

Phonemic Awareness



Phoneme Segmenting and Blending

PA.017

Phoneme Split and Say

Objective

The student will segment and blend phonemes in words.

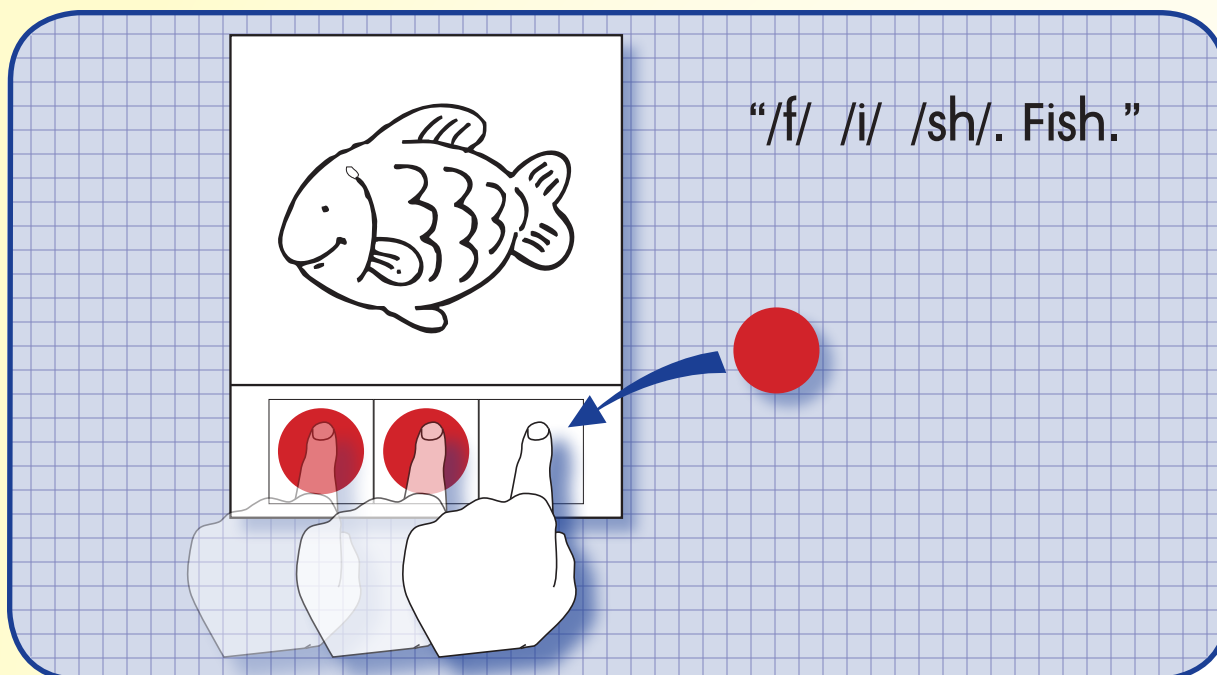
Materials

- ▶ Set of Elkonin Box picture cards (Activity Master PA.017.AM1a - PA.017.AM1u)
Note: Pictures are mop, duck, bus, vase, fish, flower, cookie, baby, whistle, puppet, raccoon, rooster, jacket, candle, branch, radio, cupcake, dragon, necklace, basket, and ostrich.
- ▶ Counters (e.g., pennies, buttons)

Activity

Students orally segment words using counters and Elkonin Boxes.

1. Place the Elkonin Box picture cards in a stack and the counters on a flat surface.
2. Working in pairs, student one selects an Elkonin Box picture card and says the name of the picture.
3. Says the word again, pausing between sounds while slowly moving a counter in each box (e.g., “/f/ /i/ /sh/”).
4. Student two repeats the sounds while touching each counter, then blends the word while saying it quickly and sliding a finger under all the counters (e.g., “/f/ /i/ /sh/, fish”).
5. Continue until all cards are completed.
6. Peer evaluation



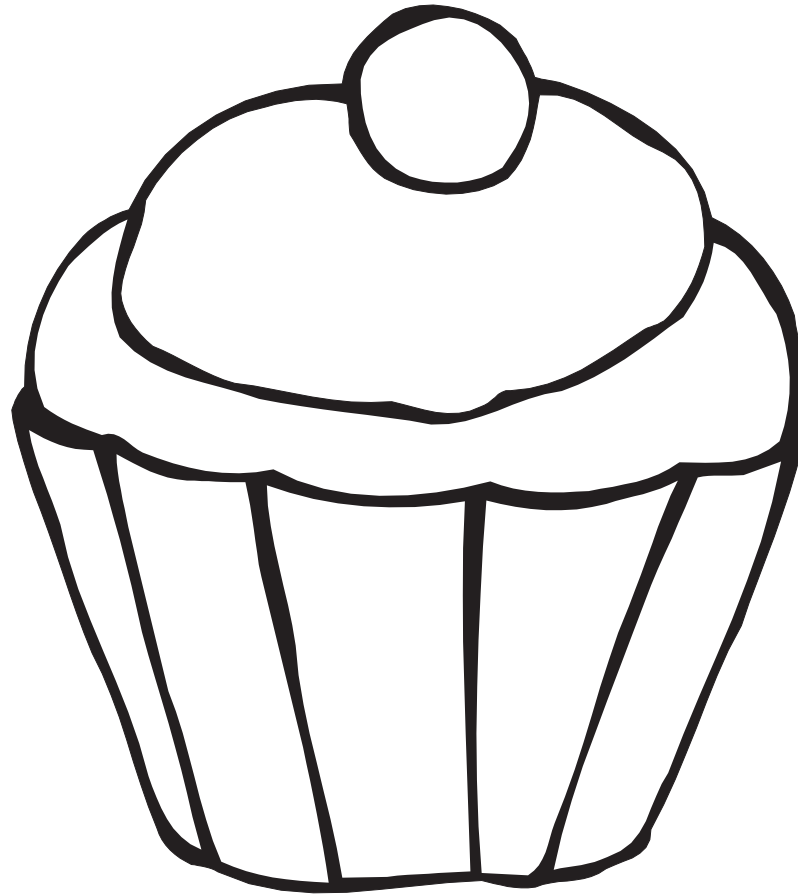
Extensions and Adaptations

- ▶ Make other Elkonin Picture Cards (Activity Master PA.017.AM2a - PA.017.AM2e).

Phonemic Awareness

PA.017.AMIq

Phoneme Split and Say



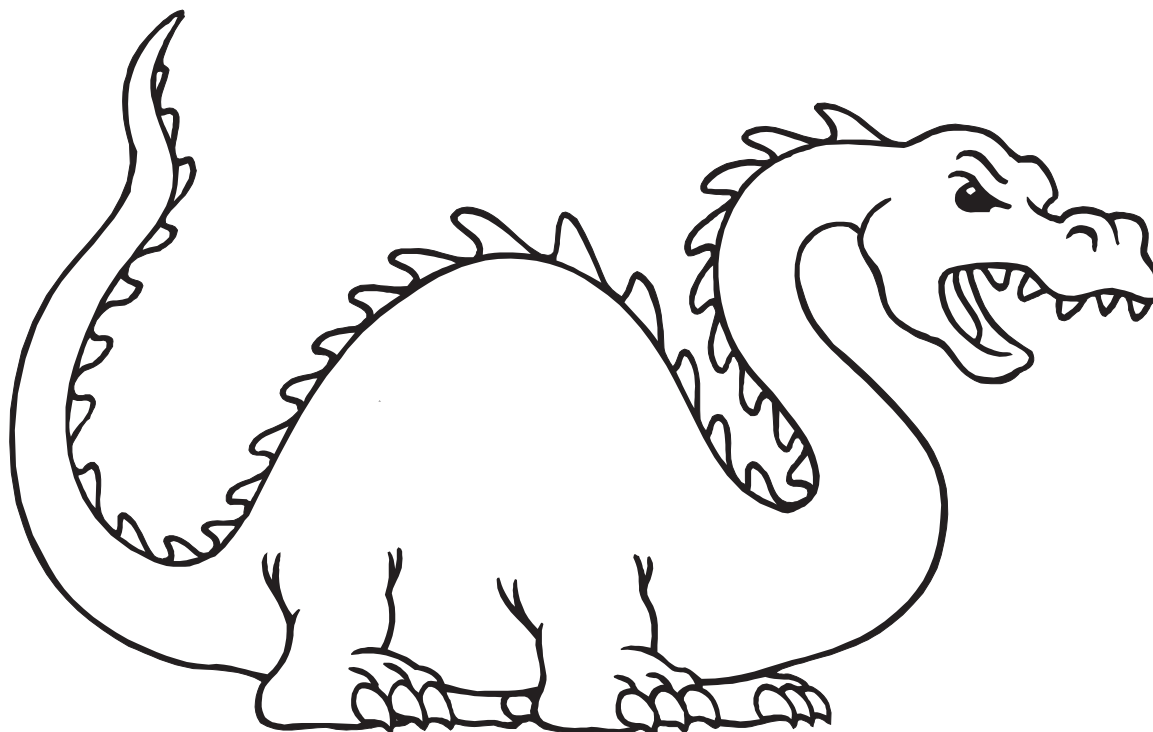
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Phonemic Awareness

Phoneme Split and Say

PA.017.AM1r



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Phonemic Awareness

PA.017.AMIs

Phoneme Split and Say



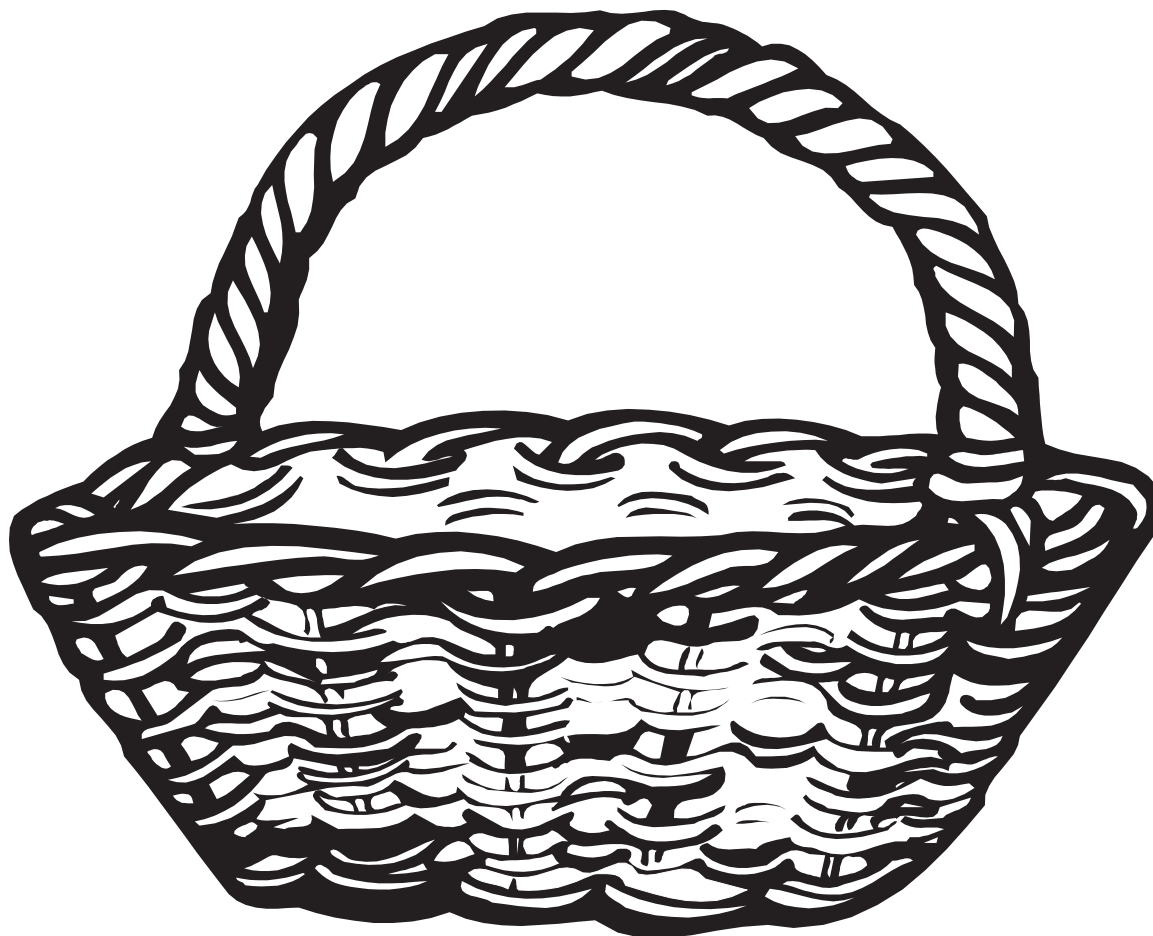
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Phonemic Awareness

Phoneme Split and Say

PA.017.AMIt



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Phonemic Awareness

PA.017.AMlu

Phoneme Split and Say



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Phonemic Awareness

Phoneme Split and Say

PA.017.AM2e





Phonemic Awareness

PA.018

Phoneme Segmenting and Blending
Break and Make



Objective

The student will segment and blend phonemes in words.



Materials

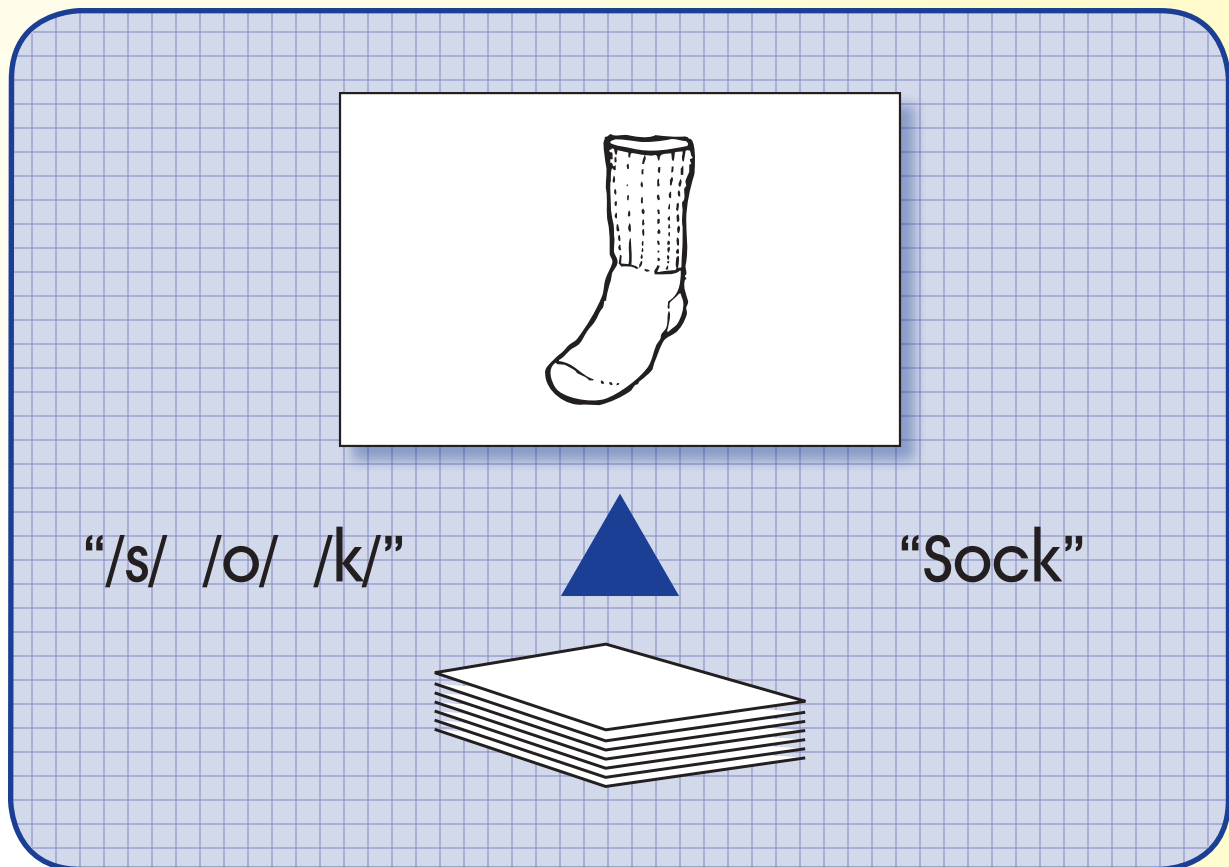
► Picture cards (Activity Master PA.018.AM1a - PA.018.AM1e)



Activity

Students segment and blend phonemes to make words by playing a picture card game.

1. Place picture cards face down in a stack.
2. Taking turns, student one selects the top card from the stack (without revealing the picture), and orally segments the name of the picture into phonemes (e.g., “/s/ /o/ /k/”).
3. Student two blends the sounds back together to identify the object (e.g., “sock”).
4. If correct, student two keeps the picture. If incorrect, picture card is placed at the bottom of the stack.
5. Reverse roles and continue until all cards are used.
6. Peer evaluation



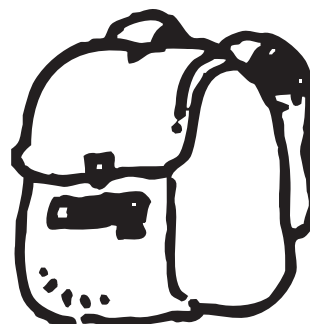
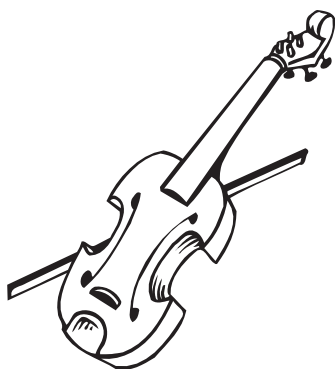
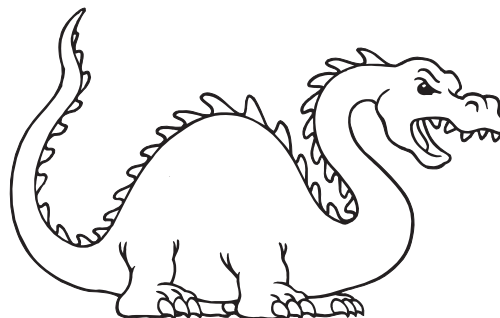
Extensions and Adaptations

► Sort by number of phonemes.

Phonemic Awareness

Break and Make

PA.018.AM1e



snowman - 6, dragon - 6, violin - 6, tractor - 6, cupcake - 6, backpack - 6, fountain - 6, basket - 6

Phonological Awareness



Phoneme Segmenting

PA.042

Phoneme Closed Sort

Objective

The student will segment phonemes in words.

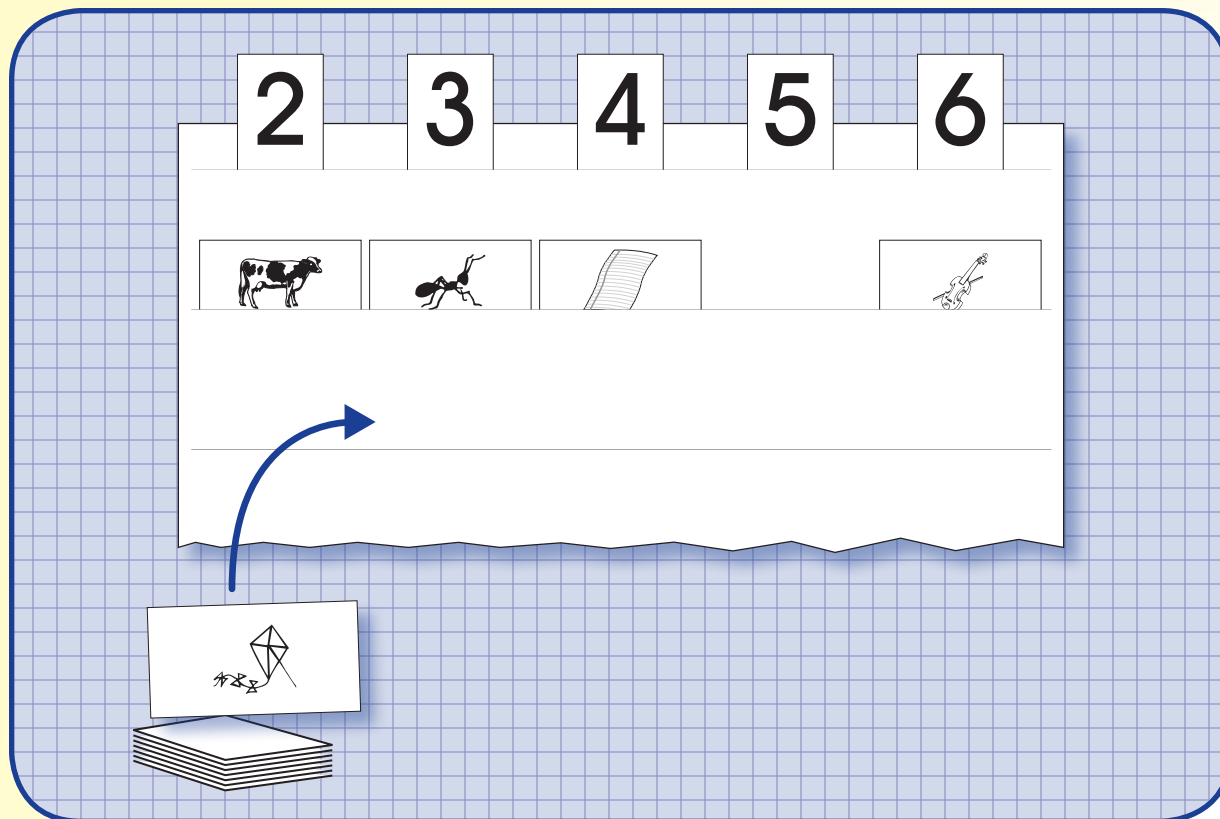
Materials

- ▶ Pocket chart
- ▶ *Arrange number header cards in a row at the top of the chart.*
- ▶ Number header cards (Activity Master PA.042.AM1)
- ▶ Two-to-six phoneme picture cards (Activity Master PA.042.AM2a - PA.042.AM2d)

Activity

Students count phonemes in words and sort them on a pocket chart.

1. Place the phoneme picture cards face down in a stack next to the pocket chart.
2. Taking turns, students select a picture card and name the picture (e.g., “kite”).
3. “Finger tap” the number of phonemes while segmenting the word orally (i.e., “/k/ /ī/ /t/”).
Place the picture card under the corresponding number on the pocket chart (i.e., the picture card of “kite” is placed under the “3”).
4. Continue until all picture cards are sorted.
5. Peer evaluation



Extensions and Adaptations

- ▶ Clap syllables in other picture cards (Activity Master PA.042.AM3a - PA.042.AM3d).

Phonological Awareness

PA.042.AM I

Phoneme Closed Sort

2

header

3

header

4

header

5

header

6

header

header

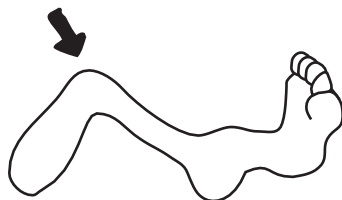
header cards



Phonological Awareness

Phoneme Closed Sort

PA.042.AM2a



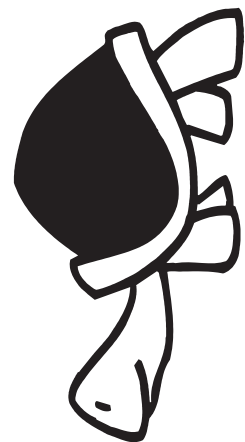
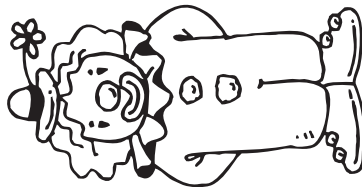
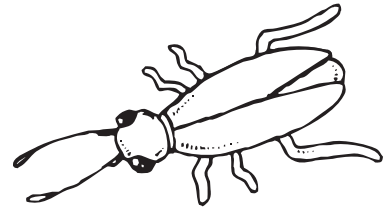
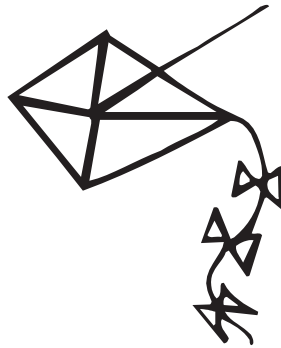
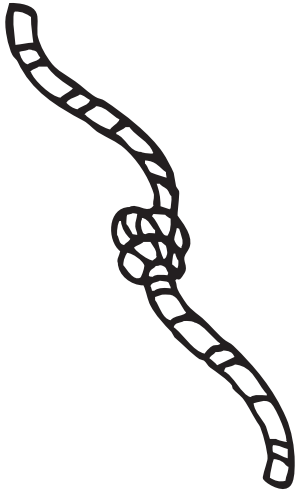
phoneme picture cards: cow-2, knee-2, pea-2, saw-2, sew-2, star-3



Phonological Awareness

PA.042.AM2b

Phoneme Closed Sort



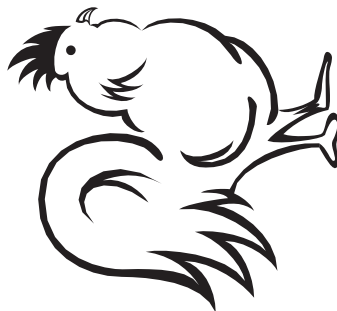
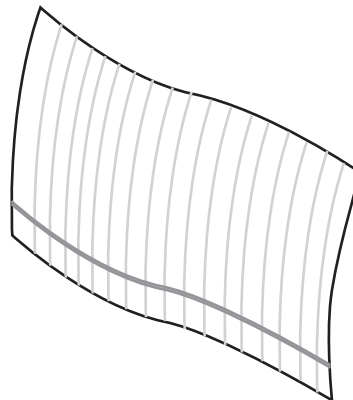
phoneme picture cards: rope-3, kite-3, roach-3 ant-3, clown-4, turtle-4



Phonological Awareness

Phoneme Closed Sort

PA.042.AM2c



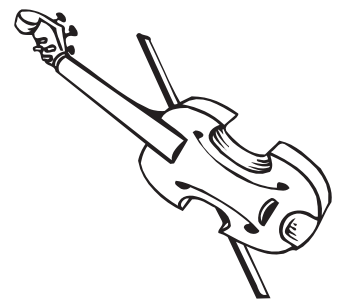
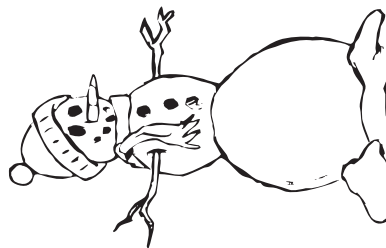
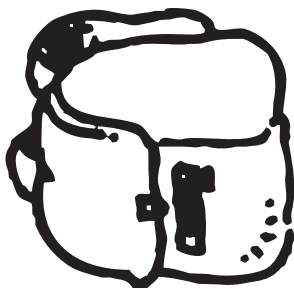
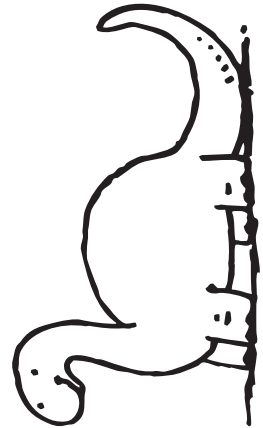
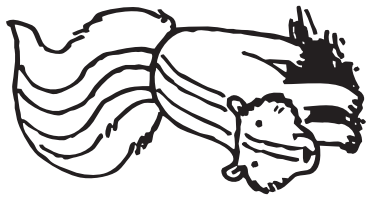
phoneme picture cards: bottle-4, bridge-4, paper-4, plant-5, rooster-5, lettuce-5



Phonological Awareness

PA.042.AM2d

Phoneme Closed Sort



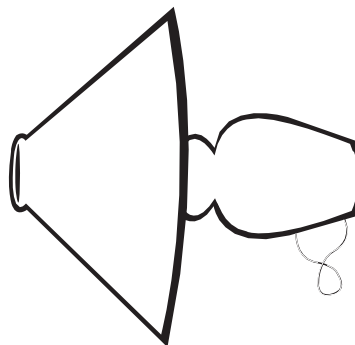
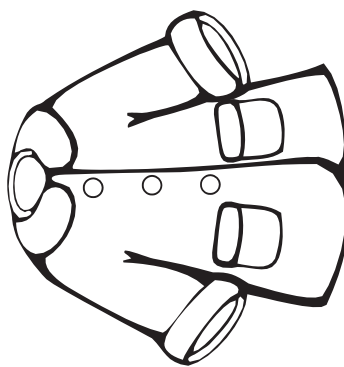
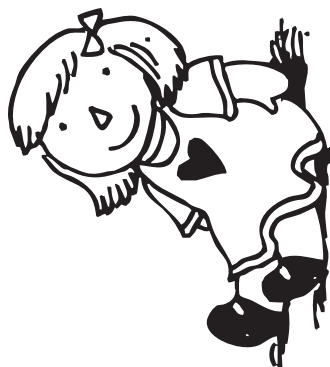
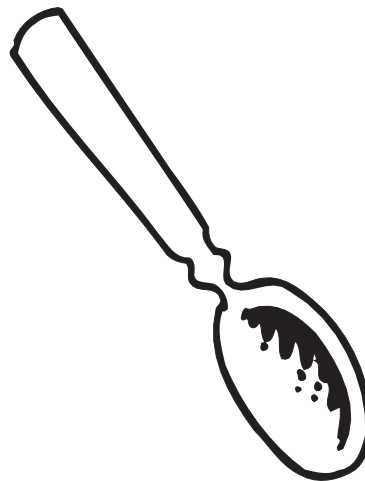
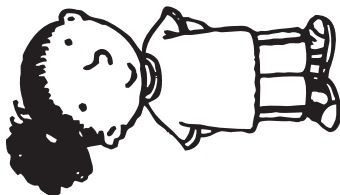
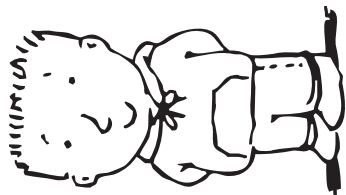
phoneme picture cards: skunk-5, ticket-5, dinosaur-6, backpack-6, snowman-6, violin-6



Phonological Awareness

Phoneme Closed Sort – Extension (syllables)

PA.042.AM3a



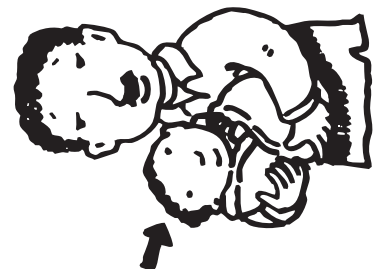
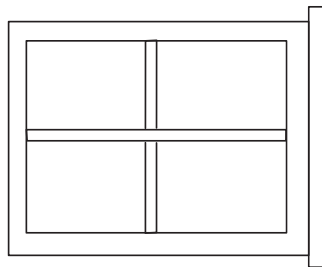
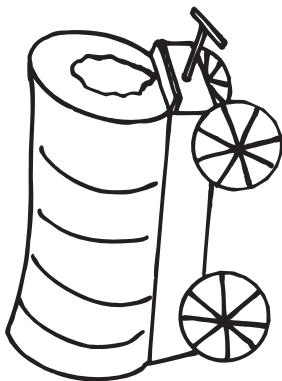
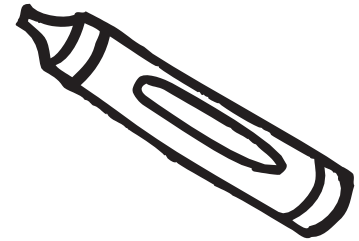
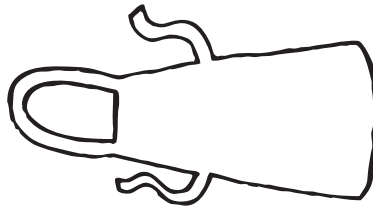
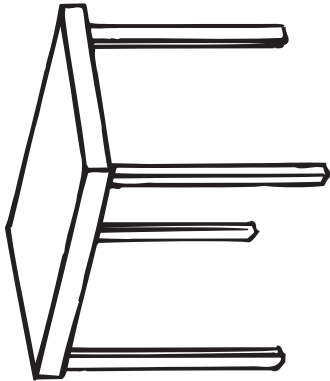
syllable picture cards: boy-1, girl-1, spoon-1, doll-1, coat-1, lamp-1



Phonological Awareness

PA.042.AM3b

Phoneme Closed Sort – Extension (syllables)



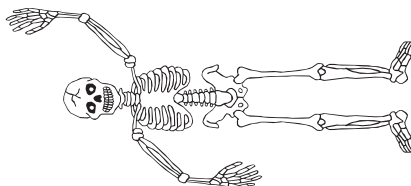
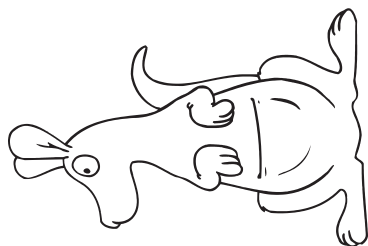
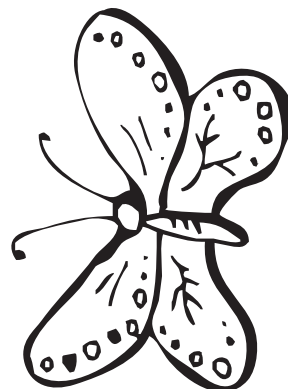
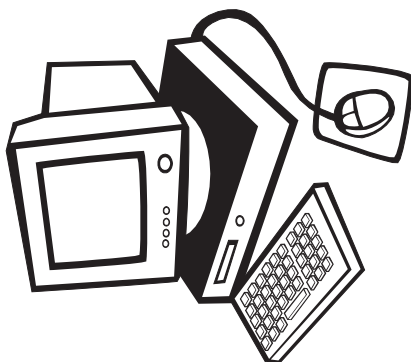
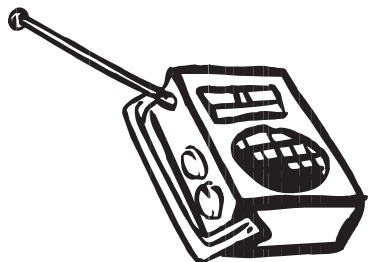
syllable picture cards: table-2, apron-2, crayon-2, wagon-2, window-2, baby-2



Phonological Awareness

Phoneme Closed Sort – Extension (syllables)

PA.042.AM3c



syllable picture cards:

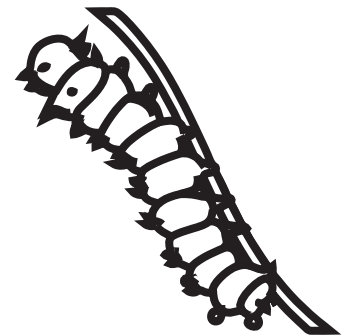
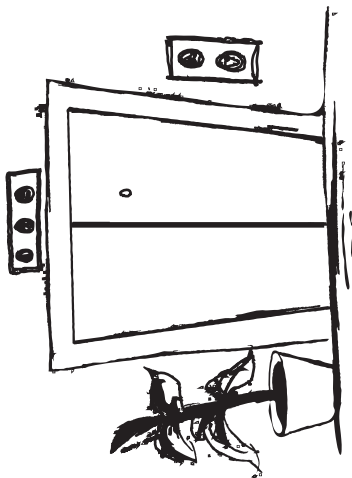
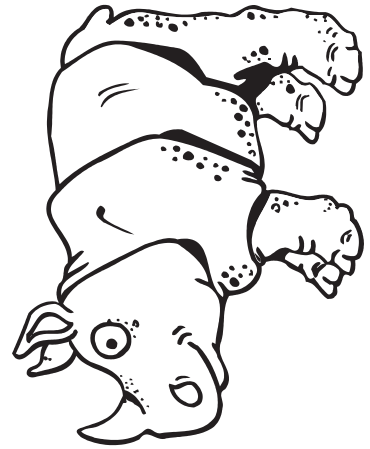
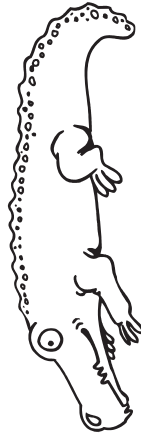
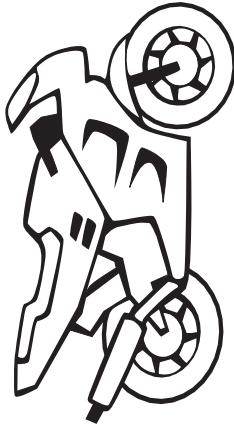
radio-3, computer-3, butterfly-3, kangaroo-3, skeleton-3, astronaut-3



Phonological Awareness

PA.042.AM3d

Phoneme Closed Sort – Extension (syllables)



syllable picture cards:

motorcycle-4, alligator-4, rhinoceros-4, elevator-4, thermometer-4, caterpillar-4



Phonological Awareness



Phoneme Segmenting

PA.043

Phoneme Hopscotch

Objective

The student will segment phonemes in words.

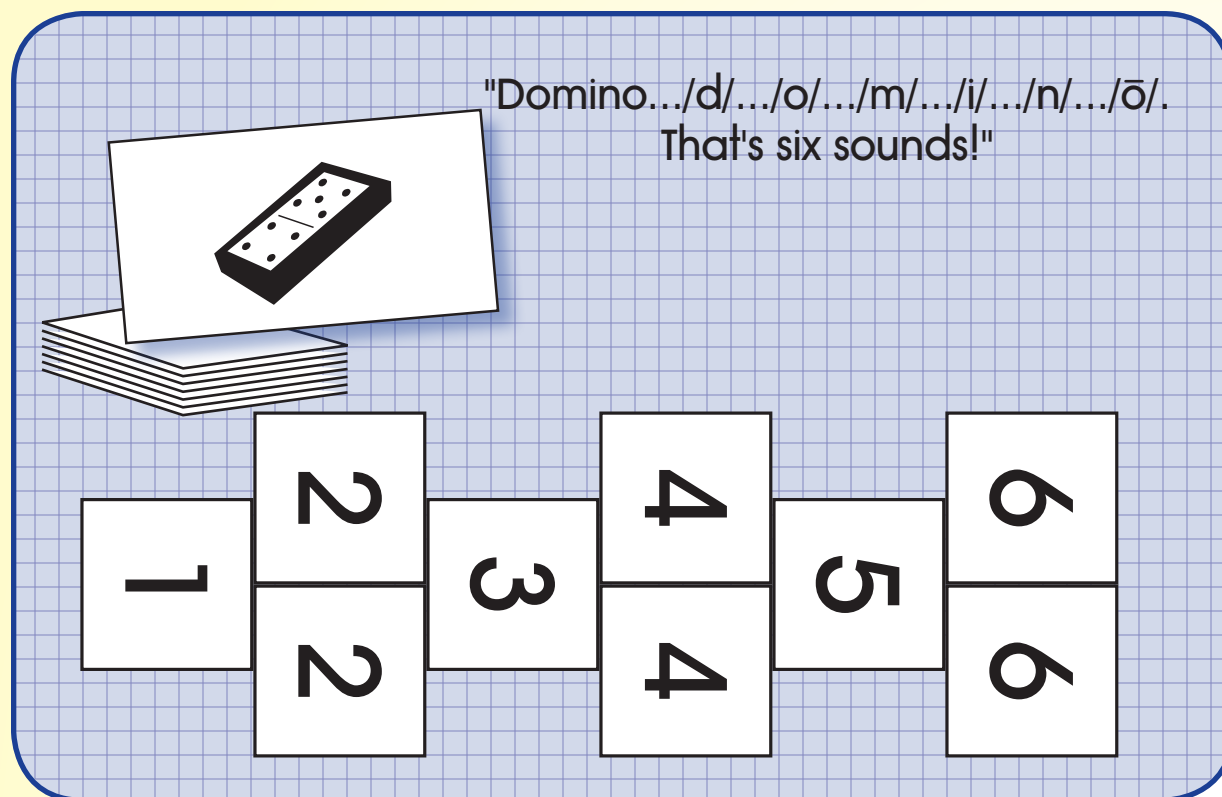
Materials

- ▶ Hopscotch board
- Use a hopscotch mat, tape off a hopscotch board, or draw with sidewalk chalk.*
- ▶ Two-to-six phoneme picture cards (Activity Master PA.043.AM1a - PA.043.AM1b)

Activity

Students segment the number of phonemes in a word and hop to the corresponding number.

1. Place the phoneme picture cards face down in a stack and arrange the hopscotch board on the floor.
2. Taking turns, student one selects the top card, names the picture, segments it into phonemes, and counts the number of phonemes (e.g., “domino, /d/ /o/ /m/ /i/ /n/ /ō/. That’s six sounds.”).
3. Student two repeats the segments and hops to the corresponding number.
4. Reverse roles and continue until all picture cards are used.
5. Peer evaluation



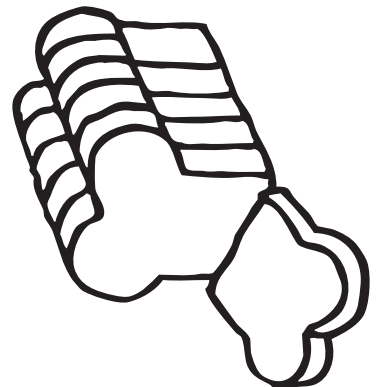
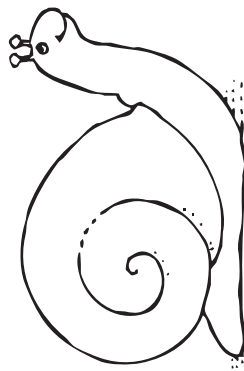
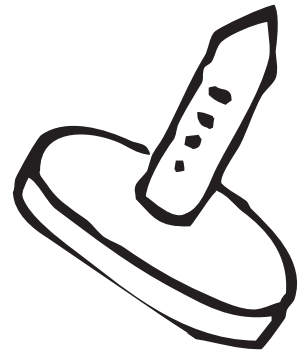
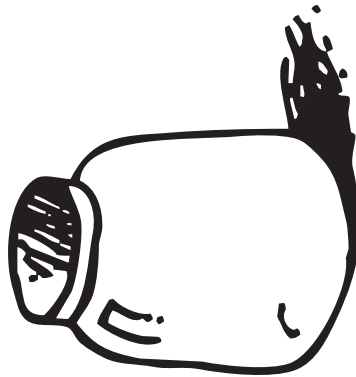
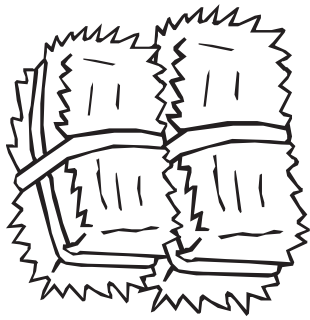
Extensions and Adaptations

- ▶ Play using other phoneme picture cards (Activity Master PA.046.AM1a - PA.046.AM1d).

Phonological Awareness

PA.043.AM1a

Phoneme Hopscotch



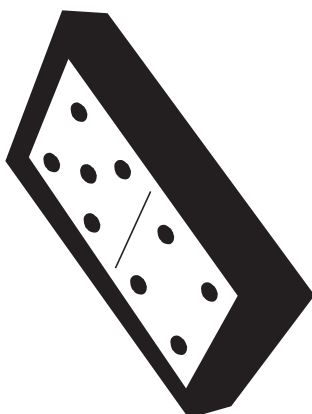
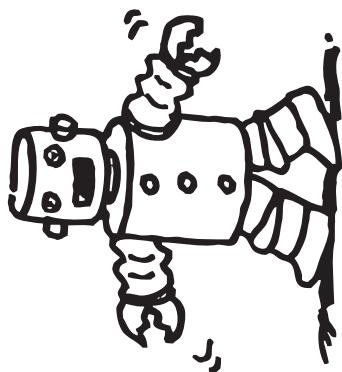
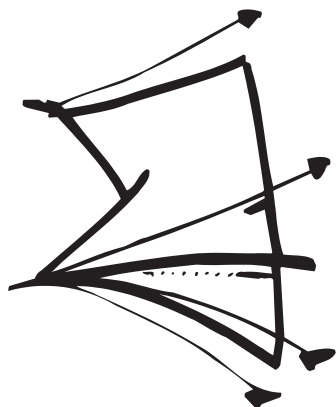
phoneme picture cards: hay-2, jar-2, tack-3, mice-3 snail-4, bread-4



Phonological Awareness

Phoneme Hopscotch

PA.043.AM1b



phoneme picture cards: tent-4, rabbit-5, koala-5, robot-5, domino-6, dragon-6



Phonemic Awareness



Phoneme Segmenting

PA.014

Phoneme Counting Sort

Objective

The student will segment phonemes in words.

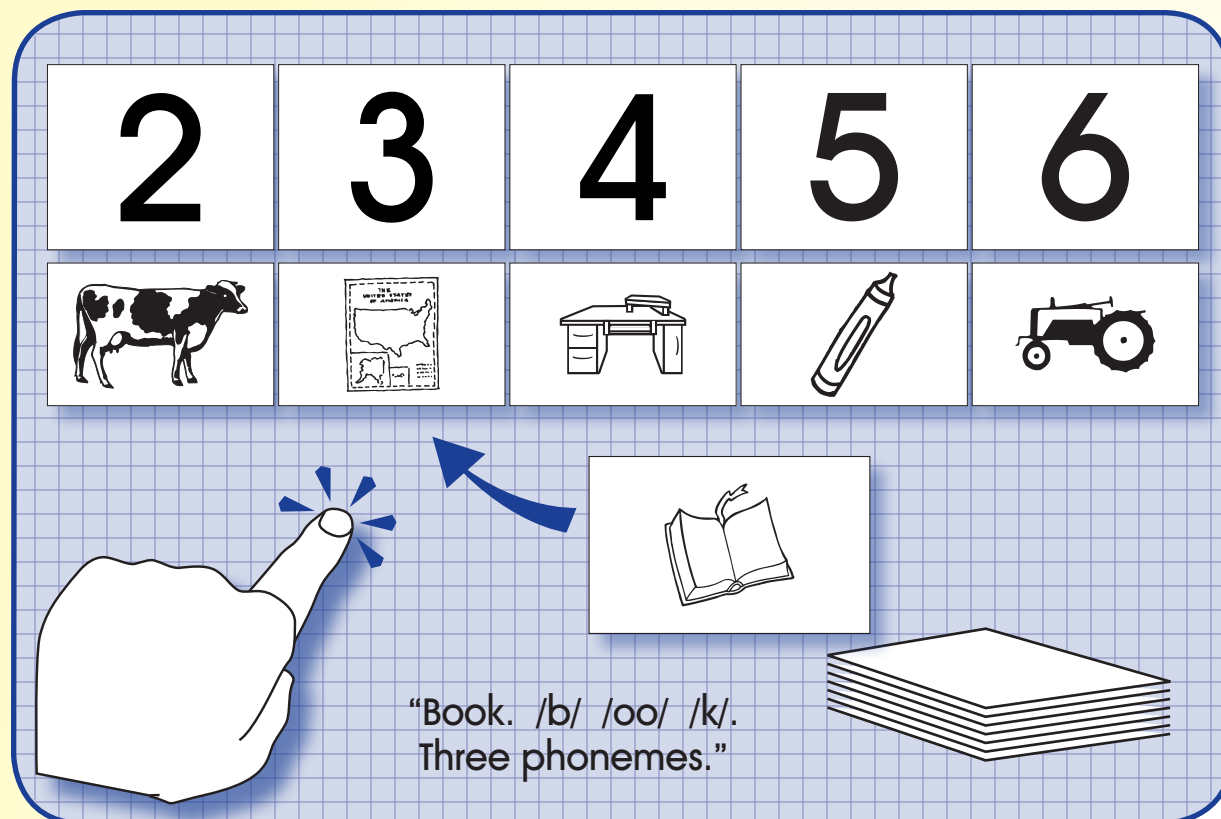
Materials

- ▶ Number headings (Activity Master PA.014.AM1)
- ▶ Phoneme picture cards (Activity Master PA.014.AM2a - PA.014.AM2c)

Activity

Students count phonemes and sort by number.

1. Place number headings on a flat surface and stack picture cards face down at the center.
2. Taking turns, students select a picture card and say the name of the picture.
3. "Finger tap" the number of phonemes while saying the word (e.g., "book, /b/ /oo/ /k/"). State the number of phonemes (i.e., "three phonemes") and place the picture card under the correct number (i.e., "3").
4. Continue until all picture cards are sorted.
5. Peer evaluation



The image shows a grid of five boxes with numbers 2, 3, 4, 5, and 6. Below each number is a picture card. The picture cards are: a cow, a map of the United States, a desk, a pencil, and a tractor. Below the grid, there is a hand with a finger pointing at the number 3, a book, and a stack of papers. The text "Book. /b/ /oo/ /k/. Three phonemes." is written next to the book.

Extensions and Adaptations

- ▶ Use other picture cards and sort.

Phonemic Awareness

PA.014.AMI

Phoneme Counting Sort

2

header

3

header

4

header

5

header

6

header

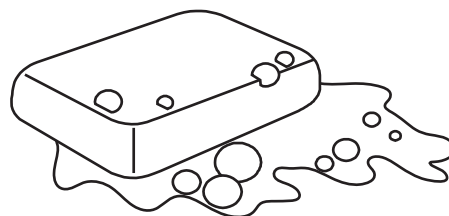
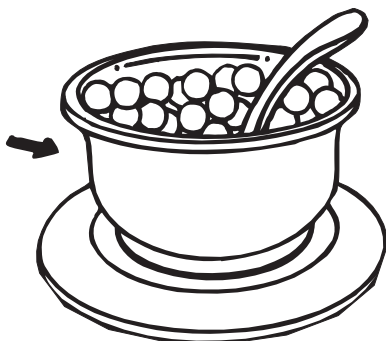
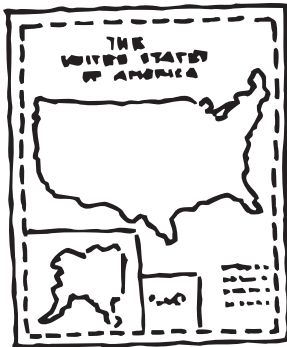
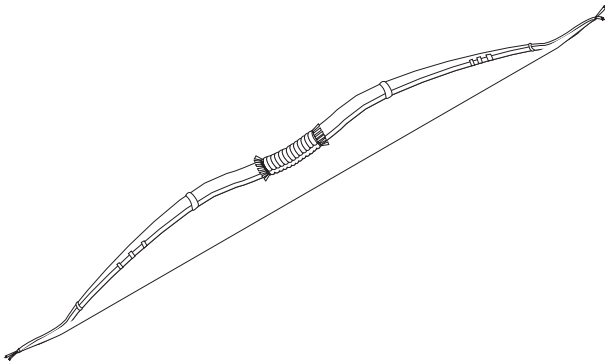
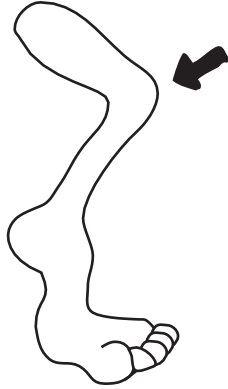
header



Phonemic Awareness

Phoneme Counting Sort

PA.014.AM2a



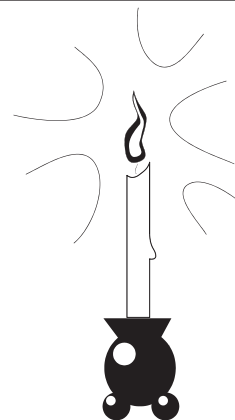
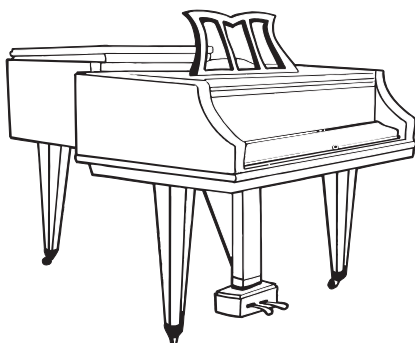
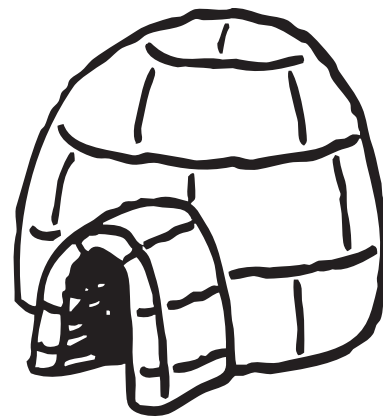
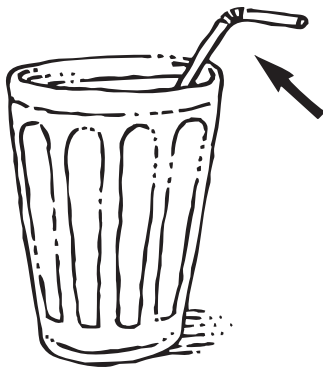
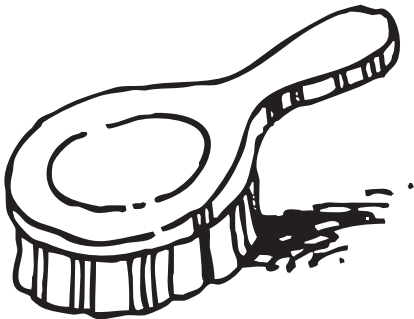
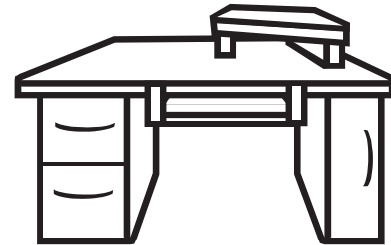
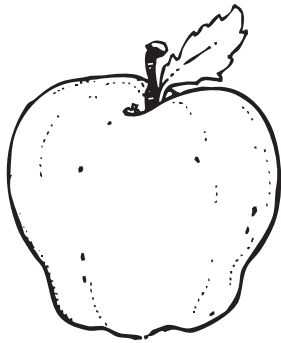
knee - 2, tie - 2, bow - 2, cow - 2, map - 3, book - 3, bowl - 3, soap - 3



Phonemic Awareness

PA.014.AM2b

Phoneme Counting Sort



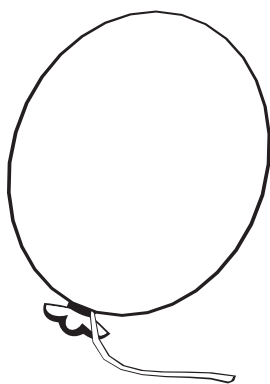
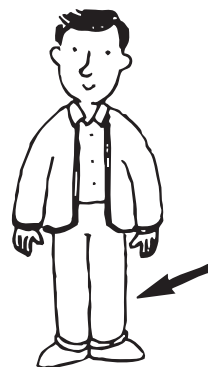
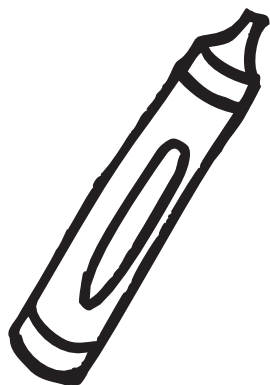
apple - 3, desk - 4, brush - 4, pillow - 4, straw - 4, igloo - 4, piano - 5, candle - 5



Phonemic Awareness

Phoneme Counting Sort

PA.014.AM2c



20



crayon - 5, pants - 5, balloon - 5, tractor - 6, haystack - 6, twenty - 6, snowman - 6, potato - 6

Phonemic Awareness



Phoneme Segmenting

PA.016

Phoneme Challenge

Objective

The student will segment phonemes in words.

Materials

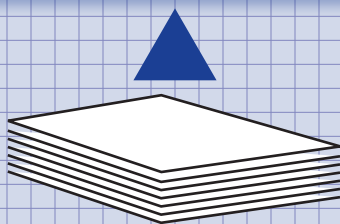
- ▶ Phoneme picture cards (Activity Master PA.016.AM1a - PA.016.AM1e)

Activity

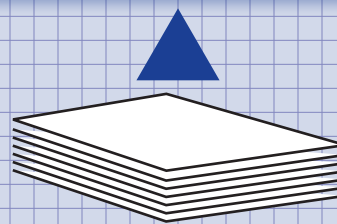
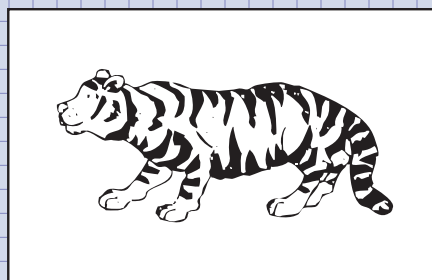
Students segment the phonemes in words by playing a counting game.

1. Place the set of phoneme picture cards face down at the center.
2. Students divide cards evenly.
3. Taking turns, students turn over a card, say the word, segment the sounds, and count the phonemes.
4. The student with the highest number of phonemes takes the cards. If the students have the same number, then they have a “phoneme challenge” by selecting two more cards. One card is placed face down, and the other card is placed face up. The student with the most phonemes represented on the card that is placed face up takes all the cards.
5. Continue to play until one student has all the cards.
6. Peer evaluation

“Doll. /d/ /o/ /l/.
That’s three phonemes.”



“Tiger. /t/ /i/ /g/ /er/.
That’s four phonemes.
I get the cards!”



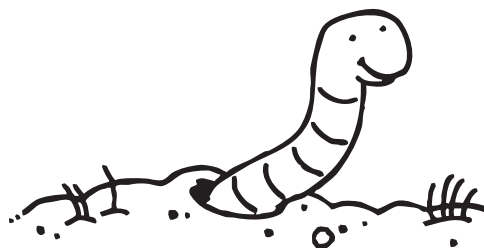
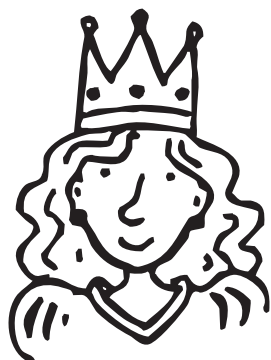
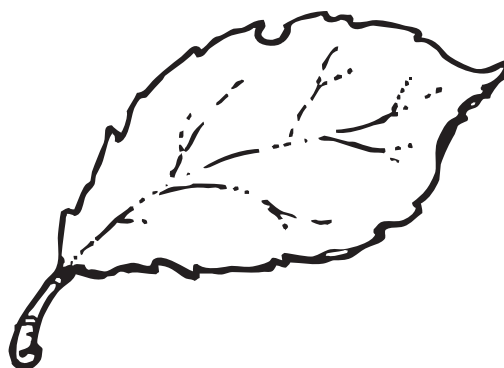
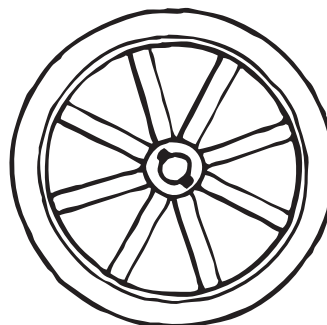
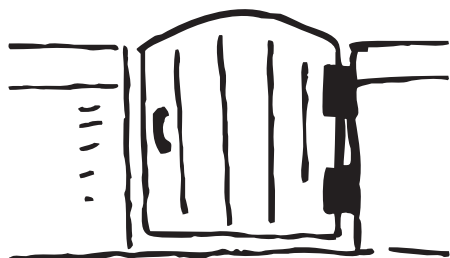
Extensions and Adaptations

- ▶ Sort picture cards by number of phonemes.
- ▶ Develop additional picture cards (i.e., drawing, cutting out magazine pictures).

Phonemic Awareness

PA.016.AM1a

Phoneme Challenge



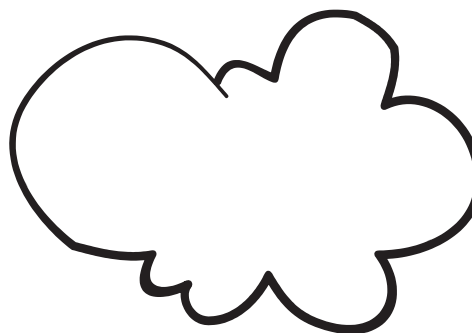
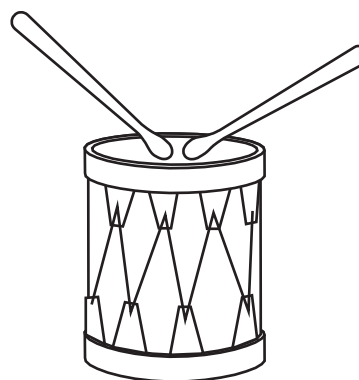
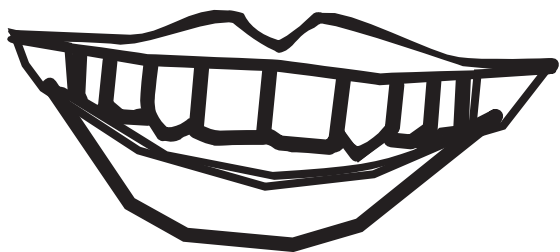
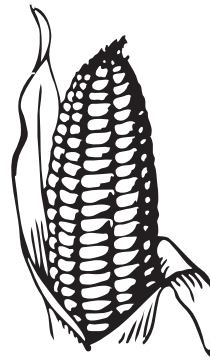
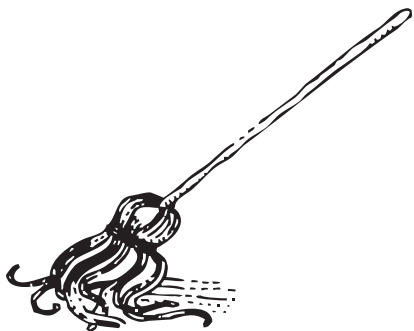
dime - 3, doll - 3, gate - 3, wheel - 3, nurse - 3, leaf - 3, queen - 3, worm - 3



Phonemic Awareness

Phoneme Challenge

PA.016.AM1b



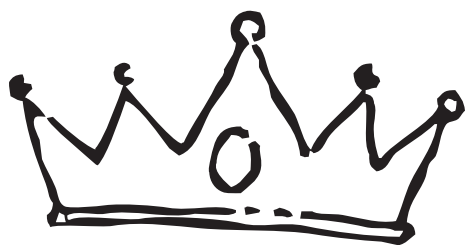
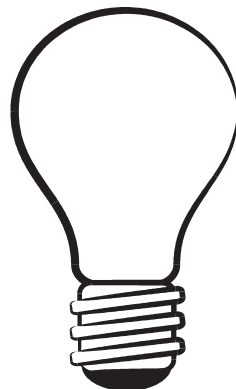
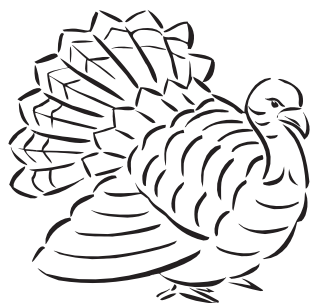
mop - 3, corn - 3, mouth - 3, drum - 4, glass - 4, cloud - 4, penny - 4, tiger - 4



Phonemic Awareness

PA.016.AM1c

Phoneme Challenge

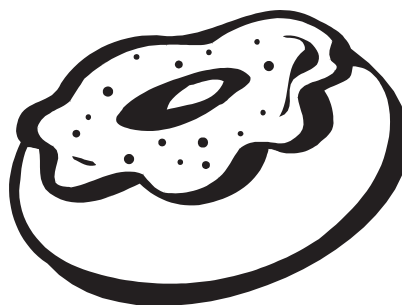
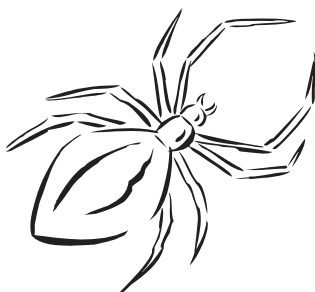
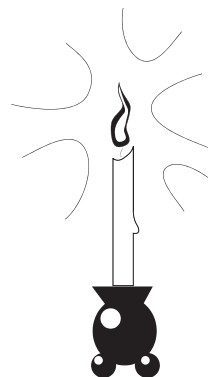


turkey - 4, bulb - 4, school - 4, swing - 4, crown - 4, bacon - 5, skunk - 5, chimney - 5 ✂

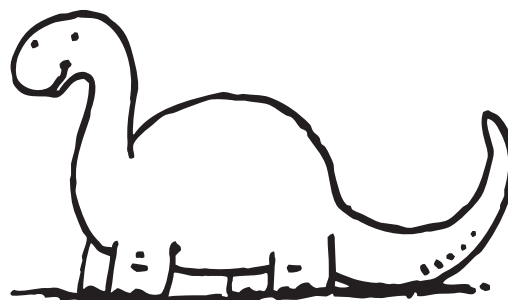
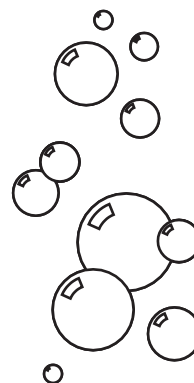
Phonemic Awareness

Phoneme Challenge

PA.016.AM1d



13

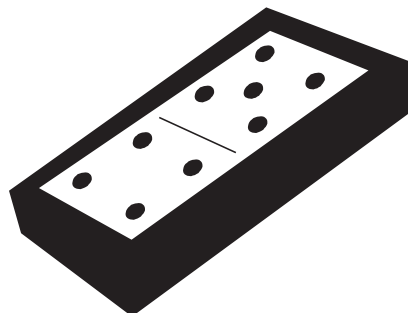
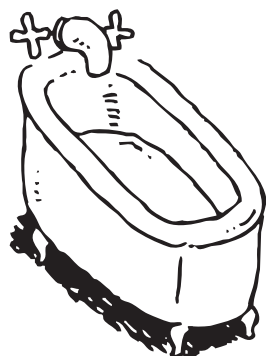
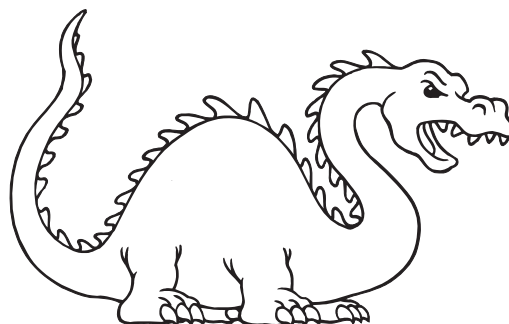
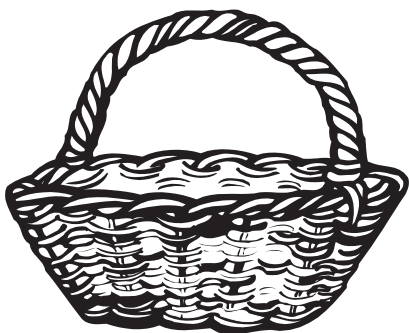


pocket - 5, candle - 5, spider - 5, donut - 5, thirteen - 5, bubbles - 5, sweater - 5, dinosaur - 6

Phonemic Awareness

PA.016.AMIe

Phoneme Challenge



tornado - 6, snowman - 6, necklace - 6, glasses - 6, basket - 6, dragon - 6, bathtub - 6, domino - 6