



Phoneme Segmentation Games and Activities

- Jump Along with Phonemes

Mark the floor or sidewalk with a series of 12 lines (number of lines is changeable). Children begin by standing in a row ALONG the first line.

The teacher calls out a word like "top". Then the teacher says "go". Children jump forward the number of phonemes in the word.

If the child is correct (in this case, he has jumped forward 3 rows), he keeps his place.

If incorrect, he moves back to the beginning line.

The game ends when all children have passed the 12th line and everyone applauds their success.

It is important to note that the children that have the most difficult time learning phonemes need the most practice.

Ending the game after the first or 5th child succeeds puts the child with weaker skills at a greater disadvantage.

- Tap Along with Phonemes

Children sit at their desks.

Teacher calls out word and children tap on their desks the number of phonemes in the word.

Teacher prompts children to announce the number of phonemes in the word.

Teacher then announces the number of phonemes in the

word.

Teacher sounds out the phonemes, separating them vocally.

Children repeat the sounding out of that word's phonemes.

Repeat with next word.

Game ends at teacher's discretion.

- **Elkonin Boxes**

Elkonin boxes may be used to help with phoneme segmentation. A card is prepared with a picture of a simple word at the top. Below the picture is a matrix that contains a box for each phoneme (not letter) in the word (see Figure 1 below). The teacher models the process by slowly articulating the word phoneme-by-phoneme while pushing a counter (bingo chip, penny, etc.) into a box for each phoneme. The children can say the word with the teacher while the counters are being placed. Gradually the children should participate in this "say it and move it" activity by taking turns placing the counters in each box while saying each sound in a word. Both the matrix and picture can be eliminated over time so that the children are segmenting the word without visual clues.

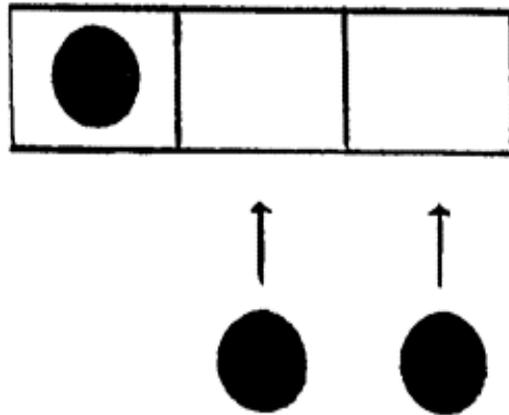
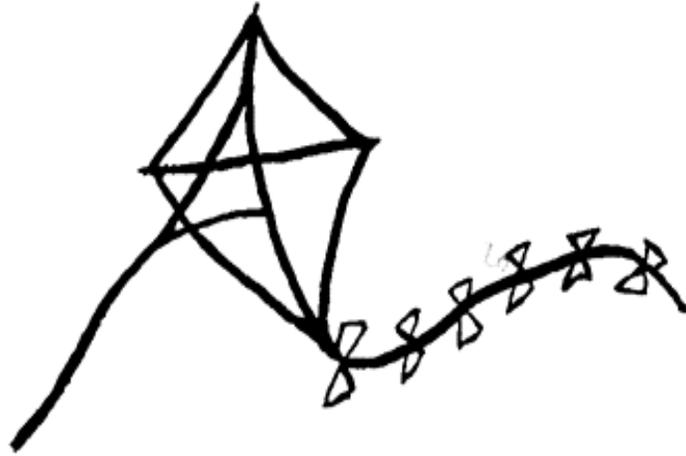


Figure 1. An example of Elkonin boxes used for hearing sounds in words.

- **Blocks**

Teach children how to stretch words, saying them slowly, so they can hear the sounds that make up a word. Demonstrate the process. Invite the children to say the word slowly as they listen for the individual phonemes. You may want to have the children "stretch" a pretend rubber band as they say the word. Be sure the children are actually saying the words. After

children have learned how to say the words slowly, use small colored blocks to mark the different phonemes. Example: Say "go"-- "g...o" and use two different colored blocks to represent the sounds. Later, ask children to tell how many blocks they will need to represent the sounds in other words.

- It's In the Bag!

This game can be played in a small group with the teacher, with pairs of children in a center, or at home with a parent.

Give each child a small brown paper bag with several objects inside.

Have the child peek inside and select one item but she will not show the object to the other players.

The child holding the bag then segments the name of the object and the other child guesses what the object is by blending the sounds back together to make the word.

Take the object out, show it, segment the object name again together, and set it to the side.

The children take turns segmenting the name of an object in their bag for the other player(s).

(Suggested items to get you started: fork, pen, shell, sock, bottle, brush)

- Rubber Band Stretch

Teacher models with a large rubber band how to stretch out a word as the word is said. /mmmmm/aaaaaaaa/nnnnnnnnnn/

Teacher models with stretched out band how to bring rubber band back to original length and says the word fast: /man/

Children pretend to stretch rubber bands as they say the sounds in different words.

- Stretchy Names

Children and teacher clap and say a verse for each child in the class:

*Holly, Holly, how do you do?
Who's that friend right next to you?*

Children and teacher say the next child's name very slowly, stretching palms far apart as the word is stretched:

/Ssss/aaaaa/mmmmm/

Clap once quickly and say the name fast: *Sam!*

- A song to teach Phonemic Segmentation
(to the tune of Twinkle, Twinkle, Little Star)

Listen, listen to my word,
Then tell me all the sounds you heard: *race*
/r/ is one sound
/A/ is two,
/s/ is last in *race* it's true.
Thanks for listening to my word
And telling all the sounds you heard!

- Fast/Slow

Pronounce a word and tell the children that this is the *fast* way to say the word, and give an example of the *slow* way. For example, football (*fast* way) and f-oo-t-b-a-ll (*slow* way). Give the children another word eg. bed and ask if they can say it the *slow* way (b-e-d).

- Train Talk

Display a picture of a train composed of an engine, passenger car, and a caboose. Three connecting boxes can be drawn

under each component. Explain that words have beginning, middle, and end sounds just like the train has a beginning, middle and end. Demonstrate by slowly articulating a CVC (consonant, vowel, consonant) word (e.g. /p/-/i/-/g/) and pointing to the box corresponding to the position of each sound in the word.

- Unifix Cubes

Use interlocking blocks or unifix cubes as a visual demonstration of segmentation.