

## Setting the Table-- Sound (Phonological) Awareness

### Advice for Families

- Look for ways during daily routines to “play” with sounds and words. Young children learn best during meaningful, hands-on activities.
- Read books that have rhyming words, drawing attention to the rhymes. (For example: “Mama called the doctor and the doctor said, no more monkeys jumping on the bed.” Listen, “said” “bed”, those words rhyme.)
- Introduce and repeat favorite nursery rhymes over and over. As your child becomes familiar with the rhymes, leave off some ending words to see if your child can supply the missing word. (For example: “Jack and Jill went up the \_\_\_\_\_.”)
- Teach your child simple songs like “The itsy, bitsy, spider.” You can emphasize the rhyming words while you sing.
- Resist the temptation to assign a letter name to the sound. (For example: The “t” makes the /t/ sound. Just playing with the sounds will have great benefits for literacy learning.
- Use your child’s name as a starting point to play with words. (For example: “Sara, we’re going to have something for lunch that starts with the same sound as your name....soup. Sara, soup...they both start with the same sound.”)