

Indicator #7
Phonological Awareness

Student demonstrates understanding of spoken words, syllables, and sounds.

Research

Phonological awareness is developed before reading begins to take place, and is the building block upon which children begin to acquire reading skills. The teaching of familiar rhymes and rhyming patterns help students to spell unknown words. Researchers found that the majority of students used word families and rhymes to identify unknown words rather than decoding them letter-by-letter. When students are able to divide words into individual sounds and blend them together it promotes the beginning stage of successful reading. A student's level of phonological awareness at the end of kindergarten is one of the strongest predictors of future reading success, in grade one and beyond. Many children have difficulty with phonological awareness skills and this has direct correlation to their ability to begin reading

Chard, D. J., & Dickson, S. V. (n.d.). Phonological Awareness: Instructional and Assessment Guidelines. Retrieved June 07, 2016, from <http://www.ldonline.org/article/6254/>

Phonological Awareness
1.1 PK.C

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

The learner will:

- Isolate and pronounce the initial sounds in spoken single-syllable words

The learner may also:

- Recognize rhyming words
- Recognize when two or more words begin with the same sound (alliteration)
- Count syllables in spoken words
- Segment single-syllable spoken words into phonemes

Effective Practices:

- Provide opportunities for children to experiment and play with the sounds that words make through rhymes, nonsense words, poems, music, and chants
- Read books that contain rich language (rhyme, repetition, and rhythm)
- Provide opportunities for children to clap out the syllables of names or words
- Play rhyming and sound games
- Provide materials for exploration of sounds

ACTIVITIES

Activity:

Transition Activity---- Chin Check for Syllables. Children will use one hand under the chin to count the syllables of their name in order to be released to line up.

Activity Prompts:

We are going to line up for lunch. "Put your hand under your chin. How many times does your chin move when you say your name? Everyone with 1 syllable get in line, etc."

Evidence Collection Strategies:

As children raise their hands to tell the number of syllables, check off if they are giving the correct number.

Home School Connection:

Use family names and household items to "chin check" for syllables.

Activity:*Materials:*

T-chart, consonant cards, picture cards

Activity Prompts:

1. Place picture card (ex. sun) on left side of the t-chart.
2. Place same picture card with slash through it on right side as an indicator of words that do not begin with that letter.
3. Teacher will identify initial sound. "This is the sun. Sun begins with the sound /s/. Lets find other words that begin with the same sound /s/ and place them on the left side of the t-chart. If it doesn't begin with the /s/ sound, we can put them on the right side.
4. Students place their picture card on the corresponding side.

Extension Activity:

Student can identify a name of a student or an object in the room that has the same beginning sound.

Evidence Collection Strategies:

Use observation and anecdotal record keeping of the students answers whether correct or wrong.

Use a data sheet, including all students' names, to note letters students are able to identify.

Extension activity:

Using same picture card (sun), have the student name the final sound (/n/)

Home School Connection:

Have student go on a scavenger hunt for objects beginning with the letter and draw a picture of it.

Activity:*Materials:*

Rhyming Memory Match Game - <http://www.mamaslearningcorner.com/rhyming-picture-cards/>

Activity Prompt:

If a student identifies a rhyming match- "Great job, can you say the rhyme; Now everyone repeat the rhyme."

Extension Activity:**Rhyming**

1. "Can someone show me something else in our room that rhymes with []?"
2. Erase A Rhyme- <http://growingbookbybook.com/erase-me-rhyming-activity/>

Additional Support Prompt Activity:**Rhyming**

Rhyming Basket- If a student cannot identify rhyming objects (remind student that rhyming words sound the same at the end; give example) - "repeat after me [/c/at and /b/at]" Listen for concept understanding.

Evidence Collection Strategies:

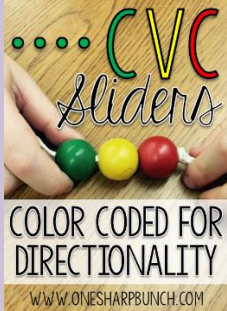
Observation and use check list with students' names and each skill (rhyming, phoneme segmentation, and first sound).

Document student's ability to rhyme, segment and identify initial sounds.

Activity:**Materials:**

Pipe cleaners (1 per student) pony beads (three per student)

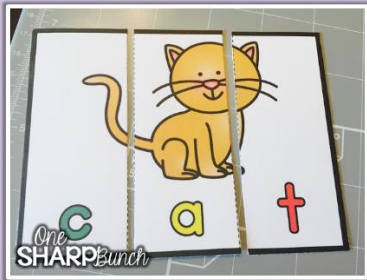
<http://www.onesharpbunch.com/2015/07/phoneme-segmentation-blending-made-easy.html>

**Activity Prompt:**

- Ask students to say all the sounds in the word [cvc word]. Have them slide a bead for each sound. **Prompt-** “You said all the sounds in the word! Now let’s all say the sounds together.”

Extension Activity:**Phoneme Segmentation**

- Phoneme segmentation puzzles.

**Extension Prompts Activity:****Phoneme Segmentation**

Ask student to match the puzzle pieces to make the picture. Tell student to name the picture and say all of the sounds in the word. **Prompt-** “Now point to the letter and say all the sounds in the words.”

Additional Support Prompt Activity:**Phoneme Segmentation**

Use picture cards with sliders for students to see the word before segmenting together. **Prompt-** “This word has three sounds. We’re going to say all the sounds in the word [cvc word]. The sounds in the word [] are /-/ /-/ /-.”

Evidence Collection Strategies Activity:

Use observations or a checklist to document students’ ability to pronounce cvc words.

Home School Connection:**A. Rhyming**

- Read rhyming stories;
Cat In The Hat by Dr. Seuss
Brown Bear by Bill Martin, Jr

Chika, Chicka, Boom, Boom by Bill Martin, Jr. and John Archambault

- Sing Rhyming Songs; **Head Shoulders Knees Toes, Twinkle Twinkle Little Star, Itsy Bitsy Spider**
- Finger Plays; **5 Little Monkeys, Who Stole The Cookie**
- Technology: <http://blog.heidisongs.com/2013/12/rhyming-songs-teaching-children-to-master-rhyme-through-music-and-more-html.html>

B. Phoneme Segmentation

- As you read books, segment the words in the story.
- Tap the sounds of words.



- Use a slinky, pull it further apart as you say each sound.
- Use sidewalk chalk to make a set of three boxes. Jump into the next box each time you say one of the sounds in the words.

