

K3: Separating Sticky Sounds

Lesson Objective: Using sound counting markers and a work mat, children will hear a three-sound word with a consonant blend, count and order the three sounds, and delete the first consonant sound in order to form and orally state a new word.

Materials

- sound counting markers — you only need three of the markers for this game
- work mat
- word list

These are the same materials used for Activity K1: Sticky Sounds.

Print out the sound counting markers and mat, preferably on sturdy card-stock paper. Cut apart the sound counting markers.

Print the word list, but do not show it to the child. This is for the adult's reference only.

Activity

Video: How to play Separating Sticky Sounds Start out

by explaining the concept of the game to your child.

Adult: You've already learned about sticky sounds that like to stick together at the beginning of a word. In this game we're going to practice pulling those sticky sounds apart.

You will listen very carefully to the beginning sounds of a word.

I'm going to show you how to take one of the sticky sounds away from the beginning of a word to make a new, shorter word.

Put the sound counting markers and the work mat in front of the child. She will use these to count the sounds in the words of this activity.

K3: Separating Sticky Sounds (continued)

Remind her that we read words from left (the green circle, as in “go”) to right (the red triangle at the end of the arrow, as in “stop”). Have her use her index finger to trace the arrow from the green circle to the red triangle.

Adult: Use these markers to show me the sounds in the word I say.

Listen carefully: glow. “My sneakers glow in the dark.”

Say glow. What word?

Child: Glow.

Adult: Yes. Say the sounds in glow,

and put a marker on the mat for each sound you say.

Start here. [Point to green circle on the top arrow.]

Child: /g/ [places 1st marker] ... /lll/ [places 2nd marker] ... /ōōō/
[places 3rd marker]

Adult: Good, you placed the sound markers in just the right order to make the word glow.

Now tell the child how to count the sounds in a second word by putting sound counting markers on the second arrow of the work mat.

Adult: I’m going to say another word, and you’re going to count the sounds again.

If you hear a sound that you already used to make the word glow,
move that sound marker down from that word.

What was the first word?

Child: Glow.

Adult: Yes. Here’s my new word. Listen: low.

“The man spoke in a low voice.” What word?

Child: Low.

K3: Separating Sticky Sounds (continued)

Adult: Now say all the sounds in low and put them in the order you say them on the mat.

Remember, if you need a sound marker that you already used for a sound in glow, pick up the marker from the top arrow and move it to the right place on the bottom arrow.

Child: /lll/ ... I used that in glow, so I move this marker down here.

Adult: Okay. What sound comes next?

Child: lll-ōōō ... I need /ōōō/!

Adult: Did you use the /ōōō/ marker for one of the sounds in glow?

Child: Yes. So I have to move the marker down to the bottom arrow.

Adult: Good. Now say the sounds in your new word, quickly.

Child: Low.

Adult: What sound in glow did you not use to make low?

Child: /g/

Adult: That's right. /g/ and /lll/ are sticky sounds in the word glow, but you pulled them apart and cut off the /g/ sound to make the word low!

Once your child has successfully completed one round of the game, have her remove the sound counting markers from the mat before starting the next round.

One session of this game should last 10-15 minutes, with you and your child covering 6-8-word pairs. Repeat these word pairs several times in random order within the session to give your child lots of practice.

K3: Separating Sticky Sounds (continued)

Small Groups (2-5 children)

Additional Materials:

- enough work mats and sound counting markers for each child
- optional: pocket chart (for displaying work mat and counters)

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

You may need to cut the mat into two parts. Leave one row open under each section of the mat for the sound counting cards. Place the work mat in the pocket chart or tape it to a wall so that the children can easily see it. Do the activity together, demonstrating how to separate a consonant sound from the beginning of a word to make a shorter word.

Repeat the two words (e.g., blow, low) slowly a number of times. First have the group repeat the two words in unison. Then call on each child to repeat the two words after you. Lastly, have the group repeat the the two words after you in unison, but at a faster pace.

When the children are ready, give each one a work mat and three sound counting cards. Do the activity together, using the word list for more practice choices. Call on children randomly to repeat your directions to the group as the group follows each step in building the original and the new word. Using the markers and mat, give each child a turn to say and then blend the sounds for both the three-phoneme and the two-phoneme words. Closely monitor each child's work, and make note of the children who may need extra individual review and practice with this skill.