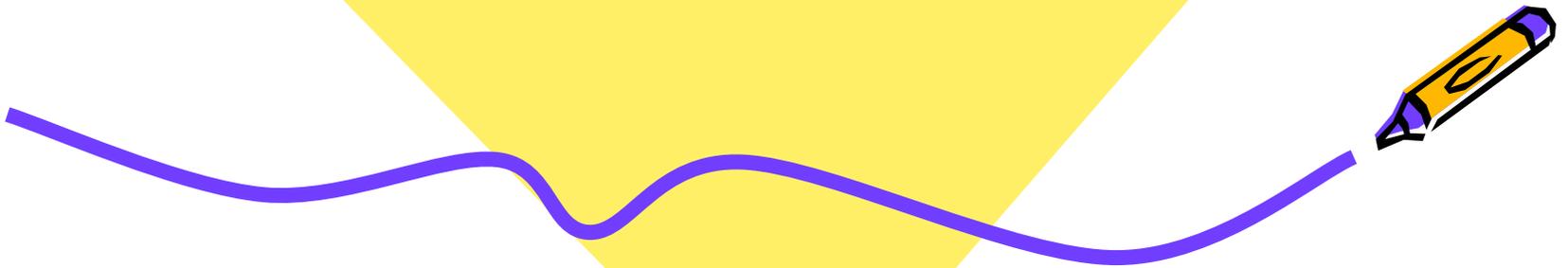


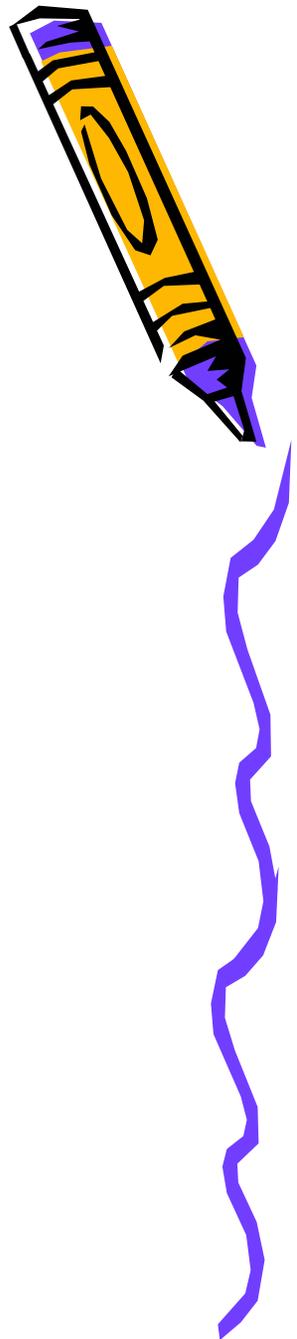
Phonological and Phonemic Awareness

New Jersey ELAS Workshop



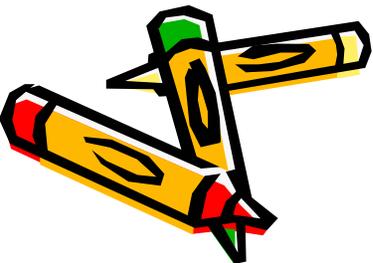
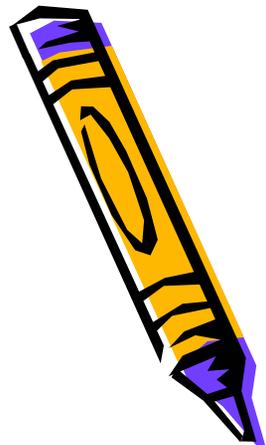
# Phonological Awareness

- Hearing the sounds in spoken language (listening skill)
- A child with phonological awareness can:
  - Identify and make oral rhymes
    - Dip, sip, lip, glip
    - Mat, sat, cat, hat
  - Hear, identify, and play with the sounds in words
    - Sun, sit, song - say they begin with “sss” sound
    - Bite, dot, sit - say they end with “ttt” sound
    - Dust, dog, dig, stop - say which word doesn’t fit and why
  - Hear the syllables in words
    - Clap for each sound in name “Ra - shan”
    - Snap for each sound in um-brell-a



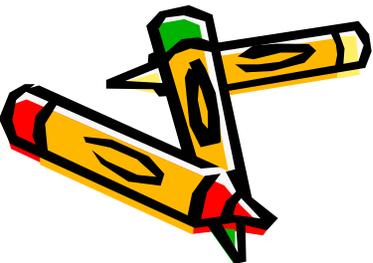
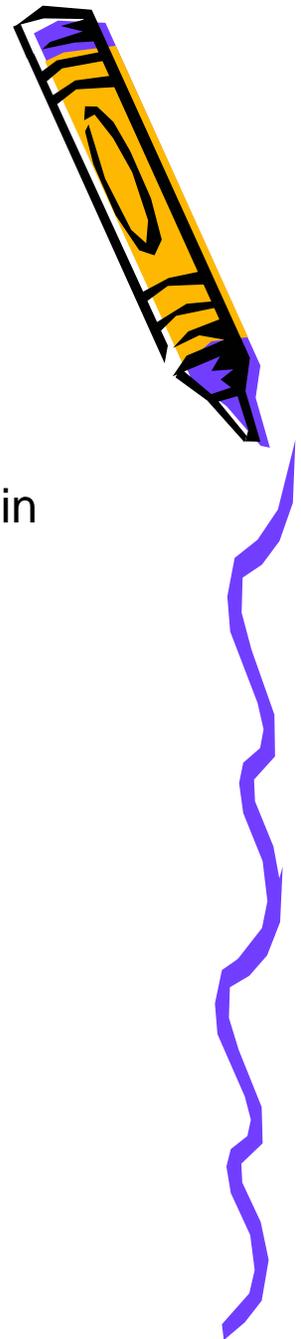
To support children's development of phonological awareness, teachers:

- Use songs, rhyming games, nursery rhymes, and rhyming poetry
- Play syllable clapping games
- Play games with the sounds in words (group objects by their beginning sounds, which word doesn't fit)
- Talk with children about words and sounds in everyday situations
- Choose books to read aloud that focus on sounds



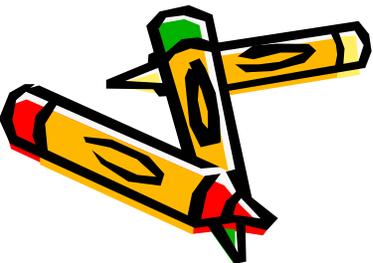
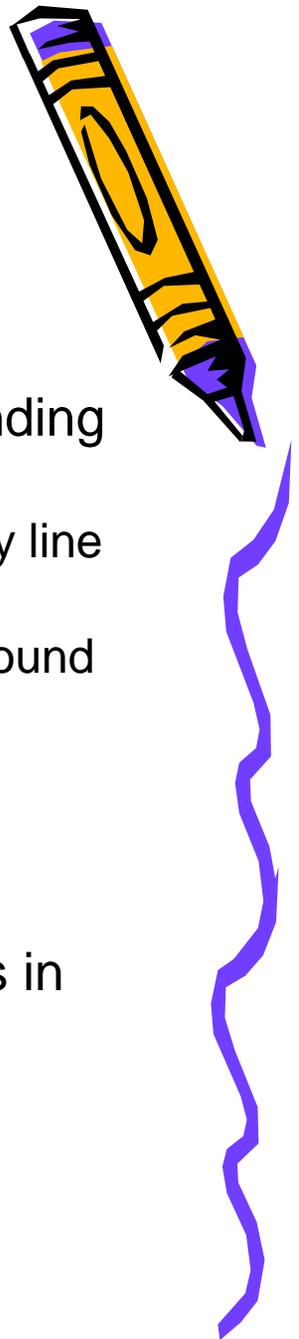
# Phonemic Awareness

- A more advanced skill of phonological awareness
- A child with phonemic awareness can:
  - Hear, identify and manipulate individual sounds (phonemes) in spoken words
    - bug has 3 sounds -- /b/ /u/ and /g/
    - add /l/ sound to “ate” and get “late”
    - take away the /t/ sound from “train” and get “rain”
- Phonemic awareness - an important step towards understanding the alphabetic principle
  - words are composed of letters
  - each letter in a printed word is connected to a spoken sound
- Phonemic awareness is different from phonics
  - associating the letter symbol with the sound it makes



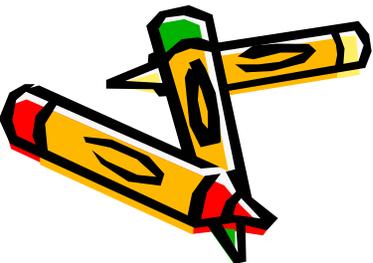
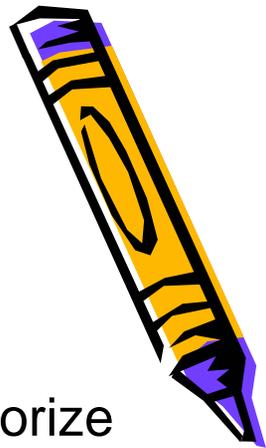
# To support children's development of phonemic awareness, teachers:

- Use songs, chants, finger plays, rhyming games, nursery rhymes, and rhyming poetry
- Play games that ask children to listen for beginning and ending sounds
  - If your name begins with the same sound as Ryan's, you may line up to go outside...
  - Let's find all the things in our classroom that begin with the sound as "soup"
- Play "What's Left When We..."
  - What's left when we take the 'sss' away from "smile"
  - What's left when we take the "nnn" away from "moon"
- Play games where children segment and blend the sounds in words
  - st + op is stop or stop without the st would be op



# Poetry Activity

- Choose a poem that you would like children to learn (memorize and recite).
- Write it on a chart. (Pay attention to how you are teaching the sounds of language and words.)
- Include a few picture clues to help children “read it”.
- Develop a plan for different ways you can have children do repeated recitations, using strategies from the handout and any other ideas you can think of.
- Brainstorm different times of the day you can chant the poem with children.
- Prepare to present a creative recitation to the whole group.



# Activity Directions

- Review and discuss the ideas for games on the handout.
- Try out each game, coming up with additional ideas. Practice by taking turns being in the role of teacher and children.
- Come up with ways to extend one or two games so that children who are ready can begin to learn letter names and their corresponding sounds (phonics).
- Prepare to share ideas for two games.

