



Count the Sounds

Skill: Segmenting

<u>What you need</u>	<u>Who can play</u>
Words with three or four sounds, from books that you have (not written, just chosen beforehand)	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. Say one of the words that you have chosen to your child.
2. Have your child count the number of sounds s/he hears in the word.
3. Have your child hold up the right number of fingers to indicate the number of sounds s/he heard.
4. If needed, review the correct answer with your child.

Other ways to play

1. Rather than having your child hold up fingers, have him/her use small objects (coins, beans, etc) to represent the number of sounds in the words.
2. Rather than having your child hold up fingers, have your child clap or jump one time for each sound in a word.

Taking it further

1. Once your child can easily identify the correct number of sounds in words with three or four sounds, do this activity with words with four or more sounds.
2. After your child tells you the number of sounds in a word, give them a new sound to replace the first sound in the word, to make a new word. For example, after they tell you the number of sounds in the word *butter*, tell them to replace the first sound with /w/, to make the nonsense word *wutter*.