

rash	shot	patch	chop	
wish	shop	watch	champ	
fish	shut	witch		
dish	shift	switch		
brush				

Vowel Diphthongs

Words with Vowel Diphthongs (two vowels as one syllable)

- /oi/ as in oil
- /oy/ as in toy
- /aul/ as in taught
- /aw/ as in saw
- /ou/ as in out
- /ow/ as in how

- oy and oi vowel diphthongs

boy	oil
coy	boil
joy	soil
enjoy	toil
soy	joint
toy	point
	ointment

- au and aw vowel diphthongs

caught	saw
taught	law
	thaw

- ou and ow vowel diphthongs

out	bow
about	cow
shout	how
pout	clown
cloud	brown

loud
aloud
mouth

drown
crown

The Vowel Digraphs

Words with Vowel Digraphs

- /oa/ as in goat
- /ee/ as in sheep
- /ea/ as in beat
- /ai/ as in pail
- /ay/ as in bay

• oa words

oat	oar	load	boast
boat	soar	road	coast
coat	boar	toad	roast
goat			toast

• ee words

bee	deep	feel	feet
see	keep	heel	meet
tree	peep	peel	sheet
free	weep	wheel	
	sheep	steel	
	creep		
	steep		

• ea words

sea	bead	bean	dear
tea	Lead	lean	tear
leaf	read	mean	beat
	deal	beam	heat
	peal	sseam	meat
	heal	ream	neat

seal
real**Homonyms**

- sea, sea 1. The boat sails in the _____.
- meet, meat 2. Mother cooked _____.
- heel, heal 3. My left _____ is painful.
- steel, steal 4. It is bad to _____.
- peek, peak 5. I want to go to the _____ of the hill.

• **ay words**

bay

Ddy

say

ray

may

clay

bray

stay

tray

• **ai words**

pail

mail

sail

fail

rail

tail

pain

gain

lain

main

rain

stain

train

chair

ctair

bait

Option: iread PowerPoint may be used in this lesson. [Link](#)Phonics instruction can be provided systematically as outlined above; it can also be provided **incidentally**. With incidental phonics instruction, particular elements are highlighted when they appear in text for example during shared book reading.

Fun Games for phonics instruction**1. Folder Games**

The folder games contain varied activities to enrich language skills in easy-to-make file folder set-ups. These can be used with individual, small cooperative groups or in learning centers. *The folder games will help reinforce skills in: decoding, comprehension, word structure and spelling in an enjoyable format*

1. Kitty Tracks:

This can be used to teach initial consonant blends:

b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z,

Directions:

Two children may play.

- Instruct children to take out the word cards and the two sleepy bears.
- Place the word cards face down on the playing area.
- Open the folder and choose the bear track trail.
- Take turns in turning a word card over.
- Read the word.
- If the word matches the consonant pattern on your first Kitty paw print, put the card on it.
- Put the card back if it doesn't.
- The first player to get to the bear den can put a sleepy Kitty to bed.

2. Trolls on the bridge:

Mouse over the title to see the game board

This is for Final consonant : b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z,

Directions:

- Take out the spinner and the troll markers.
- Open the folder and choose a bridge.
- Take a troll.
- Spin the spinner in turn.
- If the spinner turns to a number, go that many spaces on your bridge.
- If it points to a direction, follow the direction.
- Read the word you land on and put your troll on the space.
- See which troll gets across the bridge first.

3. Lion's Dinner:

Mouse over the title to see the game

This is for r control: er, ir, ur, or, ar.

Directions:

- Take out the spinner and the meat shapes.
- Open the folder and choose a lion.
- Spin the spinner in turn.
- Check the r-control that the spinner points to.
- Match it with a word on the lion's plate that has the same r- control.
- Read the word and put a piece of meat on it.
- See who can fill his/her lion's plate first.

4. Brown Cow:

Mouse over the title to see the game

This is for Vowel sound: /a/ /e/ /i/ /o/ /u/

Directions:

- a. Take out the word card and place them face down.
- b. Open the folder and choose a cow.
- c. Take turns turning a word card over.
- d. Read the word. If the word matches a vowel pattern spot on your cow, put the card on it.
- e. See who can fill his or her cow's spots first.

5. Wild Cricket:

Mouse over the title to see the game

This is for reading 3-4 letter words

Directions:

Three children may play.

- a. Take out the markers, the dice and the wild cards.
- b. Place the cards face down.
- c. Open the folder.
- d. Pick a cricket marker that number of places on the board.
- e. Read the word you land on.
- f. If you land on a wild card space, pick a wild card and follow the direction.
- g. The first player to reach Finish is the winner.

C. Word Fence

This contains onset rime words at which emergent readers can stick on initial consonant letters to start recognizing/ discriminating sounds.

Directions:

- a. In advance, write the following words, eg: hat, bug, fat, cat on individual cards for use with words with short vowel sounds from an emergent reader.
- b. Laminate card if possible.
- c. Place a piece of Velcro tape under the first letter of each word.
- d. Display and read the word cards.
- e. Divide the class into pairs.
- f. Give a word and a set of letter cards to each pair.
- g. Have pairs Velcro each letter card to the beginning of their word to see if they can make new words.
- h. Have children record their findings on slates.
- i. Invite pairs to share their words with the class.

6) Cut up three letter word

Words are cut up to give chance for the children to arrange into simple sentences.

Directions:

- a. Read a picture book aloud. (E.g. *Nat* by David Ford- SRA)
- b. Choose two or three important sentences from the book.
- c. Write each word from the sentences on an index card/any paper.
- d. Capitalize and use other correct punctuation when writing words.
- e. Place one sentence in order on the table.
- f. Help the child read it.
- g. Scramble the cards so the sentence is out of order.
- h. Ask the child to unscramble the words to form a sentence.
- i. Repeat the activity with other sentences.

As your children become better at unscrambling sentences, make the activity more challenging by adding new words to original sentences or by choosing longer sentences. If your children like a little competition, record the time it takes to unscramble a sentence and challenge them to unscramble new sentence more quickly.

7) Take One Away

This will provide an opportunity for students to work with simple sentences. This activity will invite children to explore on making new sentences out of an original one and will also enable them to learn sentence structure and its meaning.

Directions:

- a. *Write each word from the poem on a separate index card.*
- b. *Place the poem in the pocket chart, using one pocket for each sentence.*
- c. *Read the poem aloud two times inviting children to read with you the second time.*
- d. *Have a child remove and read one word from the poem.*
- e. *Invite another child to offer a replacement for the word so the sentence still makes sense.*

For example, if the original sentence said:

Twinkle, twinkle little star

How I wonder what you are

Up above the world so high

Like a diamond in the sky.

- f. Request a child to replace the word little with big or the word world for sky.
- g. Write the new word on a card and place it in a chart over the old word.

- h. Continue with each sentence until a new poem is made.
- i. Have the class read the new poem aloud.

8) Illustrated Picture Sentence

In this activity, students are given the chance to learn the structure of the language with fun. The learners are given the freedom to create their own sentences and build on from constructing simple to complex sentences at their own pace and level.

Procedures:

1. Use a thin marker to write words on Popsicle sticks.
2. Write at least ten words for word groups in each of the three categories: names of people or animals, places, and past tense actions.
3. Place each category in three separate cans labeled WHO? WHERE AND WHAT.
4. Make one set for every two children.
5. Have children work in pairs.
6. Distribute a set of cans, several old business cards/any paper and a pencil to each pair.
7. Invite children to shake each can and remove a Popsicle stick from each.
8. Have children use the chosen Popsicle sticks to make a sentence.
9. Students can fill in missing words from the sentence by writing them on a card/any piece of paper.
10. Invite each pair to read aloud the sentence they made.

9) Word Pair

This game can be used to familiarize emergent readers to rhyming words. They may not all be reading but they may discriminate the words that with same or different sound.

e.g. wall - fall

1. Chose 1 book from SRA decodable Books.
2. To play the game, you need to select three words per player from a book/s being read.
3. Print them clearly and boldly on separate 3x5 inch index cards, making pairs of words.
4. Choose one more word without a match that will be the winning card.
5. Then shuffle and deal 3-6 cards to each player.
6. Players take turns drawing a card from a player to their left.
7. If a player draws a card that matches one in his or her hand, he/she reads the two matching words in order to keep the pair.
8. Continue playing until the cards are matched, except for the one add card. The player who holds that card at the end wins the game.

10) Sounds Fishing

This is a good drill and language game activity for the sounds of the letters **Procedures:**

1. Find and cut out small pictures of familiar objects from magazines, old workbooks, catalogs.
2. Try to find several pictures that start with the same sound, such as book, bed, basket, boy,

snake, sun, skate, slide etc.

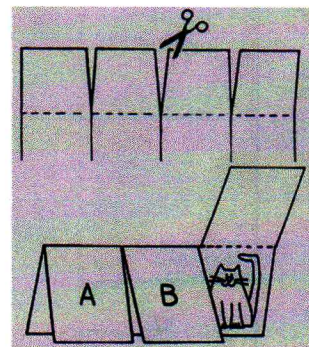
3. Cut out 12-15 fish shapes and paste or draw one picture on each fish. On an individual 3x5 inch index cards or on an 8x11 inch piece of paper or cardboard, print consonant letters with a key picture for each group of pictures found. For example, print the letter "S" with the picture of a sun to represent all the words beginning with that letter. If using a sheet paper, print only two or three letters per sheet.
4. To play, select two or three sets of fish pictures that start with the same letters and mix them up. Place face down on a table and take turns "going fishing". As each fish is turned over, the child names the picture and places it in the appropriate pile under the key letter picture. When all the fish are caught and placed correctly, have the child read the pictures under each heading. If necessary, read also with him/her, saying the letter name and stressing the initial sound of the word. (Yes, here /S/ pictures- sun, snake).

11. Initial Surprises

Use Flip-flap device as a versatile, easy to make projects that offer fun of manipulation and a hint of secrecy or surprise teaching initial sounds or in identifying letter sound correspondence.

Procedures:

1. Fold paper into eighths.
2. Open and cut to center fold as shown. To create more flaps, fold and cut paper accordingly.
3. Write a different letter on each flap.
4. Illustrate the key word on the inside.



DO this:

Choose at least 5 fun games. Use the games for a series of phonics instruction lessons. Post your work.

Round Up

Phonics instruction requires the teacher to provide students with a core body of information about phonics rules, or patterns. Our exploration on the different teaching and learning activities in phonics is built up in a belief that learners should be able to read, write, listen and speak to be able to use the language as a tool to comprehension

Do this:

Answer the following questions:

1. *What is phonics and what are its requisites in teaching/learning process?*
2. *What is the relevance of phonics instruction in reading?*
3. *DO you think phonemic awareness instruction can be integrated in phonics*

	<i>instruction? Why?</i> 4. <i>What theories and principles do you believe in teaching phonics? Why?</i> 5. <i>What other strategies, techniques and approaches could there be in teaching phonics other than the ones mentioned?</i>	
	Next Lesson/Module	In this lesson you learned about some principles in phonics instruction, different approaches and fun games. The next lesson, builds on the this lesson on phonics- the word recognition module. This is a total application of the skills that the learners have gained in phonics instruction. The more extensive the phonics instruction, the better equipped learners will be to work on new words.
Glossary Items	<ul style="list-style-type: none"> onset 	Any consonant presented before a vowel in a syllable.
	<ul style="list-style-type: none"> rime 	Any vowel and consonant(s) following an onset.
	<ul style="list-style-type: none"> phonics 	The connection between sounds and letter symbols
	<ul style="list-style-type: none"> phonemes 	Small units of sound.
Reference	Hill, Susan (2006) <i>Developing early literacy: Assessment and teaching</i> . Victoria: Eleanor Curtin Publishing Walker, Barbara (2008). <i>Diagnostic Teaching of Reading: Techniques for Instruction and Assessment</i> . 6 th Edition. New Jersey: Hamilton Publishing,.	

Course Title	Reading and Development	MO 4
Module 4	Learning to Read	ver. 1.0
Lesson 1	Phonemic Awareness	
Objectives	<ul style="list-style-type: none"> • Define phonemic awareness; • Differentiate phonemic awareness from phonological awareness; • Identify different activities and strategies to develop emergent learners' phonemic awareness. 	
	<p>This module deals with Phonemic Awareness. After the learners' exposure to the variety of auditory discrimination activities, they are now ready for more complex listening tasks that deal with specific sounds in words. Learners will now be ready to learn the letters of the alphabet.</p> <p>Introduction</p> <p>Learning the letters means they will be able to identify the letter name/symbol and letter sound and be able to associate it with objects. There are several phonemic awareness tasks. We will have more hands-on and minds-on activities for you to choose from. But first, let us explore what phonemic awareness is, and the five levels of phonemic awareness. Phonemic awareness is a requisite to reading.</p> <p>What is Phonemic Awareness?</p> <p>Phonemic Awareness is an important readiness skill. It deals with the structure of sounds and words. It is the understanding that words are made up of sounds which can be assembled in different ways to make different words. Once a child has phonemic awareness, they are aware that sounds are like building blocks that can be used to build all the different words. Children build phonemic awareness and other readiness skills by practicing nursery rhymes and playing sound and word games. Common exercises to develop phonemic awareness include games with rhymed words, games based on recognizing initial consonants. Children must understand that words are made up of speech sounds, or phonemes and letter symbols or graphemes. Phonemic Awareness further refers to the ability to segment, blend, and manipulate these units of sounds (phonemes).</p> <p>For example:</p> <ul style="list-style-type: none"> • student with phonemic awareness hears three sounds in the word bat: /b/, /a/, and /t/. <p>Phonemic awareness is the understanding that words are made up of phonemes or individual units of sound that influence the meaning of the word.</p> <p>For example:</p> <ul style="list-style-type: none"> • the word "drum" is made up of four individual phonemes: /d/ /r/ /u/ /m/. • If you change one of these notice how the meaning of the word changes. When /d/ is replaced by /st/ you have "strum", a verb meaning to run an object (usually one's fingers) across an object that makes sound. This is very different than "drum". 	

Phonemic awareness is not only the recognition that words are made up of small sound units it is also the ability to break down, manipulate and blend phonemes. A reader needs to be able to apply her understanding of phonemes in order to begin learning to read. She must be taught to transfer her knowledge of phonemes used in oral language to written language.

Phonemic awareness also involves an understanding of the ways that sounds function in words; it deals with only one aspect of sound: the phoneme - the smallest unit of sound in a language that holds meaning. Almost all words are made up of a number of phonemes blended together.

Example:

Highlight examples

- Consider the word "ball". It is made up of three phonemes: /b/ /aw/ /l/. Each of its sounds affects the meaning.
- Take away the /b/ sound and replace it with /w/ and you have an entirely different word. Change the /aw/ for an /e/ sound and again the meaning changes.

As children develop phonemic awareness, they become interested in how words are printed. Reading aloud to children and allowing children to follow through would help develop their understanding of print concept. This interest fuels for children's curiosity to learning the alphabet and phonics.

How is phonemic awareness different from phonological awareness?

Phonemic awareness is just one aspect of phonological awareness. Phonemic awareness is the only aspect of reading that is essential for children to develop before they can begin learning to read. Based in oral language, phonemic awareness serves as not only the foundation for reading, it is also the strongest indicator of a child's potential for learning to read. A reader with strong phonemic awareness will demonstrate the ability to hear rhyme and alliteration (the repetition of the same consonant sound at the beginning of several different words used in a sentence or paragraph), find the different sound in a set of words (ie. "bat", "ball", "wet") and blend and segment phonemes.

While phonological awareness encompasses a child's ability to recognize the many ways sounds function in words. It is the understanding of the minutest sound units in words. Though there is a distinction between phonological awareness and phonemic awareness the two terms are often used interchangeably. For the most part both are used to refer to what is technically phonological awareness. The more common term used to encompass both skill sets is phonemic awareness.

While phonemic awareness is not dependent on print, children seem to benefit the most from instruction presented with written words. At its very core **phonemic awareness is a listening and speaking skill rather than a reading skill**. Teaching phonemic awareness using letters helps children consolidate their skills. Print words allow them to see and apply the connection between sound and letters necessary for reading. Teachers working with young readers on developing their phonemic awareness should make explicit connections between sounds and letters by not only including print words in instruction but also drawing the children's attention to sounds by saying and pointing to letters simultaneously.

Animate: mouse over a letter to produce the sound

What is the significance of phonemic awareness in reading?

As previously mentioned, phonemic awareness is the single strongest indicator for a child's success at learning to read. This is precisely the very reason why phonemic awareness is a necessary requisite to reading. Phonemic awareness:

- helps children realize that words, regardless of their form (oral or print), are made up of sounds;
- allows young readers to build another important element of reading: phonics;
- creates a bridge between spoken and written language;
- helps children increase their abilities to decode and comprehend what they are reading.

At-risk readers should receive more intensive phonemic awareness instruction. It goes without saying that phonemic awareness should be a priority in pre-kindergarten, kindergarten and early first grade reading instruction.

What are the elements of Phonemic Awareness

There are three main aspects of phonemic awareness:

1. Syllables;
2. Rhymes; and
3. Beginning sounds.

Children need to be able to identify and manipulate these elements in order to begin reading. There are several ways that they can be taught to apply these elements to the words they use in spoken and eventually print language. To help children develop skills for working with syllables, adults can teach them to segment syllables by tapping or clapping and counting the sounds in a word. Rhyming and its companion alliteration (repetition of same beginning sounds in a series of words) are developed through categorization, identification and deletion. Categorization involves recognizing differences in sounds in a series of words.

For example:

You may ask the child to:

Make the example interactive

- Examine these words: **“bat”, “but” and “hut”** to examine. He would need to categorize these words into two collections of similar words (those beginning with a **/b/** sound and those ending with **/ut/**). Which words sound the same?
- Do deletions. Deletion allows children to **“play”** with words to see how they change when a phoneme is deleted. Consider what happens when **/d/** is removed from the word **“drum”**. It has an entirely different meaning.

What should be taught first, the vowels or the consonants?

Traditionally, learners have been taught consonants before vowels. However, every word and syllable must contain a **vowel**; therefore it is very important to consider that phoneme instruction should begin with the 5 short vowels (a, e, i, o, u) which are among the most commonly used English phonemes.

It is true that short vowels can be challenging for children to hear and learn, but when they are

taught in isolation with memorable auditory associations, students have little trouble with them.

For Long vowels “say their names” so students generally find them easier to remember and master.

Hyperlink long vowel sounds (get from coicoi)

As for **consonant phonemes**, there are some characteristics to consider when planning instructional programs. The ability to hear phonemes and articulate them in speech are two different skills. If children hear and learn the more challenging speech phonemes, even if they cannot pronounce them properly.

Consonants can be voiced or voiceless (breath). The mouth moves the same way for production of the following pairs of phonemes.

With voiced consonants, the vocal cords vibrate.	With unvoiced, they do not.
/d/ /b/ /g/ /v/ /j/ /z/ /th/ (the)	/t/ /p/ /k/ /ch/ /s/ /th/ (thumb)

Teaching students to feel the vibrations in their vocal cords often helps them to distinguish between these phoneme pairs. Certain consonants have a significantly higher frequency of occurrence. S, t, and r are the most common (with s and r being among the hardest phonemes to articulate). If we look at all phonemes, o, s, t, a, r, and e appear in 50 percent of English words. These, along with n, i, l, u, c, and p, occur in 80 percent of English words. However, since spelling patterns, word length, and word utility are far more important to beginning readers, frequency of occurrence should not be overvalued. Consonant reliability is more important to consider. Consistent consonant phonemes are: b, d, f, h, j, k, l, m, n, p, q (/kw/), r, v, z. Troublesome phonemes are: c sounds like /s/ and g sounds like /j/ when they come before e, i, or y, but c usually makes the /k/ sound; c, w, s, and t when followed by h form digraph phonemes (*chip, when, she, that*); s often sounds like /z/ in final positions (*was, boxes*). These variability issues should not be taught. Students learn these as reading proficiency increases.

What are the six levels of Phonemic Awareness?

1. Phoneme isolation;
2. Phoneme identity;
3. Phoneme categorization;
4. Phoneme segmentation;
5. Phoneme blending;
6. Phoneme manipulation.

1. Phoneme Isolation

Phoneme Isolation is the first level of phonemic awareness. This requires recognition of individual sounds in words such as the:

- Initial sound;
- Middle sound;
- Final sound.

Make use of the magnetic letters to perform the exercise. Animate the movement of the initial, middle and final sounds as Highlight the initial sounds as called.

Example:

What is the initial sound in sun?

What is the final sound in drum?

What is the middle sound in man?

Do this:

Prepare more lessons/exercises on phoneme isolation (initial, middle and final sound). Post your answer for some comments.

2. Phoneme identity

Phoneme identity is the second level of phonemic awareness. This is about recognizing the common sound in different words. It is identifying which sounds are the same in a given set of words.

Example:

Which are the same in these words?

bag, bed, bird, box

hop, step, map, lip

DO this:

Prepare a lesson/exercises on phoneme identity.

3. Phoneme categorization

Phoneme categorization is the third level of phonemic awareness. This is about recognizing the word with a different sound in a group of three or four words.

Example: *Which word does not belong?*

mat, men, big, mop

DO this:

Prepare a lesson on phoneme categorization. Post your work for some comments.

4. Phoneme segmentation

Phoneme Segmentation is the fourth level of phonemic awareness. This is about breaking a word into its sounds by tapping out or counting the sounds.

For example:

How many sounds (phonemes) do you hear in bell?

- bell has three sounds /b/ /e/ /l/ /l/
- mat has three sounds /m/ /a/ /t/

Do this:

Innovate a game/lesson on phoneme segmentation. Post your work for some comments.

5. Phoneme blending

Phoneme blending is the fifth level of phonemic awareness. This is about listening to a group of separately spoken sounds and combining them to form a recognizable word.

For example:

- /h/ /a/ /t/ is hat
- /m/ /a/ /t/ is mat
- /f/ /a/ /t/ is fat

What word is /h/ /a/ /t/ ?

What word is /m/ /a/ /t/ ?

What word is /f/ /a/ /t/ ?

DO this:

Prepare an activity/lesson for phoneme blending. Post your work for comments.

6. Phoneme manipulation

- a. Stating the word that remains when a specified phoneme is removed.

What is 'smile' without the s? (mile)

- b. Stating the word that is formed when a specified phoneme is added.

What is pot with an s at the beginning? (spot)

DO this:

Prepare a lesson/game/activity on phoneme manipulation.

Some activities to develop phonemic awareness

Activity 1 – Word Beginning/Sound Song

This is an engaging activity that increases the energy level of the classroom when learning the initial sounds.

The lyrics of the song below are sung to the tune of "Mary Had a Little Lamb."

Apple starts with /a/, /a/, /a/, /a/, /a/, /a/--/a/, /a/, /a/

Link the melody of this song

Apple starts with /a/, /a/, /a/

Other words do too!

It has to start with /a/, /a/, /a/, /a/, /a/, /a/--/a/, /a/, /a/

It has to start with /a/, /a/, /a/

The next word comes from YOU!

The 'A' should sound as /a/ *sound* in apple. (Encourage the learners to participate and allow them to sing a verse to keep the song going by adding more words that begin with /a/ .)

If your learners are struggling you can ask them, "Does anyone know another word that begins with sound /a/ to continue the song?"

Do this:

Finish the lyrics of this alphabet song by providing your own key words. Post your work.

Activity 2 – Sound Block

This activity helps the learners master the sound and symbols of the letters in the alphabet.

Directions:

1. Give learners a block/card with sounds and symbols.
2. Say the sound.
3. Let the learners put a marker on the corresponding sound in the block or card.

The one who fills all blocks first, wins the game.

Do this: Prepare your own activity card following the instruction above. Post your work.

Activity 3: Clapping and Tapping

One of the easiest ways to help children realize that words are made up of several sounds and syllables is to allow them to "break up" words by clapping or tapping out their syllables. Tapping can be performed with fingers, hands or an object such as a stick. When first introducing this concept, adults should model clapping or tapping.

For example, a teacher can show a child that the word "balloon" has two syllables by clapping twice while reciting the word (/ba/ -clap- /loon/ -clap-).

Once children understand the activity they should be encouraged to perform it independently on a regular basis. This kinesthetic connection allows children to become actively engaged with words.

Do this:

List down at 5 three-syllable words; 10 two-syllable words and 5 one-syllable words. Opposite to each word, write how you would produce the sound per syllable- clapping, fanning etc.

Activity 4: Keyword Substitution

This activity aids children in developing an understanding of the role that phonemes play in the meaning of words. When a phoneme is changed in a word, more often than not, the meaning changes. Keyword substitution activities use familiar songs as a basis for “playing” with words. Adults can take the lyrics of a familiar song and create new lyrics that substitute words with small phonemic variations.

Example:

Twinkle, Twinkle, Little Star
by Jane Taylor

Twinkle, twinkle, little **star**, (change star Mar)
How I wonder what you are.



Up  above the world  so **high**, (change high)

Like a diamond  in the sky. 

Twinkle, twinkle, little **star**.



Change star with Mar

After singing the song with the new lyrics teacher should discuss how changing a phoneme shifted the meaning of the song.

Do this:

Prepare a lesson/activity by choosing your own song/poem. Make your own keyword substitution. Post your work

Picture flashcards are excellent tools for helping children who do not have strong phonics skills work in their phonemic awareness. Teachers should create a series of flashcards featuring pictures that are familiar to the child. When using the flashcards the teacher

should ask the child to name the picture featured on each card. After saying the word the child should be asked to identify the first and second sounds (or phonemes) in the word. This activity helps children realize that words are made up of a series of independent sounds or phonemes.

Do this:

Prepare your own picture flashcards. Use the flashcards you have prepared for an activity. Post your work.

How do we assess the child's phonemic awareness?

A child's phonemic awareness is most often assessed using a rubric fitting a particular language task. Some of the most common tasks used to determine phonemic awareness are: 1) having a child create a list of rhyming words beginning with a "starter" word provided by the teacher, 2) asking a child to segment a word into its beginning, middle and end sounds and 3) having a child count the number of syllables in a word.

Create a list of rhyming words beginning with a starter	Segment a word into its beginning, middle and final sounds	Count the number of syllables in a word.
Example: jill-hill	Example: Mat- /m/ initial, /a/ middle, /t/ final	Example: E-le-ni-ta

Do this:

List at least 10 examples for each column above. Post your work

TIPS for Effective Phonemic Instruction

1. Teach just three letters per week.
2. Be sure that learners get to master both the sound and the name of each letter.
3. Integrate reading and writing the upper and lower case of the letters.
4. Associate the name, sound, and symbol of the letter to objects, name of persons and others that have the initial or final sound as they learn the letter/s for the day.
5. Break the alphabet into 8 groups.
6. Arrange the letters in the combination which are not similar in shape and sound.
7. Use any alphabet song and alphabet display.
8. Do not pair similar letters together.

It is easier to introduce at least 3 new letters a week. This allows learners to learn the sound, name and shape of each letter. Teaching more than 3 letters is too overwhelming for some learners.

These are the suggested groups of letters where vowels sounds can cut across:

1. Mm Ss Ll
2. Cc Ff Hh
3. Bb Rr Gg
4. Jj Kk Pp
5. Qq Tt Vv
6. Dd Nn Xx
7. Ww Yy Zz

Suggested budget of work in teaching letter name and sound

(mouse over each letter to produce the sound)

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Aa	Ee	Ii	Oo	Uu
2	Mm	Ss	Ll	Review all letters & blend	drill
3	Cc	Ff	Hh	Review all letters & blend	drill
4	Bb	Rr	Gg	Review all letters & blend	drill
5	Jj	Kk	Pp	Review all letters & blend	drill
6	Qq	Tt	Vv	Review all letters & blend	drill
7	Dd	Nn	Xx	Review all letters & blend	drill
8	Ww	Yy	Zz	Review all letters & blend	drill

Link letter name, sound and key word in each letter.
Use the alphabet book

Do this:

Develop series of lessons following the above suggested budget of work in teaching letter names and sounds. Post your work.

Other suggested activities in teaching the Consonant Sound: Lesson Sequence

1. Introduce a story, a poem, or a song where most of the words start with a target consonant.

Example: Lesson in Letter Bb /b/

Link the lyrics of this song

Sing the song "My Bonnie Lies Over the Ocean"

2. Present words that start with a single consonant, so that learners will not be confused of the sound.

Example: ball, bag, bed, bird, balloon

Provide interaction. Zoom letter, link sound, zoom key word and pictures

- a. Introduce the consonant sounds
 - i) The name of the picture starts with letter B.
 - ii) Let us sound it. /b/
 - iii) Let us say the name of the pictures.
 - iv) Sound the B at the beginning:
 - v) It is very important that teachers should consider teaching a single consonant word so that learners will not be confused of the different sounds.
 - vi) Bag, balloon, ball, bed, bird
- b. Review the letter form
 - Let's write (on the air, on the blackboard, on paper) the big B.
 - Let's write (on the air, on the blackboard, on paper) the small b.

Show how the letter is written on air- (stroke) on paper

- c. Exercises/ Drill
- d. Name all the pictures. Circle the picture which name starts in B
- e. Name each picture. Write the ending letter of its name
- f. Name each picture. Circle the ending sound of its name
- g. Name each picture. Circle the beginning sound of its name
- h. Name the picture. Complete its name with the beginning and ending letters
- i. To end your daily phonemic instruction, your learners should come up with a developmental and personalized "My Alphabet Book" where they write and draw objects with an initial sound of the letter taught for the day. Learners can also make an alphabet chain. (Show example)

As a culminating activity, and to check the mastery level of the learners' knowledge of all the letters in the alphabet, have them play the "Shopping and Matching" game.

Directions:

1. Ask pupils to pick one card each.
2. Have them look at their card.
3. Request children to find the upper case/lower case and key picture/word card.
4. Have them form a small group. (It should be a group of three).
5. Have fun.

Do this:

Prepare lessons on the suggested activities in teaching the Consonant Sounds. Post your work.

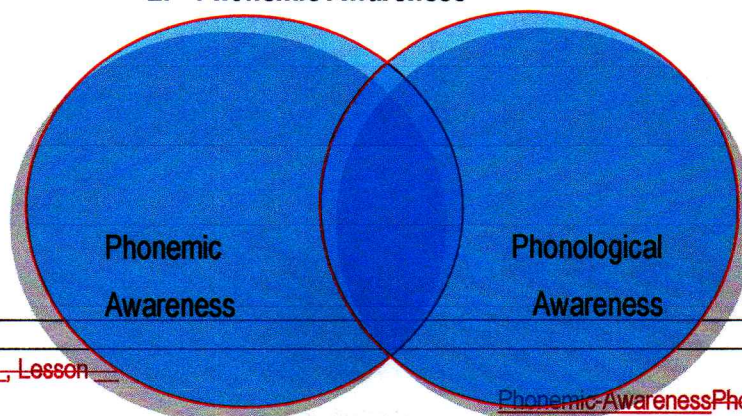
Do this:

1. To review the different activities, and relate them to the skills that we developed and the principles applied by filling up the chart below.

Activities	Skills Developed	Principles Applied

Use a venn diagram to compare and contrast the following:

1. Phonological Awareness
2. Phonemic Awareness



	<p>What other activities/strategies can you think of that would help develop children's phonemic awareness? List your answers then share your ideas with your co-learners.</p> <p>Round Up</p> <p>The ultimate goal of phonemic awareness is to help the learners master the skills in phoneme manipulation and blending. Unless learners have mastered the name, sounds and symbols of all the letters in the alphabet and unless they master phoneme manipulation and blending, phonics instruction will be difficult.</p>	
	Next Lesson/Module	<p>In this lesson you learned about phonemic awareness and some strategies/techniques and activities that can help young children learn to read. In the next lesson, you will discover that phonics instruction is a sequel to phonemic instruction. Keep in mind that phonemic awareness is a requisite to effective phonics instruction.</p>
Glossary Items	Phoneme	It is the smallest structural unit that distinguishes meaning.
	Phonemic Awareness	It is the ability to distinguish the sounds, or phonemes, in spoken language as they relate to the written language.
	Phonological Awareness	Refers to an understanding of the sound structure of language—that is, that language is made up of words, syllables, rhymes, and sounds (phonemes).
Reference	<p>Harris, P, Turnbull J, Fitzsimmons P, and McKenzie B (2006). <i>Reading in the Primary School Years</i>. Second Edition. South Melbourne, Australia: Thomson Social Science Press.</p> <p>Hill, Susan (2006) <i>Developing early literacy: Assessment and teaching</i>. Victoria: Eleanor Curtin Publishing</p> <p>Tejero, Erlinda (200?). <i>Teaching Reading in the Elementary Years</i>. Quezon City, Philippines: New Galaxie Lithographic Arts and Press.</p>	

Course Title	Reading and Development	MO 8
Module 8	Reading to Learn	ver. 1.0
Lesson 1	Building Fluency	
Objectives	<ul style="list-style-type: none"> • <i>Define what fluency is about;</i> • <i>Calculate and measure the rate, accuracy and expression of the learners;</i> • <i>Apply different strategies in developing fluency.</i> 	
	<p>Fluency has been neglected and ignored aspect of reading. The purpose of this module is to share strategies, and classroom activities on fluency and how it affects comprehension. This module begins with a look at fluency and reasons why it is important for students to become fluent readers. It also discusses definitions of fluency and views from students, teachers, and other professionals. Further discussed is the affect reading fluency has on comprehension, some strategies and classroom activities that can be used in teaching fluency, and future questions to be considered.</p> <p>Introduction</p> <p>Fluency is an essential skill that everyone needs throughout their lives. Sometimes we are able to comprehend or understand something that is happening but it takes time before we are able to translate that understanding into action. Tests scores should never be enough to benchmark students' fluency and comprehension. Our educational system should never be contented with learners' accomplishments measured in test scores. It may be gratifying when test scores show 100% or 'all correct', however, this limited assessment might miss other important elements of performance such as 'quality within a time period'. How can fluency be measured in a paper and pencil test? 'Doing it' does not always mean that learners always 'get it'. The way to bridge this knowledge to performance gap is through small increments in more challenging practice until the result is fluent performance.</p> <p>What is Fluency?</p> <p>The most commonly used definition of fluency is the ability to read aloud expressively and automatically with understanding. Fluency is also defined as the ability to read connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading such as decoding. There cannot be so much emphasis on fluency that comprehension is overlooked. After the primary grades, students are expected to read independently.</p> <p>Why is Fluency important?</p> <p>Fluency plays an important role in developing and becoming a good reader. Good readers are fast, efficient problem solvers who use meaning and syntax as they quickly and efficiently</p>	

decode unfamiliar words. In order to be truly fluent, a reader must comprehend and interpret text and read with appropriate timing, expressiveness, stress, and intonation fluency is an essential component of successful reading – the failure of students to become fluent readers can have repercussions throughout their lives.

Fluency affects comprehension. If children have to struggle over decoding words they will not enjoy reading, they will have a hard time comprehending what they are reading and will be more likely to give up. It has been observed that students who score low on measures of fluency usually score low on measures of comprehension.

Although fluency is important, it must not replace a focus on meaning as the goal of reading. Students need to learn to read silently for meaning. Fluency practice leads to ease and speed, which facilitate understanding. Fluency aids confidence and improves attitudes towards reading.

What are the elements of fluency?

Fluency has three major elements:

1. Rate;
2. Accuracy; and
3. Expression.

To help ensure that children will enjoy the benefits associated with fluency, we must pay careful attention to measuring fluency while we teach. To increase the likelihood that we will teach children skills to fluent levels, we should not measure accuracy, but rate.

- **The rate** measures the text appropriateness and correct phrasing. Rate refers to some amount of correct and incorrect responding per unit of time, and best predicts skill retention, application, stability, and endurance. To be truly fluent at a particular skill, a child must respond both accurately and quickly. High rates of accurate responding and low rates of inaccurate responding are the hallmarks of truly competent performance. In most fluency-based instructional arrangements, teachers look at rate per minute — the number of correct and incorrect responses a child emitted during a minute-long interval.

When we measure rate, accuracy is measured at the same time.

Example:

If we timed a student for one minute as they labelled pictures, we might count 20 correct answers and two incorrect answers. We could convert this to an accuracy measure of 91%.

$$\frac{20 \text{ correct answers}}{22 \text{ total answers}} = 91\% \text{ accuracy}$$

In traditional teaching approaches, we might stop instruction at this point. The high rate seems like pretty good performance! When we seek to teach children skills to fluent levels, however, we strive to keep teaching until the student performs the skill not only accurately, but also quickly.

While 20 correct answers and two incorrect answers may be quite accurate, it is also rather