

PREVIEW

St. Patrick's Day
Phonological Awareness
Activities For March



**Trillium
Montessori**
where children blossom...



Activity 1: St. Patrick's Day Poem

Skill: Isolating Words



Sing this song as a group many times until the children have learned it. Show them how to use a pointer (or their finger) to point to each word as they sing.

Extension 1: Sequence the cards
(or bind the cards together to make into an early reader)



Extension 2: Booklet
Children can color, cut and sequence the cards to make their own booklet



Activity 2: St. Patrick's Day Rhyming Riddles

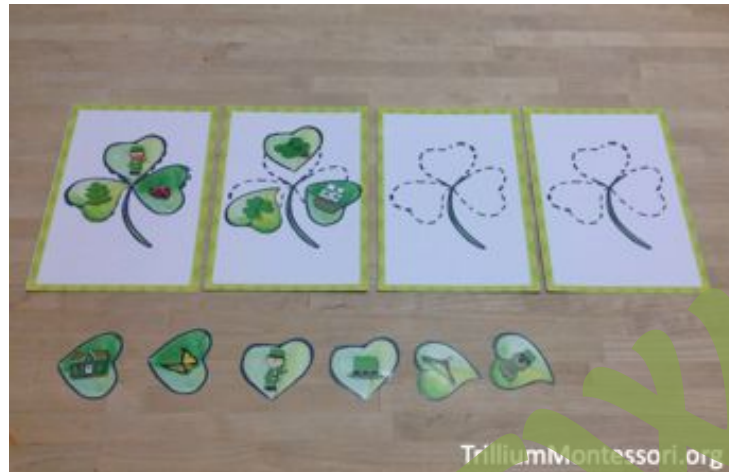
Skill: Rhyming



I love Rhyming Riddles as a beginning rhyming activity. Line up the picture cards and name each image to ensure that the child knows what it is. Read a riddle card and have the child complete the rhyme. If she can't, offer a clue by saying the first sound (this is called the onset) and have her complete the word (the rest of the word is called the rime). If her ear is not ready for rhyming yet, you can provide the rhyming word. For example: "I rhyme with free. I am a tree. Free, tree. They rhyme." Using this vocabulary is a simple way to introduce the concept of rhyming.

Activity 3: Matching Beginning Sounds: “Build a Shamrock”

Skill: Isolating Initial Phonemes



Lay out the sorting mats on your table or rug. Line up the petal cards in random order at the bottom of the rug or table and name them. As you name the words, emphasize the initial sound. E.g. “Leprechaun. /l/ Leprechaun.”

Take the first petal from the left, say the name and initial sound and place it on the first mat. Pick up the next petal and say its name and initial sound. E.g. “Ship. /sh/ ship.” Hold it over the first mat and compare. Do they start with the same sound? If yes, add it to the shamrock. If not, place on the next mat. Continue until all petals have been sorted onto the mats.

Variation: Use the petal cards in your I-Spy basket. Distribute the cards among a small group of children, naming each card and emphasizing the initial sound as you do so. Say “I spy something that starts with the sound...” and have child identify it.

Phoneme isolation is a more advanced skill than many people think. The child needs to be able to chunk the sounds in words quite well in order to hear an isolated phoneme (sound). An important note about this stage: we will be matching phonemes (sounds) only and not letters.

Leprechaun – Leaf – Ladybug
Ship – Shoes – Shamrock
Boy – Butterfly – Bear
Hat – Hanger - House

Activity 4: Ending Sounds: I Spy Bingo

Skill: Isolating Final Phonemes



Four bingo mats have been provided but I prefer to play this game with just one or two children at a time. You will need some sort of tokens to cover the pictures. We have gold coins from the craft store, but pompoms, buttons or stones will work just as well.

Identify each picture and its ending sound with the players to ensure they know what they are. Draw a card and read the instructions. The players have to find the correct picture and cover it with token. Show them the card so they can see if they covered the correct picture. Our Bingo ritual is to say "Did you get it right?" in a singsong voice as the caller shows the card. We always allow the players to correct their work if they didn't get it right. Continue with all the cards until the board is covered. When the board is covered, the players may call out "Bingo!"

These boards are designed such that all players will complete the board at the same time. This allows you to play the game without having any winners. If you want to make it a little more competitive, you can call out Bingo when you complete a row or column.

Turtle	Rainbow	Bib
Grass	Bear	Bed
Shamrock	Leprechaun	Mug
Hat	Leaf	Ship

Activity 5: Sorting Middle Sounds

Skill: Isolating Medial Phonemes



Isolating middle sounds is the most complex phoneme isolating skill. The child should be fairly competent at isolating beginning and ending sounds before doing this activity.

Line up the sorting mats and identify the sound of each vowel. Pick out a picture-coin card and say its name, emphasizing the middle sound. Place on the correct mat.

You may want to stick one identifying picture-coin on each mat to help your students who do not recognize the letters.

A - Hat, Bat, Bag, Map, Cat, Fan

E – Bed, Ten, Pen, Jet, Web, Net

I – Bib, Bin, Lip, Pig, Pin, Ship

O – Knot, Pot, Log, Pop, Pod, Top

U - Cut, Tub, Mug, Sub, Rug, Sun

Activity 6: Point and Slide Cards

Skill: Segmenting and Blending Phonemes



Say the name of the picture. Then, touch the dots as you say each sound in isolation. Slide your finger across the arrow and say the complete word again. Use gold coins instead of pointing, if desired.

Important note: Again, we are working with SOUNDS ONLY, not letters. Many of the words used have many letters but consist of only 2-3 sounds.

Pot: /p/ /o/ /t/
Mug: /m/ /u/ /g/
Bed: /b/ /e/ /d/
Ship: /sh/ /i/ /p/
Bib: /b/ /i/ b/
Hat: /h/ /a/ /t/

Activity 7: What's the New Word?

Skill: Phoneme Substitution



Phoneme manipulation is the most advanced phonological awareness skill.

Distribute the picture cards among a group of children, or line them up along the bottom of a rug or table. Read one of the label cards. Have the child identify the correct picture. Place the picture and label card along the top of the table/rug.

E.g. "Mouth. Change /th/ to /s/. What's the new word?" Child says "Mouse" and finds the picture of the mouse.

12 cards are provided, four each for substituting the beginning, end, and middle sounds.

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