

C.32 Post-Assessment for Phonemic Awareness (p. 80)

Name: Isabella (K) Date: May 3

NOTE: The teacher will check “Yes” if the child can do the task, and “No” if the child cannot do the task. It is good to give one example to the child so they fully understand the task they are asked to perform. Examples are provided.

Syllabifying Words

Practice: “Words have different syllables. Some words have one syllable such as *hand* (clap once). *Mitten* has two syllables: mit- (clap once) ten (clap once). *Celebrate* has three syllables: cel- (clap once) e (clap once) brate (clap once). Clap and tell me how many syllables *table* has (2). How about *shop* (1) and *wandering* (3).”

1. Clap each time you hear a syllable in the following words:

Peter

YES NO

☒ ☐

Jane

☒ ☐

Nathaniel

☒ ☐

Joe

☒ ☐

Molly

☒ ☐

TOTAL CORRECT 5

Distinguishing Initial Sounds

Practice: “Many words begin with the same sound. *Pig* and *penny* both begin with the /p/ sound. Tell me two words that begin with the same sound as *wind* (*win*, *window*), *tent* (*ten*, *tender*), and *jump* (*juggle*, *junk*).”

2. Name two other words that begin with the same sound as the word:

coat

YES NO

☒ ☐

snake

☒ ☐

banana

☒ ☐

money

☒ ☐

fish

☒ ☐

TOTAL CORRECT 5

Distinguishing Rime and Rhyme

Practice: "Rhyming words sound the same at the end. I can rhyme three words: *sad*, *bad*, *glad*. Tell me a word that rhymes with *pin* (*grin*), *round* (*sound*), and *cup* (*pup*)."

3. Tell me if the two words rhyme.

clock – *block*

YES

NO



fan – *man*



drink – *doughnut*



zoo – *child*



light – *night*



TOTAL CORRECT 5

Distinguishing Oddity

Practice: "Sometimes in a group of three words, two words will begin with the same sound, but the other word will begin with a different sound. For example, with the three words *fox*, *fur*, and *tree*, *tree* does not begin with the same sound as *fox* and *fur*. Tell me which word begins with a different sound: *juice*, *milk*, *mom* (*juice*), *wind*, *weather*, *sun* (*sun*), *big*, *funny*, *fat* (*big*)."

4. Tell me which word does not begin with the same sound as the other two words:

milk – *man* – *nuts*

YES

NO



lamp – *hut* – *house*



clock – *meat* – *mouse*



snake – *goat* – *smile*



sun – *fun* – *friend*



TOTAL CORRECT 5

Blending Onset with Rime

Practice: "Many one-syllable words have two parts that can be blended together. For example, I can put a /b/ sound in front of *ug* and get *bug*. I want you to put an /m/ sound in front of /at/ and say the new word (*mat*); now put /s/ in front of /and/ (*sand*); now put /m/ in front of /eat/ (*meat*)."

5. I am going to give you two parts of a word. I want you to blend the two parts together to make a word:

/f/ + *un*

YES

NO



/l/ + *ight*



/r/ + *ug*



/s/ + *and*



/b/ + *ump*



TOTAL CORRECT 5

Blending Letter Sounds

Practice: "Words are made up of individual sounds. For example, if I put /m/ + /u/ + /g/ together, I get *mug*. I want you to put these three sounds together: /f/ + /u/ + /n/ (*fun*). Now add /b/ + /u/ + /g/ (*bug*). Now add /s/ + /i/ + /t/ (*sit*)."

- | | YES | NO |
|---|----------------------------------|----------------------------------|
| 6. I am going to give you three sounds. I want you to blend the sounds together and say the word: | | |
| /f/ + /a/ + /t/ | <input checked="" type="radio"/> | <input type="radio"/> |
| /r/ + /u/ + /g/ | <input type="radio"/> | <input checked="" type="radio"/> |
| /p/ + /i/ + /g/ | <input type="radio"/> | <input checked="" type="radio"/> |
| /p/ + /o/ + /t/ | <input checked="" type="radio"/> | <input type="radio"/> |
| /m/ + /a/ + /n/ | <input type="radio"/> | <input checked="" type="radio"/> |
| TOTAL CORRECT | | <u>2</u> |

Segmenting Sounds in Words

Practice: "I can hear sounds in words. For example, when I say *bit*, I hear /b/ + /i/ + /t/. Tell me what sounds do you hear in *cat* (/c/ + /a/ + /t/), in *fan* (/f/ + /a/ + /n/), and in *ham* (/h/ + /a/ + /m/)."

- | | YES | NO |
|---|----------------------------------|-----------------------|
| 7. I want you to tell me what three sounds you hear in each word: | | |
| <i>pen</i> = /p/ + /e/ + /n/ | <input checked="" type="radio"/> | <input type="radio"/> |
| <i>Dad</i> | <input checked="" type="radio"/> | <input type="radio"/> |
| <i>top</i> | <input checked="" type="radio"/> | <input type="radio"/> |
| <i>sun</i> | <input checked="" type="radio"/> | <input type="radio"/> |
| <i>fin</i> | <input checked="" type="radio"/> | <input type="radio"/> |
| TOTAL CORRECT | | <u>5</u> |

Manipulating Initial Sounds in Words

Practice: "I can change a sound in a word to make a new word. For example, in the word *land*, I can change the /l/ to /s/ and get *sand*. Tell me what new word you get when you change one letter for another. In the word *round*, change the /r/ to /s/ (*sound*). In the word *light*, change the /l/ to /n/ (*night*). In *frown*, change the /fr/ to /cl/ (*clown*)."

- | | YES | NO |
|--|-----------------------|----------------------------------|
| 8. I am going to say a word; then I will ask you to change one sound to make a new word: | | |
| <i>man</i> – change /m/ to /f/ | <input type="radio"/> | <input checked="" type="radio"/> |
| <i>cut</i> – change /c/ to /h/ | <input type="radio"/> | <input checked="" type="radio"/> |
| <i>might</i> – change /m/ to /s/ | <input type="radio"/> | <input checked="" type="radio"/> |
| <i>cake</i> – change /c/ to /b/ | <input type="radio"/> | <input checked="" type="radio"/> |
| <i>hat</i> – change /h/ to /f/ | <input type="radio"/> | <input checked="" type="radio"/> |
| TOTAL CORRECT | | <u>0</u> |

Deleting Initial Sounds of Words

Practice: “With some words, I can take off the initial sound and get a new word. For example if I take /b/ off of *beat*, I get *eat*. Tell me what word you get when you take /m/ off of *man* (*an*); /f/ off of *fit* (*it*).”

9. I am going to say a word; then I will ask you to take off a sound and give me the new word:

fan – take off /f/

band – take off /b/

meat – take off /m/

Sam – take off /s/

rat – take off /r/

YES NO

☐ ☒

☐ ☒

☐ ☒

☐ ☒

☐ ☒

TOTAL CORRECT 0

GRAND TOTAL CORRECT 32

It is important to look at each section to determine strengths and weaknesses because each question is a different task. In each section, five correct responses indicate that the child has mastered the skill. Three or four correct responses indicate that the child is developing the skill, and only one or two correct responses indicate that the child has difficulty with the task.

GENERAL COMMENTS:

Isabella played many games to develop her ability to syllabicate four-to-five syllable words, distinguish oddity, and blend on-set and rime, and further reinforce her ability to identify initial sounds and distinguish rhyme and rime.

Since she still needs work on blending, segmenting, manipulating, and deleting sounds in words, Isabella should continue to receive explicit instruction in these phonemic awareness skills using games such as card games that emphasize oddity, blending, and segmenting since she loves to play games (pp. 92-93). She may also benefit from hands-on-activities, such as Pop Off the Beads! and Moving the Tiles (pp. 94-95) to master deleting and manipulating skills.