



Phonemic Awareness

PHONEMIC AWARENESS

**UNIVERSAL ACCESS:
MEETING INDIVIDUAL NEEDS**

ELL Support

For ELD strategies, use the *English-Language Development Guide*, Unit 7, Lesson 4.

Intervention Support

For intervention strategies, use the *Intervention Guide*, Unit 7, Lesson 4.

Phoneme Replacement

Initial Consonants

- Continue to have the students replace initial consonant sounds as you work at the board. Use the established procedure.

Teacher: /n/ (writing *n* on the board).

Teacher: ickle (writing it on the board). What's the word?

Everyone: nickle

- Try these word changes:

/n/ . . . ickle /p/ . . . ickle /t/ . . . ickle

/k/ . . . andle /h/ . . . andle

/l/ . . . inking /s/ . . . inking

Segmentation

Identifying and Counting Phonemes

Before the activity, make copies of the grid below for the students to use.

- Give each student three counters and a copy of the grid.
- Tell the students that you will say a word. Explain that you want them to put a counter in a box on the grid for each sound they hear in the word. Remind them to place the counter for the first sound they hear in the box above the arrow.
- Say the word *sat*, stretching the sounds: /s-s-s-s/ /a-a-a-a/ /t/. Have the students place a counter in the correct box for each sound.
- Call on volunteers to tell how many sounds the word has.
- Have everyone blend and say *sat*.
- Continue the activity with the following words: *sap, sag, rag; sun, run, ran*. Have the students identify which sound is different in each word change.
- Choose one word and have the students say and write in the boxes on the grid the letter for each sound in the word. Remind them to use the *Alphabet Sound Cards* if they need help.

--	--	--