

# Word Play

## Objective

Students will manipulate sounds and words orally.

## Materials

- Handout 1: Overview of Phonological Awareness Continuum (for teacher)
- Read-aloud (nursery rhyme, etc.)
- Handout 2: Word Play (for teacher)

## Overview

Provide students with multiple opportunities for practice with corrective feedback. Maintain a brisk pace.

## Activity

1. Use Handout 1 to identify target skill(s) to be taught or reviewed.
2. Find words, phrases, and sentences in the read-aloud to use.
3. Use the script on Handout 2 to guide your instruction.

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2009). *Teacher reading academies*. Austin, TX: Author.

## Overview of Phonological Awareness Continuum

Type	Description	Example
<b>Phonemic Awareness</b>	Blending phonemes into words, segmenting words into individual phonemes, and manipulating phonemes in spoken words	/k/ /a/ /t/ /sh/ /i/ /p/ /s/ /t/ /o/ /p/
<b>Onsets and Rimes</b>	Blending and segmenting the initial consonant or consonant cluster (onset) and the vowel and consonant sounds that follow (rime)	/m/ /ice/ /sh/ /ake/
<b>Syllables</b>	Combining syllables to say words or segmenting spoken words into syllables	/mag/ /net/ /pa/ /per/
<b>Sentence Segmentation</b>	Segmenting sentences into spoken words	The dog ran away. 1    2    3    4
<b>Alliteration</b>	Producing groups of words that begin with the same initial sound	ten tiny tadpoles
<b>Rhyme</b>	Matching the ending sounds of words	cat, hat, bat, sat

# Word Play

## Title of Book:

## Rhyme

1. "Let's think of rhyming words. Tell me a word that rhymes with..."
2. "Listen to the two words I say and tell me whether they rhyme."

## Alliteration

"Tell me two more words that begin with the same sound as..."

## Sentences

1. "I will say a sentence."  
Say a sentence.  
"Now you say part of the sentence."  
Students say part of the sentence.  
"Good. Now say part of that."  
Continue until students are down to one word.
2. "I will say a sentence."  
Say a sentence.  
"Now say it again with me and move one counter as you say each word."  
Repeat the sentence slowly with students.

## Syllables

1. "Listen to the sounds I say and then tell me the word."
2. "Let's count syllables in words. How many syllables do you hear in...?"

## Onsets and Rimes

"Listen to the sounds I say and tell me the word."

## **Phonemes**

### ***Blending Phonemes***

“Listen to the sounds I say and tell me the word.”

### ***Segmenting Words Into Phonemes***

1. “I will say a word, and I want you to count each sound you hear. How many sounds do you hear in...?”
2. “Listen to the word I say and tell me the first sound you hear. What’s the first sound in...?”
3. “Listen to the word I say and tell me the final, or last, sound you hear. What’s the last sound in...?”
4. “Listen to the word I say and tell me the middle sound you hear. What’s the middle sound in...?”

### ***Manipulating Phonemes***

1. “Let’s leave out the first sound in a word. Say \_\_\_\_ without the \_\_\_\_.”
2. “Let’s change sounds in words. Say this word: \_\_\_\_\_. Now, instead of \_\_\_\_, say \_\_\_\_\_. What’s the word?”

Adapted from Neuhaus Education Center. (1992). *Reading readiness*. Bellaire, TX: Author.