phonemic awareness in 3D
3D phonemic awareness
PHONOLOGICAL AWARENESS
DEVELOPMENT CONTINUUM

Outcome #1
Students demonstrate awareness of words in spoken sentences and phrases.

FIVE INSTRUCTIONAL COMPONENTS

» Researched-based
» Effective
» Promote mastery
» Promote independence

ATTENTION TO SEQUENCING

» I taught a short & concise, carefully sequenced lesson

SEGMENTATION

» Broke sentence into individual words
» Put the words back into a sentence
CONTROL OF TASK DIFFICULTY
» Gradually increased in difficulty
» Eventually led to independence

MODELING
» I said each word
» You repeated the words with me
» The group said each word together
» You said the phrase independently

PRACTICE, REPETITION & REVIEW
» Repeated practice
  • Group performed
  • Individuals practiced
  • Group performed again

“Research indicates that, without direct instructional support, phonemic awareness eludes roughly 25 percent of middle class first graders and substantially more of those who come from less literacy-rich backgrounds. Furthermore, these children evidence serious difficulty in learning to read and write.”

Marilyn Adams
BREAKING DOWN SAM

» SAM
» /s/ /a/ /m/
» sssaaammm
» SAM

SIX OUTCOMES OF PHONOLOGICAL AWARENESS:
1. Word recognition
2. Rhyme recognition
3. Syllable recognition
4. Rhyme production
5. Phoneme recognition
6. Phoneme manipulation

Ham it up!
PHONEMICS = Sound Awareness
PHONICS = Letter/Sound Correspondence

#1: STUDENTS DEMONSTRATE THE
Awareness of words
in spoken sentences & phrases.

/say/ /each/ /word/
Stand up & sit down with each word of the line.
#2: STUDENTS DEMONSTRATE THE

Awareness of rhyme.

*rhymes with*

cat

bat

B

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Let’s TEST it

RHYME AWARENESS SCAFFOLDING

» Immersion
» Discriminate with two choices
» Discriminate with three choices
» Discriminate with multiple choices
» Discriminate action words
#3: STUDENTS DEMONSTRATE THE
Awareness of syllables in spoken words.

SYLLABLES
Bridge to the higher level skill of phoneme awareness and manipulation
#4: STUDENTS DEMONSTRATE THE

Ability to produce rhyming words.

SKILLS INVOLVED IN RHYMING:

1. Initial phoneme isolation: /k/
2. Onsets and rimes: /k/ /at/
3. Initial phoneme deletion: /at/
4. Initial phoneme substitution: /m/
5. Phoneme blending: mmmaat = mat
#5: STUDENTS DEMONSTRATE THE

Awareness of phonemes
in spoken words.

/k/ /a/ /t/
JUDICIOUS REVIEW

• 5 minutes a day
• Segmenting and blending
• Identifying first, middle, or last sound
• Add harder skills as needed, such as deletion & substitution
#6: STUDENTS DEMONSTRATE THE
Ability to manipulate phonemes in spoken words.
the
SWITCH it
game

Win $100 Gift Card
from Read Naturally
Fill out the evaluation
Nursery Rhymes

Some popular sites for nursery rhymes:
http://nursery.zelo.com
http://www.nurseryrhymes.com
http://www.rhymes.org.uk

Funēmics Display Books
You can find directions to download the Display books for free on www.funemics.com. Click on the HOW TO tab, and then click on “Funēmics: Downloading the display books.”

Rhymes Referenced in Presentation
The following rhymes, songs, and word lists are referenced in the Phonemic Awareness in 3D presentation. Display Books and page numbers from the Funēmics® program are referenced for artwork and interactive widgets.

Little Bo Peep
Display Book 1, pg 51-56
Little Bo Peep has lost her sheep,
And doesn’t know where to find them.
Leave them alone and they’ll come home,
Wagging their tails behind them.

Ring Around the Rosie
Display Book 1, pg 67-71
Ring around the rosie,
A pocket full of posies,
Ashes, ashes,
We all fall down!

Baa Baa Black Sheep
Display Book 1, pg 29-38
Baa Baa Black Sheep have you any wool?
Yes sir, yes sir, three bags full.
One for my master, one for my dame,
And one for the little boy who lives down the lane.
Baa Baa Black Sheep have you any wool?
Yes sir, yes sir, three bags full.
Hickory Dickory Dock
*Display Book 2, pg 15-19*
Hickory dickory dock,  
the mouse ran up the clock.  
The clock struck one, and down he run!  
Hickory dickory dock.

Pat A Cake, Pat A Cake
*Display Book 2, pg 28-32*
Pat a cake, pat a cake, baker’s MAN,  
BAKE me a CAKE as fast as you CAN.  
Pat it and prick it and mark it with a B,  
And put it in the oven for baby and ME.

MAN: RAN, VAN, FAN, CAN, PAN  
B: SEA, KEY, FLEA, KNEE, D  
CAKE: LAKE, AWAKE, SNAKE, BREAK, STEAK

Dickory Dickory Dare
*Display Book 2, pg 21*
Dickory dickory dare, the pig flew up in the air.  
The man in brown, soon brought him down!  
Dickory dickory dare.

Knees Up Mother Brown
*Display Book 2, pg 77*
There came a girl from France,  
Who didn’t know how to dance,  
The only thing that she could do,  
Was knees up Mother Brown.

*Refrain:*
Oh, knees up Mother Brown,  
Knees up Mother Brown,  
Knees up, knees up,  
Never let the breeze up,  
Knees up Mother Brown.

Oh, HOPPING on one foot,  
Hopping on one foot,  
Hopping, hopping, never STOPPING,  
Hopping on one foot. *Refrain.*

Oh, WHIRLING round and round,  
Whirling round and round,  
Whirling, whirling, never TWIRLING,  
Whirling round and round. *Refrain.*

Oh, JUMPING up and down,  
Jumping up and down,  
Jumping, jumping, never BUMPING,  
Jumping up and down. *Refrain.*

Oh, DANCING all around,  
Dancing all around,  
Dancing, dancing, never PRANCING,  
Dancing all around! *Refrain.*

HOPPING, STANDING, STOPPING  
WHIRLING, TWIRLING, SMILING  
JUMPING, BUMPING, SINGING  
DANCING, SLEEPING, PRANCING
**Wee Willie Winkie**
*Display Book 3, pg 3-18*
Wee Willie Winkie runs through the town,
Upstairs and downstairs in his nightgown.
Tapping at the window,
Crying through the lock,
Are the children in their beds?
Now it’s eight o’clock.

**Aiken Drum**
*Display Book 3, pg 21-33*
There was a man lived in the moon,
In the moon, in the moon.
There was a man lived in the moon,
And his name was Aiken Drum!

His [body part] was made of a [food], [food], [food].
His [body part] was made of a [food],
And his name was Aiken Drum!

**I am Swimming**
*Display Book 3, pg 58-64*
I am swimming, I am swimming, I am swimming in the sea ...

... I’m a playful, happy DOLPHIN, I am swimming in the sea.
... I’m a snorting, blubbery WALRUS, I am swimming in the sea.
... I’m a big, ten-legged LOBSTER, I am swimming in the sea.
... I’m a bottom-dwelling FLOUNDER, I am swimming in the sea.
... I’m a prickly, clawing URCHIN, I am swimming in the sea.
... I’m a playful little OTTER, I am swimming in the sea.

**Display Book 4, pg 3**
Ė: KNEE, FEE, SHE, SEE, and WE

**Display Book 4, pg 22-27**
AT: CAT, HAT, BAT, PAT, and CHAT

**Display Book 4, pg 38-43**
ATE: SKATE, PLATE, STRAIGHT, STATE, CRATE
Down by the Bay  
*Display Book 4, pg 79-83*  
Down by the bay,  
Where the watermelons grow,  
Back to my home, I dare not go.  
For if I do, my mother will say,  
“Have you ever seen a moose, kissing a goose?”  
Down by the bay.  

Tongue Twisters  
*Display Book 5, pg 2-6*  
Peter Piper picked a peck of pickled peppers  
Silly Sam sips Sally’s soup  
Helpful Henry hugs horses  
A big black bug bit a big blue bear  
A fallen fairy felt a fine fan  

The Big Ship Sails on the Ally-Ally-Oh  
*Display Book 5, pg 17-22*  
The big ship sails on the ally-ally-oh,  
The ally-ally-oh, the ally-ally-oh.  
Oh, the big ship sails on the ally-ally-oh,  
On the last day of September.

/s/ In order to **SAIL** on the last day of **SEPTEMBER**,  
this ship needs ... a **SAIL**, a **WHEEL**, and the **SEA**

/m/ The **MARINER** (that’s another word for sailor) will want to bring ...  
a **MAP**, a **COMPASS**, and a picture of his **MOTHER** with him out to sea.

/k/ In the **KITCHEN** they feed so many hungry mariners.  
For breakfast, they serve... **COOKIES**, **COFFEE**, and **BUNS**.

/sh/ **SHIVER** me timbers!  
The **SHIP** has set **ANCHOR** at **SHORE**.

/p/ At dinner those hungry mariners eat **PLENTRY** of food!  
They love to eat **CHICKEN**, **POTATOES** and **PIE**.

/w/ When on the ship, mariners love to **WATCH** the water.  
In the **WATER** they see all kids of **FISH** and even a **WALRUS**.
The Farmer In The Dell
Display Book 5, pg 48-55 & Display Book 6, pg 68-75
The farmer in the dell, the farmer in the dell,
Hi-ho, the derry-o, the farmer in the dell.
The farmer takes a wife, the farmer takes a wife,
Hi-ho, the derry-o, the farmer takes a wife.
The wife takes a babe, the wife takes a babe,
Hi-ho, the derry-o, the wife takes a babe.
The babe takes a nurse, the babe takes a nurse,
Hi-ho, the derry-o, the babe takes a nurse.
The nurse takes a dog, the nurse takes a dog,
Hi-ho, the derry-o, the nurse takes a dog.
The dog takes a cat, the dog takes a cat,
Hi-ho, the derry-o, the dog takes a cat.
The cat takes a mouse, the cat takes a mouse,
Hi-ho, the derry-o, the cat takes a mouse.
The mouse takes the cheese, the mouse takes the cheese,
hi-ho, the derry-o, the mouse takes the cheese.

A Cat Came Fiddling
Display Book 6, pg 61-65
A CAT came fiddling out of a barn,
With a pair of bagpipes under her arm.
She could sing nothing but fiddle dee dee,
The mouse has married the bumblebee.

CAT: RAKE, PAN  PIN: SHIP, KIT
TUB: SUN, CUBE  POT: ROPE, DOG
BED: LEAF, JET  CAKE: BAIT, BAT

To go with Hickory Dickory Dock
Display Book 6, pg 88
DOCK /d/ /o/ /k/: change the beginning sound to /r/, /l/, /s/, /n/
ONE /w/ /u/ /n/: change the beginning sound to /r/, /f/, /s/, /n/

To go with Little Bo Peep
Display Book 6, pg 90
PEEP /p/ /e/ /p/: change the middle sound to /o/: POP
POP /p/ /o/ /p/: change the beginning sound to /m/: MOP
MOP /m/ /o/ /p/: change the ending sound to /m/: MOM
# Letter-Sound Key

A letter between slashes, such as /k/, represents the sound, not the letter name. Be sure to say the sound without an added vowel. For example, say /k/, not /kuh/.

<table>
<thead>
<tr>
<th>LETTER/GRAPHEME</th>
<th>SOUND/PHONEME</th>
<th>CONTINUOUS/STOP</th>
<th>SAMPLE WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>/a/</td>
<td>continuous</td>
<td>an, fat</td>
</tr>
<tr>
<td>a_e, ai, ay</td>
<td>/ā/</td>
<td>continuous</td>
<td>ate, game, pain, way</td>
</tr>
<tr>
<td>b</td>
<td>/b/</td>
<td>stop</td>
<td>bat, web</td>
</tr>
<tr>
<td>c, ck</td>
<td>/k/</td>
<td>stop</td>
<td>cab, back</td>
</tr>
<tr>
<td>ch</td>
<td>/ch/</td>
<td>stop</td>
<td>chick, much</td>
</tr>
<tr>
<td>d</td>
<td>/d/</td>
<td>stop</td>
<td>dip, lad</td>
</tr>
<tr>
<td>e</td>
<td>/e/</td>
<td>continuous</td>
<td>end, mess</td>
</tr>
<tr>
<td>ea, ee, e, y</td>
<td>/ē/</td>
<td>continuous</td>
<td>eat, mean, eel, peel, me, happy</td>
</tr>
<tr>
<td>f, ff</td>
<td>/f/</td>
<td>continuous</td>
<td>fun, puff</td>
</tr>
<tr>
<td>g</td>
<td>/g/</td>
<td>stop</td>
<td>gas, big</td>
</tr>
<tr>
<td>h</td>
<td>/h/</td>
<td>stop</td>
<td>ham</td>
</tr>
<tr>
<td>i</td>
<td>/i/</td>
<td>continuous</td>
<td>it, pin</td>
</tr>
<tr>
<td>i_e, ie, igh, i, y</td>
<td>/ī/</td>
<td>continuous</td>
<td>time, pie, sigh, hi, cry</td>
</tr>
<tr>
<td>j</td>
<td>/j/</td>
<td>stop</td>
<td>jam</td>
</tr>
<tr>
<td>k</td>
<td>/k/</td>
<td>stop</td>
<td>kid</td>
</tr>
<tr>
<td>l, ll</td>
<td>/l/</td>
<td>continuous</td>
<td>lab, fill</td>
</tr>
<tr>
<td>m</td>
<td>/m/</td>
<td>continuous</td>
<td>man, rim</td>
</tr>
<tr>
<td>n</td>
<td>/n/</td>
<td>continuous</td>
<td>nap, ten</td>
</tr>
<tr>
<td>ng</td>
<td>/ŋ/</td>
<td>continuous</td>
<td>rang, penguin, flamingo, song, young</td>
</tr>
<tr>
<td>o</td>
<td>/o/</td>
<td>continuous</td>
<td>odd, box</td>
</tr>
<tr>
<td>o_e, oa, o, ow</td>
<td>/ō/</td>
<td>continuous</td>
<td>cone, goal, oat, no, low</td>
</tr>
<tr>
<td>p</td>
<td>/p/</td>
<td>stop</td>
<td>pat, flip</td>
</tr>
<tr>
<td>qu</td>
<td>/kw/</td>
<td>continuous</td>
<td>quick</td>
</tr>
<tr>
<td>r</td>
<td>/r/</td>
<td>continuous</td>
<td>run</td>
</tr>
<tr>
<td>s, ss</td>
<td>/s/</td>
<td>continuous</td>
<td>sit, pass</td>
</tr>
<tr>
<td>sh</td>
<td>/sh/</td>
<td>continuous</td>
<td>ship, dash</td>
</tr>
<tr>
<td>t</td>
<td>/t/</td>
<td>stop</td>
<td>ten, hat</td>
</tr>
<tr>
<td>th</td>
<td>/th/</td>
<td>continuous</td>
<td>thumb, that (represents voice &amp; non-voiced)</td>
</tr>
<tr>
<td>u</td>
<td>/u/</td>
<td>continuous</td>
<td>up, tub</td>
</tr>
<tr>
<td>u_e, ue</td>
<td>/ū/ or /yoo/</td>
<td>continuous</td>
<td>prune, glue</td>
</tr>
<tr>
<td>v</td>
<td>/v/</td>
<td>continuous</td>
<td>vet, five</td>
</tr>
<tr>
<td>w</td>
<td>/w/</td>
<td>continuous</td>
<td>will</td>
</tr>
<tr>
<td>wh</td>
<td>/hw/</td>
<td>continuous</td>
<td>whip</td>
</tr>
<tr>
<td>x</td>
<td>/k/ /s/</td>
<td>stop/continuous</td>
<td>six</td>
</tr>
<tr>
<td>y</td>
<td>/ē/</td>
<td>continuous</td>
<td>yes</td>
</tr>
<tr>
<td>y (vowel)</td>
<td>/ē/</td>
<td>continuous</td>
<td>candy</td>
</tr>
<tr>
<td>y (vowel)</td>
<td>/ī/</td>
<td>continuous</td>
<td>my</td>
</tr>
<tr>
<td>z, zz</td>
<td>/z/</td>
<td>continuous</td>
<td>zip, buzz</td>
</tr>
</tbody>
</table>
CVC Word Lists

© 2015, Anna Geiger. All rights reserved. http://www.themeasuredmom.com/free-printable-cvc-word-list/

ab: cab, dab, gab, jab, lab, nab, tab, blab, crab, grab, scab, stab, slab
at: bat, cat, fat, hat, mat, pat, rat, sat, vat, brat, chat, flat, gnat, spat
ad: bad, dad, had, lad, mad, pad, sad, tad, glad
an: ban, can, fan, man, pan, ran, tan, van, clan, plan, scan, than
ag: bag, gag, lag, nag, rag, tag, wag, brag, drag, flag, snag, stag
ap: cap, gap, lap, map, nap, rap, tap, yap, chap, clap, flap, slap, snap, trap
am: bam, dam, ham, jam, ram, yam, clam, cram, scam, slam, spam, swam, tram, whom
ack: back, hack, jack, lack, pack, rack, sack, tack, black, crack, shack, snack, stack, quack, track
ash: bash, cash, dash, gash, hash, hash, lash, mash, rash, sash, clash, crash, flash, slash, smash
ed: bed, fed, led, red, wed, bred, fled, pled, pled, shed
eg: beg, keg, leg, peg
et: bet, get, jet, let, met, net, pet, set, vet, wet, yet, fret
en: den, hen, men, pen, ten, then, when
eck: beck, deck, neck, peck, check, fleck, speck, wreck
ell: bell, cell, dell, jell, sell, tell, well, yell, dwell, shell, smell, spell, swell
it: bit, fit, hit, kit, lit, pit, sit, wit, knit, quit, slit, spit
id: bid, did, hid, kid, lid, rid, skid, slid
ig: big, dig, gig, jig, pig, rig, wig, zig, twig
in: din, lim, rim, brim, grim, skim, slim, swim, trim, whim
ip: dip, hip, lip, nip, rip, sip, tip, zip, chip, clip, drip, flip, grip, ship, skip, slip, snip, trip, whip
ick: kick, lick, nick, pick, sick, tick, wick, brick, chick, click, flick, quick, slick, stick, thick, trick
ish: fish, dish, wish, swish
in: bin, din, fin, pin, sin, tin, win, chin, grin, shin, skin, spin, thin, twin
ot: cot, dot, got, hot, jolt, lot, not, pot, rot, tot, blot, knot, plot, shot, slot, spot
ob: cob, gob, job, lob, mob, rob, sob, blob, glob, knob, slob, snob
og: bog, cog, dog, fog, hog, jog, log, blog, clog, frog
op: cop, hop, mop, pop, top, chop, crop, drop, flop, glop, plop, shop, slop, stop
ock: dock, lock, rock, sock, tock, block, clock, flock, rock, shock smock, stock
ut: but, cut, gut, hut, jut, nut, rut, shut
ub: cub, hub, nub, rub, sub, tub, grub, snug, stub
ug: bug, dug, hug, jug, lug, mug, pub, rug, tug, drug, plug, slug, snug
un: bum, gum, hum, mum, sum, chum, drum, clum, plum, scum, slum
un: bun, fun, gun, pun, run, sun, spun, stun
ud: bud, cud, dud, mud, spud, stud, thud
uck: buck, duck, luck, muck, puck, suck, tuck, yuck, chuck, cluck, pluck, stuck, truck
ush: gush, hush, lush, mush, rush, blush, brush, crush, flush, slush
Bibliography


Louisiana Department of Education, Division of Special Populations. (July 2002). *Phonological Awareness for Speech/Language Pathologists and their Educational Partners*. Baton Rouge, LA.


Presentation Evaluation

**Position** (check all that apply)
- Classroom Teacher
- Reading Specialist
- Title I Teacher
- ELL/ESL Teacher
- RTI Coordinator
- Technology Specialist
- District Administrator
- Curriculum Director
- Speech Pathologist
- Professor
- Parent
- Library/Media Specialist
- Student
- Psychologist
- Administrator
- Tutor
- Spec. Ed. Teacher
- Principal
- Other

**Students** (check all that apply)
- Birth-2 years
- 3-5 years
- Kindergarten
- Grades 1-3
- Special Ed

**Reactions to the Presentation**
1. How would you rate the presentation? (Poor) 1  2  3  4  5 (Excellent)
   Comments

2. How much information did you gain that you can use in your work? (None) 1  2  3  4  5 (Very Much)
   Comments

3. How can we improve this presentation?

**Provide your contact information if you would like more information.**

Name

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School Address (Mailing)

City State/Province Zip/Postal Code

School Phone (_______)

☐ (check if this is your home address)
Andrea Peterson, The Washington Post Saturday, September 17, 2016. Yes, Pokemon Go's first - almost hysterical - burst of popularity has faded. America's streets are filled with ever fewer zombielike players with their eyes turned to their smartphone screens as they wander the real world in search of digital critters. Opinion. . Advertisement . . Advertisement . . Advertisement . All rights reserved. www.funemics.com. FunĀ’mics copyright provisions limit use of each set of Lesson Guides and Teacherâ€™s Manual to one instructor or one classroom setting. Read Naturally only permits a teacher to reproduce the materials in the Appendix of the FunĀ’mics Teacherâ€™s Manual for use in their classroom. All other materials may not be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior written permission of the copyright owner. FunĀ’mics is a trademark owned by Andrea Peterson. Contents.