

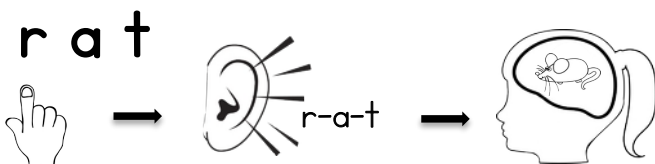
# Phonological Awareness

## What is it?

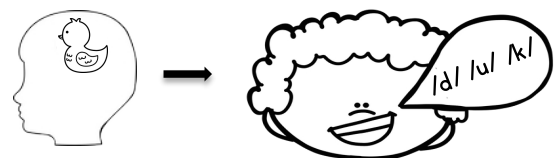
Phonological awareness is the awareness of the sound structure in words, and is made up of a group of skills. The most advanced is **phonemic awareness**. Phonemic awareness is the understanding that words are made up of individual sounds. **Phonemes** are the individual sounds that make up words. For example, the word *shop* has three phonemes: sh-o-p. Phonemic awareness is auditory and does not involve print. Phonemic awareness is a precursor to **phonics**.

## Why is it important?

Children need to be able to hear the sounds in words before they can begin to read or write them. When they are sounding out a word, they need to be able to blend those sounds together. They may know the letter-sound relationships to enable them to say, “s-a-t”, but they must have phonemic awareness in order to blend those sounds together to read *sat*. When spelling words, a child needs to be able to do the opposite- break apart the sounds of a word (segment). For some kids, these skills come more naturally. For many children, the ability to blend and break apart words needs to be practiced and taught.



In order to read, a child must be able to **blend** the sounds together to make a whole word.



To **segment** phonemes, a child must be able to hear a whole word, then break it apart into its individual sounds.



# Fun Anytime, Anywhere Activities

## Silly Rhymes

(Simon Says with a twist!)

1. Replace a word with a rhyming word when giving a direction. Enunciate the rhyming word. "Simon says sit on the bouch." (instead of *couch*)
2. After several games, start saying Fimon fays or Timon tays.



## Syllable Snap



Use cubes, blocks, or any other manipulative, to break apart and connect words with more than one syllable. Compare the sizes of each word. For example, say the word elephant, then "clap out" the syllables: el-e-phant. Have your child put together three blocks or cubes to show how many syllables. Reverse it by having blocks together already. Have your child take apart the blocks as they say each syllable.

## What's the Sound?

1. Say a word to your student(s).
2. Ask your student(s) to tell you the first, middle, or last sound (not letter) in that word. Ex: What is the last sound in *jam*? (/m/)
3. Variation: Say the sounds in the word *jam* while touching head, hips, and toes. /j/ (head), /a/ (hips), /m/ (toes). Ask, "Where is the /a/ sound?" (touch hips)

You can do this while you are on a walk, in the car, cooking, or while looking at a book. Choose words that you see around you (leaf, spoon, cat, school, etc.).



## I Spy

1. Choose words that only have two or three sounds (not necessarily 2 or 3 letters, just 2 or 3 sounds). Use the list below for guidance.
2. Say, "I spy a /c/ /u/ /p/." (You will take the word and break them apart to separate the sounds.)
3. Your student(s) will try to figure out the word.

Household and outside words: cat, dog, knife, fork, bowl, rug, bed, light, couch, chair, leaf, gate, pen, cup, mug, bird, toy, car, road, path, jar, tub, tooth, mouth, ring, soap, bug, book, tree, bee, box, pan, pot, vase, phone, sheet, shade, sock, shoe, coat, purse, hat



## Stuffy Sounds

1. Get silly with your student's favorite "stuffy" (stuffed animal), or use included hand puppet.
2. Tell your student(s) that you need help understanding his language. Ask your student(s) to help you "translate". Have the animal whisper a word a to you. Then tell your child the word, the way the animal said it.

- "Mr. Bear said /c/ /a/ /t/. What is that word?"



## Tongue Twisters



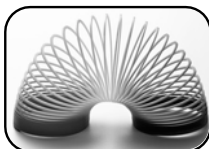
Peter picked a perfect pumpkin at the patch

Make up silly sentences with several words that start with the same sound. Have your student(s) identify the common sound. For example, "Freddy the frog found a fly on a fountain."

## Magic Spring Sounds

1. Say a word with only 2-4 sounds.
2. Use a magic spring to "stretch out" the words.
3. Model first for your student(s), then have him/her try it.

- Rat= /r/ /aaaaa/ /t/ Continuously pull the magic spring as you stretch out each sound.



## Hop to It

1. Draw three circles or squares using chalk.
2. Say a word and have your student(s) jump to each circle as they break apart the word.
  - Ex: You say, "pat" and your child jumps into the first circle and says, /p/. Then jumps into the 2<sup>nd</sup> circle and says, /a/, and then the final circle says, /t/.

3. You could also do the opposite: Jump together into the circles, saying sounds. Then try to guess the word.



# Phonological Awareness

## Developmental Steps

Word  
Awareness &  
Alliteration

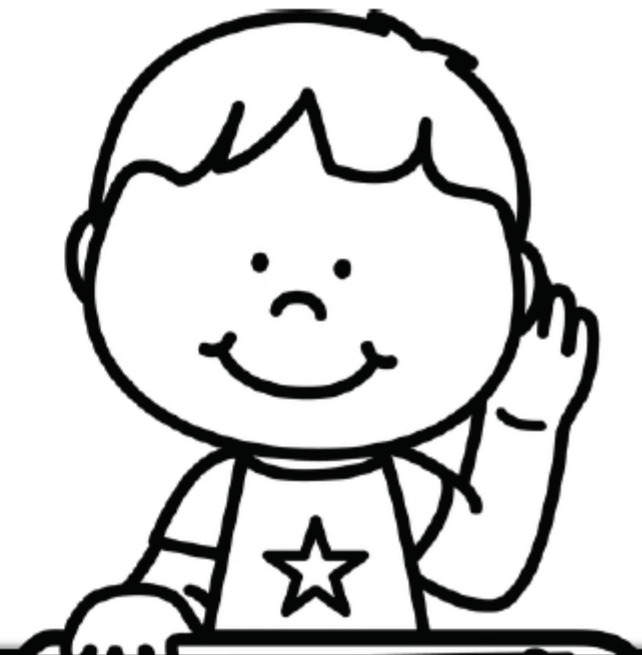
Rhyme  
Awareness

Syllable  
Awareness

Isolating  
Sounds

Phoneme  
Blending &  
Segmenting

Phoneme  
Manipulation  
(Substituting, Adding, and  
Deleting phonemes)



# PHONOLOGICAL AWARENESS

## Developmental Steps

### 1) Word Awareness and Alliteration

Distinguishing separate words in a sentence.

- Count words in a sentence.
- Clap or stomp for each word in a sentence.

Identifying and producing words that begin with the same sound.

- Make a silly sentence: *Sarah sips strawberries on Sundays.*

### 2) Rhyming

First, have student(s) identify two words that rhyme.

- *Do cat and bat rhyme? Shoe and door?*

Then, ask student(s) to produce a rhyming word.

- *What rhymes with pan?*

### 3) Syllable Awareness

Counting, clapping, or tapping the parts of a word into syllables.

- Start with names.
- Use your whole body: clap, stomp, etc.
- Break up words and have your student(s) guess the word.

### 4) Isolating Sounds

What's the first/last sound in cat? /k/

### 5a) Blending Sounds

/p/ /a/ /n/ = "pan"

### 5b) Segmenting Sounds

"pan"= /p/ /a/ /n/

### 6a) Deleting Sounds

Take /s/ away from scar = car

### 6b) Adding Phonemes

Add /p/ to at. Add /s/ to top.

### 6c) Substituting Sounds

Change /p/ to /s/= pat to sat

