

Phonemic Awareness



Activities to use on the run

Including

Phoneme Isolation

Identity

Categorization

Blending

Segmentation

Deletion

Addition

Substitution

Phoneme Isolation

Children recognize individual sounds in a word.

Before isolating sounds, be sure children have the concept of first, last and middle.

Children respond with the sound (phoneme) not the letter name when the teacher asks:

What is the first sound in...?
Two, four, six, eight

What is the first sound in...?
Farmer, teacher, doctor, soldier,
Nurse, painter

What is the first sound in...?
Banana, pickle, milk, ice cream,
hamburger, apple

What is the first sound in...?
Lion, dinosaur, turtle, pig, rabbit, bear

What is the first sound in...?
Jacket, hat, mitten, boot, pants, sandals

What is the first sound in...?
Circle, round, triangle, oval

f-o-n-e-m-i-k

Awareness

Phonemic Awareness:

- ❖ Is the ability to hear, think about, and manipulate the individual sounds in spoken words.
- ❖ Lays the foundation to learn letter-sound relations
- ❖ Is not an end in itself but a crucial factor in a child's ability to learn to read.
- ❖ Not only helps children learn to read but to spell.
- ❖ Can be taught and learned.
- ❖ Instruction can help preschoolers, kindergartners, and first graders who are learning to read as well as older, less accomplished readers.
- ❖ Has been identified by the National Reading Panel as one of five areas that should be included in effective reading instruction.

Phoneme Awareness

The activities on the following cards are one way to help build phonemic awareness. They are designed to be used "on the run".

Use the few minutes you have before school dismissal or while waiting for a special-area class to ask several of the questions on one card.

Focus on only one or two types of phoneme manipulations at a time. Make sure students have mastered one type before introducing another. The most critical manipulations are blending and segmenting.

Consider adapting these activities to include words related to specific subject areas.

The phoneme manipulations on these cards are based on the findings of reading research as summarized by the National Reading Panel (2001). Further explanation can be found in *Put Reading First*. This 64-page booklet may be downloaded from:

www.nifl.gov

Phoneme Identity

Avoid initial blends as they are made up of two distinct sounds and may confuse children.

Variation with Initial Sounds

Example: "Can you tell me a word that begins with the same sound as mmmmm-oon?"

Repeat the questions several times with various initial sounds

Final Sounds

Hearing final sounds is a more advanced task than hearing sounds in the beginning of words.

Him, time, gum /m/
Rib, tub, robe /b/
If, beef, leaf /f/
Eat, light, boat /t/
Yes, us, nice /s/
Make, look, duck /k/
Up, stop, clap /p/
Been, can, fun /n/
Car, jar, far /r/
Fall, ball, call /l/
Bed, good, had /d/
Cage, huge, fudge /j/
Egg, pig, fog /g/
Love, dive, stove /v/
Size, has, buzz /z/
Tooth, bath, mouth /th/
Wish, brush, cash /sh/
Home, seem, climb /m/
Sun, ran, ten /n/
Job, tube, cube /b/
Red, old, head /d/
Rope, sleep, hop /p/
At, get, feet /t/
Loss, miss, niece /s/
These, use, rise /z/

Phoneme Isolation

What is the **last** sound in__?

boat	plane
taxi	bus
horse	ship

What is the **last** sound in__?

arm	knee
foot	hand
leg	toe

What is the **last** sound in__?

Red	green
Blue	yellow

What is the **last** sound in__?

big	small
on	off
up	over
fast	slow
quickly	snap
lug	crack

What is the **last** sound in__?

nest	grass
tree	stick
cloud	sun

What is the **last** sound in__?

map	globe
flat	round
square	rectangle

What is the **last** sound in__?

house	roof
apartment	trailer
window	door
brick	paint

What is the **last** sound in__?

taco	pizza
apple	orange
cake	pie
corn	zucchini

Medial sounds are the hardest to hear!

Phoneme Identity

Children recognize the same sounds in different words.

“What sound is the same in the beginning of?”

(Teacher can accept the sound or the letter name.)

moon, map, monkey
bike, big, bubble
sun, seven, soup
time, tent, toad
foot, fence, fish
apple, alligator, actor
camera, coat, cup
pizza, piano, penny
nose, nut, nice
igloo, icky, itch
hunt, hook, hi
robot, radio, rooster
leaf, lady, lucky
dinosaur, doll, dinner
goat, gecko, gum
octopus, olive, Oscar
key, kite, kitten
wagon, wish, watch
jeep, jet, jumper
vet, vine, video
quarter, queen, quilt
egg, elephant, exit
yellow, yarn, yes
zipper, zebra, zero
under, umbrella, up
thank, thumb, thin
she, ship, sugar
cheese, chair, chin

Phoneme Categorization

Children recognize the word in a set of three that starts with a different sound.

Which word doesn't belong?

Bus, bun, rug
Mop, moon, rat
Coat, hose, horse
Pants, pink, four
x-ray, jam, jet
door, plate, desk
ball, cat, big
apple, alien, red
television, phone, tent
table, horse, taco
dog, sun, sub
ruler, mat, rocket
sand, queen, quarter
rake, baby, bed
zoo, wolf, window
house, hunt, pumpkin
nickel, jeep, jam
dog, corn, cage
hot, hat, shirt
book, feet, bone
cage, candle, fire
paint, down, dollar
bat, game, gate
hill, hook, comb
jump, jeans, tent
finger, kitchen, kick
laugh, like, video
rug, mirror, make
four, two, ten
first, fourth, second
eight, six, seven

Phoneme Blending

The most challenging way to present this activity is to not give any clues or categories.

Two Sounds

t-oe	kn-ee
u-p	s-o
i-t	d-ay
m-y	b-ow
sh-oe	l-ie
d-ay	m-oo
m-e	i-s
a-t	g-o
i-n	a-m

Three sounds

j-o-b	b-e-d
r-oo-f	d-oo-r
b-u-s	b-oa-t
f-oo-t	b-a-ck
m-ou-th	ch-i-n
l-e-g	r-i-ght
o-v-er	s-l-ow
t-o-p	d-ow-n
l-o-ng	d-r-y
h-ou-se	ch-ee-k
l-ou-d	l-a-te
p-u-sh	w-ea-k
h-ar-d	sh-ou-t

Four Sounds

t-ea-Ch-er	t-r-ai-n
f-a-s-t	u-n-d-er
l-e-f-t	s-l-i-de
b-r-ea-d	g-r-a-pe
s-t-ea-k	s-w-ee-t
g-r-ee-n	y-e-l-l-ow
b-r-ow-	C-l-ea-n

Follow-up by having students write, then read the words.

Phoneme Categorization

Children recognize the word in a set of four words that doesn't start like the other three words.

Which word doesn't belong?

sink, seem, thud, sing
dive, dove, vest, dad
thin, shine, think, thumb
spill, sun, sand, six
rode, roam, prod, roll
boat, thin, bike, bath
eagle, eat, ape, eel
acorn, apron, ice, able
ease, each, either, open
ugly, uncle, ears, under
elevator, apple, ankle, after
ice, out, iris, iron

More difficult to distinguish

chin, chocolate, chair, sheet
zig, zag, zeal, sing
joke, cheer, choice, chest
van, that, vine, vow
chin, chunk, chill, jump
they, dare, day, dive
ship, sheep, shop, stop
fin, fire, free, thin
shin, cheer, sheet, shade
feel, vase, fine, face
jump, jar, cheer, junk
sheen, sheep, shop, stop
dove, dig, drove, dump
pig, prize, pet, pan
it, ate, if, in
add, animal, at, eraser
Indian, igloo, egg, inch
elm, inside, egg, elephant
October, ill, itch, into
apple, ink, ashes, ax

Phoneme Blending

Children listen to a sequence of separate sounds and then combine to form a word.

Say the word slowly, stretching but not distorting the sounds.

To make the activity easier, begin with simple riddles.

“What am I thinking of?

It falls from the sky. R-ai-n”

“What am I thinking of?

I sleep in this at night. B-e-d”

“What am I thinking of?

I wear this on my foot. S-o-ck”

“What am I thinking of?

A red light means you have to do this. S-t-o-p”

“What am I thinking of?

She helps you if you’re hurt.

N-u-r-se”

“What am I thinking of?

It helps me find a street in the city.

m-a-p”

To make this activity a little harder, only give one category.

“I am thinking of things you might do in gym.”

r-u-n s-k-i-p j-o-g

h-o-p j-u-m-p g-l-i-de

r-a-ce s-k-a-te

“ I am thinking of different types of weather.”

r-ai-n s-l-ee-t f-o-g s-n-o-w

Phoneme Segmentation

Children break a word into its separate sounds

Children Say each sound separately as they raise a finger for each sound.

Say the word____in two separate sounds.

Two Sounds

pie	bee	shoe
is	day	key
zoo	tie	shy
sp	bye	to
no	see	hay
whoa	chew	he
it	knee	my
row	do	in
toe	she	mow
day	go	boo
hoe	tea	say

Three Sounds

tug	mom	big
sit	cap	cat
bus	hug	pan
cub	cup	cut
dim	dog	fat
fig	bib	gum
sat	hen	hid
hop	bug	hum
jam	kit	leg
tag	lid	tip
mad	beg	map
mat	fall	mug
top	not	nut

Phoneme Addition

"What new word do you have if you add /t/ to the END of for?" fort

add /s/ to drip	drips
add /er/ to fast	faster
add /e/ to skin	skinny
add /z/ to no	nose
add /f/ to low	flow
add /ch/ to cat	chat
add /k/ to may	make
add /v/ to we	weave
add /s/ to how	house
add /f/ to say	safe
add /th/ to too	tooth
add /k/ to lie	like
add /ch/ to bran	branch
add /z/ to sigh	size
add /f/ to bee	beef
add /p/ to row	rope
add /n/ to sue	soon
add /t/ to lie	light
add /z/ to tea	tease
add /m/ to far	farm
add /v/ to die	dive
add /s/ to one	once
add /n/ to tray	train
add /th/ to bow	both
add /f/ to lie	fly
add /m/ to say	same
add /k/ to see	seek
add /t/ to gray	great
add /p/ to key	keep
add /n/ to brow	brown
add /l/ to see	seal

Phoneme Segmentation

Four Sounds

blocks	bread	Crab
snake	glass	grape
truck	find	gift
jump	grab	glad
small	fast	stop
steak	Clean	scout
lamp	desk	land
train	left	sweet
green	yellow	brown
black	slide	skate
paint	sled	frog

On occasion, have children write the word then read it aloud at a normal speaking rate.

First, the teacher says the word slowly then asks, "What is the word?" Children respond.

Next, the teacher asks the children to say the word as separate sounds. Then the teacher says, "Let's write the sounds in words."

Teacher writes the word on the board while saying the sounds. Then the children write the word, saying the sound as the teacher did. Finally, the children read the word.

Phoneme Addition

Children make a new word by adding a phoneme to an existing word.

What word do you have if you add /s/ to the beginning of park?" spark

add /k/ to an	can
add /h/ to it	hit
add /f/ to or	for
add /p/ to at	pat
add /b/ to us	bus
add /w/ to in	win
add /k/ to up	cup
add /s/ to and	sand
add /b/ to right	bright
add /s/ to peach	speech
add /k/ to raft	craft
add /d/ to rip	drip
add /p/ to ride	pride
add /b/ to low	blow
add /k/ to lot	clot
add /p/ to ray	pray
add /b/ to lou	blue
add /d/ to rag	drag
add /b/ to lack	black
add /t/ to rye	try
add /p/ to rice	price
add /t/ to race	trace
add /s/ to mile	smile
add /b/ to rag	brag
add /k/ to lap	clap
add /b/ to rush	brush
add /s/ to nap	snap

Phoneme Deletion

Children recognize what remains when a phoneme is removed from another word.

Teacher says the sound, **NOT** the letter name. Letters inside / / means the sound.

"What is smile without /s/?"

frat without /f/
split without /l/
pray without /r/
prod without /p/
grit without /r/
blue without /l/
brash without /b/
price without /p/
bless without /b/
drag without /d/
blow without /b/
slang without /l/
black without /l/
snob without /s/
spray without /sp/
drug without /d/
blow without /l/
slack without /s/
grace without /g/
black without /b/
snag without /s/
bleach without /l/
spend without /sp/
bleed without /b/

Phoneme Substitution

Final Sound Changes

"The word is bug. Change the /g/ to /n/.
What's the new word?" bun

cat	change /t/ to /n/
dip	change /p/ to /g/
not	change /t/ to /d/
sock	change /k/ to /b/
fish	change /sh/ to /t/
ham	change /m/ to /d/
nice	change /s/ to /n/
hedge	change /j/ to /d/
win	change /n/ to /g/
had	change /d/ to /t/
can	change /n/ to /sh/
plate	change /t/ to /s/
bag	change /g/ to /t/
wish	change /sh/ to /p/
wage	change /j/ to /v/
crush	change /sh/ to /m/
age	change /g/ to /k/
gas	change /s/ to /p/
fate	change /t/ to /th/
mass	change /s/ to /sh/
safe	change /f/ to /v/
ditch	change /ch/ to /sh/
price	change /s/ to /z/
rid	change /d/ to /b/
graze	change /z/ to /s/
bat	change /t/ to /th/
rack	change /k/ to /g/

Phoneme Deletion

ham without the /h/
cat without the /k/
blast without the /b/
cloud without the /k/
slap without the /s/
gram without the /g/
bleep without the /l/
skid without the /s/
plod without the /pl/
clean without the /k/
twin without the /t/
spout without the /sp/
grand without the /gr/
crack without the /k/
skim without the /s/
plight without the /p/
bleep without the /b/
drip without the /d/
slam without the /s/
pluck without the /p/
snob without the /s/
trip without the /t/
crock without the /k/
plus without the /pl/
graft without the /g/
clot without the /k/
splint without the /sp/
trot without the /t/
clash without the /k/
pride without the /p/
seat without the /s/
frat without the /r/
craft without the /k/
speech without the /s/

Phoneme Substitution

Children substitute one phoneme for another to make a new word.

Initial Sounds

“The word is cat. Change /k/ to /s/.

What’s the new word?”

pig	change /p/ to /d/
look	change /l/ to /b/
mat	change /m/ to /h/
walk	change /w/ to /t/
bed	change /b/ to /r/
dog	change /d/ to /l/
sack	change /s/ to /r/
goat	change /g/ to /b/
car	change /k/ to /r/
bag	change /b/ to /r/
lace	change /l/ to /f/
rose	change /r/ to /h/
shy	change /sh/ to /wh/
tick	change /t/ to /s/
bag	change /b/ to /t/
dad	change /d/ to /h/
what	change /wh/ to /sh/
knob	change /n/ to /r/
cane	change /k/ to /l/
lamb	change /l/ to /j/
pale	change /p/ to /m/
dear	change /d/ to /n/
tease	change /t/ to /b/
ham	change /h/ to /j/
jeep	change /j/ to /k/

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