Phonological Awareness Guide

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| Rhyme | Alliteration  | Sentence Segmenting | Syllable Blending  |
| * Present the concept of “rhyme” by reading a rhyme and discussing with the students what a rhyme is.

Essential Strategies for Teaching Phonemic Awareness. (n.d.) *Promoting Literacy Development.* Retrieved from <https://learn.sckans.edu/bbcswebdav/pid-926934-dt-content-rid-6887675_1/courses/EDUC615PA2017SPRING02PS2/Essential%20Strategies%20for%20Teaching%20Phonemic%20Awareness.pdf>* “Catch a Rhyme” The teacher throws an object (ball, ball of yarn, crumpled wad of paper, etc.) to a student and asks them to give a word that rhymes with….(bat, yawn, bus, etc.)

*Effective Phonological Awareness Instruction & Progress Monitoring.* (2004). University of Texas System/Texas Education Agency. Retrieved from: <https://learn.sckans.edu/bbcswebdav/pid-926920-dt-content-rid-6887673_1/courses/EDUC615PA2017SPRING02PS2/Effective%20Phonolgical%20Awareness%20Instruction_Guide.pdf>* Discrimination of Rhyming Words Chipper Chat: Teacher says “Say these words after me and tell me if they rhyme.” Student is given a game mat and chips. When they get a correct answer, a chip is placed on the mat. When the mat is full (or whatever criteria you set for the student,) a “magic” wand takes off all the chips (they’re metal and the wand is a magnet.)

Sheedy, R., & Crist, N. (2004). *Phonological Awareness Chipper Chat.* Greevnville, SC: Super Duper Publications.* Production of Rhyming Words Chipper Chat: The teacher says” Tell me a word that rhymes with…” You could let the student answer or you can make them be more specific and give them what the word begins with for a challenge. Examples get more difficult as you go through three pages. Level 2: The teacher says “Complete the sentence using a rhyming word.” Level 3: The teacher says “Tell me some words that rhyme with…” The teacher sets the limits as to how many “some” words is. Same procedure as Discrimination of Rhyming words, students get a chip to place on the board when correct and the magic wand picks up the chips when students reach criterion.

Sheedy, R. & Crist, N. (2004). *Phonological Awareness Chipper Chat.* Greenville, SC: Super Duper Publications* Sound Categorization by Rhyme: Sound categorization cards are given to the student ad their goal is to determine which one of the four pictures does not belong. Teacher and student sing the verse: “One of these things is not like the others, one of these things does not belong. One of these things is not like the others, which of these things does not belong?” The student may need to name each picture and then ask them which one does not belong. For a challenge, ask the student why that picture doesn’t belong. For example, the card will have a picture of a bat, cat, hat and fish. Hat, bat and cat all rhyme and fish does not. An option is to then let the student color the three that rhyme or color the one that does not, the option is up to the teacher and the need of the student.

Blachman, B. A., Ball, E. W., Black, R., % Tangel, D. M. (2000). *Road to the Code: A Phonological Awareness Program for Young Children.* New York, NY: Paul H. Brookes Publishing Co., Inc. * Record rhymes from original poem or song: Teacher displays poem or song and plays a recording of it for students to listen to.
* Make a new word by changing just the first sound. Teacher will give a word to a student, or group and they have to change the word by only changing the initial sound.

Essential Strategies for Teaching Phonemic Awareness. (n.d.) *Promoting Literacy Development.* Retrieved from <https://learn.sckans.edu/bbcswebdav/pid-926934-dt-content-rid-6887675_1/courses/EDUC615PA2017SPRING02PS2/Essential%20Strategies%20for%20Teaching%20Phonemic%20Awareness.pdf>* Read stories and poems aloud to children. Mother Goose Rhymes, Henny Penny, The Fat Cat Sat on the Mat, Moose on the Loose, Hop on Pop, There’s a Wocket in My Pocket, One Fish, Two Fish, Red Fish, Blue Fish, etc.

Shaywitz, S. (2003.) *Overcoming Dyslexia*. Random House Inc.: New York | * Produce groups of words that begin with the same initial sound. Teacher says three words ten tiny tadpoles and ask the students what sound they hear alike in all the words.
* “Describe It!” Students add descriptive words to foods. The words have to all begin with the same letter. Examples: Jolly Juice, round rolls, big bean burrito.

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Beautiful ballsUsually upBest blowingBefore bouncingLift lightlyEasily elevatedSometimes slippery* Write tongue twisters. Share a couple with the students to read with a partner and then have them write their own. “Sally sells seashells by the seashore. Peter Piper picked a peck of pickled peppers,” etc.

<http://www.readwritethink.org/classroom-resources/lesson-plans/alliteration-around-849.html?tab=4>* Brainstorm adjectives that begin with the same letters as students’ names. For example: Brave Brenda, Excited Emily, Amazing Ashley, etc.
* Use the letters of the alphabet. Assign one to each student and have them come up with an alliteration. You can challenge the students that need it by seeing if they can write a five or more-word alliteration. Or simplify it for students who struggle by giving them two or three word alliterations. Give “easier” letters like s and t or give more challenging letters like w and z.
* Hold up a picture from a calendar or pass one out to each student and have them come up with an alliteration to describe the picture.

<http://www.brighthubeducation.com/middle-school-english-lessons/72535-alliteration-lesson-plans/> | * Sentence Segmenting Chipper Chat: The teacher reads a sentence out loud and says “Now you say the sentence aloud and clap/tap once for each word in the sentence” –Repeat if necessary. Start off easy with two and three word sentences and progressively add more words as the student is successful. When they get it right, they get a chip to put on the mat.

Sheedy, R., & Crist, N. (2004). *Phonological Awareness Chipper Chat.* Greevnville, SC: Super Duper Publications.* “Sentence Segmentation Nursery Rhymes” – Pictures of nursery rhymes are placed in a stack and students are given colored linking blocks. The student will draw a card, name the nursery rhyme and then build a tower with the blocks for each word in the title. For example, “Humpty Dumpty sat on a wall.” There are six words, so the student would stack six blocks.
* “Sentence Game” – place a game board and counters on the table. Play the recording of a sentence or read a sentence and have the student count the number of words by moving their counter one space for each word in the sentence.
* “Sentence Graph” – students are given a graphing sheet. They listen to a sentence, then listen to it again and color in or x a box for each word in the sentence. They listen to a sentence again to check.

<http://www.fcrr.org/resources/resources_sca_k-1.html>* “One at a Time” – The teacher says a sentence slowly. Students can hop, take one step or skip once for each word in the sentence. This can be done in the classroom or the hallway. This can be done when lined up to go to lunch or other locations in the building.

*Effective Phonological Awareness Instruction & Progress Monitoring.* (2004). University of Texas System/Texas Education Agency. Retrieved from: <https://learn.sckans.edu/bbcswebdav/pid-926920-dt-content-rid-6887673_1/courses/EDUC615PA2017SPRING02PS2/Effective%20Phonolgical%20Awareness%20Instruction_Guide.pdf>* “Sentence Match Up” – The students all have a word written on a card or sheet of paper. The teacher calls out words in sequence and the student with those words stand in front of the room holding their word. The class reads the sentence and counts how many students, are holding a word.
* “Roll Along Words” – The class sits in a circle, or if only one teacher and one student, they sit across from each other. The teacher will start with a ball and say a sentence. The ball will be rolled to a student across from the teacher while she says the first word. The student rolls it back or to another student saying the next word and the class keeps count of how many times the ball was rolled.

<http://www.phonologicalawareness.org/segmenting> | * “Fix It” – The teacher uses a puppet with a mouth that opens and closes. Tell a story about the puppet not being very good at speaking and it needs the students help. The puppet is going to say a word in a funny way and it’s the students’ job to help him say it the right way. For example the puppet will say “a-ple” and the students blend apple.

Blachman, B. A., Ball, E. W., Black, R., % Tangel, D. M. (2000). *Road to the Code: A Phonological Awareness Program for Young Children.* New York, NY: Paul H. Brookes Publishing Co., Inc. * “Come Together” – The teacher will collect items from around the room that names are more than one syllable. Each student will have two to four blocks depending on the number of syllables chosen. Break apart the word in syllables and represent each with a block. Repeat faster while moving the blocks together. Repeat until the blocks touch and the word is connected.
* “Rolling Along” – Have two children sit in office chairs in front of a group. Present a two-syllable word and tap on the two students head to represent the two syllables. Repeat the word with a smaller pause while pushing the chairs together. Once the students can blend the word together, push the chairs completely together.
* “Marshmallow Trains” – Provide students with marshmallows and toothpicks. Give each student the number of marshmallows they will need for the word. Give the word, and model placing the marshmallows on the two ends of the toothpick inches apart. Say each syllable part pointing to each marshmallow. Push the marshmallows closer together and use a shorter pause. Once the student can put the syllables together, push the marshmallows together.

<http://www.phonologicalawareness.org/blending>* “Name Game” – Use a puppet to say a student’s name. Tell the students they are going to have to listen carefully because the puppet is going to say the name funny. Have the puppet say the name with a syllable break. That student has to stand up when their name is called.

<http://www.freereading.net/wiki/Blending_syllables_name_game.html>* “Push-Up Game” – Draw a rectangle with one inch square boxes divided. As you say a word in syllables, push a penny into that box and have the student blend the two or more syllables together.

<https://learn.sckans.edu/bbcswebdav/pid-926927-dt-content-rid-6887661_1/courses/EDUC615PA2017SPRING02PS2/20%20ways%20to%20promote%20PA%281%29.pdf> |
| Syllable Segmentation  | Phoneme Blending  | Phoneme Segmentation | Phoneme Deletion |
| * “Treasure Chest” – Students work in pairs. The teacher will name a picture on a card. Students will place a penny to represent each syllable into the treasure chest. Then count how many pennies are in the chest.

Essential Strategies for Teaching Phonemic Awareness. (n.d.) *Promoting Literacy Development.* Retrieved from <https://learn.sckans.edu/bbcswebdav/pid-926934-dt-content-rid-6887675_1/courses/EDUC615PA2017SPRING02PS2/Essential%20Strategies%20for%20Teaching%20Phonemic%20Awareness.pdf>* “Name Game” – The teacher will call out a name of a student in the group. The class will clap each time you say a syllable. Give plenty of opportunity to practice with each name in the class. Provide more difficult words after you’ve used all their names.

<http://www.freereading.net/wiki/Segmenting_syllables_name_game.html>* “Words Have Parts” – Introduce a car, train and semi-truck and how they each have different numbers of parts. Explain that words have parts as well. Set out pictures of the car, truck and train. Give students a word to segment and then match that word to the car, truck or semi for number of syllables the word had.
* “Syllable Haircut” – Pass out a picture of a bald baby head. Cut out long words into strips (to be the “hair”) and tape them to the head. Tell students they have to cut each piece of hair into shorter pieces. They will cut the strips of paper into syllables.
* “Syllable Song” – Teach students the “head and shoulders, knees and toes” song before beginning. Tell the students you are going to give them a word and they are going to tap their bodies for the amount of syllables the word has. For example, the word car, the students would only tap their head. For the word doghouse, they would touch their head and shoulders for two syllables.

<http://www.phonologicalawareness.org/segmenting>* “Feed the Animals” – Use shoeboxes with pictures of animals like lion, jellyfish and alligator (or any two to four syllable animals.) Have students draw a picture card, count the syllables and then place it in the appropriate shoe box so that animal can “eat.” Use words that are foods.
* “Syllable Hopscotch” – Arrange a hopscotch board on the floor. Place picture cards in a stack. The student will draw a card, segment into syllables, count the number of syllables and hops to the corresponding number.

<http://www.fcrr.org/documents/sca/GK-1/PA_Final_Part2_Syllables.pdf> | * “Picture Slide” – Print picture cards and cut them into their appropriate number of phonemes. The students arrange the pieces on their desk and segment each phoneme sound as they slide the pieces together. Then they blend the phonemes to say the picture that is on the card.
* “What’s My Word?” The student will have a student sheet. You can use a recorder and tape player or say the words for the student. The teacher will say the segmented phoneme sounds. The student has to blend them together to find out which word the teacher said. When they figure it out, they put a number 1, color in or mark the picture for that word on their recording sheet.

<http://www.fcrr.org/documents/sca/G2-3/2-3PA_2_Phoneme_Blending.pdf>* “Change Up” – The teacher will say a two phoneme word and students will raise both arms above their heads. Students drop one arm as they repeat each phoneme of the word. Then they blend the two phonemes together.

*Effective Phonological Awareness Instruction & Progress Monitoring.* (2004). University of Texas System/Texas Education Agency. Retrieved from: <https://learn.sckans.edu/bbcswebdav/pid-926920-dt-content-rid-6887673_1/courses/EDUC615PA2017SPRING02PS2/Effective%20Phonolgical%20Awareness%20Instruction_Guide.pdf>* “Fix It” – Teacher will use a puppet and explain how the puppet is not very good at saying words. He needs help saying them correctly. Move the puppet’s mouth to say both phoneme sounds in “it.” Ask the students what word the puppet said. Repeat and progressively add phoneme sounds.

Blachman, B. A., Ball, E. W., Black, R., % Tangel, D. M. (2000). *Road to the Code: A Phonological Awareness Program for Young Children.* New York, NY: Paul H. Brookes Publishing Co., Inc. * “Phoneme Break and Make” Two students play this game. Picture cards are placed in a stack. The first student draws a picture without showing the other student. The first student has to segment the word for the picture. The second student has to blend the phonemes to guess the picture. If the student correctly blends, they keep the card and then draw the next one and roles reverse. If they do not correctly blend the word, the card goes to the bottom of the stack.

<http://www.fcrr.org/documents/sca/G2-3/2-3PA_2_Phoneme_Segmenting_and_Blending.pdf>* “Beanbag Toss” – Toss a bean bag to a student one at a time for each phoneme sound in a word. When they have caught the last one, have them blend the phonemes together to make the sound. They can toss back to you or to another student and pick a word to segment and you blend or the other student blends.
* “Scene It” – Provide students with paper and drawing utensils. You will list objects for them to draw on their paper. Once they have them drawn you will ask for them to find one object. You will segment the sounds in the object and they get to circle or point to the correct object when they have blended the word together.

<http://www.phonologicalawareness.org/blending> | * “Say it and Move It” game: each student has a Say-It-and-Move-It sheet (similar to Elconin Cards) that has a picture and then a line underneath. The teacher will model first. The teacher will say a sound then say-it-and-move-it. The teacher will say the sound, move a chip, tile, m&m (any manipulative here) to the line. The teacher then points to the disk, saying the sound and declaring “One sound.” Then the student gets a turn. Challenge the student as they are successful with two, three, four or more sounds.

Blachman, B. A., Ball, E. W., Black, R., % Tangel, D. M. (2000). *Road to the Code: A Phonological Awareness Program for Young Children.* New York, NY: Paul H. Brookes Publishing Co., Inc. * “1-2-3 Sounds” – Use masking tape to mark rectangles or triangles on the floor. Demonstrate to students how you can separate words into phonemes. Hop to each corner of the triangle or a side of the rectangle. Let the students take turns drawing a picture card and break that into phonemes by hopping on the triangle and rectangle.

http://www.phonologicalawareness.org/segmenting* “M&M Phonemes” – Give students a pile of m&m candies (or any small candy like skittles, pretzels, nuts, etc.). Give them a word and for each sound, they move down an m&m to put in a line. Each m&m represents a sound in the word.

<https://learn.sckans.edu/bbcswebdav/pid-926925-dt-content-rid-6887674_1/courses/EDUC615PA2017SPRING02PS2/Essential%20Rdg%20Strategies%282%29.pdf>* “Pushups for Sounds” – Have students down in a push up position. The teacher will say a word and the students will do a pushup for each sound in the word.
* “Phoneme Counting Sort” – Give students cards with numbers 2-6. Place picture cards in a stack. The student will draw a card, segment and count the sounds. They will then put that picture with the number of phoneme sounds they counted.
* “The Phoneme Game” – Place game board with counters on START. The student will draw a picture card and segment the sounds. If they are correct they get to move that many spaces on the board.
* “Phoneme Challenge” – Two students play against each other. Picture cards are placed in a stack. Each student will draw one card. They have to segment the sounds for the card that they drew. They count the number of phonemes and whoever has the most phonemes keeps both cards. Then draw another card off the top and play again.

<http://www.fcrr.org/documents/sca/G2-3/2-3PA_2_Phoneme_Segmenting.pdf> | * “Final Phoneme Pie” – Students are given a copy of pie pictures. Pie pieces with pictures are placed in a stack. Taking turns, students will draw a pie piece and name the picture. They will delete the final sound and figure out what’s left. They will match that with a picture on their pie. If they don’t have that picture on their pie, the piece is returned to the pile. For example, the student will draw “hammer,” taking off the final sound, ham is left.
* “Make It, Find It, Keep It. –Separate picture cards by symbols. Lay out the star symbol cards face up. Put the square symbol pictures in a stack. The student will draw the top card on the stack. They will delete the initial sound and decide what is left. They will take the picture of that object. For example, student draws “clip” from the pile. Deleting the initial sound, lip is left over. The student will take the picture of a lip.
* “Word Change” – Students will have picture boards. Picture cards are placed in a stack. The student will draw a card and delete the second sound of a phoneme blend to form a new word. They will match this new word to a picture that is on their board.

<http://www.fcrr.org/documents/sca/G2-3/2-3PA_3_Phoneme_Manipulating.pdf>* “What’s Left?” –Divide phoneme deletion picture cards by shape icon. Place the circles face down and triangle face up in rows. Student will take the first card on the stack. They will delete the initial sound, find that matching picture and keep the cards.

<http://www.fcrr.org/documents/sca/G2-3/2-3PA_2_Phoneme_Manipulating.pdf>* “Do the Phoneme Shuffle” – Students will listen to clues. The teacher will call out a word. Ask the student to take away a sound (initial or final) and the first to say the correct word of what’s left gets a point. Set a number of points to get to and they get a prize or incentive.
* “First Drop Off” –Place pictures in a basket. Have students draw one and name it. That student calls on another student to say what would be left if you delete the first sound.
* “Cotton Cups” – Provide students with 10 cotton balls and a plastic cup. Read a sentence to the group and occasionally leave off the first sound of some words. Each time you do, if students notice they place a cotton ball in the cup. Discuss after reading what sounds were left off.

<http://www.phonologicalawareness.org/manipulation> |