Task 5: Phonemic Manipulation

Activity 39: Initial Sound Switch

SKILL: phonemic manipulation (initial sound substitution)

E xplain 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)

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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.
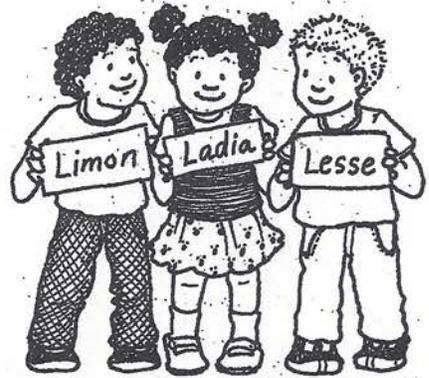
ACTIVITY 44: Picture Search

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/)