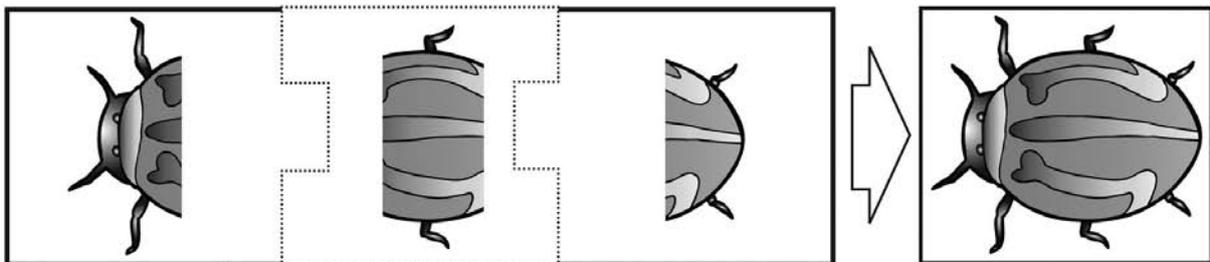
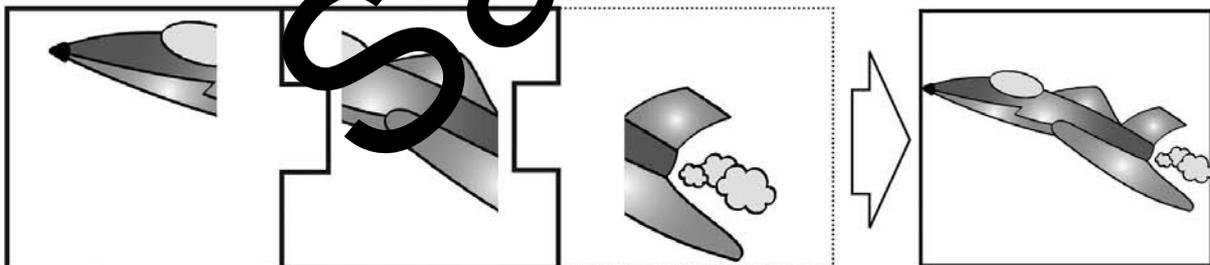
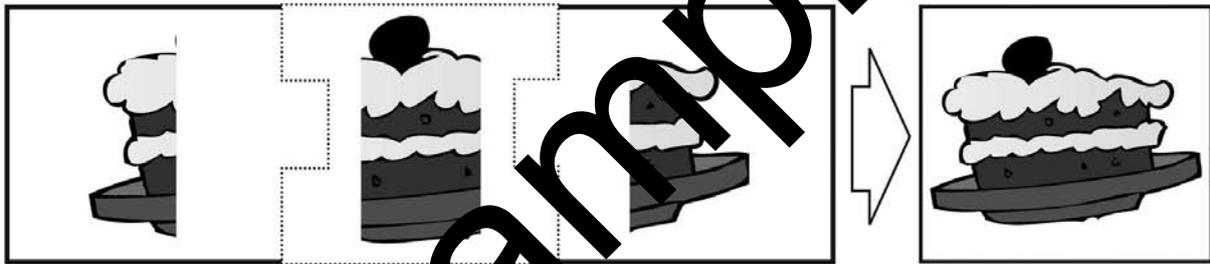


Phonological Awareness

Phonemic Awareness

Book 2

Foundation



By Leanne Bidzinski

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Teachers' Notes

This book is the second book in a four part series entitled *Phonological Awareness*. The other books are: *Syllables and Rhyming* (Book 1); *Alphabet Knowledge* (Book 3) and *Alphabet Letter Formations* (Book 4). It is strongly recommended that the books are used sequentially.

This book, *Phonemic Awareness* (Book 2), focusses on the development of skills at foundation level and therefore the activities are primarily oral, aural and requiring movement. An array of pictures are included that can be laminated and used for whole class demonstrations, oral games or small group instruction.

Ensure the children are exposed to repeated oral opportunities to hear and demonstrate the sounds within words that include whole body movements like clapping, stomping and jumping. The children will require room to jump in hoops, walk on stepping stones and move picture cards and counters to learn and practise the tasks.

There are four sections in this book:

Section 1: Onset And Rime

The 'onset' is the initial phoneme of a word (e.g. d in dog) and the term 'rime' refers to the letters that follow; usually a vowel and the final consonants (e.g. og in dog). Not all words have onsets.

Photocopy, laminate and cut the pictures in this section to use with the following activities. Use large ones for whole class demonstrations on the whiteboard and reduce the size to create individual practice packs for the children. Use adhesive magnetic tape attached to the large cards to enable whole class demonstrations on the whiteboard or easel.

Section 2: Single Syllable Pictures

At this level, the pictures used are broken down even further into each individual sound. Words with two and three sounds (vc and cvc examples) are appropriate for foundation level of development. Activities are broken into two areas – blending and segmenting.

Blending is a prerequisite to master early reading - children are required to blend individual sounds to solve a word, e.g. c-a-t makes cat.

Segmenting is a prerequisite to early spelling and writing - children are required to segment a word into its individual sounds, e.g. what sounds do you hear in 'cat'?

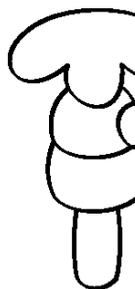
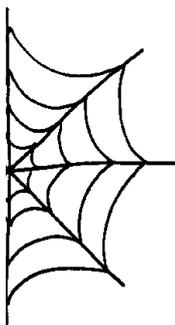
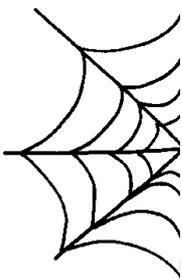
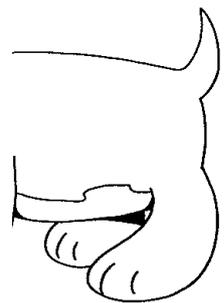
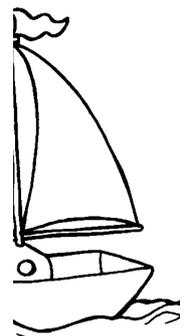
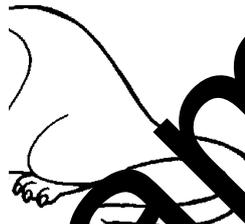
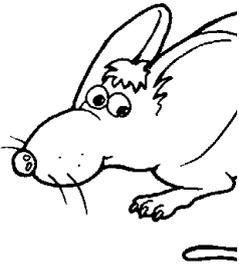
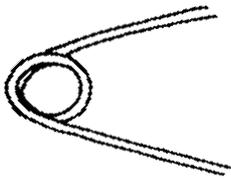
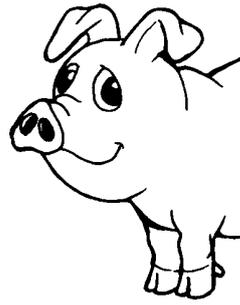
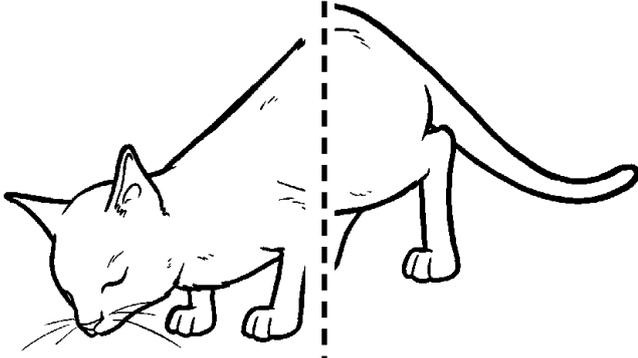
Section 3: Initial, Medial And Final Sounds With Pictures

At this level, the activities use pictures only and no letters of the alphabet are included. This is to ensure that the children use their aural skills to hear and differentiate between the sounds within words. Remember to concentrate on the sounds within a word not the letters, e.g. 'shark' has three sounds 'sh' 'ar' 'k'.

Section 4: Board Game

This game brings together the initial, medial and final sounds in a fun "Race to the Carrot Patch" dice game. Children will need to differentiate the individual sounds in single syllable pictures to get their counter to the carrot first!

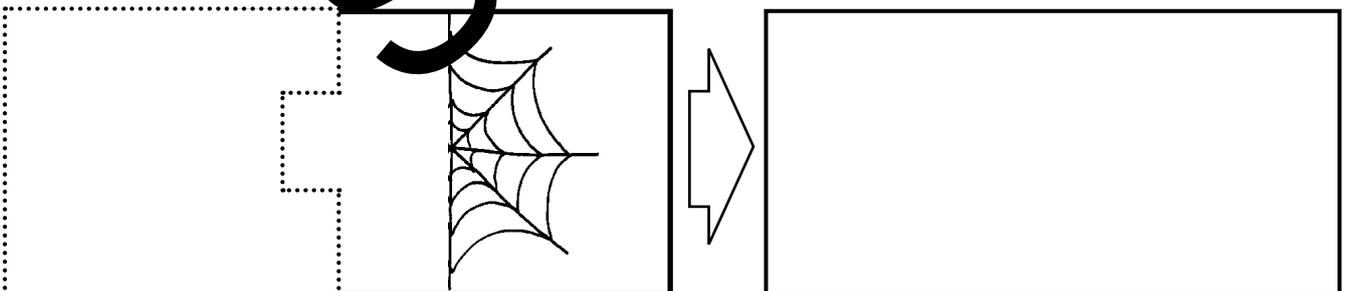
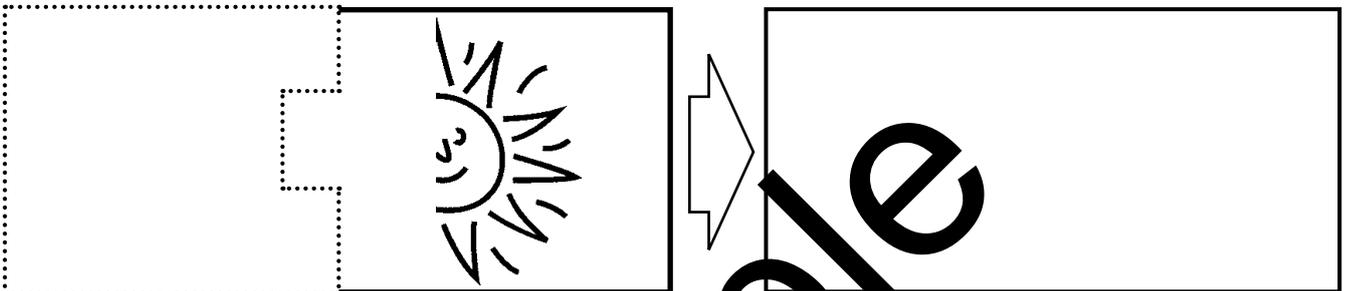
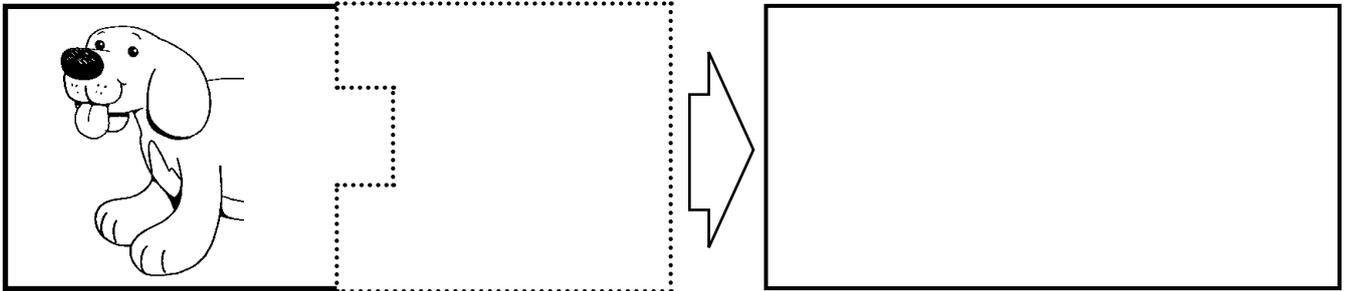
Onset And Rime Resource Cards



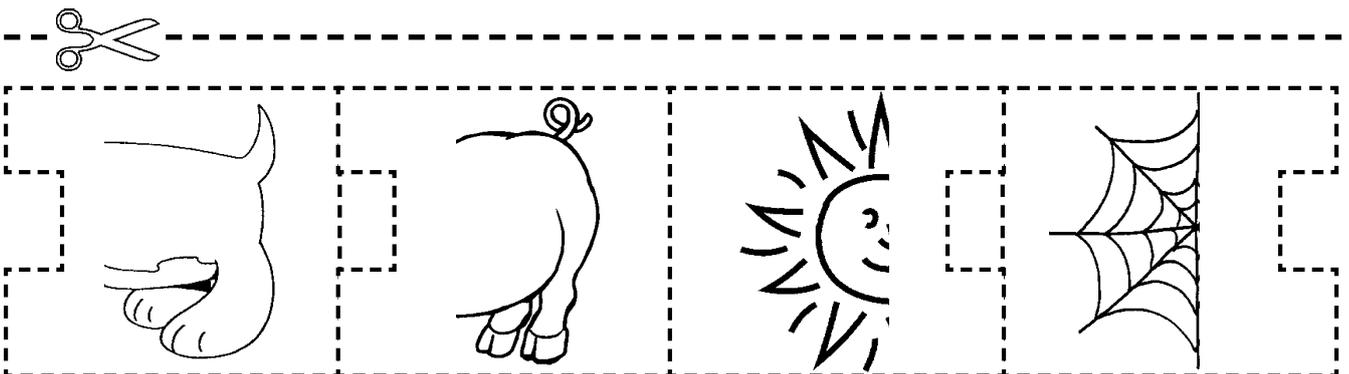
Sample

Jigsaw Puzzle Glue And Draw 1

Cut out the jigsaw puzzle pictures and glue them to make a complete picture. Then draw the completed picture.



Sample



**Section 2:
Single Syllables**

Sample

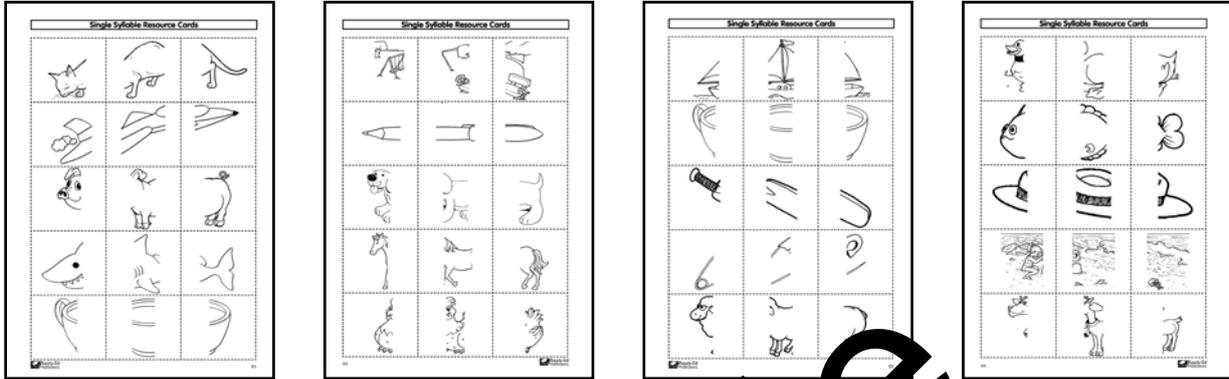
Teachers' Notes

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Single Syllable Resource Cards

Photocopy, laminate and cut cards for teacher use. Make smaller versions as required for child use.

Complete activities 1-2.



Activity 1: 'I have a picture of ...'

Materials:

- Assortment of large single syllable cards, broken into sections for teacher demonstration.
- Matching small pack in ziplock bags for children.

Instructions:

On whiteboard/easel place the three cards that make up a picture side-by-side. Place them face down so the children cannot see the picture they make, e.g. Face down on board.

Teacher

Teacher says, ... 'I have a picture of a ...'
 Move first card to the left and say ... 'c'
 Move second card to the left and say ... 'a'
 Move third card to the left and say ... 't'



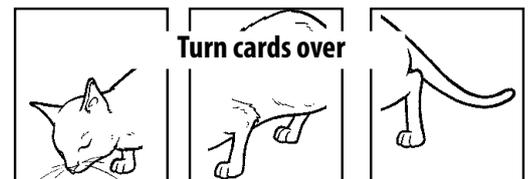
Begin with 3 cards face down on board

Children

Children listen, identify picture and say ... 'cat'.
 (A number of teacher demonstrations may be required before children can say correct word.)

Teacher

With cards face up now repeat the sounds, moving cards as you say ... 'c' 'a' 't' 'cat'



Turn cards over

Children

Children to say with teacher then select individuals to practise aloud.

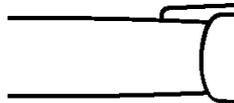
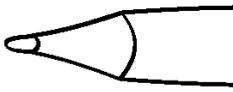
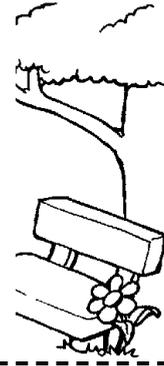
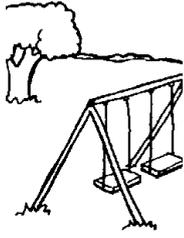
Use different pictures and apply the above method to each.

Once all combinations have been completed, ask children to open their ziplock bags and find the three cards that make the picture of the cat and place them side-by-side face up.

Children move the cards and say ... 'c' 'a' 't' 'cat'.

Repeat with other pictures in the ziplock bag. Teacher can move and monitor children, individually demonstrating as required. Repeat daily using different pictures.

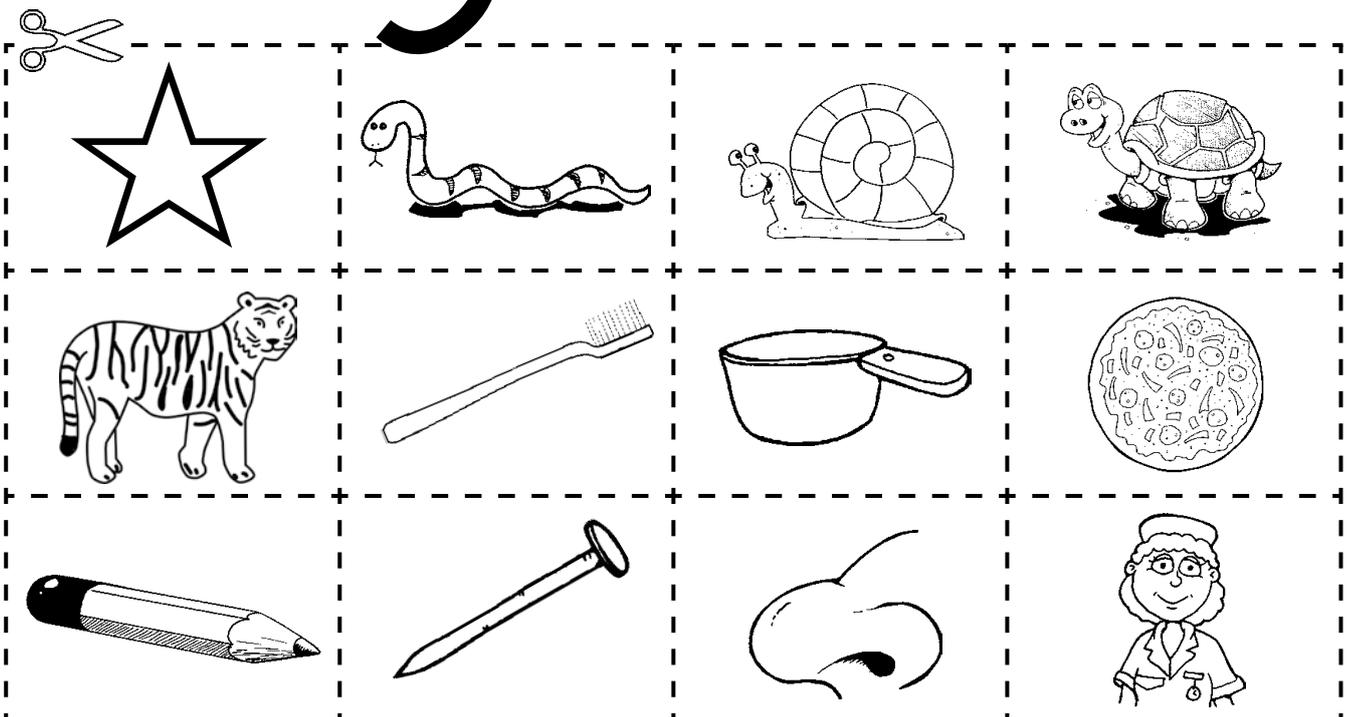
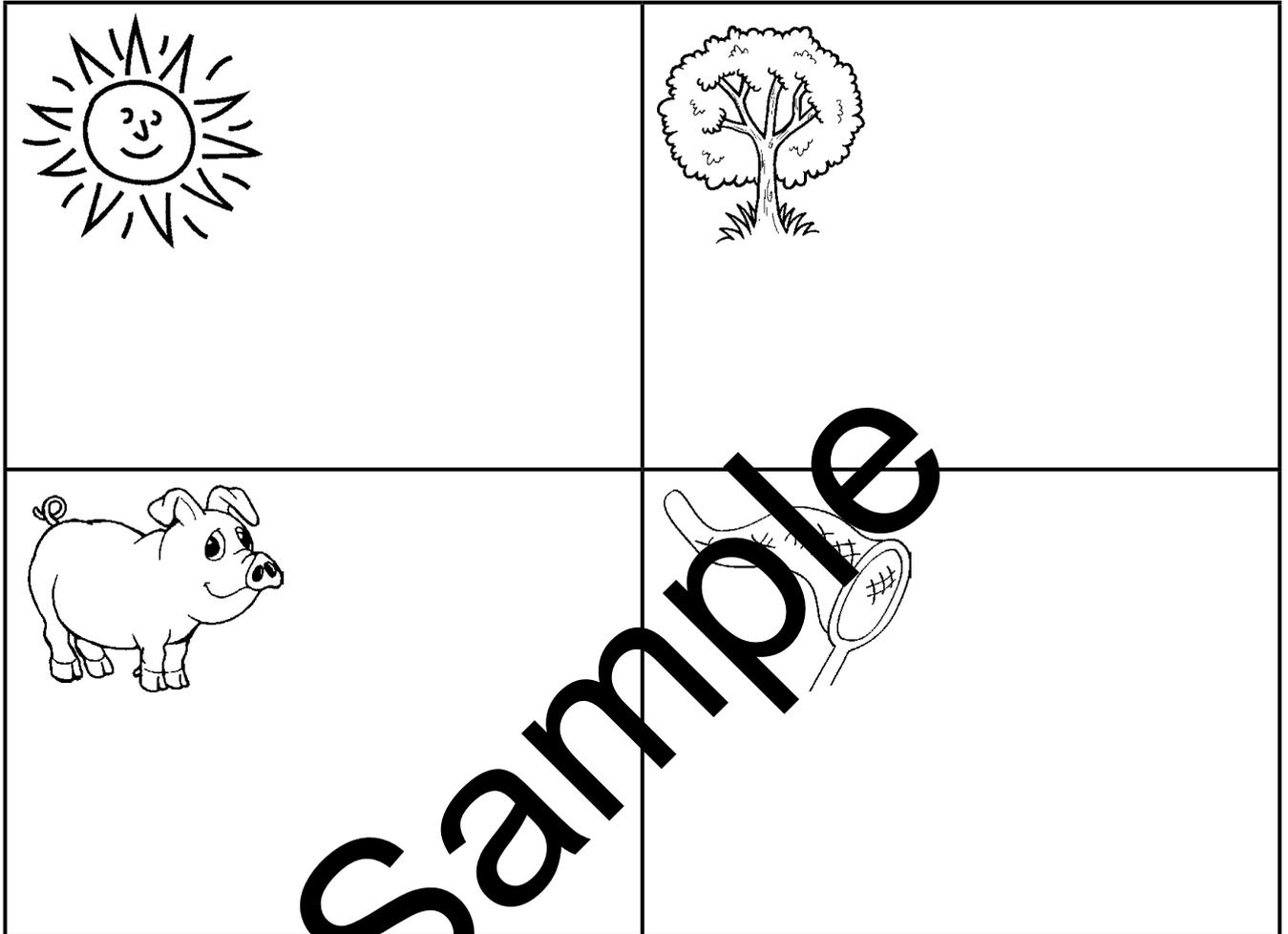
Single Syllable Resource Cards



Sample

Initial Sounds - Sort 1

Cut out the pictures at the bottom of the page. Glue each one onto the large picture with the same initial sound. E.g. Glue the snail onto the Sun because both begin with the 's' sound.



Final Sounds - Caterpillar Lunch

Cut out the pictures at the bottom of the page. Glue on the caterpillar with the same end sound.

Sample

The caterpillar body is divided into four segments by dotted lines. The segments contain the following images from left to right: a broom, a cake, a bed, and a bell. On each side of the caterpillar, there is a head with two antennae and a smiling mouth. The word 'Sample' is written diagonally across the center of the caterpillar body.

