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A Phonemic Awareness Activity Book for Parents of Pre-School Age Children

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A PHONEMIC AWARENESS ACTIVITY BOOK
FOR PARENTS OF PRE-SCHOOL AGE CHILDREN

A Project Report
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of the Requirements for the Degree
Master of Education
Master Teacher

by
Lori Eileen Cottle

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ABSTRACT

A PHONEMIC AWARENESS ACTIVITY BOOK FOR PARENTS OF PRE-SCHOOL AGE CHILDREN

By

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This project examined the role of poetry and rhyme to assist in the development of phonemic awareness in the pre-school years. The review of current research found that phonemic awareness along with parental involvement is vital for children's academic success. Included is a phonemic awareness activity book focusing on the letters of the alphabet. It was written for parents of pre-school age children. Activities included in the book, support basic phonemic awareness skills, are age appropriate, and encourage parents to become involved in their child's playing and learning.

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CHAPTER 1

BACKGROUND OF THE PROJECT

Introduction

“Within a few seconds every child in the classroom was sitting quietly, listening intently to the poem, under the spell of the rhythms and rhymes, timbres and tones. It was like magic!”(Andrews, 1988, p. 17).

The power of poetry and young children is very well present when you step into a pre-school classroom. Many of the students can recite their favorite nursery rhyme for you at a moments notice. They are eager and excited about sharing what they know with their teachers, parents and peers. Educators and parents should tap into their excitement of poetry and rhyme and use it to assist them with the beginning stage of reading through phonemic awareness (Hajdusiewicz, 1998).

Many children have been introduced to the nursery rhymes, verses and poetic writings since birth. It is a natural and calming sound to them. “. . . echoes of the rhythms that surrounded them since infancy: the feel of being rocked, hearing lullabies sung, . . . Rhythm was built into their actions and conversations; it was in the context of their everyday lives” (Lenz, 1992). With their exposure to poetry, children have also unknowingly been introduced to the beginning stage of phonemic awareness (Mahoney & Wilcox, 1985).

By the time that children are pre-school age, most have the beginnings of a knowledge base consisting of poetry, rhymes and chants. As parents and educators we

can access their knowledge and excitement for poetry and use the positive association as a vehicle through a structured phonemic awareness activity book.

Many educators and parents are unaware of the dynamics that poetry has to offer to the beginning stage of children's reading (Hajdusiewicz, 1998). A familiar chant or poem is comforting to children and gives them a feeling of security. With the reassurance of knowing, children feel comfortable taking the next step towards the unknown. The comfort of poetry allows an avenue to make a lasting connection between rhymes and the development of phonemic awareness.

Children enjoy hearing favorite rhymes repeated. Through repetition of rhymes they can hear and start to understand the dynamics of their language (Sawyer & Comer, 1996). As poems, chants and rhymes are shared with children they are continually being exposed to familiar sounds, the very beginning stage of phonemic awareness.

Human creatures - especially children- are particularly responsive to the musicality of language sounds. The meanings of words when captured in the expressive rhymes and rhythms of verse delight the ear at the same time that they alert young language learners to the phonological design of their native tongue (Geller, 1983, p. 192).

Poetry helps children respond to the beauty of the language and move toward the understanding of phonics, because of their interest in the sounds of words.

Poetry is an accessible, exciting and vital learning tool for children to acquire phonemic awareness. "No matter what the rhyme patterns, the rhythm and the cadence attract children in much the same way as a song or a jingle" (Sawyer&Comer, 1996).

Recall of the poetry that they have been exposed to as well as introducing them to new poetic verses and rhymes will assist children in the acquisition of phonemic awareness skills as well as reading skills later in life.

Purpose of the Project

The purpose of this project is to develop a phonemic awareness activity book supported by the use of poetry. This activity book will be for parents of the pre-school age child. To accomplish this purpose, a review of current research and literature regarding the importance of becoming phonemically aware through poetry with parental involvement was conducted.

Scope of Project

For the purposes of this project, it was necessary to set the following parameters:

1. The collection of literature and research reviewed for the purpose of designing this project was limited to the past twenty-five (25) years.
2. The phonemic awareness activity book supported by poetry was designed for parents of pre-school age children.
3. The activities in the project are designed specifically to assist pre-school age children with the concept of phonemic awareness.

Definition of Terms

Significant terms used in the context of this project are defined as follows:

1. Alliteration: The repetition of the same initial consonant sound in two or more words.
2. Chant: “Any group of words that is recited with a lively beat” (Buchoff, 1994).
3. Phonemic Awareness: “The intuitive realization that words are composed of smaller sounds than syllables, and that letters or letter patterns can somehow be assigned to those sounds.” (May, 1994).
4. Poetry: Writing usually with a rhythm that repeats its self.
5. Rhyme: Close similarity in the final sounds of two or more lines of words or verses.
6. Rhythm: A flow of rising and falling sounds produced in poetry by a regular repeating of stressed and unstressed syllables.
7. Verse: Writing in which words are arranged in a rhythmic pattern.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Introduction

The review of research and literature summarized in Chapter 2 has been organized to address the role of phonemic awareness, poetry and parental involvement by relating them to the pre-school child's beginning reading development.

1. Phonemic Awareness and the Pre-school Age Child
2. Poetry / Rhyme
3. Parental Involvement
4. Summary

Data included was identified through Educational Resources Information Center (ERIC) computer search and the OCLC First Search database (OCLC). Other searches included using the Internet, reviewing professional texts, reading journal articles and educational digest.

Phonemic Awareness and the Pre-school Age Child

Researchers state that basic phonemic awareness consists of hearing and manipulating sounds in spoken words (Chard, 1999; Griffith & Olson, 1992; Honig, 1997; Yopp, 1992; Yopp 1995). Children who can perform tasks that have control over the smallest units of speech, phonemes, are considered phonemically aware (Yopp, 1995). Yopp (1995) further explains that phonemic awareness is, the ability to experiment with speech and its smallest parts, phonemes.

Phonemic awareness is a key piece to the beginning stage of reading (Snider, 1995). According to Mattingly (1984), in order to facilitate the acquisition of phonemic awareness, linguistic stimulation above and beyond speaking and listening during the pre-school years of school is necessary. Many researchers agree that phonemic awareness needs to be developed in children's pre-school years (Mattingly, 1984; May, 1994; Yopp, 1992).

Phonemic awareness can be easily incorporated into pre-school classrooms (Yopp, 1995). This should be done using a variety of activities that would develop a rich linguistic learning environment. The activities should encourage children to play with sounds through the use of developmentally appropriate activities. Making sure to include; rhyming, blending, segmentation, initial sound, final sound and medial sound. The activities to facilitate these concepts should include; sharing books that play with language, reading and reciting nursery rhymes, singing songs, and engaging in games that

encourage word play and activities that allow children to substitute phonemes (Mattingly, 1984; California Department of Education, 1996; Wagstaff, 1997/1998).

Yopp's (1992) research also supports the idea that phonemic awareness needs to be developed in children's pre-school years through a variety of activities. She then defines guidelines for phonemic awareness activities. Yopp feels that phonemic awareness activities should be fun and playful and should avoid drill practice and rote memorization. They should encourage children's curiosity about language and allow them to experiment with phonemic awareness in a group setting (Yopp, 1992). Research shows that phonemic awareness needs to be taught using many different activities to make it exciting and easy for children to understand.

Yopp's (1992) research states that phonemic awareness is strongly related to success in reading. Chard's (1999) research supports the idea that a child may have a difficult time trying to acquire reading skills without the knowledge base of phonemic awareness. Providing children with a rich language experience that encourages the exploration and manipulation of sound can lead to significant gains in reading performance (Diamond & Mandel, retrieved 2001). The research referenced explains, children will struggle if they do not understand the skill of basic phonemic awareness, before they try to conquer the world of reading.

Snider (1995) writes that, English is an alphabetic language and until children know that the letters represent sounds it will be difficult to acquire phonemic awareness. Understanding that each letter has a separate sound is a step in the direction of becoming phonemically aware. Her research also states that phonemic awareness is necessary for

students to be able to read (Snider, 1995). In order to benefit from formal reading instruction, children must have a certain level of phonemic awareness (Yopp, 1992). Phonemic awareness allows the child to have a knowledge base and gives them a strategy to decode words. Studies have shown that phonemic awareness skills have a great effect on children's reading achievement. It is said that, "a child's level of phonemic awareness is the strongest single determinant of the success that he or she will experience in learning to read" (Adams, Foorman, Lundberg & Beeler, 1998, p. 2).

According to Honig (1997), the past decades there have been many breakthroughs and an understanding of the importance of being able to hear and manipulate the discrete sound parts of words. His research states that people are now realizing that children need a solid base of phonemic awareness before they begin the task of beginning reading instruction.

According to Griffith and Olson (1992), if children have phonemic awareness instruction it positively affects their word recognition skills. Griffith and Olson's study further shows how easily phonemic awareness can be incorporated into an already existing reading program. Their main focus is recognizing the importance of poetry and rhyme as a facilitator of teaching phonemic awareness.

Pflaum-Connor (1978) states that phonemic awareness, "helps a beginning reader increase their ability to unlock words," (p. 178). If a teacher knows that a student is struggling with reading and she introduces phonemic awareness skills to the child, more than likely the child with the weakness will soon become a reader (Smith, 1998). Smith's research suggests that teachers of the very young should facilitate the

development of phonemic awareness to ensure children's success in reading development. The lack of phonemic awareness correlates with the difficulty of acquiring reading skills (Chard, 1999). Chard's article supports the idea that early phonemic awareness instruction is valuable and that there are many ways for educators to assess and teach phonemic awareness to young children. The research previously cited shows the power that phonemic awareness gives to children. It offers them a tool, that will allow them to become successful readers.

While including phonemic awareness activities into an activity book there are things to be aware of. Yopp (1992), feels that if someone were to spend a few minutes a day to review the sounds of the language with a pre-school child it would contribute greatly to their phonemic awareness. Her research also states that, "significant gains in phonemic awareness were found after only fifteen to twenty minutes of daily use for two weeks" (Yopp, 1992, p. 699).

According to research, directly teaching phonemic awareness has increased reading achievement among pre-schoolers by the time that they have reached the first grade (Bradley & Bryant, 1985; Bryne & Fielding-Barnsley, 1991). Griffith and Olson (1992), state that children who have high phonemic awareness outperform those that have low phonemic awareness on all literacy measures. In order to read, children need to be engaged in an organized phonemic awareness program (Honig, 1997).

There are a variety of ways to introduce phonemic awareness. Researchers suggest that most children acquire basic phonemic awareness by participating in activities such as rhyming (Honig, 1997). Griffith and Olson (1992), state " . . . deal playfully with

the sounds of language through rhyme and through the manipulation of phonemes” (p. 520). This allows children a familiar avenue toward the beginning process of learning to read.

Children’s first appreciation of the spoken language is a recitation of familiar nursery rhymes (Snider, 1995). Many children’s basic language development is likely to have been facilitated by being read books, that are based on rhyme or alliteration, that parents have shared with their children (Chard, 1999). Chard’s (1999), research shows that it is beneficial for pre-school age children’s instruction to involve rhyming activities.

There are many ways that can help children focus on the sound of language. This can be done through stories, songs and games (Griffith and Olson, 1992; Yopp, 1992). May (1994), feels that phonemic awareness is best obtained through a playful process of language. He also feels that teachers and parents need to provide enjoyable opportunities to learn language by exposing the child to different language experiences. Phonemic awareness activities should facilitate children’s ability to perceive that their speech is made up of a series of sounds (Yopp, 1992). These opportunities should encourage children to independently engage in different language activities. The more time that children are allowed to play with language the more they will retain (May, 1994).

There is a continuing debate between phonics and holistic approaches to reading (Strickland, 1998). Strickland (1998), states that there is a solution to this debate, a method of teaching that is called whole - part - whole. It is a reading method that provides a balance between isolated skills being taught and reading aloud with response

to literature approach (Stickland, 1998). Young children need to be taught systematically and directly, but the importance of, “being read to and reading and writing stories, poems, and informational selections- to which they apply their newly gained skills - are also important for reading development” (Chall, 1987, p. 8). Chall (1987), states that during the primary grades children are “learning to read”, and the intermediate grades are a time for children to “read to learn”. Supporting the idea that phonemic awareness is important in early years of education, but also supporting the idea that holistic approach to reading is a valuable tool as well.

“Every time a child climbs on someone’s lap to hear a story, literacy learning takes place” (Collins & Shaeffer, 1997, p. 68). It is important to remember while teaching reading, through the use of phonemic awareness or a holistic approach that it, “must be done in a way that makes sense and is most effective for students, teachers and parents” (Strickland, 1998, p. 10).

The research presented shows the importance of phonemic awareness. When parents and teachers provide activities that encourage fun and playful opportunities for children to become phonemically aware they will have greater success as readers and learners in the future. Research has proven that phonemic awareness instruction plays a significant role in the beginning stage of reading.

Poetry / Rhyme

Poetry provides opportunities for enjoyment, friendship, cooperation and learning, particularly in early childhood education (Andrews, 1988). Andrews also encourages that reading instruction should be fostered through children's already budding excitement for the rhyme of poetry, chants and verse. Rhymes include simple poems and chants. The sillier the rhyme the more enjoyable for children (Sawyer & Comer, 1996).

"Poetry can capture children's hearts and emotions, but only if it is nurtured through positive and satisfying experiences" (Buchoff, 1995, p. 151). Gable feels that using poetry offers teachers a way to emerge their students into a positive learning experience. The experience should combine words and illustrations that are understood by children. Relating them to the experiences that they have had in their lives (Gable, 1999).

According to Geller (1983), children enjoy poetry because it is easy for them to recall. They enjoy hearing their favorite poems repeated over and over again. Geller (1983), also mentions that many times, rhythms and rhymes guide children's academic and non-academic activities while they are at school. If you integrate poetry into an activity it allows opportunities for the children to develop an appreciation and enjoyment of poetry and an opportunity to nurture the love of the rhythm and the rhyme that poetry has to offer (Buchoff, 1994).

When adults model chants and rhymes for children, the children will learn the rhythm and sound and it will have a lasting impact (Sawyer & Comer, 1996). Rhymes

and chants can be found in almost every culture, country and language (Sawyer & Comer, 1996). Geller (1983) writes, “ meaning of words when captured in the expressive rhymes and rhythms of verse delight the ear at the same time they alter young language learners to the phonological design of their native tongue”. She continues with “exploiting of rhymes - and children’s love of rhyme- appears to hold possibilities for integrating the art of verbal expression with the science of literary learning” (p. 192). Poetry can then be seen as an accessible avenue, that makes all children feel that they can participate, and feel successful while learning.

According to Olufson and Lundberg (1983), nursery rhymes, nonsense verse, and rhyming games encourage sensitivity to sounds of words. Routman (1996), believes that if adults “reread favorite poems, songs and stories with children and discuss alliteration and rhyme within them” (p. 196), children will benefit later when they begin the reading process. Predictable rhymes and rhythms aid in the memorizing of verses, which includes nursery rhymes (Geller, 1983). The pre-school child has mastered nursery rhymes that have been repeated with parents, teachers and peers (Geller, 1983). Children can enjoy good poetry by first experiencing nursery rhymes and poems that emphasize rhyme (Godden, 1988).

Bryant, MacLean, Bradley and Crossland’s (1990), research shows there is a significant relationship between nursery rhyme knowledge at the age of three and the success in reading and spelling at ages five and six. Their research further discusses the importance of rhyme and alliteration development that contributes to the success of students in the subject area of reading.

Goswami and Bryant's (1990) research shows that pre-school rhyme development contributes to future reading skills in two ways. The first is, rhyme awareness. If children have rhyme awareness skills they will be able to develop phonemic awareness skills. The second is, the idea that English rhymes often have consistent spelling sequences, allowing reading development to progress more easily. Goswami and Bryant's (1990) research also shows that pre-school children's awareness of rhyme and alliteration are strongly due to the use of analogies. They call this the "Casual Connections Theory", connecting the use of phonemic awareness to future reading skills.

Andrews (1998), states in her research that it is appropriate to expect a four year old child to be able and willing to chant mother goose rhymes and short poems. Nursery rhymes offer a common ground that many students have. With the exposure to rhyme early on it gives children an opportunity to analyze words at an early age (Notari-Syverson, O'Connor & Vadasy, 1998). Mahoney and Wilcox (1985) say that, "the sound patterns that are present in nursery rhymes sing their way into children's minds" (p. 221). This excites the child about poetry and encourages them to want to learn.

Rhyme is an important part of poetry, it is also an avenue to the beginning stage of reading, through the development of phonemic awareness. When children first start school they have fairly good rhyme awareness and fairly poor phonemic awareness (Duncan, Seymour & Hill, 1997). Duncan, Seymour and Hill's research further discusses children that are sensitive to rhyme are more sensitive to phonemes. Geller (1983), suggests "Verse language, because it is built upon pattern in sound, can focus

children's attention on multiple relations which govern sound-to-spelling correspondences" (p. 190). Goswami and Bryant (1990) also feel that children need a solid foundation based on rhyme, to be able to recognize sound patterns that then lead to phonemic awareness. Research done by Bryant et al. (1990), states that early rhyming skills have a strong correlation to the future success in reading. Authors Sawyer and Comer (1996), also state that young children benefit from the acquisition of rhythm and the sounds of language.

Poetry helps children respond to the beauty of the language and move toward the understanding of phonics, it also gives them an interest in the sounds of words (Mahoney & Wilcox, 1985). Research supports that children who enjoy sharing nursery rhymes, verses and poetic writing have been introduced to phonemic awareness early on in life (Mahoney & Wilcox, 1985). Teachers and parents can foster the love of poetry through the use of rhyme. This can be done by supplying and pointing out rhyming words as you read along with children (Mahoney & Wilcox, 1985). When children are rhyming they are able to recognize and learn words that share common features (Notari-Syverson et al., 1998). They then have access into the understanding and likeness of words (Mahoney & Wilcox, 1985). Therefore, rhyming may be the first step toward the awareness of phonemes (Bryant et al., 1990).

Research strongly supports that through the use of poetry and rhyme the development of phonemic awareness can be easily accomplished. It has also been shown that poetic rhyme has a tremendous impact on future reading ability.

Parental Involvement

“The knowledge children acquire at home is the basis for the more formal learning they will encounter in school” (Hill, 1989, p. 82).

When parents are involved in their children’s schooling they are more likely to experience social support, to value educational opportunities and to interact with their children in ways that support scholastic development (Reynolds, Marvogenes, Bezruczko & Hagemann, 1996; Steinberg, 1997). When parents have the opportunity to participate in their child’s education they are provided the dignity that they deserve (Sawyer & Comer, 1996).

Mahoney and Wilcox (1985) state, if parents are willing to participate with their child in school activities, they will be able to enjoy the process of their child’s learning. They also feel that when parents participate in their child’s education they need to remember to encourage their child’s success without expecting performances from their child. Acceptance of the child’s work motivates children to do well (Steinberg, 1997).

Research has shown that parents help make their children’s educational instruction more meaningful by becoming involved (Sawyer & Comer, 1996; Steinberg, 1997). Parent involvement includes; working in the classroom, teaching the child at home, assisting with homework and becoming involved in the Parent Teacher Association. All of which show parental interest and support for children’s educational achievement (Barbour, 1998). Children do better in school when they perceive that

there is parental interest and involvement in their education (Spadefore, 1979; Steinberg, 1997).

When children are at the pre-school age they are at a developmental stage, where the environment effects intellectual growth more than any other time (Mahoney & Wilcox, 1985). Mahoney and Wilcox (1985), feel that because the environmental influences are so dominating for pre-school age children, if parents participate in their child's learning it will contribute to their child's future success.

Research by Becher (1986) supports the idea that literacy begins in the home. Faires, Dee Nichols and Rickelman (2000) state that, even before entering pre-school, children raised in a home environment that encourages the love of literature and oral language benefits greatly. Encouraging the love of literature and oral language can be done through the use of nursery rhymes and simple stories. This allows parents an opportunity to provide building blocks for their children to become lifelong readers and successful learners.

There are many things that parents can do to encourage their children to learn but in order to do this, parents need to be informed of what can and should be done at home with their children (Sawyer & Comer, 1996). Sawyer and Comer (1996), believe if parents are provided enough information they can be actively and effectively be involved in their child's educational experiences.

Parents who are able to build reading readiness skills into their children before the start of formal instruction guide their children towards a stronger base of beginning reading (Brigham Young University, 1982). Researchers state that parents play a

significant role in their children's development, learning literacy and education (Hill, 1989; Becher, 1986). Parents of pre-school students can approach teaching their children literacy in a number of ways. Parents should read to children, ask their children questions about what has been read, allow their children to be active participants and parents should provide audio and visual stimulation (Brigham Young University Press, 1982).

Children's literacy often is dependent on the amount of language and print related experiences that the children can bring to their pre-school class (Borsa, 1997). Borsa's (1997) research, found that districts with the most successful reading programs helped pre-school children develop cognitive and linguistic skills while in pre-school. The pre-school programs supported a strong home-to-school connection (Borsa, 1997)

Research has shown, that the more times a parent participates in their child's pre-school activities, reflected higher reading achievement in upper grades and lower rates of grade retention (Miedel & Reynolds, 1999). Frequent parental participation in their child's schooling enhances self-esteem of the child, and improves academic achievement (Steinberg, 1997). Parental participation has a positive impact on the parent and child relationship and facilitates a positive working relationship between parents and school (Brown, 1989).

The research done by Miedel and Reynolds (1999), shows when parents are involved in their child's early childhood education, the parent and the child benefit greatly. The number of activities in which a parent participates in, while their child attends pre-school, is related to higher reading achievement in future years. Their

findings strongly support the benefits of parental involvement in early childhood programs. Parental involvement in pre-school programs builds a strong foundation for future family-to-school relationships (Miedel & Reynolds, 1999; Reynolds, Mavrogenes, Bezruczko & Hagemann, 1996). Many times the skills and opportunities that the parents learn how to teach in the early intervention and pre-school programs, allow the parents to become actively involved and very resourceful in their child's future educational career (Powell, 1989).

According to research there are many reasons that parents should be involved in their child's education. Parents are important and vital partners in their child's learning process in early childhood education (Faires et al., 2000).

Summary

With the literature review it is easy to see that phonemic awareness is a necessary tool for children to acquire. As research has shown, the earlier children become aware of phonemes the better readers and learners they will become. Educators and parents need to realize the importance of phonemic awareness and the connections it has toward future literacy (Hajdusiewicz, 1998).

Giving children a knowledge base of phonemic awareness allows them an opportunity to become successful readers and learners (Chard, 1999). Parents and educators need to give children all of the necessary tools to accomplish this task. This can be done by creating an language rich environment and solid support structure, that

will assist the child in future years of learning. An old saying that has been around for many years sums up the point I am trying to get across.

-There are only two lasting bequests we can give our children- one is roots and the other wings.- (Mahoney & Wilcox, 1985, p. 269).

CHAPTER THREE

PURPOSE AND SCOPE OF THE PROJECT

Phonemic awareness is the beginning stage of reading. Without a phonemic knowledge base, many children will struggle with the skill of reading (Mattingly, 1984; Honig, 1997). With the use of poems, rhymes and chants, it affords children an enjoyable opportunity to become beginning readers through the combination of phonemic awareness activities and poetry that include rhymes and chants.

Most children have had exposure to poetic verses and rhymes since infancy (Lenz, 1992). Their recall of the verses, chants and rhymes is easily available, this allows them to be able to recognize different sounds and understand the beginning stages of reading through phonemic awareness (Sawyer & Comer, 1996). With the above thoughts in mind, I have compiled an activity book for parents of pre-school age children. This activity book will allow parents an opportunity to introduce and encourage phonemic awareness to their child through the use of poetic rhyme, chants and verses.

To accomplish this, current research and literature on phonemic awareness, poetry and parent involvement, relating to pre-school age children was collected and reviewed. The ERIC database and the OCLC database through Central Washington University were accessed. Resources were requested and reviewed from Central Washington Universities library as well as the Pierce County Library System. Resources were also located through inter-library loan. After the journal articles and relevant books

were located, the researcher did an initial review. Journal articles and books, were reviewed to clarify the information provided on the research subjects. Research and information were also retrieved from various sites on the Internet. The researcher also discussed and obtained information from colleagues from various early childhood education programs.

The information gathered from the research was then organized and presented in a formal review of literature. With the information collected and reviewed an activity book for parents of pre-school aged children was created. The title of the activity book is, "Phonemic Fun for Everyone, Poems and Activities for Parents to Share with Their Pre-school Age Child". The following criteria were adhered to while creating this activity book:

1. It must be easy for parents to understand.
2. The activity book must be enjoyable for the pre-school child.
3. Activities must be age appropriate.
4. Resources for further information must be provided.
5. Activities must be based on research and reinforce phonemic awareness.
6. Graphics must be used to attract.
7. Information on the importance and benefits of phonemic awareness in early childhood must be included.
8. Information on the importance poetry, rhymes and chants must be included.

CHAPTER FOUR

THE PROJECT

Chapter Four contains the phonemic awareness activity book. It was developed for parents to use with their pre-school age children. The chapter is composed of poems, chants, rhymes, and child centered activities that support the beginning stage of phonemic awareness.

The project begins with an introduction of phonemic awareness and explanation of the activity book. The activity book is organized around the letters of the alphabet. Each letter has a poem, activity and further resources for the specific letter being introduced.

Phonemic Fun for Everyone

poems and activities for
parents to share with their

preschool

age child

BY

Lori Eileen Cottle

cover

pi

Phonemic Fun for Everyone

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age child

BY

Lori Eileen Cottle

Cottle Creation Books
Orting, Washington

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INTRODUCTION

one of the most important goals as parents of young children is to prepare them for success as readers.

Research tells us that children are most likely to be successful in reading if they have had repeated experiences with hearing and saying the individual sounds in a word.

Research has also shown that an effective activity to train children's ears and tongues is repeating poems, chants, and rhymes that "play" with language sounds.

Poetry offers a rhythm and rhyme that provides an experience that is fun to be repeated. Poems are wonderful pieces of literature to have read aloud. Reading poetry aloud allows a valuable opportunity for children to hear the varying sounds of language.

Phonemic Fun for Everyone, Poems and Activities for Parents to

Share with Their Preschool Age Child, is a collection of poems, rhymes, and chants from all over the world.

The poems are to be read aloud and the activities are for the parent and child to enjoy together.

The purpose of this book is to provide parents with a poem, an activity and additional resources for the targeted long vowel, short vowel or consonant. This activity book is one tool that parents can use to set their child on the path to success in reading.

Long vowels

Aa

Long vowel

"A a" as in:

played

Aiken Drum

There was a man lived in the moon,
In the moon, in the moon,
There was a man lived in the moon,
And his name was Aiken Drum.

And he played upon a ladle,
a ladle, a ladle,
He played upon a ladle,
And his name was Aiken Drum

-Scottish rhyme

Activity

Read the poem aloud to your child. Discuss the sound that the letter "A" makes in the words
Aiken, played, ladle, name

Read the poem while sitting on the floor with your child. Everytime you hear a word with the "Long A" sound stand up and sit down very quickly.

Books and Poems that Repeat the "long a" sound

Bringing the Rain to Kapiti Plain by Verna Aardema,
Dial.

Jake Baked a Cake by B.G. Hennessy, Penguin Books.

The Lace Snail by Betsy Byers, Viking Press.

The Paper Crane by Molly Bang, Greenwillow.

Sheila Raw, the Brave by Kevin Henkes, Greenwillow.

Taste the Raindrops by Anna G. Hines, Greenwillow.

Ee

Long vowel

"E e" as in:

sleep

Lullaby in Edo (Tokyo) District

sleep, baby, sleep,
oh, my baby, sleep,
How lovely, how lovely,
How nice you are!

where's the nurse, where's the girl?
where's your nurse girl?
She's gone, she's gone,
Far across the hill!

-Japanese Lullaby

Activity

Read the poem aloud to your child. Discuss the sound that the letter "E" makes in the word sleep and creep

chant... "(Childs name) (childs name) what do you see?" Have them say, "I see a (something) looking at me." continue reversing roles.

Books and Poems that Repeat the "long e" sound

Brown Bear, Brown Bear, what do You see? BY Bill Martin, Jr., Henry Holt.

Have You seen Trees? BY Joanne oppenheim, Addison-wesley.

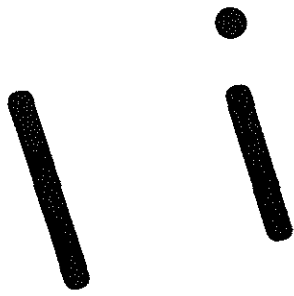
Little Bo Peep by Paul Galdone, Clarion Books.

Sheep in a Jeep by Nancy Shaw, Houghton Mifflin.

"Stand Back." said the Elephant, "I'm Going to sneeze!"

by Patricia Thomas, Lothrop, Lee & Shepard.

Ten sleepy sheep by Holly Keller, Greenwillow.



Long vowel

"I i" as in:

Ice

I scream

I scream

You scream

We all scream

For ice cream

-Anonymous

Activity

Read the poem aloud to your child. Discuss the
sound that the letter "i" makes in the word
ice

Make up an invitation to an ice cream party.
Deliver it to your child.
Enjoy the ice cream party.

Books and Poems that Repeat the "long i" sound

The Bike Lesson by Stan and Jan Berenstain,
Random House.

If Mice Could Fly by John Cameron, Atheneum.

"I Think Mice are Rather Nice" by Rose Fyleman
from The Random House Book of Poetry for
Children.

Tight Times by Barbara S. Hazen, Viking.
When the Tide is Low by Sheila Cole, Lothrop, Lee
and Shepard.

Why Can't I Fly? by Rita Gelman, Scholastic.

Oo

Long vowel

"O o" as in:

show

Spring Has Come

Now springtime is here and the soft winds blow
To melt from the mountains the ice and the snow.

The cuckoo is calling in vales below

To say that this is so.

Yo holee, holee, hola leeho,

up in the mountains the cows will go.

Yo holee, holee, hola leeho,

up to the mountains go.

The herdsman looks up at the blue spring sky;
He shouts and he sings to the mountains high.

"Goodbye, little valley, goodbye, goodbye,"

You hear his lusty cry.

Yo holee, holee, hola leeho,

up in the Alps where the grasses grow.

Yo holee, holee, hola leeho,

up to the Alps we'll go.

-Rhyme from Switzerland

Activity

Read the poem aloud to your child. Discuss the sound that the letter "o" makes in the word
snow

Blow painting

Place blobs of tempera paint on a piece of paper. Blow through the straw to spread the paint over the page. Creating beautiful blow art.

Books and Poems that Repeat the "long o" sound

The Adventures of Mole and Troll by Tony
Johnston, G. P. Putnam's Sons.

The Giant's Toe by Brock Cole, Farrar, Straus &
Giroux.

Night Noises and other Mole and Troll stories by
Tony Johnston, G. P. Putnam's Sons.

One Monday Morning by Uri Shulevitz, Charles
Scribner's Sons.

Roll over! by Mordicai Gerstein, Crown Books.

Uu

Long vowel

"U u" as in:

Luther

The Scoop, According to Luther

Babs Bell Hajdusiewicz

Activity

Read the poem aloud to your child.
Discuss the sound that the letter "u"
makes in the words
Luther and rule

Have your child become a reporter and
interview different members of the
family.

Books and poems that Repeat the "long u" sound

"Excuse Me- certainly!" by Louis Slobodkin,
vanguard Press.

Tell Me a Trudy by Lore Segal, Farrar, Straus,
and Giroux.

The Troll Music by Anita Lobel, Harper & Row.

short vowels

Aa

Short vowel

"A a" as in:
apple and cat

Apple Tree

I reached way up in the apple tree
I picked an apple just for me.
I was about to take a bite but what
did I see?

Five little worms looking up at me
Four little worms looking up at me
Three little worms looking up at me
Two little worms looking up at me
One little worm looking up at me
Mmmm.

-Anonymous

Activity

Read the poem aloud to your child. Discuss the sound that the letter "A" makes in the word apple

Eat a whole apple with your child saying the "short a" sound before each bite. Your mouth should make the same shape biting an apple as it does when you say the "short a" sound.

Poems and Books that repeat the "short a" sound

Addie Meets Max by Joan Robins, Harper & Row.

Angus and the cat by Marjorie Flack, Doubleday.

Annie Bananie by Leah Komaiiko, Harper & Row.

Alex and the cat by Helen Griffith, Greenwillow.

The cat in the Hat by Dr. Seuss, Random House.

The Fat cat by Jack Kent, Scholastic.

Fernando by Marci Kidlon from The Random House of Poetry for children.

The Gingerbread Man by Karen Schmidt, Scholastic.

"Mary Had a Little Lamb," from Mother Goose.

Pat the cat by Colin and Jacqui Hawkins, G. P. Putnam's Sons.

There's an Ant in Anthony by Bernard Most, William Morrow.

Who Took the Farmer's Hat? by Joan M. Lexau, Harper & Row

Ee

Short vowel

"E e" as in:

elephant

Little Elephant

Little elephant, little elephant,
You have a long long nose.
Yes sir, my mother has a long nose, too.
Little elephant, little elephant,
who do you like best in the world?
well, I like my mother best in the world.

-Japanese Rhyme

Activity

Read the poem aloud to your child. Discuss the sound that the letter "E" makes in the word elephant

walk around the room acting like elephants. Move slowly and swing your arm for a big trunk.

books and poems that Repeat the "short e" sound

"As Soon a Fred Gets out of Bed" by Jack Prelutsky
from Something Big Has Been Here, Greenwillow.
Elephant in a well by Marie Hall Ets, viking Press.
Hester the Jester by Ben Shecter, Harper & Row.
I Don't Believe in Elves by Jane Yayer, William Morrow.
The Little Red Hen by Paul Galdone, Scholastic.
Ten Pennies for Candy by Henry Ritchet, wing, Holt,
Rinehart & Winston.



"Short I" sound

"I i" as in:

insects

Insects

Insects, insects,
You are so very small.

Insects, insects,
Sometimes I see you crawl.
You fly and you buzz right by.

You jump up in the sky.
You are so small, the smallest of all,
Little insects, friends of mine.

-Anonymous

Activity

Read the poem aloud to your child. Discuss the sound that the letter "i" makes in the word insect

You and your child think of different insects and then act them out. Buzz, fly, crawl all around the room.

Books and poems that Repeat the "short i" sound

"Ickle Me, Pickle Me, Tickle Me To" by Shel Silverstein from *Where the Sidewalk Ends*, HarperCollins.

"I've Got an Itch" by Jack Prelutsky from *The New Kid on the Block*, Greenwillow.

Itchy Itchy Chicken Pox by Grace Maccarone, Scholastic.

My Brother, Will, by Joan Robins, Greenwillow.

Small Pig by Arnold Lobel, Harper & Row.

Whistle for Willy by Ezra Jack Keats, Viking.

Willy and the Wimp by Anthony Browne, Alfred A. Knopf.

Oo

Short vowel

"O o" as in:

hop

chickenpox

-Carol A. Losi

Activity

Read the poem aloud to your child. Discuss the sound that the letter "o" makes in the word octopus

octopus hot dogs

cut a hot dog 1/2 the way up one time. Rotate and cut again, continue until you have eight separate legs. Place in boiling water. After hot dog is cooked, remove with tongs. The cut part of the hot dog should have curled up, looking like octopus legs.

Books and Poems that Repeat the "short o" sound

Drummer Hoff, Barbara Emberly, Prentice-Hall.

Flossie and the Fox by Patricia McKissack, Dial.

Fox in Socks by Dr. Seuss, Random House.

"Higglety, Pigglety, Pop!" by Samuel Goodrich for The Random House Book of Poetry for children.

Mogwogs on the March! Oliver Dunrea, Holiday House.

Oscar Otter, Nathaniel Benchley, Harper & Row.

"Peas Porridge Hot," from Mother Goose.

Uu

Short vowel

"U u" as in:

sun

sun, Little sun

sun, little sun
warm me up a bit
today, tomorrow
all week long.

-Colombian Rhyme

Activity

Read the poem aloud to your child. Discuss the sound that the letter "u" makes in the word

sun

Thumbs up Thumbs down

Have your child listen for rhyming words. Say two words if they rhyme have your child give you a thumbs up. If the two words do not rhyme then have your child give you a thumbs down. Reverse the roles. Have the child rhyme or not rhyme words and you give the thumbs up or down.

Books and Poems that Repeat the "short u" sound

Big Gus and Little Gus by Lee Lorenz, Prentice-Hall.

The Cut-ups by James Marshall, Viking Press.

Donald Says Thumbs Down by Nancy E. Cooney, G. P. Putnam's Sons.

"Drump the Grump" by Jack Prelutsky from The New Kid on the Block, Greenwillow.

Slugs by David Greenberg, Little, Brown and Company.

Thump and Plunk by Janice May Udry, Harper & Row.

Consonants

Bb

Letter sound

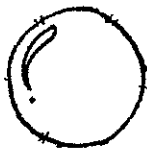
"B b" as in:

bubbles

Bubbles



Bubbles floating all around
Bubbles fat and bubbles round
Bubbles on my toes and nose
Blow a bubble. ..up it goes!
Bubbles floating all around.
Bub. . .bles fall. ..ing
to...the...ground.



-Anonymous

Activity

Read the poem aloud to your child. Discuss the sound that the letter "b" makes in the word bubble

Make Bubbles

1/2 gallon water
8 ounces dish washing soap
1 tablespoon Glycerin

Related Books and Poetry - letter "b b"

Big Bug Book of Alphabet by Patricia C. McKissack,
Milliken.

Blue Bug Series by Virginia Poulet, Childrens Press.

"Bugs" by Margaret Wise Brown from Flit, Flutter
and Fly, Doubleday.

The Great Big Bug Book by Rozanne Williams,
Creative Teaching Press.

The Icky Bug Alphabet Book by Jerry Pallotta,
Charlesbridge.

"The Last Cry of the Damp Fly" from Garbage
Delight by Dennis Lee, Macmillan of Canada.

When It Comes to Bugs by Aileen Fisher, Harper &
Row.

Cc

Letter sound

"C c" as in:

cookie

c is for cookie

-Sesame Street Rhyme

Activity

Read the poem aloud to your child. Discuss the sound that the letter "c" makes in the word
cookie

Ask your child what his/her favorite cookie is and head to the kitchen for a baking adventure.

Related Books and Poetry - letter "C c"

"Bleezer's Ice Cream" by Jack Prelutsky
from the New Kid on the Block,
Greenwillow.

cloudy with a chance of Meatballs by Judi Barrett, Atheneum.

Garbage Delight by Dennis Lee, Macmillan
of Canada.

D d

Letter sound

"D d" as in:

diddle

diddle diddle dumpling

diddle diddle dumpling,
my son John.

Went to bed with his stockings on.
One shoe off and one shoe on,
diddle diddle dumpling,
my son John.

- Mother Goose

Activity

Read the poem aloud to your child. Discuss the sound that the letter "d" makes in the words diddle and dumpling

Turn over a cooking pot and give your child a spoon. Have your child hit the cooking pot with the spoon (like a drum) each time the "d" sound is heard.

Related Books and Poetry - letter "d d"

Danny and the Dinosaur by Syd Hoff, Harper & Row.

"Dave Dirt Came to Dinner" by Kit Wright from For Laughing out Loud, Alfred A. Knopf.

"Denson Dumm" and "The Disputatious Deeble" by Jack Prelutsky from Something Big Has Been Here, Greenwillow.

The Digging-est Dog by Al Perkins, Random House.

Ff

Letter sound

"F f" as in:

firefly

Firefly

Firefly, firefly, yellow and bright
Bridle the filly under your light,
The son of the king is ready to ride,
Firefly, firefly, fly by my side.

-Italian Nursery Rhyme

Activity

Read the poem aloud to your child.
Discuss the sound that the letter "F"
makes in the word
firefly

Shine a light on the wall and try to make a
firefly and other type of finger shadows.

Related Books and Poetry - letter "F f"

Fireflies! BY Julie Brinckloe, Macmillan.
A firefly in a Fir Tree by Hilary Knight,
Harper & Row.

"Friendly Fredrick Fuddlestone" from
Whiskers and Rhymes by Arnold Lobel,
William Morrow.

Gg

Letter sound

"G g" as in:

gum

Ghost go Galloping

Ghosts go galloping gobbling gum,
Ghost go galloping gathering grapes,

And gasp

And groan

And giggle

And grin

As they slip through the garden gate.

oooooooo...g g g g g g g

(the "g" sound, not the letter name)

-Anonymous

Activity

Read the poem aloud to your child. Discuss the sound that the letter "G" makes in the words:
ghost, galloping, gobbling, gum

Making Goggles

cut 2 plastic rings from six packs of soda. Attach 2 pipe cleaners to each side and fit around the ears. After the goggles are made and being worn, re-read the poem.

warning: You may giggle when you wear these goggles.

Related Books and Poetry - letter "G g"

"The Gigglers" by Martin Gardner from Laughing out Loud: Poems To Tickle Your Funnybone, selected by Jack Prelutsky, Alfred A. Knopf.

"The Giggling Gaggling Gaggles of Geese" by Jack Prelutsky from Zoo Doings, Greenwillow.

"Wiggly Giggles" by Stacy Jo Crossen and Natalie Anne Covell From The Random House Book of Poetry for children.

Hh

Letter sound

"H h" as in:

hippo

Harry Hippo

Harry Hippo was hot hanging out
in the sun

So he hopped to the house,
Hop, hop, what fun.

And he laughed, "Ha, ha"

And he laughed, "Hee, hee"

And he laughed, "Ho, ho, ho, ho!"

Take a look at me.

-Anonymous

Activity

Read the poem aloud to your child. Discuss the sound that the letter "H" makes in the words
Harry, hippo, hop, house

while reading the poem have your child hop each time he/she hears the "H" sound.

variation: Have your child hop on their left foot, then right foot, then both feet.

Related Books and Poetry - letter "H h"

Huge Harold by Bill Peet, Houghton Mifflin.
The very Hungry caterpillar by Eric Carle,
collins-world.

"We're Fearless Flying Hotdogs" by Jack Prelutsky from Something Big Has Been
Here, Greenwillow.

j

Letter sound

"j" as in:
jump

Jack Be Nimble

Jack be nimble
Jack be quick
Jack jump over the
candlestick!

-Mother Goose

Activity

Read the poem aloud to your child. Discuss the sound that the letter "J" makes in the word

Jack

with your child act out the nursery rhyme of
"Jack Be Nimble"

make sure to be safe

no jumping over lit candles

Related Books and Poetry - letter "J j"

Jamberry by Bruce Degen, Harper & Row.
Jesse Bear, What Will You Wear? by Nancy
White Carlstrom, Macmillan.

"J's the Jumping Jay-walker" by Phyllis
McGinley from The Random House of Poetry
for children.

Peanut Butter and Jelly by Nadine Bernard
Westcott, Dutton.

K K

Letter sound

"K k" as in:

kite

Kumbaya

Kumbaya, ya, Kumbaya!

Kumbaya, ya, Kumbaya!

Kumbaya, ya, Kumbaya!

Ah! Ah! Kumbaya!

-childrens Rhyme

from Congo

Activity

Read the poem aloud to your child. Discuss the sound that the letter "k" makes in the word kite

What is a word?

Have your child ask, "What is a word that starts with k?" You then say a word that begins with k.

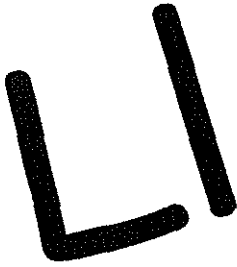
It is then your turn to ask the same question, having your child answer. Continue taking turns.

Related Books and Poetry - letter "k k"

April's Kitten by Clare Turlay,
Newberry, Harper & Row.

Katy No-Pocket by Emmy Payne,
Houghton Mifflin.

"King Kang" by Jeanne Steig from Alpha
Beta Chowder, HarperCollins.

A large, bold, black letter 'L' is positioned in the upper left corner of the page. It is drawn with thick strokes, with the vertical stroke slightly curved at the top and the horizontal stroke slightly curved at the end.

Letter sound

"L l" as in:

leaves

Leaves

The leaves are whirling
round and round.

The leaves are falling to the
ground.

Round and round,
round and round
Falling softly to the ground.

-Anonymous

Activity

Read the poem aloud to your child. Discuss the sound that the letter "L" makes in the word leaves

Gather leaves from outside and make leaf rubbings.

Lay the leaf down, place a piece of paper on top and then rub an unpeeled crayon over the top of the paper. The image of the leaf should appear on the paper.

Related Books and Poetry - letter "L"

Did I Ever Tell You How Lucky You Are?

By Dr. Seuss, Random House.

The Luckiest one of All by Bill Peet,
Houghton Mifflin.

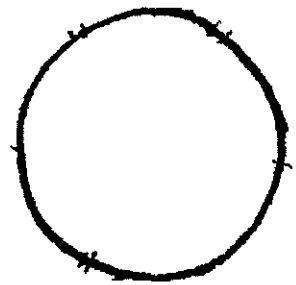
Mm

Letter sound

"M m" as in:

Moon

Moon



Rising, rising is the moon,
Large & round, large & round, round round one,
Plate-like full moon will rise soon.

Hiding, hiding is the moon,
Behind the clouds, dark clouds, black black clouds,
Plate-like full moon will hide soon.

Appearing, reappearing is the moon,
Large & round, large & round, round round one,
Plate-like full moon will rise soon.

-Japanese Rhyme

Activity

Read the poem aloud to your child. Discuss the sound that the letter "M" makes in the word

moon

I spy

Take turns saying, "I spy something that starts with an "M"." When the object is guessed, then the other spies something starting with an "M" sound or different letter sound.

Related Books and Poetry - letter "M m"

Harry the Dirty Dog by Gene Zion, Harper & Row.

"Maggie and Milly and Molly and May" by e.e. cummings from The Random House Book of Poetry for children.

"Mud" by Polly Chase Boyden and "The Muddy Puddle" by Dennis Lee from The Random House Book of Poetry for children.

Nh

Letter sound

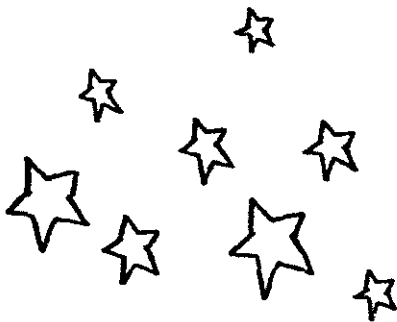
"N n" as in:
night

No Need to Light a Night Light

You've no need to light a night light
On a light night like tonight,
For a night light's light's a slight light,
And tonight's a night that's light.

When a night's light, like tonight's light,
It is really not quite right
To light night lights with their slight-lights
On a light night like tonight.

-Anonymous



Activity

Read the poem aloud to your child. Discuss the sound that the letter "N" makes in the word
nut

Place several different objects into bag. Make sure that a few of the objects begin with the "N" sound. Have your child reach into the bag and pull out an object. Discuss the name of the object and the initial sound of that object. Continue until all objects have been removed from the bag.

Related Books and Poetry - letter "N n"

Gregory the Terrible Eater by Mitchell
Sharmart, Four Winds Press.

The Napping House by Audrey Wood, Harcourt
Brace Jovanovich.

"on the Ning Nang Nong" by spike Milligan from
The Random House Book of Poetry for Children.

Pp

Letter sound

"P p" as in:

picked

Peter Piper

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.

-Mother Goose

Activity

Read the poem aloud to your child. Discuss the sound that the letter "p" makes in the word

pepper

create letter p's with edible peanut butter

playdoh.

Recipe

2 cups peanut butter

4 tbs honey

1 cup powder sugar

mix and play

Related Books and Poetry - letter "p p"

The Book of Pigericks by Arnold Lobel,
HarperCollins.

Perfect Pigs: An Introduction to Manners by
Marc Brown, Little Brown & Co.

Perfect the Pig by Susan Jeschke, Henry
Holt.

Pig Pig series by David McPhail, Dutton.

Q q

Letter sound

"Q q" as in:

quack

Little Duck

Once there was a little duck,
who lived down by the lake.
His mother had to quack at him
'cause he was always late.
quack, quack, quack, quack,
quack, quack, quack
Hurry, don't be late,
quack, quack, quack, quack,
quack, quack, quack
Don't make your mother wait!

-Anonymous

Activity

Read the poem aloud to your child. Discuss the sound that the letter "q" makes in the word
quack

Act out the poem.

Have your child quack, waddle and flap as the poem is being read.

Related Books and Poetry - letter "q"

The Quail's Egg by Joanna Troughton, Bedrick.
"Quentin Quails" by Jeanne Steig from Alpha Beta Chowder, HarperCollins.

"Questions, Quistions & Quoshtions" by Spike Milligan from For Laughing out Loud, Alfred A. Knopf.

Raffi Songs to Read: Five Little Ducks, traditional song illustrated by Jose Aruego and Ariane Dewey, Crown Publishers.

Rr

Letter sound

"R r" as in:

rainbow

Rainbow

Rainbow purple, rainbow blue,
Rainbow green and yellow too.
Rainbow orange, rainbow red,
Rainbow smiling overhead.

-Anonymous

Activity

Read the poem aloud to your child. Discuss the sound that the letter "r" makes in the word rainbow

Rainbow windsock

Slightly overlap the ends of an 8 1/2 x 11 piece of paper and staple. Cut paper streamers/various colors into 2 foot sections. Make sure you have enough to go around the entire tube. Staple or glue the streamers to the end of the tube of paper. With a hole punch, punch two holes on opposite sides of the tube. Thread a piece of yarn through each hole and tie.

Related Books and Poetry - letter "r r"

"My Brother Built a Robot" by Jack Prelutsky
from something Big Has Been Here,
Greenwillow.

The Robot Birthday by Eve Bunting, Dutton.
Robot-Bot-Bot by Fernando Krahn, Dutton.
What Can You Make of It? by Franz
Brandenberg, Greenwillow.

ss

Letter sound

"s s" as in:

squirrel

Gray squirrel

Gray squirrel, gray squirrel,
swish your fluffy tail.

Gray squirrel, gray squirrel,
swish your fluffy tail.

wrinkle up your little nose,
Hold a nut between your toes.

Gray squirrel, gray squirrel,
swish your fluffy tail.

-Anonymous

Activity

Read the poem aloud to your child. Discuss the sound that the letter "s" makes in the word squirrel

Spaghetti Letters

Cook spaghetti noodles according to package. Let cool. On a piece of wax paper encourage your child to make letter shapes with the noodles.

Related Books and Poetry - letter "s s"

Sammy the Seal by Syd Hoff, Harper & Row.
Silly Sally by Audrey Wood, Harcourt Brace
Jovanovich.

"Susanna Socked Me Sunday" and "Sidney Snickke" by Jack Prelutsky from The New Kid on the Block, Greenwillow.

T t

Letter Sound

"T t" as in:

top

Tingalayo

Tingalayo! come little donkey come,
Tingalayo! come little donkey come.

M'donkey walk, m'donkey talk,
M'donkey eat with a knife and fork.

M'donkey walk, m'donkey talk,
M'donkey eat with a knife and fork.

Tingalayo! come little donkey come,
Tingalayo! come little donkey come.

M'donkey eat, m'donkey sleep,
M'donkey kick with his two hind feet.

M'donkey eat, m'donkey sleep,
M'donkey kick with his two hind feet.

Tingalayo! come little donkey come,
Tingalayo! come little donkey come!

-west Indies Nursery Rhyme

Activity

Read the poem aloud to your child. Discuss the sound that the letter "T" makes in the words

Tic and Tac

Teach and play tic-tac-toe with your child.

Related Books and Poetry - letter "T t"

Tikki Tikki Tembo by Arlene Mosel, Henry Holt.

"Try Never to Tickle the Twickles" and "Twaddletalk Tuck" by Jack Prelutsky from Something Big Has Been Here, Greenwillow.

Turtle Tale by Frank Asch, Dial.



Letter sound

"V v" as in:

van

Victor's Van

-Sydnie Meltzer Kleinhenz

Activity

Read the poem aloud to your child. Discuss the sound that the letter "v" makes in words

van, vase, vacuum

Play a rhyming game. Say a word and have your child come up with a word that rhymes.

Take turns coming up with new words and new rhymes.

Related Books and Poetry - letter "V v"

Eli by Bill Peet, Houghton Mifflin.

"The vulture" by Hilaire Belloc from The Random House Book of Poetry for Children.



Letter sound

"W w" as in:

worm

Wiggle Worm

Did you ever see a wiggle worm?

A wiggle worm, a wiggle worm?

Did you ever see a wiggle worm

move this way and that?

Move this way and that way,

Move this way and that way.

Did you ever see a wiggle worm

move this way and that?

-Anonymous

Activity

Read the poem aloud to your child. Discuss the sound that the letter "w" makes in the words worm and wiggle

Finger Painting with Pudding

Prepare one box of chocolate pudding according to package. Put a blob of pudding in the middle of a piece of wax paper begin finger painting.

Add gummy worms for a variation.

Related Books and Poetry - letter "w w"

wacky wednesday by Dr. Seuss, Random House.

"The wallaby" by Jack Prelutsky from Zoo Doings, Greenwillow.

Warren weasel's worse Than Measles by Alice Bach, Harper & Row.

"Watson Watts" by Jack Prelutsky from Something Big Has been Here, Greenwillow.

The wump world by Bill Peet, Houghton Mifflin.

xx

Letter sound

"X x" as in:

x-ray

X, Y, and Tumbledown Z

X, Y, and tumbledown Z,
The cat's in the cupboard
And can't see me.

-Mother Goose

Activity

Read the poem aloud to your child. Discuss the sound that the letter "x" makes in the word
x-ray

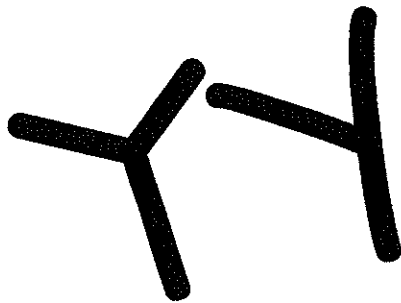
"x" Marks the Spot

Place sticky notes with the letter "x" on them, all around your home. Then have your child try and find them. When they find them, have them say,
"x marks the spot."

Related Books and Poetry - letter "x x"

Flossie and the Fox by Patricia McKissack,
Dial Press.

Fox in Sox by Dr. Seuss, Random House.



Letter sound

"Y y" as in:

yellow

Daffodil

A little yellow cup,
A little yellow frill,
A little yellow star,
And that's a daffodil!

-Anonymous

Activity

Read the poem aloud to your child.
Discuss the sound that the letter "Y"
makes in the word
yellow

You and your child try and think of as
many things as you can that are yellow.
Change the color for a new game.

Related Books and Poetry - letter "Y Y"

"The Yak" by Jack Prelutsky from The
Random House Book of Poetry for
children.

"Yubbazubbies" by Jack Prelutsky from
The New Kid on the Block, Greenwillow.
Yummers! BY James Marshall, Houghton
Mifflin.

Zz

Letter sound

"Z z" as in:

zebra

Zum Gali

Zum gali gali gali,

Zum gali gali.

Zum gali gali gali,

Zum gali gali.

-Hebrew Rhyme

Activity

Read the poem aloud to your child. Discuss the sound that the letter "Z" makes in the word zebra

I'm Thinking of Something Game

Think of an object and say to your child, "I am thinking of something that(clue), continue to give clues until your child guesses what the object is.

Related Books and Poetry - letter "Z z"

"Zebra Question" by Shel Silverstein from A Light in the Attic, Harper & Row.

Zella, Zack, and Zodiac by Bill Peet, Houghton Mifflin.

"Zoo Doing" by Jack Prelutsky from Zoo

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this project was to develop a phonemic awareness activity book for parents of pre-school age children to use. To accomplish this purpose, a review of current research and literature regarding phonemic awareness, the use of poetry, chants, rhymes and the importance of parental involvement during the pre-school years was conducted.

Conclusions

“Poetry provides opportunities for enjoyment, cooperation, friendship, beauty, and learning in every “subject” area that should not be missed at any age—particularly in the early childhood years” (Andrews, 1988, p. 24). Poetry is a tool that opens up a new and exciting world of language through the use of rhyme that then leads to the awareness of phonemes.

After a through review of the research materials, the researcher was able to reach the following conclusions :

1. The comfort and familiarity of poetry offers a safe transition into the world of reading through the beginning stage of phonemic awareness.
2. Phonemic awareness is essential to a child’s success in reading. Poetry can contribute to a child’s awareness of language by highlighting sounds that may

not be heard in normal speech.

3. The recall of familiar poetry as well as introducing pre-school age children to new poetic verses and rhymes assists children in the acquisition of phonemic awareness skills.
4. Phonemic awareness is the foundation of successful reading skills later in life.
5. Rhyme and alliteration development contributes to the success of students in the subject area of reading. Pre-school rhyme development contributes to future reading skills.
6. Parents can foster the love of poetry through the use of rhyme by:
 - a. pointing out rhyming words
 - b. playing rhyming games
 - c. sharing nursery rhymes
 - d. showing their child common qualities of the words
7. Parents help make their children's educational instruction more meaningful by becoming involved. Children do better when they perceive that there is parental interest in their learning, thus contributing to their future success.
8. Parents who are able to build strong reading readiness skills into their children before the starting of formal instruction guide their children towards a stronger base for reading development.

Recommendations

As a result of developing this project, the following recommendations are suggested:

1. A strong focus should be placed on phonemic awareness prior to formal schooling.
2. Parents need to be actively involved in sharing poems, chants, and rhymes with their children on a daily basis.
3. Parents of pre-school age children should provide their children with many opportunities to experience poems, chants, and rhymes in a variety of settings.
4. Parents hoping to get their children ready for a successful start in reading should assist them with the use of poems in the beginning stage of phonemic awareness. As children become more familiar with the rhymes, they're phonemic awareness will improve.

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