

J9: Snap or Snip: Last Sound

Lesson Objective: Using manipulatives and counting mats for visual aids, children will hear, count, and correctly sequence the phonemes in two spoken words to determine which word has more phonemes.

Materials

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

Print out the word list, mats 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 both mats in front of the child, with the sound counting cards next to them.

Activity

Video: How to play Snap or Snip: Last Sound

Explain to your child that you will say two words, and his job is to count the sounds in each word and decide which has more sounds, the first word or the last word.

Adult: Listen to the two words I say.

Then repeat them and count the sounds you hear in each word.

If you hear more sounds in the first word, you will use the Snip windows [point to Snip it Off mat] so you can snip off a sound to make the last word in the bottom row.

But, if you hear more sounds in the last word, you will use the Snap windows [point to Snap it On mat] so you can snap on a sound to make the last word in the bottom row.

J9: Snap or Snip: Last Sound (continued)

Now guide your child through a round of the game:

Adult: Let me show you what I mean.

Listen to my two words: row, road. Again: row, road.

Now say and count the sounds in row.

Child: rrr – ōōō. Two sounds!

Adult: Yes, row has two sounds. How many sounds does road have?

Say it and count the sounds you say.

Child: rrr – ōōō – d. Three sounds!

Now the child must judge which of the two words has more sounds.

Adult: Since row was my first word, do you need to snap a sound
on to row or snip a sound off of row to make road?

Child: Um...I don't know. Snip off?

[This is the wrong answer, but let him figure it out for himself.]

Adult: Okay, use your Snip windows to see if you're right.

Use the sound counting cards to fill in the top row
with the sounds you hear in row.

Child: rrr – ōōō. Uh-oh. I have a extra window.

Adult: Well, try putting the cards in the Snap windows and see if they fit there.

Use the sound counting cards to fill in the top row
with the sounds you hear in row.

Child: rrr – ōōō. They fit!

Adult: Good! My second word was road. Say road and count the sounds
you hear in the bottom row of windows.

Child: rrr – ōōō – d. Three sounds, and three windows!

J9: Snap or Snip: Last Sound (continued)

Adult: So, you needed to snap on a sound to row to make road?

Child: Yes!

Adult: What sound did you snap on to row to make road?

Child: d

Adult: Right. Use a new sound card for d, and bring the cards for rrr and oōō
down from the top row of windows to the bottom row.

Review and reinforce the child's choices to snip or snap, and to change a sound at the beginning or end of the word, to be sure she understands the concepts.

Adult: Look at the house where you put your sound counting cards.

Did the snip or the snap windows work with these words?

Child: The snap windows.

Adult: Why?

Child: Because I had to snap a sound onto row to make road!

Adult: Yes! Now tell me where you snapped on the sound —
at the beginning of row or at the end of row?

Child: Um...

Adult: Did you say road, or dro?

Child: road

Adult: Where is that d sound — at the beginning or end of road?

Child: At the end!

Adult: Good job!

Go through five-to-ten-word pairs in a session. Be sure to mix up the order, so that sometimes the longer word is first, and sometimes the shorter word is first.

J9: Snap or Snip: Last 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 (for displaying work mats and sound counting cards)

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

Review the concepts of the Snap It On and Snip It Off activities.

Do the activity as a group, with only one set of work mats displayed on the pocket chart. Practice counting the sounds and deciding which word has more sounds. Make sure everyone in the group follows each step and repeats in unison the phonemes in each word.

When the children have a grasp of the concept, give them each a set of work mats and three sound counting cards. Provide several opportunities for practice. This game may be played for multiple sessions.