

Task 1:

Rhyming

PRODUCING RHYMES

What's a Wocket?

Target

- Producing rhyming words

Materials

- Book—*There's a Wocket in my Pocket* by Dr. Seuss, 1974, New York: Random House

Procedure

1. Read the story so children become familiar with the pattern.
2. Read the story a second time, without showing the pages to children and omit the rhyming word that completes each sentence (e.g., reading, "Sometimes I feel quite certain there's a jurtain in the ..." pausing for children to say "curtain"). Prompt children to complete the sentences by filling in the rhymes.
3. After children have guessed each rhyming word to complete a sentence, show them the page in the book and talk about the three rhyming words in each sentence.
4. Continue until the entire book has been read.

Notes

- Vary whether children are asked to provide a response that matches exactly to the one in the storybook or whether silly rhyming alternatives are the desired target. For example, "Sometimes I feel quite certain there's a jurtain in the (*curtain*)" when an exact match is the objective and, "Sometimes I feel quite certain there's a jurtain in the (*burtain*)" when a silly rhyme is requested.
- Conduct the activity with other rhyming books such as:

Fox in Socks by Dr. Suess, 1965, New York: Random House

Green Eggs and Ham by Dr. Suess, 1960, New York: Random House

..... ACTIVITY 4: Do You Know?

SKILL: rhyme



Write the song "Do You Know?" on chart paper. Sing it to the tune of "Muffin Man." Track the print as you sing. Sing the song several times, having children suggest one-syllable rhyming words to replace the words *king* and *ring*. Write the words on stick-on notes and place them in the appropriate places in the song.

Do You Know?

Do you know two rhyming words,

Two rhyming words,

Two rhyming words?

Oh, do you know two rhyming words?

They sound a lot alike.

King and ring are two rhyming words,

Two rhyming words,

Two rhyming words.

King and ring are two rhyming words.

They sound a lot alike.

..... ACTIVITY 5: Extend the Rhyme

SKILL: rhyme

Explain to children that you are going to say three rhyming words, such as *cat*, *hat*, and *sat*. You want them to listen carefully to the words and then suggest other words that rhyme. For example, children might respond with *bat*, *fat*, *mat*, and *pat*. Continue with these and other sets of rhyming words:

- tip, sip, rip
- bell, sell, well
- pan, man, van
- top, hop, stop
- bug, tug, rug

SUGGESTION BOX: After children begin learning sound-spelling correspondences, use a pocket chart and letter cards to extend this activity. After completing the exercise orally, place the common phonogram in the pocket chart. A phonogram is the part of a one-syllable word that includes the vowel and everything after it. For example, *-at* is the phonogram in the words *cat*, *sat*, and *hat*. A phonogram is also referred to by linguists as a *rime*. Then, one at a time, add an initial consonant to the phonogram to form a new word. Help children to blend each word formed. Point out that the words rhyme because their ending parts sound the same.

ACTIVITY 6: Make a Rhyme.....

SKILL: rhyme

Using the following incomplete poems, have children create rhymes. In each poem, children will suggest words to fill in each blank. Write the words on stick-on notes and place them in the rhyme. Then help the class to read the rhyme they created.

You can do the same activity with rhymes from your classroom collection. Write the rhyme on chart paper, replacing the second word in a rhyming pair with a blank.

TEDDY BEAR

Teddy Bear, Teddy Bear,

Jump around

Teddy Bear, Teddy Bear,

Touch the _____.

Teddy Bear, Teddy Bear,

Open the box.

Teddy Bear, Teddy Bear,

Pull out the _____.

Teddy Bear, Teddy Bear,

Bake a cake.

Teddy Bear, Teddy Bear,

Swim in the _____.



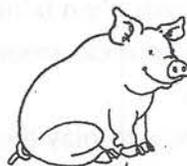
ONCE I SAW

Once I saw a cat,

And it wore a funny little _____.

Tra-la-la, La-la-la-la-la-la

Silly little cat.



Once I saw a pig,

And it wore a funny little _____.

Tra-la-la, La-la-la-la-la-la

Silly little pig.



Once I saw a goat,

And it wore a funny little _____.

Tra-la-la, La-la-la-la-la-la

Silly little goat.

ACTIVITY 9: Mouse House * Game included

SKILL: rhyme (game)

Materials

- game board (pages 24 and 25)
- place marker for each player
- number die (see page 26)

Set-Up

- Make a copy of the game board and number die. Construct the die by folding along the dotted lines and using tape to attach the die tabs to the die squares.

To Play

1. Each player chooses a place marker and puts it on START (the mouse).
2. The first player throws the die and moves his or her marker along the game board path the number of spaces on the die. (The object of the game is to help the mouse find its house.)
3. If the player lands on a picture square, he or she then states the name of the picture and a word that rhymes with the picture's name. For example, if the player lands on the picture of a pig, he or she might say pig/big.

If the player is unable to state a rhyming word, he or she skips a turn. If the player lands on a piece of cheese, he or she doesn't have to say anything.

4. Each player continues in turn. The first player to reach FINISH (the mouse house) wins.

You might wish to vary the activity by replacing the picture squares with new pictures.

SUGGESTION BOX: The games throughout the book are not intended to introduce a concept, rather they are designed for practice and review. The following suggestions will help you adapt the games for your class:

1. Enlarge game boards, game cards, and other game pieces on a photocopier, if desired.
2. Paste game boards onto larger pieces of colored construction paper before decorating and laminating. (When game boards are on two pages, tape the halves together.)
3. Paste picture cards onto colored index cards, then laminate.
4. Place the games in an accessible area in your classroom and encourage children to play during free time.

One of the best ways to teach children how to play the games—and maximize their gains—is to model when you first use them. This can be achieved by playing for both players, playing against children while assisting them, or teaching one group of children how to play and then having them demonstrate it for their classmates.

Task 2:

Oddity Tasks



Word Family Fun

Task: splitting syllables,
beginning, middle,
ending sounds

Preparation

Copy the Word Family Fun Cards. Cut apart the first four cards, and write the word for each picture and 1 on the back of each card. Laminate the cards, place them in an envelope, and write 1 on the envelope. Repeat this process with the remaining three sets of cards using numbers 2-4. Copy and cut apart the Letter Cards, and laminate them.

Materials

- ☆ Word Family Fun Cards (page 52)
- ☆ Letter Cards (pages 53-54)
- ☆ scissors
- ☆ envelopes

Word Family Fun



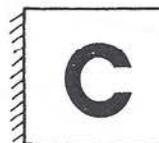
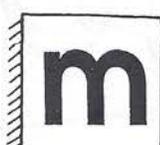
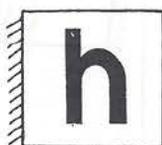
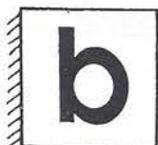
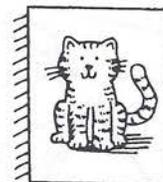
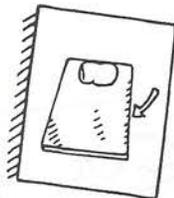
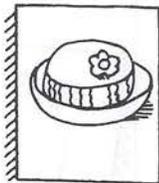
Give a child a set of letter cards and an envelope. Tell the child to name the picture on one of the cards and use the letter cards to spell the word. Have the child choose a new card and name it. Tell the child that he or she will change one of the letter cards to spell the new picture word. Ask the child to repeat this process with the remaining two cards. Give the child a new envelope, and have him or her repeat the activity.

! Self-Correcting Feature

All cards have the name of the picture written on the back.

Getting Ready to Read® 2002 Creative Teaching Press

Word Family Fun



34

* Puzzles included



Onset/Rime Puzzles

Task: splitting syllables

Preparation

Copy and cut apart the the Onset/Rime Puzzles, and laminate the pieces.

Materials

- ☆ Onset/Rime Puzzles (pages 46–47)
- ☆ scissors

Onset/Rime Puzzles



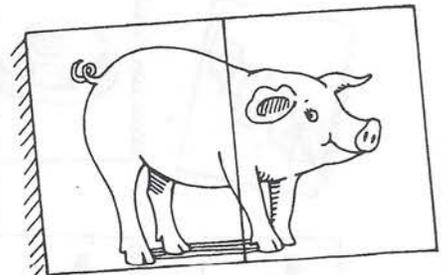
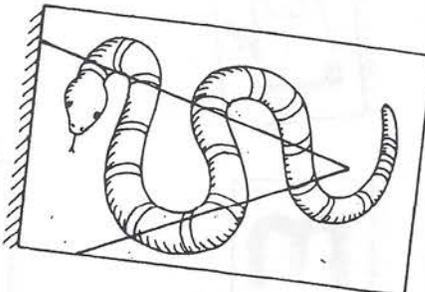
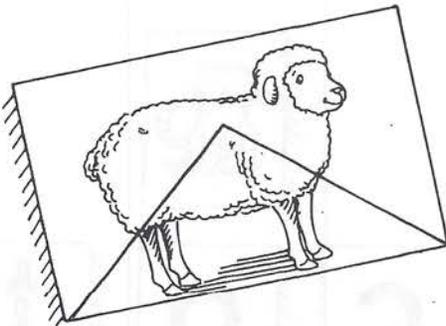
Have a child place the puzzle pieces faceup on a flat surface. Tell the child that two pieces fit together to make a picture. Have the child say the onset (all of the sounds in a word that come before the first vowel) and the rime (the first vowel in a word and all the sounds that follow) of the word for the picture, such as /b/ /ike/ for the bike puzzle, as he or she connects the puzzle. Have the child repeat this process with the remaining puzzles.

! Self-Correcting Feature

The two parts of each word fit together to form a complete puzzle.

Getting Ready to Read © 2002 Creative Teaching Press

Onset/Rime Puzzles



* included

35



Build a Picture

Task: oral blending

Preparation

Copy the Build a Picture reproducible, cut apart the strips, and laminate them.

Materials

- ☆ Build a Picture reproducible (page 56)
- ☆ scissors

Build a Picture

How to play

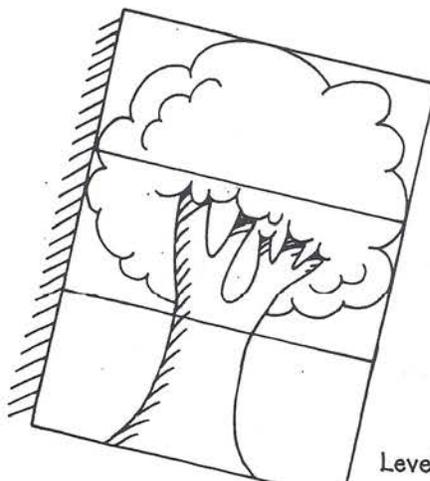
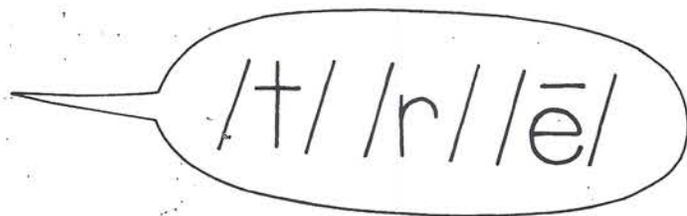
Scatter the strips for one of the pictures faceup on a flat surface. Have a child connect the strips to form a picture. Tell the child to slowly name the picture as he or she connects the strips. For example, as the child assembles the picture of the cake, he or she would say /c/ /ā/ /k/. Have the child repeat this process to make seven more pictures.

! Self-Correcting Feature

The picture will be incomplete if you assemble the wrong pieces.

Getting Ready to Read © 2002 Creative Teaching Press

Build a Picture



Task 3:

Orally

Blending

ACTIVITY 15: Put It Together

SKILL: oral blending

In *Put It Together*, you will say a word in parts. The children are to orally blend the word parts and say the word as a whole. To add to the playfulness of the activity, use a classroom puppet. Explain to the children that the puppet only likes to say whole words. You will say a word in parts and they are to guess what the puppet will say. The puppet can then provide corrective feedback and model blending, when necessary.

Sample:

Explain to children that you are going to say a word in parts. You want them to listen carefully, and then say the word as a whole. For example, if you say /m/ /a/ /n/, the children are to respond with *man*.

Use these and other word parts:

- /m/ /a/ /p/ (map)
- /s/ /u/ /n/ (sun)
- /l/ /i/ /k/ (lick)
- /f/ /i/ /t/ (fit)
- /k/ /a/ /t/ (cat)

SUGGESTION BOX: Model for children how to blend sounds into words. For example, you might say, "I'm going to say a word very slowly, sound by sound. Then I'll say the word a bit faster. Finally, I'll say the word the way it is usually said. For example, if I hear the word parts /m/ /a/ /t/, I can blend them together like this: *mmmmaaaaaat, mmaat, mat.*" Begin the modeling of blending with short CVC words (i.e., *sat, sun, map*) that start with continuous consonants such as *m, s, l, f,* and *r*. These sounds can be sustained without distortion and make it easier for children to discriminate and blend the sounds.

To help children visually note when you change from sound to sound as you blend the word, add movements. For example, you might move your hands from right to left as you change from sound to sound. Another technique is called "arm blending." Extend your left arm. Using your right hand, move your hand down your arm as you go from sound to sound in the word being blended. "Touch down" on the arm at each new sound. Have the children practice arm blending when they orally blend words. Left-handed children should extend their right arms.

Use the following sequence for *Put It Together* throughout the weeks of instruction:

Level 1: blend words syllable by syllable

Example: sand . . . wick (sandwich)

Level 2: blend words by onset and rime

Example: /m/ . . . ap (map)

Note: A reverse of this level is to blend the first part of the word and then the final sound, such as ca . . . /t/.

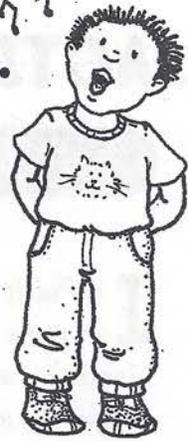
Level 3: blend words phoneme by phoneme

Example: /m/ /a/ /n/ (man)

ACTIVITY 16: Sound It Out

SKILL: oral blending

Write the song "Sound It Out" on chart paper. Sing the song to the tune of "If You're Happy and You Know It." At the end of the song, say a word in parts for children to orally blend. For example, /s/ . . . at. Then sing the song several times. At the end of each singing, point to a child to provide word parts for the class to blend.



Sound It Out

If you have a new word, sound it out.

If you have a new word, sound it out.

If you have a new word,

Then slowly say the word.

If you have a new word, sound it out.

"In order to benefit from formal reading instruction, children must have a certain level of phonemic awareness. Reading instruction, in turn, heightens their awareness of language. Thus, phonemic awareness is both a prerequisite for and a consequence of learning to read." (Yopp, 1992)

ACTIVITY 17: Old MacDonald Had a Box

SKILL: oral blending

Write the song "Old MacDonald Had a Box" on chart paper. Explain to children that this is a different version of the popular song "Old MacDonald Had a Farm." Track the print as you sing. Sing the song several times. During each singing, orally segment a different one-syllable word for children to orally blend. You might segment the word by onset and rime (/k/ . . . an) or phoneme by phoneme (/k/ /a/ /n/) depending on the children's instructional level. The following word parts can be used: /p/ . . . en, /s/ . . . ock, /m/ . . . p, /h/ . . . at, /t/ /o/ /k/, /t/ /o/ /p/, /f/ /a/ /n/, /b/ /a/ /t/.

Old MacDonald Had a Box

Old MacDonald had a box, E-I-E-I-O.

And in the box he had a /k/ . . . an, E-I-E-I-O

With a can, can, here

And a can, can there,

Here a can, there a can,

Everywhere a can-can.

Old MacDonald had a box, E-I-E-I-O.

As a variation, sing the original version of "Old MacDonald Had a Farm." Then have children change the E-I-E-I-O part by singing a rhyming counterpart, such as SE-SI-SE-SI-SO or ME-MI-ME-MI-MO.

..... ACTIVITY 18: Guess It!

SKILL: oral blending

The *Guess It!* game can be played in many ways. In this version of the game, you will orally segment the name of an animal. Children must guess the animal's identity. For example, you might tell children that you are thinking of the names of farm animals. The children must guess each animal's name.

Sample:

Teacher: I'm thinking of an animal. It's a /p/ . . . ig. What am I thinking of?

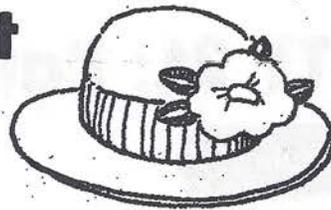
Children: A pig!

Continue with other categories such as zoo animals, classroom objects, numbers, colors, or household items.

As a variation, place the picture cards from pages 28 and 29 in a bag. Draw out one picture at a time. Tell children that you see a /k/. . . at, for example. Children are to orally blend the word parts to guess the picture name. Display the picture card for children to check their responses. Then invite children to be the "teacher" and segment the words for the class to guess. When children become skilled at segmenting and blending words by onset and rime, repeat the activity asking them to segment and blend the words phoneme by phoneme.

..... ACTIVITY 19: Draw It

SKILL: oral blending



Have children divide a sheet of paper into fourths. Then orally segment the name of an easily drawn object, such as a *hat*. Children will orally blend the word parts and then draw the picture in one section of the paper. In the early exercises, segment the words by onset and rime, such as /h/ . . . at. In later exercises segment the words phoneme by phoneme, such as /h/ /a/ /t/. Begin with two- or three-phoneme names (i.e., tie—/t/ /ī/; kite—/k/ /ī/ /t/) and progress to four-phoneme names (i.e., box—/b/ /o/ /k/ /s/).

ACTIVITY 20: Mystery Sentences

SKILL: oral blending

Read aloud sentences from a book, or sentences that you create. In each sentence choose one word to read in sound segments instead of as a whole word. The children must orally blend the word and then say it. Use sentences in which the children cannot guess the word based on context clues.

Sample:

Teacher: I gave it water when it was /h/ /o/ /t/.

When it was what?

Class: hot!

Use these and other sentences:

- I put a /p/ /e/ /n/ on the table. What did I put on the table? (a pen)
- The boy ran to the /b/ /u/ /s/. The boy ran to the what? (the bus)
- She is /f/ /ī/ /v/ years old. How old is she? (five years old)
- He found his red /s/ /o/ /k/. What did he find? (his red sock)
- I gave him my favorite /g/ /ā/ /m/. I gave him my favorite what? (game)



ACTIVITY 21: Name Game

SKILL: oral blending

When lining up children for recess or lunch, practice blending. Say a child's name in parts, such as /s/...am. The child whose name is segmented can get in line as the class blends the word parts to say their classmate's name.

Task 4:

Orally

Segment

.....ACTIVITY 22: What's the Sound?

SKILL: oral segmentation

Write the song "What's the Sound?" on chart paper. Sing the song to the tune "Old MacDonald Had a Farm." Track the print as you sing. Sing the song several times, encouraging children to join in. During later singings, replace the words *sad* and *silly* with the following: *mop* and *money*, *leaf* and *lucky*, or *ten* and *table*.

What's the Sound?

What's the sound that these words share?

Listen to these words.

Sad and silly are these two words.

Tell me what you've heard. (sssssss)

With a /s/, /s/ here, and a /s/, /s/ there,

Here a /s/, there a /s/, everywhere a /s/, /s/.

/s/ is the sound that these words share.

We can hear that sound!

SUGGESTION BOX: For children acquiring English, some sounds will be particularly difficult to auditorily discriminate or to pronounce. For example, in many languages consonant blends do not exist. In addition, some English sounds are often substituted, omitted, or confused with sounds in a child's primary language. For additional information on the challenges ESL children in your classroom might face, consult pages 131–151 in *The ESL Teacher's Book of Lists* by Jacqueline E. Kress (The Center for Applied Research in Education, 1993).

.....ACTIVITY 23: Can You Say?

SKILL: oral segmentation

Write the song "Can You Say?" on chart paper. Sing the song to the tune of "Happy Birthday." Track the print as you sing. Sing the song several times. Each time, replace the word *rabbit* with one of the following words: *mitten*, *happen*, *tablet*, *yellow*. Pause to provide children time to isolate the ending sound in each word. It might be necessary to emphasize the ending sound of each word for children having difficulties.

Can You Say?

Can you say the last sound?

Can you say the last sound?

It's the last sound in rabbit.

Can you say the last sound?

ACTIVITY 24: First Sound First

SKILL: oral segmentation

Ask children to listen to the following set of words: *sat, send, sick*. Point out that all these words start with the same sound. This sound is /s/. Tell children that you want them to listen carefully to each new set of words you say. They are to then tell you what the first sound is in these words. Finish the activity by having children state other words that begin with the sound.

Sample:

"Can you tell me what the first sound is in *fish, foot, fan*? That's right, it's /f/. What other words do you know that begin with /f/?"

SUGGESTION BOX: An early activity to begin working toward full segmentation of words is to have children segment just the first sound in a word. The children can then repeat, or reiterate, the sound. These iteration, or sound repetition, activities may be beneficial. Popular songs can be modified to include iterations. For example, when singing "Pop Goes the Weasel," have children sing "P-p-p-p-POP goes the weasel!" for the final line in the song.

Use these and other word sets: *man, mop, mitten; leaf, leg, lock; rabbit, run, rock; and ball, barn, big.*

ACTIVITY 25: Last Sound Last

SKILL: oral segmentation

Ask children to listen to the following set of words: *house, bus, mess*. Point out that all these words end with the same sound. This sound is /s/. Tell children that you want them to listen carefully to each set of words you say. They are to then tell you what the last sound is in these words. Finish the activity by having children state other words that end with the sound.

Sample:

"Can you tell me what the last sound is in *foot, bat, pet*? That's right, it's /t/. What other words do you know that end with /t/?"

Use these and other word sets: *fun, pen, moon; top, cup, soap; pig, leg, bug; and sack, rock, lick.*

.....ACTIVITY 26: Segmentation Cheer

SKILL: oral segmentation

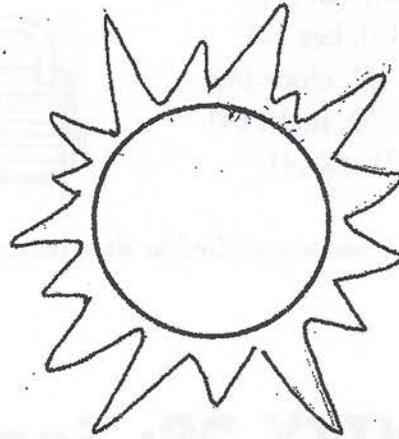
Write "Segmentation Cheer" on chart paper and teach children the cheer. Change the words in the third line of the first stanza each time you say the cheer. The children are to segment this word sound by sound. You might wish to use these words in subsequent cheers: *soap, read, fish, lime, make, mop, ten, rat, pig, cat, dog, lip.*

SEGMENTATION CHEER

Listen to my cheer.
Then shout the sounds you hear.
Sun! Sun! Sun!
Let's take apart the word sun!

Give me the beginning sound.
(Children respond with /s/.)
Give me the middle sound.
(Children respond with /u/.)
Give me the ending sound.
(Children respond with /n/.)

That's right!
/s/ /u/ n/—Sun! Sun! Sun!



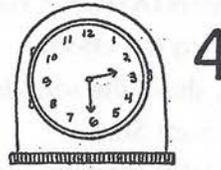
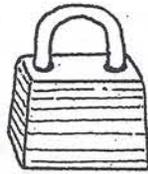
"It is unlikely that children lacking phonemic awareness can benefit fully from phonics instruction since they do not understand what letters and spellings are supposed to represent." (Juel, Griffith, & Gough, 1986)

ACTIVITY 27: Big, Bigger, Biggest.....

SKILL: oral segmentation

Using the picture cards on pages 28 and 29, or pictures cut out from magazines, display two pictures. Ask children to count how many sounds they hear in each picture name. Then have children select the picture whose name has the most sounds. For example, if the two pictures are *pie* and *cat* the children would count two sounds for *pie* (/p/ /i/) and three sounds for *cat*, (/k/ /a/ /t/). They would then choose *cat*, because it has more sounds. Continue with the following picture sets.

- tie (2), sun (3)
- leaf (3), bee (2)
- lock (3), clock (4)
- soap (3), snake (4)
- tie (2), six (4)



When children become skilled at this, increase the number of pictures to three.

ACTIVITY 28: Secret Sound

SKILL: oral segmentation

Explain to children that you are going to play a word game. You will say three words. You want them to listen closely and tell you what sound they hear that is the same in all the words. For example, if you say *teeth*, *bean*, and *feet*, children will respond with /ē/. Make sure the target sound is in the same position (initial, medial, or final) in all the words. Use the following word sets:

- sun, sick, send
- tell, top, tan
- ship, shark, shoe
- game, pain, late
- soap, road, note
- sight, ride, life
- team, game, home
- robe, cab, web
- doll, well, hill

* Game included

44

ACTIVITY 38: First Prize

SKILL: oral segmentation (game)



Materials

- game board (see pages 52 and 53)
- number die (see page 26)
- place marker for each player

Setup

- Make a copy of the game board and number die. Construct the die by folding along the dotted lines and using tape to attach the die tabs to the die squares.

To Play

1. Each player chooses a place marker and puts it on START (the beginning of the search for first prize).
2. The first player throws the die and moves his or her marker along the game-board path the number of spaces on the die.
3. The player then states the name of the picture, repeating the first sound in the word. For example, if the player lands on the picture of the sun, he or she would say *s-s-sun*. If the player is unable to segment the first sound, he or she loses a turn.
4. Each player continues in turn. The first player to reach FINISH (the first-prize trophy) wins.

"The combination—learning to separate and blend sounds while also learning how the alphabetic code represents sound—is a powerful union and the most likely to result in the greatest learning." (Fox, 1996)

Task 5:

Phonemic

Manipulation

..... Activity 39: Initial Sound Switch

SKILL: phonemic manipulation (initial sound substitution)

Explain to children that you are going to play a word game. They are going to make new words by replacing the first sound in each word you say with /s/. For example, if you say the word *hand*, children are to say *sand*. Continue with these and other words:

| | | | |
|-----|------|-------|------|
| hit | well | funny | bun |
| mad | bend | rat | rope |

After children become skilled at substituting initial consonant sounds, repeat the same activity. This time have children substitute final consonant sounds (i.e., replace the last sound in *man* with /p/—*map*) and then medial vowel sounds (i.e., replace the middle sound in *ride* with /ō/—*rode*).

SUGGESTION BOX: Model for children how to substitute a sound and make a new word. For example, explain to children that you are going to take a word and make new words using it. You might say "I can make a new word. I can take the /s/ off *sit*, put on a /p/, and I have a new word—*pit*. Can you take the /s/ off *sat* and put on a /m/ to make a new word? What is the new word?" (mat)

ACTIVITY 40: Row Your Boat

SKILL: phonemic manipulation

Write the song “Row Your Boat” on chart paper. Have children sing the song a few times. Then tell children that you will sing it again, but this time you will change the line “Merrily, merrily, merrily, merrily” to “Serrily, serrily, serrily, serrily.” To illustrate this, write the word *merrily* on the chalkboard, erase the letter *m*, and replace it with the letter *s*. This will help to illustrate that if you replace one sound in a word, you have a new word. Pronounce the nonsense word formed. Continue singing the song. Each time, change the first letter in the word *merrily* to create a new third line. You might choose to use the nonsense words *werrily*, *jerrily*, and *berrily*.



Row Your Boat

Row, row, row your boat,
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.

You can do this same type of phonemic manipulation with other popular children’s songs. These include the following:

- “I’ve Been Working on the Railroad”: Substitute the initial sounds in “Fe-Fi-Fiddly-i-o” to make “Me-Mi-Middly-i-o” or “Se-Si-Siddly-i-o” and so on.
- “Happy Birthday”: Substitute the initial sound throughout with /b/ to create lines such as “Bappy Birthday bo boo.” In addition, you might substitute each syllable in the song with *la*, *lo*, *pa*, *bo*, or *ta*.

SUGGESTION BOX: The following books and songs contain examples of phonemic manipulation:

There’s a Wocket in My Pocket by Dr. Seuss (Random House, 1989)
The Cow That Went Oink by Bernard Most (Harcourt Brace, 1990)
Don’t Forget the Bacon by P. Hutchins (Morrow, 1976)
Zoomerang a Boomerang: Poems to Make Your Belly Laugh by Caroline Parry (Puffin Books, 1993)

“Apples and Bananas” from *One Light, One Sun* by Raffi (Crown Books, 1990)
 “Willaby Wallaby Woo” from *Singable Songs for the Very Young* by Raffi (Troubadour Records Ltd., 1976)

..... ACTIVITY 41: Sound Switcheroo

SKILL: phonemic manipulation

Explain to children that you will say a word. You want them to listen carefully to the sounds in the word. You will then play switcheroo with one of these sounds. That is, you will change one sound in the word—the beginning, middle, or ending sound. You want them to tell you which sound was switched. For example, if you say *mat* and then *sat*, children should respond that /m/ was switched with /s/. Continue with the following word pairs:

- man/pan
- fan/fat
- run/sun
- hat/hot
- pick/pack
- ball/bell
- leaf/loaf
- pig/pin
- fish/dish
- gate/game
- tap/tape
- van/ran
- zip/lip
- cup/cap
- hot/hop

..... ACTIVITY 42: Consonant Riddles

SKILL: phonemic manipulation (initial sound substitution)

Explain to children that they are going to play a consonant riddle game. You will say a word. They are to think of a word that rhymes with your word and starts with a given sound. For example,

Teacher: What rhymes with *pat* and starts with /s/?

Children: *sat*

Continue with these and other riddles:

What rhymes with *hit* and starts with /s/? (*sit*)

What rhymes with *land* and starts with /h/? (*hand*)

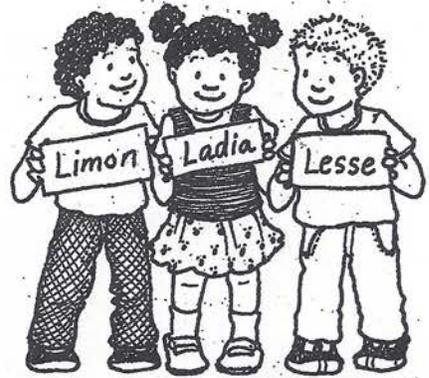
What rhymes with *pick* and starts with /s/? (*sick*)

What rhymes with *fun* and starts with /r/? (*run*)

ACTIVITY 43: Sound of the Day

SKILL: phonemic manipulation (initial sound substitution)

Select a "Sound of the Day," such as /l/. Throughout the day, say children's names with that sound in place of the first sound. Peter will be called "Leter," Bonnie will be called "Lonnie," and Harry will be called "Larry." You may wish to take attendance this way and may want to encourage each child to experiment with saying his or her classmates' names with the sound of the day.



ACTIVITY 44: Picture Search

SKILL: phonemic manipulation (initial sound deletion)

Display a picture or a favorite page in a trade book. Explain that you will say the name of an object, animal, or person in the picture. However, you will say the name without its first sound. You want the children to guess the correct name. For example, if you see a picture of a dog, you would say og.

ACTIVITY 45: Sound Search

SKILL: phonemic manipulation

Say a three-phoneme word and the sound you are searching for. For example, say *feet* and ask for the first sound (/f/), or *fun* and ask for the middle sound (/u/). Use the following words and "Sound Search" questions:

- *leaf*: What's the middle sound? (/ē/)
- *sell*: What's the beginning sound? (/s/)
- *top*: What's the ending sound? (/pl/)
- *pan*: What's the middle sound? (/a/)
- *yes*: What's the beginning sound? (/y/)
- *wet*: What's the middle sound? (/e/)
- *make*: What's the middle sound? (/ā/)
- *rose*: What's the ending sound? (/z/)