

# Sound Manipulation



Do this exercise orally first, and then use whiteboards to practice. Children will write their answer, and then hold up their whiteboards for you to quickly check.

When doing this game, use the SOUND of each letter rather than saying the letter names. With letters like B, T, P, etc, the tendency is to pronounce them like this: “BUH, TUH, PUH,” which actually are two sounds together: the initial consonant combined with the short vowel sound of U. So instead of BUH, you would sound just the very short b. We will write it like this: /b/ (“sound of b”).

Ask the students to write the words in columns. They could underline the common spelling in each word after they have written each column. For example, in column 1, they would underline DI, while in column 2 they would underline CA, and in the third column, they would underline BI. *Skill: phonemic awareness.*

The word is DID	The word is CAN	The word is BIG
Change the last sound to /p/: DIP	Change the /n/ to /t/: CAT	Change the /g/ to /t/: BIT
Change the /p/ to /g/: DIG	Change the /t/ to /p/: CAP	Change the /t/ to /n/: BIN
Change the /g/ to /m/: DIM	Change the /p/ to /d/: CAD	Change the /n/ to /f/: BIF
Change the /m/ to /b/: DIB	Change the /d/ to /b/: CAB	Change the /f/ to /d/: BID
Change the /b/ to /d/: DID	Change the /b/ to /n/: CAN	Change the /d/ to /g/: BIG