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Promoting Phonological Awareness for Primary Grade Students through Read-Aloud Book Activities: A Teacher's Guide

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PROMOTING PHONOLOGICAL AWARENESS
FOR PRIMARY GRADE STUDENTS
THROUGH READ-ALoud BOOK ACTIVITIES:
A TEACHER'S GUIDE

A Project Report

Presented to

The Graduate Faculty

Central Washington University

In Partial Fulfillment

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Master of Education

Reading Specialist

by

Mary Sue Warrington

August, 1997

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This project investigated phonological awareness as it relates to beginning literacy acquisition. The literature review provided a rationale and guidelines for phonological awareness instruction. A manual containing a sequence of research supported activities based on read-aloud books for facilitating acquisition of phonological awareness with primary grade students was created. Many of the activities were field tested with a class of 14 kindergarten students in the last quarter of the school year.

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CHAPTER 1

Focus of the Project

Reading is the most fundamental academic skill and difficulties in learning to read have been shown to produce pervasive negative consequences (Juel, 1988; Simmons, Gunn, Smith, & Kameenui, 1994; Stanovich, 1986; Torgesen, Wagner, Rashotte, 1994). Because of the importance associated with reading, a concern of all teachers involved in reading instruction is the finding that among 4th , 8th and 12th grade students assessed nation wide “at least 30 percent at each grade level failed to reach ‘basic’ (partial mastery) level” (Kitchell, 1995). United States Secretary of Education, Richard Riley, in response to the assessment results is quoted by Kitchell (1995) as saying, “We need to re-emphasize basic reading skills, both in the classroom and at home, while at the same time building on these fundamentals to enhance comprehension and critical analytical skills.”

(p. 1)

Not only is reading an important academic prerequisite to school success, but learning to read is a complex process. For example, early reading development requires multiple capabilities (e.g., letter knowledge, short and long term memory, and a familiarity with sound-symbol relationships). One of these capabilities which has received considerable research analysis during the past 20 years is phonological awareness (e.g., Adams, 1990; Goswami & Bryant, 1990; Cunningham, 1990; Elkonin, 1973; Hatcher, 1994; Liberman, 1983; Lomax & McGee, 1987; Lundberg, Frost & Petersen, 1988; Morris, 1983; Wagner & Torgesen, 1987; Yopp, 1992). The relationship between phonological awareness and learning to read has been consistently apparent in a range of

reading research during the previous two decades (Ayres, 1995; Blachman, Ball, Black & Tangel, 1994; Cunningham, 1990; Fox & Routh, 1984; Juel, 1988; Stanovich, 1994; Wagner & Torgesen, 1987). More specifically, correlational research has supported the role of phonological awareness as an important indicator of subsequent success in learning to read (Adams, 1990; Bradley & Bryant, 1983; Bradley, Bryant, Maclean & Crossland, 1989; Calfee, Lindamood, & Lindamood, 1973; Fox and Routh, 1974; MacDonald & Cornwall, 1995; Rosner, 1974). For example, Torgesen et al., (1994) concluded that “children who are relatively strong in phonological awareness in kindergarten, before reading instruction begins, typically learn to read more easily than those with relatively delayed development in this area” (p. 276). Conversely, Torgesen et al., (1994) found important confirmation that phonological deficits can cause early reading difficulties.

Focusing on phonological awareness during beginning reading is based on the nature of our alphabet-based language. Our speech is encoded at the level of the phoneme and readers must use a system of mappings, or correspondences, between letters and sounds in order to translate the word they see in print to access words in their auditory lexicon. To do so requires an awareness of the sound structure of our language, or phonological awareness (Adams, 1990; Gough & Hillinger, 1980; Griffeth & Olson, 1992; Mann & Lieberman, 1984; Robeck & Wallace, 1990; Yopp, 1992).

If evidence exists that phonological awareness is a necessary component for learning to read, a logical question is, can phonological awareness be taught? Several studies have addressed this question. The research has included subjects considered to be at risk for reading disabilities, and has demonstrated that these children can be

successfully trained in phonological awareness (Aryes, 1995; Blachmann 1994; Bradley & Bryant, 1983; Bryne & Fielding-Barnsley, 1991; Eldredge & Baird, 1996; Felton, 1993; Fox & Routh, 1993; Hatcher, Hulme & Ellis, 1994; Hurford & Johnston, 1994; Lundberg et al., 1988; O'Connor, Jenkins & Slocum, 1995; Rosner, 1974).

Early training in phonological awareness is thought to be a preventative measure for reading difficulties. For example, Blachmann et.al. (1994) and Ayres (1994) found that kindergarten children in group settings could be trained in phonological awareness with positive effect on early reading and spelling. Bryne and Fielding-Barnsley (1991) taught preschoolers about phonological structure and in a one year follow-up study results showed that children who entered school with the advanced level of phonemic awareness scored higher on word identification, decoding, and spelling as well as phoneme awareness. Cunningham (1990) trained kindergarten and first-grade students in phonological awareness and the students receiving the training not only performed better on phonological awareness tasks but demonstrated that training in phonemic awareness facilitated reading performance. Many argue that phonological skills should be emphasized during beginning reading instruction prior to early failure (Adams, 1990; Blachmann, 1994; Liberman, Shankweiler, Blachman, Camp, & Werfelman, 1980; Simmons et al., (1994).

Statement of the Problem

A consistent research finding has been that phonological awareness is a predictor of future success in learning to read, correlates with reading acquisition, and can be enhanced through a range of prescribed activities (Aryes, 1995; Blachmann, 1994;

Bradley & Bryant, 1983; Bryne & Fielding-Barnsley 1991; Eldredge & Baird, 1996; Felton, 1993; Fox & Routh, 1993; Hatcher et al., 1994; Hurford & Johnston, 1994; Lundberg et al., 1988; O'Connor et al., 1995; Rosner, 1974). Despite overwhelming research support, however, phonological awareness activities are not routinely integrated into early instructional settings (Blachman, 1991). Prioritizing instruction while maximizing instructional time is a challenge every teacher faces, especially when trying to accommodate students who are at risk for academic failure (Kameenui, 1996). For the many children who find learning to read neither natural or easy, Adams (1991) says "we have not a classroom moment to waste." (p. 44) The need for a manual to guide decision making about how and when to include phonological awareness instruction is evident.

Purpose of the Project

The purpose of this project was to create a manual containing a sequence of research supported activities based on read-aloud books and which facilitate acquisition of phonological awareness with primary grade students, especially those who are at-risk for early reading failure. The manual includes guidelines for teachers creating and implementing their own phonological awareness lessons and is based on actual lessons that were conducted with kindergartners in a rural Washington school district.

Definition of Terms

1. alliteration - the repetition of the same initial consonant sound in two or more words
(Boyer, Ellis, Harris & Soukhanov, 1983)
2. alphabet-based language - a language that has been encoded by symbols representing abstract sound units

3. at-risk for reading difficulty - having one or more of several factors that can lead to reading difficulties (e.g. performing below the average of the class in literacy functions, living in an illiterate home)
4. auditory discrimination - detecting the differences in sounds
5. auditory lexicon - memory storehouse of learned sounds and words
6. coding skills - translating stimuli from one form to another (e.g. from auditory to written or from written to auditory (Torgesen et. al., 1994)
7. correlational research - research done to determine relationship among two or more variables (Fraenkel, & Wallen, 1996)
8. decoding - process by which letters are translated into a word in one's spoken vocabulary to access pronunciation of a word (Snider, 1994; Smith et. al. 1995)
9. deletion - the pronunciation of a new word that would be formed if a designated phoneme in an original word is omitted (Lindamood & Lindamood, 1969)
10. encoding - translation involving coding auditory sound to phonological codes for use and storage (Smith et. al. 1995)
11. explicit instruction - the modeling of a concept rather than the explaining of it (Snider, 1994)
12. implicit instruction - implied but not directly expressed (Boyer et. al, 1983)
13. isolation - pronunciation in isolation of the phoneme occupying a designated location in a given word (Yopp, 1992)
14. learning disability - "a disorder in one or more of the basic psychological processes involved in understanding or using spoken language which prevents the student from

achieving commensurate with his or her age and ability levels in one or more areas: oral expression, listening comprehension, written expression basic reading skill, reading comprehension, mathematics calculations, and mathematics reasoning, when provided with learning experiences appropriate to the student's age and ability levels" (WAC 392-172-126).

15. letter knowledge - identifying the visual form of individual letters (Adams 1990)
16. linguistics - the study of the nature and structure of human speech (Boyer et. al. 1983)
17. longitudinal studies - information collected at different points over time (Fraenkel, & Wallen, 1996)
18. long-term memory - the storage of information in memory for retrieval in naming tasks (Smith, Simmons, Kaneenui, 1995)
19. mapping - the ability to match the verbal sounds of language to the graphic presentation
20. metacognitive - self-awareness of intellectual processes (Snider, 1994)
21. metalinguistic - self-awareness of intellectual processes having to do with language
22. oddy task - tasks that measure ones ability to focus attention on the components of a word's sounds that make them alike or different (Yopp, 1992)
23. onset-rime - two part division of words into units that are smaller than syllables - onset is the first unit of a single phoneme or consonant cluster, rime is the second unit consisting of the remainder of a word after the onset is deleted (Snider, 1994)

24. phonemes - the smallest individual sounds in a language
25. phoneme blending (synthesis) - starting with a sequence of isolated speech sounds and combining them to produce a recognizable whole (Lewkowicz, 1980)
26. phoneme segmentation (analysis) - separately articulating (isolating) all the sounds of a word, in correct order (Elkonin, 1973)
27. phonological awareness - understanding that speech is composed of individual sounds and the conscious ability to manipulate sounds measured by tasks that require identification, isolation, or blending of sound units (Snider, 1995; Wagner & Torgesen, 1987; Torgesen et. al., 1994)
28. phonological deficits - difficulties with the mental representation of sound (Torgesen et al., 1994)
29. phonological processing skills - an individual's mental operations that make use of the phonological or sound structure of oral language (Torgesen et al., (1994)
30. phonological short-term memory - brief verbatim retention of sequences of verbal items (Torgesen et. al., 1994)
31. rate of access - the speed at which a person can name an item (Torgesen et al., 1994)
32. reading disability - "a deficit that is specifically related to the reading and spelling processes" (Frost & Emery, 1995, p. 3)
33. Reading Recovery - an early intervention program developed by Marie Clay to bring the lowest achieving readers in first grade to the average of their class in 12 to 16 weeks (Barnes, 1997)

34. recoding - going from written symbols to their phonological equivalents (e. g. discrete graphemes to phonemes or written words to their pronunciation) (Smith et. al. 1995)
35. rhyme - a linguistic phenomenon in which a word is identical to another word except for the portion preceding the stressed vowel (Calfee, Chapman, &, Venezky, 1972)
36. sound-symbol relationship - linkages between discrete phonemes and individual letters or graphemes (Smith et al. 1995)
37. substitution - responding to a spoken word by replacing one of its phonemes with a new one in the same position (Lindamood & Lindamood, 1969)

Organization of the Project

Chapter one includes the statement of the problem, the rationale for the project and definition of terms. Chapter two is a review of literature related to phonological awareness. This literature provided information for a discussion on the relationship between phonological awareness and learning to read. Also outlined in chapter two is the literature's suggestions for the instructional design of phonological awareness training. Chapter three outlines the procedures followed to create the manual of phonological awareness activities and suggestions for its use. Chapter four is the manual containing detailed, sample phonological awareness activities based on selected children's read-aloud books. Chapter five summarizes the project, presents conclusions, and makes recommendations.

CHAPTER 2

Review of Selected Literature

A growing body of evidence supports the conclusion that phonological awareness is a necessary component for learning to read (Ayres, 1995; Blachman, Ball, Black & Tangel, 1994; Cunningham, 1990; Fox & Routh, 1984; Juel, 1988; McBride-Chang, 1995; Stanovich, 1994; Wagner & Torgesen, 1987). A review of selected literature will provide an overview of the dimensions of phonological awareness, describe the positive correlational relationship between phonological awareness and reading acquisition, and illustrate the role of phonological awareness in the acquisition of print literacy. Instructional recommendations and guidelines derived from a rich history of systematic research design will be provided.

Defining Phonological Awareness

Research supports the view that phonological awareness is a general ability with multiple dimensions (O'Connor, Jenkins, & Slocum, 1993; Simmons et al., 1994; Smith et al., 1995; Yopp, 1988). Phonological awareness is the conscious analysis and manipulation of the spoken sounds of language (Cunningham, 1990; Blachman & Ball, 1994; Eldredge & Baird, 1996; Elkonin, 1973). As such, phonological awareness is an abstract metalinguistic skill that includes identifying and isolating words in phrases, syllables in words, onset and rime of words, and the phonemes in words that are part of the spoken speech stream. Phonological awareness includes auditory discrimination, phoneme blending, word to word matching, sound isolation, phoneme counting, phoneme segmentation, and phoneme deletion (Blachmann & Ball, 1994; Liberman, 1983;

Lewkowicz, 1980; Simmons et al., 1994; Smith et al., 1995; Snider, 1995; Torgesen et al., 1994).

For the purpose of this project the multiple expressions of this linguistic skill will be referred to as phonological awareness. Other terms in the literature that refer to the knowledge that spoken language consists of sound units are; auditory discrimination (Elkonin, 1973), auditory analysis (Rosner, 1974) auditory perception (Rosner, 1974; Vellutino, 1977), linguistic awareness (Liberman, 1983), and phonemic analysis (Fox & Routh, 1984).

Phonological awareness is one of a group of phonological processing skills that an individual uses when making use of the sound structure of language. Phonological processing refers to a cluster of skills, all pertaining to an individual's ability to understand that words contain sounds or phonemes and to use those sounds as linguistic building blocks (Cunningham, 1990; Blachman & Ball, 1994; Eldredge & Baird, 1996; Elkonin, 1973; Hurford & Johnston, 1994; Liberman, 1983; Lewkowicz, 1980; Simmons et al., 1994; Snider, 1995; Torgesen et al., 1994). Phonological processing is viewed as multidimensional and research is still defining its dimensions and their interdependence (Blachman, 1994; Smith et al., 1995; Torgesen, 1994).

Torgesen, Wagner, and Rashotte (1994) in a review of the literature see research converging on three kinds of phonological skills that are positively related to individual differences in the rate at which beginning reading is acquired. Those skills are phonological awareness, phonological memory, and rate of access for phonological information. Phonological memory and rate of access are sometimes

grouped together in a coding category of skills (Simmons et al., 1995). These coding skills include representing phonological information in working memory, often measured by memory span tasks, and retrieval of phonological information from memory, measured by rapid naming tasks (Felton, 1993; Simmons et al., 1994; Torgesen et al., 1994). Phonological memory and rate of access work in concert with phonological awareness and together they are predictive of reading success or failure (Torgesen et al., 1994). Research indicates that the stability of phonological memory and access rate cannot be affected exclusively by training in phonological awareness. However, when phonological awareness is a major component in early reading instruction, even those students considered at risk for a reading disability because of deficits in memory and rate of retrieval, show gains in reading tasks (Blachmann, 1994; Felton, 1993; Hatcher, 1995; Hurford, 1994).

Jeger (1996) described phonological awareness in relationship to three categories. The first, phonological sensitivity, includes discrimination and the ability to hear the same sound in two examples, determine which sound is different than others, detect a specified sound in a word, and recognition of the same initial sound in words. The second category is phonological synthesis or blending. The third category is phonological segmenting or analysis. Phonological synthesis is expressed in an ability to combine orally presented sounds into a meaningful unit. Phonological segmentation is measured conversely: given a word, being able to break it into component parts.

McBride-Chang (1995) in her article, "What is Phonological Awareness?"

says,

Despite the diversity among phonological awareness tasks, there are four

operations consistently required. First, a speech segment must be perceived.

Second, the speech segment must be held in memory long enough for an operation

to be performed on it. Third, the operation (manipulation, deletion, identification,

etc., of a speech segment) must be carried out. Fourth, the results of this

operation must be communicated to another, most often orally. (p. 180)

Smith, Simmons and Kameenui (1995) in summary of Yopp (1988) describe the dimensions of phonological awareness in a continuum from easiest to most difficult and their relationship to the memory coding aspects of phonological processing. These dimensions include rhyme, auditory discrimination, phoneme blending, word-to-word matching, sound isolation, counting, phonemic segmentation, deletion and substitution.

Relationship Between Phonological Awareness and Reading Acquisition

Researchers and teachers are interested in the relationship of phonological awareness and learning to read because of the practical implications on the timing and content of early reading instruction. The findings that early reading failure persists over time (Juel, 1988; Stanovich, 1986), and that performance on phonological awareness tasks in kindergarten have predicted reading performance eleven years later (McDonald & Cornwall, 1995), have prompted increased attention by reading researchers. Discussion in the literature concerning the role of phonological awareness in reading acquisition has

focused on three hypotheses: Phonological awareness a) is a prerequisite to reading, b) develops as a consequence of reading instruction and practice, and c) is both a cause and a consequence of reading acquisition - a reciprocity hypothesis (Morris, 1983; Smith et al., 1995).

Prerequisite hypothesis.

Evidence that phonological awareness is prerequisite to learning to read has come from several types of studies; correlation, intervention, and comparisons of good and poor readers. Correlational studies have examined the relationship between phonological awareness ability and performance on reading measures. They attempt to answer the question, "If a student demonstrates skill in phonological tasks is he/she a more successful reader?" Correlational studies have typically been of two types: Phonological awareness assessments were administered prior to reading instruction and this performance is related to later reading success/failure (e.g., Majsterek & Ellenwood, 1995; Yopp, 1988); and concurrent evaluations of reading performance and phonological awareness in a group of readers over time. (e.g., Morais, Cary, Alegria, & Berteison, 1979 as cited in Goswami and Bryant, 1990) . These correlational studies suggest that if a student has a grasp on the sound structure of language then he/she is predictably more likely to be a successful reader (Bradley & Bryant, 1989; Calfee & Lindamood, 1973; Cornwall, 1993; Hurford 1993; Stanovich, 1994; Torgesen et al., 1994; Tunmer et al., 1988). Such results further suggest that phonological awareness promotes successful reading acquisition. However, since other variables can influence reading acquisition (e.g.,

exposure to literacy-rich environments, modeling of reading), such correlations are not sufficient for a causal argument.

Intervention studies lend support to the argument that phonological awareness causes success in reading acquisition. This line of research has shown that students who are trained in phonological awareness perform better on reading tasks than students who do not acquire phonological awareness (Ayres, 1995; Ball & Blachmann, 1991; Byrne & Fielding-Barnsley, 1990; Cunningham, 1990; Hatcher, 1995; Hurford, 1994; O'Connor et al., 1993; Lie, 1991; Lundburg et al., 1988). This acquisition may occur with or without teacher interventions. For example, Bryne and Fielding-Barnsley (1993) noted that children who acquired phonological awareness, whether through their experimental intervention or via other means, performed significantly better on measures of reading at the end kindergarten.

Comparison studies of good and poor readers have led other researchers to conclude that the ability to segment oral language at the phonemic level is a prerequisite for later decoding competence and word identification skills and that phonological awareness consistently distinguishes able readers from those who read with difficulty (Adams, 1990; Stanovich 1988; Vellutino & Scanlon, 1987). Given that some children do not acquire phonological awareness without instruction, teachers need to identify these children early on to intervene earlier. Further, with training in phonological awareness, poor reading can be improved (Vellutino & Scanlon, 1987; Williams, 1980). These findings lend additional support to the causative role that phonological awareness plays in reading. Torgesen (1994) addresses the issue of antecedence this way:

Although our longitudinal analysis indicated that phonological awareness was the phonological variable most strongly related to subsequent reading skill, it would be a misinterpretation of the simultaneous model to conclude that it was the only phonological skill causally related to reading (p.284).

Consequential hypothesis.

Despite evidence supporting phonological awareness as an antecedent to successful reading, these findings do not disprove the hypothesis that reading facilitates phonological awareness, the second research hypothesis. Studies used to support the hypothesis that reading causes phonological awareness are fewer and their conclusions have been subject to reinterpretation as other variables are considered. For instance, research with adults who read a non-alphabetic language and have no phonological awareness, concluded that only reading of an alphabetic script causes phonological awareness (Adams, 1990). Goswami and Bryant (1990) reviewed former research by Morais and his colleagues (1979, 1988) that was conducted with illiterate adults who were shown not to have phonological awareness until after they had learned to read. The original interpretation of the data indicated that reading caused phonological awareness. However, in subsequent studies providing feedback during the phonological testing increased phonological awareness without the influence of learning to read. This suggests (there may be) more than one way to acquire phonological awareness. Bryne and Fielding-Barnsley (1991) noted in their research on 64 preschool children that training yielded improved reading acquisition but that some children in the control group had

acquired phonological awareness through other means. Such observations argue for a relationship between reading and phonological awareness that may be more reciprocal.

Reciprocity hypothesis.

Support for the reciprocity hypothesis comes from research on emergent literacy. Gunn, Simmons, and Kameenui (1997) in their synthesis of research on emergent literacy cite van Kleeck, (1990) who lists phonological awareness as an area of literacy knowledge that develops concurrently and interrelatedly with awareness of print, knowledge of the relationship between speech and print, text structure, and letter naming and writing. Having these skills is important in the early literacy development of children and greatly affects their ability to learn to read, write, and spell. (Hiebert, 1988; van Kleeck, 1990; Weir, 1989, cited in Gunn et al, 1997). The degree to which each of these skills influences literacy development may not be equal, indicated by a disproportionately high correlation between early phonological awareness and latter reading ability. (Bradley & Bryant, 1983; Bryant et al., 1989; Calfee &, 1973; Goswami & Bryant, 1990; Lundberg et al., 1988; Wagner & Torgesen, 1987). Van Kleeck, (1990) (as cited by Gunn et al.; 1995, p. 9) also states “of all the areas of literacy knowledge developed during the preschool years, none has been studied as extensively or related as directly to early reading as phonological awareness.”

Smith et al. (1995) in their review of the literature on phonological awareness also concluded that phonological awareness is necessary but not sufficient for literacy acquisition. Phonological awareness training when combined with letter-sound

correspondences training and explicit instruction in the metacognitive strategies of applying phonological knowledge, resulted in significant differences in reading performance as compared to instruction that was not explicit or connected to letter sound correspondences. (Ball and Blachman, 1991; Blachman et al., 1994; Bryne & Fielding-Barnsley, 1990; Cunningham, 1990; Hatcher, 1994).

Hatcher (1994) uses the term “phonological linkage hypothesis” to refer to the integrating of instruction in phonological awareness and reading skills. His study examined the effectiveness of three different methods. Three treatment groups and a control group comprised of 125 six and seven year old children in the United Kingdom were included. The children were all having difficulties in the early stages of learning to read as compared to their peers on reading tasks before treatment. One treatment group received integrated phonological and reading instruction modeled after Clay’s (1985) Reading Recovery program. The Reading Recovery model, however, was modified to include more extensive phonological activities. A second group was trained with only the phonological activities and no explicit instruction in the application of phonological skill in a reading context. The third group received reading instruction based on Clay’s (1985) model but stripped of any explicit reference to phonology. The control group received their regular classroom teaching without any special provision. Interventions were administered one-on-one. The phonological awareness enhanced Reading Recovery group made significantly more progress on reading measures at the end of the 20 week, 40 lesson treatment. When tested again, nine months after the intervention ended, the significant improvements were maintained. Hatcher (1994) concluded, “We hope that the

educational implications of our findings will be obvious. We have evidence from a controlled study showing the effectiveness of a structured teaching procedure that unites the teaching of phonological awareness and reading skills” (p. 55).

This is not to say that phonological awareness cannot be developed before reading ability and independently of it (Lundberg et al., 1988). Having phonological awareness facilitates subsequent reading acquisition and continued phonological training simultaneous to reading instruction is necessary as literacy is developed.

Implications for Beginning Reading Instruction

Much of phonological awareness literature supports the reciprocity hypothesis. That is, phonological awareness and reading generally have a reciprocal relationship: phonological awareness both facilitates and is influenced by reading acquisition (Adams, 1990; Stanovich 1986; Vellutino & Scanlon, 1987). The call for early detection of students who are at-risk for reading failure and the implementation of systematic and explicit instruction in phonological awareness during beginning reading instruction reflect a realization that some children do not naturally acquire the skill. For those who have difficulty in learning to read the research implies that early training and intervention in phonological awareness is beneficial (Ayres, 1995; Ball & Blachman, 1991, 1994; Byrne & Fielding-Barnsley, 1990; Cunningham, 1990; Ehri, 1989; Felton, 1993; Hatcher, 1994; O'Connor et al., 1993; Williams, 1980). Felton (1993) in her research states, “Given that the majority of children with reading disabilities fail to develop adequate decoding skills and that this failure appears to be strongly related to deficits in some type or types of phonological-processing skills, it is important to consider possible mechanisms for

these relationships.” (p. 583) Her hypothesis is that the early instruction a child receives contributes a significantly to the development of subsequent reading skills, and that those children who are identified as being at risk due to phonological-processing deficits can profit from phonological awareness training. For all students learning to read an alphabetic code, phonological awareness instruction should receive high priority before and at the onset of reading instruction (Adams, 1990; Blachman, 1994; Torgesen et al., 1994).

Instructional design.

What are the characteristics of effective phonological training? The literature suggests that a developmental sequence, from easier to more difficult tasks, characterize appropriately sequenced phonological instruction (Adams, 1990; Ayres, 1995; Cunningham, 1990; Lewkowicz, 1980; Simmons et. al., 1994; Snider, 1995; Yopp, 1992). For example Snider (1995) suggests that phonological awareness instruction proceed from larger units of speech to smaller units (i.e., concept of word to concept of syllables to awareness of phonemes); that blending and segmenting precede manipulation of phonemes; and that experiences with oral communication precede work with graphophonemic representations.

Based on her work, Simmons (1994) proposed five design recommendations to increase the effectiveness and efficiency of phonological awareness instruction. Initially the instruction should focus on the auditory features of words prior to connecting them to alphabetic symbols. Manipulatives, such as Elkonin’s (1973) blocks, can supply a concrete visual representation of the spoken sounds. Cunningham (1990) used disks in a

“Say-It-Move-It” activity. The disks were moved from the top part of a card to the bottom as sound units were said aloud.

Simmons’ second recommendation is to move from the more explicit, natural segments of language such as words and syllables to the more implicit complex features of phonemes. Since knowing that oral language consists of parts and being able to manipulate sounds at the phoneme level relates to beginning reading, acquisition of phonemic awareness is essential.

Third, consider how phonological properties influence the level of task complexity. Specifically it is suggested that to enhance student performance begin with discrete, continuous phonemes (i.e., f, l, m, r, s, v, a, e, i, o, u,) which are easier to segment than plosives (i.e., b, c, p, t,) or blends (i.e., bl, cl, sh) (Snider, 1995). Words with fewer phonemes and an easily distinguished pattern (i.e., “vc” or “cvc”) are easier than longer words with more intricate patterns.

Simmons’ fourth recommendation is to provide continuous support through explicit modeling and ample opportunity for practice over time. Some linguists view learning to read as a difficult and unnatural task that is not acquired incidentally (Gough & Hillinger, 1980; Kameenui, 1996; Liberman, 1983). Especially for students with reading disabilities, an intense, obvious instruction is needed for them to acquire phonological skills that can assist them in learning to read efficiently (Adams, 1990; Blachman, 1994; Eldridge & Gaird, 1996; Felton, 1993; Frost & Emery, 1995; Hurford & Johnston, 1994; Torgesen et al., 1994). The modeling affords the beginning reader an

opportunity to view the metalinguistic analysis of the teacher, thus creating a less abstract task for the student.

Ayres' (1995) and Cunningham' (1990) supported the view that students who received direct, explicit instruction out performed implicit-treatment subjects on reading tasks. Snider (1995) encouraged teachers to employ an explicit instruction by the modeling of a concept rather than explaining it. For example, to teach rhyming explicitly the teacher would say, "Listen, I can rhyme with /at/ and begin with /f/. Fat. I can rhyme with /at/ and begin with /s/. Sat." To explain rhyming by saying that "rhyming words always have the same ending sound like rat and sat," can be more confusing to the child who has not developed phonemic awareness. Such children do not yet think of parts of words that follow a sequential, linear order, so an explanation using the words "beginning," "middle," and "end" may be developmentally inappropriate. In Hatcher's (1995) training program, Sound Linkage: An Integrated Programme for Overcoming Reading Difficulties, the concept of beginning, middle, and end is addressed in an initial preparatory lesson. He utilizes the linear terminology in subsequent phonological awareness lessons but only after teaching it in relationship to sound sequence.

Finally Simmons et. al., (1994) advocates the integration of letter-sound correspondence once students are proficient with oral tasks. Demonstrations of blending and segmenting within meaningful written contexts should be provided , showing how aspects of spoken language map to written letters. Again, proceeding from simple "vc"

or “cvc” words to complex examples will facilitate acquisition. Explicit modeling in applying blending and segmenting strategies should occur in context.

Sequences.

A synthesis of sequences provided in the literature follows. This compilation is limited to tasks that do not involve printed text.

Some authors, Smith et. Al. (1995), have advised beginning with concept of word and syllable blending and segmentation. When students have mastered the concept that sentences can be broken into words and words into syllables, attention can then be focused on onset and rime and phonemes within words and syllables. Because they are easier to perceive than phonemes which are not acoustically pure, are independent of meaning in isolation, and are abstract, beginning with words and syllables is more developmentally appropriate (Smith et al., 1995)

Sound matching is considered by Yopp (1992) and Lewkowicz (1980) to be a rudimentary phonological task in the scope and sequence of beginning reading activities. Sound matching consists of two hierarchically related approaches. First is sound to word matching which is auditory recognition of a previously specified phoneme. Examples include, “Does fish start with /f/?” (/f/ being the previously specified phoneme.) and “Does dog end in /g/?” Sound to word matching tasks are easier if the phoneme in question is in the initial position of the word as compared to the middle or final position (Bryne & Fielding-Barnsley, 1991). Somewhat harder than sound matching is word to word matching. Word to word matching consists of an awareness that two or more words

possess the same phoneme in the same position. Recognition of alliteration would fall into this category. A sample activity for word to word matching would be the coloring of all the pictures on a poster board whose name begins with the same sound (Lewkowicz, 1980).

Lewkowicz (1980) suggests that recognition of rhyme is the next task in the sequence of phonological awareness instruction. Rhyme is defined by Calfee et al., (1972) as a linguistic phenomenon in which a word is identical to another word except for the portion preceding the stressed vowel, for example *fish* and *dish*. Wagner and Torgesen (1987) places rhyme before isolation of phonemes in a level of complexity as does Lewkowicz (1980), however, they consider it even easier than word to word matching and concluded that the ability to rhyme is not a true indication of phonological awareness and that it taps a different ability.

Awareness of onset-rime is easier than awareness of phonemes in a word and therefore is next in the continuum. Manipulation of onset-rime is a segmentation task because it calls for the separation of parts of words into their initial phoneme or consonant cluster and the remainder of the word. It is similar to sound to word matching and word to word matching, drawing attention to identical initial phonemes and identical endings when comparing and contrasting words. For example, having a child hear s-un and f-un and asking what part is the same; conversely, saying s-ummer and s-it and asking what part is the same in each word. Bradley and Bryant (1985) used onset-rime to train phonological awareness and found it to be part of an effective intervention strategy.

After rhyme, Lewkowicz (1980) includes pronunciation, in isolation, of a phoneme occupying a designated position in a word (i.e. beginning, middle, end). This isolation task is a first step toward the segmentation of each of the phonemes in a word. Lewkowicz (1992) differs from others regarding the placement of segmenting activities before blending (Adams, 1990; McBride-Chang, 1995; Snider, 1995; Wagner, 1988; Yopp, 1992). It appears that Lewkowicz considers the ability to isolate a sound in relationship to position an inference of the ability to segment.

Blending requires children to combine individual isolated phonemes to form a word. It is a synthesis task requiring simultaneous storage and processing of phonological information (Torgesen et al., 1994). Activities in the beginning reading sequence would include having the student say a word after the teacher speaks it in isolated phonemes.

Segmentation is a phonological analysis task referring to the perception of the phonemes in a word as well as the pronunciation of those phonemes in isolation, for example, saying the word mat one sound at a time, /m/a/t/. Segmenting is a complex linguistic activity (McBride-Chang, 1995; Rieben & Perfetti, 1991) and together with blending considered the most crucial of phonological skills in relationship to reading acquisition (Adams, 1990; Ball & Blachman, 1988; Cunningham, 1990; Lewkowicz 1980; O'Connor et al., 1995; Yopp, 1988).

Deletion and substitution of phonemes are considered the most difficult phonological awareness activities requiring the simultaneous storage and processing of individual sounds (Yopp, 1988; Torgesen et al., 1994). Deletion refers to the pronouncing of a new word that would be formed if a designated phoneme in an original

word is omitted. Substitution is responding to a spoken word by replacing one of its phonemes with a new one in the same position. Lindamood & Lindamood (1969) use an activity in which the student indicates where in a word a substitution has been made by manipulating blocks representing the phonemes.

Philosophical Foundation

Throughout educational history reading teachers and researchers have examined the question of instructional practices and how they facilitate literacy acquisition (Adams 1990; Chall, 1967; Goodman & Goodman, 1979; Smith, 1965; Weaver, 1994). Weaver (1994) reduced the discussion to two philosophical foundations; a) literacy is best acquired through part-to-whole instruction or b) literacy emerges from whole-to-part experiences. There are many considerations to this discussion that are beyond the scope of this project, however, it is important to consider briefly where the instructional guidelines in this project may fit philosophically.

Whole to part.

Weaver (1994) draws from the work of Halliday, Goodman, Krashen, Holdaway and others and comes to a key principle about whole-to-part methods; “. . . that the child is necessarily in charge of his or her own learning: the child constructs increasingly sophisticated rules of language, unconsciously, abstracting rules from the language used in the child’s language environment.” (p. 65) This view holds that literacy acquisition parallels oral language acquisition in that it is acquired naturally. Whole-to-part logic sees literacy emerging from exposure to print and its use. Parts are secondary and not isolated.

Often those who promote whole-to-part methods argue that a focus on parts can obscure meaning the child is to construct from text.

Part-to-whole.

Others see literacy as an unnatural skill, not developed in the same way as oral language (e. g. Gough & Hillinger, 1980; Groff, 1993), requiring attention to the parts of a ciphered code that needs to be broken (Adams, 1990; Chall, 1967; Kameenui, 1996). To break the code of an alphabetic text, the beginning reader needs to know that it is the small, abstract units of sound that are sequentially strung together (Stanovich, 1988). When this string of sounds is pronounced they represent a word which can be retrieved from ones lexicon (Gough & Hillinger, 1980; Liberman, 1983). Thus, meaning is facilitated by moving from the parts to the whole. Gough and Hilinger (1980) are representative of others who see decoding as critical but not the “solitary” process needed to be a successful reader.

Kameenui (1996) speaks concerning the part-to-whole approach to reading in relationship to readers who struggle, stating, “When reading does not come naturally to some children, then the parts must be taught, and the teaching must be strategic, intentional, and passionate.” (p. 81) Further, Stanovich (1986) in his article, “Matthew Effects in Reading: Some Consequences of Individual Differences in the Acquistision of Literacy,” refers to his hypothesis concerning a possible missing “part” in what causes reading problems:

. . . that if there is a specific cause of reading disability at all, it resides in the area of phonological awareness. Slow development in this area delays

early code-breaking progress and initiates the cascade of interacting achievement failures and motivational problems. (p. 393)

Practice.

It is the opinion of this writer that a marriage of whole-to-part and part-to-whole comprises the best teaching practice. Teacher strengths and pupil needs will dictate the myriad expressions of practice, incorporating excellent methods from each philosophical base with unique populations. The recommendations of a sequential order to phonological awareness tasks and the call for explicit instruction found in this literature review best fit the description given by Weaver (1994) of a part-to-whole approach. The project is based on children's literature and attempts to deal with the parts in relationship to the whole literacy experience.

Chapter Summary

Research has indicated that phonological awareness is a vital component in learning to read. For most students, especially those considered at risk for reading difficulties, training in phonological awareness can make the difference between reading success or failure. It is incumbent upon those teaching emergent readers to very early incorporate phonological awareness training into their curriculum. Research has given us insight into what phonological skills to teach and how to teach them. In this review a description of the sequence of skills, from easiest to most complex was presented. Insight into how phonological awareness instruction fits a philosophy of reading instruction was given.

CHAPTER 3

Procedures

Phonological awareness is an essential component in learning to efficiently read an alphabetic language. The purpose of this project was to create a manual containing samples of research supported activities that were applied to children's read-aloud books for facilitating acquisition of phonological awareness with primary grade students. The manual contains lessons that promote phonological awareness skills at four levels of difficulty; word, syllable, onset-rime and phoneme. It is not a complete curriculum, however, it covers the major phonological skills; discrimination, matching, isolation and counting, blending and segmenting, deletion and substitution, and can serve as an example as teachers create their own lessons.

Scope of Study

Research literature related to phonological awareness and beginning literacy acquisition in primary grade students was read, evaluated, and summarized. Results of several studies indicate a positive relationship between phonological awareness and learning to read, and indicate that a developmental sequence of skills exists. Training studies show that phonological awareness can be taught, and that explicit instruction coupled with letter sound correspondence instruction is most effective in promoting reading acquisition. Most of the literature focuses on teaching phonological skills to preliterate and emergent readers and suggests that early instruction in phonological awareness is prudent.

Literature describing the benefits, design of, and sequential skills to include in effective phonological awareness instruction was read. Children's read-aloud books that play with the sounds of language and/or provide a contextual basis for research supported phonological awareness activities were found. For example, when looking for a book that could be extended into activities for syllable blending and segmentation, No More Jumping on the Bed, a book containing a robot, provided a context for speaking words in parts, as a robot might speak. Also, the same book contained words that covered a range of difficulty in syllable segmentation, from compound words (easiest) to multi-syllable non-compound words (hardest).

Another example of finding a children's read-aloud book that would lead into phonological awareness activities was the use of cook books to focus on blending of phonemes. The concept of phonemes being sequentially blended into a word correlated with the action that takes place when following a recipe; food ingredients are sequentially blended to produce an end product. Therefore, reading a procedural book, Let's Make Soup, provided both context for the blending concept and individual words for practice in phoneme blending.

Once a text and/or context was chosen, developmentally appropriate and pedagogically sound lessons for emergent readers were designed. For instance, a sound matching lesson was created from the book Edward the Emu. The book was chosen because it uses rhyme and is about an animal who finds his "match." Because children in the primary grades benefit from use of concrete materials, matching animal puppets are made by the children and used in the lesson to visually represent the idea of a match and

physically moved together or apart to indicate a sound match or non-match, respectively.

The book is introduced by exploring prior knowledge about its semantic contents.

Cueing for sound matching to focus attention and increase motivation is used. Modeling and both guided and independent practice are included in the lesson. Assessment is done as students are observed using their puppets to indicate a sound match.

Implementation, Evaluation and Modification of Activities

The lessons in the word and syllable levels of this manual were implemented in a kindergarten classroom, with students who were five and six years old, during the last quarter of the 1996 - 1997 school year. There were 14 children in the kindergarten and interventions lasted approximately 15 minutes for 24 sessions. Four sessions occurred each week. After the lessons were taught, they were evaluated and modified as to pace, level of difficulty of phonological task, motivational factors of context and management, need for reteaching, and addition of missing components. Lesson evaluation, coupled with daily student assessment, provided information for decisions about subsequent lesson development and implementation. Such evaluations of student performance included content mastery as well as motivation. For example, by observing the children's eagerness to fully explore the story line and illustrations of the book before they were ready to turn their attention to the phonological aspects of the language, it was decided that each set of activities in this manual begin with a semantic introduction of the read-aloud book from which the phonological activities would be launched. Students first relate to meaning and if that component is too hurriedly covered, their attention is divided when the phonological skill is being introduced. Loss of interest, inattention, and lack of

enthusiasm for participation were interpreted as signals to make the lessons more developmentally appropriate. The implication for the instructional design and implementation of this manual is to thoroughly engage the students in the semantics of the read-aloud book first, although this can be in a direction that will serve the phonological goal, before asking students to focus on the more abstract elements of the language.

Another accommodation that was made in light of evaluations of how the lessons were being implemented was the use of visual materials to support students' connection to auditory elements in the lessons. Use of read-aloud books in this project was originally incorporated to provide real and visual connections to the less concrete aspects of phonological awareness. However, as extension activities were planned and implemented, it became evident to increase motivation and enhance student success, that pictures and supporting materials such as puppets, phrase strips, manipulative blocks, real objects, etc. were developmentally appropriate accommodations that needed careful consideration.

A decision about the teaching sequence of phonological skills was made based on reported research finding and ongoing evaluation of student performance. There is discussion in the research literature about which should be taught first, blending or segmenting. For the syllable lessons in this manual it was decided to have students blend first before segmenting. In assessing students ability to blend and segment syllables, it was observed that blending came more easily for more students in this kindergarten class

then did segmenting. Therefore, in the phoneme level section of the manual it was decided to place the blending activities before the segmenting ones.

As borne out in the research literature, the modeling of metacognitive strategies in applying phonological awareness and connection to letter-sound correspondences provides greater transfer to other reading tasks. Therefore, activities seemed to be better understood when lessons included the teacher and students exploring the answer to the question, "Why are we doing this and how and when can we use it in writing or reading." As lessons on phonological awareness are taught, observation of students and reflection about individual and group needs should be regularly evaluated to aid the teacher in decision making about how to modify the activities and when to proceed to the next level of difficulty.

Manual Design

Lessons in the manual were organized by level of difficulty. Word units were introduced before syllable units, and were followed by lessons dealing with onset-rime, leading into activities with phonemes. Represented within the levels (word, syllable, onset-rime, phoneme), are the following phonological skills, taught in this sequence of difficulty: discrimination, matching, isolation and counting, blending and segmentation, deletion and substitution.

Introduction of a children's read-aloud book is consistently the starting point for all group activities within each leveled section of the manual. There are three types of activities included in the manual. "Book Activities" cover the introduction of the read-aloud book and include phonological lessons that directly use the text of the book. The

“Extension Activities” build on the context and/or words found in the read-aloud book but can be carried out without direct use of the book. Both the “Book Activities” and the “Extension Activities” are in scripted lesson format. “Related Activities” are presented in less detail and are not necessarily connected to the context or words of the book but are suggestions for further practice on a particular phonological skill. Provided in the instructions for each activity are needed word lists and directions for obtaining materials used for that particular activity.

Children’s read-aloud books are referenced at the beginning of each level in the manual as well as in the reference section at the end of the manual. Where activities were reflections of others’ work in promoting phonological awareness, a source is cited where the entire procedure can be reviewed in detail regarding its justification and research outcome(s). Activity sources and other citations in the manual are referenced at the end of the manual.

CHAPTER 4

A Teacher's Guide
for
Promoting Phonological Awareness
in Primary Grade Students
through Read-Aloud Book Activities

by

Mary Warrington

August, 1997

**Promoting Phonological
Awareness
for Primary Grade Students
through Read-Aloud Book
Activities:
A Teacher's Guide**

by

Mary Warrington

August, 1997

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Foreword

Why this teacher's guide?

One of the most consistent findings to emerge from recent beginning reading research is the strong, positive relationship phonological awareness has to reading acquisition. Our speech is encoded at the level of the phoneme and readers must use a system of mappings, or correspondences, between letters and sound in order to translate the word they see in print to access words in their auditory lexicon. To do so requires an awareness of the sound structure of our language, or phonological awareness (Adams, 1990; Blachman, 1994; Smith, Simmons & Kameenui, 1995). Many argue that phonological skills should be emphasized during beginning reading instruction prior to early failure (Adams, 1990; Blachman, 1994; Liberman, Shankweiler, Blachman, Camp, & Werfelman, 1980; Simmons, 1994).

Teachers need to be prepared with phonological awareness instructional activities, that are developmentally appropriate and reflect current research, to incorporate in the primary grade curriculum (Blachman, 1994; Torgesen, Wagner, & Roshotte, 1994). This teacher's guide was created to provide practical, research-based lessons that teachers can implement in the classroom and use as model for the creation of their own phonological awareness activities.

Mary Warrington

About the Contents

This teacher's guide includes a manual, sampling phonological awareness lessons that are based on research, use children's read-aloud books, songs, and poems and which facilitate acquisition of phonological awareness with primary grade students, especially those who are at-risk for early reading failure. Many of the word and syllable level activities in this guide have been field tested with kindergarten students in the last quarter of the school year.

Phonological awareness is the understanding that speech is composed of individual sounds and is the conscious ability to manipulate those sounds. Because the acquisition of phonological awareness appears to be componential (Gough, Larson, & Yopp. 1996), it is recommended that lessons be introduced in order of difficulty which is reflected in the organization of the manual. Word units were introduced before syllable units, and are followed by lessons dealing with onset-rime, leading into activities with phonemes. Represented within the levels (word, syllable, onset-rime, phoneme), are the following phonological skills, taught in this sequence of difficulty: discrimination, matching, isolation and counting, blending and segmentation, deletion and substitution.

Each sound-unit level comprises a separate section in the manual. An introductory page, at the beginning of each section, outlines the phonological tasks that are included in that section as well as a reference list of the children's book used in the activities.

Introduction of a children's read-aloud book is consistently the starting point for all activities within each leveled section of the manual. There are three types of activities included in each section. "Book Activities" cover the introduction of the read-aloud book and include phonological lessons that directly use the text of the book. The "Extension Activities" build on the context and/or words found in the read-aloud book but can be carried out without direct use of the book. Both the "Book Activities" and the "Extension Activities" are in scripted lesson format. "Related Activities" are presented in less detail and are not necessarily connected to the context or words of the book but are suggestions for further practice on a particular phonological skill.

In all the activities when a letter is placed between two slash marks, for example /s/, it is to symbolize the sound of the letter not the name.

Creating Your Own Activities

The activities in the manual are meant to be examples of how phonological awareness instruction can be incorporated into the primary grade curriculum. It is suggested that teachers create their own activities by following the examples here. In designing instruction keep in mind the following guidelines:

1. The manner of instruction needs to be explicit and direct.
2. Units of speech need to be taught in a sequential manner from larger to smaller; first dealing with words units, then syllables units, onset-rime, and finally phoneme units.
3. Phonological skills within each unit level also follow a hierarchy from easiest to hardest, and should be taught in the following order of difficulty; discrimination, matching, isolation and counting, blending and segmenting, deletion and substitution.
4. Lessons need to be developmentally appropriate; using concrete items to represent the abstract elements of language and keeping activities active and game-like for young children.
5. Metacognitive strategies need to be modeled and opportunity for connections in using these metacognitive strategies need to be provided.

6. Letter-sound relationship instruction improves the transfer of phonological awareness skills to reading tasks.
7. Regularly evaluate and modify the activities in light of student needs.

Word Level

In keeping with the instructional design research, supporting movement from larger phonological units of speech to smaller (Snider, 1995), the first section in this manual focuses on recognition and manipulation of whole word units.

The phonological tasks in this section include oral presentations by the teacher in which the children are asked to demonstrate:

- recognition of word units as part of a sentence
- specification of identical words from word arrays
- segmentation of phrases into words
- identification of first, middle, and last words in a phrase
- enumeration of words in a phrase

The selected children's materials used in this section include the following read-aloud books:

Barrett, J. (1980). Animals should definitely not act like people. New York: Alladdin Books. Macmillan Publishing Company.

McPhail, D. (1980). Pig pig grows up. New York: A Unicorn Book E. P.

Varekamp, M. (1991). Little Sam takes a bath. New York: Orchard Books.

Descriptions of these selections detail their content and are found at the beginning of each set of activities related to them.

Animals should definitely not act like people.

Reference:

Barrett, J. (1980). Animals should definitely not act like people. New York, NY 10022: Aladdin Books. Macmillan Publishing Company.

Summary:

In this 30 page book the author, Judi Barrett and illustrator, Ron Barrett, provide a humorous look at the illogic of animals acting like people. The book includes semantic subtitles that can only be discovered through comparison of text and illustrations.

The large, bold-face font facilitates attention to the concept of word.

The book can be used to focus on the concept of words in print, one to one matching of words and recognition of identical words. Animals should definitely not act like people can also serve as a great resource for matching initial sounds.

Phonological Tasks:

- recognition of word units
- recognition of identical words

Book Activity: Introduction of the Book and Assessing Concept of Word.

Learning Objective: Assess student ability to recognize word units in print.

Materials: Book, Animals should definitely not act like people. (1980) by Judi Barrett, illustrated by Ron Barrett.

Ideally, a copy of the book cover should be made for each child. The cover is modified by placing a box around the title and a cloud around the author and illustrator information.

Procedure: Show the book's cover and draw attention to the title, author, and illustrator.

Muse, "Oh, the author and the person who drew the pictures have the same last name. I wonder if they are married?"

Question, "Does anyone here have a brother or sister with the same last name as you?" Take responses.

Muse, "Maybe the author and illustrator are sister and brother. Being married or brother and sister are relations that could give you the same last name."

Read the book giving explanations as needed, (e.g. explain vocabulary and meaning of pictures in relationship to story.) Enjoy the humor.

Show a sample sheet of the front cover. (The same sheet students will be using.)

Model identification of a word unit by saying, "Look at this page of the front cover. In the box is the title, 'Animals should definitely not act like people.' The word 'not' is underlined. I'm going to circle the word 'not.'"

Distribute copy of book cover and say, "I'm going to give you a copy of the cover of the book we read today. Please write your name at the bottom of the page. (Point to name area.) Then please place your pencil down and listen for directions."

Guide practice by saying and pointing, "In the box is the title 'Animals should definitely not act like people.' Point to the word 'not'. It is underlined. With your pencil, please put a circle around the word 'not' as I did."

Say, but do not point to the word, "Now look at the title in the box again and circle the word 'Animals'." (Wait until done.)

Say, "Now point to the words in the cloud. It says, 'Written by Judi Barrett and drawn by Ron Barrett'. Circle the names that are the same."

Say, "Our last job is to look at the picture of the bears. Please put an X mark on the toy bear."

Say, "While I come around and get your papers, you tell your neighbor why animals should definitely not act like people."

While collecting papers, ask each student to, "Point to the word 'people' in the title." Make a smiling face on everyone's paper but on the papers of those who could point to the word 'people' place the smiling face in a consistent spot (e. g. upper left corner, to record who was able to do the task.)

Related Activity: Word Pointing

Description:

Students take turns using a pointer stick to point to words on a chart during a choral reading of a familiar story, song, or poem.

Students can also finger point while they are reading a text during guided reading.

Related Activity: "Say It, Move It"

Source: As described in Majsterek & Brown, (1995)

Description:

Students move a manipulative (e. g., and inch cube, unifix cube, or checker), one for each word in a sentence they say out loud. At first the sentences should contain one syllable words (e. g., Garth has white shoes).

Related Activity: Word matching

Description:

After reading a patterned book that uses a repeated phrase, only changing one word on each new page, ask students which same words were used on every page and which words were changed. Point to the word that is the same and say, "Yes, this is the word _____. Who can find it on this page?"

Related Activity: Story Improvising

Description:

After reading a familiar story or poem, target a word and ask students to suggest a different word to replace the target word. This is similar to a related activity in the "Syllable Level" section of this manual, however in this activity the improvised words do not need to have the same number of syllables as the target word. Teacher writes improvised word on a card or sticky note and covers target word. Teacher and students read the new version of the story.

Little Sam Takes a Bath

Reference:

Varekamp, M. (1991). Little Sam takes a bath. New York, NY 10016: Orchard Books.

Summary:

The simple text of this pop-up and peep-hole book promotes attention to the concept of word. Children will relate to the story and enjoy the antics of Little Sam who after rolling in the mud, sheds tears when his mother proclaims, "You are the dirtiest piglet I have ever seen. You must have a bath at once!"

Phonological tasks

- segmenting phrases into words
- circling words in print
- identification of first, middle and last word in a phrase

Book Activity: Introduction of the book

Learning Objective: The student will be introduced to the book, Little Sam Takes a Bath, which will serve as the text for activities with word units.

Materials: Book, Little Sam Takes a Bath (1991) by Marjolein Varekamp.

Procedure: For review, show the handout sheet from the previous lesson which is a copy of the cover of the book Animals should definitely not act like people., by Judi Barrett.

Say “**The title of the last book we read was, Animals should definitely not act like people. We circled the word ‘Animals’ and ‘not’. Who can point to the word ‘animals’; and ‘not’?**” Enlist the participation of children who need more instruction.

Show today’s book cover and say, “**The words of the title of our new book are (point to the words in the title) ‘Little Sam Takes a Bath.’ The words that tell us who made the book are (pointing) ‘Marjolein Varekamp’.**” Teach might take time at this point to note the pronunciation of Marjolein. “**Does anyone have a brother or sister with this name?**”

To introduce the book, ask the following questions:

“**What is on the cover of this book?**”

“**Has anyone seen a pig in real life?**”

“**Does anyone know another name for a pig?**”

“**Where do real pigs live?**”

“**Does it look like the pig on the cover of the book lives where real pigs live?**”

“**Where might the pig in this story live?**”

“**What is the pig on the cover doing?**”

“**Do real pigs cry?**”

“**I wonder what this pig is crying about.**”

“**Let’s read the words in this book and find out.**”

Read the book, pointing to words as you read.

Draw attention to the words, calling them “words” and giving an example of a word from a few pages.

Say, “**The first/last word on this page is ‘_____’.**”

Draw attention to and explain the effects of the pulltabs and peepholes.

When finished with the story, return to the first page of the story and say “ Let’s look at this page again. If I said ‘Little Sam rolled in the _____, (leave off the last word) what one word would finish the idea and be the last word? What one word would finish this idea? He rolled and rolled until he was very _____’. Provide feedback as appropriate. If answers are offered that are more than one word, explain that it is more than one and tell how many it is. Give just one word from the phrase they offered. For example, if the child said, “he was very” suggest, “Good, those are three words: he . . . was . . . very. Can you tell me one of the words from he . . . was. . . very?”

Book Activity : Counters for words

Learning Objective: The student will move one counter into a box for each word of a phrase containing from 2 to 5 words.

Materials: Book, Little Sam Takes a Bath (1991) by Marjolein Varekamp.

5 plastic counters (e. g., unifix cubes, checkers) per child

Workmat with six boxes displayed horizontally. Boxes should be large enough to accommodate the counters.

Larger model of counters and worksheet so all students can see demonstration. These can be overhead projector sheet made like the worksheet and counters, magnetized board with boxes marked off and cubes with magnets attached to serve as counters, a felt board, or boxes drawn on chalkboard and paper squares taped up to act as counters.

Phrase strips, with phrases from book on them, as visual display of phrases being segmented into words.

Procedure: Review the introductory lesson to Little Sam Takes a Bath. Remind children how the book was read and they filled in the one word left off the end of a sentence.

Continue by saying, "Today we will be listening for words from Little Sam Takes a Bath. We will say words and move counters to show how many words we have said."

Give directions for listening and echoing back by saying, "Watch me. I'm going to say some words and I'd like you to listen the words and echo them right back. That means say them back to me right after I say them. Ready for the first one? Model by saying, "This is the way it will go. Here's the word, ready? 'Sam', everybody say it. (As class echos the word, model moving the block.) I'll move a counter down for every word you say."

T (teacher): Sam	C (Class): Sam
T: is	C: is
T: Sam is	C: Sam is
T: dirty	C: dirty
T: Sam is dirty"	C: Sam is dirty

Note: If children have difficulty in remembering the sentences, practice this aspect of the task before going on to using counters.

Give directions for the use of the counters by saying, "Now you are going to get some counters and move them just like I did. I'm going to say some words, you'll echo them and as you echo the words you will move some counters into the boxes, one counter to one box for each word."

Instruct about removing counters by saying, "To be ready for the next time to echo and move the counters we have to remove the ones we just used. So I will say 'remove counters' and you will put the counters back at the edge of you worksheet, like this." Say, "Remove counters." (Model removing counters.)

Note: If using phrase strips display them as you model the following.

Continue modeling by saying, "Let's see how to move the blocks for the other words you echoed. Ready for the first one? (Model moving the blocks as students echo.)

Close by asking, "What were we doing with the counters?"
Say, "A writer uses many words to tell a story."

Related Activity : Circling words in Print

Description:

Make a coloring book from some of the pages of the book, Little Sam Takes a Bath. Type, cut and paste new phrases from the book for each page (replacing the original text with a simpler one). Have students circle the words in the coloring book. Do one or two pages as a model and guide practice. As an assessment, have students do the remainder on their own as you read the page.

Related Activity : Beginning, Middle or End

Description:

When moving counters for words in phrases (e. g. In "Counters for words" activity, ask "What was the first word? middle? last?"

Pig Pig Grows Up

Reference:

McPhail, D. (1980). Pig pig grows up. New York: A Unicorn Book E.P.

Summary:

The language of this book is simple and provides opportunity for continued practice with segmenting phrases into words. It is another example of animals acting like people, focusing on the relationship between a mother pig and her son who does not want to grow up. Attempts are made to force Pig Pig to act his age but the problem of his demanding baby ways persists. There is a happy ending in which Pig Pig saves the day and sees that maturity becomes him.

This book is also good to read when focusing on the sound, /p/.

Phonological Task

- counting words in a phrase

Book Activity : Introduction of the book

Learning Objective: Students will listen to the story as it is read aloud.

Materials: Book Pig Pig Grows Up (1980) by David McPhail.

Procedure: Teacher introduces book by showing the cover and connecting to prior knowledge by asking the following questions:
“Have you ever seen a pig on a farm or at the fair?”
“Do any of you raise pigs?”
“Are these pigs acting like people or real pigs?”
“ Does anyone have a guess as to what the problem is going to be in this story?”

Read the title of the book, pointing to each word. Read the author’s name.

Ask, “Now that you know the title, does anyone have a different guess about what the problem in the story is going to be?”

Read the book, explaining vocabulary and interacting with students comments about meaning as they arise.

Book Activity : Counters for words

Learning Objective: The student will move one counter into a box for each word of a phrase containing from 2 to 5 words.

Materials: Book, Pig Pig Grows Up (1980) by David McPhail.

5 plastic counters per child

Workmat with six boxes displayed horizontally. Boxes should be large enough to accommodate the counters.

Larger model of counters and worksheet so all students can see demonstration. These can be overhead projector sheet made like the worksheet and counters, magnetized board with boxes marked off and cubes with magnets attached to serve as counters, or boxes drawn on chalkboard and paper squares taped up to act as counters.

Procedure: Review Book Activity 2 from Little Sam Takes a Bath in which the students moved counters into boxes, one for each word in a phrase.

Distribute blocks and worksheets.

Teacher says: **“I will say some words and you say them right after I do; echo them. As you say the words move a block for each word you say. At the end of each turn I will say ‘remove counters’ and you push your blocks back to the edge of your paper.”**

Practice the activity using the following phrases:

Note: Have students check their own work after each phrase by pointing to the blocks they’ve placed in the rectangles as they repeat the phrase again. After self checking each phrase have students confirm they are correct by first cross checking with a partner. Conducting a whole class check by asking **“How many counters did we need to use?”** Give students support by walking around room and redoing it with them if they did it incorrectly. Guide their hand in moving the blocks and/ or say it together as they move the blocks.

PHRASES	WORD
pig	1
brothers and sisters	3
sleep in his crib	4
sat in his high chair	5
mother puffed and grunted	4
down the hill	3

a real baby	3
saved the baby	3
never a baby again	4

Close by asking, “What were we doing with the counters?
Was this harder than when we did it with Little Sam
Takes a Bath?”

Related Activity : Cut-up sentence Strips

Description:

Students dictate or fill in the missing word in a sentence at the top of a worksheet. The sentence reflects something about which the class has had experience. The student copies the entire sentence, word for word, on matching lines at the bottom of the worksheet. Cut the worksheet in half, saving the top to serve as a model and the bottom to be cut into word units. The cut up words can be shuffled and rearranged in the right order.

Model the use of the worksheet thoroughly before having students begin. The modeling can include metacognitive strategies for spelling the word to be filled in.

Syllable Level

As students master segmentation of phrases into word units, they're ready for syllable level activities. Compound words are easier than other multi-syllable words to blend, segment, and manipulate. The natural rhythm of syllables in poems serves as the introduction to syllable level activities in this section of the manual. Blending tasks precede segmentation tasks.

The phonological tasks in this section include:

- reviewing the concept of word
- tapping out syllable units
- substituting words that contain the same number of syllables as a target word
- blending syllables into words
- segmenting words into syllables
- isolating syllables

The selected children's read aloud books used in this section are:

Arnold, T. (1987). No more jumping on the bed. New York: Scholastic Inc.

dePaola's T. (1985). Tomie dePaola's mother goose. New York: G. P. Putnam's Sons.

Fleming, D. (1994). Barnyard banter. New York: Scholastic.

Descriptions of these selections detail their content and are found at the beginning of each set of activities related to them.

Barnyard Banter

Reference:

Fleming D. (1994). Barnyard banter. 555 Broadway, New York, NY 10012: Scholastic.

Summary:

With poetic rhythm, Barnyard Banter follows a goose chasing a butterfly through the various animal “habitats” and sounds to be heard on the farm. The goose is the main character and the question, “But where’s goose?” is repeatedly asked. The grand ending is the answer, “There’s goose!” followed by her loud “Honk, honk, honk.”

Enjoy the book first for its clever plot of the goose’s whereabouts and then attention can be turned to the rhythm in the pattern and rhyme of the text.

This book’s rhyme is obvious and could be used to call explicit attention to sound matching. However, its syllabic rhythm provides a good introduction to syllable units so is used here.

Phonological Task

- tapping syllable units

Book Activity : Introduction of the book

Learning Objective: Students will be introduced to the book Barnyard Banter.

Materials: Book, Barnyard Banter.

A Cowbell

Procedure: Introduce the book by asking:

“Has anyone visited a farm or does anyone live on one?”

Allow time for students to tell what they might be seen on a farm.

Show the cover of the book and say: **“The book we will read today is about animals that live on a farm and the sounds they make. The words on the top of the front cover tell its title, Barnyard Banter. The word banter means the**

noisy talk that goes back and forth between people or animals. The words at the bottom tell the author and illustrator, Denise Fleming. She thought of the words and drew the pictures.”

When you turn to the first page say, “**Look, there’s a butterfly.**” (This is to draw attention to the foreshadowing of the plot the author does with the illustrations of the goose chasing the butterfly.)

On the title page read the words and muse, “**Oh, here’s a goose and here’s a goose, and here’s a goose trying to get the butterfly.**”

As you read and enjoy the book together, gently tap the beat of the syllable rhythm on your leg. Students will join in without formal invitation and they will begin to become familiar with the rhythm of the syllables in poetry.

On the next to the last page read it with emphasis on the rhyme in the sounds the animals make.

With expression read the last page and ask, “**What was the goose doing that lead it through the barnyard?**”

After the book has been completely read, say: “**Let’s pretend that we are the animals. You may choose whichever one you want to sound like and we will banter back and forth to each other. When it’s time to quiet our barnyard, I’ll ring this cowbell. Does anyone want to see an animals page first before we begin our bantering?** Ask this question to make sure everyone knows the animal they want to be and the sound it makes. “**Ready, animals, let’s banter!**” Ring the bell to signal for quiet.

Book Activity : Echo reading and thigh tapping

Learning Objectives: Students will echo read (repeat phrases just read by the teacher) Barnyard Banter.

Students will tap their leg to the syllables in Barnyard Banter.

Materials: Book, Barnyard Banter (1994) by Fleming

Procedure: Say, "Today I'd like you to read the book Barnyard Banter with me and tap the parts on your leg as we read."

"Let me show you. I'll read a page and then you echo me while tapping your leg for each part. Teacher models tapping of syllable units while reading the first page. Now you say it and tap your leg." Insist that they wait to echo. (Repeat the echo with the children for as long as they need this support. Children might also find it easier to tap alternately with their left and right hands and use both legs rather than to use one hand all the time. Also if a whole page of text is too taxing for some to remember, divide the text on each page at the comma. If an individual child is not able to keep the rhythm of the syllables, provide support by holding their hand as you tap together.)

Continue through the book in this manner, praising cooperation and each effort.

Note: This is an introductory lesson and further work with syllables is suggested.

Related Activity: Tapping Syllables in Names

Description:

Students tell the teacher their names. The teacher says the name back with the syllables segmented. Student repeats his/her name in segmented syllable units. Then entire class echos the students name in syllable units.

Traditional Nursery Rhymes

Reference:

There are many nursery rhyme books that contain large, colorful illustrations appropriate for reading aloud to a group of children. One of several that contain the most familiar nursery rhymes is :

dePaola, T. (1985). Tomie dePaola's Mother Goose. New York: G. P. Putnam's Sons.

Summary:

Nursery rhymes provide simple, rhythmic verse for children to memorize and repeat. As children become familiar with the words, the rhythm and rhyme can be tapped out and emphasized. Research indicates that children familiar with nursery rhymes have greater success in learning to read (Bryant, Bradley, Maclean, & Crossland, 1989).

Phonological Tasks:

- review concept of word
- tapping the syllables in words
- substituting words that contain the same number of syllables as the original word

Book Activity 1: Tapping Syllables

Learning Objective: Student will tap the syllable units of familiar nursery rhymes.

Objective:

Materials: Student's names written on slips of paper and a "pail" to pull them from.

Book(s) of nursery rhymes.

Procedure: Say, "We can tap the parts of words in poems."

Teacher models by reading "Jack and Jill" and tapping her thigh on each syllable.

Read several more familiar poems modeling the tapping of syllables. Reading several will help students recall a nursery rhyme when it is their turn to choose one for the class.

Say, "Today I've brought a pail, just like in 'Jack and Jill', with your names in it. I will pick your name out of this pail and you may pick a poem for us to say. I'll say your name in sound parts. See if you can tell when I've picked your name. If you cannot think of a new rhyme you may choose one that has already been done. I'll write the titles of each one on the chalkboard as they are chosen.

Teacher picks a name and the student whose name is picked chooses a nursery rhyme.

Teacher and students say the poem aloud while tapping syllables on their leg. (Children may find it easier to tap alternately with their left and right hands rather than to use one hand all the time.)

Assess: Especially watch the tapping ability of the student whose name was chosen. This will give a systematic way of observing individual performance.

Extension Activity: "Mary Had A Little Lamb"

Learning Objective: Students will clap the number of syllables in the song, "Mary Had a Little Lamb."

Materials: Chart with "Mary Had a Little Lamb" written on it. Above each syllable, place a dark, felt marker "dash."

Procedure: Say, "Today we're going to sing some songs. Does anyone know a song we can sign?" Enlist participation and sing one of the songs that a child has suggested.

Say, "I would like to sing a song that you all know: 'Mary Had a Little Lamb.' Who doesn't know this song?" If

anyone indicates lack of knowledge, support them by saying, **"The rest of us will help you remember."**

Sing

Show the chart with the song written on it. Say, **"This time I'm going to show you the song on a piece of paper and clap the beats to each word as I sing. I made a little mark over each word to show where I should clap. See if any of you can catch me if I make a mistake."**

Sing and clap.

Say, **"I want you to clap as I point to each mark over the words. This time I'm going to try to catch you."**

Sing and clap together.

Ask, **"Who can point to the word lamb?"** Let everyone have a turn pointing to one of the 'lamb' words. If a student is not successful the first attempt have them wait and watch while the others take turns and try again until successful.

Say, **"I'm going to play a game with you after we sing the song one more time. This time I will just sing, and you clap all on your own."**

Sing while children clap.

Ask, **"Are you ready to play the game? I'm going to change a word in the song. Listen and see if you can hear the new word in the song."**

Replace "Mary" with "David" on the chart and sing the song with the new word.

Ask, **"Does 'David' have the same number of claps as 'Mary'? Does anyone else have a name with two claps that could fit the song? Decide with a partner if you know a name that has two claps."**

Sing as many of the new names as time permits.

Related Activity: Replacing Words

Description:

Use the song “Mary Had a Little Lamb” (or any other familiar children’s song or nursery rhyme) and begin to change more of the words. If you change “lamb” to “pig,” when you get to “fleece,” students will have to think of a one syllable word to replace it. The color word “white” will most likely change to “pink” but let the students lead in figuring out how to change the words to accommodate for meaning changes. The hardest word to change will be snow, but keep thinking and a one syllable word will come to mind. One class saw a pink “clip” that fit the need of one syllable and made sense for pink pig.

This activity not only requires students to choose words with a certain number of syllables but to also attend to syntax and semantics.

Challenge your class to make changes to nursery rhymes on their own.

Have students sing their song with the new words.

No More Jumping on the Bed

Reference:

Arnold, T. (1987). No more jumping on the bed. New York: Scholastic Inc.

Summary:

In this twenty-six page book, Walter has the bad habit of jumping on his bed. His father tucks him in with the admonition, “No more jumping on the bed.” Tucked under his pillow is a robot. This recount is of Walter’s dream as he jumps on his bed and he and his robot fall through the flights of their apartment building. The story can be retold through the eyes of the robot which lends an enjoyable context for blending and segmenting activities.

These lessons focus on syllables but the same book may be used instead for blending and segmenting at the phoneme level.

Phonological tasks:

- blending syllables into words
- segmenting words into syllables

- deletion of a syllable
- substitution of a syllable
- isolating a syllable

Book Activity : Introduction of the book

Learning Objective: Students will be introduced to the book No More Jumping on the Bed

Students will become familiar with vocabulary that will be blended and segmented into syllables.

Materials: Book, No More Jumping on the Bed (1987) by Tedd Arnold.

Procedure: Ask the children to share what they dream about.

Show the book using the following questions:

“What is this boy doing?”

“Have you ever jumped on your bed?”

“What does your mom or dad say when you do?”

“Whose bed do you think this is?”

“What kind of things does he have in his room?”

“What kind of boy do you think he is?”

“Does anyone know the title of this book?”

“Where do you think it tells who wrote this book?”

“Are there any other words on the cover?”

Show title page.

Ask, **“What are they doing?”**

“Who do you think they are?”

Show “second” title page.

Ask, **“What do the words on this page say?”**

“What can we tell about where this boy lives?”

“What is this kind of building called?”

Discuss the meaning of the word “apartment.”

Ask, “Does this boy live on the top floor?”
 “Does this boy live on the bottom floor?”

Begin reading the book. At the point that it says, “Before turning out the light his father said,”, stop and ask, “What do you think Walter’s father said?”

Read what Walter’s father said and emphasize the idea of possibly crashing through the floor.

Read through the story enjoying each page.

Note: It may be impossible to complete the introduction and entire reading of the book in one day. The book lends itself to reading in two settings. Say there is a surprise ending (that it was all a dream) and that you will finish reading it tomorrow and find out what the surprise is.

Book Activity : Introduction of the book continued

Learning Objective: The student will begin to list items that were seen by Walter and the robot on their way through each floor.

Materials: Book, No More Jumping on the Bed (1987) by Tedd Arnold.

Procedure: Review the portion of the book read yesterday and read the remainder of the book if not read entirely yesterday.

Point out robot picture this reading.

Go page by page and let the children retell what happened as Walter and the robot fell through the floor.

Have the children name items on each floor of the apartment building.

Book Activity: Blending syllables in your dreams

Learning Objective: The student will blend a word after hearing it segmented into syllables.

Materials: Book No More Jumping on the Bed (1987) by Tedd Arnold.

Procedure: Look at each page of the book again that shows Walter, bed and all, going through the floors of the apartment building.

Name with the children the items in each illustration that will be segmented form for them to blend in this lesson. Do not say them in segmented form now. This is to further acquaint them with the words.

Say, **"I am going to pretend to be the robot in this story. When robots talk they don't talk like we do. They say only parts of words at a time. If the robot were to tell what he saw as he fell through the floors of the apartment building this is what it might sound like."**

Speak like a robot and say, **"Wal / ter."** Tell the students, **"the normal way to say what the robot just said is 'Walter'."**

Let's try another. Say, **"bed / room."** Tell the students, **"The word is bedroom."**

Have the students lie down on the floor and say, **"Pretend to be sleeping and having a dream like Walter. I will pretend to be the robot and say a word from the story like the robot would say it (in segmented fashion). I will come and tap you on the shoulder. When I tap you, say the word like Walter, a person, not a robot would say it (blended)."**

Continue with turns until each student has had success in blending.

Use the following words:

Notes: The list of words is organized from easiest to hardest (compound, one syllable; compound, multi-syllable; and non-compound, multi-syllable words). Use your judgment as to which student is ready for which difficulty level.

When segmenting the words as the robot, be careful not to say any words of instruction surrounding the word being segmented. Having a stream of speech going would make focusing on the target word more difficult.

The students may respond by segmenting, echoing exactly what they hear. Whisper, **“Say it smoothly, like a person, not a robot”** and give them another chance to respond.

Compound two syllable	Compound multi-syllable	Non-compound multi-syllable
upstairs	everyone	jumping
bedside	seventeen	apartment
sideways	colorful	pillow
bedroom	everywhere	mattress
meatballs	everything	spaghetti
mouthful		Hattie
airplane		expecting
spaceship		favorite
something		table
sailboat		Matty
artwork		aquarium
goldfish		monsters
baseball		Batty
paintbrush		unpacking
bathrobe		Patty
		Natty
		Delbert
		collection
		studio
		painting
		audience

astonished

Extension Activity: Answering a robot by blending syllables

Learning The student will hear his/her name segmented into syllables.

Objectives:

The student will blend a word after hearing it segmented into syllables.

Materials: Someone dressed up like a robot including a breastplate that has a pocket chart to fit individual words and picture cards into. A head band with pipe cleaner antennae, dryer venting tube for arms and a construction paper front piece give the effect. Use the picture of the robot in the book, No More Jumping on the Bed, as a model. Encourage who ever plays the part of the robot to “ham it up”.

Word cards to show the robot and place in its front pocket chart. The words written on the cards are taken from the book, No More Jumping on the Bed and are listed in the previous lesson, “Book Activity: Blending syllables.”

Note: Several other lessons in this manual call for picture cards. However this lesson needs to use word cards so that the students rely on auditory skills of listening to a segmented word and blending it.

Two 4” by 4” pieces of construction paper; one red, one green.

Procedure: Say, “We have a robot that would like to visit our class. It is ready in the hallway. Should we bring it in?”

Bring “robot” in and introduce it to the class. Allow time for giggles and the robot to act like a robot before moving into the phonological part of this activity.

Say, “ The robot would like to know your names. You say your name and it will repeat it in robot talk.”

Have each child say his/her name. The robot repeats it in segmented fashion.

Say, “The robot is here to play a game with us. You will show the robot the word and then place it in his front card pocket. He will say the word and, of course, say it like a robot. You will say the word back to him in your person voice. If you say it like a person the robot will lift the hand with the green card. If the robot lifts the hand with the red card you will need to listen and try again.”

Model the procedure. First model it incorrectly, segmenting the syllables of the word, like a robot instead of a person. The robot will lift the red card indicating an error. The robot should repeat the word. This time model the response correctly, blending the syllables. The robot should lift the green card.

Children take turns showing the robot a word card, placing it in the pocket on the robots “breastplate,” listening and responding with the blended word.

Extension Activity: Sharing syllables.

Source: The following activity is based on Hatcher (1994)

Learning Objective: The student will say syllables of words alternately with the teacher.

Materials: Robot costuming for the students, one head band with antenna and one breastplate each. As you fit each head band, the students decorate the energy bolt on the front of their breastplate. Use the picture of the robot in the book, No More Jumping on the Bed, as a model.

Picture cards (made from coloring books, magazine pictures, simple sketches) of the following things:

potato	scissors	cupboard	table
radio	flower	television	cat
zebra	monkey	elephant	camel
alligator	penguin	tiger	hippopotamus

Procedure: Dress each student telling them that today they will be talking like robots.

Show picture cards and have the students echo the words in a normal voice so all are familiar with the words. Do this with headbands off as a cue they aren't talking like robots yet.

Model by saying, **"We will play a robot game with these pictures. I will say a part and you will say the next part. I will point to myself when it is my turn and to you when it is your turn. It will go like this:**

Teacher	Po-
Child	-ta-
Teacher	-to-

If someone says too much of the word, exclaim, **"That was a bit too much. Leave some for me."** Then demonstrate the correct version.

If someone says too little, exclaim, **"I think you need to say a bit more!"** Then demonstrate the correct version.

Introduce practice by saying, **"Let's see if we can split up these words."** On some words the children will say the first syllable. Show picture cards as you say what is in bold print next to the words to be segmented:

Potato	"Po - ta - . Can you finish it?"
Scissors	"I'll start this one and you finish it. Sci - ."
Cupboard	"I'll start this one and you finish it. Cu - ."
Table	"You begin this one and I'll finish it."
Radio	"I'll start this one and you do the next part. Ra-."

Flower **“You begin this one and I’ll finish it.”**
 Television **“This one has four pieces in it, so remember
 to leave some for me! I’ll start. Tel - .”**
 Cat **“Can we split that one into parts?”**

Show the next set of picture cards (appendix ?) and name them normally with the children. Do this with headbands off as a cue they aren’t talking like robots.

Say, **“We will take turns saying the parts of these words. It will go like this:”** Show the pictures for:

Zebra	Teacher to start
Monkey	Child to start

Give individuals opportunity to do one of the following:

Elephant (3 syllables)	Teacher starts
Camel (2 syllables)	Child to start
Alligator (4 syllables)	Teacher starts
Hippopotamus (5 syllables)	Child to start
Penguin (2 syllables)	Teacher starts
Tiger (2 syllables)	Child to starts

Extension Activity: Segmenting and isolating syllables

Learning The student will orally segment the syllables of a word.

Objectives:

The student will count the number of syllables in a word.

The student will say one of the syllables in a word in correct sequence.

Materials: Picture cards (made from coloring books, magazine pictures, simple sketches) of the following things (these are the same as in the previous lesson, “Extension Activity: Sharing Syllables”):

potato	scissors	cupboard	table
radio	flower	television	cat
zebra	monkey	elephant	camel
alligator	penguin	tiger	hippopotamus

Chalkboard or butcher paper marked with 6 boxes (large enough for a child to stand in front of the width of the square).

Robot costumes made the lesson before.

Procedure: Say, **“We have been doing a lot of things like robots. Let’s tell a friend something in robot talk. When it’s time to stop I’ll say ‘Attention all robots’.”** Allow students a chance to freely talk like robots. Call attention by saying, **“Attention all robots, attention all robots. All robots please be seated.”**

Say, **“The robot job for today is to say part of a word while you standing in front of a box drawn here.** Point to the boxes on the chalkboard or butcher paper.

Model with three students and the word potato. The students are bent over and stand up robot style in front of a box on the chalkboard as they say their syllable.

Draw attention to the sequence of the syllables by asking, **“Who said their part first? What was their part of the word? What was their part? Who said their part in the middle?”** What was their part? **Who said their part last? What was their part?**

Ask, **“How many student robots will we need for the word ‘scissors’?”** Have two students come up and bend forward by the boxes and stand up straight as they say their part to “scissors.” Again draw attention to the order of the syllables by asking the same questions as above; **“Who said their part first? What was their part of the word? Who said their part last? What was their part?”**

Continue through the following words pictures asking for each word: **“How many students will we need? and Who was first, middle, last and what were their parts?”**

Potato
Scissors

Cupboard
Table
Radio
Flower
Television

Add the following word pictures if time permits. Rehearse the pictures in a normal voice first having everyone take off their robot hats and saying, "We will take our robot hats off to say these words like people. When our hats are off we don't say words like a robot."

Elephant
Camel
Alligator
Hippopotamus
Tiger

Continue with students, segmenting and isolating syllables.

Extension Activity: Talking like a robot

Learning Objective: The student will orally segment a word when shown a picture of that word. The student will indicate by raising a colored card if the word is repeated back to them correctly, in blended form.

Materials: Someone dressed up like a robot.

Picture cards (made from coloring books, magazine pictures, simple sketches) of the following things (these are the same as in a previous lesson, "Extension Activity: Sharing Syllables"):

potato	scissors	cupboard	table
radio	flower	television	cat
zebra	monkey	elephant	camel
alligator	penguin	tiger	hippopotamus

Robot costuming for the students.

Two 4" by 4" pieces of construction paper; one red, one green.

Procedure: Say, "Today the robot has come back to visit. I told it you are now robot talkers. You will say a word to the robot in robot talk. The robot will tell you what word you said. I have turned a special knob on it so it can talk like a person now."

Continue with these directions, "The robot will show you a picture. You say the word to it in robot talk. It will say the word back to you in people talk. If the robot says the word right, in people talk, you hold up this green card. If the robot says the word wrong hold up the red card."

Model the procedure. First model it incorrectly, saying the word normally, that is, blending the syllables of the word. The robot will lift the red card indicating an error and hold up the picture again. Repeat the word. This time model it correctly, blending the syllables. The robot lifts the green card.

Robot shows each student a picture card in turn.

The student will say the word "like a robot" (or segmenting the syllables.)

The robot repeats the word back in one of three ways (the blended form being the one considered correct.)

1. Blended form
2. Segmented form
3. Totally different word. (Can be humorous response like pork chops instead of monkey.)

The student will raise a green card if the robot says the word blended form.

The student will raise a red card if the robot says the word back in any other form than blended.

Variation: All students hold red and green cards and indicate whether or not the robot's response is correct.

Extension Activity : Assessment of segmenting syllables

Learning Objective: The student will independently mark an 'x' in a box for each syllable in the name of a picture.

Materials: Large model of the assessment worksheet but with different picture words than the assessment worksheet students have.

Assessment worksheet, one for each student, displaying four of the pictures used in the previous lessons and a row of six connected boxes next to each picture.

Pencils and a book to use as a hard surface to write on as they go to a "private" part of the room.

Procedure: Tell the students the schedule for the lesson: **"Today we will do a robot job. First I am going to show you how to do the job, then you will go to a private place in the room to do it. We will not wear our robot costumes today but just think like robots"**

Model how to do the worksheet using the larger display version by writing your name on the line next to the robot picture. Say each picture word marking an 'x' in a box for each syllable as you say it. Point out that the picture words you are saying are different than the ones they will have on their worksheet.

Before distributing the assessment worksheets, show one to the entire group and name the pictures so students are re-familiarized with them. These are pictures they have used before in previous segmenting lessons.

Give directions for what to do when finished with their worksheet.

Distribute worksheet, pencil and book to use as hard writing surface and let them find a private place to work.

Assist as needed.

Collect papers.

Related Activity: Trampoline jumping.

Description:

On a small or imagined trampoline, have students say syllables of words, one syllable per jump on a trampoline.

Related Activity: Delete the syllable

Description:

Using the word list from No More Jumping on the Bed, ask students, emphasizing the break (e. g. “up . . . stairs”), “What would ‘upstairs’ be if we didn’t say ‘up’?” (stairs) “What would ‘seventeen’ be without ‘teen’?” (seven) “What would ‘jumping’ be without ‘ing’?”

Compound, two syllable words are easiest to manipulate. Non-compound, multi-syllable words the most difficult.

Related Activity: Substitute the syllable.

Description:

Using the word list for No More Jumping on the Bed, ask students, “What would ‘upstairs’ be if we changed the ‘up’ to ‘down’?” (downstairs) “What would ‘seventeen’ be if we changed the ‘seven’ to ‘eight’?” (eighteen) “What would ‘jumping’ be if we changed the ‘ing’ to ‘er’?”

Onset-rime Level

After children become successful in blending, segmenting and manipulating the syllable units in words, onset and rime activities fit well developmentally (Smith, Simmons, Kameenui 1995). This is an intermediate between syllable and phoneme level activities. Some phoneme isolation occurs as the onset is segmented.

The phonological tasks in this section include:

- identification of onset
- isolation of onset
- segmenting onset and rime
- sound letter association
- recognizing an odd rime
- recognizing an odd onset
- supplying a rhyming word
- sound matching of rimes

The selected children's read-aloud books used in this section are:

Fleming, D. (1993). In the small, small pond. New York: Scholastic Inc.

Knowles, S. & Clement, R. (1988). Edward the emu. Australia: Angus & Robertson.

Tapahonso, L., & Schick, E. (1995). Navajo ABC: a dine' alphabet book. New York: Simon & Schuster Books for Young Readers.

Allsburg, C. V. (1987). The z was zapped. Boston: Houghton Mifflin Co.

Whatley, B. & Smith, R. (1994). Whatley's quest, an alphabet adventure. Sydney, Australia: Angus & Robertson.

Descriptions of these selections detail their content and are found at the beginning of each set of activities related to them.

In all the activities, when a letter is placed between two slash marks, for example /s/, it is to symbolize the sound of the letter not the name.

In the Small, Small Pond

Reference:

Fleming, D. (1993). In the small, small pond. New York: Scholastic Inc.

Summary:

This brightly illustrated book rhythmically explores life in a pond through rhyme. The text includes initial sound matches that promote playing with the sounds of language.

Phonological Tasks:

- recognizing the odd rime
- recognizing the odd onset

Book Activity : Introduction of the book

Learning Objective: The student will be introduced to the semantic content of the book and subsequently attend to the sounds (i.e. rime and onset) in the text.

Materials: Book, In the Small, Small Pond (1993) by Denise Fleming.

Procedure: Introduce the book by saying, "What might you see in a pond? The title of this book is In the Small, Small Pond. It is written by Denise Flemming. It received a special award for the pictures. Point to the Caldecott seal. Let's look at some of them. Page through several of the pictures. **What do you think this book will be about?** As students volunteer information, ask 'why' they think this. **As I read the book, listen for sounds that match on each page."**

Read the book through.

Ask, "Did you notice anything about the sounds of the words in this book?" Take responses. You may read sample pages to encourage response. (The children may have noticed one or both of the sound matching qualities of this book; there

are initial sound matches and rhyming matches. You may decide which to emphasize.)

Book Activity : Odd rime out

Learning Objective: The student will pick one word of three that does not match in the rime position.

Materials: Book, In the Small, Small Pond (1993) by Denise Fleming.

Procedure: Review yesterday's reading of the book, In the Small, Small Pond and how there were similar sounds in the text.

Read the page two about the tadpoles and say, “‘Wiggle’, ‘jiggle’, they sound alike. We say that words that sound alike rhyme. There is another word on this page that rhymes with ‘wiggle’ and ‘jiggle’. It is ‘wriggle’. Listen, ‘wiggle - iggle’, ‘jiggle - iggle’, wriggle - iggle’. There is a word on this page that does not rhyme with ‘wiggle’ and ‘jiggle’. Listen, ‘wiggle’, ‘jiggle’, ‘tadpoles’. Which word did not rhyme?”

Continue with the other pages of the book, saying three words from the following list and asking which does not rhyme. For some pages the word order in the set of three words is different than the order in the text so that the non-matching word does not always fall in the same ordinal position. Also, some words not in the text but reflected in the picture were included to make the task less difficult since some of the word choices in the text were similar, but not as exact a match.

Odd rime out list:

wade	parade	geese	p. 3 - 4
wings	shiver	quiver	p. 5 - 6
doze	eyes	close	p. 7 - 8
lunge	plunge	herons	p. 9 - 10
minnows	scatter	splatter	p. 11 - 12
swirl	twirl	circle	p. 13 - 14
*sweep	swoop	scoop	p. 15 - 16
*click	clack	crack	p. 17 - 18

dip	tails	flip	p. 19 - 20
*splash	flash	plash	p. 21 - 22
*pile	pack	stack	p. 23 - 24
winter	freeze	breeze	p. 25 - 26
night	sleep	tight	p. 27 - 28

Notes: *These may be more difficult because the word that does not rhyme does have the same initial sound as another in the list. Students may focus on this initial sound match.

If doing this with a group of students, to promote individual accountability, after saying each set of three words call on an individual to answer.

Book Activity: Odd onset out

Learning Objective: The student will pick one word from three that does not match either of the others in the onset position.

Materials: Book, In the Small, Small Pond (1993) by Denise Fleming.

Procedure: Read the page about the geese and say, “‘Waddle’, ‘wade’, they sound alike when you first begin to say the word. Feel your mouth as you say ‘waddle’ and ‘wade’. (Let students say the words and feel their mouths.) What does your mouth do when you first begin to say each of the words, ‘waddle’, ‘wade’? What sound do you hear when you first say the words ‘waddle’ and ‘wade’? (Take responses.) Listen, ‘waddle’, ‘wade’, ‘geese’. Does ‘geese’ have the same beginning sound as ‘waddle’ and ‘wade’? Does your mouth feel the same when you begin to say ‘geese’ and ‘waddle’ and ‘wade’? Did you feel your throat doing something when you say ‘geese’?”

Continue with the other pages of the book, saying three words from the following list and asking which does not match the beginning sound of the others. (For some pages the word

order in the set of three words is different than the order in the text so that the non-matching word does not always fall in the same ordinal position. Also, some words not in the text but reflected in the pictures (e. g. 'grass' on page 15 and 'sand' on page 16) were included to make the task less difficult since some of the word choices in the text were similar.)

Odd initial sound out list:

d rowse	doze	eyes
lash	lunge	plunge
splatter	minnows	splitter
*circle	swirl	twirl
sweep	swallows	grass
click	claws	sand
tails	dabble	dip
splish	paws	splash
muskrats	pile	pack

Note: *These may be more difficult because the non-matching word rhymes with another word in the list.

If doing this with a group of students, to promote individual accountability, after saying each set of three words call on an individual to answer.

Related Activity: Making matches to the tune of "Jimmy Cracked Corn and I Don't Care."

Source: Yopp, (1995)

Description:

Teacher sings the following lyrics to the tune of the song "Jimmy Cracked Corn and I Don't Care:" (Say the sound of the letter not it's name.)

Who has an '/s/' word to share with us?

Who has an '/s/' word to share with us?

Who has an '/s/' word to share with us?

It must start with the '/s/' sound!

Students volunteer an '/s/' word from pictures displayed or without the aid of pictures if able. After a word match has been chosen the melody can be sung again, teacher modeling and providing needed support:

Snake is a word that starts with '/s/'

Snake is a word that starts with '/s/'

Snake is a word that starts with '/s/'

Snake starts with the '/s/' sound.

Lyrics can be adapted to any sound the teacher would like to draw attention to.

Related Activity: Concentration with matching sounds

Description:

With picture cards, students play a version of the traditional game concentration. Pairs of picture cards whose sounds match in some way, onset, rime, or ending sound, are placed face down in random order. Students take turns turning two cards over, listening for a sound match. When they have a match they keep the pair of cards. Play goes to the next player after every attempt.

Related Activity: Sound sorting

Description:

Using picture cards students sort them by sound; initial, medial, or final.

Related Activity: Sound Bingo

Description:

Using the traditional game format, Bingo, show a picture card which has a sound match to a picture on playing cards. When letter sound associations are known, the playing card can have letters instead of pictures and the caller in the game can say words. Students cover the letter whose sound matches either the initial, medial or ending sound of the called word.

Related Activity: Sound Matching to the tune of "Old MacDonald."

Source: Yopp, (1992)

Description:

Teacher sings the following lyrics to the tune of "Old MacDonald Had A Farm:"

What's the sound that starts these words:

Turtle, time and teeth?

Teacher waits for a response and after the sound has been guessed sings:

'/t/' is the sound that starts these words:

Turtle, time and teeth.

With a '/t/', '/t/' here, and a '/t/', '/t/' there,

Here a '/t/', there a '/t/', everywhere a '/t/', '/t/'.

'/t/' is the sound that starts these words:

Turtle, time and teeth.

Other sounds can be the focus of attention using the same tune and format.

Edward the Emu

Reference:

Knowles, S., Clement, R. (1988). Edward the emu. Australia: Angus & Robertson.

Summary:

Humorous illustrations compliment the story line of Edward the Emu and his search for significance. The text is in rhyming-poem form. The context, Edward looking for where he best belongs and ending up back with one of his own kind, supplies a concrete connection to the phonological task of finding a matching sound.

Phonological tasks:

- supplying a rhyming word
- sound matching of rime

Book Activity : Introduction of the book

Learning Objective: Students will be introduced to a book written in a rhyming pattern.

Students will supply the rhyming word.

Materials: Book, Edward the Emu (1988) by Sheena Knowles.

Procedure: Introduce the book by showing the cover and saying, “The title of this book is Edward the Emu. Who knows what an emu is? (Take responses and define what an emu is.) This emu lives in a zoo. Who has been to a zoo? What kind of things do you see in a zoo? Let’s see what Edward does at the zoo.”

Read the book, vocally emphasizing the phrasing pattern and rhyme.

Encourage students to begin supplying the rhyme by hesitating at the end of a phrase that has a word rhyming to another on a previous line.

Ask, “What did Edward do? Why? What happened each time he went to another animals section of the zoo? What happened at the end? Did Edward find his match?” Define ‘match’ by saying, “Edward found someone who was like him. What would you tell Edward?”

Book Activity : Rhyme matches

Learning Objective: Students will discriminate whether two words rhyme and will indicate that they do by hugging their partner or placing two animal stick puppets together.

Materials: Book, Edward the Emu (1988) by Clement S. Knowles.

Identical stuffed animals that hug, optional. (Or any other set of identical animals.)

Animal paper puppets on a stick (optional). (See Appendix p.?)

Note: If opting not to use puppets, have students partner up and hug each other to indicate a matching word pair during the appropriate time in the lesson.

Procedure: Review the book read yesterday, emphasizing that Edward found his match, another animal like him.

Say, "As I read this book again, listen for words that match, or sound like others. If you are using puppets, the students can construct them while the book is re-read.

Say as you come to a rhyme in the book, "Did you hear words that sounded like each other?"

When done reading say, "In the book there were words whose ending sounds matched. Listen, 'zoo', 'too'. Hear how they sound alike, 'zoo - oo', 'too - oo'. Listen for another match, 'sun', 'fun'. We say words that sound alike, rhyme."

Introduce the identical stuffed animals. Say, "These animals match, too. They look alike. They like things that match. Every time they hear words whose ending sounds match they hug. If they hear words that don't rhyme they don't hug. Watch and listen." Say, "'zoo', 'too'." Have the monkeys hug. Say, "'zoo', 'fun'." Have the monkeys separate.

Say, "Today you will put your monkey stick puppets together if you hear words with matching sounds. If you hear words whose sounds don't rhyme keep your puppets apart. Let's try one together." Say, "'zoo', 'do'." Have monkey stuffed animals hug and check to see what individuals do with their stick puppets. Correct as needed by repeating the words and their endings, "'zoo - oo', 'do - oo'." Provide a non-example by saying, "'zoo - /oo/', 'fun- /un/'." Hold monkeys apart. Check to see what individuals do with their stick puppets. Correct as needed repeating the words and their endings.

Say, "I think we are ready for some more words from the book. If they rhyme, place your puppets together, if they don't have a rhyming sound that matches, keep them

apart.” Use the following words working through the list horizontally:

zoo	do	door	bore
do	door	bed	said
tell	bed	tell	said
tell	well	sun	fun
day	true	true	say
true	zoo	men	den
day	say	detest	best
see	tree	rest	see
face	place	while	smile
you	place	you	zoo

ABC BOOKS

Navajo ABC: a Dine` alphabet book

Reference:

Tapahonso, L., & Schick, E. (1995). Navajo ABC: A dine` alphabet book. New York: Simon & Schuster Books for Young Readers.

Summary:

For each letter of the alphabet one item represents an aspect of Navajo life as well as providing example of a word that begins with a sound of a letter. Some objects are given their Navajo name while others are given their English names. A glossary translates Navajo words into English and vice versa. The illustrations are large and provide details that give further understanding of the Navajo culture.

The Z Was Zapped

Reference:

Allsburg, C. V. (1987). The z was zapped. Boston: Houghton Mifflin Co.

Summary:

In this twenty-six act “play”, the author opens the “curtain” to strong associations between letters and sounds. Each act finds something happening to a letter of the alphabet that matches the sound the letter represents, ending with the “‘z’ was zapped.” The black and white illustrations and the sounds of each letter provide clues, prompting the audience to predict to how each act ends.

Whatley’s Quest, An Alphabet Adventure

Reference:

Whatley, B. & Smith, R. (1994). Whatley’s quest, an alphabet adventure. Sydney, Australia: Angus & Robertson.

Summary:

Every page of Whatley’s Quest, An Alphabet Adventure is filled with large intricate illustrations of numerous mid-evil items that begin with the same letter of the alphabet. Only a letter, no words, accompany the pictures. The illustrations also build a plot as you follow the arrow from page to page. Whatley’s Quest needs several exposures to be fully appreciated.

Phonological Tasks:

- identification of onset
- segmenting onset and rime
- sound letter association

Book Activity : Introduction of alphabet books

Learning Objective: The student will be exposed to examples of alphabet books as an introduction to the concept of initial sound and sound matching.

Materials: Several examples of alphabet books.

Procedure: Announce, “Today we will be reading some ABC books.”

Ask, “Why are some books called ABC books?” If the answer is not known read a couple of them to discover what

they have in common and why they may be called ABC books. As you read draw attention to the letters of the alphabet on each page and that words on each page are examples of words starting with that letter by saying, “_____ (a particular word) starts with _____ (a particular sound). For example, “Apple starts with /a/.”

Book Activity : Onset-rime segmenting

Learning Objective: The student will say a word, elongating the onset and then saying the rime.

Materials: Cards that have a key word for every letter of the alphabet or simplest ABC book with one picture per page. These can be purchased alphabet cards or made using coloring book or magazine pictures.

Procedure: Say, “Today you all are going to read an ABC book to me. For each page say what the picture is. I will show you on the first page.”

Teacher models on the “A” page by saying, “ apple.”

The students read the book chorally.

Say, “ Now I am going to show how we can find the first sound in the word ‘apple,’ /aaaa/ - pple. The first sound I said was /aaaa/. Now you try to say apple as I said it. Say /aaaa - pple/ all of you.” Wait for group response.

Say, “When I point to you, say ‘/aaaa/ - pple’ all by yourself. Have each child individually say ‘apple’ in this way.

Say, “We will try other pages now.” Choose from the pages of the alphabet book for vowels and continuant consonants first before using plosive consonants. (This letter order is recommended because it moves from easier to harder sounds to discriminate and produce, /a/, /e/, /i/, /o/, /u/, /f/, /j/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, /z/, /b/, /c/, /d/, /g/, /h/, /k/, /p/, /q/,

/r/.) Follow the same procedure of; modeling, chorally saying the word, elongating the onset before saying the rime, and individuals saying the onset and rime.

Extension Activity : Initial sound hop up

Learning The student will hop up if the answer to a question about the **Objectives:** sound in a word is “yes.”

Materials: None

Procedure: Explicitly review pages of an alphabet book by emphasizing that certain words start with the sound of the letter on the page. Say, “_____ (a particular word) starts with _____ (a particular sound). Review /s/ and /l/ last.

Say, “We are going to play a listening and hop up game. I will ask you a question about some sounds you hear. If the answer is yes, then you hop up and stay standing. If it is no, stay down. Before I ask each question we will be in the crouched starting position.”

Model by saying an example and jumping up if the answer is yes or staying down if the answer is no.

“Does ‘snake’ start with ‘s’?

(Go back to crouched position.)

“Does ‘foot’ start with ‘s’?

Note: If the students are just beginning to learn the skill of sound matching, the lesson may need to focus on one phoneme. As students become more proficient, several phonemes may be covered in one session of the game.

Assessment: Distribute two cards to every child, one that begins with the phoneme /s/ and one that begins with the phoneme /l/.

Have each child say the name of their picture so you are sure they are saying the word correctly.

Say, "I am going to ask a question and you show me the right card."

Model

Say, "Show me the picture that starts with /s/."

"Show me the picture that starts with /l/."

Continue with other phonemes in the same manner as the class is ready. Move from easier to harder sounds to discriminate and produce, (e. g., /a/, /e/, /i/, /o/, /u/, /f/, /j/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, /z/, /b/, /c/, /d/, /g/, /h/, /k/, /p/, /q/, /r/.)

Book Activity 3: Providing a word with an onset match

Source: After Lie (1991)

Learning Objective: The student will think of a word with an onset that matches a target sound.

Materials: Any ABC book.

Procedure: For this activity choose just a few phonemes to emphasize at the level of difficulty the class is ready for. (Continuant sounds being easiest, plosives being hardest.)

Say, "Listen, what sound do we hear at the beginning of each picture word on this page of this ABC book?"

Read the page. Let children respond by telling you the sound they hear.

Say, "Can anyone tell us another word that starts with the same sound?"

Related Activity: Making ABC Books

Description:

Each student has a spiral bound book with a page for every letter of the alphabet. Pictures are drawn or magazine cut-outs are glued to the pages whose initial sound matches the sound of the letter.

Related Activity : ABC Posters

Description:

Groups or pairs of students work together to illustrate a poster with things that start with a particular phoneme represented by a letter on the poster. Students may draw or cut out pictures that are a match.

Related Activity : Keep Moving If

Description:

Tell students they may keep moving as long as a word starting with a particular phoneme is said. If a word that does not start with the targeted phoneme is said, they must freeze. If anyone keeps moving when they should have frozen have them echo the previous three words that matched the target sound and the one that did not to help them better tell the difference. (This may be varied by targeting other than the initial sound, i.e. medial or final.)

Phoneme Level

“The phoneme is the basic unit of our language system, and success at this level is a crucial ingredient in developing early literacy skill”

(Robertson & Salter, 1995 p. 41). These activities build on those done in the previous levels and include the following phonological tasks:

- articulation of sounds
- word matching
- blending phonemes
- segmenting words into phonemes
- deleting phonemes
- substituting phonemes
- invented spelling

The selected children’s read-aloud books used in this section are:

Boynton, S. (1987). A is for angry. New York: Workman Publishing.

Brown, M. W. (1994). Four fur feet. New York: Hyperion Books for Children.

Johnson, A. (1990). When I am old with you. New York: Orchard Books, A division of Franklin Watts, Inc.

Johnson, H. L. (1976). Let’s make soup. New York: Lothrop, Lee & Shepard Company.

Kitchen, B. (1984). Animal alphabet. New York: Dial Books, a division of Penguin Books USA, Inc.

Let's Make Soup

Reference:

Johnson, H. L. (1976). Let's Make Soup. New York: Lothrop, Lee & Shepard Company.

Summary:

This procedural book tells step by step how to make old-fashioned beef and vegetable soup. Three of the 26 pages of Let's Make Soup are full text while the others have fewer lines of text and black and white photos by Daniels Dorn, Jr., of kids cooking. It is well organized and lends itself to teaching the concept of beginning, middle and end.

Phonological Task:

- blending phonemes

Book Activity I: Introduction of the book

Learning Objectives: Students will be introduced to a procedural book.

Objectives:

Students will review the concept of first, middle and last.

Materials: Book, Let's Make Soup (1976) by Hannah Lyons Johnson

Procedure: Introduce the book by asking the following questions:

“Has anyone cooked something before?”

“How did you do it?”

Say, “The title of this book is, Let's Make Soup. At the bottom of the cover it tells who wrote it and took the photographs or pictures; Hannah Lyons Johnson, photographs by Daniel Dorn, Jr. Let me show you some of the photos.”

After showing the photos ask, “What do you think it will be about?”

Say, “Let's read the book and find out what you do first to make soup. As we read think about what they do first, next? and last.”

Read the book.

After reading ask the following questions (showing the pictures on each page as a prompt):

“What did they do in the beginning to make the broth?”

“What was the second step? Third step? “These were the middle steps. What was the last step in making the broth?”

Emphasize first, middle, last again by asking about the steps in “The Broth Becomes Soup” section of the book.

Say, **“Turn to your partner and tell how you would make soup. Tell what you would do first, in the middle and last.**

Related Activity: Line cooking

Description:

From a simple recipe (four steps) make direction cards that have one step on each card shown in pictures and main word labels. Have groups of students go through the cooking assembly line to blend ingredients. This will reinforce the idea of sequential order.

When introducing the activity, read the main words on the direction cards in segmented form and students must blend them together to know what the direction is telling them to do. Make this an explicit modeling of segmenting words and blending them to read. You can also discuss that cooking is blending letter sounds together just like cooking is blending food items together.

Extension Activity: Blending word ingredients

Learning Objective: Students will blend words that have be segmented into phonemes.

Materials: Book, Let’s Make Soup (1976) by Hannah Lyons Johnson

Poster with a cooking pot on it or a metal pot or pan that magnetic letters will stick to.

Cubes to represent sounds or
Letter cards or magnet letters

Real, or pictures of items whose names will be segmented.

Note: If using letters, be prepared to use a combination of letters to represent certain sound (i.e. in duck you will need to show a “ck” for the /k/ sound).

Procedure: Show the book Let's Make Soup. Briefly review by saying, **“We read this book about making soup. They put certain ingredients together in a certain order and blended them all together to make soup. We are going to make ‘Word Soup’ today. We will put sound ingredients together, blend them and see what word we make. Just like in cooking, we will have to be careful to put the sounds in just the right order.”**

Model by saying and doing the following: **“I will put some sounds in the pot. Look at the pictures and see if you can tell which picture these sounds make. As you place a cube for each sound or letter(s) on the cooking pot, say the phonemes in order. /m/ /ea/ /t/ The word I made was ‘meat’.”**

Say, **“I will do another one; /p/ /a/ /n/. What word did I make?”**

If correct, say, **“Good, /p/ /a/ /n/ does say pan.”**

If incorrect say, **“No /p/ /a/ /n/ does not say _____. /p/ /a/ /n/ says pan. Or if the correct sounds are present (i.e. nap) say, the /p/ is first, then /a/ then /n/, the word is pan (said slowly).”**

Say, **“Let's put some more sounds in our cooking pot.”**
Continue with the following segmented words for the students to blend:

Teacher	Student
/s/ /u/ /n/	sun
/f/ /u/ /n/	fun
/n/ /u/ /t/	nut
/n/ /a/ /p/	nap
/r/ /a/ /t/	rat
/w/ /e/ /b/	web
/ch/ /o/ /p/	chop
/c/ /u/ /p/	cup
/p/ /o/ /t/	pot
/p/ /i/ /g/	pig

Note: Words can be used that relate to other areas of the curriculum. However, care must be taken not to make the blending too difficult by using words that are more than five phonemes long or have phonemes that are acoustically difficult to segment.

Related Activity: Stories and recipes

Description:

Two books, The Pooh Cook Book (Ellison, 1969) and The Fairy Tale Cookbook (MacGregor, 1982) have recipe ideas that go with The House at Pooh Corner (Milne, 1928, 1956) and several traditional fairy tales, respectively. Use the recipes for line cooking activities and/or word blending opportunities. Of course, read the stories that go with the recipes!

Related Activity: Shout it Out

Source: Yopp, (1992)

Description:

Teacher sings the following lyrics to the tune of "If You're Happy and You Know It:"

If you think you know this word, shout it out!

If you think you know this word, shout it out!

If you think you know this word,

Then tell me what you've heard,

If you think you know this word, shout it out!

Teacher says a word segmented into phonemes such as "/k/-/a/-/t/"
The children respond by shouting the blended word. Sing more verses choosing new words to segment for students to blend.

Students may take turns segmenting a word, as well, for their classmates to blend.

Animal Alphabet

Reference:

Kitchen, B. (1984). Animal alphabet. New York: Dial Books, a division of Penguin Books USA Inc.

Summary:

“In this book
There lies a game:
Spot the creatures,
Give each its name” (Kitchen, 1984, backcover).

This poem, found on the back cover of Animal Alphabet by Burt Kitchen, describes the challenge of his book. Magnificently illustrated animals and one bold, black letter per page are the clues to the names of each creature. Many of the animals are familiar enough to name automatically but the few that are less well known provide opportunity to use the sound clue of the initial letter. An “Animal Answers” page is provided to check accuracy of a guessed name.

Phonological Tasks:

- describing mouth position when making the sound of a particular phoneme
- providing a word match given the initial phoneme
- blending phonemes
- deleting phonemes
- substituting phonemes

Book Activity : The animal alphabet game

Learning Objective: The student will describe what his mouth is doing when he/she begins to say a word.

The student will use the picture and initial phoneme clues presented in the read-along book to guess and confirm animal names.

The student will observe the teacher model orally the metacognitive process of using graphophoneme clues to decode a word, emphasizing that our language is written not in pictures but in letters that represent sounds.

Materials: Book, Animal Alphabet (1984) by Burt Kitchen

Procedure: Read the cover title and author's name pointing to the words as you say each one.

Show the back cover and read the poem. Ask, **"What is the game in this book? Are you ready to play the game? I wonder how we'll know what the animal names are?"**

Point out that there are no words on most of the pages of the book, only letters and animal pictures.

On the 'A' page, say, **"I know what this animal is, it is an armadillo."** (Do not dwell on the 'A' page because it is an 'r' controlled vowel and not the best example of the objectives of the lesson.)

On the 'B' page say, **"Does anyone know the name of these animals? (Accept suggestions) How can we be sure? If we didn't know the animals on this page we could look at the letter and the picture and take a guess. The letter 'b' means the sound /b/. You make the sound /b/. Have children put index finger on lips. What do your lips do when you say that sound? Does the name we guessed start with the sound /b/, do our lips do the same thing when we say /b/ and _____ (guessed animal name)? Do you think we are right?"**

Continue to the next letter and ask, **"Does anyone know the animal on the 'C' page? (Accept names suggested for the animal.) How can we make sure we are right? (Let several students share their strategies.) Knowing the sound the letter makes helps me to know what the animal's name might be. Does the animal name we thought start with the sound /c/, the sound the letter 'c' makes?"**

Depending on the suggested animal name, lead to the conclusion that the name is either a sound match or not a sound match to the sound of /c/.

OR

If no one knows the name of the animal, even when given the initial sound clue, ask, **“How will we ever know for sure what Burt Kitchen drew? Can we tell just by the picture and the beginning sound? I wonder what the other sounds in the animals name are, not just the first sound. We know the first sound because the letter is on the page. In our language, the letters tell us the sound to make. There is a page in this book that gives us the answers to this game. It has all the letters of the animals name, not just the first one. Should we check to see what all the sounds are so we can know for sure what this animal’s name is?”**

Go to the “Animal Answers” page and show it. For the animal name you are on, write out the word on the chalkboard and model segmenting the phonemes of the word by saying, **“Now we can hear the other sounds of the animals name, listen while I say the sounds of these letters slowly in order. Raise your hand if you think you know the name of the animal Burt Kitchen drew.”** (This calls for blending.)

While using the “Animal Answers” confirm other names you have already guessed.

Continue to the other pages of the book in similar fashion.

Note: The plosive initial phonemes can be elongated by quick repetitions of the sound (i.e. /b/-/b/-/b/) as compared to the continuous sound of continuant consonants and vowels (i.e. /fffff/ and /eeee/ as in elephant.

Book Extension : Animals switch pages

Learning Objective: Students will delete the initial phoneme of an animals name and substitute it with another phoneme.

Materials: Book, Animal Alphabet (1984) by Burt Kitchen

Procedure: Review the concept of ABC books by referring to those already read.

Ask, "What if an animal in this book could wander off it's page and go to another letter/sound page? If the bat wondered off the 'B' page, losing it's /b/ sound, and went to the 'C' page and so it's name started with the /c/ sound, it would now be called a cat.

Continue with the bat wandering. Ask. "What if the bat went to:

- the 'F' page, (fat)
- the 'H' page, (hat)
- the 'M' page, (mat)
- the 'N' page, (nat)
- the 'P' page, (pat)
- the 'R' page, (rat)
- the 'S' page? (sat)

Let other animals "wander." The easiest names to delete and substitute phonemes with are:

Dodo	Lion	Magpie
Newt	Penguin	Rhinoceros
Tortoise	Yak	Zebra

Note: For the name, Dodo, try deleting and substitutions both 'd's.

Related Activity: Isolating sounds to the tune of "Pop Goes the Weasel."

Source: Yopp, (1992)

Description:

Teacher models singing the song "Pop Goes the Weasel" using the following lyrics:

All around the mulberry bush

The monkey chased the weasel
 The monkey, thought is was all in fun,
 P-p-p-p-p-pop goes the weasel!

Teacher then models substituting a word for pop and weasel, such as h-h-h-h-hop goes the bunny, or j-j-j-j-jump goes the frogie.

Students can volunteer animals and verbs.

Related Activity: Bappy Birthday

Source: Yopp, H. K. (1992)

Description:

Teacher models singing these lyrics to the tune of "Happy Birthday:"

Bappy Birthday bo boo.

Bappy Birthday bo boo.

Bappy Birthday dear bo boo,

Bappy Birthday bo boo!

Students practice singing the new version with teacher support.

Students volunteer other initial sounds to substitute in the initial position.

Four Fur Feet

Reference:

Brown, M. W. (1994). Four fur feet. New York: Hyperion Books for Children.

Summary:

"This classic, rhythmic story by Margaret Wise Brown, has been given new life with bold, bright illustrations by Woodleigh Marx Hubbard. A furry four-footed creature takes a walk around the world" on his four fur feet. (quoted from jacket cover) The repeated phrase, "four fur feet" is great for choral reading and attention to the /f/ sound.

Phonological Task:

- alliteration
- articulation of /f/
- sound matching

Book Activity: Introduction and choral reading

Learning Objective: Students will read the phrase “four fur feet” from a phrase card at appropriate places in choral reading.

Students will describe how their mouth is formed when making the initial sound in the words four, fur and feet.

Materials: Book, Four Fur Feet (1994) by Margaret Wise Brown.

Phrase strip with “four fur feet” written on it.

Procedure: Introduce the book by showing the cover and reading the title.

Ask:

“What on the cover has four fur feet?”

“What is the animal doing?”

“Yes, he is walking on his four fur feet.”

Say, **“As I read the book, listen for what is said over and over.”**

Read the entire book.

Ask, **“What did you hear over and over in the book?”**
(“four fur feet”)

Display the phrase card and have each child individually say the phrase.

Say, **“Let’s read the book again and when we get to the part that goes ‘four fur feet’ I’ll point to the words and you read that part with me. Think about how your mouth feels and the sound you hear very often when you are saying ‘four fur feet’.”**

Read the book again with the students joining in on “four fur feet.”

Ask, **“What sound did you hear as you said ‘four fur feet’?”**

Ask, "What did your mouth do as you began to say each part of 'four fur feet? Make the /f/ sound with me. Did your upper teeth press on your lower lip and make the air sound noisy? Let's call the /f/ sound the 'teeth on the lower lip sound'."

Related Activity: The Foot Book

Description:

Read aloud and have students echo the many words in Dr. Seuss's (1968) book, The Foot Book, that begin with the sound, /f/. Describe the feel of the sound as it is articulated and review the name, "teeth on the lower lip sound," given it in the Four Fur Feet lesson.

Related Activity: C is for Clown

Description:

Read other books that emphasize particular phonemes. For example, Stan and Jan Berenstain's (1972) book, C is for Clown is full of /c/ words.

A Is For Angry

Reference:

Boynton, S. (1987). A is for angry. New York: Workman Publishing.

Summary:

This animal and adjective alphabet book contains pages about "a big bashful bear, a cute clean cat, and other alliteratively described animals that introduce the letters of the alphabet" (Boynton, 1987, p. copyright page).

Phonological Task:

- providing a word to word phoneme match

Book Activity: Introduction of the book

Learning Objectives: The student will be exposed to alliteration in an alphabet book.

Objectives:

The student will repeat two words that begin with the same initial phoneme.

The student will supply a third word that is a verb and begins with the same initial phoneme as the first two given words.

Materials: Book, A Is For Angry (1987) by Sandra Boynton.

Procedure: Ask, “**What are alphabet books?**”

Introduce the book, looking at the cover, title pages, and dedication page. Point to the words on these pages as you read.

Read the book. On each page, ask, “**Who is angry?**” (or whatever adjective) Let the children answer, correcting if they give another animals name, pointing out the need for it to start with the letter for that page.

Say, “**Angry ant. You say it.**” Have the children repeat the phrase that consists of the adjective and the name of the animal as you complete reading each page.

Bashful bear	Outraged opossum
Clean cat	Playful pig
Dirty dogs	Quick quail
Energetic elephant	Rotund rhinoceros
Frightened fox	Sleepy snake
Grumpy gorilla	Tangled turkey
Hungry hippopotamus	Upside-down unau
Ill iguana	Vain vulture
Jazzy Jaguar	Wide walrus
Kind koala	X is for nothing
Loud lion	Young yak
Merry mice	Zany zebra
Nosy newts	

Book Extension : Verbs that have a matching sound

Note: The added objective in this lesson may be difficult because it calls for the students to supply a word creatively. Modify as needed for your age group.

Learning Objectives: The student will be exposed to alliteration in an alphabet book.
The student will repeat two words that begin with the same initial phoneme.

The student will supply a third word that is a verb and begins with the same initial phoneme as the first two given words.

Materials: Book, A Is For Angry by Sandra Boynton.

Procedure: Say, "Yesterday we read a book about animals and words that described them that started with the same sound as their name. Like "angry ant". Today we are going to add to the book. We are going to give a word for some of these animals that tells something they could do. I'll do one to give you the idea."

Turn to the first page and model the metacognitive process by saying, "Angry ant, I wonder what starts with /a/ and is something the ant could do? Angry ant growls. No, growls doesn't sound like 'ant' or 'angry'. Angry ant . . . I need to get my mouth ready. (Make an elongated /aaaaa/ sound.) Angry ant aaasks. That will work! Asks starts like 'ant' and 'angry'. Asks is also something an ant can do! Angry ant asks."

Say, "Let's try one together. Bashful Bear . . ."

Continue through the book. The following are possible verbs:

- * Bashful bear **bites, begs, bends**
- Clean cat **cuts, kicks,**
- Dirty dogs **dig, dive**
- Energetic elephant **enters, exits**
- * Frightened fox **falls, fibs, fights**
- * Grumpy gorilla **grabs, goes, gambles**
- * Hungry hippopotamus **hides, hollers, hiccups**

- Loud lion **lies, licks**
 Merry mice **move, meet**
 Nosy newts **nudge,**
 Outraged opossum **organize**
 * Playful pig **puts, pulls, picks**
 Quick quail **quit, quilt, quiver**
 * Rotund rhinoceros **run, roll, rest**
 * Sleepy snake **slithers, sleeps, sells, sings**
 Tangled turkey **tugs, tells, takes**
 Vain vulture **ventures, views**
 Wide walrus **won, wiggles**
 Young yak **yawns, yells, yodels**
 Zany zebra **zips, zings**

* Easier to think of a word beginning with these phonemes.

When I Am Old With You

Reference:

Johnson, A. (1990). When I am old with you. New York: Orchard Books, A division of Franklin Watts, Inc.

Summary:

A young African-American boy tells his grandpa all the things they'll do when they are old together. Living life with time to sit in the rocking chairs on the front porch, go fishing, talk to all the neighbors you know and enjoy each others company provides the feeling of life in the "slow lane."

This book is included in the section on phoneme segmenting and blending because of it's context of unhurriedness, complimenting the idea of saying words slowly.

Phonological Task:

- segmentation of words at the phoneme level

Book Activity: Introduction of the Book

Learning Students will be introduced to a context and vocabulary that

Objective: will later be used in a segmenting activity.

Materials: Book, When I Am Old With You (1990) by Angela Johnson.

Procedure: Introduce the book by asking, “Tell us about your grandpa or grandma. What do you like to do with your grandpa or grandma?”

Say, “Today’s book is about this boy (show cover) and his grandpa.”

Read book through.

Ask, “What did you like about this book?”

Say, “This book made me feel relaxed and not in a hurry. It seemed that grandpa and his grandson did what they wanted to, without hurrying through the day. They enjoyed each part of the day.”

Book Activity : “Say-It, Move-It”

Source: Cunningham, (1990)

Learning Objective: Students will use the “Say-It, Move-It” method, saying a word and moving chips or paper pieces for each phoneme, as they segment a word.

Materials: Book, When I Am Old With You (1990) by Angela Johnson.

Cubes or pieces of paper to represent sounds in words.

Workmat to move cubes or paper pieces on as words are segmented.

Procedure: Say, “Yesterday we read a book about a boy and his grandpa. It seemed they took life slow and easy.”

Transition to emphasis on phonological awareness by saying “We are going to pretend that we are slowing way down and not hurrying when we say some words. We are going to say each sound in a word slowly.”

Using words from the text of the book, model and guide practice in segmenting by saying, **“I will say the sounds in the word ‘old’ slowly and in parts. ‘/O//d/’. Now you say it slowly and in parts with me. ‘/O//d/’. We just said the word ‘old’. Now say it again slowly and in parts. ‘/O//d/. What word did we just say?”**

Continue by saying, **“Let’s say another word from the book slowly and in parts. I’ll do it first, saying the word regularly and then slowly and in sound parts. ‘Sit’, ‘/s/i/t/’. Now you do it both ways. (Have the whole group say ‘sit’, ‘/s/i/t/’. Have each individual say it on their own.)**

Continue, **“We are going to move cubes as we say the words. We call this game ‘Say-it, Move-it’. Let me show you. The word is sit. I will say sit slowly and in parts and for each part I will move a cube, that’s ‘Say-it, Move-it’. Say ‘sit’ in parts as you move cubes from the top of the paper to the bottom.**

Continue to segment words from the book, When I Am With You using the ‘Say-it, Move-it’ strategy. A list of words to segment follows (categorized by initial sound difficulty and listed vertically in each category in order of appearance in the book):

Note: Words that begin with vowel and continuant consonants are easiest to work with. Words that begin with plosives or consonant clusters are more difficult. Also, words with fewer phonemes are easier than those with four or more. Words whose meanings are concrete will be easier than being verbs, conjunctions and prepositions. Choose your words according to the ability and experience of your group. Display the picture from the book that has to do with the word and for some more abstract words read the phrase from the book in which it is used.

It may help students to segment if they gently tap their leg or hold up fingers for each sound

Words beginning with vowels:

am	us
in	on
all	over
out	about
eat	ocean
any	and
at	of
open	

Words beginning with continuant consonants:

will	fire
sit	seen
feet	sand
rocks	waves
fish	water
will	follow
road	far
left	ride
look	field
make	sad
roast	

Words beginning with plosives:

big	catch
talk	cool
pond	cars
can	come
take	
canoe	

Words beginning with consonant clusters:

chair	score
swat	try
flies	cry
flat	trip
play	grass
tree	speak

Book Activity : First, middle, and last?

Note: Identify middle sounds only after students are successfully segmenting words with three or more phonemes.

Learning Objective: Students will isolate the initial, medial and/or last sound in words

Procedure: Show the book and recall the segmenting of words from the book When I Am Old With You by saying, **“We said words slowly and in parts from this book doing the Say-it, Move-it game. We will do Say-it, Move-it again today and then we will decide which sound part of the word was first, middle or last.**

Distribute Say-it, Move-it materials

Begin game by saying, **“Say-It, Move-It with the word ‘am’.”**

Model action when you say, **“Point to the first the first cube. When we moved this cube we said the sound / ___ /.**

Continue doing other words from the list from the first Say-it, Move-it lesson using When I Am Old With You words. Ask for the position of sounds. Decide what difficulty level your students are ready for; initial sound being easiest, ending sound next and middle sound hardest. Mixing the focus between first, middle, and last would also raise the difficulty level of the task.

Extension Activity : Invented spelling

Learning Objective: Students will write an ending to the sentence “When I am old with you, granddaddy, we will . . .” using segmenting to aid them in spelling words.

Materials: Book, When I Am Old With You by Angela Johnson.

Chart paper or a black board.

Writing paper for students.

Procedure: Show the cover to the book When I Am Old With You and ask in way of review, **“What is this book about? When we first read this book you told about some things you would like to with you grandparent. Today each of us will write a page for a class book of things we could do. We will put the pages together to make our own class book.**

Display the unfinished sentence “When I am old with you, Granddaddy, we will . . .” Say, **“You will get a paper just like what I have on the board.”**

Read it to the students.

Model finishing the sentence by having several students dictate an ending to the phrase, “When I am old with you, Granddaddy, we will . . .” and writing their endings. Model saying a word segmented into phonemes to show how this can help as you spell a word. Talk out loud about the process as you do it. It may sound something like this, **“I need to write the word ‘_____’. To help me know what letters to use I will say each sound of the word slowly and in parts. I will write the letter or letters I know make each sound part.”**

Ask, **“Do you have an idea of what you can put on your paper?”** (Let several students share their ideas until you are sure most have something to write.)

Distribute papers and say, **“Try and write the words on your own. If you don’t know how to spell a word say it slowly and in parts to hear each sound and then put down the letters you think make the sound.”**

Have students illustrate their page and collate everyone's page into a class book to be read aloud.

Note: This lesson assumes the students are familiar letter-sound correspondence instruction.

Related Activity: Pocket chart spelling

Description:

When students have sufficient letter sound correspondences they can begin to spell words attending to the position of sounds as they think through each word. Have them come to the pocket chart and use the following prompt system.

Teacher: **Your word is 'sit'. What is your word?**

Child: 'sit'

Teacher: **What is the first sound in the word 'sit'?**

Child: /s/

Teacher: **What letter says /s/?**

Child: 's'

Teacher: **Put it up. (Student puts up the letter 's')**

Teacher: **What is your word?**

Child: 'sit'

Teacher: **What sound comes after /s/ in 'sit'?**

Child: /i/

Teacher: **What letter says /i/?**

Child: 'i'

Teacher: **Put it up. (Student puts up the letter 'i')**

Teacher: **What sound is last in the word 'sit'?**

Child: /t/

Teacher: **What letter says /t/?**

Child: 't'

Teacher: **Put it up. (Student puts up the letter 't')**

Teacher: **What word did you spell?**

Child: 'sit'

Teacher: **Write the letters in the air as you say each ones name. Do it from the beginning.**

Child: 's' 'i' 't'

Teacher: **Now put each letter back in it's place as you say each letters name.**

Note: If done in a group, students watching can say each letter's name as it is placed up to spell the word. Another variation is to have each student have enough letters at his/her desk to spell the words.

Related Activity: Segmenting words to the tune of "Twinkle, Twinkle Little Star."

Source: Yopp, (1995)

Description:

Teacher models singing the following words to the tune of "Twinkle, Twinkle Little Star:"

Listen, listen

To my word

Then tell me all the sounds you heard: "mat"

(slowly say the word, then wait for a child to say the sounds, then continue)

‘/m/’ is one sound

‘/a/’ is two

‘/t/’ is last in "mat"

It's true.

Listen, listen

To my word

Then tell me all the sounds you heard: "boat."

Continue with the segmenting and when time to end, use these closing lyrics:

Thanks for listening

To my words

And telling all the sounds you heard!

Start with words that have three or less phonemes. Increase difficulty by going to larger words when students are ready.

Related Activity: Shopping with a L/oo/s/ee the puppet

Description:

Introduce a puppet named L/oo/s/ee (Lucy). Explain that she can only understand words that are said slowly and in parts.

Have several items set out that L/oo/s/ee will be shopping for. Students must say an item's name, segmenting the phonemes, to tell

L/oo/s/ee what to pick up and put in her shopping bag. The following is a list of items whose names are relatively easy to segment into phonemes (the first column is easier because they begin with continuant sounds):

fork	dog	doll
egg	bug	car
soap	pen	glue
shoe	dice	bun
hat	bow	coat
house	boot	tack
milk	ball	card
heart	book	can
chalk	tape	cat

one syllable numbers

one syllable colors represented by a paint color card

Have students take turns being the puppet so they can practice listening to segmented words and blending them. They will put items in the bag only as they can blend accurately.

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CHAPTER 5

Summary, Conclusions and Recommendations

Summary

Phonological awareness has been indicated as a strong predictor of success in learning to read alphabetic languages like English and Spanish. Not all students acquire this skill naturally and even with specific instruction some children (e.g. those later prone to learning disabilities) acquire phonological awareness at a deficient level. Research, however, supports the contention that both able and at risk students can benefit from phonological awareness instruction to become consciously aware of the sounds of speech and how they map to the written word. Because educators play a critical role in children's emerging literacy, an awareness of planned and strategic curriculum that includes phonological training before and at the onset of formal literacy instruction is a valuable teaching asset. The purpose of this project was to create a manual containing samples of research supported activities from children's read-aloud books for facilitating acquisition of phonological awareness with primary grade students.

Conclusions

Based on the research, several conclusions may be drawn as to what is necessary for an effective phonological awareness program.

1. The manner of instruction needs to be explicit.
2. Units of speech need to be taught in a sequential manner from larger to smaller; first dealing with words units, then syllables units, onset-rime, and finally phoneme units.

3. Phonological skills within each unit level also follow a hierarchy from easiest to hardest, and should be taught in the following order of difficulty; discrimination, matching, isolation and counting, blending and segmenting, deletion and substitution.
4. Lessons need to be developmentally appropriate; using concrete items to represent the abstract elements of language and keeping activities active and game-like for young children.
5. Metacognitive strategies need to be modeled and opportunity for connections in using these metacognitive strategies need to be provided.
6. Letter-sound relationship instruction improves the transfer of phonological awareness skills to reading tasks.
7. Teachers should regularly evaluate and modify the phonological activities they are using in their classrooms in light of student needs.

The activities included in the manual portion of this project are built on these instructional principles. The format can serve as a beginning for teachers who are interested in adding their own or their children's read-along favorites to the list of books presented here. Finally, activities based on the manual can be developed and sent home with parts to enrich the phonological skills of their children.

Recommendations

For phonological awareness training to be strategically implemented the following is recommended:

1. Educators should be familiar with the research that indicates the important relationship between phonological awareness and learning to read.
2. Educators should be knowledgeable of the several components of phonological awareness and the sequence in which they should be presented.
3. Conscious plans to incorporate phonological activities into the curriculum should be made and implemented routinely.
4. Opportunities for informal phonological instruction should be maximized and integrated throughout the primary grade curriculum.
5. Teachers should assess students' phonological awareness and coding abilities at the onset of formal reading instruction and monitor it throughout the primary grades within the context of phonological awareness activities as well as typical beginning literacy expressions.
6. Especially students identified to be at risk because of phonological deficits should receive early and more direct instruction.

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