

**PHONEMIC AWARENESS**

Phonemic awareness is the ability to hear, identify, move or change sounds, called phonemes, in spoken words. Phonemic awareness is an important basic skill that gets students ready to develop into readers. It is usually taught during kindergarten and beginning first grade. Phonemic awareness includes six basic components.

Rhyming-Isolation-Segmentation-Deletion-Substitution-Blending

*Northern Illinois University College of Education*

**Sound Identification (Isolation)**

**Parking Lot**

* Student will have lines on a [a[er indicating a parking lot with 3 spaces.
* Each student has 3 cars.
* Teacher will say a word and ask student(s) to drive car into the Initial position when the initial sound is heard. The medial position when the medial sound is heard and final in like manner.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**

**What Big Ears You Have!**

* Put on big ears (either made or ordered online). Teacher says three words that have the same sound in either the initial, medial, or final position.
* Touch the big ears and state the sound is the same in the initial, medial, or finalposition.
* Say the words again and emphasize the target sound.
* Student will give a thumbs up if agree/thumbs down if disagree.
* Student will put on set of big ears (may want to make a set for each student) and have them say three words with the *same initial, medial, or final position.*

Phonological Awareness Assessment Tools & Strategies, page 102

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**

**Hey, Tweety Bird**

* Present class with a *Tweety Bird* (can be stuffed animal, plush/stick puppet).
* Example interaction between teacher and Tweety Bird

**Teacher:** *Hey Tweety Bird, can you guess my word? I’ll give you the first sound.*

**Tweety Bird:** *Don’t be absurd, I can guess any word. All day and all year round!*

**Teacher:** *Okay, I’m thinking of a word that begins with /****z****/, and it is an animal with stripes. (****zebra****)*

**Tweety Bird:** *It’s a ….hmmmm…let’s see…..*

* A student will whisper the answer in the teacher’s ear.
* The teacher will whisper the student’s response in Tweety Bird’s ear.
* Tweety Bird will whisper correct answer in teacher’s ear.
* The teacher will tell class the student’s response.
* The class will give a thumbs up/down to indicate if they agree with the student’s initial response.

Phonological Awareness Assessment Tools & Strategies, page 92

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**

**Mystery Box/Bag**

* Teacher will place objects/pictures in a box/ bag. These can be items the students brought from home, random items the teacher has collected, or items relative to a lesson.
* Students will respond to one of the following questions:

1. “My name has \_\_\_ sound in the initial position?” “Who knows what I am?”
2. “My name has \_\_\_ sound in the medial position?” “Who knows what I am?”
3. “My name has \_\_\_ sound in the final position?” “Who knows what I am?”

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**

**Tap Lights**

* Three tap lights will be presented to the student.
* Teacher will say a target word and ask what position a target sound occurred in

Initial,-Medial-Final.

* Student will active the appropriate tap light

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**

**Get on the Bus**

* Chairs will be arranged into rows, two-by-two.
* The students sit together, working as partners.
* Teacher will read the class a story.
* Teacher will ask questions and give clues from the story using phonemic clues.
* When students think they know the answer, the pair will stretch their hands high.
* Teacher will call on a pair to answer which they can do in unison.
* Example:

1. The teacher reads the story “Goldilocks.”
2. The teacher will say “The first sound of the main characters name is /g/. She visited three bears. (Goldilocks)
3. Pairs of students will discuss what the answer might be.
4. When both students are comfortable with the answer “Goldilocks,” they will raise their hands.
5. Teacher will call on a pair of students to answer.
6. The students can either answer together or one can be designated to answer.

Phonological Awareness Assessment Tools & Strategies, page 93

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**

**Going on a Sound Hunt (can do inside or outside)**

* Student is given a net (either purchased or made).
* Teacher will demonstrate position of target sounds in a word.
* Student will pretend to catch surrounding objects that begin with a target sound in the Initial-Medial-Final position.
* Example:

1. The teacher will state “I am hunting for a sound at the end of a word. The sound is /s/.”
2. The teacher will point to the grass and state, “Grass is a word that ends with /s/. I will put my net on it.
3. The student will attempt to “hunt” other words that end in /s/ to capture.

Phonological Awareness Assessment Tools & Strategies, page 96

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**
* **Vestibular**

**Sound Blending**

**Secret Code**

* Teacher will turn a picture face down and say the phonemes in the words.
* Student will blend the word.
* Works well with riddles (without pictures).
* Example:

1. Teacher will read **Brown Bear, Brown Brown.**
2. Teacher will say “*I’m thinking of the color of bird looking at Brown Bear /r/-/e/-/d/.*
3. Students will provide the correct answer of “red.”

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**

**Sound Tapping**

* Students will tap using fingers/hands on arm to represent sounds in word.
* Student then will sweep with fingers in air or down/up the arm to blend phonemes.
* **If using arms,** use these following guidelines:

1. **Right**-handed students will start at left shoulder and tap to the hand-sweeping downward.
2. **Left**-handed students will start at right hand and tap to the should-sweeping upward.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**

**Picture Slide Picture**

* An image of a word is cut into the number of phonemes represented in the word.
* Students will say the name of the picture as segments of the words, The phonemes are produced using the number of pieces as a reference.
* The pieces begin placed apart with emphasis of each phoneme.
* The student slowly slides the pieces together and repeats the complete word to make the picture.

**Florida Center for Reading Research** [Click here](http://fcrr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonological_awareness/k1_phoneme_segmenting_and_blending/k1_pa048_picture_slide.pdf)

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**

**The Slide**

* Teacher will say a target word.
* While standing, students will tap toes/hop/etc. for each phoneme of a word then slide to blend.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**
* **Vestibular**

**Name Line-Up**

* When calling students to line up, teacher will sound out the name of each student.
* Student will line up when name is segmented.
* Student will state blended name after taking place in line.
* Students may hop/skip/stomp to complete task.
* Example:

1. Teacher will segment /b/-/e/-/n/ for the name *Ben.*
2. Ben will line up and state name when he has taken his place in line.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**
* **Vestibular**

**Segmenting Sounds**

**Elkonin Box/Sound Boxes**

* Simple visuals that help students visualize how the sounds in words work.
* Students use these sound boxes to learn how to segment words into their individual phonemes.
* These boxes are all about the sounds in each word and not necessarily the number of letters.
* The word “stay” would fit nicely in a sound box with 3 spaces even though it technically has 4 letters.
* Can use whatever as “pushers” (pennies, bingo chips, rocks, paper clips, etc) Can remove picture/boxed and only use “pushers”
* Use of scented stickers on bingo chips will make this an olfactory experience.
* Have student say each sound as they move the piece to the left.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Olfactory**
* **Proprioceptive**

**Stretch the Sound**

* Teacher will provide a target word.
* Student pulls hair band/stretch fidget while saying individual phoneme of word
* Example:

1. Teacher says the word “cat.”
2. The student will stretch the hair band/stretch fidget 1 time for each sound.

(c-a-t)

1. Student can blend the word “cat” when releasing the tension of the hair band/stretch fidget.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**
* **Vestibular**

**Play Dough Fun**

* Use scented/unscented playdough and picture card.
* Place a picture card in front of your students and ask them what they see – it may be a bat.
* Teacher will ask how many sounds can be heard in the word?
* Student will create three playdough balls.
* Teacher will ask the student to “squash” the balls while segmenting the word.
* Students can roll those ‘squashed’ balls together to blend the phonemes back into the original word.
* Example:

1. Teacher will present a picture of a “bat.”
2. Teacher will ask “How many sounds are in “bat”?
3. Student will create 3 balls out of playdough.
4. Teacher will ask, “Will you squash each ball as you say each sound you hear in ‘bat’?”
5. Student will “squash” each ball while segmenting /b/ /a/ /t/.
6. Teacher will ask student to roll together all playdough to blend /b/ /a/ /t/ into “ball.”

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Olfactory**
* **Proprioceptive**

**Bounce It**

* Student is given a ball.
* Teacher will present a target word.
* Student will bounce the ball as an individual sound is produced.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**
* **Vestibular**

**Break a Word**

* Give a student manipulatives (car sponge, plastic cup) that can be stacked.
* Student will stack the number of objects that equal the number of sounds in the word.
* Present the target word.
* Student will remove each object as an individual sound is produced.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**
* **Vestibular**

**Sound Deletion & Addition**

**Tap Lights**

* Initially give picture support-have all lights lit.
* Each light represents sounds in a word. Have student remove a sound by turning off a light. Have student to turn on a light when adding an individual sounds. Remove picture support if not needed.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**

**Karate Chop**

* Different plain colored pieces of paper are needed for this activity.
* Teacher will display 3 same-colored cards for students to see (a pocket chart works well).
* Teacher will tap each card as students help segment a given word. Do multiple times.
* Teacher will instruct student to ‘chop’ it each sound– using a hand signal like a karate chop works well here.
* Teacher will remove the one card and add a different colored card to that same spot.
* Teacher will instruct student to utilize a new sound and blend the new word.
* Example:

1. Teacher will place 3 yellow pieces of paper for all students to see.
2. Teacher will state “Let’s segment “hat.’
3. Teacher will tap cards to represent individual sounds /h/ /a/ /t/ multiple times.
4. Teacher will say, “Now, let’s do a karate chop to represent each sound.”
5. Teacher will replace the first yellow piece of paper with a blue piece of paper.
6. Teacher will say “Now, let’s change the /h/ for /m/. Let’s say /m/. Now, let’s blend these sounds to make a new word-/m/ /a/ /t/–”mat” What is the new word? ‘mat.’”

[18 Phonemic Awareness Activities for the Classroom | Teach Starter](https://www.teachstarter.com/au/blog/phonemic-awareness-activities-for-the-classroom/)

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**
* **Vestibular**

**The Wonderous Ball**

* Divide class into groups of about 6 then form a circle.
* Select 1 student to be the “starter.”
* Each group will have a ball. Teacher will say a word ending (ex. /op/), then assign the ball a sound (ex. /m/).
* When music starts, the starter will say /m/ then roll the ball to the person on the right. That student repeats /m/. This will continue until the music stops.
* The student that has the ball will blend the initial repeated sound /m/ and the ending sound /op/ into the word mop.
* Learning continues with a new word initiated by the teacher.

Phonological Awareness Assessment Tools & Strategies, page 135

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**
* **Vestibular**

***Velcro* Sentence Strip**

* Student will be given a sentence strip with one side of Velcro dot. Students will have shapes with opposing Velcro dots.
* Teacher says word and shapes representing the number of phonemes to be placed on the strip. Shapes can be of varied colors or contrasting shapes to indicate differing sounds.
* Teacher will say another target word.
* The teacher will instruct whether a phoneme (shape) should be removed or added.
* Student will remove or add shapes based on the teacher’s instruction.
* Can add scented stickers to the shapes for interest and sensation.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Olfactory**
* **Proprioceptive**

**Circle Partners**

* Divide students into 2 groups.
* Each will form a circle. The outer circle facing in and the inner circle facing out. Students will be facing be facing each other.
* Each student will have 1 partner (1 student from the outer circle will partner with 1 student from the inner circle). Teacher will say a word with all students repeating. The partners will work together to determine the last sound of the word. Once they have agreed upon an answer, the partners will sit down. Teacher will call a pair to share their answer. If correct, move to another word. If not correct, teacher will call upon another pair.

Phonological Awareness Assessment Tools & Strategies, page 129

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**
* **Vestibular**

**Sound Manipulation**

**Name Changes**

* Divide students into pairs (if uneven number, can have 3 in one group).
* Call up a pair of students.
* Give each a noisemaker or tap light to signal they know the answer.
* The object is to make new words by manipulating the sounds of current words.
* Example question:

1. Teacher will say, *“What sound do I have to take off the word “****bland****” to make the word “****land****?”*
2. Student will ring bell/activate light to indicate ready to respond.
3. Student should respond “/b/.”

Phonological Awareness Assessment Tools & Strategies, page 128

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**

**Sound Switcharoo**

* Place 3 manipulatives (can be tiles, bingo chips, blocks, etc. with scented sticker) of the same color in front of student.
* Push each tile as individual sounds of a word are made. **/m/-/a/-/p/.**
* Sweep finger under tiles to blend them into ***map***.
* Teacher will tell student a new word by replacing one sound. Example **tap**.
* Replace the tile in the initial position with another color. Sound out word **/t/-/a/-/p/.** Sweep finger under tile to blend into *tap.*

Phonological Awareness Assessment Tools & Strategies, page 144

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Olfactory**
* **Proprioceptive**

**Silly Rhymes**

* Pick a rhyme that is familiar to your child and replace the beginning sound in the words with another sound.

Example:

1. If you take the nursery rhyme Twinkle, Twinkle Little Star, replace the first sound in words with the sound /b/
2. ***/b/inkle /b/inkle /b/ittle /b/ ar***

***/b/ow I /b/onder /b/ut /b/ou are***

[Fun Phonemic Awareness Activities to Develop Sound Awareness Skills (lurnsmart.com)](https://lurnsmart.com/phonemic-awareness-activities-for-kids/)

**Addresses the following senses:**

* **Auditory**
* **Visual**
* **Oral**

**Turn Man Into Pan**

* Divide class into groups of 4.
* Assign each group a leader.
* Pass out one picture of a letter to each leader and go over the letter sounds with each group.
* Put 3 chairs in front of the class and ask 3 students to sit in a chair (NOT the leader).
* Point to the top of each head and say sounds /m/-/a/-/n/.
* Slide over each head and say “man.”
* Ask each group to work together to determine if they have the beginning sound to change word from *man* to *pan*.
* The leader of the group that does will replace student in the first chair.
* Repeat with various sounds from all groups.
* Include new letters and leaders for continued play.

Phonological Awareness Assessment Tools & Strategies, page 140

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Vestibular**

**Secret Word**

* Each corner of the room is labeled 1,2,3, or 4.
* Initially, 1 picture is displayed for all students to see.
* Teacher displays four more images with labels of 1, 2, 3, or 4.
* Students are to figure out which of the 4 images is the “secret word”. The “secret word” has the same initial/final/medial sound (depending on target skill) as the picture displayed.
* Students are to go to the corner with the corresponding number.
* Students may hop/skip/stomp to corner.
* Example:

1. Teacher will put up a picture of a Road on the board.
2. Teacher will inform students the secret word has the same final sound as the word on the board .
3. Teacher will display 4 images numbered 1, 2, 3, or 4.

*1. bush 2. sad 3. truck 4. lion.*

1. Teacher will instruct students to go to the corner of the room with the corresponding number of the correct response.
2. Students should go to corner numbered 2, to represent “sad” because it ends in /d/ like the word road.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**
* **Vestibular**