A collection of games to help your child develop phonological awareness skills.

The First Section is a collection of ‘on the run games’ that you can play with your child wherever you are, the car, at home, at the shops or even whilst having dinner. These games are for beginner readers.

The Second Section is a collection of games that uses blocks to represent speech sounds. For each of these games you will need to have five different coloured blocks, with about four of each colour. You will need to play these on the floor or table - some kind of flat surface.

Important to remember:
- Only start a new game when your child has developed the skill from the previous game.
- KEEP IT FUN!

Games sourced from: http://www.aability.com/pagames.php

Advance Ability
Ruth Alice Jurey, M.S., C.C.C
Pre-Phonemic Awareness Games

GAME 1: Silly Mistakes

Before you introduce this game your child needs to be able to;
- Listen attentively
- Close his/her eyes and identify sounds around the house--a door shutting, footsteps, water running, silverware being put away

Read a familiar poem or story . . . but make any kind of Silly Mistake that will be obvious to your child. For example,

You might replace a word with nonsense:
Jack and Jill went up the pickle

or say the words in the wrong order:
The first little pig built a straw of house

or even swap sounds:
The clock struck one, The mouse ran down,
Dickory, Hickory, Hock

Ask your child to catch your error! (Silly mum or dad.)
Pre-Phonemic Awareness Games

Game 2: Make a Rhyme

Before you introduce this game your child needs to be able to;

- Fill-in rhyming words: ‘There was an old woman who lived in a shoe; She had so many children she didn’t know what to do.’ Then:

Help your child fill-in some new rhymes:

A tree with a --bee. (or a C, key, knee . . .
A boy holding a --toy.
A stick in a --zick.
A cat with a --bat.
A man on a --can
A bug and a --hug. A picture of a --picture.

(Since we are focusing on sound, and not meaning, nonsense is fine.)

Sing to the tune of Farmer In The Dell:

A tree with a bee, A tree with a bee,
Hi Ho the Derry-O, A tree with a bee.

Sing ‘Down By the Bay’:

Down by the bay, And to and fro,
That’s where I know, I dare not go.
For if I do, My mother will say,
[first player]: Did you ever see a boy--
[second player]: Chasing a boy
[together] Down by the bay!’

Easier version: The adult is the ‘second player.’
Game 3: Clap the (Syllable) Beats

Before you introduce this game your child needs to be able to;

- Move to the beat?
- Dance to music; march or clap to ‘One, Two, Three, Four--One, Two, Three, Four’?

1. Find something in the room, or out the window. (Or think of something we see in the kitchen; at the park, etc.)
2. Say its name, and help the child to clap out the syllables:

<table>
<thead>
<tr>
<th>The word is . . .</th>
<th>Say and clap . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>airplane</td>
<td>air--plane</td>
</tr>
<tr>
<td>7-Up</td>
<td>se--ven--up</td>
</tr>
<tr>
<td>truck</td>
<td>truck (just one clap!)</td>
</tr>
</tbody>
</table>

Which Word is Longer? Clap and see!
(This can be a tricky question for young children!)

Sev-en-up or truck?
Train or cat-er-pil-lar?

Say a Word Without a Syllable:

Ask the child to say ‘Sev-en-Up’ without the ‘up’: “Seven.”

<table>
<thead>
<tr>
<th>Say . . .</th>
<th>Without the</th>
<th>(Child claps and says)</th>
</tr>
</thead>
</table>
| ti-ger    | ger         | "Ti."
| (harder)  |             |                        |
| air-plane | air         | "Plane."
| (hardest) |             |                        |
| sev-en-up | en          | "Sev--up." |
Phonemic Awareness Games To Go

Game 4: Blend Sounds Together

Before you introduce this game your child needs to be able to;

- Do a variety of earlier PA games.

1. Say a word ‘in pieces.’
2. Help the child to blend the pieces into a whole word.
3. Choose 'pieces' to match your child’s skill.

Compound words are easiest:

base--ball, dog--house, rain--bow, light--bulb, milk--shake, foot--ball, snow--man, cow--boy

Syllables are easy:

but--ter--fly, as--tro--naut, pa--ja--mas, di--no--saur, birth--day--cake, al--li--ga--tor, com--pu--ter, ba--by, bi--cy--cle, dol--phin, ex--er--cise, el--e--phant, ham--bur--ger, tel--e--vi--sion, cook--ies, gir--affe, um--brel--la, yes--ter--day, lol--li--pop, mos--qui--to, por--cu--pine, spa--ghe--tti, zip--per, mac--a--ro--ni, Ted--dy--bear, wa--ter--mel--on, ti--ger, re--frig--er--a--tor.

First sound plus endings are a bit harder:

t--ickle, ch--ipmonk.

TIP: say t--ickle (not 'tuh-ickle'), ch--ipmonk (not 'chuh-ipmonk').

Whisper /p/, /t/, /k/, /f/, /h/, /s/, 'sh,' 'ch'
rather than saying 'puh,' 'tuh,' 'kuh,' 'fuh,' 'huh,' 'suh,' 'shuh,' 'chuh.'

Avoid adding the 'uh' vowel whenever you can.

Learn to pronounce the sounds correctly.

P--corn, eee--ellow (yellow), c--omputer, z--ipper, d--olphin, c--artoon, c--ooky, b--icycle, ooo--ishbone (wishbone), t--elephone, p--orcupine, eee--esterday (yesterday), b--irthday, m--osquito, t--elevision, s--paghetti, h--amburgur, d--inosaur, l--ucky, t--eddybear.
ch--eeze, f--an, l--ook, s--and, n--ight, s--at, r-- un, l-- et, ooo--ish (wish), sh--ine, m--ake, z--oo

Individual sounds are advanced.

1. Begin with words having a 'stretchy' first sound: M-m--o--p. Here is a list of words for easiest sound blending.
2. It’s trickier to blend words with a short first sound: p--ie, d--o--g.
Choose words from this list for beginners learning to blend words, or to segment words into separate sounds.

- All the words begin with S-t-r-e-t-c-h-y Consonants: f j l m n r s v w y z sh th
- Once your student is good at ‘easy words,’ you can choose other words.

| m-a-n | l-e-d | n-a-p | v-a-n |
| m-a-sh | l-e-t | n-e-t | v-a-t |
| m-a-th | l-i-mb | n-e-ck | v-a-s-t |
| m-a-d | l-i-f-t | n-e-s-t | v-l-m |
| m-a-p | l-i-ck | kn-ee | v-e-e-r |
| M-a-tt | l-i-d | n-ea-r | v-r-o-o-m |
| M-a-x | l-i-t | n-ea-d | v-a-se |
| m-e-ss | l-o-ck | n-ea-t | v-ea-l |
| m-e-t | l-o-g | n-o-t | v-ea-l |
| m-i-l | l-o-t | n-u-mb | v-i-ne |
| m-i-ss | l-o-s-t | n-u-t | v-o-te |
| m-y-th | l-o-ve | n-a-me | j-a-azz |
| m-i-l-k | l-u-sh | N-a-te | j-a-m |
| M-i-ck | l-u-ck | kn-i-fe | J-a-n |
| m-o-m | l-a-me | n-i-ne | j-a-b |
| m-o-ss | l-a-ne | n-i-ce | J-a-ck |
| m-o-th | l-a-ke | n-i-ght | J-e-f |
| m-o-p | l-a-te | n-o | j-e-o-o |
| m-u-ff | l-ea-f | n-o-te | g-e-m |
| m-u-ss | l-ea-n | n-o-pe | j-e-t |
| m-u-sh | l-ea-se | n-ew | J-i-m |
| m-u-d | l-ea-ve | j-i-ff-y |
| m-u-tt | l-ea-sh | S-a-m | j-aw |
| m-a-l | l-ea-d | s-a-sh | J-o-sh |
| m-a-n | l-ea-p | s-a-ck | J-ay |
| m-a-ze | l-i-fe | s-a-d | g-ee |
| m-a-ke | l-i-me | s-a-p | j-ee-p |
| m-a-de | l-i-ne | s-a-t | j-ea-n-s |
| m-e | l-i-ve | s-a-n-d | j-i-ve |
| m-ea-l | l-i-es | s-e-ll | J-o-e |
| m-ea-n | l-i-ke | s-e-nd | j-o-ke |
| m-ee-t | l-i-ght | s-a-y-s | J-u-ne |
| m-y | l-i-ow | s-a-i-d | j-e-w-e-l |
| m-ll-e | l-oa-f | s-e-t | th-a-n |
| m-ine | l-oa-d | s-i-ll-y | th-a-t |
| m-i-re | l-o-o-m | s-i-ck | th-e-n |
| m-ice | l-o-o-se | s-i-p | th-e-n |
| M-i-ke | l-o-se | s-i-t | th-e-m |
| m-igh-t | l-o-o-p | s-i-f-t | th-e-re |
| m-or | r-a-m | s-a-w | th-i-s |
| m-o-le | r-a-sh | s-a-ue-ce | th-u-s |
| m-o-s-t | w-r-a-th | p-s-al-m | h-e-y |
| m-o-o-n | r-a-g | s-o-f-t | th-e-e |
| m-o-ve | r-a-p | s-o-me | th-e-se |
| moo’s | r-a-t | s-u-n | th-igh |
| f-a-n | r-i-m | s-a-y | th-ough |
| f-a-t | r-i-dge | s-a-fe | th-o-se |
| f-a-st | r-i-ff | s-a-l | ~~~~
| f-e-l | r-i-b | s-a-ve | say ‘ee’ for ‘y’ |
| f-e-d | R-i-ck | s-e-e | y-e-s |
| f-i-ll | r-i-p | s-ea-l | y-e-l-
| f-ea-r | r-a-w | s-een | y-ear |
| f-i-sh | R-o-ss | s-ei-ze | y-oung |
| f-i-st | r-eck | s-ee-k | y-ay |
| f-i-llm | R-o-d | s-igh | y-
| f-i-b | R-o-gh | s-ign | ou |
| f-i-g | r-u-m | s-i-re | ~~~~
| f-i-t | r-u-n | s-i-z | say ‘oo’ for ‘w’ |
| f-a-ll | R-u-s | s-i-de | w-e-b |
| f-ar | r-u-sh | s-igh-t | w-e-t |
| f-u-m | r-u-b | s-o | w-t |
| f-u-n | r-u-s-t | S-o | w-i-sh |
| f-u-ss | r-g | S-oa-k | w-i-
| f-uzz | r-ay | S-oa-p | l-
| f-al-l | r-a-ge | S-ue | w-i-g |
| f-alme | r-al | w-a-l |
| f-a-ce | r-al-n | w-a-sh | w-
| f-a-ze | r-al-e | w-al-k | a-s |
| f-al-th | r-lye | wh-a-t | w-
| f-a-ke | rh-yme | w-ave | a-
| f-a-de | r-i-ce | w-ake | e-
| f-ear | r-ee-f | w-a-de | de-
| f-ee-l | r-ee-l | w-ai-t | t-
| f-ee-d | w-r-ea-th | s-u-p | s-
| f-ee-t | w-ea-d | s-u-
| f-i-le | r-ye | sh-o-sh | a-
| f-i-ne | rhyme | sh-o-ve | s-
| f-i-re | r-ice | sh-a-me | te-
|  |  |  |  | w-

Say the First Sound

Ask: What do you hear first, when I say ‘s-s-s-sun’?
The child’s answer is /s-s-s/.

<table>
<thead>
<tr>
<th>What do you hear first when I say...</th>
<th>(Child says)</th>
</tr>
</thead>
<tbody>
<tr>
<td>... m-m-m-moon?</td>
<td>m-m-m</td>
</tr>
<tr>
<td>... r-r-r-r-ide?</td>
<td>r-r-r</td>
</tr>
<tr>
<td>... pony?</td>
<td>/p/</td>
</tr>
</tbody>
</table>

- You can stretch out sounds that are stretch-able.
- You can exaggerate sounds that are short.

Remember:

The first sound of ‘shoe’ and ‘sugar’ is sh-h-h.
(Think sound, not how the word is spelled.)

The first sound of 'tickle' is /t/—whispered, not 'tuh.'
Learn to pronounce the sounds correctly.

Think of a Word
Name words that begin with the same sound as the child’s name (or other familiar names including favorite characters).

1. Say: “Richie is looking for things to put in his toy box. Can we help him?”
2. Take turns naming things to go into the toy box.

Richie put a rabbit in his toy box.
Richie put a rainbow in his toy box.
Richie put a wrinkle . . .
Richie put a refrigerator . . .

(Nonsense answers are fine--and fun!)

You’re out of here!

Find the word that does not belong with the other first sounds:

[Parent]: rainbow, star, Richie
[Child]: Star: You’re out of here!

<table>
<thead>
<tr>
<th>Which does not belong?</th>
<th>(Child says)</th>
</tr>
</thead>
<tbody>
<tr>
<td>funny, phone, toy</td>
<td>Toy: You’re out of here!</td>
</tr>
<tr>
<td>pony, look, letter</td>
<td>Pony: You’re out of here!</td>
</tr>
<tr>
<td>sugar, mom, shiny</td>
<td>Mom: You’re out of here!</td>
</tr>
</tbody>
</table>
Can your child blend words?

- Can he isolate the first sounds of words?
- Then:

  Blend Words and Tap Them Apart Again

1. Say a word one sound at a time: R-r-r-oh--z-z-z. Remember to pronounce the sounds correctly.

2. The child blends the sounds into a whole word: ‘Rose.’

3. Then the child says the word again, stretching it out and tapping a ‘magic wand’ once for each sound: (tap)rrrr (tap)ohhhhh (tap)zzzz. An index finger makes a good magic wand.

<table>
<thead>
<tr>
<th>Say sounds</th>
<th>Child blends</th>
<th>Child taps &amp; says</th>
</tr>
</thead>
<tbody>
<tr>
<td>sh--ow</td>
<td>&quot;Show&quot;</td>
<td>&quot;Sh--ow&quot;</td>
</tr>
<tr>
<td>f--u--n</td>
<td>&quot;Fun&quot;</td>
<td>&quot;F--u--n&quot;</td>
</tr>
<tr>
<td>p--u--pp--y</td>
<td>&quot;Puppy&quot;</td>
<td>&quot;P--u--pp--y&quot;</td>
</tr>
</tbody>
</table>

Choose words to match your child’s skill.

- Begin with two-sound words:
  - M-m-m--y (‘my’). S-s-s--ee (‘see’). J--oe. Kn--ee. I--ce. T--oy, Sh--oe. (Count sounds, not letters)
  - See the Block Challenges games, Two Sound List 1 and List 2, for more words you can use.
- It’s easier when the first sound is stretchy:
  - m-m-m . . a . . t (‘mat’).
  - The Easy Blend List has stretchy-first-sound words you can use.
- It’s more difficult when the first sound is short: p . . . ie. D . . o . . g.

Once students can ‘Blend & Tap’ the easiest words, they are ready to begin a Phonics program.
THE FLOOR
Phonemic Awareness Block Challenge

- One-inch cubes are perfect.
- Use four or five different colors.
- You'll need three or four blocks of each color.
- Play these at a table, or on the floor.

- Put the blocks back into the pile after each round.
- You don't need to remember the colors from round to round. If the child chooses green to show 'sh,' she can choose a different color for 'sh' on another round.

Can your child play one or more Phonemic Awareness Games to Go? Then we're ready for:

How Many Sounds? (All the same) 1, 2 or 3

Teach your child to use blocks to stand for sounds.

- One sound will need one block.
- Two sounds will need two blocks (both the same color to show that the two sounds were the same).
- Three sounds will need three blocks (all the same color to show that the sounds were the same).

Ask your child to show you, with blocks, from one to three sounds. For example:

- You say 'sss, sss, sss' -- and the child selects three colored blocks (all the same color) to show that there were three sounds, all the same.
- You say 'p, p'--and the child selects two blocks (both the same color) to show that there were two sounds, both the same.

Same or Different Sounds? 2 sounds

Ask your child to show you, with blocks, whether the two sounds you say are the same or different. For example:

- You say 't, t' --and the child selects two blocks of the same color to show that the sounds were the same.
- You say 'mmm, k'--and the child selects two blocks of different colors to show that the sounds were different.
Same or Different Sounds? 2 sounds: Line Them Up

Teach your child to line up blocks from left-to-right, the way we read.

Ask your child to show you, with blocks, how many sounds you make--and whether the sounds are the same or different. For example:

- You say ‘shh, shh’ --and the child lines up two blocks of the same color to show that there were two sounds, and they were the same.
- You say ‘p, l-l-l’ --and the child lines up two blocks of different colors to show that there were two sounds, and they were different.

All Same or All Different? 1, 2 or 3 sounds

1. Ask the child to show you, with blocks, how many sounds you make and whether they are all the same, or all different.
2. Say one to three sounds, making them all identical or all different. For example:

<table>
<thead>
<tr>
<th>You say . . .</th>
<th>Child lines up blocks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>k . . . k</td>
<td>two blocks, the same color</td>
</tr>
<tr>
<td>n-n-n</td>
<td>one block</td>
</tr>
<tr>
<td>r-r . . . r-r . . . r-r-r</td>
<td>three blocks, the same color</td>
</tr>
<tr>
<td>b . . . r-r . . . l-l-l</td>
<td>three blocks, all different colors</td>
</tr>
</tbody>
</table>

3. The child lines up the correct number of blocks from left to right (the way we read), using one color if they are all the same, and different colors if they are all different.

What’s the Pattern? 1, 2 or 3 sounds.

1. Say any combination of from one to three sounds.
2. Ask the child to show you, with blocks, whether you make one, two, or three sounds, and to show the pattern. For example:

- All the same sound (all blocks of the same color)
- Three different sounds (three blocks of different colors)
- Two different sounds (two blocks of different colors)
- Two the same sound, and one a different sound (two same color, and one different color)

<table>
<thead>
<tr>
<th>You say . . .</th>
<th>Child lines up blocks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ch-h-h, m-m-m</td>
<td>two different colors</td>
</tr>
<tr>
<td>g, g, h-h-h</td>
<td>same, same, different colors</td>
</tr>
<tr>
<td>z-z-z, z-z-z, z-z-z</td>
<td>three of the same color</td>
</tr>
<tr>
<td>f-f-f, b, f-f-f</td>
<td>same, different, same colors</td>
</tr>
</tbody>
</table>
THE FLOOR: 
Phonemic Awareness Block Challenge

- One-inch cubes are perfect.
- Use four or five different colors.
- You’ll need three or four blocks of each color.
- Play these at a table, or on the floor.

- Put the blocks back into the pile after each round.
- You don’t need to remember the colors from round to round. If the child chooses green to show ‘sh,’ she can choose a different color for ‘sh’ on another round.

Can your child play some ‘Match First Sound’s games, and some of the ‘Basic Training for Blocks’ challenges? Then let’s play:

What’s New? First or Last

1. Ask your child to show you, with blocks, a single vowel sound. For example:

You say ‘ah’ -- and the child selects one colored block to show ‘ah.’

2. Then add a sound before, or after, the ‘ah’ sound. For example:

- You could say "If this [block] is ‘ah’, show me ‘ahf-f-f.' (You added a last sound: ah --> ahhf.) Yes, it sounds sort of like ‘off’--but you don’t need to use real words. Nonsense is fine.
- Or instead, you could say "If this is ‘ah’, show me ‘l-l-lah’" (You added a first sound: ah - --> lah.)

3. The child adds a colored block -- before or after the ‘vowel’ block -- to show whether a first or a last sound has been added.

4. Then clear off the blocks, and do steps 1 to 3 again with different sounds.

<table>
<thead>
<tr>
<th>You say . . .</th>
<th>Child places block . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show me ‘ay’</td>
<td>one colored block</td>
</tr>
<tr>
<td>If that says ‘ay,’ show me ‘lay’</td>
<td>new color before 1st block</td>
</tr>
<tr>
<td>(Clear the blocks)</td>
<td></td>
</tr>
<tr>
<td>You say . . .</td>
<td>Child places block . . .</td>
</tr>
<tr>
<td>Show me ‘ee’</td>
<td>one colored block</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>If that says ‘ee,’ show me ‘ees’</td>
<td>new color after 1st block</td>
</tr>
<tr>
<td>(Clear the blocks)</td>
<td></td>
</tr>
<tr>
<td>You say . . .</td>
<td>Child places block . . .</td>
</tr>
<tr>
<td>Show me ‘uh’</td>
<td>one colored block</td>
</tr>
<tr>
<td>If that says ‘uh,’ show me ‘ug’</td>
<td>new color after 1st block</td>
</tr>
</tbody>
</table>


Here are S-t-r-e-t-ch-y Sounds you can use: Any vowel; f-f-f, h-h-h, j-j-j, l-l-l, m-m-m, n-n-n, r-r-r, s-s-s, sh-h-h, v-v-v, z-z-z, th-h-h, ch-h-h.
THE FLOOR:
Phonemic Awareness Block Challenge

- One-inch cubes are perfect.
- Use four or five different colors.
- You’ll need three or four blocks of each color.
- Play these at a table, or on the floor.

Can your child play some 'Match First Sounds' games, some of the 'Basic Training for Blocks' challenges, and 'What's New? First or Last?' Then let’s play:

What Changed? First or Last?

Note: There are five lists for What Changed? First or Last? (see lists below)

1. Ask your child to show you, with blocks, a two-sound syllable. For example:

You say ‘she’ -- and the child lines up two different colored blocks, one for ‘sh’ and a second one for ‘ee.’

2. Then change one of the sounds. For example:

- You could say "If this [block arrangement] is ‘she’, show me ‘shy.’" (You changed the second sound: sh-e --> sh-y.)
- Or instead, you could say "If this is ‘she’, show me ‘fee’" (You changed the first sound: sh-e --> f-ee.)

3. The child changes one of the colored blocks -- the first or the second one-- to show which sound has changed.

HINT: S-t-r-e-t-ch the sounds at first to help your child learn the game:

Two-Sound List 1

- Use this list for the ‘What Changed: First or Last’ challenge.
- You can pick words from this list any time you need 2-sound words.

AROUND THE WORLD IN 20 STEPS

- This list uses all ‘stretchy’ sounds (the easiest kind).
- Each word on the list is one sound different from the one above it.
- The child figures out which sound changed: First, or Last?
- If you go through the whole list, you will end up with the first word again. Fun!

1. Ask the child to show you with blocks: ‘Say.’ (s-ay = 2 blocks)

2. If that says ‘say’ . . . show me ‘see.’ (s-ee)
   (Child changes the second block.)

3. If that says ‘see’ . . . show me ‘sigh.’ (s-igh)
   (Child changes the second block.)

4. If that says ‘sigh’ . . . show me ‘so.’ (s-o)
   (Child changes the second block.)

5. If that says ‘so’ . . . show me ‘Sue.’ (S-ue)
   (Child changes the second block.)

6. If that says ‘Sue’ . . . show me ‘shoe.’ (sh-oe)
   (Child changes the first block.)

7. If that says ‘shoe’ . . . show me ‘new.’ (n-ew)
   (Child changes the first block.)

8. If that says ‘new’ . . . show me ‘moo.’ (m-oo)
   (Child changes the first block.)

9. If that says ‘moo’ . . . show me ‘zoo.’ (z-oo)
   (Child changes the first block.)

10. If that says ‘zoo’ . . . show me ‘loO.’ (l-oo)
    (Child changes the first block.)

11. If that says ‘loO’ . . . show me ‘who.’ (wh-o)
    (Child changes the first block.)

12. If that says ‘who’ . . . show me ‘you.’ (y-ou)
    (Child changes the first block.)
13. If that says ‘you’ . . . show me ‘yo.’ (y-o)  
(Child changes the second block.)

14. If that says ‘yo’ . . . show me ‘no.’ (n-o)  
(Child changes the first block.)

15. If that says ‘no’ . . . show me ‘now.’ (n-ow)  
(Child changes the second block.)

16. If that says ‘now’ . . . show me ‘lou’ (l-ou)  
(rhymes with ‘now’)  
(Child changes the first block.)

17. If that says ‘lou’ . . . show me ‘lo.’ (l-o)  
(Child changes the second block.)

18. If that says ‘lo’ . . . show me ‘woe.’ (w-oe)  
(Child changes the first block.)

19. If that says ‘woah’ . . . show me ‘so.’ (s-o)  
(Child changes the first block.)

20. If that says ‘so’ . . . show me ‘say.’ (s-ay)  
(Child changes the second block.)
Two-Sound List 2

- Use this list for the 'What Changed: First or Last' challenge.
- You can pick words from this list any time you need 2-sound words.

AROUND THE WORLD IN 20 STEPS

- This list uses all 'stretchy' sounds (the easiest kind).
- Each word on the list is one sound different from the one above it.
- The child figures out which sound changed: First, or Last?
- If you go through the whole list, you will end up where you began. Fun!

1. Ask the child to show you with blocks: ‘Roy.’ (r-oy = 2 blocks)
2. If that says ‘Roy’ . . . show me ‘soy.’ (s-oy)
   (Child changes the first block.)
3. If that says ‘soy’ . . . show me ‘zoy.’ (z-oy)
   (Child changes the first block.)
4. If that says ‘zoy’ . . . show me ‘zah.’ (z-ah)
   (Child changes the second block.)
5. If that says ‘zah’ . . . show me ‘la.’ (l-a)
   (Child changes the first block.)
6. If that says ‘la’ . . . show me ‘fah.’ (f-ah)
   (Child changes the first block.)
7. If that says ‘fah’ . . . show me ‘ha.’ (h-ah)
   (Child changes the first block.)
8. If that says ‘ha’ . . . show me ‘how.’ (h-ow)
   (Child changes the second block.)
9. If that says ‘how’ . . . show me ‘mou.’ (m-ou)
   rhymes with ‘how’
   (Child changes the first block.)
10. If that says ‘mou’ . . . show me ‘my.’ (m-y)
    (Child changes the second block.)
11. If that says ‘my’ . . . show me ‘sigh.’ (s-igh)
(Child changes the first block.)

12. If that says ‘sigh’ . . . show me ‘rye.’ (r-ye)  
(Child changes the first block.)

13. If that says ‘rye’ . . . show me ‘fie.’ (f-ie)  
(Child changes the first block.)

14. If that says ‘fie’ . . . show me ‘lie.’ (l-ie)  
(Child changes the first block.)

15. If that says ‘lie’ . . . show me ‘nie.’ (n-ie)  
(Child changes the first block.)

16. If that says ‘nie’ . . . show me ‘jie’ (j-ie)  
(Child changes the first block.)

17. If that says ‘jie’ . . . show me ‘gee.’ (g-ee)  
(Child changes the second block.)

18. If that says ‘gee’ . . . show me ‘fee.’ (f-ee)  
(Child changes the first block.)

19. If that says ‘fee’ . . . show me ‘ree.’ (r-ee)  
(Child changes the first block.)

20. If that says ‘ree’ . . . show me ‘Roy.’ (r-oy)  
(Child changes the second block.)
Two Sound - List 3

- Use this list for the 'What Changed: First or Last' challenge.
- You can pick words from this list any time you need 2-sound words.

AROUND THE WORLD IN 20 STEPS

- This list uses all 'stretchy' sounds (the easiest kind).
- Each word on the list is one sound different from the one above it.
- The child figures out which sound changed: First, or Last?
- If you go through the whole list, you will end up where you began. Fun!

1. Ask the child to show you with blocks: ‘s.’ (s = 1 block)

2. If that says ‘s’ . . . show me ‘sah.’ (s-ah = 2 blocks)
   (Child adds a second block after the ‘s’ block.)

3. If that says ‘sah’ . . . show me ‘rah.’ (r-ah)
   (Child changes the first block.)

4. If that says ‘rah’ . . . show me ‘rye.’ (r-ye)
   (Child changes the second block.)

5. If that says ‘rye’ . . . show me ‘roe.’ (r-oe)
   (Child changes the second block.)

6. If that says ‘r-oe’ . . . show me ‘show.’ (sh-ow)
   (Child changes the first block.)

7. If that says ‘show’ . . . show me ‘moe.’ (m-oe)
   (Child changes the first block.)

8. If that says ‘moe’ . . . show me ‘me.’ (m-e)
   (Child changes the second block.)

9. If that says ‘me’ . . . show me ‘Lee.’ (l-ee)
   (Child changes the first block.)

10. If that says ‘Lee’ . . . show me ‘zee.’ (z-ee)
    (Child changes the first block.)

11. If that says ‘zee’ . . . show me ‘zoo.’ (z-oo)
    (Child changes the second block.)

12. If that says ‘zoo’ . . . show me ‘woo.’ (w-oo)
(Child changes the first block.)

13. If that says ‘woo’ . . . show me ‘wow.’ (w-ow)
(Child changes the second block.)

14. If that says ‘wow’ . . . show me ‘now.’ (n-ow)
(Child changes the first block.)

15. If that says ‘now’ . . . show me ‘how.’ (h-ow)
(Child changes the first block.)

16. If that says ‘how’ . . . show me ‘haw’ (h-aw)
(Child changes the second block.)

17. If that says ‘haw’ . . . show me ‘vaw.’ (v-aw)
(Child changes the first block.)

18. If that says ‘vaw’ . . . show me ‘jaw.’ (j-aw)
(Child changes the first block.)

19. If that says ‘jaw’ . . . show me ‘saw.’ (s-aw)
(Child changes the first block.)

20. If that says ‘saw’ . . . show me ‘s.’ (s = 1 block)
(Child removes the second block.)
Two-Sound List 4

- Use this list for the 'What Changed: First or Last' challenge.
- You can pick words from this list any time you need 2-sound words.

AROUND THE WORLD IN 20 STEPS

- This list uses all 'stretchy' sounds (the easiest kind).
- Each word on the list is one sound different from the one above it.
- The child figures out which sound changed: First, or Last?
- If you go through the whole list, you will end up where you began. Fun!

1. Ask the child to show you with blocks: 'in.' (i-n = 2 blocks)

2. If that says ‘in’ . . . show me ‘if.’ (i-f )
   (Child changes the second block.)

3. If that says ‘if’ . . . show me ‘iss.’ (i-ss)
   (Child changes the second block.)

4. If that says ‘iss’ . . . show me ‘sss.’ (sss)
   (Child removes the first block.)

5. If that says ‘sss’ . . . show me ‘saw.’ (s-aw)
   (Child adds second block.)

6. If that says ‘saw’ . . . show me ‘vaw.’ (v-aw)
   (Child changes the first block.)

7. If that says ‘vaw’ . . . show me ‘aw.’ (aw)
   (Child removes the first block.)

8. If that says ‘aw’ . . . show me ‘Oz.’ (O-z)
   (Child adds a second block.)

9. If that says ‘Oz’ . . . show me ‘off.’ (o-ff)
   (Child changes the second block.)

10. If that says ‘off’ . . . show me ‘on.’ (o-n)
    (Child changes the second block.)

11. If that says ‘on’ . . . show me ‘nnn.’ (nnn)
    (Child removes the first block.)

12. If that says ‘nnn’ . . . show me ‘nuh.’ (n-uh)
(Child adds a second block.)

13. If that says ‘nuh’ . . . show me ‘huh.’ (h-uh)
(Child changes the first block.)

14. If that says ‘huh’ . . . show me ‘zuh.’ (z-uh)
(Child changes the first block.)

15. If that says ‘zuh’ . . . show me ‘uh.’ (uh)
(Child removes the first block.)

16. If that says ‘uh’ . . . show me ‘um’ (uh-m)
(Child adds a second block.)

17. If that says ‘um’ . . . show me ‘us.’ (u-s)
(Child changes the second block.)

18. If that says ‘us’ . . . show me ‘uff.’ (u-ff)
(Child changes the second block.)

19. If that says ‘uff’ . . . show me ‘un.’ (u-n)
(Child changes the second block.)

20. If that says ‘un’ . . . show me ‘in.’ (i-n)
(Child changes the first block.)
Two-Sound List 5

- Use this list for the 'What Changed: First or Last' challenge.
- You can pick words from this list any time you need 2-sound words.

This list emphasizes the tricky short vowel sounds
i (ih) as in igloo, and e (eh) as in elephant
to give the child extra opportunity to hear them clearly.

AROUND THE WORLD IN 20 STEPS

- This list uses all 'stretchy' sounds (the easiest kind).
- Each word on the list is one sound different from the one above it.
- The child figures out which sound changed: First, or Last?
- If you go through the whole list, you will end up where you began. Fun!

1. Ask the child to show you with blocks: ‘eh.’ (eh = 1 block)

2. If that says ‘eh’ . . . show me ‘edge.’ (e-dge = 2 blocks)
   (Child adds a second block.)

3. If that says ‘edge’ . . . show me ‘Ed.’ (E-d)
   (Child changes the second block.)

4. If that says ‘Ed’ . . . show me ‘et.’ (e-t) as in etc.
   (Child changes the second block.)

5. If that says ‘et’ . . . show me ‘ess.’ (e-sss) name of S
   (Child changes the second block.)

6. If that says ‘ess’ . . . show me ‘eff.’ (e-fff) name of F
   (Child changes the second block.)

7. If that says ‘eff’ . . . show me ‘emm.’ (e-mmm) name of M
   (Child changes the second block.)

8. If that says ‘emm’ . . . show me ‘mmm.’ (mmm)
   (Child removes the first block.)

9. If that says ‘mmm’ . . . show me ‘ma.’ (m-ah) as in mama
   (Child adds a second block.)

10. If that says ‘mah’ . . . show me ‘fah.’ (f-ah) as in father
(Child changes the first block.)

11. If that says ‘fah’ . . . show me ‘la.’ (l-ah)
(Child changes the first block.)

12. If that says 'la' . . . show me 'sa.' (s-ah)
(Child changes the first block.)

13. If that says ‘sa’ . . . show me ‘sih.’ (s-ih) as in sip
(Child changes the second block.)

14. If that says ‘sih’ . . . show me ‘rih.’ (r-ih) as in rib
(Child changes the first block.)

15. If that says ‘rih’ . . . show me ‘zih.’ (z-ih) as in zipper
(Child changes the first block.)

16. If that says ‘zih’ . . . show me ‘wih’ (w-ih) as in win
(Child changes the first block.)

17. If that says ‘wih’ . . . show me ‘weh.’ (w-eh) as in wet
(Child changes the second block.)

18. If that says ‘weh’ . . . show me ‘veh.’ (v-eh) as in vet
(Child changes the first block.)

19. If that says ‘veh’ . . . show me ‘sheh.’ (sh-eh) as in shed
(Child changes the first block.)

20. If that says ‘sheh’ . . . show me ‘eh.’ (eh = 1 block)
(Child removes the first block.)
THE FLOOR:
Phonemic Awareness Block Challenge

- One-inch cubes are perfect.
- Use four or five different colors.
- You’ll need three or four blocks of each color.
- Play these at a table, or on the floor.

Can your child play 'What's New? First or Last?' Lists 1 thru 5?
Then let's play:

What Changed? One to Three Sounds
1. Ask your child to show you, with blocks, a one-to-three sound word. (Nonsense words are fine!) For example:

- You say ‘shoe’ -- and the child lines up two different colored blocks
- (sh-oe = 2 sounds, shown by 2 blocks)

2. Then add or take away a sound; or change one of the sounds. For example:

- You could say “If this [block arrangement ] is ‘shoe,’ show me ‘show.’”
- (You changed the second sound: sh-oe --> sh-ow.)

- Or instead, you could say “If this is ‘shoe,’ show me ‘looo’”
- (You changed the first sound: sh-oe --> l-oo.)

- Or you could say, “If this is ‘shoe,’ show me ‘shoop.’
- (You added a sound at the end: sh-oe --> sh-oop.)

- Or you could say, “If this is ‘shoe,’ show me ‘oo.’
- (You took away the first sound: shoe --> oo.)

3. The child changes the block pattern -- adds, takes away, or changes one of the blocks-- to show which sound has been added, removed, or changed.

<table>
<thead>
<tr>
<th>You say . . .</th>
<th>Child places block:</th>
</tr>
</thead>
<tbody>
<tr>
<td>so</td>
<td>s - o:</td>
</tr>
<tr>
<td></td>
<td>blocks</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>If that says 'so' show me 'no'</td>
<td>n - o: block</td>
</tr>
<tr>
<td></td>
<td>changes 1st</td>
</tr>
<tr>
<td>If that says 'no' show me 'noze'</td>
<td>n - o - ze: adds a 3rd block</td>
</tr>
<tr>
<td>If that says 'noze' show me 'nize'</td>
<td>n - i - ze: changes middle block</td>
</tr>
<tr>
<td>If that says 'nize' show me 'nime'</td>
<td>n - i - me : changes 3rd block</td>
</tr>
<tr>
<td>If that says 'nime' show me 'lime'</td>
<td>l - i - me: changes 1st block</td>
</tr>
<tr>
<td>If that says 'lime' show me 'shime'</td>
<td>sh - i - me : changes 1st block</td>
</tr>
</tbody>
</table>

HINT: S-t-r-e-t-ch the ‘stretchy’ sounds at first to help your child learn the game: “Sh-h-h-h-o-o-o-o-o-0-0-0-0-0-0-0-p.”