**Script for Phonological Awareness Deck:**

**Slide 1:***We have structured this course around the early literacy components. That is because, in order to support children’s early literacy development, we need to understand how to support them as we talk, sing, read, write and play in our storytimes. Being intentional around the early literacy components is one way we supercharge our storytimes.*

*This presentation is on Phonological Awareness*

**Slide 2:***Phonological awareness is the ability to hear and play with the smaller sounds in words.*

*Focus on hearing and making SOUNDS, includes:*

*Hearing and making environmental sounds—honking car horn, animal sounds*

*Hearing beginning sounds of words*

*Hearing, recognizing, and making a rhyme*

*Putting syllable sounds together to make a word*

*Clapping syllables*

**Slide 3:**Photo: Surprised black baby boy sitting on floor playing with books; Getty Images/ OCLC subscription: https://www.gettyimages.com/license/707437915

*Why is phonological awareness important?*

*Helps children to be able to sound out words as they begin to read, the ability to decode words.*

*Research notes: strong relationship between phonological awareness and learning to read, to sound out words. One of the skills that most strongly supports a child’s ability to decode words*

**Slide 4:***Children do not master one before going on to the next; they overlap.*

*Word awareness: Clapping words in a repeated phrase for example*

*Compound word awareness: Hot-dog, cow-boy*

*Syllable awareness: Ba-by*

*Rhyme recognition—give 2 words and ask if they rhyme*

*Phoneme Awareness—hearing individual sounds /b/ /a/ /t/*

*Rhyming sequence*

*Hearing rhyme—just say the rhyme, tell which 2 words rhyme*

*Recognizing rhyme—does bat rhyme with cat? Does bat rhyme with sun*

 *Which 2 of three rhyme; which one doesn’t rhyme*

*Producing rhyme—what rhymes with cat?*

*Nonsense words ok*

**Slide 5:***Let’s look at how we support phonological awareness at different ages*

*[Don’t say bullets.]*

**Slide 6:***Read using “parentese”*

*What is “parentese”? demonstrate*

* *High pitch*
* *Elongated vowels*
* *Slower pace*
* *Repeated words*
* *Clear speech*

*“Parentese” helps babies hear sounds more clearly.*

*As you share books with pictures of animals, say the animal sounds*

*Emphasize environmental sounds*

*Share books of nursery rhymes and songs*

*Making sounds—leave time for child to babble back*

**Slide 7:***Here are some ways to support phonological awareness with toddlers and twos.*

*You can clap out syllables, clap their names or other words that interest them.*

*Encourage them to repeat sounds and rhyming words.*

**Slide 8:***Barnyard Dance--Bow to the horse. Bow to the cow. Twirl with the pig if you know how.*

*Bounce with the bunny, strut with the duck, spin with the chickens now, cluck, cluck, cluck*

*Here you can hear both the lilt and rhythm of language and the sounds of animals*

**Slide 9:***Books with onomatopoeia—word sounds like the sound (mosquitos buzz from Turtle Splash)*

*Splash!*

*buzz*

**Slide 10:***For preschoolers, here are some additional ways to build phonological awareness.*

*Alliteration—hearing and making the beginning sounds in words*

*Producing the rhyme, not just recognizing it, so they can come up with the rhyming word themselves.*

**Slide 11:***Annotation tools – adapt as desired*

**Slide 12:***Down by the Bay by Raffi, Crown Publishers, 1990.*

*Interactivity – adapt as desired*

*\*\*\*for live-online, ask learners to place checkmarks on any part of the page they might use as a phonological awareness moment/opportunity*

*\*then post in chat what they would do*

*Respond to comments and add anything they may have overlooked*

*Offer these options if they do not say themselves:*

*Reread books with rhyme, leave out rhyming word and let children fill it in*

*Pick a word from a book and say another word. See if the child can tell if they rhyme, sound alike at the end*

*We have a bear, a girl and a tub*

*I spy something white and it rhymes with rub*

**Slide 13:***You can think of ways to support phonological awareness through talking, singing, reading, writing, and playing.*

*Talk—beginning sounds, rhyming words, animal sounds, environmental sounds*

*Play —play word games—I spy*

*Sing—words in nursery rhymes and songs, broken down into syllables, slows down language; sing throughout the day*

**Slide 14:***Singing the rhyme takes longer than saying the rhyme because singing slows down language.*

*There is a distinct note for each syllable, so children hear the smaller sounds in words which will later help them sound out words when they learn to read.*

**Slide 15:***So, now let’s look at the Early Literacy Planning Tool, page 5 for Phonological Awareness.*

*It will be helpful to have a copy of this in front of you since this is a bit hard to see the details.*

*As you saw in the presentation on the Early Literacy Planning Tool, here are the goals, the age levels and the storytime provider strategies, some of the ones we have talked about, and children’s behaviors. {point to these sections with your pointer on the screen to emphasize the sections you’re talking about}*

*In the Introduction to the Early Literacy Planning Tool, we offered an example of being intentional around phonological awareness while using rhyming.*

*Remember, you can add your own strategies to the ones noted here, things you do in storytimes, that support the goal.*

*\*\*Note that you don’t expect them to read the fine print here; refer to the ELPT handout and how to use it to help fill out the worksheet on the next slide.*

**Slide 16:***The Early Literacy Planning Tool Worksheet is used in partnership with the Early Literacy Planning Tool itself. They work in tandem.*

*We will be using these two items throughout the course, building a habit of using them together as a way to grow your intentionality.*

*The last block on this Worksheet is for an early literacy tip to share with parents/caregivers. We will use this part later in the course. No need to fill that block in now.*

**Slide 17:**Photo: Florence Library Storytime June 12 2013 by [Pinal County Library District](https://www.flickr.com/photos/pinallibraries/) on Flickr: <https://www.flickr.com/photos/pinallibraries/9468898536/> [CC BY-NC 2.0](https://creativecommons.org/licenses/by-nc/2.0/)

*You are already sharing books and doing storytime activities that support phonological awareness. See what happens as you use the Early Literacy Planning Tool and become more intentional.*

**Slide 18:***Closing / Acknowledgements*