



Professional Learning Module
Integrating Learning Throughout the Preschool Day

Integrating Phonological Awareness

Classroom Snapshot:

Lucas was looking over his learning goals for the day. The curriculum lesson for phonological awareness focused on blending compound words. He thought the children were doing a good job putting two words together to make a new word, but he wasn't sure since the children responded all together. He also wondered how he could provide extra support for the blending of two words other than what his curriculum lesson plan suggested.

He decided to do a transition activity that would focus on the blending skill with each child as they lined up for outside centers. He would give each child two words like *foot* and *ball* and ask "what word?" He would ask his teaching partner, Ms. Joy, to write down the names of the children that struggled with the task.

He remembered the compound word puzzles that he made at a recent phonological awareness workshop. He would demonstrate how to play the game by calling a few children over to join him on the carpet. When most of the children had played the game, he would add it to the game center for children to use independently.

Feeling good about this activity, he began to think about how to support children with the next task of deleting a word from a compound word. From past experience, he knew some children would have difficulty understanding this task. He decided to introduce this in a small group first instead of doing a whole group lesson. This way he could provide more support to individual children as they learned the new skill.

Integrating Phonological Awareness Throughout the Day

- Play games that help children distinguish individual words within spoken phrases or sentences (e.g., clapping hands together once for each word).
- Say compound words and then leave off first or second part of the compound words (e.g., Teacher says, "say backpack" and the child responds, "backpack." Teacher says, "now say backpack without back" and the child says "pack." Teacher says, "say watermelon" and the child responds, "watermelon." Teacher says, "now say watermelon without melon" and the child says, "water.").
- Have the children find the card that does not start with the same sound as the other three.
- Read rhymes and poems to children on a regular basis throughout the day. Repeat rhymes and poems that children enjoy and use them in a variety of activities.
- Sing rhyming songs and fingerplays with children on a regular basis throughout the day.
- Provide and demonstrate the use of compound word puzzles and picture cards for children to use when practicing blending compound words.

