

Introduction

The revised edition of *Phonemic Awareness: Ready-to-Use Lessons, Activities, and Games* contains an updated collection of lessons for children in grades kindergarten through three or students in grades four through six who have difficulty reading. These activities are sequenced around particular phonemes or sounds, not skills such as identification, blending, rhyming, segmentation, deletion, and/or manipulation. Therefore, they can be used out of order. If so desired, teachers could reorganize the lessons and teach all of the lessons on identification first, then blending, and so on. If the lessons are reorganized, the teacher will need to replace the review at the beginning of the lesson by asking questions to activate the student's prior knowledge in order to build on what the student already knows.

Besides updated lessons, this book also contains revised pictures and graphics that make concepts clearer for the students. And an updated and revised overview of phonemic awareness in Chapters 1 and 2 incorporates current research relating to phonemic awareness and phonemic awareness instruction.

HOW TO USE THESE LESSONS ■

The lessons are constructed using a modified Madeline Hunter lesson plan design. Each lesson opens with a *Review*, in which the teacher activates the students' prior knowledge and gains student attention. Next, the teacher presents the *Preview*, or anticipatory set; this is a simple communication from the teacher to the students about what they will learn. The *Presentation* or *Instruction* is the most important component of the lesson. Content is taught and modeled during the presentation. Next, students will practice the skill during the *Guided Practice* and *Independent Practice* phase. Guided practice is done with teacher supervision, and independent practice is done unaided. Finally, the teacher will *Review* what has been taught and *Preview* what the students can look forward to in future lessons. The review and preview at the end of the lesson bring closure to the lesson (Hunter, 1982). However, there are many other successful designs for lesson planning. The International Reading Association and National Council of Teachers of English have developed joint standards on reading and literacy that can assist teachers as they incorporate these lessons into their curriculum.



This star indicates an activity for enrichment or for older children. These activities require either a larger vocabulary, higher level thinking skills, or reading. They are intended to be used after the lesson.

Occasionally you will find that the lesson calls for the teacher to write the letter associated with the sound on the board. Although this is not a phonemic awareness task, it bridges the gap between phonemic awareness and letter recognition.

The notation /_/_/ tells you to *say the sound*. For example, we will be working on the /Ssss/ sound. Not, we will be working on the letter s or the sound for the letter s. Do you hear the short vowel /e/ at the beginning when you say the name of the letter s? Say that letter again. We want to work on the sound that comes after the short /e/. That's why it is important to say the letter *sound*, not the letter *name*. It is important to model phonemes as much as possible and to maintain a phonemic focus!

I hope you will add words to the lessons from your own curriculum. This practice will make learning occur more quickly and connect this skill to meaningful reading.