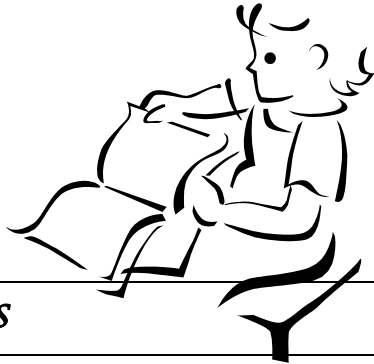


# *Phonological Awareness Package*



Compiled by Jane Sheils & Yvonne Sawyers



# CONTENTS

<i>Contents</i>	<i>Page</i>	<i>Contents</i>	<i>Page</i>
Levels of Phonemic Awareness	3	Level 7 Blending Phonemes	48
Level 1 - Exposure to Nursery Rhymes	4	Level 8 Phonemic segmentation	48
Suggested Nursery Rhymes	5 - 12	Level 7 & 8 Phonemic Activities	49 - 52
Level 2 - Word Awareness	13	Phoneme Frame	53
Word Awareness Suggested activities	14 - 17	Level 9 Phoneme Manipulation	54
Level 3: Rhyme Recognition and Production	18	Phoneme Manipulation Activities	55 - 58
Rhyme Suggested activities	19 - 26	Medial Phoneme Lists for Games	59
Level 4: Recognition and Production of syllables	27	Final Phoneme lists for Games	60
Syllables Suggested Activities	28 - 30	Activity for many levels of P.A	61
Syllables Word list	31 - 32	Glossary	62 - 63
Level 5: Recognition and Production of Initial Sounds	33		
Initial sounds Activities	34 - 40		
Initial Phoneme Word List	41		
Picture Sets for Initial Sounds	42-44		
Level 6: Recognition and Production of Final Sounds	45		
Final Sounds Activities	46		
Medial and Final Sounds Activities	47		



# The Levels Of Phonological Awareness

**Level 9: Phonemic Manipulation**

**Level 8: Phonemic Segmentation**

**Level 7: Blending**

**Level 6: Recognition & Production of Final Sounds**

**Level 5: Recognition & Production of Initial Sounds**  
*(Introduce alphabet symbols)*

**Level 4: Recognition & Production of Syllables**

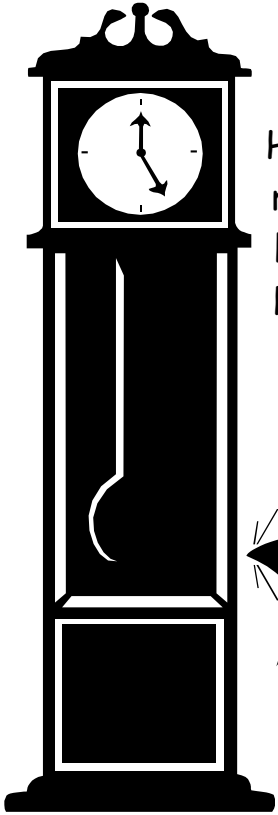
**Level 3: Recognition & Production of Rhyme**

**Level 2: Word Awareness**

**Level 1: Knowledge of Rhymes**

(Dianna Rigg 2000)

## Level 1: Exposure to Nursery Rhymes



Hearing, learning and reciting nursery rhymes can help young children toward becoming proficient readers. Not only do children experience the pleasure of words but they also develop early literacy skills.

Help children develop an ear for rhyme by:

1. Telling children that the words sound the same at the end;
2. Reading aloud and reciting to children and having the children themselves recite and sing nursery rhymes and poems.



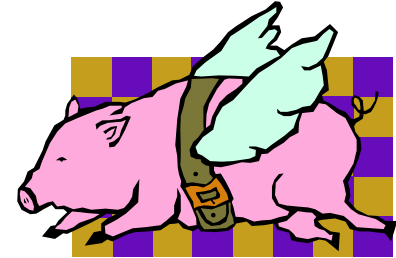
It is important to use care when selecting nursery rhymes, jingles, finger plays, and poems to use in phonemic awareness activities. Here are some guidelines that may be helpful to consider:

First, select poems and rhymes that actually do contain rhyming words. Many popular rhymes, such as "This little piggy", do not contain true rhyming words, and thus will not promote phonemic awareness. The rhyme is "This little piggy went to market/This little piggy stayed home/ This little piggy had roast beef/ This little piggy had none/ And this little piggy cried, Wee-wee-wee/All the way home". "None" and "Home" are only partial rhymes, and they are far apart in the poem.

Second, it is easier for young children to hear words that rhyme if they are in close proximity to one another. In many poems and rhymes, the rhyming pattern in ABAB and so the rhyming words are not in consecutive lines, but rather in every other line. It is easier for young children to hear rhyming words that are situated in closer proximity. The rhyme "One, two/ Buckle my shoe" is a good example of a poem with rhyming words that are in close proximity to one another. (Wasilk:2001)

Questions about rhyme should include:

- Which word does not rhyme?
- Which word has a different end sound?
- Can you think of a word that rhymes with\_\_\_\_\_?



## Suggested Nursery Rhymes:

### Hey Diddle Diddle!

The cat and the fiddle  
The cow jumped over the moon  
The Little dog laughed  
To see such sport  
And the dish ran away with the spoon.

### Dickey ,dickery, dare

The pig flew in the air  
The man in brown  
Soon brought him down!  
Dickey ,dickery, dare

Hark! Hark! The dogs do bark,  
The beggars are coming to town.  
Some in rags  
And some in tags,  
And one in a velvet gown.

### Doctor Foster went to Gloucester

In a shower of rain  
He stepped in a puddle  
Right up to his middle  
And never went there again.

Hickory, dickory, dock,  
The mouse ran up the clock.  
The clock struck one,  
The mouse ran down!  
Hickory, dickory, dock.

### Humpty Dumpty

Sat on a wall  
Humpty Dumpty  
Had a great fall  
All the King's horses  
And all the King's men  
Couldn't put Humpty  
Together again.

## Nursery Rhyme Suggestions:

### Kookaburra sits in an old gum tree

Merry, merry king of the bush is he  
 Laugh, Kookaburra, Laugh,  
 Kookaburra  
 Gay your life must be.  
 Kookaburra sits in the old gum tree,  
 Eating all the gumdrops he can see.  
 Stop, Kookaburra, Stop, Kookaburra  
 Leave some there for me.  
 Kookaburra sits in an old gum tree,  
 Counting all the monkeys he can see.  
 Wait, Kookaburra, Wait, Kookaburra  
 That's not a monkey, that's me!

### Pease Porridge hot,

Pease porridge cold  
 Nine days old.  
 Some like it hot,  
 Some like it cold,  
 Some like it in the pot  
 Nine days old.

### Ladybird! Ladybird!

Fly away home.  
 Your house is on fire  
 And your children all gone  
 All except one,  
 And that's little Ann,  
 For she has crept under  
 The Frying pan.



### It's raining it's pouring;

The old man is snoring.  
 Bumped his head  
 And went to bed  
 And he couldn't get up in the morning  
 Rain, rain, go away;  
 Come again another day;  
 Little Johnny wants to play.

### Five Fat Peas

Five Fat peas in a pea pod pressed  
*(Children hold hand in a fist)*  
 One grew, two grew, so did all the  
 rest. *(Put thumb & fingers up one by one)*  
 They grew and grew  
*(Raise hand in the air very slowly)*  
 And did not stop  
 Until one day  
 The pod went POP! *(Children clap hands together)*

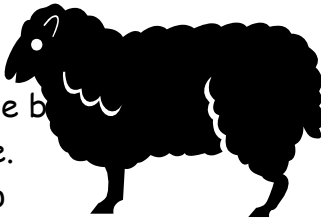
### One, two, three, four, five

Once I caught a fish alive.  
 Six, seven, eight, nine, ten,  
 Then I let it go again.  
 Why did you let it go?  
 Because it bit my finger so.  
 Which finger did it bite?  
 This little one upon my right.

## Nursery Rhyme Suggestions:

### **Baa, Baa Black sheep**

Have you any wool?  
 Yes, sir, yes, sir  
 Three bags full.  
 One for my master,  
 One for my dame,  
 And one for the little boy  
 Who lives in the lane.  
 Baa, Baa Black sheep  
 Have you any wool?  
 Yes, sir, yes, sir  
 Three bags full.



### **Rain, rain, go away**

Come again another day  
 Rain, rain, go to Spain,  
 Never show your face again.  
 Rain, rain, pour down,  
 But not a drop on our town.  
 Rain on the green grass,  
 And rain on the tree,  
 And rain on the housetop,  
 But not on me.  
 Rain, rain, go away,  
 Come again on washing day.  
 Rain. Rain, go to Germany,  
 And remain there permanently.

### **Cobbler, cobbler, mend my shoe.**

Get it done by half past two.  
 Half past two is much too late!  
 Get it done by half past eight.  
 Stitch it up, and stitch it down,  
 And I'll give you half a crown.

### **Pussycat, pussycat,**

Where have you been?  
 I've been to London  
 To visit the Queen.  
 Pussycat, pussycat,  
 What did you there?  
 I frightened a little mouse  
 Under her chair.

### **My Hands upon my head I'll place.**

Upon my shoulders, on my face,  
 At my waist and by my side,  
 Then behind me they will hide.  
 Then I'll raise them way up high,  
 And let my fingers fly, fly, fly,  
 Then clap, clap, clap them -  
 One - two - three!  
 Now see how quiet they can be.

### **Mary had a little lamb, little lamb,**

Mary had a little lamb; its fleece was white  
 as snow.  
 Everywhere that Mary went, Mary went,  
 Mary went.  
 Everywhere that Mary went, the lamb was  
 sure to go.  
 It followed her to school one day, school  
 one day, school one day.  
 It followed her to school one day, which  
 was against the rules.  
 It made the children laugh and play, laugh  
 and play, laugh and play  
 It made the children laugh and play to see  
 a lamb at school.

### **Hands on Shoulders,**

Hands on knees.  
 Hands behind you, if you please;  
 Touch your shoulders, now your nose,  
 Now your hair and now your toes;  
 Hands up high in the air,  
 Down at your sides, and touch your hair;  
 Hands up high as before,  
 Now clap your hands,  
 One - two - three- four!

## Nursery Rhyme Suggestions:

### Row, Row, Row Your Boat

*(By Bill Dodds)*

Row, row, Row your boat  
Gently down the stream,  
Until you hit the waterfall—  
Then you'll start to scream.

### Jack be nimble

Jack be quick  
Jack jump over the candlestick.

### Little Miss Muffet

Sat on a tuffet  
Licking an ice cream cone  
Along came a spider  
Who dangled beside her -  
She told him to go get his own.

### Birthday Chant

Apples, peaches, pears and plums,  
Tell us when your birthday comes.

### Old Mother Hubbard

*(By Bruce Lansky)*

Old Mother Hubbard  
Went to the cupboard  
To get her poor dog a bone.  
But the dog couldn't wait  
So when dinner was late,  
He ordered a pizza by phone.

### One potato, two potato,

Three potato, four,  
Five potato, six potato,  
Seven potato, more!

### In Autumn when the trees are brown

In Autumn when the trees are brown  
The little leaves come tumbling  
Down  
They do not make the slightest sound  
But lie so quietly on the ground  
Until the wind comes puffing by  
And blows them off towards the sky

### Little Jack Horner

Sat in a corner  
Eating his Christmas pie:  
He put in his thumb  
And pulled out a plumb,  
And said "what a good boy am I!"



### 1, 2 Tie my shoe

3, 4 Shut the door  
5, 6 Pick up sticks  
7, 8 Lay them straight  
9,10 A big fat hen  
Let's get up and count again!

### The kites go up,

The kites go down,  
In and around, all over the town  
The children run and jump and play,  
Because they love a windy day.



## Nursery Rhyme Suggestions:

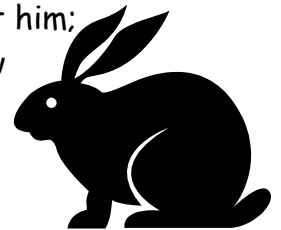
**Old Mother Hubbard** went to the cupboard  
To get her poor dog a bone  
When she got there  
Her cupboard was bare  
And so the poor dog had none.  
She went to the baker's to buy him some  
bread  
But when she came back, the poor dog was  
dead.  
She went to the joiner's to buy him a coffin  
But when she came back, the poor dog was  
laughing  
She took a clean dish, to get him some  
tripe  
But when she came back he was smoking a  
pipe.  
She went to the fish monger's to buy him  
some fish  
But when she came back he was licking the  
dish  
She went to the alehouse to buy him some  
beer,  
But when she came back the dog sat in the  
chair.

She went to the tavern for white wine and  
red  
But when she came back the dog stood on  
his head.  
She went to the hatter's to buy him a hat  
But when she came back he was feeding the  
cat.  
She went to the barber's to buy him a wig  
But when she came back he was dancing a  
jig.  
She went to the fruiter's to buy him some  
fruit,  
But when she came back he was playing a  
flute.  
She went to the tailor's to buy him a coat,  
But when she came back he was riding a  
goat.  
She went to the cobbler's to buy him some  
shoes,  
But when she came back he was reading the  
news.

**Five Little Monkeys jumping on the bed**  
One fell off and bumped his head  
Mama called the doctor and the doctor said  
"No more monkeys jumping on the bed!"  
Four little monkeys jumping on the bed,  
three little monkeys (and so on..)

### The Clever Rabbit

There was a little Rabbit  
Who was lying in his burrow  
When the dingo rang him up to say  
He'd call on him tomorrow  
But the rabbit thought it better  
That the dingo did not meet him;  
So he found another burrow



### Vegetable Soup

Vegetables, vegetables in the pot.  
What a lot of soup you've got  
Drink and eat, drink and eat,  
Drinking soup is really neat.

# Nursery Rhyme Suggestions:

## Nightening

When you wake up at night  
And it's dark and frightening  
Climb out of bed  
And tune on the lightening

## One lonely bus driver all alone and blue

He picked up a passenger and then there were two  
Two people riding, they stopped by a tree  
They picked up a passenger, and then there were three  
Three people riding, they stopped by a store  
They picked up a passenger, and then there were four.  
Four people riding, happy and alive, They picked up a passenger, and then there were five.  
Five people riding, open swung the door  
Four passengers got off the bus,  
The driver's alone once more

## Five Little Fishes Swimming in the Pool

This one said, "The pool is cool."  
This one said, " The pool is deep."  
This one said, "I'd like to sleep".  
This one said, "I'll float and dip."  
This one said, "I see a ship."  
The fishing boat comes  
The line goes splash  
All the little fishes swim away in a flash!

## Number Rhyme

1, 2, 3, 4  
Are my feet flat on the floor?  
5, 6, 7, 8  
Is my back nice and straight?  
9, 10, 11, 12  
This is how my pencil is held  
13, 14, 15, 16  
Now I'm ready to do my printing

## At the Zoo we saw a bear

He had long, dark fuzzy hair  
We saw a lion in a cage.  
He was in an awful rage.  
We saw the big, long necked giraffe,  
And the silly monkeys made us laugh  
But my favourite animal at the zoo  
Is the elephant -How about you?

## This little groggy broke his toe

This little froggy said "Oh, oh, oh!"  
This little froggy laughed and was glad.  
This little froggy cried and was sad  
This little froggy did just what he should  
He ran for the doctor as fast as he could.



## I have a little toothbrush

I hold it very tight  
I brush my teeth each morning,  
And then again at night

## Nursery Rhyme Suggestions:

### The Emu

The Emu ate my sandwich  
That wasn't really funny  
Because, you see, that left me  
With a very rumble tummy.

### Read to me

Read to me riddles and read to me  
rhymes  
Read to me stories of magical times  
Read to me tales about castles and  
kings  
Read to me stories of fabulous things  
Read to me pirates and read to me  
knights  
Read to me dragons and wondrous sights  
Read to me spaceships and cowboys and  
then  
When you are finished - please read  
them again

### The elephant

Atishoo said the elephant.  
Do you suppose,  
I could use your hanky  
To wipe my runny nose?

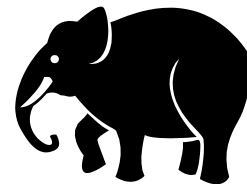
### Butterfly

Butterfly, butterfly  
I can see you flutter by



### Down

Down, down  
Yellow and brown.  
Leaves are falling  
All over town.



### Jellybeans

Jellybeans, jellybeans  
Reds, yellows, blacks and greens.  
I love to eat those beans of jelly,  
Sweet and tasty in my belly

### The Monkey

Chomp, said the monkey.  
Bananas to eat!  
I'll wear banana skins  
On my little feet.



### Glue Poem

A dot a dot a dot will                      do  
Any more than that is too much glue

### Wibbly Wobbly

Wibbly Wobbly Wack  
An elephant sat on Jack  
Wibbly Wobbly Wessica  
An elephant sat on Jessica  
(Use child's name)

### Red and Yellow

Red leaf, Yellow Leaf,  
Fluttering on the tree  
Red leaf, Yellow leaf  
Flutter down on me

## Nursery Rhyme Suggestions:

Lots of animals live in the zoo  
 Lots of animals live in the zoo,  
 Lions and tigers and elephants too.  
 Monkeys and bears and a big kangaroo  
 And lots more animals, lots more animals  
 Lots more animals live in the zoo.



**Everybody have a seat**  
*(Tune: Shortening bread)*  
 Everybody have a seat, have a seat,  
 have a seat  
 Everybody have a seat on the floor.  
 Not on the door  
 Everybody have a seat On the floor

### **Mrs Kangaroo**

Good gracious, Mrs Kangaroo,  
 We really are surprised at you,  
 While others have to use four legs,  
 You spring on two.  
 Oh! What a lovely bumpy ride,  
 It is for baby tucked inside,  
 Your pocket there is nice and wide,  
 Oh! Let me jump inside and hide.

### **Michael Finnigin**

There was an old man  
 Named Michael Finnigin  
 He grew whiskers on his chinigin,  
 The wind came up and blew them inigin  
 Poor old Michael Finnigin (Beginigin)

### **Sitting on the Floor**

I am sitting on the floor  
 My legs are folded in  
 My hands are in my lap  
 And I am ready to begin



### **Tippy Tippy Tip Toe**

Tippy tippy tip toe  
 Here I go  
 Tippy tippy tip toe  
 To and fro  
 Tippy tippy tip toe  
 Through the house  
 Tippy tippy tip toe  
 Like a mouse (*whispered*)

### **Our Voices**

Your outdoor voice is fine I say  
 For shouting out of doors at play  
 Our indoor voice is soft and low  
 When indoors please keep it so.

### **Higgledy Piggledy Pop**

Higgledy Piggledy Pop  
 The dog has swallowed the mop  
 The cut's in a flurry  
 The dog's in a hurry  
 Higgledy Piggledy Pop.

## Level 2 - Word Awareness

The activities in this section help children to identify words within sentences. When speaking, children do not usually concentrate on individual words, but this is necessary when they are learning to read. In these activities children will develop an awareness of words in spoken and written sentences and understand that word order has an effect on sentence meaning. Compound words are introduced to encourage the child to look within the word for meaningful parts.

Because words and syllables are more salient and more directly perceivable than individual phonemes, activities that involve counting the number of words in a sentence or syllables in a word can be used as initial steps leading to isolated phoneme synthesis and segmentation (Lundberg, Frost, & Peterson 1988)

Adams (1990), and Blackman (1984) warn that word consciousness (the awareness that spoken language is composed of words) should not be assumed even in children with several years schooling, though they report evidence that it may be readily taught even at a pre-school level. That school age children can lack such fundamental knowledge may be difficult for adults to accept, but it highlights the need in education to assume little, and assess pre-requisite skills carefully. Their warning also challenges the view, held by some Whole Language advocates (Goodman, 1979, 1986; Smith, 1975, 1992), that seeking and reading involve equivalent "natural" processes for all children. The implications of the Whole Language view are that the same environmental conditions that occur during the development of speech are those best provided for children learning to read. Liberman and Liberman (1990) have provided a forceful rebuttal of this position.



# Word Awareness Suggested Activities:

## Words are Part of Sentences

Ask a simple comprehension question such as "What day is it today?" Make a sentence: "Today is Wednesday". Repeat sentence and count the words with the students, a number of times. Use body percussion (touch A different part of the body for each word) as you count. Ask for part of the sentence e.g. "Today is". Ask For part of this sentence e.g. "today" "Today" is a word. Now use "today" to create a new sentence. E.g. "Today I am going shopping".



## Tell a Story

Teacher tells a story, every time a particular word is heard, class claps, clicks or goes buzz. Children can do this many times with many stories listening for specific words and carrying out specific actions.

## Using Familiar Rhymes



Using a rhyme that the children are familiar with assign a different word to each child. Have children line up and recite their words emphasising the importance of lining up and therefore reciting in the correct order.

Variation: Try reciting from right to left (rhyme will be backwards) or children mix themselves up (rhyme will be scrambled)

## Game: One Potato

Teach the children the rhyme "One Potato"

One Potato, two potato  
Three potato, four:  
Five potato, six potato  
Seven potato more



Children sit in a circle, and pass a beanbag around carefully passing once for each word. *Source Blevins 1997*

It is important that young children are **not relating words to print**. It is purely being able to hear and identify words.

*Source Love E & Reilly S 1996*

## Word Awareness Suggested Activities:

### Compound Words

Use pictures to discuss compound words, they are words created by bringing two words together. E.g. rain bow  
Teacher holds two pictures together and children discover it can make the word rainbow. Teacher: "Say rainbow.  
Now say it again but don't say "bow" Students "rain"



Rain (bow)	Broom (stick)	Grass (hopper)	Star (fish)
Door (step)	Moon (light)	Lip (stick)	Foot (ball)
Pig (tail)	Sun (shine)	Pan (cake)	Bus (stop)
Stop (watch)	Gold (fish)	Tea (spoon)	House (boat)
Book (case)	Eye (ball)	Paint (brush)	Sun (hat)
Ball (boy)	Back (door)	House (guest)	Fish (tank)
Bulls (eye)	Movie (star)	Hat (band)	Door (bell)
House (full)	Door (knob)	Watch (band)	Eye (lid)
Straw (broom)	Basket (full)	Spoon (full)	House (work)
Light (house)	Tug (boat)	Cup (board)	Ward (robe)

# Word Awareness Suggested Activities:

## Word Counting

Words can be counted in any sentence selected from a reading book or elsewhere. The children listen and place a marker from left to right for each word heard. Confirmation can be made by repeating the process many times with many different sentences. Children can make up sentences and touch markers for each word. It is important that this is an auditory game and not a visual one. No association with the written word should be made. The following list is from "Let's decode"



I can see a man	A dog can bark
The dog is on the log	The van is wet
The cat sat on the mat	Look at the cat
The bag is red	The hen can peck
Mum had a nap	The girl can run
The pig is in the shed	Look at the dog
The pup sat in the sun	Please put the lid on the jam
The ant is on the hill	The boy ran to the bus
I have a new book	I am on my bike
Jack has a red top and a blue hat	Look at the big jet in the sky





## Word Awareness Suggested Activities:

### Breaking Sentences

Choose sentences of increasing length. (From "A sound Way")

Catch it	May I have a turn?	It is nearly time to go home.
Sit down	Rainy days are fun.	Whose bag is that over there?
Go away.	Where is my book?	We can learn a lot from books.
I like dogs.	Big dogs jump high.	Will the show be open on Friday?
Come here.	I built a huge bridge.	Lollies are not good for our teeth
Give me two.	Mac is a milking cow.	Why do giraffes have long necks?
Please eat up.	Mr Brown is my teacher.	The big truck slid on the wet road.
Sally runs fast.	I just heard the bell ring.	Bears like to hide and sleep in winter.
He loves to skip.	When can Peter play tennis?	The furry ginger cat drank all the milk.
The lion is angry.	The little mice are sleeping	I need my umbrella because it might rain.
We eat spicy food	She will let you play Skippy.	

Say the sentence - children repeat it out aloud.

Children then identify the words in the sentence. Some children may be ready to discover the actual number of words, but it is more important that the word boundaries are recognised. Children can use body percussion to tap out each word.



## Level 3: Recognition & Production of Rhyme



Rhyme activities introduce children to the sound structure of words. Especially when rhyme recognition skills are not well established, the visual representation of the words provides great assistance, as the child is then free to concentrate totally on the recognition of rhyme, without straining to recall the words presented. Once the skill is firmly in place, the task may be made more difficult by presenting the words completely orally.

To be aware that words can have a similar end-sound implies a critical step in metalinguistics understanding - that of ignoring the meaning of a word in order to attend to its internal structure. This leads to a new classification system, one in which words are classified according to end-sound rather than meaning. Bryant (1990) points to the considerable amount of evidence indicating that children as young as three or four years can make judgements such as - when words rhyme, and when they begin with the same sound (alliteration). He argues that sensitivity to rhyme makes both a direct and indirect contribution to reading. Directly, it helps students appreciate that words that share common sounds usually also share common letter sequences. The child's subsequent sensitivity to common letter sequences then makes a significant contribution to reading strategy development. Indirectly, the recognition of rhyme promotes the refining of word analysis from intra-word segments (such as rhyme) to analysis at the level of the phoneme (the critical requirement for reading). *Cited in Wasik 2001*



## Rhyme: Suggested Activities

### Body Name Game

Begin by modelling how to rhyme. Point to parts of your body; say a rhyming word and your child should say the body part. This puts rhyming into their ears with a visual cue (pointing). If you point to your nose and say rose, they will automatically say nose. Some examples are below:

*Deer - ear    Nail - pail    go - toe    bye - eye    bear - hair    peek - cheek*  
*sack - back    gum - thumb    see - knee    band - hand    feel - heel*

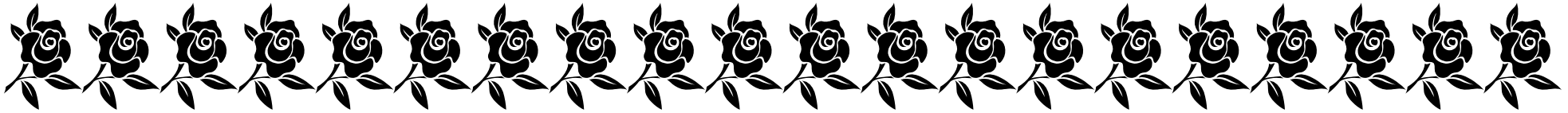


### Rhyming Game

To introduce this game, read several rhyme phrases aloud, emphasising the rhyming words. Then challenge the children to complete each rhyme aloud. For assessment purposes it is recommended that you periodically request responses from individuals as opposed to the whole group. Following are examples of phrases that can be used:

*A cat wearing a \_\_\_\_\_(hat)*  
*A moose with a tooth that is \_\_\_\_\_(loose)*  
*Some kittens wearing \_\_\_\_\_(mittens)*  
*An owl drying off with a \_\_\_\_\_(towel)*  
*A bug crawled under the \_\_\_\_\_(rug)*  
*A goat that is sailing a \_\_\_\_\_(boat)*  
*A guy who is swatting a \_\_\_\_\_(fly)*  
*On the swing I like to \_\_\_\_\_(sing)*  
*Smell the rose with your \_\_\_\_\_(nose)*

*A mouse that lives in a \_\_\_\_\_(house)*  
*A pig that is dancing a \_\_\_\_\_(jig)*  
*A sheep that is sound \_\_\_\_\_(asleep)*  
*A bear with long brown \_\_\_\_\_(hair)*  
*An ape that is eating a \_\_\_\_\_(grape)*  
*A duck that is driving a \_\_\_\_\_(truck)*  
*A bee with a hive in a \_\_\_\_\_(tree)*  
*We drove far in our \_\_\_\_\_(car)*  
*Write the numbers 1 - 10 with a pencil or a \_\_\_\_\_(pen)*



## Rhyme: Suggested Activities

### Rhyming words in Songs and Poems

As you do shared reading with the students, pause at the end of phrases and let the students supply the rhyming words. After you have read the poem together ask students to find the rhyming words. Generate other words that rhyme with these rhyming words.

Source: <http://teams.lacoe.edu/documentation/classrooms/patti/k-1/activities/rhyming.html>

### Put your Thumbs up



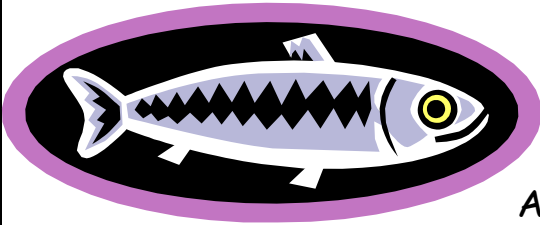
Children identify words that rhyme in a series of activities. For example, "Put your thumbs up if these two words rhyme, pail - tail or cow - pig"

<i>Two - shoe</i>	<i>Feet - beat</i>	<i>Hand - band</i>
<i>Red - bed</i>	<i>Ten - when</i>	<i>Blue - cat</i>
<i>Fish - wish</i>	<i>Round - play</i>	<i>Cup - pup</i>
<i>Hug - will</i>	<i>Zoom - room</i>	<i>Ship - lip</i>
<i>Snap - cap</i>	<i>Wait - rate</i>	<i>Talk - show</i>
<i>Hall - wall</i>	<i>Pen - fat</i>	<i>Thin - race</i>
<i>Sun - fun</i>	<i>Car - star</i>	<i>Bed - wed</i>
<i>Four - tree</i>	<i>Cook - look</i>	<i>Stone - bone</i>

Variation: use word cards Yes and No for children to hold up when words rhyme or don't rhyme.

## Rhyme: Suggested Activities

### Making Funny Sentences



Get children to help you make up rhyming sentences like these ones. A duck on a truck. A clock on a rock. A bear in a chair. A pig in a wig. A ball on a wall. The cat in a hat. A fish on a dish. A bee on a tree. A train in the rain. A clown in a crown. A snail on a whale. A magpie in a tie. A frog on a log.

### Fun with Rhymes

Have the child listen as you read the following rhymes aloud. Then complete the rhymes with rhyming words:

1. *A fish named Jim, was learning to (swim)*
2. *A little girl named Mandy got sick from eating too much (candy)*
3. *A little star, way up high, was the brightest star in the (sky)*
4. *Buzza, Buzza went the bee, stay far away and don't sting (me)*
5. *Squeak, squeak says the mouse, as he runs through the (house)*
6. *When Jordan grows up, he'll be a cook. When Jose grows up, he'll write a (book)*
7. *Three grey elephants went out in a boat. They were so heavy they could not (float)*
8. *If I were able to fly to Mars, I'd take lots of pictures of the (stars)*
9. *When my friend Angela spends the night, sometimes we giggle, sometimes we (fight)*
10. *Clickety, clack, clickety, clack the train went roaring down the (track)*
11. *Moo cow, moo cow, eating hay, give us lots of milk (today)*
12. *There goes Mario, There goes Mike. I'm going with them to ride my (bike)*



## Rhyme: Suggested Activities



### Pebble Game

Procedure: Children sit in a circle and start a slow clap (or pat knees), children keep clapping while the teacher starts a rhyming string, e.g. Fat, cat, rat, etc. on the word rat you pass the pebble on to the next child who says another rhyming word "mat" that child passes the pebble to the next child who says another word in the rhyming string. Words can be repeated and nonsense words can be used. A child can pass the pebble on in time to the clapping without contributing a word.

### You Can Come Sailing On My Ship



Ask children if they would like to come sailing on your ship. Tell them they can come if they bring something. You are going to take a "bun". They have to think of things to take that will rhyme with bun. E.g. sun, one, etc. Variation: you can come on my rocket ship, submarine, truck, car etc. As long as they choose something to take with them that rhymes with what you are taking. The words can be nonsense words.

### Silly Rhymes Big Book

Use rimes (root or word families) and rhyme charts around the room to create silly poems with the class. Write the one line rhyme with the whole class in big letters on large paper as a shared writing exercise. Read aloud several times. Use different voices. Have children sound and clap words. Have a child illustrate the rhyme. Repeat regularly for other rimes.

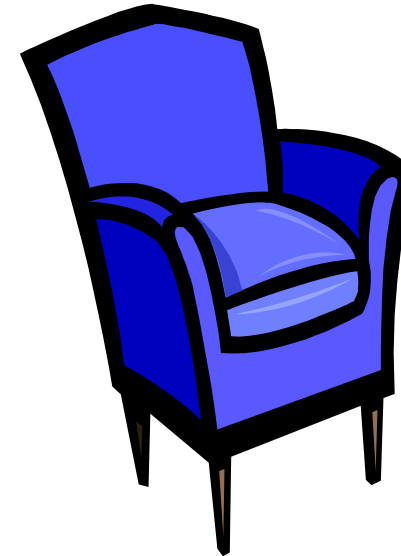
## Rhyme: Suggested Activities

### Did You Ever Ever Ever?

As children are learning to rhyme try inventing new rhymes and singing them to the tune of "If you're happy and you know it". For example:

Did you ever see a (*bear*) in a (*chair*)?  
 Did you ever see a (*bear*) in a (*chair*)?  
 No, I never, no, I never, no I never, no, I never  
 No, I never saw a (*bear*) in a (*chair*)?

Did you ever see a (*mouse*) in a (*house*)?  
 Did you ever see a (*mouse*) in a (*house*)?  
 No, I never, no, I never, no I never, no, I never  
 No, I never saw a (*mouse*) in a (*house*)?



### Rhyming Word Sit Down

Children walk around in a big circle taking one step each time a rhyming word is called out. When the teacher says a word that doesn't rhyme the children sit down.  
 E.g. she - tree, flea, spree, key, bee, see, went.



## Rhyme: Suggested Activities

### Humpty Dumpty Variations

The first line of Humpty Dumpty has changed. Read each one and make up a rhyming second line.

For example: *Humpty Dumpty sat on a bike and bumped into his friend called Mike.*

*Humpty Dumpty sat on a stool.....*

*Humpty Dumpty sat on a bed.....*

*Humpty Dumpty ate some pie.....*

*Humpty Dumpty ate some fruit.....*

### Rhyme: The Ants Go Marching (oral)

Many songs make use of rhyme. The Ants go Marching is an excellent example. Once children catch on to the pattern, they may create their own verses. While marching in a line children sing the following:

*The ants go marching one by one Hurrah! Hurrah!*

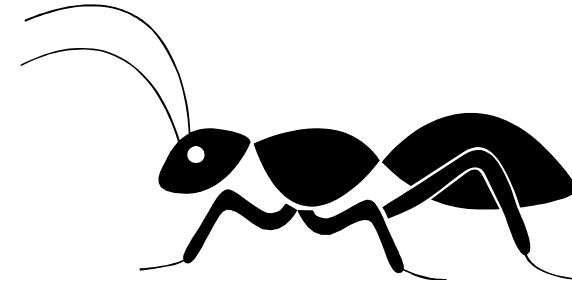
*The ants go marching one by one Hurrah! Hurrah!*

*The ants go marching one by one*

*The little one stops to have some fun*

*And they all go down to the ground*

*To get out of the sun! Boom! Boom! Boom! Etc....*



### Let's Decode: Format for Rhyming

We are going to rhyme words with -an. My turn, rhymes with -an and starts with /m/. Your tune. Rhymes with -an and starts with /f/ (fan). Repeat with other examples: *can, Dan, Jan, Nan, pan, ran. Tan. Van.* Lists of



other rhyming words: *cot, dot, rot, hot, lot, knot, not, tot, spot, slot, plot. Dip, hip, lip, slip, nip, pip, rip, sip, tip, drip, flip, grip. Clip. Cup, pup, and sup. Beep, jeep, peep, keep, weep, sheep, creep, sleep.*

Other rimes to choose from; *ad, im, un, en, oot, ate, eet, eam, and.*



# Rhyme: Suggested Activities

## Follow That Rhyme

Read the following rhymes. Children complete the actions and say which two words rhyme.

*Tap your head, then find something red  
Wiggle your hips and lick your lips  
Put your hand on your knee, and find a letter T  
Give your hands a clap, then lay them in your lap  
Walk to the door and sit on the floor  
Give your eye a wink and have a big think  
Pretend you're a tree then count to three  
Put your hand on the table and jump if your able  
Count to ten, then find the teacher's pen  
Make a face like a fish, then make a wish  
Look for something blue, then point to a shoe  
Touch your toe and then say "no"  
Find a picture on the wall, now look around for something small  
Put your elbow on your knee, now tell me something you can see  
Pretend you're a bear, and stand on a chair  
Sound to seven then say the number eleven  
Point to friend because this is the end.*



## Listen, Clap and Say: Clap Rap

Teacher reads out the words, then claps and gets children to say them too. One clap for each word.: *rat, hat, mat, sat, fat, bat, that. Ted, red, bed, head, fed, shed, said, dead. Box, fox, rocks, knocks, locks, socks.*

- Use this as an introductory activity followed by a rhyme or a game. Draw attention to the rhyme segment, especially final consonant.
- Match word list to the rhyme segment for the day (one only)
- Include nonsense words

## Rhyme: Suggested Activities

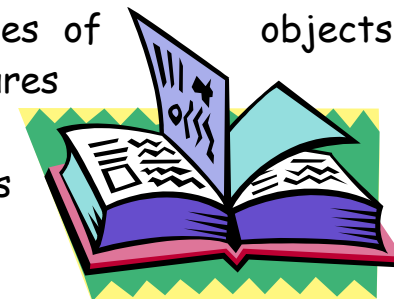
### Rhyme Hunt



Tell the children that "we're going on a rhyme hunt", and ask them to find something in the room that rhymes with a given word. For example what rhymes with sock (clock), bear (chair), look (book), label (table), floor (door), blue (glue). Continue with other words and objects. You might also wish to go outside.

### Rhyme Book

Create a rhyme book. Paste a picture at the top of the page. Have children draw pictures of objects whose names rhyme or find pictures in magazines. Then gather the pictures and bind them into a class book.



### Rhyme Collage

Ask children to cut out magazine pictures of objects whose names rhyme. Have them make rhyme collages with the pictures and display around the classroom.



### Picture Rhyme

Have children fold a piece of paper in half. Ask them to draw pictures of things whose names rhyme. For example hat and bat. Help children to label objects names. For children struggling with this, provide them with the name of one item such as star, pan, pig, and pen. Label the drawings and bind them to make a class book.

### Round Robin Rhyme

Have the children sit in a circle. Tell them that you are taking on the trip. The children are to repeat the item. If you say "I'm going to the park and I'm taking a mat" Taking a mat and a hat". Continue around the circle until no more rhyming names can be found. As a variation, you might have children state aloud items whose names

going on an imaginary trip. You will say one item to and then name another item that rhymes. For example the next child may say "I'm going to the park and I'm taking a hat". Continue around the circle until no more rhyming names can be found. As a variation, you might have children state aloud items whose names

## Level 4: Recognition and Production of Syllables



In this section children divide spoken words into syllables or 'beats'- a task which is easier than finding the individual sounds within words.

In the early activities children are provided with visual representations for the syllables to make the task more concrete. They should also be encouraged to move their body, clap, tap etc., to help them find the syllables as they say the words. Later, spelling is facilitated by matching syllables found in spoken words to their written equivalents.

Syllables can be represented by any number of letters from one to eight. The word *understand* has three syllables, each of a different number of letters. *Un* has two, *der* has three and *stand* has five letters. Each syllable contains a vowel sound.

## Syllables: Suggested Activities

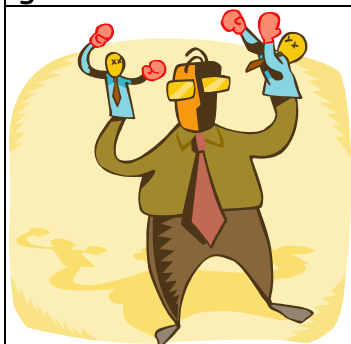
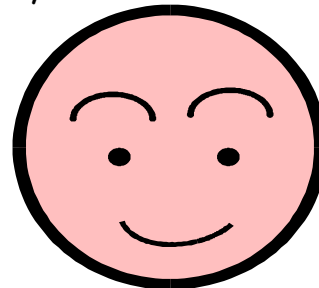


### Clapping Syllables

To count syllables in words, activities such as clapping hands, tapping the desk, or marching in place to the syllables in children's names (Ma-ry), items in the environment (win-dow), or words from a favourite story (wish-y, wash-y), allow the child to learn through a kinaesthetic approach. Initially two syllable words should be targeted, building up to three. A suitable list is on page 31 & 32  
Variation: you may wish to use clapping when marking the roll, by clapping the number of syllables as you call each child's name. When sending children to activities or to recess and lunch you could clap once and anyone with a one syllable name goes etc.

### Feel the Syllables

After determining the number of syllables in a name, ask the children to hold two fingers horizontally under their chins, so they can feel the chin drop for each syllable. To maximise this effect, encourage the children to elongate or stretch each syllable. (this "works" because there is a vowel sound in every syllable and vowel sounds are "open-mouthed sounds")



### Silly Syllable Puppet

Use a "silly syllable puppet" that speaks in a different way by saying words syllable by syllable. Puppet can say a word from a selection of three pictures or puppet uses "Guess what's in the bag".

### Teacher May We?

As in the game Mother May I? Have your students line up some distance away and face you. Give directions that require the children to count the number of syllables in a word. E.g. "You must count the syllables in the word "bunny" - jump that many spaces forward. Children respond "Teacher may we?" With your affirmative response the children say "bunn-y" and each child jumps two spaces forward. Vary the number of syllables and the type of movements. The first student to reach you is the winner. See p 31& 32 for a list of suitable words.

## Syllables: Suggested Activities

### Clap Clap Clap Your Hands

To encourage blending of syllables:

*Clap, clap, clap your hands*

*Clap your hands together*

*Clap, clap, clap your hands*

*Clap your hands together*

*Snap, snap, snap your fingers*

*Snap, your fingers together*

*Snap, snap, snap your fingers*

*Snap, your fingers together*

*Say, say, say these parts*

*Say these parts together*

*Say, say, say these parts*

*Say these parts together*



Teacher: moun.... / ....tain (children respond 'mountain')

Teacher: love... / ...ly (children respond 'lovely')

Teacher: un.... / .....der (children respond 'under')

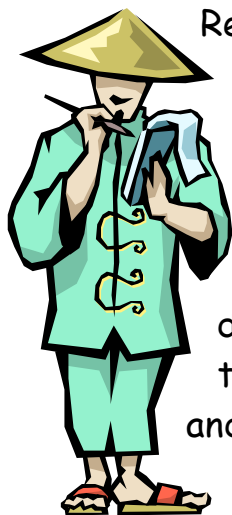
This example suggests two syllable words. However once children are comfortable with this activity, you may include words with three or four syllables. There is a list of suitable words on page 31 & 32

### Syllable Groups

Have children select pre-cut squares of coloured paper according to how many syllables in their name (Er-I-ca would take three squares, John would take one) Children glue the squares across a piece of paper and draw a picture of themselves. Afterwards children move around the room finding others with the same number of syllables and grouping themselves. Comment to reinforce learning as you move from group to group ("yes! John, Ann, and Jane each have one beat! Lets listen and clap - Ann, John, and Jane. Now lets move to the next group: Zoë, Peter, Richard, Terry. Do they have two beats? Yes! Lets clap them to make sure- Zo-e, Pet-er, Rich-ard, Terr-y"...and so on.



## Syllables: Suggested Activities



### Ticki Ticki Tembo

Read the story Ticki, Ticki, Tembo by Arlene Mosel about a pair of Chinese brothers, one of who has a very long name ("Ticki Ticki Tembo Na Sa Rembo Chari Bari Ruchi Pip Peri Pembo") and the other whom has a short name ("Chang"). After reading and discussing the story, encourage your students to say the tow boys' names. Say them again and this time claps with each syllable that is said. Ticki Ticki Tembo's name will have 21 claps. Chang's name will have one.

Then have students clap the syllables in their own names. As a group, say each child's name and clap as you separate the syllables.

Variation: Another great syllabic story is Tingo Tango Mango Tree by Marcia Vaughan in which an iguana is named Sombala Bombala Rombala Roh, a flamingo is named Kokio Lokio Mokio Koh, and a parrot is named Dillaby Dallaby Doh, a turtle is named Nanaba Pananba Goh.

### Bibbity Bibbity Bumble Bee

Rhythmic chant:

*Bibbity, bibbity bumble bee,  
Tell me what your name should be*

Point to a child; that child responds by giving his/her name.

Class responds:

*Bibbity, bibbity bumble bee  
Clap the syllables there should be.*

Children repeat name, enunciating and clapping each syllable.

*Bibbity, bibbity bumble bee*

*Whisper the syllables there should be*

Children whisper each syllable whilst clapping.

*Bibbity, bibbity bumble bee*

*Silently: how many syllables should there be?*

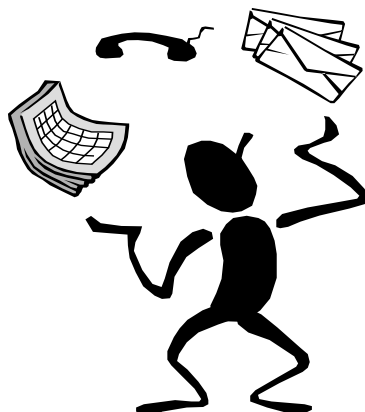
Children repeat name, silently enunciating syllables with mouth movement and counting silently with mouth movement. Children raise hand to indicate they know how many syllables in the name. Child who answers correctly is the next to have their name used in the game.

## Word List for Syllable Games

1	2	3	4	5
red	because	potato	horizontal	alphabetical
nose	before	hospital	extravagant	representative
snake	breakfast	alphabet	helicopter	international
great	cover	explosion	Australia	congratulations
floor	delay	important	electronic	intellectual
lunch	dinner	holiday	television	examination
thumb	distance	animal	invitation	anniversary
book	elbow	mineral	community	supplementary
road	enter	Kangaroo	illustration	ophthalmologist
set	exit	coconut	machinery	hypothetical
head	flavour	afternoon	watermelon	opportunity
lid	himself	dinosaur	information	civilisation
cheese	kettle	stereo	appropriate	exaggeration
drum	koala	wonderful	dictionary	creativity
bed	letter	violin	diagonal	co-ordination
brick	Monday	telephone	collapsible	refrigerator
find	monkey	volcano	alligator	consideration
desk	movie	calendar	supermarket	extraordinary
arm	neighbour	detective	occupation	systematically
door	number	computer	caterpillar	antibiotic
elf	parent	microwave	decoration	administration
glue	picture	interest	transportation	association

## Word List for Syllable Games Continued

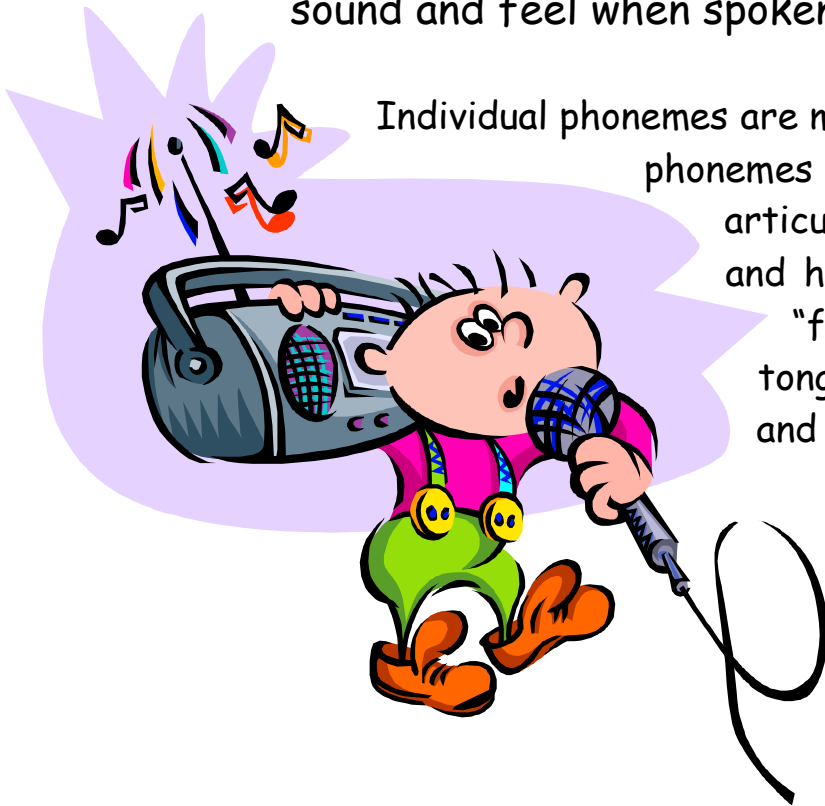
hand	pigeon	tomato	activities	accommodation
milk	poem	catalogue	understanding	elementary
watch	racing	different	calculator	geographical
lamp	relax	echidna	supersonic	investigated
pen	ruler	newspaper	Indonesian	chronological
pie	seven	strawberry	equivalent	astronomical
plant	Sunday	every	ridiculous	individual
school	sunshine	astronaut	merry-go-round	communication
chair	swimming	delicious	experiment	university
eye	table	disappear	disappointed	multiplication
wood	Tuesday	Saturday	available	intermediate
shelf	wiggle	clarinet	composition	disagreeable
time	wooden	enemy	America	experimental





## Level 5: Recognition and Production of Initial Sounds

Initial sound activities show children that words contain phonemes and introduces how phonemes sound and feel when spoken in isolation.

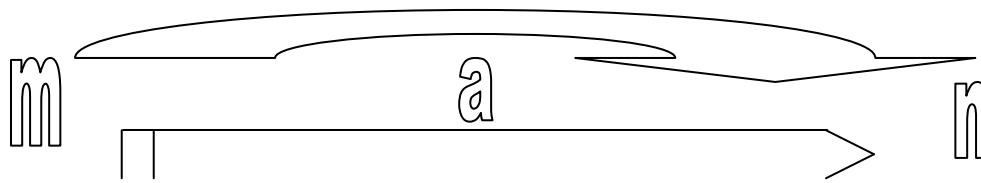


Individual phonemes are more difficult to specify because their acoustic values vary with the phonemes that precede and follow them in a word ( a phenomenon called co-articulation), whereas syllables have relatively constant values in a word and hence are more readily recognised. The fact that consonants are “folded” into vowels can be understood by noting the different tongue positions for the beginning /d/ sound when it is followed by /oo/ and by /i/.

## Initial Sounds Activities

### Teaching Tip

Use pencil to give visual clue to students where beginning and final phonemes are. For example: sound out man, whilst pointing to the end of a pencil and arch across to the tip as you say the last sound (remember to do this back to front if demonstrating facing the group).



### Who's missing?

When dismissing children, calling the roll etc., use children's names without the initial sound (e.g. obert). The children need to work out what name has been called and which phoneme is missing. Remember to split blends - (S) teven not (St) even.

### Phoneme Train



To introduce the concept of phoneme boxes display a picture of a train with an engine, a passenger car and a caboose. Explain that the words have a beginning, middle and an end just as a train has a beginning, middle and an end. Articulate CVC (e.g. /p/p.../i/.../g/) and point to the box corresponding to the position of each sound in the word. Ask children to show where they hear the /g/ in pig. Could also use a picture of pig cut into three and ask children to stick each piece of the appropriate section in the train.

Source: [http://www.Idonline.org.Id\\_indepth/teaching\\_techniques/cld\\_hownow.htm](http://www.Idonline.org.Id_indepth/teaching_techniques/cld_hownow.htm)

# Initial Sounds Activities

## I'm Thinking of Something

Requirements: bag of small objects

Teacher; Guess what's in my bag? It begins with /d/. What phoneme does it begin with?

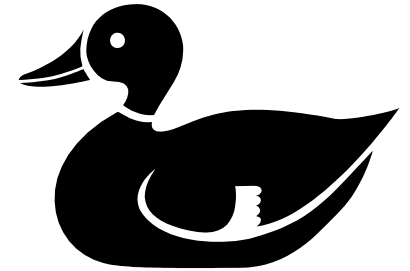
Students; /d/

Teacher; It's an animal

Student; dog

Teacher; /d/ og - that's a great guess. The first phoneme in dog is /d/ and it's an animal. But the thing I have in bag has feathers. Could it be a dog?

Continue the game until the children guess taking as many opportunities as possible to discuss the initial phoneme. At the end of the game, when all objects have been guessed, review the initial phonemes of all objects.



## Beds and Boulders, Bees and Bows

*Tune: Heads, Shoulders, Knees and Toes.*

Student chooses and initial phoneme (consonants only work for all consonants and is so much fun)

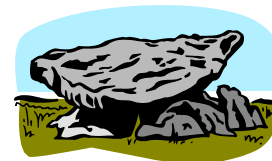
Sing song changing initial sounds to the chosen phoneme.

*Beds and boulders, bees and bows*

*Bees and bows, bees and bows*

*Beds and boulders, bees and bows*

*We all clap hands together.*



Source: Yvonne Sawers

# Initial Sounds Activities

## Name Alliteration

Children create wonderful descriptive words starting with the same phoneme as their name e.g. Amazing Alex, Adorable Alice, Wonderful William. These can be charted or used to label self portraits - chant daily to reinforce the concept of alliteration.

## Initial Sound Song

*Tune "Old McDonald had a farm"*

What's the Sound that starts these words?

Ball, beach and bounce.

(Wait for a response from the students)

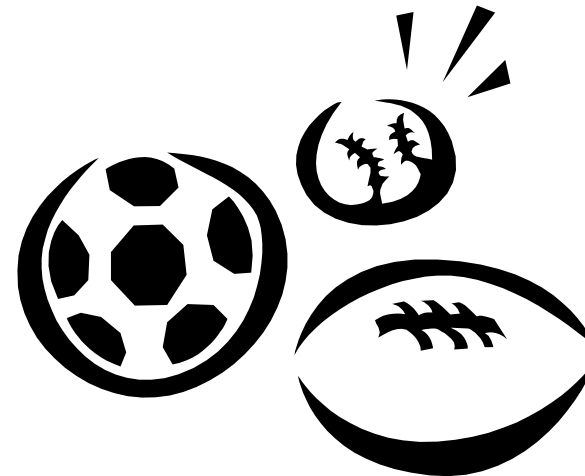
/b/ is the sound that starts these words.

With a /b/, /b/, here and a /b/, /b/ there,

Here a/b/, there a /b/, everywhere a/b/, /b/.

/b/ is the sound that starts these words:

ball, beach and bounce.



*Source: Yopp & Yopp (2000)*

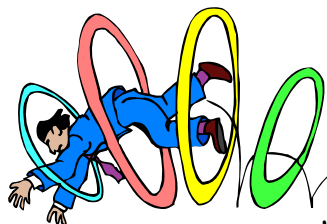
## Simon Says



Only do what Simon says if it starts with an identical phoneme. E.g. /s/ Simon says skip (children skip), Simon says sing (children sing), Simon say sit (children sit), Simon says jump (children stay still because the action does not begin with /s/).

# Initial Sounds Activities

## Jump in The Hoop



Requirements: 1 hoop and a set of objects - enough for each student  
Give each child an object - discuss the initial sound of each object. Place the hoop in the centre. Teacher calls out different initial phonemes. Any child with an object that begins with that phoneme jumps in the hoop.

Variation: the teacher can call out a word and a child with an object that starts with the same initial phoneme as that word jump in the hoop.

Have a number of different coloured hoops. Choose only objects that begin with the same phonemes as the colours i.e. /r/, /b/, /g/, /y/. When the teacher calls green all the students with objects that start with /g/ need to jump into the green hoop.

## I Have a Song

*Tune: Someone's in the kitchen with Dina*

I have a song that we can sing  
I have a song that we can sing  
I have a song that we can sing  
It goes something like this:

Fe-fi-fiddley-I-o

Fe-fi-fiddley-I-o-o-o-o

Fe-fi-fiddley-I-ooooo

Now try it with the /z/ sound

Ze-zi-ziddley-I-o

Ze-zi-ziddley-I-o-o-o-o

Ze-zi-ziddley-I-ooooo

Now try it with the /y/ sound

*Source: Hill (1999)*

## Initial Phoneme Rap

A is for Adam , apple and Ann  
B is for Barry, berry and ban  
C is for Connie, cabbage and cog  
D is for David, dinner and dog  
E is for Erin, egg and excite



## Ride the train

A child is selected to be the train driver. He / she calls out a word. Any child who can give another word beginning with the same phoneme becomes a car on the train and gets in line with the driver. As soon as the train is ready (5 or 6 children) the driver drives around the room.

# Initial Sounds Activities

## Going Shopping

Requirements: set picture cards for things bought at the supermarket (e.g. biscuits, butter, bread, cornflakes, currants, cakes, pickles, prunes). Duplicate cards can be made. See page for a starter set.

Children sit in a circle. A child goes shopping. The teacher gives this child a basket, who then goes shopping. The shopper says "Who has something that begins with / / naming a phoneme. Each child who has cards beginning with that sound holds them up and as the 'shopper' comes to them, says the name of their item and puts it in the basket.



## I went on a trip

Identify an initial phoneme e.g. /a/. Begin the game by saying "I went on a trip and I took an apple". Next child must say "I went on a trip and I took a.....(child must choose something that begins with /a/ (animal, ant, anchor))

Variations:

- Can be cumulative
- Can use final or medial phoneme
- Don't identify the phoneme prior to playing



## I Spy

I spy with my little eye something that starts with / /. Children guess the object that starts with that sound.

## What's in a Name?

Select a sound of the day such as /d/. Throughout the day say students' names with that sound in place of the initial sound in their name. John will be called Don, Sally will be Dally.

## Personal Tongue Twisters

Extend Name Alliteration activity by creating tongue twisters such as "Wise Wendy went windsurfing on Wednesday" Blonde Bianca bought bright blue boxers from Bunbury.

## Initial Sounds Activities

### Initial Sound Clap

Ask children when they hear a word with a different initial phoneme. E.g. can, camp, cold, tug, catch- children clap on tug. See p 41 for Phoneme list.

### Treasure Tray Game

Requirements: Trays and a set of objects - enough for one for each student and a selection for the teacher.

Seat the children in a circle. Give all the students an object. Teacher places an object in the tray. Children decide which phoneme it starts with. Ask children if they have an object that begins with the same phoneme. Children place their object in the tray. As the class names the objects stretch out the initial phoneme .e.g. /s...../ock and keep reinforcing the concept of initial phoneme. Game continues as children group objects by initial phoneme.

The trays could be used for a few days as a class display with a sign saying "how have we grouped these objects? Can you guess?"

Variations: Can work with medial or final phonemes

### Bibbity Bibbity Bumble Bee

See page thirty



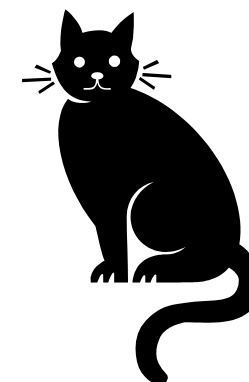
### Circle Swap Shop

Requirements: set of objects - enough for one for each student.

Seat children in a circle and give each an object establishing the name of the object and the initial sound. Teacher calls out a phoneme and then calls "swap shop". Children who have an object with the same initial phoneme stand up and swap places with each other. All the children say the object names and the phonemes.e.g. "cat, cup, clip- /c/, /c/, /c/.

Variation:

Ask students to work with the final phoneme or medial phoneme.



# Initial Sounds Activities

## Put It Together

It starts with /l/  
And ends with ight,  
Put it together  
And it says.....light



Use the children's names to introduce game. Provide context by limiting words to objects that can be seen in the room or to theme words.

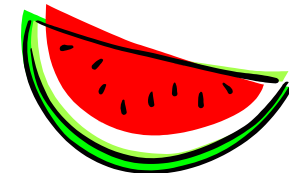
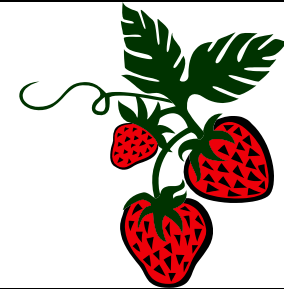
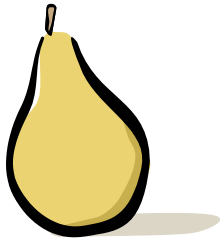
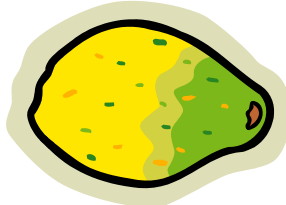
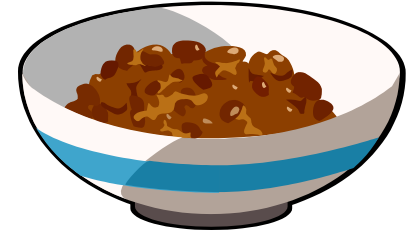
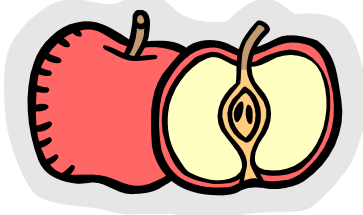




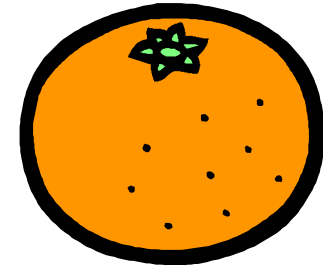
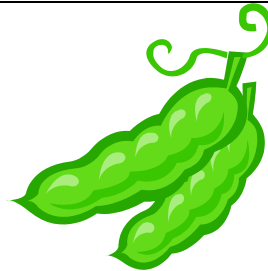
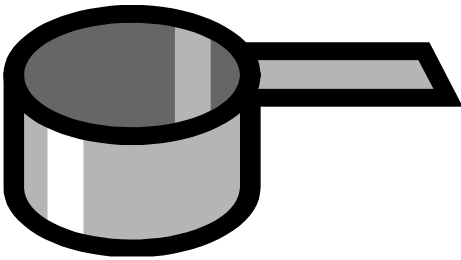
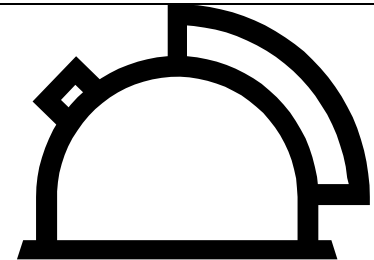
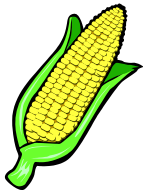
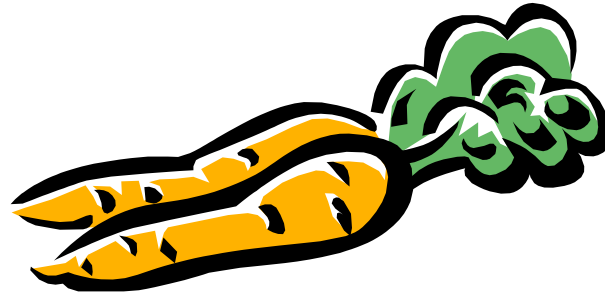
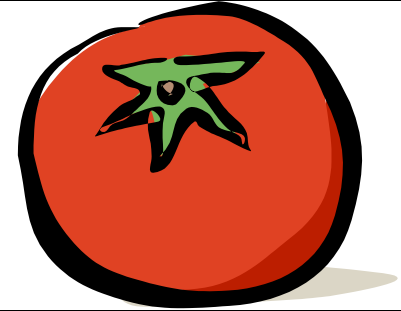
## Initial Phoneme Word List

Sock	Mirror	Car	Teddy	Game
Spaghetti	Mug	Cow	Tin	Girl
Soap	Magnet	Candle	Toothpaste	Gate
Scissors	Mouse	Cup	Toothbrush	Goose
Salt	Monkey	Cardigan	Telephone	Goat
Stone	Macaroni	Card	Tin opener	Glove
Seeds	Map	Cushion	Twig	Glue
Star	Matches	Catalogue	Tie	Golfball
Spoon	Mints	Cat	Towel	Grape
Sieve	Milk	cork	torch	glass
Hat	Shoe	Lolly	Doll	Nut
Hammer	Sheep	Lamb	Dog	Nail
Hand	Ship	Letter	Dice	Nose
Head	Shirt	Leaf	Dish	Numbers
Hen	Shampoo	Lid	Disk	Nine
Hoop	Shell	Lipstick	Drill	Namecard
Hook	Shapes	Lock	Door	Nailbrush
Horse	Shovel	Lemon	Dishcloth	Net
Hose	Shaker	Leopard	Dollar	Newspaper
house	sharpener	loveheart	duck	note

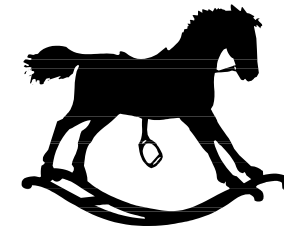
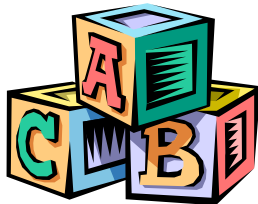
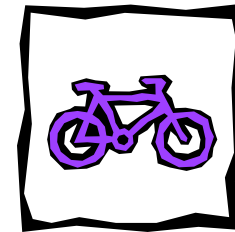
# Picture Set 1 for Initial Sound Activities



## Picture Set 2 for Initial Sound Activities



# Picture Set 3 for Initial Sound Activities



## Level 6: Recognition and Production of Final Phonemes

Initial sound activities show children that words contain phonemes and introduces how phonemes sound and feel when spoken in isolation.

Individual phonemes are more difficult to specify because their acoustic values vary with the phonemes that precede and follow them in a word ( a phenomenon called co-articulation), whereas syllables have relatively constant values in a word and hence are more readily recognised. The fact that consonants are “folded” into vowels can be understood by noting the different tongue positions for the beginning /d/ sound when it is followed by /oo/ and by /i/.



## Final Phoneme Activities

### Can You say?

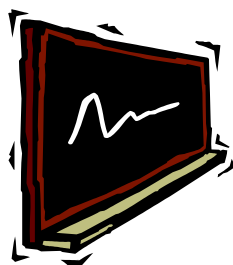
*Tune: Happy Birthday*

Can you say the last sound?

Can you say the last sound?

It's the last sound in .....

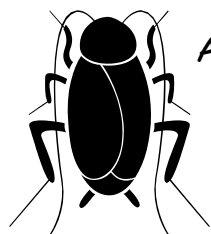
Can you say the last sound?



Suggested words: rabbit, yellow, extra, happen, tablet, blackboard, footpath, pencil, into, frighten, chimney (two syllable words)

*Source: Blevins (1997)*

### Last Sound Last



Ask children to listen to the following set of words: house, bus, mess. Point out that all these words end with the same sound. This sound is /s/. Tell children that you want them to listen carefully to each set of words

you say. They are to then tell you what the last sound is in these words. Finish the activity by having children state other words that end with the sound.

Use these and other word sets: fun, pen, moon, top, cup, soap, pig, leg, bug and sack, rock, lick.

### Final Sound Song

*Tune: "Old McDonald Had a Farm"*

What's the Sound at the end of these words?

Bed, seed, and mad?

(wait for a response from the students)

/d/ is the sound at the end of these words:

Bed, seed, and mad.

With an /d/, /d/, here and an /d/, /d/ there

Here an /d/, there an /d/, everywhere an /d/, /d/

/d/ is the sound that ends these words:

Bed, seed and mad.

*Source: Yopp 1992*

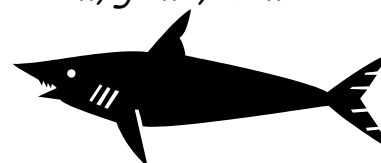
### Secret Sound

Say three words. Children are to listen carefully and say the sound that is the same in all words. For example: teeth, bean, feet - correct response is /ee/. Make sure the target sound is in the same position (initial, medial or final) in all words.

*Sun, sick, send      tell, tan, top      ship, shark, shoe*

*Game, pain, late      soap, road, note      sight, ride, life*

*Team, game, home      cab, web, robe      doll, well, hill.*



## Medial and Final Phoneme Activities

### Beginning Middle or End?

Requirements: blank 3 x phoneme box card and a counter for each student.

Tell students that you are going to say a list of words. All the words contains /s/. Some words have /s/ at the beginning, some in the middle and some at the end. If students hear the /s/ sound at the beginning of the word they put the counter in the first box, if they hear the /s/ sound in the middle, they put the counter in the middle box and if they hear the /s/ sound at the end of the word they place the counter in the last box.



List: /s/ set, sock, bus, miss, mess, ask, safe, kiss, soup.

/p/ pack, mop, apple, hope, open, tap, pen, keep

/m/ man, moon, ham, some, room, ham, made, seem, amp

/d/ dog, duck, pad, door, toad, read, dig, rod, idle

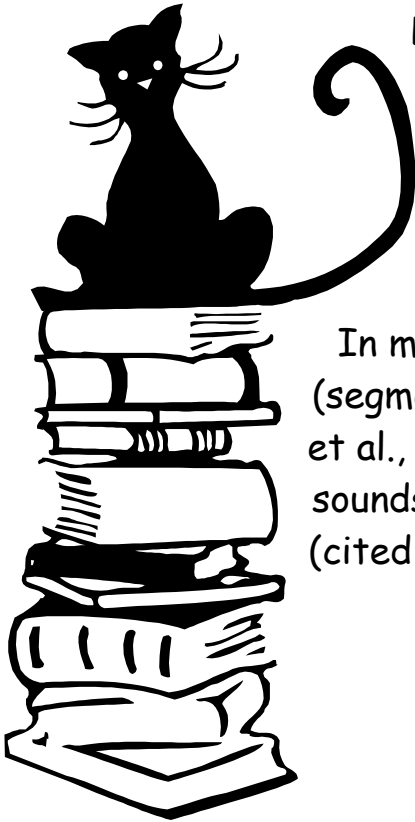
### Bag Game

Have a large grocery bag or box that contains many small plastic bags that can be sealed so objects don't fall out. In each of these smaller bags place one object and the number of interlocking cube to represent each phoneme in the name of the object, e.g. a key and two cubes, some nails and 4 cubes, book 3 cubes. Other collectables for the bags: nuts, pen, bell, plastic animal, and small toys, things from the kitchen.

The children choose a bag, take out the object and the cubes. They name the object and say the phonemes in the name pulling apart the interlocking cubes. E.g. this is a book /b/ /oo/ /k/. Lots of emphasis can be put on the putting together and pulling apart of the cubes.

## Level 7 - Blending Phonemes to Make Words

## Level 8 - Phonemic Segmentation



Blending Phonemes to make words: a word is presented, with the individual phonemes isolated. The child needs to put the phonemes together to make the word.

Phonemic segmentation : a child is given a word and is required to isolate the individual phonemes. Please note: these tasks can be presented as onset and rime e.g. /p/ar...k/ or phoneme by phoneme e.g. /p/. /ar./ /k/

In most children the ability to synthesise (blend) sounds into words occurs earlier than analytic (segmentation) skills (Bryen & Gerber, 1987; Caravolas & Bruck, 1993; Solomons, 1992; Torgesen et al., 1992; Yopp, 1992). Thus it is easier to respond to the word "cat" when presented with the sounds c- at or c-a-t, than it is to supply c-a-t when asked to tell what sounds you hear in "cat" (cited in Hepinstall 2002)



## Level 7 & 8 Activities

### Guess It

The guess it game can be played in many ways. Teacher orally segments the name of an animal. Children must guess the animal's identity.

Samples: /p/...ig /l/...amb /d/...og /c/...at /h/...en /r/...at

*Source Blevins (1997)*

### Mystery Sentences

Read aloud sentences from a book, or sentences that you create. In each sentence, choose one word to read in sound segments. The children orally blend the word and then say it. Use sentences in which the children cannot guess the word based on context clues.

I give it water when it is /h/ /o/ /t/ (hot)

I put a /p/ /e/ /n/ on the table. (pen)

The boy ran to the /b/ /u/ /s/ (bus)

She is /f/ /i/ /v/ years old (five)

He found his red /s/ /o/ /c/ (sock)

I gave him my favourite /g/ /a/ /m/ (game)

Many more sentences can be made up to play this game. *Source Blevins (1997)*

### Mail Game

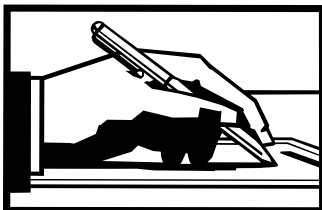
Use a large box or container as a post box. Give children picture cards. To ensure familiarity go through the cards with the class naming the objects. The objects should be single syllable words such as the following: cup, ring, flag, street, rug, dog, cat, plum, brick.

Teacher says a name of the object and the child with that card has to segment the word either with onset and rime or phoneme and then post it into the box. *Source: Yopp (2000)*

## Level 7 & 8 Activities

### Old McDonald Had a Box

Old McDonald Had a Box E-I-E-I-E-I-O.  
 And in the box he had a /k/ ... an, E-I-E-I-E-I-O.  
 With a can, can, here  
 And a can, can there  
 Here a can, there a can,  
 Everywhere a can-can  
 Old McDonald Had a Box E-I-E-I-E-I-O.



Children sing the song using different words to segment either by using onset and rime /m/ ..at. or phoneme bu phoneme /m/. /a/. /t/. The following

words can be used: pen, sock map rock top fan bat log leg zip wig mud mop ...

Etc. *Source Blevins (1997)*

### Sound It Out Song

*Tune: If You're Happy and You Know It*  
 If you have a new word, sound it out.  
 If you have a new word, sound it out.  
 If you have anew word  
 Then slowly say the word.  
 If you have a new word, sound it out.  
 At the end of singing the song say a word in parts for children to orally blend.

### If you Think You Know

Blending isolated phonemes into a word  
*Tune: "If you're happy and You know it"*  
 If you think you know this word, say it now!  
 If you think you know this word, say it now!  
 If you think you know this word  
 Then tell me what you've heard  
 If you think you know this word, say it now!



The teacher says a segmented word such as /k/-/a/-/t/ and the children respond by saying the blended word.

### Phonemic Segmentation Words

Use pictures of objects and use with a phoneme frame...see page 53 with more squares than is needed. Children use counters to represent the phonemes.

### Boingy Elastic Band Game

Use an oversized Elastic band held up between your thumbs. Keep it "short" and say the word to match the length of the band. E.g. "Tuesday", stretch the band out as you say the word. Say it very pronounced with your mouth running along the band. Emphasise and exaggerate sounds. Ask the children to say "boing" when they hear one of the sounds in the word .e.g. /t/ or /y/

## Level 7 & 8 Activities

### Segmentation Cheer/Chant

Listen to our cheer.

Then say the sounds we hear.

Sun, sun, sun!

What's it start with?

(Children respond with /s/)

What's in the middle?

(Children respond with /u/)

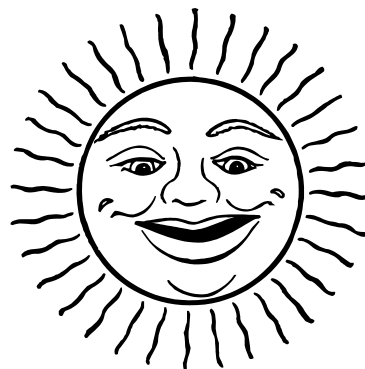
What's at the end?

(Children respond with /n/)

What have we got?

(Children respond with /s/u/n/)

Other words to use: cheer, soap, read, fish, lime, make, mop, ten, pig, rat, dog, lip.



### Using a Phoneme Frame

Teacher should demonstrate using the frames many times using counters on a table or magnets on a whiteboard.

Letters should not be used. The idea is to say the phoneme and move a counter in to the box.

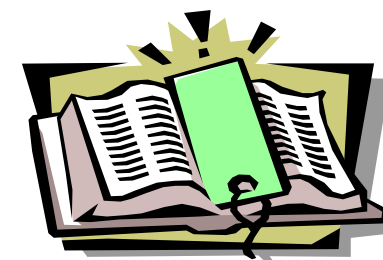


### Bag Game

Have a large grocery bag or box that contains many small plastic bags that can be sealed so objects don't fall out. In each of these smaller bags place one object and the number of interlocking cube to represent each phoneme in the name of the object, e.g. a key and two cubes, some nails and 4 cubes, book 3 cubes. Other collectables for the bags: nuts, pen, bell, plastic animal, and small toys, things from the kitchen.

The children choose a bag, take out the object and the

cubes. They name the object and say the phonemes in the name pulling apart the interlocking cubes. E.g. this is a book /b/ /oo/ /k/. Lots of emphasis can be put on the putting together and pulling apart of the cubes.



## Level 7 & 8 Activities

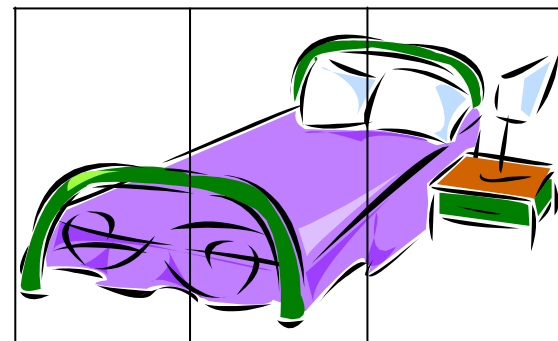
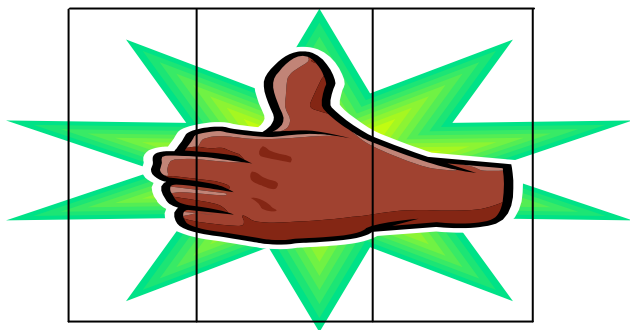
### Phoneme Blocks

Requirements: set of 6 or 7 different coloured blocks for each child.

Place two pictures on the table for each child. The children must decide which of their pictures represents the word with the most sounds by placing their own blocks in front of them whilst sounding out the words aloud. Make sure the children arrange and "read" their own blocks in the reading direction - left to right.

### Drawing Lines on Pictures

An example is given below of how to represent the phonemes in words by drawing lines through a picture. Many pictures can be collected from magazines or anywhere and made into activities. Children can use counters on top of the pictures or just point as they say the word.



*Source: Rigg (2000)*

## Phoneme Frame

Children can have their own phoneme frames photocopied onto card. This activity can also be used to identify initial, medial and final sounds in words.


Cat	bed	chain	make	dark
can	leg	rail	name	brown
map	bell	keep	page	growl
sack	pen	cried	teach	could
man	shed	tried	nine	push
bag	fish	road	team	turn
hat	chip	boat	twice	toy
top	ship	spoon	eat	bear
doll	cup	tool	speak	hair
shop	sun	cloud	spoil	point

## Level 9 Phonemic Manipulation



Phoneme manipulation is the ability to delete initial and final phonemes in words, to delete the first phoneme of a consonant blend as well as substitute one phoneme for another. Because sound deletion tasks require this manipulation of phonemes in words, they are considered to be more difficult than other types of phoneme awareness tasks. Cole and Mengler (1994) cited in [http://www.Idonline.org/Id\\_indepth/teaching\\_techniques/cld\\_hownow.htm](http://www.Idonline.org/Id_indepth/teaching_techniques/cld_hownow.htm) approximately 7 years of age that children are able to perform phoneme deletion tasks adequately. The actual task of deleting a sound from a word can be made easier by building on earlier segmentation practice.

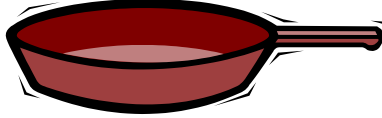
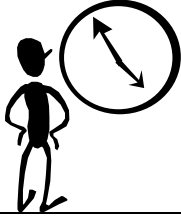





## Phoneme Manipulation Activities

<p style="text-align: center;"><b>Simon Says</b></p> <p>This game is also used for syllable recognition however, to introduce the idea of deleting parts of words it can be revised.</p> <p>"Simon says say bookmark with out the book." Other words are hotdog, rainbow, doorway, sunshine, toothbrush, postbox, snowball, friendship.</p>	<p style="text-align: center;"><b>Row Row Your Boat</b></p> <p>Learn and sing the song Row Row Your Boat Change the word merrily ti werrily, jerrily, berrily Talk to the children about what you are doing.</p> <p>Other such songs as I've been working on the railroad" change to Fe Fi Fiddly I o to Me Mi Middly I o or Se Se Siddly I o.</p>		
<p style="text-align: center;"><b>Consonant Riddles</b></p> <p>What Rhymes with pat and starts with /s/? (sat) What Rhymes with hit and starts with /s/? (hit) What Rhymes with land and starts with /h/? (hand) What Rhymes with pick and starts with /s/? (sick) What Rhymes with fun and starts with /r/? (run) What Rhymes with look and starts with /b/? (book) What Rhymes with sing and starts with /r/? (ring) What Rhymes with pig and starts with /d/? (dig)</p>	<p style="text-align: center;"><b>Alien Game</b></p> <div></div> <p>Use a puppet. This puppet has difficulty saying words correctly, ask the children to help. The puppet leaves the final phoneme off each word, for example: chee for cheese, re for rice, mea for meat, bre for bread, soo for soup, and fru for fruit.</p>		
<p style="text-align: center;"><b>Switcheroo</b></p> <p>Explain to the children that you will say a word. You want them to listen carefully to the phonemes in the word. You will then play switcheroo with on of the phonemes. That is you will change one sound in the word: initial, medial, final. You want them to tell you which sound was switched. For example: if you say mat and then sat , the children should respond that /m/ was switched with /s/</p>	Man/pan Fat/fan Run/sun Hat/hot Pick/pack	leaf/ loaf pig/pin fish/dish gate/game	tap/tape van/ran zip/lip cup/cap hot/hop
<p style="text-align: right;">Compiled by Jane Sheils &amp; Yvonne Sawyers</p>			

# Phoneme Manipulation Activities

## Pick It Out

The following exercises help children to practice deleting sounds from words

<p>Say sunshine without the sun          Say pancake without the pan          Say milkshake without the milk          Say doghouse without the house</p>		<p>Say stake without the /s/          Say smell without the /s/          Say green without the /g/          Say clock with out the /k/</p>	
<p>Say cucumber without the cu          Say table without the ta          Say potato without the po          Say robot without the ro</p>		<p>Say past without the /t/          Say nest without the /t/          Say bend without the /d/          Say belt without the /t/</p>	
<p>Say part without the /p/          Say sun without the /s/          Say back without the /b/          Say top without the /t/</p>		<p>Say spell without the /p/          Say brake without the /r/          Say clap without the /l/          Say spoke without the /p/</p>	
<p>Say meat without the /t/          Say ran without the /n/          Say take without the /k/          Say mop without the /p/</p>		<p>Other consonant blend words to manipulate: twin, tree, spot, glad, flip, float, pram, flat, from, glib, crate, clothes, crime, breed, spin, pretty, freckle, drill, flurry, glove.</p>	



## Phoneme Manipulation Activities

### What's Missing?

Ask what is missing from these words, either from the beginning or the end. "What's missing in play that you can hear in plane?" Children who have difficulty might need a visual clue like coloured blocks being removed to represent the phoneme deletion. Children can play with words and make up their own "What's missing?"

Base Word	First Sound Deletion	Final Sound Deletion
feet	eat	fee
boat	oat	bow
cart	art	car
think	ink	thing
call	all	core
bend	end	ben
shelf	elf	shell
seat	eat	sea
toad	ode	toe
band	and	ban
sail	ail	say
mate	ate	may
meal	eel	me



# Phoneme Manipulation Activities

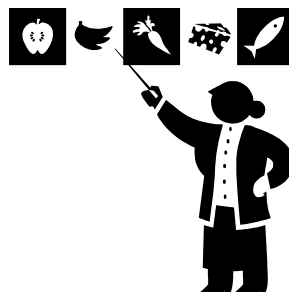
Children help a puppet say words correctly. Can be related to a bag of items and the child selects one from the bag. Children identify which part of the word the puppet said incorrectly.

<i>Object</i>	<i>Mistake</i>	<i>Object</i>	<i>Mistake</i>	<i>Object</i>	<i>Mistake</i>	<i>Object</i>	<i>Mistake</i>
fish	fit	purse	piece	skipping	slipping	scent	set
bus	bug	leaf	loaf	present	pleasant	hand	had
doll	dot	pen	pan	fly	fry	shelf	chef
purse	perk	disk	desk	crash	clash	bank	back
comb	coat	ring	wrong	scarf	staff	sink	sick
pen	peg	book	beak	smile	stile	nest	net
soap	soak	horse	house	snow	slow	pump	Pup
dog	doll	peg	pig	spider	cider	kilt	Kit
hook	hood	bread	bed	slug	snug	milk	mick

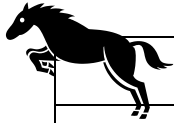


## Possible Word List For Medial Phoneme Games

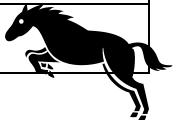
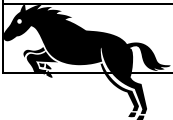
cat	bed	six	top	nut
tap	peg	king	sock	cup
van	leg	ring	mop	duck
pan	bell	tick	fog	bus
sag	pen	dish	dog	sun
map	shed	mit	box	sum
sack	pet	lid	sock	rush
man	ten	lip	lock	mug
bag	shell	pin	boss	rug
hat	men	pig	doll	mum



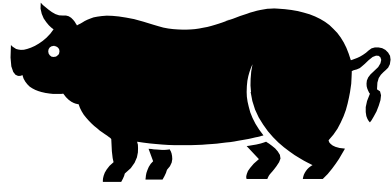
## Possible Word List For Final Phoneme Games



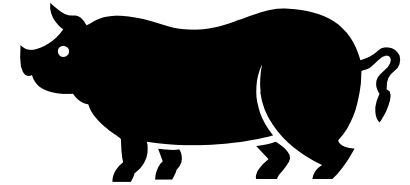
bus	bed	nine	ball
horse	bird	ten	doll
purse	shed	pin	wheel
mouse	ladybird	pen	shell
goose	wood	pan	wool
house	spade	chain	bell
rice	bread	tin	tail
book	cat	mop	leaf
sack	goat	tap	shelf
brick	kite	map	roof
hook	gate	clip	scarf
sock	hat	top	half
fork	eight	cup	elf
clock	heart	grape	loaf
leg	frog	bag	dog
peg	flag	pig	den



# An Activity Which Involves Many Levels Of Phonological Awareness



## Shared Book - Levels 1 - 9



### Phonological Sequence using Shared Book Experience:

This activity involves many level of the phonological ladder. The story "The Three Little Pigs" is used to illustrate the sequence of activities that could be used whilst working with a shared book in a whole language program. We would recommend using these activities over the course of a week rather than in one intensive session

1. **Rhyming:** Ask questions that will illicit pig, house, ran. I.e. "What kind of animals were the three brothers?" Brainstorm words that rhyme with pig. Play Does It Rhyme Yes or No. Use pairs such as pi/big, dig/mouse, money/man, house/louse, sticks/bricks.
2. **Word Awareness:** Ask another simple comprehension question such as "What did the third pig use to build his house?" Make a sentence; "The third pig used bricks". Repeat the sentence and count the words with the students, a number of times. Ask for part of this phrase e.g. "used bricks" and part of that phrase e.g. "bricks".
3. **Initial / medial / final Sounds:** Ask for the parts of a word e.g. "bricks" - /b/-/r/-/i/-/k/-/s/ or simply concentrate on initial or final sounds.
4. **Syllables:** Look at different words to clap syllable e.g brother, pig, chimney, water.
5. **Segmentation:** Now ask students to say brother without the bro-"ther". Say Chimney without the Chim.
6. **Blending:** Stretch out words e.g. b-i-i-i-i-l-l-l-l-l-d.
7. **Manipulation:** Say pig, replace the /p/ in pig with /d/ - "dig". Take the first sound from bricks -"ricks"

## A Glossary of Terms

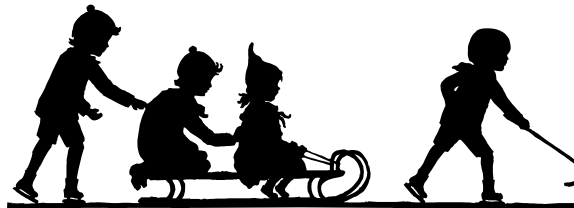


**Phoneme:** the smallest unit of speech. In the word "cat", for example, there are three phonemes: /k/, /a/, /t/. Letters do not make specific, consistent sounds. The other letters within a given word determines the specific sound that a letter makes. The sounds are determined by context. For example, the letter "a" makes a different sound in the word "cat" than it does in the word "late". Even consonant sounds change with the context; the 't' sounds different in 'cat' than it does in 'the'.

The "awareness" part of phonemic awareness is important because it implies the level of knowledge that children, especially 4 and 5 year olds, should have. Phonemic awareness is not the mastery of sounds in words, but rather the awareness of those sounds in words. Children have phonemic awareness without knowing the letter name or the label for the sound. Part of phonemic awareness is the understanding that two words may sound the same, or rhyme, or begin with the same letter sound.



**Alphabet Principle:** The association of units from the limited set of phonemes of oral language with the limited set of letters of the alphabet, yielding the alphabetic writing system. Knowledge of the alphabetic principle is awareness that written words are composed of letters that are intentionally and conventionally related to phonemic segments of the words of oral language.



## Glossary Continued



**Orthographic Awareness:** Knowing that letters represent the spoken language; attending to predictable and frequent spelling errors.

**Grapheme:** alphabetic unit ( or letter)

**Phonics:** sound / letter knowledge

**Phonetics:** the systematic study of sounds of language and their production

**Syllable:** a unit in the phonological system with a vowel as its nucleus.



**Phonograms:** are the common elements in word families (e.g., the letter sequence "and" in sand, hand, band and land).



**Onset:** the initial consonant (or consonant blend) that changes the meaning of the word. e.g. the /b/ in bed and the /sh/ in shed.

**Rime:** the vowel/consonant combination that follows an onset and remains constant. E.g. /ed/ in bed, shed, red, fed.

