

One Minute Activities and Other Phonological awareness

- Phonological Awareness Tasks
 - Rhyming
 - Alliteration
 - Segmentation
 - Blending
 - Categorization
 - Isolation
 - Manipulation
- Oral Blending/Phonological Blending
 - Essential for sounding out words
 - Sound to each letter, and then blend those sounds together to phonically decode a word
 - Phonological analysis tasks pull spoken words apart
 - Most weak readers develop blending skills without developing sufficient phoneme analysis skills
- Alliteration
 - Word play that involves using many words that share the same beginning sound
 - Alliterative stories and alphabet books provide an effective way of introducing and reinforcing initial phonemes
 - Fist sound awareness is a skill, alliteration is a task that supports that skill
- Rhyming
 - Juxtaposing two or more words that have a similar sounding oral rime unit
 - Same ending sound
- Initial Sounds
 - Initial phonemes are easier to distinguish and attend to than medial or final phonemes
 - Oral segmentation is required
- Categorization/Identification
 - Oddity task
 - Which of these words ends with a different sound than the others- truck, bike, brush
 - Requires more working memory than other phonological tasks
- Segmentation
 - Dividing words into parts such as syllables, onset-rime, or phonemes

Equipped for Reading Success Module 10: One Minute Activities and Other Phonological Awareness Tasks

- Isolation
 - Requires the student to focus on one part within the word and isolation it from the rest of the word
- Manipulation
 - Making a change to a word, usually involves deleting or substituting sounds
 - Requires students to pull the sounds of words apart
 - Students must identify where in the word a letter sound is heard
 - It is the best way to assess and train phonological awareness
- Substitution
 - Exchanging an onset, rime, or phoneme
 - Requires blending, segmentation, and isolation
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