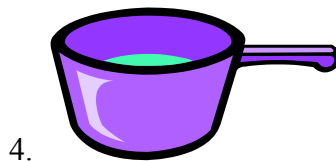
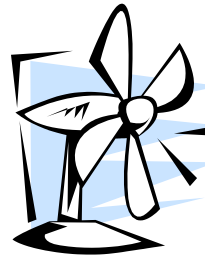
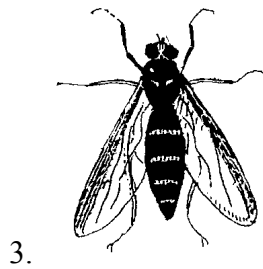
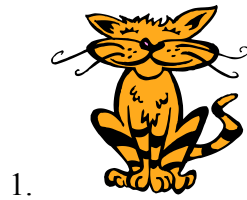


Level 1

Rhyming Activities

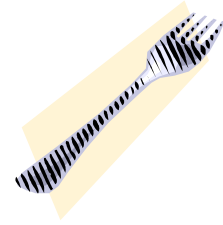
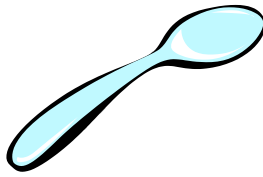
This level usually begins at age three or four. Rhyming is based on common sound patterns within words. Children learn to group words together according to the sound patterns. For example, bug, hug, and rug would be rhyming words.

Have your child name each picture in each row. If the words rhyme, draw circles around each picture.



Name the pictures in each row. If the words rhyme, draw a line through each of the pictures.

1.



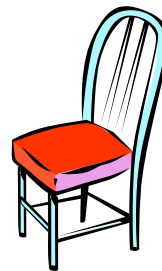
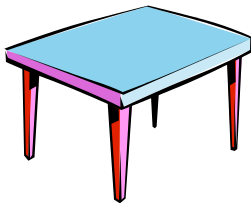
2.



3.



4.



5.



Read each word pair to your child. Ask him to tell you if the two words rhyme.

- | | | | |
|-----------|--------|-----------|--------|
| 1. hot | pot | 21. big | fig |
| 2. pray | hay | 22. girl | boy |
| 3. sink | snake | 23. cook | book |
| 4. wing | swing | 24. lock | block |
| 5. cut | knife | 25. fog | log |
| 6. happy | sad | 26. dine | nickel |
| 7. shirt | hurt | 27. time | lime |
| 8. mouse | house | 28. pail | mail |
| 9. dress | doll | 29. fall | Paul |
| 10. draw | color | 30. most | fast |
| 11. tie | die | 31. hop | tip |
| 12. man | can | 32. ham | ran |
| 13. gum | some | 33. gap | tap |
| 14. find | told | 34. lost | first |
| 15. cake | lake | 35. most | ghost |
| 16. drink | sink | 36. paper | pencil |
| 17. tight | flight | 37. boy | joy |
| 18. wig | pig | 38. kite | bite |
| 19. fly | bug | 39. tent | Kent |
| 20. card | car | 40. hair | part |

Odd Word Out

- Ask your child to listen closely to three words that you will say out loud.
- Explain that only two of these words share a common sound. Have your child identify the word that does not belong.
- Say the words slowly one at a time, and then have your child hold up one, two, or three fingers to represent which of the three is the odd word out. If the first word is the odd word out then your child would hold up one finger.

Listen and Draw

- Give your child a simple word.
- Have your child draw a picture that rhymes with the word.
- For example, if the word was /can/, your child could draw a picture of a /fan/.

Rhyming Sentences

- Have your child listen to sentences you give to them and see if they can fill in the missing rhyming word. Here are some examples:

Look at that cat wearing a _____. (hat)

I see a frog sitting on a _____. (log, dog, hog)

Have you ever seen a bear with curly brown _____? (hair)

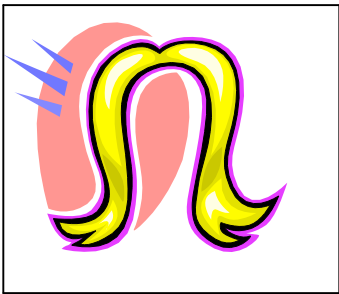
Watch the fox hop in the _____. (box)

Look at the man trip over the _____. (can, fan, pan)

I see a boy playing with a _____. (toy)

Rhyming Charades

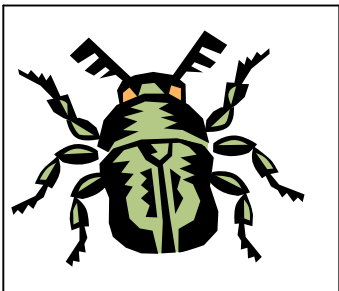
- Cut up the rhyming pictures from this page and glue the pictures on index cards.
- Then your child needs to think of a word that rhymes with the picture and act it out.
- For example, if the card had a picture of a stick, your child could act out the word lick.



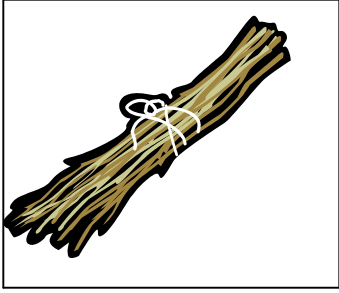
wig.....your child could act out a pig or being big



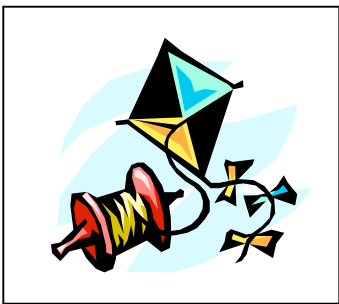
clown.....your child could act out a frown



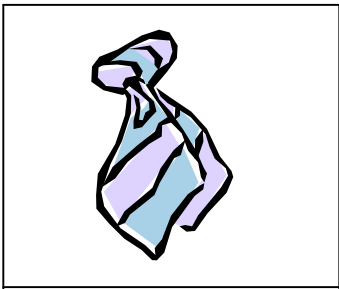
bug.....your child could act out a hug



stick.....your child could act out a kick or a lick



kite.....your child could act out a bite



tie.....your child could act out a bye or fly

Alliteration

Activities

Alliteration is also listening for common sound patterns, but instead children are listening for common sounds at the beginning of words. For instance, the silly snake swam slowly in the swamp.

Going Shopping

- Pick a sound such as /s/. The first person playing says “I went shopping and I bought” Each player needs to start their item that they bought with the letter /s/.
- For example: “I went shopping and I bought sandals.” The next person would say the same thing, “I went shopping and I bought sandals and snakes.”
- The goal is to try to keep going until you run out of items to purchase.

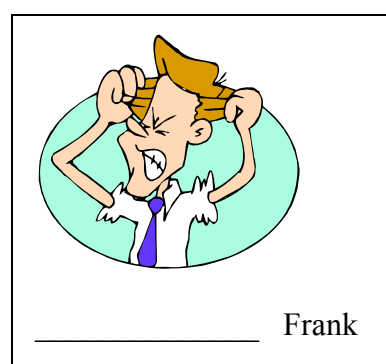
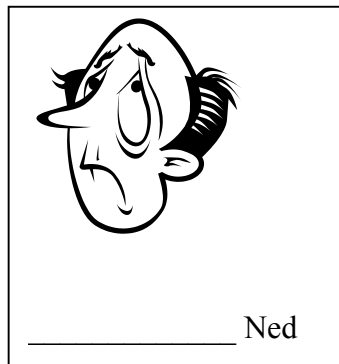
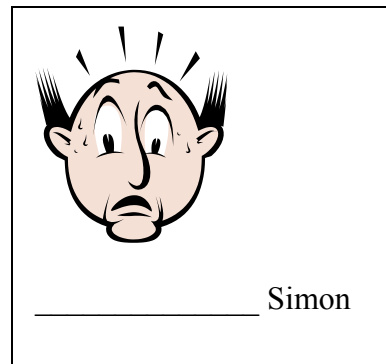
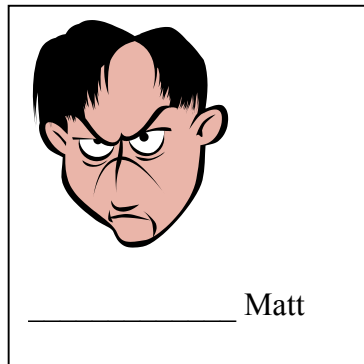
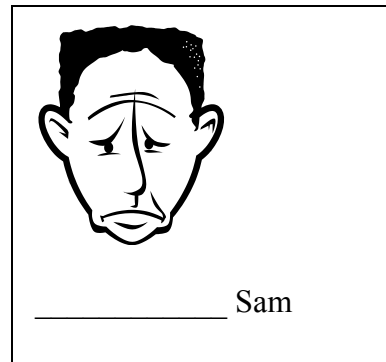
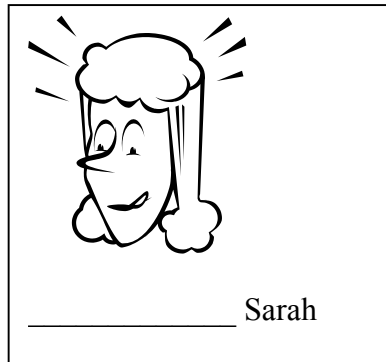
Love & Reilly (1996)

Wacky Sentences

- Have your child create names that go with each wacky sentence or phrase.
1. _____ (Fred, Frank, Fran...) the fearless flying friend.
 2. Baby _____ (Becca, Becky, Brad...) brought broccoli to the beach.
 3. _____ (Patti, Peter, Paul...) paints perfect pictures of his/her puppy.
 4. _____ (Brad, Brenda, Bethy...) blows big bubbles with his blueberry bubble gum.
 5. Sammy the silly snake saw _____ (Sally, Sussie, Sam...) standing on the sidewalk.
 6. _____ (Tom, Tammie, Tony...) traveled to Toledo to teach turtles to talk.
 7. Handy _____ (Harry, Helen, Henry...) hurried to hammer his/her hardwood floors.
 8. Dirty _____ (Dan, Daniel, Darcy...) dropped dishes down his/her driveway.
 9. Cranky _____ (Carla, Cody, Carol...) crawled clumsily on the carpet.
 10. _____ (Albert, Allison...) the alligator ate apples at the airport.

Faces of Emotions

- Have your child label each person's face with an emotion. Each person's emotion must start with the same letter. For example, "_____ (fearful) Fred."



Books With Alliteration

- *ABC of Monsters* by Deborah Niland (McGraw)
- *All About Arthur (an absolutely absurd ape)* by E. Carle (Franklin Watts)
- *Alphabears* by K. Hague (Henry Holt)
- *Animalia* by G. Base, (Abrams)
- *Dinosaurs Chase* by C. Otto (HarperCollins)
- *Dr. Seuss's ABC* by Dr. Seuss (Random House)
- *Faint Frogs Feeling Feverish and Other Terrifically Tantalizing Tongue Twisters* by L. Obligade (Vicking)
- *Six Sick Sheep: 101 Tongue Twisters* by J. Cole and S. Calmenson (Beech Tree)
- *Zoophabets* by R. Tallon (Scholastic, 1979)
- *Tom's Pocket* by Sarah Garland (Picture Puffin)
- *Princess Prunella and the Purple Peanut* by Margaret Atwood (Key Porter Kids)

Level 2

Syllable Activities

Children should have developed this skill by age four or five. In this level children learn to listen and identify syllables such as:

1 syllable- cat

2 syllable- car/pet

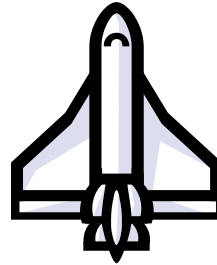
3 syllable- ba/na/na

Syllable Boxes (2 syllable words)

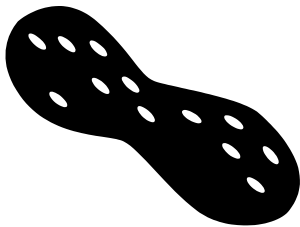
- Have your child look at the pictures listed below. Each word picture has the same number of syllables, as there are squares. As the child says each picture they are to move a token into a box under the picture. Then your child needs to say the whole word without any pauses.



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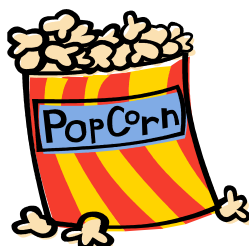
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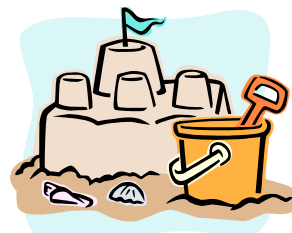
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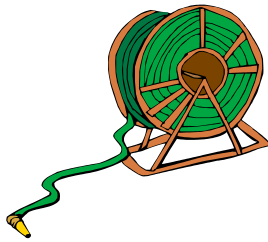
Syllable Boxes (1 and 2 syllable words)



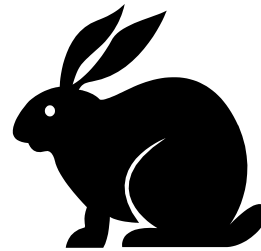
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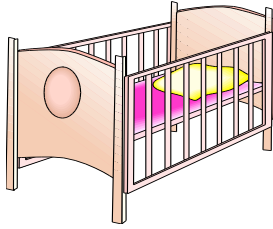


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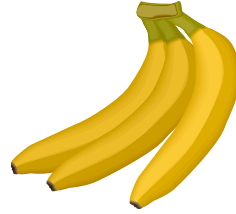


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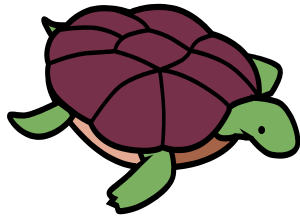
Syllable Boxes (1,2, and 3 syllable words)



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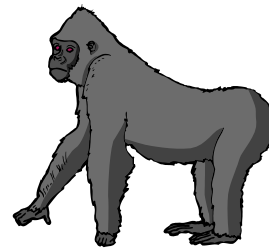
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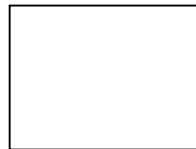
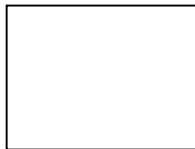
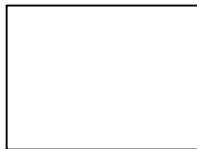
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Syllable boxes without pictures

- Have your child place three tokens above the line. Give your child a word (suggested list of words on the next page). Then have your child say each syllable of a word as they move the token into a square.



1 syllable words

mom

dad

dog

man

boy

ball

girl

hose

tree

bee

school

bath

bus

me

brown

cup

board

game

play

2 syllable words

booklet

paper

dragon

flower

monster

baby

pocket

raisin

basket

mother

kitchen

toothpaste

tulip

butter

cowboy

jungle

cupcake

lion

dessert

3 syllable words

tornado

screwdriver

calendar

grasshopper

dragonfly

octopus

wastebasket

skeleton

bananas

radio

tomato

broccoli

spaghetti

wheelbarrow

woodpecker

telephone

crocodile

kangaroo

hamburger

Syllable Bingo

- Before beginning have your child pick out a bingo board. Make sure your child knows what each picture represents. Listed at the bottom of this page is a list of what each picture represents and how the syllables are broken up.
- On an index card write number one, then number two on the next index card, and write number three, and four on the last card. Have the cards faced down on the table.
- Have your child start by picking from those four index cards without seeing what number is on the card.
- Your child must find on his card a picture whose name has the same number of syllables as the number indicated on the index card.
- Your child then places a marker on the picture.
- The player who first covers three in a row, diagonally, vertically, or horizontally is the winner. You can also see who gets their whole board filled first can also be the winner.

Board #1

di/no/saur- 3
rhin/o/cer/os- 4
vol/ca/no- 3
house- 1
doc/tor- 2
can/dle- 2
clown- 1
el/e/va/tor- 4
tur/tle- 2

Board #2

to/ma/to- 3
horse- 1
waste/bas/ket- 3
han/ger- 2
spa/ghet/ti- 3
tel/e/vi/sion- 4
bi/noc/u/lars- 4
oc/to/pus- 3
rose- 1

Board #3

duck- 1
ac/cor/di/on- 4
bi/cy/cle- 3
train- 1
um/brel/la- 3
tel/e/vi/sion- 4
mush/rooms- 2
pig- 1
broc/co/li- 3

Board #4

pho/to/gra/pher- 4
mouse- 1
bath/tub- 2
kite- 1
hel/i/cop/ter- 4
bed- 1
drag/on/fly- 3
wheel/bar/row- 3
bear- 1

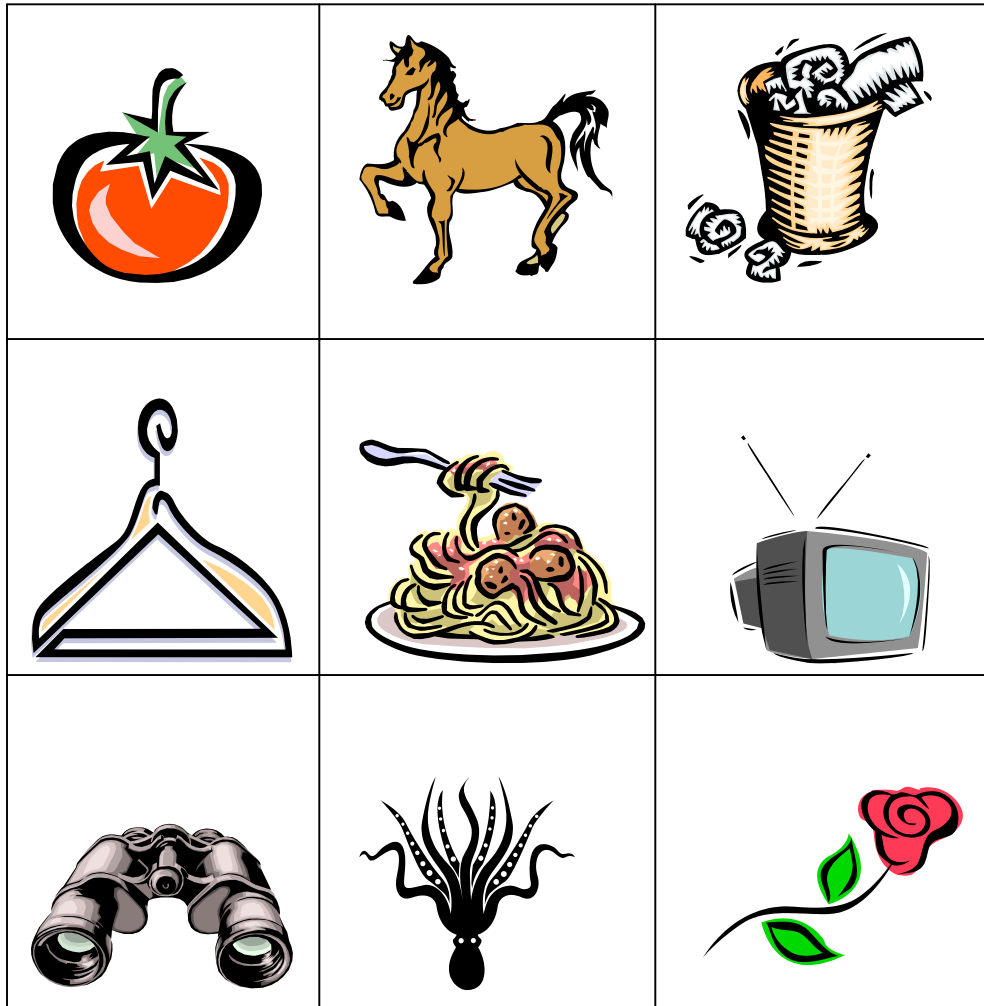
Syllable Bingo

Board #1



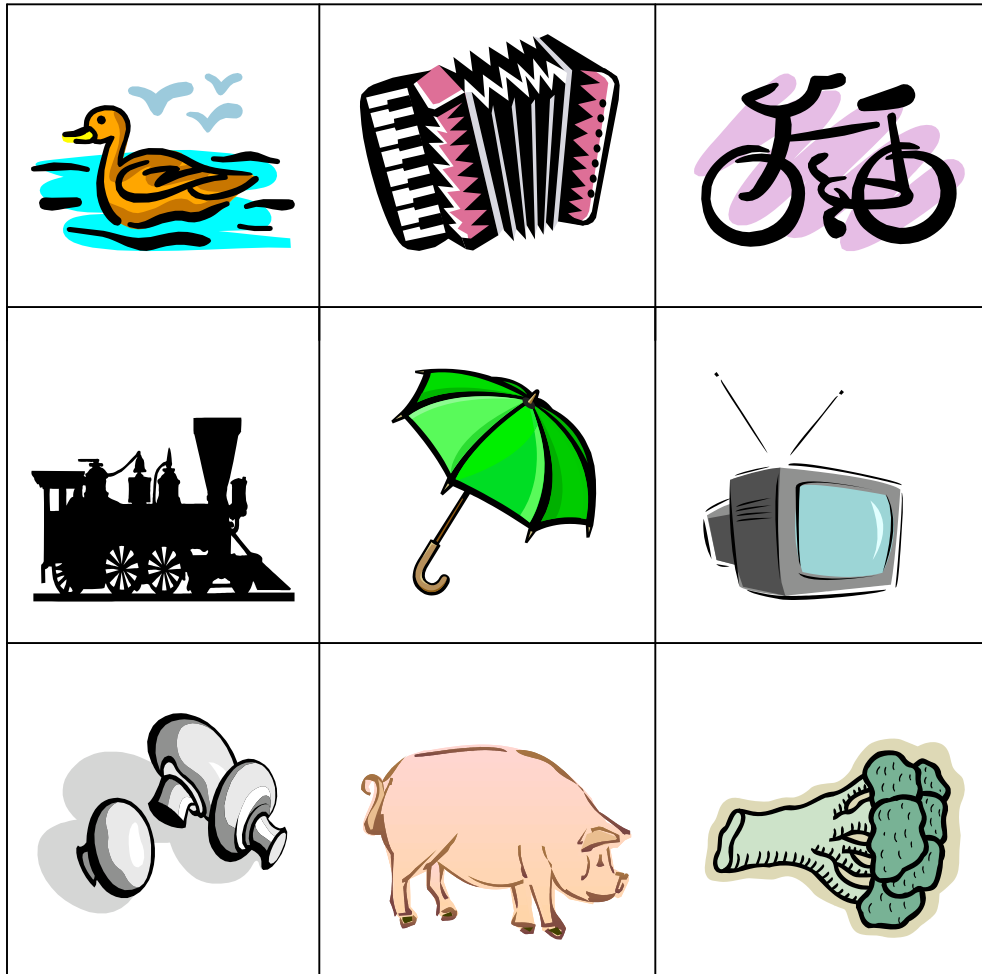
Syllable Bingo

Board #2



Syllable Bingo

Board #3



Syllable Bingo

Board #4



Syllable Detective

- Have your child say things they see in your house or outside in the yard. Have them work out how many syllables are in each name then write the names in the correct boxes.

1 Syllable	2 Syllable
3 Syllable	4 Syllable

Level 3

Onset and Rime

Onset and rime skills should be developed around age six. The onset is the first sound in the word and the rime is the common sound pattern that follows. For example, in the word bug, /b/ is the onset and /ug/ is the rime. Children are asked to manipulate the onset in the word like bug. The child is asked to change the /b/ to /h/ to form the new word hug.

Changing Words

- Have your child say a word, change the beginning sound to another and say the new word.
1. Say /bat/. Change /b/ to /h/. (hat)
 2. Say /car/. Change /c/ to /f/. (far)
 3. Say /lip/. Change /l/ to /t/. (tip)
 4. Say /dog/. Change /d/ to /l/. (log)
 5. Say /man/. Change /m/ to /c/. (can)
 6. Say /net/. Change /n/ to /g/. (get)
 7. Say /rain/. Change /r/ to /p/. (pain)
 8. Say /hop/. Change /h/ to /t/. (top)
 9. Say /miss/. Change /m/ to /k/. (kiss)
 10. Say /lake/. Change /l/ to /r/. (rake)
 11. Say /bell/. Change /b/ to /w/. (well)
 12. Say /wig/. Change /w/ to /d/. (dig)
 13. Say /best/. Change /b/ to /v/. (vest)
 14. Say /dock/. Change /d/ to /s/. (sock)
 15. Say /king/. Change /k/ to /w/. (wing)

Zippity Switch

- Use the song below and switch the beginning sounds in the verse to other sounds.
- Sing to the tune of “Zippity-Do-Da”.

Hippity-ho-hah, Hippity-hay,
My, oh my, what a wonderful day.
Plenty of sunshine coming my way.
Hippity-ho-hah, Hippity-hay.

- Repeat song several times using different beginning sounds. For example Bippity-bo-bah, Tippity-to-tah...

Level 4

Awareness of Beginning, Middle, and Ending Sounds

This stage also should be developed around age six. Children are being taught to listen for and identify the beginning, middle, and ending sounds in words.

Scavenger Hunt

- Your child will be hunting for objects to put in his bag that begin or end with a specific sound.
- Tell your child what sound he will be hunting for and whether it should be at the beginning or ending of the objects' names.
- Give your child a paper bag and time to search for objects to fill his bag.
- An example would be if your child was looking for things beginning with /s/, he could find a scarf, a shoe, soap, etc., to place in his bag.
- Another option to this activity would be to look in magazines or newspaper ads for pictures of things that begin or end with the given sound. A collage could be made on a separate piece of paper using all of the pictures found.

Thumbs Up, Thumbs Down

- Tell your child he will be listening for a specific sound at the beginning, middle or end of the word (you will specify). Then give your child a list of words, one at a time.
- Your child should give you a “thumbs up” if he hears the sound or a “thumbs down” if he does not hear the sound.
- Below are some examples of words that could be used. Ask your child “Is there an.....

/s/ in the beginning?

star
sand
cat
mouse
santa
horse
snake
silly
spin
bus

/s/ in the ending?

kiss
sun
fly
pass
sit
bus
girls
this
shoe
cross

/s/ in the middle?

smile
fasten
mister
sound
listen
whistle
things
ducks
horses
passing

Middle Sound Search

- Identify a sound for your child to listen for.
- Say two words, one of which contains the correct middle sound.
- Your child should identify which of the two words has the correct middle sound by showing you one finger to represent the first word, or two fingers to represent the second word.
- Examples:

/a/

mad	mid
sick	sack
tan	ten
tap	top
run	ran
pot	pat
fan	fun
cob	cab
hat	hit
lip	lap

/e/

sit	set
pan	pen
ten	tin
fell	fall
will	well
not	net
red	rod
peg	pig
step	stop
jut	jet

/i/

ship	shop
trap	trip
hunt	hint
wit	wet
win	won
hall	hill
lad	lid
puck	pick
sick	sock
pin	pen

/o/

sock	sick
rat	rot
hit	hot
job	jab
log	leg
hop	hip
pet	pot
chop	chap
rack	rock
pup	pop

/u/

fun	fan
rut	rat
cob	cub
ran	run
not	nut
him	hum
tuck	tack
log	lug
bug	beg
puck	pick

/a/

same	Sam
time	tame
coke	cake
plate	plot
cape	keep
foam	fame
stain	stone
pail	pole
sleet	slate
glide	glade

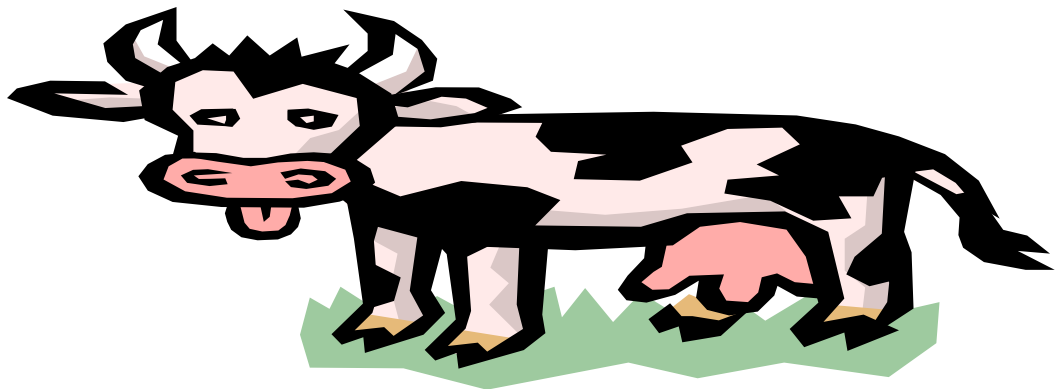
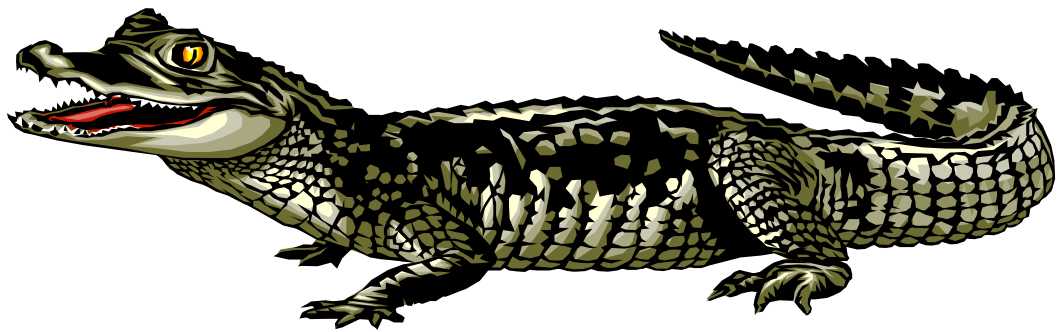
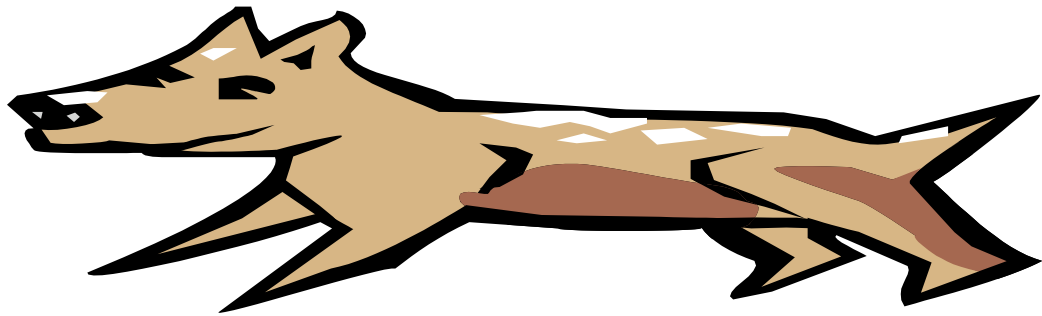
/e/		/i/		/o/	
sweep	swipe	kite	Kate	toad	tide
sleet	slate	right	rate	sap	soap
wake	week	tame	time	pole	peel
cream	crime	pole	pile	cope	keep
pope	peep	my	may	mate	moat
nice	niece	mule	mile	pipe	pope
meat	mate	like	lake	glow	glue
mole	meal	have	hive	coke	cake
sail	seal	go	guy	mine	moan
keep	cope	tide	toad	tone	teen

Roll the Sound

- You will need a ball to roll on the floor or ground for this activity.
- Say a word and roll the ball to your child.
- Your child will say a new word beginning with the last sound in your word and then roll the ball back to you.
- Roll the ball back and forth continuing to make new words from the last sound in the other's word.
- For instance, if you started with the word /ball/ your child would say the word /lap/. Then you would continue to make another word starting with /p/.

Where's That Sound?

- For this activity, use one of the stretched out animal pictures provided on the following page.
- Give your child a specific sound to listen for.
- Then give him a word that contains the sound at the beginning, middle, or end of the word.
- Your child should point to the correct spot on the animal to identify where the sound is.



Level 5

Phoneme Blending

Phoneme blending should be acquired by age six. Phonemes are each of the individual sounds that make up a word.

For example, the word bat would contain three phonemes: /b/, /a/, and /t/. Initially, children are given the phonemes and the child blends them together to form the word.

Listen and Draw

- Break apart a word into its phonemes for your child.
- He will listen to the sounds and draw a picture of what he heard.
- Begin by using short, simple words such as cat, dog, leg, etc.
- For example, if you chose the word /cat/, you would say each of the phonemes slowly (/c/, /a/, and /t/) and your child would draw a picture of a cat.
- Word List:

cat (/c/, /a/, /t/)	dog (/d/, /o/, /g/)	leg (/l/, /e/, /g/)
sock (/s/, /o/, /k/)	jeep (/j/, /ee/, /p/)	fan (/f/, /a/, /n/)
kite (/k/, /i/, /t/)	sun (/s/, /u/, /n/)	head (/h/, /e/, /d/)
hat (/h/, /a/, /t/)	shoe (/sh/, /oo/)	pig (/p/, /i/, /g/)
pop (/p/, /o/, /p/)	hill (/h/, /i/, /l/)	apple (/a/, /p/, /l/)
boot (/b/, /oo/, /t/)	man (/m/, /a/, /n/)	net (/n/, /e/, /t/)
ship (/sh/, /i/, /p/)	rug (/r/, /u/, /g/)	jet (/j/, /e/, /t/)
box (/b/, /o/, /x/)	pot (/p/, /o/, /t/)	chip (/ch/, /i/, /p/)
wig (/w/, /i/, /g/)	fin (/f/, /i/, /n/)	web (/w/, /e/, /b/)

Rubber Band Stretch

- You will need a rubber band for your child to stretch.
 - Say the sounds in a word as your child stretches the rubber band.
 - Then, while your child lets the rubber band come back together, he will put the sounds together to say the word.
-

Echo, Echo, Echo!

- Tell your child that you are going to play an echo game.
- Say a word by echoing each of its phonemes. For example, /t/, /t/, /a/, /a/, /p/, /p/, would be the word /tap/.
- Your child will listen to the echo and tell you the word.
- You may use the word list from the Listen and Draw activity or choose your own.

Fitzpatrick, 1997

Level 6

Phoneme

Segmentation

This stage generally occurs around ages six and seven. Once children are successful at blending phonemes given to them, they begin breaking the words into phonemes on their own.

Rubber Band Stretch

- This is similar to the Rubber Band Stretch in the previous section of activities, however, in this section, you will be switching roles with your child.
- This time your child will be the one identifying each sound as he stretches out the rubber band.
- When he lets the rubber band go back together, he can say the word or he can have you say the word.

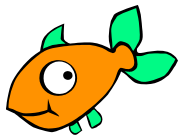
Shoulder, Elbow, Hand

- Give your child one of the words from the word list on the following page. Have him break the word into its phonemes while tapping the sounds on his shoulder, elbow, and hand.
- For the word /can/, your child would say the word /can/, tap /c/ on his shoulder, /a/ on his elbow, /n/ on his hand, and end by again saying the word /can/.
- Another option to this activity would be to use the stretched-out animal pictures from the activity, Show Where the Sound Is. Your child would use the beginning, middle, and end of the picture to tap out each sound.

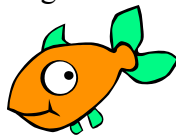
Fitzpatrick, 1997

Snack Separator

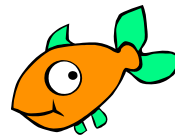
- You can use your child's snack to practice phoneme segmentation!
- Using crackers, fruit snacks, etc., your child will move some of his snack pieces in a line to represent each of the sounds in a given word.
- For example, if your child was using fish crackers and was given the word cat, he would do the following:



/c/



/a/



/t/

Word List

cat	kit	ham	bag	dog	sit
pup	pet	bug	hut	sap	lip
fig	jet	fish	cub	get	men
web	yes	box	lock	fall	cot
mop	tub	ten	six	fin	mix
luck	hot	pop	cup	fan	nut
rug	sad	net	bus	led	chill
kiss	sell	kid	hip	gum	that
with	ship	jog	sock	mud	hen
goat	meat	bait	cute	hope	bite
soap	rain	cane	fine	bean	game
rope	sheet	tube	late	jeep	mail
dime	cake	five	hole	wide	cone
gate	rose	boat	pail	fight	seat
shake	whale	feet	cube	shine	cheap

Level 7

Phoneme

Manipulation

This last level occurs at age seven or beyond. Children learn to substitute a new phoneme for a beginning, middle, or end phonemes, this forming a new word. For example, the child may be asked to change the words.

The beginning /m/ in man to a /t/ sound to make the word tan.

The middle /a/ in man to an /e/ to make the word men.

The ending /n/ in man to a /d/ to make mad.

Sound Switch

- Tell your child that you are going to be playing a word game in which he will be making new words by replacing the beginning, middle, or ending sound with a new sound.
- Identify the sound that he will be using to replace other sounds.
- Then identify where in the word he will be replacing the sound.
- For instance, if /s/ is the sound he will be using and he is going to be replacing the beginning, give him the word /top/ and he should make /sop/.

The Chain Game

- Choose a word with three letters.
- Have your child switch one letter in the word to make a new word.
- If your child were to start with the word /hip/, he could make the following chain:
hip, hit, hot, hop, pop, pot, not, nut, hut, hug, etc.

Love & Reilly, 1996

Switcheroo

- On the page that follows, use the pictures to help your child read the corresponding word.
- Your child will switch a letter to make a new word that matches the picture to the right.

Love & Reilly, 1996

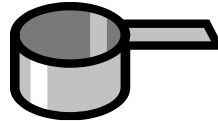


man to





hot to





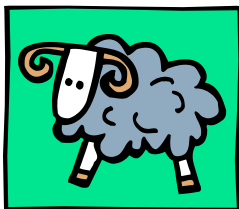
cat to





cab to





ram to

