



spoon  
moon



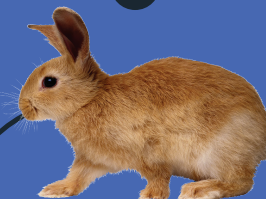
socks  
fox

# Playing *with* Language

**B**



bat  
hat  
tat



Beau  
bunny



# **PHONOLOGICAL AWARENESS**

noticing and manipulating the sounds of language

Developed by Child Care Aware of West Central Arkansas

funded by Hot Springs Area Community Foundation

to support

Early Childhood Literacy: Phonological Awareness

© 2022



# TABLE OF CONTENTS

## FAMILY TIME

Benefits of Having Family Time.....	2
Activities to do Together.....	3

## PHONOLOGICAL AWARENESS

Exploration of Sounds of Language.....	4
Rhyme.....	8
Alliteration.....	12
Manipulating Units of Language.....	16

## EXTRAS

Fingerplays and Movements.....	20
Vroom.....	22
Books, Poems, Songs, and More.....	24
What is Emergent Literacy.....	26
What is Phonological Awareness.....	27
Glossary.....	28
Arkansas Child Development and Early Learning Standards: Birth through 60 Months (AR CDELS).....	29

Exploration  
of Sounds

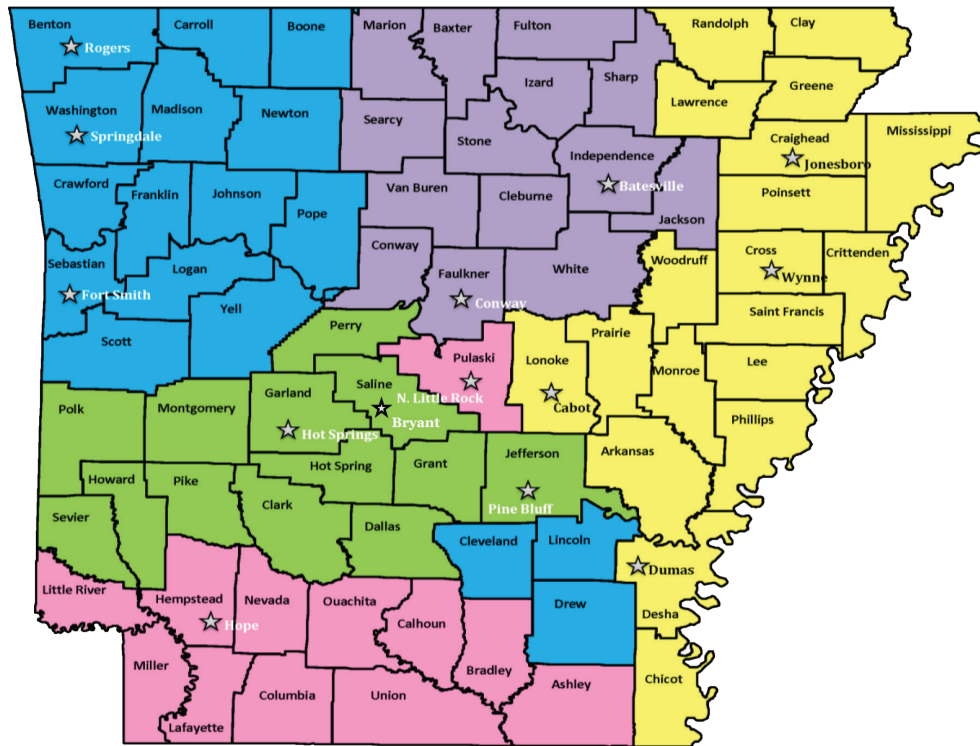
Rhyme

Alliteration

Manipulating  
Units of  
Language

Extras

## Child Care Aware of Arkansas Resource & Referral Network



Agency	Director	Phone
Child Care Aware of Northwest Arkansas and River Valley	Carolene Thornton	1.479.899.6374 nwachildcare.org
Child Care Aware of Northcentral Arkansas	Debbie Mize	1.800.737.2237 CCANA.org
Child Care Aware of Northeast Arkansas, Southeast Arkansas and Lonoke County	A-State Childhood Services	1.870.972.3055 chs.astate.edu
Child Care Aware of Central and Southwest Arkansas	Tiffani Fletcher	1.501.374.0330 childcareawarecswa.org
Child Care Aware of West Central Arkansas	Terri Helms	1.501.760.6588 np.edu/childcare-aware

Join us as we explore the four areas of phonological awareness which is simply playing with the sounds of language. We hope you use this book as a fun way to share literacy experiences while developing your children's language skills.

**A special thanks to our Advisory Committee:**

**Child Care Aware of West Central Arkansas**

Terri Helms

Donny Caudill

Hope Mason

Jackie Riley

Kathryn Linch

Thomas Gage

**Lake Hamilton School District**

Donna Smith

**Literacy Council of Garland County**

Sarah Richardson

# **BENEFITS OF HAVING FAMILY TIME**

In a busy world it is so important to be purposeful and find moments to spend together. Family time is a wonderful way to get in some quality time together, while engaging in simple, meaningful activities. Time spent together is important for every member of your family, it provides many benefits and will help your family feel connected to one another.

Family time helps create a lifetime of memories while helping parents and children feel connected to one another. Even if you only have a moment, make the most of it by spending time with your family.

Reading together as a family can give your child many benefits. It is a long-term investment in your child's vocabulary development. It also gives them the chance to ask questions about words they may not understand, leading to more effective reading.

The American Academy of Pediatrics says "Reading aloud with young children is one of the most effective ways to expose them to enriched language and to encourage specific early literacy skills needed to promote school readiness. Reading regularly with young children stimulates optimal patterns of brain development and strengthens parent-child relationships at a critical time in child development, which, in turn, builds language, literacy, and social-emotional skills that last a lifetime."

On the next page are some suggestions of activities to easily incorporate Literacy and even the Arts into your family time.



# **FAMILY LITERACY TIME**

## **“Audio Books (Read Alouds and Recordings)”**

Enjoy listening together in the car, the classroom, or at home. Check your local library for free options, as well as YouTube.

## **“Book Art”**

Once you have read or listened to a book that everyone enjoys, spend time recreating that book using paper and markers or crayons. Staple together or attach pages with yarn.

## **“Book Club Dinners”**

Spend time reading a book and then create a theme for your dinner. Fun examples are, “Dragons Love Tacos” by Adam Rubin or “Daddy Makes the Best Spaghetti” by Anna Grossnickle Hines

## **“Family Field Trips”**

Pack a meal or snack, a blanket, and books for an adventure. Go find the perfect spot for a picnic and read the books while you eat.

## **“Family Play Theatre”**

Find a book that is simple and fun. Once you have read it spend time acting out the book. You can even make your own costumes and props from items that you already have.

---

# EXPLORATION OF SOUNDS OF LANGUAGE

---

Children identify sounds of language through hearing and speaking

## SUPPLIES

- a moment with your child

**Optional:**

- nursery rhymes
- songs
- picture books

## WAYS TO EXPLORE

1. Talk with your baby when diapering, changing clothes, or feeding them, while explaining what you are doing.
2. Echo your baby (listen and repeat sounds) as they are babbling or attempting to say words.
3. Use nursery rhymes or songs as you explore new sounds together (page 5).
4. Read or sing picture books to your child.
5. Go outside together and listen to the different sounds around you (birds chirping, firetrucks, dogs barking).
6. Use fingerplays and movements to act out the words to songs and rhymes (Fingerplays and Movements, pages 20-21).

Resources: Books, Poems, Songs and More, page 24

---

ARKANSAS CHILD DEVELOPMENT EARLY LEARNING STANDARDS  
DOMAIN EL2.1  
Birth to 18 months



A is for apple  
a-a-a apple

B is for banana  
b-b-b banana



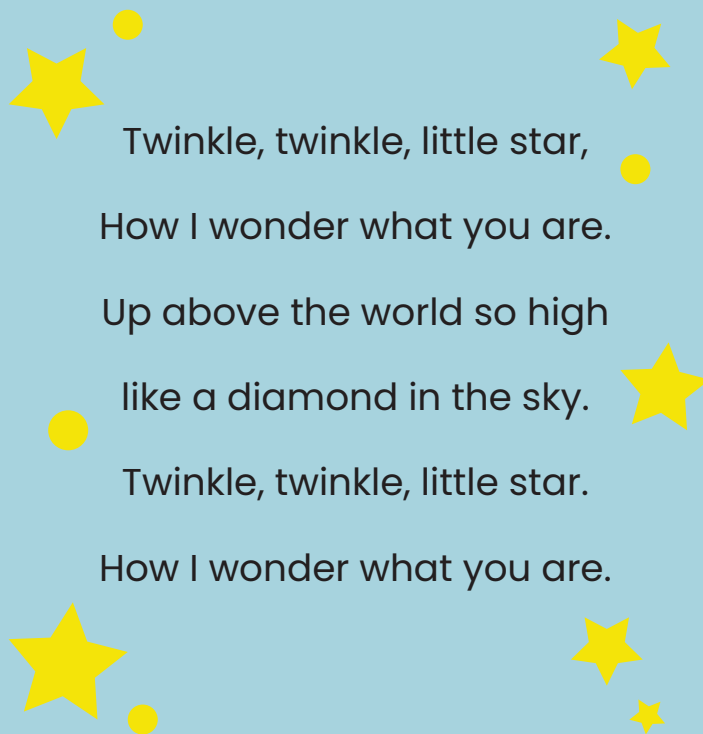
C is for cake  
c-c-c cake

D is for duck  
d-d-d duck



(continue through the alphabet)

E F G H I J K L M N O P Q R S T U V W X Y Z



Twinkle, twinkle, little star,  
How I wonder what you are.

Up above the world so high  
like a diamond in the sky.

Twinkle, twinkle, little star.

How I wonder what you are.

Old MacDonald had a farm  
E-I-E-I-O

And on that farm he had a cow  
E-I-E-I-O

With a moo moo here

And a moo moo there

Here a moo

There a moo

Everywhere a  
moo moo

Old MacDonald had  
a farm  
E-I-E-I-O



Head, shoulders, knees, and toes  
knees and toes

Head, shoulders, knees, and toes  
knees and toes

And eyes and ears and mouth  
and nose

Head, shoulders,  
knees, and toes  
knees and toes.

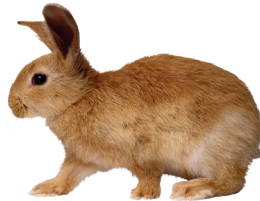


# ACTIVITIES TO HELP CHILDREN LEARN

## “I Spy (something that sounds like...)”

Start by making a letter sound, then have your child guess things that starts with the same beginning sound.

# R



## “My Name Is... And I like...”

Take turns letting everyone say their name, then something they like that starts with the same beginning sound.



# ACTIVITIES TO HELP CHILDREN LEARN

## "The Name Game"

Take turns saying names. Can your children tell you which names start with the same sound?

Za'Niyah  
Zierre

Rafi  
Rachel

Jayce  
James

Coen  
Cameron

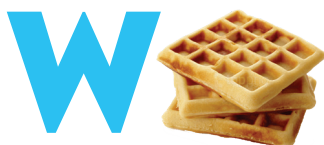
Montgomery  
Mary

## "Finding Sounds"

Spend time finding things that start with each letter of the alphabet.



E F G H I J K L M N O P Q R S T U V



---

# RHYME

---

Children learn that words can sound like other words

## SUPPLIES

- a moment with your child

**Optional:**

- nursery rhymes
- songs
- poems

## WAYS TO RHYME

1. Read nursery rhymes, poems, and stories with rhyming words (page 9).
2. Sing songs and let your child make up their own rhyming words.
3. Use fingerplays with rhyming phrases (Fingerplays and Movements, pages 20-21).
4. Have your child make up pretend words that rhyme with a word that you give them (pizza, fizza, bizza).

Resources: Books, Poems, Songs and More, page 24

ARKANSAS CHILD DEVELOPMENT EARLY LEARNING STANDARDS  
DOMAIN EL2.1

9 months to 60 months



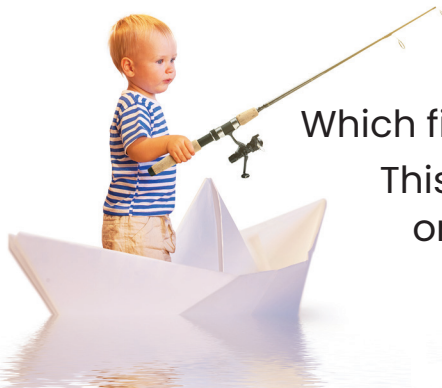
The itsy bitsy spider  
crawled up the water spout.  
Down came the rain,  
and washed the spider out.  
Out came the sun,  
and dried up all the rain,  
and the itsy bitsy spider  
went up the spout again.

Five little monkeys jumping  
on the bed

One fell off and bumped his head  
Mama called the doctor  
and the doctor said,  
"No more monkeys  
jumping on the bed"



One, two, three, four, five  
Once I caught a fish alive  
Six, seven, eight, nine, ten  
Then I let it go again  
Why did you let it go?  
Because it bit my finger so



Which finger did it bite?  
This little finger  
on my right

Little Bo-Peep has lost her sheep,  
and doesn't know where  
to find them.  
Leave them alone,  
and they'll come home,  
wagging their tails behind them.



# ACTIVITIES TO HELP CHILDREN LEARN

## "At Home"

Try to find rhyming words for items you see while washing dishes, doing laundry, or just walking around your house.



plate  
eight



spoon  
moon



socks  
fox



pants  
ants

## "In The Car"

Try to find rhyming words for items you see while riding in your car.



sign  
line



car  
star



house  
mouse



plane  
train



light  
bright



# ACTIVITIES TO HELP CHILDREN LEARN

## “At The Grocery Store”

Try to find rhyming words for items you see while you are at the grocery store.



cart  
smart



bread  
bed



juice  
goose



can  
man



tomato  
potato



grapes  
capes

## “At The Park”

Try to find rhyming words for items you see while you are at the park.



swing  
ring



tree  
free



slide  
ride

---

# ALLITERATION

---

Children become aware that some words begin with the same sound

## SUPPLIES

- a moment with your child

**Optional:**

- tongue twisters
- nursery rhymes
- songs
- poems

## WAYS TO ALLITERATE

1. Use tongue twisters, nursery rhymes, songs, and poems with repeated sounds (page 13).
2. Have fun coming up with words beginning with the same letter (big brown bear or dogs dig dirt).
3. Play games with your child where you say someone's name, then add words with the same beginning sound (Cameron cuts carrots or William wants watermelon).

Resources: Books, Poems, Songs and More, page 25

---

ARKANSAS CHILD DEVELOPMENT EARLY LEARNING STANDARDS  
DOMAIN EL2.1  
37 months - 60 months

How much wood could  
a woodchuck chuck

If a woodchuck could  
chuck wood?

As much wood as a  
woodchuck could chuck,

If a woodchuck  
could  
chuck wood.



Peter Piper picked a peck  
of pickled peppers,

A peck of pickled peppers  
Peter Piper picked;

If Peter Piper picked a peck  
of pickled peppers,

Where's the peck of  
pickled peppers  
Peter Piper picked?



Gilly, the gigantic giraffe  
giggles as she gallops  
to the garden  
to give a gift to Geoffery  
the grasshopper



Sally sells seashells  
by the seashore,  
The shells she sells are  
seashells, I'm sure.  
So if she sells seashells  
on the seashore,  
Then I'm sure she sells  
seashore shells.



# ACTIVITIES TO HELP CHILDREN LEARN

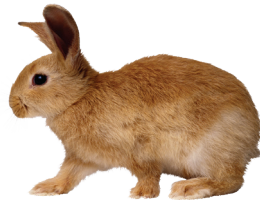
## “Alliteration Animals”

Say an animal and have children think of a name for that animal that starts with the same sound, “Abby alligator” or “Heather hummingbird”.

Now you say an animal and let your children give them names.



Dixie  
duck



Beau  
bunny



Carl  
cat



Annie  
Ape

## “Alliteration Names”

Add positive words to your child’s name that begin with the same letter.

Curious Cameron, Marvelous Montgomery,  
Precious Paxton, Talented TJ, or Wonderful William.



# ACTIVITIES TO HELP CHILDREN LEARN

## “Silly Sentences”

Pick a word and make silly sentences using the same beginning sound as the word.



Zaria the zany zebra  
zapped a zig-zag zipper



If two witches  
were watching  
two watches,  
which witch  
would watch  
which watch



## “Simon Says Sounds”

Play Simon Says, “Find two or more things beginning with a letter sound...”

L



---

# MANIPULATING UNITS OF LANGUAGE

---

Children learn that individual sounds make up words

## SUPPLIES

- a moment with your child

**Optional:**

- nursery rhymes
- songs

## WAYS TO MANIPULATE

1. Clap out each word in a sentence with your child.
2. Clap out syllables of familiar names or words (Hand Clap Rap on page 17).
3. Try changing the vowel sound in a word to make new words (Apples and Bananas on page 17).

Resources: Books, Poems, Songs and More, page 25

---

ARKANSAS CHILD DEVELOPMENT EARLY LEARNING STANDARDS  
DOMAIN EL2.1

49 months - 60 months

I like to eat, eat, eat apples and bananas  
I like to eat, eat, eat apples and bananas



**A**

I like to ate, ate, ate ay-ples and ba-nay-nays  
I like to ate, ate, ate ay-ples and ba-nay-nays

**E**

I like to eat, eat, eat ee-ples and ba-nee-nees  
I like to eat, eat, eat ee-ples and ba-nee-nees

**I**

I like to ite, ite, ite i-ples and ba-nigh-nighs  
I like to ite, ite, ite i-ples and ba-nigh-nighs

**O**

I like to ote, ote, ote oh-ples and ba-no-nos  
I like to ote, ote, ote oh-ples and ba-no-nos

**U**

I like to oot, oot, oot ooples and ba-noo-noos  
I like to oot, oot, oot ooples and ba-noo-noos

**Do the hand-clapping rap, do the  
hand-clapping rap, yeah, yeah**

**Do the hand-clapping rap, do the  
hand-clapping rap, yeah, yeah**

**Let's get started, clap the fun,  
clapping animals, start with one:**

deer      frog      owl      dog  
bear      goose      bat      moose

**You've got it down, here's what we'll do,  
clap more creatures! Make it two:**

tiger      panda      otter      squirrel  
rabbit      eagle      lion      turtle

**You're doing great, so clap with me,  
so many great animals. Make it three:**

pelican      butterfly      octopus  
cockatoo      elephant      rattlesnake  
crocodile      kangaroo

**We can't stop now, let's clap some more  
awesome creatures. Make it four:**

rhinoceros      alligator      tarantula  
caterpillar      armadillo      dromedary  
orangutan      salamander



# ACTIVITIES TO HELP CHILDREN LEARN

## “I Went To The Zoo”

Begin with, “I went to the zoo and I saw a...” then pick an animal whose name only has one syllable (bat), then two syllables, then three.



bear



duck



pen-guin



ti-ger



kan-ga-roo



el-e-phant

## “Musical Words”

Have fun making rhythmic music using items such as pots, pans, and spoons while tapping out the syllables of words.



hi, fun, kites

hel-lo, run-ner, par-ty

el-e-phant, fan-tas-tic

al-li-ga-tor, wa-ter-mel-on



# ACTIVITIES TO HELP CHILDREN LEARN

## “Syllable Hop”

Say a word and have everyone hop for each syllable.  
Try turning on some music and have fun hopping around.

ant  
ice  
jump  
red  
zoo

hap-py  
fun-ny  
kit-ten  
pur-ple  
tea-cher



but-ter-fly  
De-cem-ber  
ham-bur-ger  
lem-on-ade  
po-ta-to  
Sat-ur-day  
tri-an-gle

## “Word Ladders”

Start with a word, then change the first letter to make new words.  
Now pick a new word and change the vowel.



bat  
hat  
tat



cat  
cut  
cot

# FINGERPLAYS AND MOVEMENTS

Fingerplays and action songs are a fun, engaging ways to get children up and moving by allowing them to act out the words to songs, chants, and rhymes. They are also beneficial as they encourage language development and basic skills such as listening, memorization, small and large motor movements.

Fingerplays can be done anywhere such as in the car, at the dinner table, in the classroom, or waiting in a line.

## Some activities that you can do with your children:

Baby Shark

Finger Family

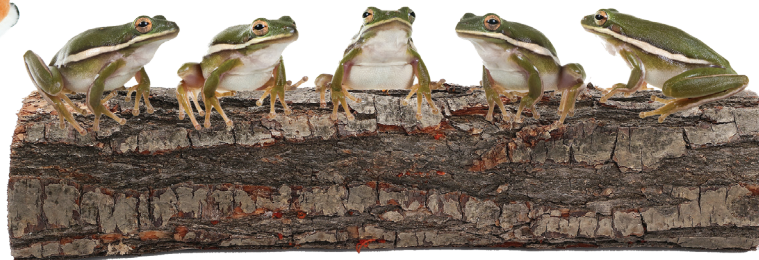
Five Green And Speckled Frogs

Head, Shoulders, Knees, And Toes

Itsy Bitsy Spider

Pat-A-Cake

The Wheels On The Bus



Have you ever seen a penguin come to tea?  
When you look at me a penguin you will see!

### **PENGUINS ATTENTION! PENGUINS BEGIN!**

Right flipper, Left flipper,  
Right leg, Left leg,  
Head, Turn around,  
Penguin sound



**PENGUINS ATTENTION!**

Two little black birds sitting on a hill  
One name Jack and one named Jill  
Fly away Jack, fly away Jill  
Come back Jack, come back Jill

Two little blackbirds flying in the sky  
One named Low and one named High

Two little blackbirds sitting on a pole  
One named Fast and one named Slow

Two little blackbirds sitting on a gate  
One named Early and one named Late



Open shut them, open shut them,  
give a little clap

Open shut them, open shut them  
lay them in your lap

Creep them, creep them, creep them,  
creep them, right up to your chin

Open wide your little mouth,  
but do not let them in

Now this time let's sing a little bit faster  
Here we go



A tooty-ta, a tooty-ta, a tooty ta-ta  
A tooty-ta, a tooty-ta, a tooty ta-ta

Thumbs Up, Elbows Back, Feet Apart,  
Knees Together, Bottoms Up,  
Tongue Out, Eyes Shut, Turn Around

A tooty-ta, a tooty-ta,  
a tooty ta-ta

A tooty-ta, a tooty-ta,  
a tooty ta-ta





6-12  
MONTHS



## Mirror Mirror

Does your child wiggle when you change their diaper? Do you have an unbreakable mirror or something safe and reflective where they can see themselves? Give them this to hold and talk about what they're looking at: **"I see you looking at your nose!"**

### Brainy Background™

Babies learn with their senses. When they see their face and you talk about their nose and other body parts, they're making connections between words and objects, which lays the foundation for reading in the future.



3-5  
YEARS



## Rhyme Time

Pick a word and take turns saying words that rhyme with it. Keep going until you run out of words that rhyme. Then let your child pick a word. See if you can come up with silly ones to keep it fun like **"slinky, pinkie, stinky."**

### Brainy Background™

Rhyming games, like this one, help your child focus on word sounds. This will help with reading and writing later on.



3-5  
YEARS



## Sign Readers

Even if there isn't time today for books, we're surrounded by words that are ready for reading. Point to a word you see on a sign (like a stop sign on the street) and have your child guess what the word means. If they can't guess, give them some helpful clues.

### Brainy Background™

Back and forth conversations about signs help your child learn about words and what they mean.



4-5  
YEARS



## Storytelling Bag

Put items in a bag, like a pen, a spoon, and a cup. Start a story, **"Once there was a girl."** Ask your child to pick an item from the bag and use it in the story. With the cup, they might say, **"The girl was thirsty so she drank some water."** Take turns picking from the bag and adding to the story.

### Brainy Background™

Having fun with stories builds your child's storytelling skills. Each time they pull an item from the bag, they must use their memory to remember what has already happened in the story and think flexibly to make connections between that item and how to use it to add to the story.

- 1 Tell a fun story about something from your childhood.
- 2 “Picture Read” the story for infants and toddlers.
- 3 Identify objects in the book or play ‘I Spy’ with objects in the illustrations.
- 4 Ask open-ended questions about the story. “What do you think this story is going to be about?” “What do you think will happen next?” “How do you think he is feeling?”
- 5 Sing a song or finger-play about the story.



- 6 Tell children stories about what you’re doing during an everyday moment — for example, while gardening, repairing a car, preparing a meal, etc.
- 7 Encourage children to create their own story. You can write the words on paper as they tell their story or even record their voice.
- 8 Ask children to draw a picture, then say, “Tell me about your picture.”
- 9 Turn children’s artwork into stories. As a child tells you about their picture, write down the words they share.
- 10 Tell a story with puppets, stuffed animals, miniature dolls, superhero figurines, or socks as your puppets.



- 11 Hunt in the book for letters in ABC order.
- 12 Take turns with children to verbally re-tell the story from memory.
- 13 Try out different voices for the characters in the book; ask which was best.
- 14 Ask a parent, grandparent, aunt, caregiver or other loved one to record a video of themselves reading a book or telling a story.
- 15 Create a reading corner. Include items that make the area comfortable and encourage reading.

# BOOKS, POEMS, SONGS, AND MORE

## Exploration of Sounds of Language

*ABC (Phonics) Song*

*B-I-N-G-O*

*Each Peach Plum Pear* by Allan and Janet Ahlberg

*Head, Shoulders, Knees, and Toes*

*Pajama Time* by Sandra Boynton

*Say It, See It, Sign It*

*The Wheels on the Bus*

## Rhyme

*Big Red Barn* by Margaret Wise Brown

*Down by the Bay*

*Humpty Dumpty and Other Rhymes* by Lona Opie

*Hush, Little Baby*

*Jamberry* by Bruce Degen

*Mark Brown's Favorite Hand Rhymes*

*My First Book of Nursery Rhymes* by Little Hippo Books

*See You Later Alligator* (The Goodbye Song)

# **BOOKS, POEMS, SONGS, AND MORE**

## **Alliteration**

*A, My Name is Alice* by Steven Kellogg  
*Dr. Seuss's ABC: An Amazing Alphabet Book*  
*Jack and Jill*  
*Silly Sally* by Audry Wood  
*Wee Willy Winkle*  
*I'm Bringing Home a Baby Bumble Bee*

## **Manipulating Units of Language**

*Apples and Bananas*  
*Clap Our Syllables*  
*The Mitten* by Jan Brett  
*The Tiny Seed* by Eric Carle  
*The Very Hungry Caterpillar* by Eric Carle

## **Other Resources**

*Arkansas Child Development and Early Learning Standards:  
Birth through 60 months (CDELS)*  
American Academy of Pediatrics website: [aap.org](http://aap.org)  
vroom website: [vroom.org](http://vroom.org)

# WHAT IS EMERGENT AND EARLY LITERACY

From the moment we are born, we are ready to process language. When we read aloud to babies, they begin to build brain connections. During the first 5 years of life, 90% of a child's brain development happens.

The stronger the foundation we can give our children in literacy, the stronger their future will be. Each time we give a child a literacy experience, either through talking, reading, or singing we are strengthening their foundation of learning and understanding.

The benefits of engaging children as young as birth in literacy experiences has a life-long impact. The path of language and literacy development is a journey through talking, reading, and writing leading to success in both school and life. Literacy is a fundamental component of your child's overall development that builds a solid foundation for their future reading performance and progresses as they grow and learn. If a child can read they can learn.

The American Academy of Pediatrics says reading aloud to children daily from infancy stimulates early brain development pre-literacy skills such as: vocabulary building, learning how language works and how to use it, book handling, learning that there are different types of books (story books, fact books, poetry books, cook books), pre-writing, understanding letter sounds and playing with language sounds (through songs, poems, rhymes), understanding how stories connect to their world and so much more.



# WHAT IS PHONOLOGICAL AWARENESS

Phonological awareness is an important set of literacy skills helping children focus on ways they can explore, play, and manipulate the sounds of spoken language and develop those skills at various and deeper levels.

As children grow older and their skill sets develop, they have the ability to think about, notice, and work with individual sounds in spoken words known as phonemes (fōnēmes). This leads to being able to manipulate sounds to stretch, blend, and change words around. It puts a focus on different ways children can play, explore, and manipulate the sounds of spoken language.

Children develop phonological awareness by **identifying** parts of words as they count and clap to syllables; **blending** where they combine sounds to make words; **segmenting** where they take those words and break them into individual sounds; **deleting** where they take away an individual sound from a word.

Phonological awareness is an individual's awareness of the phonological structure, or sound structure, of words. Phonological awareness is an important and reliable predictor of later reading ability and has, therefore, been the focus of much research. Simple activities using rhymes and riddles, songs, alliteration, syllable identification, sound and letter recognition, tongue twisters, and books are fun ways to support phonological awareness.

## EL2. PHONOLOGICAL AWARENESS

### EL2.1 Notices and manipulates the sounds of language

	BIRTH – 8m	9 – 18m	19 – 36m	37 – 48m	49 – 60m	
EXPLORATION OF SOUNDS OF LANGUAGE	Shows increasing awareness of and interest in the sounds of spoken language by focusing on the speaker					
	Experiments with the sounds of language					
RHYME		Joins in and repeats songs, fingerplays, and poems with rhyming or alliterative phrases (words with same initial sound)				
			Fills in the missing rhyming word of a song, story, or fingerplay and can generate rhyming words spontaneously (real or nonsense words)		Decides whether two words rhyme	
ALLITERATION				Shows awareness that some words begin with the same sound (e.g., "Sam and Selena start with the same sound!")		
				Shows awareness of separate words in sentences		
MANIPULATING UNITS OF LANGUAGE					Verbally identifies, blends, segments, and deletes parts of words (manipulating units of language)* with decreasing need for modeling or visual supports	

\*Children learn to manipulate units of language (e.g., words within compound words, syllables) in different ways, progressing from easier to more difficult manipulation tasks (in an overlapping sequence rather than by mastering one level before the next):

**Identifying** = e.g., counts or claps syllables in classmates' names

**Blending** = e.g., counts or claps syllables in classmates' names

**Segmenting** = e.g., finds pictures of a cama (bed in Spanish) and a león (lion in Spanish) when asked what two words make camaleón (chameleon in Spanish); says pen- and -cil when asked to take apart the word pencil

**Deleting** = e.g., points to picture of a cup when asked "What's cupcake without cake?"; says no when asked, "What's mono (monkey in Spanish) without mo-?"

# GLOSSARY

**Alliteration** - the same sound or sounds at or near the beginning of each word in a series

**Blending** - combining sounds to make words

**Chant** - a word or group of words repeated over and over again

**Deleting** - taking away an individual sound from a word

**Emergent Literacy** - foundation for later reading and writing

**Exploration of Sounds of Language** - identifying sounds of language through hearing and speaking

**Identifying** - counting and clapping to syllables of words or names

**Literacy** - the ability to read and write

**Manipulating Units of Language** - using sounds to make up words

**Phonemes (fōnēmes)** - smallest unit of significant sound in a language

**Pre-Literacy** - early behaviors and skills associated with successful reading development

**Rhyme** - words with the same ending syllable

**Segmenting** - breaking down words into individual sounds

**Syllables** - part of a word that contains a single vowel sound that is pronounced as a unit



## OUR MISSION

Child Care Aware of West Central Arkansas is dedicated to establishing strong partnerships with families, child care providers, and the community; advocating for children and providing information, education, guidance, and support.

