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Curriculum writer: Mona McGee, Curriculum Specialist, Brevard Public Schools  
Editors: Lois B. Queen; Christalee S. Burkett, Southern Expression by Christalee, Inc.  
Graphic Designer: Susan J. Sawyer, Sweet Spirit Consulting Services



# Phonemic Awareness



# Notes

## Phonemic Awareness

is being able to **hear** the sounds of our language.

### Did You Know?

These make your child a better reader and speller:

- Using rhymes
- Clapping to syllables in words
- Making up tongue twisters
- Playing word games

This helps your child use phonics successfully in reading and also helps in spelling. Your child learns that all words are made up of different sounds and putting sounds together makes whole words.





## Useful Web Sites

These can be accessed on home, library or school computers.

Just Read Families!

<http://www.justreadfamilies.org>

PBS Kids

<http://pbskids.org>

Association for Library Service to Children

<http://www.ala.org/ala/alsc/greatwebsites>

Reading is Fundamental - Parent's Page

<http://www.rif.org/parents/>

Reading Rockets - Reading Comprehension

<http://www.readingrockets.org/>

FCAT Explorer - Requires a password available from your child's teacher.

<http://www.fcatexplorer.com/>

## Rhyming Riddles

I rhyme with **all**.

You bounce me.

What am I? (**Ball**)

I rhyme with **floor**.

You shut me.

What am I? (**Door**)

I rhyme with **boy**.

You play with me.

What am I? (**Toy**)

I rhyme with **look**.

You read me.

What am I? (**Book**)

I rhyme with **hair**.

You sit on me.

What am I? (**Chair**)

I rhyme with **habit**.

I can hop.

What am I? (**Rabbit**)

I rhyme with **mouse**.

You live in me.

What am I? (**House**)

I rhyme with **dock**.

You tell time with me.

What am I? (**Clock**)

I rhyme with **goat**.

You sail me.

What am I? (**Boat**)

I rhyme with **head**.

You sleep in me.

What am I? (**Bed**)

I rhyme with **tar**.

You ride in me.

What am I? (**Car**)

I rhyme with **down**.

I'm funny.

What am I? (**Clown**)

## A-Hunting We Will Go

A-hunting we will go,  
 A-hunting we will go.  
 We'll catch a fox  
 And put him in a box,  
 And then we'll let him go!

- Sing song together.
- Child names another animal.
- Child thinks of a word that rhymes for the next line. (This can be silly. Have fun!) Ex: frog on a dog; cat in a hat; mouse in a house
- Sing the new verse together. Then make up more rhymes. Help child think of rhymes if this is difficult for him.

## Phonemic Awareness

### Ways to Help A Child

- Use rhymes and songs together
- Take turns saying a word and finding words that will rhyme with the word
- Clap out syllables in words  
     /el/ /e/ /phant/
- Break up words into their individual sounds  
     /c/ /a/ /t/ - cat
- Ask child what words would sound like without their first sound  
     dog - og
- Play word games and use activity sheets

## Phonemic Awareness

- is being aware of the sounds of our language
- is being able to **hear** the individual sounds or chunks of sound
- is an important skill in learning to read
- is a necessary skill for using phonics successfully
- will help in spelling
- using **rhymes** and breaking words into **syllables** will help to develop this skill

## Tongue Twisters

**Round and round the rugged rocks,  
The ragged rascals ran their rural race.**

**She sells sea-shells on the sea shore.  
The shells she sells are sea-shells I'm sure.  
So if she sells sea-shells on the sea shore,  
I'm sure the shells are sea-shore shells.**

**Peter Piper picked a peck of pickled peppers;  
A peck of pickled peppers Peter Piper picked.  
If Peter Piper picked a peck of pickled peppers,  
Where's the peck of pickled peppers Peter Piper  
picked?**

**Swan swam over the sea;  
Swim, swan, swim!  
Swan swam back again,  
Well swum, swan!**

## What's In a Name?

Lots of Activities

Use your child's name and have fun together.

### Rhymes:

Think of a word that rhymes. If none rhyme, make up a silly rhyme.

Ex: Marcus - Marcus Parcus

### Alliteration:

Think of an adjective (describing word) that begins with the same sound as his name. Add a verb (doing word).

Ex: **Mighty Marcus** - **Mighty Marcus moves**

### Hands Together / Jumping Jacks:

Clap the syllables in his name. Or do Jumping Jacks to the syllables.

Ex: Mar/cus

## Trading Initials

- Say child's name. (Ex: Marcus)
- Say your name. (Ex: Latonya)
- Ask child what **sound** (not letter name) his name begins with. (/m/)
- Ask child what **sound** (not letter name) your name begins with. (/l/)
- Trade beginning sounds of your names. (Ex: Marcus and Latonya are now **L**arcus and **M**atonya)
- Choose two other names and do the same.

## Old MacDonald Had a Farm

- Before each verse, child chooses an animal for the farm.
- Ask your child what sound the animal's name begins with.
- Add the same sound to E I E I O. (Ex: Dee, die, dee, die, doh)
- Sing the song together with the new sounds.

Animal chosen: horse

Old MacDonald had a farm,

He, hi, he, hi, ho.

And on that farm he had a horse.

He, hi, he, hi, ho.



## What's In a Name? (Cont'd)

Lots of Activities

Use your child's name and have fun together.

### Pieces of a Name:

Say the individual sounds in his name.

Ex: /m/ /ar/ /c/ /u/ /s/

### Pat-a-Cake:

Say the sounds while playing Pat-a-cake together. End by clapping hands to hips, saying the whole name.

Ex: /m/ /ar/ /c/ /u/ /s/ **Marcus**

### Trade Initials:

Trade the first sounds of his name and your name.

Ex: **M**arcus and **L**ashawnda becomes  
**L**arcus and **M**ashawnda

## Three Letter Words

Say a three-letter word. (Ex: big)

Ask your child to say its three sounds.

(Ex: /b/ /i/ /g/)

If this is easy for him, use words with four letters.

3-letter words: cat, mop, pet, dog, sip, bit, fun, job, can, tap

4-letter words: land, tent, lamp, find, send, help, hold, flap, stop, trim

## Pat-a-Cake

Stand or sit facing your child, with the palms of your hands out.

Say a word. (Ex: help)

Break the word into its four sounds.

(/h/ /e/ /l/ /p/)

As you say each sound clap each other's palms, in Pat-a-Cake fashion.

Finish by clapping your hips, and saying the word. (help)

Words: clap, hand, plan, band, lend, slip, flop, sold, raft, lift