PHONOLOGICAL AWARENESS

Level 1

PROJECT READY
MOUNT ST. JOSEPH UNIVERSITY

Level 1 *PA activities only

The Phonological Awareness (PA) portion of the group instruction includes activities to support:

· name recognition
· oral language skills
· phonological awareness
· phonemic awareness

PA instruction should take approximately 6 minutes to complete.
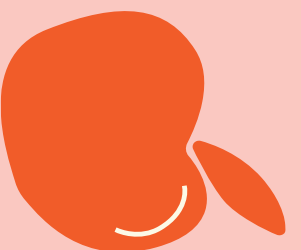
Lesson Outline

***begin each lesson with the name activity introduced at the beginning of each level**

Explain: Tell students what they will be doing during the activity

Model: Demonstrate the activity

Practice: Have students practice the activity with teacher support

Expand: Use when students need a challenge

In the Classroom

Ideas for incorporating these concepts throughout the day to reinforce new vocabulary

R

Reinforcement Lesson

These lessons provide reinforcement of previously introduced concepts. Only use these lessons if students need more practice.

Error Correction Procedure

When students make mistakes, use the following procedures to provide corrections. *Repeat this process as needed.

Model: Demonstrate the correct response.
Practice: Have students practice the activity with teacher support.
Praise: Provide verbal reinforcement to students.

LESSON 1: SENTENCE SEGMENTING: MY NAME

Materials: My name is _____ page and name cards with children's names.

Outline of Activity:

Explain: Show children the My name is _____ page and explain that this is a sentence. Point out the words and punctuation. Tell them: *"We are going to say this sentence together and clap each word. When we come to a friend's name we will point to that friend."*

Model: Display the teacher's name tag as you demonstrate the activity. Clap for each word and then point to yourself when your name is read. Have the children do it with you.

Practice: Repeat the activity with the children doing it with you for each child's name. Add their name tag when it is their turn.

Expand: After you clap each name give each child their nametag. Have them look at their name and point to the first letter and name their first letter.

My name is _____.

LESSON 2: BASIC VOCABULARY PREPOSITIONS & COMPLETE SENTENCES

Materials: Dog Finger Puppet, Small Box

*Begin with _My name is_ _____ activity from lesson 1

"Put your garbage IN the garbage can."

Outline of Activity:

Explain: _"I am going to give you each a little animal and we are going to practice placing the animal: on the box, in the box, next to the box..."_

Model: As you are saying the directions, act out the direction words with your animal.

Practice: Give each child an animal, call out a direction and together (you have an animal too, guiding the correct placement) place the animal in different positions and have the child say a complete sentence. Example: _"The dog is in the box."_ Make sure you have the child repeat the sentence after you so they practice saying the sentence as well as placing the animal in the correct spot.

*Using the different direction words, support students to say and place the animal in the correct spot: _on, in, over, under, next to, behind, in front of_

Expand: Let the children suggest directions.

⭐ Error Correction Procedure

Model: The dog is IN the box."
Practice: "Do it with me. Put the dog in the box."
Praise: "Good! The dog is in the box."

LESSON 3: BASIC VOCABULARY
ORDER OF OBJECTS: FIRST & LAST

*Begin with **My name is** _____ **activity from lesson 1**

Materials: Dog Finger Puppets (used as pointers)

Outline of Activity:

Explain: "We are going to practice pointing to which animal is first and last in line." (Hand out dog puppets for students to use as pointers)
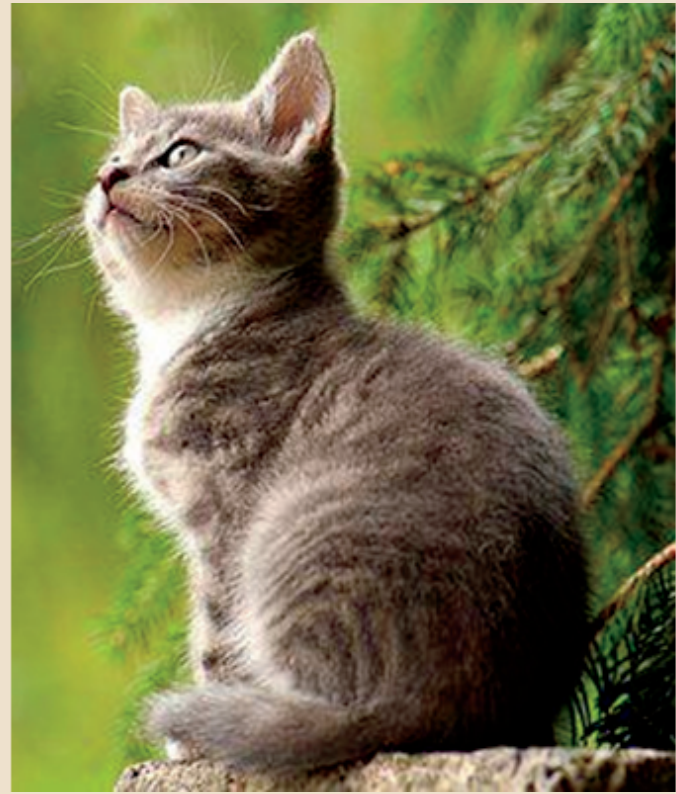
Model: Show students the line of animals. Point to each animal and say its name. "This is a cow. The cow is first in line. This is a dog. This is a cat, and this is a pig. The pig is last in line."

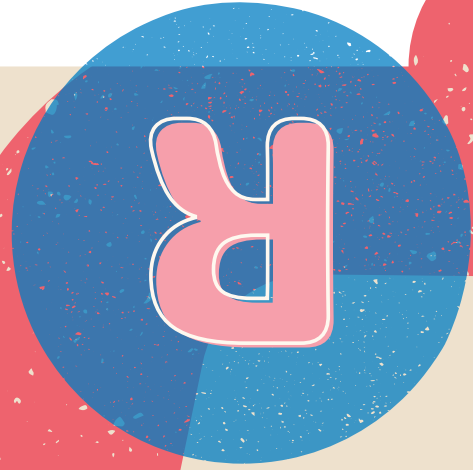Practice: "Point to the animal that is first in line. Point to the animal that is last in line."

Expand: Have students say which animal is first and last in line.

⭐ **Error Correction Procedure**

Model: Point "The cow is first. This is first."

Practice: "Point with me. Which animal is first?"

Praise: "Good! The cow is first!"

LESSON 3A: BASIC VOCABULARY
ORDER OF OBJECTS: FIRST & LAST

R

Materials: Dog Finger Puppets (used as pointers)

*Begin with *My name is* _____ **activity from lesson 1**

"Who is FIRST in line? Who is LAST in line?"

Outline of Activity:

<u>Explain</u>: "We are going to practice pointing to which animal is first and last in line." (Hand out dog puppets for students to use as pointers)

<u>Model</u>: Show students the line of animals. Point to each animal and say its name. "This is a cat. The cat is first in line. This is a pig. This is a cow, and this is a dog. The dog is last in line."

<u>Practice</u>: "Point to the animal that is first in line. Point to the animal that is last in line."

<u>Expand</u>: Have students say which animal is first and last in line.

Error Correction Procedure

<u>Model</u>: Point "The cat is first. This is first."

<u>Practice</u>: "Point with me. Which animal is first?"

<u>Praise</u>: "Good! The cat is first!"
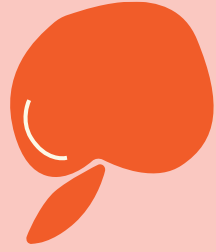
LESSON 3B: BASIC VOCABULARY
ORDER OF OBJECTS: FIRST & LAST

R

Materials: Dog Finger Puppets (used as pointers)

***Begin with My name is** _____ **activity from lesson 1**

"Who is FIRST in line? Who is LAST in line?"

Outline of Activity:

Explain: "We are going to practice pointing to which animal is first and last in line." (Hand out dog puppets for students to use as pointers)

Model: Show students the line of animals. Point to each animal and say its name. "This is a pig. The pig is first in line. This is a dog. This is a cat, and this is a cow. The cow is last in line."

Practice: "Point to the animal that is first in line. Point to the animal that is last in line."

Expand: Have students say which animal is first and last in line.
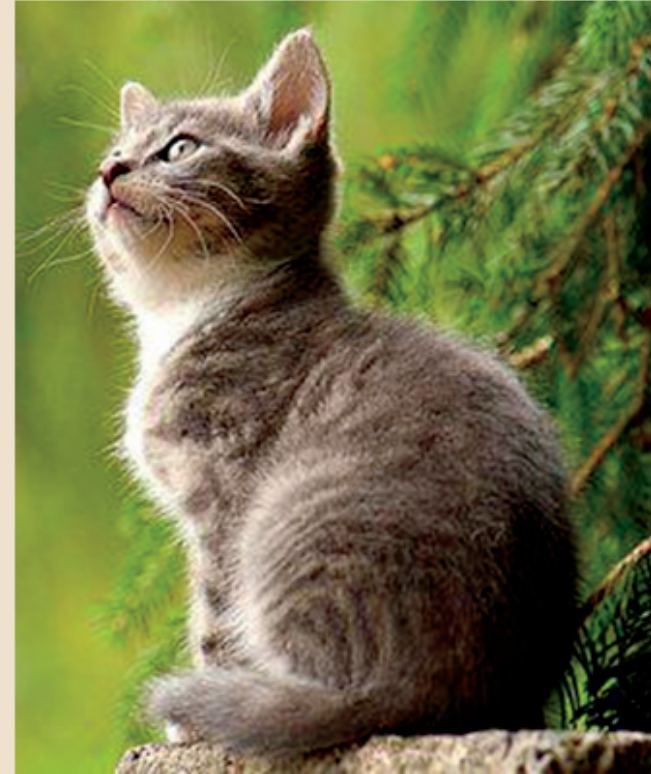
Error Correction Procedure

Model: Point "The pig is first. This is first."

Practice: "Point with me. Which animal is first?"

Praise: "Good! The pig is first!"

Begin with *My name is* _____ activity from lesson 1

"Who is FIRST in line? Who is LAST in line?"

Materials: Dog Finger Puppets (used as pointers)

Outline of Activity:

Explain: "We are going to practice pointing to which animal is first and last in line." (Hand out dog puppets for students to use as pointers)

Model: Show students the line of animals. Point to each animal and say its name. "This is a dog. The dog is first in line. This is a pig. This is a cow, and this is a cat. The cat is last in line."

Practice: "Point to the animal that is first in line. Point to the animal that is last in line."

Expand: Have students say which animal is first and last in line.
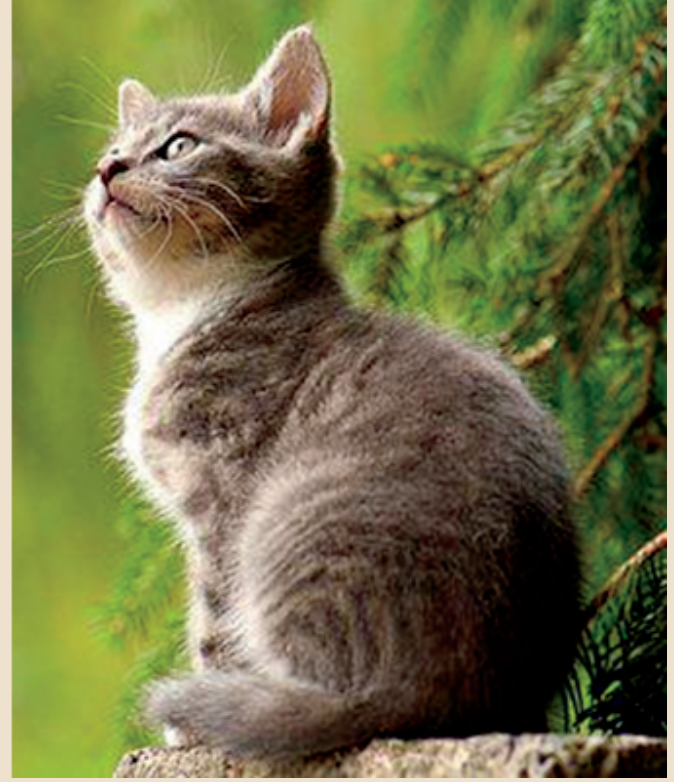
⭐ **Error Correction Procedure**

Model: Point "The dog is first. This is first."

Practice: "Point with me. Which animal is first?"

Praise: "Good! The dog is first!"

LESSON 4: USING SAME & DIFFERENT

*Begin with *My name is* _____ activity from lesson 1

Materials: Dog Finger Puppets (used as pointers)

During snack time identify which items are the same and which are different.

Outline of Activity:

Explain: "We are going to practice pointing to animals that are the same and different."

Model: Show students the line of animals. Point to each animal and say its name. "This is a cat. This is a cat, and it is the same. This is a squirrel, and it is not the same as the cat. It is different."

Practice: "Point to the animal down here that is the same as this. Good! Point to the animal that is different."

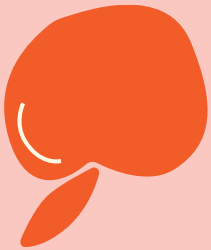Expand: Have students name the items that are the same and different. Encourage the use of complete sentences.

Error Correction Procedure

Model: Point "This is a cat. This cat is the same."

Practice: "Point with me. Which animal is the same?"

Praise: "Good! The cat is the same!"

R LESSON 4A: USING SAME & DIFFERENT

*Begin with *My name is* _____ activity from lesson 1

Materials: Dog Finger Puppets (used as pointers)

During snack time identify which items are the same and which are different.

Outline of Activity:

Explain: "We are going to practice pointing to animals that are the same and different."

Model: Show students the line of animals. Point to each animal and say its name. "This is a squirrel. This is a squirrel, and it is the same. This is a cat, and it is not the same as the cat. It is different."

Practice: "Point to the animal down here that is the same as this. Good! Point to the animal that is different."

Expand: Have students name the items that are the same and different. Encourage the use of complete sentences.
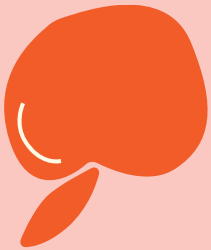
⭐ **Error Correction Procedure**

Model: Point "This is a squirrel. This squirrel is the same."

Practice: "Point with me. Which animal is the same?"

Praise: "Good! The squirrel is the same!"

R LESSON 4B: USING SAME & DIFFERENT

*Begin with *My name is* _____ activity from lesson 1

Materials: Dog Finger Puppets (used as pointers)

During snack time identify which items are the same and which are different.

Outline of Activity:

Explain: "We are going to practice pointing to animals that are the same and different."

Model: Show students the line of animals. Point to each animal and say its name. "This is a wolf. This is a wolf, and it is the same. This is a toad, and it is not the same as the wolf. It is different."

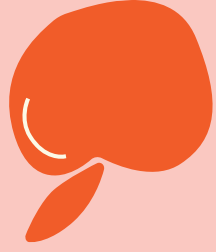Practice: "Point to the animal down here that is the same as this. Good! Point to the animal that is different."

Model: Point "This is a wolf. This wolf is the same."

Practice: "Point with me. Which animal is the same?"

Praise: "Good! The wolf is the same!"

⭐ Error Correction Procedure

Expand: Have students name the items that are the same and different. Encourage the use of complete sentences.

LESSON 4C: USING SAME & DIFFERENT

R

***Begin with *My name is* _____ activity from lesson 1**

Materials: Dog Finger Puppets (used as pointers)

During snack time identify which items are the same and which are different.

Outline of Activity:

Explain: "We are going to practice pointing to animals that are the same and different."

Model: Show students the line of animals. Point to each animal and say its name. "This is a toad. This is a toad, and it is the same. This is a wolf, and it is not the same as the toad. It is different."

Practice: "Point to the animal down here that is the same as this. Good! Point to the animal that is different."

Expand: Have students name the items that are the same and different. Encourage the use of complete sentences.
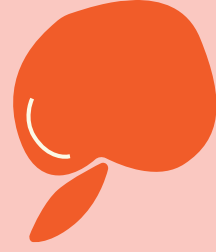
Error Correction Procedure

Model: Point "This is a toad. This toad is the same."

Practice: "Point with me. Which animal is the same?"

Praise: "Good! The toad is the same!"

LESSON 5: LISTENING TO SOUNDS IN THE ENVIRONMENT - ANIMAL SOUNDS

*Begin with My name is _____ activity from lesson 1

Materials: Dog Finger Puppets (used as pointers)

Outline of Activity:

<u>Explain</u>: "We are going to practice using our ears to listen to animal sounds and then point to which animal makes that sound."

<u>Model</u>: Show students the line of animals. Point to each animal and say its name. "This is a dog. The dog says 'woof'. This is a pig. The pig says 'oink'. This is a cow. The cow says 'moo'. This is a cat. The cat says 'meow'."

<u>Practice</u>: "Point to the animal that says _____. Good!"

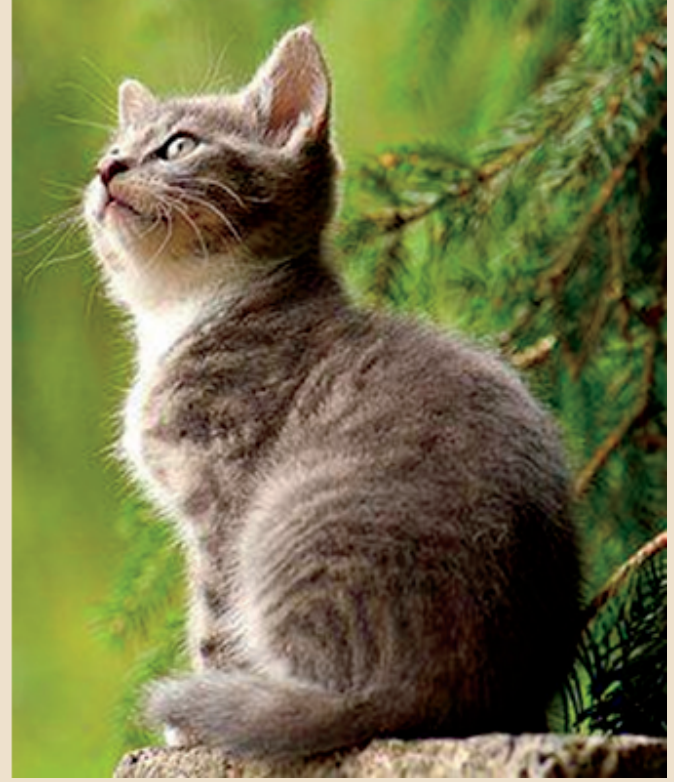<u>Expand</u>: Have students take turns making animal noises for their friends to identify.

⭐ Error Correction Procedure

<u>Model</u>: Point "This is a cat. The cat says 'meow'."

<u>Practice</u>: "Point with me. Which animal says 'meow'?"

<u>Praise</u>: "Good! The cat says 'meow'!"

LESSON 5A: LISTENING TO SOUNDS IN THE ENVIRONMENT - 2 ANIMAL SOUNDS

*Begin with *My name is* _____ activity from lesson 1

Materials: Dog Finger Puppets (used as pointers)

Outline of Activity:

Explain: "We are going to practice using our ears to listen to animal sounds and then point to which animal makes that sound."

Model: Show students the line of animals. Point to each animal and say its name. "This is a dog. The dog says 'woof'. This is a cat. The cat says 'meow'. This is a pig. The pig says 'oink'. This is a cow. The cow says 'moo'. I am going to say 2 animal sounds, and I want you to point to which animal sound I make first and last. I'll go first."

Practice: "Point to the animals that say "Meow. Woof. Good!"

Expand: Have students take turns making animal noises for their friends to identify.

⭐ Error Correction Procedure

Model: Point "I said 'meow first. So I point to the cat. I said 'woof' last, so I point to the dog."

Practice: "Point with me. Which animals say 'meow', 'woof'?"

Praise: "Good! The cat is first and the dog is last!"
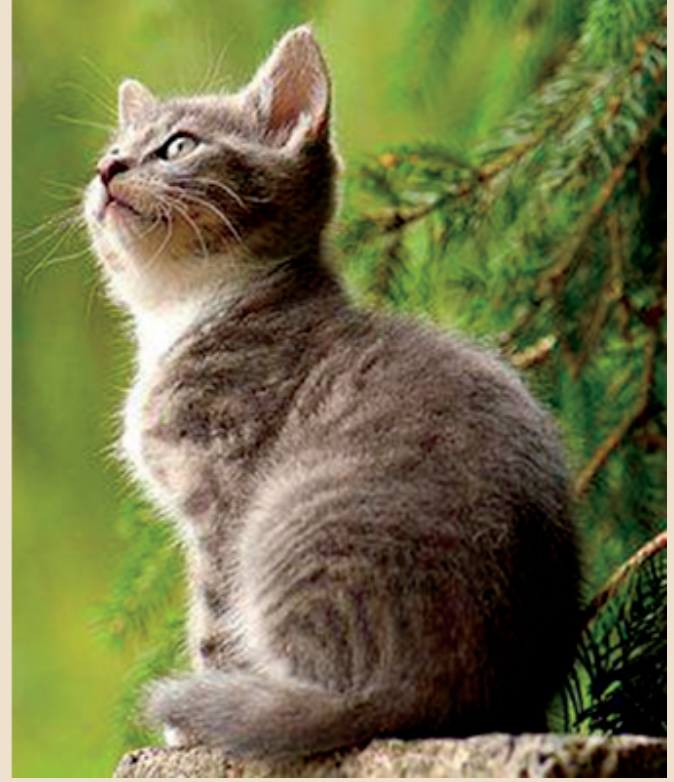
LESSON 5B: LISTENING TO SOUNDS IN THE ENVIRONMENT - REPEAT THE SOUND SEQUENCE

R

Begin with My name is _____ *activity from lesson 1*

Materials: none

Outline of Activity:

Explain: "We are going to practice making sounds. I will say a sound, and you will repeat after me."

Model: Start with having students repeat one sound, and then increase to 2 or 3 sounds as students are ready.

Practice: "Repeat after me. (make a sound- could be animal noises or other sounds). Good! Now I am going to make 2 noises. Repeat after me."

Expand: Have students take turns making noises for their friends to repeat. Focus on which sound was first and last.

Error Correction Procedure

Model: "Repeat after me" (repeat sound)
Practice: "Say it with me."
Praise: "Good!"

LESSON 6: SILLY SENTENCES

*Begin with *My name is* _____ activity from lesson 1

Materials: Dog Finger Puppet (Teacher uses it)

Outline of Activity:

Explain: "'This is my friend, Daisy Dog. She is very silly. No matter what, Daisy always says silly things. She can't help it! See if you can figure out what is silly in the sentences Daisy says."

Model: "I will say the sentence first, and it will NOT be silly. Then Daisy will change the sentence to make it silly."

Teacher: "My mom walked me to school."
Sally: "My dinosaur walked me to school."
Teacher: "How did Daisy make my sentence silly?"

Practice: Continue the game with more silly sentences.

(flip the page to continue)

⭐ **Error Correction Procedure**

Model: "I said _____. Daisy said _____.
She made it silly by saying _____."
Practice: "How did Daisy make the sentence silly?"
Praise: "Good!"

Error Correction Procedure

Model: "I said ____. Daisy said ____. She made it silly by saying ____."

Practice: "How did Daisy make the sentence silly?"

Praise: "Good!"

Practice:

I love my pet dog. (dog – octopus)

My favorite food is pizza. (pizza – sand)

LESSON 6: SILLY SENTENCES

LESSON 6A: SILLY SENTENCES

R

*Begin with **My name is** _____ activity from lesson 1

Materials: Dog Finger Puppet (Teacher uses it)

Outline of Activity:

Explain: "'This is my friend, Daisy Dog. She is very silly. No matter what, Daisy always says silly things. She can't help it! See if you can figure out what is silly in the sentences Daisy says."

Model: "I will say the sentence first, and it will NOT be silly. Then Daisy will change the sentence to make it silly."

Practice:

Cows live on a farm. (cows-elephants)

Juan rode his bike to the park (bike-pineapple)

Error Correction Procedure

Model: "I said _____. Daisy said _____.
She made it silly by saying _____."

Practice: "How did Daisy make the sentence silly?"

Praise: "Good!"

R
LESSON 6B: SILLY SENTENCES

*Begin with *My name is* _____ activity from lesson 1

Materials: Dog Finger Puppet (Teacher uses it)

Outline of Activity:

Explain: "'This is my friend, Daisy Dog. She is very silly. No matter what, Daisy always says silly things. She can't help it! See if you can figure out what is silly in the sentences Daisy says."

Model: "I will say the sentence first, and it will NOT be silly. Then Daisy will change the sentence to make it silly."

Practice:
The children went swimming in the pool. (pool-pudding).

The dog barked at the mail carrier. (dog-cat)

⭐ **Error Correction Procedure**

Model: "I said _____. Daisy said _____.
She made it silly by saying _____."
Practice: "How did Daisy make the sentence silly?"
Praise: "Good!"