NRP, 2-10).
  - Phoneme awareness is one form of phonological awareness.

## Alphabetic Principle

- Def.
  - Understanding that written word is composed of graphemes (26 in English) that correspond to phonemes (approx 41 in English)

## Stages of Phonological Awareness Toward Deep Phonemic Awareness

(Ehri et al., 2001; Schatschneider et al., 1999)

- Recognition that sentences are made up of words.
- Recognition that words can rhyme (then production thereof).
- Recognition that words can be broken down into syllables (then production).
- Recognition that words can begin with the same sound (then production of such words).
- Recognition that words can end with the same sound (then production of such words).
- Recognition that syllables and words can be broken down into onsets and rimes (then production).

## Stages of Phonological Awareness Toward Deep Phonemic Awareness Cont.

(Ehri et al., 2001; Schatschneider et al., 1999)

- Recognition that words can have the same medial sound(s) (then production of such words).
- Recognition that words can be broken down into individual phonemes.
- Ability to blend individual phonemes to make words.
- Recognition that phonemes can be deleted from words to make new words (then production thereof).
- Ability to segment words into constituent sounds.
- Ability to blend phonemes to make nonwords.

# Letters and Sounds (Graphemes & Phonemes)

## Phonemic Awareness Tasks Studied by the NRP

- Phoneme isolation
  - Tell the first sound in *paste*. (/p/)
- Phoneme identity
  - Tell me the sound that is the same in *bike*, *boy*, and *bell*. (/b/)
- Phoneme categorization
  - Which one doesn't belong? *bus*, *bun*, *rug*. (/r/)
- Phoneme blending
  - What is this word? /s/ /k/ /u/ /l/ (/school)
- Phoneme segmentation
  - How many phonemes in *sax*? (4: /s/ /a/ /k/ /s/)
- Phoneme deletion
  - What is *smile* without the /s/? (mile)

## Phonemic Awareness Instruction: What Do These Findings Mean to You as a Teacher?

- PA instruction "improved children's ability to read and spell in both the short and the long term" (NRP 2-28)
- "Programs that focused on teaching one or two PA skills yielded larger effects on PA learning than programs teaching three or more of these manipulations" (NRP 2-28)
- "Effect sizes were larger when PA instruction lasted from 5 to 18 hours than when either less or more time than this was spent" (NRP 2-28)
- "Blending and segmenting instruction showed a much larger effect size on reading than multiple-skill instruction did" (NRP 2-29)
- "Small group instruction produced larger effect sizes on reading than individualized instruction or class instruction" (NRP 2-29)
- "The only characteristic of PA training that influenced spelling outcomes for nondisabled readers was the use of letters" (NRP 2-29)

## Rounding Up the Rhymes

- After reading poem for meaning, and discussing, then...
  - Read poem and have children identify rhymes
  - Accept all suggestions and write them down (*elephant* and *hat*, *should* and *would*...)
  - Erase all but a few (2-4) pairs of words, those that rhyme and share a spelling pattern.
  - Discuss where the words sound alike and look alike and where they are different in both regards.
  - Provide additional examples of each word type and ask children which pattern they fit. Expand each list.

## Your Turn

- Using one or more of six kinds of phoneme awareness tasks, can you create 1 or more kid-friendly ways of learning this skill?
- Kid-friendly =
  - Interesting (*fun* is one form of *interesting*)
  - Repetition with variety (no drill and practice or flash cards)
  - Non-competitive (no winners or losers)
  - Cognitive clarity (kids know why they're doing this activity this way)
- Be prepared to explain your instructional goal to us as school children (what we will learn by doing what you want us to do) and then explain your activity to us as fellow teachers.

## What Can You Think Of?

- Pictures in zoo. Zookeepers. Feed the animal. Lion food. Picture of animals. Food.
- Learn about words that sound alike, sounds that some letters make. Read Dr. Seuss--made up words increase focus on sounds.
- Look inside magic box (Magic B box). Groups of 3. 10 seconds. Paper. Draw what you saw. Kids call out--teacher writes. Everything you named.
- Sound out names. Big circle. Teacher sounds out phoneme by phoneme. Daniel gets ball. D picks next name. Let's do it all together.
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## Letters and Sounds (Graphemes & Phonemes)

### What can you think of? Previous Class Responses

- I'm going on a trip (name letter, ABC)
- Memory game (concentration) with rhymes
- Down by the Bay
- Silly sentences (I took off my hat. I hit the ball with a bat. My momma is...)
- Which one doesn't belong--group of 3 words (sorry, sip, sun...) common sound (at beginning)
- Use names (compare beginning sounds--Angela/apple), pan/plain/plan (late in year listen for blends)
- I Spy something that rhymes with
- Pictures that rhyme with target word
- Rhyming game. Say two words.

### Previous Class Responses Continued

- Musical instruments -- hit drum number of sounds
- Matching words
- Clipboard adventure--target word
- Find rhymes/alliteration
- Memorabilia tables
- Dr. Seuss

### Teaching PA

- Nursery rhymes
  - Learn to recite the rhymes, sing the rhymes, clap to the rhymes, pantomime the rhymes
  - Once children can recite the rhymes, then use to teach class concept of rhyme
    - Divide class in half
    - 1/2 read up to rhyming word, other 1/2 calls out the rhyming word
  - Post nursery rhymes on chart paper

### More Teaching PA

- Physical activity
  - Head or feet
    - Bread, wheat, seat, said, fled, bleat, dead, red, repeat
    - Work toward providing an oral cloze sentence and have children say the word (We put meat and cheese between two slices of \_\_\_\_.)
  - Sound-'em-out, Line-'em-up
    - I'm going to call your names to line-up for lunch, recess, break... (/b/...)

### Animal Clap and Guess (syllable level focus)

- Say two words of differing length (e.g., *horse* and *hippopotamus*).
- Help children to clap and identify number of syllables in each.
- Write each word. Have children guess which word is which and to understand concept that lots of sounds probably require lots of letters.
- Repeat (e.g., *cat* and *cassowary*, *ape* and *alligator*...)

### Additional Activities

- Shared reading of rhyming books.
- "I'm thinking of an animal that swims in the water and is a fish." Someone else takes a turn.
- Tongue twisters and alliteration (books and charts):
  - Hungry Howie hates heavy hamburgers.
  - David dumped dip during dinner.
- Clipboard cruising for alliteration (words that begin with particular sound/letter).
- Elkonin boxes (pennies, chips, m & m's...)--last resort
  - Begin by stretching out the phonemes (ssssaaaaatttt, not suh ah tuh)
  - Children should say and stretch the word as they push the chip, and then stretch together and say the blended word.
  - Transition to letters as soon as children get the idea of one sound/one box.

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### Additional activities

- Rhyming picture sort
- Rhyme collage
- Alphabet books
- Rhyme mobiles
- Additional thoughts?

### Resources for More PA Teaching Ideas

- *Phonics They Use* (4th ed.) by Patricia Cunningham
- *The Teacher's Guide to Building Blocks* by Dorothy Hall and Elaine Williams
- *Word Identification Strategies* (3rd ed.) by Barbara Fox
- *Sound It Out* (2nd ed.) by John Savage
- Your textbooks...

### Onset and Rime Decks (see TGFB)

- Onsets (p. 151)
  - Single consonants (blue):
    - b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z
  - Digraphs (green)
    - sh, ch, wh, th, ph, wr, kn, qu...
  - Blends:
    - bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sc, scr, sk, sl, sm, sn, sp, spr, st, str, sw, tr
- Generating word charts, directed spelling, word sorts...

### Rimes

- Short vowel rimes (p. 154-157)
  - a: ack, ad, am, ap, ash, at, an, and
  - e: ed, et, est, ell, en
  - i: ick, id, ip, ill, it, in
  - o: op, ot, ob, ock
  - u: uck, ug, ump, unk, ut, unch
- Long vowel rimes
  - a: ake, ail/ale, ain/ane, aid/ade, ait/ate
  - e: eat/eet, eal/eel, ead/eed
  - i: ice, ide, ine, ite/ight
  - o: old, o/oe, ow
  - u: ute/oot

### Rimes Cont.

- R-vowel rimes
  - ar, ark, art, are/air, ear/ere/eer, ert/irt/urt, irl/url, urn/ern/earn, orn, ort, ore/oar
- Special "a"
  - aw, all, awl, aul
- Special cases
  - ank, ang, ink, ing
- Special "o"
  - ook, ood, oom, ool, oy, oil, out, ow, ew/ue/oo

### 2- column sorts/dictionary check

<u>-eal</u>	<u>-eel</u>
meal	meel
real	reel
steal	steel
Oldsmobeal	Oldsmobeel
cartwheal	cartwheel
oatmeal	oatmeel
appeal	appeel
deal	deel

## Letters and Sounds (Graphemes & Phonemes)

### 2- column sorts (child-led)

<u>eap</u>	<u>eep</u>	<u>other</u>
cheap	peep	dog
heap	creep	wipe
leap	sleep	pillow
reap	sweep	swing
	sheep	
	asleep	
	weep	
	Bo Peep	

### Two-column sorts

- Use the online [Rhyme Zone](#) and
- High-frequency rhymes on p. 150 of CTW to create your own 2-column sort.
- <http://www.fun-with-words.com>
  - What a resource for interesting, motivating activities with words!

### Compare/Contrast

- Give students cards with four or five words they can already read written on them (e.g., rare, mind, bent, back, fan, tell).
- Write a sentence on the board with an underlined word that shares an ending with one of the words the students have on cards.
  - As a spelling activity, leave a blank instead of writing the word, say the missing word aloud, have children compare/contrast to their target words, then children attempt to spell the missing word.
- The task for the students is to identify which word that they have would help them read the underlined word, then compare/contrast to word they are figuring out.

### E, I, L, N, S, T

- I
- in, is, it
- sit, sin, tin, ten
- tens, sent, lent, lint, line
- lines, tines
- ?

### Making Words

- Select 6-letter word or longer (based on curriculum needs and child interests)
  - One vowel initially.
  - Two mid-first grade and beyond.
- Create letter sets of word for each child.
  - Or volunteers create.
  - Or students create.

### Making Words Continued

- Make list of 1-, 2-, 3-letter...words that can be made from these letters.
- Select 12-15 words from this list according to spelling patterns you want to emphasize.
- Write the words one to an index card and number the cards (for next time).
  - Store the cards in an envelop with the word on the outside.
  - Put a few "transfer words" on envelope also.

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### Make your own

- Gr. 1-3
  - jungles, kitchens, monkeys...or 6- to 8-letter word of your choice.