

DOT Phonological Awareness



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Introduction

The ability to manipulate the sounds of spoken language without the use of print is phonological awareness. Children that have phonological awareness skills (including phonemic awareness) are better able to learn to read. Studies have illustrated that children's ability to attend to and manipulate phonemes is highly correlated with their later reading success. While some children are able to pick up these crucial skills without any direct instruction, other children do not. This lack of phonological awareness makes learning to read and spell difficult. Phonological awareness can be explicitly taught and students who receive direct instruction can significantly accelerate their reading and writing achievement.

DOT Phonological Awareness provides a wonderful array of activities designed to improve phonological awareness skills at the word, syllable, and phoneme level. Students are actively engaged in marking up their game sheets using ink daubers while demonstrating specific phonological awareness skills. The pages in this book are systematically arranged to increase in difficulty within each section. In addition, there are multiple game sheets for each specific area so that skills can be practiced on more than one occasion to ensure mastery.

To use this workbook, the teacher/therapist should select a game sheet which targets the student's specific area of need or your instructional purpose. An overview of the concept targeted on the worksheet should then be given. Each student should get an ink dauber and then therapy can begin! (Some game sheets have specific directions for the teacher/therapist to say, other game sheets can be worked on alone.)

The exercises in this workbook focus on sounds, not letter names. Whenever a letter is enclosed in slashes (/ /), say the short sound the letter makes (e.g., 't,' not 'tee' or 'tuh'). This book was written to be user-friendly across disciplines, so dictionary symbols have been used within the slashes instead of phonemic symbols. A guide to pronunciation is listed on the following page. Answers are also given in parenthesis or underlined when deemed appropriate on selected instructor pages.

Many students find the use of the ink daubers motivating time after time; however, other items can be used as an incentive as you progress through this book. The replacement of ink daubers with motivating stickers that the students may place in the circles is one alternative. Small snacks can also be given and placed in the circles upon correct responses and eaten after the game sheet is complete. Use your expertise and knowledge of the student as your guide. *DOT Phonological Awareness* provides a unique, motivating, and flexible format for students as they work on improving their phonological awareness skills!

Pronunciation Key

To make *DOT Phonological Awareness* user-friendly across disciplines, dictionary symbols have been used within the slashes (/ /) instead of phonemic symbols. A guide to pronunciation is listed below and can be referred to as needed.


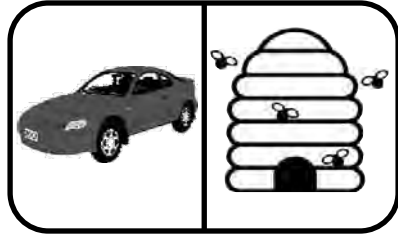
<u>Symbol</u>	<u>Sample Words</u>	<u>Symbol</u>	<u>Sample Words</u>
ă	s <u>a</u> nd, lau <u>gh</u>	ô	ta <u>ll</u> , la <u>w</u>
ā	v <u>a</u> se, wa <u>i</u> t	oi	vo <u>i</u> ce, bo <u>y</u>
b	b <u>a</u> ll, we <u>b</u> , ho <u>bb</u> y	oo	co <u>o</u> k, bu <u>sh</u>
ch	ch <u>e</u> ck, ma <u>ch</u>	oo	bo <u>o</u> t, sco <u>o</u> p
d	d <u>i</u> g, be <u>d</u>	ou	cl <u>o</u> ud, cou <u>ch</u> , do <u>wn</u>
ě	el <u>f</u> , se <u>t</u> , lea <u>v</u> y	p	pic <u>k</u> le, cu <u>p</u> , sp <u>i</u> n
ē	ea <u>t</u> , fe <u>e</u> d, ke <u>y</u>	r	ra <u>t</u> , tou <u>r</u>
f	fo <u>o</u> t, ph <u>o</u> ne, lau <u>gh</u>	s	se <u>e</u> , bu <u>s</u> , ci <u>t</u> y
g	ga <u>m</u> e, ba <u>g</u>	sh	sh <u>e</u> ll, di <u>sh</u>
h	h <u>a</u> t, a <u>h</u> ead	t	ta <u>k</u> e, to <u>w</u> el, bu <u>tt</u> on, ha <u>t</u>
ĩ	igloo, di <u>p</u>	th	th <u>i</u> nk, mo <u>n</u> th
ī	island, bi <u>k</u> e, e <u>y</u> e, pi <u>e</u> , sky	ũ	cu <u>t</u> , dru <u>m</u>
j	ju <u>m</u> p, ca <u>g</u> e	ū	ru <u>l</u> e, che <u>w</u>
k	ki <u>t</u> e, ca <u>t</u> , che <u>ck</u> , ska <u>t</u> e	v	va <u>n</u> , ca <u>v</u> e, o <u>ve</u> r
l	li <u>g</u> ht, fa <u>ll</u> , mi <u>l</u> k	w	wi <u>t</u> ch, we <u>e</u> k
m	ma <u>n</u> , gu <u>m</u> , ti <u>m</u> ber	wh	whi <u>t</u> e, wha <u>e</u>
n	na <u>i</u> l, ma <u>n</u> , kn <u>o</u> t	y	yo <u>u</u> , ye <u>ll</u> ow
ng	th <u>i</u> ng, ki <u>ng</u>	z	zip <u>pe</u> r, ca <u>r</u> s, be <u>e</u> s, si <u>z</u> e
ö	mo <u>p</u> , jo <u>b</u>	əl	mi <u>st</u> le, pen <u>ci</u> l
ō	o <u>p</u> en, ro <u>s</u> e, ye <u>ll</u> ow, co <u>a</u> t	ər	bu <u>tt</u> er, fa <u>th</u> er


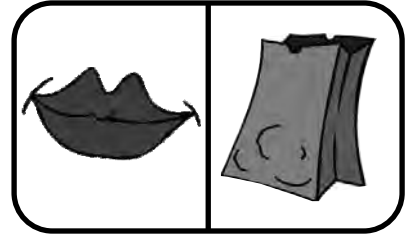
Rhyme


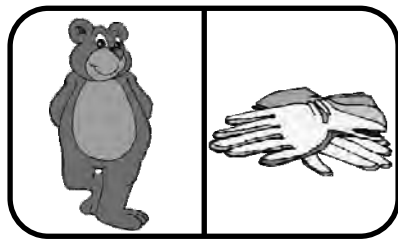
Task 3c


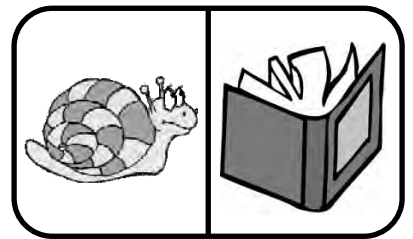
Name _____


Name the picture in the first box. Use your ink dauber to dot the circle next to the picture in each row that rhymes with the picture in the box.


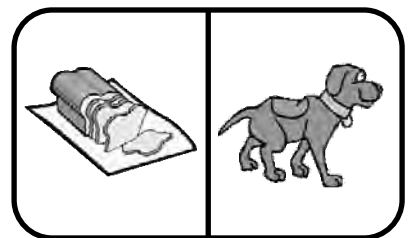
1.  

2.  

3.  

4.  

5.  

6.  



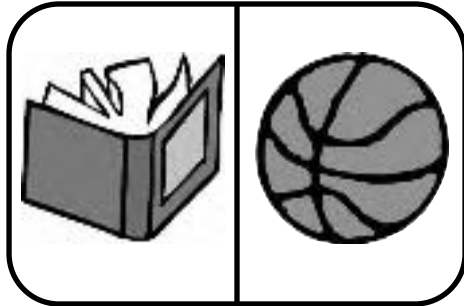
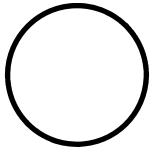
Initial Phoneme

Task 3b

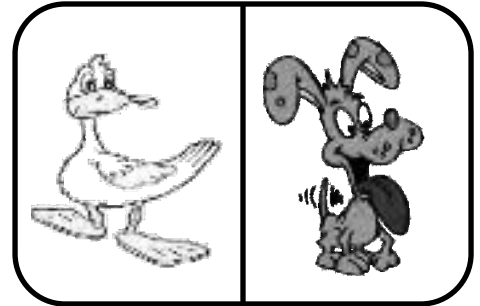
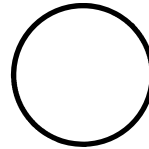
Name _____

Name the pictures in each box. If the words begin with the same sound, use your ink dauber to dot the circle next to the items.

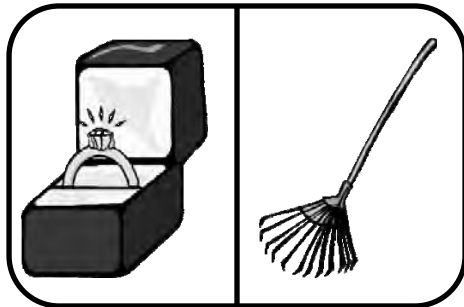
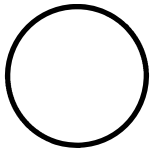
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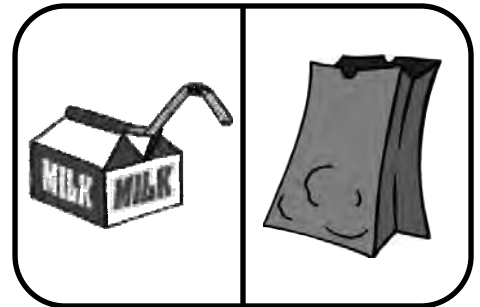
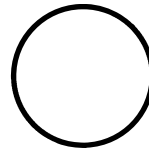
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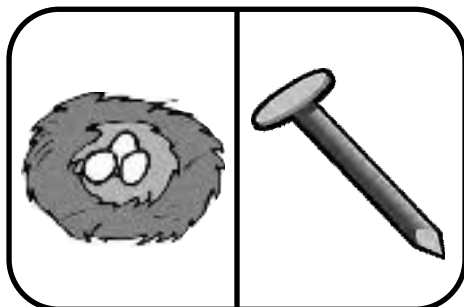
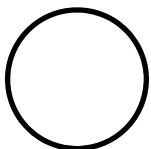
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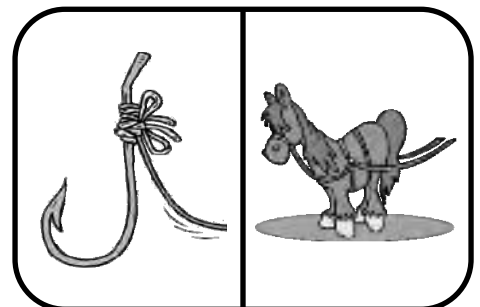
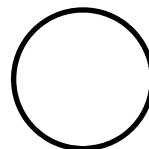
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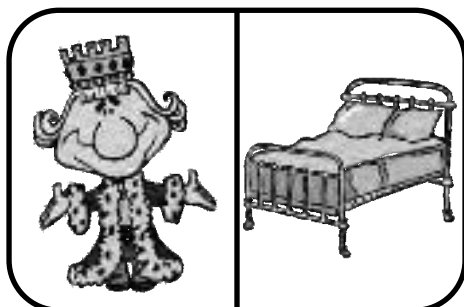
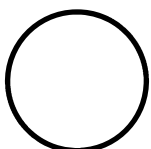
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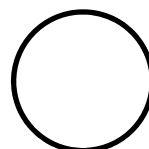
6.



7.



8.





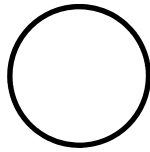
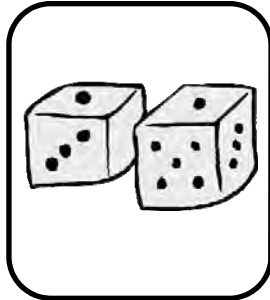
Medial Phoneme

Task 1a

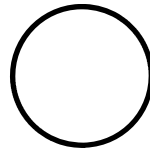
Name _____

Some of the pictures on this page have the /i/ sound in the middle of the word.* Name each picture. If it has the /i/ sound in the middle, use your ink dauber to dot the circle next to it.

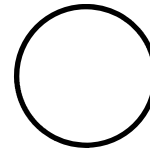
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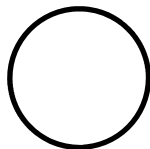
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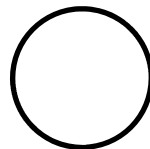
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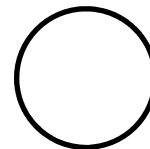
4.



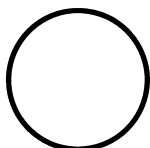
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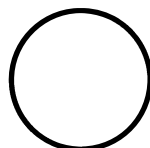
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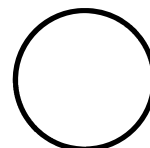
7.



8.



9.



*Teacher: Say the sound the letter makes when it is enclosed in slashes, not the letter's name.



Phoneme Segmentation

Task 1c

Name _____

Start on the arrow and name the picture. Tell me each sound you hear in the word. Use your ink dauber to dot one circle for each sound you say. When you come to the next picture do the same thing.

START

School bus

Cheese

Kittens

Baby

Dice

STOP



Phoneme Addition

Task 1d (Instructor)

Give each student a copy of page 224 and an ink dauber, then read the following directions. (This worksheet can be used on four different occasions by selecting a different set of words each time or you can give all sets and have the students switch colored ink daubers after each set.)

“Say _____. Now say it with _____ at the end. Use your ink dauber to dot _____ circle(s) after each correct response.” (Say the sound the letter makes when it is enclosed in slashes, not the letter’s name.)

Words #1

1. **hi**...with /v/ at the end (hive)
2. **low**...with /f/ at the end (loaf)
3. **so**...with /p/ at the end (soap)
4. **go**...with /t/ at the end (goat)

Words #2

1. **boo**...with /t/ at the end (boot)
2. **buy**...with /k/ at the end (bike)
3. **bow**...with /t/ at the end (boat)
4. **moo**...with /s/ at the end (moose)

Words #3

1. **say**...with /f/ at the end (safe)
2. **for**...with /k/ at the end (fork)
3. **bow**...with /n/ at the end (bone)
4. **no**...with /z/ at the end (nose)

Words #4

1. **brew**...with /m/ at the end (broom)
2. **doe**...with /r/ at the end (door)
3. **row**...with /z/ at the end (rose)
4. **she**...with /p/ at the end (sheep)



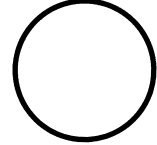
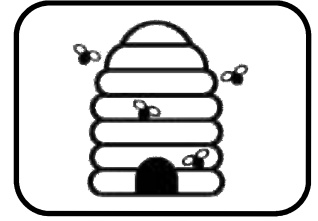
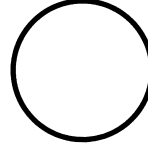
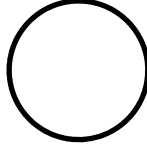
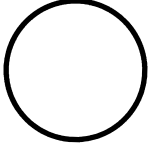
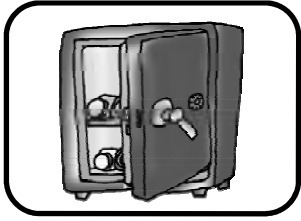
Phoneme Addition

Task 1d

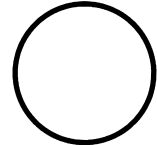
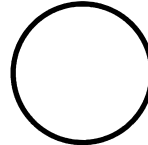
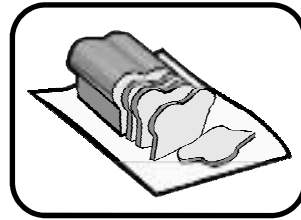
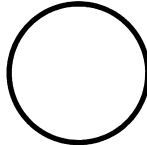
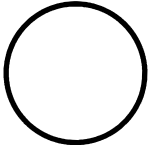
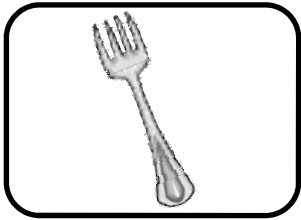
Name _____

Listen and follow your teacher's directions. Use your ink dauber to dot the circle next to the correct picture.

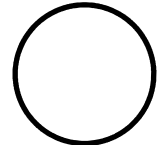
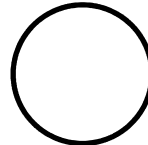
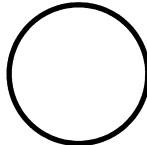
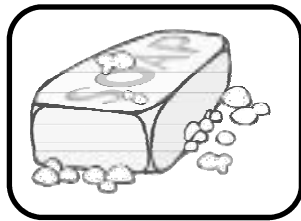
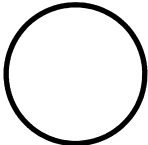
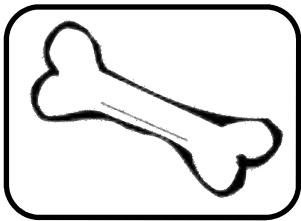
1.



2.



3.



4.

