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## SUETONE (1)

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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 68 pages. Original publisher: Washington, D. C. : National Institute for Literacy, 2003 OCLC Number: (OCoLC)492425315 Subject: Reading (Primary) -- United States. Excerpt: . . . How much time should I spend on phonemic awareness instruction You do not need to devote a lot of class time to phonemic awareness instruction. Over the school year, your entire phonemic awareness program should take no more than 20 hours. Your students will differ in their phonemic awareness. Some will need more instruction than others. The best approach is to assess students phonemic awareness before you begin instruction. Assessment will let you know which students do and do not need the instruction, which students should be taught the easier types of phoneme manipulation ( such as identifying initial sounds in words ), and which should receive instruction in more advanced types ( such as segmenting, blending, deletion addition, and substitution ). Should I teach phonemic awareness to individual students, to small groups, or to the whole class In general, small-group instruction is more effective in helping your students acquire phonemic awareness and learn to read. Small-group instruction may be more effective than individual or whole-group instruction because children often benefit from listening to their classmates respond and receive feedback from the teacher. Do we know enough about the effectiveness of phonemic awareness instruction for me to implement it in my classroom Yes. Bear in mind, however, that phonemic awareness instruction is not a complete reading program; it cannot guarantee the reading and writing success of your students. Adding well-thought-out phonemic awareness instruction to a beginning reading program or to a remedial reading program is very likely to help your students learn to read and spell. Whether these benefits are lasting, however,...

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