

Playing with Sounds



Parent Resource Book
USD 232

Phonological awareness is the ability to hear, think about, and work with single sounds in spoken words. Before children can learn to read, they must be able to show they understand words are made up of sounds, or phonemes.

The activities in this book can be used to help your child with Phonological Awareness (being aware of sounds) which is an important part of reading.

*** Anytime you see /t/ in the directions, you need to use the sound of the letter, not the letter name**

Directions for assembly:

- Print off all pages
- Cut along the lines and staple on the side to make into a small book
- Keep this book at home or take this book with you in the car and practice the activities when you have a few minutes.

1. Same and different

(Listening is a skill needed before phonemic awareness)

"I'm going to say two words. You tell me if they are the same words or different words."

1. cat - hand
2. ring - ring
3. bed - like
4. car - car
5. wind - wind
6. hood - bee
7. go - happy
8. tub - rub
9. box - box
10. happy - hook

2. Same and different

(Listening is a skill needed before phonemic awareness)

"I'm going to say three words and I want you to tell me which word is different."

1. phone—phone—pick
2. clock—book—clock
3. bell—bed—bed
4. sun—sun—sack
5. pen—pie—pen
6. cup—cloud—cloud
7. chair—desk—chair
8. duck—luck—luck
9. man—milk—man
10. happy - hook—happy

3. Same and different (sounds)

(Listening is a skill needed before phonemic awareness)

"I'm going to say three sounds and you tell me which sound is different.

1. /m/ /s/ /s/
2. /b/ /t/ /b/
3. /g/ /w/ /w/
4. /d/ /d/ /v/
5. /w/ /k/ /w/
6. /s/ /s/ /m/
7. /x/ /n/ /n/
8. /j/ /t/ /j/
9. /y/ /h/ /h/
10. /p/ /f/ /p/

4. Concept of Spoken Word

(Can your child understand a sentence is made up of individual words?)

"I am going to show you how to count words in a sentence using counters (fingers, buttons, coins, etc.)."

1. Start with a short sentence, such as "I like cake."
2. Say the sentence again, this time use one finger for each word you say.
3. Point to the last finger and have your child tell you which word that finger represents. Point to the middle finger and ask your child which word that one represents.
4. If your child is having success with this activity, add sentences with 2-syllable words, such as "Today is Tuesday." Build up to sentences with 3-syllable words.

5. Concept of Spoken Word

(Can your child understand word length?)

Tell your child you are going to play a listening game. They will listen to 2 words and decide which one is longer.

1. Say the words *bed* and *caterpillar*. Ask, "Which word is longer?"
2. Show them 2 paper rectangles—one longer than the other. Ask which shape they think would be *bed* and which would be *caterpillar*. Reinforce that the shorter one would be *bed* because it is the shorter word.

Other word pairs:

- | | |
|----------------|------------------|
| ant—blackboard | fat—gigantic |
| cat—cupcake | star—encourage |
| enormous — big | read— playground |
| red—butterfly | decide—the |

6. Recognizing Rhymes

(Can your child recognize rhyming words?)

"I'm going to say two words. Do these words sound the same at the end?"

1. cat - rat (yes)
2. ring - road (no)
3. bed - red (yes)
4. car - star (yes)
5. wind - wake (no)
6. hot - bee (no)
7. go - slow (yes)
8. tub - rub (yes)
9. box - fox (yes)
10. happy - sad (no)

7. Recognizing Rhymes

(Can your child hear if words rhyme?)

"I'm going to say three words. Do these words sound the same at the end?

Do these words rhyme?"

1. day—pay—may
2. snow—show—cat
3. old—gold—cold
4. sing- ring- walk
5. dry—no—spy
6. hold- fold- told
7. feet—meet—seat
8. park—port—fort
9. torn—horn—tack
10. back—rack- sack

8. Rhyme Production

(Can your child say a word that rhymes with another?)

"I'm going to give you clues to a rhyming word. Can you tell me what it is?"

1. It begins with /r/ and rhymes with bug.
2. It begins with /g/ and rhymes with snow.
3. It begins with /p/ and rhymes with stop.
4. It begins with /d/ and rhymes with hog.
5. It begins with /s/ and rhymes with ring.
6. It begins with /m/ and rhymes with shark.
7. It begins with /f/ and rhymes with tan.
8. It begins with /b/ and rhymes with hall.
9. It begins with /s/ and rhymes with pick.
10. It begins with /h/ and rhymes with neat.

9. Rhyme Production

(Can your child say a word that rhymes with another?)

"I'm going to say a sentence, and I want you to finish the sentence with a word that rhymes."

1. A **cat** is wearing a _____. (hat)
2. The **bug** is under the _____. (rug)
3. My **dog** can jump over a _____.(log)
4. The **kittens** are wearing _____. (mittens)
5. Can a **duck** drive a _____? (truck)
6. I like to smell a **rose** with my _____. (nose)
7. The **ape** is eating a _____. (grape)
8. Get a **drink** of water at the _____. (sink)
9. The **king** liked to _____. (sing)
10. I want to **stay** here and _____.(play)

10. Making Rhymes

(Can your child say a word that rhymes with another?)

"I'm going to say a word. You tell me a word that rhymes."

1. phone ___(bone)___
2. rock ___(lock)___
3. bell _____
4. make _____
5. pick _____
6. cap _____
7. chair _____
8. duck _____
9. man _____
10. tub _____

11. Syllables

(Can your child tell you what the word is after they hear the parts separated?)

"I'm going to say the parts of a word. You guess what the word is."

1. tu-na
2. po-cket
3. spi-der
4. mon-key
5. ham-bur-ger
6. tor-na-do
7. pop-si-cle
8. tel-e-vi-sion
9. cat-er-pill-ar
10. re-spon-si-ble

12. Syllable Segmentation

(Can your child show you how many parts, or syllables, there are in words?)

"I'm going to say a word, and I want you to clap, nod your head or move a counter on the table for each part or syllable I say."

1. ship (1)
2. teacher (2)
3. television (4)
4. dinosaur (3)
5. running (2)
6. shoe (1)
7. lemonade (3)
8. impossible (4)
9. funny (2)
10. telephone (3)

13. Syllable Deletion

(Can your child separate and leave off one part, or syllable, of a word?)

"We are going to play a game where one part of a word is left out.

For example, cupcake without cup is..... cake."

1. popcorn without pop is.....corn
2. snowman without snow isman
3. bathtub without tub isbath
4. sweater without sweat iser
5. grandpa without pa is.....grand
6. twine without ine is.....tw
7. birthday without day is.....birth
8. starting without start is.....ing
9. cowboy without boy is.....cow
10. teacher without tea is.....cher

14. Initial sound (phoneme) isolation

(Can your child tell you the first sound - not letter name - in a word?)

"I'm going to say a word. I want you to tell me the beginning or first sound in the word. What's the beginning sound in the word _____?"

1. ball
2. farmer
3. pickle
4. dinosaur
5. mitten
6. round
7. turtle
8. ice cream
9. oval
10. hat

15. Initial sound (phoneme) isolation

(Can your child tell you the first sound - not letter name - in a word?)

" I want you to listen for words that begin with the / _/ sound. Every time you hear that sound in a word, clap your hands or give me thumbs up."

1. /c/ - cat (yes)
2. /r/ - hand (no)
3. /b/ - bed
4. /l/ - like
5. /t/ - wind
6. /h/ - happy
7. /g/- fun

*If your child claps at an inappropriate word, repeat the word emphasizing the beginning sound.

16. Final sound (phoneme) isolation

(Can your child hear and tell you the last sound—not letter name - in a word?)

To the tune of: *London Bridge is Falling Down*

Parent Sings:

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 Sings:

/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.

17. Final sound (phoneme) isolation

(Can your child hear and tell you the last sound - not letter name - in a word?)

Before isolating sounds, be sure children have the concept of first, middle and last.

What is the last sound in?

1. map
2. flat
3. bike
4. ship
5. toe
6. found
7. bus
8. leg
9. green
10. well

18. Seek and Find - Final sound (phoneme) isolation

(Can your child hear the last sound - not letter name - in a word?)

While looking at a menu at Sonic or another restaurant ask your child to find a word that

Has an /m/ sound at the end? Ice Cream

Has a /sh/sound at the end? Slush

Has an /r/sound at the end? Hamburger

Has a /s/ sound at the end? Tater tots

19. "I see... What do you see?"- Final sound (phoneme) isolation

(Can your child hear the last sound - not letter name - in a word?)

Ask your child to use the last sound of the word you say to name something he/she sees.

Parent says: "I see a birdu. What do you see?"

Child says: "I see a dog. What do you see?"

Parent says: "I see a gate. What do you see?"

ACTIVITIES WITH MATERIALS

These activities require some materials for you to complete. Be creative and use what materials you may have around the house. For example, if it says index cards, you could cut paper into squares. If it calls for magazines, you could use flyers that come in the mail.

20. Be the Sentence

(Can your child put a sentence in order?)

1. Create a short sentence, such as "Today is Monday."
2. Write each word from the sentence on a large index card.
3. Give index cards to your child and provide the word on the card (ex. "Stephanie, you are the word *Today*, I am the word *is*, and Dad is the word *Monday*.")
4. Ask your child to arrange the family and words into the correct sentence order.

21. Lots of Labels

(Can your child identify common words?)

1. With your child's help, identify and name common items in your house or room.
2. Create labels for these objects, such as table, chair, door, window, book, toy, etc.
3. Clearly write the word on the card and tape it to the object.

22. See It-Sound It

(Can your child say the initial sound of the object?)

Materials:

Box (cut a hole in it large enough for your child's hand to fit.)

Target sound objects (place inside the box)

1. Place box on flat surface.
2. Have your child select an object from the box and show it to you.
3. Your child names the object and says its initial sound. (ex., "domino /d/").
4. Continue until all objects and their initial sounds are identified.

23. Cut-Up Sentence

(Can your child put words in order to make a sentence?)

1. Write up a simple sentence. ex. "I like ham and eggs."
2. Cut the sentence up so that each word is a separate piece.
3. Mix up the words and have your child arrange the pieces back into correct order.
4. Remind your child that there must be spaces between each word.
5. Glue the words down in correct sequence with correct spacing between words. Ask your child, "How many words are in this sentence?"
6. Have your child read and illustrate the sentence.

24. A Sentence a Day

(Can your child write a story with more than one page?)

1. Write a story with an opening, such as "Once upon a time..."
2. Each day type or write a sentence or two onto a separate page. Children can illustrate their sentence. Then staple pages to make a book.

25. Make a Book

(Can your child create a story using pictures?)

1. Ask your child to choose three to five pictures from a collection of photographs or magazines.
2. Glue each picture on one piece of paper.
3. Have your child create a story using the pictures.
4. Write the child's story on the pages and staple together to make a book.

Resources

Sounds in Action by Yvette Zgonc, (2000)

www.getreadytoread.org

www.pals.virginia.edu