

Webinar 3: Handout 4

Phonological Awareness Instruction

1. Scavenger or treasure hunt

Select three or four sounds. Distribute pictures around the room of items that begin with these sounds. Have students find the pictures for each sound. The class may be divided into groups, with each team looking for a particular sound (e.g., the /s/ team, the /b/ team).

Or

Pick a sound and have students find objects in the classroom that start with that sound.

2. Clapping

Say a simple sentence. Repeat it slowly and have students clap for each word you say. Start with sentences that use all single-syllable words. Then use names of students that have more than one syllable. Gradually, add more multisyllable words. Remind students to clap each word, not each syllable. For example:

- I have a cat.
- John saw a blue book.
- Matilda has a pretty dress

3. Counters

Have children put five counters in a row on their desk (rocks, bottle caps, etc.). As you say a sentence, have students move a counter forward (above the row) for each word you say.

4. Boxes and counters

Give each child a mat with four boxes, as well as four counters (rocks, bottle caps).



Activity 1: Say a sentence of up to four words. Children must put a counter in a different box for each word they hear and then count the number of words in the sentence.

Activity 2: Say a word of up to four syllables. Children must put a counter in a different box for every syllable they hear, and then count the number of syllables in the word.

5. Teacher read aloud

Activity 1: Read a Big Book, poem, or chart. Then have students identify some of the on “long” and “short” words they heard. With each word identified, have students clap out the syllables to verify if it is a long or short word.




Activity 2: Have students be “syllable detectives” and find words in the story that have a certain number of syllables (3, for example).

6. Bag it

Use real objects or pictures for this game. Put the objects or pictures in a bag. Have students take turns pulling a picture or object from the bag, saying the word, and then tapping out the syllables in the word.

7. Picture or object sort

Put a syllable chart, with accompanying drawing, on the board (see example for English below). Then have students choose an object in the classroom or picture, say the word, tap the number of syllables, and place the object or picture under the appropriate column.

1	2	3
		

8. Name sort

Make room for three or four rows in the classroom. Choose a student whose name has one (two, three, or four) syllable(s) to represent the keyword for each of the number of syllables. Then have students take turns saying their names and figuring out which key name has the same number of syllables as theirs.