

## Phonological Awareness

The lyrical words in this story provide many chances for breaking apart and blending together units of sound. The creative phrases provide engaging ways to talk about how words work in parts.

### CORE SKILL OBJECTIVES

### INTENTIONAL TEACHING PRACTICES

#### COMMUNICATE



#### Children will:

- ◆ Be able to count syllables and understand sound in spoken words

#### Teachers will:

- ◆ Prompt children to identify or manipulate units of sound

### TEACHING TIP

Language play is an important way to introduce children to the various sound parts within words. When you break words down, then blend them together, you are helping children notice the syllables that make up words. You are also supporting recognition of the differences and similarities between words that create the sound patterns of language. These are the early skills needed for future reading. Explicitly teaching these ideas, and then making the practice of these skills fun and engaging, helps children begin to hear and develop phonological awareness.

### 1. INTRODUCE

- ◆ “Boppitty is a silly word with some fun sounds. Can you hear all the different sounds in the word bopp-it-ty? We’re going to find the different sounds in the words in this story, *Charlie Parker played be bop*, together today.”

### 2. READ THE BOOK

- ◆ Pause occasionally to prompt children to identify the different parts of the words in the words of the story.
- ◆ Ask children to try blending the sound parts back together to make full words.

### Prompt Children to Identify or Manipulate Units of Sound

**Read:** “*Charlie Parker played saxophone.*”

**Prompt:** “Do you hear all the different parts in that long word, ‘saxophone’? Let’s break the parts down. Sax-  
(pause) o-(pause) phone-(pause). That was 3 different parts!”

**Ask:** Do you remember what the parts sax-(pause) o-(pause) phone-(pause) sound like all together? Right, saxophone!”

**Read:** “Boppitty, bibbitty, bop.”

**Prompt:** “What are each of the parts in the word boppitty? We can hear bop-  
(pause) it-(pause) ty. I hear 3 parts there.”

**Ask:** “What word is this one? Bibb-  
(pause) it-(pause) ty. Did you hear it? Let’s put the parts of the word back together, bibbitty!”

**Read:** “Chickadee, chickadee, chickadee, chick,”

**Prompt:** “Can you break down this word into each of its parts? The first part is chick – what comes next? Right, the 3 parts are chick-(pause) a-(pause) dee!”

### 3. REVIEW

- ◆ “We can find out each of the different parts in a word when we break them down, like when we say ‘chick-a-dee. When we put the parts back together, we get the whole word – chickadee.”

### 4. KEEP IT GOING

- ◆ Build in multisyllabic guessing games into transitions or unexpected wait times. Break down a word into its syllables, pausing between each, and slowly blend them more as children try guessing what the complete word is. If children need more challenge, they can try giving the prompt themselves. Or help a child come up with the word parts to a multisyllabic word, and have them repeat the parts as you help the group guess the word. Provide more support by using words that you know children are interested in or have heard before often.