Guide to ECRR Binders

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ECRR
Workshop THREE Binder
Trainer and Participant

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EVERY CHILD READY TO READ @your library®

Workshop Three: Early Literacy Skills
Phonological Awareness and Letter Knowledge
with a Special Information on Phonological Awareness Games

Participant Agenda

Introductory Segment (45 minutes)
- Welcome & Introduction
- Rhyme or a Song
- Background Information
- What You Will Learn
- The Importance of Parents and Caregivers
- Three Age Ranges and Three Early Literacy Names
- Activity
- Early Literacy
- Six Early Literacy Skills

Phonological Awareness Segment (25 minutes)
- What is Phonological Awareness
- Why is Phonological Awareness Important
- What Parents and Caregivers Can Do

Letter Knowledge Segment (20 minutes)
- What is Letter Knowledge
- Why is Letter Knowledge Important
- What Parents and Caregivers Can Do
- What Research Shows

Phonological Awareness Games Segment (90 minutes)
- Break
- Reflective Activity
- Video
- Say It Slow, Say It Fast Games
- Practice
- Letter-Sound Games
- Practice
- Professional Action
- Closing
- Evaluations
- Certificates

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Workshop Three: Early Literacy Skills
Phonological Awareness and Letter Knowledge
With Special Information on Phonological Awareness Games

Reflective Activity

Before we learn some things about Phonological Awareness, let's take a minute and think about what we already know.

Think about what you already know about playing games with children that help them play with the smaller sounds in words.

Write down two to five things that you know are fun things to do that help them play with the smaller sounds in words–things that may help children develop their early literacy skills.

This is for your own personal review. We will not be asking you to share these things.

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Phonological Awareness and Letter Knowledge
With Special Information on Phonological Awareness Games

Professional Action

Before you leave today, we want you to take a few minutes to think about what you have learned and think about how you are going to put it to use.

Write down one or two fun things that you WILL DO with children that help them play with the smaller sounds in words–things that will help children develop their early literacy skills.

You may write down things that you already knew about playing with the smaller sounds in words, and you may also write down things that you have learned in this workshop.

Say It Slow/Say It Fast
Level 1: Imitation

Goal: To improve your child's ability to "take words apart" (say it slowly) and put them "back together" (say it fast).

***When*:** During playtime**.** 10 minutes
Adjust this time depending on your child's attention span.
Stop before she or he becomes frustrated or bored.

STEPS

1. Choose a two-syllable word puzzle (hot - dog, mon - key, air -plane). Show your child the whole picture and say the word. Have your child imitate the word.

2. Say, "I'm going to say this word slowly. I'm going to break it apart."

3. Separate the two pieces as you say the word again, this time slowly (e.g. "hot -- dog," pause between the "hot" and "dog"). Point to the first part of the picture as you say "hot" and the second part as you say "dog".
   Be sure the picture is facing the child.

4. Ask your child to say it after you as you hold up a piece of the picture. When your child says the syllable, hand him or her that piece of the puzzle.

5. Practice saying the word "fast" (normally, "hotdog") and "slowly" (broken apart; i.e., "hot" -- "dog") as you take apart and put the puzzle together.

6. After your child can imitate one word this way, practice all the two-syllable words this way, one at a time.

Say It Slow/Say It Fast
Level 1: Production

Goal: To improve your child's ability to "take words apart" (say it slowly) and put them "back together" (say it fast).

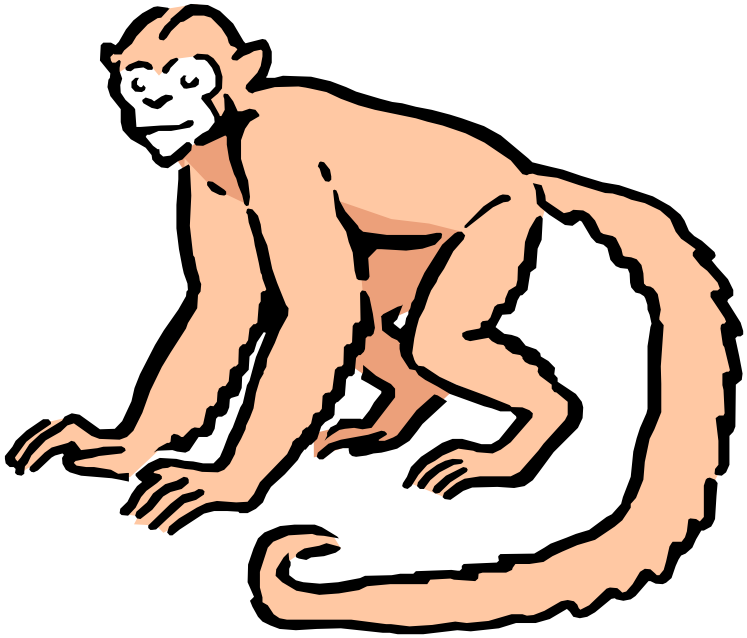
***When*:** During playtime, 10 minutes.
Adjust this time depending on your child's attention span.
Stop before she or he becomes frustrated or bored.

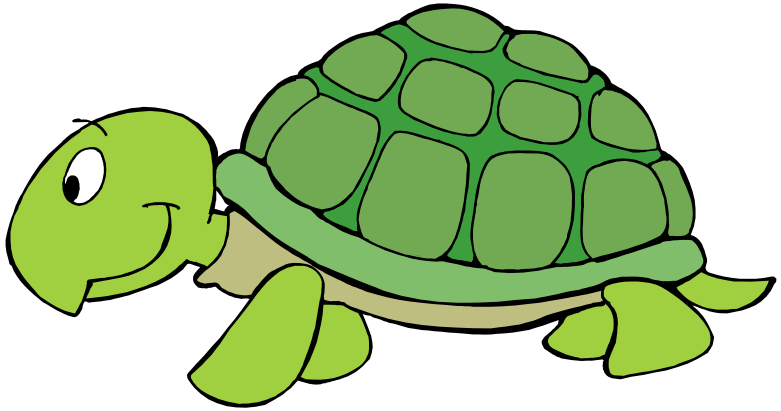
STEPS

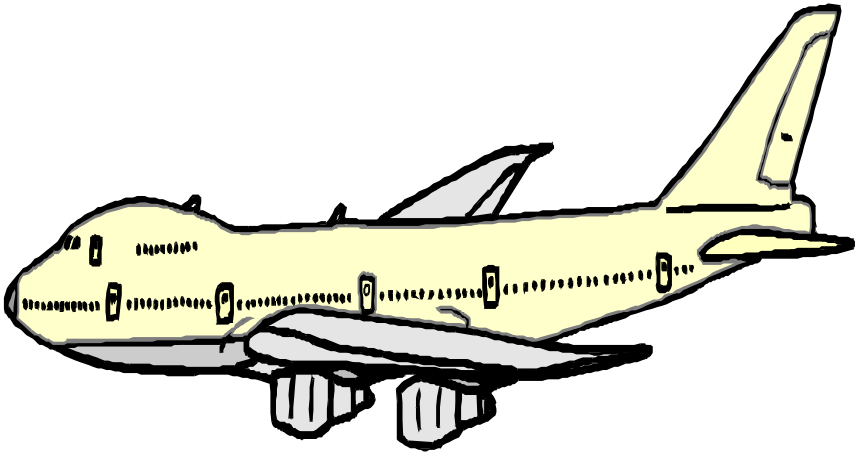
1. Lay out the puzzle of a word that your child has already practiced with (e.g., "airplane") and say, "Can you say this word slowly?"

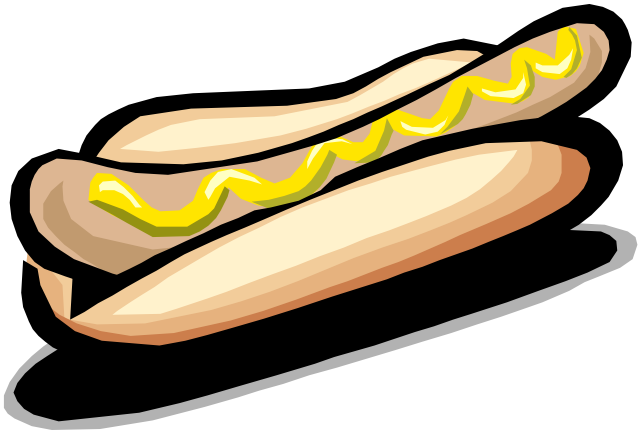
2. Take the puzzle apart and ask your child to say the word "broken apart" (slow; i.e., "air" -- "plane"). Give help as needed.

3. When your child is able to say the words "broken apart" without your help you are ready to try some of the following:
   * Lay out three puzzles of two-syllable words that he or she has practiced. Mix up the pieces and ask your child to put the puzzles together and tell you the word normally and broken apart.
   * Lay out three two-syllable word puzzles (put together) and have your child say one of the words slowly while you try to "guess" which one she or he is saying.
   * Ask your child to put the words together backwards and make a "silly" word out of it (e.g., "monkey" becomes "key-mon," "hotdog" becomes "dog-hot").
   * Introduce the three-syllable word picture puzzles (i.e., el - e - phant, tel - e - phone, kan - ga -roo, but - er - fly).









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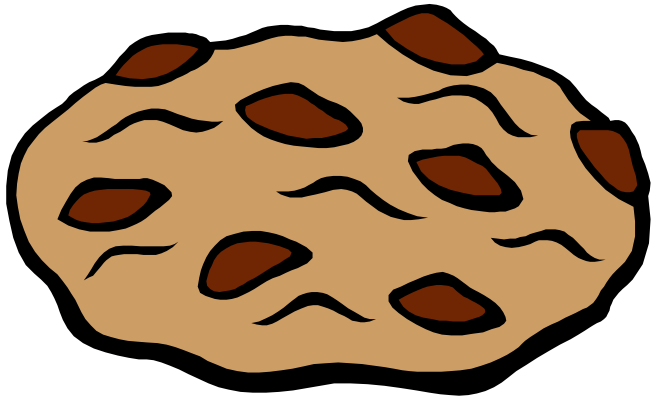

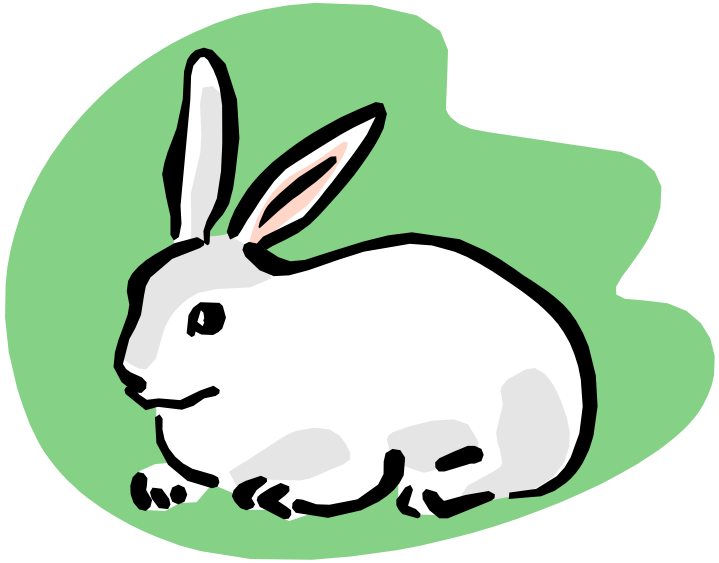

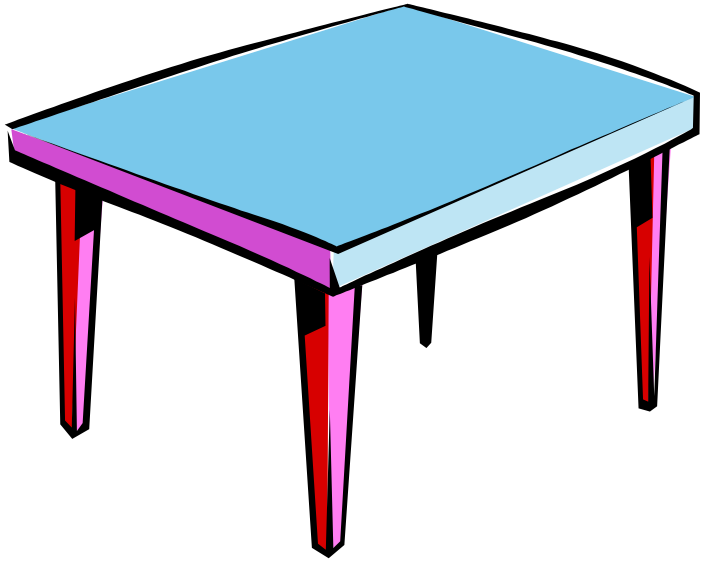

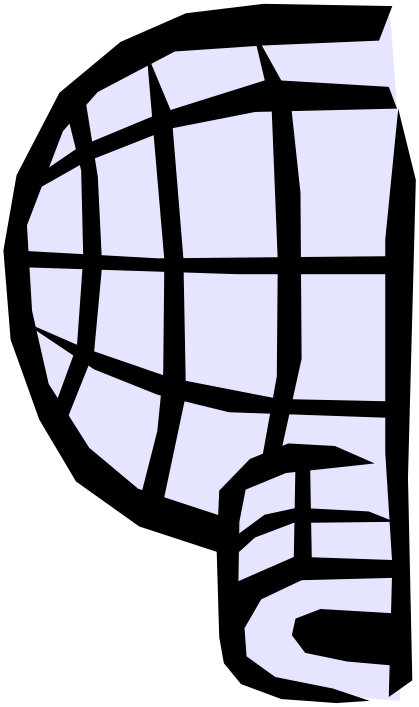

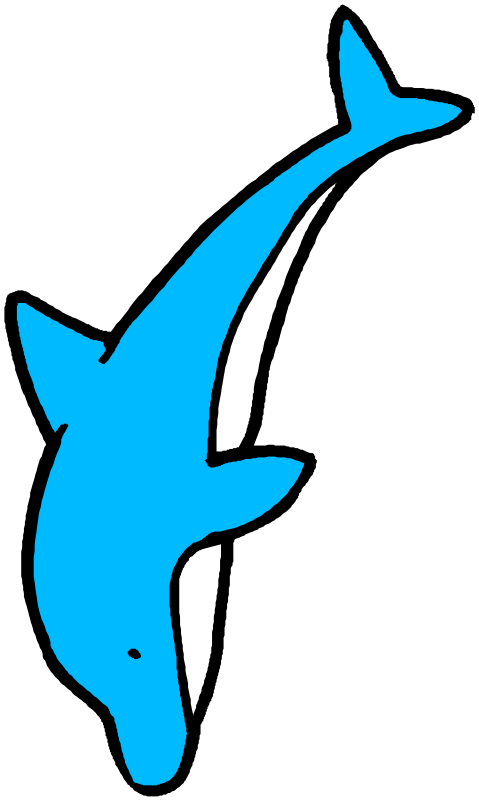

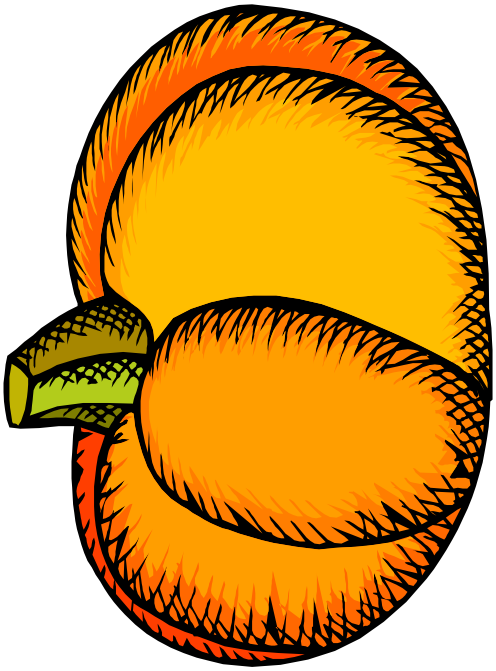

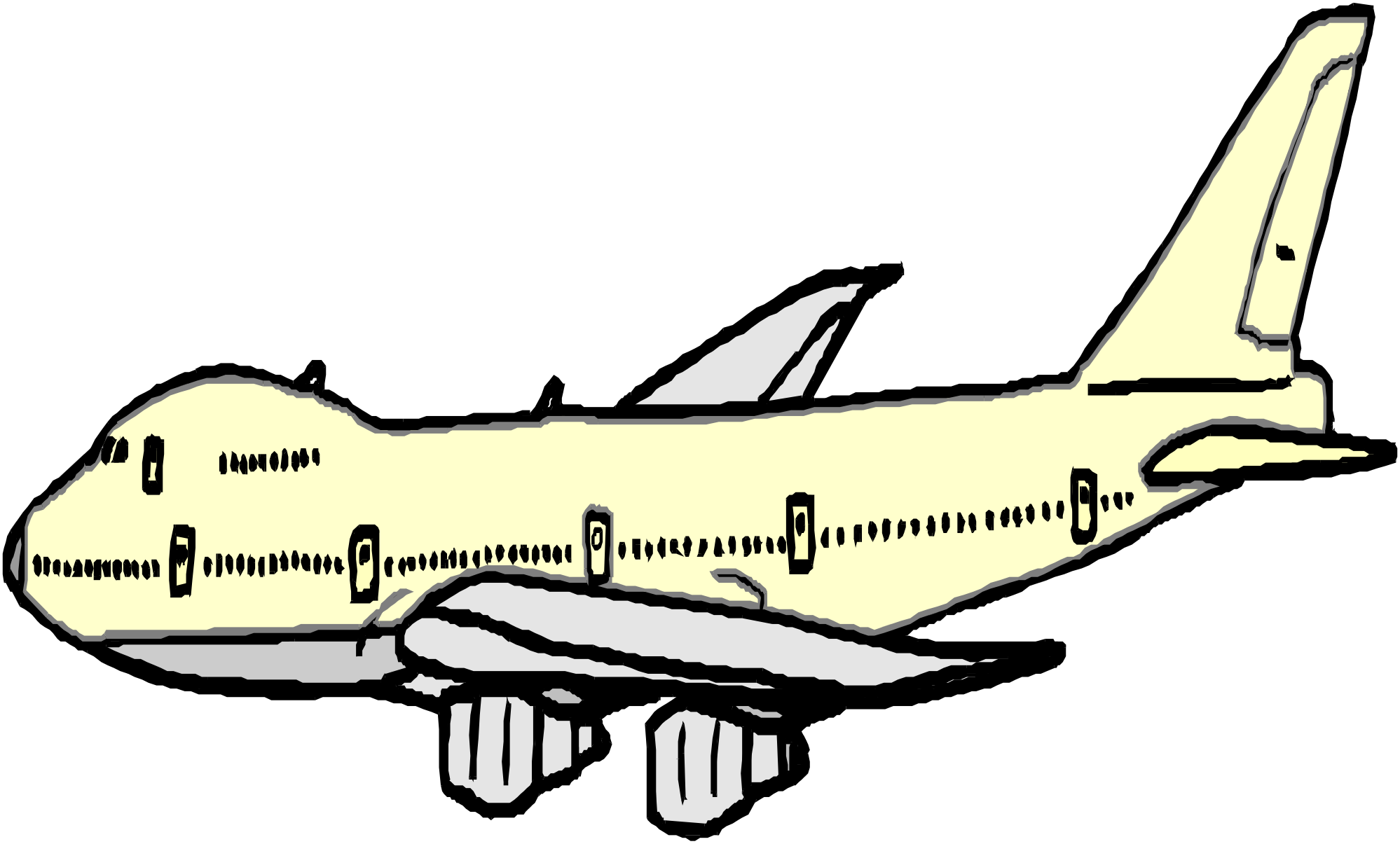

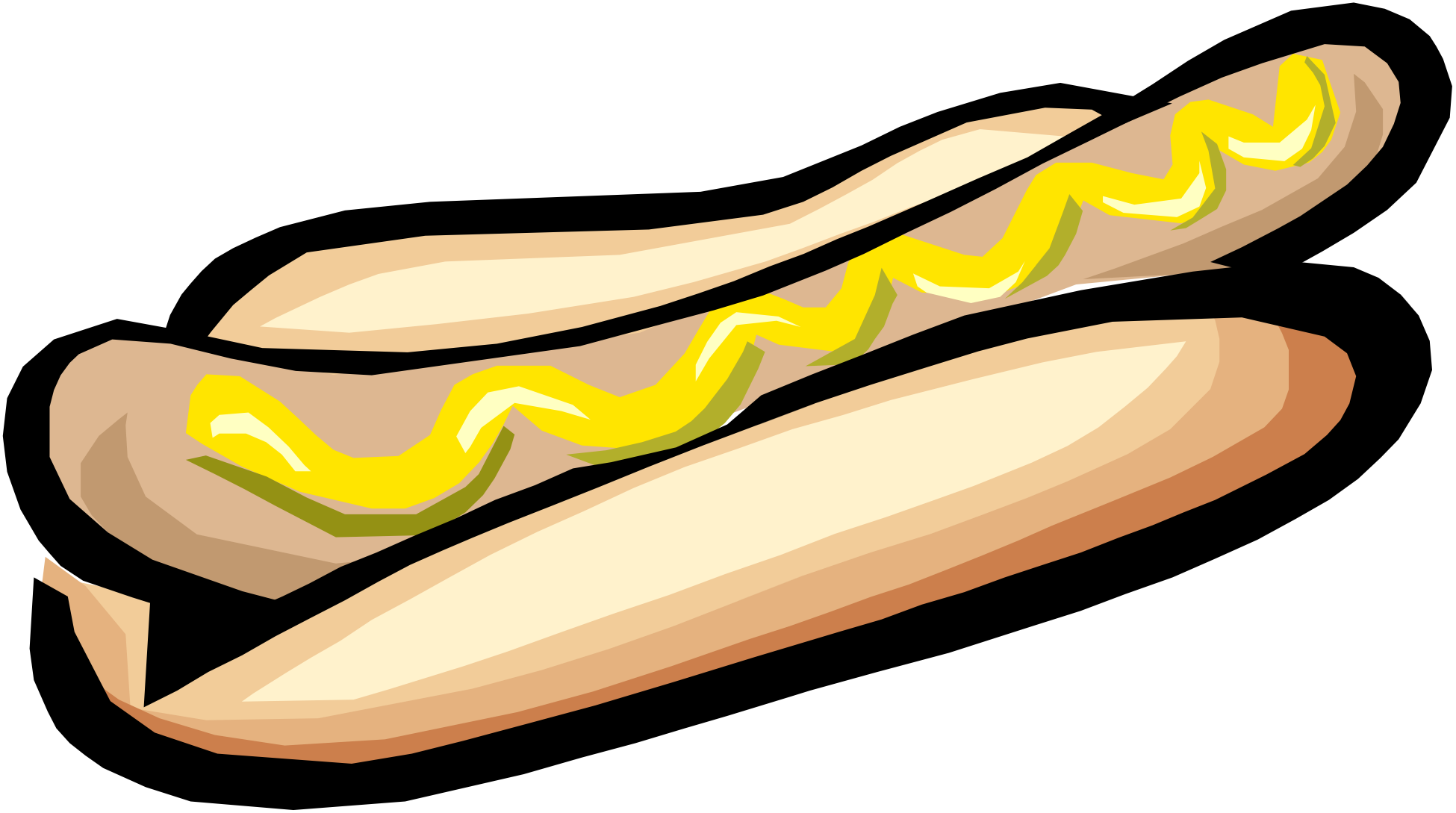

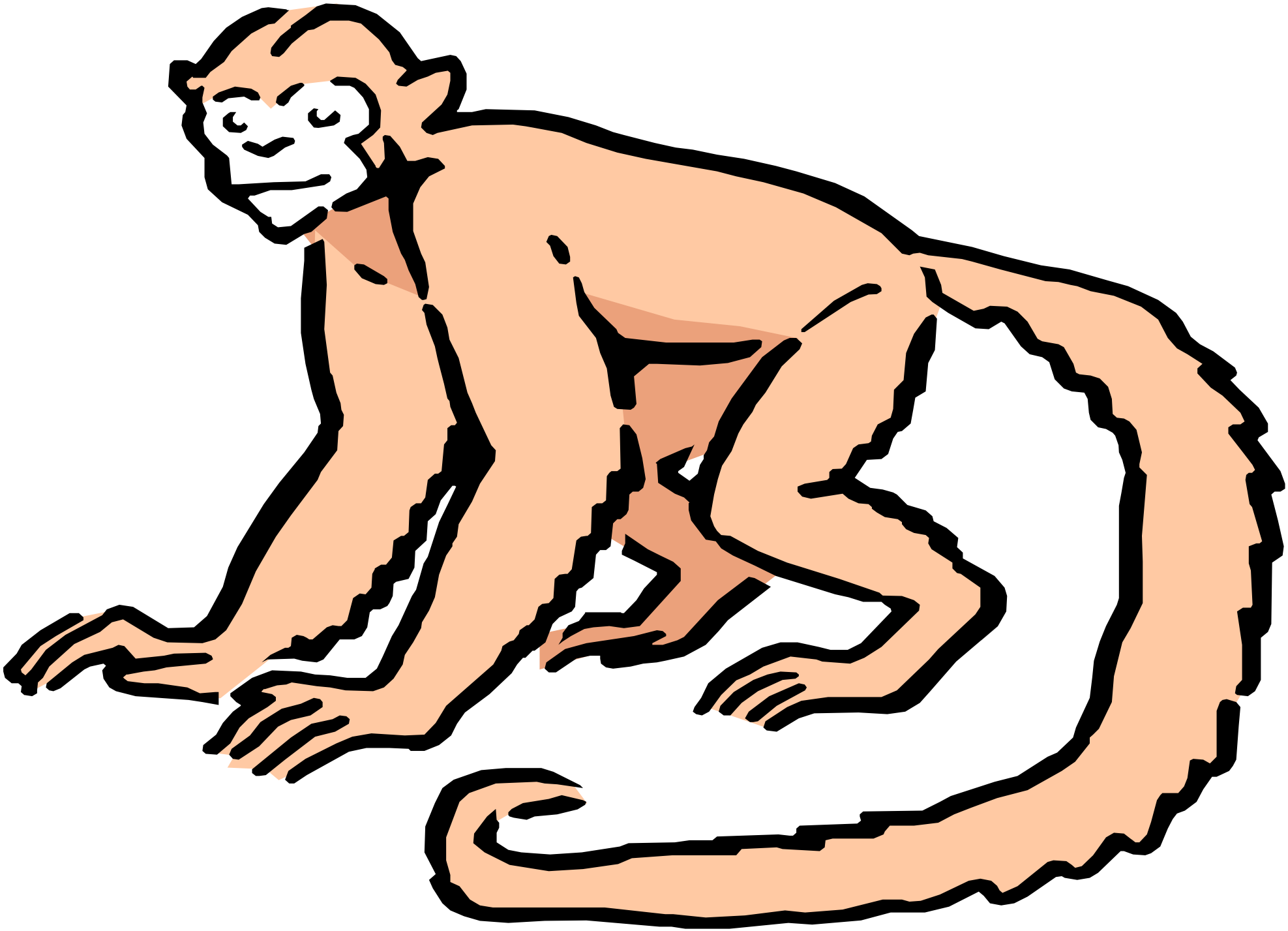

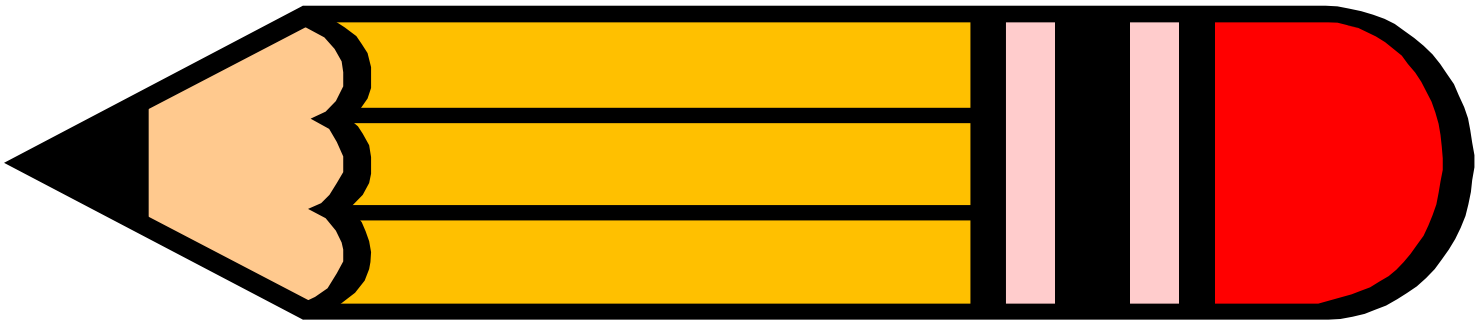

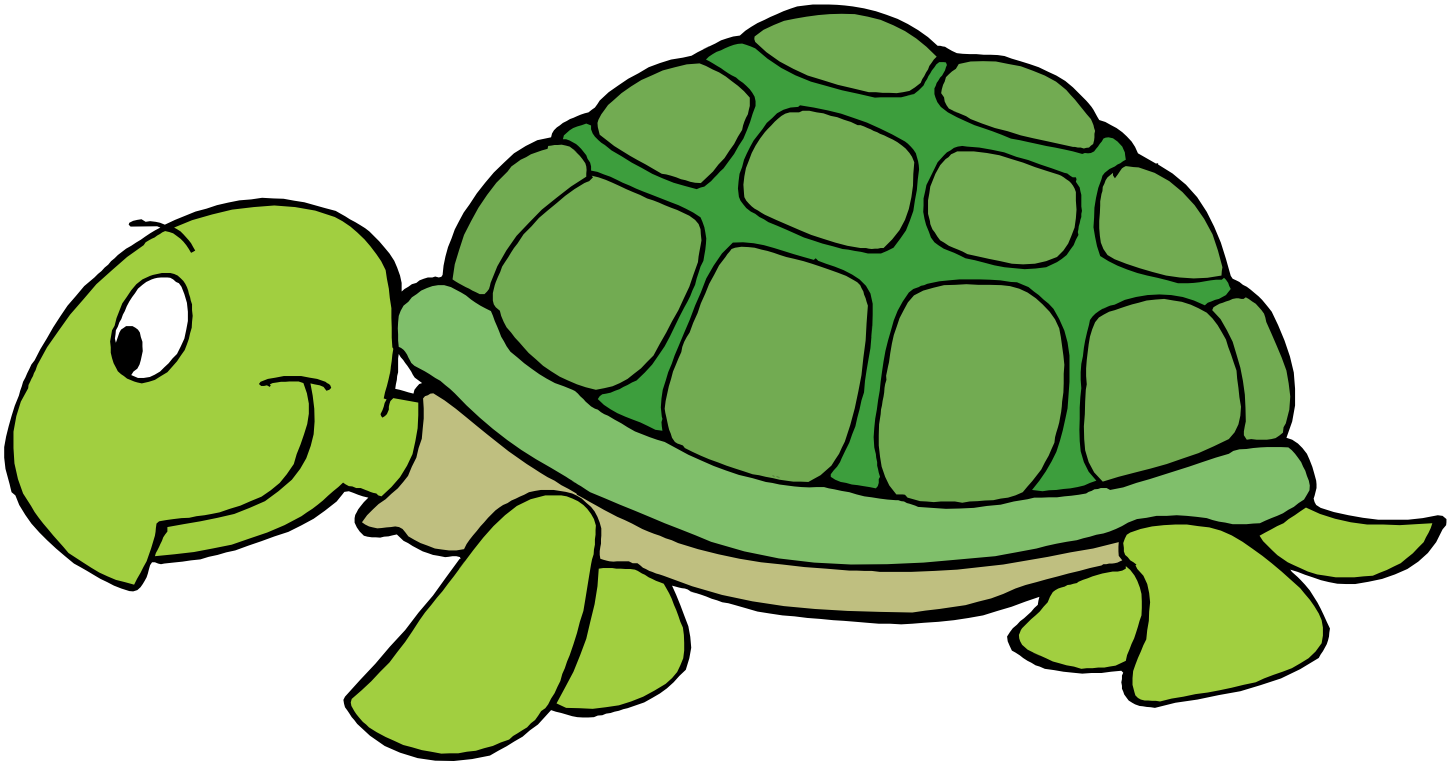

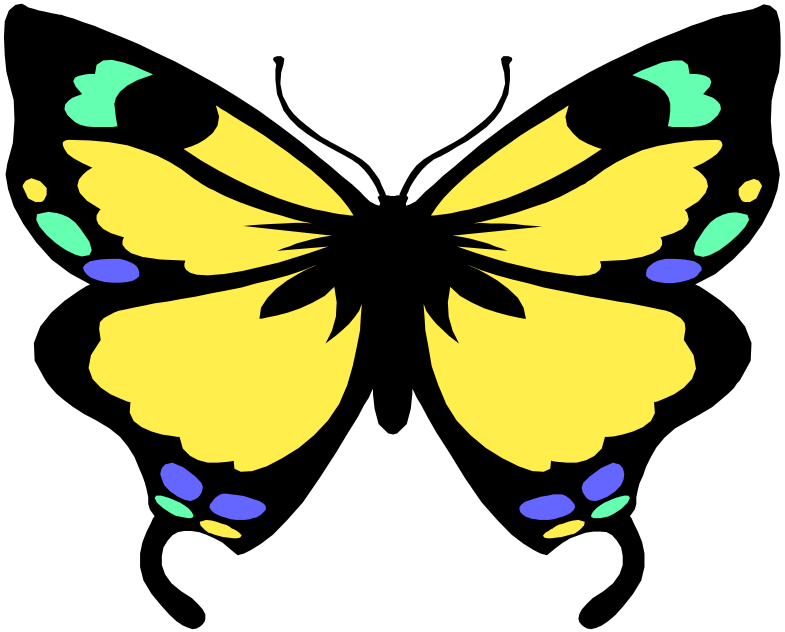

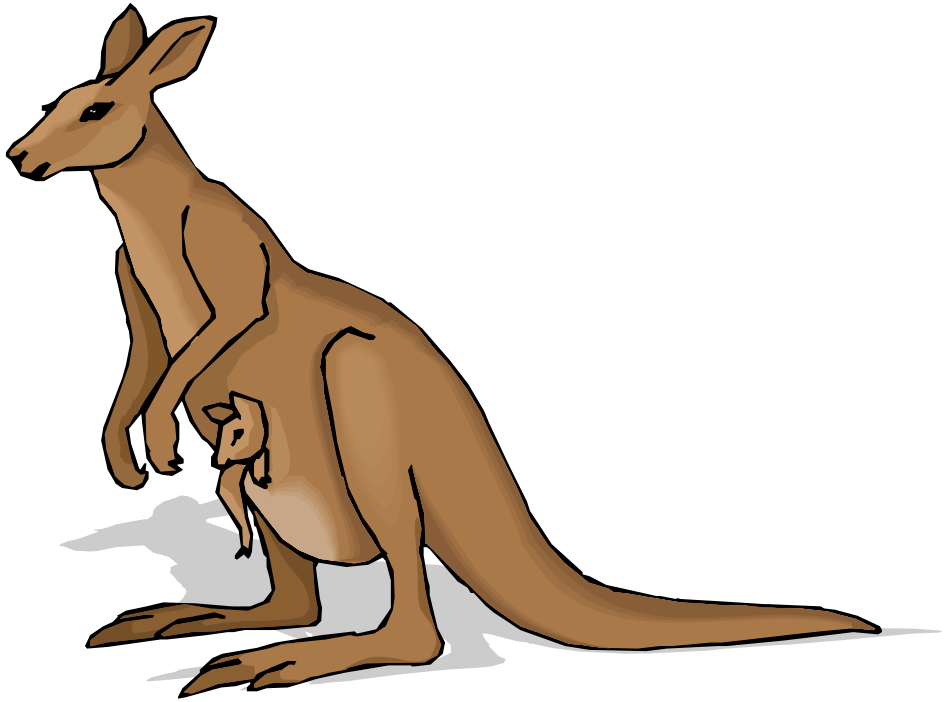

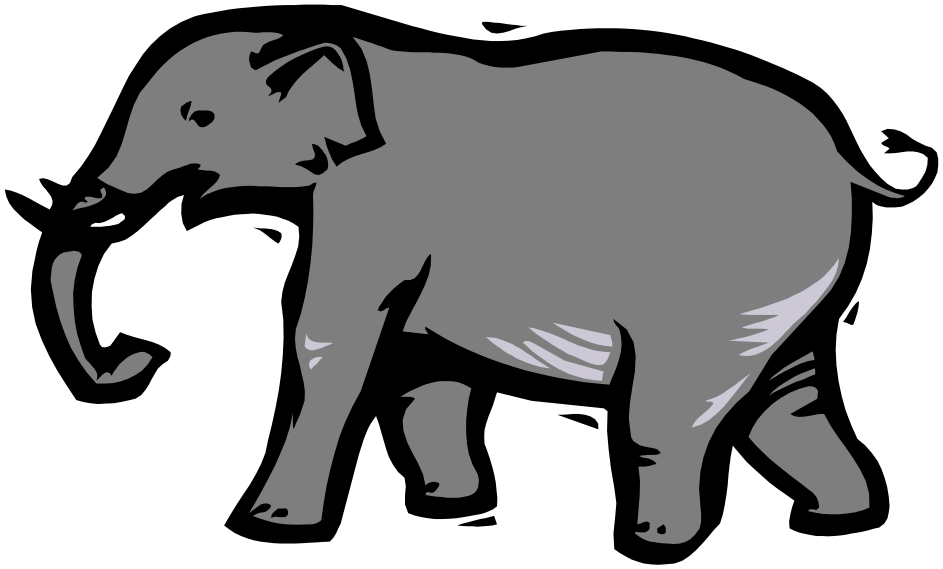

LETTER-SOUNDS FOR LETTER DAY ACTIVITIES

The following is the rough order of sounds as they develop in children's speech. You do not need to teach these sounds in this exact order. However, it is important to do these activities with sounds that the child can articulate easily. Avoid words with the initial letters q, sh, ch and th, because the written letters do not correspond to the speech sounds (e.g., the first sound in "church" is not a "c" sound as in "cat").

Start with these letter-sounds: w, p, b, d, t, m, n, h, y

Do these letter-sounds next: f, v, s, z, g, *k/c (*k and c have the same sound but are different letters. Teach them separately.)

Do these letter-sounds last: j, l, r

Remember that this activity is teaching your child to listen for the ***sounds*** in words. Often alphabet books choose pictures to depict a letter by the way it is ***spelled*** not the way it sounds (e.g. "cheese" as a /C/ word; "giraffe" as a /G/ word). If you see this, do not include that word in your game. To reduce confusion, it is important to be consistent. Choose simple words and choose words that sound the way they are spelled. The following is a chart of letters and sounds as they should be taught in this activity.

Letter-Sound	Sample Words	Letter-Sound	Sample Words
W	water, worm, wet, window	F	food, fork, fox, fan
P	pot, paint, pear, pool	V	violin, van, vase, vacuum
B	boy, bed, bike, ball	S	sock, soap, sun, spoon
D	door, dime, doll, dog	Z	zoo, zebra, zipper
T	toe, toy, truck, tree	G	goat, gate, game, grass
M	mop, mail, milk, man	k	kite, kangaroo, king, kiss
N	net, nap, neck, nose	c	cat, cake, cookie, car
H	house, hill, horse, head	j	juice, jar, jacks, jelly
Y	yogurt, yo-yo, yard, yellow	l	light, lion, lip, leg
		r	rake, rain, raisin, rock

Language of Literacy

Phoneme
The smallest part of spoken language that makes a difference in the meaning of words. English has about 41 phonemes. The word "if" has two phonemes (/i/ /f/). The word "check" has three phonemes (/ch/ /e/ /ck/). Sometimes one phoneme is represented by more than one letter.

Phonemic Awareness
The ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken words.

Phonological Awareness
The understanding that spoken language is made up of individual and separate sounds. A broad term that includes phonemic awareness in addition to work with rhymes, words, syllables, and onsets and rimes.

Grapheme
The smallest part of written language that represents a phoneme in the spelling of a word. A grapheme may be just one letter, such as b, f, p, s, or several setters such as ch, sh, ea, igh.

Phonics
The understanding that there is a predictable relationship between phonemes (the sounds of the *spoken* language) and graphemes (the letters and spellings that represent those sounds in *written* language).

Syllable
A word part that contains a vowel or in spoken language a vowel sound.

Onset and Rime
Onsets and rimes are parts of spoken language that are smaller than syllables but larger than phonemes. An onset is the initial consonant(s) sound of a syllable. The onset of bag is b-; of jam is j-. A rime is the part of a syllable that contains the vowel and all that follows it. The rime of bag is –ag, of jam is –am.

From Put Reading First: The Research Building Blocks for Teaching Children to Read, U.S. Department of Education, 2001. Downloadable at National Institute for Literacy www.nifl.gov

Additional Activities for Parents to Increase Children's Print Awareness and Phonological Awareness

The activities listed below are arranged from easier to harder, in order that skills are learned by young children. It is important to begin activities with children at a level that is not too hard for them. Some activities start at a very simple level and can be extended to more complex skills. Parents should be sure that their children can perform the task at the simpler level before moving on to the higher level.

It is most important to keep the activities fun. Do not overload a child by attempting too many of the different activities at once. Focus on one or two of the activities first and experiment to discover which activities are most enjoyable for you and your child.

1. Have your child draw pictures or glue pictures cut out from magazines onto paper. Have him or her tell a "story" about the picture as you write what he or she says. You can teach new words at this time but the focus should be on drawing the child's attention to the printed word. After the story is written go back and take turns "reading" the story to each other. Collect these pictures and stories and make them into a book that can be looked at again and again.

2. Teach your child simple Nursery Rhymes. After he or she can says the rhyme and is very familiar with it, practice counting the words in one sentence at a time. The focus should be on teaching your child about sentences and words -- that sentences are made up of words. If your child cannot count yet then use blocks to represent words and build a tower as you say the rhyme, with one block added with each word spoken.
   After your child can do this activity based on words move to counting syllables and then individual sounds in words.

3. Use a set of rhyming picture cards and practice categorizing the rhyming words. If your child has trouble matching rhyming words, provide help by drawing attention to the fact that words that rhyme have the same sound at the end. For example, "cat" and "rat" rhyme because they both have the "at" sound at the end; "clock" and "block" rhyme because they both have the "ock" sound at the end (emphasize the ending that makes the words rhyme when saying them). Adding some examples that do not rhyme may help your child understand (e.g., "clock" and "ball" do not rhyme because they have different ending sounds).

4. Make up "silly" words by changing the first letter in a word. Play a game of seeing how many "silly" words you and your child can create and then have your child tell you whether or not the "silly" word is a real word or not. To play this game at the easiest level, you should make up several words by changing the first sound (e.g., cook, book, took, mook, look) and then asking your child whether or not it is a real word.

At a more advanced level, you can model and ask your child to change the first sound in a word from one word to another. For example, say “my word is ‘be’ and the new sound is /m/ (say the sound, not the word). What is the new word?” (‘me’). There are lots of familiar words that the first sound can be changed to make a new word (light - night, boat - goat, pail - sail, cat - rat, ball - wall).

5. Play a game of saying a familiar rhyme or familiar word incorrectly by changing one sound in a word. Have your child tell you if you said it correctly or not. If it was incorrect explain why. For example, “’Mary had a little bamb’ -- is that correct?” “No, why?’ “Because I said “b – amb and I should say l-amb.” I said a “B” sound but “lamb” has an “L” sound.” Next have your child practice saying the sounds and hearing the difference.

6. Use a set of picture cards (or make them using 3x5 cards and pictures cut from magazines) and group them by the first sound in the word. The words you use should be simple and familiar to your child. Be sure that the printed word appears on the card so that you can point out that they all start with same letter. At first, use only two sounds. Later, after your child is better at this task you can increase the number of sounds to categorize. Finally, you can make the game involve many sounds by playing “go fish” with the initial sounds of words.
Create a shuffled “deck” from the picture cards (making sure that there are at least two of each beginning sound). Give you and your child each five to seven cards and then take turns trying to create pairs by asking the other player if her or his hand includes a card with a specific first sound (e.g., “Do you have a /b/?”). When the player has that card, the opponent gets to create a pair; otherwise, the opponent gets to “go fish” for a match in the deck. Continue the game until one player has eliminated all of the cards in her or his hand. The player with the most pairs wins.

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Every Child Ready to Read @ your library®

Public Library Association
Association for Library Service to Children

Workshop Three:
Early Literacy Skills

Phonological Awareness and Letter Knowledge

with Special Information on Phonological Awareness Games

The More We Get Together

Oh, the more we get together,
together, together
Oh, the more we get together
The happier we'll be.
For your friends
are my friends
And my friends
are your friends.
Oh, the more we get together
The happier we'll be.

Children get ready to read long before they start school.

Parents and Caregivers Can Help

Every time you read, talk, rhyme and sing with a child, you are providing the early language experiences that lead to reading.

YOU Are Important

- **YOU know your children best**
- **Children learn by doing.**

- **Children model parents' behavior**
- **First five years set the stage**

Early Talkers
Newborns to Two-Year-Olds

Talkers
Two- and Three-Year Olds

Pre-Readers
Four- and Five-Year Olds

WHAT IS EARLY LITERACY?

Early literacy is what children know about reading and writing <u>before</u> they can actually read or write.

Readers
and
Lifelong Learners

Reading to Learn

Grades 4 to Higher Education

Learning to Read

Grades K through 3

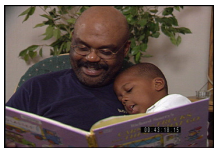
Building Early Literacy Skills

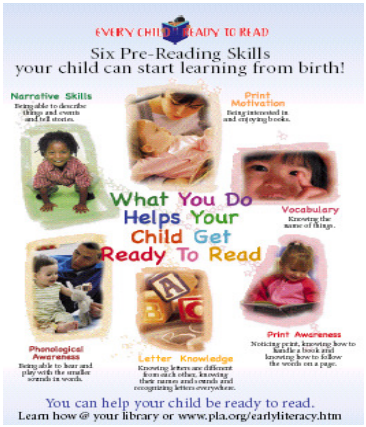
Starting from birth, **READ** to young children every day and make it fun!

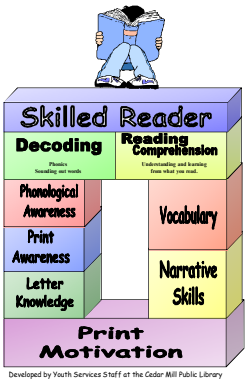
Developed by Youth Services Staff at the Cedar Mill Community Library

From birth, children begin learning six early literacy skills.

Children who have these six early literacy skills when they enter school learn to read more easily.







Developed by Youth Services Staff at the Cedar Mill Public Library

Six Skills To Get Ready to Read

- Print Motivation
- Vocabulary
- Print Awareness
- Narrative Skills
- Phonological Awareness
- Letter Knowledge

Research Shows

- Research shows that it is best for parents to speak to their child in the language they know best.
- The child hears the primary language spoken fluently.
- Parents can explain many things to the child in their primary language.

Dance Your Fingers

Dance your fingers up
And dance your fingers down
Dance your fingers to the side
Dance them all around.

Dance them on your shoulders
Dance them on your head
Dance them on your tummy
And put them all to bed.

Phonological Awareness

The ability to hear and play with the smaller sounds in words

Why is this important?

- **Helps children sound out words as they begin to read**
- **Helps children break the code between letters (written language) and sounds (spoken language)**
- **Most children who have difficulty with reading have trouble with phonological awareness**

Language of Literacy

Phoneme
Syllable
Phonemic Awareness
Phonological Awareness
Grapheme
Phonics

Eensy Weensy Spider

The eensy weensy spider climbed up
the water spout
Down came the rain and washed
the spider out
Out came the sun and
dried up all the rain
So the eensy weensy spider
climbed up the spout again.

Early Talkers

Say nursery rhymes

Use words that rhyme

Sing songs throughout the day
Songs have a note for each syllable

Use songs or rhymes with slower pacing

Make up your own songs

Talkers

Say nursery rhymes

Use words that rhyme

Sing songs throughout the day
Songs have a note for each syllable

Make up your own songs

Phonological Awareness Skills

Whether or not two words rhyme
(cat and bat, dog and cat)
Put two word chunks together
(tie + ger = tiger)
Say a word with word chunks left out
(tie-ger – tie = ger)
Say one syllable words without the first sound
(bat-buh = at)

Pre-Readers

Say if two words rhyme

Say words with sounds left out

Put two word chunks together to make a word

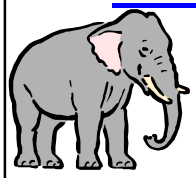
Say one-syllable words without the first sound

Read rhyming books

Read books with alliteration and tongue twisters

Play word games like "I Spy"

Willowby Wallowby



Willowby, Wallowby Woo
An elephant sat on you.
Willowby, Wallowby Wee
An elephant sat on me.

Make up your own rhymes like this

- Willowby, Wallowby Wary, an elephant sat on Mary
- Willowby, Wallowby Wuzzle, an elephant played with a puzzle.
- Willowby, Wallowby Woo, an elephant went to the zoo.
- Willowby, Wallowby Weetah, an elephant ran with a cheetah

Heckedy Peckedy, Bumble Bee

Heckedy Peckedy Bumble Bee
Won't you say your name for me?
Dora
Do-ra (clap beats/syllables)
Do-ra (pat lap)
Do-ra (whisper)
DORA! (gleefully, throw arms in the air)

Letter Knowledge

Knowing that letters are different from each other, that they have different names and are related to sounds

Why is this important?

In order to be able to read written words, children must understand:

- **That written words are made up of individual letters**
- **That each letter has its own name**
- **That each letter is related to a sound**

Early Talkers

Hang mobiles with shapes

Read books with geometric shapes

Read books with human faces

*Point out toy shapes

*Use simple puzzles

*Read alphabet books

*Sing alphabet songs

Talkers

Early Talkers *'s plus

Talk about same and different

* Play with magnetic or dough letters

* Talk about letters of interest

* Find letters in signs

* Find letters in environment

Pre-Readers

Talkers *'s plus

Write child's name

Child writes letters

Learn the names of letters

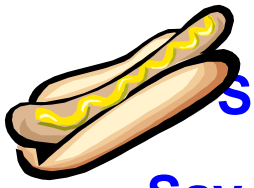
Recognize the shapes of letters

Match letter names with their sounds

Three Developmental Skills for Early Literacy

- Reading Books
- Dialogic Reading
- Phonological Awareness Games

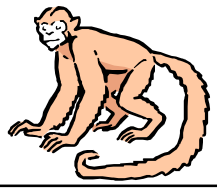
Phonological Awareness Games

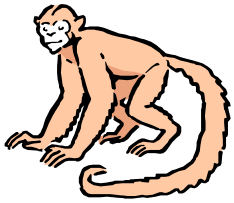


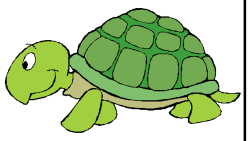
Say It Slow

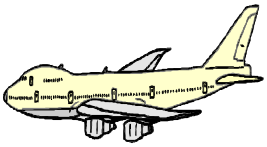
Say It Fast

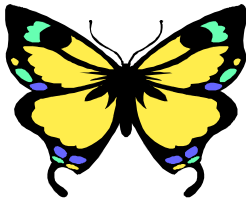
Game

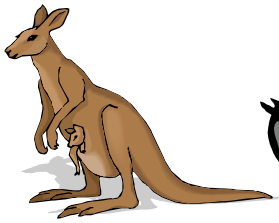


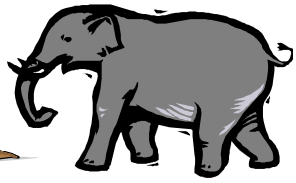








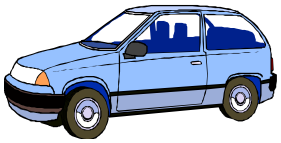




Games for Phonological Awareness

Letter Day

Letter-Sound Day Game



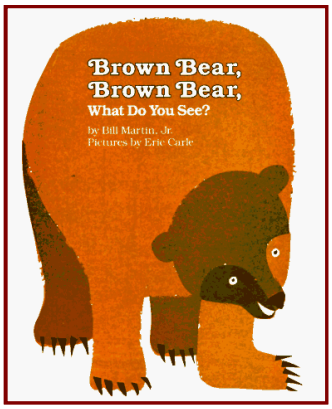
Letter/Sounds for Letter Day Activities

Start with: w, p, b, d, t, m, n, h, y

Last: j, l, r.

Listen for *sounds* in words.

.



Helpful Hints: Keep It Fun

Not too easy nor too difficult
Not too boring nor too frustrating
Pay attention to what your child can and cannot do

Praise your child for all efforts
Do not expect perfection
Stop before you or your child become frustrated
Do not correct speech errors at this time

Use toys, books, and words that interest your child
Have fun!
Encourage the whole family to play!

Promoting literacy does not mean creating a school-like setting in your home, but taking advantage of all the opportunities that are present in everyday life.

(Straight Talk About Reading by Hall and Moats)

Talk + Sing + Read =

EARLY LITERACY

It's that simple!

Insert Colored Page

EVERY CHILD READY TO READ @your library®	**Workshop Three: Early Literacy Skills Phonological Awareness and Letter Knowledge with a Special Information on Phonological Awareness Games** **Trainer:** _____ **Date:** _____ **City:** _____

Participant Evaluation

Thank you for taking the time to complete this evaluation. Your particpation in this workshop is valued and appreciated. Your evaluation of this workshop will help us plan future workshops.

For each item, circle the number that best reflects what you believe is true.

The Trainer was:

a) 5	**4**	**3**	**2**	**1**
Well-organized and prepared				Not well-organized and not prepared

b) 5	**4**	**3**	**2**	**1**
Knowledgeable about the topic				Not knoweldgeable about the topic

c) 5	**4**	**3**	**2**	**1**
Presented the information well				Did Not present the information well

d) 5	**4**	**3**	**2**	**1**
Respected me as a learner				Did Not respect me as a learner

The Handouts are:

a) 5	**4**	**3**	**2**	**1**
Easy to understand				Not easy to understand

b) 5	**4**	**3**	**2**	**1**
Something I will use again				Not something I will use again

The workshop:

a) 5	**4**	**3**	**2**	**1**
Gave me new information				Did Not give me new information

b) 5	**4**	**3**	**2**	**1**
Is something I would recommend to others				Is Not something I would recommend to others

c) This workshop helped me understand how children from newborns to five-year-olds are getting ready to read.

5	**4**	**3**	**2**	**1**
Strongly agree				Strongly disagree

d) This workshop helped me learn about at least one new song, nursery rhyme, or book.

5	**4**	**3**	**2**	**1**
Strongly agree				Strongly disagree

e) The things I learned in this workshop will help me to help children hear and play with the smaller sounds in words.

5	**4**	**3**	**2**	**1**
Strongly agree				Strongly disagree

f) The things I learned in this workshop will help me to help children learn that letters are different from each other, and that they have different names and sounds.

5	**4**	**3**	**2**	**1**
Strongly agree				Strongly disagree

g) The things I learned in this workshop will help me play Say It Slow, Say It Fast Games and Letter-Sound games with children

5	**4**	**3**	**2**	**1**
Strongly agree				Strongly disagree

h) One idea or activity from this workshop that I am going to try is:

OTHER COMMENTS:

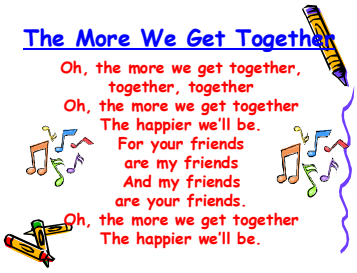
Divider Insert

Reading for Healthy Families

Parent Education Session
Presentation Script

Phonological Awareness: I Hear Words!

Rhyme or Song



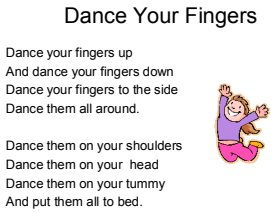
☼ [**DEMONSTRATE** the following rhyme or song or one of your choice.]

[Show PowerPoint slide, or give Handout]

The More We Get Together

Let's start with a rhyme that young children enjoy. Keeping books and language fun will keep them coming back for more.

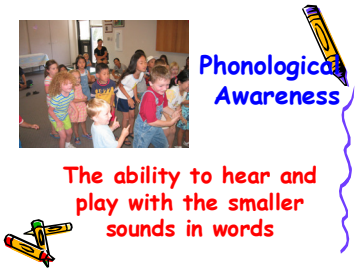
Parent Education Session #8



In this session we will:

- Learn about one of the six early literacy skills: Phonological Awareness
- Show how we can help children, birth through five, learn this skill

What is Phonological Awareness



Phonological Awareness

[Show PowerPoint slide, or give Handout]

Phonological Awareness is the ability to hear and play with the smaller sounds in words. Phonological awareness is what we will focus on today.

Babies, toddlers, and young children are much better at hearing different sounds or phonemes than adults.

This is why children are wired for learning multiple languages in the early years.

Why is Phonological Awareness Important

Why is it important for children to be able to hear the different sounds in words?

Why is this important?

- **Helps children sound out words as they begin to read**
- **Helps children break the code between letters (written language) and sounds (spoken language)**
- **Most children who have difficulty with reading have trouble with phonological awareness**

Being able to hear the beginning and ending sounds that make up words will help children sound out words when they begin to read

At a later age, this helps children break the code between written language (letters) and spoken language (sounds).

What Parents and Caregivers Can Do

Early Talkers

What can parents do to help **babies and toddlers** hear and play with the smaller sounds in words?

Eensy Weensy Spider

The eensy weensy spider climbed up
the water spout
Down came the rain and washed
the spider out
Out came the sun and
dried up all the rain
So the eensy weensy spider
climbed up the spout again.

One of the best — and most enjoyable — ways is to say nursery rhymes and sing songs.

[Show PowerPoint slide]

[**Use** *Eensy Weensy Spider* or a rhyme of your choice and demonstrate actions to go along with the rhyme.]

Early Talkers

Say nursery rhymes

Use words that rhyme

Sing songs throughout the day
Songs have a note for each syllable

Use songs or rhymes with slower pacing

Make up your own songs

[Show PowerPoint slide, or give Handout]

- Hearing words that rhyme helps your child learn that words are made up of smaller parts.
- Songs have different note for each syllable; this helps children break down words. Sing throughout the day, as you do routines such as diapering, bathing, etc. Make up your own songs, too.

- If you are using tapes or CDs with songs or rhymes, be sure to choose versions that repeat and that are a little slower in pacing than those for older preschool children. One example is Little Flea (from Wee Sing for Baby by Pamela Beall) Library staff can suggest books, tapes and CDs that your baby or toddler will enjoy.

Talkers

Say nursery rhymes

Use words that rhyme

Sing songs throughout the day
Songs have a note for each syllable

Make up your own songs

Talkers

What can parents do to help **two- and three-year olds** hear and play with the smaller sounds in words?

[Show PowerPoint slide, or give Handout]

One of the best, and most enjoyable, ways is to sing and to say nursery rhymes, and to sing songs.

Hearing words that rhyme helps your child learn that words are made up of smaller parts.

Songs have different note for each syllable, this helps children break down words. Sing throughout the day, as you do routines such as bathing, dressing, putting toys away, etc. Make up your own songs too.

Pre-Readers

Say if two words rhyme

Say words with sounds left out

Put two word chunks together to make a word

Say one-syllable words without the first sound

Read rhyming books

Read books with alliteration and tongue twisters

Play word games like "I Spy"

Pre-Readers

What can parents do to help four- and five-year olds hear and play with the smaller sounds in words?

[Show PowerPoint slide, or give Handout]

One of the best, and most enjoyable, ways is to sing and to say nursery rhymes, and to sing songs. You can also repeat rhymes, say tongue twisters and play word games.

Hearing words that rhyme helps your child learn that words are made up of smaller parts.

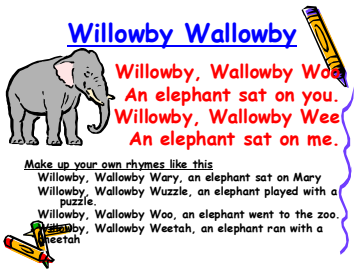
Most songs have a different note for each syllable. This helps children break down words into separate parts.

Read books with alliteration and tongue twisters like *Potluck* or *Busy Buzzing Bumble Bees and Other Tongue Twisters*.

Play games like “I Spy”. “I spy something black that rhymes with (or sounds like) sat. What is it? CAT.”

Rhyme or Song

[Show PowerPoint slide, or give Handout]



Demonstrate *Willowby, Wallowby* and ask participants to make up new rhymes.

What You Might See

Talk about What You Might See

[Give the Handout to participants**]**

Talk through the Handout: What You Might See: Phonological Awareness]

Let us look at things you might see children doing in the area of Phonological Awareness.

Let us look at things you might see yourself, the adult, doing in the area of Phonological Awareness.

Rhyme, Story, or Song

[Have some fun! Present a rhyme, story, or song**.]**

Heckedy Peckedy, Bumble Bee

Heckedy Peckedy Bumble Bee
Won’t you say your name for me?
Dora
Do-ra (clap beats/syllables)
Do-ra (pat lap)
Do-ra (whisper)
DORA! (gleefully, throw arms in the air)

Closing	**[Thank** the participants for coming to the session**.]**
Certificates	[**Hand Out** the completely-filled-in Parent Education Session Certificate to each participant]

The More We Get Together

Oh, the more we get together,
together, together
Oh, the more we get together
The happier we'll be.
For your friends
are my friends
And my friends
are your friends.
Oh, the more we get together
The happier we'll be.

Dance Your Fingers

Dance your fingers up
And dance your fingers down
Dance your fingers to the side
Dance them all around.

Dance them on your shoulders
Dance them on your head
Dance them on your tummy
And put them all to bed.

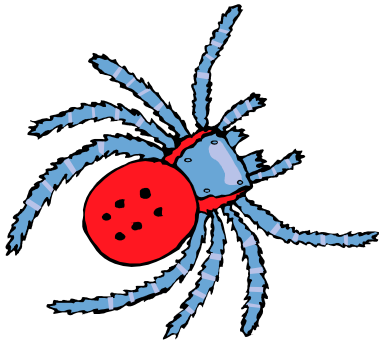
Phonological Awareness

- the ability to hear and play with the smaller sounds in words
- helps children sound out words as they begin to read

Why is this important?

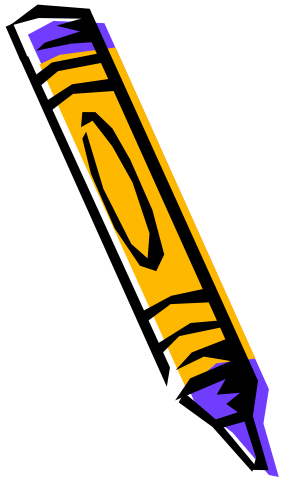
- **Helps children sound out words as they begin to read**
- **Helps children break the code between letters (written language) and sounds (spoken language)**
- **Most children who have difficulty with reading have trouble with phonological awareness**

Eensy Weensy Spider



The eensy weensy spider climbed up
the water spout
Down came the rain and washed
the spider out
Out came the sun and
dried up all the rain
So the eensy weensy spider
climbed up the spout again.

Early Talkers

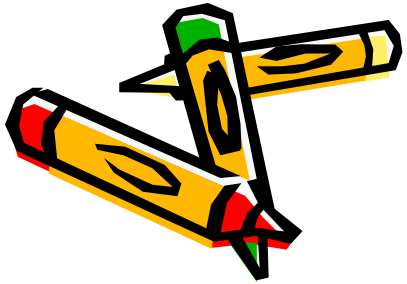


Say nursery rhymes

Use words that rhyme

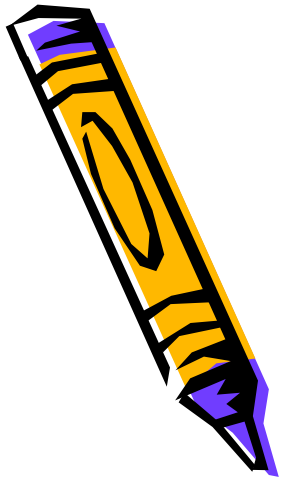
Sing songs throughout the day
Songs have a note for each syllable

Use songs or rhymes with slower pacing



Make up your own songs

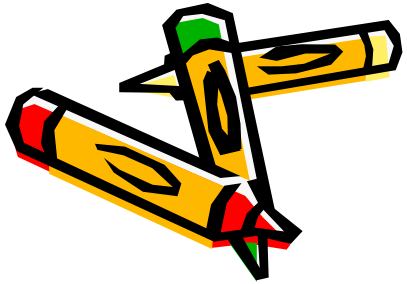
Talkers



Say nursery rhymes

Use words that rhyme

Sing songs throughout the day
Songs have a note for each syllable



Make up your own songs

Pre-Readers

Say if two words rhyme

Say words with sounds left out

Put two word chunks together to make a word

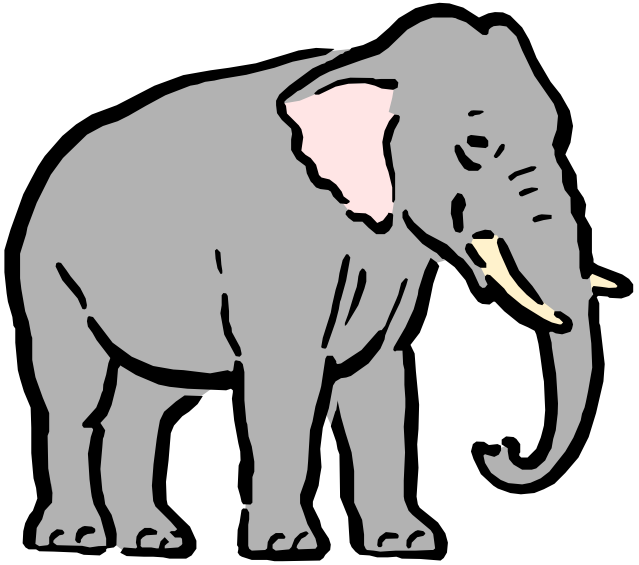
Say one-syllable words without the first sound

Read rhyming books

Read books with alliteration and tongue twisters

Play word games like “I Spy”

Willowby Wallowby



Willowby, Wallowby Woo
An elephant sat on you.
Willowby, Wallowby Wee
An elephant sat on me.

Make up your own rhymes like this

Willowby, Wallowby Wary, an elephant sat on Mary

Willowby, Wallowby Wuzzle, an elephant played with a puzzle.

Willowby, Wallowby Woo, an elephant went to the zoo.

Willowby, Wallowby Weetah, an elephant ran with a cheetah

Heckedy Peckedy, Bumble Bee

Heckedy Peckedy Bumble Bee

Won’t you say your name for me?

Dora

Do-ra (clap beats/syllables)

Do-ra (pat lap)

Do-ra (whisper)

DORA! (gleefully, throw arms in the air)

PHONOLOGICAL AWARENESS

The Ability to Hear and Play with the Smaller Sounds in Words

What You Might See

- ❑ Children understand that words are made up of smaller sounds.

- ❑ Children are aware of syllables:
  - Oatmeal: Oat/Meal
  - Butterfly: Butt/er/fly

- ❑ Children are aware of phonemes (the smallest speech sounds):
  - Dog: D/aw/g
  - Fun: F/uh/n

- ❑ Children are aware that words start or end with sounds.
  - Dog starts with a D sound and ends with a G sound.
  - If you take away the D sound and add a F sound, the word becomes Fog.

- ❑ Children are aware of rhymes.
  - The dog in the bog got lost in the fog.

- ❑ Children are aware of the sounds that words make.

- ❑ Children begin to rhyme on their own, and they may make lots of mistakes. They may come up with a rhyming, nonsense word rather than a real word. They may claim two words rhyme, when they do not. This is normal. Even the act of trying to find a rhyme shows that children are becoming aware that language and words can be broken down into pieces.

- ❑ Young children understand the difference between the words cat, hat, mat, and bat (words with the same vowel sounds but different beginning sounds and different meanings).

- ❑ Three- and four-year-old children notice and point out when two words sound the same.

- ❑ Three- and four-year-old Children memorize and recite rhyming songs and poems.

Written By: Christyn Dundorf, Ph.D. Portland Community College

- ❑ Four- and five-year-old children tell you what sound a word starts or ends with (e.g. “The word ‘bat’ starts with a /b/ sound.”).

- ❑ You play with and enjoy words with children! Have you ever heard a word that made you laugh (hullabaloo, snickerdoodle)? You show children that words can make adults smile or laugh too.

- ❑ You use a child’s name as a good place to start when looking for word sounds. “Hey, Mmmmacaroni, your favorite food, starts with the same sound as Mmmmolly, you name.”

- ❑ You sing all kinds of songs (rhyming songs, silly songs, and rhythmic songs).

- ❑ You recite rhyming poems. You add hand and body movements to rhymes to make them fun!

- ❑ You read Rhyming Books. There are literally hundreds of books for children available at your local libraries which feature rhyming words and phrases.

Written By: Christyn Dundorf, Ph.D. Portland Community College

Reading
for
Healthy Families

Certificate of Accomplishment

_____
Name

has successfully completed the
early literacy parent education session

I Hear Words!

_____
RFHF family support worker or children's library staff
Signature and Date

Reading for Healthy Families (RFHF) Oregon: Building Communities of Learning

A partnership of Oregon State Library and Oregon Commission on Children and Families

With generous funding support from Oregon Community Foundation and Paul G. Allen Family Foundation

Divider Insert

Reading for Healthy Families

Parent Education Session
Presentation Script

Letter Knowledge: I Know Letters!

Rhyme, Story or Song

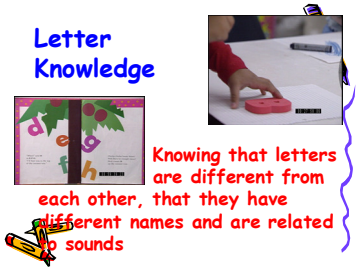
[Have some fun! Present a rhyme, story, or song**.]**

Parent Education Session #9

In this session we will:

- Learn about one of the six early literacy skills: Letter Knowledge
- Show how we can help children, birth through five, learn this skill

What is Letter Knowledge



Letter Knowledge

[Show PowerPoint slide, or give Handout]

LETTER KNOWLEDGE is knowing that letters are different from each other, that they have different names and sounds.

Why is Letter Knowledge Important

Why is this important?

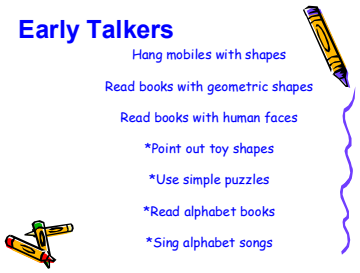
In order to be able to read written words, children must understand:

- **That written words are made up of individual letters**
- **That each letter has its own name**
- **That each letter is related to a sound**

Why is Letter Knowledge important?

To read written words, children must understand that the written word is made up of smaller parts, individual letters, and that each letter has its own name and is related to a sound.

What Parents and Caregivers Can Do



Early Talkers

[Show PowerPoint slide, or give Handout]

What can parents do to help **babies and toddlers** learn that letters are different from each other, and that they have different names and sounds?

Learning to tell one letter from another involves being able to see the differences in letter shapes. Helping babies and toddlers learn about different shapes and understand how things are alike and different will help prepare them to learn the alphabet.

- Hang mobiles with different shapes in your baby's crib.
- Read books that feature geometric shapes like *White on White* and *Black on Blac*k by Tana Hoban. Babies also like to look at human faces.
- Use books like the *Baby Face* series by Margaret Miller to help your child compare and contrast shapes.
- Point out the shapes of toys: This ball is round. (Help your baby or toddler feel the rounded shape.) This block has corners.
- Use simple puzzles to help children see different shapes.
- Read alphabet books and sing alphabet songs to introduce children to letters.

Rhyme, Story or Song

[Have some fun! Present a rhyme, story, or song**.]**

As suggested , you may want to:
[**SHOW** examples of alphabet books, such as: *Farm Alphabet Book* by Jane Miller, *Kipper's A to Z* by Inkpen, and *Alphabatics* by MacDonald

Read an alphabet book. **Show** the pages and ask the participants to read along with you.

Sing an alphabet song with the participants.]

Talkers

[Show PowerPoint slide, or give Handout]

Learning to tell one letter from another involves being able to see differences in letter shapes.

Helping **two-and three-year olds** learn about different shapes and understand how things are alike and different will help prepare them to learn the alphabet.

- Point out the shapes of toys and other objects -This ball is round. (Help your child feel the rounded shape.) -This block has corners.
- Talk about how things are alike and different.
- Use simple puzzles to help children see different shapes.
- Read alphabet books and sing alphabet songs to introduce children to letters.
- Play with magnetic letters or make letters from playdough
- Talk about the letters that are most interesting to your child — like the first letter of his or her name. If your child's name begins with "T," help your child find the letter T on signs, food boxes, mail and on other objects. When you find a word that begins with the letter T, say the word and have your child repeat. Ask what else begins with T. Repeat this activity using the beginning letters of other things your child likes.
- Use what we call environmental print—find the letters in signs all around us.

Pre-Readers

How do we help Pre-Readers with Letter Knowledge?

Children learn about letters in stages:

1. They first learn the names of letters.
2. They then begin to recognize the shapes of different letters
3. Finally, they match letter names with their sounds

Pre-Readers

Talkers *'s plus

Write child's name

Child writes letters

Learn the names of letters

Recognize the shapes of letters

Match letter names with their sounds

[Show PowerPoint slide, or give Handout]

We can:

- Help children learn about letters by singing the alphabet song and playing games about letters, reading ABC books, using magnetic plastic or foam letters, forming letters with clay or playdough, tracing letters in sand, etc.
- Talk about the letters that are most interesting to your child — like the first letter of his or her name. If your child's name begins with "T," help your child find the letter T on signs, food boxes, mail and on other objects. When you find a word that begins with the letter T, say the word and have your child repeat. Ask what else begins with T.
- Repeat this activity using the beginning letters of other things your child likes.
- Let your child see his name written; let him write letters using thick crayons or pencils.
- Find letters in signs all around you.

Senses

◊ ***Supplemental Suggestions for Workshop Three***
Letter Knowledge #1
Senses

Children learn through their senses. You can give children lots of opportunities to explore letters:

- Cut letters out of materials such as sandpaper or felt and let them trace them with their fingers.
- Have the child trace large letters with his or her fingers.
- "Write" letters with a flashlight
- Let a child make a letter out of his or her body or with their own hands. Guess the letter
- Have a child make some pictures with the letters

What You Might See	**Talk about What You Might See** **[Give** the Handout to participants**]** **Talk** through the Handout: What You Might See: Letter Knowledge] Let us look at things you might see children doing in the area of Letter Knowledge. Let us look at things you might see yourself, the adult, doing in the area of Letter Knowledge**.**
Rhyme, Story or Song	**[Have some fun! Present** a rhyme, story, or song**.]**
Closing	**[Thank** the participants for coming to the session**.]**
Certificates	**[Hand Out** the completely-filled-in Parent Education Session Certificate to each participant]

Letter Knowledge

- knowing that letters are different from each other, that they have different names and sounds

- helps children understand that words are made of smaller parts, and to know the names of those parts

Why is this important?

In order to be able to read written words, children must understand:

- **That written words are made up of individual letters**
- **That each letter has its own name**
- **That each letter is related to a sound**

Early Talkers

Hang mobiles with shapes

Read books with geometric shapes

Read books with human faces

*Point out toy shapes

*Use simple puzzles

*Read alphabet books

*Sing alphabet songs

Talkers

Early Talkers *'s plus

Talk about same and different

* Play with magnetic or dough letters

* Talk about letters of interest

* Find letters in signs

* Find letters in environment

Pre-Readers

Talkers *'s plus

Write child's name

Child writes letters

Learn the names of letters

Recognize the shapes of letters

Match letter names with their sounds

LETTER KNOWLEDGE

Knowing that Letters are Different from Each Other, That They Have Different Names and Sounds

What You Might See

- ❑ Children recognize and name letters of the alphabet.
- ❑ Children recognize similarities and differences between letters.
- ❑ Children recognize that there are upper- and lower-case letters.
- ❑ Children recognize that specific sounds go with specific letters.
- ❑ Children know their letters and understand that letters make sounds. They are better prepared to "crack the code" (figure out the letter-sound relationships that become words).
- ❑ Children understand that specific letter symbols can result in specific words and predict the letters in words with some success.
- ❑ Children learn the alphabet song.
- ❑ Children show an interest in their letter(s); that is, in the letters of their name.
- ❑ Children recognize letters from their names in environmental print.
- ❑ Children have an interest in writing their names.
- ❑ Children write their letters. The letters may be upside down or backwards. The letters may be all over the page. They may skip letters or only write their favorite letters. They may just make marks on paper and claim they are letters. All these "mistakes" are quite normal and any effort a child makes at writing should be encouraged.
- ❑ You talk about letters in a child's environment that relate to his or her name. You point out when his or her name is written on something (a card, a name tag, a list, the child's backpack).

Written By: Christyn Dundorf, Ph.D. Portland Community College

- ❑ You help a child learn to write his or her name. You find descriptions of the letters that relate to the child's world or include a short catchy rhyme. For example: A: A mountain with a line through it, O: A circle; Q: A circle with a tail

- ❑ You make writing materials available for play and exploration.

- ❑ You make letters fun!

- ❑ You integrate letter writing into meaningful activities or things children like to do. Some children like to play school. Other children want to be involved when you write notes to teachers or family members.

- ❑ You read alphabet books. Ask a children's librarian for help finding some "fun" alphabet books.

Written By: Christyn Dundorf, Ph.D. Portland Community College

Reading
for
Healthy Families

Certificate of Accomplishment

_____
Name

has successfully completed the
early literacy parent education session

I Know Letters!

_____
RFHF family support worker or children's library staff
Signature and Date

Reading for Healthy Families (RFHF) Oregon: Building Communities of Learning

A partnership of Oregon State Library and Oregon Commission on Children and Families

With generous funding support from Oregon Community Foundation and Paul G. Allen Family Foundation

Divider Insert

Reading for Healthy Families

Parent Education Session
Presentation Script

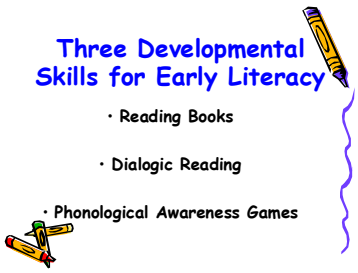
Phonological Awareness Games: I Can Rhyme!

Rhyme or Song

[Have some fun! Present a rhyme or song**.]**

Developmental Skills

There are **three developmental skills** which translate into activities that parents can engage in to promote early literacy skill development:



- Provide special information on Reading Books
- Provide special information on Dialogic Reading
- **Provide special information on Phonological Awareness Games**

Provide special information on Phonological Awareness Games

- Help four- and five-year olds become better at hearing the sounds that make up words
- Help children hear the different parts or syllables that make up words.
- Help children hear the first sounds in words.
- Improve children's ability to say whether or not two words have the same or different first sound.
- Introduce children to letters, letter-sounds and letter-names.

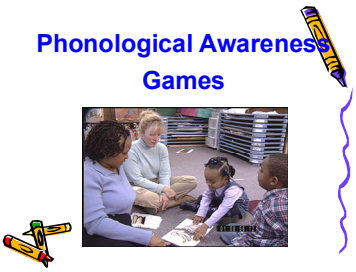
Parent Education Session #10

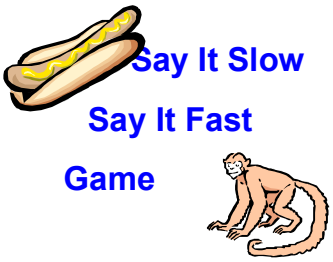
In this session we will:

- Provide special information on Phonological Awareness Games

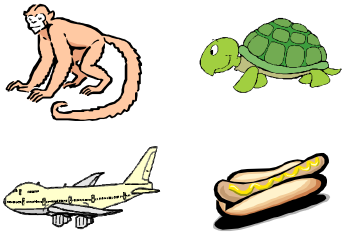
- HAVE FUN PLAYING SOUND GAMES!

Phonological Awareness Games





SAY IT SLOW, SAY IT FAST GAME
Level 1: Imitation



☼SAY IT SLOW, SAY IT FAST GAME

Here is a game that you can take home with you to help four- and five-year olds become better at hearing the sounds that make up words (phonological awareness).

It's called the Say It Slow, Say It Fast game.

It helps children hear the different parts or syllables that make up words.

Here's how it works.

[Show PowerPoint slide]

[**Give Handout**: Say it Slow Say it Fast: Imitation]

This is a game — keep it fun and praise your child often

- Use words that are familiar to your child.
- Play the game often, but not longer than 10 minutes at a time.
- When you first play the game with your child, go slowly enough so that your child can easily follow what you do.

Here's how to play:

[Show PowerPoint slide]

- Choose a two-syllable game piece. (Example: hot — dog, mon — key, air —plane).
- Show your child the whole picture and say the word. Have him say the word.
- Then you say, "I'm going to say this word slowly. I'm going to break it apart."
- Separate the two pieces as you say the word again, this time slowly (e.g. "hot — dog"). Point to the first part of the picture as you say "hot" and the second part as you say "dog." It is easiest to lay the pictures down on a table or on the floor, so you can see them easily together.

- Ask him to say the word after you, as you point to the picture.

- When he says the syllable, hand him that piece.

- Practice saying the word fast (normal speech: “hotdog”) and slowly (broken apart: “hot” — “dog”) as you take apart and put the word together.

- After your child can say one word this way, practice several different two-syllable words game pieces this way.

Say It Slow, Say It Fast
Level 2: Production

[**Demonstrate** or ask participants to practice this game.

[**Give Handout**: Say it Slow Say it Fast: Production**]**

- Lay out a word that your child has practiced and ask, “Can you say this word slowly?”

- Take the word apart and ask her to say the word broken apart (“air” — “plane,” “mon” — “key”).

- Give help as needed.

- When she is able to say the words broken apart without your help, your child is ready to try some of the following:

- Lay out three, two-syllable words that she has practiced. Mix up the pieces and ask the child to put the pieces together and say what the word is.

- Ask your child to put the words together backwards and make a “silly” word out of it (e.g., “monkey” becomes “key-mon,” “hotdog” becomes “dog-hot”).

◊ ***Supplemental Suggestions for Workshop Three***
Phonological Awareness Games #2
Telephone, Butterfly, Kangaroo, and Elephant

[Show PowerPoint slide]
The following pictures are words with three syllables, so you would cut each into three parts. The words are
Telephone, Butterfly, Kangaroo, Elephant

Use these pictures the same way you did in the previous Say it Slow, Say it Fast games.

Letter-Sound Game

[**Demonstrate** or ask participants to practice this game.

Once your child is comfortable playing the Say It Fast, Say It Slow" game, you can try the Letter- Sound Game.

This game helps children with the most difficult phonological awareness skill: hearing the smallest sounds in words called phonemes.

[Show PowerPoint slide]

Letter/Sounds for Letter Day Activities

Start with: w, p, b, d, t, m, n, h, y

Last: j, l, r.

Listen for *sounds* in words.

Play the Letter-Sound game often, but for only a few minutes at a time. If it is too frustrating play other word games and come back to this one later.

The Letter-Sound Day game will:

- Help your child hear the first sounds in words.
- Improve your child's ability to say whether or not two words have the same or different first sound.
- Introduce your child to letters, letter-sounds and letter-names.

[Give Handout: *Letter-Sound Day* game**]**

This handout shows the way children learn sounds. Some sounds are easier for children to say.

You should start with the easier sounds when playing the Letter-Sound Day game. The sounds associated with the letters w, p, b, d, t, m, n, h, y are the easiest for children. (These are the first column on the handout.) Start with these.

You can play this game while looking at picture books, playing or doing everyday activities such as eating, bathing, dressing or driving.

- Tell your child that today is the letter ____ day. [**REFER** to the handout to pick the best letter-sounds to start with.]
- Tell your child that you both are going to look for things that begin with that sound.

- Your child is required to think of or find words on his or her own that have the same sound—again, using picture books, things around the house, or things you and your child can see anywhere.

  - You can say to your child, “Let’s look at this book. You pick a page. Find something on this page that starts with the ‘buh’ sound.”

  - Praise your child’s success or give him or her a little help if needed. For example, if your child is having a hard time, you might say, “Well, here’s a bird. Bird starts with the ‘buh’ sound. What else do you see on this page (or what else can you think of) that starts with the ‘buh’ sound?”

  - You can extend this activity to make it more interesting for you and your child in lots of ways that are fun. For instance, you can help your child make collages of pictures cut from magazines that focus on one sound — like all words that begin with a “kuh” sound like car, cat, cow, cup, can.

  - You and your child can have fun by naming all of his or her stuffed animals or dolls with names that begin with that day’s letter sound.

    - Another game is to make up silly words by changing words to begin with that day’s letter sound. For example, if it is letter “P” day, you might say to your child, “What word would ‘milk’ be if we took off the ‘mmmm‘ sound and made it a ‘p’ sound? Pilk!”

    - Can you think of some other silly words that your child could help make up?

[**Demonstrate** or ask participants to practice this game.

Helpful Hints

Helpful hints for both the Say It Slow, Say It Fast and the Letter-Sound Day games

[Show PowerPoint slide]

- Children will enjoy these games most if they are not too easy or too difficult.

Helpful Hints: Keep It Fun

- Not too easy or too difficult.
- Pay close attention to what your child can and cannot do.
- Follow child’s lead. Use toys, books, and words that interest your child.
- Have fun! Stop before you or your child become frustrated.
- Be helpful. Praise your child for all efforts even if the answers are not always correct. Teach the correct answer but do not expect perfection.
- Do not correct speech errors at this time. The goal is to learn that words can come apart, not perfect speech.
- Encourage the whole family to play!

- Pay close attention to what your child can and cannot do, so that the game will not be too boring or too frustrating.
- Follow your child's lead. Use toys, books and words that interest your child.
- Make it enjoyable. Always stop before you or your child become frustrated.
- Be helpful. Praise your child for all efforts even if the answers are not always correct. Say the correct answer and do not expect perfection.
- Do not correct speech errors at this time. The goal is to learn that words can come apart, not perfect speech.
- Encourage the whole family to play!

More Phonological Awareness Games

◊ ***Supplemental Suggestions for Workshop Three***
Phonological Awareness Games #3
Additional Activities for Parents to Increase Children's Print Awareness and Phonological Awareness]

[Give Handout: *Additional Activities for Parents to Increase Children's Print Awareness and Phonological Awareness]*

[**Talk through** the key points of the handout.]

Additional Activities

If you have time, **demonstrate** some of the activities from the handout.

Closing

[Thank the participants for coming to the session**.]**

Certificates

[Hand Out the completely-filled-in Parent Education Session Certificate to each participant**]**

Say It Slow/Say It Fast
Level 1: Imitation

Goal: To improve your child's ability to "take words apart" (say it slowly) and put them "back together" (say it fast).

***When*:** During playtime**.** 10 minutes
Adjust this time depending on your child's attention span.
Stop before she or he becomes frustrated or bored.

STEPS

1. Choose a two-syllable word puzzle (hot - dog, mon - key, air -plane). Show your child the whole picture and say the word. Have your child imitate the word.

2. Say, "I'm going to say this word slowly. I'm going to break it apart."

3. Separate the two pieces as you say the word again, this time slowly (e.g. "hot -- dog," pause between the "hot" and "dog"). Point to the first part of the picture as you say "hot" and the second part as you say "dog".
   Be sure the picture is facing the child.

4. Ask your child to say it after you as you hold up a piece of the picture. When your child says the syllable, hand him or her that piece of the puzzle.

5. Practice saying the word "fast" (normally, "hotdog") and "slowly" (broken apart; i.e., "hot" -- "dog") as you take apart and put the puzzle together.

6. After your child can imitate one word this way, practice all the two-syllable words this way, one at a time.

Say It Slow/Say It Fast
Level 1: Production

Goal: To improve your child's ability to "take words apart" (say it slowly) and put them "back together" (say it fast).

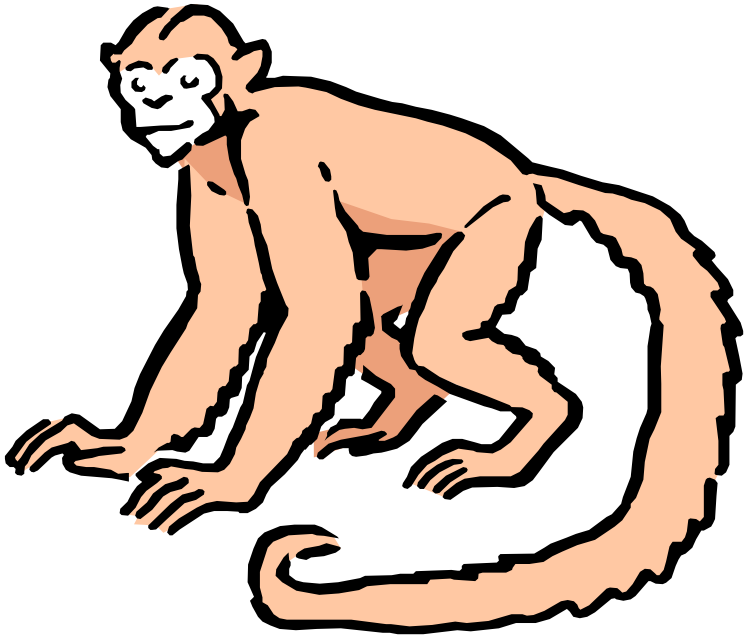
***When*:** During playtime, 10 minutes.
Adjust this time depending on your child's attention span.
Stop before she or he becomes frustrated or bored.

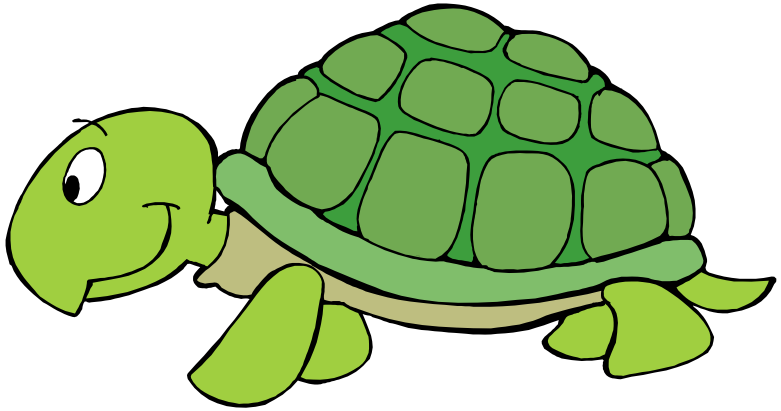
STEPS

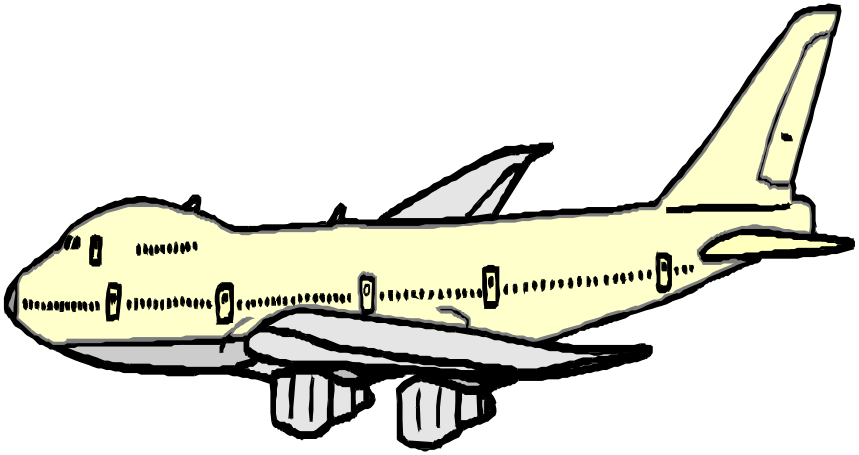
1. Lay out the puzzle of a word that your child has already practiced with (e.g., "airplane") and say, "Can you say this word slowly?"

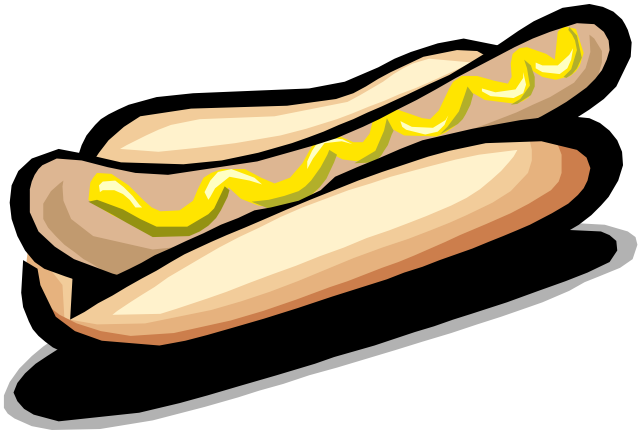
2. Take the puzzle apart and ask your child to say the word "broken apart" (slow; i.e., "air" -- "plane"). Give help as needed.

3. When your child is able to say the words "broken apart" without your help you are ready to try some of the following:
   * Lay out three puzzles of two-syllable words that he or she has practiced. Mix up the pieces and ask your child to put the puzzles together and tell you the word normally and broken apart.
   * Lay out three two-syllable word puzzles (put together) and have your child say one of the words slowly while you try to "guess" which one she or he is saying.
   * Ask your child to put the words together backwards and make a "silly" word out of it (e.g., "monkey" becomes "key-mon," "hotdog" becomes "dog-hot").
   * Introduce the three-syllable word picture puzzles (i.e., el - e - phant, tel - e - phone, kan - ga -roo, but - er - fly).

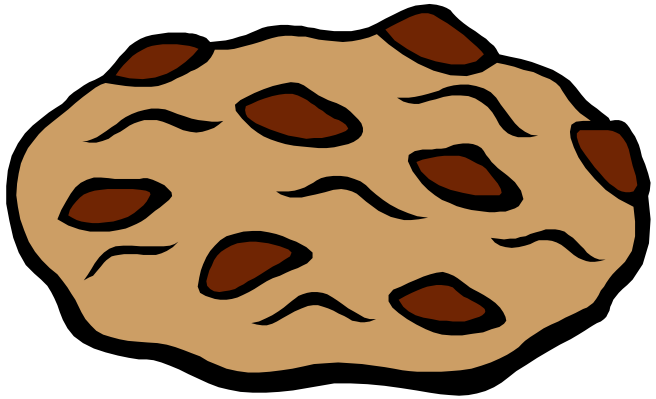


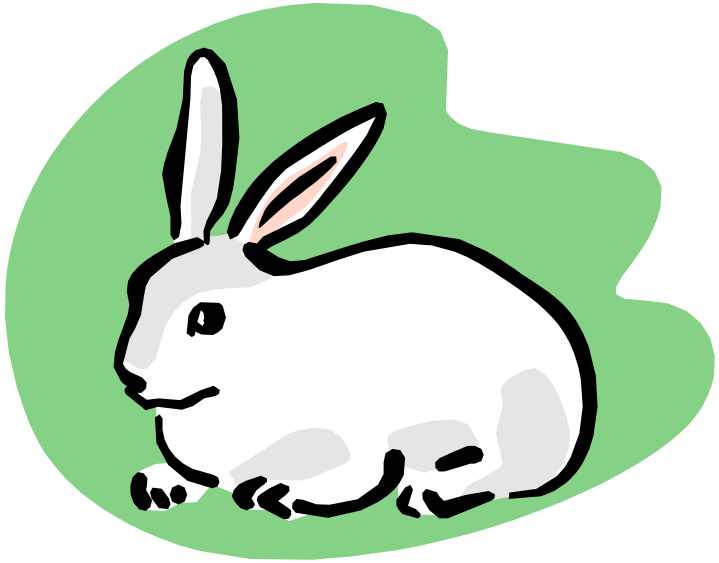


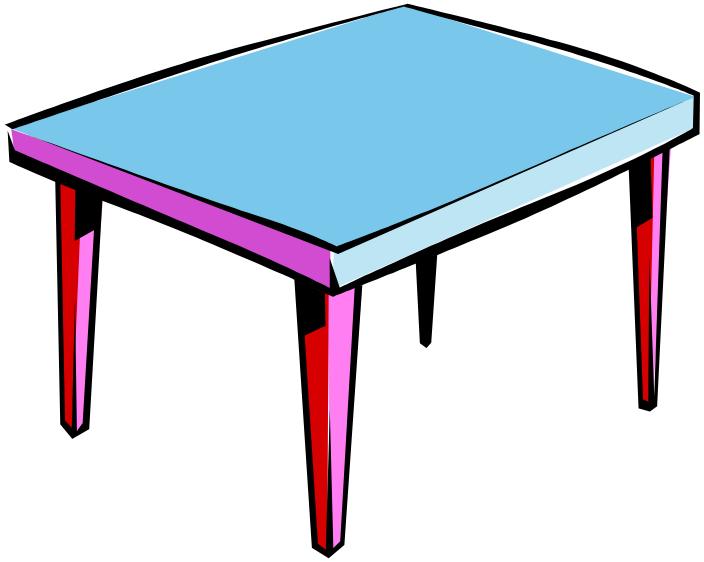


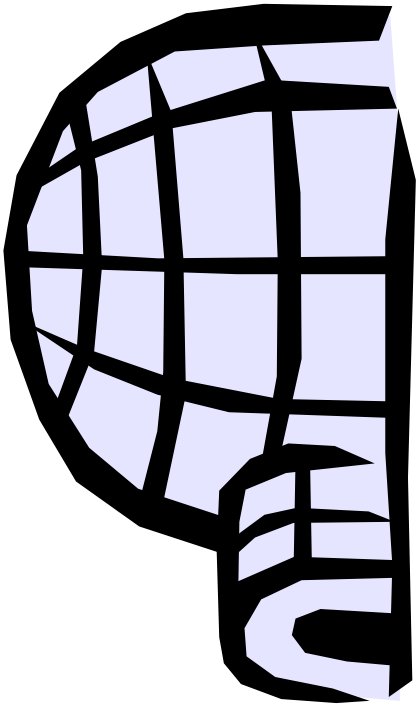


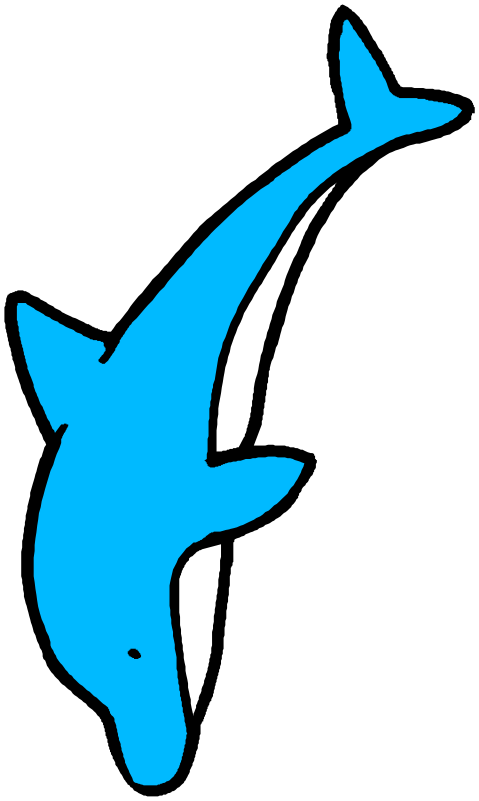
IN GOD WE TRUST
LIBERTY
1991

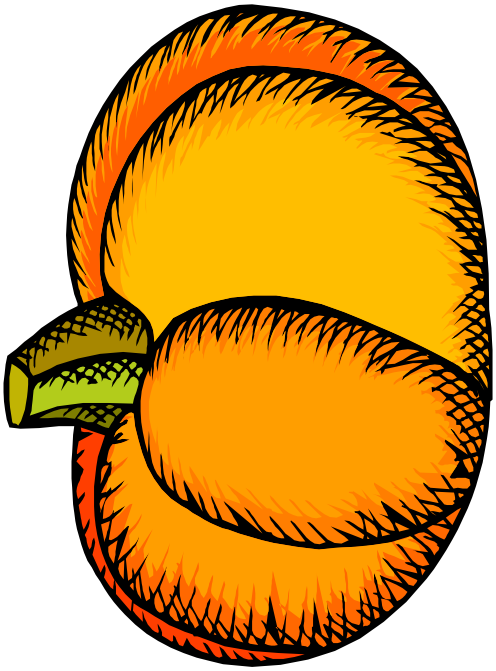


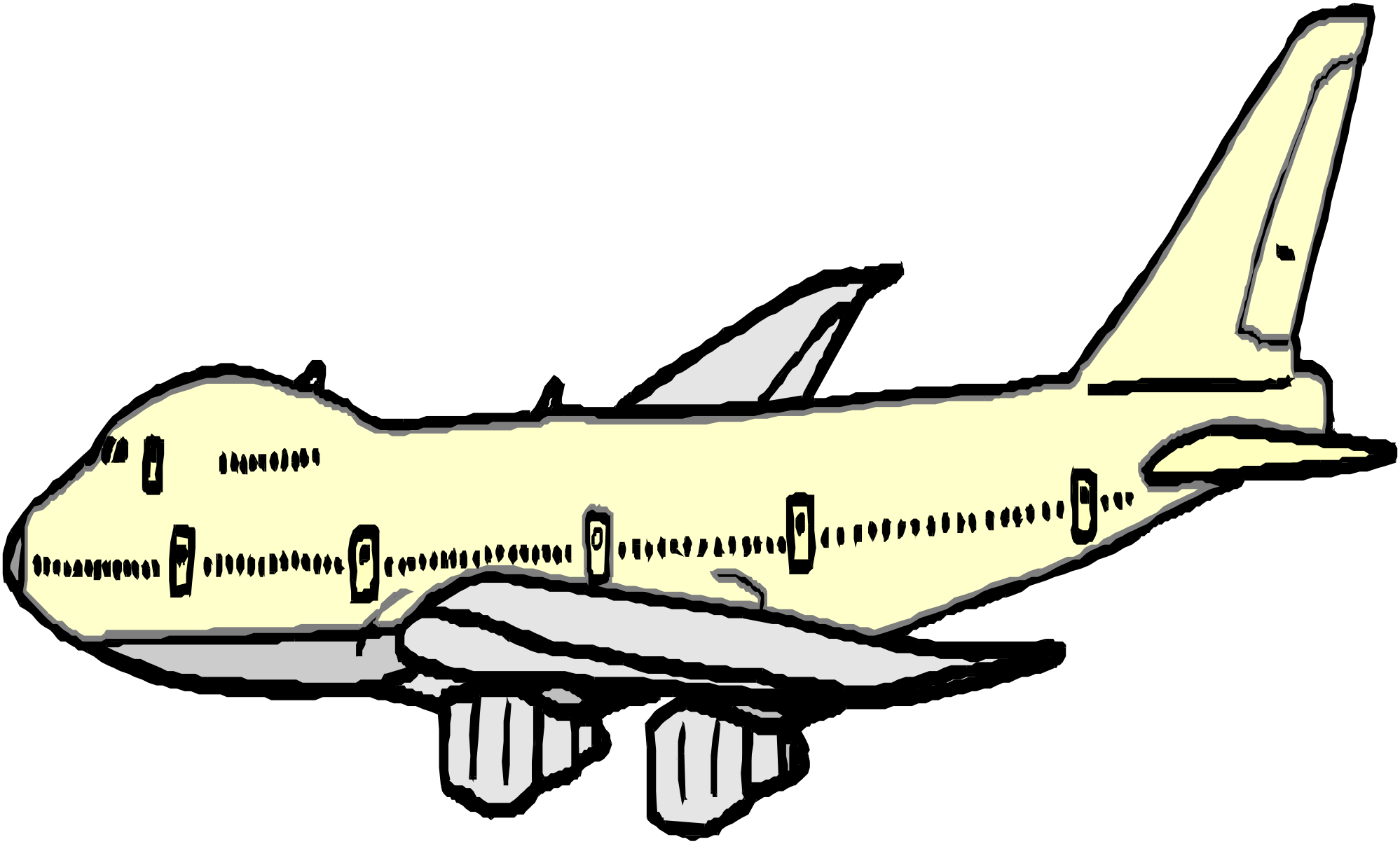


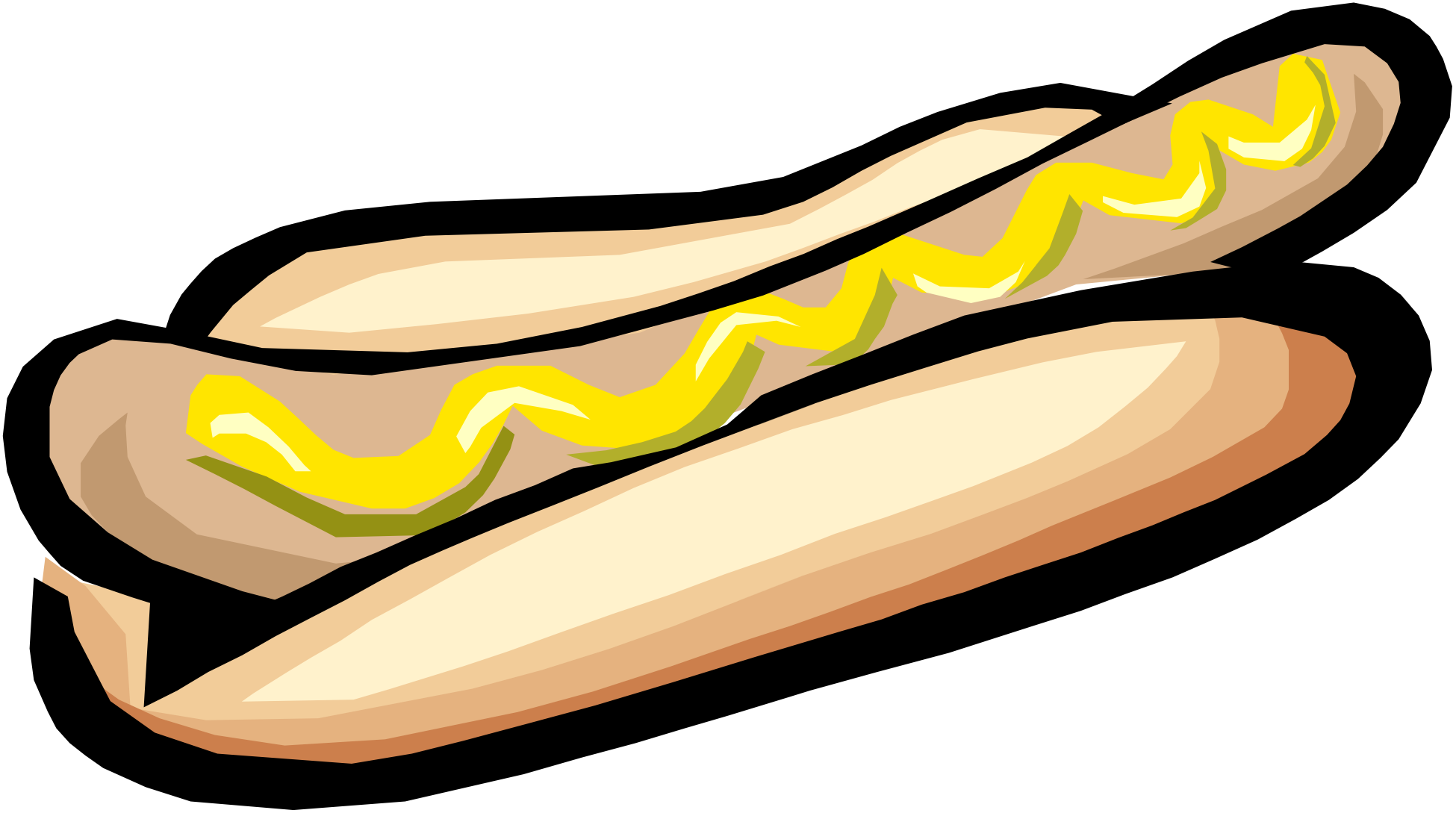


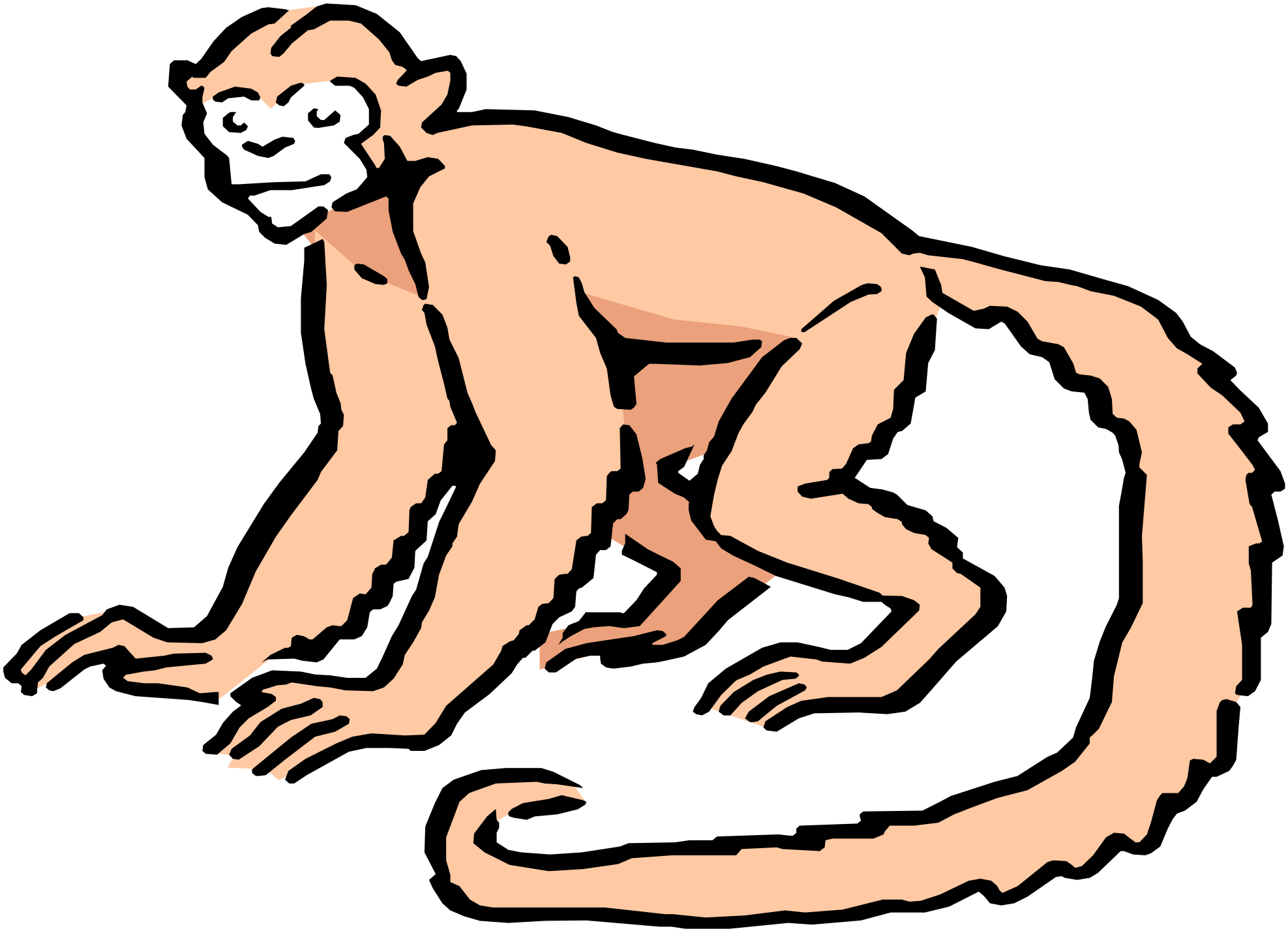


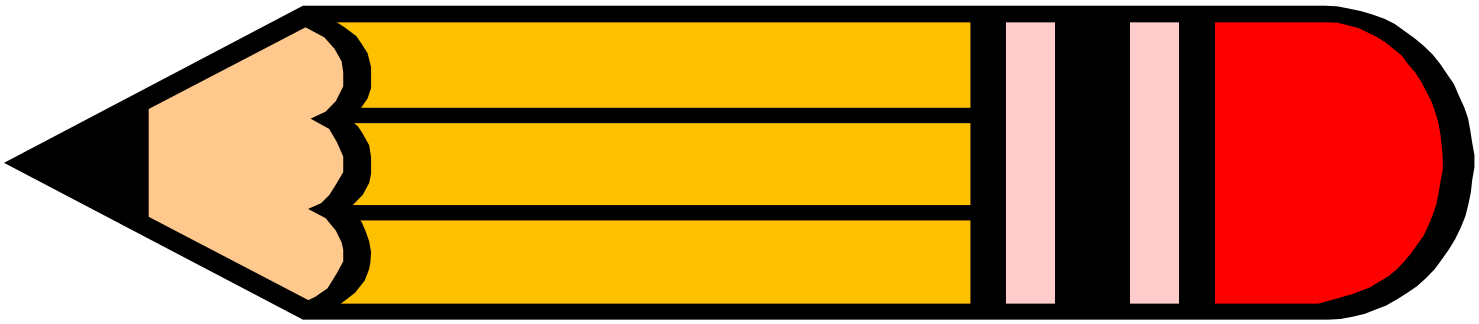


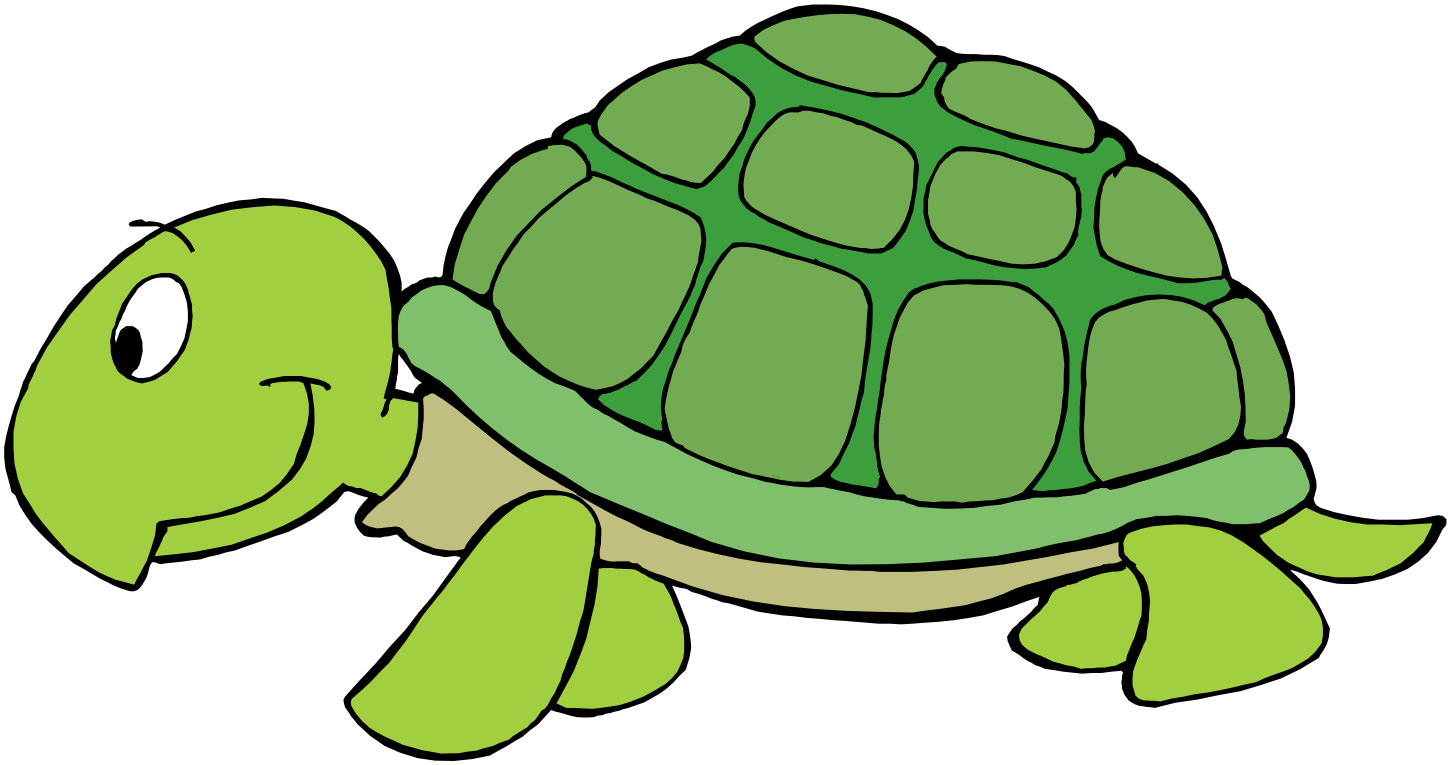


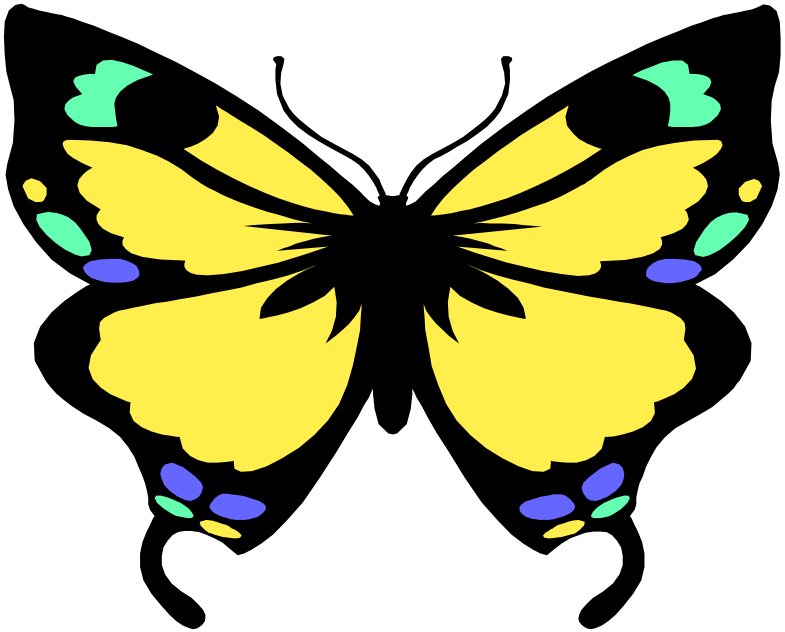


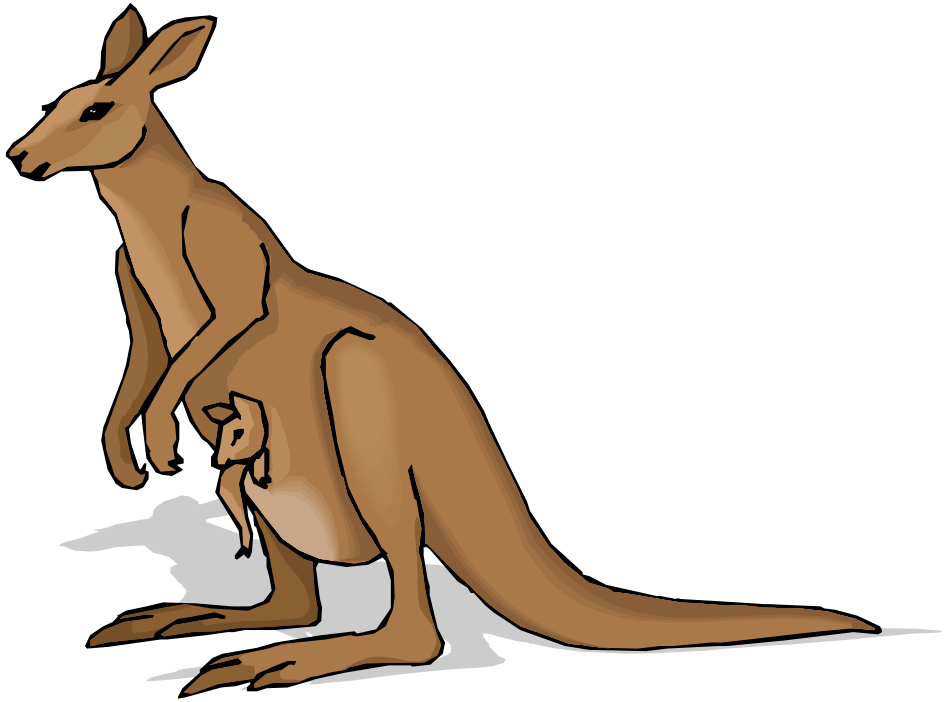


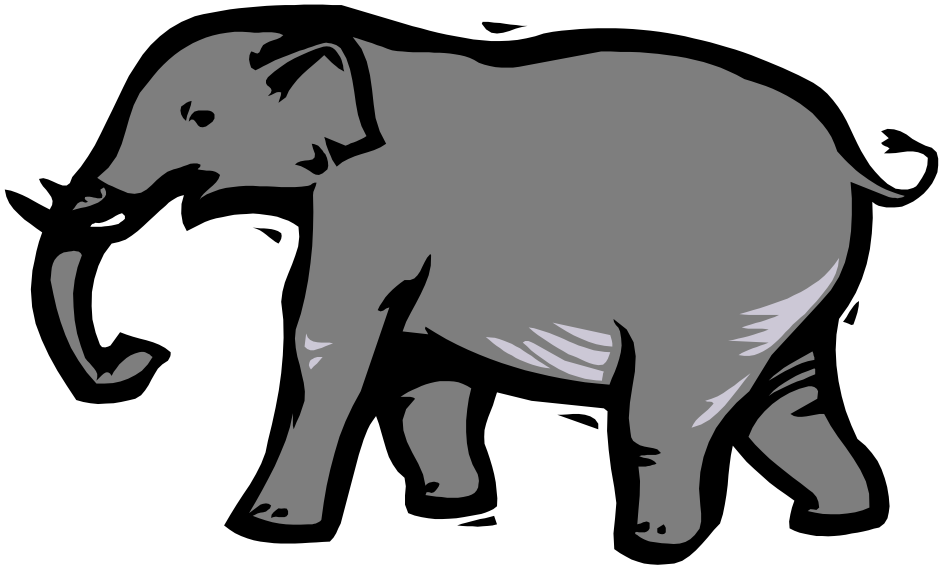












LETTER-SOUNDS FOR LETTER DAY ACTIVITIES

The following is the rough order of sounds as they develop in children's speech. You do not need to teach these sounds in this exact order. However, it is important to do these activities with sounds that the child can articulate easily. Avoid words with the initial letters q, sh, ch and th, because the written letters do not correspond to the speech sounds (e.g., the first sound in "church" is not a "c" sound as in "cat").

Start with these letter-sounds: w, p, b, d, t, m, n, h, y

Do these letter-sounds next: f, v, s, z, g, *k/c (*k and c have the same sound but are different letters. Teach them separately.)

Do these letter-sounds last: j, l, r

Remember that this activity is teaching your child to listen for the ***sounds*** in words. Often alphabet books choose pictures to depict a letter by the way it is ***spelled*** not the way it sounds (e.g. "cheese" as a /C/ word; "giraffe" as a /G/ word). If you see this, do not include that word in your game. To reduce confusion, it is important to be consistent. Choose simple words and choose words that sound the way they are spelled. The following is a chart of letters and sounds as they should be taught in this activity.

Letter-Sound	Sample Words	Letter-Sound	Sample Words
W	water, worm, wet, window	F	food, fork, fox, fan
P	pot, paint, pear, pool	V	violin, van, vase, vacuum
B	boy, bed, bike, ball	S	sock, soap, sun, spoon
D	door, dime, doll, dog	Z	zoo, zebra, zipper
T	toe, toy, truck, tree	G	goat, gate, game, grass
M	mop, mail, milk, man	k	kite, kangaroo, king, kiss
N	net, nap, neck, nose	c	cat, cake, cookie, car
H	house, hill, horse, head	j	juice, jar, jacks, jelly
Y	yogurt, yo-yo, yard, yellow	l	light, lion, lip, leg
		r	rake, rain, raisin, rock

Additional Activities for Parents to Increase Children's Print Awareness and Phonological Awareness

The activities listed below are arranged from easier to harder, in order that skills are learned by young children. It is important to begin activities with children at a level that is not too hard for them. Some activities start at a very simple level and can be extended to more complex skills. Parents should be sure that their children can perform the task at the simpler level before moving on to the higher level.

It is most important to keep the activities fun. Do not overload a child by attempting too many of the different activities at once. Focus on one or two of the activities first and experiment to discover which activities are most enjoyable for you and your child.

1. Have your child draw pictures or glue pictures cut out from magazines onto paper. Have him or her tell a "story" about the picture as you write what he or she says. You can teach new words at this time but the focus should be on drawing the child's attention to the printed word. After the story is written go back and take turns "reading" the story to each other. Collect these pictures and stories and make them into a book that can be looked at again and again.

2. Teach your child simple Nursery Rhymes. After he or she can says the rhyme and is very familiar with it, practice counting the words in one sentence at a time. The focus should be on teaching your child about sentences and words -- that sentences are made up of words. If your child cannot count yet then use blocks to represent words and build a tower as you say the rhyme, with one block added with each word spoken.
   After your child can do this activity based on words move to counting syllables and then individual sounds in words.

3. Use a set of rhyming picture cards and practice categorizing the rhyming words. If your child has trouble matching rhyming words, provide help by drawing attention to the fact that words that rhyme have the same sound at the end. For example, "cat" and "rat" rhyme because they both have the "at" sound at the end; "clock" and "block" rhyme because they both have the "ock" sound at the end (emphasize the ending that makes the words rhyme when saying them). Adding some examples that do not rhyme may help your child understand (e.g., "clock" and "ball" do not rhyme because they have different ending sounds).

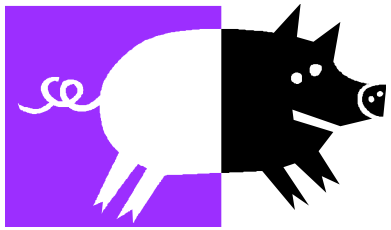
4. Make up "silly" words by changing the first letter in a word. Play a game of seeing how many "silly" words you and your child can create and then have your child tell you whether or not the "silly" word is a real word or not. To play this game at the easiest level, you should make up several words by changing the first sound (e.g., cook, book, took, mook, look) and then asking your child whether or not it is a real word.

At a more advanced level, you can model and ask your child to change the first sound in a word from one word to another. For example, say “my word is ‘be’ and the new sound is /m/ (say the sound, not the word). What is the new word?” (‘me’). There are lots of familiar words that the first sound can be changed to make a new word (light - night, boat - goat, pail - sail, cat - rat, ball - wall).

5. Play a game of saying a familiar rhyme or familiar word incorrectly by changing one sound in a word. Have your child tell you if you said it correctly or not. If it was incorrect explain why. For example, “’Mary had a little bamb’ -- is that correct?” “No, why?’ “Because I said “b – amb and I should say l-amb.” I said a “B” sound but “lamb” has an “L” sound.” Next have your child practice saying the sounds and hearing the difference.

6. Use a set of picture cards (or make them using 3x5 cards and pictures cut from magazines) and group them by the first sound in the word. The words you use should be simple and familiar to your child. Be sure that the printed word appears on the card so that you can point out that they all start with same letter. At first, use only two sounds. Later, after your child is better at this task you can increase the number of sounds to categorize. Finally, you can make the game involve many sounds by playing “go fish” with the initial sounds of words.
Create a shuffled “deck” from the picture cards (making sure that there are at least two of each beginning sound). Give you and your child each five to seven cards and then take turns trying to create pairs by asking the other player if her or his hand includes a card with a specific first sound (e.g., “Do you have a /b/?”). When the player has that card, the opponent gets to create a pair; otherwise, the opponent gets to “go fish” for a match in the deck. Continue the game until one player has eliminated all of the cards in her or his hand. The player with the most pairs wins.

Higglety Pigglety Pop



Higglety Pigglety POP!

The dog has eaten the mop.

The pig’s in a hurry, the cat’s in a flurry.

Higglety Pigglety POP!

Monkey See, Monkey Do

(tune: Twinkle, Twinkle, Little Star)

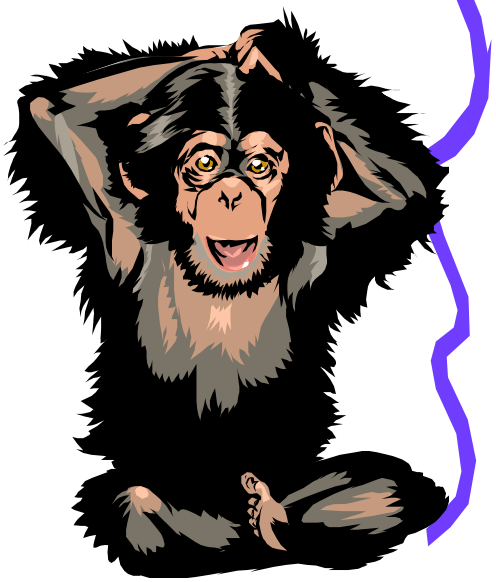
Monkey one *(point to self,)*

Monkey two *(point to child)*

Monkey see *(circle or point to eyes)*

Monkey do! HOP!

(repeat, and add other actions)



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