Phonological Awareness: Classroom Application

Directions: Use a rain stick, tambourine, etc. Then hold it in front of a child. Teacher taps out syllables in the rhyme. She could then let the child tap out the syllables. Vary as needed)

“Name, name, what’s your name?
Ka-the, Ka-the
That’s your name.”
Read the book, *The Hungry Thing* by Jan Slepian. Have the children identify what the “Hungry Thing” wants to eat. Play a guessing game using pictures of food. Change the initial sound of the word and have the children guess the food item. Then have the children create rhyming words for their food pictures.
The Sandwich Book

Read the book, *Sam’s Snack* by David Pelham. Have the children draw pictures and complete the starting sentences in rhyme (writing or narrating).

“Inside my sandwich was a … (snake).”

“Looking further I found a… (cake).”
While showing children a puppet, tell them that this puppet only likes to eat things that begin with the same sound as his or her name. Have the children identify the foods that the puppet would like to eat. For example, a monkey puppet would only like to eat muffins, meatloaf, milk, mashed potatoes, etc. A penguin would only like to eat popcorn, pickles, pudding, pizza, etc.
Who’s Here
Bouncing Speech

Play with words by “bouncing” on the beginnings sounds of children’s names or the names of other objects. For example, say, “I see J – J – J – Jenna.” or say “I see a d – d – d – dog.”
BLENDING AND SEGMENTING

- **Blending** – helps children decode unfamiliar words
- **Segmenting** – helps children pronounce and spell unfamiliar words

Using letters to teach PA helps children make the connection between sounds and letters.
Phonological Awareness Hints

- Say each syllable or sound in one-second intervals. Decrease the time interval to make the task easier as needed. Be careful to say the **sounds** in the word and NOT the **name** of the letters (for example, say /d/ /o/ /g/ and not /da/ /o/ /ga/)

- Blending and segmenting activities often go hand in hand

- Phonological awareness activities are affected by the linguistic complexity of the word structure and the sounds in the words. Syllables are easier than sounds in words. Broader contrasts are easier.
Hickity Pickity Bumble Bee

Sing the song using a bumble bee puppet: *Hickity Pickity Bumble Bee, please say your name for me.* Have the children tap their knees for each syllable in a child’s name.

Ja - cob    Ti - ffa - ny    Scott    Sa - man - tha
Picture Puzzles

Cut pictures into pieces that match the number of syllables or the number of sounds in the words. Say the name of the picture in a segmented manner and have the children guess what the picture is. They can put the pieces of the picture together in the puzzle.

For example:
- rain - bow
- di - no - saur
- am - bu - lance
- f - i - sh
- c - a - t
- s - u - n

This activity also works well with segmenting.
Gather small objects to be put into a surprise bag. Reach into the bag and choose an object keeping it hidden. Segment the name of the object into syllables or sounds and have the children blend the word for the object. Then have them segment the word.
Which Word Weighs More?

Use a balance scale, counters, and a set of pictures sorted by syllables (with two to five syllables) or by sounds (two to four sounds). Have the children pick two pictures from the same set, count either the syllables or sounds, and determine “which word weighs more” by placing the appropriate number of counters on the scale.
**Other Segmenting Suggestions**

**Word Puzzles:** Segment children’s names, months, thematic vocabulary words, etc. to make word puzzles.

**Bouncing Speech:** During attendance say: J J Jake, S S Samantha, A A Abby.

**Sound of the Week:** Use the sound of the week or day as the beginning sound for the children’s names: Jam (Sam), Jatie (Katie), Jillary (Hillary), Jacob (Jacob).
Research Results and Highlights

- Oral language is an important foundation for literacy development.
- Verbal deficits are associated with difficulties in literacy development.
- Early knowledge of word play is strongly and specifically related to later reading skills.
- Training of phonological awareness improves literacy development.
- Young children benefit from a developmental writing program.
- A high-quality early learning environment is the cornerstone of learning for ALL children.