Phonological Awareness

Phoneme Segmenting and Blending   PA.047

Treasure Chest

✎ Objective
The student will segment and blend phonemes in words.

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

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

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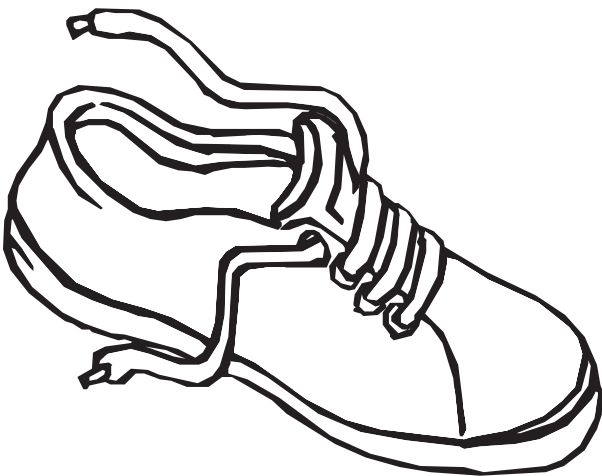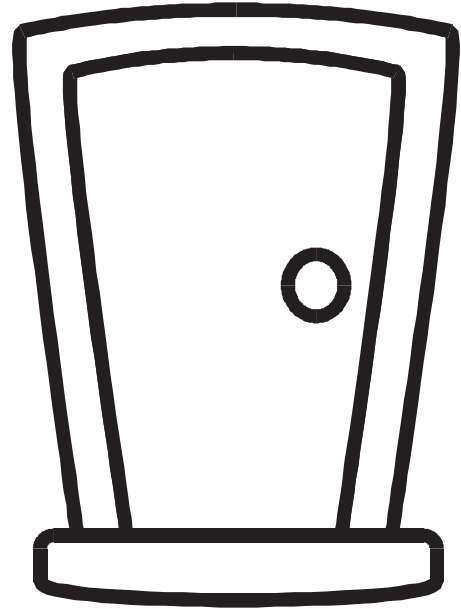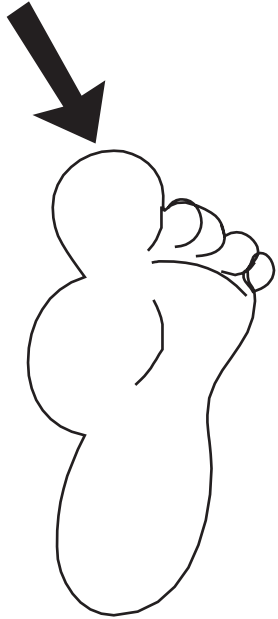6. Continue until all picture cards are used.
7. Teacher evaluation

"/t/.../r/.../ē/."
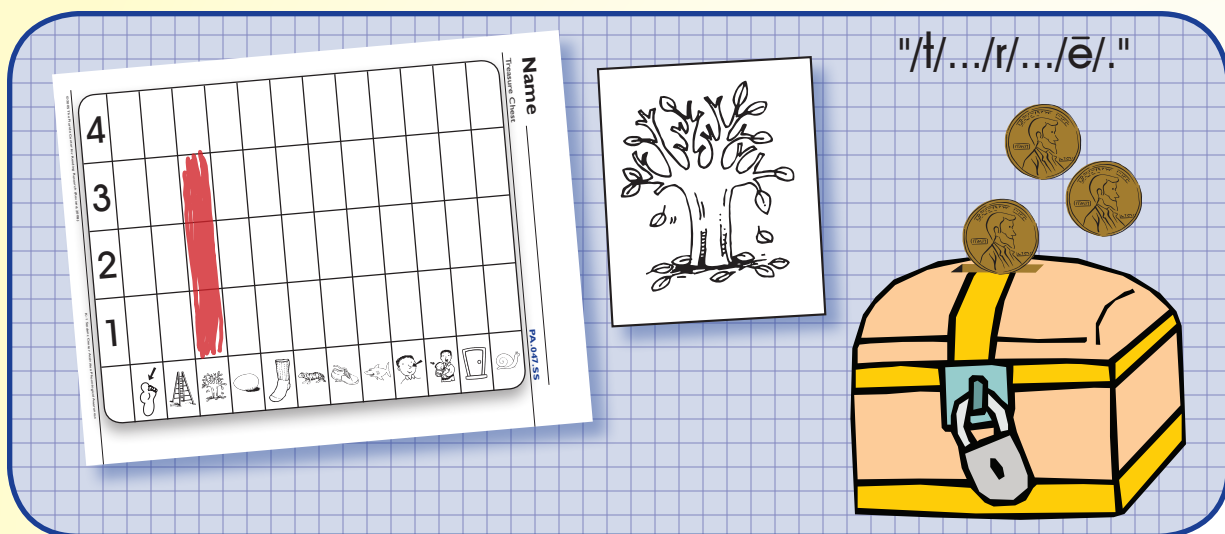
✎ Extensions and Adaptations
- ▶ Use other picture cards.
- ▶ Write the initial letter under the corresponding picture on the student sheet.

phoneme picture cards: toe-2, door-2, shoe-2, egg-2
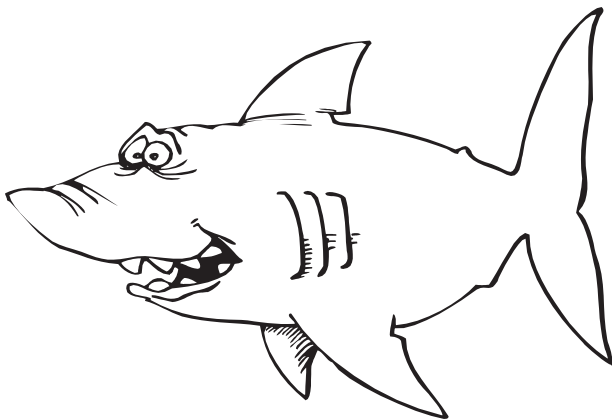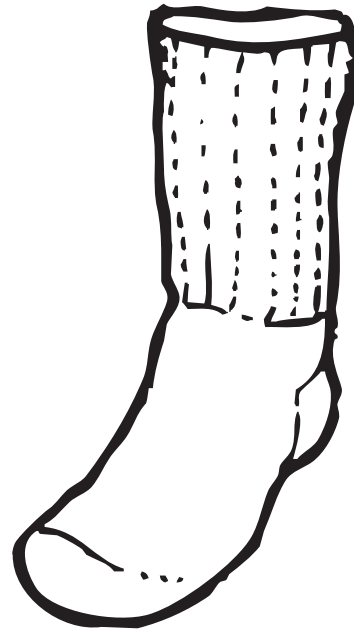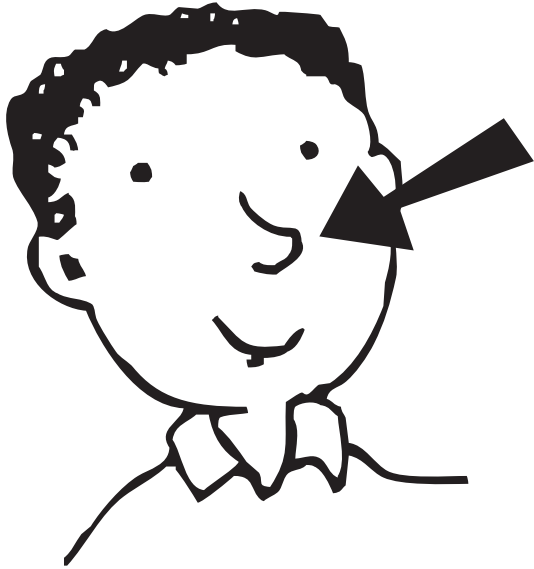
phoneme picture cards: nose-3, sock-3, shark-3, tree-3
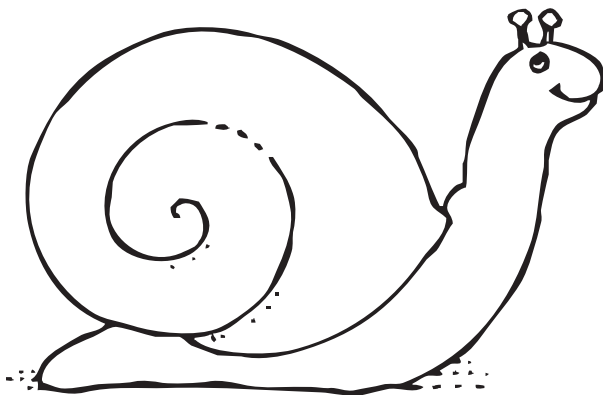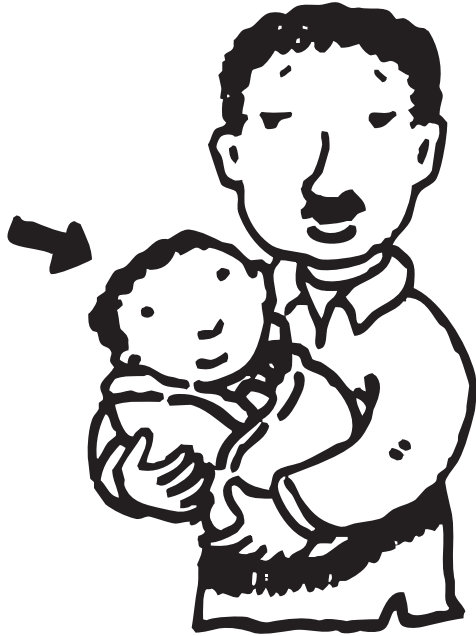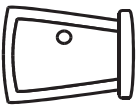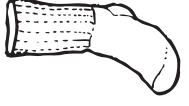
phoneme picture cards: baby-4, tiger-4, snail-4, ladder-4

Name _____

4	**3**	**2**	**1**	

Objective
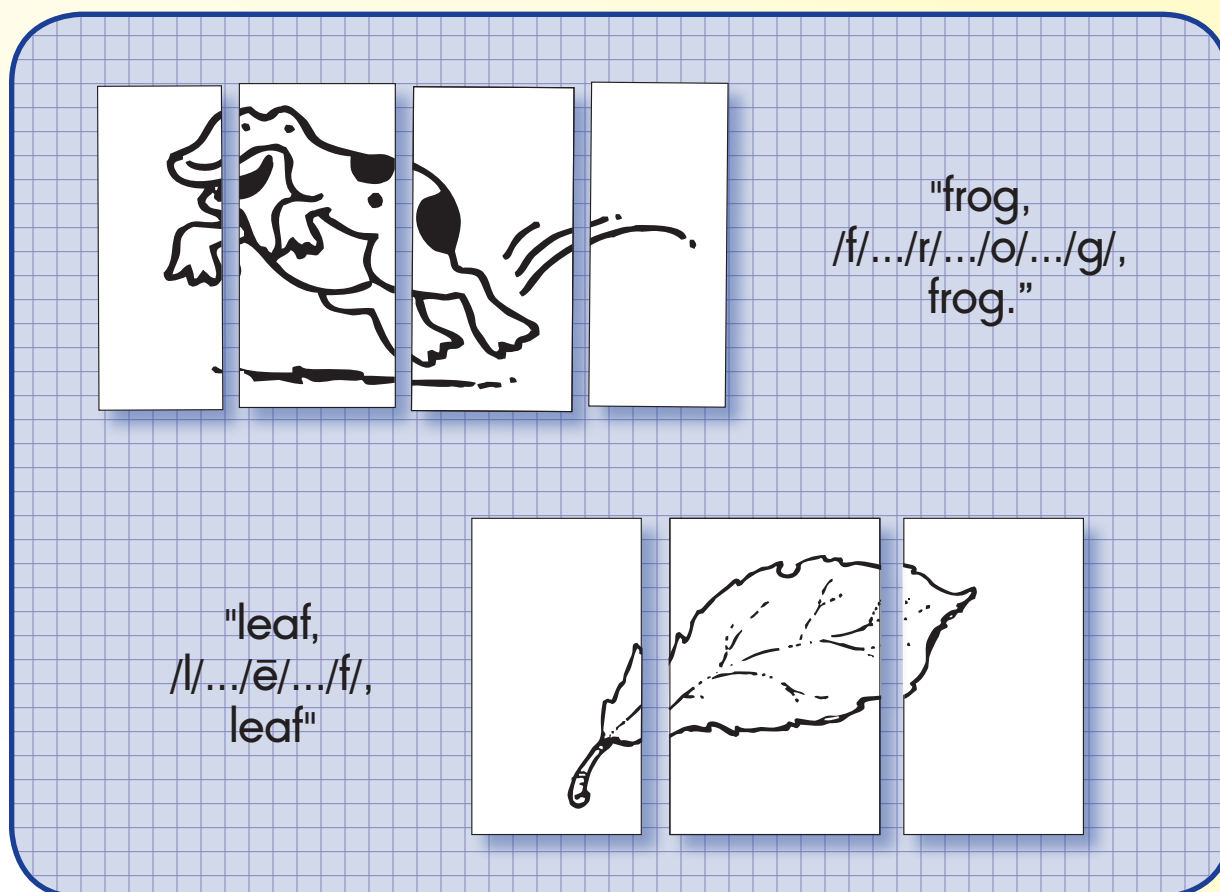The student will segment and blend phonemes in words.

Materials
▶ Two-to-five phoneme picture cards (Activity Master PA.048.AM1a - PA.048.AM1h)
Copy on card stock, laminate, and cut on dotted lines.

Activity
Students blend phonemes to make words while sliding pieces together to make pictures.
1. Place picture card parts in individual stacks on a flat surface.
2. The student chooses a stack of picture parts and puts in order leaving spaces between the parts.
3. Names the picture and segments the word into phonemes while slowly sliding the parts together (e.g., "frog, /f/ /r/ /o/ /g/"). Repeats the word (i.e., "frog").
4. Continues until all pictures are assembled.
5. Self-check

"frog, /f/.../r/.../o/.../g/, frog."
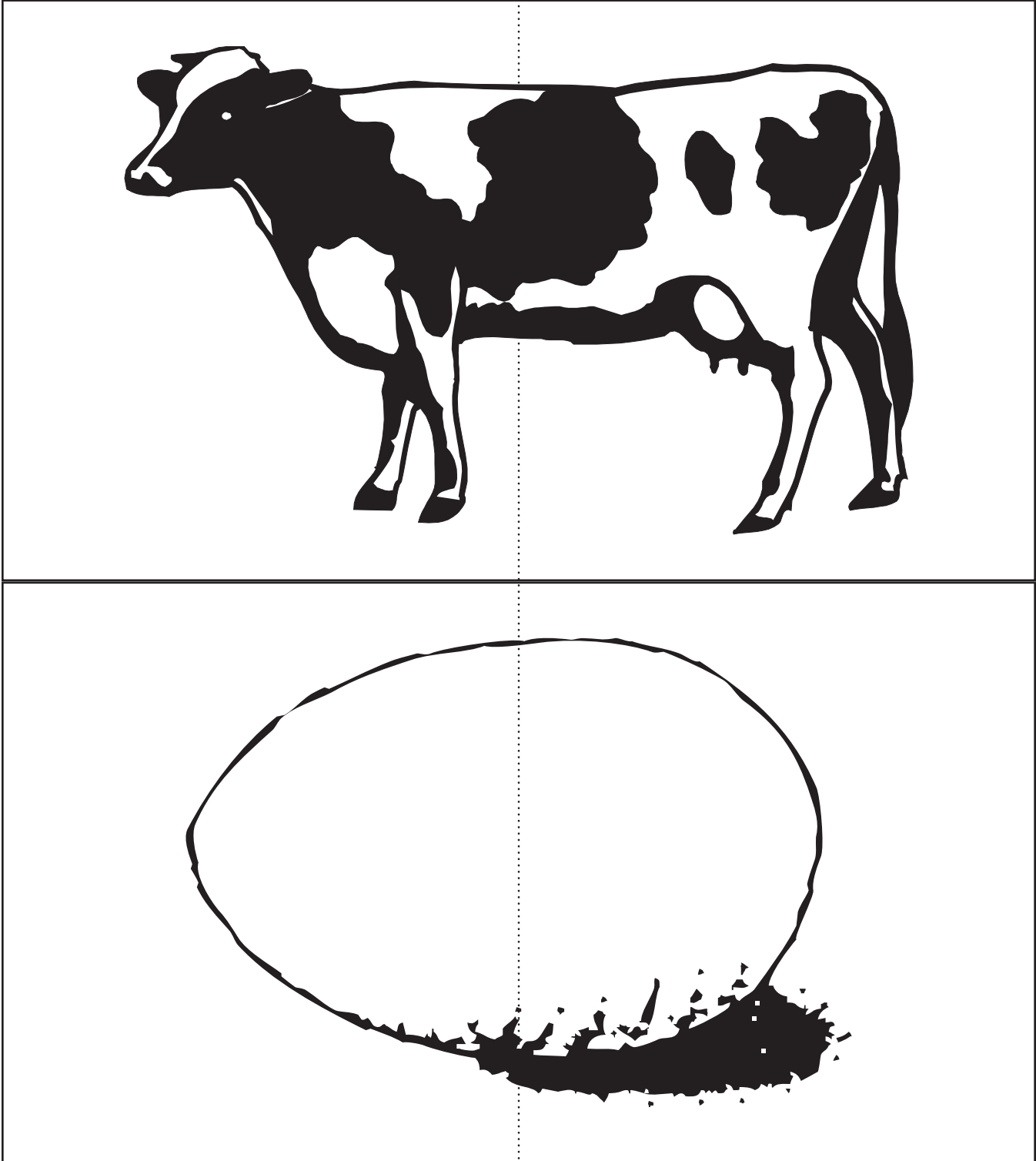
"leaf, /l/.../ē/.../f/, leaf"

Extensions and Adaptations
▶ Use photographs of students.
▶ Use other picture cards.

phoneme picture cards: cow-2, egg-2
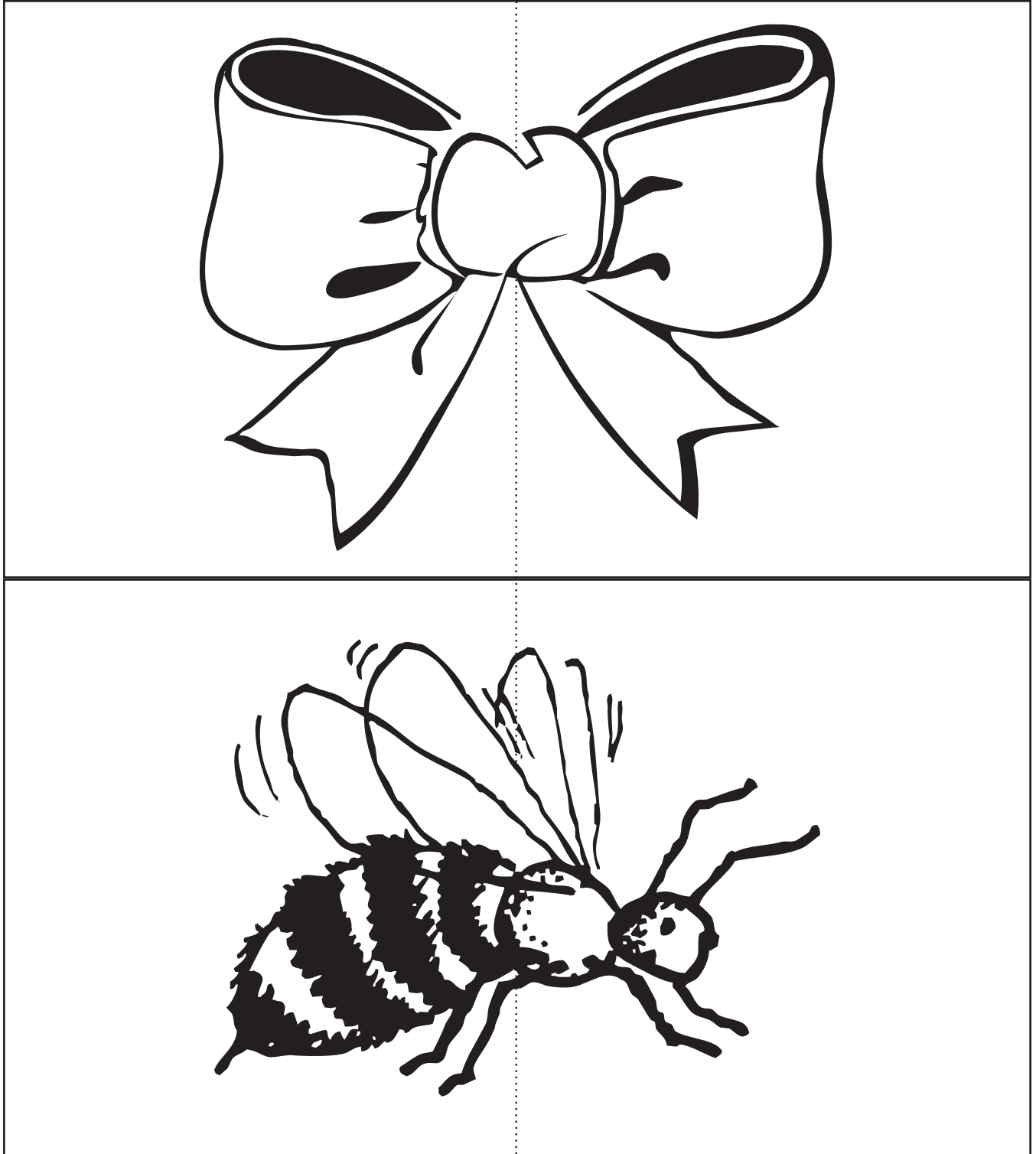
phoneme picture cards: bow-2, bee-2
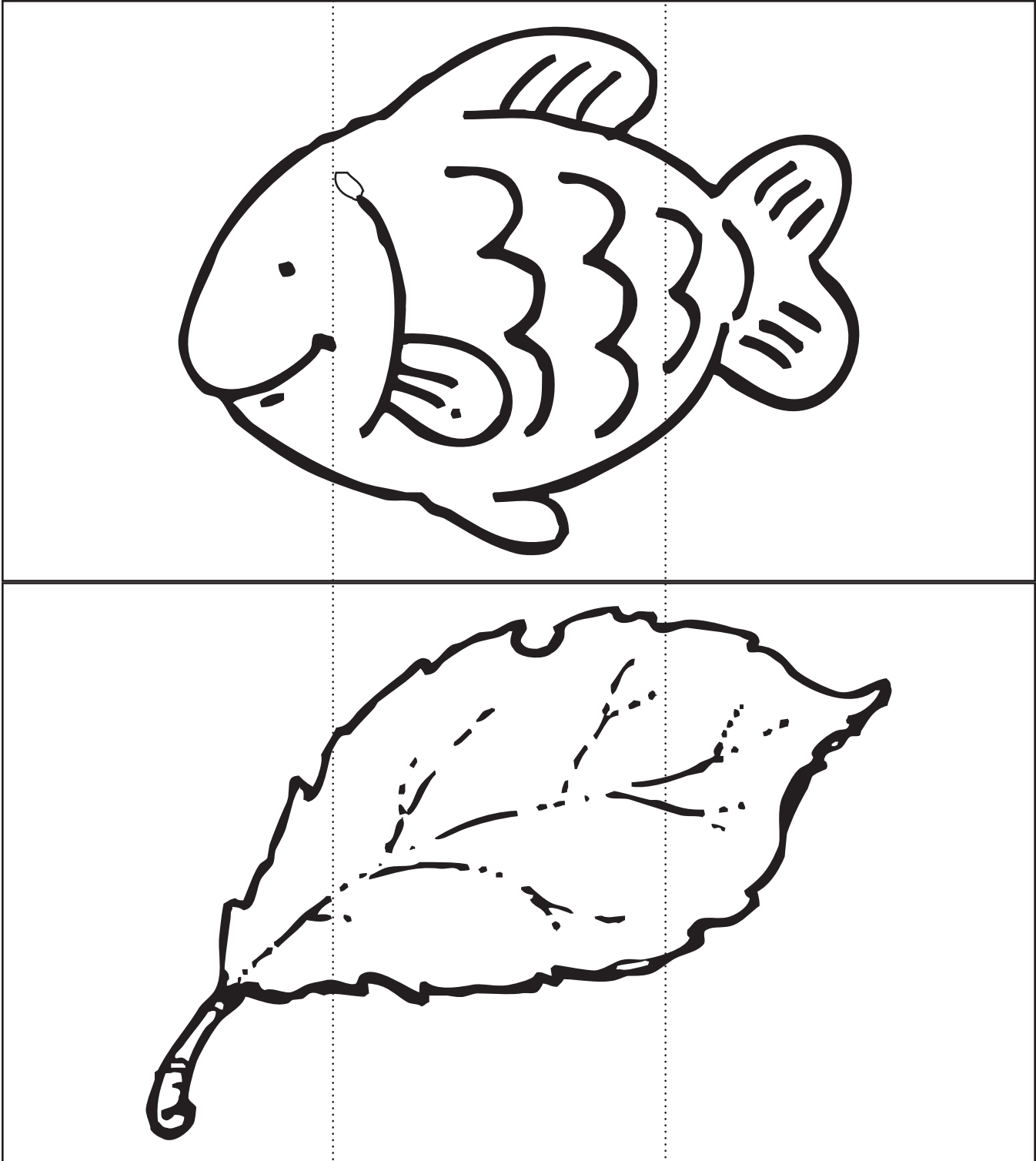
phoneme picture cards: fish-3, leaf-3
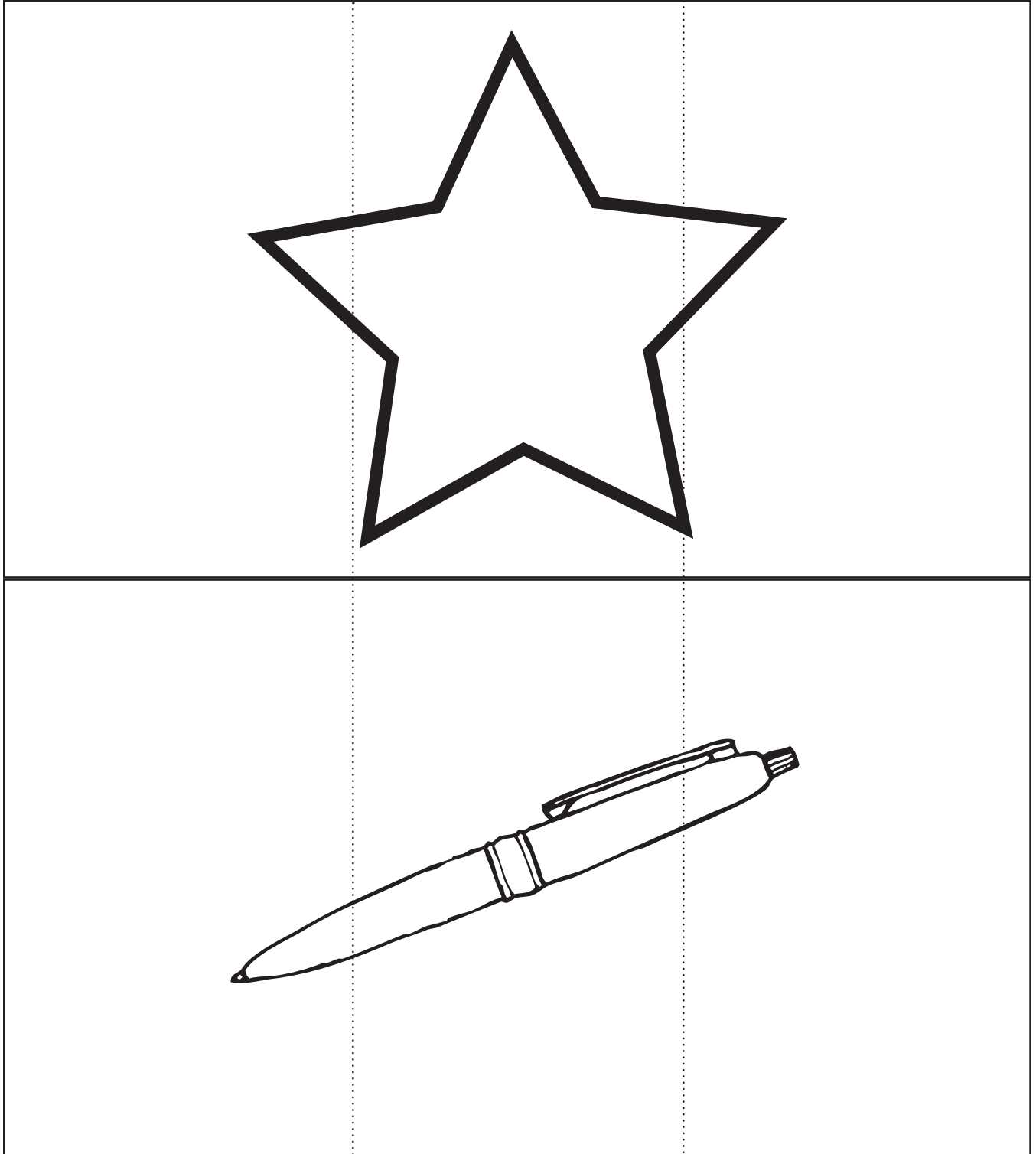
phoneme picture cards: star-3, pen-3
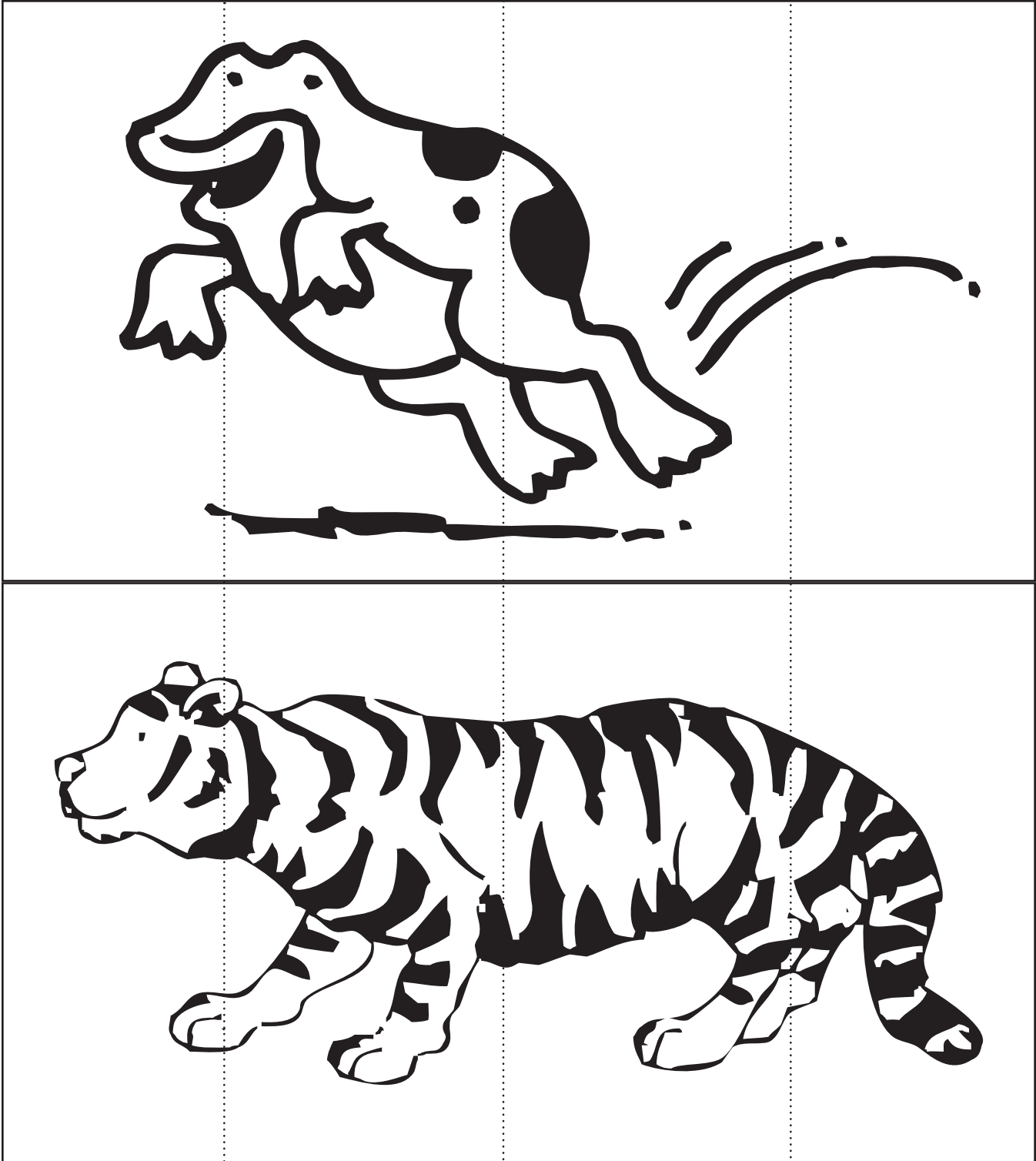
phoneme picture cards: frog-4, tiger-4
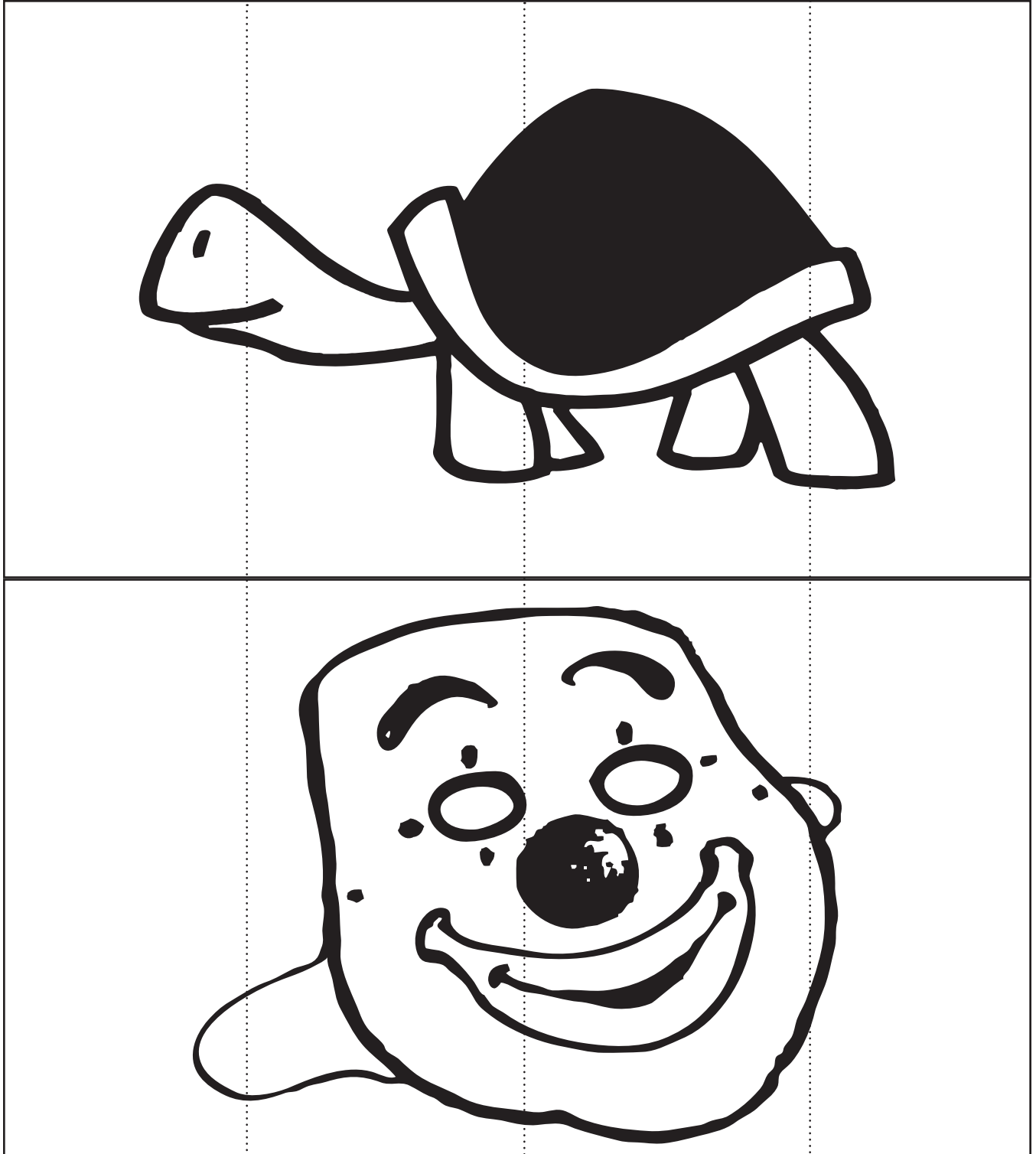
phoneme picture cards: turtle-4, mask-4
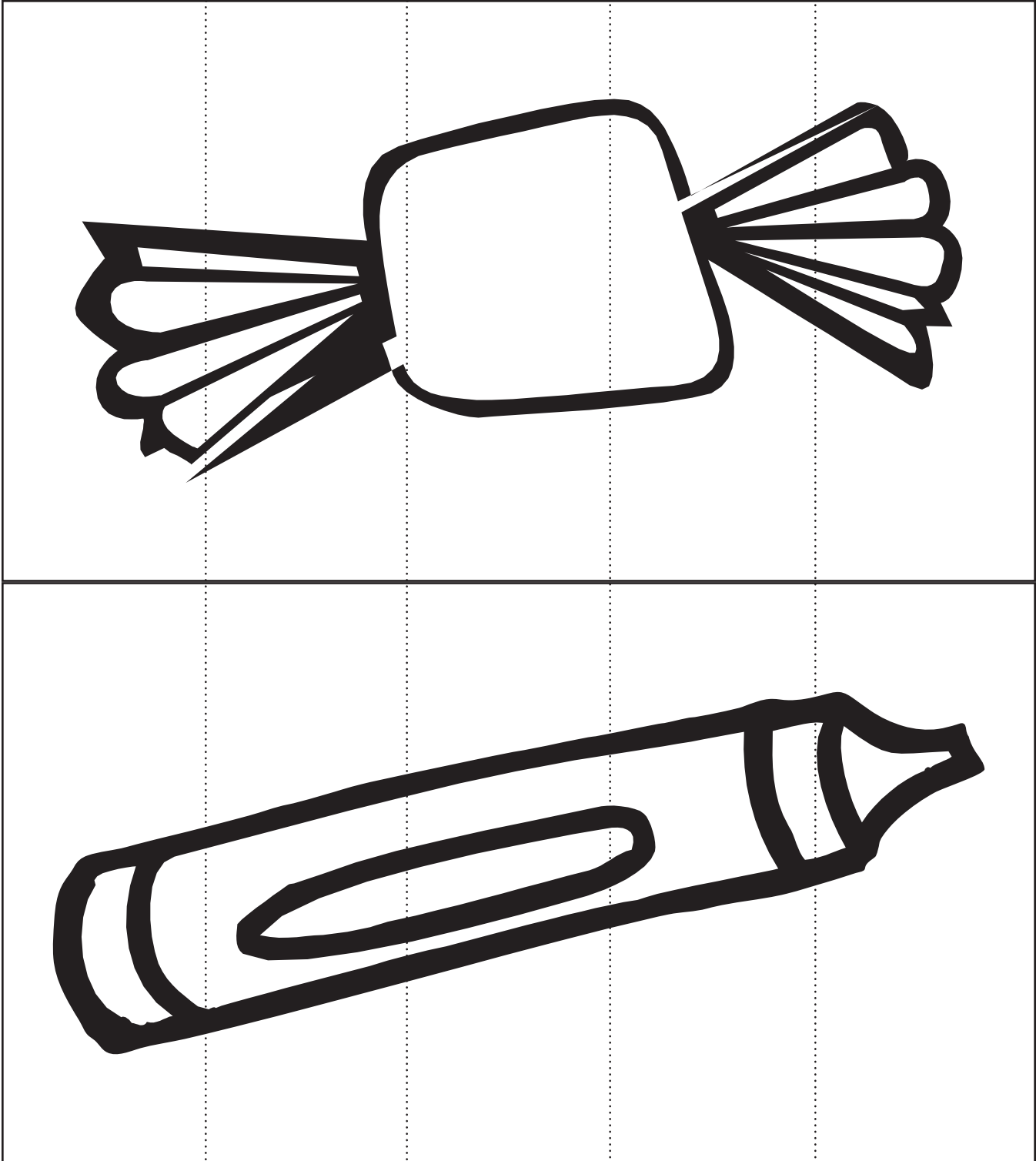
phoneme picture cards: candy-5, crayon-5

phoneme picture cards: lizard-5, rainbow-5

Phonological Awareness

Phoneme Manipulating   PA.049

Drop and Say

✐ Objective

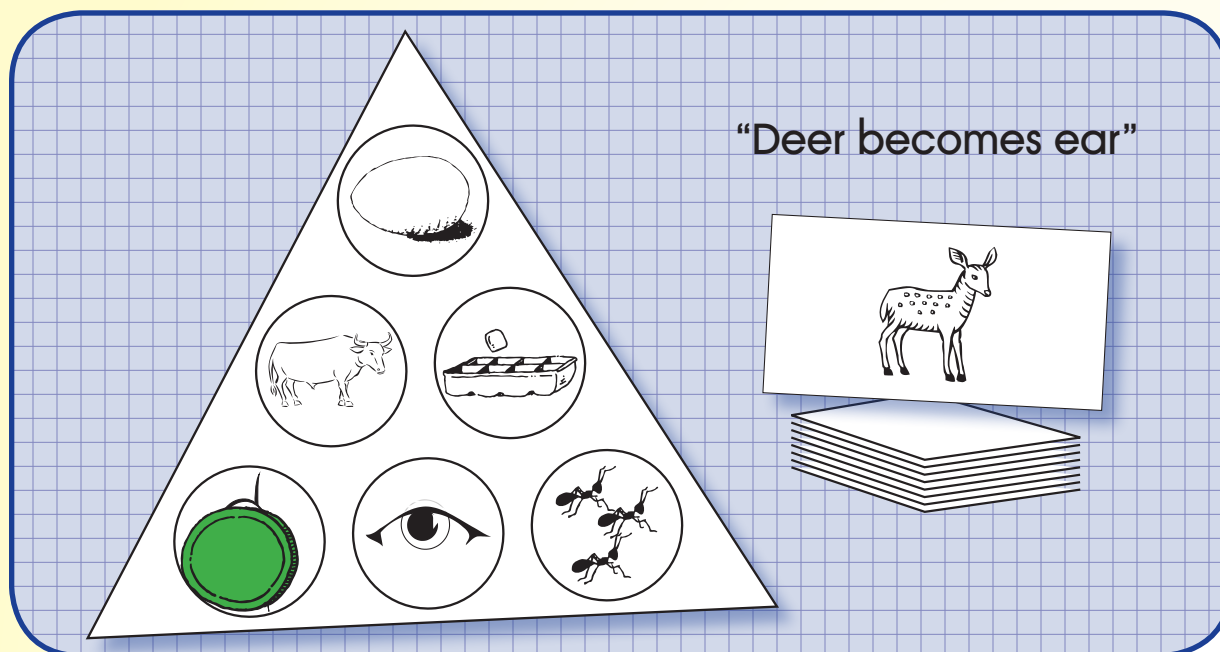The student will manipulate phonemes in words.

✐ Materials

- ▶ Drop and Say triangles (Activity Master PA.049.AM1a – PA.049.AM1b)
- ▶ Drop and Say picture cards (Activity Master PA.049.AM2a – PA.049.AM2b)
- ▶ Answer key (Activity Master PA.049.AM3a – PA.049.AM3b)
  An answer key is provided.
- ▶ Game pieces (e.g., counters)

✐ Activity

Students delete initial phonemes and match the new word to a picture.

1. Place Drop and Say picture cards face down in a stack at the center. Provide each student with game pieces and a different Drop and Say triangle.
2. Taking turns, students select the top picture card from the stack and name the picture (e.g., "deer").
3. Delete initial phoneme and say resulting word (i.e., "deer becomes ear"). Look for picture of new word on triangle (i.e., "ear").
4. If found, place game piece on that picture. If not found, place picture card at the bottom of the stack.
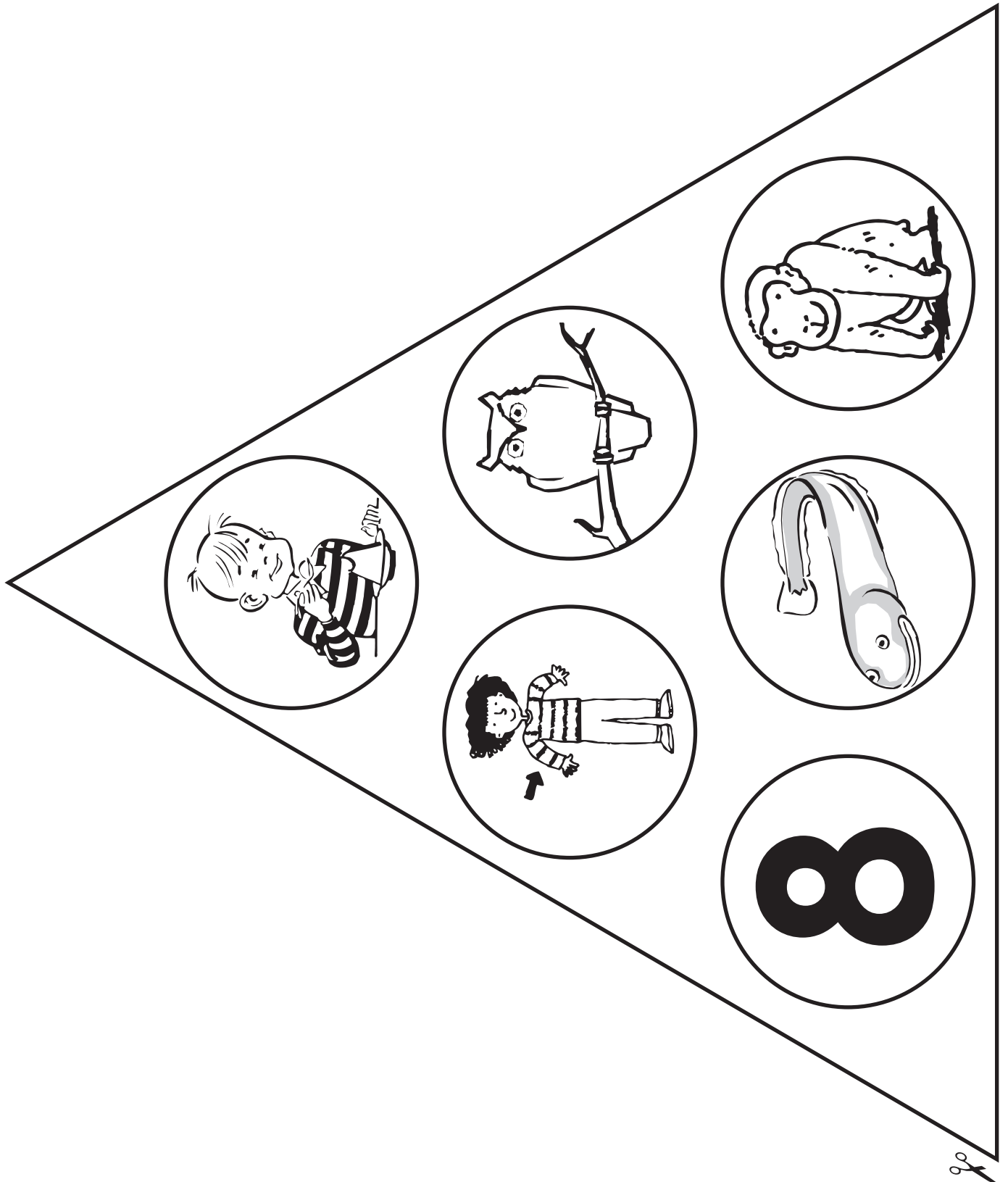5. Continue until all pictures on triangle are covered.
6. Peer evaluation

"Deer becomes ear"

✐ Extensions and Adaptations

- ▶ Play by deleting final phonemes (Activity Master PA.049.AM4a – PA.049.AM4b; Activity Master PA.049.AM5a – PA.049.AM5b; Activity Master PA.049.AM6a – PA.049.AM6b)

drop and say triangle: eat, arm, owl, eight, eel, ape
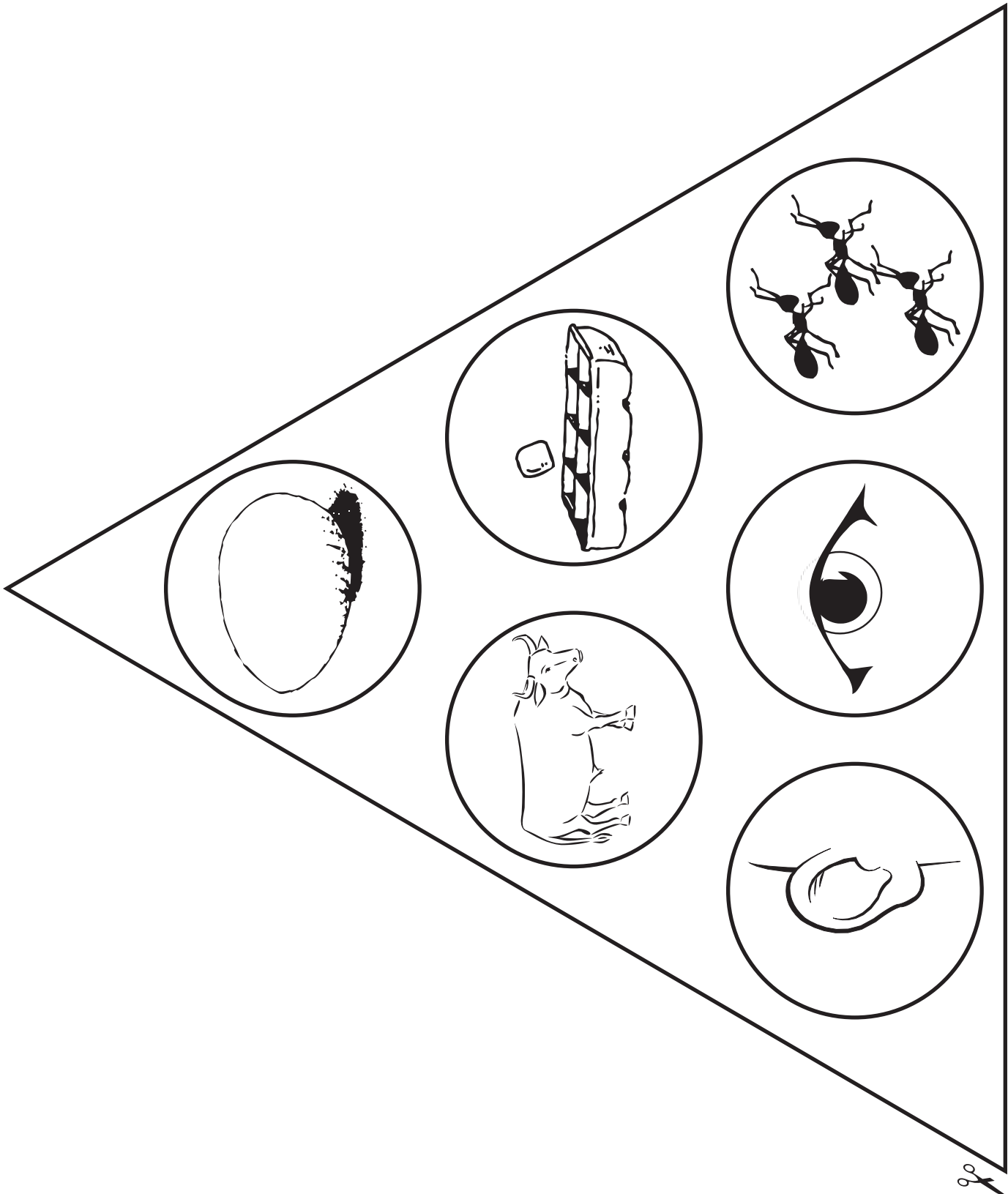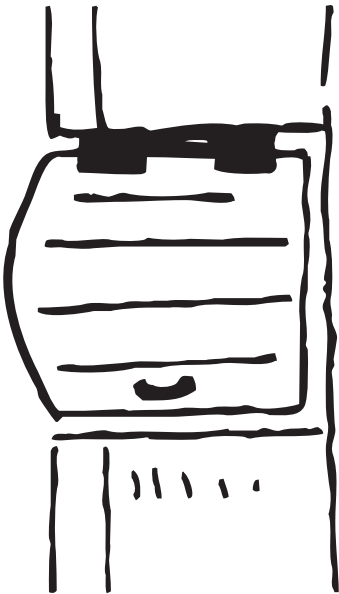
drop and say triangle: egg, ox, ice, ear, eye, ants
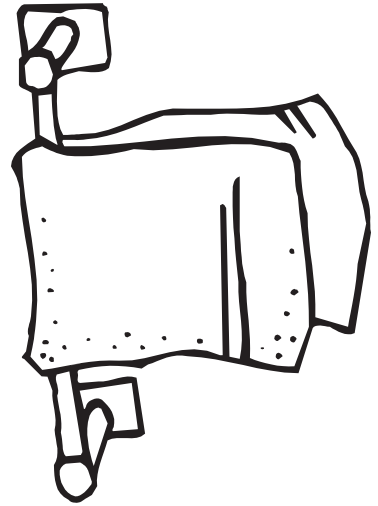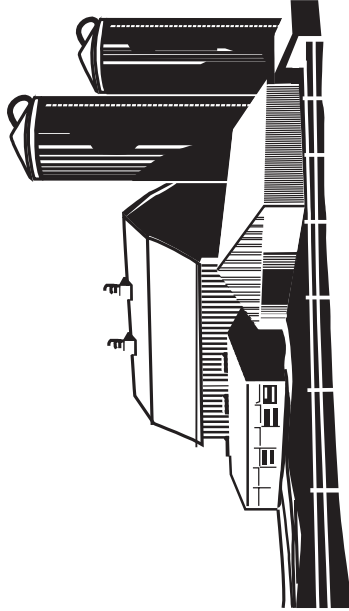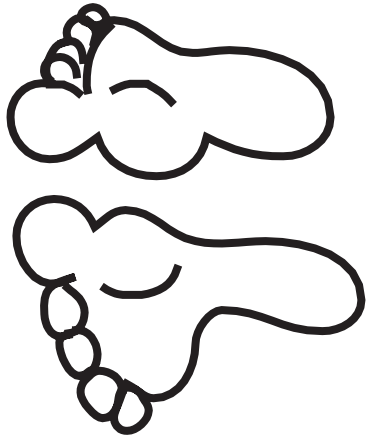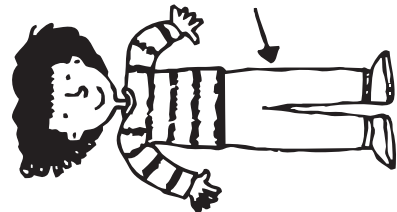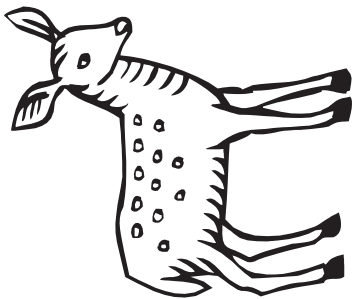
drop and say picture cards: feet, farm, towel, gate, seal, tape

Drop and Say

drop and say picture cards: leg, fox, mice, deer, tie, pants

Answer Key

Answer Key

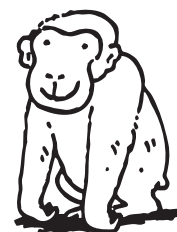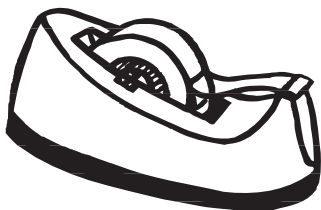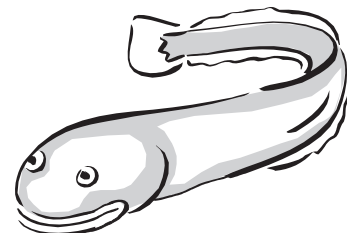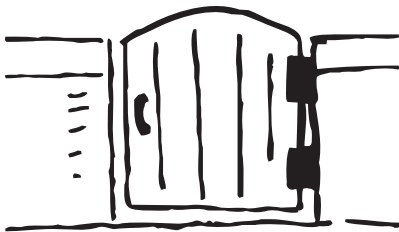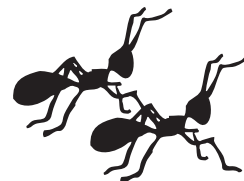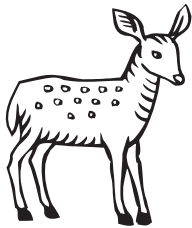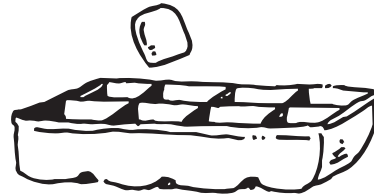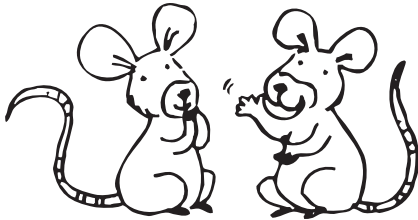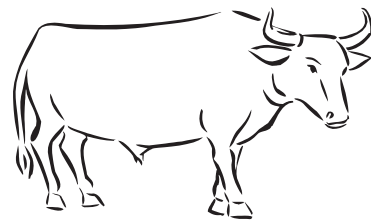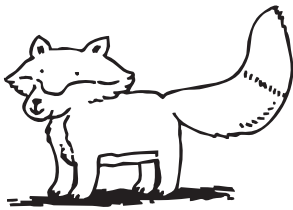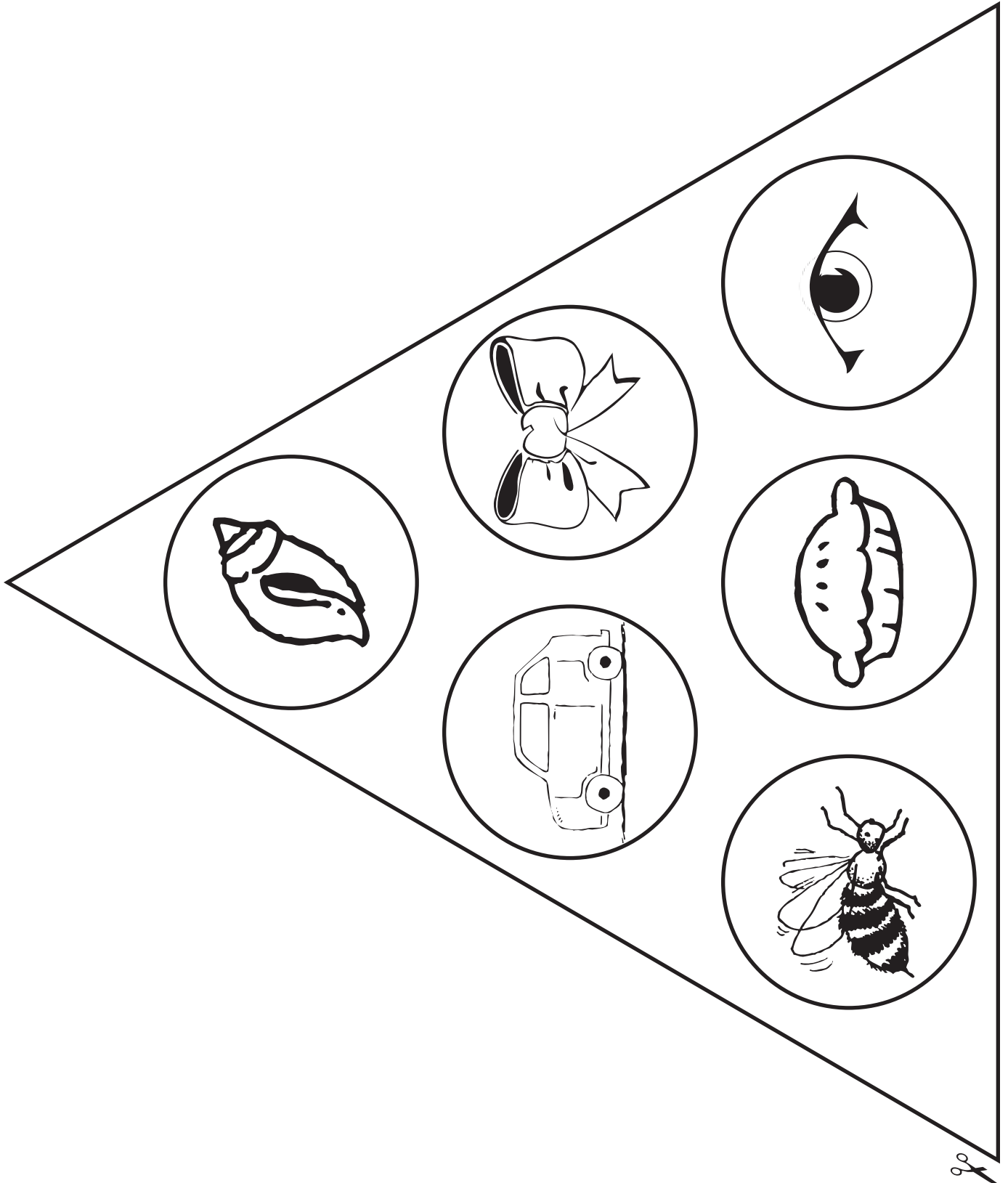drop and say triangle: shell, car, bow, bee, pie, eye
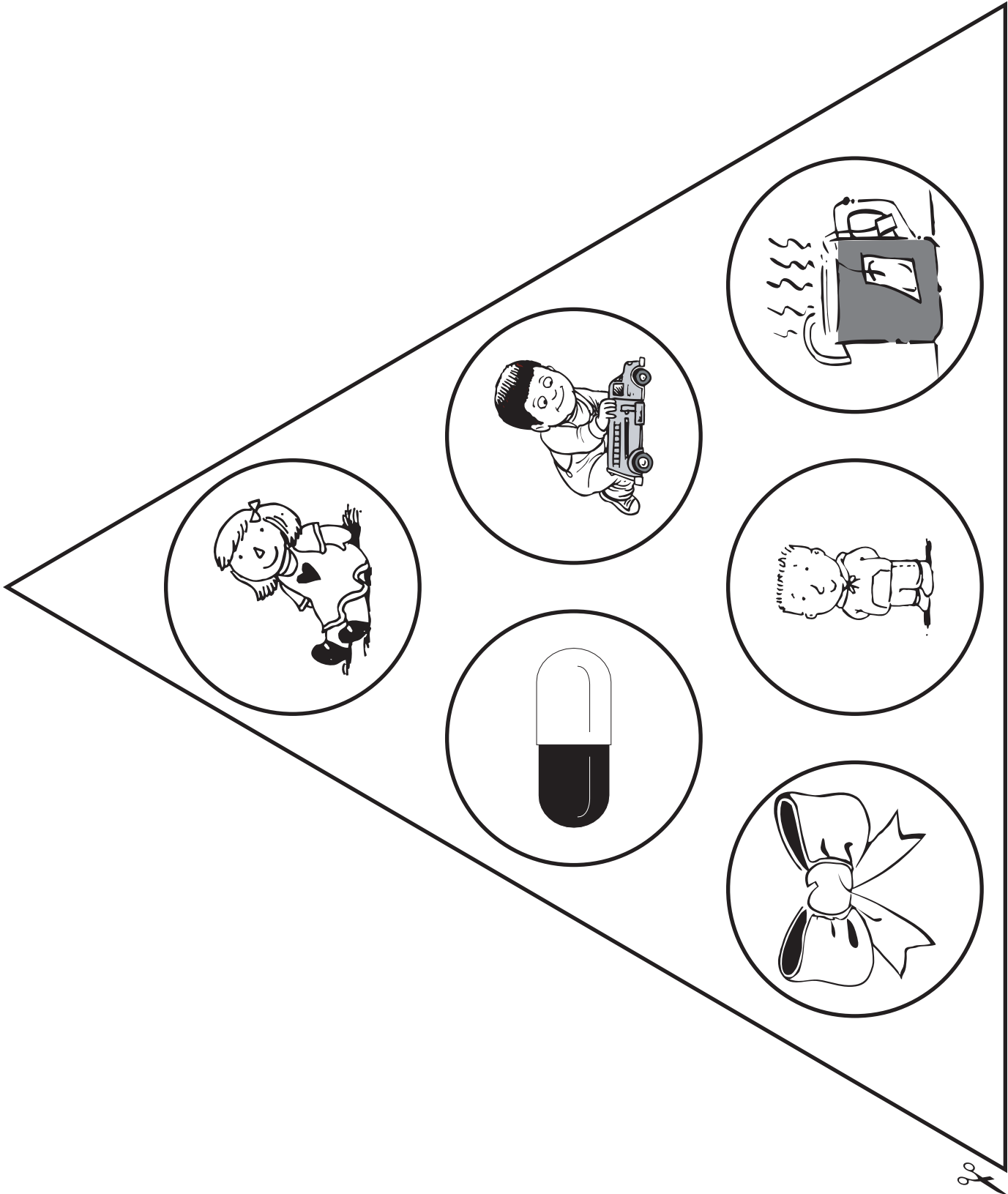
drop and say triangle: doll, pill, play, bow, boy, tea
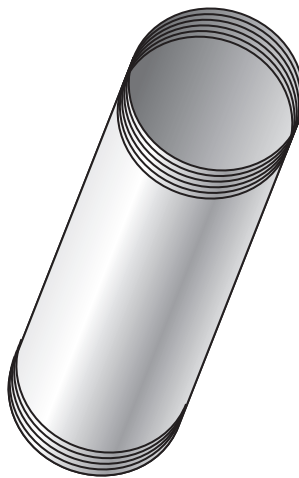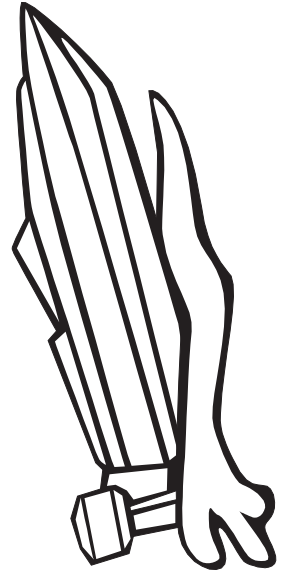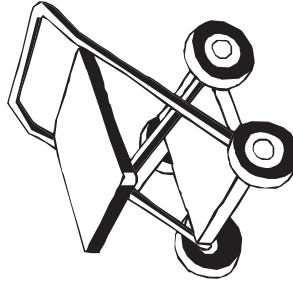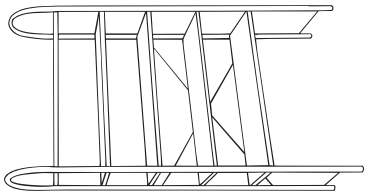
drop and say picture cards: shelf, cart, boat, bean, pipe, ice
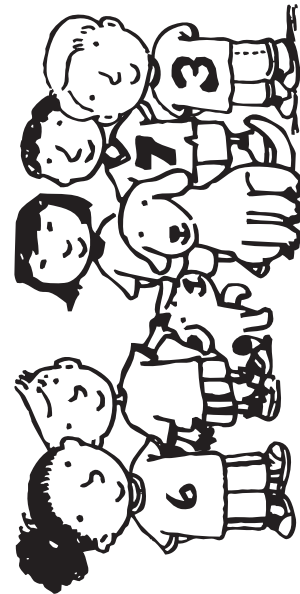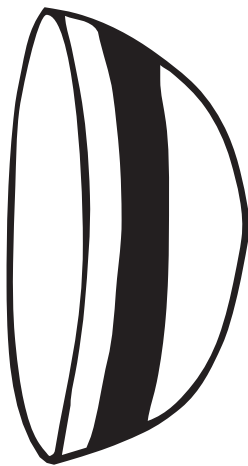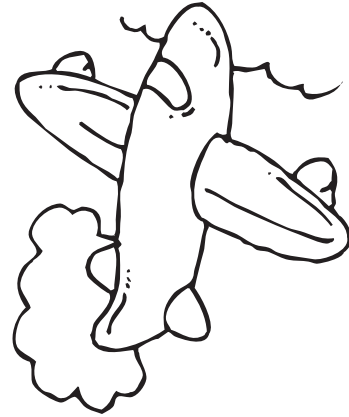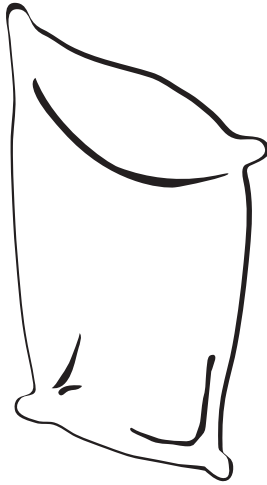
drop and say picture cards: dollar, pillow, plane, bowl, boil, team
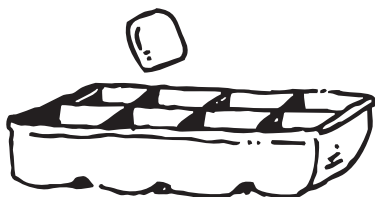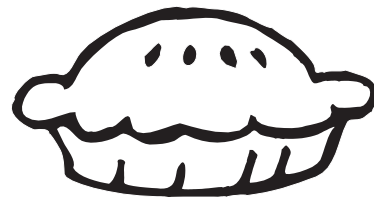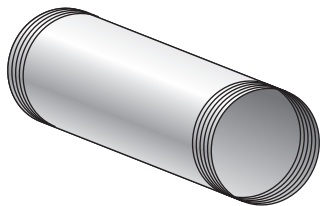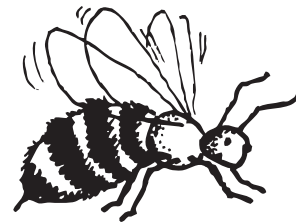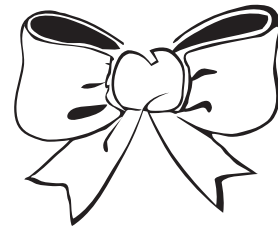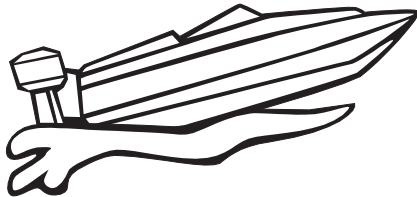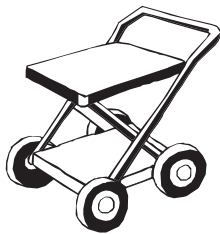
Answer Key

Answer Key
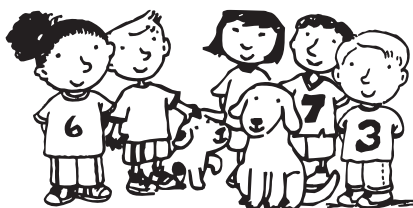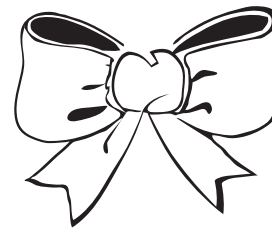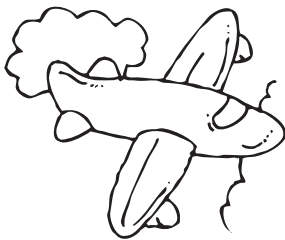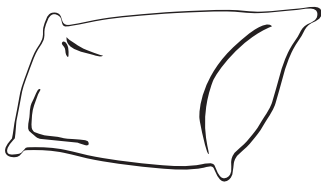
Objective

The student will manipulate phonemes in words.

Materials

▶ Tape player
▶ Blank tapes
▶ Script (Activity Master PA.050.AM1a – PA.050.AM1c)
  Record each script on a different tape.
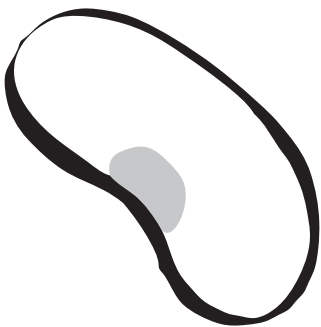 *Note: Each script addresses phonemes in a different position within the word (i.e., initial, final, and medial).*
  Choose target position tape.
▶ Headphones
▶ Student sheet (Activity Master PA.050.SS1a – PA.050.SS1c)
  Choose corresponding target position student sheet.
▶ Pencil

Activity

Students substitute phonemes in words using taped instructions.

1. Place the tape player, headphones, and scripted tape at the center. Provide the student with a student sheet.
2. The student puts on headphones and listens to the directions on the tape (e.g., "Say fan. Now change the /f/ to /k/.").
3. Says the new word and pauses tape (i.e., "...the new word is can.")
4. Decides which picture represents the new word. Draws a line from the beginning picture (i.e., fan) to the picture of the new word that is formed (i.e., can).
5. Continues until student sheet is complete.
6. Teacher evaluation
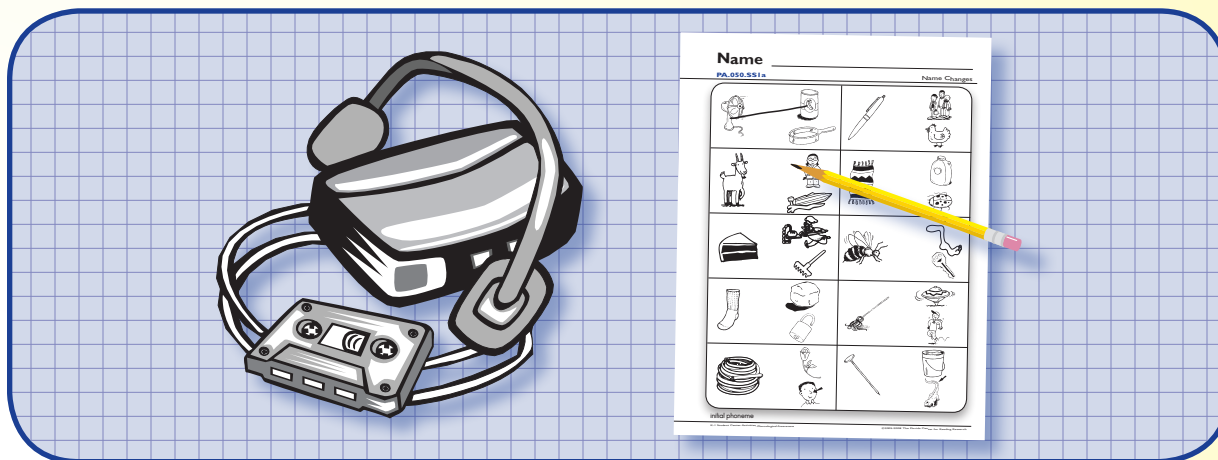
Extensions and Adaptations

▶ Listen to tape (Activity Master PA.050.AM2) and complete mixed phoneme position student sheet (Activity Master PA.050.AMSS2)

Name Changes   **PA.050.AM1a**

Teacher Script

Preparation: Record the bold text.
After recording each item, allow wait time for student to say words at the ellipses (. . .).
An answer key is provided at the bottom of the page.

Teacher begins recording:

Listen to each word, follow the directions, and say the new word. For example say, "cat." Now change /k/ to /h/. Say the new word . . . "hat." Then pause the tape. Find the picture of the new word and draw a line from the beginning word (cat) to the new word (hat). Begin the tape again and go on to the next picture.

Let's begin.

Number 1. Say fan . . .   Now change the /f/ to /k/ . . .   Say the new word . . .

Number 2. Say pen . . .   Now change the /p/ to /h/ . . .   Say the new word . . .

Number 3. Say goat . . .   Now change the /g/ to /b/ . . .   Say the new word . . .

Number 4. Say rug . . .   Now change the /r/ to /j/ . . .   Say the new word . . .

Number 5. Say cake . . .   Now change the /k/ to /r/ . . .   Say the new word . . .

Number 6. Say bee . . .   Now change the /b/ to /n/ . . .   Say the new word . . .

Number 7. Say sock . . .   Now change the /s/ to /l/ . . .   Say the new word . . .

Number 8. Say mop . . .   Now change the /m/ to /t/ . . .   Say the new word . . .

Number 9. Say hose . . .   Now change the /h/ to /n/ . . .   Say the new word . . .

Number 10. Say nail . . . Now change the /n/ to /p/ . . .   Say the new word . . .

Answer Key:
1. can 2. hen 3. boat 4. jug 5. rake 6.knee 7.lock 8. top 9. nose 10. pail

Teacher Script

Preparation: Record the bold text.
After recording each item, allow wait time for student to say words at the ellipses (. . .).
An answer key is provided at the bottom of the page.

Teacher begins recording:

Listen to each word, follow the directions, and say the new word. For example say, "bat." Now change /t/ to /k/. Say the new word . . . "back." Then pause the tape. Find the picture of the new word and draw a line from the beginning word (bat) to the new word (back). Begin the tape again and go on to the next picture.

Let's begin.

Number 1. Say cake . . .   Now change the /k/ to /n/ . . .   Say the new word . . .

Number 2. Say five . . .   Now change the /v/ to /l/ . . .   Say the new word . . .

Number 3. Say can . . .   Now change the /n/ to /t/ . . .   Say the new word . . .

Number 4. Say bat . . .   Now change the /t/ to /j/ . . .   Say the new word . . .

Number 5. Say kiss . . .   Now change the /s/ to /ng/ . . .   Say the new word . . .

Number 6. Say bus . . .   Now change the /s/ to /g/ . . .   Say the new word . . .

Number 7. Say cow . . .   Now change the /ow/ to /ē/ . . .   Say the new word . . .

Number 8. Say doll . . .   Now change the /l/ to /k/ . . .   Say the new word . . .

Number 9. Say pig . . .   Now change the /g/ to /n/ . . .   Say the new word . . .

Number 10. Say rope . . .   Now change the /p/ to /ch/ . . .   Say the new word . . .

Answer Key:
1. cane 2. file 3. cat 4. badge 5. king 6.bug 7.key 8. dock 9. pin 10. roach

Teacher Script

Preparation: Record the bold text.
After recording each item, allow wait time for student to say words at the ellipses (. . .).
An answer key is provided at the bottom of the page.

Teacher begins recording:

Listen to each word, follow the directions, and say the new word. For example say, "hot." Now change the /o/ to /a/. Say the new word . . . "hat." Then pause the tape. Find the picture of the new word and draw a line from the beginning word (hot) to the new word (hat). Begin the tape again and go on to the next picture.

Let's begin.

Number 1. Say cub . . .   Now change the /u/ to /a/ . . .   Say the new word . . .

Number 2. Say cart . . .   Now change the /ar/ to /ī/ . . .   Say the new word . . .

Number 3. Say bell . . .   Now change the /e/ to /aw/ . . . Say the new word . . .

Number 4. Say pin . . .   Now change the /i/ to /e/ . . .   Say the new word . . .

Number 5. Say bike . . .   Now change the /ī/ to /ā/ . . .   Say the new word . . .

Number 6. Say chalk . . .   Now change the /aw/ to /e/ . . . Say the new word . . .

Number 7. Say pail . . .   Now change the /ā/ to /ōō/ . . . Say the new word . . .

Number 8. Say bat . . .   Now change the /a/ to /ē/ . . .   Say the new word . . .

Number 9. Say moon . . .   Now change the /ōō/ to /a/ . . . Say the new word . . .

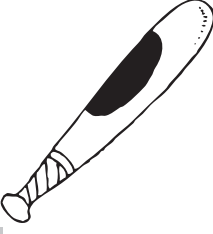**Number 10. Say phone . . . Now change the /ō/ to /i/ . . .   Say the new word . . .**

Answer Key:
1. cab 2. kite 3. ball 4. pen 5. bake 6. check 7. pool 8. beet 9. man 10. fin

Name _____
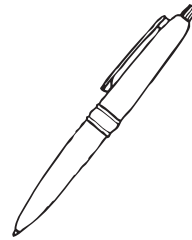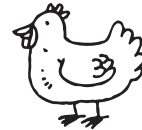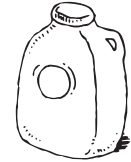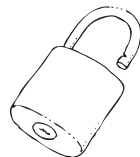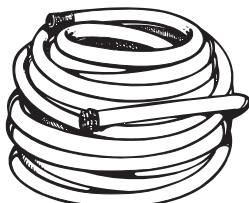
1	2
3	4
5	6
7	8
9	10

initial phoneme

Name _____

1	2 **5**
3	4
5	6
7	8
9	10

final phoneme

Name _____

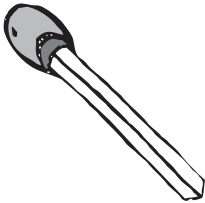|	
1	2
3	4
5	6
7	8
9	10

medial phoneme

Teacher Script

Preparation: Record the bold text.
After recording each item, allow wait time for student to say words at the ellipses (. . .).
An answer key is provided at the bottom of the page.

Teacher begins recording:
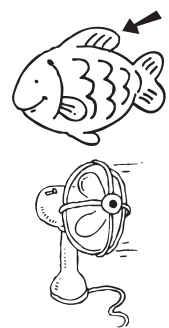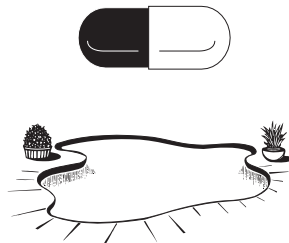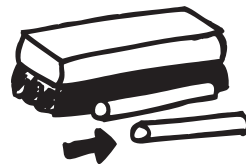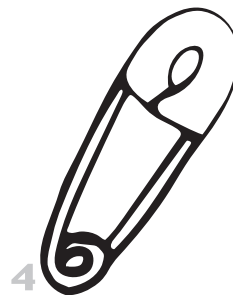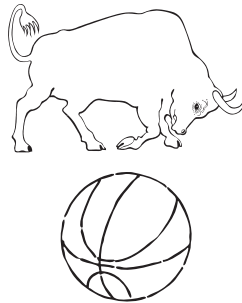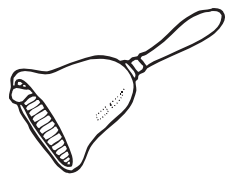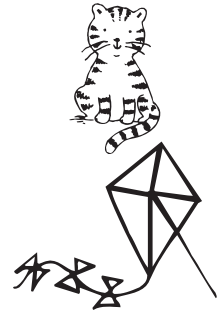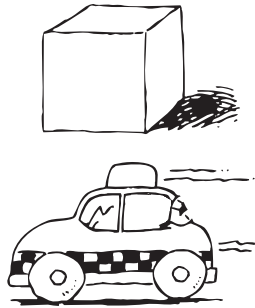
Listen to each word, follow the directions, and say the new word. For example say, "bat." Now change the /t/ to /k/. Say the new word . . . "back." Then pause the tape. Find the picture of the new word and draw a line from the beginning word (bat) to the new word (back). Begin the tape again and go on to the next picture.

Let's begin.

Number 1. Say bat . . .   Now change the /b/ to /h/ . . .   Say the new word . . .

Number 2. Say match . . .   Now change the /ch/ to /p/ . . . Say the new word . . .

Number 3. Say cane . . .   Now change the /ā / to /a/ . . .   Say the new word . . .

Number 4. Say mice . . .   Now change the /m/ to /r/ . . .   Say the new word . . .

Number 5. Say boat . . .   Now change the /t/ to /n/ . . .   Say the new word . . .

Number 6. Say back . . .   Now change the /a/ to /ī/ . . .   Say the new word . . .

Number 7. Say dog . . .   Now change the /d/ to /l/ . . .   Say the new word . . .

Number 8. Say kite . . .   Now change the /ī/ to /ō/ . . .   Say the new word . . .

Number 9. Say dive . . .   Now change the /v/ to /s/ . . .   Say the new word . . .

Number 10. Say sax . . .   Now change the /a/ to /i/ . . .   Say the new word . . .
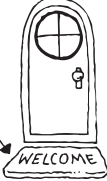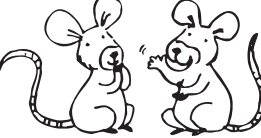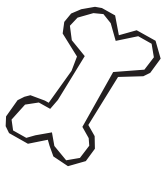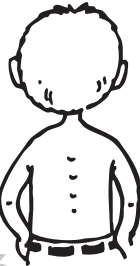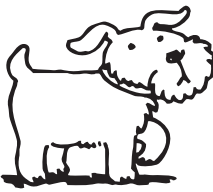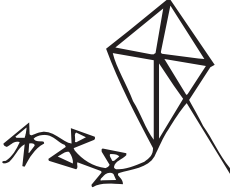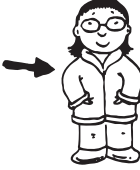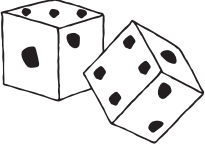
Answer Key:
1. hat 2. map 3. can 4. rice 5. bone 6. bike 7. log 8. coat 9. dice 10. six

Name _____

1	2
3	4
5	6
7	8
9	10

initial, final, and medial phonemes