help your child develop

Phonological Awareness

when you help your child hear and say animal sounds.
- Say animal sounds when you see animal pictures.
- Encourage your child to repeat the sound after you.

Moo-moo

The bouncing bunny went to find some food.

Bunny, bed, boat, boy, best, bear . . .

help your child develop

Phonological Awareness

when you help your child hear and say the beginning sounds of words.
- When you read phrases that start with the same sound, say them together stressing the first sound. For example, Silly Sally.
- Pick a word from a book. Say the first sound. Ask your child to think of other words that start with the same sound.

The bouncing bunny went to find some food.

Bunny, bed, boat, boy, best, bear . . .

help your child develop

Phonological Awareness

when you help your child hear and say the beginning sounds of words.
- When you read phrases that start with the same sound, say them together stressing the first sound. For example, Silly Sally.
- Pick a word from a book. Say the first sound. Ask your child to think of other words that start with the same sound.

The bouncing bunny went to find some food.

Bunny, bed, boat, boy, best, bear . . .

help your child develop

Phonological Awareness

when you help your child hear and play with the smaller parts of words or syllables.
- Pick out a word in a book. Clap out the syllables.
- Pick out a word in a book. Clap out the syllables.

help your child develop

Phonological Awareness

when you help your child hear and play with the smaller parts of words or syllables.
- Pick out a word in a book. Clap out the syllables.
- Pick out a word in a book. Clap out the syllables.
No book handy? Activities you can do to help

• Say tongue twisters together.
  Peter Piper picked a peck of pickled peppers. How many pickled peppers did Peter Piper pick?
  
• Play sound games:
  - A Sound a Day: Pick a sound and notice all the times you and your child say that sound.
  - Starting Sound: Think of a word. Say it out loud. Say the beginning sound. You and your child say more words starting with that sound.
  - I Hear with My Little Ear: I hear with my little ear something that starts with /t/ (T sound). Take turns thinking of words that start with that sound.

Phonological Awareness #1 0—2

Phonological Awareness #2 2—5

No book handy? Activities you can do to help

• Sing songs together—ones with animal sounds like *Old MacDonald Had a Farm*.
• Say the sounds of your child’s toys or stuffed animals.
• While walking around, say the sounds of animals you see.
• Have your child repeat the sounds.

Phonological Awareness #2 0—3

No book handy? Activities you can do to help

• Sing songs with your child. Bounce to the syllables.
• Clap out the syllables in your child’s name, in names of people in your family.
• Clap out syllables of words your child is interested in.

Phonological Awareness #2 4—5

Phonological Awareness #1 2—5
**Phonological Awareness #3** 0—2

When you help your child develop phonological awareness, you can:

- Say nursery rhymes with your baby.
- Read books of nursery rhymes.
- Read books that rhyme.

**Phonological Awareness #3** 2—5

When you help your child recognize rhymes, you can:

- Read books that rhyme.
- Talk about two words on a page that rhyme.
- Pick a word from the book. Think of another word. Do these rhyme?

**Phonological Awareness #4** 0—3

When you help your child develop phonological awareness:

- Talk about the pictures in a book.
- Make the sounds the pictures make.
  - Train goes chugga chugga choo choo.
  - Car horn goes beep, beep.
- Have your child imitate these sounds.

**Phonological Awareness #4** 4—5

When you help your child make a rhyme:

- Read books that rhyme.
- Read a line or two and let your child fill in the rhyming word.
- Rhyme a word.
  - Pick a word from the book.
  - Have your child think of words that rhyme.
  - Remember they can be nonsense words!

---

**Helping Your Child Recognize Rhymes**

- **Say nursery rhymes with your baby.**
- **Read books of nursery rhymes.**
- **Read books that rhyme.**

**Jack and Jill went up the hill**

To fetch a pail of water.
Jack fell down
And broke his crown,
And Jill came tumbling after.

**The big green frog jumps over the Log!**
No book handy? Activities you can do to help

- Play “I Spy” rhyming game:
  - Your child says something he sees (car).
  - Repeat the word (car) and think of a word.
  - Ask your child if it rhymes—do the words sound alike?
  - Star, does star rhyme with car? Yes!
  - Hat, does hat rhyme with car? No!

Say nursery rhymes with your child.

- Jack be nimble
- Jack be quick
- Jack jumped over the candlestick.

Phonological Awareness #3 2—5

Phonological Awareness #4 4—5

- Shake a rattle near your baby.
  - Move it and shake it again.
  - Watch as your baby follows the sound.
  - Imitate the rattling sound.
- Talk about sounds and imitate the sound as you hear them.
- Have your child repeat the sounds you made.
- Phone rings; an alarm clock goes off; a car honks.
- Sing songs like *The Wheels on the Bus* with sounds like swish-swish, honk, shh-shh-shh.

Phonological Awareness #4 0—3

No book handy? Activities you can do to help

- Say something yellowish green and it rhymes with bear. Your child tries to guess what it is. Pear!
  - Give hints if necessary.
- Take turns—your child spies something.
- I spy something blue that rhymes with fox.
- Cereal
- Box!

Phonological Awareness #3 0—2

Phonological Awareness #4 0—3