

Phonemic Awareness Activities

Rhyming Words Activities

The Task

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?" or "Finish this rhyme, red, bed, blue, _____."

Activities

- Snap and Clap Rhymes
- Begin with a simple clap and snap rhythm.
- Get more complex as children move along in rhyming.

Clap Clap	Snap fall	Clap Clap	Snap ball
Clap Clap	Snap hall	Clap Clap	Snap small

- A variation is the "I say, You say" game:

I say fat. You say _____. I say red. You say _____.

Rhyming words in songs, poems, and big books

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.

Teaching Sound Substitution

The Task

Children identify the beginning, middle, and ending sounds in words. For example, "What is the ending sound in pig?" "What sound do you hear in the middle of cat?"

Activities

1. Tricky Rhyming Riddles Using Onset and Rime
2. Ask children riddles that require them to manipulate sounds in their heads.
3. The easiest are the ones that ask for endings.
4. The next easiest are the ones that ask for a single consonant substitution at the beginning.
5. The most difficult are the ones that ask for a consonant blend or digraph at the beginning.

What rhymes with pig and starts with /d/? dig

What rhymes with book and starts with /c/? cook

What rhymes with sing and starts with /r/? ring

Teaching Sound Isolation

The Task

Children identify the beginning, middle, and ending sounds in words. For example, "What is the beginning sound in nose?" "What is the ending sound in pig?" "What is the sound you hear in the middle of cat?"

Activities

1. A Song That Teaches Sound Isolation is Old Mac Donald Had a Farm (Yopp, 1992)
2. In this song, children are asked to tell what sounds they hear at the beginning, middle, or end of words.
3. You may use the same sound for each position (beginning, middle, and end) as you begin to work with a new sound and then mix them up as children learn more sounds.

What's the sound that starts these words:

turtle, time, and teeth?

(Wait for a response from the children - /t/.)

/t/ is the sound that starts these words:

turtle, time, and teeth.

With a /t/, /t/, here and a /t/, /t/, there,

Here a /t/, there a /t/, everywhere a /t/, /t/.

/t/ is the sound that starts these words:

turtle, time, and teeth.

What is the sound in the middle of these words
(Wait for a response from the children - /ee/.)

/ee/ is the sound in the middle of these words:

With a /ee/, /ee/, here and a /ee/, /ee/, there,

Here a /ee/, there a /ee/, everywhere a /ee/, /ee/.

/ee/ is the sound in the middle of these words:

What's the sound at the end of these words:

(Wait for a response from the children - /d/.)

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

With a /d/, /d/, here and a /d/, /d/, there,

Here a /d/, there a /d/, everywhere a /d/, /d/.

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

beet and meal and read?

beet and meal and read.

beet and meal and read.

bed and seed and mad?

bed and seed and mad.

bed and seed and mad.

6. Parent Phonemic Blending - "I Say It Slowly, You Say It Fast" Game
7. Parent explains that she will say the sounds in a word slowly.
8. Children take turns saying it fast.

Example: Parent says, "/k/-/a/-/t/"

child says, "cat."

Example: Parent says, "cow - boy"

child says, "cowboy."