



Phonemic Awareness

PA.013

Phoneme Blending

What's My Word?

Objective

The student will blend phonemes in words.

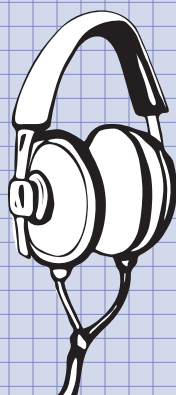
Materials

- ▶ Tape player
- ▶ Blank tape
- ▶ Dialogue (Activity Master PA.013.AM1)
Record on tape.
- ▶ Student sheet (Activity Master PA.013.SS)
- ▶ Headphones
- ▶ Pencil

Activity

Students blend sounds into words and match to corresponding picture.













1. Set up the listening center. Provide the student with a student sheet.
2. Student listens to tape. After a word has been segmented, student turns off tape, blends sounds together, finds picture of the word.
3. Writes the number "1" in the box next to the picture.
4. Continues with the second word, identifies the word, locates the picture and writes number "2" in that box.
5. Continues until all the pictures are identified.
6. Self-check (provide answer key)



"Put a number 1 in the box with picture that has the sounds /p/ /l/ /a/ /n/ /t/."

Name _____

PA.013.SS What's My Word?

	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>
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Extensions and Adaptations

- ▶ Segment and blend with other pictures (Activity Master PA.010.SS2).

Teacher Dialogue

Preparation: Record the bold text.

Wait before recording next item to allow student time to fill in answer or instruct student to pause the tape before listening to the next sounds.

An Answer Key is provided at the bottom of the page.

I will say the individual sounds in a word. Your job is to blend the sounds into a word and find the picture for that word. When you find the picture, you will mark it with a number on your student sheet.

Put a number 1 in the box with picture that has the sounds /p/ /l/ /a/ /n/ /t/.

Put a number 2 in the box with picture that has the sounds /s/ /n/ /ā/ /k/.

Put a number 3 in the box with picture that has the sounds /p/ /l/ /ā/ /t/.

Put a number 4 in the box with picture that has the sounds /c/ /ar/ /d/.

Put a number 5 in the box with picture that has the sounds /z/ /ē/ /b/ /r/ /ə/.

Note to teacher: The /ə/ is a schwa and is pronounced like a short “u” like in the word “cut.”

Put a number 6 in the box with picture that has the sounds /d/ /ī/ /s/.

Put a number 7 in the box with picture that has the sounds /d/ /r/ /e/ /s/.

Put a number 8 in the box with picture that has the sounds /s/ /m/ /ī/ /l/.

Put a number 9 in the box with picture that has the sounds /r/ /ō/ /b/ /o/ /t/.

Put a number 10 in the box with picture that has the sounds /b/ /r/ /i/ /j/.

Put a number 11 in the box with picture that has the sounds /b/ /l/ /o/ /k/.

Put a number 12 in the box with picture that has the sounds /w/ /i/ /n/ /d/ /ō/.

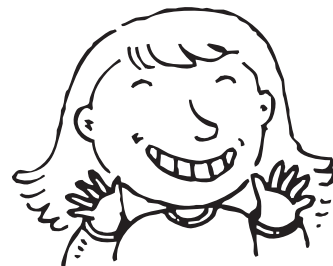
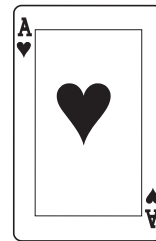
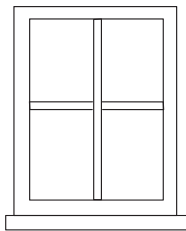
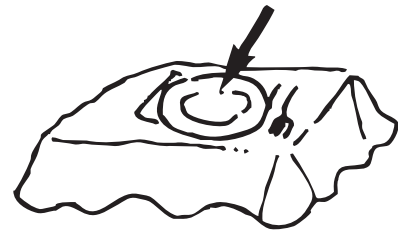
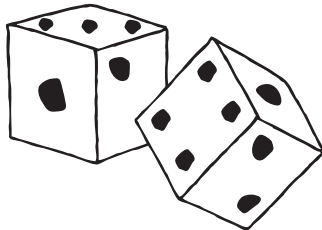
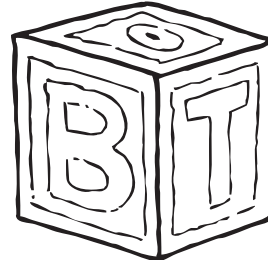
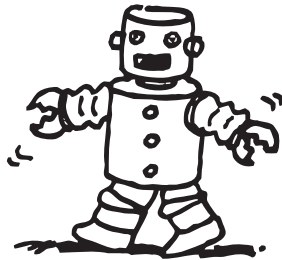
Answer Key:

1. plant 2. snake 3. plate 4. card 5. zebra 6. dice 7. dress 8. smile 9. robot 10. bridge 11. block 12. window

Name _____

PA.013.SS

What's My Word?



Phoneme Counting Sort

Objective

The student will segment phonemes in words.

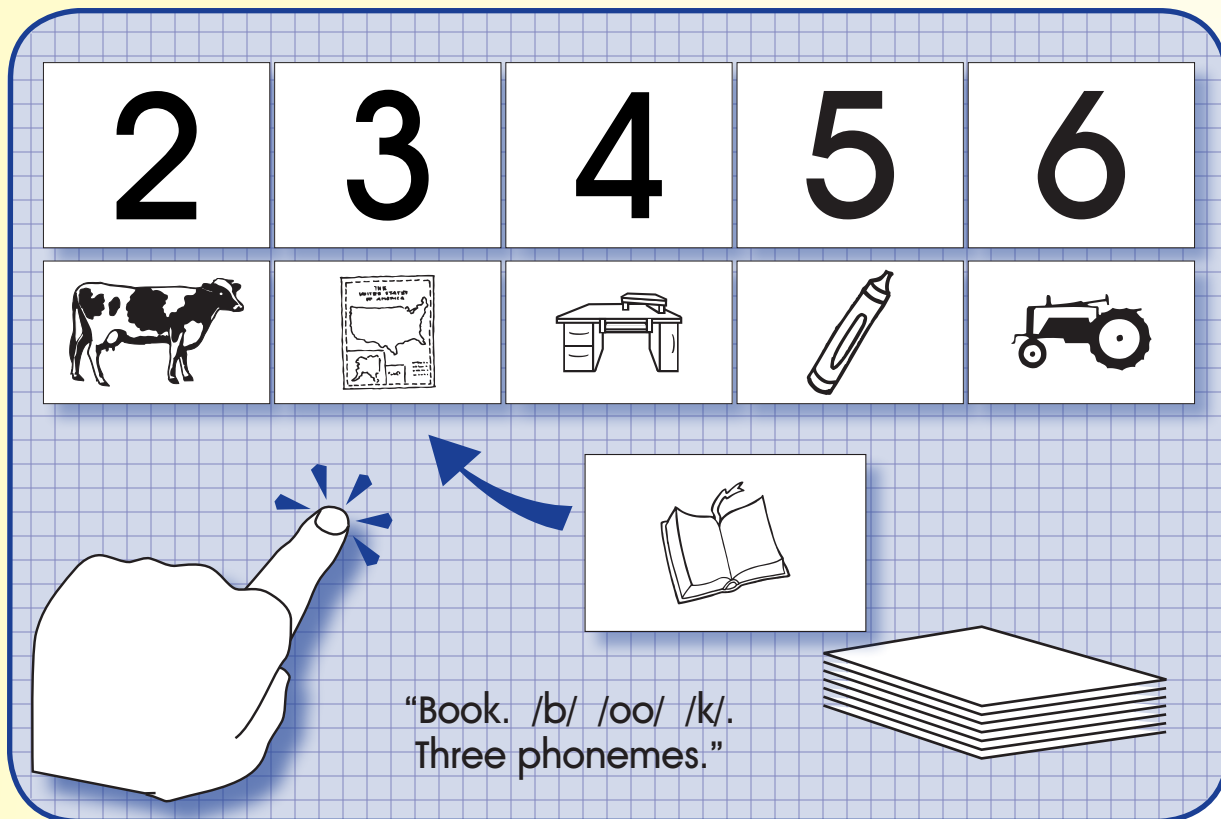
Materials



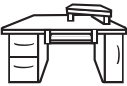


- ▶ Number headings (Activity Master PA.014.AM1)
- ▶ Phoneme picture cards (Activity Master PA.014.AM2a - PA.014.AM2c)

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



2	3	4	5	6
				

“Book. /b/ /oo/ /k/.
Three phonemes.”

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

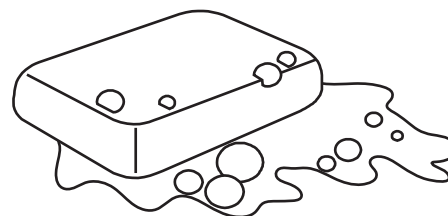
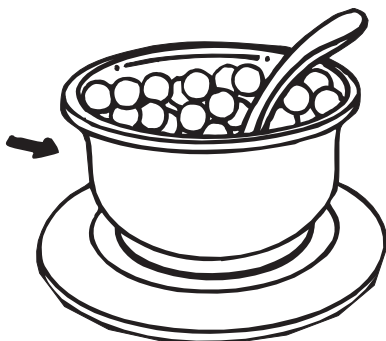
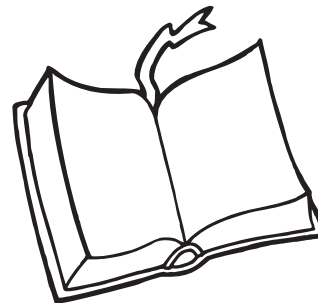
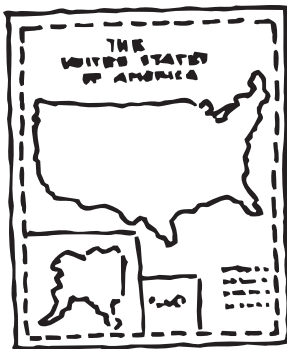
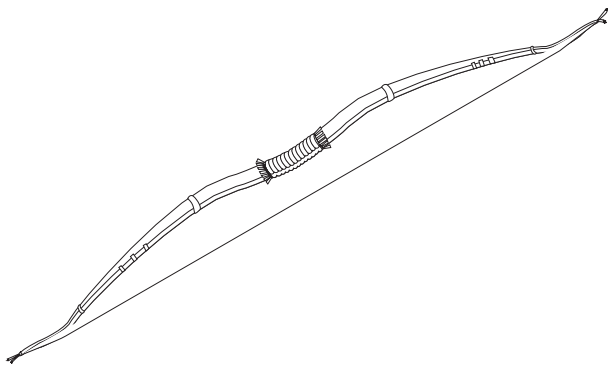
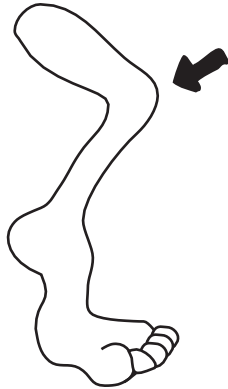
header



Phonemic Awareness

Phoneme Counting Sort

PA.014.AM2a



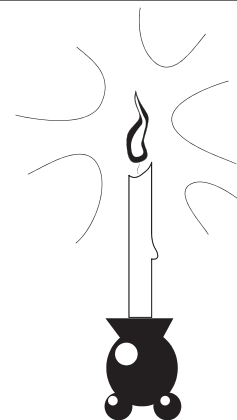
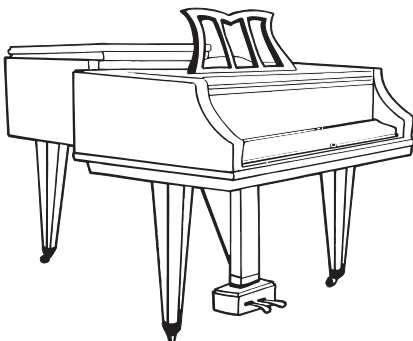
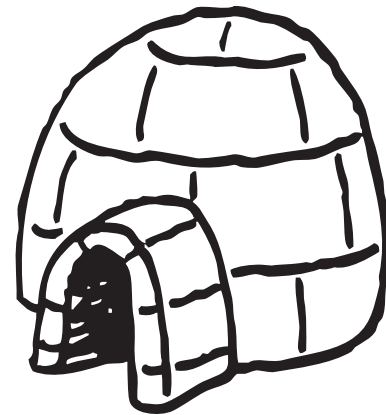
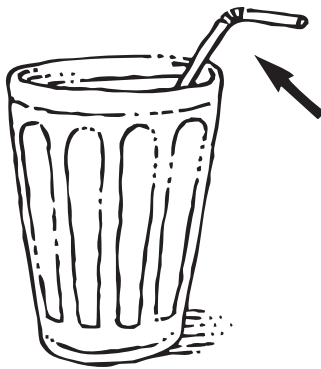
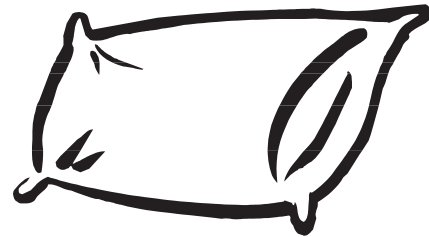
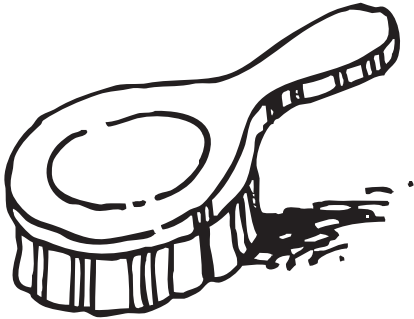
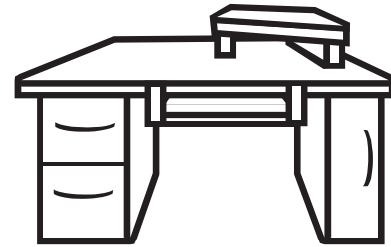
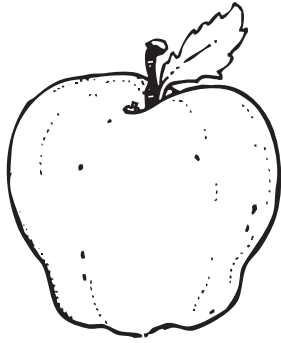
knee - 2, tie - 2, bow - 2, cow - 2, map - 3, book - 3, bowl - 3, soap - 3



Phonemic Awareness

PA.014.AM2b

Phoneme Counting Sort



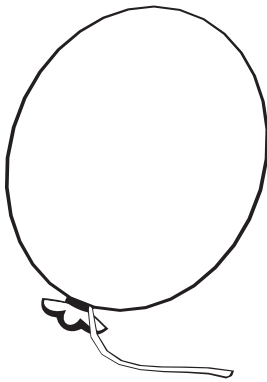
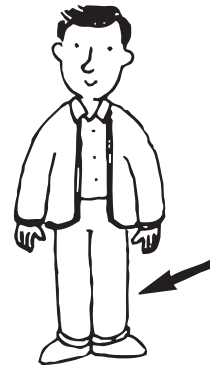
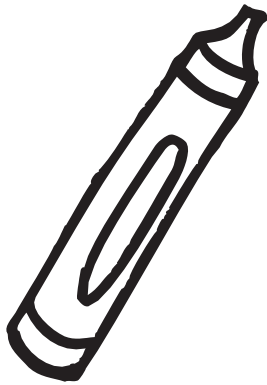
apple - 3, desk - 4, brush - 4, pillow - 4, straw - 4, igloo - 4, piano - 5, candle - 5



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

PA.015

Phoneme Segmenting

The Phoneme Game

Objective

The student will segment phonemes in words.

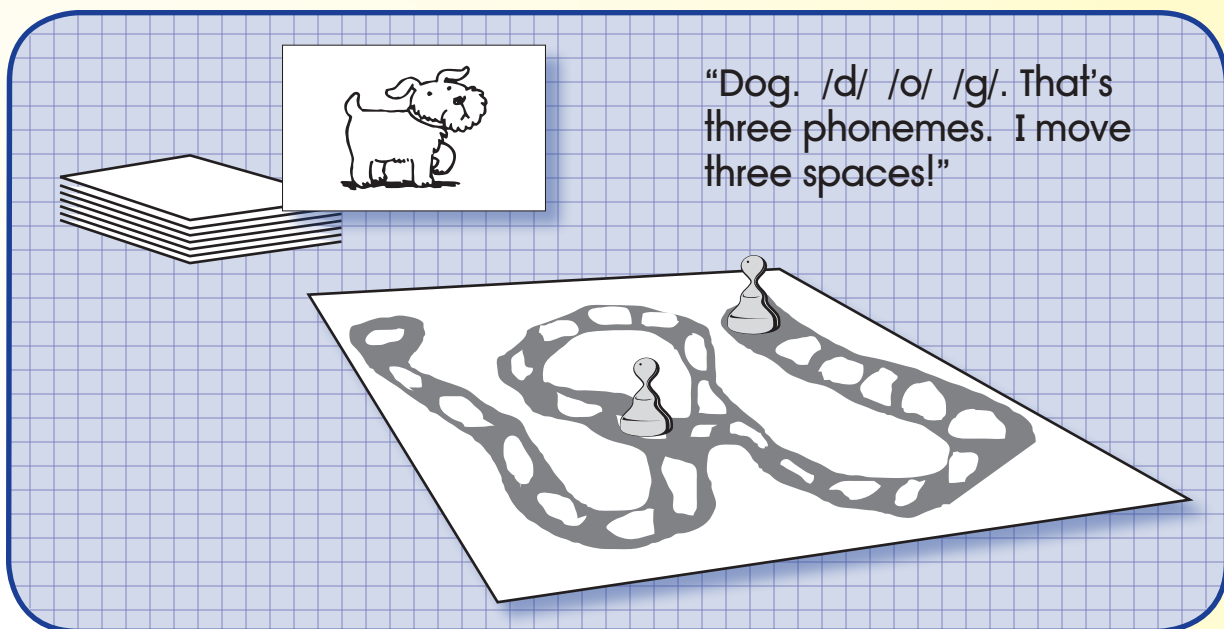
Materials

- ▶ The Phoneme Game board (Activity Master P.015.AM1a - P.015.AM1b)
Cut out and glue together. May be glued to a file folder for easy use.
- ▶ Phoneme picture cards (Activity Master P.015.AM2a - P.015.AM2b)
- ▶ Game pieces (e.g., counters)

Activity

Students count phonemes in words by playing a board game.

1. Place game board and picture cards face down in a stack on a flat surface.
Place game pieces at START.
2. Taking turns, students select the picture card on the top of the stack, say the word, and say it again segmenting it into phonemes while holding up a finger for each phoneme.
3. Count the phonemes in the word, and move game piece that many spaces (e.g., pick up picture of a dog, say “dog, /d//o//g/, that’s three phonemes” and move game piece three spaces).
4. Return picture card to the bottom of the stack.
5. Continue game until all students reach the END.
6. Peer evaluation



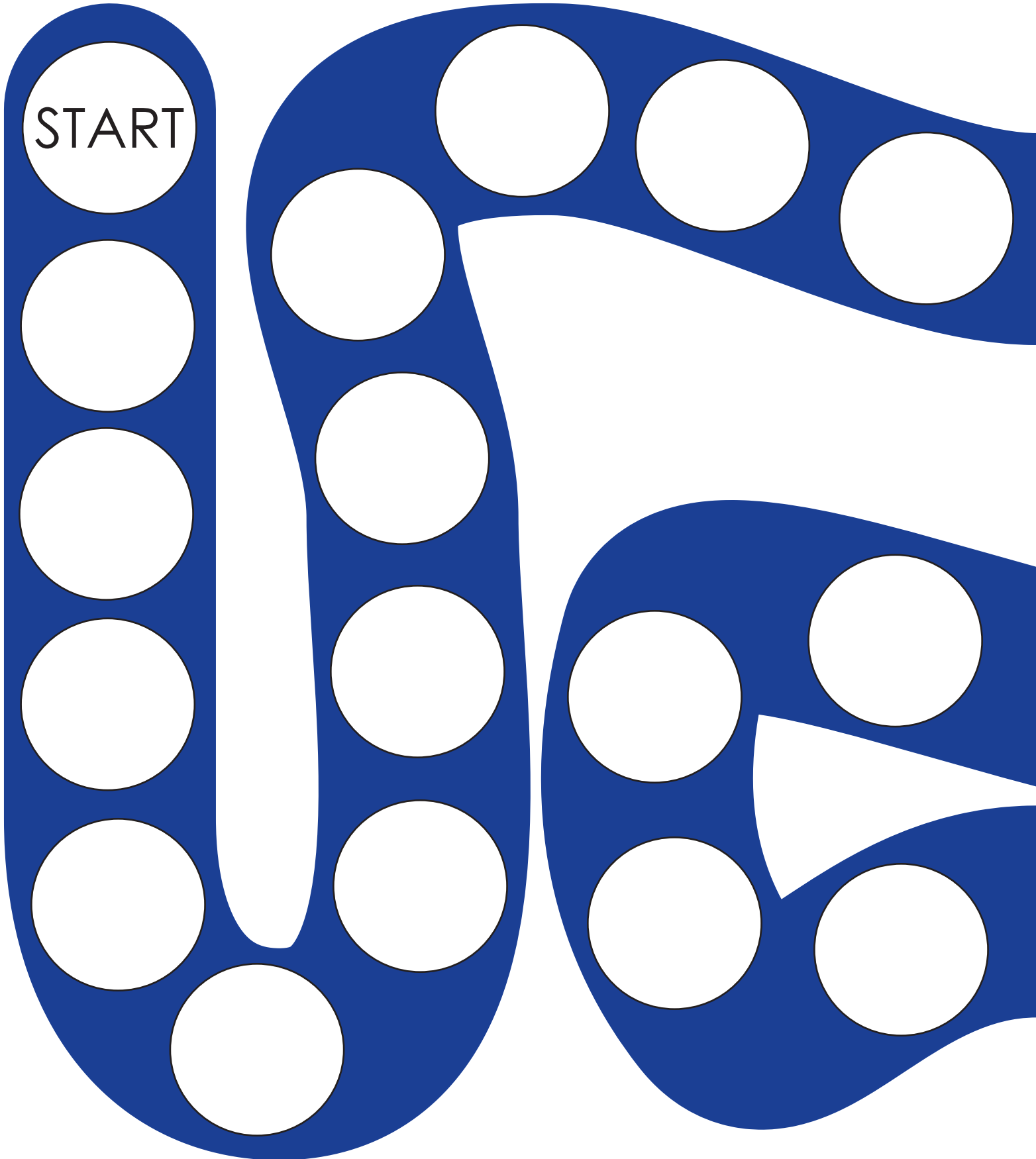
Extensions and Adaptations

- ▶ Make more picture cards to use with game board (e.g., draw, cut pictures from magazines).

Phonemic Awareness

The Phoneme Game

PA.015.AM1a



Phonemic Awareness

PA.015.AM1b

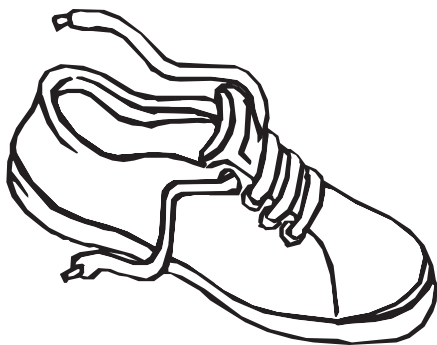
The Phoneme Game



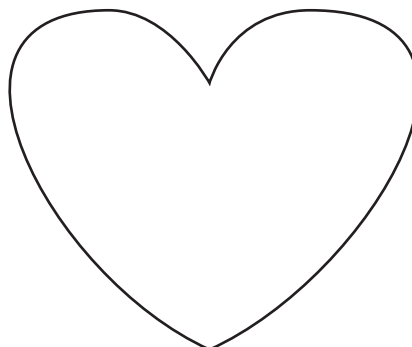
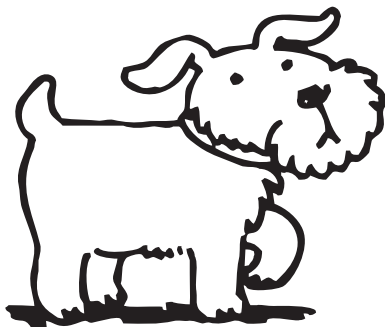
Phonemic Awareness

The Phoneme Game

PA.015.AM2a



2



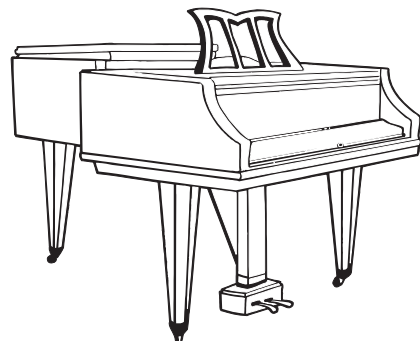
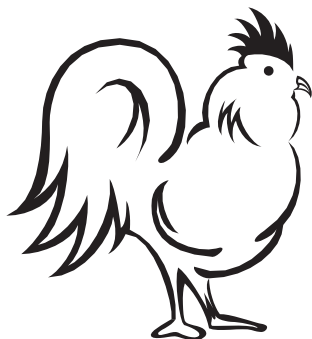
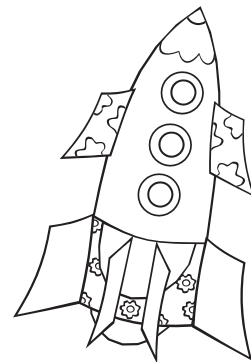
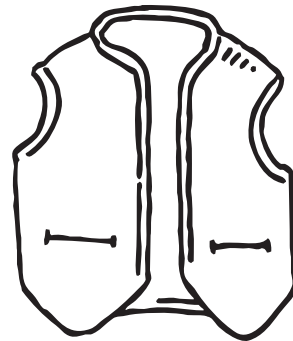
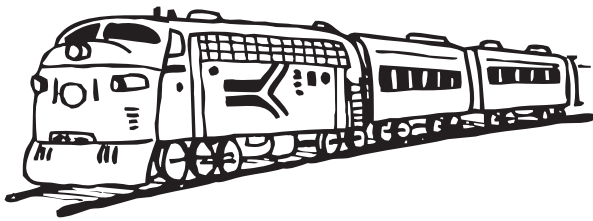
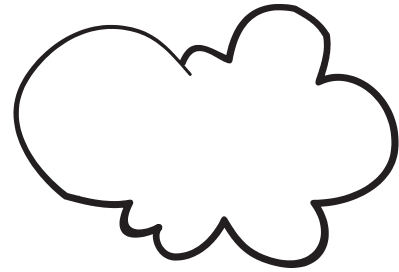
key - 2, tie - 2, shoe - 2, two - 2, dog - 3, tree - 3, fly - 3, heart - 3



Phonemic Awareness

PA.015.AM2b

The Phoneme Game



glass - 4, cloud - 4, train - 4, vest - 4, lamp - 4, rocket - 5, rooster - 5, piano - 5





Phoneme Challenge

Objective

The student will segment phonemes in words.

Materials

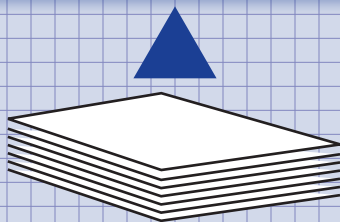
- ▶ Phoneme picture cards (Activity Master PA.016.AM1a - PA.016.AM1e)

Activity

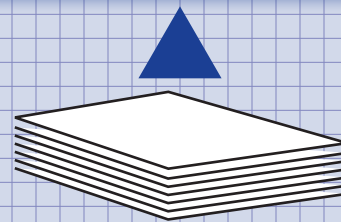
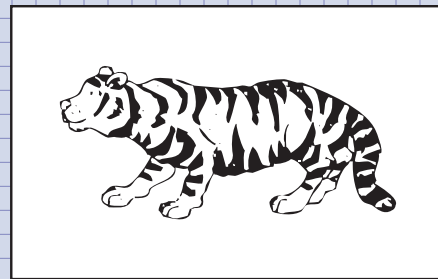
Students segment the phonemes in words by playing a counting game.

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!”



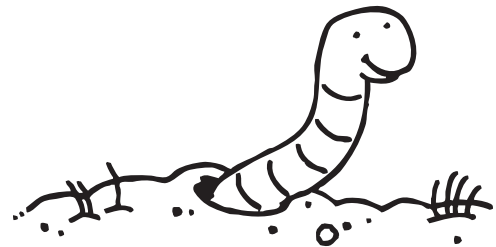
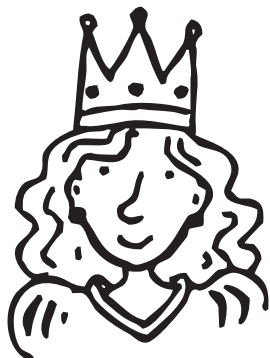
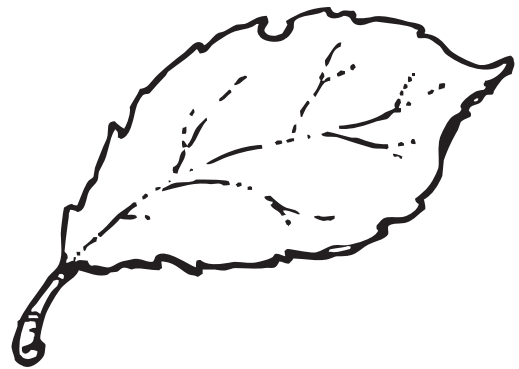
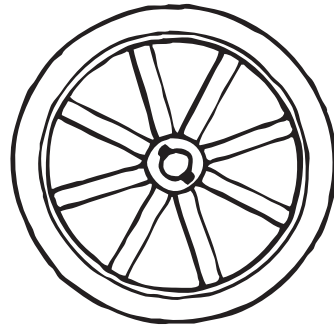
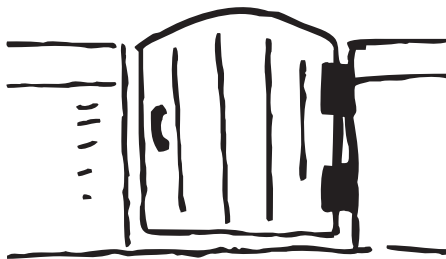
Extensions and Adaptations

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

Phonemic Awareness

PA.016.AMIa

Phoneme Challenge



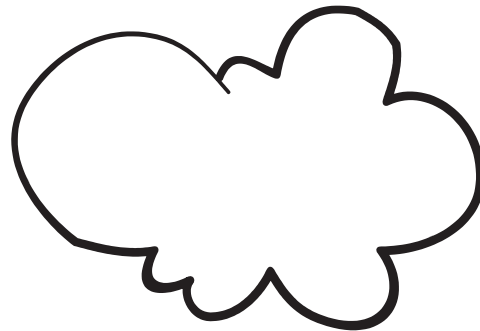
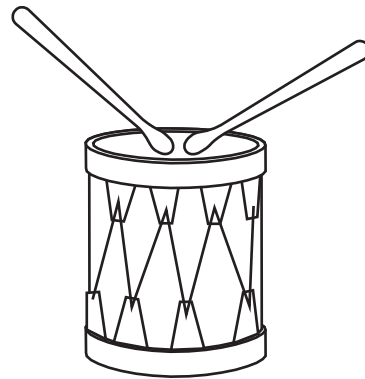
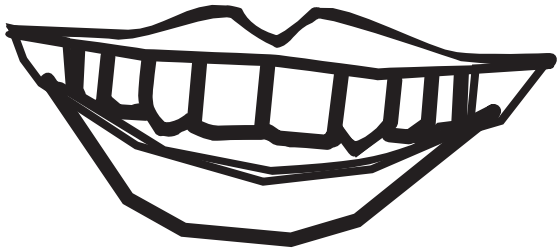
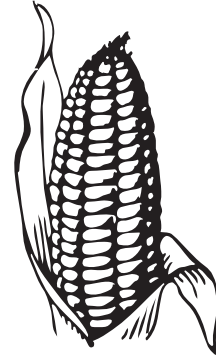
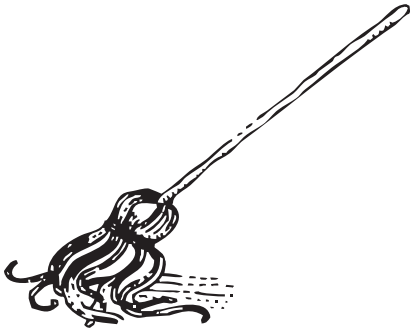
dime - 3, doll - 3, gate - 3, wheel - 3, nurse - 3, leaf - 3, queen - 3, worm - 3



Phonemic Awareness

Phoneme Challenge

PA.016.AM1b



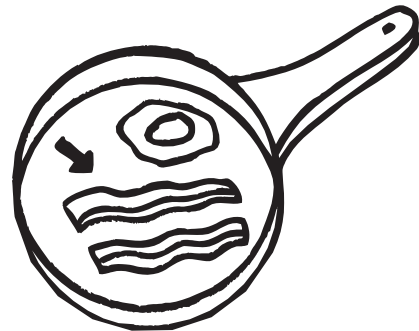
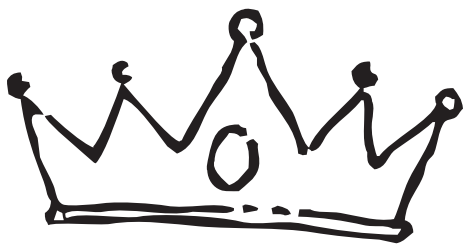
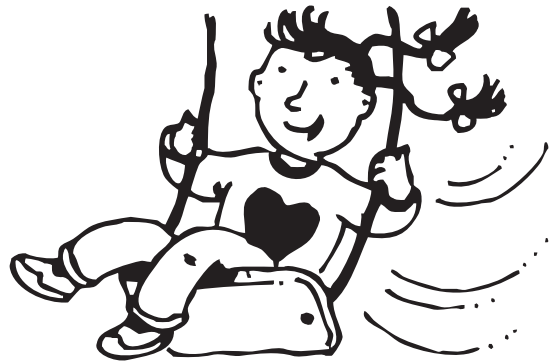
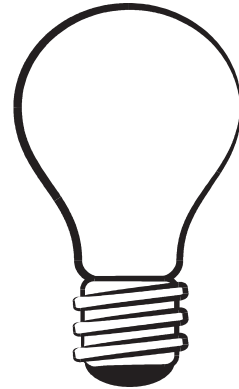
mop - 3, corn - 3, mouth - 3, drum - 4, glass - 4, cloud - 4, penny - 4, tiger - 4



Phonemic Awareness

PA.016.AM1c

Phoneme Challenge

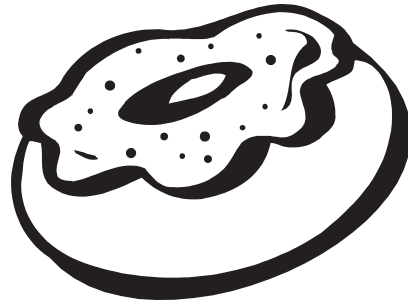
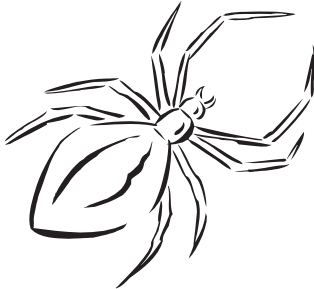
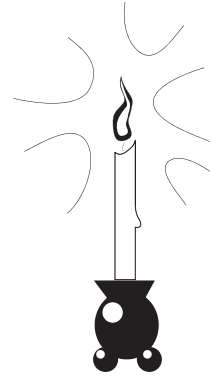


turkey - 4, bulb - 4, school - 4, swing - 4, crown - 4, bacon - 5, skunk - 5, chimney - 5 

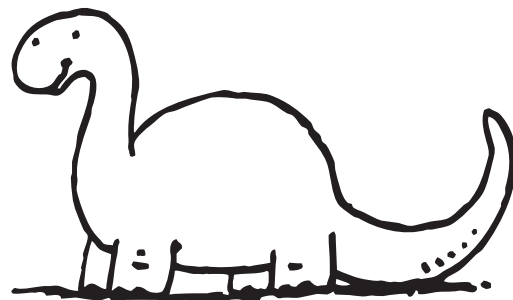
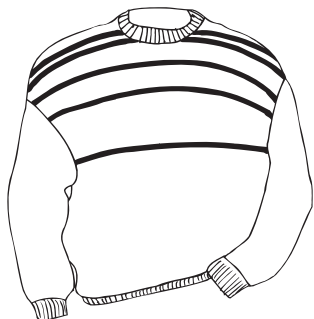
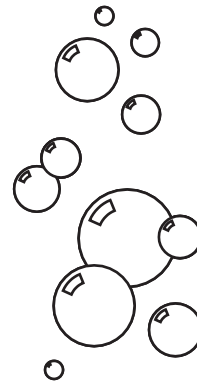
Phonemic Awareness

Phoneme Challenge

PA.016.AM1d



13



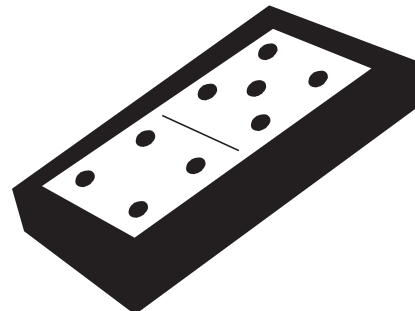
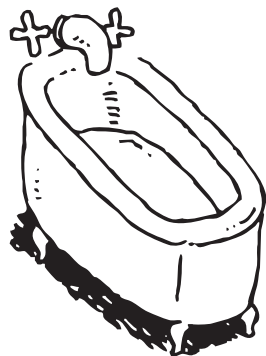
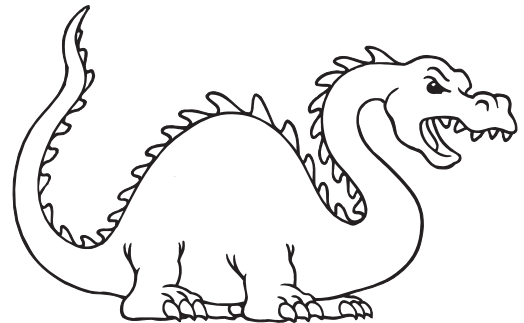
pocket - 5, candle - 5, spider - 5, donut - 5, thirteen - 5, bubbles - 5, sweater - 5, dinosaur - 6



Phonemic Awareness

PA.016.AMIe

Phoneme Challenge



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



Phoneme Split and Say

Objective

The student will segment and blend phonemes in words.

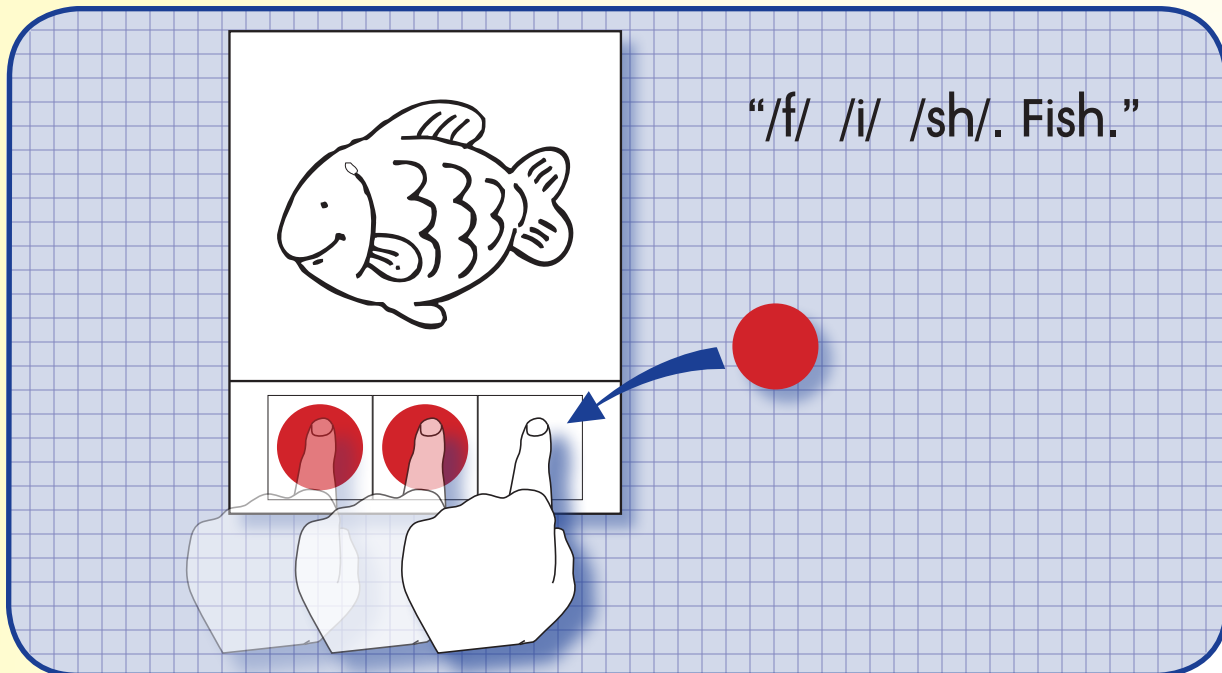
Materials

- ▶ 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



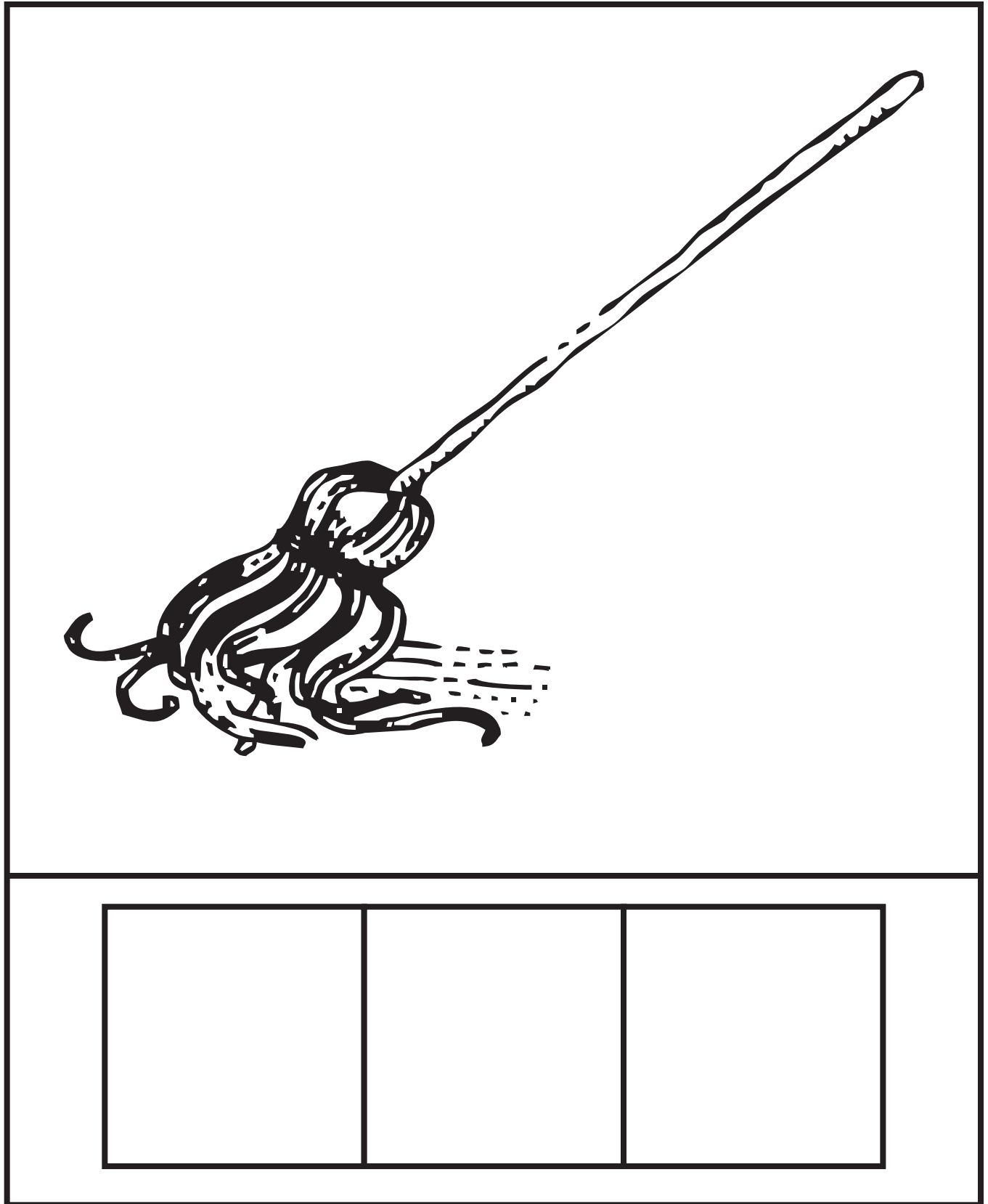
Extensions and Adaptations

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

Phonemic Awareness

PA.017.AM1a

Phoneme Split and Say



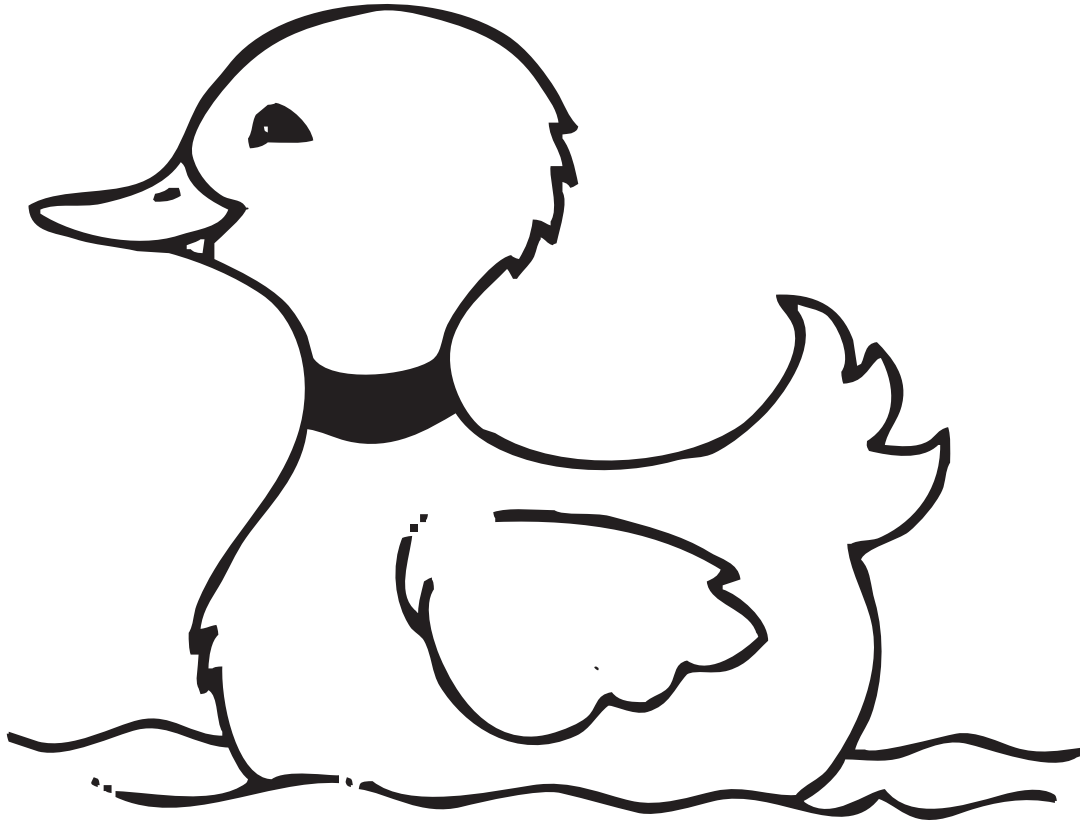
A large rectangular frame containing a drawing of a spaghetti fork with spaghetti on it. Below the drawing is a horizontal row of three empty rectangular boxes for labeling.



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



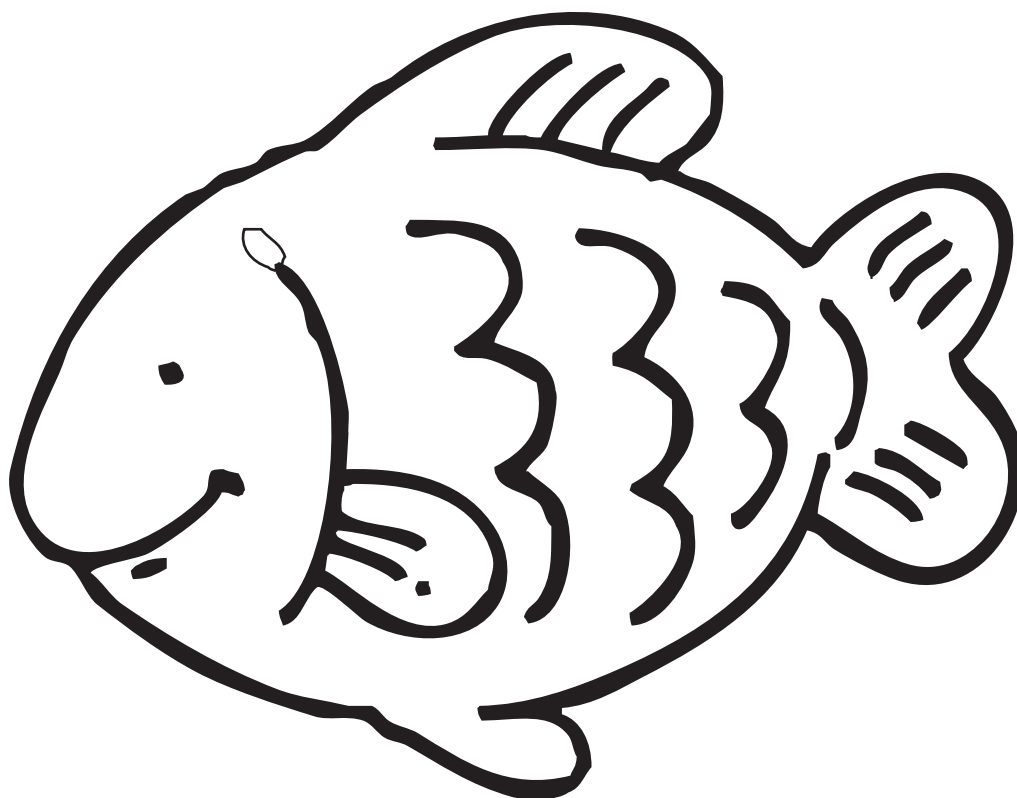
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Phonemic Awareness

PA.017.AM1e

Phoneme Split and Say



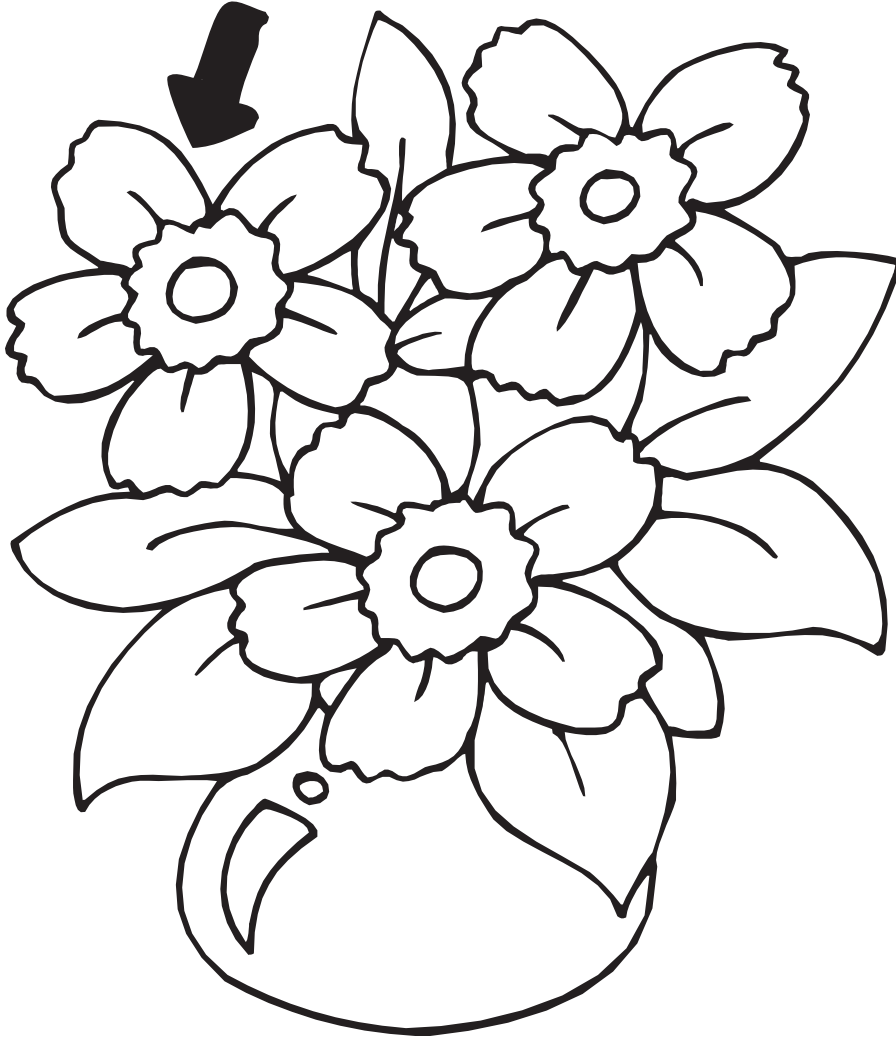
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Phonemic Awareness

Phoneme Split and Say

PA.017.AM1f



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Phonemic Awareness

PA.017.AMIg

Phoneme Split and Say

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Phonemic Awareness

Phoneme Split and Say

PA.017.AM1h



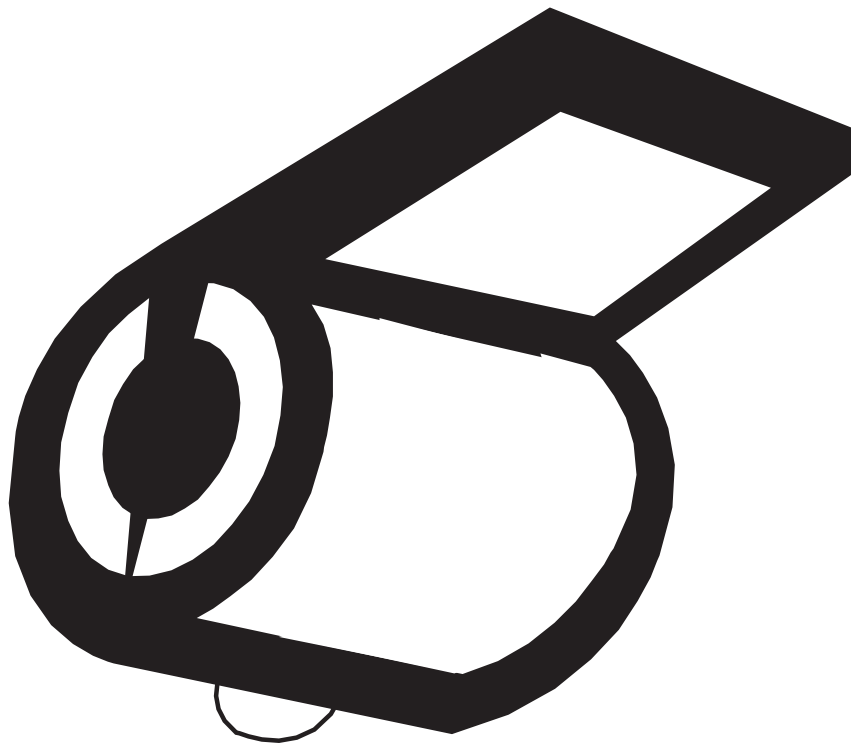
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Phonemic Awareness

PA.017.AMii

Phoneme Split and Say



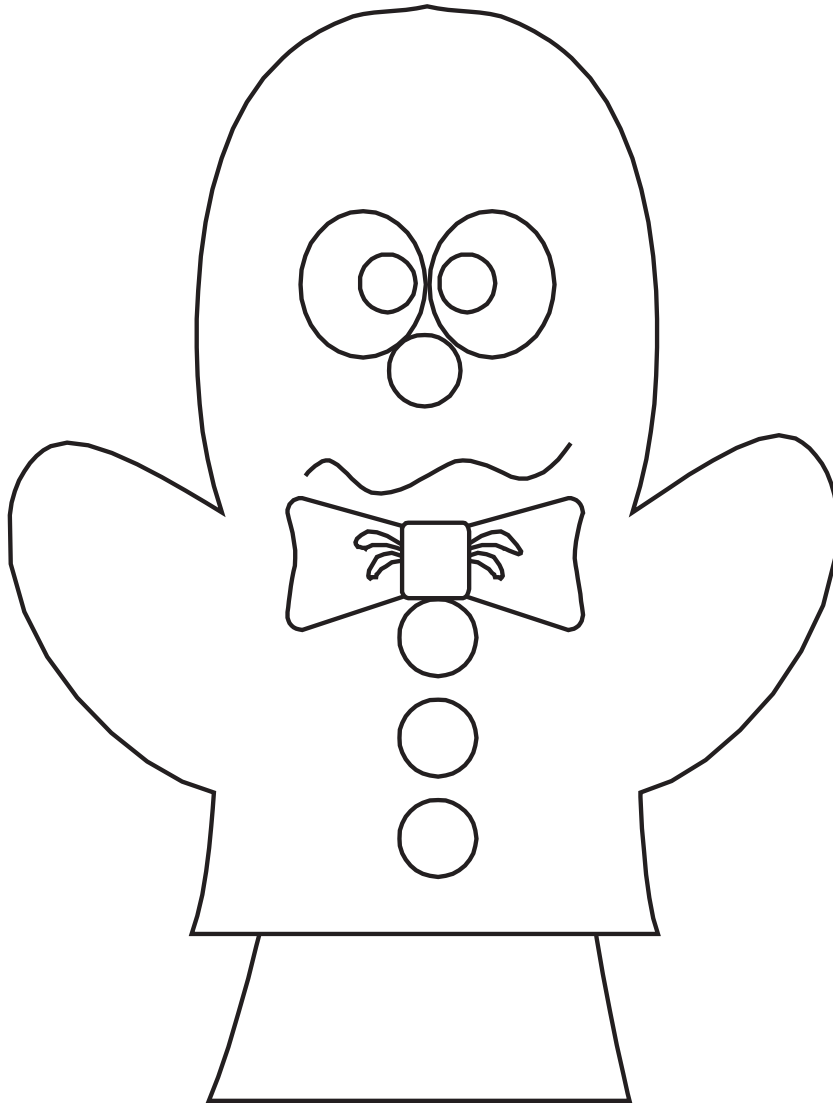
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Phonemic Awareness

Phoneme Split and Say

PA.017.AMIj



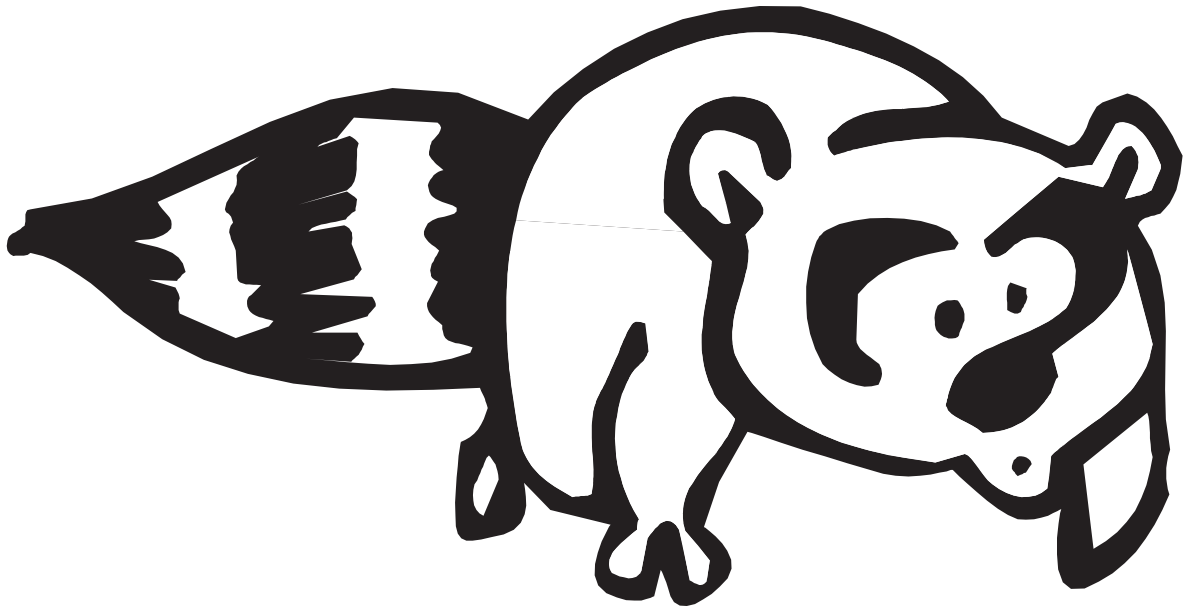
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Phonemic Awareness

PA.017.AMIk

Phoneme Split and Say



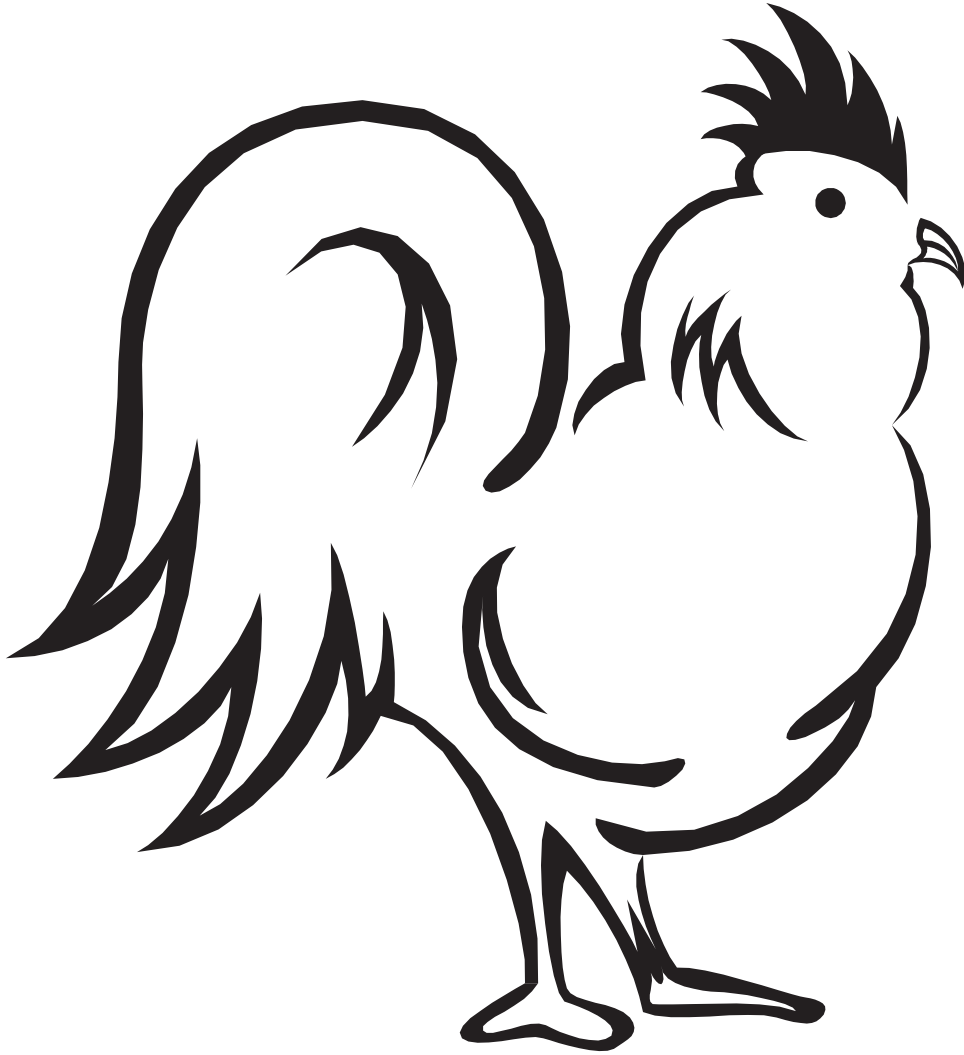
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Phonemic Awareness

Phoneme Split and Say

PA.017.AMII



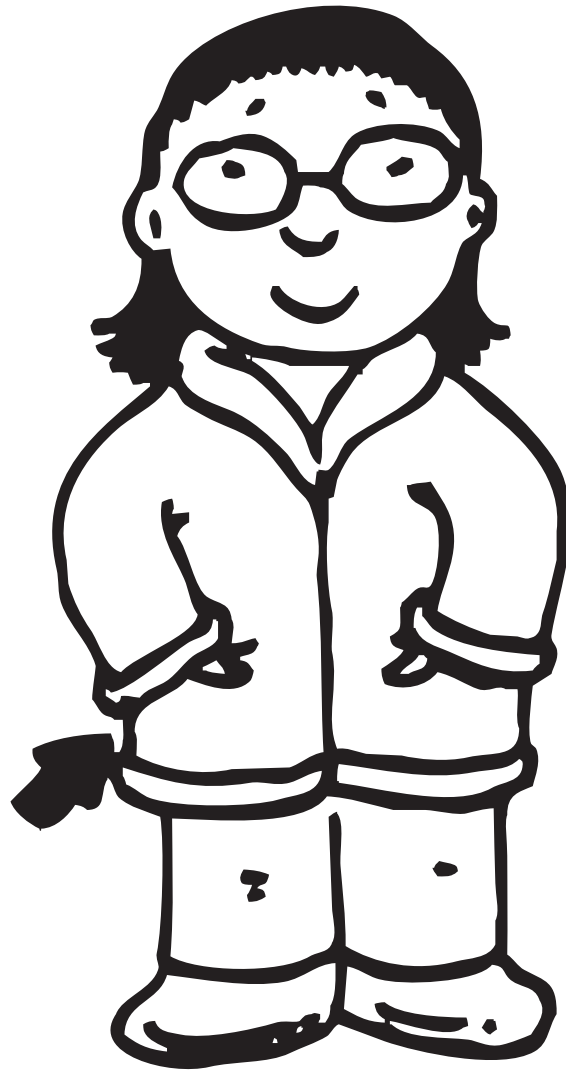
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Phonemic Awareness

PA.017.AMIm

Phoneme Split and Say



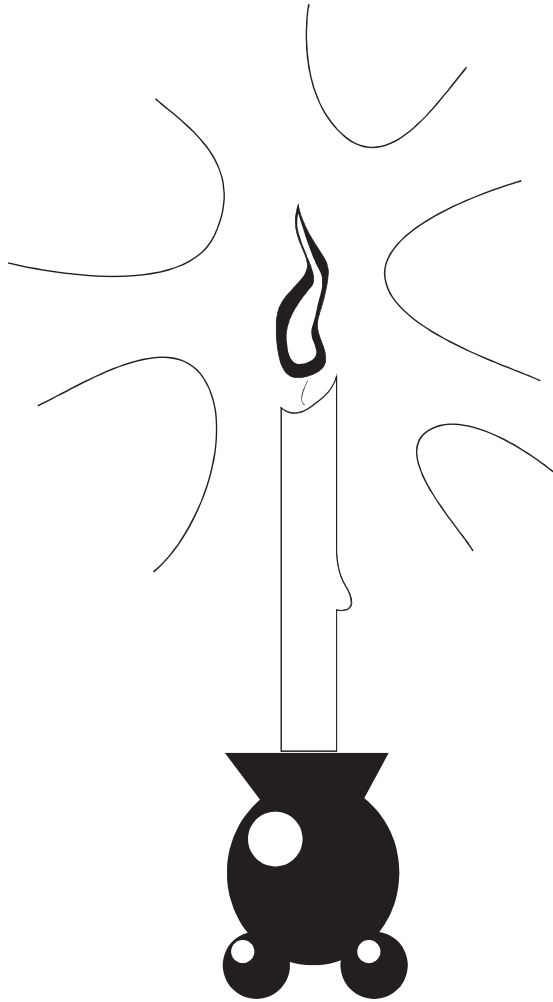
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Phonemic Awareness

Phoneme Split and Say

PA.017.AMIn



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Phonemic Awareness

PA.017.AMIo

Phoneme Split and Say



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Phonemic Awareness

Phoneme Split and Say

PA.017.AM1p



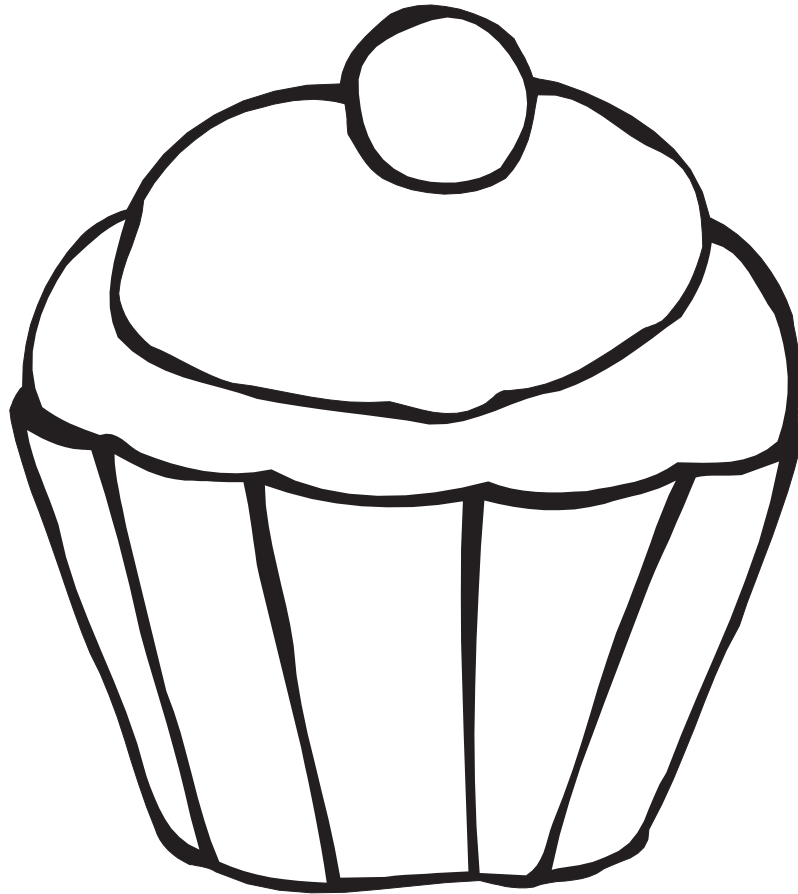
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Phonemic Awareness

PA.017.AMIq

Phoneme Split and Say



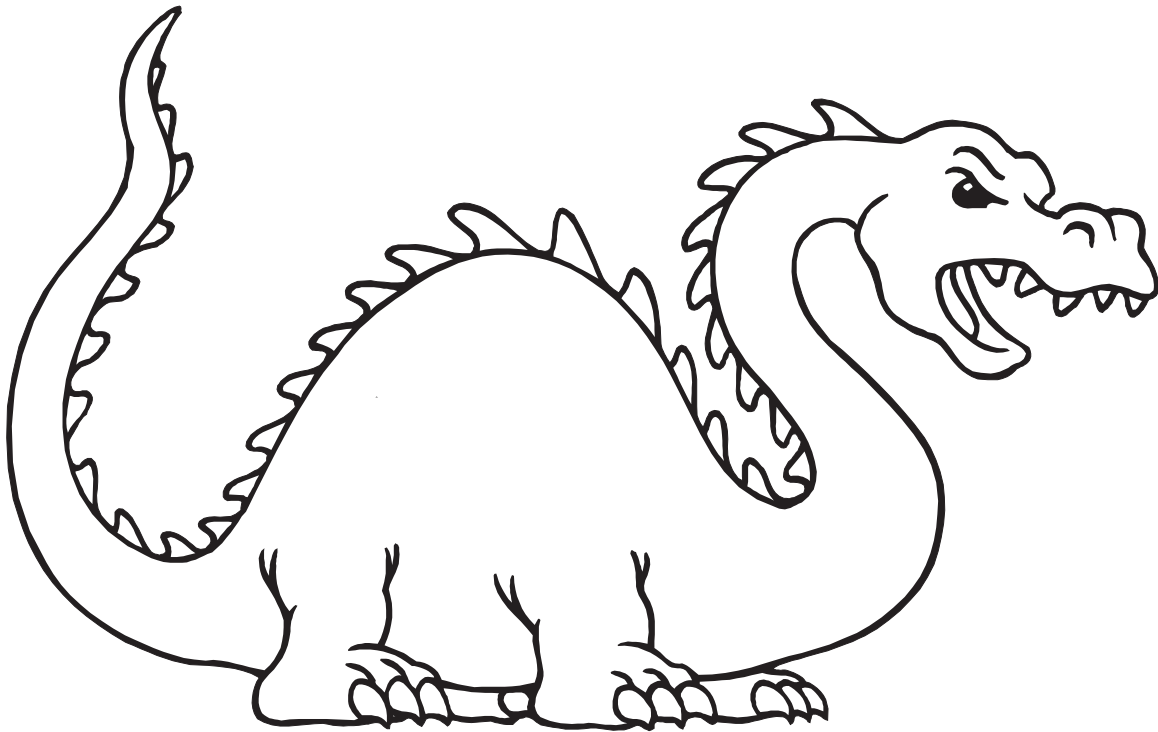
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Phonemic Awareness

Phoneme Split and Say

PA.017.AM1r



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Phonemic Awareness

PA.017.AMIs

Phoneme Split and Say



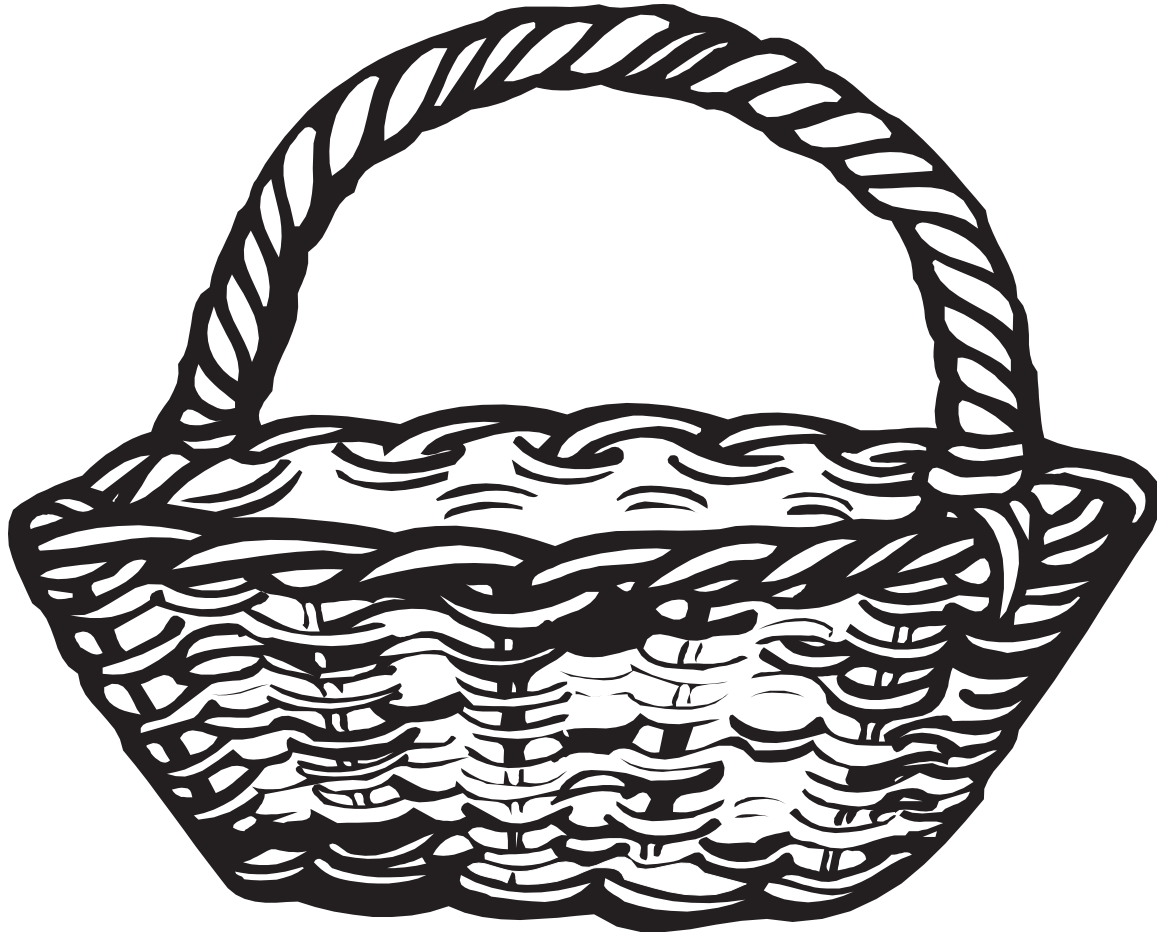
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Phonemic Awareness

Phoneme Split and Say

PA.017.AMIt



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Phonemic Awareness

PA.017.AMIu

Phoneme Split and Say



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Phonemic Awareness

Phoneme Split and Say

PA.017.AM2a



Phonemic Awareness

PA.017.AM2b

Phoneme Split and Say



Phonemic Awareness

Phoneme Split and Say

PA.017.AM2c



Phonemic Awareness

PA.017.AM2d

Phoneme Split and Say



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.

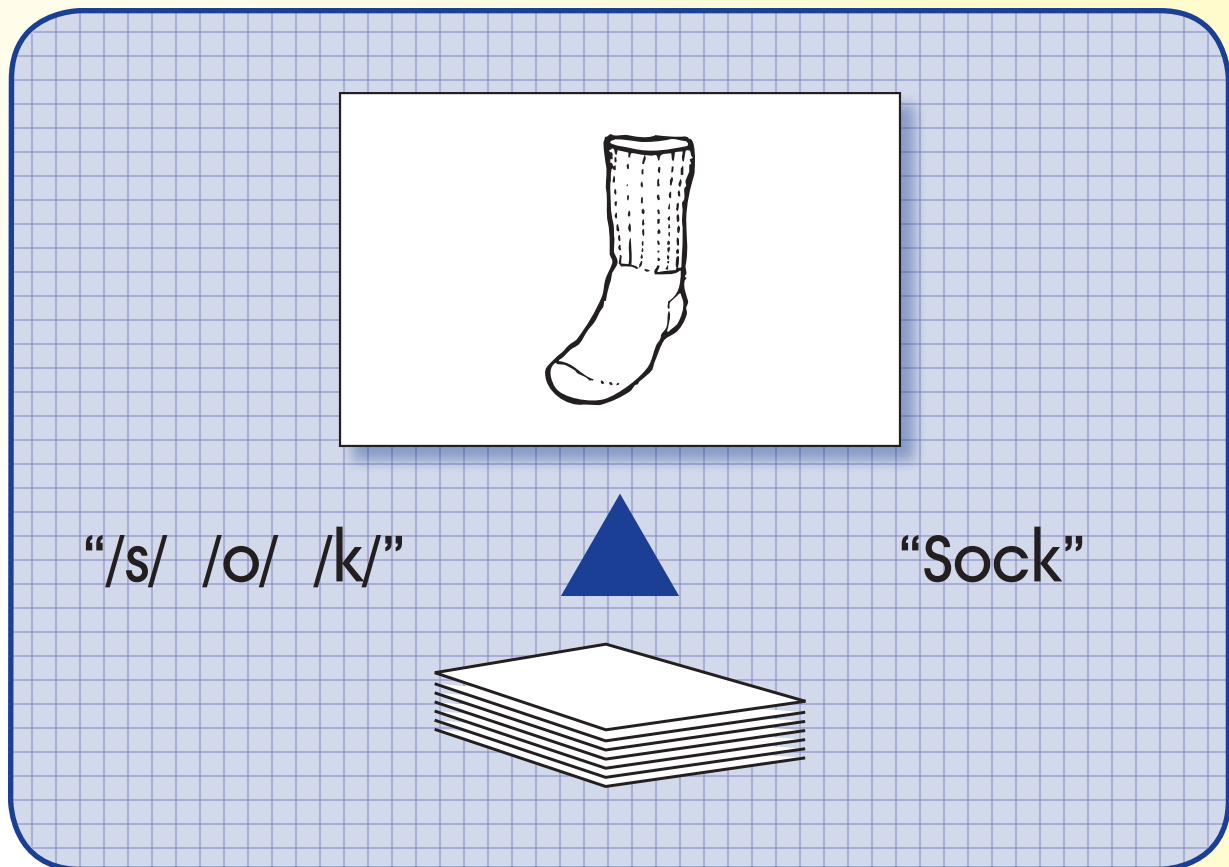
Materials

► 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



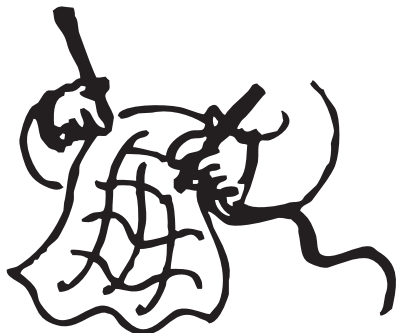
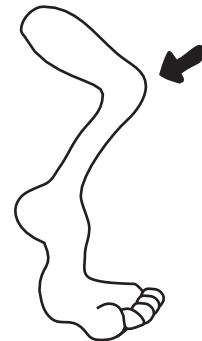
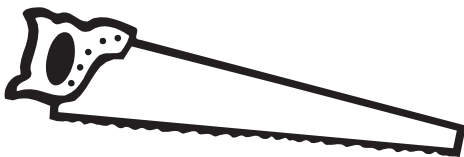
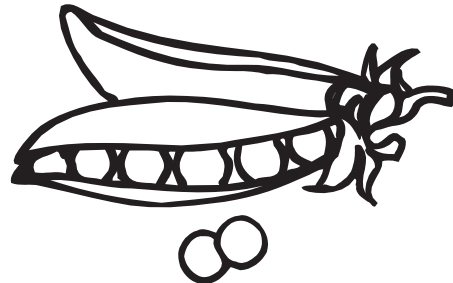
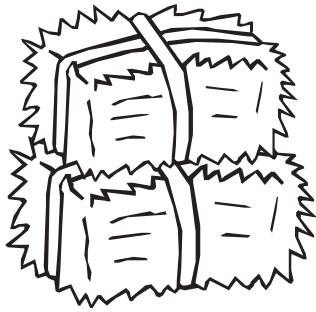
Extensions and Adaptations

► Sort by number of phonemes.

Phonemic Awareness

Break and Make

PA.018.AM1a



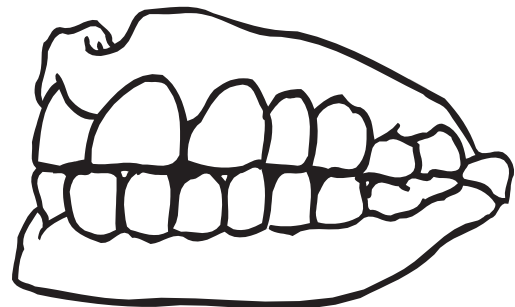
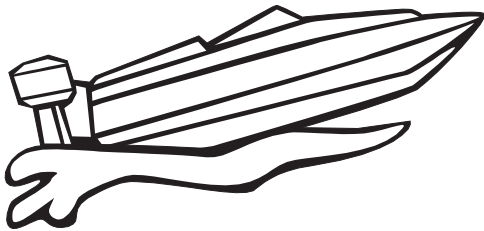
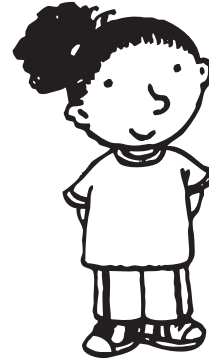
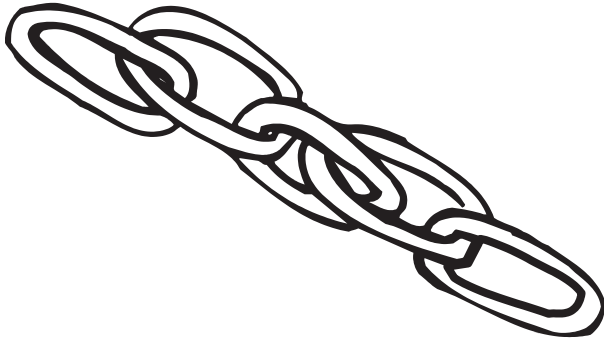
hay - 2, jar - 2, cow - 2, pea - 2, saw - 2, knee - 2, sew - 2, toe - 2



Phonemic Awareness

PA.018.AM1b

Break and Make



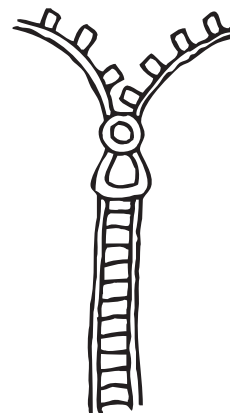
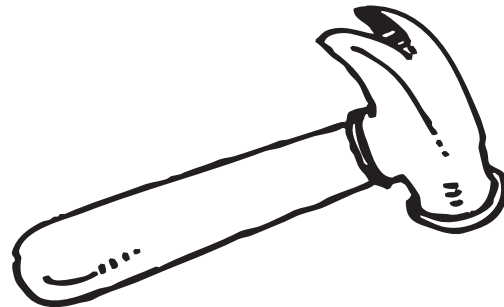
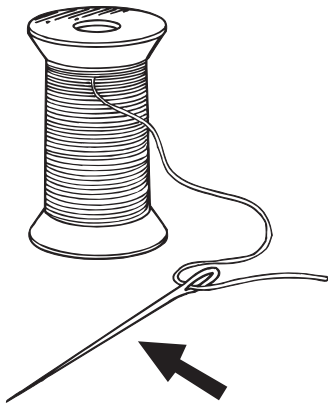
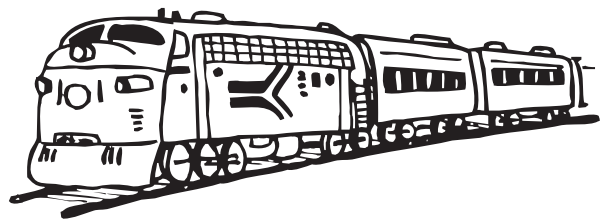
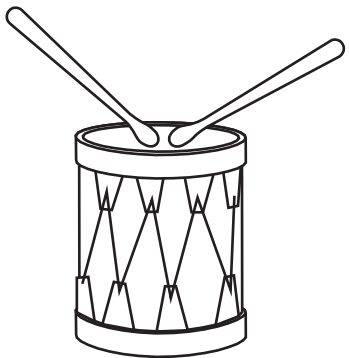
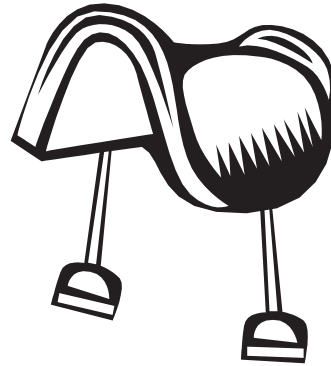
chain - 3, girl - 3, feet - 3, house - 3, boat - 3, sock - 3, seal - 3, teeth - 3



Phonemic Awareness

Break and Make

PA.018.AM1c



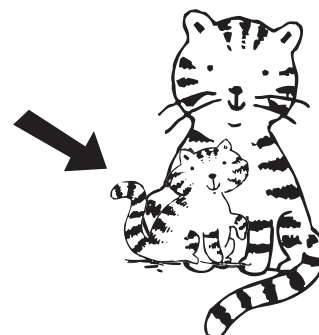
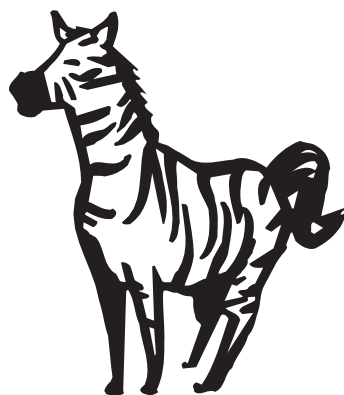
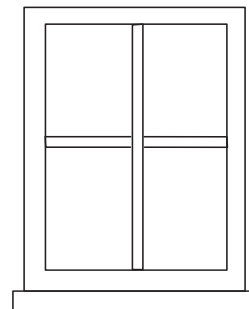
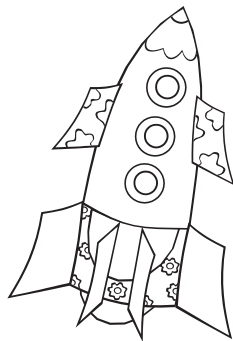
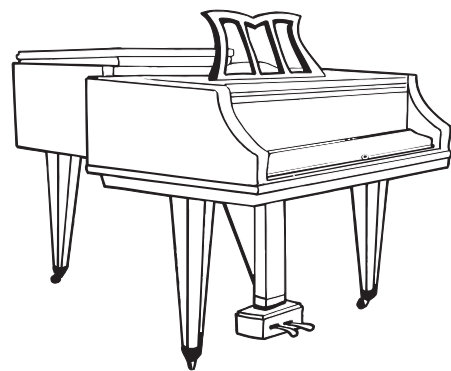
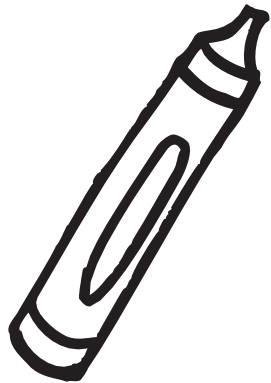
tent - 4, saddle - 4, drum - 4, train - 4, needle - 4, hammer - 4, bottle - 4, zipper - 4



Phonemic Awareness

PA.018.AM1d

Break and Make

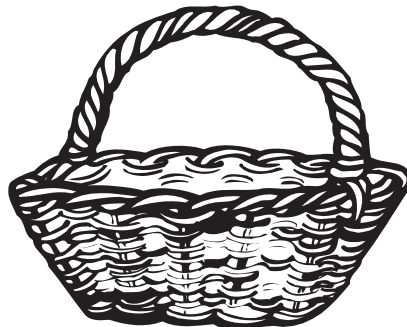
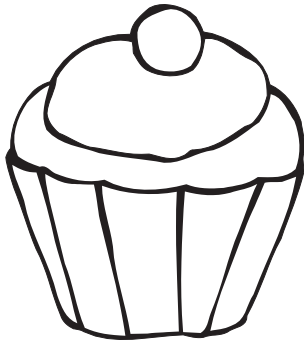
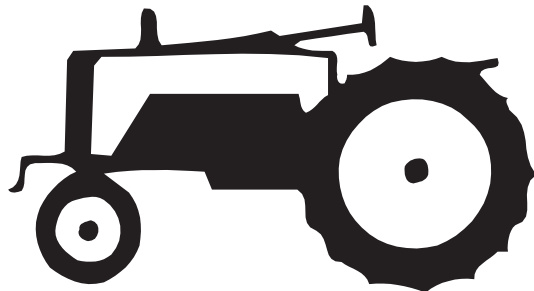
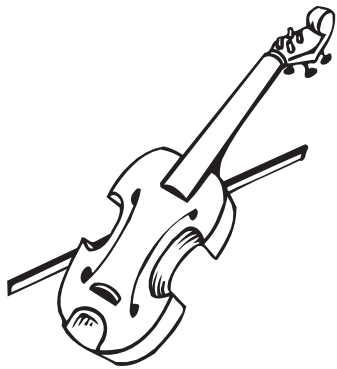
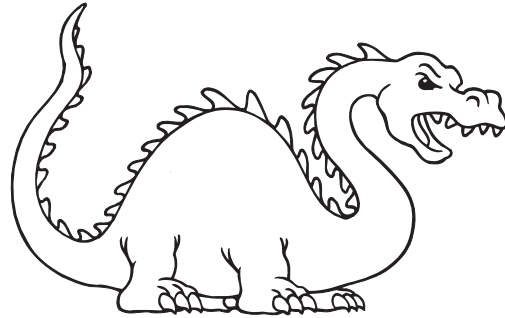


crayon - 5, thimble - 5, eraser - 5, piano - 5, rocket - 5, window - 5, zebra - 5, kitten - 5

Phonemic Awareness

Break and Make

PA.018.AM1e



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





Phonemic Awareness

PA.019

Phoneme Manipulating

What's Left?

Objective

The student will manipulate phonemes in words.

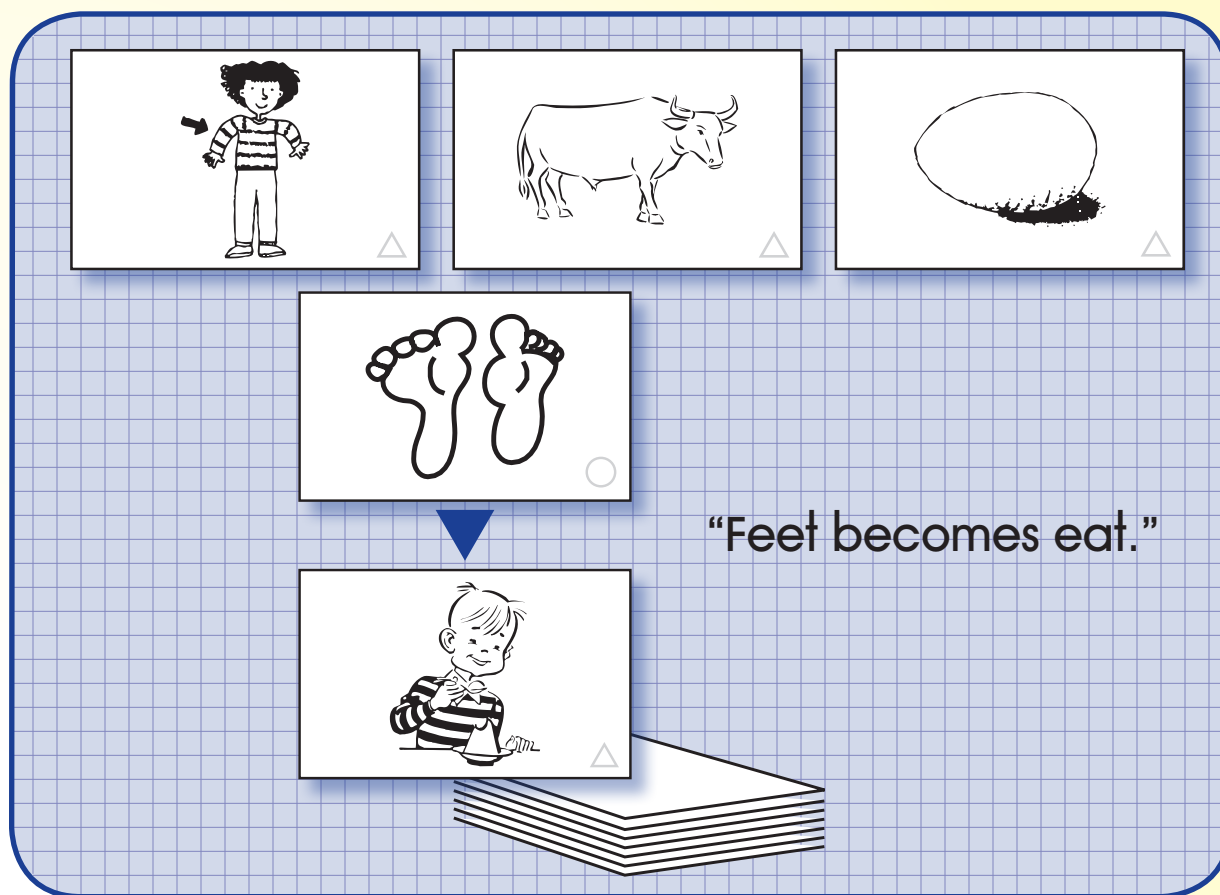
Materials

► Phoneme deletion picture cards (Activity Master P.019.AM1a - P.019.AM1d)

Activity

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

1. Divide phoneme deletion picture cards by shape icon. Place cards with circles face down in a stack on a flat surface. Place cards with triangles face up in rows.
2. Taking turns, students select the top card from the stack and name the picture.
3. Delete initial phoneme and say resulting word (e.g., “feet becomes eat”).
4. Find picture and keep the pair.
5. Continue until all matches are made.
6. Peer evaluation



The diagram illustrates the activity process. At the top, three cards with triangle icons are shown: a boy, a cow, and an egg. Below them is a card with a circle icon showing two feet. A blue arrow points from the feet card to a card with a triangle icon showing a boy. To the right of this arrow, the text reads "Feet becomes eat." Below the boy card is a stack of several more cards, representing the stack of cards with circle icons.

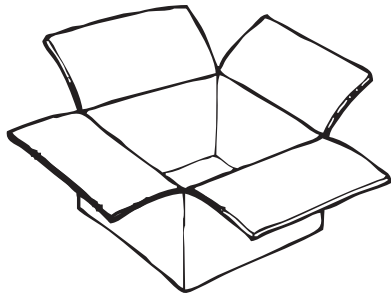
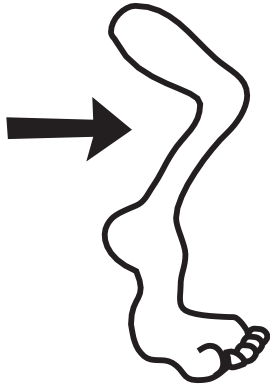
Extensions and Adaptations

► Add a different initial phoneme to triangle cards to form new words.

Phonemic Awareness

What's Left?

PA.019.AM1a



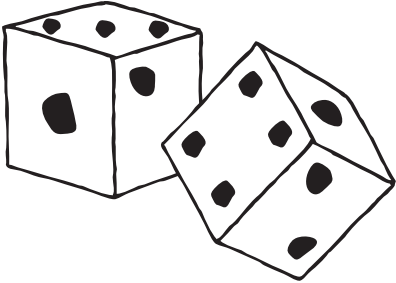
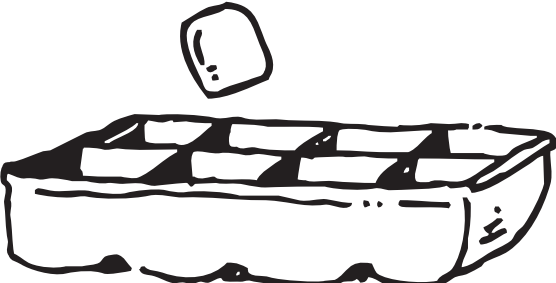
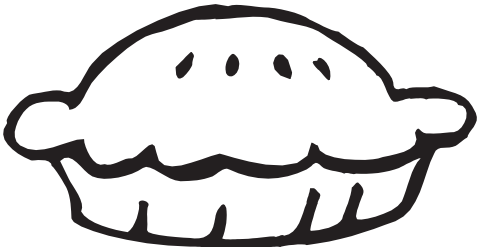

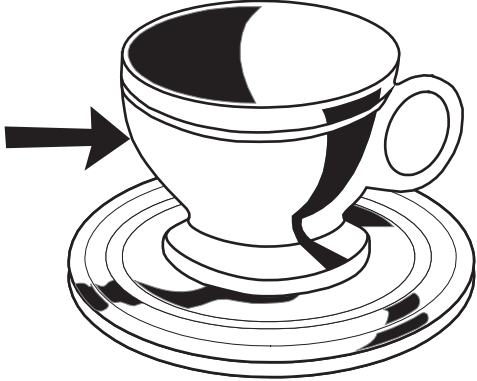
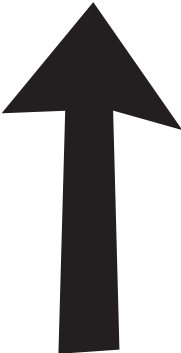
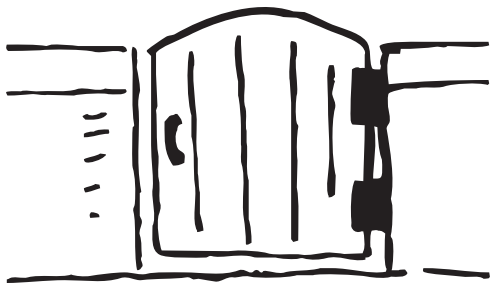
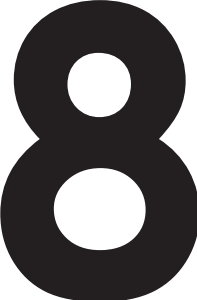
leg, egg, box, ox, feet, eat, farm, arm



Phonemic Awareness

PA.019.AM1b

What's Left?

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 <input type="radio"/>	 <input type="triangle"/>
 <input type="radio"/>	 <input type="triangle"/>
 <input type="radio"/>	 <input type="triangle"/>

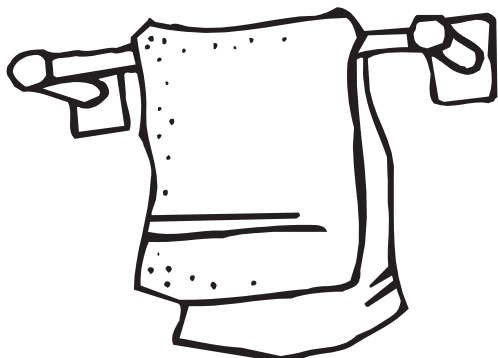
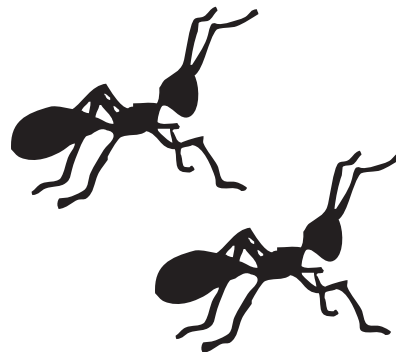
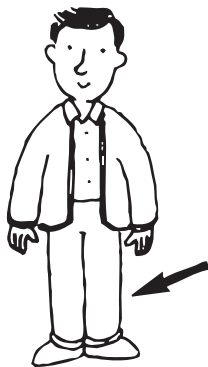
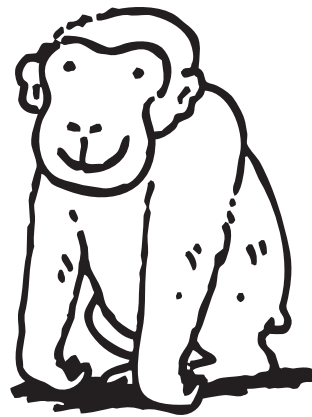
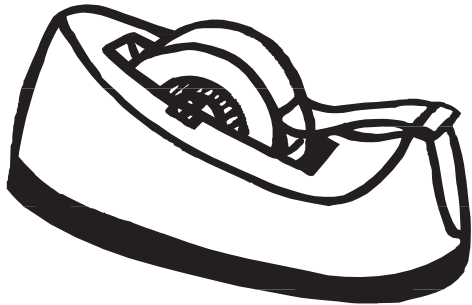
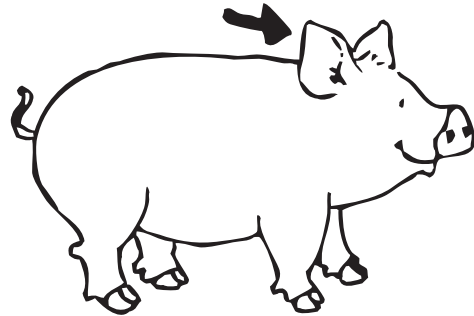
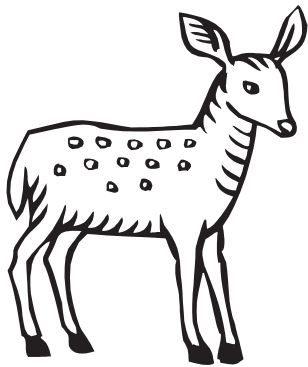
dice, ice, pie, eye, cup, up, gate, eight



Phonemic Awareness

What's Left?

PA.019.AM1c



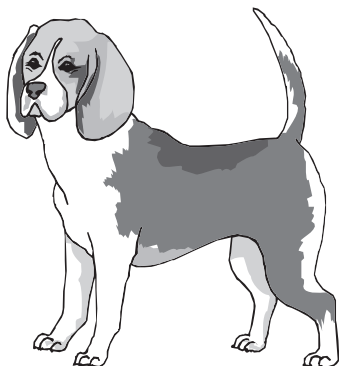
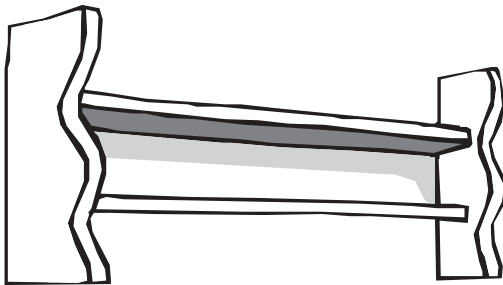
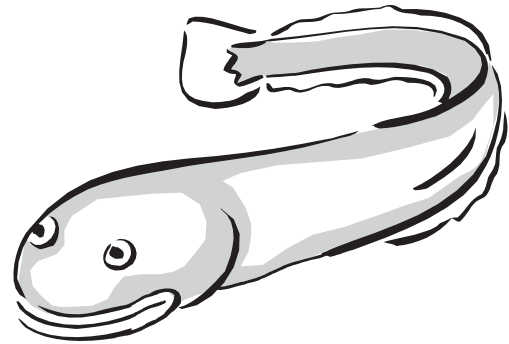
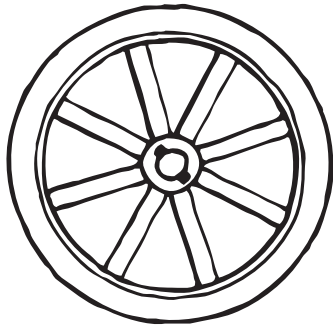
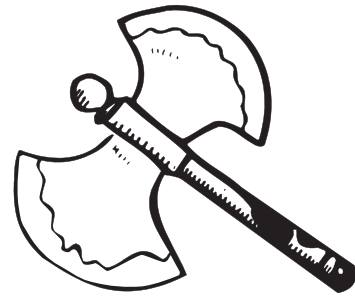
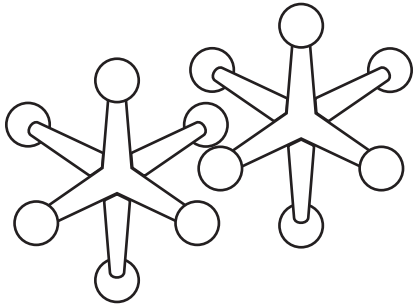
deer, ear, tape, ape, pants, ants, towel, owl



Phonemic Awareness

PA.019.AM1d

What's Left?



jacks, ax, wheel, eel, shelf, elf, beagle, eagle

