

# What Is Phonemic Awareness?

*The two best predictors of early reading success are alphabet recognition and phonemic awareness. — Marilyn Jager Adams*

**P**honemic awareness is the understanding that words are made up of sounds. It is also the ability to pick out and manipulate sounds in spoken words. Phonemic awareness is not the same thing as phonics. Phonemic awareness deals with sounds in spoken words, whereas phonics involves the relationship between sounds and written symbols. Therefore, phonics deals with learning sound-spelling relationships and is associated with print. Most phonemic awareness tasks, however, are purely oral.

According to Marilyn Jager Adams, a researcher and author on early reading, there are five basic types of phonemic awareness tasks.

- Task 1—The ability to hear rhymes and alliteration

*Sample exercise:* Listen to a nursery rhyme. Have children identify the rhyming words heard.

- Task 2—The ability to do oddity tasks

*Sample exercise:* Look at these pictures—sock, sun, man. Which picture name begins with a different sound? (man)

- Task 3—The ability to orally blend words and split syllables

*Sample exercise:* I will say the first sound of a word and then the rest of the word. Say the word as a whole. /s/ . . . at. What's the word? (sat)

- Task 4—The ability to orally segment words (including counting sounds)

*Sample exercise:* What sounds do you hear in the word sat? (/s/ /a/ /t/)

- Task 5—The ability to do phonemic manipulation tasks

*Sample exercise:* Replace the first sound in the word sat with /m/. What's the new word? (mat)

## Phonics and Phonemic Awareness— What's the Difference?

Phonemic awareness is the understanding that spoken words are made up of a series of discrete sounds.

Phonics deals with the learning of sound-spelling relationships and is associated with printed words.

## PHONEMIC AWARENESS SKILLS

- 1. Listening Games:** *To sharpen children's ability to attend selectively to sounds*
- 2. Rhyming:** *To use rhyme to introduce the children to the sounds of words*
- 3. Words and Sentences:** *To develop children's awareness that language is made up of strings of words*
- 4. Awareness of Syllables:** *To develop the ability to analyze words into separate syllables and to synthesize words from a string of separate syllables*
- 5. Initial and Final Sounds:** *To show the children that words contain phonemes and to introduce them to how phonemes sound and feel when spoken in isolation*
- 6. Phonemes:** *To develop the ability to analyze words into a sequence of separate phonemes and to synthesize words from a sequence of separate phonemes*
- 7. Introducing Letters and Spellings:** *To introduce the relation of letters to speech sounds*



# Kindergarten T-Shirts

Dear Parents,

We will be ordering kindergarten t-shirts for each child in kindergarten this year.

Each child needs to send in \$5.00 to cover the cost of the shirt. The t-shirt will be used throughout the year for field trips, concerts and even field day at the end of the year. It is important that you keep your child's t-shirt in a safe place so that it is available for all the necessary occasions. We will send a reminder home before each event so that you have the shirt ready. Each class has a designated color and the Babylon Elementary logo will appear on each shirt.

**Please send in \$5.00 (CASH ONLY) by Friday, September 21 to cover the cost of your child's t-shirt.**

Thank you for your cooperation.  
The Kindergarten Teachers



## Homework Information and Directions

**Sight Word Homework Book:** To complete the sight word homework, find the correct page for the sight word of the week. Trace the word in **pencil**, write the word in the box in **pencil**, color the word with **crayon** and lastly, write the word in **pencil**. When writing the word, please encourage your child to write correctly on the lines. Then, read the key words with your child to help them know the sentences below. Each night that you read a sentence, color in a circle with **crayon**. You can always practice old words, but please **do not** go ahead.

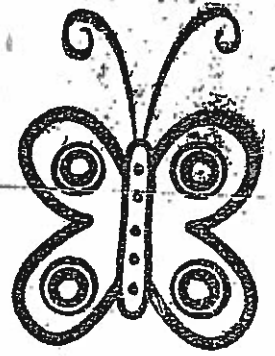
**Math:** Math homework will begin in a few weeks. Please read the direction carefully to your child. The directions are located **on the bottom of each page**. Return completed homework the next day. Math counters will have been provided. Please keep them in a safe place. **You will** need them throughout the year. You may need to return them in June.

**Reading Book Bag:** Your child will receive a red reading bag (In the beginning it may be a Ziploc bag). This bag will contain books from the classroom. It will go home every night with your child's sight word book, letter of the week book and eventually class books. Your child is to practice reading the sight word and letter books each night. They can color the pictures if they want. When your child is done reading them at night, put them back in the bag and send it back to school the very next day. **We use these bags and books everyday in class.** (Including the sight word and letter books)

**Sight Word Flip Book:** In your child's reading bag you will find a mini sight word flip book. Please practice reading these words as often as possible. Always keep this flip book **inside your child's reading bag.**

Thank you for your help.

The Kindergarten Teachers



Dear Parents,

Handwriting is an important part of kindergarten. It is important for your child to learn to form the letters correctly.

Attached you will find a letter formation guide for you to keep handy so you can refer to it throughout the year. It shows the lower case formation. Please make sure your child is making the letters correctly. Most of the upper case letters start at the top. There is an alphabet sheet for you to refer to with upper and lower case letters. The pencil grip pages show left handed grip or right handed grip. Please make sure your child uses the proper grip when writing. The hand that does not hold the pencil is the "helping hand". This hand must hold the paper in place.

Learning letter sounds is also an important part of kindergarten.

You will find the basic keywords that we use to help your child learn the letter sounds. Please refer to these keywords! You can even hang them up on your refrigerator to review each evening.

Sincerely,

The Kindergarten Teachers

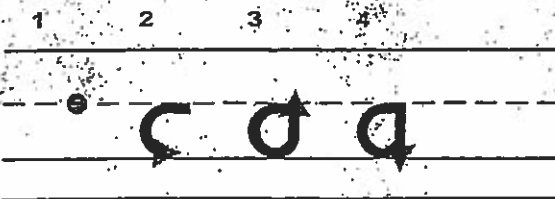
## Fundations Letter Formation Guide

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for a

a is a plane line round letter.

It starts on the (plane line).

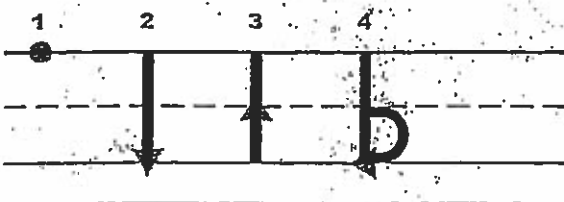


1. Point to the plane line.
2. Go back on the plane line then down and around on the grass line,
3. and up to the plane line.
4. Trace back down to the grass.

### Letter Formation for b

b is a sky line letter.

It starts on the (sky line).

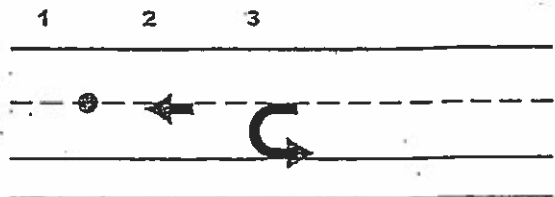


1. Point to the sky line.
2. Go down to the grass line.
3. Trace up to the plane line,
4. and around to the grass line.

### Letter Formation for c

c is a plane line round letter.

It starts on the (plane line).

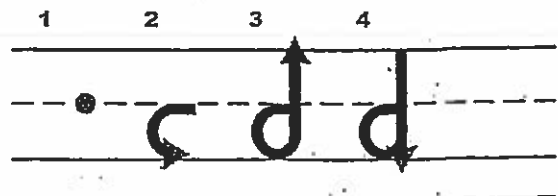


1. Point to the plane line.
2. Start to fly backwards
3. and go down and around to the grass line.

### Letter Formation for d

d is a plane line round letter.

It starts on the (plane line) just like a c.



1. Point to the plane line.
2. Go back, down and around to the grass line,
3. all the way back up to the sky line.
4. Trace back down to the grass line.

## Fundations Letter Formation Guide

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for e

e is a plane line round letter, but it is special.  
e starts below the plane line.

1      2      3      4



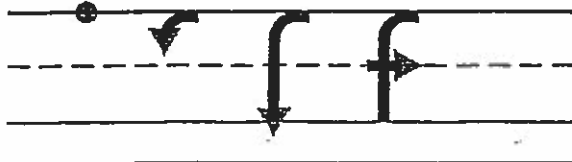
1. Point between the plane line and the grass line.
2. Fly under the plane line.
3. Then go up to the plane line, and around to the grass.
4. and around to the grass.

### Letter Formation for f

f is a sky line letter.

It starts on the (sky line).

1      2      3      4



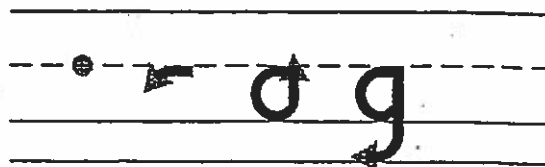
1. Point to the sky line.
2. Trace back on the sky line,
3. and then way down to the grass line.
4. Cross it on the plane line

### Letter Formation for g

g is a plane line round letter.

It starts on the (plane line) just like a c.

1      2      3      4



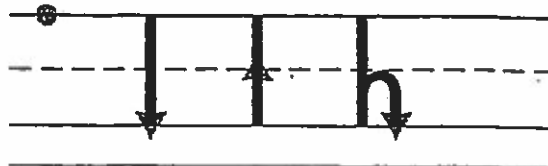
1. Point to the plane line.
2. Trace back on the plane line,
3. down and around all the way back to the plane line.
4. Trace back down all the way to the worm line and make a curve.

### Letter Formation for h

h is a sky line letter.

It starts on the (sky line).

1      2      3      4



1. Point to the sky line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump.

## Fundations Letter Formation Guide

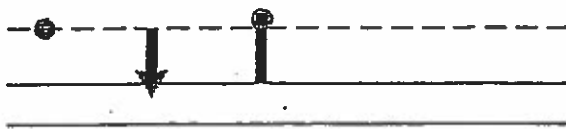
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for **i**

i is a plane line letter.

It starts on the (plane line).

1      2      3



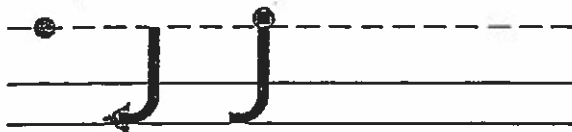
1. Point to the plane line.
2. Go down to the grass line.
3. Add a dot.

### Letter Formation for **j**

j is a plane line letter.

It starts on the (plane line).

1      2      3

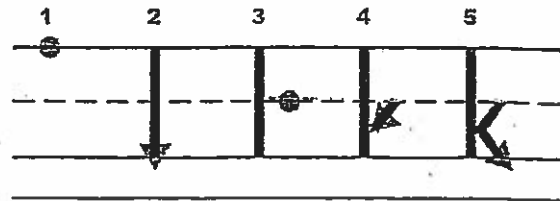


1. Point to the plane line.
2. Go all the way down to the worm line, and make a curve.
3. Add a dot.

### Letter Formation for **k**

k is a sky line letter.

It starts on the (sky line).



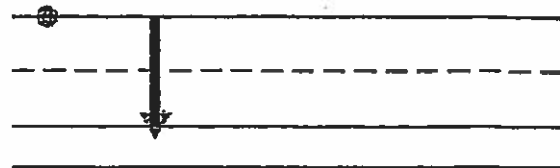
1. Point to the sky line.
2. Go all the way down to the grass line.
3. Point to the plane line and leave a space.
4. Slide over and touch your tall line,
5. and slide back to the grass.

### Letter Formation for **l**

l is a sky line letter.

It starts on the (sky line).

1      2



1. Point to the sky line.
2. Go down to the grass and stop.



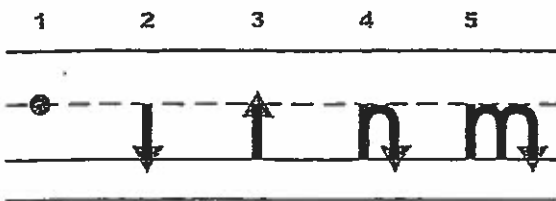
## Fundations Letter Formation Guide

Use the following verbalization to direct students in proper letter formation.

### Letter Formation for m

m is a plane line letter.

It starts on the (plane line).

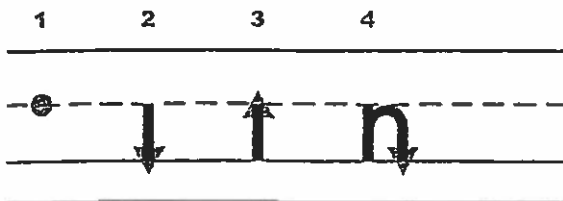


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump,
5. and then back up to the plane line and make another hump.

### Letter Formation for n

n is a plane line letter.

It starts on the (plane line).

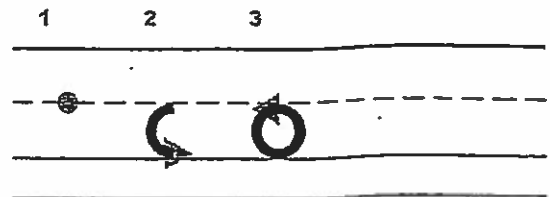


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a hump.

### Letter Formation for o

o is a plane line round letter.

It starts on the (plane line) just like a c.



1. Point to the plane line.
2. Trace back, then down to the grass line,
3. and around back up to the plane line.

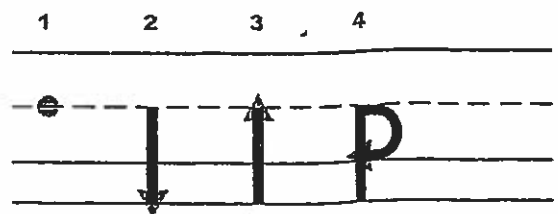
### Letter Formation for p

Use the following verbalization to direct students in proper letter formation.

Say

p is a plane line round letter.

It starts on the (plane line).



1. Point to the plane line.
2. Go down to the worm line.
3. Trace back up to the plane line,
4. and curve all the way around to the grass line.

## Fundations Letter Formation Guide

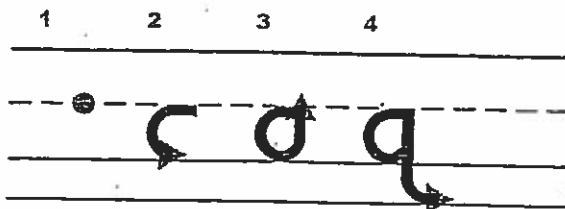
Use the following verbalization to direct students in proper letter formation.

### Letter Formation for q

q is a plane line round letter.

It starts on the (plane line).

Remember that q is the chicken letter so in the end it wants to point up to its buddy, u.

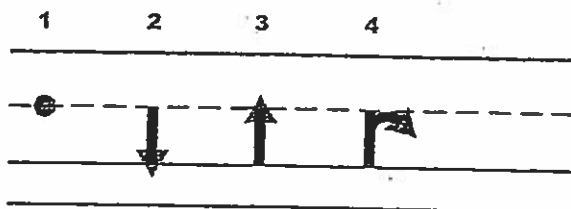


1. Point to the plane line.
2. Trace back and go down to the grass line around, back to the plane line.
3. Trace back down to the worm line,
4. and point up to his "buddy" u.

### Letter Formation for r

r is a plane line letter.

It starts on the (plane line).

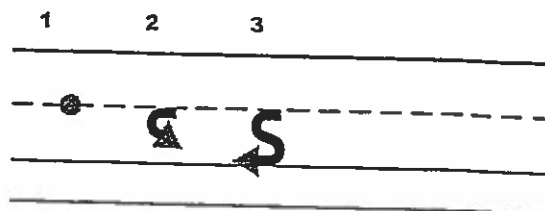


1. Point to the plane line.
2. Go down to the grass line.
3. Trace back up to the plane line,
4. and make a little curve.

### Letter Formation for s

s is a plane line round letter.

It starts on the (plane line) just like a c.

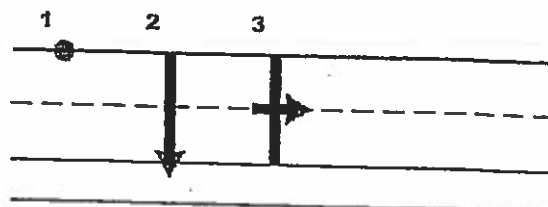


1. Point to the plane line.
2. Trace back and it curves in,
3. and goes back again and lands on the grass.

### Letter Formation for t

t is a sky line letter.

It starts on the (sky line).



1. Point to the sky line.
2. Go down to the grass line.
3. Cross it on the plane line.

# Fundations Letter Formation Guide

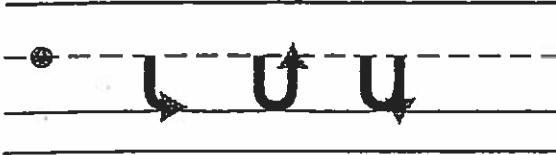
Use the following verbalization to direct students in proper letter formation.

## Letter Formation for U

u is a plane line round letter.

It starts on the (plane line).

1      2      3      4



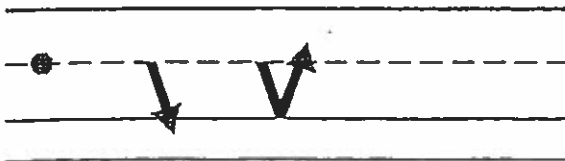
1. Point to the plane line.
2. Go down to the grass line.
3. Curve up to the plane line,
4. and trace straight down to the grass.

## Letter Formation for V

v is a plane line slide letter.

It starts on the (plane line) and (slides).

1      2      3



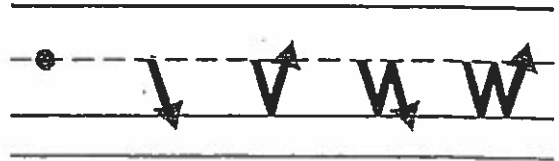
1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.

## Letter Formation for W

w is a plane line slide letter.

It starts on the (plane line) and (slides).

1      2      3      4      5



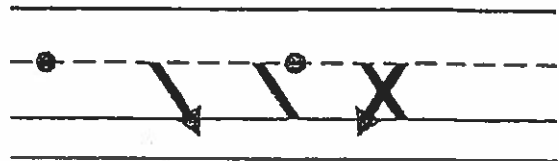
1. Point to the plane line.
2. Slide down to the grass line.
3. Slide up to the plane line.
4. Slide down to the grass line.
5. Slide up to the plane line.

## Letter Formation for X

x is a plane line slide letter.

It starts on the (plane line) and (slides).

1      2      3      4



1. Point to the plane line.
2. Slide down to the grass line.
3. Leave a space and point to the plane line.
4. Slide back to the grass line.



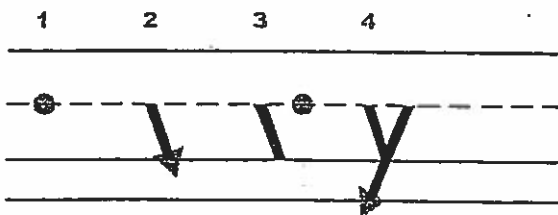
## Fundations **Letter Formation Guide**

Use the following verbalization to direct students in proper letter formation.

### **Letter Formation for y**

y is a plane line slide letter.

It starts on the (plane line) and (slides).



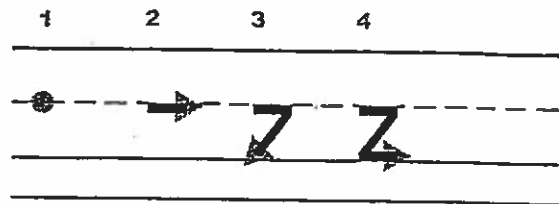
1. Point to the plane line.
2. Slide down to the grass line.
3. Pick up your pencil (finger) and leave a space and point to the plane line.
4. Slide back - all the way to the worm line.

### **Letter Formation for Z**

z is a plane line slide letter, but it doesn't slide right away.

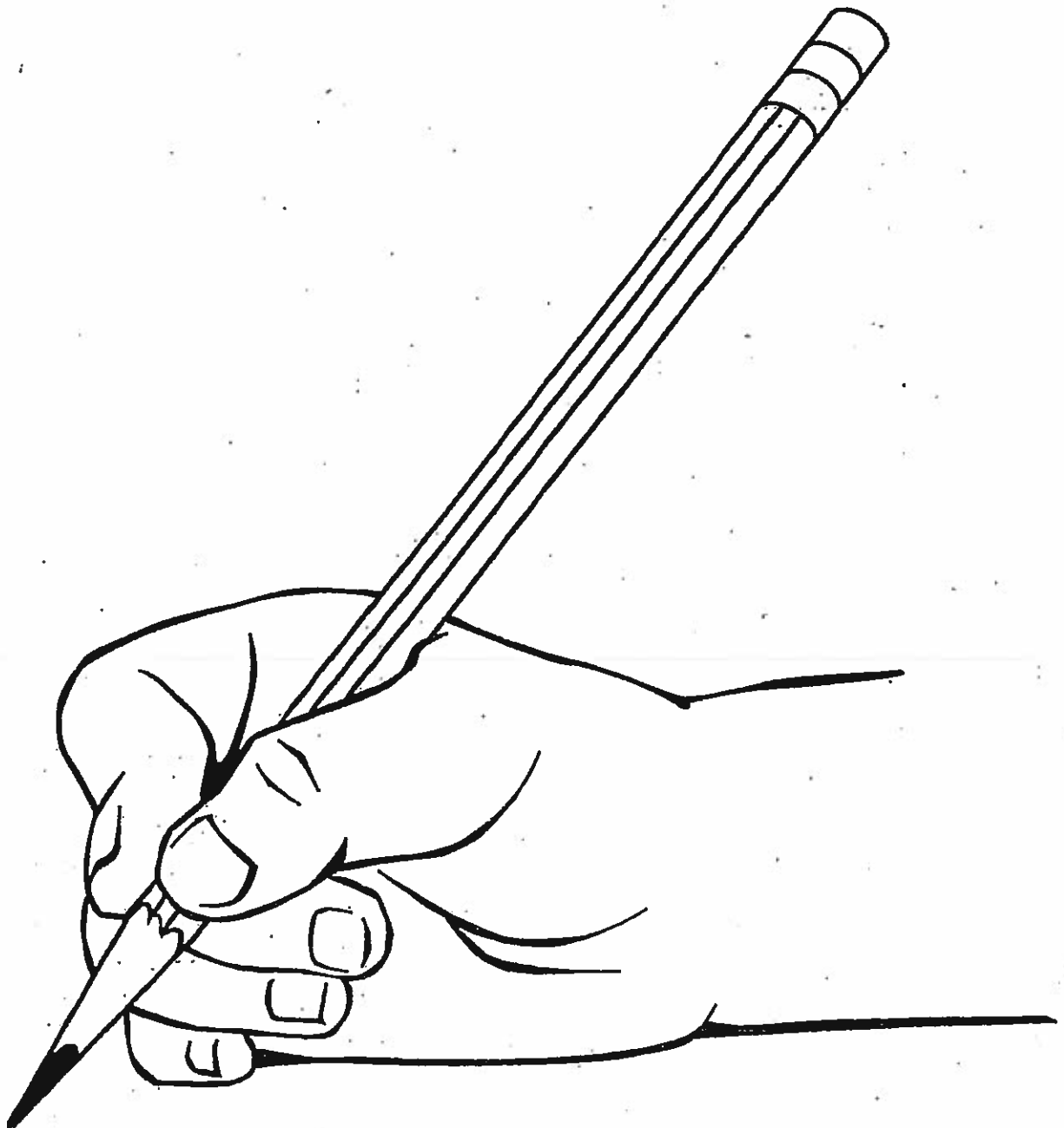
Where does it start? (On the plane line).

Before it slides, the z goes on the plane line.



1. Point to the plane line.
2. Go on the plane line.
3. Slide back to the grass line.
4. Then go on the grass line.

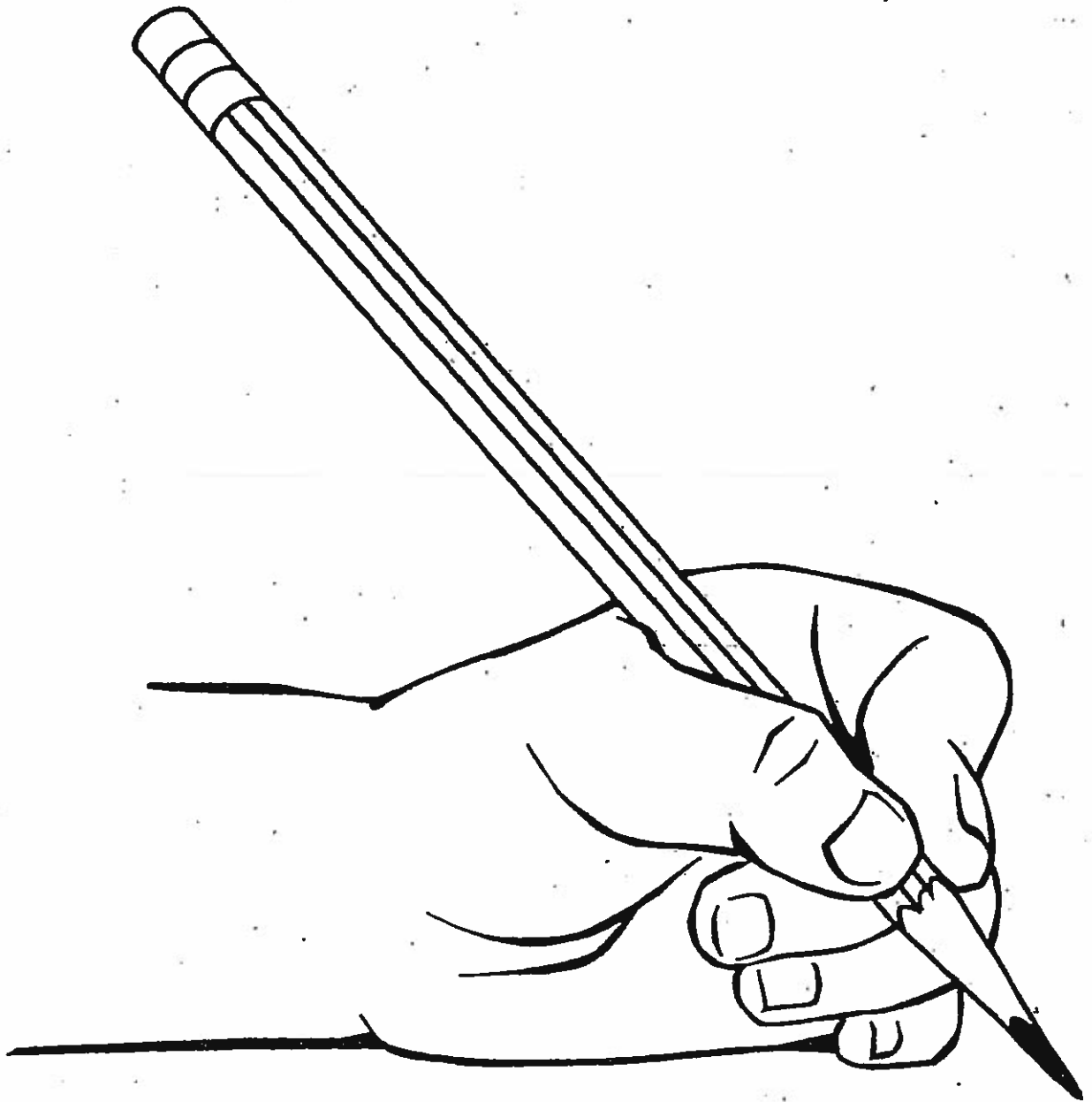
right hand  
grip



PENCIL GRIP PICTURE (RIGHT HAND)

Fundations® Pencil Grip

Left hand  
grip







Aa Bb Cc Dd Ee Ff



Gg Hh Ii Jj Kk Ll



Mm Nn Oo Pp Qq Rr Ss



Tt Uu Vv Ww Xx Yy Zz