

**IDEAS AND ACTIVITIES
FOR DEVELOPING
PHONOLOGICAL AWARENESS
SKILLS**

**A Teacher Resource Supplement
to the
Virginia Early Intervention
Reading Initiative**

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Purpose

Competence in early language literacy provides a strong foundation for successful reading. A necessary component of this process is the development of phonemic awareness skills. Dr. Reid Lyon, National Institutes of Health, has stated that reading deficits in many children can be prevented if diagnosed early and a research based intervention is implemented.

According to Dr. Jager-Adams, the second best predictor of early reading achievement is an awareness of the sound bites (phonemes) in a spoken word. Researchers have found that phonemic awareness is the one area of instruction that has been missing, or that may have been inadequately addressed with struggling kindergarten and first grade students.

Phonemic awareness is **not phonics**. Phonics is the relationships between sounds and their symbols (letters), and the methods of instruction used to teach those relationships. Phonemic awareness is the ability to identify and manipulate speech sounds. It is also the understanding that speech is composed of a sequence of sounds (phonemes) that are combined and can be recombined to form other words. This ability must be present if a child is to successfully map the sounds onto print to decode words.

The **purpose** of this resource book is to help school personnel better understand how phonemic awareness links oral language with emerging reading and writing skills and **to provide teachers with activities and materials that can be used to teach phonemic awareness skills**. The majority of the activities are contained in **Section 3: Phonological Awareness**. The other sections serve as a framework to show the relationship and sequence of phonological awareness to the process of learning to read.

The anticipated benefits from early intervention include:

- An improved primary reading programs and improved reading skills for Virginia's children.
- A higher percentage of children passing the third grade Virginia Standards of Learning Reading Test.
- A reduction in the number of referrals for special education services.
- A higher percentage of children being promoted in the primary grades.
- A reduction in the number of children requiring remediation in later grades.

SECTION 3

PHONOLOGICAL AWARENESS

Definitions

PHONOLOGICAL AWARENESS

The ability to attend to the phonological or sound structure of language as distinct from its meaning. Types of phonological awareness include: phonemic awareness, rhyme awareness, syllable awareness, word awareness, and sentence awareness.

PHONEMIC AWARENESS

The ability to think consciously about and perform mental operations on speech-sound units such as segmenting, blending, deleting, and changing order of speech-sound sequences. The awareness that spoken words or syllables can be thought of as a sequence of phonemes. Phonemic awareness is a sub-category of phonological awareness.

HOW IS PHONEMIC AWARENESS DIFFERENT FROM PHONICS?

Traditional phonics approaches begin with a visual symbol (letter) and impose a speech sound. This abstract process stresses associating letters (visual symbols) with auditory sounds and may be taught to students in various contexts, i.e., in isolation and at the beginning and ending of words. Rhyming and word play activities may be included in language arts activities.

Phonemic awareness training approaches sound-symbol association from the opposite direction (see Figs. 3.1a and 3.1b). First, students explore speech sounds by hearing, feeling and seeing their characteristics and comparing and contrasting their properties. The auditory element of the speech sound is connected to the more basic oral-motor activity by which the sound is produced. Students then approach letters (symbols) with full knowledge of speech sound characteristics including how they are produced. Students are able to make more concrete connections between the auditory speech sound and the letter name. Activities such as sound deletion, segmentation, manipulation, and synthesis (blending) play a large role in phonemic awareness activities.

Early Phonological Awareness Intervention: Scope and Sequence

1. **LISTENING** – *the ability to attend to and distinguish both environmental and speech sounds from one another.*
 - alertness (includes location)
 - discrimination
 - memory (sound pattern concepts)
 - sequencing
 - figure-ground
 - sound-symbol

2. **RHYME** - *the correspondence of ending sounds of words or lines of verse. Rhyming is the ability to identify words that have identical final sound segments.*
 - exposure
 - judgment (identify same or different)
 - production (produce word with the same final sounds)

3. **WORD AWARENESS** - *the knowledge that sentences consist of words and that these words can be manipulated.*
 - pointing (words on page--notice spaces)
 - counting (number of words in sentence or phrase)

4. **SYLLABLE AWARENESS** – *the ability to hear parts or segments of phonemes that comprise the rhythm of the word.*
 - counting
 - segmenting
 - blending
 - deletion

5. **PHONEMIC AWARENESS** - *the ability to attend to, identify, and manipulate the sounds that are representative of graphemes in the English language.*
 - exposure to alliteration in text
 - initial sound identification/comparison
 - sound/symbol correspondence
 - final sound identification
 - phoneme counting (with and without visual aids)
 - phoneme segmentation
 - phoneme blending (synthesis)
 - phoneme deletion
 - phoneme substitution

While this scope and sequence reflects an increasing level of difficulty in phonological tasks and represents the approximate order that students develop specific phonological skills, it should be noted that overlap among areas does occur in the learning process. For example, a student could be working at the syllable level for segmentation and, at the same time, continue to address production of rhymes.

LISTENING ACTIVITIES INDEX

The following listening activities address the six categories of listening skills referred to in the Scope and Sequence section.

Activity Number	Alertness	Discrimination	Memory	Sequencing	Figure-Ground	Perception
1A	X					
1B	X					X
2A	X					X
2B	X	X				X
2C	X					
3A	X					X
3B	X					X
3C	X					X
3D	X					X
4	X	X				X
5	X	X				X
6	X	X				X
7	X	X				X
8A	X	X				X
8B	X	X		X		X
8C	X	X		X		X
9A	X	X				X
9B	X	X				X
10	X	X	X			X
11				X		
12A	X	X	X			X
12B	X		X			
12C	X		X			
13	X	X			X	X

1. LISTENING - *Listening is the ability to attend to and distinguish both environmental and speech sounds from one another.*

Listening skills reflect a broad array of subskills of which auditory acuity is one factor. Students' listening skills also depend on a number of dimensions of auditory processing. Auditory abilities such as determining the direction from which a sound comes, recalling or memorizing auditory information, intonation of

voice and awareness of rhythmic patterns provide the basis for the development of oral language and are equally important in the acquisition of early literacy.

The activities presented in this section develop the skills, concepts and abilities necessary to meet the auditory requirements of phonemic awareness activities. Learning to distinguish one environmental sound from another teaches the concept “same/different,” as well as, the ability to hear differences and label or identify them. Playing games where blindfolds are used can help students develop a sense of directionality of sounds. Other activities, such as deletion and manipulation of animal sounds can prepare students for similar tasks later on involving more abstract speech sounds.

The following list of questions can be used by the teacher to recognize various components of a student’s listening skills

Auditory Acuity	How well does he hear?
Alertness	At what level is his awareness of sound?
Discrimination	Can he distinguish similarities and differences in sound?
Memory	Can he remember what he hears? Is he able to retrieve that information?
Sequencing	Is he able to identify the order of what he hears?
Figure-ground	Can he isolate one sound from a background of sounds?
Perception	Does he comprehend what he hears?
Sound-Symbol	Is he able to connect a sound to a particular written symbol?

(Adapted from Pamela Strickland, 1993, Auditory Processes, Revised Edition, Academic Therapy Publication.)

The following checklist may assist the teacher in detecting possible auditory awareness difficulties impacting student literacy skills.

LISTENING SKILLS

Auditory Processing/Phonological Awareness Checklist

For Classroom Teachers

- Confusion in sounds/words heard
- Difficulty in spelling words that are dictated
- Problem remembering names and places that are heard
- Requests a speaker to repeat what is said on a frequent basis
- Difficulty in following directions that have been given orally
- Easily distracted by extraneous sounds/noises
- Leaves out words and letters when asked to repeat sentences/words
- Identifies one sound or word for another (substitutes incorrect or word)
- Confuses the sequence of sounds, words, and steps in a task when presented verbally
- Trouble differentiating one sound from another
- Displays avoidance behavior during writing/reading activities
- Inability to select and attend to relevant auditory stimuli
(frequently inattentive when stories are read and discussed)
- Difficulty recognizing a word when only parts are given.
- Slowness to respond to questions presented orally
- Inappropriate responses to relatively simple, age appropriate questions
- Inability to gain any meaning or the complete meaning from material presented orally

(Adapted from Pamela Strickland, 1993, Auditory Processes, Revised Edition, Academic Therapy Publication.)

What we use when we listen

Objective: Understand what we use when we listen

Initiate a class discussion about what we actually do when we listen (use ears, eyes, sit still, etc.). Discuss importance of using good listening skills in school. Discuss how fidgeting, talking to friend, and not paying attention interferes with listening. Some students confuse good manners with good

listening. Clarify misconceptions

Variation: See Songs, Rhymes and Fingerplays, p. 21 “Good Listeners”

Read The Ear Book, by Dr. Seuss

Listening Activity # 1B: Skill – *Alertness, Perception*

Noisemakers on/off

Objectives: Focus listening/attending behavior

Become aware of a variety of ways to make sounds

Follow directions to start/stop noise making

Lead a class discussion of different ways we can make noise (clapping, snapping fingers, stamping feet, mouth noises etc.). Allow children to share noise-making ideas.

Discuss idea of noisemakers being on and off. Let children make noise. Then say “noisemakers off” and they should become quiet. Practice until children respond quickly and appropriately.

Use noisemaker on/off technique to gain attention and to get students ready for next activity. Teacher should use same strategy throughout the day.

Listening Activity # 2A: Skill – *Alertness, Perception*

Making and hearing sounds

Objectives: Learn that objects and people make sound

Learn that there are various types of sounds

Encourage children to respond to verbal cues

Learn that one *hears* sounds

The teacher demonstrates the following activities and encourages the children as a group to model her actions. The teacher does not tell the children to clap their hands, snap their fingers, etc.; she merely encourages the children to do what she is doing. She may say something like this: “We are going to play a (follow the leader) game. You must listen and watch me so that you can play the

game too. I am going to make some sounds and I want you to make the same sounds that I make.” Preface each new activity with “listen.” Do not be concerned if the children do not repeat the sound the exact number of times you do. The intention of this activity is to encourage the children to hear and reproduce sounds.

Clap hands

Tap finger on table

Stamp on one foot

Cough

Listening Activity # 2B: Skill – *Alertness, Discrimination, Perception*

Objects that make sounds have labels

Objective: Learn labels for common objects and sounds they make

Repeat activity in lesson # 1A, but instead of having students copy teacher, have them perform activity in response to verbal cues. To introduce the activity, the teacher claps her hands and says, “How did I make that sound?” The teacher/clinician encourages the children to use appropriate vocabulary. Review common actions, describing what was done to make the sounds, then repeat giving verbal cues only and have the students respond. (This is a good activity for students who are second language learners).

Sample sounds:

Clap your hands

Stamp feet

Tap finger on table

Snap fingers

Cough

Click tongue

Pop lips

Whistle

Sing

Hum

Whisper

Listening Activity # 2C: Skill - *Alertness*

Making and hearing sounds

- Objectives:** Learn that there are various types of sounds
Encourage children to respond to verbal cues
Learn that one *hears* sounds

Have the children take turns being the leader. Each child has a turn to make a sound or say a word. Teacher and other children repeat what they heard.

Variation: **Divide the children into groups. Have each child in the group take turns being a leader while the others imitate. Rotate until everyone has a chance to be a leader.**

Listening Activity # 3A: Skill – *Alertness, Perception*

Make a big book: Kindergartners, Kindergartners, What Do You Hear?

- Objectives:** Students listen to sounds in their environment
Students draw and write about sounds they hear
Create a class big book

Materials: Environmental sound tape, tape recorder, large manila drawing paper, pencils and crayons for the children. Optional, if available: Polar Bear, Polar Bear, What Do You Hear?, by Eric Carle. It is available in big book form.

Play sound tape and/or read Polar Bear , Polar Bear and discuss the various sounds. Have students think about sounds they hear in class, on the playground, in their neighborhood or house, etc. Encourage students to share ideas and use descriptive language (i.e., Sam hears his black cat purring in the basket by the fire.) Elicit a number of different responses. Then explain that each child will be making a page to put in a class big book (refer to familiar big books). They will be writing and drawing about sounds they hear. Encourage students to develop a variety of responses so that the book will be interesting for someone else to read.

Pass out paper and supplies. Then circulate to help students express their

ideas on paper. After students have finished their pages, add a cover, and bind to make a big book. On a follow-up lesson the book can be read and then left in the classroom.

(Note: Students' sentences can be copied on sentence strips to be used later for word segmentation activities.)

Sample page: _____hears_____.

Listening Activity # 3B: Skill – Alertness, Perception

Objects and people make sounds

- Objectives:** Learn that objects and people make sounds
 Learn that there are various types of sounds
 Learn that objects in their environment make sounds

Materials: Bubble wrap, sand paper, pencils or rhythm sticks to tap, beans in a container to shake, velcro, zipper, clickers.

Have a selection of classroom objects available. Ask students to select an object and demonstrate how the object can make a sound. Examples: book dropping, paper tearing or crumpling, chalk on a board, scissors cutting, pencil writing.

Listening Activity # 3C: Skill – Alertness, Perception

Common object sound-makers

- Objective:** Use common objects to creatively make sounds
Materials: Chair (scrape, bump), book (dropping, opening/closing, fanning pages), newspaper (crumpling, tearing, rattling), cans, rubber band, wax paper, retractable pen

Present common objects to children asking them to think of all the ways each object can be used to make a sound. Present one object at a time and encourage the students to respond individually.

Encourage students to use descriptive words to tell about their sound.

Teacher should prompt as needed.

As students are demonstrating different ways to make a noise, describe the sounds in words to increase vocabulary.

Variation: Use Listening Lotto-ry or Soundtracks

Listening Activity # 3D: Skill – Alertness, Perception

Noisemakers from common objects

Objective: To make a variety of sounds using common objects

Materials: Common objects brought from home or supplied by teacher

Ask students to bring in common objects from home (containers, cans, sticks, beans, cardboard boxes). Also have some items available for those students who might have forgotten. Demonstrate how you can make a noisemaker by creatively using the objects. (For example: put beans, rice etc. in an oatmeal container, seal the top and make a shaker or use a cardboard tube to strike against a can, etc.) Students then make their own noisemakers. Have students tell what they used to make their noisemaker and demonstrate how it works. Practice noisemaker on/off.

Listening Activity # 4: Skill – Alertness, Discrimination, Perception

Unseen objects make sound

Objective: To learn that objects make sounds even when not seen

Identify objects by their sounds

Materials: A screen, or large cardboard box to block the view of object from the students, chair, paper clips, book, newspaper, balloons, rubber band, wax paper, tin foil, water and a container in which to pour or splash the water. (List may be expanded.)

Show the objects to the students and demonstrate the sounds they make. Then place objects behind the screen or box in order to block them from the students' view. Tell the students that you are going to play a guessing game.

They must listen carefully to identify/label and describe the sound. After completing several sounds, call on a child to be the helper. He/she makes a sound, and calls on another student to label and describe. That student then becomes the helper. Repeat until all students have the opportunity to participate.

Listening Activity # 5: Skill – Alertness, Discrimination, Perception

Locate position of sounds

Objective: Identify, discriminate and locate position of classmate’s voices in the classroom

Materials: Blindfolds

Blindfold students and place them around the room. Teacher quietly walks around the room and selects a child. This child calls out “_____where am I?” The second child replies, “_____you are” (describes position in the room). Play the game first with blindfolds off, stressing use of students’ names and position words (next to, under, beside, etc.).

Listening Activity # 6: Skill – Alertness, Discrimination, Perception

Identify and locate familiar sounds

Objective: Identify and locate the source of familiar sounds

Materials: Blindfold, animal pictures

Step one: Have students sit in a circle with one student blindfolded in the center. Students take turns making the animal sounds for the pictures they hold, and the child in the center locates the source of the sound and names the animal.

Step two: Students sit in a circle. One student in the center is blindfolded. Animal pictures for the animals in “Old MacDonald” are distributed to students around the circle. The students sing the song together. When the song gets to the place where the animal makes a sound (e.g., “with an oink-oink here”), the student with the picture makes the sound. The blindfolded student points in the direction that the sound came from. At the end of each verse, student removes blindfold and

checks to see if he/she located the source of the sound correctly.

Variation: 1) Use other noisemakers. Child who is blindfolded walks toward sound source. 2) Use Animal Soundtracks, 3) Songs, Rhymes and Fingerplays, p.101, “Jelly in the Bowl”

Listening Activity # 7: Skill – Alertness, Discrimination, Perception

Associate sound with object

Objectives: Associate a voice with a given picture
Recognize and identify by voice people in the school with whom the students come in contact

Materials: Photographs of people around the school (teacher, assistant, librarian, speech clinician, principal, vice principal, secretaries, custodians, cafeteria workers, bus drivers, etc.) If technology is available, a “quick-take” computer camera can be used, and pictures can be filed on a computer. A computer program could be used for this activity.

Tape record each of the pictured people reading a nursery rhyme. First give the students practice identifying the pictured people. Make sure all their names are known. Then play the recordings. The students will identify the voice of the person reading the nursery rhyme, and the name of the rhyme.

Follow-up activity: record the same people saying the same sentence or rhyme.
(This reduces the context cue.)

Listening Activity # 8A: Skill – Alertness, Discrimination, Perception

Become aware of sound intensity

Objectives: Understand the concept of loud/soft with respect to sound
Recognize and reproduce sounds which vary in intensity

Materials: Appropriate objects/noisemakers within the classroom

Ask the students to listen carefully. The teacher should clap once very

loudly and once very quietly. The teacher then asks the class how the two sounds differ. Demonstrate loud/soft sounds in other ways, then ask students to do the following loudly and softly:

Clap hands	Say names
Stamp feet	Tap fingers
Cough	Sing a few bars of a familiar song

Then ask them to identify objects that can make loud/soft sounds (demonstrate if appropriate to setting). Have students brainstorm a list of soft/quiet sounds.

Examples:

<i>Loud</i>	<i>Soft</i>
Lawn mower	Water running
Phone ringing	Cloth rustling
Fire alarm	Small bell
Gym sounds	Clock ticking

Listening Activity # 8B: **Skill – *Alertness, Discrimination, Sequencing , and Perception***

Comparing sound intensities

Objective: Review the concepts of loud and soft

Materials: Xylophone

Teacher should review concept of loud/soft sounds by having students demonstrate examples of each sound.

Then tell students to listen carefully while you play a note on the xylophone. Play the note again louder. Ask the students how the sounds differ. Then tell the students you will play two notes. The second note will either be louder or softer. Students are to listen carefully so they can tell you whether the second note was louder or softer. Then play the following game:

Ask the students to form a line facing you. Each time the second sound is

louder than the first, they take one step forward. Each time the second sound is softer, they take a step backwards. Do not penalize students who make mistakes, but help them to understand what they should have done.

After students are proficient with this game, add one more comparison.

Example: If the two sounds are the same intensity, they do not move.
Students can be called upon to take turns playing the notes. (This game can also be used with high/low sounds to work on pitch discrimination.)

Listening Activity # 8C: Skill – *Alertness, Discrimination, Sequencing, and Perception*

Comparing and producing sound intensities

Objectives: Discriminate between sounds that vary in intensity
Reproduce sounds of varying intensity
Learn comparative, superlative terms (loud, louder, louder/quiet, quieter, quietest, etc.)

Materials: Drum or other percussion instrument

Using the drum, the teacher asks the students to listen carefully while the drum is beat three times, with each beat getting louder. Continue to demonstrate these concepts and label them appropriately. Students may participate by:

Saying names

Clapping hands

Stamping feet

(Tape record sounds of three intensities using different objects. Have students determine which one is loudest/quietest)

Listening Activity # 9A: Skill – *Alertness, Discrimination, Perception*

Concept of high/low sounds

Objective: Understand the concept of high/low sounds

Materials: Xylophone or keyboard if available

Tell the students to stand with their heads “high” (do not say “tall”). Then tell them to crouch down with their heads low. Practice several times saying, “high/low”, “high/low”. Explain that when we play musical notes or sing we use high and low notes. Play a few high/low notes on xylophone or keyboard to demonstrate. After students understand the concept, practice by playing high and low notes on xylophone or keyboard. Students stretch up high, or crouch low to indicate the pitch of the sounds. Praise all appropriate responses.

Listening Activity # 9B: Skill – *Alertness, Discrimination, Perception*

Concept of same/different in sounds

Objective: Discriminate tones that vary in pitch (high/low)

Materials: Xylophone, blindfolds or screen

Blindfold students, or place xylophone behind a screen. Tell them they are going to play a listening game. The object of the game is to indicate whether two sounds are the same or different. If the students think the notes are different, they should raise their hands. Teacher then plays two notes on the xylophone. Half of the notes played should be the same. When using two different notes, first select two very different notes. Toward the end of this activity choose notes that are closer in pitch.

Listening Activity # 10: Skill – *Alertness, Discrimination, Sequencing, and Perception*

Short-term auditory memory skills

Objectives: Develop short-term auditory memory skills

Develop pattern discrimination

Materials: Blindfolds, xylophone, same/different cards

Tell the students they are going to play a game to decide whether sound patterns are the same or different. (Note: If you feel the students need practice

with the concept of same/different, first practice same and different colors and shapes.) The teacher then claps a short pattern (e.g., clap twice, then clap twice again). Elicit the response that the pattern is the same. Demonstrate a simple pattern that is different and elicit that response. Instead of replying “same” or “different”, student may respond by holding up same/different card to show the pattern. Repeat the activity with a variety of 2-4 sound patterns. Expand the activity by using xylophone, snapping fingers, stamping feet, or combining noisemakers.

Listening Activity # 11: Skill – *Sequencing*

Sound sequences

Objectives: Understand concepts of beginning, middle, end for sound patterns.

Understand deletion tasks

Understand manipulation tasks

Materials: Animal pictures and tape recorded sounds, colored felt squares, or laminated colored-paper squares with magnetic strips on back, cookie sheet or magnetic board

The teacher places two animal pictures on the board and asks students which picture is first/ last. After students are able to give correct responses, add a picture in the middle. Practice identifying pictures in all three positions. Then place three pictures on board and ask one student to name them in order (from left to right). Remove one picture and ask students to tell you which one is missing (name and position). When students are comfortable with this activity, rearrange one picture and have students tell you how the order changed (e.g., The first picture is now last, etc.). When students are comfortable with this activity, place an arrangement of three pictures in a row and say, “If this is (e.g. cow, dog, horse), show me (dog, cow, horse).” Practice until all students have the opportunity to show pattern shifts. Repeat activity with shapes.

Listening Activity # 12A: Skill – Alertness, Discrimination, Memory, and Perception

Sound/word identification

Objective: Listen for target word or sound

Materials: Familiar nursery rhymes, short stories or familiar stories and poems already used in class

Read the nursery rhyme or story. Then tell the students you are going to re-read the story and you want them to raise their hands each time they hear a pre-determined target word or sound. Example: Read the nursery rhyme “Hickory Dickory Dock” and have students raise their hands each time you say the word “clock”.

Extension: Follow above format and use sentence strips. Insert a nonsense word and have students indicate when they hear a word that does not make sense.

Listening Activity # 12B: Skill – Alertness, Memory

Cloze rhyming

Objective: Supply an appropriate rhyming word to complete a familiar nursery rhyme

Materials: Familiar nursery rhymes

Read a familiar nursery rhyme. Then tell the students you are going to read the nursery rhyme again, but this time you will leave out a word. Their job is to supply the missing word.

Listening Activity # 12C: Skill – Alertness, Memory

Cloze rhyming

Objective: Supply a rhyming word to complete a sentence or riddle

Materials: Sounds Abound workbook, pages 43-44

Follow directions in the workbook to complete the activity.

Listening Activity # 13: Skill – Alertness, Discrimination, Figure-Ground and Perception

Figure-ground discrimination

Objective: Attend to an identified sound source in the presence of background/competing noise

Materials: Tape recorded material to use as background noise (a familiar high-interest student’s story, tape recorded music, tape recorded nursery rhymes read by someone other than the teacher, tape recorded nursery rhymes read by teacher/clinician, lotto board (*Three Bags Full Lotto game*), colored shapes and envelopes for storage (one set per child)

Step one: Play Simon Says game with background tape (music). Then play again with tape-recorded high interest story.

Step two: Read a nursery rhyme with background music. Read another nursery rhyme with competing noise from another tape-recorded nursery rhyme read by someone else.

Read a third nursery rhyme with a competing rhyme read by teacher. Ask students questions about the rhymes you present to check their auditory attention. Use *Three Bags Full Lotto Game*.

Step three: Pass out Lotto game with colored shapes. Teacher gives simple direction (put a yellow square on the lotto board) with no background noise. Give another direction, but screen your mouth from the view of students. Give a third direction with presence of background noise at low volume. Give a fourth direction with louder background noise. Give a fifth direction with your mouth screened and background noise.

2. RHYME - Rhyme is the correspondence of ending sounds of words or lines of verse. Rhyming is the ability to identify words that have identical final sound segments.

In a study with four and five year old children, Bryan and Bradley (1985) report that scores on initial rhyming tests predicted reading and spelling progress three to four years later. These researchers suggest rhyme facilitates reading and spelling in the following ways:

1. Rhyming helps students develop phonemic awareness, which facilitates decoding.
2. Rhyming teaches students to group words together by sounds, thereby reducing the number of words they have to learn to read by making generalizations of larger sound units.
3. Rhyming teaches students to make connections between categories and the letter-string patterns that are used to spell words.

Rhyming Activities

1. Read stories that have rhyming words

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. Remember the goal is for the student to become an **independent analyzer** of sounds in words.

2. Which one does not belong?

Give three consonant-vowel-consonant (CVC) words, e.g., but, mat, cat. "Two of these words rhyme, one does not rhyme. Can you tell me which one does not rhyme with the others?"

3. Match the rhyme

Present four pictures, 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 Patterns

Have the student discover the pattern made by rhyming words by using colored squares to indicate sounds in rhyming CVC words. (Make sure each square represents one sound not each letter, e.g., /sh/ is one sound but two letters)

Example: cat = red, blue, green
 bat = black, blue, green
 mat = yellow, blue, green

“We change the color when we hear the sound change. It stays the same when the sound stays the same. Do you see a pattern in the colored squares?”

7. 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.

- *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.

*Source: Early Childhood Assessment Package, Fairfax County Public Schools, Department of Instruction, 1997.

- *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

(Adapted from McCracken & McCracken (1986), Stories, Songs and Poetry to Teach Reading and Writing, Teachers College Press)

- 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?"

8. 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.

9. Squirrel in A Tree

This game is the old favorite 'run and capture' with a new twist. One child is "it" and wears a picture of a fox. His job is to catch a squirrel who is not in its tree. The rest of the students are divided into two groups. Half are trees and are

given pictures of things that rhyme with another picture that is worn by the other half of the group, the squirrels. The trees are stationary in various parts of the room and the squirrels must find their matching tree before the fox catches them. The leader starts the game by saying, “The fox is coming, you should go to your tree.” The squirrels begin to run. Then the leader says, “The fox is here!”, and the fox runs to catch any squirrel not in a tree. If he catches one, that squirrel is the fox for the next game. Trees become squirrels and vice-versa and the game is played again.

Other Rhyming Activities

(List Provided by Fairfax County Public Schools’ Department of Student Services and Special Education)

Phonological Awareness Book: pp. 13, 14, 16, 17, 23, 36-40

Sounds Abound: pp. 43-70

Rhyming Big Books

Object Rhymes Book

Songs, Rhymes and Fingerplays: pp. 70, 73, 130

Rhyming Cards (Judy/Instructo)

Language Frameworks: Self-checking rhyming games

Books That Contain Rhymes

(Provided by Fairfax County Public Schools’ Department of Student Services and Special Education)

Adshead, P.S. (1993). One Odd Old Owl. New York: Discovery Toys, Inc. by Child’s Play (International) Ltd.

Ahlberg, J., & Ahlberg, A. (1986). Each peach, pear, and plum. New York: Puffin Books by Penguin Group.

Amery, H. (1992). The Usborne Book of Children’s Poems. London: Usborne Publishing Ltd.

- Berenstain, S., & Berenstain J. (1968). The Bear's Vacation. New York: Beginner Books, A division of Random House, Inc.
- Brown, M. (1980). Finger plays. New York: E.P. Dutton.
- Brown, M. (1985). Hand Rhymes. New York: E.P. Dutton.
- Cameron, P. (1968). I can't said the ant. New York: Scholastic.
- Carrol, L. (1987). Jabberwocky. New York: Harry N. Abrams Inc. Publishers
- Cole, J. (1984) A New Treasury of Children's Poetry: Old Favorites and New Discoveries. New York: Doubleday.
- Cole, J. (1989). Anna Banana: 101 jump-rope rhymes. New York: Beech Tree.
- dePaola, T. (1988). Book of Poems. New York: G.P. Putnam's Sons.
- Colgin, M. L. (1982). One potato, two potato, three potato, four: 165 chants for children. Mt. Ranier, MD: Gryphon House.
- Degan, B. (1983). Jamberry. New York: Harper & Row.
- Dunn, S. , and Parmenter, L. (1987). Butterscotch Dreams. New Hampshire: Heinemann Educational Books, Inc.
- Ferris, H. (1957). Favorite Poems Old and New. New York: Delacorte Press.
- Geisel, T.S., & Geisel, A.S. (1958). Cat in the Hat Comes Back by Dr. Seuss. New York: Beginner Books, A division of Random House.
- Geisel, T.S., & Geisel, A.S. (1957). Cat in the Hat by Dr. Seuss. New York: Beginner Books, A division of Random House.
- Geisel, T. S., & Geisel, A.S. (1970). Mr. Brown can moo! can you? by Dr. Seuss. New York: Beginner Books, A division of Random House.
- Geisel, T.S., & Geisel, A.S. (1978). I can read with my eyes shut! by Dr. Seuss. New York: Beginner Books, A division of Random House.
- Jabar, C. (1991). Bored blue? Think what you can do. Boston, MA.: Little, Brown.
- Johnston, T. (1990). I'm Gonna Tell Mama I Want an Iguana. New York: G.P.

Putnam's Sons.

Martin, B., & Archanbault, J. (1989). Chicka chicka boom boom. New York: Simon & Schuster Books for Young Readers.

Moss, J. (1992). The Sesame Street book of poetry. New York: Random House.

Mother Goose Nursery Rhymes illustrated by Eric Kincaid. (1986). Newmarket, England: Brimax Books.

My First Book of Poems. (1989). Nashville: Ideals Children's Books.

Prelutsky, J. (1986). Read-Aloud Rhymes for the Very Young. New York: Alfred A. Knopf.

Schwartz, A. (1992). And the green grass grew all around: Folk Poetry for Everyone. New York: Harper Collins.

Shaw, N. (1989). Sheep on a Ship. Boston, MA: Houghton Mifflin.

Silverstein, S. (1981). A Light in the Attic. New York: Golden Press.

Sorting. (1993). Lincolnwood, IL: Publications International.

Tell me more Mother Goose Nursery Rhymes illustrated by Eric Kincaid. (1986). Newmarket, England: Brimax Books.

The Nonsense Poems of Edward Lear. (1991). New York: Clarion Books.

Vozar, D. (1993). Yo, hungry wolf! A nursery rap. New York: Bantam Doubleday Dell Publishing Group.

Weissman, J. (1991). Rhymes, higglety pigglety pop! Overland Peak, KS: Miss Jackie Music Co.

Werner, J. (1947). The Big Golden Book of Poetry: 85 Children's Favorites. New York: Golden Press.

What's different? (1993). Lincolnwood, IL: Publications International, Ltd.

3. WORD AWARENESS - refers to the knowledge that sentences consist of words and that these words can be manipulated

Word Awareness Activities

Word awareness, the first level of language analysis, must occur before a student can begin the task of segmenting words into component sounds (phonemes). In the beginning content words like train, eye, run, will be considered words by students more readily than non-content words, like and, the, of. Use of content words in simple sentences will facilitate student understanding of the concept of word awareness (Goldsworthy, 1996).

Emergent Reader Activities

1. Read Aloud Interactively

Point to specific words as you read. Then have children point to words as you read.

2. Sing Songs

Sing songs that accentuate single words (“e.g. Pop! goes the weasel”).

3. Identify missing words

Identify missing words by placing a number of objects on the table and asking students to hide their eyes as you remove one or more of the objects. Students must identify which object(s) was(were) removed. This is a precursor to word deletion activities.

Manipulation of Words in Sentences

1. Class Story

Develop a 4-5 sentence story relevant to a topic used in curriculum or getting ready for school, etc. Write the story on chart paper as students tell it. (At this point, it is a good idea to write each sentence on a new line rather than in paragraph form.) Each time someone gives you a sentence, identify it as a sentence. (Note that the letter it starts with is taller than the others ("we call it a capital letter") and that you put a dot ("we call it a period") at the end.

2. Students Identify Sentences

Choose one student to come up and show you on the chart where the sentence begins and ends.

Have a student come up and cut off one sentence with a pair of scissors. Place the sentence strips in the chart stand. (For an interesting related activity, place them out of sequence and when all the sentences are cut out, read the "new " story back to them. Have them help you sequence it a second time so it is correct.) Repeat, giving other students an opportunity for a turn until the entire story is cut apart by sentences.

3. Fill In the Blank

As you read a story, stop and allow students to “fill in the blank” for the next word. When possible, mention that they supplied a *word*. If you’re reading a big book, point to the words as you read and allow the students to “read” one of the words occasionally. Ask, “what is the next *word* ?”

4. Word Counting Using Manipulatives

Use blocks, numbered squares, etc. to give visual grounding. The student moves the blocks or points to the square as he repeats the sentence.

5. Sentence Segmentation

Write sentences on chart paper or sentence strips and cut apart into words. Give each group of words to a student or group of students and have them arrange the words into a sentence. They may then place them in a chart stand and share with the class what their sentence says. At that point, ask how many *words* they have in their sentence. (This can be done in conjunction with a lesson on function of words [describing or naming] or using compound, spelling words or other related words being used in the curriculum.)

4. SYLLABLE AWARENESS - the ability to hear parts or segments of phonemes that comprise the rhythm of the word

Explicit syllable segmentation is easier than phonemic segmentation; sounds do

not occur in isolation in words but rather are “co-articulated,” meaning that the acoustic properties of one sound influence how the surrounding phonemes in the words will sound. Teaching a student to segment words by syllables is a relatively easy task for most students and it provides an opportunity for students to practice dividing the whole into its parts as a precursor to more difficult phonemic segmentation of word tasks.

Syllable Awareness Activities

1. Compound Word Segmentation

Syllable segmentation activities are easiest when using compound words. For this activity you will need pictures representing the two words that make up a compound word. Ask students to create new words with two of the pictures. Although they may have fun seeing what kind of silly words they can come up with, encourage them to create real compound words.

2. Compound Word Deletion Activity

Show two pictures representing the two parts of a compound word. Take one part away and ask what word is left. Give other compound words without pictures after students have successfully performed the task with the pictures.

3. Syllable Search

Have students find things around the room with a certain number of syllables (for example, two-syllable words like window, pencil, teacher, etc.). Check to see if the child has chosen a word with the correct number of syllables by clapping the syllables or putting a magnetic shape on the board to represent each syllable.

4. Syllable Categories

Place a number of objects on the table. Identify how many syllables are in the word that names each object. Categorize the objects by the number of syllables.

5. Count Syllables

Spontaneously, in the middle of a lesson, stop and ask how many syllables comprise a word. A student who has serious phonological awareness difficulties may need manipulatives to provide a visual “handle.” This practice with

manipulatives serves as a precursor for the more difficult task of phoneme manipulation.

6. Syllable Response Cards

Print the number “1” on one side of an index card, “2” on the other side. Print “3” and “4” on a second card. As the teacher pronounces multi-syllabic words, students hold up a number indicating how many syllables they hear.

7. Syllables with Manipulatives

Using blocks, pennies or plastic chips students indicate the number of syllables they hear in a word. Or using square grids students listen for a word and points to the number of squares, placing one chip or block on the table for each syllable heard.

8. Syllable Identification

Ask students whether a given syllable is in a certain word. (e.g., Is *dog* in doghouse?)

9. Syllable Addition

Ask students to add prefix or suffix to a given word (e.g., add *ing* to the end of *run*). Increasing the complexity of the words (e.g., *photo*, *photograph*, *photographer*, *photography*, *photographic*” can facilitate phonological maturity).

10. Substitution of Syllables

Ask students to replace part of a word. (e.g., housefly “Now say ‘boat’ instead of fly” --houseboat).

11. Rotating Syllables in Compound Words

Ask students to reverse the two parts of a word (e.g., “mailbox” becomes “boxmail”).

List of One to Four Syllable Words

- | | | | |
|--------------|----------------|--------------------|--------------|
| 1. telephone | 11. question | 21. pen | 31. teacher |
| 2. music | 12. computer | 22. elephant | 32. remember |
| 3. pencil | 13. Monday | 23. disappointment | 33. title |
| 4. book | 14. calculator | 24. eraser | 34. phone |

5. Saturday	15. homework	25. word	35. sound
6. speech	16. girl	26. dictionary	36. clock
7. surprise	17. sentence	27. closet	37. paper
8. American	18. January	28. secretary	38. calendar
9. library	19. under	29. directions	39. custodian
10. recess	20. map	30. list	40. weekend

Additional Activities List

(Provided by Fairfax County Public Schools' Department of Student Services and Special Education)

Sentence Segmentation:

- Phonological Awareness Book, p. 26
- Sentence strips from experiences
- Phonological Awareness Companion, pp. 22, 23 (adaptable for whole group), 27
- Use of familiar stories, finger plays that have been introduced in previous lessons.

Syllable/Compound Word:

- Sounds Abound, pp. 143-144
- Phonological Awareness Book, pp. 27-30

Syllable:

- Phonological Awareness Companion, pp. 29-33
- Phonological Awareness Book, pp. 32-39
- Sounds Abound, pp. 147-151

PHONEMIC AWARENESS - the ability to attend to, identify, and manipulate the sounds that are representative of graphemes in the English language.

Such manipulation tasks include segmentation, deletion, substitution and addition of sounds in nonsense words and real words. Phonemic awareness also includes the synthesis of those segmented sounds (blending).

Swank, (1993) reported that measures of phonological awareness given to kindergarten students during the first quarter of their kindergarten year correlated with measures of decoding ability at the end of first grade. “Discriminant analyses procedures indicated phonemic awareness tasks identified good and poor decoders with approximately 80%-90% accuracy.”

It is important to make phonemic awareness a natural part of the day’s activities, weaving it into lessons and general classroom activities. The following are examples of activities that can be used as part of the instructional day. A sample small group plan showing the different phonemic awareness strategies being used in the classroom has also been included. The activities should be designed to allow the student to demonstrate his increased awareness of the speech sounds by performing various “mental operations” with the speech sounds.

Sound Awareness Activities

Phoneme Identification - explicit training in identifying which sound is heard in the beginning, final or middle position of a word.

Note: A letter enclosed in // indicates speech sound rather than the letter name.

Examples:

- Word to word matching: Do top and time begin with the same sound?
- Sound to sound matching: Is there a /p/ in nap?
- Sound isolation: What is the first sound in door?

1. Initial Sound Identification

Place one letter name on each of several paper cups. Say a word that begins with the sound of one of those letters on the cups. The student places a chip or token in the cup marked with the letter representing the beginning sound of the stated word (Goldsworthy, 1996).

2. Sound Patterns

Present four words orally to students. Pictures may or may not accompany orally presented words. When pictures are used, a grid serves as a reference

whereby one picture is placed in the first square and the other three pictures are lined up next to it. Ask, “Which picture(s) begins with _____ (for kindergarten), ends with _____ (for first grade) or has the same middle sound _____ (for first or second grade) as the one in the square?” When not using pictures say, “I’m going to say three words. Which one has the same beginning sound as car? Cow, sister, tree.” (If a child has difficulty with auditory/sequential memory, using the pictures will provide the additional visual cue.)

3. Initial/Final Sound Change Game

Play a game where students make new/different words by changing the beginning or ending sounds. Look around the room for words or use your own. (For example, if you are changing all words to begin with /k/, chair would be care, table would become cable. With ending words, pot would become pok, flag would become flak.)

4. Memory Game

Make a memory game out of pictures that begin with sounds with which the students are familiar. The game should include several sets of two (and only two) pictures that begin with the same sound. (Later, for students with more experience, you may include any even number of pictures that begin with the same sound. Any of the other pictures beginning with the same sound could be “matches” in this case.) Students play memory. A pair is two words that begin with the same sound--not two identical pictures.

5. *Alliteration in Literature

Alliteration is the repetition of the initial sound in two or more words. Literature that plays with language can be used to help children understand alliteration. The following books help children focus on words that start with the same sound. Read aloud ABC books. Ask children for other words that start with the same sound as the picture.

- Animalia, by Graeme Base, 1993 (Abrams)

- Have You Ever Seen? By Beau Gardner, 1994 (BGA)
- The Accidental Zucchini: An Unexpected Alphabet, by Max Grover, 1996 (Harcourt Brace)
- Where Is Everybody? By Eve Merriam, 1992 (Simon and Schuster)

6. *Initial Sounds in Songs

Play with the language through songs. Select a favorite song and innovate on the sounds in the lyrics.

- To the tune of *Ten Little Indians*:

One little, two little, three little bunnies
Four little, five little, six little bunnies
Seven little, eight little, nine little bunnies
Ten little bunnies bounce.
Name a word that starts with a /b/sound (repeat three times)
Tell us your word now: _____

This song can be repeated using any sound by changing the kind of animal and the action. For example, try: dogs-dig, fish-flip, hippos-hop, or tigers-tiptoe.

- To the tune of *Mary Wore Her Red Dress*:

Mary wore her red dress,
Red dress, red dress,
Mary wore her red dress
All day long.

Use the tune to this song to encourage children to think about beginning sounds in words. After you sing the new lyrics below, pause at the end to say a word children know, and have them identify the beginning sound they hear. You may wish to begin with words such as red, day, or Mary, or choose words of your own.

Can you say the first sound,
First sound, first sound,
Can you say the first sound
In this word: _____

- To the tune of *If You're Happy and You Know It*:

If you have a /t/ word share it now

If you have a /t/ word share it now
If you have a /t/ word and you think
It should be heard
If you have a /t/ word share it now

Repeat the song letting children share new words that begin with /t/ or use a different initial sound for the next verse.

- To the tune of *Did You Ever See Lassie?*

Did you ever hear a /h/ word,
A /h/ word, a /h/ word
Did you ever hear a /h/ word
That goes like this: _____?

Repeat with other words until the children get the idea. Let volunteers repeat the song with a /h/ word of their own. Repeat later using a different sound.

(Adapted from Farr & Strickland (1995), *Treasury of Literature*, Harcourt Brace)

7. *Name Game

- Kindergarten children quickly make connections when they notice that their name starts like a friend's name. For example, Rudy noticed that Rebecca's name sounds like his name at the beginning. Teachable moments like this can be used to draw children's attention to words that are phonemically alike.
- As the classroom teacher is taking attendance, she directs children's attention to names that begin with the same sound. Example: "If the beginning of your name sounds like Rosa, stand up." (Adapted from Farr & Strickland (1995), *Treasury of Literature*, Harcourt Brace.)
- Children can create sentence patterns that use words that begin with the same initial sounds. Examples:

My name is Anna and I like apples.

My name is Paul and I like puppies.

*(Source: Early Childhood Assessment Package, Fairfax County Public Schools, Department of Instruction, 1997.)

Additional Sound Identification Activities

(Provided by Fairfax County Public Schools' Department of Student Services and Special Education)

Initial Sounds:

- Tongue Twister Cassettes
- Initial Consonant Cards
- Phonological Awareness Companion, pp. 41-44, 46
- Sound Train
- Sounds Abound, pp. 106-107, 116-120, 123-125 (small group)
- Use songs to incorporate concepts of beginning sounds (e.g., "The Name Game")

Final Sounds:

- Final Consonant Cards (Instructo)
- Sounds Abound, pp. 77, 78, 79, 81, 87, 88 (adapt for large group), 89, 92, 93, 104-105
- Phonological Awareness Companion, pp. 45, 47

Phoneme Segmentation - asking the student to separate a word into its speech sounds (phonemes)

A strong correlation exists between a child's awareness of sounds in words and later reading achievement" (Liberman et al., 1974). In fact the single most powerful predictor of reading and spelling skills in the first years of school is the level of phonological awareness, especially phonemic segmentation (Donnelly, Thomsen, Huber, Schoemer, 1992. More Than Words, Communication Skill Builders.).

Examples:

- Phoneme segmentation: What sounds do you hear in the word bat?
- Phoneme counting: How many sounds do you hear in the word bake?
- Odd word out: What word starts with a different sound: bat, bike, cat, boy?

Word Segmentation

“I’m going to say a word. Each word is made up of sounds. Let’s count the number of sounds in the word dog /d/, /o/, /g/.” Using your fingers to count, point to the numbered squares (See page 3 - 41), or place tokens in the squares to indicate the number of sounds in a word.

Specific Rhyming Analysis

- Use colored squares to analyze the sound patterns in rhyming words.
- Place three or four pictures of words that rhyme in a row vertically.
- Sound out the first word using colored squares or blocks placed horizontally next to the picture. (For example c-a-t might be represented with a red square for /k/, a blue square for /a/, and a yellow square for /t/. Each sound is represented by a different color because /k/, /a/, and /t/ are different sounds.)
- Next, sound out the next picture (for example bat). The first color will be different from any used previously because it is a new sound, but the /a/ and /t/ will be the same colors as the /a/ and /t/ in the word above.
- Proceed through all of the words in the same way.
- Let the students discover the pattern where the last two colors are alike in all of the words and help them realize that these like colors represent like sounds, indicating that the ending sounds in the rhyming words are the same.

Additional Activities

(List Provided by Fairfax County Public Schools’ Department of Student Services and Special Education)

Medial Sounds:

- Instructo Vowel Sound Cards
- Phonological Awareness Companion, pp. 50, 51, 54
- Colored blocks, cereal (for smaller groups) (e.g., Where do you hear the /a/ in cat?) Use a different colored piece of Trix Cereal or block for each different sound.

Sound Manipulation Instruction

1. Simple sound tracking

Say three to five sounds (e.g., /p/, /b/, /b/, /k/). Using the square grid on the next page, the student is to show how many sounds are the same, are different, and the sequence of the given sounds. The example sequence might be shown by four squares: green, red, red, blue. The actual color does not matter, as long as the representation of color is the same for sounds that are the same and different for those sounds that are different, that they represent the right number, and that the sequence of sounds given is correct.

2. Addition of sound(s)

Start with one sound on the table, (represented by a block, a unifix cube, a colored square). Say, “Show me /e/.” Introduce addition of sounds by saying, “If that says /e/, show me /be/.” The child should place a different colored manipulative in front of the sound already on the table. It could be added at the end, in which case you would say, “If that says /e/, show me /eb/.”

3. Omission of sound(s)

When there are at least two sounds on the table. You may delete or omit sound by saying, “If that says /eb/, show me /b/.” The student should remove the first manipulative, the one that represents /e/.

4. Substitution of sound(s)

The student has several blocks on the table representing /bup/. You may substitute a sound by saying, “If that says /bup/, show me /bap/.” The student must determine that the sound that changed was the one in the middle, take away that manipulative, and replace it with a different color.

5. Rotation of sound(s)

The blocks on the table represent /sep/. You ask the student to you /esp/. The student must determine that the first and second sounds changed places and rotate the two manipulative representing those sounds.

Phoneme Blending - asking the student to put a segmented word back together by “stretching” the sounds together or asking the student to

mentally rejoin the phonemes

Blend an initial sound with a rime, word family (e.g., /h/ + “at” = hat)

Write “word family” stories For example:

My **name** is **Mame**. I came to Virginia to win some **fame**.

The **same** day I came to win my **fame**, I saw a **dame** who had the **same name**. I can’t **blame** her for having the **same name**. Her mom won her **name** in a **game**. She **became lame** trying to **tame** a lion.

1. Sound Blending

Say the sounds of a word in slow motion like this: /m/-/a/-/n/. Then put the sounds together fast and say man. Now have students listen to you slowly say the sounds of a word and have them put all the sounds together to say the word. Present simple consonant-vowel-consonant (CVC) words, then progress to words that have a consonant digraph (sh, ch, wh, or th) at the beginning. Next present VC, CCVC and CVCC.

● Blending continuous sounds

Give students three sounds and ask them to put them together-- /th/, uh, /m/. (thththth uhuhuhuhuhuhuh mmmmmm = thumb.) Use the continuant sounds: /m/, /n/, /s/, /f/, /sh/, /th/, /r/, /h/, /l/, and /w/ as initial sounds.

● Blend non-continuous sounds

Non-continuous sounds cause the mouth to stop in order to produce the sound. /p/, /b/, /t/, /d/, /k/, and /g/ are non-continuous sounds. Ask the student to say ‘/k/-/a/-/t/’. Then ask the student to say the word. This activity can be done with students while standing in line by using their names.

● Use objects in the room

Say the sounds for the name of the object in a segmented fashion. Ask the students to identify the object (e.g., /f/-/l/-/a/-/g/ would be the flag). Make sure you put enough space between the sounds so the students have to do the auditory processing to put it together.

- Use letters

As students become more proficient at the activity above, place cards with letters on them on a table. As you slowly say the sounds of a word, the students pick out the letters that corresponds to that sounds. Make sure you are sounding out simple CVC words or CCVC words for this connecting with graphemes activity (e.g., ‘/b/-/a/-/g/’ and ‘/f/-/l/-/a/-/g/’).
- Across the curriculum

The teacher tells the class that she is thinking of an animal, an insect, a dessert, or any category of instructional theme. For example, “I’m thinking of an insect. The insect is an /a/ /n/ /t/.” The children would then blend the sounds together and say the word “ant.” Short sessions (5-7 minutes) that encourage phonemic segmentation and blending can be incorporated throughout the day several times a week. As children begin to understand the game, they give clues and articulate the sounds for the teacher and their classmates to blend.
- A variation is to place several animal pictures in a row in front of the children, articulate the word in a segmented fashion, and allow the students to pick the picture that matches the word and say it.

*Sound Blending using Songs

Songs can also be used for blending activities.

- To the tune of “*If You’re Happy and You Know It , Clap Your Hands.*”

If you think you know this word, shout it out!
If you think you know this word, shout it out!
If you think you know this word,
Then tell me what you’ve heard,
If you think you know this word, shout it out!

The teacher says a segmented word such as /k/ /a/ /t/ and students respond by saying the blended word “cat.” Eventually, individual children will be able to contribute the segmented sounds for their peers to blend. (Yopp, M., 1992)

*(Source: Early Childhood Assessment Package, Fairfax County Public Schools, Department of Instruction, 1997.)

- *The Bear Went Over the Mountain*

The bear went over the mountain,
 The bear went over the mountain,
 The bear went over the mountain,
 To see what he could see.
 To see what he could see,
 To see what he could see,
 The bear went over the mountain,
 To see what he could see.

Sing the first four lines of the song with the children. Then say the name of something the bear might see, isolating the sounds in the word. For example, The bear could see a /h/ /ou/ /s/.

- You will need the following picture cards for this activity: cat, cow, dog, duck, goat, horse, lamb, and pig. Hide the farm animal pictures inside a bag. Then explain that you will sing a verse of “Old MacDonald Had a Farm,” but you will say an animal name in a special way. Ask children to guess what animal name you are saying by blending the separate sounds together.

Old MacDonald had a farm
 E-I-E-I-O
 And on that farm he had a /d/ /u/ /k/...

Pause for children to blend the sounds, repeating them again, if necessary.

When someone says duck, have him or her come up and find the duck picture in the bag and show it to the group. Children may wish to continue singing the song about a duck, then repeat the blending activity with other animal names.

(Adapted from Farr & Strickland (1995), Treasury of Literature, Vol. II, Harcourt Brace.)

*(Source: Early Childhood Assessment Package, Fairfax County Public Schools, Department of Instruction, 1997.)

- Robot Talk

Say this little rhyme (talk like a robot) and have the students respond.

Encourage them to say the rhyme in ‘robot talk’ and then blend the final word to answer the robot’s question.

I am a robot
 Can you help me?
 Can you tell me

Who (what) I see?
I see /j/ /a/ /n/ (Jan)

(Adapted from Yopp and Troyer (1992) as cited in Goldsworthy (1996))

Phoneme Deletion - asking a student to identify and omit a specific sound from a string of unrelated sounds, nonsense words, or real words

Examples:

Phoneme deletion: What word would be left if /p/ were taken away from ‘pat’?

Deleted phoneme: What sound do you hear in ‘fear’ that is missing in ‘ear’?

Simple Deletion with Colored Squares

Laminate 5-6 different colored sheets of construction paper and cut them into squares. (Make 1-2” squares for individual work at a table and 3-4” squares with magnetic strips on the back for use on the chalkboard with the whole class.) Begin by saying a string of unrelated sounds (for example /t/, /k/, /m/). Place a different color square on the board as you say each sound. Then, repeat the string of sounds but leave off one sound. Have a student come to the board and remove the square that represents the sound deleted. This begins skill development in deletion. After students are familiar with this concept, progress to simple CVC words which may be used in conjunction with a rhyming or word family unit. (for example Three different colored squares represent /f-i-sh/. Remember that consonant digraphs (th, sh, ch, wh) make only one sound and are, therefore, represented by only one colored card. Take away the “f” card and ask the children to say what remains (-ish). Eventually, the activity is completed without colored cards. More difficult versions of this activity involve asking the student to first delete the final sound in the word and then to delete one sound in an initial blend. Finally, the student is asked to delete one sound in a final blend.

Deletion using minimal pairs

Place pairs of pictures that are named such that the second word differs from the first word by simple omission of that word’s first consonant sound, (e.g., train/rain,

block/lock, sleep/leap). This is a complex skill due to the imbedding of the sound phonemes and requires more advanced auditory perceptual skills.

Phoneme Substitution - asking a student to identify and replace with another sound a specific sound from a string of unrelated sounds, nonsense words, or real words

Example:

Say “cat”. Now say it again, but change the /k/ to /b/ (‘Cat’ becomes ‘bat’).

Simple Substitution with Colored Squares

Similar to the activity described under phoneme deletion, colored squares are used to represent a sequence of sounds. Repeat the sound sequence but change one of the sounds. The progression from easy to difficult follows the sequence of initial sound, final sound, medial sound. Because the square represents the sound rather than the actual spelling, this type of activity is appropriate in lessons addressing short vowels in simple CVC words (bat-bet-bit-but), and in lessons contrasting long vowel words.

PUTTING IT ALL TOGETHER

Including phonological awareness activities in daily classroom routine should be integral to the language arts program. Helping children become aware of the sounds heard in the speech stream can be accomplished in many ways. Once you have the ‘metaknowledge’ of what phonology encompasses, you will find many ways of bringing this understanding to your students. This sample lesson, which would actually cover several days, would interrelate with other activities in the classroom. While it is not meant to be exhaustive of all possibilities, it does demonstrate how it can all fit together to provide balanced emergent reading instruction.

Components of instruction:

Phonological awareness

- Rhyming
- Words in a sentence
- Phoneme awareness (sounds in a word)
- Phonemic segmentation
- Phonemic deletion
- Phonemic blending
- Phonemic manipulation

Alphabet Knowledge

- Letter recognition/automaticity of naming
- Letter – sound (phonics)
- Letter – sound association with a specific word, (e.g., B says /b/ in ball).
- Letter formation

Word Study

Concept of Word Development

Support Reading/Decodable text for fluency and word knowledge development

SMALL GROUP PLAN

Introduction of the Letters – Bb, Mm, and Ss

Activating prior knowledge – vocabulary development

Using a teddy bear or bear puppet, introduce Bobby Bear. Bobby loves things that begin with the same sound as his name. He likes to play baseball and badminton. He also buys Beanie Babies. Bobby is planning a party for his friends to share their Beanie Babies. At the party, he is planning to serve bananas and baked beans. Two of Bobby’s guests are Mandy Mouse and Sammy Seal. Although as friends, they enjoy many of the same things that Bobby likes, each has other favorite things that begin with the first letters in their own names. We will learn about some of those later.

Recall of Story (story sense assessment)

- “Who are the characters in this story?”
- “What kinds of things does Bobby like - sports? toys? foods?”
- “Would you like to go to a Beanie Baby party?”
- “What do you think you would do at a Beanie Baby party?”
- “What other things do you think Bobby Bear would like to do?”
- “What kinds of things do you think Mandy Mouse would like? – Sammy Seal?”

Introduce picture word sort cards

- Name each of the pictures from the B set of sort cards. (Bear, Invernizzi, Templeton, Johnson, 1996)
- Ask: “Would Bobby like _____?” (a bat)
- After introducing each picture sort card, show other pictures of things that begin with a different letter (m, s). “Would Bobby like _____ (same/different)
- Mix the cards and then sort into groups of things Bobby likes and does not like.
- You could then introduce pictures of things that Mandy and Sammy like in the same way that you did for Bobby.

Introduce the Grapheme for ‘b’, ‘m’, and ‘s’

Say: “This is the letter that Bobby’s name begins with. It is a ‘b’. Upper case b’s look like this, lower case b’s look like this. Say the sound that the ‘b’ makes and talk about the oral motor component. Show words that match the picture sort cards, then continue with the grapheme and sort cards for ‘m’ and ‘s’. The final task is to sort the three sets of cards into categories under the correct grapheme.

Phonemic Segmentation

Select the word ‘bat’. You will first auditorily segment the word into onset and rime (that is, the vowel and any of the following consonants of a syllable, as ‘at’ in ‘bat’), /b/ - /at/. This is the first stage for phonemic segmentation.

Instructionally, this prepares students to recognize rhyming words and begin to work with word families. By changing the initial phoneme of a word, students will learn to create a list of rhyming words (word families) which they can then use in their word study activities. Here's an example:

- “If I say /b/ - /at/, you say bat.”
- “If I say /f/ - /at/, you say fat.”
- “If I say /c/ - /at/, you say _____.” (cat)
- “If I say /h/ - /at/, you say _____.” (hat)
- “If I say /m/ - /at/, you say _____.” (mat)
- “If I say /p/ - /at/, you say _____.” (pat)
- “If I say /s/ - /at/, you say _____.” (sat)
- “If I say /r/ - /at/, you say _____.” (rat)
- “If I say /th/ - /at/, you say _____.” (that)

Then the teacher/clinician can say the word, and the student segments into onset and rime. It is most helpful at this time to use a symbolic representation (colored squares of paper and letters) for the student to manipulate.

Phonemic Deletion

You can also have the student delete a phoneme from a spoken word. This is more difficult and can be used to delete initial sounds, ending sounds, and sometimes medial sounds or syllables. Here is an example:

- “Can you say ‘bag’ without /b/?”
- “Can you say ‘bat’ without /t/?”
- “Can you say ‘baseball’ without ‘base’?”
- “Can you say ‘brought’ without /r/?”

As you can see there are varying levels of difficulty within these tasks.

Phonemic Manipulation

“Now I’m going to say some things that Bobby does not like. You are going to do some magic and change them ‘POOF’ into something he does like.” Here’s an example:

- “If I say ‘mat’, you say ‘bat’. You take /m/ off ‘mat’ and change it to /b/.
- “If I say ‘rag’, you say _____.” (bag)
- “If I say ‘silly’, you say _____.” (billy)
- “If I say ‘mad’, you say _____.” (bad)
- “If I say ‘goat’, you say _____.” (boat)

Phonemic Blending

“Now I’m going to say the sounds in the words of things Bobby likes. I will be giving you little clues to what he likes, and you need to take the clues and put them together. Let’s try one:”

- “If I say /b/-/a/-/t/, you say bat.”
- “If I say /b/-/a/-/g/, you say _____.” (bag)
- “If I say /b/-/oa/-/t/, you say _____.” (boat)
- “If I say /b/-/e/-/d/, you say _____.” (bed)

Letter Formation

You can give group instruction for letter formation. Model the formation and use auditory cues to tell the student where the letter begins on the line. (Some forms of handwriting use verbal cues for formation. This helps students remember how to form a letter.) Write a model on the chalkboard. Have the students stand up and point to the letter with their arms extended to trace the letter. Full arm extension gives the most kinesthetic feedback. After the student traces it several times with arms extended, have him/her trace it with their finger while holding their writing arm elbow with their other hand. Now have the children sit at their desk, rest their elbows on the desktop and trace it again. The teacher should watch each child to assess whether they have the formation correct. Finally have the child air-trace it with their eyes closed. Students now go to the board to trace

a model (the teacher has written on the board) with their finger or with chalk. (Water pens which are used for moistening envelope flaps are also good for this.) Teachers might then ask the student to write the letter on paper, which can become part of the student's own alphabet book. Instruction in letter formation should not be only a paper and pencil worksheet task. It should be a multisensory experience.

Writing

Students can now be given a copy of the picture sort cards for the letters 'b', 'm', and 's'. They can cut out the pictures and glue them into a word study notebook. They should be encouraged to write the letter or word next to the picture. Students might also want to write their own Bobby Bear story (or Mandy Mouse or Sammy Seal.) Students should be encouraged to write all of the sounds they hear in a word. Students will use the letter names initially to figure out the letters in a word. This stage of 'invented spelling' should be encouraged and used diagnostically to determine what a child knows, what he/she is 'using but confusing', and what is absent and consequently should not be taught at this time. (Abouzeid, M., 1996)

MAKING IT REAL

Now that the student has been exposed to the letters 'b', 'm', and 's', other letters can be taught by contrasting the new letter to the known letters. Teachers should use Big Books that have 'b', 'm', and 's' words in them, and point them out in the books. Teachers can use these letters in some way during their morning message. Teachers should also begin to hold the child accountable for these letters in their writing and when decoding words.

In addition to the above activities, classroom teachers should be knowledgeable about how to move a student toward the development of Concept of Word and how to provide support through instruction and level of text in a student's emerging reading strategies.

There are many skills that must be developed when teaching the emergent reader, and these skills must not be taught in isolation. **Always try to link an unknown to a known.** Give the child many experiences to play with the components of language as they make their own connections to the written form. Students will soon begin to make connections and transfer their knowledge to novel situations. The use of ‘think alouds’ will help the student to encode and decode unfamiliar words.

Remember: 1) Read to the child from literature that is above his/her own reading level to develop both background knowledge and familiarity with a variety of literature and 2) Do Directed Listening/Thinking Activities (DLTA’s) to help students gain the ‘mental velcro’ to which they can attach new understandings.

It is not one method or another that will work with a child, it is a balance of accurate, complete assessment linked to sound reading instruction that will make the greatest impact.

ORAL MOTOR INTEGRATION

Figure 3.2 illustrates the 25 primary consonant speech sounds in the English language according to the manner of production, and where and how each sound is produced. Speech sounds do not occur as isolated acoustic events but rather blend together in the speech stream. Sounds in a word are influenced by adjacent sounds through the process of co-articulation. For example, the two words “drum” and “dog” both begin with a /d/. However, the /d/ in “drum” is influenced by the production of the adjoining /r/ such that the two initial /d/ phonemes take on slightly different qualities. The sound the /dr/ makes in “drum” has an affricate quality that may sound more like a “j” than simply /d/ followed by an /r/. The /d/ in “dog” however, retains the stop characteristic more often associated with the production of /d/.

Students do not analyze the sounds in the language as they are learning to speak. However, when children are learning to break the alphabetic code they

must realize that these speech sounds correspond to written letters that must be decoded. While for some students this task is automatic, other children will need more specific instruction. For these children, oral-motor integration activities may be beneficial.

Characteristic of Sound/ Place of Articulation	Stop	Nasal	Fricative	Affricate	Glide	Liquid
Both lips	/p/, /b/	/m/				
Lips & teeth			/f/, /v/			
Tongue between teeth			Th(voiced) Th(unvoiced)			
Tongue behind teeth	/t/, /d/	/n/	/s/, /z/			/l/, /r/
Roof of mouth			sh, zh	ch, j	y	
Back of mouth	/k/, /g/	ng			/wh/, /w/	
Throat					/h/	

Figure 3.2, Manner and Place of Production of Consonant Speech Sounds of the English Language.

ORAL MOTOR ACTIVITY

Speech Helpers

- Discuss articulators (use mylar mirrors) and elicit a dialogue for as much "self-discovery" as possible.
 - a. identify "speech helpers" (jaw, lips, tongue, teeth, ridge, roof of mouth, nose, air (breath stream), and voice)
 - b. use the "cleaning the house" exercise to explore the "speech helpers"

Cleaning the House

Let's pretend our mouth is a house and we are going to clean our house. What can we use to clean our house? In our real house, we use a broom. What could be our broom (our tongues)?

- Let's clean the floor. How will we do that? (Move the tongue back and forth and from side to side at the bottom of our mouths.)
- Now, let's clean the ceiling. (Move tongue on the roof of your mouth.)

- Now, we'll wash the walls. (Move tongue on the inside of the right cheek and then the left cheek.)
- Let's wash the upstairs. (Move the tongue along the top teeth.)
- Now, we'll wash the downstairs steps. (Move the tongue along the bottom teeth.)