Feed the Puppet

Materials

- A puppet (ideally with a mouth that opens so blocks or chips representing the sounds can be inserted into the puppet’s mouth)
- Assortment of different coloured blocks or counters or chips, etc.
- Word list – nonsense word list provided or another list created by the teacher

Activity

Students segment a given word, representing each sound with a block or counter, then delete the initial sound by feeding it to puppet, and finally determining what word/sound remains.

1. Prepare the puppet and tell students he/she is hungry for sounds.
2. Tell students a word. (e.g., “Let’s stretch out the word ‘nud’.”) A list of nonsense words has been provided and other CVC, CCV and VCC words can be used.
3. Have students segment the word, using coloured blocks or chips to represent each sound (e.g., “/n/, /u/, /d/”). Ensure students are moving their blocks or counters from left to right.
4. Next, have the puppet say, “I’m hungry. I want to eat /name the initial sound/. Feed me /name the initial sound/ please.” (e.g., “I’m hungry. I want to eat /n/. Feed me /n/ please.”)
5. Have students select the block representing the specified sound and let them feed the puppet with the sound.
6. Then, have the puppet say, “Well, we had say word but you gave me /say sound/ so what do we have left?” (e.g., “Well, we had ‘nud’ but you gave me /n/ so what do we have left?”)
7. Have students respond with the word/sound that’s left. (e.g., ‘ud’)
8. Clear away the blocks or counters and have students prepare for the next word.

List of Sample Nonsense Words

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<th>puh</th>
<th>poe</th>
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**Make It, Find It, Keep It**

**Materials**
- Picture cards

**Activity**

Students will manipulate initial phonemes in blends and match the new word to a picture.

1. Divide pictures by icon (e.g., squares and stars). Place cards with squares in a stack face down at the centre. Place cards with stars face up in rows.
2. Taking turns, students select the top card from the stack (cards with squares), name the picture, and segment into individual phonemes. Then, students delete the initial phoneme and say the remaining word (e.g., “‘Stop’ /s/ /t/ /o/ /p/. If I take away /s/, I’m left with /t/ /o/ /p/. ‘Stop’ becomes ‘top’."
3. The student looks at the cards with star icons and selects the card of the new word. The student keeps the pair of cards.
4. Reverse roles and continue until all cards are matched together.

**Picture Cards**

*See below.*
**Picture Cards**

clip – lip, swing – wing, train - rain
clock – lock, stop – top, spool – pool
snail – nail, scar – car, ski - key
clam – lamb, stair – tear, clap - lap
Listen Up!

Materials

- Student sheet (one for each student)
- Teacher script

Activity
Students listen to a word, delete the first sound to create a new word, and circle a picture of the new word.

1. Teacher says a word (e.g. pear) and students delete the first sound (e.g. pear without p is ____.)
2. Students circle the correct picture of the new word on their student sheet.

Teacher Script

1. Pear – take away the /p/ and you have ____________.
2. Tea – take away the /t/ and you have ____________.
3. Red – take away the /r/ and you have ____________.
4. Late – take away the /l/ and you have ____________.
5. Beg – take away the /b/ and you have ____________.
6. Tin – take away the /t/ and you have ____________.
7. Mice – take away the /m/ and you have ____________.
8. Yawn – take away the /y/ and you have ____________.
9. Pup – take away the /p/ and you have ____________.
10. Fear – take away the /f/ and you have ____________.

Student Sheet

Listen to the word the teacher says. Take away the first sound and circle the picture that shows the new word.

1. [Image of a star with an arrow pointing to a picture of a moon and sun]
2. [Image of the letters E, M, and M with an arrow pointing to a picture of a beach]
3. [Image of a boy and a girl with an arrow pointing to a picture of a cake and a balloon]
4. [Image of a footprint with an arrow pointing to a picture of a number 8]
5. [Image of an egg with an arrow pointing to a picture of a needle]
6. [Image of a pencil]
7. [Image of a pencil]
8. [Image of a pencil]
9. [Image of an arrow]
10. [Image of a pencil]
Now You Have . . . (Initial Sound Deletion)

Materials

- Game Cards
- Answer key for teacher reference

Activity

Students listen to a word, delete the first sound to create a new word, and check their answers using picture cards.

1. Each student is given a pair of cards. The “First You Have” card is face up, and the matching “Now You Have” is face down so the student cannot see it.
2. Student names the picture on the first card, using the sentence stem, “First You Have” (e.g. “First you have face….”). The student segments the word, deletes the first sound and determines the new word remaining (e.g. Face without /f/ is ... ace!).
3. The student turns the “Now You Have” card over to see if they are correct. (If students are experiencing challenges, the “Now You Have” picture can be used as a scaffold).

Answer Key

1. First you have face . . . Now you have ace
2. First you have bear … Now you have air
3. First you have cup… Now you have up
4. First you have pie … Now you have eye
5. First you have pant … Now you have ant
6. First you have feet . . . Now you have eat
7. First you have fin … Now you have in
8. First you have dice … Now you have ice
9. First you have tear … Now you have ear
10. First you have leg . . . Now you have egg
11. First you have farm . . . Now you have arm
12. First you have tape . . . Now you have ape
Now You Have Game Cards (initial sound deletion)

First you have:

Now you have:

First you have:

Now you have:

First you have:

Now you have:

First you have:

Now you have:
First you have:

Now you have:

First you have:

Now you have:

First you have:

Now you have:

First you have:

Now you have:
First you have:

Now you have:

First you have:

Now you have:
Drop and Say – Initial Sound

Materials

- Drop and Say triangle picture mats
- Drop and Say picture cards
- Counters or markers or chips, etc.
- Answer key for teacher reference

Activity

Students will delete initial phonemes and match the new word to a picture.

1. Teacher models the activity first.
2. Place the Drop and Say picture cards face down in a stack at the centre of the table.
3. Provide each student with counters or markers and a different Drop and Say triangle.
4. Taking turns, students select the top picture card from the stack and name the picture (e.g., “deer”).
5. The student segments the word, deletes the initial phoneme and says the resulting word (e.g., “Deer, /d/ /ee/ /r/, without the /d/ becomes ‘ear’”). The student looks for the picture of the new word on their Drop and Say triangle.
6. If the picture is found, the student places a counter or marker on it. If the picture is not found, the picture card goes to the bottom of the picture card stack.
7. Continue until all pictures on each player’s triangle card are covered.

Drop and Say Triangle Picture Mats

See below

Drop and Say Picture Cards

See below.

Answer Key

- feet – eat
- farm – arm
- towel – owl
- gate – eight
- seal – eel
- tape – ape
- leg – egg
- fox – ox
- mice – ice
- deer – ear
- tie – eye
- pants - ants
drop and say triangle: eat, arm, owl, eight, eel, ape
drop and say triangle: egg, ox, ice, ear, eye, ants
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<td>gate</td>
<td>seal</td>
<td>tape</td>
</tr>
</tbody>
</table>

drop and say picture cards: feet, farm, towel, gate, seal, tape
Now You Have . . . (Final Sound Deletion)

Materials

- Game Cards
- Answer key for teacher reference

Activity
Students listen to a word, delete the final sound to create a new word, and check their answers using picture cards.

1. Each student is given a pair of cards. The “First You Have” card is face up, and the matching “Now You Have” is face down so the student cannot see it.
2. Student reads the picture on the “First You Have” card (e.g. “First you have shelf . . .”) and segments the word into individual phonemes (e.g., /sh/ /e/ /l/ /f/). Then the student deletes the final sound (e.g. “If I take off the /f/, ‘shelf’ becomes ‘shell’”).
3. The student turns the “Now You Have” card over to see if they are correct.

Answer Key

1. First you have shelf . . . Now you have shell
2. First you have cart . . . Now you have car
3. First you have boat . . . Now you have bow
4. First you have bean . . . Now you have bee
5. First you have pipe . . . Now you have pie
6. First you have ice . . . Now you have eye
7. First you have belt . . . Now you have bell
8. First you have dollar . . . Now you have doll
9. First you have plane . . . Now you have play
10. First you have bowl . . . Now you have bow
11. First you have team . . . Now you have tea
12. First you have boil . . . Now you have boy
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<td>Now you have</td>
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<td><img src="image11.png" alt="Steam" /></td>
<td><img src="image12.png" alt="Boy" /></td>
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Repeat and Delete (with or without dice)

Materials

- List of sample words for reference
- Dice with numbers 1 or 2 (optional)

Activity

Students repeat a word, and isolate and delete either the first or last phoneme.

1. Teacher says a word, and students repeat the word. Then, ask students to say it again without one of its phonemes. For example:
   b. Say ‘card’. Say it again without the ‘d” What’s left? Yes – ‘card’ without ‘d’ is ‘car’.

2. Continue with different words.

3. EXTENSION: Have the student roll a dice. If it is a 1, the first/initial phoneme is deleted. If it is a 2, the last/final phoneme is deleted.

Sample Words

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<th>Delete last/final sound</th>
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</table>
Phonemic Awareness
Manipulating
Deletion – Final Sound

Drop and Say – Final Sound

Materials
- Drop and Say triangle picture mats
- Drop and Say picture cards
- Counters or markers or chips, etc.
- Answer key for teacher reference

Activity
Students will delete final phonemes and match the new word to a picture.

1. Teacher models the activity first.
2. Place the Drop and Say picture cards face down in a stack at the centre of the table.
3. Provide each student with counters or markers and a different Drop and Say triangle.
4. Taking turns, students select the top picture card from the stack and name the picture (e.g., “bean”).
5. The student segments the word into individual phonemes, deletes the final phoneme and says the resulting word (e.g., “Bean’, /b/ /ee/ /n/, without the /n/ becomes ‘bee’”). The student looks for the picture of the new word on their Drop and Say triangle.
6. If the picture is found, the student places a counter or marker on it. If the picture is not found, the picture card goes to the bottom of the picture card stack.
7. Continue until all pictures on each player’s triangle card are covered.

Drop and Say Triangle Picture Mats

See below

Drop and Say Picture Cards

See below.

Answer Key
- shelf – shell
- cart – car
- boat – bow
- bean – bee
- pipe – pie
- ice – eye
- dollar – doll
- pillow – pill
- plane – play
- bowl – bow
- boil – boy
- team – tea
drop and say triangle: shell, car, bow, bee, pie, eye
drop and say triangle: doll, pill, play, bow, boy, tea
drop and say picture cards: dollar, pillow, plane, bowl, boil, team
Middle Take Away

Materials

- Sample word list
- Blocks – one per phoneme in each word

Activity

Students will segment a word into individual phonemes, each represented by a block, and identify the new word after deleting one of the middle sounds.

1. Teacher models the activity first.
2. Tell students a word from the sample word list. Have students segment the word using blocks, one block representing each phoneme. (e.g., “Show me all the sounds in the word ‘black.’”)
3. Tell students to take away (delete) a specified phoneme. (Teacher may need to point to the block representing the phoneme to be deleted). (e.g., “Take away the /l/ sound. What word are you left with?”)
4. Students rearrange their blocks and identify the new word left. (e.g., “Back!”)

Sample Word List

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<th>Starting Word</th>
<th>Phoneme to be Deleted</th>
<th>New Word</th>
<th>Starting Word</th>
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Name Changes – Initial Sound

Materials

- Name change picture card mat
- Pencils or crayons or markers, etc.
- Teacher script

Activity

Students will manipulate phonemes in words, specifically the initial sound.

1. Place a name change picture card mat in front of the students.
2. Work with students to determine what word each picture represents. If the picture is unclear, tell students what the picture represents and/or introduce new vocabulary to students.
3. Remind students to listen carefully. Say, “The first picture is a ‘can’.” Have students segment the word into individual phonemes. Then say, “Now, change /f/ to /k/. What is the new word?” Encourage students to say the sounds and new word aloud.
4. Have students draw a line to the new word.
5. Continue until each set of pictures is complete.

Picture Card Mats

See below.

Teacher Script

1. Say “fan”…(students repeat and segment). Now change the /f/ to /k/… Say the new word… (students say new word and draw a line to the respective picture).
2. Say “pen”…(students repeat and segment). Now change the /p/ to /h/… Say the new word… (students say new word and draw a line to the respective picture).
3. Say “goat”…(students repeat and segment). Now change the /g/ to /b/… Say the new word… (students say new word and draw a line to the respective picture).
4. Say “rug”…(students repeat and segment). Now change the /r/ to /j/… Say the new word… (students say new word and draw a line to the respective picture).
5. Say “cake”…(students repeat and segment). Now change the /k/ to /r/… Say the new word… (students say new word and draw a line to the respective picture).
6. Say “bee”…(students repeat and segment). Now change the /b/ to /n/… Say the new word… (students say new word and draw a line to the respective picture).
7. Say “sock”…(students repeat and segment). Now change the /s/ to /l/… Say the new word… (students say new word and draw a line to the respective picture).
8. Say “mop”…(students repeat and segment). Now change the /m/ to /t/… Say the new word… (students say new word and draw a line to the respective picture).
9. Say “hose”…(students repeat and segment). Now change the /h/ to /n/… Say the new word… (students say new word and draw a line to the respective picture).

10. Say “nail”…(students repeat and segment). Now change the /n/ to /p/… Say the new word… (students say new word and draw a line to the respective picture).

Answer Key

1. can
2. hen
3. boat
4. jug
5. rake
6. knee
7. lock
8. top
9. nose
10. pail
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</table>
Switch It Up – Initial Sound

Materials
- Switch it up picture cards
- Counters or blocks or chips, etc.

Activity
Students will manipulate phonemes in words, specifically the initial sound.

1. Teacher models the activity first.
2. The student selects a picture card.
3. The student says the name of the top picture (e.g., hut) and segments into individual phonemes (e.g., /h/ u/ /t/). The dots on the card indicate what phoneme to manipulate – the initial sound, middle sound or ending sound.
4. According to the dots, the student manipulates the target word and places a counter on the picture in the bottom row representing the new word. (“If we change the first sound of ‘hut’ would we end up with ‘nut’ or ‘cat’?”)
5. Continue until all picture cards are complete.

Picture Cards

See below.
Beginning word: hut  “If you change the beginning sound, do you end up with “hut” or “cat”?"  ANSWER: nut

Beginning word: ram  “If you change the beginning sound, do you end up with “jet” or “jam”?"  ANSWER: jam
Beginning word: bed  “If you change the beginning sound, do you end up with “red” or “bun”?  ANSWER: red

Beginning word: lip     “If you change the beginning sound, do you end up with “pig” or “tip”?  ANSWER: tip
Beginning word: dog  “If you change the beginning sound, do you end up with “log” or “dig”?”  ANSWER: log

Beginning word: hen  “If you change the beginning sound, do you end up with “pen” or “net”?”  ANSWER: pen
Beginning word: fan  “If you change the beginning sound, do you end up with “mop” or “pan”?"  ANSWER: pan

Beginning word: cop  “If you change the beginning sound, do you end up with “snip” or “top”?"  ANSWER: top
Beginning word: hill  “If you change the beginning sound, do you end up with “him” or “fill”?”  ANSWER: fill

Beginning word: hall  “If you change the beginning sound, do you end up with “wall” or “wind”?”  ANSR: wall
Beginning word: goat “If you change the beginning sound, do you end up with “game” or “boat”?” ANSR: boat

Beginning word: silk “If you change the beginning sound, do you end up with “sun” or “milk”?” ANSR: milk
Switch It Up – Final Sound

Materials

- Switch it up picture cards
- Counters or blocks or chips, etc.

Activity

Students will manipulate phonemes in words, specifically the final sound.

1. Teacher models the activity first.
2. The student selects a picture card.
3. The student says the name of the top picture (e.g., cat) and segments the word into individual phonemes (e.g., /c/ /a/ /t/). The dots on the card indicate what phoneme to manipulate – the initial sound, middle sound or ending sound.
4. According to the dots, the student manipulates the target word and places a counter on the picture in the bottom row representing the new word. (“If we change the last sound of ‘cat’ would we end up with ‘can’ or ‘kit’?”)
5. Continue until all picture cards are complete.

Picture Cards

See below.
Beginning word: cat  “If you change the final sound, do you end up with “can” or “kit”?”  ANSWER: can

Beginning word: sip  “If you change the final sound, do you end up with “ball” or “sit”?”  ANSWER: sit
Beginning word: mat  “If you change the final sound, do you end up with “man” or “sun”?”  ANSWER: man

Beginning word: pin  “If you change the final sound, do you end up with “deer” or “pig”?”  ANSWER: pig
Beginning word: map  “If you change the final sound, do you end up with “mat” or “cake”?”  ANSWER: map

Beginning word: lip  “If you change the final sound, do you end up with “gift” or “lit”?”  ANSWER: lit
Beginning word: cot  “If you change the final sound, do you end up with “cop” or “mat”?”  ANSWER: cop

Beginning word: bug  “If you change the final sound, do you end up with “dog” or “bun”?”  ANSWER: bun
Beginning word: bite  “If you change the final sound, do you end up with “bike” or “night’?”  ANSWER: bike

Beginning word: rack  “If you change the final sound, do you end up with “rake” or “rat’?”  ANSWER: rat
Beginning word: bean  “If you change the final sound, do you end up with “beat” or “meat”?“ ANSWER: beat

Beginning word: base  “If you change the final sound, do you end up with “bake” or “run”?“ ANSWER: bake
Beginning word: gate  “If you change the final sound, do you end up with “skate” or “game”?”  ANSWER: game

Beginning word: cash  “If you change the final sound, do you end up with “can” or “sash”?”  ANSWER: can
Name Changes – Final Sound

Materials

- Name change picture card mat
- Pencils or crayons or markers, etc.
- Teacher script

Activity

Students will manipulate phonemes in words, specifically the final sound.

1. Place a name change picture card mat in front of the students.
2. Work with students to determine what word each picture represents. If the picture is unclear, tell students what the picture represents and/or introduce new vocabulary to students.
3. Remind students to listen carefully. Say, “The first picture is a ‘cake’.” Have students segment the word into individual phonemes. Then say, “Now, change /k/ to /n/. What is the new word?” Encourage students to say the sounds and new word aloud.
4. Have students draw a line to the new word.
5. Continue until each set of pictures is complete.

Picture Card Mats

See below.

Teacher Script

1. Say “cake”…(students repeat and segment). Now change the /k/ to /n/… Say the new word… (students say new word and draw a line to the respective picture).
2. Say “five”…(students repeat and segment). Now change the /v/ to /l/… Say the new word… (students say new word and draw a line to the respective picture).
3. Say “can”…(students repeat and segment). Now change the /n/ to /t/… Say the new word… (students say new word and draw a line to the respective picture).
4. Say “bat”…(students repeat and segment). Now change the /t/ to /j/… Say the new word… (students say new word and draw a line to the respective picture).
5. Say “kiss”…(students repeat and segment). Now change the /s/ to /ng/… Say the new word… (students say new word and draw a line to the respective picture).
6. Say “bus”…(students repeat and segment). Now change the /s/ to /g/… Say the new word… (students say new word and draw a line to the respective picture).
7. Say “cow”…(students repeat and segment). Now change the /ow/ to /ee/… Say the new word… (students say new word and draw a line to the respective picture).
8. Say “doll”…(students repeat and segment). Now change the /l/ to /k/… Say the new word… (students say new word and draw a line to the respective picture).
9. Say “pig”…(students repeat and segment). Now change the /g/ to /n/… Say the new word… (students say new word and draw a line to the respective picture).

10. Say “rope”…(students repeat and segment). Now change the /p/ to /ch/… Say the new word… (students say new word and draw a line to the respective picture).

**Answer Key**

1. cane
2. file
3. cat
4. badge
5. king
6. bug
7. key
8. dock
9. pin
10. roach
Switch It Up – Middle Sound

Materials

- Switch it up picture cards
- Counters or blocks or chips, etc.

Activity

Students will manipulate phonemes in words, specifically the middle sound.

1. Teacher models the activity first.
2. The student selects a picture card.
3. The student says the name of the top picture (e.g., pat) and segments the word into individual phonemes (e.g., /p/ /a/ /t/). The dots on the card indicate what phoneme to manipulate – the initial sound, middle sound or ending sound.
4. According to the dots, the student manipulates the target word and places a counter on the picture in the bottom row representing the new word. (“If we change the middle sound of ‘pat’ would we end up with ‘pan’ or ‘pet’?”)
5. Continue until all picture cards are complete.

Picture Cards

See below.
Beginning word: pat  “If you change the middle sound, do you end up with “pan” or “pet”?”  ANSWER: pet

Beginning word: cot  “If you change the middle sound, do you end up with “cat” or “can”?”  ANSWER: cat
Beginning word: cop  “If you change the middle sound, do you end up with “mop” or “cap”?”  ANSWER: cap

Beginning word: tap  “If you change the middle sound, do you end up with “top” or “tar”?”  ANSWER: top
If you change the middle sound, do you end up with “frog” or “fan”?  
ANSWER: fan
Beginning word: net  “If you change the middle sound, do you end up with “nap” or “nut”?"  ANSWER: nut

Beginning word: bug  “If you change the middle sound, do you end up with “rug” or “bag”?"  ANSWER: bag
Beginning word: ten  "If you change the middle sound, do you end up with “hen” or “tin”?”  ANSWER: tin

Beginning word: game  "If you change the middle sound, do you end up with “gum” or “gate”?"  ANSR: gate
Name Changes – Middle Sound

Materials

- Name change picture card mat
- Pencils or crayons or markers, etc.
- Teacher script

Activity

Students will manipulate phonemes in words, specifically the middle sound.

1. Place a name change picture card mat in front of the students.
2. Work with students to determine what word each picture represents. If the picture is unclear, tell students what the picture represents or introduce new vocabulary to students.
3. Remind students to listen carefully. Say, “The first picture is a ‘cake.’” Have students segment the words into individual phonemes. Then say, “Now, change /k/ to /n/. What is the new word?” Encourage students to say the sounds and new word aloud.
4. Have students draw a line to the new word.
5. Continue until each set of pictures is complete.

Picture Card Mats

See below.

Teacher Script

1. Say “cub”…(students repeat and segment). Now change the /u/ to /a/… Say the new word… (students say new word and draw a line to the respective picture).
2. Say “cart”…(students repeat and segment). Now change the /ar/ to /igh/… Say the new word… (students say new word and draw a line to the respective picture).
3. Say “bell”…(students repeat and segment). Now change the /e/ to /aw/… Say the new word… (students say new word and draw a line to the respective picture).
4. Say “pin”…(students repeat and segment). Now change the /i/ to /e/… Say the new word… (students say new word and draw a line to the respective picture).
5. Say “bike”…(students repeat and segment). Now change the /igh/ to /a/… Say the new word… (students say new word and draw a line to the respective picture).
6. Say “chalk”…(students repeat and segment). Now change the /aw/ to /el/… Say the new word… (students say new word and draw a line to the respective picture).
7. Say “pail”…(students repeat and segment). Now change the /ai/ to /oo/… Say the new word… (students say new word and draw a line to the respective picture).
8. Say “bat”…(students repeat and segment). Now change the /a/ to /e/… Say the new word… (students say new word and draw a line to the respective picture).
9. Say “moon”...(students repeat and segment). Now change the /oo/ to /a/… Say the new word… (students say new word and draw a line to the respective picture).

10. Say “phone”...(students repeat and segment). Now change the /o/ to /i/… Say the new word… (students say new word and draw a line to the respective picture).

**Answer Key**

1. cab
2. kite
3. ball
4. pen
5. bake
6. check
7. pool
8. beet
9. man
10. fin
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Bear]</td>
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<td>![Car]</td>
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<td>![Family]</td>
<td>![Telephone]</td>
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Phoneme Position Shark Sort

Materials

- Shark parts header picture cards (The head of the shark denotes the initial sound, the body of the shark denotes the middle sound, and the tail of the shark denotes the final sound)
- Phoneme position picture cards

Activity

Students will sort pictures by location of phoneme substitution.

1. Place shark header picture cards in a pocket chart.
2. Mix and place the picture cards in a stack face down.
3. Taking turns, students draw the top card and name the two pictures (e.g., “cap, cup”).
4. Determine the phoneme that has changed – initial, middle or final (e.g., “The middle sound has changed from /a/ to /u/”).
5. Place the picture card under the respective part of the shark – head for initial sound changed, body for middle sound changed, and tail for final sound changed.
6. Continue until all cards are sorted.

Picture Cards

See below.
Header Picture Cards
MIDDLE: shall – shell, cap – cup, chalk, check, bell – ball, hop – hip, tape - top
MIDDLE: sheep – ship, boat – bat, can – cone, bug – bag, boat – boot, map – mop
FINAL: cane – cave, mouse – mouth, rake – rain, sing – sink, pet – pen, pig – pin
FINAL: bat – back, sleep - sleeve

FINAL: gate - game
FINAL: hat – ham, seed – seal, dice – dime, cat - can
**Name Changes – All Sounds**

**Materials**
- Name change picture card mat
- Pencils or crayons or markers, etc.
- Teacher script

**Activity**
Students will manipulate phonemes in words.

1. Place a name change picture card mat in front of the students.
2. Work with students to determine what word each picture represents. If the picture is unclear, tell students what the picture represents and/or introduce new vocabulary to students.
3. Remind students to listen carefully. Say, “The first picture is a ‘bat’.” Have students segment the word into individual phonemes. Then say, “Now, change /b/ to /h/. What is the new word?” Encourage students to say the sounds and new word aloud.
4. Have students draw a line to the new word.
5. Continue until each set of pictures is complete.

**Picture Card Mats**

**See below.**

**Teacher Script**

1. Say “bat”…(students repeat and segment). Now change the /b/ to /h/… Say the new word… (students say new word and draw a line to the respective picture).
2. Say “match”…(students repeat and segment). Now change the /ch/ to /p/… Say the new word… (students say new word and draw a line to the respective picture).
3. Say “cane”…(students repeat and segment). Now change the /eh/ to /a/… Say the new word… (students say new word and draw a line to the respective picture).
4. Say “mice”…(students repeat and segment). Now change the /m/ to /r/… Say the new word… (students say new word and draw a line to the respective picture).
5. Say “boat”…(students repeat and segment). Now change the /t/ to /n/… Say the new word… (students say new word and draw a line to the respective picture).
6. Say “back”…(students repeat and segment). Now change the /a/ to /i/… Say the new word… (students say new word and draw a line to the respective picture).
7. Say “dog”…(students repeat and segment). Now change the /d/ to /l/… Say the new word… (students say new word and draw a line to the respective picture).
8. Say “kite”…(students repeat and segment). Now change the /igh/ to /oa/… Say the new word… (students say new word and draw a line to the respective picture).
9. Say “dive”…(students repeat and segment). Now change the /v/ to /s/… Say the new word… (students say new word and draw a line to the respective picture).
10. Say “sax”…(students repeat and segment). Now change the /a/ to /i/… Say the new word… (students say new word and draw a line to the respective picture).

**Answer Key**

1. hat
2. map
3. can
4. rice
5. bone
6. bike
7. log
8. coat
9. dice
10. six
Doggie, Where’s My Bone? (Phoneme Substitution)

Materials

- Doggie, Where’s My Bone picture card and bone
- Doggie switch around picture cards

Activity

Students will listen to a pair of words and determine which phoneme – initial, middle or final – has changed. Students will display the changed position on the doggie.

1. Teacher models the activity first.
2. Provide each student with a Doggie picture card and cut out bone.
3. Select one of the Doggie Switch Around cards. Have students name each picture on the card. Introduce new vocabulary when necessary or when picture representations are not clear.
4. Encourage students to reflect on the first word and the second word and determine what sound was changed – the initial, the middle or the final sound. Have students show the placement of the changed sound on their Doggie – initial sound at the head, middle sound in the middle, and final sound at the tail.
5. Discuss the word and the placement of the sound change.
6. Continue with several other picture cards.

Doggie Picture Card and Bone

See below.

Switch Around Picture Cards

See below.
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<tr>
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<tr>
<td>fan / pan (initial sound)</td>
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Doggie, Where’s My Bone?

Doggie Switch Around
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<tr>
<td>house / mouse</td>
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</tr>
<tr>
<td>bell / shell</td>
<td>(initial sound)</td>
</tr>
<tr>
<td>tape / top</td>
<td>(middle sound)</td>
</tr>
<tr>
<td>bug / rug</td>
<td>(initial sound)</td>
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<td>Image</td>
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<td>-------</td>
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<tr>
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<tr>
<td>lock / dock</td>
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<td>----------------</td>
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<td>bat / back</td>
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<td>mouse / mouth</td>
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