

## PHONEMIC AWARENESS DIFFERENTIATION WITH CORRECTIVE FEEDBACK

The power of working with students in a small group is the opportunity to provide individual attention. While students are grouped together based on similar skills and stages of literacy development, you will still find a range of responses for each student. The table below provides suggestions for how to scaffold and differentiate phonemic awareness instruction based on your observations.

Phonemic Awareness Activity		If the Student ...	Then ...
<b>Identifying Letters and Sounds</b>	<b>Scaffold</b>	<ul style="list-style-type: none"> <li>Has difficulty hearing the part that is the same</li> </ul>	<ul style="list-style-type: none"> <li>Repeat the words and overemphasize the target element.</li> <li>Have the student repeat and overemphasize the target element one word at a time.</li> <li>Explicitly tell the student what sound they are listening for in each word.</li> </ul>
	<b>Enrich</b>	<ul style="list-style-type: none"> <li>Successfully and quickly identifies what sounds the same</li> </ul>	<ul style="list-style-type: none"> <li>Have them produce additional words that contain the target sound in the beginning, middle, or end.</li> </ul>
<b>Thumbs Up, Thumbs Down</b>	<b>Scaffold</b>	<ul style="list-style-type: none"> <li>Has difficulty identifying if the targeted area in both words sound the same or different</li> <li>Compares the wrong part of the word</li> </ul>	<ul style="list-style-type: none"> <li>Repeat words and overemphasize the targeted area.</li> <li>Have the student repeat and overemphasize the targeted area one word at a time.</li> <li>Explicitly tell the student what sound they are listening for in each word.</li> </ul>
	<b>Enrich</b>	<ul style="list-style-type: none"> <li>Successfully identifies when the sounds are the same or different</li> </ul>	<ul style="list-style-type: none"> <li>Have the student produce two words with either the same or different sound in the targeted area. Then have them present the words to the rest of the group as part of the Thumbs Up, Thumbs Down activity.</li> </ul>
<b>Sorting Letters</b>	<b>Scaffold</b>	<ul style="list-style-type: none"> <li>Has difficulty locating the letter to remove on the easel</li> <li>Has difficulty remembering the sound a letter spells</li> </ul>	<ul style="list-style-type: none"> <li>Direct students to find the letter on the ABC Chart Card and say the picture, letter, and sound. Then find it on the easel.</li> </ul>
		<ul style="list-style-type: none"> <li>Has difficulty visually discriminating between the letters</li> </ul>	<ul style="list-style-type: none"> <li>Reduce the number of letters displayed on the easel.</li> <li>Ensure that the letters on the easel are visually dissimilar.</li> <li>Give students a magnetic letter for the target letter and one additional letter. Lead a discussion about the physical characteristics of each letter. Then have them return to the easel and try to remove the targeted letter.</li> </ul>
		<ul style="list-style-type: none"> <li>Has difficulty locating the letter when provided with the sound that letter spells</li> </ul>	<ul style="list-style-type: none"> <li>Return to telling the student a letter name to remove and have them say the sound that letter spells.</li> </ul>
	<b>Enrich</b>	<ul style="list-style-type: none"> <li>Successfully names both letter name and sound when removing the target letter from the easel</li> </ul>	<ul style="list-style-type: none"> <li>Utilize more letters that are visually similar when setting up the easel for this activity.</li> </ul>

*Phonemic Awareness Differentiation with Corrective Feedback (cont.)*

Phonemic Awareness Activity		If the Student ...	Then ...
<b>Blending</b>	<b>Scaffold</b>	<ul style="list-style-type: none"> <li>• Has difficulty blending compound words or syllables</li> <li>• Has difficulty blending onset and rime</li> </ul>	<ul style="list-style-type: none"> <li>• Sing the parts.</li> <li>• Use hand motions.</li> </ul>
		<ul style="list-style-type: none"> <li>• Has difficulty blending phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• Stretch the sounds.</li> <li>• Use hand motions.</li> <li>• Have the student practice blending onset and rime, then blending by phoneme.</li> </ul>
	<b>Enrich</b>	<ul style="list-style-type: none"> <li>• Successfully blends compound words and syllables</li> </ul>	<ul style="list-style-type: none"> <li>• Have the student practice blending onset and rime.</li> </ul>
		<ul style="list-style-type: none"> <li>• Successfully blends onset and rime</li> </ul>	<ul style="list-style-type: none"> <li>• Have the student practice blending by phoneme.</li> </ul>
<b>Segmenting</b>	<b>Scaffold</b>	<ul style="list-style-type: none"> <li>• Has difficulty segmenting a word at the onset and rime</li> <li>• Has difficulty segmenting a word into phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• Say the word slowly, stretching the parts.</li> <li>• Use hand motions.</li> <li>• Tell them the first part and have them tell you the other part(s).</li> <li>• Say the word slowly, stretching the sounds.</li> <li>• Use hand motions.</li> <li>• Use sound boxes to push the sounds using a chip or their finger.</li> </ul>
	<b>Enrich</b>	<ul style="list-style-type: none"> <li>• Successfully segments a word at the onset and rime</li> </ul>	<ul style="list-style-type: none"> <li>• Have the student segment a word into phonemes.</li> </ul>
<b>Adding/Deleting</b>	<b>Scaffold</b>	<ul style="list-style-type: none"> <li>• Has difficulty determining what is left when a part or phoneme is deleted</li> <li>• Has difficulty blending when a part or phoneme is added</li> </ul>	<ul style="list-style-type: none"> <li>• Say the word, then explicitly identify each part or phoneme. Have the student repeat.</li> <li>• Use hand motions.</li> </ul>
	<b>Enrich</b>	<ul style="list-style-type: none"> <li>• Successfully deletes a part or phoneme at the end of a word</li> <li>• Successfully adds a part or phoneme to the end of a word</li> </ul>	<ul style="list-style-type: none"> <li>• Have the student delete a part or phoneme at the beginning of a word.</li> <li>• Have the student add a part or phoneme to the beginning of a word.</li> </ul>
<b>Substituting</b>	<b>Scaffold</b>	<ul style="list-style-type: none"> <li>• Has difficulty manipulating sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Review blending, segmenting, and adding and deleting activities.</li> <li>• Use hand motions.</li> <li>• Have the student repeat the word and the word parts after you throughout the activity.</li> </ul>
	<b>Enrich</b>	<ul style="list-style-type: none"> <li>• Successfully manipulates sounds in words</li> </ul>	<ul style="list-style-type: none"> <li>• Have the student produce a word and then have them indicate a part of the word to substitute with another word part. Then have them present to the rest of the group as part of the Substituting activity.</li> </ul>