

Phonological Awareness

Syllables and Rhyming

Book 1

Foundation



By Leanne Bidzinski

Teachers' Notes

Phonological awareness is a broad skill that includes identifying and manipulating units of oral language. Children who have acquired phonological awareness are able to clap out the number of syllables in words; identify and produce oral rhymes and can hear and manipulate individual sounds in spoken words (phonemic awareness).

Phonological awareness skills are one of the best predictors of how well children will acquire early literacy skills. Strong achievement in this area makes learning to read, write and spell a lot easier. Therefore, a focus on phonological skills and careful individual monitoring of achievements is needed to ensure successful development of early literacy skills in young children.

There are four books in the *Phonological Awareness* series and they have been designed to be used sequentially. *Phonemic Awareness* (Book 2); *Alphabet Knowledge* (Book 3) and *Alphabet Letter Formations* (Book 4) build on the skills focused on in this book (*Syllables and Rhyming*).

This book focuses on the development of syllables and rhyming skills and uses pictures to ensure that the children are 'hearing' the activities rather than focussing on the distraction of letters. Early instruction should be primarily oral and aural before any form of writing occurs.

The skills taught are for foundation level and therefore the activities are primarily based around cutting, gluing and/or drawing. There are four sections in this book:

- Section 1: Compound Words
- Section 2: Syllables
- Section 3: Rhyming
- Section 4: Board Games

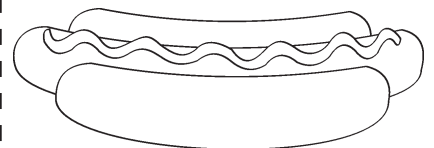
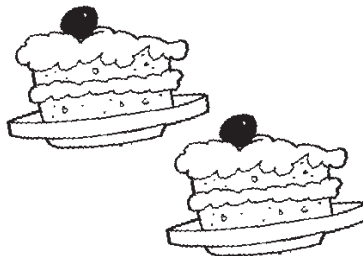
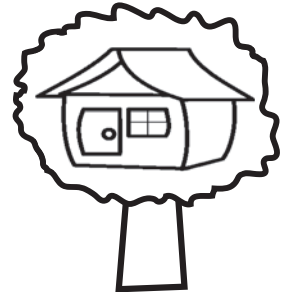
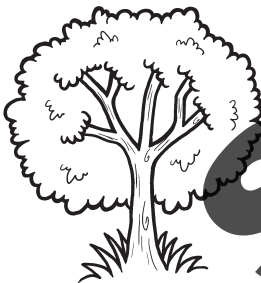
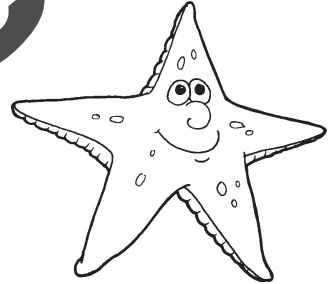
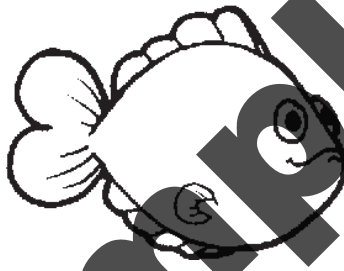
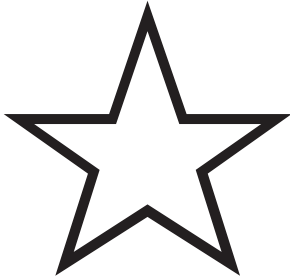
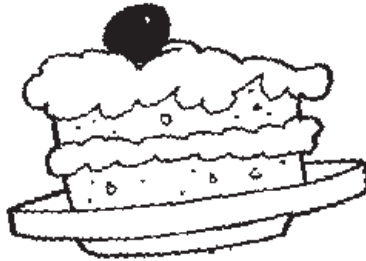
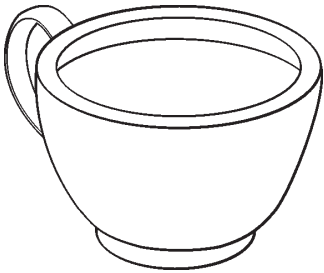
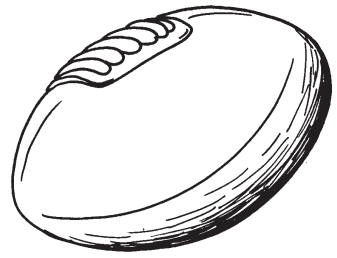
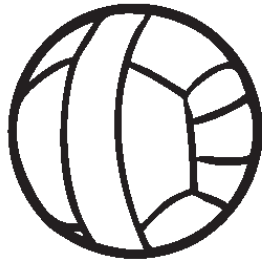
At the start of the first three sections, a number of picture cards are included that can be laminated and used for whole class demonstrations, oral games or small group instruction.

As well as cards, each section includes activities. The children will require scissors, glue and coloured pencils to complete each activity. Alternatively, the activity pages can be photocopied onto card and laminated for repeated use and small group work stations.

Ensure the children are exposed to repeated oral opportunities to hear, and demonstrate syllables within words that include whole body movements like clapping, stomping and jumping. Use the children's names, classroom objects and words from story books, etc. to practise their developing skills.

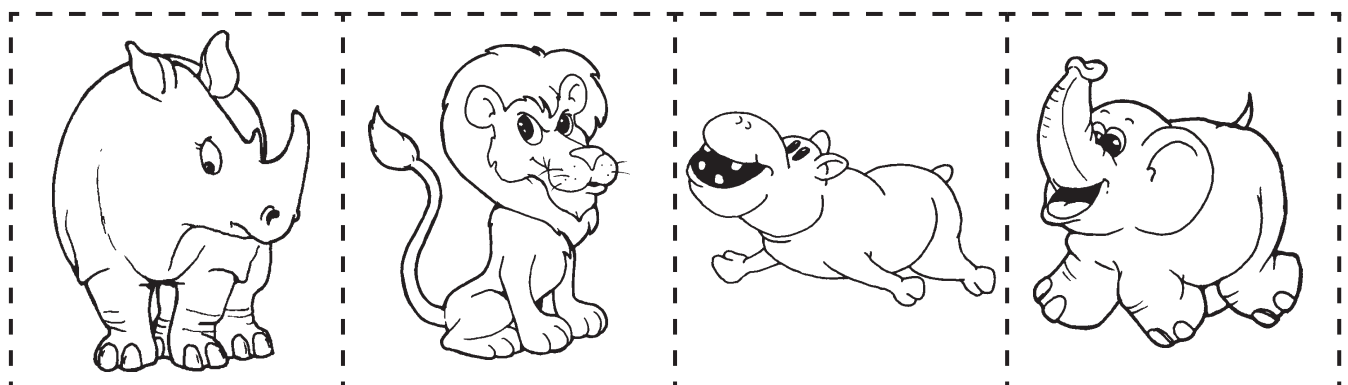
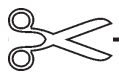
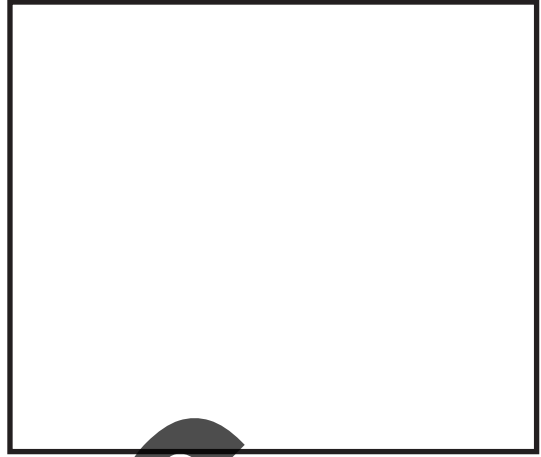
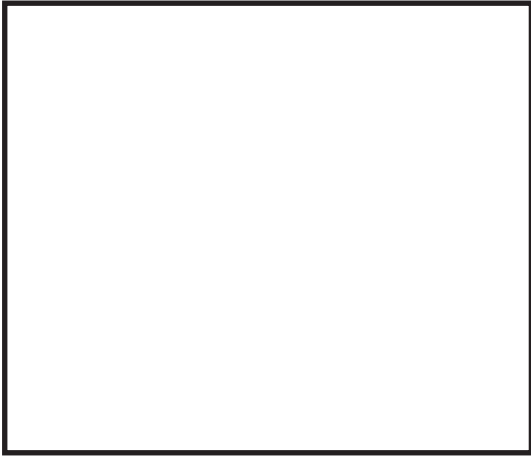
Have fun with rhyming games and story books remembering that nonsense words are acceptable responses at the early stages of rhyme production.

Compound Word Cards



Hand Claps 2

Cut out and glue a picture in each box. Clap the syllables for each picture. Colour the number of hands that match.



Hungry Mouse

Help the mouse get to the cheese by gluing each picture besides the stepping stone with the same number of syllables.

2

1

4

2


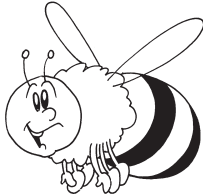


3

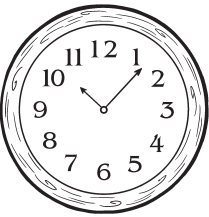
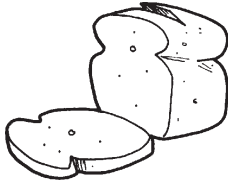


3

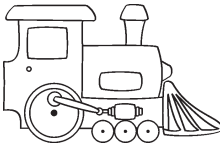


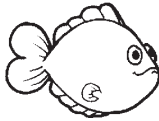
Sample

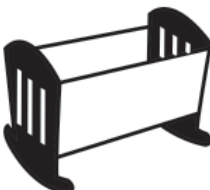
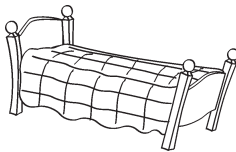


Say, Colour, Draw

Colour the pictures that rhyme with the one in the box. Draw a new word that rhymes in the last box.

	  	Draw
---	--	------

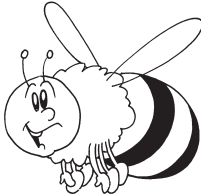


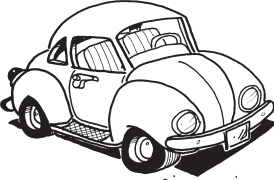
	  	Draw
--	---	------

	  	Draw
---	--	------


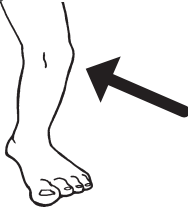
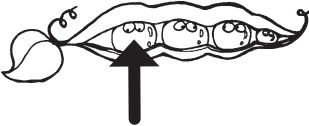

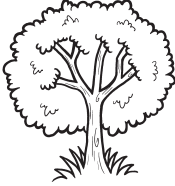


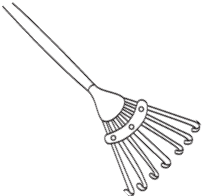




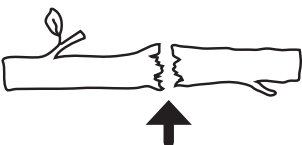
	  	Draw
---	--	------

Picture Sort 1

Cut out the pictures at the bottom of the page. Glue them under the picture that they rhyme with.

Sample

Fire! Fire! Fire!

