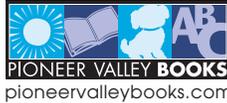


# Picture Card Activities



There are lots of things you can do with the Pioneer Valley Picture Card Set! Here are a few ideas:

## Alphabet Picture Card Activities

These activities introduce students to the existence of phonemes so they can begin to recognize and identify them. Beginning phonemes of words are easier to distinguish than medial or final phonemes. Some students will need extra help and practice.

### Different Words, Same Beginning Sound

Place four Picture cards that start with the same letter on the table. Have students say each word. Tell them that all the words start with the same letter. Say the words again slowly and ask, “Do you know what letter it starts with?” If they do not know, tell them and either write the letter or place the magnetic letter out so they can see it. Have students practice writing the letter.

### Sorting Pictures by Sounds

In this activity, students will sort Picture cards by the initial sound of the word. Start with sounds that are easy to hear (for example, *b, d, f, j, k, l, m, n, o, p, r, s, t, v, z*). Continue with Picture cards that sound very different from each other (for example, *p/s*), and next sort Picture cards that sound similar (for example, *b/d*).

Give each student four Picture cards (two Picture cards for each of two sounds). Ask students to listen to the sound at the beginning of the word in the picture and sort the Picture cards by sounds.

For example, write the letters *B* and *M* on the easel and say, “Listen to the sound at the beginning of each word on the Picture card. If your picture begins with the /b/ sound, it will go under the *B*. If your Picture card begins with the /m/ sound, it will go under the *M*.”

### Sound-tration

Select some Picture cards making sure you have pairs of cards that begin with the same initial letter. Lay the cards picture side up and have students name the picture. Now turn the cards over. Have students take turns flipping pairs of cards right side up and deciding if the initial sounds of the pictures are the same. If they match, the students keep the pair and select another pair. The student with the most pairs at the end wins the game.

### Guess the card

Select a Picture card. Tell students they are going to guess what the picture is. Start by telling them what sound the picture starts with and then give them additional clues until they can name the picture. For example:

- “My card starts with *s-s-s-s*.”
- “It has eight legs.”
- “It can make a web.”

For a variation on this game, have a student select a card and make the clues.



## Final Phoneme Sounds

The same games and activities that you used for initial consonant sounds can be used for practicing ending consonant sounds. Final phonemes are more difficult to hear and it is important not to introduce these activities until students can easily differentiate beginning phonemes.

## What Sounds the Same?

Place three Rhyming cards on the table and have the students say the words with you (e.g., *cat, hat, bat*).

- Ask, “What sounds the same in each word?”
- This may be difficult at first. Say the sound *at*.

Now try it with a different group of words. You may need to do this activity repeatedly with the same Picture cards before students start to understand and identify the common rhyming sounds.

## Subtracting Initial Sounds

Begin by putting a Picture card on the table. Ask students to say the word. Now ask them to say the word without the first letter (e.g., *cat-at*). Model this with several words. Next, place a word on the table and ask students if they can say the word without the first letter.

## Changing Initial Sounds

If students can delete the first sounds of words in the Subtracting Initial Sounds activity, you can try this activity.

- Begin by putting a Picture card face up on the table. Ask students to say the word and tell them they can change the first letter to make a new word (e.g., *cat-bat*).
- Model this for them with several words.
- Next, put a new Picture card face up on the table and ask students if they can make a new word on their own by changing the first sound.

# Rhyming Card Activities

Many students can recognize rhymes quickly and easily, while some students recognize them more slowly. Games and activities that focus on rhyming can help build students’ phonological awareness. Rhyme play directs students’ attention to the similarities and differences in the sounds of words. The purpose of these activities is to direct students’ attention to the sound of language. Do not focus on the spelling of the words! In fact, many words that rhyme are spelled differently and this can be confusing at first.

## Word Rhyming

In this game you will turn over a Rhyming card (e.g., a picture of a cat), and ask students to think of words that rhyme with the picture (e.g., hat, rat, fat, pat). It is fine to include nonsense words that rhyme with the picture.

## Rhyming Sentences.

Select two Rhyming cards and ask students to make up a sentence that rhymes using the words. For example, using pictures of a *mouse* and a *house*, students could say, “I see a mouse living in a house.” You can follow up this game by reading the book *Down By the Bay* together.

## Beanbag Toss

Seat students in a circle and make sure you have something to toss, such as a beanbag, a small ball, or even a stuffed toy. Turn over a Picture Card and toss the beanbag to a student. Ask the student to say a word that rhymes with the Picture Card and toss the beanbag to another student. Have students keep saying words and tossing until they run out of rhyming words. If a student cannot think of a rhyme, have them turn over a new card and toss the beanbag to another student. The rhyming starts over with the new word.

## Thumbs Up

Tell students you are going to show them two pictures and say the words. If the words rhyme, they should put their thumbs up. If they do not rhyme, they should put their thumbs down. For example, if you say, *cat-rat*, they should put their thumbs up. If you say, *cat-baby*, they should put their thumbs down. Use some words that rhyme and some that do not.

## Syllable and Sound Card Activities

Hearing sounds in words will help students begin to notice that words are made up of separate sounds. Gaining an awareness of syllables is an important step in learning to identify phonemes. For some students, extra help may be needed in learning this valuable skill. After students can hear and count syllables, they begin to listen for and hear the individual phonemes in words.

## Clapping Names

Introduce this game by saying several familiar names and clapping along to each syllable. After saying each name, ask, “How many parts can you hear? Each part is called a *syllable*.” Have students clap with you and count the syllables. When first doing this activity, model each student’s name by pronouncing it, clapping it, and then having students clap the syllables with you. Next, ask students to take turns thinking of a name and clapping and counting the syllables. You can use last names, too.

## Clapping words

Select a Syllable card and say the word while clapping to each syllable. Have students say and clap with you. Ask, “How many syllables can you hear?” When this becomes fairly easy for students, put up a pocket chart with the numbers 1 through 4. Now ask one student to select a Syllable card, say the word while clapping the syllables, and then place the card under the correct number in the pocket chart.

## Elkonin Boxes

Make Elkonin two-sound boxes to hand out to each student. Choose a word with only two phonemes from the Sound cards (for example, *no*, *go*, or *up*). First, ask students to say the word slowly. Next, ask them to say the word slowly and push pennies or counters into the boxes. Once they can easily coordinate saying and pushing two sounds, show students Sound cards for three-sound words. Have students listen and push pennies or counters into three boxes. After students can orchestrate saying and pushing three sounds together, show them a Sound card of a four-sound word and repeat the activity.