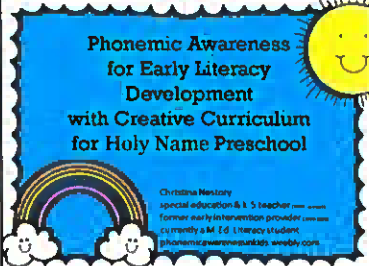


**Phonemic Awareness
for Early Literacy
Development
with Creative Curriculum
for Holy Name Preschool**



Christina Mentory
special education & K-5 teacher
former early intervention provider
currently a K-2 ELL teacher
phonics@wernerbooks.com


Start Activity:

Please write your name on
the index card.

**How Holy Name fits in to the
larger literacy picture...**

NRP Elements of Reading

- **Phonemic Awareness**
- Phonics
- Fluency
- Comprehension
- Vocabulary




Preschool Teachers and Support Staff are on
the frontlines of early literacy development.

Preschool • Early Literacy Skills • Sound Readers

1. **Alphabetics**
2. **Phonemic Awareness**

**How do
children learn
to read?**



- naturally pick up
the code
- 1 in 3 will
struggle*


*Kame 2001

*Not done yet from the struggling reader research to see a reading disability

Reflective Question


How many phonemes
are in your name?

This is a phoneme.



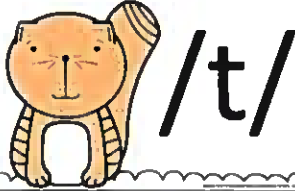
/c/

This is a phoneme.



/a/

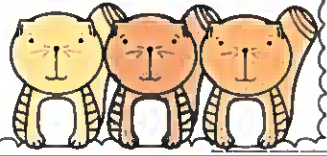
And this.



/t/

The word "cat" has three.

c/a/t



Assessment Question


How many phonemes
in your name?

- hear
- identify
- manipulate

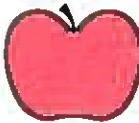
THE
PHUN
PART

different letter sounds.


Let's test our phonemic
awareness



How many phonemes?



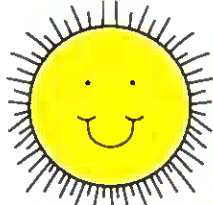
a/pp/le




bunny
carrot

b/u/nn/y
c/a/rr/o/t

GREAT J/O/B!



Assessment with the Alphabet

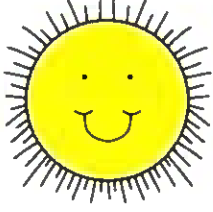


ABCDEFGHIJ
KLMNOPQRS
TUVWXYZ

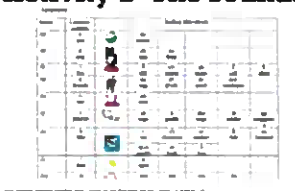
Directions:
With a partner take turns naming the letter and the letter sound.

Do any of the letters have more than one sound?

GR/EAT /J/O/B!



Activity 2- The Sounds



Directions:
Glance over the 44 sounds resource guide.

Are any of them new to you?

On sound position in words

initial, final, short vowels

On digraphs
(makes one sound)

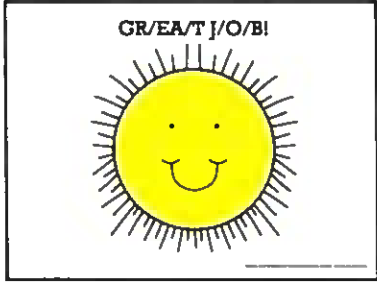
sh
ch
th

On blends
(two sounds pushed together)

sl dr
st bl

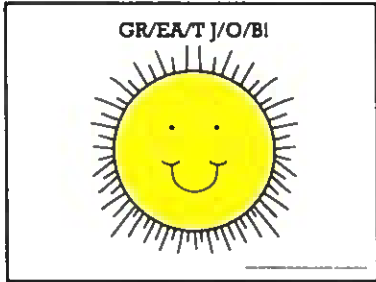
On diphthongs
(long vowels)

ā -ll graphemes



Activity 3 - Let's Play with Sounds. THE PHUN PART. hear, identify, manipulate.

Directions: Work with your partner to create a game that either: Identifies sounds, Blends sounds, Segment words, Substitute sounds.



Classroom Activity Extension. read & write the room.

read & write the room. hear, identify, manipulate. Directions: Select an item from the room that starts with the letter _____.

read & write the room. Directions: Now let's sort the items into rhyming beginning sounds.

read & write the room. Directions: Fold a piece of lined paper in half. Students can practice writing down each item's first letter sound.

Tip: Impact of Speech Development. Speech to Print.

Tip: Digital Use in Preschool

A screenshot of a webpage or document with the title "Preschoolers and Active Play". The text is partially obscured but appears to discuss active play for preschoolers. The background is dark blue with white text.

Tip: Start with uppercase

A B C D E F G H I J
K L M N O P Q R S
T U V W X Y Z

Children learn lowercase letters by writing them.

Curriculum Resources

Curriculum Resources featuring a red apple on the left and a small cartoon character holding a magnifying glass on the right. There are also some small text fragments and icons scattered around.

Further Professional Reading

Two book covers are displayed: "BEGINNING TO READ" on the left, which features a person reading, and "Speech to Print" on the right, which has a colorful cover with the text "Language Essentials for Teachers".

Th/a/n/k y/ou

A simple cartoon illustration of a girl's face with orange hair and a neutral expression.

Resources:

A list of resources including book titles and authors, such as "Beginning to Read" by Louise Rosenblatt and "Speech to Print" by Markolf and Meyer.

Resources:

A list of resources including book titles and authors, similar to the one in the middle-right box, but with very faint and partially illegible text.












The 44 Sounds (Phonemes) of English









A **phoneme** is a speech sound. It's the smallest unit of sound that distinguishes one word from another. Since sounds cannot be written, we use letters to represent or stand for the sounds. A **grapheme** is the written representation (a letter or cluster of letters) of one sound. It is generally agreed that there are approximately 44 sounds in English, with some variation dependent on accent and articulation. The 44 English phonemes are represented by the 26 letters of the alphabet individually and in combination.

Phonics instruction involves teaching the relationship between sounds and the letters used to represent them. There are hundreds of spelling alternatives that can be used to represent the 44 English phonemes. Only the most common sound / letter relationships need to be taught explicitly.






The 44 English sounds can be divided into two major categories – consonants and vowels. A **consonant** sound is one in which the air flow is cut off, either partially or completely, when the sound is produced. In contrast, a **vowel** sound is one in which the air flow is unobstructed when the sound is made. The vowel sounds are the music, or movement, of our language. The 44 phonemes represented below are in line with the International Phonetic Alphabet.

Consonants







Sound	Common spelling	Spelling alternatives					
/b/	b ball		bb ribbon				
/d/	d dog		dd add	ed filled			
/f/	f fan		ff cliff	ph phone	gh laugh	lf calf	ft often
/g/	g grapes		gg egg	gh ghost	gu guest	gue catalogue	
/h/	h hat		wh who				
/j/	j jellyfish		ge cage	g giraffe	dge edge	di soldier	gg exaggerate
/k/	k kite		c cat	ch christmas	cc acclaim	lk folk	qu bouquet
			q(u) queen	ck back	X box		
/l/	l leaf		ll spell				
/m/	m monkey		mm summer	mb climb	mn autumn	lm palm	
/n/	n nest		nn funny	kn knight	gn gnat	pn pneumonia	
/ng/	ng ring		n sink	ngue tongue			

/p/	p pig		pp happy				
/r/	r robot		rr carrot	wr wrong	rh rhyme		
/s/	s sun		ss mess	c circus	sc science	ps psychology	st listen
			ce rice	se horse			
/t/	t tap		tt batter	th thomas	ed tapped		
/v/	v van		f of	ph stephen	ve five		
/w/	w web		wh why	u quick	o choir		
/y/	y yo-yo		i opinion	j hallelujah			
/z/	z zebra		zz buzz	s has	ss scissors	x xylophone	ze maze
			se cheese				







Digraphs




Sound	Common spelling		Spelling alternatives				
/zh/	s treasure		si division	z azure			
/ch/	ch cheese		tch watch	tu future	ti question	te righteous	
/sh/	sh shark		ce ocean	s sure	ci special	si tension	ch machine
			sci conscience	ti station			
/th/ (unvoiced)	th thongs						
/th/ (voiced)	th feather						

Short vowels







Sound	Common spelling		Spelling alternatives				
/a/	a cat		ai plaid				
/e/	e egg		ea bread	u bury	ie friend	ai said	a many
			eo leopard	ei heifer	ae aesthetic	ay say	
/i/	i igloo		e england	o women	u busy	ui build	y hymn
			ie sieve				
/o/	o orange		a swan	ho honest			
/u/	u mug		o monkey	oo flood	ou trouble		
/oo/	oo book		u bush	ou could	o wolf		

Long vowels

/ā/	ai snail		a baby	eigh weigh	aigh straight	ay hay	et croquet
			ei vein	au gauge	a-e cake	ea break	ey they
/ē/	ee bee		e me	ea seat	y lady	ey key	oe phoenix
			ie brief	i ski	ei receive	eo people	ay quay
/ī/	i spider		y fly	igh night	ie pie	uy buy	ye rye
			ai aisle	is island	eigh height	i-e kite	
/ō/	oa boat		o-e bone	o open	oe toe	ow low	ough though
			eau beau	oo brooch	ew sew		
/ü/	oo moon		ew screw	ue blue	u-e flute	oe shoe	ough through
			ui fruit	o who	oeu manoeuvre	ou croup	
/y//ü/ (2 sounds)	u uniform		you you	ew few	iew view	yu yule	eue queue
			eau beauty	ieu adieu	eu feud		

/oi/	oi coin		oy boy	uoy buoy			
/ow/	ow cow		ou shout	ough bough			
/ə/ (Schwa sound)	er ladder		ar dollar	our honour	or doctor	i dolphin	e ticket
			u cactus	ur augur	re centre	eur chauffeur	

R' controlled vowels

/ā/	air chair		are square	ear pear	ere where	eir their	ayer prayer
/ä/	ar car		a bath	au laugh	er sergeant	ear heart	
/û/	ir bird		er term	ur burn	ear pearl	or word	our journey
			yr myrtle				
/ô/	aw paw		a ball	or fork	oor door	ore more	oar board
			our four	augh taught	ar war	ough bought	au sauce
/ēä/	ear ear		eer steer	ere here	ier pier		
/üä/	ure cure		our tourist				

Tricky Graphemes

There are some letters that are used to write down sounds already represented by other graphemes. For example we use the letter c to represent the /k/ sound (already represented by the grapheme 'k') and the /s/ sound (already represented by the grapheme 's').

Letter			
c	/k/ as in cat, cot, cup	/s/ as in city, cycle, cents	
x	/k//s/ as in box, fox, fix	/g//z/ as in example, exam	/z/ as in xylophone
q(u)*	/k//w/ as in queen	/k/ as in bouquet, marquis, cheque	

* the q is always paired with the letter u.

For More Information on Phonemes Visit the [Dyslexia Reading Well](http://www.dyslexia-reading-well.com). www.dyslexia-reading-well.com

The beginning of the bar shows the age at which children begin to say each sound



The end of the bar shows the age at which most children have mastered each sound

Speech Sounds

Age of Acquisition (years)

	0	1	2	3	4	5	6	7	8
vowels / diphthongs		vowels							
p—(puppy)		p							
m—(mommy)		m							
h—(hi)		h							
n—(no)		n							
w—(window)		w							
b—(baby)		b							
k—(cookie)		k							
g—(go)		g							
d—(daddy)		d							
t—(turtle)		t							
ng—(sing)		ng							
f—(funny)		f							
y—(yes)		y							
r—(rabbit)		r							
l—(lion)		l							
s—(sun)		s							
sh—(shoe)		sh							
ch—(chair)		ch							
z—(zoo)		z							
j—(jump)		j							
v—(van)		v							
th—(thumb)		th							
th—(these)		th							
zh—(treasure)		zh							

*From Templin, 1957; Wellman et al., 1931, in Sanders—*Journal of Speech and Hearing Disorders*, 1973.

Building Vocabulary—Word Families and Word Roots List

What Is Taught at Each Level?

The following pages show a comprehensive listing of all word families, compounds, and roots **explicitly taught** in each level of *Building Vocabulary*. Many other roots are introduced throughout the levels, but the word families and roots listed on the following pages are each the focus of a lesson. You will notice that some roots that are first taught in lower levels are revisited in the upper levels and are taught with greater depth and complexity.

The first column lists the sound/word family, compound, or root taught. When appropriate, the meaning for this word part is given in the second column (some word parts don't carry meaning; for example, the word families in Levels 1 and 2). Then, an example word is given for each word part. The sample words are intended to give you a sense of how the roots are used—this is not meant to be an exhaustive list of vocabulary words that should be taught.

As students gain more proficiency with *Building Vocabulary*, they will come up with many more words on their own.

Use this list as a reference to see the word families and roots taught at each level. You might also wish to provide students with a copy of the list for the level of the *Building Vocabulary* kit you are using.

Sound/Word Family	Sample Word
-ab	cab
-ack	back
-ad	mad
-ag	bag
-ain	rain
-all	ball
-am	jam
-an	fan
-ank	bank
-ap	lap
-ar	car
-at	cat
-a_e	late
-ea	pea
-ed	red
-ee	bee
-ell	bell
-er	her
-est	best
-et	net
-ew	new
-ick	lick
-id	kid
-ight	night
-ill	hill
-im	him
-in	pin
-ing	ring

Sound/Word Family	Sample Word
-ink	sink
-ip	rip
-it	sit
-i_e	nice
-oa	boat
-ob	job
-ock	lock
-ook	book
-op	mop
-ot	hot
-ow	cow
-o_e	joke
-uck	luck
-ug	hug
-um	gum
-ump	lump
-un	sun
-unk	junk

Name _____

Read the clues. Then write the words.
Start at the bottom and climb to the top.



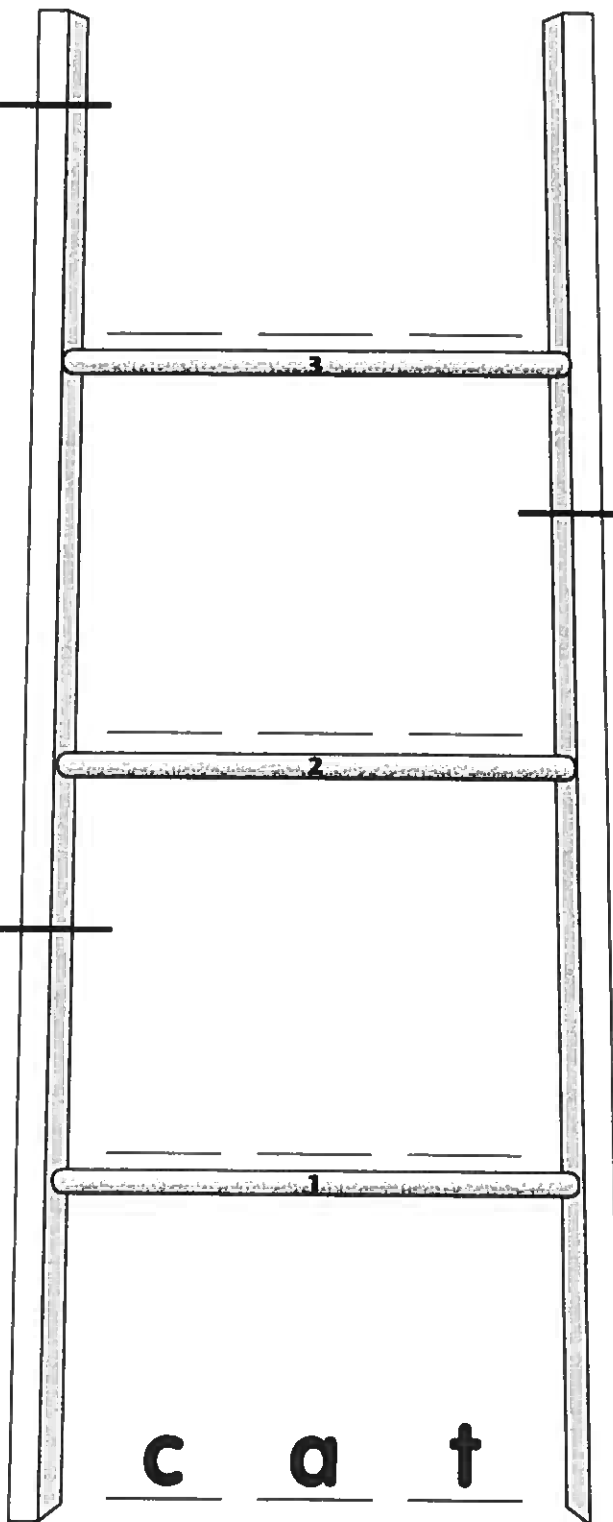
Run, Cat, Run!



This is used to hit a baseball.
Change the first letter.







A small rug
Change the first letter.








"The puppy _____
on my lap."
Change the first letter.









APPENDIX B Sound Boards



Sound Board for Beginning Consonants and Digraphs



Beginning Consonants		
b		bell
c		cat
d		dog
f		fish
g		ghost
h		hand

j		jug
k		key
l		lamp
m		mouse
n		net
p		pig
r		ring

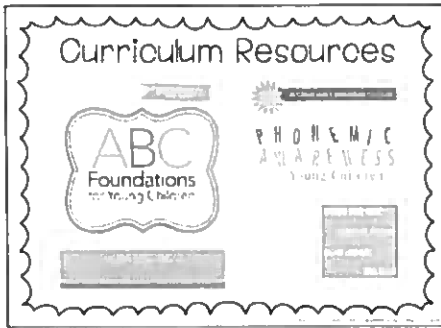
s		sun
t		tent
y		yarn
w		watch
v		van
z		zip

Beginning Digraphs

ch		chair
sh		shovel

th		thumb
wh		wheel

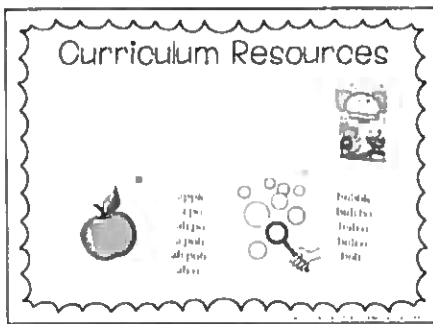
TEMPLATE FOR WORD SORTS



Phonemic Awareness Curriculum Ideas

Adams, M. J., (1998). Phonemic awareness in young children: a classroom curriculum. Baltimore, MD. P.H. Brookes.

Adams, M. J., (2013). ABC foundations for young children: a classroom curriculum. Baltimore, MD. P.H. Brookes.



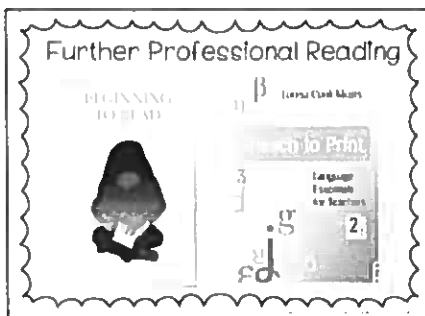
Speech and Language Developmental Milestones

ASHA <http://www.asha.org/public/speech/development/chart.htm>

Curriculum Materials for Speech Development

Kaufman Cards

<http://www.northernspeech.com/early-intervention-language-and-speech/kaufman-k-slp-treatment-kit-1-ndash-basic-level/>



Professional Reading

Adams, M.J., (1990). Beginning to read: thinking and learning about print. Cambridge, MA, MIT Press.

Speech to Print: Language Essentials for Teachers, Second Edition 2nd Edition by Louisa Moats Ph.D.
