



Building Phonological Awareness in Preschool Children: Direct Teaching

This teaching resource is designed to help educators develop phonological awareness in children through the use of direct teaching, an example of explicit instruction.

The instructions and picture cards are used in the direct teaching demonstration segment of the instructional video 'Building Phonological Awareness in Preschool Children' [2:22 to 3:07].

Recognising Beginning Sounds: /h/ hat, hen, house,
 /ch/ chair, chick, chin

Materials: 16 Printable Picture Cards
 /h/ hat, hen, horse, house
 /ch/ chair, cheese, chick, chin
 /r/ rain, rat, red, rug
 /sh/ shark, sheep, ship, shoes



Segments	Direct Teaching Instructions
i. Introduce the Objective	Children, we are going to learn some beginning sounds today. We are going to listen carefully and then pick out picture cards with the same beginning sound . Are you ready?
ii. Teacher Modelling	The beginning sound we are going to learn today is /h/. Look at my mouth, /h/. Now children, say /h/. (If a child does not say the beginning sound, say the following.) Child 1, say with me /h/. (If a child says the beginning sound wrongly, say the following.) Child 1, look at my mouth /h/. Child 1, say /h/. (Display the picture cards with the same beginning sound to be taught. Model all the words with the same beginning sound.) This is “hat”. It has the beginning sound /h/. This is “house”. It has the beginning sound /h/. This is “hen”. It has the beginning sound /h/. Children, what is this? (Show the picture card) What is the beginning sound? (Repeat these questions for the remaining picture cards) Good job! (Repeat these instructions for the next beginning sound.)



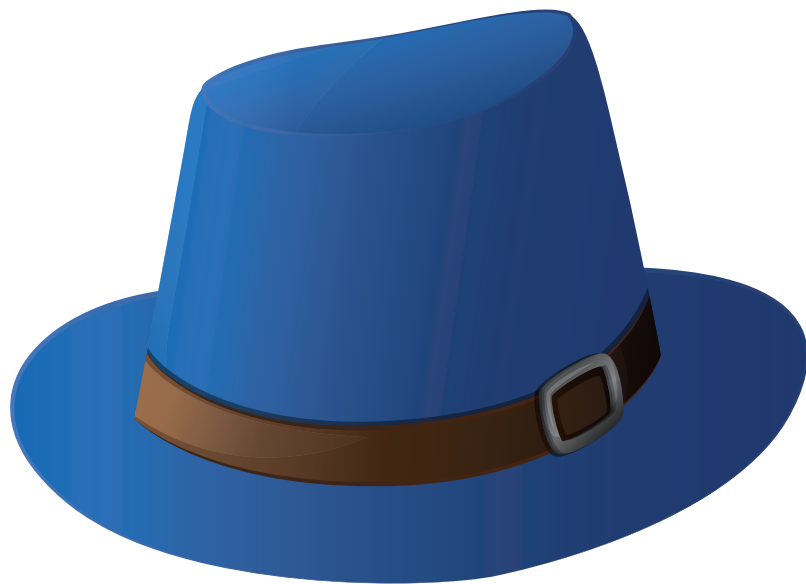
	The next beginning sound we are going to learn today is /ch/. Look at my mouth, /ch/. Now children, say /ch/. This is “chick”. It has the beginning sound /ch/. This is “chair”. It has the beginning sound /ch/. This is “chin”. It has the beginning sound /ch/. Children, what is this? (Show the picture card) What is the beginning sound? (Repeat these questions for the remaining picture cards) Good job!
iii. Application of Learning	(Jumble the order of the picture cards for both /h/ and /ch/ and display in front of the children.) We have learnt the beginning sounds /h/ and /ch/. Let’s play a game. Child 1, can you pick one picture card that has the beginning sound /h/? (If the child picks the right picture card, say the following.) Child 1, what is this? (Point to the picture card) What is the beginning sound? Good job! (If the child picks the wrong card, say the following.) Child 1, this is “chick”. It has the beginning sound /ch/. Say /ch/. Point to a picture card with the correct beginning sound.) Let’s try again. Child 1, what is this? What is the beginning sound? Good job!



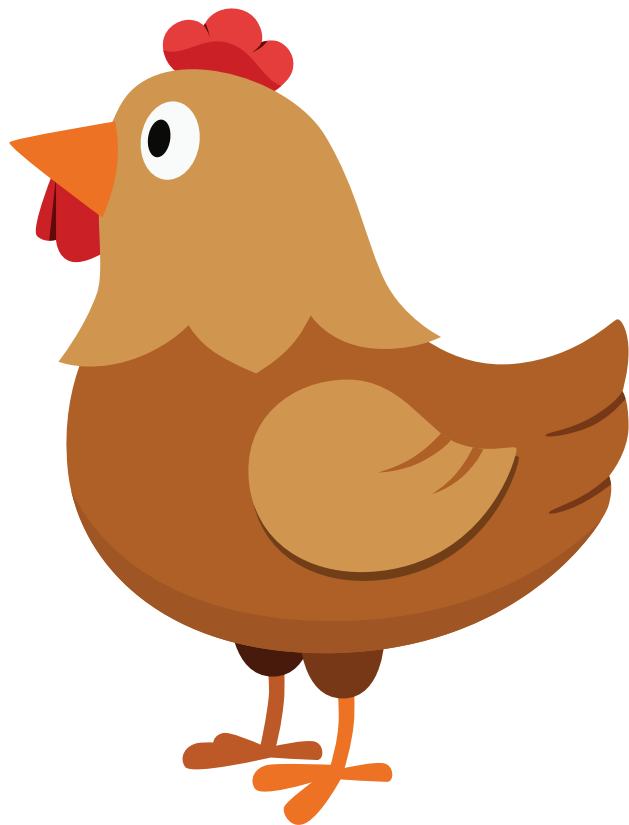
	(Get the next child to pick a picture card that has the beginning sound /h/. Once everyone has had a chance to pick a picture card with /h/, repeat this for beginning sound /ch/.) (Give each child the opportunity to respond to at least 1 picture card for /h/ and 1 picture card for /ch/.)
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Note:

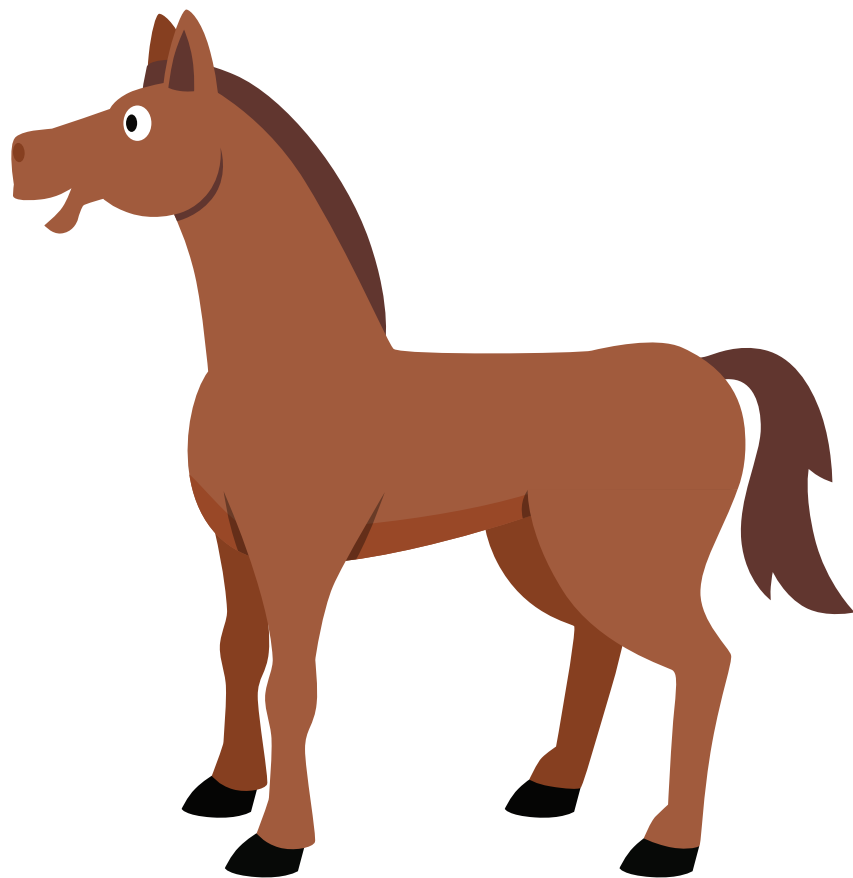
Instructions are bold or colour-coded: **bold for words to say**, orange to correct error, blue for action and green for repetition



hat



hen



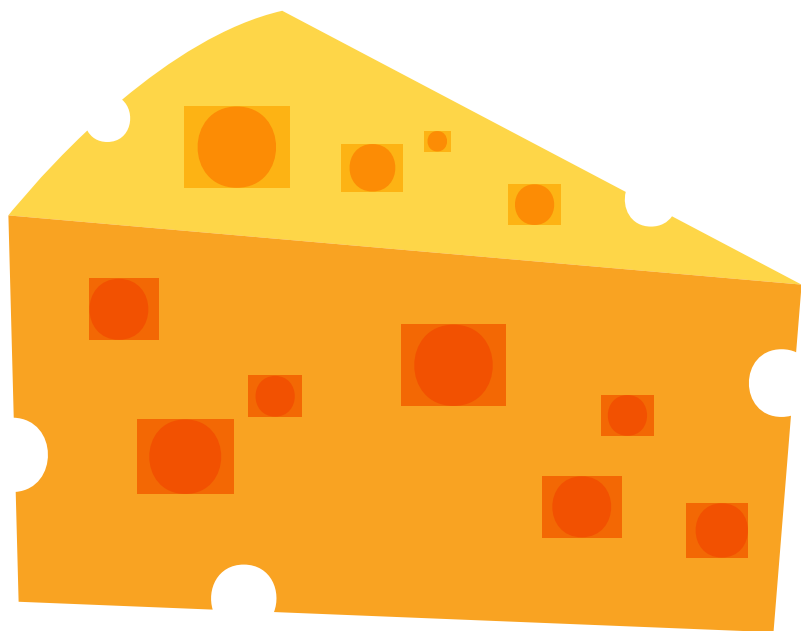
horse



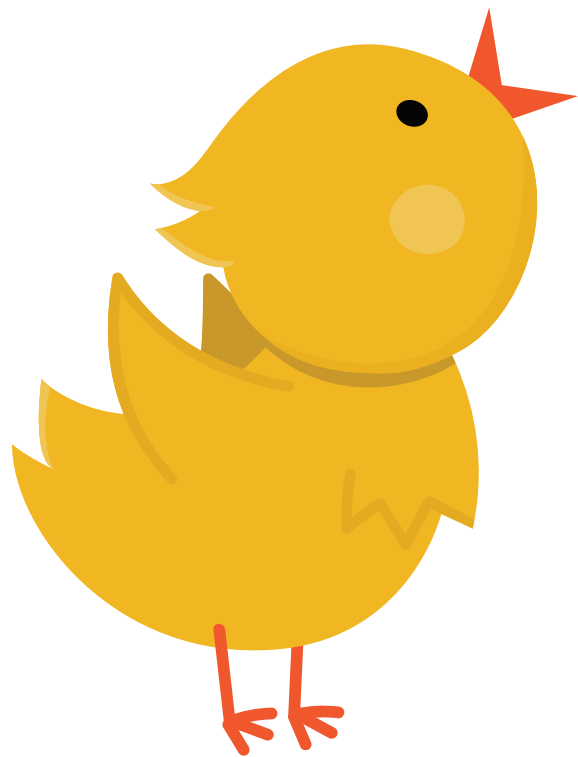
house



chair



cheese



chick



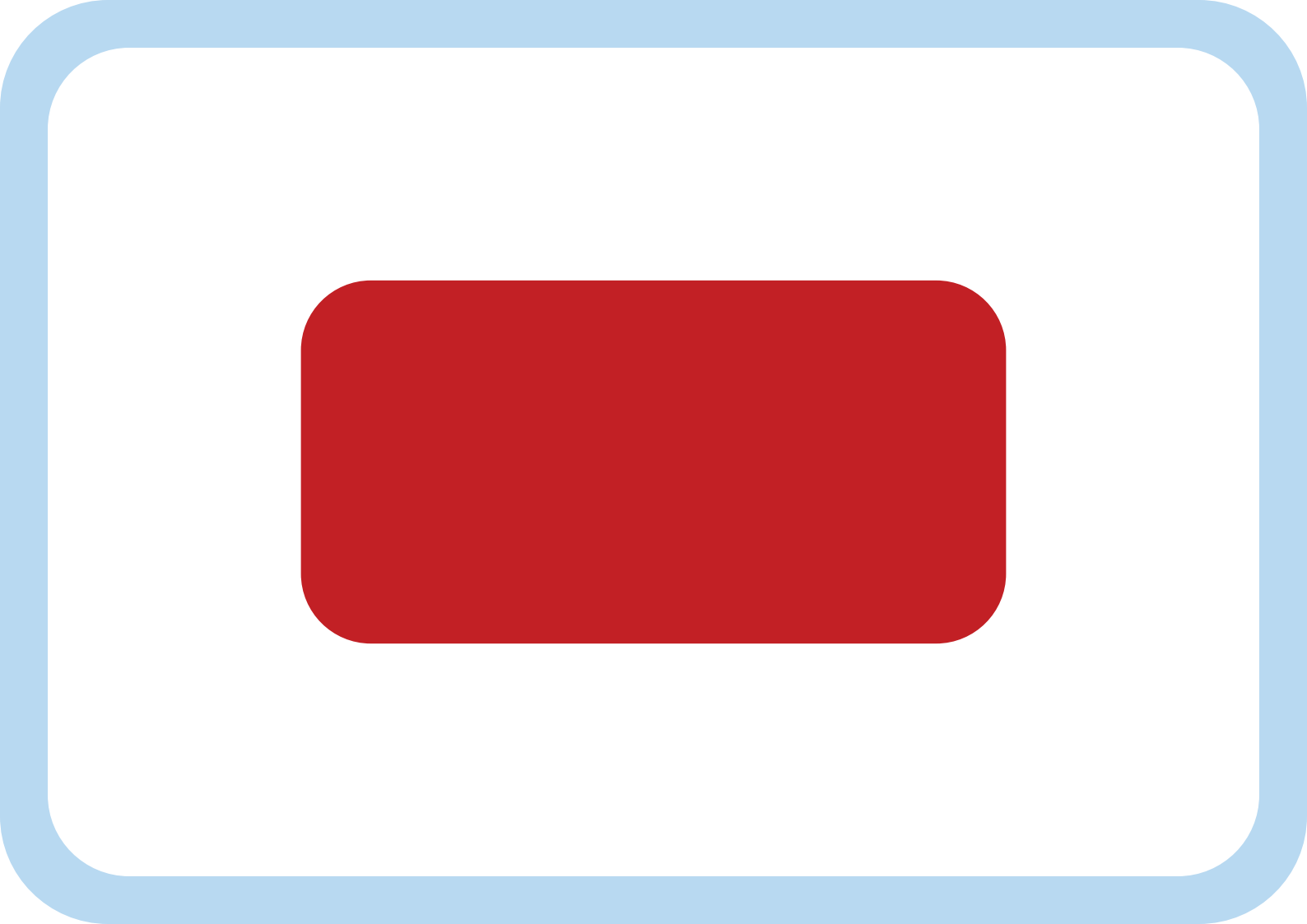
chin



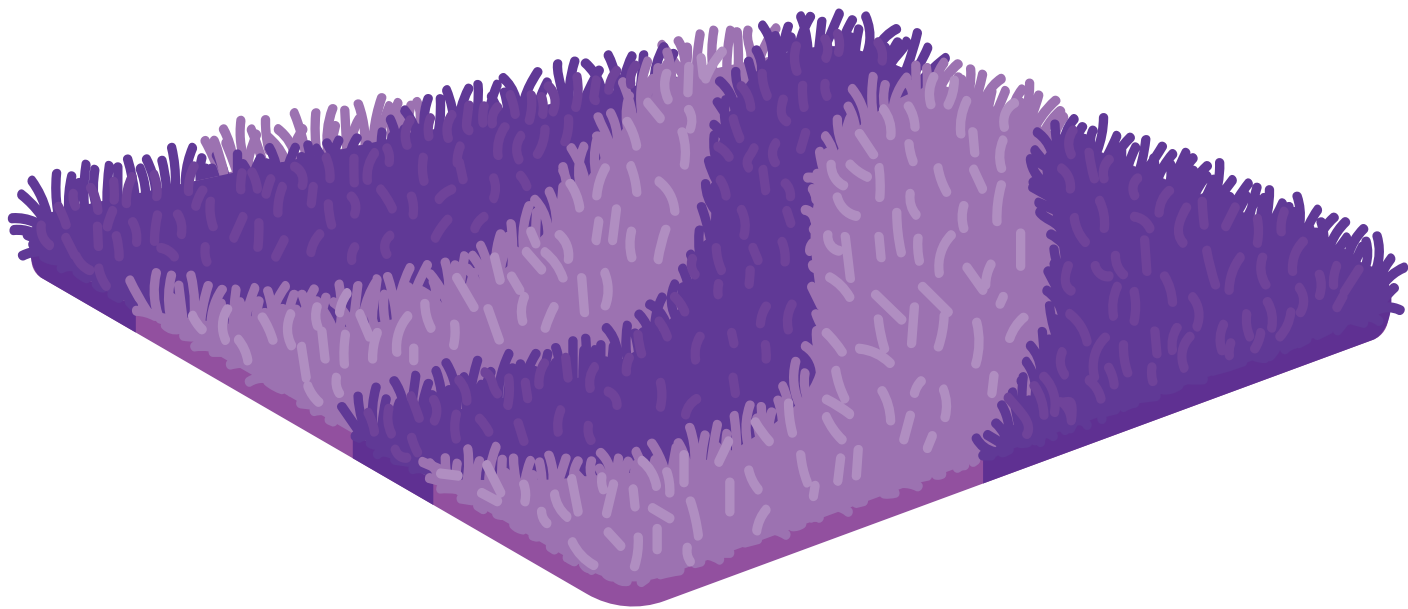
rain



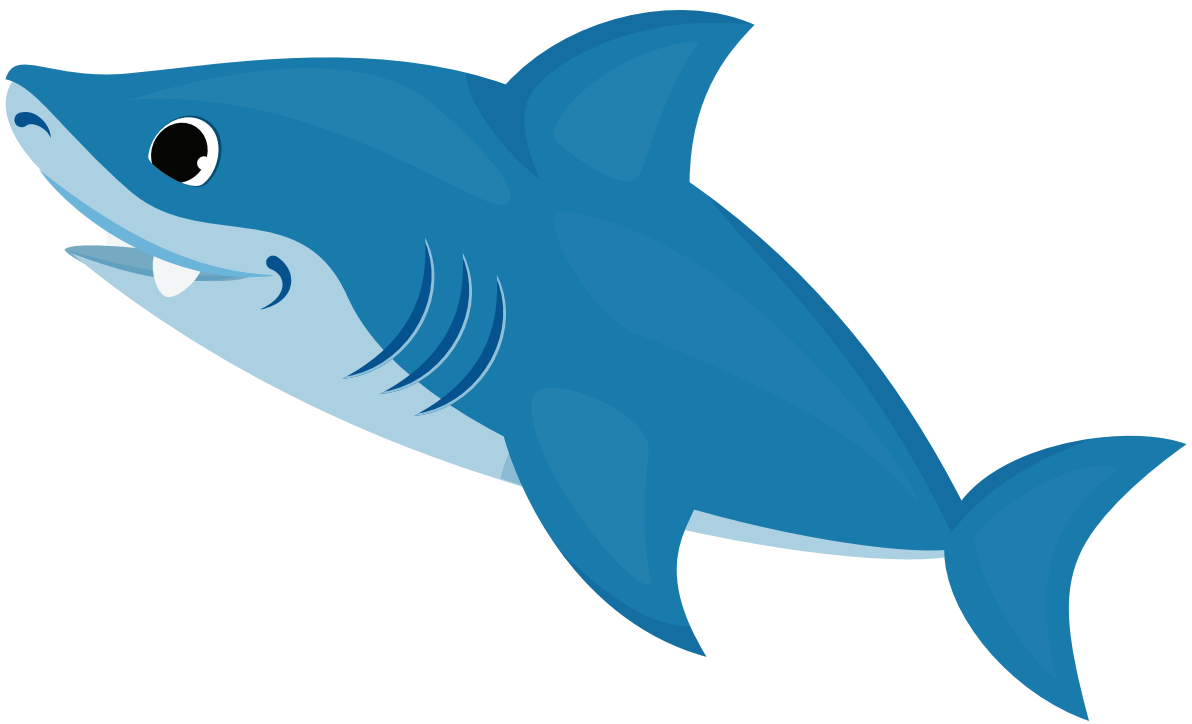
rat



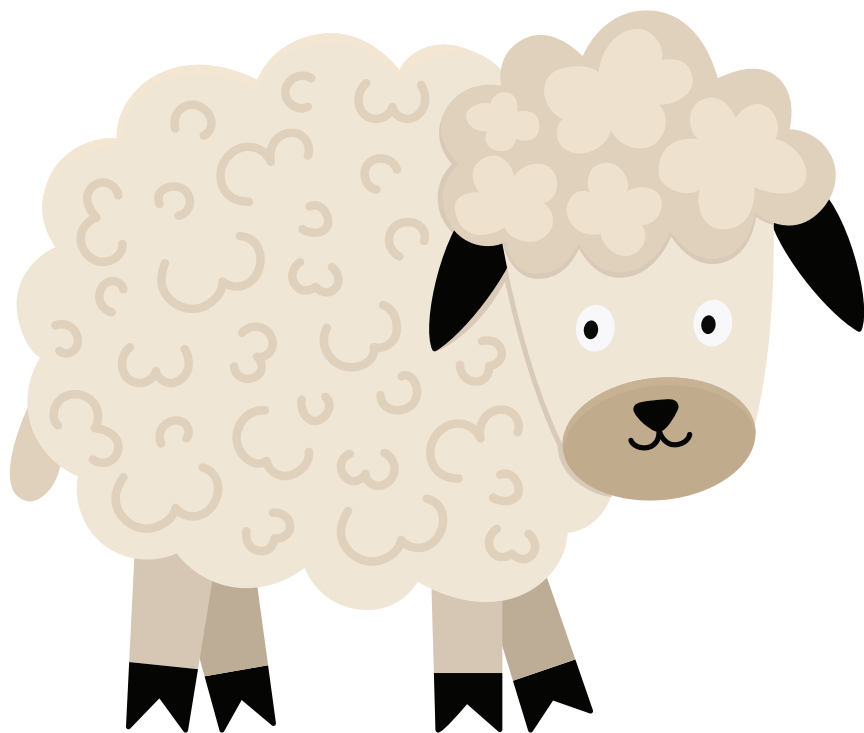
red



rug



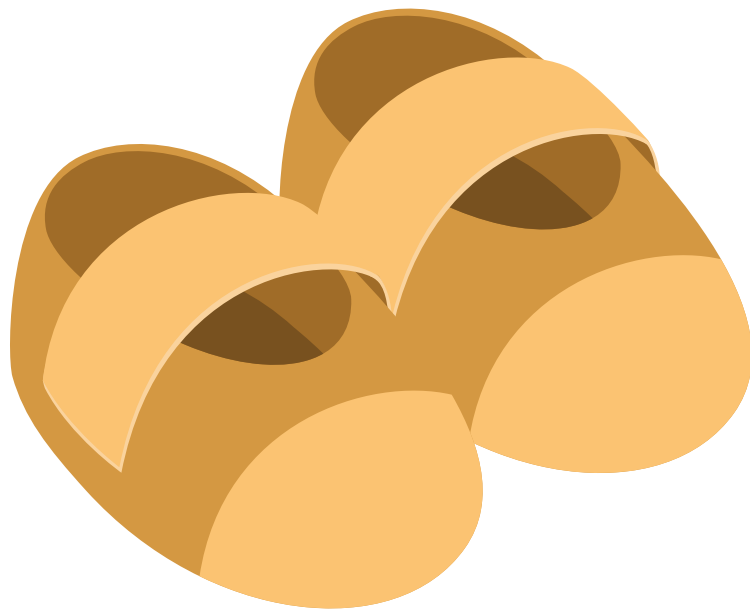
shark



sheep



ship



shoes