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## Phonemic awareness in the kindergarten classroom

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## Phonemic awareness in the kindergarten classroom

### Abstract

There are two objectives that I hope to meet with the completion of this project. The first is to provide teachers with phonemic awareness activities to supplement the Marion Independent School District early childhood and/or elementary curriculum. The second objective is to provide activities that meet the requirements of my district's phonemic awareness assessment.

# **Phonemic Awareness in the Kindergarten Classroom**

**A Graduate Project  
Submitted to the  
Department of Curriculum and Instruction  
In Partial Fulfillment  
OF the Requirements for the Degree  
Master of Arts in Education  
  
University of Northern Iowa**

**By  
Shelly Jelinek  
May 2004**

This project by:  
Shelly Jelinek

Titled:  
Phonemic Awareness in the Kindergarten Classroom

Has been approved as meeting the requirements for the Degree of Master of Arts in Education.

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### Introduction

This research project topic was selected because I wanted to focus on phonemic awareness in the kindergarten classroom as it was an area in my teaching with which I seemed to struggle. For the most part, my first year of teaching I did not realize the importance of these skills when it came to reading success. To be honest I was not sure what phonemic awareness really was and how it applied to my classroom. As I became more knowledgeable, I gathered resources with activities that provided me with different ways to teach phonemic awareness skills. This was the first step, but the materials were not prepared and the activities were scattered among various resources. I soon realized that in order to be a successful teacher, and to prepare lessons that would benefit my students, I needed to collect and compile the activities that I felt were the best.

Another reason for this research project is the reading curriculum the Marion Independent School District adopted for our kindergarten classrooms does not contain a variety of activities to introduce phonemic awareness skills. Although there have been no formal standards and benchmarks written for the development of phonemic awareness in the kindergarten classroom, the district has developed a language arts scope and sequence for K-5. It shows that all of the phonemic awareness areas are introduced in kindergarten and mastered by first grade. The school district expects the kindergarten teachers to teach and assess these areas but does not provide resources to do so.

There are two objectives that I hope to meet with the completion of this project. The first is to provide teachers with phonemic awareness activities to supplement the Marion Independent School District early childhood and/or elementary curriculum. The second objective is to provide activities that meet the requirements of my district's phonemic awareness assessment.

### Literature Review

Children enter kindergarten with a wide range of literacy experiences. Some of them since the day they were born have been immersed with literature while others have barely held a book in their little hands. Despite this wide range of abilities, one attribute most children have in common is their lack of phonemic awareness (Yopp, 1992). Often times they do not understand that the words they are speaking are made up of individual sounds, or phonemes.

Phonemic awareness is defined as the ability to recognize that words are made up of phonemes and how to manipulate those sounds (Cunningham, 2000; Yopp, 2000). This is when a child understands that the word /cat/ is not simply just a cute, furry animal but that the word can be segmented into the sounds, or phonemes, /k/ /a/ /t/. Phonemic awareness is one aspect of phonological awareness, which is the ability to manipulate the sounds of spoken words in ways such as blending, segmenting, and rhyming (O'Connor, Notari-Syverson & Vadasy, 1996).

A child's grasp of phonemic awareness may correlate with their success in beginning reading (O'Connor, Notari-Syverson & Vadasy, 1996; Gillam & Kleeck, 1996; Cunningham, 2000; Griffith & Olson, 1992). Phonemic awareness may serve as a better indicator of early reading acquisition than even IQ (Griffith & Olson, 1992; Stanovich, 1994). If children enter school phonemically unaware they tend to be poor readers and subsequently remain that way through their elementary years (Griffith & Olson, 1992). This is due, in large part, to their lack of phonemic awareness, which is a major contributor to slow acquisition of word recognition (Griffith & Olson, 1992). In order for these students to read and spell they must find a correlation between the language they hear and the words they write (Griffith & Olson, 1992). Students who understand

phonemes are able to benefit from instruction based on the sounds that make up words (Griffith & Olson, 1992). On the other hand, some students may be able to memorize isolated letter sounds but they do not understand how to blend phonemes in order to read or write (Griffith & Olson, 1992). Griffith and Olson (1992) state, "...phonemic awareness would be irrelevant were it not for the fact that phonemes are the units encoded by the letters of the alphabetic languages used in most of the modern world..." (p.516).

The understanding of phonemic awareness is not an all-or-nothing trait. Students can be at different places with phonemic awareness and continue growing in this ability (Griffith & Olson, 1992). For example, a student may be successful with syllables but still struggles with producing a rhyme for a given word. Rhyming is a good beginning point for young children, such as preschoolers, or for struggling older children because it is the easiest task for students to understand (Griffith & Olson, 1992; Yopp & Yopp, 2000). Larger units of sound tend to be easier for students to understand and gain control over before smaller units (Yopp & Yopp, 2000). The next area teachers may engage students in is syllables. The first way that children learn to dissect particular sounds, is into syllables (Cunningham, 2000, p.29). For example, in the word doghouse there are two syllables: dog and house. Finally, after dealing with larger sounds in words such as rhyming patterns and syllables, teachers engage students in the discovery of individual phonemes. The most difficult tasks are those where the student has to completely segment the phonemes in spoken words and form different words by manipulating those phonemes (Griffith & Olson, 1992).

To determine the phonemic awareness of a particular student, there are simple tests that can be given individually. Teachers need to find out what prior knowledge of



phonemic awareness their students have in order to best meet individual students' needs and to know where to begin reading and writing instruction (Yopp, 1995). The teacher can decide the purpose of the test. It can be given to all the students to get an overview of where the students are at and the needs they have. The test can also be used to assess individual students who the teacher thinks may be experiencing difficulty with these skills. The students who score low on the test are likely to have difficulty with reading and spelling so appropriate instruction will have to be planned for these students (Yopp, 1995).

Phonemic awareness testing provides the teacher with an overview of the individual and class needs which will help in determining if the instruction should occur during small or large group depending on the focus of the lesson. After determining the needs of your students, it is important to remember to keep a sense of playfulness and fun while working on phonemic awareness skills (Yopp, 1992). If one cannot make acquiring these skills fun and entertaining it can become tedious, causing the students to lose interest. Finding the nature of the task that will be performed is a useful way for teachers to develop phonemic awareness activities (Yopp, 1992). A variety of activities related to phonemic awareness may require students to match words by sounds, isolate a sound in a word, blend sounds to form a word, or segment a word into its constituent sounds (Yopp, 1992). Phonemic awareness should not be addressed in isolation nor is it meant to be full of drill and memorization tasks. Overall, it should be a natural, practical part of the literacy experiences that occur throughout the day (Yopp, 1995).

Teachers can help students develop their phonemic awareness in many ways. One of these ways is by exposing children to literature that plays with language. The teacher's job is to draw the children's attention to sound structure by using books that

contain rhyme, alliteration, segmentation and phoneme substitution (Griffith & Olson, 1992). Besides for just pure enjoyment, literature that plays with the sounds in language helps increase a child's sensitivity to the phonological structure in language (Griffith & Olson, 1992). Students will love to read and reread these texts over and over.

In addition to the discussions about the literature the class can be creative in their writing by adding verses or changing the stories. Writing is an important opportunity for students to develop phonemic awareness because they are using their knowledge of letters and sounds to try and spell words (Cunningham, 2000). "As they stretch out words to 'put down the sounds they hear,' they are developing phonemic awareness" (Cunningham, 2000, p.23). While writing children may segment sounds into words (Griffith & Olson, 1992).

One indicator of how well children will learn to read is their ability to recite nursery rhymes when they walk into kindergarten (Cunningham, 2000, p.38). Teachers can encourage students to manipulate sounds in language by filling their classrooms with rhymes and having the students recite, sing, clap, and act out the rhymes (Cunningham, 2000; Griffith & Olson, 1992). One component of phonemic awareness is the ability to hear these rhymes. Once a child is capable of hearing the rhymes it will aid them in the reading and writing of rhymes by changing the beginning sounds (Cunningham, 2000). By being immersed with rhymes, the students will become very familiar with the texts and have their favorite stories or poems to use as a guide when creating their own rhymes. (Griffith & Olson, 1992).

Songs and games are another way to get students to play with language. No matter what the activity, they help develop positive feelings towards learning (Yopp, 1992). Throughout these experiences, interaction among children should be encouraged

so the opportunity to learn from others is available (Yopp, 1992). These activities should not be a time to evaluate students; instead, they should be fun and informal (Yopp, 1992). Young children who do not have a grasp on the alphabet should be taught using strictly oral activities so the letters do not distract them from the purpose of the activity (Yopp, 1992).

Phonemic awareness is an important task for children to learn, as it may be related to success in beginning readers. Many researchers have looked at the effect of phonemic awareness activities incorporated into small and large group instruction and have found such phonemic awareness activities to be beneficial to the reading development of emerging reader/writers. By incorporating well-planned activities into literacy centers it will provide students with numerous opportunities to play with their language, and through this play to connect to the sounds in their language. For some children with a strong foundation in phonemic awareness, these activities may be enjoyable extras in their day. For others who come to school with minimal awareness of the sounds in language, these literacy center activities in language play may be the tool that leads these emerging reader/writers toward phonemic awareness and the correlated success in school literacy.

### Methodology

Through this research project, I wanted to develop a resource which could be used in an early childhood and/or elementary classroom to teach the phonemic awareness skills. I began by gathering all of my resources that contained phonemic awareness activities. I then chose activities that I would be able to write variations for so they could be used in any instructional setting whether it be large group, small group, individual, or during literacy centers. These activities also had to be ones that I felt students would

enjoy doing and would really help to strengthen the area of focus for that lesson. When choosing an activity I looked at the skills that were addressed and made sure these skills could be assessed using our district assessment. I also kept in mind how each child is unique in their learning so the activities for each section needed to include activities that used alternative methods for teaching the same skill.

After gathering the activities I began preparing all of the materials. I felt this was just as important as the activities because if the materials were prepared, I was less likely to skip a phonemic awareness lesson. I separated the activities into the groups of rhythm and rhyme, parts of a word, sequence of sounds, separation of sounds, and manipulation of sounds depending on what was being asked of a child when completing the activity. In addition to these five areas, I added an assessment section which contained the Marion Independent School District's kindergarten phonemic awareness assessment. All of the activities in this project can be assessed by using the different areas that are included in the phonemic awareness assessment. It is important to always know where your students are so you know which direction to go with your phonemic awareness lessons. Along with these activities, I felt it was important to add a list of some children's literature (see Appendix A), as well as phonemic awareness songs (see Appendix B), because they are a fun, quick way to engage children in playing with language. I found this project to be beneficial in that it brings together many different phonemic awareness resources into one package.

# Rhythm and Rhyme

The activities in this section are used to introduce and develop stronger auditory discrimination and awareness. The students will have an opportunity to work with and identify various word patterns. This will help the students to listen for similarities and differences among words. Another focus for this section is listening for and detecting spoken syllables. The students will learn that each syllable relates to the opening and closing of the jaw (Fitzpatrick, 2002, p.5).

## Rhythm and Rhyme Activities

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# Read Rhyming Stories

**Materials:**

- Rhyming Books (see Appendix A)

**Directions:**

- Through rhyming books students are encouraged to use the meaning and meter of the story to notice and predict rhyming words. An annotated bibliography of suggested books and stories is provided in Appendix A. While reading such stories aloud, exaggerate the meter and rhyme to encourage active listening and anticipation among the children.
- In the course of reading the first story with the children, take an opportunity to anchor students' understanding of the words rhyme and rhyming. Prior to reading subsequent stories, check for an understanding of what rhyming is and remind the children to listen for words that rhyme.

**Variations for Activity:**

- **Large Group, Small Group, & Individual Instruction** –
  - When reading a book that is already familiar to the children, stop after rhyming words and ask them what words they heard that rhyme.
  - Alternatively, stop before reading the second word of a rhyming pair, and ask the children to guess the word before you continue.
- **Center Activity** – To incorporate rhyming books into the center you can have the book on tape for the children to listen to.

Activity taken from (Adams, Foorman, Lundberg & Beeler 1998, p. 31)

# Rhyme Away

## Materials:

- Rhyme-away stories
- Colored chalk
- Chalkboard eraser

## Preparation:

- Draw simple pictures on the chalkboard similar to those shown on rhyme-away reproducibles.



## Directions:

- Begin by explaining to the children that they are going to make the picture disappear by erasing a little at a time – erasing parts that rhyme with words in clues. The teacher will read each rhyme of the rhyme-away stories aloud, omitting underlined words. Have children orally fill in the missing words, then invite volunteers to erase parts of the picture that correspond with the answers.

## Self Correcting Feature:

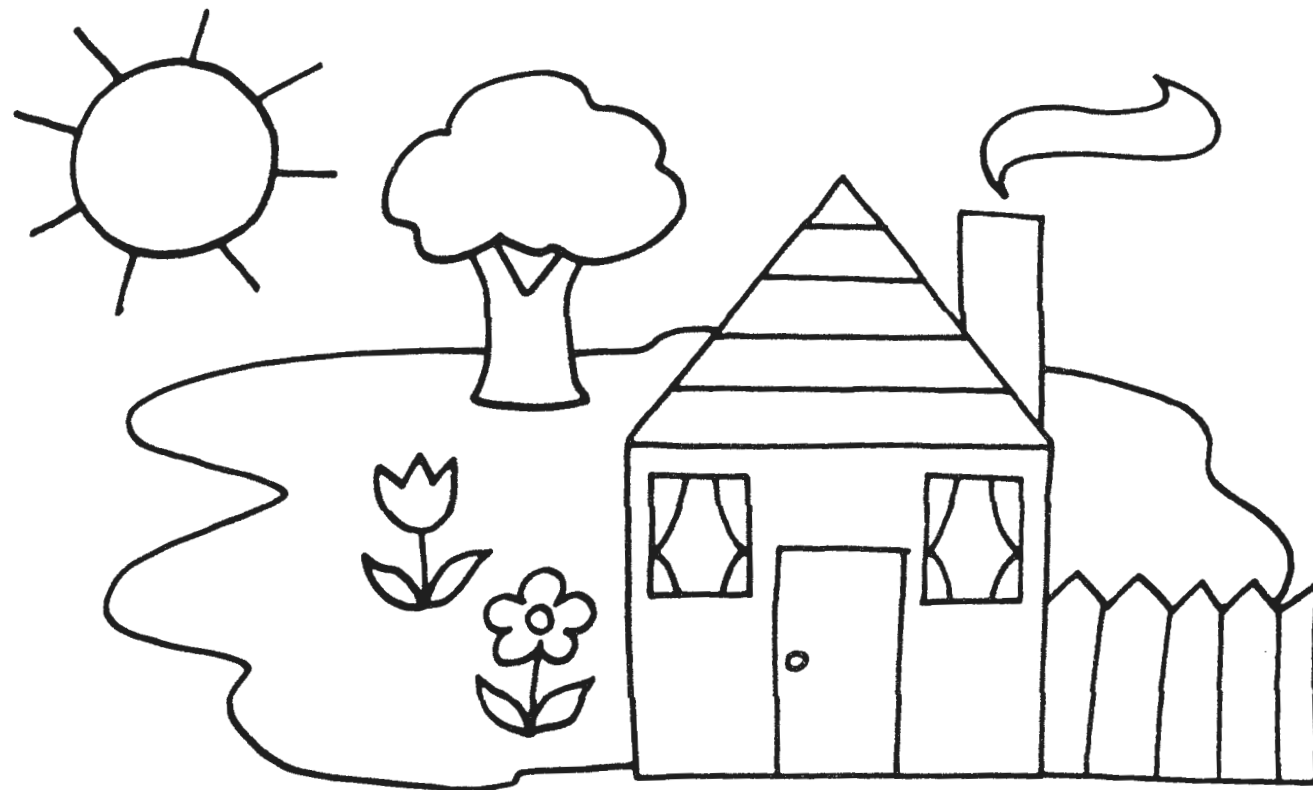
- The correct answer will be revealed by the teacher either through word of mouth or on audiotape.

## Variations for Activity:

- **Large Group** – Do the activity as described in the directions
- **Small Group** – Do the activity as described in the directions
- **Individual Instruction** – Do the activity as described in the directions
- **Center Activity** – The teacher can have the rhyme-away story cut into the parts that will need to be removed and then attached to the board with magnets. A copy of what the picture should look like should be available for the students so they are able to set the picture up and complete the activity again without the teacher. Then the teacher will need to record the clues onto a tape for the kids to listen to. After each clue there will be a long wait-time followed by the answer to help the students check their work. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

# Rhyme-Away Story 1

**Directions:** Draw the picture below on the chalkboard. Have students fill in the missing rhymes, then erase the corresponding portions of the picture.



Just for fun,  
erase the sun.

If you can count to three,  
erase the tree.

If you can count to four,  
erase the door.

So you don't get stung by a bee,  
erase the chimney.

If you can do so,  
erase the window.

If you see a hound,  
erase the ground.

A dog can say, "Woof,"  
erase the roof.

Climb the tower,  
erase the flower.

If you have five cents,  
erase the fence.

If you see a doe,  
erase another window.

You need power,  
to erase another flower.

If you see a mouse,  
erase the house.



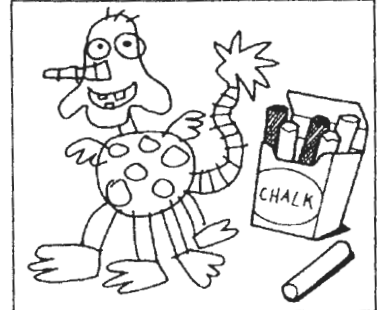
# Draw a Rhyme

## Materials:

- Draw-a-rhyme stories
- Colored chalk
- Paper
- Crayons

## Preparation:

- No preparation needed



## Directions:

- Tell the class they are going to help you draw a monster. (This activity is the reverse of Rhyme Away – children use fill-in-the-blank clues to draw pictures.) The teacher will read each rhyme of the draw-a-rhyme stories aloud, omitting underlined words. Have children orally fill in the missing words, then invite volunteers to draw the identified monster parts on the chalkboard to help complete the pictures.

## Self Correcting Feature:

- The correct answer will be revealed by the teacher either through word of mouth or on audiotape.

## Variations for Activity:

- **Large Group** – Invite children to draw their own pictures using paper and crayons as each clue is given.
- **Small Group** – Play the game as described in the directions
- **Individual Instruction** – The adult will read the clues as one child figures out the rhyme and draws the picture.
- **Center Activity** – The students will listen to the clues on the tape recorder as they figure out the answer and draw the picture. After a long wait-time the teacher will have recorded the answer before moving onto the next clue. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

# Draw-a-Rhyme Story 1

**Directions:** Tell children they are going to draw a chalk picture together. Read each rhyme with the underlined words left out. Have children fill in the blanks (either orally or in writing), then add those parts to the chalkboard drawing.

When you draw a monster, it is said,  
you always begin with his head.

He'll be able to see when he flies,  
if we draw two bright eyes.

To tell which way the cold wind blows,  
our monster will need a great big nose.

Look to the north and look to the south,  
now we can give our monster a mouth.

Some up above and some beneath,  
our monster has lots of teeth.

Now, under his chin, let's just check,  
that's where we should put his neck.

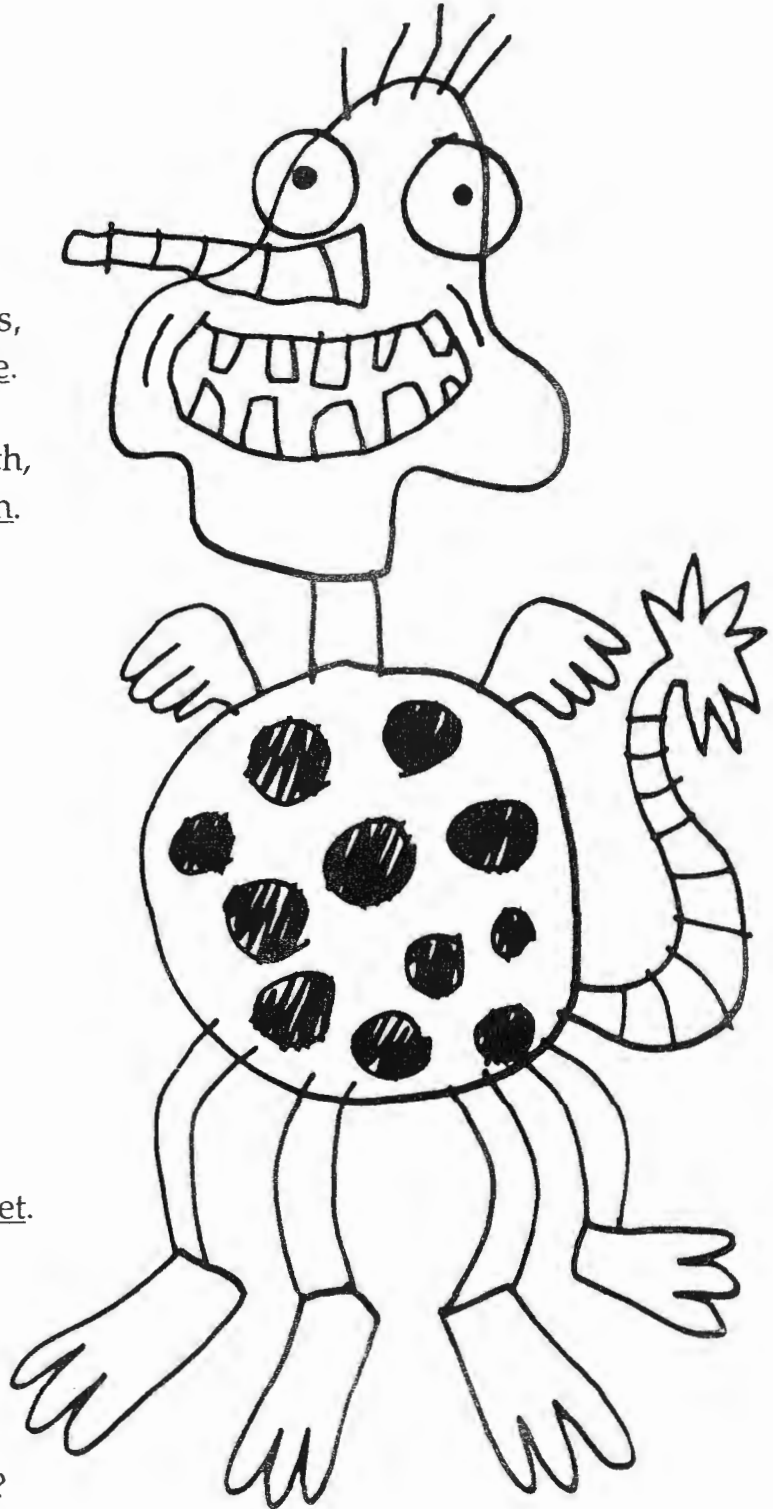
So he won't be tipsy-toddy,  
let's give him a polka-dot body.

If he really, really begs,  
I guess we could give him legs.

To make our monster nice and neat,  
we'll have to teach him to wipe his feet.

A notice sent by air mail!  
We can't forget the monster's tail.

He isn't fierce, he isn't hairy,  
but don't you think he's a little scary?



# Can You Rhyme?

**Materials:**

- Sample rhyme phrases

**Preparation:**

- No preparation needed

**Directions:**

- To introduce this game, read several rhyme phrases aloud, emphasizing the rhyming words. Then, challenge the children to complete each rhyme aloud. For assessment purposes, it is recommended that you periodically request responses from individuals as opposed to the whole group.

**Variations for Activity:**

- **Large Group** – Do the activity as described in the directions
- **Small Group** – Do the activity as described in the directions
- **Individual Instruction** – Do the activity as described in the directions
- **Center Activity** – Make a book using the rhyming phrases. Then provide three pictures for each blank that the children will choose the answer from. The teacher can record the book on audiotape and then provide wait-time before providing the child with the answer. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

Activity taken from (Adams, Foorman, Lundberg & Beeier 1998, p. 34)

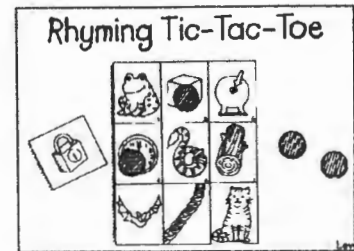
## Sample Rhyme Phrases

- A **cat** wearing a \_\_\_\_ (hat).
- A **mouse** that lives in a \_\_\_\_ (house).
- A **moose** with a tooth that is \_\_\_\_ (loose).
- A **pig** that is dancing a \_\_\_\_ (jig).
- Some **kittens** wearing some \_\_\_\_ (mittens).
- A **sheep** that is sound \_\_\_\_ (asleep).
- An **owl** drying off with a \_\_\_\_ (towel).
- A **bear** with long, brown \_\_\_\_ (hair).
- A **bug** crawled under the \_\_\_\_ (rug).
- An **ape** that is eating a \_\_\_\_ (grape).
- A **goat** that is sailing a \_\_\_\_ (boat).
- A **duck** that is driving a \_\_\_\_ (truck).
- A **guy** who is swatting a \_\_\_\_ (fly).
- A **bee** with a hive in the \_\_\_\_ (tree).
- On the **swing**, I like to \_\_\_\_ (sing).
- We drove **far** in our \_\_\_\_ (car).
- Hold the **candle** by the \_\_\_\_ (handle).
- Smell the **rose** with your \_\_\_\_ (nose).
- Write the numbers one to **ten** with a pencil or a \_\_\_\_ (pen).
- Airplanes **fly** in the \_\_\_\_ (sky).
- Dancing, dancing, cross the **floor**,  
keep on dancing out the \_\_\_\_ (door).

# Rhyming Tic-Tac-Toe

## Materials:

- Tic-tac-toe cards
- Tic-tac-toe boards
- Paper lunch sack or bag for cards
- Game markers (ex. plastic counters, pennies)



## Preparation:

- Copy and cut apart the tic-tac-toe cards, laminate them, and place them in a paper lunch sack. Make a few copies of the tic-tac-toe boards, and laminate them.

## Directions:

- Give each player a tic-tac-toe board and some game markers. Invite a player to draw a card from the paper sack, name the picture without showing it to the other players, and place it back in the sack. If the player has a picture on his or her board that rhymes with the card, he or she may place a game marker over only one rhyming picture on the board. Have players take turns drawing cards and marking their board until they cover three pictures in a row. Tell the children to exchange boards, and repeat the activity.

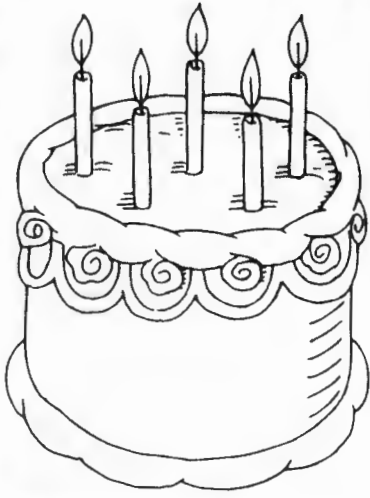
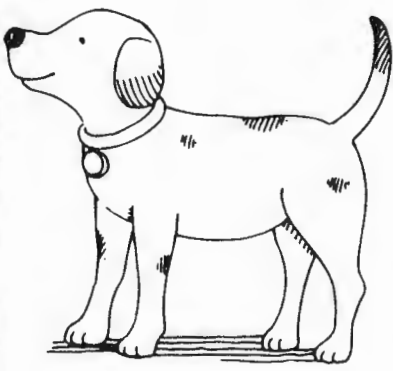

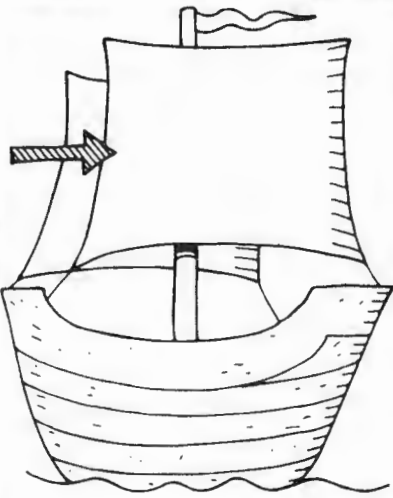
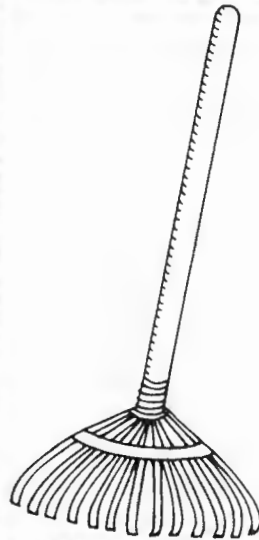
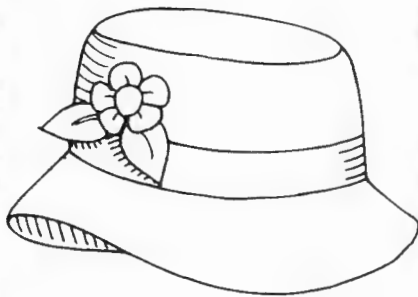
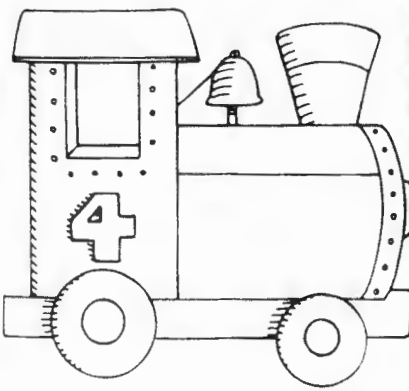
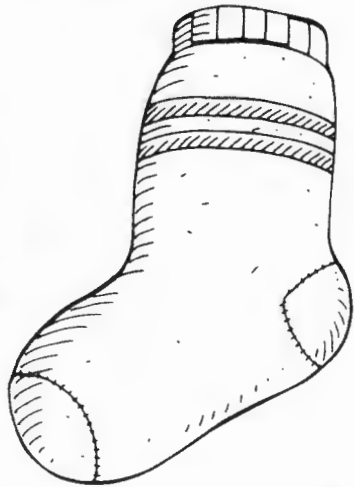

## Self Correcting Feature:

- The number on each card matches the number where it belongs on the board. When making the cards you can also take the number off of the front of the cards and write it on the back instead.

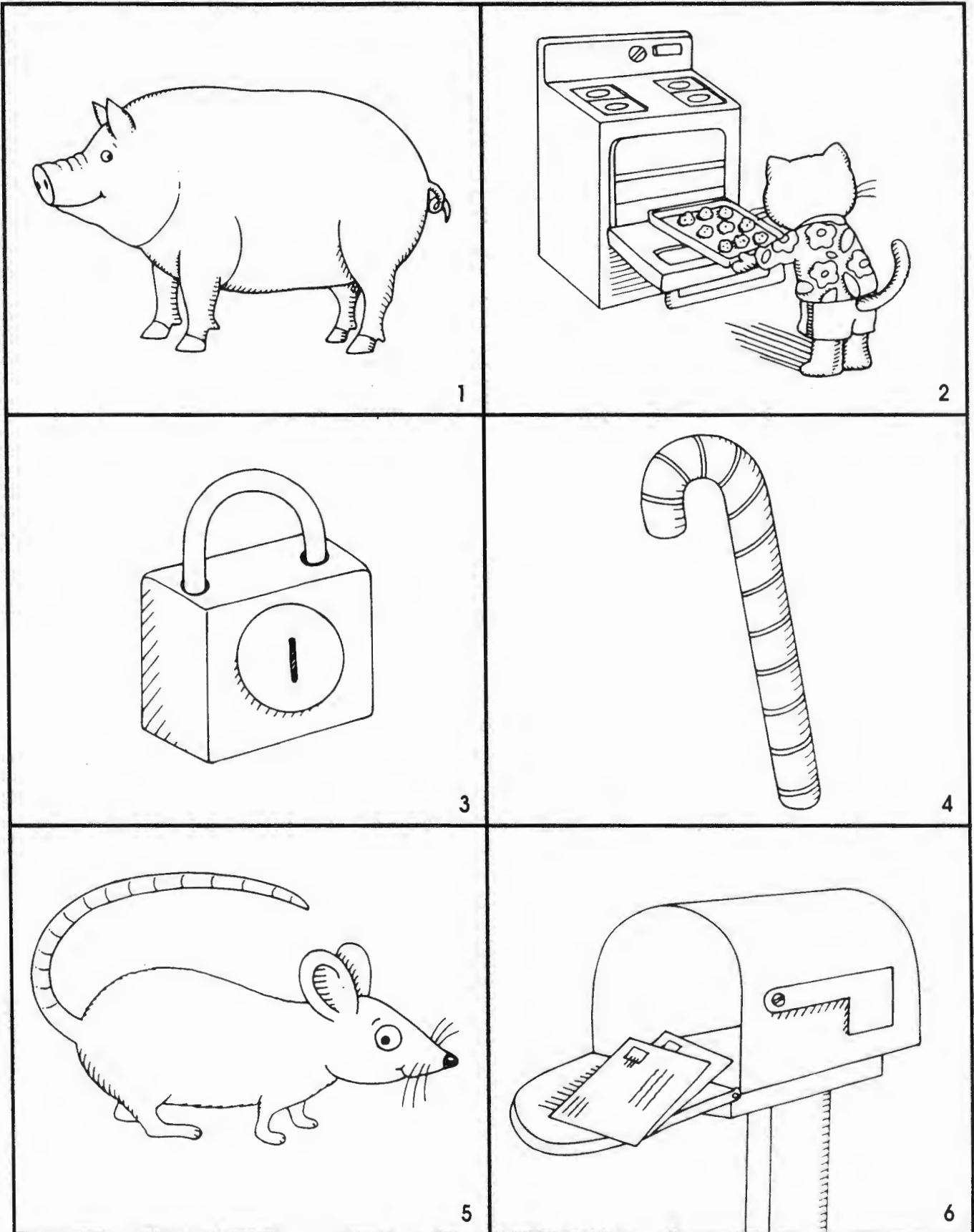
## Variations for Activity:

- **Large Group** - Divide the class into different teams or create different variations of the tic-tac-toe boards so that each child has a board or one to share with a partner.
- **Small Group** – Play the game as described in the directions
- **Individual Instruction** – The adult will also have a board to play with the student.
- **Center Activity** – The students will play the game the same way that it is described in the directions but they will need to use the self-correcting feature to double check their work. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

# Tic-Tac-Toe Board

 <p>2</p>	 <p>1</p>	 <p>4</p>
 <p>6</p>	 <p>2</p>	 <p>5</p>
 <p>4</p>	 <p>3</p>	 <p>6</p>

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# Go Rhyme!

## Materials:

- Rhyming cards

## Preparation:

- Copy and cut apart the Rhyming Cards, and laminate them.



## Directions:

- Invite two to four children to play this version of Go Fish. Have a child shuffle the picture cards, place them in a pile, and deal four cards to each player. Tell the dealer to scatter the remaining cards facedown to create a "fishing pond." Invite the player to the dealer's left to ask another player for a card that rhymes with a card in his or her hand. If the second player has a rhyming card, he or she must give the card to the first player, and the first player may take another turn. If the second player does not have a rhyming card, the first player should "fish" for a card in the scattered pile. Play continues with the next player to the left. Have children repeat this process with the remaining cards.

## Self Correcting Feature:


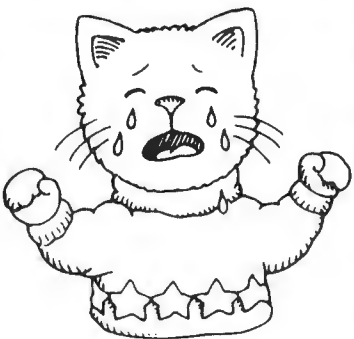
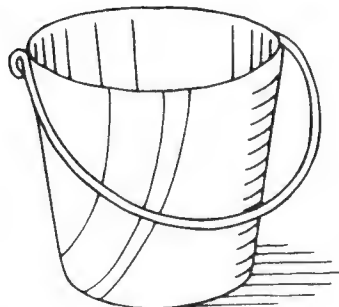
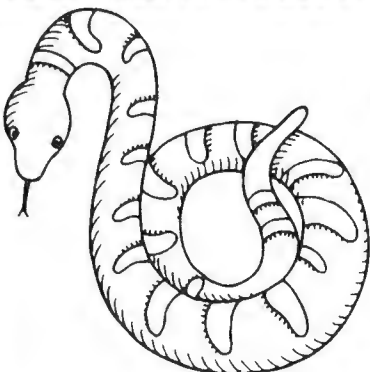
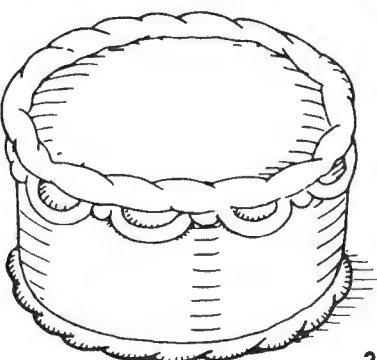
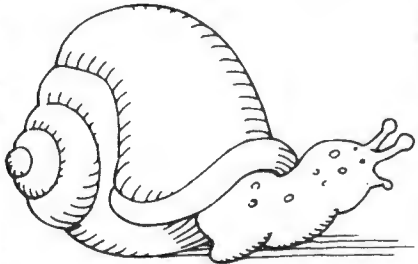
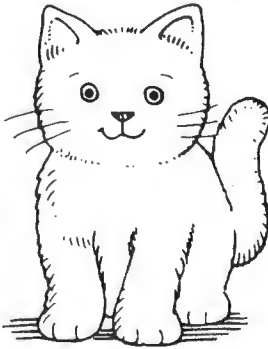


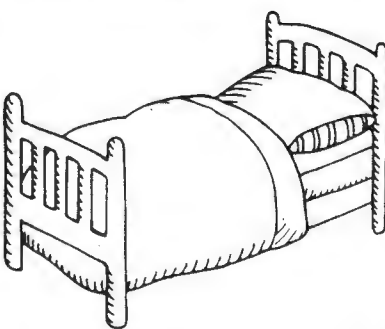
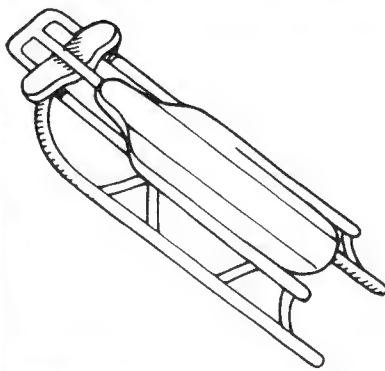
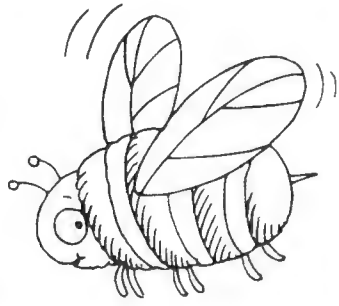
- There is a number on each card. Cards that rhyme with each other have the same number.

## Variations for Activity:

- **Large Group** – Make a set of cards for the overhead projector. The students will play against the teacher. Place the students four cards on the overhead for them to see while keeping yours hidden. The go fish pile can be kept in a brown lunch sack.
- **Small Group** – Play the game as described in the directions
- **Individual Instruction** – The adult will be the other player when playing the game with the student.
- **Center Activity** – The students will play the game the same way that it is described in the directions but they will need to use the self-correcting feature to double check their work. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.



# Rhyming Cards

 <p>1</p>	 <p>1</p>	 <p>2</p>
 <p>3</p>	 <p>3</p>	 <p>2</p>
 <p>4</p>	 <p>4</p>	 <p>5</p>
 <p>6</p>	 <p>6</p>	 <p>5</p>

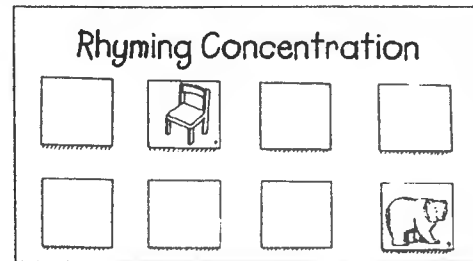
# Rhyming Concentration

## Materials:

- Rhyming cards

## Preparation:

- Copy and cut apart the rhyming cards, and laminate them.



## Directions:

- Place the cards facedown in a grid. Invite the players to take turns turning over two cards at a time. If the pictures on the two cards rhyme, the player keeps the cards and takes another turn. If the pictures on the two cards do not rhyme, the player places the cards facedown, and the next player takes a turn.



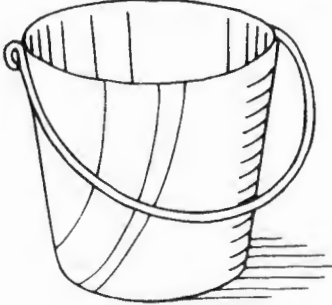
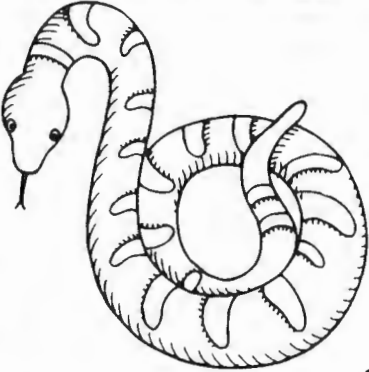
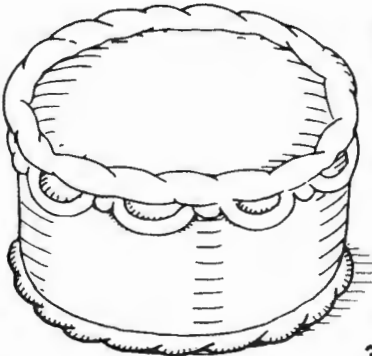
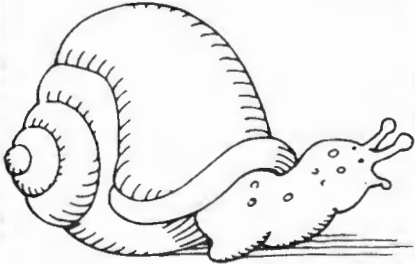
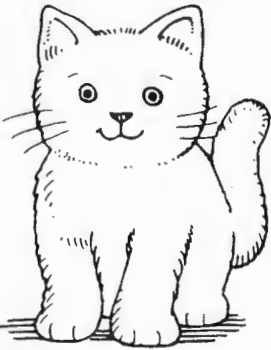


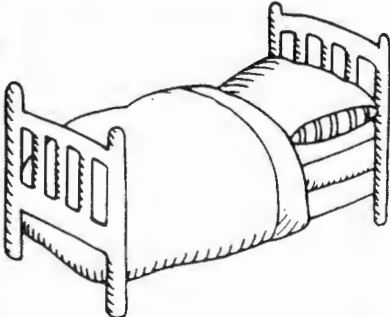
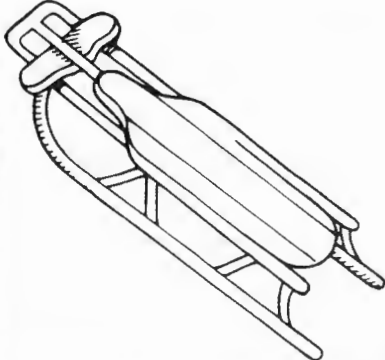

## Self Correcting Feature:

- There is a number on each card. Cards that rhyme with each other have the same number.

## Variations for Activity:

- **Large Group** - Place the cards in a pocket chart and play as a whole class.
- **Small Group** - Play the game as described in the directions
- **Individual Instruction** - The adult will be the other player when playing the game with the student.
- **Center Activity** - The students will play the game the same way that it is described in the directions but they will need to use the self-correcting feature to double check their work. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

# Rhyming Cards

 <p>1</p>	 <p>1</p>	 <p>2</p>
 <p>3</p>	 <p>3</p>	 <p>2</p>
 <p>4</p>	 <p>4</p>	 <p>5</p>
 <p>6</p>	 <p>6</p>	 <p>5</p>

# Out You Go!

## Materials:

- Rhyming cards
- Pocket Chart

## Preparation:

- Copy and cut apart the rhyming cards, and laminate them.



## Directions:

- Choose a set of three cards, and place them facedown in the first row of a pocket chart. Place a different set of cards in each of the remaining rows. Invite a child to turn over all the cards in the first row, and name each picture. Ask the child to decide which card is different from the other two and remove it from the pocket as he or she says, "Out you go!" Tell the child to repeat the activity with the cards in the other rows.


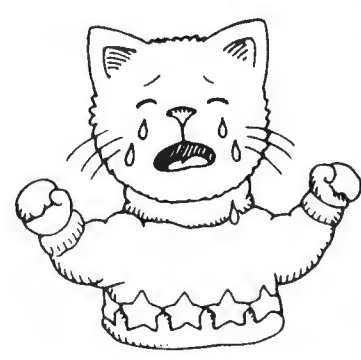
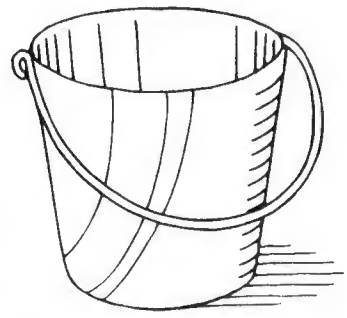
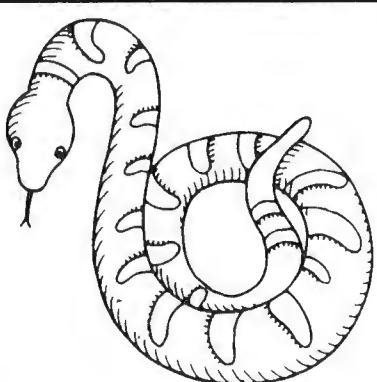
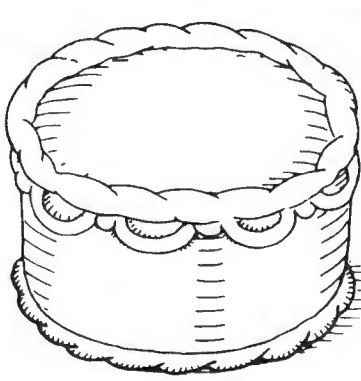
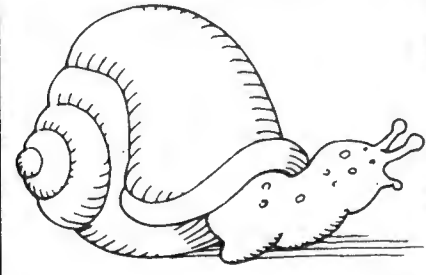
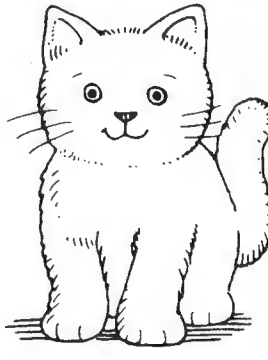


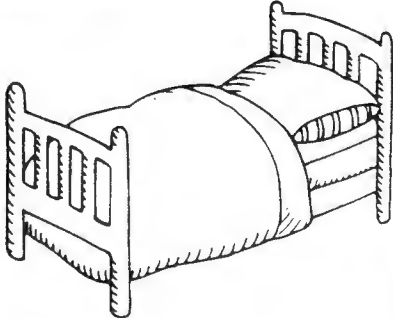
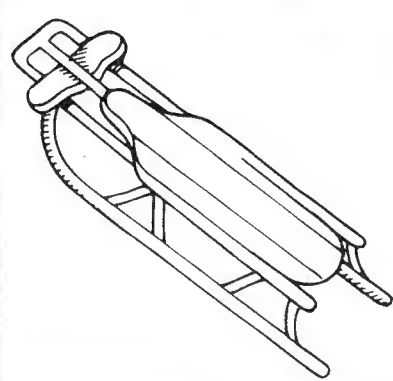

## Self Correcting Feature:

- There is a number on each card. Cards that rhyme with each other have the same number.

## Variations for Activity:

- **Large Group** – Call one child up at a time to determine which card needs to be removed. Another option would be to divide the class into groups and the group has to decide together which card is incorrect.
- **Small Group** – Play the game as described in the directions
- **Individual Instruction** – The adult will oversee the activity and help the child clap the syllables when needed.
- **Center Activity** – When using this as a center activity the teacher will need to set the cards up in the pocket chart or rubber band the sets of three cards together for the children to arrange in the pocket chart. The students will need to use the self-correcting feature to double check their work. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

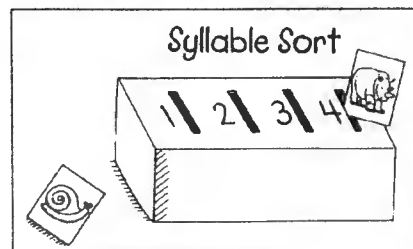
# Rhyming Cards

 <p>1</p>	 <p>1</p>	 <p>2</p>
 <p>3</p>	 <p>3</p>	 <p>2</p>
 <p>4</p>	 <p>4</p>	 <p>5</p>
 <p>6</p>	 <p>6</p>	 <p>5</p>

# Syllable Sort

## Materials:

- Syllable cards
- Shoe box



## Preparation:

- Copy and cut apart the syllable cards. Write a number one on the back of each one-syllable word card. Then repeat the process with the two-, three-, and four-syllable word cards, and laminate them. Place the cover of a shoe box on a flat surface, cut in a horizontal line along the top four small slots that are the width of a card, and put the top back on the shoe box. Write the numbers 1-4 above the slots.

## Directions:

- Place the shoe box on a flat surface. Shuffle the cards, and place them faceup in a pile. Invite a child to draw a card, name the picture, and decide how many syllables are in the word. Tell the child to slip the card through the slot on the box that matches the number of syllables in the word. Have the child repeat the process with the remaining cards.

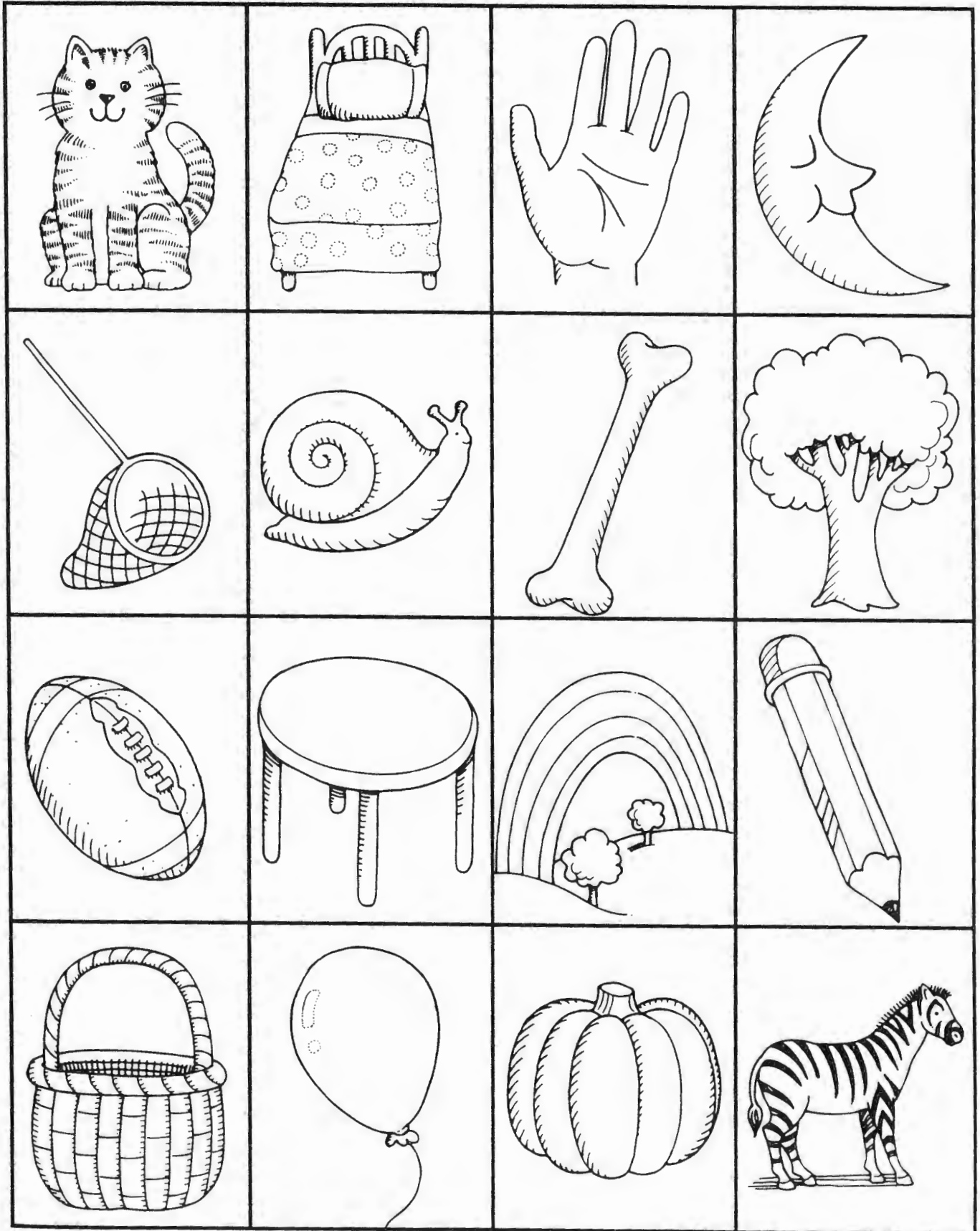
## Self Correcting Feature:

- The number on the back of the card matches the slot in which it belongs.

## Variations for Activity:

- **Large Group** – Make four large number cards with the numbers 1-4. Divide the class into four groups and give each group a number card. Take turns having the children draw a card and naming the picture. The class then claps out the word to see how many syllables it has. The group with that number raises their hand. If they are correct the card goes to them.
- **Small Group** – Play the game as described in the directions
- **Individual Instruction** – The adult will assist the child when needed.
- **Center Activity** – The students will play the game the same way that it is described in the directions but they will need to use the self-correcting feature to double check their work. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

# Syllable Cards



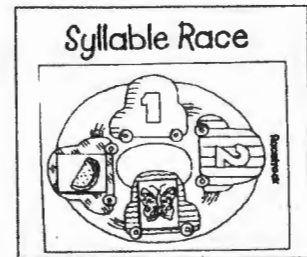
# Syllable Race

## Materials:

- Racetrack reproducible
- Syllable cards
- Paper lunch sack

## Preparation:

- Make four copies of the racetrack reproducible, color each car, and laminate them. Copy and cut apart the syllable cards. Write the number one on the back of each one-syllable word card. Then repeat the process with the two-, three-, and four-syllable word cards, laminate the cards, and place them in a paper sack.



## Directions:

- For play with two to four children, give each player a racetrack, place the cards faceup in a pile, and have players take turns drawing cards, determining the number of syllables, and placing the card on the car with the same number as the number of syllables in the word until each car has a card on it. If a player draws a card with the same number of syllables as another card already on a car, he or she should place the card on the bottom of the pile.

## Self Correcting Feature:

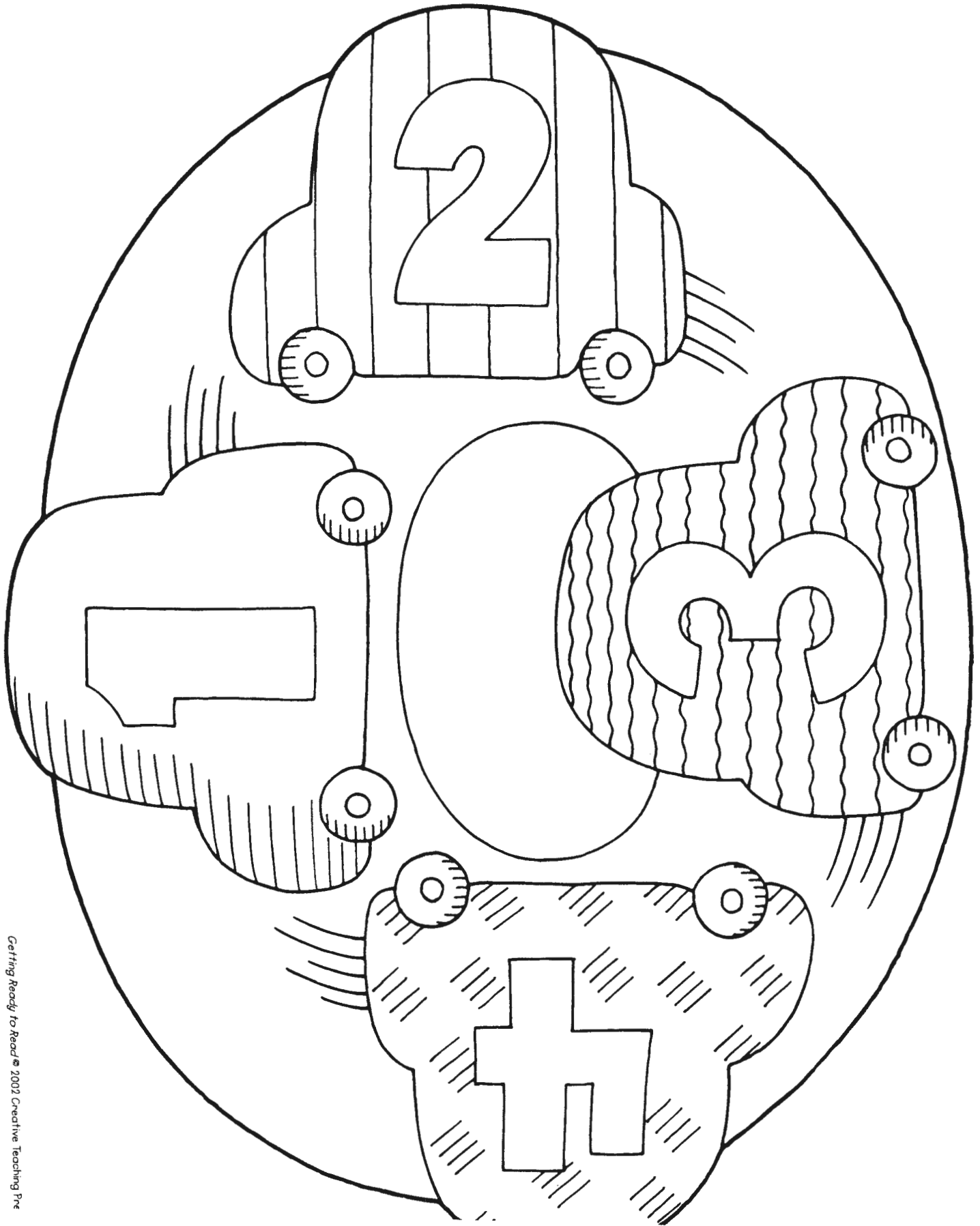
- Cards that rhyme with each other have the same number.

## Variations for Activity:

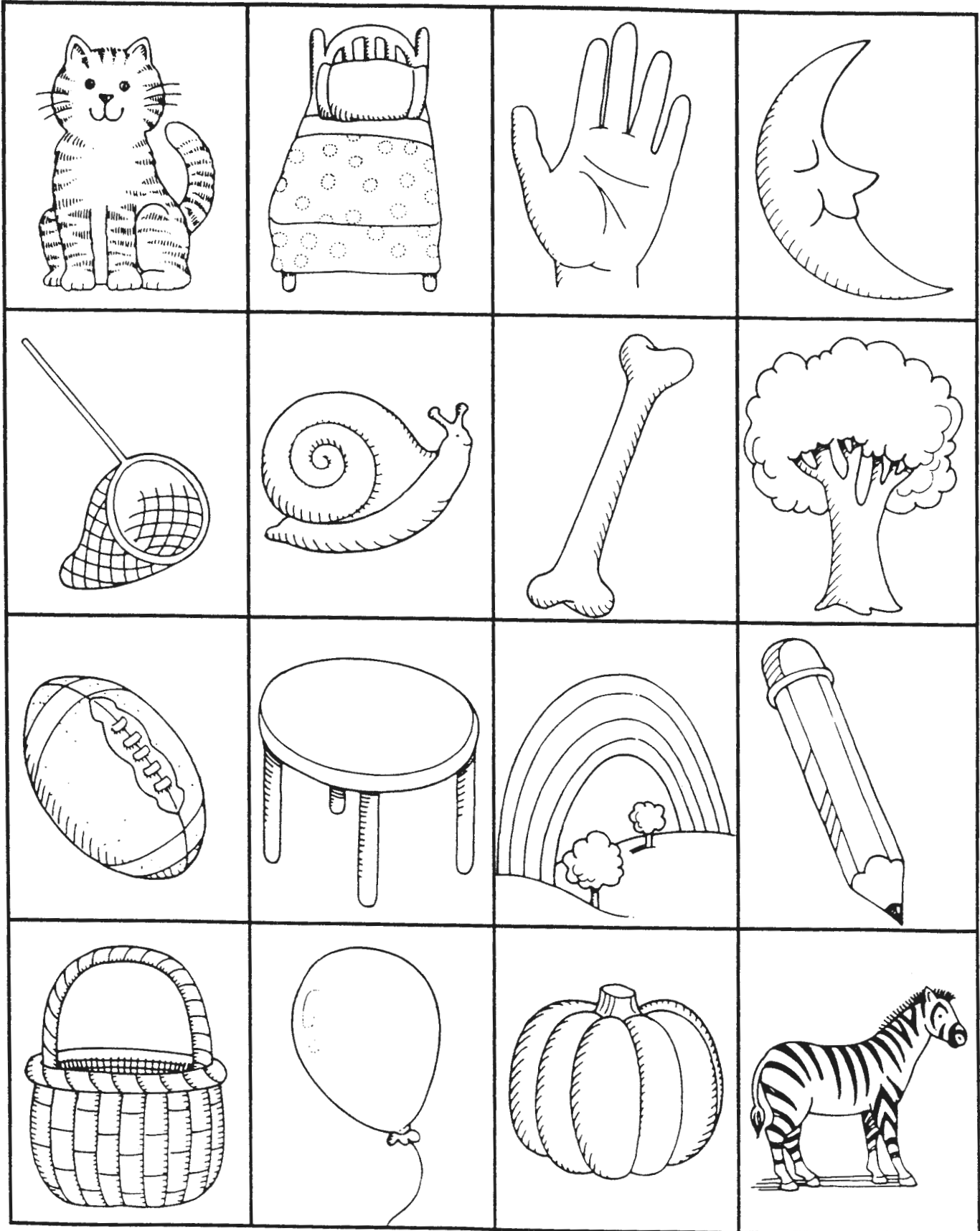
- **Large Group** – Divide the class into four groups and assign each group a number 1-4. Have each group arrange their chairs like they're in a car. The teacher says the name of the picture and the children clap it. The racecar with the same number as syllables makes a honking noise.
- **Small Group** – Play the game as described in the directions. For added difficulty have the children play sequentially (ex. they can only place a card with two syllables if a card with one syllable is already on the racetrack).
- **Individual Instruction** – Invite a child to draw a card, name the picture on it, and decide how many syllables are in the word. Tell the child to place the card on the car with the same number as the number of syllables in the word. Have the child repeat the process with the remaining cards.
- **Center Activity** – The students will play the game the same way that it is described in the directions but they will need to use the self-correcting feature to double check their work. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.



# Racetrack



# Syllable Cards



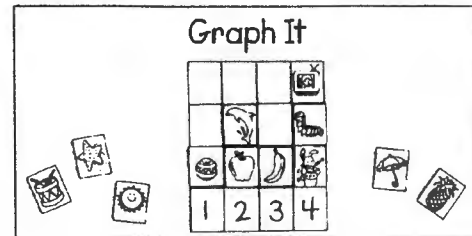
# Graph It

## Materials:

- Graph reproducible
- Syllable cards

## Preparation:

- Make two copies of the graph reproducible, and tape them together to make four columns of eight. Label below the bottom row of boxes from 1 to 4, and laminate the graph. Copy and cut apart the syllable cards. Count the number of syllables in each word, and draw the same number of dots on the back of each card. Laminate the cards.



## Directions:

- Place the graph on a flat surface, shuffle the cards, and place them faceup in a pile. Invite a child to draw a card, name the picture, and decide how many syllables are in the word. Tell the child to place the card in the column on the graph with the same number as the number of syllables in the word. Have the child repeat the process with the remaining cards. Ask the child questions about the graph, such as How many four-syllable words are there? or How many syllables do most of the words have?

## Self Correcting Feature:

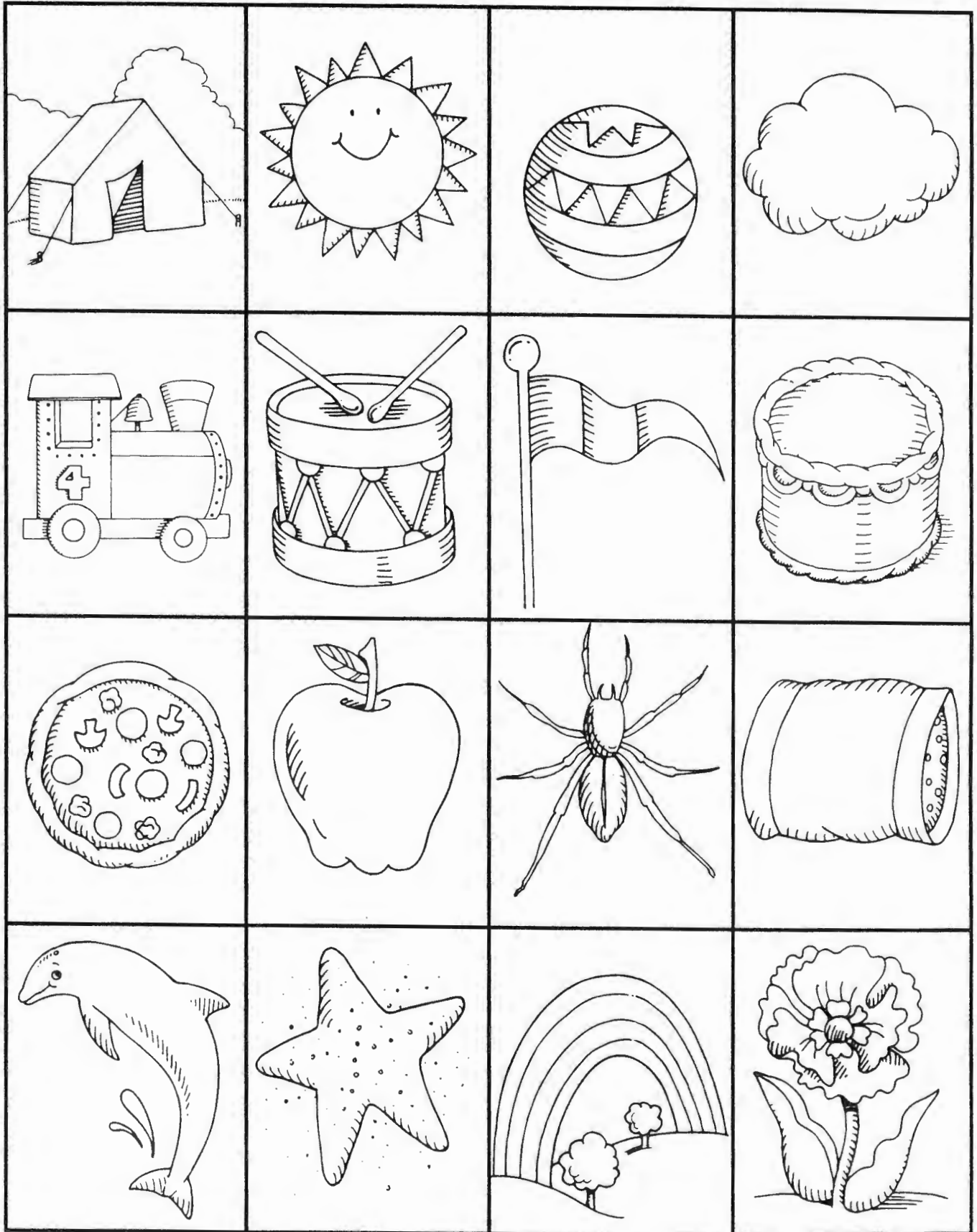
- The correct number of syllables is shown in dots on the back of each card.

## Variations for Activity:

- **Large Group** – Make a large graph on the board to graph the picture cards from this activity or the children's names.
- **Small Group** – Play the game as described in the directions
- **Individual Instruction** – The adult will help the child complete the graph.
- **Center Activity** – The students will play the game the same way that it is described in the directions but they will need to use the self-correcting feature to double check their work. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

# Graph


# More Syllable Cards



# Parts of a Word

In this level the children are encouraged to listen for the sounds they hear within a word. The students will begin to realize how a word can be broken down into syllables, onsets and rimes, and phonemes. Throughout these activities the students will be able to break words apart and identify the onsets and rimes, as well as, blend sounds together to form spoken words (Fitzpatrick, 2002, p. 5).

## Parts of a Word Activities

Simon Says Sounds.....	page 34
Silly Greetings.....	page 36
I'm Thinking of Something.....	page 37
Elastic Words.....	page 39
Onset/Rime Puzzles.....	page 41
Word Family Fun!.....	page 43
Guess Who.....	page 45
Who Did You Catch?.....	page 47

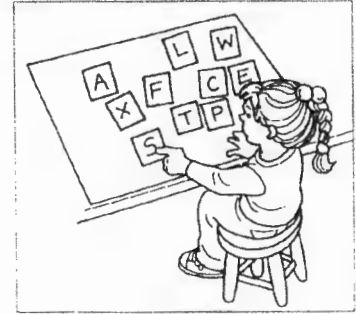
# Simon Says Sounds

## Materials:

- Alphabet cards

## Preparation:

- Prepare a set of alphabet cards for each pair of children.



## Directions:

- Divide the class into partners and give each pair a set of alphabet cards. Play Simon Says using commands such as *Simon says touch the letter F with your pinky*; *Simon says place the letter that makes the /s/ sound on the floor*; *Place /d/ and /p/ letters on your shoe*. If you choose to have people eliminated who don't follow the commands correctly you can invite them to sit near you and think of new commands for others.

## Variations for Activity:

- **Large Group** - Play the game as described in the directions
- **Small Group** - Play the game as described in the directions but have students play with their own set of alphabet cards. Another variation is to only choose the letters that the group is working on.
- **Individual Instruction** - The adult will give the commands to the child.
- **Center Activity** - Provide a couple sets of alphabet cards for the students to play with. The students will need to take turns giving the commands to the other children. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>
<b>i</b>	<b>j</b>	<b>k</b>	<b>l</b>
<b>m</b>	<b>n</b>	<b>o</b>	<b>p</b>
<b>q</b>	<b>r</b>	<b>s</b>	<b>t</b>



# Silly Greetings

## Materials:

- Student photographs

## Preparation:

- Collect or take student photographs.



## Directions:

- Assign a letter to each day of the month (ex., T is for January 12<sup>th</sup>). Greet children by replacing the first letter of their names with the letter of the day, such as "Tally" for Sally. Show student pictures one at a time and have the class greet their classmates with a "Good Morning" chant.

*I say good morning to Tary (Mary),*

*Good morning to Trew (Drew),*

*Good morning to Tustin (Dustin) and Talice (Alice), too!*

## Variations for Activity:

- **Large Group** – Do the activity as described in the directions
- **Small Group** – Do the activity as described in the directions
- **Individual Instruction** – The adult can show them pictures of animals or the class pictures and work on changing the beginning sounds of the pictures chosen.
- **Center Activity** – The song can be written on sentence strips with the children's names are on cards that can be inserted into the picture. Alphabet cards will be available for students to insert at the beginning of names to change them around. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

# I'm Thinking of Something

## Materials:

- Bag of small objects or various pictures

## Preparation:

- Collect objects or copy and color various pictures.

## Directions:

- Say to the class, "Now we will play a game called I'm thinking of something. I'll think of something and you have to guess what it is. I'll give you hints." Your first hint should be the initial phoneme of the word you have in mind. Then give meaningful hints until the children name your word. To make sure that the game offers many opportunities for the children to think of words beginning with the given phoneme, invite them to guess what you are thinking of after each hint (make sure they exaggerate the initial consonant when making suggestions):
  - Teacher: The thing that I'm thinking of begins with /s-s-s-s/. What sound does my word begin with?
  - Children: S-s-s-s-s.
  - Teacher: This thing has two legs and it can fly.
  - Children: S-s-s-s-uperman.
  - Teacher: S-s-s-s-uperman! That's a good guess. What is the first sound of S-s-s-s-uperman?
  - Children: S-s-s-s-s.
  - Teacher: Great! And how many legs does he have?
  - Children: Two.
  - Teacher: And can he fly?
  - Children: Yes!
  - Teacher: A terrific guess! But the thing I am thinking of also has feathers. Do you still think it could be Superman?
- Continue with the game until the children name a bird that can fly and whose name begins with /s-s-s-s/ (ex., seagull, s-s-s-s-seagull). As the children become better at the game, let them review each suggestion among themselves by asking, "Could that be it? Does that match all the hints?" Do no more than two or three words each time the game is played.

## Variations for Activity:

- **Large Group** - Do the activity as described in the directions or have them guess what's in your bag. The children make guesses based on clues. At the end of the game, the initial sounds of all objects are reviewed.
- **Small Group** - Do the activity as described in the directions
- **Individual Instruction** - Do the activity as described in the directions
- **Center Activity** - The students will take turns choosing an object and playing the role of the teacher. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

# Beginning Sound Cards



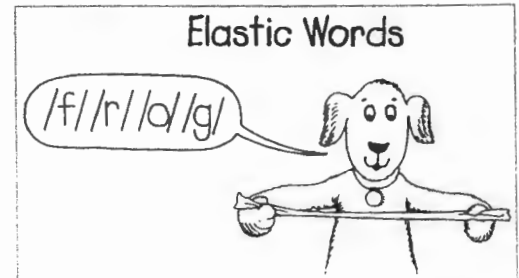
# Elastic Words

## Materials:

- Blending Cards
- Pieces of Elastic or rubber bands

## Preparation:

- Copy and cut apart the blending cards, and laminate them.



## Directions:

- Shuffle the cards, and place them facedown in a pile. Tell a child to draw a card and name the picture on it. Give the child a piece of elastic, and have him or her hold one end of the elastic in each hand. Tell the child to slowly repeat the name of the picture as he or she pulls the piece of elastic as far as it will go. Invite the child to repeat the process with the remaining cards.

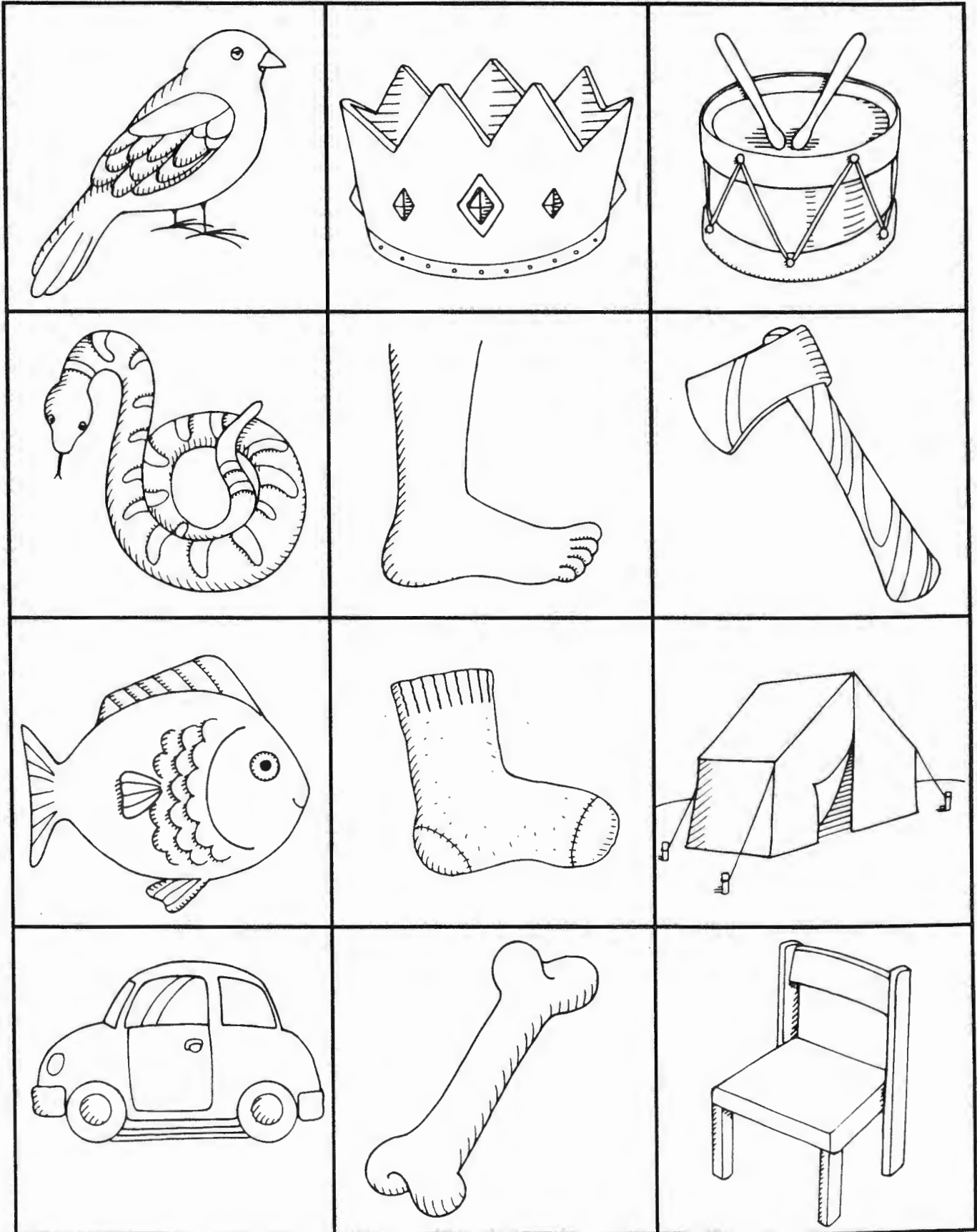
## Self Correcting Feature:

- The last sound of the word should be said as the elastic is completely stretched.

## Variations for Activity:

- **Large Group** – Each child can have their own piece of elastic or rubber band to use for the activity.
- **Small Group** – Each child can have their own piece of elastic or rubber band to use for the activity. Otherwise the children can listen to the person going to determine if they are correct.
- **Individual Instruction** – The adult will also have a board to play with the student.
- **Center Activity** – The students will play the game the same way that it is described in the directions but they will need to use the self-correcting feature to double check their work. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

# Blending Cards



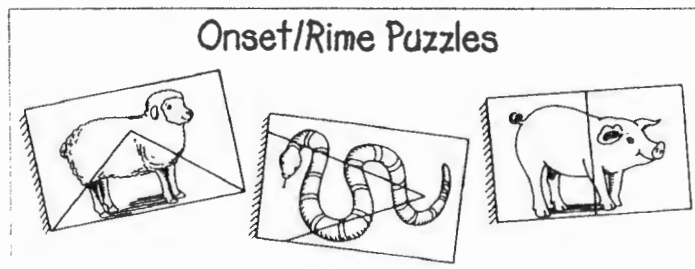
# Onset/Rime Puzzles

## Materials:

- Onset/Rime Puzzles

## Preparation:

- Copy and cut apart the Onset/Rime Puzzles, and laminate the pieces.



## Directions:

- Have a child place the puzzle pieces faceup on a flat surface. Tell the child that two pieces fit together to make a picture. Have the child say the onset (all of the sounds in a word that come before the first vowel) and the rime (the first vowel in a word and all the sounds that follow) of the word for the picture, such as /b/ /ike/ for the bike puzzle, as he or she connects the puzzle. Have the child repeat this process with the remaining puzzles.

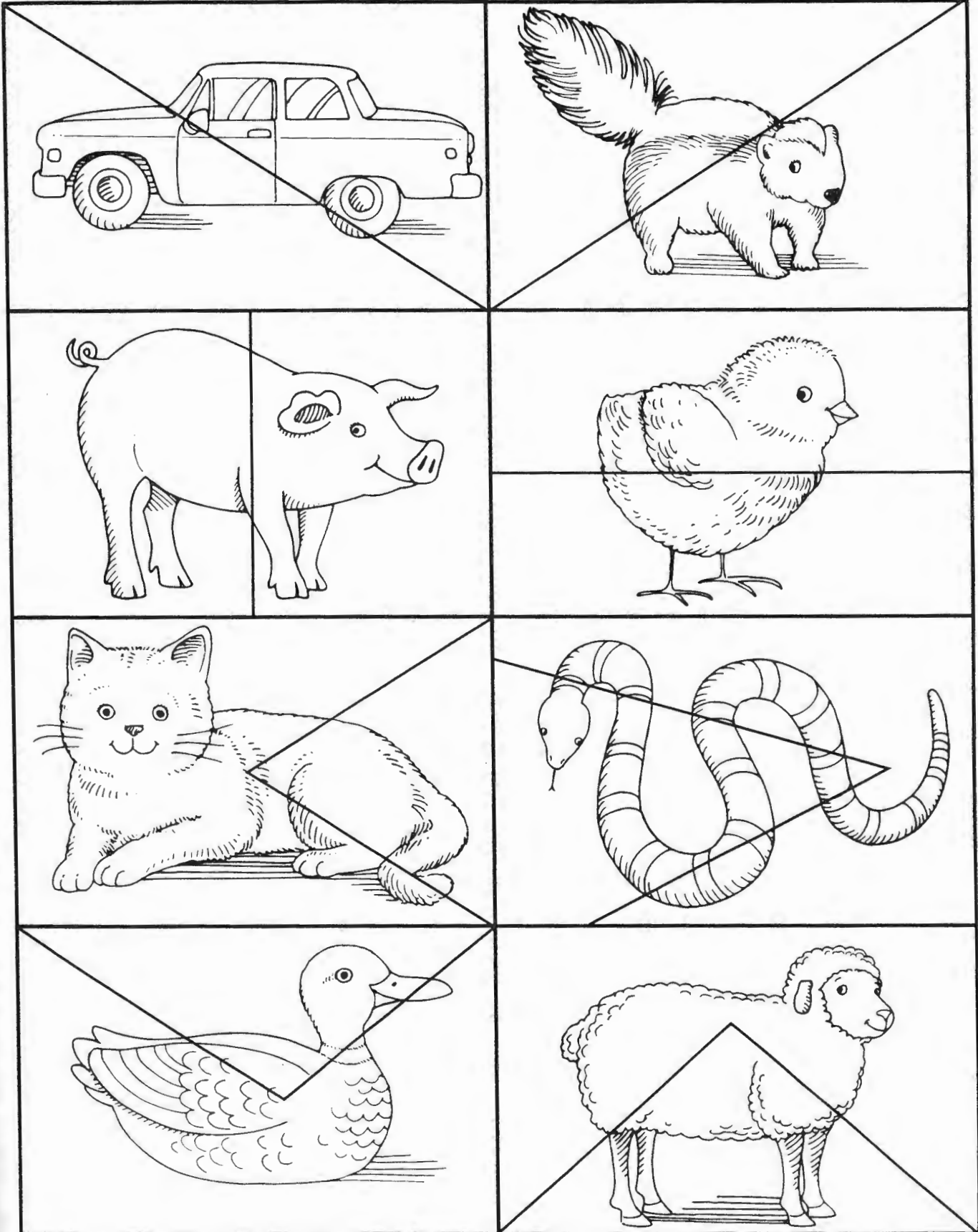
## Self Correcting Feature:

- The two parts of each word fit together to form a complete puzzle.

## Variations for Activity:

- **Large Group** – Pass a piece of the puzzle out to each child. Say the onset followed by the rime and have the children with the correct puzzle pieces see if they fit together. When they have fit together have the students repeat the onset and the rime separate.
- **Small Group** – Do the activity as described in the directions
- **Individual Instruction** – Do the activity as described in the directions
- **Center Activity** – The students will play the game the same way that it is described in the directions but they will need to use the self-correcting feature to double check their work. To make sure that the students are saying the onset and rime separately you can have them record themselves on an audiotape. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

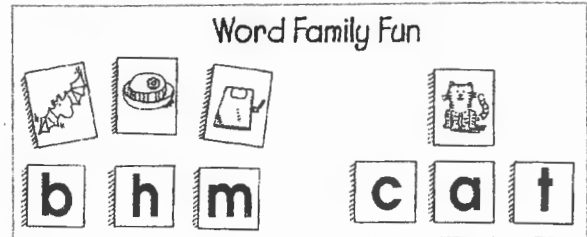
Phonemic Awareness **Onset/Rime Puzzles**



# Word Family Fun

## Materials:

- Word family fun cards
- Letter cards or tiles
- Envelopes



## Preparation:

- Copy the word family fun cards. Cut apart the first four cards, and write the word for each picture and 1 on the back of each card. Laminate the cards, place them in an envelope, and write 1 on the envelope. Repeat this process with the remaining three sets of cards using numbers 2-4. Copy and cut apart the letter cards, and laminate them.

## Directions:

- Give a child a set of letter cards and an envelope. Tell the child to name the picture on one of the cards and use the letter cards to spell the word. Have the child choose a new card and name it. Tell the child that he or she will change one of the letter cards to spell the new picture word. Ask the child to repeat this process with the remaining two cards. Give the child a new envelope, and have him or her repeat the activity.

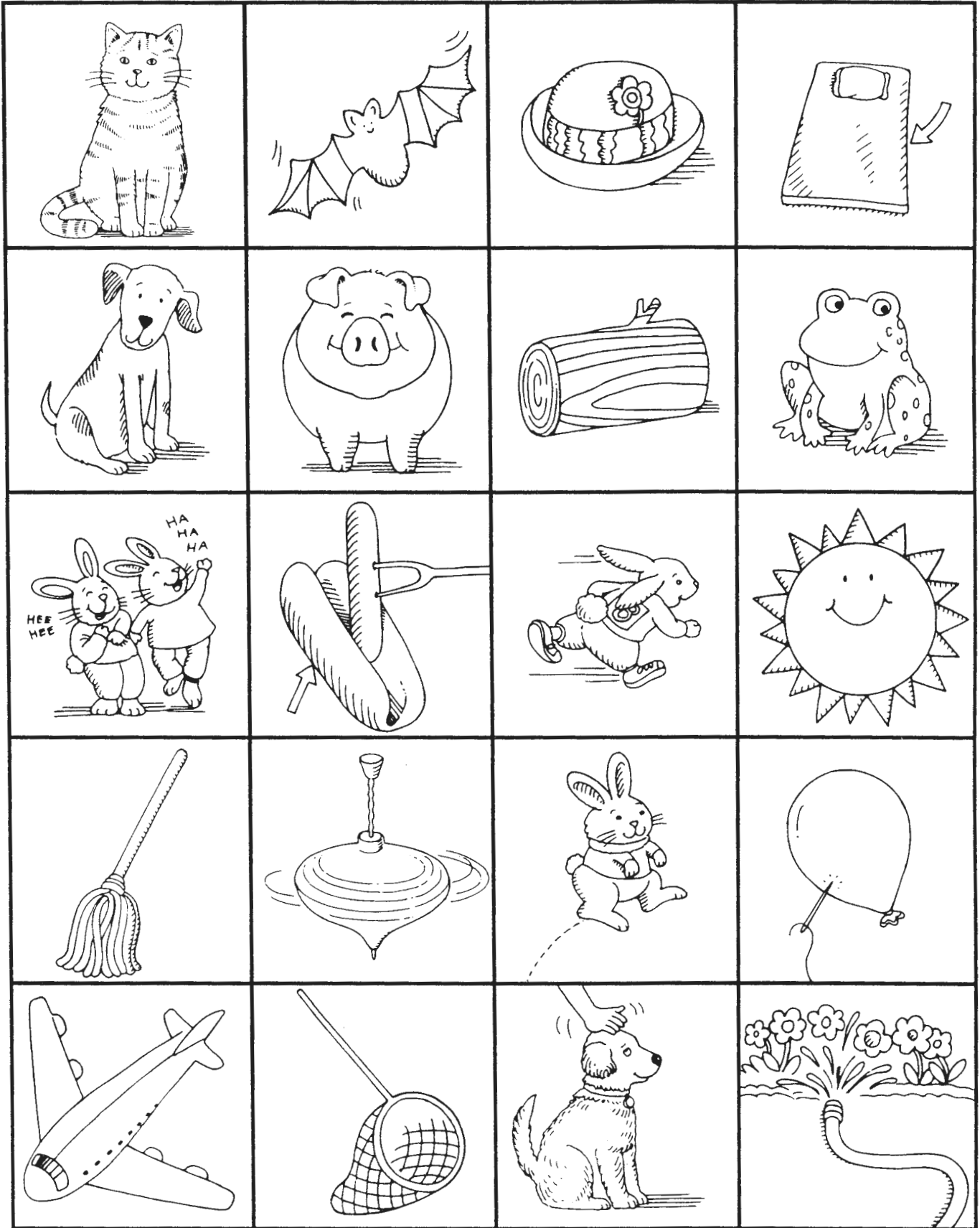
## Self Correcting Feature:

- All of the cards have the name of the picture written on the back.

## Variations for Activity:

- **Large Group** – Each student can have their own set of letter cards and the picture cards can be enlarged for the whole class to see.
- **Small Group** – Do the activity as described in the directions
- **Individual Instruction** – Do the activity as described in the directions
- **Center Activity** – The students will play the game the same way that it is described in the directions but they will need to use the self-correcting feature to double check their work. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.





# GUESS WHO

**Materials:**

- General word list or class list

**Preparation:**

- No preparation needed

**Directions:**

- To play, the children must attend closely and discriminatively to the phonemes while trying to connect them to the names of which they are part. With all of the children seated in a circle, say "Guess whose name I'm going to say now." Then secretly choose the name of one of the students and distinctly enunciate its initial phoneme only. For names beginning with a stop consonant, such as Deb, the phoneme should be repeated over and over, clearly and distinctly: "/d/ /d/ /d/ /d/ /d/." Continuant consonants should be stretched as well as repeated. (ex., "/s-s-s-s/ /s-s-s-s/ /s-s-s-s/"). If more than one child's name has the same initial sound, encourage the children to guess all of the possibilities. This introduces the point that every phoneme shows up in lots of different words.

**Variations for Activity:**

- **Large Group** – Do the activity as described in the directions but after a given child's name is guessed, she or he may give the hint for the next name: "I'm thinking of someone's name that begins with [sound]."
- **Small Group** – Do the activity as described in the directions
- **Individual Instruction** – Do the activity as described in the directions
- **Center Activity** – The game will be played the same way that it is described in the directions but the students will use four pictures to choose from. One of the students will choose a picture and make the sound of the initial phoneme. The other children will need to try and determine which picture is the one they are thinking of. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

# General Words List

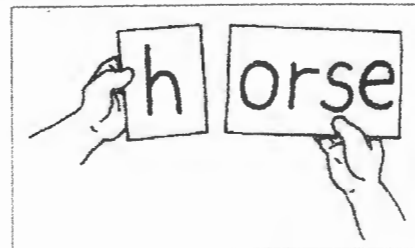
Use this word list to supplement those generated from current classroom literature.

Words	Onsets	Rimes	Phonemes
a	none	-a	/a/
all	none	-all	/a/ /l/
am	none	-am	/a/ /m/
an	none	-an	/a/ /n/
and	none	-and	/a/ /n/ /d/
are	none	-are	/ar/
as	none	-as	/a/ /s/
ask	none	-ask	/a/ /s/ /k/
at	none	-at	/a/ /t/
ate	none	-ate	/ā/ /t/
ball	b-	-all	/b/ /a/ /l/
barn	b-	-arn	/b/ /ar/ /n/
be	b-	-e	/b/ /ē/
bed	b-	-ed	/b/ /e/ /d/
bell	b-	-ell	/b/ /e/ /l/
big	b-	-ig	/b/ /i/ /g/
bird	b-	-ird	/b/ /ir/ /d/
black	bl-	-ack	/b/ /l/ /a/ /k/
blue	bl-	-ue	/b/ /l/ /ū/
boat	b-	-oat	/b/ /ō/ /t/
boy	b-	-oy	/b/ /oy/
brown	br-	-own	/b/ /r/ /ow/ /n/
but	b-	-ut	/b/ /u/ /t/
by	b-	-y	/b/ /ī/
call	c-	-all	/c/ /a/ /l/
came	c-	-ame	/c/ /ā/ /m/
can	c-	-an	/c/ /a/ /n/
cap	c-	-ap	/c/ /a/ /p/
car	c-	-ar	/c/ /ar/
cat	c-	-at	/c/ /a/ /t/

# Who Did You Catch?

## Materials:

- General word list or ring of students' names



## Preparation:

- To make the ring of students' names write each child's name on a sentence strip leaving a space after the first letter of their name. Write the first letter of their name in a different color to make it stand out. Cut apart the first letter of all of the students' names, hole-punch the top, and put them on a ring. Put the rest of their name on another ring.

## Directions:

- Practice blending onsets and rimes (ex., p-at to form pat, sw-ing to form swing), then have children sing the following verse to the tune of "A-Hunting We Will Go."
 

*A-Searching we will go, a-searching we will go,  
We'll find a /h/ and add a /orse/,  
And now we have a horse!*
- Repeat the verse using other onsets and rimes. To begin, use animal names (a more familiar context), then switch to students' names, and finally word families such as bat, hat, and mat. For more advanced learning, segment the word into individual phonemes or transpose sound unit. For example, *we'll catch an /at/ and add a /c/, and now we have a cat!*

## Variations for Activity:

- **Large Group** – Do the activity as described in the directions
- **Small Group** – Do the activity as described in the directions
- **Individual Instruction** – Do the activity as described in the directions
- **Center Activity** – The students will play the game the same way that it is described in the directions but they will use the ring of students' names. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

# General Words List

Use this word list to supplement those generated from current classroom literature.

Words	Onsets	Rimes	Phonemes
a	none	-a	/a/
all	none	-all	/a/ /l/
am	none	-am	/a/ /m/
an	none	-an	/a/ /n/
and	none	-and	/a/ /n/ /d/
are	none	-are	/ar/
as	none	-as	/a/ /s/
ask	none	-ask	/a/ /s/ /k/
at	none	-at	/a/ /t/
ate	none	-ate	/ā/ /t/
ball	b-	-all	/b/ /ā/ /l/
barn	b-	-arn	/b/ /ar/ /n/
be	b-	-e	/b/ /ē/
bed	b-	-ed	/b/ /e/ /d/
bell	b-	-ell	/b/ /e/ /l/
big	b-	-ig	/b/ /i/ /g/
bird	b-	-ird	/b/ /ir/ /d/
black	bl-	-ack	/b/ /l/ /a/ /k/
blue	bl-	-ue	/b/ /l/ /ū/
boat	b-	-oat	/b/ /ō/ /t/
boy	b-	-oy	/b/ /oy/
brown	br-	-own	/b/ /r/ /ow/ /n/
but	b-	-ut	/b/ /u/ /t/
by	b-	-y	/b/ /ī/
call	c-	-all	/c/ /a/ /l/
came	c-	-ame	/c/ /ā/ /m/
can	c-	-an	/c/ /a/ /n/
cap	c-	-ap	/c/ /a/ /p/
car	c-	-ar	/c/ /ar/
cat	c-	-at	/c/ /a/ /t/

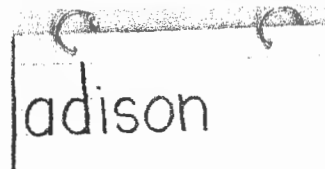
## ■ A Searching We Will Go

- To the tune of "A Hunting We Will Go"

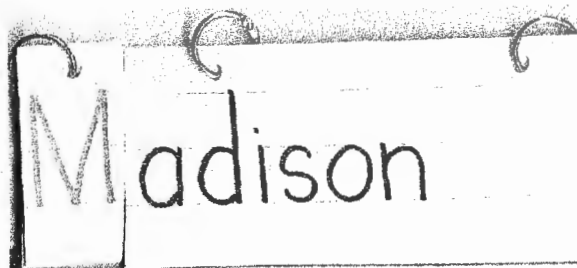
*We'll find a /M/*



*and add an /adison/,*



*And now we found a Madison!*



**Tasks:**  
syllable splitting,  
phoneme blending

Idea taken from (Fitzpatrick, 1997)

# Sequence of Sounds

When students are working on activities in this level they will be directing their attention to the specific positions of sounds within a word. The students will carefully determine where they hear the target sound at in the word. They will be identifying the beginning, middle, and ending sounds of a word (Fitzpatrick, 2002, p. 5).

Sequence of Sounds Activities	
All Aboard.....	page 51
Scavenger Hunt.....	page 54
Listen Up!.....	page 57
Picture Spelling.....	page 59
Mystery Picture.....	page 61
Where's That Sound?.....	page 63
Read My Mind.....	page 66
Web of Sounds.....	page 68
Where Is It?.....	page 70
Puppet Pop-Ups.....	page 72

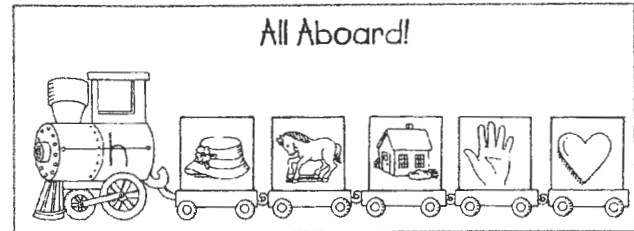
# All Aboard

## Materials:

- Train reproducible
- Beginning sound cards
- Paper lunch sack or bag for cards

## Preparation:

- Make eight copies of the train reproducible, and cut out the trains. Write one of the following letters in each engine of a train: b, c, d, f, g, h, j, and k. Laminate the trains. Copy and cut apart the beginning sound cards. Write the beginning sound of the picture on the back of each card, laminate the cards, and place them in a paper sack.



## Directions:

- Place the trains on a flat surface. Invite a child to draw a card from the paper sack and place it on a car of the train with the matching beginning sound written in the engine. For example, a child would place the duck picture card on a car of the train marked d. Have the child repeat the process with the remaining cards. For play with two or more children, give each player a train. Have the players sit in a semicircle and place their train beside them where everyone can see it. Invite a player to draw a card and place it on a car of the train with the matching beginning sound. Have the players repeat the process with the remaining cards.

## Self Correcting Feature:

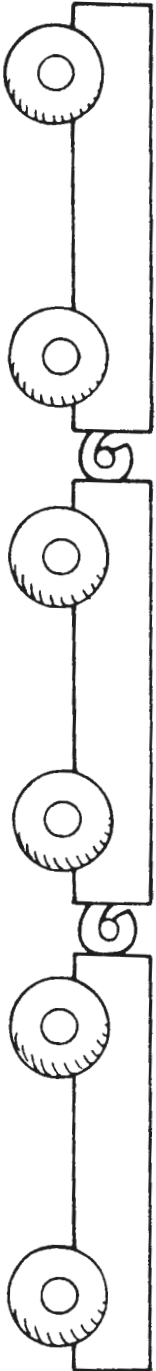
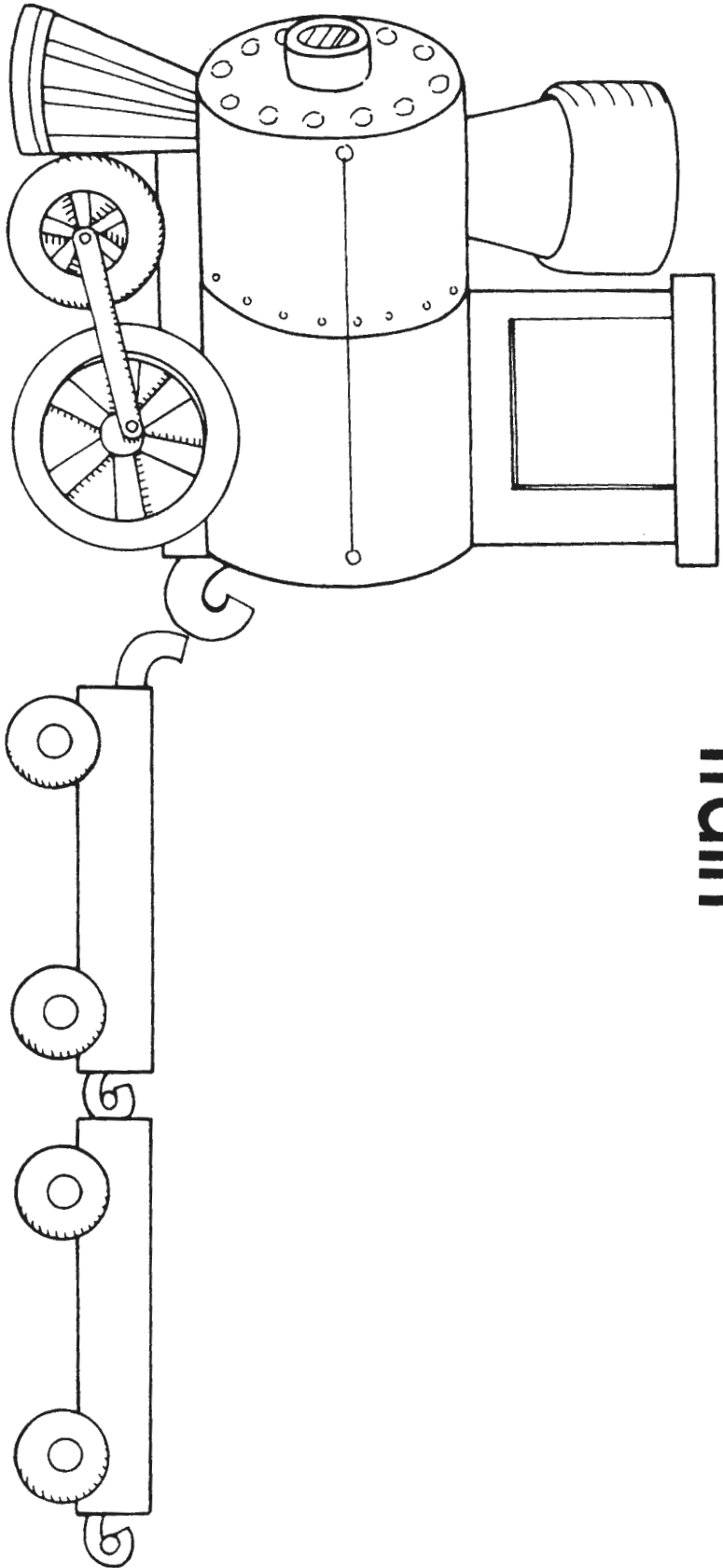
- The beginning sound is written on the back of each card.

## Variations for Activity:

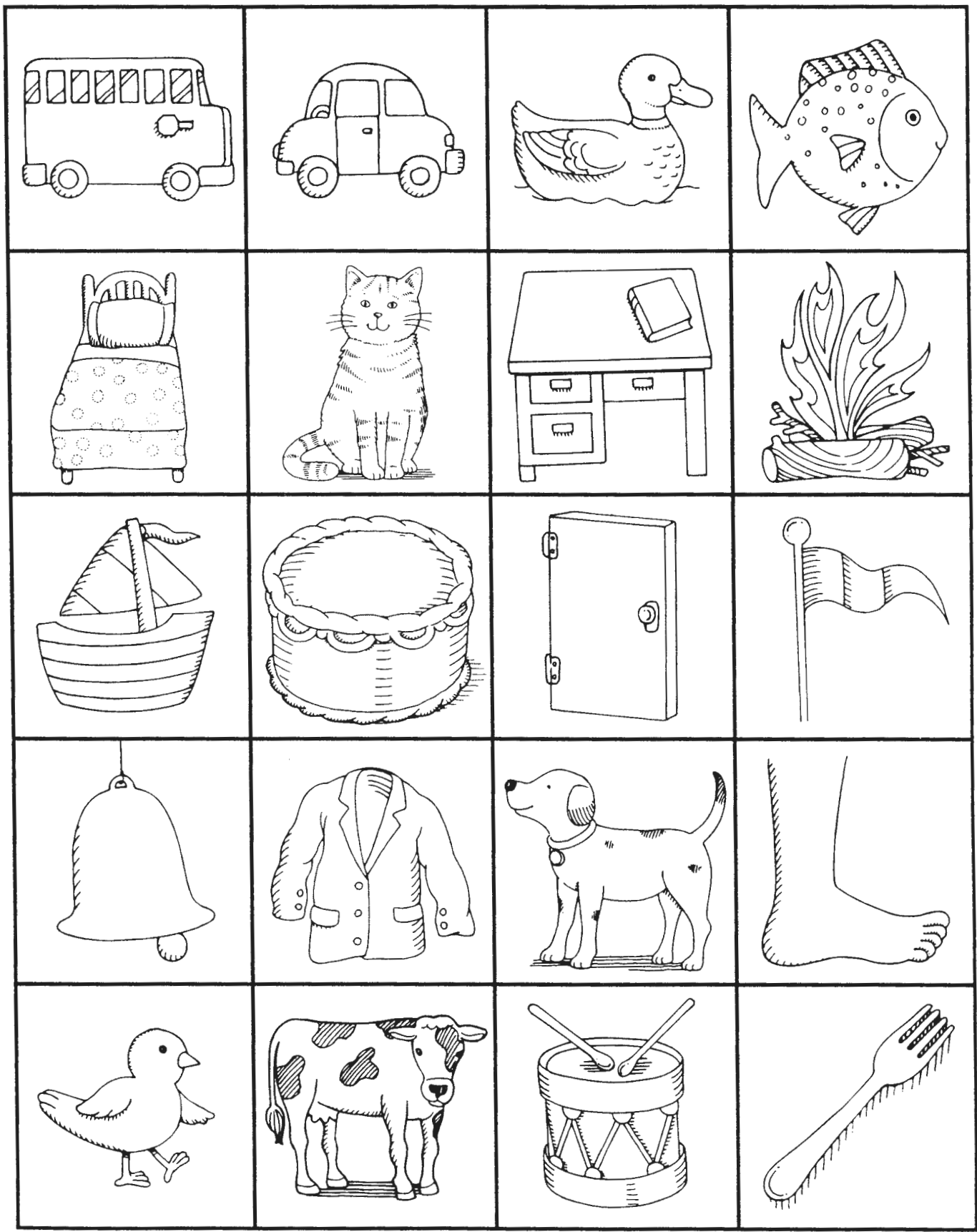
- **Large Group** - you can divide the class into different teams and assign each team to a train.
- **Small Group** - Play the game as described in the directions
- **Individual Instruction** - Play the game as described in the directions
- **Center Activity** - The students will play the game the same way that it is described in the directions but they will need to use the self-correcting feature to double check their work. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.



# Train



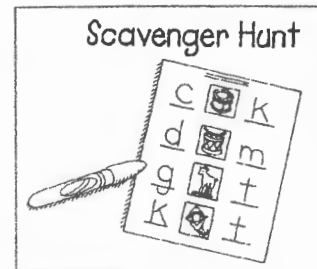
# Beginning Sound Cards



# Scavenger Hunt

## Materials:

- Scavenger hunt reproducible
- Beginning sound cards
- Paper lunch sack or bag for cards
- Transparency marker



## Preparation:

- Copy the scavenger hunt reproducible, and laminate it. Copy and cut apart the beginning sound cards. Write on the back of each card the first letter, a blank line, and the last letter of the name of the picture. Laminate the cards, and place them in a paper sack.

## Directions:

- Give a child the scavenger hunt reproducible. Invite the child to draw a card from the paper sack and place it over the first box on the reproducible. Tell the child to name the picture on the card and use the transparency marker to write on the reproducible the beginning and ending sounds before and after the picture. Have the child draw another card, place it on the next box, and repeat the process with the remaining cards. Ask the child to clean the reproducible.

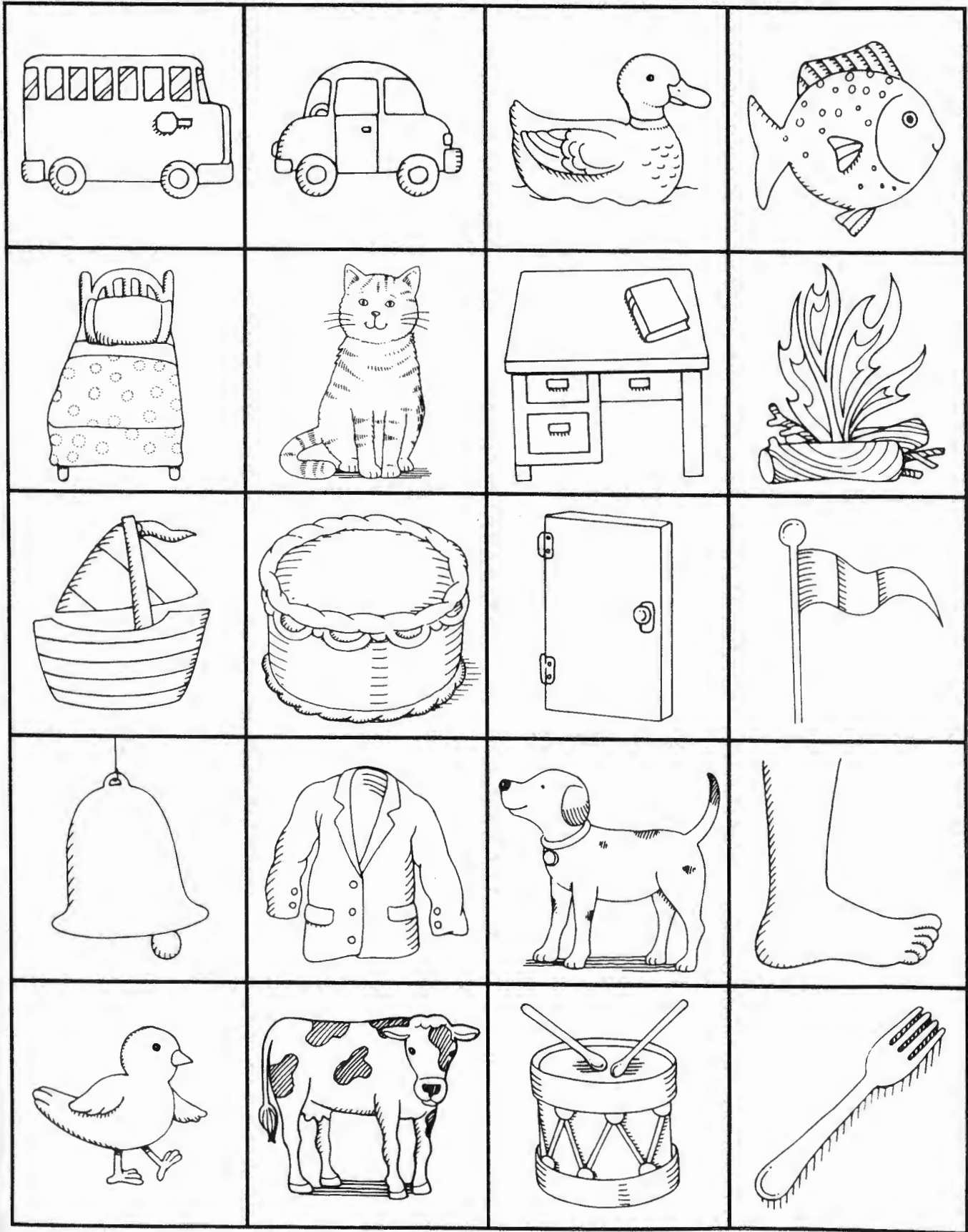
## Self Correcting Feature:

- The first and last letters of the word are written on the back of each card.

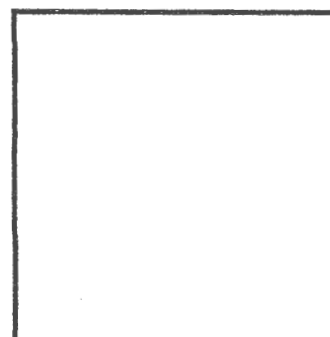
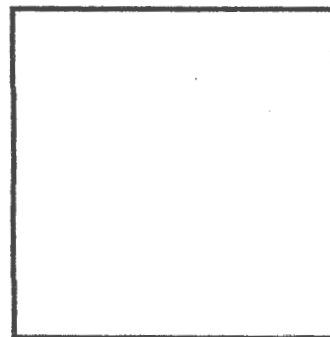
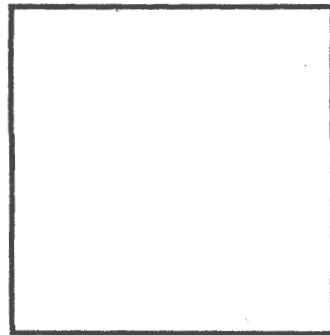
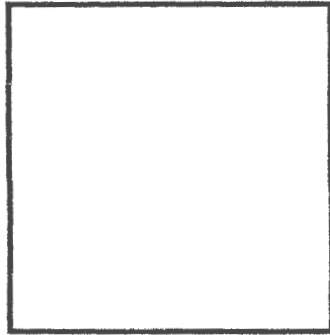
## Variations for Activity:

- **Large Group** – Copy the pictures and scavenger hunt reproducible onto transparency so that you can use it on the overhead projector.
- **Small Group** – Do the activity as described in the directions
- **Individual Instruction** – Do the activity as described in the directions
- **Center Activity** – The students will play the game the same way that it is described in the directions but they will need to use the self-correcting feature to double check their work. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

# Beginning Sound Cards



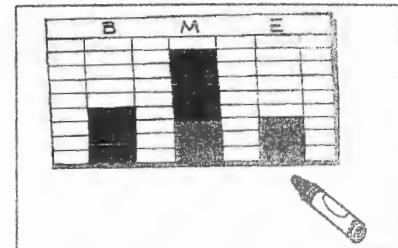
# Scavenger Hunt



# Listen Up!

## Materials:

- List of words containing target sound
- Bar graph
- Overhead marker, transparency, and projector



## Preparation:

- In advance, generate a list of words containing a target sound. For example, words for the target sound /t/ could include cat, tap, and stop. Use graph paper to make bar graphs, labeling three columns B, M, and E. Make photocopies for children and a transparency to use for instruction.

## Directions:

- Have children listen for the target sound in words you say aloud, and then color a space on their graph paper to indicate whether it is heard at the beginning (B), middle (M), or end (E) of the word. Show examples using the overhead transparency before having children work independently.

## Self Correcting Feature:

- For the center activity the picture cards will have a B, M, or E on the back.

## Variations for Activity:

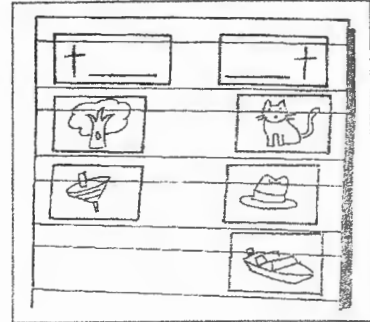
- **Large Group** – Do the activity as described in the directions
- **Small Group** – Do the activity as described in the directions
- **Individual Instruction** – Do the activity as described in the directions
- **Center Activity** – The students will play the game the same way that it is described in the directions but they will have picture cards that contain the target sound rather than just a list of words. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

E												
	M											
		B										

# Picture Spelling

## Materials:

- Sentence strips
- Picture cards
- Pocket chart



## Preparation:

- Use sentence strips to make pairs of "consonant position cards" for beginning and ending sounds, such as t\_\_ and \_\_t. Place a pair in the top row of the pocket chart.

## Directions:

- Show a picture card to children and have them decide whether it contains the designated consonant sound at the beginning or end of the word. Invite a volunteer to place the picture under the appropriate consonant card. Continue with other pictures, then exchange the consonant position cards and repeat with a new target sound.

## Self Correcting Feature:

- The back of the beginning sound cards will be marked to show if the target sound is at the beginning or end of the word.

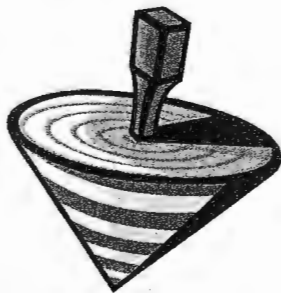
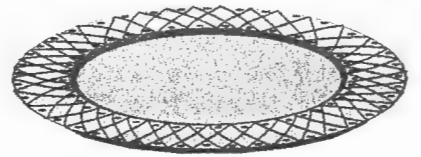
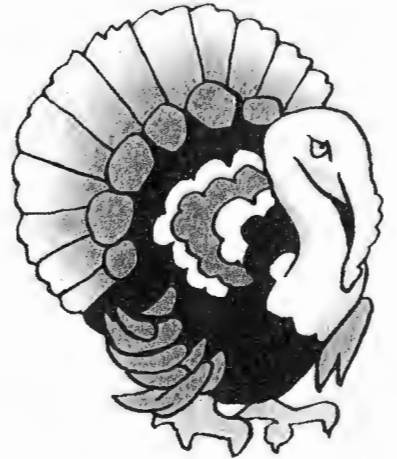
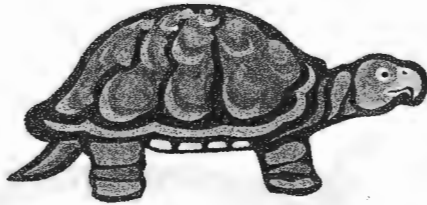
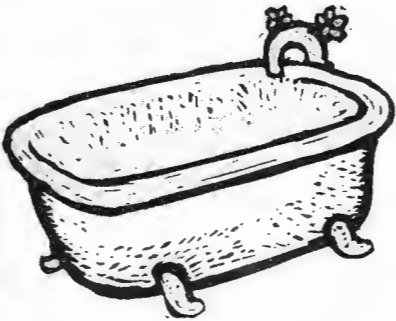
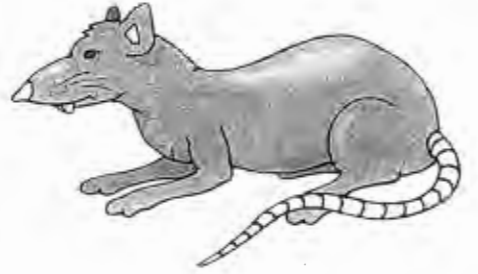
## Variations for Activity:

- **Large Group** - Do the activity as described in the directions
- **Small Group** - Do the activity as described in the directions
- **Individual Instruction** - Do the activity as described in the directions
- **Center Activity** - The students will play the game the same way that it is described in the directions but they will need to use the self-correcting feature to double check their work. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.



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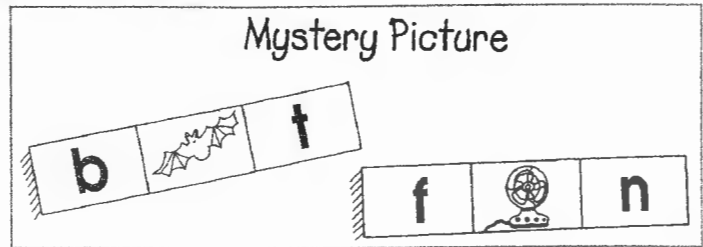
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# Mystery Picture

## Materials:

- Mystery picture frames reproducibles
- Mystery picture cards
- Paper lunch sack or bag for cards



## Preparation:

- Copy the mystery picture frames reproducibles, cut apart the strips (rows), and laminate them. Copy and cut apart the Mystery Picture Cards. Write the first letter, a blank line, and the last letter of the name of the picture on the back of each card, and laminate the cards. Place the cards in a paper sack.

## Directions:

- Place the strips on a flat surface. Invite a child to draw a card from the paper sack and name the picture on it. Ask the child to identify the beginning and ending sound of the word and then place the card in the center of the strip that shows those sounds. Have the child repeat the process with the remaining cards.

## Self Correcting Feature:

- The first and last letters of the word are written on the back of each card.

## Variations for Activity:

- **Large Group** – Pass a mystery picture frame to each child and then do activity as described in the directions.
- **Small Group** – Do the activity as described in the directions
- **Individual Instruction** – The adult will choose five of the mystery picture frames to focus on at one time.
- **Center Activity** – The students will play the game the same way that it is described in the directions but they will need to use the self-correcting feature to double check their work. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

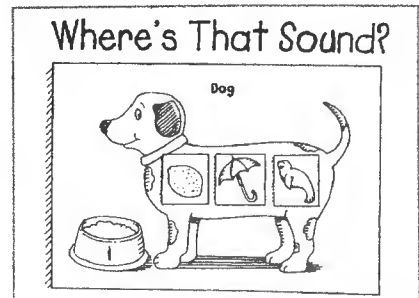
# Mystery Picture Frames

<b>b</b>		<b>t</b>
<b>g</b>		<b>m</b>
<b>m</b>		<b>n</b>
<b>f</b>		<b>n</b>
<b>d</b>		<b>k</b>
<b>c</b>		<b>n</b>

# Where's That Sound?

## Materials:

- Dog reproducible
- Where's that sound cards
- Paper lunch sack or bag for cards



## Preparation:

- Make five copies of the dog reproducible, write g, k, l, p, and r on separate dishes (one letter per dish), and laminate the papers. Copy one set of the where's that sound cards. Cut apart the first row of cards, turn over the cards, and write the target letter on the back of each one. Draw a dot below the letter to the left, middle, or right to indicate the position of the target sound, and laminate the cards. Repeat this process with the remaining rows of cards.

## Directions:

- Place a dog on a flat surface, and place in a paper sack all of the cards for the target letter on the dog's dish. Have a child draw a card from the sack, name the picture on it, and decide if the target letter is the beginning, middle, or ending sound of the word. Tell the child to place the card on the shoulders of the dog if it is a beginning sound, on the belly if it is a middle sound, and on the hindquarters if it is an ending sound. Invite the child to repeat this process with the three remaining cards. Repeat the activity with a new target letter and the corresponding set of cards.

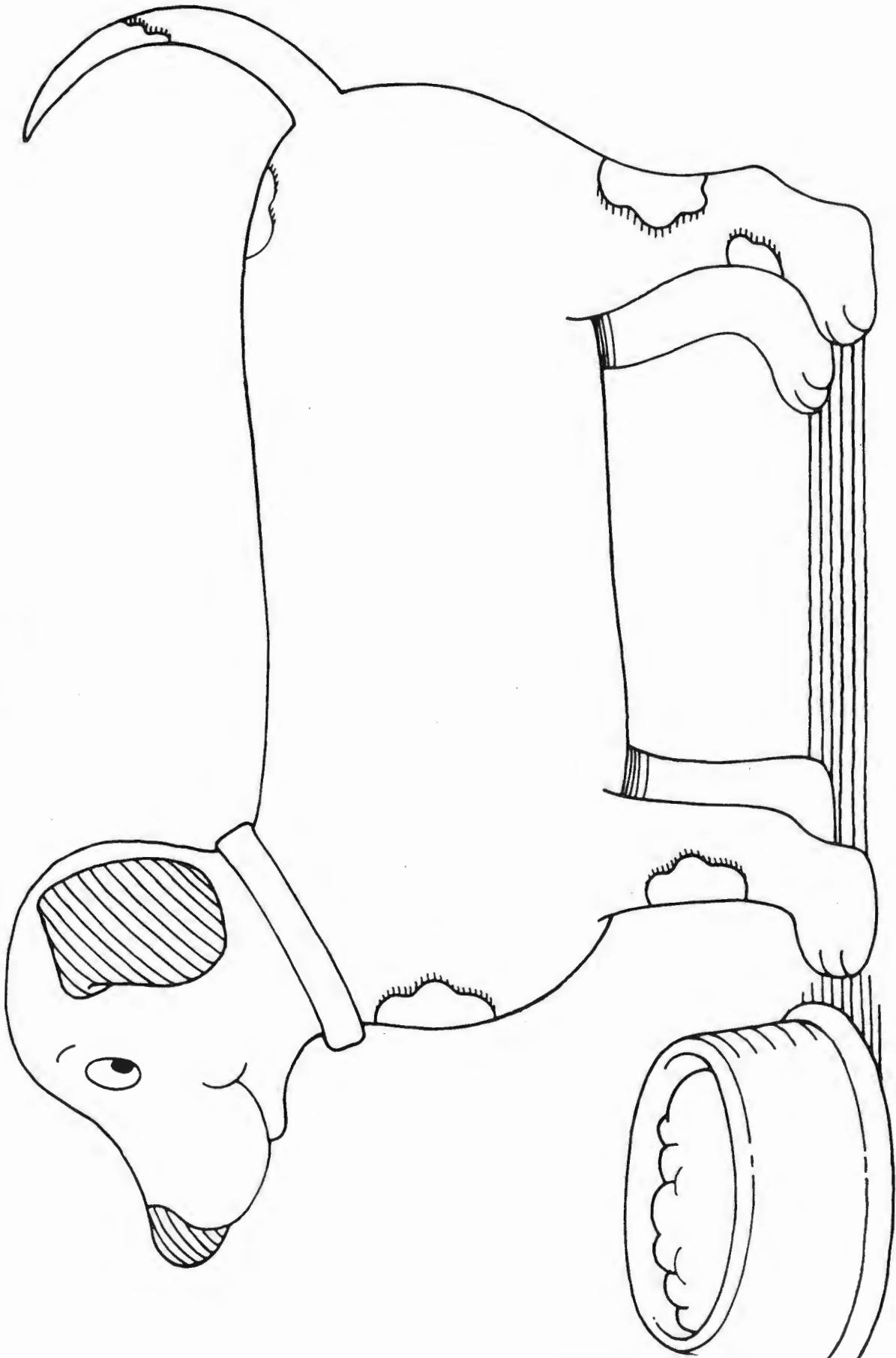
## Self Correcting Feature:

- The target letter and its placement in the word are written on the back of each card.

## Variations for Activity:

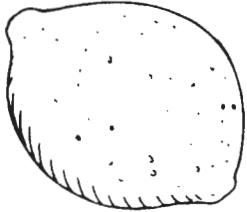

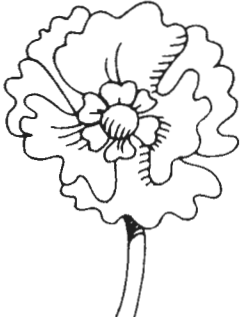


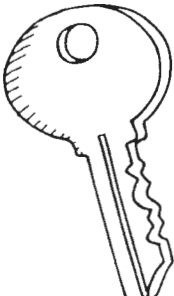
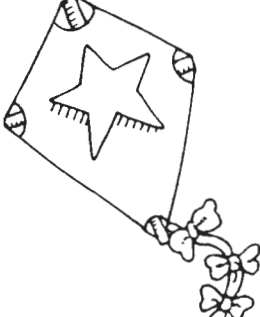
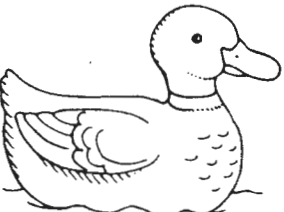

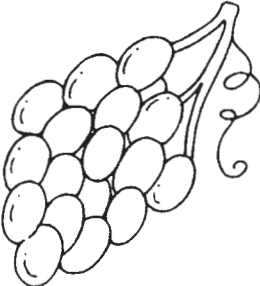

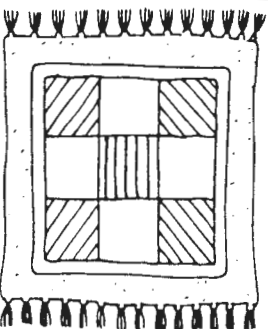
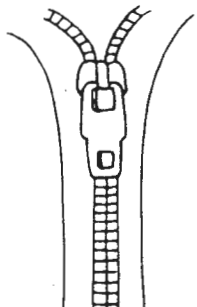
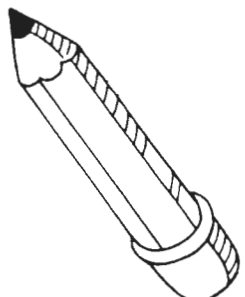

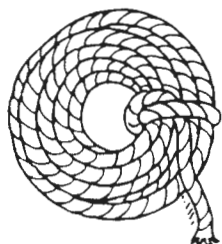
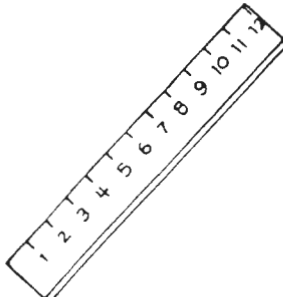

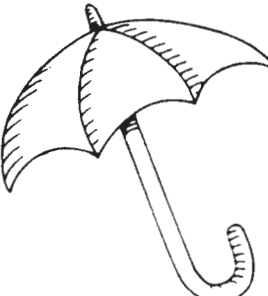
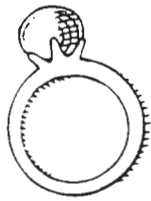
- **Large Group** - Play the game as described in the directions
- **Small Group** - Play the game as described in the directions
- **Individual Instruction** - Play the game as described in the directions
- **Center Activity** - The students will play the game the same way that it is described in the directions but they will need to use the self-correcting feature to double check their work. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

# Dog



Activity taken from (Fitzpatrick 2002, p. 92)

# Where's That Sound? Cards

<b>l</b>				
<b>k</b>				
<b>g</b>				
<b>p</b>				
<b>r</b>				

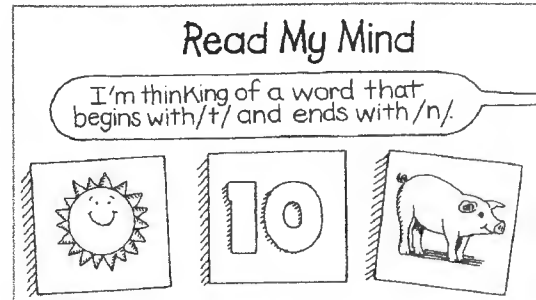
# Read My Mind

## Materials:

- Read my mind cards

## Preparation:

- Copy the read my mind cards. Make a double sided copy of each set of cards. (Each set includes on page of picture cards and one page of sound cards.) Cut apart the cards, and laminate them.



## Directions:

- Invite two or more children to play this game. Shuffle the cards (with the pictures faceup), and place them in a pile. Ask a player to draw the top three cards and give the other players clues about the beginning and ending sounds in the picture's name. For example, for the bat picture card, a player could say *I'm thinking of a word that begins with /b/ and ends with /t/*. Invite the other players to guess the word. The player who guesses the word takes the card, draws a new one from the pile, and places it faceup beside the other two cards. Ask this player to select the new secret word and give clues about it. Have the children repeat the process with the remaining cards.

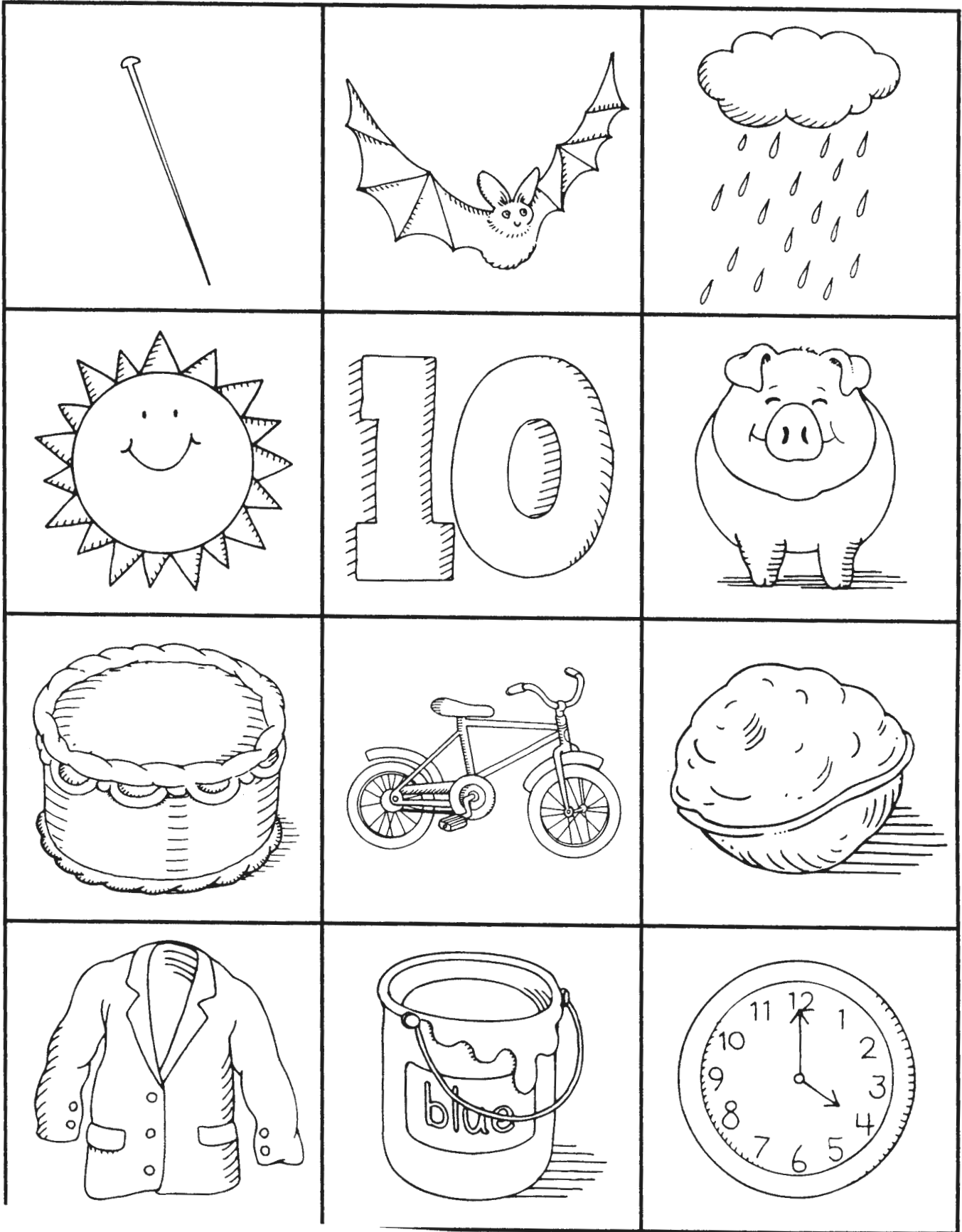
## Self Correcting Feature:

- The beginning and ending sounds for the name of the picture are written on the back of each card.

## Variations for Activity:

- **Large Group** – Make a set of the read my mind cards on transparency with only the picture side. Place three of the pictures on the overhead at a time and continue to play the game as described in the directions.
- **Small Group** – Play the game as described in the directions
- **Individual Instruction** – The adult will also have a board to play with the student.
- **Center Activity** – The students will play the game the same way that it is described in the directions but they will need to use the self-correcting feature to double check their work. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

# Read My Mind Cards—Set 1 <sup>67</sup>

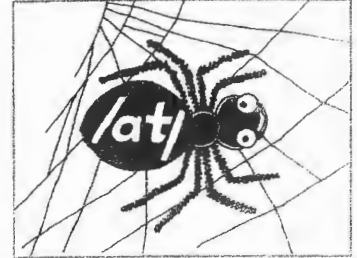




# Web of Sounds

## Materials:

- Yarn balls (one per group)
- Craft supplies (black construction paper, black pipe cleaners, wiggly eyes, glue, tape, white crayons)



## Preparation:

- In advance, use craft supplies to make "phoneme spiders." Use a white crayon to write different ending phonemes (ex., /at/, /og/, or /ick/) on each spider body.

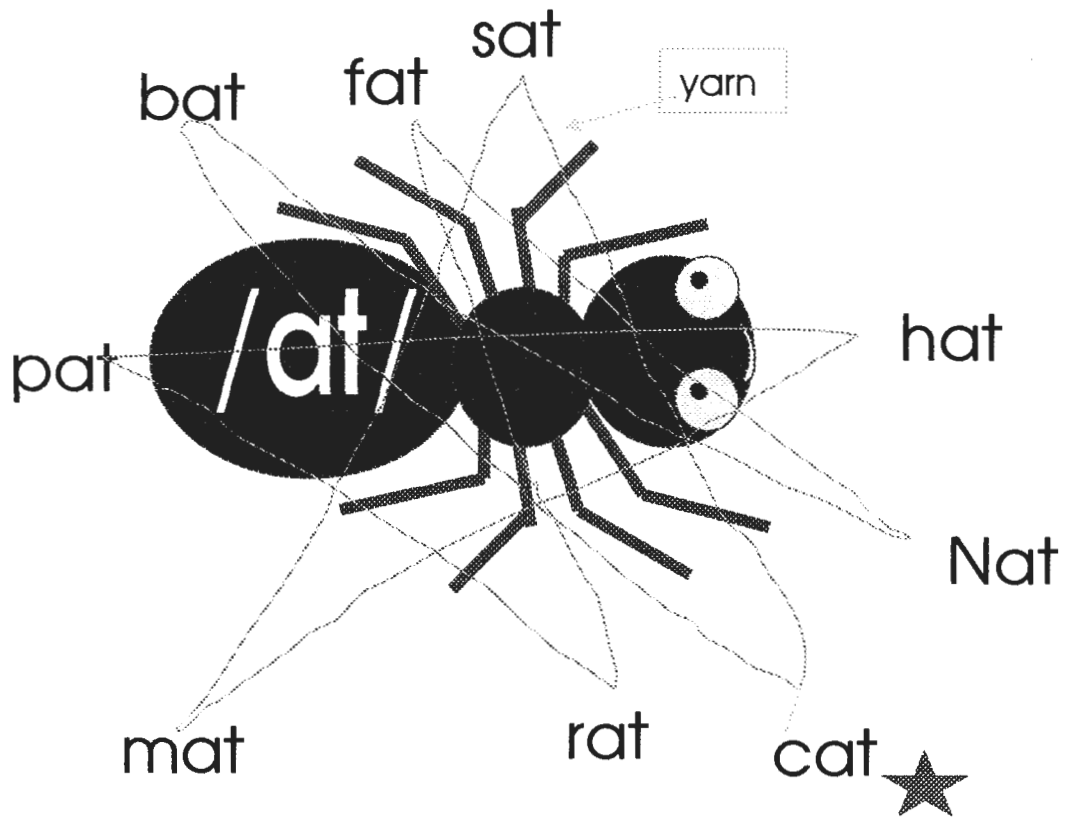
## Directions:

- Take children outdoors and have small groups stand in large circles. Place a spider in the center of each circle, and have a child from each group say a word ending with the "spider sound." He or she then tosses the yarn ball to another player while still holding onto one end. The child catching the ball must then think of another word. Children "weave the web" until they run out of words. Continue the game by having groups exchange phoneme spiders.

## Variations for Activity:

- **Large Group** - Play the game as described in the directions
- **Small Group** - Play the game as described in the directions
- **Individual Instruction** - Instead of using a ball of yarn have the child draw a spider web onto a piece of paper.
- **Center Activity** - The students will play the game the same way that it is described in the directions but they will need to use the self-correcting feature to double check their work. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

# ■ Phoneme Spiders



# Where Is It?

## Materials:

- Three connected box paper for each child
- One counter per child
- Word list

## Preparation:

- Copy a three connected box paper for each child.

## Directions:

- Distribute one counter and box paper to each child. Tell the children that you are going to say a list of words that contain the /s/. Some words contain the /s/ at the beginning, some in the middle, and some at the end. If children hear /s/ at the beginning of the word, they are to place the counter in the first box. If they hear /s/ in the middle, they are to place the counter in the center box. If they hear /s/ at the end of the word, they are to place the counter in the last box. Use the following word list: send, missing, sock, bus, less, passing, messy, safe. In subsequent days, continue with the other sounds and word lists. Use the attached word list.

## Variations for Activity:

- **Large Group** – Do the activity as described in the directions
- **Small Group** – Do the activity as described in the directions
- **Individual Instruction** – Do the activity as described in the directions
- **Center Activity** – In order to allow the students to do this in a center you could make up a worksheet that contained pictures with three boxes below each one. The students would have to fill in the box for the target sound. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.



Word Lists

/c/ - cat, car, stack, candy, duck, cow, black

/d/ - dog, duck, pad, pudding, middle, door, toad, read, puddle, dig

/m/ - man, moon, ham, summer, room, hammer, made, dream, lemon

/n/ - nest, noodles, hand, ran, brown, can, canoe, hen, nickel, no, barn

/p/ - pack, mop, happy, pocket, hope, open, pudding, trap, pencil, keep

/t/ - mitten, ten, tickle, hat, coat, hut, turtle, toothbrush, cotton

Activity taken from (Blevins 1997, p. 45)


# Puppet Pop-Ups

**Materials:**

- Puppets made out of socks
- Rubber bands

**Preparation:**

- Ask the children to make sock puppets using craft items, scissors, and glue.

**Directions:**

- Have children put their hand inside sock puppets, then place rubber bands around their hands to create mouths for their puppets to "speak" the target sound.
- Ask children to sit on the floor in a semi-circle, wearing sock puppets on their hands. Have them keep puppets "hidden" in their laps. Say a target word, then invite children to "pop up" their puppets each time they hear you call out a word with the same beginning sound. For example, if the target word is *pencil* and you call out *pot*, the children raise their puppets – if you call *red*, they keep their puppets hidden.

**Variations for Activity:**

- **Large Group** – Play the game as described in the directions
- **Small Group** – Play the game as described in the directions
- **Individual Instruction** – Play the game as described in the directions
- **Center Activity** – The students will play the game the same way that it is described in the directions but the children will take turns saying a word so that the other students will have to decide if it starts like the target word. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.



These are some bug puppets that students made at home to use for this activity.

# Separation of Sounds

When a child has reached this level of phonemic awareness they are ready to begin dividing a word into its separate sounds or phonemes. During these activities the students will be counting how many phonemes they hear in a word and identifying what the individual sounds are (Fitzpatrick, 2002, p. 5).

## Separation of Sounds Activities

Troll Talk II:Phonemes.....	page 75
Penny Push.....	page 77
Count the Sounds.....	page 79
Number Race.....	page 82
Begin With Green.....	page 85
Froggy Hop.....	page 87
Classifying Objects.....	page 89
Friendship Directory.....	page 91
Pig Pen.....	page 92

# Troll Talk II: Phonemes

## Materials:

- List of gifts the troll might give

## Preparation:

- No preparation needed

## Directions:

- Everyone sits in a circle and the teacher tells a tale:
  - *Once upon a time, there was a kind, little troll who loved to give people presents. The only catch was that the troll always wanted people to know what their present was before giving it to them. The problem was that the little troll had a very strange way of talking. If he was going to tell a child that the present was a bike, he would say "b...i...k." Not until the child has guessed what the present was would he be completely happy. Now I will pretend to be the troll. I will name a surprise for one of you. When you figure out what it is, it will be your turn.*
- Choose one child and pronounce the name of a present, syllable by syllable. When the child guesses the word, she or he is to name a present for somebody else. Work up from short (two- and three-sound) words to longer ones as children become more adept at hearing the sounds. It is best to limit the game to only four or five children on any given day or it becomes a bit long.

## Variations for Activity:

- **Large Group** – Play the game as described in the directions
- **Small Group** – Play the game as described in the directions
- **Individual Instruction** – Play the game as described in the directions
- **Center Activity** – The students will play the game the same way that it is described in the directions but they will get one to three "secret" pictures. By having the pictures it helps keep the "presents" to words that are at the children's instructional level. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.



## List of Gifts

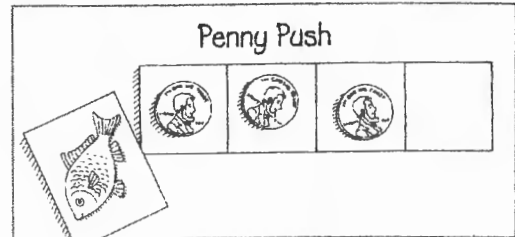
- ape
- bean
- book
- bow
- bread
- brick
- broom
- cheese
- desk
- dog
- dress
- eel
- glass
- ice
- moose
- pan
- pea
- pen
- phone
- shoe
- skate
- soap
- stool
- stump
- tie
- train
- truck

Activity taken from (Adams, Foorman, Lundberg & Beeler 1998, p. 89)

# Penny Push

## Materials:

- Penny push reproducible
- Penny push word cards
- Paper lunch sack or bag for cards
- Pennies



## Preparation:

- Copy the penny push reproducible, cut apart the strips, and laminate them. Copy and cut apart the penny push word cards. Write the number of sounds (not letters) in the word (ex., ladders has four sounds, /l/ /a/ /d/ /r/) on the back of each card. Laminate the cards, and place them in a paper sack.

## Directions:

- Give a child a strip and four pennies. Invite the child to draw a card from the paper sack and place it above his or her strip. Ask the child to slowly name the picture on the card and place a penny in a separate box for each sound he or she says. For example, a child would place four pennies as he or she says /h/ /a/ /n/ /d/ for hand. Invite the child to repeat the process with the remaining cards.

## Self Correcting Feature:

- The number of sounds in the name of the picture is written on the back of each card.

## Variations for Activity:

- **Large Group** – Make a copy of the penny push reproducible for each child to use during activity.
- **Small Group** – play the game as described in the directions
- **Individual Instruction** – play the game as described in the directions
- **Center Activity** – The students will play the game the same way that it is described in the directions but they will need to use the self-correcting feature to double check their work. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

# Penny Push

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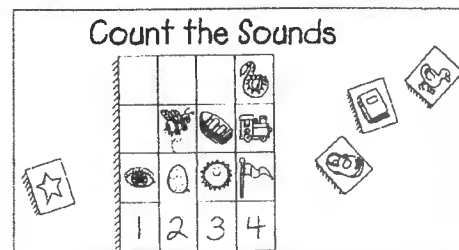
# Count the Sounds

## Materials:

- Graph reproducible
- Counting sounds cards
- Paper lunch sack or bag for cards

## Preparation:

- Make two copies of the graph reproducible, and tape them together to make four columns of eight. Label below the bottom rows from 1 to 4, and laminate the graph. Copy and cut apart the counting sounds cards. Write the number of sounds (not letters) in the word (ex., knee has two sounds, /n/ /ē/) on the back of each card. Laminate the cards, and place them in a paper sack.



## Directions:

- Place the graph on a flat surface. Invite a child to draw a card from the paper sack, name the picture, and decide how many individual sounds are in the word. For example, a child selects the card with the baby picture, says /b/ /a/ /b/ /y/, and identifies that there are four sounds in the word. Tell the child to place the card in the column on the graph with the matching number. Have the child repeat the process with the remaining cards.

## Self Correcting Feature:

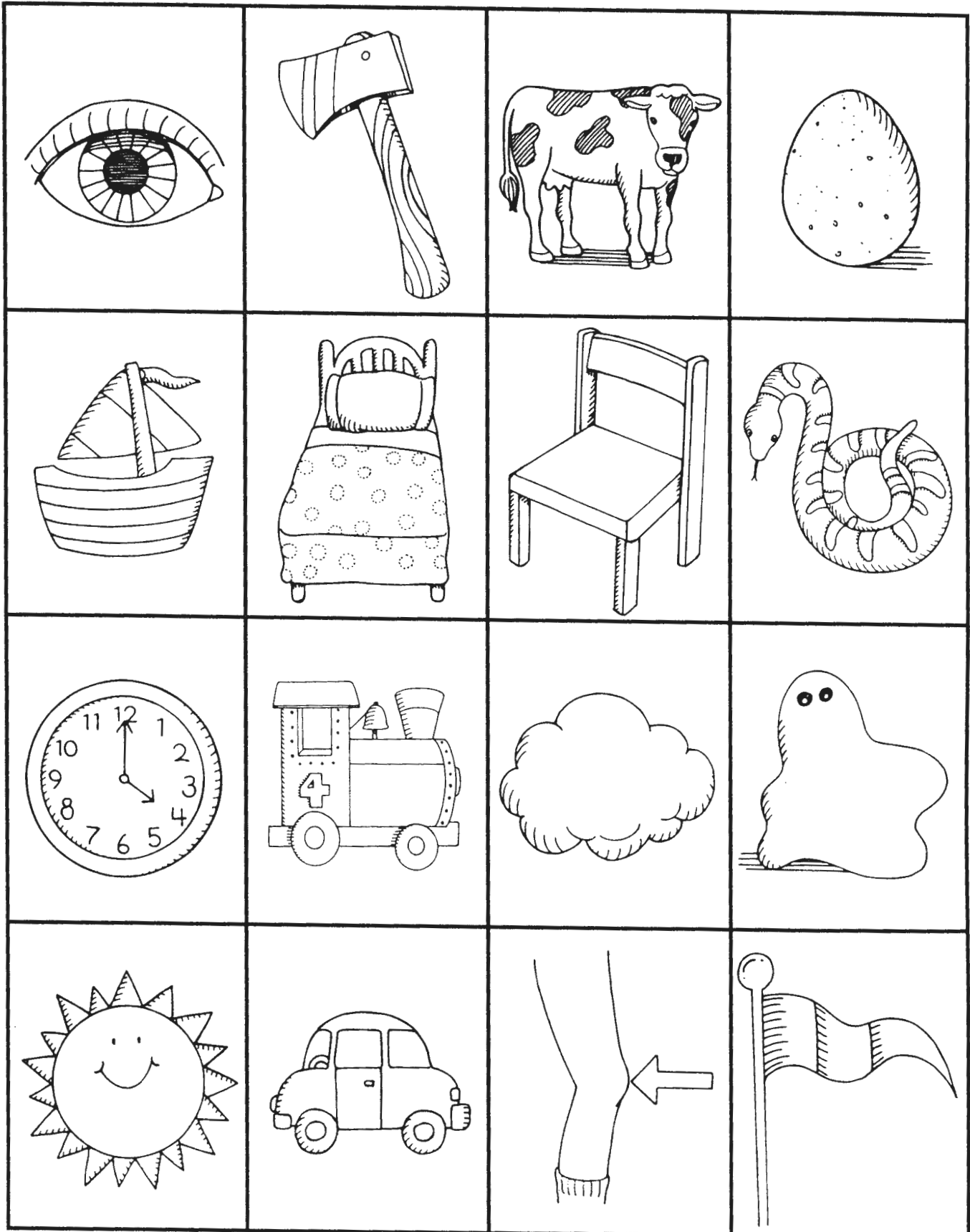
- The number of sounds is written on the back of each card.

## Variations for Activity:

- **Large Group** – Make a large graph on the board and place tape on the back of the cards so the students can stick them to the board.
- **Small Group** – Give each player a graph and invite them to take turns drawing cards and placing them on their graph according to the number of sounds in the words. Tell players that if they select a card with a number of sounds they have already covered on their graph, they must place the card back in the sack and pass it on to the next player. Have the children play until each child has placed a card above all four numbers on the graph.
- **Individual Instruction** – Play the game as described in the directions above
- **Center Activity** – The students will play the game the same way that it is described in the directions or like the small group format but they will need to use the self-correcting feature to double check their work. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

# Graph


# Counting Sounds Cards



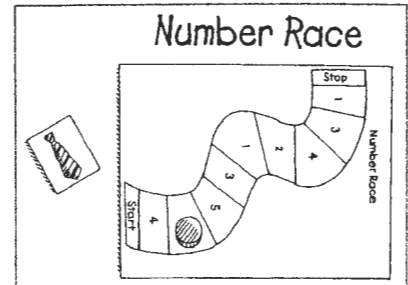
# Number Race

## Materials:

- Number race reproducible
- More counting sounds cards
- Paper lunch sack or bag for cards
- Game markers (ex. plastic counters, pennies)

## Preparation:

- Make four copies of the number race reproducible, and laminate them. Copy and cut apart the more counting sounds cards. Write the number of sounds (not letters) in the word (ex., tie has two sounds, /t/ /i/) on the back of each card. Laminate the cards, and place them in a paper sack.



## Directions:

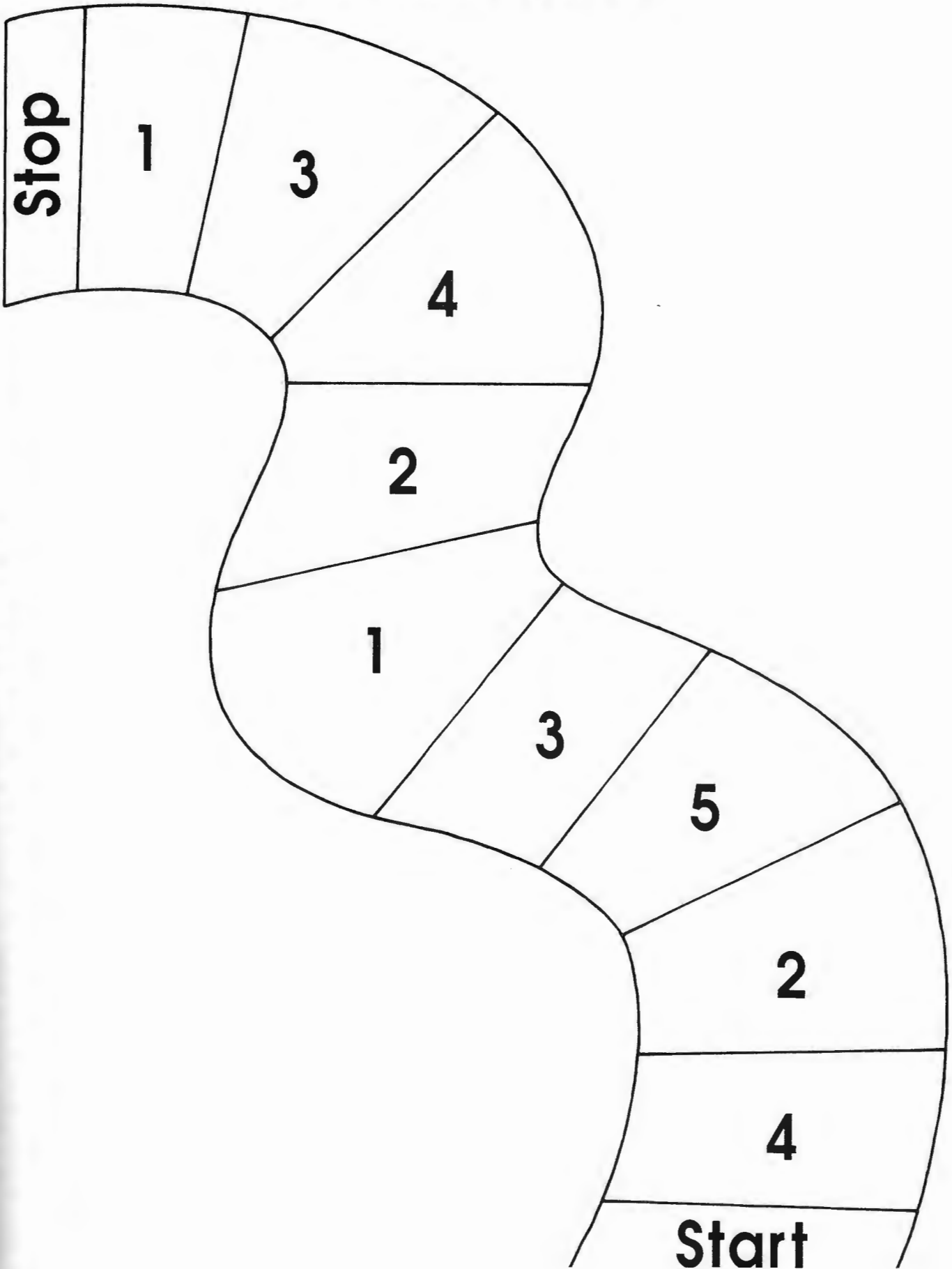
- Give each player a number race reproducible and a game marker. Tell the children to place their game marker on "Start." Invite a player to draw a card, name the picture, and decide how many sounds are in the word. Tell the player to place his or her marker on the first number after "Start" that matches the number of sounds in his or her word. Ask the next player to draw a card and repeat the process. Tell the players that if the number they are looking for is not available in front of their marker, they must move backwards to the number. Have children continue the activity until each player reaches "Stop."

## Self Correcting Feature:

- The number of sounds in the name of the picture is written on the back of each card.

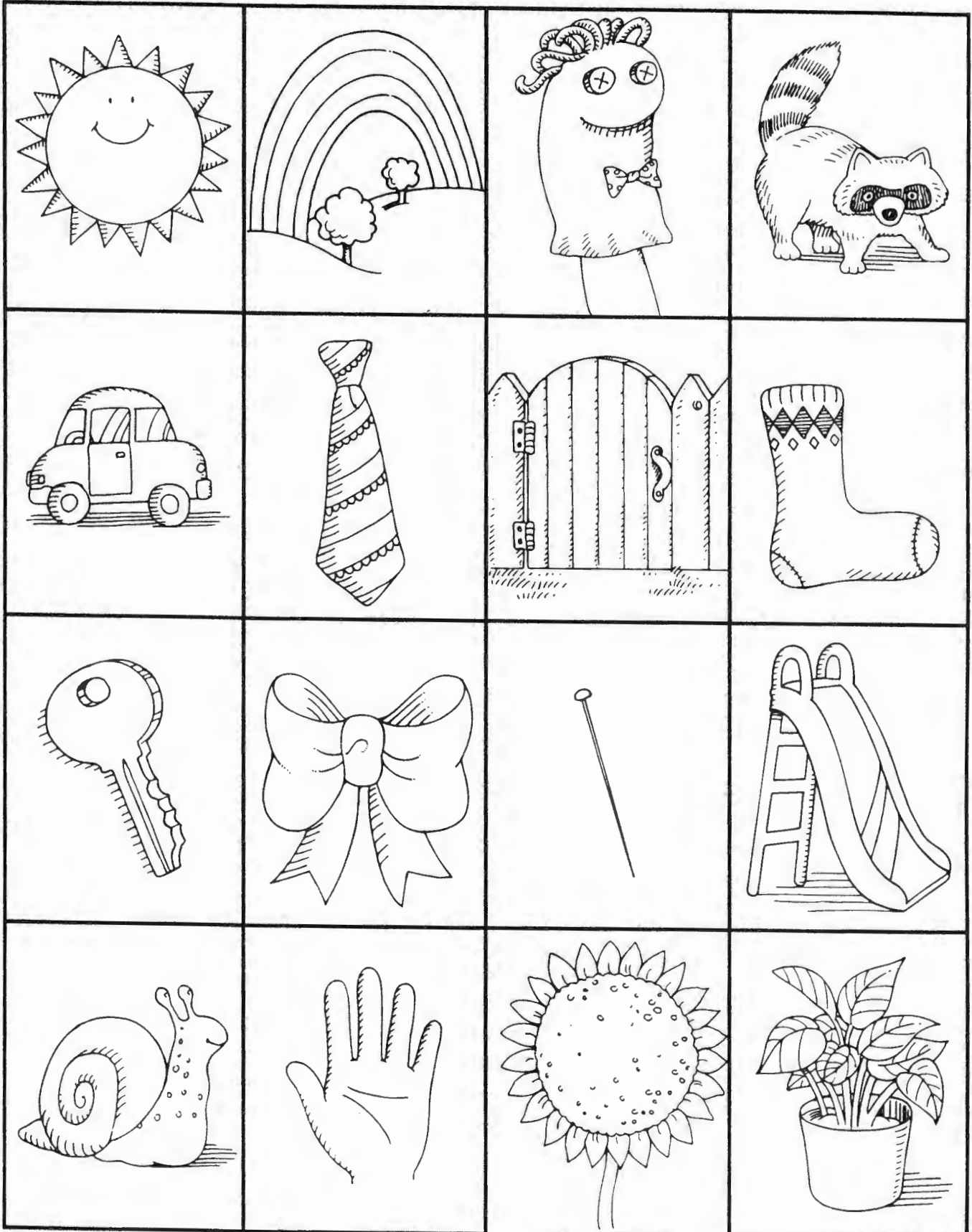
## Variations for Activity:

- **Large Group** – Draw a large number race game board on the board and split the class into teams. Then play the game as described in the directions.
- **Small Group** – play the game as described in the directions
- **Individual Instruction** – The adult will be the other player when playing the game with the student.
- **Center Activity** – The students will play the game the same way that it is described in the directions but they will need to use the self-correcting feature to double check their work. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.





# More Counting Sounds Cards

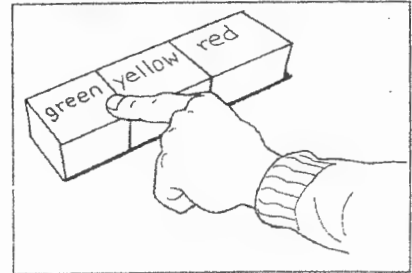


Getting Ready to Read © 2007 Creative Teaching Press

# Begin With Green

## Materials:

- Green, yellow, and red linking cubes
- Words from current classroom literature or a general word list



## Preparation:

- Give each child one green and one red cube linked together.

## Directions:

- Ask the students to lay the cubes horizontally, with the green cube to the left. Read aloud two-phoneme words one at a time. Have children point to the green cube while saying the first phoneme in the word and the red cube for the second. Then ask them to move their finger across the cubes from left to right as they blend the sounds to say the word. When the children succeed with two-phoneme words, have them add a yellow cube between the green and red cubes and repeat the task with three-phoneme words.

## Variations for Activity:

- **Large Group** - Play the game as described in the directions
- **Small Group** - Play the game as described in the directions
- **Individual Instruction** - Play the game as described in the directions
- **Center Activity** - The students will play the game the same way that it is described in the directions but they will need to use the self-correcting feature to double check their work. The teacher can have them record their work by providing pictures on a piece of paper with a blank space next to each picture. The student needs to write how many phonemes are in the word on the space provided. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

# General Words List

Use this word list to supplement those generated from current classroom literature.

Words	Onsets	Rimes	Phonemes
a	none	-a	/a/
all	none	-all	/a/ /l/
am	none	-am	/a/ /m/
an	none	-an	/a/ /n/
and	none	-and	/a/ /n/ /d/
are	none	-are	/ar/
as	none	-as	/a/ /s/
ask	none	-ask	/a/ /s/ /k/
at	none	-at	/a/ /t/
ate	none	-ate	/ā/ /t/
ball	b-	-all	/b/ /a/ /l/
barn	b-	-arn	/b/ /ar/ /n/
be	b-	-e	/b/ /ē/
bed	b-	-ed	/b/ /e/ /d/
bell	b-	-ell	/b/ /e/ /l/
big	b-	-ig	/b/ /i/ /g/
bird	b-	-ird	/b/ /ir/ /d/
black	bl-	-ack	/b/ /l/ /a/ /k/
blue	bl-	-ue	/b/ /l/ /ū/
boat	b-	-oat	/b/ /ō/ /t/
boy	b-	-oy	/b/ /oy/
brown	br-	-own	/b/ /r/ /ow/ /n/
but	b-	-ut	/b/ /u/ /t/
by	b-	-y	/b/ /ī/
call	c-	-all	/c/ /a/ /l/
came	c-	-ame	/c/ /ā/ /m/
can	c-	-an	/c/ /a/ /n/
cap	c-	-ap	/c/ /a/ /p/
car	c-	-ar	/c/ /ar/
cat	c-	-at	/c/ /a/ /t/

# Froggy Hop

**Materials:**

- Froggy Hop reproducible
- Craft sticks
- List of two-, three-, and four-phoneme words

**Preparation:**

- The students need to color, cut, and glue their frog to a craft stick.

**Directions:**

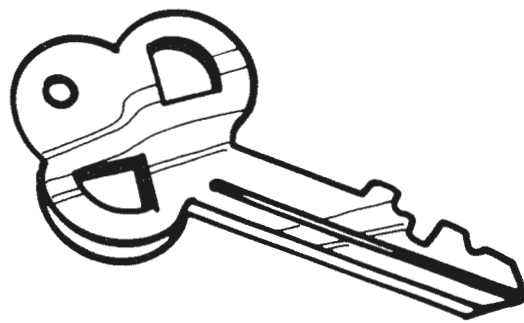
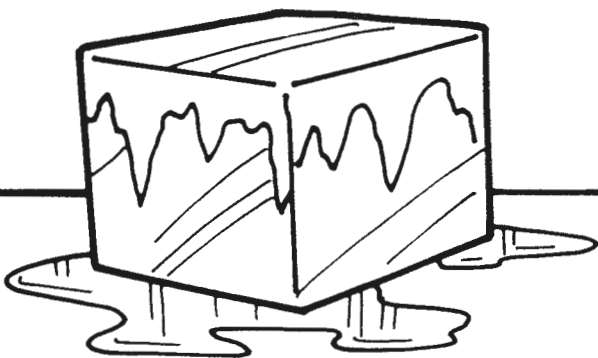
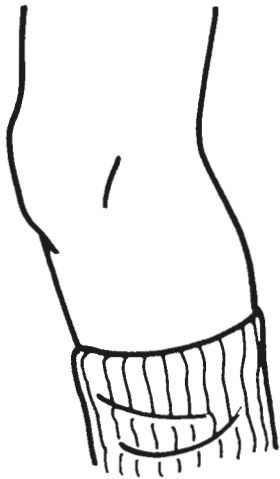
- The focus of this activity is for students to separate individual phonemes rather than listening to how they blend together. Explain how frogs jump from rock to rock as they travel. Declare "Froggy Fun Time." Have children use their "frog sticks" as they sequentially separate different phonemes of a word, pausing between sounds. For example, children move frog sticks three hops to the right as they say the segmented word /h/ /a/ /t/.

**Variations for Activity:**

- **Large Group** - Play the game as described in the directions or take the students outside and let them jump like frogs as they segment the words.
- **Small Group** - Play the game as described in the directions
- **Individual Instruction** - Play the game as described in the directions
- **Center Activity** - The students will play the game the same way that it is described in the directions but picture cards with two-, three-, and four-phonemes will be provided for them to choose from. The number of phonemes in the picture will be written on the back of the cards. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

# Two-Phoneme Picture Cards

ie, toe, knee, tea, ice, key










# Classifying Objects

## Materials:

- Bags of small objects or pictures of objects
- Chart paper

## Preparation:

- In advance, fill bags with objects for groups of two or three students. Divide chart paper into four columns; and write numerals 2, 3, 4, and 5 at the top. Make a chart for each group.

2	3	4	5
			
		 	

## Directions:

- Have children from each group pull an object from the bag and count the number of phonemes they hear in the object's name. Ask them to place the object under the correct column on the graph. For example, a key would be placed under the 2 column; a penny would be placed under the 4 column. Have the students continue until their bags are empty. Invite students to share their results.

## Variations for Activity:

- **Large Group** - Do the activity as described in the directions
- **Small Group** - Do the activity as described in the directions
- **Individual Instruction** - Do the activity as described in the directions
- **Center Activity** - The students will do the activity the same way that it is described in the directions but they will use stamps instead of objects so their work can be recorded for the teacher. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

# Beginning Sound Cards



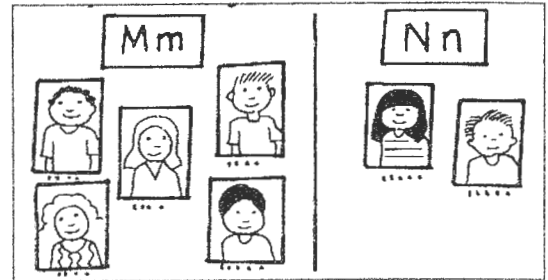
# Friendship Directory

## Materials:

- Student photos
- Items to make friendship directories (paper, paper rings, markers)

## Preparation:

- In advance, make one friendship directory for each child by writing each letter of the alphabet on separate pieces of paper and gluing student photos on the appropriate pages. (All students whose names begin with A have pictures on the "A" page.) Copy directory pages and staple them together.



## Directions:

- Each day, have children say, then write, three or four student names in their directories. First, have children point to a student's picture and say his or her name slowly. Next, ask children to identify the phonemes as you write corresponding letters on the chalkboard. Last, have them blend the letter sounds together as they write the student's name under his or her photograph.

## Variations for Activity:

- **Large Group** - Do the activity as described in the directions
- **Small Group** - Do the activity as described in the directions
- **Individual Instruction** - The adult will help the child read their directories and practice writing some of the names in the directory.
- **Center Activity** - The students will use their directories when they are in the writing center. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.



# Pig Pen

**Materials:**

- "Guess My Animal" song
- Farm animal pictures

**Preparation:**

- Color, cut, and laminate the farm animal pictures

**Directions:**

- Sing the "Guess My Animal" song with the students to help them practice segmenting phonemes in a word. This game is a variation of Duck, Duck, Goose. Have students sit in a circle. Choose one student to be the "farmer." Have the farmer pick a farm animal card then tap the head of each student as he or she says each sound in the farm animal's name. For example, the farmer says /p/ /i/ /g/ /p/ /i/ /g/ /p/ /i/ /g/ Pig! The last student tapped then chases the farmer around the circle. If the farmer is tagged, he or she must sit in the "pig pen." The new farmer continues the game with another animal's name.

**Variations for Activity:**

- **Large Group** - Do the activity as described in the directions
- **Small Group** - Do the activity as described in the directions
- **Individual Instruction** - The student can take turns pulling out a card and segmenting all of the phonemes in the word.
- **Center Activity** - The student can take turns pulling out a card and segmenting all of the phonemes in the word. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.



# Guess My Animal

(sing to the tune of "The Muffin Man")



Can you guess my animal,  
 My animal, my animal?  
 Can you guess my animal?  
 It lives on the farm.

My animal says /m/ /oo/,  
 /m/ /oo/, /m/ /oo/.

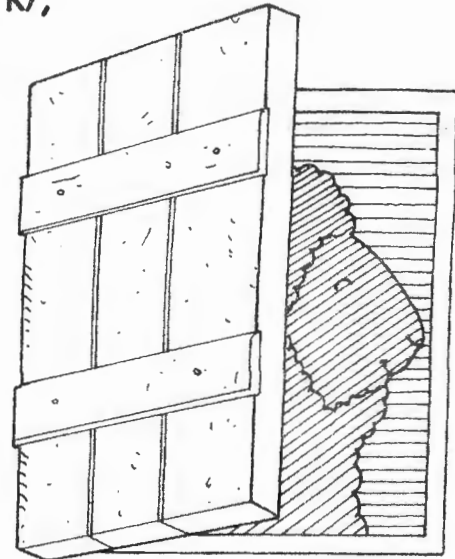
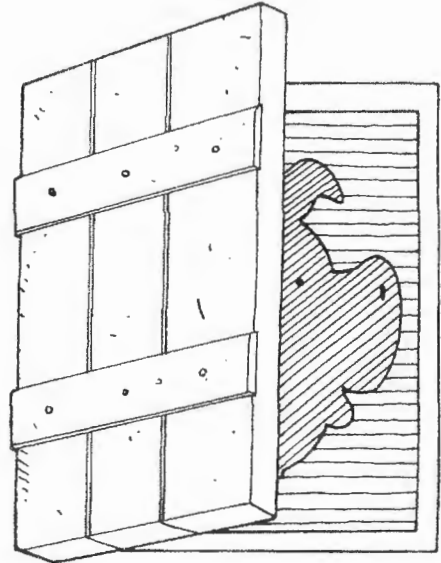
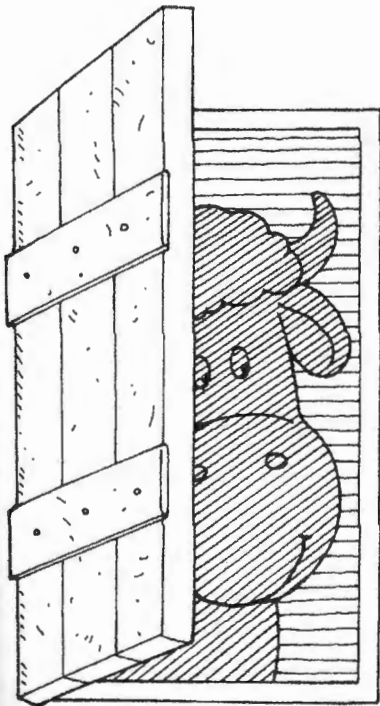
My animal says **moo**.  
 My animal is a **cow**.

My animal says /oi/ /n/ /k/,  
 /oi/ /n/ /k/, /oi/ /n/ /k/.

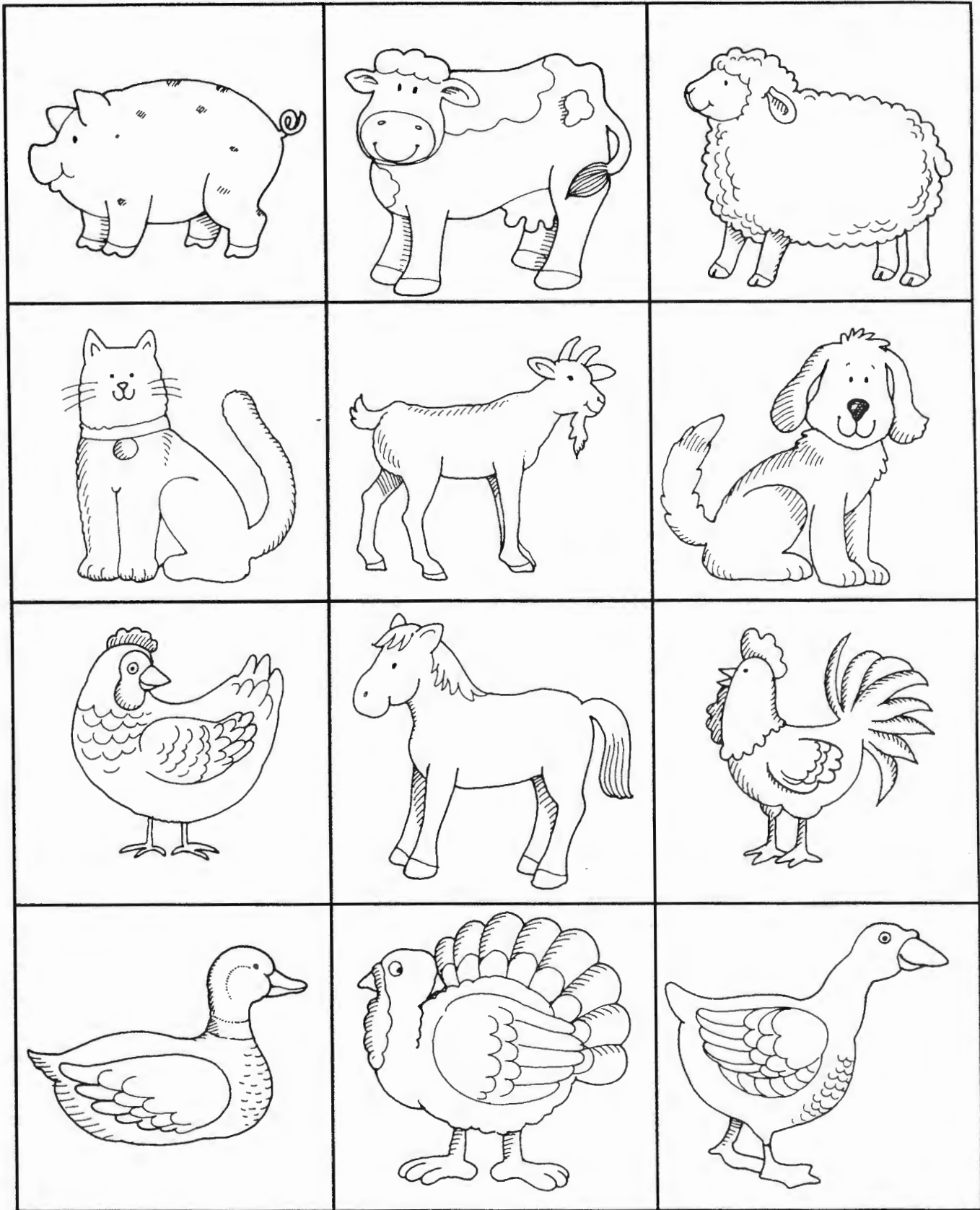
My animal says **oink**.  
 My animal is a **pig**.

My animal says /b/ /a/,  
 /b/ /a/, /b/ /a/.

My animal says **baa**.  
 My animal is a **sheep**.



**Additional verses:** Replace the bolded words and phonemes with other animals and the sounds they make. Separate the sounds and have students blend them to discover the animal. For example, *My animal says /p/ /ee/ /p/, /p/ /ee/ /p/, /p/ /ee/ /p/. My animal says peep. My animal is a chick.*



# Manipulation of Sounds

Manipulation of sounds is the highest level of phonemic awareness. In this section the children will be manipulating the sounds within a word. Throughout the activities the children will be able to substitute and omit the beginning, middle, and ending sounds of a word (Fitzpatrick, 2002, p. 5).

## Manipulation of Sounds Activities

Swap a Letter.....	page 96
Now It Says.....	page 98
Change It.....	page 100
Star Power.....	page 102
Flip Flop Books.....	page 104
Feed The Hungry Thing.....	page 106

# Swap a Letter

**Materials:**

- List of word family words

**Preparation:**

- Write the beginning word on the board.

**Directions:**

- Lead the children to sound, blend, and identify the word on the board. Then replace one letter of the spelled word. Ask the children to determine the resulting spoken word. Reinforce their response by distinctly sounding and blending its letters. Repeat these steps over and over. On any given day, it is best to focus on one letter position, either initial, final, or medial (vowel).

**Variations for Activity:**

- **Large Group** – Play the game as described in the directions
- **Small Group** – Play the game as described in the directions but the children could be provided with letter tiles they must manipulate when changing the word.
- **Individual Instruction** – Play the game as described in the directions
- **Center Activity** – When using this as a center activity the teacher will need to have a worksheet created with pictures from the same word family followed by three blanks. The child will need to write the word and then by changing only one letter in the word create the new word that matches the picture. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

# Word-Families List—Short Vowels

---

-ack: back, jack, pack, rack, sack, tack, black, clack, crack, quack, shack, snack, track

-ad: bad, dad, had, lad, mad, pad, sad, glad

-ag: bag, gag, lag, nag, rag, sag, tag, wag, drag, flag, shag, snag

-am: dam, ham, jam, ram, cram, slam, wham

-an: ban, can, fan, man, pan, ran, tan, van, plan, scan

-ap: cap, gap, lap, map, nap, rap, sap, tap, clap, flap, slap, snap, trap

-at: at, bat, cat, fat, hat, mat, pat, rat, sat, vat, flat, that

-ed: bed, fed, led, red, wed, bred, fled, shed, sled, sped, shred

-ell: bell, cell, fell, sell, well, shell, smell, spell

-en: den, hen, men, pen, ten, then, when, wren

-est: best, jest, nest, rest, vest, west, chest, quest

-et: bet, get, jet, let, met, net, pet, set, vet, wet, yet, fret

-ick: kick, lick, pick, sick, tick, wick, brick, chick, quick, slick, stick, thick, trick

-id: did, hid, kid, lid, rid, slid, squid

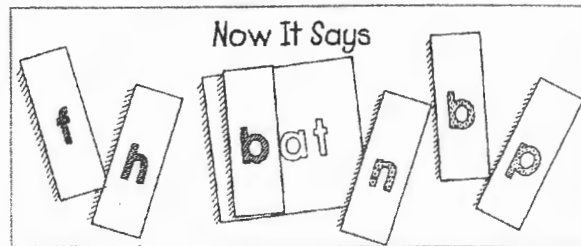
-ig: big, dig, fig, jig, pig, rig, wig, twig

-ill: bill, dill, fill, gill, hill, mill, pill, sill, will, chill, drill, frill, grill, skill, spill, still, thrill

# Now It Says

## Materials:

- Now it says reproducible
- Green and red crayons or markers
- Envelopes



## Preparation:

- Copy the now it says reproducibles. Look at the first word. Color the letter cards to the left of the word green, and color the letter cards to the right of the word red. Cut apart the word card and the corresponding letter cards, and write 1 on the back of each card. Laminate all the cards. Write the word and 1 on an envelope, and place the pieces inside the envelope. Repeat this process with the remaining seven sets of words and their letter cards using numbers 2-8.

## Directions:

- Give a child an envelope, and ask him or her to remove the cards. Tell the child that the green letters are beginning letters and the red letters are ending letters. Invite the child to read the word on the card. Then, have the child change one beginning or ending letter, say Now it says, and read aloud the new word. Invite the child to use different beginning and ending letters to make as many words as possible. Invite the child to return the word and letter cards to the envelope, pick a new one, and repeat the activity.

## Self Correcting Feature:

- Any combination of first or last letters makes a real word.

## Variations for Activity:

- **Large Group** – Instead of using the letter cards write the word on the board with the green letters to the left of it and the red letters to the right of it. Provide each child with something to write on during this activity. One at a time call a child up to change one letter to make a new word.
- **Small Group** – Play the game as described in the directions
- **Individual Instruction** – The adult will oversee the activity and help the child create the new words.
- **Center Activity** – The students will play the game as described in the directions but they will need to record their words onto paper. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

# Now It Says

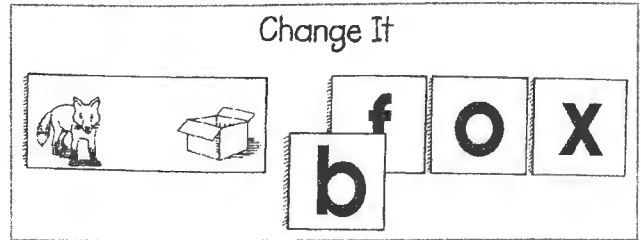
b	f	h	cat	b	n	p
f	t	w	pin	g	ll	t
f	l	w	bed	g	ll	t
h	m	s	bad	ck	g	t



# Change It

## Materials:

- Change the beginning sound  
reproducible
- Change the ending sound  
reproducible
- Letter cards



## Preparation:

- Copy the change the beginning sound and change the ending sound  
reproducibles, and cut apart the strips. Write the word for both pictures on  
the back of the strips, and laminate them. Copy and cut apart the letter  
cards, and laminate them.

## Directions:

- Shuffle the strips, and place them faceup in a pile. Scatter the letter cards  
faceup around the pile. Invite a child to draw a strip and place it on a flat  
surface. Have the child name the first picture on the strip, and use the letter  
cards to spell the word. Ask the child to name the second picture, decide  
which sound is different, and change a letter to make the new word. Have  
the child repeat the process with the remaining strips.


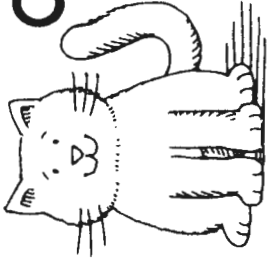
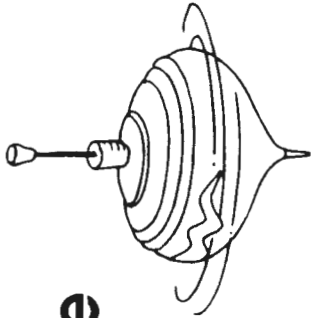
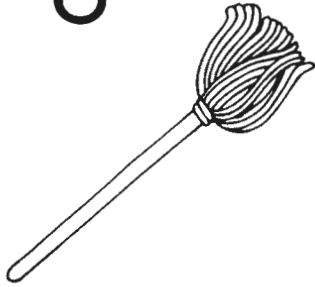
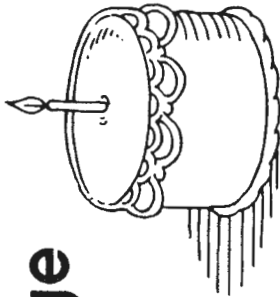
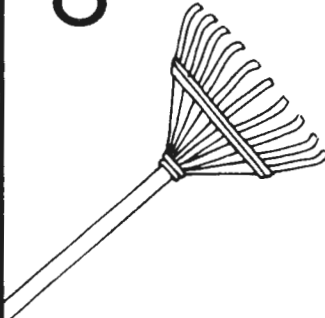
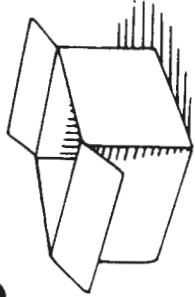
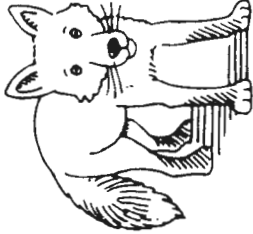
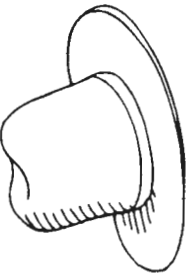


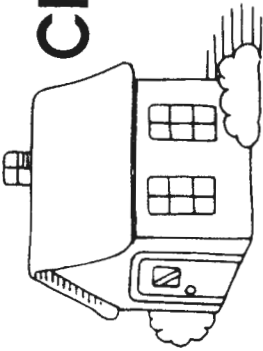

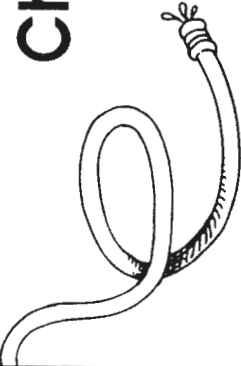
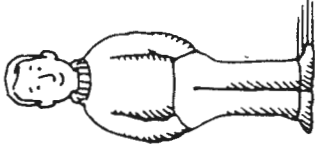
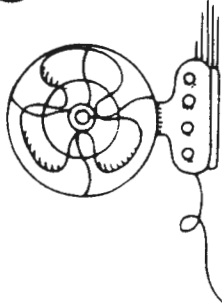
## Self Correcting Feature:

- The cards have both picture words written on the back.

## Variations for Activity:

- **Large Group** – Draw a strip for the class to work on. Each child should have  
a small dry-erase board where they can write the word on and then erase  
the letter that needs to be changed to make the new word.
- **Small Group** – Play the game as described in the directions
- **Individual Instruction** – The adult will oversee the activity and help the child  
change a letter to make the new word.
- **Center Activity** – The students will play the game as described in the  
directions but they will need to record their words onto paper. During center  
time it is helpful to pair different ability levels together in the same center so  
that they are able to teach and learn from each other.

# Change the Beginning Sound

 <b>Change</b> to 	 <b>Change</b> to 	 <b>Change</b> to 	 <b>Change</b> to 
 <b>Change</b> to 	 <b>Change</b> to 	 <b>Change</b> to 	 <b>Change</b> to 

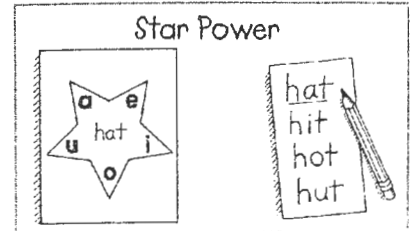
# Star Power

## Materials:

- Star Power reproducible
- Colored marker

## Preparation:

- Make four copies of the star power reproducible, cut apart the cards, and use a colored marker to write one of the following words in the center of each star: bad, clock, bag, pan, pat, tan, jag, pack, sack, tack, ham, bat, rad, hat, ball, and lack. On the back of each star, write a list of three real words a child could create by changing the vowel in the center word. For example, the list on the back of the star labeled bad would read bed, bid, bud. Laminate the stars.



## Directions:

- Shuffle the cards, and place them faceup in a pile. Invite a child to draw a card and read the word in the center of the star. Tell the child to write the word on a piece of paper and underline it. Have the child use three of the vowels in the points of the star to make three different real words. Ask the child to read the new words aloud and then write them on the paper. Invite the child to repeat the process with the remaining cards. For play with four children, have the first player draw a card, read the word in the center of the star, and pass the card to the next player. Ask the next player to change the middle sound of the word to make a new word and then pass it to the next player. Have players repeat the process until each player has handled the card and named a real word. Invite the last player to draw a new card and repeat the activity.

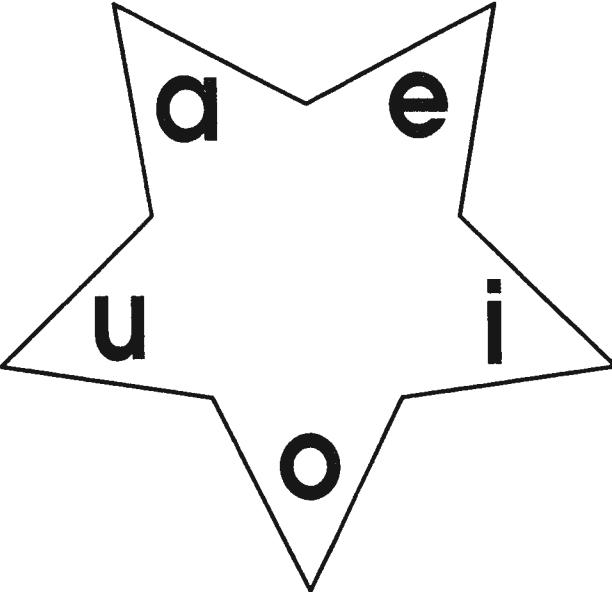
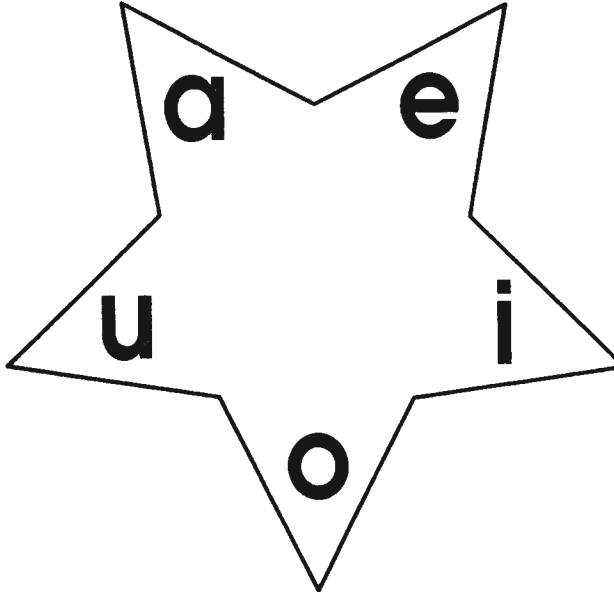
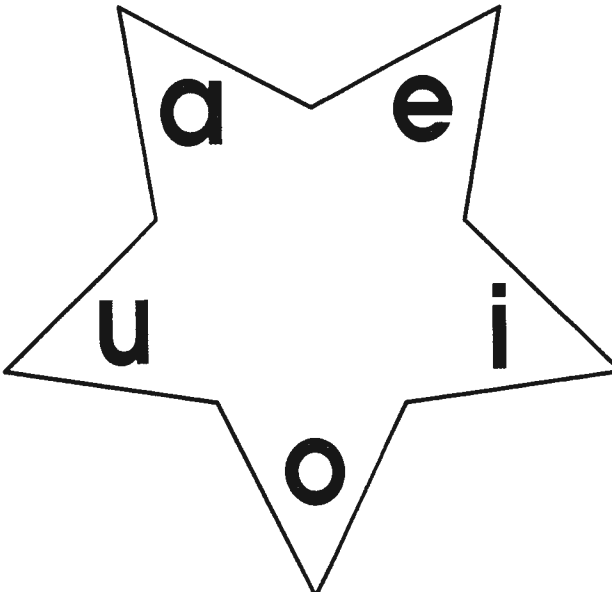
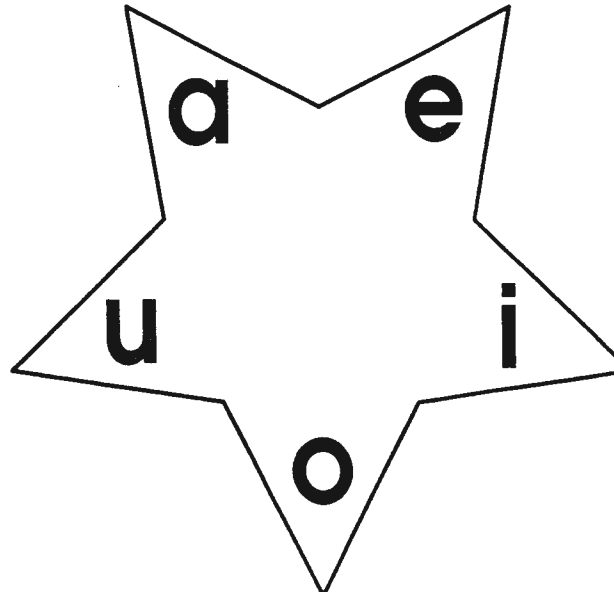
## Self Correcting Feature:

- A sample list of the new words is printed on the back of each card.

## Variations for Activity:

- **Large Group** – Make one transparency copy of the star power reproducible. Write a word in the center and as a class come up with the real words.
- **Small Group** – Play the game as described in the directions
- **Individual Instruction** – Play the game as described in the directions.
- **Center Activity** – The students will play the game the same way that it is described in the directions but they will need to use the self-correcting feature to double check their work. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

# Star Power

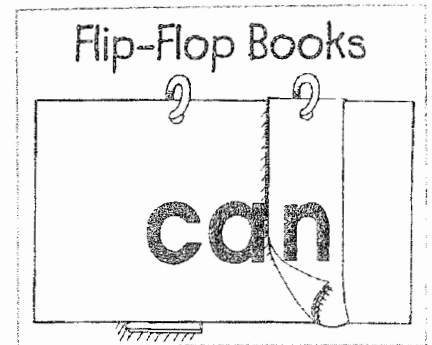
# Flip Flop Books

## Materials:

- Flip-flop books reproducible
- Plastic binding machine/binding

## Preparation:

- Copy the flip-flop books reproducibles. Cut apart the first strip (with the word cat and the letters m, r, p, and n), and laminate the strip. Cut out the m and r letter cards, and place them over the c in cat. Cut out the p and n cards; place them over the t in cat. Bind the strips together. Repeat this process with the remaining seven strips of word and letter cards to create eight separate flip-flop books.



## Directions:

- Give a child a flip-flop book, and tell him or her to flip to the word on the last page. Invite the child to flip the flaps in the last column to change the ending sound of the word. Tell the child to read aloud each new word he or she makes. Have the child flip back to the word again and then flip the flaps in the first column to change the beginning sound of the word. Invite the child to pick a new book and repeat the activity.

## Self-Correcting Feature:

- Any combination of letters makes a real word.

## Variations for Activity:

- **Large Group** – Do the activity as described in the directions
- **Small Group** – Do the activity as described in the directions
- **Individual Instruction** – Do the activity as described in the directions
- **Center Activity** – The students will do the activity the same way that it is described in the directions but they will need to draw two pictures of words that they make for each flip-flap book they do. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.

<b>m</b>	<b>r</b>	<b>c a t</b>	<b>p</b>	<b>n</b>
<b>c</b>	<b>b</b>	<b>m o p</b>	<b>b</b>	<b>d</b>
<b>r</b>	<b>h</b>	<b>b u g</b>	<b>t</b>	<b>m</b>
<b>m</b>	<b>f</b>	<b>b a d</b>	<b>t</b>	<b>n</b>

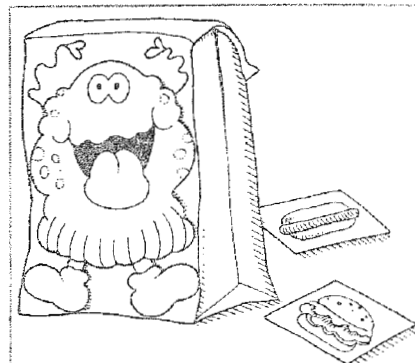
# Feed the Hungry Thing

## Materials:

- "The Hungry Thing Goes on a Picnic" song
- Hungry Thing reproducible
- Paper Sack
- Book Hungry Thing by Jan Slepian and Ann Siedler
- Small pieces of paper

## Preparation:

- Make copies of the Hungry Thing reproducible for each of the students.



## Directions:

- Read aloud Hungry Thing. Give each child a photocopy of the Hungry Thing reproducible to decorate and glue on a paper sack. Help students cut a slit for a mouth on their Hungry Thing. Invite students to draw pictures of foods on small paper to feed their Hungry Thing. While singing "The Hungry Thing Goes on a Picnic," invite volunteers to hold up their pictures and have the class substitute the initial sound with an agreed-upon sound. Then, invite the volunteer to feed their Hungry Thing. Continue with other students. Send the project home with the song on the back for the children to share with the family.

## Variations for Activity:

- **Large Group** – Do the activity as described in the directions
- **Small Group** – Do the activity as described in the directions or have a picture of the Hungry Thing that says "Feed me \_\_\_\_\_. He wants \_\_\_\_\_." The students will have to come up with their own food item and substitute the initial sound to complete the sentences.
- **Individual Instruction** – Do the activity as described in the directions with the adult helping to make sure the child is substituting the phonemes correctly.
- **Center Activity** – Post the song in the center for the students to use as a reference. Next have a large poster of the Hungry Thing and a bag of food items for the students to choose from. Another option would be to make a big feed me sign and have a bag of food to choose from. Then the students take turns being the hungry thing. They will choose a food item and say it the way the Hungry Thing would so that the other children in that center have to figure it out. During center time it is helpful to pair different ability levels together in the same center so that they are able to teach and learn from each other.



# The Hungry Thing Goes on a Picnic



(sing to the tune of "The Beverly Hillbillies")

I met the Hungry Thing  
And he wanted some food.

I listened very carefully  
And finally understood.

When he asked for a **shookie**,  
What he wanted was a **cookie**.

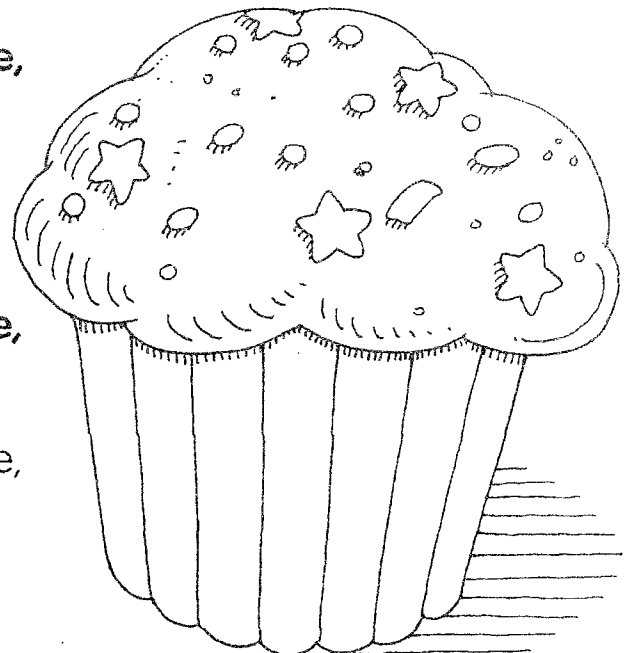
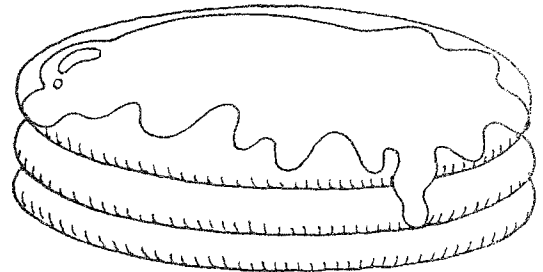
And now I'll give him what he really wants to eat.

When he asks for a **shancake**,  
I know he wants a **pancake**.

When he asks for a **shacker**,  
I know he wants a **cracker**.

When he asks for a **shupcake**,  
I know he wants a **cupcake**.

Now I'll end my song, you see,  
Because he's very hungry!



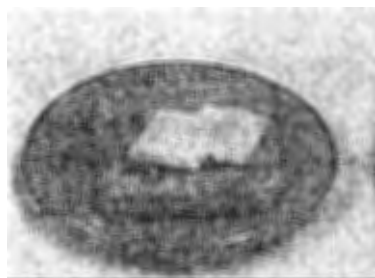
**Additional verses:** Replace bolded words and add a new beginning sound to the food items to continue the song. For example, *When he asks for a **chandwich**, I know he wants a **sandwich**.*



# Hungry Thing



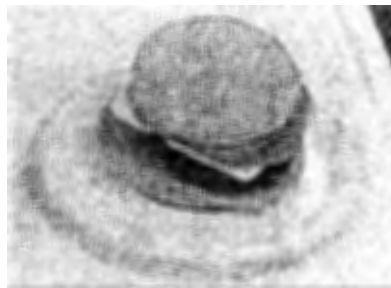
Spring Phonemic Awareness Source & Rhyme © 1998 Creative Teaching Press



waffles



eggs and bacon



hamburger



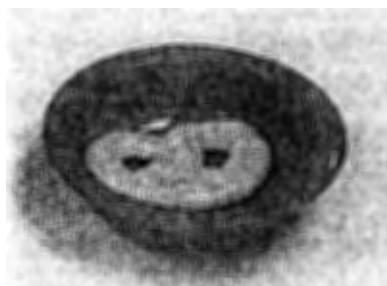
hot dog



pizza



tacos



pretzel



vegetables



fruit



cake



pie

# ASSESSMENT

In this section I have included the Marion Independent School District's kindergarten phonemic awareness assessment, as well as, the district's K-5 language arts scope and sequence. This section is included because of the importance of knowing where your students are at in relation to the phonemic awareness skills. It is important for teachers to find out what prior phonemic awareness knowledge their students are bringing to the classroom. This information will help the teachers to guide their instruction.

## Assessment

Phonemic Awareness Assessment.....	page 111
Directions for Phonemic Awareness Assessment...	page 112
K-5 Language Arts Scope & Sequence.....	page 116

Name \_\_\_\_\_

## Kindergarten Phonemic Awareness Assessment

## Fall/Spring

Concepts of Print			
	Fall		Spring
Front of book			
Predictions			
Letter			
Word			
Sentence			
Voice to Print			

Beginning Letter Sounds			
	Fall		Spring
Zoo			
Kite			
Listen			
Family			
Toad			

Rhyme			
	Fall		Spring
Cake			
Bug			
Night			
Car			
Pan			

Sound To Symbol			
	Fall		Spring
M			
W			
B			
S			
J			

## Spring Only

Ending Letter Sounds			
			Spring
hum			
kid			
sun			
yes			
cup			

Syllables			
			Spring
turtle			
rock			
map			
tomato			
bookmark			

Sound Blending			
			Spring
/g/-/o/ (go)			
/m/-/e/ (me)			
/l/-/a/-/p/ (lap)			
/c/-/a/-/ke/ (cake)			
/f/-/i/-/sh/ (fish)			

Sound Segmenting			
			Spring
at			
tub			
my			
sock			
can			

## Phonemic Awareness Assessment Directions

(this information is shared with parents at conferences and is not a part of the progress report)

### Assessment Key

- + correct answer
- incorrect answer

### Concept of Print

**Materials:** Book \_\_\_\_\_

**Procedure:** Have the student sit beside you.

Say to the student, "We are going to talk about this book. I am going to hand you the book."

(Hand the book to the student holding the book vertically by the outside edge, spine toward the child.)

1. Say to the student, "Please show me the **front of the book**. The name of this book is \_\_\_\_\_ . Let's take a minute to look through the book."

(Give the student time to look through the entire book.)

2. Say to the student, "Can you **predict** what the book is about?"

(Assist the student in turning the pages. Answer simple questions but do not give prompts.)

Say to the student, "Let's turn to page \_\_\_\_\_."

(Help the student find the page.)

3. Say to the student, "Can you show me a **letter** on this page? Draw a circle around it with your finger."

(Model for the student by drawing a circle around the page number.)

4. Say to the student, "Can you show me a **word**?"

5. Say to the student, "Can you show me a **sentence**?"

6. "Now I am going to read the page as you point to the words. Show me where to start."

(Read the page as the student demonstrates **voice to print**.)

**Assessment Markings:** + or -

**Beginning Letter Sounds**

**Materials:** List of 5 words (see below)

**Procedure:** Have the student sit beside you and say to the student, "I am going to say a word. Listen for the sound that you hear at the beginning of the word. "JUMP." What sound do you hear at the beginning of "JUMP?" (pause) Yes, "JUMP" begins with /j/.

Additional examples if needed: dirt /d/, girl /g/

Say to the student, "Now it is your turn. What sound do you hear at the beginning of these words?"

**5 Words for Beginning Letter Sound Assessment**

zoo                      kite                      listen                      family                      toad

Assessment Markings: + or -

**Ending Letter Sounds**

**Materials:** List of 5 words (see below)

**Procedure:** Have the student sit beside you and say to the student, "I am going to say a word. Listen to the sound at the end of the word. "TUB." What sound do you hear at the end of "TUB?" (pause) Yes, "TUB" ends with /b/."

Additional examples if needed: dog /g/, cat /t/

Say to the student, "Now it is your turn. What sound do you hear at the end of these words?"

**5 Words for Ending Letter Sound Assessment**

hum                      kid                      yes                      sun                      cup

Assessment Markings: + or -

**Sound to Symbol**

**Materials:** Sound to Symbol page (see attachment)

**Procedure:** Show the student the Sound to Symbol page and say to the student, "This page has pictures and letters."

Point to the picture of the kite and say to the student, "This is a picture of a kite. The sound at the beginning of kite is /k/. Now, look at the letters. Point to the letter that makes the /k/ sound." Assist with both the beginning sound and letter.

Say to the student, "Let's do it again with the lion." Model the procedure used with kite.

Say to the student, "Now it is your turn. I will tell you the sound and you point to the letter that makes that sound."

**5 Words for Sound to Symbol Assessment**

mouse                      wagon                      banana                      scissors                      iet

Assessment Markings: + or -

**Rhyme**

Materials: List of 5 words (see below)

Procedure: Say to the student, **“We are going to talk about words that rhyme. Listen carefully. I am thinking about some words that rhyme with cat.”**

Pause and then say...**“cat hat mat.”**

Say to the student, **“Let’s do it again. This time I am thinking of some words that rhyme with red.”**

Pause and then say ...**“bed fed head.”**

Say to the student, **“Now it is your turn. I will give you a word and I want you to tell me a word that rhymes.”**

**5 Words for Rhyme Assessment**

cake                  bug                  night                  car                  pan

Assessment Markings: + or –

**Sound Blending**

Materials: List of 5 words (see below)

Procedure: Have the student sit beside you and say, **“I am going to say some words to you in a funny way. I want you to figure out the word that I am saying. Let’s try it. I’m going to say a word slowly like this: C – A – T. Put all the sounds together fast and say, “CAT.”**

If I say **“M – A – N,”** you will say \_\_\_\_\_.

If I say **“F – R – O – G,”** you will say \_\_\_\_\_.

**“Now it is your turn.”**

Have the student blend the following sounds:

**/g/ - /o/ (go)**

**/m/ - /e/ (me)**

**/l/ - /a/ - /p/ (lap)**

**/c/ - /a/ - /ke/ (cake)**

**/f/ - /i/ - /sh/ (fish)**

Assessment Markings: + or –

**Syllables**

Materials: List of 5 words (see below)

Procedure: Have the student sit beside you and say, **“I am going to say a word and clap the parts I hear. Listen...(clap out the word pizza) piz/za. I heard 2 parts in the word pizza. Now I’m going to try “elephant.” Listen... (clap out the word elephant) el/e/phat. I heard 3 parts in the word elephant. Now it’s your turn. How many parts do you hear in the word...”** (Students may clap the parts they hear if they choose.)

**5 Words for Syllable Assessment**

turtle          rock          map          tomato          bookmark

Assessment Markings: + or -

**Sound Segmenting**

Materials: List of 5 words (see below)

Procedure: Have the student sit beside you and say, **“I am going to say a word and tell you all the sounds that I hear in the word. Dog d-o-g Dog Now I’m going to try the word bed. Bed b-e-d Bed Now it’s your turn. What sounds do you hear in the word...”**

**5 Words for Sound Segmenting Assessment**

at          tub          my          sock          can

Assessment Markings: + or -



# **Marion Independent Schools**

## **Language Arts Scope and Sequence**

**K-5**

### Conclusion

When I began this project, my goal was to create a user-friendly tool that early childhood and/or elementary teachers could use in their curriculum to teach phonemic awareness. I wanted to find activities that could be used in almost any instructional setting and would be quick 10-15 minute activities. At the conclusion of my project I feel that I have done just that. This project will become a part my own kindergarten curriculum and my hope is that my kindergarten team will also find it beneficial to use in strengthening the students' phonemic awareness skills.

I feel that I have met my objectives that I had set for this project. My first objective was to provide teachers with phonemic awareness activities to supplement any early childhood and/or elementary curriculum. The activities that I chose for my project address main areas of phonemic awareness. I have included suggestions for adaptations that teachers can make for various instructional settings. The preparation and directions are included to help make each activity user-friendly. Some teachers in our district struggle with teaching phonemic awareness, so my hope is that this will be a resource that will benefit them.

The second objective was to make sure I had activities which met the requirements of the Marion Independent School District's kindergarten phonemic awareness assessment. Each section of the assessment tool can be taught through the use of the activities I have included within my project. A student's phonemic awareness ability can be strengthened through the use of these activities. This assessment can be used to gather data on the progress a student is making with the phonemic awareness areas. Having this assessment allows a teacher to find out what their students know and

can do related to phonemic awareness so they know which section they need to take an activity from when planning their lessons.

My recommendations for this project in the future are that as new resources and activities become available they will be added to this project and variations will be written for these activities. I recommend before teachers use these activities, that they do some research into phonemic awareness so they fully understand and are knowledgeable about the skills. This will ensure that they know why they are teaching these skills and how important they are for a beginning reader.

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# Appendix A

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# Appendix B

# Sound Matching

## Tune – “If You’re Happy and You Know It”

*If your name begins with /m/, stand up,  
If your name begins with /n/, stand up,  
If your name begins with /l/, stand up and take a bow,  
If your name begins with /r/, stand up.*

Phonemic Awareness © 1997 Creative Teaching Press

*I say good morning to Tary (Mary),  
I say good morning to Trew (Drew),*

*Good Morning to Tustin (Dustin) and Talice (Alice), too!*

Phonemic Awareness © 1997 Creative Teaching Press

## Tune – “Jimmy Crack Corn and I Don’t Care”

*Who has a /s/ word to share with us?*

*Who has a /s/ word to share with us?*

*Who has a /s/ word to share with us?*

*It must start with the /s/ sound?*

**(Teacher calls on someone to volunteer a word)**

*Sun is a word that starts with/s/*

*Sun is a word that starts with/s/*

*Sun is a word that starts with/s/*

*Sun starts with the /s/ sound.*

Developing phonemic awareness in young children by H. Yopp 1992

# Phoneme Blending

## Tune – “A Hunting We Will Go”

*A-searching we will go, a-searching we will go,  
We’ll find a /h/ and add a /orse/,  
And now we have a horse!*

Phonemic Awareness © 1997 Creative Teaching Press

## Tune – “The Wheels on the Bus”

*The sounds in the word go /c/ /a/ /t/; /c/ /a/ /t/; /c/ /a/ /t/.*

*The sounds in the word go /c/ /a/ /t/.*

*Can you guess the word?*

Phonemic Awareness © 1997 Creative Teaching Press

## Tune – “If Your Happy & You Know It”

*If you think you know this word, shout it out!*

*If you think you know this word, shout it out!*

*If you think you know this word,*

*Then tell me what you heard,*

*If you think you know this word, shout it out!*

**(Teacher says a segmented word such as /k/ /a/ /t/, and children respond by saying the blended word)**

Developing phonemic awareness in young children by H. Yopp 1992

# Phoneme Isolation

# Phoneme Substitution

## Tune – “London Bridge is Falling Down”

**(Teacher’s Voice)** *What’s the last sound that you hear?*

*That you hear, that you hear?*

*What’s the last sound that you hear?*

*In dog, dog, dog?*

**(Student response)** */g/ is the sound that I hear,*

*That I hear, that I hear.*

*/g/ is the sound that I hear*

*at the end of dog.*

Phonemic Awareness © 1997 Creative Teaching Press

## Tune – “Zippity-Do-Dah”

*Bibbity-bo-bah, Bippity-bay,*

*My, oh my, what a wonderful day.*

*Plenty of sunshine coming my way.*

*Bippity-bo-bah, Bippity-bay.*

Phonemic Awareness © 1997 Creative Teaching Press

## Tune – “I’ve Been Working on the Railroad”

the part where it says, “Someones in the kitchen with Dinah”

*I have a song that we can sing*

*I have a song that we can sing*

*I have a song that we can sing*

*It goes something like this:*

*Fe-Fi-Fiddly-i-o*

*Fe-Fi-Fiddly-i-o-o-o-o*

*Fe-Fi-Fiddly-i-ooooo*

*Now try it with the /z/ sound!*

*Ze-Zi-Ziddly-i-o*

*Ze-Zi-Ziddly-i-o-o-o-o*

*Ze-Zi-Ziddly-i-ooooo*

*Ze-Zi-Ziddly-i-o!*

Substitute song with other sounds such as /br/ /ch/!

Developing phonemic awareness in young children by H. Yopp 1992

**\*Choose a child to wear Mickey Mouse ears and identify the sound (/d/)**

**Children:** *Listen, listen, loud and clear*

*What’s the first sound that you hear?*

**Teacher:** *Doggie, dolly, dark, and daddy,*

**Children:** *Tell me, tell me, what you hear.*

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