

Adventures of an SLP in FDK



Here's a tip from your Speech-Language Pathologist for your communication toolbox. We hope you find this useful in your classroom.

Activity Focus:

To develop **phonological awareness skills**.

The big idea – in order to be able to “play with sounds” students need to be aware of the sounds. Oral speech is dynamic and fast. Sometimes it is hard for students to “hear” all the individual sounds in a word because of that speed. Written words leave behind the letters on paper --speech leaves the sounds in the air. It's not surprising then, that some students might miss a sound!

Activity:

One of the easiest strategies to help children “hear” a sound in speech is to “highlight” that sound. Highlighting a sound means emphasizing it in your speech. You are highlighting when you:

- Make a sound longer within the word “glasssss”



glasses.m4a

- Make a sound louder within the word “butterfly”



butterfly.m4a

- Make a sound bigger with your voice and gestures “pop”



pop.m4a

Highlighting can be used while:

- Reading a book
- Talking during play

- At the sensory table
- In fact – almost any time!

Highlighting is not the same as repeating “p-p-p-pop” which can be useful in different situations.

Highlighting should go in your oral language toolbox because:

- Highlighting is a valuable and effective tool in sound awareness.
- It helps make speech more tangible.
- You can take this tool where ever you go.

FDK Curriculum Links:

Language 1.1 – Explore sounds, rhythms, and language structures, with guidance and on their own.

Language 1.11 – Demonstrate an awareness that words can rhyme, begin or end with the same sound and are composed of phonemes (sounds) that can be manipulated to create new words.

Resources

Blaxley, L., Kyte, C., Legget, J., McWhirter, S., and Minor-Corriveau, M. (2014). *Oral-Language at Your Fingertips*. OSLA, Toronto