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Sound Advice: Intentional Instruction for Phonological Awareness

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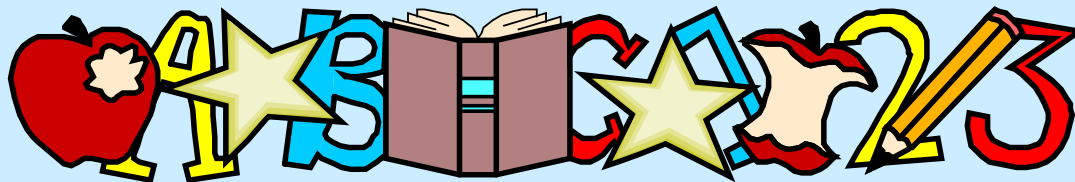
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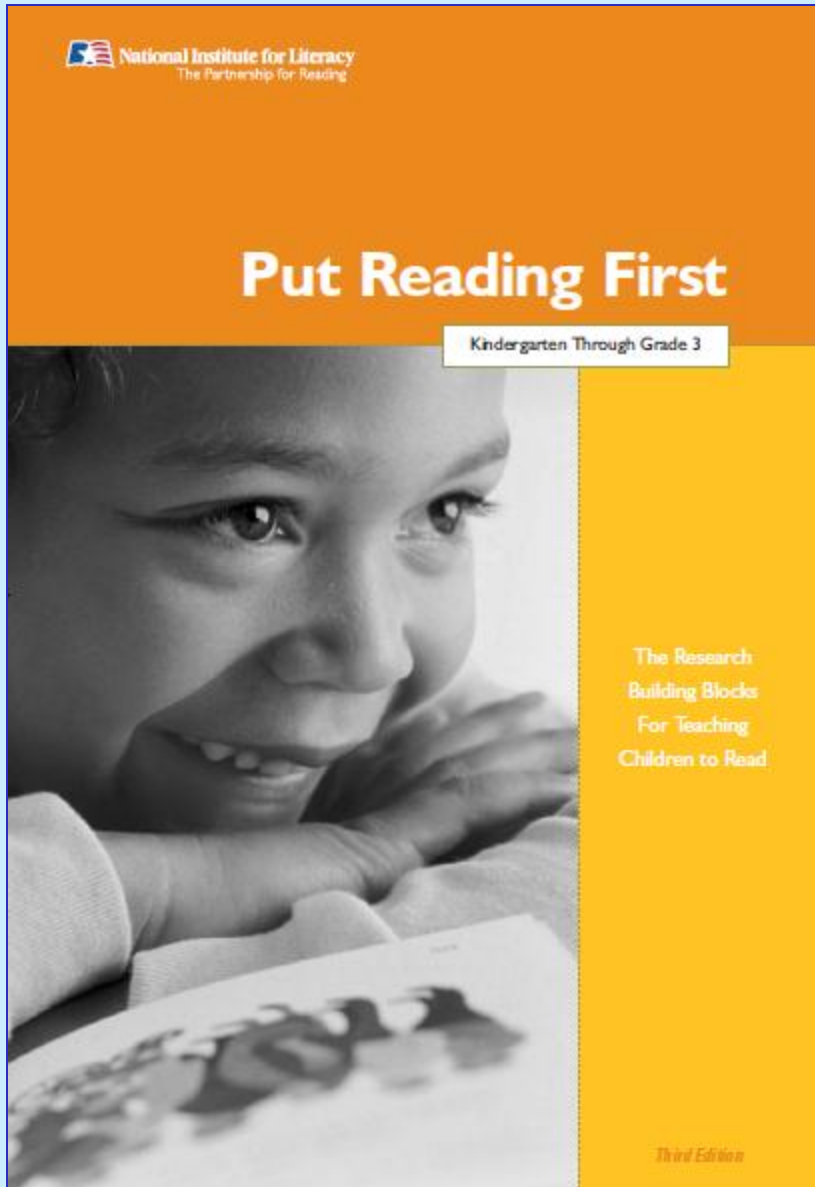
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Sound Advice

Intentional Instruction for Phonological Awareness



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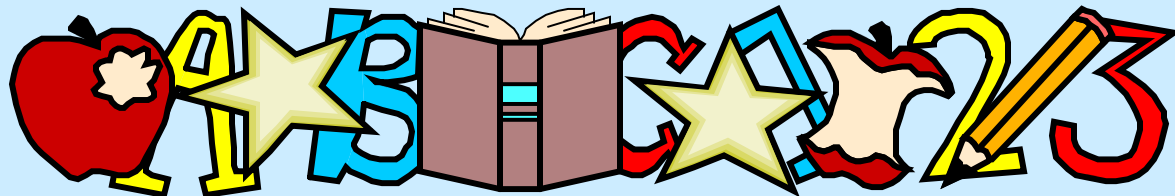


Research-based reading instruction

1. Phonemic awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

Phonemic awareness

Ability to recognize and manipulate the separate sounds, or phonemes, in spoken words.

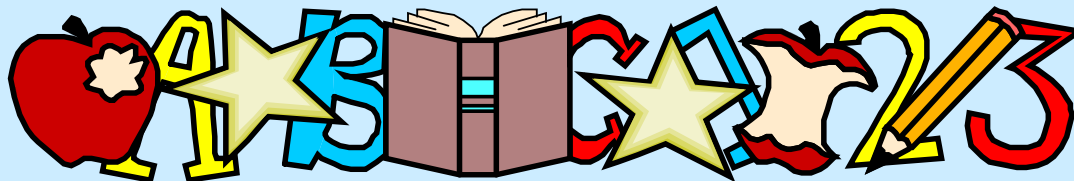


INTENTIONALITY:

Teach core literacy skills in preschool

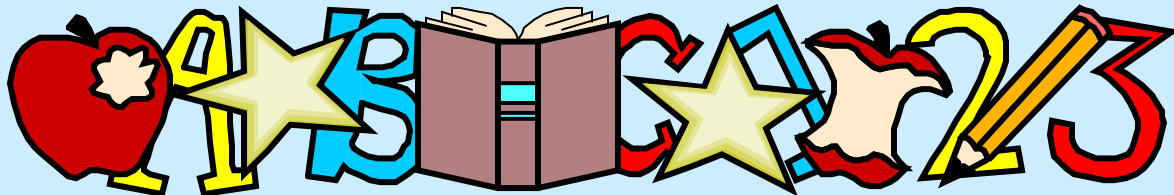
Weak phonological processing

- Affects one-third of 4-year-olds
- Predicts poor readers in first grade
- Predicts poor readers at end of fourth grade (88% probability)



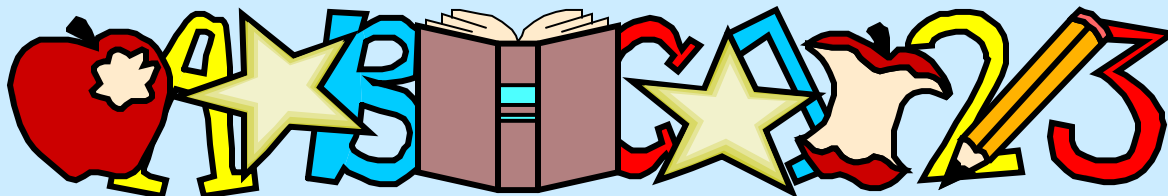
Phonological awareness

- Most children can benefit from phonological training, regardless of developmental level.
- Phonological awareness is **CRITICAL TO LITERACY SUCCESS.**



Intentional instruction

- Keep lessons brief (5-10 minutes)
- Teach one phonological skill at a time (for example, syllable segmenting)
- Small groups are best for listening to each child (5-6 children)
- Prepare fun activities!
- Practice throughout the day



Fun activities...

Throughout the day

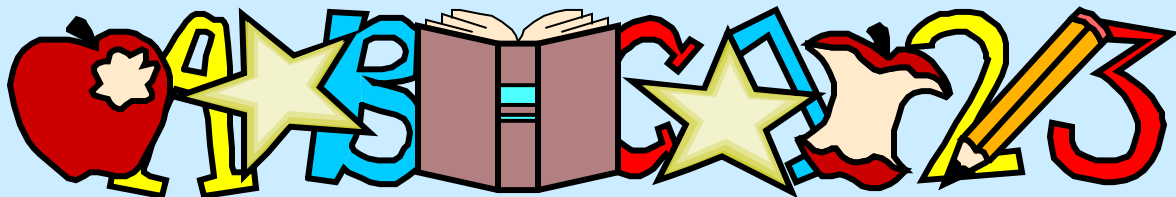
- poetry “Loose tooth”
- big books
- predictable books



Sequence of instruction

REMINDER: Teach one at a time

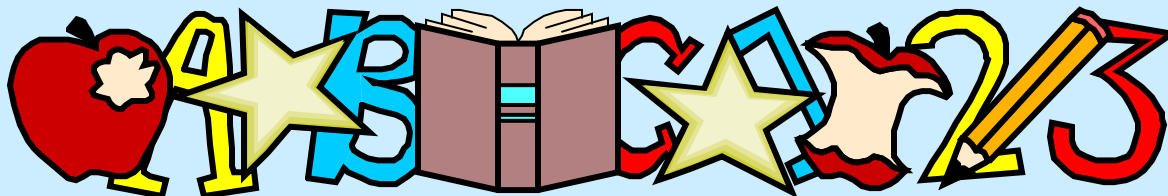
- Syllable segmenting and blending
- Onset-rime segmenting and blending
- Phoneme segmenting, blending, and manipulation
- Connect sounds with letter symbols
(after oral practice and picture practice)



Syllable segmentation & blending

- *Examples:* to-day news-pa-per
- Syllable segmenting
 - clap syllables
 - hand under chin to “feel” syllables
- Syllable blending
 - teacher says to-day and students “say it fast” (today)

REMINDER: Teach one at a time



Syllable segmentation & blending

Clapping



Hand under chin



Onset-rime segmenting & blending

- *Onset*: initial consonant or consonant cluster
- *Rime*: vowel and sounds that follow
- *Examples*: /p/ /ig/, /k/ /at/, /sh/ /out/
- *Onset-rime segmenting activity*: What sound does pig begin with?
 - Picture sort by onset (initial sound),
 - Picture sort by rime (vowel & sounds)
- *Onset-rime blending activity*: Teacher /p/ /ig/
 - students “say it fast” (pig)

REMINDER: Teach one at a time

Picture sort: Onset



Picture sort: Rime

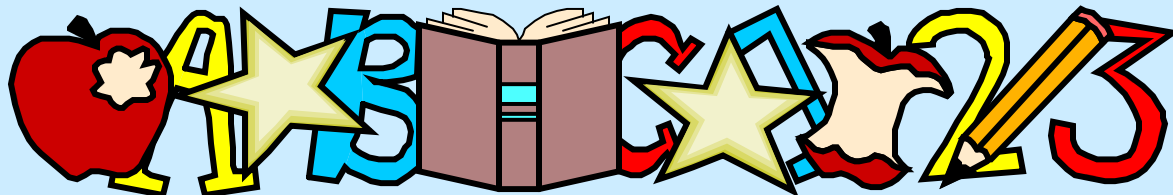


Phoneme segmenting & blending

- *Examples:* /p/ /i/ /g/, /k/ /a/ /t/, /sh/ /ou/ /t/
- *Segmenting activity:* Say the sounds you hear in pig.
- *Blending activity:* Teacher says /p/ /i/ /g/ - students “say it fast” (pig).

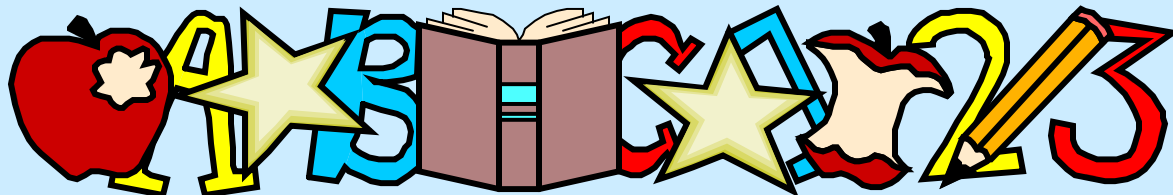
Hint: students may need to blend first two sounds, and then add the last

/p/ /i/, /pi/ /g/, /pig/



Phoneme segmentation

- Practice beginning sounds first
When you say /p/ - feel the air on your hand
.Can you feel the /p/? Mirror – see the /p/?
- Then practice end and middle
- Use pictures and objects
- Name the pictures/objects
- Use response cards



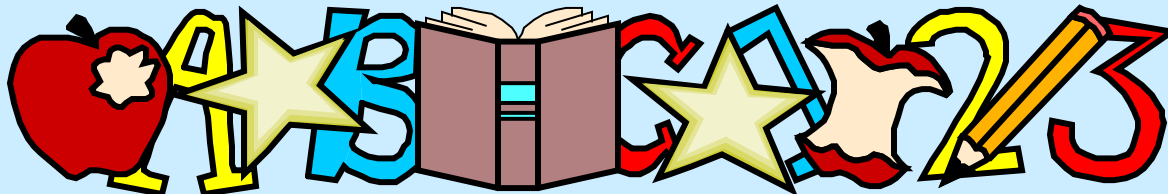
Phoneme segmentation

(feel with hand, practice with mirror)



Phoneme manipulation

- **Deletion** smile, mile
- **Addition** park, spark
- **Substitution** bat, hat



Phoneme manipulation: Find the “odd” sound
“Which one does NOT belong?”

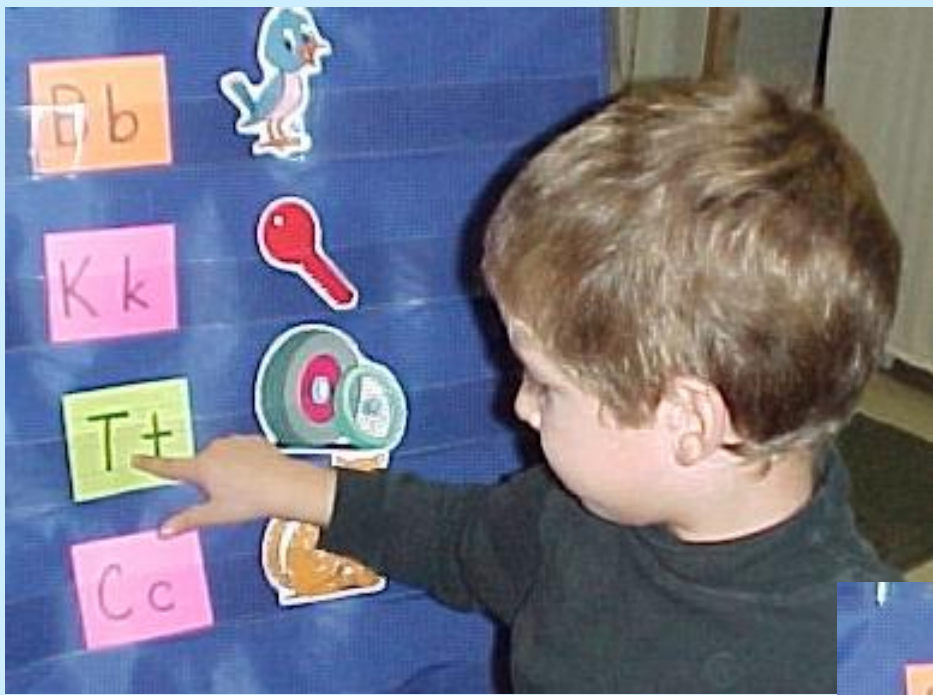


Connect sounds with letter symbols: Onset



Connect sounds with letter symbols: Onset





**Connect sounds with
letter symbols: Onset**



Connect sounds with letter symbols: Onset (response cards)



Transition to letters (begin with names)

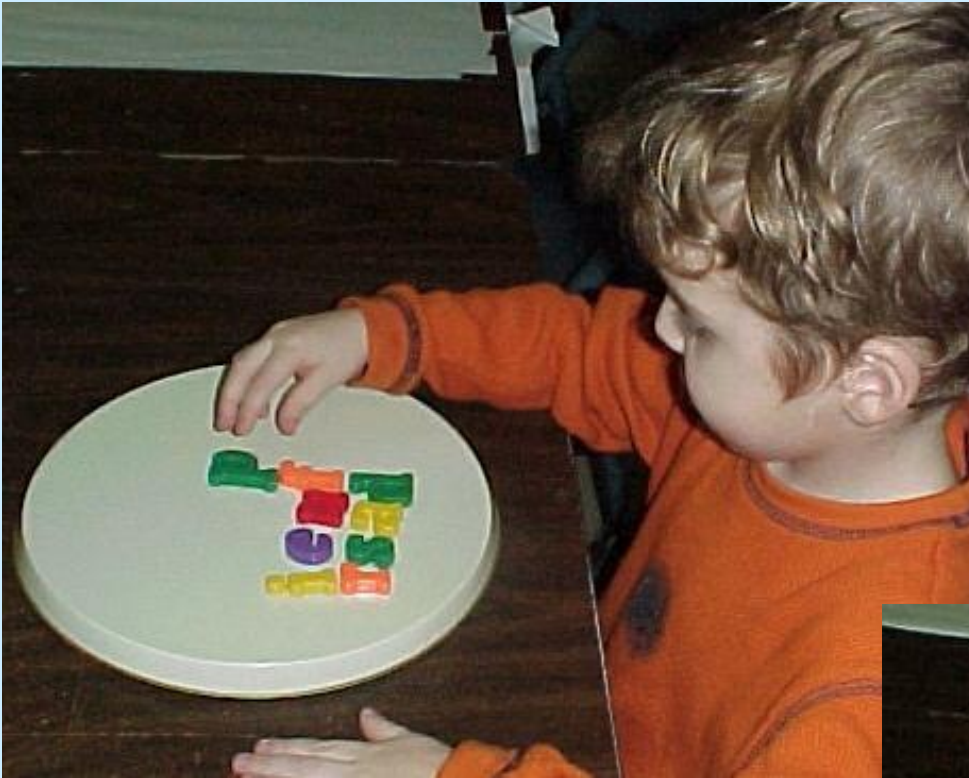


- car/road
- train/train



Transition to letters (magnetic, felt)

- individual practice

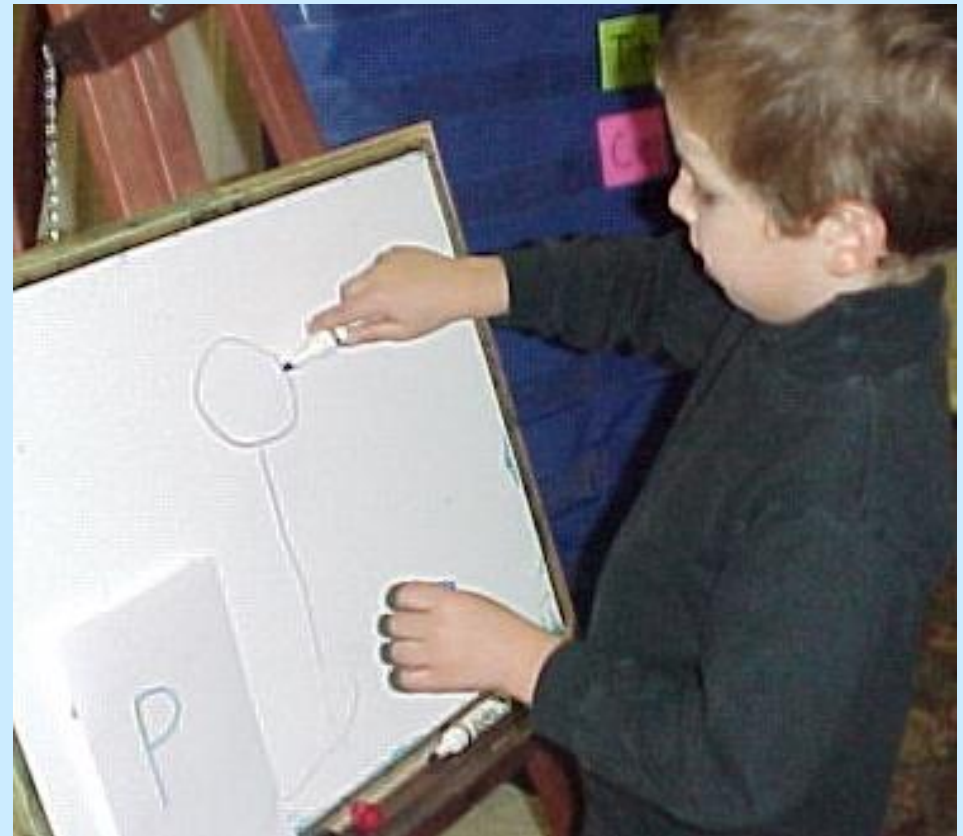
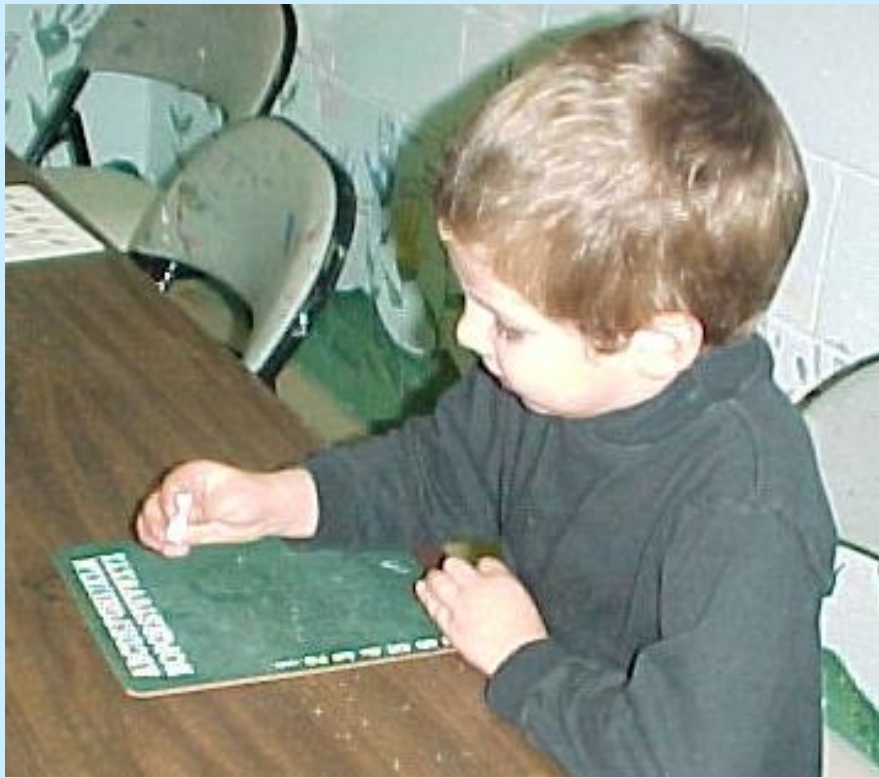


Transition to letters (puzzles, clay)



Transition to letters (individual boards)

- chalk boards
- white boards



Transition to letters (tracing)

- color changing markers
- wiggle pen



Phonological awareness scale

Example of a Pictorial Scale for Phonological Awareness

<p>Sounds</p> 	<p>I could say a word that rhymes with another word – like CAT and HAT.</p> 	<p>I could clap how many syllables are in a word – like ANIMAL.</p> 	<p>I could say the first sound that I heard in a word – like BIRD.</p> 	<p>I could say all the sounds that I heard in a word – like DOG.</p> 	<p>I could say the name and sound of a letter – like G and S.</p> 
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INTENTIONALITY

GOAL: Literacy
*Success in learning
to read and write*

