

## Phonological Awareness Activities to do at Home:

These activities are intended to be done orally and for short periods of time (5-7 min.) repeatedly, during everyday life.

Examples: at the store, in the car, in the bath tub, waiting for appointments, waiting in line, etc.

### RHYMING ACTIVITIES:

To Parents: Our English language spelling system is based (mostly) on rhyming patterns: phonetics. It is important that children learn to recognize and produce rhymes before they can effectively use formal reading instruction.

1. Parent reads a nursery rhyme, song, poem, or jingle aloud.

Child identifies the rhyming words that he/she heard. Favorites:

Down by the Bay by Raffi Brown Bear, Brown Bear What Do You See? By Bill Martin Jr. and Eric Carle

2. Rhyme Hunt

Parent thinks of a one syllable word; for example, "cat."

Parent chants, "Let's make a rhyme for "cat."

Child answers: "sat"

Sample word list:

book-cook

tree-flea

try-fly

me-tea

two-blue

free-bee

pot-hot

wall-call

play-day

cat-fat

run-sun

time-lime

### 3. What Does Not Belong?

Parent gives the child three words. Two of the words rhyme. Child finds the word that does not belong (does not rhyme).

Example:

Parent: "rat, men, hat"

Child: "men"

### Sample Word List

hit-sit-fat

hen-Tom-pen

man-can-bell

hill-mop-top

### 4. Syllable Play

Parent picks up small objects and puts them on the table. Have your child sort them by the number of syllables.

Child: looks at napkin and claps for each syllable, nap-kin, two syllables.

## WORD PLAY

1. Blending and Segmenting Words (putting together words and taking them apart). Be sure to say the **sounds** -- not the names of the letters.

Initial sounds:

Parent says, "Start with 'l', add 'unch.' What's the word?"

Child: "lunch"

Parent: "Start with 's' and add 'andwich.' What's the word?"

Child: "sandwich"

Final sounds:

Parent: "Start with 'superma', add an 'n' sound. What's the word?"

Child: "Superman"

Parent: "Start with 'stam,' add a 'p' sound. What's the word?"

Child: "stamp"

Continue the above activities with any familiar words.

2. Middle Sounds:

Parent says three words with same middle vowel sound.

Parent: "teeth, cheek, deep. What sound do you hear in the middle?"

Child: "ee"

Continue activity with different vowel sounds.

Sample word list:

sack-mack-tack

heat-seam-meal

hop-mom-pot

dock-lot-Tom

sank-tank-thank

comb-poke-wrote

hen-yell-pet

hill-tick-sip

## Phonemic Awareness activities

### 1. Whole Word (from part to whole)

Parent gives the child a one-syllable word to blend, one **sound** (not letter) at a time.

Parent: "b...i...g" What's the word?"

Child: "big"

Parent: "s...t...o...p" What's the word?"

Child: "stop"

Parent: "n..u..t: what's the word?"

Child: "nut"

Helpful Hint: A great time to accomplish these activities is in your car. You can read street signs and other print that you may come across.

### 2. Whole Word (from whole to part)

Parent says entire word: "big"

Child says each individual sound: "b...i...g"

Sample word list (any words will work)

cat

sam

mop

lake

when (remember, the "h" is silent -- so your child won't hear it.)

top

game

rug

