Big 5
Transitions
This game teaches children to listen for directions and for the words Simon Says.
(Hint: You could insert the teacher’s name instead of Simon). Children are to follow the directions only when the teacher says “Simon Says”.

- Simon says, touch your nose
- Simon says, touch your knee

Once the children are following the directions, give a direction without saying Simon says:

- Touch your nose

PHONOLOGICAL AWARENESS - LISTENING
You Clap and You Clap

Say the verse:

“You clap and you clap and you clap and you stop! (Children need to listen and stop when you say stop).

Do it the same a couple times and then change the pattern so that children have to pay attention. For example:

You clap and you clap and you clap and you clap and you clap and you clap and you stop.

When you change it up, it helps children to pay attention to the game more closely.

PHONOLOGICAL AWARENESS - LISTENING
Clap out a pattern and ask the children to repeat it. Change the pattern once children can master an easy pattern (clap, clap, pause, clap, clap). Reinforce children:

“You are using your ears to listen.”
What Is It Bag?

Fill a basket or bag with theme related objects.

Introduce and explain each object and its meaning.

Bring an object out of the basket/bag and sing:

What is it?  What is it?  What is it?  Do you know?

(Have a designated child pull something out and show the group.)

It’s a ________, it’s a ________, it’s a _______ yes it is.

VOCABULARY
Alphabet Song - Letter Names  (Tune: Jeopardy Song)

Aa, Bb, Cc, Dd, Ee, Ff,
Gg, Hh, Ii, Jj, Kk, Ll, Mm,
Nn, Oo, Pp,
Qq, Rr, Ss,
Tt, Uu, Vv,
Ww, Xx, Yy and Zz

(Refer to large alphabet card when singing this song. Point to each letter as you say it.)
Alphabet Song – Letter Sounds  (Tune: Jeopardy Song)
(Refer to alphabet card when singing this song. Point to each letter as you say it.)

A is apple /a/, /a/, /a/  E is elephant /e/, /e/, /e/
B is ball /b/, /b/, /b/, /b/, /b/  F is fingers /f/, /f/, /f/, /f/, /f/
C is computer /c/, /c/, /c/  G is gumballs /g/, /g/, /g/
D is doll /d/, /d/, /d/  H is horse /h/, /h/, /h/
I is igloo /i/, /i/, /i/, /i/  M is monkey /m/, /m/, /m/
J is jump /j/, /j/, /j/, /j/, /j/  N is necklace /n/, /n/, /n/, /n/, /n/
K is keys /k/, /k/, /k/  O is octopus /o/, /o/, /o/
L is lollipop /l/, /l/, /l/  P is pizza /p/, /p/, /p/
Q is queen /q/, /q/, /q/  U is up /u/, /u/, /u/
R is rain /r/, /r/, /r/, /r/, /r/  V is vacuum /v/, /v/, /v/, /v/, /v/
S is snake /s/, /s/, /s/  W is window /w/, /w/, /w/
T is tiger /t/, /t/, /t/  X is ox /x/, /x/, /x/
Y is yawn /y/, /y/, /y/, /y/  Z is zipper /z/, /z/, /z/, /z/, /z/, /z/

Now I’ve sung my ABCs

Next time won’t you sing with me.

LETTER NAMES & LETTER SOUNDS
Letters, Letters (chant)

Letters, letters, letters have names.

What is the name of this letter? (Draw and talk about the way the letter is made as you write it)

___ ___ ___ ___ ____, ____ is the name of this letter.

You might want to add, “I’m writing the first letter of ________’s name.”

Letters, letters, letters make sounds.

What is the sound that this letter makes?

/___/ /___/ /___/ /___/ /___/, /___/ is the sound of this letter.
Name Game #1

“Follow my directions if your name starts with this letter.”
(Say the name or sound of the letter you want to start with and write it on a dry-erase board.)

“Clap 2 times if your name starts with this letter” (point to letter on dry-erase board)

Extend this activity to include lowercase letters in the rest of the child’s name. Remember to say the name or sound of the letter and write it out each time!

“Put one hand under your chin if your name has this letter.”
“Touch your knees if your name ends with this letter.”
“Those whose name begins like this may get ready to go home.”
“If you have this letter _____ anywhere in your name, you may get ready for snack.”

LETTER NAMES & LETTER SOUNDS
Alphabet Name Game
(Tune: Mary Had A Little Lamb)

If your name begins with _____,
Begins with _____, begins with _____,
If your name begins with _____,
Stand up, please.

Teacher: “Say your name”.

Substitute letter sounds for letter names.

LETTER NAMES & LETTER SOUNDS
Who has a /d/ word to share with us?
Who has a /d/ word to share with us?
Who has a /d/ word to share with us?
It must start with the /d/ sound!

(Call on children to supply word and class sings this together)

Dog is a word that starts with /d/.
Dog is a word that starts with /d/.
Dog is a word that starts with /d/.
Dog starts with the /d/ sound.
Every Letter Makes A Sound  (Tune: “Old McDonald”)

Every letter makes a sound,
E-I-E-I-O
And the letter ____ says /____/  /____/  /____/,  
E-I-E-I-O
With a /____/  /____/ here and a /____/  /____/ there, 
Here a /____/  there a /____/,  
Everywhere a /____/  /____/,  
Every letter makes a sound,
E-I-E-I-O

PHONOLOGICAL AWARENESS - LETTER SOUNDS
What’s the Sound? (Tune: “Old MacDonald Had a Farm?”)

What’s the sound that starts these words:
Turtle, time, and teeth? (Wait for a response from the children.)
/t/ is the sound that starts these words:
Turtle, time, and teeth.

With a /t/, /t/ here, and /t/, /t/ there,
Here a /t/, there a /t/, everywhere a /t/, /t/.
/t/ is the sound that starts these words:
Turtle, time, and teeth!

You all did great now clap your hands!
(clap, clap, clap, clap, clap).
You can use beginning sounds,
(clap, clap, clap, clap, clap). PHONOLOGICAL AWARENESS - LETTER SOUNDS
If You Think You Know This Word

(Tune: “If You’re Happy and You Know It”)

If you think you know this word, raise your hand,
If you think you know this word, raise your hand.
If you think you know this word,
If you think you know this word,
If you think you know this word, raise your hand.

(Supply a word stretching it out. Example: c-a-t)

PHONOLOGICAL AWARENESS - LETTER SOUNDS
Teaching Letter Sounds

(Have cards with animal pictures and letters)

Teach the song Old McDonald and each time emphasize the sound the animal makes by saying:

“What sound does a duck make?” (show picture of duck)

Once the children are familiar with the concept that animals make specific sounds then, teach the new concept that letters also make names. The letter “d” makes the sound of /d/. Then sing the song of Old McDonald again but this time show a letter (instead of an animal) and say the sound. Once the children are confident with the concept, the teacher can try to trick them by showing an animal and then a letter, letter, animal. These cards could be used to Rapid Automatic Naming once the children are accurate and confident with each of the items.

PHONOLOGICAL AWARENESS - LETTER SOUNDS
I Know A Song  (Tune: “Someone’s in the Kitchen with Dinah”)

I know a song that we can sing,
I know a song that we can sing,
I know a song that we can sing,
It goes something like this:

Fee-fi-fiddly-i-o
Fee-fi-fiddly-i-o-o-o-o
Fee-fi-fiddly-i-o-o-o-o
Now try it with the /k/ sound!

Kee-ki-kiddly-i-o
Kee-ki-kiddly-i-o-o-o-o
Kii-ki-kiddly-i-o-o-o-o
Now try it with the /b/ sound!

(Continue with other letter sounds)
A Searching We Will Go

(Tune: “A Hunting We Will Go”)

A searching we will go,
A searching we will go,
We’ll find a /c/ and add a(n) /ow/,
And we have cow!

(Continue with other words. When the children are proficient at the game, let them add their own words.)

LETTER NAMES & LETTER SOUNDS
My Fun Friends  (sing to tune of “London Bridge”)

Beginning sounds are fun to find, fun to find, fun to find.
Beginning sounds are fun to find, my fun friends.
Kate begins with /k/  /k/  /k/, /k/  /k/  /k/, /k/  /k/  /k/.
Kate begins with /k/  /k/  /k/, my fun friend.

Say a word that sounds like a child’s name and have the children identify the child.
Kite begins with /k/  /k/  /k/, /k/  /k/  /k/, /k/  /k/  /k/  
Kite begins with /k/  /k/  /k/, my fun friend.
Whose name starts with /k/ in our class?

After finishing My Fun Friends, ask children to say a simple word or show a common object (ball)
Ball begins with /b/  /b/  /b/, /b/  /b/  /b/, /b/  /b/  /b/
Ball begins with /b/  /b/  /b/ my fun friend.  Have children suggest other words that begin with the same sound.  Say. “What else begins with the /b/ sound?”
Name Riddles

Make up riddles using children’s names.

For example:

I’m thinking about a boy whose name begins with _____.

I’m thinking of a girl that has 2 beats or syllables in her name.

I’m thinking of a girl that starts with the same sound as /_____/.

I’m thinking of a boy that starts with the same sounds as cake.

I’m thinking of a boy that rhymes with _____.

LETTER NAMES, LETTER SOUNDS, ALLITERRATION & RHYME
Mystery Objects  (chant)

Place several small objects in a covered basket. The teacher reaches into the basket and says,

“It starts with /f/ and rhymes with ‘dish’.

The children raise their hands when they know what the mystery object is. The teacher continues to pull mystery objects out and give rhyming clues. As the children become more experienced, they may be able to give the clues to their peers.

- hat (cat) – bear (hair)
- mug (rug) – soap (rope)
- key (bee) – candle (handle)
- pen (hen) – frog (dog)
Alliteration Game Song  (Tune: Farmer in the Dell)

Alliteration game, alliteration game,
Listen to the beginning sounds,
They must start the same!
Ball (jump forward), Bonnie (jump backward)
Start the same! (jump up and down for each word)
Hear Rhyming Words or Beginning Sounds of Words

Play thumbs up or thumbs down.
Say 2 words and ask the children to repeat them and then decide if the words rhyme...if they sound the same at the end of the word or if they have the same beginning sound.

Rhyming words: go/top, in/lap, mad/sad, cat/rat, out/pig, run/sun, sing/ring, him/but, yes/my, hop/pop, map/lap, mom/ball, pig/big, brush/door, ten/pen, pill/hill...

Alliteration-beginning sounds of words: go/gate, lake/lap, bike/map, pop/shoe, pig/pipe, mom/milk, dad/do, bowl/lamp, peg/pill, light/apple...

You could also compare names of children in the class. Kate/Kelly, Teresa/Jill

ALLITERATION & RHYME
Echo Song  (chant)

Find pictures to represent the animals. You say the phrase first and children repeat sweet parakeet at it.

See you later alligator (hand over eyes)
Bye-bye butterfly (wave)
Give a hug ladybug (hug self)
Be sweet parakeet (index finger to side of mouth and twist)
Blow a kiss goldfish (blow a kiss)
See you soon raccoon (circles around eyes)
Take care polar bear (shake hands with self)
Out the door dinosaur (thumb to the door)

PHONOLOGICAL AWARENESS - RHYME
Rhyme Song  (Tune: “Skip to My Lou”)

_______, _________ these two rhyme.
_______, _________ these two rhyme.
_______, _________ these two rhyme.

They sound the same at the end!

Variation:
_______, _________ these don’t rhyme.
_______, _________ these don’t rhyme.
_______, _________ these don’t rhyme.

They don’t sound the same at the end!
Amy’s Song - Rhyming Names (chant)

We are going to rhyme with our names.
The ending sound will stay the same.
The beginning sound, it will change.
Who rhymes with late?
Kate. Yes, Kate/late, they rhyme. They sound the same at the end.

When they are good at names, you can try this variation:

Rhyming Objects
We are going to play a rhyming game.
The ending sound will stay the same.
The beginning sound, it will change.
What rhymes with (show an object or a picture. It could be a theme related item)
Ball. Yes, ball/tall, they rhyme. They sound the same at the end.

PHONOLOGICAL AWARENESS - RHYME
Willaby Wallaby

In this game, the teacher sings and uses the students’ names to complete the rhyme:

Willaby Wallaby Wusan,
An elephant sat on Susan.
Willaby Wallaby Wark,
An elephant sat on Mark.

Tip: As the children catch on to the rhyming pattern, they can generate the rhyme using other names.
Rhyming Transition

Say farm, now touch your arm,
Say bye, now touch your eye,
Say boulder, now touch your shoulder,
Say beg, now touch you leg,
Say yummy, now touch your tummy,
Say bed, now touch your head,
Say cup, please stand up.
Beanbag Rhyme Toss

Lay picture cards out on the floor. Have each child throw a beanbag onto one of the cards. Generate, or come up with as many rhyming words (or non-sense words) as you can for each picture.
Say Your Name  (chant)  
Teacher says:
Say your name.  ________________  (Break up name into syllables.  Children respond.)
Clap your name.  (Invite everyone to do it)
Stomp your name.  (Invite everyone to do it)
Whisper your name.  (Invite everyone to do it)

Teachers asks someone else to say their name and the poem starts over again.

Once children can say their names, the teacher could have children clap out theme related words.

PHONOLOGICAL AWARENESS – SYLLABLE SEGMENTING
Hickety, Pickety Bumble Bee  (chant)

Hickety, Pickety Bumble Bee,
Won’t you say your name for me.
Christina.
Let’s all say it. Chris/ti/na.
Let’s all clap it. Chris/ti/na.
Let’s all stomp it. Chris/ti/na.
Let’s all whisper it. Chris/ti/na.
Mount photos of all the children’s faces on index cards and place in a basket. Sit in a circle and pass the basket from one child to the next when the music begins. When the music stops, whoever is holding the basket pulls out a card with child’s face on it. The class repeats the name and claps out the number of syllables or parts as they say the name (e.g. Mor-gan has 2 claps, Em-i-ly has 3). Continue with the music until all names have been pulled from the basket. Tip: when instructing the children, it may be easier to describe syllables as the different parts of the word. Be sure to give them examples.
Syllables Song
Tune: Head, Shoulders, Knees & Toes

Have the children go through the motions of touching, in order, of their “head, shoulders, knees and toes” to syllables. The children will touch each body part to different syllables in a word you say. For example, if you say the word “elephant” (3 syllables), your child would touch his head “el”, his shoulders “e”, and his waist “phant”. Go in the following order: head, shoulders, waist, knees, toes, and back. That way there are enough body parts for multi-syllable words.

PHONOLOGICAL AWARENESS – SYLLABLE SEGMENTING