



Phonemic Awareness for Early Childhood Education

EDUO 9090

3 Graduate-Level Semester Credits/Units

Course Category: Early Childhood Education

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Course Overview

Explore how Phonemic Awareness, the ability to isolate, blend, segment and manipulate the individual sounds of spoken language, directly affects children's success with phonics, and is a critical predictor of reading ability. Discover the various skills that make up Phonemic Awareness, and research ways to teach these skills in your Early Childhood classroom. Participants will create a plan to incorporate these new activities into your existing Early Childhood curriculum.

Course Objectives

In this course, participants will

- Discover the importance of teaching phonemic awareness to young learners
- Explore various phonemic awareness skills young children need
- Research various ways to teach phonemic awareness skills to young learners
- Create a plan to incorporate phonemic awareness activities into your existing curriculum

Course Relation to Early Childhood Generalist Standards:

Standard I: Using Knowledge of Child Development to Understand the Whole Child

Standard IV: Knowing Subject Matter for Teaching Young Children

Standard VI: Managing the environment for Developing and Learning

Standard VII: Planning for Development and Learning

Standard VIII: Implementing Instruction for Development and Learning

Standard IX: Reflecting on Teaching Young Children

For California Educators: Course Relation to California Preschool Learning Foundations:

Volume 1: Language and Literacy; English-Language Development

How to Submit Coursework:

Each assignment is submitted to the instructor for review through the assignment drop-box in Moodle. You will gain access to Moodle upon registering for the course. Your full name and course number is required as a title for each submitted assignment. The instructor will provide feedback or grade each assignment, and assignment grades will be averaged for the final grade. The Course Assessment Rubric, found below, will be used to assess if the module objective was met. Grades and comments will be issued via the LMS. If course work does not follow the requirements, you will have a chance to re-submit assignments before the final grade is recorded.

Course Assignments/Modules

Module 1: The Importance of Phonemic Awareness (PA)	
Goal:	To gain an understanding of the importance of teaching Phonemic Awareness in an Early Childhood classroom.
Assignment:	<p>Engage with these resources to learn about Phonemic Awareness and how it can be taught in an Early Childhood classroom:</p> <ol style="list-style-type: none">1)What is Phonemic Awareness?2)Phonemic Awareness: What is it and Why do we teach it?3)Phonemic Awareness Routine4)Phonemic Awareness vs Phonological Awareness5) Phonological and Phonemic Awareness6)Why Phonemic Awareness is Important7)Consider this infographic relating Phonological Awareness, Word, Syllable and Onset-Rime Awareness, as well as Phonemic Awareness: <div data-bbox="402 1318 993 1833"><p>The infographic is shaped like an umbrella. The top canopy is divided into four colored sections: pink (Word), yellow (Syllable), red (Onset-Rime), and green (Phonemic). Below the canopy, blue water droplets represent various skills. On the left side (under Word and Syllable), there are droplets for 'Rhyme' and 'Alliteration'. On the right side (under Onset-Rime and Phonemic), there are droplets for 'Substitution', 'Adding/Deleting', 'Segmenting', 'Blending', and 'Isolation'. The umbrella's handle is a black J-shape.</p></div> <p>© Katy Kraemer 2021</p>

	Write a one-page, double-spaced reflection of what you learned. Include the difference between Phonemic Awareness and Phonics. Include one fact about the benefits of Phonemic Awareness you learned from the resources, and one way you could apply this learning in your classroom.
Turn In:	Submit to the corresponding Module 1 drop-box in Moodle

Module 2: The Vocabulary of PA

Goal:	To understand the vocabulary terms of PA
Assignment:	<p>A. Watch these resources to learn the vocabulary used in PA. I included videos to help with the explanation, and some you can share with your scholars:</p> <ol style="list-style-type: none"> 1)Phoneme, Grapheme, Morpheme 2)Phonemic Awareness & Phonological Awareness 3)Rocco the Rhyming Rhino 4)Onset and Rimes 5)Short Vowel Sounds 6)Long Vowel Sounds 7)Medial Sound 8)To Blend (the verb) 9)A Blend (the noun) 10)Digraphs 11)Segment 12)Auditory 13)Aural 14)Oral 15)Continuous & Stop Sounds (Consonants) 16)Voiced & Unvoiced Letters 17)Th digraph Voiced (noisy) & Unvoiced (quiet) 18)Alliteration 19)The Alphabetic Principle <p>B. Complete this quiz in Quizmaker. You may retake the quiz as many times as you need to score at least 17 points. Open a new tab, and paste this link: http://take.quiz-maker.com/OLQ2X3DGC</p> <p>C. Take a screenshot of your score and submit it to the drop box.</p>
Turn In:	Submit to the corresponding Module 2 drop-box in Moodle

Module 3: Phonemic Awareness Skills

Goal:	To learn the 8 critical Phonemic Awareness skills for young learners.
Assignment:	<p>A. Watch each video to learn an example of one way to teach each Phonemic Awareness skill:</p> <ol style="list-style-type: none">1) Rhyming2) Identifying the Onset3) Blending4) Isolating Medial and Final Sounds5) Segmenting and Segmenting using Elkonin Boxes6) Adding Phonemes7) Deleting Phonemes8) Substituting Phonemes <p>*Here's one extra video of one of the best ways to teach letter sounds in an Early Childhood classroom: Teaching Letter Sounds with Movements. If your curriculum does not come with a video using your sound cards, you may want to consider making your own. Adding movements gives students a multi-sensory pathway to remember the sounds. Use simple movements to create your own!</p> <p>B. Write a one to two-page, double-spaced reflection of your learning in this module. Include the one skill you think will be the easiest to teach and why, and the one skill you think will be the most challenging to teach and why.</p>
Turn In:	Submit to the corresponding Module 3 drop-box in Moodle

Module 4: Engaging Young Learners & Pro Tips

Goal:	Learn ways to make your lessons and activities more engaging for young learners.
Assignment:	<p>A. Watch these videos to learn great tips to make your lessons engaging for young learners.</p> <ol style="list-style-type: none">1) Auditory Tip2) Common Mistake to Avoid3) Multisensory Learning4) Music and Phonological Awareness5) Building Language with Tape6) The Importance of a Pause

	<p>7) 17 Engagement Strategies - Blog</p> <p>8) Pro-Tip: Short e vs Short i These are two of the most commonly confused sounds for young learners.</p> <p>9) Pro-Tip: Teaching Tricky Sounds Teaching the tricky sounds of q, y, w, and r</p> <p>10) New Science of Reading Research - When to add target letters when teaching Phonemic Awareness.</p> <p>Write a one-page double-spaced paper about the one idea that spoke to you the most. Include how you can incorporate it in your classroom.</p>
Turn In:	Submit to the corresponding Module 4 drop-box in Moodle

Module 5: Research and Report	
Goal:	Research engaging ways to teach each Phonemic Awareness skill, and report your findings.
Assignment:	<p>A. Research various ways to teach Phonemic Awareness. You can find content from any resource: YouTube videos, Blogs, Twitter, Teachers pay Teachers, Pinterest, Instagram, Google search, books, or other. Curate at least <u>two digital resources</u> you can show to students (meaning you can share it with students in the classroom and they can play along to practice the skill) <u>and two hands-on resources</u> (meaning you can do the activity with students in the classroom either whole group or small group with hands-on manipulatives) for each Phonemic Awareness skill.</p> <p style="text-align: center;">This is a total of 32 resources. 2 digital + 2 hands-on resources for each skill x 8 PA skills = 32.</p> <p style="text-align: center;">To be clear: if your digital resource is showing how to use a hands-on strategy, such as using yarn to blend sounds, this is considered a <u>hands-on resource</u>.</p> <p style="text-align: center;">If your digital resource is a dance video with words that rhyme and scholars are clapping along with rhymes presented in the video, this is a <u>digital resource</u>.</p> <p>B. You can report your findings any way you wish. Some students have made a grid with PA skills down the side, and two columns, one for Digital Resources and one for Hands-On Resources. Others list them in a paper format, inserting the resource as they go down the page. It is your choice how to report your findings, as long as there are 32 appropriate resources.</p>
Turn In:	Submit to the corresponding Module 5 drop-box in Moodle

Module 6: Analysis of Your Findings

Goal:	Analyze your findings.
Assignment:	Write a two-page paper (or longer), including your reflection of how you could teach each PA skill based on the resources you found in Module 5. Refer to at least one activity you found for each PA skill, and include why this is an effective way to teach that PA skill. <u>You may not include more than four digital resources for this assignment</u> ; this is to encourage you to use hands-on or other multi-sensory pathways to teach Phonemic Awareness.
Turn In:	Submit to the corresponding Module 6 drop-box in Moodle

Module 7: Create an Assessment

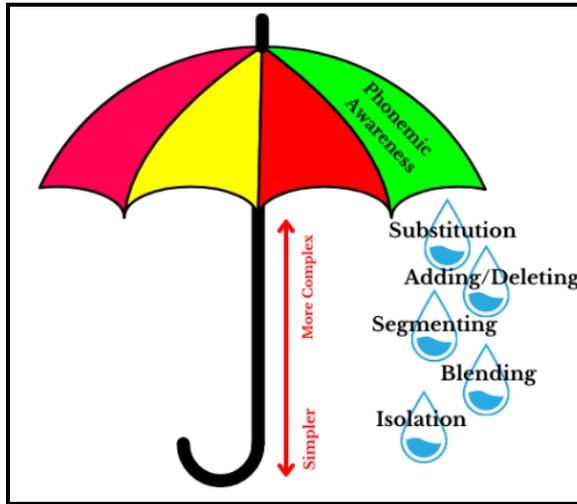
Goal:	Create an assessment you could use to assess the Phonemic Awareness of your students.
Assignment:	Using all you've learned about Phonemic Awareness and engaging ways to teach it, create an assessment you can use in your classroom. Remember, these skills are verbal and aural: what you say and what students hear. So, they can be assessed verbally, throughout the day. Your assessment needs to be individual, not a group assessment, and needs to include at least the first five PA skills: -Rhyming -Identifying the Onset -Blending -Isolating Medial and Final Sounds -Segmenting -Adding Phonemes -Deleting Phonemes -Substituting Phonemes
Turn In:	Submit to the corresponding Module 7 drop-box in Moodle

Module 8: Plan

Goal:	Plan how you will incorporate and use the PA activities in an Early Childhood classroom throughout the year.
Assignment:	Write a one to two-page plan of how you will incorporate the PA skills in your Early Childhood classroom. If you are not currently in an Early Childhood classroom, use the following areas as a guide of what to include. Include in your plan the progression of how you would teach each PA skill as the year

develops and your Littles are able to tackle more challenging PA skills. For example: isolating sounds is usually accomplished in this order; beginning sound, ending sound, and finally, medial sound. The medial sound is last because it is the hardest to hear and isolate. So, this could be represented in your plan through a continuum of activities that isolates the various sounds by month or trimester.

Consider the infographic below: Phonemic Awareness skills develop from simple to more complex, from Isolation to Substitution. How will you plan for that in your classroom? Include this progression in your plan.



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Example Curriculum Areas if you are not currently in an EC Classroom. You do not have to include all areas; choose at least six.

- Welcome/Carpet Time
- One PA focus/Calendar Time
- Read Aloud and one PA focus
- Reading/Writing Time
- Center Time (this can include centers for reading, writing, listening, speaking, math, and other curricular areas)
- Lining up/Waiting
- Content Areas: Friendship/Weather/Seasons/Holidays/Life Cycles/ Neighborhoods/Animals/Helping Others/Recycling/Social-Emotional Learning
- Another Read Aloud and one PA focus
- Cleaning up/Packing up/Saying Goodbye

Include when you would do each activity, and how it would help the children in your classroom learn PA skills.

Turn In:

Submit to the corresponding Module 8 drop-box in Moodle

Course Assessment Rubric

EDUO	A Meets or Exceeds Course Objectives	B Majority of Work Meets Course Objectives	C or Below Does not meet Criteria Resubmission of Assignment Recommended
Organization	Assignments are organized, well-thought out, and clearly articulated.	Assignments are complete, and demonstrate some reflection of the material.	Assignments show little organization, are not well-thought out, or exhibit a lack of thoughtful explanation.
Formatting (Formatting Requirements are: typed in an easy-to-read font, and no larger than 12 point size)	Assignments meet the formatting requirements <u>and</u> the correct number of pages.	Assignments do not meet the formatting requirements <u>or</u> the minimum length requirement of pages.	Assignments do not meet the formatting requirements <u>and</u> the minimum length requirement of pages.
Connect to Course Content	Assignments show reflection of course material.	Assignments show some reflection of course material.	Assignments do not show reflection of the course material.
Conventions	Assignments are free of spelling and/or grammatical errors, so that the reflection of course material is not hindered.	Assignments have a few spelling and/or grammatical errors, but the reflection of course material is not hindered.	Assignments have numerous spelling and /or grammatical errors, so that the reflection of course material is hindered.