

Phonemic Awareness

Take-Home Pack

What is Phonemic Awareness?

Phonemes are the individual sounds that make up words. For example, the word *key* has two phonemes and the word *stop* has four phonemes. **Phonemic awareness** is the understanding that words are made up of individual phonemes (sounds). When a child has phonemic awareness, he/she can hear and manipulate the individual sounds in words. Phonemic awareness is auditory and does *not* involve print. **Phonics** is the study of the sound-symbol relationships (letters and their corresponding sounds.) Phonemic awareness is a precursor to phonics, which *does* involve print.

Why is it important?

Children need to be able to hear the sounds in words before they can begin to read or write them. When they are sounding out a word, they need to be able to blend those sounds together. They may know the letter-sound relationship and be able to sound out, "/c/ /a/ /t/". They must have phonemic awareness in order to blend those sounds together to read *cat*. When spelling words, a child needs to be able to do the opposite-segment the sounds of a word. For some kids, these skills come more naturally. For many children, the ability to blend and segment words needs to be practiced and taught. Several studies (Anderson, Hiebert, Scott, & Wilkerson, 1985; Adams, 1990; Snow, Burns, & Griffin, 1998) show that phonemic awareness is a key indicator of reading success.

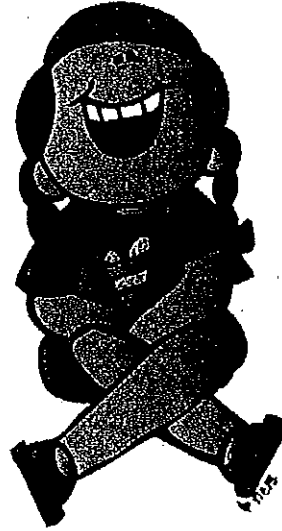
Examples of Phonemic Awareness:

- Identifying words that rhyme.
- Grouping words by similar sounds: *Ball, bear, and bike* all start with b
- Isolating Sounds: Identifying the first, middle, and last sounds in words.
- Blending sounds into words: /w/ /i/ /sh/= wish
- Segmenting words: *wish* has 3 phonemes and is broken up this like: /w/ /i/ /sh/
- Manipulate sounds within words: Change the /w/ to /d/. What word? *dish*

Silly Rhymes

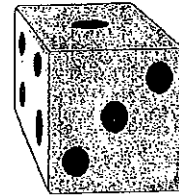
Simon Says with a twist!

1. Replace a word with a rhyming word when giving a direction. Enunciate the rhyming word. "Simon says sit on the bouch." (instead of *couch*)
2. After several games, start saying Fimon fays or Timon tays.



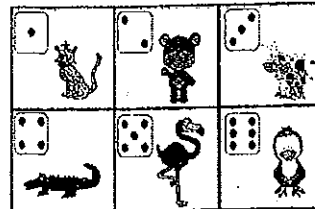
Roll a Tongue Twister

1. Roll the number cube.
2. Say the word that matches the picture.
3. Together, come up with words that also start with that same sound.
4. with that same sound.
5. Make up a funny story or sentence using that word and several other words that start with that same sound.
(BONUS: Count the words as you say the sentence. Give "points" for how many words you say with that same sound.)



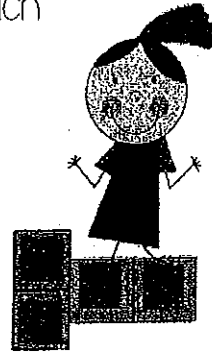
Examples:

- Alex the Alligator eats apples in his attic with his aunt Allison.
- Bobby the bear buys a baseball bat for his best brother Bert.
- Charlie Cheetah chose to chase that child with chips.
- Penny Penguin passes the pumpkin to the person in purple.



Hop to It

1. Draw three circles or squares using chalk.
2. Say a word and have your child jump to each circle as they break apart the word.
 - Ex: You say, "pot" and your child jumps into the first circle and says, /p/. Then he/she jumps into the 2nd circle and says, /o/, and then the final circle says, /t/.
3. You could also do the opposite: Jump together into the circles, saying sounds. Then try to guess the word.



Bead Slide

1. Put two, three, or four beads on a pipe cleaner.
2. Put the beads together when you say a word.
3. As you break apart the sounds in that word, move the beads. Each bead represents one sound.
4. Extend: Ask your child which bead makes a certain sound. Ex: "In the word *pack*, which bead makes the /k/ sound?"



What's the Sound?

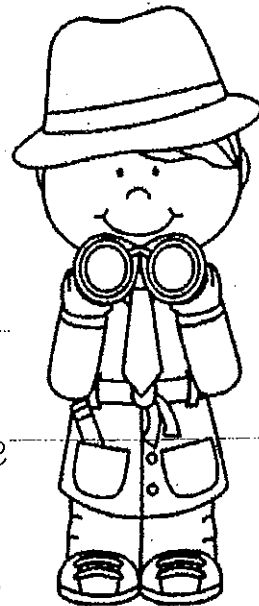
1. Say a word to your child.
2. Ask your child to tell you the first, middle, or last sound (not letter) in that word.
 - Ex: What is the last sound in *jam*?



You can do this activity while you are on a walk, in the car, cooking dinner or while looking at a book. Choose words that you see around you (leaf, spoon, cat, school, etc.)

I Spy

1. Choose words that only have two or three sounds (not necessarily 2 or 3 letters, just 2 or 3 sounds.)
2. Say, "I spy a /c/ /u/ /p/." (You will take the word and break them apart to separate the sounds.)
3. Your child will try to figure out the word.



Household and outside words that you might spy: cat, dog, knife, fork, bowl, rug, bed, light, couch, chair, leaf, gate, pen, cup, mug, bird, toy, car, road, path, jar, tub, tooth, mouth, ring, soap, bug, book, tree, bee, box, pan, pot, vase, phone, sheet, shade, sock, shoe, coat, purse, hat