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JANET NADINE MORRIS

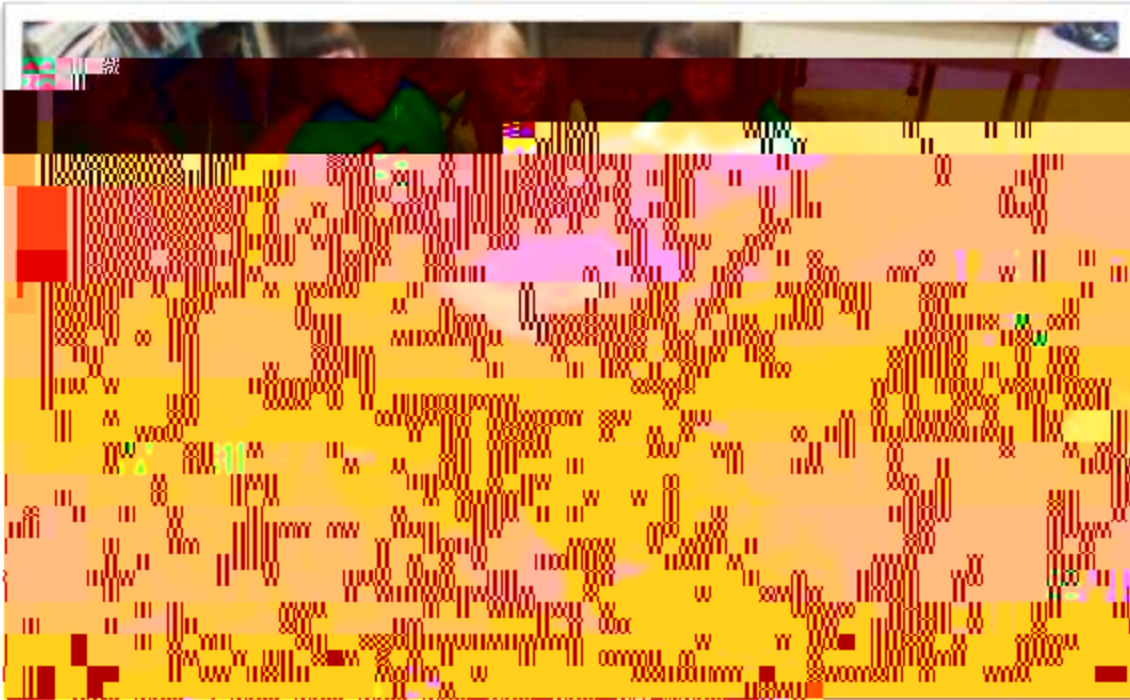
What are the key components of a Phonological Awareness Intervention?

Teach Phonological Awareness with Joyful Interventions

The new science of neural understanding can be translated into exciting and practical classroom strategies

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need joyful interventions, plenty of laughter, friendship, and promise: the promise of a joyful and literate future



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2. Phonological Awareness

2b. Assessment Instructions

Purposes:

- To determine if a student can both discriminate and produce rhymes.
- To determine if a student can identify initial sounds in common words.
- To determine if a student can blend together syllables to form a word.
- To determine if a student can segment a sentence into syllable words, segment words into syllables and segment words into phonemes.
- To determine if a student can delete one word from a compound word.

Achievement Indicators:

- Use rhyming to identify whether words rhyme and produce a word that rhymes with another.
- Use sound discrimination to tell the difference between single speech sounds.
- Use blending to orally blend syllables into a whole word.
- Use segmentation to clap the words in a 3 to 6 word single word sentence.
- Identify 2 words in a compound word.
- Identify the first sound and ending sound in a syllable word.

Procedure:

1. Before using the phonological awareness section with individual students, demonstrate the process with the whole class first.
2. Practice rhyming, isolating, blending, segmenting and deletion.
3. Demonstrate isolating phonemes usingifix or wooden cubes.
(2 of the same color, 1 of different ...,, ,,) This will help make an abstract concept more concrete.
4. Expose students to the process and language of the phonological awareness screening.
This will save time and may even be enough to solidify the concept for some students.
5. Screen students individually in a quiet setting because these are auditory tasks in an area free of noise and have theunifix blocks available.
6. Rescreen students at a later date for only the sections where a student has received 3 or less. (A score of 4/5 is considered mastery and would warrant a full circle. A score of 2/5 or 3/5 score would warrant a half circle and a need for further review/practice. Less than 2/5 would indicate a need for re-teaching.)
7. Fill in the result on the Circle Charts.

Kindergarten Skills Assessment Instructions

Discriminate between rhyming and non-rhyming words

Directions: ' , - P J R L Q J W R V D \ W Z R the Zy Rhyme List on Card July N \ R

' H P R Q V W U D Fan Rhyme With Fan. Do fan and boy rhyme

Additional demonstration items: mitt/fit, mitt/bit, mitt/hen

Stimulus	Response	
1. look/took		
2. fun/sun		
3. farm/car		
4. hop/sand		
5. dad/sad		
Total		/5

Note: nonsense words are acceptable.

Produce words that rhyme

'LUHFWR,LRQLQJ WR VD\ D ZRUG DQG , ZDQW \RX WR WHOO PH

'HPRQ VW UD TELREQ LOW HAT rhymes with bat

Stimulus	Response	
1. rap		
2. win		
3. same		
4. trouble		
5. flower		
Total		/5

Isolate initial letters

Materials: 3 blocks of the same color.

Place the blocks in a row with different colored block at the beginning of the row:

'LUHFWR,LRQLQJ WR VD\ D ZRUG DQG DVN \RX WR WHOO PH WH

carefully

Demonstration item: Sayat 7 KHQ DW V WKH EHJLQQLO? URWKO? WHQ WKH

does the word cat start with? Point to the first block.

Blend syllables

'L U H F W w i R s a y the parts of a word and you are to tell me what this word is.
 table, bananaphone

Stimulus	Response	
1. ba ² by		
2. win ² dow		
3. tel ² e ² phone		
4. pop ² si ² cle		

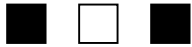
K to 2 Skills Assessment Instructions

(Continue to teach and practice K skills as necessary. By grade 2 most skills should be mastered; if not re-teaching will be required)

Isolate medial letters

Materials: 3 blocks of the same color.

Place blocks in a row with different colored block in the middle of the



'LUHFW,LRQJRLQJ WR VD\ D ZRUG DQG DVN \RX WR WHOOPH WPH
'HPRQVWUDWLRQZWHQKDDW-V WKH PLGGQH 3RLQWGLRQWKKHPR

Additional demonstration items, mouse

Stimulus	Response	
1. bug		
2. sick		
3. pan		
4. duck		
5. fudge		
Total		/5

Isolate final letters

Materials: 3 blocks of the same color.

Place blocks in a row with a different colored block at the end of the row:



Directions: ', - P JRLQJ WR VD\ D ZRUG DQG DVN \RX WR WHOOPH WPH
carefully

'HPRQVWUDWLRQZWHQKDDW-V WKH HQG VR'XPRQVWUDWLRQZWHQKDDW-V WKH HQG VR'X
word cat end with 3RLQW WR (Additional demonstration items, mouse.)

Stimulus	Response	
1. bug		
2. sick		
3. pan		
4. duck		
5. fudge		
Total		/5

Blend phonemes/letters

Directions: I will say parts of a word and you tell me the word.

'c-at / d-o-g / b-l-ue

Stimulus	Response	
1. b-oy		
2. m-a-n		
3. c-l-e-an		
4. w-i-n-d-ow		
5. b-a-b-y		
Total		/5

Segment phonemes

Directions: I will say a word and I want you to clap each sound in the word.

'Cat