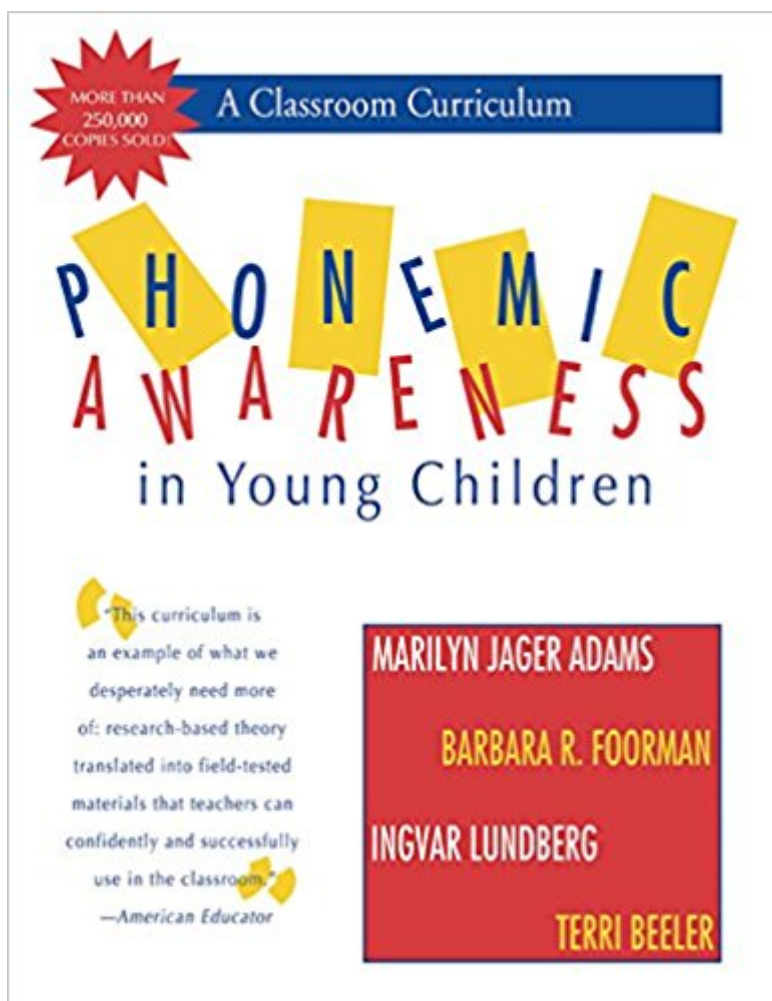


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# Phonemic Awareness In Young Children: A Classroom Curriculum



## Synopsis

One of the most popular programs available – more than 250,000 copies sold  
Easy and fun activities that take only 15-20 minutes a day  
Includes a flexible assessment test that allows group screening  
Meets new federal requirements for scientifically based reading research  
Developed by leading experts in reading instruction  
Phonemic Awareness in Young Children complements any prereading program. From simple listening games to more advanced exercises in rhyming, alliteration, and segmentation, this best-selling curriculum helps boost young learners' preliteracy skills in just 15-20 minutes a day. Specifically targeting phonemic awareness – now known to be an important step to a child's early reading acquisition – this research-based program helps young children learn to distinguish individual sounds that make up words and affect their meanings. With a developmental sequence of activities that follows a school year calendar, teachers can choose from a range of activities for their preschool, kindergarten, and first-grade classrooms. Plus, the curriculum includes an easy-to-use assessment test for screening up to 15 children at a time. This assessment not only helps to objectively estimate the general skill level of the class and identify children who may need additional testing but may also be repeated every 1-2 months to monitor progress. All children benefit because the curriculum accommodates individualized learning and teaching styles. Here is everything a teacher needs:  
Teaching objectives  
Lesson plans and sample scripts  
Activity adaptations  
Troubleshooting guidelines  
Suggested kindergarten and first-grade schedules  
Informal, group screening  
A featured book in our Launching Literacy Kit!  
How Our Early Childhood Products Align with the Head Start Child Development and Early Learning Outcomes Framework

## Book Information

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## Customer Reviews

"The directions are easy to understand and the lessons follow a developmental sequence beginning with the easiest and most basic activities. . . . This book could be used with any reading program. . . . The games are user-friendly and do not require a large amount of preparation time. . . . Excellent resource book."

Marilyn Jager Adams, Ph.D., is a cognitive and developmental psychologist who has devoted her career to research and applied work in the area of cognition and education. Dr. Adams's scholarly contributions include the book *Beginning to Read: Thinking and Learning About Print* (MIT Press, 1994). Among honors, she has received the American Educational Research Association's Sylvia Scribner Award and The International Dyslexia Association's Samuel Torrey Orton Award. Dr. Adams chaired the planning committee for the National Academy of Sciences (1998) report *Preventing Reading Difficulties in Young Children* and has served since 1992 on the planning or steering committees for the National Assessment of Educational Progress (NAEP) in reading. She also developed a vocabulary assessment for the 2014 National Assessment of Adult Literacy (NAAL) and was on the development team for the Common Core State Standards for English Language Arts and Literacy. Dr. Adams has authored a number of empirically validated classroom resources, including *Odyssey: A Curriculum for Thinking* (Charlesbridge Publishing, 1986), which was originally developed for barrio students in Venezuela; *Phonemic Awareness in Young Children: A Classroom Curriculum* (Paul H. Brookes Publishing Co., 1998) on language and literacy basics for emergent readers and students with special needs; Open Court's 1995 edition of *Collection for Young Scholars*, a program for reading, writing, and literacy development for elementary school students; and Scholastic's *System 44* (2009) and *iRead* (2013), technology-based programs for building literacy foundations. She has also served on the advisory board for several of the Public Broadcasting System's educational programs including *Sesame Street* and *Between the Lions*, for which she was Senior Literacy Advisor. Dr. Adams spent most of her career with the think tank Bolt Beranek & Newman (BBN Technologies-"Where Wizards Stay up Late") in Cambridge, Massachusetts. From 2000 to 2007, she was Chief Scientist at Soliloquy Learning, which she cofounded with the goal of harnessing automatic speech recognition for helping students learn to read and read to learn. She is currently a visiting scholar in the Cognitive,

Linguistic, and Psychological Sciences Department at Brown University. She has two children: John, who is working toward a Ph.D. in social psychology, and Jocie, who is striving to be a musician. Her husband, Milton, is a rocket scientist at Massachusetts Institute of Technology's Charles Stark Draper Labs. Barbara R. Foorman, Ph.D., earned her doctorate at the University of California-Berkeley. She is Professor of Pediatrics and Director of the Center for Academic and Reading Skills at the University of Texas-Houston Medical School and Principal Investigator of the grant funded by the National Institute of Child Health and Human Development (NICHD), Early Interventions for Children with Reading Problems. In addition to many chapters and journal articles on topics related to language and reading development, she is the editor of *Reading Acquisition: Cultural Constraints and Cognitive Universals* (Lawrence Erlbaum Associates, 1986). She is on the editorial board of *Journal of Learning Disabilities* and has guest edited special issues of *Scientific Studies of Reading*, *Linguistics and Education* and *Journal of Learning Disabilities*. Dr. Foorman has been actively involved in outreach to the schools and to the general public, having chaired Houston Independent School District's Committee on a Balanced Approach to Reading and having testified before the California and Texas legislatures and the Texas Board of Education Long-Range Planning Committee. Dr. Foorman is also a member of the National Academy of Sciences' Committee on the Prevention of Reading Difficulties in Young Children, the board of the Society for the Scientific Study of Reading, the Consortium on Reading Excellence (CORE), and several local reading efforts.

Ingvar Lundberg, Ph.D., was first trained as a school teacher and served in inner-city schools in Stockholm, Sweden. Later, he entered an academic career and became Professor of Developmental Psychology at the University of Ume. He has published a dozen books, primarily in Scandinavian languages and a large number of scientific articles, particularly in the field of reading and language development. He served on the steering committee of the largest survey of reading achievement in the world, including more than 30 countries. He is a fellow of several academies and learned societies and serves on the editorial board of a number of scientific journals. He is currently affiliated with the Department of Psychology at Göteborg, Sweden, where he directs a research program on communication disabilities.

Terri Beeler, Ed.D., has more than 20 years of experience in education, in both teaching and administration. Dr. Beeler is Assistant Professor in the Department of Urban Education at the University of Houston's downtown campus. Within the responsibilities of that position, she is one of the coordinators of a totally field-based teacher education program, which allows her to work with both preservice and in-service teachers and also continue to be in classrooms with children. In addition, she does a great deal of staff development and consultant work in the area of early literacy development, specifically

phonemic awareness and guided reading. She is also a co-editor of the State of Reading, the journal of the Texas State Reading Association, and author of *I Can Read, I can Write: Creating a Print-Rich Environment* (Creative Teaching Press, 1993).

Very good book for explaining how to prevent reading failure starting in preschool with clear cut, step by step games that teach children 3-5 how to manipulate spoken sounds to prepare them for reading. Excellent. A MUST READ for anyone teaching at the preschool-kindergarten level!!!

This is the best curriculum I've seen in terms of scope, sequence, thoroughness, clarity and ease of use. The authors are all renowned experts in early literacy. Its big drawback is the time it takes to find appropriate, phonemically accurate pictures to use in the last third of the book. We teachers were thrilled to find that the Georgia Preschool Association has developed a CD of over 200 phonemically correct pictures to print out specifically to use with the curriculum. This curriculum is excellent! Children enjoy the activities while gaining a solid foundation for learning to read.

Just what I need for my class of special needs children. Just as described in post

She's a genius.

Wonderful, proven resource for those who want to use what is proven by the experts to be the best

A great curriculum for young children. So important with our rising expectations of young children to have fun and interesting activities in letter names, sounds and phonemic awareness.

Great book for beginning readers!

Adams, et al, have produced a valuable teacher resource for teaching phonemic awareness. They cite research about and rationale for instruction in phonemics. A full 2-page list of references is given. Then language games are introduced: listening, rhyming, words and sentences, awareness of syllables, initial and final sounds, phonemes, and finally transitioning to introducing letters and spellings. Each activity is structured: objective, materials needed, activity (instructions), variation(s), if any, and a section for teacher notes and any additional activities the teacher may want to jot down. Materials may be picture cards which the teacher would have to make (no black line masters,

though there are word lists), small objects one might have in the house or classroom, audiotapes, sets of plastic toy zoo or farm animals, etc, all listed in an appendix. There is a 25-page section on assessment with black line masters of the student tests and teacher demonstration pages. There is also a 10.5 -page annotated bibliography of rhyming stories. All-in-all, a very good resource. - ESL Teacher of 11 years

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