**Phonological Awareness**

A picture containing indoor

Description automatically generated

Phonological awareness allows one to attend to, discriminate, remember, and manipulate sounds at the sentence, word, syllable, and phoneme (sound) level. Examples follow for each level:

* **Sentence level:** How many words are in the sentence, "She sells seashells by the sea shore?"
* **Word level:** Do these words rhyme: distribution and retribution?
* **Syllable level:** What is the last syllable in the word "discrimination?"
* **Phoneme level:**What is the final sound in photo?

***dyslexiahelp.umich.edu***

**Rhyme Awareness**

**I Spy**

* Teacher will say, *“I Spy with my little eye something that rhymes with****door****.”*
* Students will attempt to find things that rhyme with “door.”
* The best part of this game is it can be played anywhere. Try a quick whisper round on the way to specials or while lining up for lunch.

**Addresses the following senses:**

* **Auditory**
* **Visual**

**Whose Rhyme Is It Anyway?**

* This activity works on both rhyme and word-level phonological awareness.
* Begin by writing a few sentences on the board to make a short story like, *“I went to the store. I need to buy something to drink. Some cheese, too!”*
* Students will pick words from the sentences to replace with a rhyming word to make the sentence silly.
* Example:

1. Teacher will say “I went to the **floor**. I need to buy something to drink. Some cheese, too!”
2. Student’s response. “I went to the **floor**. I need to buy something to **stink**. Some cheese, too!”
3. Another student’s response, “I went to the **floor**. I need to buy something to **stink**. Some **fleas**, too!**”**

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**

**Rhyming Pictures**

* Print out images of rhyming word pairs onto cardstock.
* Place cards with image down.
* Student will flip the cards over one set at a time-two each turn.
* If student finds a rhyming match, they get to keep the pair.
* Example: Rhyming Memory

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**

**Rhyming Books, Songs, Poems**

* Use familiar poems, songs, or nursery rhymes to practice rhyming words.
* As reading the story, choose a target word.
* Students ***stretch*** their hands into the air when they hear words that rhyme with the target word.
* Example:

1. Teacher states “car” is the target word.
2. Teacher recites “*Twinkle, twinkle, little* ***star****. How I wonder what you* ***are****.”*
3. Students raises hand when they hear “star” and “are.”

[Rhyming and Alliteration: 7 Creative Ideas for the Classroom | Lexia Learning](https://www.lexialearning.com/blog/rhyming-and-alliteration-7-creative-ideas-classroom)

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**

**Thumbs Up/ Thumbs Down**

* Quick and easy to implement and explain phonological awareness activity.
* Teacher will say a pair of words and ask students if those words rhyme.
* Students stretch out their arms and flash a thumbs up if the pair rhymes or a thumbs down if the pair does not.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**

**Word of the Day**

* Pick a word of the day and instruct students to generate a list of all words they can think of that rhyme with this word.
* Students can record their answers in a journal.
* The teacher can assign this activity for homework or use it as a warm-up exercise during the writing block.

[Rhyming and Alliteration: 7 Creative Ideas for the Classroom | Lexia Learning](https://www.lexialearning.com/blog/rhyming-and-alliteration-7-creative-ideas-classroom)

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**

**Rhyming Word Sit Down**

* Gather the kids in a large area.
* Instruct the children to walk/stomp/skip around in a circle, taking one step each time, a rhyming word is said.
* students are to sit down if a word is said that does not rhyme.
* Example:

1. Teacher will say *“Tree, she, spree, flea, sea, bee, key and* ***went****.”*
2. students should sit down when “**went”** is said.

<https://www.momjunction.com/trending/rhyming-activities-for-kindergarten_00388211/>

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**
* **Vestibular**

**Rhyming Race**

* Gather the children in a large area.
* Students will be divided into pairs and given pictures with rhyming words.
* Student will get into a circle.
* When teacher calls out rhyming words, the pair assigned those words will run/hop/skip/stomp to each other in the middle of the circle.

**(Another variation)** <https://www.momjunction.com/trending/rhyming-activities-for-kindergarten_00388211/>

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**
* **Vestibular**

**Movement Breaks**

* Teacher will list a series of rhyming words.
* Students complete an action, such as jump up, wiggle, or tap their feet when they hear a word that does not rhyme
* Alternatively, have students tiptoe around the room and freeze when they hear the word that does not rhyme.
* Example:

1. Teacher says, *"rat, hat, bat, cat,* ***jam****.”*
2. Students will jump when the word “jam” is heard

* These activities could also be done with alliterative word lists.
* Example:

1. Teacher says, *"pen, pot, pet, pin,* ***cat.****"*
2. Student will stop “freeze” when the word “cat” is heard.

[Rhyming and Alliteration: 7 Creative Ideas for the Classroom | Lexia Learning](https://www.lexialearning.com/blog/rhyming-and-alliteration-7-creative-ideas-classroom)

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**
* **Vestibular**

**Alliteration**

**Silly Phrase**

* Practice alliteration with silly same-sound phrases throughout the day.
* Example:

1. Refer to students with alliterative phrases, such as ***Happy Henry*** and ***Creative Caroline***, when giving directions.
2. Talk about daily routines using alliterative phrases, such as ***Magical Math*** or the ***Super Science Center.***

[Rhyming and Alliteration: 7 Creative Ideas for the Classroom | Lexia Learning](https://www.lexialearning.com/blog/rhyming-and-alliteration-7-creative-ideas-classroom)

**Addresses the following senses:**

* **Auditory**
* **Oral**

**Reading Books with Alliteration**

* Read and discuss books with alliteration.
* Examples:

1. ***Pete the Cat and the Perfect Pizza Party***
2. ***B Is for Baby***

**Addresses the following senses:**

* **Auditory**
* **Visual**
* **Oral**

**Sound Tubs**

* Teacher will present sound tubs.
* Students will pick objects from tub with emphasis on the sound.
* As objects are chosen, teacher or student can make a silly story from the words.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**

**Flashlight Find**

* Place pictures with target words with the same beginning sound strategically around the room without students’ knowledge.
* Darken the room.
* Students will take turns with flashlight to find cards.
* As cards are found, student or teacher can make up a silly story.
* This strategy can be used for several skills

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Vestibular**

**Tongue Twisters with a Twist**

* Add drama to tongue twisters.
* Teacher and student will recite a tongue twister and add actions.
* Example:

1. *Little lambs are leaping*! (All jump around like lambs)

*Little lambs are lazy.* (Lie down)

*Little lambs are lonely.* (All be sad)

*Little lambs are lost*…etc etc

[Phase One Phonics Alliteration Games – 10 Terrific Ideas! – Early Impact Learning](https://earlyimpactlearning.com/alliteration-activities-for-preschool/)

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Olfactory**
* **Oral**

**Jump & Clap**

* Students will be divided into groups of 4 and assigned numbers 1-4.
* Student will be given the following roles:

1. **Letter Callers**-callout a letter
2. **Jumpers-**make an alliteration with the letter called, jumping at the beginning of each word and, then clapping once they are done.

* Number 3s will be the first “Letter Caller.”
* Number 4s will be the first “Jumper.”
* **Next**

1. Number 4s will be the “Letter Caller.”
2. Number 1s will became the “Jumper.”
3. Continue until all members of the group have had a chance to be both a “Letter Caller” and a “Jumper.”

[Harry the Dirty Dog Alliteration Jumping Game ⋆ Sugar, Spice and Glitter (sugarspiceandglitter.com)](https://sugarspiceandglitter.com/alliteration-jumping-game/)

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**
* **Vestibular**

**Amazing Alliteration**

Game download

[Alliteration games - The Measured Mom](https://www.themeasuredmom.com/free-alliteration-activities-for-kids/)

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**

**Word Awareness**

**Silly Sentence Train**

* Provide student with a train, either 3, 4, or 5 cars depending on the number of words in target sentence.
* Teacher reads one of the silly sentences (can be at the bottom of the page.)
* Student repeats the sentence and uses a “pusher” (chip, stone, coins, etc.) to cover a circle.
* Each pusher represents one word.
* Student is to say each word while sliding “pusher” into circle.
* **TIP # 1**: Read the sentences with breaks between the words, at least at first.

1. *“Cow – swims – fast.”*

*“Rat – reads – books.”*

When student appears to be ready, read a sentence at a normal pace.

*“Fish digs holes.”*

* **TIP #2**: When finished, have students point to each “pusher” one at a time and repeat the sentence back to you.

[Word awareness activity - The Measured Mom](https://www.themeasuredmom.com/free-word-awareness-activity/)

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**

**Blocks**

* Assign designated number of manipulatives or “pusher” (scented stickers attached to blocks, chips, etc.) to each student.
* After reading a story to the class, repeat sentences from the story.
* Students will count the words in the sentence using the manipulates.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Olfactory**
* **Proprioceptive**

**Beads on Pipe Cleaner**

* Students will be given a pipe cleaner with beads.
* Teacher will say a sentence like “It is very, very hot today!”
* Instruct students to repeat the sentence and move a bead as they say each word.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**

**Robot Talk**

* Teacher will say a sentence like “Our special today is art.”
* Instruct students to repeat the sentence while saying each word very slowly.
* Also known as “Dora Speech.”

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**
* **Proprioceptive**

**Word Hop**

* Teacher will say a sentence like, *“I love ranch dressing!”*
* Instruct students to repeat sentence and hop once for every word.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**
* **Vestibular**

**Word, Word, Sentence**

* This is like ***Duck, Duck, Goose*** but with an educational twist.
* A student who is “it” walks around the circle tapping classmates’ heads, one tap per word, until they finish a sentence.
* Example:

1. Students are sitting in a circle.
2. Designated student (“it”) walks around the circle.

“*My (****tap****) dog (****tap****) likes (****tap****) to (****tap****) eat (****tap****) socks!”*

1. When the designated student get to the end of the sentence they run around the circle attempting to get back and sit in the spot the student that was tapped was sitting before that student can tag the designated student.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**
* **Vestibular**

**Syllable Awareness**

**Syllable Graphing**

* Have students graph how many syllables are in their names on a Post-it easel pad paper by placing a scented sticker in the appropriate section to indicate syllable number.
* Using first and last names tends to give a slightly better spread of results.
* Add this activity to the math block for a little cross-curricular fun.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Olfactory**
* **Proprioceptive**

**Clapping**

* Teacher says a word.
* Students repeat the word while clapping on each syllable
* Students can hold their hand under their chin and feeling the chin drops.
* Clapping can also be *“alligator”* clapping or snapping.
* Once clapping is mastered, students can count the number of syllables in word.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**

**Shaking Syllables**

* Teacher will say a word.
* Students will repeat it while shaking a tambourine/maraca/rain stick on each syllable.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**
* **Vestibular**

**Kazoo**

* Teacher will say a word.
* Students will break the word into syllables and hum into the kazoo sound segments to represent each syllable.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Oral**
* **Proprioceptive**

**Drumming**

* Teacher will say a word.
* Students will repeat the word while drumming on each syllable.
* Can use drums/tap pencil/hands on desk/table/floor. Do it while standing on one foot, two feet, sitting, etc.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**
* **Vestibular**

**Snowball Activity**

* Provide students with scrap paper to make snowballs.
* Teacher will say a word.
* Students will repeat while throwing a snowball that represents each syllable of the word.
* A student will need at least 3 snowballs to throw for a 3-syllable word.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**
* **Vestibular**

**Onset-Rime Awareness**

**Sing a Song**

* Teacher/students can sing songs to various tunes (***Bingo****,* ***Skip to Lou***, etc. or make up your own tune)
* Example to the tune of***Bingo***:

*There is a snack we like to eat,*

*And it begins with /ch/ sound*

*/ch/ /ch/ /ch/ /ch/ /ch/*

*/ch/ /ch/ /ch/ /ch/ /ch/*

*/ch/ /ch/ /ch/ /ch/ /ch/*

*And it ends with /ips/.*

Phonological Awareness Assessment Tools & Strategies, page 104 & 107

**Addresses the following senses:**

* **Auditory**
* **Oral**

**Snap! Crackle! Pop!**

* Student will segment a word into onset and rime: /c/-/at/.
* Students will say /cat/ and pop bubble wrap or snap/clap.

Phonological Awareness Assessment Tools & Strategies, page 106

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**

**I See a /B/ /ear/ Looking at Me**

* Teacher will read ***Brown Bear, Brown Bear***.
* Student will use glasses/binoculars/magnifying glass to look for target picture.
* Teacher will say:

*Joe, Joe,*

*What do you see?*

*I see a /b/-/ear/ looking at me.*

* Replace words for additional practice

Phonological Awareness Assessment Tools & Strategies, page 109

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**

**One, Two Punch**

* Teacher will say:
* *“I will say a word and give you the first part.*
* *Then you say the last part.*
* *Watch me.*
* *The word is* ***‘tape’****.*
* *The first part is* ***/t/*** *[put right fist on the table].*
* *What’s the rest of the word?* ***/Ape/*** *[put left fist on table].*
* *The word is* ***‘tape’*** *[slide fists together to touch in front of student].*
* *Do it with me.”*
* Lead the students through other examples.to ensure the maximum amount of practice in a brief activity.

[Phonological and Phonemic Awareness: In Practice | Reading Rockets](https://www.readingrockets.org/teaching/reading101-course/modules/phonological-and-phonemic-awareness/phonological-and-phonemic-1)

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**
* **Vestibular**

**Up, Up, Clap**

* Teacher will say a work.
* Student will raise right hand above head when onset is said.
* Student will raise left hand when rime is said.
* Clap above head to blend.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**
* **Vestibular**