

DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**SUB-DOMAIN: LITERACY****READING****GOAL 56: CHILDREN DEVELOP PHONOLOGICAL AWARENESS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Recognizes phonemes as both initial and ending sounds.	<ul style="list-style-type: none"> ▪ Discriminates letter sounds that are the same and different (La, la, la, da, da, da). ▪ Discriminates one sound out of many. ▪ Joins in and repeats rhyming songs, finger plays, and poems. ▪ Listens for a particular word. ▪ Shows beginning understanding of rhyme and alliteration. ▪ Recognizes the similar initial sounds of words (bug, bat, boy). ▪ Makes three or more letter-sound correspondences (e.g. identifies that “mommy, Mary, and mat” all begin with an m sound). ▪ Finds objects in a picture with the same beginning sound, with assistance. ▪ Makes up silly words and rhymes. ▪ Differentiates between similar-sounding words (three and tree). ▪ Fills in the missing rhyming word in a song or story. ▪ Identifies the beginning sound of familiar words. 	<ul style="list-style-type: none"> ▪ Engage child in sound discrimination activities (sound canisters). ▪ Engage child in rhythm activities that focus on repetitious phonemes. ▪ Identify a sound for children and ask them to listen for that sound as you read a simple story or poem with that sound. ▪ Have child complete sentences in familiar and predictable books and stories (Brown Bear, Brown Bear; What Do You See?). ▪ Use music that emphasizes listening and responding. ▪ Make up own silly songs and chants with the child. Point out specific sounds and ask for that sound to be included in the creations. ▪ Play rhyming games (e.g. “berry, hairy, scary” or “rain, pain, lane”). ▪ Sing word songs, leaving out parts as you sing along (a dog BINGO, and in each consecutive paragraph leave out a letter but mark the spot with silence or a clap). ▪ When reading to child or children include them by involving them in the storytelling (omit a word that they fill in, encourage them to make appropriate sounds and hand motions, ask them to answer open-ended questions). ▪ Use structured opportunities to practice rhyming. ▪ Play sound matching and discrimination games. ▪ Use rhythm instruments to beat out syllables in words

			<p>(drums, sticks, pans, spoons).</p> <ul style="list-style-type: none">▪ Have child complete sentences in familiar and predictable books and stories.▪ Use same activities for previous age group.
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