

## PHONEMIC AWARENESS: Sound Bingo

PARENT

Directions:

Draw your child's attention to the sounds of his/her language with silly songs and poems. Driving home from daycare, to and from sports practices, and vacation travel time are all great occasions to "pop in the CD" and enjoy! Include favorites such as:

♪ *Down by the Bay and Shake My Sillies Out*  
by Raffi

♪ *If You're Happy and You Know It*  
by Nicki Weiss

♪ *Sing Hey Diddle Diddle: 66 Nursery Rhymes with Their Traditional Tunes*  
by Beatrice Harrop

♪ *Six Sick Sheep: 101 Tongue Twisters*  
by Joanne Cole.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

## PHONEMIC AWARENESS: Read Alouds

TEACHER/PARENT

Directions: Read **and reread** stories that play with language. Nursery rhymes, chants, and Dr. Seuss books usually play a large role in this development. "Only when children realize that words can be changed and how changing a sound changes the word are they able to profit from instruction in letter-sound relationships." (Month by Month Phonics for First Grade, Patricia M. Cunningham and Dorothy P. Hall, 1997, p. 17, Carson-Dellosa) Some excellent book titles are:

- ☺ Any Dr. Seuss book
- ☺ Good Night Moon by Margaret Wise Brown
- ☺ I Was Walking Down the Road by Sarah Barchas
- ☺ Is Your Mama a Llama? By Deborah Guarino
- ☺ Jessie Bear, What Will You Wear? By Nancy Carlstrom
- ☺ The Lady with the Alligator Purse by Nadine Westcott
- ☺ More Spaghetti, I Say! By Rita Gelman
- ☺ Pickles Have Pimples and Other Silly Statements by Judi Barrett
- ☺ Sheep in a Jeep by Nancy Shaw
- ☺ Sing Hey Diddle Diddle: 66 Nursery Rhymes with Their Traditional Tunes by Beatrice Harrop
- ☺ Tickle Toe Rhymes by Joan Knight
- ☺ Anna Banana: 101 Jump-Rope Rhymes
- ☺ I Know an Old Lady Who Swallowed a Fly by Nadine Westcott
- ☺ Miss Mary Mack by Joanna Cole



Tips: Dramatize your voice as you read! Your child will delight in hearing words "come to life." Take turns reading different parts, or invite your child to act out each role as you share stories aloud.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

## PHONEMIC AWARENESS: Getting to Know You

TEACHER/PARENT

Directions:

1. Use this activity at the beginning of the year to help children learn classmates' names. Have children practice phoneme matching by asking a partner to name his or her favorite hobby or treat. Explain that "favorites" must begin with the same sound as the child's name. For example, "Patty and peanut butter.)  
VARIATION: Parents, you can use this activity at home by using your child's friends' names!
2. Invite children to introduce partners to the class, telling what he or she likes. For example, *Sam likes soccer and salamanders.*
3. Extend learning by having children draw pictures of their classmates on connect paper dolls. Write each child's favorite on the bottom of his or her doll.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills.* Creative Press.

## PHONEMIC AWARENESS: Rhyme Time

PARENT/TEACHER

Directions:

1. Read aloud a rhyming story or poem.
2. Reread the selection, omitting the matching rhyme, and have students "fill in the blank." For example,  
*See the frog jump over the \_\_\_\_\_.* (log)
3. Invite students to think of new rhyming words to fit each sentence. For example,  
*See the frog jump over the \_\_\_\_\_.* (dog, hog)
4. Additional rhyming sentences:
  - ☺ Look at that man jump over the \_\_\_\_\_.
  - ☺ See the frog sit on a \_\_\_\_\_.
  - ☺ Did you ever see a whale with a polka-dot \_\_\_\_\_?
  - ☺ Look what I see! A yellow and black \_\_\_\_\_!
  - ☺ Do you see the fly sitting on the \_\_\_\_\_?
  - ☺ Can you imagine a bear with purple and green \_\_\_\_\_.
  - ☺ Watch the cat playing with the \_\_\_\_\_.
  - ☺ See the bug holding a \_\_\_\_\_.
  - ☺ Can you imagine pigs wearing \_\_\_\_\_?
  - ☺ Look up in the sky and see a bird flying \_\_\_\_\_.
  - ☺ "OK," said dad, "I'm really \_\_\_\_\_.
  - ☺ The clumsy ox tripped over the \_\_\_\_\_.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills.* Creative Press.

Directions:

1. In advance, draw a simple picture on the chalkboard similar to the one shown below. Tell the children they are going to make the picture disappear by erasing it a little at a time – erasing parts that rhyme with words in the clues.
2. Read each rhyme of the Rhyme-Away stories aloud, omitting underlined words. Have children orally fill in the missing words, then invite volunteers to erase parts of the picture that correspond with the answers.



Just for fun,  
Erase the sun.

A dog can say, "Woof,"  
erase the roof.

If you count to three,  
Erase the tree.

Climb the tower  
Erase the flower.

If you can count to four,  
Erase the door.

If you have five cents,  
Erase the fence.

So you don't get stung by a bee,  
Erase the chimney.

If you see a doe,  
Erase another window.

If you can do so,  
Erase the window.

You need power,  
To erase another flower.

If you see a hound,  
Erase the ground.

If you see a mouse,  
Erase the house.

1. In advance, draw a simple picture on the chalkboard similar to the one shown below. Tell the children they are going to make the picture disappear by erasing it a little at a time – erasing parts that rhyme with words in the clues.
2. Read the Rhyme-Away story aloud, omitting underlined words. Have children orally fill in the missing words, then invite volunteers to erase parts of the picture that correspond with the answers.



He can't smell a rose,  
If you erase his nose.

He'll be a real wreck,  
If you erase his neck.

He can't play in a band,  
If you erase his hand.

He won't feel heat,  
If you erase his feet.

He doesn't wear a tie,  
Erase an eye.

It won't hurt,  
If you erase his shirt.

He doesn't care,  
If you erase his hair.

He can't dance,  
If you erase his pants.

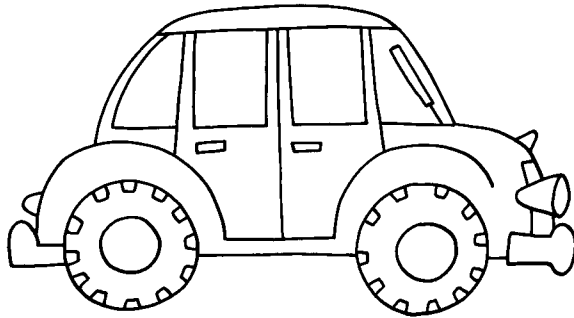
Don't ask why,  
Erase his other eye.

He can go to bed,  
If you erase his head.

Never fear,  
Erase an ear.

1. In advance, draw a simple picture on the chalkboard similar to the one shown below. Tell the children they are going to make the picture disappear by erasing it a little at a time – erasing parts that rhyme with words in the clues.
2. Read the Rhyme-Away story aloud, omitting words in parenthesis. Have children orally fill in the missing words, then invite volunteers to erase parts of the picture that correspond with the answers.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.



I don't know how you feel,  
But you can erase a \_\_\_\_ (wheel).

He ran to a fire,  
Erase a \_\_\_\_ (tire).

I have a friend named Thumper,  
You can erase a \_\_\_\_ (bumper).

You can't see at night,  
If you erase a \_\_\_\_ (light).

I you can count one, two, three, four,  
You can erase a \_\_\_\_ (door).

A baby wears a diaper,  
Erase a \_\_\_\_ (wiper).

If you have ten toes,  
You can erase the \_\_\_\_ (windows).

A dog says, "Woof, woof,"  
Erase the \_\_\_\_ (roof).

It looks a bit shoddy,  
So erase the \_\_\_\_ (body).

## PHONEMIC AWARENESS: Draw-a-Rhyme Story 1: The Monster TEACHER/PARENT

1. Tell children they are going to draw a chalk picture together. Read each rhyme with the words in parenthesis left out. Have children fill in the blanks (either orally or in writing), then add those parts to the chalkboard drawing.
2. VARIATION: Give each child a piece of paper and coloring tools. As you read through the rhyme together each child can draw his/her own monster!

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.



When you draw a monster, it is said,  
You always begin with his \_\_\_\_\_ (head).

He'll be able to see when he flies,  
If we draw two bright \_\_\_\_\_ (eyes).

To tell which way the cold wind blows,  
Our monster will need a great big \_\_\_\_\_ (nose).

Look to the north and look to the south,  
Now we can give our monster a \_\_\_\_\_ (mouth).

Some up above and some beneath,  
Our monster has lots of \_\_\_\_\_ (teeth).

Now, under his chin, let's just check,  
That's where we should put his \_\_\_\_\_ (neck).

So he won't be tipsy-toddy,  
Let's give him a polka-dot \_\_\_\_\_ (body).

If he really, really begs,  
I guess we could give him \_\_\_\_\_ (legs).

To make our monster nice and neat,  
We'll have to teach him to wipe his \_\_\_\_\_ (feet).

A notice sent by air mail!  
We can't forget the monster's \_\_\_\_\_ (tail).

He isn't fierce, he isn't hairy,  
But don't you think he's a little \_\_\_\_\_ (scary).

## PHONEMIC AWARENESS: Draw-a-Rhyme Story 2: The Clown

TEACHER/PARENT

1. Tell children they are going to draw a chalk picture together. Read each rhyme with the words in parenthesis left out. Have children fill in the blanks (either orally or in writing), then add those parts to the chalkboard drawing.
2. VARIATION: Give each child a piece of paper and coloring tools. As you read through the rhyme together each child can draw his/her own clown!

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

When making a clown, it is said,  
Always start with his big, round \_\_\_\_ (head).

Make it real messy 'cuz clowns don't care.  
On the top of his head, give him red curly  
\_\_\_\_(hair)

When people laugh, he wants to hear,  
So on each side, give him a great big \_\_\_\_ (ear)

Now make him look very wise,  
By giving him two wide-open \_\_\_\_ (eyes).

And yes, of course, everyone knows,  
Give him a big, fat, rounded \_\_\_\_ (nose).

Now make a line as long as a mile,  
And turn it into a great big \_\_\_\_ (smile).

Look at his clothes – the clown suit he's in,

It has a ruffle right under his \_\_\_\_ (chin).

All over his suit are big colored spots,  
So give him lots of \_\_\_\_ (polka-dots).

Now look at that, can you believe?  
He has purple stripes on each long \_\_\_\_ (sleeve).

He has two hands – one left, one right,  
One's painted yellow, and the other \_\_\_\_ (white).

The bottom of his funny suit,  
You can see one big, black \_\_\_\_ (boot)

And the other foot has not a shoe,  
'cuz he just painted his toenails \_\_\_\_ (blue)

Now, if you listened and did everything right,  
Your little clown is a funny \_\_\_\_ (sight)



## PHONEMIC AWARENESS: Draw-a-Rhyme Story 3: The Alien

TEACHER/PARENT

1. Tell children they are going to draw a chalk picture together. Read each rhyme with the words in parenthesis left out. Have children fill in the blanks (either orally or in writing), then add those parts to the chalkboard drawing.
2. Variation: Have each child draw their own "alien" as the blanks are filled in.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

When drawing a Martian, it is said,  
Always start by making his \_\_\_\_ (head).

Don't give him hair on tope of his head,  
Give him a shiny, round helmet that's \_\_\_\_ (red).

Look at his eyes, so scary and mean,  
Since he's from Mars, they must be \_\_\_\_ (green).

Right by his nose his eyeballs hide,  
'cuz he just happens to be \_\_\_\_ (cross-eyed).

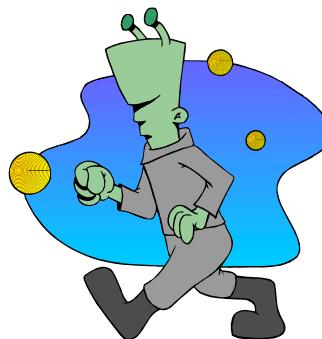
Just look at his nose, can you imagine that!  
It has three holes and it's really \_\_\_\_ (flat).

His mouth is crooked with lots of teeth,  
Jagged on top and flat \_\_\_\_ (underneath).

Not only is his neck double-jointed,  
But look at his ears – they're \_\_\_\_ (pointed).

I'm sure he has a body like you and me,  
But a Martian's space suit is all you \_\_\_\_ (see).

Now, remember, Martians are not to be feared,  
They're not really dangerous, they just look kind of  
\_\_\_\_(weird)!



## PHONEMIC AWARENESS: Silly Willy Song

TEACHER

1. Teach the following verse to the tune of "Skip to My Lou." Invite children to sing along, completing the last line using words that rhyme with students' names.  
*Silly, Willy, who should I choose? (repeat 3x)*  
*I choose \_\_\_\_\_.* (Terri, berry)
2. Continue the song, substituting new student names. Have everyone sing the main verse, and invite volunteers to say the new rhyming names.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.



## PHONEMIC AWARENESS: Oddball Out

TEACHER/PARENT

1. Ask children to listen carefully as you say three words. Explain that only two of the three words share a common sound. Have children identify the word that does not belong. Example: **dog fog** boat (boat is oddball)
2. Say the words one at a time, then have children hold up one, two, or three fingers to indicate whether the first, second, or third word is the "oddball." Ask a volunteer to repeat the oddball word aloud.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.



## PHONEMIC AWARENESS: Clap, Snap, or Tap

TEACHER

1. Have a child say his or her first name and clap, snap, or tap the syllables as he or she speaks. Ask the rest of the class to silently count the number of claps, snaps, or taps, then repeat the hand motions while saying the child's name.
2. Continue the activity, inviting each child to choose whether to clap, snap, or tap the syllables in his/her name.
3. Extension: Have children clap, snap, or tap the number of syllables they hear in other multiple-syllable words such as *baseball*, *snowman*, and *under*.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

## PHONEMIC AWARENESS: Sing a Song of Sounds

TEACHER

1. Have children sing the following song to the tune of "If You're Happy and You Know It."  
*If your name begins with /m/, stand up,*  
*If your name begins with /m/, stand up,*  
*If your name begins with /m/, stand up and take a bow,*  
*If your name begins with /m/, stand up.*
2. Repeat with different phonemes and movements such as clapping your hands, turning around, touching your toes, or jumping up and down.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.



## PHONEMIC AWARENESS: Hink Pink

TEACHER/PARENT

1. Explain to children the definition of a hink pink – a pair of rhyming words that answers a riddle. Read aloud the following riddles, and invite children to guess the hink-pink answer.

*What do you call a chubby kitty? (a fat cat)*

*What do you call a crying father? (sad dad)*

*What do you call a desk that doesn't fall down? (stable table)*

*What do you call a rabbit who tells jokes? (funny bunny)*

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

## PHONEMIC AWARENESS: Who Did You Catch?

TEACHER/PARENT

1. Practice blending onsets and rimes (e.g. *p-at* to form *pat*, *sw-ing* to form *swing*), then have children sing the following verse to the tune of "A-Hunting We Will Go."

*A-searching we will go, a-searching we will go,*

*We'll find a /h/ and add a /orse/,*

*And now we have a horse!*

2. Repeat the verse using other onsets and rimes. To begin, use animal names (a more familiar context), then switch to word families such as bat, hat, and mat.

Tip: Onset is the initial consonant(s) in a word

A rime is all letters that come after the initial consonant(s)

Example: frog: the onset is "fr", the rime is "og"

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

## PHONEMIC AWARENESS: Bubble Gum Words

TEACHER/PARENT

1. This activity helps children slow down the verbal pronunciation process, enabling them to hear sounds or components that make up words. Begin by saying words one at a time.
2. Have children repeat each word slowly, putting their hands to their mouths and pretending to s-t-r-e-t-c-h bubble gum out in front of them.
3. Invite volunteers to share "bubble gum" words for others to stretch.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.



## PHONEMIC AWARENESS: Name Chant

TEACHER/PARENT

1. Say the following chant to children:  
*It begins with /t/,*  
*And it ends with /im/.*  
*Put them together,*  
*And they say \_\_\_\_\_.* (Tim)
2. Have children blend the sounds together and chorus the correct answer
3. Repeat the chant using each student's name. Invite children to stand and bow when their names are spoken.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

## PHONEMIC AWARENESS: The Sounds in the Word

TEACHER/PARENT

1. Using two-and three-phoneme words or picture cards, have children sing the following verse to the tune of "The Wheels on the Bus."  
*The sounds in the word go /c/ /a/ /t/; /c/ /a/ /t/; /c/ /a/ /t/.*  
*The sounds in the word go /c/ /a/ t/,*  
*Can you guess the word?*
2. Repeat with other two-and three-phoneme words. Move into written language by writing targeted words on the chalkboard or piece of paper after guessing a word.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.



## PHONEMIC AWARENESS: What Do You Hear?

TEACHER

1. Teach the following song to the tune of "London Bridge Is Falling Down."  
(Teacher Verse)  
*What's the last sound that you hear?*  
*That you hear, that you hear?*  
*What's the last sound that you hear?*  
*In dog, dog, dog*  
  
(Student response)  
*/g/ is the sound that I hear*  
*That I hear, that I hear.*  
*/g/ is the sound that I hear*  
*at the end of dog.*
2. Repeat the song using other words. Modify the verse to identify initial and middle sounds (e.g. What's the **first** sound that you hear? What is the **middle** sound that you hear?) Invite volunteers to choose word and play the teacher' role.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

## PHONEMIC AWARENESS: Color-Coded Sounds

TEACHER

1. In advance, draw three horizontal fill-in-the-blank lines on each index card to designate beginning, middle, and ending sound positions of a word. Give a card to each child and have him or her color the first line green, the middle line blue, and the last line red.
2. Designate a target sound. Ask children to listen to a word containing the target sound, then place a counter on the index card to indicate where they hear the sound – on the green line if it's a beginning sound, the blue line if it's a middle sound, or the red line if it's an ending sound. Repeat with other words.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

## PHONEMIC AWARENESS: I Spy

TEACHER/PARENT

1. Have children identify "spied" objects by listening to your phoneme clues. Invite them to guess after each clue is given. For example:
  - ☺ *I spy an object with three sounds in its name.*
  - ☺ *I spy an object with three sounds in its name and the first is /b/.*
  - ☺ *I spy an object with three sounds in its name. The first sound is /b/, the last is /k/.*
  - ☺ *I spy an object with three sounds in its name. The first sound is /b/, the last is /k/, and it rhymes with look.*
2. Repeat with different objects. Invite volunteers to provide "I Spy" clues for their classmates.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

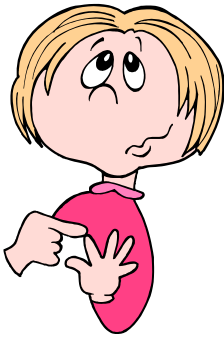


## PHONEMIC AWARENESS: Count the Sounds

TEACHER/PARENT

1. Say a word of your own choosing.
2. Have students mentally count the number of phonemes (individual sounds) they hear in the word.  
Example: "cat" has 3 phonemes /c/ /a/ /t/, "ship" has 3 phonemes /sh/ /i/ /p/, "frog" has 4 phonemes /f/ /r/ /o/ /g/
3. On the count of three, have students hold up the number of fingers to indicate the number of sounds they hear.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

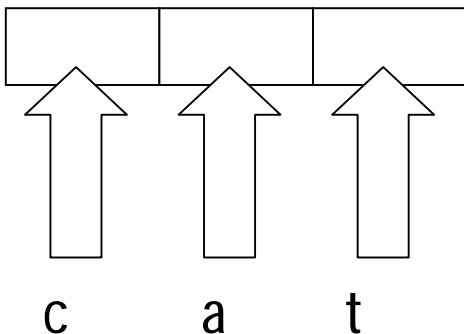


## PHONEMIC AWARENESS: Eat Your Words

PARENT/TEACHER

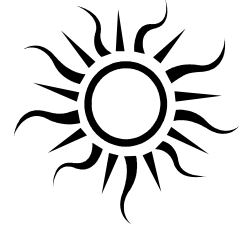
1. Say a word containing two or three sounds. Have children move food pieces to form a horizontal line, one for each sound they hear in the word. Ask them to say the phonemes as they move the food pieces to the line.
2. Have each child "sweep" his or her finger under the food line and blend the sounds together to say the word.
3. Repeat steps 1-2 using other words. When finished, children may eat the food pieces!

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.



## PHONEMIC AWARENESS: Zippity – Bippity

PARENT/TEACHER



1. Teach children the following verse to the tune of "Zippity-Do-Dah."  
*Bippity-bo-bah, Bippity-bay*  
*My, oh my, what a wonderful day.*  
*Plenty of sunshine coming my way.*  
*Bippity-bo-bah, Bippity-bay.*
2. Have children repeat the song several times, substituting the initial sounds in the verse with other sounds. For example, *mippity-mo-mah, wippity-wo-wah, tippity-to-tah.*

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills.* Creative Press.



## PHONEMIC AWARENESS: Animal Fun

TEACHER/PARENT



1. Teach the following verse to the tune of "Mary Had a Little Lamb."  
*Freddy Frog had a log,*  
*Had a log,*  
*Had a log,*  
*Freddy Frog had a log,*  
*He stayed and played all day.*
2. Repeat the verse using other alliterations, (Henry Hen, friend; Carlos Cat, hat; Polly Pig, twig; Sammy seal, wheel; Frieda Fox, box; Skitter Skunk, trunk).
3. End with the verse, *Poor Charlie Chick, he was sick* (repeat).  
*He couldn't play all day!*
4. Invite children to add their own alliterations to the song.

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills.* Creative Press.

## PHONEMIC AWARENESS: Drop Off, Add On

TEACHER/PARENT

1. Read words from the list below one at a time. Ask children what sounds needs to be dropped to uncover the "hidden word." For example, *What sound do you drop to change meat to eat?*
2. Increase the difficulty by using words with blends and clusters (sweep to weep, craft to raft, glitter to litter).
3. Vary the activity by having children add letters to given words (e.g. add /c/ to the beginning of *row* to make \_\_\_\_\_.)

Source: Fitzpatrick, Jo. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Press.

### Sample Word List:

WILL	PLANT
THEN	BUS
FAST	DONE
BALL	FIT
CANDY	CHILL
FIST	PINK
THEN	THIS
THAT	LIST
MUST	HORN
CALL	
SLIP	
MEAT	
COLD	
WIN	
TENT	