

Phonological Awareness Activity Cards

Catch a Rhyme

The teacher throws a ball of yarn or a beach ball to a child and says: "Tell me a word that rhymes with *lawn*."

The child says a rhyming word and throws the ball back to the teacher.

Variation:

"Tell me a word that rhymes with *lawn*. I'll give you a hint: When I'm tired, I sometimes [acts out a long yawn]."

Change That Tune

The teacher leads children in a familiar song but substitutes different sounds in the lyrics.

Example:

Apples and Bananas is sung substituting the long *a* sound in each phrase:

"I like to *ate, ate, ate ayples and baynaynays*."

What's in a Name?

The teacher says an animal name. One child is asked to clap, snap, or tap the syllables as the teacher slowly repeats the name syllable-by-syllable.

Other children count the syllables that they hear.

The teacher asks: "How many syllables did you hear in . . . ?"

Note: Some children can segment the word into syllables on their own.

Sound Blocks

The teacher gives children two blocks that do not have any numbers or letters written on them.

Blocks are placed in a row.

The teacher says: "When I want to say *tap* in two parts, I touch the blocks like this."

[Touch the first block and say "/t/"; touch the second block and say "-ap."]

The teacher says other words that end in "-ap."
The children touch the blocks as they say the words in two parts.

One at a Time

The teacher slowly says a sentence:
"We are on our way to lunch."

Children take one step, hop, or skip for each word in the sentence.

Variation:

Children step on one tile square for each word.

Describe It!

Children add words to describe the names of different foods.

These phrases contain words that all begin with the same sound:

jolly juice

round rolls

big bean burrito

Round and Round We Go

The teacher passes around familiar objects and says, "Whoever has an object that starts with the /b/ sound, please stand up."

The teacher asks the child with the object (*basket*) to say the name of the object.

The teacher continues around the room until all the objects have been named.

Sound by Sound

The teacher says a three- or four-phoneme word such as *cat* or *lamp*.

Children play a clapping game with the teacher or another child.

They clap or touch hands as they say the individual sounds in the word:

/k/ /a/ /t/

or

/l/ /a/ /m/ /p/