

Orson's Farm Teacher's Guide



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Phonemic Awareness FAQ (Frequently Asked Questions)

What is phonemic awareness?

Phonemic awareness is the conscious awareness that spoken words consist of sounds. It also includes the ability to manipulate sounds or phonemes. It involves hearing language at the phoneme level. Adams (1990) describes five levels of phonemic awareness in terms of abilities:

1. to hear rhymes and alliteration as measured by knowledge of nursery rhymes
2. to do oddity tasks (comparing and contrasting the sounds of words for rhyme and alliteration)
3. to blend and split syllables
4. to perform phonemic segmentation (such as counting out the number of phonemes in a word)
5. to perform phoneme manipulation tasks (such as adding, deleting a particular phoneme and regenerating a word from the remainder).

Why is phonemic awareness important?

Young readers must understand that words are made of sounds in order for phonics instruction to make any sense at all to them. Lack of phonemic awareness can cause children to have difficulty connecting sounds with written symbols or blending sounds to make a word. Thus, phonemic awareness is essential in learning to read. In addition, research indicates that phonemic awareness is the best predictor of the ease of early reading acquisition (Stanovich, 1993-94), better even than IQ, vocabulary, and listening comprehension.

Finally, phonological awareness is a foundational ability underlying the learning of spelling-sound correspondences (Stanovich, 1993-94). Children use phonemic awareness when they spell words.

How is phonemic awareness acquired?

For the majority of children phonemic awareness is naturally acquired. When children are immersed in rich language activities, the skills associated with understanding how sound work in words comes easily. Hearing and singing songs, playing word games, doing finger plays, listening to and reciting rhymes, and listening to stories fosters

the natural development of phonemic awareness. When children ask questions about sounds or notice how they work, adults' reinforcement of this curiosity can also help children progress.

Participating in reading instruction also fosters the development of phonemic awareness, so we want to make sure that children who lack it get a strong balanced reading program that includes, but is not limited to, phonemic awareness instruction.

How can I use Orson's Farm to support my teaching phonemic awareness?

While Orson and his friends will not teach phonemic awareness, they do offer engaging, academically-sound activities at each level that will give children the opportunity to practice phonemic awareness tasks in a fun way. Giving children who are just beginning to develop phonemic awareness a chance to play with Orson's Farm offers educators a valuable standards-based activity that is also entertaining.

The Games in Orson's Farm



Students will select a picture of an object that rhymes with a specified word verbally described by a narrator.

Game Format

The game begins with a description of the task given by the narrator. The concept of rhyming is explained and an example is given. The game begins as a character appears in the barn window at the center of the screen. The narrator gives information about the character referencing a particular item, i.e. mail. The student is then asked to locate the object within the barn that rhymes with the referenced item. The student is given three choices indicated by a highlighted profile of the object and must click on the appropriate selection. Correct selections result in the narrator reinforcing the concept by highlighting the matching rime. Incorrect selections are indicated by the narrator saying the names of the two objects again with the information that the two items do not sound the same. The incorrectly selected item cannot be selected a second time, thus the student can arrive at the correct answer via process of elimination.

Assessment

The "Meet the Gang" game is matched to Level 1 – Rhyming of the Standardized Assessment of Phonological Awareness. Currently nine items are available within the game. Students demonstrating proficiency in rhyming should be able to accurately choose 8 of the 9 questions correctly on the first attempt.

Phonological Awareness Task	Basic Instructions	Sample Item(s)
Rhyme recognition	Rhymes are words that sound the same at the end... Tell me if these words rhyme.	ape-knee; dip-hip

Related Activities

“I Spy” with rhyming words – Based on the traditional game. Give the students a word/object and ask them to spy an object or give a word that rhymes with your chosen word/object.

Finish the Sentence (More challenging) – Students will need to sit in a circle, and the teacher will need some object that can be tossed or rolled around the circle. Explain to the children that you are going to say a sentence and want them to think of a word that rhymes with whatever word you designate. Then roll/toss the object to someone in the circle who will substitute his/her rhyming word in the sentence as he/she repeats the sentence for the class. The student can then either give the object back to you, and you can repeat your original sentence and give the object to a new student, or the student can give the object directly to someone else. This can continue until the students can no longer think of rhyming words. An example:

Teacher: At night, I see stars. Think of a word that rhymes with stars and put it in the sentence. (Teacher then gives the object to a student.)

Student: At night, I see cars (Mars, jars, etc.)

You can give the additional direction that the sentence must make sense, thus aiding in development of using context for meaning/comprehension.



Objective

Students will correctly select the picture that represents a word that begins with the same sound as the object referenced by the narrator.

Game Format

The game begins with the description by the narrator that Roy is collecting eggs. The narrator then describes the object of the game – to match words that begin with the same sound - and provides an example. Students are shown a picture of an object on Roy’s basket, and the narrator states the word represented by the picture. Students are then asked to click on the picture that begins with the same sound as the object indicated by the narrator from three choices. Incorrect selections are indicated by the narrator saying

the names of the two objects again with the information that the two items do not begin with the same sound. The incorrectly selected item cannot be selected a second time, thus the student can arrive at the correct answer via process of elimination. Correct selections result in the narrator reinforcing the concept by highlighting the matching beginning sound of the two words. Eggs are transferred by the conveyor belt to Roy's basket once the correct selection is made. The number of eggs put into the basket is based upon how many attempts the student makes before the correct picture is selected: first attempt = 3 eggs, second attempt = 2 eggs, and so forth.

Assessment

The Chicken Coop game is matched to Level 2 – Oddity Tasks (Beginning Sounds) of the SAPA. The game consists of six items and a perfect score would be indicated by 18 eggs collected. Students demonstrating proficiency in recognizing beginning sounds should collect a minimum of 16 eggs.

Phonological Awareness Task	Basic Instructions	Sample Item(s)
Oddity tasks: Beginning sounds	Listen to the names of these pictures. Tell me which one has a different <i>beginning</i> sound.	nest, soap, nails

Related Activities

Grab Bag – Collect a number of pairs of objects that begin with the same sound. Take one pair of objects, and place one in a bag and the other on a table with several objects that do not begin with the same sound. Students will then place their hand in the bag and try and guess which object on the table begins with the same sound as the one in the bag.

Matching Sound Hunt (More challenging) – Give students bags with a picture representing a target sound on the front of each, i.e. a picture of a monkey for /m/. The students' task is to go around the room and find as many objects that start with the same sound as the target and place the object in the bag. Be sure to give them a specified time limit for this activity. This can also be played in teams. Have the students share their results with each other at the completion of the game.

Variation: The students will cut-out pictures of objects that start with the target sound and place them in the bag.



Objective

Students will correctly select the bubble that contains the picture of the word represented by the body-coda blend presented by Orson.

Game Format

The game begins with the description by the narrator that Orson likes to blow bubbles. The narrator then describes the object of the game – to match the word that Orson says with an object inside the bubbles. The narrator then gives an example: rat is made up of the sounds /ra/ - /t/ and explains the other two objects do not sound like /ra-/t/. Orson then blows three new bubbles, and the narrator asks the user which of the objects represents the blended body-coda. Students are to click on the bubble represented by the blend indicated by the narrator from three choices. Incorrect selections are indicated by the narrator saying the selected word does not match the targeted body-coda blend. The incorrectly selected item cannot be selected a second time, thus the student can arrive at the correct answer via process of elimination. Correct selections result in the narrator reinforcing the concept by saying the whole word and the body-coda. As the student answers questions, the game keeps track of a score based on the number of answers made before the correct picture is selected: first attempt = 3 points, second attempt = 2 points, and final attempt = 1 point.

Assessment

Orson's Waller game is matched to Level 3 – Blending Body-Coda of the SAPA. The game consists of nine items and a perfect score would be indicated by 27 points. Students who can successfully blend body-codas should accumulate a minimum of 22 points.

Phonological Awareness Task	Basic Instructions	Sample Item(s)
Blending body-codas	I will say two parts of a word separately. You tell me the word.	/co/ /p/

Related Activities

Secret Code – The teacher turns a card with an illustration face down in front of a child. The teacher then says the body-coda that represents the word. The student must identify the correct word after blending the body-coda together. When the child correctly sates the word, the teacher shows the card (Murray, n.d.).

Solve the Riddle – A variation to Secret Code presented by Murray (n.d.) involves presenting the child with a riddle, such as, “I know an who animal likes to drink milk and gets chased by dogs. It’s name sounds like /ca-/t/. What is it?” The child would then correctly identify cat.



Objective

Students will identify an object that is represented by a word in which the onset and rime have been segmented.

Game Format

The game begins with directions for the student to find an object that represents a word in which the onset and rime have been segmented. Booker gives the first onset, and Wade gives the rime. The student is instructed to find the object representing the word that has been segmented. Booker and Wade then give 8 more segmented words. Incorrect selections are indicated by the narrator saying the selected word does not match the segmented word. The incorrectly selected item cannot be selected a second time, thus the student can arrive at the correct answer via process of elimination. Correct selections result in the narrator reinforcing the concept by repeating the segmented onset-rime and then the word. As the student answers questions, the game keeps track of a score based on the number of answers made before the correct object is selected: first attempt = 3 points, second attempt= 2 points, and final attempt = 1 point.

Assessment

The *Hay Loft* game is matched to Level 4 –Blending Onset-Rimes of the SAPA. The game consists of nine items and a perfect score would be indicated by 27 points. Students who can successfully segment onset-rimes should accumulate a minimum of 22 points.

Phonological Awareness Task	Basic Instructions	Sample Item(s)
Blending onset-rimes	I will say the first sound of a word and then the rest of the word separately. Tell me the whole word	/c/ /op/

Related Activities

Rimes Races – Prepare a list of words containing common rimes such as /an/, /op/, /at/, /in/, /ent/, /up/. Have children form two lines. The teacher says a word, such as /pan/.

The child in the first line must pronounce the onset /p/, and the child in the second line must pronounce the rime /an/.

Picture Sort – Give children pictures of words containing common rimes (i.e. dog, hog, frog, fog, jog, log, and cat, hat, mat, sat, fat, bat). Have children say the words and sort them into columns based on rime and then based on onset.



Objective

Students will accurately substitute the beginning sound of a given word and identify the object that represents the new word.

Game Format

Lanolin's Greenhouse begins by asking players if they can match a new word with one of Lanolin's special plants. It then progresses with an example matching the format that will be followed throughout the game. For example, Lanolin says, "If I say the word 'sock' and change the first sound to /l/, what is the new word?" In the example given for the children, both choices are then identified, and the correct alternative is given. For example, Lanolin says, "Lock is correct because it starts with /l/. Rock does not start with /l/."

Incorrect selections are indicated by the narrator informing the player that the selected word does not begin with the correct sound. The incorrectly selected item cannot be selected a second time, thus the student can identify the correct word on the next attempt as there are only two choices. As the student answers questions, the game keeps track of a score based on the number of answers made before the correct object is selected: first attempt = 2 points, second attempt = 1 point.

Assessment

Lanolin's Greenhouse is matched to Level 12 – Phoneme Substitution, Beginning Sounds of the SAPA. The game consists of nine items with perfect score indicated by 18 points. Students who can successfully substitute beginning sounds should accumulate a minimum of 14 points.

Phonological Awareness Task	Basic Instructions	Sample Item(s)
Phoneme Substitution: Beginning sounds	If I change the first sound in the word man to /p/, the new word is pan .	Change the first sound in cat to /h/. What is the new word?

Related Activities

Bingo – Students are given bingo cards with pictures representing call-card words with the initial phoneme substituted. The teacher would read the call card as, “Put a marker on the word that is the same as rock with the first sound changed to /l/.”

Sound identification – Students are given two cards that are differentiated by the beginning sound of the words represented on the cards. Placing the cards side-by-side, the student will identify the substitution made when moving from the left card to the right card. The cards can be reversed for an alternative option for each set.



Objective

Students will accurately identify the rime that is represented when the onset of a word is deleted.

Game Format

The Pumpkin Patch begins when Bo holds up an object, and the word for the object is pronounced. The players are asked if they can identify which pumpkin represents the sound that results when the onset is deleted from the word. It then progresses with an example matching the format that will be followed throughout the game. For example, the voice says, “Listen to the word. “Book”. Take away the /b/ sound, and what is left?” In the example given for the children, both choices are then identified and the correct alternative is given. For example, the voice says, “‘Book’ without the /b/ sound is not /ike/.”

Incorrect selections are indicated by the narrator informing the player that the selected rime with the onset attached is not the correct word. The incorrectly selected item cannot be selected a second time, thus the student can identify the correct sound on the next attempt as there are only two choices. As the student answers questions, the game keeps track of a score based on the number of answers made before the correct object is selected: first attempt = 3 points, second attempt = 2 points, third attempt = 1 point.

Assessment

The Pumpkin Patch is matched to Level 11 – Phoneme Deletion of the SAPA. The game consists of nine items with a perfect score indicated by 27 points. Students who can successfully identify rime when beginning sounds are deleted should accumulate a minimum of 23 points.

Phonological Awareness Task	Basic Instructions	Sample Item(s)
Phoneme deletion	Listen to the word _____. Take away the first sound, what is left?	Listen to the word book . Take away the /b/ sound, what is left?

Related Activities

Guess the Name: Have students sit in a circle on the floor. Secretly select one child and change his/her name by removing the first sound of the name. For example, change “Jennifer” to “Ennifer” or change “William” to “Illiam”. As you change the name, the children have to identify whom you are talking about. (Taken from <http://www.ldonline.org/article/6254>)

What’s Missing: The teacher says two words for comparison and asks the children to identify the missing element: "Listen: eat/meat. What's missing in eat that you can hear in meat?" (Taken from <http://www.ldonline.org/article/388>)

Internet Resources

- Phonemic Awareness Assessment Tools - <http://teams.lacoe.edu/documentation/classrooms/patti/k-1/teacher/assessment/tools/tools.html> -Contains assessment tools for rhyming, sounds, blending, and segmentation assessment.
- Phonemic Awareness in Young Children - <http://www.readingrockets.org/articles/408> - Provides educators with the latest ideas, tools, and activities to teach reading to PreK-3rd grade students including ESL.
- Phonemic Activities for the Preschool or Elementary Classroom - <http://www.readingrockets.org/articles/377> - Lesson plans/activities for the preschool or elementary classroom.
- Put Reading First: The Research Building Blocks for Teaching Children to Read - http://www.nifl.gov/partnershipforreading/publications/reading_first1.html - Research developed by CIERA on phonemic awareness, phonics, fluency, vocabulary and text comprehension instruction.

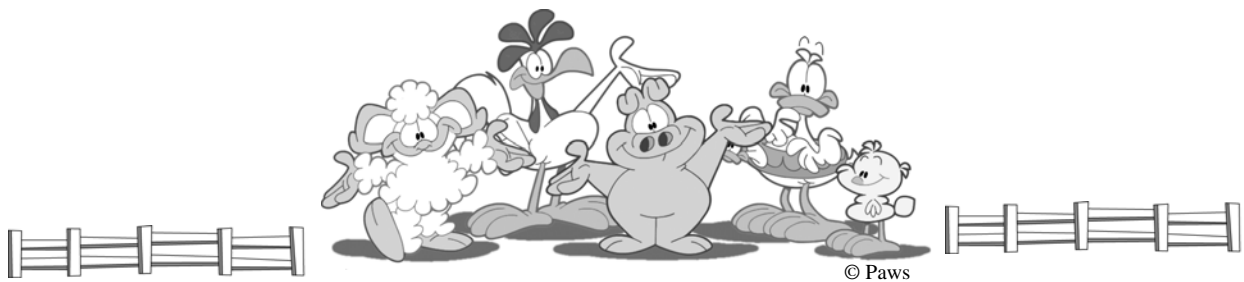
- Phoneme Isolation: Building Phonemic Awareness - http://www.readwritethink.org/lessons/lesson_view.asp?id=120 - Lesson Plans and online student materials for all grades in phonemic awareness
- Generating Rhymes: Developing Phonemic Awareness - http://www.readwritethink.org/lessons/lesson_view.asp?id=121 - Lesson Plans for K-2
- Phonemic Awareness and the Teaching of Reading - http://www.reading.org/resources/issues/positions_phonemic.html - Position Statement from the International Reading Association
- Phonemic/Phonological Awareness - http://www.literatureforliterature.ecsd.net/phonemic_awareness.htm - Instructional guidelines and strategies for teaching phonemic awareness
- The Importance of Phonemic Awareness in Learning to Read - <http://www.sedl.org/pubs/sedl-letter/v14n03/3.html> - Article from the Southwest Educational Development Laboratory
- Phonemic and Phonetic Activities with KidPix - http://www.mcps.k12.md.us/curriculum/littlekids/archive/KidPix_phon_aware.htm
- Phonemic Awareness Activities for 4-5-6 Year-Olds - http://iusd.org/parent_resources/phonemicawareness456.htm
- Phonemic Awareness Activities - <http://teams.lacoe.edu/documentation/classrooms/patti/k-1/activities/phonemic.html> - K-1st grade phonemic activities including rhyming, syllable segmentation, beginning sound substitution, sound isolation, and segmentation
- Phonological Awareness: Instructional and Assessment Guidelines - <http://www.ldonline.org/article/6254>
- Making Friends with Phonemes - <http://www.auburn.edu/%7Emurraba/phon.html> - Article from The Reading Genie
- Sources of Curriculum Materials to Stimulate Growth in Phonological Awareness - <http://www.auburn.edu/%7Emurraba/prog.html> - List of helpful curriculum materials
- Phonics Links In the Classroom - http://www.sdcoe.k12.ca.us/score/Phonics_Link/classroom.html - Lesson Plans for grades K-3 linked to California State Standards

- Frequently Asked Questions - http://www.sdcoe.k12.ca.us/score/Phonics_Link/FAQ%27s.html - Frequently Asked Questions in support of the California Content Standards
- Songs That Build Phonological Awareness - <http://www.songsforteaching.com/phonemicawareness.htm> - Using music to promote Phonemic awareness; song lists and sound clips
- Phonemic Awareness: An Important Early Step in Learning to Read - <http://www.kidsource.com/kidsource/content2/phoemic.p.k12.4.html> - Teaching methods for building phonemic awareness in children
- Phonemic Awareness - <http://www.manatee.k12.fl.us/sites/elementary/palmasola/rcompindex1.htm> - Online examples, practice, tutorials, and printable materials
- ProTeacher Phonemic Awareness Links - <http://www.proteacher.com/070171.shtml> - Provides an educator's forum, searchable activities archive and ideas for primary grades K-3
- Phonemic Awareness in Beginning Reading - <http://reading.uoregon.edu/pa/index.php> - Teaching and assessment guidelines to build phonemic awareness
- Strategies for Teaching Phonemic Awareness - <http://www.literatureforliterature.ecsd.net/strategies.htm>
- Phonemic Awareness Activities - http://www.sasked.gov.sk.ca/docs/ela/e_literacy/awareness.html - Book suggestions for language play and awareness activities
- Phonemic Awareness: Watch and Learn - <http://www.readingrockets.org/articles/3407>
- How Now Brown Cow: Phoneme Awareness Activities - <http://www.ldonline.org/articles/388>
- Phonemic Awareness Games to Play - <http://www.aability.com/pagames.htm>
- Playing with Sounds - <http://teacher.scholastic.com/lessonrepro/lessonplans/instructor/playsounds.htm>
- A Rhyme a Week - http://curry.edschool.virginia.edu/go/wil/rimes_and_rhymes.htm
- Books That Build Phonemic Awareness - <http://www.readingtarget.com/PABooks.htm>

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