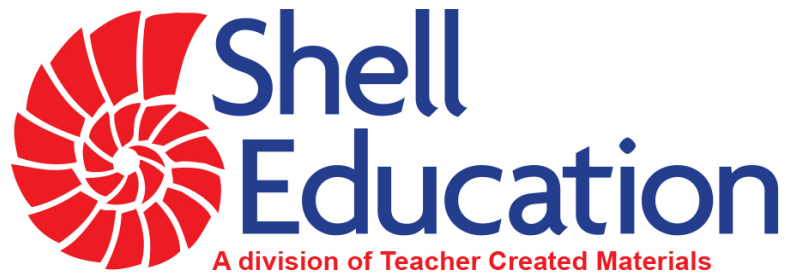


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Purposeful Play for
Early Childhood

Phonological

Awareness

Second Edition



Hallie Kay Yopp and Ruth Helen Yopp

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What's New in This Edition

To Readers of This Book,

We are delighted to share this second edition of *Purposeful Play for Early Childhood Phonological Awareness* with you, and we appreciate Shell Education's commitment to supporting teachers! New to this edition are the following:

- Updates on research
- Updated discussions throughout
- 17 new activities along with modifications or enhancements of original activities
- Discussion of phonemic patterns in syllables (e.g., CVC, CVCC)
- Discussion of the role of letters in phoneme awareness instruction
- Options for incorporating letters into nearly all the phoneme awareness activities
- Expanded lists of words to use in activities (See activities and Appendix.)
- Reorganization to include an increased focus on rhyming as separate from onset-rime manipulations
- Reorganization to provide heightened attention to listening activities
- Discussion of technology use to support teaching, learning, and communicating with families

We hope you find this book a valuable resource in your important work supporting young children's literacy development!

—Hallie Kay Yopp and Ruth Helen Yopp



Overview of the Activities

In this book, we offer more than 80 activities that support phonological awareness development. We begin with a short list of activities that prompt children to listen attentively. The ability to listen is crucial for the development of phonological awareness. Thus, these activities lay the groundwork for the careful listening skills required by the phonological awareness activities.

Then we provide activities that focus on word awareness. Children blend, segment, delete, and substitute words in sentences, phrases, and compound words. This section is followed by one on rhyming, one of the earliest ways in which children attend to how words sound.

Next are sections that focus on syllables, onsets and rimes, and phonemes, thus progressing from larger units of sound to the smallest units of sound. We include activities that call for identifying, matching, blending, segmenting, adding, deleting, and substituting sound units. We have ordered our activities within each section in a way that generally reflects what experts suggest about the development of phonological awareness. However, there is no evidence that teachers must strictly adhere to an order of presentation. You may find that some children experience more success with the simpler phoneme awareness activities (such as matching initial phonemes) than with more complex syllable activities (such as deleting syllables).

At the start of each section, we include a chart that identifies the units and manipulations each activity entails. Each activity includes the objective, a brief overview, materials needed, and procedures to follow, as well as ways to differentiate or extend the activity. Because partnerships with families benefit children greatly, we also include suggestions for school-home connections for each activity. We also provide a letter describing phonological awareness that may be given to families (written in English and Spanish). These are also available in the Digital Resources (see pages 36–37). In addition, we include letter connections in the Phoneme Awareness section.



Tips for Success

Phonological awareness is a crucial foundation of literacy, and those who work with young children have a key role in promoting its development. Addressing phonological awareness development should be a deliberate and enjoyable endeavor. As you implement the activities in this book, please keep the following in mind:

1. Be purposeful...and responsive.

- Know why you are engaging children in an activity and how it fits into the larger scheme of phonological awareness development and literacy instruction.
- Intentionally provide experiences while also being responsive to and capitalizing on child-initiated sound manipulation.

2. Be playful.

- Young children embrace and learn many concepts through play. Phonological awareness instruction can be playful. As you engage children with the activities in this book, smile and laugh. Capitalize on children's interest in fun. Children are more likely to engage in activities—and continue to pursue them—if they find them enjoyable.
- Be creative and encourage children's creativity. Use your imagination, and prompt children to experiment with sounds in many ways throughout the day.

3. Be explicit.

- Draw children's attention to the sound play, and talk about the sounds and the sound manipulations in the activities. Explain and model. Provide plenty of examples and guidance. Do not assume that children will grasp the phonological manipulations in the activities without your direct input.
- Be attentive to children's responses and provide appropriate and specific feedback, affirming or carefully correcting children's responses and providing additional explanations, examples, and support as needed.

4. Ensure rich exposure.

- Engage children in the activities more than once. They can be enjoyed repeatedly over the course of weeks.
- Be sensitive to individual differences and consider which activities are most appropriate for which children, but do not assume that children who are quieter are not benefitting from the exposure. Do not demand mastery of one activity before sharing another.
- Recognize that phonological awareness can be fostered throughout the day in a variety of contexts. Continue to play with sounds after the children have enjoyed an activity.

Tips for Success *(cont.)*

5. Pronounce sounds with care.

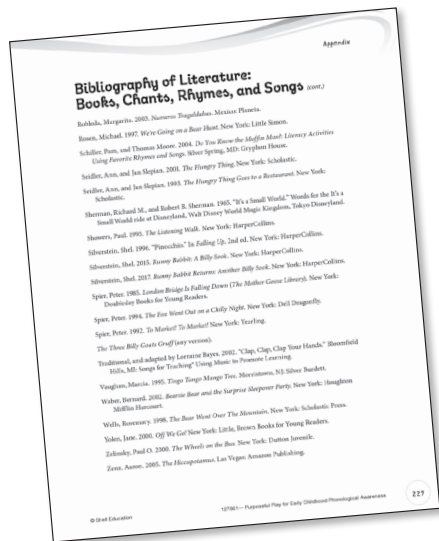
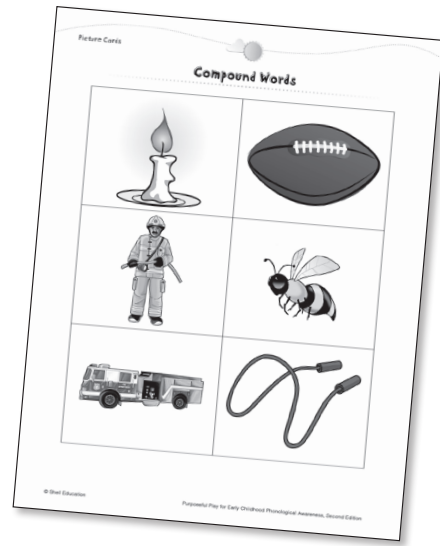
- If you are unsure of the pronunciation of a sound, check with a friend or colleague.
- Avoid adding /ü/ to the end of sounds. The phoneme /h/, not the syllable /hü/, is what we hear at the beginning of *hot*. Think about the confusion that is created when a child is told that the sounds /hü/-/ö/-/tü/ combine to form the word *hot*. Actually, they combine to form the nonsense word *huhotuh*. Use the same care with the pronunciation of any size sound unit. For example, the onset /st/ (as in *stop*) should not be pronounced /stü/.
- When stretching a sound (such as /mmm/), avoid changing the pitch. A sing-song like presentation of a sound can be confusing.
- Be sensitive to and respectful of regional and dialectal variations in speech. Listen carefully to children as you guide them.



Tips for Success *(cont.)*

Picture Cards

Many of the activities recommend using picture cards. Download pictures from the internet, find them in magazines or other print sources, or borrow pictures from existing materials in your class. Sample picture cards are included with many activities, and more are available in the Digital Resources.

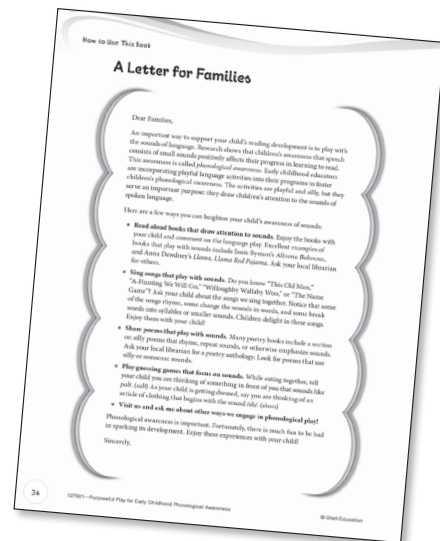


Children's Literature

Some of the activities in this book rely on children's literature, chants, poems, and songs. We list the books and titles in a bibliography section at the end of the book (pages 229–230). Take time to gather these materials and become familiar with them in advance. Videos of teachers, authors, or other people reading aloud many of these books can be found online.

Letter to Families

A sample letter is provided (in English and Spanish) on pages 36–37, and also in the Digital Resources, to show how you can introduce families to the kinds of activities being used in class and begin building a relationship for a strong school-home connection.



A Letter for Families

Dear Families,

An important way to support your child's reading development is to play with the sounds of language. Research shows that children's awareness that speech consists of small sounds positively affects their progress in learning to read. This awareness is called *phonological awareness*. Early childhood educators are incorporating playful language activities into their programs to foster children's phonological awareness. The activities are playful and silly, but they serve an important purpose: they draw children's attention to the sounds of spoken language.

Here are a few ways you can heighten your child's awareness of sounds:

- **Read aloud books that draw attention to sounds.** Enjoy the books with your child and comment on the language play. Excellent examples of books that play with sounds include Janie Bynum's *Altoona Baboona*, and Anna Dewdney's *Llama, Llama Red Pajama*. Ask your local librarian for others.
- **Sing songs that play with sounds.** Do you know "This Old Man," "A-Hunting We Will Go," "Willoughby Wallaby Woo," or "The Name Game"? Ask your child about the songs we sing together. Notice that some of the songs rhyme, some change the sounds in words, and some break words into syllables or smaller sounds. Children delight in these songs. Enjoy them with your child!
- **Share poems that play with sounds.** Many poetry books include a section on silly poems that rhyme, repeat sounds, or otherwise emphasize sounds. Ask your local librarian for a poetry anthology. Look for poems that use silly or nonsense sounds.
- **Play guessing games that focus on sounds.** While eating together, tell your child you are thinking of something in front of you that sounds like *palt*. (*salt*) As your child is getting dressed, say you are thinking of an article of clothing that begins with the sound /sh/. (*shoes*)
- **Visit us and ask me about other ways we engage in phonological play!**

Phonological awareness is important. Fortunately, there is much fun to be had in sparking its development. Enjoy these experiences with your child!

Sincerely,

A Letter for Families (Spanish version)

Estimadas familias:

Una manera importante de apoyar el desarrollo de la lectura de su hijo/a es jugar con los sonidos del lenguaje. La investigación muestra que cuando los estudiantes están conscientes de que el habla consiste de sonidos pequeños, esto afecta positivamente su progreso en el aprendizaje de la lectura. Esta conciencia se llama *conciencia fonológica*. Los educadores de los niños pequeños están incorporando en sus programas actividades lúdicas basadas en el lenguaje para fomentar la conciencia fonológica. Estas actividades son cómicas y juguetonas, pero sirven un propósito importante: Centran la atención de los estudiantes en los sonidos del idioma hablado.

Aquí le damos unas ideas sobre cosas que usted puede hacer para ayudar a realzar la conciencia de su hijo/a de los sonidos:

- **Lea libros en voz alta que centren la atención en los sonidos.** Disfruten de los libros con su hijo/a, y comente sobre el juego del lenguaje. Unos ejemplos excelentes de libros que juegan con los sonidos incluyen *Números tragaldabas* por M. Robleda y *¡Pío Peep!*, *Rimas tradicionales en español* por A.F. Ada y F.I. Campoy. Pídale más sugerencias a su bibliotecario local.
- **Canten canciones que jueguen con los sonidos.** ¿Conoce “Una mosca parada en la pared”, “Los pollitos” o “La mar estaba serena”? Pregúntele a su hijo/a sobre las canciones que cantamos juntos. Note que algunas de las canciones riman, algunas cambian los sonidos de las palabras, y algunas descomponen las palabras en sílabas o sonidos más pequeños. Los estudiantes gozan de estas canciones. ¡Disfruten de ellas con su hijo/a!
- **Compartan poemas que jueguen con los sonidos.** Muchos libros de poesía incluyen una sección sobre poemas cómicos que riman, que repiten sonidos o que resaltan los sonidos. Pídale a su bibliotecario local que le ayude a encontrar una antología de poemas. Busque poemas que usen sonidos cómicos o imaginarios.
- **Jueguen a las adivinanzas usando sonidos.** Mientras comen, dígame a su hijo/a que usted está pensando en algo frente a usted que suene como *pal*. (*sal*) Mientras su hijo/a se viste, dígame que usted está pensando en algo que empiece con el sonido */s/*. (*zapatos*)
- **¡Visítenos y pregúnteme sobre otras formas de enfocarse en el juego fonológico!**

La conciencia fonológica es importante. Afortunadamente, es divertido desarrollarla. ¡Disfruten de estas experiencias con su hijo/a!

Sinceramente,



Syllables are units of sound organized around vowel sounds. They are the beats in a word. *Rice* consists of one syllable, *pasta* consists of two, *burrito* consists of three, and *asparagus* consists of four. Young children typically find it easier to notice and manipulate syllables than smaller units of sound, such as onsets, rimes, and phonemes. However, the nature of the task, position of the sound, and amount of support provided will determine the relative difficulty of an activity. For example, identifying which of several words have the same initial phoneme may be less challenging for children than reversing the order of syllables in a word. Thus, some of the activities in this section are likely to be more difficult for young children than activities shared in subsequent sections of this book that target smaller sounds.

In these 14 activities, children are encouraged to perform a number of manipulations on syllables in playful contexts. Many of these syllable activities can be modified and used with onsets and rimes or phonemes at a later time.

Activity	Primary Task					
	identify	blend	add	segment	delete	substitute
Count the Syllables	✓					
Sort the Cards	✓					
Have You Ever Heard Some Children?		✓		✓		
Clap, Clap, Clap Your Hands		✓		✓		
Copycat		✓		✓		
Bearsie Bear		✓	✓			
Dracula		✓	✓			
Syllable Turn-Taking				✓		
Cut It Apart				✓		
Listen to How We Change a Word					✓	
There Was a Teacher				✓	✓	
Hide It				✓	✓	
Substitute the Syllable				✓		✓
Reverse!		✓		✓	✓	

Cut It Apart

Objective

Students will segment words into syllables.

Overview

In this activity, children explore pictures of objects that have been cut into as many pieces as there are syllables in the object's name. Then, children cut pictures of other objects.

Materials

about 12 photos or illustrations of familiar objects, cut into as many pieces as there are syllables in the name of the object and glued onto cardstock with space between the pieces (see the next page for a sample; pictures are available in the Digital Resources); uncut pictures; cardstock; scissors; glue; empty envelopes

School-Home Connection

Invite children to take envelopes with picture pieces home to share with their families. Encourage children to bring their own pictures from home to share. Photocopy the pictures, and cut them into as many parts as there are syllables in the words. Then, add them to the class collection.

Procedure

1. Show children the cards with the cut pictures. Help children identify the objects.
2. Tell children the pictures have been cut into pieces because words consist of parts. For example, show the picture of a tricycle cut into three parts, and say the word *tricycle* in three parts: /trī/—/sī/—/kəl/. Point to each picture part, starting from the left and moving right, as you say the syllables. Repeat the example a few times, inviting the group and then individual volunteers to say the segmented words while pointing to their picture parts.
3. Share pictures that have not been cut. Identify one, say the word clearly and, as needed, emphasize the syllables. Ask children how many parts they hear in the word.
4. Model cutting the picture into the appropriate number of parts. Then, glue the parts onto cardstock so you can point to the picture parts left to right as you say the syllables. Make sure to do this in such a way so the picture is still recognizable.
5. Allow each child or pairs of children to select a picture card to cut and glue. Support children to ensure success. Share all the cards children have developed with the group.

Differentiate or Extend

- ▶ Extend this activity by keeping cut pictures in envelopes. Allow children to remove the pieces from the envelopes and construct them into complete pictures. Encourage them to play with saying a word's syllables separately and blended together. Children can complete the activity during center work or independent play.
- ▶ If children struggle, begin with compound words such as *rainbow* or *sunset*. Each word should have one syllable.
- ▶ Ask children to segment phonemes instead of syllables to develop their phonemic awareness. For example, cut a picture of a dog into three parts: one for /d/, one for /ŏ/, and one for /g/.

Cut It Apart *(cont.)*

Sample Cut Picture



tri



cy



cle



Beginning, Middle, or End?

Objective

Students will identify initial, medial, or final phonemes in words.

Overview

This activity is an extension of The Golden Touch activity. Here, the teacher asks children to identify whether a target sound is at the beginning, middle, or end of a word.

To demonstrate the sound's location, children move a chip or other token into the first, middle, or last box drawn on a sheet of paper.

Materials

card with three phoneme boxes (available in the Digital Resources); chips, counters, or other tokens; letter tiles or small cards (*optional*)

School-Home Connection

If children are interested, allow them to each take home a phoneme boxes card and a chip so they can play Beginning, Middle, or End? with their families. Be sure the chips are large enough that they don't present a choking hazard.

Procedure

1. Share several words that begin with the same sound. Ask children what sound they hear at the beginning of the words and whether they can think of other words that start with that sound. Allow them to share their words, and provide gentle guidance and correction.
2. Share new words that have the same ending sounds, such as *duck*, *snack*, and *bike*. Ask children to say the words with you, and emphasize the /k/ at the end of the words.
3. Share words that have the same middle sound, such as /ă/ in *hat*, *sad*, and *fan*. Emphasize the /ă/, and point out its middle position in the words.
4. Provide each child with a card with three boxes (see example) and a chip. Ask the children to listen for a particular sound and identify whether it is at the beginning, middle, or end of the word. As you say a word, children move a chip into the first box (on the left), the middle box, or the last box (on the right). Observe and assist children as they move their chips.
5. Share several sounds and words, and ask children to place their chips in the beginning, middle, or end position in the boxes. (See examples in the table on the next page.)

Differentiate or Extend

- ▶ Begin by targeting continuant sounds because they will be easier to emphasize.

Letter Connection

- ▶ Provide children with letter tiles or small cards for the sounds you plan to target. Have children place the letters in the appropriate boxes.

Beginning, Middle, or End? (cont.)

Sample Prompts

Teacher Says	Token Placement
Say /l/. Now say tale . Where is the /l/ sound in tale ?	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Say /p/. Now say pit . Where is the /p/ sound in pit ?	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Say /n/. Now say sun . Where is the /n/ sound in sun ?	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Say /ō/. Now say hop . Where is the /ō/ sound in hop ?	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
Say /s/. Now say sit . Where is the /s/ sound in sit ?	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Say /r/. Now say run . Where is the /r/ sound in run ?	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Say /g/. Now say dog . Where is the /g/ sound in dog ?	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Say /ă/. Now say hat . Where is the /ă/ sound in hat ?	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>

