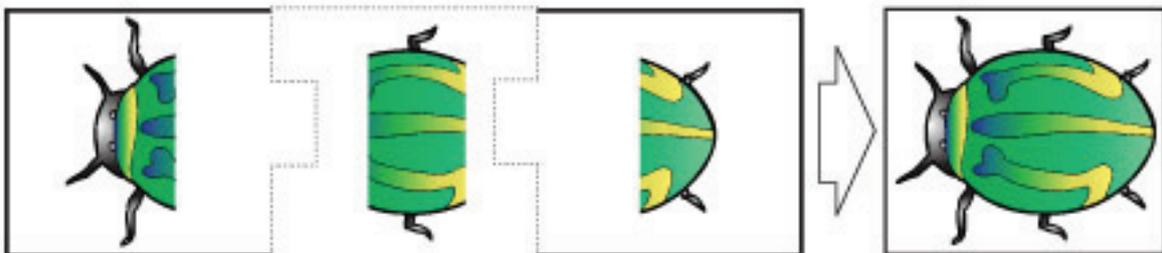
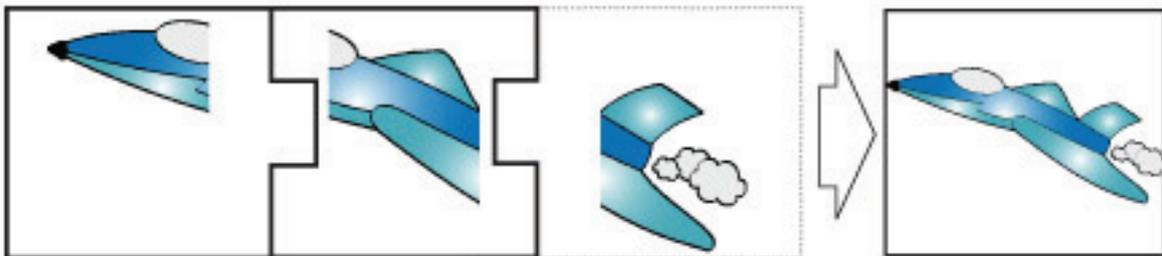
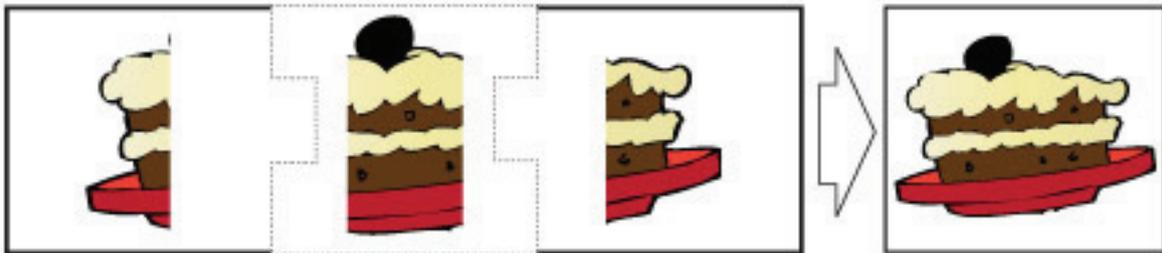


Phonological Awareness

# Phonemic Awareness

## Book 2

Foundation



By Leanne Bidzinski

# Teachers' Notes

This book is the second book in a four part series entitled *Phonological Awareness*. The other books are: *Syllables and Rhyming* (Book 1); *Alphabet Knowledge* (Book 3) and *Alphabet Letter Formations* (Book 4). It is strongly recommended that the books are used sequentially.

This book, *Phonemic Awareness* (Book 2), focusses on the development of skills at foundation level and therefore the activities are primarily oral, aural and requiring movement. An array of pictures are included that can be laminated and used for whole class demonstrations, oral games or small group instruction.

Ensure the children are exposed to repeated oral opportunities to hear and demonstrate the sounds within words that include whole body movements like clapping, stomping and jumping. The children will require room to jump in hoops, walk on stepping stones and move picture cards and counters to learn and practise the tasks.

There are four sections in this book:

## Section 1: Onset And Rime

The 'onset' is the initial phoneme of a word (e.g. d in dog) and the term 'rime' refers to the letters that follow; usually a vowel and the final consonants (e.g. og in dog). Not all words have onsets.

Photocopy, laminate and cut the pictures in this section to use with the following activities. Use large ones for whole class demonstrations on the whiteboard and reduce the size to create individual practice packs for the children. Use adhesive magnetic tape attached to the large cards to enable whole class demonstrations on the whiteboard or easel.

## Section 2: Single Syllable Pictures

At this level, the pictures used are broken down even further into each individual sound. Words with two and three sounds (vc and cvc examples) are appropriate for foundation level of development. Activities are broken into two areas – blending and segmenting.

Blending is a prerequisite to master early reading - children are required to blend individual sounds to solve a word, e.g. c-a-t makes cat.

Segmenting is a prerequisite to early spelling and writing - children are required to segment a word into its individual sounds, e.g. what sounds do you hear in 'cat'?

## Section 3: Initial, Medial And Final Sounds With Pictures

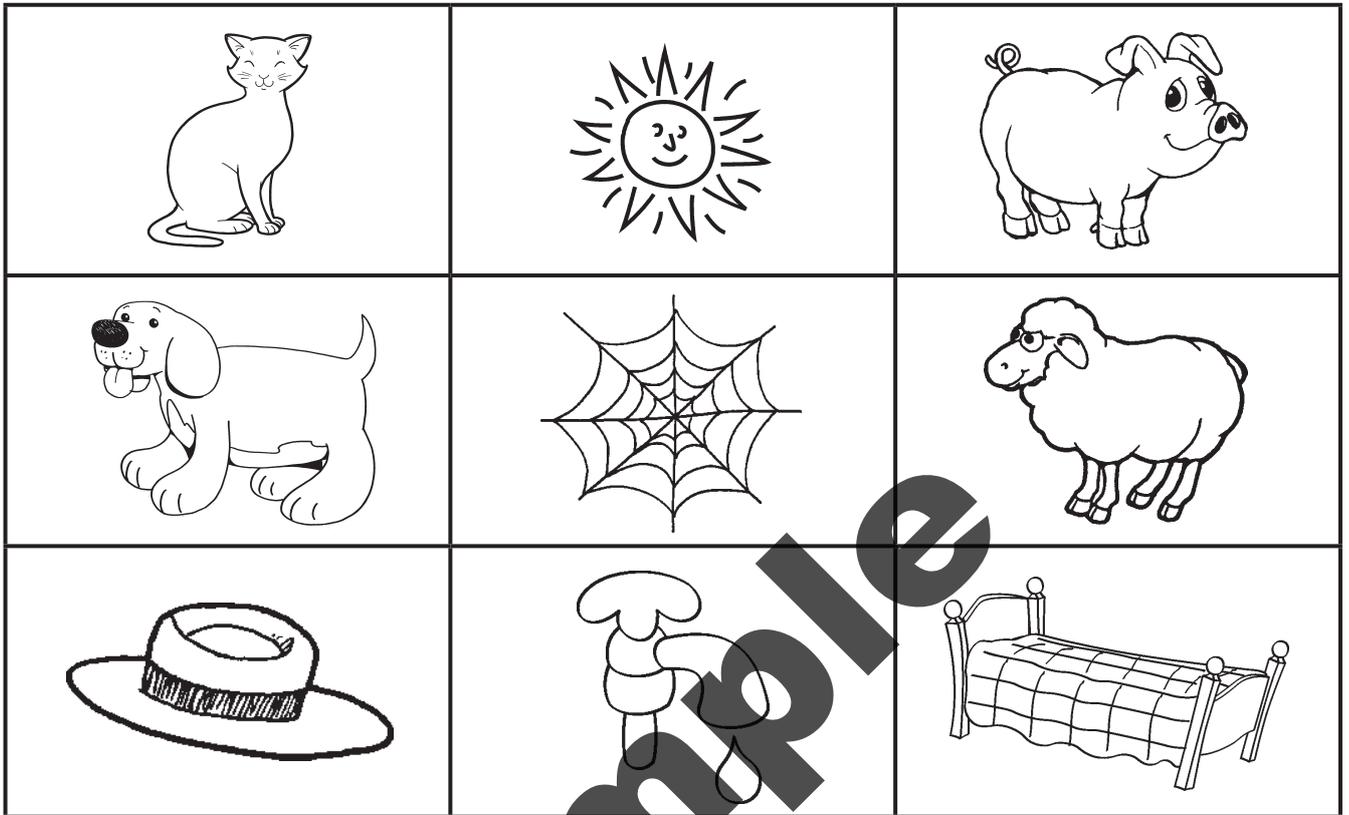
At this level, the activities use pictures only and no letters of the alphabet are included. This is to ensure that the children use their aural skills to hear and differentiate between the sounds within words. Remember to concentrate on the sounds within a word not the letters, e.g. 'shark' has three sounds 'sh' 'ar' 'k'.

## Section 4: Board Game

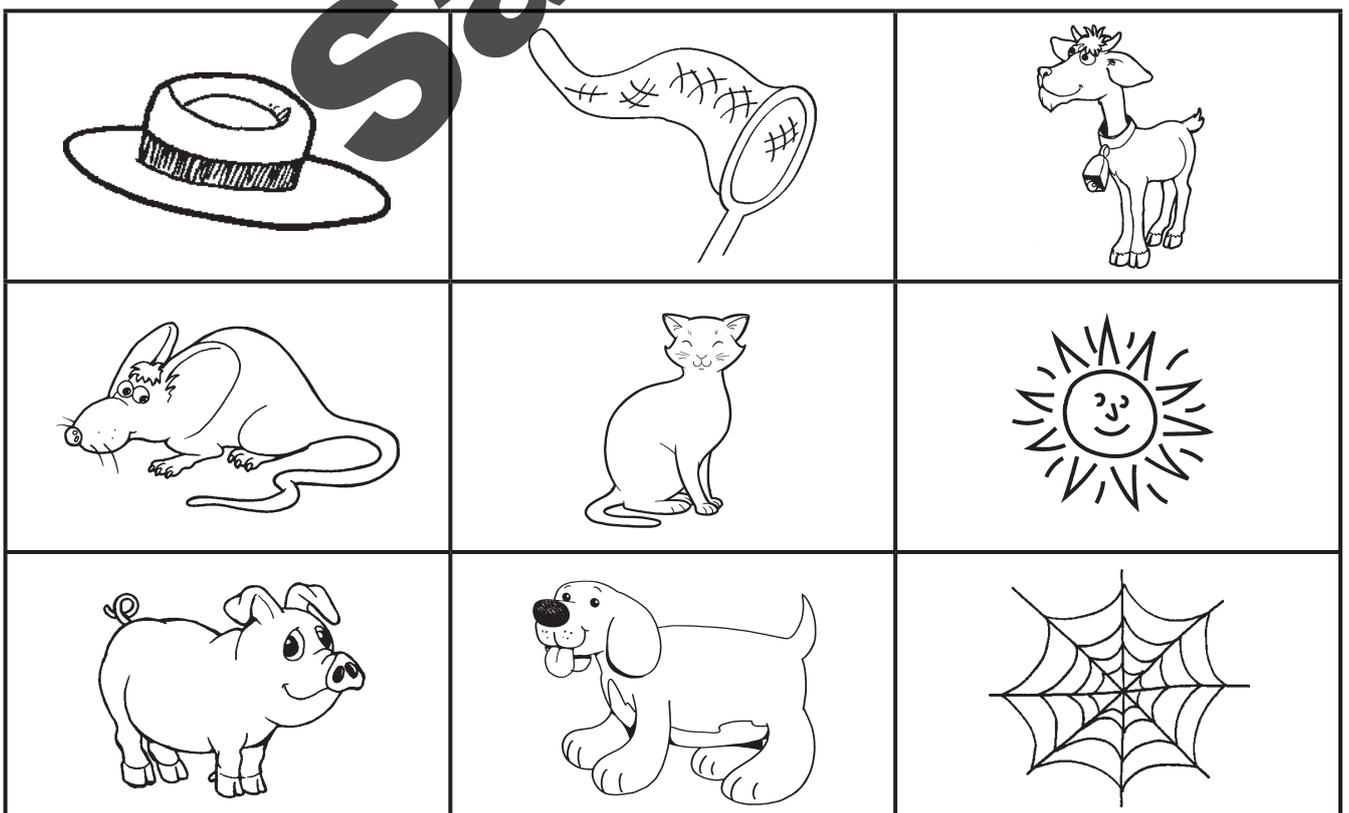
This game brings together the initial, medial and final sounds in a fun "Race to the Carrot Patch" dice game. Children will need to differentiate the individual sounds in single syllable pictures to get their counter to the carrot first!

# Onset And Rime Bingo

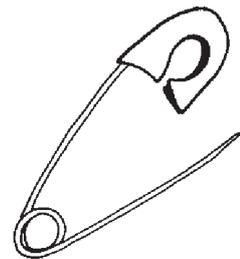
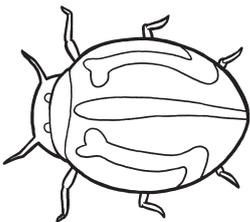
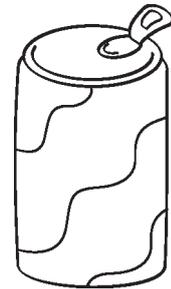
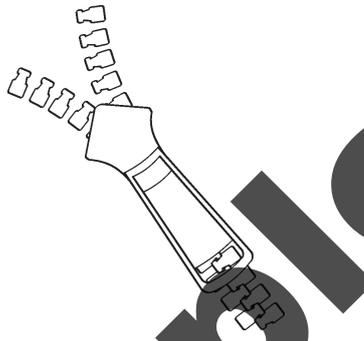
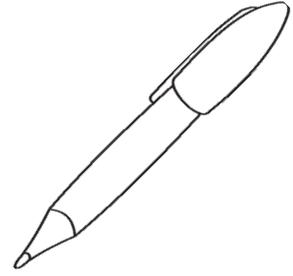
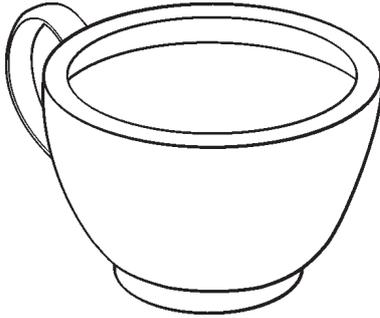
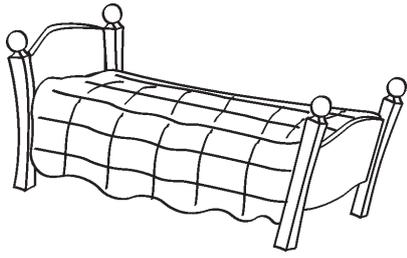
## Board 1



## Board 2

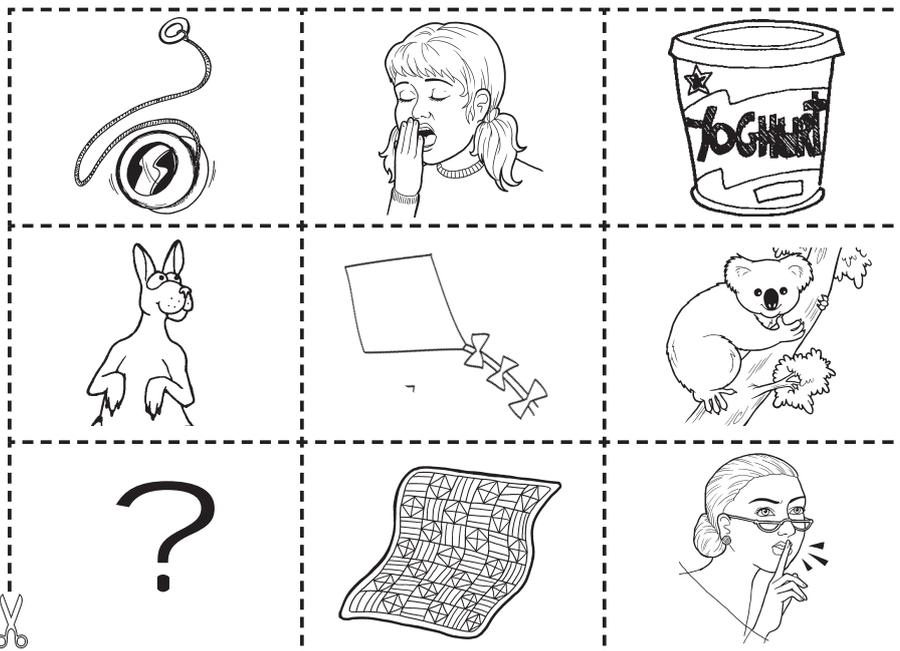
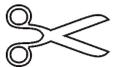
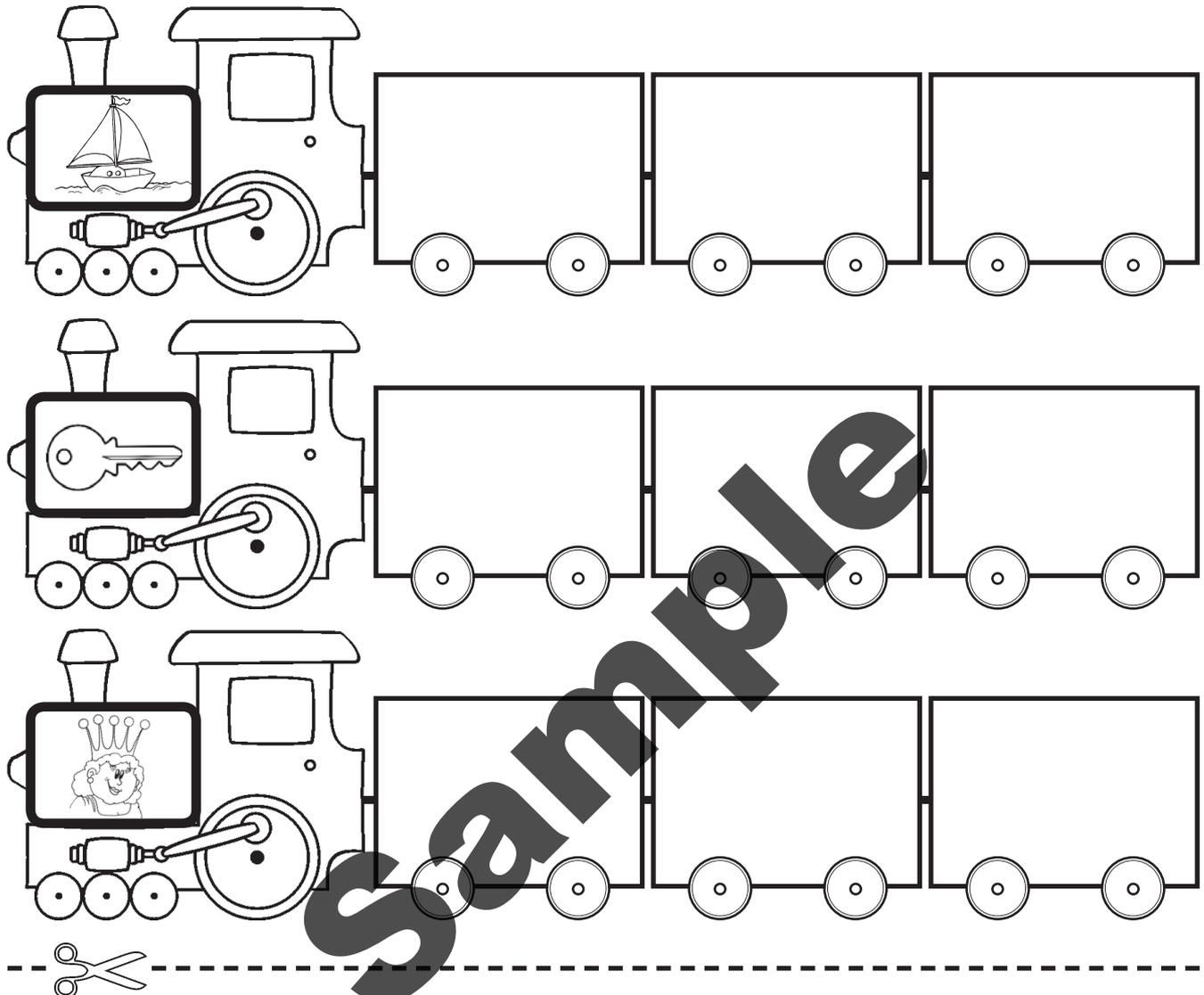


# Whole Picture Resource Cards



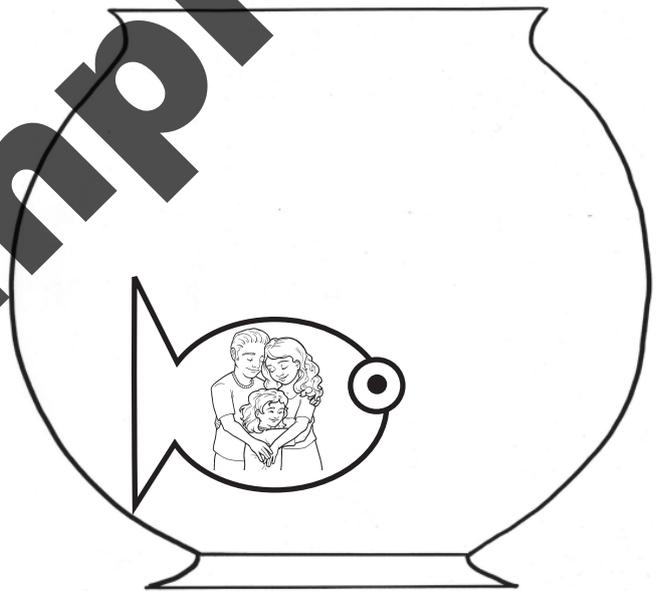
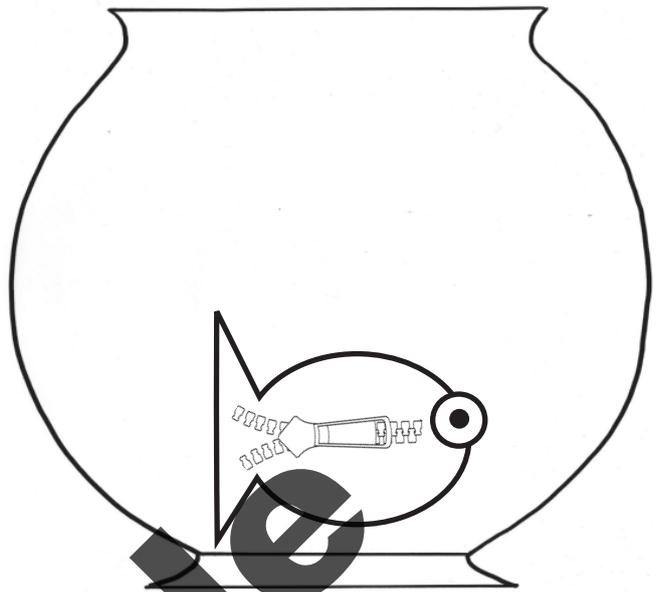
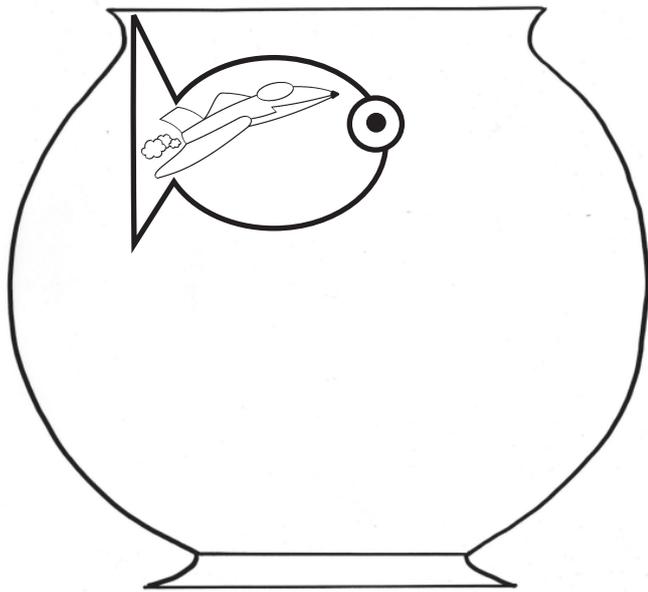
# Initial Sounds - Train

Connect the train carriages with the same beginning sound as the pictures on the engine.

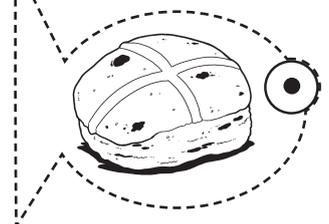
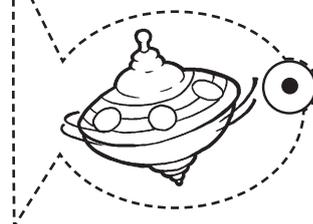
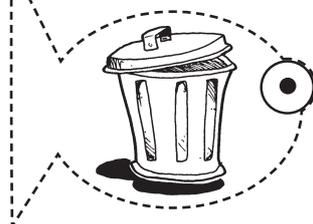
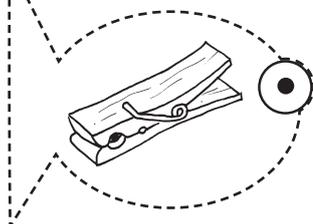
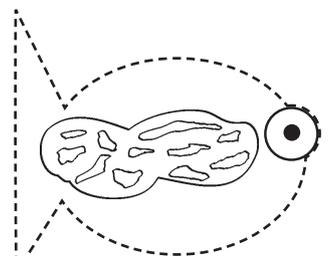
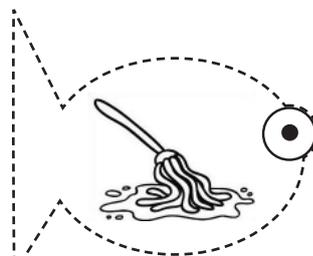
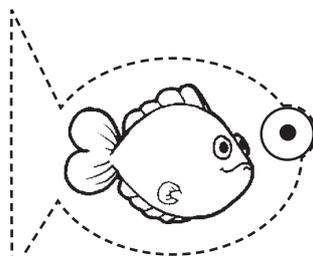
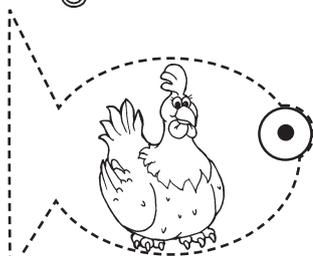
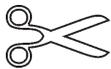


# Medial Sounds – Great Day Fishing!

Cut out the fish and glue them in the bowls so that all the fish have the same middle sound.

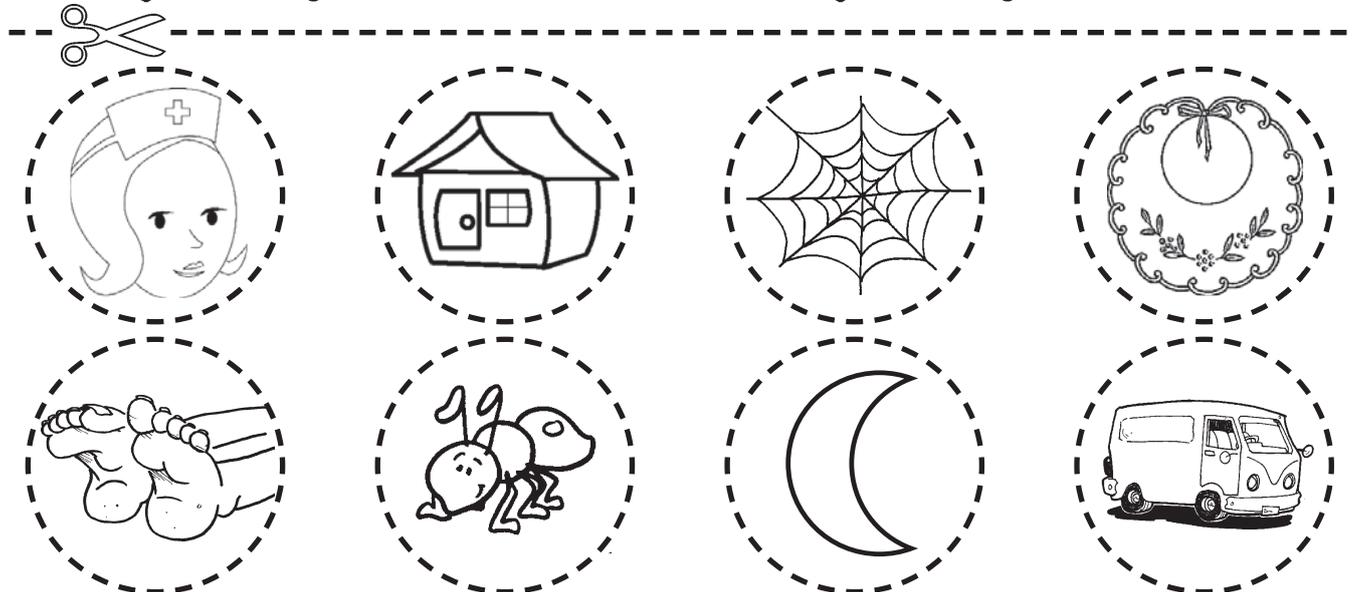
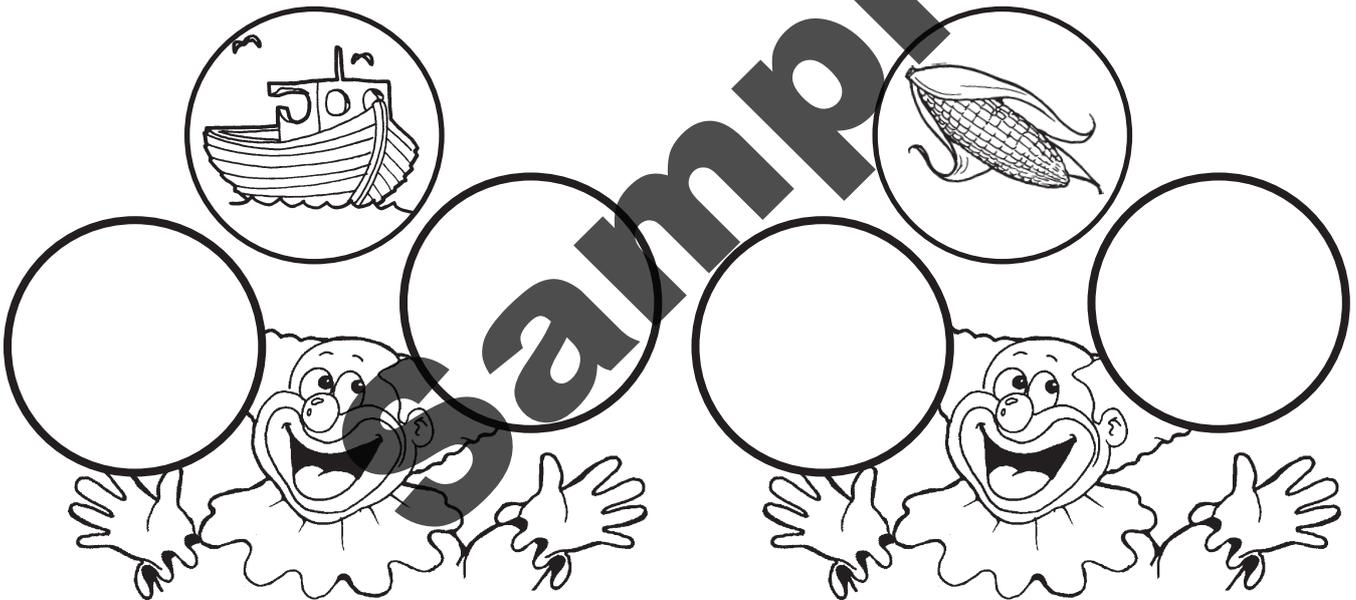
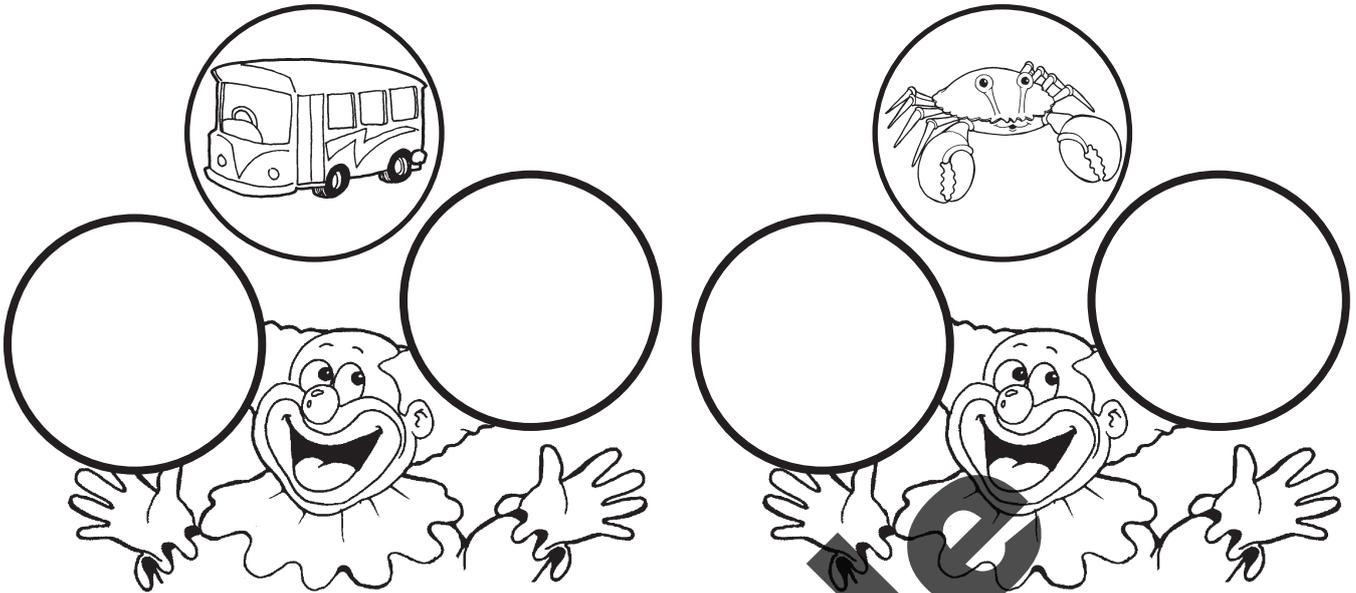


Sample



# Final Sounds – Clowning Around!

Cut out the juggling balls at the bottom of the page. Glue so they have the same last sound as the pictures.



# Race To The Carrot Patch!

