



Sound Boxes

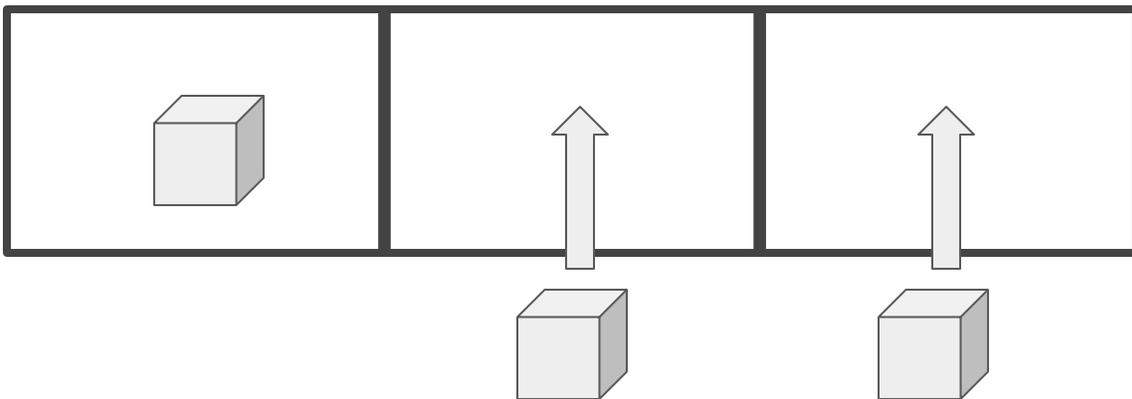
Skill: Segmenting

| <u>What you need</u> | <u>Who can play</u> |
|---|---------------------------------|
| Three cubes, dice, pennies, or rocks Drawn or printed copy of sound boxes (attached) | Child and adult / older sibling |

Segmenting involves hearing a word and separating it into its individual sounds in your mind. This skill is one part of **phonological awareness**. It will be needed when children are “sounding out” words to determine which sounds they contain so that they can write them. For example, the word *top* can be separated into the sounds /t/ /o/ /p/.

What you do

1. Use words with three sounds only (see the list below).
2. Say the word, and have your child repeat it after you.
3. Then have your child say the first sound in the word and place one object into the first sound box, to represent that sound.
4. Have them say the next sound and place an object in the second sound box.
5. And finally, have them say the third sound and place the last object in the third box.
For example, *cup* would be separated into the sounds /c/ /u/ /p/.
6. Continue with 5-15 other words with three sounds.



Tips

1. Stretch the words out if your child is having trouble separating the sounds.
2. Provide the sounds for your child, if needed. S/he will improve with practice!
3. Do each word several times, moving the objects out of the boxes to start again.



Words with three sounds (even if they have four letters)

| | | | | |
|-----|-----|-----|-----|------|
| bus | dig | fly | cab | got |
| fun | hug | jet | lip | men |
| nap | pin | red | sun | top |
| bun | cob | den | fin | gate |
| hop | kit | lag | map | nut |
| pen | rip | sag | tin | van |

Words with two sounds (even if they have three letters)

| | | | | |
|-----|-----|-----|------|-----|
| in | at | up | to | zoo |
| we | me | my | he | why |
| you | no | go | so | way |
| be | by | day | do | toe |
| guy | hay | hi | who | tee |
| key | lay | lie | low | sue |
| may | mow | moo | knee | see |

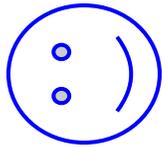
Other ways to play

1. If this seems too difficult, start with words with only two sounds. Once your child can do that easily, return to words with three sounds.
2. Instead of moving an object into a box for each sound, your child can jump once for each sound as they say the sounds out loud. Or, substitute other motions!

Taking it further

1. After making a word, tell your child that s/he is going to perform a magic trick. S/he is going to make the first word disappear by removing the object in the first box, and make a new word. For example, with the word *cup*, s/he would make *cup* disappear by removing the first object and then say what the new word is (*up*). Some of the new words will be nonsense words!
2. Make letter cards and have your child put the correct letter into each box instead of objects.

Sound boxes



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