



Name: _____

Date: _____

What your child is learning

These pages build phonological awareness — hearing and playing with the sounds in spoken words (Michigan RF.K.2). Everything is oral: your child listens and speaks. There are no letters to read and nothing to write.

Page 1 — Say a Rhyme

Any word with the same ending sound counts — a real word or a made-up one.

cap → map, tap, nap

pig → wig, big, fig

boat → coat, goat, float

moon → spoon, noon, tune

Page 2 — Blend the Word Parts

Say each part with a short pause. Do not say the whole word first.

1. cup ... cake → cupcake (middle picture)

2. rain ... bow → rainbow (right picture)

3. snow ... man → snowman (middle picture)

4. ba ... na ... na → banana (middle picture)

5. but ... ter ... fly → butterfly (right picture)

6. el ... e ... phant → elephant (left picture)

Page 3 — Say the Word Parts

Your child says the whole word, then each syllable separately. The parts are:

pancake: pan-cake toothbrush: tooth-brush popcorn: pop-corn

rabbit: rab-bit potato: po-ta-to umbrella: um-brel-la

Page 4 — Split the Word

First sound, then the rest of the word as one chunk (sounds, not letter names):

cake: k ... ake leaf: l ... eaf boat: b ... oat

rain: r ... ain kite: k ... ite mouse: m ... ouse

Tips for parents

- Keep it playful and short — a few minutes at a time is plenty.
- If a part is hard to hear, say the whole word slowly together, then try again.
- Praise every try. Hearing the sounds in words grows with practice.