

Phonological and Phonemic Awareness

Time: 2 hour workshop: 3 hour option.

Objectives

In this workshop participants will:

- Gain understanding of phonological and phonemic awareness
- Acquire strategies for teaching phonological and phonemic awareness
- Collect ideas for chants, finger plays, songs, poetry, and rhyming books

This workshop supports participants' understanding of:

Preschool Expectation 1. Child listens with understanding to environmental sounds, directions, and conversations.

Preschool Expectation 3c. Child demonstrates phonological awareness.

Kindergarten Standard 1. Child demonstrates phonological and phonemic awareness.

Kindergarten Standard 2. Child uses emergent decoding and word recognition skills.

Kindergarten Standard 8. Child listens actively to information from a variety of sources in a variety of situations.

Materials Required

- L4 Overheads #1 - 4 or L4 PowerPoint slides 1 - 6
- Chart pad, markers, tape
- A Chart with the words to Willoughby Wallaby Woo (see song and chants handout)
- Assignment Cards: Promoting Phonological and Phonemic Awareness
- A Chart with the words to "Jump or Jiggle" by Evelyn Beyer (see handout of poems)
- A read aloud book rich in alliteration or rhyme (such as Mary Ann Hoberman's *A House is a House for Me*)

For 3 hour option

- Use handout "Phonological and Phonemic Awareness Games"
- L4 Overhead #5 or L4 PowerPoint slide 7
- cups and beans
- paper plates

Additional Materials

Examples of good books for rhymes and alliteration such as:

Tortillitas Para Mama and Other Nursery Rhymes: Spanish and English

Richard Scarry's Best Mother Goose Ever by Richard Scarry

Handout List

L4 Agenda

Phonological and Phonemic Awareness

Good Songs and Chants for the Sounds in Words

Activity Cards: Promoting Phonological and Phonemic Awareness

Tips for Promoting Phonological and Phonemic Awareness
Good Poems for the Sounds in Words
Using Poetry with Children
Phonological and Phonemic Awareness Games

Essential Messages

- Phonological awareness is the ability to hear, identify and manipulate the sounds of spoken language (hearing and repeating sounds, separating and blending sounds, identifying similar sounds in different words, hearing parts or syllables in word “hel-i-cop-ter).
- Phonemic awareness is a more advanced component of phonological awareness; it is the ability to notice, think about, and work with the individual sounds (phonemes) in spoken words (identifying the three sounds in the word bug as /b/ /u/ /g/).
- Young children learn to hear the sounds in spoken language through chants, rhymes, nonsense words, and poetry.
- Before children learn to read print, they need to become aware of how the sounds in words work.¹
- Phonics is connecting sounds to letters (for example, the letter “b” makes the /b/ sound).

Trainers' Agenda

1. Opening Activity: (5 – 7 minutes)

Post the chart with the words to Willoughby Wallaby Woo. Have everybody sing the words together. Model adding names one or two times using your name and someone's name in the group. Then, invite them to go around their tables singing the song with each person's name. (All tables go at the same time.)

Pose the question:

“What are some reasons children enjoy this song?”

Listen for ideas such as:

- They love hearing their own names
- They enjoy it because of the silly sounds
- They like repetitive games

Ask:

“What can children learn from singing this song?”

¹ Armbruster, B. and Osborn, J. (2001). *Put Reading First: The research building blocks for teaching children to read*. Center for the Improvement of Early Reading Achievement: Washington, DC.

Listen for ideas such as:

- They learn each other's names.
- They learn to listen for repeating sounds.
- They hear and say rhyming words.

Say:

“Today's workshop will focus on the sounds in language and how to foster children's learning of phonological and phonemic awareness. Take a minute to look at the expectations (preschool) or standards (kindergarten). Which ones do you think we'll focus on today?”

Clarify the expectations/standards for this workshop (see above).

2. Welcome and Logistics (5 minutes)

Use Handout L4 “Agenda” to review agenda and session objectives.

3. Introducing the Topic (15 - 20 minutes)

Using L4 Overheads 1 -3 or L4 PowerPoint (slides 1 - 5) to introduce this topic. Provide participants with the handout “Phonological and Phonemic Awareness.”

1. Show overhead L4.1 “Phonological Awareness.”

Hearing the sounds in spoken language -- Phonological awareness is a listening skill. It is the ability to hear, identify and manipulate the sounds of spoken language. For example: hearing and repeating sounds; separating and blending sounds; identifying similar sounds in different words; hearing parts or syllables in words (“hel-i-cop-ter”).

A child with phonological awareness can:

Identify and make oral rhymes When children can string together rhyming words, such as, “dip, sip, lip, glip” they show us they are developing phonological awareness.

Hear, identify and play with the sounds in words. Listen to the words sun, sit, and song. What *sound* do they all begin with? (all begin with the /s/ sound) What other words begin with the “sss” sound? Now listen to these words: bite, dot, and sit. What sound do they end with? (all end with the /t/ sound). Which word doesn't fit? dust, dog, dig, and stop? (stop) Why not? (it doesn't start with the “ddd” sound)

Hear the syllables in words Let's clap the sounds in some words together. “Hap-py” “Lol-li-pop” “El-e-phant” Let's snap for a word. Who would like to suggest a fanciful multi-syllable word?

To support children's development of phonological awareness, teachers:

Use songs, rhyming games, nursery rhymes, and rhyming poetry

Play syllable clapping games

Play games with the sounds in words Incorporate playful rhymes with children (“Oh my, we have oodles of noodles for lunch today.” Or, after doing Banana Fofanna with children, you might say “Where’s my marker marker bo barker? Who has seen my marker?”)

Talk with children about words and sounds in everyday situations If you want children to tune into the sounds of language you have to do it too! Think about times you have called children’s attention to the way language sounds. Anyone have an example to share? (Call attention to alliteration by using it playfully, noting it in read aloud books, and with poetry.)

Choose books to read aloud that focus on sounds Ask: what books come to mind? Invite participants to come up with 2 or 3 read aloud books that are great for the sounds in language such as M. W. Brown *The Summer Noisy Book* and *The Winter Noisy Book*, P. Conrad *Animal Lingo*, and M. Serfozo *Joe Joe*.

2. Show overhead L4.2 “Phonemic Awareness.”

A more advanced form of phonological awareness. Phonemic awareness is part of phonological awareness, but a higher level skill. It’s also a listening skill. Phonemic awareness means understanding that words are made up of sounds. Each *individual* sound in spoken words is called a phoneme. There are 44 phonemes in the English Language. Children need to hear the individual sounds in words before they can learn to read print.

A child with phonemic awareness can

hear, identify, and work with individual sounds (phonemes) in spoken words
*bug has 3 sounds -- /b/ /u/ and /g/
add /l/ sound to “ate” and get “late”
take away the /t/ sound from “train” and get “rain”*

Phonemic awareness is an important step towards learning the alphabetic principle

*words are composed of letters
each letter in a printed word is connected to a spoken sound*

Phonemic awareness is different from phonics

Phonics is a print skill – it means associating the letter symbol with the sound it makes

3. Show overhead L4.3 “To support children’s development of phonemic awareness, teachers can”

Use songs, chants, finger plays, rhyming games, nursery rhymes, and rhyming poetry.

Rhythm, rhyme, and repetition help children become familiar with the sound and structure of language. (Open Them, Shut Them; The Wheels on the Bus.)

Play games that get children to listen for beginning and ending sounds

**If your name begins with the same sound as Ryan’s, you may line up to go outside...
Let’s find all the things in our classroom that begin with the sound as “soup”**

“I Spy” for preschoolers can be played by saying “I Spy” something that begins with a “bbb” sound and children have to find something in the room that begins with the sound. For kindergarten children who can do this, you can begin to introduce, “I spy something that begins with the letter “B” – this also adds the skill of phonics to the game.

Play “What’s Left When We…”

What’s left when we take the ‘sss’ away from “smile”?

What’s left when we take the “nnn” away from “moon”

Play games where children segment and blend the sounds in words

“st” + “op” makes “stop”

“stop” without the “st” would be “op”

Say,

“Let’s do an activity now that will give you lots of ideas for promoting children’s acquisitions of these skills.”

4. Activity: Promoting Phonological and Phonemic Awareness (20 – 30 minutes)

Distribute assignment cards, one assignment card per table. If there are more than 3 groups, give out the same assignment to multiple table groups. Introduce this activity by saying:

“Promoting phonological and phonemic awareness happens by incorporating experiences throughout the day that engage children in listening to and playing with the sounds of language. You can do the best job of this when you have a large repertoire of ideas. This next activity will give you a chance to share strategies you currently use as well as get new ideas from your colleagues.”

“Take a moment to read the assignment card on your table. As a group, answer the questions and prepare to share. You’ll have 15 – 20 minutes to complete the assignment. Be prepared to share two highlights from your brainstormed list and “perform” your presentation. Any questions?”

Circulate and check for understanding of the assignment and the difference between phonological and phonemic awareness. Be sure that the ideas they generate actually address phonological and phonemic awareness. At about fifteen minutes, call time and let each table share (probably about 10 minutes). If possible, you can type up all the lists and distribute.

5. Discussion: (10 – 15 minutes)

Pose the following questions:

Let’s look again at the expectations/standards in the Age by Age Accomplishments. Reflect on new understandings you have of these as a result of what we’ve talked about so far today. (Provide a few moments for them to review and discuss the relevant ones.)

What insights do you have? Questions?

What are some different times during the day that you can use the activities generated today?

How can you document what children are doing during these activities so that you have a record of what they are learning? (e.g., small group times, working in partnership with assistant, having recording materials handy.)

Give out handouts “Good Songs and Chants for Sounds in Words” and “Tips for Promoting Phonological and Phonemic Awareness.” Provide a few minutes for them to review. Suggest:

“As you look over the (Tips) handout, circle one idea that you feel you already do and one or two ideas that you plan to use immediately.”

6. Activity: Using Poetry with Children (30 - 35 minutes)

Introduce this activity by saying:

“Let’s read this poem “Jump or Jiggle” by Evelyn Beyer together.” (Everyone reads together using the posted chart.)

Does anyone know this poem?

What language did you like in the poem?

At your tables, make up another verse, using two different animals.

Provide 3 – 5 minutes and invite volunteers to share. You might point out that with young children, a reasonable extension of the poem would be to ask children to think of another animal – and then come up with a real or nonsense word that rhymes with the animal (bear – spare bear or monkey – hunkey monkey).

Say,

“Listening to and reading material that includes rhythm, rhyme, and repetition helps children become familiar with the sounds of structure of language. Poetry helps children learn phonological and phonemic awareness and at the same time teaches children that language can be playful and joyful.”

Give out handouts “Good Poems for Sounds in Words” and “Using Poetry with Children.” Provide a few minutes for participants to look over these handouts.

Using Overhead L4.4, introduce the next activity. Say,

“In this next activity, you will have a chance to learn a poem and reflect on ways to engage children in learning the poem. Let’s review the directions.”

Go over overhead directions, check for questions and provide 15 – 20 minutes for them to work.

When everyone is ready, call time, post their charts and invite them to take turns presenting their poems. Following each group’s presentation, be sure to invite others to offer comments (one way

to do this is to invite “one thing you appreciated about the group’s work and one additional suggestion.”)

8. Discussion (10 minutes)

Discussion questions include:

As a result of this activity, what is one thing you are excited to try?

What are some poems you use with children?

What are some ways you use poetry in your classrooms?

9. Closure (10 minutes)

Read aloud a favorite book of yours selected from the book list that is a rich example of rhyming or alliteration. *Miss Polly has a Dolly* is in your box.

Additional Activity for 3 Hour Session

10. Activity: Phonological and Phonemic Awareness Games (35 minutes)

Introduce this activity by inviting the group to chant together "The eensy, weensy, spider". Then say,

“Let’s list the sounds children would hear and say when reciting this chant.” Hear ideas and list them on a chart. “We’ve talked today about songs, chants, fingerplays, and poetry and how they help children learn phonological and phonemic awareness. Now let’s look at some games you can play with children to help them learn to:

- identify sounds
- build rhyme awareness
- build alliteration awareness
- recognize letters
- develop letter-sound awareness”

Distribute handout Phonological and Phonemic Awareness Games. Have participants work in triads. Provide directions using Overhead L4.5.

First review and discuss the ideas for games on the handout.

Try out each of the games, coming up with additional ideas. Practice by taking turns being in the role of teacher and children.

Come up with ways to extend one or two games so that children who are ready can begin to learn letter names and their corresponding sounds (phonics).

Prepare to share ideas for two games.

Provide about 20 minutes for participants to work and about 10 minutes for sharing.

11. Discussion: (15 minutes)

Let's think about when during the day you could do some of these activities with children.

What challenges do you anticipate doing some of these activities in your classroom? How can you address them?

12. Closure (same as above)