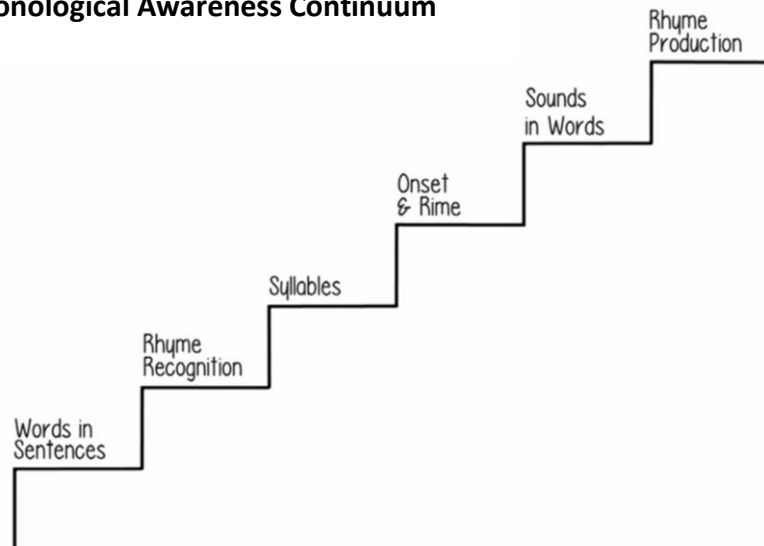


Phonological Awareness Continuum



- Phonological Awareness skills follow a developmental continuum.
- All Phonological Awareness skills are *hear-say skills* so always remember to remove print when practicing these skills.

The following activities accompany the Phonological Awareness videos found [here](#).

Helping Your Child Understand that Sentences We Say Are Made up of Words

Helping Your Child Become Aware of Rhyming Words

Helping Your Child Clap or Tap Syllables in Words

Helping Your Child Blend Syllables to Form Words

Helping Your Child Blend Word Parts (i.e., the first sound of a word and the rest of the word) into Words

Helping Your Child say Short Words in Two Parts – the first sound and the rest of the word

Helping Your Child Hear and Say the First Sound in Words

Helping Your Child Hear and Identify All the Sounds in Short Words (Segmenting)

Helping Your Child Blend All the Sounds in Short Words to Form a Word (Blending)

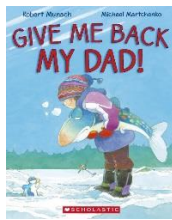
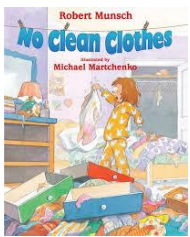
Helping Your Child Say Rhyming Words

Helping Your Child Understand that Sentences We Say Are Made up of Words

[Video link](#)

During Book Reading: As you are reading a book to your child, stop and tell your child, “Listen to this sentence”. Repeat a short sentence from the book. Have your child repeat the sentence back to you. Tell your child that you are going to count all the words in the sentence. Use your fingers to indicate each word as you say the sentence again. Do this activity periodically as you read books together. Encourage your child to hold up his/her fingers as he/she repeats the sentence back to you. You can also do this activity looking at photographs.

Robert Munsch books have great repeating sentences that will be engaging for your child to repeat. It is important to use a book that your child loves.



Grab Bag Game: Fill a bag with common items. Hold the bag up and choose an item. Say, “I’m going to tell you a sentence about this item” (e.g., “I see a pig.” or “I found a pig.”). Hold up a finger for each word you say. Tell your child, “There are 4 words in my sentence. It’s your turn to try. What did you find?”



During Meal Planning/Preparation: Ask your child what he/she would like to eat for lunch or snack. Repeat back what your child says and hold up a finger for each word. Have your child ask for new food and to hold up his/her fingers while he/she is saying the sentence. Always start with a short sentence (e.g., “I would like to eat some grapes.”). Once your child is successful, the sentence can include more words.

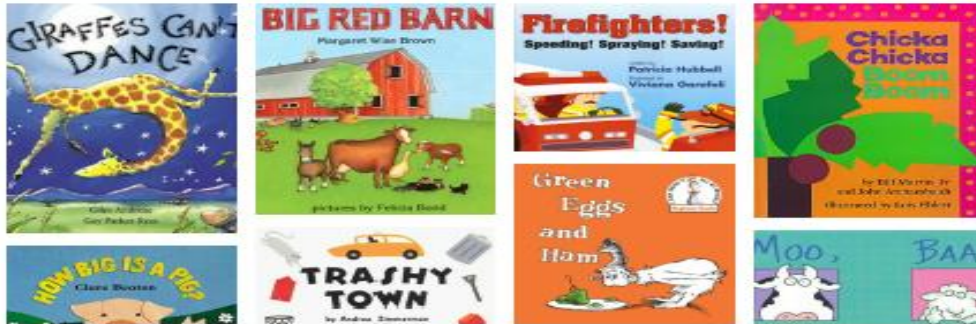


Some children need to pair a physical activity like hopping or jumping with each word in the sentence.

Helping Your Child Become Aware of Rhyming Words

Video link

During Book Reading: As you are reading a book to your child, stop and say, "Listen," and then repeat 2 words from the story that rhyme. Say, "Those words rhyme." Do this periodically throughout the book.



25 children's books that rhyme



Throughout the day: As you are walking or driving with your child, point out objects or places and say the name of the object or place and then add a rhyming word. This will help your child begin to "hear" rhyme. For example, "There is a dog. Dog-hog, dog-hog, dog-hog...those words rhyme."

Helping Your Child Clap or Tap Syllables in Words

[Video link](#)

During Book Reading: As you are reading a book to your child, stop and say, “Listen” and then repeat a 2, 3 or 4 syllable word from the story. (Often animal labels or character names are good words with which to begin). Say, “I’m going to clap all the parts/syllables in this word. Listen”. First, demonstrate the skill. Next, have your child clap with you. If your child makes an error, continue to practise clapping syllables together. Begin with 2 syllable words and then move on to 3 and 4 syllable words.

Throughout the day: As you are walking, preparing meals or driving with your child, point out objects or places and say the name of the object or place and then clap the syllables in the words. In this way you will help your child begin to “hear” syllables. Have your child try clapping words independently.

Example of words, ‘zebra, dolphin, elephant, crocodile, eggplant, zucchini, apple, etc.

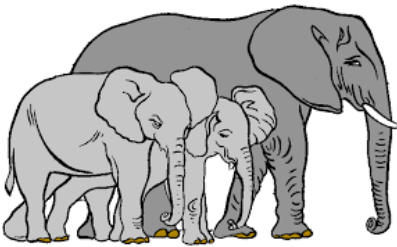


Helping Your Child Blend Syllables to Form Words

[Video link](#)

During Book Reading: As you are reading a book to your child, stop and say, “Listen” and then repeat a 2, 3 or 4 syllable word from the story. Say it slowly, syllable by syllable. (Often animal labels or character names are good words with which to begin). Say, “I’m going to say all the parts/syllables in this word. Listen and tell me what word I’m saying.” Then, demonstrate the skill. Have your child do it with you. If your child makes an error, repeat the syllables inserting very short pauses between syllables. Begin with 2 syllable words and then move to 3 and 4 syllable words.

Throughout the day: As you are walking, preparing meals or driving with your child, say the names of objects, places or people syllable by syllable. Then ask your child to guess what word you are saying. This will help your child blend syllables to form real words. Some examples of words, ‘ze.....bra, dol.....phin, el.....e.....phant, cro.....co.....dile, egg.....plant, zucchi.....ni, a.....pple, etc.



Helping Your Child Blend Word Parts (i.e., the first sound of a word and the rest of the word) into Words

Video link

For example, 'd'.....'og' is blended to 'dog'.

'c'.....'at' is blended to 'cat'.



During Book Reading: As you are reading a book to your child, stop and tell your child, "Listen. I'm going to say a word in 2 parts – the first sound and the rest of the word. Can you guess what word I'm saying?" Use short, simple words from the book to demonstrate this skill.

Examples of words to use for this activity.

Hat, cat, fat, mat, mouse, house, big, pig, dig, cup, pot, hot, dog, log, mess, etc.

Throughout the day: As you are walking, preparing meals or driving with your child point out objects or places and say the name of the object or place in two parts and have your child blend the word. In this way you will help your child begin to 'blend' the first sound in the word and the rest of the word to form a word.

Helping Your Child say Short Words in Two Parts – the first sound and the rest of the word

[Video link](#)

For example, the word 'dog' becomes 'd'.....'og'; 'cat' becomes 'c'.....'at'.



During Book Reading: As you are reading a book to your child, stop and tell your child, "Listen. I'm going to say a word in 2 parts – the first sound and the rest of the word." Use short, simple words from the book to demonstrate this skill. Then have your child try to break the word into parts independently.

Examples of words to Use for This Activity

Hat, cat, fat, mat, mouse, house, big, pig, dig, cup, pot, hot, dog, log, mess, etc.

Throughout the day: As you are walking, preparing meals or driving with your child point out objects or places and say the name of the object or place in two parts. In this way you will help your child begin to 'hear' the first sound in the word and the rest of the word. Have your child breaking words into parts independently.

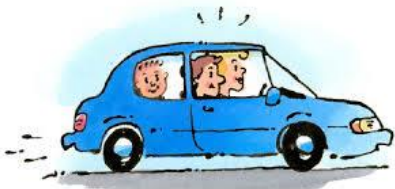
Helping Your Child Hear and Say the First Sound in Words

[Video link](#)

During Book Reading: As you are reading a book to your child, stop and tell your child, "Listen. I'm going to say a word. Can you tell me the first sound you hear in the word?" (If your child tells you the letter name say, "Yes, that is the name of the letter, but what sound does that letter make? Do you hear that sound at the beginning of the word?")



Throughout the day: As you are walking, preparing meals or driving with your child point out objects or places and say the name of the object or places and have your child hear and say the first sound in the word.



Helping Your Child Hear and Identify All the Sounds in Short Words (Segmenting)

[Video link](#)

During Book Reading: As you are reading a book to your child, stop and tell your child, “Listen. I’m going to say a word. Can you tell me all the sounds you hear in the word?” (If your child tells you the letter names say, “Yes, those are the names of the letters, but what sounds do you hear?” For this activity, use short words (3 or 4 sounds) that do not contain consonant blends such as “blue” or “truck”.

Examples of Words to Use for This Activity:

Hat, cat, fat, mat, mouse, house, big, pig, dig, cup, pot, hot, dog, log, mess, cake, pop, etc.



Throughout the Day: As you are walking, preparing meals or driving with your child, point out objects or places and say their names. Have your child say the word sound by sound.



Helping Your Child Blend All the Sounds in Short Words to Form a Word (Blending)

[Video link](#)

During Book Reading: As you are reading a book to your child, stop and tell your child, “Listen, I’m going to say all the sounds in a word. Can you tell me what word I said?” For this activity use short words (3 or 4 sounds) that do not contain consonant blends such as ‘blue’ or ‘truck’.

Examples of words to use for this activity

Hat, cat, fat, mat, mouse, house, big, pig, dig, cup, pot, hot, dog, log, mess, cake, pop, etc.



Throughout the day: As you are walking, preparing meals or driving with your child say the names of objects or places sound by sound. Have your child guess what word you are saying.



Helping Your Child Say Rhyming Words

[Video link](#)

During Book Reading: As you are reading a book to your child, stop and say, “Listen. I’m going to say a word from the story and I want you to tell me a word that rhymes with the word I say.” Do this periodically throughout the book.



25 children's books that rhyme



Throughout the day: As you are walking or driving with your child, point out objects or places and say the name of the object or place and then ask your child to say a rhyming word. This will help your child begin to “hear” and produce rhyme.