

AGENDA

Phonological and Phonemic Awareness

(Local Information, Your Name, Date)

Participant Objectives

In this workshop participants will:

- Gain understanding of phonological and phonemic awareness
- Acquire strategies for teaching phonological and phonemic awareness
- Collect ideas for poetry, chants, finger plays, and rhyming books

1. Opening Activity: Songs and Chants
2. Welcome and Logistics
3. Introducing the Topic: Phonological and Phonemic Awareness
4. Activity: Promoting Phonological and Phonemic Awareness
5. Discussion
6. Activity: Poetry
7. Discussion
8. Closure

If 3 hours, add:

9. Activity: Rhymes in Poetry, Songs, and Read Alouds
10. Discussion
11. Closure

Phonological Awareness - hearing the sounds in spoken language (*a listening skill*)

A child with phonological awareness can:

- Identify and make oral rhymes
dip, sip, lip, glip
mat, sat, cat, hat
- Hear, identify and play with the sounds in words
sun, sit, and song – say they begin with the “sss” sound
bite, dot, and sit – say they end with the “ttt” sound
dust, dog, dig, and stop- say word doesn’t fit and why
- Hear the syllables in words
Clap for each sound in his name “Ra-shan”
Snap for each sound in the um-brell - a

To support children’s development of phonological awareness, teachers:

- Use songs, rhyming games, nursery rhymes, and rhyming poetry
- Play syllable clapping games
- Play games with the sounds in words (group objects by their beginning sounds, which word doesn’t fit)
- Talk with children about words and sounds in everyday situations
- Choose books to read aloud that focus on sounds

Phonemic Awareness – more advanced skill of phonological awareness (*a listening skill*)

A child with phonemic awareness can:

- Hear, identify and manipulate individual sounds (phonemes) in spoken words
bug has 3 sounds -- /b/ /u/ and /g/
add /l/ sound to “ate” and get “late”
take away the /t/ sound from “train” and get “rain”

Phonemic awareness - an important step towards understanding the alphabetic principle

- words are composed of letters
- each letter in a printed word is connected to a spoken sound

Phonemic awareness is different from phonics

- associating the letter symbol with the sound it makes

To support children’s development of phonemic awareness, teachers can

- Use songs, chants, finger plays, rhyming games, nursery rhymes, and rhyming poetry
- Play games that ask children to listen for beginning and ending sounds
If your name begins with the same sound as Ryan’s, you may line up to go outside...
Let’s find all the things in our classroom that begin with the sound as “soup”
- Play “What’s Left When We...”
What’s left when we take the ‘sss’ away from “smile”
What’s left when we take the “nnn” away from “moon”
- Play games where children segment and blend the sounds in words
“st” + “op” makes “stop”
“stop” without the “st” would be “op”

Assignment Cards

Promoting Phonological and Phonemic Awareness

Assignment One

Brainstorm a list of rhyming name games you do with children. You can include ones you use, ones you've seen others use, or you can invent some! Try to come up with at least 6 ideas. What other games do you play with rhymes?

Make up an alliterative chant using all the names at your table. Prepare to present it to the group.

Assignment Two

Brainstorm a list of finger plays you do with children. Review and edit the list so that it only includes those that support children to develop phonological and phonemic awareness. Make a list of books, tapes, CD's or other resources that you use to help you with finger plays.

As a table group, memorize one that most of you don't know or use. Prepare to present it to the group.

Assignment Three

Brainstorm a list of songs and chants you use with children that can promote phonological and phonemic awareness. Make a list of books, tapes, CD's or other resources that you use to help you with song and chants.

As a table group, memorize one that most of you don't know or use. Prepare to present it to the group.

Tips for Promoting Phonological and Phonemic Awareness

Find ways to expose children to alliteration by using it playfully, noting it in read aloud books, and with poetry (alliteration is the use repeating sounds such as “Peter Peter pumpkin eater”).

Use children’s names to create tongue twisters and alliterations. This will help children to develop awareness of initial consonant sounds. (Benita’s brother broke brittle bottles.” Or to use alliteration and vocabulary, you might say, hello Soggy Sarah – on a rainy day when she arrives in the classroom.)

If you want children to play with language, you have to model it! Find situations in which you can use nonsense words. Children will copy you because they delight in the silliness.

Incorporate playful rhymes with children (“Oh my, we have oodles of noodles for lunch today.” Or, after doing Banana Fofanna with children, you might say “Where’s my marker marker bo barker? Who has seen my marker?”)

Make rhymes using children’s names and nonsense words (such as Holly’s Folly or Shantal Lantal). Be sure that children know that the point is to have fun not make fun!

Use rhyming finger plays at transition times.

After a read aloud of a book that rhymes, take a few minutes to generate a list of words that continue one rhyming pattern from the book. For example, after reading *Green Eggs and Ham*, you might ask, “Sam, ham, what other words can you think of that rhyme with Sam and ham?” You can do the same with alliteration. After reading *Sheep on a Ship* you might ask, “What other words do you know that start like sheep and ship?”

Re-read rhyming books with children and leave out the rhyming word and let them guess.

When doing rhymes, or word play games, keep it short and sweet so that children stay engaged and want to do it again.

Create new rhymes with children from familiar verses. For example, after reading *Brown Bear, What Do You See?*, create ones with children’s names.

Provide opportunities for children to memorize chants, rhymes and songs.

Using Poetry With Children

I. Choosing Poems

Many different types of poems are valuable to use with children. Some are good for:

- reading aloud to children
- reciting with children because they are fun
- memorizing because that is a valuable skill to have
- provoking thought and inviting discussion (for example, metaphors and similes)
- listening to for the sounds of language (alliteration, onomatopoeia*)
- finding wonderful, descriptive words that extend vocabulary
- relating to a theme
- relating to a read aloud book
- enlarging on a chart because they are visually interesting to see (their shape or structure)

II. Memorizing poems with children

- Children have to do many different recitations
- Vary the way children recite (in whispers, in loud voices, taking turns with lines, standing, sitting, as a rap, with hand gestures, etc.)
- Poems for choral reading should have repetitive refrains, suggest simple sound effects, and linger on the tongue.
- Some poems are good to use for recitation or memorizing because they are short and easy to learn.
- Some poems should be heard by children before they are seen on a chart.

III. Some good poetry books to use with children

- Father Fox's Pennyrhymes by Clyde Watson
- Read-Aloud Rhymes for the Very Young collected by Jack Prelutsky
- Flicker Flash by Joan Bransfield Grahm
- Tomie dePaola's Book of Poems by Tomie de Paola
- Winter Eyes by Douglas Florian
- A Fine Fat Pig by Mary Ann Hoberman

*onomatopoeia refers to using a word whose pronunciation sounds sort of like the sound made when the action occurs (swish or plop)

Games for Phonological and Phonemic Awareness

To support children's learning, play games to help them:

- identify sounds
- build rhyme awareness
- build alliteration awareness
- recognize letters
- develop letter-sound awareness

Phonemic Manipulation

Come up with different ways to change the word *cat*.

What happens if we take away the /c/ sound? (*at*)

What happens if we change the /at/ sound in *cat* with a /an/ sound. (*can*)

What happens if we replace the /t/ sound in *cat* with a /p/ sound. (*cap*)

Oddity Tasks

Say a short list of words and ask the child to listen for the word that does not belong (based on sound). For example, say *man, make, boy*. The child responds with *boy*. Say *bat, cat, snake, rat*. The child responds with *snake*.

Making Rhymes

There are a number of rhyming games you can play at different levels. A few are:

Use familiar nursery rhymes and change the endings ("Jack be nimble, Jack be red, Jack jump over the _____.")

Simple rhymes: Say, *I say cat; you say _____*. The child responds with something that rhymes with *cat* (e.g., *mat*).

Rhyme chains: Begin with a word and ask the child for a word that rhymes. For example, if you say *cat*, the child says *mat*; continue with *sat*; the child says *rat*, and so on.

Rhyme phrases: Ask the child to fill in the blank. Say, *I will pick a flower, and be back in one _____*. The child responds with *hour*. Or, *We were resting near a tree, when I was stung by a _____*. The child should respond with *bee*.

Where's the Sound?

Need: 3 cups—labeled beginning, middle, and end, plus beans, or any kind of marker that can be put in the cups. Note: This can also be played using beanbags and squares "drawn" on the floor with masking tape. You should still have three boxes—labeled beginning, middle, and end.

Ask, "Where do you hear the 'l' in 'silly?'" The /l/ sound comes in the middle of the word, so the child drops a marker in the cup labeled "middle." You ask, "Where do you hear the /b/ in 'bake?'" The child should drop a marker in the cup labeled "beginning."

Word Chains (higher level)

You can play this game one on one or with a group. You begin by saying a word. The next word said begins with the final sound in the first word. For example, you say, "tan." The end sound is

/n/, so the next word must start with a /n/ sound, like “nut.” The next word said would begin with the sound /t/, such as “top.” This can go on indefinitely. Choose a number of words before beginning (e.g., Lets do a 10-word word chain). **IMPORTANT:** The chain is made off of the last *sound* not the last letter (i.e., if the word is “write” the last *letter* is “e,” but the last *sound* is /t/).

Sound Trays

Need: A tray or a sturdy paper plate; some objects that are at hand or are very familiar to the child.

The tray or plate becomes the sound tray for a particular sound, such as /m/. You might begin by putting a marker on the tray. Then, put additional objects one by one on the tray. Whatever goes on the tray changes to that sound (in this case, /m/). For example, the child puts a pencil on it and says, “mencil.” A ruler is put on the tray and becomes a “muler.”