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Phonemic Awareness: Do You Hear What I Hear?

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Abstract:

This poster, created by undergraduate students, was designed to illustrate the importance of employing research based strategies when providing phonemic awareness instruction. This research explored why phonemic awareness is important for beginning readers or students who are at risk and the resources that support instruction. The authors reviewed research based articles, textbooks, and websites in order to obtain strategies, and activities proven to be beneficial in the classroom. The research suggested that phonemic awareness skills are essential for word decoding, word identification, and reading fluency. Additionally, the research indicates that the use of small groups, technology, and interactive activities enhance phonemic awareness skills. Finally, phonemic awareness instruction is essential for students’ development of phonological awareness skills.
What is it?
Phonemic Awareness is the ability to hear the smallest units of sound (phonemes) in spoken language and to manipulate them.
Example: /c/-/a/-/t/- cat

Critical Skills
Segmenting: the ability to break apart spoken words into their individual phonemes.
Blending: the ability to say a spoken word when its individual phonemes are said slowly.

Segmenting and Blending Sequence

Did You Know?

English Phonemes

English Phonemes and sounds
Phoneme and sounds chart
DIBELS® Interventions Electrified!
Interactive website designed specifically for data collection measurement. Thissite provides games focused on letter recognition, rhyme, and letter sounds.

Earobics: Cognitive Concepts
Software that systematically teaches critical phonological awareness and
listening skill required for learning to read and spell. Earobics adapts the level
of instruction to student's skill level.

iPad Applications!
There are hundreds of iPad applications
created for skill-building in the area of
phonemic awareness.

References

Created by:

Professional Development at Child Care Resource & Referral
HANDOUT

Phonemic Awareness Activities

Elkonin Boxes

How to use Elkonin Boxes

1. Pronounce a target word slowly, stretching it out by sound.
2. Ask the child to repeat the word.
3. Draw "boxes" or squares on a piece of paper, chalkboard, or dry erase board with one box for each syllable or phoneme.
4. Have the child count the number of phonemes in the word, not necessarily the number of letters. For example, wish has three phonemes and will use three boxes. /w/, /i/, /sh/.
5. Direct the child to slide one colored circle, unifix cube, or corresponding letter in each cell of the Elkonin box drawing as he/she repeats the word.

The example below: shows an Elkonin Box for the word "sheep," which consists of three phonemes (sounds): /sh/ /ee/ /p/. This example shows several ways teachers can use Elkonin boxes to teach phonemic awareness.

Jump Along with Phonemes

Mark the floor or sidewalk with a series of 12 lines (number of lines is changeable). Children begin by standing in a row ALONG the first line. The teacher calls out a word like "top". Then the teacher says "go". Children jump forward the number of phonemes in the word. If the child is correct (in this case, he has jumped forward 3 rows), he keeps his place. If incorrect, he moves back to the beginning line. The game ends when all children have passed the 12th line and everyone applauds their success.

It’s In the Bag!

This game can be played in a small group with the teacher, with pairs of children in a center, or at home with a parent. Give each child a small brown paper bag with several objects inside. Have the child peek inside and select one item but she will not show the object to the other players. The child holding the bag then segments the name of the object and the other child guesses what
the object is by blending the sounds back together to make the word. Take the object out, show it, segment the object name again together, and set it to the side. The children take turns segmenting the name of an object in their bag for the other player(s). (Suggested items to get you started: fork, pen, shell, sock, bottle, brush)

<table>
<thead>
<tr>
<th>Phonemic Awareness</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Apps</td>
<td>Websites</td>
</tr>
<tr>
<td>Phonics Awareness, 1st Grade</td>
<td><a href="http://www.starfall.com/">http://www.starfall.com/</a></td>
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<td><a href="http://www.sadlier-oxford.com/phonics/student.cfm">http://www.sadlier-oxford.com/phonics/student.cfm</a></td>
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<td>Profs’ Phonics</td>
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</tr>
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<td><a href="http://www.kizphonics.com/">http://www.kizphonics.com/</a></td>
</tr>
</tbody>
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References


