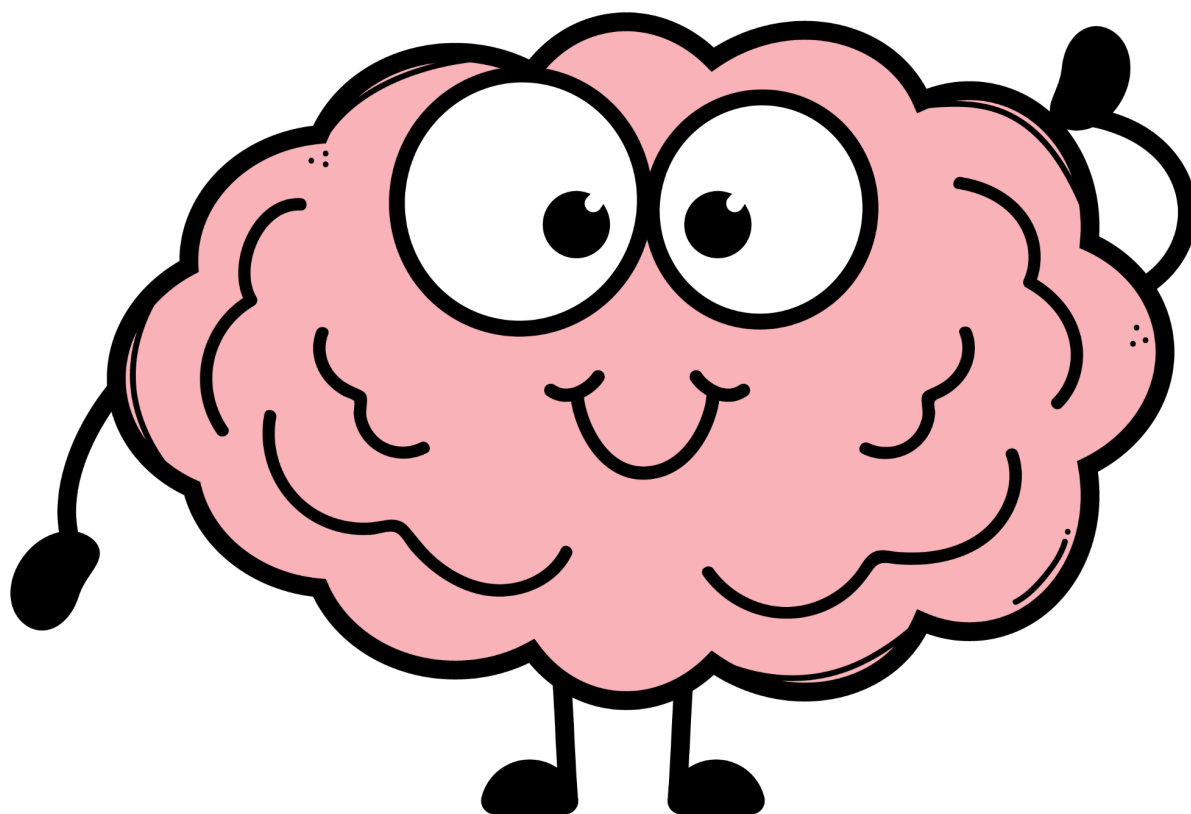


Phonological Awareness Activities & Games

Aligned to Interventions for All: Phonological Awareness K-2



Concept of a Spoken Word

Twinkle Twinkle Little Star

Materials Needed:

- Dark blue or black construction paper, with six horizontal lines drawn with white crayon (see image)
- Foil star stickers

Skills Addressed:

- Phonics
 - Left to right directionality of text
- Phonological Awareness
 - Identifying individual words
- Fine Motor
 - Peeling, sticking stickers onto paper
- Sitting, Attending, Following Instructions



Instructions:

1. Slowly sing the first stanza of the song "Twinkle Twinkle Little Star" as you encourage the child to stick one sticker on for each word.
2. Practice singing the song over again as you or the child points to each word that is sung.
3. Encourage the child to "show off" to other adults for extra practice.
4. If the child needs more practice with this skill, similar activities can be done with other songs/nursery rhymes, such as "Row Row Row Your Boat" or "The Itsy Bitsy Spider," with coordinating themed stickers.

Rhyme Recognition

Dance Party

Materials Needed:

- Your child's favorite music
- Word Pair List

Skills Addressed:

- Phonological Awareness
 - Rhyme Recognition
- Following Instructions

Instructions:

1. Tell your child that you are going to say two words, and if they rhyme (you can explain if they have the same ending sound), then it's time to dance. If they don't rhyme, it's time to freeze.
2. With the music off, say two words. Wait for your child's response.
 - a. If the words rhyme and your child starts to dance, turn the music on and dance with them.
 - b. If the words do not rhyme and your child freezes, leave the music off but make it fun by freezing yourself in some silly position.
 - c. If they make an error, laugh it off and make the correction in a light-hearted way.
3. Several word pair sets are provided, so you can play this game several times if your child needs to develop this skill.

Rhyme/Don't Rhyme Word Pairs

| | | |
|---|--|--|
| can/man bounce/chair tree/bee star/car line/look funny/bunny | weight/plate rhyme/dime chair/chip trip/flip don't/dry air/fair | silly/Billy why/cry blame/game just/jump where/there joy/boy |
| ounce/bounce cat/hat late/listen run/ran nope/soap hand/sand | ready/Freddy lake/bake bear/boy bear/care water/daughter swim/climb | paper/patio look/book you/two ski/scared goat/float thrive/hive |

Rhyme Completion

Rhyme & Catch

Materials Needed:

- Rhyme phrase list on page 13
- A soft ball of any kind

Skills Addressed:

- Phonological Awareness
 - Rhyme Completion
- Hand/Eye Coordination
 - Catching/Throwing/Rolling
- Attending, Following Instructions

Instructions:

1. Depending on your child's catching ability, position yourself an appropriate distance apart from each other, both sitting or both standing, ready to throw or roll the ball to the child.
2. Say the first part of the rhyming phrase (blue font), and then throw or roll the ball to the child, prompting them to try to finish the phrase with a rhyme as they throw or roll the ball back to you.
 - a. Note: if the word or non-word that the child chooses rhymes, it counts as a "win" even if it is not the intended rhyme written in red.
3. Repeat this process through the rest of the phrases
4. Repeat this game as many times as is fun for your child, especially if they need practice coming up with rhymes.

Game 1

1. I'll say some words, you can rhyme them all, as we throw and catch the (ball).
2. Some words sound the same at the end, like lend and fend, and send and (bend)
3. I like to ride in fancy cars, and look up at night to see the (stars).
4. On the branch there is a twig, it's pretty small, not very (big).
5. I'll go to the farm, I don't know when, but once I'm there, I'll feed the (hen).
6. I like this game where we can rhyme, we can do it all the (time).

Game 2

1. I'll say some words, you can rhyme them all, as we throw and catch the (ball).
2. The genie said to make a wish, so I asked him for a hundred (fish).
3. Hurry up, get on the train! It looks like it's about to (rain).
4. My broccoli looked like tiny trees, until I covered it all with (cheese).
5. I don't have a dog, I have a cat. On her head, she wears a (hat).
6. The superhero can fly for hours, because he has some super (powers).

Game 3

1. I'll say some words, you can rhyme them all, as we throw and catch the (ball).
2. We just got into the car, we're going to drive it really (far).
3. Let me sing you a song, it's short, not very (long).
4. A little wind is called a breeze, it can shake the leaves on the (trees).
5. At the farm I saw a hog, then I went home and, pet my (dog).
6. I raked the leaves into a big heap, now I'm so tired, I'll go to (sleep).

Game 4

1. I'll say some words, you can rhyme them all, as we throw and catch the (ball).
2. On his finger is a ring, he's not the Queen, he is the (King).
3. I like to swim, It's pretty great; I'll leave early so I'm not (late).
4. I know a boy, his name is Bruce, his favorite drink is orange (juice).
5. The leaves under my feet crunch, look over there, I see a (bunch).
6. For my birthday I will have cake, it's one my dad knows how to (bake).

Rhyme Production

Rhyme BINGO

Materials Needed:

- BINGO cards, images, and markers (pg 7-15) printed on cardstock
- A small box, hat, or other container to pull the BINGO images from

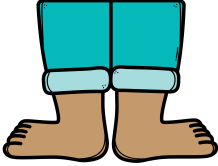


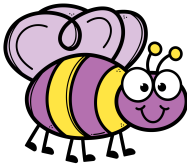
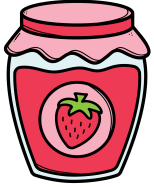



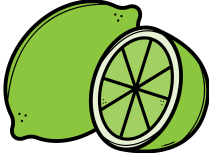
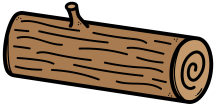



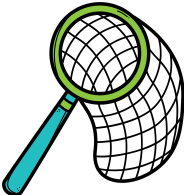
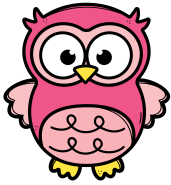
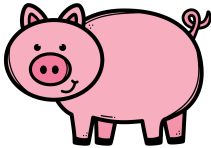

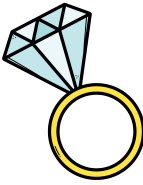
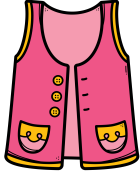

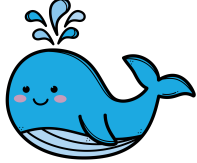

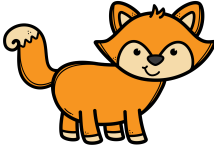

Skills Addressed:

- Phonological Awareness
 - Rhyme Production
- Attending, Following Instructions, Turn-Taking

Instructions:

1. Cut out the images and markers on pages 13-15
2. Place the images in a container, the markers within reach, and pass one BINGO card to each player
3. Introduce a game of BINGO in which players come up with rhymes in order to put their marker on a space.
4. Alternate turns, blindly drawing a BINGO image from a container
5. If any player has that image on their card, they must first say one word that rhymes with it before covering that space with a marker.
 - a. Nonsense rhymes are acceptable
 - b. Help the child if they don't know a rhyme.
6. The first player to get 5 in a row (vertically, horizontally, or diagonally) shouts BINGO and is the winner.

| | | | | |
|---|---|---|--|---|
| B | I | N | G | O |
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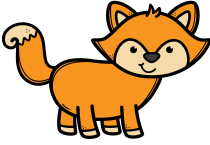
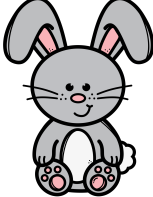
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|---|---|---|--|---|
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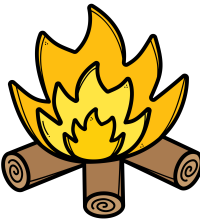
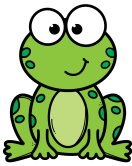

a.

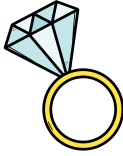

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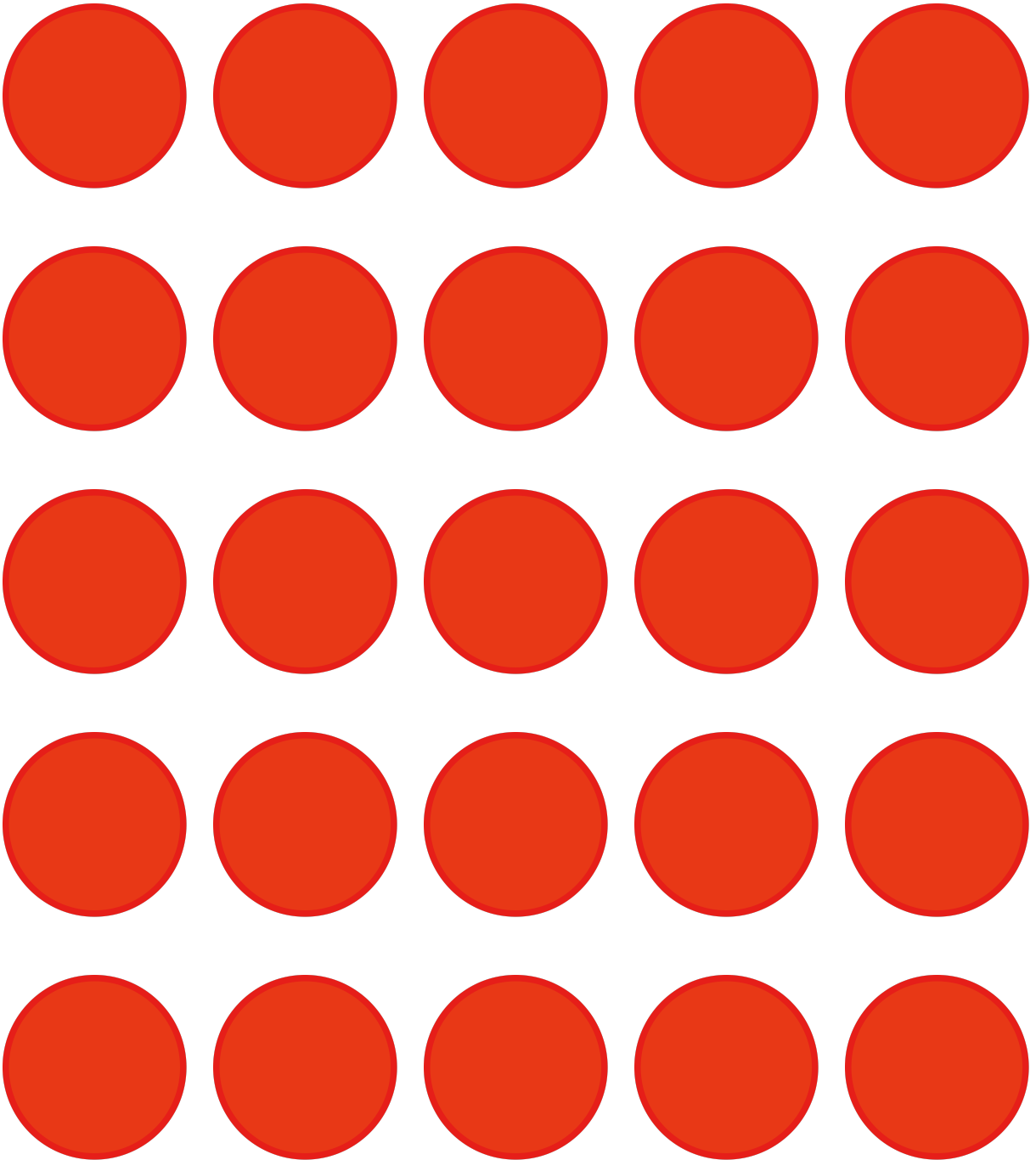
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| B | I | N | G | O |
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| | | | |
|---|---|---|--|
|  ant |  ball |  bee |  bird |
|  bike |  boat |  bug |  bunny |
|  cake |  cat |  cherry |  cow |
|  dog |  drum |  eyes |  flower |
|  feet |  fire |  fox |  frog |
|  hat |  hose |  jam/jelly |  key |

| | | | |
|--|--|---|--|
|  <p>king</p> |  <p>kite</p> |  <p>lake</p> |  <p>lime</p> |
|  <p>log</p> |  <p>money</p> |  <p>moon</p> |  <p>mouse</p> |
|  <p>nest</p> |  <p>net</p> |  <p>owl</p> |  <p>pants</p> |
|  <p>pig</p> |  <p>rain</p> |  <p>ring</p> |  <p>shark</p> |
|  <p>snake</p> |  <p>sun</p> |  <p>train</p> |  <p>vest</p> |
|  <p>vet</p> |  <p>whale</p> |  <p>wave</p> |  <p>zoo</p> |

Markers for BINGO

Print this page several times to get the needed number of markers



Syllable Blending

Ice Cream Shop (part 1)

Materials Needed:

- Page 17-19, printed
- Glue stick
- Construction paper, any color

Skills Addressed:

- Phonological Awareness
 - Syllable Blending
- Attending, Following Instructions

Instructions:

1. Cut out the images on pages 17 & 19
2. Help your child glue the cones near the bottom of the paper.
3. Challenge the child to figure out the words you are saying when you say them in a silly way.
4. Then, say any 2, 3, or 4-syllable word with a slight pause between the syllables. For example, you would say window like this: "win...dow."
5. As you say each syllable, give the child one "ice cream scoop" per syllable.
6. Encourage the child to try to say the word they just heard.
 - a. If they do, congratulate them.
 - b. If they do not, say the word yourself and try a new word with them.
7. It can be helpful to use ice cream flavor words along with the expected color for the first one or two words while the child gets the hang of the activity but switch to other, non-ice cream-related words soon thereafter. (suggested word list on pg.19)
8. As they say the word, the child glues the ice cream scoops onto a cone.





Syllable word list for Ice Cream Shop (or come up with your own)

| Two-Syllable Words | Three-Syllable Words | Four-Syllable Words |
|--------------------|----------------------|---------------------|
| lem/on | straw/ber/ry | e/le/vat/tor |
| mu/sic | va/nil/la | wa/ter/me/lon |
| col/or | Sa/tur/day | har/mo/ni/ca |
| ti/ger | e/le/phant | kin/der/gar/ten |
| play/ing | fan/ta/stic | he/li/cop/ter |
| rock/et | mu/si/cal | all/i/ga/tor |
| din/ner | jell/y/fish | ce/le/bra/tion |
| can/dy | le/mo/nade | di/sco/ver/y |
| pupp/et | ho/li/day | in/vi/ta/tion |
| li/zard | a/cro/bat | de/li/ver/y |

Syllable Segmentation

Ice Cream Shop (part 2)

Materials Needed:

- Page 21-23 of this document, printed
- Glue stick
- Construction paper, any color

Skills Addressed:

- Phonological Awareness
 - Syllable Segmenting
- Attending, Following Instructions, Turn-Taking

Instructions:

1. Cut out the images on pages 14 & 15.
1. Help your child glue the cones near the bottom of the paper.
2. Place the pile of cut-out ice cream scoops within the child's reach.
3. Challenge the child to figure out how many syllables are in a given word.
4. Say a 1,2,3 or 4-syllable word normally, and ask the child to glue one scoop per syllable on top of a cone. Assist as needed.
5. Continue this until all cones have ice cream scoops.
6. If this seems difficult for the child, you can replace this activity with a modified version of Ice Cream Shop part 1 (found in the letter H activity packet). Instead of only the child making the collage, take turns being the one who says the words and the one who glues the ice cream scoops. This way, the child gets more practice with syllable blending, alternating with opportunities to try syllable segmenting with a physical prompt (the ice cream scoops).





Syllable word list for Ice Cream Shop (or come up with your own)

| One-Syllable Words | Two-Syllable Words | Three-Syllable Words | Four-Syllable Words |
|--------------------|--------------------|----------------------|---------------------|
| mint | cam/el | di/no/saur | e/le/vat/tor |
| hat | ex/it | po/ta/to | wa/ter/me/lon |
| jump | vis/it | vi/o/lin | har/mo/ni/ca |
| swim | pa/per | ra/di/o | kin/der/gar/ten |
| peach | be/gin | me/di/cine | he/li/cop/ter |
| fun | ro/bot | jell/y/fish | all/i/ga/tor |
| sing | rob/in | com/pu/ter | ce/le/bra/tion |
| home | ta/ble | cir/cu/lar | di/sco/ver/y |
| win | dri/ver | kan/ga/roo | in/vi/ta/tion |
| play | he/ro | sub/ma/rine | de/li/ver/y |

Syllable Deletion

Playdough Smash

Materials Needed:

- Page 25, for reference
- Playdough, any color

Skills Addressed:

- Phonological Awareness
 - Syllable Deletion
- Fine Motor
 - Hand Strength
- Attending, Following Instructions, Turn-Taking

Instructions:

1. Roll two playdough balls and tell the child that you are going to play a game with words.
 - a. Point to the ball on the left and say "this ball is 'tooth'"
 - b. Point to the ball on the right and say "and this ball is 'paste'".
 - c. Move the balls close together and ask the child if they know what the word is together. If they don't know, tell them (toothpaste).
2. Smash the ball on the right and ask them what part of the word is remaining. If they don't know, tell them (tooth).
3. Continue this way with other words, starting with two-syllable compound words and then moving to regular, two-syllable words
 - a. Sometimes smash the ball on the left, and sometimes smash the ball on the right.
 - b. For an extra challenge, you can make three balls and offer three-syllable words (smashing either the first or last syllable ball).
 - c. A list of sample words is available on pg 13 or make up your own.
4. Take turns if the child finds that enjoyable (accept any word or non-sense word they contribute).

Syllable word list for Playdough Smash (or come up with your own)

| Two-Syllable Compound Words | Regular Two-Syllable Words | Three-Syllable Words |
|-----------------------------|----------------------------|----------------------|
| tooth/paste | rab/bit | la/dy/bug |
| sun/shine | sail/or | pine/ap/ple |
| hot/dog | pi/lot | jel/ly/fish |
| swim/suit | de/cide | drag/on/fly |
| cup/cake | chil/dren | sun/flow/er |
| hair/brush | pump/kin | en/vel/ope |
| bare/foot | or/chard | man/a/tee |
| dog/house | com/pete | bas/ket/ball |
| basket/ball | mon/key | hum/ming/bird |
| rain/bow | bub/ble | croc/o/dile |

Phoneme Isolation of Initial Sound

Run the Bases

Materials Needed:

- Chalk or Masking Tape
- A softball, such as a beach ball or foam ball
- Page 27 for reference

Skills Addressed:

- Phonological Awareness
 - Phoneme Isolation of Initial Sound
- Attending, Following Instructions

Instructions:

1. Set up a baseball-style "diamond" in whatever space you have available.
 - a. If it is outside, you can use chalk to mark the bases
 - b. If it is inside, you can use masking tape on the floor to mark the bases
2. Introduce a game, similar to baseball in which the child gets to run to a base after they identify the beginning sound of a word.
 - a. The child starts at home plate, and you are on the "pitching mound".
 - b. Throw or roll the ball to the child, as you say a word.
 - i. *note, take care to not give words that start with consonant blends, such as train, stem, or blink (see pg 27 for possible words to use).
 - c. The child then says the beginning sound of the word, throws the ball back to you and gets to run to the first base.
 - d. Throw or roll the ball again to them while they are on first and say another word.
 - i. They can again throw the ball back to you as they say the beginning sound of the new word and run to the next base.
 - e. Continue until they get "home" and then switch so that you are the base runner this time and they are the pitcher.
 - f. Continue as long as it remains fun.

Possible words to use for Run the Bases (or come up with your own)

- Cat
- Ball
- Run
- Fun
- Sing
- Ride
- Time
- Chair
- Ship
- Ant
- Hair
- Door
- Zebra
- Gopher
- Monkey
- Yellow
- Igloo
- Lemon
- Octopus
- Walrus
- Noodle
- Poodle

Phoneme Isolation of Final Sound

Flower Garden

Materials Needed:

- Pages 29-34, printed (or, only page 34, see note below)
 - This activity will take a lot of printer ink. If you would prefer, draw 4 flowers on 4 pieces of paper and only print out page 34. You can get creative this way too; for example: if your child is into dump trucks, draw those instead of flowers and then do the rest of the activity as follows.

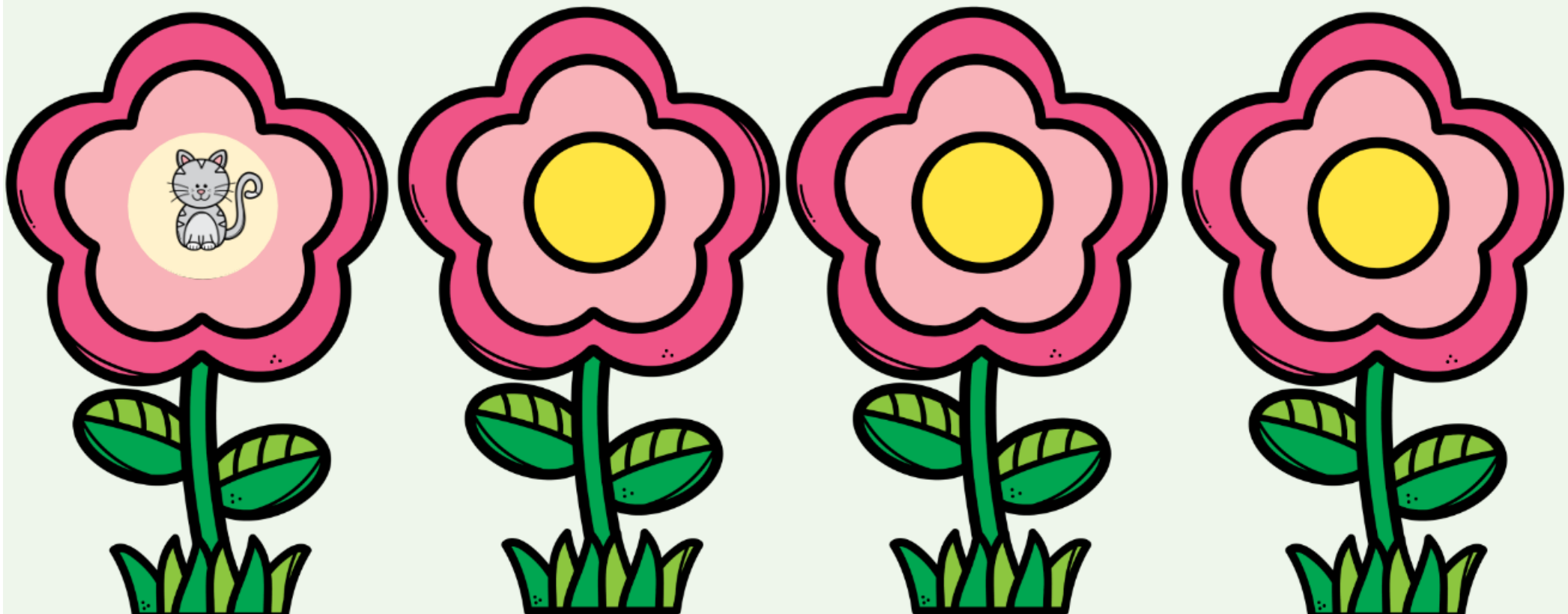
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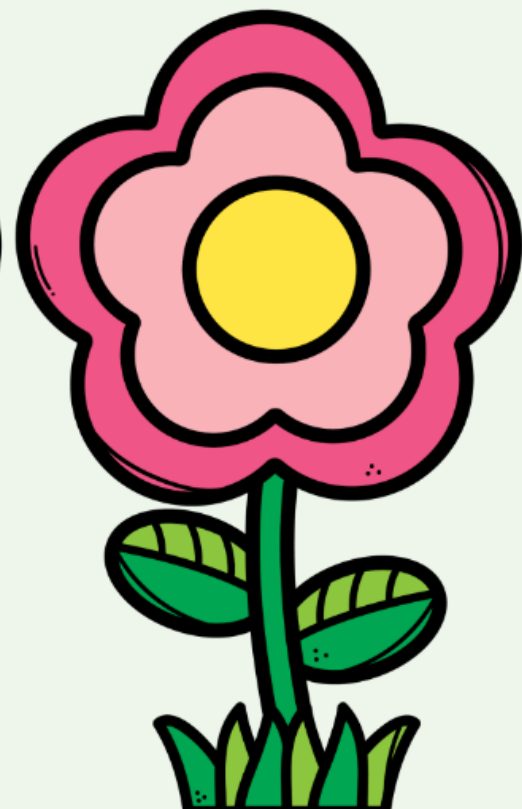
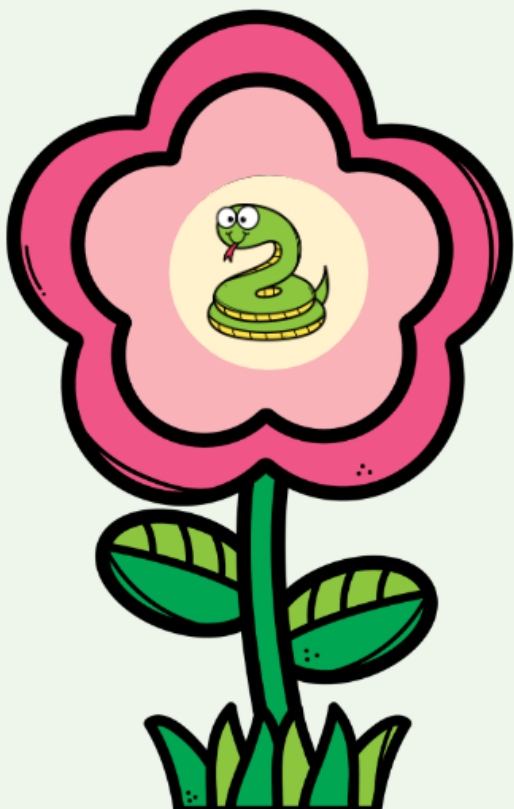
- Phonological Awareness
 - Phoneme Isolation of Final Sound
- Sitting, Attending, Following Instructions

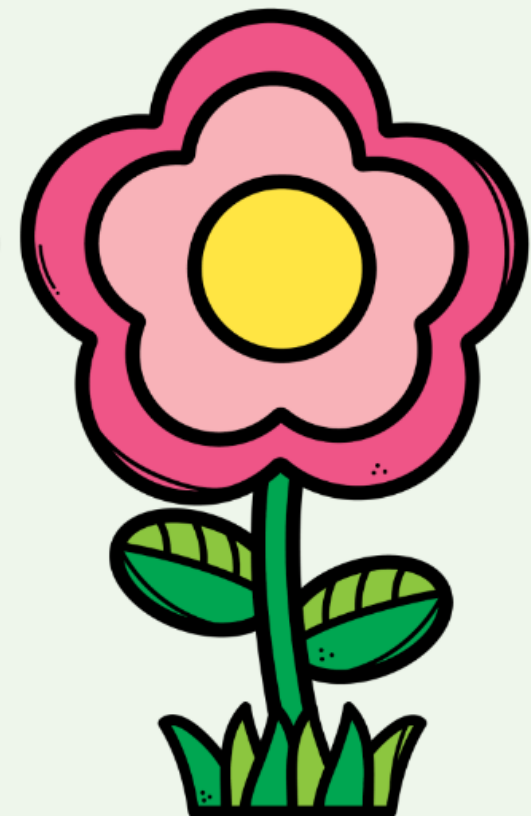
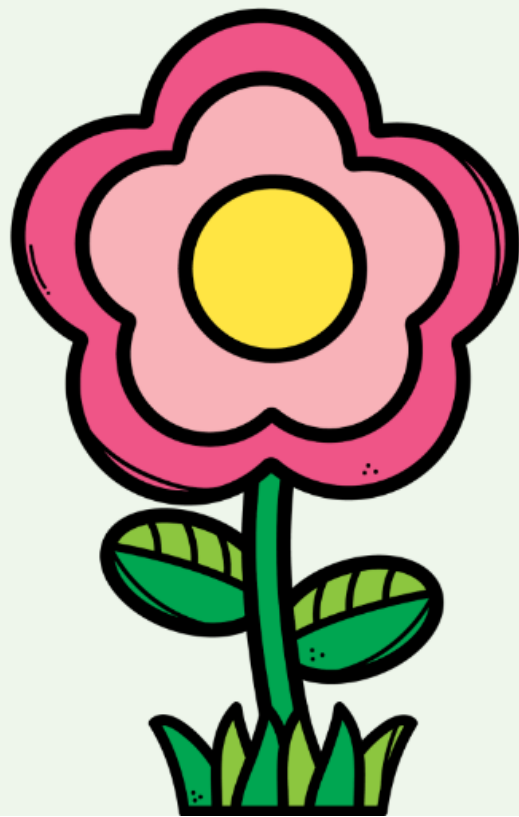
Instructions:

1. Cut out the circles on page 34, and shuffle them around so that they are in random order.
2. Help the child sort the images by ending sounds and gluing them into the appropriate flower garden.











Phoneme Blending Onset & Rime

Lego Build

Materials Needed:

- 12+ Legos of similar size/shape
 - If you don't have legos, any stacking blocks will do. If you don't have those, any two toys that go together are fine (pairs of cars, pairs of plastic toy animals, etc)
- Page 35 for reference

Skills Addressed:

- Phonological Awareness
 - Phoneme Blending: Onset and Rime
- Fine Motor Development
 - Hand Strength
- Sitting, Attending, Following Instructions

Instructions:

1. Plan a lego build with the child, in which you can incorporate at least 6 pairs of legos, stuck together in twos.
2. Then, challenge the child to figure out what word you are saying when you say it in a silly way.
3. Say a word from page 35 with a slight pause between the onset and rime. For example, you would say fall like this: "f...all."
4. As you say each part of a word, give the child one lego per part.
5. Encourage the child to try to say the word they just heard as they snap the two lego pieces together.
 - a. If they say it correctly, congratulate them.
 - b. If they do not, say the word yourself and try a new word with them.
6. Once you have gone through all six words, use the lego pairs to build something fun with the child.

Onset/rime word list

Several Words Sets are provided for additional practice opportunities

| | | |
|---|---|---|
| <ul style="list-style-type: none">• c/at• h/op• c/ake• b/one• f/ound• sh/ake | <ul style="list-style-type: none">• t/ail• d/ime• s/ink• p/et• sh/ark• bl/ow | <ul style="list-style-type: none">• b/ake• p/an• h/and• p/ig• f/un• st/op |
| <ul style="list-style-type: none">• g/oat• d/og• w/orm• ph/one• p/en• sl/eep | <ul style="list-style-type: none">• f/ig• t/ap• c/ar• r/at• h/orse• cl/iff | <ul style="list-style-type: none">• c/ake• f/ace• n/est• d/ot• f/all• sk/unk |

Phoneme Blending All Phonemes

Macaroni Necklace

Materials Needed:

- Uncooked, hollow pasta, (such as macaroni, penne, or rigatoni)
- Food coloring - two colors
- Vinegar
- Plastic zip-top bags - quart or gallon size
- Cookie Sheet
- Paper Towels
- Yarn or string
- Word List on pg 38, for reference

Skills Addressed:

- Phonological Awareness
 - Phoneme Blending: All Phonemes
- Fine Motor Development
 - Stringing pasta
- Sitting, Attending, Following Instructions

Instructions:

1. To make the colorful pasta:
 - a. Separate the pasta into two zip-top plastic bags, one for each desired color.
 - b. In a small bowl, mix together 1 tsp vinegar with several drops of food coloring and combine.
 - c. Pour the mixture over the dry pasta, seal the bag and shake/gently massage to coat the pasta.
 - d. Repeat this process for the other color in the other bag.
 - e. Spread the wet pasta onto a cookie sheet lined with several layers of paper towels to dry.
2. Once your colorful pasta is dry, make a macaroni necklace with the child in the following way:
 - a. First, have the child decide on one color to represent words, and one color to represent a space between words.
 - b. Grab a handful of pasta of the color designated to represent words, and say a word from the provided list, slowly segmenting each sound as shown.
 - i. As you do this, hand the child one macaroni per sound (phoneme).
 - c. Let the child string the given macaroni as they put the sounds together to say the word.
 - d. Then, give the child one pasta of the other color to mark the division between that word and the next, and let them string that.

- e. Pick up some more pasta of the color designated to represent words, and say another word from the provided list, slowly segmenting each sound as shown.
 - i. As you do this, hand the child one macaroni per sound (phoneme).
- f. Give the child one pasta of the other color to mark the division between that word and the next, and let them string that.
- g. Continue this way until all 6 words have been strung onto the necklace.
- h. Let the child "show off" their necklace, giving them another opportunity to blend those phonemes.

Phoneme Blending (All Phonemes) Word List

Several Words Sets are provided for additional practice opportunities

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • /g/ /o/ • /c/ /a/ /t/ • /ch/ /i/ /p/ • /o/ /l/ /d/ • /w/ /i/ /n/ • /s/ /t/ /r/ /i/ /ng/ | <ul style="list-style-type: none"> • /h/ /i/ • /th/ /i/ /s/ • /l/ /i/ /ck/ • /d/ /o/ /g/ • /g/ /e/ /t/ • /f/ /l/ /i/ /p/ | <ul style="list-style-type: none"> • /sh/ /oe/ • /a/ /l/ /oe/ • /h/ /u/ /g/ • /r/ /o/ /ck/ • /b/ /oa/ /t/ • /s/ /n/ /a/ /ck/ |
| <ul style="list-style-type: none"> • /m/ /e/ • /t/ /o/ /p/ • /d/ /a/ /d/ • /sh/ /e/ /d/ • /h/ /i/ /ll/ • /d/ /e/ /s/ /k/ | <ul style="list-style-type: none"> • /b/ /ee/ • /c/ /a/ /n/ • /b/ /u/ /n/ • /r/ /a/ /n/ • /w/ /i/ /sh/ • /f/ /l/ /a/ /g/ | <ul style="list-style-type: none"> • /t/ /oo/ • /m/ /o/ /m/ • /b/ /a/ /t/ • /f/ /o/ /r/ • /l/ /a/ /b/ • /s/ /a/ /n/ /d/ |

Phoneme Segmentation

Paper Plate Maraca

Materials Needed:

- Two paper plates
- 30-40 dry beans
- Stapler
- Markers
- Page 40 to refer to

Skills Addressed:

- Phonological Awareness
 - Phoneme Segmentation
- Music
 - Rhythm
- Sitting, Attending, Following Instructions

Instructions:

1. Tell the child that you are going to say a word, and give them one bean for each sound in the word.
2. Do the first one yourself, as an example.
 - a. Say the word *bean*, and then get three beans and say each sound (phoneme) in the word separately "/b/ /ea/ /n/". As you say each sound, drop one bean per sound onto the paper plate.
3. Now, say the words from the list on page 40, handing the child the appropriate number of beans and encouraging them to drop one bean on the plate per sound in the word (help them if they need help).
4. For the last word in the list, see if the child can determine how many beans they should take (how many sounds are in the word). Again, helping if needed.
5. Once all of the beans have been dropped onto the plate, place the other plate on top, and staple to seal the beans inside.
6. Allow the child to decorate their maraca and enjoy making music!
 - a. Bonus activity, have the child shake to the phonemes in new words.

Phoneme Segmenting Word List

Several Words Sets are provided for additional practice opportunities

| | | |
|--|---|--|
| <ul style="list-style-type: none">• /h/ /i/• /s/ /i/ /t/• /ch/ /u/ /g/• /g/ /e/ /t/• /p/ /l/ /a/ /n/• /t/ /r/ /a/ /ck/ | <ul style="list-style-type: none">• /m/ /e/• /l/ /i/ /p/• /c/ /oa/ /l/• /t/ /e/ /n/• /f/ /l/ /a/ /bt/• /d/ /e/ /s/ /k/ | <ul style="list-style-type: none">• /b/ /e/• /k/ /i/ /t/• /h/ /a/ /t/• /s/ /u/ /n/• /sh/ /o/ /p/• /s/ /t/ /e/ /p/ |
| <ul style="list-style-type: none">• /t/ /oo/• /c/ /a/ /b/• /h/ /o/ /t/• /h/ /a/ /d/• /l/ /u/ /n/ /ch/• /p/ /o/ /ck/ /e/ /t/ | <ul style="list-style-type: none">• /s/ /ee/• /b/ /e/ /ll/• /a/ /s/ /k/• /b/ /i/ /b/• /sh/ /ou/ /t/• /p/ /a/ /p/ /er/ | <ul style="list-style-type: none">• /b/ /oo/• /c/ /a/ /p/• /m/ /o/ /p/• /w/ /i/ /ll/• /h/ /o/ /g/• /s/ /n/ /ea/ /k/ |

Phoneme Deletion of Initial Sound

Tasty Sounds, part 1

Materials Needed:

- Goldfish crackers, popcorn, grapes, cashews, or any snack made up of many small pieces
- Page 42, for reference

Skills Addressed:

- Phonological Awareness
 - Phoneme Deletion of Initial Sound
- Sitting, Attending, Following Instructions

Instructions:

1. At snack time, set out a bowl of your child's preferred snack that is made up of many small pieces (for this example, we will use popcorn, but you can use whatever snack your child prefers).
2. Tell the child you are going to play a game with words while you both have a snack.
3. Pull three pieces of popcorn out of the bowl, and use each kernel to represent a phoneme in the word pop, lining the kernels up left to right as you say "/p/ /o/ /p/" ask the child what word they heard.
4. As soon as they say "pop" eat the kernel the represented the first /p/ sound.
5. Ask what is left of the word. (the child should say /op/, but if not, you say it and try another word).
 - a. If the child struggles with this, you can support their learning by switching to the onset/rime list at the bottom of pg 42, using two kernels of popcorn, one to represent the onset, and the other to represent the rime. Eat the onset and let them tell you the rime.
 - b. Once that is easy move back up to the all phonemes list.
6. Let the child eat the remaining two kernels.
7. Continue like this through one list of six words on pg 42, then let the child have the rest of the snack.

All Phonemes Word List

Several Words Sets are provided for additional practice opportunities

| | | |
|---|--|---|
| <ul style="list-style-type: none"> • /h/ /i/ • /s/ /i/ /t/ • /ch/ /u/ /g/ • /g/ /e/ /t/ • /p/ /l/ /a/ /n/ • /t/ /r/ /a/ /ck/ | <ul style="list-style-type: none"> • /m/ /e/ • /l/ /i/ /p/ • /c/ /oa/ /l/ • /t/ /e/ /n/ • /f/ /l/ /a/ /bt/ • /d/ /e/ /s/ /k/ | <ul style="list-style-type: none"> • /b/ /e/ • /k/ /i/ /t/ • /h/ /a/ /t/ • /s/ /u/ /n/ • /sh/ /o/ /p/ • /s/ /t/ /e/ /p/ |
| <ul style="list-style-type: none"> • /t/ /oo/ • /c/ /a/ /b/ • /h/ /o/ /t/ • /h/ /a/ /d/ • /l/ /u/ /n/ /ch/ • /p/ /o/ /ck/ /e/ /t/ | <ul style="list-style-type: none"> • /s/ /ee/ • /b/ /e/ /ll/ • /a/ /s/ /k/ • /b/ /i/ /b/ • /sh/ /ou/ /t/ • /p/ /a/ /p/ /er/ | <ul style="list-style-type: none"> • /b/ /oo/ • /c/ /a/ /p/ • /m/ /o/ /p/ • /w/ /i/ /ll/ • /h/ /o/ /g/ • /s/ /n/ /ea/ /k/ |

Onset/rime word list

Several Words Sets are provided for additional practice opportunities

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • c/at • h/op • c/ake • b/one • f/ound • sh/ake | <ul style="list-style-type: none"> • t/ail • d/ime • s/ink • p/et • sh/ark • bl/ow | <ul style="list-style-type: none"> • b/ake • p/an • h/and • p/ig • f/un • st/op |
| <ul style="list-style-type: none"> • g/oat • d/og • w/orm • ph/one • p/en • sl/eep | <ul style="list-style-type: none"> • f/ig • t/ap • c/ar • r/at • h/orse • cl/iff | <ul style="list-style-type: none"> • c/ake • f/ace • n/est • d/ot • f/all • sk/unk |

Phoneme Deletion of Final Sound

Tasty Sounds, part 2

Materials Needed:

- Goldfish crackers, popcorn, grapes, cashews, or any snack made up of many small pieces.
- Page 44, for reference

Skills Addressed:

- Phonological Awareness
 - Phoneme Deletion of Final Sound
- Sitting, Attending, Following Instructions

Instructions:

1. At snack time, set out a bowl of your child's preferred snack that is made up of many small pieces (for this example, we will use popcorn, but you can use whatever snack your child prefers).
2. Tell the child you are going to play a game with words while you both have a snack.
3. Pull three pieces of popcorn out of the bowl, and use each kernel to represent a phoneme in the word pop, lining the kernels up left to right as you say "/p/ /o/ /p/" ask the child what word they heard.
4. As soon as they say "pop" eat the kernel the represented the last /p/ sound.
5. Ask what is left of the word. (the child should say /op/, but if not, you say it and try another word).
6. Let the child eat the remaining two kernels.
7. Continue like this through one list of six words on pg 44, then let the child have the rest of the snack.

All Phonemes Word List

Several Words Sets are provided for additional practice opportunities

| | | |
|--|---|--|
| <ul style="list-style-type: none">• /h/ /i/• /s/ /i/ /t/• /ch/ /u/ /g/• /g/ /e/ /t/• /p/ /l/ /a/ /n/• /t/ /r/ /a/ /ck/ | <ul style="list-style-type: none">• /m/ /e/• /l/ /i/ /p/• /c/ /oa/ /l/• /t/ /e/ /n/• /f/ /l/ /a/ /bt/• /d/ /e/ /s/ /k/ | <ul style="list-style-type: none">• /b/ /e/• /k/ /i/ /t/• /h/ /a/ /t/• /s/ /u/ /n/• /sh/ /o/ /p/• /s/ /t/ /e/ /p/ |
| <ul style="list-style-type: none">• /t/ /oo/• /c/ /a/ /b/• /h/ /o/ /t/• /h/ /a/ /d/• /l/ /u/ /n/ /ch/• /p/ /o/ /ck/ /e/ /t/ | <ul style="list-style-type: none">• /s/ /ee/• /b/ /e/ /ll/• /a/ /s/ /k/• /b/ /i/ /b/• /sh/ /ou/ /t/• /p/ /a/ /p/ /er/ | <ul style="list-style-type: none">• /b/ /oo/• /c/ /a/ /p/• /m/ /o/ /p/• /w/ /i/ /ll/• /h/ /o/ /g/• /s/ /n/ /ea/ /k/ |

Adding Phonemes

Obstacle Course, part 1

Materials Needed:

- 6 small clear, plastic containers (such as plastic cups or Tupperware)
- Sidewalk Chalk or Masking Tape
- An environment in which to set up a simple obstacle course
- 6 craft pom poms
- Page 46, for reference

Skills Addressed:

- Phonological Awareness
 - Adding Phonemes
- Attending, Following Instructions

Instructions:

1. Set up an obstacle course, using features of the environment (eg: stairs, "hot lava" grass, etc). Use masking tape (if indoors) or sidewalk chalk (if outdoors) to identify the path of the obstacle course.
 - a. You can make it even more fun by making features with masking tape or chalk such as "lily pads" that must be jumped to, thin line "tight ropes" to balance and walk across, etc.
2. At six points on the obstacle course, place a small clear container.
3. Give the child a pom-pom to carry to the first container. Tell the child that the pom-pom represents the /b/ sound. *take care to say the *sounds*, and not the letter names for this activity.
4. When they get to the cup, tell them that the container represents the 'un' sound.
5. Ask them to put the /b/ in the /un/ cup, and tell you what word that made (bun)
6. Give them a new pom-pom that represents a new sound and direct them to the next cup.
7. Continue through the six words/six containers in this way, helping the child as needed.
 - a. If the child struggles with this activity: only give them one pom-pom, and add the same sound to all of the containers.
8. Some non-sense words have been purposely included to add a degree of challenge.

Adding Phonemes Word List

Several Words Sets are provided for additional practice opportunities

| | | |
|--|--|--|
| <ul style="list-style-type: none">• /b/ /un/• /f/ /it/• /s/ /ee/• /w/ /est/• /th /ink/• /m/ /oz/ | <ul style="list-style-type: none">• /f/ /ox/• /n/ /est/• /b/ /eet/• /s/ /end/• /c/ /lap/• /z/ /ug/ | <ul style="list-style-type: none">• /b/ /all/• /w/ /in/• /l/ /ap/• /p/ /ant/• /s/ /pin/• /t/ /ig/ |
| <ul style="list-style-type: none">• /f/ /or/• /b/ /oy/• /t/ /ake/• /f/ /ace/• /s/ /top/• /b/ /ap/ | <ul style="list-style-type: none">• /l/ /ist/• /f/ /unny/• /s/ /ent/• /c/ /oat/• /f/ /ront/• /l/ /ub/ | <ul style="list-style-type: none">• /m/ /eet/• /t/ /ack/• /s/ /and/• /c/ /ape/• /c/ /rib/• /w/ /om/ |

Phoneme Substitution of Initial Sound

Obstacle Course, part 2

Materials Needed:

- 6 small clear, plastic containers (such as plastic cups or Tupperware)
- Sidewalk Chalk or Masking Tape
- An environment in which to set up a simple obstacle course
- 12 craft pom poms
- Page 48, for reference

Skills Addressed:

- Phonological Awareness
 - Adding Phonemes
- Attending, Following Instructions

Instructions:

1. Set up an obstacle course, using features of the environment (eg: stairs, "hot lava" grass, etc). Use masking tape (if indoors) or sidewalk chalk (if outdoors) to identify the path of the obstacle course.
 - a. You can make it even more fun by making features with masking tape or chalk such as "lily pads" that must be jumped to, thin line "tight ropes" to balance and walk across, etc.
2. At six points on the obstacle course, place a small clear container. Put one pom-pom in each container.
3. Give the child a pom-pom to carry to the first container. Tell the child that the pom-pom represents the /b/ sound. *take care to say the *sounds*, and not the letter names for this activity.
4. When they get to the cup, tell them that the container with the pom-pom inside represents the word "sun".
5. Ask them to take out the pom-pom that represents /s/ and put in the /b/, and tell you what word that made (bun)
6. Give them a new pom-pom that represents a new sound and direct them to the next cup.
7. Continue through the six words/six containers in this way, helping the child as needed.

Phoneme Substitution of Initial Sound Word List

Several Words Sets are provided for additional practice opportunities

| | | |
|--|---|---|
| <ul style="list-style-type: none">• Sun - Bun• Bit - Sit• Giggle - Wiggle• Change - Range• Corn - Torn• Box - Fox | <ul style="list-style-type: none">• Dog - Log• Mud - Bud• Hike - Bike• Blue - Flew• Man - Pan• Double - Bubble | <ul style="list-style-type: none">• Coat - Boat• Pot - Hot• Caught - Bought• Cart - Dart• Nest - Best• Cake - Take |
| <ul style="list-style-type: none">• Fish - Dish• Worm - Term• We - See• Like - Hike• Pig - Wig• Fire - Tire | <ul style="list-style-type: none">• Key - Tea• Soil - Boil• Ten - Hen• Boat - Goat• Lap - Nap• Link - Sink | <ul style="list-style-type: none">• Soap - Rope• Bait - Wait• Pet - Get• House - Mouse• Funny - Bunny• Mile - Tile |