

## 1. I CAN INTENTIONALLY LISTEN FOR SOUNDS.

### Example:

I can point to or tell you what I hear.

### LARGE GROUP

Play a CD that asks for the children to listen for a certain sound and respond to what they hear (Jump and Stop, Freeze, Animal Action).

### SMALL GROUP

**TALK:** Listen to environmental sounds on a CD and name the objects, discuss, explain.

**READ:** Listen to CD a second time and hold up the picture of what you hear.

**WRITE:** Listen to the environmental sounds CD a third time, and stop to draw what you hear on two or three items.

### ACTIVE LEARNING

Set a timer to tick/ring and invite children to locate it by listening for the sound.

## 2. I CAN TELL THE DIFFERENCE IN THE SOUNDS AROUND ME.

### Example:

I can tell you which sound is the dog barking and which sound is the bell ringing.

### LARGE GROUP

Use a set of bells or any instrument that is capable of making more than one pitch. Play them for the children and talk about the different sounds they make. Label high, medium and low sounds. For a high-pitched sound, have the children reach up high, medium-pitched sound put their hands on the hips and a low-pitched sound touch the ground.

### SMALL GROUP

**TALK:** Show children three objects that make different sounds (bell, alarm clock and a pen that clicks). Try out the items; listen to and talk about the sounds that they make.

**READ:** Put a picture and name of each of these items on a single piece of paper. Hide the items under a blanket or table. When you make the sound, have the children point to the item that makes that sound.

**WRITE:** Have the children think about other things that make silly sounds. Interactively write a list of items that you could gather to play the same game tomorrow.

### ACTIVE LEARNING

Set up a cell phone in the room to ring. Invite a child to close his eyes, listen for the ring and point to the direction of the phone. That child then moves it for the next person to listen and point.

### 3. I CAN HEAR THE DIFFERENCE BETWEEN LANGUAGE AND OTHER SOUNDS.

#### Example:

I can tell a teacher which sound is language and which sound is not language.

#### LARGE GROUP

Before group time, tape record the children saying hello to a friend. Between each child, play music. Listen to the tape and have each child stand up when they hear their own voice.

#### SMALL GROUP

**TALK:** Have children talk into a tape recorder, saying hello to a friend, for example.

**READ:** Play the tape and have children point to a picture of which friend is talking.

**WRITE:** Play a tape of children talking mixed with environmental sounds (phone, door closing, running water, animal sounds). When they hear a sound other than talking, stop the tape and have them draw what they hear.

#### ACTIVE LEARNING

Have the children identify and tape record sounds they hear, both language and non-language sounds.

#### 4. I CAN REMEMBER AND REPEAT A PATTERN OF SOUNDS. (MEMORY)

**Example:**

When I hear my teacher clap a simple pattern, I can repeat what she clapped.

##### LARGE GROUP

Introduce rhythm sticks to your students. Have the children repeat a pattern you have created with rhythm sticks.

##### SMALL GROUP

**TALK:** Talk with the children about how you could write down a pattern that you clap. For example, put an X on the paper for each clap and leave a space to represent the size of the pause. X X XXX.

**READ:** Write down some clapping patterns in the way they suggest, and then clap them. Have the children point to the picture pattern that matches the clapping they heard.

**WRITE:** Clap a simple pattern and have the children write what they hear.

##### ACTIVE LEARNING

Set up instruments in the classroom and model making simple patterns using one or more instruments.

## 5. I CAN REMEMBER AND REPEAT A SEQUENCE OF WORDS. (SEQUENCING)

### Example:

When my teacher says, "The chair is red," I can say, "The chair is red."

### LARGE GROUP

Play the game "Repeat after me." The teacher states a simple noun phrase, and the children repeat it. (*My red chair. The purple cow. A tall tree.*) Gradually increase the difficulty of the sentence structure (*This is my red chair. Have you seen a purple cow? That tree is really tall.*)

### SMALL GROUP

**TALK:** Have a conversation with the children about playing cards. Ask if any of them have played a card game before, what games they have played, who they play with, etc. Practice the statement "Do you have a ..." with children before beginning the game.

**READ:** Read the directions for the "Go Fish" game to the children. Re-write in simple terms if you need to. Pass out cards and play the game with the children.

**WRITE:** Play several times charting who the winner is in each game. Talk about how we will all be a winner sometimes.

### ACTIVE LEARNING

As needed, support students by giving them suggested ways to say what they mean during Active Learning. For example, "You can say..." "Can I have a turn?" "Please don't do that." "Would you like to play?" "I like your tower."

## 6. I CAN ISOLATE A PARTICULAR SOUND WITHIN A GROUP OF SOUNDS. (FIGURE GROUND)

### Example:

When the bell rings during Active Learning I can respond to it.

### LARGE GROUP

Talk with the children about how we can use our ears for listening and learning. Say, "I can hear a [what you hear]. I want you to raise your hand if you can hear it too?" Play "I hear with my little ears" and after practicing a few times, have the children take turns saying what they hear.

### SMALL GROUP

**TALK:** Go on a listening walk. Talk about what you hear.

**READ:** Have the children look at each others pictures and share what they heard and drew. Then talk about how they heard different things. Were they able to hear all of those things at one time? Point out how they had to listen carefully to choose just one thing out of all the different sounds that they heard.

**WRITE:** Sit in a certain place and have each child draw a picture of one thing that they hear.

### ACTIVE LEARNING

#### Listening Center:

Play a tape with ordinary home sounds and have pictures of objects for children to match with the sounds they hear.

## 7. I UNDERSTAND THAT LETTERS HAVE SOUNDS.

(SOUND/SYMBOL)

### Example:

I try to say the sounds of the alphabet letters, but I don't know all of the sounds yet.

### LARGE GROUP

Using alphabet chart or "Alphardy" by Dr. Jean, group points to and sings letter sounds.

### SMALL GROUP

**TALK:** Children identify the first letter of their names. Teacher asks child to attempt the sound; teacher supports if needed.

**READ:** Group reads first letter of each child's name in the group.

**WRITE:** Children write the letter of their first name and a friend's name. Children say the sound to the teacher before exiting the group.

### ACTIVE LEARNING

Using "Handwriting without Tears" manipulatives or blocks, children make letters. Teacher can engage with the children to talk about letter sounds.

## 8. I CAN HEAR AND IDENTIFY EACH WORD IN A SENTENCE.

### Example:

When my teacher says "The red book is open," I can repeat the same sentence.

### LARGE GROUP

During your Morning Meeting, have the children play a game with you called "Repeat after me." You can start with simple clapping patterns, and then give them a simple sentence to repeat.

### SMALL GROUP

**TALK:** Have the children play the "Repeat after me" game with a friend. Give them some examples of simple sentences that they can use. ("I like books." "I can jump." "The red ball...")

**READ:** If your children have an understanding of one-to-one correspondence in print, you can write their sentences and re-read them together.

**WRITE:**

### ACTIVE LEARNING

As children struggle with articulating what they need to tell others during this time, help them by giving them phrases that they can repeat. This will help them work with new oral structures as well as support their social skills.



## 9. I CAN COUNT THE NUMBER OF WORDS IN A SENTENCE OR PHRASE.

### Example:

When my teacher says a short sentence, I put up a finger to represent each word.

### LARGE GROUP

Choose a book for Read Aloud with a patterned text such as Brown Bear, Brown Bear. After the children are familiar with "Brown bear, brown bear, what do you see?" stop on that page and explain to them how you would like them to clap each word as you say it. Try it together, talk about how many words are in the first part of the sentence and how many are in the second part. How many words are there all together? Count them on the page to see if they are right. Go through the book again, and clap out each pattern page. Remind them that they are clapping each word they hear.

### SMALL GROUP

**TALK:** Use the same pattern book and have the children help you make a Shared Reading.

**READ:** Talk about the parts in the book that say the same thing over and over. Clap how many words are in the sentence. Have someone write down how many words are in the sentence so you can check your writing later. Suggest that you write it big so they can help you read it.

**WRITE:** Have the children repeat each word and watch as you write each one on a sentence strip. Cut each word apart in front of the kids and count the words you see. Check to see if it matches the number you wrote down.

Now put the words in a pocket chart and re-read what you wrote together. Does it match the book? Do we have every word written down?

### ACTIVE LEARNING

Put your Shared Reading in the Reading Center with some small pointers. Let the children practice reading and counting the words on their own.

Ask: "How many words are there? How do you know? What if I covered up the words, would you still hear that many words? Let's try it. I'll say it, and you put a finger up for every word I say, and then we'll count how many words you hear."

## 10. I ENJOY LISTENING TO RHYMES IN LANGUAGE.

### Example:

My teacher rhymes with my name, reads nursery rhymes and rhyming books like Dr. Seuss and rhymes different words throughout the day.

### LARGE GROUP

Read/chant the same Nursery Rhyme each day during one of your Transition times. For example, chant *Little Bo Peep* every day when you want the children to line up for lunch.

### SMALL GROUP

**TALK:** Have an elaborated conversation about the Nursery Rhyme. Point out the rhyming words to the children and explain that the words rhyme because they sound the same at the end.

**READ:** Read a Nursery Rhyme to the children.

**WRITE:** Let the children draw a picture of the Nursery Rhyme.

### ACTIVE LEARNING

Set out rhyming props throughout the room for children to access on their own.

**Reading Center:** Set out props that match a rhyme (Jack be Nimble's candle stick for children to jump over on their own and say the rhyme with their name in it.)

Flannel board sequence of a rhyme they can reenact

**Listening Center:** Rhyming songs/stories

**Math Center:** Match rhyming words lotto

**Dramatic Play:** Act out a rhyme (Little Miss Muffet is a fun one!)

## 11. I CAN TELL IF WORDS SOUND THE SAME AT THE END.

### Example:

I can tell that bell and shell sound the same at the end, and I know that bell and cow do not sound the same at the end.

### LARGE GROUP

As children come into the classroom in the morning, hold up pairs of pictures, some that rhyme and some that do not. Have them give you thumbs up if they rhyme or thumbs down if they do not.

### SMALL GROUP

**TALK:** Rhyme with the children's names. Have the children tell you which child you are thinking of by giving them a rhyme to that child's name. ("I'm thinking of a girl's name that rhymes with PAN. Yes, it's Ann!")

**READ:** Read a rhyming book and have the children help you identify the rhyming words.

**WRITE:** Have the children help you tally how many rhyming sets you found in the whole book.

### ACTIVE LEARNING

Tape pictures of rhyming words to some of your blocks in the block center. Have the children find the blocks that rhyme and set them together. Build a rhyme tower.

## 12. I CAN TELL YOU WORDS THAT RHYME. (PRODUCE)

### Example:

I can say and make up real or silly words that rhyme.  
When my teacher asks me to tell her a word that rhymes with cat, I can say "bat, fat, mat, pat, rat, lat..."

### LARGE GROUP

Play a game of freeze dance. When the music stops, either say out loud or hold up a picture/object. Have the children shout out a word that rhymes before you begin the music again. For example, stop the music and say "hat" or hold up a hat, and they have to say a silly or real word that rhymes with it.

### SMALL GROUP

- TALK:** Pause on each page and have children make up a word that rhymes with one of the illustrations or key vocabulary words.
- READ:** Read one of the *School-Home Partners in Learning* books. Tell the children you are going to play a game where you make up rhyming words.
- WRITE:** Say a word out loud from the story you just read. Have the children draw a picture of a word that rhymes with the one you just said. (You say cat; they draw a picture of a hat.)

### ACTIVE LEARNING

Set out a rhyme that you have worked on as a Shared Reading. Have children help you change the rhyme to add different rhyming words. Make them silly or real words; either one still helps the children understand rhyme means words that sound the same at the end! You can even write the words on cards to read back to the whole group during Regroup to Revisit.

### 13. I CAN HEAR THE SYLLABLES IN WORDS.

**Example:**

I can say my name slowly, pausing at each syllable break.

#### LARGE GROUP

Slowly chant the children's names during Greeting. Have the children repeat the name, and for each syllable have the children place their hands on a different body part (head for the first syllable, shoulders for the second syllable, knees for third, toes for the fourth, etc.).

#### SMALL GROUP

**TALK:** Choose a group of objects with one, two and three syllable names (hat, pencil, book, eraser). Lay the items out on the table and talk about what the children know about these items. Make sure you label each item and introduce the idea that each of these words has parts/syllables.

**READ:** Have children choose an item from the bag, name the item and clap the syllables in the item name.

**WRITE:** Because this is focused on sound identification, do not take the words to writing. You could have the children draw other objects they know that have one, two or three syllables.

#### ACTIVE LEARNING

Put a pocket chart in the Reading Center with the children's pictures on it. Have the children say their friends' names and practice finding the parts and using "head, shoulders, knees and toes" movements to show what they know.

## 14. I CAN COUNT THE SYLLABLES IN A WORD.

### Example:

When my teacher says a word, I can tap each syllable I hear in the word.

### LARGE GROUP

During Greeting, using rhythm sticks, tap the children's names by syllable. Have the children count and hold up the number of fingers that match the number of syllables they hear in each name.

### SMALL GROUP

**TALK:** Tap the children's names with rhythm sticks. Have the children find a friend that has a name with the same number of syllables as theirs.

**READ:** Set out three pictures of hands, one hand, two hands and three hands. Have them hold up the picture that matches the number of claps in each name as you clap it.

**WRITE:** Write the numbers 1, 2 and 3 and put them into a pocket chart. Have children sort their names into columns according to how many syllables they have.

### ACTIVE LEARNING

Set out a bag of objects in the Math Center with the numerals 1, 2 and 3. Have the children sort the objects into piles according to how many syllables are in the word.

You could also use children's name cards or pictures and sort them by syllables.

## 15. I CAN PUT WORDS TOGETHER BY SYLLABLE.

### Example:

When my teacher says "Min-ne-so-ta" I can put it together to say Minnesota.

### LARGE GROUP

During Transition times, play the game "I'm thinking of..." ("I'm thinking of a word with two syllables [pen-cil].") Then have the children guess the word. Use two, three and four syllable words.

During a dialogic Read Aloud, if you get to a long word you want the children to know, take a minute to say the word in syllables and have them help you put it back together into one word.

### SMALL GROUP

**TALK:** Talk with the children about some of the big words they know. Have them give you some examples. Define the words if you need to.  
**READ:**  
**WRITE:** Then choose three or four to write down.

Tell the children you are going to write some of their words down so you can remember them.

When they are finished coming up with "big words," choose one or two to read back to the children. Have the children help you take each word apart and say it in syllables. (Do this orally, not in writing.) Have them take the words apart and put them back together again with you or with a partner.

### ACTIVE LEARNING

Notice the "big words" that children are using in the Dramatic Play area. Point out to them as they are playing what big words they are saying, and how many syllables are in the words they are choosing. For example, "Appointment is a big word. Let's take it apart by syllables: a-point-ment. It has three syllables. Appointment is a big word."

## 16. I CAN TAKE A WORD APART BY SYLLABLES.

### Example:

When my teacher says a word like potato I can separate it into syllables, po-ta-to.

### LARGE GROUP

As a Greeting, say each child's name separated into syllables. Have everyone repeat the name in syllables. As the children get better at doing this, a child can say their name, and the rest of the group can repeat it back in syllables.

### SMALL GROUP

**TALK:** Say the children's names. Talk about how many parts are in each of their names. Make a tape recording of the children saying their names by syllable.

**READ:** Play back the tape recording and find the card (below) that matches the number of syllables in each child's name.

**WRITE:** Make cards with an X for each part of the child's name. (Grace would have one X. Tarnue would have X X, and Samantha would have X X X.)

### ACTIVE LEARNING

Use the Small Group tape recording and X cards for the children to practice counting syllables in the Listening Center.

Put pictures of the children on a table in the Reading Center. Have the children say the friend's name, separate it by syllables, count the syllables and set the picture on the card with the right number of X's.



## 17. I CAN PLAY WITH WORDS BY TAKING A SYLLABLE OUT OF A WORD.

### Example:

I can change the word tomorrow by taking off the first syllable (to) and just saying (morrow).

### LARGE GROUP

As you write your Morning Message, leave a syllable out of a known word, such as today. When you get to that part in the reading, read it as it is written and stop for the children to comment on the fact that it is missing a part. Say, "Oh, you are right it is missing the first syllable." Have them tell you what it should say. Then write in the missing syllable and read it again.

### SMALL GROUP

- TALK:** Have a conversation with the children about some of the big words they know. Ask them if they could tell you what you are saying if you leave off a part of a word. (Ex: If you say "I want an e-phant," could they tell you are talking about an elephant? Try it with a few words, (to)mor-row, (spa)ghet-ti. Use a sentence if you have to, as in "I use a (pen)cil to write my name." Point out how funny those words are when they are missing a syllable and see if they want to try.
- READ:** Give each child a picture of something that has two or three syllables. Have the child say the word in syllables with your help, then leave off a syllable when they are saying it, and have a friend try to figure it out.
- WRITE:** This is a sound only activity. If they do anything in writing it should only be to write down how many syllables are in the word they are trying.

### ACTIVE LEARNING

Using picture cards of two and three syllable words, play a "silly word game." Say the words slowly, exaggerating the syllables. Have children drop the first syllable off and say the word. Then drop off the last syllable and see what the word sounds like. Have fun with it, try it with the children's names, that can be really funny. 😊

## 18. I ENJOY LISTENING TO ALLITERATION IN LANGUAGE.

### Example:

My teacher says words that start with the same beginning sound as my name, and she reads books that have words that start with the same beginning sound.

### LARGE GROUP

At lunch or snack time, say alliterative words. For example, name what each child is eating like "gobs of grapes" or "cool crispy crackers." Refer to children using their name and an alliterative word like "radical Rebecca" or "dynamite Dena."

### SMALL GROUP

**TALK:** Read a book with a lot of alliteration. Identify the words that start with the same sound. Point out to the children that those words all start with the same sound.

**READ:** Pull a sentence out of the book and write it on a sentence strip to use as a Shared Reading.  
(Ex: Peter Piper picked a peck of pickled peppers.)

Read the sentence and have the children listen for the beginning sound. Ask what other words they can think of that start with the same sound. Then change some of the words in the shared reading to what they came up with and re-read. (Ex: Peter Piper picked a peck of purple people.)

**WRITE:** In this activity focus on the sound they hear at the beginning of the words, not the print.

### ACTIVE LEARNING

As children play in the centers, give them affirmations using a series of alliterative words (silly or real). For example, if a child is building a tower, say "Maureen is making a cool, crazy, creative, cunning tower out of her blocks. Look at her go! She's already used 14 blocks."

## 19. I CAN TELL IF WORDS SOUND THE SAME AT THE BEGINNING.

### Example:

I can tell you that boat and bell sound the same at the beginning, and boat and dog do not.

### LARGE GROUP

As a Greeting activity, go around the circle and say each child's name and then add a word that starts with the same sound (Sam Sandwich). As children get better at this they can say their own name and a word that starts with the same sound. (Remember that Jose starts with the same sound as Horse, not Jam.)

### SMALL GROUP

**TALK:** Introduce each object to the children and have an elaborated conversation about the object. Stress the beginning sound of each object as you talk about it.

**READ:** Choose a beginning sound to focus on, and gather a group of objects that include some that start with the chosen sound and some that do not. Have the children find the objects that start with the same beginning sound.

**WRITE:** Let the children each choose one of the objects that start with the same beginning sound. Let them draw a picture of the object, and then bind the pages together to make a beginning sound book (do not add words to the book, only draw pictures).

### ACTIVE LEARNING

Find and cut out pictures from magazines. Make sure to find 2 or more pictures that start with the same beginning sound. If possible, connect the pictures to your current Area of Study. Encourage children to sort the pictures into beginning sound groups. Leave the magazines out, and allow them to look for more pictures that start with the same beginning sounds.

## 20. I CAN SAY THE LAST SOUND IN A WORD.

(FINAL AND ID)

### Example:

I can tell you that the word boat has a /t/ sound at the end while the last sound in bell is /l/.

### LARGE GROUP

During a Transition time, play the final sound game, "I'm thinking of a word that ends with /t/." Take any word that they come up with that ends with the sound that you choose. If they can't come up with a word you can give them a clue, like "I ride in this when I go across the lake." "Yes, boat. Boat ends with a /t/. Can you hear it, boa/t/?"

### SMALL GROUP

**TALK:** Lay pictures out on the table that have the same final sound. Have the children label the pictures and say what the last sound is that they hear in the word.

**READ:** Go back through the pictures and say all the names listening for the same last sound.

**WRITE:** Write the letter that says that sound. Help the children find all the words that have the same final sound. Draw more pictures of items that end with the same sound to add to the pile.

### ACTIVE LEARNING

Play a lotto game with the Small Group pictures. Be sure there are two pictures with the each ending sound. Begin with only four to five distinct sounds, that's eight to ten cards to start until they get better at identifying the ending sound.

## 21. I CAN TELL YOU THE SOUND A PARTICULAR LETTER MAKES. (SOUND/SYMBOL)

### Example:

When my teacher asks me to say the sound of the letter B, I can say /b/.

### LARGE GROUP

Explain to the children that all letters have names AND they each make a certain sound. Give them some examples. B says /b/ like at the beginning of /b/all, ball. See if they can think of other words that start with the same sound...bat, bed, bike, etc.

Chant the phrase: "Letters, letters, letters have sounds. What is the sound of this letter?" Show the children a large printed letter and have them tell you the sound of that letter.

You can chant: "/b/, /b/.../b/, /b/,/b/,/b/ is the sound of this letter.

### SMALL GROUP

**TALK:** (See Read below.) When they have a card, talk about the sound that each letter makes. Then point out that the sound of the letter is also the sound they hear at the beginning of their name.

**READ:** Set out some letter cards on the table and have each child find the letter that matches the first letter in their name.

**WRITE:** Have the children draw a picture of something else that starts with the same sound as their name.

### ACTIVE LEARNING

Set letters out on the table. With a tape or digital recorder, have children tape their voices making the sounds of the letters.

## 22. I CAN COUNT THE SOUNDS IN WORDS. (PHONEME COUNTING)

### Example:

I can tell you that the word hat has three sounds, /h/ /a/ /t/.

### LARGE GROUP

During a Transition you could play another silly word game! Have the children tell you how many sounds are in the following words: hat, hike, mop, dog. Say the words slowly and help them count each sound. You can use your arm to highlight each sound as you say it. For example, when you say /h/ put your right hand on your left shoulder, when you say /a/ put your right hand on the middle of your left arm and when you say /t/ put your right hand on your left palm. The children can do the same thing to help them count out the sounds they hear.

### SMALL GROUP

**TALK:** Have the children write a story about a shared experience. Start by having them tell you things they remember about the experience. Write down the ideas they give you.

When you get to a simple word with three or four distinct consonant sounds, have the children help you identify the sounds they hear. Say the word slowly and ask the children to tell you what sounds are in that word. Stop and count the sounds, /b/ /a/ /l/ the word ball has three sounds. If they know the sound symbol connections, you could ask them to tell you the letter that makes each sound and write the word together.

When your story is complete, go back and read it together. Highlight the words they sounded out together.

### ACTIVE LEARNING

Put some objects out with three or four sounds in their names. Have children say the words slowly and identify how many sounds each word has. Sort them by how many sounds they have.

## 23. I CAN TAKE APART A WORD BY SOUND.

### Example:

When a teacher asks me to say the sounds in the word cat, I can say /c/ /a/ /t/.

### LARGE GROUP

Play another silly word game! "I know a word that has three sounds. The word is cat; the sounds are /c/ /a/ /t/." Say the word slowly again and have the children tell you what sounds they hear. You can ask them to tell you the first sound, next sound and last sound.

### SMALL GROUP

**TALK:** Put some simple objects on the table that represent three sound words. Have the children name each object and tell you each sound they hear as they say the word slowly. Have them find other words with the same first sound, last sound or middle sound.

**READ:** Go back and read the words they wrote (below) and match the word to the object.

**WRITE:** If the children you are working with know the sound symbol connections for these words, have them write the words down.

### ACTIVE LEARNING

Children who are ready to use this skill can write many words by listening to the sounds in those words. Help children in the Writing Center as they attempt to use sound spelling.

You can use boxes written on a page to represent each sound that you hear in a word, and then fill in the box with the letter each sound is represented by.

## 24. I CAN PUT SOUNDS TOGETHER TO MAKE WORDS. (PHONEME BLENDING)

### Example:

When my teacher says /d/ /o/ /g/, I can tell you that word is dog.

### LARGE GROUP

Play another silly word game while you wait in line! "I'm thinking of a word that sounds like this, /p/ /a/ /n/." Have the children guess the word.

### SMALL GROUP

**TALK:** Talk with the children about making words by putting sounds together. If you were going to make the word dog for example, you would use the sounds /d/ /o/ /g/ and put them all together to say dog.

**READ:** Hide the list of words (below), and choosing carefully, say a word in sound segments and have the children put it together in a word. Do not start with words that have too many sounds.

**WRITE:** Make a list of words with the children that they would like to make with sounds.

### ACTIVE LEARNING

Make a sound tape of simple words sounded out by phoneme and have the children match the sounds to a picture of that word.



## 25. I CAN PLAY WITH WORDS BY TAKING OFF OR ADDING SOUNDS TO WORDS. (PHONEME DELETION AND SUBSTITUTION)

### Example:

I know that I can change the word cat by taking off the /c/ and changing it to /b/.

### LARGE GROUP

During your Greeting, choose a letter, and as you go around the circle, greet each child by name, and then change their name by putting the chosen letter as their first letter. For example, if your letter was P you would say "Hello, Jayden, Payden."

### SMALL GROUP

**TALK:** Have the children choose a consonant to play with.  
**READ:** Go around the group and add that letter sound to the beginning of everyone's name. Then choose a simple word. (A word family word, like mop or bat, works the best.) Go around the circle and think of another sound to put at the beginning of that same word. MOP could change to TOP, COP, DOP, POP, SOP.... It doesn't matter if it's not a real word, it's just more fun that way.

You can do the same activity changing the end of the word, like MOP, MOT, MOS, MOM, MOD, etc.

This is a sound activity only and should be taken to writing and reading only when children understand the sound symbol relationships, and even then some children will notice that the spelling should change when you change the beginning or ending sound.

### ACTIVE LEARNING

Read a familiar story with a pattern and change the beginning sound of a repetitive word as you read, and respond to their noticing. "Yes, I changed the first sound in that word. What is it supposed to be?"