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# Phonological Awareness



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# Phonological Awareness Overview

## Introduction

Unit One consists of auditory training to develop phonological awareness. Since this unit consists of auditory training only, no letter symbols are used in this unit, and there is no student book for this unit. The phonological awareness lessons in this unit are designed to build the student's ability to manipulate words, syllables, and phonemes. Instead of letters, a student will use placeholders such as blank tiles, tokens, or pennies to mark the number and order of letters. If these skills are easy for the student, spend less time on each skill and proceed through them rapidly. However, make sure the student can identify, manipulate, and replace letters as required in each strand before proceeding to the next skill strand. By either testing out of the Phonological Awareness Assessment or successfully completing these strands, the student should be ready to begin the reading and decoding process by using the phonemes and their corresponding phonograms.

## Skills Overview

**Rhyme:** to repeat or produce two or more words with the same vowel and ending sounds

1. Hearing: recognize rhyming words
2. Producing: think of a word that rhymes with another word

**Blend:** to put individual sounds or syllables together to make words

**Example:** *What word do the syllables sen-tence make?*

**Segment:** to break written and spoken language into smaller pieces

1. Sentences break down to words
2. Words break down to syllables
3. Syllables break down to phonemes

**Isolate:** to identify where a sound appears in a word

**Example:** *What is the beginning sound in the word fish?*

**Delete:** to take away part of a word to create a new word

1. Delete parts of compound words
2. Delete syllables in multisyllabic words before deleting sounds
3. Delete beginning sounds
4. Delete middle or ending sounds

**Add:** to add a sound or syllable to create a new word

**Example:** *Add /k/ to the beginning of lap. What is the new word?*

**Substitute:** to exchange one sound for another to create a new word

**Example:** *Replace /m/ in Mike with /b/. What is the new word?*

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# Phonological Awareness Skills Chart

This chart lays out the phonological skills in the order they are taught in Unit 1. Each skill builds on the previous one. Included are descriptions and examples for the teacher's reference.

Skill	Description/Examples
<p style="text-align: center;"><b>WORD AWARENESS</b></p> <ol style="list-style-type: none"> <li>1. Counting words</li> <li>2. Segmenting compound words</li> <li>3. Rhyme recognition</li> <li>4. Rhyme production</li> <li>5. Categorizing</li> </ol>	<p><b>Counting words</b> — “How many words do you hear in the sentence, “Can you see the dog?”</p> <p><b>Segmenting Compound words</b> — “Put the small words pan and cake together. What is the new word?”</p> <p><b>Rhyme recognition</b> — “Do the words car and bar rhyme?”</p> <p><b>Rhyme production</b> — “What is a word that rhymes with tan?”</p> <p><b>Categorizing</b> — “Which word does not belong in the group?”</p>
<p style="text-align: center;"><b>SYLLABLE AWARENESS</b></p> <ol style="list-style-type: none"> <li>6. Segmenting</li> <li>7. Blending</li> <li>8. Deleting</li> </ol>	<p><b>Segmenting</b> — “How many syllables do you hear in the word happy?”</p> <p><b>Blending</b> — “What word do the syllables Mon-day make?”</p> <p><b>Deleting</b> — “Say the word pepper. Now say pepper without er. What is the new word?”</p>
<p style="text-align: center;"><b>PHONEMIC AWARENESS</b></p> <ol style="list-style-type: none"> <li>9. Isolating</li> <li>10. Segmenting</li> <li>11. Blending</li> <li>12. Deleting</li> <li>13. Adding</li> <li>14. Substituting</li> </ol>	<p><b>Onset-rime</b> — “What word do the sounds /sn/ and /ak/ make?”</p> <p><b>Initial sound</b> — “What is the first sound in the word rip?”</p> <p><b>Final sound</b> — “What is the final sound in the word job?”</p> <p><b>Medial sound</b> — “What is the middle sound in the word tack?”</p> <p><b>Segmenting</b> — “How many sounds do you hear in the word fig?”</p> <p><b>Blending</b> — “What word do the sounds /s/ /o/ /b/ make?”</p> <p><b>Deletion</b> — “Say the word leg without /l/. What is the new word?”</p> <p><b>Adding</b> — “Say the word top. Now add /s/ to the beginning. What is the new word?”</p> <p><b>Substituting</b> — “Replace /sh/ in the word ship with /t/. What is the word?”</p>

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# Teacher Instruction Prompts

As you teach the Unit 1 lessons, you will notice the Teacher Instruction Prompts listed below used throughout the lessons. These procedures are described above. Use this list of prompts to help use the procedures effectively into your lessons.

Note: Provide tokens for students to manipulate while counting words, syllables, or sounds. Token ideas include blank colored tiles, buttons, game tokens, coins, etc.

## Say and Repeat

- Teacher points to self and says the word or blend.
- Teacher points to student and student repeats the word or blend.

## Touch and Bring Down

- Student touches a different colored token as he says each word, syllable, or sound and drags it into position.

## Blend-Slide-Say

- Student slides finger under the tokens as he blends the syllables or sounds and says the word.

## Delete and Read

- Teacher or student removes a token.
- Student blend-slide-says the new word.

## Finger-Tap

- Teacher says word or blend.
- Student repeats the word, then lays his non-writing hand palm down and taps one finger per sound beginning with the finger on the left, moving left to right.

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# Phonological Awareness

## Skill Lessons



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# Lesson 1: Word Awareness

## Skill: Word Tracking and Recognition

- Lesson Preparation**
- Tokens to manipulate while counting words
  - Blocks or Legos or tokens for Skills Practice
  - A short story or picture book of your choice to read aloud

### Optional Review

Note: The review exercises in this section should be tailored to meet the specific need of the student. For this reason, drill suggestions are listed without specific word and sentence lists. Refer to the Appendix for ideas to create a targeted review drill.

### New Skill

### Word Tracking and Recognition

A word is a sound or combination of sounds that has a meaning and is spoken or written. Demonstrate the say and repeat strategy (see page 4, Teacher Instruction Prompts). Say each pair of words and ask the student to repeat the words and give a thumbs-up if the words are the same or a thumbs-down if they are different.

mat, rug	egg, duck	hop, hop
clap, clap	hit, pig	run, run
after, rafter	elbow, elbow	other, mother

Place six tokens in a row on the table and explain to the student that groups of words create sentences. Show the student how to count the words in a sentence. First, read the sentence. Then repeat the sentence one word at a time while pulling down a token for each word. Finally, count the tokens to see how many words are in the sentence.

Read each sentence. Ask the student to repeat the sentence, touch and bring down tokens, and count the words (see page 4, Teacher Instruction Prompts).

Run fast!	The sun is bright.
Bob might be late.	I had a hamburger for lunch.
Be gentle.	Sam drank milk.
The man has a black hat.	Anne ate the ice cream.
Jump down, Jan.	Nate is my best friend.

Reread each sentence and practice isolation skills by asking questions that require the student to repeat one word from the sentence as his answer.

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Examples: Reread the sentence, “The sun is bright.” Ask the student to touch and bring down tokens for the sentence. Ask him to hold up the token for a word that names a thing that shines brightly in the sky as he repeats the word.

Reread the sentence, “I had a hamburger for lunch.” Ask the student to touch and bring down tokens for the sentence. Ask him to hold up the token for a word that names a food.

## Skills Practice

Ask the student to repeat each line from the nursery rhyme after you and then stack one block or Lego for each word he hears. Next, he should count the blocks in his stack and say how many words are in the line. Note that a multisyllabic word is counted as one word.

Row, row, row your boat.

Jack and Jill went up the hill.

Five little ducks went out one day.

Mary had a little lamb.

The wheels on the bus go round and round.

London Bridge is falling down.

Bake me a cake as fast as you can.

This little pig went to market.

Optional: After each line, repeat two words from the sentence and ask the student to tell you if they are the same or different.

## Listen and Respond

Read a short story of your choice aloud. Practice word tracking and recognition with the student. Drill ideas:

- Ask the student to count the words in the title.
- Look at the illustrations first and let the student guess what will happen.
- Pause after a sentence and ask the student to repeat the sentence and count how many words are in it.
- Pause and say two words from the story. Ask if they are the same or different.

## Assess

Before proceeding to Lesson 2, make sure the student can count words in sentences and tell if words are the same or different. If he struggles with either activity, spend additional time practicing or playing word games together. If the student struggles, see Rhyming Skill Activities, Appendix page 79. Repeat lesson if necessary.

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## Lesson 2: Word Awareness

### Skill: Rhyme

- Lesson Preparation**
- Tokens to manipulate while counting words
  - Make up sentences and word pairs for Optional Review
  - Pictures of objects to use for rhyme drill
  - A poem or rhyming words picture book to read

### Optional Review

Counting words: Read sentences and ask the student to count the words.

Same and different words: Read word pairs and ask the student to determine if the words are the same or different.

### New Skill

### Rhyme

Explain to the student that words with the same ending sounds are called rhyming words. For example, although the words *cat* and *bat* are different, they share the ending sounds /a/ and /t/.

Practice saying rhyming word pairs together until the student can consistently identify rhyming words. Say each pair of words. Ask the student to repeat the words. If the words rhyme, he should give a thumbs-up. If the words do not rhyme, he should give a thumbs-down.

fish, wish	boy, girl	king, sing
pig, cow	zip, zoo	hat, mat
tick, clock	pickle, tickle	able, table
window, winter	teacher, preacher	idle, paddle

When the student is confident about choosing words that rhyme, change the drill by giving one word and asking the student to produce a word or words that rhyme with it.

dog (hog, fog, bog...)	tree (bee, she, we...)
lunch (munch, bunch, crunch...)	clock (block, flock, dock...)

Show pictures of objects or draw objects on the board. Ask the student to say the name of the object and then brainstorm together to come up with additional rhyming words.

Example words: cat, mug, cake, thumb, number, rain

## Skills Practice

Read each sentence and complete each activity. First, ask the student to use tokens to count how many words are in the sentence. Next, ask him to touch the tokens to show which two words in the sentence rhyme. Practice and give hints as needed.

Example: The student touches and brings down six tokens while repeating, “My pig gave up his wig.” Then he touches the second and sixth token while repeating the rhyming words *pig* and *wig*.

My pig gave up his wig.

Are you able to move the table?

The king will sing.

The pickle will tickle your nose.

I wish I had a fish.

In the winter I had a splinter.

The girl has a curl.

Place your hat on the mat.

My mother is with my brother.

Zip the rip.

## Listen and Respond

Read a short story of your choice that contains rhyming words. Practice word tracking and recognition with the student. Drill ideas:

- Ask the student to count the words in the title.
- Look at the illustrations first and let the student guess what will happen.
- Pause after a sentence and ask the student to repeat the sentence and count how many words are in it.
- Pause and say two words from the story. Ask if they are the same or different.
- Pause and say two words from the story. Ask if they are rhyming words.

## Assess

Before proceeding to Lesson 3, make sure the student can recognize and produce words that rhyme. If he struggles with either activity, spend additional time practicing or playing word games together. If the student struggles, see Rhyming Skill Activities, Appendix page 79. Repeat lesson if necessary.

# Lesson 3: Word Awareness

## Skill: Word Categorization

- Lesson Preparation**
- Tokens to manipulate while counting words
  - Make up sentences and word pairs for Optional Review
  - A poem or rhyming words picture book to read aloud

### Optional Review

Counting words: Read sentences and ask the student to count the words.

Rhyme: Read word pairs and ask the student to tell if the words rhyme.

Read a poem and ask the student to identify rhyming words.

Give a word and ask the student to produce a rhyming word.

### New Skill

### Word Categorization

Sorting words based on the way they sound is a way to develop phonological awareness. Say the three words and ask the student to repeat the words and identify the sound each set has in common.

sun, seven, soup /s/

camera, coat, cup /k/

nose, nut, nice /n/

goat, gecko, gum /g/

vet, vine, video /v/

leaf, lady, lemon /l/

Ask the student what sound they hear the most often in each of the following sentences. Then brainstorm together to think of more words that begin with this sound.

Many monkeys munch apples. /m/

Did Dan doodle on the door? /d/

Pam plans to pop potatoes into the pan. /p/

Buy books and bananas before breakfast. /b/

Lettuce leaves lay lightly on the lawn. /l/

Give the student three tokens of one color. Tell the student you will say three words and he should repeat them, touching one token per word. Ask him to determine which word does not belong in the set and remove that token from his lineup.

Example: Student repeats the words *bus*, *bun*, *rug* and removes the third token to show the

word *rug* does not belong in the set.

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

## Skills Practice

Read each sentence. Ask the student to repeat the sentence and complete each activity.

- Lightly pound the table with a fist while counting the words in the sentence.
  - Name two words that rhyme in the sentence.
  - Repeat the first word of the sentence and produce at least one rhyming word.
  - Reread the sentences and practice isolation skills by asking questions that require the student to repeat one word from the sentence as his answer.
1. Go get a box for the fox.
  2. My ham tasted like strawberry jam.
  3. Dan has dogs and hogs on his farm.
  4. Fix the man a can of soup.
  5. Lily likes lemonade and lime green bikes.

## Listen and Respond

Read the following riddles or make up your own, strongly emphasizing the bold word. Ask the student to fill in the blank with a word that rhymes with the emphasized word. If needed, provide the first sound for the missing word.

1. The fluffy **cat** is very \_\_\_\_\_. (fat)
2. If you stand on the **wall**, there's a chance you will \_\_\_\_\_. (fall)
3. A **frog** is sitting on the \_\_\_\_\_. (log)
4. Do you think a **rocket** could fit into your \_\_\_\_\_? (pocket)
5. If I feed my **pig**, it will soon grow very \_\_\_\_\_. (big)

## Assess

Before proceeding to Lesson 4, make sure the student can recognize words that rhyme, produce rhyming words, and choose the word that does not belong based on the first sound of the words. If the student struggles, see Rhyming Skill Activities, Appendix page 79. Repeat lesson if necessary.

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## Lesson 4: Word Awareness

### Skill: Blending Compound Words

- Lesson Preparation**
- Tokens to manipulate while counting words
  - Grab bag objects for review exercise
  - Short story to read that includes compound words

### Optional Review

**Rhyme:** Prepare a grab bag of small objects. Ask the student to reach in the bag, determine what the object is, and produce a rhyming word to match it.

Examples: pen, cup, candy, leaf, comb, card, seed

**Categorization:** Brainstorm with the student to create sets of words or objects that begin with the same sound. Next, add one object or word that does not belong. Begin the next set with the mismatched word.

Example: pen, paper, scissors | scissors, stapler, chalk | chalk, chocolate, comb |  
comb, candy, leaf | leaf, lead, seed

### New Skill

### Blending Compound Words

Explain to the student that some words are made from two small words put together. For example, the words *pan* and *cake* can be put together to create the word *pancake*.

Ask the student to repeat the two small words and then touch and bring down a token for each word. Finally, he should put the tokens together and say the larger word.

Example: Student pulls down two tokens while repeating *snow* and *man*. Then he places the tokens so they are touching while he says *snowman*.

snow, man	dog, house	tooth, brush	fire, truck
cup, cake	bed, time	foot, ball	bird, house
air, plane	fire, place	wheel, chair	camp, fire

## Skills Practice

Read each sentence and ask the student to complete each activity.

- Lightly pound the table with a fist while counting the words in the sentence.
- Repeat one word from the sentence and ask for a rhyming word.
- Read the second sentence that includes a rhyming word and a compound word. Ask the student to identify the rhyming words in the two sentences and the word that is made of two small words.

Sentences and examples:

1. My **cat** loves to play in the snow.
  - How many words are in the sentence? (*eight*)
  - What is a word that rhymes with cat? (*hat*)
2. I am looking for a hat to put on the **snowman**.
  - What word is made from two small words? (*snowman*)

Jim hit his tooth on the bed. Jim's new **toothbrush** is bright red.

We camp each year in May. We light a **campfire** after we play.

Kim loves to eat cake. Mother made **cupcakes** for a special treat.

The bird flew to the tree. The **birdhouse** is painted pink and blue.

## Listen and Respond

Read a short story that contains many compound words. Practice word tracking and recognition with the student. Drill ideas:

- Read the first part of each compound word in the context of the sentence or story and pause to let the student complete the compound word.
- Reread a sentence and practice isolation skills by asking questions that require the student to repeat one word from the sentence as his answer.

## Assess

Before proceeding to Lesson 5, make sure the student can put two small words together to make a compound word. If the student struggles, see Blending Skill Activities, Appendix page 82. Repeat lesson if necessary.