







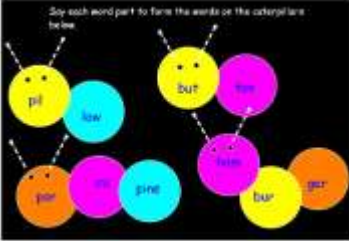





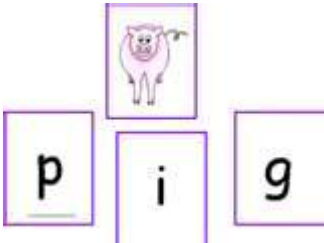
WORKSHEET FOR PHONOLOGICAL AWARENESS DEVELOPMENT ACTIVITY

SKILLS	Where/when can you observe this skill?	How could you scaffold for the next step?
<p>1. <i>Listening:</i> infants/toddlers <i>hear</i> sounds of oral language.</p> 		
<p>2. <i>Speaking:</i> infants and toddlers <i>produce</i> oral language.</p> 		
<p>3. <i>Rhyming recognition:</i> Finding words that share a common ending feature or sound combination.</p> <p>Infants and toddlers begin to respond to rhyme in songs, nursery rhymes, stories, fingerplays and poems.</p> 		

SKILLS	Where can you observe this skill?	How could you scaffold for the next step?
<p>4. Alliteration awareness: Finding words that share a common initial sound. Infants and toddlers respond to songs, poems, and games with repeated initial sounds (e.g., Peter Piper picked a peck of pickled peppers).</p> 		
<p>5. Alliteration identification: Finding words that share a common initial sound. Preschool children can identify words that begin with the same sound; sing songs that manipulate initial sounds (Willaby, Wallaby, Woo).</p> 		
<p>7. Phoneme segmenting: Breaking a word down into phonemes. This involves listening to the whole word and identifying which sounds are in the word or how many sounds are in the word. Preschool children may be able to identify beginning and ending phonemes (e.g., “Tell me a name that begins with the sound /p/”).</p> 		

SKILLS	Where can you observe this skill?	How could you scaffold for the next step?
<p>6. Rhyming production: <i>Finding words that share a common ending feature or sound combination.</i> Preschool and kindergarten children can think of words and nonsense syllables that rhyme with a given word or make up own rhymes; tell if two words rhyme or not.</p> 		
<p>8. Sentence segmenting: <i>Identifying individual words that compose a sentence.</i> Preschool and kindergarten children can identify separate words in a sentence; take away a word from a sentence as in game songs where gestures are substituted for words “My hat it has 3 corners...”</p> 		
<p>9. Syllable blending: <i>combining the parts/syllables of words to form one word.</i> Preschool and kindergarten children can combine words to make compound words (base/ball, girl/friend), and combine syllables to make whole words (pen-cil, but-ton)</p> 		

SKILLS	Where can you observe this skill?	How could you scaffold for the next step?
<p>10. Syllable segmenting: Identifying units of sound that make up a word.</p> <p>Preschool and kindergarten children can clap the syllables of their names.</p> 		
<p>11. Onset rime blending: Ability to take the onset of the word (beginning sound or sound cluster) and rime (the part of the word that comes after the initial onset) and put them together (e.g., in the word stop, st is the onset and op is the rime). Kindergarten children can listen to initial and ending sounds said by the teacher and combine them to form a word (boat; br-ake).</p> 		
<p>12. Onset-rime Segmenting: Breaking a word down into its onset and rime. Kindergarten and primary children can break words apart, as in “t-ape, sk-ate”</p> 		

SKILLS	Where can you observe this skill?	How could you scaffold for the next step?
<p>13. Phoneme blending: <i>Combining the phonemes of the word into a word. P-I-G = pig.</i> Kindergarten and primary children can listen to the separate sounds of the word and state what the word is (e.g., if the teacher pronounces each sound separately, the child can identify the name “N-ick-o-las” or “M-ax-well.”)</p> 		
<p>14. Phoneme segmenting: <i>Breaking word down into phonemes. This involves listening to the whole word and identifying which sounds are in the word or how many sounds are in the word.</i> Kindergarten and primary children can break down words by placing counting materials to represent the sounds that they hear.</p> 