

Phonological Awareness Activity

Dog in the Doghouse

Materials: counters and small cup

Directions:

Turn the cup upside down; it's the doghouse.
Say a word, moving the counter for each part of the word. (demonstrate L-to-R progression)
Then push one of the counters under the cup, and ask what part is in the doghouse.
This activity can be used for compound words, syllables, onset-rime, or phonemes.



Rhyme Awareness

Stir and Punch!

Directions:

Pretending to stir a big pot--
stir and say /r/-
punch at the word *at* and say "rat"
Stir and say /s/-
punch at the word *at* and say "sat"

Choose beginning letters that you can hold on to (continuants).
p,d,t,b,k,g are sounds you cannot hold on to.



Rhyme Production

Oh, A-Hunting We Will Go



Oh, a-hunting we will go,
A-hunting we will go.
We'll catch a _____
and put him in a _____
and then we'll let him go.

Alphabet Prosody

"Paying attention to punctuation marks will help you to read with expression. This activity will give you practice reading punctuation marks."

ab. cde! fg? hij! kl. mno? pq! rst? uv, wxy. z!

Model prosody for students.
Students read with expression.
Create a variety of strips for students to read.



Closer to Z

Students practice alphabetic order by identifying whose letter is closer to Z.

Materials:

- 2 sets of plastic letters
- 2 brown paper bags

Directions

1. Each student works from one set of letters in a brown bag.
2. Both students choose a letter without looking and simultaneously place the letters on a desk.
3. Each student names his letter.
4. The player with the letter closer to Z wins and picks up both letters.
5. The winner says, "I win because ____ is closer to Z than ____."

Beginning Sounds Beach Ball

Materials: Prepare a beach ball by writing a letter on each section of the ball.

Directions:

In order to review letter-sound associations, students in the intervention group sit in a circle on the floor with the teacher. The teacher throws the ball to a student and the student looks at the letters where his fingers are positioned. The student chooses one of these and says the letter, the sound it makes, and a word that begins with this sound. Then the student throws the ball back to the teacher, who throws it to another student.



Detective Game

with Real and Nonsense Word Cards

Materials:

- 15 to 20 index cards with real words, one word per card
- Optional: Index cards with nonsense words, one word per card, different color of paper from the real word cards.

Directions:

1. The teacher has the students read each word as she shows the card.
2. The teacher places each card on the table after its correctly read.
3. When all the cards are on the table, the teacher asks each student questions and the students find the card or cards that answer the questions.
4. The student reads the word before he picks it up.
5. The teacher also can time the students reading the words as fast as they can as she flips them from the stack.



Robot Talk Sound Blending

Say this little rhyme (talk like a robot) and have the students respond. Encourage them to say the rhyme in "robot talk" and then blend the final word to answer the robot's question.



I am a robot.
Can you help me?
Can you tell me
Who (what) I see?
I see /j/ /a/ /n/ (Jan).

