

Phonological Awareness

Before being able to read written letters and words, children learn to hear the individual sounds in spoken words. For example, beginning readers with phonemic awareness are able to hear and recognize that the word “cat” is made up of the sounds /c/ /a/ /t/. They can also combine or blend the separate sounds of a spoken word to say the word (“/d/ /o/ /g/ → dog”). Phonological Awareness activities provide practice in segmenting individual sounds in spoken words and blending sounds to say the word.

Use these activities to reinforce and practice phonological awareness skills with your child.

| Title | Suggested Grade(s) | Target Skill(s) | Activity |
|---------------------|--------------------|---|--|
| Shopping For Sounds | K–2 | Segment Sounds in Words, Isolate Beg/Mid/End Sounds in Words, Blending Sounds | As you and your child shop, have your child separate the sounds in the name of each item you put in your shopping basket, listening for beginning, middle, and ending sounds; for example, for a bag, your child would say <i>b–a–g</i> . Next, ask your child to blend sounds together to make a word. Say words one sound at a time; for example, you say <i>m–i–l–k</i> and your child says <i>milk</i> ; you say <i>c–a–n</i> and your child says <i>can</i> . |