A My Name Is...
Back to Beginning Sounds

Materials
1. List of children’s names

Procedure
1. Use this familiar jump rope chant to familiarize children with the initial letter sound of their name.

2. Insert a child’s name into the first line of the chant. Encourage the other children to add additional words to the chant that share the initial sound.

3. Chant- (letter) my name is (child’s name) and my friend’s name is (name). We live in (place) and we sell (item).

4. The book, *A My Name is Alice*, by Jane Bayer and illustrated by Steven Kellog could be used as part of this activity.
Going on a Picnic
Back to Beginning Sounds

Materials

1. Chart paper
2. Markers

Virginia SOL: K.4

Procedure

1. Introduce this game to a group of children by saying, “We are going on a picnic and we need to bring several things that begin with a particular letter, such as the /m/ sound.” Examples could include macaroni salad, marshmallows, and a map.

2. Support the children in thinking of items that begin with the highlighted sound. These items could be written on the chart paper.

3. After a few items are identified, begin again with a new letter sound.

4. This activity could be modified for any theme, including a field trip, vacation, or camping trip.

5. Keep chart paper up so that during lunch/snack children can add the names of their food to the list. Items can also be added throughout the day, as children think of them.
Letter Muncher
Back to Beginning Sounds

Materials
1. Empty tissue box
2. Construction paper
3. Small magazine pictures
4. Tape or glue

Virginia SOLs: K.4, K.7

Procedure
1. To make a letter muncher, stand the tissue box on its end and create a construction paper face using the opening as a mouth.
2. Label the muncher with a letter of your choice.
3. Mount the pictures onto construction paper to give them a firm backing.
4. Instruct the children to look at each picture and to determine if it begins with the indicated letter.
5. If it does, feed the picture to the letter muncher. If not, set the picture aside.

EXTENSION
Collect tissue boxes so that all children have a letter muncher. Provide each child with his/her own letter muncher that displays a familiar letter. Spread picture cards that match the letters on the munchers all around classroom. Students walk around the room and munch the picture cards that correspond to the letter on their letter muncher.

Source:
Listen Up!
Back to Beginning Sounds

Materials

1. For this activity, you will select a specific sound for children to listen to. Every time children hear the target sound in a word, they are to clap their hands, repeat the sound, hold up a counter, or choose some other designated way of responding.

NOTE: Begin with “continuous” consonants (f,l,m,n,r,s,v,z) before “stop” consonants (b,d,g,k,p,t)

Virginia SOLs: K.4, K.7

Procedure

1. Explain to the children that you are going to play a listening game. They are going to listen for words that begin with /s/ as in sun.

2. You will say a word. If they hear /s/, children are to slap their hands.

3. If they clap their hands after a word that does not contain the sound, ask the children to listen again as you repeat the word, emphasizing the beginning sound by extending it.

4. For children having difficulty demonstrating sounds, help them to hear the sounds by saying the words slowly, extending the sound.
Name-Recognition Photo Cards
Back to Beginning Sounds

Materials
1. One photo of each child in your class
2. Index cards, sentence strips, or tongue depressors
3. Pocket chart
4. Name-recognition song or rhyme

Virginia SOLs: K.4, 1.6

Procedure
1. Write each child's name on an index card, a sentence strip, or a tongue depressor, and then attach his or her photo to it.
2. Place the name cards in the pocket chart or hold them up while you sing name-recognition songs.

First and Last Sounds
(sing to the tune of “Are You Sleeping?”)
What's the first sound?
What's the first sound?
In Hannah?
In Hannah?

/\ is the first sound,
/\ is the first sound,
In Hannah,
In Hannah.

EXTENSION
Save the photos of the children. Have students help you put the photos under the corresponding beginning letter on your alphabet chart.

Source:
Name Sound Substitutions
Back to Beginning Sounds

Procedure

1. Some teachers focus on one particular letter at a time as they introduce the alphabet and sound/symbol correspondences. This is an excellent time to encourage children to identify as many items in the classroom that begin with that sound and then to substitute that sound into the initial position of other words.

2. In emphasizing the letter T, for example, the teacher might ask children to name objects in the classroom that begin with /t/. Then they create new words by substituting /t/ for the initial sound of other objects; thus, a chair becomes a tair and a desk becomes a tesk.

EXTENSION
Students substitute the initial sound in their name for the target sound.
Round Robin
Back to Beginning Sounds

Procedure

1. Have children sit in a circle. Tell them that you are going on an imaginary trip.

2. You will say one item that you want to take on the trip. The children are to repeat the item and then name another item whose name begins with the same sound. For example, if you say, “I’m going to the park and I’m taking a ball”, the next child might say, “I’m going to the park and I’m taking a ball and a blanket.”

3. Continue around the circle until the children can think of no more words that begin with that particular sound.
Materials

1. Student photographs

Procedure

1. Collect or take student photographs.

2. During a morning group time, introduce a letter sound. Greet children by replacing the first letter of their names with the identified letter, such as Tally for Sally.

3. Show a few student’s pictures at one time and have the class greet their classmates with a “Good Morning” chant.

4. “I say good morning to Tary (Mary)/Good morning to Trew (Drew)/Good morning to Tustin (Dustin) and Talice (Alice) too!”

Source:
Sing a Song of Sounds
Back to Beginning Sounds

Procedure

1. Have children sing the following song to the tune of “If You’re Happy and You Know It.”
   “If your name begins with /m/, stand up; If your name begins with /m/, stand up; If your name begins with /m/, stand up and take a bow; If your name begins with /m/, stand up!”

2. Repeat with different phonemes and movements such as clapping your hands, turning around, touching your toes, or jumping up and down.

Variation: Have children use picture cards with the song. For example, “If your picture begins with /s/, stand up...”

Source:
Materials

1. Small bags labeled with an uppercase and lowercase version of a letter

Virginia SOL: K.7

Procedure

1. Assign each child a letter and a small plastic bag.
2. Ask children to search at home (with parent’s help) for 1-2 items that begin with the letter sound.
3. Have children bring items to school in bags and share with the class.

EXTENSIONS
Collect and keep the students’ bags to use in the following activities.

1. Create a center by placing three bags on a table. Dump out and shuffle the items from the bags. Students resort the items by placing them in the bags.
2. Spread items from the bags around the classroom. Students go on a treasure hunt around the classroom and find the items that go in their bag.
Sound I Spy
Back to Beginning Sounds

Materials

1. Familiar items from room
2. Chart paper

Procedure

1. Choose an item in the classroom.
2. Identify the beginning sound of the item such as /t/ in table.
3. Ask the children to identify other items in the room that share that beginning sound by saying, “I spy something that begins with the /t/ sound.” As students state items, write it on the chart paper under the header T.
Materials

1. Pictures of food items or plastic play food

Virginia SOL: K.4

Procedure

1. Ask a group of children to sit in a large circle. Place the pictures of food pieces in the middle.

2. After each food item has been named, tell the children that the cook loves P’s and their job is to name other foods that cook will love that begin with the letter P.

3. Each child could repeat the saying by inserting the new items, such as the cook loves pizza, pears, peanuts, or pickles.

4. Encourage the children to use the pictures or play food as guides as well as thinking of other food names on their own.

5. The game is continued with a new initial letter name such as “The Cook loves Apples.”
The Sound Can
Back to Beginning Sounds

Materials

1. Large coffee can

Procedure

1. Decorate empty can.

2. Teach and focus for the day on one letter.

3. Send the can home with directions for a child that read, “Please fill this can with as many items that begin with the enclosed letter and return to school tomorrow.”

EVALUATION:

1. Write the names of each item on chart paper and include incorrect answers.

2. Discuss answers with the class.

3. Count the items in the can and place can in the ABC center for the remainder of the week.

Source:
Tongue Twisters
Back to Beginning Sounds

Materials
1. Alliterative sentences

Procedure
1. Ask children to repeat a variety of tongue twisters.

2. Encourage children to increase their speed or to make up some original verses.

3. Examples - “Sally sells seashells by the seashore” or “Bubby baby buggy bumpers” or “Busy Barry Bear barely bakes berries” or “Peter Pepper picked a peck of pickled peppers”.

EXTENSION
1. Pick three picture cards that share the same initial sound (e.g. top, tag, & ten). Use the cards to make a tongue twister sentence, such as Tilly has ten twisty tops with tags.

2. Create sentences (as a whole class activity or as a center for independent practice) that addresses alliteration and set sentence structure. Each word in the sentence should begin with the same initial sound. Sentence structure could follow a format such as:

   The ________ ________ ______ ______.
   (describing word) (color word) (noun) (action word/verb)

   ex: The big blue bug barked.
   The rowdy red robin rubbed.

Source:
Weird Words
Back to Beginning Sounds

Materials

1. Familiar words

Procedure

1. Select a familiar object in the room.

2. Substitute the first letter of the word with another letter sound, preferably a consonant sound the children are familiar with.

3. After saying this new word, ask the children to guess what object has been identified.

4. A child who correctly answers could use that same initial letter to make a new word.

5. The game could continue until all children have had their chance to make a new word with the beginning sound.

Source:
Beginning Sound Concentration
Phonological Awareness / Beginning Sounds

Materials
1. Beginning Sound Concentration Cards

Virginia SOLs
K.4, K.7

Procedure
1. Place the picture cards face down in a rectangular array.

2. Children take turns flipping over two picture cards at a time. If the two pictures share the same beginning sound, the player keeps the cards. The player who makes a match gets another turn.

Beginning Sounds Concentration

Cow, Cookie, Sandwich, Sock, Mouse, Moon
<table>
<thead>
<tr>
<th>Dog</th>
<th>Dolphin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key</td>
<td>Kangaroo</td>
</tr>
<tr>
<td>Pig</td>
<td>Pizza</td>
</tr>
</tbody>
</table>
Begining Sound Concentration

1. House
2. Chicken
3. Bicycle
4. Bear
5. Ring
6. Rain
<table>
<thead>
<tr>
<th>Bow</th>
<th>Boat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turtle</td>
<td>2</td>
</tr>
<tr>
<td>Pen</td>
<td>Popcorn</td>
</tr>
</tbody>
</table>
Follow-the-Path Game
Phonological Awareness / Beginning Sounds

Materials

1. Follow-the-Path Game board
2. Manila Folder
3. Game pieces for 2 to 4 players
4. Picture cards

Virginia SOLs

K.4, K.7

Procedure

1. Paste the game board on the inside of a manila folder. Label each space on the game board path with one of four letters, using both upper-case and lower-case forms.

2. Reproduce a set of picture cards that correspond to the four letters labeled on the game board. Copy the pictures on cardstock or paste them to index cards for durability.

3. Turn the picture cards face down in a stack.

4. Each player draws a picture in turn and moves their playing piece to the next space on the path that is marked by the corresponding initial sound.

5. The winner is the first to arrive at the destination.

6. VARIATIONS: To increase the challenge of the game, use digraphs, blends, and vowel patterns instead of initial sounds.

Getting to Know You
Phonological Awareness / Beginning Sounds

Materials
1. Paper Doll Outline

Procedure
1. Have children practice attending to the beginning sounds by asking them to name their favorite hobby or treat. Explain that their “favorite” must begin with the same sound as their first name (e.g., Patty and peanut butter).

2. Have children draw pictures of themselves on paper dolls. Write each child’s “favorite” on the bottom of his or her doll.

3. Invite children to introduce themselves to the class. For example, “I am Sam and I like soccer and salamanders.” This is a great activity to use at the start of the school year!

Virginia SOLs
K.7

Source:
Go Fish
Phonological Awareness / Beginning Sounds

Materials

1. Picture cards
2. Small pieces of magnetic tape
3. Fishing poles
4. Paper clips or small magnets

Virginia SOLs

K.7

Procedure

1. Put a small piece of magnetic tape on the back of each card, which serve as fish. Spread the picture cards (the fish) out on the floor (the pond).

2. Using fishing poles with magnets or large paper clips, the children take turns catching “fish”.

3. When a child catches a fish, s/he must name the picture and pronounce its initial sound (e.g. “map, /m/”). If correct, the child keeps the fish.

Source: Lindsey, D. Postman Poquoson Primary School, Poquoson, VA.
<table>
<thead>
<tr>
<th>A</th>
<th>Z</th>
<th>Beginning Sound Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td></td>
<td>bear</td>
</tr>
<tr>
<td></td>
<td>cat</td>
<td></td>
</tr>
<tr>
<td>dog</td>
<td>elephant</td>
<td>fish</td>
</tr>
<tr>
<td>goat</td>
<td>horse</td>
<td>iguana</td>
</tr>
</tbody>
</table>
A-Z Beginning Sound Cards

- Jellyfish
- King
- Lamb
- Mouse
- Chain
- Octopus
- Penguin
- Queen
- Rain
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
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<tr>
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<td><img src="image" alt="Violin" /></td>
<td><img src="image" alt="Whale" /></td>
<td><img src="image" alt="Xylophone" /></td>
</tr>
<tr>
<td><img src="image" alt="Yoyo" /></td>
<td><img src="image" alt="Zipper" /></td>
<td><img src="image" alt="Blank" /></td>
</tr>
</tbody>
</table>
Initial Sound Bingo
Phonological Awareness / Beginning Sounds

Materials
1. Leveled Bingo Boards
2. Bingo chips or markers
3. Beginning Sound Bingo Picture Cards

Virginia SOLs
K.4, K.7

Procedure
1. Each child receives a Bingo board and enough markers to cover spaces. The Bingo boards correspond with the suggested sequence for initial consonant and vowel instruction. There are three Bingo board variations for each level. The Bingo boards progress in difficulty as the teacher introduces new consonant and vowel patterns/sounds.

2. Reproduce the Beginning Sound Bingo A-Z Picture Cards. You may wish to copy the pictures on cardstock, paste them to index cards, and/or laminate them. These will become the deck from which the beginning sounds are called aloud during the game. Note that it is important to distinguish between /c/ and /k/ by saying, “/c/ as in cat” or “/k/ as in king.”

3. The first student(s) with a completely filled horizontal, vertical, or diagonal row wins.

Initial Sound Emergent Level 1, Card 1

M  B  S
T  A  P
R  N  G
<table>
<thead>
<tr>
<th>S</th>
<th>N</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>P</td>
<td>T</td>
</tr>
<tr>
<td>I</td>
<td>M</td>
<td>G</td>
</tr>
</tbody>
</table>
Initial Sound Bingo Emergent Level 1, Card 3

N  P  B
M  T  R
S  G  A
<table>
<thead>
<tr>
<th>R</th>
<th>C</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>P</td>
<td>G</td>
<td>H</td>
</tr>
<tr>
<td>S</td>
<td>T</td>
<td>F</td>
<td>A</td>
</tr>
<tr>
<td>D</td>
<td>O</td>
<td>N</td>
<td>J</td>
</tr>
</tbody>
</table>
Initial Sound Bingo Emergent Level 2, Card 2

OWKT
GLBS
HNRI
MAFJ
Initial Sound Bingo Emergent Level 2, Card 3
Initial Sound Bingo Emergent Level 3, Card 1
<table>
<thead>
<tr>
<th>U</th>
<th>G</th>
<th>I</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
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<td>O</td>
<td>M</td>
</tr>
<tr>
<td>F</td>
<td>A</td>
<td>L</td>
<td>D</td>
</tr>
</tbody>
</table>
**Beginning Sounds Bingo**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
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<td><img src="bear.png" alt="Bear" /></td>
<td><img src="cat.png" alt="Cat" /></td>
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<tr>
<td><img src="dog.png" alt="Dog" /></td>
<td><img src="elephant.png" alt="Elephant" /></td>
<td><img src="fish.png" alt="Fish" /></td>
</tr>
<tr>
<td><img src="goat.png" alt="Goat" /></td>
<td><img src="horse.png" alt="Horse" /></td>
<td><img src="igloo.png" alt="Igloo" /></td>
</tr>
</tbody>
</table>
Beginning Sounds Bingo

- Seal
- Turtle
- Umbrella
- Violin
- Whale
- Xylophone
- Yo-yo
- Zipper
My Name Begins Like...
Phonological Awareness / Beginning Sounds

**Materials**

1. Pictures cut from magazines
2. My Name Begins Like template
3. Crayons and markers

**Procedure**

1. Give each child a copy of the My Name Begins like template.
2. Ask each child to write his/her name in the blank.
3. Instruct each child to glue or draw pictures of items with the same beginning sound as his/her name.
4. Play a guessing game during group time, where the children must guess the child's name using the beginning sound pictures as clues.

**Virginia SOLs**

K.4, K.7

My name is _______________________

My Name begins like...
Picture Sorts
Phonological Awareness / Beginning Sounds

Materials

1. Choose 5-6 beginning sound picture cards

Picture sorts always contrast at least two sounds. A good starting point is to sort pictures that begin with /m/ and /s/. These sounds are very different from each other and can be said slowly, without distortion.

Suggested sequence for initial consonant sound sorting:

M-S; M-S-B; M-S-B-R; P-N; P-N-T; P-N-T-G-C-F; C-F-D; C-F-D-H; J-L; J-L-K; J-L;K-W-V-Y-Z

Virginia SOLs

K.4, K.7

Procedure

1. Use letter cards to head each category. Select a key picture for each sound (such as “mouse” and “sun”). Put the key picture cards under the corresponding letter. You can emphasize and elongate the beginning sound to establish the sort.

2. Shuffle the rest of the picture cards and say to the child, “We are going to listen for the sound at the beginning of these pictures. We will decide if they begin like mmmmouse or like ssssun.”

3. After the teacher models the sorting process, take turns with the child until the stack of picture cards is depleted. Each time the child places a picture in a particular column, all the pictures in the column (top to bottom) should be pronounced to determine if each contains the same beginning sound.

4. After completing the first sort with your help, immediately ask your child to independently sort the pictures again. The child’s responses may be slow at first, but after extended practice, the child will begin to sort quickly, accurately, and with confidence.

5. EXTENSION: As a means of providing independent practice, create a file folder game that allows students to sort previously taught letter sounds. Laminate a file folder and place several velcro dots on the folder. Place one, two, or three velcro dots at the top of the file folder that will hold header picture cards. Provide students with picture cards (that also have velcro dots) of several letter sounds. Students sort the picture cards by placing the cards on the velcro dots under the appropriate header. Instead of Velcro, pockets may be used as well.

A-Z Beginning Sound Cards

<table>
<thead>
<tr>
<th>Apple</th>
<th>Bear</th>
<th>Cat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dog</td>
<td>Elephant</td>
<td>Fish</td>
</tr>
<tr>
<td>Goat</td>
<td>Horse</td>
<td>Igloo</td>
</tr>
</tbody>
</table>
A–Z Beginning Sound Cards

1. Jellyfish
2. King
3. Lamb
4. Mouse
5. Chain
6. Octopus
7. Penguin
8. Queen
9. Rain
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seal</td>
<td>Turtle</td>
<td>Umbrella</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Violin</td>
<td>Whale</td>
<td>Xylophone</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yo-Yo</td>
<td>Zipper</td>
<td></td>
</tr>
</tbody>
</table>
Sound Line  
Phonological Awareness / Beginning Sounds

**Materials**
1. Rope
2. Clothespins
3. Tagboard
4. Beginning Sounds
   A-Z picture cards

**Procedure**
1. Write upper-case and lower-case letters on the top of the clothespins.
2. Paste picture cards that represent each beginning letter sound on a square of tagboard and laminate.
3. Students can match the picture card to the clothespins and hang it on the rope.

**Virginia SOLs**
K.4, K.7

A–Z Beginning Sound Cards

- Apple
- Bear
- Cat
- Dog
- Elephant
- Fish
- Goat
- Horse
- Igloo
A-Z Beginning Sound Cards

1. Jellyfish
2. King
3. Lamb
4. Mouse
5. Chain
6. Octopus
7. Penguin
8. Queen
9. Rain
A–Z Beginning Sound Cards

- Sea lion
- Turtle
- Umbrella
- Violin
- Whale
- Xylophone
- Yo-yo
- Zipper
**Sound Puppet**  
Phonological Awareness / Beginning Sounds

**Materials**

1. Puppet
2. Two picture sound cards per student

**Virginia SOLs**

K.4, K.7

**Procedure**

1. Distribute at least two picture cards to each of your students.

2. Explain to children that the “sound puppet” only likes things whose names begin with a sound it chooses. For example, if the puppet likes licorice, it will also like other things whose names being with /l/.

3. Tell children that the sound puppet will name an object. If they have any picture cards whose name begins with the same sound, the children are to hold up the card and say the sound. For example, if the puppet says, “I like tomatoes”, the children holding the ten, tie, and top picture cards should hold up their cards and say /t/.
Sound Shopping
Phonological Awareness / Beginning Sounds

Materials

1. Brown paper bags with one letter written on the outside
2. Beginning sound picture cards

Virginia SOLs
K.4, K.7

Procedure

1. Each child is given a bag with a letter and is instructed to “go shopping” and only buy those items that begin with the same letter that is on their bag.

2. As the children look through the picture cards spread on a table, they must make the sound of their letter and isolate the beginning sound of each picture to make a match.

3. After placing the correct pictures in the bag, each child shares with the group what was “bought” with the letter.

A–Z Beginning Sound Cards

Apple, bear, cat, dog, elephant, fish, goat, horse, igloo
A–Z Beginning Sound Cards

Jellyfish, King, Lamb, Mouse, Chain, Octopus, Penguin, Queen, Rain
A–Z Beginning Sound Cards

1. Seal
2. Turtle
3. Umbrella
4. Violin
5. Whale
6. Keyboard
7. Yo-yo
8. Zipper
Spin-A-Letter/Pick-A-Sound

Phonological Awareness / Beginning Sounds

Materials

1. A spinner divided into 3 to 4 sections with a letter or word feature in each section
2. Picture cards
3. Tic-Tac-Toe grid

Virginia SOLs

K.4, K.7

Procedure

1. To begin play, children take turns drawing picture cards and turning them face up on their boards in a 3x3 array until all the spaces are filled.
2. The first player spins and removes all pictures that begin with the sound indicated on the spinner. The pictures go into his/her “point pile.”
3. That same player draws enough pictures from the pile to replace the gaps in their board before play moves to the next student.
4. Play continues until a player has removed all pictures and there are no more to be drawn as replacements. The winner is the player who has the most pictures in his/her pile.
5. VARIATION: You can use the same materials to play a Tic-Tac-Toe game. Players prepare boards as described above, but when they spin they can turn face down the pictures that have that feature. The student who turns down three in a row wins.

A–Z Beginning Sound Cards

Apple, Bear, Cat, Dog, Elephant, Fish, Goat, Horse, Igloo
A-Z Beginning Sound Cards

<table>
<thead>
<tr>
<th>Jellyfish</th>
<th>King</th>
<th>Lamb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mouse</td>
<td>Chain</td>
<td>Octopus</td>
</tr>
<tr>
<td>Penguin</td>
<td>Queen</td>
<td>Rain</td>
</tr>
</tbody>
</table>
### A-Z Beginning Sound Cards

<table>
<thead>
<tr>
<th>Row 1</th>
<th>Row 2</th>
<th>Row 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>🐧</td>
<td>🐢</td>
<td>🌂</td>
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What’s My Sound?
Phonological Awareness / Beginning Sounds

Materials

1. Picture cards
2. Hole punch
3. Yarn

Virginia SOLs

K.7

Procedure

1. Punch holes in the picture cards and string a piece of yarn through each picture to create necklaces. Give a picture necklace to each child.

2. Choose a target phoneme such as beginning /b/ sound. Choose children wearing pictures with the target phoneme to stand in front of the class.

3. Have classmates guess the target phoneme, then start again with the new “secret” sound.

4. Extend the activity by making new necklaces using magazine and newspaper photos or invite children to draw their own illustrations. Children also enjoy making necklaces with beginning sound pictures that match the beginning sound of their names.

A–Z Beginning Sound Cards

- Apple
- Bear
- Cat
- Dog
- Elephant
- Fish
- Goat
- Horse
- Igloo
A–Z Beginning Sound Cards

- Jellyfish
- King
- Lamb
- Mouse
- Chain
- Octopus
- Penguin
- Princess
- Rain
A–Z Beginning Sound Cards

1. Seal
2. Turtle
3. Umbrella
4. Violin
5. Whale
6. Xylophone
7. Yo-yo
8. Zipper
Be The Sound
Back to Blending

Materials
1. Index cards
2. Magic markers

Virginia SOLs: K.4, 1.6

Procedure
1. Before class, make letter cards for several simple words (e.g., letters c, a, and t for cat). Make enough cards so each child will have a card.

2. Call out the first sound (/c/ in cat). The student holding that letter card should come to the front. Continue calling the other sounds in the word sequentially, lining the children up from left to right.

3. After the word has been made, ask each card holder to say his/her sound. Have the rest of the class blend the the sounds to say the word. Repeat with new words, allowing each student to have a turn.

Source:
Be The Sound
Back to Blending

Materials

1. Index cards
2. Magic markers

Virginia SOLs: K.4, 1.6

Procedure

1. Before class, make letter cards for several simple words (e.g., letters c, a, and t for cat). Make enough cards so each child will have a card.

2. Call out the first sound (/c/ in cat). The student holding that letter card should come to the front. Continue calling the other sounds in the word sequentially, lining the children up from left to right.

3. After the word has been made, ask each card holder to say his/her sound. Have the rest of the class blend the sounds to say the word. Repeat with new words, allowing each student to have a turn.

Source:
Picture Puzzles
Back to Blending

Materials

1. Index cards
2. Envelopes
3. Crayons or markers
4. Scissors

Procedure

1. Write words on index cards. Draw or glue pictures on envelopes to match the word inside the envelope.

2. Have children cut apart each word, letter by letter, in a zig-zag pattern to make puzzles pieces. Have them place words together while blending the phonemes aloud. Store puzzle pieces in matching envelopes.

3. Have students trade envelopes and repeat the process. More advanced learners can make new puzzles using their own pictures and words.

Virginia SOLs: K.4, 1.6

Source:
Robot Talk
Back to Blending

Materials

1. List of familiar words

Virginia SOLs: K.4, 1.6

Procedure

1. As the robot leader, say this rhyme in a robot voice and have the students respond: “I am a robot. Can you help me? Can you tell me what I see? I see a /c/ /a/ /p/.”

2. Encourage the students to repeat the rhyme in “robot talk” and then blend the final word to answer the robot’s question.

Source:
Roll the Dice
Back to Blending

Materials

1. 1 large die
2. Chalkboard or 1 piece of paper per student

Virginia SOLs: K.4, 1.6

Procedure

1. Label four sides of the die with contrasting word families (e.g. -at, -ap, -ag, -all), and then label the remaining two sides with “Lose a Turn” and “Roll Again”.

2. Have one student roll the die. If it lands on a word family space, the student must come up with a word for that family and record it on his or her piece of paper or the chalkboard. The student must also say the sounds in the word and blend the sounds to make the word (e.g. /c/ + /at/ = cat).

3. If a player is stumped or lands on “Lose a Turn,” the die is passed to the next person. If the student lands on “Roll Again,” he/she rolls again and gets another turn. The person who records the most words at the end of the allotted time wins.

Source:
Spider Web
Back to Blending

Materials

1. Ball of yarn

Virginia SOLs: K.4, 1.6

Procedure

1. Have the children sit in a circle on the floor. Say a phoneme followed by a two-phoneme word family (e.g., /s/.../at/). When the two parts are blending, a new word is created (sat).

2. Roll the ball of yarn to one of the children while holding on to the end of the yarn. The child repeats the sound and the two-phoneme word family and then blends them into the new word.

3. Pronounce a second combination. Have the first child roll the ball of yarn to another child, holding on to the strand. As the ball of yarn is passed, eventually a web is formed.

Source:
The Sounds in the Word
Back to Blending

Materials

1. General word lists
2. List of 2- and 3-phoneme words

Virginia SOLs: K.4, 1.6

Procedure

1. Using two and three phoneme words or picture cards, have children sing the following verse to the tune of “The Wheels on the Bus”:
“The sounds in the word go /c/ /a/ /t/; /c/ /a/ /t/; /c/ /a/ /t/. The sounds in the word go /c/ /a/ /t/ Can you guess the word?”

2. Repeat with other two and three phoneme words. Move into written language by writing words on the chalkboard and having volunteers circle the words used in the verse.

Source:
Old MacDonald Had a Farm

Materials

1. Paper bag
2. Old MacDonald Picture Cards

Procedure

1. Put the animal pictures in a paper bag.

2. Explain that you will sing a verse of “Old MacDonald,” but you will say an animal name in a special way. Have children guess what animal name you are saying by blending the separate sounds together. For example, you will sing, “Old MacDonald had a farm, E-I-E-I-O. And on that farm he had a /d/ /u/ /k/.” Students guess what animal you are sounding out.

3. Pull the first animal out of the bag, but do not show students the picture. Sing a verse. You may wish to give each student a set of animal cards. When they know the animal name you sounding out, they can hold up the matching card. Note that some of the animal pictures are silly - you wouldn’t ever find them on the farm! This is a fun opportunity to laugh with your children. Blending these animal names will be tricky for you, too!

Old MacDonald had a Farm
Blending
Old MacDonald had a Farm
Blending

[Images of farm animals: a pig, a lamb, a donkey, and a goat]
Old MacDonald had a Farm

Blending
Slip and Slide Wordsplash

Back to Blending

Materials

1. Slip and Slide template
2. Magnetic board or cookie sheet
3. Magnetic letters
4. Pencils or crayons

Virginia SOLs

K.4, 1.6

Procedure

1. Attach the Slip and Slide template to a magnetic board. Place magnetic letters along the top, middle and bottom of the slide, corresponding to letter positioning in the word.

2. Using the word “man,” as an example, the “m” will be at the bottom of the slide, the “a” in the middle, and the “n” at the top. Slide the “a” down to join the “m”, saying the sounds of the letters as you join them. Then slide the “n” down. Finally, move all three letters into the pool to spell and say the word “man.”

3. VARIATIONS: Students may do this at a work station or follow along with teacher modeling. Students may write the words spelled at the bottom of the page. You may also slide digraphs and blends down the slide rather than each individual sound.

Slip and Slide
## Turtle Talk

**Back to Blending**

### Materials

1. Turtle Talk Activity Sheet
2. Craft sticks
3. Crayons or markers
4. Glue
5. Words from current readings

### Virginia SOLs

K.4, 1.6

### Procedure

1. This activity helps children “stretch out” words to hear how the phonemes blend together. Give a turtle picture to each child. Have him/her color and glue the turtle picture to a craft stick.

2. Explain to children that since turtles move very slowly and deliberately, they must also talk very s-l-o-w-l-y. Declare “Turtle Time” and say words slowly, articulating each sound. Have children slowly move their Turtle Talk sticks from left to right as they repeat and “stretch out” each word.

Turtle Talk

Blending
Beanbag Rhyme Game

Materials

1. Beanbag

Procedure

1. The teacher (holding the beanbag) says a word (e.g., mat).

2. The teacher then passes the beanbag to a child. That child is to think of a word that rhymes with mat, say the new word aloud, and then pass the beanbag to another student.

3. The game continues until the children can think of no more rhyming words.

4. The student who is holding the beanbag at that point begins the game with a new word.

Source:
Rhyme Chime
Phonological Awareness / Rhyme

Materials

1. Rhyme cards
2. Index cards

Virginia SOLs

K.7, 1.4

Procedure

1. This activity is a quick filler. Create cards by making two copies of the rhyme card template. On index cards, glue two pictures side by side - making some with rhyming matches and some with non rhyming matches.

2. Hold up a card and say, “Rhyme chime one more time. Tell me, (child’s name), do these rhyme?” Then name the two pictures.

3. If the child gives the correct answer, s/he gets to hold the card.

Rhyme Cards
Classroom Rhymes

Back to Rhyme

Procedure

1. Begin game by saying to student(s), “I’m thinking of a word that rhymes with something in the classroom. My word is ‘hair’. What am I thinking of?”

2. Student(s) try to guess the word ‘chair’. Continue with other words.

Source:
Down by the Bay

Materials

Procedure
1. After reading the book or listening to the song on tape, sing the song together as a group.

2. In the second verse, leave out the last word and instruct children to identify a rhyming word that would complete the verse.

3. Children could even be asked to create a complete rhyming verse on their own.

4. Song-Down by the bay/Where the watermelons grow/Back to my home/I dare not go/For if I do/My mother will say/Have you ever seen a ________?/Down by the bay!

5. Sample verses-Moose kissing a goose/Duck driving a truck/Bee slapping his knee/Goat wearing a coat/Llama wearing pajamas/Fish washing a dish/Dog riding a log/Cat swinging a bat/Bear combing his hair/Bug washing a rug/Cow taking a bow/Pig dancing a jig.
Materials

1. Chalkboard or dry erase board
2. Chalk or dry erase markers

Procedure

1. Explain to the children that they are going to draw a picture together, using rhyming words. Read each rhyme aloud, and encourage the children to fill in the last rhyme word in the sentence. Add those parts to create the picture.

2. Monster Rhyme - When you draw a monster, it is said, you always begin with his head/ He'll be able to see when he flies, if we draw two bright eyes/ To tell which way the cold wind blows, our monster will need a great big nose/ Look to the north and look to the south, now we can give our monster a mouth/Some up above and some beneath, our monster has lots of teeth/ Now under this chin, let's just check, that's where we should put his neck/ So he won't be tipsy-toddy, let's give him a polka dot body/ If he really, really begs, I guess we could give him legs/ To make our monster nice and neat, we'll have to teach him to wipe his feet/ A notice sent by air mail, we can't forget our monster's tail/ He isn't fierce, he isn't hairy, but don't you think he's a little scary?

3. Clown Rhyme - When making a clown, it is said, always start with his big, round head/Make it really messy cuz clowns don't care, On top of his head, give him red curly hair/When people laugh, he wants to hear, so on each side, give him a great big ear/Now make him look very wise, by giving him two wide-open eyes/And yes, of course, everyone knows, give him a big, fat rounded nose/Now make a line as long as a mile, and turn it into a great big smile/Look at his clothes-the clown suit he is in, it has a ruffle, right under his chin/All over his suit are big colored spots, so give him lots of polka dots/Now look, can you believe? He has purple stripes on each long sleeve/He has two hands-one left, one right, one's painted yellow and the other white/At the bottom of his funny suit, you can see one big black boot and the other foot has not a shoe, cuz he just painted his toenails blue/Now if you listened and did everything right your little clown is a funny sight.

4. Alien Rhyme - When drawing a Martian, it is said, always start by making his head/Don't give him hair on top of his head, give him a shiny, round helmet that's red/Look at his eyes, so scary and mean, since he's from Mars, they must be green/Right by his nose, his eyeballs hide, cuz he just happens to be cross eyed/Just look at his nose, can you imagine that! It has three holes and its really flat/His mouth is crooked with lots of teeth, jagged on top and flat underneath/Not only is his neck double jointed, but look at his ears, they're pointed/I'm sure he has a body like you and me, but a Martian's space suit is all you see/Now remember, Martians are not to be feared, they're not really dangerous, they just look kind of weird!

End-of-the-Line Rhyme
Back to Rhyme

Materials

1. A familiar nursery rhyme or poem

Procedure

1. The teacher recites a familiar nursery rhyme to ensure that the children know the rhyme.

2. Next, the teacher recites the nursery rhyme omitting the final rhyming word, asking the children to provide it.

   Example: Mary had a little lamb whose fleece was white as snow, and everywhere that Mary went the lamb was sure to ________.

Source:
Go Fish
Phonological Awareness / Rhyme

Materials
1. Rhyming cards

Procedure
1. Make a deck of rhyming cards.

2. Shuffle and deal each player 5 cards. Put the rest of the cards face down in a pile.

3. The first child says, “I have pig.” The child with the matching rhyme says, “I have wig.” They put the cards in a pile in the center. If there is no match, the child will fish a card out of the pile until a match is made.

4. The child to run out of cards first is the winner.

Virginia SOLs
K.7, 1.4

Source: Swartz, A. Indian Lakes Elementary School. Virginia Beach, VA.
Here Are My Hands
Back to Rhyme

Materials

1. *Here Are My Hands*, by Bill Martin, John Archambault, and Ted Rand

2. Body parts rhyme cards

Procedure

1. Read the book aloud to the child.

2. Place the body parts rhyme cards on the table. (knees, ears, feet, nose, head).

3. Place the remaining cards in a stack. Ask the child to take the top card and try rhyming the name or the picture with each of the body parts picture names.

4. When the child has found the rhyme place both cards to the side.

5. Continue with the remaining cards. (If the child has difficulty, place the correct rhyme and another card out from the others and have him/her say the words together).

Virginia SOLs: K.4, K.7

Source:
From the personal collection of Marcia Invernizzi.
Hink Pink
Back to Rhyme

Materials
1. Riddles with rhyming word answers

Procedure
1. After introducing the term hink pink, define this for the children as a pair of rhyming words that answer a riddle.

2. Read aloud the first riddle and guide children to guess the rhyming answer. The children may need to be told the first rhyme word answer in order to get the idea.

3. Continue with the rest of the examples. As a class, think of other rhyme pairs and use these words to make new hink pink riddles.

4. The children could try these out on their families or other schoolmates.

5. Hink Pink examples - What do you call a chubby kitty? (fat cat); What do you call a crying father? (sad dad); What do you call a desk that doesn't fall down? (stable table); What do you call a rabbit who tells jokes? (funny bunny).

Source:
Make A Rhyme

Materials

1. A familiar poem
2. Chart paper

Virginia SOLs: K.4, K.7, 1.4

Procedure

1. Copy a familiar poem, such as “Teddy Bear” on to chart paper, replacing the second word in the rhyming pair with a blank.

   Teddy Bear
   Teddy Bear, Teddy Bear,
   Jump around.

   Teddy Bear, Teddy Bear,
   Touch the __________.

   Teddy Bear, Teddy Bear,
   Open the box.

   Teddy Bear, Teddy Bear,
   Pull out the ________.

   Teddy Bear, Teddy Bear,
   Bake a cake.

   Teddy Bear, Teddy Bear,
   Swim in the ________.

2. Using the incomplete poem, have the children create a new poem by providing the rhyming words to fill in each blank.

3. Write the words on stick-on notes and place them in the poem.

4. Help the class read their newly created poem.

Source:
Name Game
Back to Rhyme

Materials
1. List of children’s names

Procedure
1. Sing the popular song, inserting the children’s names each time. For example, use the name Sally and sing, "Sally, Sally, Boe Bally, Fanana Fana for Fally, me my moe Mally - Sally!"

2. Highlight the rhymes created by the change in beginning sound.
Picture Rhyme
Back to Rhyme

Materials

1. Drawing paper
2. Crayons, markers, or colored pencils

Virginia SOLs: K.4, K.7, 1.4

Procedure

1. Have children fold a piece of paper in half.
2. Ask them to draw a picture of two things that rhyme. For example, a hat and a bat.
3. Help children to label the picture names.
4. For children struggling with this activity, provide them with one item to draw, such as star, pan, pig, pen, or coat, and then encourage them to think of something that rhymes with their picture.
5. Gather the drawings and bind them into a book for the class library.

Source:
Poetry Activities

Back to Rhyme

Materials

1. A familiar nursery rhyme or poem
2. Chart paper

Virginia SOLs: K.4, K.7, 1.4

Procedure

1. Copy a familiar poem, such as “Higglety, Pigglety, Pop” on chart paper.

Higglety, Pigglety, Pop
The dog has eaten the mop.
The pig’s in a hurry, The cat’s in a flurry
Higglety, pigglety, pop.

2. Read it aloud as you track the print.

3. Reread the poem doing one or all of the following:

Have the children point out the rhyming words in the poem. Then frame the rhyming words as you read the poem. Have the children clap every time you read one of the rhyming words. In later readings, pause before the rhyming words (mop and flurry) to allow children to provide the words.

Substitute words to make a new poem. For example, using a stick-on note, substitute the word pop with the nonsense word pag. Write the word on a stick-on note and place it in the appropriate place in the poem. Help children to reread the new poem.

Have the children clap the rhythm of the poem as you read it aloud.

Explain to the children that rhyming words are words that sound the same at the end, such as pop and mop. Model for children how to make a rhyme. For example, you might say, “The words pop and mop rhyme because they sound the same at the end. They both end with /op/. I can make another word that rhymes with pop and mop. This word begins with /h/ and ends with /op/. It is hop. Can you make a word that rhymes with pop and mop?”

Source:
Rhyme Away Stories

Back to Rhyme

Materials

1. Chalkboard or dry erase board
2. Chalk or dry erase markers
3. Rhyme stories

Procedure

1. Draw the picture on the chalkboard.
2. As you read the story, have children identify the rhyme word and call a child to erase that word from the picture.
3. House story - draw a picture of a house with a door, two windows and a chimney, yard with a fence and two flowers, grass and a tree. Include a sun in the sky. Story - Just for fun, erase the sun/ If you can count to three, erase the tree/ If you can count to four, erase the door, So you don't get stung by a bee, erase the chimney/ If you can do so, erase the window/ If you see a hound, erase the ground/ A dog can say “woof,” erase the roof/ Climb the tower, erase the flower/ If you see a doe, erase another window/ You need power, to erase another flower/ If you see a mouse, erase the house.

4. Boy story - Draw a picture of a boy, wearing shirt and pants. Story - He can't smell a rose, if you erase his nose/ He can't play in a band, if you erase his hand/ He doesn't wear a tie, erase his eye/ He does care, erase his hair/ Don't ask why, erase his other eye/ Never fear, erase his ear/ He'll be a real wreck, if you erase his neck/ He won't feel heat, if you erase his feet/ It won't hurt, if you erase his shirt/ He can't dance, if you erase his pants/ He can go to bed, if you erase his head.

5. Car story - Draw a side picture of a car, including headlights, wipers and two bumpers. Story - I don't know how you feel, but you can erase a wheel/ He ran into a fire, erase a tire/ I have a friend named Thumper, erase a bumper/ You can't see at night, if you erase a light/ If you can count to four, erase a door/ A baby wears a diaper, erase a wiper/ If you have ten toes, you can erase the windows/ A dog says “woof, woof,” erase the roof/ It looks a bit shoddy, so erase the body.

Source:
Rhyme Book
Back to Rhyme

Materials

1. Drawing paper or construction paper
2. Magazines
3. Glue & scissors
4. Crayons, markers, or colored pencils

Procedure

1. Create a book with five blank pages for each student.
2. Affix a different picture at the top of each page.
3. Have children draw pictures of objects that rhyme or cut out rhyming pictures found in magazines.
4. Then bind the pages into a personal rhyme book or a class book.

Virginia SOLs: K.4, K.7

Source:
Rhyme Collage

Back to Rhyme

Materials

1. Magazines
2. Construction paper
3. Glue & scissors

Virginia SOLs: K.4, K.7

Procedure

1. Ask children to cut out magazine pictures of objects that rhyme with one another.
2. Have them make a rhyme collage with the pictures.
3. Display the collages on a classroom bulletin board or bind them into a class book.

Source:
Rhyme Hunt
Back to Rhyme

Virginia SOLs: K.4, K.7, 1.4

Procedure

1. Tell 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, “I see a sock! What do you see in the classroom that rhymes with sock?” (clock) “I see a door! What do you see in the classroom that rhymes with door?” (floor).

2. Continue with other words and objects. You might also wish to do this activity outside.

Source:
Round Robin Rhyme

Procedure

1. Have children sit in a circle. Tell them you are going on an imaginary trip. You will say one item that you want to take on a trip. The children are to repeat the item and then name another item that rhymes. For example, if you say, “I’m going to the park and I’m taking a mat,” the next child in the circle might say, “I’m going to the park and I’m taking a mat and a hat.”

2. Continue around the circle until the children can think of no more rhyming words.

Variation

Use a ball that students can roll to other students in the circle. This activity enables students to be randomly chosen to continue the rhyme.

Source:
Materials

1. Large open area

Procedure

1. Teach the children the following verse to the tune of “Skip to My Lou”. Invite the children to sing along and complete the last line using a word that rhymes with a student’s name.

2. Silly Willy, who should I choose (repeat three times)/I choose ___________. (ex.- Terri Berry/ Matt Bat/ Sarah Harah)

3. Continue to sing along, using new names and rhymes.

4. This song could be used in group activities, during transitions and in a modified version of Duck Duck Goose.

5. Have the children sit in a circle and choose a child to be it. As the children sing the song, “It skips around the outside of the circle. During the last line, have “It” complete the verse, tap the selected child on the shoulder and race around the circle to sit in his spot.

Source:
Materials

1. Short rhyming sentences

Examples - A cat sat on the mat. Hop on Pop. The fat rathas a hat. Jack has a black sack. It is fun to run. Jill went up the hill.

Procedure

1. Gather a small group of children and ask them to sit in a close circle on the floor.

2. Begin the game by choosing a “starter,” who whispers a short rhyming sentence to the child on his right.

3. The child then whispers the message to the child on his right.

4. The message continues to be whispered around the circle until it reaches the starting person.

5. The starter shares the original rhyme and then the “new” rhyme.

Source:
The Foot Book
Back to Rhyme

Materials

1. *The Foot Book*, by Dr. Seuss

Procedure

1. After reading the book, ask children to remove their shoes and/or socks.

2. Reread the text and ask the children to act out the phrases, such as high feet/low feet, quick feet/slow feet, etc.

Source:
Rhyming Bingo
Phonological Awareness / Rhyme

Materials
1. Bingo boards
2. Rhyme cards
3. Bingo chips

Virginia SOLs
K.4, K.7

Procedure
1. Prepare enough Bingo game boards for the number of children who will participate.

2. Randomly paste one of each of the rhyming pairs on the spaces on the game board. Laminate the boards for durability. Each game board must be different.

3. Prepare a set of picture cards on which you paste the remaining picture from the rhyming pair. These will become the deck from which rhyming words are called aloud during the game.

4. Each child receives a game board and chips to cover spaces.

5. The teacher or a designated child is the caller who turns over cards from the deck and calls out the name of the picture.

6. Each player searches his or her game board for a picture that rhymes with the one that has been called out. Players can cover a matching picture with a marker to claim the space.

7. The winner is the first player to cover a row in any direction, or the first player to fill his or her entire board.

8. EXTENSION: You may adapt this model to focus on specific word families or vowel patterns.

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Bingo Board
Rhyming Concentration
Phonological Awareness / Rhyme

Materials
1. Rhyming Concentration cards

Procedure
1. Prepare the Rhyming Concentration cards for durability.
2. Place the picture cards face down in a square array.
3. Players take turns flipping over two pictures at a time. If the two pictures rhyme, the player keeps the cards. The player who makes a match gets another turn.
4. The winner is the child who has the most matches at the end of the game.

Virginia SOLs
K.4, K.7

### Squirrel in a Tree

**Phonological Awareness / Rhyme**

#### Materials
1. Rhyme cards

#### Procedure
1. Divide the class in half and designate one group as “trees” and the other as “squirrels.”
2. Give the “trees” picture cards that match other cards given to the “squirrels.”
3. The “trees” move to various parts of the room and become stationary.
4. When the teacher says, “Squirrel in a tree!” the “squirrels” must move around and find their matching “tree.”
5. The pair can then work together to think of additional words that rhyme with their pictures.

#### Virginia SOLs
K.4, K.7

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<td><img src="image" alt="Sock" /></td>
<td><img src="image" alt="Windsock" /></td>
<td><img src="image" alt="Bat" /></td>
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**Rhyme Cards**
Beginning, Middle, and End
Phonological Awareness / Sound-Letter Segmentation

Materials

1. Three-pocket folder
2. Letter cards
3. A list of familiar 3-phoneme words

Procedure

1. Choose a word from the list and place the letters needed to spell the word face down in each pocket of the folder.

2. Focus on one of the phonemes.

3. Say the word and then sing the following song to the tune of “Are You Sleeping, Brother John?”:

   “Beginning, middle, and end; beginning, middle, and end; Where's the ___ sound? Where's the ____ sound? Let's find out! Let's find out!”

4. Have the children take turns coming forward to pick a position and turn the letter card around to see if they are right.

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Get Back in Your Pen
Phonological Awareness / Sound-to-Letter Segmentation

Materials

1. Animal picture cards
2. Cardboard boxes (one for each animal)
3. Plastic animal figurines

Virginia SOLs: K.4, 1.4

Procedure

1. Make picture cards to match the plastic animal figurines in your classroom or school.
2. Place the picture cards face up on the floor.
3. Spread out the plastic animal figurines that correspond with each picture.
4. Ask a student to choose a picture, identify the animal, and divide the word into phonemes. For example, if the animal is a pig, the child should say, ‘pig ... /p/ /i/ /g/’.
5. If the child is correct, he or she may take the plastic animal that corresponds with the picture and place it back in its pen (cardboard box).
6. If the child is incorrect, the animal stays on the floor.
7. The game continues until all animals have been returned to their pens.
Pick an Apple off the Tree
Phonological Awareness / Sound-to-Letter Segmentation

Materials
1. Apple template
2. Big cardboard apple tree
3. List of 1-syllable words

Procedure
1. Put the cardboard tree in the middle of the floor and place the apple cards on the tree.
2. Tell the children that you are hungry and you want them to help you pick some apples off the tree.
3. Explain that in order to pick apples, the children must count the number of phonemes in each of the words you call out.
4. Say a 1-syllable word like “pig”.
5. Ask a volunteer to divide the word into phonemes (/p/ /i/ /g/) and count the number of phonemes in the words. If the student is correct, he or she can pick that number of apples off the tree.
6. Continue procedure with more words.

Virginia SOLs: K.4, 1.4
Pick An Apple Off The Tree

[Six apple illustrations]
Classifying Objects
Back to Sound-to-Letter Segmentation

Materials

1. Bags of small objects
2. Chart paper
3. Permanent marker

Virginia SOLs: K.4, 1.4

Procedure

1. In advance, fill bags with objects for groups of two or three students. Divide chart paper into four columns, and write the numbers 2, 3, 4, and 5 at the top. Make a chart for each group.

2. Have children from each group pull an object from the bag and count the number of phonemes they hear in the object’s name. Ask them to place the object under the correct column on the graph. For example, a key would be placed under the 2 column; a penny would be placed under the 4 column.

3. Have students continue until their bags are empty. Invite students to share their results.

Source:
Count the Sounds
Back to Sound-to-Letter Segmentation

Materials

1. Words from current classroom literature

Virginia SOLs: K.4, 1.4

Procedure

1. Say one of the words.

2. Have students silently count the number of phonemes they hear in the word.

3. On the count of three, have students hold up the number of fingers to indicate the number of sounds they heard.

4. As an alternative, have children use small objects to count phonemes.

Source:
Disappearing Sounds
Back to Sound-to-Letter Segmentation

Materials
1. Unifix cubes
2. List of 3-phoneme words

Virginia SOLs: K.4, 1.4

Procedure
1. Use 3-phoneme words and ask the student to segment the word into its 3 phonemes. For each phoneme they say, they put a cube in a box on the activity sheet. For example, ‘cup’ would be /c/ /u/ /p/.

2. Then, tell the child that he or she is going to perform a magic trick. He or she is going to make the first sound disappear and make a new word.

3. In this example, the student would make the /c/ disappear and be left with the word “up”. Have the student remove the first cube on the sheet to illustrate this concept.

4. Continue with other 3-phoneme words (ham, bill, mad, gate, feel, sit).
Guess a Word
Back to Sound-to-Letter Segmentation

Materials

1. Ten pictures of 1-syllable objects

Virginia SOLs: K.4, 1.4

Procedure

1. Put pictures face down in the center of a circle with the children seated all around.

2. Ask one child to choose one of the “secret” pictures, not letting others see it.

3. The child then sounds the first phoneme and everyone repeats.

4. Then he or she sounds the second phoneme and all repeat. Then the third phoneme (and fourth, for more advanced play) is sounded.

5. After the last phoneme, the group or a chosen individual sounds all the phonemes in sequence and identifies the secret picture.
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:
Materials

1. 1-syllable picture cards

Procedure

1. Divide students into groups of 2 or 3.

2. Place a stack of picture cards face down in the middle of the table.

3. Ask one child to draw a card, identify the picture, and divide the word into individual phonemes. For example, if the child draws a picture of a bat, he or she should say “bat ... /b/ /a/ /t/.”

4. Ask another child in the group to take a turn, following the same procedure.

5. The child with the most number of cards at the end wins the game.

6. Review words with which children had difficulty.
Put it Together, Take it Apart
Back to Sound-to-Letter Segmentation

Materials

1. Linking cubes

Virginia SOLs: K.4, 1.4

Procedure

1. Distribute several linking cubes to each child.

2. Say a simple word such as “duck.” Have children repeat the word slowly, taking a cube for each sound they hear and linking cubes together.

3. Ask children to touch each linked cube from left to right, saying the corresponding sounds with each movement. Have them sweep their hands across the cubes as they blend the sounds to form the word.

4. Have children take the linking cubes apart, ’breaking’ the word as they say the corresponding phonemes for the last time. Repeat with other words.

EXTENSION

Say, “What cube changes when changing duck to luck?” Students point to the cube that should change. Continue the activity with additional questions about initial, medial, and final sounds.

ex: “What cube changes when changing luck to lick?”

“What cube changes when changing lick to lip?”

Source:
Reach for the Stars
Back to Sound-to-Letter Segmentation

Materials

1. 1-syllable picture cards

Procedure

1. Ask the children to sit in a circle on the floor.

2. Show them one of the picture cards.

3. Ask for a volunteer to identify the picture and divide the word into individual phonemes. For example, if the word is “cat,” the child would say “/c/ /a/ /t/.”

4. Ask another volunteer to tell how many phonemes are in the word.

5. Have a third volunteer pick that number of stars from the sky (to do this, the child jumps and grabs an imaginary star from the sky for each phoneme in the word).

6. Continue the process with different pictures so each child has an opportunity to reach for the stars.

Virginia SOLs: K.4, 1.4
Materials

1. Rhythm sticks
2. Large paper bag
3. Small objects (e.g., watch, cup, pencil, leaf)
4. Small paper bags

Procedure

1. In advance, place objects in a bag. Give each child a pair of rhythm sticks.
2. Pull objects out of the bag one at a time. Have children tap their sticks as they say each sound in the objects’ names.
3. Invite children to collect small objects to place inside their paper bags. Assign partners and have children repeat the activity in pairs.

Virginia SOLs: K.4, 1.4

Source:
And They All Fall Down
Back to Sound-to-Letter Segmentation

Materials

1. List of 1-syllable words

Virginia SOLs: K.4, 1.4

Procedure

1. Have a group of children stand up in a row in front of the class.
2. Say a 1-syllable word.
3. Ask a volunteer to break the word into individual parts.
4. For example, if the word is cat, the child will say /c/ /a/ /t/.
5. Then ask another volunteer to tell how many phonemes are in the word.
6. Then have the same number of children as there are phonemes fall to the ground (if 3 sounds, 3 children sit down).
Think of a Rhyme!
Back to Sound-to-Letter Segmentation

Materials

1. Picture of familiar objects that allow children to create rhymes easily

Virginia SOLs: K.4, 1.4

Procedure

1. Hand one picture to each child during circle time.

2. Have the child say what the picture is. Then encourage the child to segment the word into individual sounds. For example /h/ /ow/ /s/.

3. Then ask the child to say a word that rhymes with it, again encouraging the child to segment. For example, /m/ /ow/ /s/. 
Token Game
Back to Sound-to-Letter Segmentation

Materials
1. Small tokens

Virginia SOLs: K.4, 1.4

Procedure
1. Give each student a small pile of tokens.

2. After showing the children a picture, have them segment the word into individual phonemes out loud. For each phoneme the child says, push a token forward.

3. After segmenting the word, have the student blend the phonemes together and say the whole word.
Specific Rhyming Analysis
Phonological Awareness / Sound-to-Letter Segmentation

Materials
1. Rhyme cards
2. Colored squares or tokens

Virginia SOLs: K.4, 1.4

Procedure
1. Use the colored squares or tokens to analyze the rhyming sounds in words.
2. Place 3 or 4 rhyming picture cards on the table.
3. Sound out the first word using colored squares placed under the picture.
4. For example, the picture of a cat might have a red square for the /k/ sound, a blue square for the /a/ sound, and a yellow square for the /t/ sound. Three colors for three sounds.
5. Go to the next picture card that rhymes with cat (e.g. bat).
6. Repeat the same procedure. The first colored square will be a different color like green because /b/ is a new sound. The rest of the colors will remain the same.
7. Let the children discover the pattern that the last two squares are the same color because they are the same sound.

Where do you hear the...?
Phonological Awareness / Sound-to-Letter Segmentation

Materials
1. Cereal
2. List of words
3. Where do you hear the...? Template

Virginia SOLs: K.4, 1.4

Procedure
1. Give each child a handful of wheat square cereal.
2. Say a word such as “bat” and ask the students to place a piece of cereal in a box for each sound in the word.
3. Then, ask the students a question and ask them to pick up the piece of cereal from the box that answers the question, “Where do you hear the /b/ sound?” Students should pick up the piece of cereal in the first box and say, “I hear the /b/ sound in the beginning.”
4. Ask questions about the middle and ending sounds.
5. Continue with other words.

Where do you hear the...?