


Giving the Gift of Reading:

Developing Phonological Awareness Skills in a Montessori Classroom

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Phonological awareness



Attention to the sound structure in words.



Ability to segment and manipulate speech sounds.



"Phonological awareness is a crucial factor in predicting how easily young children will acquire reading."

Ulry, "Phonological Awareness & Processing", MDTBL, 2002.

"The World is full of magical things,
Patiently waiting for our senses,
to grow sharper."

William Butler Yeats, Irish Poet
1865-1939

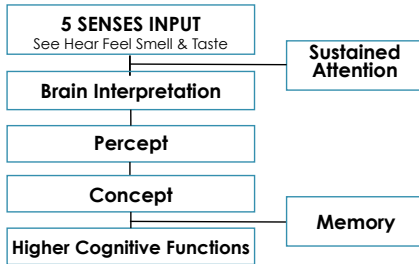
Quote from Lillard's Book: Montessori the Science Behind the Genius

"Research suggest that the quality of one's sensory discrimination capacities is influenced by by sensory experiences one has early in life.

Those experiences serve to organize cognitive structures in a manner that optimizes discriminatory capacity...

Since higher cognitive processes arise out of lower ones, cognitive organization early in development could have an important impact at higher levels of processing. A long held view...is that perception is the origin of all knowledge."

The learning process



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The gift of reading

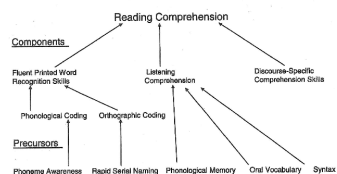


FIGURE 6.1. Reading comprehension: Cognitive components and their precursors.

Hierarchy of Phonological awareness

Phonology is the awareness & recognition of sounds. **Training the ear to perceive sound is a critical 1st step:**



Characteristics of sound:

Loud/Soft Fast/Slow Tone: High/Low



Environmental Sounds:

Localization Animals Objects



Human Speech Sounds:

Phonological Awareness Activities

Training the Ear to Perceive Sound

What does the Montessori environment offer to train auditory discrimination and perception of sound?



Hierarchy of Phonological awareness

In each of the categories, **recognition precedes production**

- Rhyming
- Matching rhyme and alliteration
- Syllable blending & splitting
- Full phoneme segmentation
- Manipulation of phonemes

Hierarchy of PA - rhyming

- Starts with recognition:
"Which words rhyme in this passage?"
- Move to generation:
"Give me a word that rhymes with 'cat'."

Hierarchy of PA – rhyme & alliteration

- Starts with rhyme:
"Which two have the same rhyme?"
cat – mat – tap
"Which one is different?"
- Move to alliteration:
"Which two have the same beginning sound?"
no – nap – bit
"Which one has a different beginning sound?"

Hierarchy of PA – syllable blending

- Starts with compound words:
 (air) (port) (car) (pool)
 ~ airport ~ carpool
- Move to syllables:
 (nap) (kin) (drag) (on)
 ~ napkin ~ dragon

Hierarchy of PA – syllable splitting

- Starts with compound words:
 cupcake baseball
 (cup) (cake) (base) (ball)
- Move to two syllable words:
 Monday athlete
 (mon) (day) (ath) (lete)
- Move to multi-syllable words:
 rectangle animal particular
 (rec) (tan) (gle) (an) (i) (mal) (par) (tic) (u) (lar)

Hierarch of PA - phoneme segmentation



Hierarch of PA - phoneme segmentation



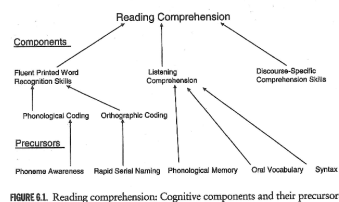
Hierarchy of PA – manipulation of phonemes

- **Deletion of initial phonemes**
"Give me "cat" without the "k" sound = "at"
 - **Deletion of final phonemes**
"Give me "cat" without the "t" sound = "ca"
 - **Move to exchanging sounds***
"Give me "cat". Change the "t" to "p". What is my word?" = "cap"
- * This is the 1st transition from phonological training to spelling.*

Manipulation of Phonemes



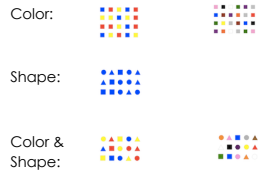
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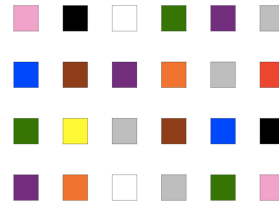
Rapid automatic naming

- One key contributor is fluent printed word recognition, especially in the early years of reading instruction
- Foundation is in RAN of color, shape, color and shape, as these are qualities of visual perception
- Then move on to RAN of orthographic: letters, word families, words

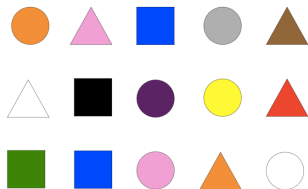
Rapid automatic naming



Rapid automatic naming



Rapid automatic naming



The gift of reading

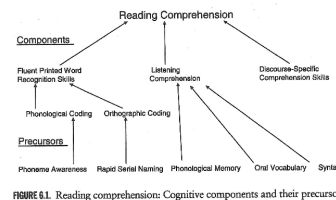


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Works Cited

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