

## Sound Spelling

### Purpose

Students will write phonetically spelled words and consonant-vowel-consonant (cvc) words.

### Materials

*For the teacher:* chalk, chalkboard

*For the students:* paper, pencils

### Activity

#### A. Pre-Activity Discussion

1. Tell students that you will be playing “guess the rhyme” today.
2. Tell them that you are thinking of a word that rhymes with the word you will write on the board.

#### B. Play the Game

1. Write a three-letter word (e.g., rug) on the board, and think of another short word that rhymes with it.
2. Give students a clue to the meaning of the second word. For example, say: “I’m thinking of a word that rhymes with rug, and it is something that flies and buzzes.”
3. Ask students how they would change the word from “rug” to “bug.” Sound out the word with them a few times and then talk about what letter might go with the sound.
4. Erase the old letter and write in the new letter. Have the students write the word on their pieces of paper.
5. Play the game several times with different word combinations.



#### INCORPORATING **TECHNOLOGY**

Use the Kindergarten level of the Web site [www.funschool.com](http://www.funschool.com) to play phonics games such as “Rhyme Time” and “Letter Match.”



#### MEETING INDIVIDUAL **NEEDS**

For students who need a challenge, have them write the new word on their own before you write it on the board. For another variation, switch groups of two letter combinations.


**Standards Links**  
K.1.7, K.1.9, K.4.5


## Questions for Review


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### Basic Concepts and Processes

When reading with students, ask them the following questions:

 Can you show me how to sound out this word and then tell me what it means?

 What would happen if we changed the first sound to [*insert sound*]?

 How do you spell the word [*insert word*]?

 How did you know how to spell it?

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