

J6: Snap It On: Last Sound

Lesson Objective: Using manipulatives and a counting mat for visual aids, children will correctly order the phonemes in a two-phoneme spoken word, then add a new phoneme to the end to create a new three-phoneme word.

Materials

- [Snap It On: Last 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: Last Sound

Remind your child how you can have one word and then add a sound to the end 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 end of a word to make a brand-new word. Let me show you how.

Listen to my word: see.

“I see that you are paying attention.” See. What word?

Child: See!

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

Get ready: sss ••• ēēē*

How many sounds did you hear?

Child: Two!

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

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Child: sss ••• ēēē. 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 see.

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

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

Child: sss. [Puts down first sound counting card.] Adult: Say the next sound in see.

Child: ēēē.

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

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

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

Child: sss [points to first card] ēēē [points to second card] Adult: Now, say those sounds fast. What's the word?

Child: See!

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 end to make a new word.

Adult: Listen to me say a new word: seal. "We saw a seal at the aquarium." What's the last sound you hear in seal?

Listen: sss •• ēēē •• lll. Again: sss •• ēēē •• lll.

Child: lll.

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

[point to bottom right “window”]

Child: Ill. [Puts down sound counting card.] Adult:

What’s the first sound you hear in seal?

Child: sss!

Adult: Yes, now slide your sss card in see down from the top window to the bottom window underneath it.

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: sss [points to first card]. Ill [points to second card] Adult:

What sound do you hear in seal that you still need?

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

Child: sss •• ēēē •• Ill. I need ēēē.

Adult: Yes, ēēē. So slide your ēēē card in see down from the top window to the bottom window, so that it comes right after the sss 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: sss [points to first card] ēēē [points to second card] Ill [points to third card] Adult:

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

Child: sss-ēēē-Ill. Seal!

Adult: Yes! You snapped a sound onto the end of the word see,
and made a new word: seal.

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.

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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:

Remind the children how they “snapped” a sound onto the beginning of a word to make a new word. Explain that they are now going to snap a sound onto the end of a word to make a brand-new word.

Do the activity as a group. Demonstrate how to place the sound cards on the mat as you say the sounds, providing several examples. 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.

Call on different children to respond for each step of the process and to say the phoneme as they manipulate its corresponding sound marker. Then the whole group can repeat and follow what that child is doing. Have the whole group say the new word together.