

# K4: Separating More Sticky Sounds

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

## Materials

- [sound counting markers](#) — you only need four of the markers for this game
- [work mat](#)
- [word list](#)

These are the same materials used for [Activity K2: More 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 More 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 do more practice pulling those sticky sounds apart.

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

I'm going to remind 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. He will use these to count the sounds in the words of this activity.

## K4: Separating More Sticky Sounds (continued)

Remind him 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 him use his 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: flip. “I did a flip on the trampoline.”

Say flip. What word?

Child: Flip.

Adult: Yes. Say the sounds in flip, and put a marker on the mat for each sound you say.

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

Child: /fff/ [places 1st marker] ... /lll/ [2nd marker] ... /iii/ [3rd marker] ... /p/ [4th marker]

Adult: Good job. You placed the sound markers in just the right order to make the word flip.

Now tell the child how to count the sounds in a second word by putting sound counting markers on the bottom 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 flip, move that sound marker down from that word.

What was the first word?

Child: Flip.

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

“When I pout, I stick out my lip.” What word?

Child: Lip.

## K4: Separating More Sticky Sounds (continued)

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

Remember, if you need a sound marker that you already used for a sound in flip, 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 flip, so I move this marker down here.

And /iii/ ... that was in flip too!

Adult: Did you use the /p-p-p/ marker for one of the sounds in flip?

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

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

Start here. [Point to green circle on bottom arrow.]

Child: l/i/p.

Adult: What sound in flip did you not use to make lip?

Child: /fff/

Adult: That's right. /fff/ and /lll/ are sticky sounds in the word flip,

but you pulled them apart and cut off the /fff/ sound

to make the word lip!

Once your child has successfully completed one round of the game, have him 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.

# K4: Separating More 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:

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.

Have four children stand in a line facing the teacher, and assign to each child a sound in the starting word (e.g., /sss/, /nnn/, /aaa/, and /p/ for snap). Each child says his sound in order. Then they each repeat their sound faster and faster until they can identify the word. Then have the /sss/ child step aside and the remaining children repeat their sounds (/nnn/, /aaa/, /p/) and identify the new word. Finally, add the deleted sound (the /sss/ child) back, and have the children re-make their original word. Do this multiple times, rotating which child gets to be the first consonant sound.

When the children are ready, give each one a work mat and four 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.