

Reading for Every Child Phonemic Awareness

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Reading for Every Child

Phonemic Awareness

Grades K–1

By
Anne L. Steele

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Reading for Every Child: Phonemic Awareness—grades K–1

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Reading First

The “Reading First” program is part of the *No Child Left Behind* act. This program is based upon research done by the National Reading Panel that identified five key areas for early reading instruction. The categories are as follows:

Phonemic Awareness

A child learns that each word is made of separate sounds that together make the complete word. The focus on sounds makes *listening* a crucial component.

Phonics

After students recognize that individual sounds make up words, they must connect those sounds. This is text. An important part of phonics instruction is repeated encounters with letters and letter combinations.

Fluency

Fluent readers are able to recognize words quickly. They are able to read aloud with expression and do not stumble over the words. The goal however, is not to read faster, but to read smoothly and with understanding.

Vocabulary

In order to understand what they read, students must have a solid base of vocabulary. As students increase their vocabulary knowledge, they also increase their comprehension and fluency.

Comprehension

Comprehension is understanding, recalling, and being able to use what has been read. Students must practice with the various genres and often can use strategies for comprehension such as graphic organizers.

Introduction

Phonemic Awareness¹ is the ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words. It is the ability to examine language independent of meaning. Thus, phonemic awareness tasks demand that children attend to spoken language, not tasks that simply ask students to name letters or tell which letters make which sounds. Children who are phonemically aware would be able to hear the word *cat*, for example, and identify three phonemes (sounds) /k/ /a/ /t/; hear each individual phoneme /m/ /a/ /n/, for example, and blend these together to form a word *man*; hear the word *cart*, for example, and be able to delete the final sound /t/ and tell you the word is *car*.

Phonemic awareness is particularly important in early reading instruction. It is a primary indicator of early reading and spelling success. Phonemic awareness is a prerequisite to learning to read in an alphabetic sound system, such as English. Teaching phonemic awareness helps children understand this alphabetic principle—that the written word is composed of letters that correspond to phonemes (sounds). Thus, before children learn to read print, they must first have an understanding of phonemic awareness rather than their conceiving of each word as a single indivisible sound stream.

Phonemic awareness is not an innate ability, but developed over time. The path is a sequence of development beginning with awareness of spoken

words, then syllables, followed by onsets² and rimes, and finally to individual sounds within words. Types of phonemic awareness tasks include: rhyme recognition and production, categorization/matching, blending, isolation, segmentation, deletion, substitution, and adding.

This book has been designed to help children develop a working knowledge and conscious understanding of how language works. The activities are organized by size of linguistic unit emphasized from largest to smallest and by difficulty of task. This book also includes parent letters for each type of linguistic unit emphasized. Studies indicate that phonemic awareness instruction is most effective when it incorporates sounds along with the letters of the alphabet. This helps children to see how phonemic awareness relates to their reading and writing. This book also provides ideas to incorporate print into phonemic awareness activities. These are activities are marked with an .

Also, remember that phonemic awareness instruction is most effective when it focuses on only one or two types of phoneme manipulation. This book provides several types so that you can choose which you want to focus on.

Additionally, a brief, informal assessment (both pretest and posttest) of these phonemic awareness skills is included. These assessments should be administered orally and individually to children. Assessment usually requires approximately ten minutes per child. It is

Introduction

important that the person who administers the assessment is aware of the proper production of speech sounds.

Further, phonemes of the English language need to be pronounced correctly when modeled to children. Distortions or errors in phoneme production can affect a child's ability to perceive and blend sounds. Although proper pronunciation may sound easy, it can actually be quite challenging. This book includes a pronunciation guide and tips to help you. In addition, we recommend that children look into a mirror when saying individual phonemes

so that explicit instruction can be given to help better understand the similarities and differences between the phonemes.

Please keep in mind that phonemic awareness is not an isolated skill. It is not intended to replace other forms of reading instruction, such as reading aloud, writing, and exposing children to the printed language. Phonemic awareness activities should be embedded in meaningful language instruction throughout the day and be fun and playful.

¹Often, the term *phonemic awareness* is used interchangeably with the term *phonological awareness*. To be precise, phonemic awareness is a subset of phonological awareness. Phonemic awareness refers to an understanding about the smallest units of sound that make up the speech stream: phonemes. The focus is narrow—identifying and manipulating the individual phonemes in words. Phonological awareness, however, is broader, encompassing larger units of sound as well, such as syllables, onsets and rimes. When both terms are used, *phonemic awareness* is the more specific term for awareness of sounds only. We use the term phonemic awareness in this book to encompass all units of sound in speech because the term is frequently used in this manner in literature and in professional discussions.

²An *onset* is all of the sounds in a word that come before the first vowel. A *rime* is the first vowel in a word and all the sounds that follow. For example, *cracker*, the onset is *cr* and the rime is *ack*.



Phonemic Awareness Assessment

Name _____ Pre/Post Test _____

Directions: Give this assessment orally and individually. Put a +/ - to indicate whether the child was correct or not.

Counting Words in Sentences

I'm going to say a sentence. I want you to say the sentence as you clap for each word.

Pretest

1. Tim likes milk. ___
2. See Dan run. ___
3. Ed has a cat. ___

Posttest

1. Look over there. ___
2. It snowed yesterday. ___
3. Tom's cat is big. ___

Rhyme Recognition

Listen to these words and tell me if the two words rhyme or don't rhyme.

Pretest

1. sit - hit ___
2. girl - boy ___
3. mug - rug ___

Posttest

1. book - cook ___
2. pig - wig ___
3. cat - dog ___

Rhyme Production

Now, I'm going to say a word. I want you to tell me a word that rhymes with it. Your word can be a real word or a silly made-up word.

Pretest

1. fin ___
2. mat ___
3. sock ___

Posttest

1. king ___
2. mail ___
3. cake ___

Syllable Segmentation

I'm going to say a word. I want you to clap the different syllables while saying each part.

Pretest

1. sunshine ___
2. football ___
3. basket ___

Posttest

1. rainbow ___
2. pencil ___
3. wagon ___



Syllable Blending

I'm going to say some parts of words. Put these parts together to make one word.

Pretest

1. sail - boat ___
2. ap - ple ___
3. um - brel - la ___

Posttest

1. mail - box ___
2. pump - kin ___
3. but - ter - fly ___

Syllable Deletion

I'm going to say a word and ask you to say the word without a part.

Pretest

1. Say rainbow without bow. ___
2. Say pancake without pan. ___
3. Say basket without ket. ___

Posttest

1. Say door without bell. ___
2. Say cupcake without cup. ___
3. Say paper without pa. ___

Blending Onset-Rime

I'm going to say some parts of words. Put these parts together. Say the whole word.

Pretest

1. b - ook ___
2. c - ar ___
3. cl - ock ___

Posttest

1. r - ug ___
2. h - at ___
3. fl - ag ___

Phoneme Isolation (initial)

I'm going to say a word. Tell me the beginning sound you hear.

Pretest

1. hat ___
2. man ___
3. bed ___

Posttest

1. dog ___
2. fun ___
3. mat ___

Phoneme Isolation (final)

I'm going to say a word. Tell me the ending sound you hear.

Pretest

1. mat ___
2. rake ___
3. plate ___

Posttest

1. fan ___
2. bug ___
3. mask ___



Phoneme Blending

I'm going to say some parts of words. Put these parts together. Say the whole word.

Pretest

1. /_ /g/ ___
2. /b/ /_ /t/ ___
3. /f/ /_ /t/ ___

Posttest

1. /h/ /_ / ___
2. /p/ /_ /g/ ___
3. /k/ /_ /p/ ___

Phoneme Segmenting

I'm going to say a word. I want you to slowly say each sound in this word.

Pretest

1. bee ___
2. in ___
3. rat ___

Posttest

1. ice ___
2. at ___
3. bug ___

Phoneme Deletion (initial)

I'm going to say a word and ask you to say the word without a part.

Pretest

1. Say mat without /m/. ___
2. Say hit without /h/. ___
3. Say goat without /g/. ___

Posttest

1. Say cup without /k/. ___
2. Say pin without /p/. ___
3. Say tape without /t/. ___

Phoneme Deletion (final)

I'm going to say a word and ask you to say the word without a part.

Pretest

1. Say meat without /t/. ___
2. Say rake without /k/. ___
3. Say time without /m/. ___

Posttest

1. Say beat without /t/. ___
2. Say card without /d/. ___
3. Say felt without /t/. ___

Phoneme Substitution (final)

I'm going to say a word and ask you to change the first sound.

Pretest

1. Replace the first sound in pig with /w/. ___
2. Replace the first sound in fish with /d/. ___
3. Replace the first sound in house with /m/. ___

Posttest

1. Replace the first sound in mat with /r/. ___
2. Replace the first sound in coat with /g/. ___
3. Replace the first sound in back with /r/. ___

Dear Parents,

An important step in the process of becoming a good reader is being able to understand that language consists of sentences with different lengths. These sentences, in turn, consist of words that are also of different lengths. In class, we will be engaging in fun, playful activities that focus on these concepts. Extending activities into your home is a wonderful way to help in your child's education. Below are some activities to do with your child that will help strengthen these skills.

- As you read a book to your child, point out that a group of words makes a sentence. The first word in a sentence begins with a capital letter and sentences end with punctuation marks, such as a period. Also, point out how words are separated by spaces between them. Ask your child to point to one word, two words, etc. and sentences. Point to a word(s) and have your child tell you how many word(s) you pointed to.
- Say a familiar nursery rhyme such as "Humpty Dumpty" or "Mary Had a Little Lamb." Toss a ball, beanbag, or small stuffed animal or roll a toy truck or car back and forth as you and your child alternate saying each word.
- Say a familiar nursery rhyme or read a repetitive book pausing to omit a key word. Let your child fill in the missing word. For example, *Mary had a little (blank)*.
- While in the car, on the bus, or waiting in line at the store, say a simple sentence, as above. Have your child tell you how many words he hears.
- When telling or asking your child something, such as *Clean your room, or Did you brush your teeth?*, make it a game by mixing up the words (*room clean your; teeth your brush did you*). Have your child rearrange the words so they make sense.
- Say two words (one longer than the other), such as *box* and *television*. Have your child repeat the words. Then ask your child to tell you which word is longer or shorter.

If you have any questions, please contact me. I will be happy to meet with you. Together we can make a positive difference in your child's life. Thank you for your cooperation and for your help in making your child to become a good reader.

Sincerely,

Word Worms

(whole class or small group)

Materials

- 2-1 ½" x 12" strips of construction paper
- Glue
- 2-1 ½" x 24" strips of construction paper
- Crayons

Activity

In advance have children make two worms. Glue the ends of two 1 ½" x 12" strips of paper together to form an "L." Then fold the strips back and forth, overlapping them to create an accordion effect. Finally draw a face. Using the two 1 ½" x 24" strips, repeat these steps.

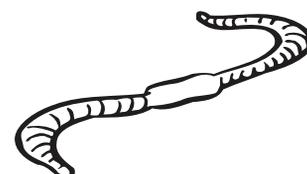
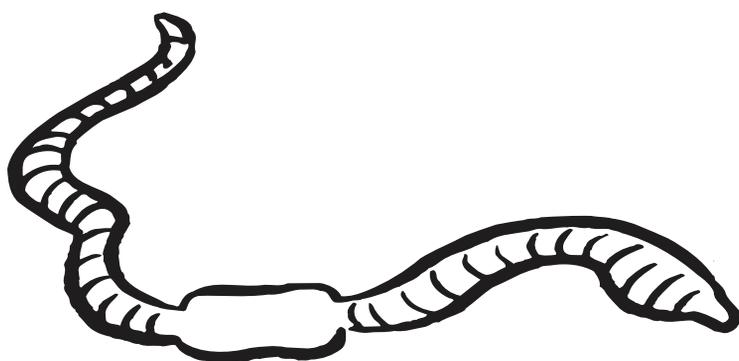
Have children compare the lengths of the two worms and identify the short and long one. Name the short worm "Shorty" and the long worm "Longy." Explain to the children that "Shorty" eats only short words and "Longy" eats only long words. Tell children that they are going to play a listening game with these worms. They will listen to two words and then decide which word "Shorty" eats and which word "Longy" eats.

Say, "telephone," and have the children repeat the word aloud. Then say, "car," and have the children repeat the word aloud. Invite two children to come to the front of the class. Have each child say one of the words aloud simultaneously. Point out that the child that said *telephone* finished after the child that said *car*. Then write each word on the board and count the letters. Point out that *telephone* has more letters than *car*. Finally, hold up "Shorty" and sing to tune of "Camptown Races,"

What word will "Shorty" eat?
Tell me. Tell me.
What word will "Shorty" eat?
Tell me, (say a child's name).

Have this child say and explain his or her answer. Finally, have the children pretend "Shorty" eats as they say *car* aloud. Repeat with "Longy." Continue with the following word pairs:

- balloon/cap
- bird/pineapple
- chipmunk/flag
- chair/feather
- cow/mountain





Word Length Fun

(whole class or small group)

Materials

- 2 Buckets
- Picture cards (pp. 71–77):
grasshopper, pig, butterfly, desk,
banana, truck, newspaper, house,
strawberry, bed
- Pointer
- Scissors

Activity

In advance, reproduce, cut, and write the names of the images under each picture. Then place the butterfly, banana, newspaper, and strawberry

cards in one bucket and the desk, truck, house, and bed cards in the other bucket. Explain that sometimes the size or length of a word is not representative of the size of the object it names. As an example, show the grasshopper and pig cards. Say, “When we say the word *pig* it is a shorter word than when we say the word *grasshopper*. However, if we compare the size of a grasshopper and a pig, a pig is bigger than a grasshopper. Today we will sing a song about this.” Teach the class the song below. For additional verses, invite a child to draw one card from each bucket and replace these with the boldfaced words. Have the class decide which of the two words is the shorter word and which of the two objects is bigger.

Short Words, Long Words

(Sing to the tune of “Are You Sleeping?”)

Chorus:

There are short words.	(palms of hands face each other close together)
There are long words.	(move hands farther apart)
But the size	(hold palms up and shrug shoulders)
Of a word	
May differ from the size	(point and shake finger back and forth)
Of the object it names.	
Take a look.	(cup hands around eyes as if looking through
Take a look.	binoculars)

(display *grasshopper* and *pig* cards)

The word pig	(point to the word <i>pig</i>)
Is shorter	(palms of hands face each other close together)
Than the word	(point to the word <i>grasshopper</i>)
grasshopper .	
But a pig is bigger	(point to the picture of the pig)
Than a grasshopper .	(point to the picture of the <i>grasshopper</i>)
Oh my my.	(place hands on cheeks and shake head)
Oh my my.	

Monkey Count

(whole class, small group, or individual)

Materials

- Monkey and tree picture cards (pp. 74–76)
- Scissors
- Crayons

Activity

In advance, reproduce six monkeys and enlarge one tree for each child. Say, “Today we are going to use monkeys to count words in sentences. I’m going to say a sentence. For each word I say, a monkey escapes from the zoo and hides in the tree.” Start by placing all of the monkeys in the “zoo.” Say a two- or three-word sentence, such as *Ben is small*. Repeat the sentence, placing one monkey on the tree (from left to right) as you say each word. Next, have the children repeat the procedure. Ask, “How many words?” Repeat with other sentences. Use longer sentences once short sentences are mastered.



Extension:

- Say a three-word sentence as above. Touch one of the monkeys. Ask a child to name the word represented by that monkey. Repeat with the other monkeys.

Variations:

- Give each child a cupcake liner and a small bag of candy-coated chocolates. Tell the children that you will say a sentence, and that they are to place candy in the cupcake liner for each word as it is said. Ask, “How many words?” Then let children eat the candies as a reward for their hard work.
- Recite a familiar nursery rhyme as you line up the children; however, have each child say one word of the rhyme as you point to them to line up.

What Do You See?

(whole class)

Materials

- Poster
- Chart paper
- Markers

Activity

Display a poster of a theme that the class is studying. Hang a sheet of chart paper below or beside the poster. Each day, invite one child to make up a sentence about the picture. Have the class recite the sentence and tap or clap as each word is spoken and as you write each word in a different color. Then point to each as you reread the sentence.



Dear Parents,

Reading experts say that good readers know how to recognize the sounds in words and manipulate, or play around, with these sounds. When children engage in rhyming activities and know how to rhyme, they are on the road to becoming a good reader. In class, we will be engaging in numerous playful rhyming activities which help direct your child's attention to the sound-structure of words and builds his or her awareness that language has not only meaning and message but also form. Below are some rhyming activities to introduce your child to the sounds of words.

- Say a word, such as *dog*. Have your child tell you a real or nonsense word that rhymes.
- Play "hot potato." Begin by saying a word. Then toss a soft object or ball to your child. Your child says a rhyming word and tosses the object back to you. You say a rhyming word and toss it back. Keep tossing the object back-and-forth as long as possible.
- Go on a rhyme hunt. Find things in the house or in a specific room that rhyme with another word or object in the house.
- Say two words and ask your child whether they rhyme or not. For example, *Does rug rhyme with bug? Do house and chick rhyme?* For fun, have your child do a particular action (such as clapping) if the words rhyme and a different action (such as tapping the top of his or her head) if the words do not rhyme.
- Place some objects in a bag. Have your child remove an object from the bag, identify it, and say real and nonsense words that rhyme.
- Using old magazines, newspapers, or advertisements have your child cut out pictures that rhyme.
- Say three words or show three objects or pictures, two of which rhyme. Have your child tell or select the object/picture that does not rhyme.
- Show an object. Say three words, one of which rhymes with the object. Ask your child which word rhymes with the object.
- Read a familiar rhyming book or poem. Stop before the rhyming word and have your child supply the word.
- Play, "I Spy Rhyme." To play, pick an object (tree) and say, "I spy something that rhymes with bee."

If you have any questions, please contact me. I will be happy to meet with you. Together we can make a positive difference in your child's life. Thank you for your cooperation and for your help in making your child to become a good reader.

Bowl a Rhyme

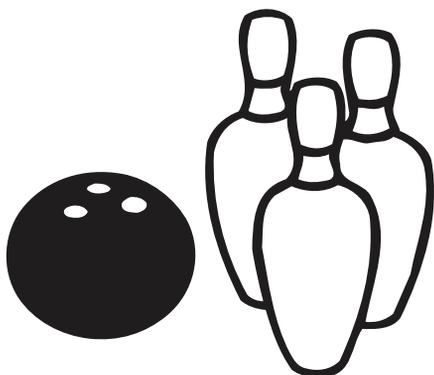
(small group or individual)

Materials

- 5 pairs of rhyming picture cards (pp. 23–24)
- Tennis balls (or other balls)
- Construction paper
- Masking tape
- Glue

Activity

In advance, make bowling pins by covering 10 oatmeal or potato chip canisters with construction paper. Glue a rhyming picture card to each canister. Give each group a ball (tennis balls work well). To play, set up the bowling pins. Use masking tape to mark a line at least four feet from the pins. (A hard, flat surface works best, such as a long table or a tile floor.) Have one child bowl, and identify the pictures on each pin he or she knocked down. Then have this child identify any pictures that rhyme. (If this child is unable to identify the rhyming words, he or she can call on another child to help.) Set these rhyming pins off to the side, and set up the remaining pins to bowl again. (Each player bowls twice before setting up all 10 pins for the next person to bowl.)



Jump In Rhyme

(whole class or small group)

Materials

- Long jump rope(s)
- Scissors
- Rhyming picture cards (pp. 23–24)
- Basket

Activity

In advance, reproduce enough copies of the rhyming picture cards so each player will have one card, and place in a basket. Divide the class into groups of five to six players. Have two children in each group twirl or swing the jump rope back and forth. Have other group members line up to be the “jumpers,” and draw a picture card from the basket. Explain that you will say a chant, and they are to jump in and out when they hear their rhyming word. Say the chant below. Collect the pictures and rotate the jumpers and twirlers to play again.

I like taffy

I like tea.

Won't you come and play with me?

When you hear your rhyming word,

Please jump in.

(name rhyming words: bat, pop, dug, man, dig, smell, shed, took, bake, bunk, rock, peep, nail, ring)

I like taffy

I like tea.

Won't you come and play with me?

When you hear your rhyming word,

Please jump out.

(name rhyming words: sat, hop, jug, ran, jig, tell, Jed, look, make, junk, lock, steep, mail, cling)

Rhyming Card Games

(small groups)

Materials

- Rhyming picture cards (pp. 23–24)
- Glue
- 3" x 5" index cards
- Scissors

Activities

In advance make a deck of rhyming playing cards by gluing each Rhyming Picture Card to an index card. Here are four card games children can play.

Rhyme Pairs—One child plays. Deal eight cards faceup on the table in two rows of four. Pick up any cards that rhyme and place aside out of play. Then deal from the deck to fill any empty spaces. Continue to remove rhyming pairs. If there are no rhyming pairs or spaces available, deal from the deck to cover the cards one at a time, starting at the top and dealing from left to right. Each time a new card is dealt, remove any rhyming pairs. Then replace any empty spaces before continuing to cover existing cards. (You cannot at any time form a pair with another card that is covered by the dealt card. It can only be paired with a card from another pile.) The object is to pair off the entire deck. When it is impossible to pair off any cards, reshuffle the deck to play again.

Go Fish Rhyme—Two children can play. Deal seven cards to each player. Place the remaining cards facedown in a pile. The first player asks for a rhyming card he

needs to make a match. (For example, if the first player has *hat*, he would ask, “Do you have a card that rhymes with hat?”) If the other player has the rhyming card, he must give this card to the asking player. If the other player doesn’t have the rhyming card, he says, “Go fish.” The asking player must then draw a card from the top of the pile. If the drawn card is the rhyming card asked for, he places the rhyming pair faceup and gets another turn. If the card drawn is not the rhyming card asked for, he keeps the card and play continues with the next player. The game continues until someone has no cards left or the stock runs out. The winner is the player who has the most rhyming pairs.

Rhyme Snap—Two children can play. Deal all the cards evenly to each player. Players pick up their cards and hold them facedown in their hands. To play, each player simultaneously turns one card face up. This is continued until the two cards rhyme. When this happens, the first player to call out “Snap” wins the piles of cards and places these cards beneath the cards she is holding. Play continues. If a player runs out of cards, she picks up the cards in her pile. The first player to gather all the cards in the deck is the winner.

Rhyme Concentration—Two or more children can play. Children mix up the cards and place them facedown in rows. The first player turns over two cards and reads the words aloud. If the words rhyme, the player picks up the cards. The player then turns over two more cards. If the words don’t rhyme, the player turns the cards back over, and the next child takes a turn.

Rhyme Time Song

(whole class or small group)

Materials

- “Recognize a Rhyme” song

Activity

Teach the children the song on this page. Then have the children stand in a circle facing each other. Tell them that they are going to play a rhyming game. While singing the first verse, you may want to hold hands and swing arms back and forth to the rhythm or rotate in a circle. After singing both verses, you name two rhyming or non-rhyming words, and let the children do the action.

Extension (rhyme production):

- Invite a child to name two rhyming or non-rhyming words.

Recognize a Rhyme

(Sing to the tune of “Oh My Darling Clementine”)

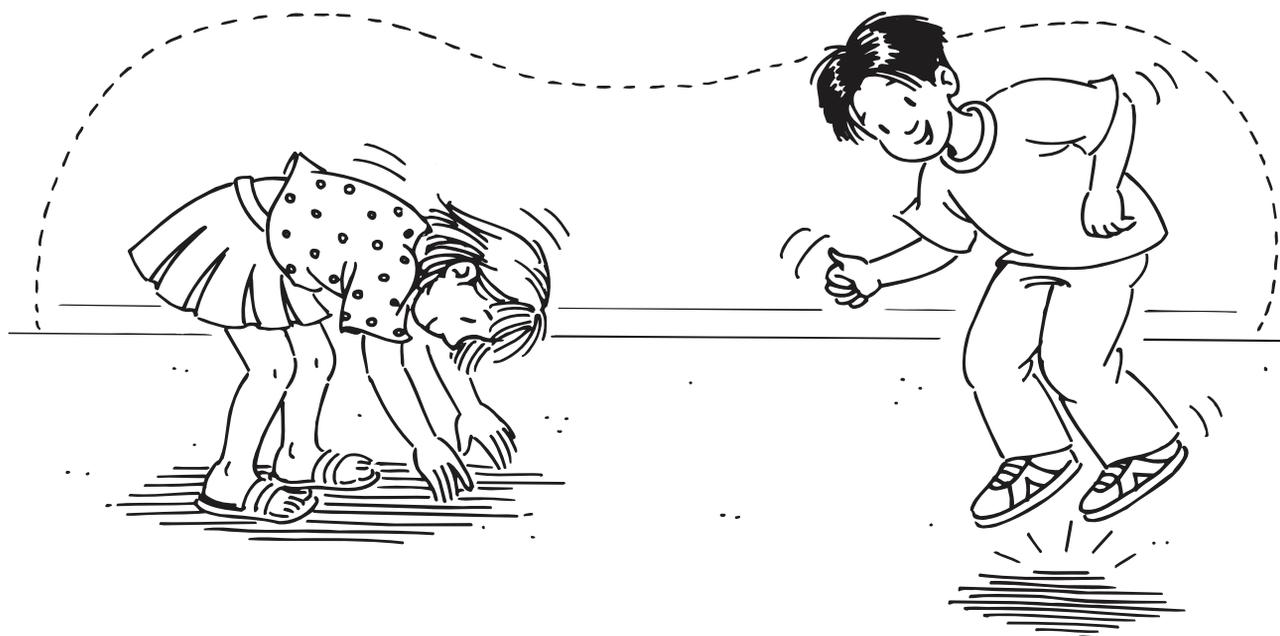
Rhyming words end, with the same sound

Like fan, man, pan, tan, and Dan.
But not all words rhyme together
Like beach, rug, tub, cake, and Bill.

Now let’s play another rhyming game.

If these words I say do rhyme
Turn around and touch the ground
But if they don’t jump up `n down.

(Say two rhyming or non-rhyming words, such as *bat, cat* or *ring, plane*)



Mr. Crocodile

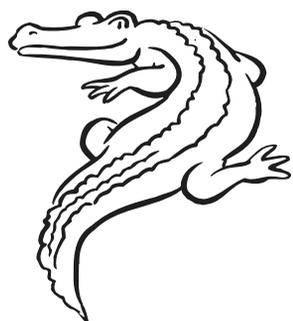
(whole class or small group)

Materials

- Rhyming picture cards (pp. 23–24)
- Scissors
- Basket

Activity

In advance, reproduce enough pictures cards so each child has one. This game is a variation of the game, “Mr. Crocodile.” Have children draw a picture from the basket and line up on one side of the yard. You stand in the center of the yard. To play, children chant, “Crocodile, crocodile may I



cross your river?” The “crocodile” answers, “Yes, if you have a picture card that rhymes with (say a rhyming word).” These players show and say the name of their rhyming

pictures and then hop or skip across to the other side of the playground. Continue to play until everyone has crossed the river.

Extension (rhyme production):

- Rhyming picture cards are not needed. Have the “crocodile” say, “Yes, if you can name a word that rhymes with (say a word); or name two rhyming words.”

Rhyme Snatch

(whole class or small group)

Materials

- Beanbags or other small treats
- Basket
- Rhyming picture cards (pp. 23–24)
- Scissors



Activity

In advance, reproduce enough picture cards so each child has one. Have children sit in a circle, and draw a

picture card from the basket. Place the beanbags in the center of the circle. To play, say a word that rhymes with a picture card(s). All children with a rhyming picture card run around the outside of the circle, return through their own gap to take a beanbag lying in the center. Then the children go to their spots in the circle. Play until each child has had a turn.

Variation and Extension

(rhyme production):

- Assign each child a number from one to six. Place the picture cards facedown in the center of the circle. Explain that you will call out a number and when you say ‘go,’ the children with that number run around the outside of the circle, and return through their own gap to take a card lying in the center. Then they say the name of the picture, tell a word that rhymes, and return to their spots.

Rhyme-a-Word Song

(whole class or small group)

Materials

- "Rhyme-a-Word" song
- Rhythm sticks (optional)

Activity

Invite the children to sit in a circle singing the first verse and chorus of the song on this page. Tell them that they are going to play a rhyming game. Sing the entire song. Encourage children to sing the chorus along with you. You may want to give the children rhythm sticks to play. Play until each child has been named to give a rhyming word.

Variation:

- To give children more examples of rhyming words, change the rhyming words in the first verse, each time you sing it when gathering the children.
- For younger children, have them work in pairs to name a rhyming word.

Rhyme-a-Word

(Sing to the tune of "Camptown Races")

Rhyming words end with the same sound

Bunny, funny.

Here are other rhyming words

Fat, cat, sat, bat, hat.

Chorus:

Let's say some rhyming words.
Let's gather 'round and rhyme.
We're going to rhyme and have
some fun
On this *sunny day.

Who can tell me a rhyming word?
(say a child's name twice.)
What is a word that rhymes with shell?
Oh, please tell me one.

(Pause and let the child name a rhyming word. Then repeat the chorus and the second verse.)

**Substitute "sunny" with the type of weather you are having, such as snowy, rainy, cloudy, or windy.*

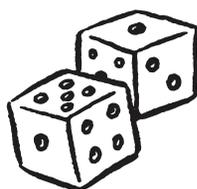


Name a Rhyme Board Game

(small group)

Materials

- Rhyming picture cards (pp. 23–24)
- 12" x 18" Construction paper
- Pencil
- Die
- Glue
- Small game pieces
- Scissors



Activity

In advance make a game board by sketching a path on a sheet of construction paper. Glue the Rhyming Picture Cards along the path. Label one end of the path *Start* and the other end *Finish*. To play, players place their game pieces on *Start*. Each player takes a turn rolling the die and moving forward the corresponding number of spaces. He or she then says the name of the picture he landed on and says a word that rhymes. The winner is the first child to reach *Finish*.

Basketball Rhyme

(small group or individual)

Materials

- 3 baskets (strawberry baskets work well)
- Construction paper
- 3 rhyming picture cards (pp. 23–24)
- Tape

Activity

Display three baskets, each with a rhyming picture card on it. Cut out 12 construction-paper basketballs, and draw or cut from magazines or newspapers 12 pictures that rhyme with the three picture cards. Glue each picture to a basketball. Place the basketballs in a pile. Ask a child to name the pictures on the baskets. Explain to the children that they will draw a card from the pile, find which basket rhymes with their picture, and place the basketball in the basket.

Variations and Extensions (rhyme oddity):

- Glue both rhyming and non-rhyming pictures on the basketballs. Label each basketball with a number from one to three. When a child places a basketball in the correct basket or identifies that it doesn't rhyme, he or she gets the number of points on the basketball. Keep score.
- In advance, draw one-half of a basketball court on a sheet of construction paper. Then draw six circles around the court, and label each circle with a number from one to six. To play, place one set of picture cards on each circle. Have a



child roll a die, turn over the basketballs on the corresponding number, identify each picture, and name the picture that doesn't rhyme. For variation, use six sets of

three rhyming picture cards (none of which rhyme). Say a word, and have the child find the picture card that rhymes with this word.

Off the Boat Rhyme

(whole class or small group of three)

Materials

- 3 chairs

Activity

Set up three chairs in a row, and invite a child to sit in each chair. Whisper a word to each child, one of which does not rhyme. Have children pretend to row the boat, and chant, "Row, row, row your boat. Gently down the stream. One of us doesn't rhyme with the others. Which might this be?" Have each child in the "boat" say his or her word. Then have the class decide which doesn't belong. Next, chant, "Row, row, row your boat. (Say non-rhyming words) doesn't belong. It doesn't rhyme with (one rhyming word) and (other rhyming word). Off the boat you go." Have the child with the non-rhyming word get off the "boat." Repeat, until each child has a turn to be in the "boat."

Extension (rhyme match):

- You will need rhyming picture cards (p. 23). Display a picture card, and whisper a word to each child, one of which rhymes with the picture card. Chant, "Row, row, row your boat. Gently down the stream. One of us rhymes with (say picture card name). Which might this be?" Have each child in the "boat" say his or her word, and then have the class decide which word rhymes with the picture card. Next, chant, "Row, row, row your boat. (Say rhyming word)

rhymes with (picture card). But, (say two non-rhyming words) don't rhyme with (picture card). So, off the boat they go."

Rhyme Oddity Dash

(whole class)

Materials

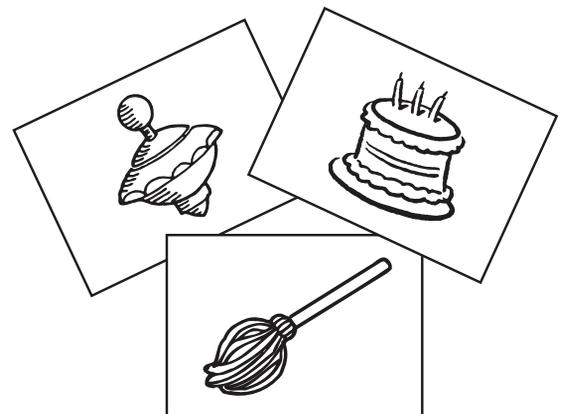
- Rhyming picture cards (pp. 23–24)
- Tape

Activity

Divide the class into four to six groups. Divide the chalkboard into four to six sections and label one through six. Have each group line up across the room in single file across from their section of the chalkboard. (Tape two rhyming pictures and one non-rhyming picture under each section of the chalkboard.) Explain to the children that on "go" the first person in each group will walk to the board and remove the picture that does not rhyme with the others. Continue until each group member has had a turn.

Variation:

- Have younger children go in pairs to search for the picture that does not belong.



Rhyming Ralph

(small group or individual)

Materials

- Bag
- Pairs of objects that rhyme
- Rhyming Ralph puppet
- Objects that don't rhyme

Activity

Place one object of each rhyming pair in a bag. Display one object of each rhyming pair along with the two non-rhyming objects on the desk. Introduce Rhyming Ralph (the puppet) to the children. Explain that Rhyming Ralph needs their help to find objects that rhyme with an object he has in his bag. Invite a child to choose an object from Ralph's bag, and have this child help Rhyming Ralph find the object on the table that rhymes. Repeat until each item in Ralph's bag has been matched.



Rhyme Match

Scramble

(whole class)

Materials

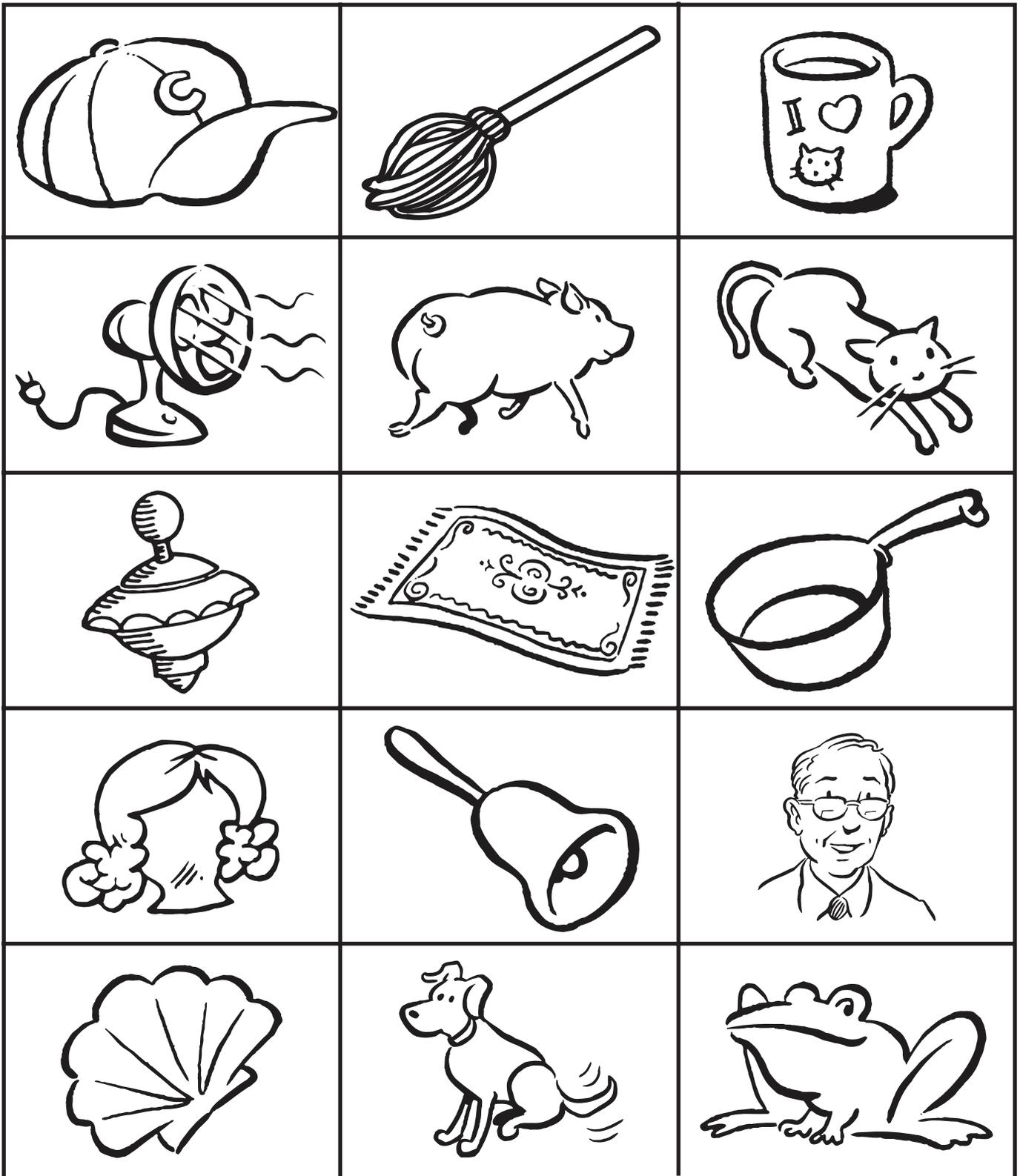
- Rhyming picture cards (pp. 23-24)

Activity

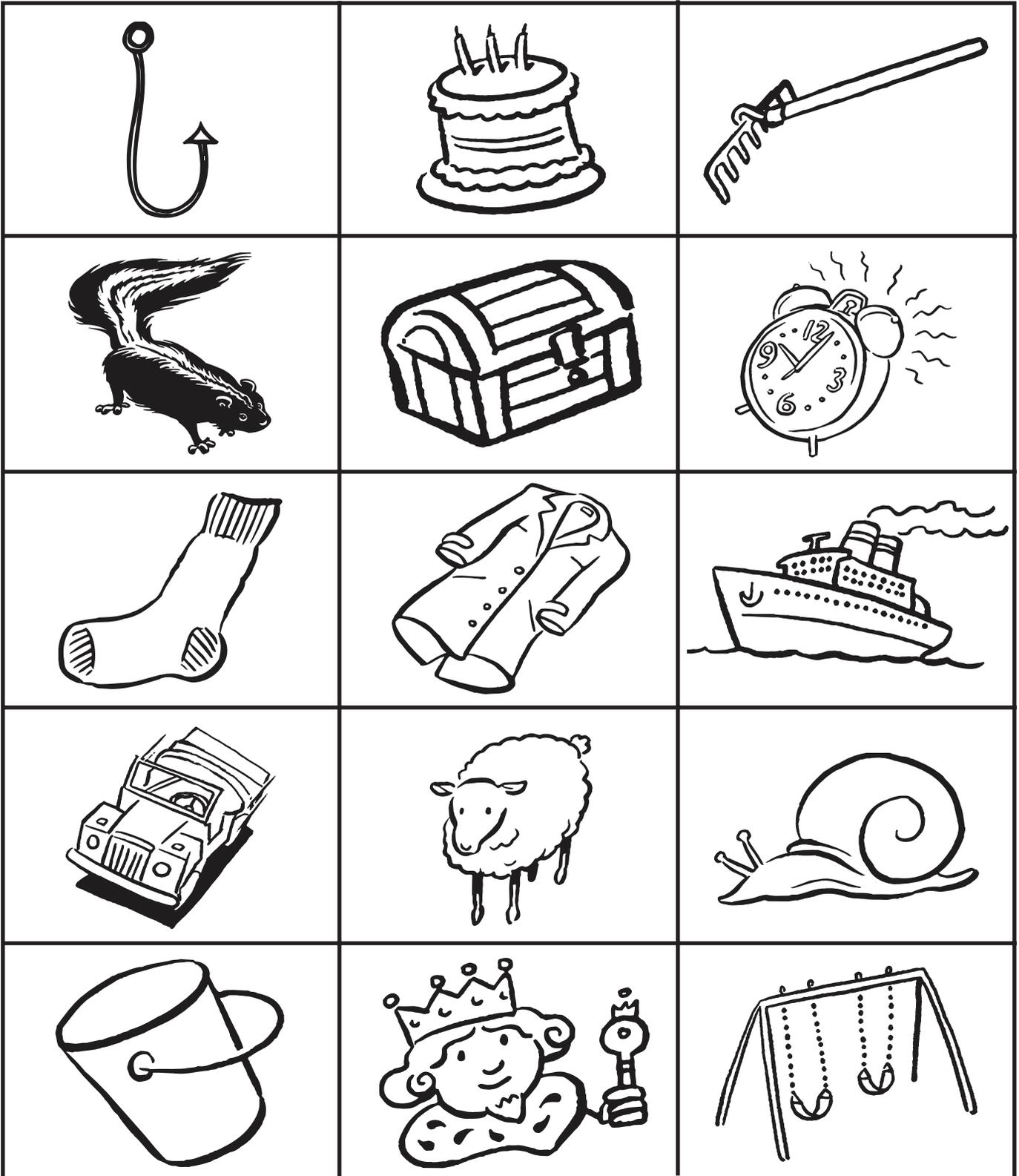
Tape four rhyming picture cards on the chalkboard. Assign each child a number from one to six. Give each child a rhyming picture card that rhymes with one of the pictures taped to the board. (You will need to reproduce some of the cards several times; or draw or cut out other rhyming pictures.) Explain that you will call out a number and when you say 'go,' the children with that number walk and tape their picture under the rhyming picture on the board. After all pictures have been taped to the board, review each set of pictures to verify that they rhyme. If they don't rhyme, have the class decide where the picture belongs.



Rhyme Picture Cards



Rhyme Picture Cards



Dear Parents,

Reading experts say that good readers know how to recognize the sounds in words and manipulate, or play around, with these sounds. When children discover that some words are made of smaller parts or pieces, called syllables, they are on the road to becoming a good reader. In class, we will be engaging in playful activities to help your child learn this skill. Below are some activities to do at home that will help strengthen this skill as well.

- Say a word. Repeat the word together and jump up and down or hop for each syllable. For example, say *cat* and jump up once; say *hotdog* jump up twice—once when you say *hot* and another time when you say *dog*.
- While reading a book to your child, point to a picture. Have your child name the picture and together count how many parts (syllables) you hear. Or, stop and focus on a word that you read. For example, you read the word *umbrella*. Stop and say, “Wow, umbrella sounds like a long word with many parts. I wonder how many parts (syllables) are in this word. Let’s see if we can count them. Say each part slowly, *um-brel-la*.”
- Talk about long and short words. Say a word and together determine the number of syllables. Then let your child say a word and determine the number of syllables. Keep playing, trying to say longer and longer words. Play this while in the car or on the bus.
- Give your child a magazine or advertisement. Ask her to point to pictures that have one syllable, two syllables, or three syllables.
- Have fun letting your child put word parts together. When asking your child to do a chore or a question, say one of the words in syllables, pausing about a second after you say each syllable. Have your child put the syllables together. For example, say, “Please set the ta—ble.”
- Have fun deleting syllables. Say a compound word. Then ask if you took one part away what would be left. For example, say *baseball*. Then ask, “If we took base away from *baseball*, what would we have left?” Let your child answer (ball).

If you have any questions, please contact me. I will be happy to meet with you. Together we can make a positive difference in your child’s life. Thank you for your cooperation and for your help in making your child to become a good reader.

Sincerely,

Syllable Count Puzzle Games

(small group or individual)

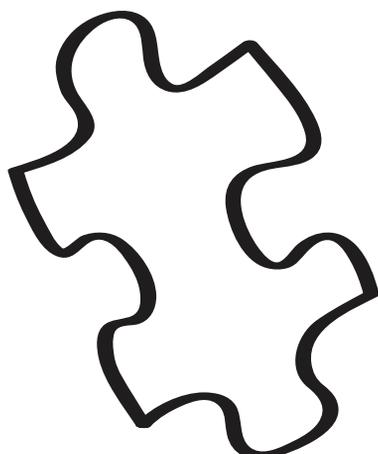
Materials

- Syllable Puzzles, (p. 27)

Activity

Reproduce the puzzle-card page, and cut the cards apart. Carefully cut each card into two puzzle pieces along the lines. These two-piece puzzle cards are self-correcting and can be used in a variety of ways. One or more children can play the following games:

Syllable Match—The puzzle pieces are mixed up and scattered faceup on a flat surface. A child chooses a puzzle piece that has a number on it and looks for a puzzle piece with the matching picture that has this number of syllables. The child then puts the puzzle pieces together. If they fit, the child keeps them. If they don't fit, the child looks for another piece. If there is more than one player, the children can take turns looking for matching pieces or looking for matches at the same time. Everybody wins when all the puzzles have been put together.



Syllable Memory—The puzzle pieces are mixed up and placed facedown in rows. A child turns over two puzzle pieces. If they match (if one is a number and the other is a picture with the matching number of syllables), the child keeps the pieces and turns over two more pieces. If they don't match, the child turns the pieces back over, and the next child takes a turn (or the same child takes another turn, if there is only one player). Play continues until all the matches are made. The winner is the child with the most completed puzzles.

Syllable Count Song

(whole class, small group or individual)

Materials

- "A Syllable Count" song, (p. 28)
- Objects (depicting single and multi-syllables)

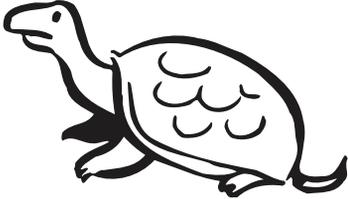
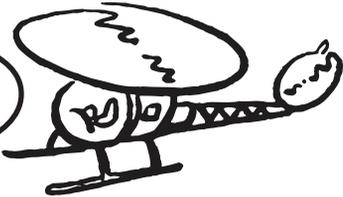
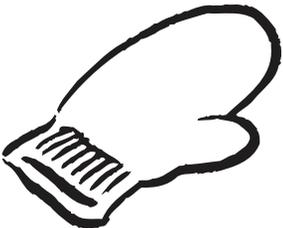
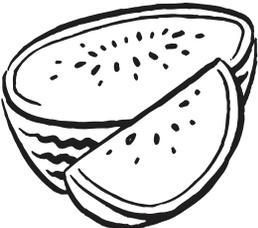
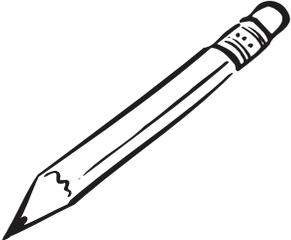
Activity

Have children sit in a circle. Explain that some words are long and have many



syllables or parts, while other words are shorter and have only one or two syllables or parts. Today they will learn a song about syllables and counting syllables in words. Teach them "A Syllable Count" song. To sing additional verses, invite children to get an object in the class and replace the object's name for the boldfaced word.

Syllable Puzzles

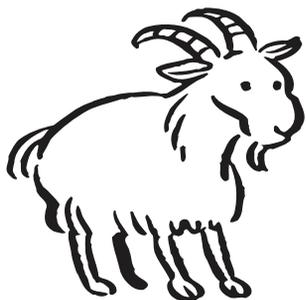
1		2	
3		4	
1		2	
3		4	
3		2	

A Syllable Count

(Sing to the tune of "Oh Where Has My Little Dog Gone")

A syllable is a part of a word.
Oh, long words have many parts.
But short words only have one or two parts.
Let's take a look at some words.

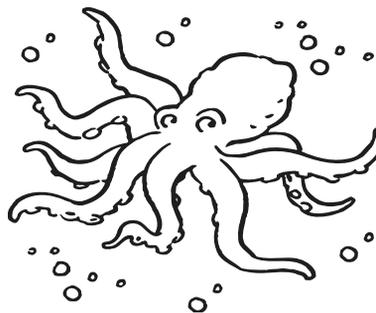
Oh, how many syllables does **goat** have?
How many parts do you hear?
Say the word slowly and clap for each part.
Let's try it; give a big cheer.
(GOAT. One.)



Oh, how many syllables does **baseball** have?
Oh, how many parts do you hear?
Say the word slowly and clap for each part.
Let's try it; give a big cheer.
(BASE-BALL. Two)



Oh, how many syllables does **octopus** have?
Oh, how many parts do you hear?
Say the word slowly and clap for each part.
Let's try it; give a big cheer.
(OC-TO-PUS. Three)

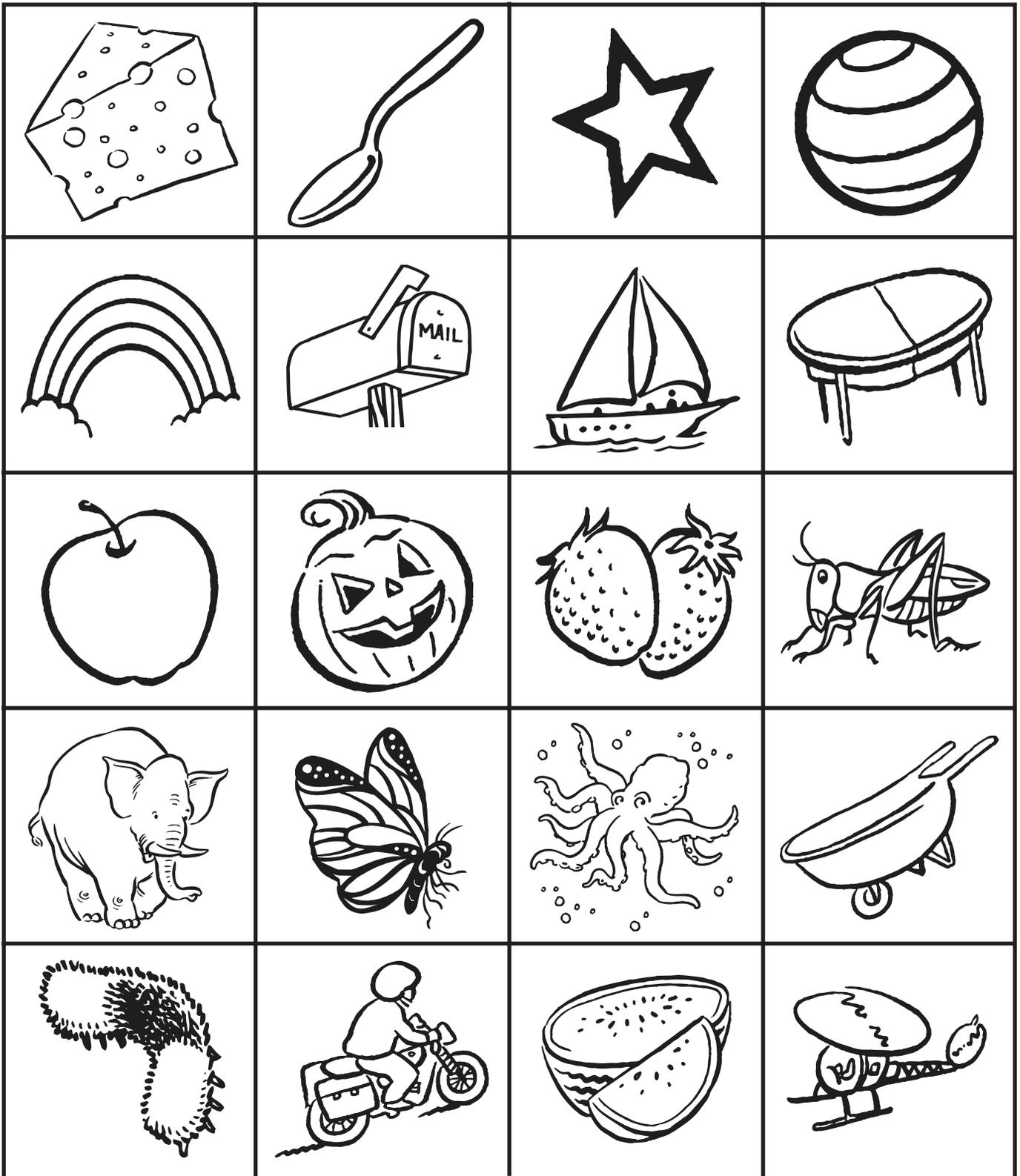


Oh, how many syllables does **helicopter** have?
Oh, how many parts do you hear?
Say the word slowly and clap for each part.
Let's try it; give a big cheer.
(HE-LI-COP-TER. Four)



Note: Change clap to jump, hop, stomp, or other actions. Or, give children rhythm sticks to tap each syllable, or a ball to bounce each syllable.

Syllable Picture Cards



Sticky Popcorn

(whole class)

Materials

- Syllable Picture Cards (p. 29)
- Scissors
- White paper
- Glue

Activity

In advance, cut paper popcorn and glue a Syllable Picture Card to each. Play in an open area. Give each child one paper popcorn, and have each silently determine the number of syllables. Explain that on 'go' they will "pop" around the room as pieces of sticky popcorn, searching for others who have the same number of syllables. When pieces meet, they stick together (i.e. link elbows). Once stuck together, they continue to "pop" around looking for others. After everyone has found their group, have each group tell the number of syllables and share their pictures. Let the class repeat each word, "popping up" for each syllable.



Syllable Island

(whole class or small group)

Materials

- 4–6 hoops or designated areas
- Music (radio or CD player and CDs)
- Objects (depicting multi-syllables)

Activity

Place four to six hoops around the classroom. In the center of each hoop, place an object depicting a two-, three- or four-syllable word. Explain to the children that the hoops are "islands." When you play music, they are to float around the islands. When the music stops, they must get to an "island" closest to them. Each group names the object on their "island," determines the number of syllables by clapping, tapping, etc., and says each syllable aloud. Change objects and play again.



Extension:

- Have children segment their words into syllables by slowly saying each syllable aloud.
- Place the paper popcorn at a center along with four popcorn buckets labeled from one to four. Challenge a child or pairs to sort the popcorn into the correct container.

Clap and Tell

(small group or individual)

Materials

- Syllable Picture Cards (p. 29)

Activity

Show four Syllable Picture Cards, one for each number of syllables. Explain to the children that you will clap a certain number of times. They are to listen to the number of claps and determine the picture that has this number of syllables. Invite a child to remove the picture and say each syllable aloud. Display another picture in its place and play again.



Guess the Present

(small group or individual)

Materials

- Syllable Picture Cards, multi-syllables only (p. 29), or objects (depicting multi-syllables)
- Wrapping paper
- Box with lid
- Tape
- Brown paper bag

Activity

Wrap the box and its lid separately. Display four pictures or objects and have the children name each one. Then have the children



cover their eyes as you place one picture or object in the wrapped box and place the remaining pictures or objects in the paper bag. Have children open their eyes. Explain that you will give them a hint of what is in the wrapped box and they must guess what “present” is inside. Say the name of the picture card or object one syllable at a time, enunciating clearly and speaking in a monotone voice. Have the children blend the syllables. Invite a child to tell what is in the wrapped box. Then let this child open the box to see if he or she is correct. Finally, have this child hide a picture or object and give a hint by segmenting the name of the picture or object into syllables. Play until each child has had an opportunity to hide a picture or object.

Syllable Singing Sally

(whole class, small group or individual)

Materials

- 2 gelatin or pudding boxes (per child)
- Yarn
- 2 $\frac{1}{4}$ " jiggly eyes (per child)
- Glue
- 1" pom-pom (per child)
- Paint
- Crayons
- Scissors
- Masking tape

Activity

Have children make Singing Sally puppets (see example shown) by painting two gelatin or pudding boxes. Cut off one panel and tape together. Glue eyes and the pom-pom for a nose. Draw a mouth and cut lengths of yarn for the hair. Glue to box.

Teach children the song. Use the Singing Sally to say each word part and to blend the syllables. Continue by replacing boldfaced words with two-, three- or four-syllable words, such as wag-on, ti-ger, rain-bow, el-e-phant, cal-en-dar, news-pa-per, di-no-saur, mo-tor-cy-cle, Ar-i-zo-na, and al-li-ga-tor.

Singing Syllables

(Sing the first three lines to the tune of "Paw-Paw Patch")

I will say two parts of a word.
You will say two parts of a word.
We will put each part together
To say the whole word.

Teacher: **mon-key**

Children: **mon-key**

Everyone: **monkey**

Variation:

- For younger children, begin with blending compound words, such as tooth—brush, sail-boat, milk-shake, mail-box.
- Give each child a hand mirror to hold. Have children look in the mirror when saying and blending each part of the word.
- Show a two-syllable picture. Determine each part of the word. Divide the class in half. Have one-half say the first syllable of the word, the other say the second syllable, and everyone shout the whole word.
- Show three picture cards (multi-syllables). Use one of these words in the song. After blending the syllables, invite a child to find the picture.



Syllable Lotto

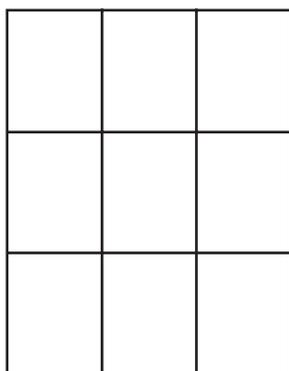
(whole class, small group or individual)

Materials

- Lotto board (p. 34)
- 9 Syllable Picture Cards, multi-syllables only (p. 29)
- Bag

Activity

Give each child a lotto board and nine Syllable Picture Cards. Place a complete set of picture cards in a bag for you to draw from. Tell children to place a picture on each square. Draw a picture from the bag, but don't show the children. Explain that you will say the syllables of a picture name. They must blend these syllables to identify the picture that matches the multi-syllable word you say. They look for this picture on their lotto boards and turn it facedown. Continue playing until a child has turned over three across, down, or diagonally.



child a number. Place all objects at the other end. To play, say the name of a picture card, one syllable at a time, enunciating clearly and speaking in a monotone voice. Then call out two numbers. Children who have these numbers must hop (crawl, skip, walk backwards) to search for the named object and be the first to bring it to you.

Variation:

- Pair children and assign each pair a number. Each pair wheelbarrow races to search for the named object.

Blend It, Get It

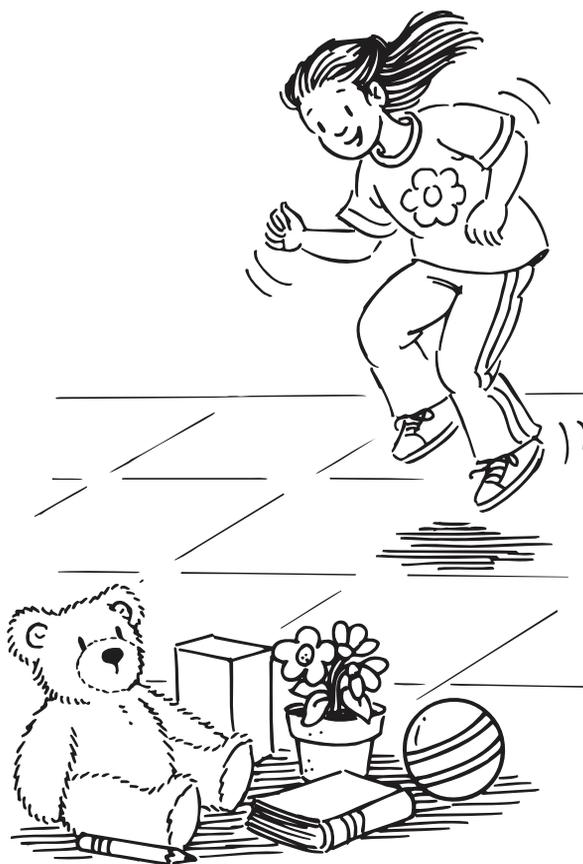
(small group)

Materials

- Objects (depicting multi-syllables)

Activity

This activity will be played in an open area. Have the children sit in one line at the end of the open area. Assign each



Lotto

Take Away

(whole class, small group or individual)

Materials

- Song, "Take Parts of Words Away" (below)

Activity

Explain to the children that they are going to take parts of words away. They will listen to a word, then take away one of the syllables and try to figure out what part(s) of the word are left without that syllable. Sing the song below.

Take Parts of Words Away

(Sing to the tune of "The Mulberry Bush")

Chorus:

We will take parts of words away,
Parts of words away, parts of words
away.
We will take parts of words away,
And tell what parts we have left.

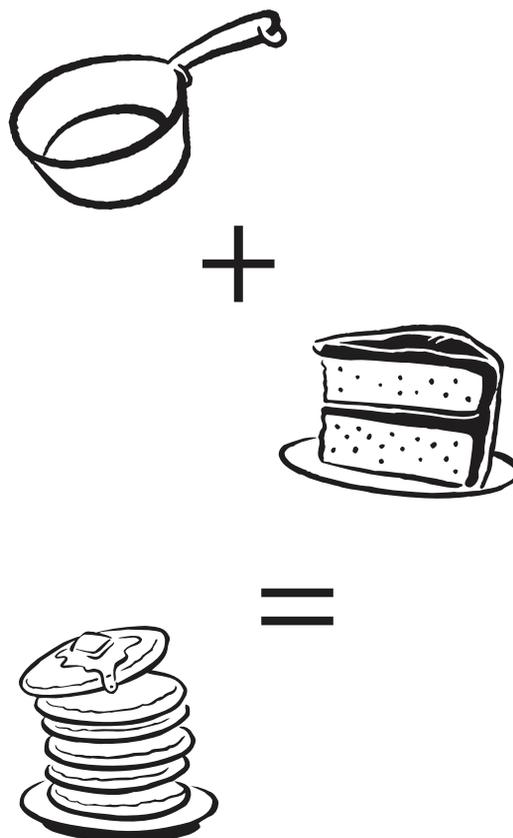
If we take away pan from pancake,
Pan from pancake, pan from
pancake.
If we take away pan from pancake,
Tell me what is left.
(CAKE)

If we take away bell from doorbell,
Bell from doorbell, bell from doorbell.
If we take away bell from doorbell,
Tell me what is left.
(DOOR)

Repeat Chorus

Variations and Extensions:

- Once children become proficient at naming the part left, have them sing the song and answer by changing the last line in the second and third verses to, "We only have cake left." and "We only have door left."
- Once children are able to delete syllables in two-syllable compound words, replace words with two- and three-syllable words, such as *blanket*, *garden*, *candle*, *pencil*, *paper*, *strawberry*, *newspaper*, and *ladybug*.



Delete a Syllable Cover-Up

(small group or individual)

Materials

- Syllable Picture Cards, multi-syllables only (p. 29)
- Paper
- Pencil
- Brown paper bag
- Die

Activity

One to two children may play. Each player gets a sheet of paper with a 1 x 6 grid numbering the boxes one through six. The players then place the cards in a brown paper bag and take turns drawing a card. Have the player identify the picture. Ask this player to delete a particular syllable and say the part of the word that is left. For example, if the card is *rainbow* ask, "If you delete rain, what's left?" If the player answers correctly, he rolls the die and places this card on the corresponding number space on his game board. If the space is already covered or if the player mistakenly answers, he places the card back in the bag. The first player to cover his paper wins. For a cooperative game, use one game board.

Abracadabra

(whole class or small group)

Materials

- Cape
- 3" x 5" index cards

- Wand
- Marker

Activity

In advance, write two-syllable compound words on index cards, one syllable per card. Possible compound words are: *cowboy*, *rainbow*, *mailbox*, *chalkboard*, *toothbrush*, *snowman*, *airplane*, and *skateboard*. Explain to the children that they are going to take parts of words away. They will listen to a word, then take away one of the syllables and tell what part of the word is left. Put on the cape and hold the wand. Invite two children to come to the front of the room. Give each child a card with one syllable of the compound word. For example, one child holds *air* and the other *plane*. Say, "Airplane," having the child step forward when you say each part. Then say, "Abracadabra, one, two, three. *Plane* disappears. What is left?" while waving your wand over the child that is holding *plane*. Swish your cape so this child returns to her seat. Finally, invite a child to tell you what is left. Continue with other words, alternating between deleting the first and second syllables.

Extension:

- Once children are able to delete syllables in two-syllable compound words, then delete syllables of two-syllable words, such as *garden*, *rabbit*, or *pumpkin*, and three-syllable words, such as *grasshopper*, *wheelbarrow*, and *parachute*.

Dress Up Relay

(whole class, small group, or individual)

Materials

- Articles of adult clothing: pants, shirts, ties, hats, jackets, shoes, and gloves
- Shopping bag with handle
- Whistle or bell

Activity

Divide the class into groups of six. Have one complete outfit for each group; include pants, shirt, tie, hat, jacket, shoes, and gloves. (Adult clothing is suggested so they will be big enough to fit over the children's clothing.) Determine a starting line and a turn-back line about 15 feet apart. Place each outfit in a shopping bag and place at the turn-back line. Line the groups at the starting line. To play, say the first sound (onset) of the name for one article of clothing, such as /h/, and then the last part of the word (rime), such as /at/. Repeat several times. Then blow a whistle. The first player in each line walks down and puts on this article of clothing (hat), walks back to the start, and gives the hat to the next player. Repeat with another article of clothing, such as /p/-/ants/. When the whistle blows the second player in each line walks down while wearing the hat and puts on the article of clothing (pants), walks back to start, and gives both the hat and pants to the next player. Repeat until every player has had a chance to get an article of clothing.

Riddles

(whole class, small group, or individual)

Tell children you are going to say some riddles. They must listen closely. Say one of the riddles below. Repeat the onset and rime several times. Call on a child to guess the answer.

What can turn on in the dark so you can see that begins with /l/? (light or lamp)

What can you sit on that begins with /ch/ and ends with /air/? (chair)

What do you wear on your finger that begins with /r/ and ends with /ing/? (ring)

What can you ride on that begins with /b/ and ends with /ike/? (bike)

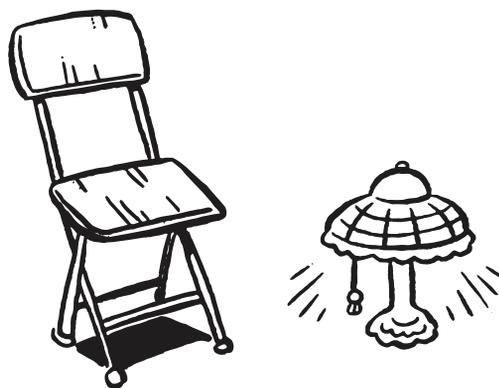
What can you bake that begins with /c/ and ends with /ake/? (cake)

Variation:

- Display pictures of the objects for children to choose from.

Extension:

- Invite a child to make a riddle and have the other children guess the answer.



Two-Step

(whole class or small group)

Materials

- None

Activity

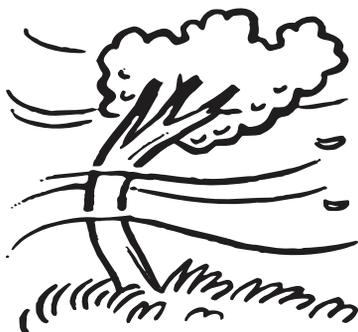
Pair children. Have the pairs stand across from each other about eight feet apart. Tell the children that one side will say the first sound of the word (onset), such as /mmmm/, and the other side will say the last part of the word (rime), such as /an/. Each side will take turns saying their sound and taking a step forward as they say it until they are right next to each. Then they say the word (man) together. Repeat with other words, such as bed-/b/ /ed/, mail-/m/ /ail/, rake-/r/ /ake/, mop-/m/ /op/, clock-/cl/ /ock/, and train-/tr/ /ain/. Alternate sides for saying the onset and rime.

The Big Wind Is Blowing

(whole class or small group)

Materials

- Picture Cards (pp. 71-77) book, car, rug, clock, flag, chair
- Scissors
- Yarn
- Hole punch
- Index cards
- Marker



Activity

In advance, write the onset and rime of each word used on a separate index card. Reproduce the above mentioned picture card so each child gets one. Punch a hole at the top center, thread a length of yarn through the hole, and tie the ends together to create a necklace. Give each child a necklace to wear. Have the children form a large circle, sitting at an arm's length apart. Stand in the center of the circle to be the "wind." Explain to the class that you will sing a song. (As you sing, hold up an onset and rime card.) At the end of the song, all those with the picture that the "wind" sung about stand up and twirl around (as if the wind is blowing them) through the circle to a position that is now empty on the other side. Upon reaching this spot, they sit down. Repeat with other picture cards.

The Big Wind Blows

(Sing to the tune of "The Farmer in the Dell")

The big wind is blowing.
The big wind is blowing.
Blowing things all around.
Blowing all over town.

It's blowing a /b-/ook/.
It's blowing a /b-/ook/.
/B-/ook/ all over town.
It's blowing a /b-/ook/.

A Tasty Treat

(whole class or small group)

Materials

- Rice cakes
- Bananas
- Peanut butter
- Plastic knife
- Raisins
- Paper plates
- Chocolate chips



Activity

Tell the children that they will make a tasty treat. However, they must listen carefully to know what to do because you are going to talk funny. Say the first sound of some words (onset) and then the last part of the word (rime). Children blend these sounds to know the word. Give the following directions, and invite children to blend these sounds and say the word:

1. Spread /p/ eanut /b/ utter on top of the /r/ /ice /k/ ake.
2. Sprinkle /ch/ ocolate /ch/ ips and /r/ aisins.
3. Place /b/ anana slices on top.

Note: Substitute canned frosting if there are peanut allergies in the classroom.



Color Me

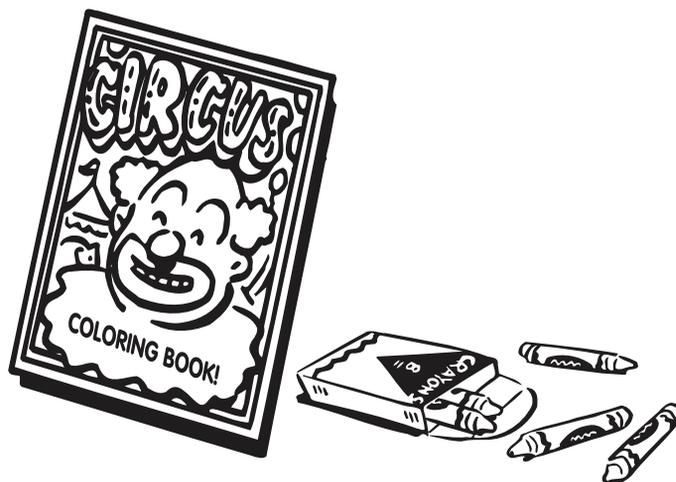
(small group or individual)

Materials

- Crayons
- Coloring book

Activity

Display a page from a coloring book that has several objects on it. Then sing the song below. (Replace the boldfaced onsets and rimes with those appropriate for the picture.) Have the children blend the onset-rime, say the word, and color the object. Repeat with other objects in the picture.



Do You See What I See?

(Sing to the tune of "Do You Hear What I Hear?")

Said the teacher to the little boy (girl),
 "Do you see what I see?
 In the picture, (child's name).
 Do you see what I see?
 It begins with **/st/** and ends
 with **/ar/**.
 Blend these sounds to see what I see.
 And color the **/st/ /ar/** that I see."

Dear Parents,

Reading experts say that good readers know how to recognize the sounds in words and manipulate, or play around, with these sounds. A very important step in the process of becoming a good reader is being able to identify the beginning and ending sounds of words. In class, we will be engaging in activities that develop this critical pre-reading skill. Extending activities into the home is a wonderful way to help in your child's education. Below are some activities to do with your child that will help strengthen this skill.

Note: When you see a letter inside slashes, such as /d/ this is a reminder to say the letter sound not the letter name. In addition, it is extremely important not say a vowel sound after the consonant. For example, say /d/; try not to say /duuuuh/. Also, focus on beginning sounds first.

- While in the car, on the bus, or standing in line, say a word and have your child tell you the beginning sound. For example, say *dog*. Your child would respond /d/. Then ask your child, "Can you think of another word that begins with this sound? Let's see how many words we can think of."
- While you are reading a book to your child, point out a picture or make reference to a particular word in the title. Ask your child to name the beginning or ending sound.
- Have your child cut out two pictures from magazines, newspapers, or advertisements that begin with the same sound. Glue each picture to an index card. After collecting several pairs, play a game of *Go Fish*, *Snap*, or *Memory*.
- Have your child go on a sound hunt. For example, ask your child to find an object in the room or house that begins with the /b/ sound.
- Play "Sound, I Spy." Say, "I spy something that begins with (target sound)", such as /m/. Then give clues until your child guesses the word. For example, "It's something you wear when it's very cold outside. It has two syllables." Then let your child choose an object and give you clues.

If you have any questions, please contact me. I will be happy to meet with you. Together we can make a positive difference in your child's life. Thank you for your cooperation and for your help in making your child to become a good reader.

Sincerely,

A Little Sound

(whole class or small group)

Materials

- “I’m a Little Sound” song (below)
- Stuffed animal

Activity

Have children sit in a circle and pass the stuffed animal around as you sing the song below. Invite the child that is holding the stuffed animal at the end of the song to name the sound. Then have the class say each word, exaggerating the initial sound (for example, *mmmmmonkey*). As children become proficient, have them take turns using the song to present their own words to be identified by the class; or have them identify words with the same ending or middle sounds.

I’m a Little Sound

(Sing to the tune of “I’m a Little Teapot”)

I’m a little sound in
 These three words:
Monkey, mayonnaise
 And **mustard** too.

Do you know the same sound
 In these words?
 If you do,
 Please tell me now.

(For additional verses, replace the boldfaced words, such as turkey, triangle, tulip; saddle, stomach, scissors; wig, watermelon, wallet; and beaver, butterfly, button.)

Extension:

- Show children the letter cards, (pp. 78–80). If children have an understanding of sound-symbol correspondence, place a few cards in the center of the circle and have the child choose the correct card when identifying the sound.

Tic-Tac-Toe

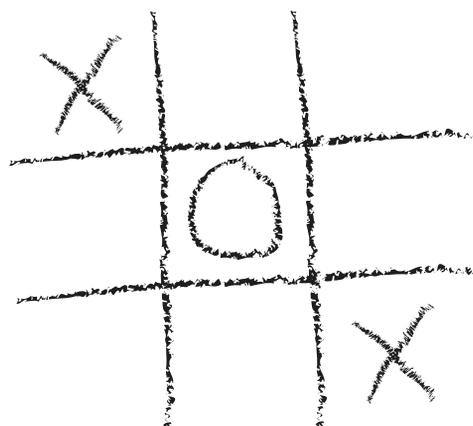
(whole class or small group)

Materials

- Chalkboard
- Picture Cards, (pp. 71–77)
- Chalk

Activity

Draw a tic-tac-toe grid on the chalkboard. Divide the children into two teams—X’s and O’s. Show three pictures that begin with the same sound. Have each team take turns saying the name of each picture and identifying the sound that is the same. If the team is correct, a player writes an X or O on the grid.



What's Inside the Suitcase?

(whole class, small group, individual)

Materials

- Suitcase
- 5–6 objects

Activity

In advance, place various objects inside a suitcase. Have children sit in a circle, and place the suitcase in the center. Sing the song below to the class. (Replace the boldfaced words with words that begin with the same sound as the objects in the suitcase.) Invite a child to remove the object from the suitcase. Then have the children say each boldfaced word in the song and the name of the object, exaggerating the initial sound (for example, *hhhhham*).



A Suitcase A Suitcase

(Sing to the tune of "A-Tisket, A-Tasket")

A suitcase, a suitcase
 What's inside the suitcase?
 It begins like **ham**, **horn**, and
hammer.
 What's inside the suitcase?

Extension:

- Use words and objects that have the same ending sound. Change the third line of the song to,

"It ends like..."

Colored Eggs

(whole class or small group)

Materials

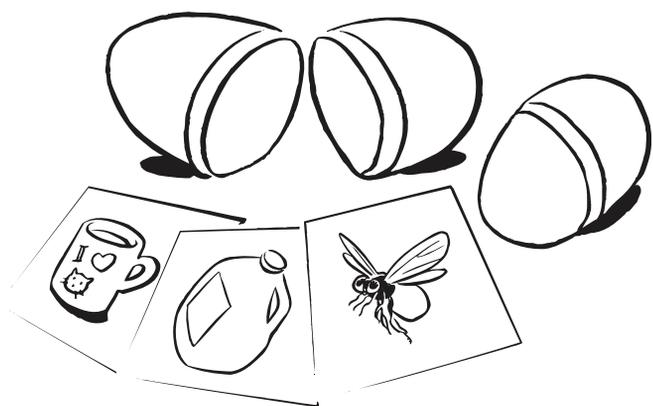
- Plastic eggs
- Picture Cards (pp. 71–77)
- Basket

Activity

In advance, place three picture cards that begin with the same sound inside each egg, and place the eggs in a basket. Divide the class into small groups and give each group an egg. Have each group "crack" open the egg, name the pictures, and tell the sound that is the same. Then have each group put the pictures back into the egg and exchange eggs with another group to play again.

Extension:

- Use picture cards that have the same ending or middle sounds.



Same Sound Jump

(whole class or small group)

Materials

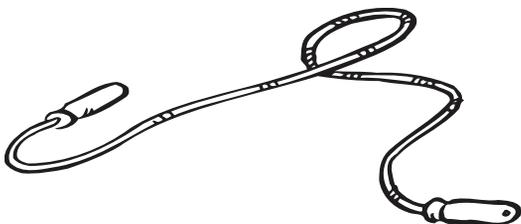
- Jump rope(s)

Activity

Divide the class into groups of five to six players. Have two children in each group twirl or swing a jump rope back and forth. Have other group members line up to be the “jumpers.” Teach the children this chant: “Pumpkins, peaches, pears, and plums. What is the same sound we hear in all these words?” (Change the chant words to the phoneme you want the children to explore. Some examples: rainbow, ribbon, road, and rake; mailbox, mitten, mask, and mop; scissors, saddle, sack and saw; feather, fingers, fox, and foot; table, turtle, top, and teeth.) Have each child say /p/ as they jump over the rope. Then chant, “Pumpkins, peaches, pears, and plums. How many /p/ words can we say?” Have each child jump over the rope and say a word that begins with /p/. Have them continue to take turns jumping until they cannot think of any more words.

Extension:

- Focus on ending phonemes, such as balloon, children, cane, and rain, or blackboard, played, pond, and sled.



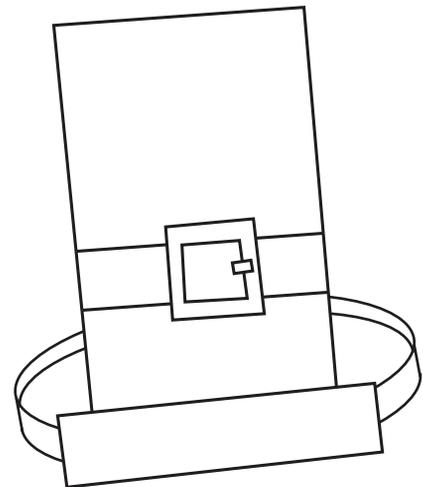
The Same Sounds

Materials

- Picture Cards (pp. 71–77)
- Construction paper
- Scissors
- Glue

Activity

Use this activity when focusing on a target sound, such as /h/. In advance, cut a large simple object that begins with the target sound (such as a hat) for each child. Give the children this object, say its name, and identify its initial sound. Then give each child a set of picture cards that begin with this sound. Have the children say each picture’s name and initial sound. Have them compare its initial sound to the hat’s beginning sound. Then have them say each word while gluing the picture to the hat. Discuss how although all the words are different, they begin with the same sound.



Bluebird, Bluebird

(whole class or small group)

Materials

- Picture Cards, (pp. 71–77)
- Scissors
- Construction paper strips
- Glue

Activity

In advance, reproduce a picture card for each child and make headbands. Glue a picture card to the center of each strip of construction paper to make headbands. Give each child a headband to wear. This game is an adaptation of the Bluebird Game. Have the children join hands to form a circle. Choose 4–5 children to be “bluebirds.” Sing the song below. Children hold their hands up high to represent “windows” and the



“bluebirds” weave in and out of the windows during the first verse. During the second verse the “bluebirds” choose a

child and gently pat him or her on the shoulder several times. At the end of the second verse, have each child that was tapped name the picture on the bluebird’s headband (for example: *fish*), say the beginning sound (*ffff*), and then repeat the word exaggerating the beginning sound (*ffffish*). Repeat the song, having those children who were tapped on the shoulders be the “bluebirds.” Continue until everyone has been a “bluebird.”



Bluebird, bluebird, go in and out my window.

Bluebird, bluebird, go in and out my window.

Bluebird, bluebird, go in and out my window.

Oh, Johnny I’m so tired.

What is the **first** sound you hear in my word?

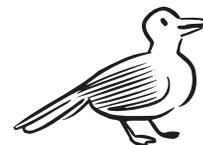
What is the **first** sound you hear in my word?

What is the **first** sound you hear in my word?

Oh, please will you tell me now?

Variation and Extension:

- Have children identify the ending or middle sounds by changing the boldfaced words to *last* or *middle*.



Jolly Sound Jump

(whole class or small group)

Materials

- Objects or Picture Cards (pp. 71–77)

Activity

Show picture cards to the class and have them name each object. Then place the cards in a pile and invite a child to pick a picture from the set and name it (for example, *bell*). Repeat the name, exaggerating the initial sound (*b-b-b-ell*). Then have all children repeat the name in the same way jumping up with hands by their sides each time they say the initial sound (*b-b-b-*) and jumping up with hands in the air when saying the entire word (*bell*).



My Favorite Sound

(whole class, small group, or individual)

Materials

- Objects or Picture Cards (pp. 71–77)
- Hand puppet
- Box

Activity

Place the objects in a box. Introduce Sounding Sam (the puppet) to the class. Chant, “/Mmmmm/ is my favorite sound. /mmmmm/ is my favorite sound. Can you find an object that begins with my favorite sound?” Have Sounding Sam rummage through the box and take out an object that does not begin with /m/, such as *pencil*. Have the class say the name of this object. Then repeat the name, exaggerating the initial sound (/p/ /p/ /p/ /p/ encil). Ask Sounding Sam, “Does (/p/ /p/ /p/ /p/ encil begin with /mmmmm/?” Shake the puppet’s head up and down and back and forth, as if he’s not sure. Then say, “I think Sounding Sam needs some help. Who would like to help?” Invite a child to answer. Return the pencil to the box. Repeat with other sounds, alternating retrieving the correct and incorrect object.

Extension:

- Let child wear the puppet and retrieve the object.

Blooming Flowers

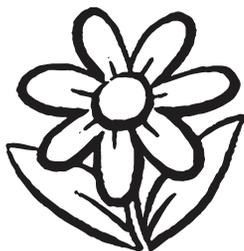
(whole class or small group)

Materials

- Construction paper
- Picture Cards, (pp. 71–77)
- Glue
- Baskets

Activity

In advance, cut several construction-paper flowers, and glue a picture card to each. Place the flowers around the room. Give each child or pairs of children a basket. Say, "It's springtime in the classroom. It's our job to collect the flowers." After all the flowers are collected, invite children to say the name of the pictures on their flowers. Then ask questions about the sounds of the picture words, such as "Who has a flower with a picture that has a /k/? Is there a /g/ in fan? What is



the first (middle or last) sound you hear in *hat*? Does *top* end with a /t/ or /p/? Is that a /sss/ ike, /b/ /b/ /b/ ike, or /rrrr/ ike?



Variations:

- Cut theme or season based shapes, such as snowflakes, shamrocks, or dinosaurs.



Where Is the Sound?

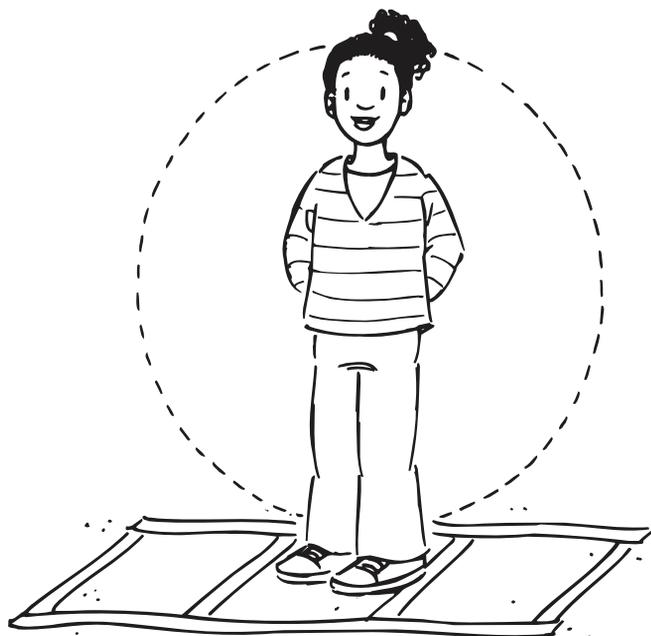
(small group or individual)

Materials

- Masking tape
- Objects (three-phoneme words)

Activity

In advance, make 1 x 3 grids on the floor with masking tape, one for each student. Have the children identify the first, middle, and last box. Show an object and have the children say its name. Then repeat the word, say a sound that is in this word, and repeat the word again. Have the children determine where this sound is located (first, middle or last) and stand in this box. For example, the object is hat and you say, "Hat, /t/ /t/ /t/, hat." Continue with other objects.



Sound Mobiles

(whole class, small group, individual)

Materials

- Picture Cards (pp. 71–77)
- Scissors
- Two- 2" x 6" tagboard
- Tape
- Yarn

Activity

In advance, choose a target sound, such as /d/. Give children some picture cards that begin with and some that end with the target sound. Have them identify and color the pictures. Next, have each child label one tagboard /d/___ and the other ___ /d/. Explain that this is the /d/ sound. Then have the students tape varying lengths of yarn to the back of each picture, and tape the corresponding pictures onto the appropriate tagboard strip to create mobiles.

Extension:

- To challenge children, give them a magazine and index cards. Have them cut out pictures that begin or end with the target sound, tape them to an index card, and add it to their mobiles. Or, let them draw their own pictures.

Weekday Sounds

(whole class)

Materials

- Objects

Activity

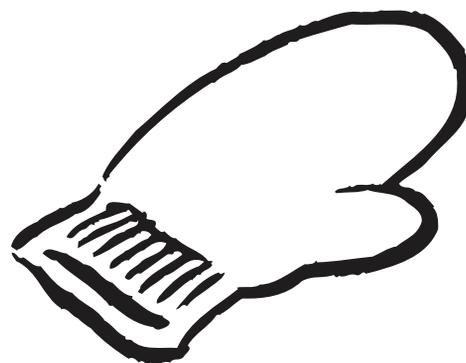
Use this activity as part of your daily calendar activity. Collect various objects, some that do and some that do not begin with the initial sound of each weekday. Ask a child to identify the beginning sound for the day of the week, for example Monday, /mmm/. Then show the class an object. Invite a child to say the name of the object and tell whether or not the object begins with the same sound.

Variation:

- Use the names of the month.

Extension:

- On chart paper, list the weekdays along the top. Write each initial letter in a different color from the rest of the word. If the name of the object begins with the same sound, write it on the chart under the appropriate column.



Katy-No-Pocket Sing-Along

(whole class, small group, individual)

Materials

- *Katy-No-Pocket* by Emmy Payne (Houghton Mifflin Co., 1973)
- Apron with many pockets
- Picture Cards (pp. 71–77): leaf, leg, lamp, toe, tie, tree, tub, top, truck, turtle, ticket

Activity

In advance, copy pictures of Freddy, Leonard Lion, and Thomas Tortoise. Cut out and tape each to a pocket on the apron. Read the book to the class, stopping to have the children identify the initial sound of each animals' name. Then display the apron and picture cards. Sing the chorus and first verse of the song below. Invite a child to find a picture that begins with the same sound. Repeat with additional verses.

Katy Kangaroo

(Sing to tune of "Pop Goes the Weasel")

Chorus:

I am Katy Kangaroo.
I didn't have a pocket.
But thanks to the kind carpenter,
Now, I have pockets.

In one pocket I carry,
My little son Freddy.
Show me a picture that begins
Like, my son Freddy.

Extension:

- Display letter cards (pp. 78–80), on the pocket along with the animal pictures. Or, show the letter cards, having the child choose the correct letter card and picture.

Swat the Fly

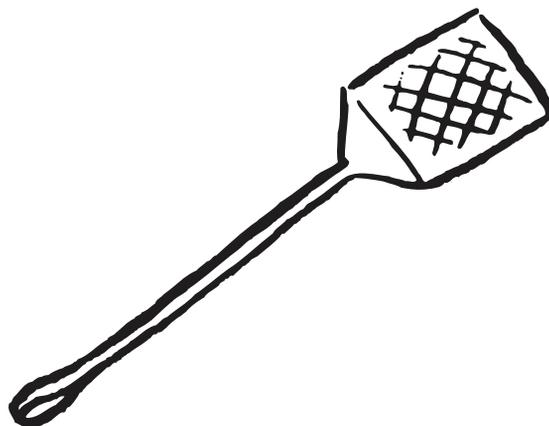
(small group, individual)

Materials

- Picture Cards (pp. 71–77)
- Construction paper
- Fly swatter
- Glue
- Scissors

Activity

In advance, cut simple construction-paper flies and glue picture cards to each to make sets where all but one picture begins (or ends) with the same sound. Display a set. Have a child say the name of each picture, identify the initial (or ending) sound, and swat the fly that doesn't belong.



Odd Sound Out

(whole class, small group, individual)

Materials

- Singing Sally puppet (p. 31)
- Picture Cards (pp. 71–77)
- Small plastic bags

Activity

In advance, make sets of picture cards where all but one begins (ends) with the same sound. Place each set in a small plastic bag. Pair children and give each a bag. Have children wear their Singing Sally puppets. Say, “Singing Sally needs your help in finding the picture card that doesn’t begin (end) with the same sound as the others.” Have children remove the cards from the bag, say each name, and determine the one that doesn’t belong. For fun, have Singing Sally sing, “One of these sounds is not like the other...” Circulate to monitor their work. Then have them put the cards back in the bag and exchange bags with another group to play again.



It’s Raining Sounds

(whole class)

Materials

- Raincoat
- Construction paper
- 3–4 Large umbrellas
- Scissors
- Picture Cards (pp. 71–77)
- Glue

Activity

In advance, reproduce 3–4 sets of picture cards, some with the same initial (ending) sound and others that do not begin (end) with this sound. Next cut construction-paper raindrops and glue a picture card to each. Explain to the class that today they will sort pictures according to beginning sounds. While holding the umbrella and wearing the raincoat, chant, “It’s raining sounds today. It’s raining sounds today. Come out and play with me. It’s raining sounds today.” Invite a child to hold an umbrella. Give this child a picture card from one of the sets. Have the child say the name of the picture and identify the initial (ending) sound. Repeat with one card from the other sets. Next, place the remaining cards in a pile. Say the chant and invite three children to draw a card from the pile. Have each child say the name of the picture, identify the initial (ending) sound, and stand under the correct umbrella. If the card doesn’t match any umbrellas, the child stands over to the side in the pouring rain. Repeat until everyone has had a turn.

Sound Race

(whole class or small group)

Materials

- Picture Cards (pp. 71-77)
- Tape

Activity

Reproduce sets of cards that have the same initial (ending) sound. Tape one card from each set on the board. Have the children name each picture and identify the initial (ending) sound. Give each child a picture and assign him a number from one to six. Explain that when you call out a number, the children with that number walk up and tape their picture under the picture that begins (ends) with the same sound. After all the pictures have been taped to the board, review each set of pictures to verify that they begin (end) with the same sound. If they don't, have the class decide where the picture belongs.

Extension:

- Tape letter cards (pp. 78-80), on the board next to or in place of the picture card from the set.

Sound Dominoes

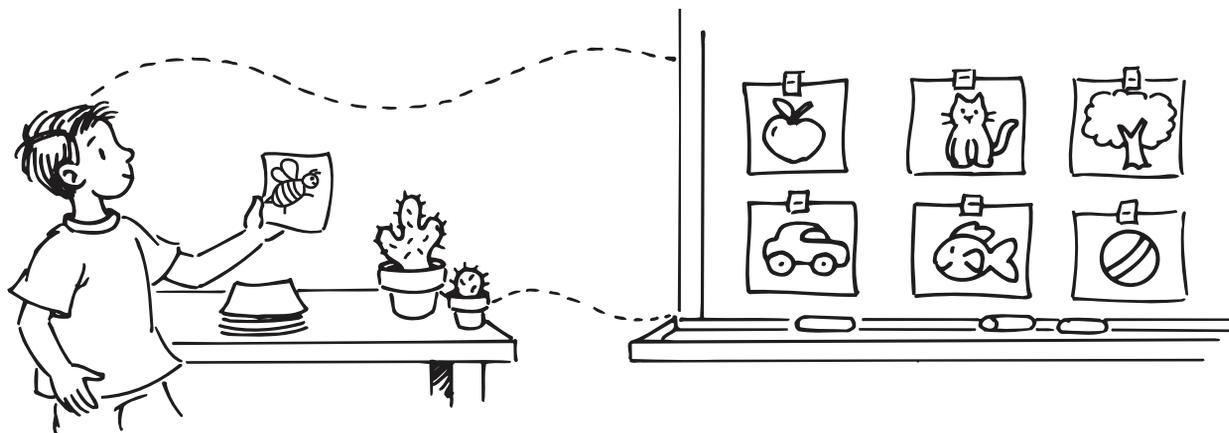
(small group or individual)

Materials

- Sound Dominoes (p. 51)

Activity

One or more children can play. To play, place one card faceup on the table and mix up the other cards. One child distributes seven cards to each player facedown, and places the remaining cards in a stack facedown. The first player looks for a card in his hand that has a picture that ends with the same sound as the card that is faceup. If he has one, the player places that end of the card next to one end of the faceup card. If the player has no card to play, he or she draws cards from the stack until he can play one. The next player then takes a turn, trying to find a card in his hand that matches a card on the table. The players can match only the cards on the table that have an unmatched end. Play continues until one player has used all his cards or until all the cards have been drawn from the stack and no more can be played on the table. The winner is the player with the fewest cards remaining in his hand.



Sound Dominoes

Cut on dark lines. Use with p. 50.



Dear Parents,

Reading experts say that good readers know how to recognize the sounds in words and manipulate, or play around, with these sounds. A very important step in the process of becoming a good reader is being able to blend and segment (separate) sounds of words, without thinking about letters as well as manipulate these sounds by deleting, substituting, or adding sounds. In class, we will be engaging in activities that develop this critical pre-reading skill. Extending activities into the home is a wonderful way to help in your child's education. Below are some activities to do with your child that will help strengthen this skill.

Note: When you see a letter inside slashes, such as /d/ this is a reminder to say the letter sound not the letter name. In addition, it is extremely important not say the vowel sound after the consonant. For example, say /d/; try not to say /duuuuh/.

- Practice blending sounds. Tell your child that you are going to play a game. You will talk in a funny way, and he or she has to guess what you say. Say each sound of a word, pausing about a second between each sound. For example, say "/p/ /e/ /n/."
- Practice blending sounds when grocery shopping. Ask your child get an item, but segment the word when asking.
- Practice taking words apart. Get out your child's miniature cars or give him some pieces of candy to use. Line up the cars and say a word, such as *cat*. Have your child push a car for each sound in the word, while saying each sound aloud (/k/ /a/ /t/). You may also have your child clap, jump, or hop for each sound.
- Practice substituting sounds. Have fun saying a familiar nursery rhyme by substituting the beginning sound for another sound. Choose a sound such as /b/, then recite. For example, "Bary bad a bittle bamb." Or have a conversation with your child, but try to substitute the beginning sound in every word.
- Practice adding sounds, using the same format as above. Have your child say the names of each of your family members, but add a particular sound. For example, add /m/ Mbilly, Manne, and Mdan.

If you have any questions, please contact me. I will be happy to meet with you. Together we can make a positive difference in your child's life. Thank you for your cooperation and for your help in making your child to become a good reader.

Sincerely,

My Secret Box

(whole class)

Materials

- Box with lid
- Construction paper
- Wrapping paper
- Objects (two to four phonemes)
- Scissors
- Colored chalk
- Glue

Activity

In advance, wrap a box and its lid separately in colorful wrapping paper. Cut large, construction paper question marks and glue to the outside of the box. Place an object in the box prior to class. As part of your daily morning activity chant, “What’s in my secret box? What’s in my secret box? It has two (three, four) little sounds. What’s in my secret box?” Say the name of the object slowly, phoneme by phoneme with a clear pause between them. Have children repeat it after you. Then blend the phonemes to determine the word. Finally, invite a child to open the box. Show the object and confirm their response is correct.



Extension:

- Write each phoneme in a different color on the board as you say each one.
- Give children sets of the letter cards (pp. 78–80). Have them place the phoneme they hear at the top of their desks when saying each one.
- Once children become proficient, invite one child to peek in the box to see the item. Then let the child say the chant and segment the word for the class to guess.

In the Spotlight

(whole class)

Materials

- Flashlight

Activity

Turn off the lights. Say the name of an object in the room slowly, phoneme by phoneme with a clear pause between them. Have children repeat it after you and then blend the phonemes to determine the word. Give the flashlight to a child and have him shine the light on the object you said. Repeat with other objects. For a challenge, let the child with the flashlight choose an object and segment its name for the class to guess.



Serving Up Cupcakes

(whole class or small group)

Materials

- Cupcake pattern (shown)
- Construction paper
- Scissors
- Picture cards (pp. 71–77), (two and three phonemes)
- Glue
- Scissors
- Cupcake tins
- Bell

Activity

In advance, enlarge the cupcake pattern (shown) to make a template. Trace the pattern onto construction paper and glue a two- or three-phoneme picture card to each. Place a cupcake in each section of a cupcake tin. Make an identical set for each team. Divide the class into teams. (If you are playing with a small group, don't divide them into teams and make one tin.) Place each cupcake tin at one end of an open area. Have teams line up at the opposite end. Then say a picture word, segmenting each phoneme. Ring a bell, and have the first child in each line run, walk, hop etc. to the team's cupcake tin and serve himself or herself a cupcake that matches. Return back to the end of his line.



Dance and Blend

(whole class or small group)

Materials

- Music (lively dance song)

Activity

Play music while the children dance around the room. When the music stops the children must stop, carefully listen to your directions, and follow them. When you stop the music, tell them to do a simple task, but segment one of the words, such as touch your /n/ / _ / /s/, touch your /sh/ / __/, /j/ /u/ /m/ /p/ up and down, pick up a /b/ /__/ /k/, or sit on the /f/ /l/ /or/. Play music again.

Blending Sandwich Cookies

(small group)

Materials

- Black and white craft foam
- Scissors

Activity

In advance, cut circles from both black and white craft foam. Give two black and one white circle to each child. Say a three-phoneme word, such as /sssss/ /aaaaa/ /mmmm/. As they hear each sound, have the children place the black, white, and black foam from left to right. Then have the children touch each in one-to-one correspondence as they say each sound aloud. Repeat several times, getting a little faster each time until they know the word. Have them say the word; then stack the foam pieces to make a sandwich cookie as they say each sound one final time. Finally, children say the word and pretend to bite into the cookie. Continue with other three-phoneme words. Afterwards, reward their hard work by giving them a real cookie to eat.

Extension:

- Write the letters on the foam pieces, or use letter cards (pp. 78–80).

Special Spectacles

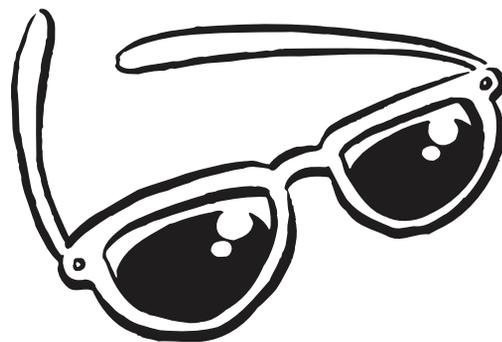
(whole class, small group, or individual)

Materials

- Oversized sunglasses (or wild pair)

Activity

Put on the sunglasses, and choose an object in the classroom to segment. Then say, "I see something very, very special. It has (number of) sounds." Then say each sound slowly phoneme by phoneme with a clear pause between them. Ask children to repeat it after you and blend the phonemes to determine the word. Give a child the special spectacles to wear to find the object you saw. Say each sound once more as the child holds the object. Then have this child say the word.



Phoneme Parade

(whole class or small group)

Materials

- Musical instruments (real or homemade)
- Batons (paper towel tube, crepe paper)
- Markers, crayons, or paint

Activity

Have children make their own batons by decorating a paper towel tube by taping colorful crepe paper to one end. Have children put some dried beans inside empty plastic bottles (milk, vitamin, yogurt) to make shakers. Or, have them tape empty milk cartons together. Give them an empty box to tap. Now you're ready for a Phoneme Parade. Line up the children. Say each phoneme of a word, and have children repeat each phoneme while marching, beating, or waving for each sound. Continue to repeat each sound as you march around the room. Stop periodically, having the children shout out the word.

A Blend Chant

(whole class or small group)

Materials

- None

Activity

Have children stand in a circle and hold hands. Say the chant below, while rotating clockwise. Repeat with other words.

Listen, children, to these sounds.
As we circle all around.
Say each sound, one, two, three.
Say each sound with me.

(Say each phoneme of a word three times, such as /b/ /a/ /t/, /b/ /a/ /t/, /b/ /a/ /t/)

Now let's blend these sounds together.
Now let's say them faster, faster.

(Say each phoneme one-by-one faster and faster)

Shout the word one, two, three.
Shout the word out loud with me.

(Everyone shouts, "bat.")



Phoneme Number Hunt

(whole class)

Materials

- Markers
- Index cards
- Tape

Materials

Divide the class into groups of four. Explain that they are to go on a hunt around the room looking for an object whose name has three to five phonemes. Have each group find an object, determine the number of phonemes, write the number on the index card, and attach it to the object. After everyone has found an object, check the items labeled. Have the children say the name and then say each phoneme as they clap for each one.

Phoneme Counting Game

(small group or individual)

Materials

- Large margarine tub with lid
- Brad
- Permanent markers (three colors)
- Large safety pin
- 1 sticker
- Picture Cards (pp. 71–77)

Activity

In advance make a spinner. Using a marker, divide the lid of a large margarine tub into four sections. Label the sections 1, 2, 3, (each in a different color) and place a sticker on the fourth section. To make the spinner, insert a brad through the loop of a large safety pin, then through the plastic lid. Next, make a colored dot (corresponding to the number on the spinner) on the back of two-, three- and four-phoneme picture cards. Place the cards inside the tub, and place the tub at a center. To play, remove the picture cards from the tub and spread faceup on the table. Have children take turns spinning the spinner and finding a picture card whose name has the number of sounds spun. They can check their answer by flipping over the card to see if the number spun and colored dot match. If these match, the child keeps the card. If they don't match, the child returns the card to the table. If a child spins the sticker, have him return a picture card to the table. The game is over when there are no more picture cards on the table.

Counting Creatures

(whole class, small group, or individual)

Materials

- Surgical glove
- Permanent marker
- $\frac{1}{2}$ " pom-poms
- Glue

Activity

Give each child a glove to wear to make a counting creature. Glue a pom-pom to the top of each finger and thumb. Then draw a smiley face on the tip of each finger and thumb. Have children close their hand. Say a word (one to five phonemes). Have children count the phonemes that they hear in the word by raising a "counting creature" for each sound. Ask, "How many phonemes?" Then have the children say each phoneme aloud, as they put each "counting creature" back down. Repeat with other words.

Extension:

- Write the sounds, each in a different color, or display letter cards (pp. 78–80), as the children say each phoneme.

Egg-citing Segmenting

(small group or individual)

Materials

- Picture Cards two to four phonemes (pp. 71–77)
- Egg carton
- Marble (small stone)

Activity

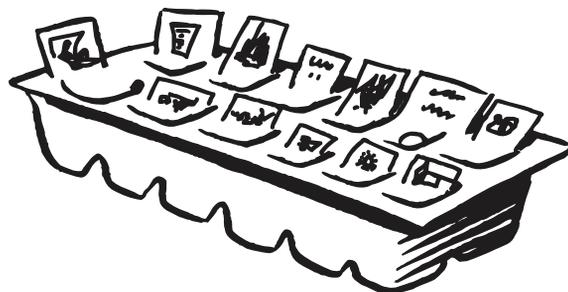
In advance, glue a picture card inside each compartment of an egg carton. Place one marble inside. Invite a child to close the lid, shake, and open the lid. Then have the child segment the name of the picture that the marble landed on and count how many sounds.

Variation:

- Segment the word into onset-rime.

Extension:

- Write the sounds, each in a different color, or display the letter card (pp. 78–80), as the child says each phoneme.
- Have the child delete the first phoneme. Then replace this phoneme with a sound you say.



Colorful Phonemes

(whole class)

Materials

- Magazine
- Glue
- Scissors
- Construction paper (various colors)

Activity

In advance, cut 1" x 1" paper squares of various colors. Explain that each child will cut out a picture from a magazine, glue it to a sheet of paper, determine the number of sounds (phonemes) in the name of the object, and glue a colored square for each sound below the picture. Next, have the children take their pictures and find friends who have the same number of sounds. Once everyone is grouped, have each group tell the number of sounds, say the names of their pictures, and say each sound. Let the class repeat each word and phoneme, clapping for each phoneme. Afterwards, collect the pictures and assemble into a class book called, "Colorful Phonemes." Place the book in your library corner for children to enjoy.

Extension:

- Have children write a phoneme on each square.

The Segmentation

Song

(whole class, small group, or individual)

Materials

- Picture Cards (pp. 71–77) or objects with two to four phonemes

Activity

Place the picture cards facedown, and invite a child to pick a card. Sing the song below, replacing the boldfaced word with the name of the picture. Have the child say each sound and count the number by holding up a finger for each sound.

How Many Sounds

(Sing to "The Wheels on the Bus")

Oh, how many sounds do you hear in **bat**?

Hear in **bat**, hear in **bat**?

Oh, how many sounds do you hear in **bat**?

Say each sound now.

/B/ /A/ /T/ (three)



Balloon Bust

(whole class, small group, or individual)

Materials

- Picture Cards (pp. 71–77)
- Balloons

Activity

Place a phoneme picture card inside each balloon then blow up the balloons. Have the children sit in a circle. Explain that each person will sit on the balloon for three seconds. The child that breaks the balloon will show the picture card and say the name of the picture. Ask, “What is the first sound? Second sound? Third sound?” etc. Have all the children repeat each phoneme. Play again.

Variation:

- Give each child a balloon to sit on. After all the balloons break, have each determine the number of phonemes. Then find others with the same number.

Dino Spikes

(whole class, small group, or individual)

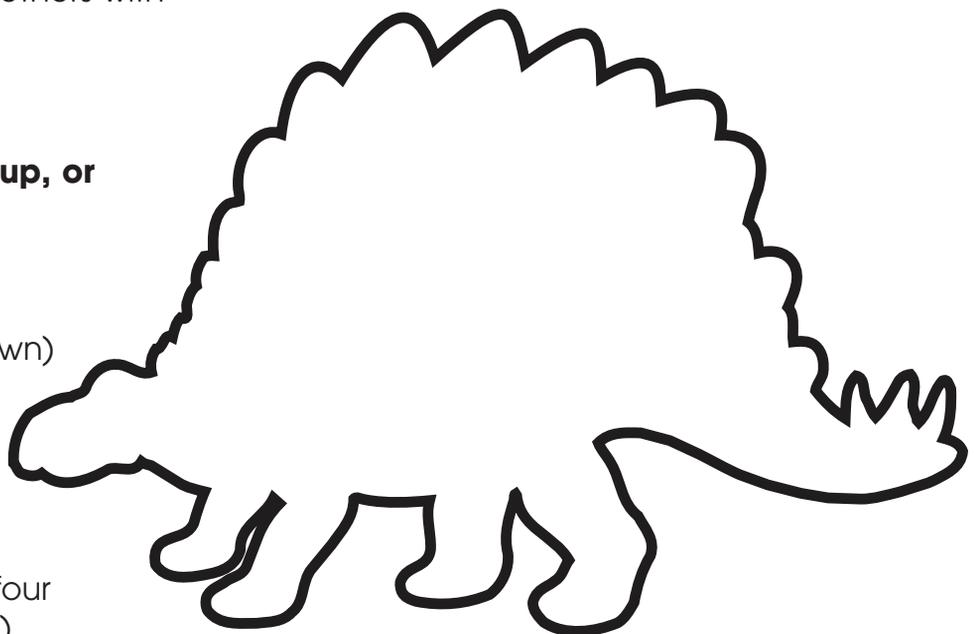
Materials

- Dinosaur pattern (shown)
- Colored paper
- Scissors
- Glue
- Clothespins
- Picture Cards two to four phonemes (pp. 70–77)

- Self-closing plastic bags
- Bucket

Activity

In advance, enlarge the dinosaur pattern (shown) to make a template. Copy on colorful paper and cut out. Glue a two-, three-, or four-phoneme picture card to the dinosaurs. Place each dinosaur in a bag with the number of clothespins as there are sounds in the name of the picture. For example, if the picture card is *cat*, place three clothespins in the bag. Give each child or pair of children a bag, and have them remove everything. Have the children name the picture and then say each sound while clipping a clothespin on the dinosaur for each sound. Finally, have them remove the clothespins while repeating each sound. Place everything back in the bag and exchange with another classmate(s) to play again. Place these bags in a decorative bucket and place the bucket at a center for children to practice on their own.



Drop a Little Sound, Put It In Your Bucket

(whole class or small group)

Materials

- Small plastic buckets
- Shells (or other counters)
- Picture cards (pp. 71–77), or objects depicting three phonemes

Activity

Show a three-phoneme object or picture card, such as “man,” and say its name. Then chant/sing:

What is the first sound you hear in the word?

(pause to let children respond)

What is the second sound you hear in the word?

(pause to let children respond)

What is the third sound you hear in the word?

(pause to let children respond)

Use your shells to show me.

Have children use their shells to segment the word by putting a shell on the table from left to right for each sound in the word. Then have them chant/sing as they touch each shell:

/Mmm/ is the first sound we hear in the word.

/Aaaaa/ is the second sound we hear in the word.

/Nnnn/ is the third sound we hear in the word.

These are the three sounds.

Chant/sing as you point to the first shell and then drop it in the bucket. Children do the same:

Drop the first sound and put it in your bucket.

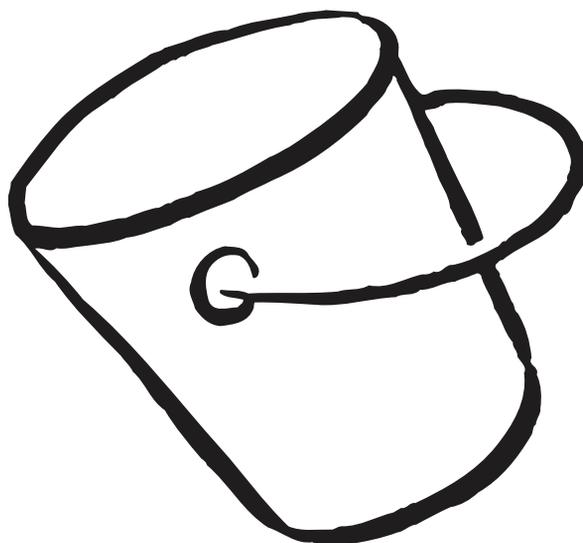
Drop the first sound and put it in your bucket.

Drop the first sound and put it in your bucket.

What do we have left?

Invite a child to tell you the word that is left (an).

Repeat with other words (dropping the first sound), such as blow, cup, pup, hat, pin, meat, hit, mice, tape, peach, ball, goat, gate, ham. Some examples for dropping the final sound are the following: meat, rake, card, time, felt.



Guess the Object

(small group)

Materials

- Objects (two to five phonemes)

Activity

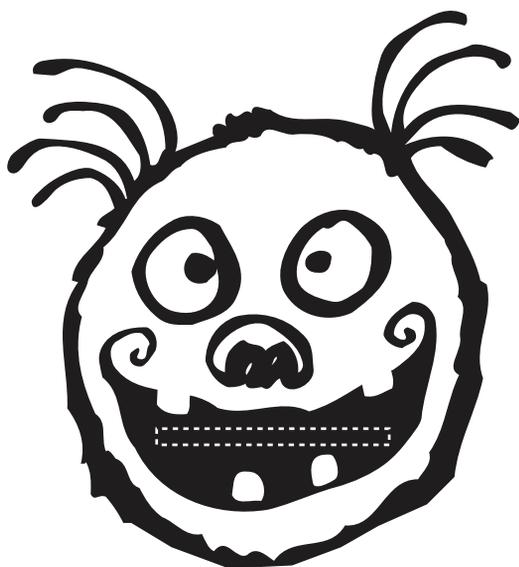
Display several objects and identify each. Then invite a child to secretly choose one of the objects. Have this child say its name leaving off the initial sound. Let the other children guess the object. The child who is correct is the next to secretly choose an object.

Mmmm Sounds

(whole class or small group)

Materials

- Monster pattern (shown)
- Crayons, markers
- Paper bag
- Counters
- “The Sound Muncher” song (p. 63)



Activity

Enlarge the monster pattern (shown) and make a class supply. Have children color, cut, and glue to a bag. Help students cut out the mouth. Explain that the Sound Muncher likes to eat sounds in words. Today, they will help the monster eat sounds. Sing the first two verses of “The Sound Muncher.” Stop and have the children use their counters to segment cake by putting a counter on the table from left to right for each sound in the word. Then let the children feed the /k/ (counter that represents this phoneme) to Sound Muncher. Continue with the other verses.

Variation:

- Sing each verse and pass a monster puppet around. At the end of the verse, invite a child to draw a picture card from a bag, say its name, segment the word, and then “eat” the initial sound, like the monster in the song.

Extension:

- Have the monster eat the correct letter card (pp. 78–80).
- Let children think of other words Sound Muncher could eat. Have them segment the word and eat the first sound. Then tell what sounds are left.

The Sound Muncher

(Sing to the tune of "Miss Lucy Had a Steamboat")

There was a little monster
Who liked to munch on sounds.
Whenever he would see a word, he'd
Gobble up a sound.

One day when he was reading
A very lovely book.
He ate the /k/ in cake.
Leaving only ake.

Another time he saw-aw
A sign that said, "Pencils."
Soon he gobbled up the /p/
And only encils were left.

One Monday afternoon
While waiting for the bus,
He ate the /r/ in rainbow.
Ainbow was left.

He went to the library
To have a look around.
He ate everything in sight,
He didn't mess around.

He ate the /s/ in sandwich,
/d/ from door, /b/ in bee,
/g/ in goose, /f/ in fish,
And /l/ in lock.

Suddenly the librarian
Walked into the room.
Not believing what she saw
All `round the room.

Andwich in the corner,
With oor on its side
Ee and oose, ish and ock
Not far behind.

Then she saw the Little
Monster lying on the floor,
Holding his tummy for he
Could eat no more.



Funny Substitution

(whole class or small group)

Materials

- Shopping bag
- Objects

Activity

Place a few objects in a shopping bag. Have children sit in a circle. Have one child pick an item from the bag. Have this child say the name of the object and identify the initial sound. Say, "(child's name) has a (object)." Then substitute the initial sound of this child's name with the initial sound of the object. For example, if the child picked a pen and the child's name was Michael say, "Pichaerl has a pen." Have the class repeat. Then say, "Pichaerl, please pass the pen to (child on his right)." Repeat, passing the object around the circle, substituting the initial sound in the child's name. (Note, for children whose name begins with a vowel, have them add the initial sound to their name. For example, Aimee would be Paimee.)

Extension:

- Use letter cards (pp. 78–80), rather than objects.

Fuzzy Bear

(whole class or small group)

Materials

- 4–6 stuffed bears
- "Fuzzy, Wuzzy" rhyme
- Picture Cards (p. 71)
- Brown paper bag

Activity

In advance, place several picture cards in a bag. (Don't use those that begin with /f/ or /w/ or other target sound you choose.) Teach children the "Fuzzy Wuzzy" rhyme. Discuss how the words rhyme and that the first sound in these words changed to make a new word. Have children sit in several circles. Give each group a stuffed bear. Explain that they are going to say the rhyme, passing the bear for each word. When the rhyme ends, the person holding the bear will draw a picture card from the bag, say its name, identify the initial sound, and replace its initial sound with /f/ and then with /w/ (or choose a target sound) like the rhyme.

Fuzzy Wuzzy

Fuzzy Wuzzy was a bear.

Fuzzy Wuzzy had no hair!

Fuzzy Wuzzy wasn't very fuzzy.

Was he?

The Purple Bag

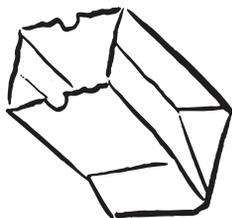
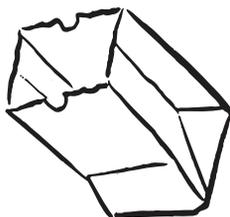
(small group)

Materials

- Colored paper bags: red, orange, yellow, green, blue, purple
- Picture Cards (pp. 71–77) pen, goat, bell, ring, fish, vase
- Paper clips

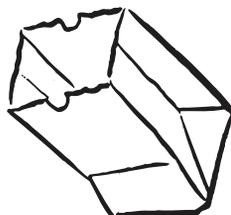
Activity

In advance, place the picture cards in each corresponding bag, according to the song “Purple Bag,” and paper clip it closed. Give each child a bag. Sing the song, encouraging children to sing the repetitive parts. For additional verses, replace the bag color and boldfaced words with the following: green-/g/ coat, blue bag-/b/ shell, red bag-/r/ sing, orange-/f/ dish, yellow-/v/ case. After each stanza, invite the child holding the colored bag to tell what is inside. Look in the bag to check his or her answer.



Extension:

- Invite a child to secretly place an item in the bag, determine the beginning sound, and think of a rhyming word. Then have this child sing the song.



Purple Bag

(Sing to the tune of “Heads, Shoulders, Knees and Toes”)

What is in the purple bag?
Purple bag?
What is in the purple bag?
Purple bag?
It starts with **/p/** and rhymes with **hen**.
What is in the purple bag?
Purple bag?

My Pig Turned Into a Wig

(small group)

Materials

- “My Pink Pig” song (p. 66)
- Puppet

Activity

Sing “My Pink Pig” and use a puppet to direct the children’s attention to the sounds that changed by having the puppet say each word, exaggerating the initial sound. Then assign each child a stanza of the song to illustrate. Have them write (or dictate) the two words that changed. Then sing the song again, having the children sing the stanza that they illustrated. Assemble the pages into class booklets for your class library. As an extension, have children think of other words to use in the song.

My Pink Wig

(Sing to the tune of "Down by the Station")

I had a pink **pig**, but it turned into a **wig**.
When the little **/p/** dropped off and **/w/** went in its place.
Now I have a pink **wig** instead of a pink **pig**.
Oh my, Oh my
What to do?

I had a big **mat**, but it turned into a **rat**.
When the little **/m/** dropped off and **/r/** went in its place.
Now I have a big **rat** instead of a big **mat**.
Oh my, Oh my
What to do?

I caught a big **fish**, but it turned into a **dish**.
When the little **/f/** dropped off and **/d/** went in its place.
Now I have a big **dish** instead of a big **fish**.
Oh my, Oh my
What to do?

I had a green **coat**, but it turned into a **goat**.
When the little **/k/** dropped off and **/g/** went in its place.
Now I have a green **goat** instead of a green **coat**.
Oh my, Oh my
What to do?

I had a round **rug**, but it turned into a **bug**.
When the little **/r/** dropped off and **/b/** went in its place.
Now I have a round **bug** instead of a round **rug**.
Oh my, Oh my
What to do?

I caught a gray **mouse**, but it turned into a **house**.
When the little **/m/** dropped off and **/h/** went in its place.
Now I have a gray **house** instead of gray **mouse**.
Oh my, Oh my
What to do?

For additional verses, replace the boldfaced words and sounds, for example, hose/rose, pen/hen, mop/top, cake/rake, horn/corn, and mouse/house. To extend the lesson, use consonant blends (lamp/stamp, rake/snake, tower/flower, chick/brick, sled/bread, gate/skate), ending sounds (mat/man, cap/cab), or middle sounds (pan/pin, cap/cup, fan/fin).



Cookie Jar

(whole class or small group)

Materials

- None

Activity

Have the children sit in a circle. Play “Who Stole the Cookie from the Cookie Jar?” However, have children substitute the initial sounds of some words in the chant with the initial sounds in their names (see below). Encourage children to clap to the rhythm.

All: Who stole the cookie from the cookie jar?

Teacher: Ben stole the bookie from the bookie bar.

Student (Ben): Who me?

Everyone: Yes, you.

Student (Ben): Couldn’t be.

Everyone: Then who?

Student (Ben): Tammy stole the tookie from the tookie tar.



Variation and Extension:

- Put the consonant letter cards (pp. 79–80), in a cookie jar. Invite a child to pick one from the jar. Use the sound to substitute the words as they play the game. For example, a child picks s, so the children would chant, “(child’s name) stole the sookie from the sookie sar.”

Word Play with Bill Berzinski

(whole class or small group)

Materials

- “Bill Berzinski” song (p. 68)

Activity

Sing the “Bill Berzinski” song, and have children try to identify the original word before Bill changed it. Discuss what initial sound was changed. To point out how the word changed, write each word on the board. Write the initial sounds in a different color. Next, ask, “If you were Bill, how would you say pancake?” Continue with other words.

Extension:

- Have children draw a picture of Bill Berzinski. Provide the children with magazines and cut out a few pictures. Then have them write (or dictate) how Bill would say each picture word. Let children sit with a partner and share their pictures.

Bill Berzinski

(Sing to the tune of "Alouette")

Bill Berzinski loves the sound of /b/ /b/.
He likes words beginning with
this sound.

Like bananas, butter, and Brussels
sprouts

Beans and baseball, books and
babies too.

But if the word does not start
With his favorite sound /b/
He takes the, first sound off
And puts a, /b/ instead.

/B/ /b/ /b/ /b/ /b/.

Bill Berzinski loves the sound of /b/ /b/
Changing words to begin with
this sound.

For example, at lunch yesterday-ay
He told me that he ate a banwich.
Some bineapple a-and beese
and brackers
Ate a bickle and made a weird face.
Then he had a piece of bake,
And a glass of bocolate bilk.
Then he burped, then he burped,
Excuse be, excuse be.

/B/ /b/ /b/ /b/ /b/

Bill Berzinski loves the sound of /b/ /b/
Changing words to begin with
this sound.

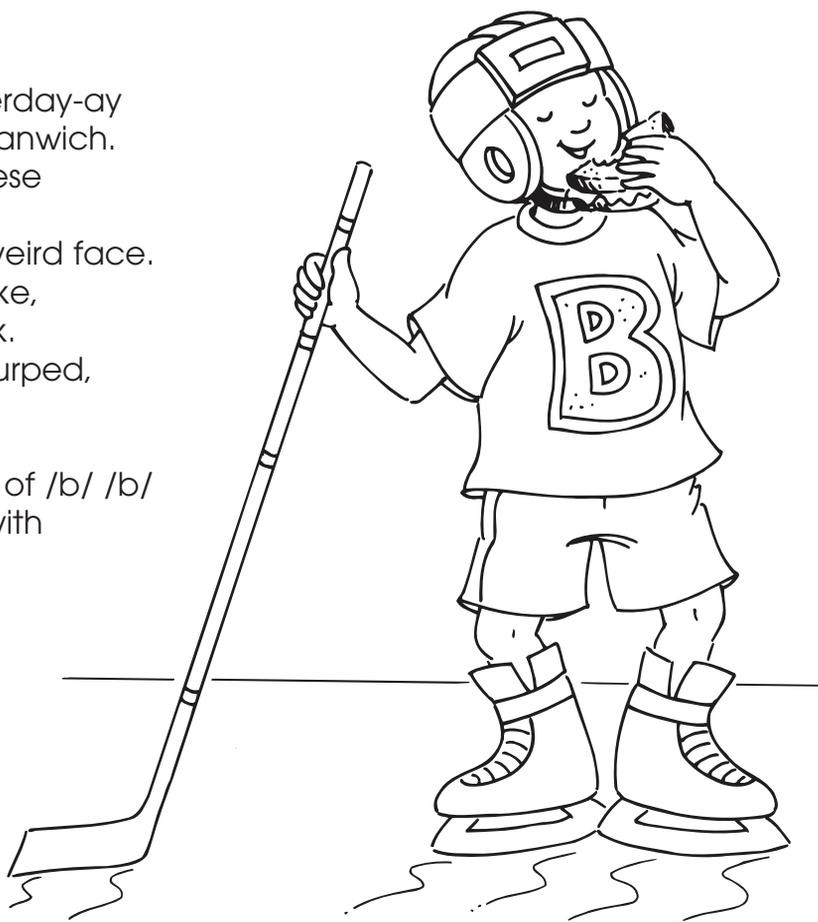
After scho-ol, he went to play bockey
But he forgot to bring his ice bates.
So he went bome, played a
bideo bame.

Did his bomework and drew
a bicture.

Then he teased his bister Bue
So his bom sent'm to his boom.
That's too bad, that's too bad.
He was sad, he was sad.

/B/ /b/ /b/ /b/ /b/

Bill Berzinski loves the sound of /b/ /b/
Changing words to begin with
this sound.



Add a Trinket

(whole class or small group)

Materials

- 3 trinkets (bells, hearts, flowers, etc. available at a party store)

Activity

Give each child three trinkets, two of them matching. Say, "Today we are going to learn how new words can be created by adding a sound in front of a word. Listen to this word, 'up'." Have the children repeat the word. Then, using the matching trinkets, have the children put a trinket from left to right for each sound they hear. Demonstrate how this is done. Then say, "Now, we will add a new sound /k/ (show other trinket) to the front of the word (place trinket in front), /k/ /k/ /k/ cup." Have the children repeat. Then continue with other words, for example: up—pup; ice—mice, dice, rice; at—hat, mat, cat, fat, rat, bat, sat, pat; in—pin, tin, win; eat—meat, feet, beet, seat; an—pan, tan, man; and—band, sand.

Adding a Phoneme

(whole class)

Activity

Discuss how new words can be created by adding a phoneme to a word. Ask, "If we add a /t/ to the beginning of rain, what word do we get?" Sing the song with the class.

Add a Little Sound

(Sing to the tune of "Mary Had a Little Lamb")

If you add a little sound,
To a word, to a word,
If you add a little sound,
You get a brand new word.

If you add a **/t/** to **rain**,
/t/ to **rain**, **/t/** to **rain**
If you add a **/t/** to **rain**,
You get a **train, train, train**

(For additional verses, replace the boldfaced words and sounds. For example, if you add a /s/ to nail; /s/ to nap; /s/ to pot; /s/ to top; /g/ to love; /s/ to pin; /k/ to lap; a /k/ to lamp; a /k/ to lips; /h/ to it; /h/ to eat; /b/ to and; /b/ to room; /b/ to all; /r/ to ice; /t/ to ape; /f/ to lake; /p/ to ants.)

Extension:

Write the word *rain* on the board. Then hold the t letter card in front of rain to demonstrate how the sound is added. Repeat with other song words.



Pronunciation of Phonemes of the English Language

A phoneme is the smallest part of a spoken word that makes a difference in the word's meaning. English has about 44 phonemes. It is important to pronounce the phonemes of the English language correctly when teaching phonemic awareness. This may sound easy but is actually quite challenging with some sounds. Distortions or errors in phoneme production can affect children's ability to perceive and blend sounds. Teaching phonemic awareness requires a good understanding of the phonemes of our language.

When explaining voiced sounds to children, tell them that they will feel a vibration if they put their first and second fingers of one hand on their voice box. Their voiced "motors" are on. When explaining voiceless sounds, tell the children that they will feel air coming out of their mouths if they put their hand in front of their mouths. Their voiced "motors" are off. When voicing the voiced sounds, it's important to de-emphasize the vowel sound, or clip it. For example, the phoneme /d/ should be pronounced /d/ not /duh/. It is important to not add a vowel when voicing voiceless sounds. Say /sssss/ not /sssss uh/. In addition, continuous phonemes can be prolonged when you want to emphasize a sound. For example, when saying *man*, say /mmmmm/ /aaaa/ /nnnnn/. However, when emphasizing stopped sounds, as in *pie*, say /p/ /p/ /p/ pie not /puh/ ie.

Voiced Continuous

/v/ vest
 /z/ zebra
 /r/ ran
 /l/ lion
 /m/ man
 /n/ nose
 /o/ (th) the
 / / (zh) measure
 /a/ make
 /e/ teeth
 /i/ kite
 /o/ soap
 /a/ dad
 /o/ cot
 /yoo/ cube
 /a/ far
 /u/ bird
 /a/ air
 /o/ ball
 /oo/ soon

Voiceless Continues

/f/ fat, phone
 /f/ (sh) shop
 /s/ sit, city
 /?/ (th) thumb
 /h/ hop

Voiced Stop

/b/ bat
 /d/ dog
 /g/ goat
 / / (j) judge
 /j/ jump
 / / (ng) king
 /e/ bet
 /i/ sit
 /u/ hut
 /?/ ahead
 /oi/ toy
 /ou/ mouse
 /oo/ look

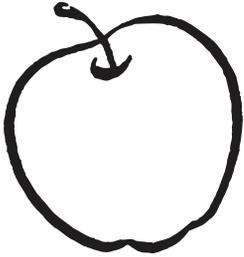
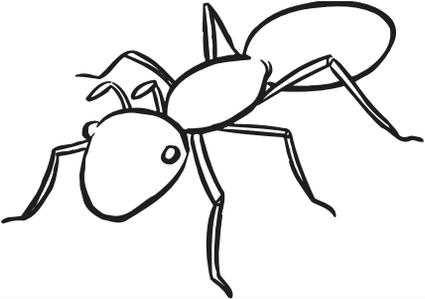
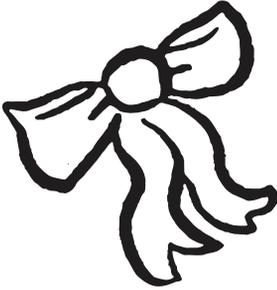
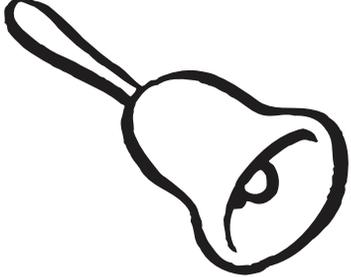
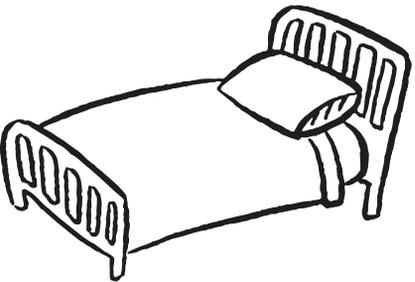
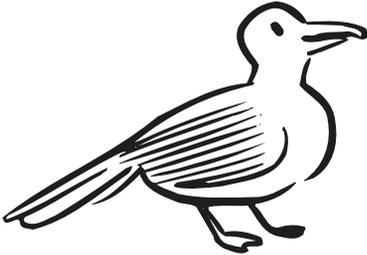
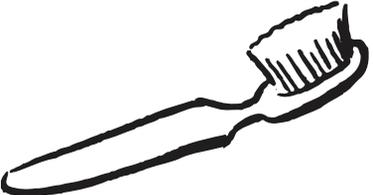
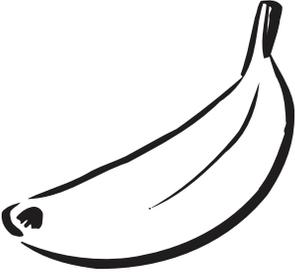
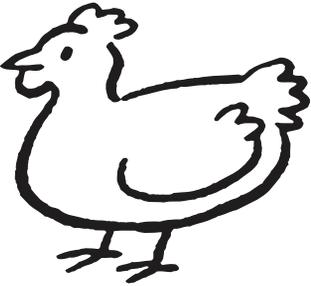
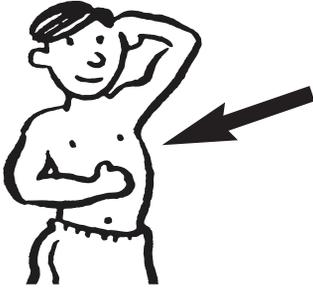
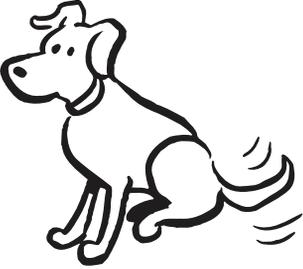
Voiceless Stop

/p/ pie
 /t/ tie
 /k/ kite, can, crack
 / / (ch) chip

Miscellaneous

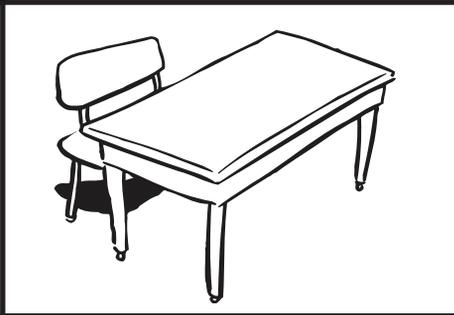
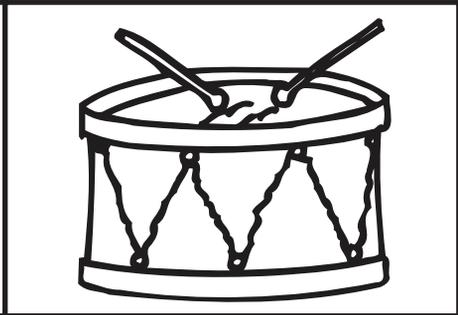
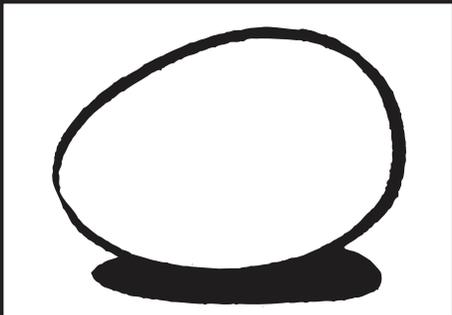
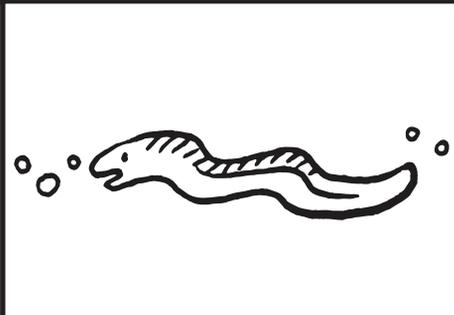
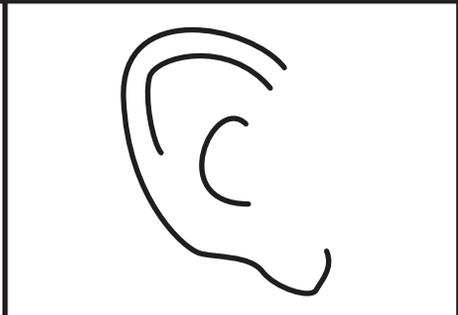
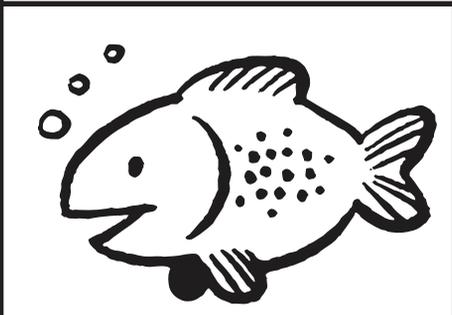
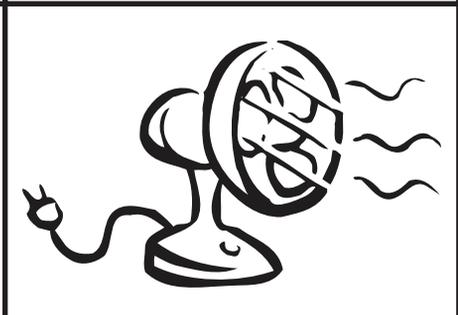
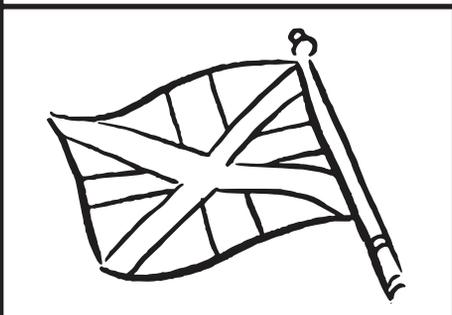
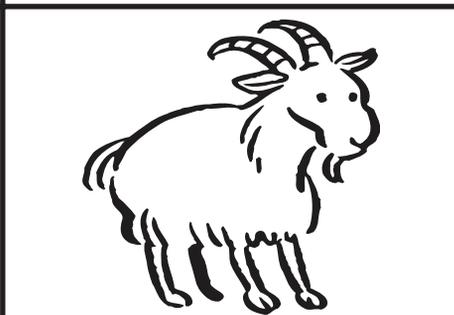
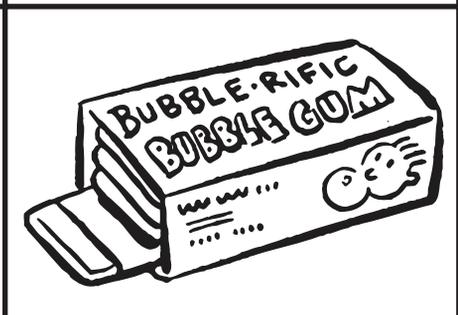
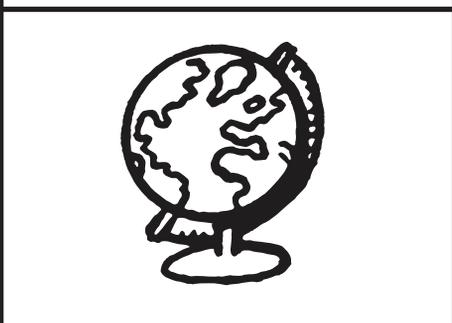
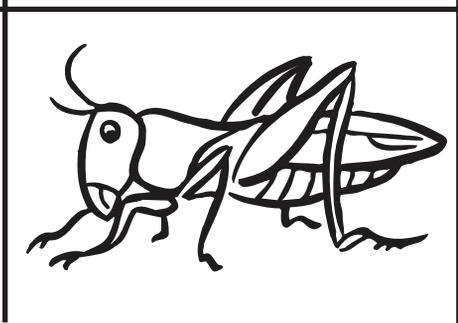
- /w/ window (voiced, glide—quick sound)
- /j/ (y) yellow (voiced, glide—quick sound)
- The se in nose is actually a /z/ sound (nose /n/ /o/ /z/)
- q has the /k/ or /k/ + /w/ (queen /k/ /w/ /e/ /n/)
- Consonant blends keep their own individual sounds: train /t/ /r/ /a/ /n/
- R-controlled is one sound: horse /h/ /o/ /s/, bird /b/ /ir/ /d/
- Diphthongs are one sound: house /h/ /ou/ /s/, toy /t/ /oy/.

Picture Cards

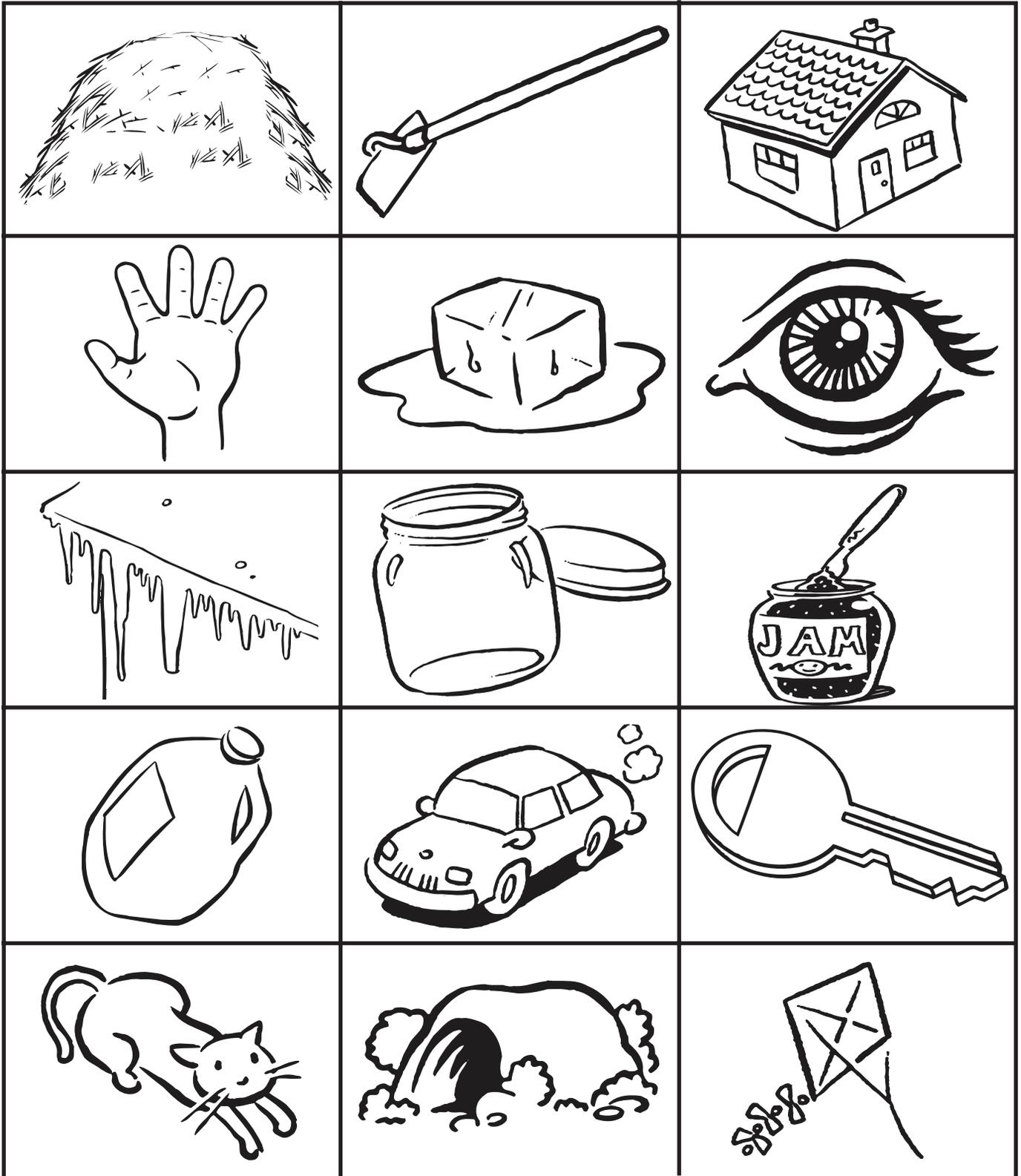
		
		
		
		
		



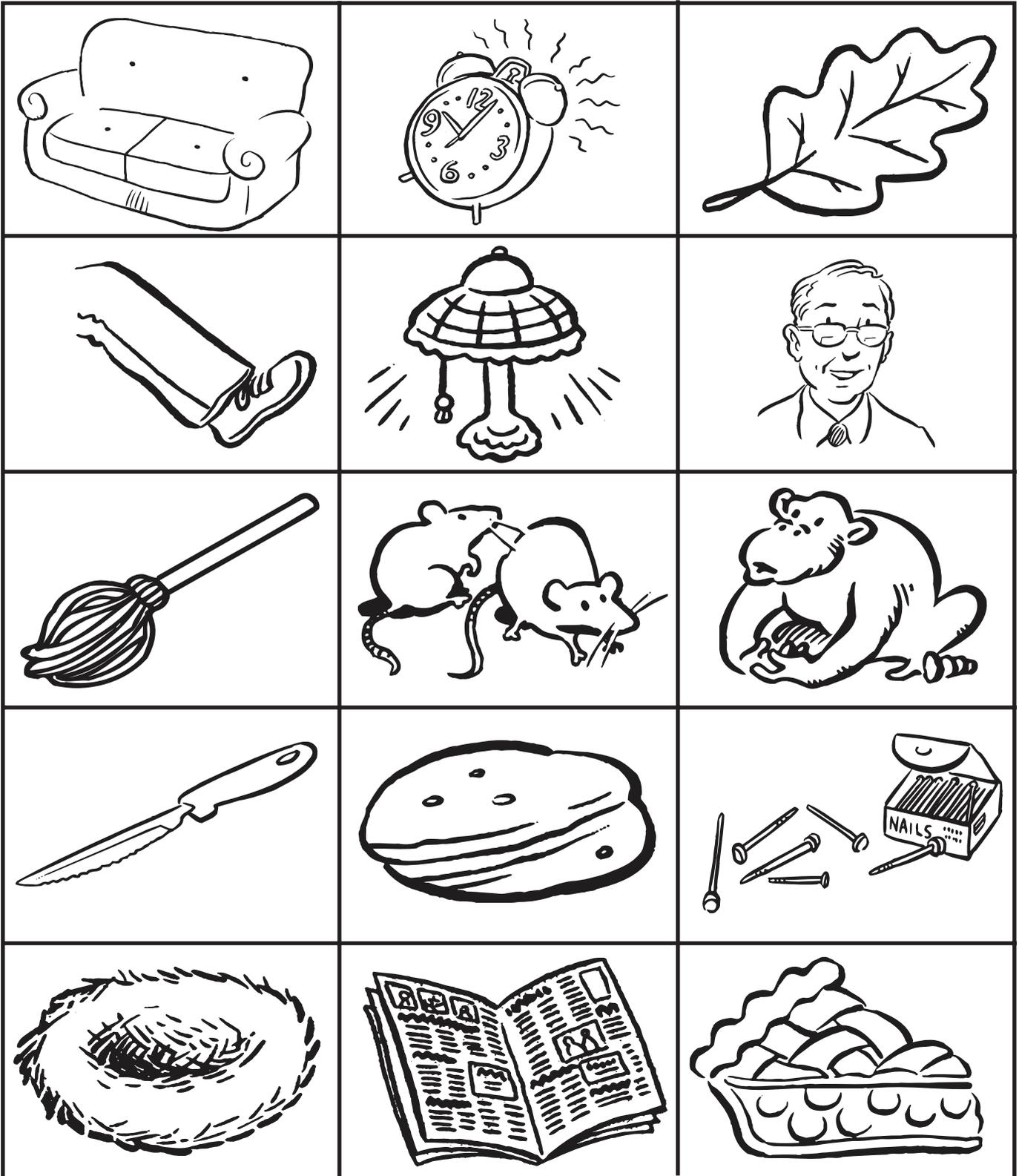
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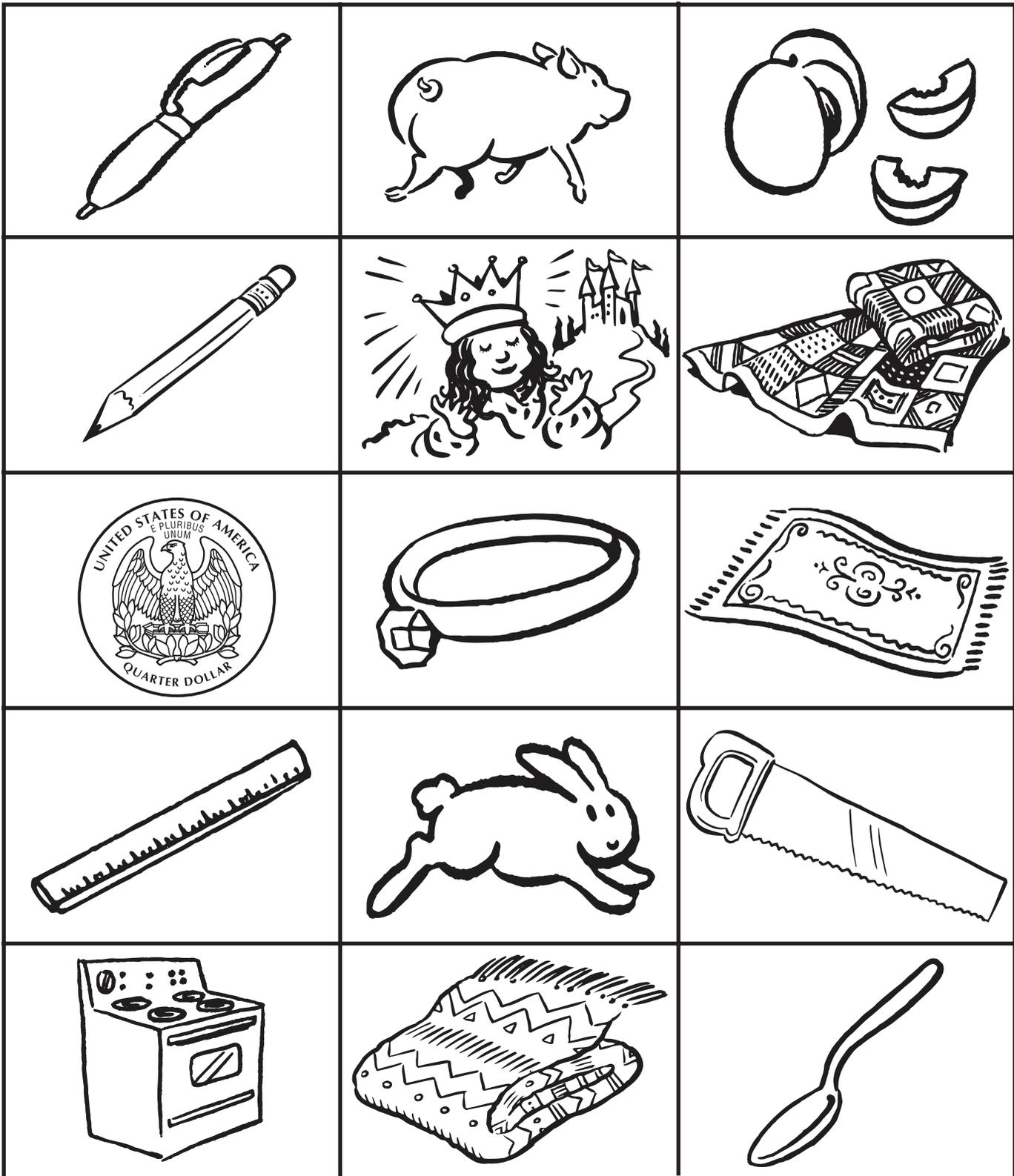
Picture Cards



Picture Cards

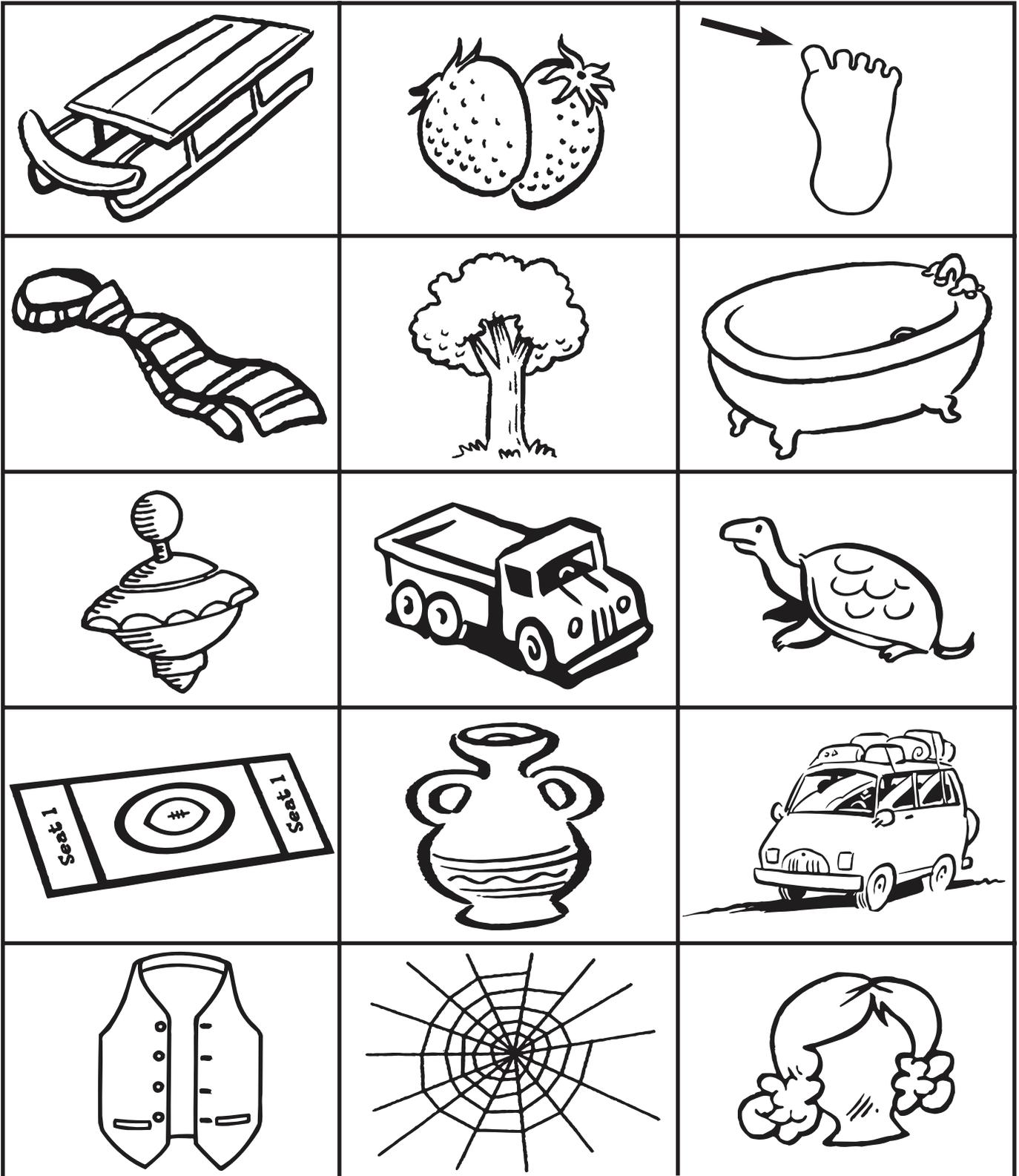


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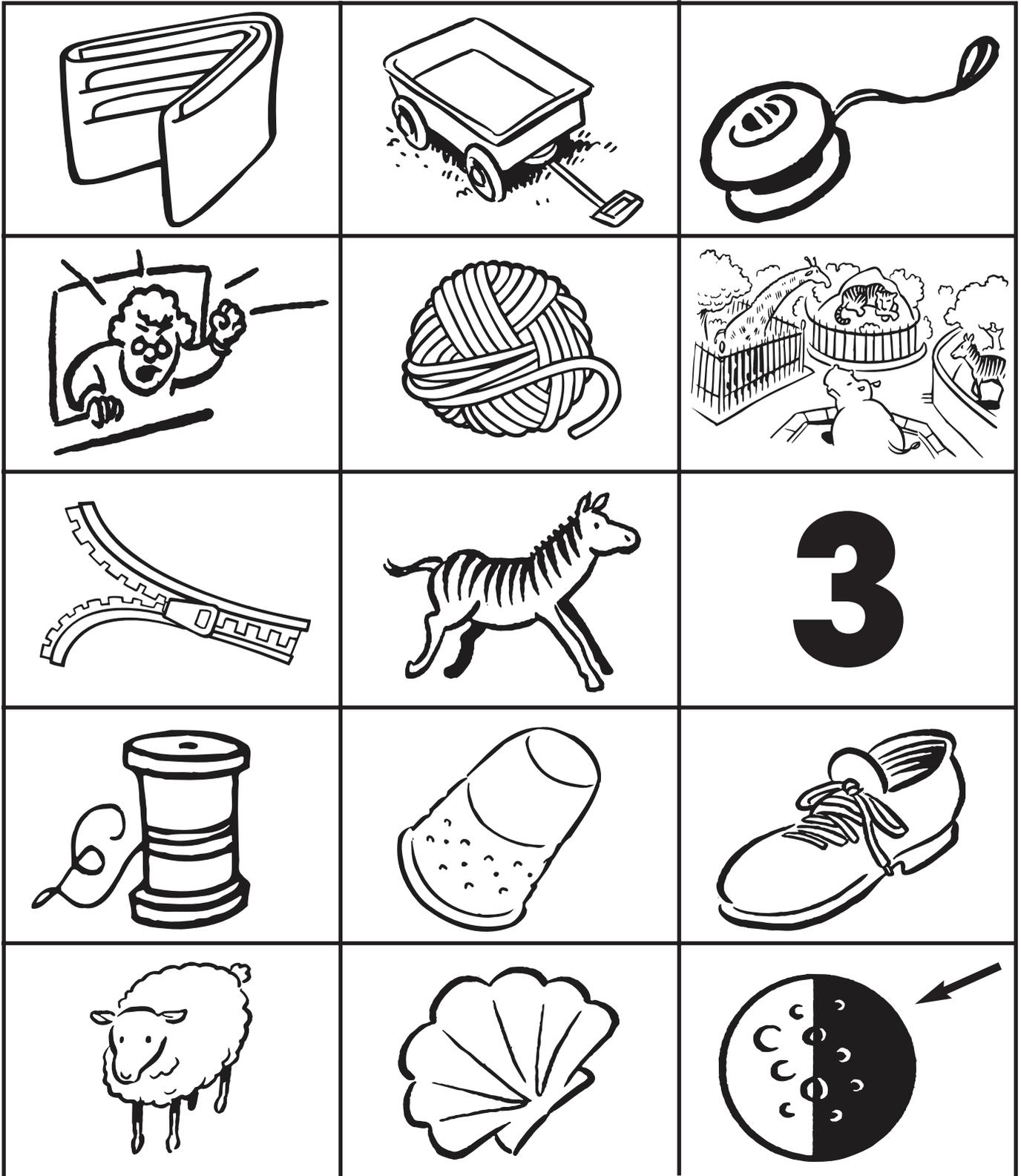




Picture Cards



Picture Cards



Letter Cards

a

b

c

d

e

f

g

h

i

Letter Cards

j

k

l

m

n

o

p

q

r

Letter Cards

s

t

u

v

w

x

y

z