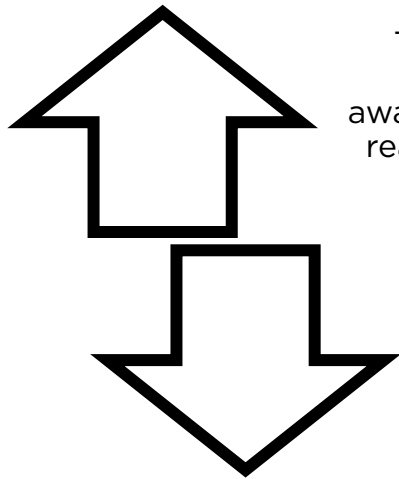


EARLY LITERACY: THE IMPORTANCE OF PHONOLOGICAL AWARENESS



The rich get richer:
rich phonological
awareness - read sooner,
read faster, read more,
learn more

The poor get poorer:
poor phonological
awareness -
read later, read slower,
read less, learn less

(Stanovich, 1986)



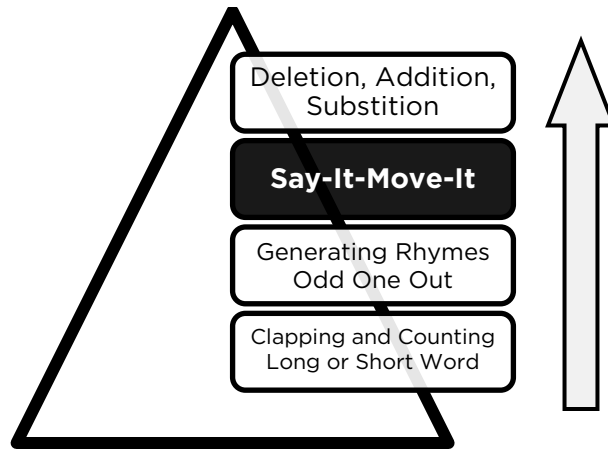
**/s/ /ĩ/ /t/
/s/ /p/ /ĩ/ /t/
/s/ /p/ /l/ /ĩ/ /t/**

Phonological awareness is
the awareness that
spoken words are made
up of individual sounds.

WHAT RESEARCH SAYS

- Phonological awareness is critical to learning to read.
- Phonological awareness is a strong predictor of reading success.
- Phonological awareness can be developed through instruction.

(National Reading Panel, 2000)



(National Reading Panel, 2000)

ACTIVITIES

Long or Short Word

1. Choose 6 to 8 words from the book you'll read with your student. Half the words have one syllable and half have four or five syllable. [If the book does not have four- and five-syllable words, use words that are related to the topic of the book.]
2. Say each word one at a time.
3. The student repeats each word and tells whether it is a long word.
4. The student stretches out his or her arms wide for a long word [e.g., *hippopotamus*] and moves the palms of his or her hands close together for a short word [e.g., *cow*].

Clapping and Counting

1. Choose six to eight words from the book you'll read with your student.
2. Say each word one at a time.
3. The student repeats each word and claps and counts the syllables.

Odd One Out

1. Choose three words - two that rhyme with each other and one that doesn't rhyme with either word - from the book you'll read with your student.
2. Say: "I will say three words. Repeat the words after me and tell me which word does not rhyme or sound almost like the other words. Ready?"
3. The student repeats the words and identifies the one word that does not rhyme with the other two words. [*cat*, *feel*, *sat*]

Notice that the sounds in the word *feel* are very different from the sounds in the words *cat* and *sat*. As a student becomes more proficient, choose words that sound more alike, such as *sip*, *sit*, *fit*.

Generating Rhymes

1. Choose six to eight words from the book you'll read with your student.
2. Say a word [e.g., cat].
3. Student repeats the word and generates words that rhyme [e.g., *sat, fat, hat, bat, rat, pat*].

Say-It-Move-It

1. Choose eight words with three to five sounds from the book you'll read with your student.
2. Provide a Say-It-Move-It card. [Use page 4.]
3. Place five counters in the square. [Use pennies, dimes, math counters, bottle caps]
4. Say: "I'll say a word; you repeat it. Then say the word again slowly and move a counter for each sound in the word. Move each counter down to the arrow at the bottom of the card. Ready?"
5. The student moves the counters onto the arrow.
6. The student sweeps his or her pointer finger under the arrow and says the word quickly.

Deletion, Addition, Substitution

1. Choose eight words with three to five sounds from the book you'll read with your student.
2. Say: "I'll say a word. You repeat the word. I will ask you to take out, add, or change a sound in the word. You say the new word." [See a sample in the box below.]

Deletion, Addition, Substitution Sample

- Say the word *slip*. Now say *slip* without /s/. What is the new word? Yes, *lip*.
- Say the word *plant*. Now say *plant* without /t/. What is the new word? Yes, *plan*.
- Say the word *ape*. Now say *ape* and add /sh/ to the beginning. What is the new word? Yes, *shape*.
- Say the word *cream*. Now say *cream* and add /s/ to the beginning. What is the new word? Yes, *scream*.
- Say the word *cheek*. Now say *cheek* and change /ch/ to /p/. What is the new word? Yes, *peek*.

