



Hierarchy of Phonological Awareness Tasks

- ◆ **Preparatory Activities**
 - Develop listening habits
 - Tune into print
 - ◆ **Rhyme Awareness Activities**
 - **Identify** words that rhyme
 - **Produce** words that rhyme
 - ◆ **Phoneme Awareness Activities**
 - Identify the **beginning** sound of a word
 - Identify the **ending** sound of a word
 - Identify the **middle** sound of a word
 - ◆ **Segmenting Activities**
 - Segments sentences into **words**
 - Segment words into **syllables**
 - Segment words into **sounds**
 - ◆ **Blending Activities**
 - Blend **syllables** into words
 - Blend **sounds** into words
 - ◆ **Manipulation Activities**
 - Delete **syllables** from words
 - Substitute **syllables** in words
 - Delete **sounds** from words
 - Substitute **sounds** in words
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Some Tips

- Don't wait until a child has mastered one skill before moving on
- Begin teaching skills in a developmental sequence. Tasks differ in their degree of difficulty and level of linguistic complexity (Gillon, 2004)
- Be aware of the children's various abilities and performance levels - they will vary a great deal especially in very young children
- Keep activities fun and playful
- Include 10 to 15 minutes of direct phonological awareness activities each day
- Incorporate phonological awareness into classroom activities
- Include culturally diverse materials and consider any cultural variations in sound production (Johnson & Roseman, 2003)
- Provide visual (e.g., printed letters), tactile (e.g., touching a block for each sound), and movement (e.g., clapping for each syllable or sound) cues (Johnson & Roseman, 2003)



Preparatory Activities

Guidelines – Explain to the children about the importance of sounds and how they give us information or convey meaning.

- Engage in listening activities – Assist the child in developing good listening habits to prepare them for listening to the sounds of our language.
- Engage in print identification – Introduce the child to print through letters (i.e., letter names, shapes, and sounds)

Rhyme Awareness Activities

Guidelines – Read stories that have rhyming words, use nursery rhymes, songs, and chants (“jump rope songs”) to teach the idea of rhyming.

- Identify words that rhyme
- Produce words that rhyme

Phoneme Awareness Activities

Guidelines – Focus on the sound first, then the letter(s). Talk about the sounds – where they are made (with lips, tongue tip up or down), whether there is voicing (e.g., feel their throat), if the sound is long or short (e.g., /s/ versus /t/). Show the children the written letters.

- Identify the beginning sound of a word
- Identify ending sound of a word
- Identify the middle sound of a word

Segmenting Activities

Guidelines – Start with larger units (this develops prior to awareness of smaller units) so begin with sentences and work toward words, then sounds (Gillon, 2004). When segmenting syllables, begin with compound words (e.g., schoolbus, hotdog). Refer to the syllables as “parts”. Instead of clapping to the syllables, tap a different finger for each beat so the child can see how many syllables the word has. When segmenting words into sounds, begin with easier words: Consonant-Vowel, VC, CVC, then do harder words: CCVC, CVCC, and CCVCC. Refer to the sounds as “sounds”, *not* “parts”!

- Segments sentences into words (awareness)
 - E.g., clap to poems or songs – Old McDonald
- Segment words into syllables
 - Easier words: compound words (e.g., hot-dog, school-bus)
 - Harder words: mono- and multi-syllable words
- Segment words into sounds



- Easier words: CV, VC, CVC (e.g., go, up, cat)
- Harder words: CCVC, CVCC, and CCVCC (e.g., school)

Blending Activities

Guidelines – Begin with continuous speech sounds (e.g., /s,f,th,sh/) and then move on to stopped sounds (e.g., /b,d,k,g/). Begin with words that have 2 sounds (CV, VC) then continue to CVC words.

- Blend syllables into words
- Blend sounds into words

Manipulation Activities

Guidelines – Practice taking the syllables/sounds off from *both* the beginning and end of words. Be careful using the sh/ch sounds – even though its one sound, it has two letters!

- Delete syllables from words
- Substitute syllables in words
- Delete sounds from words
- Substitute sounds in words

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