

# Preparing for Kindergarten Guide 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 attend to, identify, and manipulate the sounds that are representative of graphemes in the English language

## **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.

## **Word Awareness:**

The knowledge that sentences consist of words and that these words can be manipulated, and includes pointing to words on a page or counting the number of words in phrases or sentences

## **Syllable Awareness:**

The ability to hear parts or segments of phonemes that comprise the rhythm of the word, and includes counting, segmenting, blending and dictation

## **Sound Blending:**

The ability to put a segmented word back together by "stretching" the sounds together or asking the child(ren) to mentally rejoin the phonemes

## **Sound Deletion:**

The ability to identify and omit a specific sound from a string of unrelated sounds, nonsense words, or real words

## **Sound Substitution:**

The ability to identify and replace with another sound a specific sound from a string of unrelated sounds, nonsense words, or real words

## **Shared Reading:**

Strategies for reading aloud with your children daily that demonstrate that print conveys meaning.

## **Using School Supplies**

## **Preparing for Kindergarten – Frequently Asked Questions**

# PHONOLOGICAL AWARENESS

## LISTENING ACTIVITIES

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

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

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

The following checklist may assist the parent in detecting possible auditory awareness difficulties impacting child(ren) literacy skills.

Activity Number	Alertness	Discrimination	Memory	Sequencing	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					
12A	X		X	X	X
12B	X		X		

**Listening Activity #1A:** What we use when we listen

**Objective:** Understand what we use when we listen

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

Read The Ear Book, by Dr. Seuss



**Listening Activity #1B:** 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.

Engage in a discussion of different ways we can make noise (clapping, snapping fingers, stamping feet, mouth noises etc.) Allow child(ren) to share noise-making ideas.

Discuss idea of noisemakers being on and off. Let child(ren) make noise. Then say “noisemakers off” and they should become quite. Practice until child(ren) respond quickly and appropriately.

Use noisemaker on/off technique to gain attention and to get child(ren) ready for next activity. Parent 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 child(ren) to respond to verbal cues. Learn that one *hears* sounds.

The parent demonstrates the following activities and encourages the child(ren) to model her actions. The parent does not tell the child(ren) to clap their hand, snap their fingers, etc.; she merely encourages the child(ren) 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 child(ren) do not repeat the sound the exact number of times you do. The intention of this activity is to encourage the child(ren) 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 child(ren) copy parent, have them perform activity in response to verbal cues. To introduce the activity, the parent claps her hands and says, "How did I make that sound?" The parent/clinician encourages the child(ren) to use appropriate vocabulary. Review common actions, describing what was done to make the sounds, then repeat giving verbal cues only and have the child(ren) respond.

Sample sounds:

Clap your hands

Click tongue

Cough

Hum

Pop lips

Sing

Snap fingers

Stamp feet

Tap finger on table

Whisper

Whistle



**Listening Activity #2C:** Skill-Alertness

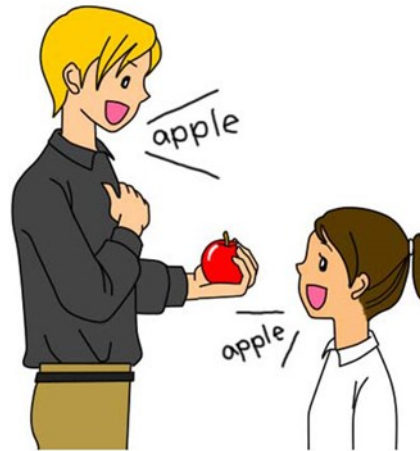
Making and hearing sounds

**Objective:** Learn that there are various types of sounds, encourage child(ren) to respond to verbal cues, learn that one *hears* sounds.

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

Variation: Divide the child(ren) 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.

Repeat after me.



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

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

**Objectives:** Child(ren) listen to sounds in their environment

Child(ren) draw and write about sounds they hear. Create a big book

**Materials:** Environmental sound tape, tape recorder, large manila drawing paper, pencils and crayons for the child(ren). 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 child(ren) think about sounds they hear, on the playground, in their neighborhood or house, etc. Encourage child(ren) 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 big book (refer to familiar big books). They will be writing and drawing about sounds they hear. Encourage child(ren) to develop a variety of responses so that the book will be interesting for someone else to read.

Pass out paper and supplies. Then help child(ren) express their ideas on paper. After child(ren) have finished their pages, add a cover, and bind to make a big book.

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 objects available. Ask child(ren) 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 child(ren) 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 child(ren) to respond individually.

Encourage child(ren) to use descriptive words to tell about their sound. Parent should prompt as needed.

As child(ren) are demonstrating different ways to make a noise, describe the sounds in words to increase vocabulary.

Variation: Use Listening Lotto-ry or Sound-tracks



**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 parent

Ask child(ren) to bring in common objects from home (containers, cans, sticks, beans, cardboard boxes). Also have some items available for those child(ren) 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.) Child(ren) then make their own noisemakers. Have child(ren) 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 child(ren), 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 child(ren) and demonstrate the sounds they make. Then place objects behind the screen or box in order to block them from the child(ren) view. Tell the child(ren) 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 child(ren) to label and describe. That child(ren) then becomes the helper. Repeat until all child(ren) have the opportunity to participate.



**Listening Activity #5:** Skill -Alertness, Discrimination, Perception Locate position of sounds

**Objective:** Identify, discriminate and locate position of other voices in the room

**Materials:** Blindfolds

Blindfold child(ren) and place them around the room. Parent 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 child(ren) 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 child(ren) sit in a circle with one child(ren) blindfolded in the center. Child(ren) 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: Child(ren) sit in a circle. One child(ren) in the center is blindfolded.

Animal pictures for the animals in "Old MacDonald" are distributed to child(ren) around the circle. The child(ren) 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 child(ren) with the picture makes the sound. The blindfolded child(ren) points in the direction that the sound came from. At the end of each verse, child(ren) removes blindfold and checks to see if he/she located the source of the sound correctly.

Variation:

- ◇ Use other noisemakers. Child who is blindfolded walks toward sound source
- ◇ Use Animal Soundtracks

**Listening Activity #7:** Skill -Alertness, Discrimination, Perception

Associate sound with object

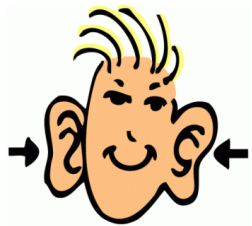
**Objectives:** Associate a voice with a given picture

Recognize and identify by voice people in the school with whom the child(ren) come in contact

**Materials:** Photographs of people around the school (parent, 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 child(ren) practice identifying the pictured people. Make sure all their names are known. Then play the recordings. The child(ren) 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

Ask the child(ren) to listen carefully. The parent should clap once very loudly and once very quietly. The parent then asks how the two sounds differ.

Demonstrate loud/soft sounds in other ways, then ask child(ren) to do the following loudly and softly:

Clap hands

Stamp feet

Say names

Tap fingers

Cough

Ask child(ren) to identify objects that can make loud/soft sounds (demonstrate if appropriate to setting).

Have child(ren) brainstorm a list of loud/soft sounds.

Examples:

*Loud*

Lawn mower

Phone ringing

Fire alarm

Gym sounds

*Soft*

Water running

Cloth rustling

Small bell

Clock ticking

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

Comparing sound intensities

**Objective:** Review the concepts of loud and soft Materials: Xylophone

Parent should review concept of loud/soft sounds by having child(ren) demonstrate examples of each sound.

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

Ask the child(ren) 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 child(ren) who make mistakes, but help them to understand what they should have done.

After child(ren) are proficient with this game, add one more comparison.

Example: If the two sounds are the same intensity, they do not move.

Child(ren) 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 parent asks the child(ren) to listen carefully while the drum is beat three times, with each beat getting louder. Continue to demonstrate these concepts and label them appropriately.

Child(ren) may participate by:

Saying names

Clapping hands

Stamping feet

(Tape record sounds of three intensities using different objects. Have child(ren) 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 child(ren) 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 child(ren) understand the concept, practice by playing high and low notes on xylophone or keyboard. Child(ren) stretch up high, or crouch low to indicate the pitch of the sounds. Praise all appropriate responses.



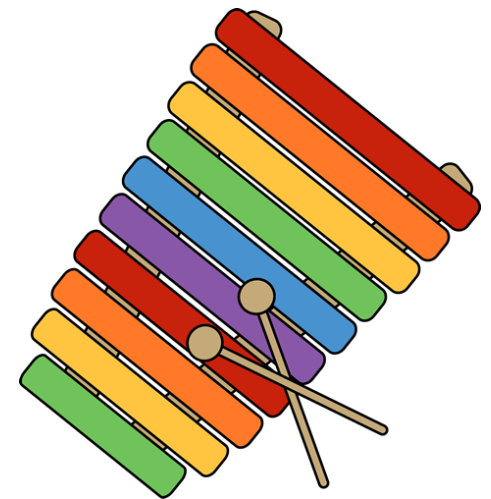
**Listening Activity #9B:** Skill -Alertness, Discrimination, Perception

Concept of same/different in sounds

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

**Materials:** Xylophone blindfolds or screen

Blindfold child(ren), 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 child(ren) think the notes are different, they should raise their hands. Parent 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 child(ren) they are going to play a game to decide whether sound patterns are the same or different. (Note: If you feel the child(ren) need practice with the concept of same/different, first practice same and different colors and shapes.) The parent then claps a short pattern (e.g., clap twice, and 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", child(ren) 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, and end for sound patterns.

Understand deletion and manipulation tasks

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

The parent places two animal pictures on the board and asks child(ren) which picture is first/ last. After child(ren) 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 child(ren) to name them in order (from left to right). Remove one picture and ask child(ren) to tell you which one is missing (name and position). When child(ren) are comfortable with this activity, rearrange one picture and have child(ren) tell you how the order changed (e.g., the first picture is now last, etc.). When child(ren) 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 child(ren) 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

Read the nursery rhyme or story. Then tell the child(ren) 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 child(ren) raise their hands each time you say the word "clock".



**Listening Activity #12B:** Skill -Alertness, Memory

Clozerhyming

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

**Materials:** Familiar nursery rhymes

Read a familiar nursery rhyme. Then tell the child(ren) 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.

## Nursery Rhymes



## PHONEMIC AWARENESS

TIP: Use color tiles instead of the sound boxes.  
Have child(ren) line up color tiles for each sound they hear.

### Phonemic Awareness Activities

#### Elkonin Boxes

**Purpose:**

To assist child(ren) in the difficult task of segmenting words into sounds

**Materials:** Objects such as chips, pennies, or buttons for each child(ren); a paper with three connected boxes for each child(ren) (the boxes must be large enough to accommodate the objects being used.)

**Procedure:**

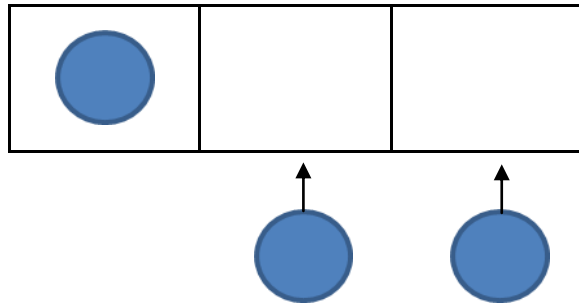
- ◇ The parent shows child(ren) a toy or the picture of a toy, such as a duck, a bed, a game, a bee, a cup, or a cat.
- ◇ The parent prepares a diagram with a series of boxes, corresponding to the number of sounds heard in the name of the toy. For example, the parent draws three boxes side by side to represent the three sounds heard in the word duck. The parent can draw the boxes on the chalkboard or on small cards for each child to use. The parent also prepares markers to place on the boxes.



## Phonemic Awareness Activities

### Elkonin Boxes

- ◇ The parent or child(ren) says the word slowly and moves markers onto the boxes as each sound is pronounced.



- ◇ Elkonin boxes can also be used when spelling words. The parent draws a series of boxes corresponding to the number of sounds heard in the word, and then the child and parent pronounce the word, pointing to each box or sliding markers onto each box. Then the child writes the letters representing each sound or spelling pattern in the boxes.

g	o
---	---

d	u	ck
---	---	----

f	r	o	g
---	---	---	---

i	s
---	---

l	igh	t
---	-----	---

h	a	pp	y
---	---	----	---

## Clapping Names

TIP: Have older students use two Fingers to tap on the desk

Purpose:

To introduce child(ren) to the nature of syllables by leading them to clap and count the syllables in their own names

Materials: None

Procedure:

- ◇ Parent pronounces the first name of one of the child(ren), syllable by syllable, while clapping it out before inviting the child(ren) to say and clap the names. (Parent models activity using various child(ren)' names.)
- ◇ Parent asks after each name is clapped, "How many syllables do you hear?" Parent asks each child to clap and count the syllables in his or her own name.
- ◇ Parent can extend this activity with other words familiar to the child(ren).

## Grab the Odd One Out

To help child(ren) develop phonemic awareness through a playful "oddy task" activity.

This game may focus child(ren)'s attention on beginning, ending, or middle sounds in words.

Materials:

One paper bag or box

A list of ten sets of three words (clock, computer, fish)

Objects for the odd word out (If the objects are not available, use picture cards.)

Procedure:

- ◇ Begin by saying that you have a grab bag filled with objects.
- ◇ Tell the child(ren) you will be saying three words and that they are to listen carefully for the word that does not fit according to beginning, ending, or middle sounds.
- ◇ Once they know the word, they are to reach into the grab bag and find the object or picture card (odd word out).
- ◇ Then, the child(ren) says the word and shows the object or picture card.

## Reading Aloud

TIP: Choose books that encourage "playing with sounds through the use of rhyme, rhythm, and repetition

Purpose:

To develop phonemic awareness naturally through the use of child(ren)'s literature.

Materials: Books that contain alliteration, rhymes, and sound substitution

Procedure:

- ◇ Select books that are appropriate to the phonemic awareness focus that encourages playing with sounds.
- ◇ The parent reads the book aloud for enjoyment while serving as a language model.
- ◇ Read the book and stop where there is a rhyming word. Ask the child to state which word might fit.
- ◇ Ask the child to say a word that may begin with the same sound as the given word.



## SUGGESTED BOOKS TO DEVELOP PHONEMIC AWARENESS

Andrews, S.(1997). *Rattlebone Rock*. New York: Harper Collins

Carlstrom, N. (1997). *Raven and River*. Boston: Little, Brown.

Kirk, D. (1994). *Miss Spider's Tea Party*. New York: Scholastic.

Martin, B. (1997). *The Wizard*. San Diego, CA: Harcourt Brace.

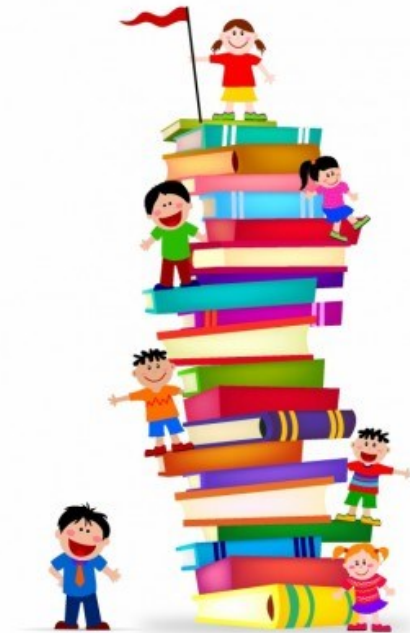
Most, B. (1996). *Cock-A-Doodle-Moo!* San Diego, CA: Harcourt Brace.

Paulsen, G. (1997). *Worksong*. San Diego, CA: Harcourt.

Pomeroy, D. (1997). *Wildflower ABC*. San Diego, CA: Harcourt

Wellington, M. (1997). *Night House, Bright House*. New York: Dutton. Child(ren)'s Books.

Note: Publishers have sets of books used exclusively to develop phonemic awareness





## Songs for Phonemic Awareness

**Segmentation:** (Sung to "Twinkle, Twinkle, Little Star")

Listen, listen to my word  
Then tell me all the sounds you heard  
race (slowly)  
/r/ is one sound  
/a/ is two  
/s/ is the last in race  
It's true.

Listen, listen to my word  
Then tell me all the sounds you heard  
coat (slowly)  
/k/ is one sound  
/o/ is two  
/t/ is the last in coat  
It's true.

Listen, listen to my word  
Then tell me all the sounds you heard  
go (slowly)  
/g/ is one sound  
/o/ is two  
And that is all in go  
It's true.

Thanks for listening to my words and telling me all the sounds you heard!

**Sound Matching:** (Sung to "Jimmy Cracked Corn and I Don't Care")

\*say the phoneme sounds, not the letter names\*

Who has a /d/ word to share with us?  
Who has a /d/ word to share with us?  
Who has a /d/ word to share with us?  
It must start with the /d/ sound!

Dog is the word that starts with /d/  
Dog is the word that starts with /d/  
Dog is the word that starts with /d/  
Dog starts with the /d/ sound.

**Sound Addition or Substitution:** (Sung to "Someone's in the Kitchen with Dinah")

I have a song that we can sing  
I have a song that we can sing  
I have a song that we can sing  
It goes something like this:

Fe-Fi-Fiddly-I-o  
Fe-Fi-Fiddly-I-o-o-o-o-o Fe-Fi-Fiddly-I-ooooo  
Now try it with the /z/ sound!

Ze-Zi-Ziddly-I-o  
Ze-Zi-Ziddly-I-o-o-o-o-o Ze-Zi-Ziddly-I-ooooo  
Now try it with the /br/ sound!

Bre-Bri-Briddly-I-o  
Bre-Bri-Briddly-I-o-o-o-o-o Bre-Bri-Briddly-I-ooooo

Now try it with the /ch/ sound!

Che-Chi-Chiddly-I-o  
Che-Chi-Chiddly-I-o-o-o-o-o Che-Chi-Chiddly-I-ooooo Che-Chi-Chiddly-I-o !

**Sound Isolation:** (Sung to "Old MacDonald Had a Farm")

What's the sound that starts these words?

Turtle, time, and teeth?

(wait for a response from the child(ren)) It / is the sound that starts these words: Turtle, time, and teeth.

With a /t/, /t/ here, and a /t/, /t/ there, Here a /t/, there a /t/, everywhere a /t/, /t/.  
/t/ is the sound that starts these words:  
Turtle, time, and teeth!  
You did great, so clap your hands! (Clap, clap, clap, clap, clap)

**Blending:** (Sung to "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!

(Parent says a segmented word such as /k/-/a/-/t/, and child(ren) respond by saying the blended word.)



## The "Bat-man" Consonant Song

The child(ren) love this one when we study nocturnal animals and bats! You sing the sounds of the letters to the Batman theme tune. You can sing this song for each child(ren) changing the first letter to match the letter their name begins with. Here are a few verses, to let you see how it goes:

a a a a a a a a a a a a Atman!

b b b b b b b b b b b b Batman!

c c c c c c c c c c c c Catman!

d d d d d d d d d d d d Datman!

**Syllables Song** (Tune: "Did You Ever See a Lassie?")

Can you count how many word parts,

The word parts, the word parts?

Can you count how many word parts you hear in this word?

**Put It All Together** (Tune: "London Bridge")

What sounds like /c/-/a/-/t/, /c/-/a/-/t/, /c/-/a/-/t/?

What sounds like /c/-/a/-/t/? Can you say it? Cat!

Sing this song using any three-phoneme word.

**Oh, Do You Know?** (Tune: "The Muffin Man")

Oh, do you know the phoneme sounds,

The phoneme sounds, the phoneme sounds?

Oh, do you know the phoneme sounds of the word (hat)?

Sing this song using any word that the child(ren) can identify the phonemic sounds of.

## Jingle Bells

This is a great activity to manipulate the phonemic sounds heard in "Jingle Bells". First sing the song as the child(ren) know it. Next, change the initial sound and sing the song to match; example:

Pingle bells, Pingle bells.... Bingle bells, Bingle bells...

## That Old Man!

To begin sing "This Old Man" with the child(ren). Then substitute a specific sound to use in the verse below, reinforcing phonemic awareness. The child(ren) will love coming up with their own version of the song.

Example for /b/: This old man sings /b/ songs.

He sings /b/ songs all day long.

With a bick-back-baddy back,

Can you sing his song?

Join right in and sing along!

**Sound March** (Tune: "The Ants Go Marching")

My friends are marching round and round,  
hurrah, hurrah

My friends are marching round and round,  
hurrah, hurrah

My friends are marching round and round

Names beginning with /b/ sit down

And we'll march around until we all sit down!

## RHYME

### Read stories that have rhyming words

Draw child(ren)' attention to the words that rhyme. Help the child(ren) to identify the patterns made by a rhyme, i.e., which last two sounds are the same. Remember the goal is for the child(ren) to become an **independent analyzer** of sounds in words.

### 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?"

### Match the rhyme

Present four pictures, one of which is placed inside a square. Name each picture and have child(ren) identify the picture that rhymes with the one inside the box.

### 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.

### Rhyming Memory

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



## Rhyming Patterns

Have the child(ren) 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?"

## 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. Child(ren) 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 child(ren) have developed 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 child(ren) to pick out the rhyming words. Encourage child(ren) 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, Parents College Press)

Sing "I Know an Old Lady Who Swallowed a Fly."

After the song has been learned, have the child(ren) pick out the rhyming words. Ask them 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?



## Willaby Wallaby

In this game, the parent sings and uses the child(ren)' names to complete the rhyme.

Willaby Wallaby Wusan,

An elephant sat on Susan Willaby Wallaby Wark

An elephant sat on Mark

As child(ren) catch on to the rhyming pattern, they can generate the rhyme using other names.

## 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 child(ren) 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, and 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.



## WORD AWARENESS

### Read Aloud Interactively

Point to specific words as you read. Then have child(ren) point to words as you read.

### Sing Songs

Sing songs that accentuate single words ("e.g. "Pop! Goes the Weasel").

### Identify Missing Words

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

### Manipulation of Words in Sentences

#### My Story

Develop a 4-5 sentence story relevant to a topic used in curriculum or getting ready for school, etc. Write the story on paper as child(ren) 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 the child(ren) 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.

### Child(ren) Identify Sentences

Choose one child(ren) to come up and show you on the chart where the sentence begins and ends.

Have a child(ren) 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 sen-

tences 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 child(ren) an opportunity for a turn until the entire story is cut apart by sentences.

### Fill In the Blank

As you read a story, stop and allow child(ren) 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 child(ren) to "read" one of the words occasionally. Ask, "what is the next word?"

### Word Counting Using Manipulatives

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

### Sentence Segmentation

Write sentences on chart paper or sentence strips and cut apart into words.

Give each group of words to a child(ren) and have them arrange the words into a sentence. They may then place them in a chart stand and share what their sentence says. At that point, ask how many words they have in their sentence.

write	read
eat	sleep
skip	hop
brush	build
color	cut

## SYLLABLE AWARENESS

### Syllable Awareness Activities

#### 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 child(ren) 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.

#### 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 child(ren) have successfully performed -the task with the pictures.

#### Syllable Search

Have child(ren) find things around the room with a certain number of syllables (for example, two-syllable words like window, pencil, parent, 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.

#### 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.



### Count Syllables

Spontaneously, in the middle of a lesson, stop and ask how many syllables comprise a word. A child (ren) 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.

### 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 parent pronounces multi-syllabic words, child(ren) hold up a number indicating how many syllables they hear.

### Syllables with Manipulatives

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

### Syllable Identification

Ask child(ren) whether a given syllable is in a certain word. (e.g., is dog in doghouse?)

### Syllable Addition

Ask child(ren) 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).

### Substitution of Syllables

Ask child(ren) to replace part of a word. (e.g., housefly "Now say 'boat' instead of fly" -- houseboat).

### Rotating Syllables in Compound Words

Ask child(ren) to reverse the two parts of a word (e.g., "mailbox" becomes "boxmail").

### List of One to Four Syllable Words

tele- phone	music	pencil	book	question	computer	Monday	calculator
elephant	disappoint- ment	eraser	parent	remember	title	phone	Saturday
surprise	American	library	recess	homework	girl	sentence	January
map	word	dictionary	closet	secretary	directions	list	sound
paper	calendar	custodian	weekend	pen	speech	under	clock

### Sound Patterns

Present four words orally to child(ren). 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), the same sound 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.)

### Initial/Final Sound Change Game

Play a game where child(ren) 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 /kl, chair would be care, table would become cable: With ending words, pot would become pok, flag would become flak.)

### Memory Game

Make a memory game out of pictures that begin with sounds with which the child(ren) are familiar. The game should include several sets of two (and only two) pictures that begin with the same sound. (Later, for child (ren) 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.) Child(ren) play memory. A pair is two words that begin with the same sound--not two identical pictures.

## 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 child(ren) understand alliteration. The following books help child(ren) focus on words that start with the same sound. Read aloud ABC books. Ask child(ren) 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 (BOA)

The Accidental Zucchini: An Unexpected Alphabet, by Max Grover, 1996 (Harcourt Brace)

Where Is Everybody? By Eve Merriam, 1992 (Simon and Schuster)

## Name Game

Kindergarten child(ren) 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 child(ren)'s attention to words that are phonemically alike.

Child(ren) 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.

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

## 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, 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 child(ren) 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.

## Sound Blending

**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.

## 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 child(ren) 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 child(ren) three sounds and ask them to put them together-- /th/, uh, /m/.

(thththth uhuhuhuhuhuh 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 child(ren) to say '/k/-/a/-/t/'. Then ask the child(ren) to say the word. This activity can be done with child(ren) 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 child(ren) 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 child(ren) have to do the auditory processing to put it together.

## Use Letters

As child(ren) 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 child(ren) 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/').

## In My World

The parent tells the child(ren) that she is thinking of an animal, an insect, a desert, or any category of instructional theme. For example, "I'm thinking of an insect. The insect is an /a/ /n/ /t/." The child(ren) 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 child(ren) begin to understand the game, they give clues and articulate the sounds for the parent and child(ren) to blend.

A variation is to place several animal pictures in a row in front of the child(ren), articulate the word in a segmented fashion, and allow the child(ren) 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 parent says a segmented word such as /k/ /a/ /t/ and child(ren) responds by saying the blended word "cat." Eventually, individual child(ren) 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 child(ren). 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 child(ren) to guess what animal name you are saying by blending the separate sounds together.

## "Old MacDonald Had a Farm"

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

Pause for child(ren) 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. Child(ren) may wish to continue singing the song about a duck, and 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 child(ren) 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)

## Sound Deletion

### Simple Deletion with Colored Squares

Laminate 5-6 different colored sheets of construction paper and cut them into squares. 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 child (ren) come to the board and remove the square that represents the sound deleted. This begins skill development in deletion. After child(ren) are familiar with this concept, progress to simple eve 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 child(ren) to say what remains (- ish). Eventually, the activity is completed without colored cards. More difficult versions of this activity involve asking the child(ren) to first delete the final sound in the word and then to delete one sound in an initial blend. Finally, the child(ren) 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.

## Sound Substitution

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, and 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 eve words (bat-bet-bit-but), and in lessons contrasting long vowel words.

### 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.

**Bb Mm Ss**



## Phonemic Segmentation

Select the word 'bat'. You will first orally 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 child(ren) to recognize rhyming words and begin to work with word families. By changing the initial phoneme of a word, child(ren) 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 parent/clinician can say the word, and the child(ren) 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 child(ren) to manipulate.

## Phonemic Deletion

You can also have the child(ren) 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 child(ren) where the letter begins on the line. (Some forms of handwriting use verbal cues for formation. This helps child(ren) remember how to form a letter.) Write a model on the chalkboard or a piece of paper. Have the child(ren) 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 child(ren) 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 child(ren) sit at the table, rest their elbows on the table top and trace it again. The parent should watch each child to assess whether they have the formation correct. Finally have the child air-trace it with their eyes closed. Child(ren) now go to the board to trace a model (the parent has written on the board or piece of paper) with their finger or with chalk. Parents might then ask the child(ren) to write the letter on paper, which can become part of the child(ren)'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

Child(ren) 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. Child(ren) might also want to write their own Bobby Bear story (or Mandy Mouse or Sammy Seal.) Child(ren) should be encouraged to write all of the sounds they hear in a word. Child(ren) 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.

# SHARED READING EXPERIENCES

## Shared Reading Strategy 1

- ◇ Parents will choose 3-5 books to read aloud daily.
- ◇ Parents will focus on specific literacy aspects and can use the following scripts to introduce the desired learning and then reinforce the concepts with each subsequent reading.

### What to Do

- ◇ It's suggested that the parent use a simple big book of their own choosing to point to direct child(ren)'s attention to (point to) while explaining in detail the concepts developed below.
- ◇ It may also be beneficial to orally review each concept and have the child(ren) verbally "echo" the concepts for reinforcement.
- ◇ The script below is only intended for the initial shared reading experience and should be condensed and eluded to with future readings.

*"Today we are going to do one of the most important things that we will ever do in school and that you will ever do in your whole life. We are going to read. Reading is the most magic thing you can do because it's the way that you learn information, find out about other people's ideas and get to experience stories!"*

*Writing comes in all forms (elicit responses or continue with script) like magazines, letters, newspapers, notes, posters, e-mails. . .but one of my most favorite forms of writing is the one we will be spending most of our time together enjoying is: BOOKS!*

*Did you know that a book is just talk written down? That means that if I wanted to remember the wonderful things that you tell me about your life and your family and your pets and your day; I could just use my handy marker and write down the words you say and later if I forgot what you had said, I could READ your words again and again and remember and enjoy what you told me. I would be reading a special story, your story! Isn't that amazing? Well, today and for every day after today that we are in school together, we are going to read and enjoy stories.*

*If you wrote a story, or told me a story and I wrote it for you wouldn't you want other people to know that it was your story? That the sad or funny or special words were your words and had come out of your very own smart brain? Well when we read a book, we are reading someone else's words or story and it is important to them that we know that they wrote it; they are called the AUTHOR. So they put their name on it. When the story is made into an actual book the pages are printed on a big machine and then special thick, coated paper or cardboard is put around those pages to protect them. We call that heavy binding the COVER. Every time we read a book we are going to look at the "cover" and talk about the book a little. The cover of a book gives us some important information like the name of the book, and the names of the people who made the book and on most books the cover has a real picture or a drawing that give us a clue or a hint about what the story inside is about.*

*Most of the books we are going to read in Kindergarten have very wonderful pictures in them and the person who draws, paints and/or colors those pictures is called the ILLUSTRATOR. The illustrator is an artist. Sometimes the person who writes the story also does the pictures, but often the book is made not by one person, but rather by a team. The way we can tell who was part of the team is by looking at the cover and reading the names of the people who made the book, the AUTHOR and the ILLUSTRATOR.*

*When we open up the book we usually find a page inside that has the same information as the cover. This page is called the TITLE PAGE. Sometimes this page will have a different picture, sometimes it will have no picture at all and sometimes it will look exactly the same as the cover. When we read this page it just reminds us of the names of the people who made the book (the author and illustrator) and it English Learners us the name of the book again, we call this name the TITLE which kind of explains the name of the page, TITLE PAGE.*

*The next page in the book is called the DEDICATION PAGE. When an author and illustrator do their work it is very important to them. When they are finished they know that it will be put together or bound in a very unique way and a lot of people will read their words and look at their pictures. When it's all finished it will kind of be like a present. Since they know when it is done it will look and be so special they think about someone or a couple of people they love or admire a lot and they make the book a gift or present to them. They write down the name or names of those people and a couple of special words, kind of like a letter or a card and then when their story is printed (or typed on a computer and then copied and bound) the name(s) of their special friend(s) goes on a page that is dedicated to a person it means the words and pictures are a gift to them and yet they will share them with anyone else who wants to read and look at the pages.*

*Once you open up the book, the real magic begins, for inside the book there is . . . A STORY. A story can be real and true (non-fiction) or made up and not real or true (fiction). If a book has pictures, we can look at the pictures and guess what the author wanted to tell us or think about what the author said in their words, but the real power of the story, are the actual words. We call those words PRINT and really they carry the author's message to our eyes and ears and brain and help us know exactly what the author was thinking and feeling and saying.*

### **Comprehension Questions:** Parent points to the book as the questions are asked.

1. What do we call this part of the book? (cover)
2. What do we usually see on the cover? (a picture)
3. What does the picture tell us about or give us a hint about? (what is the story going to be about)
4. What information can we find on the cover? (title, author, illustrator)
5. Who is the author? (the person who wrote the story)
6. Who is the illustrator? (the person who drew, painted or colored the pictures)
7. What page do we usually find when we open the cover? (the Title Page)
8. What information do we find on the Title Page? (usually all the same information that we find on the cover)
9. Is there a picture on the Title Page? And if so, does it have to be the same as the one on the cover? (sometimes, no)
10. When an author and illustrator make the book they think about it as a present for the people they know and care about. What is the page called that has those people's names and the special words written to them? (the dedication page)
11. Inside the book we often find pages and pages, what is filling up those pages? (pictures and words)
12. What is the most important thing in the book? (the author's words/PRINT CARRIES THE MESSAGE)

### **Script for: Reinforcing the “Book” concepts**

*“It's that time again! (with great enthusiasm) We are going to do one of the most important things you will ever do in school, in fact in life. We are going to read a book! Remember how we talked about the special parts of a book? Before we start we are going to review all those parts. Every time we read we are going to do this so that we can teach our brains to automatically look at, think about and remember that information. Now, let's talk about this book (new shared book).*

### **Script for: Reinforcing the “Book” concepts continued. . .**

- ◇ Parent will then quickly ask the same comprehension questions used for the “initial” shared read experience.
- ◇ As child(ren) become more skilled in their ability to recall, parent will move towards a more open-ended approach.

*“Tell me about the important parts of a book. . .” “and what else? . . .” “and what else? . . .” “Is there anything else that we’ve missed?” “Excellent! You are becoming such great learners! You know things that First and Second graders are just learning. How amazing are you?”*

## **Shared Reading Strategy 2**

### **What to Do**

- ◇ Introduce the new book/give an overview.
- ◇ Provide background knowledge to the degree that it is necessary.
- ◇ Talk about the “parts” of the book (introduce/reinforce concepts of print).
- ◇ Talk about and elicit predictions. (What do you think this is about? Why? What do you think will happen? Why?)
- ◇ Locate familiar words/letters
- ◇ Read aloud (day one), Echo read (days two and three), Choral read (day four and five), Independent read (day six and beyond)
- ◇ Relate story to personal experiences (child(ren)’s drawing and dictation or attempted writing)
- ◇ Focus on a “Teaching Point”
  - Find main idea
  - Recall facts and details
  - Understand and recall sequence
  - Identify character(s), setting, problem, solution
  - Recognize cause and effect
  - Compare and contrast
  - Make predictions
  - Find letters or words in context
  - Distinguish between fact and opinion
  - Identify and defend real and make believe
- ◇ Do a follow up activity/activities (cross curricular connections)



### Shared Reading Strategy 3

Child(ren) will demonstrate an understanding that there are differences between letters and words.

Materials needed: made or store purchased flash cards with letters on some and whole words on others.

- ◇ Parents explain that all words are made out of letters, but that when letters stand alone they are not words. (The exceptions are of course “I” and “a” or “A” at the beginning of a sentence).
- ◇ Parents will then model sorting a couple of the letters and words and will verbally talk through what is being thought about in their head. (“Hmmm, I see this is just one letter, so I don’t think it is a word, this must be a letter, I’ll put it on the letter side.” “Hmm, there are three letters all sitting next to each other, this can’t be a letter, this must be a word, I’ll put this on the word side.”)
- ◇ Then the child(ren) will be invited to come up and “help” the parent finish sorting.

*\*The materials can be left in the pocket chart for the child(ren) to manipulate independently when they have choice time or are “assigned” to the chart as a center.*

### Shared Reading Strategy 4

Materials needed: Paper and pencils or chalkboard/whiteboard with chalk or whiteboard markers.

- ◇ Using the paper and pencil or chalkboard/whiteboard and markers, the parent will write one letter on one side of the board and a word on the other and will ask the child(ren) to help figure out which is the letter and circle it. The child(ren) must verbally defend their choice and tell the parent why they chose that one and why it couldn’t be the other one.
- ◇ As the child(ren) become more proficient the parent can have them close their eyes and make several rows and then call several child(ren) up to help be the “Letter” or “Word” detectives out to crack the case.
- ◇ Sample format: (circle the word)

b      dog                  z      monkey

### Shared Reading Strategy 5

- ◇ Make a chart with words and letters (refer to sample). Have your child(ren) circle the words or the letters with dry erase markers, or flag the words or letters with post it notes or tape.

<b>m</b>	<b>can</b>
<b>red</b>	<b>m</b>
<b>n</b>	<b>nap</b>
<b>net</b>	<b>p</b>

### Shared Reading Strategy 6

Materials needed: Paper with words and letters (refer to sample)

- ◇ Have the child(ren) circle or highlight just the letters or just the words or use one color for letters and one for words.

<b>a</b>	<b>cab</b>
<b>p</b>	<b>top</b>
<b>dip</b>	<b>m</b>
<b>c</b>	<b>mom</b>

### Shared Reading Strategy 7

Materials needed: A list of letters and words (mix them up on the page).

- ◇ Draw lines around the print so the child(ren) can cut them out and then give them a construction paper mat to sort letters on one side and words on the other.

### Shared Reading Strategy 8

Materials Needed: Plastic letter tiles or word tiles

- ◇ Have the child(ren) sort the letters into one pile and the words into another

### Shared Reading Strategy 9

Materials needed: Word and letter cards

- ◇ Have the child(ren) sort them or play memory to match words to words and letters to letters.

### Shared Reading Strategy 10

Materials needed: Word and letter cards

- ◇ Hand out “secret cards” have child(ren) sneak a peek at their card and then tell them “As fast as you can, sort yourselves!”
- ◇ All the letters have to make one group and all the words have to make another group.
- ◇ Parents can also “partner” or “small group” sort the child(ren) by having them find the friend or friends who have their cards identical twin/triplet/quadruplet.

## USING SCHOOL SUPPLIES

### Rules of the Room

- ◇ Day one establish clearly your rules for using materials .
- ◇ Decide whether child(ren) will have their own “tools” or share community supplies.
- ◇ Explain the procedures the first day and every day thereafter until child(ren) consistently demonstrate mastery through proper use. Make sure you cover what they can use and how and when they are allowed to use it.
- ◇ One good idea is to make picture cards showing the supplies they have at their disposal, or using “symbol” cards to represent each tool.
- ◇ Before each activity talk about what they will be using and put up the picture of the tools/supplies they will need.

### Pencil/Crayons

- ◇ The most common/appropriate handling of a pencil/crayon is to balance it on the middle finger, with the pointer held loosely on the top of the pencil to guide it and the thumb resting gently below the pencil to push it as one writes.
- ◇ Some child(ren) fist the writing/drawing utensil or hold it improperly, the more they have “practiced” the harder it will be to break them of these poor habits.
- ◇ While many respond well to pencil grips, a small koosh ball cut and slipped over the pencil or holding a soft cosmetic sponge in their hand while writing, others will never change their hand position and will learn how to write acceptably with a less efficient grip.
- ◇ The child should not be choking the pencil but should be holding it loosely enough for it to be taken out of their hand by you while they are writing.

- ◇ It is fun and funny for the child(ren) to think about the pencil and crayons as their special writing friends and they should not choke them or break them or misplace them, they need to “love” them for the special friends they are to us all!

### Sitting on the Rug and in a Chair

- ◇ Child(ren) should sit on the rug in crossed leg fashion so they resemble a pretzel twist.
- ◇ This should be called the listening or learning position, or have a parent given name that the child(ren) recognize as their cue for getting ready to listen and learn.
- ◇ You could say, “Criss Cross Applesauce” or “Pretzel time” or ring a special bell or blow a train whistle when they are to assume the correct position.
- ◇ Hand signals are also helpful.
- ◇ When child(ren) follow the rule, hand out pretzels as a reward, they love that!
- ◇ At the tables child(ren) should sit with their backs against the back of their chairs, the chair pulled in close to the table, their body facing the table, arms resting on the table and feet touching the floor in front of them or dangling down in front towards the floor.

### Glue Protocol

- ◇ Decide how you want to use glue, small bottles, daubers, Q-tips/fingers and yogurt container lids.
- ◇ Talk about procedures and the reason behind those actions. Chants and rhymes for the child(ren) to say when they use glue to remember the rules are always helpful.
- ◇ “Examples” Just a (2 or 4) dot(s) a (2 or 4) dot (s) will do, just a (2 or 4) dot(s) a dot (2 dots or 4 dots) of glue.

- ◇ I won’t make a lake, I won’t make a line, when \_\_\_ dot(s) of glue will do just fine! And/or
- ◇ “Hey paper, Yoo hoo, it’s \_\_\_\_\_ dot(s) glue for you!”

### Scissors

Child(ren) often have trouble with scissors.

- ◇ Talk specifically, about which finger/fingers go through which hole on the handle.
- ◇ One way of talking about the scissors is to call them hungry ducks, they want to eat the paper and they open their beaks and bite down, then open their beaks and bite down.
- ◇ It’s important to help child(ren) see that the scissors have to “bite” into the paper, and that they can’t “force feed” the paper to the “scissor duck”.
- ◇ They also need to see that the duck waits to take a “straight bite” out of the paper, meaning the child(ren) need to turn the paper so it is straight in the ducks line of bite.
- ◇ They don’t need to turn the hand that holds the scissors, otherwise they are inclined to close the scissors around the paper, squeeze and tear the paper, not cut it.
- ◇ It is very helpful to work one on one with each child or have a helper do so to see if they are using the scissors properly, otherwise they are apt to practice and reinforce improper skills.



# Preparing for Kindergarten Guide

## Frequently Asked Questions

### **Why are these activities important?**

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 child(ren) 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 child(ren).

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.

### **What is the difference between phonemic awareness and 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 child(ren) 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 3.1 b). First, child(ren) 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. Child(ren) then approach letters (symbols) with full knowledge of speech sound characteristics including how they are produced. Child(ren) 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.



## **My child is having difficulty listening. Should I be concerned?**

Listening skills reflect a broad array of subskills of which auditory acuity is one factor. Child(ren)' 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 child(ren) develop a sense of directionality of sounds. Other activities, such as deletion and manipulation of animal sounds can prepare child(ren) for similar tasks later on involving more abstract speech sounds.

The following checklist may assist the parent in detecting possible auditory awareness difficulties impacting child(ren) literacy skills.

### **LISTENING SKILLS**

#### Auditory Processing/Phonological Awareness Checklist

- ◇ 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.)

### **Why is rhyming important?**

In a study with four and five year old child(ren), 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:

- ◇ Rhyming helps child(ren) develop phonemic awareness, which facilitates decoding.
- ◇ Rhyming teaches child(ren) 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.
- ◇ Rhyming teaches child(ren) to make connections between categories and the letter-string patterns that are used to spell words.

### **Why is word awareness important?**

Word awareness, the first level of language analysis, must occur before a child(ren) 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 child(ren) more readily than non-content words, like and, the, of. Use of content words in simple sentences will facilitate child(ren) understanding of the concept of word awareness (Goldsworthy, 1996).

### **How are sounds produced, and where do they come from?**

The chart below 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 "T" than simply /d / followed by an /r/. The /d/ in "dog" however, retains the stop characteristic more often associated with the production of /d /.

Child(ren) do not analyze the sounds in the language as they are learning to speak. However, when child(ren) 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 child(ren) this task is automatic, other child(ren) will need more specific instruction. For these child(ren), oral-motor integration activities may be beneficial.

Characteristic of Sound	<b>Stop</b>	<b>Nasal</b>	<b>Fricative</b>	<b>Affricate</b>	<b>Glide</b>	<b>Liquid</b>
Place of Articulation						
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/	

*Chart, Manner and Place of Production of Consonant Speech Sounds of the English Language.*

<b>A</b>	<b>a</b>	<b>B</b>	<b>b</b>	<b>C</b>	<b>c</b>	<b>D</b>	<b>d</b>
<b>E</b>	<b>e</b>	<b>F</b>	<b>f</b>	<b>G</b>	<b>g</b>	<b>H</b>	<b>h</b>
<b>I</b>	<b>i</b>	<b>J</b>	<b>j</b>	<b>K</b>	<b>k</b>	<b>L</b>	<b>l</b>
<b>M</b>	<b>m</b>	<b>N</b>	<b>n</b>	<b>O</b>	<b>o</b>	<b>P</b>	<b>p</b>
<b>Q</b>	<b>q</b>	<b>R</b>	<b>r</b>	<b>S</b>	<b>s</b>	<b>T</b>	<b>t</b>
<b>U</b>	<b>u</b>	<b>V</b>	<b>v</b>	<b>W</b>	<b>w</b>	<b>X</b>	<b>x</b>
<b>Y</b>	<b>y</b>	<b>Z</b>	<b>z</b>				

<b>a</b>	<b>at</b>	<b>an</b>	<b>and</b>
<b>am</b>	<b>are</b>	<b>can</b>	<b>do</b>
<b>for</b>	<b>go</b>	<b>has</b>	<b>have</b>
<b>he</b>	<b>here</b>	<b>in</b>	<b>I</b>
<b>is</b>	<b>it</b>	<b>like</b>	<b>look</b>
<b>me</b>	<b>my</b>	<b>no</b>	<b>play</b>
<b>said</b>	<b>see</b>	<b>she</b>	<b>so</b>
<b>the</b>	<b>to</b>	<b>up</b>	<b>we</b>



# Elkonin Boxes

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