

# More than 45 Montessori Inspired Sound Games

From MamaMeganAllysa

## ISPY BEGINING SOUNDS

- **Level 1** - You and your child each grab an object While holding the objects in your hands, say, "I spy with my little eye something in Bean's hand that begins with the sound /d/."
- **Level 2** - Two- three objects on an empty rug or table. Encourage your child to guess which object you are thinking of - for example, using a hat, dog, and cup – "I spy with my little eye something that begins with /h./." "hat"
- **Level 3** - increase the number of objects/sounds. At this time you are ready for lots of the other games and extensions

Other ideas for beginning sounds ispy

- Use objects in your immediate environment (table, chair, couch).
- Use pieces of your child's clothing, "I spy with my little eye something Bean is wearing that begins with /s/." "socks."
- Collect groups of objects that begin with the same sound and play a sorting game: cat, cork, can/fish, fan, frog/sock, star, spoon 'I spy with my little eye three objects that start with /c/'

**SOUND MATCHING** - game with pairs of objects that have the same beginning sound 'can you match the two objects that start with /b/?' - can also be done for ending and middle sounds

**SOUND SORTING** - Give the child a basket of objects with 3 beginning sounds. Have your child pick them out one by one and say the beginning sound, then place the item with the matching letter symbol. As the child becomes more confident, you can practice more letters at a time.

**MYSTERY BOX** - place a small selection of objects in a box/bag and have the child pull one out at a time. 'What did you find?' 'a cat!' 'What sound does cat start with?' '/c/' - can also be done with ending, middle and all sounds

**ODD ONE OUT** - Choose three objects. Two of the objects have the same beginning sound. For example, cat, cork, and dog - can also be done for ending and middle sounds

## ISPY ENDING SOUNDS

- **Level 1** - placing two objects on the work mat "I spy with my little eye something on our rug that begins with /h/ and ends with /t/."
- **Level 2** - increase the number of objects/sounds
- **Level 3** - Play by just giving the ending sounds as a clue. "I spy something that ends with /p/".

### Other ideas for ending sounds

- Use a fixed set of objects that all begin with the same sound and end with different sounds (boat, bag, bin, bed).
- Set out a group of 6-8 objects/pictures and work through all sounds one by one removing the item after a correct answer

### ISPY MIDDLE SOUNDS

- **Level 1** - Place two objects on the work mat "I spy with my little eye something that begins with /b/ and ends with /t/." Your child responds, "Bat." You repeat the word slowly, segmenting the sounds, "bat. What sound does bat begin with?" "/b/" "What sound does it end with?" "/t/" Next, say to your child, "Now, what do we hear in the middle?" Say the word slowly to help your child find the middle sound, "/a/."
- **Level 2** - increase the number of objects/sounds
- **Level 3** - Play by just giving the middle sounds as a clue. ("I spy something that has the middle sound /a/").

### Other ideas for middle sounds

- Use a fixed set of objects/pictures that all begin and end with the same sounds and contain different middle sounds (boat, bat, bit, bet, boot)

### RHYMING

**RHYMING THUMBS UP OR DOWN**- "Do these things rhyme? Bug and Mug." Thumbs up "Door and chair" Thumbs down. Could be done purely verbally or with objects

**FIND MY RHYME** - Select an item and have the child find the object/picture that rhymes.

- **level 1** - limit options to 2 or three rhymes. You select a hat "Let's find the rhyme for hat" The child only has a cat and a book in front of them to select from
- **level 2** - increase the number of options
- **level 3** - have more than one item they have to find to complete the rhyme. You select the log they have to find the frog and the dog

**RHYMING PAIRS** - a selection of objects where two items rhyme. Half of the objects are on the right and the other half on the left with a center space to place the pairs. Start with limited pairs and increase the number as confidence increases.

**I RHYME WITH...** - Picture Cards and prompt cards Child sees the pictures and adult reads "I rhyme with hazy I am a...." Child answers "daisy"

**WHAT RHYMES?** - "What rhymes with go" child has to pull a word from their own mind "Blow" \*this is a challenging skill and takes a fair amount of phonological awareness to do\*

## WHOLE WORD

**I'M THINKING OF...** - no need for objects or pictures; Say to your child, "I am thinking of the word 'ship.'" "What sound do you hear first?" /sh/ "What do you hear next?" /i/ "What sound do you hear at the end?" /p/

**SOUND SPOTS** - picture or space for an object with three dots for CVC words place/remove a gem on the dots as you hear the sound in the word.

- use popper blocks or gems or clay balls to squish
- eventually want to graduate to counting the sounds on your fingers

**PAT PADDLE** - (red and blue to mimic the vowels and consonants) pat the ground/table with each sound flipping your paddle so the color matches the sound "Did you know you can hear the sounds in a word" "/m/ (red down) /a/ (blue down) /t/ (red down)" provided a basket of CVC objects or pictures to work with

- a red and blue sided mitten can be a point of interest that can change the game up a bit

**HOW MANY?** - See how many words your child can think of that begin with or contain any one sound. Filling a book or poster or anchor chart can be a motivating way to engage with this game

**MASHUP** - "lets mash up some sounds" holding your hands up one hand on the right and one on the left. right hand pulses when you say "ra" left hand pulses "coon" "Mash them up" "racocon!"

- **Level 1** - Compound words "/straw/ /berry/ strawberry"
- **Level 2** - Two syllable words ""/kit/ /ten/ kitten"
- **Level 3** - Word families - "/s/ /un/ sun"
  - \*start with slidey sounds s m r a f etc
- **Level 4** - Sound slide - using one hand moving left to right, pull a CVC word apart and slide the sounds together slowly and pulse on left middle and right with each sound  
\*need a slidey sound to work sun vs hop

**SYLLABLE SORTING** - have a mat with 1 & 2 dots and space to place objects or pictures "Let's sort some words! Place your hand under your chin and let's say the word 'baby'. 'Baby' /ba/ /by/. How many times did your hand move?" "2! Then baby has 2 syllables!" place the picture on the mat with 2 dots

- **Level 1** - One and Two syllable words only and a limited number of objects/pictures
- **Level 2** - Use words with more syllables

**GRAB IT SYLLABLE** - each player flips over picture cards and the player with the most syllables wins the round

**SYLLABLE TAPPING** - "Let's find some syllables! How about we use our names!? Megan. Megan" tap or clap with each syllable and encourage them to clap with you.

Can be done with pop blocks, tapping sticks, hands, or clay balls. This game requires a bit more phonological awareness, when in doubt return their hand to their chin when saying the word.

- **Level 1** - One and Two syllable words only and a limited number of objects/pictures
- **Level 2** - Use words with more syllables

**SOUND SWITCHING** - Sound substitution changing a single sound in a word "Let's switch a sound and make boy into a new word! hmmm...Let's change the /b/ to /t/. Let's see /t/ /oy/ /t/oy/"  
"/toy/!" \*this is another complex skill that requires a lot of phonological awareness before they are able to do it\*

- **Level 1** - beginning sounds
- **Level 2** - ending sounds
- **Level 3** - middle sounds