

The Mitten

Phonological Awareness



Understanding Phonological and Phonemic Awareness

Phonological and phonemic awareness skills develop on a continuum over many years and are a critical component of reading. Without these foundational skills, children will not be able to decode written English (or any language that uses a phonetic alphabet). Children should be given lots of opportunities to practice these skills through the preschool and elementary years.

PHONOLOGICAL AWARENESS

Word
Awareness

Syllable
Awareness

Onset-Rime
Awareness

Phonemic
Awareness

PHONOLOGICAL AWARENESS

Phonological awareness is an umbrella term that covers a variety of skills needed to hear the different chunks of sounds in speech. This ranges from the ability to distinguish individual words in a sentence, syllables in a word, rhymes, sounds in a word, as well as the ability to isolate the position of different sounds within a word. It also covers the ability to segment and blend these chunks of sounds.

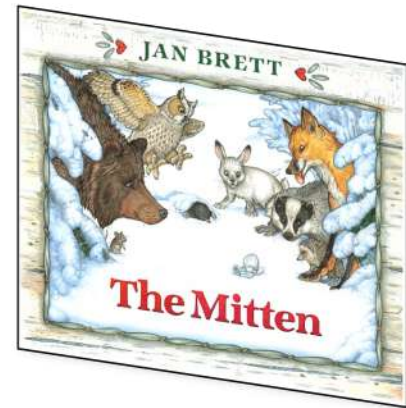
PHONEMIC AWARENESS

Phonemic awareness is a subset of phonological awareness. It refers to the ability to recognize and manipulate individual phonemes. Phonemes are the individual sounds of a language. This involves isolating the individual sounds within words, moving the sounds around, substituting them, and blending them back together again.

Book: The Mitten

Activity: Read the Book

These activities are designed to go with the book, "The Mitten" by Jan Brett. Read the book to the class before introducing the materials in this packet.



Activity: Isolate the Words

Read one of the sentence cards and have the child place a block or other object on the table for each word they hear in the sentence.



Activity: Substitute Words

Read one of the sequencing sentence cards and omit the last word. Have the child suggest alternative words to use.



Rhyming Riddles



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 they can't, offer a clue by saying the first sound (this is called the onset) and have them complete the word (the rest of the word is called the rime).

If the child's 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.

Skill: Segmenting Syllables

Syllable Sorting



Activity

Read the word and clap the syllables. Have the child place the card on the correct mat. Two sets of cards are provided for each mat. One set has a large picture and a small word. Non-readers will be able to use this set independently once they understand syllable segmentation. The second set uses descriptive words that will need to be read to the child. The second set comes with pictures and without.

1 Syllable: Mole, Bear, House, Fox, Mouse, Nose
Teeth, Sneeze, Knit, Snug, White, Warm

2 Syllables: Rabbit, Hedgehog, Badger, Baba, Mitten, Nicki
Hopping, Glinty, Trotting, Prickles, Burrowed, Diggers

3 Syllables: Tunneling, Lumbering, Burrowing, Disappear, Animals, Enormous

Beginning Sound Matching



Activity

Line up the mats. Say the name of the picture on each mat as you place it down, enunciating its initial sound as you do so. Pick up a picture card, find the mat with the matching beginning sound. You may want to place a color-coding dot on the mat and the back of the corresponding picture card to provide a control of error.

Variation: Use the picture 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 realize. 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.

NOTE: Some of the words in this themed set begin with blends. I do not recommend using these words with children who are just beginning to isolate initial phonemes.

Ending Sounds: What Doesn't Belong?



Activity

To play, name each image and identify the final sounds. Cover up the picture that has a different final sound. You can use a variety of objects as covers. We use little stones. Pompoms and felt squares work well too.

The child needs to be quite adept at isolating initial sounds before she will be able to isolate the final sounds. I also recommend doing I-Spy variations with ending sounds multiple times with the child before introducing this particular activity.

Hedgehog-~~Fox~~-Dog
Mitten-Pin-~~Badger~~
Owl-~~Mitten~~-Mole
Bear-Badger-~~Squirrel~~
Mitten-~~House~~-Tree
Fox-~~Hat~~-Box
Rabbit-Nicki-Tree
Rabbit-~~Mole~~-Hat

Ending Sounds: I Spy Bingo



Activity

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. Pompoms, buttons, shells, and bingo chips will work 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 a 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.

Sorting Middle Sounds



Activity

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 card and say its name, emphasizing the middle sound. Place on or below the correct mat.

Tip: Stick one identifying picture card on each mat to help your students who do not recognize the letters.

Middle Sounds: Same or Different?



Activity

Look at the mitten pairs and say the name of each picture while emphasizing the middle sound. Is the middle sound the same or different? Place in the correct column. You may want to put color coding dots on the back of the cards for self-checking. (e.g. a blue dot if they are same, a red dot if they are different.)

Same	Different
Den-Jet	Ham-Cop
Jam-Bag	Fan-Jug
Hat-Cab	Sad-Web
Bed-Leg	Ten-Pod
Hen-Net	Pen-Tag
Pig-Zip	Pin-Ram
Fin-Lid	Dig-Pop
Dog-Mop	Log-Red
Pot-Fox	Top-Mud
Sun-Hut	Mug-Van
Run-Bug	Cut-Peg

Point and Slide Cards



Activity

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. If desired, use tokens such as beads or pompoms instead of pointing.

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.

What's the New Word?



Activity

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.