

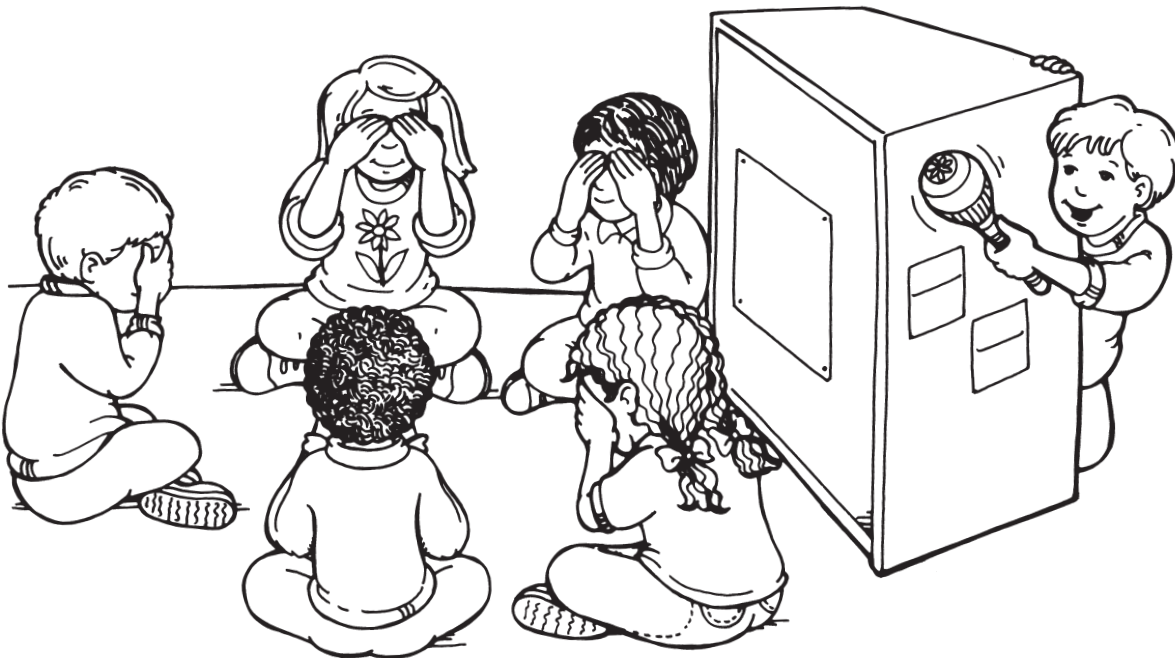
Building Awareness of Sounds

While young children are busy exploring and discovering different things to make sense of their world, they need opportunities to identify and locate sounds that occur in the natural world, classroom, playground, home, and in the community. As children become more observant of various sounds, their heightened awareness of how environmental sounds differ also helps them discern and learn to identify speech sounds in oral language. Throughout the school day, there will be many learning opportunities for children to talk about sounds that are generated in the classroom or noises that happen outside the building. Be sure to help children recall the sounds they have heard during group time, transition time, rest time, snack time, and on walks in the neighborhood. The activities in this book also target alertness, discrimination, and memory skills.



Where's the Noisemaker?

Every preschooler enjoys being a noisemaker, especially when playing with blocks, trucks, balls, and musical instruments. During group time, distribute two or three common objects and/or musical instruments to each child while the children sit on the floor in a circle. Allow the group a few minutes to explore what sounds they can make with their materials. Then, direct the children to arrange their noisemakers on the floor in a special way. (This helps the children to "turn off" the noisemakers.) Begin the activity by asking children to make very soft sounds and then ask them to make sounds that are louder. Talk about the materials they used to make the sounds and what they did to change the dynamics. Continue the activity by choosing a child to be a noisemaker. Direct the remaining children to cover their eyes and listen carefully for a sound that will be made by the chosen child. The noisemaker then selects one of the instruments, walks to another part of the classroom, and makes a soft sound behind a large object. Have the children uncover their eyes. Ask: "Where is the noisemaker?" and "What did the noisemaker use to make the noise?" Continue as time and interest allow.



Building Awareness of Rhymes

In the last 10 to 20 years, educators have noted the decline of the recognition of nursery rhymes on the part of their young students. At this time the reasons for this phenomenon will not be analyzed, and instead we'll simply focus on the importance of having young children—infant to five-year-olds—hear rhyming words via nursery rhymes, poetry, picture books, nonsense words, finger plays, and so on.

The awareness and recognition of rhyming words is a necessary step in learning to read. As young children begin to become cognizant of the predictable language in books, such as *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. and illustrated by Eric Carle (Henry Holt and Company, 1992), they also begin to notice that certain words rhyme. For example: "Brown bear, brown bear, what do you see? I see a red bird looking at me." As children listen to the remainder of the book, and the teacher emphasizes the rhyming words, the awareness of rhyme becomes sharper. Foster this skill by selecting text that feature common phonograms because the next step for emerging readers is to make the connection that some rhyming words end with the same letters.

Picture books with rhyming texts are a wonderful way to engage young children with word play. As children become attuned to onset and rimes (initial consonant sounds and word endings that include the vowel sounds), they are also able to create nonsense words. This manipulation of sounds is an important skill because children are applying their knowledge of letter sounds to create the nonsense words. Teachers and parents need not be concerned with the spelling of nonsense words, since by their very name "nonsense words," there will not be correct spellings.

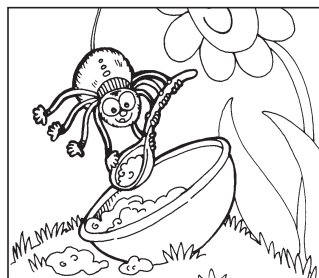
The following activities will aid teachers in teaching the awareness of rhyme. Tailor the activities to meet the needs of children. Throughout the day, weave into your curriculum engaging word play. Whether it is making up silly rhymes with children's names and common objects, or chanting a favorite nursery rhyme during transition time and having children listen for a certain word as the cue to move to another part of the room, make the experiences fun!

Mother Goose on the Loose

Locate a few picture books on Mother Goose Nursery Rhymes and place them in your reading corner. Choose a few rhymes that you plan on chanting during the day and mark those pages with large colorful bookmarks for those children who may be interested in "reading" them independently.

Incorporate opportunities for chanting and acting out nursery rhymes. During snack time, transition time, or group time, children can chant a selected rhyme and clap on the rhyming words. To build awareness of words, you may wish to ask children how many words they hear in a certain phrase or to tell you which words rhyme. Perhaps the children would like to "act out" the rhyme using a few props and have an audience recite the rhyme with them. The following rhyme is fun for young children to dramatize:

Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey.
Along came a spider
Who sat down beside her.
And frightened Miss Muffet away.



Building Awareness of Alliteration

When children have a breakthrough and start to recognize a string of words in stories that begin with the same initial phoneme, you know that they are using their listening skills to detect finer differences in sounds. Many picture books and nursery rhymes feature names or groupings of two or more words in sentences that begin with the same sounds. This literary element is called *alliteration*.

It is very easy to include some experiences with alliteration in the curriculum by choosing rhymes for children to hear and recite during small-group time and snack time. To make a listening activity fun during transition time, choose an alliterative name or phrase and change the wording of the rhyme if necessary. Then, direct children to stop and listen for your “magic word(s)” while you recite the rhyme. When they hear the “magic word(s)” they can then move to the new location.

Mother Goose Rhymes Having Alliteration

- Little Tommy Tittlemouse lived in a little house. . . .
- Daffy-Down-Dilly has now come to town . . .
- Diddlety, diddlety, dumpty, the cat ran up the plum tree. . . .
- Peter Piper picked a peck of pickled peppers. . . .
- Lucy Locket lost her pocket, Kitty Fisher found it. . . .
- Diddle diddle dumpling, my son John went to bed with his clothes on. . . .
- Pease porridge hot, pease porridge cold, . . .
- Sing a song of sixpence, a pocket full of rye; . . .
- Wee Willie Winkie runs through the town, . . .
- Fiddle-de-dee, fiddle-de-dee, the fly shall marry the bumblebee. . . .
- Simple Simon met a pie man going to the fair. . . .



Read-Aloud Books with Alliteration

Here are two picture books that children in your classroom may enjoy hearing:

- *Jiggle Joggle Jee!* by Laura E. Richards and illustrated by Sam Williams (Greenwillow Books, 2001). This picture book features a poem written by Laura Richards in the early 1900s that was intended for family members to chant while bouncing babies and toddlers on their laps. Perhaps young preschoolers would enjoy hearing the poem as part of a lesson on recognizing alliteration—“jiggle joggle, jiggle, joggle, jee”—or rhyme—“lokey mokey poky stoky smoky choky chee.” Encourage children to experiment by substituting other initial sounds when repeating the familiar phrase: “diggle doggle, diggle doggle, dee” ; miggie moggie, miggie moggie, mee”; and so on when reading the story.
- *Chicky Chicky Chook Chook* by Cathy MacLennan (Boxer Books, 2007). Chicks, busy bees, and kitty cats play and sleep in the warm sunshine until it rains, after which their “f-f-fluff and f-f-fur and f-f-fuzz” must dry. There is lots of engaging use of language for pre-readers in this book!

Isolating Sounds

Phonemes are the smallest units of sound in a word, which are represented by individual letters or letter clusters, not phonograms. The next logical instructional step after children demonstrate proficiency in identifying rhyming words is to help them discover these small units of sound. How is this possible? Begin the process by having children analyze words with the CVC structure (consonant-vowel-consonant pattern). Choose a CVC word and then say it out loud to the children. If possible, prolong or stretch out the initial consonant sound, such as *man*—/mmmmman/. Ask students to tell you the beginning sound in the word. Continue in the same manner with other chosen words. When children can recognize, isolate, and pronounce beginning consonant sounds, build on this skill by talking about and identifying the final sounds in simple words.

Note: Continuant consonant sounds are easier to hear and isolate in words than those sounds that abruptly stop. Continuant sounds include /h/, /f/, /l/, /m/, /n/, /r/, /s/, /v/, /z/, /ch/, and /th/.

Cool and Creamy Word Parts

Give each child a copy of the Cool and Creamy Word Parts Patterns on page 25. Have children color their “ice cream” scoops to make them represent two different “flavors” and then cut out the pieces. Set aside one of the ice cream scoops. Explain how a scoop of ice cream will stand for the beginning sound of a word and the cone will hold the remaining word part (rime). For example, say, “Let’s build a cool and creamy word treat for the word *ran*.” Pronounce the word again by stretching the first sound—/rrrrrr/-an. Point to the “scoop of ice cream” and say the /rrrrrr/ sound. Next, point to the “cone” and say /an/. Finally, repeat the entire word quickly — /ran/. Tell children: “Now say the first sound in *ran* with me—/rrrrrr/.” Have children tell you again the beginning sound of the word. Continue the activity by making additional cool and creamy word treats with other words. Each time, direct children to change the flavor of the cone for a new word. Some examples of words include the following: *man, tan, and van; mad, sad, and fad; bat, cat, hat, and mat; bell, fell, jell, and sell; jet, met, net, and wet; dim, him, and rim; lip, rip, and zip; dish, fish, and wish; and bug, dug, hug, jug, mug, and rug.*



Building Word Rigs



Make a copy of the Building Word Rigs Patterns on page 26 for each child. Have children color their semi trucks’ tractors and trailers and then cut out the pieces. After each child’s pieces are arranged to show the rig, explain how the semi’s tractor will stand for the first sound in a word, the middle piece will stand for the middle sound, and the end trailer will stand for the final sound in a word. Ask various questions about words. For example: “Where is the /f/ sound in *fish*?” Say the word again, sound by sound, /f/-/i/-/sh/. (Beginning) “Where is the /n/ sound in *ten*, /t/-/e/-/n/?” (End) “Where is the /a/ sound in *bat*, /b/-/a/-/t/?” (Middle) Continue asking questions about CVC words while children answer you by pointing to the corresponding part of their “Word Rigs.”

Alternatively, announce that the Word Rigs will be hauling tasty snacks. Give each child three paper cups, one for each section of the truck, and a small bowl of cereal pieces and/or dried fruit. Each time you ask a question about a word, the child places a snack piece in the corresponding cup. At the end of the activity, invite children to snack on the “cargo.”



Matching Phonemes

After children have learned how to isolate initial and final phonemes in words, they will then be ready to identify other words that either begin or end with the same sounds. The following activities will focus on matching sounds word to word. A great resource of words that begin with the same letter is the collection of ABC books on your book shelf.

I Spy Things for Sounds

For a fun and easy way to introduce the concept of matching initial phonemes, collect various common materials whose names begin with the same sound. Locate two or three objects for each sound: /d/, /f/, /l/, /m/, and /t/. Place the collected materials in the center of the playing area. Be sure to add a few objects to the collection that do not fit the criteria. Have children sit in a circle around the objects. Say: "I spy something that starts with the sound /m/?" The children could point and say [e.g. monkey, mouse, marbles, magnets]. Continue the game as time and interest allow. Other groups of objects can be collected for sounds: /h/, /k/, /n/, /p/, /s/, /b/, hard /g/, /v/, /y/, or /z/.

Let's Tell a Story!

Play the "I Spy" game again as directed above. At the end of each round, choose children to hold the chosen objects. Continue in the same manner until everyone has been given an object. Then, invite the children to work in teams and make up an alliterative story (two or three sentences) about those objects. As the children create their stories, that can be silly, also remind them to include as many other words that start with the assigned sound. Encourage them to look at ABC picture books for ideas. When the project is finished, have students tell and act out their stories to the rest of the class.

Whose Name Begins with . . . ?

Here is another twist on the "I Spy" game. This time ask questions that relate to the names of children in your classroom. If more than one child's name starts with the same sound, ask the question "I am thinking about someone whose name begins with [make the sound]. Who is this person?" The children may have to offer more than one answer before guessing the correct name. Alternatively, drop the initial phoneme and then say the name of the child. Invite the class to tell whose name you meant to say. For example, say, "I spy someone in the room whose name ends like _ayla. Who is this person?" (Kayla)

Sorting Sounds

Reproduce the Sorting Sounds Cards found on pages 28–33 and the Sorting Board found on page 34. The children can sort the cards according to initial phonemes /b/, /d/, /f/, /g/, /h/, /j/, /k/, /l/, /m/, /n/, /p/, /r/, /s/, /t/, /v/, /w/, /z/; digraphs /ch/, /sh/, /th/, /wh/; and rows 22–24 (page 33) are included so pictures can be sorted by vowel sounds. Have the children place the matching cards in one section of the Sorting Board.

Say and Match Sounds

To play this game, copy the game board patterns on pages 35–36 and the Sorting Sounds Cards on pages 28–33. Color and laminate for durability. Provide two or three game markers along with a standard die. To play the game, the players will take turns drawing cards, isolating the initial phoneme in the name of the picture and saying it out loud. If correct, the child rolls the die and moves a game marker the corresponding number of spaces on the path. If a "6" is rolled, the player rolls the die again.

Segmenting Phonemes

When children can demonstrate the skill of blending isolated phonemes to create words, have them listen to words and then separate the sounds in those words. This skill is the reverse of blending phonemes. For example, if you say *cup*, have children repeat the sounds quickly until the word *cup* can be heard. Tailor the lessons by determining how many phonemes the children will blend. For those children in kindergarten, select words that have two or three phonemes. Older students are capable of handling words with up to four phonemes if blends and digraphs have been explained to them

Banking On Sounds

Each student will need a copy of the Banking on Sounds “piggy bank” pattern found on page 42 and at least 10 pennies. Using real pennies can be a lot of fun, but if this is not possible, make copies of the penny patterns at the bottom of the page.

The teacher should generate words from classroom materials or from a favorite children’s book. The teacher says a word and then the children place a penny for each phoneme heard in the piggy bank.



Climbing the Phoneme Ladder Game

Have the students work in teams of four. Each team will need a copy of the “Climbing the Phoneme Ladder” game board found on pages 44–45. Each team can make their own game board by coloring it and then taping the two pages together. For added durability, the game board can be glued to the inside of a file folder. Each student will also need a game marker (i.e., math counter, coin, eraser). For each team, copy and cut out two sets of the game cards found on page 43.

Have the students sit with their teammates and as a class, look at each card, say the name of the picture, and decide how many phonemes are in each word. Write that number on the back of each game card. This is good preparation for the teams to play the game independently.

Now, everyone is ready to play the game and should place a game marker on the “start” space. On the game board, place the game cards on the card pile space with the picture face up (the written number face down). Next, the players take turns drawing cards. Once a card is drawn the player says the name of the picture and how many phonemes are in that word. If the player is correct, the game marker is moved that same number of spaces on the game board as the number of phonemes in that word. For example, if the player says the word *jet* and says that *jet* has three phonemes /j/ /e/ /t/, that player would then move his game marker up the ladder three spaces. If the player is wrong, he is not allowed to move his game marker. The play then passes to the next person after either a right or wrong response. The first person to climb the ladder to the top of the tree house is the winner.

Team Up with Sound It Out Kids

Enlarge and copy onto colored card stock 18 “Sound It Out Kids” found on page 39. Copy the picture cards found on page 46; then, cut out and glue the pictures onto the “kids” T-shirts. Keep two of the kids blank. Have the students listen to the sounds in CVC words. Students should find the corresponding Sound It Out Kid cutout that represents the initial and final consonant sounds of the word, linking the cutouts together just like assembling a puzzle.

