Ms. Meredith's Class News

**September 24, 2011**

**How You Can Help**

Here are some ways that you can help your child develop phonemic awareness at home:

1. Reread books with rhythmic patterns and engaging language many times, and encourage children to participate by joining in as they are able. Many of the books that invite children's participation contain phrases that are repeated frequently. A great book to use is *Pigs in the Mud in the Middle of the Rud* by Lynn Plourde. Books of nursery rhymes are also really great for this activity.
2. Use tongue twisters and alliterations for developing awareness of initial consonant sounds. Help your children make up new ones using the names of family members. For example: *Timmy caught a turtle by his tiny turtle tail*. Have fun with it - the sillier the better!
3. Create your own simple rhymes or chants based on ones familiar to the children and invite them to try to create some as well. To get you started, try reading a book such as *Hickory, Dickory, Dock* by Robin Muller & Suzanne Duranceau*.* This story adds additional verses to the original nursery rhyme.
4. When driving in the car, try a variation of I Spy. Chant "I spy with my little eye a c-o-w" making sure to say each sound (not letter) of the word. When your child guess correctly, you can either give them another word to figure out, or see if they can identify the individual sounds in a word that they 'spy' as well.

Activities adapted from:

*http://www.sasked.gov.*

*sk.ca/docs/ela/e\_literacy*

*/awareness.html*



Dear Parents,

In the coming months, you will probably be hearing a lot about phonemic awareness. now that interim testing is over, we have been able to determine from the data that there are many students who are struggling with phonemic awareness. I am sure you are wondering right, just what is phonemic awareness and why is it important?

All words are made up of individual sounds. For example the /h/ sound in hat. These individual sounds are called phonemes. Phonemic awareness is the ability to "notice, think about and word with the individual sounds (or phonemes) in spoken words" (Armbruster, Lehr & Osborn, 2001, p. 1). Children who are aware of the sounds that occur in the beginning, middle and ends of words have a much easier time learning to recognize words when they are written. Furthermore, as children become more literate, a strong phonemic awareness can help them become much better at spelling.

References:

Armbruster, B., Lehr, F., & Osborn, J. (2001, September). *Put reading first: The research building blocks for teaching children to read*. Retrieved September 01, 2011, from National Institute of Child Health and Human Development: <http://www.nichd.nih.gov/publications/pubs/PRF-teachers-k-3.cfm>