**Exploration Stations: Phonological Awareness**

**Directions**: With your partner, visit each of the activities and engage with the materials. With a check mark, identify which component(s) of phonological awareness this activity helps to build. Add additional notes as needed.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Rhyme** | **Alliteration** | **Hear Words** | **Syllables** | **Onsets & Rimes** | **Individual Sounds** **(Phonemic Awareness)** | **My Notes** |
| **Feely Bag** |  |  |  |  |  |  |  |
| **Frog on a Log** |  |  |  |  |  |  |  |
| **Give the Animals a Clap** |  |  |  |  |  |  |  |
| **I’m Thinking of Something** |  |  |  |  |  |  |  |
| **Marvelous Memory** |  |  |  |  |  |  |  |
| **Please Pass the Fanana** |  |  |  |  |  |  |  |

**Feely Bag:** Place 3-6 objects in a bag, inviting children to name them as you put them in the bag. Then, ask a child to reach in the bag and ask the children to feel around and find an object that rhymes with a “magic” word (real or non-word) that you provide. Then, ask the child to put the object back in the bag and play again. Once they are familiar with the game, invite a child to provide the “magic” word.

Your language might sound like: *“Can you find something that rhymes with bat?” “Yes! ‘cat’ and ‘bat’ both sound the same. They rhyme!”. OR “What did you pull out of the bag? A snake. Snake. Cat. <pause> They don’t sound the same do they? What might rhyme with snake?”*

**Frog on a Log:** Read the book Frog on a Log by Kes Gray. Practice using the “groovy” markers to highlight particular words that you would want the children to pay particular attention to as you read the book together. Invite the children to offer additional suggestions for various animals.

*Variation*: For older children, invite them to choose an animal and draw the animal sitting on something of their choice. Combine all of the pictures, add labels, and make a class book for the children to read independently.

**Give the Animals a Clap:** Place the picture cards in a stack, face down as the children name the animal. To start the game, ask the child to pick a picture card from the stack and name the animal (or tell him the name of the picture if needed). Then ask the child to repeat the name and count out the syllables by using two fingers under his/her chin to feel the syllables, or clap them out. Then, ask the child to place the picture in the corresponding spot.

**Going on a Sound Hunt:** With your partner, roll the die and say the name of object that lands on top. Together hunt around the room and in the hallway for items that begins with the same sound as the object rolled. Use your camera to take photos of the different things that you find. Be ready to share with others back in the classroom!

**I’m Thinking of Something:** Collect 8-10 objects with 2-4 different initial sounds (e.g., /b/, /m/, /s/). Ask the children to name each object as you drop it in the ring. Then, say to the children, “I’m thinking of something that begins with the sound /m/ “. Invite children to locate the corresponding object(s).

**Marvelous Memory:** As you place the cards face down, invite the children to tell you the name of each object on the card. Together, move the cards around mixing them while keeping them face down. Then, take turns to turn one card over, naming the object on the card (e.g., “cat”). Turn a second card over and name the object on the card (“dog”). If the objects on both cards rhyme, the player can keep the set. If the objects on both cards do not rhyme, the player turns the two cards over and the next player begins. Play until all pairs are found.

**Please Pass the Fanana**: As you place all of the food items (or photos) on the table, invite the children to tell you the name of each of the foods. Then say, “I’m hungry! Please pass the… fanana!” Allow the child to correct you: “No! It’s a banana!” and then ask her to place the appropriate food on the plate. Get as silly as you can, inventing nonsense words as you play. Then, invite a child to take the lead to make up words for the food.