



*My Kids Brain*

# Phonemic Awareness Intervention

## OVERVIEW

This intervention is designed to help students develop strong phonemic awareness skills, which are crucial for early reading success. Phonemic awareness refers to the ability to identify, blend, segment, and manipulate individual sounds (phonemes) in spoken words.

## PURPOSE

The primary goal of this intervention is to:

1. **Enhance phonemic awareness:** Improve students' ability to hear, identify, and manipulate individual sounds in words.
2. **Facilitate phonics instruction:** Build a strong foundation for phonics instruction by developing students' understanding of sound-symbol relationships.
3. **Promote reading fluency and comprehension:** Strengthen students' decoding and encoding skills, leading to improved reading fluency and comprehension.
4. **Close the achievement gap:** Support struggling readers by providing targeted instruction to develop essential phonemic awareness skills.

## EDUCATION STANDARDS

1. The specific educational standards that this intervention addresses may vary depending on the state and grade level. However, it typically aligns with the following common core standards:

Foundational Skills

- a. Kindergarten:
  - i. Print Concepts

- ii. Phonological Awareness
    - iii. Phonics and Word Recognition
    - iv. Fluency
  - b. First Grade:
    - i. Phonics and Word Recognition
    - ii. Fluency
- 2. This intervention specifically targets the phonological awareness standard, which involves:
  - a. Identifying and isolating individual sounds in words
  - b. Blending sounds together to form words
  - c. Segmenting words into individual sounds
  - d. Manipulating sounds within words (e.g., substituting, deleting, adding sounds)
- 3. By addressing these standards, this intervention can significantly impact students' early literacy development.

## OBJECTIVES

1. Students will be able to identify and manipulate individual sounds (phonemes) in spoken words.

## MATERIALS NEEDED

1. [Picture cards of objects with distinct beginning sounds](#)
2. [Small objects \(e.g., blocks, counters\)](#)
3. [Whiteboard or chart paper](#)
4. Markers

## PROCEDURE

1. Warm-up (5 minutes):
  - a. Rhyming Game:
    - i. Say a word (e.g., cat) and ask students to think of words that rhyme

with it (e.g., hat, mat, fat).

- ii. Encourage students to explain why the words rhyme.

## **2. Phonemic Awareness Activity (15 minutes):**

### **a. Phoneme Isolation:**

- i. Show a picture card (e.g., a cat) and say the word aloud.
- ii. Ask students to identify the first sound they hear in the word (/c/).
- iii. Use a visual representation (e.g., a sound box) to highlight the initial sound.
- iv. Repeat with different words and sounds.

### **b. Phoneme Blending:**

- i. Say individual sounds slowly and clearly (e.g., /c/ /a/ /t/).
- ii. Ask students to blend the sounds together to form a word (cat).
- iii. Use objects to represent each sound and move them together as the sounds are blended.

## **3. Guided Practice (10 minutes):**

### **a. Phoneme Segmentation:**

- i. Say a word (e.g., dog) and ask students to break it into individual sounds (/d/ /o/ /g/).
- ii. Use objects to represent each sound and move them apart as the word is segmented.
- iii. Model the process and encourage students to participate.

## **4. Independent Practice (5 minutes):**

### **a. Phoneme Manipulation:**

- i. Provide students with a word (e.g., cat) and ask them to change the first sound to create a new word (bat, hat, mat).
- ii. Use picture cards or objects to support the activity.

### **5. Closure (5 minutes):**

- a. Review the key concepts of phonemic awareness: identifying, blending, and segmenting sounds.
- b. Ask students to share their favorite activity from the lesson.
- c. Encourage them to practice phonemic awareness skills at home (e.g., playing rhyming games, identifying sounds in words).

### **DIFFERENTIATION**

1. For advanced learners: Introduce more complex words and sounds.
2. For struggling learners: Use simpler words and provide additional support and visual cues.

### **Note:**

1. Use a variety of activities and games to keep students engaged.
2. Provide positive reinforcement and encouragement.
3. Adapt the lesson to the specific needs and abilities of your students.

By incorporating these strategies into your phonemic awareness instruction, you can help students develop strong foundational skills for reading and writing.