

## Clapping, Blending, Rhyming and First Sounds in Words

It is important for children to not only know the meaning of words but to begin to listen to how words sound. Children begin acquiring this ability around age 3. Studies show that children who are able to clap word syllables, blend word syllables and **hear** the sounds in words become better readers and writers.

### Clapping

Spend time with your child clapping (segmenting) syllables of words from books or the name of toys food items, their name.

Example:

“Let’s clap the parts in the word **tiger**- ti (clap) ger” =2 claps

“Let’s clap the parts in the word **elephant**- el-e-phant” = 3 claps

### Blending

Blending is the reverse of clapping.

Example:

“Can you guess what word I am saying? – ze-bra” (zebra)

“Can you guess what word I am saying? – ca-ter-pill-er” (caterpillar)

### Rhyming

When you are reading to your child, talk about the words in the story that rhyme. Choose books with rhyming patterns. Although your child may not be ready to generate rhyming words until age 4 or 5, she/he can appreciate and recognize rhyming patterns much earlier.

Example:

The bear is eating.....crunch, munch, crunch munch....those words rhyme

### First Sounds in Words

When you are encouraging your child to listen to sounds at the beginning of words, it is very important that you talk about the word sound and not the letter name. Pick 3 or 4 words that begin with the same sound and have your child listen and identify what is the same in all the words, e.g. “sing. say, set, sew, sip, silly, sat. You can use the words from any book for this activity.