PHONEMIC AWARENESS APPROACH TO READING

Grade Level: Preschool

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Length of Unit: on-going throughout the year; A Bug’s Life encompasses two weeks.

I. ABSTRACT

A “language arts” focus will encompass language acquisition with respect to phonemic awareness and the continuum of pre-reading to reading skills. The underlying assumption in this workshop will be that children have linguistic concepts of individual sounds and their meanings. Lessons will be covered that facilitate: listening, word isolation, the recognition and production of rhyme, blending, segmenting, and deletion of syllables, and isolation of initial and final sounds in phonemes.

II. OVERVIEW

A. The goal of phonemic awareness is to help children develop an “ear” for language. They need to be able to hear specific sounds, identify sound sequence, and understand the role phonemes play in word formation. Phonemic awareness is basically oral, yet can have visual components. The teacher will gain knowledge in the various levels of phonological awareness and how it relates to everyday use in the preschool and/or kindergarten settings. This can be done within a variety of thematic units, as well as encompassing “reading” or “center” times.

B. Language Arts- A Bug’s Life

C. 1. Listening/Discriminating
   2. Word Isolation
   3. Rhyming
   4. Syllabication
   5. Phoneme Isolation

III. BACKGROUND KNOWLEDGE


B. Students will possess receptive and expressive phonological awareness skills up to a three year old level.

IV. RESOURCES

V. LESSONS

A. Lesson One: Listening/Discrimination

1. Objective:
   a. The student will be introduced to the challenge of listening attentively.

2. Materials:
   a. Picture cards of various insects (headbands could be used)
   b. String or yarn balls
   c. Spider’s Search (Appendix A-1)
   d. Writing tool

3. Key Vocabulary
   a. ant, worm, butterfly, dragonfly, cricket, snail, spider, ladybug, bee

4. Procedures/Activity
   a. This activity can be done in a small or large group setting depending upon how much access to extra help the teacher has.
   b. Introduce/review names of common bugs to be used.
   c. Sitting in a circle, students will be called upon to identify various bugs with the use of yarn in making a spider web. A yarn ball representing a spider looking for its prey will be given to a student. Teacher will call out the name of a given bug. Student with the yarn ball will have to locate the “bug” around the circle by throwing the yarn “spider” to the student possessing that bug picture card. Activity continues until all students have become part of the web.
   d. Students will have had prior opportunities to form lines from one point to another. In a small group, students will follow teacher’s verbal instructions as per story sequence (Appendix A-1; Appendix A-2). The teacher continues giving oral directions until the Spider’s Search page is completed and the teacher has finished the story.

5. Evaluation/Assessment
a. Teacher observation of student participation.
b. Accuracy of students’ written responses.

B. Lesson Two: Word Isolation
1. Objective
   a. Increase student awareness of how sounds are used in our language to form words.

2. Materials
   a. Stuffed Bee puppet
   b. Song--(to the tune of *Skip to My Lou*)
      
      Bee in the beehive, ha, ha, ha (repeat 3 times)
      Buzzing, buzzing, buzz, buzz
   c. Butcher paper/writing tool for brainstorming vocabulary

3. Key vocabulary
   a. vocabulary
   b. mean/means
   c. on, in under, over
   d. bee
   e. additional spatial relationship words, nouns, (people, places, things)

4. Procedure/Activities
   a. Begin by explaining that when we talk, we use “vocabulary” to communicate what we mean. Vocabulary lets others know what we are meaning. Give examples: “When I say __desk ______
      (insert vocabulary)
      ...I am using the vocabulary word that means this, (Point to noun/object).
   b. When the concept is solidified, follow up by saying, “Now we are going to think of vocabulary (or other words) that we will use in a fun song. I will write your words as you say them. I want you to tell me words that mean where a bee can be. You can tell me a word that means:
      what a bee can be on,
      what a bee can be in,
      what a bee can be under,
      what a bee can be over.
   c. Using the butcher paper, write down the vocabulary words and draw a simple pictorial representation that the children brainstorm. Model for them the spatial concept by saying, “Yes, a bee can be on a desk. I’ll write that down”; “OK, a bee can be in a car, I’ll write that up here” etc. Once you have accumulated a large selection of vocabulary, model the song (to the tune of *Skip to My Lou*) inserting a vocabulary word from the brainstormed list:
      Bee on a desk, ha, ha, ha, (repeat three times)
      Buzzing, buzzing, buzz, buzz
      Bee in a car, ha, ha ha, (repeat three times)
      Buzzing, buzzing, buzz, buzz, buzz

5. Evaluation/Assessment
   a. Teacher observation of students’ participation.
b. The accuracy of students’ responses can be tracked on the butcher paper with sample symbol system below:
      ______ student easily generated an example
Additional activity: Let’s TALK About Bugs
Prior to this activity, students have been exposed to various facts and characteristics relating to bugs. This is a cloze activity. The students will brainstorm words relating to bugs (verbs, adjectives). The teacher will utilize the pocket chart with picture and word cards. The teacher cues the students with the specific bug; the students respond by generating any verb or adjective relative to bugs, [e.g. A bee (bee rebus picture) dances.] (Appendix B-1).

C. Lesson Three: Rhyming
1. Objective
   a. The student will use rhyme as an introduction to the sounds of words.
2. Materials
   a. rhyming picture cards--a set for each student (see Appendix C-2 for list of rhyming words)
   b. pocket chart
   c. rhyming poster
   d. individual picture (Appendix C-1)
   e. crayons
3. Key Vocabulary
   a. rhyme, rhyming
   b. bugs/slugs, crawls/balls, gliders/spiders, bee/tree, round/ground, honey/sunny, jump/stump, fly/sky
4. Procedure/Activities
   a. Combinations of rhyming picture cards will be placed in the pocket chart for review.
   b. Students will manipulate the picture cards by listening for the appropriate rhyme**
      
   **Optional component to the activity: utilize “sign” language for the sets of rhyming words.
   c. The poster will be displayed; each student will possess a smaller replica of the poster (Appendix C). The teacher will orally give a rhymed cue for the picture that is to be colored. The teacher will continue in this manner until all cues are given, and the student has colored all rhyming pictures on their page.
5. Evaluation/Assessment
   a. Teacher observation of student participation.
   b. Accuracy of students’ colored product.

D. Lesson Four: Syllabication
1. Objective
   a. The student will be able to blend, segment, and delete words from compound words.
2. Materials
a. Pocket chart
b. Bug picture cards
c. Large bug picture puzzles

3. Key Vocabulary
   a. Syllable
   b. Dragonfly, honeybee, bumblebee, housefly, ladybug, butterfly, grasshopper, firefly

4. Procedure/activities
   a. Teacher models song; children join in (to the tune of *The Farmer In The Dell*):
      First you take the ___ dragon ___.
      Next you take the ___ fly ___.
      Put them both together and you have a ___ dragonfly ___.
      (Appendix D-1)
      Continue on until all compound bug words have been sung.
   b. Divide the class in half, and randomly distribute copies of picture puzzles (Appendix D-2). Working together, the students will locate the other half of their puzzle picture. They will put them together and give the teacher a silent signal of completion.

5. Evaluation/Assessment
   a. The teacher will subjectively evaluate the level of adequacy of the singing activity.
   b. Teacher will observe and record which students are able to complete the puzzle activity.

Additional activity: Using the compounded word/bug picture cards, the students will create new bugs through the use of a teacher-made flipbook *Bugs-R-Us*.

**E. Lesson Five: Phonemic Isolation**

1. Objective
   a. The student will be able to isolate initial and final sounds in phonemes.

2. Materials
   a. File folder game (*Spot the Sound*)
   b. Black spots for game markers
   c. Cards with initial and final /b/ words written on them

<table>
<thead>
<tr>
<th>bug</th>
<th>ball</th>
<th>box</th>
<th>basket</th>
<th>bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>bee</td>
<td>book</td>
<td>cab</td>
<td>tub</td>
<td>lab</td>
</tr>
<tr>
<td>rub</td>
<td>grab</td>
<td>rob</td>
<td>cub</td>
<td>bat</td>
</tr>
</tbody>
</table>

3. Key Vocabulary
   a. Initial, first, beginning
   b. Final, last, ending
   c. Consonants

4. Procedure/Activity
   a. Student will be given ladybug spots to be utilized as game markers for *Spot the Sound*.
b. Student training takes place on the following concepts: beginning, ending as it relates to left side of ladybug, right side of ladybug respectively.

c. Teacher will explain the purpose of the activity: “...to be listening for initial and/or final /b/** sounds. **Activity is applicable to any phoneme targeted.

d. Teacher will verbalize target word; students will place their marker (spot) on the initial or final wing contingent upon initial or final phoneme placement. Activity will continue until all words are used.

5. Evaluation/Assessment

a. Teacher observations of marker placement.
b. Student indicates knowledge of target phoneme by pointing to it on the word card.

Variation one: This activity may be utilized as whole group with each student having their own ladybug pattern (Appendix E-1).

Variation two: The student raises ladybug wing correctly denoting the isolated phoneme placement. (Appendix E-1 and E-2).

VI. HANDOUTS/WORKSHEETS
See Appendices

VII. BIBLIOGRAPHY.


B. Other Resources:


2. Consortium on Reading Excellence (C.O.R.E.), Primary Literacy Training Notebook,


Appendix A

Name

Spider's Search
One fine day, Spider landed in the grass and stopped. He remembered it was his hatchday. He was lonely and wanted someone to spin around town with. He went to see his friend Ant and said, "Do you want to hang out?"

Ant said, "I'm too busy. Go see Worm."
Worm said, "I'm too tired. Go see Butterfly."
Butterfly said, "I'm off to the garden. Go see Dragonfly."
Dragonfly said, "I'm on my way to the pond. Go see Cricket."
Cricket said, "I'm getting my chirper fixed. Go see Snail."
Snail said, "My slime trail is stuck. Go see Bee."
Bee said, "I'm up to my thorax in honey. Go see Ladybug."
Ladybug said, "My children are in danger. Go see Ant."

By now, Spider was feeling very discouraged. He decided to go back towards Ant. Just as he was approaching Ant's place, he was surprised by all of his friends. Little did he know they had been planning a huge hatchday hoopla, just for him.
Appendix B

LET'S TALK ABOUT BUGS

a bee (insert picture) dances

a firefly (insert picture) flashes its lantern

a spider (insert picture) listens

a cricket (insert picture) chirps

a grasshopper (insert picture) sings

a butterfly (insert picture) watches and smells
Appendix C

1. If you like bugs, let’s color the ________ (SLUGS)

2. If you like gliders, let’s color the ________ (SPIDERS)

3. If what stings is a bee, let’s color the ________ (TREE)

4. If a bug’s eyes are round, let’s color the ________ (GROUND)

5. If a bee makes honey, let’s color something ________ (SUNNY)

6. If a bug can jump, let’s color the ________ (STUMP)

7. If a bug crawls, let’s color the ________ (BALLS)

8. If a bug can fly, let’s color the ________ (SKY).
Appendix D'

1. dragon + fly = dragonfly
2. grass + hopper = grasshopper
3. lady + bug = ladybug
4. butter + fly = butterfly
5. bumble + bee = bumblebee
6. fire + fly = firefly
7. honey + bee = honeybee
8. house + fly = housefly

Tune "Farmer in the Dell"

First you take the _______ (ex. dragon)
Then you take the _______ (ex. fly)
Put the two together
and you have _______ (ex. dragonfly)
bee

bumble
Appendix $E^2$