

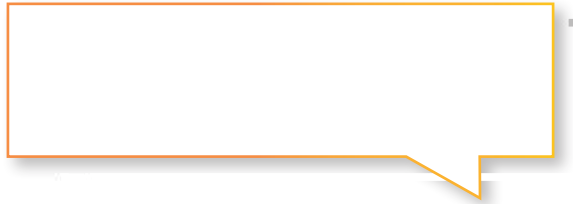




# Phonological Awareness

*Phonological awareness is the understanding of different ways that oral language can be divided into smaller components and manipulated” (Chard and Dickson, 1999).*

*Phonological awareness refers to the bigger “chunks” or “parts” of language.*



## Ideas to Try

- Play oral rhyming games with your child such as “I’m thinking of a toy that rhymes with ‘tall’. What is it?” Answer: “ball”.

Or you could ask, “How many words can you think of that rhyme with ‘at?’” Have one person say a word and the other person search for something that rhymes with that word.

- Read books and say prayers that have rhyme, rhythm and repetition such as the prayer *Now I Lay Me Down to Sleep*, poetry books or nursery rhymes. After reading and enjoying the book, talk about the rhyming words and ask your child to think of other words that rhyme.
- Hop or clap out the number of words in a simple sentence (“The cat is black” clap 4 times).

- Clap out the number of syllables in words (“red” 1 clap, “yellow” 2 claps).
- Collect objects and have your child sort them by their initial sounds (tiger starts with /t/, cow starts with /c/).
- Rhyming words – which one doesn’t belong (seed, weed, pill, bead).
- Word family sort – start by giving your child the first word in the word family (cat). Then have your child give you the next word (bat), go back and forth and see how many you can come up with (hat, mat, etc.).
- Say a word out loud. Have your child repeat the word, then ask them to add a word to the end to make a new word (say “snow, add “ball” to the end, what is the new word? “snowball”).

# Phonemic Awareness

Oral language is widely known to be the foundation for school success – the basis of reading, writing, and social interaction.

A solid foundation of oral language helps children become strong communicators and successful readers. They also support a child's confidence and sense of well-being.

## Ideas to Try

- While doing daily activities, segment or pull apart the sounds in words. This is a difficult skill for many children so it may take practice for your child to be able to do it correctly. For example, you could say, "Here is your 'hat.' I hear these sounds in 'hat' /h/ /a/ /t/. What sounds do you hear in 'hat?'" Answer: /h/ /a/ /t/.
- As you play and talk with your child, try to include deletion activities such as, "I am tall. What is the word 'tall' without the beginning sound /t/?" Answer: "all."
- As your child helps around the house with chores, try sound substitution activities such as, "Here is a book. Change the /b/ to /l/. What is the new word?" Answer: "look."
- Give your child the sounds in a word and ask them to blend them back to make the spoken word. For example, you might say, "Here are the sounds of a word: /b/ /i/ /g/. What is the word?" Answer: "big."
- Enjoy silly language games and songs like "Down by the Bay" with your child or saying as many words as you can that start with the sound /l/ or /r/.

Or, try to think of as many rhyming words as you can, including made-up words. For example, you might say, "How many words can we think of that rhyme with 'take?'" You and your child may then come up with a list of real words such as "lake", "make", "rake" and "bake", and you may also think of made-up words such as "dake" and "gake." This type of language play builds children's interest in words and sounds.



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# Comprehension

*Comprehension is the understanding and interpretation of what*





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