

FIVE SAMPLE TASKS OF PHONOLOGICAL AWARENESS

Task 1: Knowledge of nursery rhymes and developing an ear for the sounds of words.

Sample Exercise: Listen to a nursery rhyme. Have children identify the Rhyming words they hear.

Task 2: The ability to compare and contrast sounds of words for similarities and differences (oddy tasks)

Sample Exercise: I will say three words. Two of these words start with the same sound. One word starts with a different sound. Listen to the words and tell me which word starts with a different sound.
Sit, man, make. (correct response, sit)

Task 3: The ability to orally blend words and split syllables.

Sample Exercise: I will break apart the sounds of a word. Then you put the Parts together to make a whole word.
/s/ /a/ /t/ What's the word? (correct response, sat)

Task 4: The ability to orally segment words.

Sample Exercise: Display an object or picture card. What sounds do you hear in the word hat?
(hat /h/ /a/ /t/)

Task 5: The ability to do phonemic manipulation tasks.

Sample Exercise: Replace the first sound in the word sat with /m/.
What's the new word?
(correct response, mat)

STEPS FOR INSTRUCTION AND INTERVENTION

PHONOLOGICAL

Replication

- Repeat this sentence *He likes riding his bike. Your turn . . .*
- Your word is *apple*, say *apple*.
- Your sound is /a/, say /a/. (phonemic)

Beginning Phonological Awareness

- Words in a sentence: *The dog is digging*. Put a block for each word. (4 blocks)
- Blending and segmenting compound words: Put these words together to make one word. Say *snow* pause *man*. What word did I say? (*snowman*)
- Say *rainbow*, now say the word parts in rainbow. (*rain* pause *bow*)
- Blend/segment syllables: Put these sounds together to make a word *ta...ble*. What word did I say? (table)
- Your word is *basket*, say *basket* and clap the parts. (2 claps *bas...ket*)

Rhyming

- Recognize: Do *mouse* and *house* rhyme? (Yes)
- Generate: Tell me as many words that you know that rhyme with the word *cat*. (*bat, hat, sat, mat, splat, lat, zat* *nonsense words accepted)

PHONEMIC

Phoneme Blending

- Onset and rime: /s/ /am/ What word did I say? (*Sam*)
- Blending: /s/ /a/ /t/ What word did I say? (*sat*)

Phoneme Isolation

- Initial sound: What's the beginning sound in the word *lap*? (/l/)
- Final sound: What's the last sound in the word *trick*? (/k/)
- Medial sound: What's the middle sound in the word *lake*? (/a/)

Phoneme Segmentation

- What sounds do you hear in the word *hot*? (/h/ /o/ /t/)

Phoneme Manipulation

- Deletion: What word would be left if the /k/ sound were taken away from *cat*? (*at*)
- Addition: What word would be made if you added a /p/ sound to the beginning of the word *up*? (*pup*)
- Change: The word is *run*, say *run*. Now change the /u/ to /a/, what word do you have? (*ran*)

PHONOLOGICAL AWARENESS SKILL SEQUENCE

Skill	Example	Typically Mastered
Word Isolating words in sentence	She/ is/ a/ good/ player.	Preschool
Rhyme Recognition Production	Does <i>glass</i> rhyme with <i>pass</i> ? What rhymes with <i>blue</i> ?	Preschool Kindergarten
Syllable Blending Segmentation Deletion	<i>pan + cake = pancake</i> swim/suit Say <i>hotdog</i> without <i>hot</i>	Preschool Kindergarten Kindergarten
Phoneme Isolation of initial/final sound Blending Complete segmentation	What is the first sound in <i>fox</i> ? What am I saying? <i>f-ence</i> What are the sounds in <i>bag</i> ?	Kindergarten 1st grade 1st grade
Manipulations of sounds Addition Deletion	Add /t/ to <i>an</i> Say <i>meat</i> without /m/ Say <i>play</i> without /p/ Say <i>play</i> without /l/	Kg-1st grade 1st grade 2nd grade 3rd grade
Substitution	Say <i>yard</i> and instead of /y/ say /h/	1st - 3rd grade
Transposition	<i>wristwatch</i> becomes watchwrist Spot to stop <i>What is changing each time?</i>	1st - 3rd grade