

In order to be good readers and spellers, children must learn that words are made up of small sounds (e.g., **bat** = /b/a/t/).

In order to get to this level, however, children must **first** be able to hear bigger 'chunks' in words (e.g., baseball = base-ball, butterfly = but-ter-fly).

**A child's ability to hear and clap out parts in words is usually well developed by the end of Junior Kindergarten. To help children hear & play with syllables in spoken words (not written), try some of the following activities:**

While bathing your children, talk to them about the objects around them: "Bubbles! Let's clap out the parts in bubbles - bub-bles", or, "water! wa-ter."

At dinner, look at what is on the table & hold out fingers for each part heard in different foods (e.g., po-ta-to, ham-bur-ger, spa-ghe-tti).

Once your children are really good at clapping out the parts they hear in words, ask them to "take away" some of the parts (e.g., "Say baseball. Now say it again, but don't say, "base". Say "ice-cream." Say it again but don't say 'ice.')

When getting dressed in the morning, jump once for each part in the clothing words you select (e.g., pants -1 jump, swea-ter -2 jumps, socks -1 jump).

When driving in the car, clap out the parts in the words for things you see (e.g., flow-ers -2 claps, tree -1 clap).

Have children drop cheerios in cups  
– one cheerio per syllable:



Have children hop into hoops  
– one hoop per syllable:



- Break down the sounds in some of the words below orally (e.g., Sep....tem....ber). Leave silence between each syllable. **DO NOT SHOW YOUR CHILDREN THE WORDS.**

- Say: "I Hear with My Little Ear, something that sounds like....":

(\*words have 3 sounds)

*Sep-tem-ber	*el-e-phant	ta-ble
*yes-ter-day	*but-ter-fly	*app-le-sauce
*por-cu-pine	*al-pha-bet	ma-gic
Tues-day	ra-coon	*won-der-ful
sha-dow	mu-sic	*cho-co-late
pic-ture	*pop-si-cle	*um-brel-la
*lol-li-pop	mon-ster	*Hal-low-eeen
sum-mer	*la-dy-bug	gar-den
tur-tle	spi-der	par-ty