

K-2 Phonological Awareness:

Count the Words (K)

TARGET SKILLS: Word Counting

Have your child count the number of words in a spoken sentence.

Say a sentence. (Example: "Let's go to the park." There are 5 words in this sentence.) Have your child tell you the number of words in the sentence. Switch roles, allowing your child to give you a sentence and you say the number of words it contains.

Parent: *I will say a sentence. You count how many words are in that sentence. Ready go. **We should eat lunch soon.** How many words do you hear in that sentence? (5) Good. Now you give me a sentence, and I will count the number of words in the sentence.*

Sample sentences: We can color the picture later. (6) Tuesday will be sunny. (4) When is my special day? (5) Mom and I take the bus to the city. (9) I can't wait to go to our grandma's house. (9) Create more examples as needed.

Mystery Game

TARGET SKILLS: Isolate Beginning Sound

Play a mystery game in which you are calling your child's name or looking for an object around the house. For example, say, "I'm thinking of someone whose name begins with (say the sound for the letter **t**)," or "I'm looking for an item that begins with (say the sound for the letter **g**)."

Parent: *Let's play a mystery game! I'm thinking of a person whose name begins with the sound **mmm**. (Let your child guess names until they guess the name of the person. If they guess names that do not begin with your sound, remind them of the sound.)*

*Now find me an object in the house that begins with the **t** sound. (Again, if they bring you objects that do not begin with the assigned sound, remind them of this sound.)*

Continue playing this game with other sounds. Remember to give your child the sound, not the letter.

Find Specific Sounds

TARGET SKILLS: Isolate Beginning and Ending Sound

Have your child and other family members listen for words with a specific sound in family conversation or on television and radio programs, such as words that start with the "s" sound or that end with the **k** sound. Have your family members share their heard words and list them on a piece of paper.

Parent: *Let's listen to this show and see how many words we can hear that have the "t" sound. Write (or draw) objects that you hear that begin with that sound. (Family members write or draw words that they hear in the show that begin with that sound. If they write or draw a word that does not begin with that sound, remind them that sound.)*

Count the Sounds

TARGET SKILLS: Segment Sounds in Words, Counting Sounds in Words

Help your child count the number of sounds in words. Have your child find pictures of two- and three-sound words. Put the same number of markers (coins, blocks, etc.) representing the sounds under the picture. Have your child touch a different marker as he or she says each sound.

Parent: *I'm going to show you a picture. Use these coins or blocks to show me how many sounds are in that word.* (Show pictures of a two or three sound words, for example a fish. Your child should touch each coin/block while saying the sound, for example f-i-sh- 3). Continue with pictures of other objects such as a shoe (2 sounds), lip (3 sounds), five (3 sounds).

Break the Words Apart

TARGET SKILLS: Segment Sounds in Words, Isolate Beg/Mid/End Sounds in Words, Blending Sounds

Help your child take spoken words apart and put them together. Have your child separate the sounds in simple three-letter words, listening for beginning, middle, and ending sounds. For example, pronounce **mom** as follows: **mm-o-mm**. Next, ask your child to blend sounds together to make a word. Say words one sound at a time; for example, you say **sh-ee-p** and your child says **sheep**.

Parent: *I am going to say a word and I want you to listen for the beginning, middle and ending sounds.* **Mom** (child should stretch word to say mm-o-mm) Continue with other simple words such as bed, cat, win, pan, dog, etc.

Parent: *Now I am going to say words that are already stretched, and I want you to blend the words together.* **Sh-ee-p** (child blends the word to say sheep) Continue to stretch other words for your child to blend such as k-i-d, b-u-s, j-e-t, sh-e-ll, etc.

Match the First Sound

TARGET SKILLS: Isolate Beginning Sound

Help your child identify the beginning sounds in words. Sort and match pictures and words according to beginning sound. Ask your child to figure out which picture or word doesn't belong because it has a different beginning sound. (Example: **bag, nine, beach,** and **bike**). Sing the television jingle, "One of these things is not like the others." Have your child sort snack foods by their beginning sounds. (Example: raisins, radishes on one plate, carrots and cookie on another, etc.)

Parent: *We are going to play a game called Match the First Sound. Which of these words has a different first sound than the others? Cars, bear, cap, cat. (bear) Let's try another; chair, fish, fly, food (chair) Continue sorting objects, snacks, or words that has the same beginning side with words that have a different beginning sound.*

Shopping for Sounds

TARGET SKILLS: Segment Sounds in Words, Isolate Beg/Mid/End Sounds in Words, Blending Sounds

As you go through your cupboards or making a shopping list, have your child separate the sounds in the name of each item you put on the list, listening for beginning, middle, and ending sounds; for example, for a bag, your child would say **b-a-g**. Next, ask your child to blend sounds together to make a word. Say words one sound at a time; for example, you say **m-i-l-k** and your child says **milk**.

Parent: *Let's play shopping for sounds. I will tell you some things to put on the list. I will say the word and you stretch the word I'm saying so that I hear the beginning, middle and ending sounds. Peach (p-ea-ch), can (c-a-an), rice (r- l -ce), soap (s-oo-p)*

Now I will stretch a word from the list and you blend the sounds together c-or-n (corn), m-ea-t (meat), Ch-ee-se (cheese), f-i-sh (fish). Continue with more examples.

Sounds on a Walk (this can also be done in the home)

TARGET SKILLS: Segment Sounds in Words, Counting Sounds in Words

Help your child take spoken words apart. Have your child listen for sounds in words. You can play this game while you are walking or in the home. Have your child clap the number of sounds in the name of each object you see, listening for beginning, middle, and ending sounds; for example, if your child sees a bird, he or she would say **b-ir-d**.

Parent: *Let's break apart the sounds in a word. Listen for sounds in the beginning, middle and end of a word. For example, when I see a bird, I would say and clap, b-ir-d (clap with each part of the word). Let's try some more; fan (clap f-a-n), pan (clap p-a-n), sign (clap s-i-gn), tree (t-r-ee), continue with more examples.*