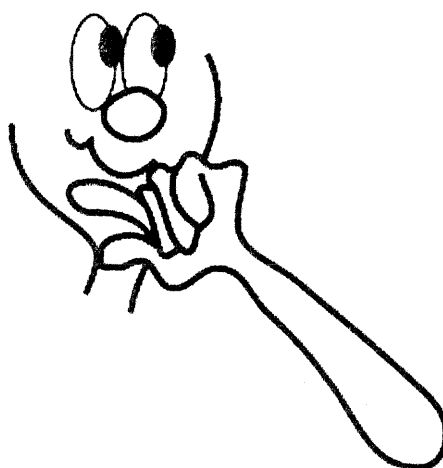


Phonological Awareness:
Methods for
Instruction
Activities
Packet



Haskins Literacy Initiative

S. Rosenbergs
University of Bridgeport

Rhyming Activities

1. Read stories that have rhyming words

Use books from list.

Draw students' attention to the words that rhyme. Help the student to identify the patterns made by a rhyme, i.e., which last two sounds are the same.

2. Which one does not belong?

Sing the song: (Sesame Street)

*One of these things is not like the others,
One of these things just doesn't belong,
Can you tell which thing is not like the others
By the time I finish my song?*

*Did you guess which thing was not like the others?
Did you guess which thing just doesn't belong?
If you guessed this one is not like the others,
Then you're absolutely...right!*

3. Match the rhyme

Present three pictures or objects, one of which is placed inside a square. Name each picture and have student identify the picture that rhymes with the one inside the box.

4. Provide the rhyming word

"Say a word that sounds like ____." The child is to produce a rhyming word. A nonsense word is acceptable as long as it rhymes.

5. Rhyming Memory

Use pictures of objects that rhyme, e.g., "bat" "cat" to create rhyming memory games for use in free time and center activities.

6. Rhyming Using Songs

Using songs makes learning rhyming words more fun.

Sing We Can Rhyme to the tune of *Three Blind Mice*.

We can rhyme. We can rhyme.

Listen to the words. Listen to the words.

_____ rhymes with _____ and _____

_____ rhymes with _____ and _____

_____ rhymes with _____ and _____

We can rhyme. We can rhyme.

Insert your own words in the spaces above. Students may choose rhyming words (pictures) that you provide or, later in the year, provide their own words.



Finding Things: Final Phonemes

- Objective** To extend the children's awareness of final phonemes by asking them to compare, contrast, and eventually identify the final sounds of a variety of words
- Materials needed** Picture cards
- Activity** This game should be played just like game 7C: Finding Things: Initial Phonemes, except that the focus is on the final phonemes. Spread a few pictures out in the middle of the circle. Then ask the children to find those pictures whose names end with a specified final phoneme. As each picture is found, the child should say its name and final phoneme (e.g., "rain-n-n-n . . . n-n-n-n . . . rain-n-n").
- Variations**
- Play this game with the additional hints of the initial sounds and/or the number of syllables. For example, "I'm thinking of something that begins with /s-s-s-s/ and has two syllables and ends with /d-d-d-d/.
 - As the children become more comfortable with the game, spread out pictures from two different sets, asking the children to identify the name and final phoneme of each picture and to sort them into two piles accordingly.
 - Pass pictures out to the children, and ask each to identify the final phoneme of her or his picture and put it in the corresponding pile. This game works well with small groups.

Phonemic Awareness in Young Children

S. Rosenberg

children become better at the game, let them review each suggestion among themselves by asking, "Could that be it? Does that match all the hints?" Do no more than two or three words each time the game is played.

Variation

- Using a sack full of objects, say "Guess what's in my bag. It begins with /d-d-d-d/ and it swims." Children make guesses based on clues as above. At the end of the game, the initial sounds of all objects are reviewed.

NOTES AND ADDITIONAL ACTIVITIES

Phonemic Awareness in Young Children

7D



I'm Thinking of Something

Objective

To pull words from memory based on the initial phoneme and to develop the children's reasoning and problem-solving skills

Materials needed

Bag of small objects (optional)

Activity

Say to the class, "Now we will play a game called I'm Thinking of Something. I'll think of something, and you have to guess what it is. I'll give you hints." Your first hint should be the initial phoneme of the word you have in mind. Then give meaningful hints until the children name your word. To make sure that the game offers many opportunities for the children to think of words beginning with the given phoneme, invite them to guess what you are thinking of after each hint (make sure they exaggerate the initial consonant when making suggestions):

Teacher: The thing that I'm thinking of begins with /s-s-s-s-s/. What sound does my word begin with?

Children: S-s-s-s-s.

Teacher: This thing has two legs and it can fly.

Child: S-s-s-s-uperman.

Teacher: S-s-s-s-uperman! That's a good guess. What is the first sound of S-s-s-s-uperman?

Children: S-s-s-s-s

Teacher: Great! And how many legs does he have?

Children: Two.

Teacher: And can he fly?

Children: Yes!

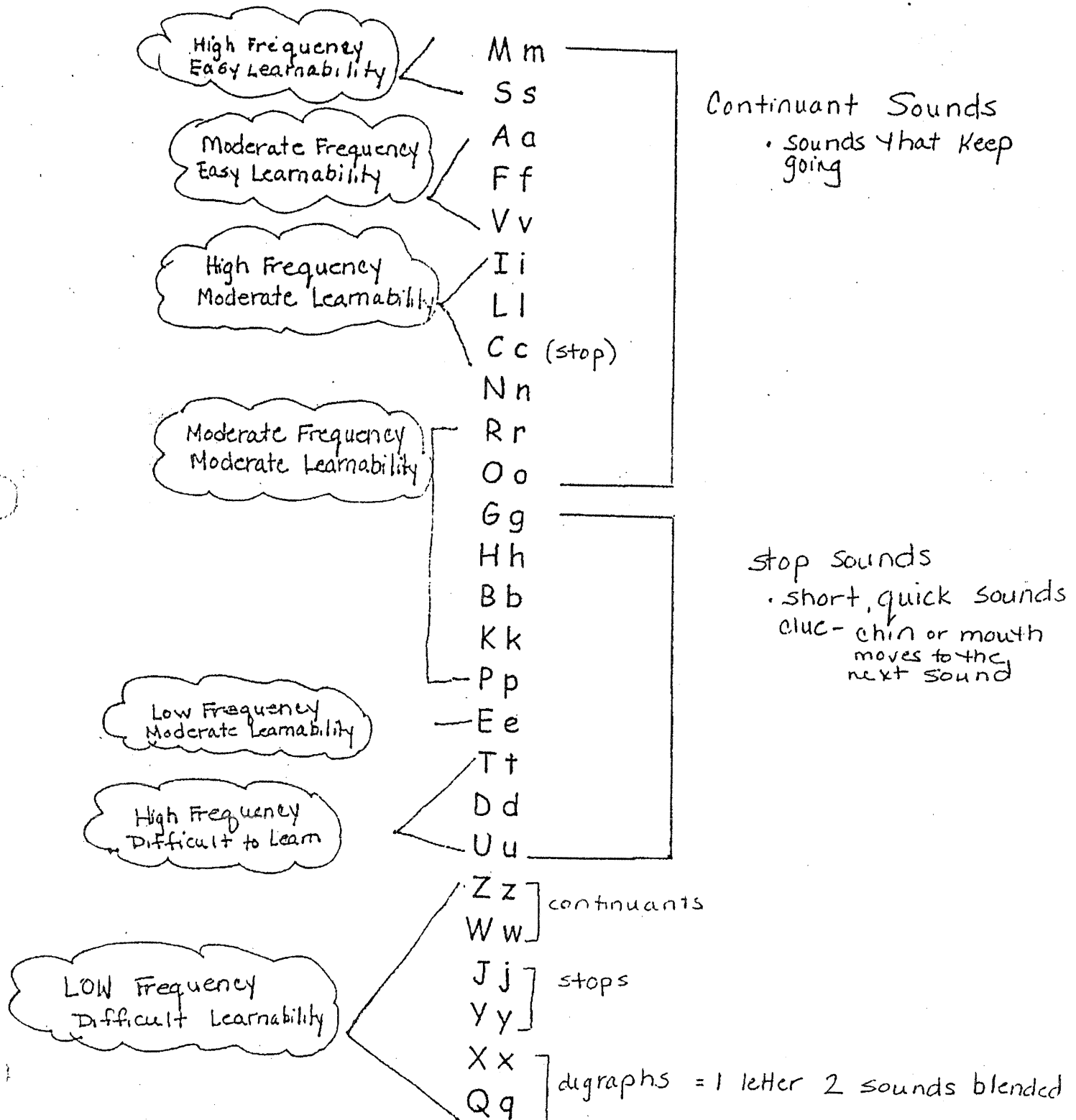
Teacher: A terrific guess! But the thing I am thinking of also has feathers. Do you still think it could be Superman?

Continue with the game until the children name a bird that can fly and whose name begins with /s-s-s-s/ (e.g., *seagull*, *s-s-s-seagull*). As the

S Rosenberg

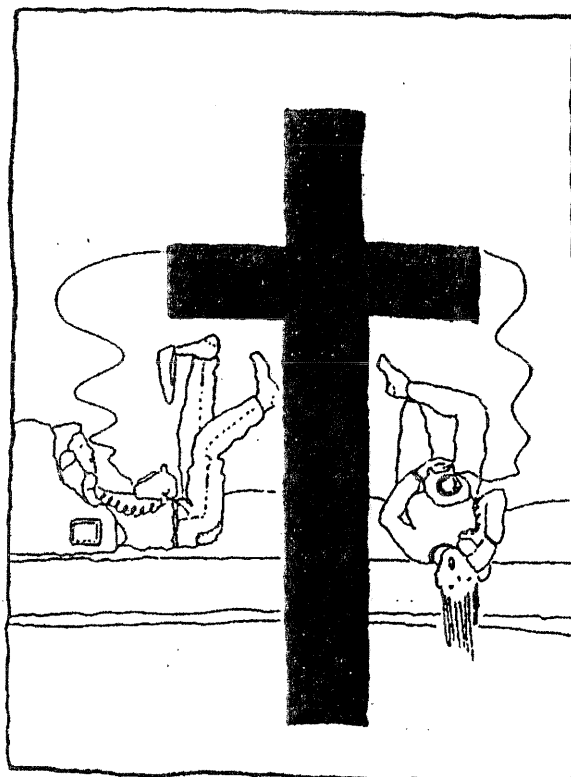
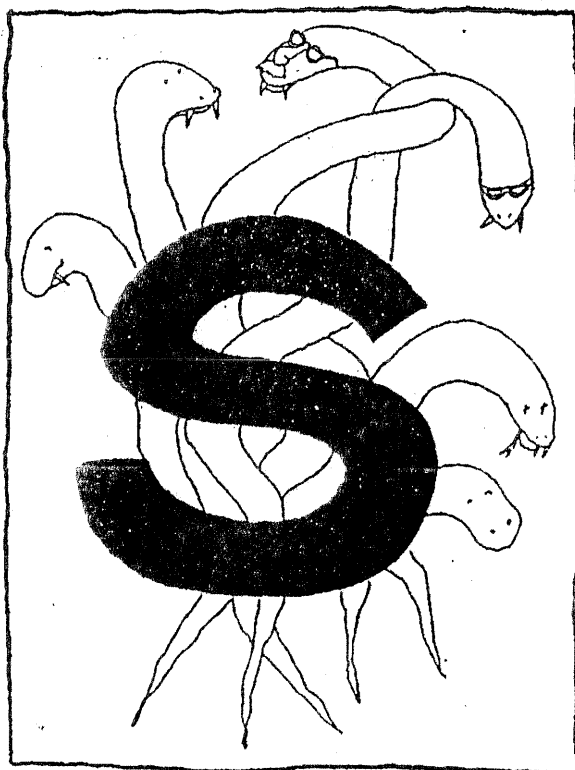
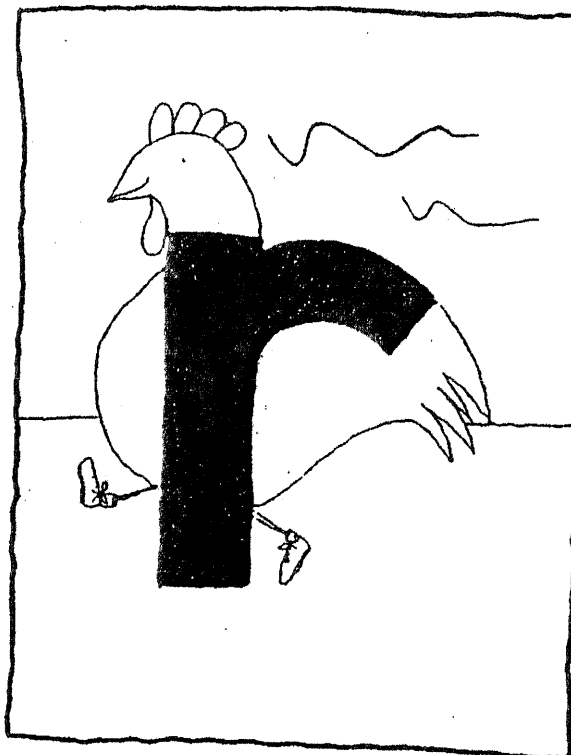
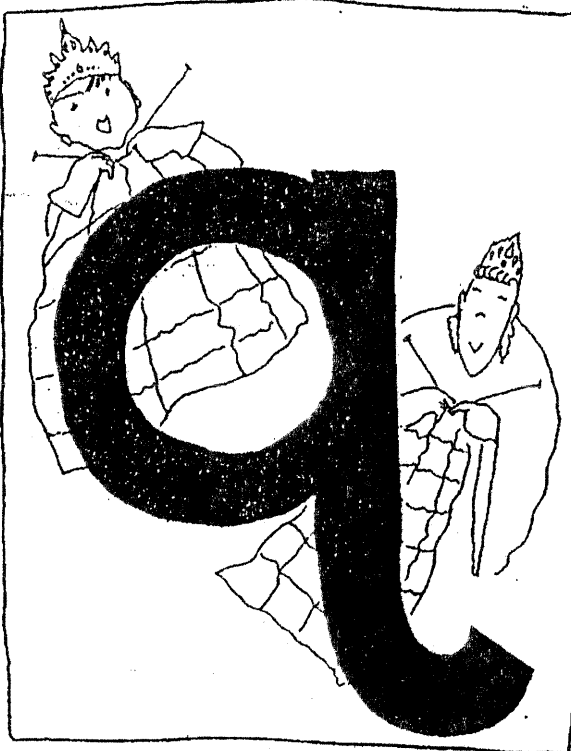
Letter/ Phoneme Sequence

Based on the work of Tangel & Blachmann



Small Alphabet Picture Cards

D, Initial Phoneme Isolation
Lesson 4(2 sides)
p.7



Teacher Notes for Lesson 23

Phonological Awareness Practice

Post Office

To prepare for this game, you will need five brown lunch bags. Photocopy the small alphabet picture cards (for today's game use the **a**, **m**, **l**, **l**, and **s** small alphabet picture cards) from the **Materials Section** of the manual, and tape or use a glue stick to affix one card to the front of each lunch bag. Stand the bags up on the table in front of the children.

You will also need three or four pictures of objects that start with each of the sounds in today's lesson. You can photocopy the Sound Bingo cards found in the **Materials Section** and use the pictures as the items to be "mailed," or you can use other sources to gather pictures. If you use the cut-up Sound Bingo cards, you might want to laminate them or paste each picture onto poster board to make the materials last longer.

Chicka Chicka Boom Boom Sort 5-18

The book *Chicka Chicka Boom Boom* (Martin & Archambault, 1989) is a great favorite and provides a wonderful way to move from children's books to alphabet recognition and letter-sound activities. After reading this delightful book with her children, Pat Love demonstrates how to match foam "Laurie Letters," one at a time, to the letters printed in the book. Pat's boom boards (Figure 5-19) can be used for sorting letters and pictures by beginning sounds. Other teachers have created a large coconut tree on the side of their filing cabinet so that children can act out the story and match upper- and lowercase forms using magnetic letters.

Starting With Children's Names 5-19

Children are naturally interested in their own names and their friends' names. Names are an ideal point from which to begin the study of alphabet letters. We like the idea of

*Thanks to Jennifer Sudduth for these ideas.

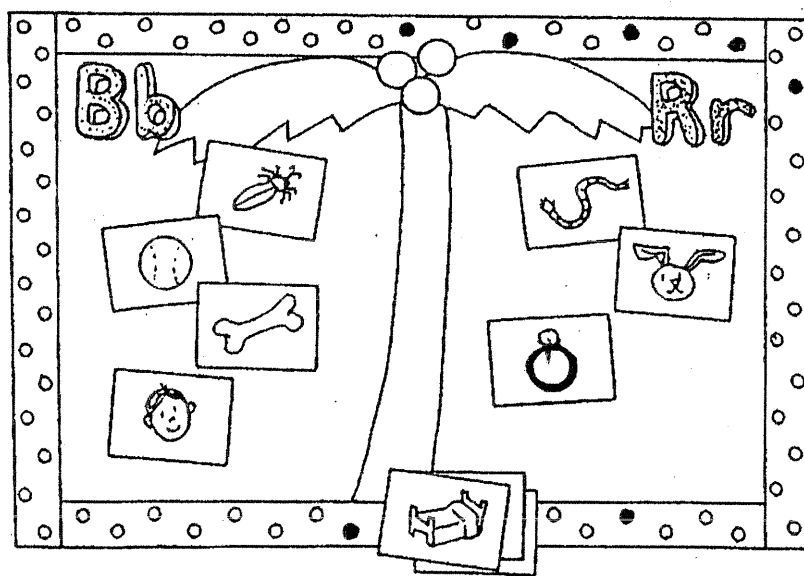
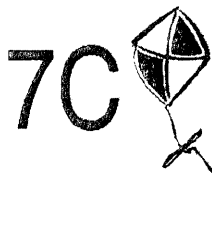


FIGURE 5-19 Chicka Chicka Boom Boom Board
Words Their Way

S. Rosenberg



Finding Things: Initial Phonemes

Objective

To extend the children's awareness of initial phonemes by asking them to compare, contrast, and eventually identify the initial sounds of a variety of words

Materials needed

Picture cards

Activity

This game should be played as an extension of Activity 7B: Different Words, Same Initial Phoneme. Spread a few pictures out in the middle of the circle. Then ask the children to find those pictures whose names start with the initial sound on which they have just been working. As each picture is found, the child is to say its name and initial phoneme as before (e.g., *f-f-f-f-ish*, */f-f-f-f/, fish*).

Variations

- As the children become more comfortable with the game, spread out pictures from two different sets, asking the children to identify the name and initial phoneme of each picture and to sort them into two piles accordingly.
- Pass pictures out to the children; each must identify the initial phoneme of her or his picture and put it in the corresponding pile. This game works well with small groups.
- Sound-tration: Pass pictures of objects or animals to the children, naming each picture and placing it face down on the table or carpet. Children take turns flipping pairs of pictures right side up and deciding if the initial sounds of the picture's names are the same. If the initial sounds match, the child selects another pair; otherwise, another child takes a turn. This game works well with small groups.

Phonemic Awareness in Young Children

Onset & Rime Awareness

Activity for blending:

Mail a package (Yopp & Yopp, 2000)

A package, A package

What can it be?

A package, A package

I hope it's for me!

Each child has a picture card for a 1 syllable word. Teacher names object, pronouncing onset and rime separately. Child with corresponding picture holds it up, blends the sounds, says the words then mails the card. Adapt for advanced with individual sounds.

Yopp & Yopp 2000. Supporting phonemic awareness development in the classroom. The Reading Teacher

S. Krenke

6E Troll Talk I: Syllables

Objective To reinforce students' ability to synthesize words from their separate syllables

Activity Invite everyone to sit in a circle, and engage them in a story:

Once upon a time there was a kind, little troll who loved to give people presents. The only catch was that the troll always wanted people to know what their present was before giving it to them. The problem was that the little troll had a very strange way of talking. If he was going to tell a child that the present was a bicycle, he would say "bi-cy-cle." Not until the child had guessed what the present was would he be completely happy.

Now, pretend to be the troll and go around the room, presenting a "present" to each child, pronouncing the name of the present syllable by syllable. When the child guesses the word, she or he is to name a present for somebody else. It is best to limit the game to only four or five children on any given day, or it becomes a bit long. Examples of gifts to pronounce include the following:

Barbie	coconuts	rhinoceroses
baseball	computer	roller skates
basketball	fingerpaints	spaghetti
bicycle	Frisbee	television
boomerang	guitar	trampoline
broccoli	hippopotamus	ukulele
bubble bath	Nintendo	watermelon
camera	peppermint	xylophone
chocolate	refrigerator	yo-yo

Note: If the students are not familiar with trolls, then substitute another person or creature from folklore such as a leprechaun, unicorn, or elf.



Students having difficulty can practice clapping the word parts of two-syllable compound words.



Point to the salad bowl with the carrot in it. Ask: *What is in this bowl?* (a carrot) Tell students to clap the word *car•rot*. Ask: *How many times did you clap?* (two times) Now point to the other salad bowl. Ask: *What is in this bowl?* (a tomato) Tell students to clap the word *to•ma•to*. Ask: *How many times did you clap?* (three times)

Show the picture of a pepper. Ask: *What is the name of this vegetable?* (pepper) Say: *Clap the word pepper.* (pep•per) Ask: *How many word parts do you hear in the word pepper?* (two) Say: *I'm going to put the pepper in the bowl with the carrot because their names have two word parts.* Tell students to clap the word *car•rot* and the word *pep•per* several times. Now repeat the same procedure using the picture of the lettuce.

Show the picture of a cucumber. Ask: *What is the name of this vegetable?* (cucumber) Say: *Clap the word cucumber.* (cu•cum•ber) Ask: *How many word parts do you hear in the word cucumber?* (three) Say: *I'm going to put the cucumber in the bowl with the tomato because their names have three word parts.* Tell students to clap the word *to•ma•to* and the word *cu•cum•ber* several times. Now repeat the same procedure using the picture of the celery.

Continue by choosing other vegetable pictures at random and following the procedure described above. Students can tape the vegetable pictures to the appropriate bowl, prop the vegetable pictures in the chalk tray below the appropriate bowl, or actually put plastic vegetables into real bowls.

S. Kornblum

Syllable Blending and Segmentation

7.20

Benchmarks

- ability to blend word parts to form multisyllabic words
- ability to recognize parts of multisyllabic words

Grade Level

- Kindergarten – Grade 2

Grouping

- whole class
- small group or pairs
- individual

Materials

- pictures or models of vegetables whose names are multisyllabic: pepper, lettuce, celery, cucumber
- paper salad bowls

CRAZY SALAD TOSS



Warm Up

Hold up vegetables one at a time and have students name them. Identify vegetables that may be unfamiliar. When possible, invite students to smell and taste the vegetables.

ELL

FOR SPANISH-SPEAKING STUDENTS . . .

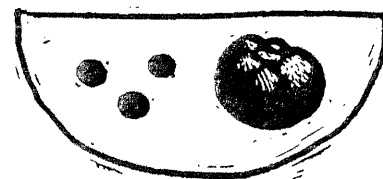
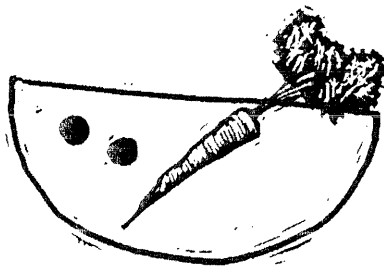
Instead of vegetable names, use two- and three-syllable names of fruit: *higo, pera, piña, uva, melón, manzana, sandía, banana, naranja*.

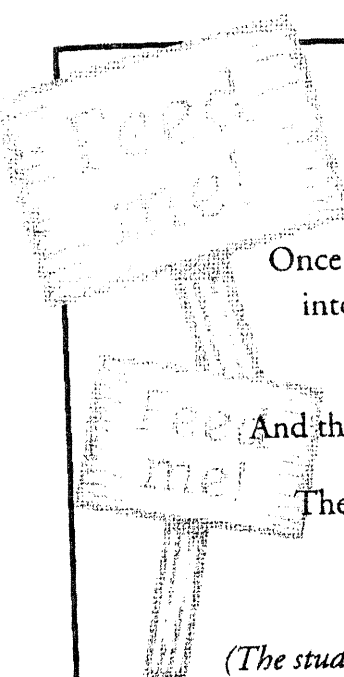
Teach

Show students a picture of a pepper and ask them to name it. Have students say *pepper* and then clap the word parts, or syllables. Ask: *How many times did we clap?* Repeat the word *pepper* a couple of times, clapping as students say the word with you. Next, show students the picture of a cucumber and ask them to name it. Have students say and clap the word. Ask: *How many times did we clap?* Repeat the procedure with the lettuce and celery.

Practice

On the board, draw two large salad bowls. In one bowl, draw two dots and a carrot. In the other bowl, draw three dots and a tomato.





THE HUNGRY THING

Once upon a time there was a Hungry Thing that came into the town of (school location) and pointed to a sign around his neck that said Feed Me.

And the townspeople asked, "What would you like to eat?"

The Hungry Thing answered [for example], "Rizza."

"What is *rizza*?" the townspeople asked.

(The student with the pizza [or rhyming food] comes up with his or her card to feed the puppet as you continue to narrate.)

And a little boy [or girl] said, "Rizza sounds like . . . pizza!"

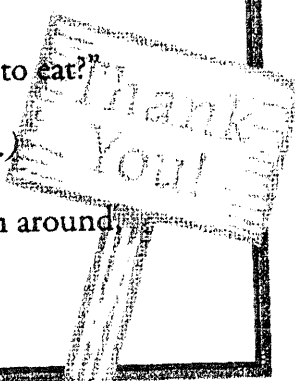
(Student feeds the puppet.)

The Hungry Thing wiped his mouth and pointed again to the Feed Me sign.

And the townspeople asked, "Now, what would you like to eat?"

(Continue until all the students have fed the puppet.)

Then the Hungry Thing wiped his mouth, turned his sign around, pointed to it, and said "Thank You!"



Try It This Way!

Have students take turns thinking of a rhyming food for the Hungry Thing to eat.

S. Rosenberg

FOLLOW-UP STRATEGY FOR

Rhyme Recognition
and Production

Benchmarks

- ability to recognize words that rhyme
- ability to produce rhyming words

Grade Level

- PreK – Grade 1

Prerequisite

- Swap a Rhyme

Grouping

- whole class
- small group or pairs

Materials

- pictures of foods pasted on index cards
- puppet with large mouth
- large envelope for food pictures that says "Feed Me" on one side and "Thank You" on the other

Sources

- Adapted from *The Sounds Abound™ Program* (1998) by Orna Lenchner and Blanche Podhajski. East Moline, IL: LinguSystems, Inc., 800-776-4332.
- *The Hungry Thing* (1988) by Jan Slepian and Ann Seidler.

THE HUNGRY THING



This activity developed from a book for children by Jan Slepian and Ann Seidler, *The Hungry Thing*. In the book, a Hungry Thing comes to town. When asked what he wants to eat, he says a word that rhymes with a food. Of all the townspeople, only one little boy can figure out what the Hungry Thing wants.

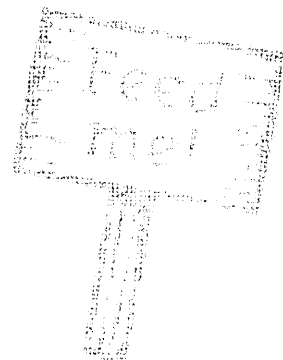


Warm Up

Students should be able to identify and name the foods on the cards. Practice asking for some of the foods using a rhyming word (nonsense or real). Ask, for example: *Please may I have some bookies?* (cookies)

Play the Game

Have students sit in a circle with their food cards facing up in front of them. Tell students that you are going to tell the story of the Hungry Thing. Ask them to listen carefully. Each time the Hungry Thing asks for something, they need to decide if it is their food the Hungry Thing is asking for. For example, if the Hungry Thing asks for a *wanana*, the student with the banana would hold up his or her card and feed the Hungry Thing. Follow this script or use your own variation. Use the puppet to tell the following story.



Matching and Sorting Rhyming Pictures 5-8

After reading rhyming books aloud, you can follow up with an activity that has the children sorting or matching rhyming pictures.

Materials

Rhyming pictures are available commercially or you can create your own. The appendixes of this book contains pictures grouped by initial sounds and by vowel sounds. These can be copied, colored lightly, and glued to cards to make sets for sorting. The following list is of pictures you can find to make sets of at least four rhyming words. Most of them are in the vowel sets but the consonant and blend pictures contain some as well.

boat coat float goat	chop top mop hop shop	bell well shell smell yell
plane train chain cane rain	glue zoo shoe two	sleep jeep sheep sweep
nail whale pail snail sail mail	lip ship drip zip whip	spill grill hull mill
fan can pan man van	cat mat rat bat hat	wing ring swing king sting
drive hive five dive	bee tree pea key three	fly tie fry cry pie
shed bed sled bread	trap clap map cap snap	block clock rock lock
chick brick stick kick	nose rose hose toes	track quack crack sack jack pack

Procedures

1. After enjoying the story together several times, Mrs. Collins introduced her group to a collection of animal pictures from the story (fox, mouse, goat, whale) and pictures of the places they were put (box, house, boat, pail) for the children to match by rhyme. To make it easier for beginners, just put out three pictures at a time: two pictures that rhyme and one that does not.
2. After sorting pictures as a group, put the book and the pictures in a center for children to reread on their own and play the matching game.

Variations

Simply set up two categories and lead the children in sorting pictures by rhyming sound. For example, lay down *cat* and *bee* as headers and sort other pictures in turn under the correct header. Add a third and fourth category when children are comfortable with two.

Sing "Down by the Bay" by Raffi. Do this for several days until the students have developed a familiarity with the words. At this point, it would be appropriate to introduce the concept of rhyming words. Example: "Listen to these words – grow, go. Do you hear how these words sound alike at the end? These are called rhyming words.

Down by the bay, where the watermelons grow

Back to my home, I dare not go

For if I do, my mother will say

"Did you ever see a fly, wearing a tie?" Down by the bay.

"Did you ever see a bear, combing his hair?" Down by the bay.

"Did you ever see a moose, kissing a goose?" Down by the bay.

"Did you ever see a whale with a polka dot tail?" Down by the bay.

"Did you ever see some llamas, eating pajamas?" Down by the bay.

"Did you ever have a time, when you couldn't make a rhyme?"

Down by the bay.

A-Hunting We Will Go

A-hunting we will go

A-hunting we will go

We'll catch a fox

And put him in a box

A-hunting we will go

After the rhyme has been learned ask the students to pick out the rhyming words. Encourage students to think of other animal names that they could use in their rhymes. Some examples might be frog-log, goat-boat, snake-lake, whale-pail, bear-chair. For each new suggestion, create a new verse:

We'll catch a whale, and put him up for sale

We'll catch a bear, and put him in a chair

Sing "I Know an Old Lady Who Swallowed a Fly." After the song has been learned, have the students pick out the rhyming words. Ask the to think of other words that rhyme with the pairs. Example: "Fly and cry – do you know any other words that rhyme with fly and cry?"

7. Willaby Wallaby

In this game, the teacher sings and uses the students' names to complete the rhyme.

Willaby Wallaby Wusan,

An elephant sat on Susan

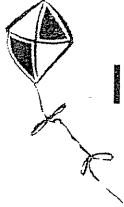
Willaby Wallaby Wark

An elephant sat on Mark

As students catch on to the rhyming pattern, they can generate the rhyme using other names.

Phonemic Awareness in Young Children Adams et al Brookes Pub

5A



Introducing the Idea of Sentences

Objective

To introduce the children to the notion of sentences

Materials needed

Pictures (optional)

Activity

Begin by presenting the children with a simple explanation of a sentence. For example, explain that a sentence is like a very short story. And just like a story, a sentence has to tell something and has to name who or what it is telling about.

You can then give some examples of sentences using the names of your students as subjects (e.g., "Pam has a school bag," "Morton has new boots," "Kate is wearing a red shirt"). After each example, repeat that this is a sentence, and the children are to repeat the word "sentence" loudly in unison. To clarify, you should also give some sentences without subjects (e.g., "has brown eyes," "is wearing pink socks"). After asking if each is a sentence, explain that such phrases cannot be sentences because a sentence must name who or what it is about. Then complete the sentence (e.g., "Calvin's mother has brown eyes," "Regina is wearing pink socks").

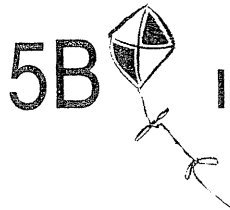
Similarly, to show that a sentence needs a predicate, ask whether the following are sentences: "the children," "Jocelyn." Then explain that these cannot be sentences because, even though we know who they are about, they do not tell us anything about them. After sharing a few such examples, invite three or four children to share their own sentences.

Although this is enough for the first day, this activity should be revisited until all the children can comfortably produce a sentence. In addition, encourage the children, with sensitive restraint, to use complete sentences throughout each school day.

Variations

- Ask the students to develop sentences about a picture shown. By using a complex picture or mural, many different sentences are made possible.
- Ask children to judge your statements as sentences or nonsentences by "thumbs up" or "thumbs down." If they identify a nonsentence, encourage the children to complete the sentence or to describe why it is incomplete.

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Introducing the Idea of a Word

Objective To introduce the children to the idea that sentences are made of strings of words

Materials needed Word cards or flipcharts
Markers
Pens
Eraser board
Chalk
Chalkboard

Activity Produce a sentence made of two monosyllabic words (e.g., "John eats"). Then explain to the children that the sentence has two parts, namely, two words. To represent the words concretely, build the sentence from separate word cards or write it on the board, drawing boxes around each word.

Then make a new three-word sentence (e.g., "Pat sits down"). The new sentence is placed or written right beneath the first sentence, as shown in the following example:

John	eats	
Pat	sits	down

Discuss the number of words and compare the lengths of the two sentences, leading the children to conclude that the second sentence is the longest because it has the most words. To reinforce the point, explore several more sentences in this way.

Note: Take care to use only monosyllabic words until the children have learned to distinguish words from syllables.

Variations

- Challenge the children to tell you how many words are in each sentence before displaying it visually.

- Point out to the children that, in normal print, words are separated from one another by little blank spaces. As the year progresses, they should learn how to fingerpoint familiar text as you read it aloud to them.
- Using the word cards, demonstrate to the children how the sense or meaning of a sentence changes when the words are reordered.

NOTES AND ADDITIONAL ACTIVITIES

1. Syllable Segmentation

With BLOCKS

It is easier to hear parts of words (syllables), than it is to hear single sounds:

On visiting the zoo, you can say "Let's play a game with the names of the animals." (Then say) "Zebra." "I am going to say it again, and I am going to clap out the parts. Say it slowly and isolate the syllables: "zeeee" (and clap), "braaaa" (clap again). Now you try it." Continue clapping out the syllables of other animals as they are spoken. (In school we oftentimes use blocks of the same color to represent each syllable as they are spoken.) When first trying this, it is best to use words the child is familiar with.
However, this may also help the child remember new words.

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EDUS

Phonemic Awareness

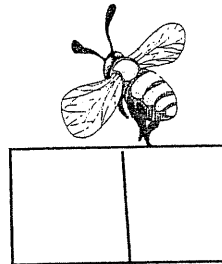
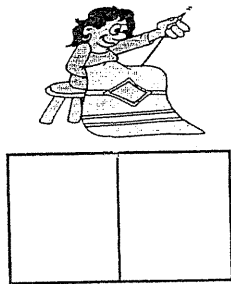
The ability to analyze words into sounds.

1. Initial sound identification:

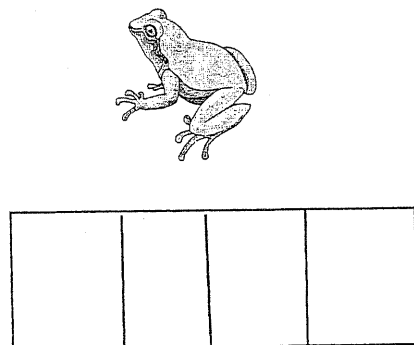
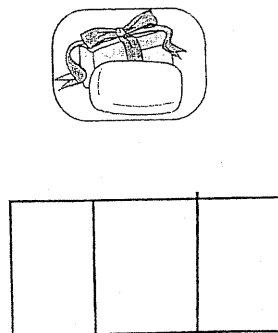
a.  "mask, mmm"

b.  "astronaut, aaa," etc.

2. Analyzing words with two sounds:



3. Analyzing words greater than two sounds.



Rhyming

RHYMING

BEGIN WITH WORDS AND SYLLABLES THAT END WITH VOWELS.(THE VOWELS SAY THEIR NAMES.)

- (1) MODEL : SHOW STUDENT WHAT YOU WANT THEM TO DO.

“NOOOO, SOOOO, THOSE WORDS RHYME.”

- (2) PROMPT: PROVIDE THE FIRST SOUND.

(A) “I’M THINKING OF A WORD THAT RHYMES WITH NOOO, NOOOO, SSSS.”

(B) “I’M THINKING OF A WORD THAT RHYMES WITH NOO, SOOOO, MMMM.”

- (3) INDEPENDENTLY

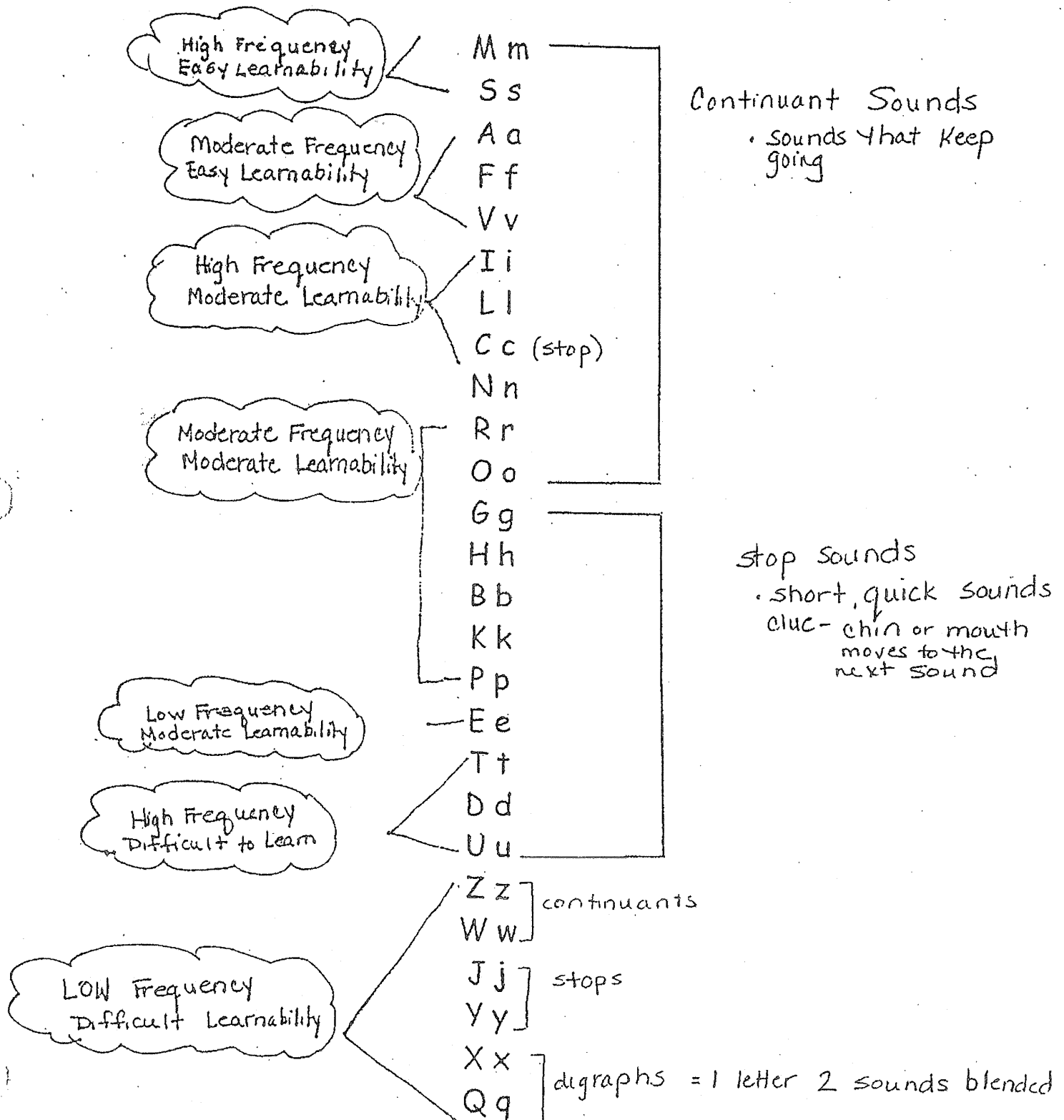
“I’M THINKING OF A WORD THAT RHYMES WITH NO.”

(4) closed syllables

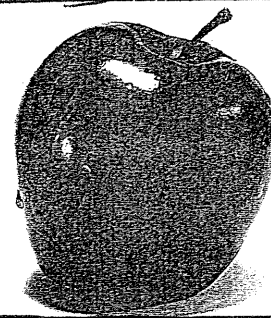
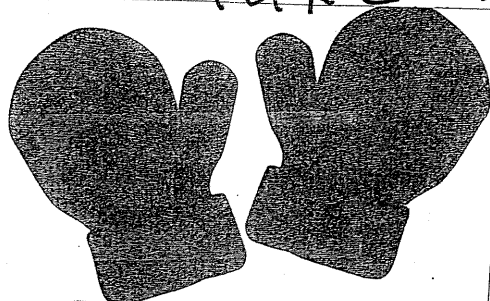
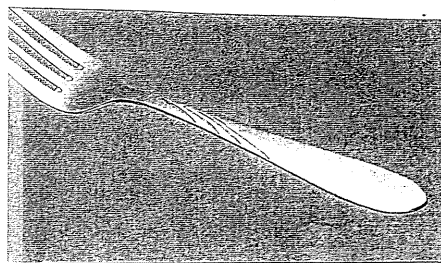
S. Rosenberg

EDU 5

Letter/ Phoneme Sequence
Based on the work of Tangel & Blachmann



PICTURE SORT

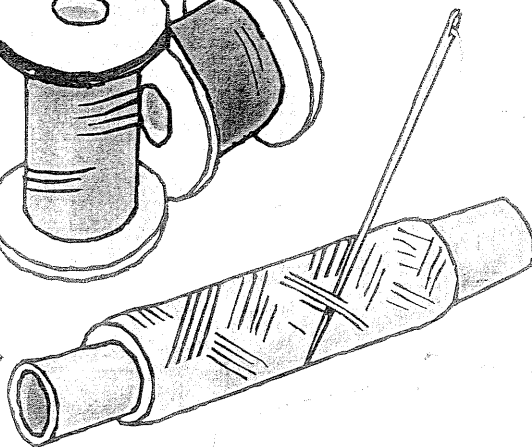
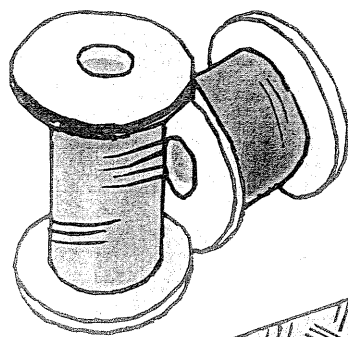
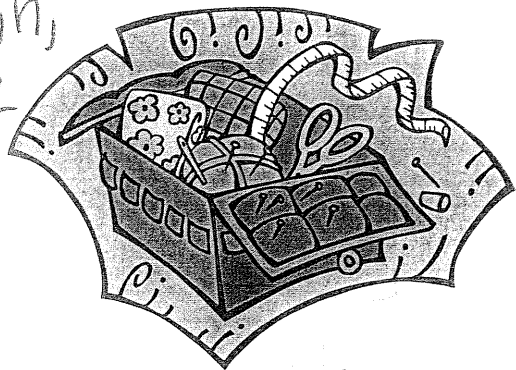


(Long) vowel name
(open syllable)

Rosenberg
EDU 5027

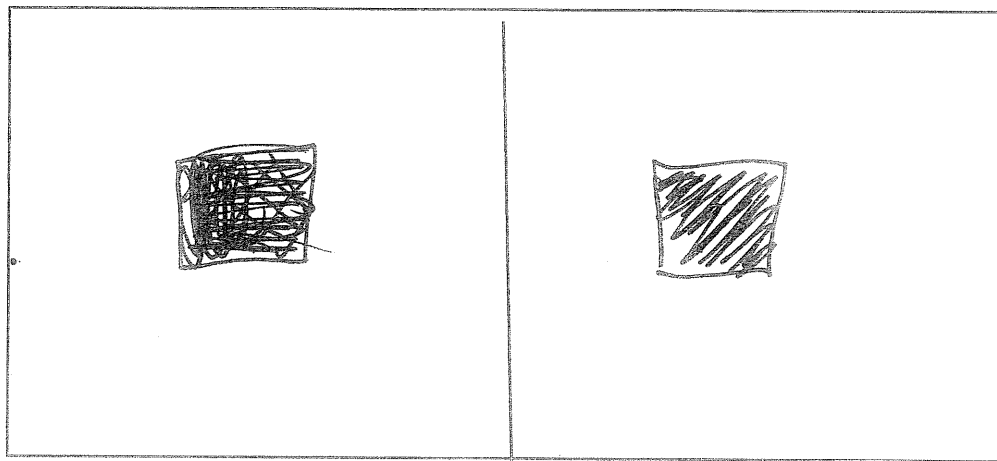
S = continuant
consonant

f, b, m, n,
s, v, z



Green

Red



S Rosenberg

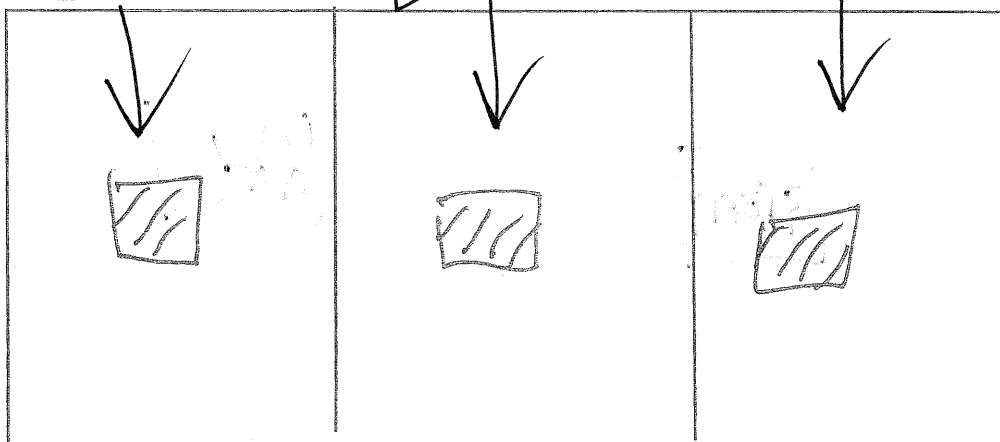
Long vowel
(Final consonant



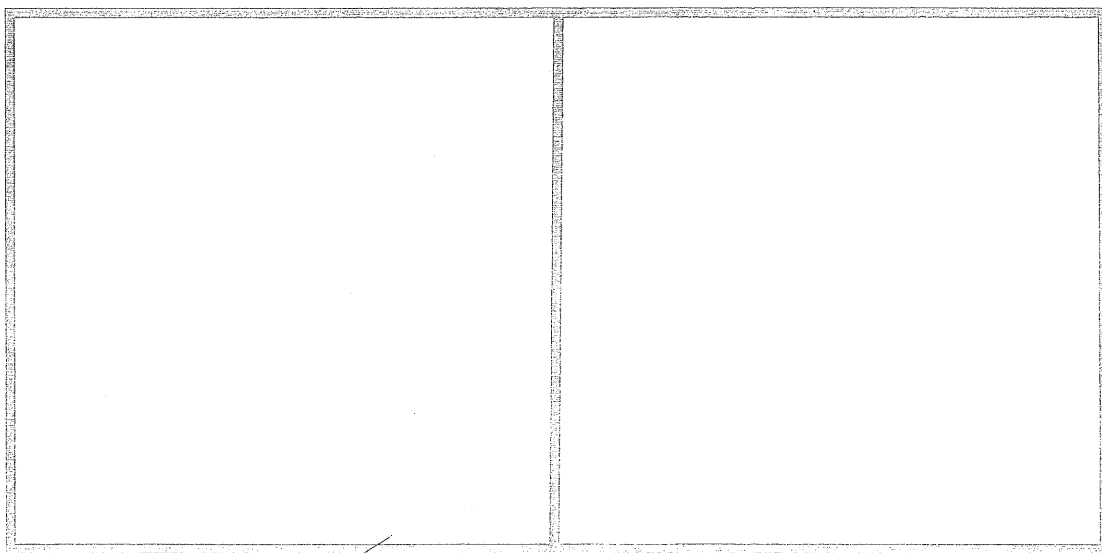
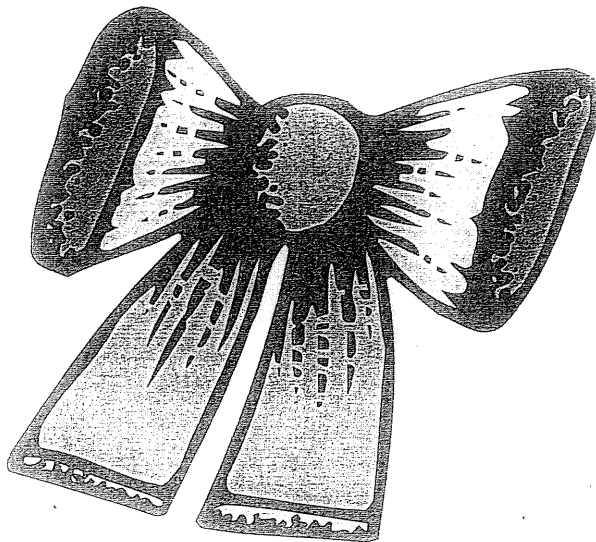
green

yellow

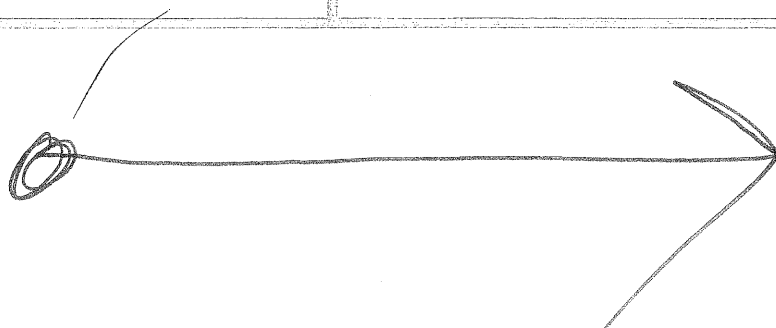
red

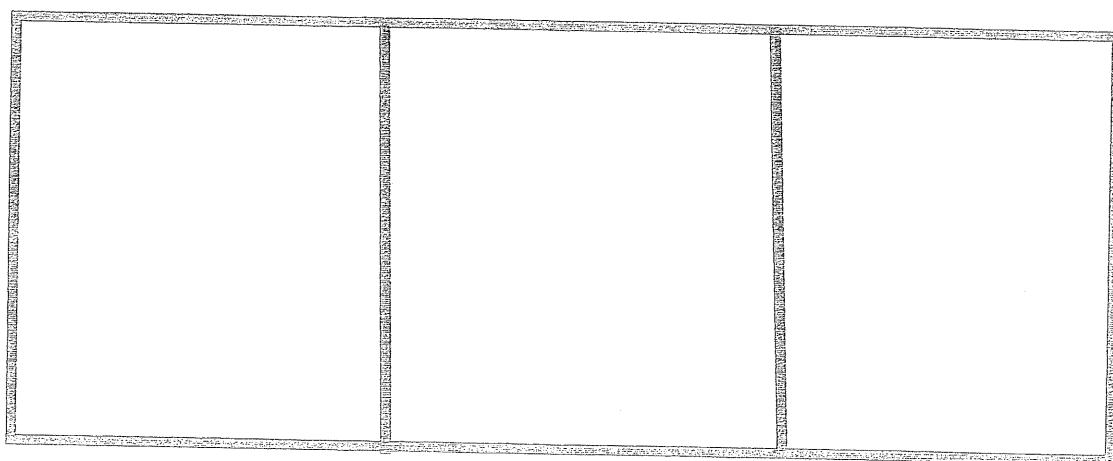
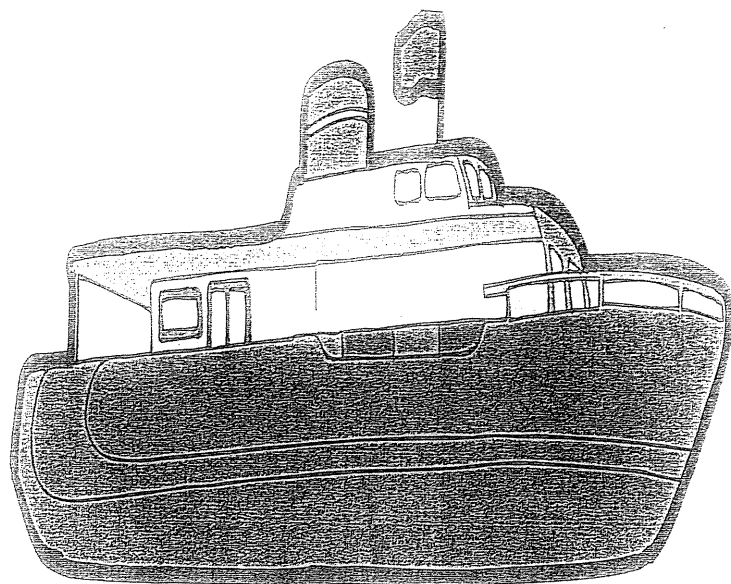


b = plosive
consonant
c, d, g, p, t



Sketch





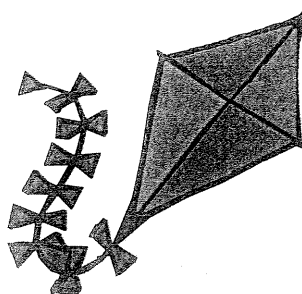
Name _____

vowel
name



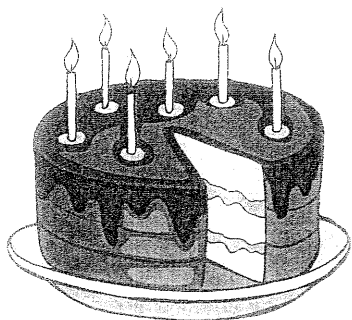
5.

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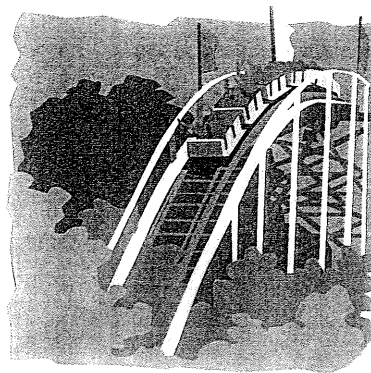
6

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7

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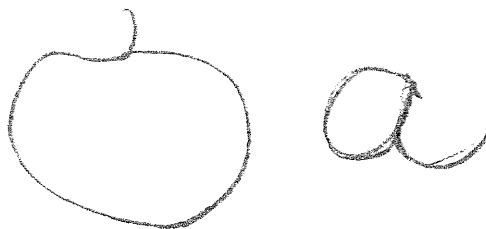


8

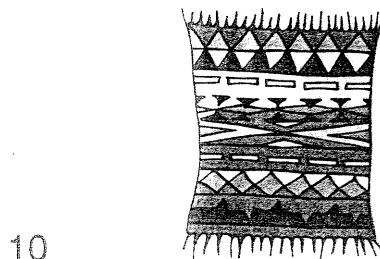
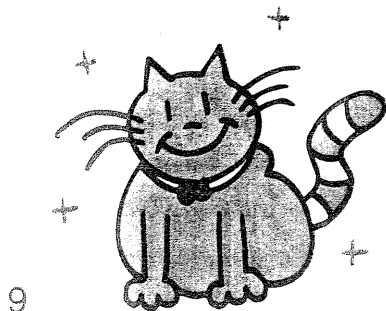
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vowel
sound



Name _____

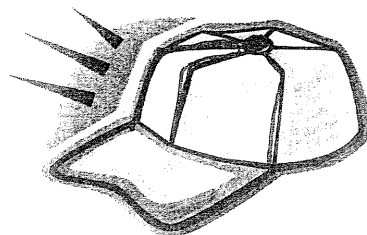
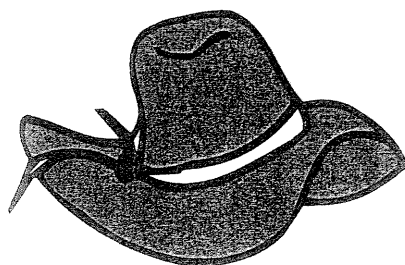


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