



Phonological Awareness

PA.040

Phoneme Segmenting
Say and Slide Phonemes



Objective

The student will segment phonemes in words.



Materials

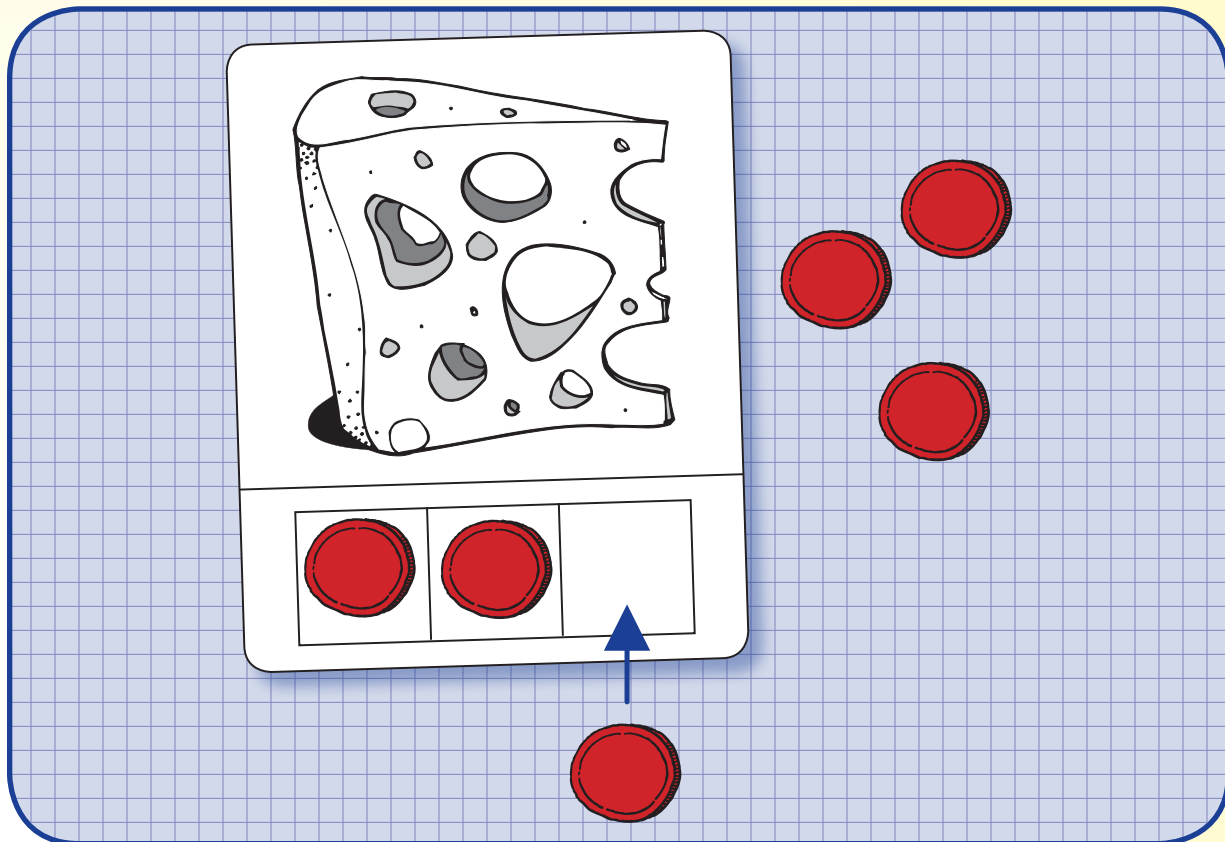
- ▶ Elkonin Box picture cards (Activity Master PA.040.AM1a - PA.040.AM1l)
Copy on card stock, cut on the outside line, and laminate.
- ▶ Chips or counters



Activity

Students orally segment words using counters and Elkonin Boxes.

1. Place the picture cards face up in a stack. Place the chips on a flat surface.
2. Working in pairs, student one selects the top card, names the picture, and orally segments the sounds (e.g., “cheese, /ch/ /ē/ /z/”).
3. Student two repeats the sounds while moving a chip into each box, then says the word quickly.
4. Reverse roles and continue until all pictures are named and segmented.
5. Peer evaluation



Extensions and Adaptations

- ▶ Make other Elkonin Box picture cards (Activity Master PA.040.AM2).
- ▶ Segment classmates' names.
- ▶ Segment the words using phones (use two curved and one straight piece of PVC pipe to make phones).

Phonological Awareness

Say and Slide Phonemes

PA.040.AM1a



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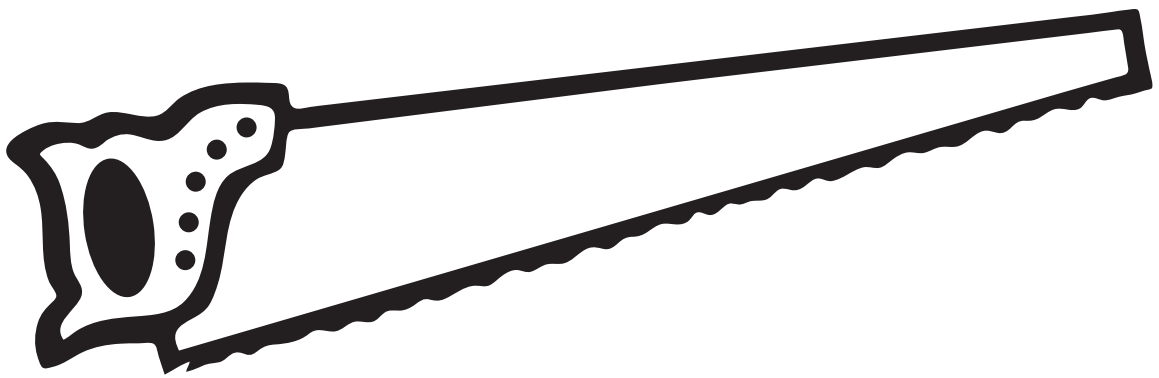
tea



Phonological Awareness

PA.040.AM1b

Say and Slide Phonemes



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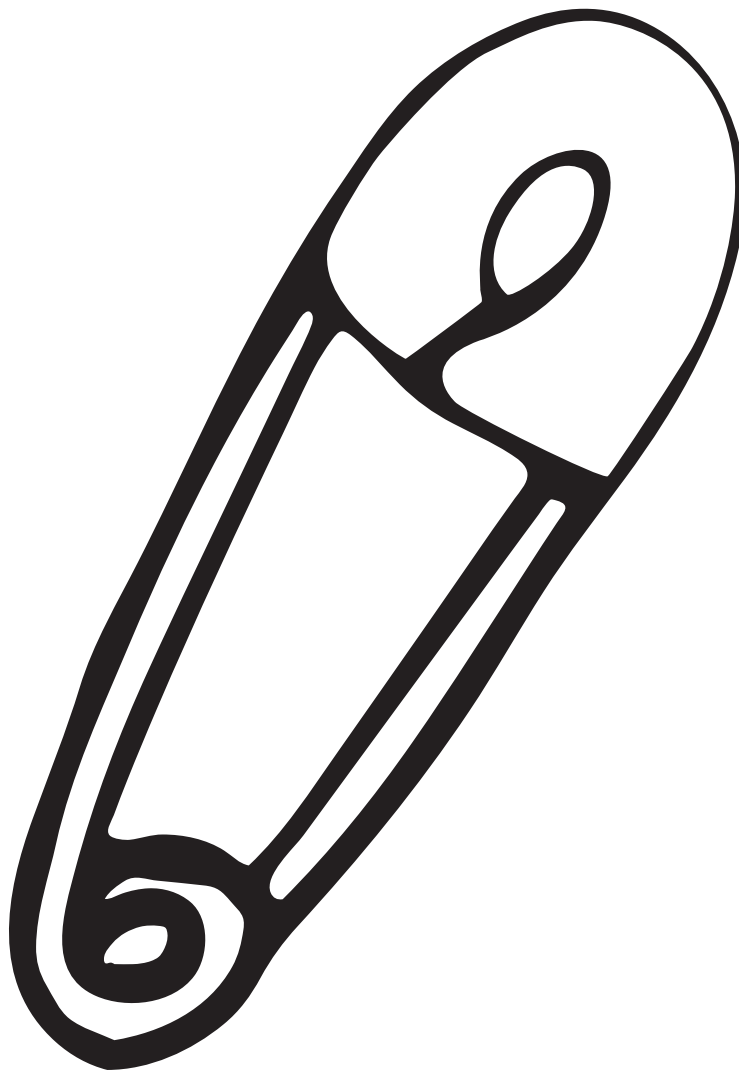
saw



Phonological Awareness

Say and Slide Phonemes

PA.040.AM1c



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pin



Phonological Awareness

PA.040.AMId

Say and Slide Phonemes



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ax



Phonological Awareness

Say and Slide Phonemes

PA.040.AM1e



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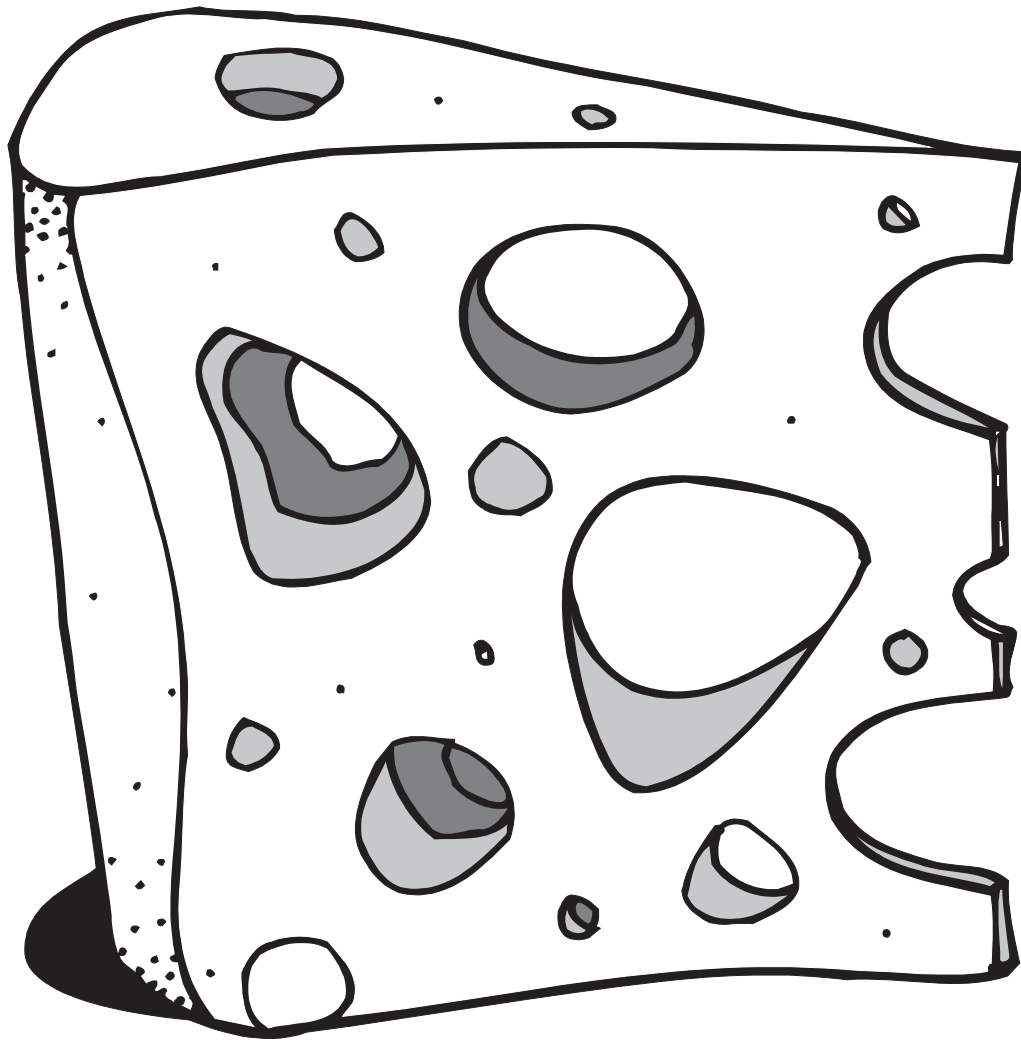
rain



Phonological Awareness

PA.040.AM1f

Say and Slide Phonemes



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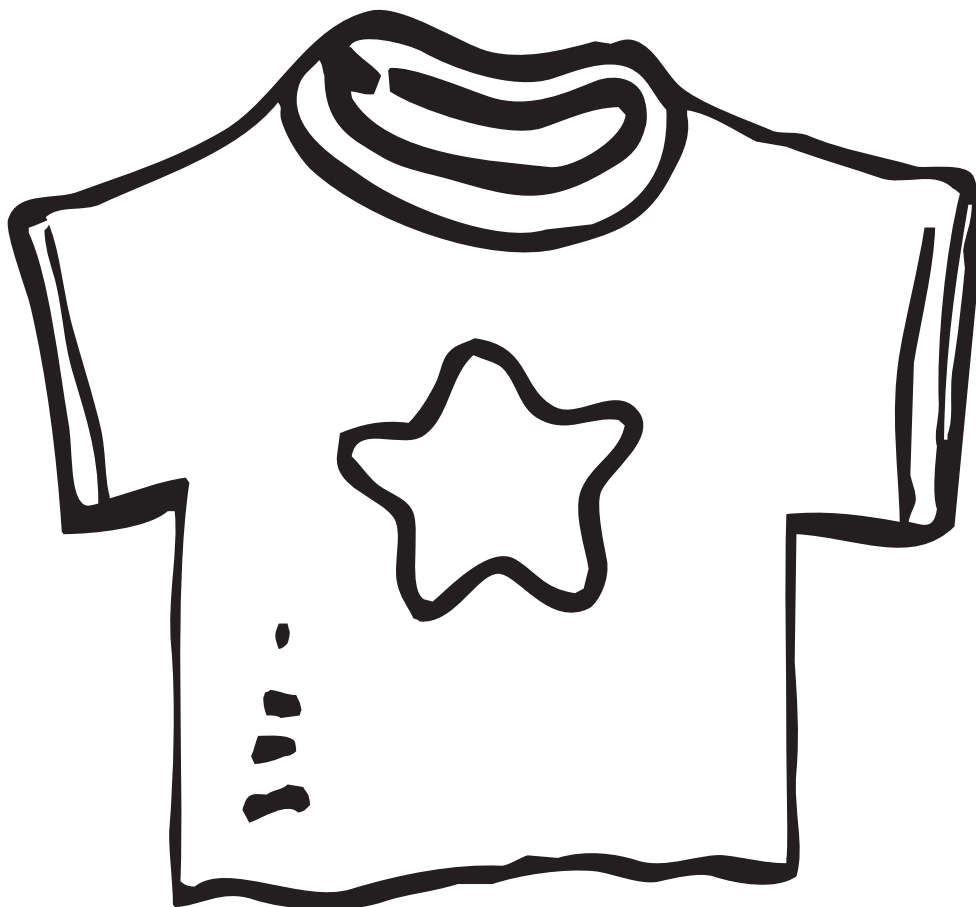
cheese



Phonological Awareness

Say and Slide Phonemes

PA.040.AM Ig



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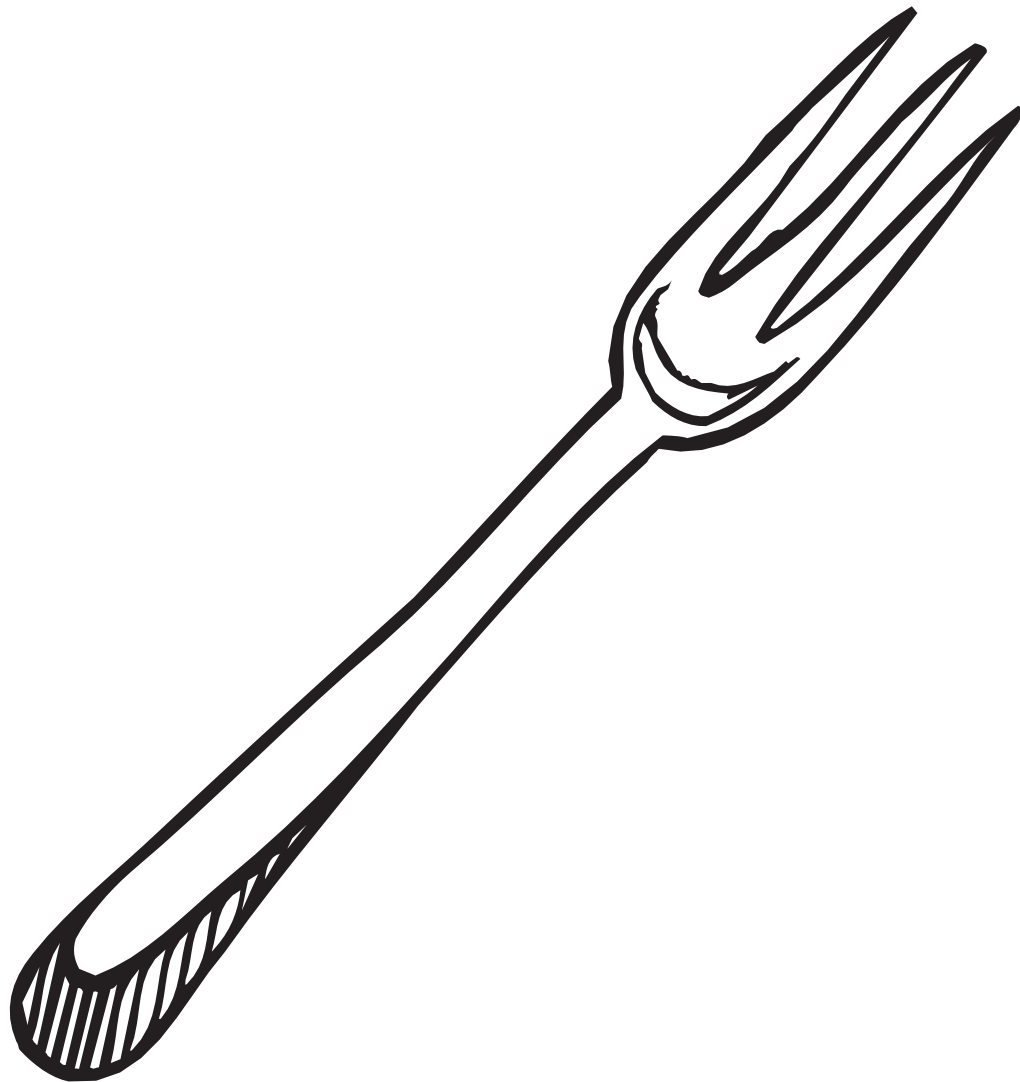
shirt



Phonological Awareness

PA.040.AM.II

Say and Slide Phonemes



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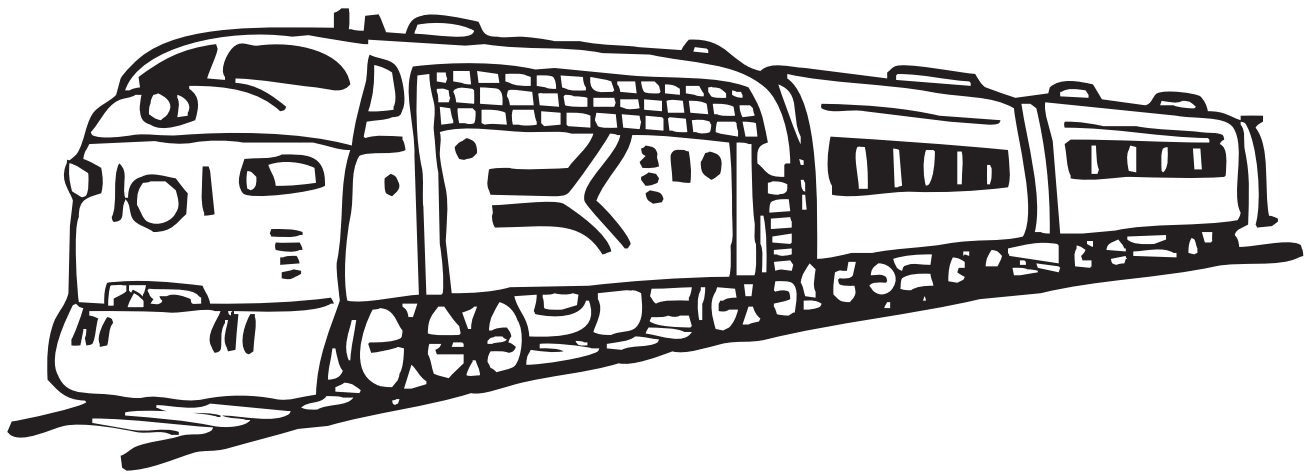
fork



Phonological Awareness

PA.040.AM1h

Say and Slide Phonemes



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train



Phonological Awareness

Say and Slide Phonemes

PA.040.AM.Ii



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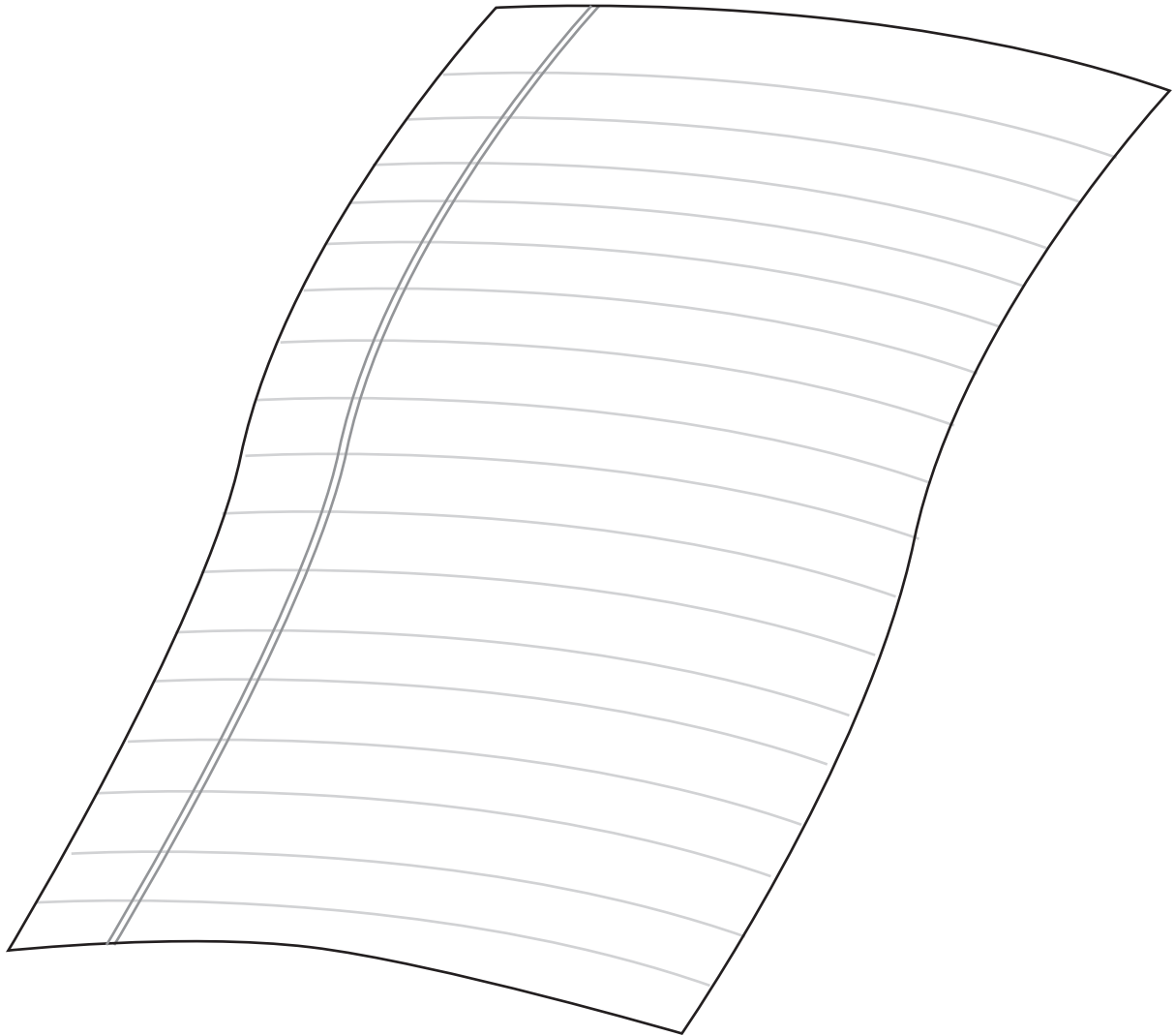
drum



Phonological Awareness

PA.040.AM1j

Say and Slide Phonemes



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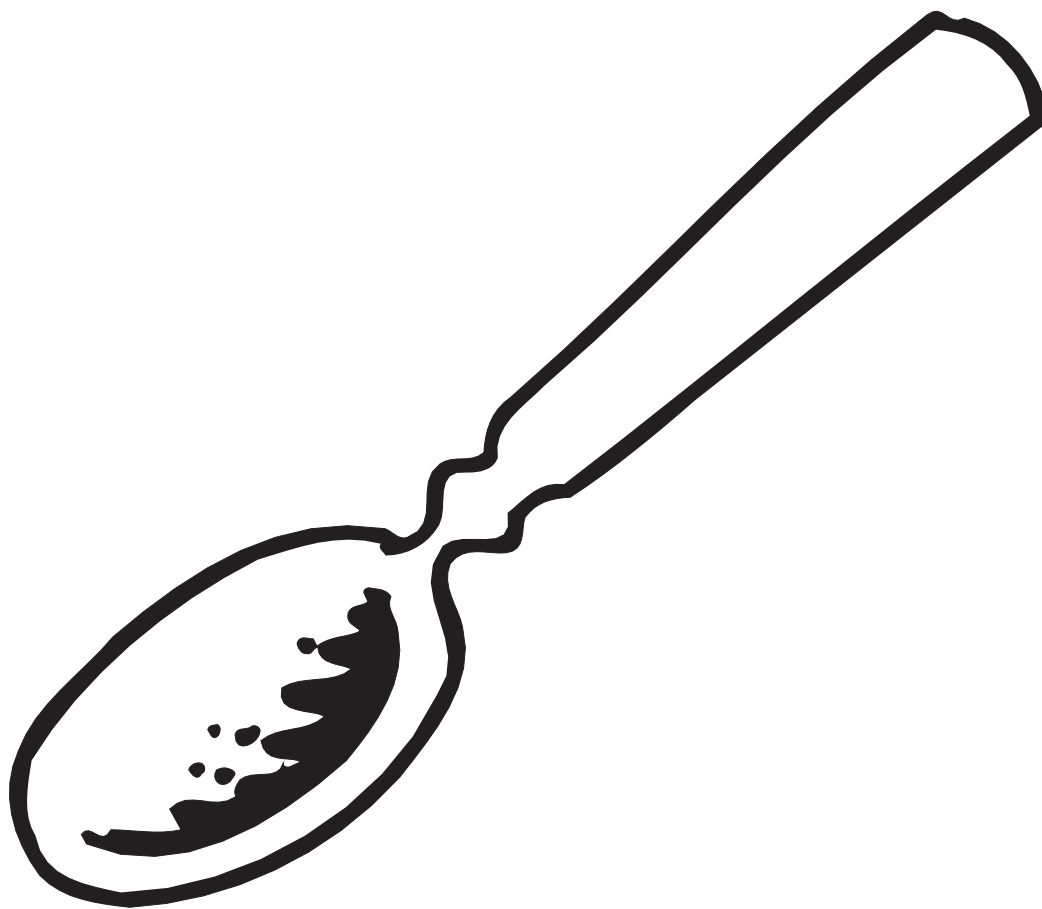
paper



Phonological Awareness

Say and Slide Phonemes

PA.040.AM1k



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spoon





Phonological Awareness

PA.041

Phoneme Segmenting

Phoneme Photos



Objective

The student will segment phonemes in words.



Materials

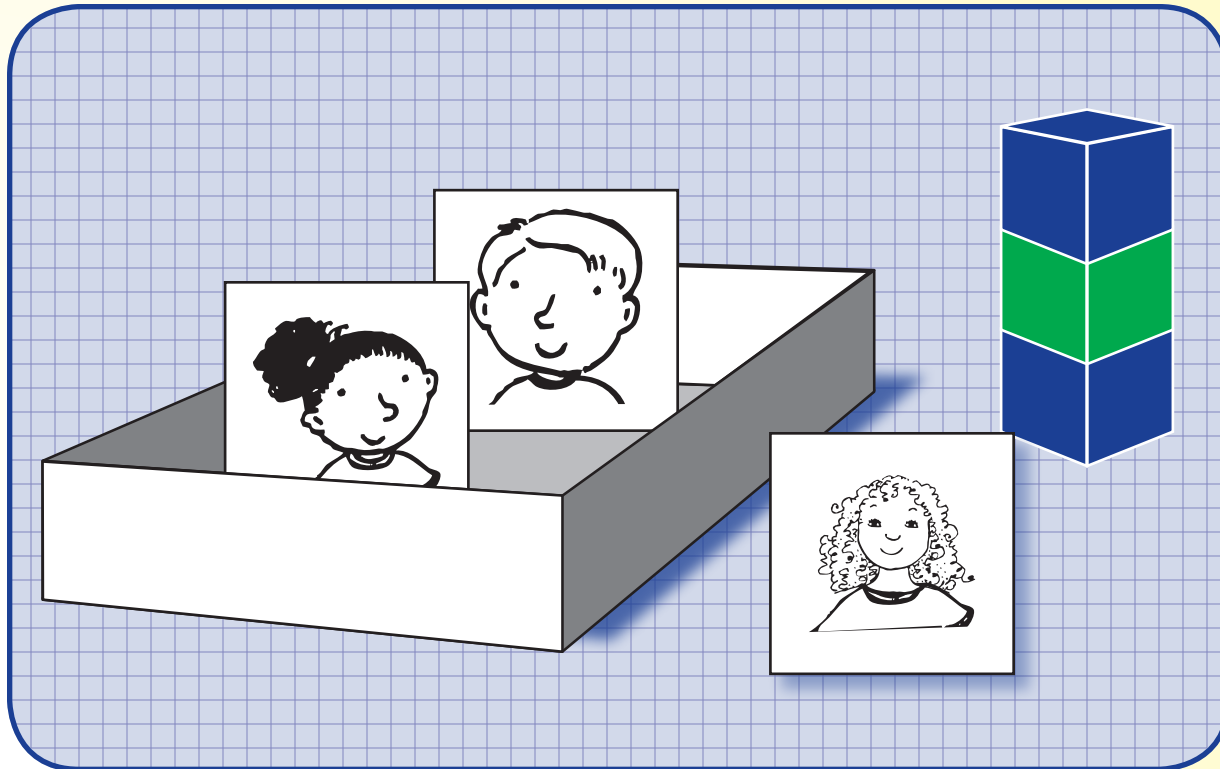
- ▶ Student photographs
*Copy the photographs (school pictures).
Label the back with the number of phonemes in each student's name.*
- ▶ Interlocking cubes



Activity

Students sound out phonemes in classmates' names.

1. Place the student photographs and interlocking cubes on a flat surface.
2. Taking turns, student one selects a photograph.
3. Student two names the student in the photograph and finger taps the phonemes in the name. Student one counts the taps and checks the back of the card.
4. Student two makes an interlocking cube tower that corresponds to the number of phonemes in the name and places it beside the photograph.
5. Reverse roles and continue until all photographs are used.
6. Peer evaluation



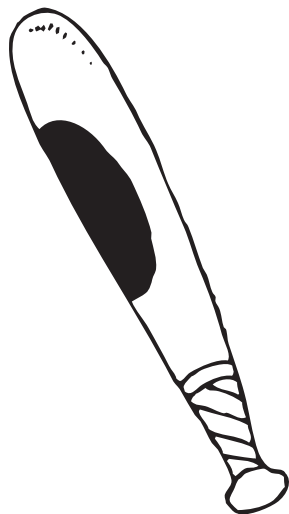
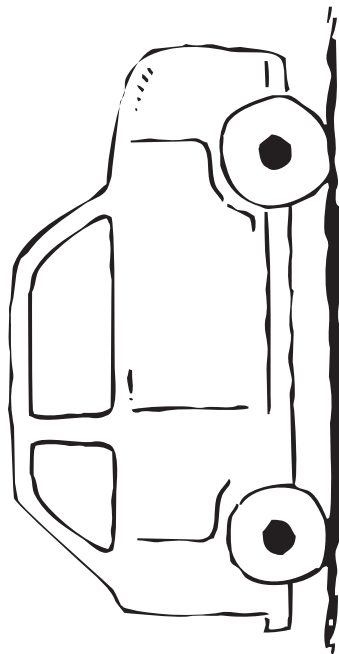
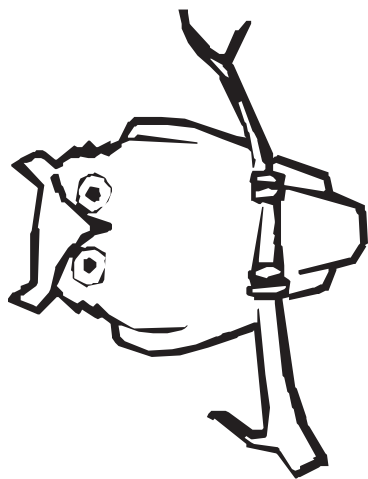
Extensions and Adaptations

- ▶ Sort photographs by number of phonemes.
- ▶ Use two - four phoneme picture cards (Activity Master PA.041.AM1a - PA.041.AM1b).

Phonological Awareness

Phoneme Photos

PA.041.AM1a



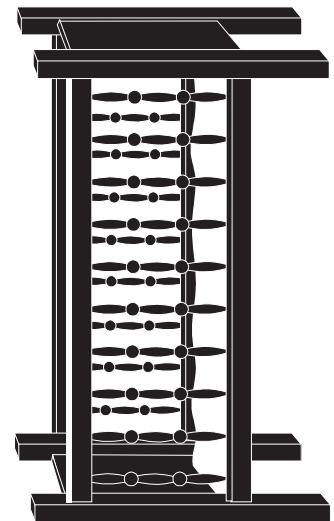
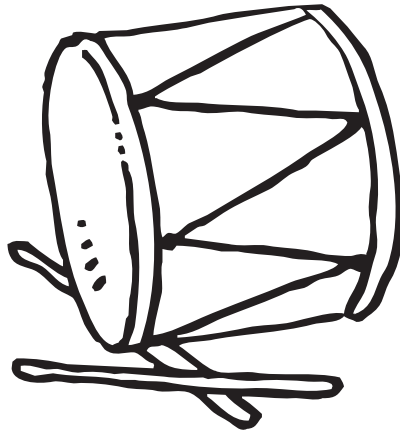
picture cards: owl-2, car-2, cup-3, bat-3, log-3, foot-3



Phonological Awareness

PA.041.AM1b

Phoneme Photos



picture cards: shirt-3, drum-4, tiger-4, hand-4, penny-4, crib-4



Phonological Awareness



Phoneme Segmenting and Blending

PA.047

Treasure Chest

Objective

The student will segment and blend phonemes in words.

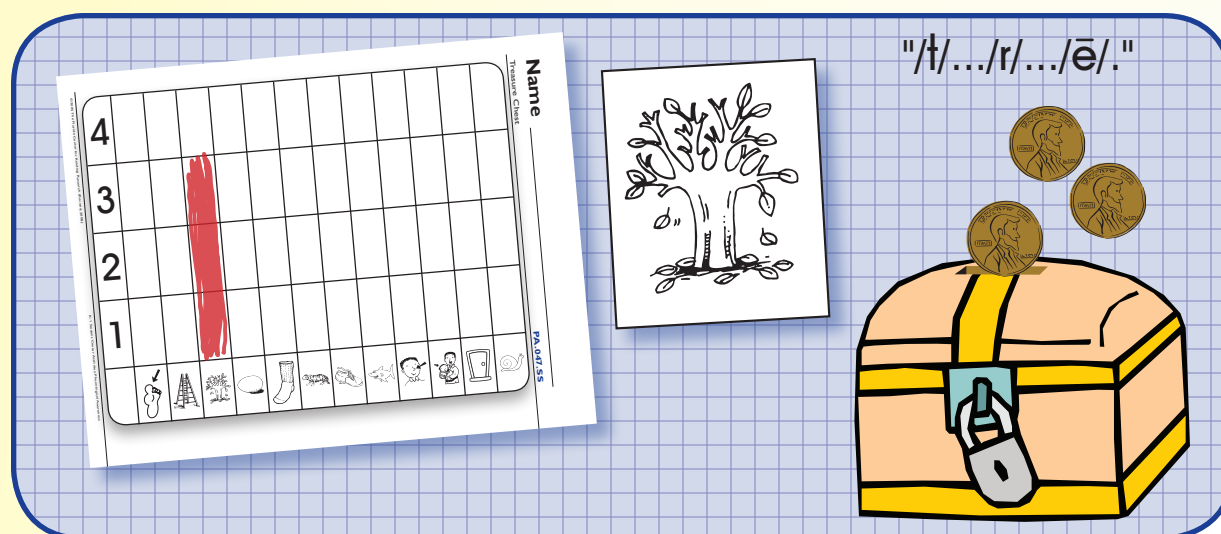
Materials

- ▶ Two-to-four phoneme picture cards (Activity Master PA.047.AM1a - PA.047.AM1c)
- ▶ Student sheet (Activity Master PA.047.SS)
- ▶ Box
 - Decorate as a treasure chest.*
- ▶ Pennies
- ▶ Crayons or markers

Activity

Students segment words into phonemes to use as clues and blend together to play a treasure chest game.

1. Place phoneme picture cards face down in a stack. Place treasure chest, pennies, and crayons on a flat surface. Provide each student with a student sheet.
2. Taking turns, student one selects a picture card and silently names the picture (e.g., “tree”). Orally segments the word into phonemes (e.g., “/t/ /r/ /ē/”) and turns the card face down.
3. Student two blends the phonemes together and says the word (i.e., “tree”).
4. If correct, puts one penny for each phoneme in the treasure chest. If not correct, places card at the bottom of the stack.
5. Both students find the corresponding picture on their student sheet and record the number of phonemes.
6. Continue until all picture cards are used.
7. Teacher evaluation



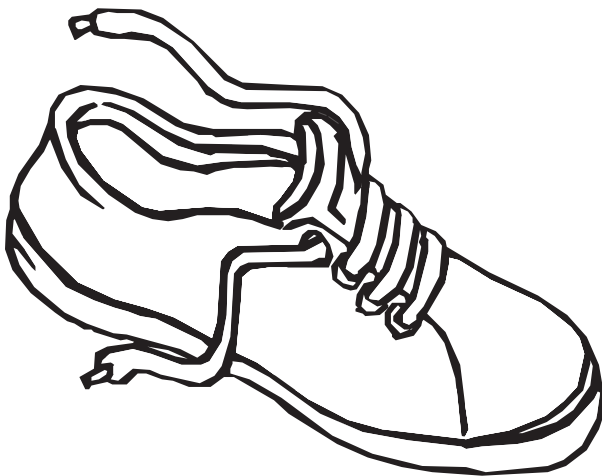
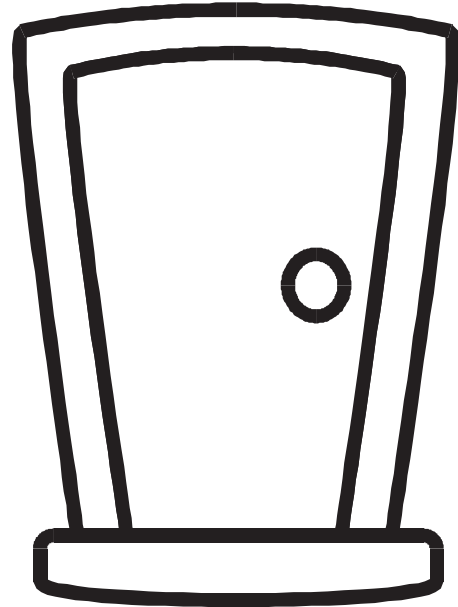
Extensions and Adaptations

- ▶ Use other picture cards.
- ▶ Write the initial letter under the corresponding picture on the student sheet.

Phonological Awareness

PA.047.AM1a

Treasure Chest



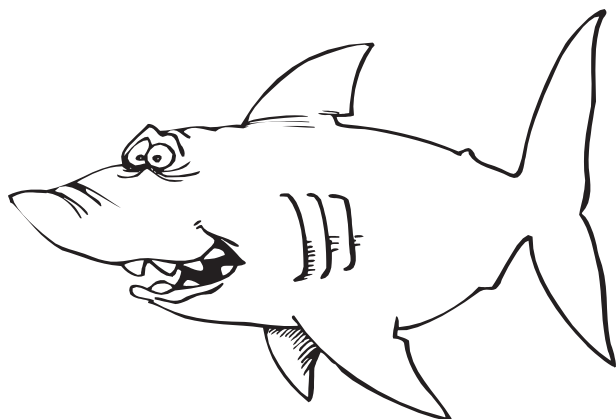
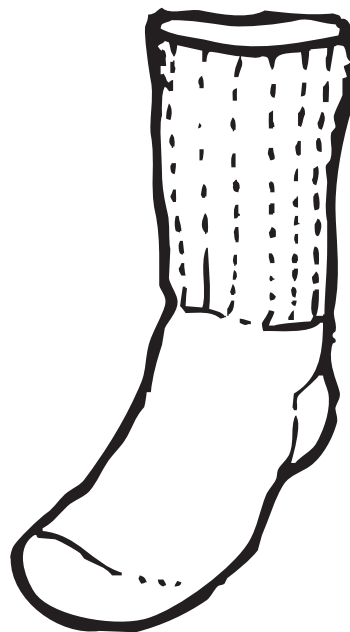
phoneme picture cards: toe-2, door-2, shoe-2, egg-2



Phonological Awareness

Treasure Chest

PA.047.AM1b



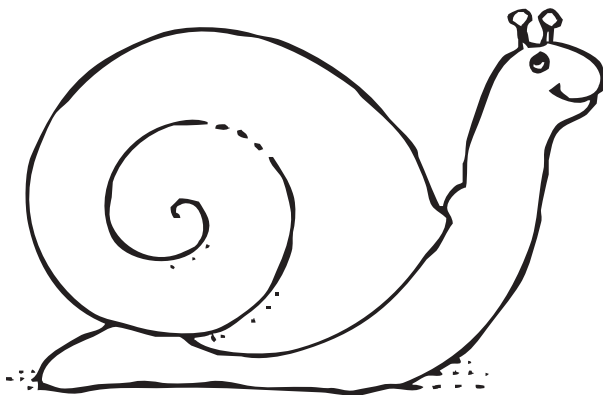
phoneme picture cards: nose-3, sock-3, shark-3, tree-3



Phonological Awareness

PA.047.AM1c

Treasure Chest




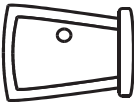





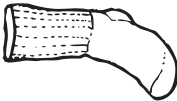




phoneme picture cards: baby-4, tiger-4, snail-4, ladder-4



Name _____

Treasure Chest

PA.047.SS

				
				
				
				
				
				
				
				
				
				
				
				
4	3	2	1	

Phonemic Awareness



Phoneme Segmenting and Blending

PA.017

Phoneme Split and Say

Objective

The student will segment and blend phonemes in words.

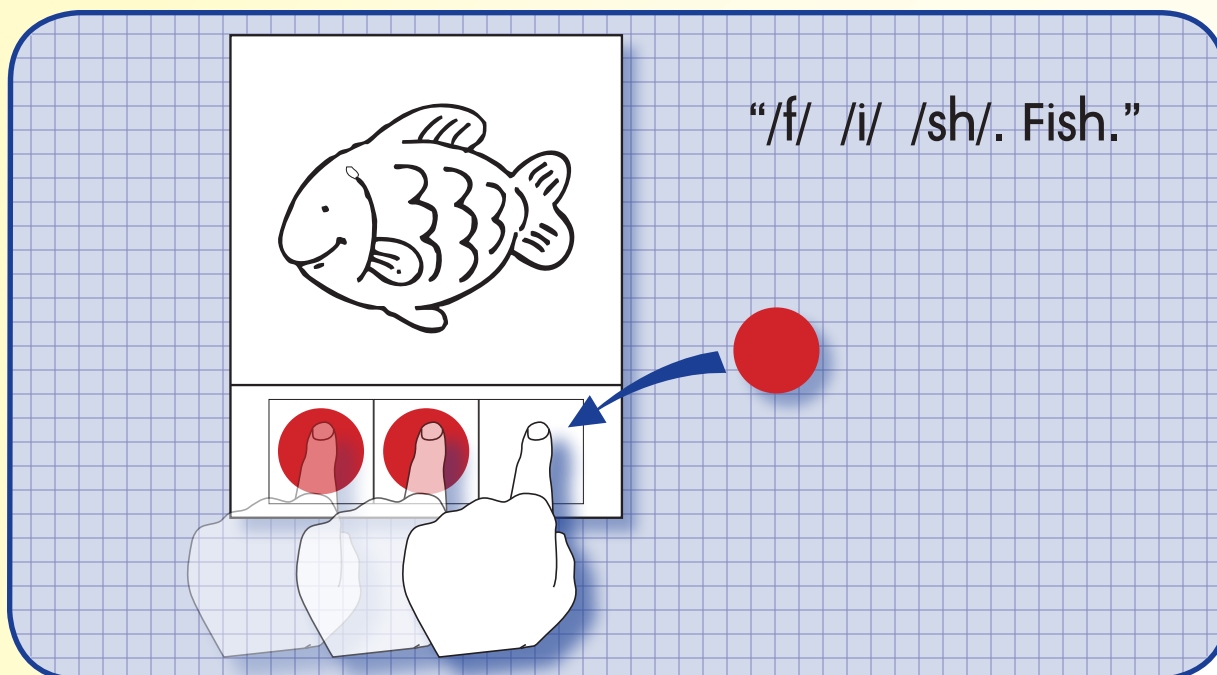
Materials

- ▶ 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



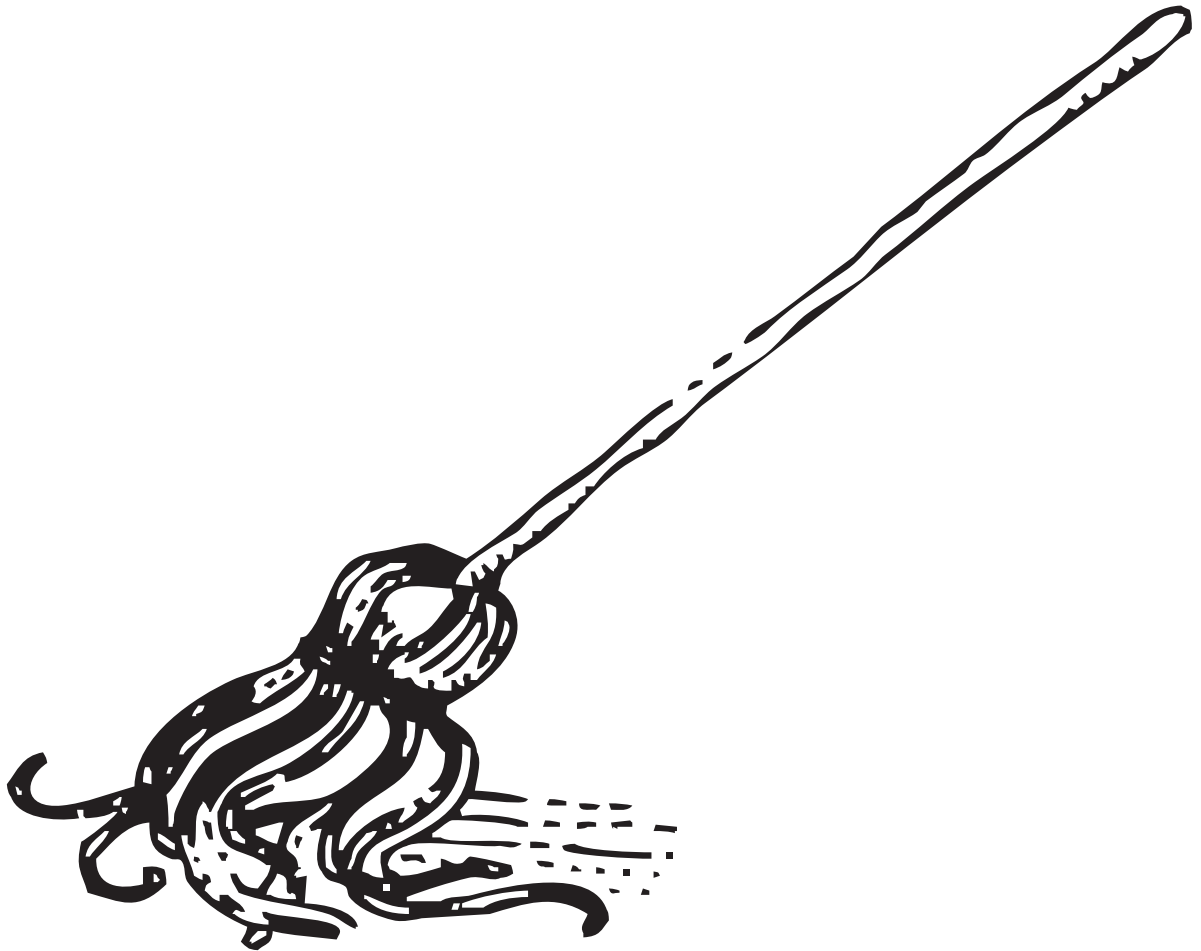
Extensions and Adaptations

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

Phonemic Awareness

PA.017.AM1a

Phoneme Split and Say



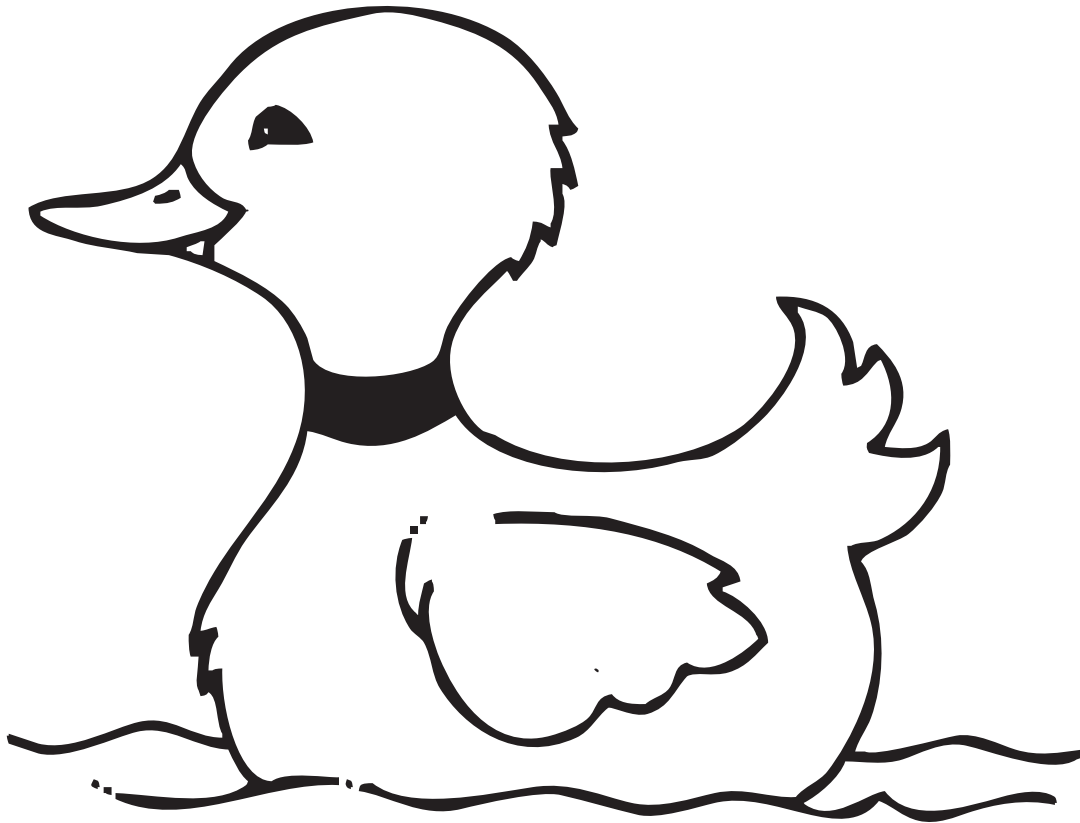
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Phonemic Awareness

Phoneme Split and Say

PA.017.AM1b



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Phonemic Awareness

PA.017.AM1c

Phoneme Split and Say



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Phonemic Awareness

Phoneme Split and Say

PA.017.AMId



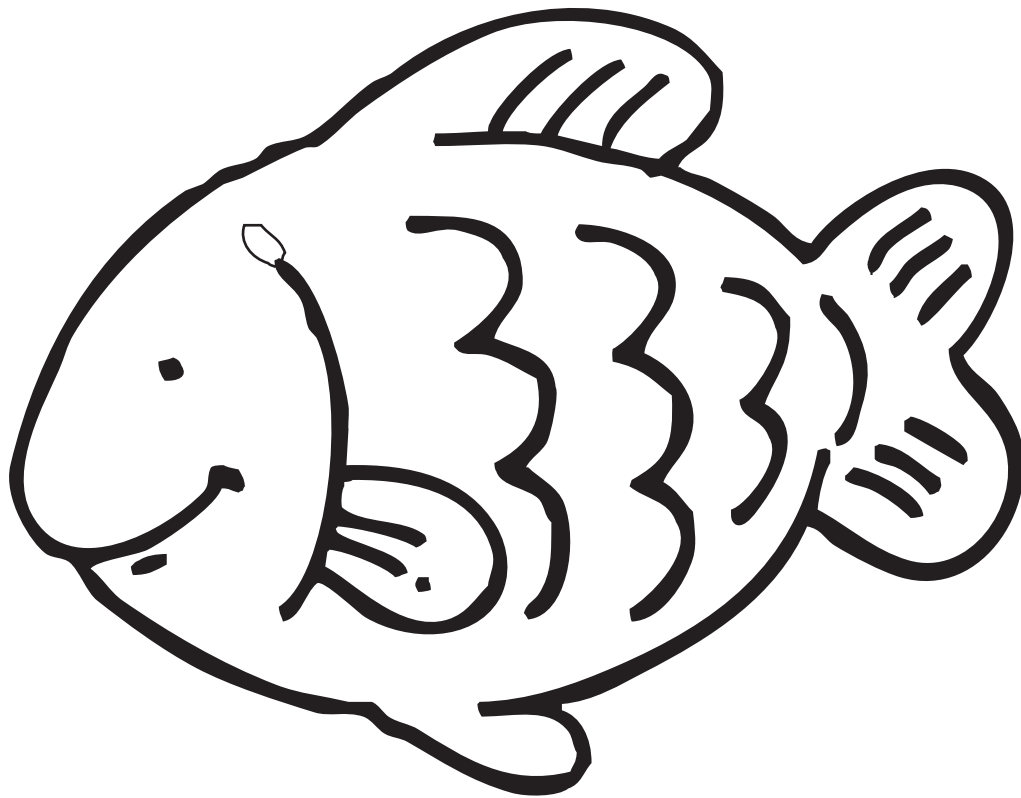
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Phonemic Awareness

PA.017.AM1e

Phoneme Split and Say



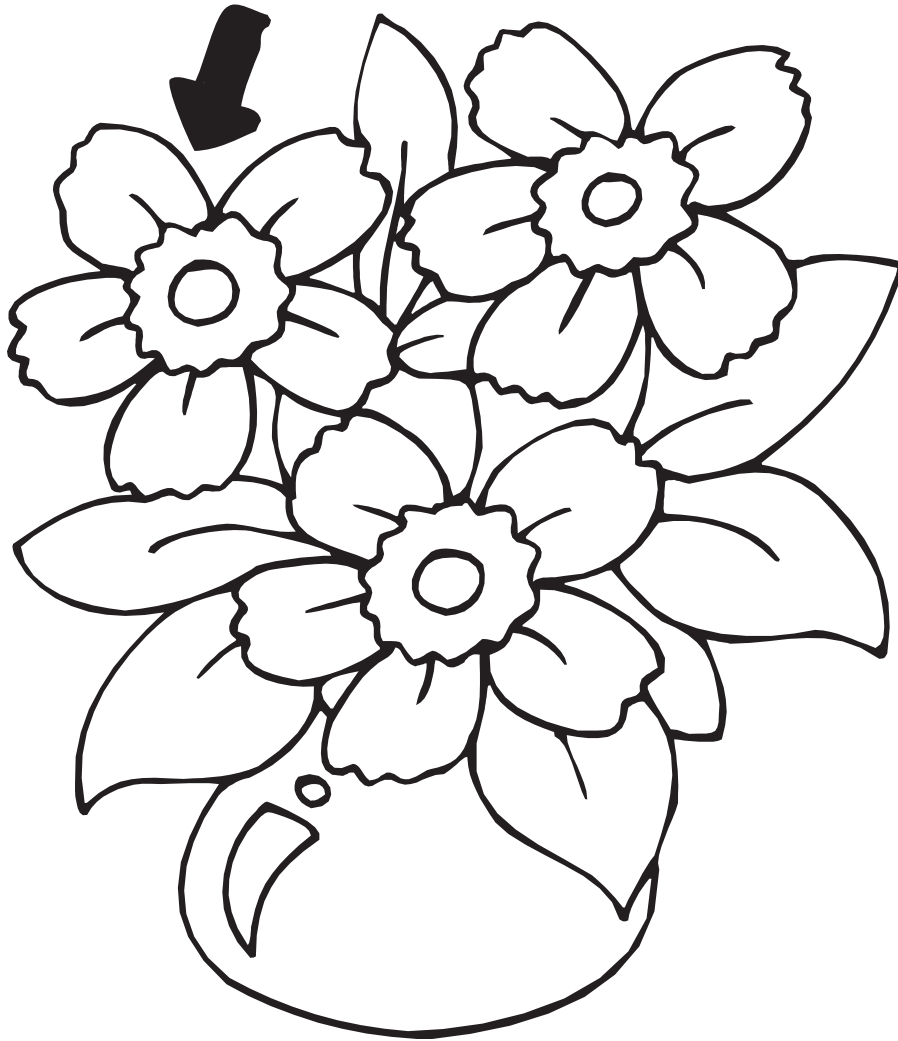
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Phonemic Awareness

Phoneme Split and Say

PA.017.AM1f



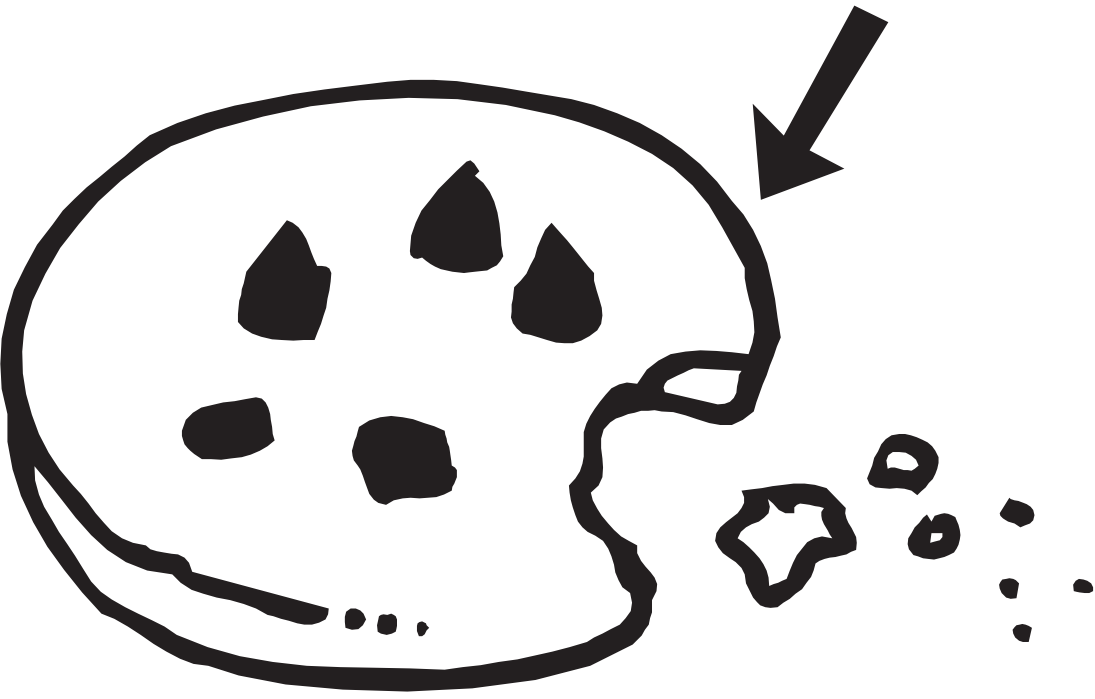
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Phonemic Awareness

PA.017.AMlg

Phoneme Split and Say



A large, simple line drawing of a round cookie. Inside the cookie are several dark, irregular shapes representing chocolate chips. A bite has been taken out of the right side of the cookie. An arrow points from the top right towards the bite. The bite is shaped like the word "cat". To the right of the bite, there are three small dots, suggesting the bite is moving away.

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Phonemic Awareness

Phoneme Split and Say

PA.017.AM1h



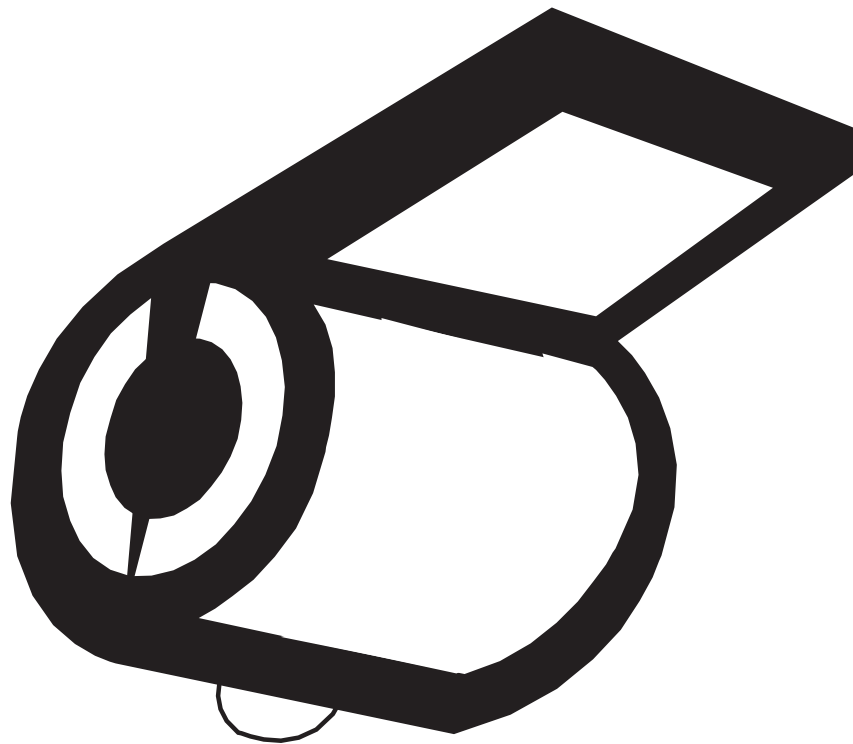
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Phonemic Awareness

PA.017.AMii

Phoneme Split and Say



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Phonemic Awareness

PA.018

Phoneme Segmenting and Blending
Break and Make



Objective

The student will segment and blend phonemes in words.



Materials

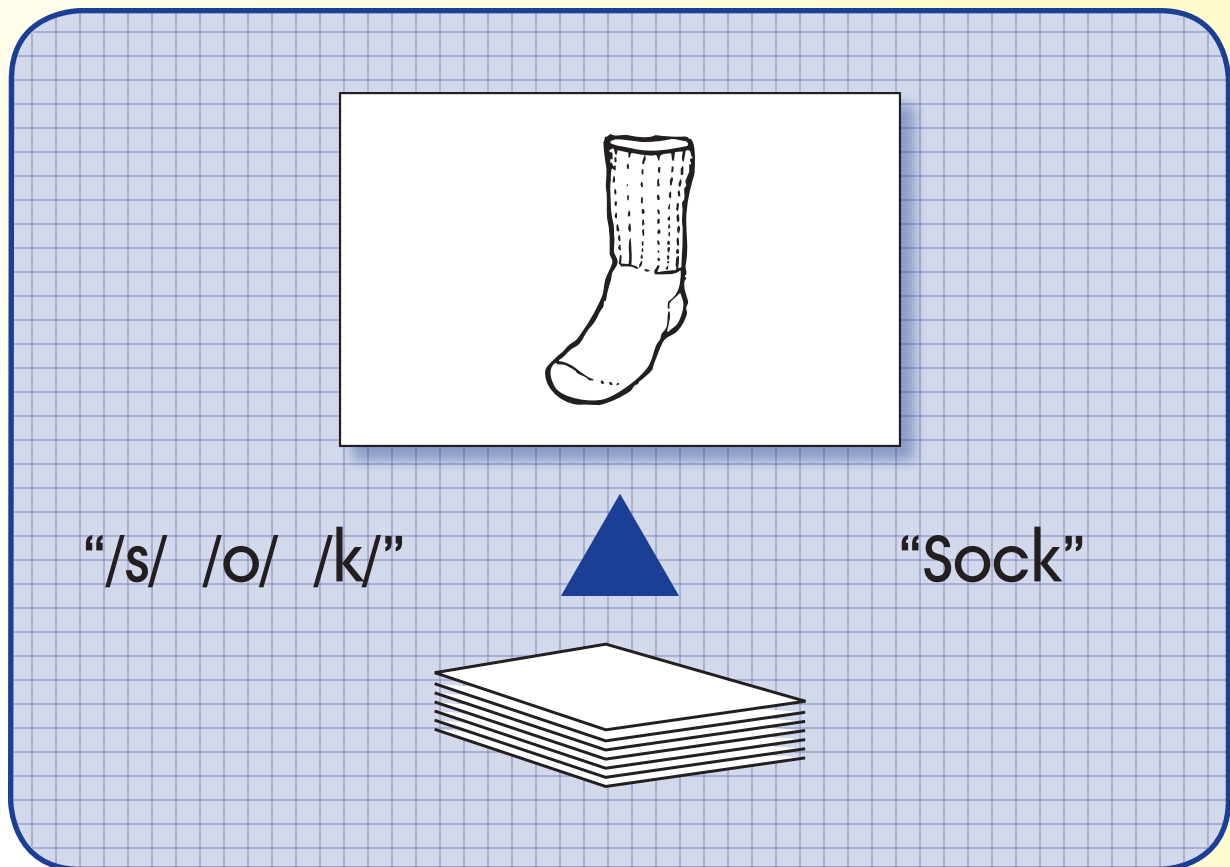
► Picture cards (Activity Master PA.018.AM1a - PA.018.AM1e)



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



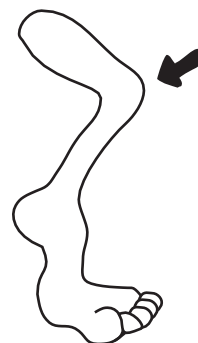
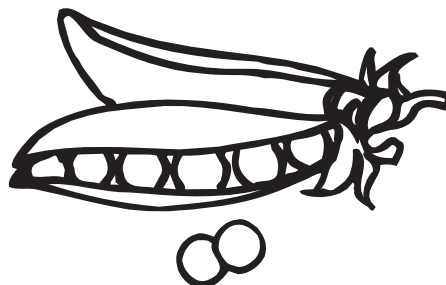
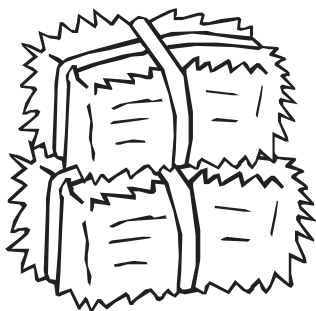
Extensions and Adaptations

► Sort by number of phonemes.

Phonemic Awareness

Break and Make

PA.018.AM1a



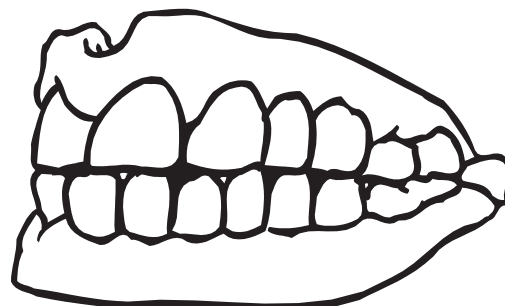
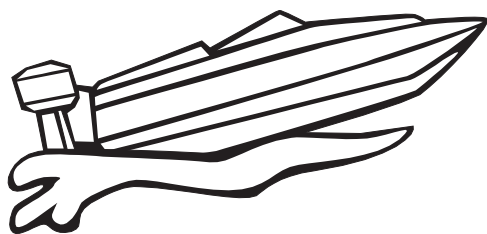
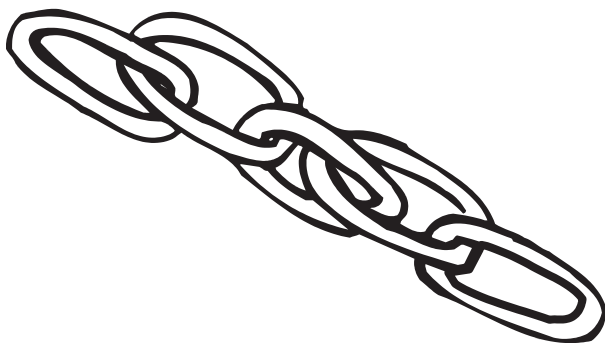
hay - 2, jar - 2, cow - 2, pea - 2, saw - 2, knee - 2, sew - 2, toe - 2



Phonemic Awareness

PA.018.AM1b

Break and Make



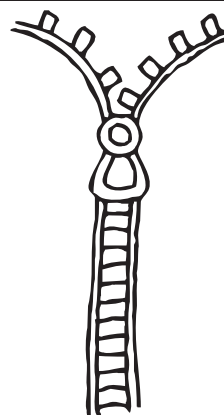
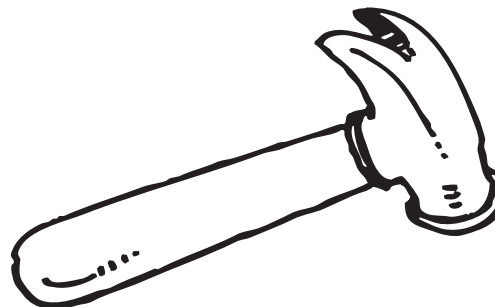
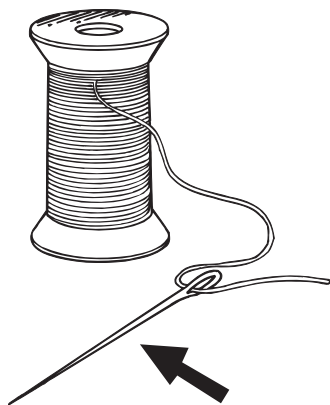
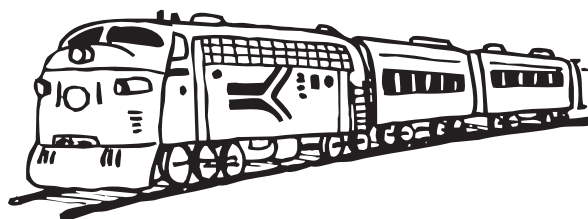
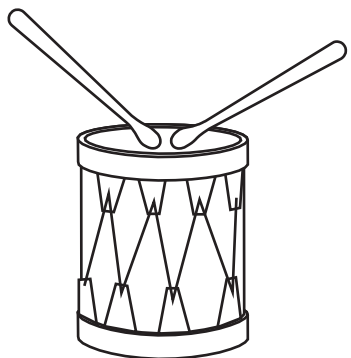
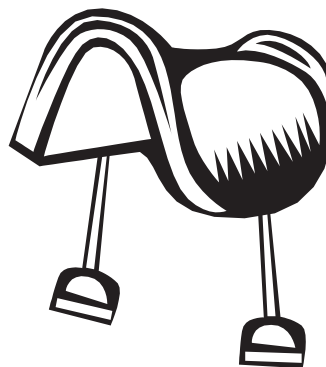
chain - 3, girl - 3, feet - 3, house - 3, boat - 3, sock - 3, seal - 3, teeth - 3



Phonemic Awareness

Break and Make

PA.018.AM1c



tent - 4, saddle - 4, drum - 4, train - 4, needle - 4, hammer - 4, bottle - 4, zipper - 4

