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Jumping Parts



Purpose

Foster phonological awareness through physical activity (jumping up and down) to break words into syllables.

Props

- paper and pencil
- *optional:* objects or pictures of the focus words



Prep

Make a list of words that you want children to break into syllables. Try categories like food, animals, sports, or use terms that are connected with your current theme.

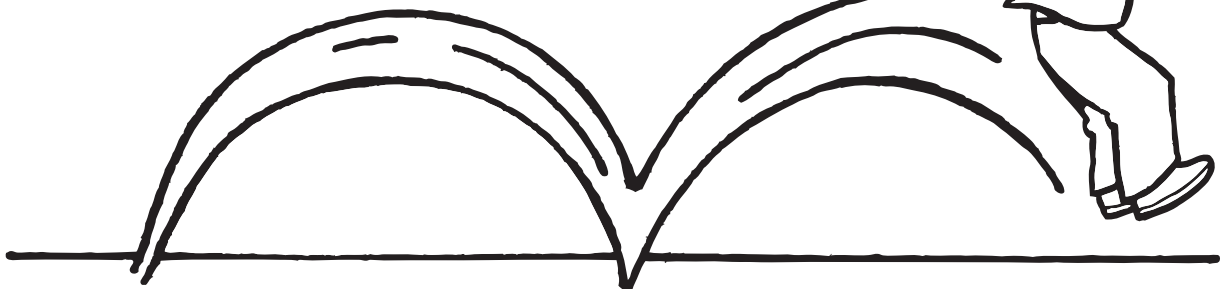
eggs
cat
ap-ple
li-on
spa-ghet-ti
di-no-saur

Play

1. Use children's names to teach or review breaking words into syllables. Say a child's name, and then repeat it again slowly, clapping or hopping for each syllable. Once children understand the concept, allow them to join in as you follow the same procedure for other names.
2. Ask children to stand up and spread out so that they have room to jump in place (or forward) without falling or stepping on each other. Remind them of the importance of respecting each other's personal space.
3. Tell children to listen carefully to a word you will give them. Then, ask them to jump in place or jump forward the number of syllables they hear, while slowly saying the word. If a word has two syllables, the child will jump forward twice. (This is similar to hand clapping syllables, but is more active. Jumping allows children to focus their whole bodies on the task.)
4. Once everyone has jumped the number of syllables in the word, model the correct number of jumps as you say the syllables of that word.

Practice

Children can independently practice jumping syllables as they say words that are prompted by picture cards.



Winning Letters

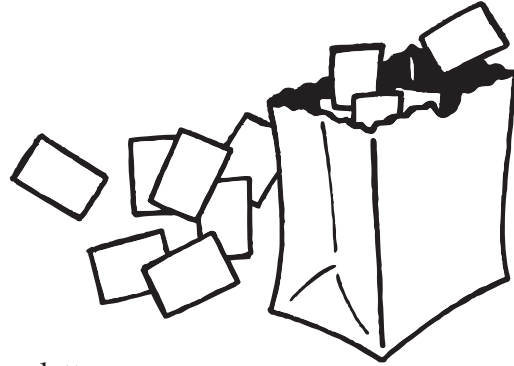


Purpose

Review letters.

Props

- index cards
- brown paper bag
- large whiteboard and markers

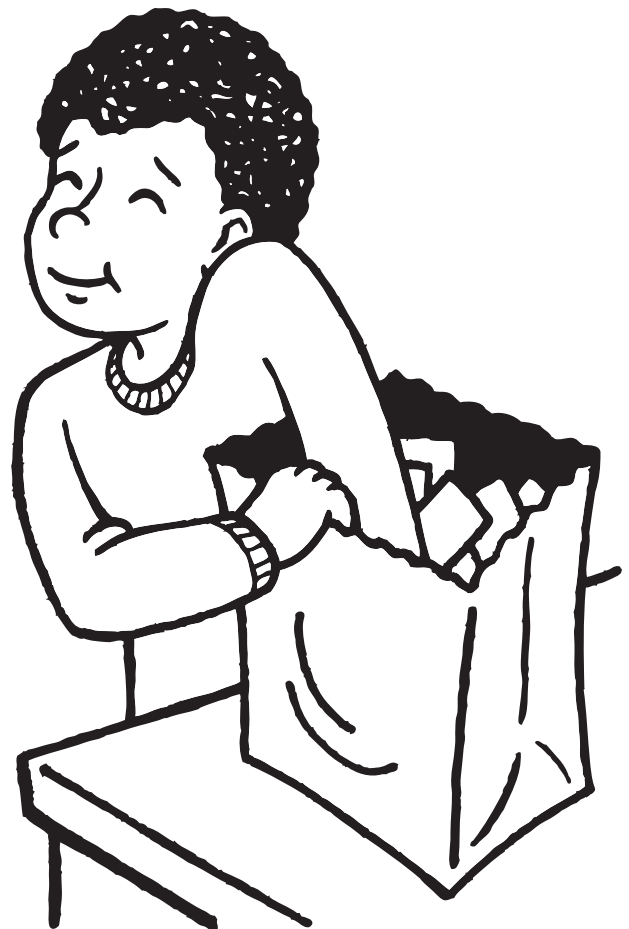


Prep

1. Choose three to five letters. Write those letters on a large whiteboard in a vertical column.
2. Prepare a set of the chosen letters using index cards. Write one letter on each card, making sure that each letter is written the same number of times. You will need 15 more letter cards than children in the class.

Play

1. Gather children together and review the chosen letters on the board. Review the sound each letter makes.
2. Have each child randomly select a letter card from the bag.
3. Each child will then take a turn naming the letter he or she drew from the bag.
4. Make tally marks next to the letters on the large whiteboard as each child names and shows his or her letter.
5. Once everyone has named a letter, count up the tallies. Which letter got the most tallies?



Practice

Allow children to independently recreate this activity at a center. Provide slips of paper or cards, markers, a whiteboard, dry erase markers, and erasers. Monitor for understanding.

Roll a Word

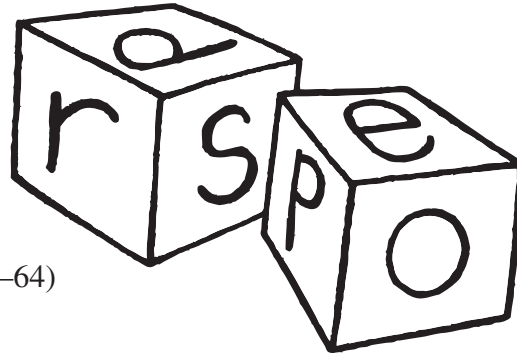


Purpose

Review sight words.

Props

- wooden cubes
- permanent pointed markers
- large whiteboard and markers
- *optional*: Sight Word Cards (pages 62–64)

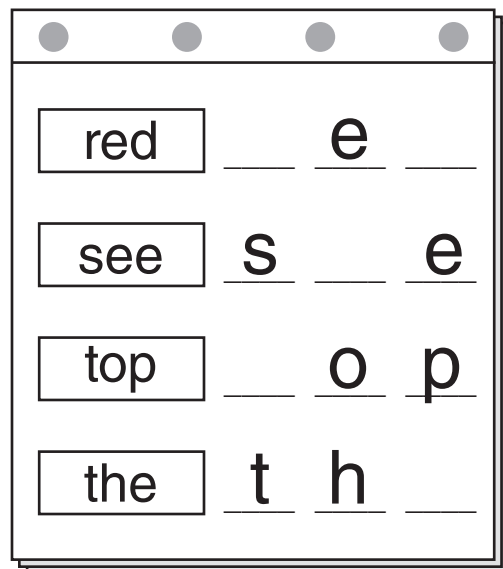


Prep

1. Make a list of the sight words you want to focus on.
2. Write these words on a whiteboard in a column or use the sight word cards. Draw blank lines that correspond to the letters in each word, next to the words.
3. On the wooden cubes, write the letters needed to form the selected sight words. Each cube has six sides. If you have 12 different letters, you will need two cubes. If you have 13 different letters, you will need three cubes. You may repeat letters on the cubes. Put a star or a happy face on one side if possible.

Play

1. Have children sit in a circle. Point to and read the words on the whiteboard. Tell the children that the blanks next to the words represent the letters for each word.
2. Have the same number of children start the game as you have cubes. If you have three cubes, select three children to roll the cubes. When a child rolls a cube, he or she says what letter he or she rolled, and fills in one of the corresponding blanks next to one of the words on the whiteboard.
3. If a child rolls a happy face or star, he or she can say any letter needed to fill in a blank.
4. The child may roll again if he or she rolls a letter that is not needed.
5. Let children take turns until all the words have been spelled.



Practice

Write simple sentences on the board. Instead of writing letters on the cubes, write the words. Use additional cubes as needed.

Follow the same procedure as above.

