Phonological Awareness Activities For The Classroom

A collation of ideas by

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2006

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The following is a collation of ideas from many sources to promote phonological awareness activities in the mainstream curriculum. These activities have been successfully trialled in classes at Ingle Farm Primary School. It is suggested that teachers first screen the phonological awareness skills of children in their classes, to assist goal setting for students. There are many screening tests available, see your school speech pathologist if you need assistance. Activities can then be selected from the areas where there are gaps in skills. Some students may need extra assistance other than whole class activities. If possible, small groups may be established to provide more intensive support on certain skills and these may be run by the class teacher, SSO or a volunteer. The small group/whole class activities need to be run regularly – several times per week, to make a difference to those who are struggling. Many of the classroom strategies can be incorporated across the curriculum, therefore become part of what you do, rather than "something extra" that needs to be squeezed into an already busy schedule.

Activities have been collated for the following areas:

- Syllabification
- Rhyme
- Initial Sound Identification
- Segmentation
- Blending
- Sound Manipulation
- Spelling Multi-syllabic Words

Syllabification

Phonological awareness develops along a continuum, with larger sound units, such as the word and syllable developed before smaller units, such as the sound or phoneme. Syllabification is an earlier developing phonological awareness skill. This skill should be developed between 4 – 5 years of age.

Games

Feely Bag

Collect a bag of small plastic toys (one for each child) and place them in a feely bag. Make sure you have items in your bag that cover 1, 2 and 3 syllable words and perhaps 4 syllable words, depending on the age and ability level of your children.

Have the children sitting in a circle. Select a toy and name it. Tell the children that words have drum beats in them. Listen to the drum beats in this word "ba-na-na". Tap your hand on the floor and beat out the syllables in the word, saying the word slowly. The floor in effect becomes your drum. Then have the children do this with you for the same word.

Pass the bag around to each child and have the child select a toy. The child labels the toy then taps out the drum beats on the floor. The class then joins in and taps out the drum beats in the word.

This activity works well when items can be related to a theme or book that is being worked on in the classroom. For example plastic food could be used when doing "The Hungry Caterpillar" or plastic bugs could be done in conjunction with a unit on Insects and Mini-beasts. If toys are unavailable, picture cards could be substituted.

Clapping Names

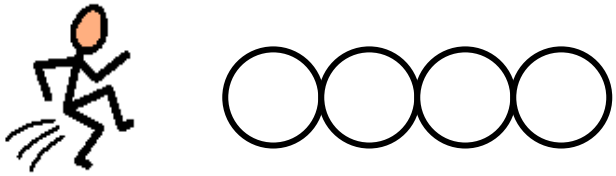
This is a familiar activity for many - seat children in a circle and clap out the syllables in their names. This can be done as in the previous activities, when syllables are beat as in drum beats, on to the floor.

Books

Activities for Phonological Awareness have more relevance for children when they are connected in with the broader curriculum. Books provide an endless supply of vocabulary to use for syllabification activities. Select a variety of words from the book you are using to do the following activity:

Syllable Hoops

Have 3 or 4 hoops on the floor in a row.



These will be used for the children to jump in when they break up a word onto its syllables.

Read the first page and select a word to syllabify. Choose someone to "jump" out the syllables. The child needs to say the word then say each syllable when they jump into each hoop.

Eg. T Example from: Shoes From Grandpa (By Mem Fox, Scholastic1989)

Text: Late one summer Jessie's father invited all the family over for a barbeque. "Barbeque. Thomas, jump out the syllables or drum beats in barbeque."
You may need to say the word slower to help children get the idea.

Rhyme

There is a hierarchy of skills within the rhyme domain. From the simplest to most difficult the stages are:

Recognition
eg: "Does hat rhyme with cat?", "Does fun rhyme with dog?"

Matching
eg: choice of 3 pictures, child is asked to find the 2 that rhyme

Odd one out
eg: 3 pictures, child has to find the one that doesn't rhyme

Production
eg: nonsense words – dap, hap, fap
real words – sun, fun, run,

Most children should be able to match rhyming words and select odd one out by the end of Preschool and they should be able to produce rhyming words by the end of Reception.

Rhyme is an abstract concept, therefore when introducing the concept to children, it is useful to pair a demonstration of rhyming words with a definition eg. "rhyme means the words sound a lot the same, they have the same ending."

Classroom activities can encompass the 4 stages. The following delineate activities for two stages.

Rhyme Matching

It is important to include Rhyme matching activities as rhyme production tasks are often too difficult for younger children and children with delays.

Some of the Games from the Class Resource Boxes can be played with the whole group.

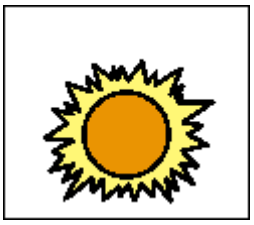
Roll a Rhyme

Make up the dice from the templates (see appendix 4). The dice have rhyming words on them and the pairs of dice are matched according to the rhyming words that appear on them. Roll the die together, say the words and decide if they rhyme.

Children can be seated in a circle and the die passed to each child for a turn.

Games with Rhyming Cards

Use picture cards that include multiple examples of rhyming words eg. "at", "an" word families. Use about 4 word families. A set of rhyming cards are included the Class Resource Box. The aim is to build up a pile of cards that match with each rhyming pattern.



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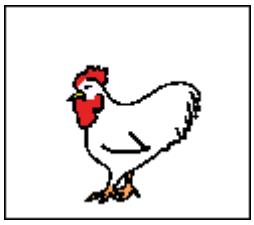

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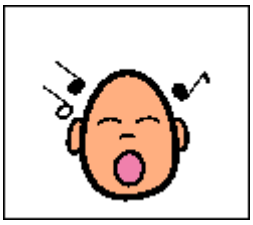

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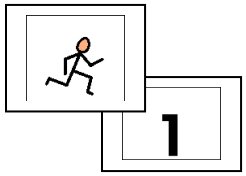
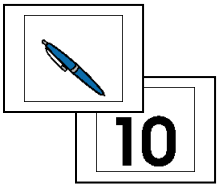
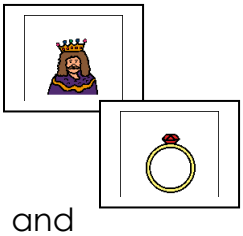






The teacher hides the rhyme cards around the room and the children go on a card hunt. They bring back a card and sit in a circle. Have one child tell you their word and place it in the middle of the circle. Then move to the next child and have them say their word. Ask does eg. "bat " sound a lot the same as "van"? No those words don't rhyme, they don't sound a lot the same. If the word does not rhyme, make a separate pile. Go to the next child and do the same, eg. "Does "man" rhyme with "bat"? (no), Does "man" rhyme with "van"?" Then add this word to the appropriate rhyming pile.

Variations of this game could include:
"Monster Munch" or "Puppet Munch"
Use small boxes and blu tac one of the rhyming word families onto the front of each box. Children have a card and they need to find the box that with the card that rhymes with their card. When they find it, the teacher wearing a monster puppet (or any puppet), takes the card from the child and pretends to "munch" it by slipping it into the box.

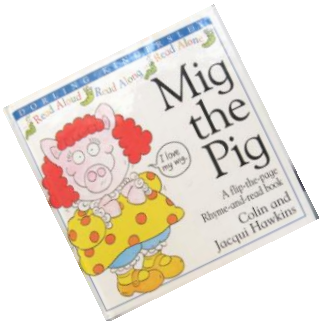
Post the Rhyme
Make up a post box. Give out the cards to the children and go around the group finding the matching pairs. The children with the matching pairs post them into the box.

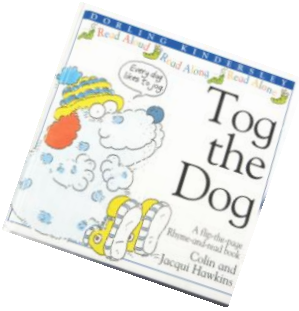
Books

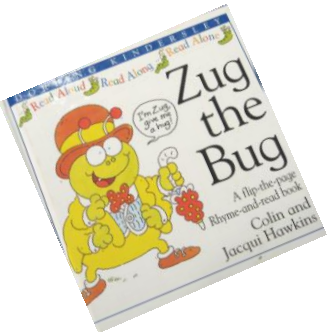
Rhyme Bombardment

Rhyme bombardment with books that have the same rhyming pattern is another way to help bridge children into understanding rhyme.

The DK books – eg. "Pat the Cat" etc are excellent as they drill a word family and children see the word family and are constantly bombarded with the same sound pattern.







Follow up Rhyme matching activities can include selecting 2 rhyming words from the text and a non rhyming word. Draw these in stick figure format on the whiteboard and ask the children "which word rhymes with (target word) eg. "dig" – is it "pig" or "dress"?"

There are other children's books that also focus on one rhyme pattern such as "Nickerty Knackerty Noo Noo Noo", that can be used in the same way.

Rhyming Stories

Once children have more of an understanding of rhyme, then introducing stories which have varied rhyme pattens is useful. Stop after you have read a rhyming sentence/s and ask the children which words rhyme.

Nursery Rhymes offer another rich avenue for the development of rhyme.

Rhyme Production

Once children can match rhyming words and identify odd one out, they are ready to move into production. This can be challenging for some children and a supported way to bridge them into this skill is sentence closure using sound cues to help generate the target word.

These books have a list of sentences that could be used in this way:
Sounds Abound (Catts and Vartieen)
Phonemic Awareness in Young Children (Jager-Adams et al)

Silly Poems

a) Using the sentence closure concept, make up nonsense poems using the same rhyming sound:
eg. The rat wearing a h…..(hat)
Went and sat on the m…..(mat)

To start with you may need to give the initial sound and the children just finish the ending. Progress to dropping the initial sound:
eg. The dog on the …….(log)
Went for a jog in the …(fog)

Children could illustrate their nonsense poem.

Books

Dr Seuss books have a place here! "There's a wocket in my pocket" is a particularly good book for rhyme production as there is a focus on nonsense words, which gives children the freedom to play with words and not be constrained by meaning. This book can be used for rhyme production by asking children to think of other words that rhyme with the nonsense words already in the book. A hilarious activity!

Other Rhyming Books

As stated in "Rhyme Match", read the book and stop after each sentence and have the children identify the rhyming word. Then to extend the children, ask them to think of a word that rhymes with the pair you have just identified eg, "tap, cap……lap"

Rhyme Innovation

Nursery Rhymes are great for this – make up your own Nursery Rhyme using the pattern from the original rhyme, or the characters from the original rhyme.

Little Miss Muffet Rhyme Change

Little Miss Maxi

Sat in a _____

Eating a chocolate bar

Along came a spider

Who sat down beside her

And so she jumped into the next _____

Little Miss Fox

Sat in a _____

Eating her cheese and bread

Along came a spider

Who sat down beside her

So she ran and hid under her _____

Little Miss Bear

Sat on a _____

Eating her birthday cake

Along came a spider

Who sat down beside her

And so she ran to swim in the _____

The Ship is Loaded with……..

(From Phonemic Awareness in Young Children (1998) Jager-Adams et al.)

Seat the children in a circle, and have a beanbag or ball to toss. To begin the game, say "The ship is loaded with cheese". Then toss the ball to somebody in the circle. This person must produce a rhyme eg. "The ship is loaded with *peas*", and throw the ball back to you. Repeating your original rhyme, then toss the ball to another child. Continue the game in this way until the children run out of rhymes. Then begin the game with new cargo.

The ship is loaded with (peas, fleas, trees, bees, keys, etc)
The ship is loaded with (dogs, hogs, frogs, etc)
The ship is loaded with (cats, bats, rats, hats etc)
The ship is loaded with (cars, bars, jars etc)

Note: The pace needs to move quickly or children will lose interest while waiting for there turn.

Initial Sounds

Research has indicated that sensitivity at the phoneme level has the greatest relationship to the development of literacy skills.

A hierarchy of development is as follows:

- Recognition
  eg: "does cat start with the same sound as cup?"

- Matching
  eg: choice of 3 pictures, child chooses the 2 that start with the same sound

- Odd one out
  eg: "find the one that doesn't start with 'c'"

- Production
  eg: "tell me two words that start with 'c'"

The Queensland University Early Literacy Fundamentals (UQELF) Program (2005) has some excellent strategies for developing awareness of sounds in words.

One of the first areas the program targets is increasing the child's awareness of how sounds are made. This is important because isolating sounds in words is not a naturally developing ability. Sounds are said quickly in speech so it is important to use a multi-sensory approach when isolating sounds – this involves helping children understand how a sound feels when it is produced, along with understanding how the tongue and lips move when producing sounds.

They have classified sounds into the following groups:

Long Sounds: f, sh, s, z, th, v
These are long sounds as they have a continuous airflow.

Short Sounds: p, b, t, d,c/k, g
These are short sounds as they are produced in a short "burst".

Nose Sounds: m, n
These are nose sounds as the airflow is directed up into the nasal cavity, and therefore have a nasal sound.

Chopper Sounds: ch, j
These sounds are a combination between the short and long sounds – the sounds have a "burst" quality as both the jaw and tongue drop quickly, however are produced in a longer manner.

Gliders: l, r, y, w
The gliders are sounds where the tongue glides in the mouth to make a long sound.

The following chart is taken from the UQELF program (pg 43).

Sound Categories, Hand signs and Pronunciation guide

Category		Hand sign	Pronunciation
Long sounds	sh s z f v th h	Hold palm outwards in front of mouth and move palm smoothly away as the sound is made	Produce without a vowel following. The sound may be elongated to accentuate *'long'* quality *('ffff' not 'fu')*.
Short sounds	p t k	Hold closed fist close to mouth, release/spread fingers quickly outwards, as you say the sound	p, t, and k are produced without voice and are referred to as soft sounds. Say these sounds with just a burst of whispered air released *(or 'h' sound)* and no vowel following *('p" not 'pu')*.
	b d g		b, d and g, are produced with voice *(loud sounds)*. Try to produce the sound with as much isolation from the vowel as possible *(b' not 'bu')*.
Choppers	ch	Hand is held flat on cheek and karate chops down when the jaw moves downward	ch is also a soft sound and should be said with a small burst of whispered air *('ch' not 'chu')*.
	j		j is a loud sound and should be said with as much isolation from the vowel as possible *('j' not 'ju')*.
Nose sounds	m	Two fingers resting on the nose	These sounds should also be produced without a following vowel, and the length of the sound may be slightly accentuated *('mmm' not 'mu')*.
	n		
Gliders	r l	Hand glides/wafts upwards in front of mouth as the sound is made	r and l should be said in a slightly elongated manner without a following vowel *('lll' not 'lu')*.
	y w		y and w should also be produced without an obvious vowel, but the nature of these two sounds means that a small vowel sound is unavoidable *('yu' like 'yes' and 'wu')*.

Mouth Awareness (Concept from UQELF Program, 2005)

1. Mr Tongue

Discuss the different parts of the mouth
lips
teeth
tongue
jaw
roof of the mouth

Talk about how we move the parts or how our tongue touches different parts of the mouth to make sounds.
Do some different actions and talk about what our mouths do:
smile – lips stretched
kiss - lips pushed forward and "bunched" tight, then released
open – jaw and lips open wide
tongue poking – poke out tongue as far as possible
side to side – poke the tongue out and move the tongue from side to side
painting the roof – run the tongue tip back along the roof of the mouth

2. Simon Says for Mouths!

Play Simons Says with different mouth actions. When the children are making the different movements, be sure to explain what their tongues are doing.

3. Saying Sounds – what happens?

Today we are going to talk about how we make sounds. We are going to talk about 2 sound groups, the short sounds and long sounds.

Talk about how we make different sounds:
Short Sounds:
The air comes out of our mouth in short "bursts" for these sounds (do the hand sign – closed fist next to your mouth and as you say the sound, open your hand and spread your fingers – like a burst).
"p/b" – lips together and sound is release like a pop
"t/d" – tongue behind top teeth , then drops quickly, and sound is made in a short burst.
"k/g" – back of tongue is raised to touch the back part of the mouth, then drops down. Sound is made in a short burst.
Show the picture of the short snake (see appendix 1)

Long Sounds
The air comes out of the mouth in one continuous flow or blow for these sounds (do the hand sign – hold palm outwards in front of the mouth and move palm smoothly away as the sound is made).
"s/z" – lips are in the smile position, tongue tip is up or down behind the teeth.
"sh" – lips are pursed, teeth together and tongue high in the mouth
"f/v" – top teeth rest gently on bottom lip
"h" – mouth open (not wide), tongue low in mouth.
"th" – tongue is between top and bottom teeth
Show the picture of the long snake (see appendix 1)

Listening Activities

a) Drawing dots or lines (adapted from the UQELF program)
Each child has a piece of paper and texta or crayon. Say sounds from each of the short and long sound groups at random. The children draw on their sheets a long line for a long sound or a dot for the short sound.

b) "What's the sound Mr/Mrs Wolf" (from UQELF Program)
Children line up in a row and teacher is approx 5 metres in front of the class. The children must listen for long or short sounds and when they hear them, they either do a big step for the long sound or a small step for the short sound. When the children hear "dinner time" they race back to where they started from.

The other sound groups can be introduced
(see appendix 1 for the relevant pictures of these sound groups).
Chopper Sounds
These sounds are a combination between the short and long sounds (hand sign – hand is held flat ion cheek and drops down in a karate chop movement when the jaw drops)
"ch/j" – Lips are rounded and the jaw drops down quickly (chops) and the tongue also drops quickly.

Nasal Sounds
These are nose sounds as the airflow is directed up into the nasal cavity (hand sign – two fingers resting on the side of the nose)
"m"- lips together, tongue flat
"n" – tongue tip behind top teeth

Gliders (hand sign- hand glides upwards in front of mouth as sound is made)
"r" – tongue is raised and curled backwards
"l" – tongue tip is raised to the front part of the roof of the mouth
"y" – back of the tongue is raised and then jaw drops and tongue flattens
"w" – lips rounded then relax

The Jolly Phonics program has an alternative sigh system for individual sounds and these can be used by teachers when introducing each sound into the classroom program. The emphasis is multi-sensory with both of the ELF and Jolly Phonics. Jolly phonics has a large number of resources that can be purchased to support learning (available from Domini).

The following are the Jolly Phonics hand signals.

The Actions

1
- s — Weave hand in an *s* shape, like a snake, and say *ssssss*.
- a — Wiggle fingers above elbow as if ants crawling on you and say *a, a, a*.
- t — Turn head from side to side as if watching tennis and say *t, t, t*.
- i — Pretend to be a mouse by wriggling fingers at end of nose and squeak *i, i, i*.
- p — Pretend to puff out candles and say *p, p, p*.
- n — Make a noise, as if you are a plane – hold arms out and say *nnnnnn*.

2
- c k — Raise hands and snap fingers as if playing castanets and say *ck, ck, ck*.
- e — Pretend to tap an egg on the side of a pan and crack it into the pan, saying *eh, eh, eh*.
- h — Hold hand in front of mouth panting as if you are out of breath and say *h, h, h*.
- r — Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say *rrrrrr*.
- m — Rub tummy as if seeing tasty food and say *mmmmmm*.
- d — Beat hands up and down as if playing a drum and say *d, d, d*.

3
- g — Spiral hand down, as if water going down the drain, and say *g, g, g*.
- o — Pretend to turn light switch on and off and say *o, o; o, o*.
- u — Pretend to be putting up an umbrella and say *u, u, u*.
- l — Pretend to lick a lollipop and say *llllll*.
- f — Let hands gently come together as if toy fish deflating, and say *ffffff*.
- b — Pretend to hit a ball with a bat and say *b, b, b*.

4
- ai — Cup hand over ear and say *ai, ai, ai*.
- j — Pretend to wobble on a plate and say *j, j, j*.
- oa — Bring hand over mouth as if you have done something wrong and say *oh!*
- ie — Stand to attention and salute, saying *ie ie*.
- ee or — Put hands on head as if ears on a donkey and say *eeyore, eeyore*.

5
- z — Put arms out at sides and pretend to be a bee, saying *zzzzzz*.
- w — Blow on to open hand, as if you are the wind, and say *wh, wh, wh*.
- ng — Imagine you are a weightlifter, and pretend to lift a heavy weight above your head, saying *ng…*
- v — Pretend to be holding the steering wheel of a van and say *vvvvvv*.
- oo oo — Move head back and forth as if it is the cuckoo in a cuckoo clock, saying *u, oo; u, oo*. (Little and long oo.)

6
- y — Pretend to be eating a yoghurt and say *y, y, y*.
- x — Pretend to take an x-ray of someone with a camera and say *ks, ks, ks*.
- ch — Move arms at sides as if you are a train and say *ch, ch, ch*.
- sh — Place index finger over lips and say *shshsh*.
- th th — Pretend to be naughty clowns and stick out tongue a little for the th, and further for the th sound (this and thumb).

7
- qu — Make a duck's beak with your hands and say *qu, qu, qu*.
- ou — Pretend your finger is a needle and prick thumb saying *ou, ou, ou*.
- oi — Cup hands around mouth and shout to another boat saying *oi! ship ahoy!*
- ue — Point to people around you and say *you, you, you*.
- er — Roll hands over each other like a mixer and say *ererer*.
- ar — Open mouth wide and say *ah*. (British English)
  Flap hands as if a seal and say *ar, ar, ar*. (Nth Am English)

8

Recognition Activities

This involves understanding whether words start with the same sounds eg. "does cat start with the same sound as cup?" Note some children may have difficulties with the concepts of same and different, hence this needs to be checked and taught first.

Appendix 2 has a series of alphabet pictures without the sounds written on them. This is helpful at this stage, as the focus is on developing listening skills and the letters on cards can make it difficult for teachers to assess whether children can identify the sounds they hear as opposed to recognizing the letter.

Post it!
You will need a posting box and the alphabet cards.
Start with the consonant cards only and use only several consonants. Hand a card to each student. Ask the first child what their picture is eg "cat". Go to the next child and ask what their picture is eg. "cup".
Ask the children if they begin with the same sound - if they do, the children can post them!

Tip: Prolong the initial sound if possible and point out to the children what your mouth is doing to make the sound.

Stepping Stones
You will need the alphabet pictures and large shape blocks (attribute blocks).
Make a track with the shape blocks for the children to follow and place pairs of cards underneath the blocks – some of these pairs should have the same beginning sounds and others should have different sounds. Chose children to lift the blocks and look at the cards. Ask whether they start with the same sound or different sounds.

Magic Fan
Select cards with many sounds that are the same and a few that are different. Make a fan with the cards and say "Magic fan, magic fan, listen to the sounds in my hand". A child selects 2 cards and you ask if they start with the same sound.

Matching & Odd One Out Activities

Both of these games can be played with a matching and odd one out focus.

Post It - Matching
Each child gets a card. Choose 3 children to show their cards - make sure two of the children you select have the same initial sound card. Ask the children which two words start with the same sound.
For **Odd One Out,** do the above but ask which one doesn't start with the same sound.

Stepping Stones – Matching
Have 3 cards under each shape, make sure 2 have the same sound, and ask which 2 words start with the same sound.
For **Odd One Out**, do the above but ask which one doesn't start with the same sound.

To assist with sound symbol association, have letter cards available, and after the 2 cards are matched, produce the corresponding letter card for the initial sound. This develops listening skills first, then the visual side of the task.

Variations
My Pile Your Pile
In this game the children are listening for a specific sound at the beginning of a word, eg. Does this word start with "g". Have a pile of approximately 12 cards – 6 "g" cards and 6 cards with words that don't start with "g". Turn the cards over and ask individuals if the word begins with "g". If they get it right, the card belongs to the class pile, and if it wrong, the card belongs to the teacher. Make sure your cards don't have the written word, as you are training listening. Use an initial sound card, eg. "g" to help reinforce sound-letter links.

Production Activities

At this level it is important to have the printed letter for children to see as well as hearing the sound.

Guess Who

(From Phonemic Awareness in Young Children (1998) Jager-Adams et al.)

Seat children is a circle and say, "Guess whose name I'm going to say now." Then choose a name of one of the children and clearly say the initial sound – emphasizing the sound. For names beginning with a short sound, eg "Tom", the sound should be repeated over and over, eg. "t,t,t,t,t". Long sounds should be stretched eg. "sssssss". If more than one child has the same initial sound, encourage the children to guess all the possibilities.

Variation: Once the game is familiar, you may pass the control over to the children. After a given child's name is guessed, he or she may give the next clue – "I'm thinking of someone's name that begins with (sound)".

Other games:

I spy
Tell me something that starts with ….
Books – select pictures from books you read to the children and have them

a) Find something that starts with a particular sound
b) Point to a picture and have them tell you what sound the object starts with.

Segmentation

Segmenting words into individual phonemes has a strong relationship to the development of spelling skills. The ability to hear individual sound in words often needs explicit teaching, hence the strategy of stretching words is important. This allows students to hear individual sounds and helps them "unpick" the word – a pre spelling skill.

When starting to do segmentation work, it is easy to begin with short vowels, then progress to long vowels. Many children will manage 3 sound words to start with eg. "h-e-n", however some students may need the task broken down for them further. **Two sound words** such as "up", "it" etc can be used, (real and nonsense).

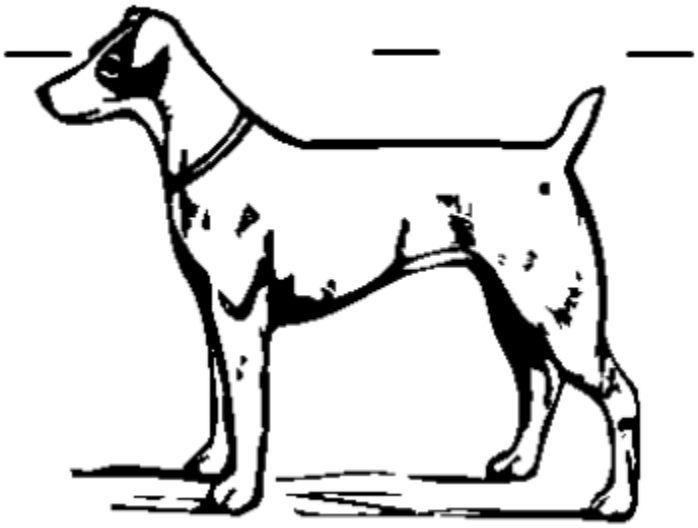
Stretching: 3 sounds words
Start by prolonging the production of the word eg. "cccaaaatttt". To make this more visual, put your hand near your mouth and slowly move out in front of you (like you are stretching a piece of gum). After the prolongation, use the "Head-tummy-tail" strategy (University of Queensland Early Literacy Fundamentals Program, 2005). This provides a very good visual to illustrate that words are made up of individual sounds. So for "cat" you would touch your head when you say the first sound "c", your tummy when you say "a" and your behind when you say "t".

The following pages can be printed off and copied for the children to have a go themselves. Go through the pages and stretch out the sounds with your class. You or the children can write the sounds on the animals on the relevant places.

The children may like to draw their own animal with a head, tummy and tail. This could be laminated and the children could use it as a "have a go" sheet (you would need to have whiteboard marker and tissue to wipe clean attempts).

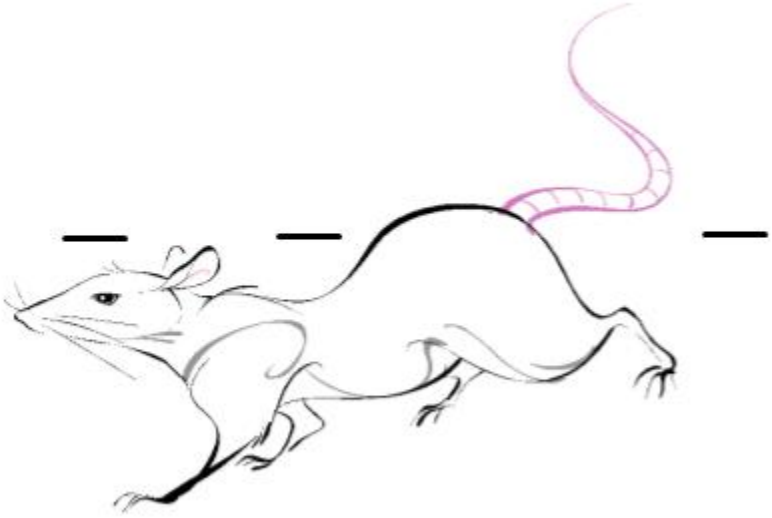
Words: cat, dog, pig, hen, rat (all these words have 3 sounds and have a short vowel)

Head – Tummy- Tail Sounds



Head – Tummy- Tail Sounds

Head – Tummy- Tail Sounds



Games

These activities have 3 sound words as the examples, however the games can be made easier by using 2 sound words or harder by using 4 sound word. **Remember, *short* vowels are easier than *long* vowels.**

Feely Bag

Collect a bag of small plastic toys or picture cards (one for each child) and place them in a feely bag. Make sure you have items in your bag that have 3 sounds.

Have the children sitting in a circle. A child selects a toy, names it, then stands up stretches the word, then taps out the head/tummy/tail sound for each word.

This activity works well when items can be related to a theme or book that is being worked on in the classroom.

Describing Objects

This is a game of description – "I am thinking of something that has a handle and you drink from it" – "cup". The child who guesses the word then stands up, stretches the word, and taps out the head/tummy/tail sound for each word. Your target objects must have 3 sounds

It may be easier to have the pictures of the object you are to describe, as sometimes is difficult to think of 3 sound words.

This activity can be tied into a language activity for the children: they describe an object to other class members. It will be important to have the pictures for the children to describe. They may need some visual scaffolds to help with the description process (ie. SCUMPS chart).

Books

Activities for Phonological Awareness have more relevance for children when they are connected in with the broader curriculum. Books provide an endless supply of vocabulary to use for segmentation activities. Select 3 sound words from the book you are using and do head/tummy/tail segmentation with them.

For all activities, write the words on the board after the children segment them (or have the children write the words on the board). Alternately, for children who find writing difficult, have a small number o magnetic letters on the whiteboard and get them to find the letters needed for the word and arrange them in the correct order. For words with long vowels, point out the long vowel and tell the children that long vowels usually have 2 letters to write the one sound.

4 sound words: Consonant Blends

Head-Neck-Tummy-Tail Sounds

This is an extension of the previous concept, however the "neck" is added to help children understand the presence of another sound in consonant blends. When introducing consonant blends, it is easier to use "l" and "r" blends, as these are sounds that can be prolonged, hence the sounds are more obvious to children when they stretch the words out. The "sp", "st" and "sk" blends tend to be harder as the second consonants are short sounds and are harder for the children to hear and therefore isolate.

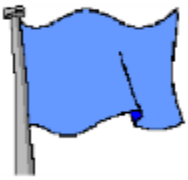
Go through the following pages and stretch out the sounds with your class. You or the children can write the sounds in the boxes.

The same games can be played for this level as mentioned previously.

The appendix denotes short and long vowel words lists for 3 and 4 sound words.

4 Sound Words: Stretch out the words with the head-neck- tummy-tail sounds, then write the letter in the boxes.

4 Sound Words: Stretch out the words with the head-neck- tummy-tail sounds, then write the letters in the boxes.



Blending

Blending sounds to make words has a strong relationship to the development of reading skills. A pre-skill to blending letters on a page to make a word, is to blend the sounds they hear to make a word.

The following activities focus on the listening aspect to blending.

Magic Wand

Aim: To present sounds to the children for them to blend and tell you the word.
Requirements: Wand (magic preferably!) and a puppet.

Instructions: "I have a puppet here and the puppet likes to do different actions (show the puppet, jumping, walking, twirling etc). The puppet will do these actions if you say some magic words. I am going to tell you some sounds and you need to run the sounds together to make the magic word. When you have said the magic word, tell the puppet what to do, wave the magic wand and it will do the action you asked.

Words: Use nonsense words – slightly more difficult than real words, but helps to stretch phonological memory (see the next page for the word list). Start with 2 sound words then progress to 3 then 4 sound words.

Three Billy Goats Gruff

Aim: To present sounds to the children for them to blend and tell you the word.
Requirements: Select 3 children to be the Billy Goats Gruff and one child to be the troll. Use a piece of long coloured plastic (or something similar) for the bridge. Line the 3 goats up on one side of the teacher, lay the "bridge" out in front of the teacher, and the "troll" can sit next to the end of the bridge.

Instructions: The 3 Billy Goats Gruff want to eat the green grass that is on the other side of the bridge. They need to listen to the sounds that I say, then run the sounds together to tell me the word that I am saying. When they have done that they can cross the bridge. If the goats make a mistake, the troll can (pretend) to eat them as they cross the bridge.

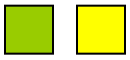
Words: Use nonsense words – slightly more difficult than real words, but helps to stretch phonological memory. Start with 2 sound words then progress to 3 then 4 sound words.

Manipulation

Manipulation of sounds is one of the most difficult phonological awareness skills. It involves omitting or replacing sounds in words to form a new word. The skill is important as it requires mastery of many phonological awareness skills, and the faster children are with manipulation tasks, the more automatic they are with processing sounds in a range of contexts.

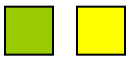
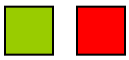
Change It

Traditionally many phonological awareness activities and indeed manipulation activities are done with small different coloured blocks. The different colours represent different sounds.

eg "at" - 

This activity can be done with the whole class using different coloured pieces of paper. Have at 2 sheets of each colour as sounds may be repeated in words. Start with 2 sound words and progress to 3 then 4 sound words.

Two Sound example:

"If this says "at"  show me "an" 

Three Sound Example:

"If this says "tat" show me "sat"

Note squares of one colour represent the same sound - the 2 yellow's represent "t" which is present at the beginning and end of the word.

Have the children seated in a circle and go around the circle changing the word.

Introduce activity:
I am going to say some words and I want you to show me the sounds you hear with the coloured squares. I'll try one first. "tat". I heard 3 sounds t - a - t, so I'll put out 3 squares. Two are the same colour because I have used 2 "t" sounds.
That says "tat". Now I want to show "sat". I heard a different sound at the beginning of the word, so I will move the first square away and change it to a different colour.

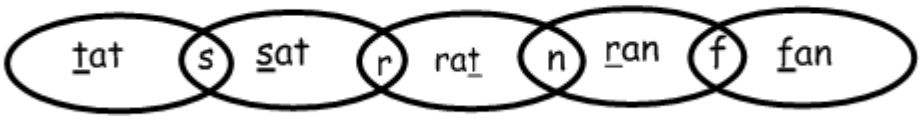
Further changes can be presented in this way:
"*If this says* <u>sat</u>, *show me* <u>sad</u>".

Students can then move the relevant sound square away and drag another coloured square into the spot.

Do only initial sound changes to start with then progress to final sound changes eg. "tat-sat-rat-hat-bat" etc. Introduce vowel changes last of all and this may be in combination with initial and or final sound changes eg. tat-sat-sit-sip-tip-top etc.

Word Chain

Select a word and track the changes in the word as you change sounds. The underlined sound indicates the sound that needs changed, the sound in the interlocking circle is the sound that needs to be inserted. Select a word and decide which letter to change in order to make a new word. Non words are good to use as they require more processing from children. This activity can be done on the board or have pairs of children do the activity.



Code Talk

This activity requires reading a secret message to the class and have them crack the code so they can be detectives and find the real message.

For example the message may be:
"Se wirates muried se preasure ot se uland. Bake hen races prom se peach do se rocks. Wind se pig lock ind fig."

This translates to :
"The pirates buried the treasure on the island. Take ten paces from the beach to the rocks. Find the big rock and dig."

Help the children crack the code by telling them which sounds to change in each word
eg " Se" (this must be said like "the" but use a "s" instead of "th") - Change the "s" to "th" – what is the word?
eg "wirates" –change the "w" to "p"

Write each word on the board so the class can work out the message.

Other messages:
"The robbers will be at the bank at five o'clock. Hide in the bank vault. Catch them in the act."

Coded as:
"De mobbers bill see an de tank ag live o'clock. Ride it de sank mault. Cag thet it de ict."

Think of your own messages for your secret agents – you will have to write them down first so you can develop your own code.

Spelling and Reading Multi-syllabic Words

Multi-syllabic words are difficult for children in many ways. Children who struggle can be afraid to try and read these words as they are put off by their length, hence give up quickly. Some children will give them a go, but struggle as they have no method of attacking the word. Children need to learn strategies to help them read and spell multi-syllabic words

The key elements of this process for spelling is to:

- Teach how to segment words into syllables
- Stretching out the syllables in order to spell them.

The key elements of this process for reading is to:

- Teach how to segment words into syllables
- Read each syllable and blend the syllables together. Often uncovering the word syllable by syllable makes it easier for children to gain confidence with this process.

Remember the syllable rule: Start each syllable with a consonant

Find the Word

The following worksheet uses multi-syllabic words that are generally phonetically regular. Some spelling rules may be present in some words, however long vowels have tried to be avoided to make the early steps into this task easier for children.

What to do:

- Cut out the syllables and have them ready for the children to find and combine to make the words.
- Go through each picture and clap out the syllables with the children. Use fingers to help count out the syllables.
- The children will need to stretch out each syllable to hear the sounds. They may need to use the head-tummy-tails strategy to help them with spelling.

Syllables

Find the Word

Paste the syllables here

Syllables

Find the Word

Paste the syllables here

7

Cut up the syllables and have the children put them together to make the word to match the picture. Do only one page at a time as too many syllables will be confusing for the children.

Page 1 words:

doc tor

wom bat

pic nic

dra gon

Page 2 Words:

trum pet sa lad

se ven de vil

Syllables

Mail for You

The following activity supports children in the process of breaking up words into syllables and reading multi-syllabic words.

Children can be seated in a circle for this activity and need to work in pairs. They will need a pencil and scissors.

Cut out each word and place it in an envelope. A child can be selected to be the "postie" and give out the mail to each pair. Instruct the children to look at their word and decide where the word should be broken into syllables. They can draw a line where the syllable break is needed, then cut their word along the syllable break. Children can read each syllable then blend the syllables together. Pairs can swap envelopes and see if children can work out the words by manipulating the syllables.

fantastic

hospital

understand

collar

different

doctor

pocket

yesterday

animal

Animal Syllable Book

The idea behind this book is for children to make a "crazy critter" book while working on the skills of:

- segmenting words into syllables
  and
- spelling the component syllables.

The pictures should be stapled together in book format.

How to:

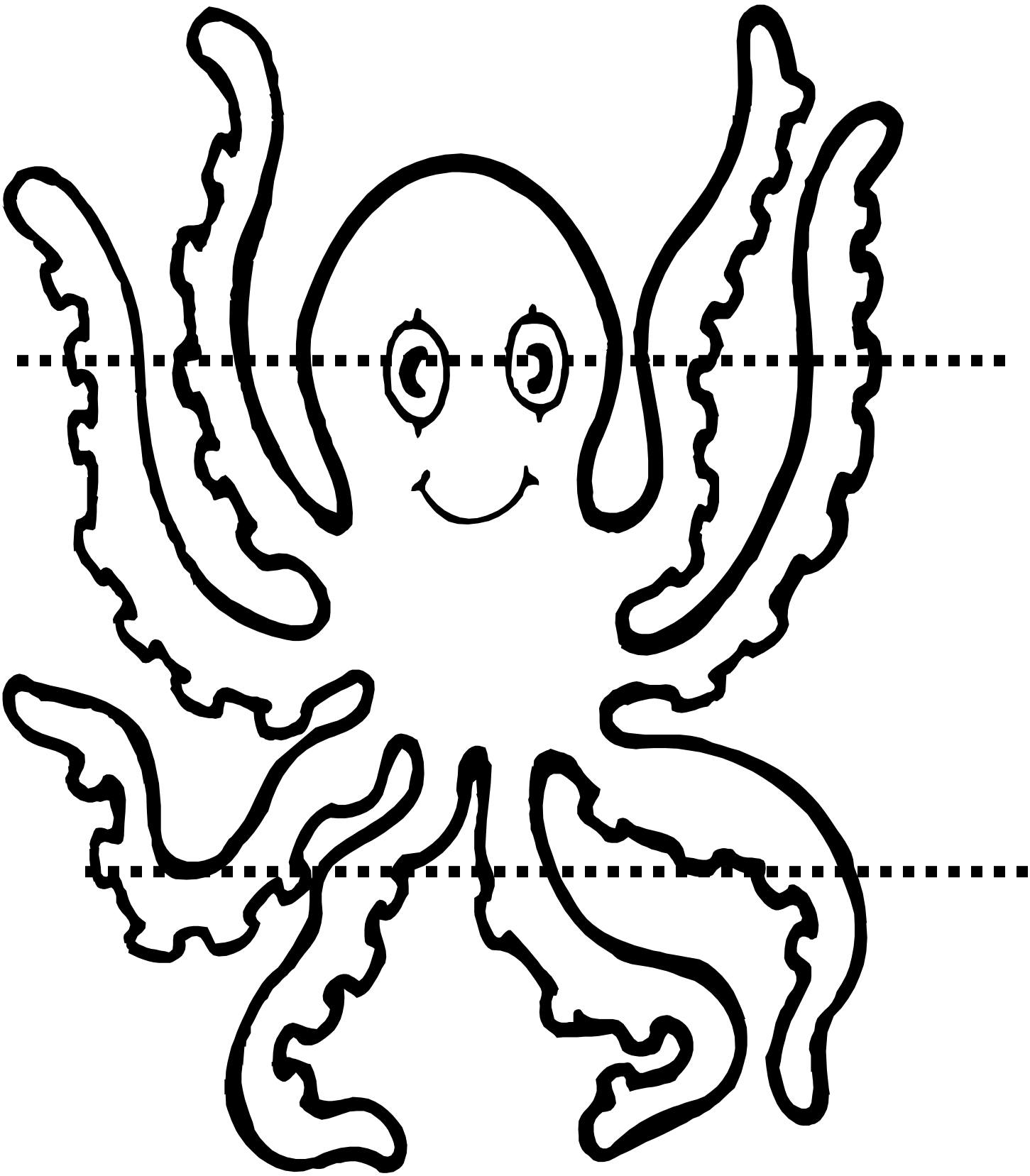
- Go through each picture and clap out the syllables with the children.
- On the whiteboard, have the children spell out each syllable. The children may need to stretch out each syllable to hear the sounds.
- Remember the syllable rule: Start each syllable with a consonant.
- The children can then go back to their seats and write out each syllable on each strip, eg. kangaroo would be written as:
  "kan" (near the top of the kangaroo picture)
  "ga" (in the mid section of the picture)
  "roo" (in the bottom section of the picture)

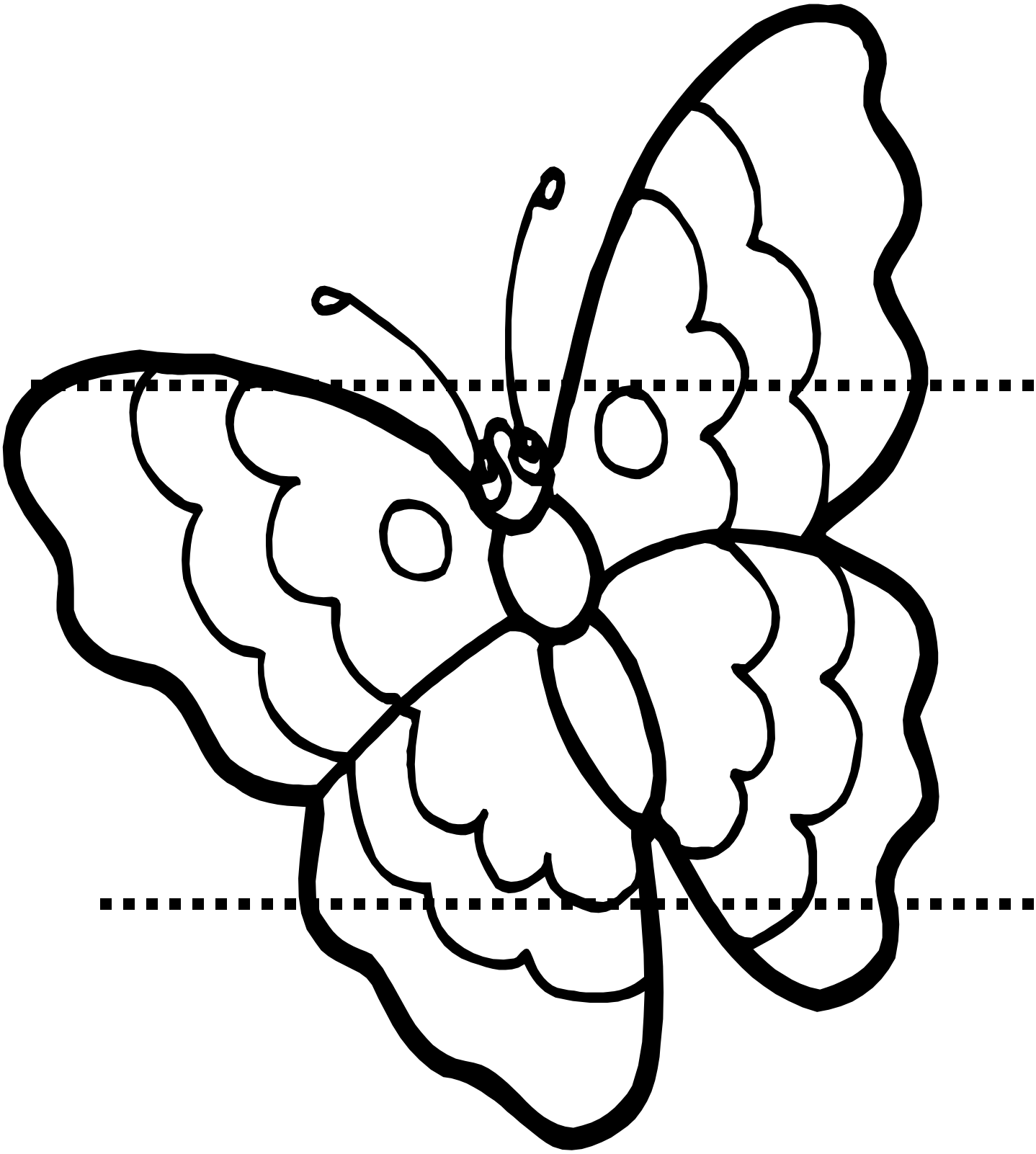
  Syllables can be written either vertically or horizontally
  eg K
  a
  n
  or kan

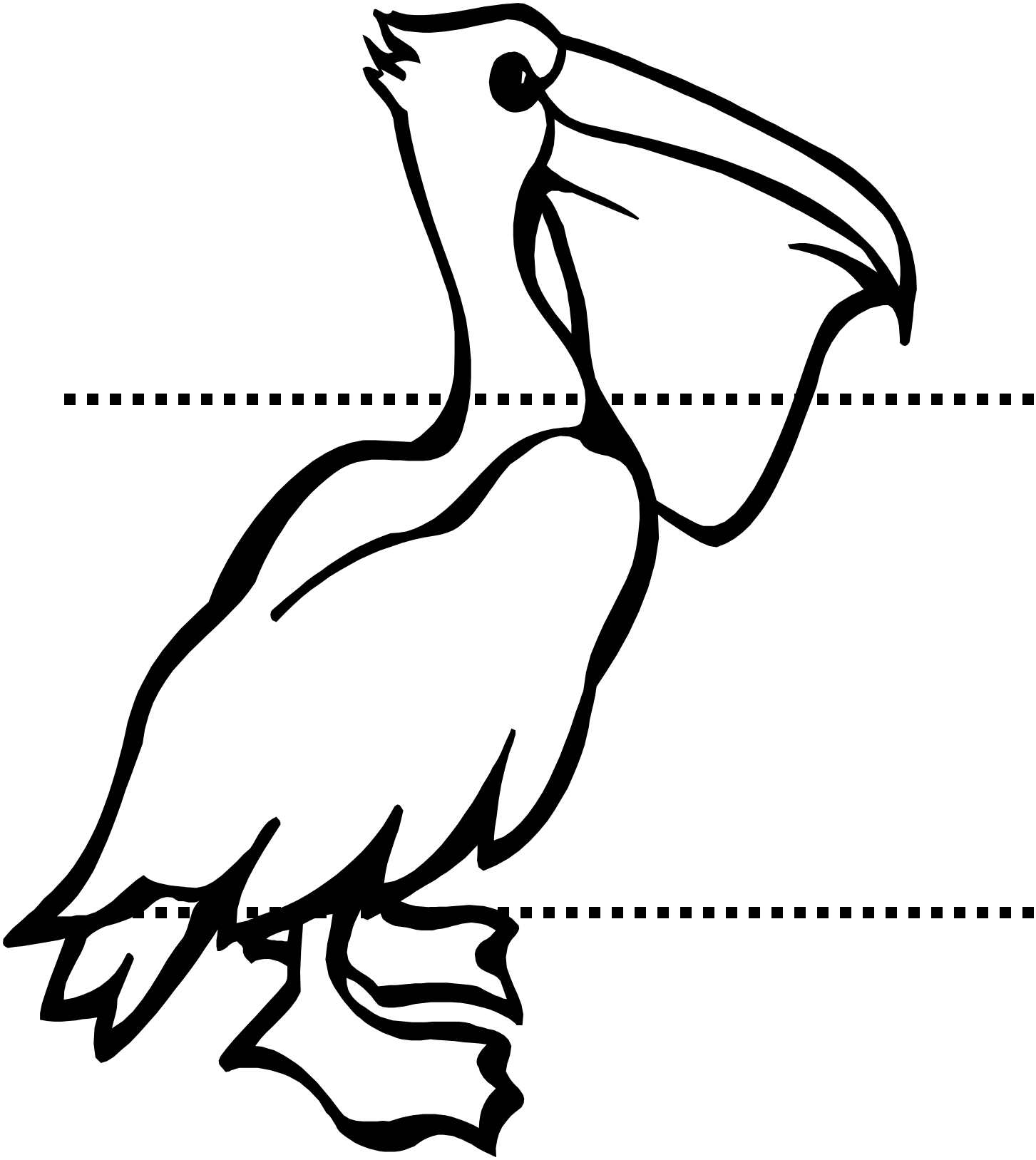
  After the words have been written children can colour their pictures. Then, cut along the dotted lines so a strip book is made. Mix up the syllables from the different animals to make crazy critters, eg. "kanlifly".

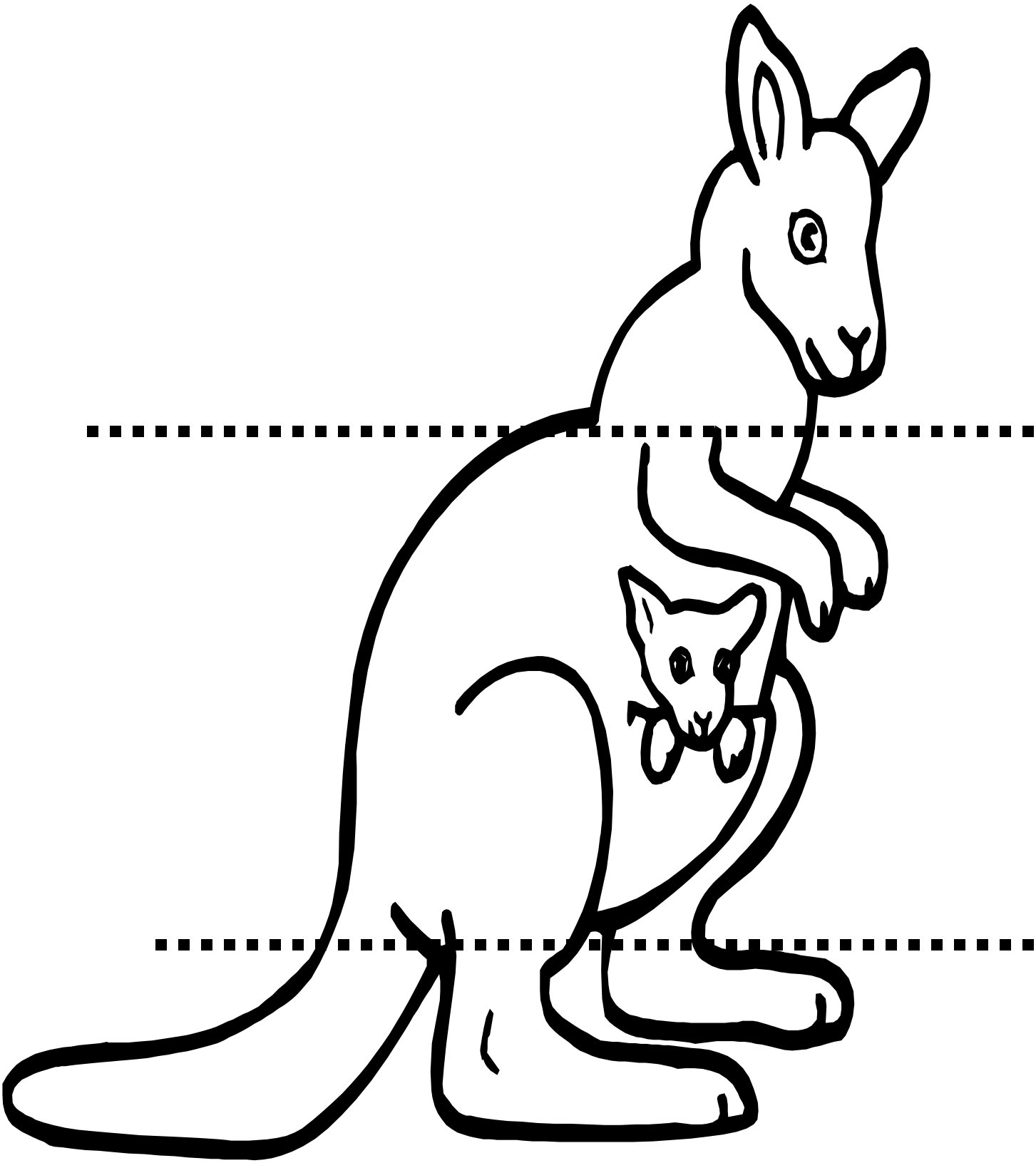
  To stretch the children – cover or erase the words from the board, as this is not supposed to be a copying exercise! Children need to learn strategies to help them attack multi-syllabic words.

  Octopus: Oc-to-pus
  Butterfly: But-ter-fly
  Pelican: Pe-li-can
  Kangaroo: Kan-ga-roo









Insect Syllable Book

The idea behind this book is for children to make a "crazy critter" book while working on the skills of:

- segmenting words into syllables
  and
- spelling the component syllables.

The pictures should be stapled together in book format.

How to:

- Go through each picture and clap out the syllables with the children.
- On the whiteboard, have the children help spell out each syllable. The children may need to stretch out each syllable to hear the sounds.
- Remember the syllable rule: Start each syllable with a consonant.
- The children can then go back to their seats and write out each syllable on each strip, eg. dragonfly would be written as:
  "dra" (near the top of the dragonfly picture)
  "gon" (near the mid section of the dragonfly)
  "fly" (near the bottom section of the picture)

Syllables can be written either vertically or horizontally

eg d
r
a

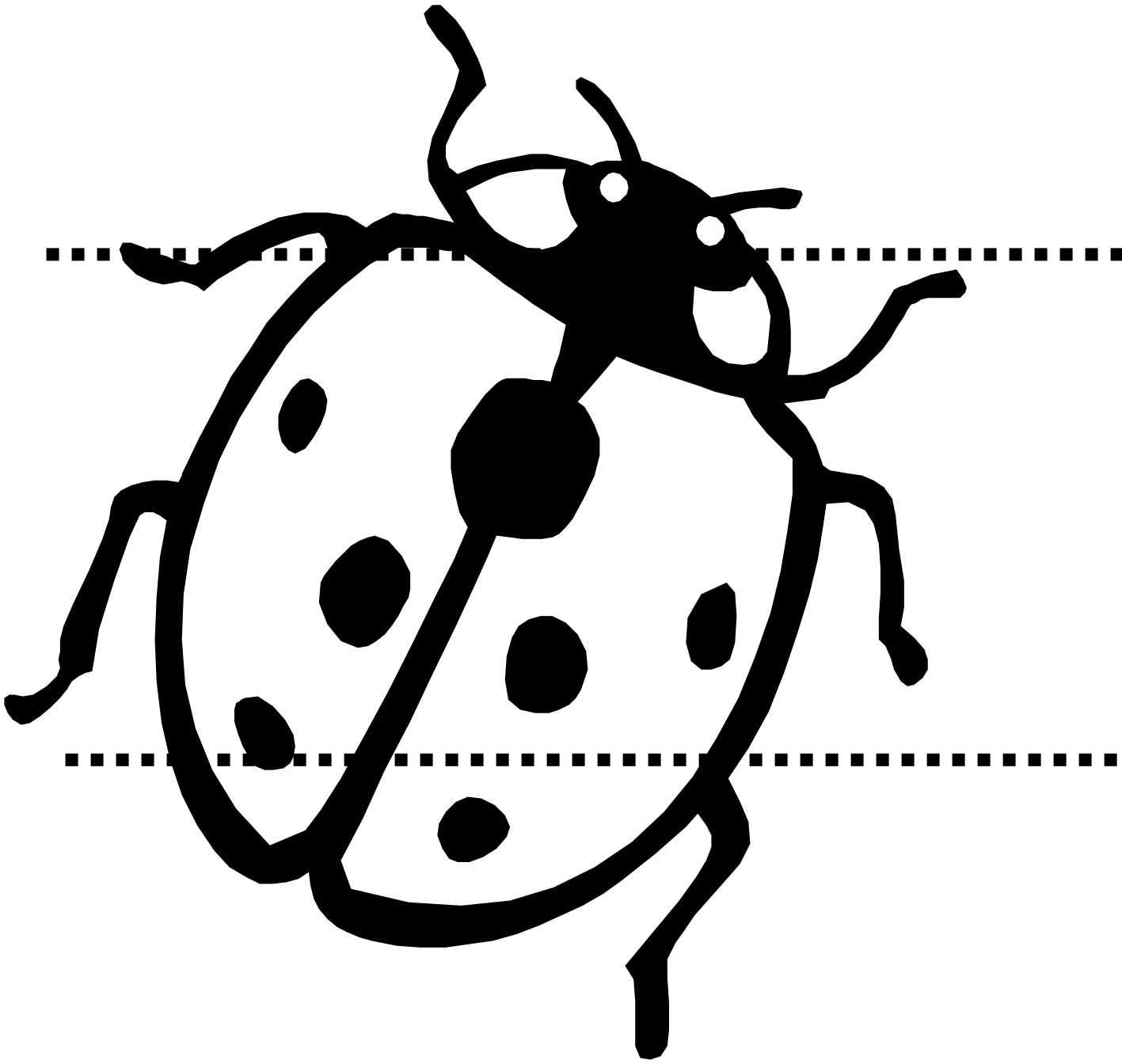
or

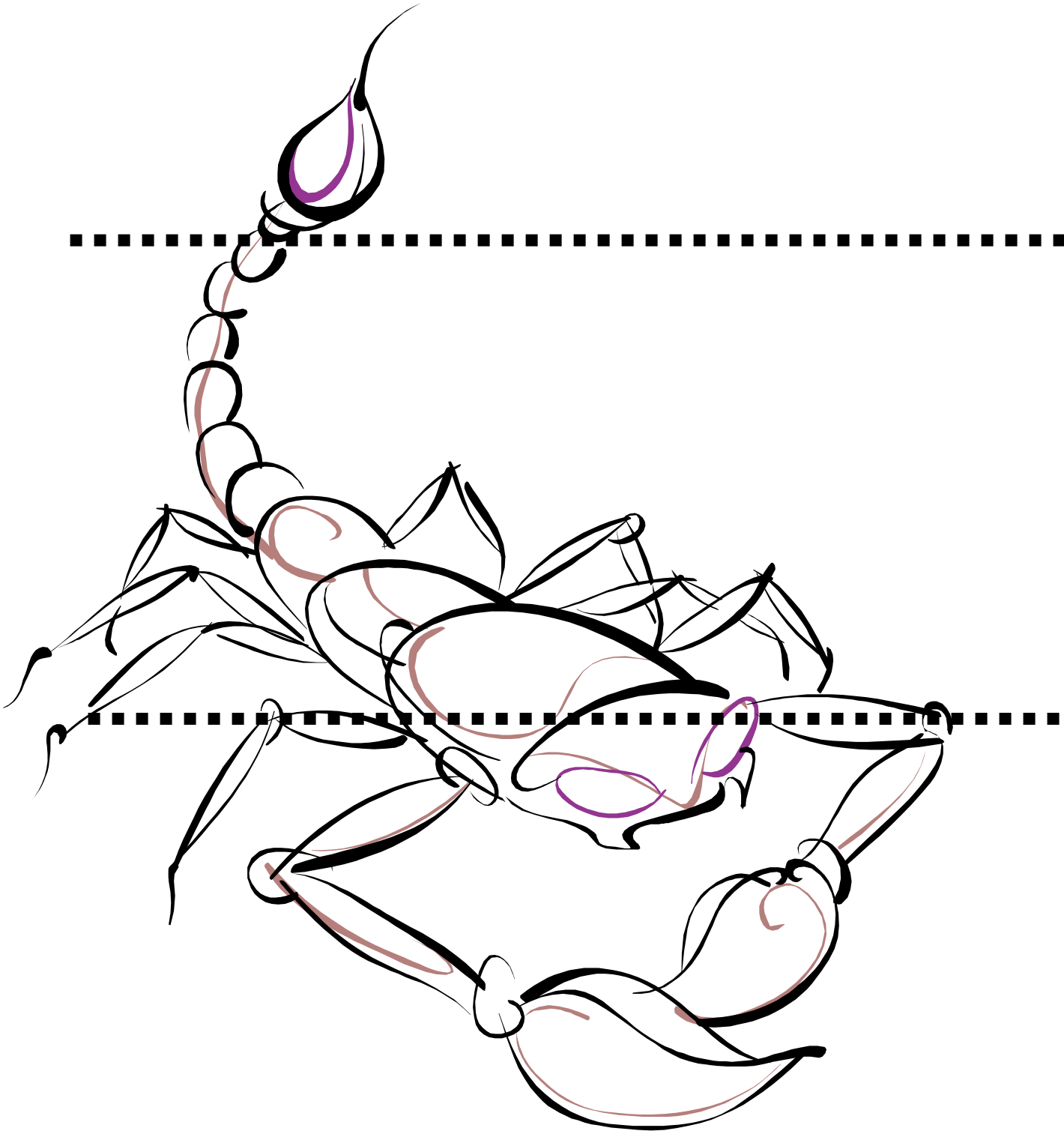
dra

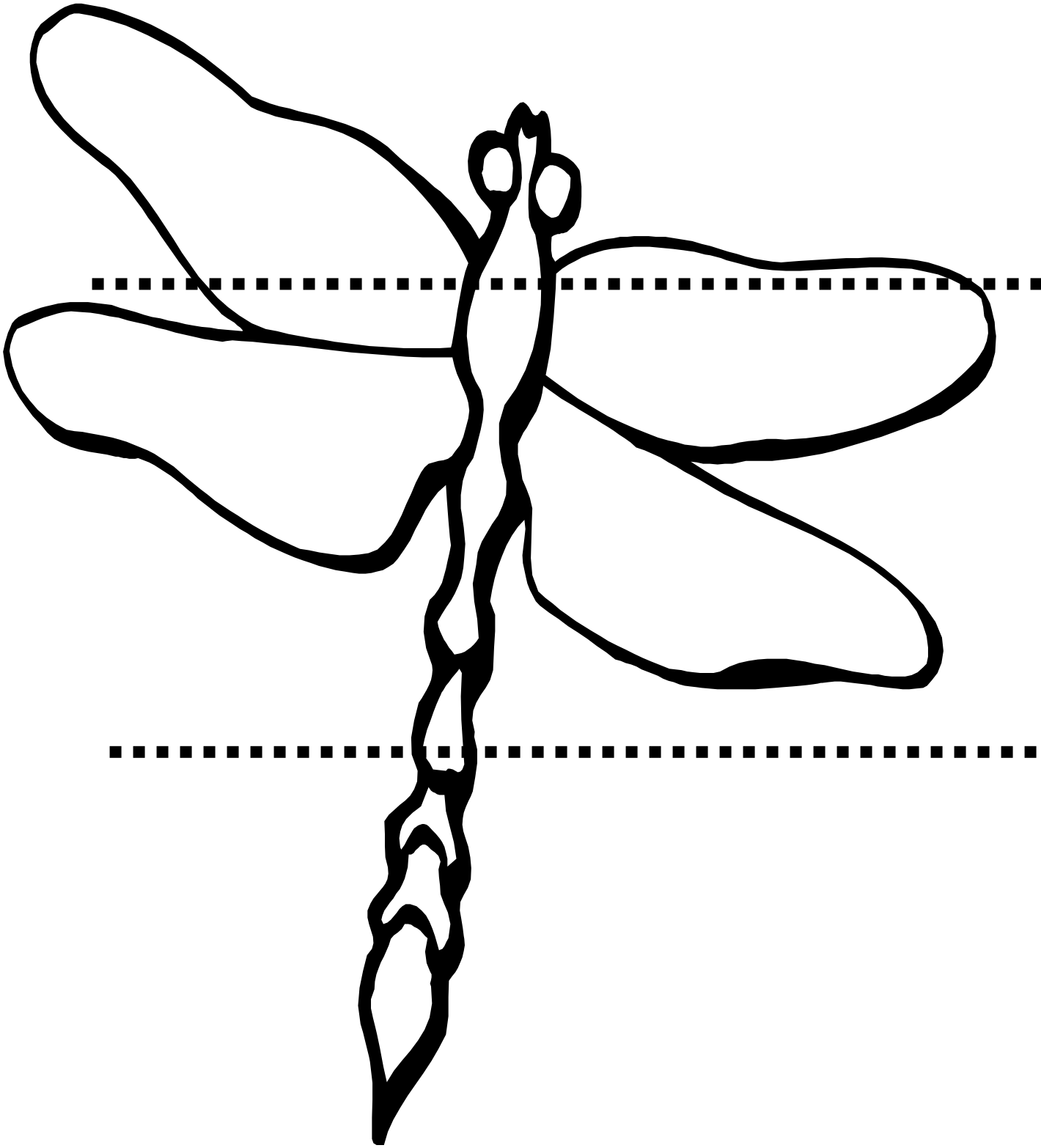
After the words have been written children can colour their pictures. Then, cut along the dotted lines so a strip book is made. Mix up the syllables from the different animals to make crazy critters, eg "drahopon".

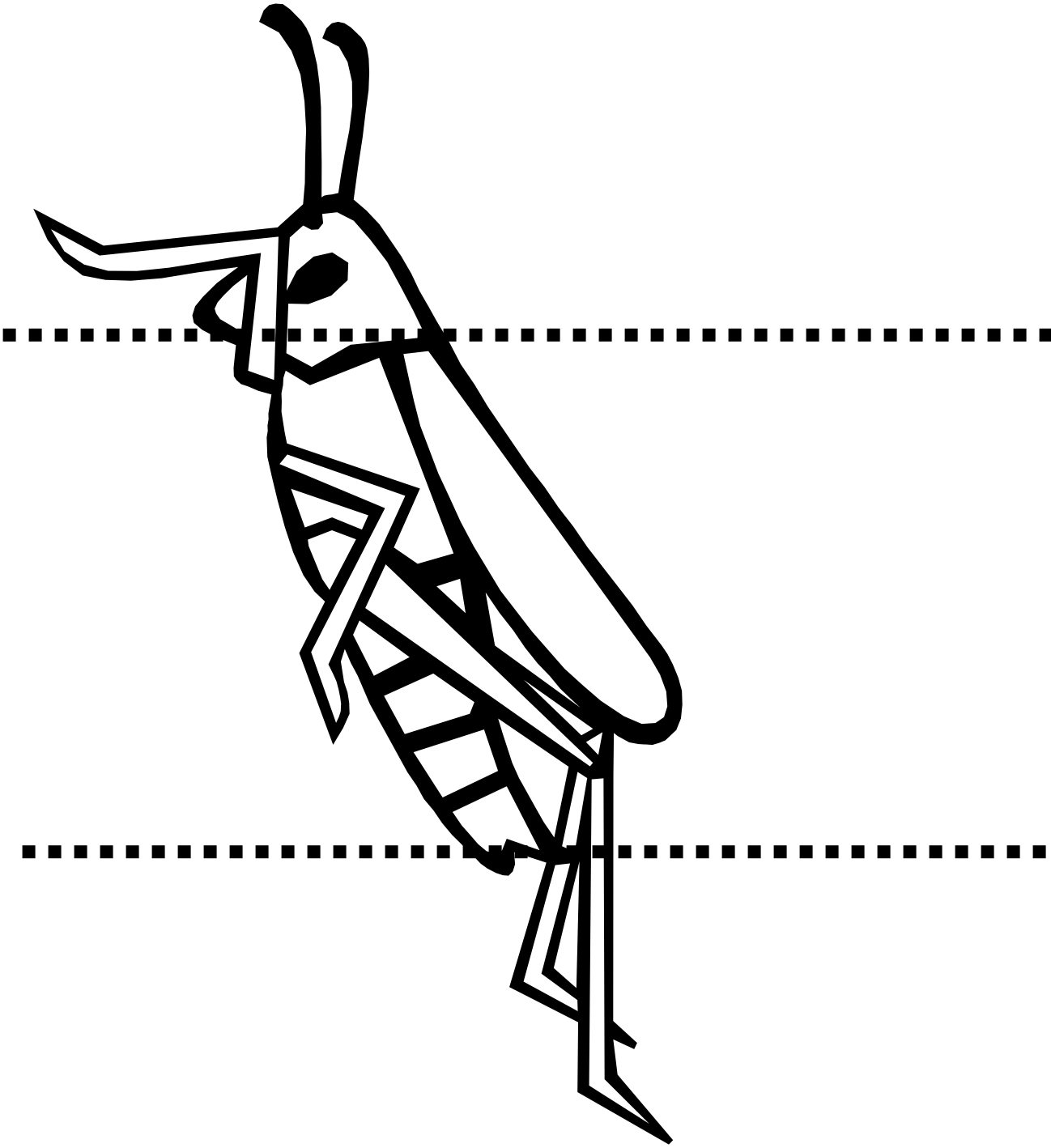
To stretch the children – cover or erase the words from the board, as this is not supposed to be a copying exercise! Children need to learn strategies to help them attack multi-syllabic words.

Scorpion: Scor –pi-on
Grasshopper: Grass-hop-per
Ladybug: la-dy-bug







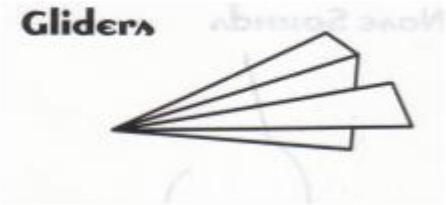


Appendix 1

Pictures from the UQELF Program, 2005

Choppers

Nose Sounds


Gliders

Appendix 2 Picture Cards developed by Nicolle Glatz

Picture/Word List

"a"

avocado	astronaut	ambulance	ant
axe	anchor	arrow	apple

"b"

ball	bat	bus	balloon
bread	bear	banana	bird

"c"

cow	cup	car	case
cake	cat	cook	corn

"d"

dog	door	dice	dig
duck	dolphin	dinosaur	doll

"e"

elbow	empty	echidna	elf
end	elephant	esky	egg

"f"

farm	fan	foot	fire
four	fruit	fall	fish

"g"

goat	garden	give	gate
guitar	girl	ghost	goal

"h"

hat	hand	hotdog	horse
hippo	heart	house	hit

"i"

in	igloo	invitation	ink
insect	Indian	injection	itch

"j"

jelly	jam	jump	joey
jumper	jar	juggle	jug

Appendix 2 Picture Cards developed by Nicolle Glatz

Picture/Word List (Cont)

"l"

lion	lizard	ladder	lamb
lamp	lights	lolly	leaves

"m"

moon	mouth	monster	mouse
milk	man	mirror	monkey

"n"

nut	nest	net	newspaper
nail	number	nose	neckalace

"o"

orange	on	operation	old
octopus	ostrich	off	

"p"

pig	pineapple	push	pear
pumpkin	peas	penguin	pencil

"qu"

question	queen	quiet	quack
quoits	quilt	quail	

"r"

ruler	rabbit	robot	rain
rectangle	ring	rainbow	rhino

"s"

seal	soap	sandwich	sink
socks	scissors	sun	sad

"t"

ten	toys	tiger	table
two	toes	T.V.	tortoise

"u"

umbrella	under	up	underwear
umpire	udder		

Appendix 2 Picture Cards developed by Nicolle Glatz

Picture/Word List (Cont)

"v"

vegemite	vest	visor	vacuum
vase	van		

"w"

worm	water	wombat	watch
witch	window	whale	wheel

"y"

yum	yacht	yuck	yoghurt
yabbie	yawn	yap	yo-yo

"z"

zip	zero	zucchini	zoo
zoom	zigzag	zebra	

Appendix 4

Extra games

Roll a Rhyme
Rhyme Cards
Train Segmentation Game

Bibliography

These are very useful resources for the classroom:

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Love E. & Reilly, S. (1995). A Sound Way. Melbourne: Longman, Australia.

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University of Queensland Phonological Awareness for Literacy (UPAL), 2000. Dept for Audiology and Speech Pathology, University of Queensland, Australia.

The following site delineates program "SEEL" – Systematic and Engaging Early Literacy. http://education.byu.edu/literacy/seel. Under "phonological and phonemic awareness", there are several examples of lesson plans that are activity based and would be excellent to use with children in Preschool or Reception.