Write the number of each activity next to the phonological awareness skill it supports.

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| **1**During circle time, the teacher says, "Let's play the ‘Guess the Name’ game.”Teacher starts saying (singing), “Can you get names?” and children repeat it.Teacher says (sings), “Whose name can you get?” and children repeat it.Teacher says (sings), “How about Car-los?” and children say “Car-los.”Teacher says (sings), “Whose name did I say?” and children shout “Carlos.”Repeat this activity with other names.**2**What do you get when you put /p/ with /ig/?MCj03255960000[1]**3**MCj02334270000[1]What do you get when you take /n/ off of “nice?” (Clearly say the word “nice” emphasizing the two sounds in the word /nnnnnn/ “ice”)MCEN00275_0000[1]MCj02508230000[1]**4**“I spy a picture of a /b/ /a/ /l/. Can you find it?” j0299763MPj04308060000[1] | **5**There's a starfish hidden under my bed,Starfish (clap, clap) starfish (clap, clap)Someone took the star; what's left instead?Someone took the star; what's left instead?It's just a fish (clap, clap), a fish (clap, clap) There's a football hidden under my bed...Someone took the foot; what's left instead?Someone took the foot; what's left instead?It's just a ball, (clap, clap) a ballThere's a doorbell hidden under my bed...Someone took the door; what's left instead?Someone took the door; what's left instead? It's just a \_\_\_\_\_\_\_, a \_\_\_\_\_\_\_Note: Each object named can be followed by claps, snaps, or any repeated rhythmic pattern. The door can be knocked on, the bell can be rung, teeth can be brushed, the cow can moo, etc.© Fran Avni. All rights reserved. Used with permission.**6**(Teacher chants the words and children fill in the blank.)“I have a star and I have a fish. When I put them together I have a \_\_\_\_\_\_\_\_\_!”“I have a base and I have a ball. When I put them together I have a \_\_\_\_\_\_\_\_\_\_!”“I have meat and I have a ball. When I put them together I have a \_\_\_\_\_\_\_\_\_\_\_\_!”**7**Hickety Pickety Bumblebee, won’t you say your name for me? (Child says his or her name [e.g. Jenny].)Let’s clap it (Jen- -ny) |
|  2 Use pictures to blend onsets and rimes \_\_7\_\_Orally take apart syllables \_\_1 \_Orally blend syllables \_\_6\_\_Orally blend words \_\_5\_\_Orally take apart words \_\_4\_\_Use pictures to blend phonemes \_\_3\_\_Use pictures to delete onsets |