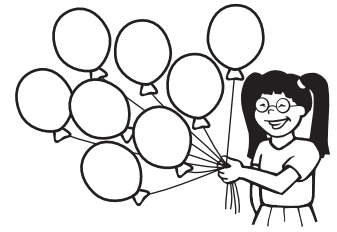


Introduction



Phonological Awareness Fun Park™ is a phonological awareness game for children PreK and up. It focuses on increasing a student's awareness of phonemes (sounds), syllables, and words. *Fun Park™* targets seven areas of phonological awareness:

Rhyming

Discrimination

Blending

Segmenting

Identification

Manipulation

Deletion

Each phonological awareness skill contains four levels of difficulty to allow for a student's individual differences, and to let the student proceed from less complex to more complex activities. All of the stimulus items in *Fun Park™* are from preschool, kindergarten, first grade, and second grade curriculums. *Fun Park™* reinforces vocabulary that students hear on a daily basis.

Also, each of the seven phonological awareness areas contains reinforcement activities for take home practice, extension activities, a data record sheet to keep track of student progress, and awards. The Parent/Helper letter will facilitate carryover in the home environment.

Game Materials

- Game Board
- Electronic Spinner
- 84 Foam "Prize" Tokens
- 420 Game Cards
- Instructions/Activity Book
- 8 Player Markers

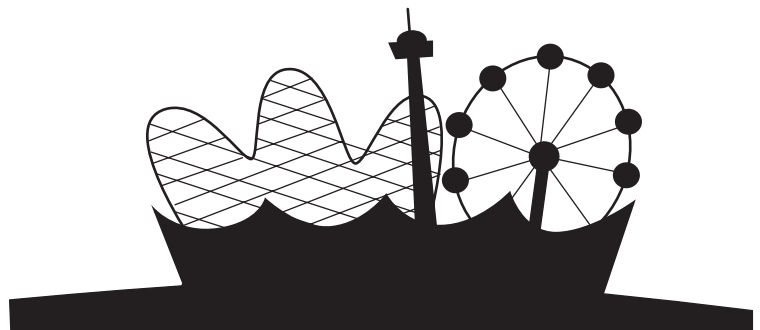


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Extension Activities

Extension activities give you an opportunity to increase your students' overall language development while targeting phonological awareness skills.

Vocabulary Development

By using the target words within each skill area, you can extend learning opportunities and develop vocabulary. After the student responds to the target stimulus item, have him/her:

- Name a word associated with the target word (*ball*: bat, glove, etc.).
- Name the category the target words belong in (*pig, cat, cow*: animals).
- Describe or define a target word (*bird*: animal, flies, lives in a nest/tree, eats worms, has wings, etc.).
- Name antonyms/synonyms for a target word (*small*: big/little).
- Name two meanings of a target word (*Watch*: #1- an object worn on the wrist to tell time *or* #2 - the action of looking at something).

Syntactical Development

By using the target words within each skill area, you can extend learning opportunities, develop sentence structure, and promote learning of correct grammar. After the student responds to the target stimulus item, have him/her use the target word in a complete sentence, giving a verbal prompt to elicit:

- Past tense (Teacher prompts, "*Yesterday...*")
- Present tense (Teacher prompts, "*Today...*")
- Future tense (Teacher prompts, "*Tomorrow...*")

Written Language Development

On a separate piece of paper or chalkboard, ask the student to write the target word using inventive or conventional spelling (e.g., cake as "kak"). Have the student write the word in a complete sentence. Check for correct grammar, punctuation, and capitalization.

Rhyming Maze

Directions: (Cut along the dotted line and give bottom sheet to the student.) You need a ticket to the roller coaster. Find your way through the maze to the ticket booth. Listen to your Helper say aloud each word pair as you move through the maze. Tell if the word pair rhymes.

Helper says:

1. read – bead

5. book – cook

2. bug – rug

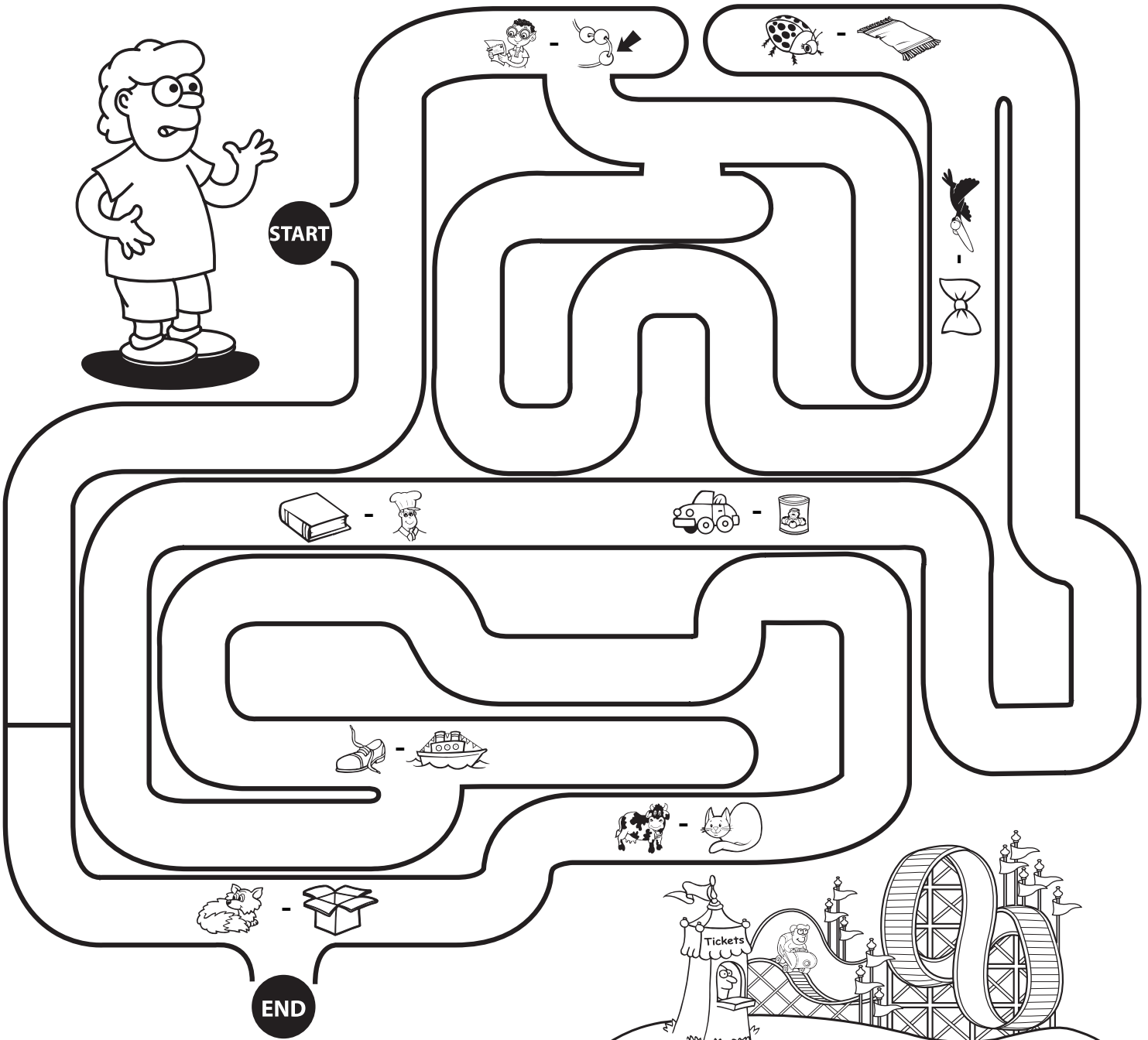
6. shoe – ship

3. bow – crow

7. cow – cat

4. car – can

8. fox – box



Name _____

Date _____

Homework Partner _____

**Rhyming
Discrimination**

Hilarious Hats

Directions: (Cut along the dotted line and give bottom sheet to the student.) Cut out the hats. Listen to your Helper say each syllable. Then, say the new word by blending the syllables together. After you say each word, tape/glue a hat on a person.

Helper says: "What word do these syllables make?" (Pause between each syllable.)

1. shov – el

5. med – i – cine

2. pud – dle

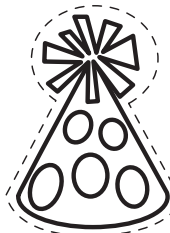
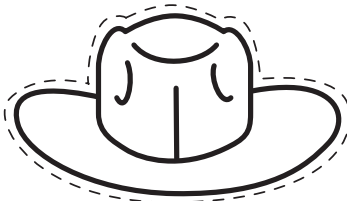
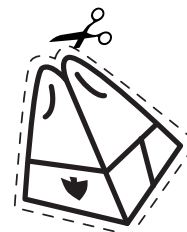
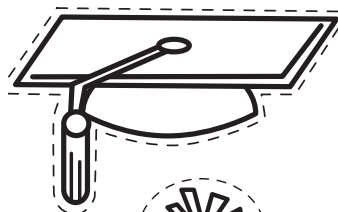
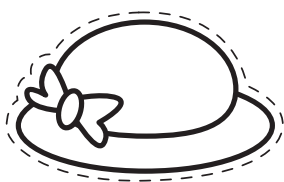
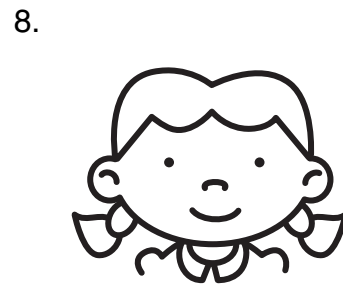
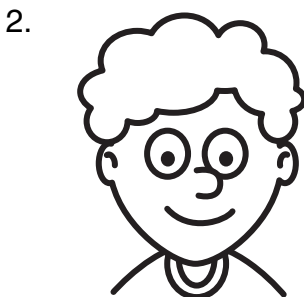
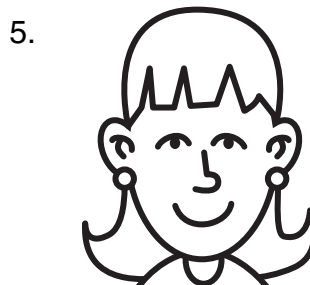
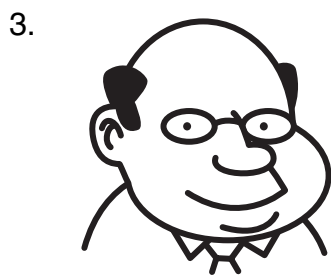
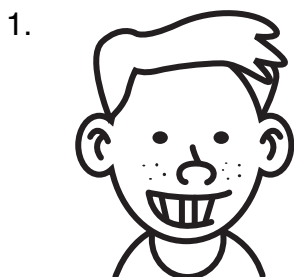
6. cat – er – pil – lar

3. cam – er – a

7. hel – i – cop – ter

4. va – ca – tion

8. vo – cab – u – lar – y



Name _____

Date _____

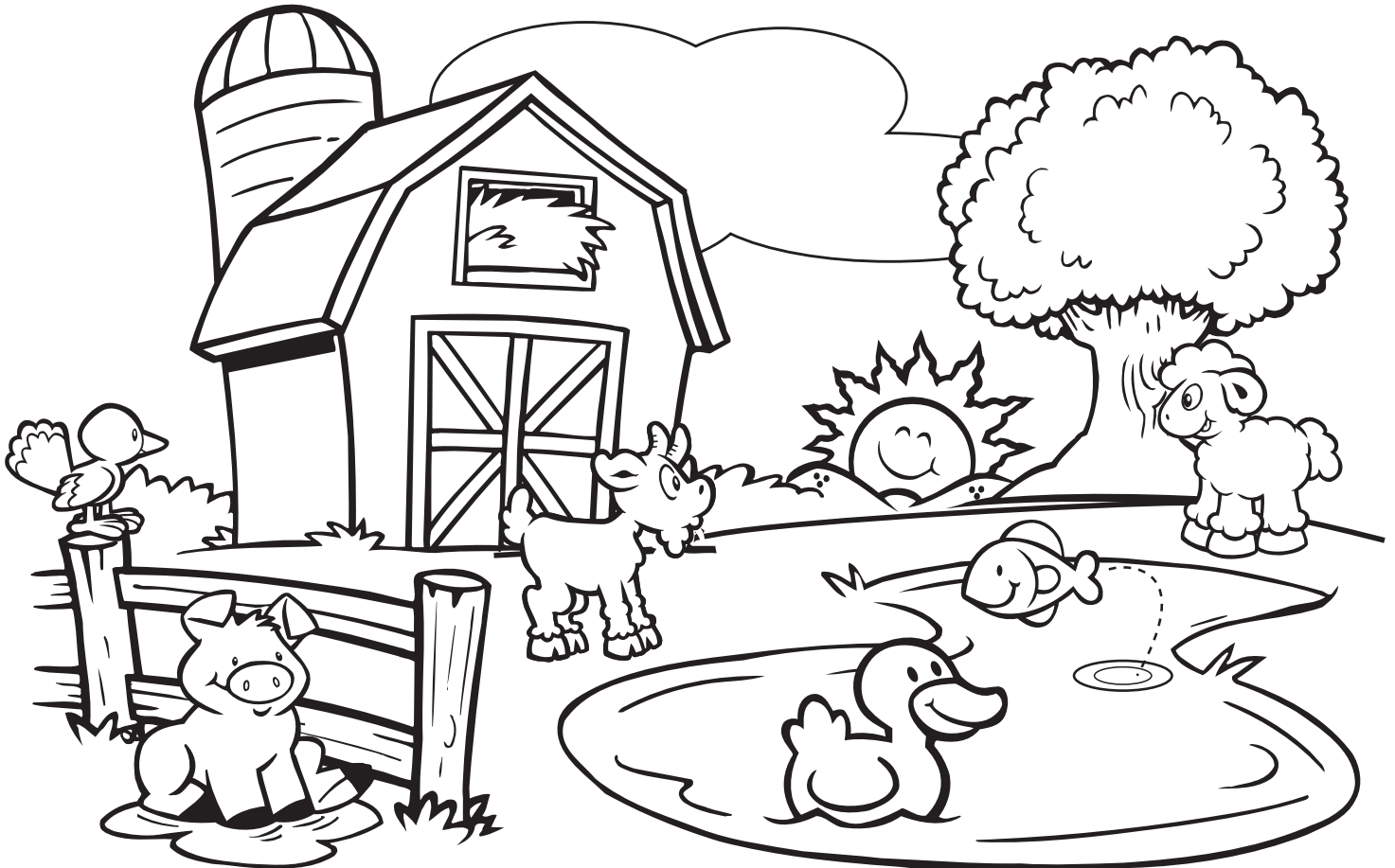
Homework Partner _____

**Blending
Syllables**

Color Scene

Directions: (Cut along the dotted line and give bottom sheet to the student.) Follow your Helper's directions and make the new words. Color each new word in the scene.

- Helper says:**
1. Change the first sound in **day** to **(h)**. Say the new word, and color it. (*hay*)
 2. Change the first sound in **wish** to **(f)**. Say the new word, and color it. (*fish*)
 3. Change the first sound in **wig** to **(p)**. Say the new word, and color it. (*pig*)
 4. Change the first sound in **boat** to **(g)**. Say the new word, and color it. (*goat*)
 5. Change the first sound in **third** to **(b)**. Say the new word, and color it. (*bird*)
 6. Change the first sound in **jeep** to **(sh)**. Say the new word, and color it. (*sheep*)
 7. Change the first sound in **luck** to **(d)**. Say the new word, and color it. (*duck*)
 8. Change the first sound in **yarn** to **(b)**. Say the new word, and color it. (*barn*)



Name _____

Date _____

Homework Partner _____

**Manipulation
Initial Phonemes**