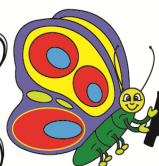
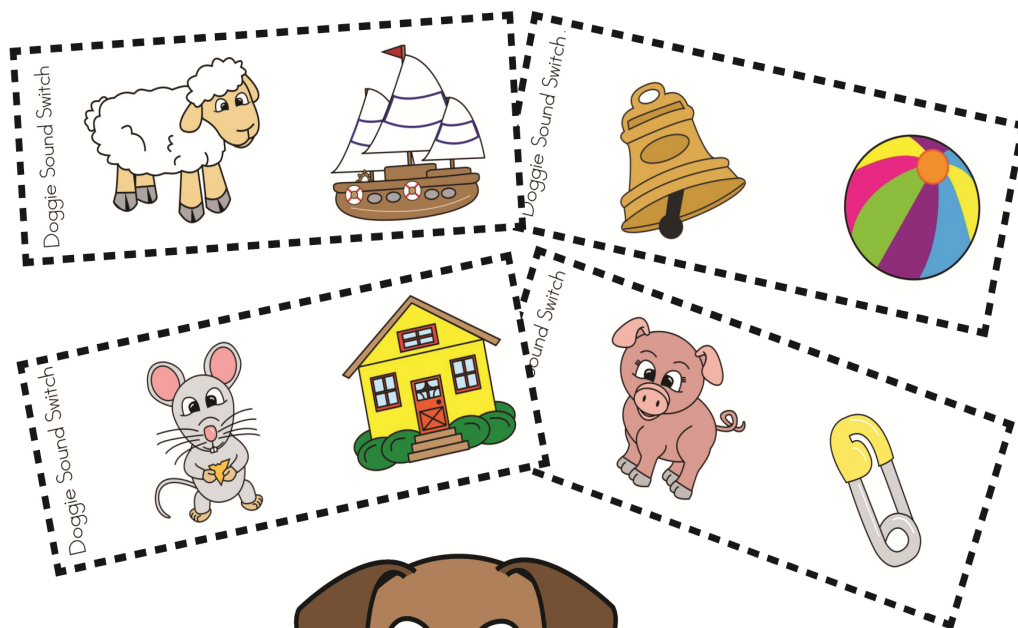


Phonemic Awareness

Phoneme Isolation

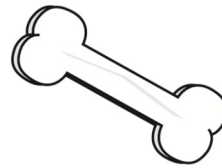
Doggie, Where's My Bone? Doggie Sound Switch



Activities for Small Group Intervention

www.maketaketeach.com

Directions



You Will Need:

A dog bone for each student in the intervention group. Rawhide bones or doggie snack bones work best.

To Assemble Your Activity:

- Print the activity on cardstock. Be sure to print a dog for each student
- Laminate the activity if desired
- Cut cards along dotted line

Teaching Directions—Doggie, Where's My Bone?

Provide each student with a dog card and a bone. Tell the students that you will be saying a word and then a sound in the word. They are to place the bone on head if the sound is at the beginning of the word, on the body if the sound is in the middle of the word, and on the tail if the sound is at the end of the word.

Teacher: I'm going to say a word and then a sound in the word. If the sound is at the beginning of the word, place the bone on the head of the dog. If the sound is in the middle of the word, place the bone on the body. If the sound is at the end of the word, put the bone on the tail. Here's the first word, "bat-/t/"

Students: Places the bone on the tail

Words with three sounds:

ant, ask, bad, bell, bat, beg, beach, bead, bake, boat, bush, chin, chick, chop, dig, dog, dip, fish, feet, give, get, gum, hen, hide, hop, jam, kick, kiss, leg, mat, made, mess, mug, nose, pat, pet, peach, pop, push, red, race, rich, ride, sit, sock, soap, sun, shape, ship, ten, take, tip, teeth, van, wig, yam, zip

Teaching Directions—Doggie Sound Switch

Provide each student with a dog card and a bone. Tell the students that you will be showing them two pictures. Two of the sounds in the words will be the same and one sound will be different. They are to name each picture and decide if the sound which is different is at the beginning, middle or end of the word. If the sound is at the beginning of word, the dog bone is to be placed on the head. If the sound is in the middle of the word, the bone will be placed on the body. If the sound is at the end of the word, the bone will be placed on the tail.

Teacher: We're going to say two words (show a picture). Two of the sounds in the words are the same and one sound is different. Your job is to figure out if the sounds that are different are at the beginning, middle or end of the words. Let's do one together. The first two words are "fan" and "pan" -/ffaan-pannn/. You say the words.

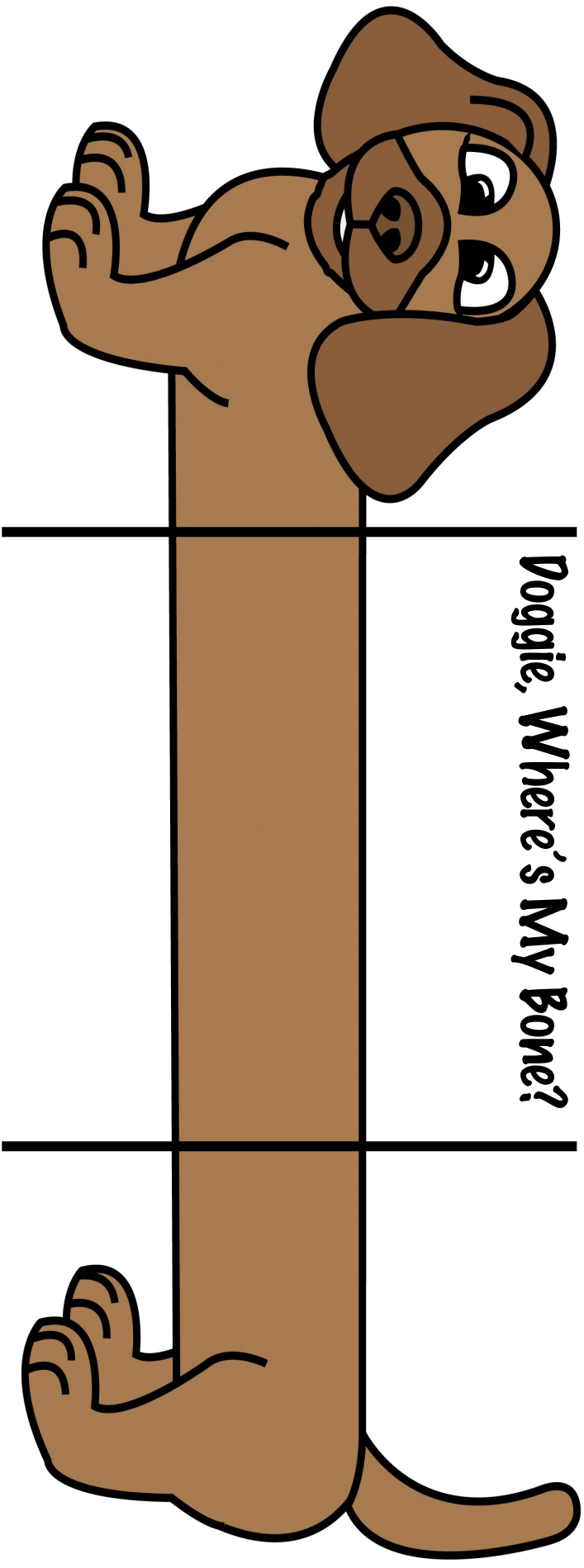
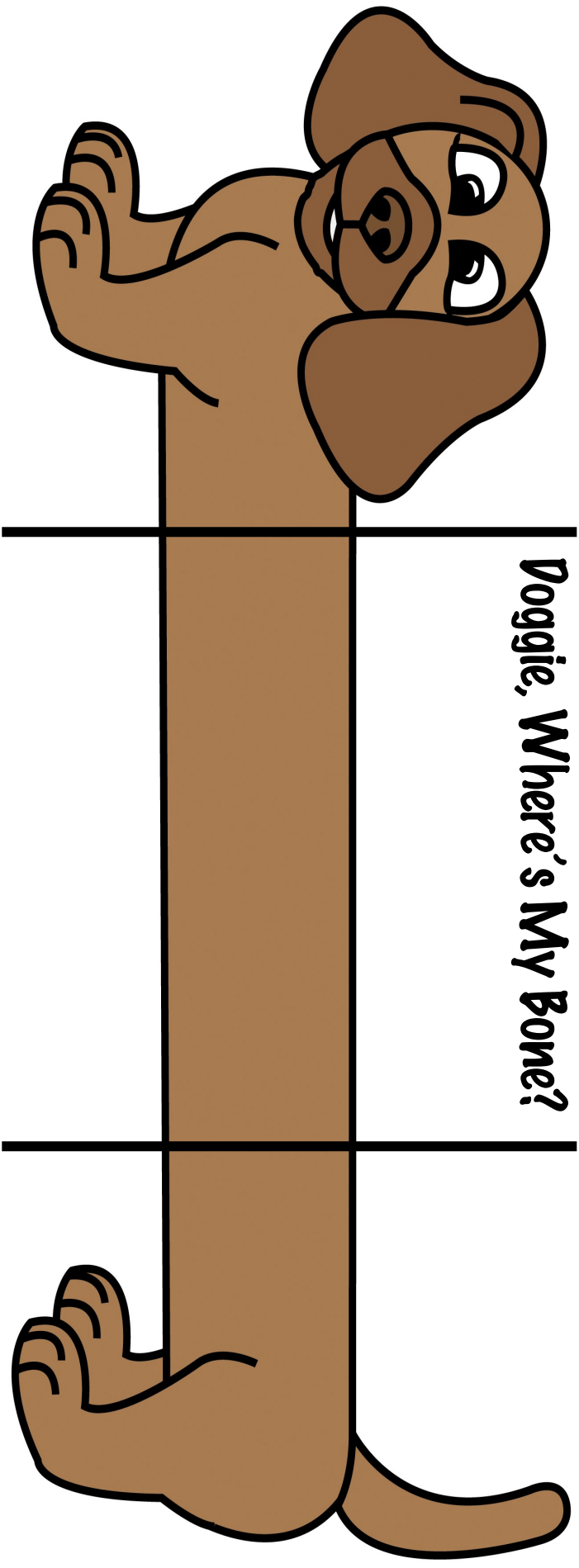
Students: "fan" "pan"

Teacher: Are the sounds that are different at the beginning, middle or end of the words? If they are at the beginning, put the bone on the head. If the different sounds are in the middle, put the bone on the body. Put the bone on the tail if the different sounds are at the end.

Students: Places the bone on the head.

Note: This is a higher level phonemic awareness task. Your students may need several examples.

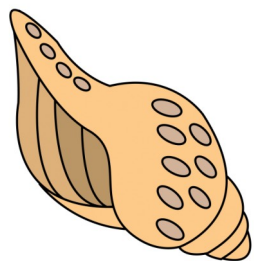
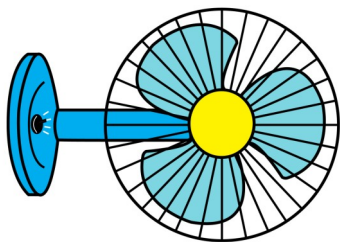




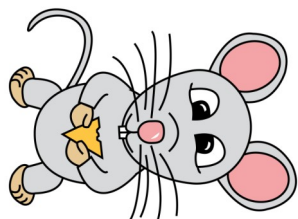
Doggie Sound Switch



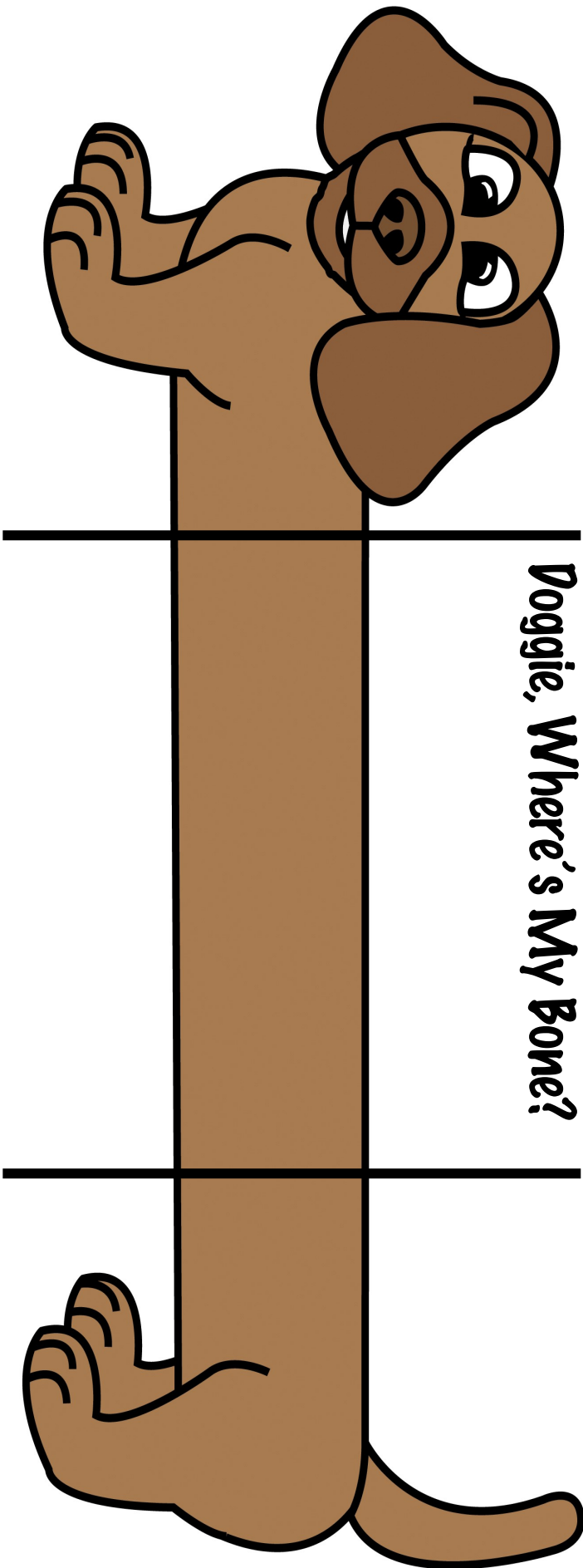
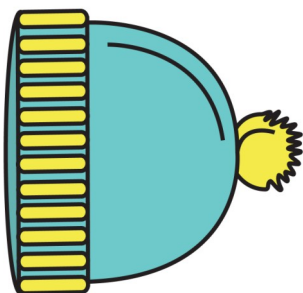
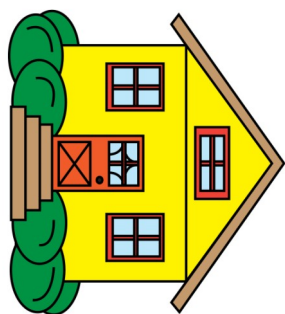
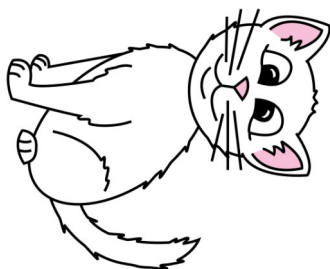
Doggie Sound Switch



Doggie Sound Switch

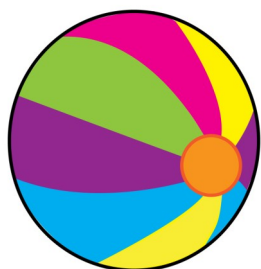


Doggie Sound Switch

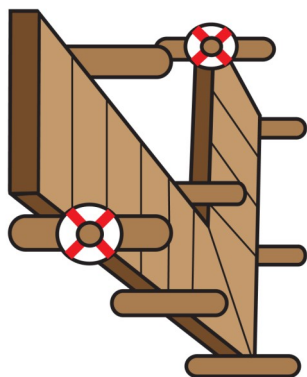
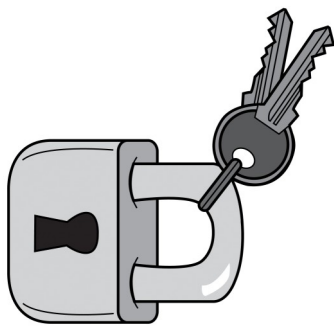


Doggie, Where's My Bone?

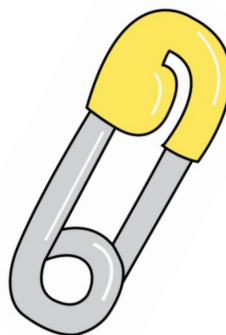
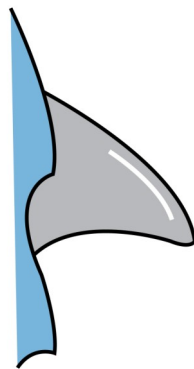
Doggie Sound Switch



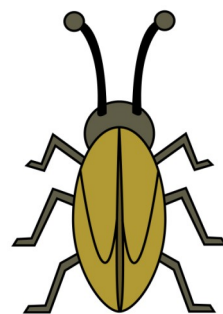
Doggie Sound Switch



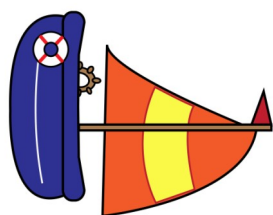
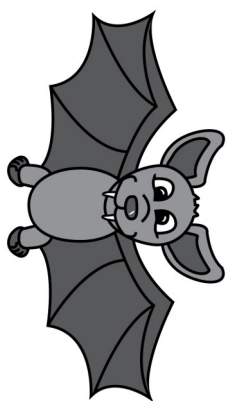
Doggie Sound Switch



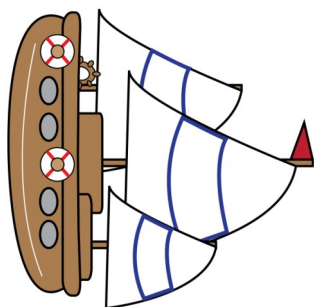
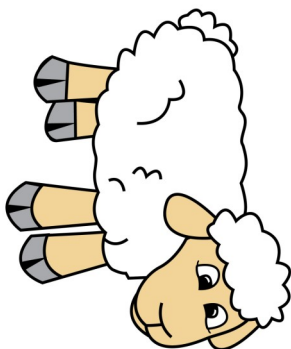
Doggie Sound Switch



Doggie Sound Switch



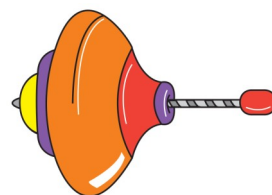
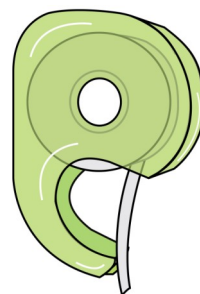
Doggie Sound Switch



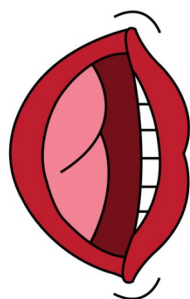
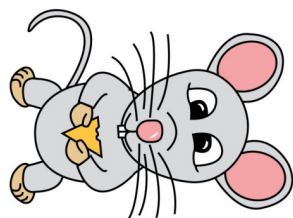
Doggie Sound Switch



Doggie Sound Switch



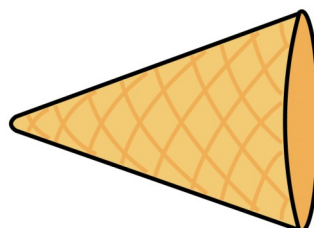
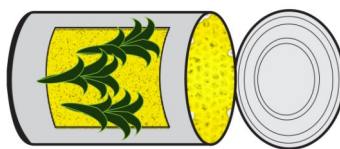
Doggie Sound Switch



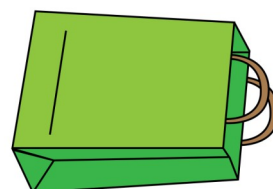
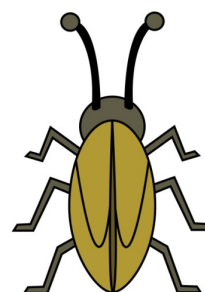
Doggie Sound Switch



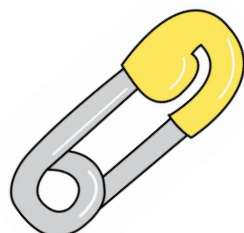
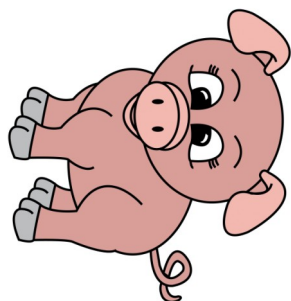
Doggie Sound Switch



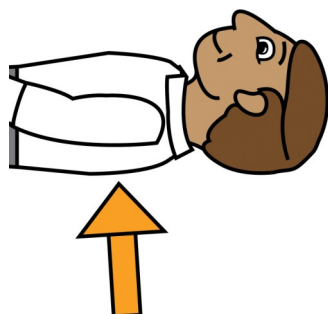
Doggie Sound Switch



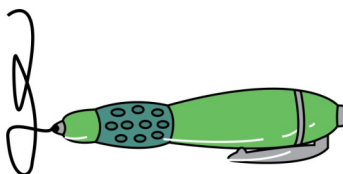
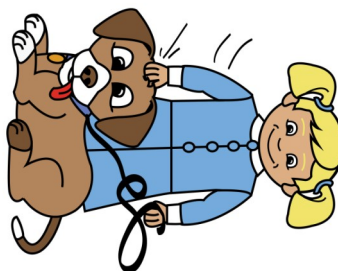
Doggie Sound Switch



Doggie Sound Switch



Doggie Sound Switch



Doggie Sound Switch

