

## 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/