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/ . . /æt/.” 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**

<table>
<thead>
<tr>
<th>You Say</th>
<th>Students Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>pin</td>
<td>in</td>
</tr>
<tr>
<td>fox</td>
<td>ox</td>
</tr>
<tr>
<td>wax</td>
<td>ax</td>
</tr>
<tr>
<td>cart</td>
<td>art</td>
</tr>
<tr>
<td>red</td>
<td>Ed</td>
</tr>
<tr>
<td>mad</td>
<td>ad</td>
</tr>
<tr>
<td>fan</td>
<td>an</td>
</tr>
<tr>
<td>farm</td>
<td>arm</td>
</tr>
<tr>
<td>lark</td>
<td>ark</td>
</tr>
<tr>
<td>time</td>
<td>I’m</td>
</tr>
<tr>
<td>boat</td>
<td>oat</td>
</tr>
<tr>
<td>notch</td>
<td>itch</td>
</tr>
<tr>
<td>his</td>
<td>is</td>
</tr>
<tr>
<td>die</td>
<td>eye / I</td>
</tr>
<tr>
<td>cat</td>
<td>at</td>
</tr>
</tbody>
</table>
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

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

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

<table>
<thead>
<tr>
<th>With End</th>
<th>No End</th>
<th>With End</th>
<th>No End</th>
</tr>
</thead>
<tbody>
<tr>
<td>meat</td>
<td>me</td>
<td>like</td>
<td>lie</td>
</tr>
<tr>
<td>might</td>
<td>my</td>
<td>date</td>
<td>day</td>
</tr>
<tr>
<td>late</td>
<td>lay</td>
<td>rake</td>
<td>ray</td>
</tr>
<tr>
<td>mike</td>
<td>my</td>
<td>bite</td>
<td>bye</td>
</tr>
<tr>
<td>sheet</td>
<td>she</td>
<td>goat</td>
<td>go</td>
</tr>
<tr>
<td>treat</td>
<td>tree</td>
<td>make</td>
<td>may</td>
</tr>
</tbody>
</table>
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-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-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.
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.
Activity 16
Teacher: What sound is the same in ship, shed, and shop?
Students: /sh/
Teacher: Very good! Let’s try more.
Activity 17
Teacher: What sound is the same in game, Gus, and go?
Students: /g/
Teacher: Very good! Let’s try more.
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

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
   - went
   - game
   - ride
   - rake
   - plate
   - top
   - 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
   - same
   - Jane
   - hand
   - 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
   - his
   - Wade
   - click
   - case
   - zip
   - fix
   - watch
   - box

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
   - sad
   - ball
   - back
   - broom
   - 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:

<table>
<thead>
<tr>
<th>rock</th>
<th>run</th>
<th>bend</th>
<th>ripe</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>pet</td>
<td>pond</td>
<td>Pete</td>
</tr>
<tr>
<td>leg</td>
<td>sun</td>
<td>log</td>
<td>look</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>well</th>
<th>pet</th>
<th>wet</th>
<th>win</th>
</tr>
</thead>
<tbody>
<tr>
<td>food</td>
<td>yum</td>
<td>yes</td>
<td>you</td>
</tr>
<tr>
<td>rock</td>
<td>land</td>
<td>red</td>
<td>rent</td>
</tr>
<tr>
<td>mitt</td>
<td>mouse</td>
<td>nail</td>
<td>mom</td>
</tr>
</tbody>
</table>

Activity 41

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

Students: lane

Continue the activity with the following groups of words:

<table>
<thead>
<tr>
<th>ride</th>
<th>rake</th>
<th>me</th>
</tr>
</thead>
<tbody>
<tr>
<td>name</td>
<td>like</td>
<td>love</td>
</tr>
<tr>
<td>hen</td>
<td>come</td>
<td>could</td>
</tr>
<tr>
<td>dad</td>
<td>down</td>
<td>went</td>
</tr>
</tbody>
</table>
Sound Sense Playing Cards

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

- cat
- jet
- fig
- dog
- cake
- mop
- bug
- hat
- net
- pig
- frog
- rake
- stop
- jug
- rat
- vet
- wig
- log
- snake
- top
- rug
can  fan  van

dice  ice  mice

jail  nail  snail

bee  knee  tree

mad  pad  sad

chin  fin  pin

hen  pen  ten

10
bed  red  sled

cap  map  tap

drum  gum  plum

cape  grape  tape

hose  nose  rose
Sound Sense Playing Cards

<table>
<thead>
<tr>
<th>Card 1</th>
<th>Card 2</th>
<th>Card 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cat</td>
<td>Hat</td>
<td>Mouse</td>
</tr>
<tr>
<td>Car</td>
<td>Net</td>
<td>Chef</td>
</tr>
<tr>
<td>Dress</td>
<td>Squash</td>
<td>Pig</td>
</tr>
</tbody>
</table>