

## Fidelity Checklist Drawing A Phonetic Alphabet

Phonemic awareness reading strategies can improve children's phonemic awareness performance (Melesse & Enyew, 2020). Phonemic awareness is one of the most important foundational skills for a student to have. Being able to manipulate and identify individual sounds within a word allows students to eventually become proficient readers. When a student has a strong sense of phonemic awareness, they are able to effectively decode unknown words and comprehend information while reading (Jonas, 2019). Drawing is an activity that many students engage in. It is a familiar task that can be used to explore and communicate ideas to others without requiring the ability to write or spell words. The usage of drawing allows things that are abstract ideas to be represented in a visual matter, thus allowing them to connect abstract and concrete ideas together (Hong et al., 2020). Combining phonemic awareness instruction and drawing allows students to create a visual prompt to remind them of what sound each letter of the alphabet makes.

**Science of Reading Connection:** Phonemic awareness is a crucial part of the Science of Reading. Within Scarborough's Rope, phonemic awareness is a key part of having a strong foundation for word recognition. Being able to effectively manipulate and identify phonemes can help students with decoding and spelling unknown words. Drawing a phonetic alphabet allows students to gain additional practice with grapheme and sound coordination. Students must have a strong foundation of phonemic awareness in order to become an independent reader.

**Date:**

*3/22/2022*

Activity/C

*Activity/Class: Kindergarten  
small group*

## DRAWING A PHONETIC ALPHABET

YES NO

COMMENTS

1. Gather materials for activity (e.g. paper, blank letter template, pencils, markers, crayons, etc.).

*Blank outline letters pencils, markers*

2. Prepare students for activity by activating prior knowledge and reviewing the different sounds that letters create. This can be done through verbally making the letter sounds and having the student tell you what letter they think makes that sound.

*Orally reviewed pictare cards for letter names and sounds.' m sd, 7 and short voldels*

*a1 Explained activity land brainstormed lone letter at a time*

3. Brainstorm possible ideas for each letter of the alphabet by presenting a student a picture of the letter and asking them what he

or she thinks they should draw for the letter. Provide guidance by giving suggestions if needed.

4. Collaboratively work with the student to

draw their phonetic alphabet  
(e.g. helping students draw and color  
their letters).

5. Review the phonetic alphabet together by going through each letter in the alphabet, reviewing what sound it makes, and what the picture is. Be sure to keep the phonetic alphabet for future practice with the student.

I modeled how to draw each, animal with, student input.

*Students draws We  
reviewed each  
animal name,  
beginning sound  
and sound each  
letter  
makes*

Total steps completed  
accurately:

Percentage of steps  
completed accurately:

Additional notes or comments: *The three Kindergarten students loved this activity. They were engaged throughout and contributed their ideas.*

*I used the letters m, a, s, d, t i to present the*

*strategy. The ability to read these particular sounds is critical for preparing students for first grade reading, Students will be assessed at the end of the year with decodable passages containing Cve and evce words such as dad, mad, sad, sat, sit sits. This strategy helps students build letter sound automaticity and reinforces onset-rime skills Both skills are necessary for blending sounds to read words. The students took ownership of their letter drawings because of their efforts with this strategy*

**Cluie Bultate**