

These activities are intended to be done orally and for short periods of time (5-7 min.) repeatedly, during everyday life. Examples: at the store, in the car, in the bath tub, waiting for appointments, waiting in line, etc.

RHYMING ACTIVITIES:

To Parents: Our English language spelling system is based (mostly) on rhyming patterns: phonetics. It is important that children learn to recognize and produce rhymes before they can effectively use formal reading instruction.

1. Parent reads a nursery rhyme, song, poem, or jingle aloud.
Child identifies the rhyming words that he/she heard.

2. Rhyme Hunt

Parent thinks of a one syllable word; for example, "you."
Parent chants, "Let's make a rhyme for "you."
Child answers: "stew"

Sample word list:

book-cook
tree-flea
try-fly
two-blue
tea-bee
pot-hot
wall-call
play-day
cat-fat

3. What Does Not Belong?

Parent gives the child three words. Two of the words rhyme. Child finds the word that does not belong (does not rhyme).

Example:

Parent: "rat, men, hat"
Child: "men"

Sample Word List

hit-sit-fat
hen-Tom-pen
man-can-bell
hill-mop-top

WORD PLAY

1. Blending and Segmenting Words (putting together words and taking them apart). Be sure to say the **sounds** -- not the names of the letters.

Initial sounds:

Parent says, "Start with 'l', add 'unch.' What's the word?"

Child: "lunch"

Parent: "Start with 's' and add 'andwich.' What's the word?"

Child: "sandwich"

Final sounds:

Parent: "Start with 'superma', add an 'n' sound. What's the word?"

Child: "Superman"

Parent: "Start with 'stam,' add a 'p' sound. What's the word?"

Child: "stamp"

Continue the above activities with any familiar words.

2. Middle Sounds:

Parent says three words with same middle vowel sound.

Parent: "teeth, cheek, deep. What sound do you hear in the middle?"

Child: "ee"

Continue activity with different vowel sounds.

Sample word list:

sack-mack-tack

heat-seam-meal

hop-mom-pot

dock-lot-Tom

sank-tank-thank

comb-poke-wrote

hen-yell-pet

hill-tick-sip

3. Whole Word (from part to whole)

Parent gives the child a one-syllable word to blend, one **sound** (not letter) at a time.

Parent: "b...i...g" What's the word?"

Child: "big"

Parent: "s...t...o...p" What's the word?"

Child: "stop"

Helpful Hint: A great time to accomplish these activities is in your car. You can read street signs and other print that you may come across.

4. Whole Word (from whole to part)

Parent says entire word: "big"

Child says each individual sound: "b...i...g"

Sample word list (any words will work)

nest

sand

mop

when (remember, the "h" is silent -- so your child won't hear it.)

top

game

rug

5. Change the Name Game

Parent: "Say 'man'"

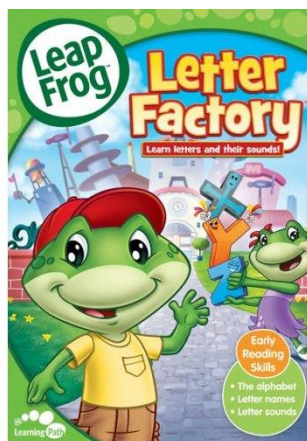
Child: "man"

Parent: "Say it again, but this time say 't' instead of 'm'."

Child: "tan"

Parent uses [word families](#) to continue playing the game substituting beginning sounds to make new words.

**Consider purchasing the dvd, Leap Frog Letter Factory. Studies show that repeated viewings will enable your child to know their letter names and sounds.



Online Word Activities

✓ Play "[What's The Word](#)" online.

✓ Picture-Word Match

http://www.saxonpublishers.com/activities/phonics_1e/activity_1/

✓ Online Word Games

Color Word Match and Word Searches for 100 sight words

<http://www.crawfordthecat.com/games/>

✓ Play [What's in the Bag?](#) online.

✓ Choose Which Shape Each Word Matches

<http://www.bbc.co.uk/schools/wordsandpictures/hfwords/starwords/index.shtml>

✓ Sight Word Fun

<http://www.sabine.k12.la.us/zes/sightwords/default1.htm>

✓ Online Word Games

<http://pbskids.org/lions/games/>

✓ [Learn to Read Some Sight Words!](#)

You can hear the pronunciation of a word when you move your mouse over it. [Primer Level Words](#) or [Grade One Level Words](#)

✓ Lots of Word Activities

<http://carlscorner.us.com/> <http://www.wordway.us.com/>

Early Phonemic Awareness Games to Play with Your Preschooler at Home

Objective: The family will incorporate games during home activities that focus on the development of phonemic (early letter sound associations) awareness activities.

Importance: This is a critical skill that all children need to know as they enter their kindergarten year. This skill leads to literacy development and reading fluency.

Game 1: Sound Hopscotch

Parents draw a hopscotch board on the basement or garage floor. One letter of the alphabet is chosen during a practice session. Mom writes "s" and says the sound associated with the letter. Mom writes s on several squares. The child jumps on a square. When the child jumps on a square with the letter /s/ the child produces the sound. Change the letter and practice saying the new sound associated with the next letter. Once two sounds are mastered write both sounds on squares of the hopscotch board.

Variation: The child says the sound and the parent jumps on a square with the corresponding sound. Parent tosses a bean bag or a sock filled with lima beans that the child helps fill which is then tied off with a shoelace. The sock is tossed to a square with a letter sound heard.

Game 2: SACK-n- Sound Sort

Parents label brown grocery bags with two different sounds, such as /k/ and /m/. Mom or dad says the sound and the child places an object in the bag of the sound heard. Fill the bags with Duplos, wooden blocks, beanie babies, rolled up pairs of socks,

Variation: Gather objects from your home that start with the same sound, for example, /s/ sock, scissors, soap, celery, soup, sack, seed, cut out sun, salt, sucker. Fill the /s/ bag with objects that start with the /s/ sound.

Note: think about the sound, not the beginning letter of the word. Don't place shoes in the letter sound bag for /s/. Do look for objects with different vowel sounds, a, e, I, o and u as you find objects to fill the bag.

Variation: Cut out magazine pictures to place within the sound sorting bag.

HINT: First cut out the pictures for your child. Next, draw a marker circle around an object for your child to cut out. Finally, let your child cut while you watch him/her. Say a word and then let your child run and touch the bag with the same sound heard in the beginning, NOT THE END of the word!

Place a sticker on the bag. Place a bean bag in the bag... and most importantly have fun!

GAME 3: Using a set of 8 3x5 cards, write a sound on 4 of the cards and write a second sound on 4 of the cards. Hide the cards in a room of your home. Let your child become a detective and search for the cards in the room. Sort the cards by sound.

Variation: Play go fish with the letter sound cards by placing a paper clip on the card and use a magnet to pick up a card, turn it over and say the sound. Make it harder....turn it over, say the sound and name an object that begins with the same sound.

GAME 4: Go on scavenger hunt at home. Take a white pillowcase and cut out a letter/sound to tape to the front of the pillowcase. Walk around the rooms of your home and collect objects that begin with the same sound as the letter you've placed on the pillowcase.

Variation: Mom fills up a pillowcase with three surprise objects that all begin with the same sound. Child dumps out the objects and names the sound that they begin with. Mom fills up a pillowcase with four objects that begin with the same sound and the fifth one begins with a different sound. The child is to identify the sound that does not belong with the others.

GAME 5: BREAK the word apart game!!! Grab a set of Tupperware/Gladware bowls and a couple of wooden spoons. Write out the names of each family member on the front of an envelope.....include family pets, siblings, and parent names. Have the child tap out the number of syllables in each name on the Tupperware drum. For example, Mom-my two taps on the drum. Dad-dy two taps on the drum. Fi-do two taps on the drum. Sam one tap on the drum.

<http://www.aability.com/pagames.php>

http://www.phonicsbingo.com/bingo_phonics_phonemic_awareness.php
phonics bingo