


Phonological Awareness


Do Sweat the Small Stuff

MA DOE presentation
August 12, 2008

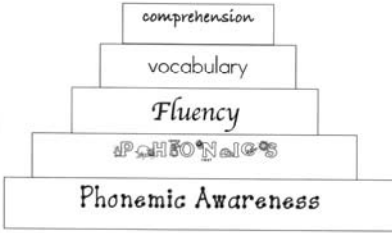
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5 Big Ideas of Reading




comprehension

vocabulary

Fluency

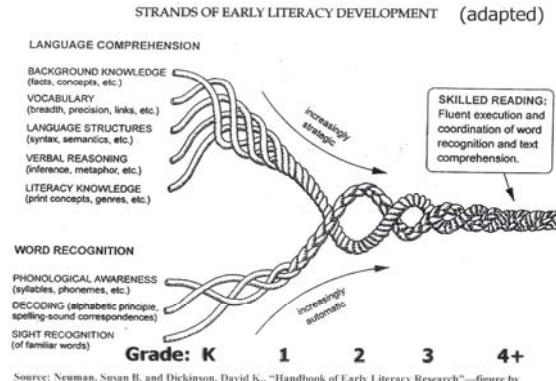
PHONICS

Phonemic Awareness



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STRANDS OF EARLY LITERACY DEVELOPMENT (adapted)



LANGUAGE COMPREHENSION

- BACKGROUND KNOWLEDGE (facts, concepts, etc.)
- VOCABULARY (breadth, precision, links, etc.)
- LANGUAGE STRUCTURES (syntax, semantics, etc.)
- VERBAL REASONING (inference, metaphor, etc.)
- LITERACY KNOWLEDGE (print concepts, genres, etc.)


WORD RECOGNITION

- PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)
- DECODING (alphabetic principle, spelling-sound correspondences)
- SIGHT RECOGNITION (of familiar words)


Grade: **K 1 2 3 4+**

Source: Neuman, Susan B. and Dickinson, David K., "Handbook of Early Literacy Research"—figure by Hollis Scarborough

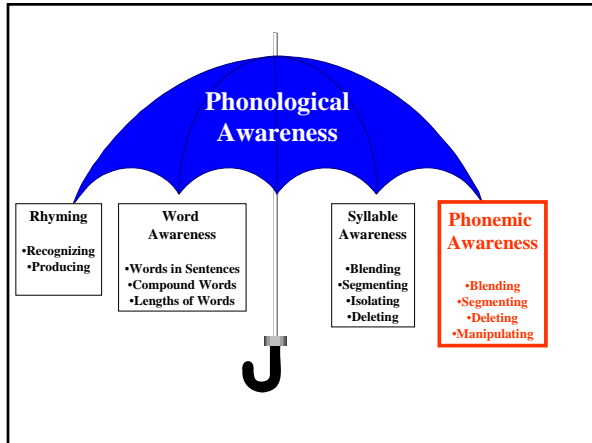




What is Phonological Awareness?



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Experience the Concept: *dasvedana*

- Phonological Awareness:
 - How many words?
 - How many syllables?
 - Does it rhyme with "las ve dana?"




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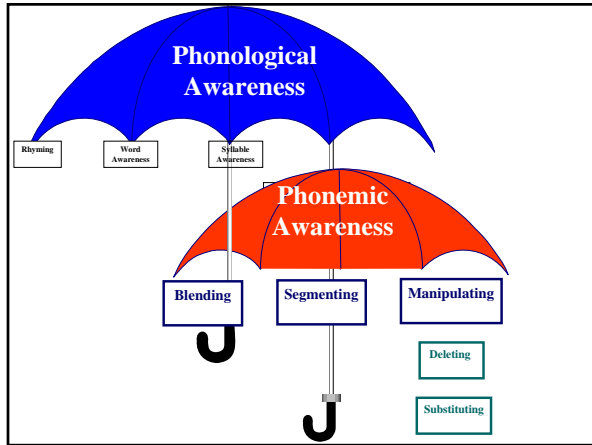





■ *What is Phonemic Awareness?*




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Experience the Concept: dasvedana

- Phonemic Awareness:
 - How many phonemes in "das?"
 - How many phonemes in "ve?"
 - How many phonemes in "dana?"
 - Take /s/ out of "das"
 - Add /t/ to "ve"
 - Replace the /d/ in "dana" with /k/




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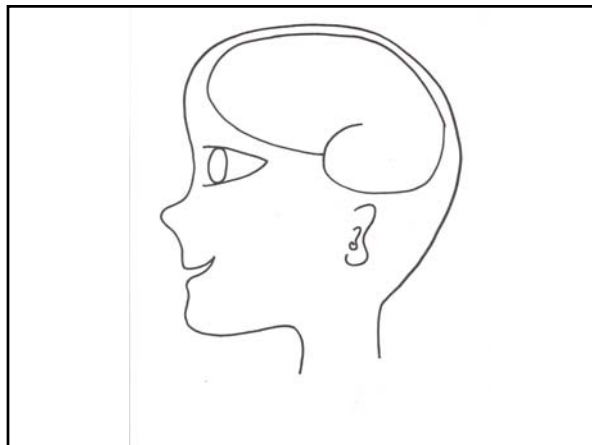


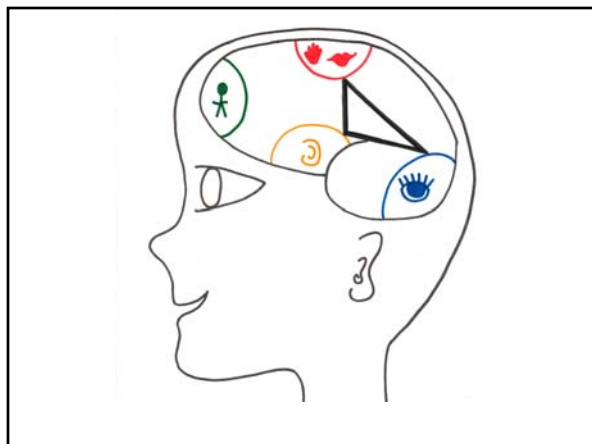
What the Research Says...

- A child's level of phonemic awareness on entering school is widely held to be the strongest predictor of the success he or she will experience learning to read.

(Adams and Bruck, 1995)











How are Sounds Articulated?

- Placement in your mouth
 - Lips
 - Tongue Tip Tap
 - Throat
 - Teeth on Lip
 - Tongue Between Teeth


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How are Sounds Articulated?

- Manner of Articulation
 - Stop
 - Continuant
 - Voiced/Unvoiced
 - Nasal


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Consonant

- A speech sound in which the flow of breath is constricted or stopped by the tongue, teeth, lips, or some combination of these.


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Matched Consonant Pairs


voiced	b	v	j	z		
unvoiced			t		k	

Teach students to be aware of how these and other sounds are formed with his or her speech apparatus.

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Manner of articulation	Place of articulation						
	Bilabial (lips)	Labiodental (teeth on lips)	Interdental (tongue between teeth)	Alveolar (tongue behind teeth)	Palatal (roof of mouth)	Velar (back of mouth)	Glottal
Stop							
unvoiced	/p/			/t/		/k/	
voiced	/b/			/d/		/g/	
Nasal	/m/			/n/		/ŋ/	
Fricative							
unvoiced		/f/	/θ/	/s/	/ʃ/		
voiced		/v/	/ð/	/z/	/ʒ/		
Affricate							
unvoiced					/tʃ/		
voiced					/dʒ/		
Glide							
unvoiced					/j/	/w/	/h/
voiced							
Liquid				/l/ /r/			

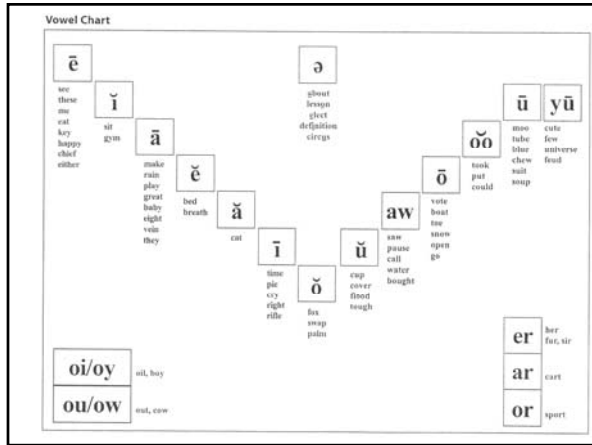




Vowel

- A speech sound in which the flow of breath is relatively unobstructed.


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Phonological Awareness Continuum


TYPE	DESCRIPTION	EXAMPLE
Rhyme	Matching the ending sounds of words	Cat, hat, bat, sat
Alliteration	Producing groups of words that begin with the same initial sound	Teeny tiny tadpoles
Sentence Segmentation	Segmenting sentences into spoken words	The dog ran away 1 2 3 4
Syllables	Combining syllables to say words or segmenting spoken words into syllables	/mag/ /net/ /pa/ /per/
Onset and Rimes	Blending or segmenting the initial consonant or consonant cluster (onset) and the vowel and consonant sounds that follow (rime)	/m/ /ice/ /sh/ /ake/
Phonemes	Blending phonemes into words, segmenting words into individual phonemes and manipulating phonemes into spoken words	/k/ /a/ /t/ /sh/ /i/ /p/ /s/ /t/ /o/ /p/






Rhyme

- ✓ Recognition
- ✓ Production




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Word Awareness: Sentence Segmentation

"Let's count the words in this sentence"
When is our break?
(raise one finger for each word)

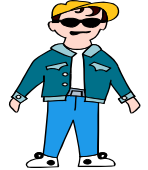
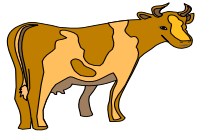
"I'll move a marker for each word."
Say a 3-5 word sentence and move a marker as you say each word.




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Word Awareness: Compound Words






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Lengths of Words

- Is this a long word or a short word?



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Syllable Blending

- Blending Roll Call:**
 - Whose name is this? **Ab-i-gail**
- Blending Vocabulary:**
 - We have been studying jungle animals. Can you blend the syllables and guess the animals? **El-a-phant, ti-ger, go-ril-la**

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Syllable Segmentation

Let's **clap** the syllables in your name – {San (clap) dee (clap)}. Now you clap the syllables in your name.

Everyone with a **one syllable** name can go to the reading center. Who has a **one syllable** name? Raise your hand. Let's check it **Pam (clap) yes, John (clap) yes...**

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Blending & Segmenting Phoneme Level

Blending: "I'll say the sounds, you tell me the whole word."

- f-a-n/ fan
- c-r-a-sh/ crash
- s-i-t/ sit
- s-l-e-d/ sled

Segmenting: "I'll say the word, you tell me the sounds in the word."

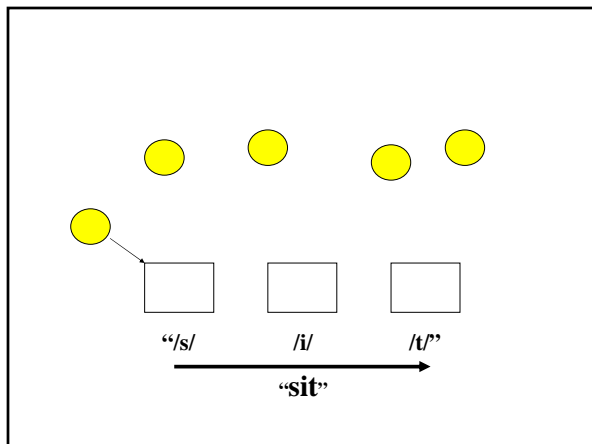
- fan/ f-a-n
- crash/ c-r-a-s-h
- sit/ s-i-t
- sled/ s-l-e-d

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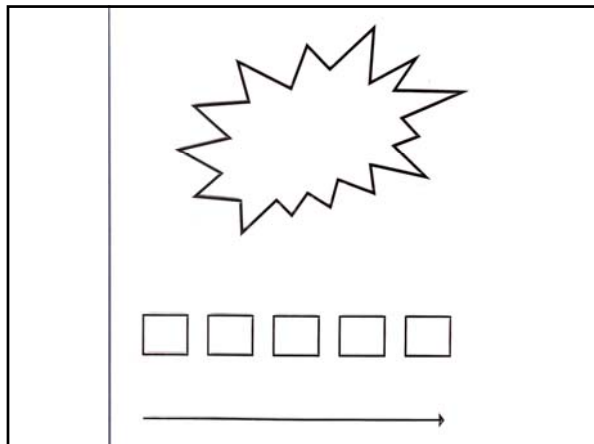
"Say It And Move It"- Elkonin Phonemic Segmentation


1. Student has a series of markers (colored blocks, pennies, paper clips)
2. Teacher says a word
3. Student repeats the word
4. Student segments the word into sounds (phonemes) while moving one marker down to a segmented line or series of boxes for each sound in the word
5. Student blends the word, running his/her finger from left to right along the arrow

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Phoneme Segmentation

- Finger Tapping
 - Good multi-sensory strategy.
 - Tap thumb to a finger from left to right for each sound in a word.
 - Tap with non-writing hand.



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Deletion & Substitution -Phoneme Level

Deletion

- Say cat. Now say cat without the /k/.
- Say pain. Now say pain without /n/.

Substitution

- Say cat. Change the /k/ to /s/.
- Say fan. Change the /n/ to /d/.
- Say sick. Change the /i/ to /o/.



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ROAST
Types of errors in speech, reading,
and spelling

R	Reversals	lots/ lost
O	missions	fog/ frog
A	dditions	track/ tack
S	ubstitutions	pen/ pin
T	ranspositions	slip/ lisp

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ROAST... Which is it???

I get so frustrated.

I want some breakfast.

I love pasghetti.

Go fraster!!

My favorite show is Star Trak.

Can I get a handburger?

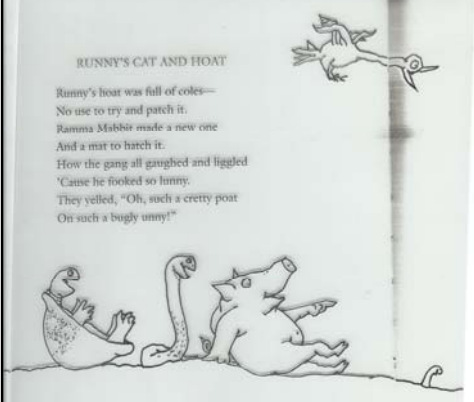
He communicates to school.

My Grandma has veryclose veins.

I heard he has Oldtimer's Disease.

RUNNY'S CAT AND HOAT

Runny's hoat was full of coles—
No use to try and patch it.
Pamma Mabbir made a new one
And a mat to hatch it.
How the gang all gaughed and figgled
'Cause he fooked so lunny.
They yelled, "Oh, such a cretty post
On such a bugly umny!"



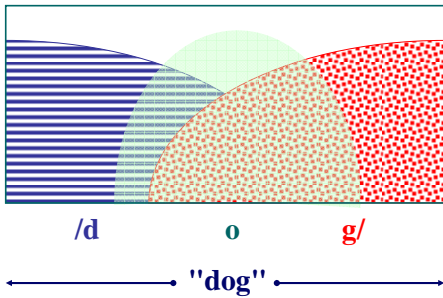


Why is Phonemic Awareness Difficult?

- Though the number of phonemes vary across sources, there are approximately 44 phonemes or sound units.
- Phonemes are coarticulated, thus logical "sound units" are not inherently apparent and must be explicitly taught.



The Problem with Coarticulation



C. Hayes, 1997
(Thanks to A. Liberman.)





11-24-03
my mom kam hom
from the hospital
she let me go to
my friends hous.
I playd on his
trampalen!

1-20-04
I went to skatland
att first I ^{thought} ~~tot~~
rolsas were esexer
but then I ~~change~~
into rolendas but
~~they~~ wer esexer but
I fall on my ribly and

