



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1-3

## Head, Waist, Toes

Back to Sound-to-Letter Segmentation



### Materials

1. Words from current classroom literature



Virginia SOLs: K.4, 1.4

### Procedure

1. Have children stand as they listen to you say a 3-phoneme word.
2. Say each phoneme of the word separately and ask children to place their hands on their heads, waists, or toes to indicate whether the sound is at the beginning, middle, or end of the word. Have students repeat the sounds as they take positions.
3. Repeat with additional three-phoneme cards. For variation, say phonemes faster and faster as the game progresses. Extend the activity to four-phoneme words using head, waist, knees, and toes as the four body positions.
4. Send word lists home and invite children to play the game with their parents.
5. Variation: Prepare a list of words that have 1-5 syllables. Using the head, shoulders, knees, seat of their pants, and toes, students tap out the number of syllables they hear in a word. Those that have five or more syllables are tapped on the seat of their pants. Students can also come up with their own words and they choose the actions to correspond with the number of syllables.

Source:

Fitzpatrick, J. (1997). *Phonemic awareness: Playing with sounds to strengthen beginning reading skills*. Cypress, CA: Creative Teaching Press.