

PHONEMIC AWARENESS GAME

COLOR NAMES

1. Lay out three color cards: GREEN, ORANGE, YELLOW. Ask, "Which one of these colors starts with the /g/ sound?" [Read the color names while pointing to the cards.]
2. When the child comes up with the correct card, replace it with BLUE. Now ask about a different beginning sound. "Which one of these colors starts with the /y/ sound?"
3. Continue asking and replacing until you've cycled through all cards.
4. For an extra challenge, play again, but this time ask about the ending sound. For example, "Which one of these color names ends in /d/?"

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ANIMAL NAMES

1. Lay out three animal cards: TURTLE, SNAIL, BEE. Say, "I'm thinking of an animal that starts with the /t/ sound. Which one is it?" [Read the animal names while pointing to the cards.]
2. When the child comes up with the correct card, replace it with MONKEY. Now ask about a different beginning sound. "Now I'm thinking of an animal that starts with the /b/ sound."
3. Continue asking and replacing until you've cycled through all cards.
4. For an extra challenge, play again, but this time ask about the ending sound. For example, with LION/ALLIGATOR/BUTTERFLY, you would ask, "Which one of these animal names ends in /n/?"
5. To help students listen for the second sound in a word, try grouping cards with the same first letter together (FROG/ FIREFLIES, BEE/BUTTERFLY, LADYBUG/LION), with one additional card. For example, with BEE/BUTTERFLY/MONKEY, You would start by saying, "I'm thinking of an animal that starts with /b/. Help them see there are two, then say, "OK, but the one I'm thinking about has a second sound: /ee/. Which one is it?"

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NUMBERS

1. Lay out three number cards, each beginning with a different sound: 4, 6, 10. Say, "I'm thinking of a number that starts with the /f/ sound. Which one is it?" [Say the number names while pointing to the cards.]
2. When the child comes up with the correct card, replace it with 9. Now ask about a different beginning sound. "Now I'm thinking of a number that starts with the /s/ sound."
3. Continue asking and replacing until you've cycled through all cards.
4. For an extra challenge, play again, but this time ask about the ending sound. For example, with 5, 8, 3, you would ask, "Which one of these numbers ends in /v/?"
5. To help students listen for the second sound in a word, try grouping cards with the same first sound together (5/4, 6/7), with one additional card. For example, with 6/7/8, You would start by saying, "I'm thinking of a number that starts with /s/. Help them see there are two, then say, "OK, but the one I'm thinking about has a second sound: /i/. Which one is it?"

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HIGH-FREQUENCY WORDS

1. Turn all the cards purple side up. (We won't need the green side for this game.)
2. Lay out three word cards: TELL, HAD, STOP. Ask, "Which one of these colors starts with the /h/ sound?" [Read the words while pointing to the cards.]
3. When the child comes up with the correct card, ask him or her to identify the name of the letter that makes the /h/ sound at the beginning of HAD.
4. Then, replace HAD with FLY. Now ask about a different beginning sound. "Which one of these words starts with the /s/ sound?"
5. Continue asking and replacing until you've cycled through all cards.
6. For an extra challenge, play again, but this time ask about the ending sound. For example, "Which one of these words ends in /f/?"