

Parent Session 12 Beginning at the Beginning

Phonemic Awareness: Part 3

Hosted by
The Dyslexia Initiative

<https://www.thedyslexiainitiative.org/the-parent-sessions>

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March 30, 2021

Beginning at the Beginning

The 3 cornerstones of beginning reading:

1. Letter Knowledge

- Recognition
- Naming
- Consonants/Vowels

2. Awareness of the Sound Structure of Language: Phonological Awareness

- Words
- Syllables
- Onset/Rime
- Rhyming words
- Phonemes

3. Text Awareness

Phonemic Awareness Skills

Isolating/Identifying Phonemes

Counting

Blending

Segmenting

Adding

Deleting

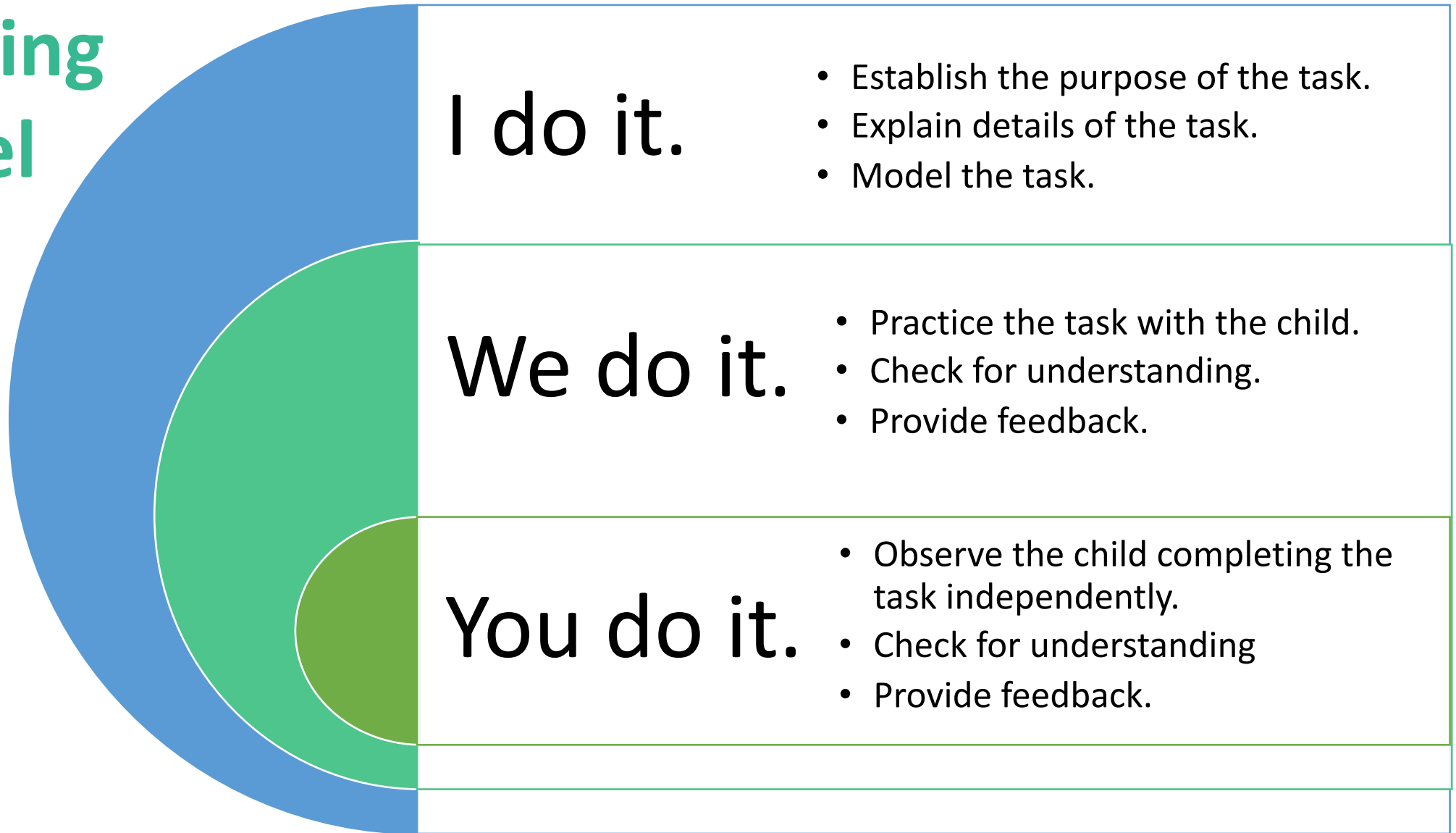
Substituting

Advanced Skills

Beginning Skills

Parent Session 12

A Tutoring Model



Beginning at the Beginning

Elkonin Sound Boxes in Action

Lisa McDermott

Understood

https://www.understood.org/en/school-learning/for-educators/teaching-strategies/evidence-based-literacy-strategy-elkonin-sound-boxes?utm_medium=paid&utm_source=google-search&utm_campaign=evergreen-sep20-edu&gclid=EAlaIQobChMluMrdooW_7wIVRAnnCh3qfQm5EAMYASAAEgLbSvD_BwE#Watch:_See_Elkonin_sound_boxes_in_action

Segmenting

Beginning at the Beginning

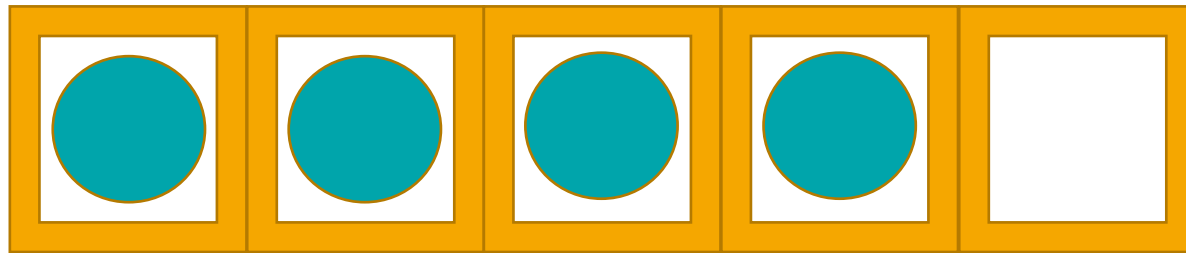
Elkonin Boxes Video 2

Inspired by Kinder

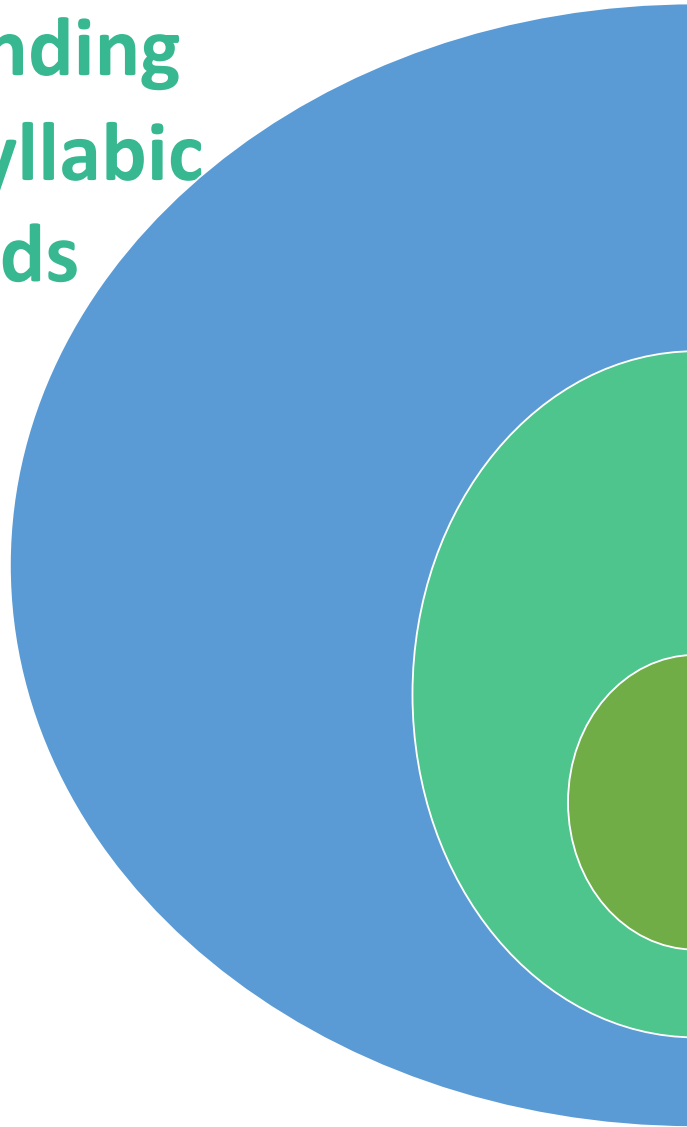
<https://www.youtube.com/watch?v=ZBCdRDZ3WEQ>

Segmenting

Phonemic Awareness: Blending One-Syllable Words



A Tutoring Model for Blending Multi-syllabic Words



I do it.

- I am going to blend a multi-syllabic word.
- I say the sounds in the first syllable. *//////**
- I blend the sounds. _____
- I say the sounds in the next syllable. *//////*
- I blend the sounds. _____ I blend the syllables. _____
- I do the same thing, syllable by syllable. *//////*
- I blend the syllables and say the word. _____

We do it.

- Listen to these sounds. *//////*
- Let's say the sounds. *//////* Let's blend the sounds. _____
- Listen to the sounds in the next syllable. *//////*
- Let's say the sounds. *//////* Let's blend the sounds. _____
- Let's blend these syllables. _____ (Repeat for each syllable.)
- Let's blend all the syllables and say the word. _____

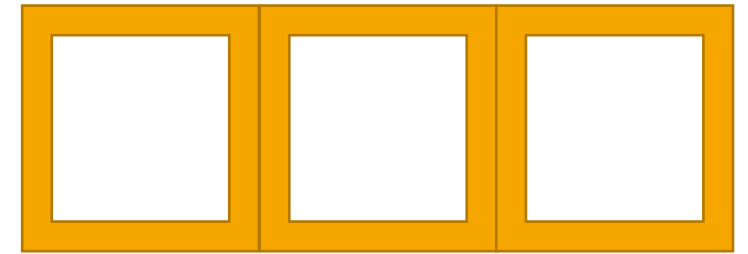
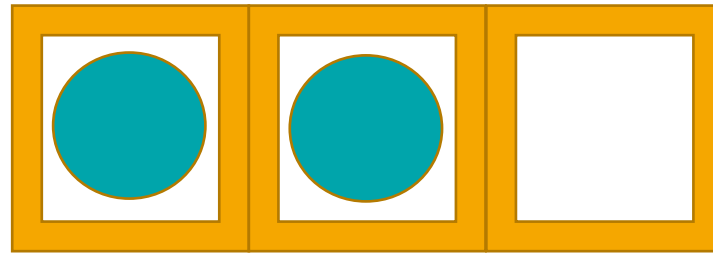
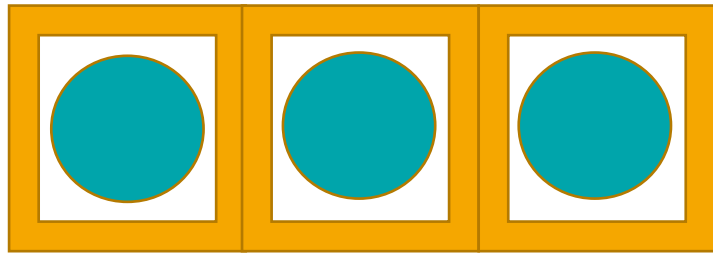
You do it.

- The child says the sounds in the first syllable. *//////*
- The child blends the sounds. _____
- The child says the sounds in the next syllable. *//////*
- The child blends the sounds. _____
- The child blends these syllables. _____ (Repeat for each syllable.)
- The child says the word. _____

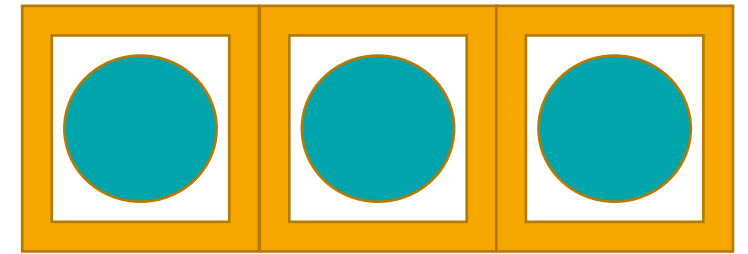
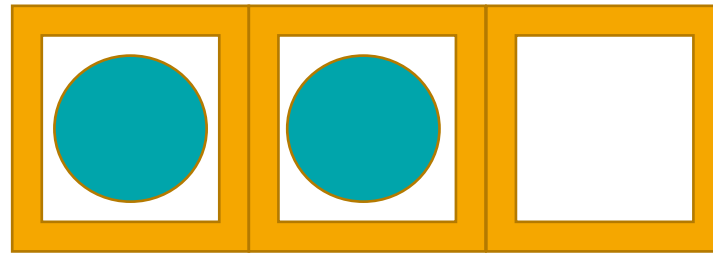
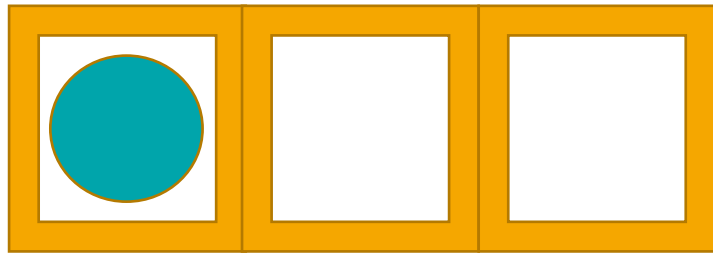
Check for understanding and provide feedback.

* // Indicates an individual sound.

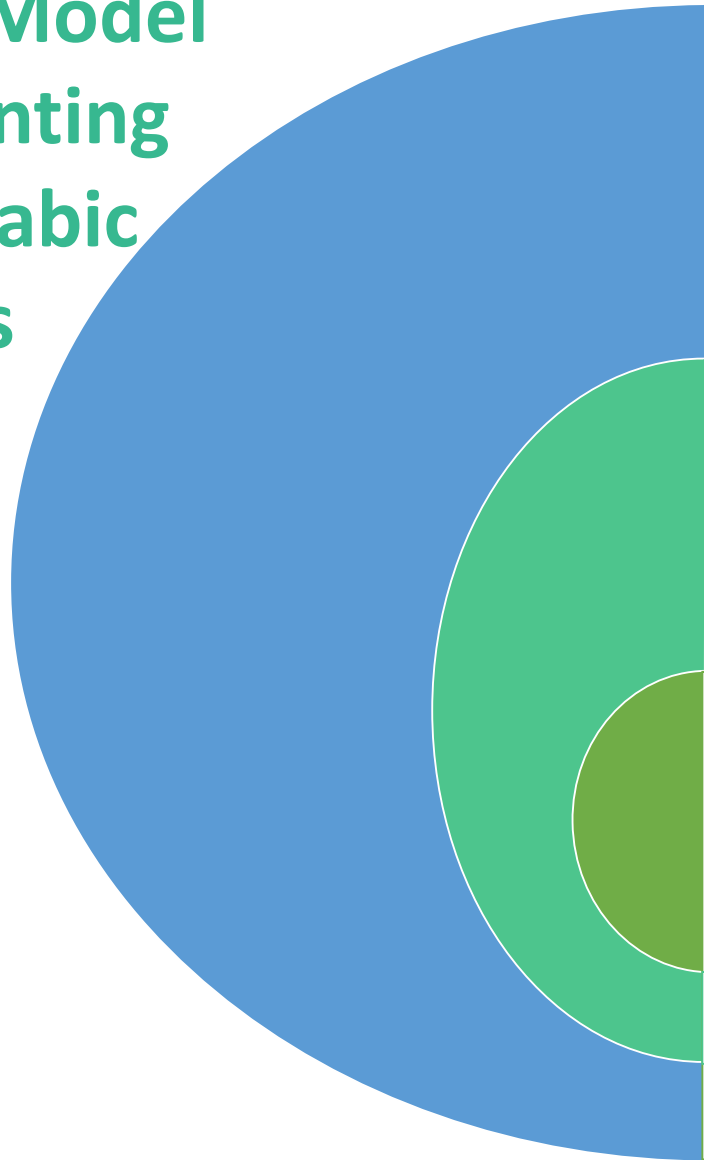
Phonemic Awareness: Blending Multi-syllabic Words



Phonemic Awareness: Blending Multi-syllabic Words



A Tutoring Model for Segmenting Multi-syllabic Words



I do it.

- I'm going to segment the sounds in a multi-syllabic word.
- The word is _____.
- I clap the syllables. _____
- I segment the sounds in the first syllable. // // // //
- I segment the sounds in the next syllable. // // // //
- I do the same thing, syllable by syllable. // // // //
- I blend all the syllables and say the word. _ _ _ _

We do it.

- The word is _____.
- Let's clap the syllables. _____
- Let's segment the sounds in the first syllable. // // // //
- Let's segment the sounds in the next syllable. // // // //
- Let's do the same thing for the other syllables. // // // //
- Let's blend all the syllables and say the word. _ _ _ _

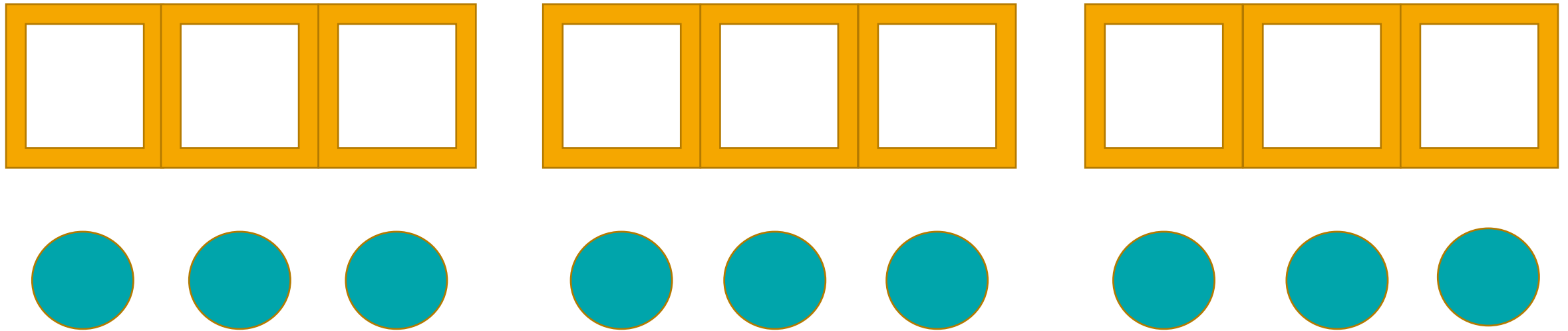
You do it.

- The word is _____. The child claps the syllables. _ _ _ _
- The child segments the sounds in the first syllable. // // // //
- The child segments the sounds in the next syllable. // // // //
- The child does the same thing for the other syllables. // // // //
- The child blends all the syllables. _____
- The child says the word. _____

Check for understanding and provide feedback.

* // Indicates an individual sound.

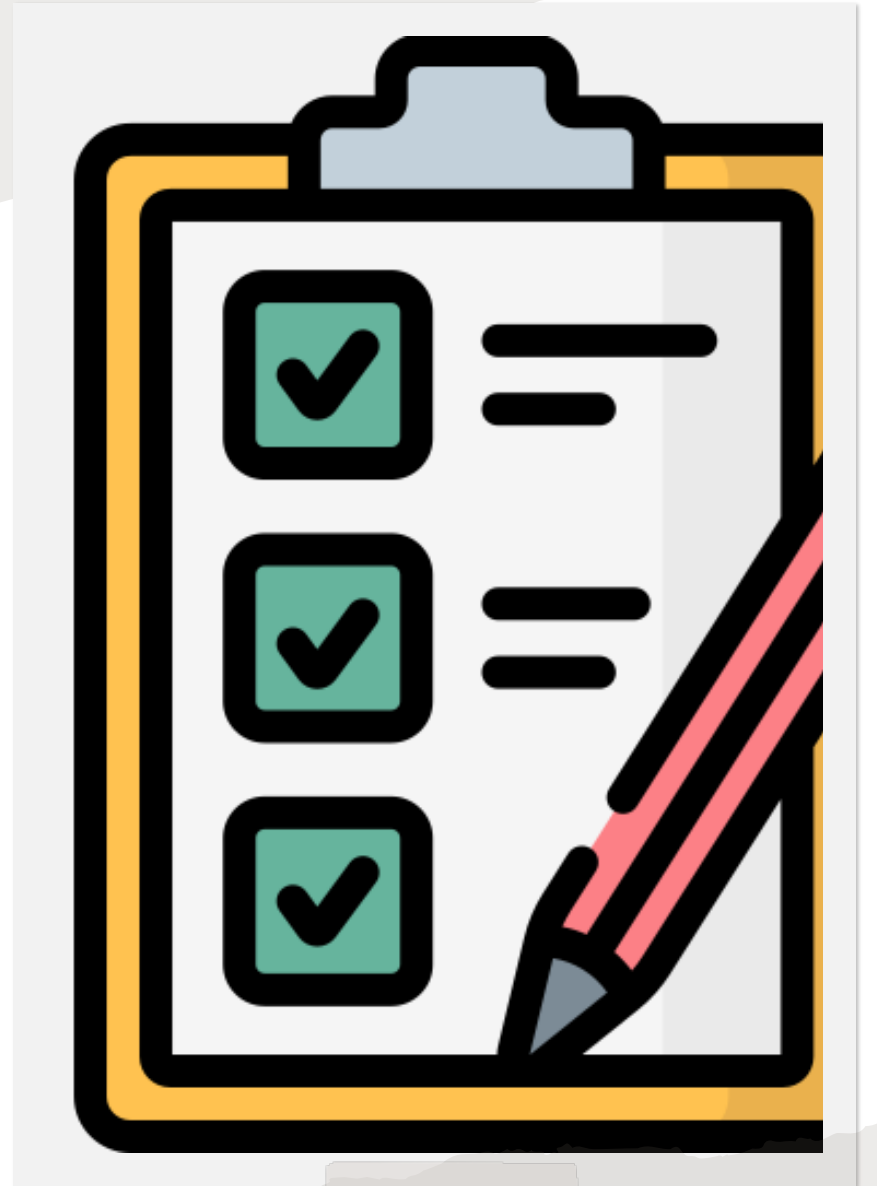
Phonemic Awareness: Segmenting Multi-syllabic Words



Phonological Awareness Assessments

Assessments are essential. They can:

- Identify difficulties in acquiring reading skills.
- Pinpoint areas of strengths and weaknesses.
- Monitor ongoing progress.



**Beginning at
the Beginning**

Phonological/Phonemic Awareness Assessment

Reading Rockets

https://www.readingrockets.org/pdfs/assessment_phon.pdf

Beginning at the Beginning

How We Can Help Struggling Readers

Linda Farrell

<https://www.readingrockets.org/shows/reading-interventions/working-with-struggling-readers-every-child-can-succeed>



colorful-wrapped-gift-box-icon-red-bow-colorful-wrapped-gift-box-icon-presents-decoration-flat-design-christmas-surprise-bow-138984165.jpg

We can teach Phonemic Awareness by:

- Using the I do it; We do it; You do it tutoring model.
- Using a variety of activities.
- Utilizing a multi-sensory approach.
- Practicing skills until automaticity is achieved.
- Reteaching as needed.
- Assessing daily while teaching and using formal assessments periodically.

<https://www.thedyslexiainitiative.org/the-parent-sessions>

Parent Session 12

Beginning at the Beginning

Recommendations:

1. Visit the Links on The Dyslexia Initiative website.

- <https://www.thedyslexiainitiative.org>
- Choose "Recorded Sessions" in the menu.
- Click on "The Parent Sessions."

2. Use the *"I do it. We do it. You do it."* method whenever teaching something new.

3. Play Phonemic Awareness games that focus on *isolating, identifying, counting, blending, and segmenting* individual sounds in words.

4. Use assessments to determine what the child knows and needs to learn.



Upcoming Schedule

Our next series, “The Path to Reading and Spelling” will be aired in the fall, 2021. The date of our first session will be announced on Tuesday, August 24th, on The Dyslexia Initiative’s Facebook page.

Chat

- Get to know each other
- Make comments
- Ask questions

<http://clipart-library.com/people-talking-cliparts.html>