

Video 3



Video 4

Phonemic Play

Handouts

Phonemic Awareness Activities

3 Strikes and You're Out! - *Rhyme/Substitution*

When your child begins to become familiar with rhyming words, you can play 3 strikes and you're out. Choose a word to begin with and take turns coming up with another word that rhymes (ex: cat - bat, rat, sat...). You get a strike if you cannot think of a word or if you repeat a word that has been said. Remember, when practicing rhyme, nonsense words are allowed. To level the playing field, your child could be allowed to use nonsense words, but you must use real words! After a strike is given, choose a new word to start the next rhyme.

One of These Things is Not Like the Others - *Beg. Sound*

Find a set of objects from around the house (It's a good idea to start with a set of 3). Two of the three objects need to begin with the same sound. After stretching out each word, have your child identify the object that begins with a different sound. For an added challenge, add more objects, or have your child find the items (find 4 things in the house that begin with the sound /s/ and one thing that does not).

Sound Shopping - *Beginning/Middle/Final Sounds*

Play store! Give your child a basket or grocery bag and ask them to go "shopping" around the home looking for items that begin or end with a specific sound that you have given them. If your child masters a single sound at a time, try giving them two or even three sounds, and they can sort the items by beginning sound when they return. For added fun, you could add play money, or play this game at the actual grocery store!

Picture flip - *Beginning/Middle/Final Sounds*

Choose a couple letter sounds to work on, and print off a handful of pictures of items that begin with those two sounds. Glue the pictures on cardstock or thicker paper so that you cannot see through them.

Spread cards out face down, and have your child pick which letter they want to go for. Ex: Your child is trying to find words that begin with /b/ and you are trying to find words that begin with /c/. On your turn, flip over a card. If it begins with your sound, stretch out the word, emphasizing the initial sound. You get a point (you can use any item you have at home as points, even a special snack such as a mini marshmallow). If you pick a card that begins with your opponents sound, they get the point. First to 5 points wins. You could do the same activity for middle or final sounds as well.

Vanishing Snacks - *Deletion*

In this activity, your child will practice identifying parts of compound words after part of the word is removed. You can use your child's favourite small snack item for this activity, such as mini marshmallows, fruit snacks, etc. Place two marshmallows (or choice snack) on the table. Model for your child that the snacks represent two parts of a word (ex: mailbox - mail and box). Point to item one (mail), and then item two (box). Once your child is comfortable with the word, you remove and eat on part. Your child then has to identify the part that remains before eating it. For an added challenge, you could move beyond compound words, and use the number of treats as sounds in the word. Ex: p/i/g

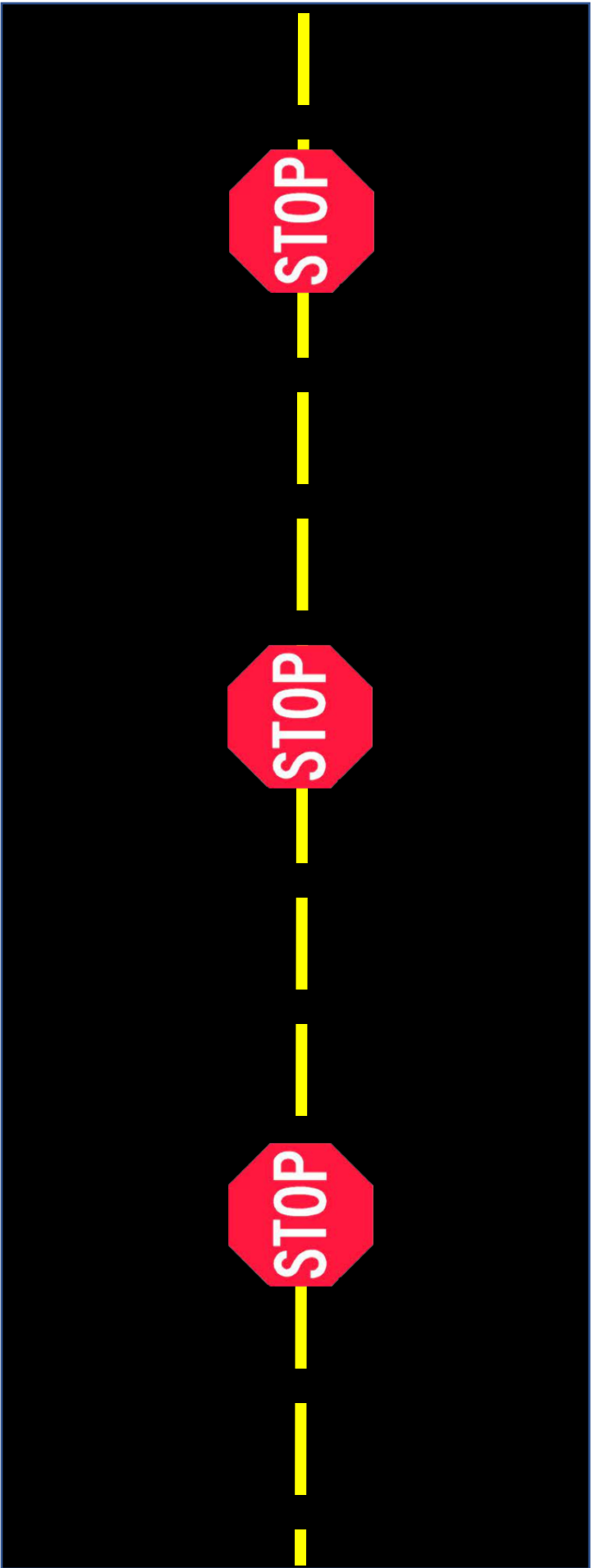
would have three marshmallows. What is pig without the /p/. Your child would then identify /ig/.

Here are some compound words you could use for part one:

airplane	armchair	backpack	bedroom	bookshelf	butterfly
eggshell	gumball	jellyfish	popcorn	pancake	weekend

Drive a Word - *Segmenting/Blending*

Use the road on the following page. Give your child a word with three sounds. Your child will then use a play car to drive across the road. They stop at each stop sign for the individual sounds in the word. (Ex - c/a/t). They will then take the car back to the left side, and drive their car across the sheet without stopping, saying the word fully - cat.



Phonemic Play Resources

Favourite YouTube channels and songs

The Learning Station - The Learning Station provides tons of wonderful songs that have always been very much enjoyed by our kindergarten students. Many of their songs contain opportunities for phonemic skill development, and you find their version to many of the classic nursery rhymes. Check out the free songs! You can find them on Youtube as well.

<https://www.learningstationmusic.com/>

Jack Hartman – Jack Hartman is always popular with the Kindies! He has a song for everything. Have a look at some of the following examples.

Rhyming - <https://www.youtube.com/watch?v=cSPmGPlyyU>

Beginning Sounds - <https://www.youtube.com/watch?v=uQx-MJVUIzc>

Final Sounds - <https://www.youtube.com/watch?v=Fftpep-09ZI>

Segmenting - <https://www.youtube.com/watch?v=xIBjAWkPzNA>

Blending - <https://www.youtube.com/watch?v=RyRwuV0SPzA>

Deletion - <https://www.youtube.com/watch?v=U2DgOGLMz14>

Favourite websites

There are many websites that provide free printables for games to support Phonemic Awareness development. Have fun exploring some of the options below. Some of the sites will have ideas to purchase, but there are tons of free printables, so go for those!

Growing Book by Book: <https://growingbookbybook.com/phonemic-awareness-activities-for-kindergarten/>

Playdough to Plato: <https://www.playdoughtoplato.com/tag/phonological-awareness/>

Little Bins for Little Hands: <https://littlebinsforlittlehands.com/>

The Measured Mom: <https://www.themeasuredmom.com/tag/phonemic-awareness/>
<https://www.themeasuredmom.com/14-free-sorting-mats-for-rhyming-words/>

Hand Washing Rhyme

(To the tune of Row Row Row Your Boat)

Wash, wash, wash your hands,

Play our handy game!

Rub and scrub, and scrub and rub,

Germ's go down the drain! (x2)

better chance our children will have to enter school comfortable with oral listening skills and therefore more ready to read.

What are the Phonemic Awareness (PA) Skills?

1. Rhyme

Children can match the ending sounds of words like *hat*, *bat*, *cat* and *mat*.

2. Beginning Sounds

Children can recognize the same sound at the beginning of different words such as *six*, *sun* and *sat*, the first sound being the same.

3. Middle and Final Sounds

Children can recognize the same sound at the end of words such as *fit*, *sat* and *pet*, the last sound being the same.

4. Segmenting

- Children can segment beginning and ending sounds in words. What sound do you hear at the beginning of the word *pig*?

- Children can segment separate sounds in words. How many sounds can you hear in the word *boat*? (The answer is three because we want children to hear the sounds, not the letters – *b/o/t*).

5. Blending

Children can blend a series of oral sounds to form a word; for example - *c* and *a* and *t* - heard and said together says *cat*.

6. Deletion, Addition, and Substitution

Children can blend a series of oral sounds to form a word; for example - *c* and *a* and *t* - heard and said together says *cat*.

How Do We Teach Phonemic Awareness Skills?

Phonemic Skill #1: Rhyming Words

Rhyming is the most basic phonological skill and can be taught to very young children through poetry, one of the best ways to introduce the concept of rhyming, sounds and rhythm. By hearing poems read aloud and singing along with favourite songs, children will quickly begin to recognize the connections between written and spoken language. Using books that are rich in rhyming words is the most powerful, playful way to master rhyming skills as well as develop a love of and joy in books.

Start and end each exercise with a poem or a book that has lots of rhyming words for pleasure. Each practice session should be no more than five minutes. Listening is hard work for little ones!!!

Playing with Rhyming Words

The following phonograms make up over 500 words. This list contains only one-syllable words but these phonograms will help students decode longer words, too. You can use them to make up short poems with your children and practice listening to and playing with rhyming words. (Phonograms are just a visual representation of sounds.)

- **ab** cab, lab, blab, crab, flab, grab, scab, slab, stab
- **ack** back, pack, quack, rack, black, crack, shack, snack, stack, track
- **ag** bag, rag, tag, brag, flag
- **ail** fail, mail, jail, nail, pail, rail, sail, tail, snail, trail
- **ain** main, pain, rain, brain, chain, drain, grain, plain, Spain, sprain, stain, train
- **ake** bake, cake, fake, lake, make, quake, rake, take, wake, brake, flake, shake, snake
- **am** ham, Sam, clam, slam, swam
- **an** can, fan, man, pan, ran, tan, van, bran, plan, than
- **ank** bank, sank, yank, blank, crank, drank, thank
- **ap** cap, lap, map, nap, rap, tap, clap, flap, scrap, slap, snap, strap, trap, wrap
- **at** bat, cat, fat, hat, mat, rat, sat, brat, chat, flat, spat, that
- **ay** day, may, pay, say, clay, play, pray, spray, stay, tray
- **eed** feed, need, seed, weed, bleed, freed, greed, speed
- **ell** bell, fell, sell, tell, well, yell, shell, smell, spell, swell

- **est** best, guest, nest, pest, rest, test, vest, west, chest, crest
- **ew** dew, few, knew, new, blew, chew
- **ick** kick, lick, pick, quick, sick, brick, chick, click, stick, thick, trick
- **ight** knight, light, might, night, right, sight, tight, bright, flight, fright, slight
- **ill** fill, hill, pill, will, chill, drill, grill, skill, spill, thrill
- **in** bin, fin, pin, sin, win, chin, grin, shin, skin, spin, thin, twin
- **ine** fine, line, mine, nine, pine, vine, wine, shine, spine, whine
- **ing** king, ring, sing, wing, bring, cling, spring, sting, string, swing, thing
- **ink** link, pink, sink, wink, blink, drink, shrink, stink, think
- **ip** dip, hip, lip, rip, sip, tip, chip, clip, drip, flip, grip, ship, skip, strip, trip, whip
- **ob** knob, mob, rob, blob, slob, snob
- **ock** knock, lock, dock, rock, sock, block, clock, frock, shock, stock
- **op** cop, hop, mop, pop, top, chop, crop, drop, flop, plop, shop, stop
- **ore** bore, more, sore, tore, wore, chore, score, shore, snore, store
- **ot** got, dot, hot, knot, lot, not, plot, shot, spot
- **out** grout, scout, shout, spout, sprout
- **ow** cow, how, now, brow, chow, plow
- **uck** buck, duck, luck, cluck, stuck, truck
- **um** gum, hum, drum, plum, slum
- **unk** junk, chunk, drunk, shrunk, stunk, trunk
- **y** by, my, cry, dry, fly, fry, shy, sky, spy, try, why



Reference: Wylie, R.E., & Durrell, D.D. (1970). Teaching vowels through phonograms. Elementary English: 47, 787-791.

1. Rhyming Words



Discriminate Between Rhyming and Non-rhyming Words

Give your child the following directions:

"I'm going to say two words and ask you if they rhyme. Listen carefully. *Dog* rhymes with *fog*. Does *dog* rhyme with *man*?"

Use the same wording for each pair of words. Ask your child to listen to the following words to hear if they rhyme, and if they respond correctly, put a check in the box. If they answer incorrectly at least seven out of ten times, provide more practice with the activities in Part Two; consider re-teaching as described in Part One.

Words to Try			
_____ rhymes with _____. Do _____ and _____ rhyme?			
<input checked="" type="radio"/>	1. mad / bad	<input type="radio"/>	6. car / far
<input type="radio"/>	2. book / cook	<input type="radio"/>	7. hand / foot
<input type="radio"/>	3. and / car	<input type="radio"/>	8. clock / sock
<input type="radio"/>	4. see / can	<input type="radio"/>	9. me / see
<input type="radio"/>	5. run / fun	<input type="radio"/>	10. boy / girl
Total / 10			

Produce Words That Rhyme

Give your child the following directions:

"I'm going to say a word and I want you to tell me a word that rhymes with it. Listen carefully. Tell me a word that rhymes with _____."

Words to Try			
I'm going to say a word and I want you to say a word that rhymes with it. Tell me a word that rhymes with _____.			
<input checked="" type="radio"/>	1. face	<input type="radio"/>	6. so
<input type="radio"/>	2. can	<input type="radio"/>	7. tap
<input type="radio"/>	3. run	<input type="radio"/>	8. pin
<input type="radio"/>	4. real	<input type="radio"/>	9. shower
<input type="radio"/>	5. sun	<input type="radio"/>	10. bubble
Total / 10			

Note: nonsense words are acceptable. We are only interested in whether they can hear the sounds. So, if they say *shoy* rhymes with *boy* we would mark it as correct.

2. Isolate Initial, Middle and Final Letters



Identify The Beginning Sound in Words

Give your child the following directions:

“I’m going to say a word and ask you to tell me the beginning or first sound of the word. Listen carefully.” Say *cat*, then ask, “What’s the beginning sound in the word *cat*?”

Note: You can use three different coloured blocks to help children think about the concepts of beginning, middle and final sound by touching or separating the blocks.

Words to Try			
I’m going to say a word and ask you to tell me the beginning or first sound of the word.			
<input checked="" type="radio"/>	1. bell	<input type="radio"/>	6. sad
<input type="radio"/>	2. tack	<input type="radio"/>	7. win
<input type="radio"/>	3. pill	<input type="radio"/>	8. pet
<input type="radio"/>	4. duck	<input type="radio"/>	9. fan
<input type="radio"/>	5. fuss	<input type="radio"/>	10. got
Total / 10			

*Identify The Middle Sounds in Words***Give your child the following directions:**

"I'm going to say a word and ask you to tell me the middle sound in the word. Listen carefully." Say *cat*, then ask, "What's the middle sound in the word *cat*?"

Words to Try			
I'm going to say a word and ask you to tell me the middle sound of the word.			
<input checked="" type="radio"/>	1. bell	<input type="radio"/>	6. sad
<input type="radio"/>	2. tack	<input type="radio"/>	7. win
<input type="radio"/>	3. pill	<input type="radio"/>	8. pet
<input type="radio"/>	4. duck	<input type="radio"/>	9. fan
<input type="radio"/>	5. fuss	<input type="radio"/>	10. got
Total / 10			

*Identify The Final Sounds in Words***Give your child the following directions:**

“I’m going to say a word and ask you to tell me the final sound in the word. Listen carefully.” Say *cat*, then ask, “What’s the final sound in the word *cat*?”

Words to Try			
I’m going to say a word and ask you to tell me the final sound of the word.			
<input checked="" type="radio"/>	1. bell	<input type="radio"/>	6. sad
<input type="radio"/>	2. tack	<input type="radio"/>	7. win
<input type="radio"/>	3. pill	<input type="radio"/>	8. pet
<input type="radio"/>	4. duck	<input type="radio"/>	9. fan
<input type="radio"/>	5. fuss	<input type="radio"/>	10. got
Total / 10			

3. Segmenting Sounds and Sentences



Segmenting Sounds

Give your child the following directions:

“I will say a word and I want you to clap the sounds in the word and tell me how many sounds you hear.”

Words to Try			
I will say a word and want you to clap the sounds in the word and tell me how many sounds are in the word.			
<input checked="" type="radio"/>	1. fa/ther	<input type="radio"/>	6. pic/ture
<input type="radio"/>	2. ba/by	<input type="radio"/>	7. house
<input type="radio"/>	3. tel/e/phone	<input type="radio"/>	8. te/le/vis/ion
<input type="radio"/>	4. pop/si/cle	<input type="radio"/>	9. kit/ten
<input type="radio"/>	5. lem/on/ade	<input type="radio"/>	10. car/pet
Total / 10			

*Segmenting Words in Sentences***Give your child the following directions:**

"I will say a sentence and I want you to clap one time for each word that I say".

Sentences to Try			
I will say a sentence and I want you to tap one time for each word that I say.			
<input checked="" type="radio"/>	1. I can jump.	<input type="radio"/>	6. I love you.
<input type="radio"/>	2. My cat is black.	<input type="radio"/>	7. Cats jump.
<input type="radio"/>	3. Some big dogs can bite.	<input type="radio"/>	8. I like to swim in the lake.
<input type="radio"/>	4. I love to read.	<input type="radio"/>	9. Wash your hands.
<input type="radio"/>	5. The clouds are white.	<input type="radio"/>	10. My hair is wet.
Total / 10			

4. Blending Letters into Words and Small Words into Compound Words



Blending Letters into Words

Give your child the following directions:

“I am going to say some words to you. These words have many letters that make different sounds but when we put the letters together, they make some great words. I am going to say them slowly and stretch them out. See if you can listen carefully and tell me what the words are.”

Sounds Put Together are Words			
I will say words and stretch them out. See if you can tell me what the words are when you listen carefully and put the sounds together.			
<input checked="" type="radio"/>	1. but/ter/fly	<input type="radio"/>	6. ta/ble
<input type="radio"/>	2. tel/e/phone	<input type="radio"/>	7. sweat/er
<input type="radio"/>	3. some/thing	<input type="radio"/>	8. run/ning
<input type="radio"/>	4. to/geth/er	<input type="radio"/>	9. Na/ta/sha
<input type="radio"/>	5. pic/ture	<input type="radio"/>	10. dif/fer/ent
Total / 10			

Blending Small Words Into Compound Words

Give your child the following directions:

“Some words have more than one word in them. I will say two words. See if you can put them together to make a big word. Use it in a sentence.”

Two Small Words Make Compound Words			
I will say two words. See if you can put them together to make a big word. Use it in a sentence.			
<input checked="" type="radio"/>	1. pig / pen	<input type="radio"/>	6. suit / case
<input type="radio"/>	2. air / plane	<input type="radio"/>	7. door / way
<input type="radio"/>	3. toy / box	<input type="radio"/>	8. fire / place
<input type="radio"/>	4. cow / boy	<input type="radio"/>	9. light / house
<input type="radio"/>	5. sun / shine	<input type="radio"/>	10. hair / bow
Total / 10			

5. Word Play and Magic Words: Deletion, Addition and Substitution



Delete Parts of Compound Words

Give your child the following directions:

“I will say a word to you and say it again without one of its parts. *Cowboy*. Now I’ll say it again, but I won’t say *boy*. Listen for the missing part of the word. The answer is *cow*. Now I want you to try. Say *football*. Now say it again, but leave out the word *foot*. What is the missing part? (Answer: *ball*.)

Deletion: Big Words Become Small Words			
1. Say mailbag	Say it again, but don’t say mail.	mail	<input checked="" type="radio"/>
2. Say sunlight	Say it again, but don’t say sun.	light	<input type="radio"/>
3. Say backpack	Say it again, but don’t say pack.	back	<input type="radio"/>
4. Say shoelace	Say it again, but don’t say lace.	shoe	<input type="radio"/>
5. Say driveway	Say it again, but don’t say drive.	way	<input type="radio"/>
6. Say hilltop	Say it again, but don’t say top.	hill	<input type="radio"/>
7. Say lighthouse	Say it again, but don’t say light.	house	<input type="radio"/>
8. Say bookcase	Say it again, but don’t say case.	book	<input type="radio"/>
9. Say suitcase	Say it again, but don’t say suit.	case	<input type="radio"/>
10. Say shoelace	Say it again, but don’t say shoe.	lace	<input type="radio"/>
Total			/ 10

*Add or Change Letters or Words to Make New Words***Give your child the following directions:**

“Words can be magic. If we add or change letters, we can make new words. When we change words, sometimes the meaning changes. Add or change letters to make new words, then use your new word in a sentence.”

Add Letters to Make New Words			
Add a letter at the beginning or end of the word to make a new word. Use it in a sentence.			
<input checked="" type="radio"/>	1. lit	<input type="radio"/>	6. gas
<input type="radio"/>	2. sun	<input type="radio"/>	7. wood
<input type="radio"/>	3. down	<input type="radio"/>	8. love
<input type="radio"/>	4. kitten	<input type="radio"/>	9. book
<input type="radio"/>	5. can	<input type="radio"/>	10. pet
			Total / 10