

M2 PHONOLOGICAL AWARENESS SKILLS AND KNOWLEDGE

Companion Document

“Phonological Awareness is the ability to think about the sounds in a word (its sound and structure) rather than just what the word means—that is, the ability to recognize that a word consists of syllables, rimes, and individual sounds. Fitzpatrick says, it is “the ability to listen inside a word” (Trehearne, 2000, p. 117).

This companion document is one in a series of six companion documents complimenting the Building Blocks of Reading Continuum. The companion documents provide an overview of research pertaining to reading instruction and the building blocks of reading:

- Research and Reading Instruction
- Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Reading Comprehension



Phonological Awareness and the Building Blocks of Reading



Phonological awareness is an awareness of the spoken sounds of speech and an umbrella term used to describe word awareness, syllable awareness, rhyme awareness, awareness of onset and rime, and phonemic awareness (awareness of the smallest units of sound). The goal of teaching phonological awareness is to ensure all learners have a strong understanding of spoken sound structure within words.

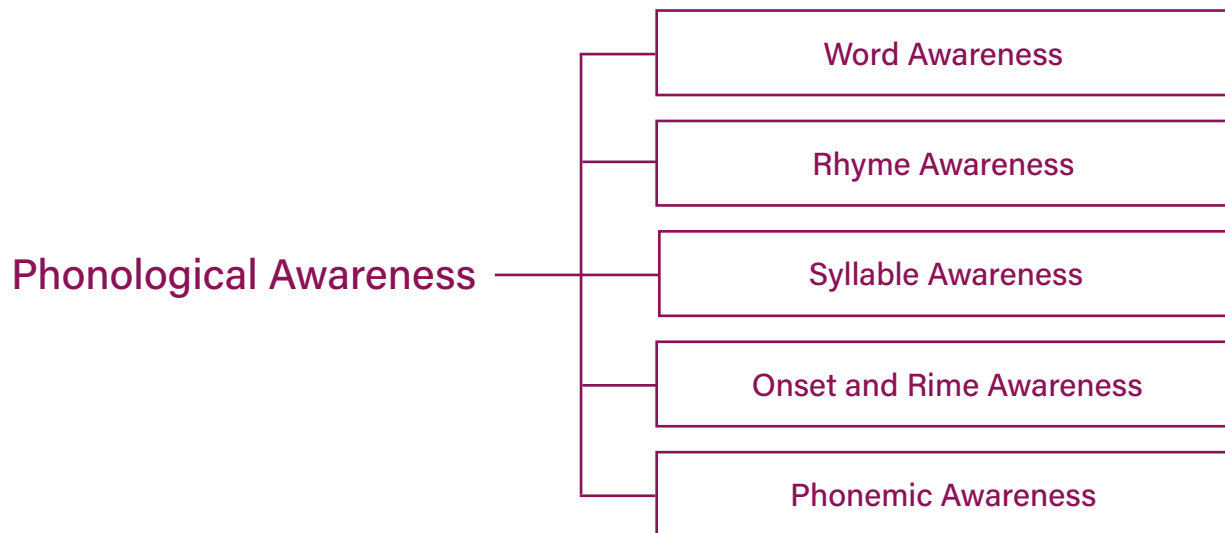
Research suggests that alphabetic knowledge and phonological awareness, “particularly the awareness of sounds within words, are causally related to both early decoding and spelling. In other words, directly teaching the alphabet and phonological awareness helps children learn to read and spell words” (Gentry & Ouellette, 2019, p 21).

Despite there being just 26 letters in the English language, there are approximately 44 unique sounds, also known as phonemes. The 44 sounds help distinguish one word or meaning from another. Various letters and letter combinations known as graphemes are used to represent the sounds. (See Appendix A for a list of phonemes.)

The 44 English sounds fall into two categories: consonants and vowels.

It is important to remember that phonological awareness is a necessary skillset on the Building Blocks of Reading Continuum, but it does not work in isolation and must be taught alongside vocabulary and phonics at a rate appropriate for each learner’s development. “As students gain knowledge of the alphabet and important phonological awareness, they become able to decode or sound out simple words. Over time, students start to create brain-based spelling representations, their brain words, to make reading and writing more fluent and efficient” (Gentry and Ouellette, 2019, p. 3-4).

Phonological awareness consists of five major areas:



Word Awareness

Word awareness is an understanding of the concept of a word and the fact that words are placed together into sentences to communicate. Isolating words in a sentence is an important early activity in phonological awareness.

For example: *Clap on each word in this sentence (e.g., I-like-to-sing...).*

Segmenting (breaking apart) and blending compound words together is also an important skill in word awareness. Sometimes longer words are made up of smaller words. Those words are called compound words.

For example: *Let's clap on the two parts in the word upstairs. (up...stairs) What word does swim + suit make? (swimsuit)*

Young writers initially stream together random letters to convey a message. Eventually as they learn the letter sounds, they begin to write the first sound, the last sound, and eventually add the middle sound.

The skill of isolating words in a sentence orally, through phonological awareness activities, helps them to naturally remember to put spaces between written words. Looking at a reader's writing tells us a lot about their understanding of word awareness.

Rhyme Awareness

Sometimes learners enter school with an ability to recognize rhymes (e.g., "Do these two words rhyme?—cat...hat."). However, generating a rhyme is more difficult and often requires a lot of practice, along with a strong vocabulary and knowledge of rhyming words (e.g., Name two words that rhyme with frog). If a learner has difficulty recognizing or generating a rhyme, it is a good indicator that the learner needs to further develop their phonological awareness skills.

Syllable Awareness

Syllable awareness supports segmenting (breaking apart) parts of a word. Many learners can recognize the rhythm of a word and learn to isolate syllables by assigning a beat to a syllable (e.g., umbrella > um-brel-la = 3 beats). Working with syllables helps learners identify word parts and eventually word families. It is very important to practice this stage first before identifying individual (phonemes) sounds in a word.

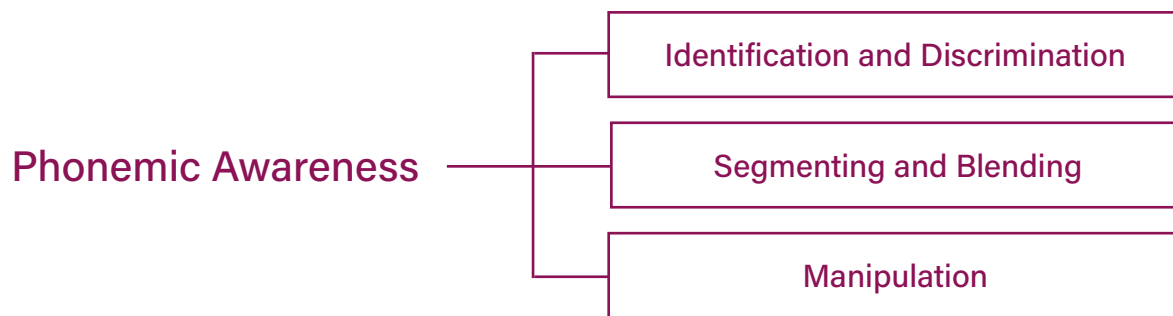
Onset and Rime Awareness

The onset of a word represents an initial consonant or consonant cluster while the rime represents the vowel, or vowel and consonant(s) that follow the initial consonant or consonant cluster. In the word *sail*, *s* is the onset and *ail* is the rime. In the word *clap*, *cl* is the onset and *ap* is the rime. Segmenting and blending onset and rime helps learners work towards phoneme segmentation and blending.

Phonemic Awareness

Phonemic awareness is the most advanced skill under the umbrella term of phonological awareness. Here learners work with the smallest units of sound (phonemes). They learn to identify and discriminate sounds in the beginning, medial, and final positions in words as well as segment and blend sounds in words. The final and most advanced skill is the ability to manipulate sounds in a given word by substituting sounds, adding sounds, and deleting sounds to make new words. Research strongly supports the concept that teaching learners to manipulate phonemes significantly improves their reading and spelling abilities (National Reading Panel, 2000). Failure to develop this awareness is a major stumbling block in learning how to read (Blachman, Tangel, Ball, Black, & McGraw, 2000).

Phonemic awareness can be further broken down as follows:



Identification and Discrimination

- *Identification* refers to recognizing words with the same sounds in the beginning, final, and medial position.
- *Discrimination* refers to recognizing words that have different sounds at the beginning, medial, and final position.

Segmenting and Blending

- *Segmenting* refers to breaking sounds apart in a word (e.g., big > /b/-/i/-/g/).
- *Blending* refers to putting sounds together (e.g., /b/-/i/-/g/ > big).

Manipulation

This is the final and most difficult skill, which involves:

- *Substituting* or changing sounds in words (e.g., change the /c/ in cat to /b/ = bat).
- *Adding sounds* (e.g., add /h/ to and = hand).
- *Deleting sounds* (e.g., delete or take away the /s/ from the word sit = it).

Supporting Phonological Awareness Skill Development





As with other building block skill areas, learners must master a variety of prerequisite skills to prepare for phonological awareness skill development. Prerequisite skills include listening and word play.

Listening

Listening skills sharpen children's ability to attend selectively to sounds (Adams, 1999). This skill is necessary as they learn how to distinguish between different sounds and learn that sounds make words and words form sentences in spoken and written speech.

Phonological awareness relates to the **sounds we hear**, not the printed word. Listening skills should be encouraged throughout the day in fun and engaging ways with songs, actions, nursery rhymes, and games (see Appendix B for a list of activities that support the strengthening of listening skills).

Word Play

Word play is the playful use of words/verbal wit. For young children it usually means tongue twisters (alliteration), silly rhymes, and sometimes puns. Word play can also mean creating silly words that rhyme with real words or inserting silly words into a familiar poem and then asking children to identify the word. Word play encourages children to attune to the sounds of speech and helps develop listening skills.

In her book, *Multiple Paths to Literacy*, Miriam Trehearne draws on research to highlight the importance of play in early literacy. Trehearne explains that:

- play develops children's oral language, comprehension, and oral storytelling abilities.
- pretend play provides practice in early literacy processes.
- word play develops phonological awareness.
- play in a literacy-enriched setting increases literacy behaviours.
- play helps build background knowledge.
- play makes reading and writing fun.

Phonological Awareness in a Classroom



Phonological awareness activities should be interspersed throughout the day. They should be part of read alouds, circle times, reading and writing activities, and learning centres. They can even be integrated into gym, recess and when learners are lining up to go to another activity. Most of all, activities should be thoughtful and intentional and not haphazard. Teaching phonological awareness must be a part of the daily plan and needs to be “incorporated with other efficacious teaching to truly reap its maximum benefit” (Gentry and Ouellette, 2019, p. 52). When it comes to direct and explicit instruction, phonological awareness teaching begins to reach a ceiling effect after about fifteen minutes per day (Ehri et al., 2001).

To effectively teach phonological awareness, educators need to be intentional but also creative. They also need materials that are easy to access. Many children benefit from engaging rhyming books, movement activities, songs, and manipulatives (e.g., sound boxes, blocks, counters, small toys) when learning phonological awareness skills. A pencil and paper are not usually required.

Learners benefit from phonological awareness activities structured for:

- whole group instruction.
- small group instruction.
- individual instruction.

Young children learn best by “doing” and “talking.” Our New Brunswick Speaking and Listening Achievement Standards state that educators must strive for a classroom where time is planned throughout each day for children to talk, question, and think through their understandings.

- Pronounce words clearly and slowly to allow children to attend to the phonological aspects of speech.
- Attach meaning to the activities and carefully model each step.
- Review daily. Warm up each new phonological awareness activity with a short review of the day before.
- Provide language experiences with phonological awareness activities (i.e., reading aloud big books, storybooks, storytelling, etc.).
- Use multisensory techniques such as gestures, movement and manipulatives.
- Play regularly. Ten minutes a day can make a world of difference.



Planning for Instruction

Phonological awareness develops from awareness of words, to syllables, to individual sounds. Instruction needs to be sequential and developmentally appropriate. Because phonological awareness goes hand-in-hand with alphabet fluency, both need to be taught in tandem.

“Students need to know the alphabet. They need to know the sounds associated with the letters, and they need to know this at mastery level to develop fully specified lexical representations” (Gentry & Ouellette, 2019, p. 53).





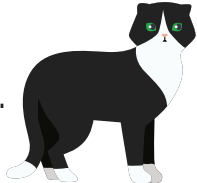
Phonological awareness instruction does not require a lot of materials. Manipulatives are helpful, but resources can easily be found in a classroom, such as linking blocks, counters, or rhyming books. Activities and suggested materials to support each of the phonological awareness phases of word reading have been provided later on in this document.

Sound Boxes—Elkonin Boxes

Sound boxes are valuable tools. Sometimes they are called Elkonin Boxes. They are used for learning how to break apart compound words, syllables, and sounds in words. In the early phases of word reading (i.e., pre-alphabetic phase) using sound boxes, counters, blocks, or pictures can be helpful (see below and Appendix D).

D.B. El'konin was a Russian psychologist in the 1960s who studied ways to help young children hear individual sounds in words. He created the idea of sound boxes. Children place a counter or slide their finger into each box as they say the words, word parts, or individual sounds in a word.



Sequence of Activity	Activity
<p>Words in a Sentences</p>	<p>Draw a picture or share a short sentence with the learners (e.g., "I like dogs.").</p> <p>Educator says, "I like dogs" and asks learners to place a block or counter in each box for each word.</p>  <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="border: 1px solid black; width: 100px; height: 80px; background-color: #ccc;"></div> <div style="border: 1px solid black; width: 100px; height: 80px; background-color: #ccc;"></div> <div style="border: 1px solid black; width: 100px; height: 80px; background-color: #ccc;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> I like dogs. </div>
<p>Compound Words</p>	<p>Draw or show a picture of a snowman.</p> <p>Educator says, "snowman."</p> <p>Have learners identify the two words in the compound word, <i>snowman</i>.</p> <p>Draw or place a picture card down in each box as the learner says each part of the word.</p> <p>Educator repeats, "snow... man... snowman!"</p>  <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="border: 1px solid black; width: 100px; height: 80px; background-color: #ccc; position: relative;">  </div> <div style="border: 1px solid black; width: 100px; height: 80px; background-color: #ccc; position: relative;">  </div> </div>
<p>Sounds in Words</p>	<p>Draw or show a picture of a cat.</p> <p>Educator says, "cat."</p> <p>Have learners segment the sounds within the word.</p> <p>Educator repeats, "/c/ /a/ /t/"</p> <p>Place a block or counter on each box for each sound in the word, cat.</p>  <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="border: 1px solid black; width: 100px; height: 80px; background-color: #ccc;"></div> <div style="border: 1px solid black; width: 100px; height: 80px; background-color: #ccc;"></div> <div style="border: 1px solid black; width: 100px; height: 80px; background-color: #ccc;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> c a t </div>

Eventually letters will be used in the boxes, but remember, phonological awareness is more about hearing the sounds.

Big Picture Ideas—Phonological Awareness

As suggested by David Chard and Shirley Dickson (1999), when teaching phonological awareness—it is important to work from BIG to small—from the largest unit to the smallest unit, beginning with sentence segmentation, word awareness, and whole word rhyming. From word awareness and whole word rhyming, move to segmenting and blending of syllables, onset, and rime. Once learners can segment and blend syllables (using onset and rime), introduce more complex phonemic awareness skills such as identification and discrimination, segmenting and blending, and manipulation (addition, deletion, and substitution) of individual phonemes.

For example:

Less complex

Rhyme	sail > hail				boat > coat		
Syllable	sailboat > sail-boat				sail-boat > sailboat		
Onset and Rime	/s/	ail			/b/	oat	
Identification	boat	bat		bat	cat		cot hot
Discrimination	boat	coat		coat	coal		cot cat
Segmenting	sail > s-ai-l				boat > b-oa-t		
Blending	s-ai-l > sail				b-oa-t > boat		
Addition	/b/ +		oat		boat		
Deletion	boat		- /b/		oat		
Substitution	boat		/b/ > /c/		coat		

More complex

Phonological Awareness and Phonics

Are phonological awareness and phonics the same? No. Phonological awareness is an oral skill and involves sounds in spoken words, while phonics relates to the relationship between sounds and written symbols. Gentry and Ouellette (2019) explain that “phonological awareness refers to an understanding that words are made from syllables and sounds; it is the ability to hear and manipulate these units of sound. Phonics, on the other hand, is an instructional method that teaches letter-sound correspondence” (p. 7). In fact, the *Atlantic Canadian English Language Arts Elementary Curriculum, K-3* uses the term “sound/symbol knowledge” to describe phonics.

Both phonics and phonological awareness are necessary to learn how to read and write. As children become more skilled in phonological awareness, phonics and phonological awareness work hand-in-hand as necessary skills for each child’s reading toolbox.

Phases of Word Learning

Linea Ehri, an educational researcher, proposed the phases of word learning in 1995. This widely recognized theory helps us to understand the phases learners move through towards proficient reading. Each phase is characterized by a learner's understanding and use of the alphabetic system in their word reading. Phases range from pre-alphabetic, to partial alphabetic, to full alphabetic, to consolidated, to skilled reader.

Next we will examine each of the developmental phases of word learning, phase outcomes, and suggested learning activities.

As with the other Building Blocks of Reading skill areas, the scope and sequence of phonological awareness outcomes can be found on the Building Blocks of Reading Continuum, organized by developmental phase progression.



Pre-alphabetic to Partial Alphabetic Phase: Phonological Awareness



Teaching Goal:

To develop early phonological awareness skills in rhyming and segmenting to progress learners to the partial alphabetic phase.

End Outcomes

- Begins to identify rhyming words
- Begins to produce rhyming words
- Segments words in a sentence
- Segments compound words

Checklist of Teaching “Must Haves”

- Big books with simple, repetitive language and rhyming words
- Nursery rhyme and song books
- Musical instruments—rhythm sticks, drum for tapping
- Multi-coloured blocks
- Phonological Awareness—Activities to Use on the Run! (See Appendix E)

Activities to Encourage End of Phase Outcomes

Suggested learning activities for the pre-alphabetic to partial alphabetic phase are described below.

Outcome: Begins to identify rhyming words

Activity: Songs and Nursery Rhymes

Fill your classroom with books about nursery rhymes, poems as well as stories with simple language where children can “chime in.” Read-alouds and simple nursery rhymes are a great way to practice phonological awareness skills as a group. Use songs and rhymes to transition from one activity to another. Encourage the children to chime in and notice rhyming words.

“Hey Diddle, Diddle”

Hey, diddle, diddle, the cat and the fiddle,
The cow jumped over the moon...
The little dog laughed to see such a sport
And the dish ran away with the spoon.

Hey diddle, diddle, the cat and the fiddle
The cow jumped over the **mat**...
The little dog laughed to see such a sport
And the dish ran away with the **cat**.

Hey diddle, diddle, the cat and the fiddle
The cow jumped over the **rim**...
The little dog laughed to see such a sport
Now it's time to go to **gym**.

Activity: Rhyme and Song Book

Create a poem and song book that learners can take home weekly to share with parents.

Activity: Act it Out!

Perform actions with poems or nursery rhymes. This not only reinforces listening skills but also provides opportunities to move while reciting and identifying words that rhyme. In addition to acting out rhymes, learners can repeat and read rhymes by putting rhymes in a pocket chart and using a pointer stick or their finger to track the words.

Rhyming with actions examples: "Eency, Weency Spider," "I'm a Little Teapot" and "Humpty Dumpty."

Eency, weency spider,
Climbed up the garden sprout. (make climbing upward motion with fingers)
Down came the rain, (wiggle fingers downward)
And washed the spider out. (move hands to side)
Out came the sun, (make a round sun with hands)
And dried up all the rain.
And the eency, weency spider,
Climbed up the spout again. (make climbing upward motion with fingers)

I'm a little teapot short and stout, (put hands on hips, make the shape of a teapot)
Here's my handle, here's my spout. (put one hand up for spout)
When I get all steamed up, hear me shout, (hands around mouth)
Tip me over and pour me out. (make shape of teapot and lean sideways)

Humpty Dumpty sat on the wall, (sit down)
Humpty Dumpty had a great fall, (touch toes)
All the King's horses and all the King's men, (arms wide)
Couldn't put Humpty together again. (arms together)

Outcome: Begins to produce rhyming words

Activity: Rhyming Song — Did You Ever See a _ in a _?

Use the song "If You Are Happy and You Know It" to create a rhyming completion activity.

For example:

Did you ever see a bear in a _____ (chair)?
No, I never, no, I never, no, I never, no, I never
No, I never saw a bear in a chair.

Other sample words to use:

- Mouse / House
- Dog / Fog
- Moose with a Goose
- Cat with a Rat

Try nonsense words with this activity as well (e.g., zebra with a lee bra / horse with a borse).

Activity: Follow the Rhyme

Read the rhyme. Ask the children to identify the rhyming word and complete the actions.

1. Tap your *head*. Now find something... *red*.
2. Wiggle your *hips*. Now lick your... *lips*.
3. Walk to the *door*. Now sit on the... *floor*.
4. Put your hand on your *knee*. Now count to... *three*.
5. Find a picture on the *wall*. Now find something really... *small*.
6. Make a sign for *stop*. Now stand in one place and take a big... *hop*.
7. Put your elbow on your *knee*. Now say what you can... *see*.
8. Pretend you're a *bear*. Now sit in a... *chair*.

Activity: Stand-up Rhyme Time

1. Say *pup*. Now please stand... *up*.
2. Say *red*. Now find your... *head*.
3. Say *bye*. Now find your... *eye*.
4. Say *peck*. Now find your... *neck*.
5. Say *south*. Now find your... *mouth*.
6. Say *rip*. Now find your... *lip*.
7. Say *best*. Now find your... *chest*.
8. Say *charm*. Now find your... *arm*.
9. Say *funny*. Now find your... *tummy*.
10. Say *dips*. Now find your... *hips*.
11. Say *bee*. Now find your... *knee*.
12. Say *meat*. Now find your... *feet*.
13. Say *hose*. Now find your... *toes*.
14. Say *clown*. Now please sit... *down*.

Adapted from J. K. Montgomery's *Building Phonological Awareness Skills in Young Readers*.

Outcome: Segments words in a sentence

Activity: Clap the Word

Have learners clap on each word of a familiar rhyme.

"Pease, Porridge, Hot"

Pease, porridge, hot,
Pease, porridge, cold.
Pease, porridge in the pot,
Nine days old.

Some like it hot,
Some like it cold.
Some like it in the pot,
Nine days old.

Once the learners have clapped the words, have them stand in a circle with both fists in front of them and chant the rhyme together. One child who is "it" moves around the circle and gently pounds out each word on the fists of the children in the circle, first the left and then the right of each child. (This reinforces left to right progression direction, a beginning reading skill.) The child whose fist is pounded on the last word gets to be "it" next.

Activity: Word Block Towers

Give learners 5–7 connecting blocks. Ask them to snap the blocks together. One block for each word. Start with simple sentences.

- I am happy. (3 blocks)
- I like my dog Zoey. (5 blocks)
- Tomorrow we play outside on the climber. (7 blocks)

Count the number of blocks (words in a sentence).

Activity: Rolling Words

Materials: A ball for rolling

Have learners sit in a circle. Share a sentence (e.g., "I like dogs."). The goal is to segment the words in sentence and roll the ball to a different person for each word.

- Educator says, "I like dogs." Educator rolls ball to first child.
- Learner says, "I", and rolls the ball to a second child.
- Another learner says, "like", and rolls the ball to a third child.
- Another learner says "dogs", and rolls the ball to a fourth child.
- Another learner says the complete sentence—"I like dogs."

Continue this activity with other short sentences. Here are some examples:

- I have ten fingers.
- Will you play with me?
- Where do you live?
- We have art today.
- I like to swim?
- My new shoes are red.
- Today is Monday.
- Can you run fast?
- I have a pet fish.

Outcome: Segments compound words

Activity: Compound Word Play

Compound words should be introduced after word awareness or segmenting words in sentences. Compound words are two words combined to make one word and can be taken apart (segmented) and put back together (blended). Once learners are comfortable with segmenting and blending compound word parts, ask them to create new compound words from word parts (e.g., spaceship > space/ship; snowman > snow/man; space + man = spaceman).

Common Compound Words		
snowman / snowball	butterfly	sunshine / sunflower
fireworks	footprint / football	bedtime
bathtub	backpack	raincoat / raindrop
rowboat	grasshopper	playroom / playground
flagpole	outside	hamburger
starfish	cupcake	spaceship

Partial Alphabetic to Full Alphabetic Phase: Phonological Awareness



Teaching Goal:

To develop phonological awareness skills in rhyming, segmenting, and blending syllables, and to progress learners towards awareness at the level of the phoneme.

End Outcomes

- Identifies rhyming words
- Produces rhyming words
- Segments spoken multisyllabic words into syllables
- Blends spoken multisyllabic words
- Deletes a syllable in a multisyllabic word including compound words
- Segments words into onset and rime
- Blends onset and rime
- Identifies some words or nonsense words that start with the same initial consonant sound
- Produces a word starting with a given sound
- Produces the first sound in a given word or nonsense word
- Begins to identify words that end with the same final consonant sound

Checklist of Teaching “Must Haves”

- Big books with simple, repetitive language and rhyming words
- Nursery rhyme and song books
- Picture cards for rhyming
- Picture cards for compound words
- Multi-coloured cubes
- Elkonin sound boxes (See Appendix D)
- Counters for sound boxes
- Small toys that begin with the same sound (e.g., cat /car, pencil / paper, tractor / tiger)
- Ball for rolling
- Old suitcase
- Phonological Awareness—Activities to Use on the Run! (See Appendix E)

Activities to Encourage End of Phase Outcomes

Please note that some activities in the pre-alphabetic to partial alphabetic phase are similar to activities in the partial alphabetic to full alphabetic phase. The activities in support of a learner's ability to identify rhyming words and produce rhyming words can be modified to meet phase outcomes in both phases.

Outcome: Identifies rhyming words

Activity: I Spy... Game

I spy with my little eye, something that rhymes with...

Repeat the rhyme and have children identify what they see.

Outcome: Produces rhyming words

Activity: Draw-a-Rhyme Story

Directions: Give each child a piece of paper and a pencil. Read each rhyme with the underlined words left out. Have the children fill in the blanks orally and then add those parts to their drawings.

When you draw a monster, it is *said*, you always begin with his head.

She'll be able to see when she *flies*, if you draw two bright eyes.

To tell which way the cold wind *blows*, your monster will need a great big nose.

Look to the north and look to the *south*, now we can give our monster a mouth.

Some up above and some *beneath*, our monsters have lots of teeth.

Now, under his chin, let's just *check*, that's where we should put his neck.

So she won't be tipsy-*toddy*, let's give her a polka-dot body.

If he really, really *begs*, I guess we could give him some legs.

To make our monsters nice and *neat*, we'll have to teach them to wipe their feet.

A notice sent by air *mail*, we can't forget the monster's tail.

They aren't fierce. They aren't *hairy*, but don't you think they are a little scary?

Adapted from Jo Fitzpatrick's *Phonemic Awareness Playing with Sounds to Strengthen Beginning Reading Skills*.

Outcome: Segments spoken multisyllabic words into syllables

Activity: "If You're Happy and You Know It"

1. Use or create picture cards of items with 1, 2, 3, or 4 syllables (i.e., cat / trac-tor / straw-ber-ries / cat-er-pil-lar). Start with 1 and 2 syllable words first before moving to more complex 3 and 4 syllable words.
2. Pull a picture card from the bag and show the learners (e.g., trac-tor).
3. Sing the song:



If you are happy and you know it, clap your hands—trac-tor
 If you are happy and you know it, clap your hands—trac-tor
 If you're happy and you know it and you really want to show it
 If you're happy and you know it clap your hands—trac-tor

4. Continue drawing cards from the bag and singing the song, clapping the syllables of each picture card.

Activity: One Potato, Two Potatoes

Have the learners stand in a circle with both fists in front of them and chant the rhyme together. One learner who is "it" moves around the circle and gently pounds out each syllable on the fists of the children in the circle, first the left and then the right of each child. (This reinforces left to right progression, the way we read.) The child whose fist is pounded on the last syllable gets to be "it" next.



One potato, two potatoes, three potatoes—four
 Five potatoes, six potatoes, seven potatoes—more
 Eight potatoes, nine potatoes, ten potatoes—all
 One, two, three, four, five, six, seven, eight, nine, ten

Outcome: Blends spoken multisyllabic words

Outcome: Deletes a syllable in a multisyllabic word including compound words

Activity: Get to Know Your Syllables

Frequent exposure to common syllables will support syllable blending and segmentation. Use the following syllables regularly in oral storytelling and create syllable cards to support syllable play and syllable blending and segmentation.

Common Syllables			
One	Two	Three	Four
cat	zip-per	el-e-phant	ca-ter-pil-ler
dog	pen-cil	um-brel-la	tel-e-vi-sion
sit	rab-bit	ba-na-na	wa-ter-mel-on
bug	nap-kin	di-no-saur	hel-i-cop-ter
lunch	bas-ket	oc-to-pus	al-li-ga-tor
bird	tea-cher	win-ter	mac-a-ro-ni
up	dough-nut	Mon-day	
bus	car-rot	bas-ket-ball	
sun	ta-ble	cal-en-dar	

Outcome: Segments words into onset and rime

Outcome: Blends onset and rime

Activity: Onset and Rime Play

Encourage the segmenting and blending of onset and rimes regularly to reinforce identification of initial sounds (consonant and consonant blends) as well as medial and final sound combinations making up the remainder of the word.

Knowing rimes helps learners become familiar with other words. For example, the ability to hear and separate /c/ from -at, helps a learner to segment the rimes in words like: sat, mat, flat, splat (see Appendix G for a list of 37 rimes that are used to make up over 100 words).

Samples of Onset and Rime	
Onset	Rime
p	an
r	an
r	ock
bl	ock
d	ip
sl	ip
h	ut
n	ut
p	et
m	et

Outcome: Identifies some words or nonsense words that start with the same initial consonant sound

Activity: Sing a Song of Sounds

1. Have children sing the following song to the tune of "If You're Happy and You Know It."



If your name begins with the /b/ sound, stand up,
 If your name begins with the /b/ sound, stand up,
 If your name begins with the /b/ sound, turn around and take a bow,
 If your name begins with the /b/ sound, stand up.

2. Add verses where the children can clap, jump, or stomp. Make up your own verses.
3. As a variation to this song, you can have the children draw animal pictures from a bag and sing, "If your animal picture begins with the /t/ sound, clap your hands..."

Adapted from J. Fitzpatrick's *Phonemic Awareness Playing with Sounds to Strengthen Beginning Reading Skills*.

Activity: What's in the Bag?

1. Place three small toys or items in a paper bag (i.e., ball, boat, crayon / cow, cat, eraser / tractor, tiger, marble).
2. Ask a child to reach into the bag, feel one of the items, and guess what it is.
3. Pull it out of the bag and make sure you name the item (i.e., cat). Be clear with the naming of the items in the bag. Depending on the shape of the cat, someone might call it a lion. Repeat this process with the other two items and place all three items from the bag in a row.

4. Ask the children if any of the items start with the same sound:
 - Which things start with the same sound? Ball / Crayon, Boat / Crayon, Ball / Boat
 - Which things start with the same sound? Cow / Eraser, Cat / Eraser, Cow / Cat
 - Which things start with the same sound? Tiger / Marble, Tractor / Marble, Tiger / Tractor

Outcome: Produces a word starting with a given sound

Activity: Suitcase Game

Encourage production of words, beginning with a given sound by practicing identification of initial sounds and initial sound sorting. Use an empty suitcase and pretend you are packing for a trip.

1. Model how you will be adding pictures or real items and that together, you will determine the initial sounds of each item.
2. Encourage learners to bring in pictures from home or provide a "cut and paste" activity where learners cut items from magazines.
3. When the suitcase is ready for the trip, ask the learners which sounds they have to add to the suitcase. Ask each learner to repeat the sentence: "We are going to Grandma's house and I'm going to bring a..." (e.g., toothbrush). "It starts with the..." (e.g., / T/ sound). Have each learner choose their own item and identify the initial sound.
4. As a follow-up activity, ask learners to sort the pictures or items under the appropriate sound categories.

Outcome: Produces the first sound in a given word or nonsense word

Activity: The Name Game

Build awareness of initial sounds using names and other familiar words.

Preparation:

1. Write all learners' names on strips of paper in clear block writing. You may use existing name tags or name cards.
2. Tack each name to the board.
3. Tell the learners that they are about to play the Name Game!
4. Show the learners the list of all of the names of the learners in the class.
5. Explain that they will be given clues about one of the names on the list and that they are going to have to guess which name it is. Give the two clues for a name:
 - Identify the initial sound in the name: "I'm thinking of a name that begins with the ___ sound."

- Identify the number of syllables in the name: “When I clap it out, it has ___ syllables,” and clap the number of syllables as you say the number.
 - If your clues could identify more than one learner, you can add a third clue, such as their hair colour or another identifying feature.
6. Ask the learners to identify whose name it is by pointing to it on the list.
 7. Once the learner has selected the correct name, remove it from the board.
 8. Repeat steps 4 to 6 with a few of the other names.

Adapted from *Ontario Institute for Studies in Education, University of Toronto*.

Outcome: Begins to identify words that end with the same final consonant sound

Activity: It’s in the Bag

Give each child a paper bag to take home.

1. Ask them to bring one thing from home, hidden in the bag, that ends with a certain sound.
2. Ask the caregivers to work with their child to help identify and write clues about the name of the item in the bag (e.g., it ends with a “r”, it lives in the forest, it’s a type of cat, it rhymes with the silly word—slinger).
3. Go through each of the bags with the children and work together to guess what is in the bag—(tiger).

This activity can also be done with initial sounds.

Activity: Tails

Draw or paint a side view of an animal with a tail. Have children put their fingers on the nose and slide their fingers down the animal to the tail, where they emphasize the final sound.

Activity: Can You Say the Last Sound?

Use the tune of Happy Birthday for this activity.



- Can you say the last sound?
- Can you say the last sound?
- Can you say the last sound in monkey?
- Can you say the last sound?

Full Alphabetic to Consolidated Alphabetic Phase: Phonological Awareness



Teaching Goal:

To develop phonological awareness skills in identification, discrimination, segmenting, blending, and manipulation to progress learners towards the consolidated phase.

End Outcomes

- Orally blends two to four sounds to make a word
- Segments one syllable words into separate sounds
- Identifies final sounds
- Produces a word ending with the same final sound
- Identifies medial sounds
- Identifies phoneme location
- Says the new word when asked to delete one phoneme
- Says the new word when asked to add one phoneme
- Substitutes initial, medial, and final sounds in words with two to four sounds

Checklist of Teaching “Must Haves”

- Books with simple, repetitive language and rhyming words
- Nursery rhyme and song books
- Familiar storybooks
- Alphabet/sound storybooks
- Multi-coloured cubes
- Elkonin sound boxes (See Appendix D)
- Counters for sound boxes
- Phonological Awareness — Activities to Use on the Run! (See Appendix E)
- Phonemic Awareness — Activities to Use on the Run! (See Appendix F)

Activities to Encourage End of Phase Outcomes

Suggested learning activities for the full alphabetic to consolidated alphabetic phase are described below.

Outcome: Orally blends two to four sounds to make a word

Outcome: Segments one syllable words into separate sounds

When blending sounds, start with 2, then move to 3, and eventually progress to 4 or more. Make sure a learner is proficient at each level before moving forward. When a child blends sounds together in a word, it requires their working memory. Working memory is like a mental jotting pad for the mind and it holds information for a short period of time. After a child segments the sounds in a word, they need to remember those sounds in sequence in order to blends them back together.

Activity: Say It and Move It (See Appendix D for Elkonin Boxes)

1. Put manipulatives (e.g., bingo chips, counters or blocks) on the picture (e.g., train, boat, car, etc.).
2. Tell learners that one sound is represented by one manipulative. Model how this is done and then put the manipulative back in the (e.g., train, boat, car). For example, say, "This is the sound /c/. As I say the sound, I move it out of the (i.e., train, boat, car) and into the box."
3. Do this with each of the sounds:
 - "This is the sound /a/. As I say the sound, I move it out of the _____ and into the box."
 - "This is the sound /t/. As I say the sound, I move it out of the _____ and into the box."
4. Once all the sounds are in the box, encourage the children to blend the sounds together (e.g., c-a-t / cat).

Adapted from Miriam Trehearne's *Kindergarten Teacher's Resource Book*.

Important to note: working memory capacity develops as children grow and not every learner is ready to blend sounds. It depends on their birthdate, vocabulary, and language development, along with prior experiences. If a learner is experiencing difficulty in this area, give them lots of time to practice with blending words in a sentence, compound words, and syllables first before attempting individual sounds.

Try using a manipulative such as slinky or a rubber band when teaching children how to segment words into separate sounds. Pull the slinky or rubber band apart as you segment the word.

Outcome: Identifies final sounds

Outcome: Produces a word ending with the same final sound

Outcome: Identifies medial sounds

Outcome: Identifies phoneme location

Use sound boxes before expecting a child to be proficient with phoneme manipulations. They need a lot of experience segmenting and blending sounds with manipulatives before identifying, discriminating, and manipulating phonemes (see Appendix D for Elkonin Boxes).

Activity: Zippity-Bibbity

1. Teach children the following verse to the tune of "Zippity-Do-Dah."



Zibbity-do-dah, zippity-ay.
 My, oh my, what a wonderful day.
 Plenty of sunshine coming our way.
 Zibbity-do-dah, zippity-ay.

2. Repeat the song several times with different final and medial sounds. Example: Ziddity-do-dah, Ziddity-ay / Zibbitoo-doo-doo, zibbitoo-oo, etc.
3. Repeat the song, changing final and medial sounds and have learners identify phoneme location of the changed sound.

Adapted from Jo Fitzpatrick's *Phonemic Awareness Playing with Sounds to Strengthen Beginning Reading Skills*.

Outcome: Says the new word when asked to delete one phoneme

Activity: Guess My Word

Say the word *sit*. Take away the /s/ sound. What is the word?

Say the word *mat*. Take away the /m/ sound. What is the word?

Say the word *cup*. Take away the /c/ sound. What is the word?

Outcome: Says the new word when asked to add one phoneme

Activity: Guess My Word

Say the word *it*. Now add /s/ to the beginning of the word. What is the word?

Say the word *rip*. Now add /d/ to the beginning of the word. What is the word?

Say the word *lip*. Now add /s/ to the beginning of the word. What is the word?

Outcome: Substitutes initial, medial, and final sounds in words with two to four sounds

Activity: Zippity-Bibbity

1. Teach children the following verse to the tune of "Zippity-Do-Dah."



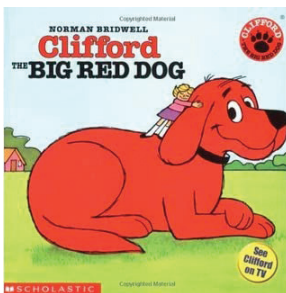
Bibbity-bo-bah, Bippity-Bay.
My, oh my, what a wonderful day.
Plenty of sunshine coming our way.
Bibbity-bo-bah, Bippity-Bay.

2. Repeat the songs several times with different initial, medial, and final sounds. Example: Libbity-lo-lah, Libbity-Lay / Tippity-to-tah, Tippity-Tay etc

Adapted from Jo Fitzpatrick's *Phonemic Awareness Playing with Sounds to Strengthen Beginning Reading Skills*.

Activity: Guess My Word

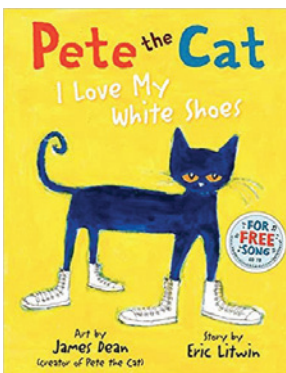
Choose a few words from a poem or story the children are familiar with and use those words to practice substituting sound in the initial, medial, or final position.



Clifford the Big Red Dog

Say the word *dog*...now change the /d/ to /l/...say the new word. (*log*)

Say the word *dog*...now change the /g/ to /t/...say the new word. (*dot*)



Pete the Cat: I Love My White Shoes

Say the word *cat*...now change the /t/ to /p/...say the new word. (*cap*)

Say the word *cat*...now change the /a/ to /u/...say the new word. (*cut*)



Don't Let the Pidgeon Drive the Bus

Say the word *bus*...now change the /b/ to /f/...say the new word. (*fuss*)

Say the word *bus*...now change the /u/ to /a/...say the new word. (*bass*)

Consolidated Alphabetic to Skilled Reader Phase: Phonological Awareness



Teaching Goal:

To develop later phonological awareness skills in segmenting, blending, and manipulation to progress learners to the skilled reader phase.

End Outcomes

- Orally blends four or more sounds to make a word
- Substitutes initial, medial, and final sounds in words with four or more sounds

Checklist of Teaching “Must Haves”

- Books with repetitive language and rhyming words
- Nursery rhyme and song books
- Familiar storybooks
- Multi-coloured cubes
- Elkonin sound boxes (See Appendix D)
- Counters for sound boxes
- Phonological Awareness—Activities to Use on the Run! (See Appendix E)
- Phonemic Awareness—Activities to Use on the Run! (See Appendix F)

Activities to Encourage End of Phase Outcomes

Suggested learning activities for the consolidated alphabetic to skilled reader phase are described below. For additional activities, refer to the activities in the partial-alphabetic to full alphabetic, the full alphabetic to consolidated phases, and Phonemic Awareness—Activities to Use on the Run (see Appendix F) to support learning in orally blending words with four or more syllables and substituting initial, medial, and final sounds in words with four or more sounds.

Outcome: Orally blends four or more sounds to make a word
Outcome: Substitutes initial, medial, and final sounds in words with four or more sounds

Activity: The Word Ladder Game

Show the bottom and top of the word ladder on the board.

rash

—

—

—

—

cast

How do we get from *cast* to *rash*? Have learners do the following:

1. Say *cast*, but without the /s/ sound to get a type of pet (write *cat* on next rung once figured out).
2. Now say *cat*, but change the /k/ to /m/ to get something on the floor (write *mat*).
3. Now change the end sound from a /t/ to a /th/ to get a subject at school (write *math*).
4. Change the /th/ to /sh/ to get something you do to potatoes (write *mash*).
5. Now what do we change to get to the word *rash*?

Assessment of Phonological Awareness Skills and Knowledge



Screeners

Phonological awareness screeners provide simple ways to quickly assess a learner's phonological awareness ability and identify needs moving forward. The screeners referenced below can be found online and in Appendix C.

- The Phonological Awareness Screening Test (PAST) can be used both as a formative and summative screening resource. Use the PAST as a quick reference to identify which phonological awareness skills a learner has already mastered to determine next steps, or as a summative assessment. Be sure to read all instructions prior to administration.
- The Yopp Singer Test of Phoneme Segmentation should only be used if learners are expected to have the ability to segment individual phonemes in words.

"Speech-language pathologists have foundational knowledge and training in the language, phonology, literacy link. They have frequently developed programs and worked on phonological awareness with preschool and school aged children who present with language and phonological and articulation delays and disorders, but also with kindergarten children as a preventative measure."

The Canadian Association of Speech-Language Pathologists and Audiologists, Information Brief, March 2009

Effective Intervention

Approximately 20% of learners will have difficulty in developing phonological awareness skills and will struggle through school in figuring out how sounds work in print. They will not be able to use sound knowledge effectively because they will not have the underlying ability to "listen inside a word" and "play with the sounds" they hear. These learners are often able to develop phonics skills and knowledge, but have difficulty using this knowledge effectively as they try to sound out words for reading and spelling. They may be able to tell what sound goes with what letter (phonics) but cannot break the words apart or put them back together (phonological awareness) (Trehearne, 2000).

Effective intervention:

- generally, occurs on a daily basis (15–20 minutes).
- involves working with individuals or a small group (depending on the needs of the learners).
- involves spending time in direct teaching (modeling, explaining, and demonstrating).
- provides opportunities for learners to apply immediately the strategies that have been shared.
- provides daily ongoing assessment.
- involves frequent home communication about how parents can help.

Phase Observation

“Phase observation is the practice of monitoring a child’s progress through five research-based word reading and developmental spelling phases: (1) pre-alphabetic, (2) partial alphabetic, (3) full alphabetic, (4) consolidated/automatic alphabetic and (5) conventional spelling. Phase observation indicates, at a particular time in early development, how children are using their knowledge of the alphabet and sounds and how they are making oral language connections to read words or write using invented spellings” (Gentry & Ouellette, 2019, p. 64).

Some learners may need more support than others and may be unaware that spoken language is segmented into individual words and sounds. Refer to phase observation, the phonological awareness continuum, and screening resources to identify learner needs.



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Appendix A:

The 44* Phonemes

The 44* Phonemes

Following is a list of the 44 phonemes along with the letters or groups of letters that represent those sounds.

Phoneme (speech sound)	Graphemes** (letters or groups of letters representing the <i>most common</i> spellings for the individual phonemes)	Examples
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Consonant Sounds:

1.	/b/	b, bb	big, rubber
2.	/d/	d, dd, ed	dog, add, filled
3.	/f/	f, ph	fish, phone
4.	/g/	g, gg	go, egg
5.	/h/	h	hot
6.	/j/	j, g, ge, dge	jet, cage, barge, judge
7.	/k/	c, k, ck, ch, cc, que	cat, kitten, duck, school, occur, antique, cheque
8.	/l/	l, ll	leg, bell
9.	/m/	m, mm, mb	mad, hammer, lamb
10.	/n/	n, nn, kn, gn	no, dinner, knee, gnome
11.	/p/	p, pp	pie, apple
12.	/r/	r, rr, wr	run, marry, write
13.	/s/	s, se, ss, c, ce, sc	sun, mouse, dress, city, ice, science
14.	/t/	t, tt, ed	top, letter, stopped
15.	/v/	v, ve	vet, give
16.	/w/	w	wet, win, swim
17.	/y/	y, i	yes, onion
18.	/z/	z, zz, ze, s, se, x	zip, fizz, sneeze, laser, is, was, please, Xerox, xylophone

Source: *Orchestrating Success in Reading* by Dawn Reithaug (2002).

Phoneme (speech sound)	Graphemes** (letters or groups of letters representing the <i>most common</i> spellings for the individual phonemes)	Examples
----------------------------------	--	-----------------

Consonant Digraphs:

19.	/th/ (not voiced)	th	thumb, thin, thing
20.	/th/ (voiced)	th	this, feather, then
21.	/ng/	ng, n	sing, monkey, sink
22.	/sh/	sh, ss, ch, ti, ci	ship, mission, chef, motion, special
23.	/ch/	ch, tch	chip, match
24.	/zh/	ge, s	garage, measure, division
25.	/wh/ (with breath)	wh	what, when, where, why

Short Vowel Sounds:

26.	/a/	a, au	hat, laugh
27.	/e/	e, ea	bed, bread
28.	/i/	i	if
29.	/o/	o, a, au, aw, ough	hot, want, haul, draw, bought
30.	/u/	u, o	up, ton

Long Vowel Sounds:

31.	/ā/	a, a_e, ay, ai, ey, ei	bacon, late, day, train, they, eight, vein
32.	/ē/	e, e_e, ea, ee, ey, ie, y	me, these, beat, feet, key, chief, baby
33.	/ī/	i, i_e, igh, y, ie	find, ride, light, fly, pie
34.	/ō/	o, o_e, oa, ou, ow	no, note, boat, soul, row
35.	/ū/	u, u_e, ew	human, use, few, chew

Source: *Orchestrating Success in Reading* by Dawn Reithaug (2002).

Phoneme (speech sound)	Graphemes** (letters or groups of letters representing the <i>most common</i> spellings for the individual phonemes)	Examples
----------------------------------	--	-----------------

Other Vowel Sounds:

36.	/oo/	oo, u, oul	book, put, could
37.	/ōō/	oo, u, u_e	moon, truth, rule

Vowel Diphthongs:

38.	/ow/	ow, ou, ou_e	cow, out, mouse, house
39.	/oy/	oi, oy	coin, toy

Vowel Sounds Influenced by r:

40.	/a(r)/	ar	car
41.	/ā(r)/	air, ear, are	air, chair, fair, hair, bear, care
42.	/i(r)/	irr, ere, eer	mirror, here, cheer
43.	/o(r)/	or, ore, oor	for, core, door
44.	/u(r)/	ur, ir, er, ear, or, ar	burn, first, fern, heard, work, dollar

Source: Orchestrating Success in Reading by Dawn Reithaug (2002).

** The number of phonemes is different in some linguistics textbooks; this is evidence of the difficulty of classifying (Moats, 1998).*

*** This list does not include all possible graphemes for a given phoneme.*

Source: *Orchestrating Success in Reading* by Dawn Reithaug (2002).

Appendix B:

Activities to Strengthen Listening

Activity: Fingerplay

Ten Fingers

I have ten fingers (hold up both fingers and spread them wide)
And they belong to me (point to self)
I can make them do things (hold up hands and wiggle fingers)
Would you like to see?

I can shut them up tight (make a fist)
I can open them wide (open hands)
I can put them together (place palms together)
I can make them hide (place hands behind back)

I can make them jump high (raise hands over head)
I can make them jump low (touch hands to the floor)
I can fold them up quietly (fold hands in lap)
And hold them just so!

-Anonymous-

Read-Aloud Rhymes for the Very Young, selected by Jack Prelutsky, Alfred A. Knopf, New York, 1986

Activity: When the Drum Says Move, You Move

1. Borrow a hand drum from the music room. Create a very steady beat:
Tap, Tap, Tap.
2. Ask the children to move to the beat of the drum.
3. Step, Step, Step (Model how to do this.)
4. Tap the drum a little faster.
Ask the children to move to the beat of the drum.
5. Use verbal directions to begin and stop the listening activity:
BEGIN:
When the drum says move you move...
STOP:
When the drum says stop you stop...

Activity: Mousey, Mousey, Where Are You?

1. Have children sit in a circle. Ask them to close their eyes.
2. Choose one person to be a mouse. Tell them to go somewhere in the classroom where they can hide (i.e., under desk, behind door, near coat rack etc.).
3. Choose another child. Ask them to go to the centre of the circle. Cover their eyes and say, "Mousey, mousey, where are you?"
4. The child who is the mouse makes a soft squeaking sound.
5. Ask all children to point in the direction of the sound.
6. Repeat this activity several times with a different mouse, etc.

Activity: Move to the Word

"The Grand Old Duke of York" (sing to the tune "The Farmer in the Dell")



The Grand Old Duke of York, he had ten thousand men
He marched them UP to the top of the hill (stand up on UP)
And marched them DOWN again (sit down on DOWN)
And when they are UP, they're UP (stand up on UP, on
second UP raise your hands)
And when they are DOWN, they're DOWN (sit down on DOWN)
And when they are only HALFWAY UP (stand HALFWAY UP)
They are neither up nor down.

"Head and Shoulders, Knees and Toes"

Place both hands on parts of body as they are mentioned. On second time, speed up and get faster with each verse.



Head, shoulders, knees and toes,
Knees and toes.
Head, shoulders, knees and toes,
Knees and toes.
And eyes, and ears, and mouth,
And nose.
Head, shoulders, knees and toes,
Knees and toes.

Activity: "JUMP" When You Hear the Word JUMP ("Jack Be Nimble")

Jack be nimble.
Jack be quick
Jack JUMPED
Over the candlestick.

Activity: Put Your Hands on Your Head When You Hear a Silly Word

Repeat a familiar poem or song. Insert a silly word and ask the children to put their hands on their head when they hear it.

"Jack and Jill"

Jack and Jill went up the hill
To fetch a pail of water...
Jack and Jill went up the hill
To fetch a pail of **marshmallows**...

"Hickory Dickory Dock"

Hickory dickory dock
The mouse went up the clock...
Hickory dickory dock
The **moose** went up the clock...

Activity: Simon Says

Give instructions for the students to follow using "Simon Says."

For example, "Simon Says to cross your arms and touch your elbows."

Activity: Skiddley Scoot

This game is best played outside or in the gym. It helps with listening skills, sequencing, memory, and following instructions.

1. Have the children line up and give them one instruction (i.e., jump up and down three times).
2. With practice work up to three instructions (i.e., jump up and down three times, touch your toes, and then hop over to the wall like a rabbit).

Appendix C:

Yopp Singer Test of Phoneme Segmentation

Test Description

- The Yopp-Singer Test of Phoneme Segmentation is a list of 22 common words.
- Learners are given the words and asked to break each word apart (segmentation).
- Test is individually administered by educator, instructional assistant, or paraprofessional.
- Timeframe: 5–10 minutes per child.

Using the Results

Since a relationship has been established between phonemic awareness, success in reading, and spelling acquisition, Yopp and Singer’s assessment is especially helpful in early identification of areas where further instruction is needed.

Scoring (cut-off’s have not been defined):

- All or mostly correct responses indicate strong phonemic awareness
- Some correct responses indicate emerging awareness
- Little or few correct responses suggest intervention is needed

Yopp-Singer Test of Phoneme Segmentation

Score (# correct) _____

Name _____

Date _____

Directions: Today we're going to play a word game. I'm going to say a word and I want you to break the word apart. You are going to tell me each sound of the word in order. For example, if I say old, you should say /o/ // /d/. Let's try a few together.

Practice items: (assist in segmenting, if necessary) **ride (3)** **go (2)** **man (3)**

Test items: (Circle those items that the learner correctly segments; incorrect responses are recorded on the blank line following the item.)

	Answer Key		Answer Key
1. dog _____	3	2. lay _____	2
2. keep _____	3	13. race _____	3
3. fine _____	3	14. zoo _____	2
4. no _____	2	15. three _____	3
5. she _____	2	16. job _____	3
6. wave _____	3	17. in _____	2
7. grew _____	3	18. ice _____	2
8. that _____	3	19. at _____	2
9. red _____	3	20. top _____	3
10. me _____	2	21. by _____	2
11. sat _____	3	22. do _____	2

(Hallie Kay Yopp grants permission for this test to be reproduced. The author acknowledges the contribution of the late Harry Singer to the development of this test.)

Appendix D: Elkonin Boxes

Elkonin Boxes

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Appendix E:

Phonological Awareness Activities to Use on the Run!

Phonological Awareness

Activities
to use
on the run!

1. Word Awareness
2. Rhyme Discrimination
3. Rhyme Production
4. Syllable Segmentation
5. Syllable Blending
6. Phoneme Activities

1. Word Awareness refers to the knowledge that sentences consist of words and that these words can be manipulated. Children can clap, step, throw a ball, or put up one finger for each word.

How many words do you hear?

Let's walk. Sit down.
Come here. Come with me.
I have a dog. Give me two.
I have ten toes. May I play?

Where do you live?

We are Cool Kids.

School rules keep us safe.

Rainy days are fun.

Where is my book?

We can learn a lot from books.

Ms. ____ is my teacher.

Mrs. _____ is our principal.

On Monday we go to school.

My mom caught the ball.

_____ is my friend.

Apples are healthy snacks.

Bears like to hide and sleep in winter.

The furry yellow cat drank all the milk.

Today we have gym.

Where do you live?

My favorite ice cream is chocolate.

Have a sentence Captain during line up to make up the sentences for your class to clap. Use this activity during morning message.

2. Rhyme is the correspondence of ending sounds of words or lines of verse. Rhyming is the ability to identify words that have identical final sounds segments.

Using songs makes rhyming words fun.

- Down by the Bay
- A-Hunting We Will Go
- Willoughby, Wallaby, Woo

Have children line up using names that rhyme with theirs. Ex. Wusan for Susan

Discrimination:

I'm going to say two words and ask you if they rhyme. Ex. fan rhymes with man. Do cat and rat rhyme?

Children can do thumbs up/down, give a cheer/boo, stand up/sit down, etc.

two/shoe	feet/beat	cup/pup
red/bed	ten/when	thin/win
fish/wish	zoom/room	hug/will
three/tree	pen/fat	red/road
snap/cap	car/star	sun/fun
hall/wall	cook/look	car/far
hand/band	blue/cat	ship/lip
four/tree	stone/bone	five/dive
bill/bat	thumb/plum	bike/like

2. Rhyme Discrimination continued:

cat/hat	thin/race
mouse/house	talk/shoe
jug/jump	mat/big
door/bell	duck/truck
ball/hall	grow/show
sail/tail	see/bee
play/day	round/play
log/frog	card/cape
mad/sad	boy/toy
hawk/talk	band/hand
small/wall	cake/lake
clock/rock	shell/snake
chair/bear	key/tree
snap/map	pen/pig
run/fun	sit/kit
feet/table	bunny/funny
goose/moose	fun/sun

3. Rhyme Production: Riddles

Give the children the first clue. Brainstorm words that rhyme with the given word. Give the second clue. What would make sense?

I am thinking of a word that rhymes with:
"soon." It lights up the sky. (moon)

...that rhymes with "take." It is good to eat, and we have it at birthdays. (cake)

...that rhymes with "can." It is used to keep us cool on a hot day. (fan)

...that rhymes with "red." It is used for sleeping. (bed)

...that rhymes with "boat." It is worn to keep you warm. (coat)

...that rhymes with "tag." It is used to put things in to carry them. (bag)

...that rhymes with "need." It can be planted in a garden or in a pot. (seed)

...that rhymes with "hug." It holds drinks. (jug)

...that rhymes with "block." It is used to tell time. (clock)

...that rhymes with "house." It is a small furry animal. (mouse)

3. Rhyme Production: Verses

Read the following couplets and have the children give a word that rhymes.

There once was a mouse
Who needed a (house).

After my haircut I cried, "No fair!"
The barber has cut off all of my (hair).

Look in the woods. It must be a goose.
Four legs and antlers? No, that's a (moose).

I sat there sinking in my boat.
Why, oh why, won't this thing (float)?

There's something sitting on that log.
I hear croaking. It must be a (frog).

White as snow and smooth as silk;
I just love a cold glass of (milk).

"When can we go?" cried my brother
"Pretty soon," replied my (mother).

"I fell in the lake!" exclaimed the owl.
I must fly quickly and get a dry (towel).

Even though I am only three
I can climb this enormous (tree).

There seems to be a problem with my truck.
I can't go anywhere, so I guess I'm (stuck).

Her ears flopping, she looked so funny.
I laughed and laughed at this silly (bunny).

3. Rhyme Production: Riddles

Give the children the first clue. Brainstorm words that rhyme with the given word. Give the second clue. What would make sense?

I am thinking of a word that rhymes with: "soon." It lights up the sky. (**moon**)

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...that rhymes with "red." It is used for sleeping. (**bed**)

...that rhymes with "boat." It is worn to keep you warm. (**coat**)

...that rhymes with "tag." It is used to put things in to carry them. (**bag**)

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Read the following couplets and have the children give a word that rhymes.

There once was a **mouse**
Who needed a (**house**).

After my haircut I cried, "No fair!"
The barber has cut off all of my (**hair**).

Look in the woods. It must be a **goose**.
Four legs and antlers? No, that's a (**moose**).

I sat there sinking in my **boat**.
Why, oh why, won't this thing (**float**)?

There's something sitting on that **log**.
I hear croaking. It must be a (**frog**).

White as snow and smooth as **silk**;
I just love a cold glass of (**milk**).

"When can we go?" cried my **brother**
"Pretty soon," replied my (**mother**).

"I fell in the lake!" exclaimed the **owl**.
I must fly quickly and get a dry (**towel**).

Even though I am only **three**
I can climb this enormous (**tree**).

There seems to be a problem with my **truck**.
I can't go anywhere, so I guess I'm (**stuck**).

Her ears flopping, she looked so **funny**.
I laughed and laughed at this silly (**bunny**).

4. Syllable Awareness is the ability to hear parts or segments of phonemes that comprise the rhythm of the word.

Compound Word Segmentation

I'm going to say a word and I want you to clap one time for each part you hear.

sunshine	grandfather
wishbone	lifesaver
shoelace	sunflower
teacup	ladybug
popcorn	blueberry
cobweb	pineapple
upstairs	summertime
toothpick	cheerleader
bedroom	underwear
airport	watermelon

Have children brainstorm vocabulary words they know about special events: Christmas, classroom themes, characters in books, safety. Add these words to these lists for syllable awareness.

4. Syllable Awareness continued:

Compound Word Deletion

What is left if I take the broom from broomstick? (stick)

(pan)cake	foot(ball)
(tea)spoon	rain(bow)
(book)case	bird(bath)
(paint)brush	door(step)
(cup)cake	sun(shine)
(gold)fish	grass(hopper)
(eye)ball	door(step)
(basket)ball	star(fish)
(light)house	tea(pot)
(suit)case	door(knob)
(lip)stick	house(coat)
(high)chair	bed(time)
(sun)flower	drive(way)
(wall)paper	ground(hog)
(apple)sauce	camp(fire)
(sand)box	play(ground)
(birth)day	super(man)
(tip)toe	snow(flake)
(every)thing	sail(boat)

4. Syllable Segmentation

Children can clap, tap, step or do other movement to each syllable. Start with the children's names, favorite ice cream, animals, days of the week etc.

How many syllables do you hear?

1	2	3+
up	zebra	watermelon
ship	snowman	elephant
cog	purple	alligator
tent	silly	computer
duck	super	motorcycle
book	carrot	butterfly
cow	turkey	strawberry
kite	mitten	banana
red	picnic	octopus
nut	pencil	helicopter
shell	rabbit	rhinoceros
boat	ladder	Saturday
pea	crayon	December
corn	teacher	Cinderella
bus	spider	dinosaur
ball	basket	umbrella
no	colour	caterpillar
dog	doughnut	submarine

4. Syllable Segmentation continued:

1	2	3+
ten	Monday	newspaper
me	winter	hamburger
shoe	running	Nintendo
sun	bubble	spaghetti
pen	yo-yo	fingerprint

5. Syllable Blending

Listen and tell me the word ...

doll-house	cray-on
el-e-phant	cat-er-pil-lar
cow-boy	sis-ter
snow-man	bas-ket-ball
car-pet	but-ter-fly
teach-er	vi-o-lin
Mon-day	tur-key
pen-cil	ru-ler
kin-der-gar-ten	ta-ble
ted-dy	mos-qui-to
um-brel-la	cal-en-dar
air-plane	de-li-ci-ous
ba-by	tel-e-vi-sion
al-li-ga-tor	scis-sors
sub-ma-rine	pa-per

Appendix F:

Phonemic Awareness Activities to Use on the Run!

Phonemic Awareness

Activities
to use
on the run!

Phoneme Activities:

1. Isolation
2. Identity
3. Categorization
4. Blending
5. Segmentation
6. Deletion
7. Addition
8. Substitution

Phonemic Awareness:

is the ability to hear, think about, and manipulate the individual sounds in spoken words.

lays the foundation to learn letter-sound relations.

is **not** phonics but is a skill that **precedes** phonics.

is not an end in itself but a crucial factor in a child's ability to learn to read.

not only helps children learn to read but learn to spell.

can be taught and learned.

instructions can help preschoolers, kindergartners, and first graders who are learning to read as well as older, less accomplished readers.

has been identified by the National Reading Panel as one of five areas that should be included in effective reading instruction.

These activities are designed to be used 'on the run.' Use waiting times and transitions to ask the questions on these cards. Focus on only one or two types of manipulations at a time. Master one type before introducing another.

The most critical manipulations are **blending** and **segmenting**. Consider adapting activities to include words related to a specific subject area.

1. Phonemic Isolation-First Sound

Before isolating sounds, be sure children have the concept of first, last and middle. Children respond with the letter sound (phoneme) not letter name.

What is the first sound in...?

two	four
six	eight

What is the first sound in...?

farmer	doctor
teacher	soldier
nurse	painter

What is the first sound in...?

banana	pickle
milk	ice cream
hamburger	apple

What is the first sound in...?

lion	dinosaur
turtle	pig
rabbit	bear

What is the first sound in...?

jacket	boot
hat	pants
mitten	sandals

What is the first sound in...?

circle	round
triangle	oval

Avoid using blends when isolating first sounds with young children.

1. Phonemic Isolation-Last Sound

What is the last sound in...?

boat plane

taxi bus

horse ship

What is the last sound in...?

arm knee

foot hand

leg toe

What is the last sound in...?

red blue

green yellow

What is the last sound in...?

big small

on off

up over

fast slow

quickly snap

lug crack

1. Isolation-Last Sound continued:

What is the last sound in...?

nest grass

tree stick

cloud sun

What is the last sound in...?

map globe

flat round

square rectangle

What is the last sound in...?

house roof

apartment trailer

window door

brick paint

What is the last sound in...?

taco pizza

apple orange

cake pie

corn zucchini

2. Phonemic Identity-Initial Sounds

Children recognize the same sound in different words.

The teacher can accept either the letter sound or the letter name.

What sound is the same in the beginning of...

moon	map	monkey
bike	big	bubble
key	kite	kitten
wagon	wish	watch
jeep	jet	jumper
vest	vine	video
queen	quilt	quarter
egg	exit	elephant
yellow	yarn	yes
zipper	zebra	zero
under	umbrella	up
thank	thumb	thin
she	ship	sugar
cheese	chair	chin

2. Phonemic Identity continued:

Initial Sounds

The teacher can accept either the letter sound or the letter name.

What sound is the same in the beginning of...

sun	seven	soup
time	tent	toad
foot	fence	fish
apple	alligator	actor
camera	coat	cup
pizza	piano	penny
nose	nut	nice
igloo	icky	itch
hunt	hook	hi
robot	radio	rooster
leaf	lady	lucky
doll	dinner	dinosaur
goat	gecko	gum
octopus	olive	Oscar

2. Phonemic Identity continued:

Initial Sounds

Avoid initial blends as they are made up of two distinct sounds and may confuse children.

Can you tell me a word that begins with the same sound as mmmm-oon?

Repeat this question with various initial sounds.

Final Sounds

Hearing final sounds is a more advanced task than hearing sounds in the beginning of words.

What sound is the same at the end of...

size has buzz /z/

tooth bath mouth /th/

wish brush cash /sh/

home seem climb /m/

sun ran ten /n/

job cube tube /b/

red old head /d/

rope sleep hop /p/

at get feet /t/

loss miss niece /s/

these use rise /z/

2. Phonemic Identity continued:

Final Sounds

What sound is the same at the end of...

him time gum /m/

rib tub robe /b/

if beef leaf /f/

eat light boat /t/

yes us nice /s/

make look duck /k/

up stop clap /p/

been can fun /n/

car jar far /r/

fall call ball /l/

bed good had /d/

egg pig fog /g/

cage fudge huge /j/

love dive stove /v/

Hearing final sounds is a more advanced task than hearing sounds in the beginning of words.

3. Phonemic Categorization

Children recognize the word in a set of three words that starts with a different sound.

Which word doesn't belong?

bus, bun, rug
dog, corn, cage
hot, hat, shirt
book, feet, bone
cage, candle, fire
paint, down, dollar
bat, game, gate
hill, hook, comb
jump, jeans, tent
finger, kitchen, kick
laugh, like, video
rug, mirror, make
four, two, ten
first, fourth, second
eight, six, seven

3. Phonemic Categorization *Cont.*

Children recognize the word in a set of three words that starts with a different sound.

Which word doesn't belong?

mop, moon, rat
coat, hose, horse
pants, pink, four
x-ray, jam, jet
door, plate, desk
ball, cat, big
apple, alien, red
television, phone, tent
table, horse, taco
dog, sun, sub
ruler, mat, rocket
sand, queen, quarter
rake, baby, bed
zoo, wolf, window
house, hunt, pumpkin
nickel, jeep, jam

4. Phoneme Blending

Children listen to a sequence of separate sounds and then combine them to form a word. Say the word slowly, stretching but not distorting the sounds. To make the activity easier, begin with simple riddles.

"What am I thinking of? It falls from the sky. r-ai-n"

"What am I thinking of? I sleep in this at night. b-e-d"

"What am I thinking of? I wear this on my foot. s-o-ck"

"What am I thinking of? A red light means you must ... s-t-o-p."

"What am I thinking of? She helps you if you are hurt. n-ur-se"

"What am I thinking of? It helps me find a street in the city. m-a-p"

"I am thinking of things you might do in a gym."

r-u-n	s-k-i-p
h-o-p	j-u-m-p
r-a-ce	s-k-a-te
j-o-g	g-l-i-de

"I am thinking of different kinds of weather"

r-ai-n	s-l-ee-t
f-o-g	s-n-o-w

4. Phoneme Blending *continued:*

Two Sounds

t-oe	kn-ee
m-e	i-s
a-t	g-o
u-p	s-o
i-t	d-ay
m-y	b-ow
sh-oe	l-ie
d-ay	m-oo
i-n	a-m

Three Sounds

j-o-b	b-e-d
r-oo-f	d-oo-r
b-u-s	b-oa-t
f-oo-t	b-a-ck
m-ou-th	ch-i-n
l-e-g	r-i-ght
o-v-er	s-l-ow
t-o-p	d-ow-n
ch-ee-k	d-r-y
h-ou-se	l-o-ng
l-ou-d	l-a-te
sh-ou-t	w-ea-k
h-ar-d	p-u-sh

Four Sounds

t-ea-ch-er	t-r-ai-n
f-a-s-t	u-n-d-er
l-e-f-t	s-l-i-de
b-r-ea-d	g-r-a-pe
s-t-ea-k	s-w-ee-t
g-r-ee-n	y-e-ll-ow
b-r-ow-n	b-l-a-ck
p-ai-n-t	c-l-ea-n

5. Phoneme Segmentation

Children break a word into its separate sounds. Children say each sound separately as they raise a finger for each sound.

Say the word _____ in two separate sounds.

Two Sounds

pie	bee	shoe
is	day	key
zoo	tie	shy
so	bye	to
no	see	hay
whoa	chew	he
it	knee	my
row	do	in
toe	she	mow
day	go	boo
hoe	tea	say

Three Sounds

tug	mom	big
bus	hug	pan
sit	cap	cat
cub	cup	cut
dim	dog	fat
fig	bib	gum
sat	hen	hid
hop	bug	hum
jam	kit	leg
tag	lid	tip
mad	beg	map
mat	fall	mug

5. Phoneme Segmentation

Three Sounds (cont'd)

top	not	nut
pad	bed	pig
pot	rag	rat
rip	fox	rub
sat	let	sun
bed	ten	tub
van	web	fill
tap	man	fin
six	hat	can
log	tell	net
bat	mop	fall
rob	win	pet

Four Sounds

block	bread	crab
snake	glass	grape
truck	find	gift
jump	grab	glad
small	fast	stop
steak	clean	scout
lamp	desk	land
train	left	sweet
green	yellow	brown
black	slide	skate
paint	sled	frog

Occasionally have children write the word, then read the word aloud at a normal speaking rate.

5. Phoneme Segmentation

Children break a word into its separate sounds. Children say each sound separately as they raise a finger for each sound.

Say the word _____ in two separate sounds.

Two Sounds

pie	bee	shoe
is	day	key
zoo	tie	shy
so	bye	to
no	see	hay
whoa	chew	he
it	knee	my
row	do	in
toe	she	mow
day	go	boo
hoe	tea	say

Three Sounds

tug	mom	big
bus	hug	pan
sit	cap	cat
cub	cup	cut
dim	dog	fat
fig	bib	gum
sat	hen	hid
hop	bug	hum
jam	kit	leg
tag	lid	tip
mad	beg	map
mat	fall	mug

5. Phoneme Segmentation

Three Sounds (cont'd)

top	not	nut
pad	bed	pig
pot	rag	rat
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lamp	desk	land
train	left	sweet
green	yellow	brown
black	slide	skate
paint	sled	frog

Occasionally have children write the word, then read the word aloud at a normal speaking rate.

7. Phoneme Addition (first sound)

Children make a new word by adding a phoneme to an existing word.

"What word do you have if you add /s/ to the beginning of park?" **spark**

add /k/ to an --- can
add /h/ to it --- hit
add /f/ to or --- for
add /p/ to at --- pat
add /b/ to us --- bus
add /w/ to in --- win
add /k/ to up --- cup
add /s/ to and --- sand
add /b/ to right --- bright
add /s/ to peach --- speech
add /k/ to raft --- craft
add /d/ to rip --- drip
add /p/ to ride --- pride
add /b/ to low --- blow
add /k/ to lot --- clot
add /p/ to ray --- pray
add /b/ to Lou --- blue
add /d/ to rag --- drag
add /b/ to lack --- black
add /p/ to rice --- price
add /t/ to race --- trace
add /s/ to mile --- smile
add /b/ to rag --- brag
add /k/ to lap --- clap
add /b/ to rush --- brush
add /s/ to nap --- snap
add /t/ to rye --- try

7. Phoneme Addition (last sound)

"What new word do you have if you add /t/ to the end of for?" **fort**

add /s/ to drip --- drips
add /er/ to fast --- faster
add /e/ to skin --- skinny
add /z/ to no --- nose
add /f/ to low --- loaf
add /ch/ to cat --- catch
add /k/ to may --- make
add /v/ to we --- weave
add /s/ to how --- house
add /f/ to say --- safe
add /th/ to too --- tooth
add /k/ to lie - like
add /ch/ to bran --- branch
add /z/ to sigh --- size
add /f/ to bee --- beef
add /p/ to row --- rope
add /n/ to sue --- soon
add /t/ to lie --- light
add /z/ to tea --- tease
add /m/ to far --- farm
add /v/ to die --- dive
add /s/ to one --- once
add /n/ to tray --- train
add /th/ to bow --- both
add /t/ to gray --- great
add /f/ to lie --- life
add /m/ to say --- same
add /k/ to see --- seek
add /p/ to key --- keep
add /n/ to brow --- brown
add /l/ to see --- seal

8. Phoneme Substitution

Children substitute one phoneme for another to make a new word.

Initial Sound Changes

"The word is *cat*. Change /c/ to /s/.
What is the new word?" **sat**

pig	change /p/ to /d/
look	change /l/ to /b/
mat	change /m/ to /h/
walk	change /w/ to /t/
bed	change /b/ to /t/
dog	change /d/ to /l/
sack	change /s/ to /r/
goat	change /g/ to /b/
car	change /c/ to /f/
bag	change /b/ to /r/
lace	change /l/ to /f/
rose	change /r/ to /h/
shy	change /sh/ to /wh/
tick	change /t/ to /s/
bag	change /b/ to /t/
dad	change /d/ to /h/
what	change /wh/ to /sh/
knob	change /n/ to /r/
cane	change /c/ to /l/
lamb	change /l/ to /j/
pale	change /p/ to /m/
dear	change /d/ to /n/
tease	change /t/ to /b/
ham	change /h/ to /j/
jeep	change /j/ to /k/

8. Phoneme Substitution

Final Sound Changes

"The word is *bug*. Change /g/ to /n/.
What is the new word?" **bun**

cat	change /t/ to /n/
dip	change /p/ to /g/
not	change /t/ to /d/
sock	change /k/ to /b/
fish	change /sh/ to /t/
ham	change /m/ to /d/
nice	change /s/ to /n/
hedge	change /j/ to /d/
win	change /n/ to /g/
had	change /d/ to /t/
can	change /n/ to /sh/
plate	change /t/ to /s/
bag	change /g/ to /t/
reef	change /f/ to /th/
wish	change /sh/ to /p/
wage	change /j/ to /v/
crush	change /sh/ to /m/
age	change /j/ to /k/
gas	change /s/ to /p/
fate	change /t/ to /th/
mass	change /s/ to /sh/
safe	change /f/ to /v/
ditch	change /ch/ to /sh/
price	change /s/ to /z/
rid	change /d/ to /b/
graze	change /z/ to /s/
bat	change /t/ to /th/
rack	change /k/ to /g/
lip	change /p/ to /t/

Appendix G:

Onset and Rimes

ack	ap	est	ing	ot	ail
ash	ice	ink	uck	ain	at
ick	ip	ug	ake	ate	ide
it	ump	ale	aw	ignt	ock
unk	ame	ay	ill	oke	ank
an	eat	in	op	ell	ine
ore					



