



Phonemic Awareness

PA.02 I

Phoneme Manipulating Make It, Find It, Keep It



Objective

The student will manipulate phonemes in words.



Materials

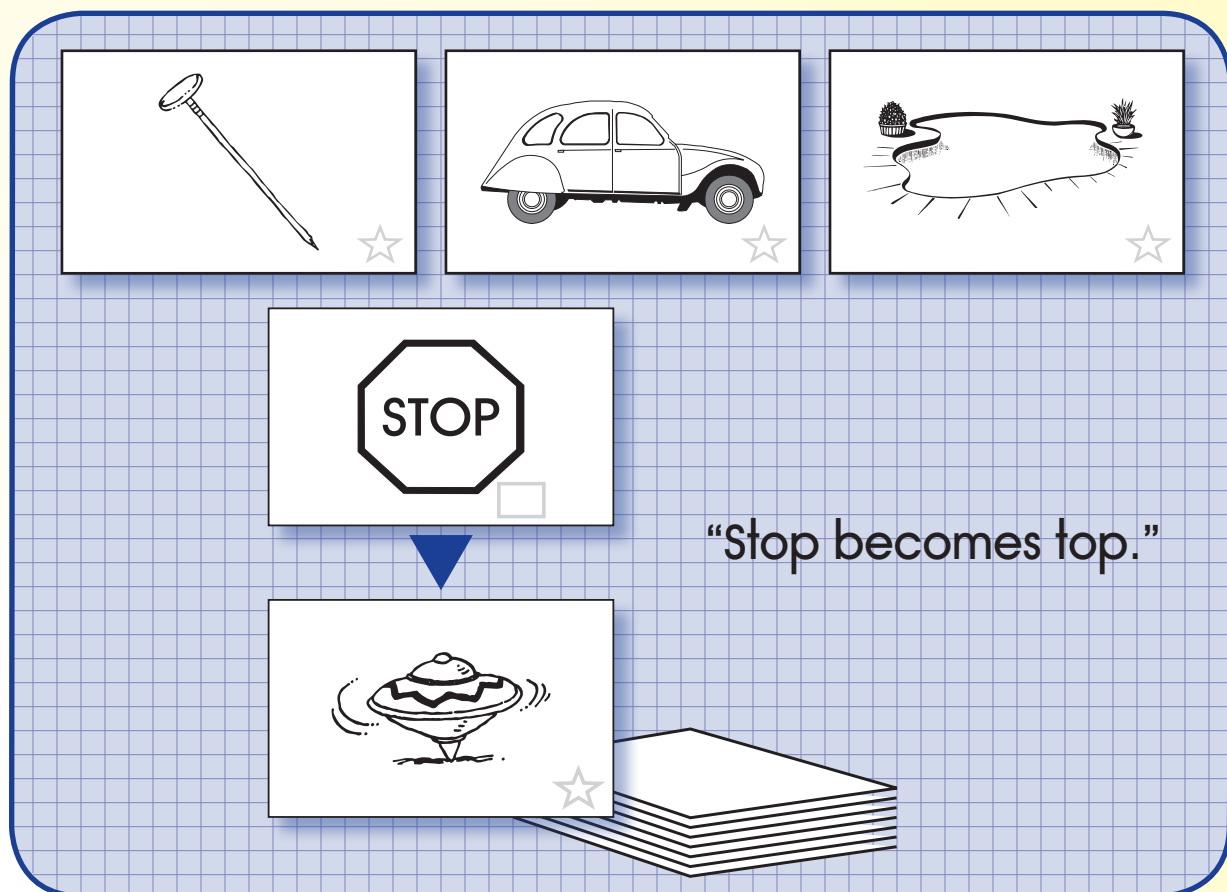
- ▶ Picture cards (Activity Master P.021.AM1a - P.021.AM1c)



Activity

Students manipulate initial phonemes in blends and match the new word to picture.

1. Divide picture cards by icon. Place cards with squares in a stack face down at the center. Place cards with stars face up in rows.
2. Taking turns, students select the top card from the stack (cards with squares) and name picture. Delete the initial phoneme and say resulting word (e.g., “stop becomes top”).
3. Look at the cards with star icons. Select the card of the new word (i.e., top). Keep the pair.
4. Reverse roles and continue until all matches are made.
5. Peer evaluation



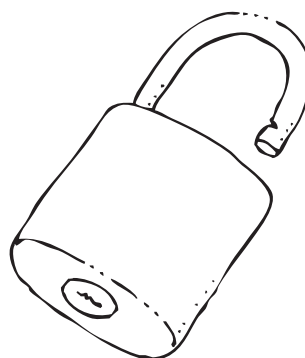
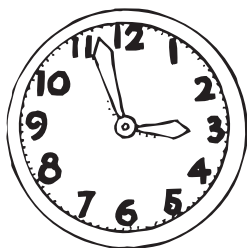
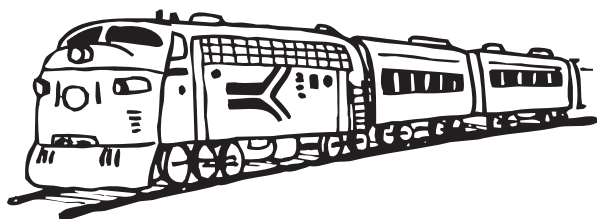
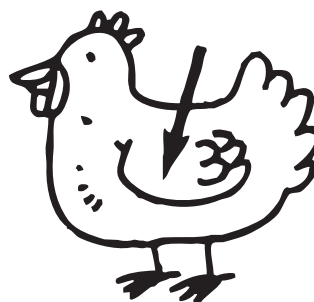
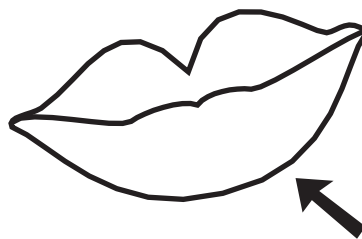
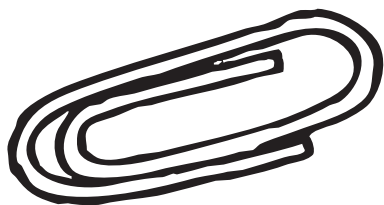
Extensions and Adaptations

- ▶ Count and record number of phonemes (Activity Master P.021.SS).
- ▶ Sort picture cards by number of phonemes.

Phonemic Awareness

Make It, Find It, Keep It

PA.021.AM1a



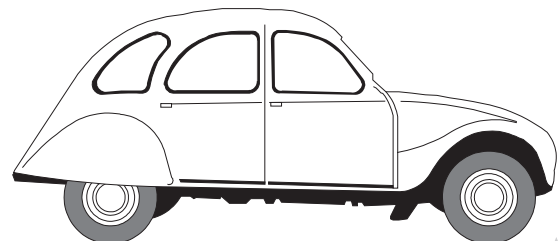
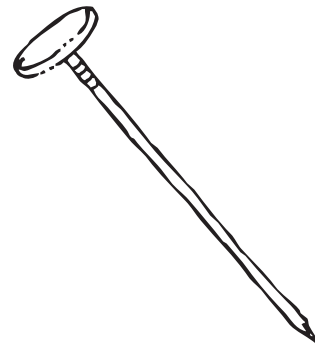
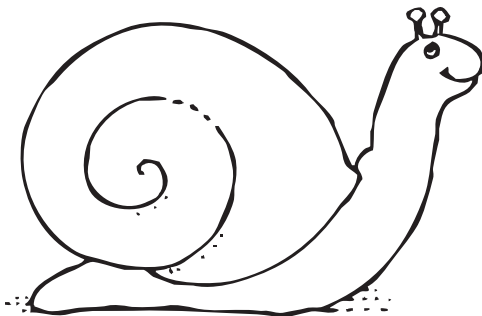
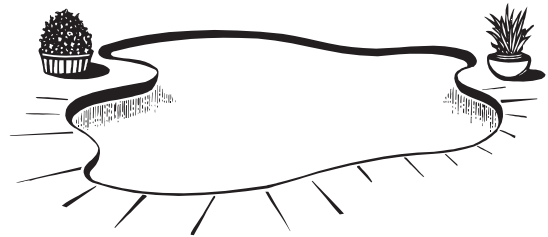
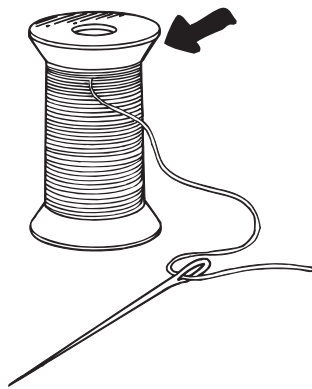
clip, lip, swing, wing, train, rain, clock, lock



Phonemic Awareness

PA.021.AM1b

Make It, Find It, Keep It



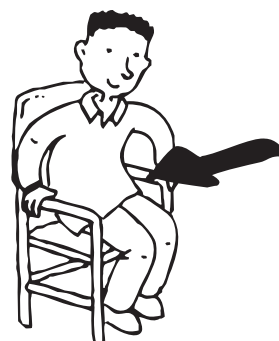
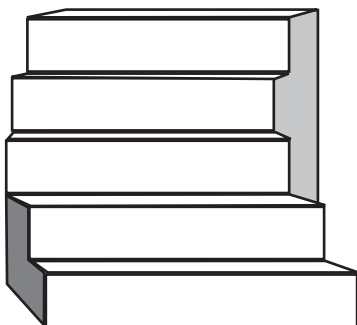
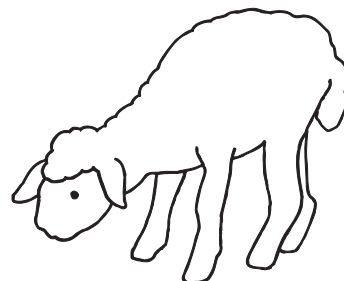
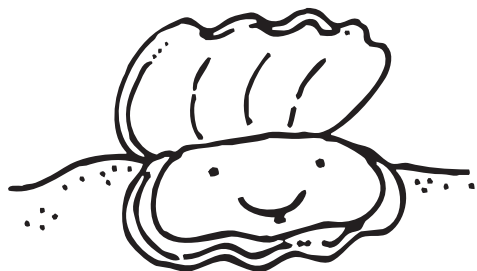
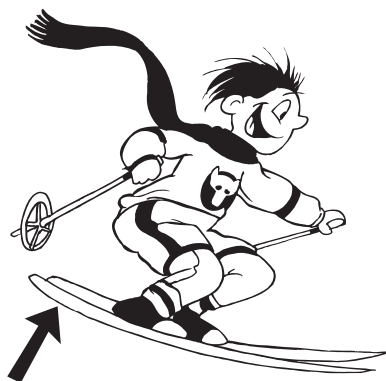
stop, top, spool, pool, snail, nail, scar, car



Phonemic Awareness

Make It, Find It, Keep It

PA.021.AM1c



ski, key, clam, lamb, stair, tear, clap, lap



Name _____

PA.02 I.SS

Make It, Find It, Keep It



_____Phonemes



_____Phonemes



_____Phonemes



_____Phonemes



_____Phonemes



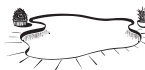
_____Phonemes



_____Phonemes



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_____Phonemes



_____Phonemes



_____Phonemes



Phonemic Awareness

PA.024

Phoneme Manipulating
Word Change



Objective

The student will manipulate phonemes in words.



Materials

- ▶ Picture boards (Activity Master PA.024.AM1a - PA.024.AM1b)
- ▶ Picture cards (Activity Master PA.024.AM2)



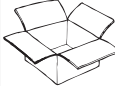





Activity

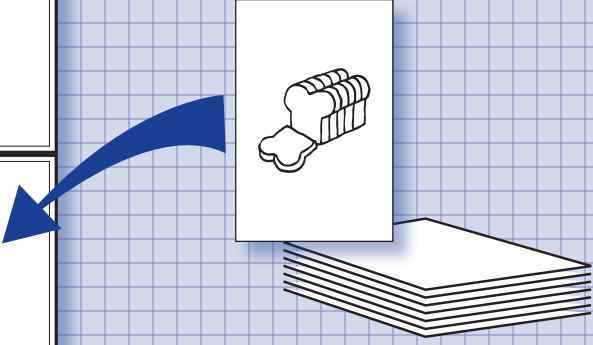
Students delete second phoneme of a blend to form a new word and match the corresponding pictures.

1. Place picture cards face down in a stack at the center. Provide each student with a different picture board.
2. Taking turns, students select the top picture card from the top of the stack.
3. Say the name of the picture, delete the second phoneme in the blend of the word and say the new word (e.g., “bread becomes bed”).
4. Look for the picture (e.g., bed) on picture board. If there, place the picture card beside it. If picture is not on picture board, return card to the bottom of the stack.
5. Continue until all the pictures on the boards are matched with a picture card.
6. Peer evaluation

Word Change Picture Board #1

“Bread becomes bed.”



Extensions and Adaptations

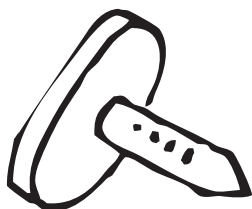
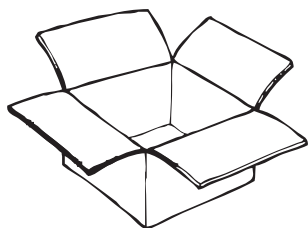
- ▶ Say the phoneme that is deleted. For example, “bread becomes bed. The deleted sound is /r/.”
- ▶ Segment the entire word (e.g., “crab is /k/ /r/ /a/ /b/”).

Phonemic Awareness

Word Change

PA.024.AM1a

Word Change Picture Board #1



pants, sail, box, cab, tack, bed

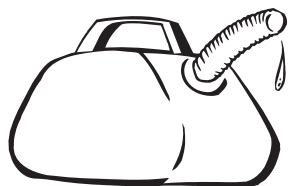


Phonemic Awareness

PA.024.AM1b

Word Change

Word Change Picture Board #2



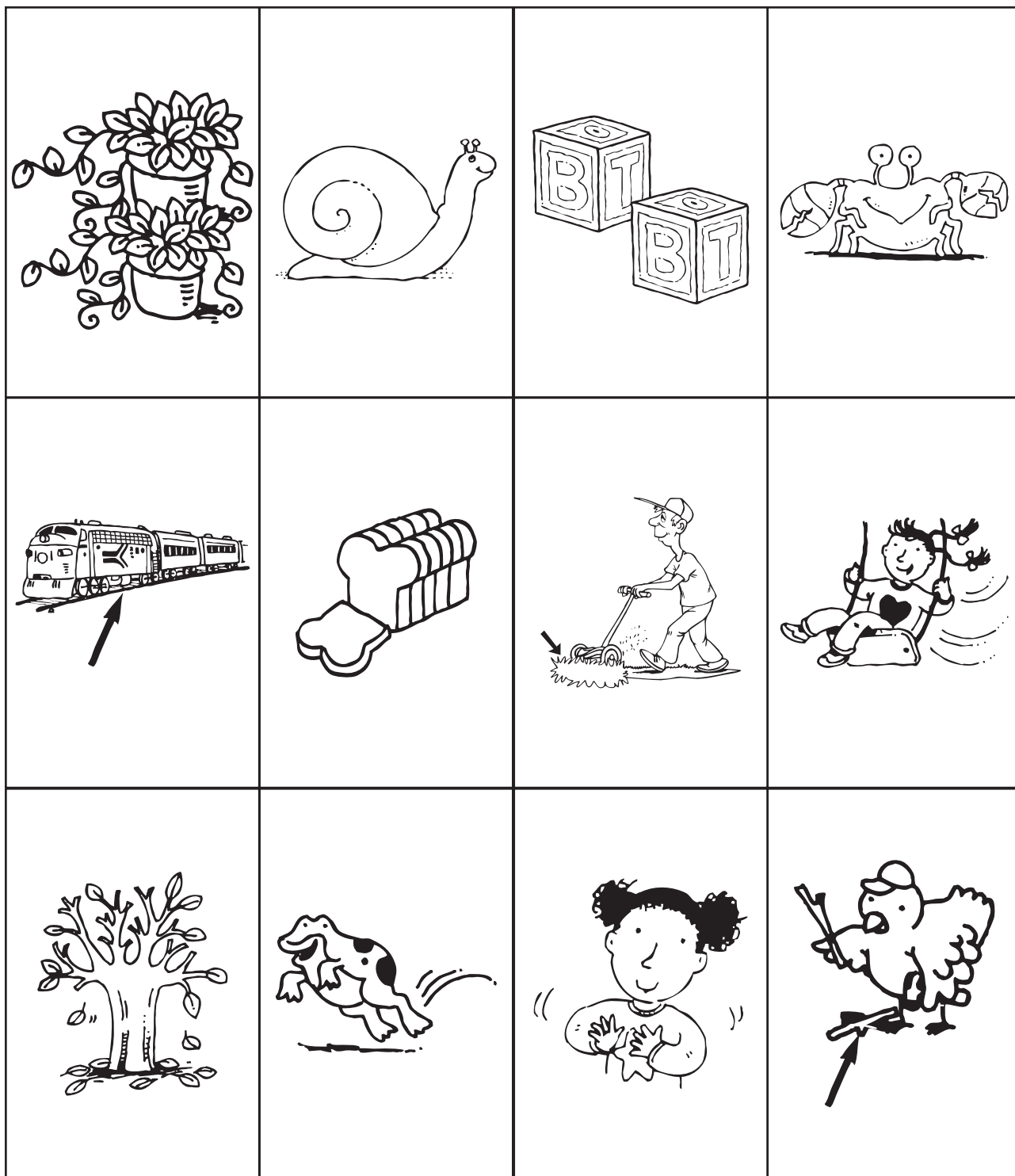
gas, sing, tea, fog, cap, six



Phonemic Awareness

Word Change

PA.024.AM2



plants, snail, blocks, crab, track, bread, grass, swing, tree, frog, clap, sticks

**Objective**

The student will combine final consonant blends with other letters to form words.

**Materials**

- ▶ Word spinners (Activity Master P.007.AM1a - P.007.AM1b)
Copy spinner on card stock.
Cut spinner and attach arrow with a brad.
- ▶ Student sheet (Activity Master P.007.SS1)
- ▶ Pencils

**Activity**

Students make words using initial letters and final consonant blends by playing a spinner game.

1. Place spinners at center (i.e., initial letters spinner on the left and final consonant blends spinner on the right). Provide each student with a student sheet.
2. Taking turns, students spin both spinners. Combine and write letters from spinners on student sheet under the corresponding final consonant blend. For example, if initial letters spinner lands on “ju” and final consonant blends spinner lands on “mp,” the student writes “jump” in the “_mp” column.
3. Read word and decide if it is real or nonsense. If nonsense put an “X” through it.
4. Continue until all possible words are made.
5. Teacher evaluation

Name _____					
Word Spinners P.007.SS1					
_st	_mp	_nd	_ft	_nt	_nk
best	jump		cast	bent	
cast					

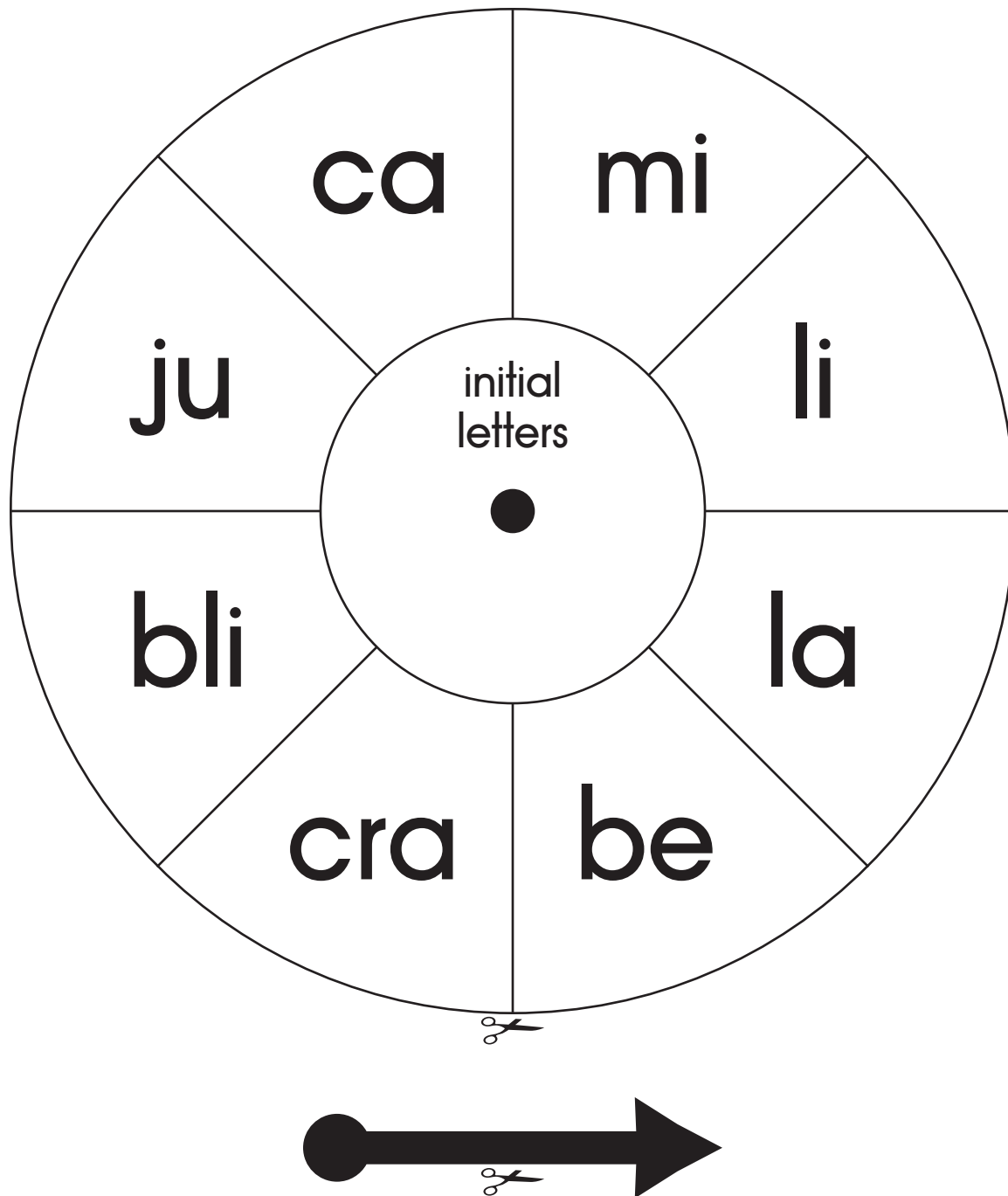
**Extensions and Adaptations**

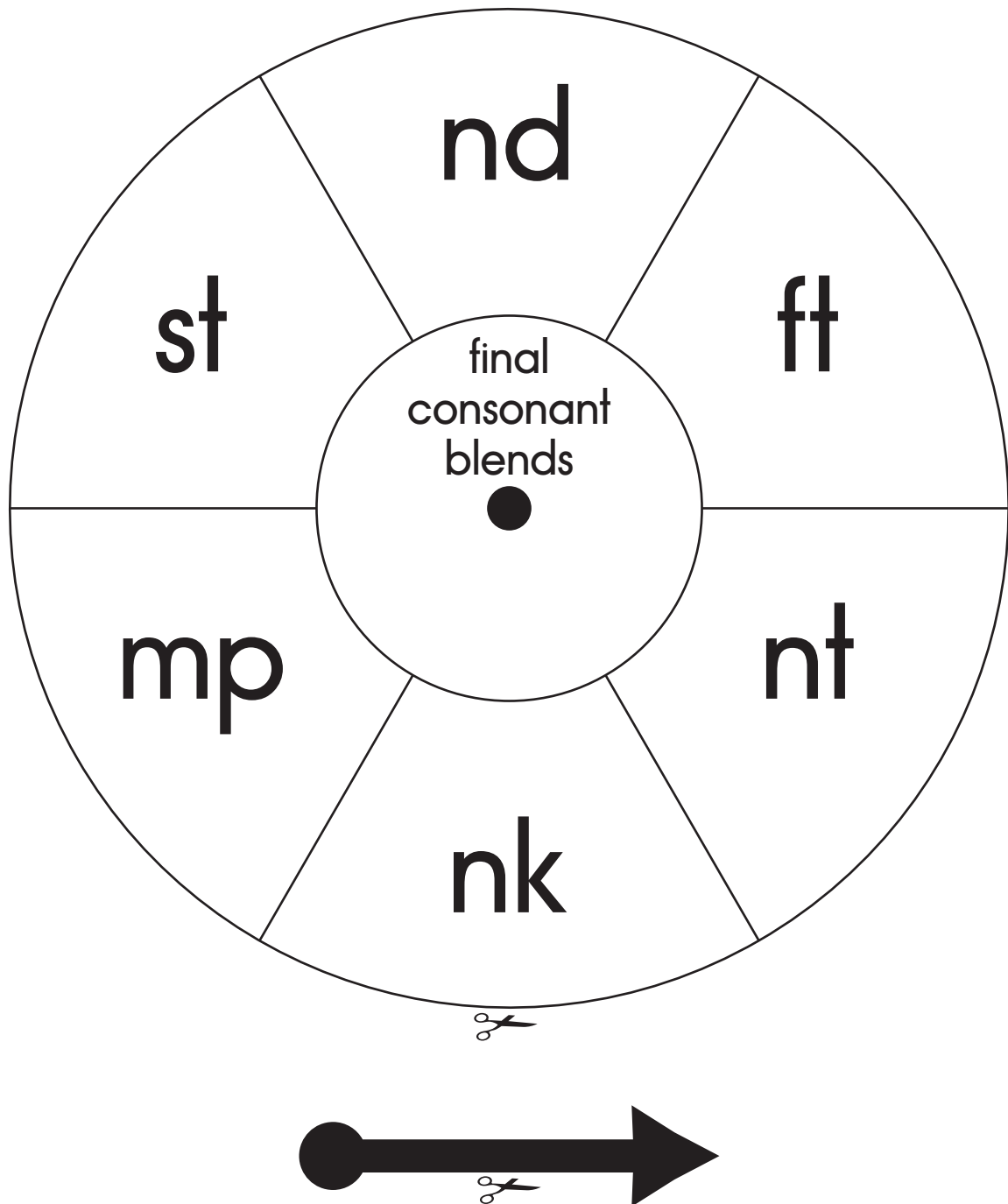
- ▶ Use other letters to make words (Activity Master P.007.AM2 and P.007.SS2).
- ▶ Dictate words to partner to spell.

Phonics

Word Spinners

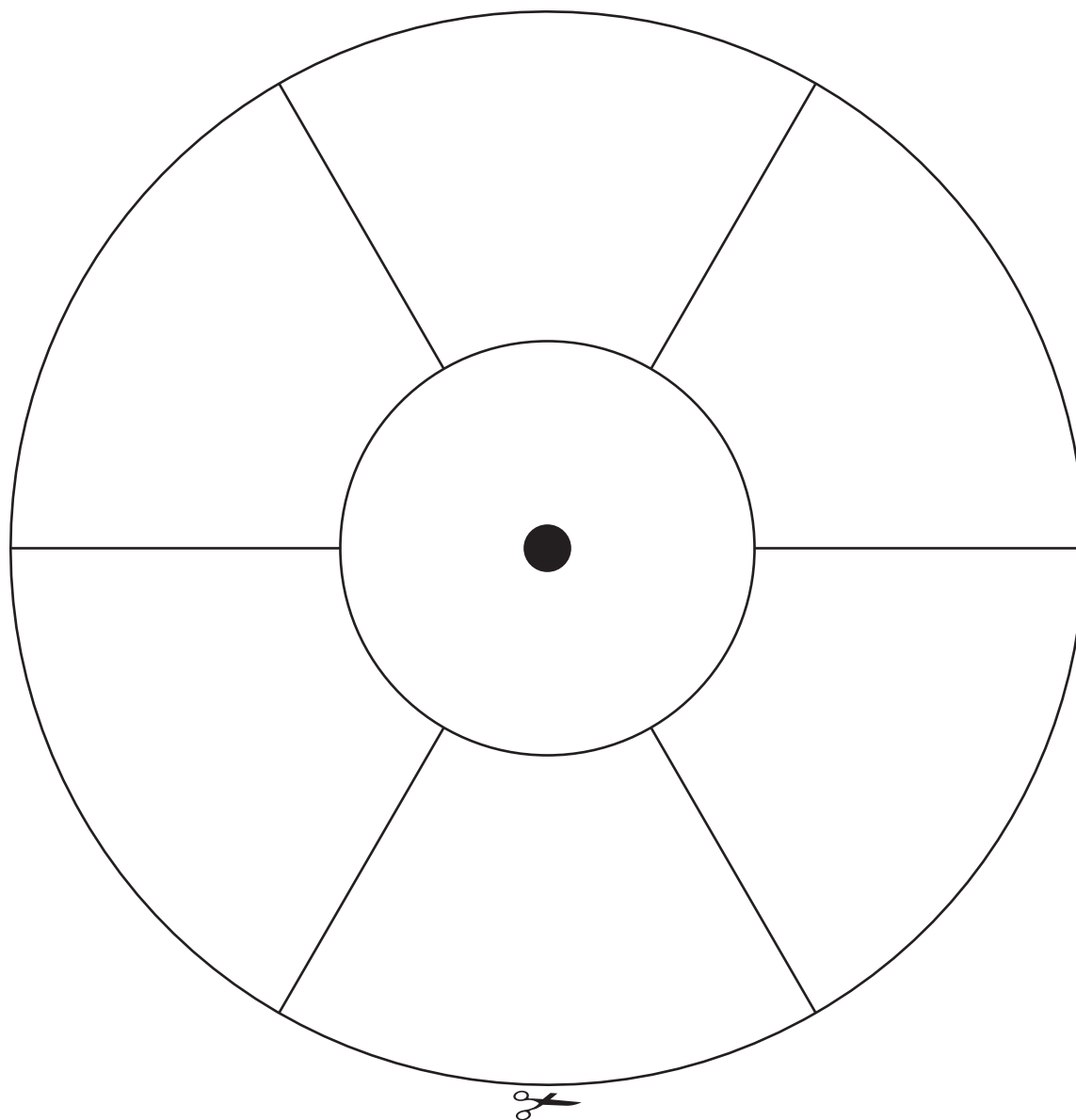
P.007.AM I a





P.007.SS I

_st	_mp	_nd	_ft	_nt	_nk



Name _____

Word Spinners

P.007.SS2

**Objective**

The student will segment phonemes in words.

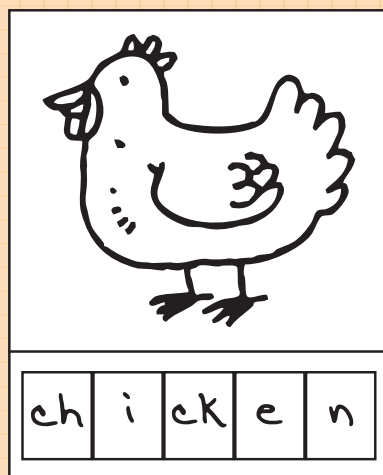
**Materials**

- ▶ Elkonin Box picture cards (Activity Master P.006.AM1a - P.006.AM1l)
Cut out and laminate or place in page protectors.
Note: Pictures are shell, corn, thorn, scarf, dress, chicken, spider, puppet, basket, dragon, magnet, and sandwich.
- ▶ Student sheets (Activity Master P.006.SS1a - P.006.SS1b)
Can be copied back to back.
- ▶ Pencils
- ▶ Vis-à-Vis® markers

**Activity**

Students orally segment words and write corresponding letters on spaces in Elkonin Boxes.

1. Place the Vis-à-Vis® markers and Elkonin Box picture cards in a stack at the center. Provide each student with the student sheets.
2. Working in pairs, student one says the name of the picture on the Elkonin Box and orally segments the word (e.g., “chicken, /ch/ /i/ /ck/ /e/ /n/”).
3. Student two repeats the sounds while writing the corresponding grapheme for each phoneme in the box with the Vis-à-Vis® marker (e.g., “ch-i-ck-e-n”).
4. Both students record the word on their student sheets.
5. Continue until all cards are completed.
6. Teacher evaluation



Name _____ Map-A-Word

P.006.SS1b

	ch	i	ck	e	n	

**Extensions and Adaptations**

- ▶ Use other target Elkonin Box picture cards (Activity Master P.006.AM2).

Phonics

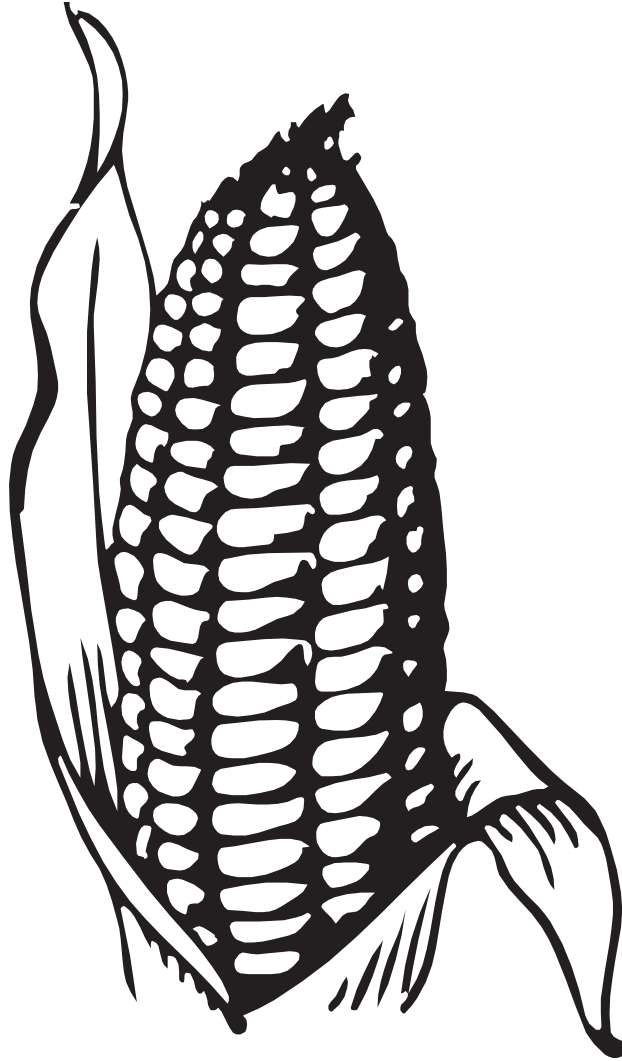
Map-A-Word

P.006.AM1a



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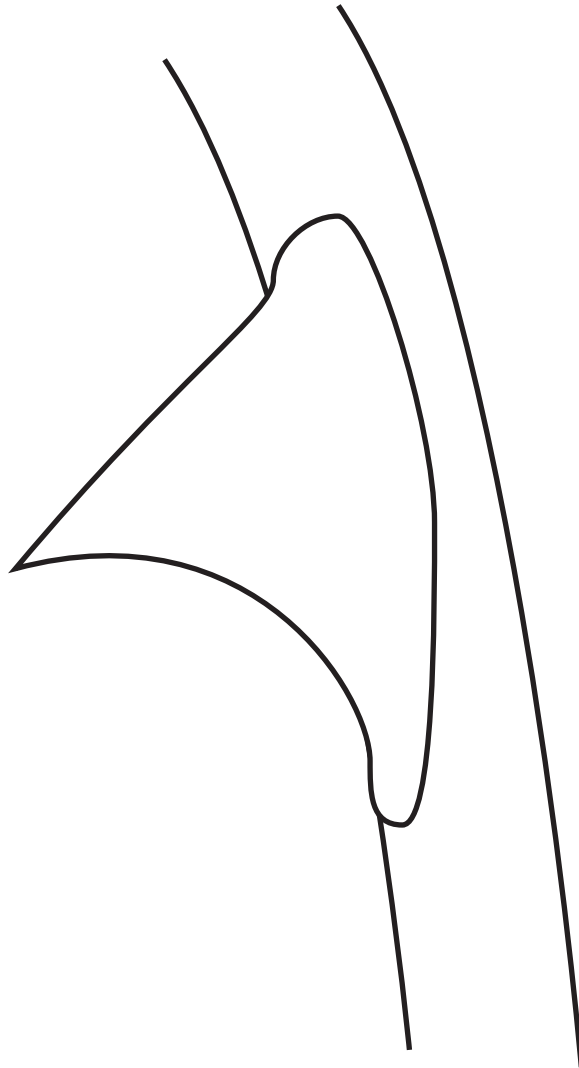
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Phonics

Map-A-Word

P.006.AM1c



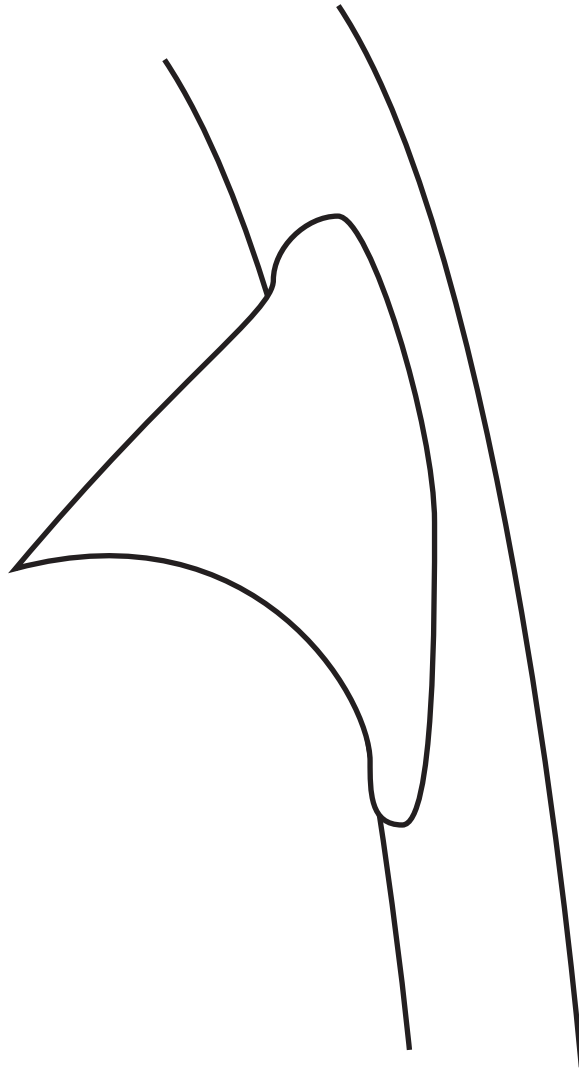
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Phonics

Map-A-Word

P.006.AM1c



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Phonics

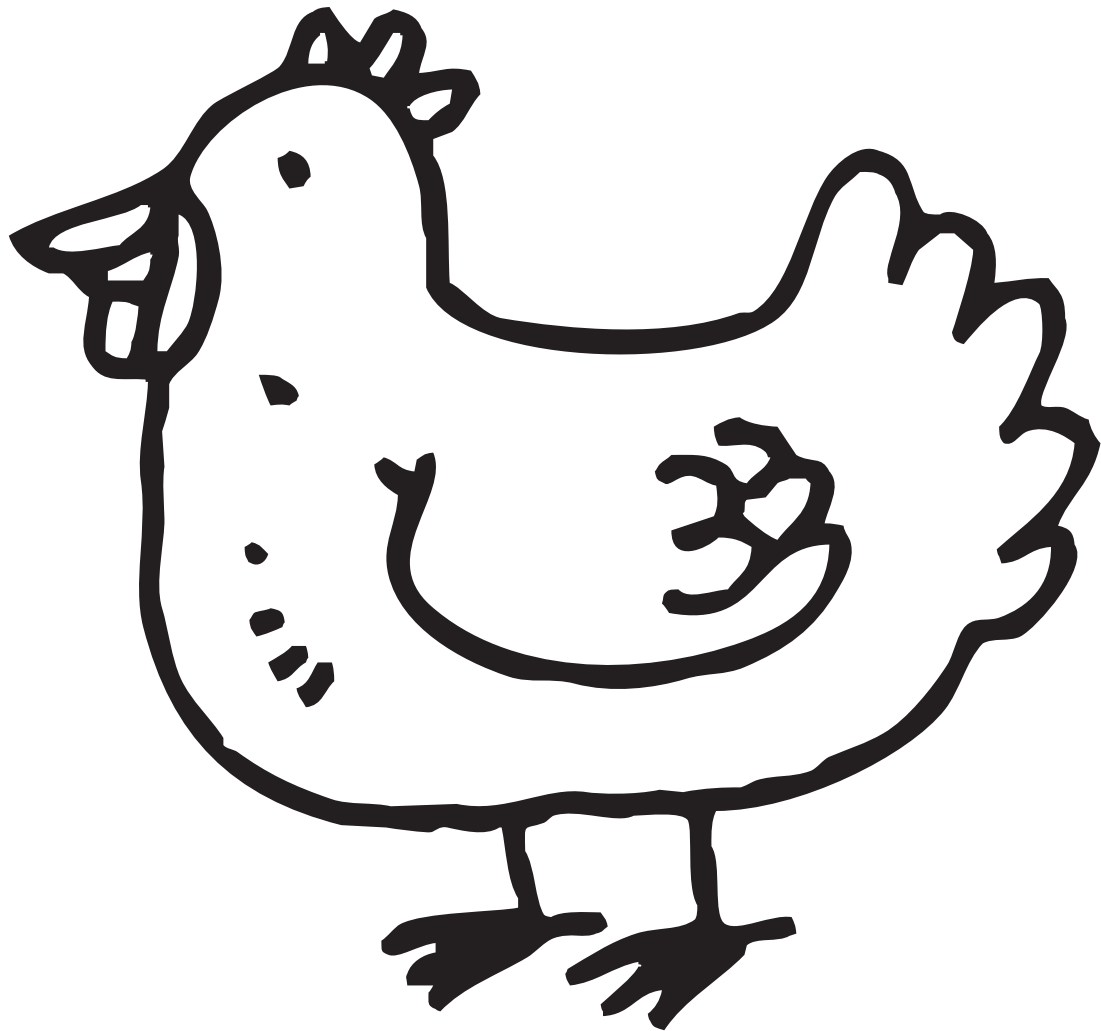
Map-A-Word

P.006.AM1e



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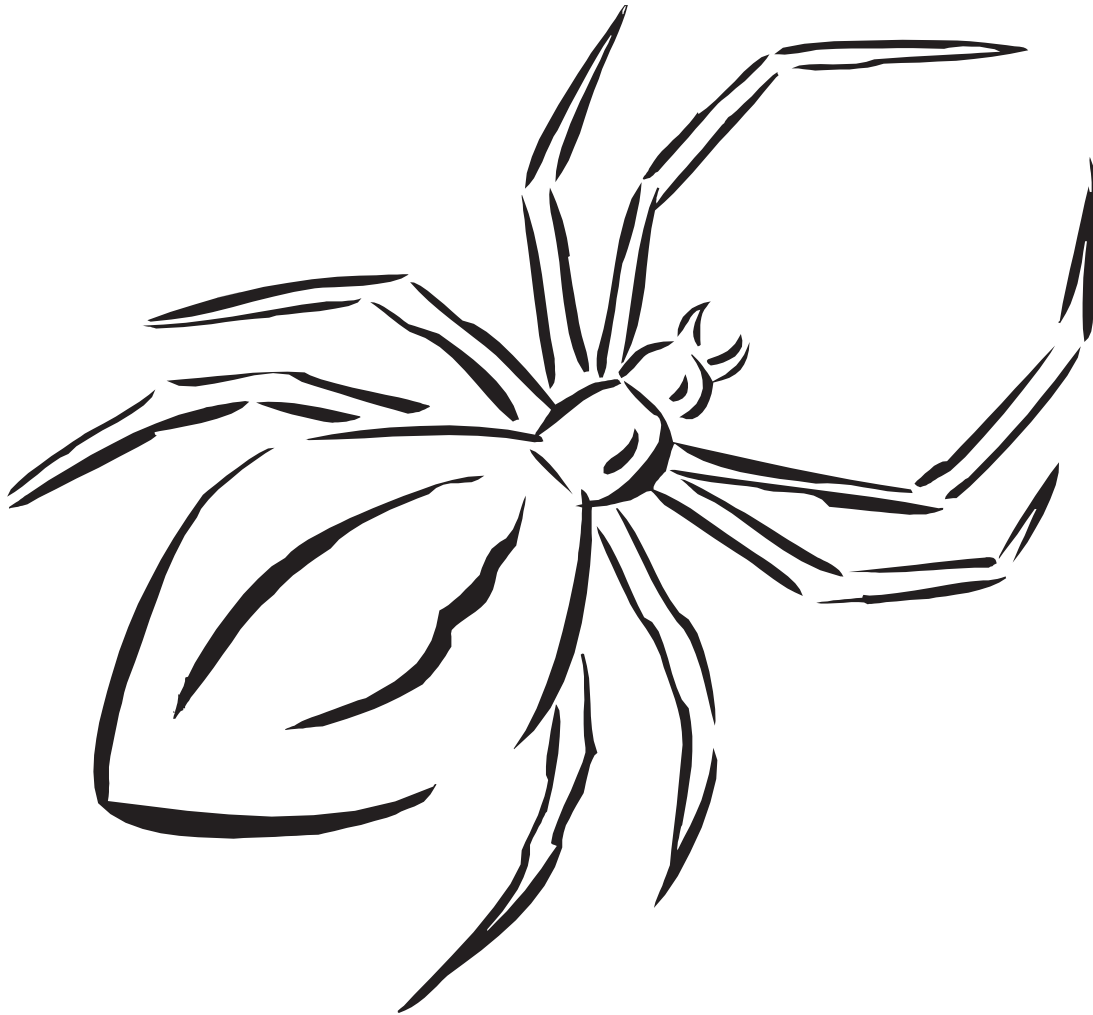
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Phonics

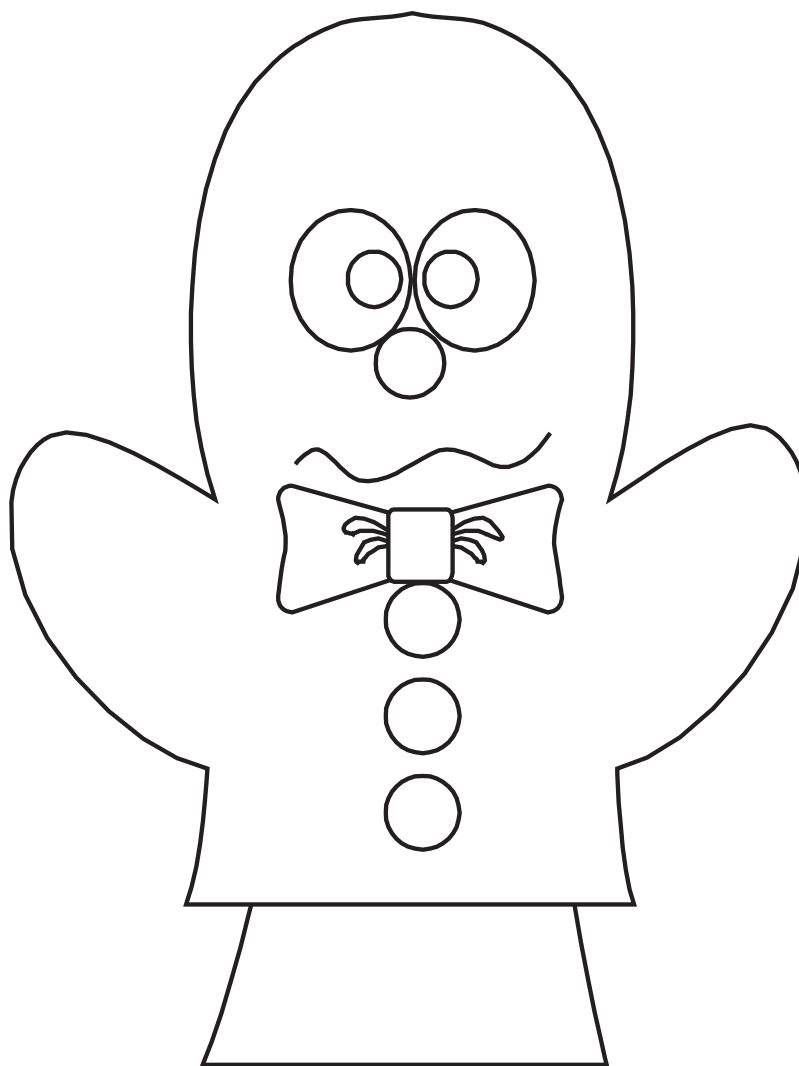
Map-A-Word

P.006.AM Ig



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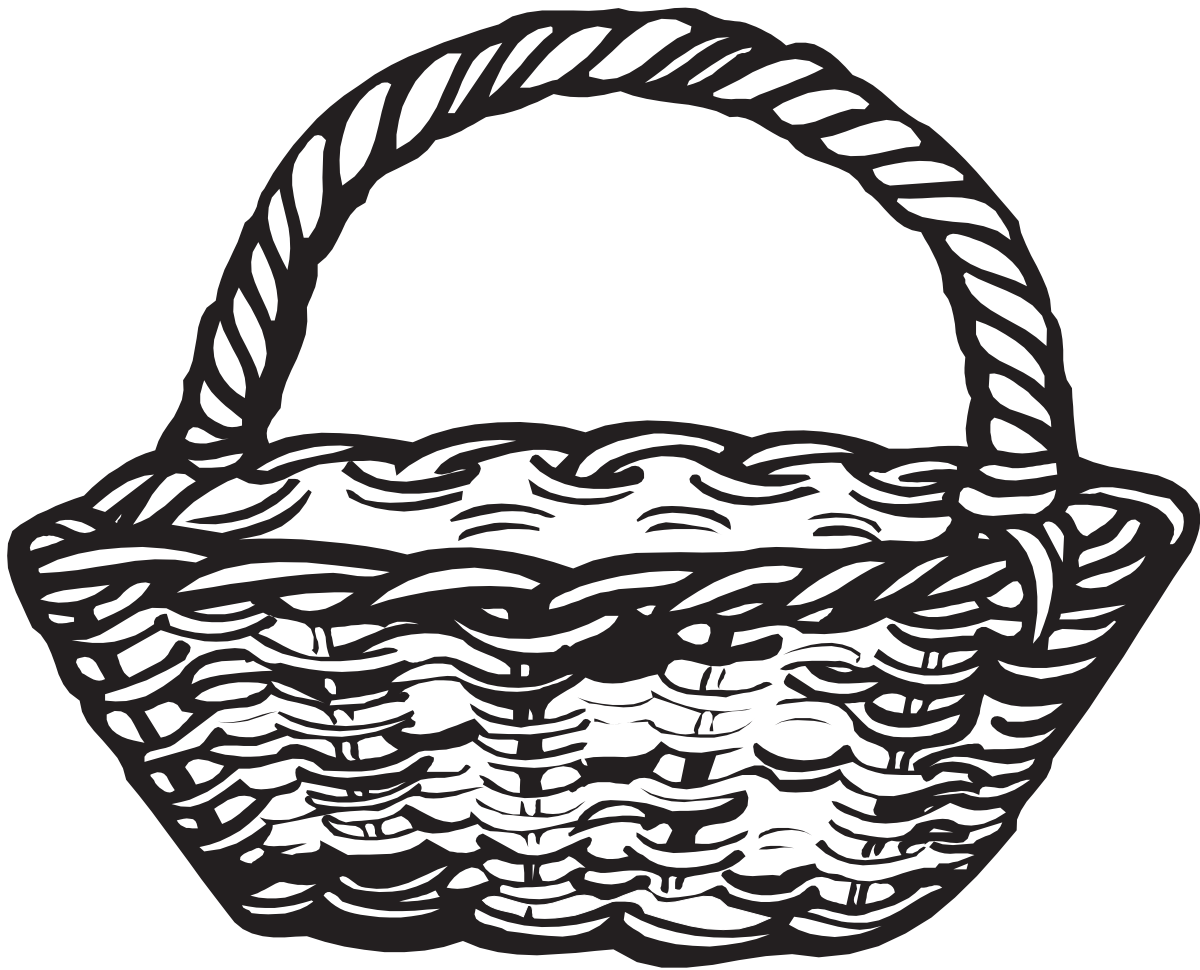
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Phonics

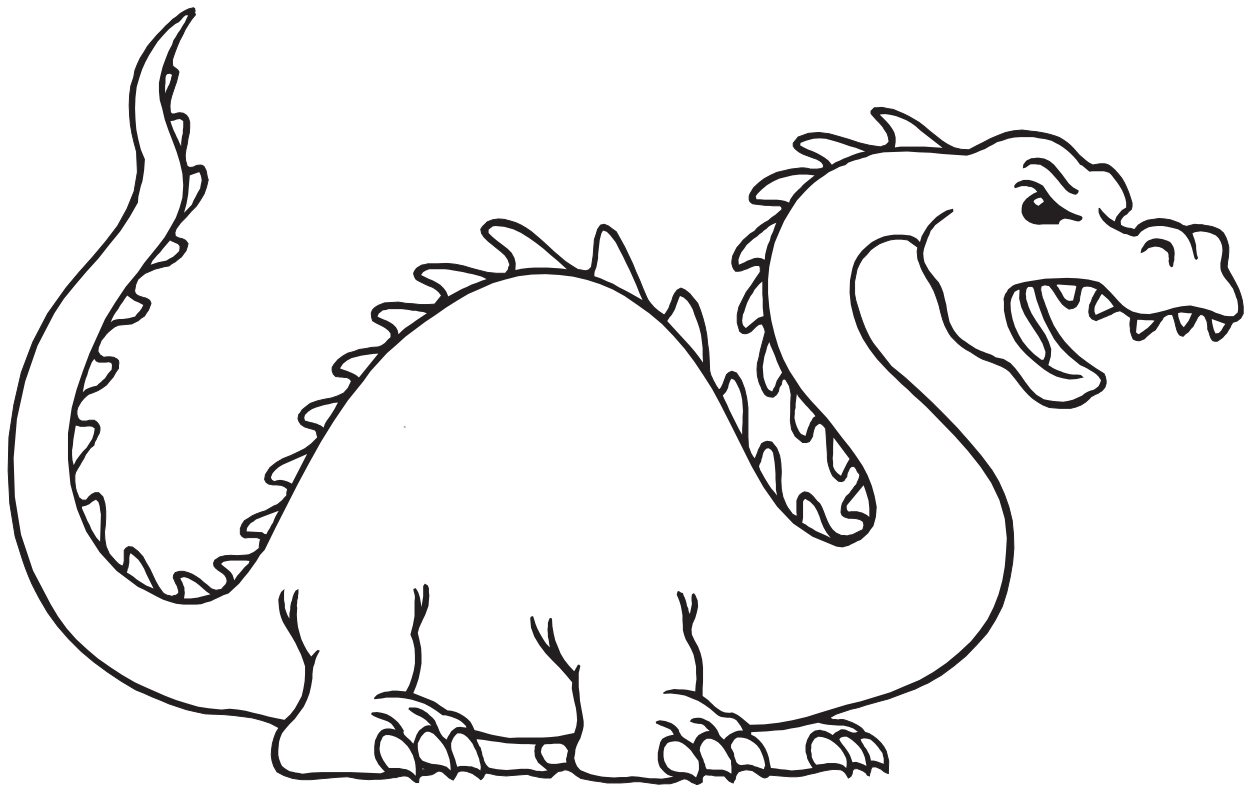
Map-A-Word

P.006.AM I i



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Phonics

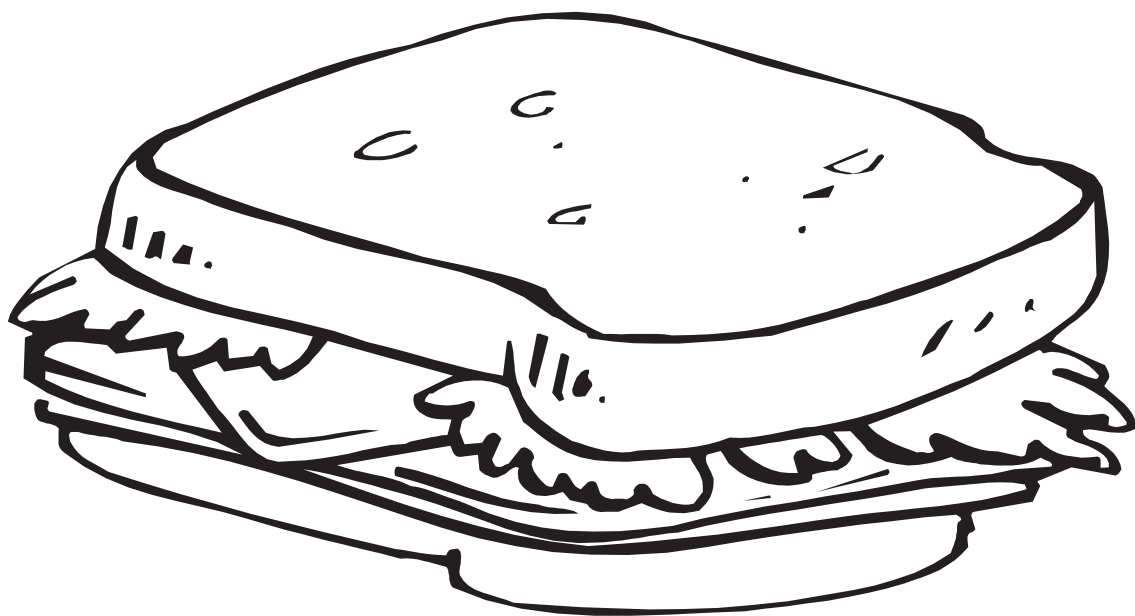
Map-A-Word

P.006.AM Ik



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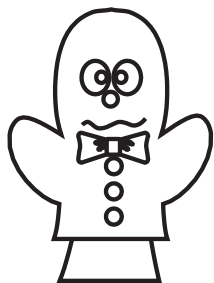
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Name _____

Map-A-Word

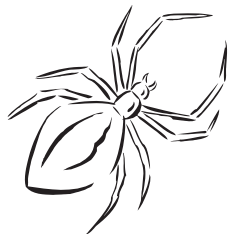
P.006.SS1a



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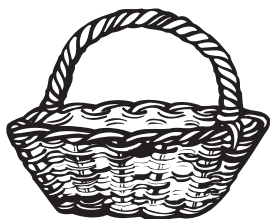
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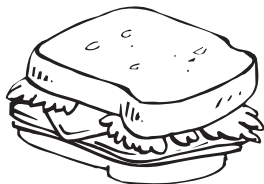
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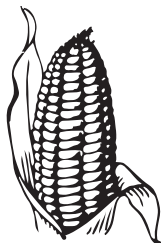
Name _____

P.006.SS1b

Map-A-Word



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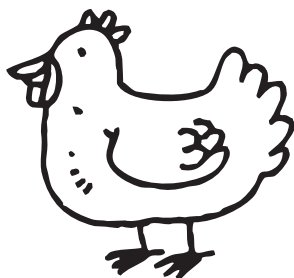
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