



**Phonemic Awareness for Early Childhood Education
EDDU 9558**

3 Graduate-Level Semester Credits/Units

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Course Overview

Explore how Phonemic Awareness, the ability to isolate and manipulate the individual sounds of spoken language, directly affects children's success with phonics, and is a critical predictor of reading ability. Discover the various skills that make up Phonemic Awareness, and research ways to teach these skills in your Early Childhood classroom in engaging ways. Participants will create a plan to incorporate these new activities into your existing Early Childhood curriculum.

Course Objectives

In this course, participants will

- Discover the importance of teaching phonemic awareness to young learners
- Explore various phonemic awareness skills young children need
- Research various ways to teach phonemic awareness skills to young learners
- Create a plan to incorporate phonemic awareness activities into your existing curriculum

Course Relation to Early Childhood Generalist Standards:

Standard I: Using Knowledge of Child Development to Understand the Whole Child

Standard IV: Knowing Subject Matter for Teaching Young Children

Standard VI: Managing the environment for Developing and Learning

Standard VII: Planning for Development and Learning

Standard VIII: Implementing Instruction for Development and Learning

Standard IX: Reflecting on Teaching Young Children

How to Submit Coursework:

Each assignment is submitted to the instructor for review through the assignment drop-box in Moodle. You will gain access to Moodle upon registering for the course. Your full name and course number is required as a title for each submitted assignment. The instructor will provide feedback or grade each assignment, and assignment grades will be averaged for the final grade. If course work does not follow the requirements, you will have a chance to re-submit assignments before the final grade is recorded.

Course Assignments/Modules

Module 1: The Importance of Phonemic Awareness (PA)

Goal:	To gain an understanding of the importance of teaching Phonemic Awareness in an Early Childhood classroom.
Assignment(s) Include Activities and Needed Materials	<p>Watch these resources to learn about Phonemic Awareness and how it can be taught in an Early Childhood classroom:</p> <ol style="list-style-type: none"> 1)What is Phonemic Awareness? 2)Phonemic Awareness: What is it and Why do we teach it? 3)Phonemic Awareness Routine 4)Phonemic Awareness vs Phonics 5)Why Phonemic Awareness is Important <p>Write a one-page, double-spaced reflection of what you learned. Include the difference between Phonemic Awareness and Phonics. Include one fact about the benefits of Phonemic Awareness you learned from the resources, and one way you could apply this learning in your classroom.</p> <p style="text-align: center;">Submit to the corresponding Module 1 dropbox in Moodle</p>
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

Module 2: The Vocabulary of PA

Goal:	To understand the vocabulary terms of PA
Assignment(s) Include Activities and Needed Materials	<p>Watch these resources to learn the vocabulary used in PA. I included videos to help with the explanation, and some you can share with your scholars:</p> <ol style="list-style-type: none"> 1)Phoneme, Grapheme, Morpheme 2)Phonemic Awareness & Phonological Awareness 3)Rhymes 4)Onset and Rimes 5)Short Vowel Sounds 6)Long Vowel Sounds 7)Medial Sound 8)To Blend (the verb) 9)A Blend (a noun) 10)Digraphs 11)Segment 12)Auditory 13)Aural 14)Oral 15)Continuous & Stop Sounds (Consonants) 16)Voiced & Unvoiced Letters 17)Th digraph Voiced(noisy) & Unvoiced (quiet) 18)Alliteration 19)The Alphabetic Principle

Assessment	<p>Complete the quiz in QuizMaker. You may retake the quiz as many times as you need to score at least 17 points. Open a new tab, and paste this link: http://take.quiz-maker.com/QLQ2X3DGC Take a screenshot of your final score, and submit it to the drop box. Submit to the corresponding Module 2 dropbox in Moodle</p>
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Module 3: Phonemic Awareness Skills

Goal:	To learn the 8 critical Phonemic Awareness skills for young learners.	
Assignment(s) Include Activities and Needed Materials	<p>A) Watch each video to learn an example of one way to teach each Phonemic Awareness skill:</p> <ol style="list-style-type: none"> 1) Rhyming 2) Identifying the Onset 3) Blending; Blending 2 4) Isolating Medial and Final Sounds 5) Segmenting; Segmenting using Elkonin Boxes 6) Adding Phonemes 7) Deleting Phonemes 8) Substituting Phonemes <p>*Here's one extra video of one of the best ways to teach letter sounds in an Early Childhood classroom: Teaching Letter Sounds with Movements. If your curriculum does not come with a video using your sound cards, you may want to consider making your own. Adding movements gives students a multi-sensory pathway to remember the sounds. If your curriculum does not come with this, use simple movements to create your own!</p> <p>B) Write a one to two-page, double-spaced reflection of your learning in this module. Include the one skill you think will be the easiest for students to learn and why, and the one skill you think will be the most challenging for students to master and why. Submit to the corresponding Module 3 dropbox in Moodle</p>	
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS	

Module 4: Engaging Young Learners & Pro Tips

Goal:	Learn ways to make your lessons and activities more engaging for young learners.	
Assignment(s) Include Activities and Needed Materials	<p>1) Auditory Tip 2) Common Mistake to Avoid 3) Multisensory Learning 4) Speech Therapist Tips for Teaching a Delayed Speaker 5) Building Language with Tape 6) The Importance of a Pause 7) TPR - Total Physical Response 8) 17 Engagement Strategies - Blog 9) Pro-Tip: short e vs short i These are two of the most commonly confused sounds for young learners. 10) Pro-Tip: Teaching Tricky Sounds Teaching the tricky sounds of q, y, w, and r.</p> <p>Write a one-page double-spaced paper about the one idea that spoke to you the most. Include how you can incorporate it in your classroom. Submit to the corresponding Module 4 dropbox in Moodle</p>	
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS	

Module 5: Research

Goal:	Research engaging ways to teach each Phonemic Awareness skill.	
Assignment(s) Include Activities and Needed Materials	<p>Research various ways to teach Phonemic Awareness. You can find content from any resource: YouTube videos, Blogs, Twitter, Teachers pay Teachers, Pinterest, Instagram, Google search, books, or other. Curate at least two digital resources (meaning you can show it to students in the classroom and they can play along) and two hands-on resources (meaning you can do the activity with students in the classroom either whole group or small group) for each Phonemic Awareness skill. Submit to the corresponding Module 5 dropbox in Moodle</p>	
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS	

Module 6: Report

Goal:	Report your findings.	
Assignment(s) Include Activities and Needed Materials	Write a two-page paper, providing one example of how to teach each PA skill. If your activity is a digital resource, include the link. Include a brief description of how each skill is taught. Submit to the corresponding Module 6 dropbox in Moodle	
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS	

Module 7: Create an Assessment

Goal:	Create an assessment you could use to assess the Phonemic Awareness of your students.	
Assignment(s) Include Activities and Needed Materials:	Using all you've learned about Phonemic Awareness and engaging ways to teach it, create an assessment you can use in your classroom. An example assessment can be found in Moodle. Remember, these skills are verbal and aural: what you say and what they hear. So, they can be assessed verbally, throughout the day. Your assessment needs to be individual, not a group assessment, and needs to include at least the first five PA skills: -Rhyming -Identifying the Onset -Blending -Isolating Medial and Final Sounds -Segmenting -Adding Phonemes -Deleting Phonemes -Substituting Phonemes Submit to the corresponding Module 7 dropbox in Moodle.	
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS	

Module 8: Plan

Goal:	Plan how you will incorporate and use the PA activities in an Early Childhood classroom.	
Assignment(s) Include Activities and Needed Materials	Write a one to two-page double-spaced plan of how you will incorporate PA skills in your Early Childhood classroom. Include when you would do each activity, and how it would help the children in your classroom learn PA skills. Submit to the corresponding Module 8 dropbox in Moodle.	
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS	

Course Assessment Rubric

EDUO	A Meets or Exceeds Course Objectives	B Majority of Work Meets Course Objectives	C or Below Does not meet Criteria Resubmission of Assignment Recommended
Organization	Assignments are organized, well-thought out, and clearly articulated.	Assignments are complete, and demonstrate some reflection of the material.	Assignments show little organization, are not well-thought out, or exhibit a lack of thoughtful explanation.
Formatting (Formatting Requirements are: typed in an easy-to-read font, and no larger than 12 point size)	Assignments meet the formatting requirements <u>and</u> the correct number of pages.	Assignments do not meet the formatting requirements <u>or</u> the minimum length requirement of pages.	Assignments do not meet the formatting requirements <u>and</u> the minimum length requirement of pages.
Connect to Course Content	Assignments show reflection of course material.	Assignments show some reflection of course material.	Assignments do not show reflection of the course material.
Conventions	Assignments are free of spelling and/or grammatical errors, so that the reflection of course material is not hindered.	Assignments have a few spelling and/or grammatical errors, but the reflection of course material is not hindered.	Assignments have numerous spelling and /or grammatical errors, so that the reflection of course material is hindered.