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| **Scope and Sequence of Phonemic and Phonological Awareness for Kindergarten** |
|  | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
| **Phonological Awareness** |
| Word Awareness | ☺ |  |  |  |
| Recognize and generate rhyming words | ☺ | ☺ | ☺ | ☺ |
| Identify, blend, segment syllables in words | ☺ | ☺ | ☺ | ☺ |
| Identify, blend, segment onset and rime | ☺ | ☺ | ☺ | ☺ |
| **Phonemic Awareness** |
| Phoneme Identity  | ☺ | ☺ | ☺ | ☺ |
| Isolate initial, medial, and final sounds | ☺ | ☺ | ☺ | ☺ |
| Categorize spoken phonemes in words | ☺ | ☺ | ☺ | ☺ |
| Blend spoken phonemes to form words |  | ☺ | ☺ | ☺ |
| Segment spoken words into phonemes |  | ☺ | ☺ | ☺ |
| Manipulate phonemes (addition, deletion, substitution) |  |  | ☺ | ☺ |

The skills in the scope and sequence described above are in order from easiest to most difficult. There is a smiley face next to each quarter of Kindergarten in which the particular skill is suggested to be taught. Every class and child is different so please note that the teacher might need to move slower or faster depending upon the child. Below is a description of each skill and gives examples of how it can be implemented in a classroom. Teachers should focus on one or two types of phoneme manipulations at a time, and then move onto harder ones. More time should be spent on blending and segmenting since they are the two most important phonemic skills in learning to read and spell.

Do you know the difference between phonological awareness and phonemic awareness? Phonological awareness is a broad term that includes phonemic awareness. In addition to phonemes, phonological awareness activities can involve work with rhymes, words, syllables and, onsets and rimes. Phonemic awareness is the ability to hear, identify, and manipulate the individual sounds- phonemes- in spoken words. The purpose is to help children develop the awareness of sounds in words and the ability to blend and make words. This should be taught in short periods of time (5-10 minutes) repeatedly over several days or weeks until children have developed the component being taught. Some children will need more instruction than others; therefore small group instruction will be more effective. After assessing, you will know which students should be taught the easier types of phoneme manipulation (such as identifying initial sounds in words), and which should receive instruction in more advanced types (such as segmenting, blending, deletion/addition, and substitution).

**Word awareness**

Word awareness is the ability to recognize and count words.

Teach: Read the poem “To Market, to Market.” Display the poem on the SMART board. Say the rhyme. Say it again and have children join in. I am going to say words and hold up a finger each time I say another word. “To buy a fat pig.” How many words did I count? (5) Now I will say more words. Guide children to count another line of words. Continue providing practice with counting words until the children are secure and understand what a word looks like.

Practice: Have a more abled child come up to the board and play “teeny tiny teacher.” Have them ask the class how many words are in the line they point to. The children can quietly hold up their fingers to tell how many words. Pass out a copy of the poem “To Market, to Market” to the class. Have them count how many words are on each line and write the number at the end of the line.

**Recognize and generate rhyming words**

Rhyming is the ability to identify words that have identical final sound segments. Rhyming helps students develop phonemic awareness, which facilitates decoding. Rhyming teaches students to group words together by sounds, thereby reducing the number of words they have to learn to read by making generalizations of larger sound units. Rhyming teaches students to make connections between categories and the letter-string patterns that are used to spell words.

Teach: Read aloud the book *Sheep in a jeep* by Shaw or any other rhyming book (Dr. Seuss has some great ones- *There’s a Wocket in My pocket* or *Hop on Pop*). After reading the book, have children chant some of the lines with you: “Beep, Beep Sheep in a Jeep.” Identify several words from the text that rhyme (hop-pop). Say the words slowly, noting that they rhyme. Give several other examples (top-hop; pop-top). Gradually have the children tell when the words rhyme.

Practice: Listen to the words I say. If they rhyme stand up, if they don’t sit down. (Sample words: cat-hat, big-pig, cat-pig, big-jig, hat-sat, sat-big). Note how children respond to tell whether they are getting the concept.

More Practice: (Draw-a-Rhyme Story) Tell the children today they are going to draw a monster. The children will be at their table with a blank sheet of paper. Read each rhyme below with the underline words left out. Have children fill in the blanks orally, then add those parts to their drawing.

When you draw a monster, it is said,

you always begin with his head.

He’ll be able to see when he flies,

if we draw two bright eyes.

To tell which way the cold wind blows,

our monster will need a great big nose.

Look to the north and look to the south,

now we can give our monster a mouth.

Some up above and some beneath,

our monster has lots of teeth.

Now, under his chin, let’s just check,

that’s where we should put his neck.

So he won’t by tipsy-toddy,

let’s give him a polka-dot body.

If he really, really begs,

I guess we could give him legs.

To make our monster nice and neat,

we’ll have to teach him to wipe his feet.

A notice sent by air mail!

we can’t forget the monster’s tail.

He isn’t fierce, he isn’t hairy,

but don’t you think he’s a little scary?

Model and practice rhyming daily until children master the skill. Then drop the modeling, but continue to provide repeated practice.

**Identify, blend, and segment syllables in words**

A syllable is a word part that contains a vowel or, in spoken language, a vowel sound (e-vent; news-pa-per; very-y). Syllable awareness is the ability to hear parts or segments of phonemes that comprise the rhythm of the word. Teaching a student to segment words by syllables provides an opportunity for students to practice dividing the whole into its parts as a precursor to more difficult phonemic segmentation of word tasks.

Teach- Have the nursery rhyme Humpty Dumpty up on the SMART board. Say the nursery rhyme a couple of times. Invite the children to join in. Listen as I say the parts in a word: hor-ses (clap the syllables as you say). Now I will blend the parts together to say the word: horses. Say it with me: hor-ses, horses. Say the syllables to-ge-ther (clap) and guide children in blending them together to say together. Continue clapping with other words. Eventually start clapping the children’s names and see if they can tell you how many syllables they hear. Have students find things around the room with a certain number of syllables (for example, two-syllable words like window, pencil, teacher, etc.). Check to see if the child has chosen a word with the correct number of syllables by clapping the syllables to represent each syllable.

Practice: Print the number “1” on one side of an index card, “2” on the other side. Print “3” and “4” on a second card. As the teacher pronounces multi-syllabic words, students hold up a number indicating how many syllables they hear.

More Practice: Place a number of objects on the table. Identify how many syllables are in the

word that names each object. Categorize the objects by the number of syllables.

**Identify, blend, and segment onset and rime**

Onsets and rimes are parts of spoken language that are smaller than syllables but larger than phonemes. An onset of bag is b-; of swim, sw-). A rime is the part of a syllable that contains the vowel and all that follow is (the rime of tag is-ag; of swim, -im).

Teach: Have the nursery rhyme Sing a Song of Sixpence up on the SMART board. Say the nursery rhyme. Say it again and invite children to join in. Tell them that you will put together the first sound in a word and then the rest of the word: /s/ /ong/, song. Have children repeat. Guide children using the same routine with /s/ /ing/, sing and /s/ /et/, set.

Practice: Have a puppet say parts the parts of a word slowly and have the children put the sounds together to make the word. /s/ /at/, sat; /s/ /ay/, say; /n/ /et/, net; /d/ /ig/, dig.

**Phoneme identity**

Children can recognize the same sounds in different word.

Teach: Have a puppet. Have the puppet say three words: mop, me, move. Say the words with me: mop, me, move. Mop, me, and move all have /m/ at the beginning. The first sound, /m/, is the same in mop, me, and move.

Practice: The puppet will say some words. Tell me which sound is the same in the words.

(man, meet, march; jam, jet, job; ten, time, talk; my, make, more; see, some, set)

**Isolate initial, medial, and final sounds**

Children can recognize individual sounds in a word.

Teach: Teacher will have a puppet. Display a photo card of a moon. Listen for the beginning sound in moon. The puppet will say the word: moon. Say the word with me: moon. Moon has /m/ at the beginning: /m/, /mmm/…oon. Say the sound with me: /m/. What’s the sound? (/m/) Display a photo card of a gem. Now we are going to listen to the ending sound in gem. Say the word with me: gem. (Clearly enunciate and emphasize the ending sound.) Gem has /m/ at the end. Listen carefully: gem, /m/. Say the sound with me: /m/. What’s the sound? (/m/)

Practice: The puppet will say some words. If the word has /m/ at the beginning, point to the moon. If the word ends with /m/, point to the gem. Children will stand holding the cards in different spots at the front of the room. Puppet says the words (map, Pam, game, miss, slam, my, jam, meet, mask, some, Tim, mask)

**Categorize spoken phonemes in words**

Children recognize the word in a set of three or four words that has the “odd” sound.

Teach: Use a puppet to teach. Extend or emphasize the **first sound** in each word. Today we are going to listen for words that have /m/ at the beginning. Listen to the sound at the beginning of moon. Moon begins with /m/. The puppet will say three words. Two words begin with /m/ and one does not: mop, milk, sock. The words mop and milk both begin with the /m/ sound. The word sock does not begin with /m/. It does not belong. Repeat the routine with mouse, rainbow, and mask.

Practice: Use the puppet. Children will categorize words with initial /m/. (mother, rake, moon) (cat, music, marker) (sun, monkey, man) (apple, mat, march)

Teach: Use the puppet. The puppet will say three words. Which words **end** with the same sound? Farm, swim, cook. Farm and swim end with the same sound, /m/. Cook does not end with the /m/ sound. It ends with the /k/ sound. It does not belong.

Practice: Use the puppet. The puppet will say some more words. Tell me which word does not belong. (Kim, book, gym) (ham, soup, some) (him, worm, play) (jam, hum, bird) (lamb, set, plum) (web, name, ax) (duck, plum, ham) (mom, gate, jam)

**Blend spoken phonemes to form words**

Children listen to a sequence of separately spoken phonemes, and then combine the phonemes to form a word. Then they write and read the word.

Teach: Use a puppet to model how to blend sounds in a word. The puppet is going to say the sounds in a word. Listen to him as he says each sound: /t/ /i/ /p/. The puppet can blend these sounds together:/tiiip/, tip. Say the sounds with us: /t/ /i/ /p/, /tiiip/, tip. Now say the word with us: tip. Repeat the routine with the word sip.

Practice: The puppet is going to say the sounds in a word. Listen carefully to him as he says each sound. You will repeat the sounds then blend them to say the word. /i/ /f/; /i/ /t/; /t/ /a/ /p/; /p/ /a/ /t/; /s/ /i/ /t/; /i/ /n/. Pass out white boards and have the children say the word parts and try writing the sounds they hear.

**Segment spoken words into phonemes**

Children break a word into its separate sounds, saying each sound as they tap out or count it. Then the write and read the word.

Teach: On the SMART board have a Sound Box and some marker dots. It looks like this.

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Listen as I say a word: on. Say the word with me: on. There are two sounds in on. Say the sounds in on with me: /o/ /n/. Let’s place a dot for each sound: /o/ /n/. Repeat for ox.

Practice: Children will place a dot in the Sound Box for each sound in a word. Listen as I say a word and its sounds. Say the word and its sounds after me. Put a marker in the Sound Box for each sound you hear. (on, /o/ /n/) (mom, /m/ /o/ /m/) (odd, /o/ /d/) (Tim, /t/ /i/ /m/) (mix, /m/ /i/ /ks/) (pot, /p/ /o/ /t/)

**Manipulate Phonemes (addition, deletion, substitution)**

**Phoneme addition**- Children make a new word by adding a phoneme to an existing word.

Teach: We are going to add sounds to the beginning of words to form new words. Listen as I say a word: an. Repeat the word: an. Now we are going to add /k/ to the beginning of an. What word do you have if you add /k/ to the beginning of an? (can)

Practice: What do you have if you add /s/ to the beginning of it? (sit)

 What do you have if you add /b/ to the beginning of Ed? (bed)

 What do you have if you add /f/ to the beginning of ox? (fox)

 What do you have if you add /w/ to the beginning of ax? (wax)

 What do you have if you add /r/ to the beginning of an? (ran)

**Phoneme deletion**- Children recognize the word that remains when a phoneme is removed from another word.

Teach: We are going to take away sounds at the beginning of words to make new words. Listen as I say a word: sat. Repeat the word: sat. Now we are going to take away the /s/ to the beginning of sat. What is sat without the /s/? (at)

Practice: What is win without the /w/? (in)

 What is hand without the /h/? (and)

 What is pup without the /p/? (up)

 What is tape without the /t/? (ape)

 What is rake without the /r/? (ake)

**Phoneme substitution**- Children substitute one phoneme for another to make a new word.

Teach: Use puppet to model. The puppet likes to change the beginning sound in a word. Listen to him as he says a word: quack. Quack has the /kw/ sounds at the beginning. Now listen as he changes the sounds at the beginning to quack to /j/: Jack. Repeat with quit and lit.

Practice: The puppet is going to say a word. I will tell you how to change the beginning sound in the word. Tell me the new word. Change the /kw/ in quail to /t/. (tail). Change the /j/ in jump to /b/. (bump). Change the /kw/ in quill to /w/. (will).

Phonemic manipulation is more difficult than blending and segmenting sounds. Accompanied by wipe-off boards or letter tiles, they can be helpful for reviewing words students have been reading and spelling as well as for applying their knowledge to new words.