

## **EXAMPLES OF QUALITY PHONOLOGICAL AWARENESS ACTIVITIES**

### **SYLLABLE BREAKS: (Take apart and blend syllables)**

- *Clap Names:* Clap out the syllables of each child's name and say how many syllables (beats) are in the name. Vary this game by having children jump for each syllable or tap out the syllables with a drum or rhythm sticks. Make this game more challenging by asking the children to clap out their names independently.
- *Troll Talk:* Pretend to talk like a Troll in segmented syllables. Children then guess the Troll's words. For example, the troll could say, "Guess what I have. I have a bi-cyc-le."

### **RHYMING:**

- *Share Rhyming Poems, Songs or Finger plays:* Use your voice to emphasize the rhyming words.
- *Read Rhyming Books:* Introduce and emphasize rhyming words in the book. Use books with strong rhyming patterns like Dr. Seuss books.
- *Dismiss Children:* Dismiss children from group by saying their name and a word that rhymes with it. Use nonsense words that rhyme with their names, like bohn, John.

### **INITIAL SOUNDS:**

- *Sing Songs with Alliteration* (the repetition of the initial sounds of words): For example, Willoughby, Wallaby, Woo.
- *Substitute similar initial sounds into songs:* Sing "Bed, Boulders, Bees, and Boes" for Head, Shoulders, Knees and Toes.
- *Read Books and Poems with Alliteration:* Use your voice to emphasize the alliteration.
- *Dismiss Children:* Dismiss all the children whose names start with the same sound. For example, "All the children whose names begin with the /s/ sound can go wash their hands. That's Samantha, Steve, Sara and Sahil."

### **PHONEMES:**

On the preschool level, teachers and children can **play** with manipulating phonemes through books, poems and songs. Riddles and guessing games are a fun way to play with manipulating phonemes.

- Identify initial sound of a collection of words that start the same.
- Add phonemes to names or words. (It is easier to add to words that start with vowels: Edward, Bedward, and Fedward.)

*Adapted from the Literacy Environment Enrichment Program developed by the Center for Children & Families at Education Development Center, Inc.*

- Delete the initial phoneme of name or word and have child guess the name/word.
- Substitute beginning phonemes in familiar words/names in songs and chants such as:

*Willoughby, Wallaby, Woo (Raffi)*  
*Happy Birthday "Bappy Birthday bo bou"*

## **EXAMPLES OF LOWER-LEVEL PHONOLOGICAL AWARENESS ACTIVITIES**

Children and teacher sing songs, read books, or recite poems that include rhyming or alliteration, but teachers do not draw explicit attention to the sounds of language. For example:

- Class sings rhyming songs or recites poems but teachers do not stress or point out the rhyming words.
- Teacher reads books that include rhyming or alliteration but does not point this out to children or stress these features of language.

## **EXAMPLES OF ACTIVITIES THAT DO NOT ADDRESS PHONOLOGICAL AWARENESS**

Letter Identification activities that only address the names of the letters and do not address the sounds, such as:

- Letter Bingo
- Teacher points to letters and asks children to name them.

Singing songs or reciting poems that do not draw children's attention to the sounds of language (e.g., don't rhyme or include alliteration).

Examples include:

- The class acts out "We're Going on a Bear Hunt" during music and movement time. This is an activity that can be used to support oral language and vocabulary (teaches concepts such as over, under and through), but it is not a phonological awareness activity.
- The class sings "Old MacDonald" or "The Wheels on the Bus". Neither of these classic children's songs includes rhyming.