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*fun*ēmics®

a phonemic awareness program

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ReadNaturally®

Contents

Introduction

Welcome to *Fun*ēmics®

Unlock the sounds of language with *Fun*ēmics as you help pre-readers or developing readers master the phonological components that lead to phonemic awareness. Students manipulate widgets (small applications built into eBooks) as they gain awareness of words, syllables, rhyming, phonemes, and phoneme manipulation. The bright graphics in the interactive *Fun*ēmics Display Books draw students into the motivating, teacher-led phonemic awareness activities.

The *Fun*ēmics® Program Overview

"In the highest civilization, the book is still the highest delight. He who has once known its satisfactions is provided with a resource against calamity."

- Ralph Waldo Emerson

Purpose

Reading comes naturally to many children. They "teach themselves," as their parents proudly observe. Often, these children listen to books daily in school and nightly with their parents. Surrounded by books and words, some children acquire the skills almost effortlessly.

However, there are children who struggle as they attempt to learn to read. Though these children are also surrounded by books, the words remain a mystery to them, jumbled nonsensically on the page. Often, instruction in phonological awareness helps these students begin to make sense of the printed word.

Understanding how children make sense of oral language helps an educator understand that learning to speak does not directly correspond with learning to read. A string of sounds makes sense to humans in chunks, according to research (Louisiana Department of Education, 2002). The ability to separate those chunks into the smallest units of sounds is often not a reality for children who struggle to learn to read. They hear the sentence, but not the words. These children lack phonological awareness. And because they can't hear that a word like *sam* is really a progression of three sounds, /s/ /a/ /m/, these children face difficulty learning to read. They have a hard time understanding that three letters stand for three sounds and that those three sounds blend into the word *sam*.

*Fun*ēmics breaks the phonological awareness continuum down into simple steps to teach a child: a sentence is made up of words, words are made up of syllables, syllables are made up of sounds (phonemes), and sounds can be manipulated to make new words. This teacher-led program uses nursery rhymes, songs, and interactive Display Books that are designed in a colorful, whimsical, and child-friendly format. *Fun*ēmics engages children with simple scripts, delightful illustrations, and interactive widgets.

Just as reading is taught to every student, phonological awareness can be taught to every pre-reader. Systematically teaching these skills plays an important role in preventing many of the problems that may necessitate remedial reading instruction (Shanahan, 2006).

Phonological Awareness Development Continuum

*Fun*ēmics purposefully provides a step-by-step, fun, developmentally appropriate, and research-based curriculum. *Fun*ēmics guides students through the six outcomes of phonological awareness, laying a foundation for a successful introduction to reading or filling some gaps for a struggling reader.

The tasks in *Fun*ēmics follow the continuum shown below. All six of the Lesson Guides include opportunities for modeling, repetition, guided practice, and formative assessment.

Easiest

1. Students demonstrate awareness of words in spoken sentences and phrases.
2. Students demonstrate awareness of rhyme.
3. Students demonstrate awareness of syllables in spoken words.
4. Students demonstrate the ability to produce rhyming words.
5. Students demonstrate awareness of phonemes in spoken words.
6. Students demonstrate the ability to manipulate phonemes in spoken words.

Hardest

Phonological Versus Phonemic Awareness

Phonological awareness and phonemic awareness are often used interchangeably in education, but understanding the difference in the meanings of these terms clarifies the phonological awareness continuum for the educator. As noted in the definitions in **Terminology** (p. 39), phonemic awareness (used interchangeably with the term phoneme awareness) is a subset of phonological awareness. Phonological awareness is the understanding that spoken language can be broken into parts. Phonemic awareness is the most sophisticated level of phonological awareness. Phonemic awareness is critical to understanding how oral language maps onto printed language: the understanding that there are individual units of sound that can be manipulated to form words.

Research and Rationale

Phonemic awareness is "the ability to examine language independently of meaning and to manipulate its component sounds" (Griffith & Olson, 2004, p. 1). After reviewing over 50 studies specifically focused on phonemic awareness instruction, the National Reading Panel (NICHD, 2000) concluded that instruction in phonemic awareness leads to higher achievement in spelling, word recognition, and reading comprehension. And children found to be lacking in phonemic awareness show significant risk of future delays or failure in reading (King, 2005). In fact, the International Reading Association contends that "phonemic awareness abilities in kindergarten (or in that age range) appear to be the best single predictor of successful reading acquisition" (1998, p. 3).

> "Research indicates that, without direct instructional support, phonemic awareness eludes roughly 25 percent of middle class first graders and substantially more of those who come from less literacy-rich backgrounds. Furthermore, these children evidence serious difficulty in learning to read and write" (Adams et al., 1998, p. 1).

Common Core State Standards and Benchmark Assessments

The National Reading Panel (NICHD, 2000) brought phonemic awareness into national prominence after a review of roughly 100,000 reading studies conducted between 1966 and 2000. The result of this comprehensive study clearly identified five essential components to reading instruction:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

The accountability programs of No Child Left Behind, signed in 2001, based their reading instruction recommendations on the results of The National Reading Panel's report (NIH, 2013), making educators more amenable to adding phonemic awareness instruction to the curriculum. However, most programs available at that time involved high levels of teacher preparation and were not easily implemented into existing curriculum—two criteria that are essential for effective and broad implementation.

As time went on, benchmark assessments such as Aimsweb® and DIBELS® made the implementation of a phonemic awareness program even more pertinent. But it wasn't until the Common Core State Standards (CCSS), published in 2010, that phonological awareness instruction became a required standard for the majority of reading instruction across the nation.

Widely adopted, CCSS finally formalized phonological awareness as a standard of reading instruction. With the development of phonological awareness standards, the need for effective yet easy-to-implement phonemic awareness programs has never been greater. *Fun*ēmics meets this need.

For a detailed description of how the *Fun*ēmics program aligns with standards and benchmark assessments, please refer to our website at www.readnaturally.com.

Phonemics Versus Phonics

There is an important distinction between phonemics and phonics. "Phonemic awareness is the ability to hear and manipulate the individual sounds within words. … Phonics instruction teaches students to use the relationship between letters and sounds to translate printed text into pronunciation" (Shanahan, 2006, pp. 6, 11). Phonemic awareness is an understanding of auditory concepts, and instruction in phonemic awareness does not need to involve words in print. The *Fun*ēmics program consists of lessons that are entirely pre-grapheme. While teachers of preschool and kindergarten students may use the *Fun*ēmics program as a precursor to any formal reading instruction, research suggests that teaching phonemic awareness simultaneously with the teaching of letter names can prove effective (Shanahan, 2008). Because *Fun*ēmics focuses on sounds and does not teach letters or printed words, this program can be paired seamlessly with any reading curriculum or can be taught independently of other reading instruction.

Nursery Rhymes

Research reveals that children's knowledge of nursery rhymes at a young age has a role in the capacity to learn to read, write, and spell. For this reason, the *Fun*ēmics program utilizes a variety of traditional rhymes and songs as a basis for many of the lessons. MacLean, Bradley, and Bryant, in four longitudinal studies spanning from 1983 to 1989, report a strong correlation between early knowledge of nursery rhymes and subsequent reading, writing, and spelling success, despite factors of socioeconomic status, intelligence, and beginning phonological skills. These strong predictive correlations were not reproduced in the area of arithmetic skills, further supporting evidence of the correlation of reading to knowledge of nursery rhymes (Harper, 2011). L. J. Harper conducted a quantitative study on the phonemic skill levels of pre-kindergarten children after an intervention of explicit Euro-American nursery rhyme instruction. "Results of this research suggest that knowledge of nursery rhymes enhances children's phonological awareness and sensitivity to individual phonemes and rhyme, and stimulates phonemic skill development" (2011, p. 65).

Instructional Components of *Fun*ēmics®

To determine which strategies increase the achievement of students with diverse learning needs, researchers have studied intervention methods and the effectiveness of their various instructional components. H. L. Swanson and his colleagues (1999) conducted an extensive meta-analysis of 180 intervention studies and identified a number of instructional components that demonstrated effectiveness with students. The lessons in *Fun*ēmics include many of these instructional components:

- Attention to sequencing

- Segmentation

- Control of task difficulty

- Modeling

- Practice, repetition, and review

Attention to Sequencing

Instruction that includes breaking down tasks and sequencing short activities affects student outcomes (Swanson et al., 1999). The order of phonemic awareness instruction begins with word recognition, then moves on to rhyming and syllable segmentation, and then finally culminates with phoneme recognition and manipulation (Robertson et al., 1995).

*Fun*ēmics presents instruction in skills in a series of short, carefully sequenced lessons. The continuum of phonological awareness is broken down into specific tasks, and the tasks sequentially increase in difficulty as the student acquires the skills necessary to manipulate phonemes.

Segmentation

Segmentation of skills improves student achievement (Swanson et al., 1999). Segmentation is breaking the targeted skill into small units and then synthesizing the units back into the targeted skill. An example of segmentation in the teaching of phonemic awareness is breaking a word into its phonemic parts and then blending the sounds back into words (Robertson et al., 1995).

In *Fun*ēmics, students learn to break a sentence or phrase into individual words. Then they learn to break the words into syllables. Then they learn to identify each phoneme in a word and blend the phonemes back into a word. Finally, they learn that by manipulating those phonemes, they can make new words.

Control of Task Difficulty

Controlling the difficulty of tasks—beginning with simple and then moving to more demanding ones—supports students during initial learning phases and promotes independence as students become more capable (Kame'enui et al., 2002; Swanson et al., 1999). The use of cues and prompts in diminishing frequency provides the support students need as they acquire difficult skills.

*Fun*ēmics is designed with great attention to controlling difficulty. The lessons build upon one another. For example, the lessons in the beginning of Book 1 use shorter phrases, mostly one-syllable words, and precise teacher modeling. In later lessons, the phrases get longer, the words become more complex, and the modeling is removed. In Book 6, phoneme segmentation and blending begins with three-phoneme words made up of continuous sounds (ex: FAN), and progresses to five-phoneme words consisting of continuous as well as stop sounds (ex: SCREAM).

Modeling

Modeling and carefully explaining the steps required to do a task helps students correctly perform the task. It also increases the likelihood that students will perform the task independently later (Swanson et al., 1999). When teaching students phonemic awareness, the steps in the continuum must be made conspicuous by modeling the strategy before students practice (Kame'enui et al., 2002).

In *Fun*ēmics, every task is introduced with modeling by the teacher. Only after the students have had practice doing the task with modeling are they asked to do so as a group, and then independently. The Correction Guide used throughout the curriculum also uses a continuum of modeling.

Unless otherwise noted, if a student responds incorrectly, model the appropriate response. After the student repeats the modeled response, state the directive again, giving the student another chance to respond. Whether the student responds correctly or incorrectly, continue by saying, "That was really difficult. Let's do it together now." Then repeat the directive with the entire group responding in unison. See **Strategies for Successfully Implementing *Fun*ēmics®** (p. 32) for a detailed example.

Practice, Repetition, and Review

Intuitively, we know that practice helps us become better at many things we do. Repetition of the same material provides a safety zone for learners. They are familiar with the format and may even remember some of the material. It makes learners feel that they have a better chance to understand the concepts. B. Price Kerfoot, Ed.M., after years of study and developing a patented methodology of repetition and formative assessment, found there are two steps important in retention: the spacing effect and the testing effect. By teaching small amounts of information and repeating it, and then by testing the student directly after the information is taught, the information is more likely to be encoded in the memory (as cited by Tamer, 2010). Regularly reviewing skills is also an effective instructional tool (Swanson et al., 1999).

*Fun*ēmics lessons introduce a skill and repeat the use of that skill several times throughout the lesson, providing opportunities for both group and individual repetition. The skills are then reviewed and developed further in subsequent lessons. The formative assessment at the end of each lesson gives yet another opportunity to repeat the skills taught in the lesson on an individual basis. Additionally, the Extra Practice tips in the Lesson Overview pages offer many ideas for repetition and are important for supporting the lesson throughout the day. They provide review and connect the lesson to things within the students' environment, making the students more aware of the transference of "school lesson" to real life.

*Fun*ēmics® and Differentiated Instruction

Differentiated instruction makes student success more likely because students' individual needs are supported. Modifying or supplementing whole-group instruction in a small group setting allows each student to learn at an optimal pace. Research supports differentiated instruction as a best practice in all subjects and shows that it is especially effective in reading instruction. Dr. Vicki Gibson (2011) states that while the process of providing differentiated instruction may sound relatively simple, successful implementation can be challenging. She also notes that there are many descriptions of differentiated instruction, but there are far fewer resources that provide practical support for making it happen in classrooms.

All Read Naturally® products, including *Fun*ēmics, were designed to help teachers differentiate instruction. This approach is inherent in the process for all Read Naturally curricula and assessments. Additionally, Read Naturally offers high-quality professional development that provides educators with the support they need to implement this practice most effectively.

The *Fun*ēmics program:

- Provides information on how to differentiate instruction in the Teacher's Manual and Lesson Guides.

- Is proven effective with students of all abilities.

- Offers materials at a range of levels.

- Is designed by educators with differentiated instruction as a goal.

- Employs research-based strategies and best practices.

*Fun*ēmics® and English Language Learners (ELLs)

According to research, students who have not gained phonemic awareness will have a difficult time mastering the subsequent skills of sound/symbol correspondence. This problem is only intensified with English Language Learners (ELLs) due to non-transferable phonemes between English and any of the myriad of other languages (Antunez, 2002). Geva & Siegal (2000) assert:

> "It is critical to know that older striving readers and English language learners also benefit from phonemic awareness training. Research shows that when English language learners are provided explicit phonemic awareness instruction, they are able to catch up with native speakers' progress on word identification and spelling" (as cited in Antonacci & O'Callighan, 2012, p. 2).

The following are research-based considerations for teaching phonemic awareness to students whose first language is not English, published by the Broward County Public Schools Multicultural & ESOL Program Services Education Department (2007, p. 4). Following each consideration is an explanation of the methodology the *Fun*ēmics program uses to address it.

- "Some phonemes may not be present in ELLs' native language and therefore may be difficult to pronounce and distinguish auditorily and place into meaningful context. It is especially important that ELLs receive explicit instruction in these phonemes. Teachers can teach phonemic awareness while also explicitly teaching vocabulary words, their meaning, and their pronunciation to ELLs."

  Rhymes, songs, and riddles provide meaningful context for the words used in *Fun*ēmics. Many of the words students learn to manipulate phonemically are illustrated, supporting the acquisition of new vocabulary naturally within the lessons. The teacher modeling inherent in the structure of the *Fun*ēmics lessons emphasizes correct pronunciation.

- "Research suggests that ELLs respond well to meaningful activities such as language games and word walls when the activities are consistent and focus on particular sounds and letters. Poems and songs, with their rhythm and repetition, are easily memorized and should be used to teach phonemic awareness and print concepts to ELLs."

  *Fun*ēmics incorporates word games, songs, and rhymes throughout the 59 lessons.

- "ELLs benefit from social and group settings that encourage interactions because they often learn from one another."

  Teaching *Fun*ēmics in a small group setting provides plenty of opportunities for multiple responses, allowing ELL students to learn from their English-speaking peers.

■ "Scientific research on phonemic awareness demonstrates that children learn language indirectly in the following three ways:
>   1. through conversations, mostly with adults;
>   2. listening to adults read to them; and
>   3. reading extensively on their own.

Developing phonemic awareness may pose a challenge for ELLs because their parents and other adults in their lives are often not fluent in English. . . . One of the best ways to help children develop language naturally is through the use of children's literature that focuses on some kind of play with the sounds of language."

> *Fun*ēmics is teacher-led, giving many opportunities for conversation, and uses a variety of songs, rhymes, and word games that play with the sounds of the language. Research has proven these activities to be "strongly and specifically related to more abstract phonological skills and of emergent reading abilities" (Maclean, Bryant, and Bradley, as cited in Adams, 1994).

■ "Phonemic awareness experiences should help develop positive feeling towards learning a new language. The teacher should avoid drill and rote memorization activities. Engaging the students in playful and fun activities will promote an environment where students will be comfortable playing and taking risks with the language."

> *Fun*ēmics engages students in song and rhyme using whimsical, fun, and child-friendly illustrations. The interactive widgets help the lessons come alive and provide opportunities for repetition.

■ "The teacher should allow and be prepared for individual differences. . . . ELLs' development of phonemic awareness can differ from that of native speakers because of their varying ability to discriminate discrete sounds of the target language."

> The *Fun*ēmics program provides many opportunities for differentiated instruction. See ***Fun*ēmics® and Differentiated Instruction** (p. 9) in this manual for more information.

■ "Phonemic awareness activities are not intended to replace ELLs' interactions with meaningful language and print. Therefore, the recommended activities are not intended to replace invaluable reading experiences such as reading aloud and language experience."

> While the *Fun*ēmics program does an excellent job of integrating reading aloud and language experience into the lessons, it is important to follow up with many opportunities for conversation and literature immersion. Please refer to the appendix for a list of children's books that use phonemic awareness concepts (p. 64).

*Fun*ēmics® and Speech Therapy

Many students arrive in kindergarten without the phonemic awareness skills that will assist them in navigating an early reading program, but this problem is intrinsic to most students with communication disabilities and delays (Swank, 1998). According to a survey conducted by the American Speech-Language-Hearing Association, "from 2000 to 2012, 91%–97% of [speech-language pathologists] served students with articulation/ phonological disorders" (2012, p. 2).

The Division of Special Populations in the Louisiana Department of Education published an extensive report on phonological awareness strategies for speech and language pathologists. The report lists eight overarching instructional strategies to effectively teach phonological awareness to students with language disorders. Here are the eight strategies, as stated in the report, and how the *Fun*ēmics program addresses these needs (Louisiana Department of Education, 2002, p. 21):

■ "Provide brief instructional sessions."

The *Fun*ēmics program consists of 59 lessons, each of which can be completed in 15–20 minutes.

■ "Teach phonological awareness skills explicitly and systematically."

The *Fun*ēmics program is scripted to ensure the concepts are explicitly taught and uses research-based practices to systematically teach each of the six outcomes in the phonological awareness continuum.

■ "Progress from easier to more difficult phonemic awareness activities."

The six Lesson Guides in the *Fun*ēmics program teach the six outcomes in the continuum of phonological awareness in sequential order. See **Funēmics® Program Overview** (p. 2) in this manual for a visual representation of how the Lesson Guides follow the continuum.

■ "Model phonemic awareness tasks and responses orally."

The *Fun*ēmics lessons are all done orally. *Fun*ēmics breaks instruction into small units and provides modeling, group responses, and individual and group practice and repetition. Supports decrease over time as students reach mastery of the small units of material.

- "Make [the] student's cognitive manipulations of sounds overt by using concrete representations (i.e., markers, pictures, and Elkonin boxes) of sounds. Limit letter-sound correspondence in all phonemic awareness interventions."

  The *Fun*ēmics program is entirely pre-grapheme, using whimsically illustrated pictures or simple shapes to represent words, syllables, and sounds in the spoken language. Interactive widgets, for example, might have three pictures of a cat, representing the three sounds /k/ /a/ /t/. Students say each sound as the teacher points to the icons. Touching the first or last icon turns that icon to a shadow to visually represent the deletion of the initial or final phoneme.

- "When instruction begins to focus on phonemic level use short words."

  The *Fun*ēmics program uses words made of two or three phonemes for the initial focus on individual phonemes, and the lessons increase in difficulty until instruction focuses on words using blends. For example, when practicing phoneme blending or segmenting, *Fun*ēmics lessons begin with words containing only three continuant sounds. After students experience success with those short words, words with stop sounds are introduced. The difficulty of the lessons increases until students are able to work with one-syllable words with more than three sounds that contain blends and both continuant and stop sounds.

- "Focus on segmentation or a combination of blending and segmenting."

  The following *Fun*ēmics lessons include the blending and segmenting of syllables: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8.

  The following *Fun*ēmics lessons include the blending and segmenting of phonemes: 4.1, 4,2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12.

- "Add letter-sound correspondence instruction to phonemic awareness interventions as the final step before teaching phonics and decoding."

  The *Fun*ēmics program is entirely pre-grapheme, making it the perfect instructional tool to precede or supplement any of the Read Naturally® intervention reading and spelling programs, as well as core reading programs in the classroom.

*Fun*ēmics® and Dyslexia

Dyslexia is a common learning disability marked by problems with written language, specifically with decoding (pronouncing written words) and/or encoding (spelling words). People with dyslexia have trouble learning how written languages such as English use letters and letter combinations to represent sounds or how to combine letters to form syllables and words.

The keys to helping dyslexic readers overcome this learning disability are early detection and then intervention with a research-based, structured reading program. Early intervention gives the best results. According to Sally Shaywitz, author of *Overcoming Dyslexia* (2003), brain scans of kindergartners and first graders who have received a year's worth of reading intervention begin to resemble brain scans of students without reading problems.

Dyslexic students typically need intensive, individualized instruction with feedback, guidance, and ongoing assessment in phonemic awareness, phonics, and reading fluency. The most successful programs emphasize these core elements as well as building vocabulary and increasing comprehension. Besides emphasizing multisensory instruction, The International Dyslexia Association states that "effective instruction for students with dyslexia is also explicit, direct, cumulative, intensive, and focused on the structure of language" (2009, p. 1).

The *Fun*ēmics program includes these instructional supports for dyslexic students:

- Immediate feedback
- Guidance and modeling
- Ongoing assessment and adjustment options
- Multi-sensory methods
- Systematic, cumulative instruction
- Explicit instruction
- Phonemic awareness instruction

*Fun*ēmics® Materials

Before implementing *Fun*ēmics, teachers should become familiar with the Lesson Guides and Display Books. This section provides detailed information about those *Fun*ēmics materials. A list of the materials included in *Fun*ēmics, as well as the additional materials needed to implement the program successfully, is provided.

Orientation to Materials

The table below lists the materials that you will use in your *Fun*ēmics program.

Materials List

Included Materials	Additional Materials	Recommended Materials

Teacher's Manual
 	
Blackline masters:
 	
    Pre- and post-tests
 	
    *Fun*tastic Student Awards
 	
    Parent Letter
 	
    Classroom Data Sheet
 	
    Fidelity Checklist
 	
Six Lesson Guides
	Free downloadable Display Books (see www.readnaturally.com/fun-display)
	
	Software-compatible device
		Books, songs, and rhymes that use phonemic awareness components to supplement the lessons throughout the day (see p. 64 for a list of children's books)
		
		YouTube videos and other Internet sites as resources for bringing songs and rhymes to life

Included Materials

*Fun*ēmics has six levels, each with a Lesson Guide and a corresponding interactive downloadable Display Book. All levels have the same basic design with strategic differences.

- Book 1, Word Recognition: 10 lessons
- Book 2, Rhyme Recognition: 9 lessons
- Book 3, Syllable Recognition: 8 lessons
- Book 4, Rhyme Production: 10 lessons
- Book 5, Phoneme Recognition: 10 lessons
- Book 6, Phoneme Recognition and Manipulation: 12 lessons

*Fun*ēmics is sold in complete sets of six Lesson Guides with corresponding interactive Display Books and a Teacher's Manual.

Six Lesson Guides include:

- Lesson scripts that systematically increase in difficulty.

- Teacher tips that clarify the subtleties of each lesson.

- Correction guides that provide a process for helping students correct errors.

- Multiple activities that support each lesson task.

- Practice, repetition, and review of each task that help to develop mastery.

- Teacher modeling that is eliminated over time.

- Formative assessments for each lesson that monitor performance and guide instruction.

Interactive Display Book software includes:

- Colorful images for each page of a lesson that engage visual learners.

- Interactive activities that students can manipulate.

Teacher's Manual includes:

- Research and rationale for phonemic awareness.

- Description of teacher responsibilities.

- Support for introducing the program.

- Key features of the six Lesson Guides and Display Books.

- Scope and sequence.

- Pre- and post-tests, Books 1–6.

- Classroom assessment data collection sheet.

- Fidelity Checklists.

- *Fun*tastic Student Awards, Books 1–6.

- List of children's books that address phonological awareness concepts.

- Bibliography.

- Index.

Lesson Design

Developmental Teaching Process

In each lesson, the teacher presents featured tasks that build upon one another to reach the specific outcome on the phonological awareness continuum.

1. Introduction

   Often, the lessons use a simple rhyme or song to introduce the tasks. If so, the teacher says or sings the rhyme or song, and then helps the students learn it by repeating it or by singing along.

2. Modeling

   If the skill is introduced in the lesson or is still in the early stages of review, the teacher models the task before asking students to perform.

3. Practice

   Students practice doing the tasks as a group. The practice may include verbal responses, large or small motor activity, or the use of interactive widgets.

4. Repetition

   Students practice doing the tasks collectively or individually until proficient. The tasks are often revisited and built upon in subsequent lessons.

5. Correction

   Unless otherwise noted, if a student responds incorrectly, the teacher models the appropriate response. After the student repeats the modeled response, the teacher states the directive again, giving the student another chance to respond. Whether the student responds correctly or incorrectly, the teacher continues by saying, "That was really difficult. Let's do it together now," and then repeats the directive as the entire group responds in unison.

6. Review

Each lesson ends with a formative assessment to evaluate students' understandings of the material covered in the lesson. For more comprehensive or challenging assessments, the teacher may review all of the material on the formative assessment page with each student individually or use unfamiliar words to review the skills.

7. Extra Practice

As a follow up to the lesson, the teacher provides extra practice throughout the day as suggested in the Lesson Overview.

Key Features of a *Fun*ēmics® Lesson Guide

The following examples highlight some of the key features of the lessons in the *Fun*ēmics program.

In each lesson, the teacher presents the lesson by following the script in the handheld, spiral-bound Lesson Guide. A Display Book on one shared technological device that may or may not be projected onto a larger screen focuses student attention. Students take turns manipulating the interactive widgets in a small group setting.

Tips & Overviews

The Tips for Teaching are printed on both sides of the back cover flap so that they can be seen and referenced at a glance when used as the bookmark to the lesson. When teaching the lesson, use the flap as a sturdy back cover so that the handheld book can be flipped over to reference the Tips easily.

Tips for Teaching Book 6 Lessons

» **Page numbers and pictures** in the Lesson Guide have corresponding page numbers and pictures in the Display Book. The words in bold are spoken by the adult.

» **Correction Guide:** Unless otherwise noted, if a student responds incorrectly, model the appropriate response. After the student repeats the modeled response, state the directive again, giving the student another chance to respond. Whether the student responds correctly or incorrectly, continue by saying: *That was really difficult. Let's do it together now.* Then repeat the directive with the entire group responding in unison.

» **Every time you see a vertical line** in the left margin, the text to the right of the line is a routine that will be repeated or that provides options based on how a student responds.

» **A letter between slashes, such as /k/,** represents the sound, not the letter name. Be sure to say the sound without an added vowel. For example, say /k/, not /kuh/.

» **The Question Mark pages** are formative assessments, meant to ensure students understand the material covered in the lesson. For more challenging or comprehensive assessments, test each student individually with all of the material; alternatively, you may use unfamiliar words to test the skills.

» **Correct modeling of the blending of sounds** into words is essential. When teaching students to blend continuous sounds into words, touch under the first icon and hold the sound. Then loop your finger to the next icon, blend to the next sound, and hold it. Continue in this way until you have touched each icon and blended the word sound-by-sound. To blend a stop sound, move quickly from a stop sound to blend with the next continuous sound. Don't attempt to hold a stop sound, and don't repeat the stop sound over and over. For example, in the word DOG, the /d/ and /g/ have to be said quickly, while the /o/ will be stretched: DOOOG. Make sure to transition from one sound to the other smoothly, never stopping between sounds.

» **When asking students to put their thumbs up,** give them time to think; wait for several thumbs to go up before calling on a student. The word WAIT follows each directive to put up a thumb, as a reminder to do so.

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Each lesson begins with a Lesson Overview, where you can find the status of the lesson (first introduction of skill, etc.), the focus of the lesson, the rhymes or songs used, specific tips for teaching the lesson, and suggestions for extra practice to be used as a follow up to teaching the lesson.

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BOOK 6, LESSON 8: OVERVIEW

8

Status: ⇨ First lesson on skill
✋ Modeling provided
👌 Additional practice: similar difficulty

Focus: Phoneme segmentation
Initial phoneme isolation and deletion

Rhyme: *The Farmer in the Dell*

Tasks: 👌 Students segment words into phonemes.
👌 Students identify the initial phoneme in a spoken word.
⇨✋ Students delete phonemes from words, specifically initial phonemes.

Tips: » Refer to the *Tips for Teaching* on the cover flap of this book for the Correction Guide and other valuable tips.

» Icons inside the widget will change color if you touch them. When pointing to them, be sure to point above or below, but do not directly touch them unless instructed to do so.

» This lesson uses several possibly unfamiliar idioms and words that you may want to discuss or review with your students. DELL: a secluded, small valley; DERRY-O: a nonsense word; KNIGHT IN SHINING ARMOR: a person held in high regard; HER HEART ACHES FOR HIM: she loves him or yearns for him.

Extra Practice: As a follow up to the lesson, throughout the day, say one-syllable words. Ask students to say each sound of the word. Then call on students to say the word without saying the first sound.

Lesson Pages & Formative Assessments

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The farmer in the dell, the farmer in the dell, hi-ho, the derry-o, the farmer in the dell.

Listen: FARMER. Everyone, say the word. Ready?
Students say FARMER in unison.

Say each sound in FARMER. Ready?
Students say /f/.../ar/.../m/.../er/ in unison.

Touch lower icon to open widget.

Here are the four sounds in FARMER.

Put your thumb up when you know the first sound you hear in FARMER. Wait. Call on a student (/f/).

The first sound is /f/. Now I'm going to take it away. Touch the first icon, turning it to a shadow. **FARMER becomes ARMER.**

Taking away the first sound is really difficult to do!

Touch the first icon to bring back the color.
Point below each icon while saying **/f/.../ar/.../m/.../er/.**

Point to the first icon. **This icon, the first sound, says /f/.**

Touch the first icon to shadow it.
Without the /f/, I only have /ar/.../m/.../er/.

Loop your finger from sound to sound while saying **ARRRMMMERRR.**

Slide quickly below the icons. **ARMER.**

Everyone, say FARMER without saying /f/. Ready?
Students say ARMER in unison. **Yes, ARMER.**

Touch ⊗ to exit widget.

This FARMER is someone's "knight in shining ARMOR!"

Each lesson is approximately five to ten pages, depending on the difficulty of the focused task. The page number and picture in the Lesson Guide has a corresponding page number and picture in the Display Book. The words in bold are spoken by the adult.

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REVIEW: In a small group setting, use the words from the inset below to complete the following exercise. Call on a different student to complete the exercise for each word. With more than eight students, repeat the words so that each student has an opportunity.

Time for the Question Mark page!

This time we'll do it without the icons.

Listen: _____. (Ex: FARMER)

Everyone, say the word. (Ex: Students say FARMER in unison.)

[Student's name], say each sound in _____.
(Ex: …in FARMER. Student says /f/.../ar/.../m/.../er/.)

Say _____ without saying the first sound, /_ /. (Ex: Say FARMER without saying the first sound, /f/. Student says ARMER.)

FARMER	/f/.../ar/.../m/.../er/	ARMER
TAKES	/t/.../ā/.../k/.../s/	AKES
BABE	/b/.../ā/.../b/	ABE
NURSE	/n/.../ur/.../s/	URSE
DOG	/d/.../o/.../g/	OG
CAT	/k/.../a/.../t/	AT
MOUSE	/m/.../ou/.../s/	OUSE
CHEESE	/ch/.../ē/.../z/	EEZ

If students experience difficulty, go on to Lesson 9, as Lesson 9 also works on phoneme deletion. Deleting the final phoneme is sometimes easier for students, so Lesson 9 may provide success for struggling students, and reviews initial phoneme deletion as well. If, after Lesson 9, students continue to experience difficulty, repeat both lessons. But keep it fun, much like rereading a favorite book. Be sure to stay positive.

Continue to use the *Extra Practice* tips from the Lesson Overview to reinforce phonemic skills throughout the day.

The Question Mark pages are formative assessments, meant to ensure students understand the material covered in the lesson. For more comprehensive or challenging assessments, test each student individually with all of the material; alternatively, you may use unfamiliar words to test the skills.

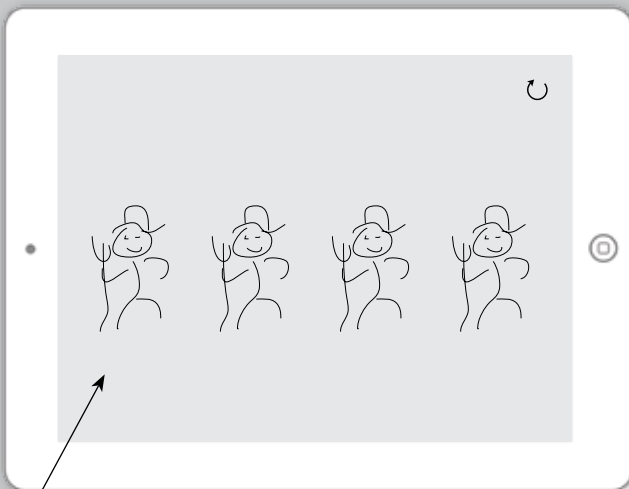# Display Books: Lesson Display Pages & Interactive Widgets

68

68
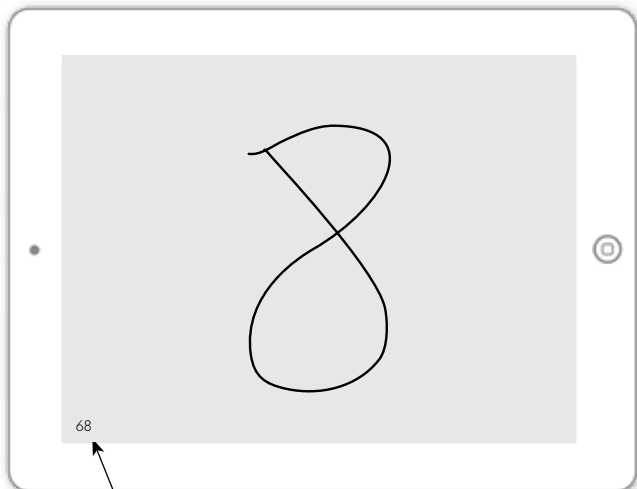
Page numbers in the interactive book correspond to those in the Lesson Guide.
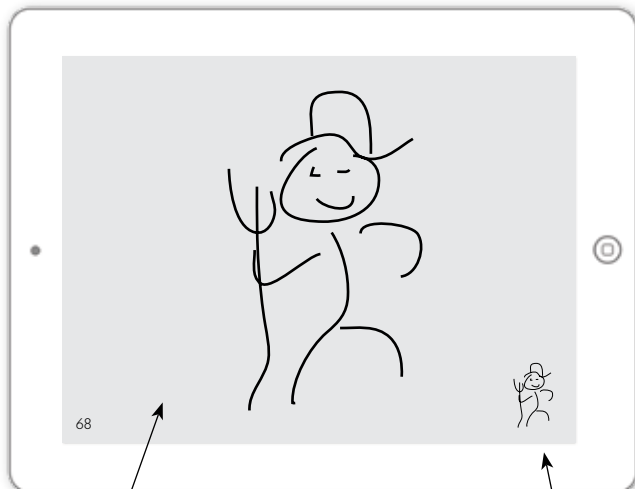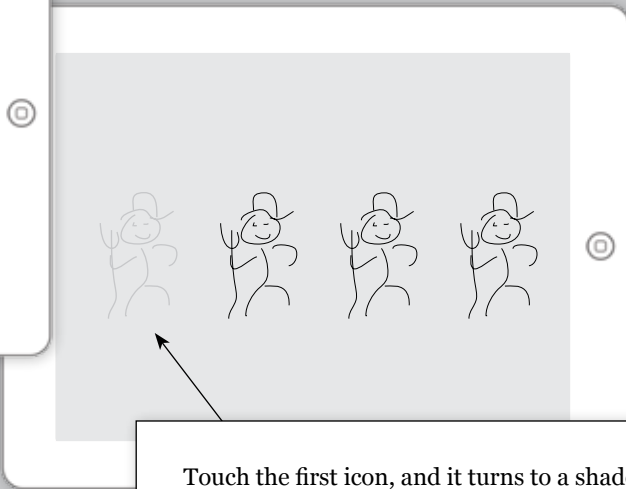
Display pages are designed in a colorful, whimsical, and child-friendly format, engaging children with delightful illustrations and interactive widgets.

Touch the icon (above) to open an interactive widget (below).

Students say each sound in FARMER: /f/... /ar/... /m/... /er/.

Touch the first icon, and it turns to a shadow. Teacher asks students to **say FARMER without saying /f/.** Students say ARMER in unison.

Teacher Responsibilities

The teacher plays a crucial role in any successful intervention. The teacher must understand how the program should be implemented, set up a productive learning environment, and be available to work with individual students for specific steps. This section provides the information necessary for you to implement your *Fun*ēmics® program effectively.

Note: As you plan your *Fun*ēmics program, keep in mind that Read Naturally® offers a variety of professional development options, from seminars to online trainings, that will enhance your knowledge of the Read Naturally strategy and provide additional tools for implementation. For more information on professional development options, visit the Read Naturally website: www.readnaturally.com.

*Fun*ēmics® Instruction

Preschools or elementary schools can easily implement *Fun*ēmics. This program keeps both high functioning and remedial groups of students engaged while efficiently and effectively teaching phonemic awareness. Teachers can easily adapt the program to meet the needs of different populations. The lessons are short and clear enough for pre-readers yet interesting enough for older students who need intervention. *Fun*ēmics meets all the phonological standards of the Common Core State Standards (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010). Most importantly, the students enjoy themselves and make huge strides in this foundational component of reading development.

Who can teach *Fun*ēmics?

The scripted *Fun*ēmics lessons are well-suited for any adult, from a classroom teacher, to a parent volunteer, teacher's assistant, or paraprofessional. Preparation is necessary to ensure a successful implementation of *Fun*ēmics, but the carefully constructed scripts and electronic student materials significantly reduce prep time.

How is *Fun*ēmics presented?

Student attention is focused on a colorful illustration on the electronic Display Book while the adult reads the prepared lesson from the convenient handheld Lesson Guide. All lessons use nursery rhymes, songs, or word games to guide the student to manipulate the sounds of language. The display provides vibrant colors and simple artwork that often expands to an interactive activity that the students take turns completing. Teacher modeling is central to the program but is gradually reduced as students become more able to complete the skills independently.

Who can benefit from *Fun*ēmics?

According to the National Reading Panel, the following populations have been shown to benefit from systematic phonemic awareness instruction: "normally developing readers, children at risk for future reading problems, disabled readers, preschoolers, kindergartners, 1st graders, children in 2nd through 6th grades (most of whom were disabled readers), children across various SES [socioeconomic status] levels, and children learning to read in English as well as in other languages," (NICHD, 2000, p. 23).

What is the best setting for *Fun*ēmics?

- General instruction in preschool over the course of a year
- General instruction in kindergarten in the first half of the year
- A tier 2 or tier 3 reading intervention through second grade
- A complete home-schooling curriculum

What benefits does *Fun*ēmics provide?

- Instruction to meet all the Phonological Awareness Common Core State Standards
- A systematic intervention perfect for pre-readers or developing readers
- Carefully designed instruction based on research
- 59 ready-made lessons easily taught by a teacher or teacher's assistant in 15–20 minutes a day
- Pre- and post-tests for recording individual progress

What skills do students gain from *Fun*ēmics?

- Recognize and count words in a spoken sentence or phrase.
- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial, and final sounds (phonemes) in three-phoneme words.
- Add or substitute individual sounds (phonemes) in simple one-syllable words to make new words.

*Fun*ēmics® Planning and Preparation

Once initial decisions have been made about where to use *Fun*ēmics, teachers will be happy to note that there is very little preparation required other than becoming familiar with each lesson prior to presenting it to the students. Each Lesson Guide has scripted lessons for the skills of a specific area of the phonological continuum, and each lesson page correlates to a display page on an electronic device. Over time, the lessons flow naturally as the teacher becomes more experienced with the expectations of the program.

Students need to be able to see the display, either on the device or projected onto a larger area. Students take turns completing interactive activities on the device, which provides additional modeling for their peers.

Pacing

The National Reading Panel, in a report titled *Practical Advice for Teachers (*Shanahan, 2006*),* advises that the average young child should receive 14–18 hours of systematic phonemic awareness instruction. The report was clear to acknowledge this is an average. While some students may not require as much, others will need more intervention, which is why it is important to differentiate instruction and keep each individual learner's needs in mind.

*Fun*ēmics consists of 59 lessons, each 15–20 minutes in length, depending on the amount of repetition required by individual students. *Fun*ēmics provides approximately 17 hours of instruction.

In a kindergarten setting, *Fun*ēmics would ideally be taught daily and completed in the first term. If the students meet the phonological standards by mid-year, they will be well prepared to more successfully grasp early reading instruction.

*Fun*ēmics is also an appropriate curriculum for a preschool setting as a tool for reading readiness. In this setting, *Fun*ēmics should be taught throughout the year, allowing for more repetition and inclusion of more supplemental materials like songs, videos, and word games.

If *Fun*ēmics is used as an intervention for students in kindergarten, students should do all of the lessons as early in the year as possible. When used as an intervention for students in first or second grade, the materials can be adapted to student need. This may mean teaching all of the lessons, but two to three at a time, or it may mean skipping the remaining lessons on an outcome once a skill is mastered. A teacher could also use the pre-tests and refer to **Fun̄emics® Scope & Sequence** (p. 41) in the appendix when planning instruction. (When selecting material based on student need, it is important to note that blending skills are introduced in Book 4: Rhyme Production.)

*Fun*ēmics lessons are based on average small-group dynamics. Some groups may progress through them so quickly that one lesson per day seems too brief. Other groups may need to slow it down, requiring either a repeat of each lesson before moving on or a slower-paced lesson that gets broken up into two sessions. Being sensitive to students' responses enables you to be aware of how to adjust the pace.

The six outcomes of phonemic awareness are extremely important since mastery of these outcomes is an indicator of future reading success. Building on knowledge is essential, and allowing students to repeat the activities may be necessary. As with most things in life, more opportunity for practice leads to better performance, especially when modeling is paired with practice. However, be sure not to cause fatigue from the program.

Planning and Set-Up

Due to the nature of the lessons and the amount of concentration demanded of the students during the lessons, it is best to make time for this small-group activity during an instructional part of the day. Beginning sounds are easiest to hear; ending sounds are more difficult to decipher; and distinguishing medial sound is the most challenging (Torgenson, 2000). For this reason, it is essential that the learning environment is quiet during phonemic awareness instruction (Shanahan, 2006).

These lessons would be well-placed in learning centers, when the level of active play is at a minimum and children are working on quieter projects. Students need to be able to touch the electronic display, even if the display is projected onto a larger area.

Small-group instruction is the most effective instruction for teaching phonemic awareness to young children (NICHD, 2000) and provides more one-to-one teacher/student opportunities. "Small-group instruction allows the teacher to receive more of the children's attention, children can better see the teacher's mouth as the words are being spoken—an important perceptual cue to phonemic awareness (Massaro, 1997), and the children have more opportunities to respond to and receive feedback from the teacher in the small-group setting" (Shanahan, 2006, p. 9).

Mixing ability levels in each group helps learners succeed through peer modeling, which leads to "cognitive restructuring, cognitive rehearsal, problem-solving, and other forms of higher-level thinking" (Wilkinson and Fung, 2002, p. 442).

Communication With Parents and Students

Communication with students and caregivers is an important teacher responsibility. Communication fosters a sense of teamwork and gives the adults in the student's home ways to support phonemic awareness instruction. It may also address parents' questions and concerns proactively.

When a student begins working in *Funē*mics, sending home a letter explaining the program involves caregivers from the beginning. A reproducible master of a letter you can use to introduce *Funē*mics is available in the appendix of this manual (p. 38).

Reproducible masters of ***Funē*mics**® ***Fun*tastic Student Awards** (p. 58) are also available in the appendix. These awards can be sent home at the completion of each book and include space for comments about the student's progress. Each award suggests an activity or activities that will showcase the student's accomplishment in phonological awareness.

When students are making gains, it is important to communicate this success to both the students and the caregivers. Sharing this success can be very motivating for the students. You may even choose to send home copies of the pre- and post-tests to provide visual proof of the students' gains.

Differentiating *Fun*ēmics® Instruction

Children actually learn to comprehend oral language by being *inattentive* to the individual units of sound. Instead, a listener attends to the larger chunks of sound in order to turn a stream of sounds into meaning (Adams, 1994). However, to learn to read and write an alphabetic language, students need to be trained to become aware of the smaller units of sound (Hoover, 2002).

Phonological awareness, which culminates in the awareness of phonemes, often develops naturally for students who have had opportunities to learn songs and rhymes or who have played with the sounds of the language. But many students need explicit instruction in separating the sounds of language into words, then into syllables, and finally into phonemes.

Phonemic awareness training cannot be expected to replace the other components of language acquisition, such as meaningful literature and conversation. While the *Fun*ēmics program does an excellent job of integrating both of these components into the lessons, be sure to follow up with many opportunities for conversation and literature. Students learn the language most effectively through immersion (Hoover, 2002). Please refer to the appendix for a list of children's books (p. 64) that use phonemic awareness concepts.

Skills Acquisition

Because the six outcomes of phonological awareness are critical indicators of later reading success, *Fun*ēmics provides instruction of these outcomes in developmentally appropriate lessons for young learners. The lessons are designed to appeal to all students, even students whose grasp of the skills needs no additional instruction.

Preschool Setting: As stated throughout the Lesson Guides, repeating a lesson with young children can be treated as a special occasion, much like re-reading a book to a child. Repetition of the lessons breeds a familiarity with the material and often culminates in the easy acquisition of the skills.

However, the higher-level phonemic skills are often not mastered until early reading instruction begins. If you are using the *Fun*ēmics program in a preschool setting with all of your students, mastery of the higher level skills of deletion and substitution are not expected, but introduction of these skills allows students to play with the spoken language and provides a basis for later connections to reading skills.

Intervention Setting: If you are using the *Fun*ēmics program as an intervention for students in kindergarten or grades one and two, mastery of all six outcomes is critical so that students can transfer those skills directly to the letter/grapheme skills required in reading. When you use *Fun*ēmics in an intervention setting, differentiating instruction based on student need and teaching to mastery is essential.

Using Data

Assessing student understanding of the phonemic concepts is essential to effective instruction. Although all students benefit from participation in the lessons regardless of their level of conceptual understanding, assessing student progress provides critical pacing information for the teacher. Because these lessons build on one another, learning the initial concepts facilitates the learning of the following concepts. If a student shows a lack of understanding, additional individual work should be done to ensure he or she is not left behind.

The Question Mark pages are formative assessments and provide the means to assess student understanding of the material covered in the lesson. For more comprehensive or challenging assessments, test each student individually with all of the material; alternatively, you may use unfamiliar words to test the skills. If students struggle on the Question Mark pages, repeat the lesson at another sitting for those students, revisit the lesson activities during other times in the day, and provide more scaffolding during similar lessons in *Fun*ēmics. Repeat these activities with a focus on keeping the lessons fun. Humans learn more quickly through play and are wary of impatient expectations on performance.

The pre- and post-tests provided in this manual are formal assessments that can be administered before the introduction and after the completion of each book. Use the pre-test results to provide more support during the lesson to students whose pre-test shows little understanding of the concepts. If students struggle with the concepts in the post-test, refer to ***Fun*ēmics® Scope & Sequence** (p. 41) in the appendix to see if the concept in question will be further developed in future books, or if repetition of previous lessons should occur before moving forward. If the pre-test indicates a student understands most of the concepts, you might extend the learning for that student by providing harder words to manipulate during the lesson.

Accelerating the Instruction

If an interventionist needs to accelerate the program, be aware that every outcome is critical to successful phonemic awareness. If you wish to skip lessons, make sure the highest level of a given outcome has been mastered before moving on. For example, Book 1 lessons all focus on the same outcome, word recognition, but the lessons become increasingly difficult with longer words and phrases and reduced modeling. If your students seem to master the skills early in the book, skip ahead to a later lesson and see how they do. If they experience difficulty, go back to earlier lessons. If they show success, move on.

The Question Mark pages in Books 2–6 are useful tools to identify the specific instruction a student or students might need within a book. When the pre-test does not give a clear indication of student mastery, have the student complete each successive Question Mark page until the student is unable to show mastery of the skills of the lesson. Instruction would begin with that lesson.

Use the task status markings to help you decide which lessons are essential for the student:

⇨ **First lesson on skill**

> A skill is first presented in the *Fun*ēmics series. Skills may be revisited in subsequent lessons or books once they are introduced.

✋ **Modeling provided**

> Teacher modeling is specifically provided. (Many opportunities for peer modeling are provided throughout the lessons.)

✎ **Additional practice: similar difficulty**

> A skill is revisited with phrases, words, or sounds of similar difficulty to the prior lesson.

✐ **Additional practice: increased difficulty**

> A skill is revisited, but the material has shifted in difficulty. For example, a task to "stand up and sit down with each word" increases in difficulty when the phrases presented include more words or the words increase from one syllable to two syllables.

✫ **Final lesson on skill**

> The lesson provides the final opportunity for students to practice the skill.

The pre- and post-test results, as well as the formative assessments at the end of each lesson in Books 2–6 provide data-driven guidance. The ***Fun*ēmics® Scope & Sequence Chart** (p. 47) in the appendix is also an excellent guide to the specific outcomes in all six books—establishing the timeline for when they are introduced and for when they are last addressed.

Strategies for Successfully Implementing *Fun*ēmics®

Lesson Guides

Each page number and picture in the Lesson Guide has a corresponding page number and picture in the Display Book. The words in bold are spoken by the adult.

Every time you see a vertical line in the left margin, the text to the right of the line is a routine that will be repeated or that provides options based on how a student responds.

Each lesson has tips, some specific to that lesson and some specific to the whole book. These tips are repeated so that a substitute teacher or aide can easily discover them and understand the lesson formats more easily.

The terms INITIAL/BEGINNING/FIRST, FINAL/ENDING/LAST, and BEGINS WITH/STARTS WITH are all commonly used in assessments. For this reason, these terms are used interchangeably throughout the *Fun*ēmics lessons. To maximize student success, preview the assessment tools that your school district is using, and make sure your students are familiar with the terms used in those materials.

PICTURE is used when referring to static pages and images. ICON is used when referring to interactive images that can be manipulated.

We use the word STEM to describe the basic form of a word before any affixes are added, as well as to describe each part of a compound word. For example, SING is the stem of SINGING. The two stems of CANDLESTICK are CANDLE and STICK.

The task status markings indicate the difficulty of each lesson. See **Accelerating the Instruction** (p. 30) in this manual for a detailed explanation of each status marking.

> ⇨ **First lesson on skill**
> ✋ **Modeling provided**
> ⚗ **Additional practice: similar difficulty**
> ⚗ **Additional practice: increased difficulty**
> ✷ **Final lesson on skill**

Correction Guide

Unless otherwise noted, if a student responds incorrectly, model the appropriate response. After the student repeats the modeled response, state the directive again, giving the student another chance to respond. Whether the student responds correctly or incorrectly, continue by saying, "That was really difficult. Let's do it together now." Then repeat the directive with the entire group responding in unison. The following is an example of the use of the Correction Guide within a lesson:

Your turn. Point to the first large icon. **[Student's name], say the beginning sound. Ready?** Student says SHSHSH.

Point to the second large icon. **Say the rime. Ready?** Student says Ē.

Blend the parts. Ready? Slide the first large icon over to the second.

Student says (incorrectly) MMMĒ.

Model the appropriate response:	**Listen and watch as I blend the parts.** Slide the first large icon over to the second while saying **SHSHSHĒ.**
Student repeats modeled response:	**[Student's name], your turn. Blend the parts.** Student says SHSHSHĒ.
Acknowledge the level of difficulty:	Whether the student responds correctly or incorrectly, continue by saying, **That was really difficult.**
Repeat directive with whole group:	**Let's do it together now. Everyone, blend the parts. Ready?** Students say SHSHSHĒ in unison.

The Correction Guide is printed on both sides of the cover flap so that it is easily accessible during a lesson and so that a substitute instructor can easily become familiar with this strategy.

Wait Time

Throughout the *Funē*mics program, teachers ask students to "Put your thumb up when you know …" This model is used to encourage wait time, allowing students more time to process the question and think of an answer before someone else can say it out loud. Also, using a thumb instead of raising hands often eliminates the frantic waving an excited young student employs when he or she wants to share.

As demonstrated over several research-based studies, wait time is an often overlooked but important component of an effective teaching strategy. Wait time refers to the period of silence after a teacher asks a question and before the teacher calls on a student for a response. Research (P-16 Science Education at the Akron Global Polymer Academy, 2014) suggests that increasing wait time in the classroom setting from three to seven seconds results in an increase in:

- The length of student responses.
- The number of unsolicited responses.
- The frequency of student questions.
- The number of responses from less capable children.
- Student-to-student interactions.
- The incidence of speculative responses.

Nursery Rhymes

As stated in the **Research and Rationale** (p. 4) section of this manual, a child's knowledge of nursery rhymes is highly correlated to later success in reading acquisition. For this reason, the *Funē*mics program utilizes a variety of traditional rhymes and songs as a basis for many of the lessons.

Teachers may want to introduce a unit on nursery rhymes prior to or concurrent with the introduction of *Funē*mics. Familiarization with these rhymes may help the lessons run more smoothly and foster a feeling of confidence in the children.

An excellent resource for bringing songs and nursery rhymes to life is YouTube. A teacher using *Funē*mics shared how she expanded the material: "I just finished the *Down by the Bay* lesson with the students and found a couple different videos on YouTube of the song. We played them on the iPad and compared the different rhymes to one another. The best part was at the end of the Raffi video when he closes with, 'Did you ever have a time when you couldn't make it rhyme?' This led to a fun discussion" (Michelle M. Brenner, personal communication, March 21, 2014).

Words and Sounds

A letter between slashes, such as /k/, represents the sound, not the letter name. Be sure to say the sound without an added vowel. For example, say /k/, not /kuh/. Refer to the **Letter-Sound Key** (p. 48) in the appendix of this manual.

Words may sound one way and be spelled another. This is especially important to keep in mind when teaching the rhyming lessons, so you don't get confused when the rime is written differently than the word. For example, MATE and EIGHT both end in the rime ATE.

When you see ellipses (. . .) between words, syllables, or sounds, it means to slow down—to say each word/syllable/sound clearly—to allow students to hear the separation between the parts.

Chunking

Many phonological awareness activities, including recognizing and producing rhyme, onset-rime blending, and initial phoneme blending and recognition, use chunking of language sounds. It is much easier for a student's mind to categorize common chunks of language than it is to categorize the 44 separate phonemes that are rarely heard in isolation in natural speech.

Teaching chunking of language sounds without correlation to letters enables mastery of oral language skills that are pre-requisites for understanding written language skills. Specifically, teaching phonological awareness in a pre-grapheme setting eliminates the complications of multiple spellings for the same auditory chunk. Words like *straight* and *ate* can be utilized in the same word sets. If a student compares these words in written form, the multiple spellings add a level of complication that may confuse the student. A pre-grapheme setting allows teachers to introduce more complex vocabulary to a group of students. Look at the two lists below that illustrate this advantage when teaching students about words that end in the phonemic chunk /āt/. The list of available words is much longer and more complex when it includes the various spellings of /āt/ (Louisiana Department of Education, 2002).

ate, crate, date, fate, late, mate, plate, skate, slate, state

ate, bait, crate, date, eight, fate, freight, gait, gate, great, late, mate, plate, skate, slate, state, straight, trait, wait, weight

However, research has shown that phonological awareness instruction can successfully be provided simultaneously to letter/sound instruction (Shanahan, 2006). While *Fun*ēmics concentrates instruction on oral language, it does not prevent concurrent instruction in other pre-reading skills that focus on written language.

Blending Sounds into Words

"It is … important to note that phonemes are not spoken as separated units. Rather, they are co-articulated; that is, when we speak, we fuse the phonemes together into a syllabic unit."

- Marilyn Jager Adams

Correct modeling of the blending of sounds into words is essential.

Blending Continuous Sounds

When teaching students to blend continuous sounds into words, touch under the first icon and hold the sound. Then loop your finger to the next icon and blend to the next sound and hold it. Continue this way until you have touched each icon and blended the word sound-by-sound. Make sure to transition from one sound to the other smoothly, never stopping between sounds.

Blending Stop Sounds

To blend a stop sound, move quickly from a stop sound to blend with the next continuous sound. Don't attempt to hold a stop sound, and don't repeat the stop sound over and over. For example, in the word DOG, the /d/ and /g/ have to be said quickly, while the /o/ will be stretched: DOOOG. Make sure to transition from one sound to the other smoothly, never stopping between sounds.

Appendix

This appendix includes the following resources.

Dear Parents,

Your child is working in *Fun*ēmics®, a program that focuses on phonemic awareness skills. Phonemic awareness is the understanding that words consist of individual sounds.

Research has shown that children who master phonemic awareness show greater success in learning to read. *Fun*ēmics uses six fun, whimsical, and engaging interactive electronic Display Books to help us teach your child to play with the sounds of language.

This program will help your child …

» Recognize and count words in a spoken sentence or phrase.

» Recognize and produce rhyming words.

» Count, pronounce, blend, and segment syllables in spoken words.

» Blend and segment single-syllable spoken words.

» Isolate and pronounce the initial, medial, and final sounds (phonemes) in three-phoneme words.

» Add or substitute individual sounds (phonemes) in simple one-syllable words to make new words.

Thank you for taking time at home to support the work we do in the classroom. If you have any questions about *Fun*ēmics, please feel free to contact me and I would be happy to discuss the program with you.

Signed,

Terminology

Definitions

The following are definitions of common terms used when discussing phonemic awareness, published by The Reading Coherence Initiative (RCI) (SEDL, 2013), and quoted exactly, unless noted as Merriam-Webster.

BLENDING: Combining parts of a spoken word into a whole representation of the word. For example, /p/ /oo/ /l/ can be blended together to form the word POOL.

DIGRAPH: A group of two successive letters whose phonetic value is a single sound (e.g., EA in BREAD, CH in CHAT, or NG in SING).

GRAPHEME: A unit (a letter or letters) of a writing system that represents one phoneme; a single symbol that has one phonemic correspondent within any particular word.

ONSET: The part of the syllable that precedes the vowel of a syllable. In the case of multi-syllabic words, each syllable has an onset (e.g., the onset of the word PILL is /p/).

PHONEME: The vocal gestures from which words are constructed in a language; the smallest unit of speech that serves to distinguish one utterance from another (e.g., PAT and FAT are distinguished by the initial phoneme).

PHONEME [PHONEMIC*] AWARENESS: A subset of phonological awareness; the knowledge that spoken words consist of a sequence of individual sounds, and the understanding that phonemes are rearranged and substituted to create new words. There are a finite set of phonemes which are arranged and rearranged to create an infinite set of spoken words.

PHONICS: An approach to reading instruction that emphasizes letter-sound relationships and generalized principles that describe spelling-sound relationships in a language (e.g., vowels in CVCs are short).

PHONOLOGICAL AWARENESS: The understanding that speech is composed of sub-parts—sentences are comprised of words, words are comprised of syllables, syllables are comprised of onsets and rimes, and can be further broken down to phonemes (phonological awareness at this level is usually described as phoneme awareness).

RHYME: Sharing identical or at least similar medial and final phonemes in the final syllable. Because English has a writing system with a deep orthography, words can rhyme without sharing similar orthography (e.g., SUITE and MEET).

*We have chosen to use the term PHONEMIC AWARENESS in this program. The terms PHONEMIC AWARENESS and PHONEME AWARENESS are used interchangeably throughout academic research.

RIME: The part of a syllable (not a word) which consists of its vowel and any consonant sounds that come after it.

SEGMENTATION: Breaking down a spoken word into word parts by inserting a pause between each part. Words can be segmented at the word level (in the case of compound words), at the syllable level, at the onset-rime level, and at the phoneme level.

SYLLABLE: Any one of the parts into which a word is naturally divided when it is pronounced (Merriam-Webster, 2014).

WORD: A sound or combination of sounds that has a meaning and is spoken or written (Merriam-Webster, 2014).

WORD FAMILY: A collection of words that share common orthographic rimes (e.g., HIKE, BIKE, LIKE, etc.).

WORD PARTS: The letters, syllables, diacritics, and parts of syllables such as consonant clusters and vowel clusters.

*Fun*ēmics® Scope & Sequence

Book 1: Word Recognition

OUTCOME: Students demonstrate awareness of words in spoken sentences and phrases.

LESSON	FOCUS	STATUS	TASKS
1	*Word recognition*	⇨ ✋	Students stand up or sit down to isolate each word in the rhyme.
2	*Word recognition*	✋ ⇗	Students raise hands to heads and then down to shoulders to isolate each word in the rhyme.
3	*Word recognition*	✋ ⇗	Students tap the table (or their knees if on the floor) to isolate each word in the rhyme.
4	*Word recognition*	✋ ⇗	Students take turns touching and moving interactive icons to isolate each word in the rhyme.
5	*Word recognition*	✋ ⇗	Students clap to isolate each word in the rhyme.
6	*Word recognition*	⇗	Students stand up or sit down to isolate each word in the rhyme.
7	*Word recognition*	⇗	Students raise hands to heads and then down to shoulders to isolate each word in the rhyme.
8	*Word recognition*	⇗	Students tap the table (or their knees if on the floor) to isolate each word in the rhyme.
9	*Word recognition*	⇗	Students take turns touching and moving interactive icons to isolate each word in the rhyme.
10	*Word recognition*	⇗ ✵	Students clap to isolate each word in the rhyme.

Book 2: Rhyme Recognition

OUTCOME: Students demonstrate awareness of rhyme.

LESSON	FOCUS	STATUS	TASKS
1	*Rhyme identification*	⇨ ✋	Students identify rhyming words from a group of spoken words.
2	*Rhyme identification*	✋ ⇗	Students identify rhyming words from a group of spoken words.
3	*Rhyme identification*	✋ ⇗ ✵	Given a stimulus, students identify rhyming word pairs from a set of rhyming words.
4	*Rhyme discrimination*	⇨ ✋	Given a stimulus word, students discriminate between a rhyming and a non-rhyming word to identify the rhyming word.
5	*Rhyme discrimination*	⇗	Given a stimulus word, students discriminate between rhyming and non-rhyming words to identify a word that rhymes.
6	*Rhyme discrimination*	⇗	Students discriminate between rhyming and non-rhyming words to identify the rhyming words.
7	*Rhyme discrimination*	⇗ ✵	Students discriminate between rhyming and non-rhyming words by matching the rhyming pairs.
8	*Rhyme discrimination— action words*	⇨ ✋	Students focus on word stems to rhyme action words.
		⇨ ✋	Given a stimulus, students discriminate between rhyming and non-rhyming words with /ING/ endings.
9	*Rhyme discrimination— action words*	⇗ ✵	Students focus on word stems to rhyme action words.
		⇗ ✵	Students discriminate between rhyming and non-rhyming words with /ING/ endings.

TASK STATUS MARKINGS

⇨ First lesson on skill

✋ Modeling provided

⇗ Additional practice: similar difficulty

⇗ Additional practice: increased difficulty

✵ Final lesson on skill

Book 3: Syllable Recognition

OUTCOME: Students demonstrate awareness of syllables in spoken words.

LESSON	FOCUS	STATUS	TASKS
1	*Compound words*	⇨ ✋	Students blend stem words to form compound words.
		⇨ ✋	Students segment compound words into their stem words.
2	*Compound words*	⇗ ✵	Students blend stem words to form compound words.
		⇗ ✵	Students segment compound words into their stem words.
		⇨ ✋	Students isolate first or last stem words (syllables) in compound words.
3	*Syllable recognition*	⇨ ✋	Students segment words into syllables.
		⇨ ✋	Students blend syllables into words.
		⇨ ✋	Students identify the number of syllables in words.
4	*Syllable recognition*	⇗	Students blend syllables into words.
		⇗	Students segment words into syllables.
		✋ ⇗	Students identify the number of syllables in words.
5	*Syllable isolation*	⇗	Students segment words into syllables.
		⇗	Students identify the number of syllables in words.
		✋ ⇗	Students isolate initial and final syllables.
6	*Syllable isolation*	⇗	Students segment words into syllables.
		⇗ ✵	Students identify the number of syllables in words.
		⇗	Students isolate initial and final syllables.
		⇨ ✋	Students experience isolating medial syllables.
7	*Syllable deletion*	⇗	Students segment words into syllables.
		⇗	Students isolate initial and final syllables.
		⇨ ✋	Students delete initial and final syllables from two-syllable words.
8	*Syllable deletion*	⇗ ✵	Students segment words into syllables.
		⇗ ✵	Students isolate initial, final and medial syllables.
		✋ ⇗ ✵	Students delete initial and final syllables from three-syllable words.

TASK STATUS MARKINGS

⇨ First lesson on skill

✋ Modeling provided

⇗ Additional practice: similar difficulty

⇗ Additional practice: increased difficulty

✵ Final lesson on skill

Book 4: Rhyme Production

OUTCOMES:
Students produce rhyming words by blending onsets onto a common rime.
Students produce rhyming words based on contextual clues.
Given a stimulus word, students produce rhyming words.

LESSON	FOCUS	STATUS	TASKS
1	*Rhyme production*	⇨ ✋	Students produce rhyming words by blending onsets, specifically continuous sounds, onto a common rime.
2	*Rhyme production*	☞	Students produce rhyming words by blending onsets, specifically continuous sounds, onto a common rime.
3	*Rhyme production*	✋ ☞	Students produce rhyming words by blending onsets, specifically stop sounds, onto a common rime.
4	*Rhyme production*	☞	Students produce rhyming words by blending onsets, specifically stop sounds, onto a common rime.
5	*Rhyme production*	☞ ✵	Students produce rhyming words by blending onsets, specifically consonant blends, onto a common rime.
6	*Rhyme production*	⇨ ✋	Students produce rhyming words based on contextual clues in simple riddles.
		⇨ ✋	Given a stimulus word, students produce rhyming words.
7	*Rhyme production*	☞	Students produce rhyming words based on contextual clues in simple riddles.
		☞	Given a stimulus word, students produce rhyming words.
8	*Rhyme production*	☞ ✵	Students produce rhyming words based on contextual clues in simple riddles.
		☞	Given a stimulus word, students produce rhyming words.
9	*Rhyme production*	☞	Given a stimulus word, students produce rhyming words.
		⇨ ✋	Using rhyming words, students create new endings to a verse.
10	*Rhyme production*	☞ ✵	Given a stimulus word, students produce rhyming words.
		☞ ✵	Using rhyming words, students create new endings to a verse.

Book 5: Phoneme Recognition

OUTCOME: Students identify, discriminate, and manipulate initial and final phonemes in spoken words.

LESSON	FOCUS	STATUS	TASKS
1	*Initial phoneme isolation and production*	⇨ 🖐	Students identify the initial phoneme in a spoken word, specifically the similar initial phoneme from a group of spoken words.
		⇨ 🖐	Students produce spoken words that share the same initial consonant sound.
2	*Initial phoneme isolation and production*	↗	Students identify the initial phoneme in a spoken word, specifically a phoneme that has been substituted.
		↗ ✵	Students produce spoken words that share the same initial consonant sound.
3	*Initial phoneme isolation*	↗	Students identify the initial phoneme in a spoken word, specifically discriminating similar initial phonemes from a group of spoken words.
4	*Addition of initial phonemes*	⇨ 🖐	Students add initial phonemes (onsets), specifically continuous sounds, to a spoken word to make new words.
5	*Addition of initial phonemes*	🖐 ↗ ✵	Students add initial phonemes (onsets), specifically blended and stop sounds, to a spoken word to make new words.
6	*Initial phoneme isolation*	🖐 ↗	Students identify the initial phoneme in a spoken word, specifically the initial phoneme that has been deleted.
7	*Phoneme segmentation and blending; initial and final phoneme isolation*	⇨ 🖐	Students segment words into phonemes.
		⇨ 🖐	Students blend phonemes into words.
		⇨ 🖐	Students identify the final phoneme in a spoken word.
		↗	Students identify the initial phoneme in a spoken word.
8	*Final phoneme isolation*	↗ ✵	Students identify the final phoneme in a spoken word, specifically discriminating similar final phonemes from a group of spoken words.
9	*Addition of final phonemes*	⇨ 🖐	Students add final phonemes to a spoken word to make new words.
10	*Addition of final phonemes*	↗ ✵	Students add final phonemes to a spoken word to make new words.

TASK STATUS MARKINGS

⇨ First lesson on skill

🖐 Modeling provided

↗ Additional practice: similar difficulty

↗ Additional practice: increased difficulty

✵ Final lesson on skill

Book 6: Phoneme Recognition and Manipulation

OUTCOME: Students identify, discriminate, and manipulate initial, medial, and final phonemes in spoken words.

LESSON	FOCUS	STATUS	TASKS
1	*Phoneme blending*	⇨🖐	Students identify words from phonemes blended together.
		⇨🖐	Students identify words from phonemes said separately.
2	*Phoneme segmentation and blending; initial and final phoneme isolation*	👉☆	Students identify words from phonemes said separately.
		🖐👉	Students segment words into phonemes.
		🖐👉	Students blend phonemes into words.
		👉	Students identify the initial phoneme in a spoken word.
		👉	Students identify the final phoneme in a spoken word.
3	*Phoneme segmentation and blending; initial and final phoneme isolation*	👉☆	Students identify words from phonemes blended together.
		🖐👉	Students segment words into phonemes.
		🖐👉	Students blend phonemes into words.
		👉	Students identify the initial phoneme in a spoken word.
		👉	Students identify the final phoneme in a spoken word.
4	*Phoneme segmentation and blending; initial, final, and medial phoneme isolation*	👉	Students segment words into phonemes.
		👉	Students blend phonemes into words.
		👉	Students identify the initial phoneme in a spoken word.
		👉	Students identify the final phoneme in a spoken word.
		⇨🖐	Students identify the medial phoneme in a spoken word.
5	*Phoneme segmentation and blending; initial, final, and medial phoneme isolation*	👉	Students segment words into phonemes.
		👉	Students blend phonemes into words.
		👉	Students identify the initial phoneme in a spoken word.
		👉	Students identify the final phoneme in a spoken word.
		👉	Students identify the medial phoneme in a spoken word.
6	*Phoneme segmentation and blending; initial, final, and medial phoneme isolation*	👉	Students segment words into phonemes.
		👉	Students blend phonemes into words.
		👉	Students identify the initial phoneme in a spoken word.
		👉	Students identify the final phoneme in a spoken word.
		👉	Students identify the medial phoneme in a spoken word.

Book 6: Phoneme Recognition and Manipulation, continued

OUTCOME: Students identify, discriminate, and manipulate initial, medial, and final phonemes in spoken words.

LESSON	FOCUS	STATUS	TASKS
7	*Medial phoneme isolation*	⇨	Students identify the medial phoneme in a spoken word, specifically discriminating medial long and short vowels from a group of spoken words.
8	*Phoneme segmentation; initial phoneme isolation and deletion*	⇨	Students segment words into phonemes.
		⇨	Students identify the initial phoneme in a spoken word.
		⇨ ✋	Students delete phonemes from words, specifically initial phonemes.
9	*Phoneme segmentation and isolation; initial and final phoneme deletion*	⇨	Students segment words into phonemes.
		⇨	Students identify the final phoneme in a spoken word.
		✋ ⇨ ✩	Students delete phonemes from words, specifically initial and final phonemes.
10	*Phoneme segmentation and blending; initial phoneme isolation and substitution*	⇨	Students segment words into phonemes.
		⇨	Students blend phonemes into words.
		⇨ ✩	Students identify the initial phoneme in a spoken word.
		⇨ ✋	Students substitute phonemes in words, specifically initial phonemes.
11	*Phoneme segmentation and blending; final phoneme isolation and substitution*	⇨	Students segment words into phonemes.
		⇨	Students blend phonemes into words.
		⇨ ✩	Students identify the final phoneme in a spoken word.
		⇨	Students substitute phonemes in words, specifically final phonemes.
12	*Phoneme segmentation and blending; medial phoneme isolation and substitution*	⇨ ✩	Students segment words into phonemes.
		⇨ ✩	Students blend phonemes into words.
		⇨ ✩	Students identify the medial phoneme in a spoken word.
		⇨ ✩	Students substitute phonemes in words, specifically medial phonemes.

TASK STATUS MARKINGS

⇨ First lesson on skill

✋ Modeling provided

⇨ Additional practice: similar difficulty

⇨ Additional practice: increased difficulty

✩ Final lesson on skill

Funēmics® Scope & Sequence Chart

BOOK → LESSON (Skill ↓)	1·1	1·2	1·3	1·4	1·5	1·6	1·7	1·8	1·9	1·10	2·1	2·2	2·3	2·4	2·5	2·6	2·7	2·8	2·9	3·1	3·2	3·3	3·4	3·5	3·6	3·7	3·8	4·1	4·2	4·3	4·4	4·5	4·6	4·7	4·8	4·9	4·10	5·1	5·2	5·3	5·4	5·5	5·6	5·7	5·8	5·9	5·10	6·1	6·2	6·3	6·4	6·5	6·6	6·7	6·8	6·9	6·10	6·11	6·12
word recognition	✓	✓	✓	✓	✓	✓	✓	✓																																																			
rhyme recognition									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																																								
rhyme discrimination														✓	✓	✓	✓	✓	✓																																								
rhyme production																												✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																						
onsets and rimes																												✓	✓	✓	✓	✓									✓	✓																	
compound words																				✓	✓																																						
syllable recognition																				✓	✓	✓	✓	✓	✓	✓	✓																																
syllable counting																						✓	✓	✓	✓																																		
syllable isolation																					✓			✓	✓	✓	✓																																
syllable deletion																										✓	✓																																	
phoneme blending																												✓	✓	✓	✓	✓									✓	✓		✓				✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
phoneme segmentation																																									✓	✓		✓				✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
adding initial phonemes																												✓	✓	✓	✓	✓									✓	✓							✓	✓	✓	✓	✓			✓	✓		
initial phoneme isolation																																						✓	✓	✓			✓	✓					✓	✓	✓	✓	✓			✓	✓		
initial phoneme production																																						✓	✓	✓																			
initial phoneme deletion																																	✓	✓	✓	✓	✓					✓													✓	✓			
initial phoneme substitution																																	✓	✓	✓	✓	✓																				✓	✓	
adding final phonemes																																													✓	✓	✓												
final phoneme isolation																																												✓	✓				✓	✓	✓	✓	✓					✓	
final phoneme deletion																																																								✓			
final phoneme substitution																																																						✓			✓		
medial phoneme isolation																																																		✓	✓	✓	✓						✓
medial phoneme substitution																																																					✓						✓

Letter-Sound Key

A letter between slashes, such as /k/, represents the sound, not the letter name. Be sure to say the sound without an added vowel. For example, say /k/, not /kuh/.

LETTER/GRAPHEME	SOUND/PHONEME	CONTINUOUS/STOP	SAMPLE WORDS
a	/a/	continuous	an, fat
a_e, ai, ay	/ā/	continuous	ate, game, pain, way
b	/b/	stop	bat, web
c, ck	/k/	stop	cab, back
ch	/ch/	stop	chick, much
d	/d/	stop	dip, lad
e	/e/	continuous	end, mess
ea, ee, e, y	/ē/	continuous	eat, mean, eel, peel, me, happy
f, ff	/f/	continuous	fun, puff
g	/g/	stop	gas, big
h	/h/	stop	ham
i	/i/	continuous	it, pin
i_e, ie, igh, i, y	/ī/	continuous	time, pie, sigh, hi, cry
j	/j/	stop	jam
k	/k/	stop	kid
l, ll	/l/	continuous	lab, fill
m	/m/	continuous	man, rim
n	/n/	continuous	nap, ten
ng	/ŋ/	continuous	rang, penguin, flamingo, song, young
o	/o/	continuous	odd, box
o_e, oa, o, ow	/ō/	continuous	cone, goal, oat, no, low
p	/p/	stop	pat, flip
qu	/kw/	continuous	quick
r	/r/	continuous	run
s, ss	/s/	continuous	sit, pass
s	/z/	continuous	his
sh	/sh/	continuous	ship, dash
t	/t/	stop	ten, hat
th	/th/	continuous	thumb, that (represents voice & non-voiced)
u	/u/	continuous	up, tub
u_e, ue	/oo/	continuous	prune, glue
u_e, ue	/ū/ or /yoo/	continuous	use, cue
v	/v/	continuous	vet, five
w	/w/	continuous	will
wh	/hw/	continuous	whip
x	/k/ /s/	stop/continuous	six
y	/ē/	continuous	yes
y (vowel)	/ē/	continuous	candy
y (vowel)	/i/	continuous	my
z, zz	/z/	continuous	zip, buzz

BOOK 1—WORD RECOGNITION   OUTCOME: Student demonstrates awareness of words in spoken sentences and phrases.

Administer to students individually prior to and after teaching Book 1. Score 1 point for each correct answer. Score 0 for each incorrect answer.

SEGMENT SENTENCES—ONE-SYLLABLE WORDS: **Clap out each word you hear in the sentence. For example, I'll say THAT IS MY DOG. You will clap once for each word like this: THAT…IS…MY…DOG.** Clap once as you say each word. When saying the sentences for the students, do not pause between words. **Ready? Clap once for each word in the sentence …**

	PRE	POST
I am Sam.	____/1	____ /1
The cat is in there.	____/1	____ /1
I like your hat.	____/1	____ /1
School rocks.	____/1	____ /1
I have a dog.	____/1	____ /1
	TOTAL	TOTAL
	_____ /5	_____/5

SEGMENT SENTENCES—MULTI-SYLLABIC WORDS: **Clap out each word you hear in the sentence. For example, I'll say THIS IS MY ELEPHANT. You will clap once for each word like this: THIS…IS…MY…ELEPHANT.** Clap once as you say each word. When saying the sentences for the students, do not pause between words. **Ready? Clap once for each word in the sentence …**

	PRE	POST
We like to eat pizza.	____/1	____ /1
Use an umbrella.	____/1	____ /1
Soccer is great fun.	____/1	____ /1
Hello, George.	____/1	____ /1
I love my family.	____/1	____ /1
	TOTAL	TOTAL
	_____ /5	_____/5

Appendix: Pre- & Post-Test Blackline Masters

BOOK 2—RHYME RECOGNITION   OUTCOME: Student demonstrates awareness of rhyme.

Administer to students individually prior to and after teaching Book 2. Score 1 point for each correct answer. Score 0 for each incorrect answer.

DISCRIMINATE RHYME: **I'll say two words. Tell me if they rhyme. For example, I'll say MAN, TAN. You will say YES, THEY RHYME. I'll say MAN, BALL. You will say NO, THEY DON'T RHYME. Ready? Tell me if these words rhyme …**

	PRE	POST
DIG / LEAF (no)	____/1	____/1
DRESS / MESS (yes)	____/1	____/1
NECK / DOT (no)	____/1	____/1
TAP / TOM (no)	____/1	____/1
DAY / WAY (yes)	____/1	____/1
	TOTAL	TOTAL
	_____ /5	_____/5

IDENTIFY RHYME: **I'll say a word. Then I'll say two more. Tell me which word rhymes with the first word. For example, I'll say WHICH WORD RHYMES WITH MAN: TAN, BALL. You will say TAN RHYMES WITH MAN. Ready? Which word rhymes with ____ : ____ / ____ ?**

	PRE	POST
CAT: PAT / tim	____/1	____/1
TAR: mitt / CAR	____/1	____/1
SKY: floor / TIE	____/1	____/1
COT: LOT / shoe	____/1	____/1
HAND: LAND / box	____/1	____/1
	TOTAL	TOTAL
	_____ /5	_____/5

Appendix: **Pre- & Post-Test Blackline Masters**

*Fun*ēmics® Pre-Test & Post-Test Book 3   Student Name

BOOK 3—SYLLABLE RECOGNITION   OUTCOME: Student demonstrates awareness of syllables in spoken words.

Administer to students individually prior to and after teaching Book 3. Score 1 point for each correct answer. Score 0 for each incorrect answer.

BLEND SYLLABLES: **I'm going to say a word, separating the syllables. Tell me the word. For example, I'll say SAY IT FAST: WIN...TER. You will say WINTER. But if I say KNEE: SAY IT FAST, you'll say KNEE because KNEE is just one syllable. Ready? Say it fast …**

	PRE	POST
FAM...I...LY	_____/1	_____/1
MON...KEY	_____/1	_____/1
KITE	_____/1	_____/1
UM...BREL...LA	_____/1	_____/1
TA...BLE	_____/1	_____/1
	TOTAL	TOTAL
	_____/5	_____/5

SEGMENT SYLLABLES: **I'm going to say a word, and you will tell me each syllable you hear. For example, I'll say TELL ME EACH SYLLABLE: WINTER. You will say WIN...TER. But if I say TELL ME EACH SYLLABLE: KNEE, you'll say KNEE because KNEE is just one syllable. Ready? Tell me each syllable …**

	PRE	POST
TELEPHONE	_____/1	_____/1
TRIANGLE	_____/1	_____/1
LAMP	_____/1	_____/1
TABLE	_____/1	_____/1
MOTHER	_____/1	_____/1
	TOTAL	TOTAL
	_____/5	_____/5

BOOK 4—RHYME PRODUCTION   OUTCOME: Student produces rhyming words.

Administer to students individually prior to and after teaching Book 4. Score 1 point for each correct answer. Score 0 for each incorrect answer.

REPLACE ONSET TO PRODUCE RHYMING WORD: **You are going to make words that rhyme with AT by adding sounds to the beginning of AT. For example, I'll say ADD /s/ TO AT. You'll say SAT. Ready?**

	PRE	POST
Add /f/ to AT (fat)	____/1	____ /1
Add /m/ to AT (mat)	____/1	____ /1
Add /r/ to AT (rat)	____/1	____ /1
Add /b/ to AT (bat)	____/1	____ /1
Add /p/ to AT (pat)	____/1	____ /1
	TOTAL	TOTAL
	_____ /5	_____/5

PRODUCE RHYMING WORD FROM STIMULUS WORD: **I'll say a word. Tell me a word that rhymes with it. For example, I'll say TELL ME A WORD THAT RHYMES WITH PAT. You'll say a word that rhymes with PAT, like BAT. It's OK if the word is not a real word, as long as it rhymes. Ready? Tell me a word that rhymes with …**

	PRE	POST
BOOK	____/1	____ /1
CAN	____/1	____ /1
BILL	____/1	____ /1
BEAR	____/1	____ /1
OX	____/1	____ /1
	TOTAL	TOTAL
	_____ /5	_____/5

*Fun*ēmics® Pre-Test & Post-Test Book 5   Student Name

BOOK 5—PHONEME RECOGNITION

OUTCOME: Student demonstrates awareness of phonemes.

Administer to students individually prior to and after teaching Book 5. Score 1 point for each correct answer. Score 0 for each incorrect answer.

DISCRIMINATE INITIAL PHONEME: **I'll say two words. Tell me if they BEGIN with the same sound. For example, I'll say CAT, CAKE. You will say YES, THEY BEGIN WITH THE SAME SOUND. I'll say CAT, RAKE. You will say NO, THEY DON'T BEGIN WITH THE SAME SOUND. Ready? Do these two words begin with the same sound?**

	PRE	POST
RUN / RUSH (yes)	____/1	____ /1
SAND / DRESS (no)	____/1	____ /1
ZOO / WENT (no)	____/1	____ /1
BAND / BEAR (yes)	____/1	____ /1
GO / PEN (no)	____/1	____ /1
	TOTAL	TOTAL
	_____ /5	_____/5

IDENTIFY INITIAL PHONEME: **I'll say a word. Tell me the FIRST sound you hear in that word. For example, I'll say CAT. You will say /k/. Ready? Tell me the first sound in...**

	PRE	POST
LUNCH (/l/)	____/1	____ /1
ROBOT (/r/)	____/1	____ /1
SAM (/s/)	____/1	____ /1
DOG (/d/)	____/1	____ /1
MOP (/m/)	____/1	____ /1
	TOTAL	TOTAL
	_____ /5	_____/5

DISCRIMINATE FINAL PHONEME: **I'll say two words. Tell me if they END with the same sound. For example, I'll say BAT, MITT. You will say YES, THEY END WITH THE SAME SOUND. I'll say BAT, DOG. You will say NO, THEY DON'T END WITH THE SAME SOUND. Ready? Do these two words end with the same sound?**

	PRE	POST
FAN / BEEN (yes)	____/1	____ /1
MADE / WINK (no)	____/1	____ /1
GRASS / BUS (yes)	____/1	____ /1
JOB / RIB (yes)	____/1	____ /1
MOP / CAT (no)	____/1	____ /1
	TOTAL	TOTAL
	_____ /5	_____/5

IDENTIFY FINAL PHONEME: **I'll say a word. Tell me the LAST sound you hear in that word. For example, I'll say CAT. You will say /t/. Ready? Tell me the last sound in...**

	PRE	POST
LUNCH (/ch/)	____/1	____ /1
ROBOT (/t/)	____/1	____ /1
SAM (/m/)	____/1	____ /1
DOG (/g/)	____/1	____ /1
MOP (/p/)	____/1	____ /1
	TOTAL	TOTAL
	_____ /5	_____/5

Appendix: **Pre- & Post-Test Blackline Masters**

*Fun*ēmics® Pre-Test & Post-Test Book 6   Student Name

BOOK 6—PHONEME RECOGNITION & MANIPULATION   OUTCOME: Student manipulates phonemes in the spoken word.

Administer to students individually prior to and after teaching Book 6. Score 1 point for each correct answer. Score 0 for each incorrect answer.

BLEND PHONEMES: **I'll say each sound. Tell me the word. For example, I'll say /e/.../g/. You will say EGG. Ready? Tell me the word …**

	PRE	POST
/ā/.../t/ (ATE)	____/1	____/1
/i/.../n/ (IN)	____/1	____/1
/r/.../u/.../g/ (RUG)	____/1	____/1
/c/.../ō/.../t/ (COAT)	____/1	____/1
/n/.../e/.../k/ (NECK)	____/1	____/1
	TOTAL	TOTAL
	_____ /5	_____/5

COUNT PHONEMES: **I'll say a word. Tell me how many sounds you hear. For example, I'll say MAN. You'll say 3 for /m/ /a/ /n/. Ready? How many sounds do you hear in …**

	PRE	POST
ON (2)	____/1	____/1
PAST (4)	____/1	____/1
GAME (3)	____/1	____/1
TIN (3)	____/1	____/1
OAT (2)	____/1	____/1
	TOTAL	TOTAL
	_____ /5	_____/5

SEGMENT PHONEMES: **I'll say a word. Tell me each sound. For example, I'll say MAN. You'll say /m/.../a/.../n/. Ready? Tell me each sound in …**

	PRE	POST
SUN (/s/.../u/.../n/)	____/1	____/1
BASH (/b/.../a/.../sh/)	____/1	____/1
DRESS (/d/.../r/.../e/.../s/)	____/1	____/1
MUST (/m/.../u/.../s/.../t/)	____/1	____/1
AT (/a/.../t/)	____/1	____/1
	TOTAL	TOTAL
	_____ /5	_____/5

IDENTIFY MEDIAL PHONEME: **I'll say a word and ask you to tell me the middle sound. For example, I'll say WHAT IS THE MIDDLE SOUND IN MAN. You'll say /a/. Ready? Tell me the middle sound in …**

	PRE	POST
TIM (/i/)	____/1	____/1
COT (/o/)	____/1	____/1
CAME (/ā/)	____/1	____/1
BEAK (/ē/)	____/1	____/1
SHUT (/u/)	____/1	____/1
	TOTAL	TOTAL
	_____ /5	_____/5

DELETE PHONEMES: **I'm going to ask you to say a word without one of the sounds. For example, SAY MAN WITHOUT THE /m/. You'll say AN. Ready?**

	PRE	POST
Say CUP without the /k/ (up)	____ /1	____ /1
Say BOAT without the /t/ (bow)	____ /1	____ /1
Say LAMP without the /p/ (lam)	____ /1	____ /1
Say SAT without the /s/ (at)	____ /1	____ /1
Say PIKE without the /k/ (pie)	____ /1	____ /1
	TOTAL	TOTAL
	____/5	____ /5

Funēmics® Classroom Assessment Data Collection Sheet

Record students' total scores from the pre- and post-test of each *Funēmics* book. Administer the pre- and post-tests to students individually prior to and after teaching each book. Use this data in targeting instruction and to ensure students are mastering the concepts.

Student Name	Scores	Book 1: Word Recognition — Segment Sentences—One-Syllable Words	Book 1: Word Recognition — Segment Sentences—Multi-Syllabic Words	Book 2: Rhyme Recognition — Discriminate Rhyme	Book 2: Rhyme Recognition — Identify Rhyme	Book 3: Syllable Recognition — Blend Syllables	Book 3: Syllable Recognition — Segment Syllables	Book 3: Syllable Recognition — Replace Onset to Produce Rhyming Word	Book 4: Rhyme Production — Produce Rhyming Word from Stimulus Word	Book 5: Phoneme Recognition — Discriminate Initial Phoneme	Book 5: Phoneme Recognition — Identify Initial Phoneme	Book 5: Phoneme Recognition — Discriminate Final Phoneme	Book 5: Phoneme Recognition — Identify Final Phoneme	Book 5: Phoneme Recognition — Blend Phonemes	Book 6: Phoneme Recognition and Manipulation — Count Phonemes	Book 6: Phoneme Recognition and Manipulation — Segment Phonemes	Book 6: Phoneme Recognition and Manipulation — Identify Medial Phonemes	Book 6: Phoneme Recognition and Manipulation — Delete Phonemes	Total
	Pre-test	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/85
	Post-test	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/85
	Pre-test	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/85
	Post-test	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/85
	Pre-test	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/85
	Post-test	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/85
	Pre-test	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/85
	Post-test	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/85
	Pre-test	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/85
	Post-test	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/85
	Pre-test	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/85
	Post-test	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/85
	Pre-test	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/85
	Post-test	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/85
	Pre-test	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/85
	Post-test	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/85
	Pre-test	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/85
	Post-test	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/85

Appendix: **Pre- & Post-Test Blackline Masters**

*Fun*ēmics® Fidelity Checklists

Use the Observation Checklist to monitor the set-up and implementation of *Fun*ēmics®. Use the Follow-Up Questions Checklist to refine the implementation of the program to ensure maximum progress for each student. You can use these checklists as a self-review of your own implementation or use them as an observer to provide a starting point for conversation and coaching with another teacher. For detailed information about setting up and effectively implementing a program, see the *Fun*ēmics Teacher's Manual.

> ### *Fun*ēmics Observation Checklist: What Should I See?
> Observe a *Fun*ēmics group and check each item below that is implemented correctly.

Planning and Setting Up

- ❒ Setting promotes students' engagement for entire session (location, room arrangement).
- ❒ Session length is at least 10 minutes or up to 30 minutes.
- ❒ Students attend 3–5 sessions per week. (See ***Fun*ēmics® Instruction** (p. 24) in the *Fun*ēmics Teacher's Manual for specific recommendations.)
- ❒ Ratio of teachers/adults to students is no greater than 1:6.

Implementing the Steps *(Observe student response to teacher-presented lesson.)*

- ❒ Administer a book pre-test individually to every student. Group the students according to ability level. There are benefits to providing a mix of ability levels in each group to ensure positive role modeling of the tasks. Or consider grouping students by ability level to provide lengthier sessions for students who struggle with the concepts and more repetition and practice opportunities.

- ❒ Complete book lessons.
    - ❒ Introduction: Often, the lessons use a simple rhyme or song to introduce the tasks. If so, the teacher says or sings the rhyme or song, and then helps the students learn it by repeating it or by singing along.
    - ❒ Modeling: If the skill is introduced in the lesson or is still in the early stages of review, the teacher models the task before asking students to perform.
    - ❒ Practice: Students practice doing the tasks as a group. The practice may include verbal responses, large or small motor activity, or the use of an interactive widget.
    - ❒ Repetition: Students repeat the tasks collectively or individually until proficient. The tasks are often revisited and built upon in subsequent lessons.
    - ❒ Correction: Unless otherwise noted, if a student responds incorrectly, the teacher models the appropriate response. After the student repeats the modeled response, the teacher states the directive again, giving the student another chance to respond. Whether the student responds correctly or incorrectly, the teacher continues by saying, "That was really difficult. Let's do it together now," and then repeats the directive as the entire group responds in unison.
    - ❒ Review: Each lesson ends with a formative assessment to evaluate students' understandings of the material covered in the lesson. For more comprehensive or challenging assessments, the teacher may review all of the material on the formative assessment page with each student individually, or use unfamiliar words to review the skills.
    - ❒ Extra Practice: As a follow up to the lesson, provide extra practice throughout the day as suggested in the Lesson Overview.

- ❒ Administer a book post-test individually to every student. Use this data in targeting instruction and to ensure students are mastering the concepts.

Student Behavior

❐ Students' time on task is high.

❐ Students spend most of the time engaged in the activity, responding in unison to tasks presented.

❐ Students have opportunities to repeat the tasks individually or as a group.

❐ Students have opportunities to manipulate many of the interactive widgets.

❐ Students are attentive and responsive to teacher instruction.

*Fun*ēmics Follow-Up Questions Checklist: What Should I Ask?
Ask these questions as a follow-up and check each item that is implemented correctly.

Assessment and Placement

❐ If you are using *Fun*ēmics as a reading intervention program, have you assessed students to determine whether they could benefit from *Fun*ēmics?

Use students' assessment data from DIBELS or another phonemic awareness assessment to determine which students may benefit from reading intervention.

Once identified, have you assessed these students individually using the *Fun*ēmics pre-tests provided in the *Fun*ēmics Teacher's Manual?

❐ If you are using *Fun*ēmics as a tool to teach a preschool or kindergarten phonemic awareness program, have you assessed students individually using the *Fun*ēmics pre-tests provided in the *Fun*ēmics Teacher's Manual?

Use this data to group students appropriately according to ability. There are benefits to providing a mix of ability levels in each group to ensure positive role modeling of the tasks. Or consider grouping students by ability level to provide lengthier sessions for students who struggle with the concepts and more repetition and practice opportunities.

Implementing the Steps

❐ Are you carefully preparing to present each lesson?

Refer to the *Fun*ēmics Lesson Guides for lesson overview, content, and tips for teaching. The *Fun*ēmics Teacher's Manual provides detailed instructions for how to effectively present each lesson.

Monitoring and Communicating Student Performance

❐ Have you monitored each student's progress with the formative assessments at the end of each lesson?

If students experience difficulty, repeat the lesson at another sitting, but keep it fun, much like rereading a favorite book. Be sure to stay positive.

❐ Are you monitoring student performance to keep each student challenged?

Make sure students are continually challenged by regularly monitoring each student's performance during each lesson and by reviewing the student's overall progress through the formative assessments and post-tests. Refer to the guidelines in the *Fun*ēmics Teacher's Manual for ways to either adapt the program for students having difficulty or move at a faster pace for stronger students.

❐ Are you communicating student progress to parents/guardians and colleagues?

Use the *Fun*ēmics resources to support communication. Send the Parent Letter home as an introduction to the program. Pre-test score sheets can be sent home before the start of each book; you can then follow up with post-test scores and awards when the books are complete.

*fun*ēmics®
*fun*tastic student award

_____ has completed Book 1 of *fun*ēmics. This *fun*tastic student has *demonstrated awareness of words in spoken sentences and phrases*. Share your *fun*tastic student's accomplishments. Say a simple rhyme, phrase, or sentence. Clap once or throw a ball back and forth for each word. You could count the words with blocks or even spoons. Be creative and have fun!

Teacher's comments: _____

_____

_____

_____

Teacher's Signature

*fun*ēmics®
*fun*tastic student award

_____ has completed Book 1 of *fun*ēmics. This *fun*tastic student has *demonstrated awareness of words in spoken sentences and phrases*. Share your *fun*tastic student's accomplishments. Say a simple rhyme, phrase, or sentence. Clap once or throw a ball back and forth for each word. You could count the words with blocks or even spoons. Be creative and have fun!

Teacher's comments: _____

_____

_____

_____

Teacher's Signature

*fun*ēmics®
*fun*tastic student award

_____ has completed Book 2 of *fun*ēmics. This *fun*tastic student has *demonstrated awareness of rhyme*. Share your *fun*tastic student's accomplishments by playing rhyming games. For example, say three words, including two that rhyme, and ask your child to tell you which one doesn't rhyme, or which two of the words do rhyme. Be creative, have fun, and read rhyming books!

Teacher's comments: _____

_____

_____

_____

Teacher's Signature

*fun*ēmics ®

*fun*tastic student award

_____ has completed Book 3 of *fun*ēmics. This *fun*tastic student has *demonstrated awareness of syllables in spoken words*. Share your *fun*tastic student's accomplishments by counting out the syllables of words with your fingers, blocks, or even beads: SU - PER - CAL - A - FRA - GA - LIS - TIC - EX - PI - AL - A - DO - SHUS! Be creative and have fun!

Teacher's comments: _____

_____

_____

_____

Teacher's Signature

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*fun*ēmics ®

*fun*tastic student award

_____ has completed Book 3 of *fun*ēmics. This *fun*tastic student has *demonstrated awareness of syllables in spoken words*. Share your *fun*tastic student's accomplishments by counting out the syllables of words with your fingers, blocks, or even beads: SU - PER - CAL - A - FRA - GA - LIS - TIC - EX - PI - AL - A - DO - SHUS! Be creative and have fun!

Teacher's comments: _____

_____

_____

_____

Teacher's Signature

fun**ē**mics®
_fun_tastic student award

_____ has completed Book 4 of _fun**ē**mics_. This _fun_tastic student has _demonstrated the ability to produce rhyming words_. Share your _fun_tastic student's accomplishments by playing more rhyming games. For example, "I'm thinking of a word that rhymes with TEA, but this one starts with /mmm/. Can you tell me what it is?" (ME). Be creative, have fun, and keep reading rhyming books!

Teacher's comments: _____

_____

_____

_____

Teacher's Signature

_fun_ēmics®
_fun_tastic student award

_____ has completed Book 5 of _fun_ēmics. This _fun_tastic student has _demonstrated awareness of phonemes in spoken words_. Share your _fun_tastic student's accomplishments by naming things you see and asking your child to say the first (or last) sound in the word. For example, you say, "Tell me the first sound in AT," and your child answers by saying, "/a/." Be creative and have fun!

Teacher's comments: _____

_____

_____

_____

Teacher's Signature

_fun_ēmics®
_fun_tastic student award

_____ has completed Book 5 of _fun_ēmics. This _fun_tastic student has _demonstrated awareness of phonemes in spoken words_. Share your _fun_tastic student's accomplishments by naming things you see and asking your child to say the first (or last) sound in the word. For example, you say, "Tell me the first sound in AT," and your child answers by saying, "/a/." Be creative and have fun!

Teacher's comments: _____

_____

_____

_____

Teacher's Signature

*fun*ēmics®
*fun*tastic student award

_____ has completed Book 6 of *fun*ēmics. This *fun*tastic student has *demonstrated the ability to manipulate phonemes in spoken words.* Share your *fun*tastic student's accomplishments by naming things you see and asking your child to change the word by switching the first, middle, or last sound. For example, CAT can change to MAT (first) or COT (middle) or CAP (last). Be creative and have fun!

Teacher's comments: _____

_____

_____

_____

Teacher's Signature

*fun*ēmics®
*fun*tastic student award

_____ has completed Book 6 of *fun*ēmics. This *fun*tastic student has *demonstrated the ability to manipulate phonemes in spoken words.* Share your *fun*tastic student's accomplishments by naming things you see and asking your child to change the word by switching the first, middle, or last sound. For example, CAT can change to MAT (first) or COT (middle) or CAP (last). Be creative and have fun!

Teacher's comments: _____

_____

_____

_____

Teacher's Signature

Children's Books With Phonemic Awareness Concepts

All About Arthur (An Absolutely Absurd Ape) by Eric Carle

Altoona Baboona by Janie Bynum

Billy and Milly, Short and Silly! by Eve Feldman

Buzz Said the Bee by Wendy Cheyenne Lewison and Hans Wilhelm

Did I Ever Tell You How Lucky You Are? by Dr. Seuss

Double Trouble in Walla Walla by Andrew Clements

Each Peach Pear Plum by Allan and Janet Ahlberg

Four Famished Foxes and Fosdyke by Pamela Duncan Edwards

Four Fur Feet by Margaret Wise Brown

Fox in Socks by Dr. Seuss

Green Eggs and Ham by Dr. Seuss

Hop On Pop by Dr. Seuss

"I Can't" Said the Ant by Polly Cameron

If I Had a Paka by Charlotte Pomerantz

Iggy Pig's Snowball Fight! by Vivian French

I Love You, Good Night by Jon Buller and Susan Schade

I Saw the Sea and the Sea Saw Me by Megan Montague Cash

Mary Engelbreit's Mother Goose: One Hundred Best-Loved Verses by Mary Engelbreit

Mirror Mirror: A Book of Reversible Verse by Marilyn Singer

Moses Supposes His Toeses are Roses by Nancy Patz

One Fish, Two Fish, Red Fish, Blue Fish by Dr. Seuss

One Duck Stuck by Phyllis Root

Oodles of Noodles by Diana Hendry

Pass the Peas, Please by Dina Anastasio and Katy Keck Arnsteen

Rhyming Dust Bunnies by Jan Thomas

Roar and More by Karla Kuskin Bell

Rub a Dub Dub by Kin Eagle

Silly Sally by Audrey Wood

Six Sleepy Sheep by Jeffie Ross Gordon

Sheep in a Jeep by Nancy E. Shaw

Shoes by Elizabeth Winthrop

Some Smug Slug by Pamela Duncan Edwards

Sounds of a Powwow by Bill Martin Jr.

Stop That Noise! by Paul Geraghty

The Cat in the Hat by Dr. Seuss

There's a Wocket in My Pocket by Dr. Seuss

Tikki Tikki Tembo by Arlene Mosel

Top Cat by Lois Ehlert

Walter Was Worried by Laura Vaccaro Seeger

Watch William Walk by Ann Jonas

Wemberly Worried by Kevin Henkes

This list was compiled in part by suggestions from Goodreads (2014) and *Developing Phonemic Awareness: Books that Work!* (Tyson, 2014).

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