



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Take a Break

Literacy Skills / Print Knowledge



Materials

1. A big book read aloud



Virginia SOLs

K.5, 1.5, 1.12

Procedure

1. When you need to take a break from reading (e.g. to answer a question), use the opportunity to point out that there are stops built into text.
2. Say to the child, “Let me finish this sentence before I answer that question.” Then point to the period when you get there. “Now I’ve reached the end of the sentence. I know I am at the end because I see a period. Now let’s see if we can find or think about an answer to your question.”
3. This helps children learn one aspect of how print works. Children should learn that there are parts to print, such as sentences, paragraphs, chapters, and that the end of a line or a page is not necessarily the end of a unit of meaning.



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Logo Land

Literacy Skills / Print Knowledge



Materials

1. Familiar logos
2. Large wall space or bulletin board
3. Scissors
4. Class provided logos



Virginia SOLs

K.6

Procedure

1. Ask children to bring in items with familiar logos, such as McDonald's bags, cereal boxes, toy containers, snack bags, etc.
2. Cut out the logos and mount them for display.
3. Encourage children to practice reading the logos, emphasizing that logos, like letters convey meaning.



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Obstacle Course

Literacy Skills / Print Knowledge



Materials

1. Paper
2. Markers
3. Gym equipment, such as cones, hula hoops, etc.



Virginia SOLs

K.6

Procedure

1. Create an obstacle course for children to walk, run, crawl, or climb.
2. Label the course with pictures, signs, and words. For example, use arrows, words like up, down, jump, stop, etc.
3. Walk the children through the course and discuss the pictures, signs, and words. Emphasize that words and symbols convey meaning.
4. EXTENSION: Children can draw or write about their obstacle course experience. Scaffold students by composing dictated sentences. Put the children's descriptions and pictures in an album. You may also invite another class to participate with your students acting as guides, reading the signs and giving directions to their peers.



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Classroom Scrapbook

Literacy Skills / Print Knowledge



Materials

1. Camera
2. Paper and pencil
3. Photo album or 3-ring binder



Virginia SOLs

K.6, K.11

Procedure

1. Take pictures of children throughout the day, at special events, or on field trips.
2. Share the pictures and discuss with the children what is happening in each picture. Model writing a simple sentence for select pictures.
3. Let each child pick a picture. Children then write about the picture.
4. Put the children's descriptions and pictures in an album for the class library. Contribute your own page using a class photo!



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Treasure Hunt

Literacy Skills / Print Knowledge



Materials

1. School related prizes, such as stickers, erasers, pencils, etc.
2. Cards with words/pictures of room items or locations



Virginia SOLs

K.6

Procedure

1. Organize a treasure hunt during which small groups of children use a set of cards with pictures and words to guide their hunt.
2. Cards can indicate various locations where children can find new directions.
3. During the hunt, use questions to guide children's problem solving. Draw children's attention to how the words name or describe the picture.
4. After a few hunts, encourage children to hide prizes and use cards to create hunts for their classmates.
5. As the children become more successful, try using cards without pictures to create the treasure hunts.



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What Shall We Read Today?

Literacy Skills / Print Knowledge



Materials

1. Various story books displayed around the classroom



Virginia SOLs

K.5

Procedure

1. Show children a range of books that you have chosen from the classroom library.
2. Ask children to choose a book for you to read aloud. Ask them how they made their decisions. Why did the book look interesting? What do you think the book will be about?
3. Focus on the idea of looking at the cover and discuss what is on it.
4. Discuss how it's helpful to look at the pictures, cover, and title when making a choice.
5. Ask students, as a class, to now select a book, providing reasons as to why they picked the book. Model read the book. Check-in with students to determine if the pictures, cover, and title matched the story well.