



**POPEY** 

Provincial Outreach Program  
for the Early Years

[www.popey.ca](http://www.popey.ca)

# The Foundations of Literacy Learning Series

## Part Two: Phonemic Awareness

Wednesday, September 21st

3:15 – 4:15pm

Presenters:

Lisa Thomas & Jen Kelly

**POPEY**  Provincial Outreach Program  
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# Outcomes for Today



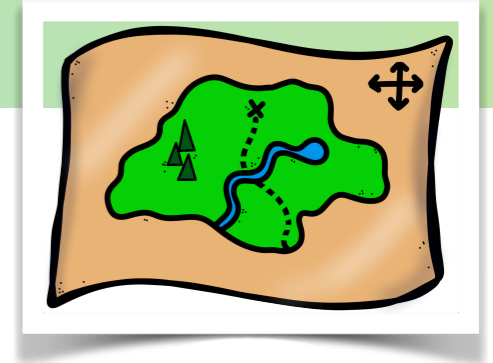
★ defining phonemic awareness and its scope and sequence

★ mini-lessons, activities, and routines...

to **explicitly** and **systematically support** our students as they learn to isolate, manipulate, blend and segment the **sounds** in spoken and written words

Next in our series...  
September 28th – Phonics

# The Building Blocks of Literacy Learning



The goal is for students to...

- be enthusiastic explorers of words:
  - ★ puzzle out letter–sound relationships
  - ★ see patterns
  - ★ take words apart
  - ★ investigate meanings
- connect to words in an active way
- expand their reading and writing powers

Students learn **HOW TO LEARN** aspects of words, and develop efficient and powerful word–solving strategies

# How does one learn?



- \* observation of someone skilled modelling/demonstrating
- \* direct instruction
- \* gradual release of responsibility
- \* practice / repetition
- \* time / opportunity
- \* encouragement / feedback
- \* safety to take risks and try new things
- \* relationships, motivation, engagement...

Learning is:

- \* social
- \* constructive
- \* experiential
- \* inquiry-based

With this in mind, how can we create the learning experiences our students need to build their foundational literacy skills?

# Revisiting Key Definitions

## Phonological Awareness

–the awareness of words, rhyming words, onsets and rimes, syllables, and individual sounds (phonemes)



## Phonemic Awareness

–the understanding that spoken words are made up of individual sounds called PHONEMES

## Phonics

–letter/sound relationships in reading and writing

# What Phonemic Awareness Enables



The understanding that spoken words are made up of individual sounds called PHONEMES

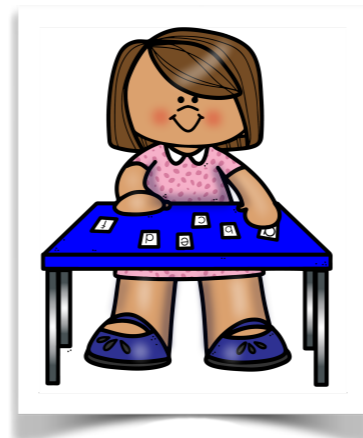
*Students who are phonemically aware are able to...*

1. isolate
2. manipulate
3. blend & segment

PHONEMES  
(SOUNDS)



into spoken and  
written words



# Scope and Sequence of Phonemic Awareness

Taught and learned in the order of easiest to most difficult...

## Eight Phonemic Awareness Skills

1. rhyming
2. onset fluency
3. blending
4. isolating final or middle phonemes
5. segmenting
6. adding phonemes
7. deleting phonemes
8. substituting phonemes



## Two Early Literacy Skills

1. letter naming
2. language awareness

# Skill Progression for Phonemic Awareness

## SKILLS PROGRESSION FOR PHONEMIC AWARENESS INSTRUCTION

Skills Progression Leading to Phonemic Awareness Proficiency		NOTICE		MANIPULATE		
		Blend	Segment	Add/Delete	Substitute	
<b>STEPPING-STONE SKILLS</b> for Building Phonological Sensitivity <b>(PREK-EARLY K)</b>	Smaller and Smaller Segments of Language	Words	Words in a sentence			
		Compound Words	Words in compound words			
		Syllables	Syllables in words			
		Onset-Rime	Onset-rime in single-syllable words			
<b>POWER SKILLS</b> for Phonemic Proficiency <b>(K AND BEYOND)</b>	Smaller and Smaller Segments of Language	2 Phonemes	Individual phonemes in two-phoneme words			
		3 + Phonemes	Individual phonemes in words with three or more phonemes			
		Words with Blends	Individual phonemes in words with three or more phonemes, including blends			

→ Increasingly Complex Manipulations

As Needed

ESSENTIAL

Shifting the Balance by Jan Burkins and Kari Yates. Copyright © 2021.

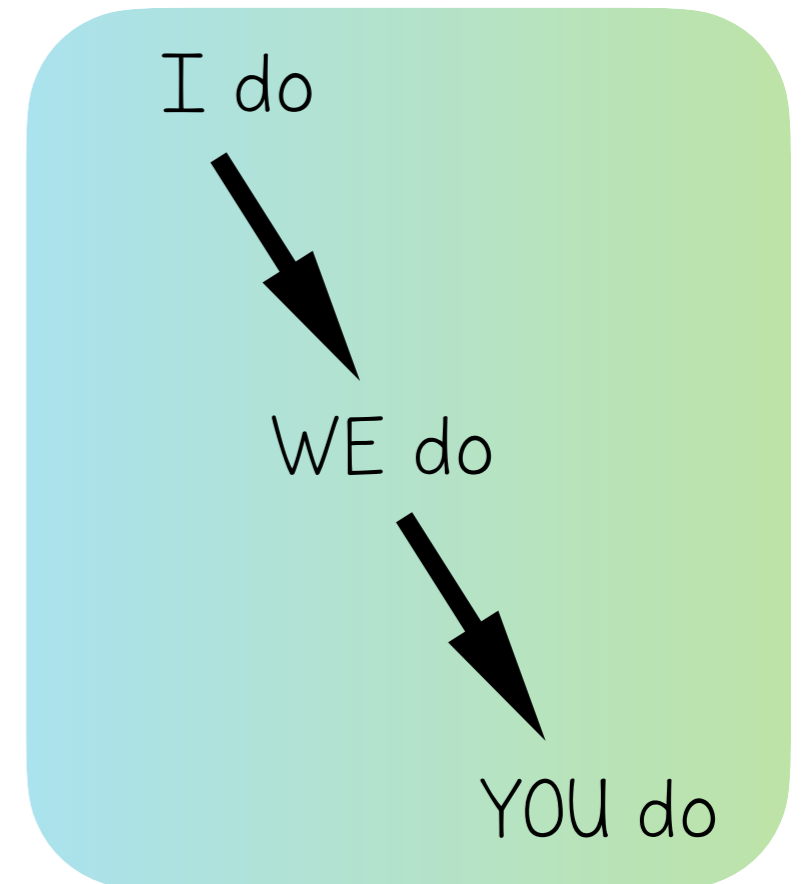


# The Art of the Mini-Lesson

- \* mini, not maxi
- \* strategy-focused
- \* model, model, model
- \* direct and explicit instruction
- \* guided practice in a safe, supportive setting
- \* transfer to independence



## Mini-Lesson Structure



# Rhyme Recognition & Repetition

## One minute direct instruction lesson

### Rhyme Repetition

T says word pair,  
Students repeat:

hop/mop ran/fan  
wet/jet mad/dad

### Examples:

go/no  
yes/me  
sad/mad  
out/pig  
run/fun  
in/lap  
rip/bag

### Role of the Educator

- ▶ educator says the word pairs

### Role of the Students

- ▶ Students repeat the word pairs and show thumbs up if the words rhyme, thumbs down if the words don't rhyme.

# Onset Fluency

## One minute direct instruction lesson

### Onset Fluency

T says word, Students say word, then isolate the onset

T: funny S: funny /f/

### Examples:

baker /b/

puppy /p/

dinner /d/

gentle /j/

happy /h/

### Role of the Educator

- ▶ educator says a word

### Role of the Students

- ▶ Students repeat the word and isolate the onset (first sound)

# Blending Phonemes

## One minute direct instruction lesson

### Examples:

r-e-d

p-u-t

b-a-l

f-l-a-g

s-w-i-m

g-l-a-s

### Role of the Educator

- ▶ educator says the phonemes for each word

### Role of the Students

- ▶ Students blend the sounds to say the whole word

### Blending Phonemes

T says the phonemes for each word, Students blend the sounds & say whole word

T: b-l-a-k

Ss: b-l-a-k ... black

# Segmenting Phonemes

One minute direct instruction lesson

## Examples:

hop  
run  
map  
play  
slug  
grab

## Role of the Educator

- ▶ educator says the word

## Role of the Students

- ▶ Students repeat the word and segment it into phonemes

## Segmenting Phonemes

T says the word,  
Students say word,  
then segment it

T: flip

Ss: flip f-l-i-p

# Substituting Phonemes

## One minute direct instruction lesson

### Examples:

low/slow  
slow/show  
show/glow  
glow/blow  
blow/flow

### Role of the Educator

- ▶ educator says the word e.g. 'show'
- ▶ change /sh/ to /gl/ and the word is...?

### Role of the Students

- ▶ Students answer 'glow'

### Substituting Phonemes

T says the word. Ss repeat.

T says: change \* to \*  
and the word is..."

T: car S: car

T: change the 'c' to 'b'  
and the word is..."

S: bar

# Early Literacy Skill: Letter Naming

## One minute direct instruction lesson

### Letter Naming

T holds up flash cards,  
says 'the letter is T,  
the sound is /t/ (tuh)'  
Ss say the letter name,  
then the letter sound

### Examples:

T

M

B

C

G

## Role of the Educator

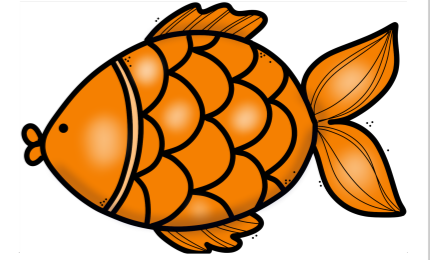
- ▶ educator holds up flash cards one at a time
- ▶ says 'the letter is \_\_\_\_\_, the sound is \_\_\_\_\_'
- ▶ cards are selected based on student need

## Role of the Students

- ▶ Students say the letter name AND sound

# Using Elkonin Boxes to Develop Phonemic Awareness

Phoneme placement within words makes working with them easier or harder



By numbering the phonemes, put them in order of difficulty to solve in the chat box

bat

1 3 2

fish

1 3 2

stand

1 4 3 4 2

beginning phoneme

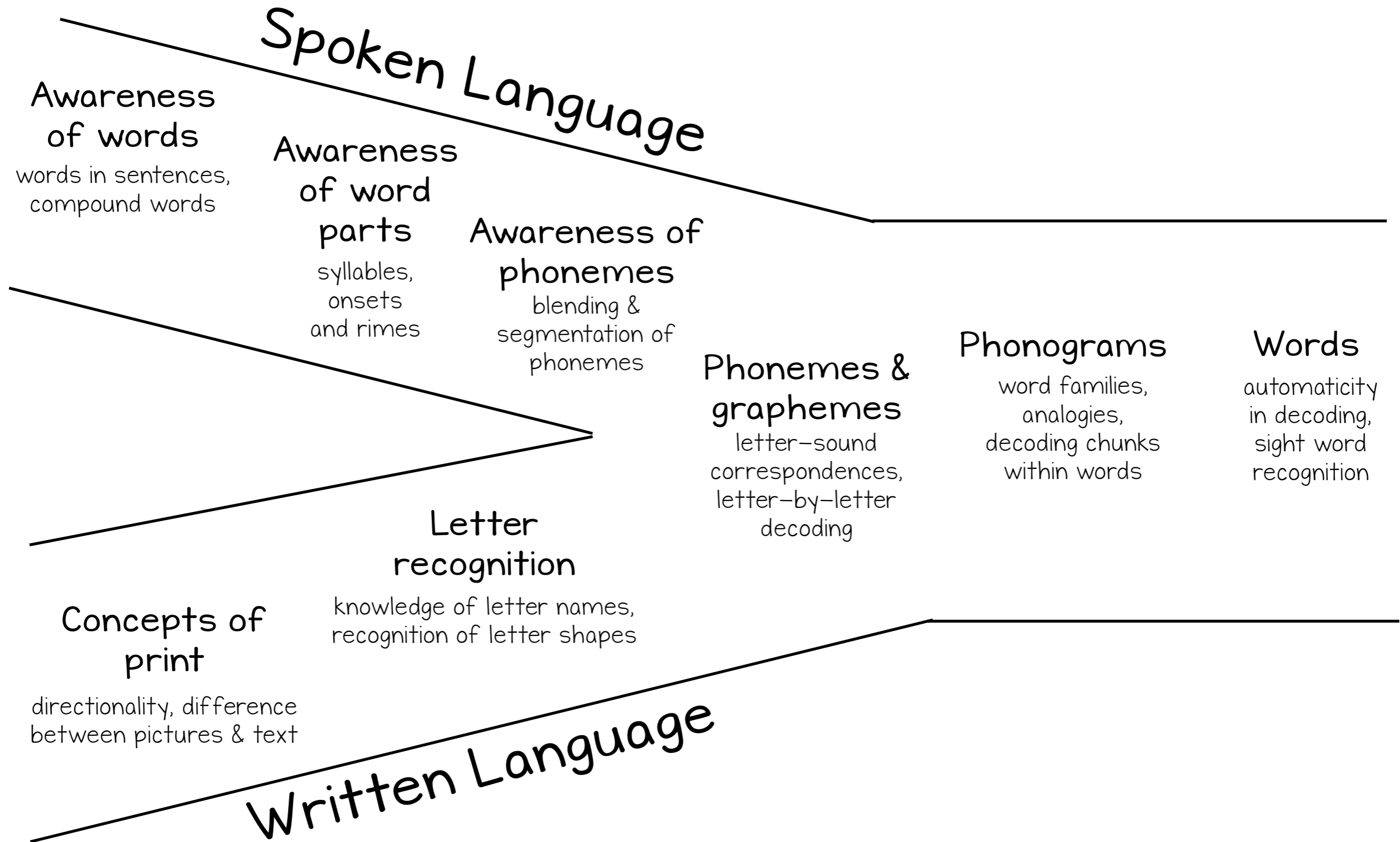
final phoneme

medial vowel phoneme

internal consonants in blends and clusters



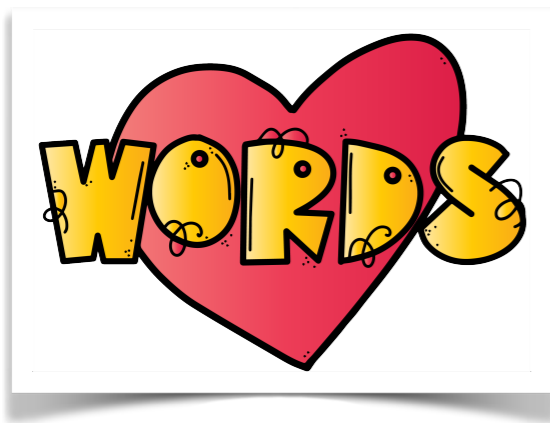
# The Road to Reading Words



# Effective Routines for Developing Word Solvers

Students should have daily experiences with:

- ▶ scaffolded reading and writing activities
  - ▶ alphabet games, stories, poems and songs
  - ▶ predictable charts
  - ▶ sound activities – sorting, blending, substituting, matching
  - ▶ letter and word sorts
- 
- ▶ making words activities
  - ▶ word and sentence segmenting activities
  - ▶ syllable sorting and segmenting activities
  - ▶ word wall activities
  - ▶ word guessing games



# Five Minute Fillers - FMF

Meaningful five-minute activities to squeeze in literacy instruction...

## Eight Phonemic Awareness Skills

1. rhyming
2. onset fluency
3. blending
4. isolating final or middle phonemes
5. segmenting
6. adding phonemes
7. deleting phonemes
8. substituting phonemes

## Two Early Literacy Skills

1. letter naming
2. language awareness

Name **3** times in your day when you could squeeze in **1–5** more minutes of phonemic awareness instruction or practice.

Share in the ChatBox...

# Practicing Phonemic Awareness throughout the day

Make use of transition times and existing routines...

- ▶ During morning meeting – have students segment phonemes in each other's names
- ▶ During interactive writing – use elkonin boxes
- ▶ During transition times – play a few rounds of “Guess my Secret Word” by saying segmented words and students can blend sounds together



## Easily differentiated to meet your students' needs

- ▶ the word starts with 't'
- ▶ the word has 3 letters
- ▶ the word has a long 'e' sound
- ▶ the word has 2 syllables
- ▶ it's a compound word
- ▶ it's a word that means the opposite of night

and	animal	because	another
ball	big	crash	community
can	friend	eating	discover
day	have	make	everybody
fun	look	outside	first
like	night	really	question
play	said	school	recycle
see	talk	sometimes	terrible
the	thing	truck	usually
up	your	writing	weather

# Sources

## Books, Blogposts & Presentations

[Have a Few Extra Minutes? – Bates](#)

Shifting the Balance – Burkins & Yates

The Fountas & Pinnell Phonics, Spelling, and Word Study System – Fountas & Pinnell

Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom – Fountas & Pinnell

Heggerty Phonemic Awareness Curriculum

Phonemic Awareness: The skills that they need to help them succeed! – Heggerty

Write from the Start: Writing Workshop in K-3 – POPEY Presentation by Lori Jamison

Conceptualizing reading: What have we learned from scientifically based reading research? Presentation by Lane

Lesley University Institute: Word Study: Teaching Phonics, Vocabulary, and Spelling in Grades K-3

Comprehensive Literacy Resource (K, Grade 1-2) – Trehearne

## Videos

[Balanced Literacy Diet – Park Those Sounds](#)

[Mr. Rogers' Speech – Lifetime Achievement Award](#)



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See you next week for...

Phonics – Wednesday, September 28th



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# Building a Strong Foundation for Reading & Writing

“Children who are aware of sound segments such as phrases, words, syllables, rhymes, letter clusters, and individual sounds have developed (phonemic and) phonological awareness and can use this knowledge to connect their oral language with the written language as they read and write.

The development of this sound awareness is necessary in order for readers and writers to understand that print represents speech.”