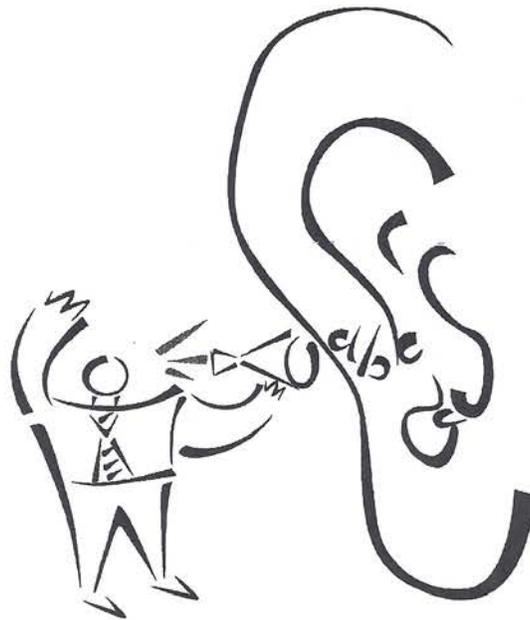# R.A.P Workshop:

Phonemic Awareness

&

English Language Learners (ELL)

What Is Phonemic Awareness?

The two best predictors of early reading success are alphabet recognition and phonemic awareness. —Marilyn Jager Adams

When I became a teacher, the term phonemic awareness was never uttered. However, during that first year I began to notice children who struggled learning how words "work." That is, they seemed to have difficulty mapping sounds to spellings, blending sounds to decode words, and even understanding that words are made up of different sounds. I searched for ways to address my students' needs, but with varied success. Now, years later, I have learned that one important piece of the "reading puzzle" I was missing was phonemic awareness. Some of my students lacked this essential skill and there was much I could have done to help them. As I travel around the country conducting phonemic awareness workshops, I encounter many teachers searching for answers to the same questions I had. *What is phonemic awareness? Why is it important? How do you teach it?* This book addresses those questions.

Phonemic awareness is the understanding or insight that a word is made up of a series of discrete sounds (phonemes). This awareness includes the ability to pick out and manipulate sounds in spoken words. A related term, sometimes confused with phonemic awareness, is **phonological awareness.** Phonological awareness is an "umbrella" term that includes phonemic awareness, or awareness of words at the phoneme (sound) level. It also includes an awareness of word units larger than the phoneme. Therefore, phonological awareness includes:

- ⊚ words within sentences;
- ⊚ rhyming units within words;
- ⊚ beginning and ending sounds within words;
- ⊚ syllables within words;
- ⊚ phonemes, or sounds, within words (phonemic awareness); and
- ⊚ features of individual phonemes such as how the mouth, tongue, vocal cords, and teeth are used to produce the sound.

Phonemic awareness is not the same thing as phonics. Phonemic awareness deals with sounds in spoken words, whereas phonics involves the relationship between sounds and written symbols. Therefore, phonics deals with learning sound-spelling relationships and is associated with print. Most phonemic awareness tasks, by contrast, are purely oral.

According to Adams (1990), there are **five basic types of phonemic awareness tasks.** Within each task type are progressively more complex activities. Although some of the tasks are more accurately labeled phonological awareness tasks, the goal of most tasks is awareness at the phoneme level. These task types and sample activities include the following:

TASK 1—
The ability to hear rhymes and alliteration

a. rhyme *Example:* I once saw a <u>cat</u>, sitting next to a <u>dog</u>. I once saw a <u>bat</u>, sitting next to a <u>frog</u>.

KEY TERMS

Before using the poems, songs, and activities provided, familiarize yourself with the following terms used throughout the book.

onset: refers to the part of the syllable that comes before the vowel. An onset can be a single consonant, consonant cluster, or consonant digraph. (For example, the letter *c* in *cat*, the letters *pl* in *plate*, and the letters *ch* in *chair*.)

rime: a vowel and any consonants that follow it in a syllable. (For example, the letters *at* in the word *cat*.)

phoneme: a sound; the smallest unit of speech sound that distinguishes one word from another in a language.

---

b. alliteration *Example:* Six snakes sell sodas and snacks.

c. assonance *Example:* The leaf, the bean, the peach—all were within reach.

TASK 2—
The ability to do oddity tasks

a. rhyme *Example:* Which word does not rhyme: *cat, sat, pig*? (pig)

b. beginning consonants *Example:* Which two words begin with the same sound: *man, sat, sick*? (sat, sick)

c. ending consonants *Example:* Which two words end with the same sound: *man, sat, ten*? (man, ten)

d. medial sounds (long vowels) *Example:* Which word does not have the same middle sound: *take, late, feet*? (feet)

e. medial sounds (short vowels) *Example:* Which two words have the same middle sound: *top, cat, pan*? (can, pan)

f. medial sounds (consonants) *Example:* Which two words have the same middle sound: *kitten, missing, lesson*? (missing, lesson)

TASK 3—
The ability to orally blend words

a. syllables *Example:* Listen to these word parts. Say the word as a whole. ta...ble—What's the word? (table)

b. onset/rime *Example:* Listen to these word parts. Say the word as a whole. /p/...an—What's the word? (pan)

c. phoneme by phoneme *Example:* Listen to these word parts. Say the word as a whole. /s/ /a/ /t/—What's the word? (sat)

TASK 4—
The ability to orally segment words (including counting sounds)

a. syllables *Example:* Listen to this word: *table*. Say it syllable by syllable. (ta...ble)

b. onset/rime *Example:* Listen to this word: *pan*. Say the first sound in the word (the onset) and then the rest of the word (the rime). (/p/...an)

c. phoneme by phoneme (counting sounds) *Example:* Listen to this word: *sat*. Say the word sound by sound. (/s/ /a/ /t/) How many sounds do you hear? (3)

TASK 5—
The ability to do phonemic manipulation tasks

a. initial sound substitution *Example:* Replace the first sound in *mat* with /s/. (sat)

b. final sound substitution *Example:* Replace the last sound in *mat* with /p/. (map)

c. vowel substitution *Example:* Replace the middle sound in *map* with /o/. (mop)

d. syllable deletion *Example:* Say *baker* without the *ba*. (ker)

e. initial sound deletion *Example:* Say *sun* without the /s/. (un)

f. final sound deletion *Example:* Say *hit* without the /t/. (hi)

g. initial phoneme in a blend deletion *Example:* Say *step* without the /s/. (tep)

h. final phoneme in a blend deletion *Example:* Say *best* without the /t/. (bes)

i. second phoneme in a blend deletion *Example:* Say *frog* without the /r/. (fog)

Why Is Phonemic Awareness Important?

Children sometimes come to school unaware that words consist of a series of discrete sounds. Phonemic awareness activities help children learn to distinguish individual sounds, or phonemes, within words. This awareness is a prerequisite skill before children can learn to associate sounds with letters and manipulate sounds to blend words (during reading) or segment words (during spelling). "It is unlikely that children lacking phonemic awareness can benefit fully from phonics instruction since they do not understand what letters and spellings are supposed to represent" (Juel, Griffith, & Gough, 1986).

Books that build Phonemic Awareness

Nursey Rhymes (all)

Dr. Seuss Books (all)

"*Chicka, Chicka, Boom, Boom*" by Bill Martin, Jr./John Archambault

"*Read Aloud Rhymes for the Very Young*" by Jack Prelutsky

"*Where the Wild Things Are*" by Maurice Sendak

"*Mrs. McNosh and the Great Big Squash*" by Sarah Weeks

"*Pat, the Cat*" by Frances Strong

"*My Grandma Lived in a Gooligulen*" by Graeme Base

"*How Big is a Pig*" by Clare Beaton

"*Pass the Peas, Please*" by Dina Anastasia

"*10 in a Bed*" by Anne Geddes

"*Six Sleepy Sheep*" by Jeffie Gordon

"*Miss Spider Series*" by David Kirk

"*There was an Old Witch*" by Howard Reeves

"*Poetry for Young People*" by Robert Frost

"*Cock-A-Doodle-Moo*" by Bernard Most

Websites:

www.starfall.com

www.abcteach.com

www.printablereadinggames.com

www.nurseryrhymes4u.com

www.pbskids.org

www.sesameworkshop.org

www.abcya.com/alphabet_matching.game

Powerpoint

Highlights

English as a Second Language

Judy L. Malinowski
"Readiness Activities for Preschoolers"
Pocono Elementary Center
March 2011

English Language Learners in U.S. Schools Ages 5-17

- 1992-1993   2.7 million children

- 2002-2003   5 million children

- 2005-2009*   7.8 million children

* Estimate US Census

Pennsylvania

- "There are approximately 42,542 students in Pennsylvania who are Limited English Proficient (LEP) speaking 175 different languages" (PDE, 2008).

- Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations currently states, "Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12" (PDE, 2001).

ESL Demographics in PMSD

2010-11
- 414 ESL Serviced students
- 1399 PHLOTES
- 55 different languages

English as a Second Language (ESL) Policy in PA

- A Home Language Survey is completed by the parent/guardian upon school registration and is the screening tool used in PA to identify students with ESL needs.

- When a language other than English is indicated on the form, the child may be assessed by a certified ESL teacher using a placement assessment (e.g.: W-APT, LAS, LAS Links).

- Parents/guardians will be notified of their child's eligibility for services, placement in the ESL program, level of English proficiency, method of instruction, and exit criteria.

ESL Exit Policy

A. Score of BASIC on the annual **Pennsylvania System of School Assessment (PSSA)**

B. Scores of 5.0 on a Tier C ACCESS for ELLs assessment

C. Additional Exit Criteria:
Final report card grades of C or better in core subject areas.
Scores on district-wide assessments that are comparable to the BASIC performance level on the PSSA.
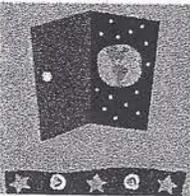
ESL Basics at PMSD

- ESL
  - is "core" curriculum
  - may replace LA/English/Reading
  - curriculum has been developed according to PA ESL Standards
  - English only program
  - pull-out and push-in
- ESL is not "Special Education"
- ESL students may receive
  - Learning Support/Speech services
  - Reading/Math support
  - Gifted/Talented instruction

Challenges for English Language Learners

Language Proficiency
academic/social issues
Poverty
low-paying wages for parents
lack of health care
housing
higher drop-out rates for teens
Social Adaptation
racism/discrimination
isolation in new community
loss of identity, friends, culture
role-reversal w/parents
parents working two jobs
"too Americanized"
parents often lack education

Basic Interpersonal Communication Skills (BICS)

- First 6 months-2 years of introduction
- Development of language skills needed in meaningful social situations
  - playground
  - lunch room
  - parties

Cognitive Academic Language Proficiency (CALPS)

- Academic Learning
  - 5-7 years with support
  - 7-10 years without support
- Subject area/ content material
  - Content area vocabulary
  - Higher Level Skills- e.g. comparing/contrasting

Stages of Second Language Acquisition

- **Stage I: Preproduction Silent Period** (500 words)
Receptive language may be stronger than expressive language
Understand and duplicate gestures
Build vocabulary with lots of repetition
- **Stage II: Early production** (1000 words)
May last six months
Vocabulary is more developed
Accept one or two-word responses
- **Stage III: Speech emergence** (3000 words)
May ask simple questions
Initiate brief conversations with classmates
May understand simple stories with pictures and repetition
- **Stage IV: Intermediate fluency** (6000 words)
Ask more complex questions, able to express opinions
- **Stage V: Advanced Fluency** (4-10 years)
Near native ability language skills

Hints for Teaching ELLs

- Keep your voice at an even volume
- Determine Background knowledge
- Make learning meaningful and relevant
- Teach vocabulary using real objects/pictures
- Use gestures with discretion
- Model and demonstrate
- Point to objects
- Draw pictures
- Present materials in a variety of modalities
- Use "Thinking Maps" (concept maps)
- Summarize and review often

"Communicating effectively is a significant social skill that contributes to young children's school readiness, social adjustment, and academic success."
Chen & Shire, 2011

Activities to Promote Communication in Preschool Classrooms for ELLs

Movement/action-based activities
Nursery rhymes
Acting out stories
Repeating predictable text
Finger plays and songs
Role-playing
Games: hopping, jumping, skipping

Activities to Promote Communication in Preschool Classrooms for ELLs

Oral language Skills/vocabulary

Greetings	Numbers
Basic commands	Feelings
Family words	Food
Body Parts	Colors
School objects	Nature
Clothing	Animals
Shapes	Toys
Home items	Weather words

Activities to Promote Communication in Preschool Classrooms for ELLs

Use Visuals
Posters
Charts
Picture books
Educational Computer Games
Educational videos e.g.: Sesame Street, Reading Between the Lions, Blues Clues, Barney, Dora the Explorer

Assessments

- Video & Audio Journals
- Photographs
- Thinking Maps/graphic organizers
- Other pictorial products-drawings
- Oral retelling
- Small group/partner activities
- Portfolio
- Demonstrations
- Computer programs-Study Island, Starfall, RAZ Kids

Teacher Resources

- Favorite ESL teacher ☺
- Parent volunteers
- Student volunteers
- Peer or adult tutors
- http://www.pde.state.pa.us/esl
- http://www.everythingesl.net
- http://www.ncela.gwu.edu
- http://tesol.org

Sources

- www.pde.state.pa.us/esl
- http://www.everythingesl.net
- Chen & Shire. "Strategic Teaching, Fostering Communication Skills in Diverse Young Learners" Young Children-NAEYC. March 2011
- http://www.ncela.gwu.edu
- Morse, Ann. 2005. http://www.ncsl.org/programs/health/forum/CPIimmigrantyouth.htm
- U.S. Census Bureau www.census.gov/prod/2004pubs/p20-551.pdf
- www.nwrel.org
- PMSD ESL Handbook for Professional Staff 2009
- http://www.education.state.pa.us/portal/server.pt/community/pa_codes/7501/educating_students_with_limited_english_proficiency_(lep)_and_english_language_learners_(ell)/507356

Questions/Comments?

What is Phonemic Awareness?

"is the understanding or insight that a word is made up of a series of discrete sounds (phonemes)."

Important Terms

* **Phoneme** – a sound; the smallest unit of speech sound that distinguishes one word from another

* **Phonemic Awareness** - the understanding that a word is made up of a series of discrete sounds (phonemes)

* **Rhymes** – words that have the same ending sound
* **Onset** –refers to the part of the syllable that comes before the vowel
* **Rime** – a vowel and any consonants that follow it in a syllable

Why is Phonemic Awareness Important?

* Helps children learn to distinguish individual sounds, or phonemes, within words.

* Skill needed in order to associate sounds with letters and manipulate sounds to blend words (during reading) or segment words (during spelling).

* It provides the training on which phonics instruction is built.

Objectives:

Teachers will be able to:

* understand the importance of Phonemic Awareness and the role it plays in developing literacy.

* Learn the different stages of Phonemic Awareness and be able to apply two tasks within learning environment.

Research:

* Research indicates that 20% of children lack phonemic awareness (Shankweiler, Liberman, 1989)

* Children need solid phonemic awareness training for phonics instruction to be effective. If they do not receive this training students will:

  o end up labeled as learning disabled or dyslexic

  o fall behind their peers in reading development

* tend to do less reading which in turn results in having less exposures to words and therefore, having further reading difficulties

Listening Games
Introducing children to the art of listening actively, attentively, and analytically

* Practice actively listening to everyday sounds

* Once comfortable with common sounds, play games to :
  - identify sounds (with eyes closed)
  - remember the order of sounds
  - locate the sources of sounds

* Once the nature of the games have been established, and they are developmentally ready, give similar activities with meaningful language in place of environmental sounds

  ex: listen to familiar stories & poems, except every now and then replace words with nonsense words.

* In detecting such changes, children are learning to listen, not for what they expect, but what they actually hear

9

Task 1 – the ability to hear rhymes and alliteration

a. *rhyme* – cat, fat

b. *alliteration* – Six snakes sell sodas and snacks.

c. *assonance* – The leaf, the bean and the peach—all were within reach.

Task 4 – the ability to orally segment words

* **Syllables** – Example: Listen to this word: table. Say it syllable by syllable (ta...ble)

* **Onset/rime** – Example: Listen to this word: pan. Say the first sound in the word (the onset) and then the rest of the word (the rime). (/p/...an)

* **Phoneme by phoneme** (counting sounds) – Example: Listen to this word: sat. Say the word sound by sound

---

Task 2 – the ability to do oddity tasks

* **Rhyme** – Example: Which word does not rhyme: cat, sat, pig? (pig)
* **consonants** – Example: which two words begin with the same sound: man, sat, sick? (sat, sick)
* **Medial sounds** (long vowels) – Example: Which word does not have the same middle sound: take, late, feet? (feet)
* **Medial sounds** (short vowels) – Example: Which two words have the same middle sound: top, cat, pan? (cat, pan)
* **Medial sounds** (consonants) – Example: which two words have the same middle sound: kitten, missing, lesson? (missing, lesson)

Task 5 – the ability to do phonemic manipulation tasks

* Initial sounds substitutions
* Final sound substitutions
* Vowel substitutions
* Syllable deletion
* Initial sound deletion
* Final sound deletion
* Initial phoneme in a blend deletion
* Final phoneme in a blend deletion
* Second phoneme in a blend deletion

Task 3 – the ability to orally blend words

* **Syllables** – ta...ble what is the word? Table
* **Onset/rime** – /p/...an what is the word? Pan
* **Phoneme by phoneme** – /s/ /a/ /t/ what is the word? Sat

Listening Activities for Infants to Age 3

* "Hiding the Alarm Clock" (locate sounds)

* "Listening to the Sounds" (listen selectively)

* "Whisper your Name" (listen selectively)

10

Listening Activities for Ages 3 – 5 years

❖ "Listening to Sequences of Sound" (listen selectively)

❖ "Nonsense" (listen selectively)

❖ "Do You Remember?" (sequential steps)

Closing

❖ Questions/Discussion

❖ Evaluations

○ Thank you for participating in our workshop and for educating our children!

Activities for Preschoolers

❖ Rhyming activities (Mrs. DeYoung)

  o "What's in the Bag?"

  o "There's a Wocket in my Pocket"

  o "Rhyming Rabbits"

  o "Nursery Rhymes"

Activities for preschoolers

❖ Oddity Tasks (Mrs. Berman/Ms. Brennan)

  o "Build a Picture" (oral blending)

  o "Word Family Fun" (beginning, middle and ending sounds)

  o "Onset/Rime Puzzles" (splitting syllable)

English Language Learners

(E.L.L.)

Nursery Rhyme: *The Muffin Man*

<u>Theme: Community Workers</u>   (Kitchen, Food, Colors, Plants)

Build Oral Language:

    Discuss and/or use real experiences

        Identify baking pan, cupcake liners, bowl, spoon

        Eat muffins for snack

        Baking with a parent

Read the Literature:

    Sing or read the song as you track the print

    Point out that the rhyme asks a question

Books:

    Officer Buckle & Gloria by Peggy Rathman

    Who Uses This? by Margaret Miller

    If You Give a Moose a Muffin? by Laura Numeroff

Phonics Connection: Letter Mm — use ellison machine on foam

    Identify letter

    Letter sound

    Form letter using pop sticks, playdoh, sand, etc.

    Generate a list of letter Mm words

    Discriminate objects beginning with letter Mm

Math:

    Count muffins

    Count quantity (1-10)

    Make muffins (measuring, counting, sequencing)

Kid Writing:

    Write about muffins (like/dislike)

    Write about favorite community worker

Block Center:

    Build a town using community workers figures

Art Center:

    Color-blue

Do you know the muffin man?
The muffin man, the muffin man.
Do you know the muffin man,
Who lives on Drury Lane?

Young English Learners' Interlanguage as a Context for Language and Early Literacy Development

Gregory A. Cheatham and Yeonsun Ellie Ro

In a preschool classroom, Ben, a Korean boy, hardly spoke, even when his teacher, Wesley, repeatedly asked simple questions, such as, "How was your weekend, Ben?" or "What color is this?" Though Ben sometimes looked at the teacher, he rarely uttered a word. Most days, he watched the other children, only occasionally entering their play after using several gestures (for example, joining classmates at the water table after showing that he knew how to pour water from a cup). Even when his mother picked him up at the end of the day, Ben seemed to listen but never speak.

Wesley was concerned. He hoped that Ben would learn English quickly so he could participate fully in classroom activities. Based on his observations, Wesley thought Ben had few abilities in English or Korean. He wondered if Ben's communication skills were delayed.

In the spring, another child joined the class, newly arrived from South Korea. One day, as the children lined up to return to the classroom, Wesley couldn't believe his ears: Ben was hesitantly and quietly speaking in Korean to this new classmate. He *could* communicate in his home language. With more observation, Wesley noticed that Ben's nonverbal communication skills were often effective in capturing English-speaking peers' attention. Wesley wondered how he could more effectively support Ben's communication abilities.

Photos © Ellen B. Senisi

Gregory A. Cheatham, PhD, is an assistant professor at Arizona State University in the College of Teacher Education and Leadership. His research and teaching interests center on the provision of appropriate early education services for children and families from diverse cultural and linguistic backgrounds. gac@asu.edu

Yeonsun Ellie Ro, PhD, is an assistant professor of early childhood education at Pennsylvania State University–Altoona. She recently obtained her doctorate from the University of Illinois at Urbana-Champaign. Her research interests lie in the education of young learners from diverse linguistic, cultural, and socioeconomic backgrounds.

naeyc® 2, 3
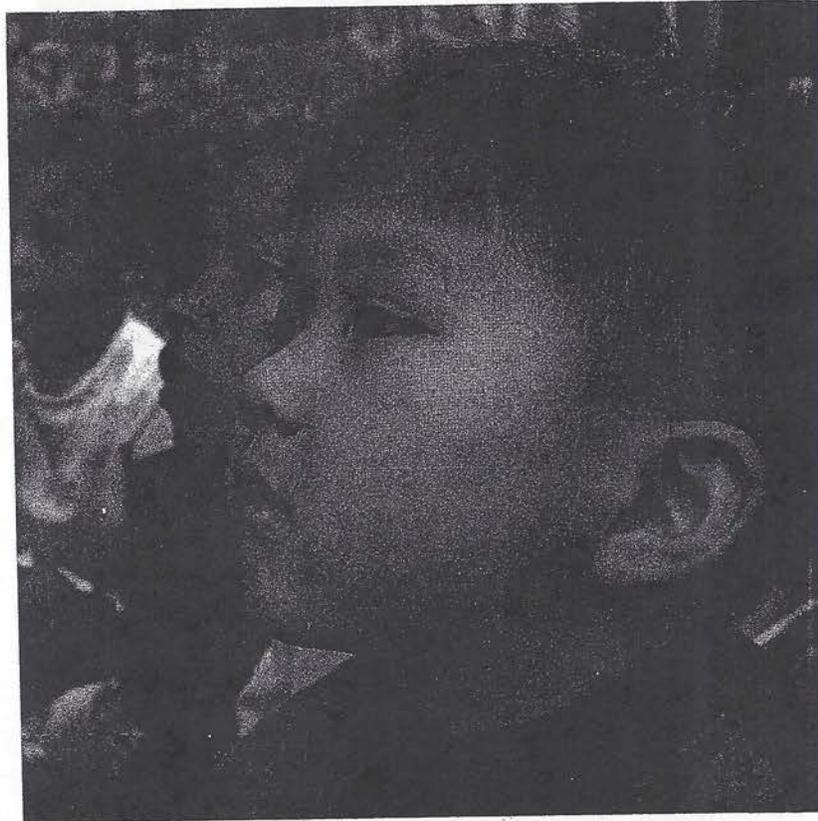
English language learners are increasingly present in early care environments. In 2005, for example, 14.7 percent of children (birth to 5 years old) in nonparental care in the United States came from homes where only one parent or neither parent spoke English (Iruka & Carver 2006). Approximately 29 percent of children participating in Head Start programs spoke a language other than English (Office of Head Start 2005). Because home languages often receive little classroom support as children acquire English, children may gradually lose their home language. Consequently, early educators could think that some children cannot speak either of their languages.

This article challenges the notion that English language learners who experience home language loss do not have any language proficiency. This assumption is based on misunderstandings of the transitory phase of children's second language acquisition. It can result in children missing learning opportunities or receiving inappropriate assessments and unwarranted referral for special education evaluation. We describe characteristics of children's bilingualism that play a role in early educators' assumptions about children's shifting language proficiencies and present recommendations for teaching young English language learners.

Understanding the transitory phase

When early childhood educators believe that young English language learners have limited communication abilities, this can lead to negative assumptions about specific children's cognitive abilities, resulting in lowered expectations for what these children can accomplish (Hoover et al. 2008). Such educator beliefs can also lead to the incorrect idea that bilingualism results in language deficiencies. Early educators may mistakenly suspect that a child has a disability. Providing the right support for these

children by beginning at their current knowledge and language proficiency levels can be challenging (de Valenzuela & Niccolai 2004).
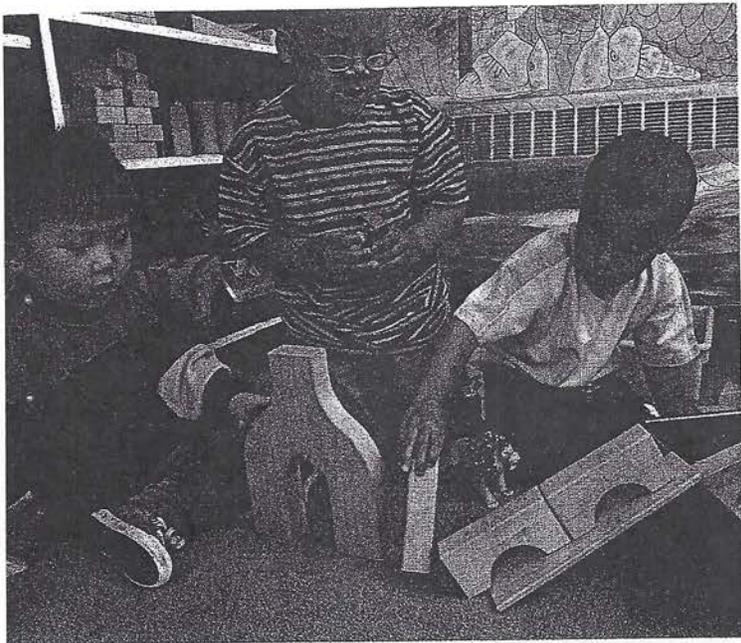
Three concepts about second language acquisition and bilingualism are important to supporting children's language development: (1) the stages of second language development, (2) language attrition/language loss, and (3) code switching or mixing (switching between two languages in one conversation or even in one sentence) (Hoover et al. 2008).

Stages of second language development

One reason it may appear that some English language learners have inadequate language skills is that the children are progressing through stages of sequential second language acquisition. Research suggests that as children listen to or participate in conversations, they develop ideas about how language works. When children are learning two languages, they develop *interlanguage*—a "transitory grammar" (Paradis 2007, 9) based on the rules they have observed in their home language and those they observe in their new language (Barron 2003). Remarkably, even with limited English proficiency, these children find ways to communicate.

In a nonverbal period, children listen to and study the new language, trying to understand which rules apply. As they gain more competence in English, they may rehearse English phrases, which may or may not be communicative in context (Tabors 2008). They may repeat to themselves English sounds, words, and phrases they have heard children and adults use during classroom activities. Tabors provides the following example: At the water table, an English speaker uses a sentence including the words *have to*; the child who is learning English watches, then mouths the words *have to* (Tabors 2008, 53). Similarly, as children hear more English, they tend to use telegraphic or formulaic language—imitative phrases, such as "I don't know," and one-word utterances that provide only basic content, such as saying "Yellow!" when naming colors (Tabors 2008). Rather than limited communication ability, Tabors's research indicates that these expressions are a natural feature of children's budding second language development.

When children are learning two languages, they develop *interlanguage*— a "transitory grammar" based on the rules they have observed in their home language and those they observe in their new language.

resources, using rules and vocabulary from both languages (Genesee, Paradis, & Crago 2004).

Children use code switching intentionally for specific situations, listeners, and topics (Stavans & Swisher 2006). They may switch languages to demonstrate social identity, convey specific meanings, or emphasize a point (Gumperz 1982). Rather than being a sign of language confusion, code switching is *skilled performance* (Myers-Scotton 1993) in which speakers pull from their growing linguistic repertoires (Gumperz 1982). To illustrate, Ro (2008) documented the following interaction between a Korean mother and her bilingual son, Kevin, who used English to emphatically state that he wanted milk:

Mother (in Korean): Who wants more milk?
Kevin (in English): Me!
Mother (in Korean): Are you sure you want to have more?
Kevin (in Korean): I want to have more.

Though at times children may use words in one language simply because they cannot remember the corresponding words in another language (Bauer 2000), code switching and mixing are linguistic benefits rather than an indication of a deficit. When bilingual children play and talk with other bilingual children, mixing and switching languages is both effective and appropriate (Genesee, Paradis, & Crago 2004).

It's important to consider the meanings behind code switching and other language mixing and to avoid showing displeasure to children; especially consider that expressing disapproval of words from the home language may threaten children's bicultural and bilingual identity (Genesee, Paradis, & Crago 2004).

Home language attrition or loss

As new English skills are developing (as described above), children may not receive the necessary support for home language development (de Valenzuela & Niccólai 2004) at home or at school. Consequently, they may lose skills in their home language (Wong Fillmore 1991).

Despite the seeming lack of communicative abilities in the home language and English at this point in their language learning, according to Genesee, Paradis, and Crago (2004), children continue to have some level of proficiency in both the home language and English: "[Children] still have functional means of communication because their [home language] proficiency does not decline so quickly to say that they cannot speak any language; likewise, their [English] proficiency increases quickly enough for interpersonal communication" (p. 143). Unfortunately, these communication skills may be invisible to early educators, who see children remaining silent in English-speaking environments and do not see the children interact in the contexts where their home language skills are most useful (for example, home and community). At this point, with only basic English phrases and diminishing ability in their home language, children may seem incapable of communicating, but educators should remain patient. A lot of language learning is still occurring.

Code switching and mixing

When children switch between or mix their two languages, it may seem that the children do not have good skills in either language (Perez & Nordlander 2004). However, these children are naturally tapping linguistic

Recommendations for teaching English language learners

Two strategies for teaching young English language learners who are in the early stages of their interlanguage development are pretend play and narratives. These strategies follow NAEYC's recommendations in its position statement on responding to linguistic and cultural diversity (1995). Importantly, as Cheatham, Santos, and Ro (2007) assert, the loss of children's home language is not inevitable. The development and the maintenance of young children's home language support English language acquisition, culture retention, and family stability. Families and teachers can implement various strategies to help children maintain and expand their home language skills. (See "Resources on Supporting Children's Language Development," p. 22.)

The strategies of pretend play and narrative are focused on environments in which English is the sole means of communication, but using children's home language in early education environments can also be beneficial (Barnett et al. 2007; Duran, Roseth, & Hoffman 2009). We recommend

pretend play and narratives based on the perspective that English language and early literacy for children from diverse linguistic backgrounds should be embedded within naturally occurring language- and literacy-rich classroom routines. These strategies should also relate meaningfully to children's home experiences (Gay 2000), which can be tapped through home visits; individuals who know the children's language and culture well; and information gathered through conversations with children and families.

To facilitate English language skill development of older children, like kindergartners, teachers can supplement the strategies along with approaches such as sight word instruction and phonics (Peregoy & Boyle 2005). When using pretend play and narratives as teaching tools with English language learners, teachers must take an active role, providing scaffolding to increase children's language abilities.

Pretend play

Because pretend play sequences are often similar to stories—they include settings, characters, plots—pretend play can support language and literacy development (Roskos & Neuman 1998; Roskos & Christie 2007). Teachers' support can result in longer lasting, higher level pretend play with more complicated play events; for example, teachers can actively model ways to incorporate reading and writing into children's play (Roskos & Neuman 1998) and use

> Teachers' support can result in longer lasting, higher level pretend play with more complicated play events.

think-alouds (Perez 1998). During pretend play in a bank, a teacher could say, "I wonder what a real banker would ask for," or model writing a check. During restaurant play, a teacher could pretend to read or write a menu. Similarly, with teachers' active participation, children can play school, taking turns playing the teacher, to hear and try out English vocabulary.

Importantly, teachers can encourage children in the early stages of learning English to observe peers' pretend play. Respond to children's nonverbal communication (facial expressions, gestures) and home language use by modeling appropriate English phrases, such as "You want me to put that here?" (Tabors 2008). When children code switch and mix with bilingual peers, give positive feedback for the effort to communicate no matter what language the children use (Genesee, Paradis, & Crago 2004).

Teachers can provide English paraphrases when a child's uses his home language with a monolingual English peer (Genesee, Paradis, & Crago 2004.). If a child says, "Can you give me the truck?" in the home language, the teacher can model this phrase in English and help the child restate the phrase to the monolingual play partner. This helps the child figure out when to use the home language and when to use English.

Narratives

Children at early stages of interlanguage development can learn English language and literacy skills from narratives even if they are not yet able to produce an English narrative. They learn to be speaker and listener (Meek 1998) as they listen to peers tell stories and, eventually, tell their own stories. During narratives at circle time, for example, all children can learn about culturally important events and items from home and community while hearing English structures that are expected at school. When children have developed enough skill in English to produce narratives, they can try out narrative sequencing (that is, using a beginning, middle, and end). When children tell and retell familiar fairy tales, rhymes (Anning & Edwards 2006), and stories from their home life (for example, a family member's wedding, a vacation, or an event from a favorite television show), they are also sharing their culture-based activities with classmates.
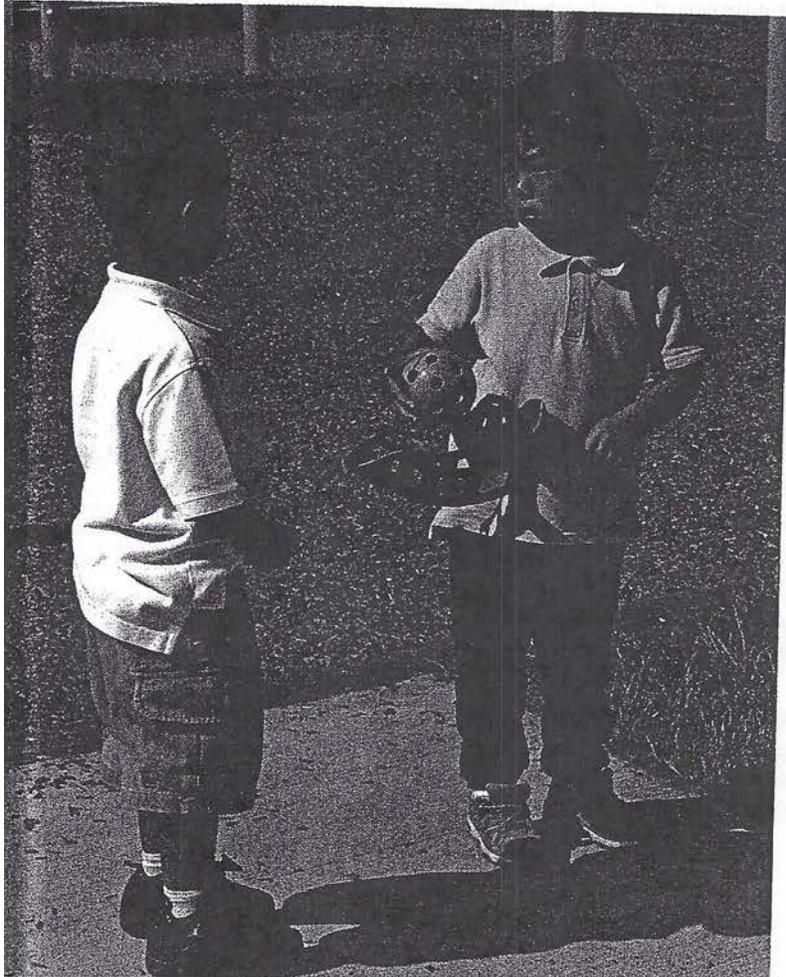
Resources on Supporting Children's Language Development

Articles and digests

Cheatham, G.A., R.M. Santos, & Y.E. Ro. 2007. Home language acquisition and retention for young children with special needs. *Young Exceptional Children* 11: 27–39.

Coltrane, B. 2003. Working with young English language learners: Some considerations. www.cal.org/resources/digest/0301coltrane.html

De Houwer, A. 1999. Two or more languages in early childhood: Some general points and practical recommendations. www.cal.org/resources/Digest/earlychild.html

Dickinson, D.K., & P.O. Tabors. 2002. Fostering language and literacy in classrooms and homes. *Young Children* 57 (2): 10–18.

National Center for Research on Cultural Diversity and Second Language Learning. 1995. Fostering second language development in young children. www.cal.org/resources/digest/ncrcds04.html

Office of Head Start, Early Childhood Learning and Knowledge Center offers a number of reports on language development for dual language learners at http://eclkc.ohs.acf.hhs.gov/hslc/Dual%20Language%20Learners/ecd/language_development/Reports.htm

Books

Baker, C. 2000. *The care and education of young bilinguals: An introduction for professionals.* Buffalo, NY: Multilingual Matters.

Gordon, T. 2007. *Teaching young children a second language.* Westport, CT: Praeger.

Lessow-Hurley, J. 2003. *Meeting the needs of English language learners.* Alexandria, VA: Association for Supervision and Curriculum Development.

Nemeth, K. *Many languages, one classroom: Teaching dual and English language learners.* Beltsville, MD: Gryphon House.

Tabors, P.O. 2008. *One child, two languages: A guide for preschool educators of children learning English as a second language.* Baltimore: Brookes.

The teacher's active role is critical to the success of English learning through narratives. Teachers scaffold children's learning not only for understanding of content but also for use of standard English language grammar. First, because narrative structure can vary by cultural and linguistic background, teachers should offer clear directions on what they expect from the children's narratives (for example, "I'd like your story to have a beginning, middle, and end. And this is what it should sound like . . .") (Bliss & McCabe 2008; Cheatham & Jimenez-Silva in press). Using prompts and questions to support children's use of expected narrative structures allows English learners to fully participate in activities (Perez 1998). A second approach is to pose authentic questions (that is, questions that you do not know the answers to, but would like to know). Such engaging questions include "How did this make you feel?" and "What would your family do about this at home?" (Perez 1998, 288). Then children can answer using their developing language skills.

Additionally, teachers can ensure respect for all children's culture-based narrative styles by incorporating them into classroom routines. For example, compared to traditional narratives expected in school settings, Latino children's narratives tend to focus on greater description of family relationships with less emphasis on sequencing (Jimenez-Silva & McCabe 1996). These narratives should be accepted during show-and-tell and other narrative-based activities.

Conclusion

Young children learning English often experience a decrease in their home language proficiency as their English skills gradually improve. Common misunderstandings about second language acquisition, language loss/attrition, and code mixing/switching may result in educators inaccurately assessing children's language skills, because the children's developing interlanguage may initially suggest that they have few communicative capabilities. Nonetheless, children acquiring a second language always have some level of communication skills. While promoting children's acquisition of English and maintenance of their home language, early educators can take an active role to facilitate English learning. Pretend play and narratives allow children like Ben to engage in meaningful language and early literacy experiences.

> When children tell and retell familiar fairy tales, rhymes, and stories from their home life, they are also sharing their culture-based activities with classmates.

References

Anning, A., & A. Edwards. 2006. *Promoting children's learning from birth to five.* Berkshire, UK: McGraw-Hill/Open University Press.

Barnett, W.S., D.J. Yarosz, J. Thomas, K. Jung, & D. Blanco. 2007. Two-way and monolingual English immersion in preschool education: An experimental comparison. *Early Childhood Research Quarterly* 22: 277–93.

Barron, A. 2003. *Acquisition of interlanguage pragmatics. Learning how to do things with words in a study abroad context.* Philadelphia, PA: John Benjamins.

Bauer, E.B. 2000. Code-switching during shared and independent reading: Lessons learned from a preschooler. *Research in the Teaching of English* 35: 101–30.

Bliss, L.S., & A.McCabe. 2008. Personal narratives: Cultural differences and clinical implications. *Topics in Language Disorders* 28, 162–77.

Cheatham, G.A., & M. Jimenez-Silva. In press. What makes a good story? Supporting oral narratives of young children from culturally and linguistically diverse backgrounds. *Childhood Education.*

Cheatham, G.A., R.M. Santos, & Y.E. Ro. 2007. Home language acquisition and retention for young children with special needs. *Young Exceptional Children* 11 (1): 27–39.

de Valenzuela, J.S., & S.L. Niccolai. 2004. Language development in culturally and linguistically diverse students with special education needs. In *The bilingual special education interface,* eds. L.M. Baca & H.T. Cervantes, 124–61. Upper Saddle River, NJ: Pearson.

Duran, L.K., C. Roseth, & P. Hoffman. 2009. An experimental study comparing English-only and transitional bilingual education on Spanish-speaking preschoolers' early literacy development. *Early Childhood Research Quarterly* 25: 207–17.

Gay, G. 2000. *Culturally responsive teaching.* New York: Teachers College Press.

Genesee, F., J. Paradis, & M.B. Crago. 2004. *Dual language development and disorders: A handbook on bilingualism and second language learning.* Baltimore: Brookes.

Gumperz, J.J., ed. 1982. *Language and social identity.* Cambridge, UK: Cambridge University Press.

Hoover, J.J., J.K. Klingner, L.M. Baca, & J.M. Patton. 2008. *Methods for teaching culturally and linguistically diverse exceptional learners.* Upper Saddle River, NJ: Pearson.

Iruka, I.U., & P.R. Carver. 2006. Initial results from the 2005 NHES Early Childhood Program Participation Survey (NCES 2006-075). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Jimenez-Silva, M., & A. McCabe. 1996. Vignettes of the continuous and family ties: Some Latino American traditions. In *Chameleon readers: Teaching children to appreciate all kinds of good stories,* ed. A. McCabe, 116–36. New York: McGraw-Hill.

Meek, M. 1998. Important reading lessons. In *Literacy is not enough: Essays on the importance of literacy,* ed. B. Cox, 116–23. Manchester, Lancashire, UK: Manchester Book Trust.

Myers-Scotton, C. 1993. *Social motivations for code switching: Evidence from Africa.* New York: Oxford University Press.

NAEYC. 1995. Position statement. Responding to linguistic and cultural diversity: Recommendations for effective early childhood education. Washington, DC: NAEYC.

Office of Head Start. 2005. *Program information report.* Washington, DC: Author.

Paradis, M. 2007. The neurofunctional components of the bilingual cognitive system. In *Cognitive aspects of bilingualism,* eds. I. Kecskes & L. Albertazzi, 2–28. Dordrecht, The Netherlands: Springer.

Peregoy, S.F., & O.F. Boyle. 2005. *Reading, writing, and learning in ESL.* Boston: Pearson.

Perez, B. 1998. Creating a classroom community for literacy. In *Sociocultural contexts of language and literacy,* ed. B. Perez, 277–302. Mahwah, NJ: Erlbaum.

Perez, B., & A. Nordlander. 2004. Making decisions about literacy instruction practices. In *Sociocultural contexts of language and literacy,* ed. B. Perez, 277–308. Mahwah, NJ: Erlbaum.

Ro, Y.E. 2008. Multiple ways to become a "full-biliterate": A longitudinal ethnographic case study of two bilinguals in the United States. Paper presented at the Writing Research across Borders Conference, February 22–24, in Santa Barbara, California.

Roskos, K., & J. Christie. 2007. Play and early literacy in these times. In *Literacy for the new millennium, Volume 1, Early literacy,* ed. B.J. Guzzetti, 201–12. Westport, CT: Praeger.

Roskos, K., & S.B. Neuman. 1998. Play as an opportunity for literacy. In *Multiple perspectives on play in early childhood education,* eds. N. Saracho and B. Spodek, 100–16. Albany: State University of New York Press.

Stavans, A., & V. Swisher. 2006. Language switching as a window on trilingual acquisition. *International Journal of Multilingualism* 3: 193–220.

Tabors, P.O. 2008. *One child, two languages: A guide for preschool educators of children learning English as a second language.* Baltimore: Brookes.

Wong Fillmore, L. 1991. When learning a second language means losing the first. *Early Childhood Research Quarterly* 6: 323–47.

Listening

Games

(infant – 5yrs)

3   Listening Games

Hearing nonspeech sounds is relatively easy and natural for people—provided that they pay attention. Therein lies the primary motive for these initial listening games: to introduce the children to the art of listening actively, attentively, and analytically.

The children are asked to listen to many everyday sounds, such as the rush of the wind, the hum of an air conditioner, and the snipping of scissors. With closed eyes, they are asked to identify the sounds, to remember their order, and to locate their sources. Once the nature of the game has been established, the children are given similar activities with meaningful language in place of environmental sounds. For example, they are asked to listen to poems and stories that are very familiar, except that, every now and then, the familiar wordings have been replaced with nonsense. In detecting such changes, the children are learning to listen—not for what they expect, but for what they actually hear. In this way, they are introduced to the art of listening actively, attentively, and analytically.

3A Listening to Sounds

Objective To allow children to explore their listening powers and to practice focusing their attention on particular sounds of interest

Materials needed Tape recording of various sounds (optional)
Tape player (optional)

Activity Our world is filled with sounds. Through this game, the children will discover that, if they listen, they can hear sounds from outdoors, indoors, and even from within themselves. Before starting the game, talk about the difference between listening with closed eyes and with open eyes. Then ask the children to sit with closed eyes and just listen for a few moments. After a few minutes, invite them to name different sounds that they hear. The children will quickly learn to listen actively. Sounds that may be heard include the following:

birds	drips	rustling of treetops
breathing	fan	swallowing
cars	flies	trucks
clocks	footsteps	voices
dogs	heartbeat	wind blowing

Variation • For variety or to extend the range of sounds that can be heard, repeat this game in a different location or using tape recordings.

NOTES AND ADDITIONAL ACTIVITIES

3B Listening to Sequences of Sounds

Objective To develop the memory and attentional abilities for thinking about sequences of sounds and the language for discussing them

Materials needed Objects that make interesting, distinctive sounds. Some examples follow:

banging on wall/table/lap	opening window or drawer
blowing	pouring liquid
blowing a whistle	ringing a bell
blowing nose	rubbing hands together
clapping	scratching
clicking with tongue	sharpening a pencil
closing purse	slamming a book
coloring hard on paper	smashing crackers
coughing	snapping fingers
crumpling paper	stamping
cutting with a knife	stirring with teaspoon
cutting with scissors	tearing paper
dropping (various things)	tiptoeing
drumming with fingers	turning on computer
eating an apple	walking
folding paper	whistling
hammering	writing on board
hopping	writing with a pencil
noisy chewing	

Activity In this game, the children are challenged first to identify single sounds and then to identify each one of a sequence of sounds. Both will be very important in the language games to come. The children are to cover their eyes with their hands while you make a familiar noise such as closing the door, sneezing, or playing a key on the piano. By listening carefully and without peeking, the children are to try to identify the noise.

Once the children have caught on to the game, make two noises, one after the other. Without peeking, the children are to guess the two sounds

in sequence saying, "There were two sounds. First we heard a ____, and then we heard a ____."

After the children have become quite good with pairs of noises, produce series of more than two for them to identify and report in sequence. Again, complete sentences should be encouraged.

Remember that, to give every child the opportunity to participate mentally in these games, it is important to discourage all children from calling out their answers until they are asked to do so. In addition, both to support full participation and to allow assessment of individual students, it is helpful to switch unpredictably between inviting a response from the whole group and from individual children of your designation.

Note: Because of the importance of the skill exercised through this game, invest special care in noting every child's progress and difficulties. Extra opportunities should be created to work with children who are having trouble with the concept of sequences or in expressing their responses.

Variations
- With the children's eyes closed, make a series of sounds. Then repeat the sequence, but omit one of the sounds. The children must identify the sound that has been omitted from the second sequence.

- Invite the children to make sounds for their classmates to guess.

- These games also offer good opportunities to review, exercise, and evaluate children's use of ordinal terms such as first, second, third, middle, last. It is worth ensuring that every student gains comfortable, receptive, and expressive command of these terms.

NOTES AND ADDITIONAL ACTIVITIES

3D Hiding the Alarm Clock

Objective

To locate a sound that, moment by moment, blends easily with the random noises in the environment—to successfully locate it, the children must develop and expand upon the ability to stretch their listening attention in time

Materials needed

Ticking clock or timer

Activity

Ask one of the children to cover her or his eyes. While the child's eyes are covered, hide a ticking clock or timer. The child then uncovers her or his eyes and tries to find the ticking clock by listening. During the search, all the other children must be as quiet as mice, trying not to give away any hints.

NOTES AND ADDITIONAL ACTIVITIES

3F Whisper Your Name

Objective

For children to pick out one specific sound from many similar sounds that are heard at once
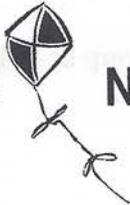
Materials needed

Blindfold

Activity

Take one child (the "listening child") and move to another part of the room where, together, you can secretly select the name of some other child in the classroom. Then blindfold the child.

Meanwhile, all of the other children are standing in a circle, whispering their own names. The "listening child" is guided around the circle by the adult, listening for the name that was selected. On hearing the selected name, the "listening child" embraces its speaker.

NOTES AND ADDITIONAL ACTIVITIES

3G Nonsense

Objective

To develop the children's ability to attend to differences between what they expect to hear and what they actually hear

Materials needed

Book of familiar stories or poems

Activity

Invite the children to sit down and close their eyes so that they can concentrate on what they will hear. Then recite or read aloud a familiar story or poem to the children but, once in a while, by changing its words or wording, change its sense to nonsense. The children's challenge is to detect such changes whenever they occur. When they do, encourage them to explain what was wrong. As the game is replayed in more subtle variations across the year, it will also serve usefully to sharpen the children's awareness of the phonology, words, syntax, and semantics of language.

As illustrated in the following list, you can change any text in more or less subtle ways at a number of different levels including phonemes, words, grammar, and meaning. Because of this, the game can be profitably and enjoyably revisited again and again throughout the year. Even so, in initial plays of the game, it is important that the changes result in violations of the sense, meaning, and wording of the text that are relatively obvious. Following are some examples of the "nonsense" that can be created within familiar poems and rhymes:

Song a sing of sixpence	Reverse words
Baa baa purple sheep	Substitute words
Twinkle, twinkle little car	Substitute words
Humpty Dumpty wall on a sat	Swap word order (ungrammatical)
Jack fell down and crown his broke	Swap word order (ungrammatical)
One, two, shuckle my boo	Swap word parts
I'm a tittle leapot	Swap word parts
The eensy weensy spider went up the spouter wat.	Swap word parts
One, two, buckle my shoe Five, six, pick up sticks	Switch order of events (grammatical)

Little Miss Muffet, eating a tuffet
   Sat on her curds and whey   Switch order of events (grammatical)
Goldilocks went inside and knocked
   on the door.   Switch order of events (grammatical)
The first little piggy built himself a house
   of bricks.   Switch order of events (grammatical)

Note: Don't forget to switch unpredictably between asking the whole group or individual children to respond.

NOTES AND ADDITIONAL ACTIVITIES

31 Do You Remember?

Objective

To exercise children's ability to remember and execute actions in sequential steps and, more generally, to develop the kind of attentive listening that is necessary for understanding and following verbal instructions (both are extremely important abilities for the young student)

Materials needed

Picture cards (optional)

Activity

This is a game of sequential instructions. Instruct the child who is "it" to complete a series of actions (e.g., "Stand up, lift one leg, hop to the door, and say *boo!*"). Meanwhile, the rest of the children are to listen and watch carefully, giving a thumbs-up or thumbs-down depending on whether the first child follows the instructions correctly (i.e., executes the correct actions in the correct order).

The first several times this game is played, the instructions should be kept relatively simple and short. With revisits and depending on the capabilities of the particular child who is "it," their length and syntactic complexity should be increased to maintain the appropriate level of challenge and instructional benefit. In particular, this game and its variations offer special opportunity for developing the children's awareness and understanding of prepositions and relational words such as *over, under, behind, before, after, in front of, middle, last, while, until.* Following are examples:

1. Easy: "Go to the table. Pick up the book."
2. Harder: "Crawl under the table. Stand up. Pick up three books. Smile."
3. Hard: "Stand on your right foot. Take four hops to the table. Pick up two books while you smile at Rosa."

Note: Observe the children carefully to determine who may need extra support and practice.

Variations

- Ask a child to give the instructions to another child. To increase involvement, you may wish to divide the children into groups of five or so.

- Early on or with younger children, it may be helpful to use action picture cards in addition to the oral directions.

- Once the children are comfortable with the basic game, playing Simon Says with the whole class can be a fun and powerful means of exercising and extending these sorts of language and listening skills.

NOTES AND ADDITIONAL ACTIVITIES

Task 1:

Rhyming

PRODUCING RHYMES

What's a Wocket?

Target

- Producing rhyming words

Materials

- Book—*There's a Wocket in my Pocket* by Dr. Seuss, 1974, New York: Random House

Procedure

1. Read the story so children become familiar with the pattern.

2. Read the story a second time, without showing the pages to children and omit the rhyming word that completes each sentence (e.g., reading, "Sometimes I feel quite certain there's a jurtain in the …" pausing for children to say "curtain"). Prompt children to complete the sentences by filling in the rhymes.

3. After children have guessed each rhyming word to complete a sentence, show them the page in the book and talk about the three rhyming words in each sentence.

4. Continue until the entire book has been read.

Notes

- Vary whether children are asked to provide a response that matches exactly to the one in the storybook or whether silly rhyming alternatives are the desired target. For example, "Sometimes I feel quite certain there's a jurtain in the *(curtain)*" when an exact match is the objective and, "Sometimes I feel quite certain there's a jurtain in the *(burtain)*" when a silly rhyme is requested.

- Conduct the activity with other rhyming books such as:

    Fox in Socks by Dr. Suess, 1965, New York: Random House

    Green Eggs and Ham by Dr. Suess, 1960, New York: Random House

ACTIVITY 4: Do You Know?

SKILL: rhyme

Write the song "Do You Know?" on chart paper. Sing it to the tune of "Muffin Man." Track the print as you sing. Sing the song several times, having children suggest one-syllable rhyming words to replace the words *king* and *ring*. Write the words on stick-on notes and place them in the appropriate places in the song.

Do You Know?

Do you know two rhyming words,
Two rhyming words,
Two rhyming words?
Oh, do you know two rhyming words?
They sound a lot alike.

<u>King</u> and <u>ring</u> are two rhyming words,
Two rhyming words,
Two rhyming words.
<u>King</u> and <u>ring</u> are two rhyming words.
They sound a lot alike.

ACTIVITY 5: Extend the Rhyme

SKILL: rhyme

Explain to children that you are going to say three rhyming words, such as *cat*, *hat*, and *sat*. You want them to listen carefully to the words and then suggest other words that rhyme. For example, children might respond with *bat*, *fat*, *mat*, and *pat*. Continue with these and other sets of rhyming words:

- tip, sip, rip
- bell, sell, well
- pan, man, van
- top, hop, stop
- bug, tug, rug

SUGGESTION BOX: After children begin learning sound-spelling correspondences, use a pocket chart and letter cards to extend this activity. After completing the exercise orally, place the common phonogram in the pocket chart. A phonogram is the part of a one-syllable word that includes the vowel and everything after it. For example, *-at* is the phonogram in the words *cat, sat,* and *hat*. A phonogram is also referred to by linguists as a *rime*. Then, one at a time, add an initial consonant to the phonogram to form a new word. Help children to blend each word formed. Point out that the words rhyme because their ending parts sound the same.

ACTIVITY 6: Make a Rhyme................................

SKILL: rhyme

Using the following incomplete poems, have children create rhymes. In each poem, children will suggest words to fill in each blank. Write the words on stick-on notes and place them in the rhyme. Then help the class to read the rhyme they created.

You can do the same activity with rhymes from your classroom collection. Write the rhyme on chart paper, replacing the second word in a rhyming pair with a blank.

TEDDY BEAR

Teddy Bear, Teddy Bear,
Jump around
Teddy Bear, Teddy Bear,
Touch the _____.
Teddy Bear, Teddy Bear,
Open the box.
Teddy Bear, Teddy Bear,
Pull out the _____.
Teddy Bear, Teddy Bear,
Bake a cake.
Teddy Bear, Teddy Bear,
Swim in the _____.

ONCE I SAW

Once I saw a cat,
And it wore a funny little _____.
Tra-la-la, La-la-la-la-la-la
Silly little cat.
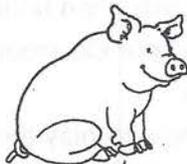
Once I saw a pig,
And it wore a funny little _____.
Tra-la-la, La-la-la-la-la-la
Silly little pig.

Once I saw a goat,
And it wore a funny little _____.
Tra-la-la, La-la-la-la-la-la
Silly little goat.

32

ACTIVITY 9: Mouse House *Game included

Materials
 game board (pages 24 and 25)
 place marker for each player
 number die (see page 26)

Set-Up
 • Make a copy of the game board and number die. Construct the die by folding along the
dotted lines and using tape to attach the die tabs to the die squares.

To Play

1. Each player chooses a place marker and puts it on START (the mouse).
2. The first player throws the die and moves his or her marker along the game board path the
number of spaces on the die. (The object of the game is to help the mouse find its house.)
3. If the player lands on a picture square, he or she then states the name of the picture and a word
that rhymes with the picture's name. For example, if the player lands on the picture of a pig, he or
she might say pig/big.

If the player is unable
to state a rhyming
word, he or she skips
a turn. If the player
lands on a piece of
cheese, he or she
doesn't have to say
anything.
4. Each player con-
tinues in turn. The
first player to reach
FINISH (the mouse
house) wins.

You might wish to
vary the activity by
replacing the picture
squares with new
pictures.

SUGGESTION BOX: The games throughout the book are
not intended to introduce a concept, rather they are designed for
practice and review. The following suggestions will help you adapt
the games for your class:
1. Enlarge game boards, game cards, and other game pieces on a
photocopier, if desired.
2. Paste game boards onto larger pieces of colored construction
paper before decorating and laminating. (When game boards are on
two pages, tape the halves together.)
3. Paste picture cards onto colored index cards, then laminate.
4. Place the games in an accessible area in your classroom and
encourage children to play during free time.
 One of the best ways to teach children how to play the games—
and maximize their gains—is to model when you first use them. This
can be achieved by playing for both players, playing against children
while assisting them, or teaching one group of children how to play
and then having them demonstrate it for their classmates.

Task 2:
Oddity Tasks

Word Family Fun

Task: splitting syllables, beginning, middle, ending sounds

Level 2

Preparation

Copy the Word Family Fun Cards. Cut apart the first four cards, and write the word for each picture and *1* on the back of each card. Laminate the cards, place them in an envelope, and write *1* on the envelope. Repeat this process with the remaining three sets of cards using numbers 2–4. Copy and cut apart the Letter Cards, and laminate them.

# Word Family Fun

How to play

Give a child a set of letter cards and an envelope. Tell the child to name the picture on one of the cards and use the letter cards to spell the word. Have the child choose a new card and name it. Tell the child that he or she will change one of the letter cards to spell the new picture word. Ask the child to repeat this process with the remaining two cards. Give the child a new envelope, and have him or her repeat the activity.

Self-Correcting Feature

All cards have the name of the picture written on the back.

Getting Ready to Read © 2002 Creative Teaching Press

Word Family Fun

b h m c a t
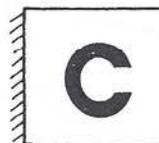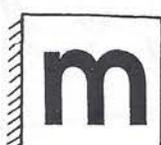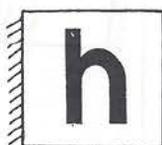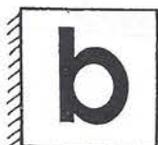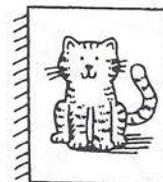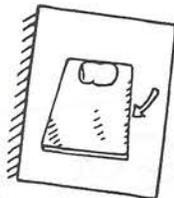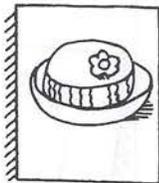
34 *** Puzzles included**

Level 2 (in star)

Onset/Rime Puzzles

Task: splitting syllables

Materials
☆ Onset/Rime Puzzles
   (pages 46—47)
☆ scissors

Preparation

Copy and cut apart the the Onset/Rime Puzzles, and laminate the pieces.



Onset/Rime Puzzles

How to play

Have a child place the puzzle pieces faceup on a flat surface. Tell the child that two pieces fit together to make a picture. Have the child say the onset (all of the sounds in a word that come before the first vowel) and the rime (the first vowel in a word and all the sounds that follow) of the word for the picture, such as /b/ /ike/ for the bike puzzle, as he or she connects the puzzle. Have the child repeat this process with the remaining puzzles.

! Self-Correcting Feature

The two parts of each word fit together to form a complete puzzle.

Getting Ready to Read © 2002 Creative Teaching Press

Onset/Rime Puzzles

Level 2
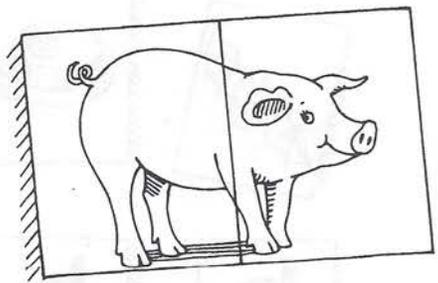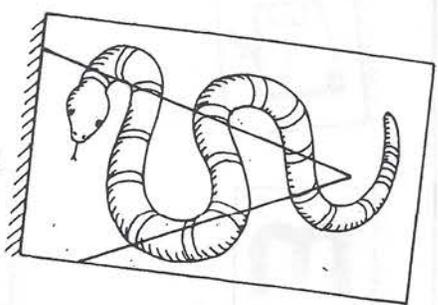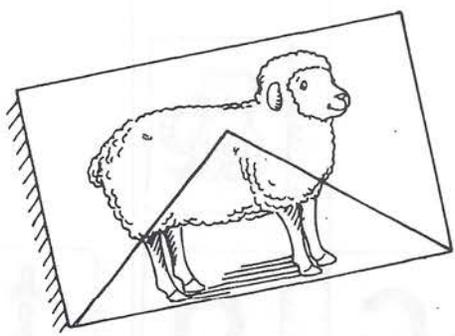
Build a Picture
Task: oral blending

Preparation
Copy the Build a Picture reproducible, cut apart the strips, and laminate them.

Build a Picture

How to play

Scatter the strips for one of the pictures faceup on a flat surface. Have a child connect the strips to form a picture. Tell the child to slowly name the picture as he or she connects the strips. For example, as the child assembles the picture of the cake, he or she would say /c/ /ā/ /k/. Have the child repeat this process to make seven more pictures.
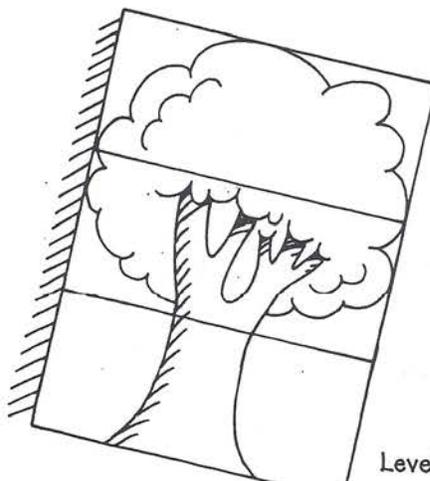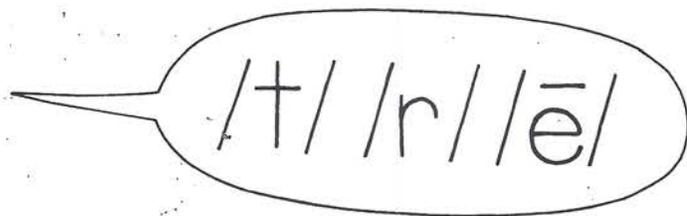
❗ Self-Correcting Feature
The picture will be incomplete if you assemble the wrong pieces.

Build a Picture

/t/ /r/ /ē/

Task 3:
Orally
Blending

ACTIVITY 15: Put It Together

SKILL: oral blending

In *Put It Together*, you will say a word in parts. The children are to orally blend the word parts and say the word as a whole. To add to the playfulness of the activity, use a classroom puppet. Explain to the children that the puppet only likes to say whole words. You will say a word in parts and they are to guess what the puppet will say. The puppet can then provide corrective feedback and model blending, when necessary.

Sample:

Explain to children that you are going to say a word in parts. You want them to listen carefully, and then say the word as a whole. For example, if you say /m/ /a/ /n/, the children are to respond with *man*. Use these and other word parts:

- /m/ /a/ /p/ (map)
- /s/ /u/ /n/ (sun)
- /l/ /i/ /k/ (lick)
- /f/ /i/ /t/ (fit)
- /k/ /a/ /t/ (cat)

SUGGESTION BOX: Model for children how to blend sounds into words. For example, you might say, "I'm going to say a word very slowly, sound by sound. Then I'll say the word a bit faster. Finally, I'll say the word the way it is usually said. For example, if I hear the word parts /m/ /a/ /t/, I can blend them together like this: *mmmmmaaaaaat, mmaat, mat*." Begin the modeling of blending with short CVC words (i.e., *sat, sun, map*) that start with continuous consonants such as *m, s, l, f,* and *r*. These sounds can be sustained without distortion and make it easier for children to discriminate and blend the sounds.

To help children visually note when you change from sound to sound as you blend the word, add movements. For example, you might move your hands from right to left as you change from sound to sound. Another technique is called "arm blending." Extend your left arm. Using your right hand, move your hand down your arm as you go from sound to sound in the word being blended. "Touch down" on the arm at each new sound. Have the children practice arm blending when they orally blend words. Left-handed children should extend their right arms.

Use the following sequence for *Put It Together* throughout the weeks of instruction:

Level 1: blend words syllable by syllable

Example: sand . . . wich (sandwich)

Level 2: blend words by onset and rime

Example: /m/ . . . ap (map)

Note: A reverse of this level is to blend the first part of the word and then the final sound, such as ca . . . /t/.

Level 3: blend words phoneme by phoneme

Example: /m/ /a/ /n/ (man)

ACTIVITY 16: Sound It Out ....

SKILL: oral blending

Write the song "Sound It Out" on chart paper. Sing the song to the tune of "If You're Happy and You Know It." At the end of the song, say a word in parts for children to orally blend. For example, /s/ . . . *at*. Then sing the song several times. At the end of each singing, point to a child to provide word parts for the class to blend.
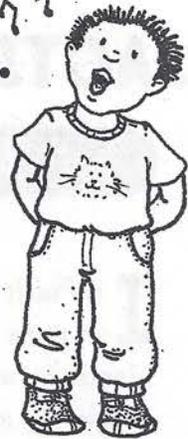
Sound It Out
If you have a new word, sound it out.
If you have a new word, sound it out.
If you have a new word,
Then slowly say the word.
If you have a new word, sound it out.

> "In order to benefit from formal reading instruction, children must have a certain level of phonemic awareness. Reading instruction, in turn, heightens their awareness of language. Thus, phonemic awareness is both a prerequisite for and a consequence of learning to read." (Yopp, 1992)

ACTIVITY 17: Old MacDonald Had a Box ....

SKILL: oral blending

Write the song "Old MacDonald Had a Box" on chart paper. Explain to children that this is a different version of the popular song "Old MacDonald Had a Farm." Track the print as you sing. Sing the song several times. During each singing, orally segment a different one-syllable word for children to orally blend. You might segment the word by onset and rime (/k/ . . . an) or phoneme by phoneme (/k/ /a/ /n/) depending on the children's instructional level. The following word parts can be used: /p/ . . . en, /s/ . . . ock, /m/ . . . p, /h/ . . . at, /r/ /o/ /k/, /t/ /o/ /p/, /f/ /a/ /n/, /b/ /a/ /t/.

Old MacDonald Had a Box
Old MacDonald had a box, E-I-E-I-O.
And in the box he had a /k/ . . . an, E-I-E-I-O
With a <u>can</u>, <u>can</u>, here
And a <u>can</u>, <u>can</u> there,
Here a <u>can</u>, there a <u>can</u>,
Everywhere a <u>can-can</u>.
Old MacDonald had a box, E-I-E-I-O.

> **As a variation**, sing the original version of "Old MacDonald Had a Farm." Then have children change the E-I-E-I-O part by singing a rhyming counterpart, such as SE-SI-SE-SI-SO or ME-MI-ME-MI-MO.

ACTIVITY 18: Guess It!

SKILL: oral blending

The *Guess It!* game can be played in many ways. In this version of the game, you will orally segment the name of an animal. Children must guess the animal's identity. For example, you might tell children that you are thinking of the names of farm animals. The children must guess each animal's name.

Sample:

Teacher: I'm thinking of an animal. It's a /p/ . . . ig. What am I thinking of?
*Children:* A pig!

Continue with other categories such as zoo animals, classroom objects, numbers, colors, or household items.

As a variation, place the picture cards from pages 28 and 29 in a bag. Draw out one picture at a time. Tell children that you see a /k/. . . at, for example. Children are to orally blend the word parts to guess the picture name. Display the picture card for children to check their responses. Then invite children to be the "teacher" and segment the words for the class to guess. When children become skilled at segmenting and blending words by onset and rime, repeat the activity asking them to segment and blend the words phoneme by phoneme.

ACTIVITY 19: Draw It

SKILL: oral blending
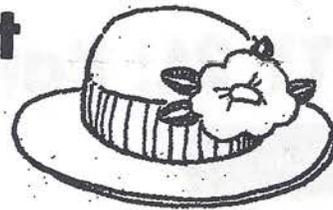
Have children divide a sheet of paper into fourths. Then orally segment the name of an easily drawn object, such as a *hat*. Children will orally blend the word parts and then draw the picture in one section of the paper. In the early exercises, segment the words by onset and rime, such as /h/ . . . at. In later exercises segment the words phoneme by phoneme, such as /h/ /a/ /t/. Begin with two- or three-phoneme names (i.e., tie—/t/ /ī/; kite—/k/ /ī/ /t/) and progress to four-phoneme names (i.e., box—/b/ /o/ /k/ /s/).

ACTIVITY 20: Mystery Sentences ....

SKILL: oral blending

R ead aloud sentences from a book, or sentences that you create. In each sentence choose one word to read in sound segments instead of as a whole word. The children must orally blend the word and then say it. Use sentences in which the children cannot guess the word based on context clues.

Sample:

Teacher: I gave it water when it was /h/ /o/ /t/.
When it was what?

Class: hot!

Use these and other sentences:

- I put a /p/ /e/ /n/ on the table. What did I put on the table? (a pen)
- The boy ran to the /b/ /u/ /s/. The boy ran to the what? (the bus)
- She is /f/ /ī/ /v/ years old. How old is she? (five years old)
- He found his red /s/ /o/ /k/. What did he find? (his red sock)
- I gave him my favorite /g/ /ā/ /m/. I gave him my favorite what? (game)

ACTIVITY 21: Name Game ....

SKILL: oral blending

W hen lining up children for recess or lunch, practice blending. Say a child's name in parts, such as /s/...am. The child whose name is segmented can get in line as the class blends the word parts to say their classmate's name.

Task 4:

Orally

Segment

.... ACTIVITY 22: What's the Sound?

SKILL: oral segmentation

Write the song "What's the Sound?" on chart paper. Sing the song to the tune "Old MacDonald Had a Farm." Track the print as you sing. Sing the song several times, encouraging children to join in. During later singings, replace the words *sad* and *silly* with the following: *mop* and *money*, *leaf* and *lucky*, or *ten* and *table*.

What's the Sound?

What's the sound that these words share?
Listen to these words.
<u>Sad</u> and <u>silly</u> are these two words.
Tell me what you've heard. (sssssss)
With a /s/, /s/ here, and a /s/, /s/ there,
Here a /s/, there a /s/, everywhere a /s/, /s/.
/s/ is the sound that these words share.
We can hear that sound!

.... ACTIVITY 23: Can You Say?

SKILL: oral segmentation

Write the song "Can You Say?" on chart paper. Sing the song to the tune of "Happy Birthday." Track the print as you sing. Sing the song several times. Each time, replace the word *rabbit* with one of the following words: *mitten*, *happen*, *tablet*, *yellow*. Pause to provide children time to isolate the ending sound in each word. It might be necessary to emphasize the ending sound of each word for children having difficulties.

Can You Say?

Can you say the last sound?
Can you say the last sound?
It's the last sound in <u>rabbit</u>.
Can you say the last sound?

ACTIVITY 24: First Sound First

SKILL: oral segmentation

Ask children to listen to the following set of words: *sat, send, sick*. Point out that all these words start with the same sound. This sound is /s/. Tell children that you want them to listen carefully to each new set of words you say. They are to then tell you what the first sound is in these words. Finish the activity by having children state other words that begin with the sound.

Sample:

"Can you tell me what the first sound is in *fish, foot, fan*? That's right, it's /f/. What other words do you know that begin with /f/?"

> **SUGGESTION BOX:** An early activity to begin working toward full segmentation of words is to have children segment just the first sound in a word. The children can then repeat, or reiterate, the sound. These iteration, or sound repetition, activities may be beneficial. Popular songs can be modified to include iterations. For example, when singing "Pop Goes the Weasel," have children sing "P-p-p-p-POP goes the weasel!" for the final line in the song.

Use these and other word sets: *man, mop, mitten; leaf, leg, lock; rabbit, run, rock;* and *ball, barn, big.*

ACTIVITY 25: Last Sound Last

SKILL: oral segmentation

Ask children to listen to the following set of words: *house, bus, mess.* Point out that all these words end with the same sound. This sound is /s/. Tell children that you want them to listen carefully to each set of words you say. They are to then tell you what the last sound is in these words. Finish the activity by having children state other words that end with the sound.

Sample:

"Can you tell me what the last sound is in *foot, bat, pet*? That's right, it's /t/. What other words do you know that end with /t/?"

Use these and other word sets: *fun, pen, moon; top, cup, soap; pig, leg, bug;* and *sack, rock, lick.*

ACTIVITY 26: Segmentation Cheer

SKILL: oral segmentation

Write "Segmentation Cheer" on chart paper and teach children the cheer. Change the words in the third line of the first stanza each time you say the cheer. The children are to segment this word sound by sound. You might wish to use these words in subsequent cheers: *soap, read, fish, lime, make, mop, ten, rat, pig, cat, dog, lip.*

SEGMENTATION CHEER
Listen to my cheer.
Then shout the sounds you hear.
Sun! Sun! Sun!
Let's take apart the word sun!

Give me the beginning sound.
    (Children respond with /s/.)
Give me the middle sound.
    (Children respond with /u/.)
Give me the ending sound.
    (Children respond with /n/.)

That's right!
/s/ /u/ n/—Sun! Sun! Sun!
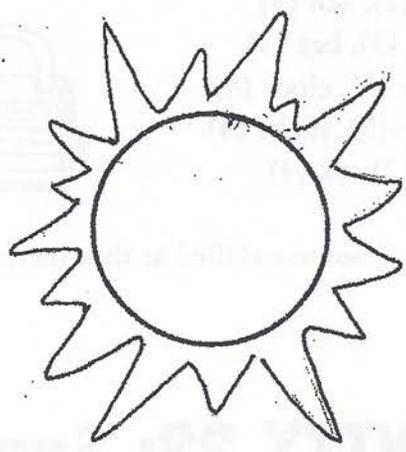
"It is unlikely that children lacking phonemic awareness can benefit fully from phonics instruction since they do not understand what letters and spellings are supposed to represent." (Juel, Griffith, & Gough, 1986)

43

ACTIVITY 27: Big, Bigger, Biggest..............

Using the picture cards on pages 28 and 29, or pictures cut out from magazines, display two pictures. Ask children to count how many sounds they hear in each picture name. Then have children select the picture whose name has the most sounds. For example, if the two pictures are *pie* and *cat* the children would count two sounds for *pie* (/p/ /ī/) and three sounds for *cat*, (/k/ /a/ /t/). They would then choose *cat*, because it has more sounds. Continue with the following picture sets.

- tie (2), sun (3)
- leaf (3), bee (2)
- lock (3), clock (4)
- soap (3), snake (4)
- tie (2), six (4)
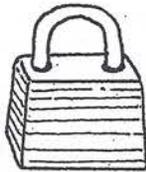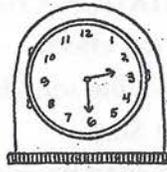
3 4

When children become skilled at this, increase the number of pictures to three.

ACTIVITY 28: Secret Sound ....

Explain to children that you are going to play a word game. You will say three words. You want them to listen closely and tell you what sound they hear that is the same in all the words. For example, if you say *teeth*, *bean*, and *feet*, children will respond with /ē/. Make sure the target sound is in the same position (initial, medial, or final) in all the words. Use the following word sets:

- sun, sick, send
- tell, top, tan
- ship, shark, shoe
- game, pain, late
- soap, road, note
- sight, ride, life
- team, game, home
- robe, cab, web
- doll, well, hill

ACTIVITY 38: First Prize....

SKILL: oral segmentation (game)

Materials

game board (see pages 52 and 53)
number die (see page 26)
place marker for each player

Setup

- Make a copy of the game board and number die. Construct the die by folding along the dotted lines and using tape to attach the die tabs to the die squares.

To Play

1. Each player chooses a place marker and puts it on START (the beginning of the search for first prize).
2. The first player throws the die and moves his or her marker along the game-board path the number of spaces on the die.
3. The player then states the name of the picture, repeating the first sound in the word. For example, if the player lands on the picture of the sun, he or she would say *s-s-sun*. If the player is unable to segment the first sound, he or she loses a turn.
4. Each player continues in turn. The first player to reach FINISH (the first-prize trophy) wins.

"The combination—learning to separate and blend sounds while also learning how the alphabetic code represents sound—is a powerful union and the most likely to result in the greatest learning." (Fox, 1996)

Task 5:

Phonemic

Manipulation

Activity 39: Initial Sound Switch

SKILL: phonemic manipulation (initial sound substitution)

Explain to children that you are going to play a word game. They are going to make new words by replacing the first sound in each word you say with /s/. For example, if you say the word *hand*, children are to say *sand*. Continue with these and other words:

hit	well	funny	bun
mad	bend	rat	rope

After children become skilled at substituting initial consonant sounds, repeat the same activity. This time have children substitute final consonant sounds (i.e., replace the last sound in *man* with /p/—*map*) and then medial vowel sounds (i.e., replace the middle sound in *ride* with /ō/—*rode*).

> **SUGGESTION BOX:** Model for children how to substitute a sound and make a new word. For example, explain to children that you are going to take a word and make new words using it. You might say "I can make a new word. I can take the /s/ off *sit*, put on a /p/, and I have a new word—*pit*. Can you take the /s/ off *sat* and put on a /m/ to make a new word? What is the new word?" (mat)

46

ACTIVITY 40: Row Your Boat

SKILL: phonemic manipulation

Write the song "Row Your Boat" on chart paper. Have children sing the song a few times. Then tell children that you will sing it again, but this time you will change the line "Merrily, merrily, merrily, merrily" to "Serrily, serrily, serrily, serrily." To illustrate this, write the word *merrily* on the chalkboard, erase the letter *m*, and replace it with the letter *s*. This will help to illustrate that if you replace one sound in a word, you have a new word. Pronounce the nonsense word formed. Continue singing the song. Each time, change the first letter in the word *merrily* to create a new third line. You might choose to use the nonsense words *werrily*, *jerrily*, and *berrily*.

Row Your Boat

Row, row, row your boat,
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.

You can do this same type of phonemic manipulation with other popular children's songs. These include the following:

• "I've Been Working on the Railroad": Substitute the initial sounds in "Fe-Fi-Fiddly-i-o" to make "Me-Mi-Middly-i-o" or "Se-Si-Siddly-i-o" and so on.
• "Happy Birthday": Substitute the initial sound throughout with /b/ to create lines such as "Bappy Birthday bo boo." In addition, you might substitute each syllable in the song with *la, lo, pa, bo,* or *ta.*

> **SUGGESTION BOX:** The following books and songs contain examples of phonemic manipulation:
>
> *There's a Wocket in My Pocket* by Dr. Seuss (Random House, 1989)
> *The Cow That Went Oink* by Bernard Most (Harcourt Brace, 1990)
> *Don't Forget the Bacon* by P. Hutchins (Morrow, 1976)
> *Zoomerang a Boomerang: Poems to Make Your Belly Laugh* by Caroline Parry (Puffin Books, 1993)
>
> "Apples and Bananas" from *One Light, One Sun* by Raffi (Crown Books, 1990)
> "Willaby Wallaby Woo" from *Singable Songs for the Very Young* by Raffi (Troubadour Records Ltd., 1976)

ACTIVITY 41: Sound Switcheroo

SKILL: phonemic manipulation

Explain to children that you will say a word. You want them to listen carefully to the sounds in the word. You will then play switcheroo with one of these sounds. That is, you will change one sound in the word—the beginning, middle, or ending sound. You want them to tell you which sound was switched. For example, if you say *mat* and then *sat*, children should respond that /m/ was switched with /s/. Continue with the following word pairs:

- man/pan
- fan/fat
- run/sun
- hat/hot
- pick/pack

- ball/bell
- leaf/loaf
- pig/pin
- fish/dish
- gate/game

- tap/tape
- van/ran
- zip/lip
- cup/cap
- hot/hop

ACTIVITY 42: Consonant Riddles

SKILL: phonemic manipulation (initial sound substitution)

Explain to children that they are going to play a consonant riddle game. You will say a word. They are to think of a word that rhymes with your word and starts with a given sound. For example,

> *Teacher*: What rhymes with *pat* and starts with /s/?
> *Children*: sat

Continue with these and other riddles:
What rhymes with *hit* and starts with /s/? (sit)
What rhymes with *land* and starts with /h/? (hand)
What rhymes with *pick* and starts with /s/? (sick)
What rhymes with *fun* and starts with /r/? (run)

ACTIVITY 43: Sound of the Day ....

SKILL: phonemic manipulation (initial sound substitution)

Select a "Sound of the Day," such as /l/. Throughout the day, say children's names with that sound in place of the first sound. Peter will be called "Leter," Bonnie will be called "Lonnie," and Harry will be called "Larry." You may wish to take attendance this way and may want to encourage each child to experiment with saying his or her classmates' names with the sound of the day.

ACTIVITY 44: Picture Search ....

SKILL: phonemic manipulation (initial sound deletion)

Display a picture or a favorite page in a trade book. Explain that you will say the name of an object, animal, or person in the picture. However, you will say the name without its first sound. You want the children to guess the correct name. For example, if you see a picture of a dog, you would say *og*.

ACTIVITY 45: Sound Search ....

SKILL: phonemic manipulation

Say a three-phoneme word and the sound you are searching for. For example, say *feet* and ask for the first sound (/f/), or *fun* and ask for the middle sound (/u/). Use the following words and "Sound Search" questions:

- *leaf*: What's the middle sound? (/ē/)
- *sell*: What's the beginning sound? (/s/)
- *top*: What's the ending sound? (/pl/)
- *pan*: What's the middle sound? (/a/)

- *yes*: What's the beginning sound? (/y/)
- *wet*: What's the middle sound? (/e/)
- *make*: What's the middle sound? (/ā/)
- *rose*: What's the ending sound? (/z/)