

### Phonemic Awareness Strategy

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| <b>Strategy:</b> M & M Phonemes   |
| <b>Appropriate Grade Level:</b> K-2   |
| <b>Materials Needed:</b> <ul style="list-style-type: none"><li>• M &amp; M's (Substitute small, blank pieces of paper or other manipulative to represent and manipulate phonemes.)</li></ul>  |
| <b>Procedures/Steps:</b> Review with students that words can be segmented into individual phonemes, or sounds. Give an example by segmenting a word. Then, <ol style="list-style-type: none"><li>1. Give each student a small pile of M &amp; M's (five to ten depending on the number of phonemes in the target words).</li><li>2. As a word is said, have students use their M &amp; M's to represent and "mark" phonemes in the word, moving one M &amp; M away from the pile and into a line for each sound identified.</li><li>3. Once students are able to segment individual phonemes in a word, instruct them to manipulate phonemes in words, moving them to other positions in the word. Use the M &amp; M's to help students track the phoneme move.</li><li>4. After manipulating the position of the phoneme, ask students to say the new word aloud. Listen to how silly the word sounds!</li></ol> |
| <b>Comments/Tips:</b> <ul style="list-style-type: none"><li>• Have students use M &amp; M's to manipulate syllables.</li><li>• For English language learners, discuss the meaning of the word that is being segmented, and clearly enunciate the word when initially providing it to students. Be sure to review sounds that differ between the students' first language and English, and/or discuss the formation of such sounds in the mouth and throat.</li></ul>  |
| <b>Source:</b> Scammacca, N., Vaughn, S., Roberts, G, Wanzek, J. and Torgesen, J. (2007). Extensive Reading Interventions in Grades K-3: From Research to Practice.   |