Phonemic Awareness Assessment: Critical Assignment

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 My cooperating teacher selected a 2nd grade male student to for this assignment. The decision was made based on his grad level and SRI scores being just below standards. The teacher was confident that the chosen student would be able to complete the tasks with few errors. The student does have a speech deficiency but the teacher was confident it would not impede with his correct pronunciations of words. Also the child has great focus and is excited to learn and the cooperating teacher thought that this activity would be a great review over some of the phonics material.

1. **Phonemic Awareness**
	1. **Isolation of beginning sounds.** I choose three words for the student. The first word I choose was sports, and I asked him, “What was the first sound of that word?” his reply was (s). The next word was basketball, his response was for the same question was (b). The last word that I gave the child for this assessment was football, to which he replied the first sound of the word was (f).
	2. **Deletion of Initial Sound.** For this assessment the student was asked to pronounce three words by removing the initial letter sound. The first word was ball I asked him to “Say the word ball without the first sound, and the student replied, “all”. The next word was kick and again I asked him the same question. His response this time was “ick,” I praised the student and asked him to complete the same task but with the word throw. His response was “ow”. I praised the student for his good work and moved on to the next assessment.
	3. **Segmentation of Phonemes.** I asked the studentto say the separate sounds that he heard when I read a word to him. To start off I gave him an example and said, “What are the two sounds in the word go?” His response was g and o, I then asked him to say the sounds that the letters made. Seeing that he understood the material we continued with the rest of the words. The first word I gave him was “run,” he replied R-U-N. The next word was jump, again I asked him to “Say the sounds of the word jump”. He responded with J-U-M-P. The last word was hit I asked him to “say the sounds of the word hit.” He responded with H-I-T.
	4. **Blending of Phonemes**. I slowly read three words to the student, pronouncing each individual sound. After I asked him to tell me the word he heard. **Teacher says**: “What word am I saying? B-a-sk-et-b-a-ll.” **Student says**: Basketball. **Teacher says**: “What word am I saying? F-oo-t-b-a-ll.” **Student says**: Football. **Teacher says**: “What word am I saying? S-o-k-er.” Soccer.
	5. **Phoneme manipulation.** I read three separate words to the student and asked him to replace the initial sound with a new initial sound.

**Teacher says:** In the word tall the first sound is /t/. If you replace the /t/ with a /b/ what is the new word. **Student says**: Ball. **Teacher says:** In the word mass the first sound is /m/. If you replace the /m/ with a /p/ what is the new word. **Student says**: Pass. **Teacher says:** In the word kick the first sound is /k/. If you replace the /k/ with a /l/ what is the new word. **Student says**: Lick.

1. **Letter Names**
	1. **Flash cards.** I presented 26 flash cards to represent the letters of the alphabet. On the front side was a capitalized letter and on the back were the lowercase letters. The student was able to recognize all 26 of the letters, both lower and uppercase in random order, correctly.
	2. **Write the letters.** I called out to the student a random letter of the alphabet and asked him to write down the letter as I said it. The student was able to complete this activity with 100% accuracy.
2. **Consonant Sounds**
	1. **Letter to Sound. Single-Consonant Letters.** For thisactivity I presented the student with a flash card for all 19 consonants of the alphabet, not including q and x. For each consonant I asked the student to say the sound the letter represented. He was able to complete this activity with 100% accuracy.
	2. **Letter to sound. Single-consonant letters/pictures.** For this assignment I wanted my student to match the consonant letter shown to a set of 3 pictures shown to him. Each picture corresponded to a different letter sound and only one picture was the correct letter sound. The first slide contained pictures of a football, banana, and karate. The letter that the student had to match was B and he choose the banana. **Slide 3** had pictures of grapes, cookies and a banana the letter the student had to match was C. He correctly matched the C with cookie. For the letter D he was given pictures of a pizza, a dog and a jar. He correctly matched the letter D with the dog. **Slide 4** contained a picture of a jar, a football, and a lemon with the letter F. The student correctly matched the picture of the football. **Slide 5** contained a picture of a grape, nest and karate with the letter G. The student correctly matched the picture of the grapes. **Slide 6** contained a picture of a dog, a lemon, and a hat with the letter H. The student correctly matched the picture of the hat. . **Slide 7** contained a picture of a jar, a grape, and a nest with the letter J. The student correctly matched the picture of the jar. **Slide 8** contained a picture of a mailbox, a banana, and a karate with the letter K. The student correctly matched the picture of the karate. **Slide 9** contained a picture of a lemon, a banana, and a nest with the letter L. The student correctly matched the picture of the lemon. **Slide 10** contained a picture of a cookie, a mailbox, and a hat with the letter M. The student correctly matched the picture of the mailbox. **Slide 11** contained a picture of a soccer ball, a nest, and a turtle with the letter N. The student correctly matched the picture of the nest. **Slide 12** contained a picture of a football, a pizza, and a watch with the letter P. The student correctly matched the picture of the pizza. **Slide 13** contained a picture of a hat, a robot, and a turtle with the letter R. The student correctly matched the picture of the robot. **Slide 14** contained a picture of a cookie, a vest, and a soccer ball with the letter S. The student correctly matched the picture of the soccer ball. **Slide 15** contained a picture of a turtle, a dog, and a yoyo with the letter T. The student correctly matched the picture of the turtle. **Slide 16** contained a picture of a football, a vest, and a robot with the letter V. The student correctly matched the picture of the vest. **Slide 17** contained a picture of a mailbox, a lemon, and a watch with the letter W. The student correctly matched the picture of the watch. **Slide 18** contained a picture of a pizza, a yoyo, and a hat with the letter Y. The student correctly matched the picture of the yoyo. **Slide 19** contained a picture of a robot, a soccer ball, and a zipper with the letter Z. The student correctly matched the picture of the zipper.
	3. **Sound to letter. Single-consonant letters**. For this assessment I wrote out the 19 consonants along with other consonants on a sheet of paper. For each question I read a word that started with that consonant. I asked the student to then circle the letter that the read-aloud word started with.

**Teacher said**: Circle the consonant letter that is the first sound in ball. **Student said**: circled letter B. **Teacher said**: Circle the consonant that is the first sound in cat. **Student said:** circled the letter C. **Teacher said:** Circle the consonant that is the first sound in deer. **Student said**: circled the letter D. **Teacher said:** Circle the consonant that is the first sound in family. **Student said**: circled the letter F. **Teacher said**: Circle the consonant that is the first sound in grape. **Student said:** circled the letter G. **Teacher said:** Circle the consonant that is the first sound in helmet. **Student said:** circled the letter H. **Teacher said:** Circle the consonant that is the first sound in jelly. **Student said**: circled the letter J. **Teacher said**: Circle the consonant that is the first sound in kite. **Student said:** circled the letter K. **Teacher said:** Circle the consonant that is the first sound in lollipop. **Student said:** circled the letter L. **Teacher** **said**: Circle the consonant that is the first sound in money. **Student** **said**: circled the letter M. **Teacher** **said**: Circle the consonant that is the first sound in nose. **Student said**: circled the letter N. **Teacher said:** Circle the consonant that is the first sound in pepper. **Student said**: circled the letter P. **Teacher said:** Circle the consonant that is the first sound in race. **Student said:** circled the letter R. **Teacher said**: Circle the consonant that is the first sound in slow. **Student** **said**: circled the letter S. **Teacher** **said**: Circle the consonant that is the first sound in tackle. **Student** **said**: circled the letter T. **Teacher** **said**: Circle the consonant that is the first sound in vulture. **Student said**: circled the letter V. **Teacher said**: Circle the consonant that is the first sound in wagon. **Student said:** circled the letter W. **Teacher said**: Circle the consonant that is the first sound in yogurt. **Student said:** circled the letter Y. **Teacher said:** Circle the consonant that is the first sound in zoo. **Student said**: circled the letter Z.

* 1. **Sound to letter. Single consonant letters**.

**Teacher said**: Write the consonant letter that is the first sound in ball. **Student said**: Wrote letter B. **Teacher said**: Write the consonant that is the first sound in cat. **Student said:** Wrote the letter C. **Teacher said:** Write the consonant that is the first sound in deer. **Student said**: Wrote the letter D. **Teacher said:** Write the consonant that is the first sound in family. **Student said**: Wrote the letter F. **Teacher said**: Write the consonant that is the first sound in grape. **Student said:** Wrote the letter G. **Teacher said:** Write the consonant that is the first sound in helmet. **Student said:** Wrote the letter H. **Teacher said:** Write the consonant that is the first sound in jelly. **Student said**: Wrote the letter J. **Teacher said**: Write the consonant that is the first sound in kite. **Student said:** Wrote the letter K. **Teacher said:** Write the consonant that is the first sound in lollipop. **Student said:** Wrote the letter L. **Teacher** **said**: Write the consonant that is the first sound in money. **Student** **said**: Wrote the letter M. **Teacher** **said**: Write the consonant that is the first sound in nose. **Student said**: Wrote the letter N. **Teacher said:** Write the consonant that is the first sound in pepper. **Student said**: Wrote the letter P. **Teacher said:** Write the consonant that is the first sound in race. **Student said:** Wrote the letter R. **Teacher said**: Write the consonant that is the first sound in slow. **Student** **said**: Wrote the letter S. **Teacher** **said**: Write the consonant that is the first sound in tackle. **Student** **said**: Wrote the letter T. **Teacher** **said**: Write the consonant that is the first sound in vulture. **Student said**: Wrote the letter V. **Teacher said**: Write the consonant that is the first sound in wagon. **Student said:** Wrote the letter W. **Teacher said**: Write the consonant that is the first sound in yogurt. **Student said:** Wrote the letter Y. **Teacher said:** Write the consonant that is the first sound in zoo. **Student said**: Wrote the letter Z.

* 1. **Letter to sound. Consonant digraphs**.
		1. For this exercise I showed the student flash card with the four most common initial digraphs: th, ch, sh and wh. I presented the flashcards to the student and asked him to tell me the sound that each digraph created. The student completed this task with 100% accuracy.
	2. **Letter to sound. Consonant digraphs/pictures**.
		1. Digraph 1 (CH): pictures of a chair, train, and thumb. Student identified the chair.
		2. Digraph 2 (TH): shoe, sun, and thumb. Student identified the thumb.
		3. Digraph 3 (SH): sun, shoe, and cake. Student identified the shoe.
		4. Digraph 4 (WH): whistle, wagon, and ring. Student identified the whistle.
	3. **Sound to letters. Consonant digraphs**. The child was given a score sheet with four questions for each question the student had to identify the correct digraph. Question 1: **Teacher says**: The word is that. **Student circled**: TH. Question 2: **Teacher says**: The word is chair. **Student circled:** CH. Question 3: **Teacher says:** The word is shape. **Student circled:** SH. Question 4: **Teacher says**: The word is whale. **Student circled:** WH.
	4. **Sound to letters. Four common consonant digraphs**. I read to the student four different words that began with the four common consonant digraphs. I then asked him to write the first two letters of the word I read. Question 1: **Teacher says**: The first word is Thanksgiving. **Student circled**: TH. Question 2: **Teacher says**: The second word is Charlie. **Student circled:** CH. Question 3: **Teacher says:** The third word is cheetah. **Student circled:** SH. Question 4: **Teacher says**: The fourth word is wheel. **Student circled:** WH.
	5. **Consonant letters representing blends**. For this activity I showed the student flash cards for each of the following consonant blends: br, cr, dr, fr, gr, pr, tr, bl, cl, fl, gl, pl, sc, sl, sm, sn, sp, st, sw, spr, str. The child was asked to pronounce the sounds that each consonant blend created. The student was able to complete this with 100% accuracy.
	6. **Consonant letters representing blends/pictures.** The student was shown the blend Br, with the pictures of a brain, book and crook. The student matched the picture of the brain. The student was shown the blend Cr, with the pictures of a clock, cook and crook. The student matched the picture of the crook. The student was shown the blend Dr, with the pictures of a drain, dog and balloon. The student matched the picture of the drain. The student was shown the blend Fr, with the pictures of a frog, book and whistle. The student matched the picture of the frog. The student was shown the blend Gr, with the pictures of a grain, goat and king. The student matched the picture of the grain. The student was shown the blend Pr, with the pictures of a pen, princess and tower. The student matched the picture of the princess. The student was shown the blend Tr, with the pictures of a thumb, train and tower. The student matched the picture of the train. The student was shown the blend Bl, with the pictures of a block, book and beaver. The student matched the picture of the block. The student was shown the blend Cl, with the pictures of a clock, king and dog. The student matched the picture of the clock. The student was shown the blend Fl, with the pictures of a fly, clock and frog. The student matched the picture of the fly. The student was shown the blend Gl, with the pictures of a plate, swing and glue. The student matched the picture of the glue. The student was shown the blend Pl, with the pictures of a plate, book and swing. The student matched the picture of the plate. The student was shown the blend Sc, with the pictures of a brain, scooter, cherry.. The student matched the picture of the scooter. The student was shown the blend Sl, with the pictures of a spot, soap and a slipper. The student matched the picture of the slipper. The student was shown the blend Sm, with pictures of a snail, sock, and smile. The student matched the picture of the smile. The student was shown the blend Sn, with the pictures of a spot, snow, and sun. The student matched the picture of the snow. The student was shown the blend Sp, with the pictures of a pencil, spot, and soap. The student matched the picture of the spot. The student was shown the blend St, with the pictures of a stool, swimmer, and shower. The student matched the picture of the stool. The student was shown the blend Sw, with the pictures of a saw, swing, and shower. The student matched the picture of the swing. The student was shown the blend Spr, with the pictures of a sprinkler, cow and saw. The student matched the picture of the sprinkler. The student was shown the blend Str, with the pictures of a string, plan, and sack. The student matched the picture of the string.
	7. **Consonant letters representing blends: sounds to letters**. The student was given a score sheet with all of the consonant blends represented in 21 questions. For each question I read a word to the student and asked him to circle the blend that belonged to each word.

**Teacher said**: Circle the consonant blend for the word broom. **Student said**: circled letters Br. **Teacher said**: Circle the consonant blends for the word crane. **Student said:** circled the letters Cr. **Teacher said:** Circle the consonant blends in the word drop. **Student said**: circled the letter Dr. **Teacher said:** Circle the consonant blends that are in the word grain. **Student said**: circled the letter Gr. **Teacher said**: Circle the consonant lends in the word price. **Student said:** circled the letters Pr. **Teacher said:** Circle the consonant blends in the word train. **Student said:** circled the letters Tr. **Teacher said:** Circle the consonant blends in the word blue. **Student said**: circled the letters Bl. **Teacher said**: Circle the consonant blends in the word clock. **Student said:** circled the letters Cl. **Teacher said:** Circle the consonant blends in the word frog. **Student said:** circled the letters Fr. **Teacher** **said**: Circle the consonant blends that are in the word flag. **Student** **said**: circled the letters Fl. **Teacher** **said**: Circle the consonant blends that are in the word glue. **Student said**: circled the letters Gl. **Teacher said:** Circle the consonant blends in the word plane. **Student said**: circled the letter Pl. **Teacher said:** Circle the consonant blends in the word score. **Student said:** circled the letter Sc. **Teacher said**: Circle the consonant blends in the word slide. **Student** **said**: circled the letter Sl. **Teacher** **said**: Circle the consonant blends in the word small. **Student** **said**: circled the letter Sm. **Teacher** **said**: Circle the consonant blends that are in the word snail. **Student said**: circled the letters Sn. **Teacher said**: Circle the consonant blends in the word spot. **Student said:** circled the letters Sp. **Teacher said**: Circle the consonant blends in the word stop. **Student said:** circled the letters St. **Teacher said:** Circle the consonant blends in the word sweet. **Student said**: circled the letters Sw. **Teacher said:** Circle the consonant blends in the word spring **Student said**: circled the letters Spr. **Teacher said:** Circle the consonant blends in the word straight. **Student said**: circled the letters Str.

* 1. **Consonant letters representing blends: sounds to letters**.

**Teacher said**: Write the consonant blend for the word brake. **Student said**: wrote letters Br. **Teacher said**: Write the consonant blends for the word crane. **Student said:** wrote the letters Cr. **Teacher said:** Write the consonant blends in the word drop. **Student said**: wrote the letter Dr. **Teacher said:** Write the consonant blends that are in the word grow. **Student said**: wrote the letter Gr. **Teacher said**: Write the consonant lends in the word prince. **Student said:** wrote the letters Pr. **Teacher said:** Write the consonant blends in the word truck. **Student said:** wrote the letters Tr. **Teacher said:** Write the consonant blends in the word blazer. **Student said**: wrote the letters Bl. **Teacher said**: Write the consonant blends in the word clean. **Student said:** wrote the letters Cl. **Teacher said:** Write the consonant blends in the word friend. **Student said:** wrote the letters Fr. **Teacher** **said**: Write the consonant blends that are in the word flip. **Student** **said**: wrote the letters Fl. **Teacher** **said**: Write the consonant blends that are in the word glowing. **Student said**: wrote the letters Gl. **Teacher said:** Write the consonant blends in the word plump. **Student said**: wrote the letter Pl. **Teacher said:** Write the consonant blends in the word scared. **Student said:** wrote the letter Sc. **Teacher said**: Write the consonant blends in the word slope. **Student** **said**: wrote the letter Sl. **Teacher** **said**: Write the consonant blends in the word smell. **Student** **said**: wrote the letter Sm. **Teacher** **said**: Write the consonant blends that are in the word snap. **Student said**: wrote the letters Sn. **Teacher said**: Write the consonant blends in the word spill. **Student said:** wrote the letters Sp. **Teacher said**: Write the consonant blends in the word stop. **Student said:** wrote the letters St. **Teacher said:** Write the consonant blends in the word sweet. **Student said**: wrote the letters Sw. **Teacher said:** Write the consonant blends in the word spring **Student said**: circled the letters Spr. **Teacher said:** Write the consonant blends in the word string. **Student said**: wrote the letters Str.

* 1. **Consonant letters representing blends-phonograms**.

bran blan flan plan span scan glan

swat frat smat strat clat stat

trill grill drill crill snill, sprill

trig slig snig prig

1. **Vowel Sounds**
	1. **Long and short vowels.** The child read the five vowel flash cards: A, E, I, O and U. The student was able to successfully identify both vowel sounds but struggled with the long vowel sounds of A and E.
	2. **Short vowels**. I read a set of words that contain short vowel sounds for each vowel. Words with the short a sound were cat, bat, and mask. Words with the short e were leg, hen, and lemon. Words with the short I were iguana, inch, and igloo. Words with the short o were octagon, dog and olive. Words with the short u were uncle, bug and umpire. I asked the student to identify the vowels in the word and he was able to complete this task correctly for each vowel.
	3. **Short vowels**. The student was given a set of words that all contained short vowel sounds. The student was asked to read the words aloud, these were his responses.

Măt, păn, săp, băg, căp

Mĕt, pĕn, sĕp, bĕg, cĕp

Mĭt, pĭn, sĭp, bĭt, cĭp

Mŏt, pŏn, sŏp, bŏp, cŏp

Mŭt, pŭn, sŭp, bŭt, cŭp

* 1. **Long vowels**. The student was given a set of words that all contained the long vowel sounds. The student was asked to read the words aloud and these were his responses.

Ācorn āim āngel

 ēel ēagle ēqual

Ōcean ghost rōbot

Ūniform cube ūnicycle

īcicle fīre īsland

* 1. **Long vowels (vowel-consonant-final e pattern)**. The student was given a set of words that all contain the long vowel sounds and end in e. The student was asked to read the words aloud and these were his responses.

Cāke pēte sīme rŏte mūte

Gāte scēne (pronounced sĭn) mīle hōme fūse

Sāte pēse līke hōke cūbe

Fāce theme(pronounced them) fīre pŏpe lŭke

Bāre (pronounced like bār) fēre sīde cōne bŭle (pronounced as blue)

* 1. **Short vowels (CVC) and long vowels (CVe)**. The student was given a set of words mixed together. Some with short CVC vowels and some with long CVe vowels. These are the student’s responses below.

Rōte rōt

mīt mīte

māke māk

sĕt sĕte

tŭne tŭn

cūte cŭt

tŭb tŭbe

* 1. **Vowel digraphs**. The student was given a list of real and nonsense words and asked to read them aloud. The words contain the vowel digraphs of ee, ea, ai, ay, and oa, which the student had previously learned in class. Below are his responses.

Keep (ē) say (ā)

Teap (ē) mait (ā)

Seat (ē) seet (ē)

Tay (ā) boat (ō)

Pain (ā) soan (ō)

Pay (ā) leet (ē)

* 1. **Special digraphs**. The student was given a list of real and nonsense words that contained the special vowel digraphs of oi, oy, ou, ow, oo and au the student had already learned these vowel digraphs in class and was asked to read the words he was presented. Below are his responses.

Soil (ŏ) mou (ŏ) toil (ŏ)

Koo (ŏ) boy (ŏ) soy (ŏ)

Out (ō) poit (ŏ) bow (ō)

Poy (ŏ) cow (ŏ) hook (ŏ)

Too (ŏ) sook (ŏ) pout (ŏ)

Dow (ŏ) maul (ŏ) saul (ŏ)

Good (ŏ) paut (ŏ)

* 1. **R-controlled vowels**. The student was given a list of real and nonsense words that contained r-controlled vowels. The student read the words in the list out loud and below are his responses.

Car (are) sert bear

Purm (erm) dare pier

Turn lar (lĕr) author

Sare (sur) firm butter

Term kim

**Reflection of student’s strengths and weaknesses.**

 Overall the student did fairly well with completing each of the tasks in the phonemic awareness assignment. Even though he struggled here and there, mostly due to his speech issues, he read the words quickly and fluently.

 The student’s strengths were in the consonant section of the assignment. He was able to speed through the assessments and made very few mistakes. Usually the only time that a mistake was made was when he wasn’t able to hear the words I was saying, in which he usually asked for clarification. I think it is great how he can read so fluently although he has a speech impedament. He was even able to master the blends without any problems.

 At the beginning of the assignment the student struggled a lot with differentiating the vowel sounds. He seemed like he didn’t understand that a vowel contained two different sounds or he would try to put the same vowel sound for each vowel. The two vowel sounds that the student struggled with the most were A and E, the student had a difficult time understanding the long vowel sounds of both of these words. When I noticed this I quickly helped him to understand the specific sounds for each letter. After a few times of repetition he was able to understand each vowel sound for each letter.