

Sound Detective Kit Manual

Auditory Level

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c. 2000

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Sound Detective Kit Directions

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The **Sound Detective Kit** phonological awareness sequence moves from segmenting:

1. Sentences into words
2. Words into syllables
3. Words into phonemes (individual sounds)

-For each session (about 10-15 minutes), you and the students will use the **Sound Detective Kit**.

-Give each student “markers” (more than will be needed to segment...5 or 6). The students should put the “markers” on the shape. You will give a verbal prompt and students will slide down a chip for each word/syllable/sound they hear onto the arrow line below the shape. When all the markers needed are on the line, you and the students will “read” them from left to right.

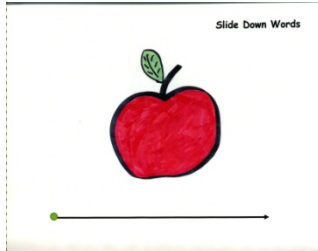
-You will need to do some initial modeling so that the students get the idea of what you want them to do.

-You will move your students to the next skill as you feel they are ready. In other words, they should be very successful at a skill before teaching the next skill in sequence.

NOTE: when you get to the sound counting sections, remember you are asking the child to count the number of SOUNDS heard in a word, which often does not correspond to the number of letters. For example, “church” has six letters, but only three sounds.

I.Segmenting Sentences into Words

Use the **apple** page.



2-word sentences

She played.
We ran.
They looked.
I sang.
They write.

3-word sentences

She swims fast.
We took turns.
I ran home.
He ate lunch.
You are nice.
He walked home.
She jumps high.
We read books.
We sing songs.
They play tag.

He looked up.
We are kids.
We hear sounds.
They are friends.
I like you.

4-word sentences

She is a girl.
He is a boy.
The dog is nice.
I like my friend.
I went to school.
We read a book.
We play the game.
She is a child.
He likes to write.
They like to run.
You are so nice.
My dog licks me.
The fish swims fast.
I ride my bike.
We go to math.

5-word sentences

I went to the store.
She goes to the park.
I like to play tag.
The dogs chase my friend.
You are a nice kid.

III. Segmenting Words to Phonemes (individual sounds)/Phonemic Awareness



Use the **house** page

2-phoneme words

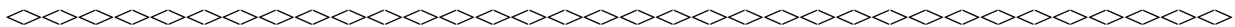
go
he
she
my
to
the
we
they

3-phoneme words

meet	top
church	thumb
cat	dog
ball	fish
bat	white
sun	blue
shine	ship
side	boat
red	whale
soon	
chat	

4-phoneme words

bleak	black
clap	green
train	broke
skip	slack



IV. Counting Syllables and Sounds (Auditory only)

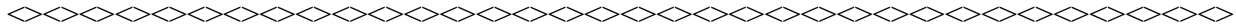
For this work, you will not need the **Sound Detective Kit**. You will use the words above to count syllables on fingers with the students. Say the word and then hold up fingers for how many syllables we hear. For example:

“How many parts do you hear in football?” (hold up 2 fingers and then say each part on each finger, “foot”, “ball”)

This is an activity that works well as you line children up for recess and lunch. Children love to use their names to count syllables.

If some of your children have one-syllable names (e.g., Dan, Trish, Sue), you can have them count sounds for these.

“How many sounds do you hear in cat” (hold up 3 fingers and say the sound on each finger as you tap it with your other hand, /c/ /a/ /t/



V. Segmenting and Counting Sounds in Words

*Use the **box** page

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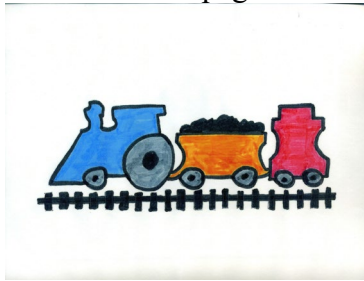
“Put a marker in a box for each sound you hear in ‘shoe’. How many sounds do you hear?”

shoe
chat
shop
pop
gym
cheese
like
look
bike
read
nose

wash
thick
play
swim
blade
slide
pant
last
fast
slip

VII. Distinguishing the Position of Sounds in a Word

*Use the **train** page

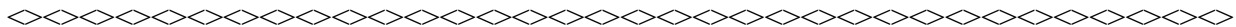


Introduce the activity by telling the child that, if he hears a sound in the beginning of a word, he should put his marker on the engine. If he hears it in the middle, put the marker on the flatcar. And if the sound is at the end of a word, the marker goes on the caboose.

Demonstrate what he is to do by using the example below:

1. Where do you hear the /m/ in “mitt”? At the beginning, in the middle, or at the end of the train? I hear it at the beginning of the word, so I’ll put my marker on the engine.
2. Where do you hear the /m/ in “Amy.”? I hear it in the middle of the word, so I’ll put my marker on the flatcar that is in the middle of the train
3. Where you hear the /m/ in “Sam.”? I hear it at the end of the word, so I’ll put my marker on the caboose.

Use the 3-phoneme words from the **Segmenting Words to Phonemes** (activity #4) for this unit.



Special thanks to: Jenna Peters for many of the word lists for these activities.

Peters, Jenna. (December, 2011). Helping All Students Achieve in Reading: Early Intervention in Kindergarten. Master’s Thesis presented at Saint Mary’s University, Winona, MN.