

# L3: First Sound Swap

Lesson Objective: Using visual aids, children will hear individual phonemes in a threesound word, identify and correctly order their corresponding lower-case alphabet sounds picture cards to build the word, read the word, and then swap the initial phoneme sound cards to produce and read a new word.

## Materials & Preparation

- [word work mat](#)
- [sound cards](#)
- [word list](#)

Print out the sound cards and the word work mat, preferably on sturdy card-stock paper, and cut apart the sound cards. For the word work mat, trim off the white edges and tape the pages together. Put the word work mat directly in front of your child. The word list is for the adult's reference only.

All the words in this activity contain short vowel sounds, so do a quick review of those sounds with your child. Use the [Egbert picture](#), the [Bingo Vowel Song](#), and the [vowel picture cards](#) as needed. The child should be able to quickly give the sound for each vowel when he sees the letter card as well as picking out the letter that goes with each vowel sound.

## Activity

Video: How to play First Sound Swap

Have the child put the sound cards in their matching squares on the word work mat, giving the sound for each letter or digraph as he moves the card to its place.

You will guide your child through building a three-sound word on his word work mat and then swapping the first sound to make other words in the same word family. Until he gets the hang of the activity, skip over words and word stems that contain digraphs (ch, sh, th, wh, and ng).

In the example below, we will lead a child through the words in the -ab word family, starting with cab.

## L3: First Sound Swap (continued)

Adult: Let's play another game where you swap sounds to make new words. I'll say three sounds, and you find each sound and move the card to the boxes at the bottom of the mat. Start here. [Point to left box.]

Get ready: /c/ [child moves card] ... /aaa/ [child moves card] ... /b/ [child moves card]

Now say the sound for each card. Start here. [Point to left box.]

Child: /c/ • /aaa/ • /b/.

Adult: Say the sounds fast. What word?

Child: /c/-/aaa/-/b/. Cab!

Adult: Good job. Now put the /c/ card back in its place. Swap it for the /d/ card.

Child: [Swaps cards.]

Adult: Say the sound on each card. Get ready:

Child: /d/ • /aaa/ • /b/.

Adult: Say the sounds fast. What word?

Child: /d/-/aaa/-/b/. d/a/b. Dab!

Adult: Yes. You swapped the first sound to turn cab into dab.

Now put the /d/ card back and swap it for the /g/ card.

Continue until your child has made all the words you have selected from that word family. Once the child has correctly made all the swaps in the word family, reverse the order. Go through the word family backward, from the final word tab back to cab.

Have the child put all three sound cards back in their places before beginning a new word family. Go through about twenty words (two-to-four-word families) in a session.

NOTE: You do not have to cover every word in a word family or even every word family. We have provided a large variety of words from which you can choose.

## L3: First Sound Swap (continued)

NOTE: Do not go so fast in this game that your child gets frustrated and discouraged. It is better to introduce just five to six words (and sound swaps) in one word family and repeat them in random order several times than it is to confuse or overwhelm the child by presenting too many word stems in a session. Your child's success with initial sound swaps will make the subsequent Beginning Reading games much easier for him.

### Small Groups (2-5 children)

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Additional Materials:

- optional: pocket chart to display work mat and sound cards

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

Do a quick review of short vowel sounds by pointing to random vowels and having the children say the sounds. Reverse the activity by giving the sound and asking the children to touch the matching sound card and say the vowel name. Be sure each child in the group has performed both these review tasks.

Play the game together, giving the sound and moving the first letter to the bottom row of the chart. Let the children take turns choosing a letter from the chart to place as a first sound. Ask the entire group, "What new word did we make?" Always have the children give the sound for the new letter card and blend the sounds into a new word both individually and as a group.