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Chapter 1 : Teaching Phonological Awareness | Dyslexia Help at the University of Michigan

skills) are not children are taught in small groups (although instruction may be done are not PA instruction helped all types of children improve their reading.

Two important abilities that students must develop are blending and segmenting. Blending involves pulling together individual sounds or syllables within words; segmenting involves breaking words down into individual sounds or syllables. Both processes require a student to hold the individual elements in mind as the word is created or taken apart. Here are some strategies to help students develop their ability to decode words by focusing on blending and segmenting. Provide students with a picture e. This approach is known as the Elkonin technique. Let students practice counting syllables by clapping or using their fingers to tap out the number of different sounds, or phonemes, in a word. Follow a systematic sequence for teaching blending and segmenting activities to students. Use modeling to introduce the skills and guided practice as students develop mastery. Begin with compound words e. First have students repeat the components of a compound word slowly, and then put them together to form one word; As a next step, ask students to quickly repeat a compound word, and then to break the word into its component parts by repeating it slowly. Next, move to syllables e. Following the above model, have students first put together syllables to create words, and then break words into syllables. Move from two syllable words to three, four, etc. Finally, move to phonemes e. Have students put together phonemes to create words and break down words into phonemes. Move from consonant-vowel-consonant words e. Give students various opportunities throughout the day to practice blending sounds to create words, and segmenting words into sounds or syllables. For example, sound games can be played while driving in the car, shopping in the grocery store, etc. Provide reinforcement for learning consonant blends that are particularly challenging to students. For example, Students can play blend bingo where students match words chosen from a deck of picture cards or called out to them with the blends written on their bingo cards, e. Students who are skilled at blending and segmenting words can benefit from additional practice manipulating sounds and syllables within words. For example, students may enjoy sound omission games where they remove sounds from words in order to create new words.

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Chapter 2 : 8 Great Ideas for Teaching Segmenting and Blending - Make Take & Teach

Reading Rockets is a national multimedia project that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better. Our reading resources assist parents, teachers, and other educators in helping struggling readers build fluency, vocabulary, and comprehension skills.

But, how do you teach it? One of the first steps in learning to read is developing a strong awareness of phonemes in language – phonemic awareness. Interestingly, many dyslexics struggle with this, making weak phonemic awareness one of the classic signs of dyslexia in young children. Teaching phonemic awareness skills to our young kids, dyslexic or not, will give them a head start and a strong foundation as they learn to read. What is Phonemic Awareness Phonemes are the individual units of sound that make up words. Phonemic awareness is not only the recognition that words are made up of small sound units, it is also the ability to break down, manipulate and blend phonemes. Young readers need to be able to apply his or her understanding of phonemes in order to begin to read. Strong phonemic awareness, when used to segment and blend words helps children increase their abilities to decode and understand what they are reading. Phonemic awareness allows young readers to build another important element of reading: Phonics the relationship between letters and sounds builds upon phonemic awareness. When a child understands and can manipulate sounds verbally, they are ready to transfer this knowledge to printed words. Assessing Phonemic Awareness You can determine the level of phonemic awareness your child has by: If your child struggles with any of these tasks, some simple instruction in phonemic awareness will be helpful. Tips for Teaching Phonemic Awareness Make these teaching times like a game. Maintain a playful attitude. Do a little bit each day. You will be surprised at how much can be mastered in 10 minutes a day. Stop when your child is getting frustrated and try to end on a positive note. If your child has signs of dyslexia, mastering phonemic awareness may take quite a lot of practice. Taking a year to practice is not out of the ordinary. Repeat sounds and words as many times as your child needs to hear them. Look for creative ways to play with sounds throughout the day. How to Teach Phonemic Awareness Rhymes One of the easiest ways to teach early phonemic awareness is to work with rhyming words. All of these exercises can be played as a game to make learning fun. Stop when your child shows signs of distress and pick it up again another day. You would be amazed at how much can be accomplished in a few minutes every day. There are three stages of difficulty in working with rhyme: Hearing Rhyme Reading books with rhyming language. Differentiating Rhyme Say three words where one word does not rhyme. Mat and sat end the same way: Producing Rhyme Simply say a word such as: Ask your child to tell you a word that rhymes. Isolating and Categorizing Sounds As your child becomes more familiar with sounds, they can begin to identify individual sounds in words. The first step is to be able to recognize beginning sounds, then ending sounds and the middle sounds. After they learn to isolate sounds, they can move on to naming words that begin or end with a specific sound. The following examples use beginning sounds, but can also be used with ending sounds and when ready, middle sounds, which are a little more tricky. Recognizing Sounds Say three words that begin with the same sound, such as: Differentiating Sounds Say three words where two words begin with the same sound and one word begins with a different sound, such as: Ask your child to tell you the word that does not begin the same. If they struggle repeat the words, stressing the initial sound. Generating Sounds Say a sound and ask your child to say a word that begins with this sound. A fun game to play to practice this skill is I Spy. Blending and Segmenting Syllables and Sounds Once your child has a good grasp of isolating individual sounds, he or she can move on to blending and segmenting sounds in a word. Segmenting is breaking words into their syllables and words into their individual sounds. Segmenting can also be practiced with separating a sentence into its individual words. Blending is the opposite of segmenting. Rather than separating a word into its individual sounds, it involves combining individual sounds to say a whole word. Read through the exercises below for directions on how to teach these phonemic awareness skills Blending Syllables Say the individual sounds of a word, such as: Pause briefly between each

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syllable. Ask your child what the word is. Ask your child to say the whole word. Ask your child to say it fast and say the whole word. Remember, make a game out of it. Occasionally ask your child to ask you a blending question and you try to answer. Segmenting Words in a Sentence Say a short sentence. Ask your child to say the sentence and clap for each word he or she hears. Try modeling what you want your child to do first so they understand clearly what they are being asked to do. Segmenting Syllables Model clapping out the syllables in a word. Pause briefly between syllables. Then have your child clap the same word with you. Move on to saying words and asking your child to clap the syllables on his or her own. Segmenting Beginning and Ending Sounds Say a word, such as: Model for your child breaking the word into its first and ending sounds like this: Keep asking words until the skill is mastered and can be completed with ease. Segmenting Phonemes Say a word for your child, such as: Break it into each of its phonemes: There are 3 sounds in fish. Keep practicing having your child break simple words into each of its phonemes and tell you how many sounds he or she heard. Resources for Teaching Phonemic Awareness If teaching your child phonemic awareness skills is overwhelming to you, there is an excellent resource that we have used with success. All About Reading “Pre Level 1 This, the first level of the All About Reading curriculum , is full of quick, fun, ready-made phonemic awareness activities. We ran through this program last year with our then 5-year old son who exhibits many of the early signs of dyslexia. He loved this program. The multi-sensory activities provided were just what he needed. Having every word scripted and all of the supplies that I, as his teacher, needed to teach him was a huge time saver for me. I highly recommend this research-based, multi-sensory early reading program for providing the amount of practice dyslexic kids need to make phonemic awareness a solid skill. Emily is an experienced Orton-Gillingham tutor and makes some fantastic products based on her extensive experience working with dyslexic kids. Have you taught your kids Phonemic Awareness?

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Chapter 3 : Phoneme Deletion Addition

This study explored the abilities of kindergarten children in segmenting and blending phonemic components of words and the relationship of these abilities to beginning reading acquisition measured by the word recognition subtest of the Wide Range Achievement Test (WRAT) and to auditory discrimination defined by performance on the Wepman Test of Auditory Discrimination.

Assessment Phonemes A phoneme is a speech sound. It is the smallest unit of language and has no inherent meaning. The word "sun" has three phonemes: Although there are 26 letters in the English language, there are approximately 40 phonemes, or sound units, in the English language. Sounds are represented in different spellings. The sound units phonemes are not inherently obvious and must be taught. The sounds that make up words are "coarticulated;" that is, they are not distinctly separate from each other. **Phonemic Awareness PA is:** Without phonemic awareness, phonics makes little sense. What word rhymes with "cat"? What are the sounds in "cat"? **Blending** When children are first learning to blend, use examples with continuous sounds, because the sounds can be stretched and held. Use pictures when possible. Put down 3 pictures of CVC words and say: When children are first learning the task, use materials that reduce memory load and to represent sounds. Use pictures to help children remember the words and to focus their attention. Use a 3-square strip or blocks to represent sounds in a word. Provide only verbal activities. As children become successful during initial learning, remove scaffolds by using progressively more difficult examples. As children become successful with more difficult examples, use fewer scaffolds, such as pictures. Move from syllable or onset-rime blending to blending with all sounds in a word phoneme blending. Remove scaffolds, such as pictures. Provide instruction and practice at only the easiest levels with all the scaffolds. **Assessment** Phonemic awareness should be assessed from the beginning of kindergarten through the spring of first grade. All students should be assessed a minimum of three times per year to be sure adequate progress toward end of year goals is made. Students who are identified as at risk of reading difficulty should be monitored 1 or 2 times per month to ensure effectiveness of intervention and to allow timely instructional changes.

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Chapter 4 : Phonological & Phonemic Awareness - Reading Connection

Nevertheless, of frequently reading children (YER), about 84% managed initial addition and % managed deletion, whereas of non-reading children (NER), only % and % could manage these tasks.

Phonemic awareness, the ability to hear, distinguish, recognize and manipulate sounds within words, is critical to reading success. We know that phonemic awareness training has a significant positive effect on reading and spelling. We can directly teach children how to hear, recognize and manipulate sounds within words to intentionally develop the phonemic awareness skills necessary for proficient reading. For complete details on phonemic awareness including the seven specific skills students need to develop see the article Phonemic Awareness Explained. If you suspect a child has any hearing difficulty, it is critical to get them evaluated by a professional. Children with unmitigated physical hearing limitations may be challenged or unable to develop PA because they can not physically hear well enough. You can help your child or student develop phonemic awareness with the following simple activities. These phonemic awareness activities directly teach students to identify, distinguish, segment, blend and manipulate sounds. These activities can be conducted with individual children or groups of students. General Information on PA Instruction: Develop phonemic awareness skills systematically. Start simple and then increase complexity as the child develops skills. Design and sequence instruction to progress from easy to difficult. Start with beginning sounds. Once the student gets the hang of beginning sounds the easiest to hear and distinguish, you can move on to ending sounds and finally to manipulating middle sounds. In addition, start with single consonants before moving to blended consonants. In addition, certain sounds are difficult to distinguish. Avoid the difficult and complex until after the student has developed proficiency in the beginning and simple skills. The following list summarizes the relative difficulty for elements of PA skills. Certain sounds tend to be more difficult to differentiate. Sound pairs that are more difficult to distinguish include: Speech wise these sounds are very similar and are harder for some children especially preschoolers to differentiate. Also be aware, age development does influence the ability to differentiate sounds. The youngest students preschool and kindergarten often have difficulty manipulating middle sounds and some of the blended consonants even when they are developing overall phonemic awareness necessary for reading. If a child has difficulty pronouncing particular sounds see the article Tips for helping children pronounce specific sounds. Tips to help the child develop PA skills: While some students will naturally have terrific PA, the seamless nature of speech makes it challenging for some individuals to recognize the phonemic nature of language. Individuals with phonemic weaknesses need direct instruction help to develop PA skills. A few tips include: In the same way it is easier to distinguish details on a slow moving vehicle than one speeding by at highway speed. Repetition is also helpful. When a child can not perform a task, correct in a manner that intentionally builds necessary skill. Help them learn HOW to distinguish sounds. What sound is missing? It is important to demonstrate the activity, showing the child exactly how to perform the skill. Phonemic activities will be conducted differently for preschoolers than for older students. Design activities with target age in mind. For older students it is important to keep instruction focused to print and age appropriate. Activities for older students need to be directly tied to print. With older students much of the PA can and should be developed in conjunction with the direct systematic phonics program. Word making and word writing activities can be very effective. For reading success, it is absolutely essential to link the auditory PA skill to print. Phonics phones are an effective tool for enhancing phonemic awareness instruction. The tube design funnels sound directly to the ear and tends to block out other background noise. Not only do the phones likely boost physical hearing they also directly focus the child on listening to and hearing sounds. When a child holds a phone, they intentionally listen to the sound coming out the earpiece. This direct focus on sound is vital to developing necessary phonemic awareness. Phonics phones are particularly useful for conducting phonemic awareness activities in a classroom setting. The students say the sounds or words into the phones when conducting the phonemic awareness activities. For additional details

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on phonics phones including instructions for making and using phonics phones, see the article Phonics Phones Explained

Specific Phonemic Awareness Activities: PA Activities to identify sounds: The ability to isolate and distinguish individual sounds is an essential PA skill. Remember to develop PA skills systematically. Start simple and then increase complexity as the student develops PA skills. Give the student a word. The child repeats the word into his phone listening carefully. The format is to ask: They repeat the sound into their phones and then give you a word that starts with that sound. This is perfect for active preschool children as this game can be done walking or running around. What do I see? This is a fun PA version of the Sesame Street game. Give the students a list of three words. Verbally direct the student to listen for the PA skill you are targeting. Rhyming is terrific for developing phonemic awareness. Help the child learn how to rhyme. At first this rhyming needs to be demonstrated as children will often just say a word that starts with the same sound. The ability to distinguish different sounds is an important PA skill. The phonics phones are a terrific tool as they enhance focus on listening carefully and therefore help the student distinguish similar sounds. Give the student two different sounds and have them listen to, distinguish and identify the sounds. The phones help tremendously! Various rhyming activities help the student distinguish sounds. Have the child say rhyming words or pick out which words rhyme. Help the child recognize the distinguishing differences. By asking them to figure it out they learn to distinguish the difference. Most short vowel sounds are within words. Interior sounds require more developed PA to identify than beginning sounds. In addition some of the short vowels sound similar. Give the student a pair of similar words. They repeat the words listening carefully and then pull out, distinguish and identify the sounds. Give the student pairs of words and ask them to repeat the words into their phones and then identify the difference. Select word pairs to meet skill level and PA objectives. This game helps the student distinguish the difference between words. Having them point out the specific difference helps develop skills. Have them say the words, identify which one does not belong and then tell you exactly why it does not belong. Once again pick sets of words carefully to develop target skills.

PA Activities to Blend Sounds: The ability to smoothly blend sounds is a PA skill as well as a necessary skill for proficient reading. You can use oral sound blending activities with young students to develop and practice blending skills. Additional information including specific activities can be found in the article Blending Explained. In this activity, you give the child or class a word. The students orally practice saying this given words slowly stretching out the sounds and then at regular speed. The ability to separate the individual sounds phonemes that make up a word is an essential PA skill. Remember this is based on the sounds phonemes NOT letter names. Say the word slowly and clearly to help the child hear and distinguish all sounds. Give the child a short word and have him segment the sounds in the word. Spell by sound, not letter name. Children need direct practice with these more difficult blended consonant combinations.

PA Activities to Manipulate Sounds: The ability to manipulate phonemes within a word delete or change sounds is a phonemic awareness skill.

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Chapter 5 : Apps for Teaching Phonemic Awareness | Homeschooling with Dyslexia

The Reading and Language Intervention for Children with Down Syndrome (RLI) offers educators a targeted, evidence-based approach to support the development of reading and language skills in children with Down syndrome aged from 5 years.

Phonemic awareness is the only aspect of reading that is essential for children to develop before they can begin learning to read. What is Phonemic Awareness? Phonemic awareness is the understanding that words are made up of phonemes or individual units of sound that influence the meaning of the word. If you change one of these notice how the meaning of the word changes. Phonemic awareness is not only the recognition that words are made up of small sound units it is also the ability to break down, manipulate and blend phonemes. A reader needs to be able to apply her understanding of phonemes in order to begin learning to read. She must be taught to transfer her knowledge of phonemes used in oral language to written language. Elements of Phonemic Awareness There are three main aspects of phonemic awareness: Children need to be able to identify and manipulate these elements in order to begin reading. There are several ways that they can be taught to apply these elements to the words they use in spoken and eventually print language. To help children develop skills for working with syllables, adults can teach them to segment syllables by tapping or clapping and counting the sounds in a word. Rhyming and its companion alliteration repetition of same beginning sounds in a series of words are developed through categorization, identification and deletion. Categorization involves recognizing differences in sounds in a series of words. Similarly, identification asks children to find the similar sounds in a list of words. This activity does not require them to create a set of categories, but rather to simply identify which words sound the same. It has an entirely different meaning. All three of the elements of phonemic awareness are aided through blending. Some of the most common tasks used to determine phonemic awareness are: Role of Phonemic Awareness in Reading Young children must come to reading with phonemic awareness. While the reasons why phonemic awareness is a necessary pre-requisite to reading are not clear many researchers speculate that the understanding that phonemes are sequences of sounds in language makes children aware of how the alphabet works. In other words phonemic awareness helps children realize that words, regardless of their form oral or print , are made up of sounds. Phonemic awareness allows young readers to build another important element of reading: Phonics the relationship between letters and sounds builds upon phonemic awareness. Phonemic awareness creates a bridge between spoken and written language. When a child understands and can manipulate sounds verbally, they are ready to transfer this knowledge to printed words. Strong phonemic awareness when used to segment and blend words helps children increase their abilities to decode and comprehend what they are reading. A focus on phonemic awareness in reading education seems to have the greatest impact on very young readers. Instruction most benefits children in pre-kindergarten, kindergarten and the beginning of first grade. At-risk readers should receive more intensive phonemic awareness instruction than their non-disabled peers.

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Chapter 6 : Phonemic Awareness (pre-reading skills)

Research also indicates that phonemic awareness skills can be developed through instruction and that by doing so, the child's reading and writing development improves. Phoneme segmentation is one of the later developing skills on the hierarchy of development.

Pronounce a target word slowly, stretching it out by sound. Ask the child to repeat the word. Draw "boxes" or squares on a piece of paper, chalkboard, or dry erase board with one box for each syllable or phoneme. Have the child count the number of phonemes in the word, not necessarily the number of letters. Based on the latest research findings, the series consists of minute television programs that explore the stages of reading that every child goes through.

Hot Potato The children will all sit in a circle on the floor. Provide them with a small basket with simple picture cards in it. Begin passing the basket around when music starts playing. After a few seconds, stop the music. Have the child who is holding the basket reach in and pull out a picture. The child says the name of the picture and then says the beginning sound of that word. Continue until all the children have had a chance to name a card.

Tongue Twisters Give each child an egg carton and several dried beans. Instruct them to place a bean in an egg carton compartment each time they hear a certain sound at the beginning of a word. Make up several sentences which contain the same first sound e. Use several different sounds and different lengths of sentences. Repeat sentences as needed so all children are successful. Continue around the circle until the children run out of ideas or someone forgets, and then start a new sequence with a different beginning sound. Continue until all children have crossed the finish line. Add in some non-food items for fun e. For additional fun and practice, have the children stir the soup.

Thumbs Up Choose a sound and tell the children what it is. Have the children put their thumbs up if the word begins with the special sound and thumbs down if the word does not begin with the sound.

Sorting Mail Have three envelopes with a target sound printed on the outside of each. Have the children draw a picture from a pile and put it in the envelope with the same beginning sound.

Sound Bingo Game for groups Using the materials provided here, give each child a bingo card. Before playing, review all of the pictures on the Bingo cards by saying the name of the picture and the sound that the word starts with. The teacher will call off the selections by the first sound in the word or picture. The sounds included are: The children will then identify which picture begins with that sound. The first child who covers four pictures horizontally, vertically, or diagonally is the winner. Write a different sound on each card. When they find an object, tape the sound to the item. Have the child guess what you may be looking at. This activity also works great in the car when traveling.

Phonemic Awareness PK-K identifying ending sounds of words 1. Provide the children with a worksheet with several rows of pictures on it, 3 in each row. When finished, they can go back and make up silly sentences with the two pictures remaining in each row e. Give the children the boards and plastic markers and call out the picture names one at a time. The children can only place markers on those pictures that have the targeted final sound. If you do not have time to make your own, go to the link below to create the cards.

Hot Potato Have the children line up in two lines. Give each child at the beginning of the line a beanbag. Start playing some favorite music and have the children all face forward and pass the beanbag to the person behind them alternating between over their heads and between their legs. When the music stops the clinician names a picture from a basket and the person in each line holding the beanbag tells the class what the last sound in that word is. The music starts again and the game continues until all have had a chance to respond. Give two of them small white pieces of paper and give the third child a larger red piece of paper. Tell the children that they are going to help sound out some words that all have 3 sounds in them.

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Chapter 7 : Reading Foundations: The Importance of Phonemic Awareness - FastBridge Learning

To help children develop skills for working with syllables, adults can teach them to segment syllables by tapping or clapping and counting the sounds in a word. Rhyming and its companion alliteration (repetition of same beginning sounds in a series of words) are developed through categorization, identification and deletion.

Phoneme segmentation is one of the later developing skills on the hierarchy of development. After you assess your students and identify those who need extra help with this skill, try some of the following activities. So simple, but the kiddos love it! This activity has a one-to-one correspondence with the dots on the card and the number of sounds in the word. Be sure to provide a lot of modeling and practice during this part of your intervention program. You can gradually decrease the amount of prompting you provide as the students improve. Once the students are successful with the one-to-one correspondence activity and are pretty much independent with this, we can then increase the difficulty of the task by not providing the one-to-one correspondence component. Now the fun begins! You can alternate any one of these activities- so mix it up to keep it interesting. A few months back I wrote a blog post and included a video on how to make and use the beads during intervention. I wish I could have tracked down the person who thought of it. These are battery operated push lights originally intended for night lights. Simply push the button and the light turns on. Have the student push the button turn on the light for each sound in a word. These lights can be purchased in most large department stores. This is another quick and easy mix it up activity. The Squaring Up activity is a really good activity for teaching segmentation. First place a plastic tile you can use bingo chips if you wish under each square and have the student say the word and move the a tile for each sound in the word while saying the sounds. This activity is another favorite of mine. By writing the correct number of sounds on the back of each card, you can turn this into an independent learning activity for a center. You can use library pockets or labeled cups for this activity. You can find the How Many Sounds? You can teach blending and segmenting together. This activity is an all-time favorite with the boys. Students use their cars and drive over the letters slowly while saying the sounds. They eventually speed up so that the word is blended at a normal speed. I created this cheat sheet to help.

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Chapter 8 : Training : UO DIBELS Data System

We can directly teach children how to hear, recognize and manipulate sounds within words to intentionally develop the phonemic awareness skills necessary for proficient reading. For complete details on phonemic awareness including the seven specific skills students need to develop see the article [Phonemic Awareness Explained](#).

As your child develops their phonemic awareness skills they will be able to decode words and manipulate them by adding or deleting specific phonemes to make completely different words. This will really extend their learning and we can offer you high quality worksheets alongside the Children Learning Reading program that are fun to use and will stimulate your child. The first thing to say here is that phoneme addition and deletion has nothing to do with maths! It is a very important part of phonemic awareness development. Your child needs to be able to identify different phonemes and how they combine together to form complete words. Once they have accomplished this they should be able to add or delete phonemes to words to create different words. They will learn that adding an additional sound or deleting one completely changes the word. It is also a lot of fun for your child as they will realize that they can change words completely by the addition or deletion of phonemes. When you first start to teach your child how to add or delete phonemes to create new words you will need to be patient as the child may find this difficult to grasp at first. They will need some phoneme segmentation and blending skills to be able to do this successfully. You can start by adding or deleting one phoneme from a word and then progress later to adding or removing a number of sounds or phonemes. As your child becomes proficient at this activity they will naturally want to progress to tougher assignments. In the video below you will see Jim Yang using phoneme addition and deletion worksheets with his son Ethan: There is nothing difficult about this concept. By using phone addition and deletion your child will learn that by adding or removing a phoneme or sound or even a number of phonemes will change the existing word into a different word. So they will understand that all words are a combination of individual sounds and that if any of the sounds are taken away or new sounds are added then the words will change. You will assist your child in the manipulation of spoken words by adding or deleting specific phonemes. If your child finds this difficult at first you can start by having them add or delete syllables in compound words. The task is best done orally and should be taught using explicit and direct instructions. The concept can be reinforced using games and activities. Teaching Phoneme Addition And Deletion Start with a list of words that you want your child to add to or delete from. Tell your child that you will speak some words out loud and then ask them to speak the words with specific sounds added or deleted. Repeat these exercises often until your child can successfully add or delete phonemes from words to create new words. You can use picture cards here to encourage your child to add or delete from the beginning or end of certain words. If your child has difficulty with the concept try adding or deleting whole words. One idea is to use a puppet which takes away letters or adds them to the start and end of words. You can use a sock for this as all you will be doing is taking away or adding phonemes. You will need a number of letter pictures for this. Your child can give the puppet letters to add to the word and ask them to take away letters to make other words. Worksheets For Phonemic Addition Activities As with all of our worksheets there are full instructions provided and they can be printed off so that you can work with your child using them. Here the worksheets will help your child understand how adding different phonemes to words will change them into different words. The worksheets have pictures of objects and an additional phoneme to be added. The pictures make the exercise more fun for your child. Worksheets For Phonemic Deletion Activities These printable worksheets are supplied with full instructions to teach your child the concept of phoneme deletion. The worksheets will contain words and a phoneme that needs to be deleted to form new words. These great worksheets are available with the Children Learning Reading program. Use this link to get them for your child and teach them phonemic awareness and phone addition and deletion. For the most simple and effective reading program that will help your child learn how to read in only 12 weeks click here.

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Chapter 9 : Word Decoding - Blending and Segmenting Sounds/Impact of Memory

Two of these tasks, phoneme blending and phoneme deletion are assessed as part of the phonological awareness cluster on the Comprehensive Test of Phonological Awareness (CTOPP) (Wagner, Torgesen, & Rashotte,) and were the focus of the.

Upon completion of this section, you will: How to Teach Phonological Awareness Just like phonics skills, there is a developmental sequence to teaching phonological awareness skills. Teaching phonological and phonemic awareness is done in the absence of written text. Below is the developmental progression of phonological processing skills, followed by specific activities. When you are teaching phonological awareness, it is important for students to understand that this is NOT phonics. You will need to begin at the meta-cognitive level and then help your student to learn that he is counting the sounds, not the letters, in a word. If you are working with a visual learner, it may help him to visually represent words, syllables, or phonemes with some sort of manipulative e. A kinesthetic learner may benefit from tapping, clapping, jumping, moving hands together for blending and moving them apart for segmenting. Begin each lesson with a level that your student has mastered and then give easy examples of a new skill or a word with one additional phoneme. Have the student follow your model and gradually increase the length and complexity. End with a different type of phonological task. Remember, phonological awareness tasks need not be boring. A board game or picture flashcards sorted by the number of phonemes in the word may be transformed into a phonological awareness game. Experiment with nonsense words. Ask your student to try to "stump" the teacher. Movement makes phonological exercises more engaging. Language Essentials for Teachers Brookes Publishing, , 2nd edition. Moats does a superb job connecting oral language to all aspects of print. The tutorial format of the book provides both comprehensive, understandable descriptions as well as concrete examples of the oral language connections. Phonological awareness is different from phonics and includes phonemic awareness and is an essential skill to learn to read. Therefore, it is critical to make this concept explicit for all students with dyslexia. Fun activities should allow for mastery and also challenge the student by incrementally increasing the number of phonemes and difficulty of task. Your intervention in this area will help your student with dyslexia to build up the neuro-pathways that are weak and will set him up for success with reading and writing!