Phonemic Awareness

Problem:
1. Not following routine
2. Too much verbage (interferes with student ability to hear sounds)
3. Directionality is backward from student perspective (teacher does left to right w/ puppet, but it looks right to left to students)
4. Adding schwa to sound to consonants (/buh/, /duh/, etc.)
5. Connecting sounds to print too quickly
6. Teacher making his/her own breaks in words that give away the answer when students should break the sounds
7. No corrections given for errors
8. Pacing is slow/not perky
9. Signals are unclear; students don't know when to respond
10. Teacher gives too much cueing (mouthing)

Solutions:
1. Follow the routine
2. Keep teacher talk to a minimum
3. Ensure that visual cues are correct for students (e.g. they see the puppet from left to right from their perspective)
4. Be sure sounds are as crisp and clear as possible
5. Keep lessons at the auditory/oral level until students “have it”
6. Be sure that students do the work with the phonemes
7. Provide corrective feedback quickly, kindly, and clearly
8. Keep pacing perky
9. Provide clear, consistent signals that students can anticipate
10. Provide no more scaffolding than necessary

Purpose: The reason for teaching Phonemic Awareness is that it prepares students for phonics instruction by developing awareness of separate sounds that make up speech.