



Phonological Awareness

10 Day Challenge

Moving Little Minds

www.movinglittleminds.com

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What is Phonological Awareness?

Phonological Awareness is the understanding that words contain units of sounds. Children must have the ability to play with and manipulate sounds. This includes identifying words within sentences, identifying and generating rhyming words, counting syllables, blending onset and rime, as well as blending and segmenting individual sounds within words (phonemes). Phonological awareness is an auditory skill; children do not need to see print to build this skill. We must explicitly teach children how to play with and manipulate words and sounds, as this is the building block for creating strong readers and writers in the future.

Why is Phonological Awareness important for children?

We must take time to teach young children phonological awareness skills beyond rhyming and beginning sounds. Learning how sounds work helps children gain a deeper understanding of the English language and helps build stronger readers. The National Reading Panel has found that phonological awareness helps all types of learners strengthen reading skills, including preschool children, children in grades K-6th grade, typically developing readers, as well as children at-risk for future reading difficulties, children with reading disabilities, English Languages Learners, and children from varying SES backgrounds. About 20% of children have a phonological awareness deficit, which is directly linked to reading difficulties. Phonological awareness and phonics belong on parallel tracks. Consider how we teach children to sound out a word when reading and writing. If children can manipulate sounds auditorily, it will be so much easier to do so when reading words in a story and when writing.

- Phonemic Awareness Research. Heggerty. (2020, October 15). Retrieved August 12, 2022, from <https://heggerty.org/Phonemic-awareness-research>

The Challenge:

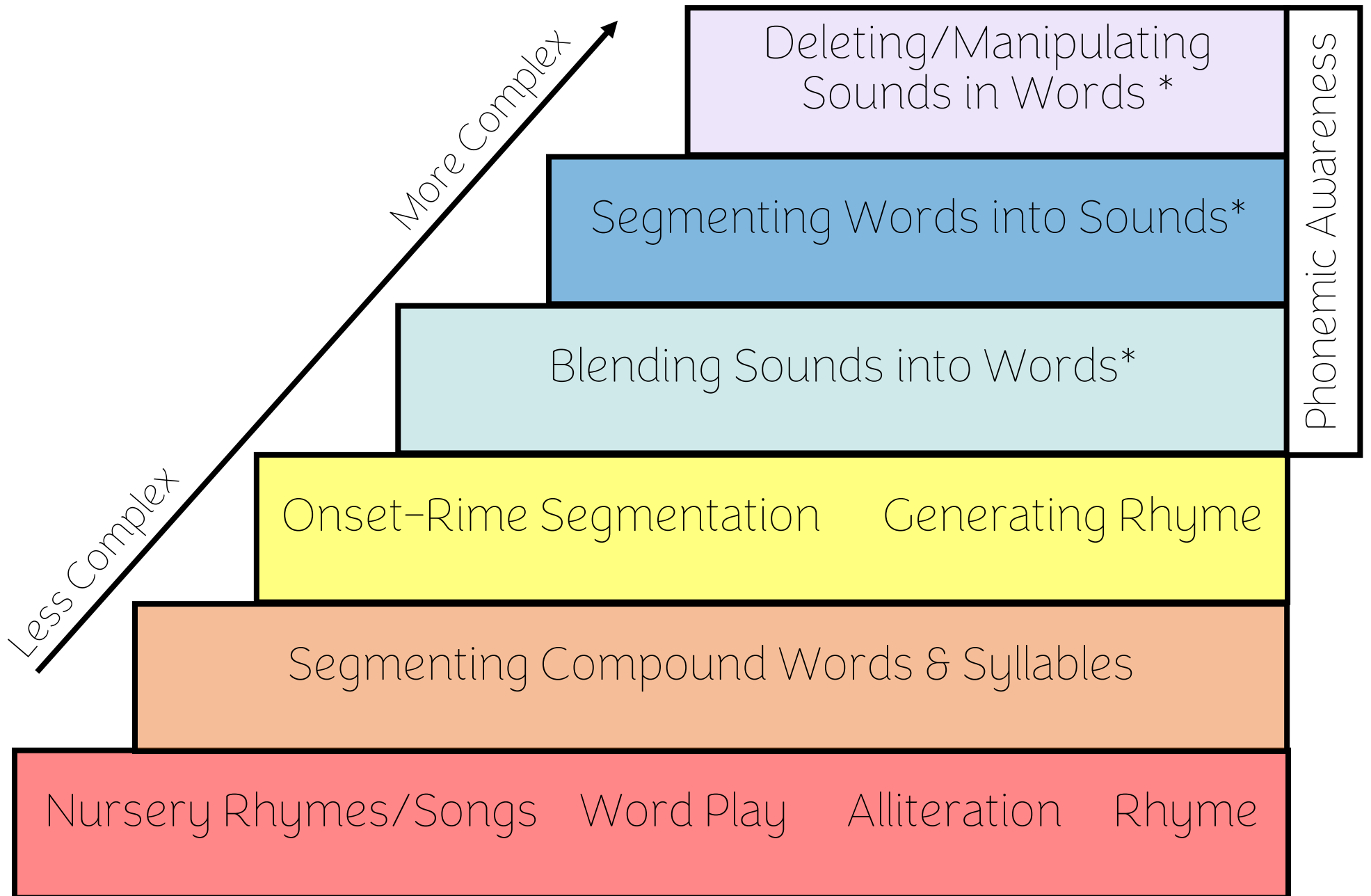
Complete one phonological awareness task with your child/students for 10 days!

You can do it!

Phonological Awareness Definitions

| Name | Definition | Example |
|-----------------------|--|--|
| Rhyme | Words that end with the same sounds | cat, bat you, shoe |
| Alliteration | Words that have the same beginning sound | Silly Sally sees the sea! |
| Sentence segmentation | Ability to separate each word in a sentence | I - see - a - cat. |
| Syllable | The parts of a word that contain a single vowel sound | ti - ger ba - na - na |
| Onset | The initial sound(s) at the beginning of the word that come before the vowel | <u>c</u> - at <u>f</u> - ish <u>cl</u> - ock |
| Rime | The set of sounds that follow the onset | c - <u>at</u> f - <u>ish</u> cl - <u>ock</u> |
| Phoneme Blending | Verbally blending individual sounds (phonemes) together to form a word | Blend sounds /f/ /i//sh/ to create - fish |
| Phoneme Segmentation | Verbally separating the individual sounds (phonemes) in a word | Play: separate sounds to make - /p//l//a/ |
| Phoneme Manipulations | Verbally changing sounds (phonemes) in a word to form a new word | Rat: change /r/ to /s/ = sat Fun: change /u/ to /i/ = fin |

Stairsteps of Phonological Awareness



Phonological Awareness Challenge

Daily Checklist

Materials Needed:

- 3, 3x3 Felt squares or construction paper squares
- 1, 3X6 Felt rectangle or construction paper rectangle
- Various household objects
- Blocks
- Color Flashcards (included)
- Sound Boxes (included) and 3 small object to push the sounds

Name Games

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|--|---|--|---|
| Syllables | Beginning Sounds | Sentence Segmentation | Onset-Rime | Rhyming |
| <p>Say the names of people in your family or class and segment the syllables.</p> <p>Ex: Sally (2) – Sal-ly Jennifer (3) – Jenn-i-fer</p> <p>First, clap each syllable in the name. Next, stomp each syllable in the name. Finally, count each syllable on your fingers as you say the name.</p> <p>Repeat with many different names of family and friends.</p> | <p>Choose the name of 2 children or family members. Write their names on a piece of paper and separate on the floor. Discuss the first sound of each letter and practice that sound several times. Next, go on a sound hunt for objects that have the same beginning sound and place them on the names.</p> <p>Ex: Sally – snake, sock, soup</p> <p>Bonus: Place all the objects in one pile and sort by the 2 beginning sounds.</p> | <p>Gather 5-6 blocks for this activity. Choose one person to be the focus of the first sentence. Create a simple sentence about that person, using your fingers to count the words in the sentence as it is said. Repeat saying the sentence and counting several times.</p> <p>Ex: Sally has brown hair.</p> <p>Next, place a block in a straight line for each word in the sentence. Touch one block as you say each word in the sentence. Repeat with other names!</p> | <p>Place the felt square and the felt rectangle in a line next to one another. The square will represent the onset and the rectangle will represent the rime. Using the felt, model how to divide a word into onset and rime. Practice with Jack: J-ack. As you are saying the parts, touch the square for the onset (J) and the rectangle for the rime (-ack).</p> <p>Next, practice onset and rime using the felt for different names of children and family members. Have your child touch the felt while practicing.</p> | <p>Sing the silly banana fana rhyme song with different names of children and family members.</p> <p>Choose a name and sing “Jack, jack bo back, bananda fana fo fack, me my mo mack, Jack!”</p> <p>Repeat with many different names of family and friends.</p> |
| <input type="checkbox"/> Completed! | <input type="checkbox"/> Completed! | <input type="checkbox"/> Completed! | <input type="checkbox"/> Completed! | <input type="checkbox"/> Completed! |

Colors

| Day 6 | Day 7 | Day 8 | Day 9 | Day 10 |
|--|--|--|---|--|
| <p>Sentence Segmentation</p> <p>Cut out the color flashcards and place face down in a pile. Your child will choose one color from the pile. Next, go on a color hunt to find one object that is that color. Once the object is found, create a sentence to clap that describes the object and color. Make sure that there is one clap per word in the sentence!</p> <p>Ex: Orange – Child will find a car that is orange. He/she will clap and say “The – car – is – orange.”</p> <p>Repeat with several color sentences!</p> <p><input type="checkbox"/> Completed!</p> | <p>Beginning Sound</p> <p>Lay the following flashcards on the ground: red, purple, blue. Gather 3-4 objects that begin with the same sounds as these colors (r, p, b). Allow your child to say the name of the object, say the beginning sound, and sort the object into the proper pile. Continue until all items are sorted into piles by beginning sound.</p> <p>Ex: red – rattle, ribbon, rabbit blue – ball, bat, banana</p> <p><input type="checkbox"/> Completed!</p> | <p>Phoneme Segmentation</p> <p>Place your sound box card and 3 small objects in the bottom section of the chart. Say the word “red,” and tap the 3 sounds with your child using fingers, /r/ /e/ /d/. Next, push the objects into the sound boxes, one sound at a time, saying each sound aloud. Then, blend and say the whole word fast.</p> <p>Ex. /r/ (push into first box, /e/ (push into second box), /d/ (push into third box). Say, “red”.</p> <p>Repeat with blue. /b/ /l/ /oo/ Repeat with white. /wh/ /i/ /t/</p> <p><input type="checkbox"/> Completed!</p> | <p>Onset-Rime</p> <p>Play onset-rime color I Spy! Choose an object with a clear color in the room. Say, “I spy something r – ed.” The child blends the sounds together and says “red.” Next, the child tries to guess the object. Repeat the I Spy game with several different colors, and switch roles!</p> <p>Ex. Bl-ue, bl-ack, p-urple, br-own</p> <p><input type="checkbox"/> Completed!</p> | <p>Rhyming Poem</p> <p>Lay the color flashcards out in front of your child. Sing the color poem together, pointing out the rhyming words. Fill in the first blank with a word that rhymes with a specific color. Have your child complete the poem by holding up the proper color flashcard and finishing the rhyme.</p> <p>Crayons So many crayons, In the box for you. Red ones, yellow ones, Blue ones too. But the one little color, That rhymes with (____) It's my favorite color, It's the color (____).</p> <p><input type="checkbox"/> Completed!</p> |

Congratulations!

You have completed the Phonological Awareness 10 Day Challenge!

You dedicated time and effort to your children, which is one step closer to building a strong literacy foundation. Way to go! Your effort building phonological awareness skills will pay off in the future, as phonological awareness is a key literacy component that must be present to build a strong reader. Now is the time to keep the momentum going! Continue to practice these skills daily. If you are looking for more ways to build early literacy skills using engaging, research-based methods, check out these products at www.movinglittleminds.com/shop.

- Check out the *100 Days of Preschool Literacy Activities to Move Little Minds!* This product contains in-depth phonological and phonemic awareness activities, as well as activities related to the other main components of literacy. Build pre-reading skills in a few intentional minutes!

Moving Little Minds Shop:

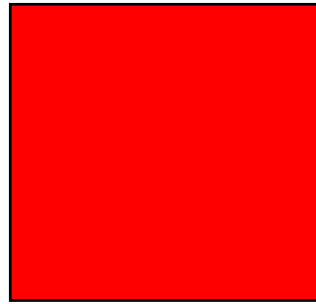


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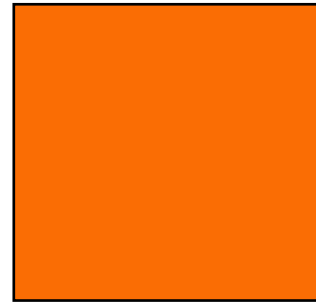




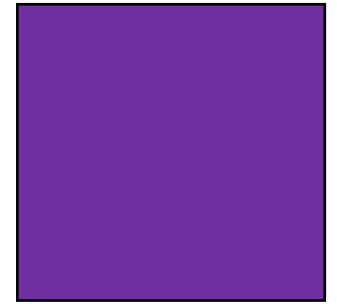
Black



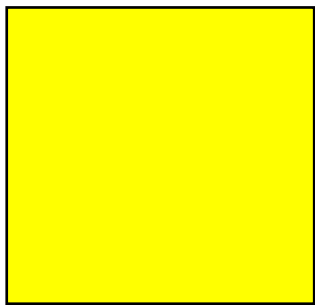
Red



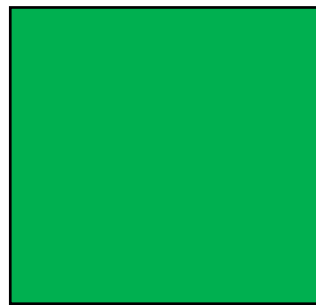
Orange



Purple



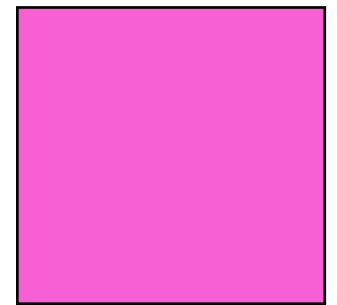
Yellow



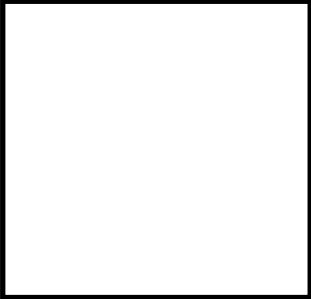

Green



Blue



Pink

| | |
|---|---|
|  |  |
| White | Brown |

| | | |
|-------------|--|--|
| | | |
| Sound Boxes | | |