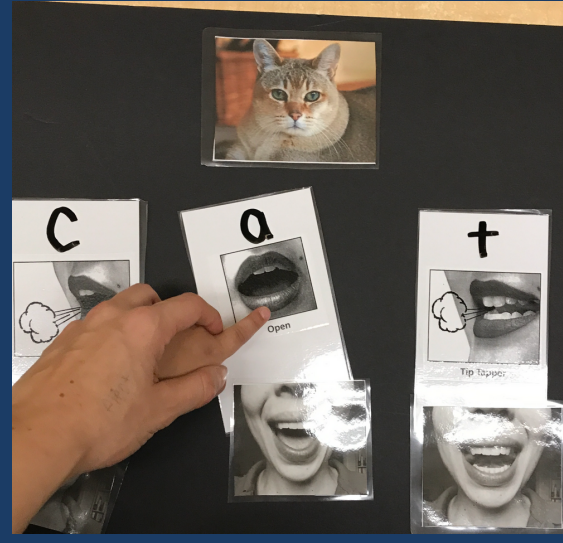


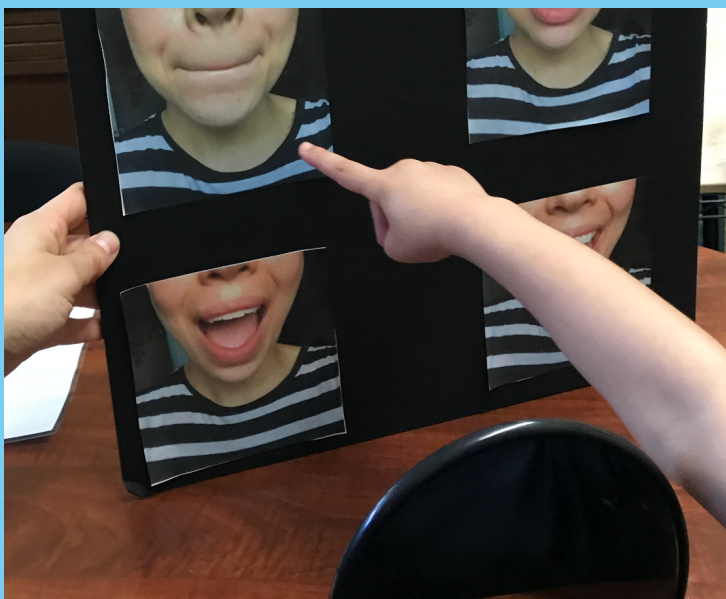
FOSTER PHONEMIC AWARENESS WITH PRESCHOOLERS USING MOUTH PICTURES



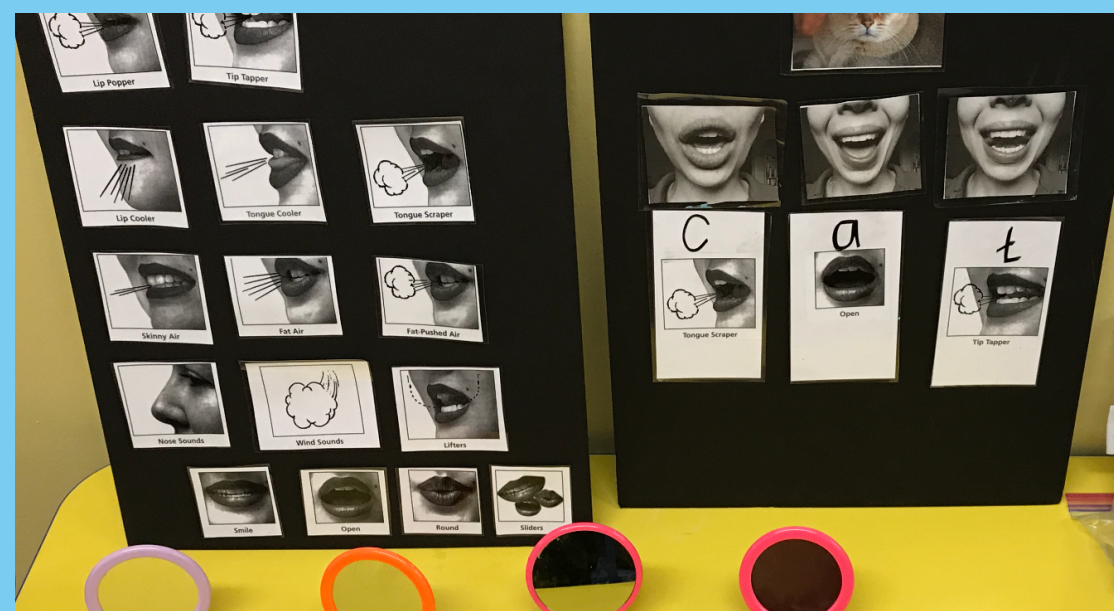
BEGIN BY DEVELOPING A CONVERSATION AROUND THE ACTIONS AND FEELINGS OF THE PHONEMES YOU'RE GOING TO FOCUS ON.

Starting here helps children develop bodily awareness of phonemes. They will begin to hear the details in each small unit of sound. This ultimately aids in their ability to segment and distinguish between phonemes and retain the grapheme-phoneme connection (Boyer & Ehri, 2011)

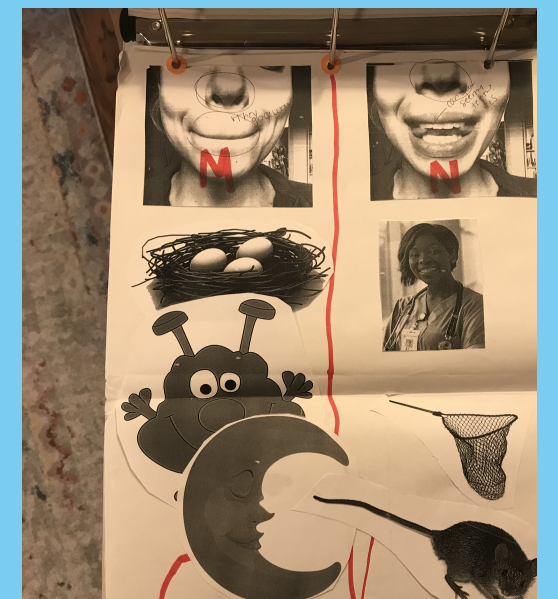
For sounds that are tricky to capture on camera, such as /b/ or /k/, I supplemented using pictures from the sensory-cognitive program Lindamood-Bell that included drawings and a useful vocabulary of how the air comes out of the mouth (it is "pushed", it "puffs", it "pops," etc.)



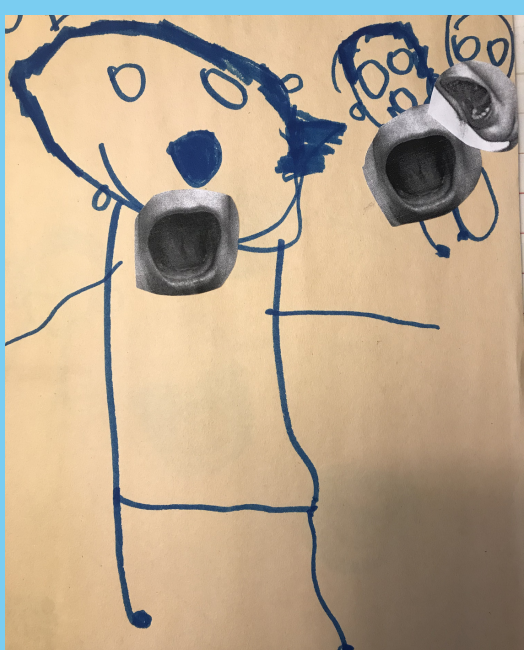
Exploring and identifying using mirrors and pictures



A typical setup: the mirrors are essential to develop their own sensory awareness



Encourage differentiation between sounds



Study "middle sounds" (vowels) using student art



Get physical! Lots of tapping left to right as you segment



Blend going "up the stairs" and "Down the slide" (slide sounds together)