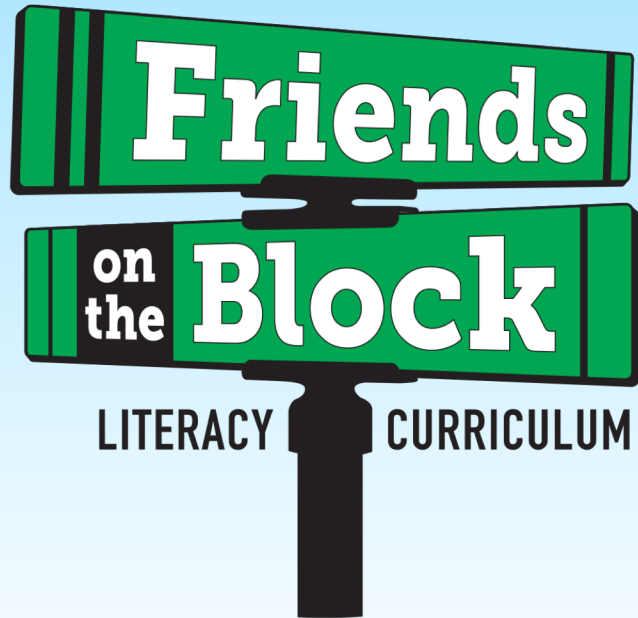




Phonemic Awareness: How to Teach Anyone to Read and Have Fun While Doing It

Teaching Phonemic Awareness in Levels 1-3



Our goal is to help ensure that
EVERYONE,
regardless of disability or circumstance,
learns to read.



MEANINGFUL



EFFICIENT
and
EFFECTIVE



FRIENDLY

Objectives (Levels 1-2)

The student will...

- orally **blend** the first sound of a word with the rest of the word

/sss/ un → sun

- say the first sound of a spoken word (**segment**)

sun → /sss/



Objectives (Level 3)

The student will...

- orally **blend** sounds into a word

/sss/ /uuu/ /nnn/ → sun

- say each sound in a spoken word (**segment**)

sun → /sss/ /uuu/ /nnn/



Progression of Skills from Phonemic Awareness to the Alphabetic Principle

		Blending	Segmenting
Levels 1-2	First Sound	Blend first sound and rime <i>Teacher: /mmmm/ at</i> <i>Student: mat</i>	Isolate the first sound <i>Teacher: mat</i> <i>Student: /mmmm/</i>
Level 3	Phoneme by Phoneme	Blend all phonemes <i>Teacher: /mmmm/ /aaa/ /t/</i> <i>Student: mat</i>	Segment Phonemes <i>Teacher: mat</i> <i>Student: /mmmm/ /aaa/ /t/</i>
Levels 4-5	Link to Letters	Decode (consonant-vowel-consonant) <i>Student: sounds out and reads</i> <i>“mat”</i>	Spell (consonant-vowel-consonant) <i>Student: spells “mat”</i>



Basic Steps:

orally **blend** the first sound of a word with the rest of the word
(FOTB Levels 1-2)

1. Teacher: **I will say the sounds in a word. Then you will say the word.**

2. Teacher: **/nnn/ ot.** (If the first sound is continuous, hold it for 2-3 seconds.
Say stop sounds quickly.) **Say the word.**

Students: (Say the word.)

note: this example uses the word *not*



Basic Steps:

say the first sound of a spoken word (**segment**)
(FOTB Levels 1-2)

1. Teacher: **I will say a word. Then you will say the first sound in the word.**

2. Teacher: **Say the first sound in *not*.**

Students: (Say the first sound.)

note: this example uses the word *not*; the students respond /nnn/



Basic Steps:

orally **blend** sounds into a word
(FOTB Level 3)

1. Teacher: **I will say the sounds in a word. Then you will say the word.**
 2. Teacher: **Listen. /nnn/ /ooo/ /t/.** (Hold continuous sounds quickly. Say stop sounds quickly.) **Say the word.**
- Students:** (Say the word.)

note: this example uses the word *not*



Basic Steps:

say each sound in a spoken word (**segment**)
(FOTB Level 3)

1. Teacher: **I will say a word. Then you will say each sound in the word, one at a time.**

2. Teacher: **Listen. Not. Say the sounds.**

Students: (Say the sounds.)

note: this example uses the word *not*; the students respond: /nnn/ /ooo/ /t/



Basic Steps Introducing or Correcting **BLENDING**

I: Listen. Say the word.

We: Say it with me. Students say the word with you.

You: Your turn. Students say the word independently.

You may also choose to say the word slowly, stretching and connecting the sounds when possible. (for example, /nnnooot/)
Correct errors within 2-4 seconds.

Basic Steps Introducing or Correcting **SEGMENTING**

I: Listen. Say the sound(s), holding continuous sounds 2-3 seconds and saying stop sounds quickly.

We: Say it with me. Students say the sound(s) with you.

You: Your turn. Students say the sound(s) independently.

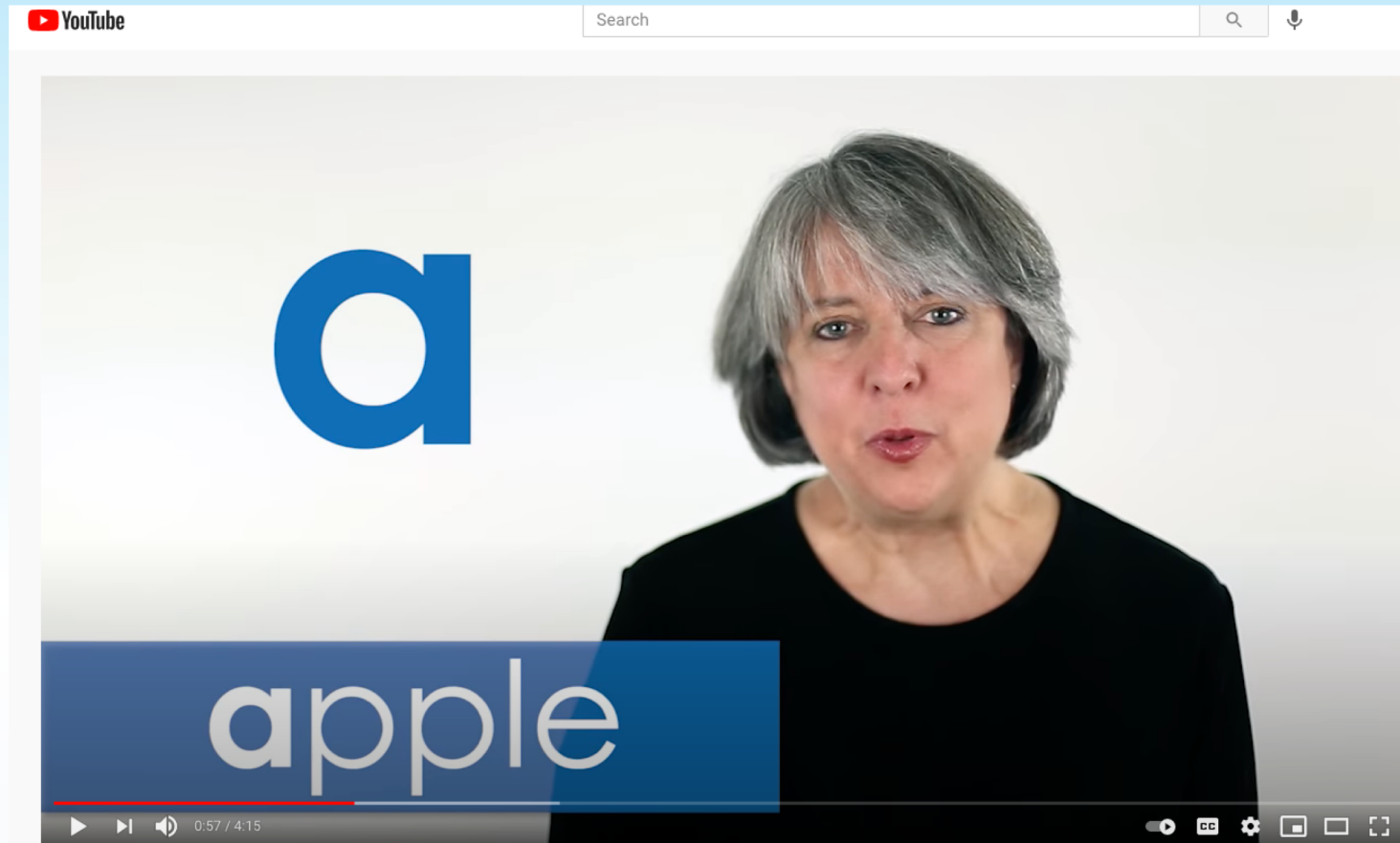
Correct errors within 2-4 seconds.

Important Tips

Selecting Words

- choose easier words if the student is struggling
 - words that begin with continuous sounds are easier to blend and segment (*see* is easier than *bee*; *sat* is easier than *cat*)
 - words that have fewer sounds are easier to blend and segment (*see* is easier than *seat*; *fat* is easier than *fast*)
- choose familiar words
 - familiar words are easier to blend and segment
 - familiar words help build links between sounds and meaning

Important Tips Pronouncing Sounds



UFLI Blendable Sounds: A Quick Review



Sounds BINGO

Phonemic Awareness

Can be played in a variety of ways

Levels 1 & 2

- Teacher says first sound and rime; students say the word (blend)
- Teacher says the word; students say first sound (segment)

Level 3

- Teacher says each sound in the word; students say the word (blend)
- Teacher says the word; students say each sound in the word (segment)



Practice:

Level 1 of Sounds Bingo

b-ear	f -ish	M -om	sh -eep
c-ake	f -ork	m -ug	s -it
c-orn	h-am	p-eas	s -oup
ch-ips	j-am	p-ie	s -un
d-uck	m -ilk	S -am	z -oo

Tip: The sounds represented by the following letters are continuous and should be stretched 2-3 seconds: **f**, **m**, **s**, **sh**, **z**. If students are struggling you can stretch the continuous sound and do not stop between the first sound and the rest of the word (stretch and connect).



Practice:

Level 2 of Sounds Bingo

b-all	D-ad	f -ork	p-ark
b-ee	d-arts	g-ame	p-ig
c-ake	d-ice	g-oat	S -am
c-ards	d-oll	j-acks	s -un
c-at	f -ish	M -om	z -oo

Tip: The sounds represented by the following letters are continuous and should be stretched 2-3 seconds: **f**, **m**, **s**, **sh**, **z**. If students are struggling you can stretch the continuous sound and do not stop between the first sound and the rest of the word (stretch and connect).



Practice:

Level 3 of Sounds Bingo

b- e -d	d- u -ck	m - a -d	r - a -m
b- ee	f - i -sh	m - u -g	s - a -d
c- a -ke	g- a -me	p- ie	sh - ee -p
c- a -t	g- oa -t	p-i-g	s - i -t
d- o -g	l - ea -sh	r - ai -n	s - u -n

Tip: The sounds represented by the following letters are continuous and should be stretched 2-3 seconds: **vowels, f, m, s, sh, n**. If students are struggling you can stretch the continuous sound and do not stop between the first sound and the rest of the word (stretch and connect).



Lesson Routine

Phonemic Awareness

Part 1 Warm Up (1 to 5 minutes)

- may practice with about three or four words

Part 3 Game or Fun Learning Activity (5 to 15 minutes)

- most important part of the lesson to practice blending and segmenting

Warm Up Options: Phonemic Awareness

- practice blending and/or segmenting about three words
- select words carefully
 - meaningful (may use words from Bingo game or select words related to a topic or a specific book)
 - not too difficult (recommend words with 2 or 3 sounds)
- use Basic Steps
- provide help quickly (I, We, You)
- optional: incorporate pictures (may use Bingo game pics)

Making it Fun!

Game or Fun Learning Activity

- Choose or create a fun game or activity to practice
- Make sure they get a lot of opportunities to practice during the game
- Customize the game by selecting words that are not too difficult; move to sound-by-sound when successful with first sounds and rest of word
- Provide help quickly during the game (I, We, You)



Sounds Bingo



Materials: Bingo gameboard for each player, bingo markers, list of sounds and words (list provided below; small cards are also available if you prefer to use them for calling out the sounds and words)

BLENDING FIRST SOUND AND RIME

Teacher: I will say the sounds in a word. Then you will think of the word. Then you will find that picture on your card and cover it with a bingo marker.

1. Choose word (from list or draw card). Say the first sound (hold continuous sounds, say stop sounds quickly), pause very briefly, and then say the rest of the word.
2. Students think of the word.
3. Students say the whole word.
4. Students find the matching picture on the board and cover it with a bingo marker.
5. The first player to cover 4 pictures in a row horizontally, vertically, or diagonally wins the game.

ISOLATING THE FIRST SOUND

Teacher: I will say a word. Then you tell me the first sound in the word. Then you will find that picture on your card and cover it with a bingo marker.

1. Choose word (from list or draw card). Say the word.
2. Ask students to say the first sound in the word.
3. Students say the first sound.
4. Students find the matching picture on the board and cover it with a bingo marker.
5. The first player to cover 4 pictures in a row horizontally, vertically, or diagonally wins the game.

Teacher Tip: The sounds represented by the following letters are continuous and should be stretched 2-3 seconds: f, m, s, sh, z. If students are struggling, you can model stretching and connecting with words that begin with continuous sounds. Stretch the continuous sound and do not stop between the first sound and the rest of the word (e.g., ffffish).

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: That word/sound is _____. Say the word/sound for the students.

We: Say it with me. Students say the word/sound with you.

You: Your turn. Students say the word/sound independently.

WORDS TO CALL OUT

b-ear	f-ork	p-eas	s-un
c-ake	h-am	p-ie	z-oo
c-orn	j-am	S-am	
ch-ips	m-ilk	sh-EEP	
d-uck	M-om	s-it	
f-ish	m-ug	s-oup	



Sounds Bingo



Sounds Bingo



Materials: Bingo gameboard for each player, bingo markers, list of sounds and words (list provided below)

- say stop sounds quickly), pause very briefly, and then say the rest of the word.
2. Students think of the word.
3. Students say the whole word.
4. Students find the matching picture on the board and cover it with a bingo marker.
5. The first player to cover 4 pictures in a row horizontally, vertically, or diagonally



BLENDING FIRST SOUND AND RIME

Teacher: I will say the sounds in a word. Then you will think of the word. Then you will find that picture on your card and cover it with a bingo marker.

1. Choose a word from the list. Say the first sound (hold continuous sounds, say stop sounds quickly), pause very briefly, and then say the rest of the word.
2. Students think of the word.
3. Students say the whole word.
4. Students find the matching picture on the board and cover it with a bingo marker.
5. The first player to cover 4 pictures in a row horizontally, vertically, or diagonally wins the game.

Sounds Bingo



Materials: Bingo gameboard for each player, bingo markers, list of sounds and words (list provided below; small cards are also available if you prefer to use them for calling out the sounds and words)

BLENDING FIRST SOUND AND RIME

Teacher: I will say the sounds in a word. Then you will think of the word. Then you will find that picture on your card and cover it with a bingo marker.

1. Choose word (from list or draw card). Say the first sound (hold continuous sounds, say stop sounds quickly), pause very briefly, and then say the rest of the word.
2. Students think of the word.

ISOLATING THE FIRST SOUND

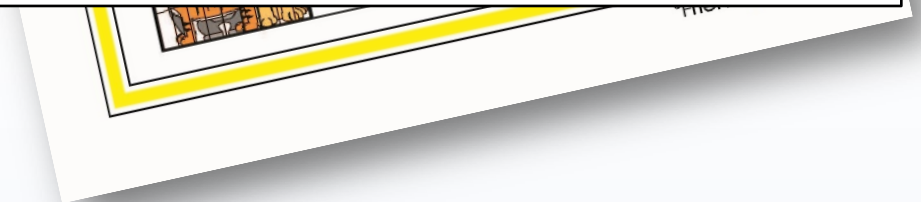
Teacher: I will say a word. Then you will tell me the first sound in the word. Then you will find that picture on your card and cover it with a bingo marker.

1. Choose a word from the list. Say the word.
2. Students say the first sound.
3. Students find the matching picture on the board and cover it with a bingo marker.
4. The first player to cover 4 pictures in a row horizontally, vertically, or diagonally wins the game.

You: Your turn. Students say the word/sound independently.

WORDS TO CALL OUT

b-ear	f-ork	p-eas	s-un
c-ake	h-am	p-ie	z-oo
c-orn	j-am	S-am	
ch-ips	m-ilk	sh-EEP	
d-uck	M-om	s-it	
f-ish	m-ug	s-oup	



Progression of Skills from Phonemic Awareness to the Alphabetic Principle

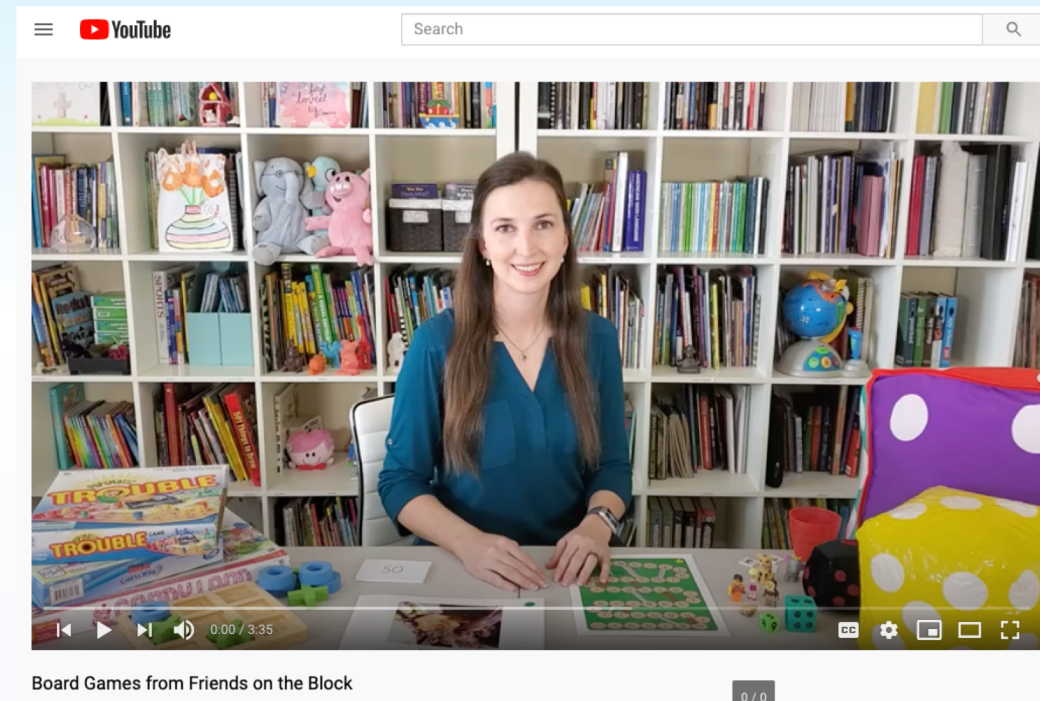
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Making it Fun!

Make Any Game a Reading Game

- Choose a favorite game
- Make a set of picture cards
- Play the game, practicing segmenting with the picture card on each turn
- Provide help quickly during the game



Remember... Habits, Help, Happy

- get into a routine
- keep the pace brisk and lively, but don't rush
- provide help quickly (within 2-4 seconds)
- model and have the student repeat (I, We, You)
- smile and praise frequently



The Big Picture

Preparing to Decode

- **Letter Sounds**
- **Blending Sounds and Segmenting Words (phonemic awareness)**
- High-frequency Irregular Words
- Print Awareness
- Vocabulary, Comprehension, and Oral Expression
- Retelling Fiction and Nonfiction



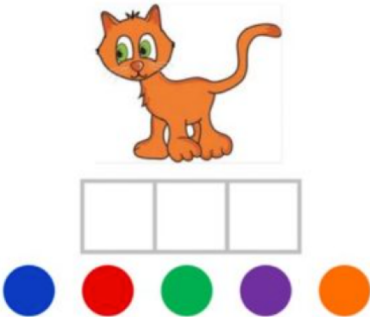
Research and Reason

- Why blending and segmenting? What about rhyming and other phonemic awareness skills?
 - Blending and segmenting are the two most important phonemic awareness skills
 - Good to teach rhyming in preschool
 - Our approach is to focus on the most important skills
- I've seen sound boxes (or Elkonin boxes). Should I use those? Should I add letters?
 - Great to use sound boxes
 - Important to add letters (we do that in Level 4)



Other Resources

- University of Florida Literacy Institute (UFLI)
 - PA instructional activities
 - Video Tutorial on Elkonin Boxes (sound boxes)



The diagram illustrates the Elkonin Boxes method. At the top, a cartoon orange cat is shown. Below the cat is a horizontal row of three empty square boxes. Underneath these boxes is a row of five colored circles: blue, red, green, purple, and orange. This setup is used for phonemic segmentation practice, where students move chips into the boxes to represent each sound in a word.

Elkonin Boxes

Elkonin boxes are a great way to develop phonemic segmentation practice. Students can move a chip into each box to represent each sound.

[Watch Elkonin Boxes Tutorial](#)

[Watch Elkonin Boxes Sample Lesson](#)

How to Use Elkonin Boxes

[Elkonin boxes 2 phonemes \(PowerPoint\)](#)

[Elkonin Boxes 2 phonemes \(Google Slides\)](#)

[Elkonin boxes 3 phonemes \(PowerPoint\)](#)

[Elkonin Boxes 3 phonemes \(Google Slides\)](#)

[Elkonin Boxes 4 phonemes \(PowerPoint\)](#)

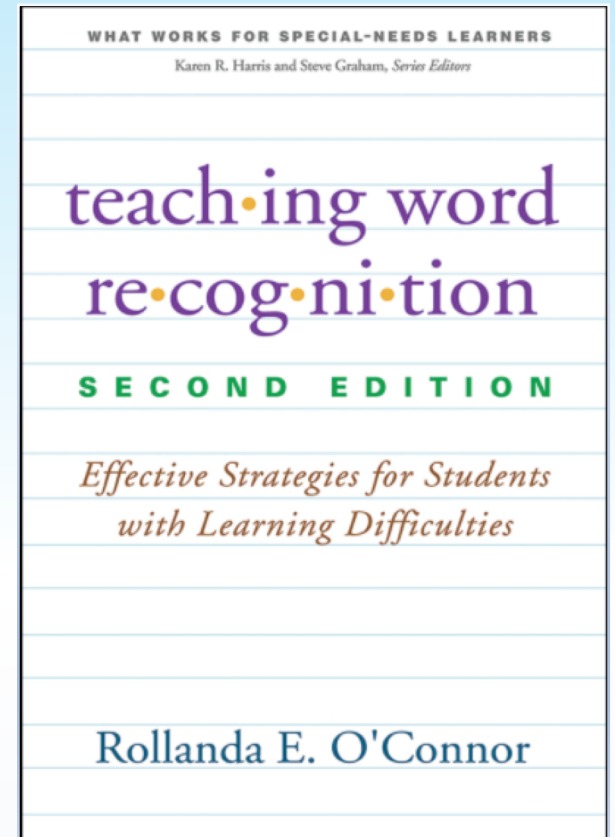
[Elkonin Boxes 4 phonemes \(Google Slides\)](#)

[Elkonin Boxes 5 phonemes \(PowerPoint\)](#)

[Elkonin Boxes 5 phonemes \(Google Slides\)](#)

Other Resources

- Rollanda O'Connor's book provides practical guidance and brief explanations of research support



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