

Phonological Awareness – Strategies for Teacher Table Interventions

<p>Who Needs PA intervention</p> <ul style="list-style-type: none"> • Have difficulty with letter naming • Do not ‘tune in’ to sounds of the language • Are not aware words can be broken into parts • Have limited experience with print • May be ELL’s • May have a relative who experiences difficulty learning to read/spell 	<p>Instruction should be</p> <ul style="list-style-type: none"> • Brief, distributed, frequent lessons • 2-3 activities within a lesson • Phoneme/Segmentation & Blending critical • Gradually move through the developmental progression • Oral production of sounds and words is critical • Give immediate corrective feedback • Transition to letters as appropriate
Skill	Example
<p>Compound Words Words have big parts that we can recognize take apart & put together to mean something</p>	<p>foldable two images, one word, new meaning post it’s showing two sides of word (no letters)</p>
<p>Syllables Words have a rhythm created by the vowel sound within them. Without a vowel you can’t have a word.</p>	<p>duck lips, whale talk, pound it out, feel the jaw – it drops when making vowel sound</p>
<p>Onset & Rime Identify the initial consonant sound of a word as being distinct from word family.</p>	<p>Say: The word is _____ Put out the square (the onset consonant sound) Say: The first part is _____ Put the rectangle (think word family) Say: What is the last part? After the student correctly identifies the last part move pieces together Ask: What is the word? Say it slow Say it fast Read my mind</p>
<p>Generating Rhyme Practice identifying words that rhyme.</p>	<p>Creating Rhyme: do _____ & _____ rhyme? Oddity task, rhythm.../w/ /w/ walk /t/ /t/ talk /t/ /t/ take</p>
<p>Phoneme Isolation Words have a beginning, middle and ending sound that we can isolate.</p>	<p>What is the first speech sound in each of these words? Sharp /sh/</p>

<p>Phoneme Identification When we hear several words, we can identify the shared sound in each.</p>	<p>What is the last speech sound in each of these words? Comb /m/</p> <p>What is the second speech sound in each of these words? Strap /t/</p> <p>Word building with colored blocks – no letters (to isolate sounds)</p> <p>Oddity Task (which word does not belong among three)</p> <p>I'm thinking of...create a riddle....I'm thinking of something good to eat it starts with /p/</p>
<p>Phoneme Categorization When we hear several words, we can determine the word that does not share the same sound as the others. Odd word out.</p>	<p>Oddity Task (which word does not belong among three) create, sun, Christmas flower, voice, phonology</p>
<p>Phoneme Blending & Segmenting We can blend separate sounds together to say a word and we can say each separate sound in words.</p>	<p>Isolate sounds and then blend /sh/ /ar/ /k/ is _____</p> <p>Hear the word and take apart Shark is /sh/ /ar/ /k/</p>
<p>Phoneme Deletion/Addition/Substitution Add delete or substitute sounds in word to make new word</p>	<p><i>Deletion</i> Say spark. Now say Spark without /s/. (park)</p> <p><i>Addition</i> What word would you have if you added /th/ to the beginning of rash? (thrash)</p> <p><i>Substitution</i> Say mouth. Change /ou/ to /a/. What word do you have? (math)</p>