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

Virginia SOLs: K.4, 1.4

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.
Pick An Apple Off The Tree
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).
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:
Pick a Picture
Back to Sound-to-Letter Segmentation

Materials

1. 1-syllable picture cards

Virginia SOLs: K.4, 1.4

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

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?”

Virginia SOLs: K.4, 1.4

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

Materials
1. 1-syllable picture cards

Virginia SOLs: K.4, 1.4

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.
## Tap to the Sounds
Back to Sound-to-Letter Segmentation

### Materials

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

### Virginia SOLs: K.4, 1.4

### 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.

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

Materials

1. List of 1-syllable words

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

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.

Virginia SOLs: K.4, 1.4

Where do you hear the...?