

J4: Snap It On: First Sound

Lesson Objective: Using manipulatives and a counting mat for visual aids, children will hear a two-phoneme spoken word, correctly order the phonemes, and add a new initial phoneme to the original word to form a new word.

Materials

- [Snap It On: First Sound mat](#)
- [sound counting cards](#)
- [word list](#)

Print out the word list, mat and sound counting cards, preferably on sturdy cardstock paper. Cut apart the sound counting cards. The word list is for the adult's reference only.

Set the mat in front of the child, with the sound counting cards next to it.

Activity

Video: How to play Snap It On: First Sound

Explain to your child how you can have one word and then add a sound to the beginning of it, “snapping it on,” to make a brand-new word. Review dividing words into individual sounds, and emphasize counting the sounds.

Adult: Sometimes you can snap a sound onto the beginning of a word to make a brand-new word. Let me show you how.

Listen to my word: aim.

“I aim the dart at the bullseye.” Aim. What word?

Child: Aim!

Adult: Now I'll say aim a sound at a time, and you count the sounds I say.

Get ready: āāā* ••• mmm.

How many sounds did you hear?

Child: Two!

J4: Snap It On: First Sound (continued)

Adult: Yes, two. Now you say aim slowly, a sound at a time,
and tell me how many sounds you say. Get ready:

Child: āāā • • • mmm. I said two sounds!

Now show the child how to use the mat and sound counting cards to mark how many sounds she hears in a word.

Adult: That's right, two sounds. Put one of these cards in the top row on the house,
one card for every sound you say in aim.

Start here. [Point to top left "window."]

Say the first sound as you put down your first card.

Child: āāā. [Puts down first sound counting card.]

Adult: Say the next sound in aim.

Child: mmm.

Adult: Yes, mmm. Keep saying that sound while you put a card in the window
next to the āāā card. [Point to correct "window."]

Child: mmm. [Puts down second sound counting card.]

Adult: Now point under each card and say the sounds for aim.

Child: āāā [points to first card] mmm [points to second card]

Adult: Now, say those sounds fast. What's the word?

Child: Aim!

Adult: Good job.

Then demonstrate the same technique for counting the sounds in a three-sound word. This three-sound word is actually the two-sound word she just analyzed, but with a new sound "snapped" onto the beginning to make a new word.

Adult: Listen to me say a new word: game. "This is a fun game."

What's the first sound you hear in game?

Listen: g-g-g • • āāā • • mmm. Again: g-g-g • • āāā • • mmm.

J4: Snap It On: First Sound (continued)

Child: /g/.

Adult: Yes. Keep saying that sound as you put a card here.

[point to bottom left “window”]

Child: g-g-g. [Puts down sound counting card.]

Adult: What’s the next sound you hear in game, after the g-g-g sound?

Child: āāā!

Adult: Yes, now slide your āāā card in aim down from the top window
to the bottom window, so that it comes right after the g-g-g card.

Child: [moves card]

Adult: What sounds are on the bottom row now? Point to the cards and tell me their
sounds. Always start here. [Point to bottom left “window.”]

Child: g-g-g [points to first card] āāā [points to second card]

Adult: What sound do you hear in game that you still need?

Say it slowly to stretch out the sounds. Get ready:

Child: g-g-g • • āāā • • mmm. I need mmm.

Adult: Yes, mmm. So slide your mmm card in aim down from the top window to the bottom
window, so that it comes right after the āāā card.

Child: [moves card]

Adult: Now point to each card in the bottom row and say its sound, in order. Always start
here. [Point to bottom left “window.”] Get ready.

Child: g-g-g [points to first card] āāā [points to second card] mmm [points to third card]

Adult: Point to each card again and say the sounds fast. What’s the word?

Child: g-āāā-mmm. Game!

Adult: Yes! You snapped a sound onto the beginning of the word aim, and made a new
word: game.

Have the child remove the sound counting cards from the mat to get ready for the next round of the game. “Snap” sounds onto about ten words from the provided word list.

J4: Snap It On: First Sound (continued)

NOTE: A line above a vowel (for example, ā) indicates that it is the “long” vowel sound, which is the same as the vowel’s name.

Small Groups (2-5 children)

Additional Materials:

- enough work mats and sound counting cards for each child
- optional: pocket chart

Adaptation: Read the main activity, watch the video, and follow the instructions above, with the following changes:

Warm up by asking children if they have jackets or shirts with snaps on them. Explain that they are going to snap a sound onto the beginning of a word to make a brand-new word.

Do the activity as a group. Demonstrate how to place the sound cards on the mats as you say the sounds. When the children have a grasp of the concept, give each one a work mat and three sound cards. Have the children verbalize the phonemes as they manipulate their counters on their mats. Use words from the word list to provide many opportunities for practice.