



# 1,000 Books Before KINDERGARTEN

Wells County Public Library

Books 601-700

**BOOK TITLE:**

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 **GETTING READY TO READ** - *Phonological awareness* is the ability to hear and play with the smaller sounds in words. Rhymes help children hear the different parts of words.

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Ask a librarian for a book of tongue twisters and have fun saying them slowly and quickly.

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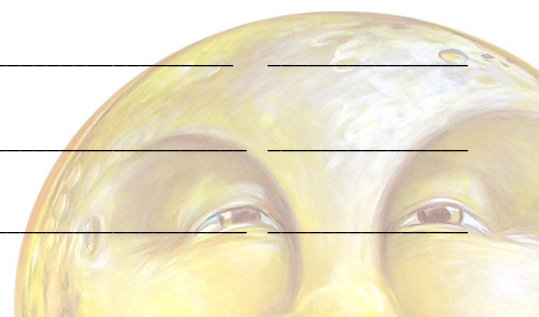
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**Toddler Reading Activity** - Help your child become aware of words that rhyme. Read a Dr. Seuss book. Then repeat some of the words that sound alike. As your child gets better at this, ask her to say the words that sound alike. You can do this with any book that rhymes.

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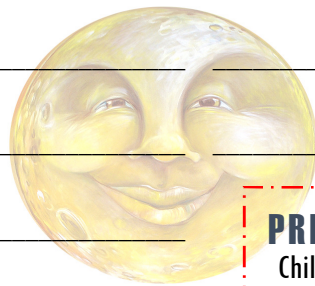
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**PRE-SCHOOL PHONOLOGICAL ACTIVITY-**  
Children often like funny songs and fingerplays. Try ones where children fill in words that rhyme, such as *Willaby Wallaby Woo*. "Willaby wallaby woo, an elephant sat on you. Willaby wallaby wadison, an elephant sat on Madison!"

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Play rhyming word games: "Which two sound alike? Cat-fat, bell-cup, sand-hand" or "I spy with my little eye something that rhymes with fog!"

**You are almost there!** Don't forget to bring in your log to get a prize and your next set of pages.



# Phonological Awareness



## What is it?

Phonological awareness is being able to hear and play with the smaller sounds in words.

## What can you do?

### *Birth to Two-Year-Olds*

- Say nursery rhymes so that your child hears words that rhyme. Emphasize the rhyming words.
- Add actions as you sing a song or recite a poem. This helps your child break down language into separate words.
- Singing songs is a good way to help your child hear syllables in words. In most songs, each syllable in a word gets a different note.
- Make up your own silly, nonsense rhymes.
- Say rhymes and sing songs in the language that is most comfortable for you.

### *Two and Three-Year-Olds*

- Say nursery rhymes and make up your own silly, nonsense rhymes.
- Sing songs. Songs have different notes for each syllable in a word, so children can hear the different sounds in words.
- Play word games such as, “What sounds like *ran*?” or “What starts with the same sound as *ball*?”
- Say Rhymes and sing songs in the language that is most comfortable for you.

### *Four and Five-Year-Olds*

- Ask whether two words rhyme: “Do *cat* and ‘*dog*’ rhyme?” “Do *cat* and *hat* rhyme?”
- Say words with word chunks left out: “What word would we have if you took the *hot* away from *hotdog*?”
- Put two word chunks together to make a word: “What word would we have if we put *cow* and *boy* together?”
- Say words with sounds left out: “What word would we have if we took the *buh* sound away from *bat*?”
- Say rhymes and make up your own silly, nonsense rhymes together.
- Sing songs. Songs have different notes for each syllable in a word.
- Read some poetry together. Make up short poems together. Say the words that rhyme.
- Say rhymes and sing songs in the language most comfortable for you.

**Being able to hear the sounds that make up words helps children sound out words as they begin to read.**

**My favorite illustrator is:** \_\_\_\_\_