

There Was An Old Lady Who Swallowed A Rose

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

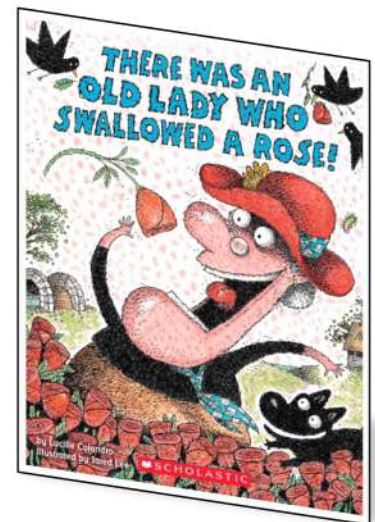
Phonological awareness is an umbrella term that covers a variety of skills needed to hear the different chunks of sounds in speech. This ranges from the ability to distinguish individual words in a sentence, syllables in a word, rhymes, sounds in a word, as well as the ability to isolate the position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

Line of Hearts

This activity pack is designed to be used with the book “There Was an Old Lady Who Swallowed a Rose” by Lucille Colandro. Read this book together before introducing the materials in this packet.



Activity

You will need a basket of hearts for this activity. Draw a card and read the sentence, carefully enunciating the words. Say, “Let’s get a heart for every word we hear.” Repeat the sentence, placing one heart on the table for each word as you go. Repeat the sentence again, touching the hearts one at a time. Let the child repeat.

If desired, use a little wand or coffee-stirrer to touch the dots below each word on the card as you read. Children love using wands and pointers!

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

Doing this activity with objects is a lot more fun than with pictures! Round up a variety of objects that have either one or two syllables and place in a pretty basket. Select an object and clap the syllables. Sort onto the appropriate mat.

Picture cards have been provided for sorting in case you can't find enough objects.

1 Syllable: rose, lace, heart, card

2 Syllables: glitter, candy, cookie, cupcake

Beginning Sound Broken Hearts



Activity

Cut out the heart cards apart. Separate the left and right sides into two piles or baskets. Line up left-hand cards along your table or rug so that you can see each of the pictures. Select a card from the right-hand pile and find its match.

You may want to group these in smaller sets so the child doesn't have to do the entire alphabet at once.

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.

Upper-Lower case letter cards have also been provided. Cut those up to match upper-lower case or match letter-picture.

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.

Make it a little more fun by cutting a hole in the lady's mouth and feeding her the heart candies!

Point and Slide Cards



Activity

Say the name of the picture. Then, touch the printed hearts as you say each sound in isolation. Slide your finger across the arrow and say the complete word again. If desired, use heart beads or candy 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. “Sandy. Change /s/ to /c/. What’s the new word?” Child says “Candy” and finds the picture of the candy.

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