



Phonological Awareness

PA.036

Phoneme Isolating

See It – Sound It



Objective

The student will isolate initial phonemes in words.



Materials

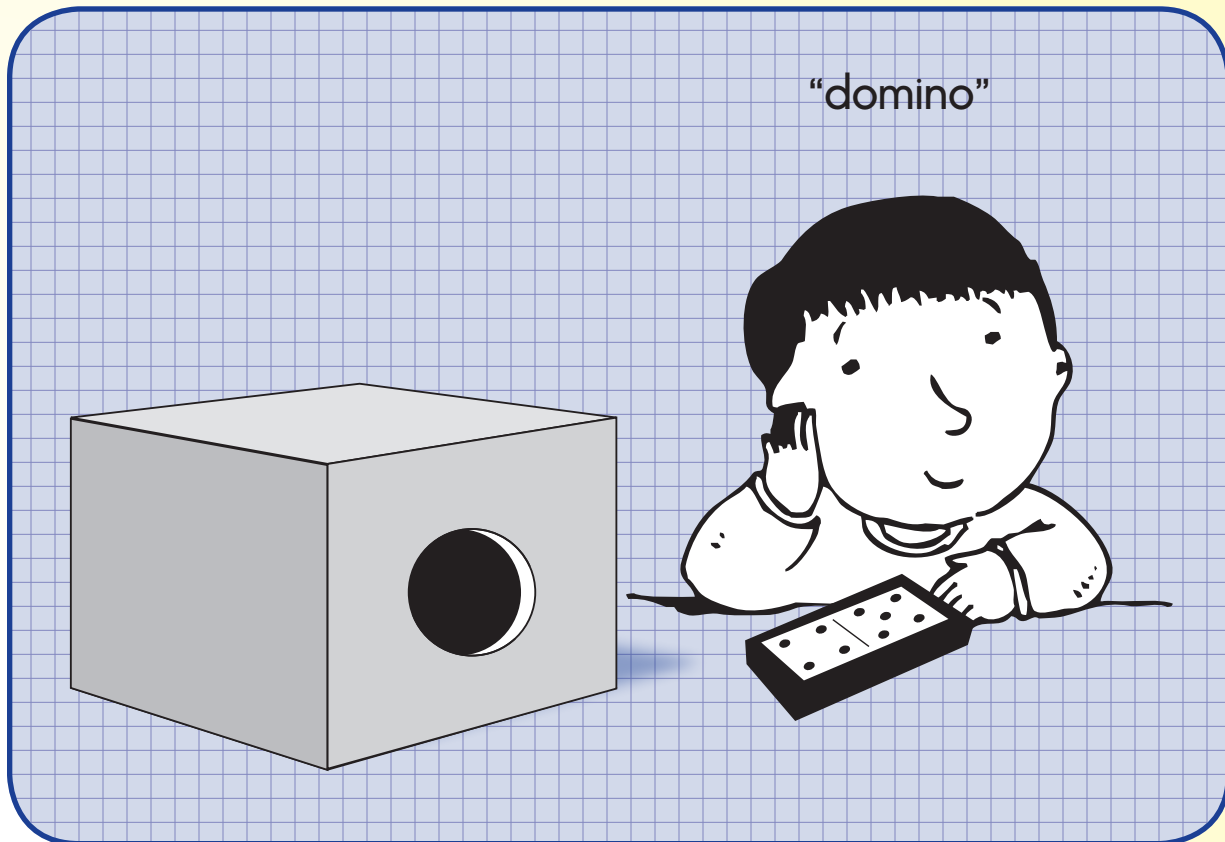
- ▶ Box
Cut a hole in the end of the box large enough to fit a child's hand.
- ▶ Target sound objects
Place objects inside the box.



Activity

Students determine and say initial sounds of objects as they are taken out of a box.

1. Place the box of objects on a flat surface.
2. Working in pairs, student one selects an object from the box and shows the object.
3. Student two names the object and says its initial sound (e.g., “domino, /d/”). Place object aside.
4. Continue until all objects and their initial sounds are identified.
5. Peer evaluation



Extensions and Adaptations

- ▶ Say the final sound of each object.
- ▶ Count the number of syllables of each object.

Phonological Awareness



Phoneme Isolating

PA.037

The Last Sound Is...

Objective

The student will isolate final phonemes in words.

Materials

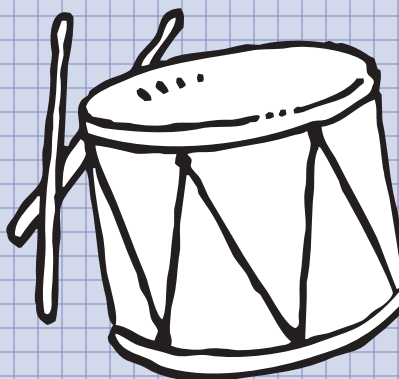
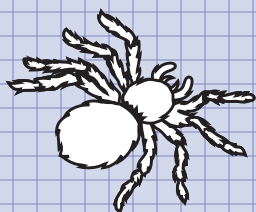
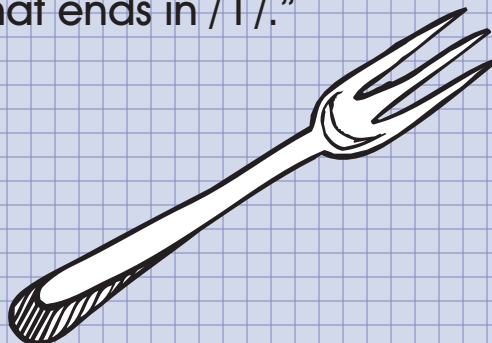
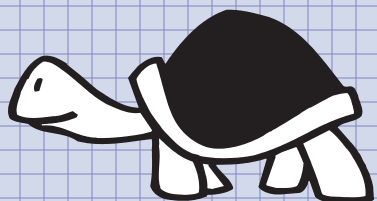
- ▶ Final sound objects

Activity

Students use final sound clues to identify objects.

1. Place final sound objects on a flat surface.
2. Taking turns, student one chooses and silently names an object. Isolates and says the final sound aloud (e.g., “Find the object that ends in /l/.”).
3. Student two looks at the objects and selects the one with the designated final sound. Names the object and says its final sound (i.e., “turtle, /l/”).
4. Reverse roles and continue until all objects are identified.
5. Peer evaluation

“Find the object that ends in /l/.”



Extensions and Adaptations

- ▶ Include several objects with the same final sound.
- ▶ Use initial sound objects.



Phonological Awareness

PA.038

Phoneme Isolating
Move and Tell



Objective

The student will isolate medial phonemes in words.



Materials

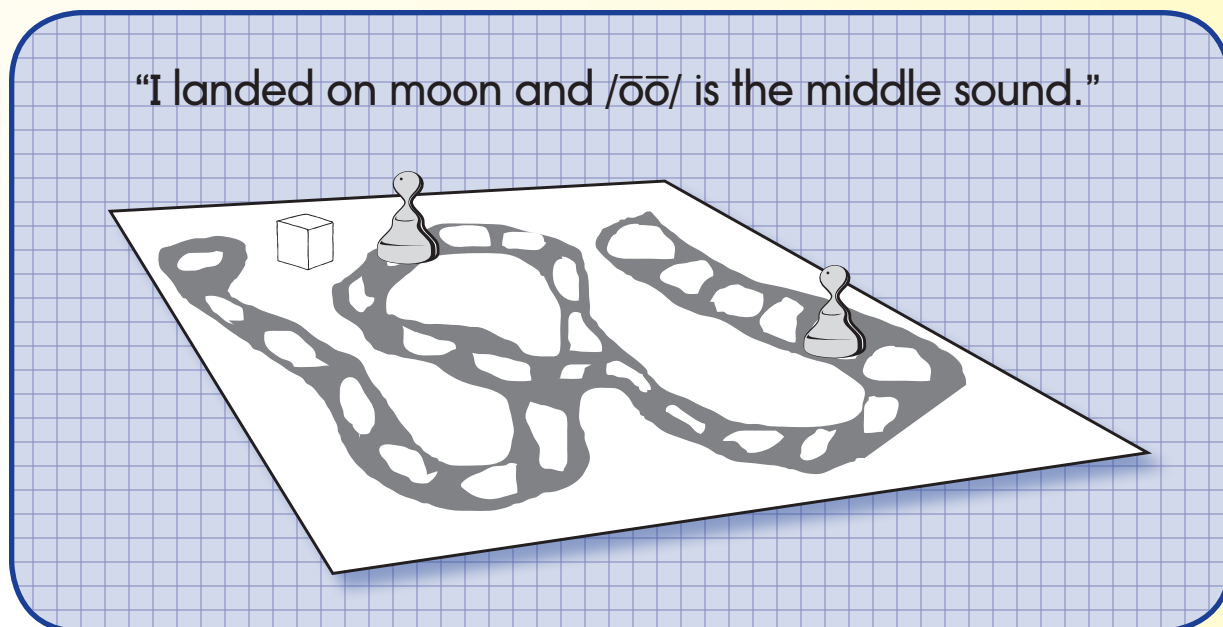
- ▶ Move and Tell game board (Activity Master PA.038.AM1a - PA.038.AM1b)
Copy on card stock, assemble, and laminate.
Note: Pictures on the game board are: six, rock, pan, hive, bug, cake, moon, fin, cheese, house, hook, cone, tree, chain, girl, kite, book, fish, glue, bed, rope, dice, purse, mouse, ant, shell, feet, fork, duck, mop, and bell.
- ▶ Number cube (Activity Master PA.008.AM3)
- ▶ Game pieces (e.g., counters)



Activity

Students isolate medial sounds of pictures while playing a board game.

1. Place Move and Tell game board and number cube on a flat surface. Place game pieces on the START space.
2. Taking turns, students roll the number cube and move game piece the number of spaces shown.
3. Name the picture on which it lands and say its medial sound (e.g., “moon, /ōō/”).
4. If correct, leave game piece on the space. If incorrect, place game piece back on the previous space.
5. Continue until both students reach the END space.
6. Peer evaluation



Extensions and Adaptations

- ▶ Make and play game using initial or final sound pictures (Activity Master PA.038.AM2a - PA.038.AM2b)

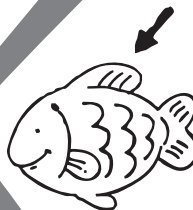
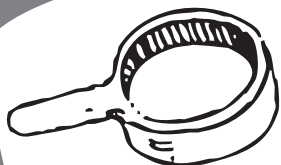
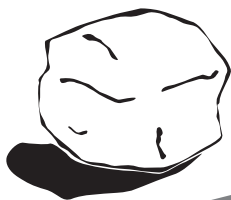
Phonological Awareness

Move and Tell

PA.038.AM1a

START

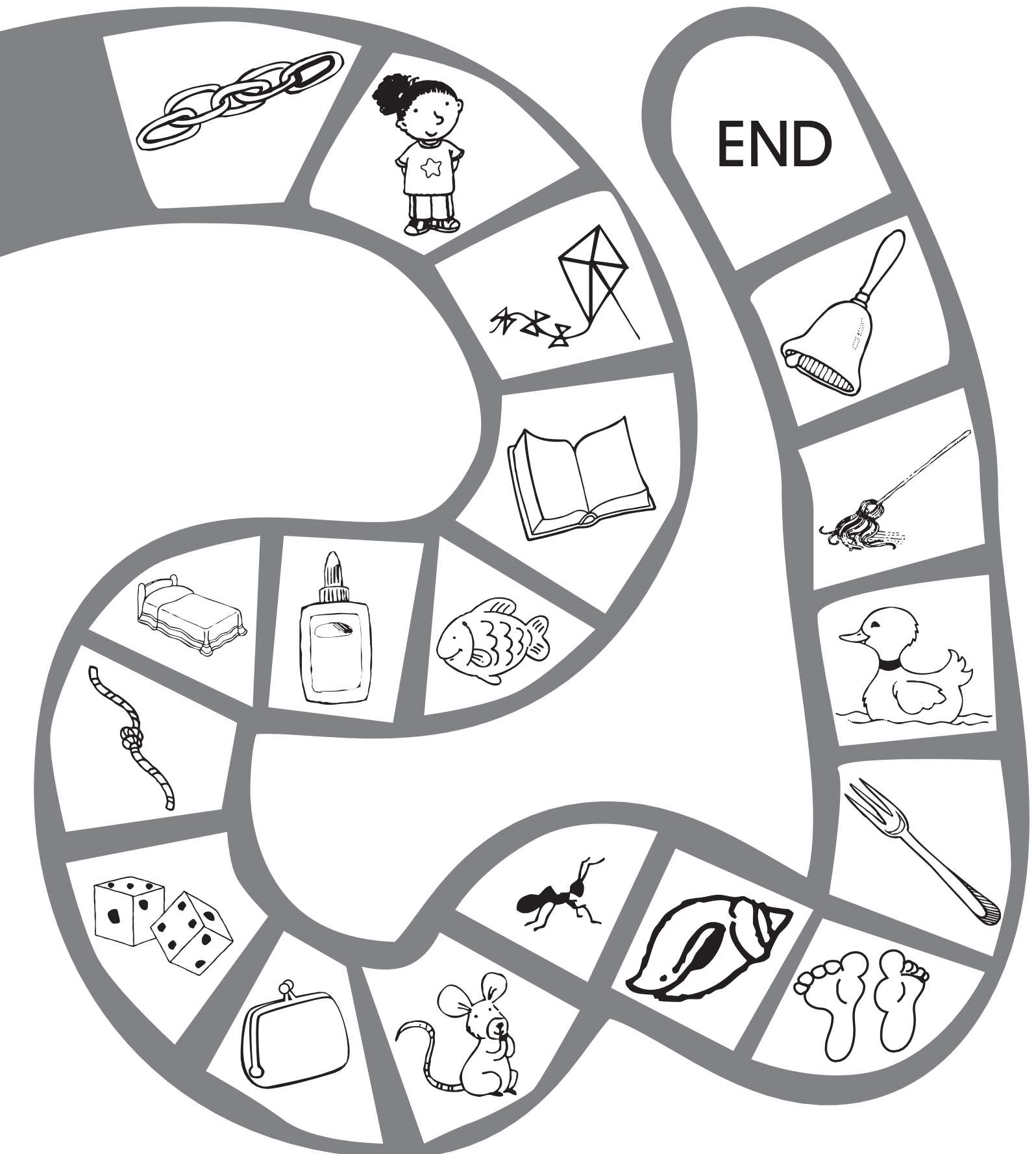
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Phonological Awareness

PA.038.AM1b

Move and Tell



Phonological Awareness

Move and Tell

PA.038.AM2a

START



Phonological Awareness

PA.038.AM2b

Move and Tell



END

Phonological Awareness



Phoneme Isolating

PA.039

Sound Quest

Objective

The student will isolate initial, final, and medial phonemes in words.

Materials

► Double-picture cards (Activity Master PA.039.AM1)

► Student sheet (Activity Master PA.039.SS)

Note: The head of the shark denotes the beginning sound, the body of the shark denotes the medial sound, and the tail denotes the final sound.

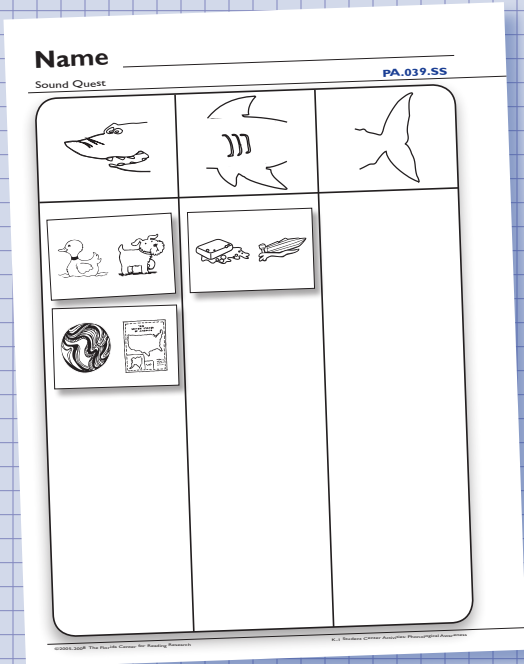
► Scissors

► Glue

Activity

Students sort pictures according to initial, medial, and final sounds.

1. Provide the student with a set of double-picture cards and a student sheet. Place scissors and glue at the center.
2. The student cuts out a double-picture card, names both pictures, and determines if the two pictures share the same initial, medial, or final sound (e.g., “soap, boat; both words have the same middle sound /ō/”).
3. Glues the card under the correct heading (i.e., the middle of the shark).
4. Continues until all double-picture cards are glued on student sheet.
5. Teacher evaluation







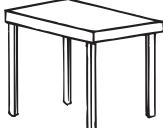










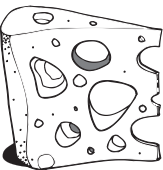


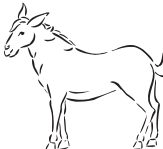
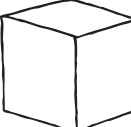





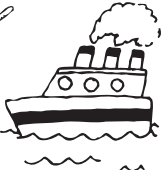
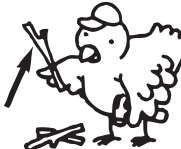



Extensions and Adaptations

- Illustrate other double-picture cards with matching initial, final, or medial phonemes sort.

Phonological Awareness

PA.039.AMI

Sound Quest

duck/dog
rooster/rainbow
grape/whale
mule/cube
mop/ship

marble/map
skeleton/smoke
feet/cheese
ax/box
stick/rock

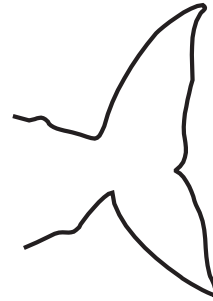
table/tractor
soap/boat
bike/five
bus/glass
elf/leaf



Name _____

Sound Quest

PA.039.SS





Phonological Awareness

PA.040

Phoneme Segmenting
Say and Slide Phonemes



Objective

The student will segment phonemes in words.



Materials

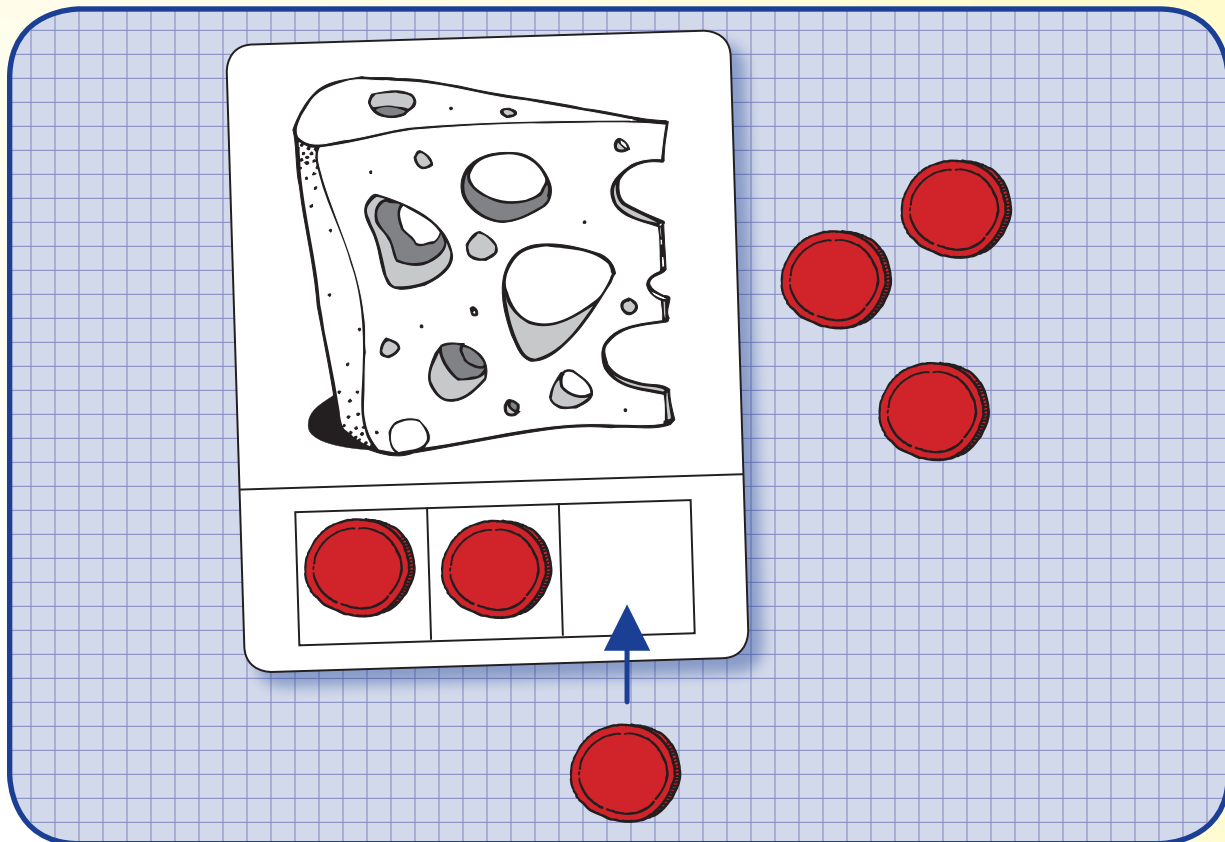
- ▶ Elkonin Box picture cards (Activity Master PA.040.AM1a - PA.040.AM1l)
Copy on card stock, cut on the outside line, and laminate.
- ▶ Chips or counters



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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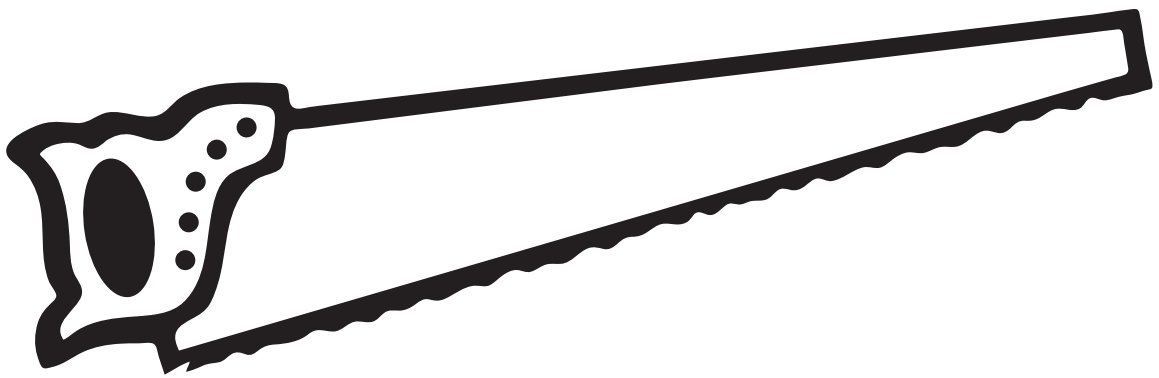
tea



Phonological Awareness

PA.040.AM1b

Say and Slide Phonemes



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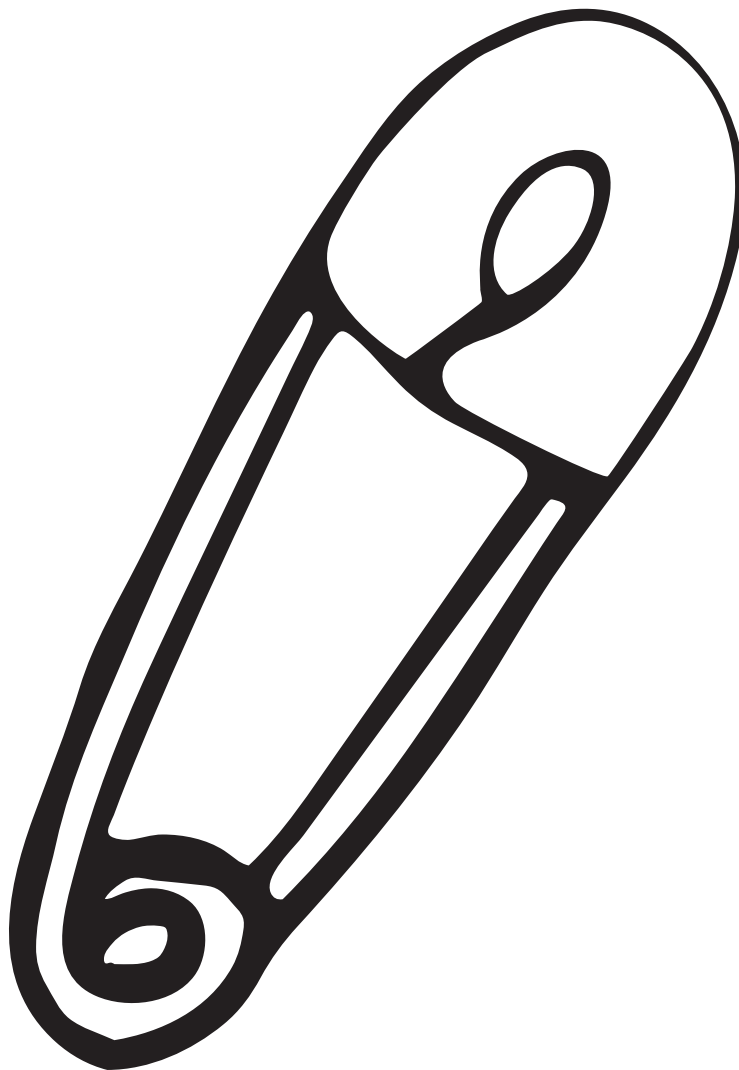
saw



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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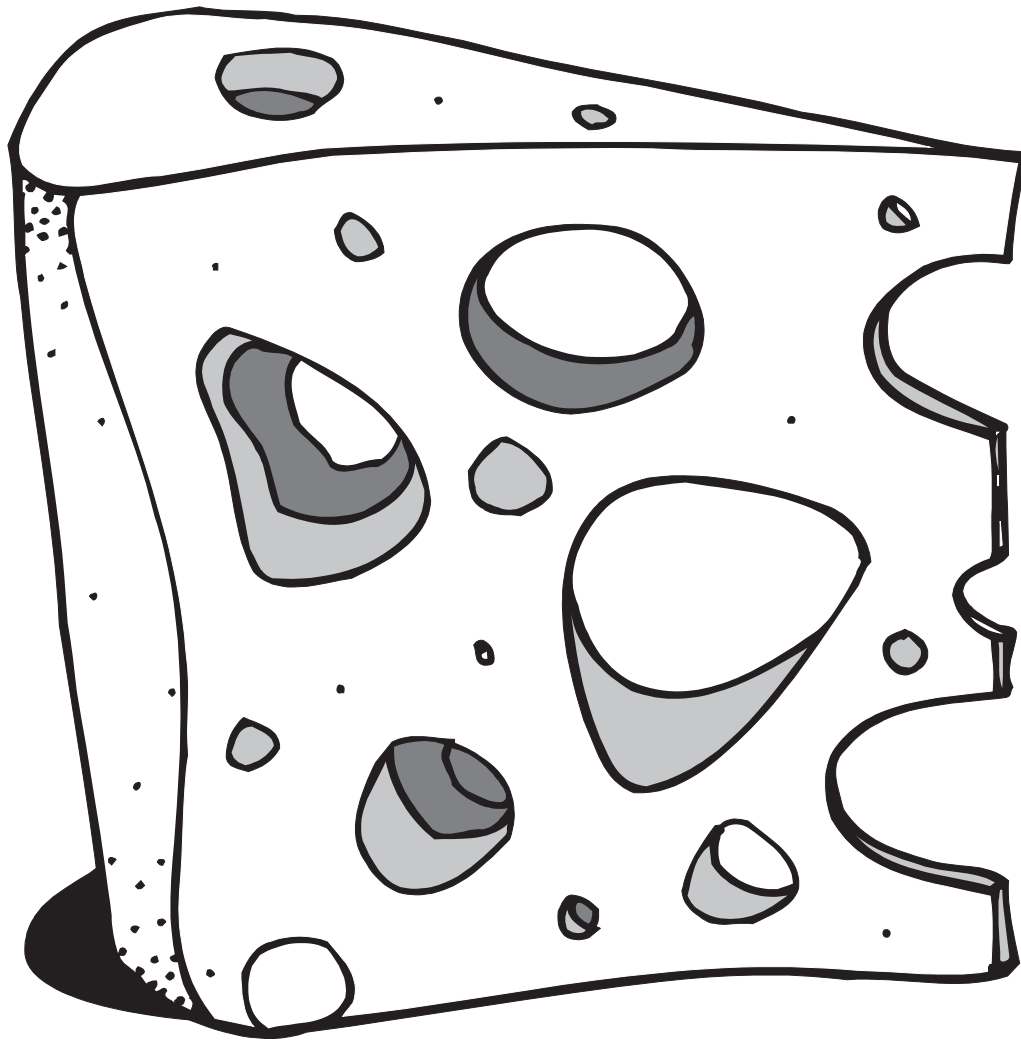
rain



Phonological Awareness

PA.040.AM1f

Say and Slide Phonemes



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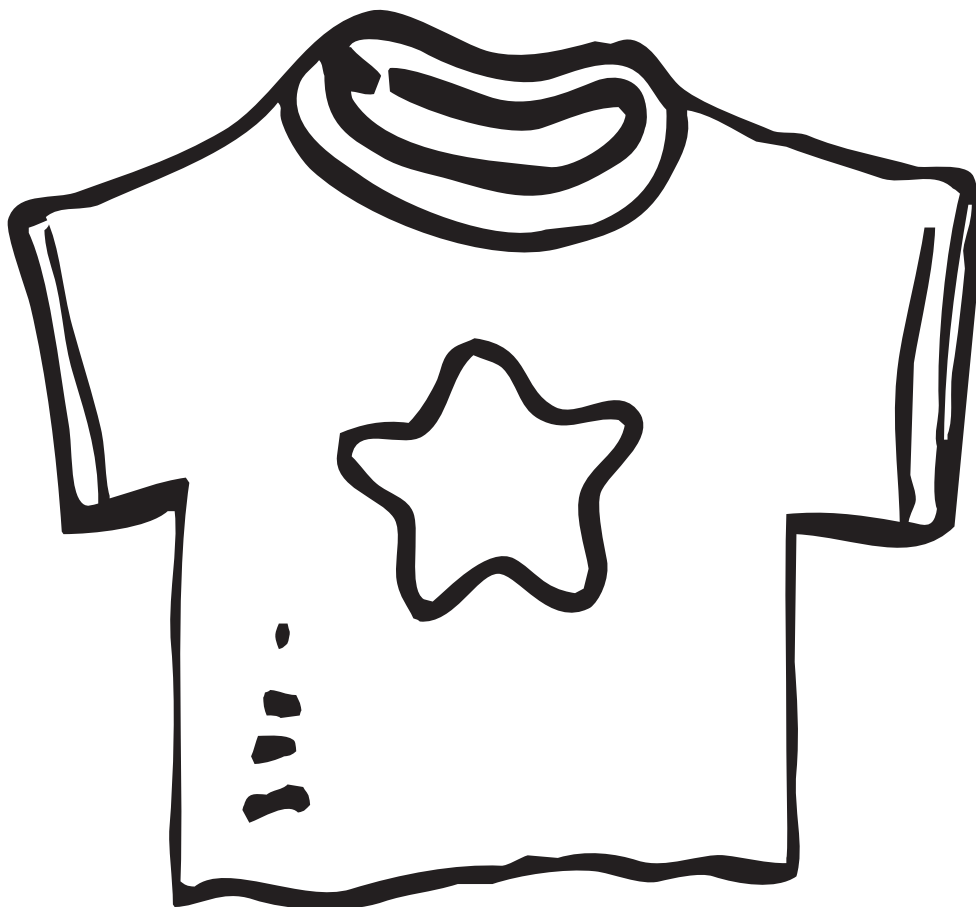
cheese



Phonological Awareness

Say and Slide Phonemes

PA.040.AM Ig



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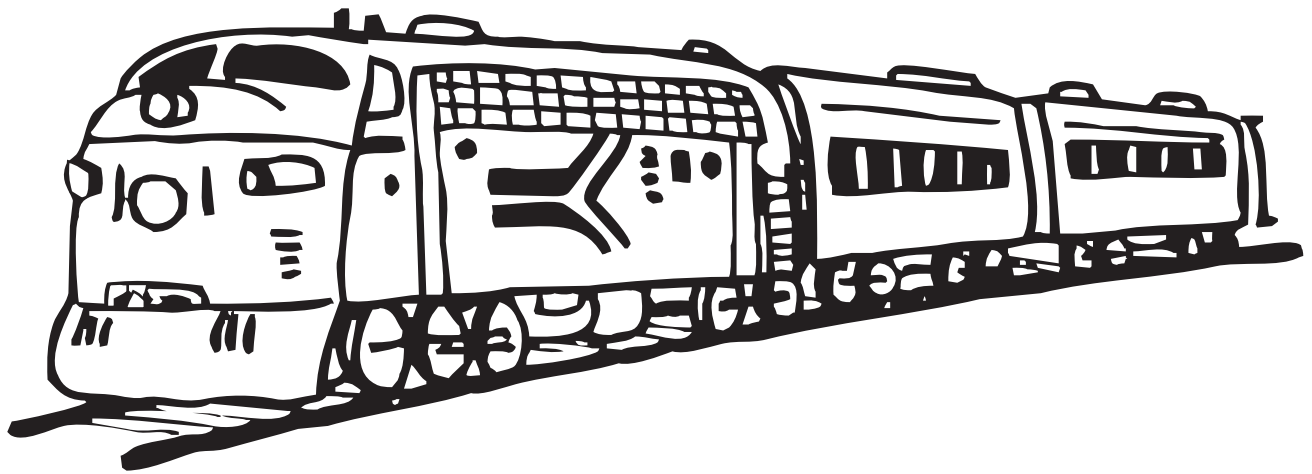
shirt



Phonological Awareness

PA.040.AM1h

Say and Slide Phonemes



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train



Phonological Awareness

Say and Slide Phonemes

PA.040.AM.Ii



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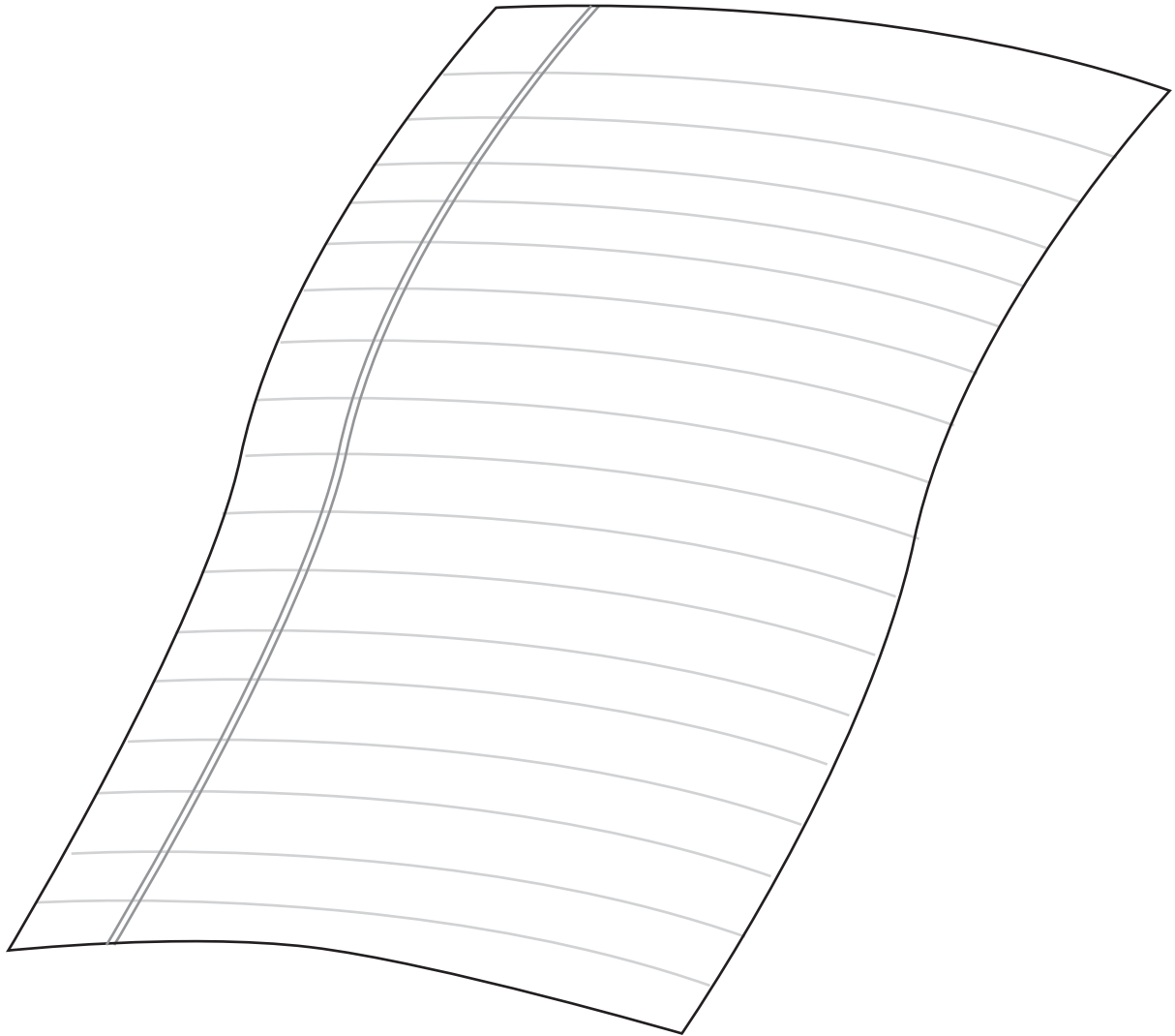
drum



Phonological Awareness

PA.040.AMIj

Say and Slide Phonemes



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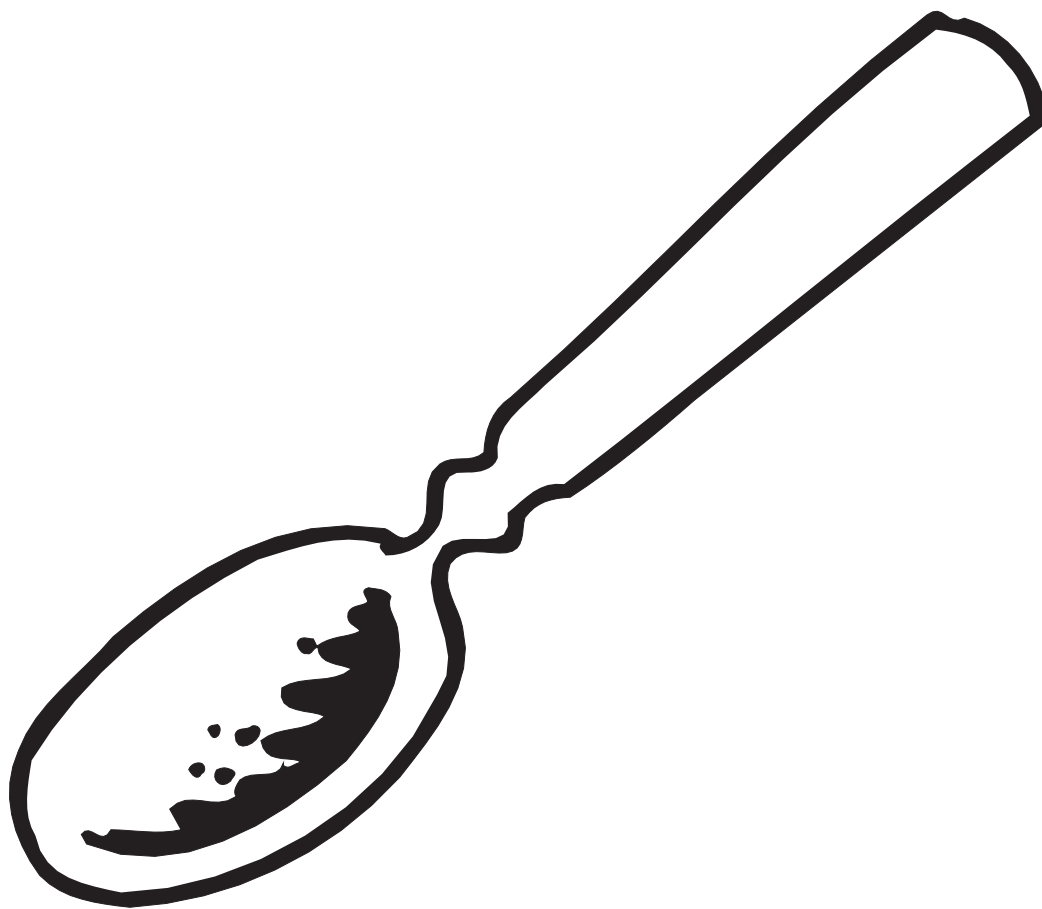
paper



Phonological Awareness

Say and Slide Phonemes

PA.040.AM1k



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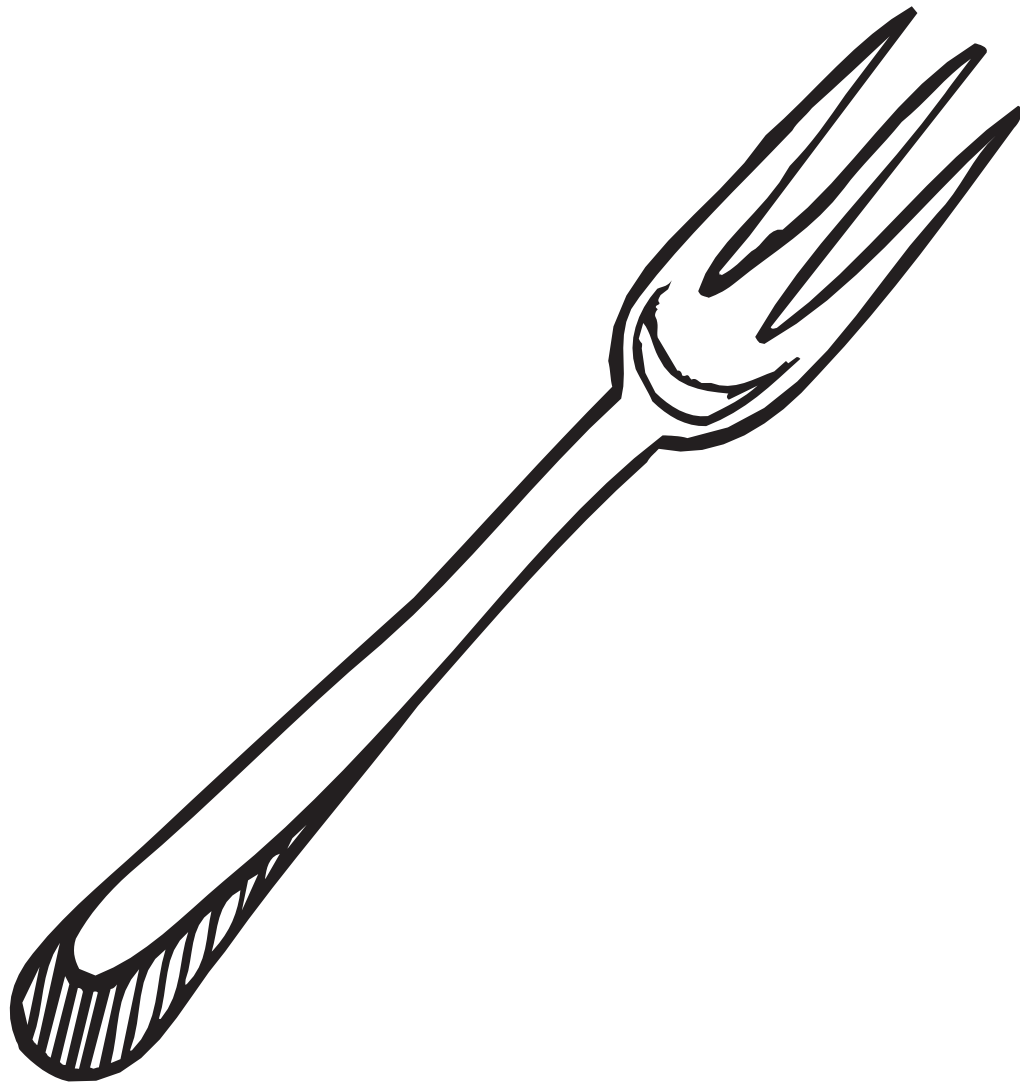
spoon



Phonological Awareness

PA.040.AM.II

Say and Slide Phonemes



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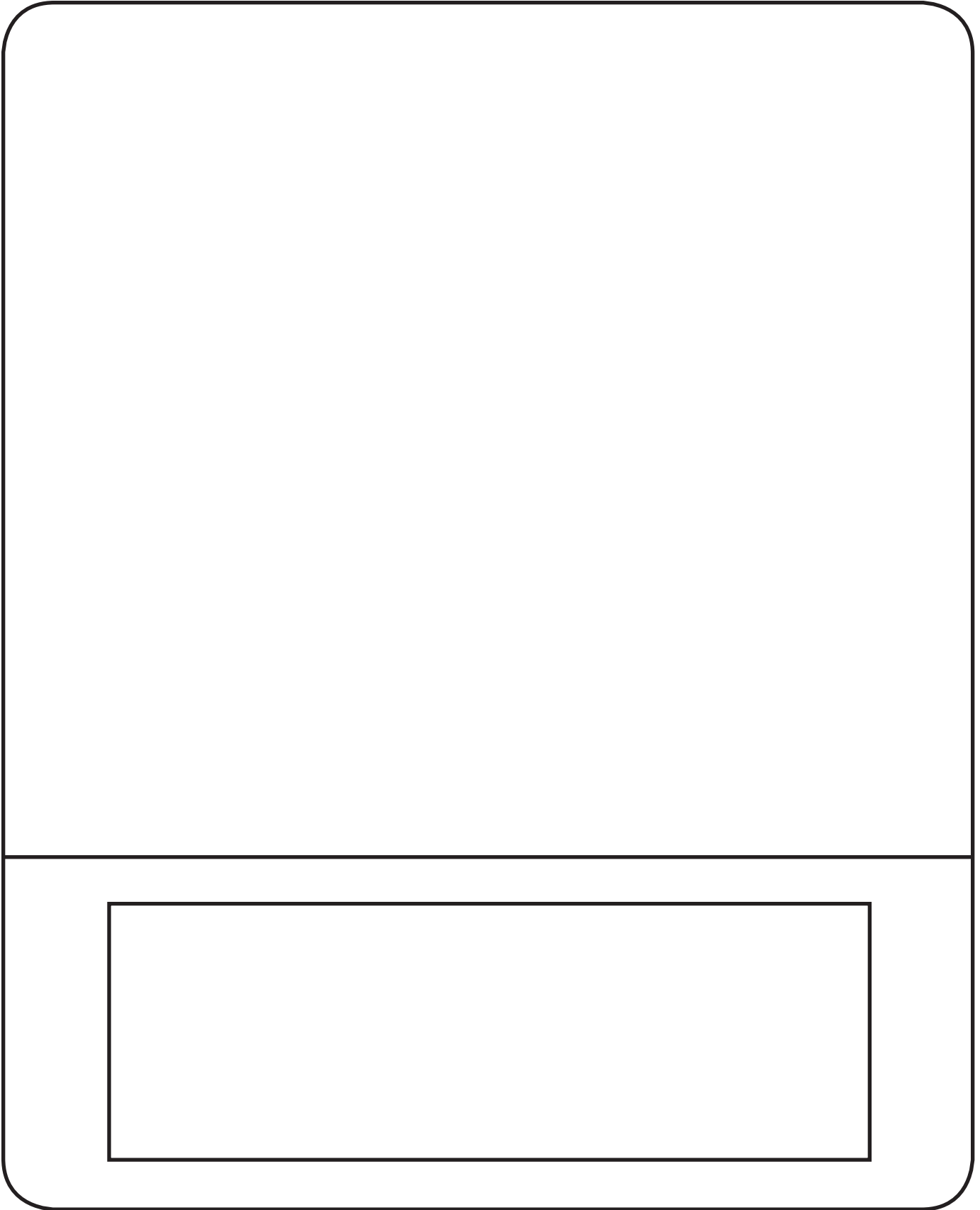
fork



Phonological Awareness

Say and Slide Phonemes

PA.040.AM2





Phonological Awareness

PA.041

Phoneme Segmenting

Phoneme Photos



Objective

The student will segment phonemes in words.



Materials

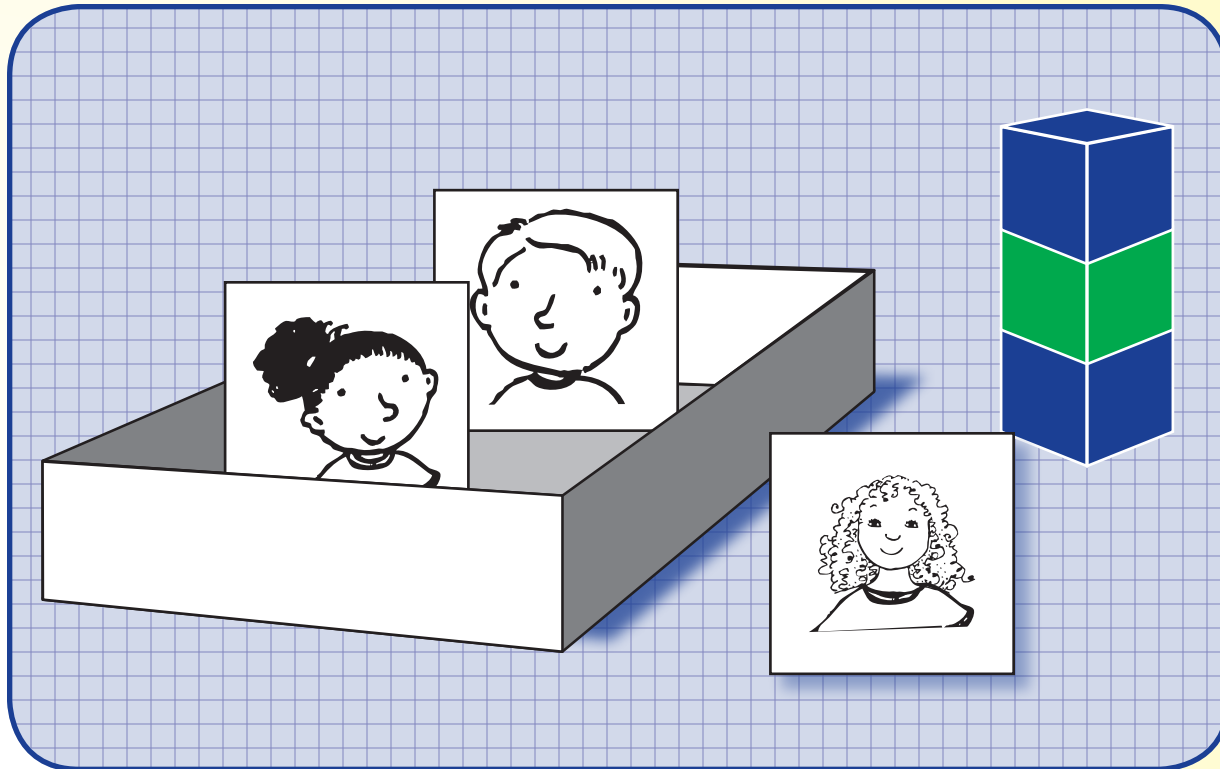
- ▶ Student photographs
*Copy the photographs (school pictures).
Label the back with the number of phonemes in each student's name.*
- ▶ Interlocking cubes



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



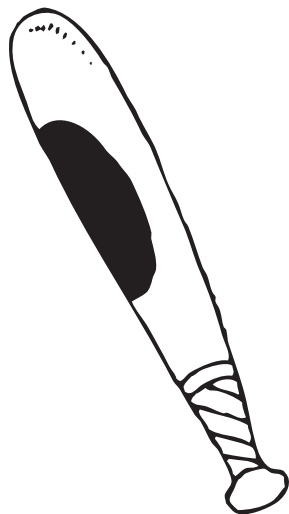
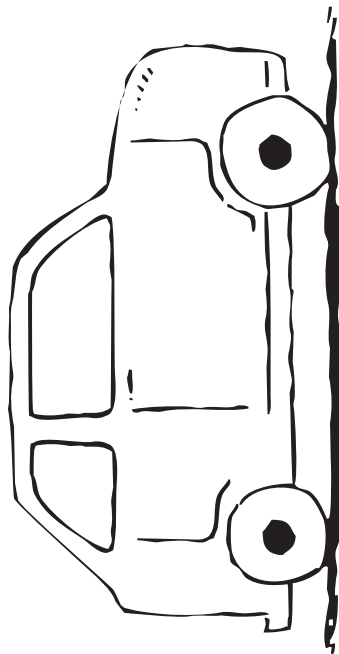
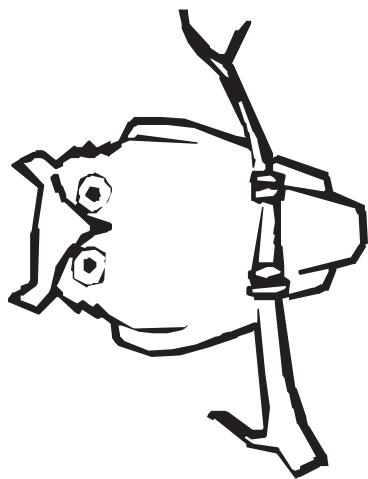
Extensions and Adaptations

- ▶ 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



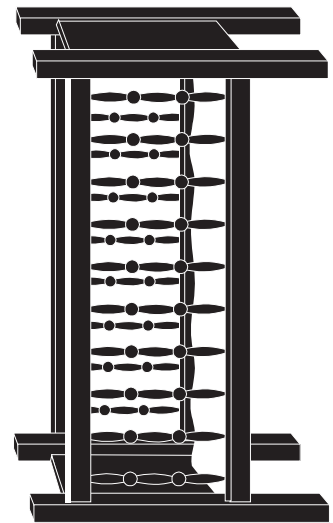
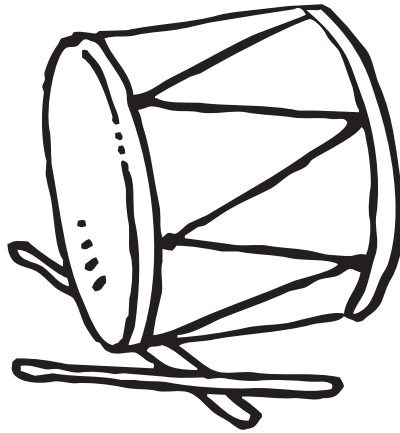
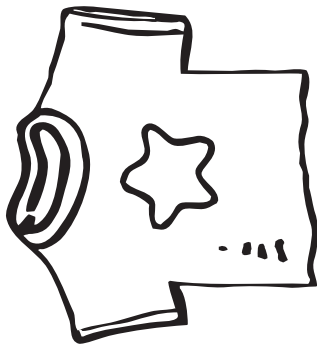
picture cards: owl-2, car-2, cup-3, bat-3, log-3, foot-3



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

PA.042

Phoneme Closed Sort

Objective

The student will segment phonemes in words.

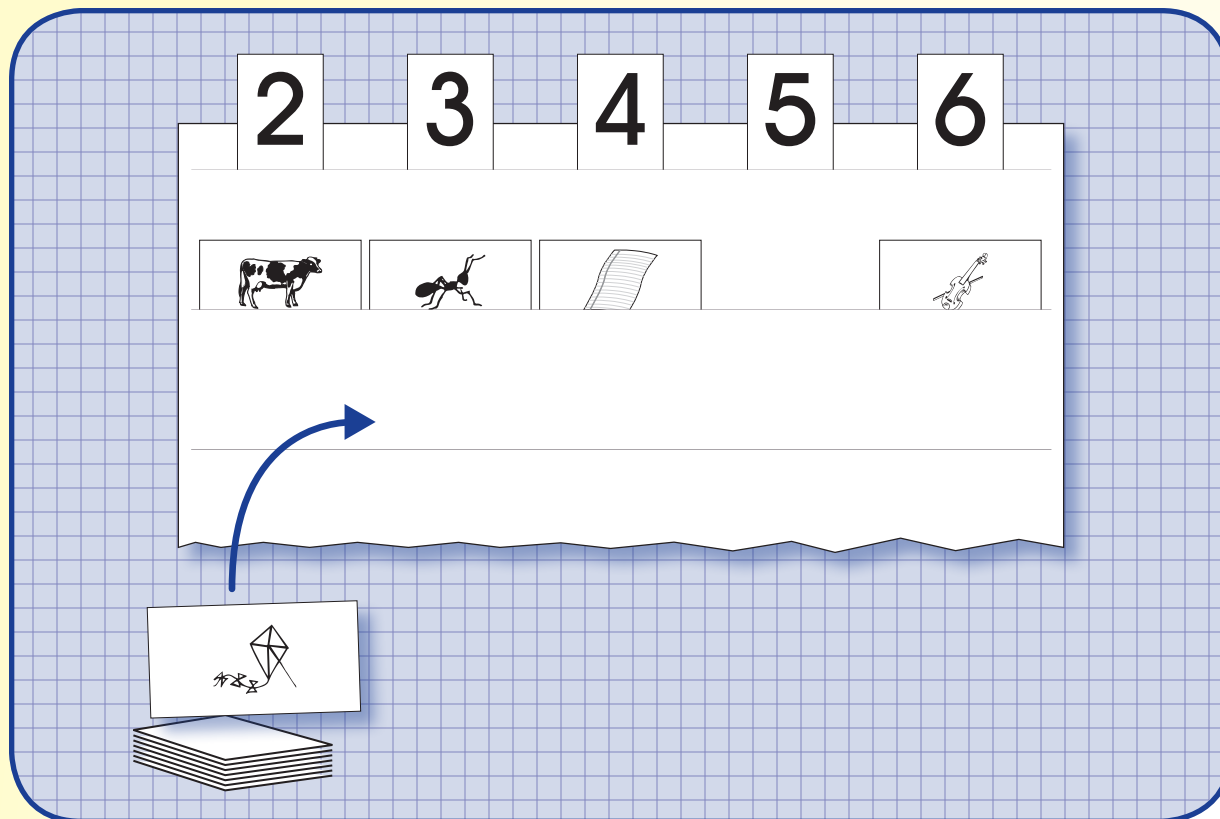
Materials

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

Activity

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

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



Extensions and Adaptations

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

Phonological Awareness

PA.042.AM I

Phoneme Closed Sort

2

header

3

header

4

header

5

header

6

header

header

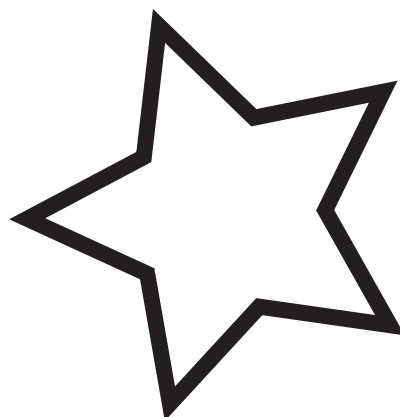
header cards



Phonological Awareness

Phoneme Closed Sort

PA.042.AM2a



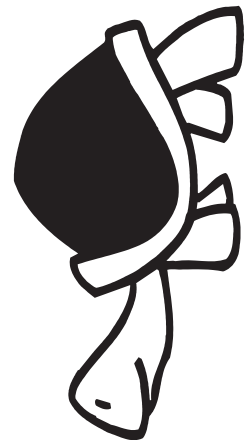
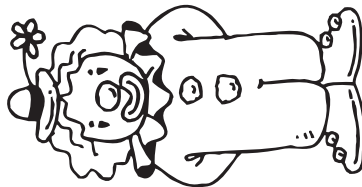
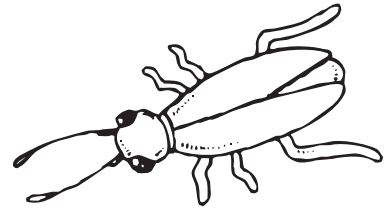
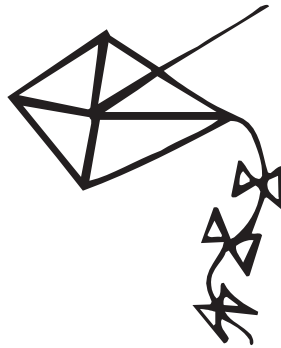
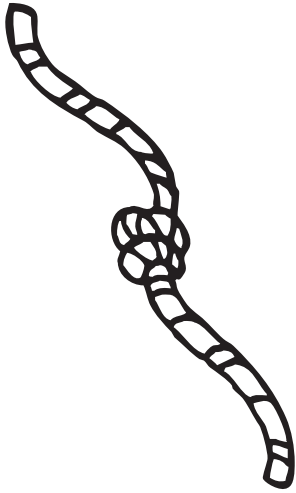
phoneme picture cards: cow-2, knee-2, pea-2, saw-2, sew-2, star-3



Phonological Awareness

PA.042.AM2b

Phoneme Closed Sort



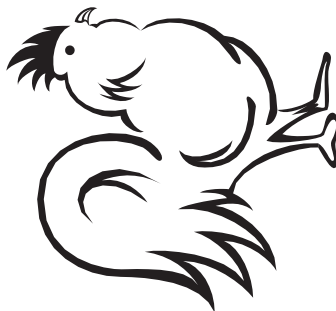
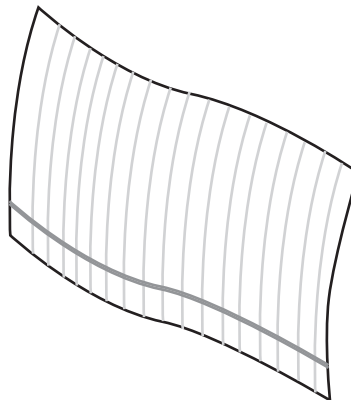
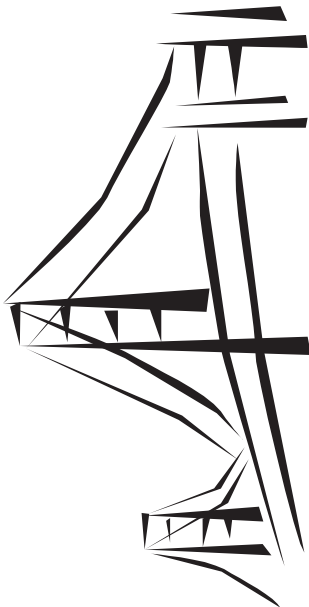
phoneme picture cards: rope-3, kite-3, roach-3 ant-3, clown-4, turtle-4



Phonological Awareness

Phoneme Closed Sort

PA.042.AM2c



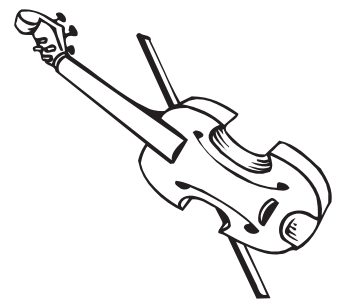
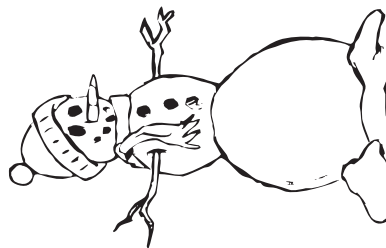
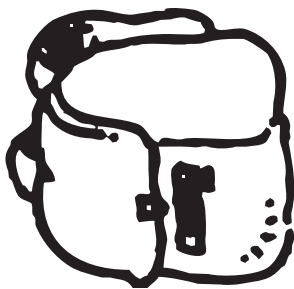
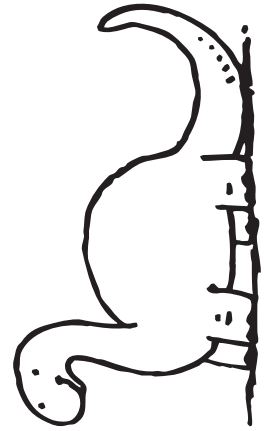
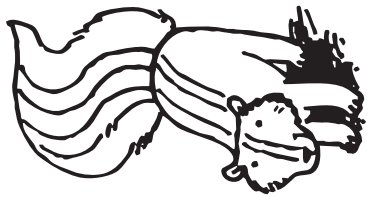
phoneme picture cards: bottle-4, bridge-4, paper-4, plant-5, rooster-5, lettuce-5



Phonological Awareness

PA.042.AM2d

Phoneme Closed Sort

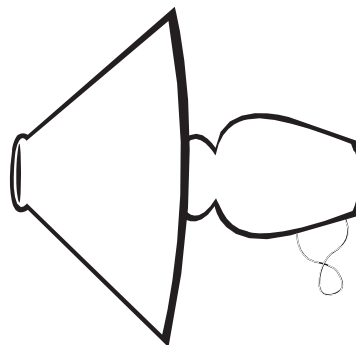
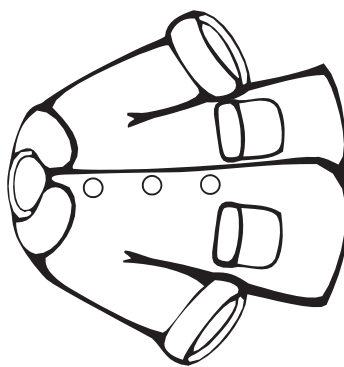
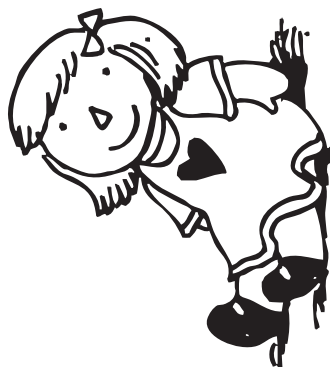
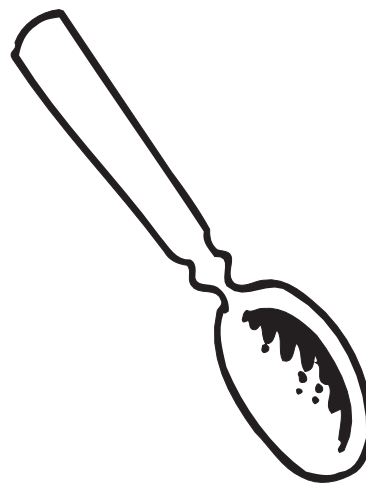
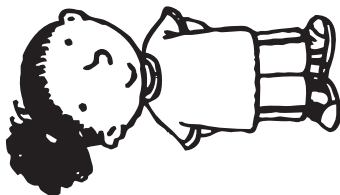
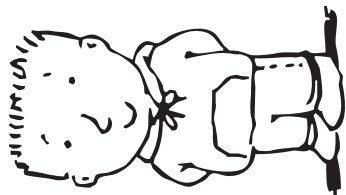


phoneme picture cards: skunk-5, ticket-5, dinosaur-6, backpack-6, snowman-6, violin-6 

Phonological Awareness

Phoneme Closed Sort – Extension (syllables)

PA.042.AM3a



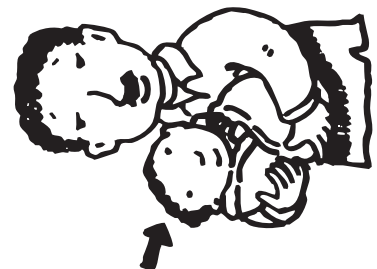
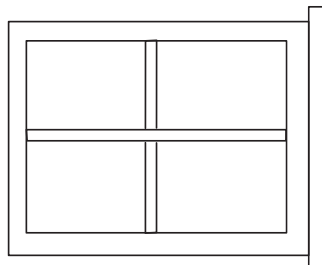
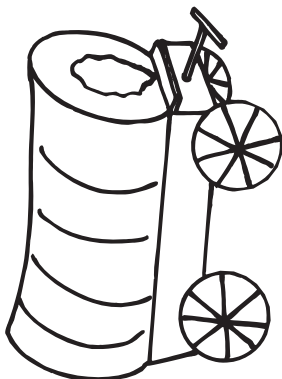
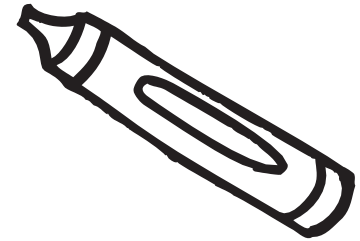
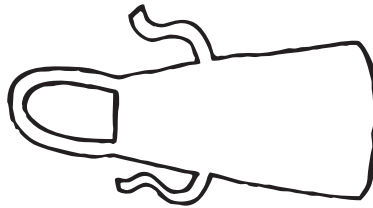
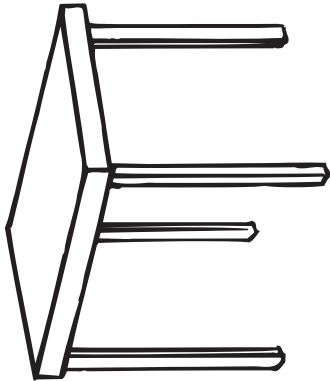
syllable picture cards: boy-1, girl-1, spoon-1, doll-1, coat-1, lamp-1



Phonological Awareness

PA.042.AM3b

Phoneme Closed Sort – Extension (syllables)



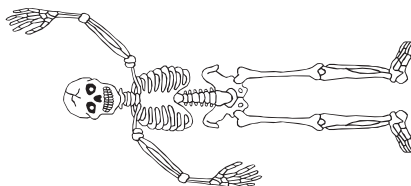
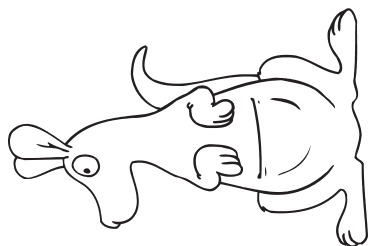
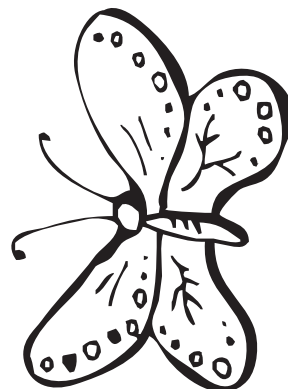
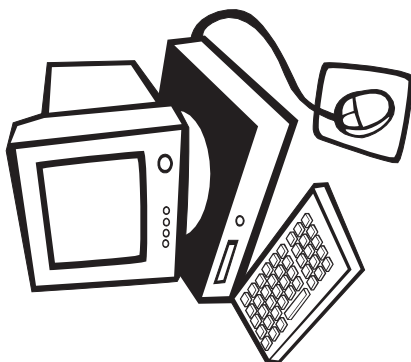
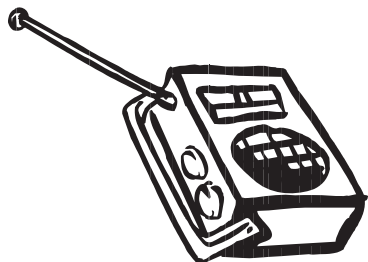
syllable picture cards: table-2, apron-2, crayon-2, wagon-2, window-2, baby-2



Phonological Awareness

Phoneme Closed Sort – Extension (syllables)

PA.042.AM3c



syllable picture cards:

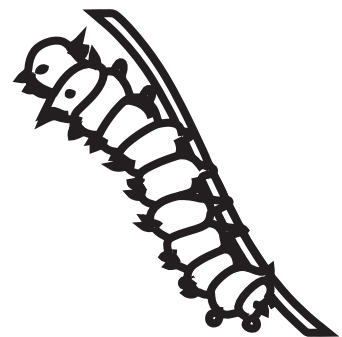
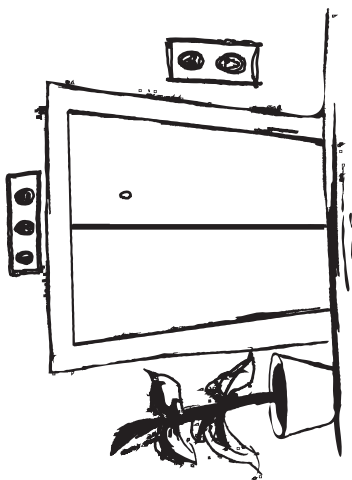
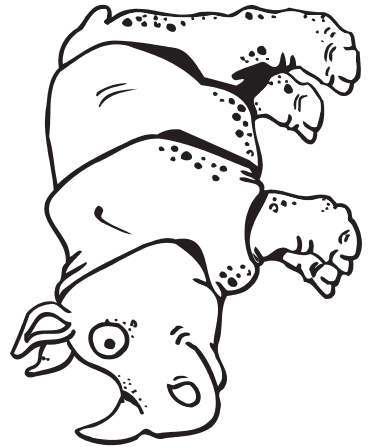
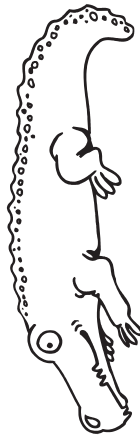
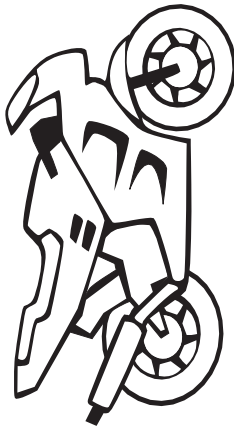
radio-3, computer-3, butterfly-3, kangaroo-3, skeleton-3, astronaut-3



Phonological Awareness

PA.042.AM3d

Phoneme Closed Sort – Extension (syllables)



syllable picture cards:

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



Phonological Awareness



Phoneme Segmenting

PA.043

Phoneme Hopscotch

Objective

The student will segment phonemes in words.

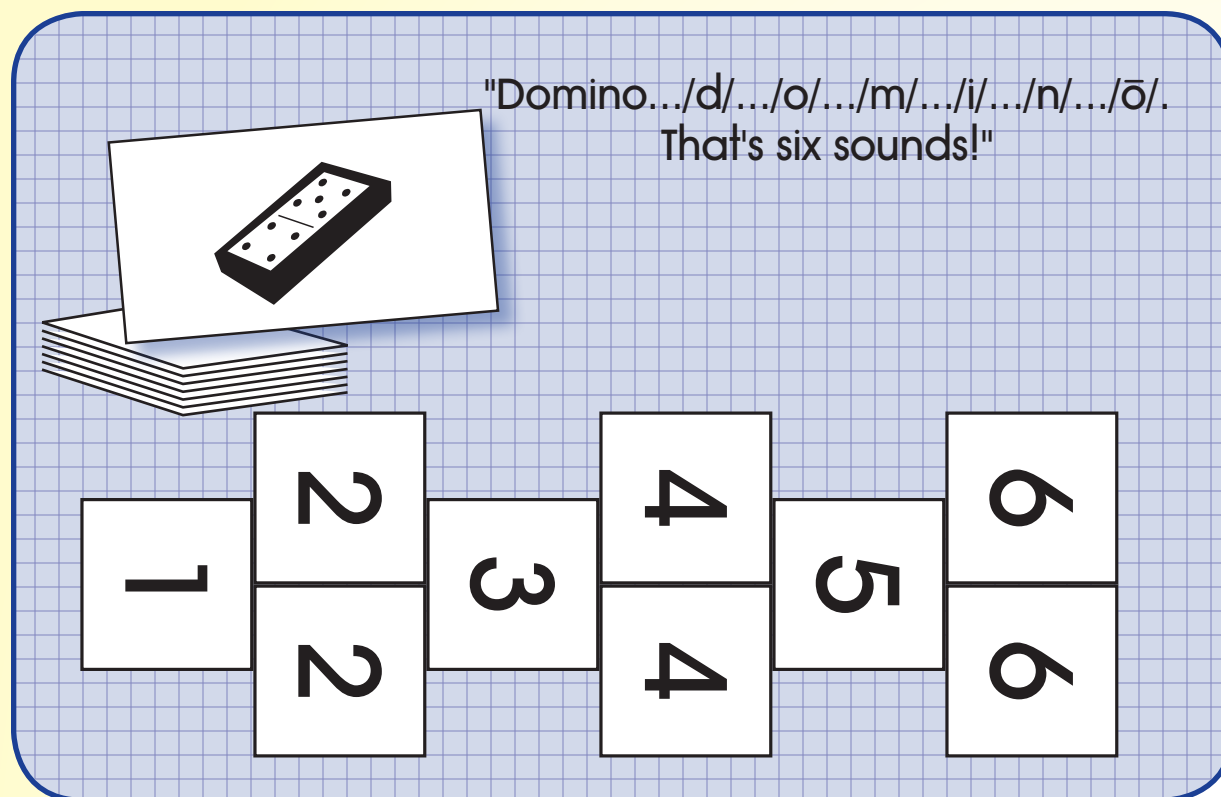
Materials

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

Activity

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

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



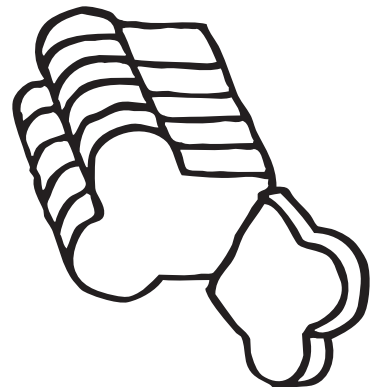
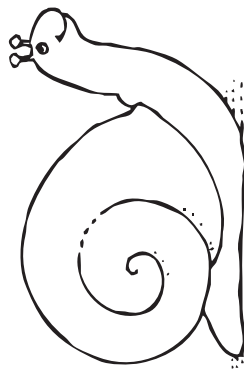
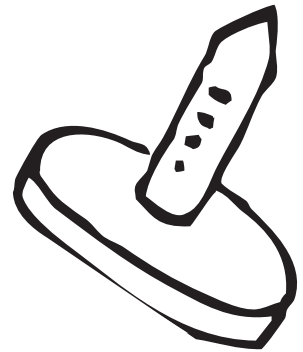
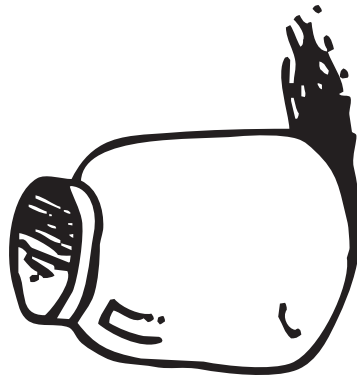
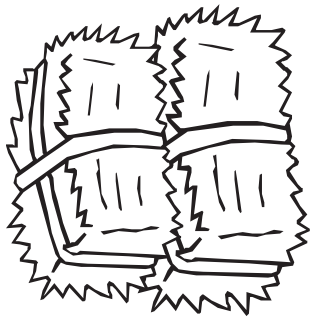
Extensions and Adaptations

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

Phonological Awareness

PA.043.AM1a

Phoneme Hopscotch



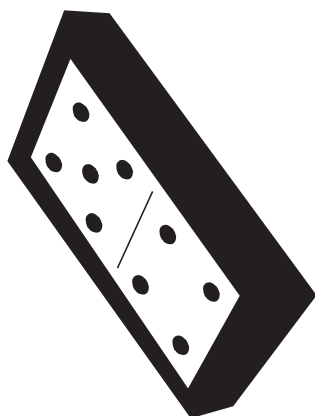
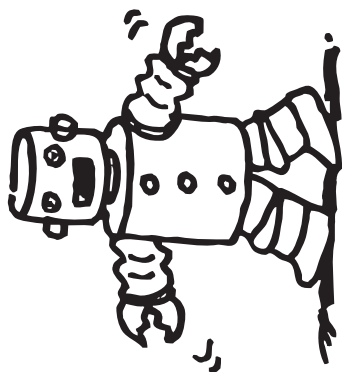
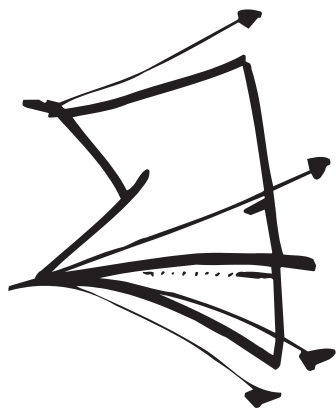
phoneme picture cards: hay-2, jar-2, tack-3, mice-3 snail-4, bread-4



Phonological Awareness

Phoneme Hopscotch

PA.043.AM1b



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





Phonological Awareness

PA.044

Phoneme Segmenting

The Sound Game



Objective

The student will segment phonemes in words.



Materials

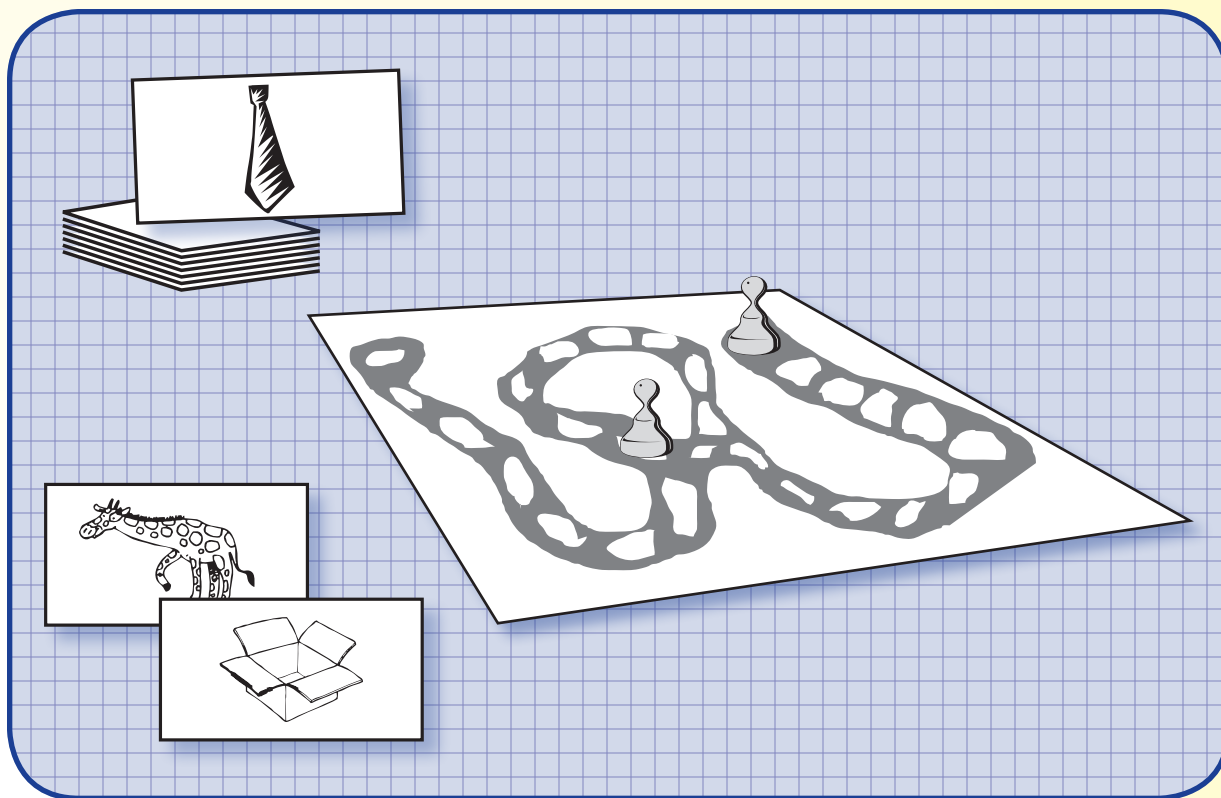
- ▶ The Sound Game board (Activity Master PA.044.AM1a - PA.044.AM1b)
- ▶ *Copy on card stock, assemble, and laminate.*
- ▶ Two-to-five phoneme picture cards (Activity Master PA.044.AM2a - PA.044.AM2b)
- ▶ Game pieces (e.g., counters)



Activity

Students count phonemes in words while playing a board game.

1. Place the Sound Game board and phoneme picture cards face down in a stack on a flat surface. Place game pieces at START.
2. Taking turns, students pick up a picture card, name the picture, and segment the word into phonemes (e.g., “tie, /t/ /i/”).
3. Move game piece the corresponding number of spaces.
4. Continue until all students reach the END space.
5. Peer evaluation



Extensions and Adaptations

- ▶ Play using other phoneme picture cards.
- ▶ Count syllables in words.

Phonological Awareness

The Sound Game

PA.044.AM1a



Phonological Awareness

PA.044.AM1b

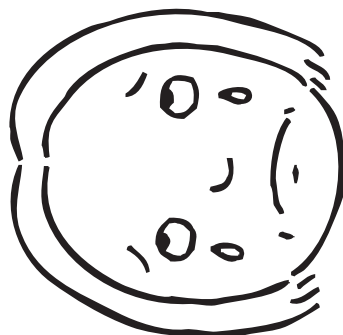
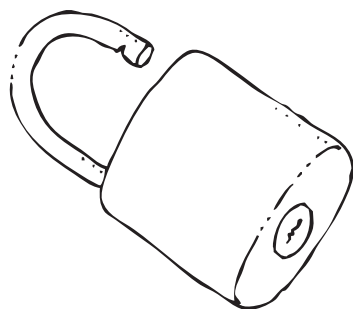
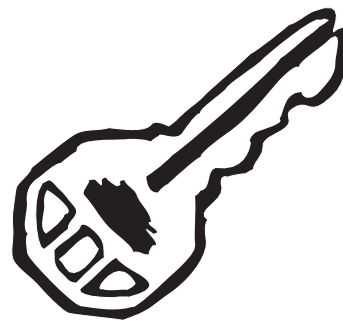
The Sound Game



Phonological Awareness

The Sound Game

PA.044.AM2a



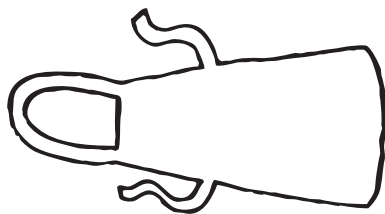
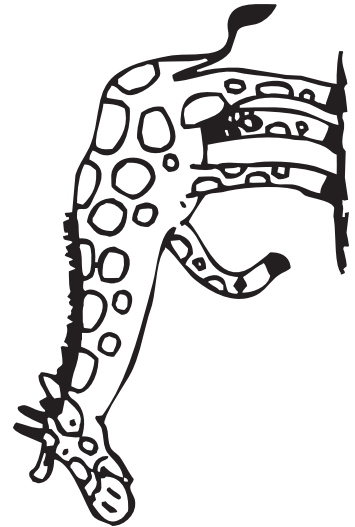
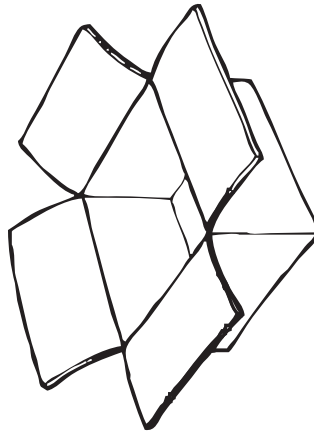
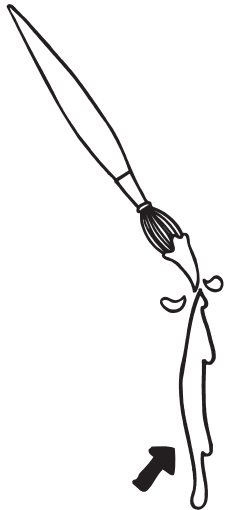
phoneme picture cards: tie-2, eight-2, key-2, lock-3, cry-3, five-3



Phonological Awareness

PA.044.AM2b

The Sound Game



7

phoneme picture cards: paint-4, box-4, giraffe-4, apron-5, peanut-5, seven-5



Sound Spin

Objective

The student will segment phonemes in words.

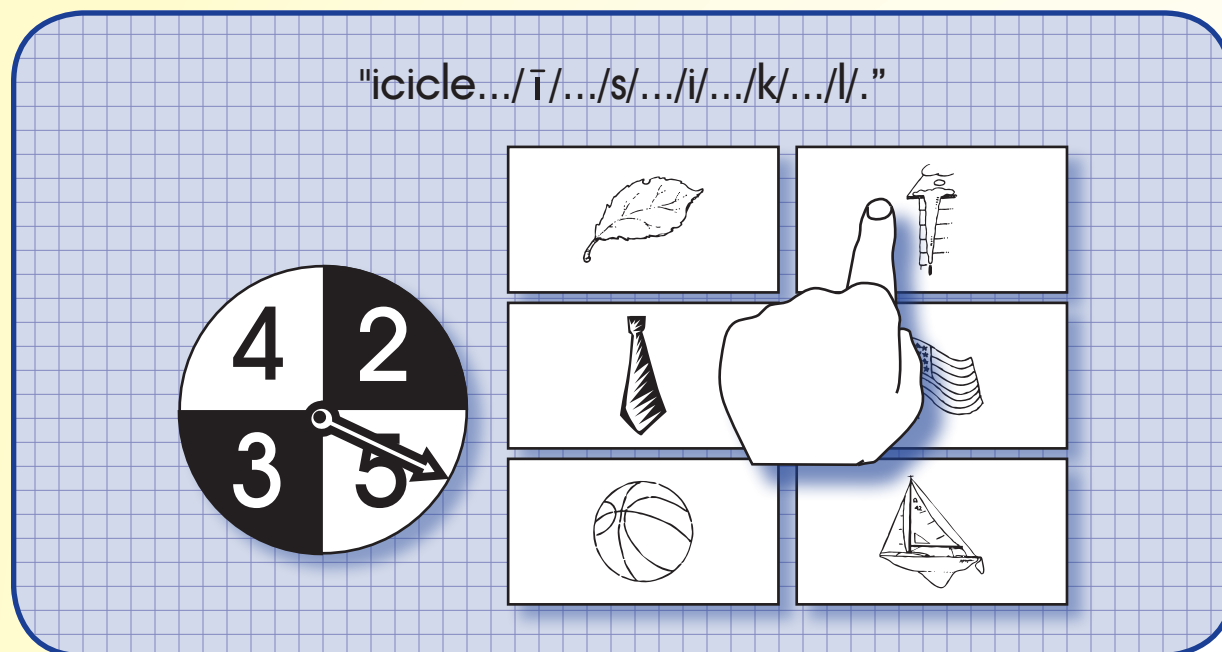
Materials

- ▶ Two-to-five phoneme picture cards (Activity Master PA.045.AM1a - PA.045.AM1b)
- ▶ Sound spinner (Activity Master PA.045.AM2)
Copy on card stock.
- ▶ Brad
Attach arrow to the spinner with the brad.
- ▶ Student sheet (Activity Master PA.045.SS)
- ▶ Crayons or markers

Activity

Students count phonemes in words while playing a spinner game.

1. Place phoneme picture cards face up in rows. Place spinner and crayons at the center. Provide each student with a student sheet.
2. Taking turns, students spin the arrow to identify a number.
3. Locate one picture card with the corresponding number of phonemes. Point to and name the picture. Orally segment it into phonemes (e.g., “icicle, /ī/ /s/ /i/ /k/ /l/”).
4. Illustrate the picture under the corresponding number on the student sheet.
5. Continue until student sheets are complete.
6. Teacher evaluation



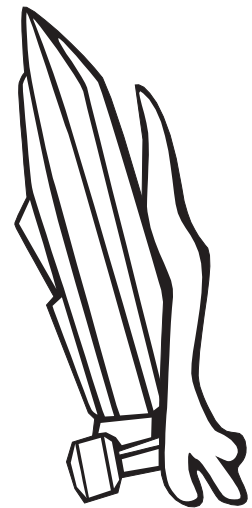
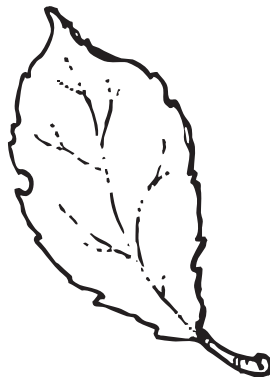
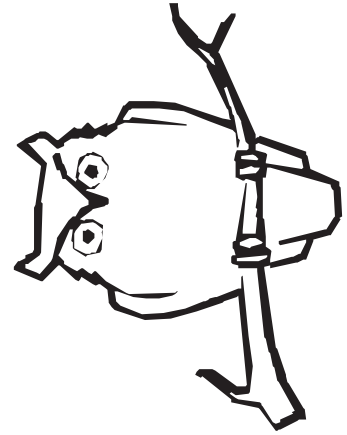
Extensions and Adaptations

- ▶ Play using other phoneme picture cards.
- ▶ Draw other phoneme pictures corresponding with the numbers in each section of the student sheet (Activity Master PA.045.SS).

Phonological Awareness

PA.045.AM1a

Sound Spin



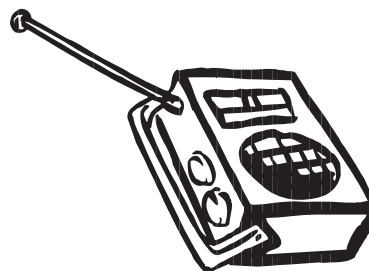
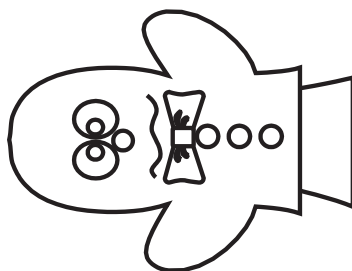
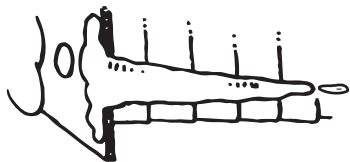
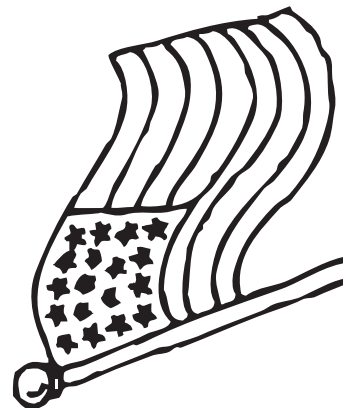
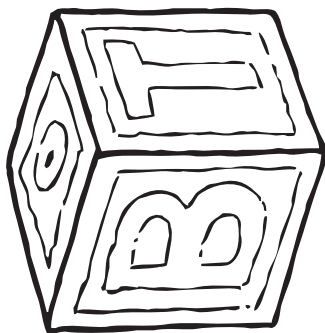
phoneme picture cards: tie-2, four-2, owl-2, ball-3, leaf-3, boat-3



Phonological Awareness

Sound Spin

PA.045.AM1b



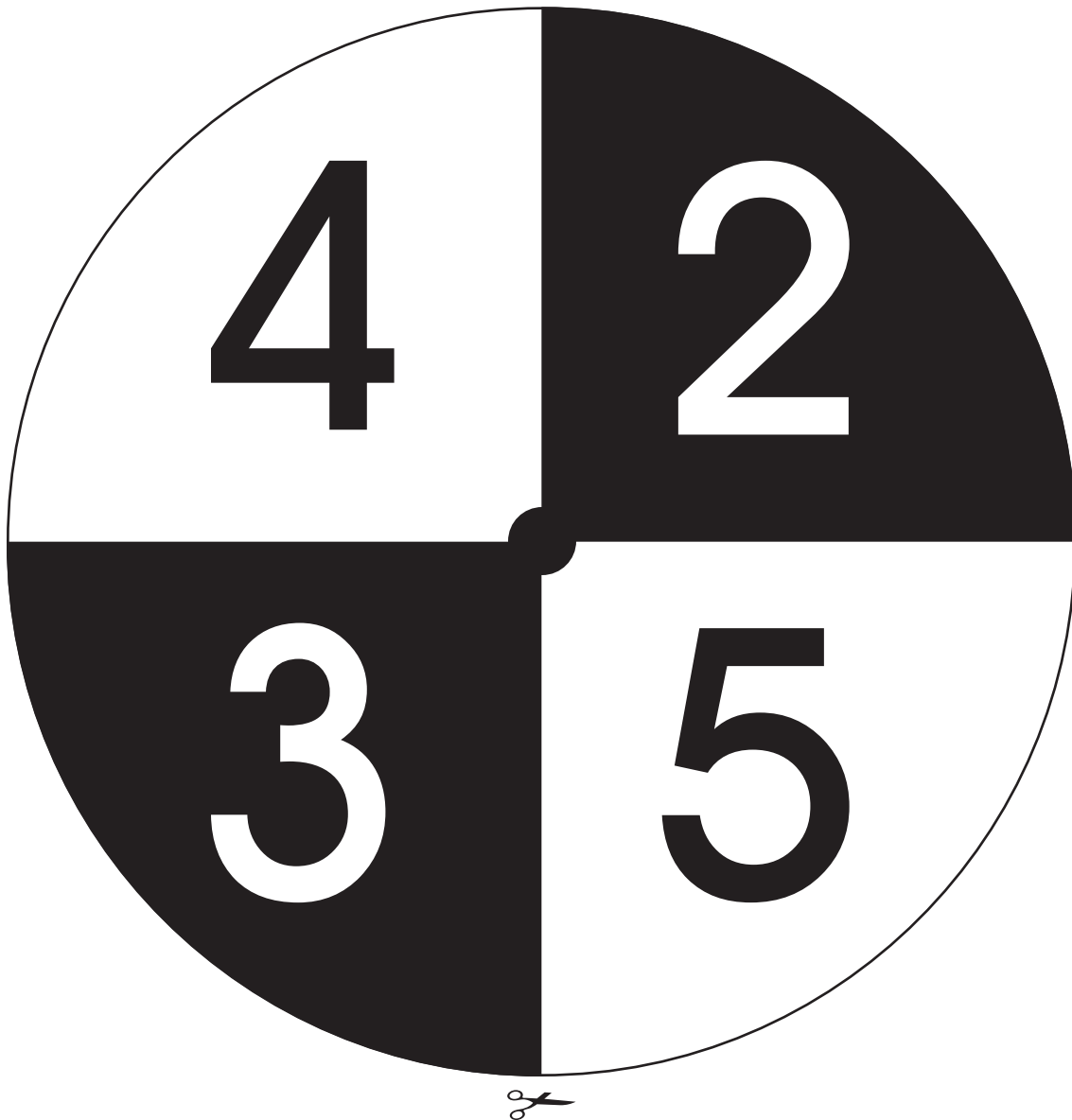
phoneme picture cards: six-4, block-4, flag-4, icicle-5, puppet-5, radio-5



Phonological Awareness

PA.045.AM2

Sound Spin



spinner

Name _____

Sound Spin

PA.045.SS

2

3

4

5



Phonological Awareness

PA.046

Phoneme Segmenting

Phoneme Feud



Objective

The student will segment phonemes in words.



Materials

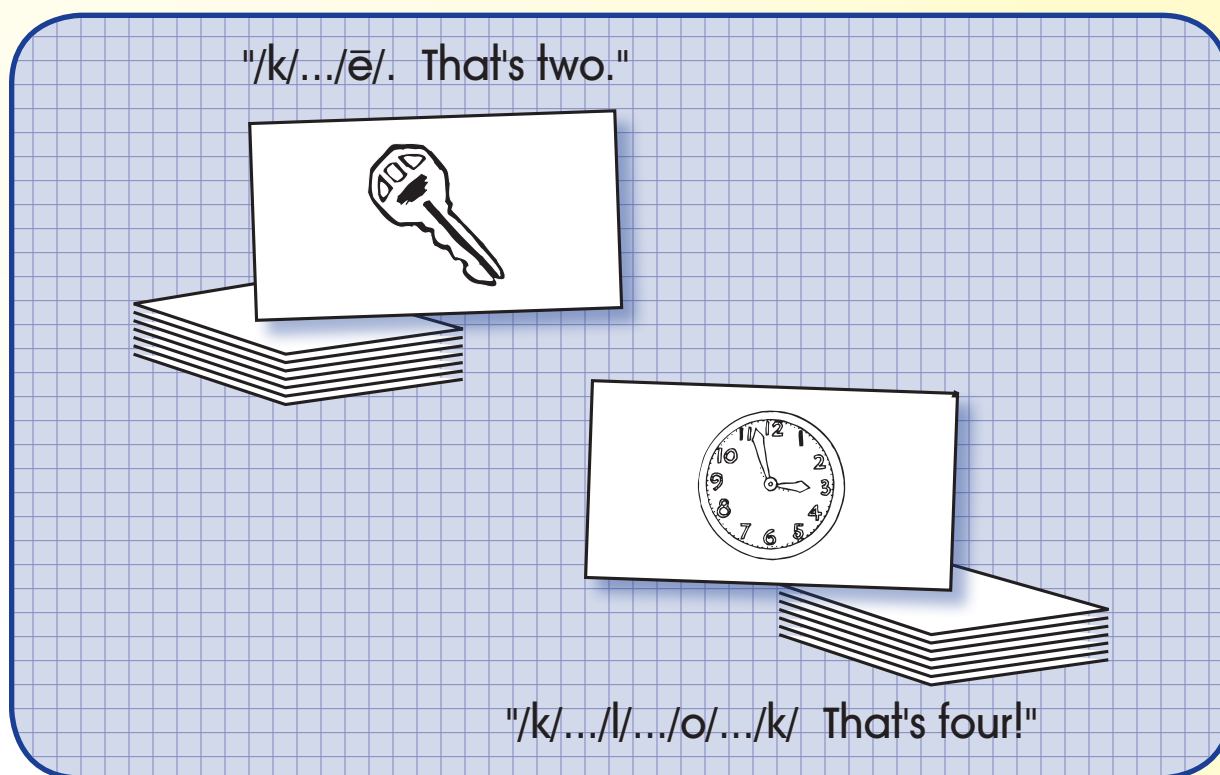
- ▶ Two-to-five phoneme picture cards (Activity Master PA.046.AM1a - PA.046.AM1d)



Activity

Students count the phonemes in words while playing a word game.

1. Mix and place phoneme picture cards face down in two stacks on a flat surface.
2. Taking turns, students turn over a card from the stack, name the picture, segment the sounds, and count the phonemes (e.g., “key, /k/ /ē/, two phonemes”).
3. The student with the picture card containing the highest number of phonemes takes the cards.
4. If the students have the same number then they have a “phoneme feud.” Each student selects one more card, and places it face up. Names the picture, segments the sound, and counts the phonemes. Student who has the card with the highest number of phonemes takes all the cards.
5. Continue until all cards are used.
6. Peer evaluation



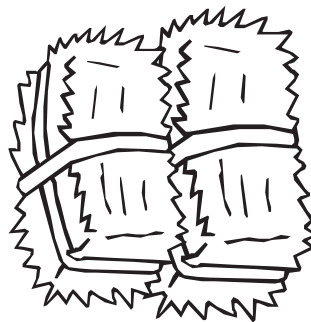
Extensions and Adaptations

- ▶ Sort picture cards by number of phonemes.
- ▶ Play using other picture cards.

Phonological Awareness

Phoneme Feud

PA.046.AM1a



2



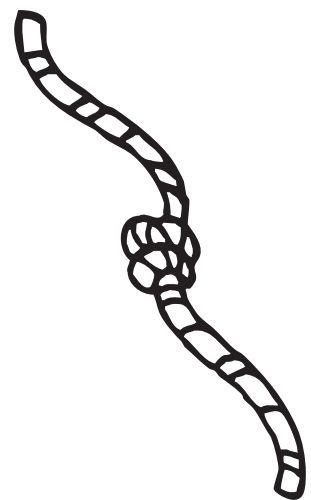
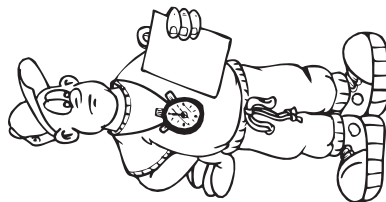
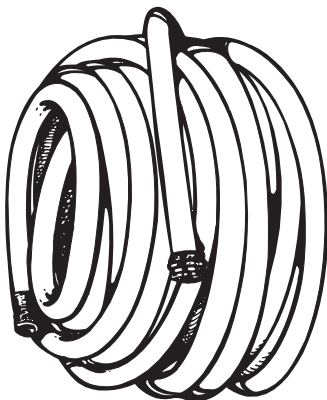
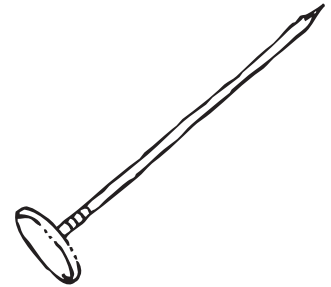
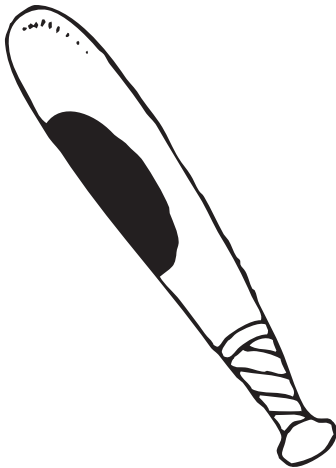
phoneme picture cards: key-2, arm-2, hay-2, two-2, saw-2, pie-2



Phonological Awareness

PA.046.AM1b

Phoneme Feud



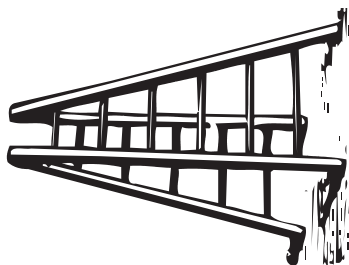
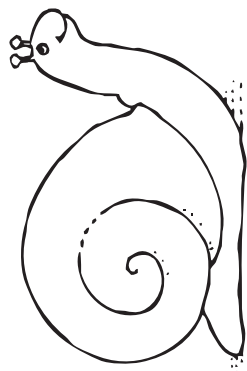
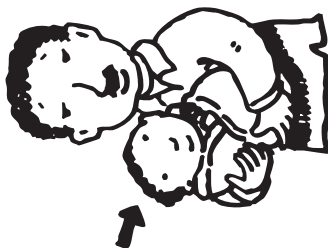
phoneme picture cards: bat-3, fish-3, nail-3, hose-3, coach-3, rope-3



Phonological Awareness

Phoneme Feud

PA.046.AM1c



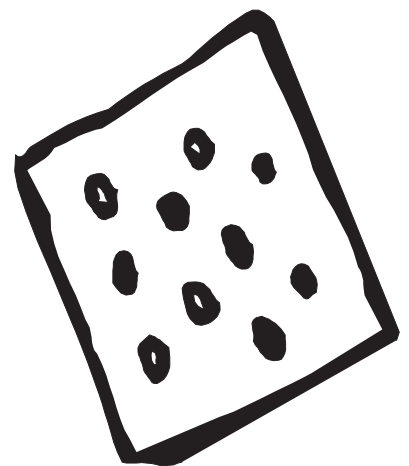
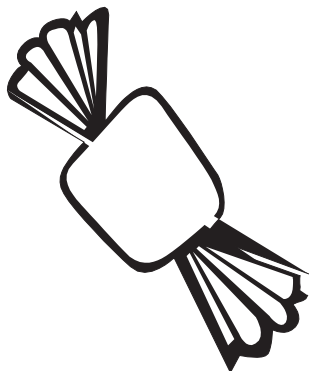
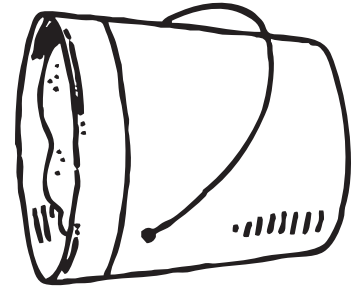
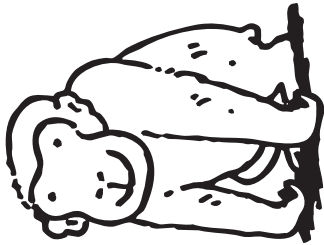
phoneme picture cards: penny-4, baby-4, spoon-4, snail-4, ladder-4, clock-4



Phonological Awareness

PA.046.AMId

Phoneme Feud



phoneme picture cards: gorilla-5, racoon-5, bucket-5, candy-5, plant-5, cracker-5

