

# Phonological Awareness Activities

---



Correlated by skill.

## Key Learning: Listening

### Identify animal sounds

Show animal photos. Play a tape of animal sounds. Ask children to talk about the sounds they hear and figure out which of the animal photos match each sound. Children can make the sounds of the animals in their photos.

### Explore everyday sounds

Provide each child with a collection of common materials with noise-making potential. Allow children to explore what kind of noises these materials make. Later the teacher can play a guessing game by covering the objects from view. The teacher makes the sound (i.e., shaking the keys on the ring) and asks the children to guess what sound they just heard.

### Nonsense: substitute nonsense words in familiar poems

Children learn to attend to differences between what they expect to hear and what they actually hear. Recite a familiar poem but change the words or wording to make it nonsensical. Ask the children to detect the changes and explain what is wrong.

Example:      Twinkle, twinkle little car.      -or-      Baa, baa purple sheep.

## Key Learning: Rhyme

### Poetry and Jingles

Introduce a new poem. First, read it aloud emphasizing its rhythm and rhymes. Then, re-read, line by line and let the children repeat each line in unison. Later, recite the poem in whispers, but say the rhyming words aloud.

### The train is loaded with ...

Introduce the game in small group time. (Say, "We are going to play a rhyming game. I saw a train, and it was loaded with cheese." Toss a beanbag to a child and ask him/her to continue the activity. "I saw a train, and it was loaded with fleas, or bees, or peas." The child tosses the beanbag back to the teacher and the game continues. "I saw a train, and it was loaded with logs." ...or dogs or frogs)

### Matching Photos

Provide a group of photos and demonstrate that some photos can be matched with another if the two words rhyme. "Here's a photo of a cat and it matches with the photo of the hat because they rhyme."

## Key Learning: Alliteration

### Build a Repertoire

- Include phrases such as the following in your everyday work with children: Math and More center; Music and Movement center; and Pretend Play center.
- Sing “Miss Mary Mack.” Recite “Fee, Fie, Fo, Fum.”
- Read books such as Silly Sally and Sheep on a Jeep.
- Comment: “Dylan’s drawing dinosaurs.”

### Use the word...

After children have experiences with hearing and identifying sequences of two or three words that start with the same sound, use the word “alliteration”, to label this activity. (“Tic, Tack, Toe” all start with the /t/ sound. That’s called alliteration.”)

## Key Learning: Syllables

### Sing the vocal warm-up

Sing a vocal warm-up, except change the sound. Rather than always doing “me, me, me, me, me” substitute “da, da, da, da, da” or “la,la,la,la,la”

### Clap your name

“Bippity, bibbity, bumble bee,

Tell me what your name should be.” Point to a child that states his/her name.

“Let’s clap it. Let’s whisper it.”

### Count your name

Clap the sound parts in a child’s name. Count the number of syllables in children’s names.

## Key Learning: Beginning Sounds-Onsets

### Tell stories about objects

At small group time, give a collection of familiar objects/toys with names that all begin with the same sound (i.e., bears, balloons, buttons, bells, binoculars). Let the children play with the objects. Then ask children to make up a story with the objects. Listen to each story, and then comment that you heard the same sounds. (“I heard the /b/ sound a lot.”)

### Think of a word that starts with...

Teacher says the /b/ sound. “Which starts with/b/ ball or hat?”

Children generate words that start with /b/.

### Guess Who?

“I’m thinking of someone’s name that begins with \_\_\_/d/.” “I’m thinking of someone’s name that begins with \_\_\_/m/? “

### We can change it and rearrange it!

“Take the /k/ from cat and change it to /b/. Bat! Now it is bat!”

### Riddles

“The thing that I’m thinking of begins with the sound /s-s-s-s/  
It has no legs. It makes an /s/ sound with its mouth.”

## Key Learning: Ending Sounds-Rime

### I'm thinking of words that end with ...

Model this and try to come up with lots of words both real and nonsensical.

Say to small group, "I'm thinking of a word that ends with -ate like late or \_\_\_\_ or \_\_\_\_."

### If your name ends with ... raise your hand

"We are going to play a name game. Instead of listening for the first sound, listen for the last sound...the sound at the end of your name. If you hear me say it, raise your hand. Everyone will have a turn."

"If your name ends with /n/, raise your hand." (Dakwan)

"If your name ends with /e/, raise your hand." (Bonnie, Zoe)

## Key Learning: Phonemes (Segmenting-Onset and Rime)

Guess what word I'm saying

Show a picture of a familiar object. Say: "I will say the name of this picture, but in a strange way. Let's see if you can guess it. Listen carefully." Show a photo of a "but-ton" and say only the first part, pausing to let the children complete the word. Have the children repeat the word in both normal and part-by-part fashion.