

## Alphabetic Principle

Words are made up of letters.  
These letters represent sounds.

## Phonemic Awareness

The ability to  
hear and manipulate  
the different sounds in words.

# Phonics

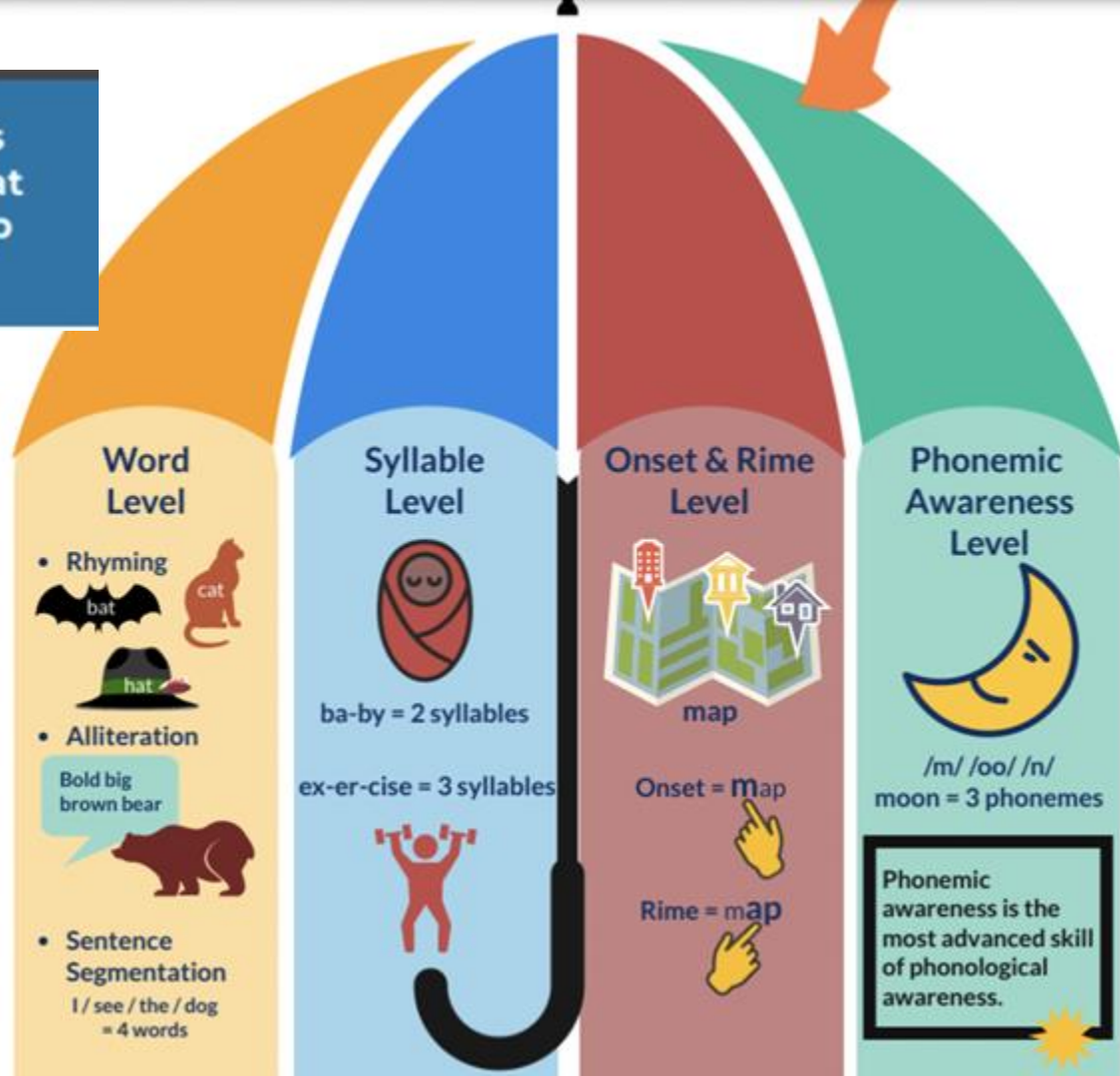
An instructional method that involves matching letters to their sounds to decode words.



Phonological Awareness is the ability to recognize that spoken words are made up of individual sound parts.

Phonological Awareness is like an umbrella. Phonemic Awareness and other skills exist under this umbrella.

What?  
Why?  
When?  
How?



# PHONOLOGICAL AWARENESS

## WHY?

- In order for children to read and spell, they must have an understanding that spoken words are composed of phonemes that can be manipulated into words and that those phonemes correspond to letters in the written alphabetic script (Ball and Blachman, 1991).

# Phonological Awareness

## Direct Instruction

- Focusing the attention on speech sounds before focusing on letters
- Using mirrors with students when creating the sounds
- Using multisensory instruction whenever possible (visual, auditory, kinesthetic)
- Modeling for students using I do, we do, you do
- Giving immediate corrective feedback
- Beginning using letters when students are ready

# Progression of Skills

Concept of spoken word	Preschool/kindergarten
Rhyme recognition	Preschool/kindergarten
Rhyme completion	Preschool/kindergarten
Rhyme production	Kindergarten
Syllable blending	Kindergarten
Syllable segmentation	Kindergarten
Syllable deletion	Kindergarten
Phoneme isolation of initial sound	Kindergarten
Phoneme isolation of final sound	Kindergarten/first grade
Phoneme blending—onset and rime	First grade
Phoneme blending—all phonemes	First grade
Phoneme segmentation	First grade
Phoneme deletion of initial sound	First grade
Phoneme deletion of final sound	First grade/second grade
Adding phonemes	First grade/second grade
Phoneme substitution of initial sound	Second grade

## Phonological Sensitivity:

# WORD AWARENESS



Word Awareness is the understanding that a phrase or sentence is made up of individual words.

It's also the ability to manipulate words in phrases or sentences, which includes playing with compound words.



# Ages 3-5

## 10 Activities to Develop

# WORD AWARENESS



1. Move It
2. Smash It
3. Build It
4. Hopscotch It
5. Tap It
6. Head, Shoulders, Knees, & Toes
7. Human Sentence
8. Nursery Rhyme Mix-Up
9. Song Swap
10. Compound Words



## Phonological Sensitivity:

# RHYME AWARENESS



Rhyme Awareness is the ability to recognize and produce rhyming words, specifically focusing on onset-rime.

An onset is the initial consonant or consonants before the first vowel in a word.

A rime is the string of letters (beginning with the vowel) that follow the initial consonant or consonants.



# Ages 3-5

## 8 Activities to Develop

# RHYME AWARENESS



1. Rhyme Repetition
2. Rhyme Recognition
3. Rhyme Production
4. Onset-Rime Blending
5. Onset-Rime Segmentation
6. Onset-Rime Addition
7. Onset-Rime Deletion
8. Onset-Rime Substitution



## Identifying Rhymes

"Rhyming words are words that sound the same at the end. For example, 'bake' and 'rake' rhyme. They both say 'ake' at the end. I am going to say two words.

Repeat the words after me. If they sound the same at the end, they rhyme.

Give me a thumbs up. If they do not sound the same at the end, they do not rhyme. Give me a thumbs down."

## Generating Rhymes

"Rhyming words are words that sound the same at the end. For example, 'bake' and 'rake' rhyme. They both say 'ake' at the end. I am going to say a word. Repeat the word after me. Then change the beginning of the word to make a rhyming word. I'll go first. The word is 'ring'. It

ends with -ing. I will add /s/ at the beginning. S-ing, sing, ring, sing! They rhyme because they sound the same at the end."

## Ages 3-5

## Words in a Sentence

"I'm going to say a sentence. I want you to count how many words are in the sentence. Every time I say a word, count with your fingers. Let's try it together!"

*The dog is white.*



Note: You can also model and practice clapping each word in the sentence.



# Phonological Sensitivity:

## SYLLABLE AWARENESS



Syllable Awareness is the ability to hear and manipulate syllables in spoken words.

A syllable is a word or a word part with one vowel sound.

All syllables have a vowel, but not all syllables have a consonant.



# Kindergarten/ Ages 5-6

## 7 Activities to Develop

## SYLLABLE AWARENESS



1. Syllable Isolation
  - Chin Drop
  - Clap, Snap, or Stomp
  - Humming
2. Syllable Counting
3. Syllable Blending
4. Syllable Segmentation
5. Syllable Addition
6. Syllable Deletion
7. Syllable Substitution



# Kindergarten/Ages 5-6

## Segmenting Compound Words

"A compound word is a word made up of two words that are put together. I'm going to say a compound word. I want you to tell me the two words I put together to make the compound word. For example, if I say 'everywhere', you can tell me that you hear the words 'every' and 'where'."

## Segmenting Syllables

"Many words have more than one syllable in the word. I'm going to say a word with more than one syllable. I want you to separate the syllables. For example, if I say 'candy', you can say 'can' and 'dy'."

Note: You can also model and practice clapping the syllables.

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## Onset and Rime

"I'm going to give you two parts of a word. Your job is to put those two parts together to make a word. Here's an example:

I'm thinking of a word that starts with /c/ and ends with at. What's the word? /c/ + at = cat. The answer is cat!"

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## Beginning Sounds Discrimination

"I'm going to say three words. Two of them start with the same sound. One of them starts with a different sound. I want you to tell me which one is not like the others. Here is an example:

*baby, bottle, pacifier*

*Baby and bottle both start with /b/. Pacifier starts with /p/. Pacifier is not like the others. The answer is pacifier."*

## Alphabet Alliteration

"I'm going to say a silly sentence. It is an alliteration. That means that most of the words will start with the same sound. I want you to listen to the words, and tell me what sound most of the words start with.

*Silly Suzy sang songs.*

*Silly, Suzy, sang, and songs all start with /s/."*

## Like Phonemes

"I'm going to say a word and I want you to tell me another word that has the same sound.

*For example:*

*If I say 'tell me a word that starts the same way as 'sat', you could say 'see'. They both start with /s/."*

## Ending Sounds Discrimination

"I'm going to say three words. Two of them end with the same sound. One of them ends with a different sound. I want you to tell me which one is not like the others. Here is an example:

*wolf, chief, march*

*Wolf and chief both end with /f/. March ends with /ch/. March is not like the others. The answer is March."*

# VOWEL VALLEY

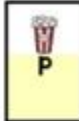
ALL VOWEL SOUNDS ARE VOICED



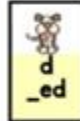
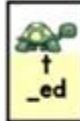
# STOPS



/p/



/t/



/k/



# AFFRICATES



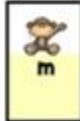
/ch/



# NASALS



/m/



/n/



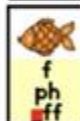
/ng/



# FRICATIVES



/f/



/v/



/th/



/th/



/s/



/z/



/sh/



/zh/



/h/



# GLIDES



/hw/



/w/



/y/



# LIQUIDS



/r/



/l/



2

# SOUNDS

/k//s/



/k//w/





## Let's Practice the R Sound!

Think about the misspellings for these words:



girl  
grl

rabbit



November

grill



# Phonological Awareness:

## PHONEMIC AWARENESS



Phonemic Awareness is the ability to hear and manipulate individual phonemes in spoken words.

This is the most important level of  
Phonological Awareness.

Once kids have learned letters  
and sounds, you can incorporate  
letters during phonemic awareness  
activities.



# First Grade/Ages 6-7

## 10 Activities to Develop

## PHONEMIC AWARENESS



1. Alliteration
2. Phoneme Categorization
3. Phoneme Location
4. Phoneme Isolation (Beginning, Ending, Middle)
5. Phoneme Counting
6. Phoneme Blending
7. Phoneme Segmentation
8. Phoneme Addition
9. Phoneme Deletion
10. Phoneme Substitution



## Medial Sounds Discrimination

"I'm going to say three words. Two of them will have the same middle vowel sound. One of them has a different middle vowel sound. I want you to tell me which one is not like the others.

Here is an example:

leg, big, jet

Leg and jet both have /e/ in the middle. Big has /i/ in the middle. Big is not like the others. The answer is big.

## Sound Position

"I'm going to say a word. Then I'm going to say a sound that was in the word. I want you to tell me if the sound was the beginning, middle, or end of the word. For example:

The word is 'set'. Was the /t/ at the beginning, middle, or end of the word?

You can use your fingers if you need to.



The /t/ was at the end of the word."

## Phoneme Blending

"I am going to say three sounds. I want you to put the sounds together to say a word. Each time you say a sound, put one finger up. Then say the word quickly. The sounds are /f/, /ă/, /t/."



## Phoneme Segmentation

"I am going to say a word that has three sounds in it. I want you to separate those sounds. Each time you say a sound, put one finger up. Then say the word. I'll go first. The word is 'hop'."





# Blending Routine

## Basic But Perky!

1. Listen to the sounds in this word.
2. Repeat the sounds
3. How many sounds did you hear?
4. Show me with your fingers.
5. Say the word slowly
6. Say the word the way we speak it.
7. Use it in a sentence.



## Jazz It Up!

If you think you know my word,  
Shout it out!

If you think you know my word, shout it out,  
If you think you know my word, then tell me  
what you heard.

If you think you know my word, shout it out.

# Segmentation Routine

## Basic But Perky!

1. Say \_\_\_\_\_
2. Count the sounds you hear in \_\_\_\_\_
3. Show me with your fingers (or tiles).
4. Now draw a sound line for every sound you hear in \_\_\_\_\_
5. Repeat the word.
6. Spell the word.
7. Say the word.



## Jazz It Up!

Listen, listen to my word.  
Tell me all the sounds you heard.

## Spelling Miscues



/t/ip



/t/ruck

\*\*Similar confusion - /d/og & /d/rive

# Second Grade/Ages 7-8

## Phoneme Deletion

*"I'm going to say a word. Then I'm going to ask you to take away part of the word and tell me what is left.*

*For example:*

*If I say 'candy', and take away the /c/, what is left? Candy take away /c/, is andy. Andy is the answer!"*

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## Phoneme Substitution

*"We are going to do sound puzzles to make new words. I am going to say a word. Then I'm going to ask you to take a sound away from the word and add a new sound in its place. Here's an example. The word is 'bat'. Take away the /b/ sound. Now we have the word 'at'. Now add the /h/ sound at the beginning. The new word we made is 'hat'."*

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# The PAST Test



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**PAS Test - CORE (TK-2)**  
**PAST Test - Kilpatrick (3-5)**

## Part A: Sentence Segmentation

Practice Item: Use blocks to show the words in the sentence ... John likes pizza.

1. Father called.
2. What time is it?
3. How much does an apple cost?
4. I have to go to sleep soon.
5. On Sunday, I will go swimming.

<input type="radio"/>	<input type="checkbox"/>	_____
<input type="radio"/>	<input type="checkbox"/>	_____
<input type="radio"/>	<input type="checkbox"/>	_____
<input type="radio"/>	<input type="checkbox"/>	_____
<input type="radio"/>	<input type="checkbox"/>	_____

Test Items Correct 0 /5

## Part B: Syllable Segmentation

Practice Item: Use blocks to show the syllables in the word ... cupcake (cup-cake)

- |                 |                  |  |       |
|-----------------|------------------|--|-------|
| 6. cowboy       | (cow-boy)        | <input type="radio"/> <input type="checkbox"/> | _____ |
| 7. rabbit       | (rab-bit)        | <input type="radio"/> <input type="checkbox"/> | _____ |
| 8. yesterday    | (yes-ter-day)    | <input type="radio"/> <input type="checkbox"/> | _____ |
| 9. party        | (par-ty)         | <input type="radio"/> <input type="checkbox"/> | _____ |
| 10. helicopter  | (hel-i-cop-ter)  | <input type="radio"/> <input type="checkbox"/> | _____ |
| 11. basketball  | (bas-ket-ball)   | <input type="radio"/> <input type="checkbox"/> | _____ |
| 12. playground  | (play-ground)    | <input type="radio"/> <input type="checkbox"/> | _____ |
| 13. caterpillar | (cat-er-pil-lar) | <input type="radio"/> <input type="checkbox"/> | _____ |

Test Items Correct 0 /8

Kindergarten

### Part C: Phoneme Segmentation

Practice Items: Use blocks to show the sounds in the words ... time (/t/ /ī/ /m/); shop (/sh/ /o/ /p/)

- |           |                    |
|-----------|--------------------|
| 14. keep  | (/k/ /ē/ /p/)      |
| 15. bag   | (/b/ /a/ /g/)      |
| 16. thumb | (/th/ /u/ /m/)     |
| 17. night | (/n/ /ī/ /t/)      |
| 18. rock  | (/r/ /o/ /k/)      |
| 19. itch  | (/i/ /tch/)        |
| 20. head  | (/h/ /e/ /d/)      |
| 21. short | (/sh/ /or/ /t/)    |
| 22. steak | (/s/ /t/ /ā/ /k/)  |
| 23. clown | (/k/ /l/ /ou/ /n/) |

<input type="radio"/>	<input type="checkbox"/>	_____
<input type="radio"/>	<input type="checkbox"/>	_____
<input type="radio"/>	<input type="checkbox"/>	_____
<input type="radio"/>	<input type="checkbox"/>	_____
<input type="radio"/>	<input type="checkbox"/>	_____
<input type="radio"/>	<input type="checkbox"/>	_____
<input type="radio"/>	<input type="checkbox"/>	_____
<input type="radio"/>	<input type="checkbox"/>	_____
<input type="radio"/>	<input type="checkbox"/>	_____
<input type="radio"/>	<input type="checkbox"/>	_____

\*\*Same as DIBELS Phoneme Segmentation Fluency (PSF)

Test Items Correct 0 /10



### Part A: Initial Phoneme Deletion

PRACTICE ITEM

Say *cat* ... now say *cat* without the /k/ \_\_\_(at)

Say *table* ... now say *table* without the /t/ \_\_\_(able)

TEST ITEM

CORRECT RESPONSE

- |    |         |      |                       |                          |       |
|----|---------|------|-----------------------|--------------------------|-------|
| 1. | (t)ower | our  | <input type="radio"/> | <input type="checkbox"/> | _____ |
| 2. | (c)old  | old  | <input type="radio"/> | <input type="checkbox"/> | _____ |
| 3. | (b)ake  | ache | <input type="radio"/> | <input type="checkbox"/> | _____ |
| 4. | (s)ize  | eyes | <input type="radio"/> | <input type="checkbox"/> | _____ |
| 5. | (l)ow   | owe  | <input type="radio"/> | <input type="checkbox"/> | _____ |

### Part B: Final Phoneme Deletion

PRACTICE ITEM

Say *seat* ... now say *seat* without the /t/ \_\_\_(sea)

TEST ITEM

CORRECT RESPONSE

- |     |         |      |                       |                          |       |
|-----|---------|------|-----------------------|--------------------------|-------|
| 6.  | to(n)e  | toe  | <input type="radio"/> | <input type="checkbox"/> | _____ |
| 7.  | droo(p) | drew | <input type="radio"/> | <input type="checkbox"/> | _____ |
| 8.  | ti(m)e  | tie  | <input type="radio"/> | <input type="checkbox"/> | _____ |
| 9.  | ro(d)e  | row  | <input type="radio"/> | <input type="checkbox"/> | _____ |
| 10. | pla(c)e | play | <input type="radio"/> | <input type="checkbox"/> | _____ |

*NOTE: If the student cannot respond correctly to one or more Test Items in Parts A or B, discontinue testing.*

### Part C: Deletion of Initial Phoneme in a Consonant Blend

PRACTICE ITEM

Say *slip* ... now say *slip* without the /s/ \_\_\_\_ (lip)

Say *cloud* ... now say *cloud* without the /k/ \_\_\_\_ (loud)

TEST ITEM		CORRECT RESPONSE
11. (f)reight	rate	<input type="radio"/> <input type="checkbox"/> _____
12. (p)layed	laid	<input type="radio"/> <input type="checkbox"/> _____
13. (s)weet	wheat	<input type="radio"/> <input type="checkbox"/> _____
14. (b)reak	rake	<input type="radio"/> <input type="checkbox"/> _____
15. (s)pill	pill	<input type="radio"/> <input type="checkbox"/> _____

### Part D: Deletion of Embedded Phoneme in a Consonant Blend

PRACTICE ITEM

Say *play* ... now say *play* without the /l/ \_\_\_\_ (pay)

TEST ITEM		CORRECT RESPONSE
16. b(l)end	bend	<input type="radio"/> <input type="checkbox"/> _____
17. t(w)in	tin	<input type="radio"/> <input type="checkbox"/> _____
18. g(r)ow	go	<input type="radio"/> <input type="checkbox"/> _____
19. be(s)t	bet	<input type="radio"/> <input type="checkbox"/> _____
20. li(f)t	lit	<input type="radio"/> <input type="checkbox"/> _____



# Tricky Phonemes (p. 24 in PA)

How many sounds do you hear?

1. church
2. ring
3. three
4. star
5. table
6. though
7. found
8. precious
9. Florida
10. fix



# Resources:

- [PASTest - Kilpatrick](#)
- [PAS Assessment - CORE](#)
- [On the Go Routines](#)
- [Phonemic Awareness Teacher Task Cards](#)
- [Phonological Awareness Blog - Little Love Learning](#)

