

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

## Segmenting: First Phoneme

### Which Word?

- *Sound Sense Playing Cards (see pp. 11–21)*
- *Chalkboard and chalk*

Divide the class into two teams. Tell students that you are going to say a letter sound and then two words. Tell them to listen for which word begins with the target sound. Begin by addressing the first team. Say the target sound and write the corresponding letter on the board. Then say two words from the Sound Sense Playing Cards. As you say the words, hold up the cards. The team can earn a point by identifying the word or picture that begins with the target sound. Rotate teams.

When students answer correctly, repeat the correct word and write it on the board. For variety, give an example in which neither word begins with the target sound.

### Sound Sorting

- *Groups of objects (or pictures of objects) with the same beginning sound*

Place several objects (or pictures of objects) on a table. Say the names of the objects or pictures aloud and in unison so that students can hear the initial sound in each word. Have students group the objects or pictures according to beginning sounds. For example, students would make one group with a pen, paper, purse, pencil, and pin and another group with a ball, bell, banana, button, belt, and book.

### What's My Name?

- *Chalkboard and chalk*

Say the beginning of a student's name and have students guess the name. For example, you might say, "I'm thinking of someone in this room whose name begins with this sound: /p/." and write the letter P on the board. When students identify the student's name, write the name on the board and emphasize the beginning sound. Ask students if they can think of anyone else in the room whose name begins with the same sound.

After the class has identified a number of names by beginning sound, ask individual students to lead the game. One student should think of a name and then say, "I'm thinking of someone in this room whose name begins with this sound: /\_ /." Whoever correctly identifies the person's name leads the next round.

### Win the Card

- *Sound Sense Playing Cards (see pp. 11–21)*

Tell students that when they learn to hear the sounds that make up a word, they will be ready to begin reading. Then say, "We're going to play a game in which you can win a card by saying its name in a special way. I'll show you how."

Hold up a Sound Sense Playing Card and name the item illustrated. (*Note:* Choose words with three phonemes, such as *hat*.) Then say, "Here is the special way to say this word: /h/ . . /at/." Give students a few more examples and let them practice. Then begin the game. You might call students at random or choose the student who raised her hand first. The student who breaks each word correctly into its onset and rime gets to keep the card for the remainder of the game. At the end of the game, students can count how many cards they received.

## No First Sound

Play a guessing game in which you supply a word such as *box* and ask, “What word would be left if the first sound, /b/, were taken away?” Have students supply the new word (*ox*).

### *Word List*

<b>You Say</b>	<b>Students Say</b>
pin	in
fox	ox
wax	ax
cart	art
red	Ed
mad	ad
fan	an
farm	arm
lark	ark
time	I'm
boat	oat
nitch	itch
his	is
die	eye / I
cat	at

## Segmenting: Last Phoneme

### Guess the Last Sound

This game draws students' attention to the final sound in single-syllable words. Say a word, then take off the last sound and say it again. Have students guess what the last sound is (the one that is missing when you say the word the second time). When students correctly identify the missing sound, write the corresponding letter on the board. You can use the word list below.

#### Word List

With End	No End	With End	No End
sheet	she	boot	boo
mean	me	made	may
feed	fee	shoot	shoe
treat	tree	pant	pan
mine	my	life	lie
type	tie	grape	gray
slide	sly	beet	bee
seep	see	beach	bee
shelf	shell	suit	sue

After playing the game, you might want to turn the task around. Use the second word in each pair and ask students what will happen if you add a particular sound to it (such as adding /t/ to *she*). Write the letter on the board as you say the sound. Then have students produce the word with the final sound added.

### No Last Sound

This game is similar to "No First Sound" (see p. 2), except that students discover what happens to a word when the last sound is removed. For example, say the word *time* and ask, "What word would be left if the last sound were taken away?" Students should respond "Tie." Use the following word list for this game.

#### Word List

You Say	Students Say
cart	car
made	may
bite	by
date	day
farm	far
hide	high
bike	by
flight	fly
rake	ray
pant	pan

You could also use words that don't result in another word when the final sound is deleted, such as *duck*, *duh*.

### What Is Missing? (Final Sounds)

Ask students to identify the sound that you have removed from a word. For example, say "*Treat, tree*. What sound is missing in *tree*? *Bike, bye*. What sound is missing in *bye*?"

Remember that both words do not need to be real words. For example, you might ask, "What is the sound in *dog* that is missing from *daw*?" When students correctly identify the sound, write the corresponding letter(s) on the board and repeat the sound. Use the words below.

#### Word List

With End	No End	With End	No End
meat	me	like	lie
might	my	date	day
late	lay	rake	ray
mike	my	bite	bye
sheet	she	goat	go
treat	tree	make	may

## Phoneme Categorization

Do phonological awareness activities with your students for a short amount of time every day. Work through the following suggested activities in the order shown, doing one activity per day.

### Activity 1

1. Gather pictures of muffins, daisies, turtles, cookies, radishes, noodles, pigs, and the ocean. Display them at the front of the room. Appoint a student to pick a picture from the set. Then follow the dialogue below.

**Teacher:** What is the first sound you hear in *m-m-m-muffin*? (Hold out the sound /m/ when saying the word.)

**Students:** /m-m-m/

**Teacher:** Notice what you are doing with your mouth when you hold out the initial consonant in the word *m-m-m-muffin*.

2. Continue with the other pictures, recognizing individual phonemes at the beginning.

### Activity 2

1. Fill a shoe box with items whose name begins with a single consonant. For example, pencil, book, rock, hammer, can, etc.

**Teacher:** What is the first sound you hear in /p-p-p/ *pencil*?

**Students:** /p/

**Teacher:** Notice what you are doing with your mouth when you say the initial consonant in the word /p-p-p/ *pencil*.

2. Continue recognizing initial phonemes with the other items.

### Activity 3

1. Fill a sack with items such as a cap, fan, map, belt, pot, gum, doll, ring, etc. (Use items that begin with a single consonant. When students are ready, use items that begin with a blend.)
2. Leave items in the bag and give students clues to what the items are.

**Teacher:** What's in my bag? It begins with /k-k-k/ and you can wear it.

**Students:** cap

**Teacher:** Notice what you are doing with your mouth when you say the initial consonant in the word /k-k-k/ *cap*.

3. Continue pointing out initial phonemes using the other items.

### Activity 4

1. Gather a group of picture cards that show items with names that begin with a single phoneme.
2. Tape the cards to the board.

**Teacher:** Find the pictures that begin with the sound /m/, /m/, /m/.

**Students:** (Find the cards with the same initial phoneme and say the names out loud to classmates.)

### Activity 5

**Teacher:** Let's play Guess My Name. In this game, you guess whose name I'm going to say.

**Teacher:** Someone's name begins with /n-n-n/. \*Who could it be?

**Students:** Nancy

**Teacher:** Good work. Listen carefully to other names in the classroom and guess whose name I'm going to say. (Each time, have students notice what they are doing with their mouths when they say the initial consonant in the word.)

\* If more than one student's name begins with the same sound, have students name all the possibilities.

## Activity 6

**Teacher:** What is the first sound you hear in *feet*?

**Students:** /f-f-f/

**Teacher:** What is the first sound you hear in *moss*?

**Students:** /m-m-m/

Continue the activity with the following words:

dog    mud    tag    frog

## Activity 7

1. Have students notice what they are doing with their mouths when they say the initial consonants in the words.

**Teacher:** What is the first sound in *sand*?

**Students:** /s-s-s/

**Teacher:** What is the first sound in *tiger*?

**Students:** /t-t-t/

2. Continue having students repeat the first sound in the following words:

yam            smog            fox            magic  
road            garden            mob            hippo

## Activity 8

1. Have students notice what they are doing with their mouths when they hold out the initial consonants in the words.

**Teacher:** What is the first sound in *north*?

**Students:** /n-n-n/

**Teacher:** What is the first sound in *cold*?

**Students:** /k-k-k/

2. Have students repeat the first sound in the following words:

mitten    bear    mouse    tickle  
tail soft    fox    hands

## Activity 9

**Teacher:** What is the first sound in *garden*?

**Students:** /g-g-g/

Have students repeat the first sound they hear in the following words:

mother            pizza            hopper            lettuce

## Activity 10

1. Have students notice what they do with their mouths when they hold out the initial consonants in the words.

**Teacher:** What is the first sound in *pack*?

**Students:** /p-p-p/

**Teacher:** What is the first sound in *apple*?

**Students:** /a-a-a/

2. Continue the activity with the following words:

Sid	ball	lock	pants
boots	sock	grandma	ship

## Activity 11

**Teacher:** What is the first sound in *yum*?

**Students:** /y-y-y/

**Teacher:** What is the first sound in *slug*?

**Students:** /s-s-s/

Continue the activity with the following words:

nut	green	rub	bush
soap	Josh	Gus	jug

## Activity 12

**Teacher:** Which word has a different sound at the start: *box*, *bag*, *dog*?

**Students:** dog

**Teacher:** Super! Let's try more.

tag	top	pot
Max	moss	stop

## Activity 13

**Teacher:** What sound is the same in *six*, *seven*, and *sun*?

**Students:** /s/ is the same.

**Teacher:** Excellent! Let's try some more.

dirt	dog	duck	door
gum	go	get	gown
has	here	hippo	hall
tiger	two	tan	tap
monkey	mad	magic	mom

## Activity 14

**Teacher:** What sound is the same in *mouse*, *mitten*, and *me*?

**Students:** /m/

**Teacher:** Excellent! Let's try some more.

Continue the activity with the following word groups:

fox	forest	feet
rabbit	red	roll

## Activity 15

**Teacher:** What sound is the same in *cat*, *corn*, and *come*?

**Students:** The first sound /k/ is the same.

**Teacher:** Good work! Let's try more.

lettuce	leaf	last
garden	go	gone
mother	mice	milk
feet	fix	fun

## Activity 16

**Teacher:** What sound is the same in *ship*, *shed*, and *shop*?

**Students:** /sh/

**Teacher:** Very good! Let's try more.

Jill	Jack	jump
lock	little	like
monkey	map	mitt
pack	pond	pool

## Activity 17

**Teacher:** What sound is the same in *game*, *Gus*, and *go*?

**Students:** /g/

**Teacher:** Very good! Let's try more.

mush	me	man
rag	rush	rid
tub	tag	Todd

## Activity 18

1. Have students notice what they are doing with their mouths when they say the final consonants in the words.

**Teacher:** What is the last sound you hear in *box*?

**Students:** /ks-ks-ks/

**Teacher:** What is the last sound you hear in *hat*?

**Students:** /t-t-t/

2. Have students repeat the last sound they hear in the following words:

dress	dog	glad	mud	gum
frog	top	cool	water	off

## Activity 19

1. Have students notice what they are doing with their mouths when they say the final consonants in the words.

**Teacher:** What is the last sound in *frog*?

**Students:** /g-g-g/

**Teacher:** What is the last sound in *spider*?

**Students:** /r-r-r/

2. Continue the activity with the following words:

yam	count	pig	road
garden	fowl	stop	tiger

## Activity 20

1. Have students notice what they are doing with their mouths when they hold out the final consonants in the words.

**Teacher:** What is the last sound in *rabbit*?

**Students:** /t-t-t/

**Teacher:** What is the last sound in *tail*?

**Students:** /l-l-l/

2. Continue having students repeat the last sound in the following words:

cold	bear	fox	forest
shiver	feet	soft	warm

## Activity 21

1. Have students notice what they do with their mouths when they say the final consonants in the words.

**Teacher:** What is the last sound in *earwig*?

**Students:** /g-g-g/

**Teacher:** What is the last sound in *leaf*?

**Students:** /f-f-f/

2. Continue having students repeat the last sound in the following words:

garden	visitor	corn	hid
think	pumpkin	grass	slide

## Activity 22

**Teacher:** What is the last sound in *ball*?

**Students:** /l-l-l/

Have students repeat the last sound they hear in the following words:

click	fish	trip	rain
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## Activity 23

1. Have students notice what they do with their mouths when they hold out the final consonants in the words.

**Teacher:** What is the last sound you hear in the word *trick*?

**Students:** /k-k-k/

2. Continue the activity with the following words:

your	yes	hat	put
black	out	Jim	Trish

## Activity 24

1. Have students notice what they are doing with their mouths when they say the final consonants in the words.

**Teacher:** What is the last sound you hear in *box*?

**Students:** /ks-ks-ks/

**Teacher:** What is the last sound you hear in *hat*?

**Students:** /t-t-t/

2. Have students repeat the last sound they hear in the following words:

dress	dog	glad	mud	gum
frog	top	cool	water	off

## Activity 25

1. Make several letter cards for *a*, *i*, and *o*. Glue them on craft sticks.
2. Give students each a card to play Sound Pop Up.

**Teacher:** What is the vowel sound you hear in the word *shop*? Students with the letter stand up and say the sound.

**Students:** /o-o-o/

**Teacher:** What is the vowel sound you hear in the word *hat*? Students with the letter stand up and say the sound.

**Students:** /a-a-a/

3. Continue the activity with the following words:

cap	wig	him	ham
dog	cat	hill	box

## Activity 26

1. Make several letter cards for *a*, *i*, *u*, *e*, and *o*. Glue them to craft sticks.
2. Give students a card to play Sound Pop Up.

**Teacher:** What is the vowel sound you hear in the word *bug*?

**Students:** /u-u-u/

**Teacher:** Students with the letter *u* on their sticks stand up.

**Teacher:** What is the vowel sound in the word *flop*?

**Students:** /o-o-o/

**Teacher:** Student with the letter *o* on their sticks stand up.

3. Have students repeat the vowel sound in the following words:

jump	hen	flip	snap
pond			

## Activity 27

1. Make several letter cards for *a*, *i*, *u*, *e*, and *o*. Glue them to craft sticks.
2. Give each student a card to play Sound Pop Up.

**Teacher:** What is the vowel sound you hear in the word *bed*?

**Students:** /e-e-e/

**Teacher:** Students with *e* on your cards stand up.

**Teacher:** What is the vowel sound in *fizz*?

**Students:** /i-i-i/

**Teacher:** Students with *i* on your cards stand up.

3. Have students stand and repeat the vowel sound in these words:

bug	get	thump	math
last	Mom	on	in

## Activity 28

1. Make several letter cards for *a*, *i*, *u*, *e*, and *o*. Glue them to craft sticks.
2. Give each student a card to play Sound Pop Up.

**Teacher:** What vowel sound do you hear in the word *hill*?

**Students:** /i-i-i/

**Teacher:** If you have the letter *i*, stand up.

**Teacher:** What vowel sound do you hear in the word *bog*?

**Students:** /o-o-o/

**Teacher:** If you have the letter *o*, stand up.

3. Have students stand and repeat the vowel sounds in these words:

fizz	pop	nest	sled
------	-----	------	------

## Activity 29

1. Use the *a*, *i*, *u*, *e*, and *o* letter card craft sticks made for a previous game.
2. Give each student a card to play Sound Pop Up.

**Teacher:** What vowel sound do you hear in the word *tent*?

**Students:** /e-e-e/

**Teacher:** If you have an *e*, stand up.

3. Having students stand and repeat vowel sounds in these words:

itch	chimp	best	pox
hug	pond	wet	his

## Activity 30

1. Use the letter craft sticks for *a*, *i*, *u*, *e*, and *o*.
2. Give each student a card to play Sound Pop Up.

**Teacher:** What vowel sound do you hear in the word *help*?

**Students:** /e-e-e/

**Teacher:** If you have an *e*, stand up.

**Teacher:** What vowel sound do you hear in the word *jump*?

**Students:** /u-u-u/

3. Have students stand and repeat the vowel sound they hear in these words:

bump	stop	crab	land
little	fox	click	crack



## Activity 31

1. Give each student a letter card for *a*, *i*, *e*, or *o* to play Sound Pop Up.

**Teacher:** What vowel sound do you hear in the word *skate*?

**Students:** /ā-ā-ā/. (Students with *a* on their cards stand up.)

2. Continue with the following words:

rat	game	rake	top
went	ride	plate	crate

## Activity 32

**Teacher:** What vowel sound do you hear in the word *stand*?

**Students:** /a-a-a/

**Teacher:** What vowel sound do you hear in the word *shut*?

**Students:** /u-u-u/

Continue the activity with the following words:

place	Jane	shut	hand
same	brush	watch	box

## Activity 33

**Teacher:** What vowel sound do you hear in the word *tape*?

**Students:** /ā-ā-ā/

**Teacher:** What vowel sound do you hear in the word *fast*?

**Students:** /a-a-a/

Continue the activity with the following words:

save	Wade	case	fix
his	click	zip	brace

## Activity 34

1. Have students see if they can recognize the word with the odd sound.

**Teacher:** Which of these words begins with a different sound: *cat*, *can*, *go*?

**Students:** go

2. Have students find the different sound in the following words:

hit	ball	back	broom
sad	see	fun	stop

## Activity 35

**Teacher:** Which word doesn't begin with the same sound: *cake*, *cup*, or *mouse*?

**Students:** mouse

Continue the activity with the following words:

brush	jelly	jazz
light	look	chocolate
tub	feast	fun
tail	sky	tire

## Activity 36

**Teacher:** Which word has a different initial sound: *bee*, *buzz*, *like*?

**Students:** like

Continue having students find the odd sound in the following words:

flip	flop	bunny
bee	hive	hen
little	fluffy	Lizzy

## Activity 37

1. Play the following word game with students:

**Teacher:** Which word has a different beginning sound: *mother*,

*father*, *mom*?

**Students:** father

2. Have students find the different sound in the following word groups:

bed	bath	list
thump	sun	so
math	do	month
like	last	drop

## Activity 38

**Teacher:** What word doesn't begin with the same sound: *yellow*, *yes*, *little*?

**Students:** little

Continue the activity with the following word groups:

fall	far	last	free
hill	part	pop	pen
duck	was	down	dog
hot	hen	vet	hut

### Activity 39

**Teacher:** Which word has a different beginning sound:  
*his, hunt, rug?*

**Students:** rug

Continue having students find the different beginning sound in the following word groups:

rock	run	bend	ripe
good	pet	pond	Pete
leg	sun	log	look

### Activity 40

**Teacher:** Which word has a different beginning sound: *roll, fox, fell?*

**Students:** roll

Continue having students find the different beginning sound in the following word groups:

well	pet	wet	win
food	yum	yes	you
rock	land	red	rent
mitt	mouse	nail	mom

### Activity 41

**Teacher:** Which word has the different beginning sound: *Rex, rat, lane?*

**Students:** lane

Continue the activity with the following groups of words:

ride	rake	me
name	like	love
hen	come	could
dad	down	went

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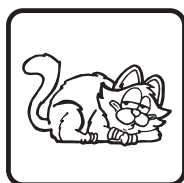
## Sound Sense Playing Cards

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Use the Sound Sense Playing Cards to play phonological games. There are 19 groups of playing cards. Each group includes 3 rhyming words.

The playing cards work best if you first copy them onto a heavier paper, such as card stock. The cards can also be colored and laminated.

# Sound Sense Playing Card Word List



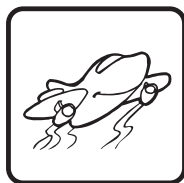
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hat



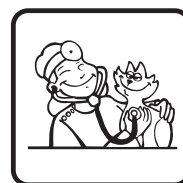
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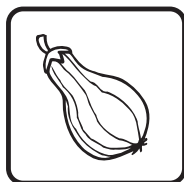
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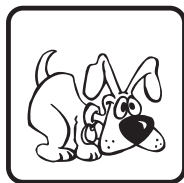
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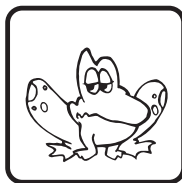
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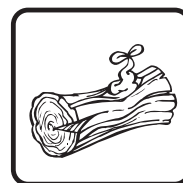
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dog



frog



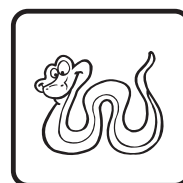
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cake



rake



snake



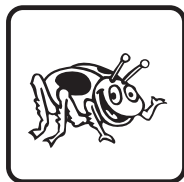
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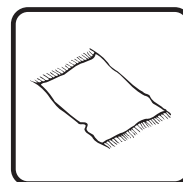
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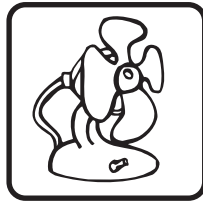
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rug



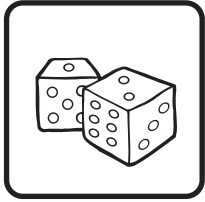
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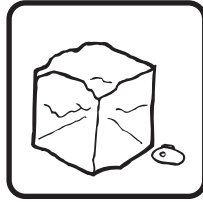
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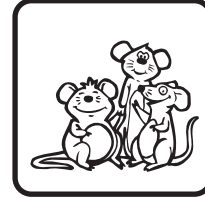
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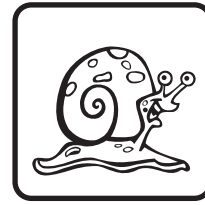
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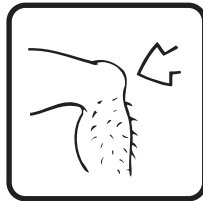
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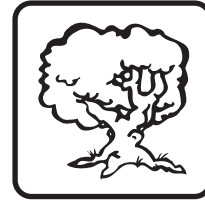
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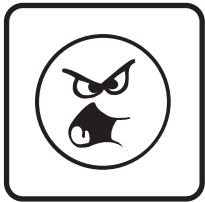
bee



knee



tree



mad



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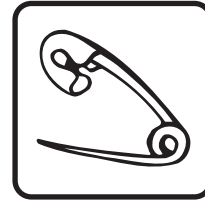
sad



chin



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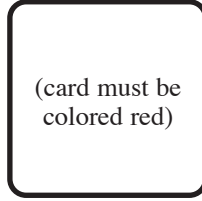
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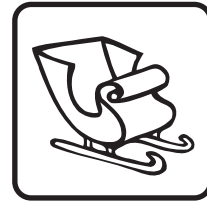
ten



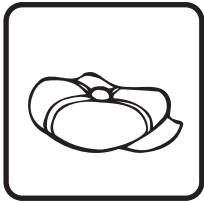
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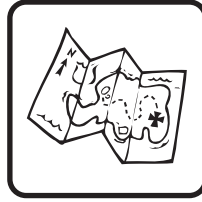
red



sled



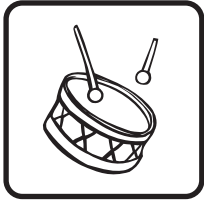
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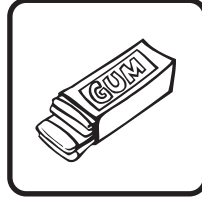
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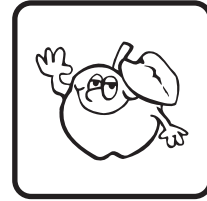
tap



drum



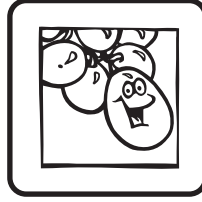
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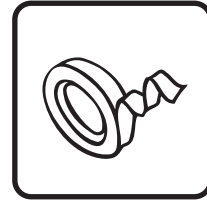
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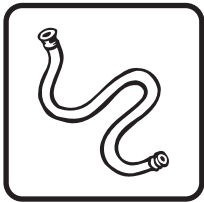
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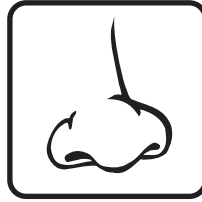
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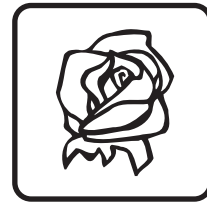
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hose

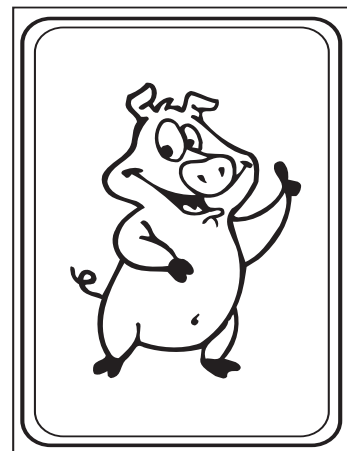
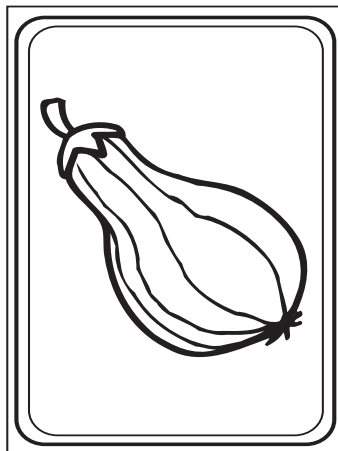
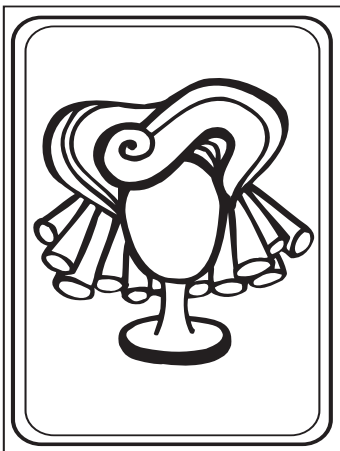
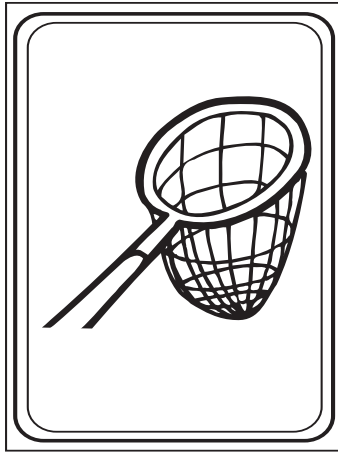
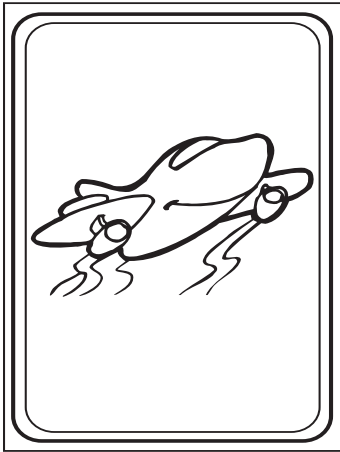
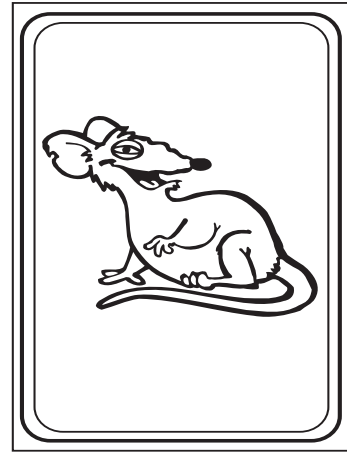
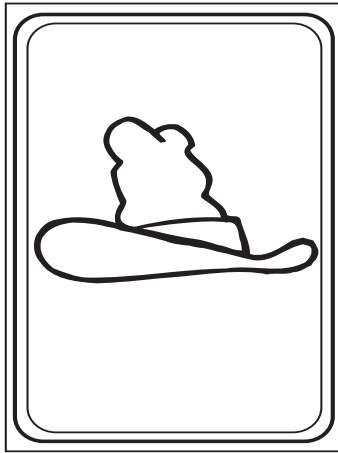


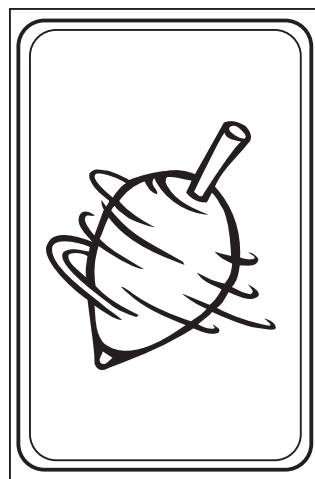
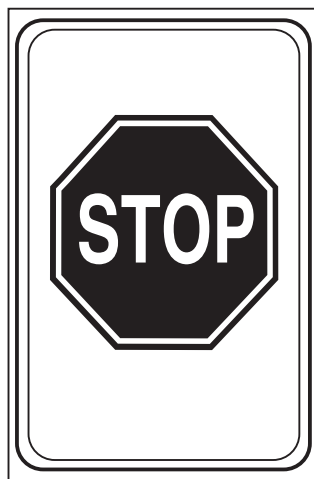
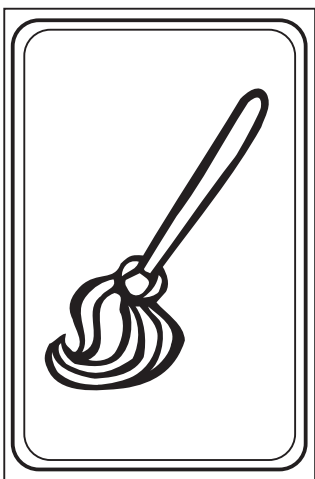
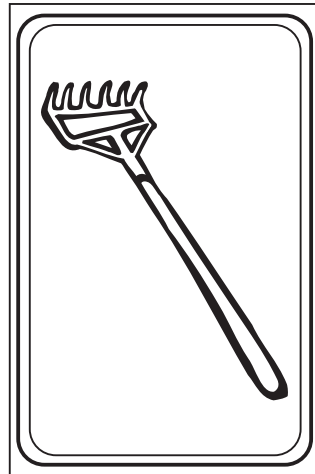
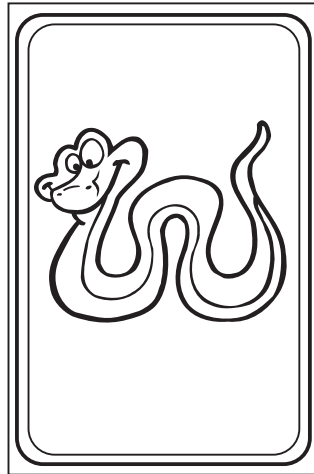
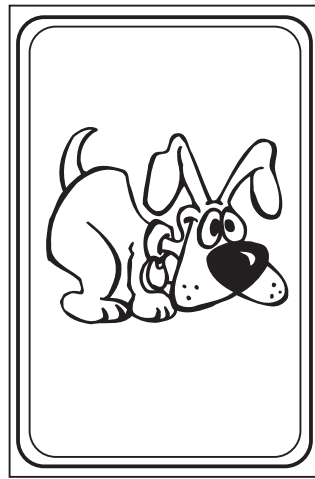
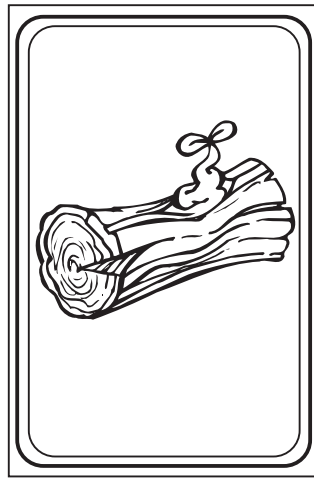
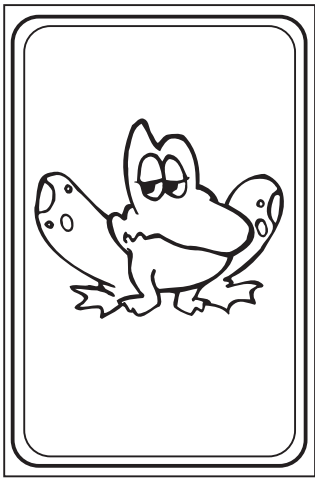
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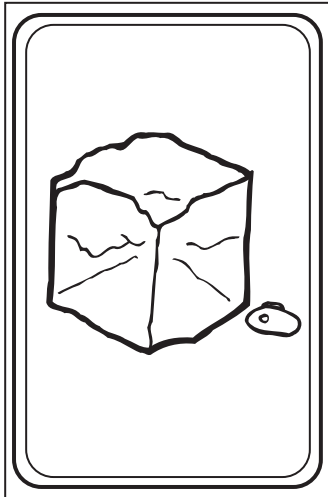
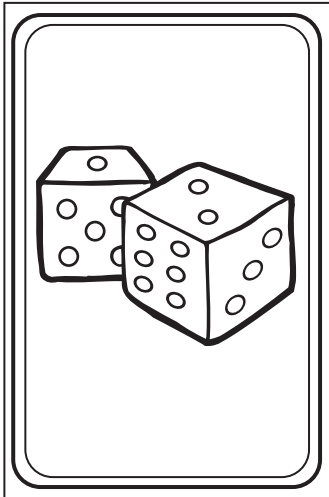
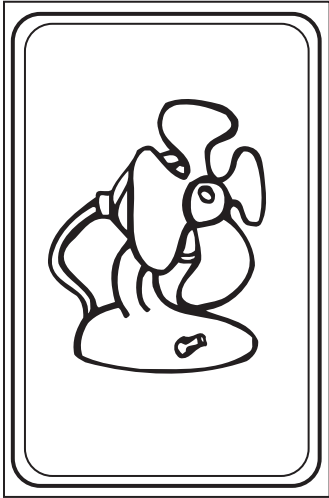
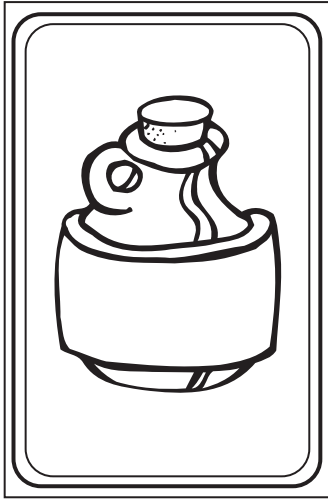
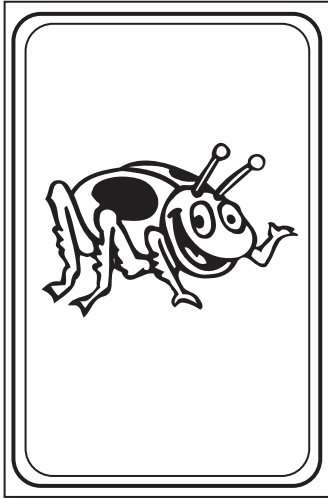
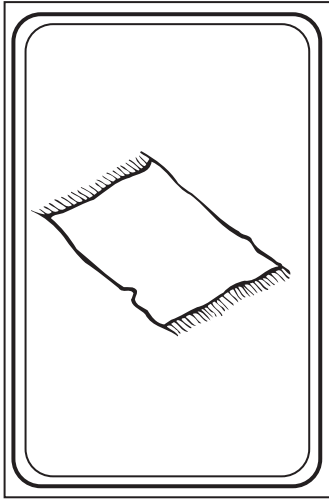
rose

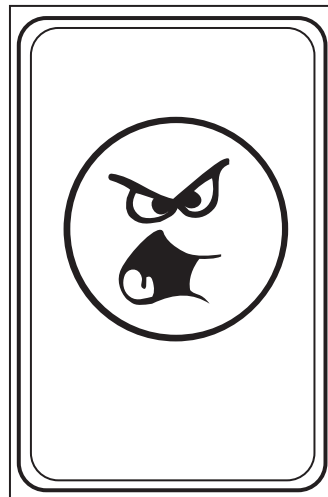
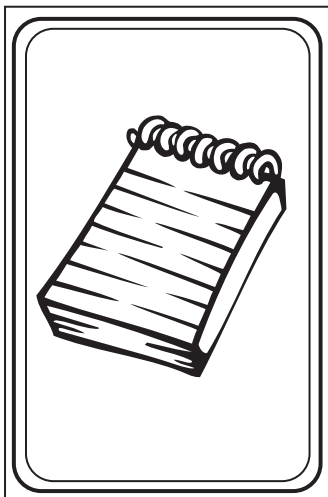
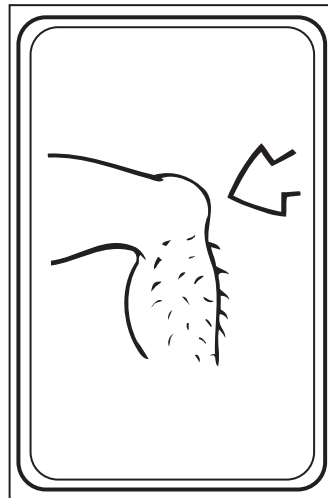
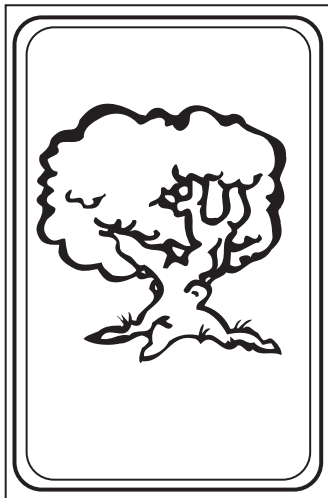
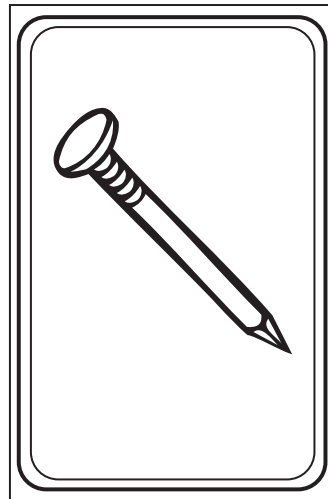
# Sound Sense Playing Cards

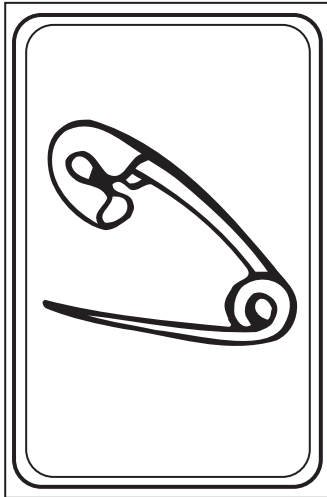




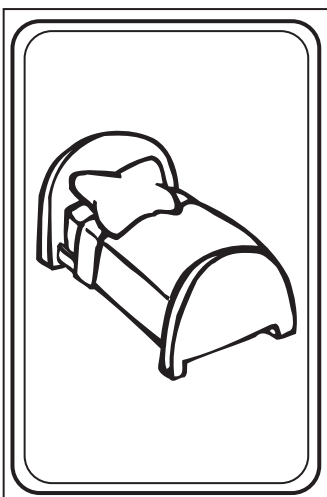
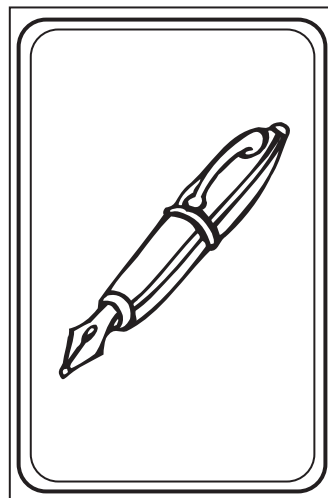
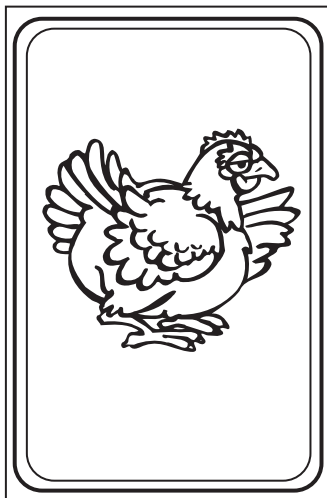








**10**



**RED**



