

*INTRODUCTION

- Phonemic Awareness is the ability to hear, identify and manipulate individual sounds----- phonemes----- in spoken words. (National Institute for literacy, 2001).
- The focus in phonemic awareness is on hearing the sounds in words spoken aloud and not on the letters or printed words.
- Phonemic Awareness is really an understanding of oral language, it is not the same as phonic. Phonics generally refers to knowing the relationship between specific printed letters (and combination of letters) and specific spoken sounds.

***THE IMPORTANCE OF PHONEMIC AWARENESS.**

- Linguists describe four separate areas of functioning in the human language system.
- Phonology (sounds)
- Syntax (grammar)
- Semantics (underlying meaning)
- Pragmatics (Usage)
- The component of phonology is central to eventual success in phonics. Phonology is the study of sound patterns of a language.
- Readers must first understand that words can be divided into sounds and that the same basic set of letters can be combined in a great variety of ways.
- The ability to hear discrete speech sounds in individual words is elusive for many young children and remains undeveloped----- even into adulthood in a surprisingly large number of people.
- In the past 30 years plus a large body of research has supported a conclusion that the ability to segment words into individual sounds is an absolute prerequisite to learning how to read in an alphabetic symbol system.
- The degree to which emergent readers are aware of the individual sound in spoken words very often predicts future reading success.
- Phonemic Awareness is a common underlying ability that transfers from one language to every other language.

The Hierarchy of Phonemic Awareness Competence

The hierarchy of phonemic awareness

Competence.

(1) Awareness of words.

Child can tell which of two words is longer.

Example: hamburgers or cat.

مثال: آم یا کتاب

(2) Ability To Rhyme.

Child can rhyme simple one syllable words.

Example: What word rhyme with "pin"?

مثال: لفظ "بات" کے ساتھ ملتا جلتا لفظ بتائے۔

(3) Ability to blend

Child can put together an onset and an ending speech sound (rimes) given by the teacher.

Example: /b/ and /ack/ what would these sounds be if they were put together?

ابا اور ارش اگر ان دو آوازوں کو ملائیں تو کیا بنے گا؟

(4) Ability to segment into words and syllables.

Child can take apart compound words put words into syllables, and breakup a sentence into words.

Example: What are the words in this sentence?

"The boy went After the ball"

مثال: بابا جاتا تھا۔

(5) Ability to identify beginning sounds (Onsets)

Child can listen to a series of sounds words and identify which has a target sound.

Example: Which of the following begins like baby, mud lake, or ball?

مثال: پتا، تھلی یا بکری

- (6) Ability to segment words into phonemes.
Child can tell the sounds in a word in order.
Example: What are the three sounds in the word got?
مثال: لفظ "گت" میں کون سی تین آوازیں ہیں؟
- (7) Ability to substitute and manipulate beginning phonemes
Child can replace speech sounds with others.
Example: Can you change the word "bake" by changing the first sound to an /m/?
کیا آپ لفظ "گرم" کی پہلی (شروع کی) آواز کو ان کی آواز سے بدل سکتے ہیں؟
- (8) Ability to substitute middle and ending phonemes.
Child can replace middle and ending sounds (rime)
Example: Can you change the word "cot" to another word by hanging the middle sound to an /a/?
کیا آپ لفظ (اگر) کی درمیانی آواز کو "ت" کی آواز سے بدل سکتے ہیں؟

Session 2

Strategies for Teaching Phonemic Awareness

Presentations:

(15 Minutes)

- Recap the previous session
Suggested Questions: What were some of the main points from the previous session? What were your key leanings from the session?
- Give 05 minutes to student teachers to prepare themselves for the discussion on their searched and collected material on the strategies for teaching phonemic awareness.
- Now ask student teachers to select and present one activity each for teaching PA.
- Write the name of activities /strategies on board or flip chart.

Interactive Lecture on Developing Phonemic Awareness

(25 Minutes)

- Tell student teachers that the topic “how to develop phonemic awareness among early graders” will be discussed.
- Explain the following in a way understandable to student teachers. Provide a grid or chart that Student Teachers must fill out as explanation is given.

A useful way for the teacher to plan phonemic awareness activities is to focus on the nature of the specific phonemic skill that needs to be developed. For example an activity may require a child to merely listen to a poem or song, match words by sounds, isolate a word by sounds, blend individual sounds to make a word, sounds within a word or even break a word into its parts. Each of these tasks is a part of phonemic awareness and the first task for the teacher is to determine exactly which components of phonemic awareness need to be developed by the child.

It is important to explain the task in which the teacher wants the children to be engaged through

- Explicit instruction
- Adequate modeling

- **Demonstration**

For example, if the teacher wants the children to listen for all the words that have the /m/ sound, she must clearly say the name of the letter and then model how to say the /m/ sounds, asking children to listen carefully watch her mouth.

The teacher must analyze the task to be performed and initially, keep it as simple as possible.

It is important to note that not every child needs intensive training in phonemic awareness. In kindergarten children needing guidance in this area, for example would be those who cannot rhyme and who don't recognize that 'Pat' and 'Pick' start with the same sounds. In grade first and second, children who cannot segment initial sounds or detect different beginning, middle and ending sounds need additional help. ON the other hand, children who already manifest phonemic awareness can be exposed to the phonics and decoding activities.

Many phonemic awareness activities can take the form of games or puzzles and can be used in an informal, relaxed setting.

Week 2

Session 3

Phonemic Awareness

Teaching Strategies/Games

Micro-teaching (40 minutes)

- Bring 8 to 10 students of early grades from Practicum or laboratory school.
- Tell student teachers that today we will be engaged in doing some phonemic awareness activities with real students of early grades.
- Explain that today we will do 2 activities named Rhyming and Comparing and contrasting sounds, you have to note your comments and observation.

Game I RHYMING

Seat children in a circle. To begin the game, say, "The ship is loaded with bugs". Then toss a ball to a child in the circle. That child must produce a rhyme (e.g The ship is loaded with jugs") and throw the ball back to you.

Repeating the original rhyme, toss the ball to another child. Continue the game this way until children run out of rhymes. Then begin the game again with another rhyme e.g, "The ship is loaded with rice."

When the children have become good at rhyming each child can throw the ball to another child instead of back to you. The second child must then continue rhyming with the word suggested by the first child

(The ship is loaded with bugs. (jugs, mugs, rugs, tugs etc.)

(The ship is loaded with mice. (rice, lice, dice, spice etc.)

(The ship is loaded with cats. (rats, bats, mats, hats etc.)

Game II COMMPARING AND CONTRASTING SOUNDS

- Now conduit the second activity with same students.
- Tell students teachers that children can be given a word and asked to tell what sound occurs at the beginning middle and end of that word. The following song, sung with a tune, asks children to think about the placement of sounds in words.

Beginning sounds.

- What's the sound that starts these words PAPER, PEN, and POUND?

(wait for a response from children)

/p/ is the sound that starts these words

PAPER. PEN and POUND

With a /p/, /p/ here and a /p/, /p/ there,

Here a /p/, there a /p/ everywhere a /p/,/p/

/p/ is the sound that starts these words

PAPER. PEN and POUND

Middle sounds

- What's the sound in the middle of these words:

RAIN, LAKE and CANE

(wait for a response)

/a/ is the sound in the middle of these words

RAIN, LAKE and CANE

With a /a/, /a/ here and a /a/, /a/ there,

Here a /a/, there a /a/ everywhere a /a/,/a/

/a/ is the sound that starts these words

RAIN, LAKE and CANE

Ending sounds.

- What's the sound at the end of these words:

NECK, ROCK and SEEK

(wait for a response) /K/ is the sound at the end of these words:

NECK, ROCK and SEEK.

With a /k/, /k/ here and a /k/, /k/ there, here a /k/, there a /k/, every where a /k/,

/k/ is the sound at the end of these words:

NECK, ROCK and SEEK

اُردو

ابتدائی آواز:

پیارے بچو ذرا بتاؤ

کون سی آواز ہے؟

شروع میں ان لفظوں کے

پانی، پودے اور پتے

(بچوں کے جواب کا انتظار کیجیے)

اپ کی آواز ہے

شروع میں ان لفظوں کے پانی، پودے اور پتے

یہاں ہے اپ اپ ادہاں ہے اپ، اپ، اپ

یہاں اپ ادہاں اپ اہر جگہ اپ، اپ، اپ

اپ کی آواز ہے

شروع میں ان لفظوں کے

پانی، پودے اور پتے

درمیانی آواز

پیارے بچو ذرا بتاؤ

کون سی آواز ہے؟

تج میں ان لفظوں کے

گاجر، کاجل اور ساجد

(بچوں کے جواب کا انتظار کیجیے)

ان کی آواز ہے

تج میں ان لفظوں کے

گاجر، کاجل اور ساجد

یہاں ہے ان ج ادہاں ہے ان ج ا

یہاں ہے ان ج ادہاں ہے ان ج ا

ان کی آواز ہے

تج میں ان لفظوں کے

گاجر، کاجل اور ساجد

اختتامی آواز

پیارے بچو ذرا بتاؤ

کون سی آواز ہے

آخر میں ان لفظوں کے

شربت۔ رحمت اور برسات

(بچوں کے جواب کا انتظار کیجیے)

ات کی آواز ہے

آخر میں ان لفظوں کے

شربت۔ رحمت اور برسات

یہاں ہے ات، ات ادہاں ہے ات، ات ا

یہاں ات ادہاں ات اہر جگہ ہے ات، ات ا

ات کی آواز ہے

آخر میں ان لفظوں کے

شربت۔ رحمت اور برسات

Week 4

Session 1

Power point presentation (40 minutes)

- Explain that today we are going to discuss few phonemic awareness assessment activities.
- Use power point to explain the following assessment activities

Slide 1

Rhyming

- “I ‘ ll say two words and you tell me if they rhyme “
- Example: boy, toy: go, help, we, me.

ہم آواز الفاظ

میں آپ کے سامنے دو لفظ کہوں گا گی

آپ کو بتانا ہے کہ ان میں ایک جیسی آوازوں والے لفظ کون سے ہیں؟

بات، رات، کرسی، کتاب: باجا، راجا

Slide 2

Word –to – word match

- “I’ll say two words and you tell me if they begin with the same sound.
- Example: bat, boy: day, can; run, hat

لفظ سے لفظ ملانا

میں آپ کے سامنے دو لفظ کہوں گا گی۔

آپ کو بتانا ہے ان میں کون سے لفظ ایک جیسی آواز سے شروع ہو رہے ہیں۔

بکری، بلا، پنکھا، تتلی، ٹماٹر، جہاز

Phoneme Counting:

- Tell me how many sounds you hear in the words I tell you”

Example in, eat, ship, lake.

آوازوں کو گنتا

بتائیے ان لفظوں میں کتنی آوازیں ہیں؟

بالا- تالا- بھالو- شیر- چھتری

Sound-to-word matching

- Answer these questions about what sounds you hear.
- Example: Is there a /p/ in pat?
- Is there a /n/ in sun/?
- Is there a/sh/ in wash?

آپ ان سوالوں کے جواب دیتے ہوئے آوازوں کے بارے میں بتائیے

آوازیں سنیں اور سنو والوں کے جواب دیجیے۔

کیا چاند میں /ج/ کی آواز ہے؟

کیا پتنگ میں /گ/ کی آواز ہے؟

کیا ہاتھی میں /تھ/ کی آواز ہے؟

Sound isolation

- See if you can hear these sounds.”
- Example: What is the first sound in tug? What is the ending sound in bat?
- What is the middle sound in cane?

ان آوازوں کو سن کر بتائیے

لفظ "چڑیا" میں شروع کی آواز کیا ہے؟

لفظ "اسکول" میں آخری آواز کیا ہے؟

لفظ "سبق" میں "تج" کی آواز کیا ہے؟

Phoneme deletion

- Tell me what word would be left if I take away these sounds."
- Example: Say cat without the /c/ say hit without the /h/
- Sea bean without the /n/

اگر آوازوں کو نکال دیں لفظ میں کیا بچے گا

لفظ "باجا" میں سے /با/ نکالیں تو کیا رہے گا؟

لفظ "شان" میں سے /ن/ نکالیں تو کیا بچے گا؟