

Phonological Awareness

- Hearing the sounds in spoken language (*a listening skill*)
- A child with phonological awareness can:
 - Identify and make oral rhymes
dip, sip, lip, glip
mat, sat, cat, hat
 - Hear, identify and play with the sounds in words
sun, sit, and song – say they begin with the “sss” sound
bite, dot, and sit – say they end with the “ttt” sound
dust, dog, dig, and stop- say which word doesn’t fit and why
 - Hear the syllables in words
Clap for each sound in his name “Ra-shan”
Snap for each sound in um-brell - a
- 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 (*group objects by their beginning sounds, which word doesn’t fit*)
 - Talk with children about words and sounds in everyday situations
 - Choose books to read aloud that focus on sounds

Phonemic Awareness

- A more advanced skill of phonological awareness
- A child with phonemic awareness can:
 - Hear, identify and manipulate 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 - an important step towards understanding 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
 - associating the letter symbol with the sound it makes

- To support children's development of phonemic awareness, teachers can
 - Use songs, chants, finger plays, rhyming games, nursery rhymes, and rhyming poetry
 - Play games that ask 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"*
 - 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 is stop or stop without the st would be op*

Poetry Activity

Choose a poem that you would like children to learn (*memorize and recite*).

Write it on a chart. (*Pay attention to how you are teaching the sounds of language and words.*)

Include a few picture clues to help children “read it”.

Develop a plan for different ways you can have children do repeated recitations, using strategies from the handout and any other ideas you can think of.

Brainstorm different times of the day you can chant the poem with children.

Prepare to present a creative recitation to the whole group.

Activity Directions

Review and discuss the ideas for games on the handout.

Try out each game, 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.